MHEC
MARYLAND HIGHER EDUCATION COMMISSION

Funding Guidelines Peer Performance Analysis

University System of Maryland

Morgan State University

St. Mary's College Of Maryland

March 2013

MARYLAND HIGHER EDUCATION COMMISSION
6. N. Liberty St. • Baltimore, MD 21201

Maryland Higher Education Commission

Danette G. Howard
Secretary of Higher Education

Martin O'Malley
Governor

Anthony G. Brown
Lt. Governor

Table of Contents

Executive Summary

In September 1999, the Maryland Higher Education Commission adopted a peer-based model for the establishment of funding guidelines for the University System of Maryland and Morgan State University. The guidelines are designed to inform the budget process by providing both a funding standard and a basis for comparison between institutions. The basic concept of the funding guidelines is to identify peer institutions that are similar to Maryland institutions on a variety of characteristics. These funding peers are compared to the Maryland institutions to inform resource allocation and to assess performance.

An annual performance accountability component is included in the funding guidelines process. Each applicable Maryland institution selects ten performance peers from their list of funding peers. The Commission, in consultation with representatives from the University System of Maryland, Morgan State University, the Department of Budget and Management and the Department of Legislative Services identified a set of comprehensive, outcome-oriented performance measures to compare the performance of each Maryland institution to that of its performance peers. There are fifteen core performance measures for USM institutions and Morgan. These indicators are consistent with the State's Managing for Results (MFR) and include indicators for which data are currently available. In addition, USM institutions use institution-specific indicators more reflective of each institution's role and mission.

Maryland institutions are expected to perform at or above their performance peers on most indicators. Commission staff examine trend data and benchmarks for indicators that are comparable to the peer performance indicators. In instances where an institution's performance is below the performance of its peers, the institution is required to identify actions that it will take to improve.

While St. Mary's College of Maryland does not participate on the funding side of the funding guidelines, the College does provide data for the State in the annual performance assessment process. St. Mary's has selected twelve current peers and six aspirant peers on which to base performance. The thirty performance measures used in their assessment are similar to those chosen for the other four-year public institutions but also reflect St. Mary's role as the State's only public liberal arts college.

This report includes a comprehensive assessment of the performance of each University System of Maryland institution, Morgan State University and St. Mary's College of Maryland in comparison to their performance peers. Performance measures, criteria used to assess institutional performance, and issues related to data availability are also discussed. Each institution was given an opportunity to respond to the Commission's assessment of its performance in comparison to its peers; these institutional responses are also included in the analysis section.

Background

In September 1999, the Maryland Higher Education Commission adopted funding guidelines; a peer-based model designed to inform the budget process by providing both a funding standard and a basis for comparison between institutions. The basic concept of the funding guidelines is to identify peer institutions (i.e. funding peers) that are similar to the Maryland institution (i.e. home institution) in mission, size, program mix, enrollment composition, and other defining characteristics. These funding peers are then compared and contrasted with the Maryland institution.

To select funding peers, public four-year colleges and universities within the same Carnegie Classification as the Maryland institution were run through the variations used in the peer selection model. The peer selection process entails running statistical "clusters" of peer institutions for each Maryland college or university. Peers are selected using a least-squares selection process. A number of variables are used to select candidates for the funding peer groups. Five variations are used for most institutions and consist of variables including enrollment; composition of the student population by race, full-or part-time status and level in which enrolled; funding per FTE; degrees awarded by discipline; and institutional distances from an urban center. An additional variation (Variation IVA) is used for each Historically Black Institution (HBI) to provide a list that is not too heavily populated with other HBIs. This variation consists of total headcount, part-time students as a percent of total and baccalaureate degrees as a percent of total degrees. The 20 institutions closest to the Maryland institution in each variable are chosen as peers, for a total of 50 to 60 peer institutions.

This performance accountability report summarizes the performance of Maryland public four-year institutions in comparison with their performance peers. The presidents of each Maryland institution, except for the University of Maryland, College Park and the University of Maryland, Baltimore select ten performance peers from within their list of funding peers. The presidents base this selection on criteria relevant to their specific institutional objectives. The University of Maryland, College Park is measured against a small group of aspirational peers - institutions that College Park aspires to emulate in performance and reputation. The University of Maryland, Baltimore (UMB), is measured against composite peers – a group of five institutions chosen by schools within UMB to recognize UMB's status as the State's public academic health and law university with six professional schools. UMB's peers include institutions classified by the Carnegie Foundation as Specialized – medical schools and medical centers and institutions classified as very high research activity institutions.

In fiscal year 2002, for the first time, the Commission provided a report to the General Assembly on the University System of Maryland's performance relative to their performance peers. The budget committees expressed concern that this report was not comprehensive because the performance indicators did not place enough emphasis on outcome and achievement measures. The Commission, in consultation with a workgroup composed of representatives from the University System of Maryland (USM), the Department of Budget and Management (DBM), the Department of Legislative Services (DLS) and Morgan State University (MSU), identified a set of performance measures to compare Maryland institutions against their performance peers and developed a method to assess institutional performance.

Fiscal year 2014 represents the fourteenth year the funding guidelines influenced the allocation of State resources. As funding guidelines continue to evolve, so too does the assessment of institutional performance.

Data Availability

To the extent possible, the measures identified for peer comparisons use data that are verifiable and currently available from national data systems such as the National Center for Education Statistics' Integrated Postsecondary Education Database Systems (IPEDS), the National Science Foundation, and *U.S. News and World Report*. Some outcomes data are not readily available. For example, peer data are not always available for alumni giving and passing rates on several professional licensure examinations. In cases where data are not available through national data systems, Maryland institutions obtained data either directly from their peer institutions or compared their performance to Maryland institutions that are in the same Carnegie classification.

It should be noted that for measures related to licensure exam performance, such as the pass rate on the Praxis II teacher licensure examination, comparisons of pass rates across state lines are difficult to interpret because of major differences in the testing requirements from one state to another. In these cases, a comparison of institutional performance among Maryland institutions is provided as an additional performance comparison.

Assessing Institution Performance

Maryland institutions are expected to perform at or above their performance peers on most indicators. In instances where an institution's performance was materially below the performance of its peers, the institution was required to identify actions that it will be taking to improve performance.

Each institution was given an opportunity to respond to the Commission's assessment of its performance in comparison to its peers. Institutional responses and comments are summarized in the analysis section of this report.

Performance Measures for the University System of Maryland and Morgan State University

There are fifteen core performance measures for the USM institutions (see Table 1). Not all institutions are required to provide data on all of the measures. There are separate sets of indicators for Maryland's comprehensive institutions and for the research universities. Furthermore, institutions have the flexibility to add specific indicators that are reflective of their role and mission. The indicators include retention and graduation rates, and outcome measures such as licensure examination passing rates, the number of faculty awards, and degree awards in disciplinary fields of State workforce interest. All indicators are consistent with the State's Managing for Results (MFR) initiative and reflect statewide policy goals. Appendix B lists the operational definitions for each core performance indicator.

There are fourteen performance measures for Morgan State University (see Table 2). These indicators include level of students on federal grants, retention and graduation rates, doctoral degree awards to women and African-Americans, STEM bachelor degree awards to African-Americans, percent of full-time faculty with terminal degrees, research expenditures, alumni giving and the passing rate on the Praxis or NES teacher licensure exams (an assessment that measures teacher candidates' knowledge of the subjects that they will teach). All indicators are consistent with the State's Managing for Results (MFR) initiative and reflect statewide policy goals. Appendix D lists the operational definitions for Morgan's indicators.

St. Mary's College of Maryland Quality Profile

St. Mary's College of Maryland's general fund appropriation is determined by a statutory formula and not through the funding guideline process. However, the college expressed interest in providing a set of institutions for the purpose of assessing its performance as the State's only public liberal arts college. Due to its unique character as a public, liberal arts college, St. Mary's is categorized as a Baccalaureate Colleges – Arts & Sciences institution under the 2005 Carnegie Basic classification. Of the institutions in this category, only a small number of institutions are public. Therefore, along with a small group of public institutions with a liberal arts mission, the comparison group for St. Mary's includes private institutions.

St. Mary's peer group includes twelve current peers and six aspirant peers. The aspirant peers represent those institutions that St. Mary's aspires to emulate in performance and reputation. Of the twelve current peers, four are public. All of the aspirant peers are private institutions.

The college used the following attributes to identify similar institutions: size, minority enrollment, distribution of bachelor's and master's degrees awarded, distribution of degrees awarded by broad discipline area, proportion of part-time students, location, tuition and fees, and revenue and expenditure data. In addition, St. Mary's examined additional factors to select its peers, including: the academic attributes of new freshmen, the proportion of graduates pursuing graduate or professional education, the existence of a senior project requirement; and the value of the institution's endowment. St. Mary's chose performance measures that mirrored those

chosen by the other State public institutions as well as measures that reflect the college's particular role in the State's system of higher education.

There are twenty-five separate performance measures to assess quality, selectivity, retention, graduation, access, efficiency and resources for St. Mary's College of Maryland (see Table 3). These indicators include retention and graduation rates, faculty salaries, student/faculty ratio, and library holdings. Appendix E details St. Mary's operational definitions.

Table 1. University System of Maryland Performance Measures for Funding Guidelines

Performance Indicator	BSU	CSU	FSU	SU	TU	UB	UMB	UMBC	UMCP	UMES	UMUC
1. Average SAT score of incoming students [1]	●	●	●	●	●			●	●	●	
2. % minorities of all undergraduates	●	●	●	●	●	●	●	●	●	●	●
3. % African American of all undergraduates	●	●	●	●	●	●	●	●	●	●	●
4. Second-year retention rate	●	●	●	●	●			●	●	●	
5. Six-year graduation rate	●	●	●	●	●			●	●	●	
6. Six-year graduation rate: all minorities	●	●	●	●	●			●	●	●	
7. Six-year graduation rate: African American	●	●	●	●	●			●	●	●	
8. Pass rate on teacher licensure exam, Praxis II	●	●	●	●	●			●	●	●	
9. Pass rate on nursing licensure exam		●		●	●		●				
10. Pass rates on other licensure exams [2]											
10a.			SW[2]				SW				
10b.						Law	Law				
10c.							Med				
10d.							Dent.				
11. Average alumni giving rate/average undergrad alumni giving	●	●	●	●	●	●	●	●	●	●	●
12. Total R&D expenditures [5]							●	●	●	●	
13. $s in total R&D expenditures per FT faculty [5]	●						●	●	●	●	
14. Average annual % growth (5 yr) in federal R&D expenditures [5]							●	●	●	●	
15. # of faculty awards per 100 faculty (5 yr)						●		●	●		
16. Institution-specific measures	●	●	●	●	●	●	●	●	●	●	●

[1] Institutions have the option of using the 25th and 75th percentile of SAT score for entering freshmen.

[2] For some licensing examinations, overall Maryland passing rate may be the appropriate reference rather than the peer institutions

[3] Comparable peer data are not available. Data for USM institutions.

[4] University of North Carolina System's schools will be used for peer comparison

[5] For institutions other than UMB, peer's medical R&D expenditures will be excluded.

[6] Social Work

Table 2. Morgan State University Performance Measures for Funding Guidelines

Measure[1]	Comparison Group
1. Percent students on federal grants	National Peers
2. Second-year retention rate of a cohort of first-time, full-time undergraduates	National Peers
3. Second-year retention rate of a cohort of first-time, full-time African American undergraduates	National Peers
4. Second-year retention rate of a cohort of first-time, full-time minority undergraduates	National Peers
5. Six-year graduation rate of a cohort of first-time, full-time undergraduates	National Peers
6. Six-year graduation rate of a cohort of first-time, full-time, African American undergraduates	National Peers
7. Six-year graduation rate of a cohort of first-time, full-time, minority, undergraduates	National Peers
8. Number of Doctorates awared to women	National Peers
9. Number of Doctorates awarded to African Americans	National Peers
10. Number of Bachelor's in STEM awarded to African Americans[2]	National Peers
11. Percent full-time faculty with terminal degree	National Peers
12. Research expenditures	National Peers
13. Percent growth in grants and contracts (research) over base of the previous year	National Peers
14. Alumni giving most current year available	National Peers
15. Pass rate on the Praxis II or NES, teacher licensure exam	National Peers, Maryland Institutions

[1] For all measures, the most recent data available was used .

[2] STEM stands for science, technology, engineering and mathematics disciplines

Table 3. St. Mary's College of Maryland Performance Measures for Quality Profile

Measure
ADMISSIONS
1. SAT Verbal Score - 25th/75th Percentile
2. SAT Marh score - 25th/75th Percentile
3. Acceptance Rate
4. Yield
ENROLLMENT
5. Percent minority of all UG
6. Total headcount
FACULTY
7. Full-time faclty with Ph.D. or terminal degree
8. Average salary of full-time instructional salary - All faculty
9. Average salary of full-time instructinoal faculty - Professor
10. Average salary of full-time iinstructional faculty - Associate Professor
11. Average salary of Full-time Instructional Faculty - Assistant Professor
RETENTION, GRADUATION AND ACCESS
13. First- to second-year retention rate
14. Six-year graduation rate
15. Six-year graduation rate - Minorities
EFFICIENCY/ RESOURCES
16. Annual tuition and fees (in-state)
17. Annual tuition and fees (out-of-state)
18. E&G Expenditures
19. Tuition and fee revenue
20. Student to faculty ratio
21. Alumni giving
22. Books, serial back files, other
23. Paper materials
24. Librarians
25. Total staff
26. Total library expenditures per person

Peer Performance Analysis

Bowie State University

Bowie State University meets or exceeds its peers' performance on eight of nine performance measures. Bowie's incoming freshmen SAT scores for the 25^{th} – 75^{th} percentiles are comparable to the peer average of 802-986. The percentages of all minority undergraduates and African American undergraduates surpass peer averages by large margins. Bowie's second-year retention rate (70 percent), while slightly lower than the 2010 rate, is 5 percentage points higher than the peer average. The six-year graduation rate of 40.6 percent is 8.6 percentage points above the peer average. The six-year graduation rates for all minorities, as well as for African Americans, also continue to exceed peer averages by substantial margins. Bowie reports a 94 percent pass rate on teacher licensure exams, 3.0 points above the peer average.

The university is slightly below peer performance on one core measure. At four percent, the university's undergraduate alumni giving rate is slightly below (0.8 percentage points) the peer average.

Bowie selected three institution-specific indicators: the percent of faculty with terminal degrees, acceptance rate and yield rate. The percent of full-time faculty holding terminal degrees of 79 percent is higher than the average level of the institutions (only 6 of the 10 peers) that provided data. Bowie's average acceptance rate has risen to 50 percent from 49 percent in 2010, making it more selective than its peers, which have a 59 percent average acceptance rate. The yield rate (percent of students who accept enrollment offers) is 36 percent, or 4.0 points lower than the peer average.

Commission staff recognizes Bowie's progress on the metrics. Bowie is asked to comment on how it will improve upon graduation and retention rates within the completion agenda, why the average undergraduate alumni giving rate continues to remain below the peer average, why the institutional acceptance rate is lower than the average rate of its peer institutions.

Institution's Response

Improving Retention and Graduation Rates within Maryland's Completion Agenda

Bowie State University has implemented a number of strategies designed to improve retention, progression and graduation rates. These strategies, all of which complement and help to advance achievement under the state's 55% degree completion goal, include: restructuring the Academic Advisement Center by focusing and expanding services to first and second year students and to select sub-groups, piloting an early academic alert system; placing retention coordinators in each of the Colleges, enhancing supplemental instruction and tutoring, and faculty development.

The University is now in the process of engaging the entire campus community to move these rates to the next level, which will further contribute to overall degree attainment within Maryland. A number of initiatives are being planned including: reengineering administrative processes, improving academic advisement, continuing academic transformation, and developing effective classrooms. A summary of these initiatives is provided below.

Results from multiple student surveys indicate unacceptable levels of student dissatisfaction with administrative offices. Processing timeliness, communication, and information availability are recurring themes. The University is addressing information availability by examining its website for usability and language usage and to post more appropriate information in areas frequented by students through the web. Communication plans are being developed in Admissions, Financial Aid and in Student Accounts, while Blackboard Connect is being used to send phone and text messages to students about important enrollment deadlines. The Admissions Office is also examining its document flow, transfer student evaluations, and technological strategies to speed up admissions decisions.

Significant improvements in student advising have happened in Bowie's Academic Advisement Center (AAC) as outlined in the University's Access and Success reporting. The University is now expanding its focus to examine print and electronic materials and training to bring consistency to the advising process. Academic Departments, the AAC, and the Registrar's office are collaborating to ensure that academic program requirements are consistent across staff/faculty one-on-one advising, the catalog, and on the web. An evaluation of the early alert pilot, including an analysis of the impact of new components in our learning management system, will be completed this spring with an anticipated full implementation approach for the fall 2013 semester. The University received an MHEC One Step Away grant which includes funding for improvements in the academic advising information in our student information system and a training program for faculty and staff.

Bowie State University has been engaged in curricular transformation and innovation activities for the past three years. Three of our faculty either have previously or currently are participating in USM Course Redesign Initiative: General Psychology (PSYC101); introductory chemistry course, General Chemistry I (CHEM107), is currently being redesigned following the principals and guidelines of the National Center for Academic Transformation; and our Principles of Economics (ECON 211/212) courses have recently received acceptance into the 3rd USM redesign cohort.

BSU also leveraged other grant funds to expand course redesign and academic transformation. Computer Principles & Technology (COSC111) has been redesigned under this activity; four additional computer science and 12 computer technology courses are in the initial stages of the planning process. Both the Departments of Business (BUIS260 – Computer Applications in Business) and Nursing (NURS302 – Health Assessment) have also transformed courses under this activity. And most recently, the Departments of Communications and Fine & Performing Arts have identified courses for academic transformation (COMM101 – Oral Communications, COMM103 – Public Speaking; ART320 – Introduction to Painting, ART404 – History of Modern Art) and engaged in the kick-off activities to begin their redesigns.

Looking ahead, the University has expressed interest in the USM and Ithaka S+R Gates Foundation Initiative to explore the feasibility of integrating content from massive online open courses (MOOCs) into academic courses. The University will also be requesting approval for a fully online program in AY 2013-2014. The addition of an interdisciplinary degree is also being explored.

According to Vincent Tinto, there are four attributes of effective classrooms: establishing clear and consistent expectations, providing academic support, utilizing frequent assessment and feedback, and involvement/engagement. Faculty expectations are already set in course syllabi. The University is considering embedding academic support into the entry level credit English course with the goal of eventually discontinuing developmental English. A special Faculty Senate committee is exploring automating classroom assessment, feedback and early warning through new components anticipated this spring in our learning management system, Blackboard Learn. Expanding faculty development to focus on techniques in pedagogy, curriculum, and assessment that are more effective with academically under-prepared students is the focus for enhancing student classroom involvement, another strategy BSU is undertaking.

Finally, the University will be undertaking a strategic planning process in 2013. It anticipates that a number of objectives developed as part of that process will be directly related to increasing degree completion. The initiatives described above demonstrate the multi-faceted approach Bowie State has planned to support its students to completion, and aid the state in achieving its 55% goal.

Increasing the average alumni giving rate

Between the 2010 and 2012 peer performance report time periods, Bowie State's alumni giving rate increased from 3 percent to 4 percent. FY 2012 saw a large increase in the number of alumni donors and in dollars received over FY 2011. In FY 2012, 1,072 alumni gave $120,175 to the University. The FY 2012 increase was a result of an improving economy and sustained strategic efforts to increase alumni awareness. Bowie has undertaken a number of approaches over the past three years to increase alumni giving. For example, a comprehensive multi-year communication/ solicitation plan was put in place. Additionally, a professional firm was contracted to facilitate our phone campaign. Finally, relations were strengthened with the Bowie State University National Alumni Association. These sustained efforts are anticipated to enhance alumni giving over time.

Increasing new first-time student acceptance rate

The University's Enrollment Management Strategic Plan 2010-2015 guides the campus community in the various facets of enrollment management. One specific strategy included in the plan is to develop an admissions recruitment plan that will yield annual increases in undergraduate new student enrollment. Specific action steps include: increasing ethnic and geographic diversity of new students; expanding and strengthening partnerships with local, regional and national college-bound organizations; maintaining presence in primary markets and extending presence in secondary and other target markets for undergraduate students in Maryland; enhancing focus on recruitment of STEM majors; establishing a telecounseling schedule for prospects, applicants, and admitted students; developing an effective volunteer recruitment program that includes current BSU students, alumni, faculty, and parents; systematically qualifying the inquiry and applicant pools in order to concentrate time and resources on those prospective students targeted by the university as most likely to enroll; and enhancing campus visitation programs for high school students. Funding was reallocated in FY 2012 and FY 2013 to support this effort. While progress has been made on many of these action

steps, it has not resulted in a significant increase in acceptance rates. However, the University rates have been steady even in the face of increasing competition for our students.

Bowie State University
Peer Performance Data, 2012

University	SAT 25th/75th %ile	% minority of all undergraduates	% African-American of all undergraduates	Average (4-yr.) second-year retention rate	Six-year graduation rate	Six-year graduation rate all minorities	Six-year graduation rate African-Americans	Passing rate on teacher licensure exams
Bowie State U.	820-940	94.9%	90.9%	70%	40.6%	40.0%	40.4%	94%
Alabama A&M U.	790-910	96.3%	95.6%	71%	31.7%	31.8%	31.8%	100%
Alabama State U.	690-870	96.3%	95.5%	57%	26.2%	26.3%	26.4%	99%
Auburn U., Montgomery	870-1070	34.5%	29.0%	58%	33.3%	21.1%	18.7%	100%
California State U., Bakersfield	810-1040	60.3%	7.0%	71%	41.4%	41.1%	25.6%	95%
Columbus State U.	860-1080	43.6%	36.1%	69%	31.4%	28.2%	27.1%	87%
Indiana U., Southeast	840-1050	10.1%	6.1%	63%	26.5%	28.6%	27.8%	99%
New Jersey City U.	805-970	64.3%	20.2%	71%	38.6%	37.6%	30.2%	NA
Norfolk State U.	790-950	91.3%	89.4%	70%	33.2%	31.5%	31.2%	100%
Prairie View A & M U.	760-930	93.5%	86.9%	74%	34.1%	34.2%	33.8%	63%
Sul Ross State U.	NA	70.0%	5.9%	47%	23.5%	20.7%	3.6%	79%
Average of Peers	**802-986**	**66.0%**	**47.2%**	**65%**	**32.0%**	**30.1%**	**25.6%**	**91%**

University	Average (2-yr.) undergraduate alumni giving rate	BSU institution-specific indicators: % of faculty with terminal degree	Acceptance rate	Yield rate
Bowie State U.	4%	79%	50%	37%
Alabama A&M U.	NA	34%	50%	24%
Alabama State U.	NA	61%	51%	30%
Auburn U., Montgomery	2%	NA	79%	48%
California State U., Bakersfield	2%	NA	66%	29%
Columbus State U.	7%	78%	54%	54%
Indiana U., Southeast	10%	70%	77%	61%
New Jersey City U.	6%	87%	45%	38%
Norfolk State U.	NA	NA	65%	34%
Prairie View A & M U.	2%	67%	40%	48%
Sul Ross State U.	NA	NA	NA	NA
Average of Peers	**4.8%**	**66%**	**59%**	**41%**

NA - Data not available

12/18/2012

Coppin State University

Coppin State University exceeds the performance of its peers on two of ten core performance measures. The percentages of all undergraduates that are minority, as well as the percentage African American, are well above peer averages.

Coppin underperforms the peer average on seven core measures. Coppin's 25th and 75th percentile SAT scores of 810-920 are below the peer average of 854-1019. The second-year retention rate has continued to slip to 61 percent compared to a peer average of 65 percent. The six-year graduation rate for all students is 14.7 percent, less than half the peer average of 30.3 percent. In addition, minority student graduation rates are 14.6 percent, 12.6 points below the peer average. African American student graduation rates are 14.7 percent, compared to a peer average of 25.4 percent. Coppin hasn't provided any data on teacher licensure exam pass rates. Coppin's nurse licensure exam pass rate of 87 percent is 4.0 points below the peer average. Coppin also did not provide data for undergraduate alumni giving rates.

Coppin has five institution-specific indicators: percent of full-time faculty with terminal degrees, acceptance and yield rates, student to full-time faculty ratio and state appropriations per full-time equivalent student (FTE). Although these are primarily descriptive measures, they provide information that offer an institutional profile in comparison to selected peers. For example, approximately 54 percent of full-time faculty at Coppin hold the terminal degree, compared to a peer average of 60 percent. Coppin's acceptance rate is lower than that of peers, which indicates that it is it more selective than its peer institutions. The university's yield rate (or the level of students that are accepted actually enroll) of 27 percent is 22.5 points below the peer average of 49.5 percent. Coppin's student to faculty ratio has improved and is now 2 points lower than its peer average (16 compared to the peer average of 18). State appropriations per FTE for the institution are $12,150 or $5,731 higher per student than the peer average.

The Commission staff asks Coppin to comment on the measures on which it underperforms its peers: SAT scores of its freshman class, and teacher licensure exam pass rates and, particularly retention and graduation rates. Coppin is also asked what steps it will be taking to make improvements in all of these measures, given that its funding per student is significantly higher than its peer institutions. Coppin is also asked to provide data for both the Pass Rate for Teacher Licensure Exams and on Undergraduate Alumni Giving Rate.

Institution's Response

Praxis Scores:

According to its most recent Title II report, which contains summary pass rates as well as single assessment pass rates, CSU had a 100% pass rate for Praxis between the period 2008-2011. The institution's Title II report (Table 1) provides the summary data for that period. It is important to note that the university requires all completers to pass both Praxis I and Praxis II in order to receive a degree.

SAT scores of its freshman class:

Presently, the university is revamping its admission requirements to address the need to bring in a more qualified student. Although, we value the SAT exam, we also look more broadly into other factors that can predict college success, such as the rigor of the high school one attended, type of courses taken, and the high school grade point average.

Given that the university has an acceptance rate much lower than our peers, we believe that this indicates that our admission process is more rigorous. Based upon an examination of our mean score for the SAT, and those for our local, state, and national peer groups, we believe that we are aligned well with our peer institutions, if not higher than our peers (See Table 2).

Graduation and Retention Rates:

Major efforts are being made across the entire university to address Coppin's graduation and retention rates. While the results of these efforts will take time to see in terms of improved graduation outcomes, we hope to immediately influence retention rates, which ultimately will lead to enhanced graduation rates. In this way Coppin will contribute to the achievement of the state's 55% degree completion goal.

Recognizing the need to bring members of the university community together to tackle graduation and retention issues through a university-wide approach, Coppin has established a Taskforce on Enrollment and Student Success. This group is charged with examining retention issues across all schools and programs, and bringing back to the president recommended changes to policies, procedures and practices that will positively impact student success. The ultimate goal of this initiative is to not only shape and align enrollment with the mission and vision of the university but to facilitate student success throughout all aspects of the university community. The taskforce has four subcommittees: cohort services, campus operations, research and assessment, and planning and evaluation, all of which are expected to broadly examine and report on issues associated with improved retention/graduation.

At the same time, CSU will continue to invest in other initiatives that target a broad range of the university's undergraduate population. These initiatives represent a key part of its efforts to increase retention and graduation rates for all CSU students. They include: creation of the Freshman Year Experience (FYE)/University College, which provides a structured college experience for first year students on campus; the Freshman Male Initiative (FMI), which specifically targets support toward male students on campus. In this program first-time male students are paired with junior or senior male students who serve as mentors to the freshmen. The upperclassmen meet with their mentees 12 to 15 hours a week through study sessions and social networking to build relationships and participate in team- and community-building exercises. Finally, the Summer Academic Success Academy (SASA) is an ongoing, intensive summer bridge program that is entering its third year. All first-time, full-time freshman students are required to attend SASA. SASA students complete college courses, attend college success workshops and tutoring sessions, and participate in social and leadership activities. The highly structured experience allows freshmen students coming to Coppin to connect with faculty, staff, and peer mentors who will guide them through their transition and it helps prepare the freshmen

for the rigors of fall term. Finally, CSU has implemented an "intrusive advising" strategy, which has been demonstrated to be particularly effective with students from at risk populations.

Undergraduate Alumni Giving Rate:

Coppin's average two year alumni giving rate is 9% based on the most recent data. The university is in the process of starting a new marketing plan that should yield higher alumni giving rates. Additionally, it is starting a strategic plan that will provide new direction for the university as well as revisiting CSU branding and tag lines, all of which, should give alumni and other constituents more insight into the university's vitality. Additionally, Institutional Advancement will also implement the following strategies:

- Enhance the institution's ability to access and use alumni data

- Provide advancement staff with clear roles and expectations
    - Develop and implement a call report process and prospect portfolios

- Focus institutional resources and activity on alumni and individual giving, planned giving, foundation and corporate support
    - Improve the institution's relationship with the Coppin Foundation Board

Coppin State University
Peer Performance Data, 2012

University	SAT 25th/75th %ile	% minority of all undergraduates	% African-American of all undergraduates	Average (4-yr.) second-year retention rate	Six-year graduation rate	Six-year graduation rate all minorities	Six-year graduation rate African-Americans	Passing rate on teacher licensure exams	Passing rate in nursing licensing exam
Coppin U.	810-920	88.2%	86.4%	61%	14.7%	14.6%	14.7%	NA	87%
Albany State U.	780-910	84.6%	83.3%	75%	40.6%	40.8%	40.8%	93%	100%
Alcorn State U.	790-910	94.3%	93.4%	66%	32.5%	31.7%	31.5%	100%	89%
Augusta State U.	880-1080	34.1%	26.3%	69%	22.3%	14.2%	13.3%	90%	85%
Cheyney U. of Penn.	NA	95.4%	93.4%	59%	24.4%	23.9%	24.3%	NA	NP
Henderson State U.	870-1110	26.4%	22.6%	60%	30.8%	24.8%	24.0%	100%	85%
Louisiana State U., Shreveport	950-1110	27.0%	20.9%	64%	28.4%	22.2%	19.5%	100%	NP
Nicholls State U.	950-1110	24.0%	19.1%	69%	38.5%	26.6%	25.9%	100%	93%
North Carolina, U. of, Pembroke	830-990	53.2%	31.4%	69%	33.5%	35.1%	33.7%	99%	100%
Virginia State U.	780-930	86.1%	84.0%	70%	39.7%	41.2%	41.4%	100%	83%
Western New Mexico U.	NA	58.6%	2.0%	46%	12.5%	11.0%	0.0%	99%	95%
Average of Peers	**854-1019**	**58.4%**	**47.6%**	**65%**	**30.3%**	**27.2%**	**25.4%**	**98%**	**91%**

University	Average (2-yr.) undergraduate alumni giving rate	CSC institution-specific indicators: % of F-T faculty with terminal degrees	Acceptance rate	Yield rate	FTE students per F-T faculty	State appropriation per FTE student
Coppin U.	NA	60%	54%	27%	16	$12,150
Albany State U.	3%	76%	55%	38%	21	$4,660
Alcorn State U.	4%	63%	36%	42%	19	$8,481
Augusta State U.	6%	NA	62%	59%	19	$4,377
Cheyney U. of Penn.	5%	72%	NA	NA	16	$9,575
Henderson State U.	5%	63%	59%	41%	17	$6,395
Louisiana State U., Shreveport	NA	NA	48%	75%	23	$2,696
Nicholls State U.	8%	58%	84%	62%	21	$4,349
North Carolina, U. of, Pembroke	5%	68%	75%	50%	15	$8,833
Virginia State U.	10%	NA	58%	29%	16	$7,359
Western New Mexico U.	0.4%	57%	NA	NA	13	$7,466
Average of Peers	**5.2%**	**65%**	**60%**	**49.5%**	**18.0**	**$6,419**

NA - Data not available
NP - No program
NR - No requirement

12/18/2012

Frostburg State University

Frostburg State University meets or exceeds average peer performance on five of ten core performance measures. Freshman SAT scores in the 25th to 75th percentile of 890-1090 are comparable to a peer average of 896-1089. Minority undergraduate enrollment as a proportion of total undergraduate enrollment (29.4 percent) is 12.9 percentage points above the peer average and African Americans as a percent of total undergraduates (24.4 percent) is 18.1 percentage points above the peer average. The university's six-year graduation rates of minorities (40.3 percent) and African Americans (43.0 percent) are both above their respective peer averages, but are lower than those reported in prior years.

The university performs below the average of its peers on four core measures and has not provided data for one core measure, the Social Work licensure exam pass rate. The second-year retention rate is 73 percent, 2.0 percentage points below the peer average. The university's six-year graduation rate of only 45.5 percent is 2.6 points below the peer average. Frostburg's teacher licensure exam pass rate of 96 percent is 2.0 points lower than the peer average. The alumni giving rate of 6 percent is also 2.0 points lower than the peer average.

Frostburg includes two institution-specific indicators. The student to full-time faculty ratio at Frostburg of 16 to 1 is 2.1 points better than the peer average of 18.1 to1. Seventy-nine percent of Frostburg's faculty hold the terminal degree compared to an average of 83 percent for the peers.

Commission staff recommends that Frostburg comment on the retention and graduation rates and what policies it is implementing to improve upon them, particularly under the Completion Agenda. The university should also comment on the teacher licensure exam pass rate, the average undergraduate alumni giving rate and the percent of faculty with terminal degrees. The university should also comment on whether it will be able to report Social Work licensure exam pass rates for itself and comparable data for its peers or whether this measure should be replaced with a new metric.

Institution's Response

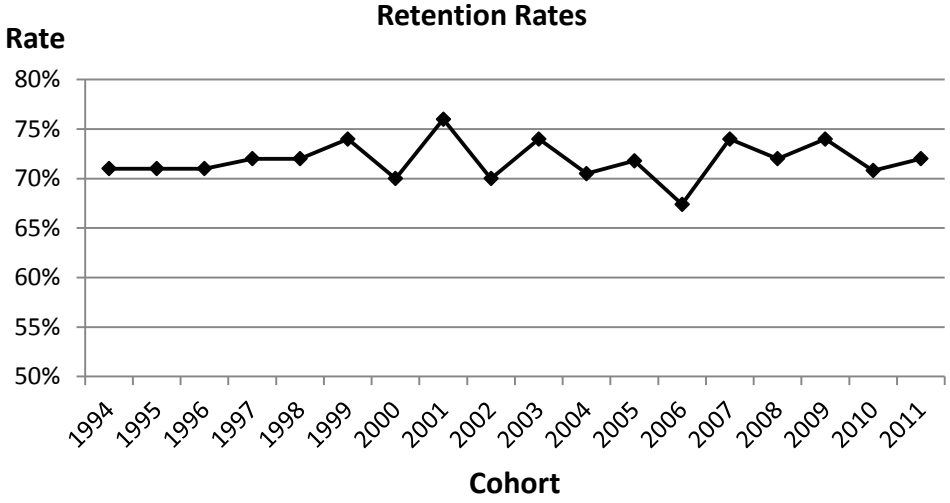
Second-Year Retention Rate

Frostburg State University is committed to improving student retention rates. While the four-year average of the second-year retention rate for all first-time, full-time undergraduates has remained below that of funding peers, Frostburg's rate has increased from 72% in FY 2008 to 73% for FY 2012.

The unevenness in the second-year retention rate of all first-time, full-time students at FSU over the last five fiscal years (see Figure 1) can be partly attributed to voluntary withdrawals, lack of male persistence, and the attrition rate among undeclared students. The University acknowledges that further improvements to student persistence efforts are required. In its strategic plan, Frostburg State University cites the need to "increase student quality and improve student persistence to graduation" as an institutional priority. The University continues to develop and

expand upon strategies and resources that help to attract quality students to its campus and enhance retention and graduation rates. Current programs to improve student persistence are described below.

Figure 1
Undergraduate
Retention Rates



Data Source: Maryland Higher Education Commission; P409 Student Population Research File

- The Presidential Merit Scholarships program, which specifically focuses on recruiting students who have demonstrated academic excellence. Twenty-six scholarships have been created since July 2010. The program's goal is to secure $2.5 million in merit-based scholarships for high-academic achievers by July 2015. Other initiatives that focus on student quality and persistence include:

- The expansion and strengthening of first-year programs designed to improve student academic performance and second-year retention. New initiatives in this area include:

    - Student workshops scheduled throughout the semester that provide direct instruction to improve academic performance and success.

    - Academic probation workshops that help students develop a recovery plan and limit activities that interfere with their academic success. Students are introduced to faculty and administrators to expand and strengthen their support system.

- The enhancement of Introduction to Higher Education (ORIE 101), a required course for all incoming students. These enhancements include linking ORIE classes directly with academic courses in a learning community setting. This pairing allows students to immediately apply the study skills they acquire in their ORIE class. The University has also assigned peer mentors to ORIE classes. These mentors model exemplary classroom behavior, communicate with ORIE students outside of the classroom, and hold extra study sessions.

- The adoption of a student early warning software program that can help the University identify students who are facing academic and individual issues preventing them from reaching their full academic potential. This web-based solution focuses on a variety of factors that are the strongest predictors of student success and can be used to create timely reports about students who are facing difficulties or challenges. These reports can then be acted on by faculty advisors and staff.

Six Year Graduation Rate

The University recognizes that further improvements to its student persistence efforts to graduation are required. Frostburg anticipates new initiatives and a continued emphasis on current strategies as described below will result in the enhancement of the graduation rate of all its undergraduate students.

- During the fall 2012 semester, the University strengthened its academic advising programs by providing more professional development opportunities for academic advisors. These opportunities promote better continuity and effectiveness in student advising.

- As part of its *Closing the Achievement Gap* Initiative, the University has successfully implemented course redesign across many curricular areas, including General Psychology, Developmental Mathematics and Intermediate Algebra, Communication Studies, and English Composition. Frostburg is now in the process of redesigning Introductory Biology and Chemistry. Data from the Psychology and Developmental Math programs, both in place long enough to allow evaluation, show Frostburg students enrolled in redesigned courses performed better than those in traditionally taught courses.

- The University continues to provide extensive support services to students, including the Center for Advising and Career Services, which combines services that together provide essential support for undecided students, the University's academic support services offered through PASS (Programs Advancing Student Success), and the TRIO Student Support Services office. Those services include tutoring, math support, study groups, academic advising, career development, and assistance with the financial aid process.

- The Programs Advancing Student Success (PASS) office developed a persistence program to help students improve their grades, study effectively, and attain a Bachelor's degree. Students who earned below 2.3 GPA their first semester are offered a course their second semester that teaches them strategies to help them succeed in spite of the academic and personal obstacles that impeded their progression in the past.

Completion Agenda

In October 2011, the University finalized its Strategic Plan, which focuses the University's efforts toward improving persistence and completion; developing experiential learning as an integral part of its students' experiences; and improving academic and residential facilities for faculty, staff, and students. Actions supporting the completion agenda include:

- In 2012, the University hired an Assistant Provost for Student Success and Retention whose primary responsibility is to provide leadership and coordinate institutional retention efforts. This newly created position demonstrates the value the University places on student quality and persistence through completion.

- Frostburg has focused on access by continuing the allocation of need-based student financial aid to make education more affordable. More than 70% of FSU students receive some form of financial aid. Since 2007, FSU has allocated additional funds toward need-based awards. Spending on institutional aid has increased by 55% between 2007 and 2012. Among those need-based awards are at least $100,000 each year to first-generation, low-income college students who participate in our Student Support Services Program. The University intends to continue this trend over the next five years.

- The University recently received the Maryland Higher Education Commission's One Step Away Grant. The overarching goal of this effort is to create a sustainable intervention program that increases bachelor's degree attainment rates by re-enrolling and graduating near-completer students. Near-completers are those students who have earned a significant number of credits toward a bachelor's degree, or may have enough credits for a bachelor's degree but have stopped-out or dropped-out for twelve months or longer without obtaining an undergraduate degree.

Teacher Licensure Exam Pass Rate

The decline in the PRAXIS II pass rates of Frostburg's undergraduate education and Master of Arts in Teaching (MAT) students (from 97% in 2011 to 96% in 2012) is the result of the College of Education adopting alternative program entrance criteria and accepting students who were marginally prepared for pursuing a teacher education degree. The College of Education has since eliminated the alternative program entrance criteria and incorporated Praxis II content into its current curriculum.

The University is aware of performing below its performance peers in the passing rate on teacher licensure exams and seeks not only to understanding the issue, but to correct this disparity. Two specific factors appear to have influenced this performance: (1) recent changes in several PRAXIS tests required by the Maryland State Department of Education (MSDE), and, (2) the admission of two cohorts during 2007 and 2008 that were less prepared than prior students are seen in the pass rate data.

The College of Education has responded in several specific ways. During the academic year 2010, program faculty identified a decline in performance on the PRAXIS, and remediation with practice sessions was implemented during the latter part of Phase II and Phase III of the three-phase degree program. These were discontinued in December of 2011 as a revised PRAXIS was introduced. Initial results appeared to be promising. However, with the change to a new pedagogy test in the summer of 2012, Education faculty once again begun to offer practice sessions. Another challenge for the College of Education was adapting to the

nineteen PRAXIS II texts revisions that were implemented by the MSDE during the past three years.

Along with these changes, the College of Education's teacher preparation programs are responding to the concurrent implementation of the Common Core, STEM initiative, and Race to the Top educator evaluation requirements (with student learning objectives). Faculty members from the College of Education are in the process of curricular changes to align course content to the new knowledge base. Typically such a revision and subsequent impact occurs over a multi-year period, but Frostburg's faculty members are embedding these changes as they occur.

Undergraduate Alumni Giving Rate

Frostburg State University recently completed a public campaign in which increasing alumni participation was not a high priority, but rather emphasis was placed on major gifts and giving from alumni and non-alumni alike.

Most recently, the University has placed a renewed focus on increasing its alumni giving rate by targeting additional resources in this direction. It is reviewing past approaches and developing new strategies to maximize the participation potential of alumni.

Percent of Faculty with Terminal Degrees

The percentage of faculty members with terminal degrees at Frostburg is four percent below that of its peers. Given that the number of full-time faculty funded in any given year is fundamentally connected to the USM budget, the University attributes this difference to the balancing of its faculty compliment with meeting student needs through available funding.

Social Work Licensure Exam Pass Rate

Frostburg State University continues to collect social work examination pass rate data from the Association of Social Work Boards' School Pass/Fail Summary. When comparing FSU's five-year average pass rate to the five-year average national pass rate for first-time examinees (see Figure 2), the data demonstrate the continuing quality of the University's Social Work program graduates and show that they are successfully prepared for the professional licensure examination.

Table 1
Frostburg State University Bachelor of Social Work Examination Pass Rate

Test Result	2007 Testing Year	2008 Testing Year	2009 Testing Year	2010 Testing Year	2011 Testing Year	Five-Year Average
Pass	9	5	2	5	4	5
Fail	3	0	1	2	1	1.4
Total	12	5	3	7	5	6.4
Pass Rate	75%	100%	67%	71%	80%	79%
National Pass Rate	78%	77%	79%	78%	78%	78%

Source: Association of Social Work Boards, 'Association of Social Work Boards School Pass/Fail Summary', Examination: Bachelors 2007-2011.

As noted in previous analyses, Frostburg makes every effort to collect comparable Bachelor of Social Work (BSW) program examination pass rate data from its current performance peers. In reviewing peers with a Bachelors of Social Work (BSW) program, it should be noted that they do not require the completion of licensure examinations. As a result, these programs do not have pass rate data.

Frostburg State University
Peer Performance Data, 2012

University	SAT 25th/75th %ile	% minority of all undergraduates	% African-American of all undergraduates	Average (4-yr.) second-year retention rate	Six-year graduation rate	Six-year graduation rate all minorities	Six-year graduation rate African-Americans	Passing rate on teacher licensure exams	Passing rate in BSW social work licensing exam [1,2,3]	Average (2-yr.) undergraduate alumni giving rate
Frostburg State U.	890-1060	29.4%	24.4%	73%	45.5%	40.3%	43.0%	96%	NA	6%
Bridgewater State C.	930-1108	13.3%	6.7%	81%	51.7%	40.3%	40.2%	99%	NA	NA
Clarion U. of Penn.	840-1050	8.5%	6.4%	73%	48.6%	32.6%	26.5%	98%	NA	10%
East Stroudsburg U. of Penn.	900-1070	16.3%	7.0%	77%	58.8%	50.0%	32.3%	94%	NA	10%
Indiana U., South Bend	850-1060	14.5%	6.8%	64%	22.2%	10.0%	6.5%	98%	NA	10%
Massachusetts, U. of, Dartmouth	940-1150	18.1%	9.5%	72%	48.2%	36.3%	29.5%	100%	NA	7%
Rhode Island C.	840-1040	19.4%	7.4%	77%	44.2%	26.7%	27.9%	100%	NA	7%
Sonoma State U.	910-1130	24.8%	1.7%	77%	56.7%	50.4%	43.3%	97%	NA	1%
SUNY, C. at Plattsburgh	950-1110	14.2%	5.2%	81%	58.9%	53.1%	60.0%	96%	NA	10%
SUNY, C. at Potsdam	NA	12.5%	4.4%	76%	51.1%	43.7%	45.2%	96%	NA	11%
Western Connecticut State U.	900-1080	23.6%	7.9%	73%	40.2%	43.6%	44.7%	100%	NA	6%
Average of Peers	**896-1089**	**16.5%**	**6.3%**	**75%**	**48.1%**	**38.7%**	**35.6%**	**98%**	NA	**8.0%**

University	FSU institution-specific indicators: FTES per full-time faculty	FSU institution-specific indicators: % of faculty with terminal degrees
Frostburg State U.	16	79%
Bridgewater State C.	20	92%
Clarion U. of Penn.	19	NA
East Stroudsburg U. of Penn.	22	74%
Indiana U., South Bend	14	62%
Massachusetts, U. of, Dartmouth	19	89%
Rhode Island C.	15	91%
Sonoma State U.	24	100%
SUNY, C. at Plattsburgh	17	80%
SUNY, C. at Potsdam	15	76%
Western Connecticut State U.	16	86%
Average of Peers	**18.1**	**83%**

NA - Data not available

Notes:

(1) Passing rates for peers are not available from any of the following sources, all of which were contacted: peers, state social work organizations, and the national social work organization. This applies to BSW graduates.

(2) Indicates the percentage of first-time examinees who passed the Bachelor's level exam during the 2009 testing cycle.

(3) Testing cohort was below the minimum of 5 observations.

12/18/2012

Salisbury University

Salisbury University exceeds its peers on all ten core performance indicators. Entering freshmen SAT scores in the 25th-75th percentile range are among the highest in the peer group (1070-1220 compared to peer group average of 972-1159). Salisbury's percentages of minority and African American undergraduate students are 17.7 percent and 10.7 percent respectively and both exceed the peer averages. The second-year retention rate of 81 percent is 1.0 percentage point higher than the peer average. Salisbury's overall six-year graduation rate of 66.8 percent is 7.8 percentage points above the peer average. Minority and African American graduation rates are 61.1 percent and 59.6 percent, respectively. Both rates remain above peer averages: 15.0 points higher for all minority students and 14.7 points for African American students. Salisbury's pass rate on teacher licensure exams of 98 percent is 1 percent above the peer average and the nursing licensing exam rate of 95.5 percent is 3.9 points higher than the peer average. Salisbury's undergraduate alumni giving rate (17 percent) is 9.4 points above peers on this measure.

Salisbury selected five institution-specific indicators and outperforms the peers on three of them. Salisbury is more selective than its peers with an acceptance rate of 53 percent compared to a peer average of 66 percent. The student-faculty ratio is 17 to 1, better than the 19 to 1 peer average. The average high school GPA for entering freshmen of 3.7 is three points higher than the average. Salisbury lags the peers in two metrics. Eighty-four percent of Salisbury faculty hold the terminal degree, 2.0 points below than the peer average and the state appropriation per FTE level of $5,001, which is $1,521 below the peer average.

Commission staff commends Salisbury on maintaining diversity and its performance on its retention and graduation rate metrics. The Commission would request that Salisbury share what policies the university is using to perform so highly, especially in the retention and graduation of its students.

Institution's Response

SU attributes its success in retaining and graduating students to the continued expansion of retention initiatives and encouraging strong student, faculty and staff interactions in a supportive and academically challenging environment. Our success in these areas was recently demonstrated on the National Survey of Student Engagement (NSSE). In 2012, SU used the NSSE to collect valuable information on students' lives and the quality of their college experience. The results show that first-year and senior students at SU report significantly higher levels of academic challenge, greater opportunities for enriching educational experiences, and a more supportive campus environment as compared to our peer institutions. Additionally, seniors reported significantly greater participation in active and collaborative learning opportunities and a high level of interaction between students and faculty.

The development of a student culture that places the highest priority on academic engagement and personal growth is at the core of SU's mission and strategic plan. We feel that the NSSE results are just one example of the positive impact that our outstanding faculty and staff have on the success of our students.

SU also attributes its success in retaining and graduating students to the continued expansion of several retention initiatives. Since the 2009 implementation of supplemental instruction (SI) and mid-semester reports, and the expansion of living-learning communities (LLCs) and the Powerful Connections program, retention rates have increased four percentage points. Additionally, African-American and minority retention increases have been notable: three and six percentage points, respectively between the 2008 and the 2011 cohorts. To ensure that limited resources are allocated appropriately, the University annually evaluates the achievement (e.g., grades and retention) of students participating in initiatives aimed at improving success.

The following initiatives are underway to increase retention and close the achievement gap:

1. **Supplemental instruction (SI)** is an initiative targeted toward freshman courses with high D, F, and W rates. Based on positive results for the previous three academic years, SI was expanded from 16 to more than 60 SI sections during 2012-13. Since its implementation in 2009, the program has grown to include more than three times the original number of SI sections and to include courses across each of the four endowed schools. Students who attended five or more SI sessions had higher first-year grades than students who attended fewer than five SI sessions. Additionally, SI students who attended five or more sessions had higher second-year retention rates than the overall first-time student cohort.

2. Based on positive data from the previous three academic years, the **living-learning community (LLC)** program has also been expanded. Students enrolled in LLCs earned higher first-year grades and were retained at a greater rate than those that were not in an LLC during their first year at SU. These positive results led the University to expand from nine LLCs in 2009 to 15 LLCs in 2012.

   With two additional residence hall renovations completed for fall 2011, SU created the physical infrastructure for additional LLCs. Two years of increased retention rates and academic performance for students engaged in LLCs led SU to establish three additional LLCs for academic year 2012. In fall 2011, there were 12 LLCs, three per building, including three STEM-related LLCs. In fact, the growing interest in STEM disciplines has resulted in a dedicated residence hall just for STEM majors.

   For fall 2012, three new LLCs were offered. A new community known as *Achieve* includes first generation students. Due to the increased interest, the Education LLC was divided into two communities: one for Elementary Education and one for Secondary Education majors. The addition of a performing arts LLC targeted toward students majoring in various liberal arts disciplines expanded on existing LLCs.

   For fall 2013, the final renovations of SU's residence halls will be completed. With this completion, at least one more LLC will be added and housed in one of our two high-rise facilities. At least 16 LLCs will be available to students for the 2013-14 academic year.

3. As another remediation effort, all first-time, first-year students with a D or F at mid-semester are contacted by the Center for Student Achievement (CSA) to offer academic support, advising and/or tutorial assistance. Students that sought assistance from the CSA following

their poor mid-semester performance were tracked to determine if their semester performance (i.e., grades) and retention were similar to those with failing mid-semester grades that did not seek remediation from the CSA. For the past three years, students that attended the CSA for academic support had higher grades at the end of their first year than those that had a "D" or "F" at mid-semester but did not attend the CSA. Additionally, students that attended the CSA following poor mid-semester performance were retained into their second year at higher rates than students that did not seek out assistance at the CSA. Based on these positive results, the CSA expanded the number of tutors and opened remote sites in two campus buildings in fall 2011.

4. The **Powerful Connections** mentor program, offered through Multicultural Student Services also has been expanded. **A** program that matches upper class students with first-time freshmen from underrepresented groups, Powerful Connections is designed to assist in the college transition. During the past year, the program has achieved significant growth and success growing from 47 first-year students to 66. The 2010 cohort of 47 first-year students had a 91% retention rate into their sophomore year compared to an average retention rate of 83% for all first-time students.

Additionally, SU has implemented other methods to understand why students may leave the University. SU completes exit interviews with students who withdraw during an academic semester. Over the coming months, an analysis will be conducted to identify those factors that play a role in students' decisions to leave, with the goal of addressing those that can be changed and, thereby, improve retention and graduation.

Special efforts are also underway to engage undecided students in campus life. Data revealed that students that have not selected a major are less likely to return for their sophomore year at SU than students that have selected a major during their first year. Each fall, a major/minor fair is held to promote various majors and encourage students to select an area of study. An Assistant Director for the CSA serves as an advisor for many undecided students and provides assistance in selecting a major. In spring 2013, the University launched a pilot program which involves academic coaching for undecided freshman on academic probation. Students in the program must complete an academic plan with the CSA prior to being able to register for classes in fall 2013. A hold is placed on their account until they meet with a coach, complete the Learning and Study Skills Inventory (LASSI) and develop their academic plan.

Beginning with the incoming fall 2013 class, a new sophomore housing residency requirement will be implemented. Two years of data showed that students that lived on campus during their sophomore year were retained at higher rates, earned more credit hours, and achieved higher grades than students that lived off-campus. Therefore, it is believed that the new housing requirement will further support student retention and advancement toward degree completion.

Efforts to increase graduation and retention rates are integral to assisting the state in meeting its 55 percent degree attainment goal. In addition to the strategies already identified, SU tracks progress on several other institutional initiatives that can positively impact completion rates.

Strategies continue for closing the achievement gap including recruitment of students into the federal TRiO program. The award of SU's first federal TRiO student support services grant in 2010 provides an additional $1.2 million in support to help low-income and first-generation college students, and individuals with disabilities. The achievement of this inaugural award positions SU to receive future TRiO grant awards. This award will assist SU in attracting, retaining and graduating low-income and first-generation college students, and individuals with disabilities.

In the two years since its implementation, the TRiO program has served nearly 140 students each year. The program offers participants peer and professional mentoring, academic audits to keep students on track for graduation, reading /writing workshops, and financial literacy training. The results show that students that participate in the program have high persistence rates, above 90%.

In 2011, the USM Board of Regents approved SU's continuation of its test-optional policy for high-achieving students. The decision follows a five-year pilot study completed by the campus. Prospective students with grade point averages of 3.5 or higher will continue to have the choice of submitting SAT/ACT scores when applying to SU. The program also has contributed to greater economic diversity among incoming students. The pilot study showed that test-optional students outperform those who submitted test scores in such areas as course completion. Based on the 2007 and 2008 classes, the test-optional students also graduate at a higher rate than the others. Retention rates and grade point averages for test-optional students and their classmates are similar.

To provide opportunities for transfer students to earn credits that will simultaneously apply towards a baccalaureate degree and completion of an associate's degree, SU has developed Reverse Transfer agreements with Wor-Wic Community College, Chesapeake College, and the College of Southern Maryland. Following the completion of the summer II session, SU forwarded its first set of transcripts to Wor-Wic Community College. We were able to assist Wor-Wic with the awarding of 63 additional degrees. The first set of transcripts were sent from SU to the Chesapeake College and the College of Southern Maryland at the end of the fall 2012 term. We are awaiting a final count of degrees awarded. SU will be working on collaborations with Montgomery and Prince George's Community Colleges next.

Salisbury University
Peer Performance Data, 2012

University	SAT 25th/75th %ile	% minority of all undergraduates	% African-American of all undergraduates	Average (4-yr.) second-year retention rate	Six-year graduation rate	Six-year graduation rate all minorities	Six-year graduation rate African-Americans	Passing rate on teacher licensure exams	Passing rate in nursing licensing exam
Salisbury U.	1070-1220	17.7%	10.7%	81%	66.8%	61.1%	59.6%	98%	95.5%
Bloomsburg U. of Penn.	910-1100	11.7%	6.8%	81%	61.1%	44.9%	40.3%	97%	98.7%
Massachusetts, U. of, Dartmouth	940-1150	18.1%	9.5%	72%	48.2%	36.3%	29.5%	100%	77.0%
Millersville U. of Penn.	950-1150	15.7%	7.9%	81%	64.5%	38.5%	36.2%	98%	No program
North Carolina, U. of, Wilmington	1090-1240	12.5%	4.5%	85%	67.0%	62.9%	67.5%	98%	94.0%
Northern Iowa, U. of	990-1190	6.1%	2.6%	83%	66.7%	46.5%	39.6%	NA	No program
Sonoma State U.	910-1130	24.8%	1.7%	77%	56.7%	50.4%	43.3%	97%	94.0%
Southeast Missouri State U.	950-1150	11.5%	8.7%	72%	46.3%	36.7%	35.3%	93%	91.0%
SUNY, C. at Oswego	1060-1200	13.2%	4.7%	79%	57.4%	51.6%	54.7%	94%	No program
SUNY, C. at Plattsburgh	950-1110	14.2%	5.2%	81%	58.9%	53.1%	60.0%	96%	95.0%
SUNY, Fredonia	970-1170	8.8%	3.3%	86%	63.2%	46.2%	42.9%	96%	No program
Average of Peers	**972-1159**	**13.7%**	**5.5%**	**80%**	**59.0%**	**46.7%**	**44.9%**	**97%**	**91.6%**

University	Average (2-yr.) undergraduate alumni giving rate	SU institution-specific indicators: Acceptance rate	% of faculty with terminal degrees	Student to Faculty Ratio	Average HS GPA	Total state appropriation/FTES
Salisbury U.	17%	53%	84%	17	3.7	$5,001
Bloomsburg U. of Penn.	10%	72%	84%	21	3.3	$3,712
Massachusetts, U. of, Dartmouth	7%	71%	84%	19	3.2	$6,870
Millersville U. of Penn.	6%	58%	97%	22	NA	$4,397
North Carolina, U. of, Wilmington	8%	57%	86%	16	3.8	$7,579
Northern Iowa, U. of	11%	77%	74%	16	3.5	$6,988
Sonoma State U.	1%	81%	100%	24	3.2	$7,449
Southeast Missouri State U.	7%	97%	73%	20	3.3	$5,062
SUNY, C. at Oswego	9%	48%	88%	19	3.5	$7,304
SUNY, C. at Plattsburgh	10%	48%	84%	17	3.2	$7,881
SUNY, Fredonia	7%	50%	90%	16	3.3	$7,979
Average of Peers	**7.6%**	**66%**	**86%**	**19.0**	**3.4**	**$6,522**

NA - Data not available/NP - No program

Additional Notes:

(1) Southeast Missouri State and University of Northern Iowa prefer the ACT exam over the SAT when considering admissions applications. ACT ranges were converted to SAT ranges.

(2) Pass rates on teacher licensure exams are not comparable since teacher licensure laws vary from state to state. The examination used, the cut rates, and where students are in their academic programs when they take the examination varies. The University of Northern Iowa requires passage of a licensure examination prior to graduation so their pass rates will always be 100%.

(3) NCLEX-RN exam pass rates for University of Massachusetts-Dartmouth (MA), UNC-Wilmington (NC), Sonoma State (CA), Southeast Missouri State (MO), Bloomsburg University (PA), and SUNY-Plattsurgh were obtained from the respective state board of nursing Websites. All report on a testing period of one year, but the start and end dates of that annual report period varies. All, however, include part of 2008.

(4) Beginning with Fall 2009, some institutions have begun to report using the new Federal race/ethnicity categories. The calculation for Percentage of Minority Enrollment includes those who reported two or more races. Institutions using the new categories included Southeast Missouri State, the three SUNY institutions, Northern Iowa University, and UNC-Wilmington.

12/18/2012

Towson University

Towson University meets or exceeds average peer performance on seven out of ten core performance measures. Towson's SAT 25^{th} - 75^{th} percentiles scores of 1010-1160 compare favorably with the peer average of 935-1145. The percent minority of all undergraduates of 22.8 percent is at the peer average. The percentage of African American undergraduate students attending the institution is 13.4 percent, 3.3 percentage points above the peer average. Towson's second-year retention rate of 84 percent exceeds the peer average by 6.0 points. The overall six-year graduation rates for all students, for minorities and for African-American students each exceed the peer averages.

Towson performs below the average of its peers on three core measures. The pass rate on teacher licensure exams of 98 percent is 1.0 point below the peer average. The pass rate on nursing licensure exams of 79 percent is 15.0 percentage points below the average. The undergraduate alumni giving rate of 5 percent is 1.7 points lower than the peer average.

Towson reports three institution-specific indicators. Twenty-five percent of Towson's students live on campus and equals the peer average. The student/faculty ratio of 17 to 1 is 1.9 points better than the peer average. Towson is more selective than its peers, with an acceptance rate of 54 percent compared to a peer average of 71 percent.

Commission staff commends Towson on its graduation rates, especially of minority and African American students. Towson should comment on its below-average exam pass rates for teachers and nurses and what efforts it is making to improve upon alumni giving rates.

Institution's Response

Towson University appreciates the Commission's recognition of its high level of performance in the area of student retention and graduation, particularly among its minority and African American student populations, groups that are key to achieving the college completion goals of the state, and the University System. The university pledges to continue doing its part to ensure that by 2025, 55% of all Marylanders will have attained a college degree.

Teacher Licensure Exam Pass Rate

With respect to the issue of its teacher licensure exam pass rates raised by the Commission staff, Towson notes that differing characteristics and requirements make the chosen peer institutions distinct from the University with respect to teacher licensure exam pass rates, and therefore make comparison of pass rates to these schools to Towson University imprudent. For example, Portland State University and California State University, Sacramento offer initial teacher education certification only at the graduate level. This population of students is different from that of Towson's in that PSU's and CSU's students have already earned bachelor's degrees.

Similarly, unlike Towson University, Ball State University, Western Kentucky, East Carolina, Eastern Michigan, James Madison, and UNC Charlotte all require passing Praxis II either as a graduation requirement or before the institutions recommend a candidate for licensure, thereby

ensuring higher pass rates. The current policy of the Towson University Teacher Education Executive Board does not require successful completion of the respective certification-specific Praxis II exams as a graduation requirement, nor as a prerequisite before Towson submits completers of a Maryland Approved Program to the Maryland State Department of Education (MSDE). (However, MSDE requires that applicants for state teacher certification must pass certification-specific Praxis II exams before granting a certificate). University of Northern Iowa does not report teacher licensure exam pass rates because the State of Iowa Board of Education does not presently require teacher licensure candidates to pass a licensure test.

Given all of these differences, Towson University's pass rate on teaching licensure examinations lags these schools by only 1.0 percentage point, which is rather impressive.

Nursing Licensure Exam Pass Rate

With respect to the issue of a below average nursing licensure exam pass rate, Towson University's Department of Nursing has recognized the low pass rates of its students and has initiated several actions to improve future nursing licensure exam pass rates. These initiatives included:

1) The Towson Nursing Department has moved into a newly renovated building resulting in an improved educational environment for students, faculty and staff including the Simulation Learning Laboratory.
2) Two retention success specialists were hired in 2010 to assist students with development of test taking/study skills, time management, and NCLEX-RN© examination preparation. The success specialists initiated the Supplement Instruction Program (SI) as a resource for students to provide "student peers" with training in the area of instructional support. During 2011, SI sessions were scheduled for about 50% of clinical courses. This effort coincides with the implementation of a new testing series (EVOLVE/HESI) that is designed to assist students with test taking skills and NCLEX-RN© preparation. Implementation of that system was begun in 2009.
3) A full review of the nursing curriculum was completed during academic year 2010. A phased in implementation of the new curriculum began in fall of 2011. As of spring of 2013, we are now in the 4th and final semester of the curriculum roll-out.
4) And in addition, a new continuous quality improvement (CQI) plan has been implemented that ensures course content is based in professional source documents, including: the Essentials of Baccalaureate Nursing Education (2008), approved by the American Association of Colleges of Nursing, the current National Council of State Boards' (NCSBN) "Test Plan," which form the basis for the NCLEX-RN© examination; the National QSEN clinical care safety guidelines; and appropriate clinical sub-specialty competency recommendations provided by national organizations. Integration of the CQI processes ensures that faculty systematically reflect on learning outcomes, thoughtfully consider course content and clinical learning experiences, and institute course based changes using the best available data.

Towson University's Nursing Department is happy to report that in the latest reporting period for pass rates (of August, 2011 through June, 2012), TU's students demonstrated a 91% pass rate.

Undergraduate Alumni Giving Rate

Finally, with respect to the issue of undergraduate alumni giving rates, Towson University's undergraduate alumni participation rates first began to drop below the benchmark of 7% when the sizes of its undergraduate classes began to grow (beginning in 2004) resulting in the awarding of more than 3,000 bachelor's degrees per year. As these large numbers of recent alumni "age" and become more established in their careers, Towson expects that they will have greater resources to contribute to the University and the alumni giving rate will return to its historic level.

In the meantime, to help mitigate this situation, Towson University's Division of Advancement has initiated several actions including:

1) Creating a recent alumni giving club called *GOLD (Graduates of the Last Decade)* that helps to "brand" the giving opportunity for recent graduates and provide them with opportunities to engage with the University and network with peers (www.towson.edu/development/founderssociety/fsgold.asp).

2) Embarking on a constituent engagement effort called *"What's Your TU Number?"* to encourage young alumni, in particular, to think about their time at Towson. Engagement leads to giving (whatsyourtunumber.com/).

3) And finally, by creating a student philanthropy program to begin educating our students on the importance of supporting Towson as soon as they step foot on campus.

Towson is confident that these actions, in combination with the "aging" of the larger classes of alumni discussed earlier, will help improve its undergraduate alumni giving rate, relative to its peers, in the future.

Towson University
Peer Performance Data, 2012

University	SAT 25th/75th %ile	% minority of all undergraduates	% African-American of all undergraduates	Average (4-yr.) second-year retention rate	Six-year graduation rate	Six-year graduation rate all minorities	Six-year graduation rate African-Americans	Passing rate on teacher licensure exams	Passing rate in nursing licensing exam
Towson U.	1010-1160	22.0%	13.4%	84%	63.7%	55.3%	54.6%	98%	79%
Ball State U.	960-1160	10.0%	6.0%	79%	55.4%	43.8%	39.2%	99%	97%
California State U., Sacramento	840-1070	48.9%	6.4%	79%	41.6%	38.0%	25.6%	97%	97%
East Carolina U.	950-1120	20.6%	15.0%	79%	58.5%	53.2%	53.2%	98%	96%
Eastern Michigan U.	870-1070	27.3%	21.6%	73%	39.5%	28.0%	26.2%	100%	NA
James Madison U.	1090-1290	12.5%	3.8%	91%	81.4%	79.2%	76.9%	100%	98%
Massachusetts, U. of, Boston	880-1110	37.4%	15.0%	76%	39.7%	39.9%	26.9%	100%	83%
North Carolina, U. of, Charlotte	980-1160	29.2%	16.8%	78%	52.7%	53.7%	53.9%	100%	92%
Northern Iowa, U. of	990-1190	6.1%	2.6%	83%	66.7%	46.5%	39.6%	NA	NA
Portland State U.	920-1170	21.5%	3.2%	70%	38.3%	36.6%	17.9%	98%	92%
Western Kentucky U.	8701110	14.0%	10.8%	73%	49.7%	34.3%	31.6%	95%	100%
Average of Peers	**935-1145**	**22.8%**	**10.1%**	**78%**	**52.4%**	**45.3%**	**39.1%**	**99%**	**94%**

University	Average (2-yr.) undergraduate alumni giving rate	TU institution-specific indicators		
		% Residential Students	Student/Faculty Ratio	Selectivity (Acceptance Rate)
Towson U.	5%	25%	17	54%
Ball State U.	11%	42%	18	68%
California State U., Sacramento	2%	3%	28	71%
East Carolina U.	5%	25%	18	70%
Eastern Michigan U.	3%	15%	18	66%
James Madison U.	8%	35%	16	60%
Massachusetts, U. of, Boston	5%	NA	16	68%
North Carolina, U. of, Charlotte	5%	25%	19	71%
Northern Iowa, U. of	11%	39%	16	77%
Portland State U.	4%	12%	21	69%
Western Kentucky U.	13%	28%	19	92%
Average of Peers	**6.7%**	**25%**	**18.9**	**71%**

NA - Data not available

[1] Includes university owned and affiliated housing

University of Baltimore

The University of Baltimore's (UB) historical mission had been to provide upper division bachelors, masters, and professional degrees. As such, it has used a different set of performance measures compared to other University System of Maryland institutions. Over the past five years, UB has been admitting freshmen and sophomore students in the undergraduate programs. When data for the first cohort students is available, performance measures on second-year retention and six-year graduation rates will be added.

UB outperforms the peer average on three of five core performance measures. Minority undergraduate students comprise 51.7 percent of enrollments which is 17.9 percentage points above the peer average. The university has the highest level of African American undergraduate enrollments (44.5 percent) and is 30.1 percentage points above the peer average. In addition, UB reports 2.4 awards per 100 full-time faculty members, comparing favorably to a peer average of 1.0.

The average alumni giving rate at UB is not reported and cannot be compared to the peer average of 9.3 percent.

None of the selected performance peer institutions has a law school, thus, there is no comparative peer data for one core measure: pass rate for first-time test takers of the law licensing exam. For several years MHEC has requested that UB report data for the peer institutions that have law schools; Northern Kentucky University and the University of Southern Maine. MHEC once again asks that UB report the data for these institutions as a supplement to the performance data and continue this as an ongoing practice for future years. UB had an 80 percent pass rate for the reporting period. Given that the university has not provided the scores for the institutions within its peer group, it is helpful to compare UB's pass rate to Maryland's other public law school at the University of Maryland, Baltimore (UMB). UMB's pass rate for the bar exam is 86 percent, 6.0 points higher for the same reporting period. In addition, the average pass rate of UMB's peers that have law schools is 93 percent, or 13 points higher than that of the UB School of Law.

UB selected two institution-specific indicators: expenditures for research and the proportion of part-time faculty. It exceeds the peer average for research expenditures by $4.5 million, and ranks second among peers in this category. Over half, or 55 percent, of UB's faculty are part-time, 11.2 points higher than the peer average.

Commission staff asks UB to report its undergraduate alumni giving rate, its below-average proportion of full-time faculty and to comparative law school bar exam passage rate data from the institutions within its funding peer group that have law schools.

Institution's Response

1) The University of Baltimore's two year average for undergraduate giving was 7.4% for FY 2012. The University of Baltimore currently employs a comprehensive approach to increase charitable giving by all alumni to the University. This approach includes improving strategies

for targeted personal, phone, direct mail and electronic solicitations; increasing the number of overall communications to alumni; improved data research and cleanliness; providing more opportunities for alumni to remain connected to UB through volunteer, social and learning opportunities; utilizing social media; and engaging students before they graduate.

2) The size of UB's part-time faculty headcount is a consequence of two factors. The professional schools use a large number of senior/experienced professionals as adjuncts, such as judges, corporate executives and public mangers. In addition, UB's enrollment growth has significantly out stripped its state funding, leaving us at 45% of formula for enrollment-based funding. We are working to catch up with full-time faculty appointments through allocation of tuition revenue.

3) The first-time bar passage rates (from 2013 ABA/LSAC Official Guide) are as follows:
   - University of Baltimore - 80.2%
   - North Carolina Central - 72.9%
   - Northern Kentucky - 77.3%
   - University of Southern Maine - 85%

4) Finally, while the University was not asked by Commission staff to comment on any issues that directly affect UB's ability to contribute to the state's completion agenda, the following information on UB's program recruitment, retention, and completion strategies is offered as evidence of the University's support for and contribution to Maryland's 55% degree completion goal.
   - Recruitment: UB is active in dual admission programs through our Summer Bridge and College Readiness programs, a new dual admission program with area community colleges to bring students into our programs at the Universities of Shady Grove as well as the home campus, and in the efforts of admissions counselors to recruit a diverse student body to UB.
   - Retention activities: As demonstrated in our Closing the Achievement Gap reporting, UB has met its retention target. UB's advising staff actively uses the Early Alert system for outreach to undergraduate students, and the colleges within UB have their own recruitment and retention plans that are coordinated with the Enrollment Management and Student Affairs division.

Completion: UB faculty members have redesigned the General Education program to focus on competencies that align with UB Learning Goals and to improve students' abilities to meet General Education requirements in flexible ways. UB faculty members are actively engaged in a variety of system-sponsored course design and redesign efforts and are developing ways to enhance flexibility in curriculum delivery. Developmental studies in math and writing have been moved from their own division into the Yale Gordon College of Arts and Sciences to enhance alignment between development course completion expectations and non-developmental learning needs. The first-year experience and learning communities have been similarly redesigned to improve alignment between lower-division pre-major undergraduate learning and upper-division student learning outcomes. The Yale Gordon College of Arts and Sciences has undertaken a study of transfer students' learning needs and attitudes towards college-level learning in an effort to assess the relationship of retention efforts to completion rates.

University of Baltimore
Peer Performance Data, 2012

University	% minority of all undergraduates	% African-American of all undergraduates	Passing rate in LAW licensing exam	Average (2-yr.) undergraduate alumni giving rate	Awards per 100 F-T faculty (5 yrs.)
Baltimore, U. of	51.7%	44.5%	80%	NA	2.4
Auburn University-Montgomery	34.5%	29.0%	no law school	2%	0.0
Citadel Military College of South Carolir	17.8%	8.7%	no law school	29%	0.0
Governors State University	47.9%	37.0%	no law school	NA	0.0
New Jersey City University	64.3%	20.2%	no law school	6%	1.6
Texas A & M University-Corpus Christi	53.8%	5.0%	no law school	4%	0.4
University of Houston-Clear Lake	44.2%	9.2%	no law school	NA	1.8
University of Illinois at Springfield	19.1%	11.1%	no law school	8%	2.4
University of Michigan-Dearborn	22.6%	11.6%	no law school	7%	1.1
University of Wisconsin-Whitewater	9.9%	4.7%	no law school	12%	1.3
Western Connecticut State University	23.6%	7.9%	no law school	6%	0.9
Average of Peers	**33.8%**	**14.4%**	**NA**	**9.3%**	**1.0**

	UB institution-specific indicators	
University	Expenditures for research	% part-time faculty
Baltimore, U. of	$7,056,560	55.0%
Auburn University-Montgomery	$571,811	43.3%
Citadel Military College of South Carolir	$418,970	0.0%
Governors State University	$1,074,271	73.1%
New Jersey City University	$0	2.8%
Texas A & M University-Corpus Christi	$14,445,292	41.6%
University of Houston-Clear Lake	$1,880,590	72.9%
University of Illinois at Springfield	$1,824,647	84.2%
University of Michigan-Dearborn	$4,178,000	42.7%
University of Wisconsin-Whitewater	$537,606	17.1%
Western Connecticut State University	$420,596	60.6%
Average of Peers	**$2,535,178**	**43.8%**

NA - Data not available

Note: Bar exam passage rates vary considerably from state to state. Number reported for each school is for the state in which that school had the largest number of first-time takers.

University of Maryland, Baltimore

The University of Maryland, Baltimore's (UMB) peer institutions reflect the university's status as the State's public academic health and law university with six professional schools. UMB's peers include institutions classified in the 2005 Carnegie Basic classifications as *Research- very high activity* and *Specialized – medical schools and medical ce*nters. The university's unique mission and educational structure must be taken into account when reviewing peer comparisons.

UMB matches or out- performs peers on two core performance measures. UMB enrolls a higher percentage of minority undergraduates and African American undergraduates than peer average by 2.3 and 4.8 percentage points, respectively.

The university underperforms the peer average on the pass rate for nursing with a rate of 88 percent compared to a 91 percent peer average. It also underperforms on the Law pass rate at 86 percent compared to the peer average of 93 percent. Unfortunately, the university has reported no peer data for passage rates on the medical, dental and social work exams, but the university is 2.0 points above the national average on the medical exam pass rate and 3.0 points above the national average on the social work exam pass rate. Total R&D expenditures in Medicine of $243.9 million are $181.2 million below the peer average. Total R&D expenditures in medicine per full-time medical faculty of $243,028 are $181,177 below the peer average. The average annual percent growth rate in federal R&D expenditures in medicine of 6.5 percent is 1.7 points lower than the peer average.

The university selected three institution-specific indicators for which data is available: percent minority students of total enrollment, total headcount enrollment, and percent graduate and first-professional of total headcount enrollment. UMB total enrollment is 33.2 percent minority compared to a peer average of 31.9 percent. Its total headcount enrollment of 6,395 is 17,720 lower than the peer average. Graduate and first- professional enrollments make up 89.4 percent of total headcount, almost twice the peer average.

UMB did not provide any data for average undergraduate alumni giving rate for this year. The university also reports that data for Medicine Research Grants for Basic Research and Clinical faculty is no longer reported by the American Association of Medical Colleges.

UMB is asked to comment on all metrics where it under performs the peers, and those for which it has not provided peer data. The university is also asked to explain why no data for the average undergraduate alumni giving rate was reported and why it continues to list medical research grant metrics in its institution-specific metrics when the data is no longer available. MHEC recommends selection of two new institution specific metrics for which data is available to replace them.

Institution's Response

Although bar exam pass rates are available for peer institutions, the difficulty of the bar exam differs among states, and thus pass rates cannot be used to compare the performance of law students sitting for the bar in different states. Compared to 2005, the pass rate for UMB students taking the Maryland bar exam has improved more than for graduates of any other peer institution taking the bar exam in their respective state, rising from 78% to 86%.

Nursing exam pass rates have fluctuated somewhat over the last few years. Recent initiatives to address an achievement gap in graduation rates by improving the academic preparation and success of students should have an overall positive effect on nursing exam pass rates. Data on other peer licensure exam outcomes are often unavailable due to restrictions on sharing results enforced by the testing agencies or peer institutions. In addition, some institutions are responsive, but do not provide data in a manner consistent with the Peer Performance Report format.

UMB's research and development expenditures in medicine have decreased, and are the second lowest reported, compared to 2010 when funding surpassed four of five peer institutions. The recent downward trend in this statistic may be the result of the scheduled termination of major public health contracts relating to HIV/AIDS. Notwithstanding this decline, the five-year growth trend for UMB still exceeds three other peer institutions.

The University of Maryland, Baltimore has a small number of undergraduate students, and all undergraduate programs are upper division only, meaning that UMB is not the only higher education institution that graduates may have relationships with as alumni. For several years now the average undergraduate alumni giving rate statistic has not been reported for UMB, possibly because the institution does not enroll first-time freshman undergraduate students. As of Fiscal Year 2006 the Association of American Medical Colleges no longer collects and reports research grants per basic research faculty or clinical faculty, and has no plans to resume this reporting. For this reason UMB has advocated discontinuing the two institution-specific indicators that utilized this data, and as suggested by MHEC, will pursue the selection of appropriate institution-specific indicators to replace them.

University of Maryland, Baltimore
Peer Performance Data, 2012

University	% minority of all undergraduates	% African-American of all undergraduates	Passing rate in licensure exams: Nursing	Medical	Law	Dental	Social Work	Average (2-yr.) undergraduate alumni giving rate	Total R&D expenditures in medicine (000s)	Total R&D expenditures in medicine per FT med. faculty	Average annual % growth (5-yr.) in federal R&D expenditures in medicine
Maryland, U. of, Baltimore	35.4%	16.8%	88%	99%	86%	97%	77%	NA	$243,867	$254,028	6.5%
Alabama, U. of, Birmingham	33.5%	26.5%	90%		no law school			34%	$334,131	$341,647	1.7%
California, U. of, San Francisco	NA	NA	92%		no law school			20%	$889,260	$511,657	5.0%
Illinois, U. of, Chicago	51.9%	8.0%	85%		no law school			6%	$195,851	$301,309	4.9%
Michigan, U. of, Ann Arbor	20.5%	4.4%	NA		94%			15%	$395,608	$215,708	10.0%
North Carolina, U. of, Chapel Hill	26.6%	9.2%	96%		91%			22%	$310,372	$282,670	19.5%
Connecticut, U. of					94%						
Texas, U. of, Austin					93%						
Virginia, U. of					95%						
National			89%	97%			74%				
Average of Peers	**33.1%**	**12.0%**	**91%**		**93%**			**19.4%**	**$425,044**	**$330,598**	**8.2%**

University	UMB institution-specific indicators: Medicine resrch. grants per Basic Res. faculty	Medicine research grants per Clinical faculty	% minorities of total enrollment	Total headcount enrollment	Grad. & 1st prof. as % of total headct.
Maryland, U. of, Baltimore			33.2%	6,395	89.4%
Alabama, U. of, Birmingham	Data		28.6%	17,575	33.0%
California, U. of, San Francisco	no longer		44.8%	3,054	100.0%
Illinois, U. of, Chicago	collected		43.0%	28,091	35.3%
Michigan, U. of, Ann Arbor	by AAMC		19.5%	42,716	34.7%
North Carolina, U. of, Chapel Hill			23.5%	29,137	31.3%
Average of Peers			**31.9%**	**24,115**	**46.9%**

NA - Data not available

Note: Bar exam passage rates vary considerably from state to state. Number reported for each school is for the state in which that school had the largest number of first-time takers.
The following universities are added for comparison with bar passing rates only: Connecticut; Texas, Austin; and Virginia.

12/18/2012

University of Maryland, Baltimore County

The University of Maryland, Baltimore County (UMBC) meets or exceeds the average of its peers on seven of thirteen core performance measures. It compares favorably on SAT 25th and 75th percentiles scores of 1120-1280 compared to the peer average of 1017-1236. UMBC's percentage of minority undergraduate students (42.4 percent) exceeds the peer average by 16.8 percentage points. African American students comprise 16.1 percent of undergraduate enrollment, more than double the peer average. UMBC's average second- year retention rate of 85 percent exceeds the peer average by 2.0 points. The university's six-year graduation rate for African American students exceeds the peer average by 13.7 points. The university's total R&D expenditures per full-time faculty exceed the peer average by $17,274. UMBC ranks fourth in average annual percent growth in federal R&D expenditures and is 1.1 percentage points higher than the average peer growth rate.

UMBC underperforms peers on six core measures. The overall six-year graduation rate of 57.4 is 6.5 points below the peer average and the rate for all minorities of 55.6 percent is 1.3 points below the peer average. The university reports the lowest percentage of undergraduate alumni giving among its peers, whose average rate is 10.3 points higher. Total R&D expenditures of $81.9 million are $41.8 million below the peer average. UMBC's awards per full-time faculty are 1.4 points below the peer average. UMBC has not provided data for their pass rate on teacher licensure exams, so their rate cannot be compared to the peer average of 97 percent.

UMBC chose six institution-specific indicators and meets or exceeds the peer averages in three. The university ranks second among its peers in STEM and IT bachelor's degrees. It is ranked third in federal R&D expenditures per full-time faculty, over $49,000 per full-time faculty above the peer average. UMB C is below the peers in three indicators. The university is ranked sixth out of seven institutions reporting the ratio of invention disclosures to million R&D expenditures. It has a higher than average ratio of FTE students to full-time faculty (23.2:1 compared to 21.2:1) and UMBC ranks seventh out of seven institutions reporting ratio of license agreements per million in R&D expenditures.

Commission staff commends UMBC on its level of student diversity, second-year retention rates, graduation rates for African-Americans, level of R&D per full-time faculty, and growth in federal R&D expenditures. UMBC should comment on the following measures for which its performance is below that of peers: overall six-year graduation rate, six-year graduation rate for all minorities, average undergraduate alumni giving rate, total R&D expenditures, awards per 100 FT faculty, ratio of FTE students to FT instructional faculty and student-faculty ratio. The university should report its pass rate on teacher licensure exam and, if it is below the peer average, comment on why and what steps will be made to improve the rate.

Institution's Response

Overall Six-Year Graduation Rate & Six-Year Graduation Rate for All Minorities

Compared to our peers, UMBC continues to have lower six-year graduation rates overall and for all minorities. However, it is important to note that both of these rates are higher for UMBC

compared to our previous rate in 2011, and that, on average, the rate for all minorities went down for our peers, while increasing to 55.6% from 52.8% for UMBC. So, while our performance on these measures continues to be lower compared to our peers, we are showing improvement over time.

The success of our students is a primary goal of UMBC, and one that is key to UMBC's plans to contribute to the state's 55% degree completion goal. As such, student retention and graduation rates are critical measures that we continue to take very seriously and continuously work to improve. Several initiatives designed to increase student engagement and positively affect retention and graduation rates have been implemented. First Year Seminars (FYS), which are small classes capped at 20 students and taught by full-time faculty, are designed to create an active-learning environment along with the traditional reading, writing and lecture formats. In 2011-12, 15 sessions taught by faculty from 13 different departments were offered on a wide variety of topics. Our Introduction to an Honors University (IHU) courses, one-credit additions to freshman courses across multiple disciplines, offer tips and tools to help students more successfully navigate college and the real world. In summer 2012, UMBC offered for the third year a summer bridge program, CSI: Collegiate Summer Institute. Here, new freshmen were able to enroll in a freshman seminar in English, Algebra or Philosophy, which incorporated a student success seminar and co-curricular activities to help build a sense of community. The university also offers several *Living Learning Communities* focused on students' common intellectual interests or majors. The community for "Exploratory Learners" is especially designed for students who have not decided on an academic program of study - a group that is known to have higher risk for attrition.

As mentioned in our 2012 Performance Accountability Report, UMBC also has initiated a series of efforts to redesign courses with an emphasis on increasing student success, retention rates, and graduation rates. Examples include the active-learning Chemistry Discovery Center (CDC) which has increased the average pass rate for CHEM 101 by 17.6% and reduced student attrition from the course by 7%. Based on the success of the CDC, the new CNMS (College of Natural and Mathematical Sciences) Active Science Teaching and Learning Environment (CASTLE) has been launched to enhance innovative, inquiry-based instruction for foundational mathematics courses which are essential for student success in STEM. UMBC also has made significant progress on several new research studies to test intervention models designed to support student retention and success. These include the NSF-funded "Evaluation, Integration and Institutionalization of Initiatives to Enhance Student Success" (known as *UMBC iCubed)* which supports freshmen retention in STEM, and the newly awarded UMBC Gates Implementation Grant which builds on the success of last year's Gates Planning Grant for STEM Transfer Success. In addition, UMBC received an NSF research award, *Transforming the Freshman Experience of Computing Majors*, to develop and evaluate an innovative first-year seminar for computing majors aimed at increasing retention, completion, and success among students, especially women and those from underrepresented groups.

Hampering our retention and graduation rate efforts, UMBC has a relatively low number of programs granting bachelor's degrees compared to our peers. In FY 2011, our peers granted, on average, bachelor's degrees in 67 programs, compared to 43 for UMBC. Two of our peers, Oklahoma State University and the University of Wyoming, had almost twice the number of

programs. Further evidence of our comparatively narrow program base is demonstrated by the fact that among USM institutions, UMBC has the highest proportion of full-time degree-seeking new freshmen transferring and graduating from other Maryland public four year institutions (11.2% for the fall 2005 cohort vs. 4.8% on average for other USM schools). In an effort to boost retention and subsequent graduation, the university has concentrated efforts on broadening its academic program base for the past several years. In 2007, we added a baccalaureate program in Media & Communications studies, which has grown from an initial enrollment of 47 students to 266 majors in fall 2012. Our Asian Studies undergraduate major had 34 majors in fall 2012 after starting with 22 in fall 2011. Additional tracks and minors within existing programs have also been generated to help broaden our academic offerings. For example, the *Minor in Entrepreneurship and Innovation,* which includes 74 entrepreneurship infused courses offered by 24 departments representing all three colleges, was launched in fall 2011.

Finally, given our internal six-year graduation rate for the 2006 cohort and five-year graduation rate for the fall 2007 cohort, we anticipate improvements in overall and minority graduation rates that will put us more in line with our peer institutions in the next few years. We see the same trends for our Asian and African-American students, our two largest minority groups, which leads us to anticipate improvements in our minority rates as well.

Average Undergraduate Alumni Giving Rate

UMBC's fundraising program continues to be extremely successful. In fact, through the first six months of the current fiscal year, UMBC has secured $15.3 million in gifts and pledges, surpassing its total FY '13 target. Since officially completing the *Exceptional by Example Campaign* in 2011, which exceeded its $100 million goal by more than $15 million, UMBC has strategically invested in alumni communications and fundraising initiatives in an effort to build a solid core of alumni donors for the future. For example, the *UMBC Magazine*, which was launched in 2009 now mails to almost 60,000 graduates, and updates them on university events, priorities, and people. Similarly the UMBC Alumni Blog and the Giving Blog provide online tools to help build alumni pride and celebrate and acknowledge alumni donors.

In FY 12 UMBC reallocated annual fund resources, and built a state-of-the-art phonathon calling center. This accomplished a series of goals including the following: It gave UMBC's annual giving staff greater day-to-day control over calling activities and enabled us to reach nearly all of our solicitable alumni; 2) provided on-campus employment opportunities for UMBC students; 3) allowed for a redistribution of resources from outside contractors to more strategic staffing, direct mail initiatives, and giving programs; 4) engaged UMBC students in calling to help inform them of the need to give while leveraging their own experiences in direct alumni solicitations; 5) improved dramatically the quality of biographical data collected from graduates. The impact of this call center has been significant. In its first year, it saw an 8% year-over-year increase in alumni participation, and we are projecting a 12% year-over-year increase this current fiscal year, as well as an increase in alumni dollars. We have also experienced increases in alumni donor retention (currently at almost 60% in FY 13), alumni donor fulfillment (at 76% in FY 12, which is above industry average), as well as new alumni donor acquisition (first-time donors accounted for almost 20% of our FY 12 alumni donors).

It is significant that we have begun to experience these successes, despite multi-year national trends which have seen alumni participation to public research universities decrease dramatically. The progress we have made through strategic investments in alumni engagement, communication, and phonathon infrastructure point to the potential of new investment in additional support.

Total R&D Expenditures

UMBC's total R&D expenditures in Science and Engineering (S&E) increased 8% between the 2011 and 2012 report, during an extremely competitive period, where the peer average actually decreased by 3%. UMBC was also one of five peer institutions to report growth in R&D expenditures as compared to the previous year. In addition, UMBC has seen a steady increase (going from 11th to 8th) in its peer rankings of total R&D expenditures over the last three reporting periods. During this same period UMBC has moved from below average, to above average and a rank of 4th in total R&D expenditures per FT faculty. UMBC performs even better when considering only federal R&D expenditures in S&E, where we exceed 6 of our 10 peers, and we are 3rd in Federal R&D expenditures per FT faculty.

Not all research areas have equal potential for commercialization, so it is important to take note of the fields in which UMBC does well relative to its peers. UMBC has higher research expenditures than most of its ten designated peers in several of the research areas defined by NSF. In environmental science research expenditures, UMBC is second only to the University of Rhode Island, and in social science research expenditures, UMBC is second only to Mississippi State University. We are fourth amongst our peers in Math and Computer Science and in Psychology.

Awards per 100 FT Faculty

Although, as in 2011, UMBC continues to meet or exceed the average of only 4 out of our 10 peer institutions, we note that UMBC has increased its awards per 100 FT faculty from 2.0 in 2011 to 2.1 in 2012. Our newly decentralized process for identifying faculty who are prospective candidates for awards has resulted in two prestigious Guggenheims and a newly awarded Fulbright. We note, however, that our ability to pursue NSF CAREER awards, which are only available to assistant professors in science and engineering, has been limited in part by our inability to increase the number of assistant professors in STEM during two of the five years included in this reporting period. Due to easing economic pressures, we experienced a modest increase in FY12. We will continue to monitor this area and identify faculty who are prospective candidates for awards.

Student Faculty Ratio

On average, UMBC's ratio of FTE students per full-time instructional faculty is 2.0 FTES higher than that of our peers, exceeded only by the two institutions in the University of California system. In the face of a changing economy and fluctuating State support for higher education, UMBC continues to be challenged to keep faculty hiring commensurate with enrollment growth.

While FTES increased by 2.3% (+248) between fall 2010 and fall 2011, the number of full-time instructional faculty increased by just one (0.2%).

With plans for continued enrollment growth, it is critical that we continue to attract excellent faculty, both to meet the increased demand of students, and to replace retiring faculty and faculty we may lose to competing interests. Having a robust full-time faculty is critical to the success of our retention initiatives on campus, as we look to this group to lead efforts such as advising, teaching First Year Seminars (FYS) or sections of our Introduction to an Honor's University (IHU) courses, mentoring our Living Learning Communities (LLC), or teaching in a Collegiate Summer Institute (CSI). Faculty members are also critical for engaging students in Applied Learning Experiences and creating research opportunities for undergraduate students. As our institution heads into the next phase of strategic planning, the role of our faculty in student success, and the need to build and maintain a strong faculty base will continue to be amongst our highest priorities.

Pass Rate on Teacher Licensure Exams

UMBC's summary pass rate on the Title II teacher licensure exams was 100% for the 2009-2010 program completers per the report in Attachment A. Although UMBC's rates did appear in Section V Traditional Assessment Pass Rates on the Title II web report (https://title2.ed.gov/Title2STRC/Pages/StateHome.aspx), our data did not appear in the Section V Traditional Summary Pass Rates, the table used to garner the peer comparison figures. We are working with MSDE and Westat, the group responsible for generating the Title II reports, to determine why UMBC's summary pass rates were not included in the online report. Our summary pass rate of 100% is above the 97% average reported for our peers.

Attachment A: Title II Summary Pass Rates – Teach Licensure Exams

Title II Reporting Services

HEOA - Title II
2009 - 2010 Academic Year

Institution Name	**UNIV MARYLAND BALTIMORE COUNTY**
Institution Code	**5835**
State	**Maryland**

March 25, 2011

				Statewide		
Group	***Number Taking Assessment[1]***	***Number Passing Assessment[2]***	***Institutional Pass Rate***	***Number Taking Assessment[1]***	***Number Passing Assessment[2]***	***Statewide Pass Rate***
All program completers, 2009-10	88	88	100%	2182	2137	98%
All program completers, 2008-09	90	88	98%	2206	2164	98%
All program completers, 2007-08	109	104	95%	2114	2066	98%

[1] Number of completers taking one or more assessments within their area of specialization.
[2] Number who passed all assessments taken within their area of specialization.

University of Maryland Baltimore County
Peer Performance Data, 2012

University	SAT 25th/75th %ile	% minority of all undergraduates	% African-American of all undergraduates	Average (4-yr.) second-year retention rate	Six-year graduation rate	Six-year graduation rate all minorities	Six-year graduation rate African-Americans	Passing rate on teacher licensure exams	Average (2-yr.) undergraduate alumni giving rate
UMBC	1120-1280	42.4%	16.1%	85%	57.4%	55.6%	64.3%	NA	4%
Arkansas, U. of, Main	1070-1260	14.1%	5.0%	82%	59.0%	50.3%	45.5%	100%	23%
California, U. of, Riverside	930-1170	77.9%	6.5%	86%	66.8%	67.9%	60.6%	99%	7%
California, U. of, Santa Cruz	1000-1270	46.7%	2.1%	89%	73.4%	70.7%	64.7%	100%	9%
Clemson U.	1140-1330	10.9%	6.5%	90%	80.4%	64.9%	61.2%	93%	28%
Amherst	1090-1280	16.0%	3.5%	87%	67.4%	59.4%	58.0%	100%	11%
Mississippi State U.	950-1220	26.0%	22.6%	83%	60.2%	44.2%	41.9%	94%	17%
New Jersey Institute Tech.	1010-1230	53.6%	10.2%	82%	54.0%	50.9%	38.5%	NA	16%
Oklahoma State U., Main	1030-1220	17.1%	4.7%	78%	61.8%	56.7%	47.9%	100%	15%
Rhode Island, U. of	960-1160	15.5%	5.2%	80%	63.1%	55.5%	54.0%	100%	7%
Wyoming, U. of	990-1220	8.6%	1.1%	73%	53.2%	48.9%	33.3%	88%	10%
Average of Peers	**1017-1236**	**28.6%**	**6.7%**	**83%**	**63.9%**	**56.9%**	**50.6%**	**97%**	**14.3%**

					UMBC institution-specific indicators					
University	Total R&D expenditures (000s)	Total R&D expenditures per FT faculty	Average annual % growth (5-yr.) in federal R&D expenditures	Awards per 100 F-T faculty (5 yrs.)	Rank in STEM bachelor's degrees awarded	Rank in IT bachelor's degrees awarded	Rank in ratio of invention disclosures to $million R&D expenditures	Ratio of FTE students/ F-T instr. faculty	Fed R&D expend per FT faculty	Rank in ratio of license agreemts. to $Mil. R&D
UMBC	$81,894	$206,282	7.0%	2.1	2	2	6	23.2	$147,599	7
Arkansas, U. of, Main	$104,336	$143,912	-0.5%	2.1	8	4	3	20.1	$45,047	2
California, U. of, Riverside	$118,187	$177,992	2.2%	6.3	5	7	NA	28.9	$85,044	NA
California, U. of, Santa Cruz	$136,964	$264,921	6.2%	6.2	4	9	NA	29.9	$157,830	NA
Clemson U.	$144,050	$166,532	1.4%	3.8	3	3	2	18.2	$68,242	3
Amherst	$158,444	$159,722	6.3%	4.9	9	6	NA	20.0	$87,678	NA
Mississippi State U.	$220,432	$306,156	5.1%	2.1	6	6	7	20.6	$146,118	5
New Jersey Institute Tech.	$81,240	$288,085	6.8%	3.7	1	1	1	19.8	$169,617	1
Oklahoma State U., Main	$146,415	$166,192	11.4%	1.8	11	10	4	19.3	$64,639	4
Rhode Island, U. of	$75,805	$127,833	8.4%	1.2	10	5	5	20.9	$90,192	6
Wyoming, U. of	$50,884	$87,731	12.1%	3.0	7	8	NA	14.6	$70,766	NA
Average of Peers	**$123,676**	**$188,908**	**5.9%**	**3.5**	**NA**	**NA**	**NA**	**21.2**	**$98,517**	**NA**

NA - Data not available

12/18/2012

University of Maryland College Park

The University of Maryland College Park is measured against its aspirational peers: institutions that, as the State's flagship public institution, it seeks to emulate in reputation and quality. The university meets or exceeds the peer average on five out of thirteen core performance measures. The university's student SAT 25^{th} - 75^{th} percentile score range of 1220 - 1380 is comparable to the group average of 1220 - 1432. UMCP enrolls the highest percentage of African American undergraduates (12.1 percent), exceeding the peer average by 7.1 percentage points. Pass rates on teacher licensure exams continue to reach 100 percent, matching peers' rates. Total R&D expenditures per full-time faculty are $319,012, about $15.6 thousand above the peer average. UMCP's percent average annual percent growth in federal R&D expenditures of 10.0 percent is significantly higher than the peer average of 3.9 percent.

UMCP falls below the peer average on nine core measures. While it enrolls the highest percentage of African American undergraduates, it is 1.0 percentage point below the peer average for all minorities as percent of undergraduate enrollment. The second-year retention rate is 2.0 percentage points below the peer average. While the six-year graduation rate for all undergraduates (81.8 percent), all minority undergraduates (77.4 percent) and for African-Americans (73.2%) are at comparably high levels for Maryland institutions, they are below the peer averages of 88.3 percent, 85.4 percent, and 75.0 percent, respectively. The university's 10 percent undergraduate alumni-giving rate is 5.0 percentage points below the peer average. Total R&D expenditures are $63.1 million below the peer average. UMCP reports 4.7 awards per 100 full-time faculty members, compared to a peer average of 6.2.

College Park has five institution-specific indicators and outperforms the peers on three of them. The university continues to outpace its peers in the percent change in faculty memberships in national academies with 17.2 percent growth compared to the peer average of 6.6 percent. The number of invention disclosures per $100 million in total R&D expenditures, 35, is 8 points higher than the peer average. UMCP ranks first in the number of degrees awarded to African American students (748), exceeding the peer average by 424 degrees. The university has 63 graduate-level programs ranked among the top 25 compared to a peer group average of 84 and its number of programs ranked in the top 15 (41) is below the peer average of 74.

UMCP performs at high levels in student retention, graduation and the teacher licensure exam pass rates. The university is asked to comment on how it can continue to improve on its retention and graduation efforts to attain the level of its peers. It is also asked to comment on other areas that could be improved, including: undergraduate alumni giving rate; total R&D expenditures; awards per 100 FT faculty; number of graduate-level colleges; programs or specialty areas ranked among the top 25 in the nation; and the number of graduate-level colleges, programs or specialty areas ranked among the top 15.

Institution's Response

The University of Maryland uses its peers to measure both its performance and its improvement goals. As discussed in different sections of the 2012 Managing for Results narrative, initiatives are in place to improve performance in the areas noted below:

Retention and Graduation

The university sets high expectations for student success, employing practices to ensure that undergraduates achieve their educational goals in a timely fashion. There is a renewed focus on this issue from all levels of the university, a focus that highlights and supports the university's commitment to helping the State achieve its 55% degree attainment goal. The Student Academic Success-Degree Completion Policy provides regular advising, development of four-year graduation plans, benchmarks for majors, and help for students who do not achieve these benchmarks.

In spring 2010, the Task Force on Retention and Graduation Rates made a number of recommendations for improvement. Among them were recommendations to develop a program for Transitional Advising in Letters and Sciences and to develop a Student Success Office. After one year, both operations have proved to be central to improving the advising experiences for students, and university officials are certain that in a few years we will be able to measure this success with improved retention and graduation rates. The Transitional Advising Program (TAP) provides comprehensive academic advising and academic support services to currently enrolled high-credit (60+) students moving between colleges due to change in interest, inability to meet benchmarks or lack of sufficient G.P.A. The Student Success Office coordinates reenrollment, centralizes tutoring resources, coordinates data from exiting students, and leads other retention initiatives. It also includes the pre-transfer advising services. In FY11, the university implemented a process for identifying at-risk students during the semester (based on mid-term grades) and between semesters (based on cumulative GPA). Deans are sent information on their students who meet at-risk criteria so that students can be contacted in time for interventions that may change this trajectory. In addition, the university continues to focus on closing the achievement gap in retention and graduation rates between its African American and Hispanic students and all students. In 2013, the campus renewed its retention and graduation efforts with a review of current activities and exploration of additional ones.

The university is working effectively to keep its high-quality educational programs affordable for Maryland residents in an effort to ensure that students don't leave prior to graduation because of financial hardship (another key strategy by which the university is helping to advance the State's degree attainment goal). For example, the Maryland Incentive Awards program funds low-income students from seventeen Baltimore City and Prince George's County high schools. "Keep Me Maryland" was launched to address a significant increase in student appeals for emergency aid to remain in school, and has raised over $770K for the most needy students. To reduce students' debt burden, Maryland's Pathways Program awarded $3.1 million in need-based aid to 578 students. Pathways I provides a debt-free education for students from poverty-level circumstances. Pathways II provides grant support to students who lose Pell Grant eligibility because of their earnings. Pathways III caps the accumulated debt at graduation to the cost of one year for rising seniors who started as freshmen and are from moderate-income families. In addition, due to the down-turn of the economy, many families experienced unexpected financial loss, such as changes in employment. The Office of Student Financial Aid created a committee to review the special circumstances of those students who appealed for additional aid. During

the 2011-2012 academic year, the committee reviewed over 2500 appeals and was able to provide some financial relief to over 75% of those students.

Undergraduate Alumni Giving Rate

The undergraduate alumni giving rate reflects national trends in philanthropy. While the economic recession is technically over, consumer confidence remains low, unemployment high, and there is widespread anxiety over the volatility of the stock market. These factors have suppressed philanthropic giving to higher education generally and at the University of Maryland specifically. Despite the trends, university officials are determined to reverse the downward trend in alumni donors – a national phenomenon – in the number of alumni donors. Budget resources have been reallocated in order to consolidate and integrate various efforts (Maryland Fund for Excellence, Colonnade Society, student and young alumni giving, alumni membership program) to promote donor participation, and the recruitment of a high-level staff person to ensure a level of experience and creativity that is essential for success. More broadly, it should be noted that the university's Great Expectations campaign met its ambitious $1 billion goal in December 2012.

Total R&D Expenditures

While Maryland has not yet met the average of its peers in total research and development expenditures, growth is apparent, and in fact we are ahead of our peer average in total R&D per full-time-equivalent faculty. Research awards increased 7% in FY12 ($447.5M) over FY11, which included doubling the amount of funding from the Department of Commerce ($25M to $50M). Research expenditures have increased over 3% ($467.9M from $453.5M) which included a $13.3M increase in Department of Commerce expenditures. Some of the most significant research awards in the past year include: National Aeronautics Space Agency finalist award to develop a prototype for Comet Hopper for the MARS mission ($3M); Department of Defense MINERVA research initiative award to interview terrorists to understand young people embracing terror as a political tool ($4.5M); seven Defense University Research Instrumentation Program (DURIP) awards; first ever award by the Food and Drug Administration for a Center for Excellence in Regulatory Science and Innovation ($3M); a Department of Agriculture Specialty Crop Research Initiative to implement food safety metrics ($5.4M); and, a Northrop Grumman award to create a new honors college in cyber security ($1.1M). We are very proud of this growth and plan to continue it.

Awards per 100 FT Faculty

Exceptional faculty are key to excellent academic programs and awards. The university continues to attract outstanding faculty members who make significant contributions to their fields as evidenced by the growth in prestigious awards. For example, in FY12 Maryland faculty members received a Fulbright award, a Guggenheim Fellowship, a Sloan Foundation Fellowship, and a National Endowment for the Humanities Fellowship. Eleven were elected fellows of the American Association for the Advancement of Science; and five won NSF CAREER awards. We are particularly proud that President Obama has named University of Maryland Professor of Physics Sylvester James (Jim) Gates as one of this year's recipients of the National Medal of

Science. The National Medal of Science is the highest honor bestowed by the United States Government upon scientists and engineers. We continue to work to identify faculty eligible for prestigious awards; that effort is led by the Associate Provost for Faculty Affairs working with distinguished faculty.

Graduate Program Rankings

One major goal of the university's Strategic Plan is to offer graduate and professional programs that are recognized nationally and internationally for their excellence in scholarship and research. *U.S. News & World Report* and other organizations rank graduate programs on a periodic basis, with varying numbers of disciplines rated in any given year. In the 2012 rankings, 63 programs at the university ranked in the top 25 nationally, and 41 ranked in the top 15. Many factors can contribute to programs rising in rankings, including reputation of its research programs and faculty (see above).

Student achievement is also critical. The Excellence in Graduate Education initiative, which established a "right size" for each doctoral program based on program quality and capacity, continues with the majority of programs in compliance. The campus 10-year doctoral degree completion rates and 10-year time to degree rates have improved from the 1998 entering cohort to the 2001 entering cohort, respectively, from 50.9% to 60.7% and from 5.92 to 5.76 years. The Graduate School has established Flagship Fellowships which successfully recruit some of the most talented students in the world to the campus, as well as McNair Fellowships which attract under-represented minority students who are highly sought after by other major universities to Maryland. With the Strategic Plan's focus on improving and advancing graduate programs, the university expects to increase the number of programs ranked.

University of Maryland, College Park
Peer Performance Data, 2012

University	SAT 25th/75th %ile	% minority of all undergraduates	% African-American of all undergraduates	Average (4-yr.) second-year retention rate	Fall 2005 cohort (per CSRDE IPEDS GRS) Six-year graduation rate	Six-year graduation rate all minorities	Six-year graduation rate African-Americans	Passing rate on teacher licensure exams	Average (2-yr.) undergraduate alumni giving rate	FY 2010 Total R&D expenditures (000s) - excl Med	FY 2010 Total R&D excl Med expenditures per FT faculty
Maryland, U. of, College Park	1220-1380	37.8%	12.1%	94%	81.8%	77.4%	73.2%	100%	10%	$440,556	$319,012
California, U. of, Berkeley	1230-1490	54.9%	2.7%	97%	90.5%	90.1%	71.0%	100%	12%	$591,375	$417,933
California, U. of, Los Angeles	1180-1420	57.8%	3.3%	97%	90.0%	89.8%	76.3%	99%	13%	$267,165	$143,714
Illinois, U. of, Urbana-Champaign	1190-1380	28.2%	5.5%	93%	82.5%	77.4%	69.4%	100%	13%	$490,196	$264,971
Michigan, U. of, Ann Arbor	1300-1460	23.9%	4.4%	96%	89.5%	86.9%	77.6%	100%	15%	$733,078	$356,036
North Carolina, U. of, Chapel Hill	1200-1410	29.0%	9.2%	96%	89.0%	82.9%	80.9%	100%	22%	$436,456	$334,193
Average of Peers	**1220-1432**	**38.8%**	**5.0%**	**96%**	**88.3%**	**85.4%**	**75.0%**	**100%**	**15%**	**$503,654**	**$303,369**

University	Average annual % growth (5-yr.) in federal R&D expenditures	Awards per 100 F-T faculty (5 yrs.)	UMCP institution-specific indicators: # grad level colleges/pgrms/ specialty areas ranked in top 25	# grad level colleges/programs/ specialty areas ranked in top 15	% change over 5 yrs in faculty member-ships in national academies	# of invention disclosures per $100M in total R&D (incl Med)	Number of degrees awarded to African-American students
Maryland, U. of, College Park	10.0%	4.7	63	41	17.2%	35	748
California, U. of, Berkeley	0.9%	7.5	110	110	-1.5%	20	262
California, U. of, Los Angeles	3.0%	5.6	93	71	24.8%	40	224
Illinois, U. of, Urbana-Champaign	0.2%	7.1	60	50	2.2%	35	413
Michigan, U. of, Ann Arbor	4.4%	6.5	100	95	11.9%	24	282
North Carolina, U. of, Chapel Hill	10.9%	4.5	59	42	-4.5%	17	439
Average of Peers	**3.9%**	**6.2**	**84**	**74**	**6.6%**	**27**	**324**

Note: Graduation rate data extracted from the annual IPEDS GRS data via the DAS.
Note: Maryland data NOT included in calculation of peer means.

(1) Average increase in memberships of 3 academies (AAAS, NAE, and NAS), equally weighting the percent change for each of the academies.
(2) All R&D expenditures (federal and total) for science & engineering exclude medical sciences and non-S&E disciplines. The data are for the fiscal year 2010.
(3) SAT scores for Illinois and Michigan are converted from the reported, combined ACT scores; the conversion is made using the College Board's ACT-to-SAT conversion table. The 25th/75th percentile scores for UMCP and all peers are from the NCES Peer Analysis System (PAS).
(4) Invention disclosures per R&D expenditures include the medical sciences for peers. These data are for FY10. Data sources: Institutional Technology Transfer Offices, Annual Reports for FY08 (same providers of AUTM data).

12/18/2012

University of Maryland Eastern Shore

The University of Maryland Eastern Shore meets or exceeds its peer group on six out of twelve core performance measures. UMES' student SAT 25th - 75th percentile score range of 790 - 940 is comparable to the group average of 784 - 943. The university's percent of African American undergraduate enrollments of 76.6 percent is comparable to the peer average. The pass rate on teacher licensure exams of 100 percent is 6.0 points above the peer average. UMES' undergraduate alumni giving ate of 7.0 percent is comparable to the peer average. Total R&D expenditures per FT faculty of $74,931 are $34,375 higher than the peer average and the annual growth in federal R&D expenditures of 11.6 percent exceeds the peer average by 8.3 points.

UMES falls below the peer averages on the other six core performance measures. Minority undergraduate enrollments (80.4 percent) are 4.8 points below the peer average. The average second-year retention rate of 67 percent is 4 points below the peer average. The six-year graduation rates of 31.2 percent for all students, 30.7 percent for all minorities and 31.0 percent for African-Americans are 5.0, 5.8, and 3.8 points below their respective peer averages. Total R&D expenditures of $8.7 million are almost $3.0 million below the peer average.

UMES exceeds its peer average in one of its three institution-specific indicators. The university reports that 71 percent of full-time faculty members hold a terminal degree, 3.0 points higher than the peer average. The university's 1.4 percent information technology degrees of all bachelor's degrees awarded is 1.4 points lower than the peer average. The student loan default rate of 16 percent is 1.2 points above the peer average.

The Commission staff recognizes UMES for achieving a 100 percent pass rate on teacher licensure exams and its progress on the R&D metrics. UMES should comment on the following measures for which its performance is below that of its peers: second-year retention rates, sis-year graduation rates, total R&D expenditures, IT degrees as percent of all bachelor's degrees, and loan default rate.

Institution's Response

Second-year Retention Rate

UMES' second-year retention rate for FY 2012 increased to 69% from 68% during the previous year and we hope to continue with this upward trajectory**.** In addition, during the spring of 2012 academic semester, we extended our current efforts to better identify factors that impeded the academic success and retention of our students. An internal assessment followed by meetings with an external Noel Levitz consultant positioned us to design specific academic and retention strategies for our targeted populations. As a result of these meetings, the following new programs were developed in the fall of 2012 by the Division of Student Affairs and Enrollment Management, in collaboration with the Division of Academic Affairs:

1. **Early Alert Referral Program**: Led by Academic Affairs, the program was developed to be "proactive" in nature and seeks to achieve three goals: First, provide faculty a mechanism to seek additional support when they identify a student(s) who shows signs of academic

distress early in the semester (third to fourth week of the semester); second, to develop a comprehensive coordinated approach to more effectively address students' academic needs; and third to serve as a catalyst in cultivating a university environment that lends itself to increasing retention; decreasing the number of students placed on academic probation after their first semester; and increasing both course completion and graduation rates.

2. **Adopt-A-Residence Hall Program**: The initiative engages freshmen students within the residential community in developmental academic activities such as: academic coaching, goal setting, adjusting to college, preventing high-risk drinking, career planning, time management and study skills, and advising assistance. Sessions take place in the evenings and/or on the weekends. Sessions are mandatory.

3. **Supplemental Instruction:** Student Affairs and the Math Department have partnered to develop a faculty supplemental instruction program. Under the direction of the Department Chair, the Mathematics Department has assigned math faculty, during their office hours to hold daily supplemental instruction sessions in the Center for Access and Academic Success (CAAS). The purpose of this retention effort is to enhance the academic support provided to students in developmental math. Supplemental instruction is a "best practice" in retention.

4. **Student Success Workshop Series:** Student Affairs will continue to offer, in partnership with Academic Affairs, a series of workshops throughout fall and spring semesters designed to strengthen students' academic foundation. In addition, the workshops take a "holistic" developmental approach and focus on both social and academic integration into higher education.

5. **Intrusive Academic Advising:** Academic Affairs has implemented a more aggressive approach and mandate to advising. The initiative is designed to ensure students are staying on track with course selection and following their academic plan that will keep them matriculating and shorten their time-to-degree completion. Intrusive academic advising is a "best practice" with regards to increasing retention and graduation rates.

6. **Recruit Back Program:** The program is a campus-wide collaborative designed to move students from one semester to the next, as well as to identify students who have "stopped" or "dropped" out of the university and create strategies for their immediate return.

7. **Male Summit and Pathways to Success Peer (pilot):** The program is designed to foster a smoother transition into the university for male students. Moreover, the program connects incoming male students with upper-class male students to engage them in a year-long series of academic and social seminars, life skills events, etc.

8. **Recruiting the "Best and the Brightest":** Student Affairs is continuing its campaign to identify and recruit the students who are a "good fit" for UMES. Specific strategies and goals have been outlined to strengthen the academic profile of UMES' incoming cohorts. Changes in policies, protocols, processes, and recruitment models, have yielded three straight years of higher mean SAT and GPA scores for incoming cohorts – currently 880 (two-part) and 3.02, respectively.

9. **The Final Play Program:** The Program consist of a series of town hall meetings with freshmen cohorts to address course selection, degree auditing, financial aid matters, and other pertinent topics.

10. **The 2011- 2016 Strategic Annual Operation Plans**: Put together by UMES academic departments, these plans use specific, measurable, achievable, realistic and time-bound (SMART) objectives and appropriate steps to increase retention for every program.

We expect the above strategies to continue positively impacting our retention efforts and increase them to at least the four-year average of our peers. We have begun to witness our second-year retention rate climb from 65% (2009), to 69% (2011). And while these gains fall short of our targeted goal, we believe they reflect positively that our efforts and strategies are addressing the correct issues and our trajectory is moving in the right direction. Moreover, we are of the opinion that ongoing assessment, monitoring and needed adjustments will foster continued improvement in this area; thus, allowing us to further close the second-year retention gap between us and our peer performance group. UMES remains committed to making a positive contribution to the State's goal of increasing the percentage of Marylanders with college degrees to 55% by 2025, and increasing our retention rate and the number of degree awards significantly is an important strategy in that effort.

Six-year Graduation Rates

Like low retention rates, six-year graduation rates are matters of great concern to UMES. Consequently, UMES continues to reorganize its recruitment, retention, and graduation enhancement process to ensure that adequate support services are provided to student cohort members, particularly those at risk of dropping out. The 2011-2016 Strategic Plan requires UMES academic programs, departments, and schools, in their annual operational strategic plans, to include specific percentage increases not only in retention rates, but also graduation rates throughout students' careers. Cohorts are identified up front by name and program at initial enrollment and are closely monitored and provided the support they need throughout their stay at UMES. Under the new strategic plan initiative a matrix has been developed that has assigned specific responsibilities to divisions/units that interact with students. These units are required to report progress to the Strategic Plan and Assessment Review Committee (SPARC) on a regular basis. In addition, knowledge gained from focused studies, data collected on why students leave, and consultants' expert advice will continue to be used to inform institutional practice. The following are among the practices UMES will continue to utilize for enhancing four-year and six-year graduation rates:

- Retrieve lists of students who "stop out" from the HawkWeb system, which includes financial status (back bill) data.
- Provide lists to academic departments for outreach (e-mail, phone calls).
- Provide four- and six-year graduation rate reports and lists of full-time, first-time students by program to divisions that interact with students on a regular basis (e.g., Academic Affairs and Student Affairs).
- Provide lists to supplemental advisors for outreach (e-mail, phone calls, and letters).

- Advisors ascertain reasons for non-return and provide assistance and/or referral as needed. Students might have financial assistance needs, housing, or academic concerns.
- The Ninety Semester Credit Hour Audit Program: This initiative developed by Academic Affairs is a "proactive" program designed to keep students persisting as well as shorten their time-to-degree completion. The program requires advising all juniors to undergo a degree audit of their Candidate Plan of Study with their academic advisors the year prior to their anticipated graduation date; thus, allowing sufficient time to adapt to any needed changes.
- Under special financial situations the Vice President for Administrative Affairs is brought in to help provide financial solutions.

We believe that the above initiatives, especially the use of a proactive process for monitoring retention and providing appropriate academic, social and economic support to at-risk students, will raise not only retention rates, but also graduation rates. UMES is encouraged that the four-year graduation rate for the 2008 cohort of 19% represents a 6% increase on the 2007 cohort rate.

Total R&D Expenditures

UMES is encouraged by its growth in Total R&D Expenditures from $7.5 million in 2011 to $8.7 million in 2012, an increase of 16% in just one year. In addition, the R&D expenditure amount per full-time faculty of $74,931 and the average annual percentage growth rate of 11.6% are well above the averages for our peers (i.e., $40,556, and 3.3%, respectively). However, UMES acknowledges that the total amount of R & D expenditures for 2012 is below the average for peers ($11.7m). Challenges faced by UMES in its attempt to enhance its capacity in grantsmanship include the high teaching load that faculty undertake and the large number of adjunct faculty UMES employs. In academic year 2011-2012 there were 205 full-time instructional faculty and 149 adjunct faculty (i.e., approximately 3 full-time faculty to 2 adjunct faculty). These challenges notwithstanding, UMES will continue to seek out and implement new strategies that provide support for 1) building research capability including the ability to pursue competitive research grants; 2) investing in research infrastructure; and 3) honoring release time commitments for faculty and other researchers.

UMES continues to offer new faculty workshops on grantsmanship. For example, all new faculty members in science, technology, engineering, and mathematics disciplines (STEM) are required to identify, investigate, and make application for at least one potential grant opportunity each academic year. Additionally, the University has implemented a policy that provides incentives/motivation to faculty, departments, and schools to engage in research and development activities. Moreover, UMES needs more research and development funds to support student research at both undergraduate and graduate levels. An increase in full-time faculty lines is critical as it would strengthen UMES' research infrastructure and enable it to garner more grant funds. Meanwhile, UMES will continue to provide professional development activities and incentives to faculty and staff so that we may significantly increase the number of grant awards and consequently increase its total R&D expenditures to a level comparable to its peers. To this end, UMES established the Division of Research and Economic Development in January 2013 under the leadership of a new vice president. The mission of the new division is to strategically position the university to build its research infrastructure and capacity. We expect

that in the upcoming years, we will see the outcomes of this new initiative reflected in increased research and development productivity and expenditures.

IT degrees as percentage of all Bachelor's Degrees

UMES remains committed to strengthening its computer science program and increasing its number of degrees awarded. The low percentage of IT degrees as a percentage of bachelor's degrees at UMES is a reflection of a steady state or low enrollment. Undergraduate enrollment in computer science at UMES has declined from 197 in fall 2002 to 124 in 2012. We are aware that not only have computer science enrollments been on the rise for the past four years (i.e., 10% in AY 2011-2012) nationally, but also that employment opportunities for computer scientists are expected to increase by 19% between 2010 and 2020 (Harsha, P., in Computing Education, April 9, 2012; and Doyle, A., in About.Com Guide January 28, 2013). Therefore it is critical for UMES to continue to provide a suite of programs that meets the needs of its current and potential students.

Limiting factors for increasing enrollment and number of awards in computer science include, but are not limited to 1) the fact that we offer only one program, 2) we do not have sufficient lab capacity to offer programs that require more lab work; and 3) limited faculty lines. To address these challenges, a) a new program in Computer Information Systems is going through the approval process; b) the new Engineering building has been planned that will include adequate labs for computer science; c) the UMES Math and Computer Science Department will strengthen its recruitment efforts by visiting at least two high schools each semester to promote its program(s); d) the department will partner with the Division of Student Affairs and Enrollment Management, and counselors at feeder schools to identify and enroll potential computer science students; e) the department will continue to enrich the curriculum so that UMES can meet workforce needs in such high demand and high wage job opportunities as software engineer, systems engineer, and software developer, to name a few; and f) we will plan to increase faculty lines.

Loan Default Rate

Recent changes in legislation which resulted in a three-year, instead of the previous two-year, borrower cohort are of some concern to most colleges and universities as they have tended to increase the default rate. It bears note that 50% of UMES' peers in the 2012 report have higher cohort default rates and only two peers have rates that are significantly lower than UMES. These challenges notwithstanding, UMES is committed to addressing its cohort default rate by increasing its efforts to manage student loan borrowing, repayment, and default more effectively. UMES was awarded a $30,000 grant from USA Funds to install and implement Borrower Connect, a default management software program. Borrower Connect has allowed UMES to significantly increase its contact with delinquent and near-default borrowers in an attempt to connect them with Borrower Services at the U.S. Department of Education to discuss options for keeping the student borrower out of default. In its first weeks of implementation, UMES was able to assist at least 10 borrowers who were nearing default to obtain deferment, forbearance, and/or reduced payment options. UMES is also taking advantage of all free default management services offered by USA Funds to assist HBCU's with default prevention.

UMES has also implemented a financial literacy initiative called FLIPS (Financial Literacy Is Paramount for Success). This is a peer-led financial literacy program designed to educate students on issues such as student loan borrowing, repayment and the consequences of default. Peer educators conduct informational sessions and seminars in all freshmen orientation classes, residence halls, and other campus venues.

UMES is utilizing all available services and strategies to assist its students in understanding the benefits of conservative borrowing and the consequences of default. These efforts will continue to be enhanced by the dedication of one financial aid professional to be specifically responsible for default management and prevention. While this places a strain on already limited resources, we believe that these efforts will prove to be effective in turning around the high default rate in the future.

University of Maryland Eastern Shore
Peer Performance Data, 2012

University	SAT 25th/75th %ile	% minority of all undergraduates	% African-American of all undergraduates	Average (4-yr.) second-year retention rate	Six-year graduation rate	Six-year graduation rate all minorities	Six-year graduation rate African-Americans	Passing rate on teacher licensure exams	Average (2-yr.) undergraduate alumni giving rate	Total R&D expenditures (000s)
Maryland, U. of, Eastern Shore	790-940	80.4%	76.6%	67%	31.2%	30.7%	31.0%	100%	7%	$8,692
Alabama A&M U.	790-910	96.3%	95.6%	71%	31.7%	31.8%	31.8%	100%	NA	$30,297
Albany State U.	780-910	84.6%	83.3%	75%	40.6%	40.8%	40.8%	93%	3%	$740
Alcorn State U.	790-910	94.3%	93.4%	66%	32.5%	31.7%	31.5%	100%	4%	$9,845
California State U., Bakersfield	810-1040	60.3%	7.0%	71%	41.4%	41.1%	25.6%	95%	2%	$2,083
Fort Valley State U.	740-900	95.7%	94.4%	70%	33.3%	33.3%	33.6%	NA	10%	NA
North Carolina A&T State U.	800-980	90.8%	88.1%	74%	40.7%	40.7%	40.9%	99%	10%	$35,203
North Carolina, U. of, Pembroke	830-990	53.2%	31.4%	69%	33.5%	35.1%	33.7%	99%	5%	$408
Prairie View A & M U.	760-930	93.5%	86.9%	74%	34.1%	34.2%	33.8%	63%	2%	$12,512
South Carolina State C.	760-930	96.8%	95.7%	65%	34.6%	34.6%	34.5%	100%	22%	$7,166
Virginia State U.	780-930	86.1%	84.0%	70%	39.7%	41.2%	41.4%	100%	10%	$6,907
Average of Peers	**784-943**	**85.2%**	**76.0%**	**71%**	**36.2%**	**36.5%**	**34.8%**	**94%**	**7.6%**	**$11,685**

			UMES institution-specific indicators		
University	Total R&D expenditures per FT faculty	Average annual % growth (5-yr.) in federal R&D expenditures	% of full-time faculty with terminal degrees	IT degrees as % of all bachelor's degrees	Loan default rate
Maryland, U. of, Eastern Shore	$74,931	11.6%	71%	1.4%	16.0%
Alabama A&M U.	NA	16.9%	34%	2.6%	14.3%
Albany State U.	NA	-14.0%	76%	2.6%	12.3%
Alcorn State U.	NA	16.1%	63%	4.9%	16.7%
California State U., Bakersfield	$11,199	-13.7%	NA	0.8%	6.4%
Fort Valley State U.	NA	16.8%	75%	4.0%	22.7%
North Carolina A&T State U.	$86,921	9.5%	78%	1.8%	13.5%
North Carolina, U. of, Pembroke	$1,855	NA	68%	1.3%	6.2%
Prairie View A & M U.	$62,249	0.4%	67%	1.0%	18.7%
South Carolina State C.	NA	-20.0%	82%	4.2%	18.8%
Virginia State U.	NA	18.1%	NA	5.1%	18.3%
Average of Peers	**$40,556**	**3.3%**	**68%**	**2.8%**	**14.8%**

NA - Data not available

12/18/2012

University of Maryland University College

There are very few peer indicators for the University of Maryland University College (UMUC) due to its unique status as Maryland's public university for distance education and nontraditional students. UMUC's target population is working adults and it enrolls a high percentage of part-time students. Its core performance measures reflect this.

UMUC outperforms its peers on one of three core measures. African Americans make up 32.9 percent of all undergraduates, 20.3 percentage points above the peer average. The university's undergraduate population is 45.5 percent minority, which is 2.4 percentage points below the peer average. UMUC did not report its undergraduate alumni giving rate.

The university exceeds peer performance on all five of its institution-specific indicators. It awarded 168 information technology degrees to African Americans compared to a peer average of 3. UMUC level of undergraduates age 25 or older of 8.24 percent is 56.1 points above the peer average. The university awarded 2,816 post- baccalaureate degrees in technology and management while the peer average was 36. It offers 941 stateside online courses compared to an average of 300 for its peers. The university's worldwide online enrollments are 262,708, greatly exceeding the peer average of 9,459.

UMUC is asked to comment on the level of minorities of all undergraduates. The university is also asked to report the undergraduate alumni giving rate.

Institution's Response

UMUC's Fall 2012 minority population is 45.5%, which is up from 44.1% in Fall 2011. The peer average also has grown from 46.9% to 47.9%, which, we believe, reflects an increase in the number of minorities in the national student population. The percentage of minorities UMUC serves mirrors the minority population of the state. UMUC serves a large proportion of African American students (approximately 33% in 2012), which also reflects the proportion of African American students among the state's student population.

UMUC's alumni giving rate for 2012 remains steady at 2% according to the Council for Aid to Education (CAE). UMUC has a strong connection to a loyal alumni base. Through that alumni base, UMUC has been able to build support for both need-based and merit-based scholarships, grants, and aid for veterans and military personnel through philanthropically funded scholarships worth $3.3 million.

University of Maryland University College
Peer Performance Data, 2012

University	% minority of all undergraduates	% African-American of all undergraduates	Average (2-yr.) undergraduate alumni giving rate	UMUC institution-specific indicators: # of African-American IT graduates	% of undergraduates 25 and older	# of post-baccalaureate degrees in technology & mgmt.	Number of stateside online courses	Number of worldwide online enrollments (registrations)
Maryland, U. of, University College	45.5%	32.9%	NA	168	82.4%	2,816	941	262,708
Boise State U.	13.3%	1.8%	8%	0	37.7%	35	917	18,025
California State U., Dominguez Hills	76.7%	19.9%	2%	2	41.2%	0	125	9,459
California State U., Fullerton	58.9%	2.6%	3%	1	20.4%	197	452	12,662
CUNY Bernard Baruch C.	59.0%	10.0%	7%	8	22.0%	57	NR	NR
CUNY Herbert H. Lehman C.	86.6%	30.9%	4%	12	40.0%	7	135	2,589
CUNY Hunter C.	54.8%	10.7%	19%	2	20.8%	0	7	140
CUNY Queens C.	50.3%	7.9%	19%	3	21.6%	22	NR	NR
Eastern Michigan U.	27.3%	21.6%	3%	2	29.3%	40	224	5,979
Florida Gulf Coast U.	24.7%	6.1%	NA	0	14.3%	0	237	17,356
Southern Connecticut State U.	27.2%	14.5%	7%	1	15.9%	4	NR	NR
Average of Peers	**47.9%**	**12.6%**	**8%**	**3**	**26.3%**	**36**	**300**	**9,459**

NA - Data not available
NR - Non-Respondent

12/18/2012

Morgan State University

Morgan State University's performance meets or exceeds the peer average on seven of fifteen performance measures. Morgan's level of students receiving federal grants of 53.0 percent is 8.6 points above the peer average. The university's second year retention rate for minorities and African Americans of 72.7 and 73.0 percent are 3.4 and 4.7 points above their respective peer averages. The university's pass rate on teacher licensure exams of 97.5 percent is comparable to the peer average. The alumni giving rate of 7 percent is even with the peer average. Morgan State awards almost three times as many doctorates to African Americans (20) than the peer average of 7.0. The university awarded 175 bachelor's degrees in science, technology, engineering and math (STEM) areas to African Americans, substantially more than the peer average of 54.

Morgan State underperforms the peer averages in the remainder of the measures. The university has a slightly lower second year retention rate (72.45 percent) than its peer average of 73.2 percent. The university's six year graduation rates for all students (31.5 percent), African Americans (31.6 percent) and minority students (31.6 percent) are below the peer averages by 9.6, 0.5, and 1.7 points respectively. The university awarded 19 doctorates to women, compared to the peer average of 24. Sixty-eight percent of faculty hold terminal degrees compared to a peer average of 77.2 percent. Research expenditures at Morgan of $31.5 million are $3.3 million lower than the peer average. Morgan's 7.1 percent change in research expenditures lagged the peer average by 5.0 percentage points.

Morgan is asked to comment on what steps it is taking to improve upon its graduation rates, number of doctorates awarded to women, level of faculty with terminal de3grees and levels of research expenditures.

Institution's Response

Graduation Rate

Areas for improvement that are likely to help close Morgan's gap in graduation rates include: increasing sources of financial and institutional aid (students' failure to meet financial obligations for payment of tuition, fees, room, and board is the #1 cause of student attrition at Morgan); completing a comparative analysis of credits-to-degree at Maryland's public four-year institutions to provide a current context for Morgan's degree requirements and general education core; providing training for department chairs, faculty, and staff who advise students informing them of students' rights and binding catalog requirements and holding advisors responsible for misinformation and incorrect advisement of students while at the same time recognizing and rewarding faculty and staff who provide excellent academic advisement to students; conducting a comprehensive assessment of Morgan's developmental courses to ensure that developmental requirements provide the appropriate remediation for students and promote student success in the long-term; awarding students the maximum number of transfer credits possible under the policies of the Maryland Higher Education Commission (awarding transfer credits that are comparable with our peer institutions); continuing plans that have already begun to streamline the freshman orientation course curriculum resulting in universal and consistent course syllabi; fully

implementing the First Year Experience Program, based on the Foundations of Excellence (FOE) First-Year Experience Self-Study; providing smaller classes and more course sections, especially for freshmen; offering supplemental instruction and/or the use of teaching assistants (TAs) as well as peer tutors for difficult courses; securing additional funding for six-week summer bridge programs such as Pre-College, PACE, and ACCESS-SUCCESS; purchasing software, equipment, and technology to support students with disabilities; promoting participation in and funding for student learning outcomes assessment using standardized tests such as the MAPP, ISkills, and CLA; and, continuing and expanding successful programs like the ACCESS Orientation Program, the Financial Literacy Program, the Alumni Mentors Program, and the Reclamation Initiative.

Doctorates awarded to women

Morgan State University awarded 31 doctorates in 2010, 19 of these doctoral awardees were women, representing fully 60 percent of the total doctoral awards (PhD, DrPH, EdD, and DEng). As our number of doctorates rises (and continues to rise), the percent of doctoral awards to women should remain constant—reflecting a reasonably constant female/male ratio in graduate studies at Morgan. Thus, we should meet or exceed the mean of 24 awards to women when our number of total awards reaches 40.

Level of faculty with terminal degrees

The correct percentage of full-time faculty with terminal degrees is 83%. The 68% originally included in the table did not include full-time faculty with terminal master's degrees. With the correct data, we are above the peer average.

Levels of research expenditures

Prior to 2012, Morgan State University's research expenditures were around $28 million and increased to $31.5 million in 2012. While this amount is somewhat lower than the peer average, this is partly attributable to a decrease in research support from major federal funding agencies in light of current national economic challenges. However, the institution has taken strong steps to reverse this trend. In particular, it has appointed a Vice President for Research and Economic Development to create effective new structures and policies, as well as to explore new opportunities for large multidisciplinary research funding. We strongly believe that these actions will enable Morgan State University to attain parity, or significantly exceed its peer institution in future research expenditures.

Morgan State University
Peer Performance Data, 2012

University	% Students on Federal Grants 2010	2nd Year Retention Rates			Six Year Graduation Rates 2004 cohort			PRAXIS or NES % Passing 2011	% Alumni Giving 2012[2]
		All	Black	Minority	All[1]	Black[1]	Minority[1]		
Morgan State University	**53.0%**	**72.4%*** **	**73%*** **	**72.68%*** **	**31.5%**	**31.6%**	**31.6%**	**97.5%**	**7%***
Indiana State University	41.0%	64.0%	51.6%	53.0%	43.6%	28.1%	28.5%	97%	10.0%
Jackson State University	78.0%	76.0%	76%**	76%**	40.3%	40.8%	40.7%	98%	5%*
Louisiana Tech University	29.0%	74.0%	NA	NA	48.9%	34.6%	33.1%	100%	13.0%
Michigan Technological University	27.0%	83.0%	NA	NA	65.7%	36.8%	47.9%	100%	16.0%
North Carolina A & T State University	61.0%	77.0%	75.0%	75.0%	38.3%	38.7%	38.7%	97.3%	10.0%
South Carolina State University	72.0%	67.0%	64%**	64%**	39.3%	39.0%	39.0%	98.6%	22.0%
Tennessee State University	62.0%	67.0%	68.0%	62.0%	33.4%	34.5%	34.4%	100%	4.0%
Texas A & M University-Kingsville	59.0%	59.0%	58.0%	57.0%	36.6%	15.9%	37.0%	89.6%	4.0%
Texas Woman's University	48.0%	75.0%	60.0%	65.0%	48.2%	40.1%	46.1%	97.6%	1.0%
The University of West Florida	33.0%	79.0%	68%**	70%**	47.4%	47.4%	41.3%	98.8%	4.0%
University of Alabama in Huntsville	27.0%	76.0%	74.0%	78.3%	43.6%	31.4%	33.3%	100%	3.0%
University of Alaska Fairbanks	26.0%	80.0%	NA	NA	31.9%	35.7%	21.4%	86.6%	4.0%
University of Arkansas at Little Rock	51.0%	65.0%	64.9%***	67.7%***	20.8%	8.6%	10.1%	100%	0.2%
University of Maine	33.0%	79.0%	71.4%	73.2%	57.2%	41.7%	37.0%	99.6%	8.0%
University of Massachusetts-Boston	39.0%	77.0%	85.0%	81.0%	41.1%	36.4%	36.8%	99.6%	5.0%
University of Massachusetts-Lowell	29.0%	81.0%	NA	NA	50.7%	30.4%	35.0%	96.3%	7.0%
University of Missouri-St Louis	40.0%	69.0%	89.0%	90.0%	43.0%	27.4%	28.6%	99.3%	11.0%
University of New Orleans	35.0%	69.0%	51.0%	59.0%	20.0%	11.2%	12.3%	100%	3.0%
Peer Average	**44.4%**	**73.2%**	**68.3%**	**69.3%**	**41.1%**	**32.1%**	**33.3%**	**98.0%**	**7.0%**

University	# of Doctorates Awarded to Women 2010	# of Doctorates Awarded to Blacks 2010	# of Bachelor's In STEM to Blacks 2010	% of Faculty with Terminal Degree 2011	FY 2010 Research Expenditure	% Change in Research Expenditure
Morgan State University	**19**	**20**	**175**	**68.0%**	**31,536,950**	**7.1%**
Morgan State University ***- Resubmitted March 2013***				**83.0%**		
Indiana State University	30	3	8	84.88%*	10,254,039	-13.8%
Jackson State University	39	39	162	73.6%	34,039,354	7.8%
Louisiana Tech University	8	2	20	77.0%	23,688,179	13.0%
Michigan Technological University	20	1	10	79.0%	53,500,000	4.7%
North Carolina A & T State University	11	9	248	75.0%	30,340,109	34.3%
South Carolina State University	13	13	120	88.65%**	10,589,296	27.0%
Tennessee State University	43	12	94	80%*	12,853,091	-0.2%
Texas A & M University-Kingsville	15	0	6	75%*	16,761,260	30.5%
Texas Woman's University	75	13	16	NA	3,297,162	10.6%
The University of West Florida	14	2	21	81.5%	4,222,972	-13.4%
University of Alabama in Huntsville	8	0	31	86.3%	78,440,381	20.3%
University of Alaska Fairbanks	24	0	1	58.4%	145,337,103	2.1%
University of Arkansas at Little Rock	10	3	31	73.0%	16,937,115	24.0%
University of Maine	20	0	5	75.3%	68,335,000	23.3%
University of Massachusetts-Boston	30	0	26	98.0%	37,400,000	32.3%
University of Massachusetts-Lowell	17	0	16	93.0%	39,994,000	13.7%
University of Missouri-St Louis	30	7	18	72.2%	11,424,696	-9.8%
University of New Orleans	27	5	13	70.0%	33,336,393	16.1%
Peer Average	**24**	**7**	**54**	**77.2%**	**34,857,216**	**12.1%**

NA: Data not available
[1] Source: Education Trust
[2] US News Ranking Data
****: 2007 Data**
***: 2010 data**
*****: Cohort 2011 data**

St. Mary's College of Maryland

As previously described, St. Mary's College of Maryland (St. Mary's), Maryland's public four-year liberal arts college, is not required to participate in the Peer Performance Accountability report and does so voluntarily. The institution has two sets of peers: twelve peers that reflect the college's current mission and six peers that reflect the aspirations of the college. Of the twelve current peers, four are public institutions and the remainder are private. All six aspirant peers are private institutions.

Current Peers

The college exceeds or matches its current peers on11 of 24 performance measures. The colleges 25th/75th SAT scores for Verbal and Math of 568-680 and 550-650 are higher than the peer averages or 244-660 and 540-641. The college's Yield rate of 31 percent is two percentage points higher than the peer average. Ninety-nine percent of St. Mary's faculty holds terminal degrees, 6.0 percentage points higher than the peer average. The average salary for all faculty of $70,521 is comparable to the peer average of $70,557 and the college exceeds the peer average salary for full-time professors by almost $7,000. The second-year retention rate (87.0 percent) is above the peer average of 86.0 percent. St. Mary's six-year graduation rate of 77.0 percent is above the peer average of 74.0 percent. St. Mary's enrollment, like that of its peers, is made up of 98 percent undergraduates and 97 percent of St. Mary's undergraduates are full-time students while the peer average is 94 percent. Tuition and Fees at St. Mary's ($14,445 in-state and $26,522 out-of state) are significantly below the peer averages of $29,012 and 32,662 respectively. Likewise, tuition and fee revenues as a percent of E&G expenditures were 12.0 points below the peer average. The student-faculty ratio of 10:1 is also better than the current peer average of 11.9:1.

St. Mary's performance is lower than the peer group average on 14 measures. The college's acceptance rate is 65 percent compared to the peer average of 55 percent. Ten percent of St. Mary's undergraduates are minority, compared to a peer average of 14 percent. Total headcount enrollment of 2,017 is 402 students lower than the peer average. The average annual salaries of associate and assistant professor are $4,058 and $371 below the respective peer averages. St. Mary's six year graduation rate for minorities of 65 percent is 1 point below the peer average. The college's Education and General Fund (E&G) expenditures are slightly over $10 million below the peer average and tuition and fee revenue is more than $11 below the peers. The alumni giving rate of 13 percent is 11 percentage points below the average for the peers. St. Mary's has fewer resources in its library by over 338 thousand books, serial back files, and other paper materials. It also fewer librarians, fewer library staff and expends $168 per FTE less than its peers on library expenses.

Aspirant Peers

St. Mary's has set high standards as demonstrated by institutions such as Bates and Davidson in its aspirant peer group. St. Mary's meets or exceeds the aspirant peer average on three measures. The college enrolls 131 more students than the aspirant peer average. It has more faculty with

terminal degrees (99 percent vs. 95 percent). St. Marys' student faculty ratio of 10:1 is comparable to the aspirant peer average of 9.7:1.

The college underperforms the aspirant peers on all other measures. However, because the aspirant peers are private liberal arts institutions and St. Mary's College is public, a one-to-one comparison of each metric is not necessarily as informative as the comparison to the public peers. Nevertheless, the data has been provided in the college's profile on the following pages.

The Commission staff commends St. Mary's College of Maryland for continued excellence in providing an affordable liberal arts education to Maryland students that compares favorably with its chosen peers. St. Mary's should comment on those areas where its metrics are below the peer averages, including acceptance rate, percent minority of all undergraduates, salaries for associate and assistant professors, minority six year graduation rates, E&G expenditures and tuition and fee revenue and library resources. The college is also asked to comment on the alumni giving rate, which is well below the peer average.

Institution's Response

St. Mary's College is pleased that the Maryland Higher Education Commission recognizes the College for its focus on excellence and affordability in comparison to its peers. The College also appreciates the Maryland Higher Education Commission's recognition that St. Mary's has set high standards by selecting such a challenging set of peers. Much of the explanation for underperformance is in the context of comparing ourselves to mostly private and relatively highly selective liberal arts institutions. In our response we will address the acceptance rate, percent minority of all undergraduates, salaries for associate and assistant professors, minority six year graduation rates, E&G expenditures, tuition and fee revenue, library resources, and alumni giving rate.

Acceptance Rate

The College's acceptance rate is cause for concern and has been the focus of attention with a new dean of admissions, a strategic approach to allocating financial aid, and an energized review of the marketing approach. Applications have been declining due to the College's cost to attend, as compared to other Maryland public institutions, and St. Mary's inability to offer financial aid packages which are competitive with its private out-of-state peers. The new dean of admissions has taken a more strategic approach to financial aid. However, the economic climate plays a considerable role in a lower applicant pool and the number of students willing to commit through acceptance. The positive side to this is that the College has been able to sustain its new student enrollment with strong, academically prepared students. The yield rate has been holding firm in the low- to mid-30% range for the last few peer performance submissions.

Percent Minority of all Undergraduates

The College's underperformance in minority recruitment has been similarly affected by tough admission competition for a very competitive minority student base. The College has struggled with the challenge of creating affordable financial options at the level that makes a real

difference in the acceptance decision. President Urgo, the office of advancement, and the dean of admissions have taken steps to address this underperformance with a financial aid program geared toward Baltimore City residents. Along with this scholarship program, the College has expended more recruitment effort in reaching out to high schools with well prepared minority populations.

Minority Six-Year Graduation Rates

This is a new peer performance indicator the College initiated this year in an effort to monitor its progress toward closing the graduation gap for minorities amongst our peers. While St. Mary's is 1% below the current peer average, the College aspires to be closer to the graduation rate for all students. St. Mary's has been expanding its efforts to support the minority students who bring with them different sets of stressors that challenge completion. On February 26, 2013, President Urgo provided the following testimony outlining the rationale for the creation of a scholarship program to address the needs of students. This outlined concerted effort is intended to have an impact on the graduation gap between minorities and the general population. President Urgo said, "the College will continue to increase its share of internal funds dedicated to need-based financial aid in fiscal year 2014, providing more support to students with need, especially Pell-eligible students. Indeed, the February 2013 Policy Briefing on Affordability identified practices at St. Mary's College that had made substantial positive progress in the area of providing need-based financial aid to students. Last year, 62% of the fall 2011 entering class received institutional financial aid. Of those who received institutional aid, 55% received need-based institutional grants. Of the fall 2011 entering freshmen class, 83% of the students were determined to have need and received some type of institutional aid. About 10% of St. Mary's students receive a Pell Grant in their first year at the College. In response, the College is in the silent phase of a comprehensive campaign. Two goals of the campaign will be related to scholarship support. Endowed scholarship funds will provide investment returns to impact generations of future students. A working goal of $14 million has been established for increases to endowed scholarship funds. Current scholarship funds, provided through an annual commitment by a donor for a minimum of four years, will support need-based financial aid. A planned goal of $3.5 million has been set for current scholarship funds."

Salaries for Associate and Assistant Professors

As noted in the Maryland Higher Education Commission's analysis, the average annual salaries of associate and assistant professors are $4,058 and $371, respectively, below their respective peer averages. This is so for two reasons. First, as a result of the fiscal crisis that began in 2008, St. Mary's salaries were fixed through the state salary freeze in recent years, with the exception of limited faculty promotional and retention changes. This resulted in little growth as compared to our peers. Second, retirements, promotions, and recent hires have shifted the distribution of salaries to impact the averages. Looking back a few years, our gap for the assistant professor level is decreasing as compared to current peers and the gap between associate professors is increasing. This is the result of new assistant professors that were hired at a higher salary and associate professors who were promoted to professor.

E&G Expenditures and Tuition and Fee Revenue

As a public liberal arts college with high standards, St. Mary's will always be behind its private peers in revenue and expenditures because they are able to set tuition at a higher level and have access to deeper institutional resources. A scan across our current and aspirant peers reveals this difference clearly. The tuition rates for the public institutions are between 20% and 33% of the private current peers, and even less in comparison to the aspirant peers. Therefore, the E&G expenditures will be less without an unsustainable increase in tuition, an expansion in state funding, and greater donor support. As cited in the previous discussion on minority graduation rates, the College has embarked on a comprehensive fundraising campaign aimed at decreasing this difference with our private peers.

Library Resources

The St. Mary's College Library is relatively young particularly in comparison to our private peer and aspirant peer libraries. Given budget and space constraints, it is unlikely that we will catch up to our peers through the "ownership" model. We are focused on developing a sustainable core collection of print books supplemented through various modes of access, including eBooks and resource sharing.

Book resources held locally at the St. Mary's College Library are supplemented by robust resource sharing services through our academic consortium, The University System of Maryland and Affiliated Institutions (USMAI). Students and faculty place requests directly through the shared online catalog and books are delivered within 3-5 business days. This service provides access to 3.5 million circulating items in the 16 consortium libraries. The St. Mary's Library has also added to our online reference materials in the past two years including almost 600 digital reference books through Credo Reference and several online literature criticism series.

The library currently licenses over 80 online databases which provide access to approximately 200,000 full-text journals online including significant back files from JSTOR, the historical New York Times, American Periodicals Series (full-text of over 1000 early American publications), and others. Our print subscriptions, online licenses and content purchases, and document delivery with no direct costs to faculty and students have largely met the research needs of our users. The review team visiting campus during the library's last external review in 2008 did list concerns and recommendations on resources.

Library staffing remains a challenge. The Library was awarded a new line for an emerging technology librarian in 2008. The line was frozen before a search began due to budget constraints. That line has since been eliminated. Lack of staff growth presents challenges in providing instruction and public services and in our ability to apply new technologies for information discovery and access.

Alumni Giving Rate

St. Mary's does not yet attain the giving levels of its private peers; however, our giving rates are consistent with those of our public peers. St. Mary's College is relatively young as a four-year

institution and had small graduating classes until the 1990s. The engagement of alumni with the College is increasing as we have realized a tripling of the attendance at alumni weekend and other alumni gatherings. Until recently, the College had a relatively modest alumni annual giving fundraising effort. The fundraising program and donor base is maturing with the hope of increasing both the giving rate and the size of the average donation in future years.

ST. MARY'S COLLEGE OF MARYLAND
PROFILE AND PERFORMANCE INDICATORS, November 2012

E.Clune-Kneuer, OIR; 11-13-12

Category	Indicator	Current Peer Average	Aspirant Peer Average	All Peer Average	SMCM	*Current Peers:* Beloit	College of Wooster	Colorado College	Connecticut College	Dickinson College	Gettysburg College	Guilford College	Southwestern University
Admissions													
	SAT Verbal score 25th/75th	544-660	645-740	573-683	568-680	560-690	550-670	-	-	600-690	610-690	470-620	560-680
	SAT Math score 25th/75th	540-641	643-725	569-665	550-650	550-650	550-660	-	-	590-680	610-690	480-590	560-650
	Acceptance rate	55%	31%	47%	65%	71%	61%	26%	32%	42%	40%	64%	65%
	Yield	29%	34%	31%	32%	21%	19%	39%	29%	26%	32%	19%	20%
Enrollment													
	%minority of all UG	14%	15%	14%	10%	15%	9%	18%	14%	12%	7%	14%	24%
	Total headcount	2,419	1,886	2,241	2,017	1,397	2,003	2,091	1,887	2,414	2,485	2,828	1,373
Faculty													
	Full-time faculty with Ph.D or terminal degree	93%	95%	93%	99%	96%	96%	99%	93%	95%	93%	90%	98%
	Average salary of full-time instructional faculty - All faculty	$70,557	$88,207	$76,440	$70,521	$59,975	$69,099	$90,815	$83,960	$73,604	$76,908	$57,171	$67,964
	Average salary of full-time instructional faculty - Professor	$90,396	$111,222	$97,338	$91,892	$77,396	$90,579	$119,258	$107,762	$102,018	$102,773	$71,839	$84,471
	Average salary of full-time instructional faculty - Associate Professor	$68,272	$80,981	$72,508	$64,214	$58,503	$68,984	$80,501	$78,018	$78,743	$77,260	$59,239	$64,956
	Average salary of full-time instructional faculty - Assistant Professor	$57,143	$65,960	$60,082	$56,772	$47,192	$56,042	$64,213	$66,427	$60,160	$62,353	$50,794	$55,236
Retention/ Graduation													
	First to second retention rate	86%	95%	89%	87%	88%	89%	96%	89%	90%	89%	77%	86%
	Six year graduation rate	74%	89%	79%	77%	77%	77%	87%	87%	82%	85%	58%	73%
	Six year grad rate minorities	66%	83%	72%	65%	74%	68%	79%	86%	84%	82%	36%	67%
Resources													
	Annual tuition/ fees (in-state)	$29,012	$42,081	$33,368	$14,445	$36,674	$38,290	$40,050	$43,990	$43,060	$42,610	$30,430	$33,440
	Annual tuition/ fees (out-of-state)	$32,662	$42,081	$35,801	$26,522	$36,674	$38,290	$40,050	$43,990	$43,060	$42,610	$30,430	$33,440
	E&G Expenditures	$61,245,521	$83,748,113	$68,746,385	$50,980,865	$40,270,076	$57,599,179	$85,104,015	$78,691,000	$84,608,390	$90,813,726	$49,900,991	$50,594,772
	Tuition and Fees	$35,218,389	$52,393,399	$40,943,392	$23,635,165	$22,316,549	$30,481,776	$55,418,798	$59,328,000	$62,682,703	$65,924,982	$32,486,162	$22,623,538
	Tuition and Fees as a % of E&G	58%	63%	60%	46%	55%	53%	65%	75%	74%	73%	65%	45%
	Student to faculty ratio	11.9:1	9.7:1	11.2:1	10:1	10:1	12:1	10:1	9:1	10:1	10:1	17:1	11:1
	Alumni giving	24%	45%	31%	13%	29%	28%	21%	36%	33%	34%	13%	25%
	Books, Serial Back Files, Other Paper Materials:	500,390	667,983	556,254	162,043	497,755	1,179,375	556,266	896,730	510,151	427,113	219,923	383,909
	Librarians:	8.3	11.1	9.2	7	4.5	8	10	13.5	10	13	5	9
	Total Staff:	26.1	33.5	28.6	22	17.19	32.9	29.77	30.65	35	36	16	26.7
	Total Library Expeditures per Person Enrolled (FTE):	$998	$1,726	$1,241	$830	$860	$1,108	$1,486	$1,603	$989	$1,306	$454	$1,883

ST. MARY'S COLLEGE OF MARYLAND
PROFILE AND PERFORMANCE INDICATORS, November 2012

E.Clune-Kneuer, OIR; 11-13-12

Category	Indicator	Current Peer Average	Aspirant Peer Average	All Peer Average	SMCM	University of Mary Washington	University of Minnesota Morris	UNC Asheville	VMI	*Aspirant Peers* Bates	Carleton	Davidson	F & M
Admissions													
	SAT Verbal score 25th/75th	544-660	645-740	573-683	568-680	530-640	510-650	540-650	510-620	-	660-750	630-730	-
	SAT Math score 25th/75th	540-641	643-725	569-665	550-650	500-610	510-650	520-620	530-610	-	660-760	640-718	-
	Acceptance rate	55%	31%	47%	65%	76%	62%	77%	46%	27%	31%	25%	45%
	Yield	29%	34%	31%	32%	27%	32%	32%	49%	36%	34%	40%	29%
Enrollment													
	%minority of all UG	14%	15%	14%	10%	14%	20%	7%	11%	13%	21%	13%	13%
	Total headcount	2,419	1,886	2,241	2,017	5,203	1,811	3,967	1,569	1,725	2,020	1,742	2,335
Faculty													
	Full-time faculty with Ph.D or terminal degree	93%	95%	93%	99%	90%	78%	87%	97%	88%	97%	96%	95%
	Average salary of full-time instructional faculty - All faculty	$70,557	$88,207	$76,440	$70,521	$66,740	$58,736	$67,812	$73,900	$89,955	$90,407	$92,062	$81,502
	Average salary of full-time instructional faculty - Professor	$90,396	$111,222	$97,338	$91,892	$82,130	$75,575	$84,646	$86,310	$118,075	$112,840	$112,665	$107,690
	Average salary of full-time instructional faculty - Associate Professor	$68,272	$80,981	$72,508	$64,214	$62,601	$58,903	$67,510	$64,043	$82,167	$80,232	$85,519	$78,108
	Average salary of full-time instructional faculty - Assistant Professor	$57,143	$65,960	$60,082	$56,772	$55,373	$50,700	$61,743	$55,480	$66,525	$69,312	$61,391	$68,693
Retention/ Graduation													
	First to second retention rate	86%	95%	89%	87%	83%	81%	82%	83%	92%	98%	96%	94%
	Six year graduation rate	74%	89%	79%	77%	75%	66%	55%	70%	88%	93%	91%	87%
	Six year grad rate minorities	66%	83%	72%	65%	75%	56%	38%	52%	78%	92%	86%	76%
Resources													
	Annual tuition/ fees (in-state)	$29,012	$42,081	$33,368	$14,445	$8,926	$12,091	$5,393	$13,184	$42,800	$42,942	$38,866	$42,610
	Annual tuition/ fees (out-of-state)	$32,662	$42,081	$35,801	$26,522	$20,654	$12,091	$19,025	$31,624	$42,800	$42,942	$38,866	$42,610
	E&G Expenditures	$61,245,521	$83,748,113	$68,746,385	$50,980,865	$58,319,624	$32,561,075	$58,859,753	$47,623,654	$74,297,459	$97,076,521	$73,503,548	$95,242,365
	Tuition and Fees	$35,218,389	$52,393,399	$40,943,392	$23,635,165	$31,740,367	$6,928,509	$15,531,118	$17,158,163	$65,345,045	$50,903,853	$33,249,675	$67,426,002
	Tuition and Fees as a % of E&G	58%	63%	60%	46%	54%	21%	26%	36%	88%	52%	45%	71%
	Student to faculty ratio	11.9:1	9.7:1	11.2:1	10:1	15:1	14:1	14:1	11:1	10:1	9:1	10:1	10:1
	Alumni giving	24%	45%	31%	13%	18%	14%	7%	32%	46%	58%	53%	29%
	Books, Serial Back Files, Other Paper Materials:	500,390	667,983	556,254	162,043	387,178	244,675	383,264	318,343	613,844	773,750	585,874	738,875
	Librarians:	8.3	11.1	9.2	7	11	4	6.75	5	12.33	15.58	10	9
	Total Staff:	26.1	33.5	28.6	22	32.25	11.01	27.75	18	31.86	36.93	29.46	33
	Total Library Expeditures per Person Enrolled (FTE):	$998	$1,726	$1,241	$830	$454	$535	$608	$696	$2,052	$2,014	$1,784	$1,173

ST. MARY'S COLLEGE OF MARYLAND
PROFILE AND PERFORMANCE INDICATORS, November 2012

E.Clune-Kneuer, OIR; 11-13-12

Category	Indicator	Current Peer Average	Aspirant Peer Average	All Peer Average	SMCM	Hamilton	Kenyon
Admissions							
	SAT Verbal score 25th/75th	544-660	645-740	573-683	568-680	650-740	640-740
	SAT Math score 25th/75th	540-641	643-725	569-665	550-650	660-730	610-690
	Acceptance rate	55%	31%	47%	65%	27%	33%
	Yield	29%	34%	31%	32%	33%	33%
Enrollment							
	%minority of all UG	14%	15%	14%	10%	18%	12%
	Total headcount	2,419	1,886	2,241	2,017	1,861	1,632
Faculty							
	Full-time faculty with Ph.D or terminal degree	93%	95%	93%	99%	94%	100%
	Average salary of full-time instructional faculty - All faculty	$70,557	$88,207	$76,440	$70,521	$96,296	$79,022
	Average salary of full-time instructional faculty - Professor	$90,396	$111,222	$97,338	$91,892	$120,688	$95,376
	Average salary of full-time instructional faculty - Associate Professor	$68,272	$80,981	$72,508	$64,214	$89,511	$70,349
	Average salary of full-time instructional faculty - Assistant Professor	$57,143	$65,960	$60,082	$56,772	$68,922	$60,918
Retention/ Graduation							
	First to second retention rate	86%	95%	89%	87%	95%	92%
	Six year graduation rate	74%	89%	79%	77%	88%	86%
	Six year grad rate minorities	66%	83%	72%	65%	88%	78%
Resources							
	Annual tuition/ fees (in-state)	$29,012	$42,081	$33,368	$14,445	$42,640	$42,630
	Annual tuition/ fees (out-of-state)	$32,662	$42,081	$35,801	$26,522	$42,640	$42,630
	E&G Expenditures	$61,245,521	$83,748,113	$68,746,385	$50,980,865	$95,047,000	$67,321,785
	Tuition and Fees	$35,218,389	$52,393,399	$40,943,392	$23,635,165	$53,902,000	$43,533,816
	Tuition and Fees as a % of E&G	58%	63%	60%	46%	57%	65%
	Student to faculty ratio	11.9:1	9.7:1	11.2:1	10:1	9:1	10:1
	Alumni giving	24%	45%	31%	13%	47%	37%
	Books, Serial Back Files, Other Paper Materials:	500,390	667,983	556,254	162,043	613,845	681708
	Librarians:	8.3	11.1	9.2	7	10.5	9
	Total Staff:	26.1	33.5	28.6	22	41.9	27.95
	Total Library Expeditures per Person Enrolled (FTE):	$998	$1,726	$1,241	$830	$1,932	$1,401

Appendices

Appendix A. Methodology for Selecting Performance Peers

University System of Maryland Institutions

The process of selecting peers involved narrowing a long list of colleges and universities (approximately 3,600) to a medium-sized list (fewer than 250), then to a small group with key characteristics like those of the home institution (between 22 and 60). The institutions in the smaller group are termed funding peers. Ultimately, USM institutions were asked to choose 10 performance peers from their lists.

The narrowing process proceeded as follows:

1. Only public universities were considered.
2. Institutions were categorized by Carnegie classification.
3. Six sets of variables were mathematically analyzed for each institution. Examples of these variables include: Size; Student mix; Non-state revenues; Program mix; and Location (urban vs. rural)

The analysis provided a comparatively short list of institutions, which are most like each USM institution. From the narrowed list, each USM institution then selected 10 performance peers based on criteria the institutions felt to be most relevant to their specific institutional objectives.

Morgan State University

In 2008, peers for Morgan State University were selected from within the 2005 Basic Carnegie Classifications of Doctoral Research and Research-High Activity Universities and to those institutions with FTE enrollments of less than 10,000 using the funding peer selection variations and an additional variation to reflect the university's stated unique characteristics: Urban Mission; Doctoral Mission with emphasis on African-American attainment; Research Expenditures; Socio-Economic Status of students; HBI Mission and Degree Productivity; Academic Preparedness of students; and Affordability for Low Income Students.

This selection was performed using public four-year colleges and universities. Because this peer group resulted in a total of 18 peer institutions for Morgan, all 18 are used in the peer performance comparison group.

St. Mary's College of Maryland

Although St. Mary's does not participate in funding guidelines, the college voluntarily provides annual peer performance comparisons. St. Mary's peer group includes twelve current peers, of whom four are public, and six aspirant peers. The aspirant peers are private institutions. The college used the following attributes to identify similar institutions: size; minority enrollment; distribution of bachelor's and master's degrees awarded; distribution of degrees awarded by broad discipline area; proportion of part-time students; location; tuition and fees; and revenue and expenditure data as well as the additional factors of academic attributes of new freshmen; the proportion of graduates pursuing graduate or professional education; the existence of a senior project requirement; and the value of the institution's endowment.

APPENDIX B. PEER PERFORMANCE MEASURES FOR FUNDING GUIDELINES, UNIVERSITY SYSTEM OF MARYLAND 2012

	Measure	*Source of peer data*	*Operational definition*	*Date to be used*
1	SAT score 25th/75th %ile	NCES, IPEDS Institutional Characteristics, Fall 2011. For UMCP, institutionally reported composite values.	Composite SAT scores for all incoming freshmen at each USM institution, including UMCP, were taken from the MHEC S-11 form by the USM IR office, except SU, which were taken from IPEDS. For peer institutions which report ACT scores, ACT scores are converted to SAT. If institutions report both scores, the test which the greater number of students took is reported. For peers, the composite scores are derived by adding the SATM and SATV for both the 25th & 75th %iles.	Fall 2011
2	% minorities of all undergraduates	IPEDS Peer Analysis Website – Fall Enrollment survey	For all USM institutions except UMCP, the minority calculations include African-American, Asian, Hispanic, & Native American, but do not include Nonresident Alien, Unknown and Two or More Race category. UMCP includes the Two or More Race category in the minority calculations.	Fall 2011
3	% African-American of all undergraduates	IPEDS Peer Analysis Website – Fall Enrollment survey	Self-explanatory	Fall 2011
4	Average second-year retention rate	NCES, IPEDS Fall Enrollment-Retention Survey, Fall 2008-2010	The percentage of first-year freshmen who returned to the same college or university the following fall, averaged over the first-year classes entering between 2008-2010	Fall 2008-2010 data for all USM institutions
5	Six-year graduation rate	NCES, Peer Analysis Data System, 2011Graduation Rate Survey.	Six-year graduation rate, 2005 cohort (Sum of students graduating in 4 years, 5 years and 6 years/adjusted cohort)	2011 (2005 cohort) for all USM institutions
6	Six-year graduation rate: all minorities	NCES, Peer Analysis Data System, 2011Graduation Rate Survey.	For all USM institutions except UMCP, the minority calculations include African-American, Asian, Hispanic, & Native American, but do not include Nonresident Alien, Unknown and Two or More Race category. UMCP includes the Two or More Race category in the 'minority' calculations. (Sum of minority students graduating in 4 years, 5 years and 6 years/adjusted minority cohort)	2011 (2005 cohort) for all USM institutions
7	Six-year graduation rate: African-Americans	NCES, Peer Analysis Data System, 2011 Graduation Rate Survey.	Self-explanatory. (Sum of African-American students graduating in 4 years, 5 years and 6 years/adjusted African-American cohort)	2011 (2005 cohort) for all USM institutions

	Measure	*Source of peer data*	*Operational definition*	*Date to be used*
8	Passing rate on teacher licensure exams	Title II website, State Report 2011 for individual states (https://title2.ed.gov)	Summary pass rates of traditional route are reported. These are defined as the proportion of program completers who passed all tests they took for their areas of specialization among those who took one or more tests in their specialization areas (basic skills; professional knowledge & pedagogy; academic content areas; teaching special populations; other content areas; and performance assessments). An individual is counted as a pass in the summary rate if they pass all required tests for any area in which they were prepared.	2009-2010 test takers
9	Passing rate in nursing licensing exam	Peer institutions	Number of baccalaureate level nursing graduates taking the NCLEX examination in FY 11 who pass on the first attempt divided by the number of baccalaureate level nursing graduates taking the exam for the first time in FY 11.	FY 2011 test takers
10	Passing rates in other licensure exams			
10a	Law – Bar examination	Law School admission Council website, 8/2012	Percentage of 2010 graduates who took the bar examination for the first time in Summer 2010 and Winter 2011 and passed on their first attempt. Pass rates are reported only for the jurisdiction in which the school had the largest number of first-time takers.	2010 graduates
10b	Pharmacy – Licensure examination	Peer institutions	Number of pharmacy graduates in the Class of 2011who passed the NAPLEX on the first attempt divided by number of graduates who took the exam.	2011 graduates
10c	Social Work – Licensure examination	Peer institutions	For UMB: number of MSW graduates who passed the Licensed Graduate Social Work Exam in 2010 divided by number of graduates who took the exam. For FSU: number of BSW graduates in the calendar year 2010 who passed the LCSW examination on the first attempt divided by number of graduates who took the exam.	2010 graduates
10d	Dentistry – Examination	Peer institutions	Number of DDS graduates in the Class of 2011 who pass their respective regional dental examination by December 31, 2011 divided by number of graduates from Dental School Class of 2011.	2011 graduates
10e	Medical – Examination	Peer institutions	Number who pass the 2011 USMLE Step II on first attempt divided by number of examinees from the School of Medicine.	Class of 2011
11	Average undergraduate alumni giving rate	U.S. News & World Report, America's Best Colleges, 2012 edition (UMCP data from 2013 edition). If data	Average percent of undergraduate alumni of record who donated money to the institution. Alumni of record are former full- or part-time students with an undergraduate degree for whom the institution has a current address. Undergraduate alumni donors made	2009 & 2010average

	Measure	*Source of peer data*	*Operational definition*	*Date to be used*
		unavailable from U.S. News, source used: Council for Aid to Education, 2011 Voluntary Support of Education, 2012.	one or more gifts for either current operations or capital expenses during the specified academic year. The alumni giving rate is the number of appropriate donors during a given year divided by the number of appropriate alumni of record. The rates were averaged for 2009 and 2010. UMCP data from 2010 and 2011.	2010 & 2011 average for UMCP.
12	Total R&D expenditures	National Science Foundation; UMCP data from AAUDE.	Expenditures on R&D from federal, state, industry, institutional & other sources. Excludes any expenditures in non-science and engineering disciplines for all institutions; excludes medical science expenditures for all institutions other than UMB . UMB figures include R&D expenditures only in medical science.	FY2010
13	Total R&D expenditures per full-time faculty	National Science Foundation (R&D $); AAUP, Faculty Salary Survey (faculty counts) or IPEDS (faculty counts for UMES); AAMC (for medical faculty for UMB & peers). AAUDE data for UMCP.	Expenditures on R&D from federal, state, industry, institutional & other sources per full-time instructional faculty member at the ranks of professor, associate & assistant professor. Excludes any expenditures in non-science and engineering disciplines for all institutions; excludes medical science expenditures for all institutions other than UMB. UMB figures are R&D expenditures only in medical science. Faculty are full-time, non-medical instructional faculty from AAUP for institutions other than UMB. For UMB and peers, faculty are full-time medical faculty whose assignments are for instruction or research. For UMB, faculty counts are taken from AAMC figures.	FY2010
14	Average annual % growth (5-yr.) in federal R&D expenditures	National Science Foundation; UMCP data from AAUDE	Average annual growth rate in federally financed R&D expenditures over the 5-year period from FY2005 through FY2010. Excludes any expenditures in non-science and engineering disciplines for all institutions; excludes medical science expenditures for all institutions other than UMB. UMB figures include only R&D expenditures in medical science.	FY2005 – FY2010 FY2006-FY2011 for UMCP
15	Number of faculty awards per 100 faculty (5 yrs.)	USM data base (built from national publications and databases) & AAUP	The total number of awards per 100 full-time instructional faculty at the ranks of professor, associate & assistant professor over the 5-year period from 2008 through 2012. Awards counted: Fulbrights, Guggenheims, NEH fellowships, CAREER (Young Investigator) awards, Sloan fellowships. Faculty are full-time, non-medical instructional faculty from most recent AAUP counts.	2008 – 2012

	Measure	*Source of peer data*	*Operational definition*	*Date to be used*
16	Institution-specific measures			

Appendix C. Institution-Specific Peer Performance Measures for Funding Guidelines, University System of Maryland FY 2012

	Measure	*Source of peer data*	*Operational definition*	*Date to be used*
BSU				
1	% faculty with terminal degrees	The U.S. News website, College Compass 2013 edition (http://premium.usnews.com/best-colleges)	Percentage of full-time faculty who have earned doctorate or terminal degree in their field	Based on 2011 data per U.S. News website
2	Acceptance rate	NCES, IPEDS, Institutional Characteristics, 2011	Percentage of freshman applicants who were accepted for admission	Fall 2011 freshmen
3	Yield rate	NCES, IPEDS, Institutional Characteristics, 2011	Enrollees as percentage of freshman who were admitted	Fall 2011
CSU				
1	% faculty with terminal degrees	The U.S. News website, College Compass 2013 edition (http://premium.usnews.com/best-colleges)	Percentage of full-time faculty who have earned doctorate or terminal degree in their field	Based on 2011 data per U.S. News website
2	Acceptance rate	NCES, IPEDS, Institutional Characteristics, 2011	Percentage of freshman applicants who were accepted for admission	Fall 2011 freshmen
3	Yield rate	NCES, IPEDS, Institutional Characteristics, 2011	Enrollees as percentage of freshman who were admitted	Fall 2011
4	FTE students per full-time instructional faculty	IPEDS, Fall Enrollment Survey, 2011	Self-explanatory. All ranks of faculty included.	Fall 2011
5	Total state appropriation per FTES	IPEDS Peer Analysis System – FY 2011 Finance and Fall Enrollment 2010	State appropriation divided by FTES. State appropriation is from the Finance Survey, and FTES is derived from the Fall Enrollment Survey. FTES is calculated as FT headcount + 1/3 PT headcount.	FY 2011 state appropriation, Fall 2010 (FY 2011) enrollment
FSU				
1	FTE students per full-time instructional faculty	IPEDS, Fall Enrollment Survey 2011	Self-explanatory. All ranks of faculty included.	Fall, 2011
2	Percent of faculty with terminal degree	The U.S. News website, College Compass 2013 edition (http://premium.usnews.com/best-colleges)	The percentage of full-time who have earned a doctorate, first professional or other terminal degree	Based on 2011 data per U.S. News website

SU				
1	Acceptance rate	NCES, IPEDS, Institutional Characteristics, 2011	The ratio of admitted first-time, first-year, degree-seeking students to total applicants. Total applicants include students who meet all requirements to be considered for admission AND who were notified of an admission decision.	Fall 2011 freshmen
2	Percent of faculty with terminal degree	The U.S. News website, College Compass 2013 edition (http://premium.usnews.com/best-colleges)	The percentage of full-time faculty who have earned a doctorate, first professional or other terminal degree.	Based on 2011 data per U.S. News website
3	Ratio of FTES to FTEF	IPEDS, Fall Enrollment Survey, 2011	The ratio of full-time equivalent students to full-time equivalent faculty.	Fall 2011
4	Average high school GPA	The U.S. News website, College Compass 2013 edition (http://premium.usnews.com/best-colleges)	Average high school GPA of all degree-seeking, first-time, first-year freshman students who submitted GPA.	Based on 2011 data per U.S. News website
5	Total state appropriation per FTES	IPEDS Peer Analysis System – FY 2011 Finance and Fall Enrollment 2010	State appropriation divided by FTES. State appropriation is from the Finance Survey, and FTES is derived from the Fall Enrollment Survey. FTES is calculated as FT headcount + 1/3 PT headcount.	FY 2011 state appropriation, Fall 2010 (FY 2011) enrollment
TU				
1	% undergraduates who live on campus (Residential Students)	The U.S. News website, College Compass 2013 edition (http://premium.usnews.com/best-colleges)	Percentage of all degree-seeking undergraduates enrolled in Fall 2010 who live in college-owned, -operated, or –affiliated housing	Based on 2011 data per U.S. News website
2	Student-to-faculty ratio	IPEDS, Fall Enrollment Survey, 2011	The ratio of full-time equivalent students to full-time instructional faculty. Undergraduate or graduate student teaching assistants are not counted as faculty.	Fall 2011
3	Selectivity (Acceptance Rate)	NCES, IPEDS, Institutional Characteristics, 2011	The number of freshmen applicants divided by the number of freshmen admitted	Fall 2011 freshmen

UB				
1	Expenditures for research	IPEDS, Finance Form, FY 2011, Part C, line 02, col. 1 minus col.4 and col.6	Total dollars expended for research	FY 2011
2	% part-time of all faculty	IPEDS, Employees by Assigned Position, 2010	Percentage of instructional faculty who are not employed full-time	Fall 2010
UMB				
1	Total medicine research & development spending	AAMC, LCME Annual Medical School Questionnaire		FY 2010
2	Medicine research grants per basic research faculty	AAMC, LCME Annual Medical School Questionnaire		FY 2010
3	Medicine research grants per clinical faculty	AAMC, LCME Annual Medical School Questionnaire		FY 2010
4	Percent minorities of total headcount enrollment	IPEDS, Fall Enrollment survey	Minorities include African-American, Asian, Hispanic, & Native American, but do not include Nonresident Alien or Unknown Race.	Fall 2011
5	Total headcount enrollment	IPEDS, Fall Enrollment survey	All students: undergraduate, graduate, and first professional	Fall 2011
6	Percent graduate & first professional as percent of total headcount	IPEDS, Fall Enrollment survey	Self-explanatory	Fall 2011
UMBC				
1	Rank in STEM bachelor's degrees awarded	IPEDS completions	Rank among UMBC and its peer institutions. FY 2011 Completions. STEM degrees include the following: Animal Sciences; Food Science & Technology; Plant Sciences; Soil Sciences; Agriculture, Agricultural Operations and Related Sciences; Conservation and Renewable Natural Resources; Computer and Information Sciences; Engineering; Engineering Related Technologies; Biological Sciences/ Life Sciences; Mathematics; Physical Sciences; Science Technologies	FY2011
2	Rank in IT bachelor's degrees awarded	IPEDS completions	Rank among UMBC and its peer institutions. FY 2011 Completions. Information technology degrees include the following: Computer & Information Sciences; Computer Programming; Data Processing Tech; Information Sciences & Systems; Computer Systems Analysis; Computer Science; Computer Engineering; Electrical, Electronics & Communication.	FY2011

3	Rank in ratio of invention disclosures to $million R&D expenditures	AUTM, National Science Foundation	Rank among UMBC and its peer institutions. Number of invention disclosures, no matter how comprehensive, counted by institution (AUTM) divided by $million in R&D expenditures (NSF) from federal, state, industry, institutional & other sources	FY2010
4	Ratio of FTE students/ FT instructional faculty	IPEDS, Fall Enrollment Survey; IPEDS, Faculty Salary Survey	Ratio of FTE students (FT + 1/3 PT) to FT instructional faculty at all ranks for Fall 2010.	Fall 2011
5	Federal R&D expenditures per FT faculty	NSF, AAUP	Federally financed R&D expenditures per FT instructional faculty at the ranks of professor, associate professor & assistant professor.	FY 2010
6	Rank in ratio of license agreements to $Mil. R&D	AUTM	Self explanatory. Licenses & options executed.	FY 2010
UMCP				
1	# of graduate-level colleges, programs, or specialty areas ranked among the top 25 in the nation	National Research Council, *U.S. News, The Wall Street Journal, Financial Times, Business Week, Success*	Total number of graduate-level colleges, programs, or specialty areas ranked among the top 25 in the nation by one or more of five specified publications in their most recent rankings of that particular college/program/specialty area. Rankings are unduplicated, meaning that not more than one top 25 ranking can be claimed per discipline or specialty area, and the discipline/program data must be comparable across all peer institutions.	Most recent rankings published for a particular college, program, or specialty area as of March 2012
2	# of graduate-level colleges, programs, or specialty areas ranked among the top 15 in the nation	National Research Council, *U.S. News, The Wall Street Journal, Financial Times, Business Week, Success*	Total number of graduate-level colleges, programs, or specialty areas ranked among the top 15 in the nation in one or more of five specified publications in their most recent rankings of that particular college/program/specialty area. Rankings are unduplicated, meaning that not more than one top 15 ranking can be claimed per discipline or specialty area, and the discipline/program data must be comparable across all peer institutions.	Most recent rankings published for a particular college, program, or specialty area as of March 2012
3	% change over five years in faculty memberships in national academies	USM database	The percent change over five years in the number of faculty holding membership in three national academies (American Academy of Arts and Sciences, National Academy of Engineering, and National Academy of Sciences), equally weighting the percent change for each of the academies.	2008-20012
4	Number of invention disclosures per $100M in R&D	Association of University Technology Managers (AUTM), National Science Foundation (NSF)	The number of invention disclosures reported by the institution to AUTM, per each $100 million in TOTAL research and development (R&D) expenditures reported for the institution by NSF.	FY 2010

5	Number of degrees awarded to African-American students	IPEDS Completions survey via AAUDE	The number of undergraduate degrees awarded to African-American students	Fiscal Year 2011
UMES				
1	% faculty with terminal degrees	The U.S. News website, College Compass 2013 edition (http://premium.usnews.com/best-colleges)	Percentage of full-time faculty who have earned doctorate or terminal degree in their field	Based on 2011 data per U.S. News website
2	IT degrees as % of all bachelor's degrees	NCES, IPEDS, Completions, 2011	Bachelor's degrees in CIP codes 11.0101 through 11.9999 as a percentage of all bachelor's degrees awarded.	July 1, 2010- June 30, 2011
3	Loan default rate	Peers	The students who fail to repay their education loans as required by the loan agreement as a percentage of all students who have taken such loans for the cohort year.	FY 2009
UMUC				
1	Number of African-Americans of all IT graduates	MAITI report for UMUC; IPEDS completion data for peer institutions	Number of graduates of IT (MAITI) undergraduate programs who are African-American. Programs include computer program (CIP 11.00), computer engineering (CIP 14.09), and electrical engineering (CIP 14.10).	FY 2011
2	% of undergraduate students who are 25 and older	IPEDS, Fall Enrollment survey	Percent of undergraduate students who are older than 25 years of age	Fall 2011
3	Number of post-baccalaureate degrees awarded in technology and business/management fields	IPEDS, Completions survey	Number of post-baccalaureate degrees awarded in technology and business/management fields. Programs include computer program (CIP 11.00), computer engineering (CIP 14.09), electrical engineering (CIP 14.10), management information systems (CIP 52.1201), system networking/telecommunication (CIP 52.1204).	FY 2011
4	Number of statewide online courses	Peer institutions	Number of courses offered online	FY 2012
5	Number of worldwide online enrollments	Peer institutions	Number of enrollments in online courses	FY 2012

Appendix D. Peer Performance Measures for Funding Guidelines, Morgan State University 2012

Measure	Source of Peer Data	Operational Definition	Data Used
1. Percent students on federal grants	IPEDS, Morgan State University/MHEC Financial Aid System	The percentage of undergraduate students receiving federal grants	Academic Year 2009-2010
2. Second year retention rate of all students	Maryland Higher Education Commission (MHEC) – Enrollment Information System (EIS), Degree Information System (DIS). IPEDS, US News and World Report, America's Best Colleges 2007, Peer Institutions	The percentage of first, full time degree seeking undergraduates that re-enrolled at the original institution one year after matriculation.	Fall 2010 cohort unless otherwise noted
2. Second year retention rate of African Americans	MHEC- EIS, DIS. Peer institutions.	The percentage of first-tine, full time degree seeking African Americans undergraduates that re-enrolled at the original institution one year after matriculation.	Fall 2010 cohort unless otherwise noted
3. Second year retention rate of minorities	MHEC- EIS, DIS, Peer Institutions	In this context, the term "minorities" refers to members of the African American, Native American, Asian, and Hispanic student groups. The percentage of first-time, full time degree seeking African American, Native American, Asian, and Hispanic undergraduate that re-enrolled at the original institution one year after matriculation.	Fall 2010 cohort unless otherwise noted
4. Six year graduation rate of all students	MHEC- EIS, DIS. IPEDS, Peer Institutions	The percentage of first-time, full time degree seeking undergraduates that graduated from the original institution within six years of matriculation.	Fall 2005cohort unless otherwise noted
5. Six year graduation rate of African Americans	MHEC – EIS, DIS. IPEDS, Peer Institutions	The percentage of first-time, full time degree seeking African American undergraduates who graduated from the original institution within six years of matriculation.	Fall 2005 unless otherwise noted
6. Six year graduation rate of minorities	MHEC- EIS, DIS. IPEDS, Peer Institutions	"Minorities" refers to members of the African American, Native American, Asian, and Hispanic student groups. Percentage of first-time, full-time degree seeking African American, Native American, Asian, and Hispanic undergraduates who graduated from the original institution within six years of matriculation.	Fall 2005 cohort unless otherwise noted

Measure	Source of peer data	Operational definition	Data Used
7. Number of Doctorates awarded to women	Morgan State University (MSU) DIS. IPEDS, Postsecondary Completions.	Self-explanatory	2010 Graduates
8. Number of Doctorates awarded to Blacks	MSU/MHEC DIS IPEDS	Self-explanatory	2010 Graduates
9. Number of Bachelor's in STEM (Science, Technology, Engineering, Mathematics) awarded to Blacks	IPEDS	Number of Bachelor's Degrees awarded to blacks in the following CIP codes: 01,03,04,11,14,15,26,27,40,41,51	2009 Graduates
10. Percent Full-Time Faculty with terminal Degree	Barron's Profiles of American Colleges 2011 Peer Institutions	Percentage of full-time faculty who have earned a doctoral or terminal degree in their field	Fall 2010
11. Research Expenditures	IPEDS		Fiscal Year 2010
12. Percent growth in grants and contracts (research) expenditures over base of previous fiscal year.	MSU Budget Office IPEDS Peer Institution	Self Explanatory	Fiscal Year 2009-2010
13. Alumni giving	MSU Development Office U.S. News Ranking Data Peer institutions	Percent of Morgan's graduates who made contributions to the University during a fiscal year. The base for deriving the percentage is the total number of graduates for whom good contact information is available.	Most current year available
14. PRAXIS or NES pass rate	MSU Department of Teacher Education Title II website (http://www.title2.org)	Summary pass rates are reported. An individual is counted as a pass in the summary rate if he or she passed all required tests for any area in which he or she was prepared.	2011 data

Appendix E. ST. MARY'S COLLEGE OF MARYLAND
PROFILE AND PERFORMANCE INDICATORS DEFINITIONS 2012

Metric Number	Indicator	Source of Data	Operational definition	Date Used
1	SAT Verbal score 25th/ 75th percentile	IPEDS	The 25th percentile of SAT score of Critical Reading for all first-time first-year undergraduate degree-seeking students who submitted SAT scores. Included information for ALL enrolled, degree-seeking, first-time, first-year students who submitted test scores. Partial test scores (e.g., mathematics scores but not critical reading for a category of students) or combined other standardized test results (such as TOEFL) are excluded. SAT scores are not converted to ACT scores and vice versa.	Fall 2011
2	SAT Math score 25th/ 75th percentile		The 25th percentile of SAT score of Math for all first-time first-year undergraduate degree-seeking students who submitted SAT scores. Included information for ALL enrolled, degree-seeking, first-time, first-year students who submitted test scores. Partial test scores (e.g., mathematics scores but not critical reading for a category of students) or combined other standardized test results (such as TOEFL) are excluded. SAT scores are not converted to ACT scores and vice versa.	Fall 2011
3	Acceptance rate	IPEDS	The percentage of those applicants who were accepted out of all that applied.	Fall 2011
4	Yield	IPEDS	The percentage of those applicants who were enrolled out of all that were accepted.	Fall 2011
5	%minority of all UG	IPEDS	Percentage of undergraduate students that were minorities (Hispanic, non-Hispanic with at least one race that was not white). Non-resident aliens and unknown students are excluded from the numerator and denominator. This includes non-degree students	Fall 2011
6	Total headcount	IPEDS	Total headcount of all students (includes UG, GR, and non-degree)	Fall 2010
7	Full-time faculty with Ph.D or terminal degree	USN&WR	Full-time faculty with Ph.D or terminal degree	Fall 2011

8	Average salary of full-time instructional faculty - All faculty	IPEDS	Average salary of full time instructional faculty for all faculty	Fall 2011
9	Average salary of full-time instructional faculty -Professor	IPEDS	Average salary of full time instructional faculty for professors	Fall 2011
10	Average salary of full-time instructional faculty - Associate Professor	IPEDS	Average salary of full time instructional faculty for associate professors	Fall 2011
11	Average salary of full-time instructional faculty - Assistant Professor	IPEDS	Average salary of full time instructional faculty for assistant professors	Fall 2011
12	First to second retention rate	IPEDS	Percentage of first-time, full-time, degree-seeking first-year students who re-enrolled at SMCM one year after matriculation.	Fall 2010
13	Six year graduation rate	IPEDS	Percentage of first-time, full-time degree-seeking first-year students who graduated from SMCM within six years after matriculation.	Spring 2010

14	Six year grad rate minorities	IPEDS	Percentage of first-time, full-time degree-seeking first-year students that were minorities (Hispanic, non-Hispanic with at least one race that was not white) who graduated from SMCM within six years after matriculation. Non-resident aliens and unknown students are excluded from the numerator and denominator.	Spring 2010
15	Annual tuition/ fees (in-state)	IPEDS	Published in-state tuition and fees	AY2011
16	Annual tuition/ fees (out-of-state)	IPEDS	Published out-of-state tuition and fees	AY2011
17	E&G Expenditures	IPEDS	Total operating expenditures - auxiliary expenditures	FY10
18	Tuition and Fees as a % of E&G	IPEDS	Total Tuition and Fees (revenue)	FY10
19	Tuition and Fees as a % of E&G	IPEDS		FY10
20	Student to faculty ratio	IPEDS	Ratio of students to faculty using federal definition	Fall 2010
21	Alumni giving	USN&WR		FY11
22	Books, Serial Back Files, Other Paper Materials:	NCES	Total number of volumes (as defined below) of books, serial backfiles, and other paper materials held at the end of the fiscal year. Includes duplicate and bound volumes of periodicals. For the purposes of this survey, unclassified bound serials arranged in alphabetical order are considered classified. Excludes microfilms, maps, nonprint materials, and uncataloged items. Includes government document volumes that are accessible through the library`s catalogs regardless of whether or not they are separately shelved. `Classified` includes documents arranged by Superintendent of Documents, CODOC, or similar numbers. `Cataloged` includes documents for which records are provided by the library or downloaded from other sources into the library`s card or online catalogs. Documents should, to the extent possible, be counted as they would if they were in bound volumes (e.g., 12 issues of an annual serial would be one or two volumes). Title and piece counts are not considered the same	Survey Year 2010

23	Librarians:	NCES	The total FTE of staff whose duties require professional education (the master`s degree or its equivalent) in the theoretical and scientific aspects of librarianship. Full-time equivalent (FTE) employees - The number of filled or temporarily vacant FTE positions in the category at the beginning of the fiscal year that are paid from funds under library control. FTEs of part-time employees and student assistants are computed by taking the total number of hours worked per week by part-time employees in the category and dividing by the number of hours considered by the reporting library to be a full-time work week (e.g., 60 hours per week of part-time work divided by 40 hours per full-time week equals 1.50 FTE). Data are reported to two decimal places. Does not include contributed services staff, such as members of religious orders, whose services are valued by bookkeeping entries rather than by full cash transactions. Also does not include volunteers.	Survey Year 2010
24	Total Staff:	NCES	The sum of the total FTE of librarians, other professional staff, student assistants, and all other paid staff. Full-time equivalent (FTE) employees - The number of filled or temporarily vacant FTE positions in the category at the beginning of the fiscal year that are paid from funds under library control. FTEs of part-time employees and student assistants are computed by taking the total number of hours worked per week by part-time employees in the category and dividing by the number of hours considered by the reporting library to be a full-time work week (e.g., 60 hours per week of part-time work divided by 40 hours per full-time week equals 1.50 FTE). Data are reported to two decimal places. Does not include contributed services staff, such as members of religious orders, whose services are valued by bookkeeping entries rather than by full cash transactions. Also does not include volunteers.	Survey Year 2010

25	Total Library Expenditures per Person Enrolled (FTE):	NCES	Total library expenditures, divided by the total FTE 12-month enrollment. Total library expenditures is the total of all funds expended from the library budget in the fiscal year regardless of when the funds may have been received from Federal, State, or other sources. All expenditures are reported in whole dollars. Includes: salaries and wages; books, serial backfiles, and other materials; current serial subscriptions; document delivery/interlibrary loan; preservation; other expenditures for information resources; computer hardware and software; bibliographic utilities, networks, and consortia; and all other operating expenditures. Excludes salaries and wages for contributed services and maintenance and custodial staff, and expenditures for capital outlays. Total FTE enrollment is the total FTE 12-month enrollment of both undergraduates and post-baccalaureate students, including graduate students. The total FTE enrollment is calculated by taking the number of students enrolled full time and adding one-third the number of students enrolled part time.	Survey Year 2010