

R30B23
Bowie State University
University System of Maryland

Operating Budget Data

(\$ in Thousands)

	<u>FY 10</u> <u>Actual</u>	<u>FY 11</u> <u>Working</u>	<u>FY 12</u> <u>Allowance</u>	<u>FY 11-12</u> <u>Change</u>	<u>% Change</u> <u>Prior Year</u>
General Funds	\$34,015	\$33,619	\$33,911	\$293	0.9%
Contingent & Back of Bill Reductions	0	0	-412	-412	
Adjusted General Fund	\$34,015	\$33,619	\$33,500	-\$119	-0.4%
Special Funds	1,335	1,303	1,810	507	38.9%
Adjusted Special Fund	\$1,335	\$1,303	\$1,810	\$507	38.9%
Other Unrestricted Funds	43,460	47,533	49,468	1,934	4.1%
Contingent & Back of Bill Reductions	0	0	-44	-44	
Adjusted Other Unrestricted Fund	\$43,460	\$47,533	\$49,423	\$1,890	4.0%
Total Unrestricted Funds	78,810	82,455	85,189	2,734	3.3%
Contingent & Back of Bill Reductions	0	0	-456	-456	
Adjusted Total Unrestricted Funds	\$78,810	\$82,455	\$84,733	\$2,278	2.8%
Restricted Funds	16,622	17,100	17,100	0	
Contingent & Back of Bill Reductions	0	0	-64	-64	
Adjusted Restricted Fund	\$16,622	\$17,100	\$17,036	-\$64	-0.4%
Adjusted Grand Total	\$95,432	\$99,555	\$101,769	\$2,214	2.2%

- General funds increase \$293,747, or 0.9%, in the fiscal 2012 allowance. However, when accounting for Higher Education Investment Funds and across-the-board reductions related to health insurance savings and employee retirement, State funds increase \$388,130, or 1.1%.
- Other unrestricted funds increase \$1.9 million, or 4.1%, in the fiscal 2012 allowance. However, after adjusting for across-the-board reductions related to health insurance savings of \$44,476, the increase is 4.0%.

Note: Numbers may not sum to total due to rounding.

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Personnel Data

	<u>FY 10 Actual</u>	<u>FY 11 Working</u>	<u>FY 12 Allowance</u>	<u>FY 11-12 Change</u>
Regular Positions	487.00	485.00	485.00	0.00
Contractual FTEs	<u>146.25</u>	<u>142.75</u>	<u>142.75</u>	<u>0.00</u>
Total Personnel	633.25	627.75	627.75	0.00

Vacancy Data: Regular Positions

Turnover and Necessary Vacancies, Excluding New Positions	13.53	2.79%
Positions and Percentage Vacant as of 12/31/10	36.50	7.49%

- As of December 31, 2010, Bowie State University (BSU) had 36.5 vacant positions, 34.5 of which are State-supported.
- The fiscal 2012 allowance provides no new positions for BSU.

Analysis in Brief

Major Trends

Six-year Graduation Rate Declines: BSU's six-year graduation rate for first-time, full-time students in the 2003 cohort decreased 1.8 percentage points to 43.2% compared to the 2002 cohort, when graduation rates reached a record high of 45.0%.

Second- and Third-year Retention Rates Increase: Second- and third-year retention rates for first-time, full-time students increased for the most recent cohorts. Second-year retention for the 2008 cohort increased 1.3 percentage points over 2007 cohort levels to 70.8%, while third-year retention for the 2007 cohort increased 2.8 percentage points over the 2006 cohort to 56.7%.

Issues

Making College Affordable: Between fiscal 2006 and 2011, increases to need-based undergraduate institutional aid at BSU have exceeded increases in merit and mission aid. Institutional aid is expected to increase 2.7%, or \$136,243, in fiscal 2012. All growth will be directed to need-based aid, which is expected to increase 7.2%. Overall, BSU plans to award \$5.2 million in aid to undergraduate students in fiscal 2012. While this is sufficient to cover the proposed 3.0% increase in undergraduate resident tuition, if enrollment grows more than expected or if student need increases, higher education could become less affordable for BSU students.

Summer Bridge Students Underperform during Academic Year: Access and Success funds have been provided since fiscal 2001 to improve student retention and graduation rates at Maryland's historically black institutions. In 2010, the Maryland Higher Education Commission submitted the *Report on Outcomes of Students Participating in Access and Success Programs by Cohort* in response to committee narrative in the 2010 *Joint Chairmen's Report* requesting progression, retention, and graduation data on all students participating in Access and Success activities at the HBIs. The report finds that in both fall 2008 and 2009, BSU Summer Bridge and Bulldog Academy students earned fewer credits, had lower grade point averages (GPAs), and successfully completed both developmental math and the first credit-bearing math course at lower rates than the overall student population.

Recommended Actions

1. See the University System of Maryland Overview for systemwide recommendations.

R30B23 – USM – Bowie State University

R30B23
Bowie State University
University System of Maryland

Operating Budget Analysis

Program Description

Bowie State University (BSU) was established in 1865 as Maryland’s first historically black institution (HBI). BSU provides high quality and affordable educational opportunities at the baccalaureate, master’s, and doctoral levels for a diverse student population. The university offers a broad array of baccalaureate programs including business, education, social work, and nursing; selected professionally oriented master’s programs; and doctoral degrees in computer science and educational leadership.

The university is committed to increasing student diversity and building on its image as a student-centered institution. The university excels in teacher education and looks to become a premier teacher of teachers. BSU provides under-represented minorities with the opportunity to earn advanced degrees in computer science, mathematics, information technology, and education. Students are equipped with a course of study that ensures a broad scope of knowledge and understanding deeply rooted in expanded research activities.

Carnegie Classification: Master’s L: Master’s College and Universities (larger programs)

Fall 2010 Undergraduate Enrollment Headcount

Male	1,643
Female	2,758
Total	4,401

Fall 2010 Graduate Enrollment Headcount

Male	337
Female	840
Total	1,177

Fall 2010 New Students Headcount

First-time	694
Transfers/Others	770
Graduate	239
Total	1,703

Campus (Main Campus)

Acres	295
Buildings	21
Average Age	40
Oldest	1916

Programs

Bachelor’s	21
Master’s	20
Doctoral	2

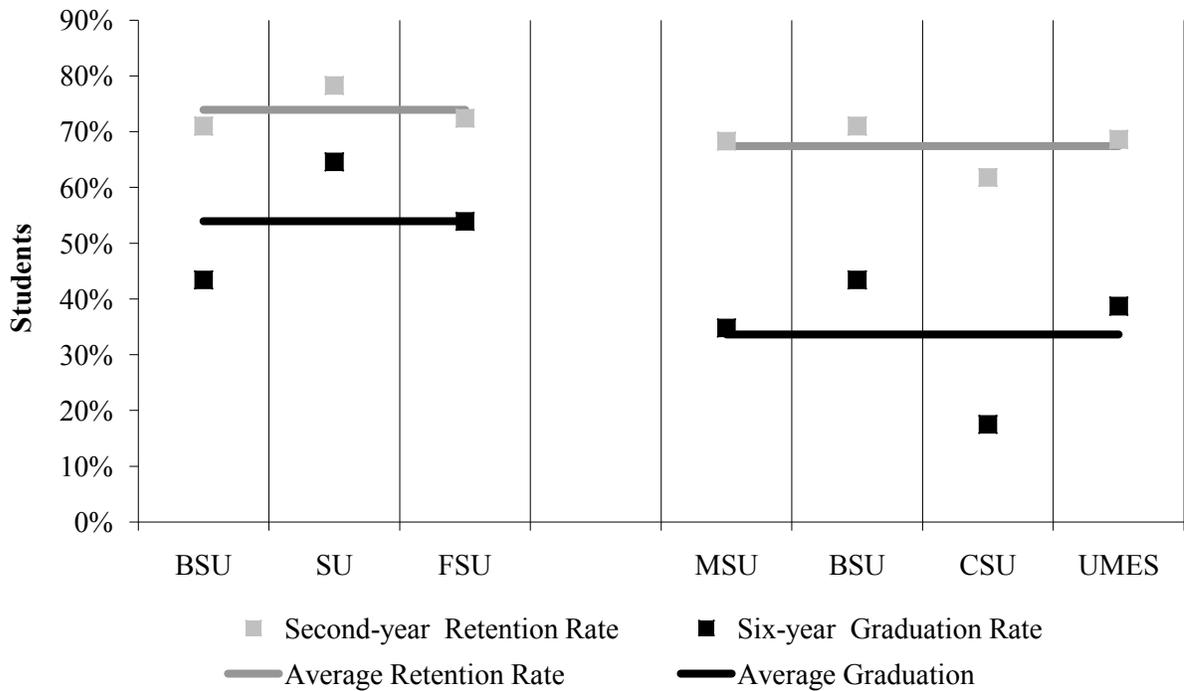
Degrees Awarded (2009-2010)

Bachelor’s	606
Master’s	273
Doctoral	6
Total Degrees	885

Performance Analysis

Maintaining and strengthening academic excellence and effectiveness to meet the educational needs of the State is a strategic goal of the University System of Maryland (USM) and BSU. **Exhibit 1** shows second-year retention and six-year graduation rates for first-time, full-time undergraduate students at BSU compared to Salisbury University (SU) and Frostburg State University (FSU), which are in the same Carnegie Classification and have similar program mixes. BSU’s six-year graduation rate of 43.2% is more than 10 percentage points below the group’s average of 53.9% and is 1.8 percentage points below the previous cohort’s graduation rate of 45.0%. While BSU’s second-year retention rate of 71.0% is also the lowest of the three institutions, it is only 1.4 percentage points below FSU and 2.9 percentage points below the group average of 73.9%. Exhibit 1 also shows BSU’s retention and graduation rates compared to the State’s other public historically black institutions. BSU’s graduation and retention rates are highest among the HBIs.

Exhibit 1
Graduation and Retention, BSU, SU, and FSU
2003 and 2008 Cohorts

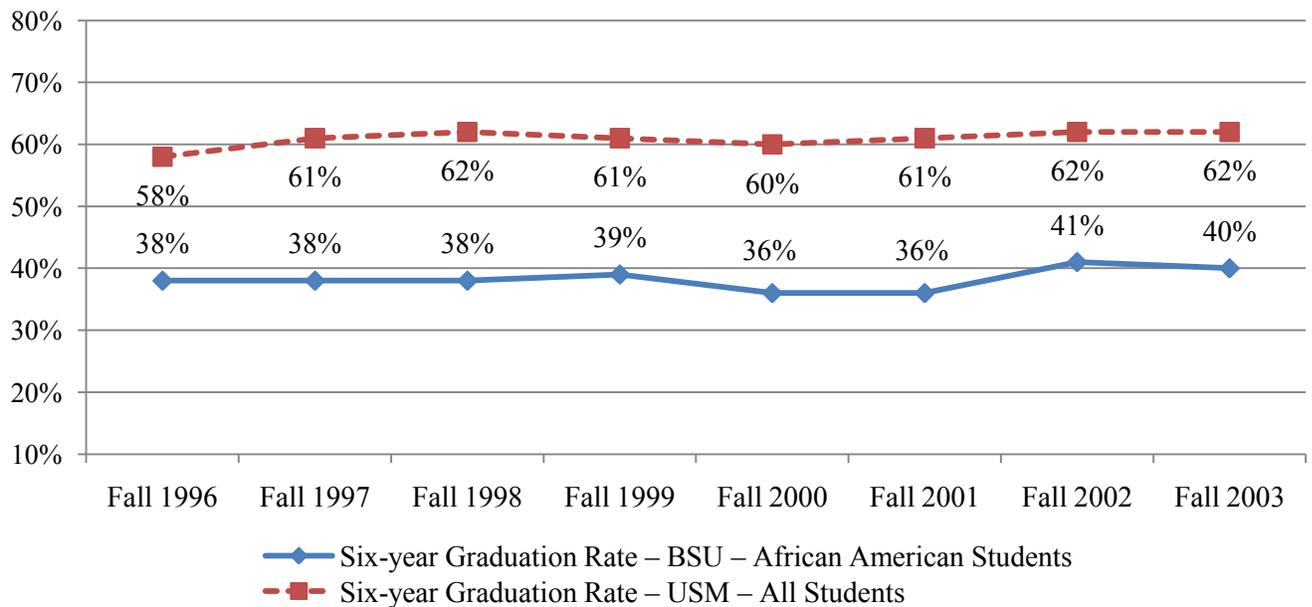


BSU: Bowie State University
 FSU: Frostburg State University
 SU: Salisbury University
 UMES: University of Maryland Eastern Shore

Source: Maryland Higher Education Commission Retention and Graduation Rates at Maryland Four-year Institutions, June 2010

Another goal shared by the State, USM, and BSU is to ensure that all Marylanders have the opportunity for educational attainment. Under the USM Achievement Gap Initiative, each USM institution identified achievement gaps in retention and degree completion for lower income and/or under-represented students, compared to majority students in 2008, and developed strategies to reduce the gap by half by 2015. **Exhibit 2** shows the achievement gap in six-year graduation rates between BSU African American students and all USM students, as identified in USM’s 2010 Achievement Gap Report. The graduation gap reached its smallest since the 1996 cohort at 21 percentage points for the cohort entering in 2002 due to a significant increase in graduation rates among African American students at BSU. The gap increased slightly for the most recent cohort due to a slight decline in graduation rate among BSU’s African American students. BSU reports expanding counseling service and wellness center hours, hiring a permanent director for the Academic Advisement Center, and implementing school and department retention plans aided by retention coordinators in each college as strategies to close the achievement gap. **The President should comment on the implementation status of BSU’s achievement gap strategies and their expected impact on improving minority degree attainment.**

Exhibit 2
Bowie State University Achievement Gap in Six-year Graduation Rates
Fall 1996-2003 Cohorts

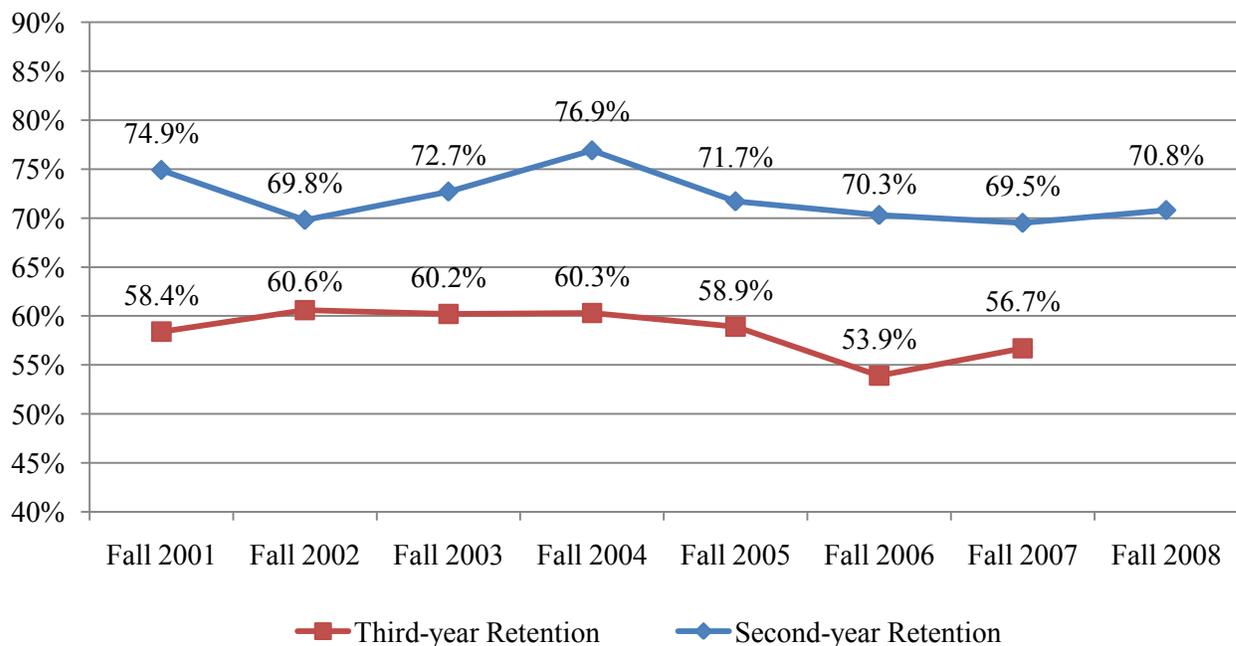


BSU: Bowie State University
 USM: University System of Maryland

Source: USM Retention and Graduation Rates of First-time Full-time Degree-seeking Undergraduates, June 2010; University System of Maryland Summary of Institutional Achievement Gap Reports, September 2010

Exhibit 3 shows second- and third-year retention rates for first-time, full-time students in cohorts entering BSU between 2001 and 2008. Second-year retention peaked in the 2004 cohort at 76.9% before declining to 69.5% for students entering in 2007. Second-year retention rose slightly for students in the 2008 cohort, rising to 70.8%. Third-year retention remained level around 60.3% before declining 53.9% for the cohort entering in 2006. Third-year retention improved for students in the 2007 cohort to 56.7%. BSU is using funds from the Wal-Mart Minority Student Success Award to enhance efforts to enroll, retain, and graduate first-generation college students, and to develop partnerships with other institutions to enhance faculty pedagogical practices to improve student learning. In addition, BSU has implemented First Year Retention and Engagement software to provide students with electronic access to critical information and services to enhance retention and is finalizing efforts to restructure the first and second year experience to improve academic advisement and provide a more structured curriculum for first and second year students. BSU will place retention coordinators in each academic college to ensure a seamless transition of students from the University Advisement Center to advisement through their academic major departments. Finally, the university has increased institutional aid targeted strategically to upper level students to improve retention and degree completion among those with a significant amount of accumulated credits. **The President should comment on the implementation status of the First Year Retention and Engagement software and how it will be utilized.**

Exhibit 3
Bowie State University
Second- and Third-year Retention
Fall 2001-2008 Cohorts

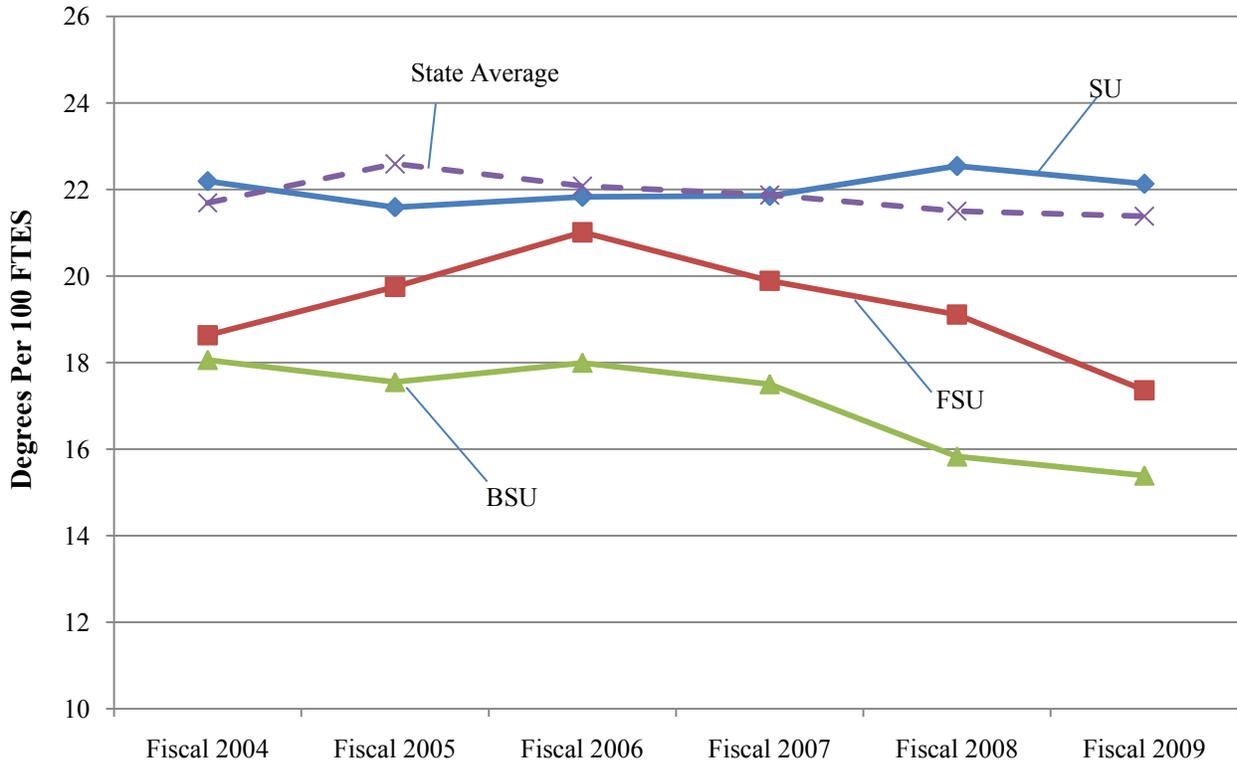


Source: Maryland Higher Education Commission Retention and Graduation Rates at Maryland Four-year Institutions, June 2010

Trends in the number of bachelor's degrees that an institution awards per 100 undergraduate full-time equivalent students (FTES) provide information on how productively an institution translates inputs, or undergraduate students, into outputs, or bachelor's degrees. **Exhibit 4** shows the number of bachelor's degrees per 100 undergraduate FTES at BSU compared to SU and FSU. The number of bachelor's degrees awarded at BSU per 100 undergraduate FTES is lower than both SU and FSU over this period, and is 6 below the State average of 21.4 in fiscal 2009. Degrees per 100 undergraduate FTES at BSU was level at 18 between fiscal 2004 and 2006 before declining to 15.4 in fiscal 2009. BSU attributes the decline to a 12.3% increase in undergraduate enrollment between fiscal 2007 and 2009, with significant gains in new freshmen and transfer students at the first- and second-year levels. This resulted in increased enrollment without a corresponding increase in degree production.

One measure of how productively institutions use their resources is the ratio of education and related (E&R) expenditures per degree (undergraduate and graduate). E&R expenditures include total spending on direct educational costs such as instruction, student services, and the education share of spending on administrative overhead including academic support, institutional support, and operations and maintenance. **Exhibit 5** shows BSU's E&R expenditures per degree compared to the average of its performance peers, institutions of similar size and characteristics against which BSU is assessed on a variety of measures. BSU's E&R expenditures per degree between 2003 and 2008 fluctuate from \$58,793 to \$64,516 but remain within range of its peers. In 2008, BSU's expenditures per degree matched the peer average of \$63,328.

**Exhibit 4
Undergraduate Degrees Awarded Per 100 Undergraduate FTES
BSU, SU, and FSU**



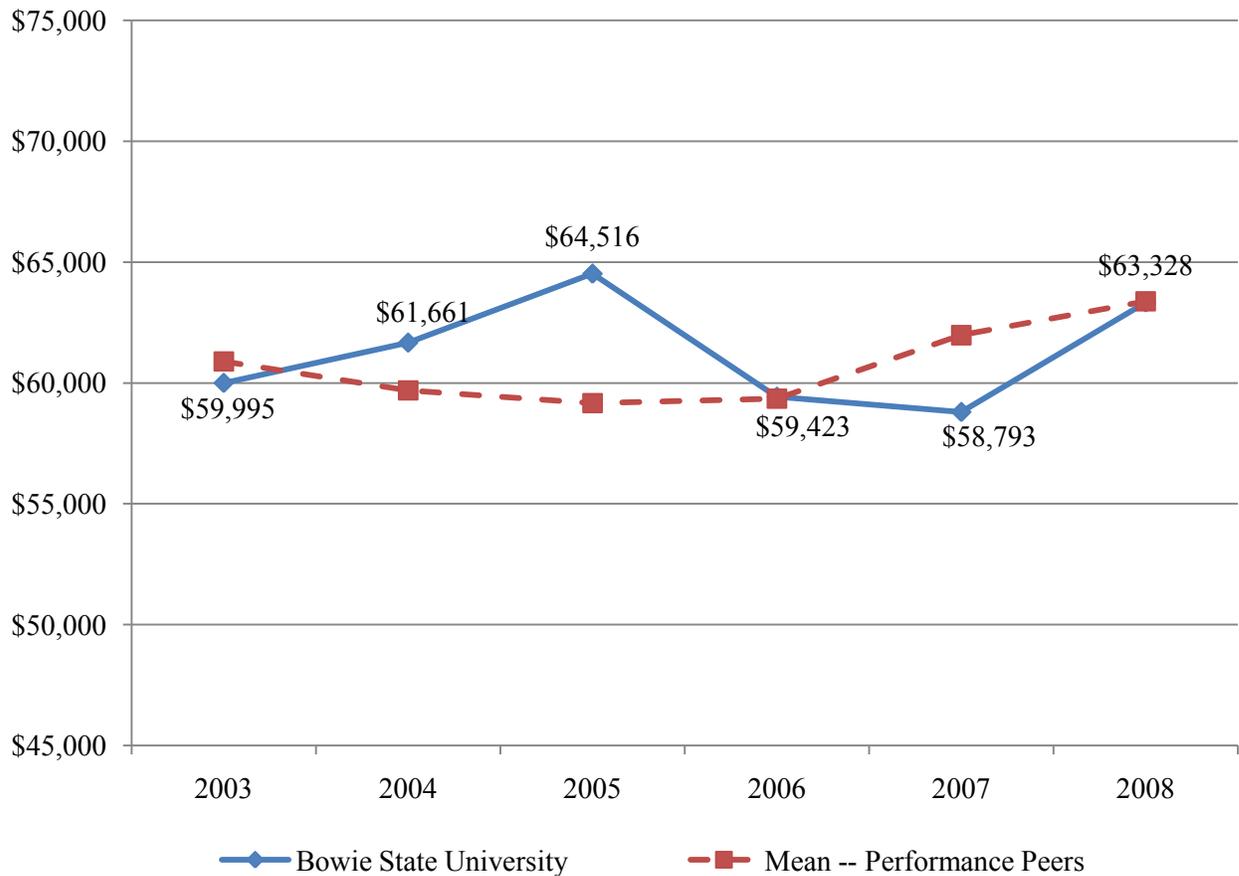
	<u>FTES</u>	<u>Degrees</u>										
BSU	3,300	596	3,305	580	3,390	610	3,549	621	3,891	616	3,984	613
SU	5,864	1,301	6,081	1,313	6,419	1,401	6,585	1,439	6,891	1,553	7,267	1,608
FSU	4,278	797	4,227	835	4,041	849	4,027	801	4,135	790	4,331	752

BSU: Bowie State University
FSU: Frostburg State University

FTES: full-time equivalent student
SU: Salisbury University

Source: Integrated Postsecondary Education Data System

Exhibit 5
Education and Related Expenditures Per Degree
Academic Years 2003-2008



Source: Delta Cost Project, Integrated Postsecondary Education Data System

Fiscal 2011 Actions

Impact of Cost Containment

Section 44 of the fiscal 2011 budget bill required the Governor to abolish 500 positions in the Executive Branch as of June 30, 2011. The positions have been removed from the fiscal 2011 working appropriation. BSU's share of the reduction was 2 full-time equivalent positions in fiscal 2011.

Proposed Budget

As **Exhibit 6** shows, BSU's total State allowance for fiscal 2012, including general funds and Higher Education Investment Funds (HEIF), is \$35.3 million. This reflects a 1.1% increase from fiscal 2011 when general fund across-the-board reductions associated with health insurance savings and employee retirement totaling \$411,527 are included. Other unrestricted funds increase \$1.9 million, or 4.0%, when accounting for \$44,476 in fiscal 2011 health insurance savings. The increase in other unrestricted funds is mostly due to the proposed 3.0% tuition increase for undergraduate resident students and increases in auxiliary revenues. Restricted funds decrease \$64,080, or 0.4%, due to across-the-board health insurance savings.

Exhibit 6
Proposed Budget
(\$ in Thousands)

	<u>FY 2010</u> <u>Actual</u>	<u>FY 2011</u> <u>Working</u>	<u>FY 2012</u> <u>Adjusted</u> <u>Allowance</u>	<u>FY 11-12</u> <u>Change</u>	<u>% Change</u> <u>Prior Year</u>
General Funds	\$34,015	\$33,619	\$33,500	-\$119	-0.4%
Higher Education Investment Funds	1,335	1,303	1,810	507	38.9%
Total State Funds	35,349	34,921	35,310	388	1.1%
Other Unrestricted Funds	43,460	47,533	49,423	1,890	4.0%
Total Unrestricted Funds	78,810	82,455	84,733	2,278	2.8%
Restricted Funds	16,622	17,100	17,036	-64	-0.4%
Total Funds	\$95,432	\$99,555	\$101,769	\$2,214	2.2%

Note: Numbers may not sum to total due to rounding.

The fiscal 2012 allowance provides \$136,243 in unrestricted funds to support additional financial aid to accommodate the proposed 3.0% undergraduate resident tuition increase, \$76,587 for additional facilities renewal funding, and \$1,432,463 to support the opening of the institution's New Fine and Performing Arts Building for personnel, telecommunications and janitorial services, utilities, supplies, and equipment. BSU's fiscal 2012 budget includes \$485,000 in State support reallocated by USM to fund operating costs associated with the new facility.

Unrestricted fund budget changes in the allowance, by program, are shown in **Exhibit 7**. This exhibit considers only unrestricted funds which are comprised mostly of general funds and tuition and fee revenues. In fiscal 2011, institutional support which provides for administration and public safety, experienced the greatest percentage increase of 13.1%, or \$1.7 million, which BSU attributes to a new loan payment for equipment to support an information technology infrastructure upgrade, a new agreement with Towson University for Personnel Authorization Collaboration for payroll processing, and a PeopleSoft Financials upgrade. Operation and maintenance of plant declined 8.0% in fiscal 2011 due to a large transfer to the plant fund for deferred maintenance projects budgeted in fiscal 2010. In fiscal 2011 and 2012, instruction, the institution's largest category, increased \$1.9 million and \$425,005, respectively, to support the recruitment of regular full-time faculty in business, education, and nursing; tutoring and supplemental educational services; and increases related to health insurance, employee retirement, and tuition waivers. In fiscal 2012, funding in all categories increases except public service, which is level funded. Operation and maintenance of plant shows the greatest percentage and dollar growth, increasing 11.5%, or \$1.1 million, to support the New Fine and Performing Arts Building. Tuition and fees revenues increase \$1.1 million, or 3.4%, due to the proposed 3.0% undergraduate resident tuition increase in fiscal 2012 as well as increases in out-of-state and graduate rates, the mandatory technology fee, and other supplemental course fees.

Impact of Cost Containment

The fiscal 2012 budget reflects several across-the-board actions. In fiscal 2012, BSU's share of the reduction is \$103,211 in general funds, \$16,751 in other unrestricted funds, and \$24,134 in restricted funds for changes in employee health insurance. Reductions contingent upon statutory changes include \$170,830 in general funds, \$27,725 in other unrestricted funds, and \$39,946 in restricted funds for retiree prescription drug benefits and \$137,486 in general funds for retirement benefits.

Exhibit 7
Unrestricted Fund Budget Changes by Program
(\$ in Thousands)

	<u>2010</u>	<u>Working 2011</u>	<u>% Change 2010-11</u>	<u>Allowance 2012</u>	<u>\$ Change 2011-12</u>	<u>% Change 2011-12</u>
Expenditures						
Instruction	\$25,095	\$27,042	7.76%	\$27,467	\$425	1.57%
Public Service	0	14	100.00%	14	0	0
Academic Support	7,730	7,757	0.35%	7,931	174	2.24%
Student Services	4,139	4,602	11.18%	4,726	124	2.69%
Institutional Support	12,595	14,246	13.11%	14,584	338	2.37%
Operation and Maintenance of Plant	10,741	9,884	-7.97%	11,016	1,132	11.45%
Scholarships and Fellowships	4,344	4,541	4.54%	4,678	136	3.00%
Subtotal Education and General	\$64,645	\$68,088	5.33%	\$70,417	\$2,329	3.42%
Auxiliary Enterprises	14,164	14,367	1.43%	14,772	405	2.82%
Pending Unrestricted Reductions				-456	-456	
Total	\$78,810	\$82,455	4.63%	\$84,733	\$2,278	2.76%
Funds Specific to HBIs*	1,139	1,115	-2.12%	1,149	\$35	3.10%
Adjusted Total	\$79,949	\$83,570	4.53%	\$85,882	\$2,313	2.77%
Revenues						
Tuition and Fees	32,956	32,336	-1.88%	33,427	1,091	3.37%
General Funds	34,015	33,619	-1.16%	33,500	-119	-0.35%
Higher Education Investment Fund	1,335	1,303	-2.39%	1,810	507	38.93%
Other Unrestricted Funds	2,156	1,807	-16.19%	1,929	123	6.79%
Subtotal	\$70,461	\$69,064	-1.98%	\$70,666	\$1,602	2.32%
Auxiliary Enterprises	14,315	14,809	3.45%	15,227	418	2.82%
Transfers (to) from Fund Balance	-5,967	-1,418	-76.23%	-1,160	258	-18.20%
Total	\$78,810	\$82,455	4.63%	\$84,733	\$2,278	2.76%
Funds Specific to HBIs*	1,139	1,115	-2.12%	1,149	\$35	3.10%
Adjusted Total	\$79,949	\$83,570	4.53%	\$85,882	\$2,313	2.77%

HBI: historically black institutions

*HBI enhancement funds.

Note: Fiscal 2012 revenues are reduced by \$411,527 in general funds and \$44,476 in other unrestricted funds to reflect across-the-board reductions.

Source: Governor's Budget Books, Fiscal 2012

HBI Enhancement Funds

In fiscal 2011, BSU received \$1.1 million in HBI enhancement funds which were established as part of Maryland's partnership with the United States Department of Education Office for Civil Rights to eliminate the vestiges of segregation in Maryland public institutions. The funds are intended for one-time expenditures to enhance educational and support services. BSU's fiscal 2011 appropriation was used to replace the roof of the Martin Luther King, Jr. Communications Arts Center which will house the history, government, communications, English, and modern languages departments after the opening of the Fine and Performing Arts Building in January 2012. In fiscal 2012, BSU is expected to receive \$1,149,475 in enhancement funds.

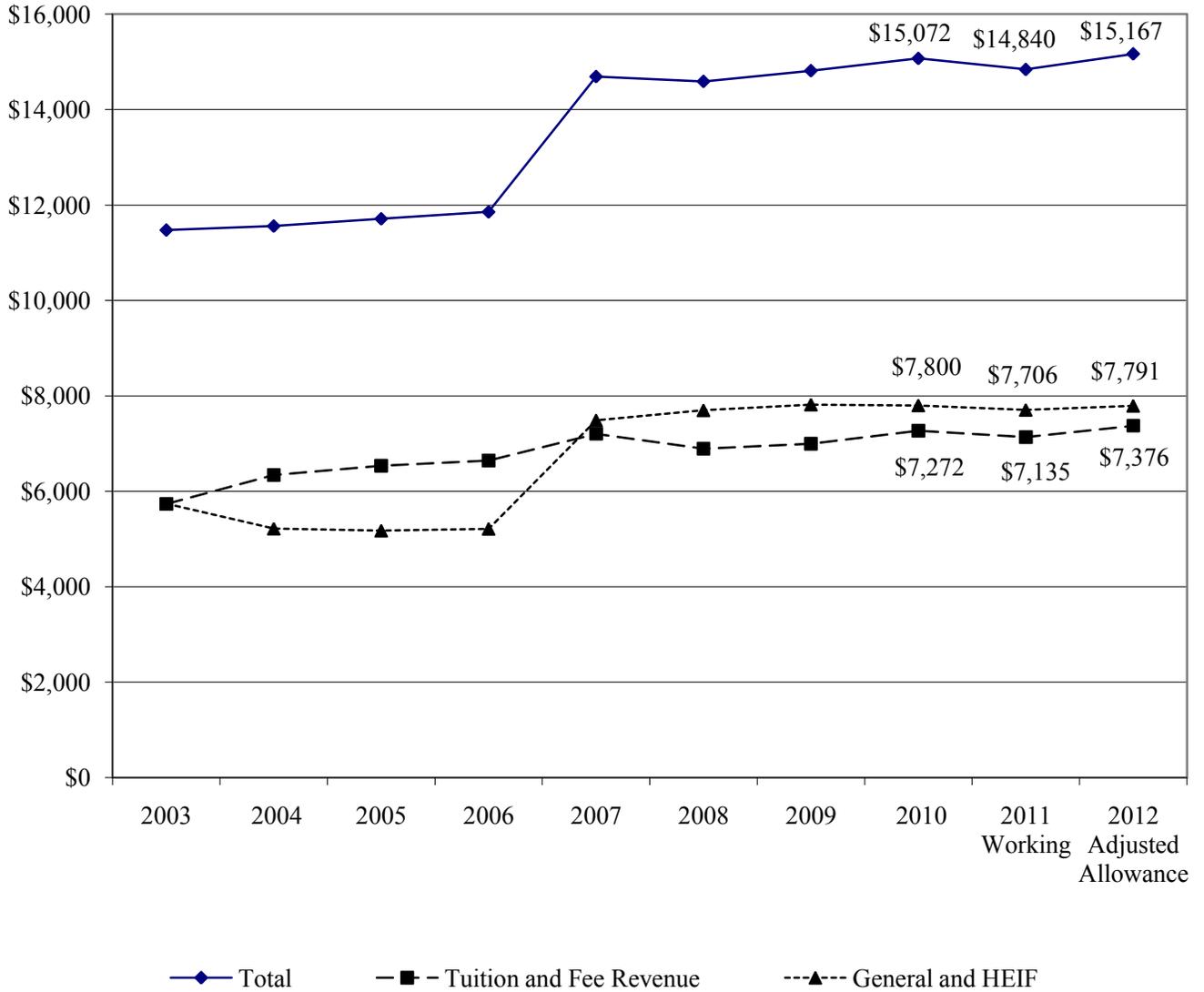
BSU Receives Final Private Donation Incentive Program Payment

The Private Donation Incentive Program (PDIP) was first created by the General Assembly in fiscal 1990 to provide State matching funds for donations made to the endowments of public institutions and their affiliated foundations. In fiscal 1999, the General Assembly reauthorized the program for six years. With the exception of the State's HBIs, all donations were to be made by June 30, 2004. BSU is the only institution with matching funds remaining. BSU was only able to raise \$311,391 by the January 1, 2010 deadline, falling \$345,852 short of the maximum matching grant due to a \$300,000 pledge that was not realized before the PDIP deadline. BSU's Managing for Results data indicates that the number of alumni donors and total donations decreased significantly between 2009 and 2010, which BSU attributes to receipt of a \$1 million alumni gift in fiscal 2009 and the economic recession. To improve fundraising, BSU is reviewing and adding alumni contact information to the alumni database and is screening the database for indicators of alumni capacity and propensity to give, is employing technology to appeal to alumni electronically, and will launch a three-month phonathon at the end of January.

Funding Per Full-time Equivalent Student Increases

Exhibit 8 shows tuition and fees and State revenues per FTES between fiscal 2003 and 2012. In fiscal 2004, tuition and fees increased and surpassed State funding per FTES. State funding has exceeded tuition and fee revenues since the tuition freeze was enacted in fiscal 2007, and both revenue sources have remained relatively level. Total per student funding in fiscal 2012 shows a \$327 increase due to additional tuition revenue from the 3.0% undergraduate resident tuition increase and an increase in State appropriations to support the New Fine and Performing Arts Building.

**Exhibit 8
BSU Tuition and Fees and State Revenues
Per Full-time Equivalent Student
Fiscal 2003-2012**



BSU: Bowie State University
HEIF: Higher Education Investment Fund

Source: Governor’s Budget Books, Fiscal 2012

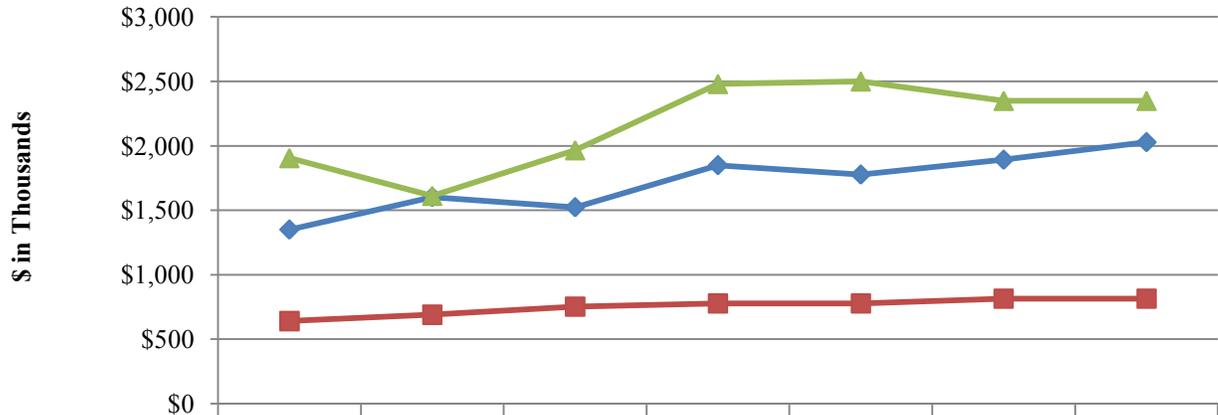
Issues

1. Making College Affordable

Financial aid is important in helping many students achieve their educational goals. A lack of financial support often contributes to a student's decision to stop out or drop out of school. Along with federal and State financial aid, the university provides merit and mission, athletic, and need-based financial aid to undergraduate students. USM institutions have committed to increasing institutional need-based aid. Though resident undergraduate tuition was frozen between fiscal 2007 and 2010, tuition was raised 3.0% in fiscal 2011 and is expected to increase 3.0% again in 2012. In fiscal 2012, BSU's proposed resident undergraduate full-time tuition and mandatory fee rate is \$6,309, a 2.5% increase over fiscal 2011 when the proposed 3.0% tuition increase and 1.3% increase in mandatory fees are considered. To maintain affordability, need-based institutional aid should increase at least enough to offset the increase in tuition and fees, and any enrollment growth.

Exhibit 9 shows BSU's distribution of undergraduate institutional aid between need-based, athletic, and merit and mission from fiscal 2006 to 2012. Though merit and mission aid has received the most funding of any type of aid in every year, increases to need-based aid between fiscal 2006 and 2011 of \$541,908 exceeded increases in merit and mission aid of \$443,046. Athletic aid has remained relatively flat over this period and in fiscal 2011, represented 16.1% of all undergraduate institutional aid awarded. In fiscal 2011, institutional aid remained level, despite the 3.0% undergraduate resident tuition increase, due to cost containment. Institutional aid is expected to increase 2.7%, or \$136,243, in fiscal 2012. All growth in fiscal 2012 will be directed to need-based aid which increases 7.2%. Overall, BSU plans to award \$5.2 million in institutional aid to undergraduate students in fiscal 2012. While the fiscal 2012 increase in aid is sufficient to cover the proposed 3.0% increase in undergraduate resident tuition, if enrollment grows more than expected or if student need increases, higher education could become less affordable for BSU students as need-based aid awarded through the State's Educational Excellence awards is expected to remain level, and the amount of Federal Pell Grant aid available is uncertain in fiscal 2012.

**Exhibit 9
Bowie State University Institutional Aid
Fiscal 2006-2012**



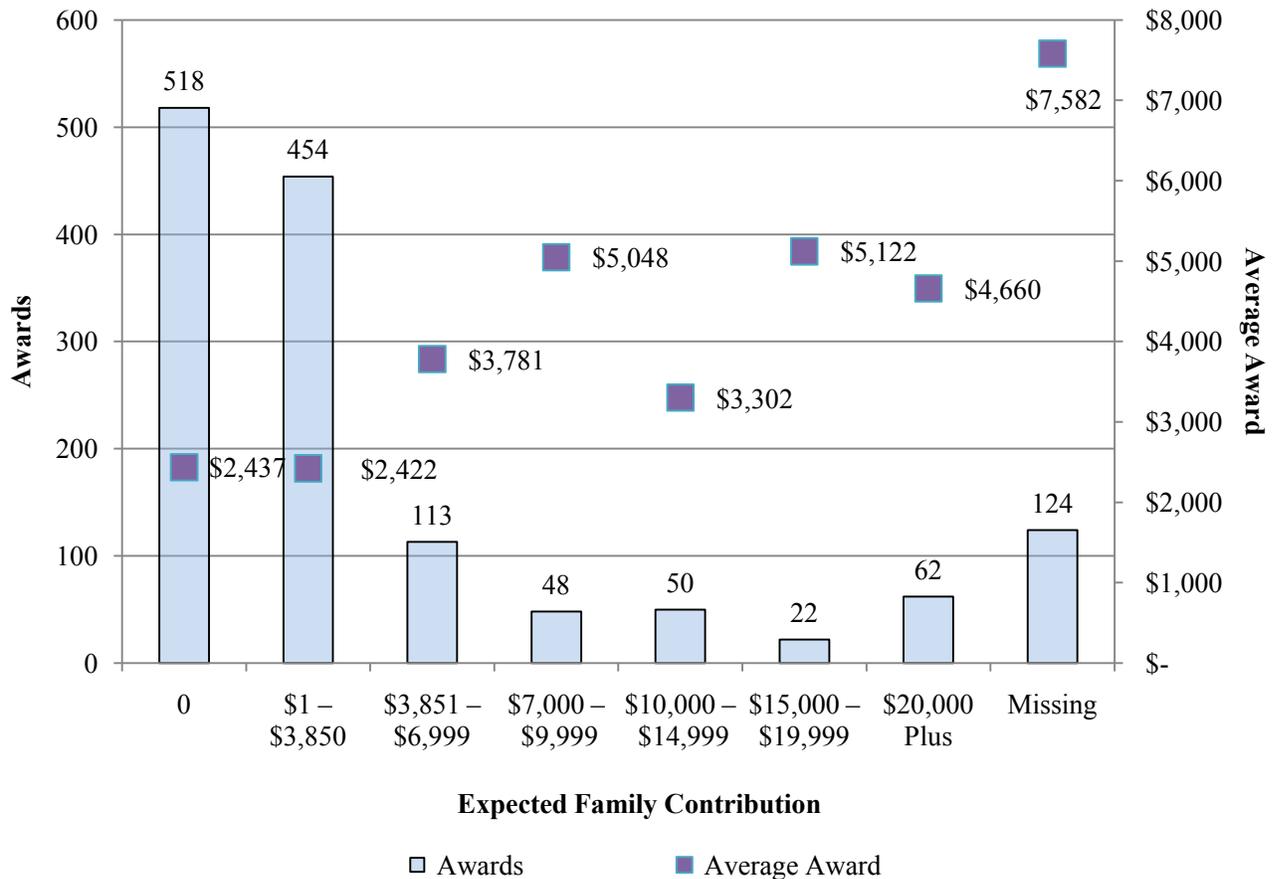
	2006	2007	2008	2009	2010	2011 Working	2012 Estimate
◆ Need-based Aid	\$1,349,617	\$1,602,083	\$1,523,010	\$1,849,309	\$1,776,563	\$1,891,525	\$2,027,768
■ Athletic Scholarships	\$639,845	\$689,300	\$751,620	\$776,454	\$776,056	\$813,449	\$813,449
▲ Merit and Mission	\$1,904,764	\$1,611,246	\$1,965,747	\$2,480,668	\$2,500,752	\$2,349,810	\$2,349,810
Total	\$3,894,226	\$3,902,629	\$4,240,377	\$5,106,431	\$5,053,371	\$5,054,784	\$5,191,027

Source: University System of Maryland

The Maryland Higher Education Commission (MHEC) collects annual data for the Financial Aid Information System (FAIS) database, which provides a profile of students receiving financial aid. FAIS data has information for institutional aid awarded at BSU in fiscal 2008 to undergraduate students that completed the Free Application for Federal Student Aid (FAFSA), from which MHEC calculates the student’s expected family contribution (EFC). In general, the lower a student’s EFC, the greater their financial need. Students with EFCs below \$4,617 are eligible for Federal Pell Grant aid and have the most need. **Exhibit 10** shows the number of undergraduate recipients of institutional aid and average award at BSU in fiscal 2008 by EFC. The exhibit shows that while most institutional awards are made to students with the greatest need and the lowest EFC, the average award is smallest for these students. BSU reports that eligible students with financial need receive institutional aid up to a maximum of \$3,000 after federal and State aid has been applied toward their need. Students with the lowest EFCs and, therefore, the greatest need, receive larger amounts of federal and State aid, which may impact the amount of institutional funds they may receive without exceeding their unmet need, though FAIS data indicates that in fiscal 2008, only 44% of need was met for students with \$0 EFC before loans. The institution is currently reviewing and revising its institutional aid philosophy so that students with the greatest need receive a larger institutional award if they have sufficient unmet need after federal and State aid.

The President should comment on the changes being considered concerning institutional financial aid for BSU’s neediest students and when changes would be implemented.

**Exhibit 10
Institutional Aid Recipients and Average Award
By Expected Family Contribution
Fiscal 2008**



Source: Maryland Higher Education Commission; Financial Aid Information System Database, Fiscal 2008

2. Summer Bridge Students Underperform during Academic Year

Access and Success funds have been provided since fiscal 2001 to improve student retention and graduation rates at Maryland’s HBIs. In 2010, MHEC submitted the *Report on Outcomes of Students Participating in Access and Success Programs by Cohort* in response to committee narrative in the 2010 *Joint Chairmen’s Report* requesting progression, retention, and graduation data on all students participating in Access and Success activities at the HBIs. Bowie State University, Morgan State University, and the University of Maryland Eastern Shore submitted only data on students participating in summer bridge programs in response to MHEC’s request for data, though the HBIs

support a variety of activities with these funds including tutoring, advising, and early warning systems.

BSU Summer Bridge Programs

In 2008 and 2009, BSU held two five-week summer bridge programs supported by Access and Success funds: the Bulldog Academy, which gives admitted students an opportunity to complete developmental courses before the fall semester, and a Summer Bridge Program for students who do not meet admissions standards but show academic promise. Participants in both programs take noncredit courses in English, mathematics, reading and college skills infused with technology, group work, and other pedagogy that enhances the learning process to prepare students for the ACCU-placer college placement exam.

BSU reports that beginning in 2011, the Summer Bridge Program for non-admitted students will be discontinued, leaving only the Bulldog Academy. As a result, conditionally admitted students with a minimum 2.0 grade point average (GPA) and 740-839 score on the combined reading and math Scholastic Aptitude Test (SAT) will be targeted toward the Bulldog Academy, which will also be open to admitted students on a first-come first-serve basis.

The President should comment on why the Summer Bridge Program will be phased out and whether the Bulldog Academy will be expanded to meet the demands of both conditionally and regularly admitted students who want to complete developmental courses before their first semester. Finally, the President should comment on whether the structure of the Bulldog Academy will change to accommodate the needs of both conditionally and regularly admitted students.

Summer Bridge and Bulldog Academy Outcomes

Exhibit 11 shows average credits accumulated, GPA, and second-year retention for students participating in the BSU Summer Bridge Program and Bulldog Academy compared to the overall first-year student population in fall 2008 and 2009. In both years, these students earned fewer credits and had lower GPAs on average than the overall student population, but significantly higher second-year retention rates. BSU attributes high retention among Bulldog Academy and Summer Bridge Program students to the creation of informal learning communities and support networks between future classmates, faculty, and staff developed over the summer, and greater focus among participants. BSU attributes lower GPAs and fewer accumulated credits among participants to the fact that students participating in these programs enter college with greater deficiencies in core subjects than the general student population, although Bulldog Academy participants are regularly admitted students who voluntarily participate. BSU has also found that the transition from the summer programs' intensive hands-on environment to the academic year poses a challenge to participants, who receive no mandatory mentoring or tutorial services after completing the program.

Exhibit 11
Progression Data
Summer Bridge and Bulldog Academy Participants and All First-year Students
Fall 2008 and 2009

	Credits Accumulated		Grade Point Average		Second-year Retention	
	<u>SB</u>	<u>FY</u>	<u>SB</u>	<u>FY</u>	<u>SB</u>	<u>FY</u>
Fall 2008	18.8	20.9	2.11	2.25	78.5%	69.4%
Fall 2009	19.0	22.0	2.04	2.18	n/a	n/a

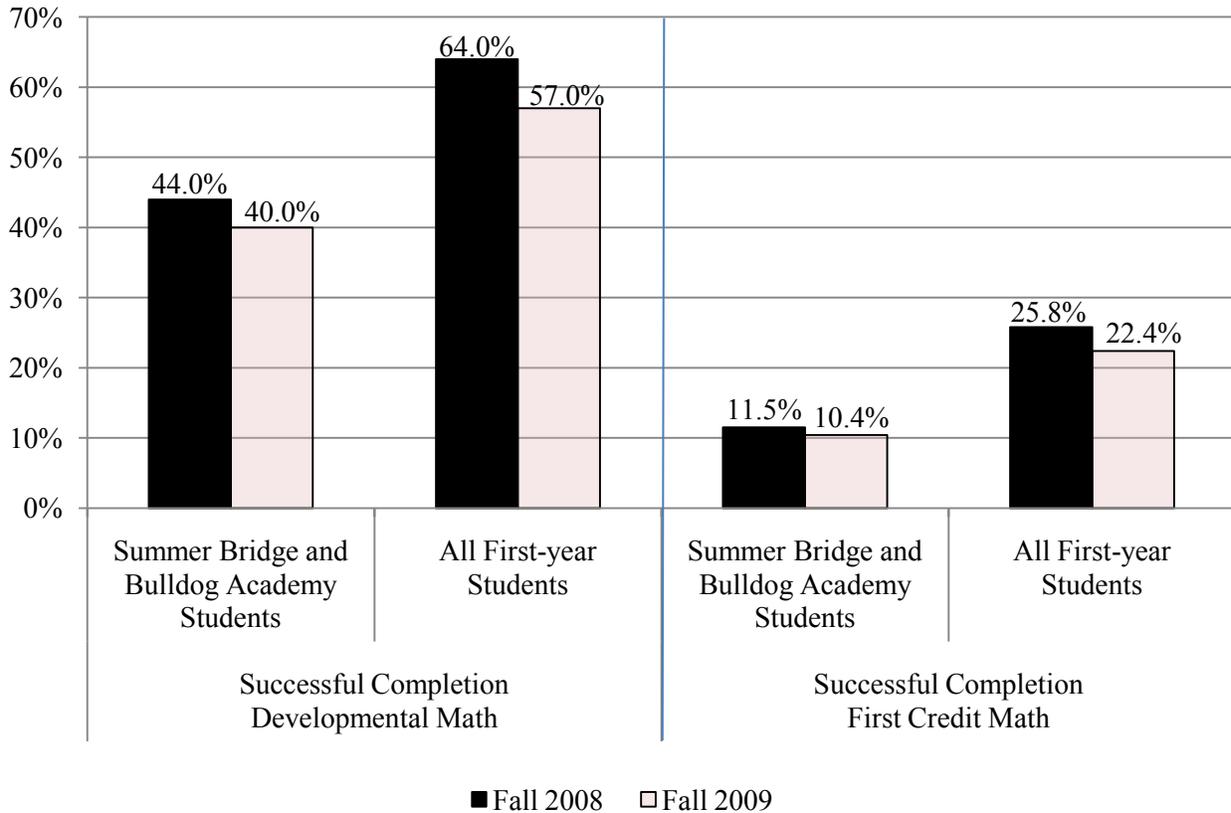
SB: Summer Bridge and Bulldog Academy students

FY: first-year students

Source: Maryland Higher Education Commission, *Report on Outcomes of Students Participating in Access and Success Programs by Cohort*, 2010

MHEC's report found that in 2008 and 2009, very few students requiring developmental math in the Summer Bridge Program, Bulldog Academy, or the overall first-year population, went on to successfully complete the next credit-bearing course. **Exhibit 12** shows successful completion rates of developmental math and the first credit-bearing math course for students requiring developmental math at BSU in fall 2008 and 2009. Of fall 2008 Summer Bridge and Bulldog Academy participants, 44.0% fulfilled the requirement by the end of their first year, compared to 64.0% of the general student body. Only 11.5% of fall 2008 Summer Bridge and Bulldog Academy students that needed developmental math completed a credit-bearing math course within their first year compared to 25.8% of the general student body. In fall 2009, successful completion declined: 40.0% of Summer Bridge and Bulldog Academy students completed their developmental math requirement, 4 percentage points below the prior year, and only 10.4% of Summer Bridge and Bulldog Academy students went on to complete their first credit bearing math course within the year. BSU reports that though Summer Bridge and Bulldog Academy participants make progress over the summer, they remain deficient compared to regular admitted students and, therefore, find less success in developmental math and the first credit-bearing math course.

Exhibit 12
Successful Completion
Developmental Math and First Credit-bearing Math Course
Bowie State University



Note: Successful completion of first credit-bearing math course includes all students who required developmental math.

Source: Maryland Higher Education Commission, Report on Outcomes of Students Participating in Access and Success Programs by Cohort, November 2010

Informing Academic Policy and Program Changes

While USM recently approved a measure that will require admitted students to have taken four years of math in high school to prevent the loss of math skills between high school and college, USM does not require students to attempt a math course in their first academic year. BSU currently does not require first-year students to attempt a credit-bearing math class in the first academic year, though the institution reports that students are strongly encouraged to do so. Similarly, students who complete developmental math are not required to attempt a credit-bearing math course in the next semester, though the institution reports that this is under review by the academic department and Dean of Arts & Sciences.

BSU reports that programmatic changes under consideration as a result of the MHEC findings include:

- mandatory tutoring sessions during each semester for participants;
- enhancing the effectiveness of the Advisement Center through additional staffing and increased collaboration with the academic departments;
- extending the program’s peer mentoring component;
- better tracking of participants;
- mandatory workshops during the winter and summer sessions;
- additional institutional financial aid to support the retention and graduation of participants; and
- enhancing faculty support to develop and strengthen pedagogical practices.

The President should comment on the status of changes under consideration to improve the academic performance of Bulldog Academy participants. The President should also comment on why completing a credit-bearing math course in the first academic year and/or immediately following completion of developmental math is not required. Finally, the President should comment on how the institution will track progression, retention, and graduation data on all students participating in Access and Success programs, beyond the summer bridge programs.

Recommended Actions

1. See the University System of Maryland overview for systemwide recommendations.

Current and Prior Year Budgets

Current and Prior Year Budgets Bowie State University (\$ in Thousands)

	<u>General Fund</u>	<u>Special Fund</u>	<u>Federal Fund</u>	<u>Other Unrestricted Fund</u>	<u>Total Unrestricted Fund</u>	<u>Restricted Fund</u>	<u>Total</u>
Fiscal 2010							
Legislative Appropriation	\$33,980	\$0	\$580	\$45,889	\$80,449	\$15,065	\$95,514
Deficiency Appropriation	570	0	0	0	570	0	570
Budget Amendments	98	1,335	0	1,494	2,927	2,035	4,962
Cost Containment	-633	0	-580	-410	-1,623	0	-1,623
Reversions and Cancellations	0	0	0	-3,512	-3,512	-478	-3,990
Actual Expenditures	\$34,015	\$1,335	\$0	\$43,460	\$78,810	\$16,622	\$95,432
Fiscal 2011							
Legislative Appropriation	\$33,619	\$0	\$0	\$48,669	\$82,287	\$15,500	\$97,787
Cost Containment	0	0	0	0	0	0	0
Budget Amendments	0	1,303	0	-1,135	167	1,600	1,767
Working Appropriation	\$33,619	\$1,303	\$0	\$47,533	\$82,455	\$17,100	\$99,555

Note: Numbers may not sum to total due to rounding.

Fiscal 2010

General funds increased \$34,061 due to budget amendments, cost containment, and a deficiency appropriation. This included a decrease of \$633,339 from the first of two Board of Public Works (BPW) reductions, and increases of \$14,666 from a reallocation of general funds among USM institutions, \$76,008 from the statewide realignment of health insurance expenditures, and a deficiency appropriation of \$569,513 to sustain maintenance of effort requirements related to the American Recovery and Reinvestment Act of 2009.

Special funds increased \$1,334,723 from Higher Education Investment Funds authorized by the General Assembly to replace general funds reduced during the 2009 legislative session.

Federal funds declined \$580,130 due to cost containment actions; \$329,150 of BSU's federal stimulus funds was reverted to the general fund in a second BPW action, and the remaining \$236,314 was used by the institution to reduce its current salary and wage budget as part of the statewide furlough plan, thereby cancelling the appropriation.

Other unrestricted funds decreased \$2,428,238 overall due to \$409,765 from cost containment actions to account for the institution's remaining furlough savings which was moved to the fund balance and then transferred via the Administration's Budget Reconciliation and Financing Act of 2010 to the general fund and a \$1,493,928 increase from auxiliary revenue related to a new food service contract, additional interest income, and reduced contributions to the fund balance. A cancellation of \$3,512,401 decreased the appropriation to account for vacancies and delays in hiring consistent with the statewide hiring freeze and a transfer to fund balance to avoid incurring a negative balance following transfers to the State in fiscal 2010.

Restricted funds increased \$2,035,306 from additional federal Pell grant funds, contracts and grants, and increases to miscellaneous income. A cancellation of \$477,993 decreased the appropriation to account for the transfer of Office of Civil Rights Enhancement funds from restricted to unrestricted funds.

Fiscal 2011

Special funds increase \$1,302,856 from HEIF authorized by the General Assembly to replace general funds reduced during the 2010 legislative session.

Other unrestricted funds decreased \$1,135,372 due to an increase in out-of-state and graduate student tuition and decreases in State and local grants, sales and services of auxiliary and educational activities, interest income, and a decrease from an additional transfer to the fund balance.

Restricted funds increase \$1,600,000 to account for an increase in federal Pell grant revenues, additional State contracts including Gaining Early Awareness and Readiness for Undergraduate Programs and Base Realignment and Closure grants, and decreases in private gifts and grants and federal contracts and grants.

**Object/Fund Difference Report
USM – Bowie State University**

<u>Object/Fund</u>	<u>FY 10 Actual</u>	<u>FY 11 Working Appropriation</u>	<u>FY 12 Allowance</u>	<u>FY 11 - FY 12 Amount Change</u>	<u>Percent Change</u>
Positions					
01 Regular	487.00	485.00	485.00	0.00	0%
02 Contractual	146.25	142.75	142.75	0.00	0%
Total Positions	633.25	627.75	627.75	0.00	0%
Objects					
01 Salaries and Wages	\$ 39,132,106	\$ 42,169,107	\$ 43,182,317	\$ 1,013,210	2.4%
02 Technical and Spec. Fees	11,698,514	11,369,881	11,536,804	166,923	1.5%
03 Communication	291,131	509,059	508,162	-897	-0.2%
04 Travel	1,207,020	1,092,218	1,092,218	0	0%
06 Fuel and Utilities	3,092,537	4,034,868	3,337,742	-697,126	-17.3%
07 Motor Vehicles	93,962	100,042	101,978	1,936	1.9%
08 Contractual Services	12,638,568	13,810,693	14,167,481	356,788	2.6%
09 Supplies and Materials	1,133,377	1,123,979	1,123,979	0	0%
10 Equipment – Replacement	629,907	651,994	651,994	0	0%
11 Equipment – Additional	1,616,970	1,593,178	1,593,178	0	0%
12 Grants, Subsidies, and Contributions	14,001,729	14,323,943	14,460,186	136,243	1.0%
13 Fixed Charges	3,725,930	5,817,065	7,574,070	1,757,005	30.2%
14 Land and Structures	6,169,954	2,958,759	2,958,759	0	0%
Total Objects	\$ 95,431,705	\$ 99,554,786	\$ 102,288,868	\$ 2,734,082	2.7%
Funds					
40 Unrestricted Fund	\$ 78,809,698	\$ 82,454,786	\$ 85,188,868	\$ 2,734,082	3.3%
43 Restricted Fund	16,622,007	17,100,000	17,100,000	0	0%
Total Funds	\$ 95,431,705	\$ 99,554,786	\$ 102,288,868	\$ 2,734,082	2.7%

Note: The fiscal 2011 appropriation does not include deficiencies. The fiscal 2012 allowance does not include contingent reductions.

Fiscal Summary
USM – Bowie State University

<u>Program/Unit</u>	<u>FY 10 Actual</u>	<u>FY 11 Wrk Approp</u>	<u>FY 12 Allowance</u>	<u>Change</u>	<u>FY 11 - FY 12 % Change</u>
01 Instruction	\$ 25,099,961	\$ 27,090,751	\$ 27,515,756	\$ 425,005	1.6%
02 Research	2,088,733	1,574,130	1,574,130	0	0%
03 Public Service	889,555	866,770	866,766	-4	0%
04 Academic Support	9,237,394	9,039,079	9,212,904	173,825	1.9%
05 Student Services	5,546,641	5,758,237	5,882,052	123,815	2.2%
06 Institutional Support	14,197,051	16,055,431	16,393,595	338,164	2.1%
07 Operation and Maintenance of Plant	11,176,980	11,534,465	12,666,123	1,131,658	9.8%
08 Auxiliary Enterprises	14,164,403	14,366,761	14,772,137	405,376	2.8%
17 Scholarships and Fellowships	13,030,987	13,269,162	13,405,405	136,243	1.0%
Total Expenditures	\$ 95,431,705	\$ 99,554,786	\$ 102,288,868	\$ 2,734,082	2.7%
Unrestricted Fund	\$ 78,809,698	\$ 82,454,786	\$ 85,188,868	\$ 2,734,082	3.3%
Restricted Fund	16,622,007	17,100,000	17,100,000	0	0%
Total Appropriations	\$ 95,431,705	\$ 99,554,786	\$ 102,288,868	\$ 2,734,082	2.7%

Note: The fiscal 2011 appropriation does not include deficiencies. The fiscal 2012 allowance does not include contingent reductions.

**Personnel by Budget Program
Bowie State University
Fiscal 2006, 2010, and 2011**

<u>Budget Program</u>	2006		2010		2011		<u>% Change in FTEs 06-11</u>
	<u>FTEs</u>	<u>% FTEs</u>	<u>FTEs</u>	<u>% FTEs</u>	<u>FTEs</u>	<u>% FTEs</u>	
Instruction	188.00	45.00%	202.04	43.92%	201.91	44.28%	7.40%
Research	3.00	0.80%	2.08	0.45%	2.99	0.65%	-0.50%
Public Service	0.00	0.00%	0.50	0.11%	0.25	0.05%	-
Academic Support	37.00	8.90%	48.01	10.44%	46.74	10.25%	26.32%
Student Services	37.00	8.90%	48.00	10.43%	44.94	9.86%	21.46%
Institutional Support	116.00	27.70%	104.64	22.75%	102.38	22.45%	-11.75%
Operations and Maintenance of Plant	21.00	5.04%	17.04	3.70%	17.67	3.88%	-15.86%
Auxiliary Enterprises	15.00	3.60%	37.70	8.20%	39.13	8.58%	160.87%
Total	417.00	100.00%	460.01	100.00%	456.00	100.00%	9.35%

Note: Data are for filled regular positions only.

Source: University System of Maryland