

R62I0001
Maryland Higher Education Commission

Operating Budget Data

(\$ in Thousands)

	<u>FY 11</u> <u>Actual</u>	<u>FY 12</u> <u>Working</u>	<u>FY 13</u> <u>Allowance</u>	<u>FY 12-13</u> <u>Change</u>	<u>% Change</u> <u>Prior Year</u>
General Fund	\$51,694	\$51,524	\$52,470	\$946	1.8%
Contingent & Back of Bill Reductions	0	0	-1,344	-1,344	
Adjusted General Fund	\$51,694	\$51,524	\$51,126	-\$398	-0.8%
Special Fund	14,443	14,813	15,136	323	2.2%
Adjusted Special Fund	\$14,443	\$14,813	\$15,136	\$323	2.2%
Federal Fund	2,144	4,495	2,973	-1,522	-33.9%
Adjusted Federal Fund	\$2,144	\$4,495	\$2,973	-\$1,522	-33.9%
Reimbursable Fund	818	775	115	-660	-85.1%
Adjusted Reimbursable Fund	\$818	\$775	\$115	-\$660	-85.1%
Adjusted Grand Total	\$69,099	\$71,607	\$69,351	-\$2,256	-3.2%

- After contingent reduction general funds decrease 0.8%, and the total fiscal 2012 allowance decreases 3.2%.
- The decline in the budget is largely attributed to a decline in federal funding for educational grants and a decline in reimbursable funding to develop an information technology project, Maryland College Aid Processing System, which is now being supported with general funds.
- A proposed general fund deficiency appropriation of \$900,000 provides funds to secure legal services for representation in the lawsuit with the Coalition for Equity and Excellence in Maryland Higher Education. There is another general fund deficiency appropriation of \$2,053,970 for costs associated with the Maryland Higher Education Commission's (MHEC) relocation.

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

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Personnel Data

	<u>FY 11 Actual</u>	<u>FY 12 Working</u>	<u>FY 13 Allowance</u>	<u>FY 12-13 Change</u>
Regular Positions	52.60	50.60	50.60	0.00
Contractual FTEs	<u>6.00</u>	<u>6.00</u>	<u>4.00</u>	<u>-2.00</u>
Total Personnel	<u>58.60</u>	<u>56.60</u>	<u>54.60</u>	<u>-2.00</u>

Vacancy Data: Regular Positions

Turnover and Necessary Vacancies, Excluding New Positions	1.45	2.86%
Positions and Percentage Vacant as of 12/31/11	8.00	15.81%

- The fiscal 2012 allowance includes no change in full-time regular positions and deletes 2.0 contractual positions involved in legal support for the ongoing lawsuit.
- As of December 31, 2011, the commission has 8 vacancies. Budgeted turnover for fiscal 2012 is 3%, or 1.45 positions.

Analysis in Brief

Major Trends

Second-year Retention Rates Remain Below 2001 Cohort Levels: Second-year retention rates for all first-time, full-time students entering public four-year universities in the 2009 academic year rose less than 1 percentage point, while rates for Hispanic students rose nearly 4 percentage points and for African American students declined 1 percentage point. Hispanic students exceed cohort retention rates from 2001, although the small number of Hispanic students makes this data less robust.

Graduation Rate Continues to Decline at Public Four-year Colleges: Graduation rates for the 2004 cohort show declines of less than 1 percentage point for all subgroups, although the gap between all students and African American students grew by 1.5 percentage points. This gap has widened by 7.8 percentage points since 1997.

Issues

The Future of the Maryland Higher Education Commission: Recent budget reductions, leadership changes, and staff turnover have resulted in a significant loss of institutional knowledge and agency capacity. Additionally, in November 2011, MHEC’s offices were moved from Annapolis to the Maryland State Department of Education’s building in Baltimore. The lack of a permanent Secretary and large administrative budget cuts to general administration have negatively impacted the performance of the agency.

A Simpler Formula for State Aid to Independent Institutions: The Budget Reconciliation and Financing Act of 2012 level funds Sellinger aid to eligible private institutions at the fiscal 2012 level of \$38.45 million. This issue will examine permanently level funding the aid program and only increasing aid to fund enrollment growth in the future.

Access and Success Funds: Access and Success funds have been provided annually since fiscal 2001 to improve student retention and graduation rates at Maryland’s historically black institutions (HBI). Committee narrative in the *Joint Chairmen’s Report* requires MHEC to collect data for students participating in fiscal 2011 to evaluate the impact of Access and Success programs. This report identified several concerns, such as why students still do not perform well when given additional resources and why some students do not immediately follow developmental coursework with credit-bearing coursework.

Recommended Actions

	<u>Funds</u>
1. Adopt narrative requesting Access and Success data and analysis by cohort.	
2. Concur with the contingent reduction on the Sellinger Aid formula.	
3. Reduce Sellinger aid to non-public institutions.	\$ 389,783
Total Reductions	\$ 389,783

Updates

Lawsuit by Students at Historically Black Institutions: A lawsuit was filed by the Coalition for Equity and Excellence in Maryland Higher Education and by current and former students of HBIs alleging violation of the Civil Rights Act of 1964 and the Equal Protection Clause of the U.S. Constitution regarding State funding for HBIs. The plaintiffs seek legal protections for certain HBI academic programs and over \$2 billion in additional funding for the HBIs to rectify this

problem. A court-ordered mediation failed to produce an agreement in 2011, so a bench trial began on January 3, 2012.

Task Forces to Study Regional Higher Education Centers Established: Chapters 614 and 622 of 2011 establish groups to study the need for additional higher education resources in underserved areas of the State. Both task forces, one for northeastern Maryland and the other for southern Maryland, respectively, were to give an interim report on findings and recommendations on December 1, 2011. The southern Maryland task force did not meet and, therefore, did not submit an interim report. The northeastern region group presented six recommendations, focusing on the creation of a Northeastern Maryland Regional Higher Education Center.

MHEC Approves Mission Statements: One of MHEC's main responsibilities (Education Article, §§11-302, 11-303) is to review mission statements every four years. Each institution's mission statement outlines the institution's student population, geographic service area, admission standards, and academic specializations. MHEC received mission statements in February 2011. In January 2012, MHEC completed its review and approved all institutions' mission statements.

R62I0001
Maryland Higher Education Commission

Operating Budget Analysis

Program Description

The Maryland Higher Education Commission (MHEC) is the State's coordinating body for the University System of Maryland, Morgan State University (MSU), St. Mary's College of Maryland, 16 community colleges, the State's independent colleges and universities, and private career schools. MHEC's mission is to ensure that Maryland residents have access to a high quality, adequately funded, effectively managed, and capably led system of postsecondary education. MHEC's vision is to have all Maryland residents equally prepared to be productive, socially engaged, and responsible members of a healthy economy. The Secretary of Higher Education is the agency's head and serves at the 12-member commission's pleasure.

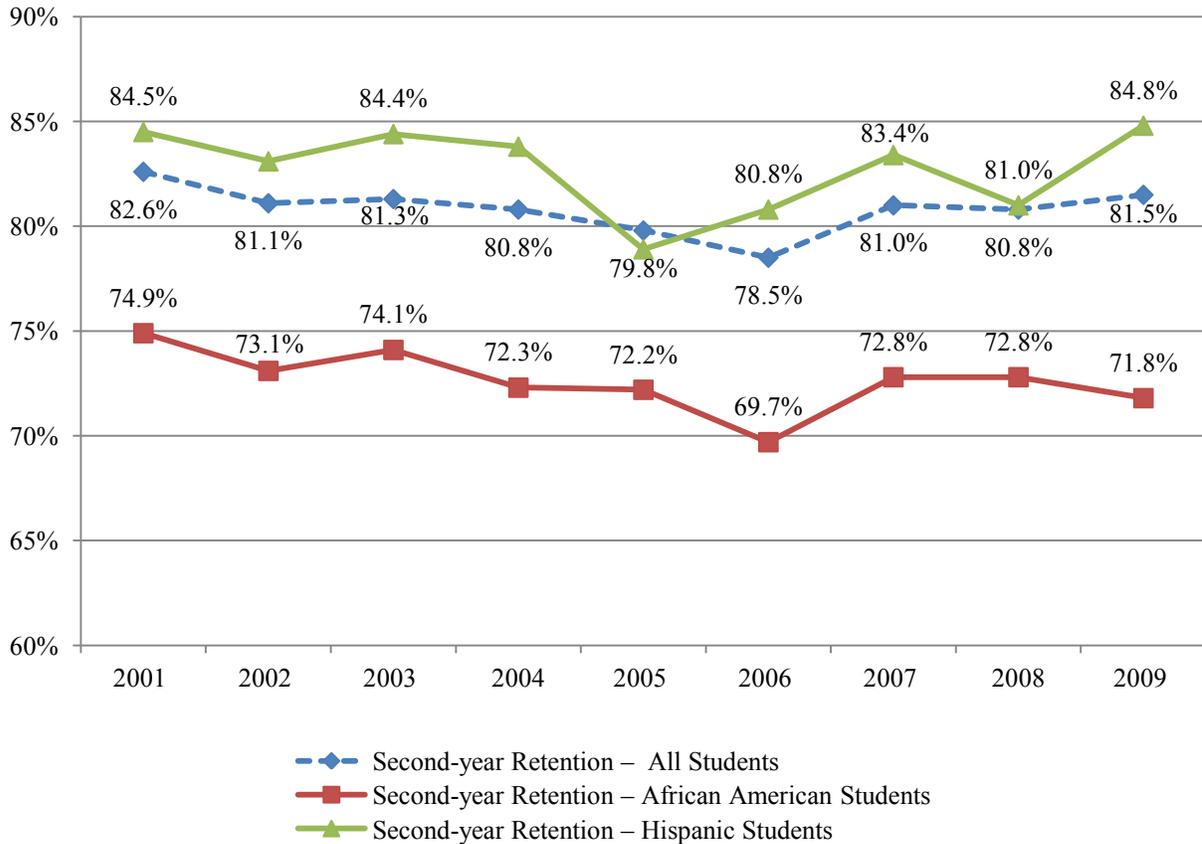
MHEC's key goals are to:

- Maintain and strengthen a system of postsecondary education institutions recognized nationally for academic excellence and effectiveness in fulfilling the educational needs of students and the economic and societal development needs of the State and the nation.
- Achieve a system of postsecondary education that promotes accessibility and affordability for all Marylanders.
- Ensure equal opportunity for Maryland's diverse citizenry.
- Achieve a system of postsecondary education that promotes student centered learning to meet the needs of all Marylanders.
- Promote economic growth and vitality through the advancement of research and the development of a highly qualified workforce.

Performance Analysis: Managing for Results

MHEC aims to maintain and strengthen postsecondary institutions and to ensure accessibility for Maryland's diverse citizenry. Progress in these areas will help achieve the Governor's College Completion Agenda to increase degree attainment among Maryland adults to 55% by 2025. Retention rates indicate how well Maryland's students are progressing toward degree attainment. **Exhibit 1** shows second-year retention rates for all students, African American students, and Hispanic students entering public four-year institutions between cohort year 2001 and 2009. The cohort year is the fall semester in which the first-time, full-time students enrolled, *i.e.*, cohort year 2009 reflects students enrolling in fall 2009, which is academic year 2009-2010. The exhibit shows that retention rates among Hispanic students are generally highest, followed by all students. African American students have the lowest retention rates.

**Exhibit 1
Second-year Retention
All Students, African American Students, and Hispanic Students
Cohorts 2001-2009**

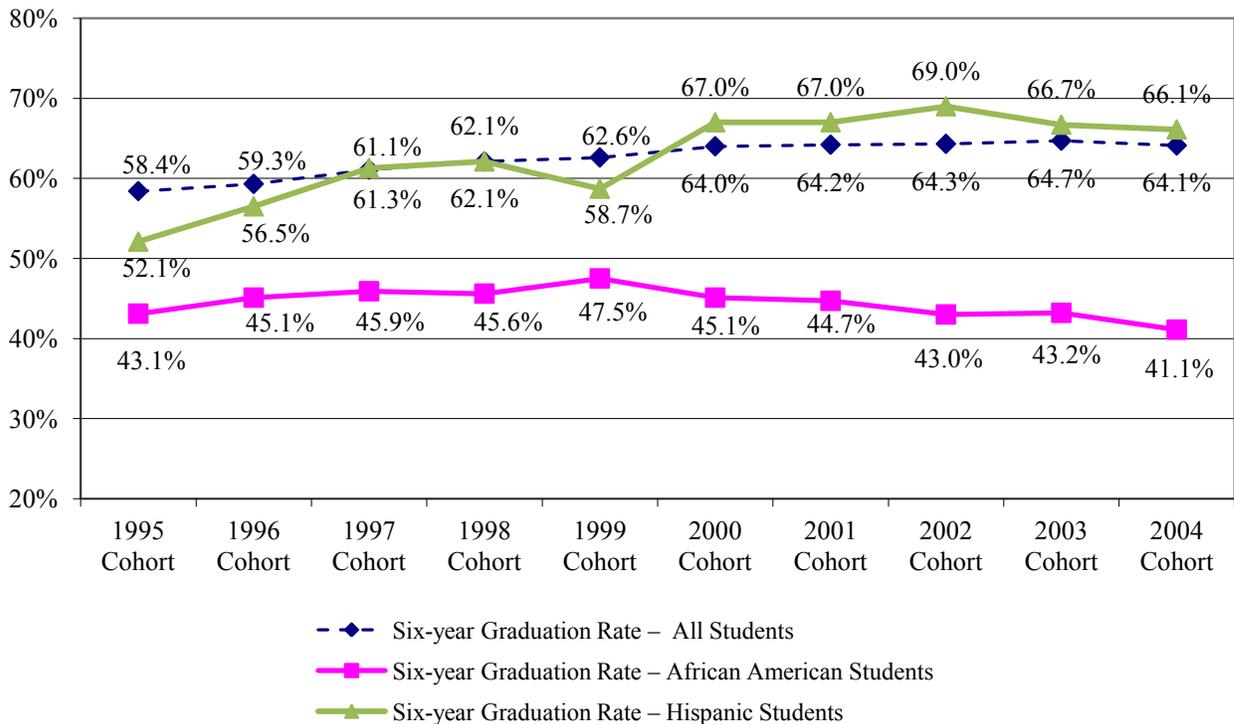


Source: Maryland Higher Education Commission, Enrollment and Degree Information Systems

For the 2008 Hispanic student cohort, retention rates declined, while all students and African American students had flat rates. The most recent cohort data, from 2009, shows African American rates fell by 1.0 percentage point, all students rose by less than 1.0 percentage point, and Hispanic rates increased 3.8 percentage points to a new record high retention rate. In contrast, all students and African American students remain below 2001 retention levels. MHEC attributes the strong overall performance of Hispanic students to low enrollment; there are only 559 first-time, full-time Hispanic students enrolled in public four-year institutions in Maryland in 2009, which may indicate that those who do enroll, are very well prepared for college work. MHEC reports that the State’s College Completion Agenda will focus on both enrolling and retaining more students. Specific strategies include course redesign in introductory classes, more summer developmental classes, and promoting completing associate’s degrees before transferring to a four-year institution (so-called 2+2 programs).

Graduation rates reflect how effectively public four-year institutions in Maryland educate and graduate students. **Exhibit 2** shows six-year graduation rates among all students, African American students, and Hispanic students entering public four-year institutions between cohort years 1995 and 2004. Since 2000, Hispanic students have had higher graduation rates than the other two cohort groups; however, the number of Hispanic students enrolled is significantly lower than the other two cohort groups. The exhibit also shows that graduation rates for all students have leveled in recent years around 64.0%. Meanwhile, the graduation rate for African American students declined 2.0 percentage points over this period to 41.1% for students entering in 2004. As a result, the achievement gap between African American and all students increased from 15.2 percentage points for the 1997 cohort to 23.0 percentage points for students entering in 2004. To ensure educational opportunity for Maryland’s diverse citizenry, MHEC set a fiscal 2013 (cohort year 2007) goal of reducing the six-year graduation rate achievement gap to 18.0 percentage points. Without significant improvement in the graduation rates of African American students, it will be difficult to reach this goal.

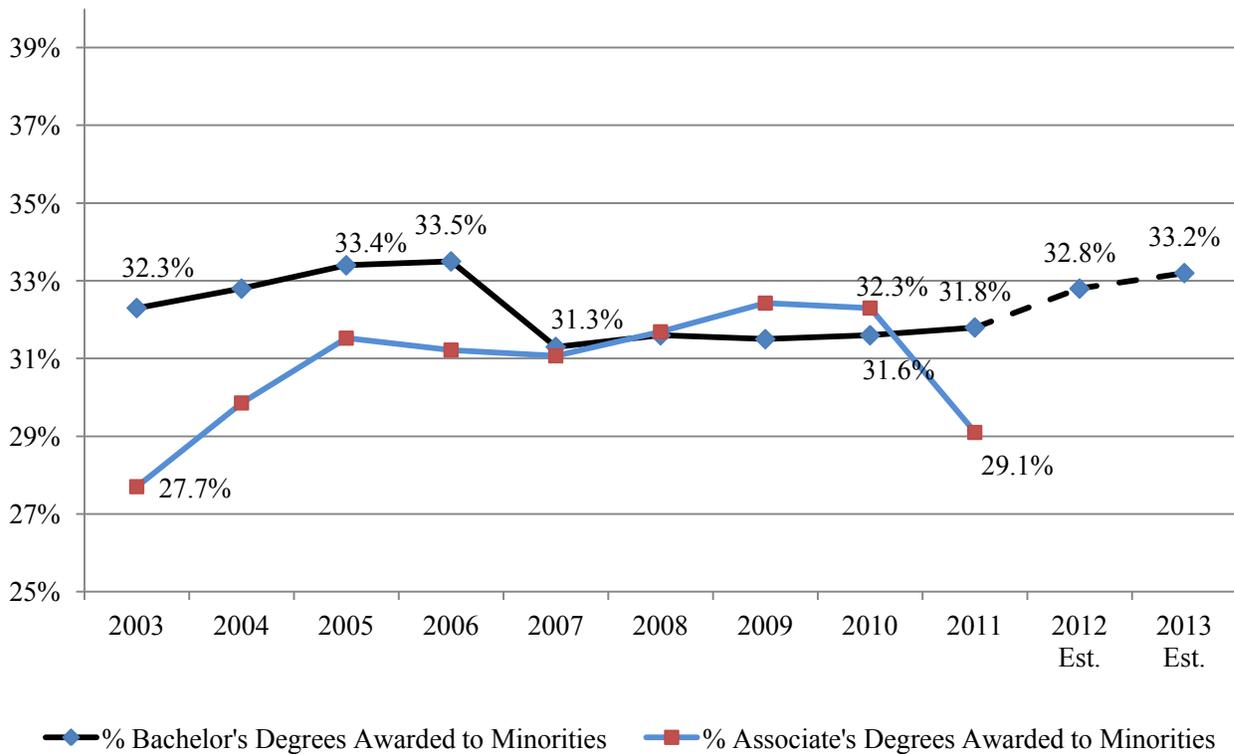
Exhibit 2
Six-year Graduation Rate
All Students, African American Students, and Hispanic Students
Cohorts 1995-2004



Source: Maryland Higher Education Commission, Enrollment and Degree Information Systems

The achievement gap is also evident in the percent of bachelor’s and associate’s degrees awarded to racial and ethnic minorities in Maryland, as shown in **Exhibit 3**. The fastest growing segments of Maryland’s population are minorities, and the percent of associate’s degrees awarded to minorities increased 4.6 percentage points between fiscal 2003 and 2010 to 32.3%. This dropped to 29.1% in fiscal 2011, in part because of changes made by the U.S. Department of Education to update rules concerning how to calculate statistics for minorities. Meanwhile, the percentage of bachelor’s degrees awarded to minority students declined 2.2 percentage points in fiscal 2007 to 31.3%. Since fiscal 2007, the percentage has increased by less than 1.0 percentage point, so reaching the fiscal 2013 goal of 34.0% remains unlikely. **MHEC should comment on the current efforts to close the gap and if these programs are expected to meet the Governor’s goal of reducing the achievement gap to 18.0 percentage points. Also, MHEC should comment on how well governing boards are holding respective institutions accountable for progress on these measures and how such governing boards can be held accountable when data indicates poor retention and graduation rates over many years.**

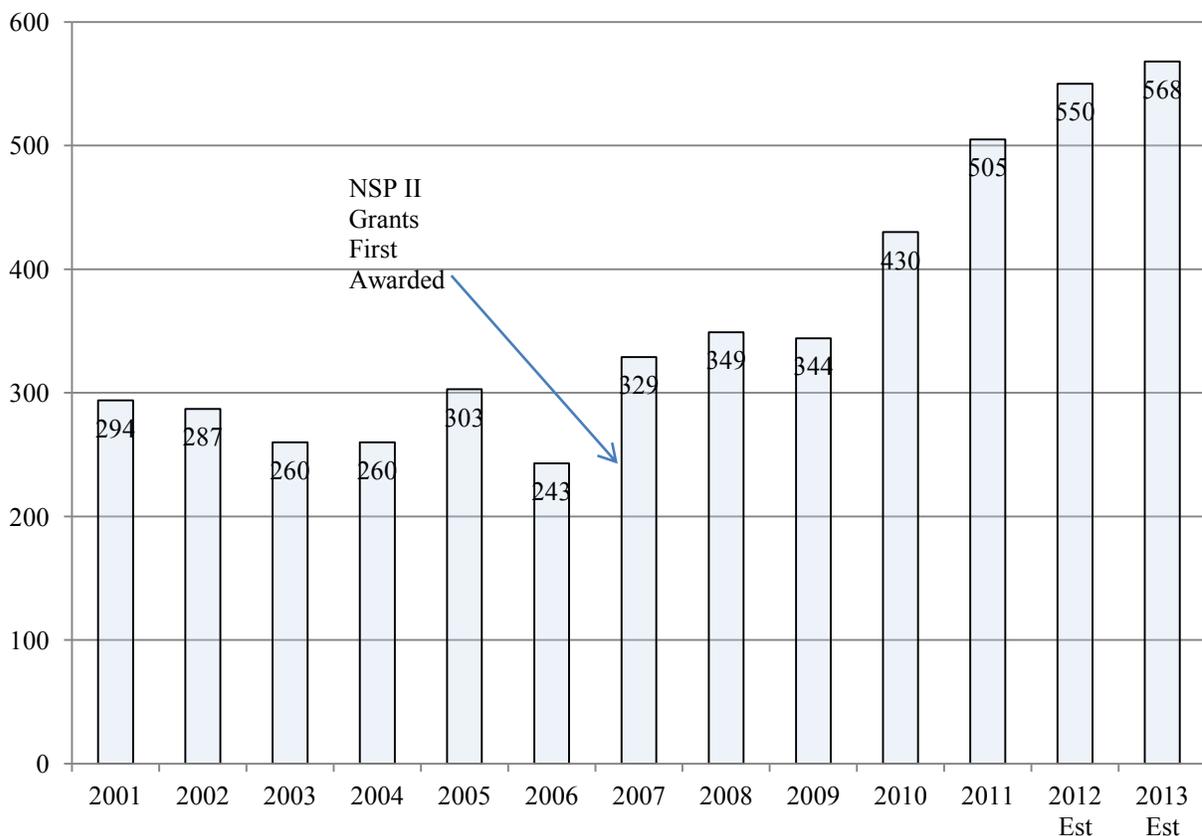
Exhibit 3
Percent of Bachelor’s and Associate’s Degrees
Awarded to Racial and Ethnic Minorities
Fiscal 2003-2013



Source: Governor’s Budget Books, Fiscal 2006-2013; Maryland Higher Education Commission Databook, 2011

Additionally, MHEC supports Maryland’s economy by coordinating programs related to workforce shortages, particularly in health-related occupations. One such shortage is in master’s level nursing programs, which may negatively impact the future supply of nurse faculty and limit the ability of nursing programs to increase enrollment capacity. MHEC’s Nurse Support Program II (NSP II) is a competitive institutional grant designed to increase the capacity of nursing programs, particularly in producing master’s- and doctoral-level nurses who can serve as nurse educators. **Exhibit 4** shows the number of master’s and doctoral degrees awarded in nursing in Maryland from fiscal 2001 to 2013. Since the first round of NSP II grants in fiscal 2007, the number of master’s and doctoral degrees awarded in nursing has increased 72.6%, from 329 to 568. This far exceeds MHEC’s 2013 goal of 350 graduates. **MHEC should comment on what has led to NSP II’s success and if this model is replicable for other degree programs in health occupations or other fields.**

Exhibit 4
Master’s and Doctoral Nursing Degrees Conferred
Fiscal 2001–2013



NSP II: Nurse Support Program II

Source: Governor’s Budget Books, Fiscal 2005-2013

Fiscal 2012 Actions

Proposed Deficiency

A proposed general fund deficiency appropriation of \$900,000 provides funds to secure legal services for representation in the lawsuit with the Coalition for Equity and Excellence in Maryland Higher Education. Another general fund deficiency appropriation of \$2,053,970 is for costs associated with MHEC’s relocation from Annapolis to Baltimore and is discussed further in Issue 1.

Proposed Budget

As shown in **Exhibit 5**, the fiscal 2013 allowance increases MHEC’s general funds \$945,927, or 1.8%, mainly due to mandated increases to the Sellinger Aid Program. However, after adjusting for a contingent reduction of \$1,344,148 in general funds to the Sellinger Aid Program, general funds decrease \$398,000, or 0.8%, mainly due to one-time deficiency appropriations offset by growth in salaries and fringe benefits.

Exhibit 5
Proposed Budget
Maryland Higher Education Commission
(\$ in Thousands)

How Much It Grows:	General Fund	Special Fund	Federal Fund	Reimb. Fund	Total
2012 Working Appropriation	\$51,524	\$14,813	\$4,495	\$775	\$71,607
2013 Allowance	<u>52,470</u>	<u>15,136</u>	<u>2,973</u>	<u>115</u>	<u>70,695</u>
Amount Change	\$946	\$323	-\$1,522	-\$660	-\$912
Percent Change	1.8%	2.2%	-33.9%	-85.1%	-1.3%
Contingent Reduction	-\$1,344	\$0	\$0	\$40	-\$1,344
Adjusted Change	-\$398	\$323	-\$1,522	-\$660	-\$2,256
Adjusted Percent Change	-0.8%	2.2%	-33.9%	-85.1%	-3.2%

R62I0001 – Maryland Higher Education Commission

Where It Goes:

Personnel Expenses

Leave payout and job reclassifications.....	\$100
Regular earnings.....	85
Employee and retiree health insurance.....	79
Turnover adjustments.....	74
State contribution to employee retirement	64
Social Security contributions	23
Other fringe benefit adjustments	1
Removal of one-time \$750 bonus	-31

Other Changes

Mandated Sellinger Program Aid.....	1,344
Increased funding for Washington Center Internships for Maryland students.....	50
Other miscellaneous adjustments	-12
Federal funds decreasing for Veterans Dependency and Indemnity Compensation	-69
Nurse Support Program II adjustment from decreasing hospital collections and better cost estimates	-108
Changes in the Educational Grants Program from phasing out of Interstate Optometry Compact and decreases in Improving Teacher Quality grant	-163
Completion of Private Donation Incentive Grants Program	-311
Reduction in fixed costs and utilities due to relocation to Baltimore	-419
Reduction in reimbursable funds from MSDE and DLLR.....	-419
Decline in CPIP matching funds with federal GEAR-UP grant through MSDE after grant ended and was not renewed.....	-1,200

Contingent Reductions

Sellinger Aid Program reductions from the BRFA of 2012.....	-1,344
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Total **-\$2,256**

- BRFA: Budget Reconciliation and Financing Act
- CPIP: College Preparation Intervention Program
- DLLR: Department of Labor, Licensing, and Regulation
- GEAR-UP: Gaining Early Awareness and Readiness for Undergraduate Programs
- MHEC: Maryland Higher Education Commission
- MSDE: Maryland State Department of Education

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

As shown in Exhibit 5, several major changes occur within MHEC’s operations and programs. The only two increases, totaling \$1.39 million, are a \$50,000 increase in funding to the Washington Center and a mandated increase to the Sellinger Aid program. Reductions total \$4.05 million, which includes the Budget Reconciliation and Financing Act (BRFA) of 2012 level funding Sellinger Aid.

MHEC also will save about \$420,000 in rent and utilities in fiscal 2013 due to its relocation. Additionally, some grant-related programs are being reduced. The Optometry Compact with the Pennsylvania College of Optometry has ended to save money. The Nursing Support II program has refined its budgetary estimates to better reflect costs. The College Preparation Intervention Program has no federal funds in the 2013 allowance; however, \$750,000 in general funds is provided for matching funds for MHEC to use for the College Access Challenge grant or matching funds for a renewed GEAR-UP grant with MSDE in fiscal 2013.

Other Changes

MHEC also operates two Guaranty Student Tuition Funds (GSTF) for the purpose of reimbursing student tuitions should a private career school (PCS) or a for-profit degree-granting school precipitously ceases operations in the State. One GSTF is for PCS and capped at \$2 million, while Chapter 277 of 2011 added a second GSTF relating to for-profit schools. Each PCS and for-profit school pays into their unique GSTF based upon its enrollment. GSTF special funds generated must be used to reimburse students and may be used for any other related closed school function deemed appropriate by the Secretary. In fiscal 2013, \$551,953 in revenues is appropriated from the fund, an increase of \$430,238. The precipitous closure of a school is difficult to predict; however, MHEC does not foresee any schools closing precipitously this fiscal year, so all of the increased funding from the GSTF is appropriated for general administrative purposes. MHEC supports 1 position related to the legal needs of the PCS group and allocates other PCS GSTF revenues to cover the costs of recordkeeping. If a PCS or for-profit were to shut down in fiscal 2013, MHEC would need to hire contractual staff to support records collection and maintenance. While the Secretary has the authority to reassess PCS should the monies in the PCS GSTF be insufficient to satisfy duly authorized claims, the increased use of these funds for administrative purposes makes an additional assessment all the more likely if a PCS should suddenly close. **MHEC should comment on why administrative costs related to GSTF have increased so markedly as to require about \$400,000 in additional GSTF revenue.**

Joseph A. Sellinger Formula

The BRFA of 2012 proposes to fund the Sellinger formula at \$38,445,958 in fiscal 2013. This is equivalent to 9.4% of the current year general fund appropriation per full-time equivalent student (FTES) at selected public four-year institutions. However, the Sellinger formula is not tied to a percentage of State funds per FTES again in fiscal 2013 or in fiscal 2014 through 2017 contingent upon passage of the BRFA. General fund expenditures for the Sellinger formula decrease by approximately \$1.34 million in fiscal 2013 from the statutory formula, as shown in **Exhibit 6**.

The BRFA of 2011 excludes students in in-state private colleges that are enrolled in classes that are joint ventures with for-profit institutions from the Sellinger aid calculation. This rule originally came about because of a proposed partnership between the National Labor College and the Princeton Review. Recently, this issue arose again with Baltimore International College (BIC), a private institution focusing on culinary arts and hospitality management in downtown Baltimore. In mid 2011, it faced de-accreditation for failing to address shortcomings identified in a

**Exhibit 6
Seller Projections
Fiscal 2012-2019**

	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
<u>Current Statute</u>										
Funding Level	9.2%	9.7%	10.0%	10.6%	11.1%	12.0%	13.0%	14.0%	15.0%	15.5%
Projected Appropriation*	\$38,446	\$39,790	\$42,556	\$46,847	\$50,999	\$57,311	\$64,569	\$72,402		
<u>Proposed BRFA of 2012</u>										
Funding Level	-	9.4%**	9.2%	9.0%	8.7%	8.5%	9.3%	11.3%	13.3%	15.5%
Funding per FTES	-	\$875.73	\$875.53	\$875.53	\$875.53	\$875.53	\$976.69	\$1,217.38		
Projected Appropriation**	-	\$38,446	\$39,014	\$39,599	\$40,193	\$40,796	\$46,192	\$58,439		
Savings with 2012 BRFA		\$1,344	\$3,542	\$7,248	\$10,806	\$16,516	\$18,377	\$13,963		

BRFA: Budget Reconciliation and Financing Act
FTES: full-time equivalent student

*Dollars in thousands.

**From fiscal 2013 to 2017, the funding per FTES is level funded by the 2012 BRFA. Funding level percentages are effective formula funding levels, not statutory.

Source: Budget Reconciliation and Financing Act of 2012; Department of Legislative Services

2007 accreditation review. To continue operations, BIC formed an affiliation with Stratford University, which was approved by MHEC and the Accrediting Council for Independent Colleges and Schools. On January 1, 2012, Stratford assumed all educational and operational functions of BIC. As Stratford is a private, for-profit institution, in the middle of fiscal 2012, BIC became ineligible for Sellinger aid. However, its share of the aid based on a BIC enrollment of 450 FTEs was redistributed to other eligible schools. This practice continues in fiscal 2013.

The Department of Legislative Services (DLS) recommends concurring in the reduction to Sellinger aid as proposed by the Governor. In addition, DLS recommends reducing Sellinger aid to nonpublic institutions by \$389,783 to reflect the removal of BIC from the list of Sellinger-eligible institutions.

Educational Grants

The Educational Grants Program provides financial assistance to State, local, and private entities to enrich the quality of higher education within the goals defined by the 2009 State Plan for Postsecondary Education. **Exhibit 7** shows educational grant appropriations for fiscal 2012 and 2013.

Although general funds for Educational Grants grew by \$8,625 to approximately \$7.29 million in fiscal 2013, general funds are down about 55% from a high in fiscal 2006 of approximately \$16.4 million. The total fiscal 2013 allowance decreases \$113,138, or 1.1%, in total funds by reducing grants to the Interstate Educational Compact in Optometry, as that program phases out, and in the Improving Teacher Quality program. However, State support for Maryland students to participate in internships through the Washington Center for Internships and Academic Seminars in Washington, DC increases by \$50,000. The Complete College Maryland program, new in fiscal 2012, retains the same level of funding.

**Exhibit 7
Educational Grants
Fiscal 2012-2013**

<u>Programs</u>	<u>2012 Estimate</u>	<u>2013 Allowance</u>	<u>Difference</u>
Federal Funds			
College Access Challenge Grant Program	\$1,500,000	\$1,500,000	\$0
Improving Teacher Quality	1,100,000	978,237	-121,763
<i>Subtotal</i>	<i>\$2,600,000</i>	<i>\$2,478,237</i>	<i>-\$121,763</i>
General Funds			
Complete College Maryland	\$250,000	\$250,000	\$0
OCR Enhancement Fund	4,900,000	4,900,000	0
Washington Center for Internships & Academic Seminars	25,000	75,000	50,000
Interstate Educational Compacts in Optometry	124,125	82,750	-41,375
UMB – WellMobile	285,250	285,250	
Harry Hughes Center for Agro-Ecology	200,000	200,000	
Regional Higher Education Centers	1,500,000	1,500,000	
<i>Subtotal</i>	<i>\$7,284,375</i>	<i>\$7,293,000</i>	<i>\$8,625</i>
Total	\$9,884,375	\$9,771,237	-\$113,138

OCR: Office of Civil Rights

UMB: University of Maryland, Baltimore

Source: Governor's Budget Books, Fiscal 2013

Issues

1. The Future of MHEC

MHEC is responsible for coordinating the overall growth and development of postsecondary education in Maryland to ensure that higher education activities serve the State's interest. The commission provides statewide oversight by establishing and updating the State Plan for Postsecondary Education every four years and approving new academic programs, regional higher education centers, and two- and four-year public and private institutions to operate in the State. For each public campus, the commission approves mission statements and recommends funding levels and priorities among institutions, in keeping with the State Plan. The commission also oversees academic matters; administers State support for community colleges, private institutions, and State student financial aid programs; and upon request by a local government, makes a recommendation to the Governor concerning the establishment of a new community college. MHEC also conducts research and produces official State data on graduation and retention rates and enrollment projections which are used by DLS and the Department of Budget and Management for budgeting and capital planning. Without such coordination, each segment would be left to act in its own interest, at significant potential cost to the State.

Institutional Knowledge and Capacity

Recent budget and personnel cuts have impacted MHEC's ability to effectively coordinate higher education activities. Through position reductions, retirements, and staff turnover, the organization has lost significant institutional knowledge and capacity in areas including financial aid analysis and educational grant administration. Furthermore, from fiscal 2010 to 2013, total personnel fell from 71.6 to 54.6 FTEs, a decline of 24%. During the same period, MHEC's administrative budget was reduced by \$2 million, or 26%, mainly due to cost containment. The agency has had two interim Secretaries of Higher Education since the last Secretary retired in December 2010, along with the Assistant Secretary. Finally, there are currently six other vacancies at MHEC, including a grants coordinator, an accountant, and an information technology director. This has directly impacted MHEC's workload and its ability to meet annual obligations. For example, the annual *Graduation and Retention Report* generally comes out in June, but the 2011 report has not yet been issued. Additionally, several public universities' revised mission statements have been pending approval for 11 months. The commission recently approved revised mission statements on January 25, 2012.

Commission Relocation

Although MHEC had a lease in Annapolis until May 2012, its offices were relocated in November 2011 to the Nancy S. Grasmick State Education Building in downtown Baltimore, which also houses the Maryland State Department of Education (MSDE). The collocation of these State agencies will achieve administrative efficiencies in areas such as information technology and physical infrastructure. This structure is also intended to improve coordination between the primary, secondary, and higher education segments, already underway through the efforts of the Governor's Pre-kindergarten-20 Council.

As shown in **Exhibit 8**, the costs for this move included moving fees to relocate from Annapolis to Baltimore and expenses to renovate the tenth floor of the Grasmick Building to make it suitable for office space, such as minor demolition; asbestos removal; and upgrading the heating, ventilation, and air conditioning system. A yearly parking lease of \$52,800 was also secured to facilitate the relocation of employees (parking in Annapolis had been free). The deficiency appropriation for total moving expenses is approximately \$2 million. **The Secretary should comment on how MHEC intends to carry out its mission and workload with fewer staff and increasing vacancies and when it expects to fill these vacancies, especially those which have been open for more than one year. The Secretary should also comment on the additional resources and authority, if any, that are needed for MHEC to fulfill its statutory mission. In addition, the Secretary should discuss how institutional knowledge at MHEC will be preserved in the future. Finally, the Secretary should comment on how the relocation to the Grasmick Building has affected its ability to carry out its mission and coordinate policy with MSDE.**

Exhibit 8
Maryland Higher Education Commission’s Relocation Costs

Moving Costs and Renovations	\$2,053,970	Deficiency for fiscal 2012
Annual Rent to DGS	211,000	
Annual Parking Lease	52,800	Only for two years to assist employees in relocation
Yearly Savings in Rent & Utilities	\$514,000	Estimate from MHEC

DGS: Department of General Services
MHEC: Maryland Higher Education Commission

Source: Maryland Higher Education Commission; Governor’s Budget Books, Fiscal 2013

2. A Simpler Formula for State Aid to Independent Institutions

The Joseph A. Sellinger Formula for Aid to Non-public Institutions provides State funding to 15 qualifying nonprofit independent colleges and universities, who are represented by the Maryland Independent College and University Association (MICUA). MICUA schools serve about 63,000 students annually and award 30% of all higher education degrees in Maryland.

The Sellinger formula uses a percentage of the State’s per-student funding for selected public four-year institutions to determine a per-student amount for the independent institutions. That amount is then multiplied by FTES enrollment at each institution to reach the total formula funding amount each year. Under the 2012 BRFA, however, the mandated percentage is replaced with a set per-student funding amount for fiscal 2014 through 2017, which is equal to the per-student funding amount for the program in the Governor’s fiscal 2013 budget plan. Therefore, the Sellinger formula is delinked from State funding of public four-year institutions for the next five years. Beginning in fiscal 2018, the formula will phase up to its original full funding level (15.5%) by fiscal 2021 and for all subsequent years.

Fiscal 2013 is the fourth consecutive year that the Sellinger program has been level funded. By setting a per-student amount to be used in the formula for fiscal 2014 through 2017, the 2012 BRFA allows funding to increase for enrollment growth. This is a simpler method of calculating Sellinger aid that would ensure more predictability for the State in budgeting the aid and would avoid repeatedly delaying any plan to ramp up aid many years into the future to reach the original statutory level (15.5%). As shown in **Exhibit 9**, with MICUA enrollment expected to grow and with the State’s statutory percentage of aid increasing dramatically under the BRFA, Sellinger aid from fiscal 2017 to 2019 will grow \$17.3 million, or 43.0%. If the fiscal 2012 to 2017 BRFA level of funding, which only increases based on MICUA enrollments, is maintained for all out-years, Sellinger aid would grow by approximately \$1.2 million, or 3.0%, from fiscal 2017 to 2019.

DLS recommends that the Sellinger formula permanently be based on a per-student funding amount set in statute, as the 2012 BRFA proposes for fiscal 2014 through 2017.

Exhibit 9
Cost of Sellinger in Out-years
Fiscal 2017-2019

<u>2012 BRFA</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>\$ Change</u> <u>2017-2019</u>	<u>% Change</u> <u>2017-2019</u>
Funding Level	8.5%	9.3%	11.3%		
Funding Per FTES	\$875.53	\$976.69	\$1,217.38		
Projected Appropriation*	\$40,796	\$46,192	\$58,439	\$17,643	43.2%
<u>Per FTES Funding</u>					
Funding Per FTES	\$875.53	\$875.53	\$875.53		
Projected Appropriation*	\$40,796	\$41,408	\$42,029	\$1,233	3.0%

BRFA: Budget Reconciliation and Financing Act
FTES: full-time equivalent student

*Dollars in thousands.

Source: Budget Reconciliation and Financing Act of 2012; Department of Legislative Services

3. Access and Success Funds

Access and Success funds (A&S) have been provided since fiscal 2001 to improve student retention and graduation rates at HBIs. Committee narrative in the 2011 *Joint Chairmen's Report* requires MHEC to collect and analyze progression, retention, and graduation data by cohort to evaluate the impact of A&S programs across HBIs. Despite the A&S funding, concerns continue over declining retention and graduation rates at HBIs.

Currently, the only discrete A&S programs for which MHEC is able to collect data are summer bridge programs. Several of the HBIs have recently restructured their A&S summer bridge programs, so the ability to directly compare year-to-year data may be limited in the future. Enrollments at Bowie State University (BSU) and the University of Maryland Eastern Shore (UMES) have shown recent decreases, which may be a concern from a performance monitoring standpoint because it is a best practice as identified by the HBIs.

The 2011 *Report on Outcomes of Students Participating in Access and Success Programs by Cohort* used 10 indicators to compare A&S students to the general first-year student population. Coppin State University (CSU) lacked data for fiscal 2009 and 2010 for reasons discussed in the 2010 report but provided data for fiscal 2011. The other three HBIs have data for all years. Updated data show a variety of strategies employed by the four HBIs. MHEC sees the greatest benefit of A&S funding as giving students “the tools to remain enrolled in the face of significant obstacles” in the form of summer classes and advising.

However, many concerns raised previously remain. MHEC highlighted two specific hurdles. First, completion rates for developmental courses remain low for three of the four institutions. CSU, BSU, and UMES had completion rates in mathematics ranging from 57.0 to 65.0%, while MSU achieved 100.0% completion. It is unclear from the report why many students are unable to complete classes when additional academic support is available. The second and more difficult hurdle is getting students to enroll in follow-up credit bearing courses in the same subjects, *i.e.*, enrolling in a college-level math class after taking remedial math. This metric, throughput completion rate in credit-bearing coursework, was not required to be submitted to MHEC. However, MSU did provide this data, which revealed that 82.0% of A&S students continued on to credit-bearing English classes but only 35.0% continued into math classes in their first year of college. For BSU, the same metrics were 20.0% for English classes and 5.5% for math classes, both of which are significantly lower than the general student population.

While flexibility in fund use has created diverse implementations at each of the HBIs, the 2011 report identifies “considerable variation” in how data are “collected, analyzed, and used to inform education policy.” As MHEC lacks the authority to hold HBIs accountable to the analysis of the A&S metrics, MHEC can only advise the schools to “collaborate on developing a more effective data collection process” and to integrate this data into future campus decisionmaking.

The Secretary should comment on specific steps the HBIs should take to improve student success and the additional authority that would be needed for MHEC to hold HBIs accountable for A&S outcomes.

Recommended Actions

1. Adopt the following narrative:

Report on Outcomes of Students Participating in Access and Success Programs by Cohort: The committees understand that as part of the State’s agreement with the federal Office for Civil Rights, the State has provided annual funding to Maryland’s public historically black institutions (HBIs) to improve retention and graduation rates. From fiscal 2001 to 2006, the funds were budgeted through the Maryland Higher Education Commission (MHEC) and released after each HBI submitted proposals to MHEC outlining how the funds would be spent in the coming year. Beginning in fiscal 2007, Access and Success funds were appropriated directly to the HBIs. The committees request that MHEC collect progression, retention, and graduation data from each public HBI on all students participating in the Access and Success program in fiscal 2012. Data should be analyzed and presented by institution and program. Data should include the throughput completion rate in credit-bearing coursework for required remedial classes. The report should include a summary of fiscal 2012 programs supported by Access and Success funds and a statement from each institution on how findings from the 2011 report have been used to inform and improve programs and student services supported by Access and Success funds. The report shall be submitted by October 15, 2012, and every year thereafter.

Information Request	Author	Due Date
Report on fiscal 2012 outcomes by cohort of students participating in Access and Success programs	MHEC	October 15, 2012

2. Concur with the following language to the general fund appropriation:

, provided that this appropriation shall be reduced by \$1,344,148 contingent upon the enactment of the Budget Reconciliation and Financing Act.

Explanation: Concur with the contingent reduction language on the Sellinger formula which level funds the grant at the fiscal 2012 amount.

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	<u>Amount Reduction</u>	
3. Reduce Sellinger aid to non-public institutions. In fiscal 2012, Baltimore International College (BIC) became ineligible for Sellinger aid due to its partnership with a for-profit institution. Although BIC is not eligible in fiscal 2013, the total amount of the grant is not reduced. This reduction represents BIC's portion of the funding.	\$ 389,783	GF
Total General Fund Reductions	\$ 389,783	

Updates

1. Lawsuit by Students at Historically Black Institutions

In 2006, the Coalition for Equity and Excellence in Maryland Higher Education, Inc. Brought suit against the State for alleged violations of the Civil Rights Act of 1964 and the Equal Protection Clause of the U.S. Constitution – both of which protect against discrimination on the basis of race, color, or national origin. The coalition argues operational budget funding, program duplication, and mission statement policies and practices are traceable to a de jure system of segregation and continue to have a discriminatory effect on the HBIs in the State. In June 2011, the U.S. District Court ordered the State and the coalition to undertake mediation in an attempt to reach a settlement. The plaintiffs include former, current, and prospective students of HBIs in the State. The parties did not reach an agreement, and a trial began on January 3, 2012.

Since 1969, the United States Office for Civil Rights (OCR) has required Maryland to submit plans to remove all vestiges of its formerly segregated system of higher education. Over the next 30 years, Maryland submitted and resubmitted various plans to OCR in order to enhance its public HBIs – BSU, CSU, MSU, and UMES. In December 2000, the State and OCR entered into a partnership agreement that included a commitment from the State to further enhance its four HBIs and to improve higher education opportunities for African American students.

Additionally, Maryland must comply with federal laws regarding unnecessary duplication of academic programs as established by the Supreme Court in *United States v. Fordice*, 505 U.S. 717 (1992). The court opined that a traditionally white institution (TWI) could not duplicate nonbasic bachelor's or graduate-level courses that are similar to existing courses at HBIs within close geographic proximity, unless sound educational justification exists. Under Maryland law, if an institution's objection to another institution's proposed academic program cannot be resolved, a final decision is made by MHEC, and that decision is not subject to further appeal or judicial review.

A 2005 decision by the Secretary of Higher Education authorized Towson University (TU), a TWI, to offer a joint Masters of Business Administration (MBA) program with the University of Baltimore (UB). MSU filed an objection to the decision. In November 2005, MHEC affirmed the decision to allow TU and UB to implement the new joint MBA program. Prompted in part by this decision, on October 13, 2006, the Coalition for Equity and Excellence in Maryland Higher Education, Inc. filed suit in Baltimore City against MHEC.

The trial is expected to last six weeks. The State and the plaintiffs are permitted to reach a settlement any time prior to final ruling and judgment (after exhaustion of all appeals). A settlement agreement would likely require the approval of the Board of Public Works. If there were any commitment to future funding in a settlement agreement, it would require the Governor to include such funding in the annual budget bill and the General Assembly to approve the funding.

2. Task Forces to Study Regional Higher Education Centers Established

Chapters 614 and 622 of 2011 established groups to study the need for additional higher education resources in historically underserved areas of the State (northeastern Maryland and southern Maryland). An interim report with a short-term strategy was due by December 1, 2011, and a final report with a long-term strategy is due by December 1, 2012.

The Southern Maryland Task Force was not appointed and did not submit an interim report.

The Northeastern Task Force submitted an interim report in December 2011, after reviewing the demographics and educational institutions in the Northeastern region, such as the existing Higher Education and Technology (HEAT) Center at Harford College and the Base Realignment and Closure (BRAC) effects around the Aberdeen Proving Grounds. The three working groups within the task force issued several recommendations that focused on creating a Northeastern Maryland Regional Higher Education Center. The group's six main proposals include:

- creating a ~~multi~~-geographic location" higher educational program at Cecil College, Harford College, the HEAT Center, and wherever else as deemed necessary;
- attaching the new education center's administration to the HEAT Center, and funding it at \$100,000 in the first year and \$250,000 in the second year of operations;
- funding and fast tracking the expansion of the HEAT Center through its three-phase renovation plan for a total of \$25 million over the next two fiscal years;
- expediting bachelor-level degree capacity in the region with post-associate degree programs (2+2 programs);
- annually updating the Governor and legislature regarding facilities expansion, and supporting programs to meet regional needs in coordination with MHEC; and
- supporting the creation of the University Research Park for doctoral and post-doctoral facilities and programs.

3. MHEC Approves Mission Statements

One of MHEC's main responsibilities (Education Article, §§11-302, 11-303) is review of mission statements every four years. Each institution's mission statement outlines who the institution teaches, what geographic area the campus serves, admission standards, and academic specializations. The document guides decisions concerning new academic program development and budgets to build on each institution's unique strengths and avoid unnecessary program duplication. MHEC received

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mission statements in February 2011. In January 2012, MHEC completed review of all institutions and concluded it should approve all mission statements.

Most institutions recommended no changes to their statements. However, a few changes are noteworthy:

- The University of Maryland Biotechnology Institute no longer exists, as it was reorganized and absorbed by other USM institutions.
- Three institutions requested minor name changes – Cecil Community College to Cecil College; University of Maryland Hagerstown to University System of Maryland at Hagerstown; Anne Arundel Community College at Arundel Mills Center to Anne Arundel Community College at Arundel Mills Center University Consortium.
- TU would like to change its Carnegie classification to Doctoral Research University from Masters (Comprehensive) University I.
- The University System of Maryland Center for Environmental Science may pursue degree-grant status, which would significantly alter the nature of the institute.

See **Appendix 4** for a summary of the mission statements.

Current and Prior Year Budgets

Current and Prior Year Budgets Maryland Higher Education Commission (\$ in Thousands)

	<u>General Fund</u>	<u>Special Fund</u>	<u>Federal Fund</u>	<u>Reimb. Fund</u>	<u>Total</u>
Fiscal 2011					
Legislative Appropriation	\$52,285	\$14,647	\$3,443	\$270	\$70,645
Deficiency Appropriation	235	0	0	0	235
Budget Amendments	0	0	1,000	674	1,674
Reversions and Cancellations	-825	-204	-2,299	-126	-3,454
Actual Expenditures	\$51,694	\$14,443	\$2,144	\$818	\$69,099
Fiscal 2012					
Legislative Appropriation	\$51,184	\$14,813	\$4,493	\$203	\$70,693
Budget Amendments	29	0	2	0	31
Working Appropriation	\$51,213	\$14,813	\$4,495	\$203	\$70,724

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

Fiscal 2011

A deficiency appropriation added \$234,579 in general funds to provide funds to secure legal services for representation for the Coalition in Equity and Excellence in Maryland Higher Education lawsuit.

Special funds decreased \$203,484 overall due to cancellations across educational grants to account for unused NSP II funds that were not awarded, and unused Guaranteed Student Tuition Grant and BRAC funds.

Federal funds decreased \$1,299,082 overall. Funds were increased by \$1,000,000 to appropriate funds for the college access grant from the federal government starting in August 2010 to June 30, 2011. A cancellation of \$2,299,000 represented the end of matching funds for the Gaining Early Awareness and Readiness for Undergraduate Program scholarship, obligated College Preparation Intervention Program grant funds, and other undisbursed scholarship funds from the Improving Teacher Quality Program.

Reimbursable funds from the Major Information Technology Development Fund (MITDF) increased \$673,798 to support the Maryland College Aid Processing System (MD CAPS). A cancellation of \$125,631 accounts for unused MITDF funds for upgrading and maintaining MD CAPS.

Fiscal 2012

General funds increased \$29,052, special funds increased \$484, and federal funds increased \$1,614 to allocate the \$750 employee bonus appropriated in the Department of Budget and Management.

**Object/Fund Difference Report
Maryland Higher Education Commission**

<u>Object/Fund</u>	<u>FY 11 Actual</u>	<u>FY 12 Working Appropriation</u>	<u>FY 13 Allowance</u>	<u>FY 12 - FY 13 Amount Change</u>	<u>Percent Change</u>
Positions					
01 Regular	52.60	50.60	50.60	0.00	0%
02 Contractual	6.00	6.00	4.00	-2.00	-33.3%
Total Positions	58.60	56.60	54.60	-2.00	-3.5%
Objects					
01 Salaries and Wages	\$ 4,066,956	\$ 4,035,740	\$ 4,430,796	\$ 395,056	9.8%
02 Technical and Spec. Fees	546,311	688,177	181,112	-507,065	-73.7%
03 Communication	140,508	86,867	80,007	-6,860	-7.9%
04 Travel	35,865	29,370	31,322	1,952	6.6%
06 Fuel and Utilities	37,447	41,871	18,769	-23,102	-55.2%
07 Motor Vehicles	6,042	11,272	63,773	52,501	465.8%
08 Contractual Services	1,055,445	748,193	690,353	-57,840	-7.7%
09 Supplies and Materials	36,774	32,703	27,703	-5,000	-15.3%
10 Equipment – Replacement	140	0	0	0	0.0%
11 Equipment – Additional	34,449	0	2,500	2,500	N/A
12 Grants, Subsidies, and Contributions	62,473,470	65,107,714	64,747,211	-360,503	-0.6%
13 Fixed Charges	665,844	824,848	421,203	-403,645	-48.9%
Total Objects	\$ 69,099,251	\$ 71,606,755	\$ 70,694,749	-\$ 912,006	-1.3%
Funds					
01 General Fund	\$ 51,694,181	\$ 51,524,431	\$ 52,470,358	\$ 945,927	1.8%
03 Special Fund	14,443,059	14,813,101	15,136,412	323,311	2.2%
05 Federal Fund	2,144,069	4,494,517	2,972,796	-1,521,721	-33.9%
09 Reimbursable Fund	817,942	774,706	115,183	-659,523	-85.1%
Total Funds	\$ 69,099,251	\$ 71,606,755	\$ 70,694,749	-\$ 912,006	-1.3%

Note: The fiscal 2012 appropriation does not include deficiencies. The fiscal 2013 allowance does not include contingent reductions.

**Fiscal Summary
Maryland Higher Education Commission**

<u>Program/Unit</u>	<u>FY 11 Actual</u>	<u>FY 12 Wrk Approp</u>	<u>FY 13 Allowance</u>	<u>Change</u>	<u>FY 12 - FY 13 % Change</u>
01 General Administration	\$ 6,086,107	\$ 6,335,753	\$ 5,812,518	-\$ 523,235	-8.3%
02 College Prep/Intervention Program	361,167	1,950,000	750,000	-1,200,000	-61.5%
03 Joseph A. Sellinger Program	38,445,957	38,445,958	39,790,106	1,344,148	3.5%
07 Educational Grants	9,151,285	9,884,375	9,771,237	-113,138	-1.1%
30 Private Donation Incentive Grants	214,580	311,391	0	-311,391	-100.0%
34 Major Information Technology Development Projects	640,668	241,010	241,010	0	0%
38 Nurse Support Program II	13,799,487	13,918,268	13,809,878	-108,390	-0.8%
39 Health Personnel Shortage Incentive Grant Program	400,000	520,000	520,000	0	0%
Total Expenditures	\$ 69,099,251	\$ 71,606,755	\$ 70,694,749	-\$ 912,006	-1.3%
General Fund	\$ 51,694,181	\$ 51,524,431	\$ 52,470,358	\$ 945,927	1.8%
Special Fund	14,443,059	14,813,101	15,136,412	323,311	2.2%
Federal Fund	2,144,069	4,494,517	2,972,796	-1,521,721	-33.9%
Total Appropriations	\$ 68,281,309	\$ 70,832,049	\$ 70,579,566	-\$ 252,483	-0.4%
Reimbursable Fund	\$ 817,942	\$ 774,706	\$ 115,183	-\$ 659,523	-85.1%
Total Funds	\$ 69,099,251	\$ 71,606,755	\$ 70,694,749	-\$ 912,006	-1.3%

Note: The fiscal 2012 appropriation does not include deficiencies. The fiscal 2013 allowance does not include contingent reductions.

Summary of Mission Statements for Community Colleges

<u>Public Two-year Colleges Institution and Carnegie Classification</u>	<u>Changes 2005-2010</u>	<u>2011 Proposed Changes/Initiatives</u>
Allegany College of Maryland Associate's Public Rural-serving Medium	No change in mission. New articulation agreements in the areas of personal finance, forestry technology, and office technology were finalized with K-12 partners.	Institutional objectives remain the same. College plans to increase the number of articulation agreements. Continue to embrace new technologies through the implementation of distance learning.
Anne Arundel Community College Associate's Public Suburban-serving Single Campus	No change in mission; reformatted and streamlined statement.	Institutional objectives align with current State Plan. The college plans to strengthen and more effectively integrate student support services, from recruitment to graduation, into a comprehensive continuum of proactive student support Plan of doubling the number of degrees, certificates, and certifications awarded in 10 years in response to President Barack H. Obama's 2009 program.
Baltimore City Community College Associate's Public Urban-serving Multicampus	No change in mission.	The college did not follow format, therefore there was no information on strategic plans or on State Plan goals.
Carroll Community College Associate's Public Suburban-serving Single Campus	No change in mission. Programs added: ASE in Computer Engineering and in Electrical Engineering. Joined the Mid-Maryland Allied Healthcare Education Consortium with Howard Community College, Frederick Community College, and health care providers to offer programs at Mount Airy College Center for Health Care Education.	Institutional objectives align with current State Plan. Intends to add new programs: Advertising, Alternative Energy Systems, Cyber Security, Digital Broadcast Communications, Fire Science Technology, Human Services—Gerontology, Museum/Curatorial Studies Management, Public Relations/Communications, and Technical Theatre over the next five years.
Cecil College Associate's Public Suburban-serving Single Campus	No change in mission. Strategic goals support its "learner-centered" focus; increasing number of 2+2 programs with four-year in-state and out-of-state institutions	Changed institution's name from Cecil Community College to Cecil College (2007). Institutional objectives align with current State Plan.

Public Two-year Colleges
Institution and Carnegie Classification

Changes 2005-2010

2011 Proposed Changes/Initiatives

Chesapeake College
 Associate's
 Public
 Rural-serving
 Medium

No change in mission

Institutional objectives align with current State Plan.

College of Southern Maryland
 Associate's
 Public
 Suburban-serving
 Multicampus

No change in mission.

Institutional objectives align with current State Plan.
 Pursuing greater institutional effectiveness through a Quality Improvement Process (QIP) to strengthen the integration of planning, assessment, and resource allocation.
 Seeking national recognition as a Center of Academic Excellence in Information Assurance Education.

Community College of Baltimore County
 Associate's
 Public
 Suburban-serving
 Multicampus

No change in mission.
 The college has grown more complex organizationally; developed three new Schools: School of Liberal Arts, School of Mathematics and Sciences; and School of Business, Social Sciences, Wellness & Education.
 Increase in full-time female and minority faculty.
 Numerous articulation agreements and partnerships have been established with four-year institutions, including partnership with Towson University to help students who take Community College of Baltimore County (CCBC) courses, taught by CCBC faculty, on Towson University's campus.

Institutional objectives align with current State Plan
 A third extension center at Randallstown/Liberty will be added.

Frederick Community College
 Associate's
 Public
 Suburban-serving
 Single Campus

No change in mission.
 Collaborated with Howard, Carroll Community College, and health providers to offer health care programs; established the Mid-Maryland Allied Healthcare Education Consortium to be housed at Mount Airy Center for Health Care Education.

The college added a statement of six core values.
 Institutional objectives align with current State Plan.

Garrett College
 Associate's
 Public
 Rural-serving
 Small

No change in mission.
 Added new facilities: Northern Outreach Center; Community and Athletic Recreation Center; and Career Tech and Training Center.

Institutional objectives align with current State Plan.
 The college states that it serves the higher education and lifelong learning needs of Garrett County, Maryland, and adjacent portions of West Virginia and Pennsylvania.
 The college envisions significant growth in its distance learning offerings due to planned improvements in the county's communications infrastructure.

Public Two-year Colleges
Institution and Carnegie Classification

Changes 2005-2010

2011 Proposed Changes/Initiatives

Hagerstown Community College

Associate's
 Public
 Rural-serving
 Medium

No change in mission.
 The college notes that its location is designated as an "Urban Growth Area" driven by the increase in population migrating from expansive metropolitan areas to Washington County.

Institutional objectives align with current State Plan.
 New facilities: Career Programs Building; Arts and Sciences Complex; Science, Technology, Engineering, and Mathematics; Theater; and Performing and Visual Arts Education Center.

Harford Community College

Associate's
 Public
 Suburban-serving
 Single Campus

No change in mission.

Institutional objectives align with current State Plan.
 The college added a statement of fundamental values.
 The college is exploring the development of a "first-year experience" program to enhance student success and retention.

Howard Community College

Associate's
 Public
 Suburban-serving
 Single Campus

No change in mission; although it has been abbreviated to a simple phrase.
 Added Associate of Science in Engineering programs.
 Joined the Mid-Maryland Allied Healthcare Education Consortium with Carroll College, Frederick Community College, and health providers to offer health programs at Mount Airy College Center for Health Care Education.

Institutional objectives align with current State Plan.
 The college has put into place programs designed to improve student success, such as "Step UP!" a coaching program; the First Year Experience, an expanded peer mentoring and leadership program.

Montgomery College

Associate's
 Public
 Suburban-serving
 Multicampus

No change in mission; although the wording has been revised to focus on three key goals.
 Increased the number of articulated degree programs with four-year institutions offered at University System of Maryland (USM) Shady Grove

Institutional objectives align with current State Plan
 Developed a diversity plan to be implemented over three years.
 Offers a partnership with USM Shady Grove that enables students to transfer more easily.

Prince George's Community College

Associate's
 Public
 Suburban-serving
 Single Campus

No change in mission; although it has been restated following a Strengths, Weaknesses, Opportunities, and Threats analysis.
 New early intervention initiatives designed to promote success of degree-seeking and transfer students.

Institutional objectives align with current State Plan.
 Designated as a National Center of Academic Excellence in Information Assurance two-year Education by the National Security Agency and the Department of Homeland Security.

Wor-Wic Community College

Associate's
 Public
 Rural-serving
 Medium

No change in mission or its statement.

The college did not follow format; therefore, there was no information on strategic plans.

Summary of Mission Statements for Four-year Institutions

Public Institution and 2010 Carnegie Classification	<u>1993-1998</u>	<u>1999-2000</u>	<u>2001-2005</u>	<u>2005-2010</u>	<u>2011 Proposed Changes</u>
Bowie State University 2005 Carnegie: Master's I 2010 Carnegie: Basic classification: Doctoral/Research University Graduate program classification: Single doctoral (education) Undergraduate: Professions plus arts and sciences, some graduate coexistence	Business Education Nursing Social Work Computer/Information Sciences	Offer the applied doctorate in Educational Leadership as part of its academic program emphasis, as well as the future goal of "exploration" to develop the applied doctorate in Information Technology.	Exploring doctoral programs in Computer Science, Information Technology, and Teaching. Final studies to be shared with commission prior to submitting program proposals.	No changes requested. New program: Second doctorate of applied science program in Computer Science (2006).	Bowie's mission statement remains focused on teacher education with the specific inclusion of Science, Technology, Engineering, and Mathematics (STEM) disciplines and their capacity for growth. Increasing STEM collaborations, e.g., the Computer Network Security Research initiative is a collaborative effort with Towson University to develop wireless sensor networks and virtual reality.
Coppin State University (CSU) 2005 Carnegie: Master's II 2010 Carnegie: Basic: Master's Colleges and Universities (smaller programs) Graduate: Post baccalaureate with arts and sciences (education dominant) Undergraduate: Balanced arts and sciences/ professions, some graduate coexistence	Education Nursing Human Services	No changes requested.	No changes requested.	The Maryland Higher Education Commission (MHEC) approved CSU's first doctoral level program: Doctorate in Nursing Practice (2010).	CSU's mission is fundamentally the same with a more focused articulation, specific inclusion of its historically black institution status, and clearer inclusion of mathematics and technology.

**Public Institution and
2010 Carnegie
Classification**

1993-1998

1999-2000

2001-2005

2005-2010

2011 Proposed Changes

Frostburg State University
2005 Carnegie: Master’s I
2010 Carnegie:
Basic: Master’s Colleges
and Universities (larger
programs)
Graduate
Post baccalaureate with
arts and sciences
(education dominant)
Undergraduate:
Balanced arts and
sciences/professions, some
graduate coexistence

Education
Business
Environmental Studies
Creative and
Performing Arts

No changes requested.

No changes requested.

Requested to change to
include language for “a
select set of ...doctoral
programs”.
New programs: Registered
Nurse to Bachelor of
Science (BS) Nursing
degree program (2008);
BS in Engineering with
concentrations in
Electrical Engineering,
Materials Engineering,
Industrial Chemistry, and
Engineering Management
(2008).

May add Master’s of Science
(MS) in Nursing.
Plan to offer first doctorate, an
Ed.D.
Plan to increase number of
international students.
New Sustainable Energy
Research Facility to serve as
academic clearinghouse on
sustainable energy
technologies, research and
wind-solar energies.

Salisbury University
2005 Carnegie: Master’s I
2010 Carnegie:
Basic: Master’s Colleges
and Universities (larger
programs)
Graduate:
Post baccalaureate with
arts and sciences
(education dominant)
Undergraduate: Balanced
arts and sciences/
professions, some
graduate coexistence

Education
Nursing
Business

No changes requested.

No changes requested.

No changes requested
Expanded MS in Social
Work to regional centers:
Eastern Shore Higher
Education Center and
USM Hagerstown (2006)

Proposes to add more
undergraduate degrees,
specialized masters programs,
and new doctorates in Literacy
Education and nursing practice.
Will increase number of off-
campus programs and distance
education offerings.

**Public Institution and
2010 Carnegie
Classification**

1993-1998

1999-2000

2001-2005

2005-2010

2011 Proposed Changes

Towson University

2005 Carnegie: Master’s I
2010 Carnegie:
Basic: Master’s Colleges
and Universities (larger
programs)
Graduate: Doctoral,
professional dominant
Undergraduate
Balanced arts and
sciences/ professions,
some graduate coexistence

Education
Business
Fine and Performing
Arts
Writing
Women’s Studies

New applied doctoral
degree programs:
Audiology,
Occupational Science
and Education.
Future goals:
(1) Develop graduate
programs that combine
the institution’s
expertise in business
with specific content
areas; and (2) explore
feasibility of applied
doctorate in
Information
Technology.

New program:
applied doctorate in
Instructional
Technology.

No changes requested.
New programs: MS in
Homeland Security
Management (2005), and
Applied Physics (2009);
BS in Integrated Early
Childhood Ed/Special Ed:
Infant/Primary (2009).
Baltimore Hebrew
University closed, and its
programs transferred to
Towson University
(2009).

Plans to address
urban/suburban issues and
improve well-being of
Baltimore Metro region and
Maryland; articulation
agreements and memorandum
of understandings with other
institutions and private
industry. Increase in off-
campus program offerings;
foresees change in Carnegie
classification to Doctoral
Research University.

**University of Baltimore
(UB)**

2005 Carnegie: Master’s I
2010 Carnegie:
Basic: Master’s Colleges
and Universities (larger
programs)
Graduate
Single doctoral (other
field)
Undergraduate:
Professions focus, some
graduate coexistence

Law Enforcement
Legal Studies
Business
Law
Public Administration
Public Design
Corp. Communication
Comm. Design

Advanced professional
programs in areas of
approved program
emphasis including
Psychology, Business
and Public
Administration;
reaffirm the university’s
authority to admit a
limited number of
sophomore students.

No changes requested.
Proposed changes:
Expansion to accept
freshmen; develop the
applied doctorate in
Management of
Information Systems;
add new master’s
programs: Technology
applied fields;
E-commerce; and
Library Technology;
add Certificate of Adv.
Study in Management;
and additional applied
doctorates.

No changes requested.
New programs: BS in
Real Estate and Economic
Development (2006);
Bachelor of Arts (BA) in
Environmental
Sustainability and Human
Ecology (2009); and BA
in International Studies
(2009.)
Expanded programs to
USM Shady Grove.

Plan to expand programs in
technology and applied fields.
Expanding online programs,
e-learning across the
curriculum, and online
pedagogy.

**Public Institution and
2010 Carnegie
Classification**

1993-1998

1999-2000

2001-2005

2005-2010

2011 Proposed Changes

**University of Maryland,
Baltimore (UMB)**

2005 Carnegie:
Specialized University
2010 Carnegie:
Basic: Special Focus
Institutions – Medical
schools and medical
centers
Graduate: Special focus
institution
Undergraduate: Special
focus institution

Health Professions
Allied Health
Biomedical Science and
Technology
Social Work
Law

No changes requested.

No changes requested.
Considering
increasing in number
of pharmacy
programs, adding a
Doctorate of Nursing
(DNP), and
developing other
nursing programs.

No changes requested.
New programs: Master’s
in Law (LLM) in 2008
and applied DNP in Nurse
Practice (2006).
Expanded Pharm.D. To
USM Shady Grove.

Extending health science
programs, faculty, and
conducting research at new
USM Institute for Biotech and
Bioscience Research at Shady
Grove with the University of
Maryland, College Park
(UMCP), UB, and the
University of Maryland
Baltimore County (UMBC)
partners; to increase
technology commercialization
efforts.
Schools of Law, Medicine,
Nursing, Pharmacy and Social
Work moved up in national
rankings.

**University of Maryland
Baltimore County**

2005 Carnegie:
Doctoral/Research
University-Intensive
2010 Carnegie: Basic
Research Universities
(high research activity)
Graduate:
Doctoral, STEM dominant
Undergraduate: Arts and
sciences focus, some
graduate coexistence

Sciences
Mathematics
Engineering
Information and
Computer Sciences
Public Policy

No changes requested.

No changes requested.
Develop offerings in
emerging fields, *e.g.*,
bioscience and
environmental science.
Carnegie classification
changed in 2000,

No changes requested.
The general education
curriculum has been
revised.
Collaboration with UMB
to address research and
graduate training needs
within the region and
State remains a priority.

Continue adapting and creating
new technologies for
commercial use.
Augment commitment to
advance STEM achievements
among underrepresented
groups.
UMBC is the nation’s leading
predominantly White
baccalaureate institution that
graduates African American
Doctorates in the natural
sciences and engineering and
sends large numbers of
minorities to graduate and
professional schools across the
nation.

**Public Institution and
2010 Carnegie
Classification**

1993-1998

1999-2000

2001-2005

2005-2010

2011 Proposed Changes

**University of Maryland,
College Park**
2005 Carnegie: Doctoral/Research
Extensive
2010 Carnegie: Basic:
Research Universities
(very high research activity)
Graduate: Comprehensive
doctoral with medical/veterinary
Undergraduate: Balanced
arts and sciences/
professions, high graduate
coexistence

Environmental Sciences
Business
Public Policy
International Affairs
Engineering
Journalism

No changes requested.

No changes requested.

No changes requested.
New programs: Ph.D. In
Anthropology (2006);
Master’s in Health
Administration (2007);
Ph.D. In Maternal and
Child Health (2007); MS
and Ph.D. In
Environmental Science
and Technology were
approved (2008).
The general education
curriculum has been
revised.

UMCP expects to perform and
be funded at the level of the
very best public research
institutions.
The new general education
program encourages study of
large societal problems from
disciplinary and
interdisciplinary perspectives.

**University of Maryland,
Eastern Shore (UMES)**
2005 Carnegie: Research
University-Intensive
2010 Carnegie: Basic: Master’s Colleges
and Universities (smaller
programs)
Graduate:
Doctoral, professional
dominant
Undergraduate:
Professions plus arts and
sciences, some graduate
coexistence

Agriculture
Marine and
Environmental Sciences
Hospitality
Technology

No changes requested.
Reaffirm the
institution’s existing
mission statement;
delay development of
proposed doctoral
degrees in
Organizational
Leadership, Agriculture
and Food Science, and
Allied health.
Considering
engineering degree
emphasis.

No changes requested.
Proposed changes:
establish doctoral
programs in food and
agricultural sciences,
physical therapy, and
organizational
leadership; add
professional doctorate
in pharmacy and
undergraduate
engineering pending
final study to be
shared with MHEC
prior to submitting
program proposals

No changes requested.
New programs: first BS in
Professional Golf
Management in Maryland
(2006); BS in Engineering
(2007); and Pharm.D. In
Pharmacy (2008).

UMES aspires to become a
doctoral research university.
Proposes to add five new
degrees: BS in Unmanned
Aerial Systems; MS in
Emergency Management; MS
in Accounting; and MS and
Ph.D. In Biochemistry. Also
considering extending the
Ph.D. In Organizational
Leadership and other programs
to the Eastern Regional Higher
Education Center.
Plans to create an
Entrepreneurial Institute.

**Public Institution and
2010 Carnegie
Classification**

1993-1998

1999-2000

2001-2005

2005-2010

2011 Proposed Changes

**University of Maryland
University College**
2005 Carnegie: Master’s I
2010 Carnegie:
Basic:
Master’s Colleges and
Universities (larger
programs)
Graduate:
Postbaccalaureate with
arts and sciences (business
dominant)
Undergraduate: Balanced
arts and
sciences/professions, some
graduate coexistence

General Studies
Management
Noncredit

MHEC approved
change in mission to
offer new degree level
(doctorate) and first
applied doctoral degree
in management.

Designated
–Maryland’s Open
University” by law in
2005; statewide
instruction/campus;
–Global University”
text included in
mission statement.

No changes requested.
New undergrad programs:
Homeland Security; Cyber
Security; and Emergency
Management (2007)
New Masters programs in
cyber security (2009) and
cyber security policy
(2010).

Plans to continue to emphasize
applied, workforce relevant
programs, which include
noncredit professional
development programs.
Online and globalized learning
continue to be emphasized.

**University of Maryland
Center for Environmental
Science (UMCES)**
(Specialized research
institution; no Carnegie
Classification)

A research/public
service institution in the
science of coastal
environments including
their watersheds.
Administers the
Maryland Sea Grant
College and numerous
collaborative programs
with other institutions

No changes requested.

No changes requested.

Participates in Integration
and Application Network;
collaborate to expand
graduate programs; and
enhance the Sea Grant
College.

Mission and role may possibly
change to allow graduate
degree-granting status.

Morgan State University
2005 Carnegie: Research
University-Intensive
2010 Carnegie:
Basic: Doctoral/Research
Universities
Graduate:
Doctoral, professional
dominant
Undergraduate:
Professions plus arts and
sciences, some graduate
coexistence

Business
Education
Engineering
Science

Statutorily designated
Maryland’s Public
Urban University in
Maryland Code.
Identified for
development of
doctoral programs.
New doctoral programs
include Public Health,
Business Admin,
Bio-Environmental
Science, and Higher
Education.

New doctoral
programs: English
and Social Work.
Carnegie classification
changed to Research
University-Intensive
(2004).

The mission statement has
been abbreviated but
essentially remains
unchanged.
New doctoral programs:
Psychometrics, Nursing,
and Industrial and
Computational
Mathematics.

The university’s vision
statement: –Morgan State
University is the premier
public urban research
university in Maryland...”

Public Institution and 2010 Carnegie Classification	<u>1993-1998</u>	<u>1999-2000</u>	<u>2001-2005</u>	<u>2005-2010</u>	<u>2011 Proposed Changes</u>
St. Mary’s College of Maryland 2005 Carnegie: Baccalaureate College-Liberal Arts 2010 Carnegie: Basic: Baccalaureate Colleges--Arts and Sciences Graduate: Single post baccalaureate (education) Undergraduate: Arts and sciences focus, no graduate coexistence	Provides a traditional liberal arts Education” in a limited number of fields in the arts and sciences.	Statutorily designated the State’s Public Honors College ” in Maryland Code.	Added new degree level with new Master’s of Arts in Teaching (2005). Mission focus remains centered on undergraduate education; not planning to request a change in its Carnegie classification.	No changes requested.	No changes requested.

Regional Higher Education Centers

<u>Name of Center</u>	<u>Location</u>	<u>Governance</u>	<u>Partner Institutions</u>
Anne Arundel Community College at Arundel Mills University Consortium	Arundel Mills	Anne Arundel Community College	Anne Arundel Community College Frostburg University McDaniel College Notre Dame of Maryland University University of Maryland University College
Eastern Shore Higher Education Center	Chesapeake College	Chesapeake College	Chesapeake College Gratz College (out-of-state (OOS)) Salisbury University Stevenson University University of Maryland Eastern Shore University of Maryland University College
Higher Education and Applied Technology (HEAT) Center	Bel Air, Maryland	Harford Community College	Harford Community College Johns Hopkins University Morgan State University Notre Dame of Maryland University Towson University University of Maryland, College Park University of Phoenix (OOS)
Laurel College Center	Laurel, Maryland	Howard Community College and Prince George's Community College	Howard Community College Morgan State University Notre Dame of Maryland University Prince George's Community College Towson University University of Maryland, College Park University of Maryland University College
Southern Maryland Higher Education Center (SMHEC)	California, Maryland	SMHEC Board of Governors	Bowie State University Capitol College Catholic University (OOS) George Washington University (OOS) Gratz College (OOS) Harrisburg University of Science and Technology (OOS) Johns Hopkins University Notre Dame of Maryland University Stevenson University Towson University University of Maryland, College Park University of Maryland University College Washington Adventist University Webster University (OOS)

<u>Name of Center</u>	<u>Location</u>	<u>Governance</u>	<u>Partner Institutions</u>
University of Maryland at Hagerstown	Hagerstown, Maryland	University System of Maryland	Frostburg State University Salisbury University Towson University University of Maryland, Baltimore University of Maryland, College Park University of Maryland University College
The Universities at Shady Grove	Shady Grove, Maryland	University System of Maryland	Bowie State University Salisbury University Towson University University of Baltimore University of Maryland, Baltimore University of Maryland Baltimore County University of Maryland, College Park University of Maryland Eastern Shore University of Maryland University College USM Institute for Biotechnology and Bioscience Research
Waldorf Center for Higher Education	Waldorf, Maryland	College of Southern Maryland University of Maryland University College	College of Southern Maryland Towson University University of Maryland University College