



Your Life. Powered By Learning

Chair Maggie McIntosh
Vice Chair Mark S. Chang
Appropriations Committee
House Office Building, Room 121
Annapolis, Maryland 21401

March 9, 2021

Re: HB1130

Dear Chair McIntosh, Vice Chair Chang and members of the Appropriations Committee,

The HB1130 bill is, simply, an augmentation to last year's SB294 bill that was passed into law. During the introduction and debate on last year's bill, there was repeated mention of providing quality education to veteran students. While the aim of the legislation to improve the quality that veteran students receive is admirable, educational quality is in no way dependent on the source of funds required to attain that education. SB294 purports to insure quality education for veterans through determining which type of money can be used to pay for that education. HB1130 has inserted five measurements of quality that are readily available for review either through the accrediting body that has granted an institution accreditation or through review on IPEDS data. Generally, the information from an accrediting body reveals data from the prior academic year, while information from IPEDS has data from 3-4 years prior to the current year. In either case, quality can be evaluated on the basis of student retention rate, student graduation rate, student in-field placement rate and (if applicable) graduate credentialing rate. Additionally, quality can also be determined, to a lesser extent, with the evaluation of cohort default rate.

Due to the application of SB294 solely to schools that operate under a for-profit tax designation, the quality appellation for veterans' education does not account for students who opt to attend public or private non-profit institutions. In an effort to demonstrate how the measurements listed above compare between for-profit and non-profit institutions, the data below is a comparison between one for-profit career school in Prince George's county and three non-profit community colleges in Prince George's, Charles and Montgomery counties. All four institutions have similar programmatic career focused offerings such as medical assisting, dental assisting, and pharmacy technician training. The chart below shows comparisons in quality measurements, across all four institutions, taken from IPEDS College Navigator data (<https://nces.ed.gov/collegenavigator/>) in data reported for first time students started their programs of study in the 2016-2017 academic year.

Additionally, for-profit institutions work directly with potential employers who are looking for graduates who have studied specific topics and had an opportunity to demonstrate their skills in a live externship and/or clinical environment. The costs associated with creating those learning experiences are rolled into the total tuition and fees and for-profit institutions, but may be an additional charge at non-profit institutions.

Respectfully Submitted,

Cyndie Shadow, PhD
Campus President

COMPARISON OF COMMUNITY COLLEGE OUTCOMES TO FOR-PROFIT COLLEGE OUTCOMES IN & AROUND PRINCE GEORGES COUNTY

2016-2017 IPEDS Measurement	College of Southern Maryland	Montgomery County CC	Prince George's County CC	Prince George's County for-profit
First Time Full Time Student Retention	65%	75%	64%	73%
First Time Full Time Student Graduation Rate within 150% of program length	31%	22%	12%	67%
First Time Full Time Student Transfer Rate within 150% of program length	16%	22%	25%	0*
Combined First Time Full Time Graduation and Transfer Rates within 150% of program length	47%	44%	37%	67%
Average net price	\$8,007	\$8,535	\$8,136	\$16,755**

*Transfer rates are not included in the for-profit institution because students choose to enter programs that are designed to move them directly into a career rather than transferring to an additional program.

**The net price includes credentialing examinations, career placement assistance, all books and fees, which a student is made aware of at the time of enrollment. Students sign an enrollment agreement with the total cost of the program and there is not a tuition increase for those students who complete their academic programs without exiting and returning to the program