

SB 5 - State Board - SUPPORT.pdf

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Position: FAV

TO: Senate Education, Energy, and Environment Committee

BILL: Senate Bill (SB) 5 – Higher Education - University System of Maryland, Morgan State University, and St. Mary's College of Maryland - Guaranteed Admissions

DATE: January 24, 2024

POSITION: Support

Chair Feldman and Members of the Senate Education, Energy, and Environment Committee,

The Maryland State Board of Education (State Board) and the Maryland State Department of Education (MSDE) would like to express our support for **SB 5**, which requires the University System of Maryland, Morgan State University, and St. Mary's College of Maryland to develop policies that guarantee admission for freshmen applicants who graduate from a public or nonpublic high school in the State and are in the top 10% of their high school class.

We believe that the intent of this bill is consistent with the steps taken by the State Board to emphasize GPA and longitudinal performance of students throughout high school. It also produces a natural pathway for college and career-ready high school students to attend Maryland institutions of higher education.

In recent months, the State Board and MSDE have deliberated over the adoption of a new college and career readiness standard that would include multiple measures of student achievement alongside or in addition to performance on standardized assessments, including a student's GPA. During its January 23, 2024 meeting, the State Board adopted a standard that would provide students with multiple measures for demonstrating college and career readiness including a pathway that emphasizes earning a 3.0 GPA by 10th grade as an early indicator of college and career-readiness.

This decision was based on careful consideration of research and evaluation of student success in higher education. An independent study commissioned by MSDE demonstrated that earning a 3.0 GPA is a quality predictor of postsecondary success and is more inclusive. As we carry forward with this standard at the secondary school level, the consistent focus on achievement metrics, such as GPA, is a welcome step towards ensuring an effective pipeline of college and career-ready students who are inclined to succeed in postsecondary endeavors.

The State Board and MSDE encourage the committee to consider the size and scope of emerging applicant pools from Maryland's high schools as it deliberates SB 5. We stand ready to partner with local school systems and institutions of higher education on any implementation challenges presented in the legislation.

The State Board and MSDE request a favorable committee report on **SB 5**. Please contact Dr. Akilah Alleyne, Executive Director of Government Affairs, Education Policy, and Government Relations, at Akilah.alleyne@maryland.gov or at 410-767-0504 or Zach Hands, Executive Director of the State Board, at Zachary.hands1@maryland.gov or at 443-915-6094, if you would like any additional information.

SB5-Top 10%-Testimony-FINAL.pdf

Uploaded by: Malcolm Augustine

Position: FAV

MALCOLM AUGUSTINE
Legislative District 47
Prince George's County

PRESIDENT PRO TEMPORE

Executive Nominations Committee

Education, Energy and the
Environment Committee



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THE SENATE OF MARYLAND
ANNAPOLIS, MARYLAND 21401

January 24, 2024

Senate Bill 5 - Higher Education – University System of Maryland, Morgan State University, and St. Mary's College of Maryland – Guaranteed Admissions

Dear Colleagues,

I am pleased to present **Senate Bill 5 - Higher Education – University System of Maryland, Morgan State University, and St. Mary's College of Maryland – Guaranteed Admissions**, which will establish a fair and inclusive admissions process that ensures deserving high school applicants in the State of Maryland are guaranteed equitable opportunities to pursue higher education. This legislation mandates each university to develop an admission policy that requires the admission of certain high school applicants as freshmen, provided they meet specific criteria.

These criteria are carefully crafted to ensure that admission decisions prioritize local talent and academic excellence. By focusing on applicants who graduate from Maryland high schools and rank in the top 10% of their respective classes, the bill aims to foster a more inclusive and merit-based admission process.

Texas House Bill 539, enacted in response to the Hopwood v. Texas decision, successfully implemented an auto-admissions program to address disparities in university admissions. Texas also promoted collaboration between institutions and low-performing high schools through its Education Code, resulting in improved college-going rates for specific ethnic groups. To further efficacy, it is Maryland's responsibility to offer alternative admissions paths and foster early recruitment efforts, mirroring Texas' success in addressing educational disparities. Additionally, *twelve* other states have established auto-admissions policies to address socioeconomic disparities in higher education.

The University of Maryland, in particular, typically accepts around 23,000 students. Considering that 65,000 students, on average, graduate in the State of Maryland, approximately 6,500 would qualify for automatic admission within the University System of Maryland, including Morgan State University and St. Mary's College of Maryland. Additionally, with the yield of approximately 28%, the University of Maryland would only see 1,820 students successfully enroll out of that number. It should be noted that this legislative provision guaranteeing admissions to the top 10% of students has little to no impact on enrollment statistics.

This legislation is of utmost importance; it addresses issues of accessibility, diversity, and academic achievement within our higher education institutions. By promoting the inclusion of

MALCOLM AUGUSTINE
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This bill aligns with the principles of equal opportunity and fair representation. It recognizes the potential of students who have demonstrated exceptional academic prowess during their high school years, irrespective of their socioeconomic backgrounds.

Thank you for your attention to this critical matter. I urge the committee to give a **favorable** report for **Senate Bill 5 - Higher Education – University System of Maryland, Morgan State University, and St. Mary's College of Maryland – Guaranteed Admissions.**

Sincerely,

A handwritten signature in cursive script that reads "Malcolm Augustine".

Senator Malcolm Augustine

To: Members of the General Assembly

From: The Office of Senator Malcolm Augustine

Date: January 24, 2024

Re: Top 10% Admissions Bill Research



Proposed Bill: SB0005

The proposed bill would require the University System of Maryland, Morgan State University, and St. Mary’s College of Maryland to establish admissions policies that require the institutions to admit as freshmen, certain high school applicants in the state; and generally relating to admissions in the University System of Maryland, Morgan State University, and St. Mary’s College of Maryland. The criteria for automatic admission require that (1) the student be a graduate from a public or nonpublic high school in the state, and (2) the applicant must be in the top 10% of their high school class.

School	# of students	# of Maryland Residents	American Indian or Alaska Native	Black or African American	White	Hispanic	Multi, Non-Hispanic	Unknown	Native Hawaiian or Pacific Islander	Asian
University of Maryland, College Park	30,353	23,329	33 (0.1%)	3,833 (12.6%)	12,628 (41.6%)	3131 (10.3%)	1456 (4.8%)	1367 (4.5%)	16 (0.1%)	6,772 (22.3%)
University of Maryland, Baltimore County	10,625	N/A	3 (0.0%)	2,427 (19.6%)	3,447 (30.6%)	989 (7.9%)	622 (4.8%)	157 (1.6%)	6 (0.1%)	2,474 (19.3%)
University of	6,931	N/A	3	1,317	3,148	604	277	105	3	1,086

Maryland, Baltimore			(0.0%)	(19.0%)	(45.4%)	(8.7%)	(4.0%)	(1.5%)	(0.0%)	(15.7%)
St. Mary's College of Maryland	1,491	N/A	0 (0%)	170 (11.4%)	1,041 (70%)	128 (9%)	76 (5%)	12 (1%)	8 (1%)	53 (4%)
Morgan State University	8,187	5,094	12 (.14%)	6,264 (76.5%)	164 (2%)	406 (4.95%)	251 (3%)	985 (12%)	3 (.03%)	39 (.47%)

Maryland University System Demographics at a Glance

Source(s):

<https://s7445.pcdn.co/ir/wp-content/uploads/sites/60/2023/02/CDS-2022-2023-final.pdf>

<https://www.morgan.edu/Documents/ADMINISTRATION/OFFICES/InstResearch/Fall2022StudentDemographicsSpreadsheet.pdf>

<https://www.usmd.edu/IRIS/>

https://umbc.app.box.com/s/qq87ifr5I3hdibd252873fdave7i9osbstuprofile_allug.pdf (umd.edu)

[stuprofile_allug.pdf](https://umbc.app.box.com/s/qq87ifr5I3hdibd252873fdave7i9osbstuprofile_allug.pdf) (umd.edu)

Existing Diversity Initiatives

University of Maryland, College Park published its most recent Strategic plan for diversity in 2012. Prior to publication, UMD's diversity is well summarized by the following data.

Diversity Accomplishments (Pre-2012)

- Students of color comprise 34% of the undergraduate student body
- African American students constitute 12% of our undergraduates
- Asian American students comprise 15% of Maryland's undergraduates
- The Hispanic American student population increased 29% at the undergraduate level and 58% at the graduate level from 2001-2009
- In a 2010 study by the Education Trust, the university had the fourth highest ranking for 2007 graduation rates of minorities among public research universities

(Strategic Plan for Diversity Implemented in 2012)

- The president will appoint a chief diversity officer who reports directly to the president and is a member of the President's cabinet
- The university will create an office of University Diversity led by the chief diversity officer. The officer and his or her staff will advocate for diversity and equity issues; provide active oversight, coordination, and evaluation of work in these areas; track university progress in meeting the goals of the diversity strategic plan; and encourage and support the efforts of units to achieve their diversity goals
- The Division of Academic Affairs will adopt innovative, high-contact recruitment models, including those that employ alumni of color and international alumni, to attract a diverse student body from all areas of the state, the nation, and the world. The university will set appropriate goals for increasing enrollment
- The university will increase the percentage of undergraduate students from underrepresented groups to a target of at least 38% of the total enrollment by 2018 (As of Fall 2022, minority students make up approximately 47% of the student body, not accounting for international students or unknown)
- The university will continue to create scholarship and financial aid programs to ensure that higher education is accessible to diverse undergraduates, particularly low-income, first-generation students
- The Division of Academic Affairs will support initiatives that enhance the academic preparation of low income, first-generation students during their pre-college years, and that encourage their college attendance,
- The university will regularly review its 27 admission factors, including academic achievement, standardized test scores, and other criteria, to ensure that admissions procedures do not negatively impact women, minority, and low-income students. Members of the university community should make every effort to share information about the individualized, holistic evaluation of student application to the university.
- The university will work to close the academic achievement gap by bringing the graduation rates of African American, Hispanic, and Native American students in line with those of the general student body. Specifically, the university will reduce the discrepancy between the six-year graduation rate of students from the above groups and that of all students to 5% or lower by 2018

Current Offices, Programs, and Initiatives to promote campus diversity

(2018)

- Nyumbu Cultural center
- Office of Multi-ethnic student education
- Disability Support Services
- Office of Lesbian, Gay Bisexual, and Transgender Equity

- Maryland Incentive Awards Program
- Office of Multicultural Involvement and Community Advocacy

Task Force Recommendations (2018)

- Promote values statement
- Develop comprehensive training & education initiatives
- Implement Hate-Bias Protocol, Program & Reporting
- Develop a professional development program
- Create an advisory diversity council
- Create a feeder program

Sources

<https://cdn2.assets-servd.host/diversity-inclusion/production/files/default/DI-Recommendations-and-Commonalities.pdf?dm=1654707348>

Similar Legislation & History

House Bill (HB) 539, amended Texas Education Code §51.803.

“Each general academic teaching institution shall admit an applicant for admission to the institution as an undergraduate student if the applicant graduated with a grade point average in the top 10 percent of the student’s high school graduating class in one of the two school years preceding the academic year for which the applicant is applying for admission.”

a. Eligibility Requirements

- Must have graduated from a public or private high school in Texas that is accredited by a generally recognized organization or from a high school operated by the DOD.
- 1500 out of 2400 on the SAT and/or equivalent score on the ACT

b. Notification Component

- Each high school in the school district must post appropriate signs regarding automatic college admission as outlined under the uniform admissions policy. Including: counselors office, principles office, and administrative building.
 - Each counselor and class advisor receive a detailed explanation of the substance of the Uniform Admission Policy; provide each student, at the time the student first registers for one or more classes required for high school; require that each high school counselor and senior class advisor explain to eligible students the substance of the Uniform Admissions Policy; schools are required to provide written notification of eligibility for automatic college admissions under the policy to students before the 14th day after the last day of the fall semester.
 1. Each eligible senior,
 2. Each Junior with a GPA within the top 10 percent,
 3. The student’s parent or guardian
- c. Exceptions**
- The University of Texas at Austin is not required to offer admission to applicants who qualify under Subsection (a) in excess of the number required to fill 75 percent of the university’s enrollment capacity designated for first-time resident undergraduate students.
Parents must be notified of changing qualifications based on class rank if UT Austin reaches its enrollment capacity.
 - Students accepted and enrolled under the automatic admissions plan must complete no less than six credit hours per semester.
- d. Reporting**
- Schools must provide updates that demonstrate how the auto admissions policy has altered the demography of participating universities. The findings are to be compiled annually in the Closing the Gaps progress report.
1. Geographic Diversity
 2. Counseling and Outreach efforts
 3. Higher education
 4. Regional recruitment centers
 5. Ethnic diversity

History, Analysis, and Recommendations

Texas House Bill (539) passed in response to the decision in *Hopwood v. Texas*, 78 F.3d 932 (5th Cir. 1996). The case set a precedent that barred the University of Texas School of Law from continuing its policy of reducing admissions criteria for preferred minorities, namely Black and Hispanic Americans. Although the decision in *Hopwood v. Texas* abrogated following the Supreme

Court's ruling in *Grutter v. Bollinger*, 539 U.S. 306 (2003), the Texas amendment still passed, and the program became implemented during the 2011-2012 academic year. The recent decision in *Students for Fair Admissions, Inc. v. President and Fellows of Harvard College*, No. 20-1199 S. Ct. (2023) makes bills that rectify racial and economic disparities in public universities vital for states to legislate themselves. By changing the exact language and tailoring the bill to Maryland, the Texas statute can be improved and redeployed. First, the bill should be explicit in its goal. Stella Flores, associate professor of higher education and public policy at UT Austin spoke on the limitations of the Texas bill, "It's just not enough...It doesn't have the success rate of diversifying the University or diversity, maybe even by income, or even geography that I think the original creators of it intended." Auto admissions programs can be effective at reducing demographic inequality in schools, but only when done so with a target goal in mind. A few methods to make the bill more explicit in its intent include setting a target year for achieving diversity goals, creating a commission to evaluate the efficacy of the program, and publishing annual reports to track progress. A second criticism of the Texas House Bill (539) is its limited ability to counteract systemic disadvantages that many students face. Resources that middle-to-upper-income students possess allow them to access test prep materials for the SAT and ACT, join sports clubs and other extracurriculars, and attend high schools with developed support structures focused on sending students to universities. One way to address this is to make extracurriculars a mandatory requirement for admission. The gamification of the statute by privileged students has also presented itself as a problem in Texas. "Jeremy Fiel, an associate professor of sociology at Rice University, said "High schoolers would switch schools their junior year to ensure their spot in the top 6% of the graduating class and a spot at UT – specifically white students switching to predominantly Black schools. Any Maryland auto-admissions bill should Create rules that prevent students from transferring to lower-ranked high schools to gain auto-admissions into better-ranked programs. One of the best ways to increase the efficacy of an auto-admissions program is to offer multiple avenues for students to attend public universities and to start recruiting early. For example, the Texas bill establishes ties between certain institutions and nearby low-performing high schools. This can encourage students to think about university as a viable option early on. Additionally, lowering the class rank required to attend schools with programs already established in low-performing high schools may help increase rates.

Texas Education Code, section 51.810 directs institutions to collaborate with high schools "in closest geographic proximity" that are substantially below the state average in the number of graduates who enroll in higher education. Through a Higher Education Assistance Plan, institutions provide information and assistance to students in these high schools.

Criteria

- e. Schools in Metropolitan Statistical Areas (MSAs) must have at least 75 students averaged over 5 years,
- e. Non-MSA schools must have at least 25 students averaged over 5 years,
- e. Schools must be among the lowest 20 percent enrolling graduates in college for two consecutive years over 5 years.

*College-going rates at identified high schools improved for ethnic groups given special attention by HB 2550 legislation: Hispanic females improved from 15.6 percent in FY 2014 to 38.9 percent in FY 2015, Hispanic males from 10.9 percent to 30.0 percent, and African American males from 11.6 percent to 28.6 percent * Pg 30 (Closing the Gaps, Final Progress Report June 2016)

- Provide alternative opportunities for admissions if a student does not meet or only partially meets the academic requirements for automatic admissions. For example, through programs outside of high schools such as vocational schools, community colleges, and GRE programs.

Other States with Auto-Admissions Policies

Arizona: Each university will admit undergraduate applicants from regionally accredited high schools who meet the 16 academic coursework competency requirements and demonstrate aptitude by earning a 3.00 unweighted GPA in the core competencies. [ABOR Policy 2-121](#)

California: The University of California System provides guaranteed admission to the top nine percent of California high school graduates. [UC System Admissions Policy](#)

Florida: The Talented Twenty program grants admission to the university system to a student who is a graduate of a public Florida high school, who has completed the eighteen (18) required high school units as listed in this regulation, who ranks in the top 20% of his/her high school graduating class, and who has submitted SAT scores from the College Board or ACT scores from ACT, Inc., prior to enrollment. [State University System of Florida - Board of Governors Policy 6.002](#)

Wyoming: Assured undergraduate admission is granted to high school graduates and transfer students with fewer than 30 transferable semester college credit hours who meet the following requirements:

- A cumulative, unweighted GPA of 3.0+ (on a 4.0 scale).
- A minimum composite ACT score of 21 or SAT score of 1060.
- Completion of the High School Success Curriculum while attending high school.

Admission with support is granted to high school graduates who participate in the University academic transition program and meet the following requirements:

- A cumulative, unweighted GPA of 2.5-2.00, or 2.25-2.49 plus a minimum composite ACT score of 20 or SAT score of 1020.
- Completion of the High School Success Curriculum while attending high school.

[UW Regulation 2-201](#)

Illinois: Beginning with the 2020-2021 academic year, each institution, except for the University of Illinois, shall create a 4-year uniform admission system pilot program under this Act to admit first-time freshmen students for each semester of the pilot program. <https://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=4026&ChapterID=18>

Idaho: Students attending an Idaho public school, or Idaho private school that has entered a Direct Admission participation agreement with the Board, may be notified of their admission to an Idaho public college or university through the State Board's Direct Admission Program. Admission awarded through the program is contingent on the verified level of achievement in high school curriculum and successful completion of state high school graduation requirements. [Idaho State Board of Education - Board Policy III.Q](#)

Iowa: Freshman applicants from Iowa high schools who have an RAI of at least 245 and who meet the minimum requirements of the regent universities will qualify for automatic admission to any of the three regent universities. [IAC 681.1](#)

Kansas: Each state educational institution shall admit any Kansas resident under the age of 21 who has a composite score or superscore on the ACT of at least 21 or, for certain universities, graduated with a specified GPA for the respective university. [Kansas Board of Regents Policy 88-29c-5](#)

Missouri: Missouri offers guaranteed admission by selective categories using an index score. The index score combines students high school percentile rank and the percentile rank attained on the ACT or SAT. The selectivity levels include highly selective (>140 pts), selective (>120 pts) moderately selective (>100pts) and open enrollment. Additionally, students are automatically admitted regardless of index score if they score at or above the following scores on the ACT or SAT equivalent score depending on the type of institution: ACT score of 27 for highly selective institutions; ACT score of 24 for selective institutions; ACT score of 21 or more for moderately selective institutions. [Missouri Department of Higher Education & Workforce Admissions-Selectivity Policy](#)

Montana: Students will be fully admitted to a four-year university if they meet certain requirements including completion of the Regents' College Preparatory Program, content proficiency, GPA (2.5 or higher), class rank (upper half of graduating class) and standardized test scores (20-22 on ACT and 1050-1120 on SAT depending on the institution). [University of Montana Board of Regents, Policy 301.1](#)

Nebraska: High school graduates who complete specific core courses, and meet one of the following requirements are assured admission to the University of Nebraska system:

- Are ranked in the 50th percentile or higher of their graduating class; or
- Received an ACT composite score of 20 or greater, or its SAT equivalent; or
- Earned a minimum of 3.00 cumulative high school GPA. [University of Nebraska Board of Regents Policies RP-5.2.1](#)

South Dakota: The Proactive Admissions Initiative grants certain students general admission to the state's public universities and technical institutes. This applies to students who earned a Level 3 or 4 on their 11th grade Smarter Balanced test in English and math or composite ACT score of 18 (some degree programs and majors may have additional admissions requirements). [Sdmylife - Proactive Admissions](#)

Sources

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.51.htm> - 51.803

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.28.htm> - 28.026

[https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=61&rl=1201](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=61&rl=1201)

<https://tea.texas.gov/academics/graduation-information/automatic-college-admission>

<https://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=51539626075>

<https://tea.texas.gov/academics/graduation-information/state-graduation-requirements/2024-eligibility-notification-automaticcollegeadmission.pdf>

<https://tea.texas.gov/about-tea/news-and-multimedia/correspondence/taa-letters/the-university-of-texas-at-austin-automatic-admission-policy-2>

<https://www.cga.ct.gov/2021/rpt/pdf/2021-R-0077.pdf>

Additional University Data

https://docs.google.com/spreadsheets/d/12rC1kZ3m0_CNNJ3544lGiaoZ1kEqqYZz/edit?usp=sharing&oid=107935515894474296049&rtpof=true&sd=true

Public University Composition Comparative Table

Maryland, Population (6.165 million)	Total Enrollment	Male	Female	Application Count	Acceptance Rate	Yield	Black or AA	American Indian or Alaska	Asian	Hispanic or Latino	White	Two or More Races
University of Maryland System												
University of Maryland, College Park	29,231.00	15,413 (Fa	14,940 (20	56,766.00	22,991 (36.6%)	28%	3,458.00	36.00	6,060.00	2,970.00	13,004.00	1,376.00
University of Maryland, Baltimore County	10,625.00	5,684.00	4,941.00	11,672.00		81% 23%	2,427.00	10.00	2,474.00	989.00	3,447.00	622.00
Salsbury University	6,378.00	2,895.00	3,483.00	8,108.00		91%	872.00	30.00	213.00	421.00	4,375.00	239.00
Bowie State University	5,378.00	2,062.00	3,316.00	5,478.00		86% 25%	4,458.00	15.00	67.00	277.00	143.00	197.00
Towson University	16,861.00	6,978.00	9,883.00	18,247.00		77% 19%	5,129.00	17.00	1,155.00	1,801.00	6,769.00	939.00
Frostburg State University	3,264.00	1,532.00	1,732.00	3,976.00		88% 14%	769.00	8.00	47.00	191.00	1,691.00	158.00
Coppin State University*	2,006.00	466.00	1,540.00	3,343.00		45% 24%	1,607.00	7.00	10.00	55.00	24.00	33.00
St. Mary's College of Maryland	1,513.00	624.00	889.00	2,934.00		77% 18%	167.00	1.00	51.00	127.00	1,021.00	76.00
Morgan State University*	8,187.00	3,457.00	5,644.00	2,205.00	N/A	N/A	6,264.00	12.00	39.00	406.00	164.00	251.00
University of Maryland, Eastern Shore*	2,518.00	1,092.00	1,426.00	6,301.00		86% 11%	1,395.00	12.00	50.00	100.00	345.00	131.00

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Public University Composition
Comparative Table

Maryland, Population (6.165 million)	Native Hawaii or Pacific Islander	Unknown	Foreign Students	ACT	SAT	GPA	Montgomery (\$89,552)	Howard (\$81,969)	Prince Georges (\$54,195)	Baltimore (\$66,585)	Anne Arundel (\$72,197)	Allegany (\$43,970)
University of Maryland System												
University of Maryland, College Park	16.00	1,269.00	1,042.00	33	1445	4.47	10,303.00	3,301.00	3,074.00	2,309.00	2,043.00	66.00
University of Maryland, Baltimore County	6.00	157.00	493.00	25.7	1303	3.96	2,238.00	1,921.00	804.00	1,298.00	1,126.00	3.00
Salsbury University	7.00	172.00	58.00	N/A	N/A	N/A	539.00	260.00	226.00	456.00	580.00	5.00
Bowie State University	8.00	136.00	77.00	N/A	921.00	3.16	297.00	140.00	2,400.00	414.00	367.00	-
Towson University	10.00	171.00	251.00	N/A	N/A	N/A	2,259.00	1,349.00	1,825.00	3,702.00	1,376.00	21.00
Frostburg State University	5.00	22.00	373.00	N/A	N/A	N/A	204.00	72.00	224.00	238.00	162.00	513.00
Coppin State University*	2.00	83.00	185.00	N/A	981.00	N/A	35.00	43.00	162.00	417.00	42.00	-
St. Mary's College of Maryland	8.00	12.00	7.00	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Morgan State University*	3.00	985.00	977.00	N/A	N/A	N/A	309.00	N/A	1,348.00	1,298.00	255.00	N/A
University of Maryland, Eastern Shore*	-	397.00	88.00	N/A	N/A	N/A	88.00	41.00	394.00	211.00	83.00	1.00

Public University Composition
Comparative Table

Maryland, Population (6.165 million)	Baltimore City (\$54,097)	Calvert County (\$66,585)	Caroline County (\$48,393)	Carroll County (\$66,901)	Cecil County (\$51,853)	Charles County (\$61,324)	Dorchester County (\$49,921)	Fredrick County (\$66,664)	Garrett County (\$48,630)
University of Maryland System									
University of Maryland, College Park	692.00	343.00	34.00	539.00	152.00	414.00	30.00	1,244.00	18.00
University of Maryland, Baltimore County	805.00	64.00	16.00	332.00	36.00	108.00	8.00	342.00	2.00
Salsbury University	89.00	170.00	110.00	244.00	152.00	115.00	115.00	309.00	8.00
Bowie State University	317.00	39.00	7.00	10.00	2.00	312.00	7.00	21.00	-
Towson University	625.00	222.00	30.00	609.00	228.00	360.00	26.00	699.00	3.00
Frostburg State University	161.00	44.00	10.00	89.00	22.00	84.00	4.00	221.00	108.00
Coppin State University*	713.00	1.00	1.00	2.00	4.00	23.00	-	5.00	-
St. Mary's College of Maryland	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Morgan State University*	1,395.00	N/A	N/A	N/A	N/A	249.00	N/A	N/A	N/A
University of Maryland, Eastern Shore*	194.00	6.00	21.00	8.00	6.00	79.00	17.00	12.00	-

Public University Composition
Comparative Table

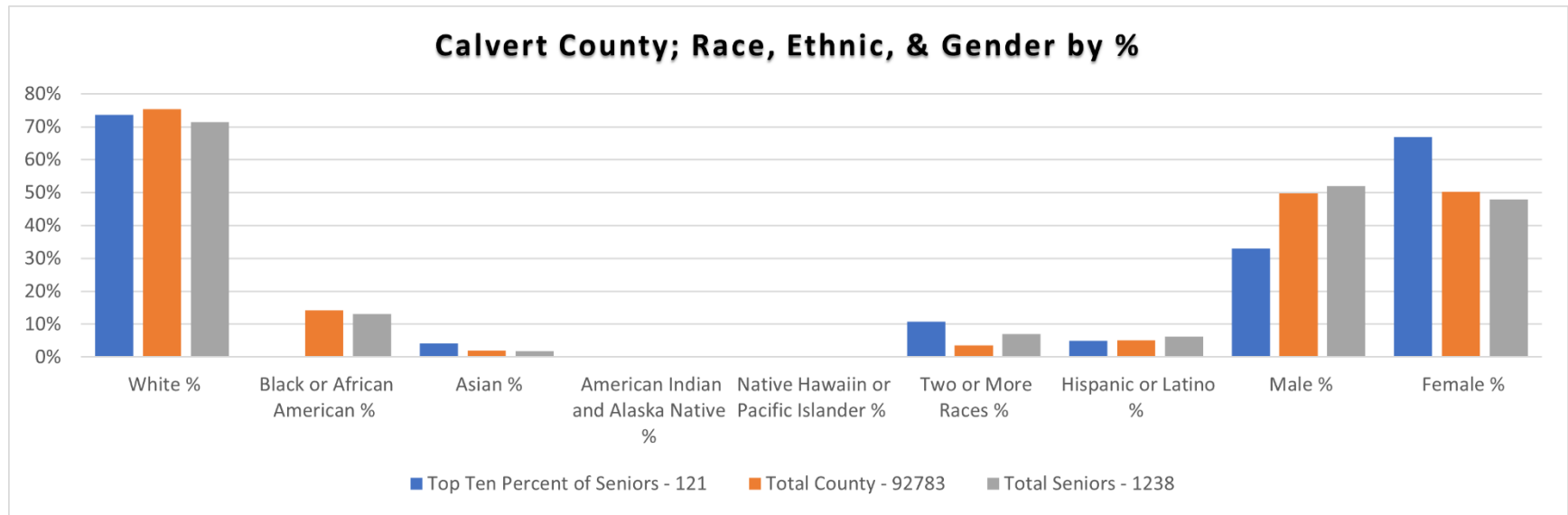
Maryland, Population (6.165 million)	Harford County (\$63,432)	Kent County (\$64,331)	Queen Anne's County (\$67, 861)	St. Mary's County (\$61,144)	Somerset County (\$32, 531)	Talbot County (\$76,528)	Washington County (\$50, 493)	Wicomico County (\$44,184)	Worcester County (\$59,881)
University of Maryland System									
University of Maryland, College Park	655.00	27.00	140.00	216.00	10.00	83.00	237.00	148.00	94.00
University of Maryland, Baltimore County	317.00	3.00	35.00	64.00	2.00	18.00	94.00	24	15
Salsbury University	298.00	26.00	157.00	98.00	78.00	114.00	98.00	747.00	381.00
Bowie State University	30.00	3.00	10.00	26.00	4.00	7.00	13.00	20.00	7.00
Towson University	1,356.00	20.00	94.00	147.00	4.00	21.00	138.00	86.00	41.00
Frostburg State University	87.00	6.00	17.00	68.00	6.00	8.00	185.00	16.00	11.00
Coppin State University*	21.00	2.00	-	4.00	-	1.00	3.00	4.00	-
St. Mary's College of Maryland	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Morgan State University*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
University of Maryland, Eastern Shore*	41.00	41.00	7.00	9.00	80.00	7.00	6.00	163.00	55.00

Public University Composition
Comparative Table

Maryland, Population (6.165 million)	Institution of first-time entry 4 Year Graduation Rate (2012-2020)	Freshman Cohort
University of Maryland System		
University of Maryland, College Park	70% (3,172)	5,533.00
University of Maryland, Baltimore County	42% (637)	2,130.00
Salsbury University	48% (637)	1,376.00
Bowie State University	15% (157)	1,170.00
Towson University	47% (1,278)	2,662.00
Frostburg State University	31% (238)	496.00
Coppin State University*	9% (34)	332.00
St. Mary's College of Maryland	N/A	N/A
Morgan State University*	N/A	N/A
University of Maryland, Eastern Shore*	19% (135)	578.00

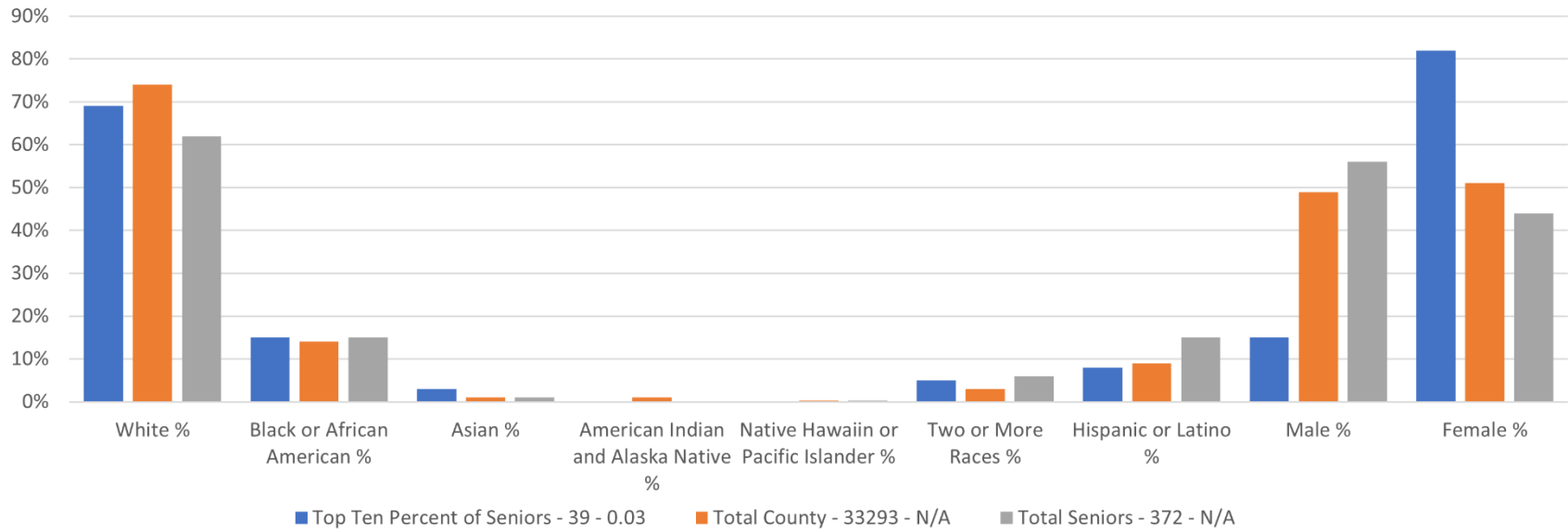
Appendix

Calvert County

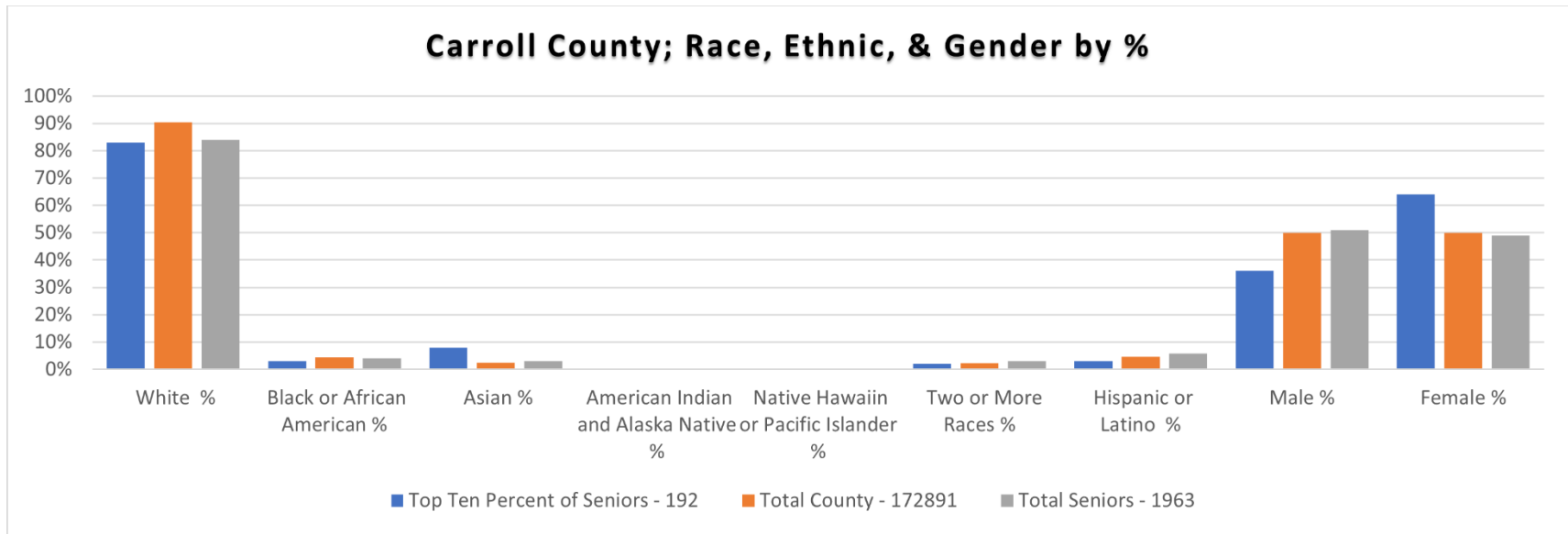


Caroline County

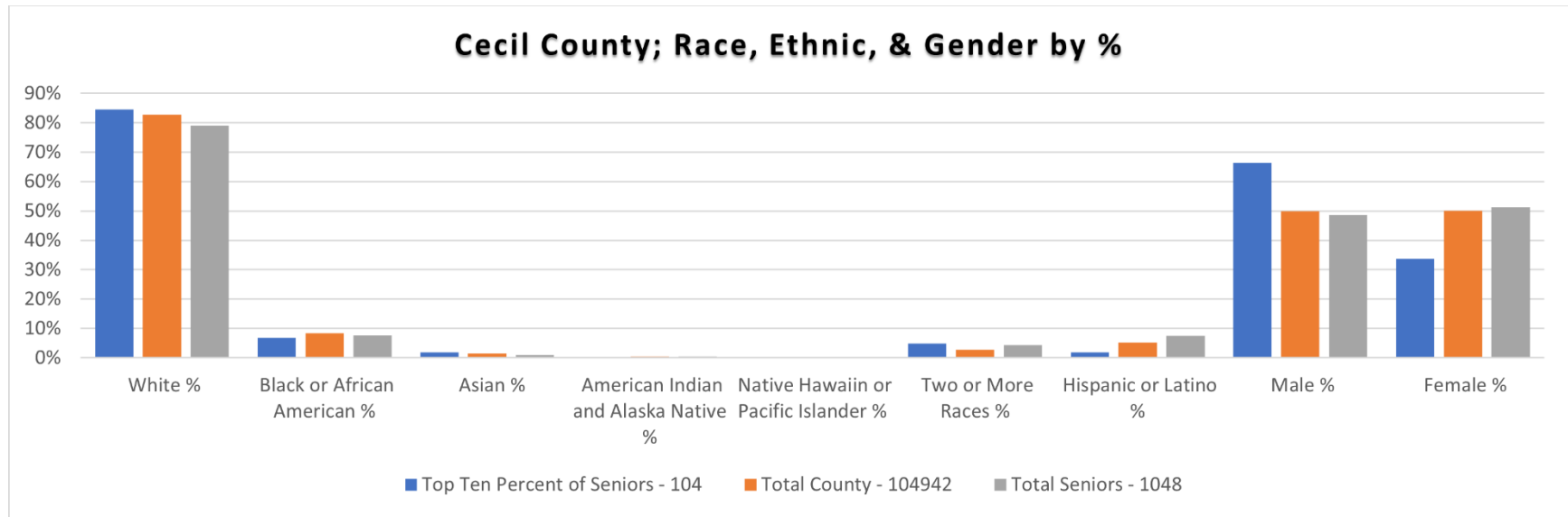
Caroline County; Race, Ethnic, & Gender by %



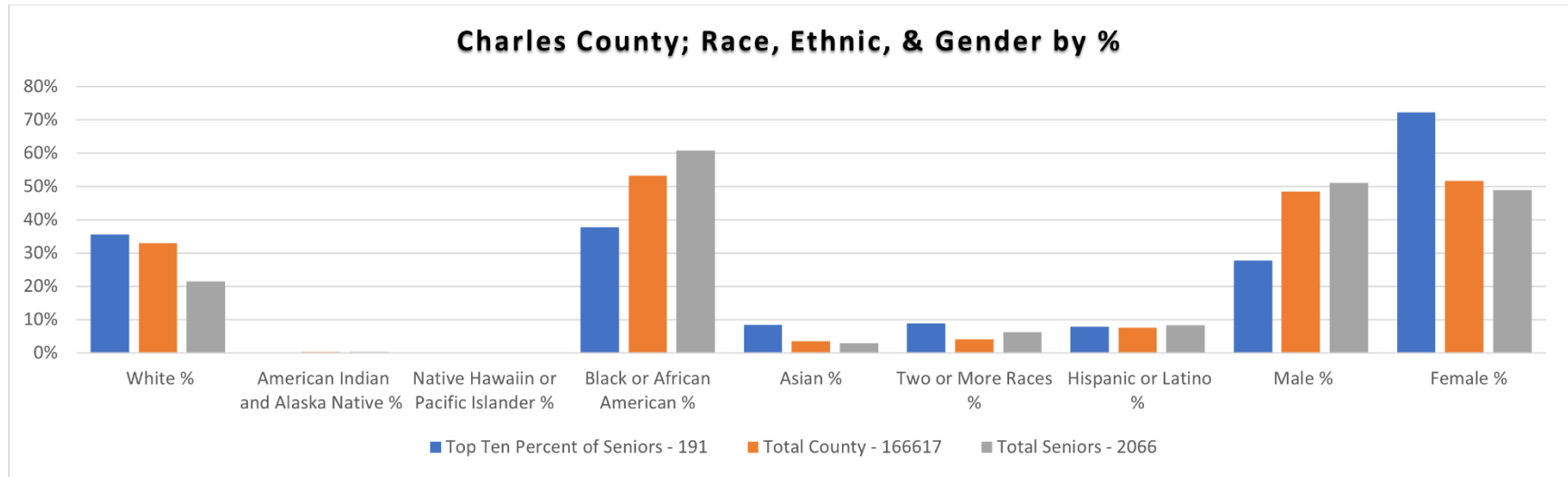
Carroll County



Cecil County

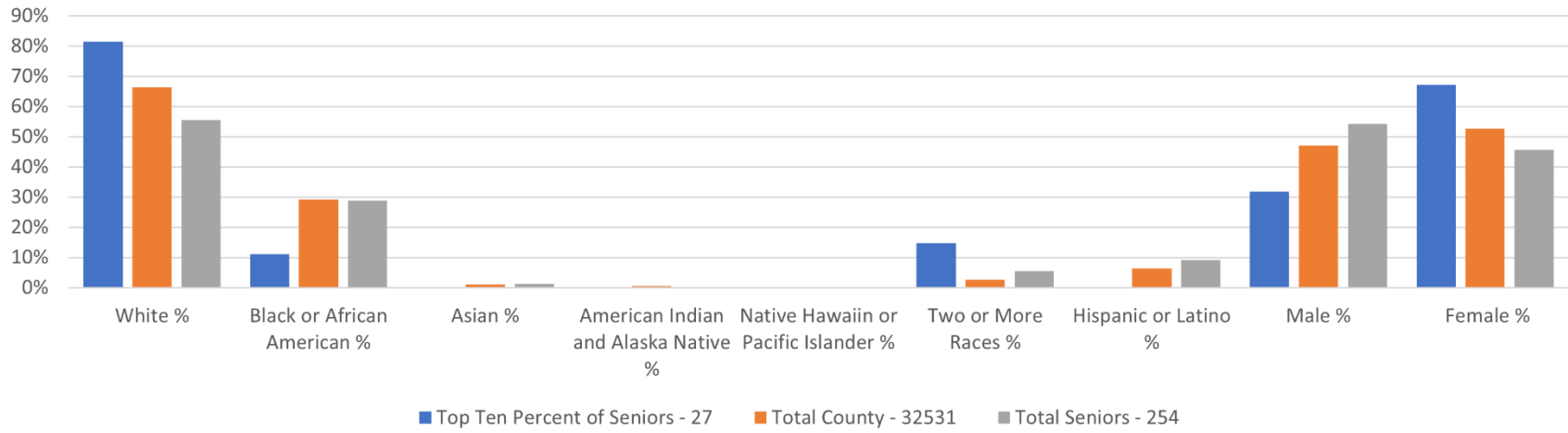


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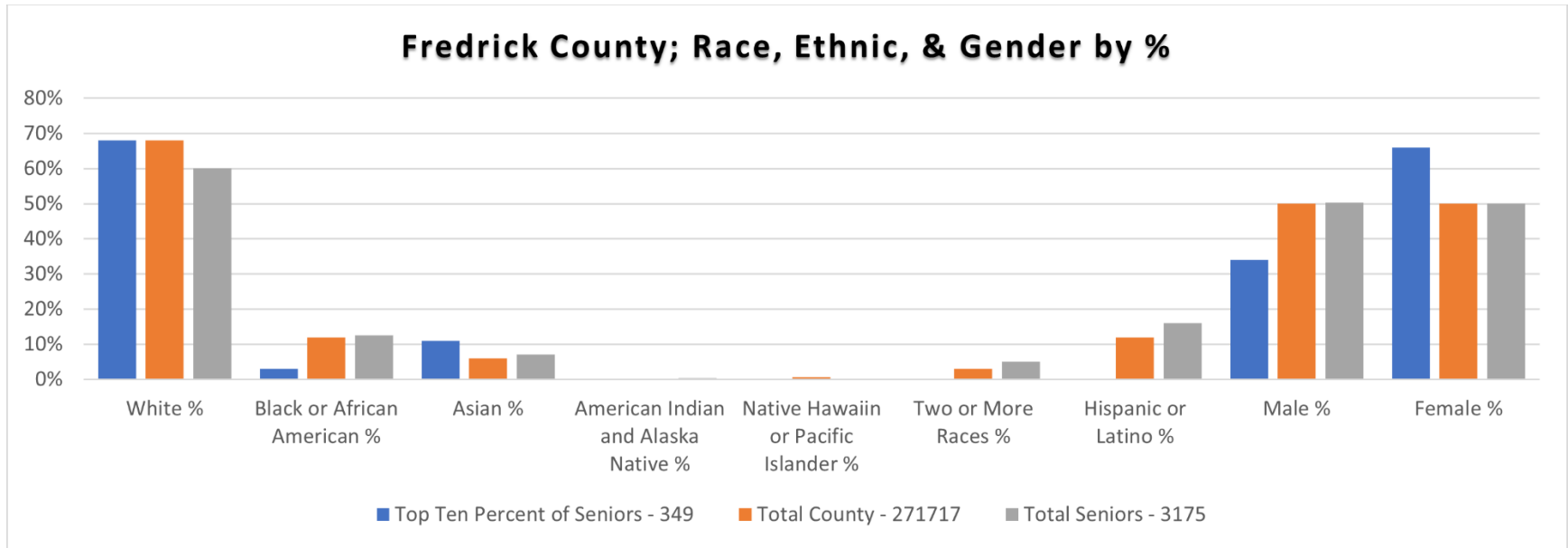


Dorchester County

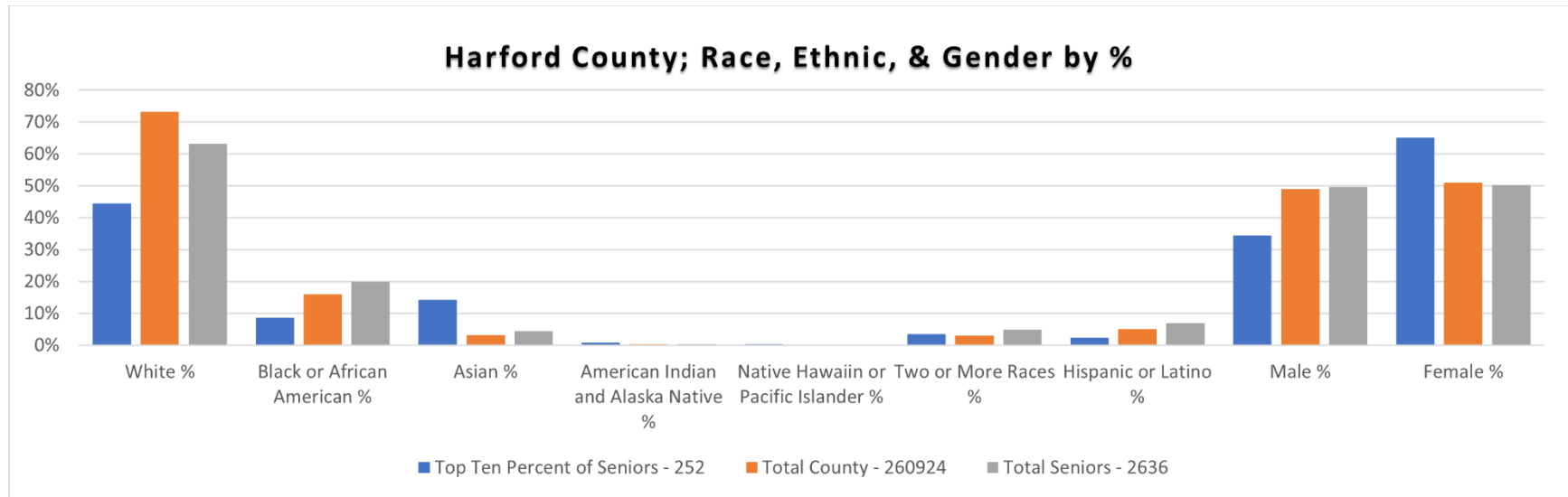
Dorchester County; Race, Ethnic, & Gender by %



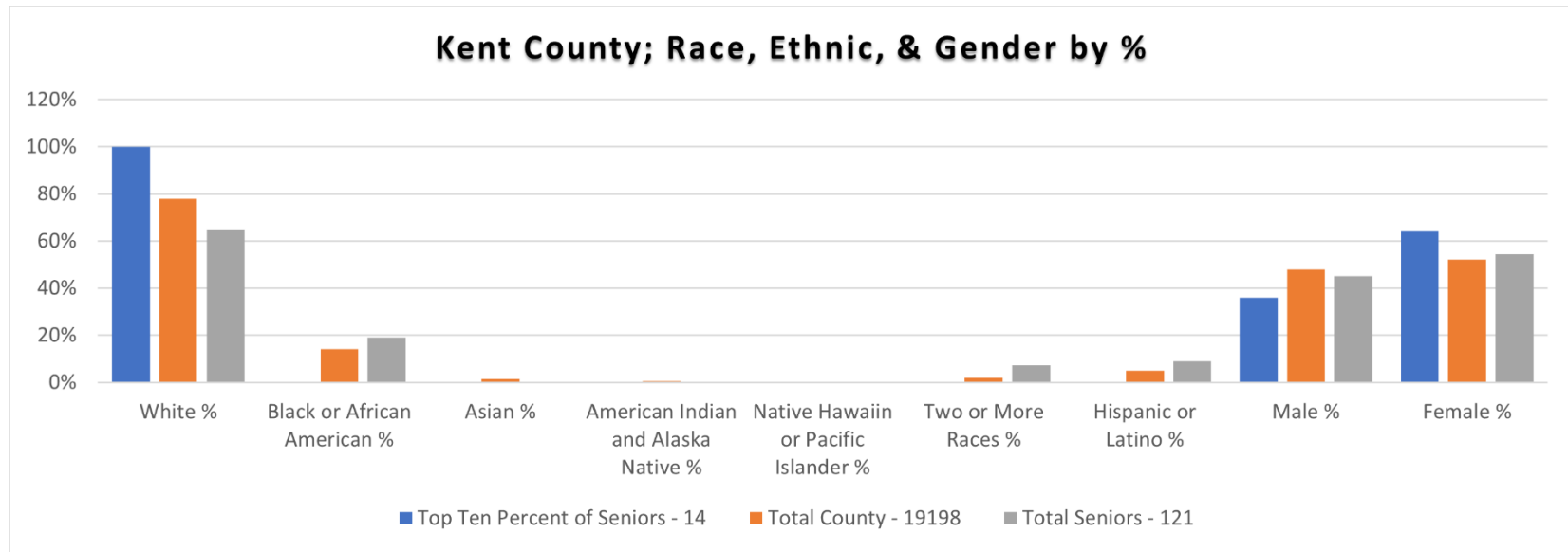
Fredrick County



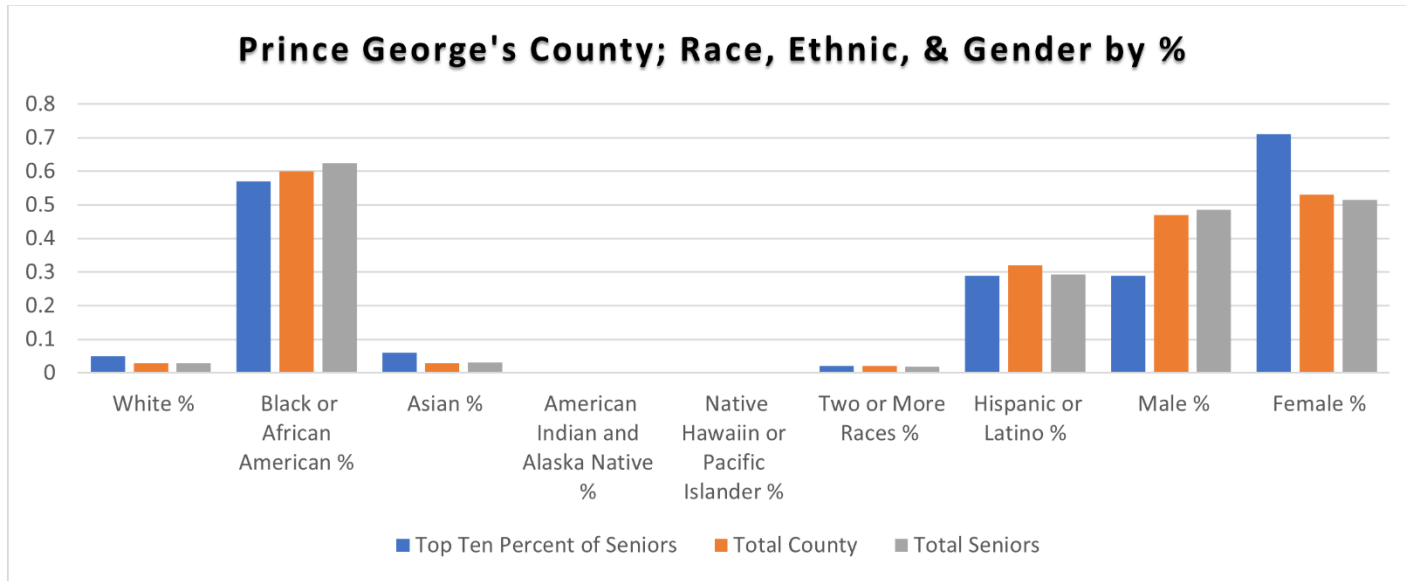
Harford County



Kent County

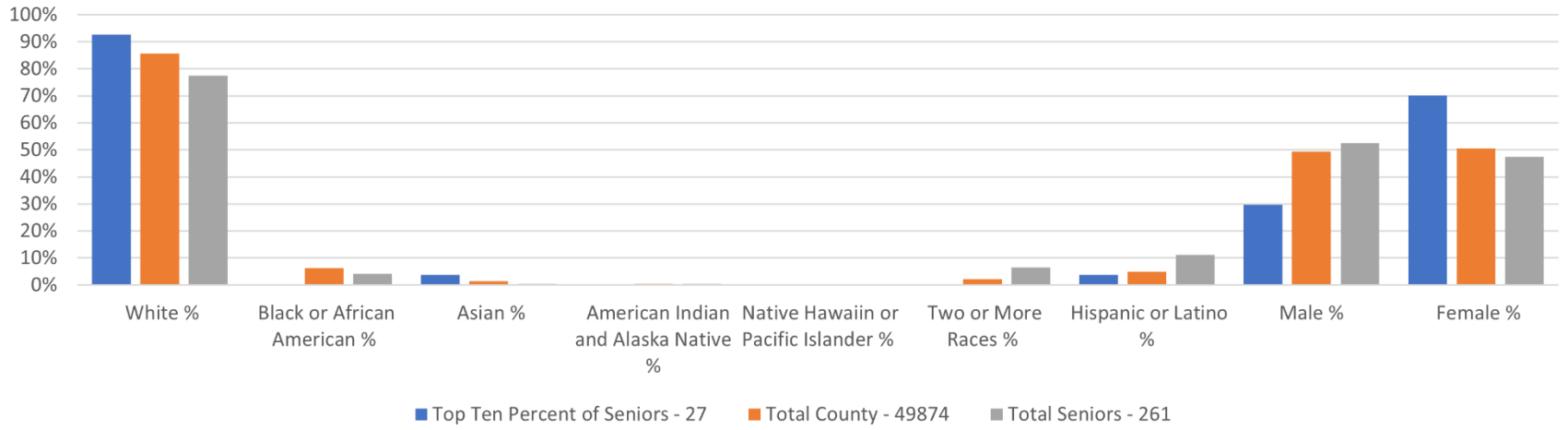


Prince George's County

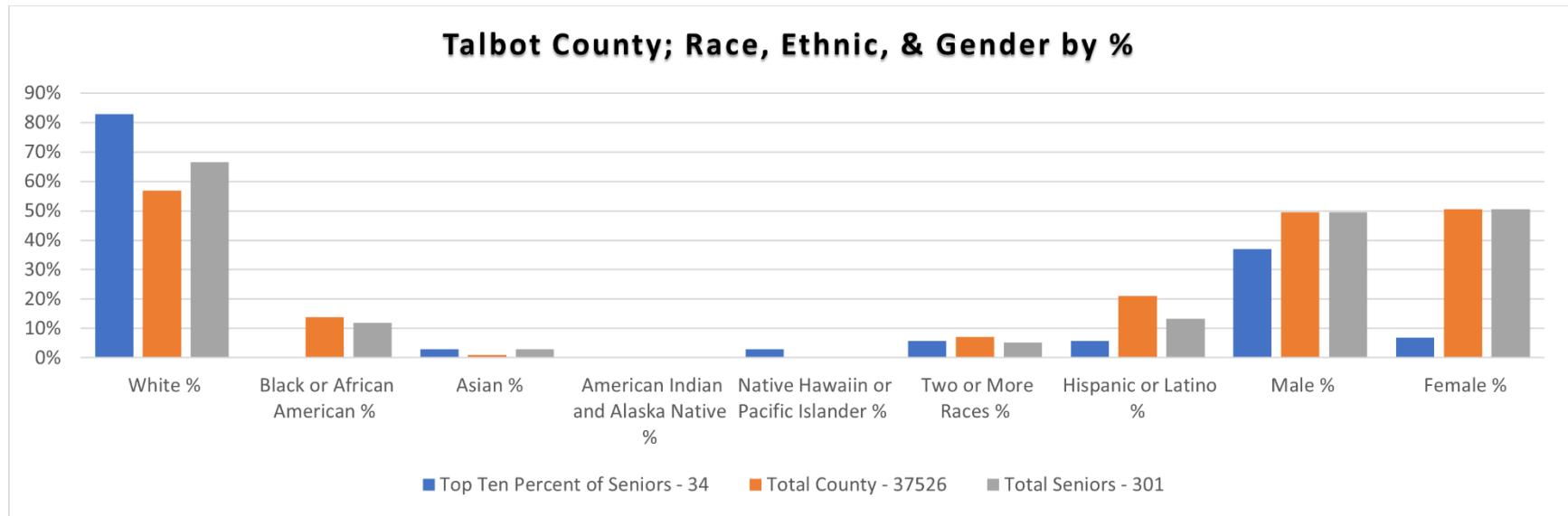


Queen Anne's County

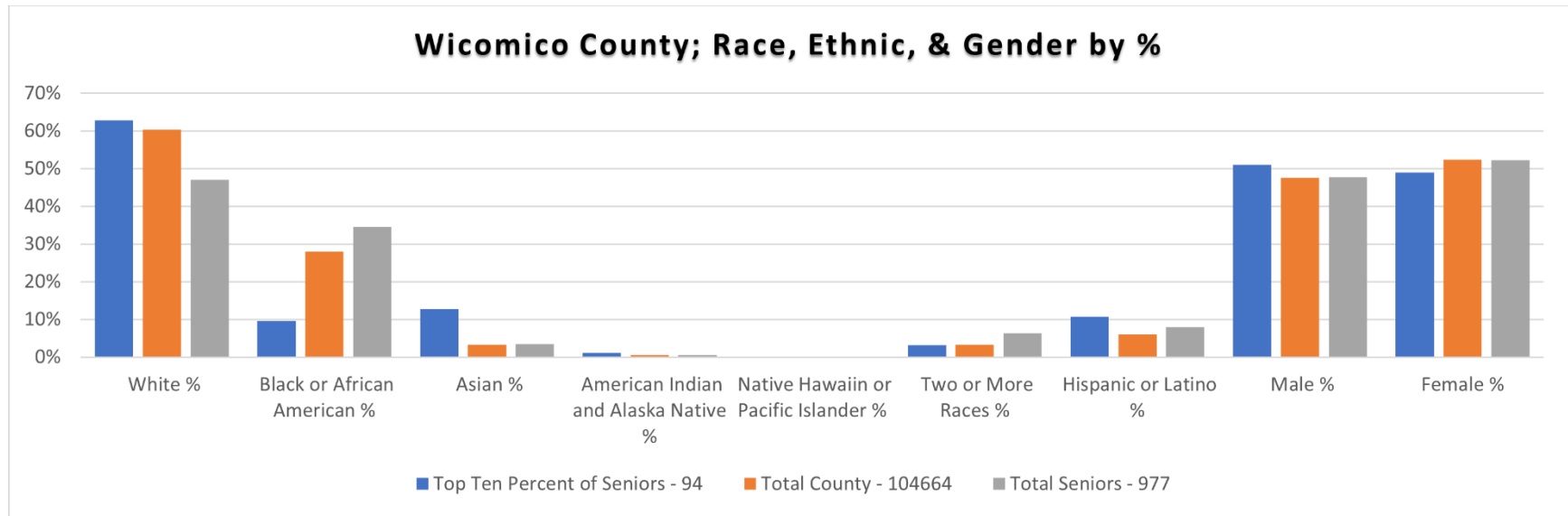
Queen Anne's County; Race, Ethnic, & Gender by %



Talbot County



Wicomico County



SB5 - Favorable.pdf

Uploaded by: Riya Gupta

Position: FAV



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**Testimony in SUPPORT of
Senate Bill 5: Higher Education – University System of Maryland, Morgan State University,
and St. Mary’s College of Maryland – Guaranteed Admissions**

Education, Energy, and the Environment Committee

Position: Favorable

January 24, 2024

Strong Schools Maryland is a network of education advocates dedicated to ensuring the full funding and faithful implementation of the Blueprint for Maryland’s Future. **Strong Schools Maryland urges a favorable vote on Senate Bill 5: Higher Education – University System of Maryland, Morgan State University, and St. Mary’s College of Maryland – Guaranteed Admissions**

The Blueprint for Maryland’s Future envisions a World-Class system of public schools for our state’s students. Now that the Blueprint is law, we have a once-in-a-lifetime opportunity to implement a framework that sets students up for success within Maryland.

SB5 supports the vision of the Blueprint’s third pillar by ensuring high-achieving Maryland students have access to Maryland’s high-quality public four-year colleges and universities in Maryland. SB5 expands opportunities and removes barriers for Maryland students to pursue college pathways – a study shows that low-income, highly qualified students are more likely to undermatch in college admissions, on average, than their high-income peers¹. Evidence from the study showed that top 10 percent eligibility reduced undermatch with a large effect on highly qualified, low-income students. The proposed legislation makes the college admissions process more equitable, while investing in the state’s workforce. Students who gain admission to the three higher education institutions will build the start of their careers and further community in Maryland enriching the next workforce generation.

SB5 supports the Blueprint’s vision to set the foundation for lifelong learning and achievement. We have promised World-Class schools. Let us provide World-Class post-secondary options beyond K-12 education to strengthen the future of our state

For these reasons, we urge a favorable report on Senate Bill 5.

For more information, contact Riya Gupta at riya@strongschoolsmaryland.org

¹ [The American Educational Research Association](#)

SB 0005 Testimony.pdf

Uploaded by: Miriam Snare

Position: FWA

**SB 0005: Guaranteed Admissions
Education, Energy, and the Environment Committee Hearing:
Wednesday, January 24, 2024**

FAVORABLE WITH AMENDMENT Testimony for SB 0005 provided by:

Miriam Snare

Honorable Chair Feldman, Vice Chair Kagan, and members of the Education, Energy, and the Environment Committee:

I am a certified high school math teacher with two decades of experience working with public school, private school, and homeschooled children in Maryland. I am asking for a FAVORABLE REPORT WITH AMENDMENTS that include a way for homeschooled students to qualify for guaranteed admission along with their public and private school peers.

In 2022, almost 45,000 students were homeschooled across Maryland (according to data from the Johns Hopkins School of Education). That is around the same number of children who attended public school in Frederick County or twice the number of public school students in Washington County in the 2022-2023 school year. Homeschoolers do not have a class rank, since each family typically only has one graduating senior at a time. However, from my work with students across all types of schooling, I can confidently say that the homeschooling community includes many high-achieving students who easily measure up to the top 10% of students in traditional schools. It would be a loss of talent to Maryland's universities if homeschoolers are relegated to a lower priority in admissions due to being left out of guaranteed admissions programs.

Other states, such as Texas and Tennessee, have passed bills similar to SB 0005 in recent years and allow homeschooled students to qualify through their grade-point average (GPA) and/or SAT/ACT scores. Some individual post-secondary institutions, such as Virginia Commonwealth University (VCU), also offer a guaranteed admission program based on GPA.

Please amend SB 0005 to give all academically qualified students the opportunity for guaranteed admission to Maryland's state universities.

Sincerely,
Miriam Snare
Nottingham, MD

SB5 - 10% admissions - Testimony (1-23-24).pdf

Uploaded by: James B Massey Jr

Position: UNF



**Senate Education, Energy, and the Environment Committee
Senate Bill 5
Higher Education - Guaranteed Admissions
January 24, 2024
Urging an Unfavorable Report**

Chair Feldman, Vice-Chair Kagan, and Members of the Committee:

Thank you for the opportunity to testify on Senate Bill 5. While we are dedicated to maintaining and increasing both racial and geographic diversity at the University of Maryland and while we appreciate the sponsor's intent, we have deep concerns about the potential impacts of this bill.

When the Admission Committee reviews a student's application for admission, they conduct a holistic, full file review. This review is conducted utilizing 24 Admission Review Factors (see Appendix A) to determine whether the student has the potential to be academically successful at the University of Maryland and also supports the mission of the university as articulated in the Statement of the Philosophy of Undergraduate Admissions (See appendix B).

Offering guaranteed admission to the top 10% of a graduating class would effectively eliminate the consideration of the 23 remaining factors that are considered during the comprehensive review. A review of the Admission Philosophy and the application review factors illustrates that The University of Maryland seeks to enroll students who not only performed well in their classes, but who also chose to challenge themselves by enrolling in the most rigorous courses available to them. We seek students who are active and engaged in their schools and their communities as demonstrated by their participation in academic experiences outside the classroom, sports, clubs, volunteer opportunities, leadership positions, and other enrichment activities. We consider students who receive the eager endorsement of counselors and teachers because of the potential they've witnessed in their interactions with the student.

We contend that a top 10% admission guarantee does not recognize the unique mission of the flagship campus and would in effect eliminate our ability to shape a class of students that is academically competitive, intellectually, racially, and socially diverse, routinely engaged in leadership experiences, and active outside the classroom. *The mission of the University of Maryland, College Park is to provide excellent teaching, research, and service. The University educates students and advances knowledge in areas of importance to the State, the nation, and the world. The University is committed to being a preeminent national center for research and for graduate education, and the institution of choice for Maryland's undergraduates of exceptional ability and promise.* The ability to shape a class of students from among the pool of students who are academically qualified, is key in our ability to realize this mission.

It is critically important to note that we have not yet completed an admission cycle post the Supreme Court decision banning affirmative action in college admissions. This fact makes it difficult for us to

predict the effects of this decision. In fact, the lack of a comprehensive assessment of the impact of a top 10% policy puts the entire state in the tenuous position of implementing a plan without understanding the potential outcome or identifying unintended consequences. This is complicated by the logistical concern created because most high schools (and even entire counties) do not currently report class rank.

Of primary concern with this legislation is that we do not believe it will increase diversity on our campus. We have, in the decades since the early Supreme Court challenges to the University of Michigan policies, explored, developed and implemented a plethora of measures to increase diversity, and to enhance our ability to utilize race-blind measures in order to achieve that goal. In partnership with the Office of Institutional Research, Planning, and Assessment and with data from College Board, we investigated the outcomes of a top ten percent policy within the state of Maryland. Unfortunately, the results of this study demonstrated that such a policy would not create a more ethnically diverse class. The results demonstrated that there is lack of diversity within the top 10% of Maryland's high school graduating classes.

Other states like Texas and California have implemented class rank admissions policies with mixed results, but it is important to note that the demographic and geographic diversity and the public higher education institutions in Texas and California are extremely different than in the state of Maryland. These differences make it difficult to predict the effect that a class rank admissions policy would have on enrollment at Maryland institutions. As outlined by Kalena E. Cortes and Daniel Klasik in "How the Texas Top 10% Plan failed to attract more students to the state's flagship colleges," although the flagship campuses in Texas saw a modest increase of enrollment among students of color, this likely reflected demographic changes within the community and did not result in freshman classes at their flagship institution that reflected the diversity of their state.

<https://theconversation.com/how-the-texas-top-10-plan-failed-to-attract-more-students-to-the-states-flagship-colleges-156364>

A final point for consideration is that class rank is typically determined by weighted grade point averages (GPA) earned by students who are able to earn extra "weight" through their enrollment in advanced courses like Advanced Placement (AP) and/or International Baccalaureate (IB) classes, and honors courses. This means that a competitive GPA is earned by students who need to not only do well in their classes, but must be enrolled in as many of these advanced courses as possible. It is also important to note that students who are enrolled in early college or middle college courses do not have those courses included in the calculation of their gpa. Data has routinely demonstrated that even at schools with high levels of racial diversity, there is typically a lack of diversity in the AP and IB classes. This simple fact means that students of color are disadvantaged in their ability to rise in class rank in comparison to their white peers. (see link to report entitled "Black and Latino Students Shut Out of Advanced Coursework Opportunities" from Ed Trust

<https://edtrust.org/press-release/black-and-latino-students-shut-out-of-advanced-coursework-opportunities/>

Thank you for your consideration of this complex issue and we look forward to a continued conversation.

Appendix A

Admission Review Factors

The University of Maryland admission review process is guided by the principles outlined in the *Statement of the Philosophy of Undergraduate Admissions*. In keeping with this philosophy, admission review factors have been identified that will allow the Admission Committee to identify those applicants, who as individuals and as a group, will enrich and benefit from the campus learning environment, and thus benefit the entire student body.

The undergraduate admissions process is rigorous and individualized. As the University must make fine distinctions among large numbers of highly qualified applicants, the ability to assess consistently all information presented in the application becomes increasingly important. Therefore, the University employs a holistic review process that engages the expertise of professional educators whose judgments--based upon consideration of each applicant's credentials measured by all admissions criteria--build an entering class that will best complement the existing student body and meet the University's mission objectives.

In this context, academic merit is assessed on the basis of each applicant's achievements and potential in a broad range of academic categories, as influenced by the opportunities and challenges faced by the applicant. These categories include:

- _ Educational Performance
- _ Potential for College Success
- _ Potential to Promote Beneficial Educational Outcomes and to Contribute to Campus and Community Life
- _ Students' Persistence and Commitment to Educational Success.

Each category is assessed by a combination of quantitative and qualitative factors. These factors are flexibly applied, so the listing does not reflect order of importance.

High School Achievement	Extracurricular Activities
Grades in Academic Subjects	Special Talents or Skills
Progression of Performance	Community Involvement
Rank in Class (actual or percentile)	Community Service
Demonstrated Leadership	Academic Endeavors Outside the Classroom
Gender	Residency Status
SAT I or ACT Scores	Quality of Coursework
Work Experience	Recognition of Special Achievements
Extenuating Circumstances	
Socio-Economic Background	Family Educational Background
Geographic Origin	Learning Differences
Breadth of Life Experiences	
English as a Second Language/Language Spoken at Home	
Written Expression of Ideas (as demonstrated in the Essay)	



Statement of the Philosophy of Undergraduate Admissions University of Maryland

The University of Maryland is a publicly funded land grant institution and the flagship of the University System of Maryland. The University's Mission Statement commits it to achieving excellence as the State's primary center for research and graduate education and the institution of choice for undergraduate students of exceptional ability and promise. Consistent with this Mission, the University counts the diversity of its students among its greatest strengths and as an integral component of the educational process and academic excellence.

The undergraduate admissions process, which reflects the University's educational Mission, seeks to identify those applicants, who as individuals and as a group, will enrich and benefit from the campus learning environment, and thus benefit the entire student body. The process is structured to build entering classes of students whose varied backgrounds and experiences provide substantial evidence of their potential to:

1. Meet the University's requirements for academic success.
2. Enrich the University as a heterogeneous community.
3. Add new perspectives to the University's curriculum and scholarly pursuits.
4. Develop personal skills, including leadership, self-confidence, and intellectual engagement.
5. Contribute to the intellectual, cultural, social and political life of the University, State, and Nation.

As the University must make fine distinctions among large numbers of highly qualified applicants, the ability to assess consistently all information presented in the application becomes increasingly important. Therefore, the University employs a rigorous review process that engages the expertise of professional educators in performing individualized and holistic evaluations of each application. Each applicant is assessed on the basis of achievements and potential in a broad range of academic categories, viewed in the context of the opportunities and challenges the applicant faced. These categories include:

1. Strength of educational performance, as measured by the nature and rigor of high school curriculum and academic achievements.
2. Potential for college success, as evidenced by performance on nationally normed standardized tests.
3. Potential to promote beneficial educational outcomes and to make a positive contribution to campus and community life.
4. Persistence, and commitment to educational excellence, as evidenced by demonstrated success in facing adversity and overcoming obstacles.

SB5_USM_INFO.pdf

Uploaded by: Andy Clark

Position: INFO



Senate Education, Energy, and the Environment Committee

Senate Bill 5

**Higher Education - University System of Maryland, Morgan State University, and St. Mary's
College of Maryland - Guaranteed Admissions**

January 24, 2024

Information

Chair Feldman, Vice Chair Kagan, and members of the committee, thank you for the opportunity to offer testimony in the form of a letter of information on Senate Bill 5.

The USM is comprised of twelve distinguished institutions and three regional centers. We award eight out of every ten bachelor's degrees in the State. Each of USM's 12 institutions has a distinct and unique approach to the mission of educating students and promoting the economic, intellectual, and cultural growth of its surrounding community. These institutions are located throughout the state, from western Maryland to the Eastern Shore, with the flagship campus in the Washington suburbs. The USM includes three Historically Black Institutions, comprehensive institutions and research universities, and the country's largest public online institution. The USM is unusual among systems in the wide range of types of institutions it has as members.

Senate Bill 5 requires all of Maryland's public senior universities to develop policies that allow for the admission of Maryland students ranked in the top 10% of their high school class (assuming rank is known). This bill resembles legislation passed in other states to respond to laws that restricted the use of race in admissions. The USM supports what seems to be the goal of this bill: to ensure that our higher education institutions reach students whose communities have been under-represented in higher education. At this time, we do not yet know what the impact of the SCOTUS decision will be in Maryland. Last week, USM and some of our campuses described for the House Education and Economic Development Subcommittee some of the many efforts our universities are making to reach communities that have been under-represented in higher education. We know such outreach efforts have been impactful in other states.

The USM universities strive to reflect the full diversity of the State and do an excellent job of reflecting the diversity of its college-going population. In addition to three well-regarded Historically Black Institutions in Bowie State University, Coppin State University, and the 1890 Land-Grant institution, the University of Maryland, Eastern Shore, the USM is home to three more Minority-Serving Institutions: the University of Maryland, Baltimore County; the University of Baltimore, which is a Predominantly Black Institution; and the University of Maryland Global Campus. For many Maryland students of color, these institutions are the college of choice. Four more USM campuses have highly diverse undergraduate populations, and all campuses are engaged in proactive outreach to attract students who belong to communities under-represented in higher education. The question is whether the impact of Senate Bill 5

would have unintended consequences for the diversity of our institutions, especially in the unique context of Maryland and its wide range of public institutions. Guaranteed admissions policies have varied across states, as have results. Impacts on student demographics could vary widely for our public campuses.

According to the non-partisan Education Commission of the States, there are currently at least [12 states](#) that guarantee admission to their public universities for certain eligible students. Most of these states are not our competitor states. California has an admissions policy that prioritizes admission to eligible students, but admission is subject to availability, and students are subject to university enrollment limits. Results from these state programs vary, both in terms of overall enrollment impact and demographic composition.

With few exceptions, USM campuses already accept all applicant students in the top 10% of their graduating classes—that is, where rank is known. Maryland high schools have stepped away from ranking students, so this legislation would present logistical challenges for all institutions. For example, UMCP reports through the Common Data Set that only 20% of its applicants submitted their high school rank. That said, 92% of UMCP undergraduates had a 4.0 or higher high school GPA (with the GPA provided by 97% of all applicants). Also, there is evidence to suggest that, in many instances, the racial composition of the top 10% of the state's high schools represents populations that would not enhance the racial composition of Maryland's most competitive institutions. There is also a chance that students guaranteed admission to UMCP based on high school rank might choose the flagship, regardless of other factors and overlooking other institutions that provide them with better scholarship opportunities or other benefits.

It is important for universities to be prepared to serve well the students they admit, and understanding the curriculum and experiences students have had helps determine if the students have the potential to be successful. While it is a common practice for states to adopt common minimum high school course requirements for first-time, first-year students seeking admission at a senior public institution, admission standards are still typically established by individual institutions dependent upon their educational mission and targeted student population. Formulaic measures contrast with holistic reviews.

Guaranteed admission can be distinguished from a direct admission process by which an institution reaches out to students, who are known by various means to be a good fit, to offer them admission without having an application in hand. Some USM institutions have started using targeted direct admission, but the process is too new to provide extensive data on its success. Direct admission serves purposes similar to guaranteed admission.

Senate Bill 5 is an ambitious bill, and we respect that ambition. We want to move toward that more equitable future. We believe that a bill with so much potential impact on our state and its public institutions requires more time to understand the divergent impacts it could have. Additionally, we have concerns about the July 1, 2024 deadline associated with the bill. Admission materials are prepared and distributed over a year in advance of when students enter, and the outreach and communication associated with changes in processes need more lead time.

Thank you for allowing the USM to share this information with you regarding Senate Bill 5.



Final SB5 INFO Testimony.pdf

Uploaded by: Brandon Engle

Position: INFO

Senate Bill 5
Higher Education - University System of Maryland, Morgan State University, and St.
Mary's College of Maryland - Guaranteed Admissions
Senate Education, Energy, and Environment Committee
January 24th, 2024

Letter of Information

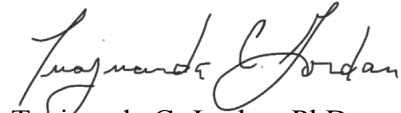
Chair Feldman, Vice Chair Kagan, and members of the Senate Education, Energy, and Environment Committee, thank you for the opportunity to share St. Mary's College of Maryland's analysis of Senate Bill 5. In general, this legislation would require the University System of Maryland, Morgan State University, and St. Mary's College of Maryland to develop and implement admission policies which will guarantee admission, as first-year applicants, for students who graduate from a public or nonpublic Maryland high school in the top 10% of their class.

As the state's designated public honors college, St. Mary's College of Maryland offers a rigorous liberal arts education akin to that offered by our private counterparts. This distinction means that we seek to actively recruit and enroll students who are both academically talented and well prepared to contribute to our diverse community of citizen-scholars. With a relatively small first-year entering class average of 450 students, it is paramount that our holistic admission process considers an applicant's academic achievements as well as their personal strengths and interests. Further, as a small institution by design, the College must plan and manage our resources effectively to best serve our already growing student body. If the College's existing ability to shape admission decisions by incorporating several critical academic and personal factors is inhibited, this could result in class sizes which rapidly exceed our student housing, financial aid, academic support, and classroom space capacity.

We understand that several states have implemented guaranteed admission policies, including California, Texas, Illinois, and Florida. However, it is worth noting that none of these state policies rely exclusively on a student's class ranking at graduation. In the case of Texas, for example, students must also successfully complete one of several specific programs during high school and earn certain minimum SAT or ACT scores. Additionally, the minimum class ranking required for guaranteed admission in Texas is different for each institution; students seeking admission to UT Austin must rank within the top 6% of their class, not the top 10%. Finally,

guaranteed admission at some institutions is only available to students until 75% of spaces designated for Texas residents have been filled. California similarly requires students to successfully complete 15 specific high school units/courses as determined by their Board of Regents and have a 3.0 GPA or better.

St. Mary's College of Maryland remains committed to offering a premier liberal arts education that is both affordable and accessible to a broad spectrum of Maryland students. Thank you for your consideration and continued support of St. Mary's College of Maryland.

A handwritten signature in cursive script that reads "Tuajuanda C. Jordan".

Tuajuanda C. Jordan, PhD
President