

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

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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%	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%	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%	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%	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%	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%	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%	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

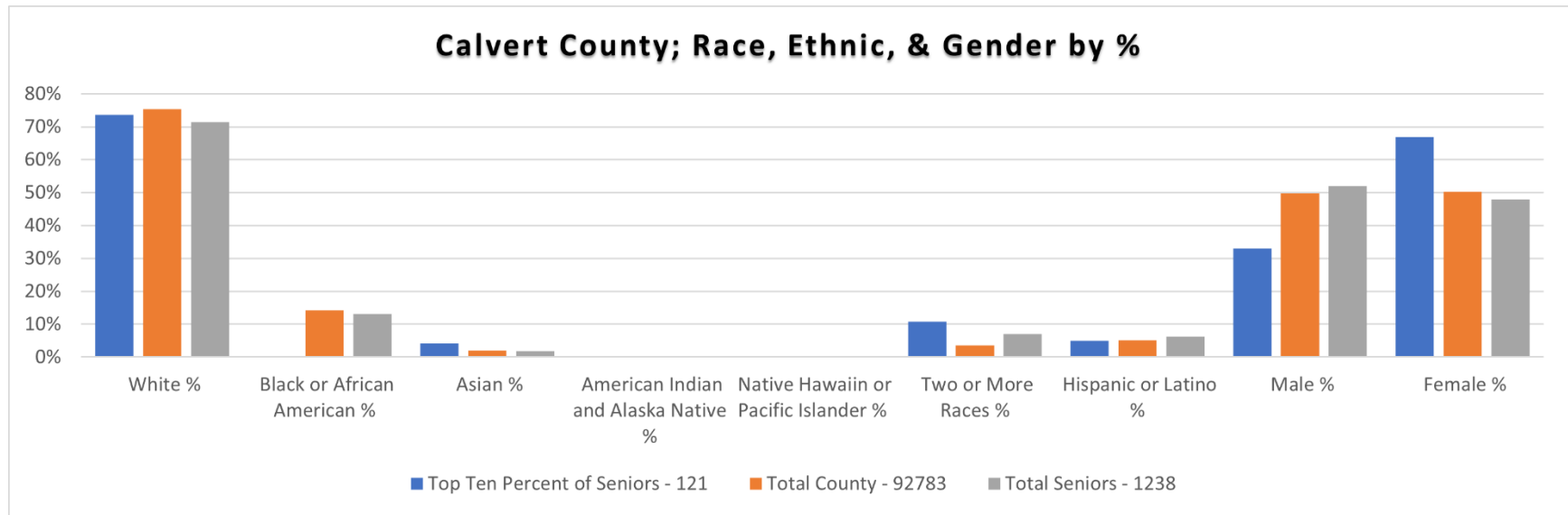
Maryland, Population (6.165 million)	Harford County (\$63,432)	Kent County (\$64,331)	Queen Anne's County (\$67, 861)	St. Mary's County (\$61,144)	Somerset County (\$32, 531)	Talbot County (\$76,528)	Washington County (\$50, 493)	Wicomico County (\$44,184)	Worcester County (\$59,881)
University of Maryland 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

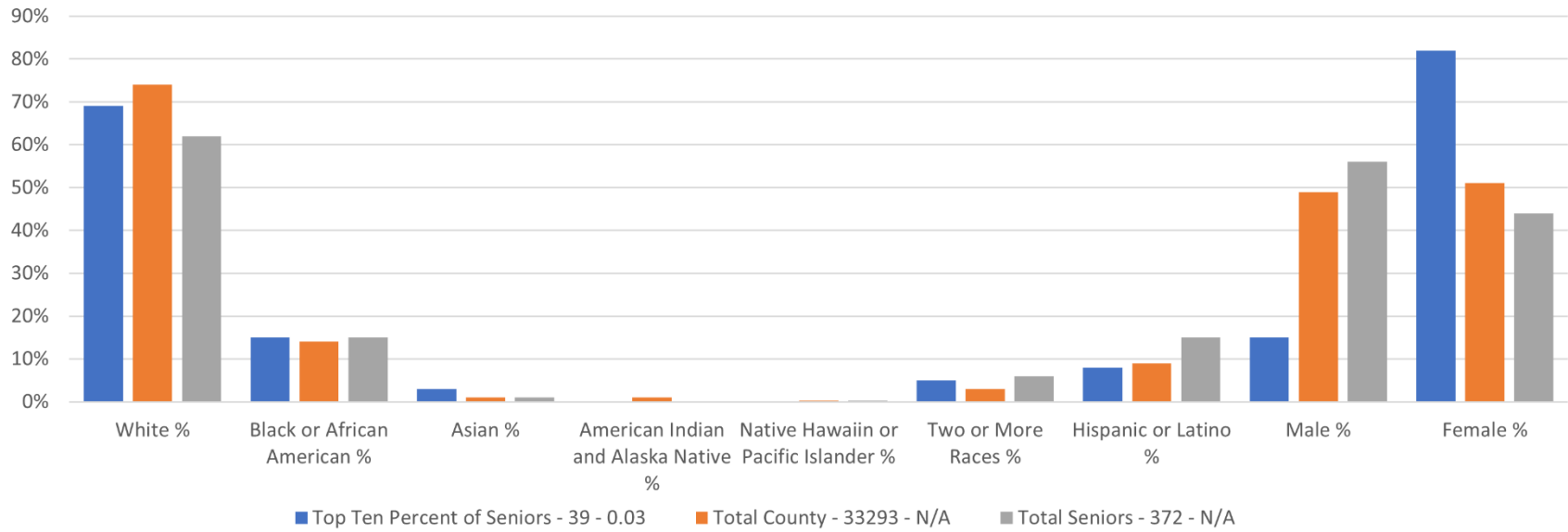
Appendix

Calvert County

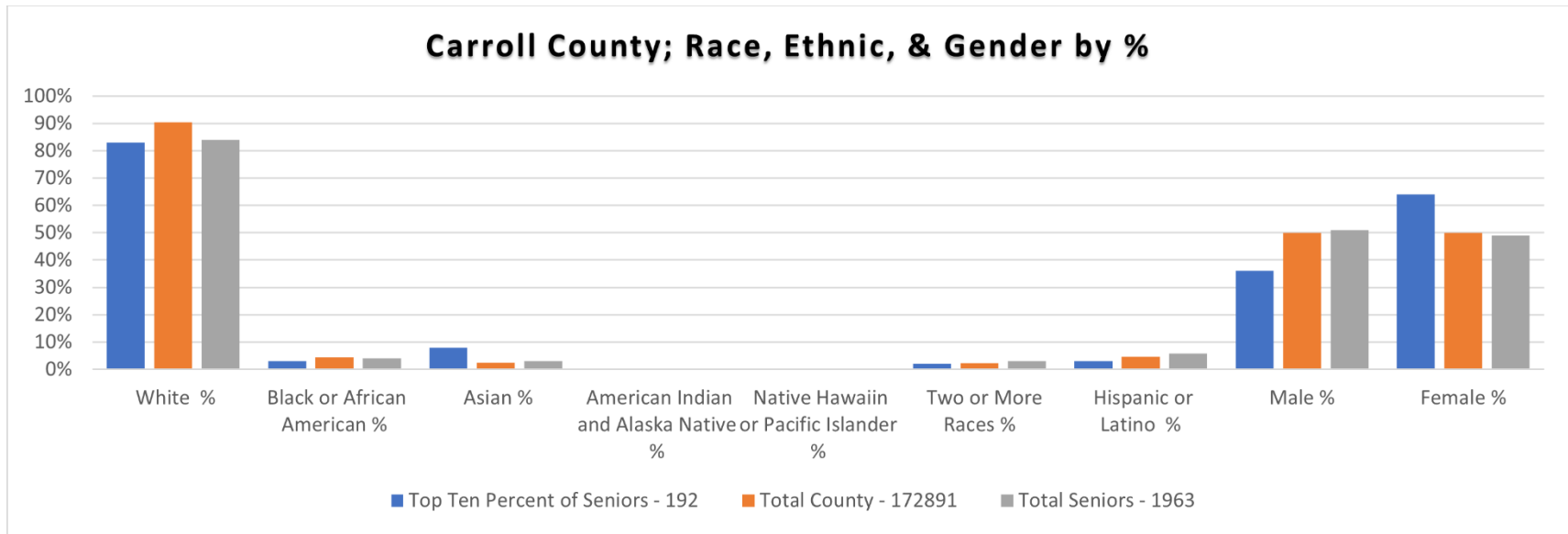


Caroline County

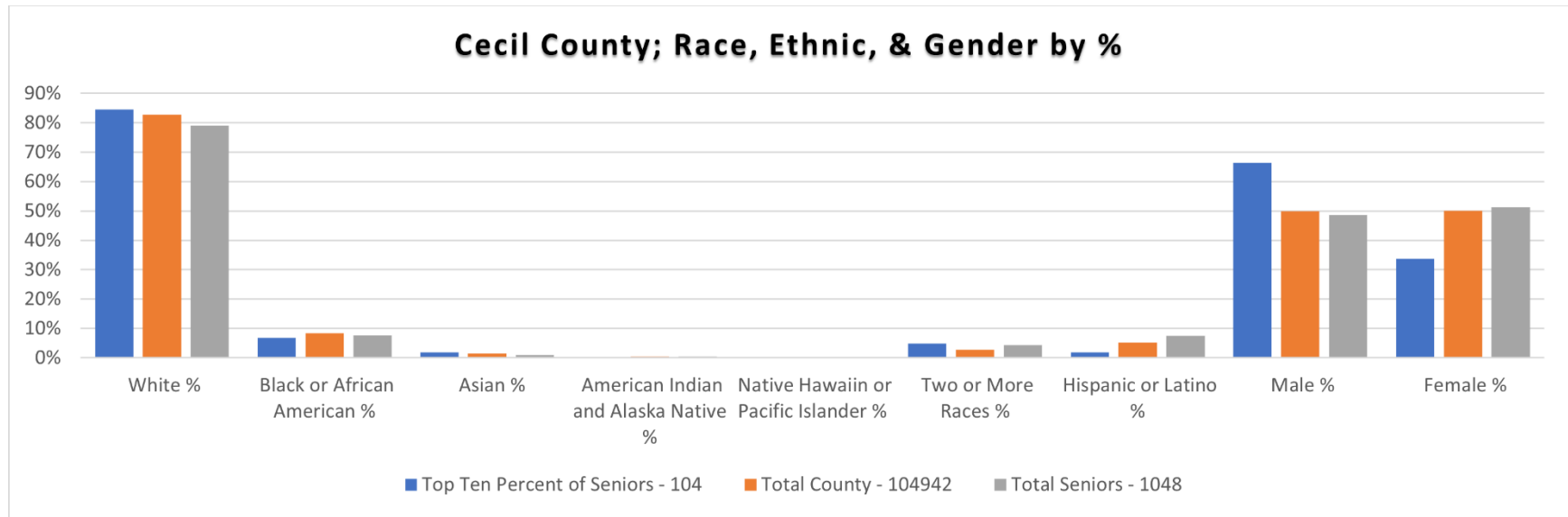
Caroline County; Race, Ethnic, & Gender by %



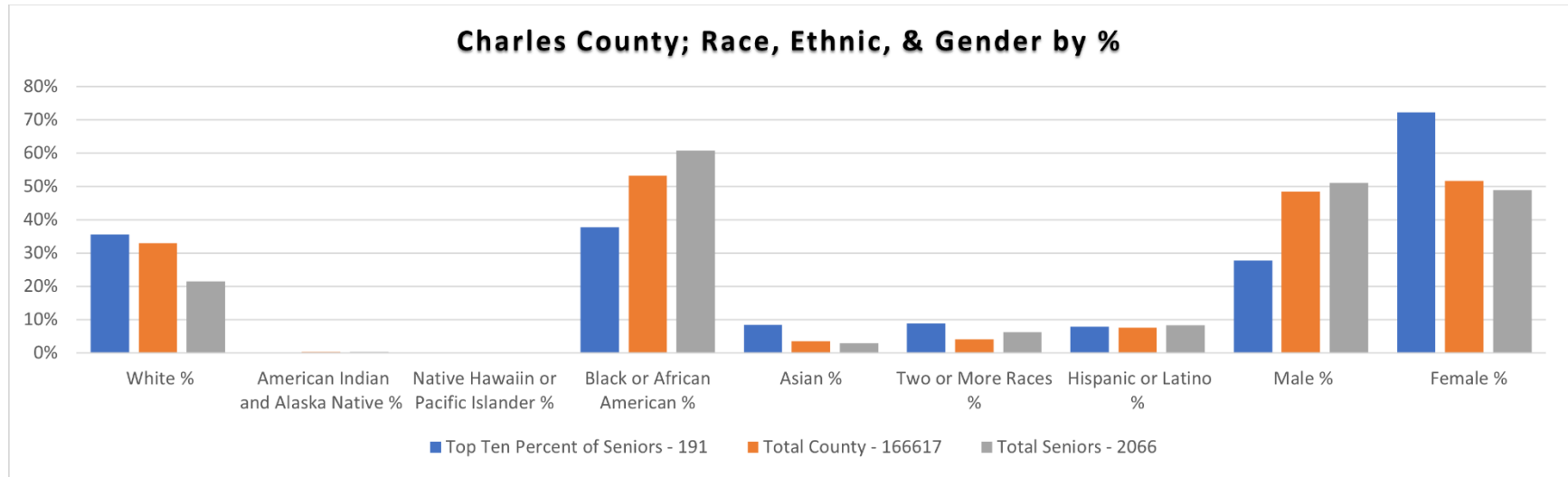
Carroll County



Cecil County

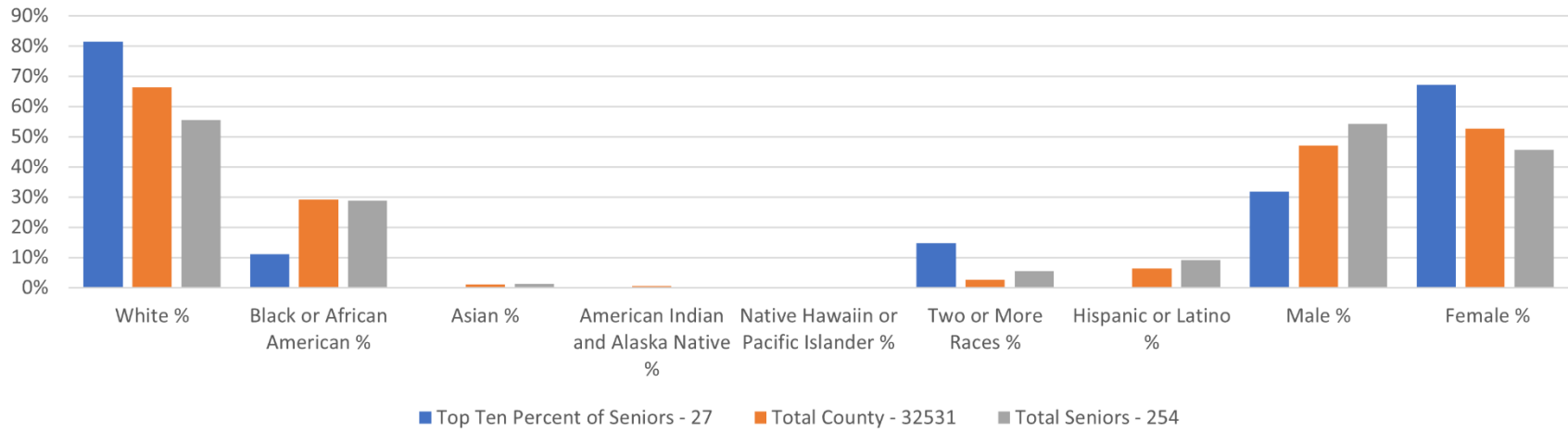


Charles County

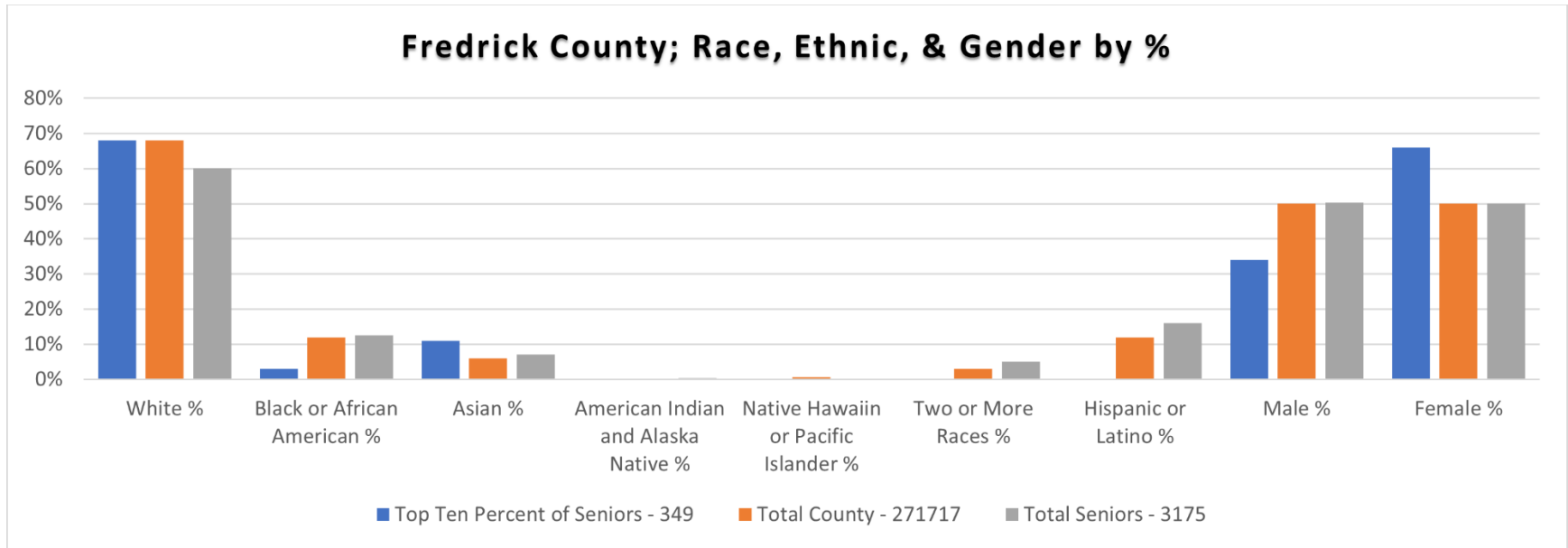


Dorchester County

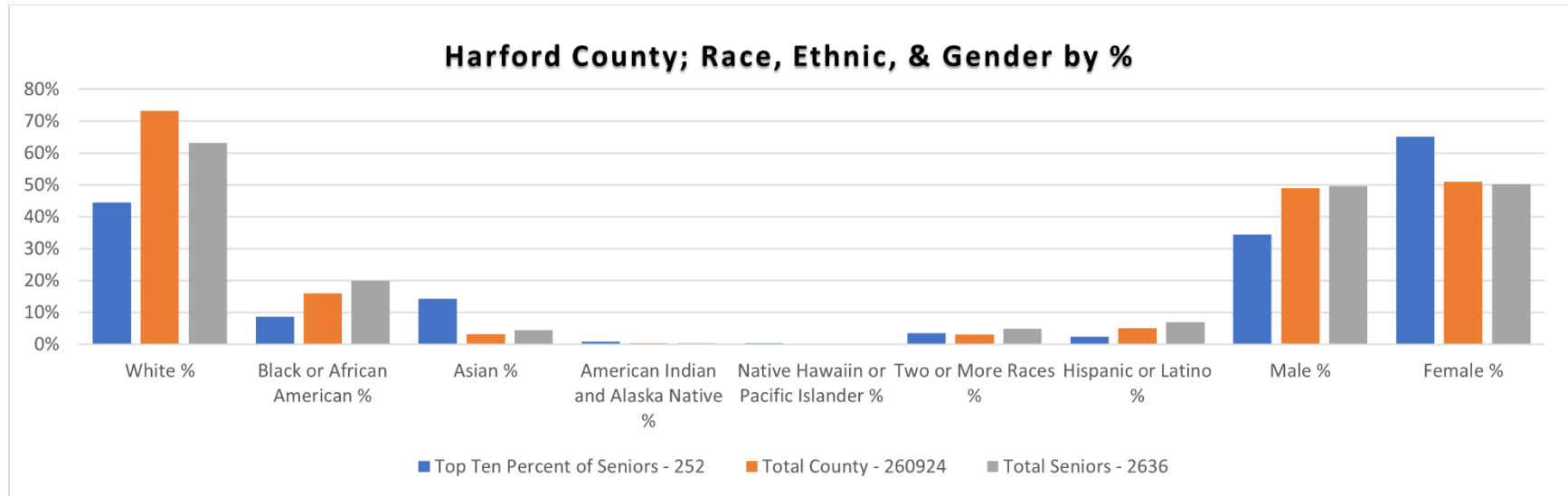
Dorchester County; Race, Ethnic, & Gender by %



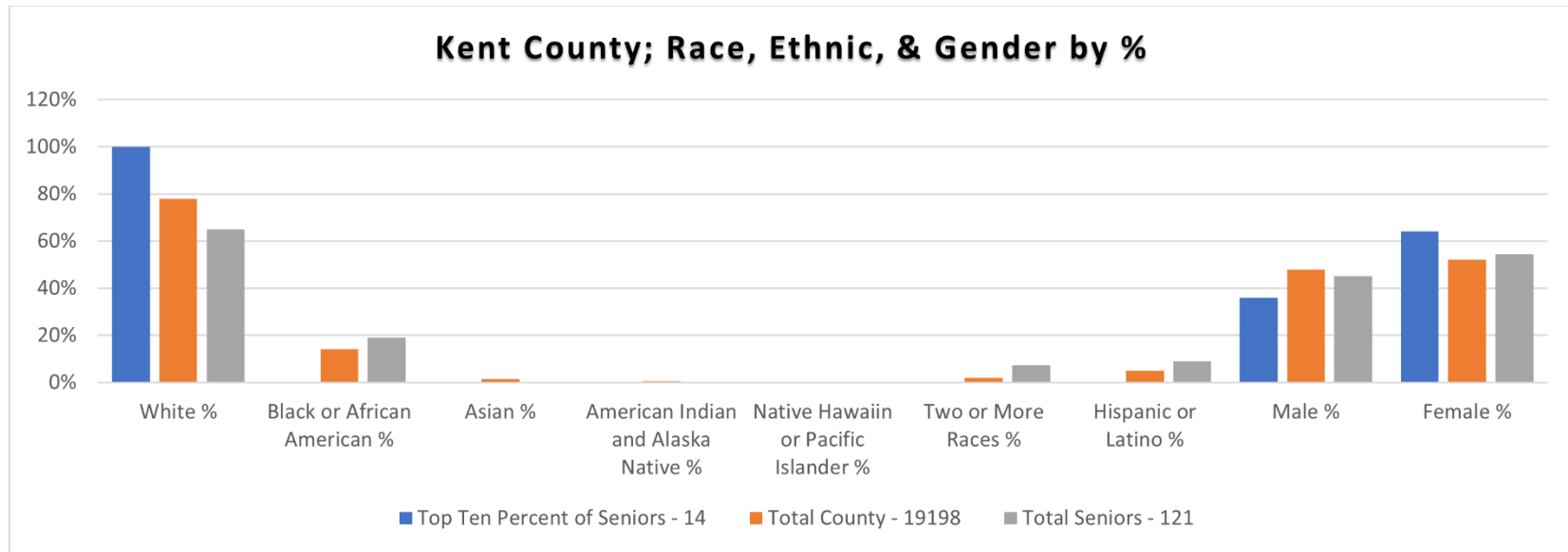
Fredrick County



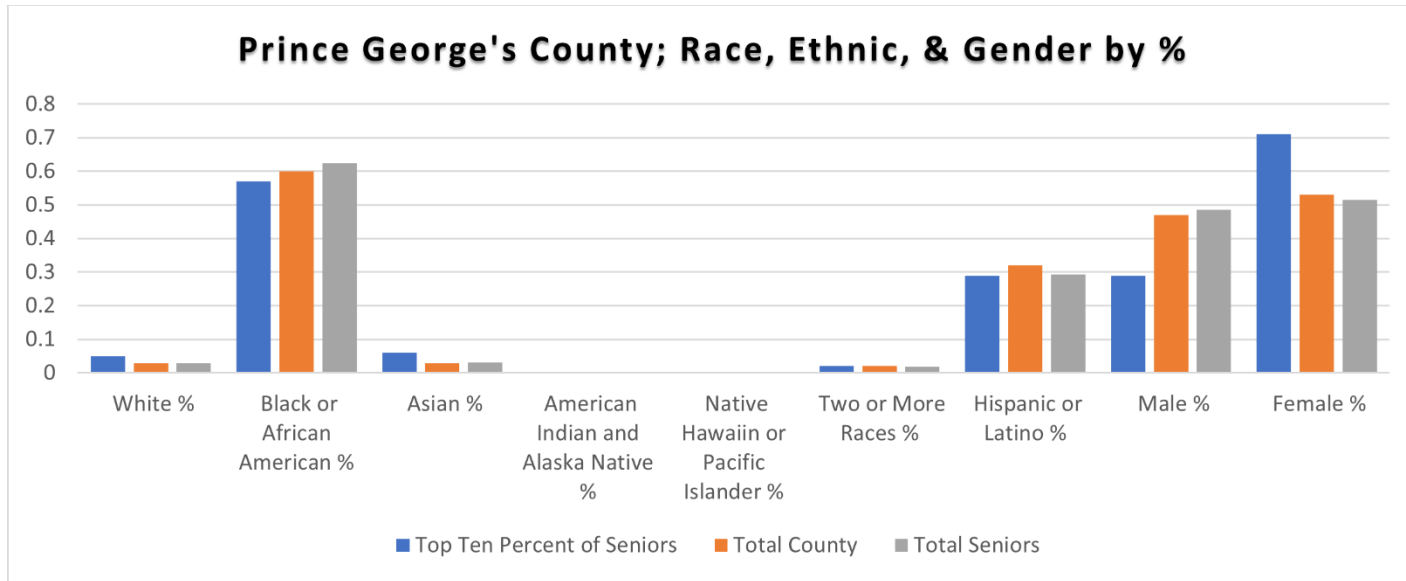
Harford County



Kent County

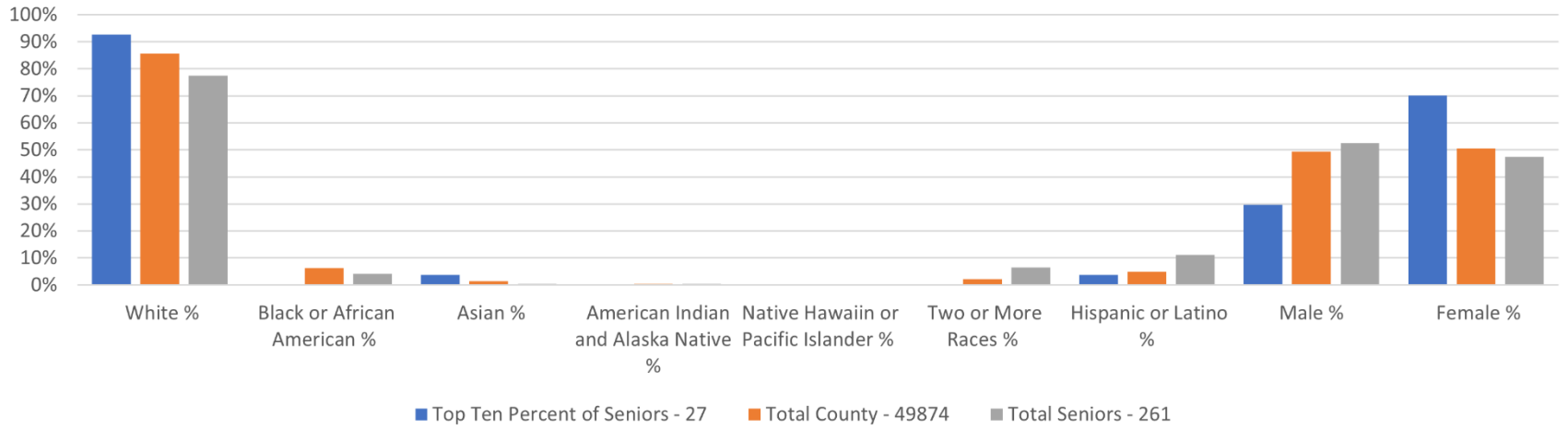


Prince George's County

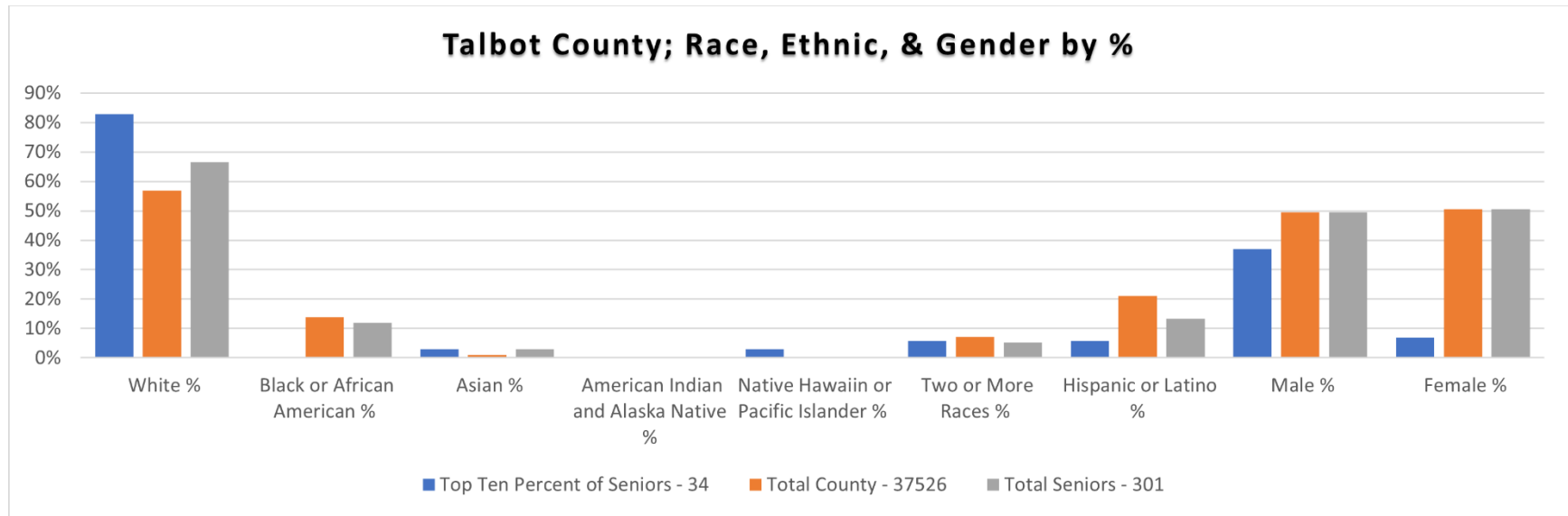


Queen Anne's County

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



Talbot County



Wicomico County

