



**University System of Maryland
Board of Regents
Committee on Education Policy and Student Life**

**Tuesday, March 27, 2018
9:30 a.m.**

University of Maryland, College Park

**Agenda
Public Session**

Action Items

1. New Academic Program Proposal
 - a. [University of Baltimore: Bachelor of Science in Accounting](#)
2. [Council of University System Faculty Constitutional Amendments](#)

Information Items

3. [New Program 5-Year Enrollment Review](#)
4. [Overview of Undergraduate Success in the USM](#)
 - a. SAT Percentile Distribution of First-Time Undergraduates
 - b. Retention and Graduation Rates of First-time, Full-time Degree-Seeking Undergraduates
 - c. Transfer Students to the University System of Maryland: Patterns of Enrollment and Success

Action Item

5. Motion to Adjourn



OFFICE OF ACADEMIC AND STUDENT AFFAIRS

MEMORANDUM

TO: Michelle Gourdine, Chair D’Ana Johnson
Katrina Dennis Frank Reid
Ellen Fish William Shorter

FROM: Joann A. Boughman, Senior Vice Chancellor

DATE: Wednesday, March 21, 2018

SUBJECT: Tuesday, March 27th Meeting of the Committee on Education Policy and Student Life

The Committee on Education Policy and Student Life of the Board of Regents will meet in public session on Tuesday, March 27, 2018 in the Charles Carroll Room (2203) of the Stamp Student Union at the University of Maryland, College Park. The meeting will begin at 9:30 a.m. Continental breakfast will be provided.

Parking will be available in the Union Lane Garage. Parking instructions and a campus map are attached. You can also access the campus map at http://dots.umd.edu/parking/maps/map_visitor.pdf. The agenda and meeting materials will be mailed tomorrow and are posted on Diligent and at <http://www.usmd.edu/regents/agendas/>.

I look forward to seeing you next week.

Enclosures

CC: Chairperson James Brady
Office of the Attorney General
Members of the Chancellor’s Council
Academic Affairs Advisory Council (Provosts)
Vice Presidents for Student Affairs
Academic Affairs Senior Staff
Office of Communications
Robert Kauffman, Council of University System Faculty
Lisa Gray, Council of University System Staff
Caden Fabbi, USM Student Council

**University System of Maryland
Committee on Education Policy and Student Life
March 27, 2018**

PARKING INSTRUCTIONS

Pin code: 139-34686

How to Use a Validation Code for a Full Day of Campus Parking



1. Park in a pay station controlled area on campus, this [map](#) will help you find those locations (the largest pay station areas are Union Lane Garage and Stadium Drive Garage)
2. Park in a numbered space. The space number will be marked on the ground or on a small sign in front of the space. Remember your space number, you will need to enter it at the pay station
3. Follow signs to the closest pay station (see photo)
4. Press OK to begin
5. Enter your space number
6. Press 1 for New Transaction
7. Press 5 for More Selections
8. Press 5 for More Selections if you wish to use your code to park for a full day (5+ hours)
9. Press 1 for 5+ Hr Validation Code
10. Enter 1 for the Number of Days (We do not recommend paying for more than one day at a time unless you do not plan to move the vehicle.) Press OK
11. Enter the validation code issued by the department. Press OK
12. Confirm that you have entered the correct information and press OK to print a receipt
13. Take your receipt for your records

****Note: Do NOT select ADM Validation Code in Step 7. This will only give you a preset amount of time that may NOT cover the duration of your visit.****

Updated 6/30/14

WIFI INSTRUCTIONS

Username: bor0327
Password: hivanfussuin

Guest Wi-Fi Instructions:

1. Connect your laptop/tablet to the "UMD" network
2. Open a web browser
3. If the browser doesn't automatically direct you to the login screen then go to the umd.edu website, this will cause the login screen to appear
4. Type in the username and password for the current date and click login. Remember that all usernames and passwords are in lowercase type.

Visitor Parking Map



Surfaces / Street Locations	Garage / Visitor Parking Lots	Electric Vehicle Charging Station
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Hours of Operation
7am to Midnight daily

Parking Rates
\$3/hour (No Daily Rate)

Hours of Operation
7am to Midnight daily

Parking Rates
\$3/hour (No Daily Rate)



Note: Accessible parking available in Parking lots and garages



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: New Academic Program Proposal: University of Baltimore - Bachelor of Science in Accounting

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, March 27, 2018

SUMMARY: The University of Baltimore (UB) for the past 40 years has offered the Bachelor of Science (BS) in Business Administration with an area of concentration in Accounting. And, since 1925, UB has provided accounting education to prepare students to pursue careers in accounting. The proposed BS in Accounting will elevate the visibility of the program and afford it to better communicate the content of the program to students and employers.

Specifically, the current program as a “concentration in accounting” leaves potential students who are seeking a degree in accounting with much uncertainty as to whether it is a full accounting program. This is particularly true of students who use online searches to decide which accounting program they wish to pursue. And, this is similar for employers who are seeking to hire graduates with a BS in Accounting. The proposed BS in Accounting program requires minimum changes to the existing curriculum beyond changing the name from a concentration in accounting to a bachelor’s degree.

Moreover, recent workforce data from the Maryland Association of CPAs reports an increasing demand for bachelor’s level accounting graduates to address the growing regulatory complexities of taxation and to meet the impending retirement of baby boomers who are licensed CPAs. These trends suggest there is a critical need to strengthen the pipeline of CPA candidates. The proposed UB BS in Accounting program will prove to be a critical contributor to meet the workforce demands in Maryland and the region.

ALTERNATIVE(S): The Regents may not approve the program or may request further information.

FISCAL IMPACT: No additional funds are required. The program can be supported by the projected tuition and fees revenue.

CHANCELLOR’S RECOMMENDATION: That the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from the University of Baltimore to offer the Bachelor of Science in Accounting.

COMMITTEE RECOMMENDATION:

DATE: March 27, 2018

BOARD ACTION:

DATE:

SUBMITTED BY: Joann A. Boughman

301-445-1992

jboughman@usmd.edu

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

X New Instructional Program

 Substantial Expansion/Major Modification—existing
 program going online

 Cooperative Degree Program

 X Within Existing Resources, or

 Requiring New Resources

University of Baltimore

Institution Submitting Proposal

Bachelor of Science in Accounting

Title of Program

Bachelor of Science

Award to be Offered

Fall 2018

Projected Implementation
Date

0502-06

Program HEGIS Code

52.0301

Program CIP Code

Department of Accounting, Finance and Economics
Merrick School of Business

Department in which program will be located

Phillip Korb
Department Chair;
Candace Caraco
Office of the Provost

Department Contact

410-837-5243

Contact Phone Number

ccaraco@ubalt.edu

Contact E-Mail Address



Signature of President or Designee

February 28, 2017

Date

New Instructional Program

UB has been offering accounting education of some kind since its opening in 1925, and for the past 40 years, it has offered the Bachelor of Science in Business Administration with the option of an area of concentration in Accounting. UB had the first accounting honors program in Maryland, and it offers an accelerated bachelor's to master's pathway. The current concentration requires 27 semester credit hours of accounting courses, which is just one course of 3 credits from a major. The new program is essentially a minor modification of the existing area of concentration, adding just one course in accounting and changing one non-accounting business course.

The primary purpose for the change is to eliminate confusion on the part of students and employers who have communicated to the Merrick School of Business that a degree named "accounting" rather than "business administration" better represents the program content. Listing the degree name as accounting will enhance its searchability online and will better convey to employers who may not look at curriculum in detail that the students' degree provides depth in accounting. The current description of "concentration in accounting" can leave students unsure as to whether a full accounting program is being offered, and thus the current concentration is an impediment to connecting students with a program that could be a great fit for them. Similarly, employers may be seeking students with a BS in Accounting and are unsure if the concentration is equivalent to a bachelor's degree in accounting. Employers want to be certain that students are prepared for the CPA exam and have taken the necessary coursework. The new BS in Accounting requires very little change from the existing curriculum beyond the program name change and thus is an easy remedy to these points of confusion.

The growing regulation and complexity of taxation demands that those in the accounting profession are highly skilled and have sharp analytical skills. The impending retirements of the aging baby boomer population suggest that without efforts to strengthen the pipeline of CPA candidates, the number of licensed CPAs may decline significantly at a time when they are especially needed. UB wants to attract all the potential accounting students that it can in order to support the Maryland CPA population.

A. Centrality to Mission and Planning

The Bachelor of Science (BS) in Accounting is consistent with the mission of the University of Baltimore (UB), which calls for the University to provide, among other things, "innovative education in business" and "to make excellence accessible to traditional and nontraditional students motivated by professional advancement" and that the UB education "combines theory and practice to create meaningful, real-world solutions to 21st-century urban challenges." UB has been providing business education, including in accounting, since it opened in 1925, and the Merrick School of Business was among the first, if not the first, AACSB-accredited school to offer an online master's in business education. The 2016-2020 business school strategic plan calls for programs to offer flexible options as part of growing the school's reputation regionally. This program change is taking place to provide clarity for the students and constituencies UB already serves. UB anticipates that it will continue to serve students interested in a four-year business program that prepares them for the CPA exam, whether the students begin at UB or transfer from a community college or another four-year institution. UB serves traditional undergraduate students in a four-year program, and it also provides flexible scheduling to support the many part-time students who earn a degree while working.

The primary mission of our accounting programs is to prepare students for public and industry accounting careers by equipping them with the advanced knowledge expected of today's public accounting and advisory professionals. Our traditional success in doing so has meant that our graduates contribute positively to the business and overall community of the Baltimore-Washington region and beyond. A spring 2016 survey revealed that alumni from UB's Merrick School of Business are leading many of the local accounting firms:

"Of the 25 largest accounting firms in metropolitan Baltimore, nearly half are led by alumni from the University of Baltimore—with the largest concentration bearing UB graduate degrees. University of Baltimore alumni are serving in top leadership positions at nine of these 25 firms; all but one of them earned a graduate degree from UB's Merrick School of Business or the School of Law." (<http://www.ubalt.edu/news/news-releases.cfm?id=2543>)

B. Regional and Statewide Needs as Identified in the State Plan

The State's 2017-2021 postsecondary education plan centers around three basic tenets: access, success, and innovation. This proposed program will prepare students for successful accounting careers and do so while containing costs that will help students graduate with less student debt, consistent with the State Plan's goal of "student success with less debt." The proposed program will provide valuable professional education in an accessible manner for individuals working in the region's government agencies, major accounting and financial firms, and medium-sized or even small firms that have significant auditing and accounting responsibilities. To expand access, classes will be available year-round, with day, evening, and some online options. Additionally, UB has the only honors accounting program in the state. Through this option, students may accelerated into graduate programs, with an option to complete a BS-MS with 9 credits shared across degrees.

The growing regulation and complexity of taxation demands that those in the accounting profession are highly skilled and have sharp analytical skills. The impending retirements of the aging baby boomer population suggest that without efforts to strengthen the pipeline of CPA candidates, the number of licensed CPAs may decline significantly at a time when they are especially needed. UB wants to attract all the potential accounting students that it can to support the Maryland CPA population, and to provide a high-quality, AACSB-accredited option available to both traditional and nontraditional students.

C. Evidence of Market Supply and Demand in the Region and State

Our graduates routinely secure employment in audit, tax, and advisory services in both the private and public sectors and populate regional and national companies as well as the "Big 4" multinational accounting firms. Recent data suggest that the demand for our graduates will only increase over time. According to a Maryland Association of CPAs survey, *"the outlook for accounting students entering the profession is bright.... It is critical that we're producing enough CPAs to replace the retiring baby boomers and that the profession is continuing to meet the ever-changing needs of the U.S. capital markets.... The results of the Trends report are consistent with the findings of the Bureau of Labor Statistics' 2014-15 Occupational Outlook Handbook, which forecast employment of accountants and auditors will grow 13.1 percent from 2012 to 2022, representing an additional 166,700 jobs. The BLS Handbook notes that many accountants become CPAs to enhance their job prospects and gain clients and increase earnings. In fact, research from the AICPA indicates that the salary differential of CPAs over a career versus non-CPAs is more than \$1 million!"* (<https://www.macpa.org/demand-for-accounting-graduates-hits-all-time-high/>). Given the projected increase in the already strong demand for accountants, we expect that our graduates will continue to have ample employment opportunities upon graduation.

UB has been teaching accounting since 1925. Given the predictions of robust job growth for accountants, we believe that there is a strong demand for an AACSB-accredited, high-quality BS in Accounting program at the University of Baltimore. We respectfully suggest we already have the expertise and resources to administer such a program since the new program is essentially a minor modification of the existing area of concentration, adding just one course in accounting and changing one non-accounting business course. Though the course changes involved are relatively minor, the addition of accounting content into the curriculum can help our students pass the rigorous CPA exam more quickly. In recent years, CPA exam scores for Maryland candidates have been lower than for candidates in most other state jurisdictions. It is reasonable to suggest that this BS in Accounting program could help improve the performance of our students on the CPA exam, thereby strengthening the accounting profession in the state of Maryland.

D. Reasonableness of Program Duplication

According to the State Program Inventory, the following schools currently offer undergraduate accounting degrees in Maryland:

Institution	Program	Degree
Coppin State University	ACCOUNTING	Bachelor's Degree
Frostburg State University	ACCOUNTING	Bachelor's Degree
Hood College	ACCOUNTING	Bachelor's Degree
Loyola University Maryland	ACCOUNTING	Bachelor's Degree
McDaniel College	ACCOUNTING ECONOMICS	Bachelor's Degree
Morgan State University	ACCOUNTING	Bachelor's Degree
Mount St. Mary's University	ACCOUNTING	Bachelor's Degree
Mount St. Mary's University	FORENSIC ACCOUNTING	Bachelor's Degree
Salisbury University	ACCOUNTING	Bachelor's Degree
Stevenson University	ACCOUNTING	Bachelor's Degree
Towson University	ACCOUNTING	Bachelor's Degree
Univ. of Maryland Eastern Shore	ACCOUNTING	Bachelor's Degree
Univ. of Maryland University College	ACCOUNTING	Bachelor's Degree
Univ. of Maryland, College Park	ACCOUNTING	Bachelor's Degree
Washington Adventist University	ACCOUNTING	Bachelor's Degree

We do not believe providing a BS in Accounting degree will adversely affect programs at other schools because UB already has market share from the accounting concentration; as noted above, many local firms employ UB graduates as partners. In addition, the relatively large number of existing programs is not saturating the Maryland market for accountants, especially for highly trained accountants prepared to pass the CPA exam.

E. Relevance to High-Demand Programs at Historically Black Institutions

Because of the high demand for highly trained professional accountants, Maryland can employ several hundred accounting graduates. While some of Maryland's HBIs have accounting bachelor's degrees, the number of graduates does not exceed the State's demand, and the programs have not been growing rapidly. Coppin's bachelor's in accounting was approved in 2012, and MHEC's *Trends in Degrees by*

Program shows that it had 8 graduates in 2016. It had fewer graduates in 2016 (8) than in 2015 (11). UMES has been offering the degree since 1984, and its program size has held steady over the past dozen years. Using the same MHEC report, we see that UMES graduates for the period 2003 to 2016 are as follows: 13-14-11-23-22-16-15-22-20-26-24-25-15-15. Morgan’s number of graduates for the same period is as follows: 33-36-26-39-41-51-49-40-25-51-39-31-34-35.

Only UMUC, which was approved to offer its degree in 2000, has been expanding its accounting program at a rapid rate: 2003-2016 graduates are as follows: 41-88-164-162-202-192-200-253-278-278-308-258-276-282. UB believes that there is room for both programs and all the HBI programs, and Maryland may well still have unmet need. UB is AACSB accredited, which is a different accreditation from UMUC’s, and UB provides greater delivery options with more face-to-face courses available.

E. Relevance to Identity of Historically Black Institutions

Accounting is not a program unique to any of the HBIs in Maryland, so UB’s continued instruction in this field should not pose a competitive problem to the HBIs.

F. Adequacy of curriculum design & delivery to related learning outcomes consistent with Regulation

1. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements.

Program Component	Current Program: BS in Business Administration – Accounting Concentration	New Program: BS Accounting
General Education		No change
Lower-Division Business Core (24 credits)		No change
Upper-Division Business Core*		6 fewer credits
Accounting - required courses		
Accounting electives		6 more credits
<i>*Changes are that Human Resource Mgmt and Business Application of Decision Science are not required but Excel for Financial Analysis is. Mgmt 339 or 475 is also no longer required.</i>		

Course Descriptions – These are all existing courses that are offered in the accounting concentration within the BS in Business Administration.

A maximum of 6 upper-level transfer credits, excluding Intermediate Accounting II (ACCT 302), may be applied to the BS in Accounting.

Upper-Division Business Core Requirements (22 credits)

ECON 308	Money and Banking (3)- Money and Banking focuses on financial markets and their interaction with the stability and growth of the U.S. economy. The course will be useful for all undergraduate business majors and will encourage a sound understanding and appreciation of topics frequently cited in the business press.
FIN 330	Excel for Financial Analysis (3)- Provides students with skills in the use of EXCEL spreadsheets to prepare and present analyses for personal, corporate, real estate and investment finance. prerequisite: Prior or concurrent enrollment in FIN 331
FIN 331	Financial Management (3)- An overview and understanding of fundamental principles of financial decision-making and their application to internal and external problem-solving by the business enterprise. Topics include financial statement analysis and forecasting, time value of money and security valuation, corporate capital budgeting, cost of capital and capital structure. Thematic coverage encompasses the traditional, international and ethical dimensions of financial decision-making. Prerequisites: ACCT 201, ECON 200 or 3 hours of micro- or macroeconomics, and MATH 115
INSS 300	Management Information Systems (3)- Provides a fundamental knowledge of information systems and technology (IS&T) issues from the perspective of business professionals. This includes information technology concepts and vocabulary as well as insights into IS&T applications in business organizations. Topics include searching and extracting information to solve business problems; the role of organizational context in IS&T effectiveness; the economic, social, legal and ethical impacts of IS&T; the systems life cycle approach; and key technologies such as the Internet, networking and database management systems. This course satisfies the University's information literacy requirement in addition to the computer literacy general-education requirement. [General Education Elective] [Information Literacy] [Technological Fluency]
MGMT 301	Management and Organizational Behavior (3)- An exploration into the functions of management, management history, individual behavior, interpersonal relationships in organizations, the nature of work, values and ethics, motivation and morale, teamwork, communication and group dynamics, leadership and supervision, and organizational structure and culture. Course coverage includes global perspectives and significant research from the behavioral sciences. prerequisite: WRIT 300
MGMT 330	Personal and Professional Skills for Business (1)- Provides students with the skills necessary to advance their career development. Strategies and practices that allow the student to successfully interface with potential employers are explored and applied. Course modules include business etiquette and professional behavior, appropriate use of workplace communication techniques, written business communications, and showcasing career-building talents and skills within an organizational context. There is a lab fee associated with this course.
MKTG 301	Marketing Management (3)- A basic course in the contribution of marketing to the firm or organization that includes decision-making tools for integrating product, price, distribution, and communication decisions and processes into an organization competing in a global environment. Students also build skills in oral and written communication. [Information Literacy]
Global Business Elective (choose 1)	
FIN 433	International Financial Management (3) ¹ - In global financial markets, exchange rate risk exposure demands careful management and the use of financial instruments for hedging currency risk. These include currency options, futures and swaps. Working capital management and long-term financing and investment

decisions are also crucial to today's financial managers and need to be understood in the context of expanding global financial markets. Prerequisite: FIN 331.

MGMT 302 Global Business Environment (3)- This course enhances students' abilities to operate successfully in today's multicultural, global environment. Students will gain a theoretical basis for understanding key aspects of the global business environment, as applied to small companies, multinational corporations, multilateral institutions and non-governmental organizations. Students will explore the impacts of globalization at home and abroad. Course modules aim to broaden the students' understanding of similarities and differences among national political economics, legal systems and sociocultural environments, including world religions, business ethics and social responsibility. Students will survey business functions as they are applied to expand and manage international operations. [Global Awareness and Diverse Perspectives]

Accounting Specialization Requirements (33 credits)

Required Courses (21 credits)

ACCT 301 Intermediate Accounting I (3)- A study of financial accounting standard setting, the conceptual framework underlying financial accounting, balance sheet and income statement presentations, revenue and expense recognition, and accounting for current assets, and current liabilities. Prerequisite: ACCT 202 with a minimum grade of C.

ACCT 302 Intermediate Accounting II (3)- This class is the second course of the three-semester sequence of intermediate financial accounting. This course focuses on issues related to the reporting and analysis of financial accounting information. The objective in this course is to examine in detail (with an emphasis on both the "what" and the "why") the following financial topics: 1) Operational Assets; 2) Time value of money; 3) Bonds and long-term notes; 4) Leases; 5) Employee benefits and pensions. Prerequisite: ACCT 301 or equivalent with a minimum grade of C.

ACCT 306 Cost Accounting (3)- A study of cost behavior, overhead cost allocations, cost systems design, and an introduction to activity-based costing and control systems. Emphasis is on case studies and other practical applications. Prerequisite: ACCT 202 with minimum grade of C.

ACCT 310 Intermediate Accounting III (3)² - The third course in a three-course sequence for accounting majors. A comprehensive view of financial accounting concepts and principles, an intensive look at the nature and determination of the major financial statements, and an examination of current accounting practice, theory, and literature. Topics include shareholders' equity, investments, income taxes, earnings per share, accounting changes, error analysis, and statement of cash flows. Prerequisite: ACCT 302 or equivalent with a minimum grade of C.

ACCT 401 Auditing (3)- A study of Generally Accepted Auditing Standards and other standards. Topics covered include professional standards, professional ethics, audit planning, internal control, audit evidence, completing the audit, audit reports and standards for different assurance and non-assurance services. Prerequisites: Acct 302 with a minimum grade of C / Merrick School of Business student or by permission of the instructor.

ACCT 403 Advanced Financial Reporting (3)- A study of business combinations and the preparation of consolidated financial statements for consolidated enterprises, fund-type accounting for governmental units and not-for-profit entities, accounting for partnerships, and accounting for multi-national enterprises. Prerequisite: ACCT 302 or equivalent with a minimum grade of C.

ACCT 405 Income Taxation (3)- A study and analysis of the federal income tax structure with emphasis upon the taxation of individuals. Topics include income determination, deductions, property transactions, credits, procedures, and an introduction to corporation and partnership taxation, tax planning and ethical issues. Prerequisite: ACCT 202 or equivalent with a minimum grade of C.

Electives (12 credits)

Choose four courses from below.

ACCT 317 Accounting Information Systems (3)- A study of fundamental accounting system concepts, the utilization of accounting system technology to establish security and controls, accounting system development, documentation and database implementation and the internal controls of accounting information. Projects use AIS applications of the revenue, expense, production and payroll cycles.

ACCT 402 Seminar in Assurance Services (3)³ - A study of auditing and other assurance services with an emphasis on the world of auditing that exists outside the college textbook. Special emphasis is given to legal liability, statistical sampling, audits of SEC registrants, research using the AICPA auditing database, and other assurance services. A case study approach is used to attempt to create a realistic view of how an auditor organizes and carries out an audit examination. Prerequisite: OPRE 202 and ACCT 401 or equivalent with a minimum grade of C.

ACCT 406 Advanced Taxation (3)¹ - A continuation of the study of the federal income tax structure with emphasis on the taxation of business entities, including corporations, partnerships and entities taxed as partnerships and S corporations. Also introduces gift and estate taxes and income taxation of estates and trusts. Prerequisite: ACCT 405 or equivalent.

ACCT 411 Seminar in Accounting (3)- A detailed study of current problems and contemporary developments in accounting literature, reports, and bulletins and a review of financial accounting theory as it relates to current accounting practices. Prerequisite: ACCT 302 or equivalent with a minimum grade of B-. Merrick School of Business student, or by permission of the instructor.

ACCT 412 Introduction to Forensic Accounting (3)- Provides an overview of the field of forensic accounting, focusing on the roles, responsibilities and requirements of a forensic accountant in both litigation and fraud engagements. Examines basic litigation and fraud examination theory, identifies financial fraud schemes, explores the legal framework for damages and fraud and damage assessments and methodologies, and reviews earning management and financial reporting fraud. Other topics include computer forensics and corporate governance and ethics. Actual litigation and fraud cases are used to highlight the evolving roles of forensic accounting.

ACCT 413 Ethical Issues in Accounting (3)- Considers business ethics issues within an accounting context from a multiple stakeholder perspective. Ethical theories, codes of ethics relevant to accountants, corporate governance and professional and corporate social responsibility are covered. The course emphasizes the application of concepts such as professionalism, integrity, independence and objectivity to individual decision-making.

ACCT 414 Federal and State Government Accounting (3)- The course covers the basics of federal, state and local (municipal) accounting with particular focus on fund accounting and issues specific to the accounting by the US Federal Government. The course coverage will roughly approximate the curriculum of Part II and III of Exam II of Certified Government Financial Manager examination.

ACCT 420 Law, Regulation and Professional Responsibilities (3)¹ - The course provides rigorous overview of theoretical and practical aspects of Law, Regulation, and

Professional Responsibilities for Certified Public Accountants. The course covers legal issues pertaining to agency, contracts, debtor-creditor relationships, securities and employment law. The course also covers ethical and professional standards for certified public accountants.

ACCT 495

Accounting Internship (3)- Provides students with real-world accounting experience. The course requires approximately 175 hours of practical work with a qualified firm based on explicit statements of student responsibilities and faculty/firm monitoring mechanisms. Students will work closely with both the firm and a faculty member. It is recommended that students complete an internship in their junior year. prerequisites: Completion of nine semester hours of accounting with a minimum GPA of 3.0. Completion of MGMT 330 or permission of the instructor. Permission of the instructor is required.

¹Seeking approval to satisfy global diversity graduation requirement

²Capstone course

³Recommended for CPA exam candidates

2. Describe the educational objectives and intended student learning outcomes.

The BS in Accounting has the following program Learning Goals and corresponding Student Learning Objectives:

Goal 1: Analytical Thinking and Problem Solving Skills-Graduates will possess the analytical and critical thinking skills needed by accounting professionals.

L.O. 1.1 Graduates will understand and apply the regulatory environment surrounding the accounting profession, as it pertains to external reporting.

L.O. 1.2 Graduates will use statistical and financial data and interpret their findings to solve business problems.

L.O. 1.3 Graduates will evaluate cost and control systems for their effectiveness in measuring performance.

Goal 2: Effective Communication Skills-Graduates will have the skills to communicate both financial and nonfinancial information persuasively, professionally, and in a clear and concise manner.

L.O. 2.1 Graduates will prepare an effective written report, using appropriate data, analysis and conclusions.

Goal 3: Ethical Perspective-Graduates will incorporate ethical considerations in their decision making.

L.O. 3.1 Graduates will identify and analyze ethical dilemmas and recommend appropriate resolutions.

Goal 4: An Understanding of Information Technology-Graduates will use information systems and technology to solve business and accounting problems.

L.O. 4.1 Students will be able to define the information needs to a business context, and specify the technological solution to meet those needs.

3. Discuss how general education requirements will be met, if applicable.

Students in the BS in Accounting receive a program graduation guide to help them understand

how the UB graduation requirements, which include general education (GE) requirements, will be met. Students must meet the following requirements for this program, which exceed State and UB GE requirements:

First-Year Seminar: Intro to Univ. Learning (<i>only for UB freshmen</i>)	IDIS 101	3
Introduction to Information Literacy (<i>only for UB freshmen</i>)	INFO 110	3
Arts & Humanities (AH)		3
Arts & Humanities (AH) (<i>must be different discipline from the first</i>)		3
Oral communication graduation requirement	CMAT 201 or 303	3
Social & Behavioral Sciences	ECON 200	3
Social & Behavioral Sciences (<i>must be different discipline from ECON</i>)		
Bio & Physical Sciences ¹ (BPS)		3
Bio & Physical Sciences (<i>with lab</i>) ¹ (BPSL)		3-4
English Composition (COMP) [lower division]	WRIT 101	3
Upper-Division Writing (UCOMP) (<i>placement test required</i>)	WRIT 300	3
Mathematics (UB requires 3; program has 6)	MATH 111 and 115	6
Upper-Division Ethics (AHE)	IDIS 302	3
Info literacy and tech fluency grad requirement (UB requires 3; program has at least 6, depending on electives)	MKTG 301 and INSS 300	6
Global awareness & diverse perspectives graduation requirement	MGMT 302	3
UB has a capstone graduation requirement.	ACCT 310	3

4. Identify any specialized accreditation or graduate certification requirements for this program and its students.

As noted above, UB's Merrick School of Business is accredited by AACSB, the international accrediting body of choice for schools of business. Students in this program have no specialized accreditation or graduate certification requirements to meet to complete the degree; however, students earning the BS in Accounting degree will be qualified in the State of Maryland to take the Certified Public Accountant (CPA) examination. CPA pass rates are public.

5. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.

Not applicable

G. Adequacy of Articulation

UB has explicit articulation agreements with various community colleges and participates in ARTSYS, the State transfer equivalency system. Given the lack of fundamental change in requirements (as indicated in Section G, Part 1), all existing community college articulations and transfer policies of accounting courses from community college to the University of Baltimore remain in effect with the transition from BSBA-Accounting to BS Accounting. Students earning a BS in Accounting degree would be well-prepared for graduate study at UB or other schools. In some ways, the new structure of our accounting program (BS vs. concentration in the BS in BA) is more transfer-friendly as it allows more elective credit, which may mean that a student could transfer in more credits.

I. Adequacy of faculty resources (as outlined in COMAR 13B.02.03.11)

1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach.

The faculty of the program are evaluated through the AACSB accreditation process, which has research and teaching requirements. The faculty are well qualified.

Most courses in the BS in Accounting program would be taught by full-time accounting faculty:

- **Kate Demarest**, lecturer, received an M.S. in Tax from the University of Baltimore. Her research and teaching interests include accounting pedagogy, taxation, financial accounting, and managerial accounting.
- **Robert Felix**, assistant professor, received his doctoral degree from the University of Maryland, College Park and is a CPA. His research and teaching interests include financial reporting, corporate governance, managerial accounting, financial accounting, and auditing.
- **Greg Gaynor**, associate professor, received his doctoral degree from Florida State University and is a CPA. His research and teaching interests include the areas of capital markets as well as the CPA examination and licensure process. He serves as a contributing editor for the CPA Exam Performance books published by the National Association of State Boards of Accountancy (NASBA).
- **Phillip Korb**, associate professor, is chair of the Department of Accounting and is a CPA. He received an M. S. degree from the University of Baltimore and an MBA from the University of Maryland, College Park. His research and teaching interests are in the areas of income taxation of individuals and estates and trusts. He is the education member of the Maryland Board of Public Accountancy.
- **Mikhail Pevzner**, associate professor, is the director of the MS in Accounting and Business Advisory Services. He received his doctoral degree from Washington University and is a CPA. During the 2016-17 academic year he was a visiting academic fellow at the Professional Practice Group, Office of the Chief Accountant, at the Securities and Exchange Commission. He holds the Ernst & Young Chair in Accounting and the Yale Gordon Distinguished Teaching Co-Chair. His research and teaching interests include capital markets research, auditing, disclosure, international accounting, and finance.
- **Lourdes White**, professor, received her doctoral degree from Harvard University in business with an accounting concentration. She holds the Lockheed Martin Chair and has been teaching online since 1999 as a member of the pioneer faculty group who designed and taught the online MBA at UB. Her research and teaching interests are in the areas of management accounting and control, including performance management, cost and control systems, and accounting ethics. She has also published in the areas of quality assurance and student engagement in online education, and has presented her work on the scholarship of online education at

national and international academic conferences.

- **Jan Williams**, associate professor, received her doctoral degree from Morgan State University and is a CPA. Her research and teaching interests include financial accounting and reporting, tax, and ethics.

Besides accounting faculty, other full-time business faculty teaching courses include:

- **Anil Aggarwal**, professor, received a Ph.D. from the University of Houston. His research and teaching interests are in the areas of web education, databases, cloud computing and decision making among distributed groups. He has edited two books on web-based education and was a pioneer in teaching information systems online.
- **Danielle Fowler**, associate professor, received a Ph.D. from Swinburne University in Australia. She is the chair of the Department of Information Systems and Decision Science. Her research and teaching interests include cyber education and management information systems.
- **Rajesh Mirani**, associate professor, received a Ph.D. from the University of Pittsburgh. His research and teaching interests cover management information systems, including applications to healthcare and business-information technology alignment, as well as governance and public sector information technology initiatives.

Adjunct faculty teaching in the BS in Accounting program include:

- **William Bavis**, adjunct faculty in forensic accounting, received an MS degree in Taxation from the University of Baltimore and is a CPA. He is also Accredited in Business Valuation, Certified in Financial Forensics, an Accredited Senior Appraiser, and a Certified Valuation Analyst. He is an active member of the American Institute of CPAs, having served on the Business Valuation Committee and the Forensic and Valuation Services Section. He is also a member of the Maryland Association of CPAs, where he serves on the Valuation/Forensic Litigation Services Committee.
- **Allen Schueldenfrei** – adjunct faculty in advanced tax, received a LL.M. (master in law degree) in taxation from New York University School of Law and a J. D. from Yeshiva University's Cardozo Law School. As a lawyer, Allen has nearly 30 years of experience serving individuals and businesses throughout the Harford County area. He is a certified public accountant (CPA). His professional accomplishments include work experience in the tax department of Price Waterhouse and as a former Internal Revenue Service agent. He is a member of the Maryland Criminal Defense Attorney's Association and a former director of the graduate tax program at the University of Baltimore.

J. Adequacy of library resources (as outlined in COMAR 13B.02.03.12).

Langsdale Library has sufficient library resources for both face-to-face and online students. Langsdale is a member of the University System of Maryland and Affiliated Institutions library consortium, which provides among the most robust interlibrary loan services in the country. Faculty and students have

remote access to research database searches and electronic journals, and there is 24/7 reference help available.

K. Adequacy of physical facilities, infrastructure and instructional equipment (as outlined in COMAR 13B.02.03.13)

The Merrick School of Business is housed in the William Thumel Business Center, a five-story academic building with the classroom and technology resources to provide courses through a variety of electronic media. Faculty all have computers, there are student computer labs, an advising center, a business incubator, and ample classrooms and faculty offices. The University uses the Sakai learning management system, which has 24/7 support from Sakai, plus support from UB’s Office of Technology Services. Faculty are supported in online learning by the Bank of America Center for Excellence in Learning, Teaching and Technology. UB has extensive experience and expertise offering both face-to-face and online classes.

L. Adequacy of financial resources with documentation (as outlined in COMAR 13B.02.03.14)




1. Complete  [Table 1: Resources \(pdf\)](#) and  [Table 2: Expenditure\(pdf\)](#).  [Finance data\(pdf\)](#) for the first five years of program implementation are to be entered. Figures should be presented for five years and then totaled by category for each year.
2. Provide a narrative rationale for each of the resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

Table 1: Resources					
Resources Categories	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
<u>1. Reallocated Funds</u>	N/A	N/A			
<u>2. Tuition/Fee Revenue c+g below</u>	\$ 135,733.33	\$ 203,600.00	\$ 271,466.67	\$ 339,333.33	\$ 475,066.67
<u>a. #F.T Students^a</u>	10	15	20	25	35
<u>b. Tuition/Fee Rate^b (per course fee + cr hr charge; assume 15 credits per semester)</u>	\$294.13	\$294.13	\$294.13	\$294.13	\$294.13
<u>c. Annual Full Time Revenue (a x b)</u>	\$ 88,240.00	\$ 132,360.00	\$ 176,480.00	\$ 220,600.00	\$ 308,840.00
<u>d. #Part Time Students</u>	10	15	20	25	35
<u>e. Credit Hour Rate^c</u>	\$395.78	\$395.78	\$395.78	\$395.78	\$395.78
<u>f. Annual Credit Hours per student (assuming 2 classes per semester)</u>	12	12	12	12	12

<u>g. Total Part Time Revenue (d x e x f)</u>	\$ 47,493.33	\$ 71,240.00	\$ 94,986.67	\$ 118,733.33	\$ 166,226.67
<u>3. Grants, Contracts, & Other External Sources</u> ³	N/A	\$ -			
<u>4. Other Sources</u>	\$ -	\$ -			
<u>TOTAL (Add 1 - 4)</u>	\$ 135,733.33	\$ 203,600.00	\$ 271,466.67	\$ 339,333.33	\$ 475,066.67
Table 2: Expenditures					
<u>Expenditures Categories</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
<u>1. Total Faculty Expenses (4 adjuncts)</u> ^a	\$ 15,118.00	\$ 15,118.00	\$ 15,118.00	\$ 15,118.00	\$ 15,118.00
<u>2. Additional academic support costs</u> ^b	\$ 20,000.00	\$ 30,000.00	\$ 40,000.00	\$ 50,000.00	\$ 70,000.00
<u>3. Equipment</u>	\$ 13,000.00	\$ 11,000.00	\$ 11,000.00	\$ 11,000.00	\$ 11,000.00
<u>4. Library</u>	\$ -	\$ -	\$ 5,000.00	\$ 6,000.00	\$ 7,000.00
<u>5. Other Expenses - IT Support Cost</u> ^c	\$ 15,000.00	\$ 17,000.00	\$ 19,000.00	\$ 21,000.00	\$ 23,000.00
<u>6. ALC/CELTT Support</u> ^d	\$ 10,000.00	\$ 15,000.00	\$ 20,000.00	\$ 25,000.00	\$ 35,000.00
<u>TOTAL (Add 1 - 6)</u>	\$ 73,118.00	\$ 43,118.00	\$ 50,118.00	\$ 53,118.00	\$ 56,118.00

^a Four adjunct faculty to teach additional sections

^b Cost of Academic advising staff time

^c IT support costs - estimated cost of OTS staff time

^d Tutoring/Online Learning Support

Equipment Costs

Video Production \$ 1000

Software

Additional Web \$ 1000

Cameras

<u>Note-taking/close captioning software (ADA accommodations)</u>	\$ 11,000
<u>Total</u>	\$13,000

M. Adequacy of provisions for evaluation of program (as outlined in COMAR 13B.02.03.15).

Discuss procedures for evaluating courses, faculty and student learning outcomes.

The Merrick School of Business is accredited by AACSB, which involves a self-study process and peer review of assurance of student learning. Faculty scholarship is also part of the review. Faculty are also evaluated through student evaluation of courses, annual review, promotion and tenure review, and post-tenure review.

The BS in Accounting faculty engage in the assessment of program student learning outcomes to satisfy UB, University System of Maryland, and AACSB requirements for program review. Assessment of program learning objectives is conducted every two years, and recommendations for continuous improvement are prepared and implemented by faculty teaching in the program, under the guidance of the program director and the chair of the Department of Accounting.

The associate dean of the Merrick School coordinates academic assessment for the School. UB uses TaskStream software for academic assessment to track the evaluation of student learning outcomes. The assistant provost for assessment, advising and retention, in conjunction with the Academic Core Assessment Team, oversees academic assessment processes at the university. The assistant provost provides a check to ensure that all academic assessment is on file within the software.

N. Consistency with the State’s minority student achievement goals (as outlined in COMAR 13B.02.03.05 and in the State Plan for Postsecondary Education). Discuss how the proposed program addresses minority student access & success, and the institution’s cultural diversity goals and initiatives.

The University of Baltimore has a majority minority population and is one of the most ethnically and racially diverse institutions in Maryland (see <http://www.ubalt.edu/campus-life/diversity-and-culture-center/diversity-profile.cfm> and comparative information from the MHEC *Data Book*, 2017). Like all University System of Maryland institutions, UB considers its impact on social mobility and strives to close the achievement gap between races and income groups. The relatively high employment value of the BS in Accounting degree will assist UB in its efforts to increase the incomes and social mobility of its student population.

Throughout its history, UB has equipped students with the education they need to advance professionally and personally. Now, as in the past, a large percentage of UB students work full- or part-time while earning a degree. This program serves working professionals as well as those students about to begin their career, thus enabling UB to continue its proud commitment to minority student access and success.

O. Relationship to low productivity programs identified by the Commission: *If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.*



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: Council of University System Faculty Proposed Constitutional Amendment

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, March 27, 2018

SUMMARY: The proposed constitutional amendment is viewed as a house cleaning measure designed to eliminate duplication in the campus review process. The proposed change would eliminate the need for CUSF constitutional amendments to be referred to constituent institutions for consideration. However, the constitution would still require review of amendments to the constitution by the Council members representing their constituent campuses at two separate meetings. Therefore, via institutional reps, campus review is retained. BOR approval would also be maintained. Sections of this memo include the motion as passed by CUSF, the text after the amendment, and the chronology of the approval process.

In accordance with current constitutional procedures, the motion was passed by the CUSF Council, distributed to the campuses for comment, repassed by Council, and is now being forwarded to the Board of Regents for its approval.

ALTERNATIVE(S): The Regents may not approve the amendment or may request further information.

FISCAL IMPACT: There is no fiscal impact.

CHANCELLOR’S RECOMMENDATION: That the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposed amendments to the constitution of the Council of University System Faculty.

COMMITTEE RECOMMENDATION: DATE: March 27, 2018

BOARD ACTION: DATE:

SUBMITTED BY: Joann Boughman 301-445-1992 jboughman@usmd.edu



TO: Board of Regents
FROM: Robert B. Kauffman, Chair, CUSF
SUBJECT: Amendment to CUSF Constitution
DATE: January 22, 2018

The proposed constitutional amendment is viewed as a house cleaning measure designed to eliminate duplication in the campus review process. In accordance with current constitutional procedures, the motion was passed by the CUSF Council, distributed to the campuses for comment, repassed by Council and forwarded to the BOR for its approval. As proposed, the change would require review of amendments to the constitution by the Council members representing their constituent campuses at two separate meetings and by the BOR. Both the campus review and BOR approval are retained after passage of the amendment. Sections of this memo include the motion as passed by CUSF, the text after the amendment, and the chronology of the approval process.

MOTION AS PASSED BY CUSF:

ARTICLE IV

Section 1. Amendment.

Amendments to this constitution may be proposed either by a constituent institution or by a member of the Council. Adoption of amendments will occur according to the following procedures: (1) ~~initial~~ approval by a two-thirds vote of the Council **at two different meetings**; ~~(2) referral of the proposed amendment to the faculty governing bodies of the constituent institutions for consideration and comment~~; ~~(3) final approval by a two-thirds vote of the Council~~; and ~~(4)~~**(2)** acceptance by the Board of Regents.

TEXT AFTER THE AMENDMENT:

ARTICLE IV

Section 1. Amendment.

Amendments to this constitution may be proposed either by a constituent institution or by a member of the Council. Adoption of amendments will occur according to the following procedures: (1) approval by a two-thirds vote of the Council **at two different meetings**; and **(2)** acceptance by the Board of Regents.

CHRONOLOGY OF THE APPROVAL PROCESS:

Article IV, Section 1. Amendment of the CUSF Constitution states a four step process to amend the Constitution. The following chronology is linked to the four steps.

Step #1: “(1) initial approval by a two-thirds vote of the Council;”

At the November 15, 2017 meeting of the CUSF Council, the Membership and Rules Committee brought forth a constitutional amendment to modify the CUSF Constitution (see Motion). The motion was seconded, voted upon, and passed unanimously.

Step #2: “(2) referral of the proposed amendment to the faculty governing bodies of the constituent institutions for consideration and comment;”

Dated November 17, 2017, the CUSF Chair sent an email to the Senate Chairs. The email contained the motion, rationale for the motion, and a request for a response to the motion prior to December 31st. It should be noted that “consideration and comment” is not defined in the Constitution. In consultation with the Membership and Rules Committee, the procedure of sending the motion to the Senate Chairs for their comment was decided as the most appropriate method of consulting with the campuses. The methodology was shared with Council.

Two responses were received from the campuses. One was supportive and one was not supportive of the proposed amendment. No other comments were received.

Step #3: “(3) final approval by a two-thirds vote of the Council;”

At the January 18th meeting of the CUSF Council, the motion was removed from the table and voted upon. The two comments were shared with Council and were included as attachments to the agenda. The amendment passed unanimously.

Step #4: “(4) acceptance by the Board of Regents.”

The motion is being brought forth to the BOR for their action. This is the current action.



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: New Program 5-Year Enrollment Review

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, March 27, 2018

SUMMARY: As part of the ongoing program review process, the attached data has been updated with Fall 2017 enrollments to provide the Committee with information regarding the actual enrollments in new programs approved since FY 2012. It is important to note that not all programs are implemented in the year that it is approved. Dependent upon the date of Board and MHEC approval, recruitment and admission to the program may not begin until the following year and therefore no enrollments are reported. In other cases, admission to the program may not occur until the students have completed the required core courses, examinations, etc. and so, enrollments would be reported two years after implementation. These enrollment data reflect the relative accuracy in the projected enrollments that are included in all new program proposals.

ALTERNATIVE(S): This report is for information only.

FISCAL IMPACT: This report is for information only.

CHANCELLOR’S RECOMMENDATION: This report is for information only.

COMMITTEE RECOMMENDATION: Information Only

DATE: March 27, 2018

BOARD ACTION: Information Only

DATE:

SUBMITTED BY: Ellen Herbst

301-445-1923

eherbst@usmd.edu

Joann A. Boughman

301-445-1992

jboughman@usmd.edu

Committee on Education Policy and Student Life - New Program 5-Year Enrollment Review

New Program Enrollment Review Fall 2012 to Fall 2016

Inst.	HEGIS	Program Name	Degree Level	Approved	Enrollments									
					Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016	
					Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
CSU	220600	Geography ^[1]	Bachelor's	12/2/11	25	0	42	1	54	0	61	0	68	0
CSU	050200	Accounting	Bachelor's	4/13/12	50	47	70	54	95	60	115	49	145	54
CSU	050604	Management	Bachelor's	4/13/12	45	73	57	161	78	149	95	161	120	161
CSU	050900	Marketing	Bachelor's	6/22/12	37	8	47	22	68	23	90	41	115	34
CSU	070200	Management Information Systems	Bachelor's	6/22/12	40	7	55	17	70	17	85	22	105	25
FSU	082700	Educational Leadership	Doctorate	2/17/12	25	25	46	48	67	69	67	74	67	78
FSU	070210	Secure Computing & Information Assurance	Bachelor's	4/13/12	8	0	23	18	38	26	57	46	76	68
TU	100702	Acting ^[2]	Bachelor's - (BFA)	6/22/12		0	16	3	32	48	48	66	64	72
UB	050612	Innovation Management & Technology Commercialization	Post-Bacc. Cert. & Master's	12/2/11	5	0	10	0	20	1	30	2	30	1
UB	221000	Global Affairs & Human Security	Master's	2/17/12	16	12	30	45	43	57	43	63	43	65
UB	069903	Digital Communication	Bachelor's	4/13/12	18	0	39	0	67	125	123	186	167	160
UMBC	100105	Design ^[3]	Bachelor's - (BFA)	4/13/12	0/95	0	2/150	34	7/165	56	12/175	72	12/177	75
UMBC	160100	Texts, Technologies and Literature	Master's	6/22/12	9	0	17	6	28	12	42	18	50	13
UMCP	080500	Higher Education, Student Affairs & Int'l Ed Policy	Master's - (MA/M.Ed) & Doctorate (R/S)	4/13/12	116	0	116	100	116	118	116	120	116	125
UMCP	110103	Second Language Acquisition ^[4]	Post-Bacc. Cert. & Master's	4/13/12	10	0	20	1	20	7	20	11	20	12
UMCP	101000	Film Studies	Bachelor's	6/22/12	36	0	36	20	51	34	51	35	51	38
UMUC	070215	Digital Forensics & Cyber Investigation	Post-Bacc. Cert. & Master's	4/13/12	15	0	33	188	48	266	73	347	118	368

Note: All enrollments are the students' primary major as reported in the MHEC EIS files. Administrative coding changes at campuses may lag actual program enrollment in initial years. 1349

[1] Coppin's Geography program was discontinued in 2017 due to low enrollment

[2] Because Acting had been in place for many years as a track within the existing theatre major, no projected enrollments were given. TU anticipated that they would continue to admit 16-20 students per year.

[3] The first number represents new students to the program. The second number represents the anticipated shift from the existing BA (Design emphasis) to the BFA in Design.

[4] UMCP's Second Language Acquisition program includes any remaining students in the Master's level HEGIS code 110102

Updated March 2017 -- University System of Maryland Office of Institutional Research

Committee on Education Policy and Student Life - New Program 5-Year Enrollment Review

New Program Enrollment Review Fall 2013 to Fall 2017

Inst.	HEGIS	Program Name	Degree Level	Approved	Enrollments									
					Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
					Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
FSU	080201	Elementary and Middle School Dual Certification ^[1]	Bachelor's ^[1]	4/12/13	36	0	36	13	40	53	48	45	48	45
SU	082901	Contemporary Curriculum Theory	Doctorate (R/S) - Ed.D	4/12/13	15	0	27	17	38	26	39	33	40	40
SU	051700	Business Economics	Bachelor's	6/21/13	40	0	80	92	90	118	100	129	100	122
SU	051300	International Business	Bachelor's	6/21/13	80	1	80	39	90	54	100	61	100	41
TU	039904	Leadership in Jewish Educ. & Communal Service ^[2]	Master's ^[2]	6/21/13	12	2	13	11	14	5	15	7	16	9
UB	210506	Forensic Science – High Tech Crime	Master's	2/15/13	16	0	22	59	28	93	34	98	40	105
UB	210202	Nonprofit Management and Social Entrepreneurship	Master's	4/12/13	10	0	25	35	35	66	35	69	35	66
UB	050603	Forensic Science – Forensic Accounting ^[3]	Master's	6/21/13	25	0	25	1	30	0	30	NA	30	NA
UMB	129958	Regulatory Science	Master's	2/15/13	10	0	30	56	50	86	50	62	50	51
UMB	129960	Health Science	Master's	6/21/13	40	0	80	39	120	75	132	109	132	91
UMB	129961	Pharmacometrics	Master's	6/21/13	50	33	55	36	55	42	55	36	55	42
UMB	499900	Research Ethics	Post-Bacc. Cert.	6/21/13	10	12	14	10	16	19	20	13	24	12
UMBC	221000	Global Studies	Bachelor's	2/15/13	30	15	62	60	91	83	126	99	155	107
UMCP	050400	Finance	Master's	6/21/13	280	0	280	180	280	287	280	319	280	227
UMES	050900	Marketing	Bachelor's	6/21/13	20	0	25	2	30	20	35	34	35	36
UMES	050400	Finance	Bachelor's	6/21/13	20	0	25	8	30	17	35	19	35	15
UMES	100500	Jazz and Popular Music	Bachelor's	6/21/13	10	0	15	1	20	2	25	7	25	6
UMUC	050300	Data Analytics	Master's	2/15/13	50	45	75	193	100	284	125	357	125	363
UMUC	120200	Health Services Management	Bachelor's	2/15/13	25	152	53	518	82	848	114	1061	148	1207
UMUC	210201	Public Safety Administration	Bachelor's	2/15/13	200	59	300	197	400	307	500	348	600	382
UMUC	120300	Nursing	Bachelor's	2/15/13	50	7	95	119	104	239	113	387	122	588

Note: All enrollments are the students' primary major as reported in the MHEC EIS files. Administrative coding changes at campuses may lag actual program enrollment in initial years.

3555

[1] FSU's Elementary & Middle School Dual Certification enrollment are only the students in the newly approved Bachelor's program that includes dual teacher certification.

[2] TU's Leadership in Jewish Educ. & Communal Service includes all Master's students, not just the newly approved concentrations

[3] UB's Forensic Science-Forensic Accounting program was discontinued July 2016 due to low enrollment

Updated December 2017 -- University System of Maryland Office of Institutional Research

Committee on Education Policy and Student Life - New Program 5-Year Enrollment Review

New Program Enrollment Review Fall 2014 to Fall 2018

Inst.	HEGIS	Program Name	Degree Level	Approved	Enrollments									
					Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
					Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
FSU	120300	Nursing ^[1]	Master's	4/11/14	6/29	10	11/49	23	17/73	31	19/81	23	24/102	
UB	210504	Justice Leadership and Management ^[2]	Master's	6/27/14	20	0	30	0	30	4	30	7	30	
UMB	140102	Law ^[3]	Master's	2/14/14	20	0	40	29	50	86	70	72	80	
UMB	120732	Forensic Medicine	Master's	6/27/14	8/0	0	9/1	0	10/1	9	10/1	14	15/1	
UMBC	089207	Biology Education ^[4]	Bachelor's	6/27/14	2	0	2	0	2	0	2	15	2	
UMCP	050200	Accounting	Master's	4/11/14	155	0	155	268	155	326	155	299	155	
UMCP	070202	Information Systems	Master's	4/11/14	100	0	100	188	100	226	100	231	100	
UMCP	050901	Marketing Analytics	Master's	4/11/14	40	0	40	35	40	48	40	44	40	
UMCP	051000	Supply Chain Management	Master's	4/11/14	150	0	150	87	150	79	150	68	150	
UMCP	082702	Teaching and Learning, Policy and Leadership	Doctorate	4/11/14	90/24	15	100/24	31	100/24	54	100/24	73	100/24	
UMES	129957	Pharmaceutical Sciences	Master's	6/27/14	5	0	5	1	5	2	10	1	10	
UMES	129957	Pharmaceutical Sciences	Doctorate	6/27/14	5	0	5	3	5	3	10	8	10	

Note: All enrollments are the students' primary major as reported in the MHEC EIS files. Administrative coding changes at campuses may lag actual program enrollment in initial years. **855**

^[1] FSU MS in Nursing added two concentrations: 1) Family Nurse Practitioner, and 2) Psychiatric and Mental Health Nurse Practitioner in March 2018 to the program.

^[2] UB MPS in Justice Leadership and Management enrollment projections are for part-time students only.

^[3] UMB MS in Law enrollment projections are for part-time students only.

^[4] UMBC BA in Biology Education enrollment projections are new enrollments beyond the 2-3 students per year who typically enrolled in the prior Biology specialization for secondary teacher certification.

Updated December 2017 -- University System of Maryland Office of Institutional Research

Committee on Education Policy and Student Life - New Program 5-Year Enrollment Review

New Program Enrollment Review Fall 2015 to Fall 2019

Inst.	HEGIS	Program Name	Degree Level	Approved	Enrollments									
					Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
					Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
CSU	120102	Health Sciences	Bachelor's	6/19/15	40	0	78	0	141	0	215		215	
FSU	210302	Adventure Sports Mgmt.	Bachelor's	2/13/15	12	0	24	9	26	5	30		34	
FSU	120100	Health Science	Bachelor's	4/10/15	5	50	20	130	26	167	31		35	
FSU	083300	Secondary Teacher Education	Bachelor's	4/10/15	2	0	4	0	4	0	6		6	
SU	083505	Athletic Training	Master's	12/12/14	12	0	24	5	24	8	24		24	
TU	089911	Interdisciplinary Arts Infusion	Master's	9/19/14	8	11	8	20	20	23	12		24	
TU	050900	Marketing Intelligence	Master's	9/19/14	5	8	8	26	10	46	15		15	
TU	050901	Marketing Intelligence	Post Bacc. Cert.	9/19/14	5	2	9	3	12	0	15		15	
UB	150901	Philosophy, Society and Applied Ethics	Bachelor's	2/13/15	10	0	19	8	30	17	39		45	
UMBC	100502	Jazz Studies	Bachelor's	6/19/15	22	0	22	0	22	13	22		22	
UMBC	100501	Music Composition	Bachelor's	6/19/15	14	0	14	3	14	10	14		14	
UMBC	100503	Music Education	Bachelor's	6/19/15	39	0	39	0	39	18	39		39	
UMBC	100400	Music Performance	Bachelor's	6/19/15	45	0	45	9	45	28	45		45	
UMBC	100504	Music Technology	Bachelor's	6/19/15	55	0	55	0	55	39	55		55	
UMES	070210	Cybersecurity Engineering Tech.	Master's	4/10/15	30	0	35	8	50	14	50		55	
UMUC	070203	Cloud Computing Architecture	Master's	2/13/15	50	0	100	0	110	54	120		130	
UMUC	082500	Learning Design & Technology	Master's	6/19/15	15	0	34	20	43	61	53		63	

Note: All enrollments are the students' primary major as reported in the MHEC EIS files. Administrative coding changes at campuses may lag actual program enrollment in initial years.

New Program Enrollment Review Fall 2016 - Fall 2020

Inst.	HEGIS	Program Name	Degree Level	Approved	Enrollments									
					Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
					Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
UMB	120100	Palliative Care	MS	6/10/16	20	0	50	61	63		64		68	
UMCP	070101	Information Science	BS	10/6/15	50	91	100	367	150		200		200	
UMCP	050300	Business Analytics	MS	4/15/16	30	0	30	74	40		41		42	
UMCP	210200	Public Policy	BA	6/10/16	50	0	100	78	200		300		300	

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Updated December 2017 -- University System of Maryland Office of Institutional Research



New Program Enrollment Review Fall 2017 - Fall 2021

Inst.	HEGIS	Program Name	Degree Level	Approved	Enrollments									
					Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
					Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
SU	020600	URBAN AND REGIONAL PLANNING	BS	2/1/2017	17	7	18		24		25		25	
UMB	149900	CYBERSECURITY LAW	MS	11/14/16	28	20	68		113		142		167	
UMB	149901	HOMELAND SECURITY & CRISIS MANAGEMENT LA	MS	11/14/16	28	13	68		113		142		167	
UMCP	170300	QUANTITATIVE FINANCE	MS	5/25/17	100	148	100		100		100		100	
UMCP	121404	ENVIRONMENTAL SCIENCE	MS/PHD	9/27/17	15	0	15		15		15		15	
UMUC	050610	HOMELAND SECURITY	BS	5/11/17	125	204	325		500		675		850	
UMUC	050629	TRANSFORMATIONAL LEADERSHIP	MS	6/12/17	25	0	53		63		73		83	
UMBC	N/A	TRANSLATIONAL LIFE SCIENCE TECHNOLOGY	BS	4/18/17	16	0	36		54		71		87	

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Created December 2017 -- University System of Maryland Office of Institutional Research
 Revised January 2018



TOPIC: *SAT Percentile Distribution of First-Time Undergraduates; Retention and Graduation Rates of First-time, Full-time Degree-Seeking Undergraduates report; and Transfer Students to the University System of Maryland: Patterns of Enrollment and Success*

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, March 27, 2018

SUMMARY: The three information items are provided to the Education Policy and Student Life Committee for the purposes of understanding undergraduate enrollment at the University. Fall New First-time, Full-time students and Maryland Community College new transfers represent most of the new enrollment at the traditional institutions. When looked at as a whole, the three reports provide a useful overview including the various pipelines that feed undergraduate enrollment, the academic profile of incoming first-time students, student success and persistence after enrollment, and, in the end, bachelor's degree attainment.

SAT Percentile Distributions of First-Time Undergraduates: For new freshmen, a key admissions component correlated with student success is the entering students' SAT scores. SAT scores are also used by external organizations for various purposes, including quality rankings. Differences in SAT scores can partially explain differences in student success across the USM. Regents should also be aware that admitting students with lower SATs often yields challenges for the completion agenda.

Retention and Graduation Rates of First-time Full-time Degree Seeking Undergraduates: Fall new First-time, Full-time students at USM continue to be an academically strong group. The increased attention to completion and closing the achievement gaps has increased student success. Overall, USM is maximizing this pipeline by producing nearly seven graduates for every ten that enter as new freshmen. From a board perspective, the continuation of initiatives that emphasize completion should be encouraged.

Transfer Students to the University System of Maryland: Overall, transfers comprise approximately two-thirds of the new students who enter USM institutions in a fiscal year. Of those Maryland community college transfers who enrolled in FY 2014, 56% graduated within four years and rates are higher at regional centers. In the charge of ensuring access and completion, USM is meeting its goals via the transfer pipeline. From a board perspective, the continuation of initiatives that emphasize transfer enrollment and completion should be encouraged.

ALTERNATIVE(S): This report is for information only.

FISCAL IMPACT: This report is for information only.

CHANCELLOR'S RECOMMENDATION: This report is for information only.

COMMITTEE RECOMMENDATION: Information Only

DATE: March 27, 2018

BOARD ACTION: Information Only

DATE:

SUBMITTED BY: Ellen Herbst
Joann Boughman

301-445-1923
301-445-1992

eherbst@usmd.edu
jboughman@usmd.edu



UNIVERSITY SYSTEM
of **MARYLAND**

**SAT PERCENTILE DISTRIBUTIONS OF
FIRST-TIME UNDERGRADUATES
FALL 2017 Report**

Bowie State University (BSU)
Coppin State University (CSU)
Frostburg State University (FSU)
Salisbury University (SU)
Towson University (TU)
University of Baltimore (UB)
University of Maryland, Baltimore County (UMBC)
University of Maryland, College Park (UMCP)
University of Maryland Eastern Shore (UMES)

**Office of Institutional Research
Vice Chancellor for Administration and Finance
University System of Maryland Office
March 2018**

Background

This report provides the 25th and 75th percentiles of the combined math and reading scores for first-time, full-time, and part-time undergraduates at all USM institutions (except UMB and UMUC). The USM institutions report SAT scores of first-time undergraduates to MHEC annually. These data are also submitted to the U.S. Department of Education's national data system (IPEDS) and are used by external organizations (such as *U.S. News*) for various purposes, including calculations of institutional quality rankings. Also included in this report are summary findings on Maryland trends from the College Board as well as peer data for fall 2016 students.

The information in this report is part of a series of reports about the USM undergraduate student body. This report provides some explanatory information for the outcomes presented in the *Retention and Graduation Rates of First-time, Full-time Degree-Seeking Undergraduates* report and complements information about transfer preparedness found in the *Transfer Students to the University System of Maryland: Patterns of Enrollment and Success* report. Together, all three reports provide context for the USM's Enrollment Projections. For further information, please contact Chad Muntz, cmuntz@usmd.edu, 301-445-2737.

USM Scores

As displayed in Table 1, in Fall 2016 the majority (10,423) of the 13,989 freshmen who enrolled at a USM institution were reported in the official SAT scores. Not all USM freshmen take the SAT. The proportion of the freshmen cohort with SAT scores may be lower either because of a student's choice to submit alternative standardized test scores or the application of an admission policy exemption by the institution.

Table 1
Trends in SAT 25th and 75th Percentile Scores

	2013		2014		2015		2016		2017 ¹	
	25th	75th	25th	75th	25th	75th	25th	75th	25th	75th
UMCP	1230	1390	1230	1400	1240	1400	1240	1400	1250	1410
UMBC	1130	1300	1120	1290	1120	1290	1130	1300	1170	1320
SU	1100	1210	1090	1210	1100	1210	1090	1210	1130	1240
TU	1010	1160	1010	1150	1010	1160	990	1140	1060	1200
FSU	880	1060	880	1070	870	1050	860	1060	930	1110
UB	840	1030	830	1020	870	1070	820	1030	900	1000
BSU	870	930	820	930	800	930	800	930	870	1000
CSU	810	930	810	950	810	950	770	890	860	995
UMES	800	940	780	920	760	910	800	930	870	1020

¹ The College Board has redesigned the SAT and institutional scores from this year, 2017, reflect these new scores only. It is unclear how it will mirror historic trends and correlate with future student success.

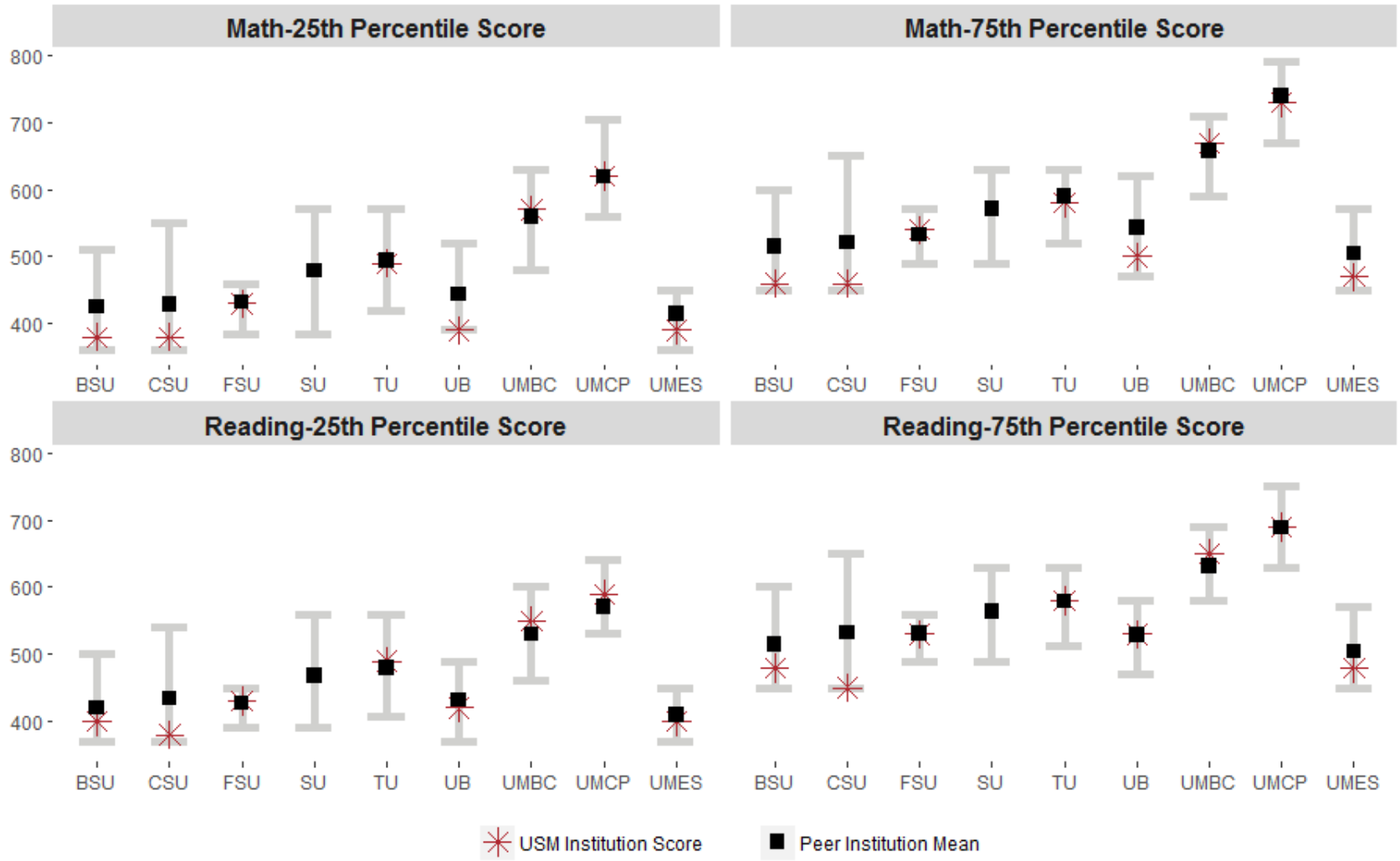
Maryland High School Graduates Trends (per the College Board)

- Last year 42,919 Maryland high school graduates completed the SAT. This represented nearly 69% of the high school graduates in Maryland. There was a 9.5% decrease in the number of students who completed the SAT in the 2016-17 school year from the year before. The mean Maryland scores were slightly below national means in at least one area.
 - The Math mean in Maryland was 524 compared to 527 nationally
 - The Evidence-Based Reading and Writing mean in Maryland was 536 compared to 533 nationally.
- Less than half (22,738) of the Maryland high school graduates who completed the SAT sent their test scores to USM institutions. However, the average score for those students who did submit them to a USM institution was slightly higher than the average score for Maryland and the nation. Prospective applicants who sent their scores to USM institutions had the following:
 - 550 Math mean for USM applicants (15,790 scored 500 or above)
 - 561 Reading mean for USM applicants (16,837 scored 500 or above)
 - USM prospective students' percentile distributions were 1,250 (75th); 1,110 (50th); and 970 (25th).
 - 20,123 prospective students reported a high school GPA of 3.00 or above.

National Trends from the National Center for Education Statistics (IPEDS)

Nationally, USM institutions are competitive with peer institutions from their MHEC-approved "competitor states" on the 25th and 75th percentiles of math and reading scores. Table 2 displays fall 2015 SAT data (the most recently available) for critical reading and mathematics scores. Tables 3-8 are the SAT data for the peer institutions.

USM SAT Percentile Scores Compared to Peer Institutions



Peers for Bowie State University					
Institution	State	Math 25	Math 75	Reading 25	Reading 75
Bowie State University	MD	380	460	400	480
California State University-Bakersfield	CA	NA	NA	NA	NA
Humboldt State University	CA	430	540	440	550
Fitchburg State University	MA	450	540	440	550
New Jersey City University	NJ	390	510	370	480
William Paterson University of New Jersey	NJ	450	540	440	540
State University of New York at New Paltz	NY	510	600	500	600
North Carolina Central University	NC	410	470	400	470
Winston-Salem State University	NC	400	470	400	470
East Stroudsburg University of Pennsylvania	PA	420	520	420	520
Virginia State University	VA	360	450	370	450
Peer Average		424.4	515.6	420.0	514.4
Point Difference between USM Inst. and Peer Average		-44.4	-55.6	-20.0	-34.4
Percent Difference between USM Inst. and Peer Average		-10.5%	-10.8%	-4.8%	-6.7%

Peers for Coppin State University					
Institution	State	Math 25	Math 75	Reading 25	Reading 75
Coppin State University	MD	380	460	380	450
California State University-Channel Islands	CA	NA	NA	NA	NA
California State University-Monterey Bay	CA	NA	NA	NA	NA
California State University-San Marcos	CA	430	540	430	520
Humboldt State University	CA	430	540	440	550
SUNY College at Geneseo	NY	550	650	540	650
Fayetteville State University	NC	400	470	390	480
University of North Carolina at Pembroke	NC	420	490	420	520
Winston-Salem State University	NC	400	470	400	470
Virginia State University	VA	360	450	370	450
The Evergreen State College	WA	440	560	480	620
Peer Average		428.8	521.3	433.8	532.5
Point Difference between USM Inst. and Peer Average		-48.8	-61.3	-53.8	-82.5
Percent Difference between USM Inst. and Peer Average		-11.4%	-11.8%	-12.4%	-15.5%

Peers for Frostburg State University					
Institution	State	Math 25	Math 75	Reading 25	Reading 75
Frostburg State University	MD	430	540	430	530
California State University-Northridge	CA	400	520	400	510
Sonoma State University	CA	440	540	440	540
Bridgewater State University	MA	450	540	440	550
Fitchburg State University	MA	450	540	440	550
University of Massachusetts-Dartmouth	MA	460	570	450	560
Kean University	NJ	420	510	410	500
SUNY Buffalo State	NY	385	490	390	490
SUNY College at Potsdam	NY	NA	NA	NA	NA
Western Carolina University	NC	460	560	450	560
Clarion University of Pennsylvania	PA	420	520	420	52
Peer Average		431.7	532.2	426.7	479.1
Point Difference between USM Inst. and Peer Average		-1.7	7.8	3.3	50.9
Percent Difference between USM Inst. and Peer Average		-0.4%	1.5%	0.8%	10.6%

Peers for Salisbury University					
Institution	State	Math 25	Math 75	Reading 25	Reading 75
Salisbury University	MD	NA	NA	NA	NA
Framingham State University	MA	450	550	440	540
Rowan University	NJ	520	630	500	600
William Paterson University of New Jersey	NJ	450	540	440	540
SUNY Buffalo State	NY	385	490	390	490
SUNY College at Brockport	NY	470	570	450	550
SUNY College at Oswego	NY	510	590	500	590
University of North Carolina Wilmington	NC	570	630	560	630
Western Carolina University	NC	460	560	450	560
West Chester University of Pennsylvania	PA	490	580	480	570
Radford University	VA	NA	NA	NA	NA
Peer Average		478.3	571.1	467.8	563.3
Point Difference between USM Inst. and Peer Average					
Percent Difference between USM Inst. and Peer Average					

Peers for Towson University						
Institution	State	Math 25	Math 75	Reading 25	Reading 75	
Towson University	MD	490	580	490	580	
California State University-Fullerton	CA	470	570	450	550	
University of Massachusetts-Dartmouth	MA	460	570	450	560	
Minnesota State University-Mankato	MN	478	593	408	513	
Montclair State University	NJ	NA	NA	NA	NA	
Appalachian State University	NC	520	620	510	620	
University of North Carolina at Charlotte	NC	520	610	510	590	
University of North Carolina Wilmington	NC	570	630	560	630	
Indiana University of Pennsylvania-Main Campus	PA	420	520	420	530	
West Chester University of Pennsylvania	PA	490	580	480	570	
James Madison University	VA	520	610	510	610	
Western Washington University	WA	490	600	500	620	
	Peer Average	493.8	590.3	479.8	579.3	
	Point Difference between USM Inst. and Peer Average	-3.8	-10.3	10.2	0.7	
	Percent Difference between USM Inst. and Peer Average	-0.8%	-1.7%	2.1%	0.1%	

Peers for University of Baltimore						
Institution	State	Math 25	Math 75	Reading 25	Reading 75	
University of Baltimore	MD	390	500	420	530	
California State University-East Bay	CA	NA	NA	NA	NA	
California State University-Stanislaus	CA	NA	NA	NA	NA	
University of Massachusetts-Dartmouth	MA	460	570	450	560	
New Jersey City University	NJ	390	510	370	480	
Rutgers University-Camden	NJ	450	570	440	550	
CUNY Brooklyn College	NY	520	620	490	580	
CUNY Lehman College	NY	460	540	450	540	
North Carolina Central University	NC	410	470	400	470	
East Stroudsburg University of Pennsylvania	PA	420	520	420	520	
Radford University	VA	NA	NA	NA	NA	
	Peer Average	444.3	542.9	431.4	528.6	
	Point Difference between USM Inst. and Peer Average	-54.3	-42.9	-11.4	1.4	
	Percent Difference between USM Inst. and Peer Average	-12.2%	-7.9%	-2.6%	0.3%	

Peers for University of Maryland-Baltimore County

Institution	State	Math 25	Math 75	Reading 25	Reading 75
University of Maryland-Baltimore County	MD	570	670	550	650
University of California-Riverside	CA	480	610	460	580
University of California-Santa Cruz	CA	540	660	520	630
University of Massachusetts-Amherst	MA	580	680	550	650
University of Massachusetts-Lowell	MA	550	640	520	620
New Jersey Institute of Technology	NJ	590	680	520	630
SUNY at Albany	NY	500	590	490	580
SUNY at Binghamton	NY	630	710	600	690
North Carolina State University at Raleigh	NC	600	690	570	660
Miami University-Oxford	OH	590	690	540	660
George Mason University	VA	530	630	530	620
Peer Average		559.0	658.0	530.0	632.0
Point Difference between USM Inst. and Peer Average		11.0	12.0	20.0	18.0
Percent Difference between USM Inst. and Peer Average		2.0%	1.8%	3.8%	2.8%

Peers for University of Maryland-College Park

Institution	State	Math 25	Math 75	Reading 25	Reading 75
University of Maryland-College Park	MD	620	730	590	690
University of California-Berkeley	CA	650	790	620	750
University of California-Los Angeles	CA	590	760	570	710
University of Illinois at Urbana-Champaign	IL	705	790	580	690
University of Michigan-Ann Arbor	MI	670	770	640	730
University of Minnesota-Twin Cities	MN	620	750	560	700
Rutgers University-New Brunswick	NJ	580	700	530	650
University of North Carolina at Chapel Hill	NC	610	720	600	700
Ohio State University-Main Campus	OH	620	740	540	670
Pennsylvania State University-Main Campus	PA	560	670	530	630
University of Washington-Seattle Campus	WA	580	710	540	660
Peer Average		618.5	740.0	571.0	689.0
Point Difference between USM Inst. and Peer Average		1.5	-10.0	19.0	1.0
Percent Difference between USM Inst. and Peer Average		0.2%	-1.4%	3.3%	0.1%

Peers for University of Maryland Eastern Shore					
Institution	State	Math 25	Math 75	Reading 25	Reading 75
University of Maryland Eastern Shore	MD	390	470	400	480
California State University-Bakersfield	CA	NA	NA	NA	NA
New Jersey City University	NJ	390	510	370	480
Rutgers University-Camden	NJ	450	570	440	550
SUNY at Fredonia	NY	450	550	450	570
Fayetteville State University	NC	400	470	390	480
North Carolina A & T State University	NC	430	510	420	500
University of North Carolina at Pembroke	NC	420	490	420	520
Winston-Salem State University	NC	400	470	400	470
Lock Haven University	PA	430	520	420	520
Virginia State University	VA	360	450	370	450
	Peer Average	414.4	504.4	408.9	504.4
	Point Difference between USM Inst. and Peer Average	-24.4	-34.4	-8.9	-24.4
	Percent Difference between USM Inst. and Peer Average	-5.9%	-6.8%	-2.2%	-4.8%



UNIVERSITY SYSTEM
of **MARYLAND**

**RETENTION AND GRADUATION RATES OF FIRST-
TIME FULL-TIME DEGREE-SEEKING
UNDERGRADUATES**

Bowie State University (BSU)
Coppin State University (CSU)
Frostburg State University (FSU)
Salisbury University (SU)
Towson University (TU)
University of Baltimore (UB)
University of Maryland, Baltimore County (UMBC)
University of Maryland, College Park (UMCP)
University of Maryland Eastern Shore (UMES)

Office of Institutional Research
Vice Chancellor for Administration and Finance
University System of Maryland Office
March 2018

Background

The purpose of this report is to provide the most recent information available on how well new first-time, full-time freshmen students entering a USM institution in the fall semester are being retained and progressing toward a bachelor's degree. New first-time, full-time students, often referred to as "traditional students," represent the student population most often referenced when higher education enrollment, retention, and graduation data are discussed. While new first-time, full-time new students only comprise a third of the new students matriculating at USM institutions each fiscal year, they have an outsized impact on our System and its institutions because they drive reporting for most federal and state retention and graduation rates, as well as a host of other reputation measures used by the various national ranking systems. For this reason a significant portion of institutional aid is directed towards these students. Further, this population of students also figures heavily in the System's ability to meet many of its strategic plan goals, including degree completion, STEM production, and achievement gap reduction.

The data provided in this report are for freshmen who entered USM institutions in the fall semesters. Second-, third-, and fourth-year retention rates, as well as fourth-, fifth-, and sixth-year graduation rates are presented for the following groups: all USM students, USM African-American students, USM Hispanic students, and USM Pell Grant recipients. A set of tables in the Appendix shows the rates for the USM as a whole and for each institution, with data for each new freshmen cohort presented separately. In addition, a brief discussion of the trends we witnessed this past year with regard to the size and diversity of USM's first-time, full-time new freshmen cohorts, as well as the performance of the most recent cohorts on the traditional higher education measures of second-year retention and six-year graduation rates, is presented below.

This analysis was prepared by combining data collected each fall semester on students who are enrolled at USM institutions with data collected each year on degrees and financial aid awarded. Retention and graduation rates are reported for those students re-enrolling at or graduating from any USM institution, and for USM students re-enrolling at or graduating from their institution of initial entry. This report does not reflect changes to student cohorts from eligible exclusions and student ID changes, and may not align with the official calculations of each campus (as reported to the Department of Education). Unlike the nationally-focused Student Achievement Measure (SAM), the report also does not account for students who may have transferred or graduated from an institution outside the USM. Although UMUC enrolls some students identified as first-time, full-time, this report will focus on the nine USM residential institutions that recruit and competitively admit this cohort each fall.

The information in this report reflects the most recent updates to the fall new freshmen data. It is also part of a series of reports about the undergraduate pipeline including *SAT Percentile Distribution of First-Time Undergraduates* report, the *Transfer Students to the University System of Maryland: Patterns of Enrollment and Success* report and provides context for the USM's Enrollment Projections. For further information, please contact Chad Muntz, cmuntz@usmd.edu, 301-445-2737 or Laura Walker, alwalker@usmd.edu, 301-445-1966.

Impact on Institutional Enrollment and Degree Production

New first-time, full-time (FTFT) students are the most prominent group of new students on campus. Most of the applications received by a traditional institution are from students seeking admission for the fall semester with the intent to study full-time. The size, diversity, and success rate (i.e., retention and graduation rates) of each cohort of these first-time, full-time students will be highlighted in guidebooks and will partially determine the institution's reputation. Such information will figure into decisions of future students when deciding to apply and/or enroll if admitted.

Institutions that enroll significant numbers of FTFT students depend heavily on generating significant levels of prospective interest (i.e., applications) among just-graduating high school seniors planning to enter higher education in the fall. However, generating more applications does not always yield more students because the quality of the applicant pool ultimately determines the number of admissible students. Further, because fall first-time, full-time admission is competitive, applicants often apply to multiple institutions, and the most sought-after prospective students are often admitted to multiple institutions. Without decreasing the quality of the admitted cohort, an institution's ability to increase or maintain the size of the fall first-time cohort is often determined by student choice.

More recently some institutions have sought to increase access to first-time students by offering students the opportunity to start in the spring semester, after space has become available due to winter graduation and fall attrition. An institution will defer a student's fall application until spring, and students willing to wait a semester will then attend in the spring. However, many will choose another institution where they may enroll in the fall. The University of Maryland, College Park's Freshmen Connection program solves this problem by providing their spring-admitted students an opportunity to connect with the campus during the fall term through a self-supported academic unit that provides first-year credit courses. [Before fall 2017, these students were only reported in spring. However, due to recent changes, the University of Maryland included these students as fall first-time, full-time reflecting the enrollment in fall credit courses.] Freshmen Connection has been successful at increasing the total enrollment at the University of Maryland by effectively increasing the yield of their fall applicant pool.

In summary, the total enrollment at a campus is comprised of both the new student "yield" (i.e., the number of new students who were admitted and chose to enroll) plus the retention of returning students from previous cohorts. Therefore, retention of prior cohorts is essential for maintaining or increasing enrollment and degree completion because an increase from new students in the fall is not always feasible nor the applicant pool available nor the student willing to delay enrollment.

Trends in the Size and Diversity of the USM's Fall First-time, Full-time New Cohort

As the data in Table 1 below show, the size of the entering new first-time, full-time (FTFT) freshmen cohort at each campus varies from year-to-year. As mentioned in the previous section, in Fall 2017, UMCP included the Freshmen Connection new spring students in their fall

first-time, full-time numbers because of the credit course enrollment opportunities pursued by these students in the fall semester. Other than UMCP's reporting change, Bowie continues to increase its fall FTFT students and UMBC increased for the first time in five years. Frostburg, UMES and UB continue to experience decreases in fall FTFT students. Coppin, Salisbury, and Towson remained steady compared to the enrollment last year.

Table 1
Fall First-time, Full-time New Students
by USM Institution

	2011	2012	2013	2014	2015	2016	2017
Bowie	573	477	625	594	559	958	1,075
Coppin	478	425	353	267	242	383	383
Frostburg	825	813	889	957	931	829	774
Salisbury	1,246	1,230	1,241	1,144	1,186	1,328	1,326
Towson	2,536	2,463	2,747	2,711	2,708	2,750	2,735
UB	155	215	236	226	137	138	107
UMBC	1,416	1,547	1,653	1,616	1,543	1,518	1,759
UMCP	3,989	3,893	4,011	4,128	3,934	4,543	5,178
UMES	748	882	604	756	1,011	698	560
USM	11,966	11,945	12,359	12,399	12,251	13,145	13,897

The aggregate changes also include changes in the demographic diversity occurring within the new FTFT cohort. The most recent 2017 FTFT cohort was approximately 7.1% (or 997 students) Hispanic and continues to increase in size year after year. African-Americans made up 25% (3,656) of the 2017 cohort with fewer than half (49% or 1,688) enrolled at the USM's Historically Black Institutions (HBIs)—also a multi-year trend. Finally, the number of low-income students continued to increase, as over one quarter (26%) of the 2016 freshmen cohort received a Pell grant. In short, the USM freshmen cohort is more diverse than ever and increasing in the number of low-income students.

Trends in Retention and Graduation Rates

The USM's overall retention and graduation rates are determined by two interacting factors: 1) the rate at which new FTFT students are retained and graduated by each campus, and 2) the size of the new FTFT cohort at each campus. Both factors play a role in determining the System's overall success rates and degree production.

Second-Year Retention Rate. The second-year retention rate of USM FTFT (at institution of initial entry) remained strong in 2017 with 84% (11,084) of the fall 2016 cohort returning. Although the overall second-year retention rate remained unchanged, there was a four percent decrease for African-American students, 77% (2,688) and a two percent increase for Pell Grant

recipients to 80% (2,827). However, the second-year retention rate for Hispanic students increased one percent to 87% (818).

Broken down by campus, the USM saw declines in second-year retention at six of the nine campuses: After a dramatic cohort size increase, Bowie's retention rate dropped three points to 71% (682). Frostburg also dropped three points to 73% (605). Salisbury decreased two points to 80% (1,065). Towson dropped a point to 84% (2,323). UB fell by five points to 67% (92). The three campuses that increased or remained flat were: UMCP and UMBC, which maintained very high retention rates of 95% (4,336) and 85% (1,295), respectively, and UMES, whose retention rate improved six percent to 63% (442) but was still nearly 10 percent lower than its high point achieved a few years earlier. As can be seen by these rates and the increases or decreases of students (Table 1), the interaction between volume and success shapes the USM average and explains why the USM average did not change.

Six-Year Graduation Rate. The most recent graduating cohort consisted of 11,966 new first-time, full-time students, who entered a USM institution in fall 2011. It was the smallest cohort since 2004. The six-year graduation rate reported for the 2011 cohort was 66% at the "Institution of Initial Entry," and 70% if the definition was expanded to include graduating "Anywhere within the USM." Both represented historically-high rates.

Similarly, strong graduation rates were reported by subgroups. Although the cohort size decreased by nearly 250 students, the 53% (1,635) graduation rate of African-Americans who graduated "Anywhere within the USM" improved three percent and became USM's historical high point. The rate for Hispanic students who graduated "Anywhere within the USM" set a new historically high mark of 74% (498) for this subgroup. The percentage of Pell Grant students graduating "Anywhere with the USM" also set a new historical high point for this subgroup a 56% (1,795). It is clear that the improvement in graduation rates for these subgroups positively impacted the overall USM graduation rates.

Summary

Fall first-time, full-time new students at USM continue to be an academically strong and well-prepared population group. As indicated in the USM's *SAT Percentile Distribution of First-Time Undergraduates*, the academic profile for this group exceeded Maryland averages at most institutions. In addition, since the *Closing Achievement Gap* initiative began in spring 2008, the preparedness of the students at entry, as well as the institutions' focus on increasing student success, has meant an improvement in the second-year retention rates and the six-year graduation rates for first-time, full-time students. The most recent graduating cohort, fall 2011, reported a Systemwide graduation rate of 70% (8,317) with the retention rates of the subsequent cohorts over 80%. All leading indicators predict sustained rates of success for the fall 2012 cohort and beyond. Thus, the USM is maximizing this pipeline by producing seven graduates for every ten that enter as new fall first-time, full-time students.

APPENDIX

Committee on Education Policy and Student Life - Overview of UG Success in USM



2000 - 2017

Cohort Year	Cohort	Institution of First-Time Entry							Anywhere in the USM						
		Retention Rates			Graduation Rates			Enrolled	Retention Rates			Graduation Rates			Enrolled
		2nd Year	3rd Year	4th Year	4-Year	5-Year	6-Year		7th Year	2nd Year	Year	4th Year	4-Year	5-Year	
2000	100% (10,761)	82% (8,855)	73% (7,847)	68% (7,347)	35% (3,774)	56% (6,045)	61% (6,578)	3% (282)	85% (9,137)	77% (8,328)	74% (7,950)	36% (3,903)	59% (6,391)	65% (7,047)	5% (497)
2001	100% (11,796)	83% (9,844)	73% (8,571)	68% (7,984)	37% (4,403)	57% (6,702)	61% (7,229)	2% (273)	86% (10,112)	77% (9,083)	73% (8,629)	38% (4,536)	60% (7,062)	65% (7,710)	4% (523)
2002	100% (11,421)	82% (9,403)	72% (8,257)	68% (7,777)	39% (4,401)	58% (6,590)	62% (7,079)	2% (285)	85% (9,705)	77% (8,775)	74% (8,447)	40% (4,564)	61% (6,994)	66% (7,592)	4% (494)
2003	100% (11,518)	82% (9,500)	73% (8,353)	68% (7,877)	39% (4,487)	58% (6,659)	62% (7,143)	2% (279)	85% (9,803)	77% (8,918)	75% (8,581)	40% (4,664)	62% (7,101)	67% (7,702)	4% (471)
2004	100% (11,736)	82% (9,622)	72% (8,475)	68% (7,941)	39% (4,553)	57% (6,742)	62% (7,254)	3% (312)	85% (9,938)	77% (9,059)	74% (8,681)	40% (4,753)	61% (7,194)	67% (7,821)	5% (569)
2005	100% (12,379)	81% (9,971)	70% (8,632)	65% (8,083)	39% (4,841)	56% (6,922)	60% (7,376)	3% (380)	83% (10,299)	74% (9,213)	71% (8,797)	41% (5,032)	59% (7,347)	64% (7,925)	5% (633)
2006	100% (12,479)	81% (10,076)	71% (8,827)	67% (8,374)	37% (4,661)	56% (6,942)	61% (7,557)	3% (323)	83% (10,365)	75% (9,368)	72% (9,012)	39% (4,849)	59% (7,328)	65% (8,074)	4% (551)
2007	100% (12,893)	82% (10,602)	72% (9,265)	68% (8,767)	39% (5,053)	58% (7,426)	62% (7,999)	3% (337)	84% (10,879)	76% (9,786)	73% (9,400)	40% (5,218)	61% (7,819)	66% (8,508)	4% (572)
2008	100% (12,945)	82% (10,615)	72% (9,381)	69% (8,890)	39% (5,038)	58% (7,519)	62% (8,075)	2% (314)	84% (10,884)	76% (9,894)	74% (9,517)	40% (5,199)	61% (7,912)	66% (8,606)	4% (541)
2009	100% (12,643)	83% (10,514)	74% (9,412)	70% (8,886)	41% (5,240)	61% (7,657)	65% (8,189)	2% (299)	85% (10,767)	78% (9,891)	75% (9,501)	43% (5,408)	64% (8,035)	69% (8,714)	4% (501)
2010	100% (12,331)	83% (10,260)	74% (9,102)	70% (8,590)	42% (5,127)	60% (7,387)	64% (7,921)	2% (266)	85% (10,492)	77% (9,545)	75% (9,191)	43% (5,265)	63% (7,730)	68% (8,393)	4% (464)
2011	100% (11,966)	84% (10,041)	75% (8,989)	71% (8,524)	43% (5,164)	62% (7,449)	66% (7,892)	2% (220)	85% (10,216)	79% (9,399)	76% (9,054)	44% (5,281)	65% (7,772)	70% (8,317)	4% (436)
2012	100% (11,945)	84% (10,017)	75% (9,015)	71% (8,493)	45% (5,372)	63% (7,474)			86% (10,220)	79% (9,422)	76% (9,047)	46% (5,511)	65% (7,817)		
2013	100% (12,359)	85% (10,538)	76% (9,412)	72% (8,909)	45% (5,580)				87% (10,724)	80% (9,872)	77% (9,499)	46% (5,734)			
2014	100% (12,399)	84% (10,422)	75% (9,355)	72% (8,885)	1% (131)				86% (10,640)	79% (9,826)	77% (9,489)	1% (133)			
2015	100% (12,251)	84% (10,263)	75% (9,225)		0% (3)				86% (10,477)	79% (9,678)		0% (3)			
2016	100% (13,145)	84% (11,084)							86% (11,279)						
2017	100% (13,897)														

Source: USM Institutional Research Information System


UNIVERSITY SYSTEM
of MARYLAND
University System of Maryland
Retention and Graduation Rates
First-Time, Full-Time, Degree-Seeking Freshmen in Fall Semester
- Race/Ethnicity: Black
2000 - 2017

Cohort Year	Cohort	Institution of First-Time Entry							Anywhere in the USM						
		Retention Rates			Graduation Rates			Enrolled	Retention Rates			Graduation Rates			Enrolled
		2nd Year	3rd Year	4th Year	4-Year	5-Year	6-Year		2nd Year	Year	4th Year	4-Year	5-Year	6-Year	
2000	100% (2,377)	76% (1,813)	63% (1,502)	56% (1,338)	19% (446)	37% (877)	43% (1,030)	4% (98)	79% (1,874)	68% (1,611)	62% (1,472)	19% (461)	39% (935)	47% (1,113)	8% (181)
2001	100% (2,968)	76% (2,284)	61% (1,828)	53% (1,588)	21% (620)	36% (1,088)	42% (1,244)	4% (126)	78% (2,344)	66% (1,976)	59% (1,775)	22% (649)	39% (1,176)	45% (1,357)	8% (231)
2002	100% (2,747)	75% (2,063)	61% (1,682)	54% (1,490)	21% (570)	37% (1,027)	42% (1,163)	4% (106)	77% (2,113)	66% (1,808)	60% (1,660)	21% (585)	40% (1,093)	46% (1,260)	6% (175)
2003	100% (3,106)	75% (2,343)	62% (1,927)	54% (1,679)	20% (628)	37% (1,139)	42% (1,295)	4% (129)	78% (2,412)	67% (2,068)	60% (1,869)	21% (643)	39% (1,213)	45% (1,406)	7% (210)
2004	100% (2,933)	74% (2,171)	60% (1,750)	53% (1,548)	19% (558)	34% (1,003)	40% (1,183)	5% (146)	76% (2,221)	64% (1,890)	59% (1,723)	20% (583)	37% (1,071)	44% (1,287)	8% (235)
2005	100% (3,612)	74% (2,656)	57% (2,064)	51% (1,825)	20% (726)	36% (1,301)	41% (1,469)	5% (191)	75% (2,720)	61% (2,220)	56% (2,028)	21% (751)	38% (1,378)	44% (1,588)	8% (293)
2006	100% (3,619)	74% (2,682)	60% (2,164)	55% (1,974)	19% (678)	36% (1,320)	43% (1,549)	4% (146)	76% (2,748)	65% (2,340)	60% (2,173)	19% (696)	39% (1,400)	46% (1,671)	7% (237)
2007	100% (3,406)	75% (2,551)	60% (2,057)	55% (1,870)	19% (646)	37% (1,268)	43% (1,476)	4% (151)	77% (2,626)	65% (2,220)	61% (2,066)	20% (670)	40% (1,349)	47% (1,601)	7% (253)
2008	100% (3,567)	75% (2,661)	60% (2,153)	55% (1,974)	20% (708)	38% (1,354)	43% (1,551)	4% (136)	77% (2,743)	65% (2,316)	61% (2,170)	20% (725)	40% (1,433)	47% (1,685)	7% (234)
2009	100% (3,337)	74% (2,470)	62% (2,066)	56% (1,879)	19% (646)	38% (1,277)	45% (1,492)	4% (143)	76% (2,533)	66% (2,208)	62% (2,058)	20% (671)	41% (1,355)	49% (1,623)	7% (219)
2010	100% (3,231)	77% (2,476)	63% (2,022)	57% (1,831)	20% (654)	39% (1,261)	46% (1,472)	4% (132)	79% (2,551)	67% (2,173)	63% (2,021)	21% (661)	42% (1,345)	49% (1,599)	7% (215)
2011	100% (2,975)	78% (2,321)	66% (1,972)	62% (1,840)	24% (717)	45% (1,330)	50% (1,477)	3% (91)	80% (2,367)	70% (2,091)	67% (1,994)	25% (738)	47% (1,400)	53% (1,584)	6% (173)
2012	100% (2,860)	77% (2,204)	67% (1,903)	61% (1,738)	25% (724)	44% (1,272)			79% (2,265)	71% (2,029)	67% (1,905)	26% (750)	47% (1,357)		
2013	100% (2,937)	81% (2,381)	68% (1,991)	63% (1,848)	28% (819)				83% (2,433)	73% (2,133)	69% (2,015)	28% (832)			
2014	100% (3,019)	80% (2,414)	68% (2,059)	64% (1,918)	0% (9)				82% (2,484)	73% (2,208)	69% (2,093)	0% (9)			
2015	100% (3,235)	76% (2,443)	64% (2,063)		0% (2)				78% (2,521)	69% (2,230)		0% (2)			
2016	100% (3,490)	77% (2,688)							79% (2,762)						
2017	100% (3,656)														

Source: USM Institutional Research Information System

Committee on Education Policy and Student Life - Overview of UG Success in USM



Cohort Year	Cohort	Institution of First-Time Entry							Anywhere in the USM						
		Retention Rates			Graduation Rates			Enrolled	Retention Rates			Graduation Rates			Enrolled
		2nd Year	3rd Year	4th Year	4-Year	5-Year	6-Year	7th Year	2nd Year	Year	4th Year	4-Year	5-Year	6-Year	7th Year
2000	100% (303)	85% (258)	76% (229)	72% (217)	33% (99)	59% (179)	66% (199)	2% (5)	86% (262)	79% (238)	75% (228)	33% (99)	60% (182)	68% (205)	5% (15)
2001	100% (338)	84% (285)	73% (248)	71% (239)	29% (99)	58% (197)	64% (216)	1% (5)	85% (288)	77% (259)	75% (252)	30% (100)	60% (204)	67% (227)	3% (11)
2002	100% (331)	85% (282)	76% (250)	73% (242)	37% (124)	60% (200)	67% (222)	3% (9)	87% (288)	79% (261)	78% (258)	39% (128)	63% (210)	71% (235)	4% (13)
2003	100% (388)	86% (333)	75% (290)	70% (273)	37% (144)	57% (222)	63% (245)	2% (8)	88% (342)	80% (310)	76% (294)	39% (151)	61% (237)	68% (262)	5% (20)
2004	100% (357)	85% (303)	77% (274)	74% (265)	39% (138)	61% (217)	65% (233)	4% (13)	88% (314)	81% (288)	79% (281)	39% (141)	63% (226)	68% (244)	6% (23)
2005	100% (421)	79% (333)	70% (294)	65% (273)	36% (150)	56% (235)	60% (251)	2% (8)	80% (337)	73% (307)	69% (291)	37% (155)	58% (243)	62% (260)	4% (18)
2006	100% (478)	82% (393)	72% (343)	70% (334)	39% (188)	59% (280)	63% (299)	2% (11)	84% (400)	75% (359)	74% (356)	41% (194)	61% (292)	66% (314)	4% (21)
2007	100% (468)	83% (398)	75% (351)	73% (341)	41% (191)	61% (286)	66% (309)	3% (16)	87% (406)	79% (368)	77% (362)	42% (198)	64% (301)	70% (329)	5% (23)
2008	100% (515)	82% (421)	73% (378)	70% (362)	37% (191)	60% (307)	63% (326)	2% (11)	84% (431)	77% (398)	75% (385)	38% (197)	63% (322)	67% (344)	5% (25)
2009	100% (521)	86% (447)	76% (398)	73% (382)	38% (199)	62% (325)	66% (346)	2% (10)	88% (457)	80% (415)	79% (412)	39% (203)	65% (341)	71% (371)	4% (20)
2010	100% (616)	85% (525)	75% (463)	74% (453)	42% (257)	64% (397)	69% (423)	3% (16)	86% (532)	78% (479)	77% (477)	42% (261)	66% (407)	71% (439)	4% (24)
2011	100% (672)	88% (588)	78% (525)	76% (514)	43% (286)	67% (448)	72% (483)	3% (17)	88% (593)	80% (537)	79% (532)	43% (288)	67% (453)	74% (498)	5% (31)
2012	100% (708)	84% (597)	76% (537)	72% (507)	45% (318)	64% (455)			85% (604)	78% (553)	76% (538)	46% (326)	67% (473)		
2013	100% (797)	85% (676)	76% (607)	72% (570)	42% (331)				86% (686)	79% (630)	75% (599)	43% (339)			
2014	100% (806)	84% (676)	75% (608)	70% (568)	1% (7)				85% (684)	79% (635)	75% (606)	1% (7)			
2015	100% (838)	86% (719)	78% (656)						87% (733)	81% (682)					
2016	100% (940)	87% (818)							88% (828)						
2017	100% (997)														

Source: USM Institutional Research Information System


UNIVERSITY SYSTEM
of MARYLAND
 University System of Maryland
 Retention and Graduation Rates
 First-Time, Full-Time, Degree-Seeking Freshmen in Fall Semester
 - Pell-Grant Recipients
 2000 - 2017

Cohort Year	Cohort	Institution of First-Time Entry							Anywhere in the USM						
		Retention Rates			Graduation Rates			Enrolled	Retention Rates			Graduation Rates			Enrolled
		2nd Year	3rd Year	4th Year	4-Year	5-Year	6-Year		2nd Year	Year	4th Year	4-Year	5-Year	6-Year	
2003	100% (2,019)	80% (1,625)	69% (1,385)	62% (1,246)	25% (509)	45% (908)	51% (1,027)	4% (83)	83% (1,670)	73% (1,480)	68% (1,371)	27% (536)	48% (974)	56% (1,121)	6% (120)
2004	100% (2,305)	77% (1,770)	65% (1,487)	57% (1,315)	22% (509)	40% (922)	46% (1,069)	5% (121)	80% (1,846)	70% (1,620)	64% (1,476)	23% (541)	44% (1,012)	52% (1,189)	8% (175)
2005	100% (2,451)	76% (1,870)	60% (1,474)	53% (1,311)	23% (560)	39% (958)	43% (1,061)	5% (114)	79% (1,944)	65% (1,605)	60% (1,464)	24% (594)	42% (1,032)	48% (1,167)	7% (177)
2006	100% (2,581)	76% (1,973)	63% (1,627)	58% (1,491)	23% (587)	42% (1,072)	47% (1,225)	4% (104)	79% (2,042)	69% (1,774)	64% (1,656)	24% (617)	45% (1,154)	52% (1,344)	6% (160)
2007	100% (2,701)	78% (2,099)	63% (1,711)	57% (1,550)	22% (595)	41% (1,103)	47% (1,268)	4% (113)	81% (2,179)	69% (1,856)	64% (1,716)	23% (629)	44% (1,185)	51% (1,385)	7% (184)
2008	100% (2,733)	78% (2,125)	64% (1,753)	58% (1,598)	24% (643)	42% (1,143)	47% (1,293)	4% (100)	80% (2,192)	69% (1,888)	64% (1,750)	25% (670)	44% (1,215)	51% (1,406)	7% (178)
2009	100% (2,993)	79% (2,354)	67% (2,006)	60% (1,804)	25% (737)	45% (1,348)	51% (1,512)	3% (103)	81% (2,422)	72% (2,142)	66% (1,976)	26% (770)	48% (1,442)	55% (1,648)	5% (156)
2010	100% (3,370)	79% (2,678)	67% (2,270)	61% (2,061)	27% (896)	46% (1,560)	52% (1,744)	3% (104)	82% (2,750)	71% (2,400)	66% (2,236)	27% (923)	49% (1,641)	55% (1,869)	5% (179)
2011	100% (3,183)	78% (2,495)	68% (2,159)	63% (2,011)	28% (891)	48% (1,539)	53% (1,685)	3% (93)	80% (2,549)	72% (2,278)	68% (2,155)	29% (912)	51% (1,618)	56% (1,795)	5% (161)
2012	100% (3,100)	79% (2,448)	69% (2,134)	63% (1,968)	31% (946)	50% (1,554)			81% (2,519)	73% (2,268)	69% (2,129)	31% (972)	53% (1,644)		
2013	100% (3,141)	82% (2,585)	70% (2,192)	65% (2,050)	31% (981)				84% (2,642)	75% (2,342)	71% (2,222)	32% (1,008)			
2014	100% (3,279)	80% (2,612)	69% (2,249)	63% (2,080)	1% (19)				82% (2,692)	74% (2,421)	70% (2,283)	1% (19)			
2015	100% (3,401)	78% (2,644)	68% (2,304)		0% (2)				80% (2,729)	73% (2,474)		0% (2)			
2016	100% (3,538)	80% (2,827)							82% (2,892)						

Source: USM Institutional Research Information System


UNIVERSITY SYSTEM
of MARYLAND
Bowie State University
Retention and Graduation Rates
First-Time, Full-Time, Degree-Seeking Freshmen in Fall Semester

2000 - 2017

Cohort Year	Cohort	Institution of First-Time Entry							Anywhere in the USM						
		Retention Rates			Graduation Rates			Enrolled	Retention Rates			Graduation Rates			Enrolled
		2nd Year	3rd Year	4th Year	4-Year	5-Year	6-Year	7th Year	2nd Year	Year	4th Year	4-Year	5-Year	6-Year	7th Year
2000	100% (361)	73% (264)	62% (223)	52% (188)	12% (45)	29% (104)	36% (130)	7% (27)	76% (273)	66% (237)	56% (203)	12% (45)	30% (108)	39% (140)	11% (39)
2001	100% (594)	75% (444)	58% (346)	52% (311)	15% (89)	29% (174)	37% (217)	7% (43)	77% (456)	63% (375)	58% (343)	15% (91)	31% (186)	40% (235)	11% (66)
2002	100% (566)	70% (396)	60% (338)	55% (310)	18% (101)	36% (202)	41% (233)	6% (35)	72% (410)	64% (362)	60% (342)	19% (105)	38% (213)	44% (249)	8% (48)
2003	100% (762)	73% (555)	60% (459)	51% (386)	13% (98)	32% (245)	39% (299)	4% (33)	75% (572)	65% (496)	56% (429)	14% (104)	34% (261)	42% (322)	7% (50)
2004	100% (627)	77% (480)	60% (375)	53% (332)	15% (92)	31% (192)	38% (236)	8% (53)	78% (490)	65% (406)	58% (362)	15% (94)	32% (202)	40% (253)	11% (72)
2005	100% (923)	71% (658)	56% (513)	45% (412)	22% (203)	35% (327)	41% (374)	8% (76)	73% (677)	60% (557)	50% (466)	23% (210)	37% (346)	43% (400)	11% (104)
2006	100% (765)	71% (541)	54% (413)	49% (377)	11% (83)	27% (209)	35% (266)	7% (50)	72% (552)	58% (441)	53% (405)	11% (87)	29% (220)	37% (282)	8% (65)
2007	100% (820)	69% (569)	57% (465)	48% (392)	13% (106)	27% (222)	35% (289)	7% (55)	72% (593)	61% (504)	53% (434)	14% (113)	29% (241)	38% (312)	9% (76)
2008	100% (664)	69% (461)	54% (357)	47% (315)	8% (52)	26% (175)	33% (217)	6% (42)	72% (480)	59% (391)	53% (353)	8% (56)	29% (192)	37% (245)	10% (65)
2009	100% (635)	71% (450)	59% (374)	53% (338)	11% (71)	31% (194)	41% (262)	7% (43)	72% (460)	62% (396)	59% (373)	12% (75)	32% (204)	44% (281)	9% (58)
2010	100% (608)	75% (454)	57% (348)	49% (299)	12% (73)	27% (167)	37% (226)	6% (39)	78% (472)	62% (379)	56% (338)	13% (79)	30% (180)	41% (247)	10% (58)
2011	100% (573)	71% (405)	57% (326)	53% (302)	15% (88)	34% (196)	39% (225)	3% (20)	71% (408)	60% (346)	57% (327)	15% (88)	36% (205)	42% (240)	8% (44)
2012	100% (477)	70% (335)	61% (290)	54% (258)	15% (72)	35% (168)			73% (350)	65% (309)	61% (289)	16% (74)	38% (179)		
2013	100% (625)	74% (463)	58% (362)	55% (346)	16% (100)				76% (473)	63% (394)	60% (374)	16% (101)			
2014	100% (594)	71% (420)	58% (345)	53% (316)	0% (1)				73% (436)	64% (378)	61% (360)	0% (1)			
2015	100% (559)	75% (420)	59% (329)						77% (430)	62% (348)					
2016	100% (958)	71% (682)							73% (698)						
2017	100% (1,075)														

Source: USM Institutional Research Information System

Committee on Education Policy and Student Life - Overview of UG Success in USM



2000 - 2017

Cohort Year	Cohort	Institution of First-Time Entry							Anywhere in the USM						
		Retention Rates			Graduation Rates			Enrolled	Retention Rates			Graduation Rates			Enrolled
		2nd Year	3rd Year	4th Year	4-Year	5-Year	6-Year		7th Year	2nd Year	Year	4th Year	4-Year	5-Year	
2000	100% (417)	71% (296)	50% (208)	40% (166)	5% (21)	12% (52)	19% (78)	7% (31)	73% (305)	53% (222)	43% (179)	5% (22)	14% (58)	21% (86)	10% (41)
2001	100% (540)	70% (376)	46% (248)	38% (204)	6% (33)	14% (76)	18% (99)	6% (34)	71% (386)	49% (263)	41% (223)	7% (37)	16% (88)	21% (113)	9% (46)
2002	100% (578)	69% (398)	48% (280)	37% (216)	5% (29)	13% (76)	16% (91)	6% (37)	69% (400)	50% (289)	40% (231)	5% (30)	14% (81)	17% (98)	9% (53)
2003	100% (571)	65% (373)	49% (279)	36% (207)	5% (27)	11% (60)	14% (78)	9% (49)	67% (380)	52% (295)	39% (225)	5% (27)	12% (68)	16% (92)	11% (62)
2004	100% (588)	63% (372)	43% (253)	35% (205)	4% (21)	10% (58)	15% (88)	9% (51)	64% (377)	46% (273)	38% (226)	4% (23)	11% (62)	17% (99)	11% (64)
2005	100% (661)	63% (415)	39% (259)	32% (213)	4% (24)	12% (78)	15% (96)	7% (47)	65% (430)	42% (279)	36% (238)	4% (28)	13% (88)	17% (111)	9% (62)
2006	100% (494)	60% (295)	42% (209)	34% (170)	5% (24)	12% (58)	16% (79)	7% (37)	62% (304)	45% (220)	38% (186)	5% (24)	13% (64)	18% (91)	10% (48)
2007	100% (555)	58% (321)	37% (205)	32% (176)	3% (18)	9% (48)	13% (71)	8% (43)	59% (329)	40% (221)	34% (188)	4% (21)	10% (53)	14% (79)	10% (55)
2008	100% (570)	62% (354)	42% (242)	35% (202)	4% (24)	12% (67)	16% (94)	5% (29)	62% (355)	44% (252)	38% (214)	4% (24)	12% (71)	18% (101)	7% (38)
2009	100% (541)	61% (330)	44% (240)	35% (189)	5% (29)	14% (78)	18% (97)	7% (38)	62% (338)	46% (251)	38% (206)	5% (29)	15% (80)	19% (104)	9% (47)
2010	100% (511)	64% (328)	40% (204)	31% (160)	6% (29)	14% (69)	17% (89)	5% (26)	66% (336)	43% (220)	35% (179)	6% (31)	15% (77)	20% (102)	7% (34)
2011	100% (478)	64% (307)	46% (218)	37% (179)	9% (43)	18% (86)	21% (102)	5% (24)	66% (314)	49% (233)	40% (193)	9% (45)	19% (92)	23% (110)	8% (38)
2012	100% (425)	60% (254)	41% (174)	34% (144)	9% (38)	16% (67)			60% (257)	43% (184)	37% (159)	9% (39)	17% (72)		
2013	100% (353)	68% (241)	45% (159)	38% (135)	12% (41)				69% (244)	49% (173)	43% (153)	12% (41)			
2014	100% (267)	69% (185)	48% (127)	42% (113)					71% (190)	51% (137)	46% (122)				
2015	100% (242)	61% (148)	43% (105)						63% (152)	47% (114)					
2016	100% (383)	64% (244)							66% (251)						
2017	100% (383)														

Source: USM Institutional Research Information System


UNIVERSITY SYSTEM
of MARYLAND
Frostburg State University
Retention and Graduation Rates
First-Time, Full-Time, Degree-Seeking Freshmen in Fall Semester

2000 - 2017

Cohort Year	Cohort	Institution of First-Time Entry							Anywhere in the USM						
		Retention Rates			Graduation Rates			Enrolled	Retention Rates			Graduation Rates			Enrolled
		2nd Year	3rd Year	4th Year	4-Year	5-Year	6-Year		2nd Year	Year	4th Year	4-Year	5-Year	6-Year	
2000	100% (1,028)	70% (719)	58% (600)	55% (563)	19% (200)	42% (435)	47% (484)	2% (19)	75% (772)	66% (683)	65% (669)	21% (220)	48% (492)	55% (561)	6% (57)
2001	100% (923)	76% (700)	63% (578)	57% (527)	22% (204)	46% (429)	51% (473)	1% (7)	79% (728)	70% (649)	67% (616)	23% (213)	52% (478)	59% (542)	4% (33)
2002	100% (999)	70% (702)	59% (589)	54% (538)	22% (220)	43% (425)	48% (476)	2% (19)	75% (750)	67% (672)	65% (648)	24% (242)	49% (493)	57% (566)	5% (45)
2003	100% (988)	74% (729)	61% (604)	56% (558)	22% (216)	45% (443)	49% (486)	2% (17)	79% (778)	71% (697)	67% (665)	24% (235)	53% (523)	60% (591)	3% (34)
2004	100% (955)	70% (673)	58% (558)	54% (518)	22% (207)	43% (408)	48% (455)	2% (22)	75% (718)	67% (639)	64% (609)	24% (227)	50% (473)	56% (534)	6% (54)
2005	100% (928)	72% (666)	57% (526)	54% (502)	20% (181)	41% (379)	45% (422)	2% (19)	75% (697)	63% (582)	63% (584)	21% (196)	45% (422)	52% (484)	6% (56)
2006	100% (1,011)	68% (683)	56% (571)	52% (530)	17% (175)	39% (397)	44% (445)	2% (23)	72% (730)	64% (647)	62% (625)	19% (196)	45% (450)	52% (527)	6% (58)
2007	100% (1,057)	74% (785)	60% (635)	55% (577)	22% (233)	41% (433)	47% (492)	2% (19)	78% (822)	68% (721)	65% (683)	24% (249)	47% (496)	56% (591)	5% (57)
2008	100% (1,030)	72% (741)	59% (606)	54% (561)	20% (201)	44% (449)	49% (502)	1% (12)	75% (770)	65% (669)	62% (642)	21% (217)	48% (497)	55% (568)	6% (58)
2009	100% (1,028)	74% (761)	62% (636)	57% (587)	21% (217)	46% (474)	51% (528)	2% (22)	78% (801)	70% (715)	68% (695)	23% (241)	53% (541)	61% (624)	4% (45)
2010	100% (1,028)	71% (728)	60% (614)	54% (554)	22% (223)	43% (438)	47% (484)	2% (18)	73% (752)	66% (680)	63% (650)	23% (236)	48% (497)	55% (564)	5% (51)
2011	100% (825)	72% (595)	60% (497)	57% (468)	26% (212)	45% (368)	49% (405)	2% (17)	75% (618)	67% (553)	66% (543)	27% (226)	50% (409)	56% (466)	5% (38)
2012	100% (813)	77% (624)	66% (533)	59% (483)	27% (223)	47% (386)			79% (646)	72% (584)	67% (542)	29% (236)	52% (421)		
2013	100% (889)	75% (665)	60% (536)	56% (502)	25% (222)				78% (690)	68% (602)	66% (585)	27% (238)			
2014	100% (957)	76% (725)	62% (598)	58% (556)	1% (5)				78% (750)	70% (667)	67% (640)	1% (5)			
2015	100% (931)	76% (703)	60% (554)						78% (729)	68% (634)					
2016	100% (829)	73% (605)							76% (631)						
2017	100% (774)														

Source: USM Institutional Research Information System


UNIVERSITY SYSTEM
of MARYLAND
Salisbury University
Retention and Graduation Rates
First-Time, Full-Time, Degree-Seeking Freshmen in Fall Semester

2000 - 2017

Cohort Year	Cohort	Institution of First-Time Entry							Anywhere in the USM						
		Retention Rates			Graduation Rates			Enrolled	Retention Rates			Graduation Rates			Enrolled
		2nd Year	3rd Year	4th Year	4-Year	5-Year	6-Year		7th Year	2nd Year	Year	4th Year	4-Year	5-Year	
2000	100% (940)	83% (778)	75% (707)	71% (668)	51% (481)	66% (623)	69% (648)	1% (7)	86% (807)	81% (766)	79% (742)	54% (507)	71% (671)	75% (707)	2% (23)
2001	100% (945)	81% (769)	73% (688)	71% (669)	45% (428)	65% (610)	68% (639)	1% (7)	85% (803)	79% (744)	77% (731)	47% (447)	69% (655)	74% (698)	3% (24)
2002	100% (908)	80% (727)	73% (664)	71% (641)	45% (412)	64% (580)	68% (613)	1% (10)	84% (761)	79% (718)	78% (705)	47% (430)	68% (621)	74% (669)	3% (25)
2003	100% (947)	81% (769)	72% (681)	69% (656)	46% (431)	62% (591)	66% (621)	2% (15)	84% (798)	78% (743)	78% (736)	48% (455)	68% (645)	73% (688)	3% (26)
2004	100% (982)	83% (815)	75% (734)	71% (694)	46% (455)	66% (644)	69% (680)	1% (8)	87% (856)	81% (796)	79% (774)	49% (480)	71% (701)	76% (747)	2% (20)
2005	100% (956)	81% (772)	72% (690)	69% (655)	46% (435)	62% (591)	65% (624)	1% (11)	84% (807)	78% (748)	75% (719)	48% (462)	67% (636)	71% (679)	3% (33)
2006	100% (1,028)	80% (827)	73% (755)	70% (720)	48% (495)	64% (653)	67% (690)	1% (12)	83% (858)	78% (799)	76% (781)	50% (518)	68% (701)	73% (747)	3% (26)
2007	100% (1,143)	82% (941)	73% (830)	68% (782)	46% (529)	63% (723)	66% (757)	2% (19)	85% (973)	78% (894)	76% (867)	49% (556)	69% (784)	72% (825)	4% (41)
2008	100% (1,199)	80% (955)	72% (869)	69% (824)	44% (529)	63% (754)	65% (785)	1% (10)	83% (995)	78% (938)	76% (913)	46% (548)	68% (813)	72% (867)	3% (37)
2009	100% (1,275)	80% (1,023)	73% (926)	69% (876)	45% (574)	64% (817)	66% (847)	0% (6)	84% (1,070)	79% (1,013)	78% (990)	47% (601)	70% (888)	74% (948)	3% (32)
2010	100% (1,250)	82% (1,028)	74% (925)	71% (888)	47% (589)	65% (815)	68% (847)	1% (12)	85% (1,066)	80% (995)	78% (979)	49% (616)	70% (876)	74% (927)	3% (35)
2011	100% (1,246)	83% (1,037)	75% (933)	71% (890)	48% (600)	67% (839)	70% (871)	0% (6)	85% (1,063)	80% (998)	78% (973)	50% (623)	72% (899)	76% (945)	2% (25)
2012	100% (1,230)	79% (976)	72% (891)	68% (834)	48% (591)	63% (778)			82% (1,010)	77% (950)	74% (911)	50% (610)	67% (827)		
2013	100% (1,241)	81% (1,004)	73% (903)	70% (863)	50% (617)				83% (1,034)	78% (968)	77% (955)	52% (642)			
2014	100% (1,144)	79% (905)	71% (814)	67% (763)	1% (16)				81% (930)	75% (863)	73% (832)	1% (17)			
2015	100% (1,186)	82% (976)	73% (869)						84% (1,002)	77% (919)					
2016	100% (1,328)	80% (1,065)							82% (1,092)						
2017	100% (1,326)														

Source: USM Institutional Research Information System

Committee on Education Policy and Student Life - Overview of UG Success in USM


UNIVERSITY SYSTEM
of MARYLAND
Towson University
Retention and Graduation Rates
First-Time, Full-Time, Degree-Seeking Freshmen in Fall Semester
2000 - 2017

Cohort Year	Cohort	Institution of First-Time Entry							Anywhere in the USM						
		Retention Rates			Graduation Rates			Enrolled	Retention Rates			Graduation Rates			Enrolled
		2nd Year	3rd Year	4th Year	4-Year	5-Year	6-Year		7th Year	2nd Year	Year	4th Year	4-Year	5-Year	
2000	100% (1,981)	82% (1,626)	75% (1,489)	70% (1,378)	31% (606)	54% (1,078)	61% (1,203)	3% (54)	85% (1,676)	79% (1,562)	74% (1,464)	32% (630)	58% (1,141)	65% (1,279)	4% (71)
2001	100% (1,910)	86% (1,638)	76% (1,443)	72% (1,370)	34% (647)	59% (1,119)	64% (1,217)	3% (52)	88% (1,688)	80% (1,526)	77% (1,468)	35% (676)	62% (1,180)	68% (1,293)	4% (77)
2002	100% (2,198)	84% (1,842)	75% (1,649)	72% (1,575)	36% (797)	60% (1,318)	65% (1,427)	3% (62)	87% (1,905)	79% (1,745)	77% (1,695)	38% (839)	64% (1,414)	70% (1,539)	4% (84)
2003	100% (1,755)	84% (1,482)	79% (1,395)	76% (1,336)	42% (742)	66% (1,164)	71% (1,245)	2% (35)	87% (1,535)	83% (1,460)	81% (1,414)	44% (778)	70% (1,224)	75% (1,317)	3% (46)
2004	100% (2,077)	82% (1,705)	76% (1,575)	72% (1,502)	37% (766)	60% (1,253)	66% (1,378)	3% (52)	86% (1,793)	81% (1,687)	79% (1,638)	39% (818)	65% (1,355)	72% (1,499)	4% (76)
2005	100% (2,315)	79% (1,834)	73% (1,680)	68% (1,583)	37% (858)	58% (1,337)	62% (1,441)	4% (87)	84% (1,937)	78% (1,812)	75% (1,734)	40% (917)	62% (1,444)	68% (1,572)	5% (114)
2006	100% (2,690)	81% (2,176)	73% (1,977)	69% (1,866)	35% (952)	58% (1,562)	64% (1,725)	2% (62)	84% (2,266)	78% (2,110)	75% (2,023)	38% (1,019)	62% (1,674)	69% (1,865)	4% (95)
2007	100% (2,652)	81% (2,145)	73% (1,923)	69% (1,837)	37% (994)	58% (1,550)	64% (1,688)	3% (67)	84% (2,219)	77% (2,029)	73% (1,947)	39% (1,042)	62% (1,641)	67% (1,789)	4% (93)
2008	100% (2,824)	83% (2,344)	76% (2,147)	73% (2,055)	40% (1,126)	62% (1,753)	67% (1,879)	3% (77)	85% (2,407)	79% (2,234)	77% (2,164)	41% (1,164)	65% (1,837)	70% (1,967)	3% (96)
2009	100% (2,397)	84% (2,015)	77% (1,853)	74% (1,764)	42% (1,001)	64% (1,546)	69% (1,649)	2% (54)	87% (2,078)	81% (1,952)	78% (1,871)	44% (1,046)	68% (1,627)	73% (1,749)	3% (82)
2010	100% (2,427)	84% (2,028)	77% (1,860)	73% (1,765)	43% (1,034)	63% (1,540)	68% (1,647)	2% (51)	86% (2,091)	80% (1,945)	77% (1,879)	44% (1,071)	66% (1,611)	72% (1,737)	3% (78)
2011	100% (2,536)	85% (2,157)	79% (1,997)	75% (1,905)	43% (1,098)	66% (1,683)	70% (1,783)	2% (45)	87% (2,210)	82% (2,086)	79% (2,013)	45% (1,135)	70% (1,769)	74% (1,882)	3% (75)
2012	100% (2,463)	86% (2,107)	77% (1,906)	74% (1,829)	44% (1,096)	67% (1,641)			88% (2,159)	82% (2,008)	79% (1,952)	46% (1,139)	70% (1,731)		
2013	100% (2,747)	83% (2,289)	76% (2,087)	72% (1,986)	43% (1,194)				85% (2,345)	80% (2,193)	77% (2,112)	45% (1,246)			
2014	100% (2,711)	84% (2,272)	77% (2,097)	75% (2,027)	1% (21)				86% (2,318)	81% (2,195)	79% (2,153)	1% (22)			
2015	100% (2,708)	85% (2,291)	79% (2,133)						87% (2,343)	82% (2,226)					
2016	100% (2,750)	84% (2,323)							86% (2,378)						
2017	100% (2,735)														

Source: USM Institutional Research Information System


UNIVERSITY SYSTEM
of MARYLAND
University of Baltimore
Retention and Graduation Rates
First-Time, Full-Time, Degree-Seeking Freshmen in Fall Semester

2004 - 2017

Cohort Year	Cohort	Institution of First-Time Entry							Anywhere in the USM						
		Retention Rates			Graduation Rates			Enrolled	Retention Rates			Graduation Rates			Enrolled
		2nd Year	3rd Year	4th Year	4-Year	5-Year	6-Year		7th Year	2nd Year	Year	4th Year	4-Year	5-Year	
2007	100% (143)	68% (97)	55% (78)	49% (70)	18% (26)	31% (45)	36% (51)	5% (7)	72% (103)	65% (93)	62% (89)	19% (27)	38% (54)	44% (63)	9% (13)
2008	100% (163)	82% (133)	63% (103)	56% (92)	15% (24)	35% (57)	43% (70)	11% (18)	83% (136)	71% (115)	63% (103)	17% (28)	39% (64)	48% (78)	13% (22)
2009	100% (174)	76% (133)	53% (93)	47% (81)	8% (14)	22% (38)	32% (55)	9% (15)	80% (139)	60% (105)	55% (95)	9% (16)	26% (45)	38% (66)	11% (20)
2010	100% (155)	77% (120)	54% (83)	54% (83)	12% (18)	27% (42)	34% (53)	8% (12)	79% (122)	58% (90)	58% (90)	12% (18)	29% (45)	36% (56)	11% (17)
2011	100% (155)	72% (112)	54% (84)	48% (74)	8% (13)	26% (41)	32% (50)	3% (4)	74% (114)	57% (89)	52% (80)	8% (13)	27% (42)	34% (53)	8% (12)
2012	100% (215)	67% (143)	55% (118)	48% (104)	14% (31)	31% (66)			70% (151)	59% (127)	56% (121)	15% (33)	34% (74)		
2013	100% (236)	79% (186)	62% (147)	53% (124)	15% (35)				81% (191)	69% (162)	59% (139)	17% (39)			
2014	100% (226)	71% (160)	54% (123)	47% (107)	1% (2)				75% (169)	62% (139)	57% (129)	1% (2)			
2015	100% (137)	72% (99)	56% (77)						77% (105)	63% (86)					
2016	100% (138)	67% (92)							69% (95)						
2017	100% (107)														

Source: USM Institutional Research Information System

Committee on Education Policy and Student Life - Overview of UG Success in USM



2000 - 2017

Cohort Year	Cohort	Institution of First-Time Entry							Anywhere In the USM						
		Retention Rates			Graduation Rates			Enrolled	Retention Rates			Graduation Rates			Enrolled
		2nd Year	3rd Year	4th Year	4-Year	5-Year	6-Year		7th Year	2nd Year	Year	4th Year	4-Year	5-Year	
2000	100% (1,307)	82% (1,068)	69% (896)	64% (831)	27% (356)	47% (620)	54% (704)	4% (49)	87% (1,142)	77% (1,009)	74% (967)	30% (391)	54% (712)	63% (821)	6% (80)
2001	100% (1,333)	82% (1,098)	72% (958)	66% (884)	32% (425)	51% (681)	57% (758)	4% (50)	87% (1,164)	78% (1,045)	75% (997)	34% (455)	57% (755)	64% (855)	6% (84)
2002	100% (1,356)	82% (1,109)	71% (961)	65% (877)	28% (385)	49% (661)	56% (757)	4% (57)	88% (1,197)	79% (1,077)	76% (1,028)	32% (430)	56% (761)	65% (878)	8% (104)
2003	100% (1,489)	82% (1,222)	71% (1,055)	67% (992)	32% (474)	51% (754)	57% (850)	4% (53)	88% (1,316)	80% (1,198)	78% (1,161)	35% (520)	59% (876)	67% (999)	6% (88)
2004	100% (1,403)	81% (1,139)	69% (968)	64% (898)	31% (438)	50% (708)	55% (774)	3% (49)	87% (1,221)	79% (1,102)	76% (1,070)	35% (492)	59% (832)	66% (920)	6% (91)
2005	100% (1,415)	82% (1,161)	68% (963)	63% (888)	30% (426)	48% (682)	53% (753)	5% (65)	88% (1,241)	78% (1,103)	74% (1,054)	34% (470)	57% (804)	64% (902)	8% (108)
2006	100% (1,419)	84% (1,198)	72% (1,023)	67% (953)	33% (470)	52% (732)	58% (829)	4% (56)	89% (1,257)	79% (1,128)	76% (1,076)	37% (523)	58% (826)	67% (944)	6% (92)
2007	100% (1,424)	87% (1,236)	75% (1,065)	70% (995)	33% (464)	56% (795)	61% (875)	4% (55)	90% (1,283)	80% (1,141)	76% (1,089)	35% (493)	61% (863)	67% (959)	6% (90)
2008	100% (1,557)	84% (1,303)	71% (1,105)	67% (1,046)	30% (469)	52% (803)	58% (899)	4% (59)	87% (1,357)	78% (1,211)	76% (1,176)	33% (519)	58% (901)	66% (1,020)	6% (99)
2009	100% (1,524)	83% (1,271)	72% (1,102)	68% (1,040)	33% (504)	52% (800)	59% (899)	3% (53)	87% (1,319)	78% (1,185)	74% (1,135)	35% (541)	57% (875)	65% (998)	6% (98)
2010	100% (1,485)	84% (1,240)	74% (1,098)	69% (1,018)	32% (469)	53% (788)	60% (889)	4% (52)	86% (1,277)	79% (1,173)	76% (1,127)	34% (499)	58% (856)	66% (981)	5% (80)
2011	100% (1,416)	84% (1,192)	72% (1,022)	67% (948)	34% (481)	54% (759)	59% (838)	4% (51)	86% (1,222)	78% (1,100)	74% (1,048)	36% (504)	58% (827)	65% (920)	6% (84)
2012	100% (1,547)	85% (1,320)	75% (1,157)	70% (1,077)	38% (587)	57% (885)			87% (1,347)	79% (1,216)	75% (1,166)	40% (620)	61% (950)		
2013	100% (1,653)	87% (1,432)	75% (1,247)	71% (1,170)	37% (607)				89% (1,463)	81% (1,339)	78% (1,287)	39% (649)			
2014	100% (1,616)	82% (1,330)	72% (1,163)	68% (1,097)	1% (23)				85% (1,381)	78% (1,266)	76% (1,227)	1% (23)			
2015	100% (1,543)	85% (1,312)	76% (1,166)		0% (2)				87% (1,343)	81% (1,244)		0% (2)			
2016	100% (1,518)	85% (1,295)							87% (1,323)						
2017	100% (1,759)														

Source: USM Institutional Research Information System

Committee on Education Policy and Student Life - Overview of UG Success in USM



2000 - 2017

Cohort Year	Cohort	Institution of First-Time Entry							Anywhere in the USM						
		Retention Rates			Graduation Rates			Enrolled	Retention Rates			Graduation Rates			Enrolled
		2nd Year	3rd Year	4th Year	4-Year	5-Year	6-Year		7th Year	2nd Year	Year	4th Year	4-Year	5-Year	
2000	100% (3,947)	91% (3,588)	84% (3,306)	81% (3,189)	49% (1,918)	74% (2,902)	78% (3,071)	2% (72)	92% (3,612)	85% (3,372)	83% (3,289)	49% (1,935)	75% (2,946)	80% (3,145)	3% (128)
2001	100% (4,357)	91% (3,972)	84% (3,645)	81% (3,513)	53% (2,318)	74% (3,211)	78% (3,381)	1% (53)	92% (3,994)	85% (3,715)	83% (3,627)	54% (2,340)	75% (3,264)	79% (3,462)	3% (117)
2002	100% (3,898)	92% (3,594)	85% (3,312)	83% (3,226)	58% (2,256)	77% (3,011)	80% (3,134)	1% (48)	93% (3,612)	87% (3,375)	85% (3,307)	58% (2,275)	78% (3,050)	82% (3,187)	2% (91)
2003	100% (4,055)	92% (3,734)	85% (3,427)	83% (3,371)	57% (2,327)	77% (3,126)	80% (3,263)	1% (51)	92% (3,749)	86% (3,502)	86% (3,489)	58% (2,363)	79% (3,187)	82% (3,336)	3% (102)
2004	100% (4,178)	92% (3,843)	85% (3,563)	82% (3,423)	58% (2,407)	77% (3,221)	80% (3,351)	1% (53)	92% (3,863)	87% (3,649)	85% (3,556)	58% (2,438)	79% (3,283)	82% (3,434)	3% (130)
2005	100% (4,198)	91% (3,828)	85% (3,551)	82% (3,437)	61% (2,563)	78% (3,265)	80% (3,372)	1% (45)	92% (3,842)	86% (3,611)	84% (3,523)	61% (2,580)	79% (3,308)	82% (3,427)	2% (98)
2006	100% (3,945)	92% (3,637)	85% (3,368)	84% (3,295)	59% (2,319)	77% (3,043)	81% (3,181)	1% (51)	92% (3,649)	87% (3,418)	85% (3,357)	59% (2,328)	78% (3,068)	82% (3,222)	3% (103)
2007	100% (4,224)	93% (3,938)	86% (3,646)	84% (3,557)	61% (2,566)	80% (3,362)	83% (3,494)	1% (54)	94% (3,955)	88% (3,696)	86% (3,646)	61% (2,592)	81% (3,412)	84% (3,565)	2% (97)
2008	100% (3,900)	93% (3,612)	88% (3,419)	85% (3,317)	62% (2,420)	80% (3,139)	84% (3,259)	1% (37)	93% (3,632)	89% (3,472)	87% (3,384)	63% (2,446)	82% (3,183)	85% (3,312)	2% (63)
2009	100% (4,193)	95% (3,967)	89% (3,742)	86% (3,617)	65% (2,710)	83% (3,472)	85% (3,573)	1% (42)	95% (3,981)	90% (3,782)	88% (3,686)	65% (2,733)	84% (3,511)	86% (3,624)	2% (72)
2010	100% (3,923)	94% (3,694)	88% (3,458)	86% (3,384)	65% (2,547)	82% (3,236)	85% (3,346)	1% (33)	94% (3,707)	89% (3,494)	88% (3,433)	65% (2,560)	83% (3,264)	86% (3,389)	2% (61)
2011	100% (3,989)	93% (3,726)	88% (3,509)	85% (3,391)	62% (2,488)	81% (3,227)	84% (3,341)	1% (39)	94% (3,736)	89% (3,549)	87% (3,456)	63% (2,497)	82% (3,252)	85% (3,386)	2% (88)
2012	100% (3,893)	94% (3,673)	89% (3,470)	86% (3,346)	66% (2,557)	82% (3,183)			95% (3,682)	90% (3,501)	88% (3,411)	66% (2,569)	83% (3,221)		
2013	100% (4,011)	95% (3,823)	91% (3,642)	87% (3,505)	66% (2,638)				95% (3,823)	91% (3,660)	89% (3,559)	66% (2,651)			
2014	100% (4,128)	95% (3,916)	89% (3,672)	86% (3,548)	1% (59)				95% (3,926)	90% (3,708)	87% (3,607)	1% (59)			
2015	100% (3,934)	95% (3,735)	90% (3,556)		0% (1)				95% (3,750)	92% (3,604)		0% (1)			
2016	100% (4,543)	95% (4,336)							96% (4,350)						
2017	100% (5,178)														

Source: USM Institutional Research Information System


UNIVERSITY SYSTEM
of MARYLAND
 University of Maryland, Eastern Shore
 Retention and Graduation Rates
 First-Time, Full-Time, Degree-Seeking Freshmen in Fall Semester

2000 - 2017

Cohort Year	Cohort	Institution of First-Time Entry							Anywhere in the USM						
		Retention Rates			Graduation Rates			Enrolled	Retention Rates			Graduation Rates			Enrolled
		2nd Year	3rd Year	4th Year	4-Year	5-Year	6-Year		2nd Year	Year	4th Year	4-Year	5-Year	6-Year	
2000	100% (780)	66% (516)	54% (418)	47% (364)	19% (147)	30% (231)	33% (260)	3% (23)	71% (553)	62% (480)	56% (440)	20% (153)	34% (264)	40% (310)	7% (58)
2001	100% (1,194)	71% (847)	56% (663)	42% (506)	22% (259)	34% (402)	37% (445)	2% (27)	75% (895)	64% (768)	52% (626)	23% (278)	38% (458)	43% (514)	6% (76)
2002	100% (918)	69% (635)	51% (464)	43% (394)	22% (201)	35% (317)	38% (348)	2% (17)	73% (670)	58% (537)	53% (490)	23% (213)	39% (361)	44% (406)	5% (44)
2003	100% (951)	67% (636)	48% (453)	39% (371)	18% (172)	29% (276)	32% (301)	3% (26)	71% (679)	56% (530)	49% (465)	19% (183)	33% (318)	38% (358)	7% (64)
2004	100% (926)	64% (595)	48% (449)	40% (369)	18% (167)	28% (258)	32% (292)	3% (26)	67% (622)	55% (509)	48% (448)	20% (181)	31% (288)	36% (337)	7% (62)
2005	100% (983)	65% (637)	46% (450)	40% (393)	15% (151)	27% (263)	30% (294)	3% (30)	68% (671)	53% (523)	49% (481)	16% (160)	31% (301)	36% (352)	6% (58)
2006	100% (1,127)	64% (719)	45% (511)	41% (463)	13% (143)	26% (288)	30% (342)	3% (32)	67% (754)	54% (608)	50% (562)	14% (155)	29% (327)	35% (398)	6% (64)
2007	100% (875)	65% (570)	48% (418)	44% (381)	13% (117)	28% (248)	32% (282)	2% (18)	69% (604)	56% (486)	52% (458)	14% (125)	31% (275)	37% (325)	6% (50)
2008	100% (1,038)	69% (712)	51% (533)	46% (478)	19% (193)	31% (322)	36% (370)	3% (30)	72% (752)	59% (612)	55% (568)	19% (197)	34% (354)	41% (428)	6% (63)
2009	100% (876)	64% (564)	51% (446)	45% (394)	14% (120)	27% (238)	32% (279)	3% (26)	67% (583)	56% (494)	52% (452)	14% (126)	30% (265)	37% (321)	5% (48)
2010	100% (944)	68% (640)	54% (512)	47% (439)	15% (145)	31% (292)	36% (340)	2% (23)	71% (672)	61% (572)	55% (518)	17% (156)	35% (326)	42% (392)	5% (51)
2011	100% (748)	68% (510)	54% (403)	49% (367)	19% (141)	33% (250)	37% (277)	2% (14)	71% (533)	60% (447)	57% (423)	20% (151)	37% (278)	42% (317)	4% (32)
2012	100% (882)	66% (585)	54% (476)	47% (418)	20% (177)	34% (300)			70% (620)	62% (545)	56% (497)	22% (191)	39% (342)		
2013	100% (604)	72% (435)	54% (329)	46% (278)	21% (126)				76% (462)	63% (382)	56% (336)	21% (128)			
2014	100% (756)	67% (509)	55% (416)	47% (358)	1% (4)				72% (543)	63% (476)	56% (422)	1% (4)			
2015	100% (1,011)	57% (579)	43% (436)						62% (623)	50% (503)					
2016	100% (698)	63% (442)							67% (465)						
2017	100% (560)														

Source: USM Institutional Research Information System



**UNIVERSITY SYSTEM
of MARYLAND**

**TRANSFER STUDENTS TO THE
UNIVERSITY SYSTEM OF MARYLAND:
Patterns of Enrollment and Success
*Updated through FY 2017***

Bowie State University (BSU)
Coppin State University (CSU)
Frostburg State University (FSU)
Salisbury University (SU)
Towson University (TU)
University of Baltimore (UB)
University of Maryland, Baltimore (UMB)
University of Maryland, Baltimore County (UMBC)
University of Maryland, College Park (UMCP)
University of Maryland Eastern Shore (UMES)
University of Maryland University College (UMUC)

**Office of Institutional Research
Vice Chancellor for Administration and Finance
University System of Maryland
March 2018**

Background

The purpose of this report is to provide information about new students who begin at USM as transfers, meaning that they have completed a significant number of credits at other higher education institutions and then transferred into one of our institutions. Transfer students now comprise approximately two-thirds of all new students entering USM institutions each fiscal year. While the majority of this report focuses on transfer students coming from Maryland community colleges, providing data on their demographic characteristics, enrollment status, enrollment trends, and graduation rates from University System of Maryland institutions, basic information about the total number of transfers coming into the USM, including those who transferred across USM institutions, from a non-USM Maryland institution, or from an out-of-state institution, is also included. Most of that information appears in tables in the appendix of this report. Overall, the transfer data confirm these students continue to represent a vital segment of our undergraduate population and are critical for USM to meet its degree production share of the state's 55% degree completion goal.

The information in this report reflects the most recent updates to the transfer data (from FY 2012 through FY 2017). It is also part of a series of reports about the undergraduate student body including *SAT Percentile Distribution of First-Time Undergraduates* Report, the *Retention and Graduation Rates of First-time, Full-time Degree-Seeking Undergraduates* report, and provides context for the USM's Enrollment Projections.

For further information, please contact Chad Muntz, cmuntz@usmd.edu, 301-445-2737.

Transfer Highlights and Trends

- The total number of transfer students entering a USM institution as a new student in FY 2017 was 35,898, up by over 3,000 students compared to FY 2016.
- Of the total number of transfer students entering a USM institution as a new student in FY 2017, UMUC accounted for more than half: 62% or 22,328. UMUC also accounted for 80% of all new USM students who transferred from a non-Maryland institution.
- Maryland community college (MDCC) transfers accounted for 34% of all new USM transfers in 2017, with 12,154 new transfers coming from an MDCC institution (a record high).
- The number of new USM students who are entering as transfers from a Maryland Community Colleges has consistently exceeded 11,000 for six straight years.
- In FY 2017, 82% of the Maryland Community College students who transferred to the USM transferred to just five institutions: UMUC (3,303), Towson (2,552), UMCP (1,986), UMBC (1,311), and Salisbury (786)
- USM's institutional research analytics initiative tracked positive improvements with more MDCC students transferring at the sophomore or junior level increasing the chances of finishing a bachelor's degree within 4 years after transfer
- The overall four-year graduation rate for transfers remained at the high of 56% for USM and 62% if UMUC is excluded
- MDCC Transfers who begin at a regional center continued to have higher 4-year graduation rates (71% at USG and 65% at USMH)

Transfers to USM¹

First-time transfers make up a substantial part (at least two-thirds) of newly enrolled undergraduate students at USM institutions. Nearly 36,000 students transferred into USM institutions in FY 2017 (which includes the summer 2016, fall 2016, winter 2017 and spring 2017 semesters), an increase of over 3,000 transfers from FY 2016. In FY 2017, 12,154 of the students who transferred to a USM institution transferred from a Maryland community college (MDCC). Non-Maryland community college transfers included students transferring from other Maryland institutions as well as out-of-state institutions. In total, the Non-Maryland community college transfers totaled 23,744 students, with 21,258 (90%) of these transferring to the USM from institutions outside Maryland.

Most of the transfer growth and the transfer population was at University of Maryland University College. UMUC, with its unique institutional mission and national reach, primarily serves transfer students and accounted for 84% of the “other/out-of-state” transfers or students transferring credit from non-Maryland institutions to USM. Although MDCC students did not represent the majority of UMUC’s new transfers in FY 2017, they still represented a significant proportion (3,303 of the 22,328), with more MDCC transfers choosing UMUC than any other USM institution.

Unlike UMUC, the other ten USM institutions primarily served and received transfers from Maryland community colleges. The ten residential campuses received a total of 13,570 new transfer students, with 65% (8,851) coming from Maryland community colleges, 7% (1,015) from other USM institutions, 3% (384) from other non-USM institutions inside Maryland, and 24% (3,320) from institutions outside the state.

Although there are many non-MDCC transfers, the focus of the following sections will be the Maryland community college transfers. USM institutions have cultivated strong relationships with the community colleges in Maryland, and together they have created well-defined articulation pathways to ease transfer between institutions. These pathways include the 2+2 programs tied to USM’s regional centers.

Maryland Community College Transfer Trends in FY 2017

In fiscal year 2017, a record high number of 12,154 new students transferred from a Maryland community college to a USM institution up 5.3% from 11,544 in FY 2016. Despite overall enrollment decreases in the Maryland community college sector, the MDCC transfer pipeline to USM remains strong with more than 11,000 transfers in each of the past six years.

The five USM institutions enrolling the largest share of new Maryland community college transfers were: UMUC (3,303), Towson (2,552), UMCP (1,986), UMBC (1,311), and Salisbury (786).

¹ For cohorts up through FY 2013, first-time transfers were defined as students transferring for the first time from a higher education institution with 12 or more credits and reported in the TSS (Transfer Student System) files. Beginning with FY 2014, however, first-time transfer status was based on how institutions identify the students in their most recent EIS (Enrollment Information System) files.

Together, these five institutions enrolled 82% of all Maryland community college transfers to the USM in FY 2017.

African-American students made up 27% of the transfer students from Maryland community colleges entering USM institutions in FY 2017, with 82% of the African-American transfers enrolling at one of the USM's non-Historically Black Institutions. The 18% (n=604) of African-American transfer students who enrolled in an HBI in FY 2017 did represent something of a reversal in recent USM trends, which had witnessed a decreasingly smaller proportion and number of African-American student transfers enrolling at USM HBIs—in FY 2014, 21% (n=566) of the African-American MDCC transfer enrolled in a USM HBI, followed by 18% (n=557) in FY 2015 and 16% (n=472) in FY 2016. Hispanic students comprised 9% of the Maryland community college, and easily represented the fastest growing segment of the USM community college transfer population, growing 147% since FY 2007. The proportion of community college transfers who are white continues to decline and represented less than half (45%) of the community college transfers entering a USM institution. White transfers have steadily decreased as a proportion of the community college student body since FY 2000, when they represented 61%.

Most (71%) of the Maryland community college students transferring to the USM in FY 2017 came from just six of the state's 16 public two-year institutions. All six were located within or close to the Baltimore-Washington Region (See Table 5). Of the Maryland community college students who transferred to USM in FY 2017, 18% entered programs in business and management, 7% in the social sciences, 14% in computer & information science, 5% in education, 7% in the health professions, and 3% in the biological sciences. Seven percent of these students had an undeclared major at transfer (See Table 7). The academic programs receiving most of the transfers in FY 2017 were consistent with past trends in transfer demand, with the demand for health professions and computer & information science up slightly.

Fall Attendance Patterns and Student Level

The attendance status of transfer students (i.e., full-time or part-time) and the number of credits completed at the time of transfer significantly influence graduation rates for transfer students. Of the community college students who transferred to a USM institution in FY 2017, 64% attended on a full-time basis. The largest proportion of Maryland community college students entered as either sophomores or juniors (the 82% of transfers entering at the sophomore/junior level remains a high point). In general, the trend of having a greater percentage of MDCC transfer students entering with more credits is a positive one because it helps contribute to decreased time to degree, increased efficiency, and increased success rates. Additionally, students who attend full-time and transfer in high numbers of credit hours are more likely to complete within 4 years because fewer credits are required. However, achievement gaps may still remain given that a larger proportion of African-American students transfer before their sophomore year and fewer attend full-time.

Graduation Rates

Of those Maryland community college transfers who enrolled at a USM institution in FY 2014, 56% graduated within four years. This was a slight improvement over the 55% rate for the FY 2013 cohort.

Attendance status appeared to impact graduation rates for transfer students significantly. Transfers students attending part-time made up 32% of the entering student cohort (FY 2014). If the four-year graduation rate excluded these part-time students, however, and was calculated for only those transfers who attended full-time, it was slightly below the new first-time, full-time student cohort (65% rate for the FY 2014 full-time Maryland community college transfers comparable to the 70% rate of the fall 2011 full-time new freshmen six-year rate anywhere at USM). Further, there was still a large percentage of transfers entering at the freshmen level with minimal credits.

It is encouraging see higher proportions of full-time and upper-level students entering as transfers because the future time-to-degree ratio for students will be positively affected, which will contribute to increased degree production and other efficiency improvements.

Regional Centers—Universities at Shady Grove and USM-Hagerstown

Another avenue of success for Maryland community college transfers is enrolling in programs at the USM regional centers. The first cohort available to measure the four-year graduation rate was the FY 2009 group of transfers. For the purposes of this analysis, the regional center cohort was defined as any Maryland community college transfer who enrolled in at least one regional center course in the fall semester of the fiscal year of transfer. The graduation rates for these students are found in the Appendix. It is important to note that the students identified in these cohorts are a subset of the total population of Maryland community college transfers who have been identified and discussed earlier in this report. Additionally, it is important to note that the regional center students are included in, and will continue to be included in, the institutional numbers presented in previous sections of this report, as they have been in all previous transfer reports.

The number of Maryland community college transfers at the two regional centers and the graduation rates are encouraging, with over 40% of the cohort graduating within two years for both Hagerstown and Shady Grove (compared to a rate of 16% for transfers at USM campuses overall). The most recent four-year graduation data available for analysis was the FY 2014 cohort of students that began in fall 2013. Based on this cohort, the data showed a four-year graduation rate of 65% for Hagerstown and 71% for Shady Grove. Although the rates were down compared to last year, this finding means that students taking courses at the regional centers are graduating at similar rates as first-time, full-time new freshmen at USM institutions. Thus, the regional centers have increased not just the capacity of the USM but its overall efficiency as well.

APPENDIX

University System of Maryland
 Maryland Community College Transfer Student Four-Year Graduation Rates
 FY 2007 - 2016 Cohorts

Number of Community College Transfers					
	Cohort Size	Graduation Rates			
		2-year	3-year	4-year	5-year
USM					
FY 2007	8,974	920	3,004	4,299	4,928
FY 2008	8,993	969	3,188	4,575	5,169
FY 2009	9,468	1,134	3,544	4,984	5,609
FY 2010	9,456	1,120	3,488	4,917	5,529
FY 2011	10,029	1,239	3,961	5,467	6,066
FY 2012	11,033	1,483	4,421	6,076	6,764
FY 2013	11,882	1,512	4,766	6,506	7,292
FY 2014	11,182	1,445	4,587	6,276	
FY 2015	11,603	1,622	4,970		
FY 2016	11,544	1,734			
USM w/out UMUC					
FY 2007	6,603	809	2,660	3,791	4,236
FY 2008	6,875	878	2,867	4,045	4,487
FY 2009	7,167	1,004	3,111	4,309	4,778
FY 2010	6,834	983	2,989	4,145	4,623
FY 2011	7,279	1,051	3,370	4,611	5,045
FY 2012	8,036	1,248	3,788	5,139	5,628
FY 2013	9,042	1,267	4,129	5,598	6,193
FY 2014	8,608	1,236	3,963	5,381	
FY 2015	8,528	1,331	4,134		
FY 2016	8,413	1,379			
Bowie					
FY 2007	281	29	84	133	159
FY 2008	302	26	81	127	159
FY 2009	292	16	72	127	154
FY 2010	279	16	76	126	152
FY 2011	238	17	66	110	133
FY 2012	315	26	97	155	188
FY 2013	353	26	97	170	197
FY 2014	310	30	116	161	
FY 2015	419	45	131		
FY 2016	227	18			
Coppin					
FY 2007	214	7	35	60	80
FY 2008	199	18	51	80	103
FY 2009	242	15	40	76	102
FY 2010	199	18	55	73	93
FY 2011	200	35	72	98	106
FY 2012	236	37	79	105	119
FY 2013	238	33	71	99	114
FY 2014	256	38	74	101	
FY 2015	186	26	59		
FY 2016	267	29			

Percent Graduating					
	Graduation Rates				
	2-year	3-year	4-year	5-year	
USM					
FY 2007	10%	33%	48%	55%	
FY 2008	11%	35%	51%	57%	
FY 2009	12%	37%	53%	59%	
FY 2010	12%	37%	52%	58%	
FY 2011	12%	39%	55%	60%	
FY 2012	13%	40%	55%	61%	
FY 2013	13%	40%	55%	61%	
FY 2014	13%	41%	56%		
FY 2015	14%	43%			
FY 2015	15%				
USM w/out UMUC					
FY 2007	12%	40%	57%	64%	
FY 2008	13%	42%	59%	65%	
FY 2009	14%	43%	60%	67%	
FY 2010	14%	44%	61%	68%	
FY 2011	14%	46%	63%	69%	
FY 2012	16%	47%	64%	70%	
FY 2013	14%	46%	62%		
FY 2014	14%	46%			
FY 2015	16%				
FY 2015	16%				
Bowie					
FY 2007	10%	30%	47%	57%	
FY 2008	9%	27%	42%	53%	
FY 2009	5%	25%	43%	53%	
FY 2010	6%	27%	45%	54%	
FY 2011	7%	28%	46%	56%	
FY 2012	8%	31%	49%	60%	
FY 2013	7%	27%	48%	56%	
FY 2014	10%	37%	52%		
FY 2015	11%	31%			
FY 2015	8%				
Coppin					
FY 2007	3%	16%	28%	37%	
FY 2008	9%	26%	40%	52%	
FY 2009	6%	17%	31%	42%	
FY 2010	9%	28%	37%	47%	
FY 2011	18%	36%	49%	53%	
FY 2012	16%	33%	44%	50%	
FY 2013	14%	30%	42%	48%	
FY 2014	15%	29%	39%		
FY 2015	14%	32%			
FY 2015	11%				

University System of Maryland
 Maryland Community College Transfer Student Four-Year Graduation Rates
 FY 2007 - 2016 Cohorts

Number of Community College Transfers					
	Cohort Size	Graduation Rates			
		2-year	3-year	4-year	5-year
Frostburg					
FY 2007	283	41	120	165	181
FY 2008	313	61	150	199	220
FY 2009	323	68	147	198	212
FY 2010	344	61	155	202	218
FY 2011	354	67	177	218	235
FY 2012	379	77	170	228	248
FY 2013	412	92	210	261	280
FY 2014	476	110	232	293	
FY 2015	564	118	291		
FY 2016	525	118			
Salisbury					
FY 2007	601	57	251	371	402
FY 2008	524	76	270	361	387
FY 2009	657	100	319	444	478
FY 2010	632	99	300	430	460
FY 2011	673	92	311	442	485
FY 2012	736	130	366	497	529
FY 2013	841	120	430	548	601
FY 2014	730	108	355	482	
FY 2015	847	135	392		
FY 2016	726	121			
Towson					
FY 2007	1,630	211	706	1,027	1,116
FY 2008	1,729	223	758	1,077	1,179
FY 2009	1,889	274	871	1,188	1,315
FY 2010	1,607	258	775	1,051	1,162
FY 2011	2,017	300	1,001	1,353	1,467
FY 2012	2,430	419	1,200	1,607	1,754
FY 2013	2,848	402	1,277	1,745	1,980
FY 2014	2,142	294	982	1,343	
FY 2015	1,937	300	1,010		
FY 2016	2,311	370			
UB					
FY 2007	872	94	288	389	448
FY 2008	843	85	282	402	456
FY 2009	793	76	290	381	440
FY 2010	753	82	279	382	434
FY 2011	664	55	243	335	368
FY 2012	654	61	247	346	390
FY 2013	690	62	269	372	411
FY 2014	630	67	239	343	
FY 2015	651	65	280		
FY 2016	655	81			

Percent Graduating				
	Graduation Rates			
	2-year	3-year	4-year	5-year
Frostburg				
FY 2007	14%	42%	58%	64%
FY 2008	19%	48%	64%	70%
FY 2009	21%	46%	61%	66%
FY 2010	18%	45%	59%	63%
FY 2011	19%	50%	62%	66%
FY 2012	20%	45%	60%	65%
FY 2013	22%	51%	63%	68%
FY 2014	23%	49%	62%	
FY 2015	21%	52%		
FY 2016	22%			
Salisbury				
FY 2007	9%	42%	62%	67%
FY 2008	15%	52%	69%	74%
FY 2009	15%	49%	68%	73%
FY 2010	16%	47%	68%	73%
FY 2011	14%	46%	66%	72%
FY 2012	18%	50%	68%	72%
FY 2013	14%	51%	65%	71%
FY 2014	15%	49%	66%	
FY 2015	16%	46%		
FY 2016	17%			
Towson				
FY 2007	13%	43%	63%	68%
FY 2008	13%	44%	62%	68%
FY 2009	15%	46%	63%	70%
FY 2010	16%	48%	65%	72%
FY 2011	15%	50%	67%	73%
FY 2012	17%	49%	66%	72%
FY 2013	14%	45%	61%	70%
FY 2014	14%	46%	63%	
FY 2015	15%	52%		
FY 2016	16%			
UB				
FY 2007	11%	33%	45%	51%
FY 2008	10%	33%	48%	54%
FY 2009	10%	37%	48%	55%
FY 2010	11%	37%	51%	58%
FY 2011	8%	37%	50%	55%
FY 2012	9%	38%	53%	60%
FY 2013	9%	39%	54%	60%
FY 2014	11%	38%	54%	
FY 2015	10%	43%		
FY 2016	12%			

University System of Maryland
Maryland Community College Transfer Student Four-Year Graduation Rates
FY 2007 - 2016 Cohorts

Number of Community College Transfers					
	Cohort Size	Graduation Rates			
		2-year	3-year	4-year	5-year
UMB					
FY 2007	156	67	125	127	130
FY 2008	164	60	130	137	137
FY 2009	162	63	115	128	129
FY 2010	164	77	129	135	137
FY 2011	128	51	93	94	95
FY 2012	137	48	106	111	116
FY 2013	177	73	117	138	138
FY 2014	298	30	158	173	
FY 2015	280	107	226		
FY 2016	297	129			
UMBC					
FY 2007	961	69	307	453	558
FY 2008	1,052	89	329	524	603
FY 2009	1,059	83	350	548	627
FY 2010	1,181	83	365	596	706
FY 2011	1,267	102	441	663	771
FY 2012	1,368	117	495	750	860
FY 2013	1,418	109	499	762	870
FY 2014	1,351	121	494	750	
FY 2015	1,350	113	508		
FY 2016	1,380	118			
UMCP					
FY 2007	1,557	229	731	1,046	1,136
FY 2008	1,652	232	784	1,088	1,188
FY 2009	1,658	300	873	1,175	1,273
FY 2010	1,578	280	830	1,117	1,219
FY 2011	1,665	314	931	1,252	1,335
FY 2012	1,695	319	990	1,291	1,363
FY 2013	1,930	322	1,097	1,425	1,513
FY 2014	2,234	425	1,260	1,652	
FY 2015	2,142	406	1,192		
FY 2016	1,911	387			
UMES					
FY 2007	48	5	13	20	26
FY 2008	97	8	32	50	55
FY 2009	92	9	34	44	48
FY 2010	97	9	25	33	42
FY 2011	73	18	35	46	50
FY 2012	86	14	38	49	61
FY 2013	135	28	62	78	89
FY 2014	181	13	53	83	
FY 2015	152	16	45		
FY 2016	114	8			

Percent Graduating				
	Graduation Rates			
	2-year	3-year	4-year	5-year
UMB				
FY 2007	43%	80%	81%	83%
FY 2008	37%	79%	84%	84%
FY 2009	39%	71%	79%	80%
FY 2010	47%	79%	82%	84%
FY 2011	40%	73%	73%	74%
FY 2012	35%	77%	81%	85%
FY 2013	41%	66%	78%	78%
FY 2014	10%	53%	58%	
FY 2015	38%	81%		
FY 2016	43%			
UMBC				
FY 2007	7%	32%	47%	58%
FY 2008	8%	31%	50%	57%
FY 2009	8%	33%	52%	59%
FY 2010	7%	31%	50%	60%
FY 2011	8%	35%	52%	61%
FY 2012	9%	36%	55%	63%
FY 2013	8%	35%	54%	61%
FY 2014	9%	37%	56%	
FY 2015	8%	38%		
FY 2016	9%			
UMCP				
FY 2007	15%	47%	67%	73%
FY 2008	14%	47%	66%	72%
FY 2009	18%	53%	71%	77%
FY 2010	18%	53%	71%	77%
FY 2011	19%	56%	75%	80%
FY 2012	19%	58%	76%	80%
FY 2013	17%	57%	74%	78%
FY 2014	19%	56%	74%	
FY 2015	19%	56%		
FY 2016	20%			
UMES				
FY 2007	10%	27%	42%	54%
FY 2008	8%	33%	52%	57%
FY 2009	10%	37%	48%	52%
FY 2010	9%	26%	34%	43%
FY 2011	25%	48%	63%	68%
FY 2012	16%	44%	57%	71%
FY 2013	21%	46%	58%	66%
FY 2014	7%	29%	46%	
FY 2015	11%	30%		
FY 2016	7%			

University System of Maryland
 Maryland Community College Transfer Student Four-Year Graduation Rates
 FY 2007 - 2016 Cohorts

Number of Community College Transfers					
	Cohort Size	Graduation Rates			
		2-year	3-year	4-year	5-year
UMUC					
FY 2007	2,371	111	344	508	692
FY 2008	2,118	91	321	530	682
FY 2009	2,301	130	433	675	831
FY 2010	2,622	137	499	772	906
FY 2011	2,750	188	591	856	1,021
FY 2012	2,997	235	633	937	1,136
FY 2013	2,840	245	637	907	1,099
FY 2014	2,574	209	624	895	
FY 2015	3,075	291	836		
FY 2016	3,131	355			
Hagerstown*					
FY 2009	50	18	24	31	33
FY 2010	42	18	29	32	33
FY 2011	71	29	46	50	53
FY 2012	76	38	53	57	59
FY 2013	83	35	53	56	
FY 2014	88	33	56	57	
FY 2015	85	41	56		
FY 2016	64	30			
Shady Grove*					
FY 2009	400	184	270	297	314
FY 2010	479	211	321	359	373
FY 2011	438	200	299	326	338
FY 2012	532	245	352	393	409
FY 2013	497	227	332	373	
FY 2014	609	275	407	435	
FY 2015	592	258	411		
FY 2016	568	275			

Percent Graduating				
	Graduation Rates			
	2-year	3-year	4-year	5-year
UMUC				
FY 2007	5%	15%	21%	29%
FY 2008	4%	15%	25%	32%
FY 2009	6%	19%	29%	36%
FY 2010	5%	19%	29%	35%
FY 2011	7%	21%	31%	37%
FY 2012	8%	21%	31%	38%
FY 2013	9%	22%	32%	39%
FY 2014	8%	24%	35%	
FY 2015	9%	27%		
FY 2016	11%			
Hagerstown				
FY 2009	36%	48%	62%	66%
FY 2010	43%	69%	76%	79%
FY 2011	41%	65%	70%	75%
FY 2012	50%	70%	75%	78%
FY 2013	42%	64%	67%	
FY 2014	38%	64%	65%	
FY 2015	48%	66%		
FY 2016	47%			
Shady Grove				
FY 2009	46%	68%	74%	79%
FY 2010	44%	67%	75%	78%
FY 2011	46%	68%	74%	77%
FY 2012	46%	66%	74%	77%
FY 2013	46%	67%	75%	
FY 2014	46%	67%	71%	
FY 2015	44%	69%		
FY 2016	48%			

Source: MHECTSS, MHEC EIS, MHEC DIS and USM Fall Regional Center Registration

* Regional Center students are determined from fall registration and are also included in the USM institutional counts