

UNIVERSITY of MARYLAND
EASTERN SHORE
Princess Anne, Maryland



LEGISLATIVE TESTIMONY

Presented to

**The Senate Subcommittee on Health,
Education & Human Resources**

**The House Subcommittee on
Education & Economic
Development**

By

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President

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I. INTRODUCTION

Good Afternoon Mr. Chairman, Vice Chairman, and other members of the subcommittee.

On behalf of the students, staff, and faculty of the University of Maryland Eastern Shore (UMES), I thank you for the opportunity to testify on the Governor's FY 2010 budget request for the University of Maryland Eastern Shore. Briefly, I will report on the progress that UMES has made during the past year, respond to the legislative analyst's comments, and answer any questions that you may have.

First and foremost, I would like to thank Governor O'Malley and the Maryland General Assembly for the support that has been given to the University System of Maryland (USM) in general and the University of Maryland Eastern Shore in particular. I applaud the Governor and the Legislature for the strategic decision to continue to invest in higher education despite the serious national economic downturn.

UMES supports the proposal of the Governor to provide USM with \$1.1 billion in general funds, which is a two percent increase over the FY 2009 level. The proposed general-fund appropriation includes (a) \$16 million which will enable USM to hold tuition flat for in-state full-time undergraduate students for the fourth consecutive year, and (b) covers increases in mandatory costs (new facilities, debt service, increases in employee fringe benefits, and fuel and utilities).

UMES understands and appreciates the difficult decisions that the State had to make to maintain prudent fiscal balance and responsibility. Consequently, we joined the State's call for action to balance the budget via furloughs. At UMES, every employee sacrificed in the campus' effort through furloughs to save \$446,795 as a contribution to help balance the State budget. Our furlough plan was developed to ensure that the impact was equitable and ranged from 1-6 furlough days, with the President and her cabinet each taking 6 days of furloughs.

UMES is also very thankful to the Governor and the Legislature for the creation of the Commission to Develop the Maryland Model for Funding Higher Education and the Commissions' Historically Black Institutions (HBIs) Study Panel. The Panel listened and analyzed the needs of the HBIs and recommended strategies to empower the HBIs with necessary and sufficient resources/conditions so that these institutions can continue to play their vital roles in the human capital formation for all the citizens of Maryland.

I am very happy that the State of Maryland considers Higher Education as a critical instrument for enhancing socio-economic development in the state; and I am particularly thankful for the support and the investment that the State has made at UMES. The investment you have made at UMES during my seven-year tenure at the University is showing some good returns.

As you may remember, UMES emerged from our last Middle State Commission on Higher Education Reaffirmation of Accreditation in 2006 with outstanding results and met all 14 accreditation standards with **no recommendations**. We received five commendations.

The September 28, 2008, *U.S. News & World Report* again listed UMES in the top tier of the Best Historically Black Colleges and Universities (HBCUs) in the nation.

The University of Maryland Eastern Shore is proud of its tripartite mission of being:

- (1) A well-respected Historically Black University;
- (2) One of the two Maryland Land Grant Institutions; and
- (3) A comprehensive teaching/research institution offering bachelors, masters, and doctorate degrees, with significant research and development activities.

UMES takes very seriously the charge of preparing the future workforce for the State of Maryland and continues to graduate students in unique disciplines (aviation science, hotel and restaurant management, construction management, agribusiness management, and physician assistant). We are committed to graduating students who are globally competent.

Being fully committed to providing access to high quality, affordable values-based educational experiences to students of all races who are first-generation college students, UMES emphasizes multicultural diversity and international perspectives. The University continues to serve the educational and research needs of Maryland's multifaceted businesses, state and local governments, and non-governmental communities to meet the rural and economic development needs on the Eastern Shore; workforce development needs of the State of Maryland, and the international development priorities of the nation. The University's 2004-2009 Strategic Plan, "Learning and Leadership: Strategies for Student Success and Global Competence," has ensured that the academic programs are responsive to the institution's mission, relevant to workforce needs of the State and the nation, and that our graduates are prepared to meet the challenges of a highly competitive and global economy.

II. THE ACADEMIC FOCUS

The University's strategic priorities are guided by five goals that focus on quality of instruction, access, affordability, student learning outcomes, diversity, economic growth, and overall effectiveness and efficiency. The Strategic Plan complements and supports the current Maryland State Plan for Post-Secondary Education priority themes: (1) Quality and Effectiveness, (2) Access and Affordability, (3) Diversity, (4) Student Centered Learning Systems, and (5) Economic Growth and Vitality. Moreover, the five goals are aligned with the University System of Maryland's (USM) "Strategic Plan: The USM in 2010." UMES believes that significant progress has been made in accomplishing the specific objectives in the Strategic Plan, and in other new USM national priorities like climate change and closing the achievement gap.

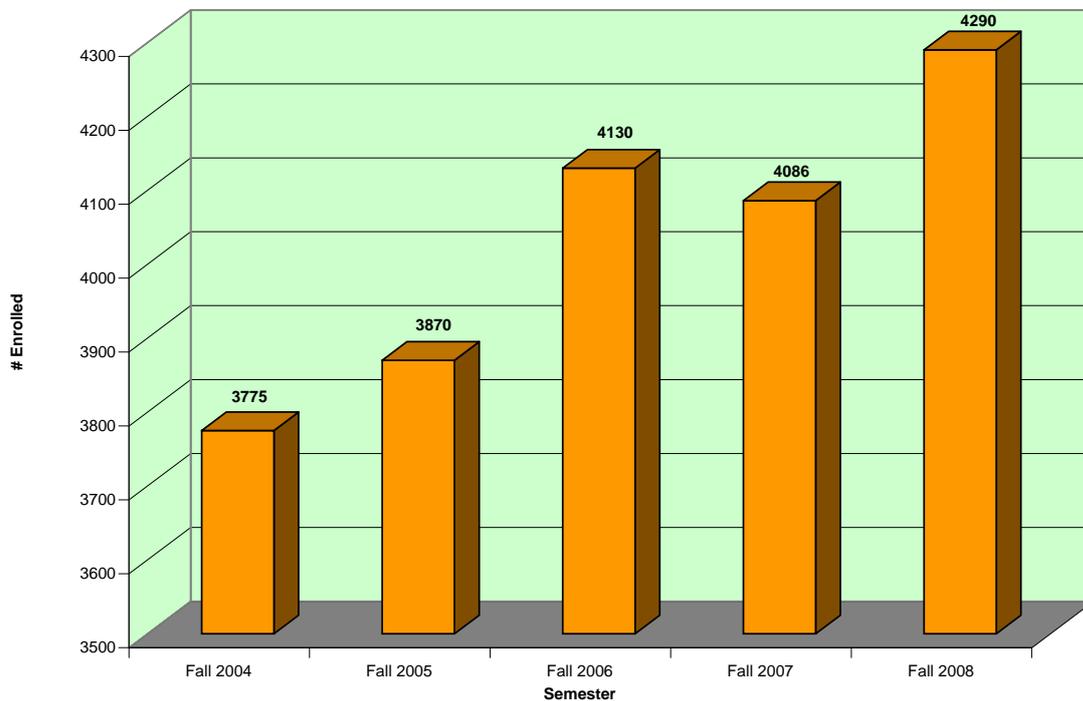
Academic programs at UMES form the centerpiece of the education enterprise where the emphasis is on student learning and leadership training. UMES is dedicated to solid academic preparation that will enable the students to be successful in their chosen disciplines and to demonstrate competency and mastery in discipline-specific licensure examinations.

The University understands the inextricable relationship between an accredited program, a program with national learning standards, student mastery in course work, and licensure examinations.

A. ENROLLMENT GROWTH

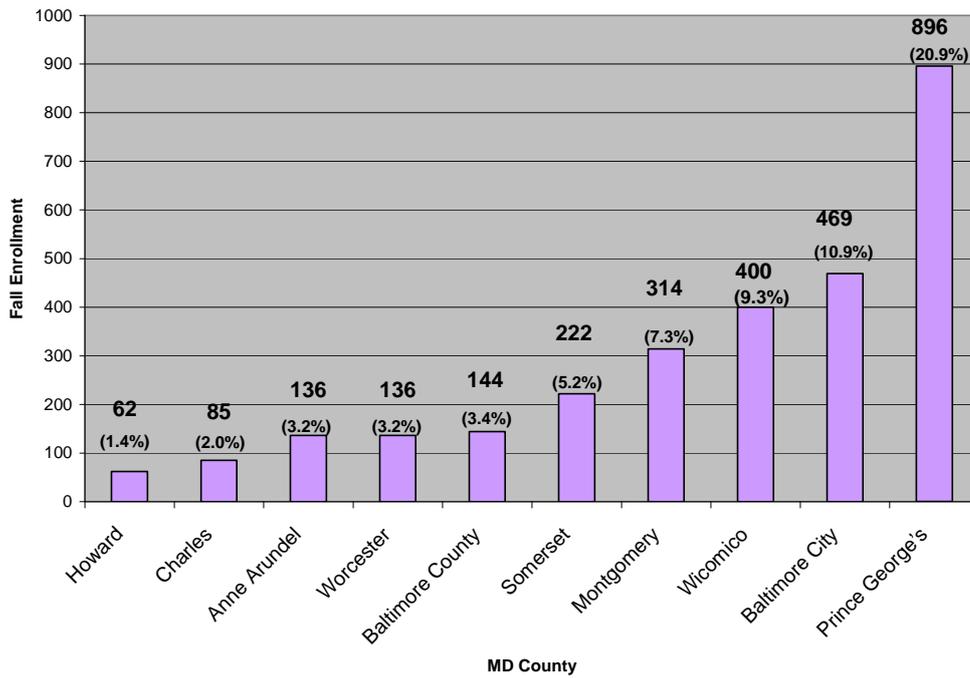
The University of Maryland Eastern Shore (UMES) continues to experience unprecedented growth in student enrollment, and is on track to reach the 5,000 mark in the near future, if funds become available. In the fall of 2008, enrollment increased by five percent to 4,290 from 4,086 in 2007 (see Figure 1) and consequently UMES has become one of the University System of Maryland's fastest growing institutions. Seventy-six percent of the students come from the State of Maryland and approximately 64 percent come from 10 of the 23 Maryland counties including Prince George's, Baltimore (i.e., Baltimore County and Baltimore City), Wicomico, Montgomery, and Somerset (see Figures 2 and 3).

Figure 1: UMES Student Enrollment Trend - Fall 2004-Fall 2008



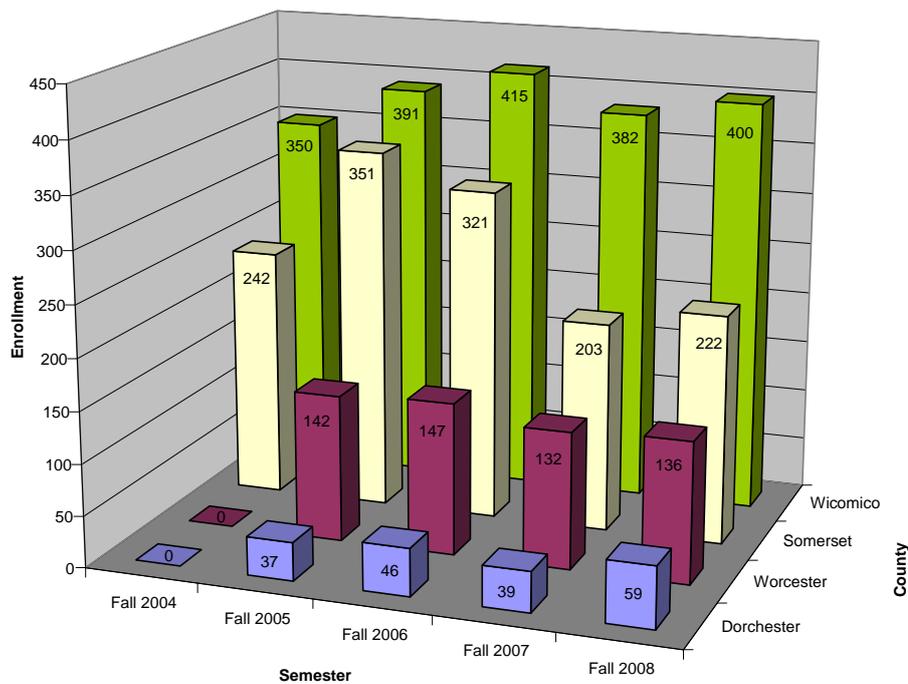
Source: Enrollment Information System, Fall 2008

Figure 2: UMES Ten Counties with Highest Fall 2008 Enrollment



Source: MHEC Enrollment Information System, Fall 2008

Figure 3: Fall Enrollments for Lower Eastern Shore Counties 2004-2008



Source: MHEC Enrollment Information System, Fall 2004, 2005, 2006, 2007, and 2008

B. ACCREDITATIONS AND RECOGNITION

(i) New Accreditation

Hotel and Restaurant Management: The Department began the initial process for accreditation for Hotel and Restaurant Management (HRM) under the Accreditation Commission on Programs in Hospitality Administration (ACPHA) in January 2006. The initial application, submitted in January 2007, was approved and the process for self-evaluation got underway. A site team evaluation and visitation followed in October 2008: On February 20th, 2009 UMES received official accreditation of the HRM Program from ACPHA.

(ii) Reaffirmation of Accreditation

Education: The Professional Education Unit underwent its continuing accreditation visit with a nine-member joint team of representatives from the National Council for Accreditation of Teacher Education (NCATE) and the Maryland State Department of Education (MSDE) from October 25 -29, 2008. Eleven undergraduate and four graduate programs were reviewed. The undergraduate programs included: Agriculture, Art, Biology, Business Education, English, Family and Consumer Sciences, Mathematics, Music, Social Studies, Special Education, and Technology Education. The graduate programs included: Career and Technology Education, Master of Arts in Teaching, School Counseling, and Special Education. The visit was very positive as stated by the NCATE Team Chair and other members of the team, who shared their perspectives. We received affirmation of the quality of our programs. The report presented by the visiting team was not the official outcome. We will receive the final report from NCATE's Unit Accreditation Board later in April 2009.

Construction Management Technology: The Construction Management Technology (CMT) program at UMES has received its third, 6-year accreditation under the American Council for Construction Education (ACCE). The UMES CMT program was first accredited by ACCE in 1991. The Self-Study Report for UMES/CMT program was completed during the Fall Semester of 2007. The on-site visit was during February 29 – March 1, 2008; the final accreditation reaffirmation was made by ACCE in July 2008.

Physical Therapy: The Doctor of Physical Therapy (DPT) program had an accreditation site visit by the Commission on Accreditation in Physical Therapy (CAPT) from October 28-31, 2008.

After careful review of the program's Self-Study Report and various sources of evidence on site including interviews, the team concluded that the program possesses the breadth and depth of integrated content and learning experiences for students to meet the goals, objectives, and expected outcomes of the program. Faculty CVs and interviews with clinical faculty, employers, and graduates confirmed that core faculty serves as desirable role models for their students to emulate while in the program and as they enter the profession. Students and graduates presented themselves very professionally and their skills and abilities are respected by their peers and employers, which is a positive reflection on the program. The DPT program was reaffirmed for accreditation through CAPT in April 2008.

Rehabilitation Counseling: In 2008, the Department of Rehabilitation Services successfully completed the reaccreditation process for the Master in Rehabilitation Counseling program as stipulated by the Council on Rehabilitation Education (CORE). A letter was received from CORE on July 17, 2008 confirming that the program was reaccredited as of that date.

(iii) Planned Reaffirmation of Accreditation

Programs in the initial process of seeking national accreditations are: (a) Business Management and Accounting, (b) Pharmacy, and (c) Physician Assistant.

Business, Management and Accounting: The Department of Business Management and Accounting continues to make progress in the pursuit of the AACSB International Accreditation. On August 25, 2008, UMES' third progress report was accepted by the Initial Accreditation Committee. The Self-Evaluation report is due in August 2009, and the review visit is scheduled for March 7 – 10, 2010.

Pharmacy: UMES began the process for accreditation for the Doctor of Pharmacy degree (PharmD) under the Accreditation Council for Pharmaceutical Education (ACPE). A stringent set of standards has been put in place for colleges and universities to follow in order to achieve pre-candidate status.

Per ACPE Guidelines, a dean must be hired and in place at least 24 months in advance. The body requires that the administrative team also be hired and a detailed report containing 29 standards must be addressed. The overall standards examine the mission, planning and evaluation of the program; the organizational structure and administration, admission requirements and its overall process; faculty, facilities, and resources. These standards have also involved health partner visitations throughout the State of Maryland, as well as the Eastern Shore.

An initial report is due to ACPE not later than March 1, 2009. Following an onsite consultation visit in March or April, the updated report is required to be submitted no later than May 15, 2009. Once received, ACPE will invite the Vice President for Academic Affairs and the Dean to Chicago in June to be questioned before the ACPE Board. Following the meeting, the ACPE Board will decide whether or not to grant pre-candidate status to the program. Once an institution receives pre-candidate status, students may then begin the application process.

Physician Assistant: The Physician Assistant Department's (B.S.) Program will have a Continuing Accreditation site visit by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) on July 9-10, 2009. The Application, Self-Study Report, updated Institutional Program Data Form, and various sources of evidence will be submitted along with the names of individuals identified for interviews, faculty CVs and clinical affiliate data along with survey analyses of employers and graduates will be submitted on the program by April 30, 2009.

National Recognition



Friday, January 23, 2009

In August 2008, for the second consecutive year, *U.S. News and World Report* produced its ranking of the undergraduate education at historically black colleges and universities and listed the University of Maryland Eastern Shore in the top tier of Historically Black Colleges and Universities.

C. TEACHER EDUCATION

PRAXIS II

UMES continues to enjoy a 100% pass rate on the licensure examination in teacher education, PRAXIS II. The pass rate on the PRAXIS II has been significantly increased and maintained over the last four years: 83% in 2004; 100% in 2005; 100% in 2006; 100% in 2007; and 100% in 2008.

Teacher Shortages

UMES is keenly aware of the shortage of teachers entering the State's classrooms, particularly on the Eastern Shore. The recruitment of potential teacher education majors, utilizing diverse approaches, remains a high priority for UMES.

UMES proposes to increase the number of trained teachers on the Eastern Shore of Maryland in critical shortage areas. Our target is individuals who have already shown their commitment and interest in the field of education as demonstrated by their work as paraprofessionals in the local schools on the Eastern Shore. UMES has created scholarships to support the Teacher Education Program. In the 2008-2009 academic year, a total of \$59,344 was awarded to teacher education majors.

Other efforts to help address the teacher shortage include:

- UMES is actively recruiting teacher education students from community colleges around the State, particularly students with Associate of Arts in Teaching (AAT) degrees and those in critical shortage areas from Wor-Wic Community College, Eastern Shore Community College and Chesapeake Community College.
- The UMES Professional Education Unit has been working in collaboration with the human resource directors in the local school systems to customize programs leading to certification for uncertified teachers in the local education agencies.

D. GRADUATE PROGRAM SUCCESSES

(i) Masters

In 2008, the University graduated 74 master's students. There were 4 in the Master of Arts in Teaching program, 20 Master of Education graduates (6 Career and

Technology Education, 8 Guidance and Counseling, 3 Special Education), and 49 Master of Science Graduates (22 Applied Computer Science, 13 Criminology and Criminal Justice, 2 Marine- Estuarine- Environmental Sciences, 1 Food Science and Technology and 12 Rehabilitation Counseling).

(ii) Ph.D. and other Doctoral Programs

In pursuit of UMES’ aspiration to become a Doctoral Research University, three new doctoral programs were initiated in 2002 and one in 2003. We are pleased to report that in 2008, the University graduated 13 doctoral students: 5 Ph.D. students in Organizational Leadership, 2 Ph.D. students in Food Science and Technology, 1 Ph.D. in Marine Estuarine Environmental Science, and 5 students with the Doctorate in Physical Therapy.

E. FACULTY PRODUCTIVITY

Last year, UMES faculty produced 143 refereed publications, 76 non-refereed publications, 163 creative performances and exhibitions, 222 presentations at professional meetings, published 5 books, and contributed 1,961 person days in public service.

F. GRANTS AND CONTRACTS AWARDS

The University has been successful in increasing the level of grants and contracts that it has received since 2001. The growth in grants and contracts increased phenomenally from \$9.8 million in FY 2001 to 19.7 million in FY 2005. In FY 2008, a total of \$19.3 million was received in grants and contracts, which was the second highest in total grants among all the Comprehensive Institutions in the USM, and the highest performance in grants per Full-time Equivalent Faculty (FTEF). Even more importantly, the average FTEF award has steadily increased from \$100,849 in 2005-2006 to \$112,321 in 2007-2008 (see Table 1).

Table 1: UMES and Other USM Institutions’ Grants and Contracts Award Comparisons

Institution	2005-2006			2006-2007			2007-2008		
	Award Amnt	FTEF	Av. Award	Award Amnt	FTEF	Av. Award	Award Amnt	FTEF	Av. Award
<i>Comprehensives</i>									
BSU	750,974	175	4,291	9,571,536	175	54,694	7,151,777	140	51,084
CSU	4,177,620	136	30,718	8,303,528	139	59,738	10,422,102	149	69,947
FSU	3,362,360	240	14,010	1,912,782	230	8,316	2,494,096	209	11,933
SU	4,310,691	328	13,142	3,886,661	305	12,743	4,702,476	297	15,833
TU	16,365,476	642	25,491	18,564,606	687	27,023	22,798,924	689	33,090
UB	7,536,223	65	115,942	8,004,190	162	49,409	7,122,987	156	45,660
UMES	18,051,895	179	100,849	17,896,261	172	104,048	19,319,248	172	112,321
<i>Research</i>									
UMB	378,641,460	1,540	245,871	410,049,084	1,527	268,532	449,020,777	1,605	279,764
UMBC	53,144,382	490	108,458	85,078,526	476	178,736	83,111,717	445	186,768
UMCP	347,849,069	2,124	163,771	405,616,126	1,928	210,382	399,291,350	1,901	210,043
Total USM	834,190,150	5,919	140,934	968,883,300	5,801	167,020	1,005,435,454	5,763	174,464

Source: USM Faculty workload Report, 2008

G. TIME TO GRADUATION

UMES continues to maintain a rapid time-to-degree as demonstrated by the average number of semesters it takes students to graduate. For entering classes of 1996 to 2000 the time-to-degree for UMES students has ranged from 9.0 to 9.3 semesters, reflecting positively on faculty and student productivity and strong performance among the comprehensive institutions of the University System of Maryland (see Table 2).

**Table 2: Undergraduate Time to Degree in Semesters – A
Comparative Analysis for UMES and Other USM Institutions**

Institution	Entering Year				
	1996	1997	1998	1999	2000
<i>Comprehensive</i>					
Bowie State University	9.7	9.7	10.0	9.6	10.0
Coppin State University	10.7	10.8	10.3	9.8	10.3
Frostburg State University	9.2	9.3	9.3	9.2	9.2
Salisbury University	8.5	8.5	8.6	8.3	8.5
Towson University	9.1	9.1	9.0	9.0	9.0
University of Maryland Eastern Shore	9.3	9.2	9.1	9.0	9.2
<i>Research</i>					
University of Maryland Baltimore County	9.3	9.4	9.3	9.1	9.2
University of Maryland College Park	9.2	9.1	8.9	8.7	8.7
All University System of Maryland (USM)	9.2	9.2	9.0	8.9	8.9

Source: USM Faculty Workload Report, 2008

H. ACADEMIC OUTREACH WITH K-12 SYSTEM

In 2008, UMES conducted several summer internship/residential programs for Maryland public school students and in-service teachers, primarily in Science, Technology, Engineering, and Mathematics (STEM) areas, special education, and reading. The Professional Education Unit continues to work closely with Pre-K-12 educators and now has 25 Professional Development and partnership schools in four Eastern Shore counties (i.e. Caroline, Somerset, Wicomico, and Worcester). In addition, the Unit has several initiatives in Eastern Shore counties. Programs funded primarily from external grant funds impacted K-12 students and in-service teachers from 30 schools in six counties. The National Security Agency (NSA) funded Math and Related Sciences (MARS) project served approximately 140 middle school and high school students during two-week sessions of the residential summer enrichment program. This program has been in existence at UMES since 1991.

I. STEM INITIATIVES

(i) UMES Students Opportunity for Learning Collaborative Opportunity Outreach Program (SOLCOOP)

The \$34,000/year NOAA-funded SOLCOOP is an academic year (pre-summer) and a two-week Summer Camp activity involving high and middle school students and their parents and teachers in Accomack, Worcester and Somerset counties. Each year, 20 middle school students from the counties above are provided with hands-on activities in

Math, and conduct Science and Engineering experiments while developing their skills in computer technology. The aim is to orient pre-college students in careers in STEM disciplines and the application of STEM skills in the National Oceanic and Atmospheric Administration (NOAA) work force. SOLCOOP is currently in its seventh year and has benefited 138 Middle School students. The funding agency is the National Environmental Satellite, Data, and Information Service (NESDIS), a line office in the National Oceanic and Atmospheric Administration (NOAA). In summer 2008, 20 students participated in the program

(ii) Eastern Shore Restoration and Education Program (ESREP)

ESREP goals are to improve environmental literacy and aquatic ecosystem restoration on the Lower Eastern Shore of Maryland through activity-rich educational and outreach experiences related to the Coastal Bays. The objectives are to: 1) Provide 20 high school students (9th and 10th grade) with hands-on opportunities to explore coastal and estuarine systems through laboratory and field exercises; 2) Provide information about and conduct restoration projects in the Coastal Bays of the Lower Eastern Shore that are directly linked to EPA's strategic plan; 3) Provide internship opportunities and mentoring services to high school students and others through collaboration with UMES and its partners; 4) Provide education and outreach activities for the public through partnership with the National Park Service and others. In 2008, these objectives were accomplished through ESREP's: 1) Summer program, 2) Restoration projects, 3) Internship opportunities and Mentoring, and 4) Public outreach. In the 2007/2008 academic year, 300 students participated in ESREP.

(iii) The Upward Bound Marine Science Program

The Upward Bound Marine Science Program is a partnership between UMES, Upward Bound, the Maryland Coastal Bays Program, National Park Service and Maryland Department of Natural Resources. It seeks to encourage high school students in marine science research in the Coastal Bays of Maryland. In summer 2008, 25 students from tri-County (Delaware, Maryland and Virginia) schools participated in the program at the Paul S. Sarbanes Coastal Ecology Teaching and Research Laboratory in Assateague, MD.

(iv) "Reach for the Stars!" Space Sciences Academy

This initiative helps to diversify the pipeline of science, mathematics, engineering and technology students. UMES hosted a residential camp for middle school students. One third of the students had a physical disability, one third had a learning disability, and one third was considered academically gifted. The students worked together in integrated teams to design, fabricate, launch, and track a scientific balloon launch. Partners in this effort included: Easter Seals of Delaware and Maryland's Eastern Shore, Worcester County Department of Economic Development, Worcester County Department of Education, and NASA Wallops Flight Facility.

(v) Summer Academic Enrichment Program (SAEP)

Through a grant from the Bill and Melinda Gates Foundation and in conjunction with the DC College Success Foundation (DC CSF), UMES organized and hosted a

three-week summer enrichment program in June-July 2008. The focus the Summer Academic Enrichment Program (SAEP) is to increase the number of low-income and underrepresented students entering college. The over arching goals of the program are to raise a student's starting proficiency level in language arts and mathematics as measured by pre/post (AccuPlacer) tests with the intention of increasing the student's ability to successfully manage their academic and personal lives while attending college. The DC CSF provides a systematic process for the recruitment and retention of low-income and under-represented students through the provision of supportive educational and financial services leading to the competition of a baccalaureate degree.

J. GLOBAL EDUCATION

In support of academic relevance in meeting the challenges of a global workforce, and consistent with the USM' Strategic Theme 1.C.6:

The USM and its institutions will ensure that undergraduate students develop the international perspective necessary for success in a global economy,. . .

and UMES' Presidential initiative for internationalization of the curriculum, the following activities were developed last year:

(i) Global Studies Certificate Program

A new certificate program which requires 15 credit hours of Interdisciplinary Global courses has been approved. The program is optional and open to all UMES students. The objectives of the certificate program are:

- To provide interdisciplinary courses in global studies for UMES students.
- To offer significant international dimension to students' departmental majors.
- To provide tools that students can use to understand, acquire knowledge, and develop skills for living and communicating in the global interdependent and culturally diverse world of the 21st century.

(ii) Faculty/Staff International Professional Development in Research/Teaching Abroad

Title III funds have been allocated to support one faculty member from each school per year to travel overseas for professional development. In 2008 four (4) faculty members from Departments of Natural Sciences, Human Ecology, and English & Modern Languages. Each successfully completed their respective projects in Egypt, London, Nigeria, South Africa, and Ghana.

K. NEW PROGRAMS AND REDESIGNED COURSES

(i) New Programs

Doctor of Pharmacy

Per accreditation standards set forth by the Accreditation Council for Pharmaceutical Education (ACPE), a national search was completed and a dean was hired and began his duties on July 1, 2008. An Associate Dean, Director of Student Affairs and a Chair for the Division of Pharmaceutical Sciences have been hired and will begin their duties and responsibilities on March 1, 2009. Searches are ongoing for the Chair of Pharmacy Practice and Experiential Coordinator. A fall 2010 matriculation is planned for the inaugural class.

(ii) Redesigned Courses

Redesign of CHEM 111 – Principles of Chemistry 1

The Department of Natural Sciences (DNS) successfully launched the redesign of the course - Principles of Chemistry, Chemistry 111E. In comparison between the traditional Chemistry 111 which meets Monday, Wednesday and Friday for 50 minutes each day; the redesigned Chemistry 111, meets once a week for lecture (75 minutes) and requires students who have earned less than a 75% average in their examinations and quizzes to attend a 75 minute recitation. Recitation is led by two teaching assistants. In addition, the students are required to complete their web-based homework and learning modules in a dedicated computer laboratory. Students spend at least 20 hours each week in the computer laboratory under the supervision of two teaching assistants and the course instructor. Results of pass rates (i.e., students earning grades A – C for the Traditional compared to the Redesigned course), demonstrate better success with CHEM 111E. Fifty-five (55) percent of students earned grades A – C in the traditional course compared to 65.6% for CHEM 111E. Eighteen (18) percent of students earned B in the Traditional course compared to 31% for the Redesigned course.

The Department of Mathematics and Computer Science Programs

The Department of Mathematics and Computer Science revised the curricula for all of its degree programs as listed below and the revised programs were offered starting in fall 2008:

Bachelor of Science Degree Programs:

- Computer Science
- Computer Science with Business focus
- Mathematics (Non-teaching)
- Mathematics (Teaching)

Master of Science in Applied Computer Science:

The revised curriculum for the Master of Science degree program is awaiting UMES Senate approval during the spring 2009 session.

III. WORKFORCE DEVELOPMENT

A. PHARMACY

UMES has been approved to offer the Doctor of Pharmacy (PharmD. D.) program. Pharmacy is one of the top 25 high demand occupations in the State. The fall 2006 statewide listening tour on partnering workforce development and higher education reinforced the need for pharmacy and in regional locations of the State such as the Eastern Shore. UMES is anticipated to implement the PharmD program in fall 2010. The first graduating class of projected 55 to 60 students will be in the third year of the program on/or by 2012, at which time the new and returning enrollment in the program is anticipated to be approximately 185.

B. ENGINEERING

The independent four year Engineering Degree Program will support the growing technological and industry demands of the Eastern Shore and satisfy workforce development needs. The new program has four specializations—electrical, computer, mechanical, and aerospace. In addition to the existing engineering faculty, two new faculty members have been hired, one in the computer and electrical engineering specialization, the other in aerospace and mechanical specialization. Twenty-seven new courses have been developed and approved. A total of 75 students are currently enrolled in the program.

C. PROFESSIONAL GOLF MANAGEMENT

The Professional Golf Management inaugural cohort began in the fall 2008 semester, consisting of 13 students. UMES has partnered with the PGA of America to lead the industry in producing minority members of the Association. Six of the students in the first cohort are minorities with five African-American students and one Asian student. Seven students have been added to the inaugural cohort in the spring semester of 2009, bringing the total enrollment to 20.

D. COLLABORATION WITH USM REGIONAL CENTERS AND SALISBURY UNIVERSITY

(i) Eastern Shore Higher Education Center

The Eastern Shore Higher Education Center (ESHEC), which was anticipated by a Memorandum of Understanding (MOU) signed by representatives of Salisbury University, University of Maryland Eastern Shore, Washington College, and Chesapeake College in December 1999, began offering classes in its facility in January 2003.

Currently, the University of Maryland Eastern Shore (UMES) offers two degree programs at the Center. The Doctor of Education program started offering courses in the

spring of 2003 and has a headcount enrollment of 18 students. Two students have earned their degrees.

The B.S. degree in Child Development has enrolled 23 students since its initial enrollment in 1999 (another 8 students completed between 24-40 credits with the cohorts). A total of 12 students have earned their degrees in Child Development and 3 more students will graduate May 2009.

(ii) Shady Grove

The University of Maryland Eastern Shore (UMES) has two academic programs offered at The Universities at Shady Grove (USG). The two programs, Hotel and Restaurant Management (HRM), and Construction Management Technology (CMT), are offered by the School of Business and Technology.

(iii) Salisbury University

In 1981, the University of Maryland Eastern Shore and Salisbury University entered into a Long-Range Collaborative Academic Plan. The Plan included the development of joint academic programs. In 1990, a dual degree program that permitted UMES Sociology majors to earn a concurrent second bachelor's degree in Social Work was implemented. In addition, Salisbury University biology majors could earn a second degree from UMES in Environmental Science. In 1996, the Master of Arts in Teaching (MAT) was implemented between the two universities. These three collaborative agreements are currently active and students have access to degree programs that are not located in their home campuses.

(iv) Scholar Athletes

The University of Maryland Eastern Shore's Department of Intercollegiate Athletics has a long history of excellence in promoting athletic competition, academic achievement, and personal development in a supportive environment. Embracing the concept of "The Scholar-Athlete," UMES emphasizes academics as the primary focus in each student-athlete's life, and assists each student-athlete in developing a balance in her/his social, athletic, and academic pursuits. Many of UMES student athletes have graduated and gone on to pursue graduate and professional studies.

Some outstanding accomplishments for intercollegiate athletics include the following:

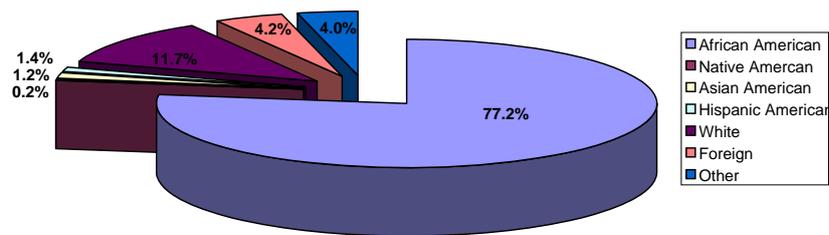
- University of Maryland Eastern Shore is tied for the best graduation success rate of 78% in the MEAC
- The women's bowling team won the 2008 NCAA Division I National Championship
- The women's bowling team coach was named "Coach of the Year."
- Six women bowling team members were named Academic All-Americans; with GPA range of 3.7-3.9
- Students in the Athletic Department had cumulative GPA of 3.026

- Thirty-one University of Maryland Eastern Shore student-athletes are members of the Athletic Director’s Honor Roll with a minimum cumulative GPA of 3.5 or higher
- MEAC champion in men’s cross-country track and field, 2007
- MEAC champion in women’s cross-country track and field, 2007 and 2008

IV. DIVERSITY

The University has maintained diversity in the population it serves, with student enrollments from 23 Maryland counties and Baltimore City; more than 38 states in the United States (including the Virgin Islands and the District of Columbia); and over 60 foreign countries. All major races including African American (77.2%), White/Caucasian (11.7%) Hispanic (1.4%) Asian (1.2%), Native American (0.2%) and Foreign non-immigrant students (4.2%) are well represented in the student population (see Figure 4).

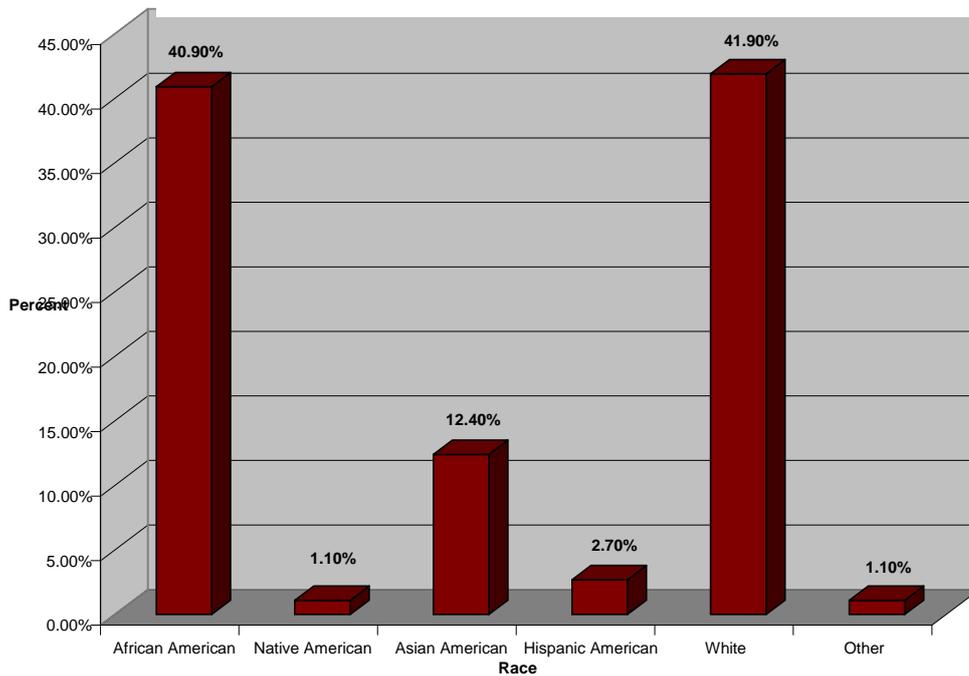
Figure 4: Fall 2008 Student Enrollment Diversity



Source: MHEC Enrollment Information System

The distribution by race for full-time faculty is White 41.9%, African-American 40.9%, Asian 12.4%, Hispanic 2.7%, Native American 1.1% and other 1.1%. This faculty profile confirms that UMES students are well served by faculty role models of their own and other races (see Figure 5).

Figure 5: Fall 2008 Faculty Diversity



Source: MHEC Employee Data System for 2008

V. COMMUNITY ENGAGEMENT

In the area of Community Engagement, recent UMES initiatives collectively have included:

A. UMES MINI – MEDICAL SCHOOL

The University of Maryland Eastern Shore (UMES) Mini-Medical School is an educational program sponsored by the UMES in partnership with the University of Maryland School of Medicine. The goal of the Mini-Medical School is to empower residents of Somerset, Wicomico and Worcester counties to improve their health outcomes through increased knowledge of prevention and treatment of common diseases. Its primary objectives are to: raise health promotion awareness among residents of the Lower Eastern Shore community; inform participants about current advances in medicine and medical research; and increase the public's awareness of biomedical research and the importance of enrolling in clinical trials.

Provided as a public service to the Lower Eastern Shore Community, the Mini-Medical School offers important information on prevention and treatment of numerous chronic disease conditions commonly experienced by citizens of Wicomico, Worcester and Somerset counties.

Session Topics for the Fall of 2008 included: Medicare Prescription Drug Program, Navigating the Health Care System, Parkinson's Disease, Physical Balance and Aging, Weight Management, Managing Sleep Disorders, Leukemia and Lymphoma, Lung Cancer, Genetics and Health, and Coronary Artery Disease. Individuals who complete at least four

sessions receive a Mini-Medical School certificate certifying their participation. In its last session in fall 2008, the UMES Mini-Medical School served over 200 participants and 129 graduated.

B. PARTNERSHIPS WITH STATE AND FEDERAL GOVERNMENT AGENCIES

(i) Partnership with USDA/USAID for International Development

Through several cooperative agreements between UMES and the U.S. Department of Agriculture (USDA), UMES provides technical assistance to the United States Agency for International Development (USAID). In FY 2008 UMES provided on an average, six long-term advisors assigned to USAID offices in Washington, D.C. and several short-term consultants to provide technical assistance and training to several countries.

(ii) Partnership with Department of Defense

Minority Information Technology Support Services II Contract with Department of Defense

UMES has a \$16 million Indefinite Delivery/Indefinite Quantity Contract with the Department of Defense that provides information technology support to the Defense Information Systems Agency. Services include: network security, information assurance, application development, and advanced network design and deployment as needed. Subcontractors include: Electronic Data Systems, Computer Associates, Salisbury University, Ingenium Corporation, HAZMED, LLC, BithGroup Technologies, BASystems, LLC, and Robert G Flowers, LLC.

(iii) Partnership with National Aeronautics and Space Administration (NASA)

Small Satellites and Space Sciences Initiative with NASA

UMES is working closely with NASA's Wallops Flight Facility to: (a) expand small and mid-sized rocket launches, (b) construct an Unmanned Aerial Vehicle (UAV) testing and training facility, and (c) establish a UAV engine testing and wing fabrication facility. Completed efforts include the renovation of a 7,300 sq. ft. facility in Pocomoke City, MD and a completed Space Act Agreement with NASA Goddard/Wallops Flight Facility to fabricate and integrate three satellites to launch with TacSAT III. Partners in these efforts include several corporations, educational institutions, non-profit organizations, and federal and local government agencies.

C. COOPERATIVE EXTENSION SERVICES

(i) NUTRITION

1890 Expanded Food and Nutrition Education Program (EFNEP) Youth Program: *Be Healthy Be Happy: Extension connect with youth:* The focus of this program is to develop and implement nutrition education that improves behavior

necessary for a healthy lifestyle (healthy food choices and fitness), initiates healthy lifestyle and finances, and increases the participants' knowledge on entertainment and principles of healthy lifestyles. A Family, Youth, and Communities Finance Educator, led the finance section of the program.

Impact: During the summer of 2008, 530 youth benefited from the program through classroom instruction on campus and off campus at local community centers including Upward Bound-Somerset County, NYSP- Somerset County, Transportation Institute- Somerset County, Salvation Army-Wicomico County (West & Oak Street locations), YMCA Discovery Camp-Wicomico County, YMCA- Worcester County, Migrant Summer Camp- Somerset County, It Takes a Village-Somerset County, and Wicomico County Health Department GEMS Camp. Approximately ninety (90) percent increased their knowledge of healthy food choices, especially healthy snack choices. Eighty-five (85) percent increased their knowledge of label reading and understanding the food guide pyramid. Eighty-five (85) percent increased their knowledge on physical activities available for youth. Seventy-five (75) percent increased their knowledge on saving. Regarding behavioral changes, a self-reporting evaluation indicated that thirty (30) percent of participants increased their exercise time and thirty (30) percent increased their intake of milk as a healthy alternative.

1890 EFNEP Adult Program: Family-Based Prevention: Key for a Healthy Lifestyle: This program targeted the following goals: (1) Increase family with children type 2 diabetes prevention awareness (2) increase their knowledge on healthy lifestyle (3) initiate behavior change (4) increase fruit and vegetable intake (5) decrease calories and fat intake (6) increase exercise (7) increase their knowledge on infant feeding, breastfeeding, and teen pregnancy.

Impact: In 2008 this program reached approximately 55 participants from churches and town housing authority sites in Somerset and Wicomico counties. Evaluation is in progress.

Healthy Eating Initiative among Daycare Families on The Lower Eastern Shore: The focus of this program was to develop and implement nutrition education that improves behavior necessary for a healthy lifestyle, and especially the incorporation of fruits and vegetables in meals and snacks among daycare parents and children.

Impact: Approximately 40 adults participated. As a result of this program collaboration was initiated between EFNEP and Daycares, Head Start Program, and other Social Services on the Lower Eastern Shore.

Raising Awareness-Avian Influenza Pandemic: Bird Flu pandemic preparedness is necessary on Maryland's Lower Eastern Shore, which is known for its wild birds. In collaboration with the Small Farm Outreach Project, educational materials, and posters were distributed at a community Health Fair held at UMES. Training was developed to increase understanding, awareness, and involvement of families in Bird Flu pandemic preparedness. The workshop also included information on Geospatial Technologies and Bird Flu tracking during a pandemic.

Impact: Over 500 persons (400 adults and 100 youth) have received outreach information and awareness on Avian Influenza Pandemic Preparedness. As a result of outreach efforts, new partnerships have been formed with nonprofit and community-based organizations (Red Cross, the Seton Center, UMES Student Residential Services, and the UMES Environment Safety Department). The pre-and post-test administered during these educational sessions showed that participants' knowledge and awareness have increased by 75%. A 5-month follow-up indicated that an increased level of knowledge remained among 60% of participants.

(ii) SMALL FARM OUTREACH

Small Landowner Forestry and Conservation Tour: University of Maryland Eastern Shore formed a partnership with regional and state government agencies to host a Small Landowner Forestry and Conservation Tour on Maryland's Lower Eastern Shore. The purpose of this tour was to educate, create awareness, and increase participation among limited-resource and small-farm landowners in cost-share/conservation programs offered by state and government agencies. Fifteen farmers and landowners participated in the educational activity.

Impact: Based on the evaluations, it is expected that twenty-five percent (25%) of participants will begin developing a forestry management plan according to their individual needs and objectives. Participating landowners who plan to sell timber in the near future will now seek out professional advice and have a better understanding of the timber sale process. The results also showed that over half of the respondents will consider participating in USDA programs in the future.

Small Farm Conference: The University of Maryland Eastern Shore hosted its Fifth Annual Small Farm Conference for farmers and landowners on the Delmarva Peninsula. The conference was held in the Richard A. Henson Center at UMES on Saturday, November 1, 2008.

Impact: Over one hundred (100) participants who consisted of farmers, landowners and gardening enthusiasts were exposed to profitable alternative enterprises, new direct marketing opportunities and other strategies to increase farm income and sustain small-scale agriculture.

Lamb-n-Kidding School: On Saturday December 6, 2008 UMES hosted a Lambing and Kidding School, designed for veteran and novice shepherds. The school was led by a Maryland Cooperative Extension specialist and nationally recognized expert. Workshop topics included: Preparing for Lambing and Kidding, Out of Season Breeding, Breeding for Better Results, Lamb and Kid Care, and the Identification and Treatment of Common Diseases.

Impact: There were 36 attendees who consisted mostly of sheep and goat owners, some 4H shepherds, and a few hobbyists. It is expected that 50% of sheep and goat owners will adopt new techniques for breeding out of season. Based on the positive feedback from participants, plans are being made for future schools that will focus on parasite control, feed stocks and post delivery issues.

VI. UNIVERSITY SYSTEM OF MARYLAND INITIATIVES

As an integral part of USM, UMES continues to participate actively in USM priority initiatives. The following is a summary of UMES activities on current System-wide initiatives.

A. CLIMATE CHANGE

University of Maryland Eastern Shore has made remarkable strides in meeting our commitment within the provisions of the American Colleges & University Climate Commitment (ACUPCC) and the University System of Maryland (USM) Sustainability Initiatives. Since signing the commitment with ACUPCC, UMES has developed an effective organizational structure charged to implement the commitment. The organization structure consists of a 26 member steering committee, and 9 sub-committees that are working with the entire campus community in the development of the UMES Climate Action Plan. The committees are: GHG Inventory Committee, Stationary, Recycling and Solid Waste Committee, Energy Committee, Community Partnership Committee, Campus Master Plan & Architecture Committee, Student Engagement/Residence Life Committee, Academic Curriculum Committee, Campus Research, Agricultural Research & Institutional Data Committee, and the Transportation Committee.

UMES has met its obligation with ACUPCC and submitted its Greenhouse Gas (GHG) inventory with strategies for reducing carbon footprint. Additional steps will include the implementation of new initiatives for strengthening research in clean energy, and the development of new academic curricula that is supportive of sustainability and the well designed and built environment.

Other activities that have been undertaken to address the climate change issues include: (1) UMES has incorporated long-term comprehensive sustainability concepts in its 2008-2018 Master Plan that will be presented to the University System of Maryland Board of Regents in March 2009; (2) UMES has been implementing energy management strategies that have reduced energy use and cut costs across the campus; (3) UMES is procuring Energy Star certified appliances and equipment; we are also using green certified products in our housekeeping and maintenance programs; (4) UMES and the USM are currently reviewing a Request for Proposal (RFP) that will lead to the construction of a 20 Acre Solar Farm that will generate about 2.2 megawatts of clean electricity; (5) Geothermal system will be used in generating heating and cooling in the on-going Wicomico Residence Hall renovation- a first in the University System of Maryland; (6) UMES already has programs in the Natural Sciences Department that focus on environmental sustainability and preservation; (7) New courses in green building concepts are being offered in the Technology Department and additional measures and programs are being contemplated; (8) UMES has worked with State agencies and Legislators to support the development of several biomass energy production facilities on Maryland's Eastern Shore. It is anticipated that the recent release of the Clean Horizon's RFP will provide a necessary vehicle through which these entities can operate in conjunction with the State of Maryland. One proposed facility includes a 10-20MW wood burning facility that will support regional lumberyards and provide a Tier 1 renewable energy source to our community; and (9) UMES is working with Chesapeake Renewable Energy, LLC, an upcoming ethanol producer in the region, to investigate alternative uses for byproducts of the ethanol production stream. This includes alternative uses for dried distiller's grains (DDGs) and alternative uses for excess water, carbon dioxide, heat, and

electricity that are produced. All these efforts are geared towards responsive facility operation and the reduction in the carbon footprint.

B. CLOSING THE ACHIEVEMENT GAP

The University System of Maryland under the leadership of Chancellor Kirwan, launched a system-wide Closing the Achievement Gap Initiative in FY 2007. The focus of the initiative is for each campus to develop a framework to help raise the graduation rates for all students, and equalize the rates between low-income, minority students, and the general student population. Each campus was requested to conduct an achievement gap analysis, and develop a plan with specific goals and timelines to reduce the gap. I am pleased to report that UMES' analysis was submitted to USM in July 2008, and was approved. After the approval of the analysis, a budget for the plan was submitted to USM on August 13, 2008, and was also approved.

C. STEM INITIATIVES

STEM Education Initiatives

During the reporting period, the University of Maryland Eastern Shore implemented one (1) new Science, Technology, Engineering and Mathematics (STEM) initiative and had 23 continuing projects. Eight (8) of the projects are geared towards having more STEM teachers; four (4) for enhancing professional development of current STEM teachers, and twelve (12) towards increasing more STEM majors.

VII. EFFICIENCY AND EFFECTIVENESS EFFORT

The University of Maryland Eastern Shore continues its efforts to maximize the effectiveness and efficiency in the use of all resources. The University has responded to its fiscal constraints by adopting several efficiency and effectiveness strategies including redefinition of work, partnership with external entities, business process reengineering, and competitive contracting. By using these practices, the University has saved over \$1.98 million as shown in Table 3 below (**Objective 5.3**). These efforts include the continuing partnership with Salisbury University to provide transportation for students between the two Universities.

In addition, UMES continues to maintain a computer recycling effort in addition to the enhancement of campus waste recycling. In collaboration with the University System of Maryland's efficiency efforts, UMES has utilized demand-side energy conservation, upgraded electrical transformers and underground utilities, and implemented the HawkTalk cell phone program. UMES has also installed additional security cameras throughout the campus to reduce the loss of materials and equipment.

Through the use of facilities renewal funds and new construction/renovation of various facilities, UMES has completed the full integration of its energy systems for the campus. With the use of a fiber optic backbone, most facilities are networked to a centralized energy management office. Energy functions for most of the campus are controlled from this central point. In addition to human resource savings, this effort has resulted in significant savings in the use of fuel and utilities.

Table 3: FY 2008 Efficiency Summary University of Maryland Eastern Shore

Item and Result	Amount
Installed additional security cameras throughout the campus reducing loss of material and equipment	200,000
Provide PeopleSoft Patches and Fixes to USM Institutions	30,000
Collaborative program with SU involving two dual degree programs and one graduate degree program	175,000
Direct deposits for student employees which will include student refunds	8,000
Utilization of credit cards for small purchases	20,000
Collaboration with other USM institutions to procure electricity and natural gas	200,000
Implementation of Image Document Management Systems	50,000
Using multi-functioning machines thereby reducing the need for personal printers and fax machines	25,000
Implementation of online work order requests	5,000
Upgraded electrical transformers and underground utilities	60,000
Reduction in water usage and irrigation system	30,000
Partnership with SU to provide bus services for students	60,000
Use of an overall preventative maintenance program	25,000
Use of contingent labor pool	315,000
Use of student employees	100,000
Demand side energy conservation (load-shedding)	55,000
Use of e-mail and web postings as primary correspondence to students, faculty and staff	35,000
Electronic availability of 1098-T forms	15,000
On-line Academic Course Schedules	7,000
Use of Interactive Video Network (IVN)	10,000
Consolidating and virtualizing servers in IT	180,000
Expanded use of Hawk Card to off-campus sites including rent payments	50,000
Facilities Rentals during non-peak hours	120,000
Implementation of Hawk Talk Phone service	95,000
New services in dining hall and catering operations	75,000
Health insurance program for students	25,000
Hosted Career Fair	10,000
TOTAL	1,980,000

VIII. FUNDRAISING

Like so many public HBCUs, philanthropy was not emphasized at UMES during much of our history. No more. With over 90% of our students qualifying for federal financial aid, many of the families of our students are at or below the poverty level, and over half of those students are first in their families to attend college. Our ability to meet the scholarship needs of our students now and into the future is dependent on our ability to raise private and state funds.

UMES enjoyed one of its most successful years ever with its efforts in philanthropy, raising some \$2.8 million during FY 2008. That total included a \$1.5 million challenge gift from the Richard A. Henson Foundation in Salisbury; the donation will enhance our Honors Program.

The University is well on its way toward reaching its \$14 million goal in its Campaign for Academic Excellence (2004-11), approaching \$9 million in charitable donations. The Campaign priority is student scholarships. Last year UMES had over

\$770,000 from private gifts for student scholarships and faculty enrichment programs, an increase of over \$100,000 from FY 07.

Charitable gifts from our alumni continued an upward trajectory. The UMES annual alumni giving rate is now at 10%, a dramatic increase from the 2.5% at the outset of the Campaign.

IX. SUMMARY OF FY 2010 BUDGET REQUEST

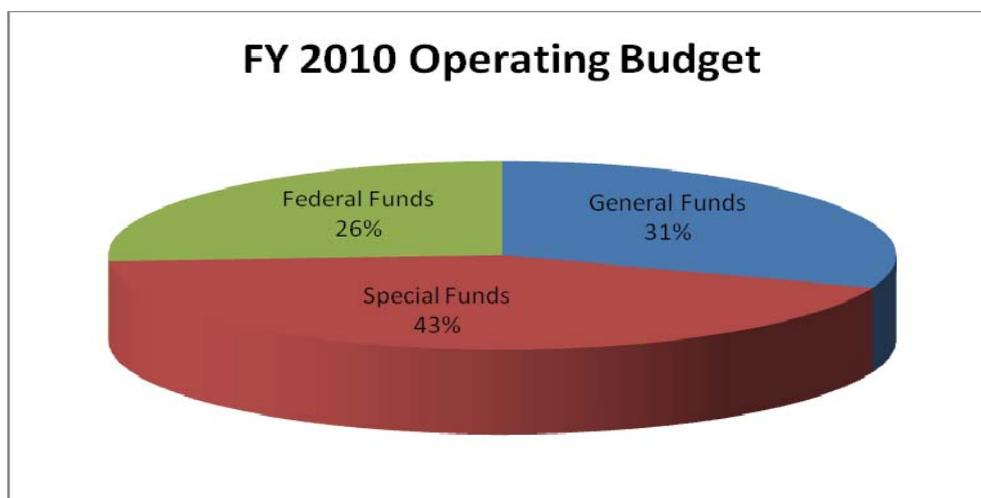
The total budget request for FY 2010 is \$109,254,940, an increase of \$4,037,296 or 3.8 percent over the FY 2009 appropriation comprised of an increase of \$1,354,607 in unrestricted funds and \$2,682,689 in restricted funds. The change in unrestricted funds is related to a net general funds increase of \$830,100, an overall tuition increase of \$416,102 and an increase in sales and services of Auxiliary Enterprises of \$108,405. Tuition has not increased for resident undergraduate students. The increase in restricted funds primarily consists of Federal Pell Grants and Supplemental Educational Opportunity Grant (SEOG) revenues. This budget request is predicated upon an enrollment of 3,577 FTE students.

The increase in state supported programs of \$1,245,151 is designated for the academic revenue bond debt service, retiree's health and other fringe benefits, and facilities renewal.

Debt Service	\$ 52,083
Fringe Benefits	\$826,854
Facilities Renewal	\$366,214

The four primary activities within the Non-State supported programs are special instruction, individual and project research, auxiliary enterprises and scholarship and fellowships. The total for fiscal year 2010 request is \$45,815,631, an increase of \$2,791,095 or 6.5% above the fiscal year 2009 appropriation. The amount includes federal funds of \$21,932,582 and special funds of \$23,883,049.

X. SOURCES OF FUNDS/USES OF FUNDS



General Funds

A fund used to account for all transactions of the State which are not by law accounted for in another fund, and which is used generally to account for ordinary operations of a State agency. An annual legislative allotment from the state's general revenue fund.

Special Funds

Revenues received from fees, licenses, permits, etc. and dedicated by law for specific purposes subject to appropriation by the General Assembly. Monetary resources that are not subject to specific external guidelines or regulations, but used in accordance with State Regulation and are expendable for any activities that promotes the mission of the university.

Restricted Funds

Revenues received from a specific source to be expended in accordance with those specific requirements (e.g., Federal Funds).

XI. CHALLENGES/OPPORTUNITIES

GRADUATION RATES

Nationally, entering freshman student under-preparedness continues to pose a major threat to student success as measured by the second-year retention and six-year graduation rates. UMES' six year graduation rate is lower than some public four-year institutions in the State of Maryland and in the nation, and presents a challenge as well as an opportunity to improve the performance on this indicator. The following statements from the final report of the Commission to Develop the Maryland Model for Funding Higher Education emphasize the challenges and opportunities on college graduation rates:

Graduation rates in U.S. higher education remain almost wholly tied to the education preparation and income of beginning students. Few institutions have been able to counter the effects of prior under preparation and low income on graduation rates. The HBIs have a dual mission:

(1) to carry out their regular collegiate programs and associated functions to the best of their abilities, and

(2) to provide strong programs in developmental education to ensure access and success to students, mostly from low-income families, who otherwise would not have an opportunity to pursue a bachelor's degree.

The HBIs are not funded at appropriate levels to carry out both parts of this mission at once. Given the rapidly changing demographics in the state and the great disparity that continues

to exist between bachelor degree attainment levels of white compared with black residents of the state, the HBIs are providing an invaluable service to the state in its commitment to helping underserved students, and in preparing African Americans for the Maryland workforce.

The consequences of serving a higher percentage of students from low-income families include the following:

(1) HBIs must expend a higher percentage of revenue toward student financial aid;

(2) HBIs must charge lower tuition and fees because students cannot afford higher cost. Consequently, in FY 2007, the revenue from tuition and fees for HBIs is on the average \$1,500/FTEE student less than that of TWIs (this analysis excludes UMUC and St. Mary's College because of their unique status);

(3) The HBIs' graduation rates are less than that of the TWIs because of the challenges associated with graduating students from low-income families at the same rate as that of students from higher income families; and

(4) HBIs must expend larger portions of their budgets toward developmental education and academic support than TWIs.¹

UMES submits that comparing the six year graduation rates of HBIs with those of other four-year public universities/colleges in the State of Maryland using criteria that assume a level playing field can be misleading and misrepresents the real differences in institutional performance and quality. Taking into account institutional missions and admission criteria as determined by the SAT scores of entering students may help one to gain better understanding.

The HBIs generally admit higher proportion of students with lower median SAT scores, compared to the TWIs (see table 4).

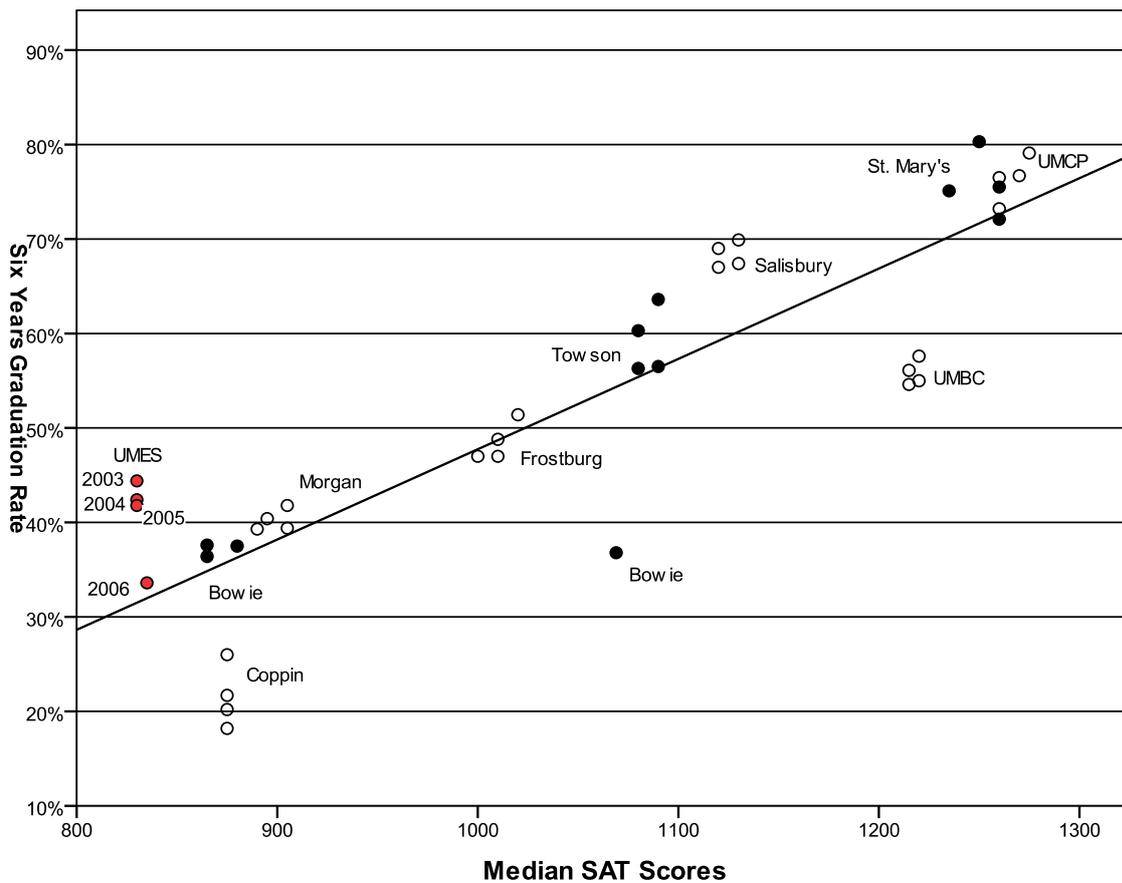
¹ The Commission to Develop the Maryland Model for Funding Higher Education, Final Report, pages 102-103, December 2008.

Table 4: Six Years Graduation Rates and Two Components Combined SAT Scores

Institution	2003		2004		2005		2006	
	6 Years Graduation Rate	Median SAT						
Bowie	37.5%	880	36.4%	865	37.6%	865	36.8%	1069
Coppin	21.7%	875	26.0%	875	20.2%	875	18.2%	875
Frostburg	51.4%	1020	48.8%	1010	47%	1010	47%	1000
Salisbury	67.4%	1130	67.0%	1120	69%	1120	69.9%	1130
Towson	56.5%	1090	60.3%	1080	56.3%	1080	63.6%	1090
UMBC	54.6%	1215	55.0%	1220	57.6%	1220	56.1%	1215
UMCP	76.7%	1270	73.2%	1260	76.5%	1260	79.1%	1275
UMES	44.4%	830	42.4%	830	41.8%	830	33.6%	835
Morgan	39.3%	890	39.4%	905	41.8%	905	40.4%	895
St. Mary's	75.1%	1235	75.5%	1260	72.1%	1260	80.3%	1250

Source: EdTrust College Results Online

Figure 6: Six Years Graduation Rates and Two Components' Combined SAT Scores



Source: EdTrust – College Results Online

Table 4 and Figure 6 present six-year graduation rates and median SAT scores for cohorts graduating over a six-year period from 2003 to 2006. It is clear from Figure 6 that institutions with high SAT median scores (UMCP, St. Mary's, Salisbury and Towson) also have high six year graduation rates and are generally above the performance line expected of institutions that admit students with high SAT median scores. On the other hand, institutions, admitting students with lower SAT median scores (UMES, Bowie, Coppin and Morgan) have lower six-year graduation rates. A more compelling comparison is to look at institutional performance relative to the expected performance line, given the level of student preparedness as measured by the median SAT scores. From this analysis it can be concluded that UMES' six year graduation rates for 2003 to 2006 cohorts ranging between 39% and 42%, are above the expected performance given the students' level of preparedness and resources available. Indeed, if UMES median two-component SAT score were to be raised to 1000, its corresponding graduation rate would also increase to 48%.

Rather than focusing solely on solving or remediating immediate problems, as has been done in the past, UMES proposes a systems approach to enhance retention and graduation rates based on a nationally recognized model, the 36-year old Academic Advancement Program at the University of California at Los Angeles (UCLA): This program is known as the premier program in America. The goals of this initiative are to enhance access, provide opportunities, and promote excellence in undergraduate education at UMES. Like the UCLA model, specific strategies will be developed to enhance systematically academic success, increase retention rate, especially second-year retention rate, and subsequently increase the 4th, 5th, and 6th year graduation rates at UMES. Major features of the initiative will include but not limited to:

- Centralization, early intervention, faculty development
- Faculty/peer tutoring and academic advising
- Academic, personal and career counseling
- Cultural and civic exposure
- Undergraduate research opportunities for Honors students
- Opportunities to participate in innovative Science, Technology, Engineering and Mathematics (STEM) Programs
- Increased use of library and laboratory resources
- Summer Academic Enrichment Programs
- Feeder high school partnerships
- Student development regarding commitment and self-improvement

The strategies being proposed will require stable resources which are not presently available to UMES. The provision of stable resources as recommended by the Commission to Develop the Maryland Model for Funding Higher Education will provide the necessary and sufficient resources for UMES to develop a comprehensive and holistic approach to address the challenges of retention and graduation rates, rather than an ad-hoc and fragmented one. The initiative to be developed will have an annual strategic operational plan that includes (a) corresponding goal, (b) measurable objectives, (c) milestones, (d) expected outcome indicators, and (e) specifically targeted student populations.

UMES has a track record of success and its 100% pass rate in PRAXIS exam for licensure of teachers and 100% pass rate in the Federation of State Boards of Physical Therapy licensure examinations for three consecutive years are two examples among many success stories. If provided adequate and stable additional resources, UMES can improve both its second-year retention and six-year graduation rates.

Mr. Chairman and members of the Committee, Closing the Achievement Gap is an urgent challenge, and therefore, needs urgent solutions. Despite the current economic situation, I think it would be in the best interest of the State to act now. I want to assure you today, that if you make the decision to invest in your HBCUs, they will do their best to deliver improved results. As I always say “there is nothing wrong with UMES that cannot be fixed if we are given the necessary resources.”

XII. RESPONSES TO LEGISLATIVE ANALYST’S RECOMMENDATIONS AND ISSUES

A. RECOMMENDATIONS

DLS recommends that fiscal 2009 funding be reprogrammed to support the start-up of the new program recommendation by the study panel and the commission, in effect doubling the funds available for the new program in fiscal 2010. DLS further recommends budget bill language restricting expenditure of \$1.5 million of the fiscal 2010 appropriation until a report is submitted to the budget committees from the HBIs and MHEC on the best practices identified to be used in the new program to improve student graduation rates and the common measures to evaluate performance, including graduation rates. Each university must also provide a report describing the new program, how the funds will be used to support the new program, and performance measures.

Response: UMES is truly surprised and disheartened by this recommendation. The Access and Success report was submitted by UMES in September 2008 as requested. Funds have been expended and encumbered as defined within the plan. A major percentage of the funds was expended for the appropriate personnel supporting the Access and Success efforts that have been implemented. Although inadequately funded, these efforts have been successful by enabling the graduation and retention rates not to drop below existing levels.

The required report for the new plan to replace the Access and Success Program could be done only after MHEC and UMES have developed a plan for the program as recommended by the Bonhanan Commission. The new plan would then articulate the appropriate level of funding needed as suggested by the Bonhanan Commission Report.

B. ISSUES

1. The President should comment on why the university’s Managing for Results goals for future year are reported rather than the expected attainment.

Response: The Managing for Results (MFR) accountability report involves the establishment of broad goals and specific objectives under each goal to be achieved over a five-year period. The current MFR plan was developed for 2005-2009 and is up for review for the next five years beginning 2010. First and foremost, UMES reports its actual

accomplishment of each objective each year relative to the benchmark for 2009. For example, in the case of the passing rate on the PRAXIS II examinations for teacher certification, the objective is to increase this rate from 45% in 2004 to 85% in 2009. It so happens that we have been able to surpass the benchmark by achieving a 100% pass rate even before the end date of our current plan. It is our understanding that UMES cannot change an objective before the end of the plan period just because we are not making progress on it or because we have exceeded the benchmark. Therefore, our objective for increasing the passing rate for PRAXIS II licensure exams remains 85% for the current plan, but will be reviewed for the next plan.

2. The President should comment on measures the university is taking to increase the enrollment of first-generation and economically disadvantaged students.

Response: UMES does not see this as an issue since we are meeting or surpassing our objectives. The two pertinent MFR objectives that speak to the issue of student educational and economic disadvantage are as follows:

Objective 2.1: Maintain the percent of first generation students at a minimum of 40 percent through 2009.

Objective 2.5: Maintain enrollment of economically disadvantaged students at a minimum of 43 percent through 2009.

In the 2008 MFR report our enrollments for first generation and economically disadvantaged students were 46.7% and 43.9% respectively and therefore we met or exceeded these objectives. We shall be reviewing our MFR goals and objectives in July of this year for the next five year plan period.

3. The President should comment on the status of these network improvements and when the university expects to be in compliance with the audit.

Response: The University has fully implemented all recommendations with the last recommendation of adequately securing the network and improving control on the firewall being completed the end of January 2009.

4. The President should comment on steps the university is taking to reduce undergraduate debt burden for students with the greatest financial need.

Response: Consistent with the University of Maryland Board of Regents priority, UMES has directed, on a yearly basis, an increase in the institutional need-based aid with the specific intention of reducing the indebtedness. These funds have been directed towards students with the lowest EFC (Expected Family Contribution).

5. The President should comment on which parts of the plan will be prioritized and implemented given the constraints of the Governors' Fiscal 2010 allowance and the Study Panel's recommendations on comparability and competitiveness.

Response: The "Closing the Achievement Gap" plan is a comprehensive effort to manage UMES retention and graduation rates. To be effective, the plan must be implemented in its' entirety. Any attempt to departmentalize or truncate this plan would result in our not

meeting the desired goals. Retention is a complex and multifaceted process and there is no one isolated key strategy that would yield the results needed.

The HBI Study Panel confirmed that HBIs are not comparable to TWIs, and therefore, are not competitive. The Panels' findings further highlight that capacity indicators such as funding per student and student-faculty ratios for HBIs and TWIs are similar; however, differences in the kinds of students served (e.g., higher percentages of underprepared from low-income families) and the outcomes achieved at HBIs warrant a different form and level of capacity. Recognizing the considerable remediation effort and continuing support demanded at HBIs at the undergraduate level, additional funding over and above the current Access and Success funding level of \$1.5 million is needed. Given the above statements and the constraints of the Governor's fiscal 2010 fiscal allowance, UMES would find it impossible to implement effectively strategies outlined in the "Closing the Achievement Gap" plan.