



Wednesday, February 17, 2016

University System of Maryland (USM) Office FY 2017 Budget Testimony
Maryland House Appropriations Subcommittee on Education and Economic Development
Joseph Vivona, Chief Operating Officer & Vice Chancellor for Administration and Finance

Chairwoman Jones, Vice-Chairman Barnes, and members of the Committee . . . On behalf of University System of Maryland (USM) Chancellor Robert L. Caret, I am pleased to join you today to testify on behalf of the USM Office. Chancellor Caret very much wanted to be here to testify in person, but unfortunately he had a long-standing commitment that he was simply unable to reschedule.

Before speaking specifically to the USM Office, and once again on behalf of Chancellor Caret, I want to thank Governor Larry Hogan and the members of this committee for the support you have provided the University System of Maryland. We are proud of the productive relationship we have forged with the leadership in Annapolis to advance our mutual priorities.

I will keep my general comments brief and then turn to the issues raised by the legislative analysts and any specific questions you may have. Very quickly, I want to outline how the System Office adds considerable value to the USM and the state.

The USM Office is the “corporate office” of the university system.

- The Office serves as staff to the Board of Regents and its 6 standing committees:
 - Education Policy & Student Life, Finance, Audit, Economic Development & Technology Commercialization, Advancement, and Organization & Compensation.
- As well as key workgroups:
 - Effectiveness and Efficiency, Intercollegiate Athletics, and Diversity and Inclusion

As such, the USM Office manages the primary organizational leadership functions, beginning with our core academic mission and financial stewardship.

The USMO:

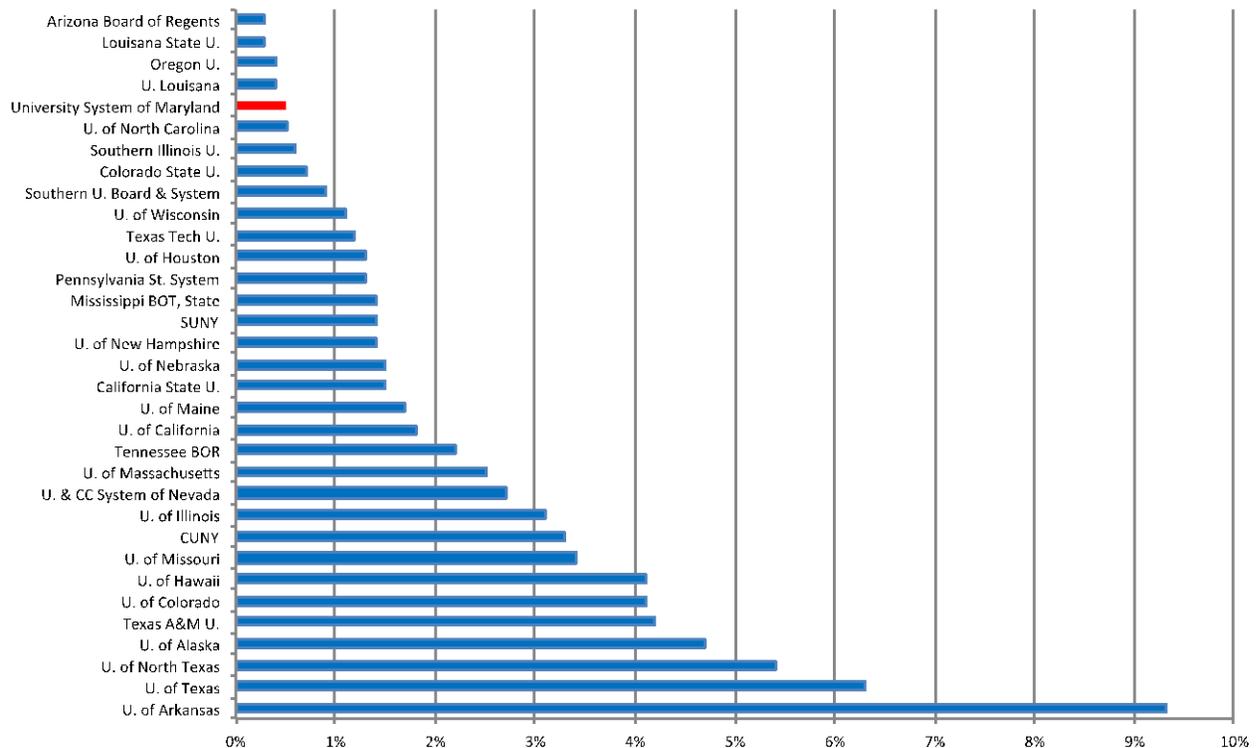
- Develops and oversees the USM’s \$5 billion operating budget;
- Prepares and oversees a \$383 million-plus annual capital program for academic and auxiliary facilities;
- Coordinates academic program planning and program reviews for USM’s 12 institutions;

- Manages relations with the state’s community colleges and leads efforts to develop two-plus-two programs;
- Manages USM’s P-20 activities and secures grants to support P-20 activities;
- Coordinates activities to achieve efficiencies and enhance effectiveness through our E&E and E&E 2.0 initiatives;
- The William E. Kirwan Center for Academic Innovation places the USM in the national conversation on how higher education can capitalize on emerging technologies and findings from the learning sciences to improve learning outcomes;
- Facilitates and promotes technology transfer, entrepreneurship, and workforce development initiatives across the System;
- Manages the process for the selection and evaluation of USM presidents;
- Serves as USM’s primary interface with state government;
- Conducts system wide strategic and financial planning;
- Manages a USM issued capital debt portfolio in excess of \$1 billion and maintains a favorable “AA+” bond rating;
- Compiles the System’s financial statements and coordinates the audit process;
- Develops, reviews and updates Board of Regents policies;
- Leads the development of USM’s regional education centers;
- Provides technical expertise and negotiation support to USM institutions to maximize opportunities for leveraging private investment and public/private development projects;
- Advises the board and USM institutions on the most beneficial real property transactions;
- Provides leadership at the state and national levels on the major issues facing higher education;
- Convenes leadership groups across the USM to determine and disseminate best practices in all areas of university activities, such as system wide sexual misconduct policies;
 - USM has implemented the requirements of legislation passed last year and will continue to work with elected officials to assure the implementation of policies that address the essential nature of affirmative consent.
- Coordinates and oversees labor relations across the USM to ensure constructive and balanced relationships with the unions representing the 27 bargaining units of the USM’s institutions;
- Educates targeted audiences and the general public about USM’s value to the state and the many constituencies it serves through a wide range of communication vehicles;
- Strengthens a culture of philanthropy by providing fundraising leadership, professional development, board and volunteer training, database management, and program analysis to USM institutions.

As you are aware, in concert with the legislation governing the USM, the System Office is one of the leanest such operations in the country.

- Of the entire USM budget, **well below one percent** goes to administrative cost at the System Office, placing the USMO 5th out of 33 such systems in the country.

System Office Budget as a Percent of Total System Budget, FY14



At the same time, what we are able to achieve is impressive. Let me briefly highlight just a few of the activities undertaken by the System Office to advance the quality of its higher education institutions and serve the needs of the state.

Economic Impact

The USM attracts well over \$1 billion in academic research and development funding annually, which supports more than 30,000 jobs, generating some \$4 billion in economic activity.

As you know, our system wide emphasis on the STEM disciplines of Science, Technology, Engineering, and Mathematics has resulted in increased enrollment **and** increased degrees in those pivotal areas. In addition, our decision to promote and support entrepreneurial activity throughout the USM has resulted in a dramatic increase in intellectual property growth, tech transfer, licensing activities, and company formation. In fact, USM institutions have contributed directly to the creation of nearly 400 new companies since 2011.

Chancellor Caret is especially committed to amping up the USM role as an economic engine for the state. To better coordinate and focus USM's system wide economic development impact, Chancellor Caret will be adding a Vice Chancellor for Economic Development to his leadership team.

Course Redesign / Academic Transformation

The Kirwan Center is playing a key role in facilitating lasting and meaningful change through active leadership, initiatives, and strategies that are enabling a culture of academic innovation across the USM.

- To date, the Kirwan Center has raised over \$4 million in foundation grant funding and private donations to support initiatives exploring the use of online instruction to increase access, open educational resources to reduce textbook costs to students, and the redesign of courses to improve learning outcomes.
- Additionally, the Kirwan Center is leading initiatives that are exploring the use of “digital badging” to validate graduates’ career-ready skills for potential Maryland employers and the use of predictive analytics to improve student success.
- Course redesign projects initiated by the USM starting in 2006 have allowed the cumulative reallocation of **over \$7 million** for other instructional purposes and resulted in net **decreases of 7 percent** in drop/failure/withdrawal rates.
- And the Maryland Open Source Textbook (MOST) initiative has saved more than 2,600 students cumulatively \$333,000 in instructional materials costs since Spring 2014.

P-20 Partnerships

USM has established ongoing partnerships with school districts throughout the state, with community colleges, with government agencies, and with private entities to better meet the educational and workforce demands of Maryland.

The Maryland Education Enterprise Consortium (MEEC)—a K-20 entity involving public and private educational institutions, public libraries, and museums in the state of Maryland—focuses on leveraging negotiations of contracts for technology products and services with transactions totaling tens of millions of dollars a year. MEEC is a unique arrangement in the country and underscores USM’s important statewide educational impact.

The Maryland Research and Education Network (MDREN) is a K-20 organization that provides network connectivity to educational entities in the state. It also provides shared access to the wider Internet and works with a sister organization to provide network-based services.

The University System of Maryland and Affiliated Institutions (USMAI) is a consortium of all of the senior public higher education institutions in the state. It operates a combined catalog that allows students and faculty to have access to materials from any institution.

Way2GoMaryland—the USM’s information campaign designed to put more of Maryland’s middle-school students on the path to college—participated in scores of events in partnership with local school systems. Launched more than seven years ago, the campaign has now reached tens of thousands of students, parents, and guardians.

With more students and parents recognizing that two years at a community college followed by two years at a USM institution is a smart, affordable way to go, we are continuing to enhance our partnerships with community colleges. Not only do all USM institutions offer dual-admission (2+2) programs, our institutions are also establishing new, innovative partnerships building on these efforts. The USM has enhanced the user interface for ARTSYS, the articulation system database that facilitates students’ capability to plan and determine the credit transfers from across the state.

USM is completing its first year of a three-year, \$500,000 grant from the National Science Foundation to create professional development training for current teachers to teach new computer science courses in Prince George's County Public Schools. The goal is to double the number of computer science courses offered in Prince George's County and bring nationally-designed and piloted courses to approximately 500 students within three years, and serve as a model for other counties in Maryland.

The USM Office was awarded a four-year, \$3 million grant from the U.S. Department of Education under the First in the World grant program. Five USM institutions (Coppin, Towson, UB, UMBC, and UMUC) will be partnering with seven community colleges (Anne Arundel, Cecil, College of Southern Maryland, Garrett, Harford, Howard, and Montgomery College) to develop new math pathways to reduce developmental education and increase college retention and completion.

All these activities—and others—are genuine partnerships. And the impact and effectiveness of these partnerships are shaped and magnified by the coordination the System Office brings.

Regional Education Centers

The USM Office also supports the development and management of USM's two regional centers, the Universities at Shady Grove (USG) and the USM at Hagerstown (USMH). The centers represent a commitment to partnerships among the USM institutions, special relationships with Maryland community colleges, and close collaboration with the business and civic leaders at the county and state levels. In addition, they underscore our overall commitment to provide convenient, accessible, affordable educational opportunities to Marylanders. USG offers 80 high-demand degree programs from nine USM institutions at one central location in Montgomery County. Operational responsibility for the USG rests with the University of Maryland, College Park. USMH offers more than 20 programs from six USM institutions in downtown Hagerstown under the overall direction of Frostburg State University. In addition, the USM has a strong presence—and a commitment to expand—at the Southern Maryland Higher Education Center.

The USM Office provides a unity of purpose and coordination of effort that makes these vital centers of education and hubs of economic growth effective.

E&E 2.0

With the implementation of the Effectiveness and Efficiency (E&E) initiative over a decade ago, the USM established itself as a national model for responsible cost cutting and cost containment in higher education. To date, this systematic reengineering of our academic and administrative processes has resulted in direct savings of more than \$500 million.

With the advance of E&E 2.0, the USM is taking this effort to the next level. At the system level we are spearheading the system wide use of analytics to improve both academic and business processes. We are also removing bureaucratic obstacles, leveraging contracts, and developing a funding guideline model that provides greater funding equity and adequacy across the range of USM institutions. We have a set of similar, comprehensive initiatives to examine opportunities for collaboration or consolidation of back-office processes in anticipation of the next major information technology investment three to five years from now. At the campus level, USM institutions are employing cost savings and cost avoidance, strategically reallocating existing resources, and targeting non-tuition funding streams.

The USM Office hosts several consortia that include all USM institutions as well as educational entities outside of the USM. It is estimated that these consortial activities as well as other leveraging initiatives will collectively account for approximately \$25 million in savings in FY 2016 while the individual institutional efforts collectively will save approximately \$20 million.

Conclusion

All in all, the USM Office provides significant value to the state, the system, and—most importantly—the students we serve.

Turning to issues raised—and recommendations made—by the Department of Legislative Services.

Recommended Actions:

1. Page 10-12 - Add language transferring enhancement funding to campuses.

USM Response:

The USM opposes this recommendation.

The University System recognizes and appreciates the issues raised by DLS in its analysis, and the concern it voices over the potential financial and academic risks incurred by USM institutions offering programs at the regional centers. Alleviating some of those risks was one of the reasons the USM chose to allocate enhancement funding as it did. Thus, the USM does not support the analyst's recommendation.

In allocating the FY 17 enhancement funds between USM institutions and regional centers, the USM went through an extensive proposal development, review, and selection process focused on addressing key State and System goals (degree completion, workforce preparation, capacity building, etc.). The allocations decisions made by the System were purposely designed to maximize gains under those goals in the most cost effective and efficient way possible. The process was designed to meet the performance expectations of the Board of Regents, the Governor and the General Assembly.

It may help to elaborate on how the USM's regional centers operate with their four-year partner campuses to address the multiple needs of their regions and constituencies. The USM regional centers are fairly comprehensive and robust entities. Unlike many regional centers throughout the country that operate, for want of a better phrase, as "education condominiums" whose main responsibilities are maintaining the facility and its infrastructure, paying the utility bills, and coordinating room scheduling between institutions, the USM's regional center model is built on close collaboration and shared responsibility between the regional centers, their partner 4-year institutions, and the USM. The centers represent the needs and interests of the stakeholders in their regions (both their students, many of whom are place bound, and businesses/industry); the institutions offering programs at the centers represent the interests and needs of the students and alumni in those programs; and the USM acting as both facilitator and referee, tries to support and encourage both the centers and institutions, while ensuring the larger educational needs of the State and its citizens are being addressed. In this collaborative model, while the institutions bear responsibility for mounting academic programs, they typically do not do so without receiving strong, sustained support, including in many cases financial support, from the regional centers themselves.

As has been noted earlier in the analysis, the USM regional center model works extraordinarily well in terms of efficiently producing well-qualified graduates in response to regional workforce demands, at lower cost, with strong job strong placement outcomes. Average four-year graduation rates at USM regional centers run 20-25 points higher than the average four-year graduation rate for similar populations attending USM's traditional, residential campuses. And, students attending the USM's regional centers save as much as \$10,000 over the course of their academic career in tuition and fees, (not counting room and board). In addition it is estimated that the State and County saves approximately \$14,000 per student over a four-year period.

Key features that contribute to this high level of success at the USM's regional centers include:

- **Identification and facilitation of academic pathways.** The regional center directors and staff frequently serve as facilitators bringing together community college staff, regional workforce representatives, and institutional representatives to plan, develop, and ultimately implement 2+2 programs. Importantly, they also serve as referees and advocates on behalf of both students and programs helping to ensure quality, advocate for resources, and resolve academic and logistic issues as they arise. In addition, through ACES and similar outreach programs, the regional centers with their academic partners often reach into the P-12 school systems within their regions, helping to make connections between students, programs, and services, thereby expanding the access pipeline that is critical important to students, employers, and institutions.
- **Expanded learning opportunities through curricular collaboration among participating institutions.** The USM regional centers work to ensure that students enrolled in programs at the center have access to a broader range of educational offerings than any single program might be able to provide. For instance, all undergraduate programs offered at USG and USMH participate in a course-sharing agreement whereby students from one institution can enroll in courses offered by other institutions onsite through an inter-institutional registration process. Further, USG has worked with its partner institutions to develop unique curricula that are offered only at USG.
- **Centralized student, academic and administrative services.** Integral to the success of students at the USM's regional centers is the unique delivery of services provided on-site for students and faculty across all programs. These services are aimed at enriching the student experience, ensuring student academic achievement, and supporting instructional needs. While the ranges of services required may differ at USMH and USG, the integrated "one-stop shop" model that has been pioneered, largely by USG, includes admissions, financial aid and scholarship support, library, technology, academic support, career and internships services and student life activities. All administrative, facilities and financial services are provided onsite. Such services have evolved and expanded over time at both regional centers and represent a concerted effort to sustain a campus environment that supports high quality teaching and student degree completion and success. They are provided as

collaborations between the regional centers and their university partners, through which students benefit from being a part of their regional center communities, while also maintaining a critical linkage and unique identity with their respective home university. USG's Student and Academic Services Division includes the Center for Academic Success (CAS), Career and Internship Services Center (CISC), Office of Student Services (OSS), Center for Counseling and Consultation (CCC), and Center for Recruitment and Transfer Access (CRTA). USM's Center for Student Success includes the Writing Center, the Career Center, student recruitment, and coordination of local fundraising for, and awarding of, USMH scholarships.

- Financial Aid and Scholarships:** Both regional centers provide scholarship support to students studying in programs at the center that would not be available directly from the institution itself or under other regional center models. For instance, in fall 2015 USG provided more than \$1million in scholarships to more than 300 students through 53 scholarship funds established exclusively for students that attend programs at USG. And while the scale is smaller due to its smaller size, USMH awarded \$67,500 in scholarships to 25 students in fall 2015 from its local scholarship endowment of more than \$800,000. Students studying at the regional centers typically transfer in their junior year and as a result they miss out on much of the scholarship aid and other forms of tuition assistance available to non-transfer students attending a traditional campus. The scholarship funds made available through the regional centers are critical in ensuring that students choosing to study at the centers are able to achieve their dream of completing a college education. Based on analysis by the USM, providing even \$1000 in scholarship funding can be the difference for a student completing an undergraduate degree and one that does not complete.

Finally, the USM opposes the recommendation because it could alter the process by which the System historically has built and subsidized programs and program growth at the regional centers, and could jeopardize future growth. The USM traditionally has worked with both the centers and the four-year institutions operating at the centers to identify workforce programs needed in the centers' service regions, and then, as appropriate, developed MOUs that specify how the programs would be developed and implemented, including the time frame involved. In many cases, the terms of the MOU included a direct subsidization of ongoing program costs. However, as the programs become established and able to survive and thrive on the tuition and fee revenue generated, the USM and the regional centers were able to gradually reduce the financial subsidies, in line with the agreed upon terms and conditions contained in the MOU, thereby allowing those funds to be reinvested in the development or expansion of new programs either at the same institution or other institutions. Transferring enhancement funds directly to the institutions in perpetuity could constrain the ability of the USM and the centers to reinvest enhancement funds in other, needed programs. This in turn would be a loss for not just the USM but also the regional centers, their service regions, and the institutions whose programs and student populations the centers help facilitate and support.

2. Page 18 Turnover Expectancy - recommended Reduction: cut general funds \$243,763 and unrestricted funds \$346,698.

USM Response:

The USM opposes this recommendation.

The System Office, like most campuses, has been very prudent in its spending over the last two years. The USM absorbed major budget cuts in both the FY 2015 and FY 2016 appropriations as the State addressed its structural deficit. It is also important to understand that the fiscal environment still required work on the State's deficit and this issue was implicit in the initial planning for FY 2017.

The planning dollar for the FY 2017 Current Services Budget (CSB) did not include an increase in State funds, thus, we restricted hiring and other spending in an effort to both contain costs and strategically consider options for position openings as they occur. Such constraint was also the prudent thing to do, especially in light of the fact that the USMO began transition planning for the new Chancellor during this period. We needed to create a minimal amount of flexibility for the new Chancellor.

At this point, the majority of the state supported vacancies are either filled or at the end of the search process. For example, from existing resources we will create a modest, two-person office focused on the USM's role in economic development. We are also filling a critical position in our IT organization that will deal with our increasing reliance on office technology to conduct business in an efficient and productive manner. Additionally, we are currently recruiting in our audit area where staffs are increasing focused on Cyber Security matters.

There were also a number of grant funded positions that while vacant do not have a turnover value due to "restricted funding" classification. If there is a drop in grant funding then these employees are released due to the restricted nature of the funding. To be clear, these grant funded positions do not generate any salary savings.

Once these new hires are counted and grant funded positions are adjusted the System Office turnover expectancy will go back to its normal level of approximately 2%. As was noted in the testimony, the USM System Office is one of the smallest in the nation. Our staff continues to perform at a high level while operating extremely efficiently.

3. Reduce FY 2016 Deficiency Funding by \$3.2M

Page 10: Proposed deficiency funding: The January 1 increase is already reflected in USM's fiscal 2016 budget, and therefore, the Department of Legislative Services (DLS) recommends reducing the fiscal 2016 deficiency by \$3.2 million. This action will be taken in the USM Office budget analysis since that is where the deficiency is budgeted.

USM Response:

The USM opposes this recommendation.

The FY 2016 health deficiency was requested by the USM to address a long-standing health funding shortfall problem. This shortfall was over and above the FY 2016 Allowance (see chart below for details). DBM recognized the ongoing health shortfall issue and funded the FY 2016 deficiency.

The FY 2016 deficiency request was based on the current health appropriation versus October projections, based on calendar year 2015 rates. With the calendar 2016 health employer and employee rate changes, DBM provided an increase of 3% to the deficiency request based on actual rate changes beginning in January 2016. In fact, the USM has reviewed the January 2016 health payroll expenditures versus calendar year 2015 payrolls and the costs have gone up between 3 to 5%. Thus, the six-month 3% adjustment was valid and much needed.

It should be noted that health cost funding is in what generally is considered a State controlled account. In the event these funds are not expended for employee health costs by the end of FY 2016, they will revert back to the State in the closing process.

	USM Employee Health Budget
FY2016 Allowance/Working Budget	\$307.9M
USM October 2015 Projection/Deficiency Request*	\$328.4M
DBM estimated increased costs due to 2016 rate increases	<u>4.9M</u>
USM/DBM Projected FY 2016 Health costs	\$333.3M
USM/DBM Projected Health funding shortfall	(\$25.4M)
DBM State Funding/Deficiency Provided for Health Shortfall	\$16.5M
Balance to be paid from Auxiliary or Grant funded personnel	\$8.9M

*October Deficiency request based on calendar 2015 rates. Calendar 2016 rates were unavailable at the time.

Chancellors Comments Requested:

Page 10-The Chancellor should comment on the allocation of \$750,000 million to USG for the purpose of expanding enrollment for high-demand programs offered by TU and UMES when enrollment in those programs has declined over the past two years.

USM Response:

The analysis of program enrollment at the Universities at Shady Grove (USG) provided by DLS covers all programs operated at the regional center by each institution. These enrollment numbers include, for instance, the master's and other graduate level programs or certificates available at USG, which do not contribute to the System's primary goal under the enhancement initiative: increasing the number of Marylanders with a bachelor's degree. For this reason, it is important to go beyond the total enrollment numbers provided for the centers and understand what is happening at the program/degree level. Looking at Towson's programs at Shady Grove, for instance, we see that enrollment in the TU graduate programs have declined by 44% (57 students). The falling enrollment in these graduate programs is primarily responsible for Towson's overall decline in enrollment at Shady Grove between fall 2010 and fall 2015. In comparison, Towson's baccalaureate level programs at Shady Grove all grew in enrollment between 2010-2015. Towson's BS in Early Childhood Education program grew by 48% (10 additional students) while TU's Bachelor's in Elementary Education/Special Education—a target for enhancement funds proposed by USM—grew by 61% (or 14 additional students) between 2010-2015. Enhancement funding will allow USG to roughly double the size of the program (a plan strongly supported by the Montgomery County Public Schools, the largest employer of graduates from the program).

For UMES, disaggregating enrollment in that university's programs at Shady Grove shows that its BS in Hotel and Tourism Management program – the degree that has been proposed for enhancement funding-fueled expansion at both Shady Grove and Hagerstown – increased its enrollment at Shady Grove by 20% between 2010 and 2015 (adding 12 additional students). Of the three programs proposed for expansion at the regional centers under the enhancement initiative, only UMES's bachelor's in Construction Management program had fewer enrollments in 2015 than in 2010 (35 in 2015 vs 42 in 2010) and it was still close to its 5-year average of 37. (A chart breaking down headcount enrollments at USG by program from 2010-15 is included below.)

Beyond the issue of the potential for enrollment growth, however, the USM also weighted other key factors in making a decision to award a portion of the enhancement funds to programs at Shady Grove. These factors included: 1) the likelihood of student success under the program, 2) the cost effectiveness of the program (i.e. the cost savings for students as well as the State/System), and 3) whether the programs were responsive to workforce needs. In terms of student success, the programs selected for enhancements funding at both regional centers all have four year graduation rates and job outcomes that rank them among the strongest not just at the regional centers but within the USM. The combined four-year graduation rate for Towson's programs in Early Childhood Education and Elementary/Special Education at Shady Grove, for instance, is 85%, while the combined average four-year graduation rate for UMES's Construction Management and Hospitality/Tourism Management

programs is 88%. In comparison, the four-year graduation rate for all transfer students at the regional centers is between 70%-75% on average; the four-year graduation rate for all transfer students anywhere in the System is 55% on average, and the graduation rate for first-time, full-time freshmen at the two campuses is 70% and 41%, respectively, within six years. Further, the programs proposed for expansion at the regional centers have post-graduation employment rates that approach 100%, with many of the graduates remaining in the state and region to work for the same reasons they selected to attend the center: they have strong family and/or occupational ties to the region.

Also contributing to the USM's allocation decision regarding enhancement funding for the TU and UMES programs at Shady Grove was the issue of cost effectiveness. The well-articulated, 2+2 academic model employed by the USM's regional centers, in close collaboration with their feeder community colleges and partnering four-year institutions, means that the programs offered at the centers rank among the most economically effective and efficient pathways to a four year degree offered by the USM. Not only do the students who participate in the 2+2 programs at Shady Grove graduate at a rate that far exceeds that for transfer students attending one of the System's traditional residential campuses, but they also save money. The USM has estimated that a student graduating from USM, for example, saves an average of \$10,000 in four-year tuition and fees over the course of his/her degree program. And of course, there is also a cost advantage to the State. Each degree produced at Shady Grove also saves the State nearly \$14,000 compared to the cost of producing a similar degree on one of the USM's traditional, residential campuses. The ability of Shady Grove and Hagerstown, working in close collaboration with their partner 4-year campuses, to increase degree completion by offering expanded access to workforce-oriented baccalaureate programs, with high job placement outcomes, and at the same time, save students (and the State) money were seen by the USM as strong arguments in favor of allocating enhancement money to both regional centers.

Finally, the programs at Shady Grove selected by the USM to receive enhancement funding were all seen as strongly aligned with the workforce needs of Montgomery County and the surrounding region. For instance, the Montgomery County Public School System, which each year hires up to 90% of the Towson Elementary Education/Special Education (EE/SE) graduates produced at Shady Grove who go on to teach in a Maryland public school, has noted that the demand for EE/SE trained teachers is expected to grow sharply in the future due to the changing demographics of the region. As a result it has agreed to partner with Towson and Shady Grove to develop additional practicum sites and provide four-year scholarships for those students in the expanded program who will commit to teaching in Montgomery County. Similar examples highlighting the alignment between the workforce needs of the Montgomery County region and the program expansion proposals put forward by USG for Hospitality Management and Construction Management are available. In making its decision to allocate resources to Shady Grove, the USM weighed all of these factors: the alignment of the programs with the workforce needs of the region, the ability of the programs to grow, the likelihood of student success and employment in the field, and the cost effectiveness. All the weighting factors ultimately supported the System's decision to allocate a portion of the enhancement funds to USG.

Partner Institution/Program	Fall 2010 Actual	Fall 2011 Actual	Fall 2012 Actual	Fall 2013 Actual	Fall 2014 Actual	Fall 2015 Actual	% change 2010-15
TU - Undergraduate Elementary/Special Education (dual certification)	23	38	52	40	38	37	61%
TU - Undergraduate Early Childhood Education	21	30	34	29	27	31	48%
TU - Graduate Education Programs	131	112	111	111	96	74	-44%
Total Towson	175	180	197	180	161	142	-19%
UMES - Construction Management Technology	42	44	33	35	33	35	-17%
UMES - Hotel & Restaurant Management	49	54	60	56	52	59	20%
Total UMES	91	98	93	91	85	94	3%

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