



UNIVERSITY OF
MARYLAND EASTERN SHORE

R30B25
March 2017

RESPONSE TO THE DEPARTMENT OF LEGISLATIVE SERVICES

The President should comment on the admission process and enrollment targets and whether UMES had the capacity and resources to accommodate a significant increase in enrollment and if the academic preparedness of students admitted in fall 2015 was equivalent to previous classes. (page 11)

UMES Response

Enrollment Process

The enrollment process at UMES follows a similar cycle of that of other institutions, which includes the following phases:

- 1) Lead Generation and Recruitment Phase
- 2) Application Phase
- 3) Decision Phase (Denial/Admittance)
- 4) Enrollment Phase
- 5) Matriculation Phase
- 6) Graduation

Capacity and Resources to accommodate a significant increase in enrollment

In light of the University's enrollment fluctuations, the University conducted a process review that examined the admissions process. What we discovered were several things:

- 1) Current admissions processes that rely heavily on manual functions, which prolong the time it takes to make enrollment decisions;**

2) Insufficient staffing levels due to turnover and lack of funding, to manage the influx of additional applications, which was exacerbated by the partnership with Royall and Company, which increased our applications from an average of 5,500 to an average of approximately 10,000 applications. (It should also be noted that UMES lacked the fiscal resources to take advantage of the full suite of services offered by Royall and Company that may have assisted the university in yielding a greater number of students; and

3) Insufficient fiscal resources to communicate with students and their families in order to increase the “yield” of admitted and enrolled students during critical stages of the enrollment cycle.

To address these issues, the University is currently in the process of overhauling our admissions process to include more automation. We have decided to replace our current contract with Royall, with Hobsons Radius CRM + Application and Naviance. Through these two solutions, we will be able to build our own admissions application as well as manage all phases of the communication process to students from prospects through enrollment.

The University has also reconstituted its Enrollment Management Team to insure greater inclusivity in order to address holistic enrollment concerns that impact the entirety of the campus, including but not limited to housing, dining services, marketing, classroom management and academic course offerings.

Additionally, we will be able to move away from the traditional “lead generation” of identifying student to “active-search matching” students who meet our specific student success profile. We have also conducted a crosswalk review between the offices of Admissions, Registrar, Financial Aid and the Bursar to ensure that the mechanisms of “handing off” students from one part of the process to the next are working effectively and efficiently.

The University has also restructured the enrollment unit by hiring an Associate Vice President for Enrollment Management, and we are reevaluating the University’s budget to allow for the hiring of additional staff, while trying not to harm other critical units within the University.

Enrollment Targets

Historically, we have used data from Institutional Research to determine our enrollment projections. The data that we review includes academic program capacity, State and regional H.S. graduation rates, market data and institutional capacity. Based on our fall

2016 enrollment decline, we have recalibrated our future projections include the historical number of applications, yield rate and current student return rate. Our new projection model includes all of these factors, which allows us to develop what we believe are more realistic enrollment targets.

Academic Preparedness of Students

In 2015, we experienced enrollment of one of our largest first-year classes. This increase was challenging for the campus. Some areas that were impacted included general education course planning, housing, food services, and academic support. We also noticed that the fall 2015 cohort had slightly lower SAT 25th and 75th Percentile Scores than in previous years. Based on the number of incoming freshmen that required remediation and the number of students on academic probation after the first semester of matriculation, it appears that the students were not well prepared, which helped contribute to the lower retention rate for that class of 58%.

The President should comment on reasons for the decline in continuing students and efforts being taken to retrain students so they progress and earn a degree. (page 12)

UMES Response

Overall, we discovered that we had an average return rate of all students from fall to fall of 68%.

The University has identified several factors that have contributed to the decline in persistence of continuing students:

- 1) competing personal and family obligations,
- 2) lack of adequate financial resources,
- 3) poor institutional fit,
- 4) inadequate academic preparation to complete college level education leading to drop-out,
- 5) transfer-out; and
- 6) academic dismissal.

To help mitigate these issues, we are implementing several strategies:

- 1) creating a more intrusive and centralized academic advising model;
- 2) working with the Office of Financial Aid and the University's Foundation to provide more emergency funds to help students close cost of attendance gaps;
- 3) increasing academic support services on campus to include expanding tutoring services, particularly in the math and science disciplines, and supplemental instruction; and
- 4) coordinating our retention efforts by implementing Starfish Retention Solutions by Hobsons. The latter will help us identify students who are experiencing difficulty early and get them connected with the appropriate academic/personal/social interventions.

We are utilizing the Hobsons PAR Student Success Matrix to help identify all of our interventions on campus and ensuring knowledge of the interventions are made known.

We are also committed to reinforcing the University's ICARE core values of integrity, commitment, accountability, respect and excellence as we understand that the campus climate also plays an integral role in student engagement and success. In addition, last fall, we hired a new Vice President for Student Affairs who is looking at new ways to increase student engagement on campus.

The President should comment on the financial impact of assuming the \$12.7 million debt, especially in the near-term when Hawk Plaza will not be fully occupied and the projected occupancy revenues and costs for fiscal 2018. The President should also comment on if UMES received any concessions from the lenders for assuming the \$12.7 million of debt. (page 24)

UMES Response

Long-term fiscal impact of assuming the \$12.7M debt

UMES expects the financial impact of assuming the debt and operations of hawk Plaza will be a positive one. Project income is expected to support the debt service as well as ordinary operating expenses with appraised estimated net annual operating income at \$769,500 and \$844,278. This determination was made based upon a number of assumptions, including future vacancy rates, rents, operating expenses, and University ownership. While these amounts are assumed based on future performance, the University is comfortable that the basis of the valuations are realistic and achievable.

The University currently leases 429 beds under two-year master leases in two private student housing projects for an aggregate cost of \$4.6 million. The master leases may be terminated at the end of the 2016-17 academic year. Acquisition of Hawk Plaza is expected to be an integral part of University student housing options for graduate and undergraduate students and an asset that will reduce the need to lease privately-owned student housing.

Hawk Plaza is expected to reduce costs to the University over the long-term through integration into University housing available to all students, and reducing the need to lease private housing.

The University can operate the project profitably by reducing the vacancy rate by opening it to all students and not restricting rental to graduate students; by eliminating the costly private-property management services currently in place; and by reducing insurance costs (Maryland Hawk is required to pay for private insurance whereas the University is covered by the State's self-insurance program).

Short-term fiscal impact of assuming the \$12.7M debt

The consolidation of Hawk Plaza with existing housing inventory and operations will mitigate the effects of the assuming the debt obligation. By using combined campus housing revenues to finance overall housing expenses, the university will be able to cover the debt obligations in the short-term until the students are assigned to occupy the project in fall 2017.

Concessions

Final loan terms have not been determined at this time. The terms of the loan assumption are currently being negotiated through the Office of the Attorney General, with input and support from USM and UMES.

The President should comment on the decline in the portion of institutional aid going toward need-based aid. (page 25)

UMES Response

The university received \$324,000 in a supplemental allocation to be used to increase the amount on need-based aid over FY13; **that funding was indeed spent for financial aid.**

In FY14, however, the university experienced a decrease in enrollment over that achieved in FY13 and consequently, the university received a decreased amount of tuition and fee revenue, a portion of which (20%) is ordinarily used to provide institutional aid.

The majority of the university's students are eligible for financial aid. Consequently, the university would maintain that any institutional aid ("need based, merit-based, or athletic, or other aid) that provided to a majority of our students is "need-based" aid to the extent it is provided to students demonstrating a financial need. For example, a student who may be Pell-eligible, may also be a high achieving student. Consequently, that student may qualify for what is categorized as "merit-based aid." To the extent an award is made to that student from the pool of "merit-based" funding, this does not negate the fact that the student is a financially needy student.

The President should comment on financial literacy efforts being taken to educate and guide students in making financial decisions. (page 28)

UMES Response

UMES has entered into an agreement with USA Funds to provide certain services designed to reduce defaults by borrowers who obtained higher education loans. USA Funds' Student Connections Success Center assists students with relevant nonacademic skills to ensure they are getting the most out of their college years, finishing their programs of study on time and preparing themselves for success after graduation. The service provides resources for students in various stages of enrollment – pre-college, in-college success, and post-college. Topics of training include: Understanding the Basics of Budgeting; Creating and Maintaining a Budget; Achieving Goals; Paying for College; Understanding Credit; and Obtaining Credit

Therefore, the Department of Legislative Services recommends restricting \$100,000 of UMES's general fund appropriation until it submits a report on its actual fiscal 2017 revenues and expenditures by program area and its

fiscal 2018 revenues and expenditures by program area based on fall 2018 enrollment.

UMES Response

UMES disagrees with this recommendation. This would have an unnecessary adverse effect and put additional financial stress on the university's budgetary situation. There is no need to restrict any of UMES' general fund appropriation. The university will provide all required reports and any information requested. This would include a report by November 10, 2017 on its actual fiscal 2017 revenues and expenditures by program area and its fiscal 2018 revenues and expenditures by program area based on fall 2018 enrollment.



LEGISLATIVE TESTIMONY



The PGA Golf Management Program at the University of Maryland Eastern Shore is the only such program in the United States at an Historically Black College or University.

Maryland House Appropriations Committee

Subcommittee on Education & Economic Development

Wednesday, March 1, 2017

and

Maryland Senate Budget and Taxation Committee

Subcommittee on Education, Business & Administration

Thursday, March 2, 2017

Juliette B. Bell, Ph.D., President



Cover Photo by Ray Taranto

Members of the Maryland General Assembly,

It is my pleasure to come before you today to testify on the Governor's FY2018 budget and urge your continued support of the University of Maryland Eastern Shore (UMES), a hidden jewel among our public institutions within the state of Maryland.

First, let me say as I approach the conclusion of my first five years as UMES president, it has been a privilege to serve in this capacity, and I applaud you for your ardent support of the University System of Maryland (USM), UMES and our other USM institutions.

Further, on behalf of the university, its students, alumni, faculty, staff and administration, I would also like to welcome those of you who are new to the General Assembly, and thank you all, in advance, for this body's continued support of Maryland's higher education system, and our students.

As you are no doubt aware, the landscape is changing in higher education across the country and within our state. Universities are developing new ways to deliver instruction through the use of technology in ways that allow for greater flexibility for today's students. Consequently, college students have significantly more options than ever before and universities must stay ahead of the curve to ensure that program offerings remain relevant for students preparing for work on the global stage.

Due to changing demographics, students entering our university today are increasingly more diverse by race and gender than a decade ago. Yet, the majority of our students remain among the first in their families to seek a college degree and among the most economically challenged.

Shrinking budgets are requiring universities, like UMES, to reassess priorities, and gain efficiencies, while ensuring that the cost of an education remains affordable for our students so that they will not be saddled with debt. Yet, decreased budgets cannot be allowed to supplant quality, as universities must continue to perform in key areas of enrollment, retention and graduation.

Indeed these are changing times.

From our origins as the Delaware Conference Academy in 1886, with one faculty member and nine students, to a vibrant, land-grant, doctoral research university today, UMES prepares students for careers in Maryland's leading industries, including agriculture, health professions, aviation, hospitality and tourism, and criminal justice. UMES offers 37 undergraduate majors, 14 master's degrees and eight doctoral programs. Currently, we have one academic program fully online, 33 general education courses online and over 100 other courses online.

Today, UMES is a university poised to become greater than ever.

UMES is a top-tier HBCU

In 2016, the Middle States Commission on Higher Education reaffirmed the University's accreditation for the next 8 years. The announcement concluded two years of self-examination and preparation to demonstrate that UMES meets the Commission's 14 Standards of Excellence and delivers higher education comparable to other well-regarded peers in the mid-Atlantic region.

UMES ranked 22nd among HBCUs, according to the 2016 Best Colleges survey conducted by U.S. News & World Report. In addition, the university was rated the ninth-best public institution in the HBCU category.

- Ranked among the **Top 10** for graduating African American students with master's degrees in rehabilitation and therapeutic professions for 2015
- Ranked among the **Top 10** for graduating African American students with professional doctoral degrees in pharmacy, pharmaceutical sciences, and administration for 2015
- Ranked among the **Top 30** for graduating African American students with bachelor's degrees in biological and biomedical sciences for 2015
- Ranked among the **Top 45** for graduating Hispanic students with professional doctoral degrees in pharmacy, pharmaceutical sciences and administration for 2015

In February 2016, with much appreciation to the members of the General Assembly, the University opened its Engineering and Aviation Science Complex (EASC), a \$102 million investment by the State of Maryland, which is home to distinctive academic programs like the University's Aviation Science program, the only such four-year degree granting program in the State.

At 166,000 gross square feet, the EASC is the university's largest structure and features a geothermal energy system and environmentally friendly landscaping, including precipitation catch basins, as well as other "green" features that earned it LEED Gold certification.

UMES is academically distinctive

UMES has niche academic clusters that are built upon the strengths of existing academic programs and position the University for enhancement, enrollment growth, and student success.

Agriculture

In 2015-2016, UMES joined 18 other historically black, land-grant universities in celebrating the 125th anniversary of the Second Morrill Act establishing 1890 Land-grant universities. President Juliette B. Bell served as the chair of the Association of Public and Land-grant Universities (APLU) 1890 Land-grant Universities Council of Presidents during this anniversary celebration, which recognized the various contributions of these universities to our communities. In 2014, UMES was named the top 1890 Land-grant university, along with North Carolina A&T, for its work to advance education and extension.

STEM

During the 2015-16 academic year, UMES awarded 768 degrees, the most in one year since the university's founding in 1886. The previous high was 758 in 2011-12. Among those 768 graduates were 160 who studied science, technology, engineering or math. This represents a 25% increase over a year ago, when UMES awarded 128 "STEM" degrees.

UMES is a doctoral research university



In 2016, engineering professor Yuanwei Jin became UMES' first faculty member in two decades to be the primary recipient of a U.S. Patent assigned exclusively to the University of Maryland Eastern Shore for his design of a sensor to monitor the condition of metal infrastructures, including energy pipelines.

UMES has graduated 20 or more research doctorate (Ph.D. or Ed.D.) recipients for four of the past five years. In addition, during the period between FY13 and FY16, UMES averaged \$19.9 million in research grants and funding annually, and is on track in FY17 to have a record-setting year.

It is because of this success that in February of 2016, UMES achieved Carnegie Doctoral University (Moderate Research Activity/R3) status, joining the University of Maryland College Park and University of Maryland Baltimore County as public doctoral research institutions in the University System of Maryland.

Also in 2016, UMES won competitive renewal funding from the National Oceanic and Atmospheric Administration for a five-year cooperative agreement to support the NOAA Living Marine Resources Cooperative Science Center (LMRCSC). This Center, led by UMES under the leadership of Dr. Paulinus Chigbu, includes six other partner institutions and provides \$15.5 million to training students, especially those from underrepresented groups, in the marine and environmental sciences. As a result of over 15 years of support through the LMRCSC, UMES is now the number one producer of doctorally prepared African-American marine scientists in the nation.

To maintain our competitive advantage, additional funding is necessary to enhance the research infrastructure, expand the research portfolio, provide for research start-up costs, purchase major equipment and instrumentation, support professional development, fund patent submissions, and promote commercialization and technology transfer of product resulting from faculty research.

Health care

The UMES Pharmacy and Health Professions programs are central to the health care ecosystem of the Eastern Shore and the health of our region.

UMES awarded 84 Doctor of Physical Therapy degrees between 2014 and 2016, and each one passed a national licensure exam on the first try. On average, only about 12 percent of all institutions can make that claim annually.

Since graduating its first class in May 2013, the UMES School of Pharmacy has produced over 200 graduates of the 3-year accelerated program. Many have remained and are employed in the Delmarva region.

A robust health care partnership between UMES and our region's health care centers is also good for the health of our economy.

Last year, we urged the Governor and members of the General Assembly to support the construction of a centralized location to: 1) facilitate faculty-student interaction and interdisciplinary learning for the University's pharmacy and health professions programs, 2) support continued accreditation, and 3) allow for the future growth of the School of Pharmacy.

UMES extends its thanks to Governor Larry Hogan, members of the General Assembly and campus community for their collective support for a new Pharmacy and Health Professions building, which will enable the university to grow the University's three-year accelerated doctor of pharmacy program, so that we can continue to produce Maryland's next generation of health professionals.

The loss of accreditation of the UMES Physician Assistant program in 2015 dealt a strong blow not only to the students in the program and the University, but also to the future outlook for the Eastern Shore's health care industry.

Physician Assistants are not readily replaced or supplanted by other health care professionals. The technical and procedural expertise that physician assistants possess make them a complementary part of every health care team.

Among the UMES students who graduated in December 2015 as the first graduates of a master's Physician Assistant program at an HBCU in the nation, 94% passed their boards on the first attempt. Reestablishing a Physician Assistant program at UMES is not only important, it is critical. The region's health care ecosystem depends upon it.

With your support, UMES will be positioned to rebuild a stronger Physician Assistant program that has the resources, facilities and faculty to meet the needs of the region and the State.

UMES takes pride in student success

UMES' 15-to-1 student-instructor ratio fosters a vibrant, interpersonal learning environment where students can meet with success.

Jean-Paul Badjo, a 2015 graduate of UMES' engineering program, is the recipient of a \$100,000 Maryland Industrial Partnerships program grant to fund research and development of a lightweight biodegradable battery to power his dream, an exoskeletal suit that he first developed as a student.

Student enrollment has been a challenge, which has resulted in significant budget shortfalls for the University.

Instead of imposing an additional financial burden on our students, most of whom are economically disadvantaged and/or first-generation college students, the university identified other cost-cutting measures such as reallocating resources, deferred maintenance and freezing vacant positions to address these cuts.

Student Achievement

As a charter member of the Mid-Eastern Athletic Conference (MEAC), UMES has amassed 28 conference titles, and seven national championships – the most of any Division I Historically Black institution. More importantly, for the past seven years, UMES has had the highest graduation success rate of student-athletes in the conference, averaging over 80%.

UMES' 15-to-1 student-instructor ratio fosters a vibrant, interpersonal learning environment where students can meet with success. Here are a few examples:

- Norman Blanco and Bobby Donson parlayed senior-year internships in UMES' PGA golf management program into assistant club pro jobs at Pebble Beach, the renowned venue overlooking the Pacific Ocean along the central California coast.
- Chemistry major Brad Barnes, a rising senior, spent the summer of 2016 working for the Environmental Protection Agency as one of 34 undergraduates selected to receive a Greater Research Opportunities fellowship worth \$50,000.
- Liz Ranger is the first UMES graduate in recent memory to earn two undergraduate degrees simultaneously – and with high honors. This past fall, she was one of nine students awarded a full academic scholarship to attend Duquesne University School of Law.
- Four young UMES entrepreneurs together received a total of \$30,000 in funding at a Salisbury University competition to help underwrite their efforts to start businesses featuring such unique ideas as; a thermal gel sleeve to promote pain relief and healing; biodegradable batteries using a 3-D printer and a high-tech suit for live-action role-playing and public safety use.
- Junior Ben Webster is among 73 students who has been named a 2016-17 All-Star by the White House Initiative on Historically Black Colleges and Universities.
- Maryland Public Television aired a lengthy report in the fall of 2015 featuring research being conducted by UMES faculty and students in agriculture, engineering and aviation science into use of drones to help farmers.

Affordability

The tuition and fees at UMES are among the lowest within the University System of Maryland (USM). An EdSmart.org analysis of “return-on-investment” in education found that when compared to tuition, the average starting salary of \$48,125 for UMES graduates in 2015 ranked fourth highest among all HBCUs. A recent report by U.S.News Higher Education lists UMES among 25 universities nationally where graduates have the least debt (based on 2015 data).

UMES is the only university in Maryland listed among the 25 institutions.



UMES is a “Green” HBCU

UMES is considered one of the nation’s leading public historically black institutions for its “green” efforts in utilizing alternative energy, including a cutting-edge 17-acre solar panel grid that generates 12-to-15 percent of the university’s electricity.

In addition, UMES is home to the tallest meteorological (“met”) tower in the region. At 100 meters, this tower collects valuable data on atmospheric conditions that may inform and impact the design and implementation of wind turbines for future energy production.

To that end, the university’s Department of Agriculture, Food and Resource Sciences is working with a consortium of private-sector partners investigating the commercial viability of sugar beets as a new source of biofuels. Preliminary findings look promising.

Resource Development

The University has been successful in building and sustaining relationships that have resulted in private, non-State support that enhances our programs and initiatives:

In summer 2016, Delmarva Power, an Exelon Company, donated \$1M to support the University's "Green Collar Initiative," a workforce development initiative aimed at increasing minority participation in the STEM, energy and renewable energy sectors.

In fall 2016, the Salisbury-based Richard A. Henson Foundation donated \$1M to grow the University's undergraduate Richard A. Henson Honors Program that celebrates the memory of the foundation's namesake.

Through our fundraising efforts, the University will continue to focus on increasing merit-based aid to assist in the recruitment and retention of students who are excelling academically but may not meet the criteria for need-based aid. Merit-based aid is necessary to assist the institution in diversifying its student population. Insufficient merit-based aid will result in the loss of highly qualified students to other institutions.

Likewise, the University Relations team will also seek significant philanthropic support for the construction of a new library that will include: general seating areas, library administration and offices, instruction design and delivery spaces, writing and multi-media center, a fine arts gallery and support spaces, and the faculty center. The new library will be an information gateway, employing cutting-edge digital technology that crosses geographical, social, economic and cultural boundaries. It will be a world-class information repository with state-of-the art telecommunications and audiovisual capabilities similar to modern library facilities at other USM institutions. It will further accommodate collections that will support the new academic programs at UMES, and especially for the School of Pharmacy and Health Professions.

Beyond private giving and grants, the University has increased its efforts in the realm of federal contracting. In October 2016, the University hosted the "Leveraging Sustainable Partnerships" Conference, which brought several federal agencies to UMES to explore the University's research and contracting capabilities. As an outgrowth of the conference, the University has developed and/or renewed its linkages with federal agencies and departments, such as the Environmental Protection Agency (EPA) and Department of Commerce.

Building upon our strengths in agriculture, STEM, energy and conservation, the university joined with leaders from the utility and energy sector to establish the Maryland Energy and Sustainability Center, which will promote education, awareness, job creation, and research among minorities in the sustainability and renewable energy sectors.



To ensure that UMES is in the best position to provide services to our local community and manage the federal funds that it is entitled to, we believe that the State needs to designate a line item in the budget. With the full match, we will be able to double our efforts.

1890 Funding for UMES is Critical

Historically, the designation as a “land-grant university” applies collectively to those universities that were established to promote the study of agriculture and the mechanical arts among all students, particularly those from working class populations. Distinctively, the “1862” land-grant universities (University of Maryland College Park- “UMCP”) are traditionally white universities that were established, with both land and funding, to support this mission, while the “1890” land-grant universities (University of Maryland Eastern Shore- “UMES”) are those that were established to support the same mission in the education of people of color.

As land-grant institutions, both UMCP and UMES receive annual federal appropriations called formula funds that support Cooperative Extension and Agriculture Experiment Stations (Ag. Research) from the USDA National Institute of Food and Agriculture (NIFA). While the UMCP 1862 program has had a matching funding requirement from its inception, the 1890 program at UMES did not have a state matching requirement until the late 1990s.

The legislation for this funding is authorized through the United States Farm Bill.

Until 1997, only the 1862 institutions had to match these appropriations with state funds; but in 1997, requirements for matching were also assigned to the 1890 institutions. The 1890 matching requirements were phased in and a 100% state match was required in full by FY 2001. This has not occurred.

The 2017 federal appropriations for UMES are as follows: 1) Extension \$1,371,434, Research: \$1,565,868, and 3) Forestry: \$120,106. Currently, the State of Maryland match leaves \$2.095M unmatched.

Without the state’s support, UMES is at a very real and serious risk of losing these federal appropriations, which would lead to a demise of its agriculture and food teaching research and education programs. To ensure a stronger Eastern Shore, the future of extension at UMES must be locally managed.

UMES manages the federal funding for agricultural research. However, since 1993, the federal funding available to support UMES extension programs has been managed centrally by UMCP. While both universities have continued to collaborate successfully under the auspices of “University of Maryland Extension,” the arrangement established in 1993 places UMES at a significant disadvantage and precludes growth and effectiveness in meeting local needs.

That needs to change.

With locally-managed funding, UMES researchers can continue to study a range of issues important to the Eastern Shore’s agriculture community, including poultry production, the quality of our water resources, safety and quality of our seafood, poultry and fresh produce, and the impact of emerging technologies on agricultural productivity.



UNIVERSITY OF MARYLAND EASTERN SHORE • TOWN OF PRINCESS ANNE

STREETSWEEP

TOWN AND GOWN COMMUNITY CLEAN-UP DAY



Strategic Partnerships

UMES recognizes that the strength of the university lies in our ability to partner effectively with our other USM institutions, community organizations, corporations and individuals to meet the needs of the people of our region and our state.

The University established international linkages to strengthen various academic programs, such as our partnerships with Chalapathi Institute of Pharmaceutical Sciences (India) to support Pharmacy and Health Professions.

UMES has also established several collaborative academic programs with USM institutions. A new joint degree program in physics and engineering (BS/BS) with Salisbury University was recently approved. UMES is taking its highly successful Hospitality and Tourism program to the UM Hagerstown location, and soon will become the first HBCU to offer a MOOC (massive open online course) through its partnership with UMUC.

In addition, UMES continues to offer new dual-enrollment programs with the surrounding county school districts to provide opportunities for high school students to earn college credits.

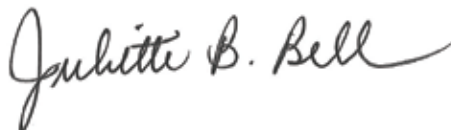
Moving Forward

In order to continue the University's forward trajectory, it is imperative the University continues to explore new opportunities, strengthen its team, grow strategic partnerships, enhance student services, secure non-State resources and tell the university's story. By so doing, the University will enhance its enrollment, advance its reputation and underscore its position as a leading university in the region.

UMES has excelled in many areas and there is much reason to be proud of the work that our students, faculty, and staff accomplish in meeting the University's mission and goals.

And, we can do more. But, it will take ongoing, and increased investment. Members of the Maryland General Assembly, we urge you to support the University's budget request, as well as the budget of the University System of Maryland.

Thank you, in advance, for your continued investment in UMES, our students and our mission.



Juliette B. Bell, Ph.D.
President

\$133,148,299

Annual University budget (FY2016 Actual)

\$23,800,000

Value of UMES Endowment

13,000+

UMES alumni

3,906

Fall 2016 UMES Enrollment

769

Full-time Employees

60

Academic degree programs at the Baccalaureate, Master's and Doctorate levels

28

Accredited academic programs

15:1

Student to Faculty Ratio

One

Historically Black, Land-Grant, Doctoral Research University in Maryland-UMES 1