



University System of Maryland
FY 2024 Higher Education Overview
Response to Department of Legislative Services Analysis
USM Chancellor Jay A. Perman

Maryland House Appropriations Committee

Delegate Benjamin S. Barnes, Chair

Subcommittee on Education and Economic Development

Delegate Stephanie Smith, Chair

February 1, 2023

Maryland Senate Budget and Taxation Committee

Senator Guy Guzzone, Chair

Subcommittee on Education, Business and Administration

Senator Nancy J. King, Chair

February 2, 2023

- 1. The Chancellor of USM, presidents of MSU and SMCM, and the Maryland Independent College and University Association (MICUA) should comment on programs and initiatives targeting low-income students to help ensure they succeed and earn a degree.**

The USM has multiple efforts underway designed to support strategic recruitment and retention of Maryland students, with special emphasis on transfer students, underrepresented populations, and Baltimore City residents.

The USM presidents have identified retention strategies, including comprehensive student services—academic support, advising services, financial aid—to help attract students underrepresented in higher education and prepare them for college-level work.

The chancellor and his senior staff meet quarterly with leadership at four USM enrollment-challenged universities to assure that new strategies for recruitment and retention are in place, and are producing intended results.

Many universities have implemented more intrusive advising practices to support students as they begin their terms of study, or have increased their advising requirements based on students' academic performance and their progress toward degree completion. Our universities use data analytics to assess current-term outcomes to inform advising and tutoring practices.

Financial Aid offices across the USM are making financial aid offers earlier for prospective students *and* for returning students. This early engagement reduces new-student “melt” between college acceptance and registration. And prompt admissions decisions, combined with financial aid packages, allow students and their families to better plan for college.

2. The Chancellor of USM and the presidents of MSU, SMCM, and MICUA should comment on efforts to address disparities in enrollment and particularly college degree attainment.

Maryland produces more than 60,000 high school graduates each year—more than sufficient to meet all enrollment goals. The USM enrolls about 14,000 recent high school graduates annually, while, together, Maryland's two-year and non-USM four-year colleges enroll 16,000-plus students. About 15,000 high school graduates never enroll in college, while another 15,000–18,000 migrate out of state.

If Maryland had 100 percent college participation after high school, and/or if we significantly decreased the number of high school graduates who leave the state for college, our institutions wouldn't be able to accommodate the volume of postsecondary students.

USM universities have implemented—or are implementing—plans to grow enrollment. For example, many are building stronger relationships with underrepresented student communities, specifically Hispanic students.

They're strengthening the preK–12 pipeline to inculcate a “college-going culture,” especially in subpopulations with lower college participation rates.

All of our universities are improving transfer pathway pipelines, especially the robust pipeline from Maryland's community colleges to the USM. Plans to modernize and rebrand existing programs or offer new academic programs that meet workforce demands will improve new student enrollment, as will increasing course modality with flexible delivery options.

The USM strategic plan prioritizes creating a student-centered culture that holistically supports students to enrollment, retention, and degree completion. This includes addressing the academic, social/emotional, and economic challenges that affect performance and persistence.

Finally, most of our universities have begun using sophisticated data analytics to broaden and sustain enrollment—from recruitment through graduation.

3. The Chancellor of USM and the Executive Director of MACC should provide and update on the work of the committee toward developing apprenticeships program in teaching and nursing.

Little has changed with regard to apprenticeship development since the submission of our interim update to the Joint Chairs on Nov. 30.

TEACHING

Insofar as teaching is concerned, we continue our work, exploring career ladder apprenticeships, early career apprenticeships, and post-baccalaureate apprenticeships.

What we want to work toward is the successful recruitment of students into the teacher education pathway at the baccalaureate level. And we want to support these students as they embark on teaching internships—generally, at the end of their third year, after they’ve mastered the core material.

Right now, no payment is provided for these interns—the students who have *already* demonstrated a desire to teach, and a commitment to teaching.

Similarly, we think it makes abundant sense to support non-certified licensed paraprofessionals who want to earn their teaching degree.

It’s laudable to give high school students a taste of the teaching profession—even to pay them for the experience—but not before paying those students and employees who have made a demonstrable commitment to the education profession and are *already* teaching Maryland’s school children.

NURSING

Of course, nursing provides its own apprenticeship-like structure through multiple “earn and learn” models. That is, certified nursing assistants are employed while pursuing education to become a licensed practical nurse (LPN). LPNs are employed while pursuing registered nurse (RN) certification. RNs are employed while pursuing a bachelor’s of science in nursing (BSN). BSNs are employed while pursuing a master’s degree.

This “apprenticeship” model used be housed in hospitals. It was pulled out to higher education in order to ensure consistent standards across institutions, and to assure their quality through accreditation by national professional organizations.

While this on-the-job model doesn’t meet the definition of a Maryland Department of Labor registered apprenticeship, it *does* provide us a way of supporting nursing students at each stage of their professional development, allowing them to complete their career path on their terms, at their pace, and at their own stage of career readiness.

4. The USM Chancellor, presidents of MSU and SMCM, MICUA, and the Executive Director of MACC should comment on efforts to increase enrollment in teacher preparation programs and the number of completers.

In 2022, the USM graduated more than 1,500 students with a teaching degree.

There is fellowship money housed at MHEC for students pursuing education programs, but it's difficult for us to ensure that students are accessing that money when there's no connection between it and the programs in which these students are enrolling. Aligning financial support for education majors with the universities they plan to attend will make it easier for students—especially first-generation students—to take advantage of the fellowship funding.

Of course, the USM is hopeful that the implementation of the Blueprint for Maryland's Future—its focus on elevating the teaching profession and the significant amount of money tied to it—will make a difference.

It's worth noting that a career ladder within teaching could also make a difference. As it stands, once a new teacher is tenured, the only way to move up the ranks is to go into administration. We need, instead, opportunities for highly talented, highly motivated teachers to become mentor-teachers but remain in the classroom, where they're needed the most. This aligns with the National Board Certification process designed to develop, retain, and recognize accomplished teachers and generate ongoing improvement in the nation's schools.



RESPONSE TO ISSUES & RECOMMENDED ACTIONS

Department of Legislative Services' Analysis
Higher Education Fiscal 2024 Budget Overview
2023 General Assembly Session
Dr. David K. Wilson, President

COMMENTS

Comment 1 (Page 22): The Chancellor of USM, presidents of MSU and SMCM, and the Maryland Independent College and University Association (MICUA) should comment on programs and initiatives targeting low-income students to help ensure they succeeded and earn a degree.

Response: Morgan State University has the second largest percentage of Pell students among public senior institutions of higher education in the state at 53.4%. Morgan is committed to providing access to low-income students and to providing the resources and support needed to help ensure that they successfully earn a degree. Financially, we strategically use need-based institutional aid to assist students with demonstrated financial need. The University also has a student emergency fund-the Growing the Future Fund, to support students who may experience emergency housing, food, transportation, technology, or other needs. It also operates a Food Resource Center. Our Beyond Financial Aid <https://www.morgan.edu/bfa> website provides information to support students who may be experiencing housing insecurity, have transportation needs, or need other financial or social support. The University has a case manager to assist students experiencing homelessness or other challenges as well.

The University has a very robust student retention program, led by a dedicated Office of Student Success and Retention and Center for Academic Success and Achievement. The University utilizes numerous best practices including a six-week summer bridge program for students with demonstrated potential but whose academic profiles do not quite meet the University's admission standards (CASA Academy); a summer bridge program for incoming

freshmen majoring in Engineering (PACE) designed to increase their likelihood of successful and timely degree completion; an early alert and response system for faculty to alert students and advisors to students showing signs of being in jeopardy (Starfish); Degree Works, the University's degree auditing system; a free Tutoring Center that offers one-on-one peer tutoring in-person or online; 24-7 online tutoring through SmarThinking; mandatory four-day residential summer orientation program (Access Orientation); centralized professional advising for first-year students; and a second-year experience program designed to engage all students returning to Morgan for the second year in out-of-classroom (experiential) learning opportunities to enhance their career readiness skills.

The six-year graduation rate for Pell recipients has increased from 32% in 2017 to 41% in 2022. Despite these gains, the University is committed to further increasing the success rates of our low-income students. One new effort is to partner with the National Institute for Student Success (NISS) at Georgia State University to identify and resolve institutional barriers to equity and college completion. One of the key challenges that NISS identified during their diagnostic analysis

was the stopping out of Pell students. Beginning this spring, Morgan will be working with our NISS consultants to decrease the achievement gap between our Pell and non-Pell students through a multi-pronged approach including tracking early warning signs of students facing financial risk and then providing proactive assistance to those students and addressing academic progression challenges, such as improving DFW rates in critical required courses.

Comment 2 (Page 33): The Chancellor of USM and the presidents of MSU, SMCM, and MICUA should comment on efforts to address disparities in enrollment and particularly college degree attainment.

Response: Morgan State University is deeply committed to providing access to college and increasing degree attainment among underrepresented populations, especially Black and Hispanic students. Our undergraduate enrollment has increased by 25% from fall 2020 to fall 2022, adding an additional 1500 primarily Black and Hispanic students over the past two years. We have hired a diversity admission officer, with a focus on increasing Hispanic enrollment. We are also one of two institutions in the state of Maryland, and one of only two HBCUs nationally, to partner with TheDream.US, a non-profit organization that provides scholarships to undocumented students. Through this partnership, TheDream.US will support up to ten Maryland undocumented students per year to attend Morgan.

In terms of degree attainment, the University is constantly striving to implement new initiatives to support student success. As noted in the previous comment, we use a wide array of programs, technological tools, and initiatives, to support our students. Our “50 by 25 Initiative: Getting More Students Across the Finish Line”, a campaign to increase Morgan’s graduation rate to 50% by the year 2025 has continued into its 6th year with emphasis on three central themes: 1) Advising and Degree Planning; 2) Faculty Development and Course Redesign; and 3) Beyond Financial Aid (BFA). We use EAB Navigate to identify, contact, and monitor students in specific subgroups, including Pell-eligible students, students who earn fewer than 15 credits per semester, students who have not enrolled for the upcoming term, and students who are eligible for specific scholarship opportunities. Platforms such as EAB Navigate and Starfish allow us to monitor educational potential educational inequities and develop initiatives and campaigns to enhance targeted support to students. Our use of targeted support is a factor in our increased six-year graduation rates from 33% for the fall 2010 cohort to 46% for the fall 2016 cohort.

In terms of new initiatives, we anticipate signing an MOU with Baltimore Persists and currently have an MOU with DC Persists; these are programs in which the school districts collaborate with the University to support students from those districts attending Morgan through coaching and mentoring. As noted in the previous comment, another new initiative is our partnership with the National Institute for Student Success (NISS) at Georgia State University to identify and resolve institutional barriers to equity and college completion, including closing the achievement gap between Pell and non-Pell students.

Understanding that there are situations that are frequently beyond the University’s control that cause students to stop out of college, the University has a Reclamation Project, where we reach out to our stopped-out students who are still within their six-year graduation window, to assist

them in returning. We also partner with an organization called REUP to reach out to stopped out students who are outside of that six-year window to assist them in returning to the University.

In November 2021, the University launched the College of Interdisciplinary and Continuing Studies (CICS) to provide a pathway for the 39 million adults across the United States with some college and no degree. CICS recognizes the many demands on adult learners and provides flexible, affordable, fully online degrees with dedicated advisors who remain connected to students as they may have circumstances that impact continuous enrollment. As part of CICS, the Center for Continuing and Professional Studies supports adult learners with professional development workshops, a licensed social worker, and through grant and university-funded scholarship programs, such as the Last Mile scholarship which supports students in their final semester to cross the finish line for their degree. In addition, CICS supports credit for prior learning, non-credit to credit pathways, and is exploring a variety of partnerships that allow students to learn and earn at the same time.

Comment 3 (Page 39): *The USM Chancellor, presidents of MSU and SMCM, MICUA, and the Executive Director of MACC should comment on efforts to increase enrollment in teacher preparation programs and the number of completers.*

Response: Morgan State University offers three initial certification programs for the preparation of teachers: BS in Elementary Education, BS In Physical education and Master of Arts (MAT) in Teaching.

For the Elementary education and Physical Education programs, we have sought to increase enrollment through transfer arrangements with community colleges that offer the Associate of Arts (AA) in teaching. Outreach to high school through print and electronic media are used to interest high schoolers in becoming teachers. For the Master of Arts in teaching program, we currently have Memoranda of Understanding with Baltimore City whereby conditionally licensed teachers, or persons currently employed as teachers who are not certified as teachers, take classes to meet the requirements for the master's degree and earn their certification at the same time. These classes are taught remotely to accommodate working teachers.

In the last three years, the BS in Elementary Education program produced 81, the BS in Physical Education program produced 81, and the Master of Arts in Teaching produced 31 graduates.

RECOMMENDED ACTIONS

Recommendation 1 (Page 42): *Adopt the narrative requesting a report on faculty workload.*

Response: The University agrees to provide the requested report.

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COLLEGE *of* MARYLAND

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Higher Education Overview

**House Appropriations Committee
Education and Economic Development Subcommittee
Delegate Stephanie Smith, Chair
February 1, 2023**

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**Senate Budget and Taxation Committee
Education, Business, and Administration Subcommittee
Senator Nancy J. King, Chair
February 2, 2023**



**Dr. Tuajuanda C. Jordan, President
Ms. Paula Collins, Trustee
Mr. Charles C. Jackson, Government Relations Liaison**

Introduction – The Public Honors College

As the State's designated public honors college, St. Mary's College of Maryland provides a premier liberal arts education that is both affordable and accessible. The College awards a variety of undergraduate degrees, as well as a Master of Arts in Teaching graduate degree. With a faculty of gifted teachers and distinguished scholars, a talented and diverse student body, and a low student/faculty ratio, St. Mary's College provides a challenging curriculum within an academically nurturing environment. In addition, the College fosters a sense of social responsibility and community among its students through its curriculum and campus initiatives.

*The Nation's 1st Public
Honors College*

Supporting the two goals articulated by the State's historical vision for the College - the educational requirements of an honors program and the promise of access - sets St. Mary's College uniquely in the State and in rare company in the national higher education sector. The College has been highly successful in supporting State-wide goals with one of the highest retention and completion rates among Maryland publics, a commitment to diversity, and in providing financial resources for students with need.

As a public college that is both accessible and affordable, St. Mary's College provides the opportunity for academically talented students from a broad socioeconomic, ethnic, and racial spectrum to acquire a liberal arts education. This diversity creates a rich academic and social environment that enhances the education provided by the College.

The College continues to evolve as an innovator within the national higher education sector. Our recently revised core curriculum, Learning through Experiential and Applied Discovery (LEAD), provides every student with theme-based integrated learning experiences, practical skills, internships, capstone projects, and other experiences that integrate career preparation with an honors curriculum within the context of the foundation of a liberal arts education. Our national standing and successes make us the leader among public liberal arts institutions. St. Mary's College has become **The National Public Honors College**.

LEAD

As always, the College is grateful to the Governor, the Legislature, and the Maryland Higher Education Commission for their ongoing commitment to higher education, in general, and to St. Mary's College of Maryland specifically.

Enrollment

Enrollment at the College increased notably for both Fall 2020 and Fall 2021. As shown Exhibit 1, overall **undergraduate enrollment has increased 5% over the past three years** (Fall 2019 to Fall 2022).

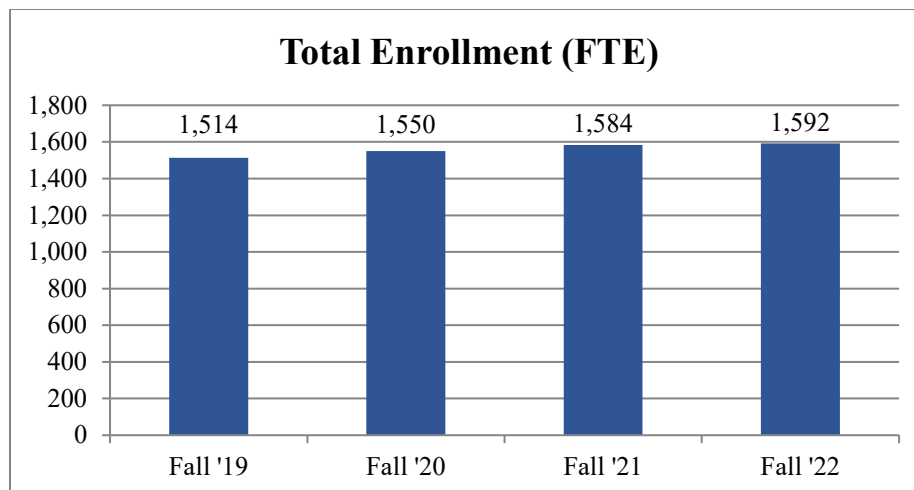


Exhibit 1

Increased enrollment is primarily the result of recruiting a strong incoming class of new first-year and new transfer students. The number of new first-year and transfer students has **increased 19% over the past three years** (Exhibit 2).

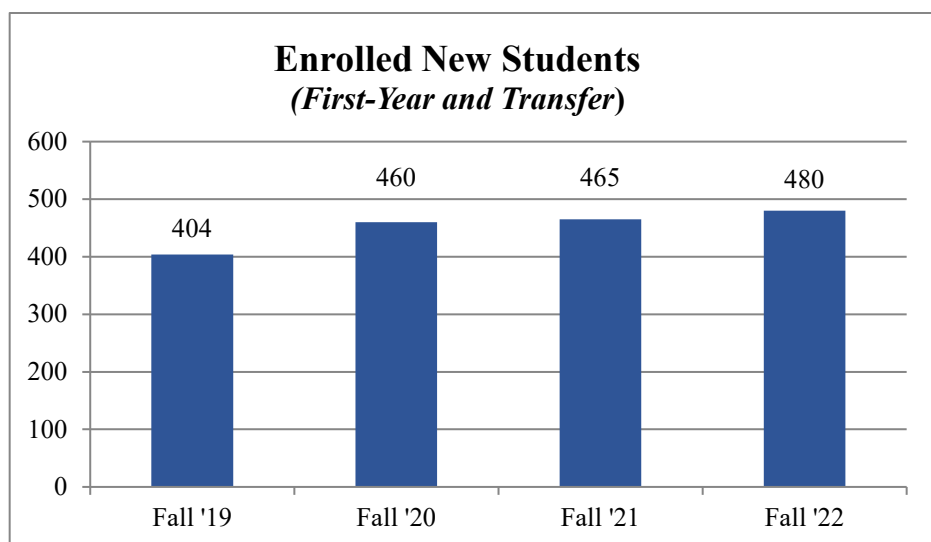


Exhibit 2

The increase in new students is the result of the College's varied efforts to enhance its position within the higher education market. These include:

- implementation of the *LEAD* curriculum that integrates the proven long-term benefits of a traditional liberal arts education with the applied professional skills demanded in today's economy.
- implementation of new majors in Neuroscience, Marine Science, Business Administration, and Performing Arts. Additional new curricula, integrating Data

Science into multiple majors, are underway. The development of these majors was based on student interest as well as economic relevance and, importantly, take advantage of the College's location and faculty/community expertise. Among new first-year students, Marine Science is the third most popular intended major, and Business Administration is fourth.

- enhanced marketing and recruitment efforts implemented to launch the College as *The National Public Honors College*.

Together, these initiatives have made St. Mary's College more relevant and more competitive. Illustrating this success, over the past three years **applications have increased 71%** (Exhibit 3).

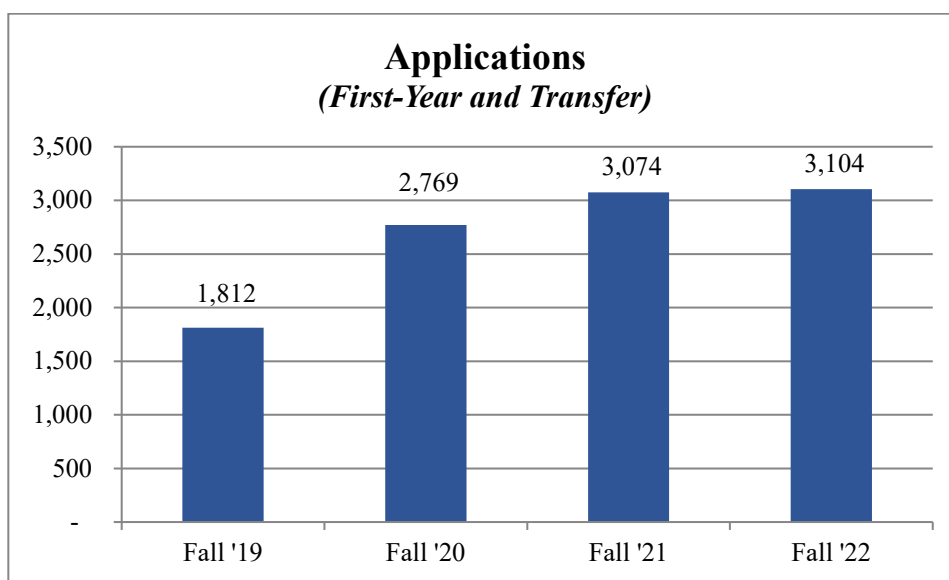
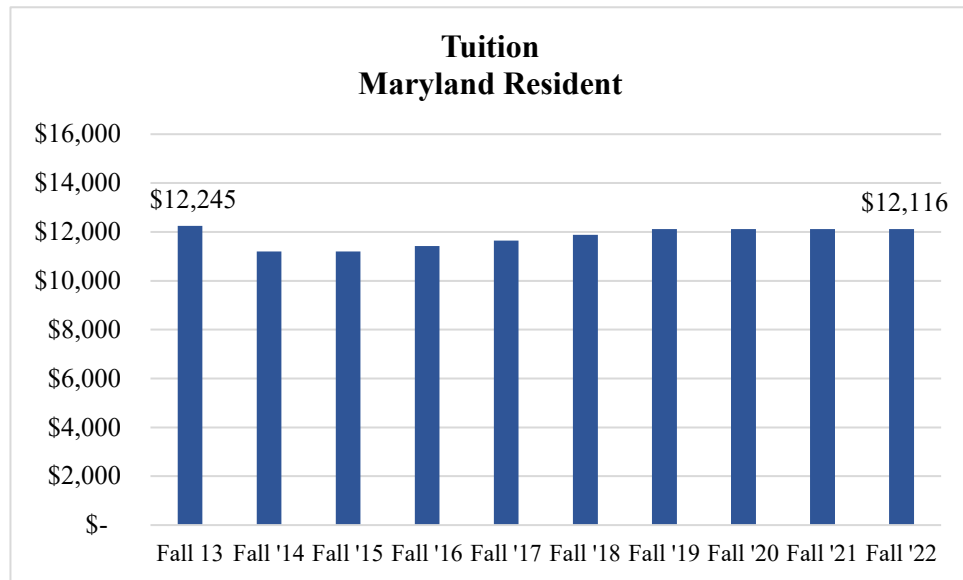


Exhibit 3

Affordability

St. Mary's College of Maryland's unique mission, to provide an honors-level liberal arts education that is both accessible and affordable to all Marylanders, is challenging. Through a combination of institutional efforts to control expenses, coupled with State support, tuition pricing was lowered in FY15 and has since been successfully moderated, making St. Mary's College more affordable for Maryland families. In-state tuition for the 2022-2023 academic year (\$12,116) **was frozen for the third consecutive year** (without State tuition relief funding). *Tuition in 2022 remained less than it was nine years ago for the 2013-2014 academic year* (Exhibit 4).

**Exhibit 4****Response to Questions in the Higher Education Overview:**

The Chancellor of USM, presidents of MSU and SMCM, and the Maryland Independent College and University Association (MICUA) should comment of programs and initiatives targeting low-income students to help ensure they succeeded and earn a degree.

St. Mary's College has a variety of programs and initiatives to support students from disadvantaged backgrounds. In order to make college more affordable, we offer robust need-based aid packages. Last year, 78% of students need was met with need-based aid. In addition, as described above, the College's efforts over the past decade to control tuition has resulted in tuition today being less than it was in 2013.

The College's DeSousa Brent Scholars Program provides students from disadvantaged backgrounds with resources and intrusive mentoring programs to support their success.

The College's Office of Student Success Services was created to provide all students with excellent advising, coaching and support services designed to help them be increasingly responsible and autonomous adults. The program is grounded in:

- An understanding of the developmental needs of the student throughout the college experience.
- The importance of collaboration and active engagement on the part of all individuals involved in the student's education.
- The value of the breadth and depth of a liberal arts education.

Our intentional efforts to support student success has worked well. In 2022, the four-year graduation rate for 1st generation students (57%) and Pell-eligible students (58%) was essentially the same as all students (60%).

The Chancellor of USM and the presidents of MSU, SMCM, and MICUA should comment on efforts to address disparities in enrollment and particularly college degree attainment.

St. Mary's College has a broad-based admissions recruitment program to reach out to high school students from disadvantaged backgrounds across the State in order to matriculate a diverse student body. This year, the percent of the entering first-year class who are minorities is 31%, an increase from 17% in 2013. This past fall, the College matriculated the largest entering class of minority students in our history.

Our response to the question above articulates our success minimizing the disparities in degree attainment. In addition, the College participates in the national American Talent Initiative which works to increase the graduation rates of low-income students.

The USM Chancellor, presidents of MSU and SMCM, MICUA, and the Executive Director of MACC should comment on efforts to increase enrollment in teacher preparation programs and the number of completers.

St. Mary's College's Masters in Teaching program typically enrolls 27 to 30 students per year. This has been consistent over many years. The number of students enrolling in our program has been limited primarily by student demand in the market.

