

# UNIVERSITY OF BALTIMORE

## MISSION

The University of Baltimore prepares students to contribute to the well being of Maryland as responsible citizens and through their chosen professions. UB also applies the expertise of its faculty, staff, and students and its other resources to address current economic, social, and political problems and to improve the quality of life in Baltimore City, the greater Baltimore region, and the State. Based in Baltimore, UB is a center for the study of law, business, and liberal arts, with a liberal arts emphasis on applied and professional programs. The University provides advanced instruction at the bachelor's, master's, and professional degree levels, including applied doctoral degrees in areas of particular strength. UB provides its services through a variety of campus-based and distance education programs.

## INSTITUTIONAL ASSESSMENT

### **Relationship of Goals and Objectives to 2004 Maryland State Plan for Postsecondary Education.**

The first goal of 2004 Maryland State plan for Postsecondary Education states “Maintain and strengthen a preeminent statewide array of postsecondary education institutions recognized nationally for academic excellence and effectiveness in fulfilling the education needs of students, the State, and the nation.” The university is a vital part of this array of postsecondary institutions and each goal in the university’s plan supports this overarching aim of the state plan

The second goal of the Maryland State Plan for Postsecondary Education is “Achieve a system of postsecondary education that promotes accessibility and affordability for all Marylanders.” Goal two in the University of Baltimore’s plan directly supports this goal of the state plan. UB’s goal states that ‘Qualified Marylanders have access to the University of Baltimore’s academic programs and services without regard to geographical location, economic means or other limiting circumstances.’ Objective 2.4 in the UB plan is directed at the accessibility issue; it aims at expanding the number of students earning credits outside the traditional classroom. The university has made a substantial commitment to alternative scheduling patterns and the use of technology for distance education. The affordability issue is addresses in the objective 2.3 of the university’s plan,” to increase the percentage of economically disadvantaged students” attending the UB.

Goal three of the 2004 Maryland State Plan is “Ensure equal educational opportunity for Maryland’s diverse citizenry.” This goal is supported by the university’s plan in its second goal, “Qualified Marylanders have access to the University of Baltimore’s academic programs and services without regard to geographical location, economic means or other limiting circumstances.” UB has one of the most diverse student bodies in Maryland; over one-third of its undergraduate students are minority students. Objective 2.1 and objective 2.2 in the university’s plan measure its progress in this area.

Goal four of the State Plan is “Strengthen and expand teacher education programs and support student-centered, preK-16 education to promote success at all levels. Since the University of Baltimore does not offer any programs in education it does not have specific goal in its plan to support this goal. Nonetheless, as the university’s undergraduates are predominately transfers from Maryland community colleges, UB works closely with the community colleges in the Baltimore region to ease the transfer process through extensive articulation agreements with these schools.

The fifth goal of the Maryland State Plan is to ‘Promote economic growth and vitality through the advancement of research and the development of a highly qualified workforce.’ Objectives under three of the goals in the University of Baltimore plan are in direct support of this state plan goal. Objective 4.1, “Increase the level of sponsored-research dollars generated per faculty members by 5% per year.” is clearly in-line with “the advancement of research.’ The development of a” highly qualified workforce” is measured by the university’s objective 3.1, “maintaining the percentage of UB Information Technology (IT) graduates employed in Maryland.” Objective 1.2 “Increase to 75% by FY 2008, from 70% in FY 2004, UB’s first-attempt bar passage rate on the Maryland Bar Examination” is also in support of the fifth goal of the state plan.

### **Progress in Achieving Goals and Objectives**

Goal 1. “The University of Baltimore graduates are successful in their chosen careers.” This goal is founded on the institution’s commitment to quality. The university believes that quality in education is reflected, in part, by the career success of its graduates. The most recent assessment of the career success of its graduates comes from the 2005 survey of the bachelor degree recipients of 2004. The results of this survey show that the university is well on its way to achieving the benchmarks it set for itself for 2008: 91.8% of the graduates reported they were employed one year after graduation, they averaged \$38,349 in salary and 85% expressed satisfaction with the education they received for employment. The other indicator of this goal is the first time bar passage rate; in 2006 the first time bar passage rate for UB law graduates was 72%, an increase of 10% over 2005.

Goal 2. “Qualified Marylanders have access to the University of Baltimore’s academic programs and services without regard to geographic location, economic means, or other limiting circumstances. “ The university’s commitment to both access and diversity is highlighted in its second goal. Measurement of the progress in achieving the benchmark under goal 2 comes from the fall enrollment report of the university and the annual report of degrees granted. The number of minority students who graduate from the university grew to 427 in 2006; the university has exceeded its 2008 benchmark.

There was a decline in the percentage of minority undergraduates from 38% in the fall of 2004 to 35.7% in the fall of 2006. Confounding this picture is the growth in the number of undergraduates who fail to indicate their racial or ethnic affiliation; this group of “not indicated” grew by thirty-three percent from fall 2004 to fall 2006 and now make up 12.3% of the undergraduate student body. It is therefore impossible to say that there has been a real drop in minority undergraduate enrollment; rather it may be only the

unwillingness of students to indicate their racial or ethnic preference. Nonetheless the university believes it will reach its benchmark for 2008. For the first time in over thirty years the university will be enrolling freshmen students in the fall of 2007; currently a substantial percentage of these new first year students are minority students.

Reflecting the university's commitment to access and the USM Regents Effectiveness and Efficiency initiative, in the fall of 2006 over 40% of the enrolled students were earning credits outside the traditional classroom. The university has thus exceeded its benchmark for this objective.

Goal 3. "The University of Baltimore meets community, government, and not-for-profit needs in the Baltimore metropolitan area and Maryland." This goal reflects the university's commitment to serving the Baltimore region and the State of Maryland by producing graduates in high demand fields. The benchmarks for this goal deal with the number of information technology (IT) graduates and the percentage of those graduates who are employed in Maryland. The IT programs at UB began in the fall of 2000 and the number of IT graduates has grown each year till 2006, when there was a slight decline. The number of IT graduates will resume the growth pattern as the first students in the new program of Simulation and Digital Entertainment will be graduating in 2007-2008. In the 2005 survey of the bachelor degrees recipients of 2004, the first time that data for the place of employment of IT graduates was available, 84.6% of the IT graduates indicated that they were employed in Maryland.

Goal 4. "The University of Baltimore contributes to the success of its mission through the generation of self-support revenues." UB's strategic plan commits the university to increasing external funding for faculty research. Measured by the sponsored-research dollars per full-time faculty the external funding continues to grow, reaching \$57,000 in FY 2006, a 9.6% increase over 2005. Entrepreneurial revenues reached \$377,982 in FY 2006, and increase of 3.8% over 2005.

### **Response to Specific Questions Raised by Commission Staff**

The commission staff made the following point "The percentage which African-Americans constitute all undergraduates at University of Baltimore has steadily declined from 34.1 percent to 30.4 percent in the past four years." It is not clear whether the decline in the percentage of African-American undergraduates is real or is it due changes in the willingness of undergraduate students to report their racial or ethnic affiliation. Over the last four years the number of undergraduates not indicating a racial or ethnic affiliation has grown by 33 percent. This group now makes up 12.3% or 261 out of an undergraduate population of 2,116. Despite these difficulties the university believes it will reach its benchmark for 2008. For the first time in over thirty years the university will be enrolling freshmen students in the fall of 2007; currently a substantial percentage of these new first year students are African-American students



## Key Goals and Objectives

**Goal 1.** The University of Baltimore graduates are successful in their chosen careers.

**Objective 1.1** Through 2008 maintain the percentage of UB graduates employed in their field one year after graduation at a level equal to or greater than the 95.1% recorded in Survey Year 2002.

Performance Measures		1998 Survey Actual	2000 Survey Actual	2002 Survey Actual	2005 Survey Actual
<b>Outcome</b>	Percentage of graduates employed one year after Graduation.	94%	96%	95.1%	91.8%

**Objective 1.2** Increase to 75% by FY 2008, from 70% in FY 2004, UB's first-attempt pass rate on the Maryland Bar Examination.

Performance Measures		2003 Actual	2004 Actual	2005 Actual	2006 Actual
<b>Outcome</b>	Percentage of UB law graduates who pass the bar exam on the 1 <sup>st</sup> attempt.	74%	70%	62%	72%

**Goal 2.** Qualified Marylanders have access to the University of Baltimore's academic programs and services without regard to geographic location, economic means, or other limiting circumstances.

**Objective 2.1** Increase to 355 by FY 2008, from 310 in FY 2004, the number of minority students, including African-Americans, graduating from UB.

Performance Measures		2003 Actual	2004 Actual	2005 Actual	2006 Actual
<b>Input</b>	Percent minority undergraduates <sup>3</sup>	41.2%	38%	37.1	35.7
	Number of minority students, including African-Americans, who graduate from UB.	297	310	344	427

**Objective 2.2** Increase the percentage of African-American undergraduate students from 35.9% in FY 2004 to 39% in FY 2008.

Performance Measures		2003 Actual	2004 Actual	2005 Actual	2006 Actual
<b>Input</b>	Percent African-American undergraduates. <sup>3</sup>	34.1%	32/7%	31.6%	30.4%

**Objective 2.3** Increase the percentage of economically disadvantaged students from 73% in FY 2004 to 75% in FY2008.

Performance Measures		2003 Actual	2004 Actual	2005 Actual	2006 Actual
<b>Input</b>	Percentage of economically disadvantaged students. <sup>3</sup>	64%	61.2%	61.9%	62%

**Objective 2.4** By FY 2008, expand the percentage of students earning credits in at least one learning activity outside the traditional classroom to 35%, from 30% in FY 2004.<sup>1</sup>

Performance Measures		2003 Actual	2004 Actual	2005 Actual	2006 Actual
<b>Efficiency</b>	Percentage of students in learning activities outside the traditional	27%	30%	32%	40%

classroom.<sup>3</sup>

**Goal 3.** The University of Baltimore meets community, businesses, government, and not-for-profit needs in the Baltimore metropolitan area and Maryland.

**Objective 3.1** Through 2008, maintain the percentage of UB Information Technology (IT) graduates employed in Maryland at a level equal to the 2004 survey year rate of 85%.

Performance Measures		2003 Actual	2004 Actual	2005 Actual	2006 Actual
<b>Output</b>	Number of IT graduates	32	37	40	35

  

Performance Measures		1998 Survey Actual	2000 Survey Actual	2002 Survey Actual	2005 Survey Actual
<b>Outcome</b>	Percentage of IT graduates employed in Maryland <sup>2</sup>	N.A.	N.A.	N.A.	84.6%

**Goal 4.** The University of Baltimore contributes to the success of its mission through the generation of self-support revenues.

**Objective 4.1** Increase the level of sponsored-research dollars generated per faculty member by 5 percent per year through FY 2008 (from \$486,000 per faculty member in FY 2004).

Performance Measures		2003 Actual	2004 Actual	2005 Actual	2006 Actual
<b>Output</b>	Sponsored-research dollars per faculty (thousands).	\$47.6	\$48.6	\$52	\$57

**Objective 4.2** Increase UB's entrepreneurial revenues by 5 percent per year through FY 2008 (from \$363,094 in 2004).

Performance Measures		2003 Actual	2004 Actual	2005 Actual	2006 Actual
<b>Output</b>	Entrepreneurial revenues	\$453,313	\$363,094	\$363,992	\$377,982

**Indicators not tied to Specific Objects**

Performance Measures		1998 Survey Actual	2000 Survey Actual	2002 Survey Actual	2005 Survey Actual
<b>Output</b>	Median salaries of graduates.	\$34,199	\$37,914	\$39,720	\$38,349
<b>Quality</b>	Student satisfaction with education received for employment.	87%	91.2%	86.7%	85%

Performance Measures		2003 Actual	2004 Actual	2005 Actual	2006 Actual
----------------------	--	----------------	----------------	----------------	----------------

<b>Efficiency</b>	Percentage of replacement cost expended in facility renewal and renovation.*	1.2%	0.4%	1.4%	.8%
-------------------	--	------	------	------	-----

\*Actual expenditures instead of budgeted expenditures as reported in the past.

<b>Performance Measures</b>		<b>1998 Survey Actual</b>	<b>2000 Survey Actual</b>	<b>2002 Survey Actual</b>	<b>2005 Survey Actual</b>
<b>Quality</b>	Student satisfaction with education received for graduate or professional school.	97.5%	97.1%	97.6%	100%

NOTE: All surveys refer to the biannual or triennial MHEC Follow-Up Survey.

<sup>1</sup> The indicator represents the number of students registered for on-line, independent study, internships, study abroad divided by total students.

<sup>2</sup> IT degree programs began in fall 2000.

<sup>3</sup> Fiscal Year Actuals represent fall enrollment period (i.e., 2005 Actual = Fall 2005 enrollment period, 2006 Actual = Fall 2006 period, etc.)