

THE UNIVERSITY OF BALTIMORE
Managing for Results
Academic Year 2020-2021

MISSION

The University of Baltimore (UBalt) offers career-focused education for aspiring and current professionals, providing the region with highly educated leaders who make distinctive contributions to the broader community. UBalt has a long history of providing quality, professional undergraduate and graduate education for working adults who aspire to advance in their careers.

INSTITUTIONAL ASSESSMENT

UBalt’s strategic plan supports our mission and six strategic priorities guide our direction.

- Goal 1:** Position UBalt as the region’s premier professional, career-focused university
- Goal 2:** Strengthen student success
- Goal 3:** Solidify UBalt’s commitment to community engagement and service
- Goal 4:** Organize for long-term financial stability
- Goal 5:** Achieve excellence in research, scholarship, and creative activity
- Goal 6:** Strengthen UBalt’s commitment to diversity, equity, and inclusion.

UBalt’s mission and implementation of the strategic plan is consistent with the 2017-2021 State Plan for Postsecondary Education: Student Success with Less Debt, and the goals are listed below. Specifically, Goals 2, 4, and 5 of UBalt’s Strategic Plan align with the Maryland State Plan. UBalt assess impact and aligns and revises strategies as appropriate.

State Plan	UBalt Strategic Plan (SP) – Initiatives Aligned with State Plan
<p>Access: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.</p>	<p>Goal 2: Enhance affordability and student financial literacy.</p> <p>Goal 2: Evaluate the tuition structure for all programs to ensure market competitiveness.</p> <p>Goal 2: Increase need-based financial aid.</p> <p>Goal 2: Revise financial aid processes to ensure clarity, consistency, and ease for students.</p> <p>Goal 2: Enhance strategic use of funds for improving student outcomes and reducing negative financial impacts on students and the institution.</p> <p>Goal 3: Expand engagement with public-school systems to ensure more students are prepared for college (e.g., dual enrollments)</p>
<p>Success: Promote and implement practices and policies that will ensure student success.</p>	<p>Goal 2: Increase degree completion rates and shorten time to degree.</p> <p>Goal 2: Mine academic data to identify and support student success.</p> <p>Goal 2: Close gap in educational achievement among all undergraduates.</p> <p>Goal 2: Maximize flexible course delivery, enhance winter and summer offerings, and develop multi-semester course schedules.</p> <p>Goal 2: Enhance opportunities for awarding credit via transfer institutions, early college admittance, dual enrollment and military credit; create a campus-wide structure and institute policies and procedures for awarding Prior Learning credit.</p>

State Plan	UBalt Strategic Plan (SP) – Initiatives Aligned with State Plan
	<p>Goal 2: Develop a strong and proactive approach to academic advising that focuses on academic pathways and timely student completion.</p> <p>Goal 2: Develop a University-wide initiative to assist students in making prudent financial decisions.</p>
<p>Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success.</p>	<p>Goal 2: Strengthen excellence in teaching and learning.</p> <p>Goal 2: Grow student participation in high-impact practices.</p> <p>Goal 4: Reorganize academic structures to better support academic excellence and student success.</p> <p>Goal 5: Expand Research, Scholarship and Creative Activity (RSCA) partnerships and sponsored research with industry, government and community organizations, and other academic institutions.</p>

Performance Accountability Metrics Supporting Access, Success, Innovation, Financial Resources, and Institutional Capabilities

After enhancement of many initiatives and implementation of several new initiatives, key metrics monitor our annual progress which demonstrate positive momentum.

- FTFT (first-time full-time students) retention has decreased from 86.8% to 77.5%.
- FTFT (first-time full-time students) retention for African-American students has decreased from 85.0% to 80.0%.
- The six-year graduation rate for African-American students decreased from 39.9% to 25.9%.
- 100% online due to COVID-19.
- Law graduates who pass the bar exam on first attempt is stable from 73.2% to 73.6%.
- Percentage of African American undergraduates is 46.8% which is the same as last year.
- Percentage of economically disadvantaged students is relatively stable from 71.1% to 70.2%.
- Entrepreneurial revenues declined from \$255,362 to \$105,483, largely owing to COVID-19.
- Federal grants awarded have increased from 6 to 7, yet the percentage of research dollars from federal sources has decreased from 60% to 54%.

UBalt is carefully assessing the impact of the COVID-19; results as reported above are mixed. It is important to note that the average freshmen retention rate for the entire period that UBalt has had freshmen is 73%. The range is wide: 67%-87%, but this difference is partially due to the fluctuation of the small numbers of first-time freshmen. We continue to assess student, faculty and staff needs during this time administering the Higher Education Data Sharing Consortium (HEDS) in both fall and spring of 2020. Results guided planning and interventions. While all our student support services, including access to financial aid have been online and widely used by students, many of our students continue to be impacted by COVID-19 pandemic specifically finances, taking care of family members, and uncertainty about their plans. A primary goal is to keep students on track, on time. Strategies included specific curricular programming and follow-up based on student needs, enhanced advising and outreach, support for online learning, and targeted financial aid.

Affordability

70.2% of UBalt students are economically disadvantaged. UBalt continues to revise its need-based financial aid strategy to support the recruitment and retention. We continue to leverage the Bob Parsons Scholarship Fund for Pell Grant eligible transfer and military/veteran students who

maintain full-time enrollment, a 2.0 cumulative GPA, and Pell Grant eligibility. This scholarship allows eligible students to complete their degree debt free by covering the remaining tuition and fees after the Pell Grant is applied. The Sam Rose Scholarship Fund supports newly admitted full- and part-time undergraduate students with 24 credits, a 2.0 cumulative GPA, and in-state residency status. UBalt continues to offer a Near Completion Grant for undergraduates within 30 credits of graduation with either no remaining financial aid eligibility or hardship. Merit scholarships are incremental to need-based aid. The UBalt Baltimore Foundation raised funds for initial emergency relief.

Specific Use of CARES Funding for Student Access and Success

utilized Federal CARES and HEERF 2 funding to support student access and success.

Specifically, UBalt;

- Provided direct aid to students (over \$1.6M) to support students experiencing financial hardship due to COVID. Eligible expenses included cost of attendance, housing/rent/utilities, technology needs and assistance with medical or mental health and childcare expenses.
- Hired two instructional designers in the Center for Excellence in Learning, Teaching and Technology (CELTT) to work with faculty to redesign courses for online delivery using industry best practices. This effort allowed UBalt to offer more online/hybrid modality courses.
- Purchased technology (hardware and software) for students to improve the online learning experience and for faculty to improve the remote teaching experience.
 - Increased loaner technology (i.e., laptops, cameras, keyboard, mouse, headsets, additional monitors, and tablets).
 - Developed zoom studios to record or use live to deliver remote student instruction.
 - Purchased media equipment (such as video cameras & cell phone lens) to improve online learning experience and support hi-tech course work
 - Purchased technology to improve virtual delivery in classrooms and learning labs.
- Hired case worker to manage student COVID testing, contract tracing, reporting and communications.
- Initiated engineering evaluation, assessment & mitigation to campus buildings HVAC systems, for incidence of water infiltration and mold/allergens. Conducted testing and remediation of campus water for health and safety.

Initiatives and Enhanced Initiatives Supporting Access and Student Success

UBalt enhanced many of our initiatives such as, Milestone Advising, Mentoring, Late Admit Outreach, and our Student Assistance Program, by expanding hours and access in a virtual environment. Moreover, some specifics include:

Developing a Math & Statistics Center (MSC): The pandemic focus of the renamed Math & Statistics Center (MSC) has been outreach to students and developing online tutoring protocols. In summer 2019, math support services were combined into a single math center within the RLB Library, providing drop-in math tutoring for all quantitative courses. Peer tutors are trained and certified to provide support for general education math and challenging upper-division quantitative literacy courses. Academic Success, of which MSC is part of, is currently seeking certification as an online tutoring center through the Association of Colleges for Tutoring and

Learning Assistance (ACTLA) to supplement our top-tier Level 3 International Tutor Certification through the College Reading & Learning Association (CRLA).

Expanding Embedded Peer-Support Programs: Peer-based support programs provide academic support from a staff of trained peer tutors, coaches, and writing consultants entering classes and bringing support directly to individual sections of challenging courses, including:

- a) Supplemental instruction-style review sessions for challenging courses, like statistics and accounting, available in person and recorded for online access.
- b) Embedded tutoring in quantitative courses expands with the core sequence of psychology course and business statistics courses.
- c) Coaching in the First-Year Seminar
- d) Writing Fellows in writing-intensive courses

Expanded Writing Center Outreach and the Writing Fellows Program: Writing Fellows continue to be embedded in undergraduate courses. Early focus on writing support improves outcomes immediately and reduces writing-related barriers to graduation. Data from the first full-year Writing Fellows faculty cohort demonstrated remarkable faculty and student satisfaction and student success. Currently, a new partnership between the Writing Center and Writing Faculty increases collaboration regarding the upper-division writing placement to allow for better support of students preparing for that placement process. The Fellows program continues to expand, now serving a high-enrollment General Education ethics course that all undergraduate students must complete.

Expanded Use of Open Educational Resources: With support from the Center for Excellence in Learning Teaching and Technology (CELTT), the library led faculty to redesign curriculum incorporating Open Education Resources (OER) – free online textbooks. Starting in Fall 2018 with six high-enrolled multi-section General Education courses, the project incorporated best practices to support customization, including augmented course content. In fall 2019 UBalt expanded OER to Cybersecurity, Gaming and Technology courses. Currently, a team consisting of faculty, staff, and one USM representative are representing UBalt in a yearlong Association of American Colleges & Universities OER Institute to:

- a) Develop a sustainable support system for OER use
- b) Identify and build a database of all OER-related courses
- c) Identify the cost-saving for OER related course text
- d) Garner continued university-wide support of OER initiatives

Development of Student Online Learning Preparedness Resources: In response to the pandemic, RLB Library, CELTT, and Academic Success created the Student Quickstart, an online resource providing students the opportunity to learn about being a successful online student as well as introductions and tutorials on educational technologies. The Quickstart was redesigned with additional tutorials in spring 2021. Currently, the Quickstart is being redeveloped as an enhanced OER to provide a more structured experience for students requiring support as they embark on online learning, both synchronous and asynchronous modalities.

New Test Optional Admission Component: After increasing the admission standards, The University of Baltimore revised its admission requirements for fall 2021 to include a test optional

component in response to the COVID. The test optional criteria include: a minimum 2.67 (weighted) GPA, positive grade progression in core courses (math and English), a personal statement or essay and letters of recommendation and remain eligible for merit-based scholarships.

Adoption of Student Success Teams: Designed to support students, each student is assigned an academic advisor, career coach, and a financial aid specialist (future initiative). For students who have mentors, UBalt may be able to list their mentors in the Student Success Team in the portal.

Adopted a Pathways Program for First-Year Students: Based on UBalt's Signature Undergraduate Programs of Excellence, five Professional Pathways were created in career clusters designed to help students explore majors and careers throughout their first year, and keep students on track to graduate in four years. Elements include advising and co-curricular integration of High Impact Practices including First-Year Learning Communities and seminars, career coaching, and collaborative learning in General Education courses.

Implemented Salesforce Advisor Link (SAL) and Development of the Student Success Hub: In spring 2021, UBalt implemented SAL, a software platform that focuses on advisor and student success engagement. Students can interact with their academic advisors to make an advising appointment, review and handle academic to-do items, and learn more about their Student Success Team. This is UBalt's main student communication platform and new system of engagement.

Increased Career and Internship Center (CIC) Strategic Outreach: At the start of the pandemic, the CIC initiated outreach calls to two distinct student populations. The CIC reached out to new students at the University to inquire how their semester was going and also to remind them of the available resources in the CIC. CIC staff also reached out to graduating seniors to inquire about their career plans and to encourage them to take advantage of the resources in the CIC.

Implemented LiveChat feature in the Office of Student Support (OSS): In spring 2021, the OSS implemented this feature to allow students a nearly real-time opportunity to ask questions, connect with resources, and express concerns. OSS team members staff the LiveChat responding to questions and concerns as soon as these are received. Students simply go to the OSS website and click on the LiveChat icon to engage with a staff member who can assist them.

Convening the Student Support Campus Planning Meeting: At the start of the pandemic a group of student service unit leads was convened. The group has met bi-weekly for nearly 18 months to discuss emerging student needs related to the transition to the virtual environment; service gaps; and areas in need of improvement. Students serve on this task force and often share their experiences. This allows our team to best understand the student experience and modify our services and communications in order to positively impact student success.

UBalt supports students across multiple initiatives and carefully assesses progress. Lessons learned in COVID revealed the need to expand virtual services for students and enhanced our continually evolving approach.

The Commission's Question on Utilization of CARES Funding

In response to the Commission request on how your institution utilized CARES funding over the past year:

During FY2021, the University of Baltimore utilized Federal CARES and HEERF 2 funding to support student access and success.

- UBalt provided direct aid to students (over \$1.6M) to support (UBalt) students experiencing financial hardship due the corona virus. Eligible expenses include any cost of attendance expense plus housing/rent/utilities, technology needs and assistance with medical or mental health and childcare expenses.
- UBalt hired 2 instructional designers to work within the Center for Excellence in learning and teaching (CELTT) to work with our faculty to redesign courses for online delivery using industry best practices. This effort has continued allowing UBalt to offer more courses online or in a hybrid modality, which is the preference of our working adult student population.
- Purchased technology (hardware and software) for students to improve the online learning experience and for faculty to improve the remote teaching experience.
 - Loaner technology (i.e. laptops, cameras, keyboard, mouse, headsets, additional monitors and tablets) as loaner technology
 - Developed zoom studios for use by faculty to record or use live to deliver remote student instruction.
 - Purchase of media equipment (such as video cameras & cell phone lens) to improve online learning experience and support hi tech course work
 - technology to improve the virtual delivery of student experience in classrooms and learning labs.
- Employment of case worker to manage student COVID testing, contract tracing, reporting and communications.
- Engineering evaluation, assessment & mitigation to campus buildings HVAC systems, incidence of water infiltration and mold/allergens. Testing and remediation of campus water for health and safety.

(1) 2nd year retention all

		SecondYrOutcome					Total	
		Dropped	Enrolled in 2-Yr Public	Enrolled in other 4-Yr Public	Enrolled in Private	Still Enrolled at same institution		
Bowie State University	Count	161	23	11	1	605	801	
	% within ENR BASE YR SIC	20.10%	2.90%	1.40%	0.10%	75.50%	100.00%	
	% within SecondYrOutcome	9.10%	5.90%	3.80%	10.00%	4.60%	5.20%	
Coppin State University	Count	136	10	8	0	274	428	
	% within ENR BASE YR SIC	31.80%	2.30%	1.90%	0.00%	64.00%	100.00%	
	% within SecondYrOutcome	7.70%	2.60%	2.80%	0.00%	2.10%	2.80%	
Frostburg State University	Count	130	43	22	0	544	739	
	% within ENR BASE YR SIC	17.60%	5.80%	3.00%	0.00%	73.60%	100.00%	
	% within SecondYrOutcome	7.40%	11.10%	7.70%	0.00%	4.20%	4.80%	
Salisbury University	Count	221	80	43	3	1120	1467	
	% within ENR BASE YR SIC	15.10%	5.50%	2.90%	0.20%	76.30%	100.00%	
	% within SecondYrOutcome	12.50%	20.70%	15.00%	30.00%	8.50%	9.40%	
Towson University	Count	244	107	79	4	2355	2789	
	% within ENR BASE YR SIC	8.70%	3.80%	2.80%	0.10%	84.40%	100.00%	
	% within SecondYrOutcome	13.80%	27.60%	27.60%	40.00%	18.00%	17.90%	
University of Baltimore	Count	4	1	4	0	31	40	
	% within ENR BASE YR SIC	10.00%	2.50%	10.00%	0.00%	77.50%	100.00%	
	% within SecondYrOutcome	0.20%	0.30%	1.40%	0.00%	0.20%	0.30%	
University of Maryland -Baltimore County	Count	145	35	60	0	1452	1692	
	% within ENR BASE YR SIC	8.60%	2.10%	3.50%	0.00%	85.80%	100.00%	
	% within SecondYrOutcome	8.20%	9.00%	21.00%	0.00%	11.10%	10.90%	
Univ. of Maryland - College Park	Count	224	25	12	1	5039	5301	
	% within ENR BASE YR SIC	4.20%	0.50%	0.20%	0.00%	95.10%	100.00%	
	% within SecondYrOutcome	12.70%	6.50%	4.20%	10.00%	38.50%	34.10%	
Univ. of Maryland -Eastern Shore	Count	109	18	12	0	369	508	
	% within ENR BASE YR SIC	21.50%	3.50%	2.40%	0.00%	72.60%	100.00%	
	% within SecondYrOutcome	6.20%	4.70%	4.20%	0.00%	2.80%	3.30%	
Univ. of Maryland -University College	Count	42	0	1	0	53	96	
	% within ENR BASE YR SIC	43.80%	0.00%	1.00%	0.00%	55.20%	100.00%	
	% within SecondYrOutcome	2.40%	0.00%	0.30%	0.00%	0.40%	0.60%	

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(2) 2nd year retention African American

		SecondYrOutcome					Total	
		Dropped	Enrolled in 2-Yr Public	Enrolled in other 4-Yr Public	Enrolled in Private	Still Enrolled at same institution		
Bowie State University	Count	126	17	7	0	519	669	
	% within ENR BASE YR SIC	18.80%	2.50%	1.00%	0.00%	77.60%	100.00%	
	% within SecondYrOutcome	17.50%	13.50%	8.30%	0.00%	14.60%	14.90%	
Coppin State University	Count	114	8	8	0	242	372	
	% within ENR BASE YR SIC	30.60%	2.20%	2.20%	0.00%	65.10%	100.00%	
	% within SecondYrOutcome	15.80%	6.30%	9.50%	0.00%	6.80%	8.30%	
Frostburg State University	Count	49	21	16	0	197	283	
	% within ENR BASE YR SIC	17.30%	7.40%	5.70%	0.00%	69.60%	100.00%	
	% within SecondYrOutcome	6.80%	16.70%	19.00%	0.00%	5.60%	6.30%	
Salisbury University	Count	26	17	9	0	130	182	
	% within ENR BASE YR SIC	14.30%	9.30%	4.90%	0.00%	71.40%	100.00%	
	% within SecondYrOutcome	3.60%	13.50%	10.70%	0.00%	3.70%	4.10%	
Towson University	Count	43	25	16	1	630	715	
	% within ENR BASE YR SIC	6.00%	3.50%	2.20%	0.10%	88.10%	100.00%	
	% within SecondYrOutcome	6.00%	19.80%	19.00%	100.00%	17.80%	16.00%	
University of Baltimore	Count	1	1	2	0	16	20	
	% within ENR BASE YR SIC	5.00%	5.00%	10.00%	0.00%	80.00%	100.00%	
	% within SecondYrOutcome	0.10%	0.80%	2.40%	0.00%	0.50%	0.40%	
University of Maryland -Baltimore County	Count	26	6	5	0	270	307	
	% within ENR BASE YR SIC	8.50%	2.00%	1.60%	0.00%	87.90%	100.00%	
	% within SecondYrOutcome	3.60%	4.80%	6.00%	0.00%	7.60%	6.90%	
Univ. of Maryland - College Park	Count	17	5	1	0	511	534	
	% within ENR BASE YR SIC	3.20%	0.90%	0.20%	0.00%	95.70%	100.00%	
	% within SecondYrOutcome	2.40%	4.00%	1.20%	0.00%	14.40%	11.90%	
Univ. of Maryland -Eastern Shore	Count	32	2	3	0	97	134	
	% within ENR BASE YR SIC	23.90%	1.50%	2.20%	0.00%	72.40%	100.00%	
	% within SecondYrOutcome	4.40%	1.60%	3.60%	0.00%	2.70%	3.00%	
Univ. of Maryland -University College	Count	14	0	0	0	10	24	
	% within ENR BASE YR SIC	58.30%	0.00%	0.00%	0.00%	41.70%	100.00%	
	% within SecondYrOutcome	1.90%	0.00%	0.00%	0.00%	0.30%	0.50%	

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(3) 2nd year retention minority

		SecondYrOutcome					Total	
		Dropped	Enrolled in 2-Yr Public	Enrolled in other 4-Yr Public	Enrolled in Private	Still Enrolled at same institution		
Bowie State University	Count	150	23	11	0	578	762	
	% within ENR BASE YR SIC	19.70%	3.00%	1.40%	0.00%	75.90%	100.00%	
	% within SecondYrOutcome	14.50%	11.30%	6.50%	0.00%	8.40%	9.20%	
Coppin State University	Count	130	9	8	0	265	412	
	% within ENR BASE YR SIC	31.60%	2.20%	1.90%	0.00%	64.30%	100.00%	
	% within SecondYrOutcome	12.50%	4.40%	4.80%	0.00%	3.90%	5.00%	
Frostburg State University	Count	69	29	19	0	278	395	
	% within ENR BASE YR SIC	17.50%	7.30%	4.80%	0.00%	70.40%	100.00%	
	% within SecondYrOutcome	6.70%	14.30%	11.30%	0.00%	4.10%	4.80%	
Salisbury University	Count	66	30	18	0	273	387	
	% within ENR BASE YR SIC	17.10%	7.80%	4.70%	0.00%	70.50%	100.00%	
	% within SecondYrOutcome	6.40%	14.80%	10.70%	0.00%	4.00%	4.70%	
Towson University	Count	82	45	46	1	1152	1326	
	% within ENR BASE YR SIC	6.20%	3.40%	3.50%	0.10%	86.90%	100.00%	
	% within SecondYrOutcome	7.90%	22.20%	27.40%	50.00%	16.80%	16.00%	
University of Baltimore	Count	2	1	4	0	22	29	
	% within ENR BASE YR SIC	6.90%	3.40%	13.80%	0.00%	75.90%	100.00%	
	% within SecondYrOutcome	0.20%	0.50%	2.40%	0.00%	0.30%	0.40%	
University of Maryland -Baltimore County	Count	68	17	31	0	848	964	
	% within ENR BASE YR SIC	7.10%	1.80%	3.20%	0.00%	88.00%	100.00%	
	% within SecondYrOutcome	6.60%	8.40%	18.50%	0.00%	12.40%	11.70%	
Univ. of Maryland - College Park	Count	84	12	4	0	2228	2328	
	% within ENR BASE YR SIC	3.60%	0.50%	0.20%	0.00%	95.70%	100.00%	
	% within SecondYrOutcome	8.10%	5.90%	2.40%	0.00%	32.50%	28.10%	
Univ. of Maryland -Eastern Shore	Count	39	3	3	0	123	168	
	% within ENR BASE YR SIC	23.20%	1.80%	1.80%	0.00%	73.20%	100.00%	
	% within SecondYrOutcome	3.80%	1.50%	1.80%	0.00%	1.80%	2.00%	
Univ. of Maryland -University College	Count	26	0	0	0	32	58	
	% within ENR BASE YR SIC	44.80%	0.00%	0.00%	0.00%	55.20%	100.00%	
	% within SecondYrOutcome	2.50%	0.00%	0.00%	0.00%	0.50%	0.70%	

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(4) 6 year outcomes all

		outcome6years						Total	
		Dropped	Enrolled in 2-Yr Public	Enrolled in 4-Yr Insitution	Still Enrolled at Same	Graduated after Transfer	Graduate-Same Institution		
Bowie State University	Count	269	13	18	19	29	246	594	
	% within ENR BASE YR SIC	45.30%	2.20%	3.00%	3.20%	4.90%	41.40%	100.00%	
	% within outcome6years	8.10%	9.20%	7.30%	6.30%	4.70%	2.60%	4.20%	
Coppin State University	Count	160	5	7	11	7	77	267	
	% within ENR BASE YR SIC	59.90%	1.90%	2.60%	4.10%	2.60%	28.80%	100.00%	
	% within outcome6years	4.80%	3.50%	2.80%	3.60%	1.10%	0.80%	1.90%	
Frostburg State University	Count	307	25	24	18	81	502	957	
	% within ENR BASE YR SIC	32.10%	2.60%	2.50%	1.90%	8.50%	52.50%	100.00%	
	% within outcome6years	9.30%	17.60%	9.70%	5.90%	13.10%	5.40%	6.80%	
Salisbury University	Count	256	14	30	9	67	768	1144	
	% within ENR BASE YR SIC	22.40%	1.20%	2.60%	0.80%	5.90%	67.10%	100.00%	
	% within outcome6years	7.70%	9.90%	12.10%	3.00%	10.80%	8.20%	8.20%	
Towson University	Count	514	21	31	49	124	1972	2711	
	% within ENR BASE YR SIC	19.00%	0.80%	1.10%	1.80%	4.60%	72.70%	100.00%	
	% within outcome6years	15.50%	14.80%	12.60%	16.10%	20.00%	21.00%	19.40%	
University of Baltimore	Count	100	3	8	19	19	77	226	
	% within ENR BASE YR SIC	44.20%	1.30%	3.50%	8.40%	8.40%	34.10%	100.00%	
	% within outcome6years	3.00%	2.10%	3.20%	6.30%	3.10%	0.80%	1.60%	
University of Maryland -Baltimore County	Count	304	16	27	41	139	1089	1616	
	% within ENR BASE YR SIC	18.80%	1.00%	1.70%	2.50%	8.60%	67.40%	100.00%	
	% within outcome6years	9.20%	11.30%	10.90%	13.50%	22.40%	11.60%	11.50%	
Univ. of Maryland - College Park	Count	403	12	45	46	63	3559	4128	
	% within ENR BASE YR SIC	9.80%	0.30%	1.10%	1.10%	1.50%	86.20%	100.00%	
	% within outcome6years	12.20%	8.50%	18.20%	15.10%	10.20%	37.90%	29.50%	
Univ. of Maryland -Eastern Shore	Count	366	5	24	13	42	306	756	
	% within ENR BASE YR SIC	48.40%	0.70%	3.20%	1.70%	5.60%	40.50%	100.00%	
	% within outcome6years	11.00%	3.50%	9.70%	4.30%	6.80%	3.30%	5.40%	
Univ. of Maryland -University College	Count	126	1	4	12	2	30	175	
	% within ENR BASE YR SIC	72.00%	0.60%	2.30%	6.90%	1.10%	17.10%	100.00%	
	% within outcome6years	3.80%	0.70%	1.60%	3.90%	0.30%	0.30%	1.20%	

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(5) 6 year outcomes African American

		outcome6years					Total		
		Dropped	Enrolled in 2-Yr Public	Enrolled in 4-Yr Insitution	Still Enrolled at Same	Graduated after Transfer	Graduate-Same Institution		
Bowie State University	Count	229	12	12	18	25	221		517
	% within ENR BASE YR SIC	44.30%	2.30%	2.30%	3.50%	4.80%	42.70%		100.00%
	% within outcome6years	15.90%	18.20%	12.80%	12.80%	14.90%	10.50%		12.90%
Coppin State University	Count	125	5	6	7	7	62		212
	% within ENR BASE YR SIC	59.00%	2.40%	2.80%	3.30%	3.30%	29.20%		100.00%
	% within outcome6years	8.70%	7.60%	6.40%	5.00%	4.20%	2.90%		5.30%
Frostburg State University	Count	99	8	11	7	30	195		350
	% within ENR BASE YR SIC	28.30%	2.30%	3.10%	2.00%	8.60%	55.70%		100.00%
	% within outcome6years	6.90%	12.10%	11.70%	5.00%	17.90%	9.30%		8.70%
Salisbury University	Count	34	0	3	1	7	72		117
	% within ENR BASE YR SIC	29.10%	0.00%	2.60%	0.90%	6.00%	61.50%		100.00%
	% within outcome6years	2.40%	0.00%	3.20%	0.70%	4.20%	3.40%		2.90%
Towson University	Count	60	6	5	9	15	272		367
	% within ENR BASE YR SIC	16.30%	1.60%	1.40%	2.50%	4.10%	74.10%		100.00%
	% within outcome6years	4.20%	9.10%	5.30%	6.40%	8.90%	12.90%		9.10%
University of Baltimore	Count	71	2	6	14	9	37		139
	% within ENR BASE YR SIC	51.10%	1.40%	4.30%	10.10%	6.50%	26.60%		100.00%
	% within outcome6years	4.90%	3.00%	6.40%	9.90%	5.40%	1.80%		3.50%
University of Maryland -Baltii	Count	41	7	4	5	4	137		198
	% within ENR BASE YR SIC	20.70%	3.50%	2.00%	2.50%	2.00%	69.20%		100.00%
	% within outcome6years	2.80%	10.60%	4.30%	3.50%	2.40%	6.50%		4.90%
Univ. of Maryland - College P	Count	53	5	8	6	15	433		520
	% within ENR BASE YR SIC	10.20%	1.00%	1.50%	1.20%	2.90%	83.30%		100.00%
	% within outcome6years	3.70%	7.60%	8.50%	4.30%	8.90%	20.60%		13.00%
Univ. of Maryland -Eastern S	Count	294	4	19	11	31	240		599
	% within ENR BASE YR SIC	49.10%	0.70%	3.20%	1.80%	5.20%	40.10%		100.00%
	% within outcome6years	20.40%	6.10%	20.20%	7.80%	18.50%	11.40%		14.90%
Univ. of Maryland -University	Count	54	1	1	4	1	5		66
	% within ENR BASE YR SIC	81.80%	1.50%	1.50%	6.10%	1.50%	7.60%		100.00%
	% within outcome6years	3.70%	1.50%	1.10%	2.80%	0.60%	0.20%		1.60%

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(6) 6 year outcomes minority

		outcome6years						Total	
		Dropped	Enrolled in 2-Yr Public	Enrolled in 4-Yr Insitution	Still Enrolled at Same	Graduated after Transfer	Graduate-Same Institution		
Bowie State University	Count	249	13	16	18	26	238	560	
	% within ENR BASE YR SIC	44.50%	2.30%	2.90%	3.20%	4.60%	42.50%	100.00%	
	% within outcome6years	12.40%	13.80%	10.20%	8.40%	7.80%	5.70%	8.00%	
Coppin State University	Count	135	5	6	8	7	69	230	
	% within ENR BASE YR SIC	58.70%	2.20%	2.60%	3.50%	3.00%	30.00%	100.00%	
	% within outcome6years	6.70%	5.30%	3.80%	3.70%	2.10%	1.60%	3.30%	
Frostburg State University	Count	142	15	16	10	44	260	487	
	% within ENR BASE YR SIC	29.20%	3.10%	3.30%	2.10%	9.00%	53.40%	100.00%	
	% within outcome6years	7.00%	16.00%	10.20%	4.70%	13.20%	6.20%	7.00%	
Salisbury University	Count	68	2	10	2	17	135	234	
	% within ENR BASE YR SIC	29.10%	0.90%	4.30%	0.90%	7.30%	57.70%	100.00%	
	% within outcome6years	3.40%	2.10%	6.40%	0.90%	5.10%	3.20%	3.30%	
Towson University	Count	159	11	11	19	47	575	822	
	% within ENR BASE YR SIC	19.30%	1.30%	1.30%	2.30%	5.70%	70.00%	100.00%	
	% within outcome6years	7.90%	11.70%	7.00%	8.90%	14.10%	13.70%	11.70%	
University of Baltimore	Count	90	2	8	16	14	50	180	
	% within ENR BASE YR SIC	50.00%	1.10%	4.40%	8.90%	7.80%	27.80%	100.00%	
	% within outcome6years	4.50%	2.10%	5.10%	7.50%	4.20%	1.20%	2.60%	
University of Maryland -Baltii	Count	128	11	14	25	76	501	755	
	% within ENR BASE YR SIC	17.00%	1.50%	1.90%	3.30%	10.10%	66.40%	100.00%	
	% within outcome6years	6.30%	11.70%	8.90%	11.70%	22.80%	11.90%	10.80%	
Univ. of Maryland - College P	Count	175	7	26	31	33	1539	1811	
	% within ENR BASE YR SIC	9.70%	0.40%	1.40%	1.70%	1.80%	85.00%	100.00%	
	% within outcome6years	8.70%	7.40%	16.60%	14.50%	9.90%	36.70%	25.80%	
Univ. of Maryland -Eastern SI	Count	347	5	23	13	41	283	712	
	% within ENR BASE YR SIC	48.70%	0.70%	3.20%	1.80%	5.80%	39.70%	100.00%	
	% within outcome6years	17.20%	5.30%	14.60%	6.10%	12.30%	6.70%	10.20%	
Univ. of Maryland -University	Count	82	1	2	9	1	10	105	
	% within ENR BASE YR SIC	78.10%	1.00%	1.90%	8.60%	1.00%	9.50%	100.00%	
	% within outcome6years	4.10%	1.10%	1.30%	4.20%	0.30%	0.20%	1.50%	

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