



**MHEC**  
MARYLAND HIGHER EDUCATION COMMISSION

# **FUNDING GUIDELINES PEER PERFORMANCE ANALYSIS**

**UNIVERSITY SYSTEM OF MARYLAND**

**MORGAN STATE UNIVERSITY**

**ST. MARY'S COLLEGE OF MARYLAND**

**March 2005**



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## Table of Contents

Executive Summary .....	1
Background .....	2
Refining Funding Guidelines .....	2
Performance Measures .....	3
Assessing Institution Performance .....	3
Data Availability .....	4
St. Mary's College of Maryland Quality Profile .....	4
<b>Peer Performance Analysis</b>	
Bowie State University .....	15
Coppin State University .....	19
Frostburg State University .....	23
Salisbury University .....	27
Towson University .....	31
University of Baltimore .....	35
University of Maryland, Baltimore .....	39
University of Maryland Baltimore County .....	43
University of Maryland, College Park .....	49
University of Maryland Eastern Shore .....	53
University of Maryland University College .....	57
Morgan State University .....	61
St. Mary's College of Maryland .....	65
Appendix A. Methodology for Selecting Performance Peers at the University System of Maryland Institutions .....	73
Appendix B. University of System of Maryland Operational Definitions for Performance Indicators .....	75
Appendix C. Morgan State University Operational Definitions for Performance Indicators .....	83
Appendix D. St. Mary's College of Maryland Operational Definitions for Performance Indicators .....	87



## Executive Summary

In September 1999, the Maryland Higher Education Commission adopted a peer-based model for the establishment of funding guidelines for the University System of Maryland and Morgan State University. The guidelines are designed to inform the budget process by providing both a funding standard and a basis for comparison between institutions. The basic concept of the funding guidelines is to identify peer institutions that are similar to Maryland institutions on a variety of characteristics. These "funding peers" are compared to the Maryland institutions to inform resource questions and assess performance.

Included in the funding guidelines process is an annual performance accountability component. Each applicable Maryland institution selects 10 "performance peers" from their list of "funding peers." The Commission, in consultation with representatives from the University System of Maryland, Morgan State University, the Department of Budget and Management and the Department of Legislative Services, identified a set of comprehensive, outcome-oriented performance measures to compare Maryland institutions against their performance peers. There are 16 measures for USM institutions and 14 for Morgan. These indicators are consistent with the State's Managing for Results (MFR) initiative and include indicators for which data are currently available. In some instances, institutions added specific indicators that were more reflective of the institution's role and mission.

Maryland institutions are expected to perform at or above their performance peers on most indicators. Furthermore, Commission staff assessed their performance within the context of the State's MFR initiative. Commission staff examined trend data and benchmarks for indicators that are comparable to the peer performance indicators. In instances where an institution's performance is below the performance of its peers, the institution was required to identify actions that it will take to improve. An exception was made for an institution that demonstrates progress towards achieving its benchmarks on related indicators established within the MFR initiative.

St. Mary's College of Maryland participates in the performance assessment process despite the fact that it does not participate in the funding guidelines. St. Mary's has selected twelve current peers and six aspirant peers on which to base performance. The 23 performance measures are similar to those chosen for the other four-year public institutions and also reflect St. Mary's role as the State's only public liberal arts college.

This report contains a comprehensive assessment of the performance of each University System of Maryland institution, Morgan State University and St. Mary's College of Maryland in comparison to their performance peers. The report includes a discussion of the performance measures, criteria used to assess institutional performance, and issues related to data availability. In addition, each institution will be given an opportunity to respond to the Commission's assessment of its performance in comparison to its peers. Institutional responses and comments are summarized in the analysis section.

## **Background**

In September 1999, the Maryland Higher Education Commission adopted funding guidelines; a peer-based model designed to inform the budget process by providing both a funding standard and a basis for comparison between institutions. The basic concept of the funding guidelines is to identify peer institutions (i.e. "funding peers") that are similar to the Maryland institution (i.e. "home" institution) in mission, size, program mix, enrollment composition, and other defining characteristics. These funding peers are then compared and contrasted with the Maryland institution.

One component critical in determining whether the State's higher education institutions are performing at the level of their funding peers is performance accountability. To compare performance, the presidents of each Maryland institution (except the University of Maryland, College Park; University of Maryland, Baltimore; and Morgan State University) selected ten "performance" peers from their list of "funding" peers. The presidents based this selection on criteria relevant to their specific institutional objectives. The University of Maryland, College Park is measured only against its 'aspirational peers' - those institutions that College Park aspires to emulate in performance and reputation. For the University of Maryland, Baltimore (UMB), "composite peers" are used to recognize UMB's status as the State's public academic health and law university with six professional schools. UMB's peers include institutions classified by the Carnegie Foundation as "specialized" and institutions classified as "Research I" institutions. Morgan State University's performance peers are the same as its funding peers. Appendix A lists the criteria used by each institution to select their performance peers.

## **Refining Funding Guidelines**

In fiscal year 2002, for the first time, the Commission provided a report to the General Assembly on the University System of Maryland's performance relative to their performance peers. The budget committees expressed concern that this report was not comprehensive because the performance indicators did not place enough emphasis on outcome and achievement measures. The Commission, in consultation with the representatives from the University System of Maryland, the Department of Budget and Management, the Department of Legislative Services and Morgan State University, through a workgroup, identified a set of performance measures to compare Maryland institutions against their "performance" peers and developed a method to assess institutional performance.

Fiscal year 2006 represented the sixth year the funding guidelines influenced the allocation of State resources. As funding guidelines continue to evolve, so too does the assessment of institutional performance. This report contains the fifth comprehensive assessment of the performance of each University System of Maryland institution and

Morgan State University and the third for St. Mary's College of Maryland in comparison to their performance peers. A discussion of the performance measures, criteria used to assess institutional performance, and issues related to data availability follow.

### **Performance Measures**

For the University System of Maryland institutions, there are 16 performance measures (see Table 1). Not all institutions are required to provide data on all of the measures. There are separate sets of indicators for Maryland's comprehensive institutions and for the research universities. Furthermore, institutions have the flexibility to add specific indicators that are more reflective of their role and mission. The indicators include retention and graduation rates, and outcome measures such as licensure examination passing rates, the number of faculty awards, and student and employer satisfaction rates. All indicators are consistent with the State's Managing for Results (MFR) initiative and reflect statewide policy goals. Appendix B lists the operational definitions for each indicator.

There are 14 performance measures for Morgan State University (see Table 2). These indicators include retention and graduation rates, student and employer satisfaction rates, and the passing rate on the Praxis II examination (an assessment that measures teacher candidates' knowledge of the subjects that they will teach). Appendix C lists the operational definitions for Morgan's indicators.

### **Assessing Institution Performance**

Maryland institutions are expected to perform at or above their performance peers on most indicators. Furthermore, Commission staff assessed institutional performance within the context of the State's Managing for Results initiative. In general, institutions were expected to make progress towards achieving their benchmarks established within MFR. Commission staff examined trend data and benchmarks for indicators that are comparable to the peer performance indicators. In instances where an institution's performance is below the performance of its peers, the institution is required to identify actions that it will take to improve performance. An exception will be made for an institution that demonstrates progress towards achieving its benchmarks on related indicators established within MFR.

For this report, each institution was given an opportunity to respond to the Commission's assessment of its performance in comparison to its peers. Institutional responses and comments are summarized in the analysis section of this report.

## **Data Availability**

It should be noted that it was difficult to obtain nationally comparable outcome-based performance measures. To the extent possible, the measures identified for peer comparisons use data that are verifiable and currently available from national data systems such as the National Center for Education Statistics' Integrated Postsecondary Education Database Systems (IPEDS), the National Science Foundation, and *U.S. News and World Report*. Although the National Center for Education Statistics is currently in the process of designing methods to gather outcome-based indicators, many of these data are not readily available. For example, peer data are not available for alumni giving, graduate satisfaction, employers' satisfaction, and passing rates on several professional licensure examinations. In cases where data are not available through national data systems, Maryland institutions obtained data either directly from their peer institutions or compared its performance to Maryland institutions that are in the same Carnegie classification.

It should be noted that for one measure, the pass rate on the Praxis II examination, research suggests that comparisons of pass rates across state lines is not advisable because of major differences in the testing requirements from one state to another. Since each state independently determines the level of performance required for teacher certification, this indicator is useful only for comparing institutional performance to other Maryland institutions.

In addition, there are subtle differences between the operational definitions found in this analysis and the definitions used in MFR for several performance indicators. For example, in this analysis, the second-year retention rate and the six-year graduation rate measure the proportion of first-time, full-time degree seeking undergraduate students who either returned to or graduated from the same college or university. In addition, the graduation data used in this analysis are based on the Federal Graduation Rate Survey (GRS), a federal initiative that collects data required by the Student Right-to-Know Act of 1990. In contrast, MFR captures students who re-enroll or graduate from the same institution as well as those students who transfer to any Maryland public four-year institution. Because of these subtle differences, it was not possible to assess institutional performance on retention and graduation within the context of MFR.

Despite the overall difficulties in obtaining nationally comparable performance measures, institutions were expected to take appropriate steps to collect data on all performance measures. In the analysis section of this report, institutions were asked to identify actions that they are taking to collect data.

## **St. Mary's College of Maryland Quality Profile**

St. Mary's College of Maryland's general fund appropriation is determined by a statutory formula and not through the funding guideline process. However, the college expressed interest in providing a set of institutions for the purpose of assessing its performance as



the State's only public liberal arts college. Due to its unique characteristic as a public, liberal arts college offering only Baccalaureate degrees, St. Mary's is categorized as a Baccalaureate I institution. Of the approximately 163 institutions in this category, only a small number of institutions are public. Therefore, along with a small group of public institutions with a liberal arts mission, a comparison group for St. Mary's includes private institutions.

St. Mary's peer group includes twelve "current" peers and six "aspirant" peers. The aspirant peers represent those institutions that St. Mary's aspires to emulate in performance and reputation. Of the twelve current peers, four are public. All of the aspirant peers are private institutions.

The college used the following attributes to identify similar institutions: size, minority enrollment, distribution of bachelor's and master's degrees awarded, distribution of degrees awarded by broad discipline area, proportion of part-time students, location, tuition and fees, and revenue and expenditure data. In addition, St. Mary's examined additional factors to select its peers, including: the academic attributes of new freshmen, the proportion of graduates pursuing graduate or professional education, the existence of a senior project requirement; and the value of the institution's endowment. St. Mary's chose performance measures that mirrored those chosen by the other State public institutions as well as measures that reflect the college's particular role in the State's system of higher education.

There are 23 performance measures for St. Mary's College of Maryland including many descriptive indicators (see Table 3). These indicators include retention and graduation rates, faculty salaries, student/faculty ratio, and library holdings. Appendix D details the operational definitions.



**Table 1. University System of Maryland  
Performance Measures for Funding Guidelines**

Performance Indicator	BSU	CSU	FSU	SU	TU	UB	UMB	UMBC	UMCP	UMES	UMUC
1. Average SAT score of incoming students <sup>1</sup>	•	•	•	•	•	•	•	•	•	•	•
2. % minority of all undergraduates	•	•	•	•	•	•	•	•	•	•	•
3. % African-American of all undergraduates	•	•	•	•	•	•	•	•	•	•	•
4. Second year retention rate	•	•	•	•	•	•	•	•	•	•	•
5. Six year graduation rate	•	•	•	•	•	•	•	•	•	•	•
6. Six year graduation rate: all minorities	•	•	•	•	•	•	•	•	•	•	•
7. Six year graduation rate: African-American	•	•	•	•	•	•	•	•	•	•	•
8. Pass rate on Praxis II or teacher licensure exam	•	•	•	•	•	•	•	•	•	•	•
9. Passing rate in nursing licensing exam <sup>2</sup>	•	•	•	•	•	•	•	•	•	•	•
10. Passing rates in other licensure exams <sup>2</sup>	•	•	•	•	•	•	•	•	•	•	•
		SW				Law	SW Law Med Dent.				
11. Average alumni giving rate/average undergrad alumni giving	•	•	•	•	•	•	•	•	•	•	•
12. Total R&D expenditures <sup>3</sup>	•	•	•	•	•	•	•	•	•	•	•
13. \$s in total R&D expenditures per FT faculty <sup>3</sup>	•	•	•	•	•	•	•	•	•	•	•
14. Average annual % growth in federal R&D expenditures <sup>3</sup>	•	•	•	•	•	•	•	•	•	•	•
15. # of faculty awards per 100 faculty	•	•	•	•	•	•	•	•	•	•	•
16. Institution-specific measures	•	•	•	•	•	•	•	•	•	•	•

<sup>1</sup> Institutions have the option of using the 25th and 75th percentile of SAT score for entering freshmen.

<sup>2</sup> For some licensing examinations, overall Maryland passing rate may be the appropriate reference rather than the peer institutions

<sup>3</sup> Comparable peer data are not available. Data for USM institutions.

<sup>4</sup> University of North Carolina System's schools will be used for peer comparison

<sup>5</sup> For institutions other than UMB, peer's medical R&D expenditures will be excluded.



**Table 2. Morgan State University  
Performance Measures for Funding Guidelines**

Measure <sup>1</sup>	Comparison Group
1. Second year retention rate of a cohort of first-time, full-time undergraduates	National Peers
2. Second year retention rate of a cohort of first-time, full-time African American undergraduates	National Peers
3. Second year retention rate of a cohort of first-time, full-time minority undergraduates	National Peers
4. Six-year graduation rate of a cohort of first-time, full-time undergraduates	National Peers
5. Six-year graduation rate of a cohort of first-time, full-time, African American undergraduates	National Peers
6. Six-year graduation rate of a cohort of first-time, full-time, minority, undergraduates	National Peers
7. Percent increase in doctoral degrees awarded over base year FY1999	National Peers
8. Graduate/professional school going rate	National Peers, if available, else appropriate Maryland institutions
9. Satisfaction with advanced studies preparation	National Peers, if available, else appropriate Maryland institutions
10. Satisfaction with job preparation	National Peers, if available, else appropriate Maryland institutions
11. PRAXIS II pass rate	National Peers, if available, else appropriate Maryland institutions
12. Summary measure of employer satisfaction	Appropriate Maryland institutions
13. Alumni giving	National Peers, if available, else appropriate Maryland institutions
14. Percent growth in grants and contracts expenditures	National Peers, if available, else appropriate Maryland institutions

<sup>1</sup> For all measures, the most recent data available was used.



**Table 3. St. Mary's College of Maryland  
Performance Measures for Funding Guidelines**

**Measure<sup>1</sup>**

1. Amount in total R&D spending
2. Percent of faculty with terminal degrees
3. Average salary of full-time instructional faculty by rank
4. Percentile of full-time instructional faculty salary by rank
5. Average SAT scores of entering freshmen
6. 25th - 75th percentile SAT scores of entering freshmen
7. Acceptance Rate
8. Yield Ratio
9. Second year retention rate
10. Average six-year graduation rate
11. Percent African-American students of first-year students
12. Total headcount enrollment
13. Percent Minorities of total headcount enrollment
14. Percent full-time undergraduates of total headcount enrollment
15. Percent undergraduates of total headcount enrollment
16. Annual tuition and fees for full-time resident undergraduates
17. Percent of full-time freshmen receiving aid from federal grants
18. E&G expenditures per full-time equivalent student
19. Average alumni giving rate
20. Tuition and fees revenues a percent of E&G expenditures
21. Ratio of full-time equivalent students to full-time faculty
22. Academic library holdings
23. Academic library titles per full-time equivalent student

<sup>1</sup> For all measures, the most recent data available was used.





## **Peer Performance Analysis**



## **Bowie State University**

Bowie State University exceeds the performance of its peers on a number of performance measures. The university's six-year graduation rate exceeds the average of its peer institutions. Furthermore, its second-year retention rate is also higher than the peer average. The percentage of minority and African-American undergraduate students attending the institution significantly exceeds the peer average. These student populations also have higher six-year graduation rates than its peers.

Bowie selected four institution-specific indicators: the percent of faculty with terminal degrees, acceptance rate, yield rate (enrollment rate), and research and development (R&D) expenditures per full-time faculty. The university's level of expenditures for research and development per full-time faculty fell again from the previous two years, but still exceeds the peer average. In this case, however, only five of its peers reported expenditures in this area. The university's average acceptance rate is 52 percent, a figure below the peer average of 76 percent.

The university reports a 91 percent pass rate on the Praxis exam, a significant decrease from last year's rate. Additionally, the university's alumni giving rate is slightly higher than average. The institution reports three years of solid growth in this indicator.

There are a few cases where the institution performs below the level of its peers. The university's yield rate (or enrollment rate) is among the lowest of its peers at 43 percent. This rate is higher, however, than last year's rate of 30 percent. Furthermore, the percentage of faculty at Bowie with terminal degrees is 66 percent compared to the average of its peers, 73 percent. According to MFR data, 82 percent of full-time core faculty has terminal degrees. This number, however, is expected to improve in 2003 and 2004.

Commission staff notes that Bowie has improved in the collection of data for its peers in a number of measures. For example, data for the graduation rate category were not available for five of Bowie's peers in last year's report, but is now complete. It should also be noted that reporting of Praxis and teacher exam pass rates continues to improve.

### **Institution's Response**

For the past three years, Bowie State University's Office of Planning, Analysis and Accountability (OPAA) has developed and maintained a set procedure for collecting data from performance peers. During this time, the university has seen an increased amount of data and early notification of what is available. OPAA plans to make a slight change in the collection procedure this year to allow more time for data collection and submission. OPAA will also recommend that the University select peers to replace those unable to submit needed data for peer performance analysis.

The yield rate at Bowie State University has been impacted by the availability of on-campus housing and financial aid. As noted in the report, the yield rate has increased and

despite the current 43 percent yield, the freshman class has increased from 360 in 2000 to a high of 777 in 2003.

The institution opened a new residence hall in 2004, which increased the capacity of on-campus housing from approximately 900 students in 2003 to the current level of over 1,300 on-campus residents. In addition, need-based and merit-based financial assistance has been increased and targeted to those students who would most impact our yield. Finally, implementation of PeopleSoft is expected to enhance efficiency and effectiveness and improve the customer service. Students can register on-line as well as review application, financial aid award, and academic data.

The university is continuing its efforts to hire new faculty with terminal degrees and encouraging those in the process of completing their terminal degree studies to do so.

**Bowie State University**  
Peer Performance Data, 2004

University	SAT 25th/75th %ile	% minority of all undergraduates	% African- American of all undergraduates	Average (4-yr.) second-year retention rate	Six-year graduation rate	Six-year graduation rate all minorities	Six-year graduation rate African-Americans	Passing rate on teacher licensure exams
Bowie State U.	790-970	92.5%	89.4%	73%	38.2%	37.6%	38.2%	91%
Auburn U., Montgomery	NA	36.0%	32.6%	60%	26.5%	16.4%	15.9%	NA
California State U, Bakersfield	800-1060	46.4%	6.8%	76%	39.7%	39.1%	30.6%	97%
Cheyney U. of Penn.	NA	94.2%	93.3%	60%	30.9%	31.0%	31.1%	51%
Columbus State U.	850-1070	36.5%	30.7%	65%	21.2%	12.6%	12.8%	95%
Georgia C. & State U.	1010-1160	12.1%	9.8%	74%	34.7%	41.4%	42.5%	93%
New Jersey City U.	780-980	62.2%	20.0%	75%	31.5%	31.0%	27.1%	95%
Prairie View A & M U.	710-920	95.6%	92.4%	70%	33.6%	34.2%	34.4%	81%
Full Ross State U.	NA	62.9%	4.5%	50%	15.2%	17.2%	9.5%	68%
Virginia State U.	710-890	97.8%	96.7%	73%	41.6%	41.5%	41.4%	80%
Western New Mexico U.	NA	54.5%	2.1%	54%	22.6%	24.3%	14.3%	100%
<b>Average of Peers</b>	<b>810-1013</b>	<b>59.8%</b>	<b>38.9%</b>	<b>65.7%</b>	<b>29.8%</b>	<b>28.9%</b>	<b>26.0%</b>	<b>84%</b>

University	Alumni giving rate	BSU institution-specific indicators			R&D expenditures per FT faculty (\$000)
		% of faculty with terminal degree	Acceptance rate	Yield rate	
Bowie State U.	13.0%	66%	52%	43%	\$18,125
Auburn U., Montgomery	NA	82%	99%	98%	\$0
California State U, Bakersfield	13.0%	44%	61%	48%	\$18,594
Cheyney U. of Penn.	7.6%	52%	NA	NA	\$0
Columbus State U.	9.4%	72%	70%	67%	\$0
Georgia C. & State U.	8.3%	80%	68%	54%	\$0
New Jersey City U.	23.0%	80%	53%	49%	\$1,151
Prairie View A & M U.	11.1%	75%	97%	58%	\$50,403
Full Ross State U.	NA	72%	74%	43%	\$7,907
Virginia State U.	10.0%	80%	66%	46%	\$38,000
Western New Mexico U.	NA	89%	100%	25%	\$0
<b>Average of Peers</b>	<b>11.8%</b>	<b>73%</b>	<b>76%</b>	<b>54%</b>	<b>\$11,606</b>

NA - Data not available

\* Scores not reported because there are fewer than 10 test takers.



## Coppin State University

Coppin State University's performance on a number of indicators meets or exceeds its peer average. Compared to its peers, Coppin State University has the third highest second-year retention rate. Although the rate has fallen slightly, it remains above the average of its peers. Furthermore, Coppin has made strides in the graduation rates of minorities, while its peers have not progressed in this area. This increase may be due to several retention initiatives implemented by the university. In addition, the percentage of minority and African-American undergraduate students attending the institution is well above the peer average. Coppin is above the peer average in six-year graduation rates for African-Americans and minority students.

Conversely, the university performs below the average of its peers on several performance measures. Coppin ranks among the lowest in SAT scores for entering freshmen. In terms of the institution's effectiveness in preparing nursing students, Coppin's percentage of students passing the nursing exam equals the peer average. This rate has improved over last year. The university is also below the peer average in percent of part-time undergraduate students, percent of graduate students, and non-auxiliary compared to total revenue.

The university added five institution-specific indicators: percent of undergraduates attending part-time, percent of graduate students enrolled, unrestricted, non-auxiliary revenue as a percent of total revenue, the average age of full-time undergraduates, and the proportion of commuter students. Although these are primarily descriptive measures, they provide an indication of the type of student population attending the institution. For example, approximately 25 percent of Coppin's student population attends part-time, which is slightly lower than the peer average. Furthermore, the average age for full-time undergraduate students is 24, slightly higher than the peer average. Compared to its peers, the vast majority of the students attending Coppin commute. The percentage of graduate students attending the institution is relatively low and below the peer average. Compared to its peers, Coppin has a lower level of non-auxiliary revenue within its budget.<sup>1</sup> This is a drop from 2003, when the university was slightly above the peer average, and indicates that the university is collecting a lower proportion of its budget for the purpose of teaching students than its peers.

In a few cases, it is difficult for Commission staff to compare the performance of Coppin relative to its peers due to the number of missing data. For example, Coppin has a slightly higher than average alumni giving rate, yet data are only available for two of its peers. For the percentage of students passing the nursing exam, data are available for only four of Coppin's peer institutions while five peer institutions have no nursing program at all. In addition, data are missing from a number of peer institutions on SAT scores.

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<sup>1</sup> Non-auxiliary revenue is funding for the purpose of delivering education to students and indicates that the university has fewer resources with which to instruct, advise, and counsel students, and perform other educational support functions.

## **Institution's Response**

Coppin sends an annual survey and follow-up surveys to its peer institutions asking them for data on all performance measures. Schools who do not respond are called directly. While these procedures have not yielded complete data, the results have improved considerably over the past two years since 2002. In 2003, Coppin joined the Center for Institutional Data Exchange and Analysis database, enabling the university to report on more performance measures than in previous years. In addition, the unveiling of the Education Trust's database on graduation and retention rates should assist in obtaining graduation rates of peer institutions. This database is compiled using IPEDS data, and is compatible with definitions used in the Peer Performance Data Report.

Trend data show that in general, the SAT 25<sup>th</sup>/75<sup>th</sup> percentile for Coppin is approaching the average of its peers. In addition, with the Presidential Scholars program that Coppin launched in 2004, it is expected that the SAT range will continue to increase in the future.

Many of the graduate programs offered at Coppin were initiated over the past five years. More graduate programs are planned for the next five years. With the addition of graduate programs, it is expected that the graduate students as the percent of total headcount will increase to a mix of undergraduate and graduate students comparable to that of our peer institutions.

Coppin has a lower level of non-auxiliary revenue within its budget.<sup>2</sup> The *Report of the Independent Study Team on the Revitalization of Coppin State College* (September 2001) recorded the unmet needs of Coppin in the academic student support, physical plant, and information technology areas. The ability of peer institutions to generate revenues other than tuition and state general funds is the result of past investments in operations like research, fundraising, and auxiliary enterprises. Over the years, Coppin has not had operations that produced those other revenues.

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<sup>2</sup> Non-auxiliary revenue is funding for the purpose of delivering education to students and indicates that the university has fewer resources with which to instruct, advise, and counsel students, and perform other educational support functions.



**Coppin State University**  
Peer Performance Data, 2004

University	SAT 25th/75th %ile	% minority of all undergraduates	% African- American of all undergraduates	Average (4-yr.) second-year retention rate	Six-year graduation rate	Six-year graduation rate all minorities	Six-year graduation rate African-Americans	Passing rate on teacher licensure exams	Passing rate in nursing licensing exam
Coppin State U.	750-1000	96.9%	95.8%	71%	28.3%	28.1%	28.1%	100%	89%
Alabama State U.	NA	95.8%	95.5%	64%	20.7%	21.1%	21.1%	NA	NP
Alcorn State U.	NA	92.2%	91.9%	72%	46.6%	46.7%	46.7%	100%	95%
Chicago State U.	NA	93.9%	87.1%	60%	17.8%	17.6%	17.0%	94%	69%
Columbus State U.	850-1070	36.5%	30.7%	65%	21.2%	12.6%	12.8%	95%	92%
Fort Valley State U.	580-1090	95.5%	94.7%	72%	25.5%	25.8%	25.8%	94%	NP
New Jersey City U.	780-980	62.2%	20.0%	75%	31.5%	31.0%	27.1%	95%	NP
New Mexico Highlands U.	NA	71.9%	3.8%	60%	19.0%	20.7%	14.3%	83%	NA
North Carolina, U. of, Pembroke	840-1020	47.8%	22.6%	69%	34.0%	39.7%	39.4%	87%	NR
Sul Ross State U.	NA	62.9%	4.5%	50%	15.2%	17.2%	9.5%	68%	100%
Western New Mexico U.	NA	54.5%	2.1%	54%	22.6%	24.3%	14.3%	100%	NP
<b>Average of Peers</b>	<b>763-1040</b>	<b>71.3%</b>	<b>45.3%</b>	<b>64%</b>	<b>25.4%</b>	<b>25.7%</b>	<b>22.8%</b>	<b>91%</b>	<b>89%</b>

University	Alumni giving rate	CSU institution-specific indicators			
		Part-time undergrads as % of total undergrad.	Graduate students as % of total headcount	Non-auxiliary revenue as % of total revenue	Average age full-time undergraduate
Coppin State U.	10.3%	25.1%	13.8%	78.6%	23.8
Alabama State U.	NA	15.3%	16.7%	92.1%	19.0
Alcorn State U.	NA	11.4%	19.6%	86.7%	22.0
Chicago State U.	NA	34.7%	30.3%	91.4%	26.3
Columbus State U.	9.4%	33.5%	13.6%	82.6%	23.4
Fort Valley State U.	NA	13.6%	9.7%	88.7%	23.3
New Jersey City U.	NA	32.0%	34.1%	92.2%	23.7
New Mexico Highlands U.	NA	32.8%	48.3%	91.9%	24.2
North Carolina, U. of, Pembroke	9.7%	22.6%	9.9%	63.8%	23.3
Sul Ross State U.	NA	26.1%	29.0%	85.0%	22.6
Western New Mexico U.	NA	33.8%	21.1%	85.4%	NA
<b>Average of Peers</b>	<b>9.6%</b>	<b>25.6%</b>	<b>23.2%</b>	<b>86.0%</b>	<b>23.1</b>
					<b>89%</b>
					<b>61%</b>
					<b>37%</b>
					<b>23%</b>
					<b>88%</b>
					<b>NA</b>
					<b>95%</b>
					<b>82%</b>
					<b>73%</b>
					<b>64%</b>
					<b>95%</b>
					<b>69%</b>

NA - Data not available  
NP - No program  
NR - No requirement



## **Frostburg State University**

Frostburg State University's performance on a number of performance indicators meets or exceeds its peer average. The percentage of minority and African-American undergraduate students attending the institution is well above its peer average. Frostburg has enrolled students with higher SAT scores in the past few years, and the university is close to the average of its peers in the six-year graduation rate for all students and in second-year retention rates. The university also compares favorably in its undergraduate alumni-giving rate, performing slightly above the average of its peers.

The university performs below the average of its peers on a number of performance measures. Frostburg ranks below its peer average in the six-year graduation rate for minorities and African-American students. However the university shows improvement in both of these indicators over last year. The university also reports improvement in both these measures in its Managing for Results report for FY 2005.

Frostburg has two institution-specific indicators: student-faculty ratio and percent of faculty with terminal degrees. The university's student-faculty ratio is more favorable than its peer average, but has begun to rise. Also, Frostburg reports that 80 percent of its faculty had terminal degrees, slightly lower than the peer average of 81 percent. The university was able to sustain last year's level in this indicator.

On professional licensure examinations, Frostburg continues to have a high proportion of students passing the teacher licensing exam. Many of Frostburg's peer institutions, however, use alternative certification tests. Also, the number of Frostburg students passing the social work licensing exam has risen over last year and is slightly higher than in 2002. A further comparison of this indicator is not possible due to lack of peer institution data. Last year, a recommendation was made that Frostburg reconsider use of the BSW social work licensing exam pass rate as a comparative measure, due to lack of peer data. Although the institution explained its performance on the indicator in its response, it did not comment on the recommendation. This recommendation is repeated this year with a request for comment by Frostburg on the validity of an indicator with no peer data.

### **Institution's Response**

Consistent with Frostburg State University's mission that "students will always come first," the university seeks to create an environment with high African American and minority student attainment rates. The university has endeavored to increase attainment rates by continuing its successful Learning Communities Program, establishing residential-based service programs, providing a wide variety of academic support services, and initiating academic monitoring and new advising programs. These programs and initiatives are incorporated into the university's Minority Achievement Plan, which is designed to enhance campus diversity and promote success among minority and African American students.

In addition, the university allocates significant resources are allocated to academic and student support services. These areas include an academic monitoring program and peer mentoring. The academic monitoring program, which is coordinated by the Diversity Center and involves several on-campus offices, requires student participation based on their involvement in a sponsoring program. In AY 2003-2004, 81 percent of first-year African American students actively participated in the academic mentoring program at various levels, and 93 percent of these students were eligible to continue their studies at FSU.

Beginning in AY 2003-2004 and continuing in AY 2004-2005, the university's college deans initiated a program focused on increasing retention/graduation rates of students in their colleges. The College of Liberal Arts and Sciences has charged each academic department with the development and implementation of its own retention/graduation plan. These plans are currently being finalized. The College of Education (COE) uses data collected through the NCATE accreditation process to track retention and graduation rates by program. Program coordinators within the COE work with its Office of Unit Assessment to implement and assess program-based retention and graduation strategies. The College of Business is developing a retention/graduation plan consistent with AACSB accreditation requirements.

As noted in the Peer Performance Analysis, the university has demonstrated improvement in the six-year graduation rate for minorities and African American students and Frostburg expects this positive trend to continue in the future.

Regarding the social work licensing exam pass rate, only two of Frostburg's current peer institutions offer a comparable Bachelor of Social Work (BSW) program. However neither collect licensing examination results. Therefore, Frostburg's data source for this performance outcome measure is the Association of Social Work Boards Pass/Fail Summary. The data demonstrate that, despite the small number of examinees, Frostburg's graduates are well prepared academically for their professional licensure examination (Table 1).

**Table 1**  
**Frostburg State University Bachelor of Social Work Examination Pass Rate**

Test Result	1998 Testing Year	1999 Testing Year	2000 Testing Year	2001 Testing Year	2002 Testing Year	2003 Testing Year
Pass	11	13	10	8	13	9
Fail	0	0	2	1	2	1
Total	11	13	12	9	15	10
Pass Rate	100%	100%	83%	89%	87%	90%
National Pass Rate	84	82	82	84	84	82

Association of Social Work Boards, 'Association of Social Work Boards School Pass/Fail Summary', Examination: Basic, 2004.

**Frostburg State University**  
Peer Performance Data, 2004

University	SAT 25th/75th %ile	% minority of all undergraduates	% African- American of all undergraduates	Average (4-yr.) second-year retention rate	Six-year graduation rate	Six-year graduation rate all minorities	Six-year graduation rate African-Americans	Passing rate on teacher licensure exams	Passing rate in BSW social work licensing exam (1)	Undergraduate alumni giving rate
Frostburg State U.	940-1100	16.2%	12.3%	73%	46.6%	34.7%	35.0%	98%	90%	14%
California U. of Penn.	870-1050	6.2%	5.3%	74%	43.0%	28.8%	31.1%	82%	NA	4%
East Stroudsburg U. of Penn.	870-1040	8.8%	3.9%	74%	47.5%	35.1%	33.3%	87%	NA	21%
Massachusetts, U. of Dartmouth	970-1160	10.3%	5.5%	79%	53.0%	47.4%	44.6%	79%	NA	16%
Sonoma State U.	940-1140	18.2%	1.7%	79%	49.3%	43.4%	30.4%	97%	NA	1%
SUNY, C. at Oneonta	1010-1150	8.9%	3.0%	70%	42.7%	38.0%	50.0%	96%	NA	15%
SUNY, C. at Plattsburgh	960-1130	10.9%	4.8%	78%	57.7%	48.2%	51.2%	94%	NA	17%
SUNY, C. at Potsdam	960-1180	6.3%	1.8%	74%	44.6%	26.0%	21.2%	96%	NA	14%
Western Carolina U.	910-1110	8.7%	5.5%	70%	45.7%	43.5%	43.6%	92%	NA	10%
Western Connecticut State U.	850-1040	15.9%	5.8%	67%	35.4%	25.0%	28.0%	100%	NA	NA
Winthrop U.	940-1160	29.0%	26.3%	76%	55.1%	59.1%	60.1%	97%	NA	21%
<b>Average of Peers</b>	<b>928-1116</b>	<b>12.3%</b>	<b>6.4%</b>	<b>74%</b>	<b>47.4%</b>	<b>39.5%</b>	<b>39.4%</b>	<b>92%</b>	<b>NA</b>	<b>13%</b>

University	FSU institution-specific indicators	
	FTEs per full-time faculty	% of faculty with terminal degrees
Frostburg State U.	21	80%
California U. of Penn.	23	60%
East Stroudsburg U. of Penn.	NA	76%
Massachusetts, U. of Dartmouth	22	87%
Sonoma State U.	27	96%
SUNY, C. at Oneonta	25	78%
SUNY, C. at Plattsburgh	22	82%
SUNY, C. at Potsdam	18	91%
Western Carolina U.	20	78%
Western Connecticut State U.	25	83%
Winthrop U.	21	81%
<b>Average of Peers</b>	<b>23</b>	<b>81%</b>

**Notes:**

(1) Passing rates for peers are not available from any of the following sources, all of which were contacted: peers, state social work organizations, and the national social work organization. This applies to BSW graduates.

NA - Data not available



## Salisbury University

Salisbury University exceeds the performance of its peers on many of its performance indicators. The university attracts highly qualified, new freshmen ranking first among its peers on the SAT exam. The percentage of minority and African-American undergraduate students attending the institution are above the peer averages. In addition, Salisbury performs well compared to its peers in second-year retention and six-year graduation rates. The university has one of the highest second-year retention rates for all students, the second highest six-year graduation rate for all students, and is tied for second in the six-year graduation rate for minority students.

The university underperforms in alumni giving, reporting a rate of 8.6 percent that is well below the peer average. This is also well below the 16.5 percent level reported for last year, when the university's rate exceeded the peer average.

Salisbury selected five institution-specific indicators: acceptance rate; percentage of full-time faculty who have earned a doctorate, first-professional or other terminal degree; student-faculty ratio; average high school grade point average of first-time freshmen; and state appropriations per full-time equivalent student. Compared to its peers, Salisbury is more selective. The university's acceptance rate is 50 percent compared to the peer average of 73 percent. Salisbury's focus on enrolling high quality students is also evidenced by the average high school grade point average of incoming freshmen. For the entering class, the average high school GPA is 3.4, which is above the peer average of 3.21. In addition, Salisbury's student-faculty ratio is below the average of its peers.

In terms of faculty quality, Salisbury performs below the average of its peers on the percentage of faculty with terminal degrees. Eighty percent of Salisbury's faculty hold terminal degrees compared to its peer average of 84 percent. However, efforts to attract more tenure-track faculty have resulted in an improvement in this area over the last two years. In addition, Salisbury receives the second lowest state appropriation per full-time equivalent student, a level that is well below the peer average.

On professional licensure examinations, Salisbury has a fairly high proportion of students passing the Praxis II exam, although it is somewhat below the peer average. Many of Salisbury's peer institutions, however, use alternative certification tests. Performance on the nursing licensing exam rose from 77 percent in 2003 to 85 percent in 2004. It is now at the peer average.

### Institution's Response

All but two of Salisbury University's institutional peers experienced a decline in alumni giving in 2004 when compared with 2003. Of the top three performers in alumni giving in 2003, SUNY-Plattsburgh (No. 1) and Salisbury University (No. 3) declined by 8.1 and 7.9 percentage points, respectively. Of the remaining peers that experienced a decline in alumni giving, the average decrease was 3.0 percentage points.

The appointment of a new Director of Alumni Relations and Annual Giving has already begun to revitalize the Office of University Advancement. Alumni giving in the first six months of FY 2005 is well ahead of last year's pace. Alumni donations are being channeled toward specific university objectives and outcomes as outlined in the new SU Strategic Plan, including scholarship, capital, and academic projects. The university also ensures that each major university planning committee has an alumni member. SU alumni also participate as members of the Salisbury University Self-Study Steering Committee and participated in developing the SU Strategic Plan and Facilities Master Plan. There are also ongoing efforts to enhance alumni chapter development nationwide, direct mail and telephone solicitation for focused periods and objectives.



**Salisbury University**  
**Peer Performance Data, 2004**

University	SAT 25th/75th %ile	% minority of all undergraduates	% African- American of all undergraduates	Average (4-yr.) second-year retention rate	Six-year graduation rate	Six-year graduation rate all minorities	Six-year graduation rate African-Americans	Passing rate on teacher licensure exams <sup>3</sup>	Passing rate in nursing licensing exam
Salisbury U.	1040-1220	13.1%	8.2%	82%	66.0%	51.4%	50.0%	92%	85%
Central Washington U.	880-1100	14.3%	1.8%	74%	50.3%	41.1%	38.1%	NA	no program
Eastern Illinois U.	NA <sup>1</sup>	10.2%	6.9%	81%	66.4%	46.0%	43.4%	99%	no program
Humboldt State U.	920-1170	17.4%	3.0%	76%	39.6%	31.3%	36.4%	98%	94%
Massachusetts, U. of, Dartmouth	970-1160	10.3%	5.5%	79%	53.0%	47.4%	44.6%	79%	96%
North Carolina, U. of, Wilmington	1020-1200	8.6%	4.6%	82%	61.6%	59.0%	60.0%	98%	74%
Northern Michigan U.	NA <sup>1</sup>	5.1%	1.6%	70%	46.5%	43.9%	22.2%	100%	NA
Sonoma State U.	940-1140	18.2%	1.7%	79%	49.3%	43.4%	30.4%	97%	75%
SUNY, C. at Oswego	1020-1150	9.3%	3.7%	78%	51.6%	47.8%	50.0%	92%	no program
SUNY, C. at Plattsburgh	960-1130	10.9%	4.8%	78%	57.7%	48.2%	51.2%	94%	NA
Western Oregon U.	860-1090	11.8%	1.7%	72%	31.7%	15.9%	8.3%	100%	no program
<b>Average of Peers</b>	<b>946-1143</b>	<b>11.6%</b>	<b>3.5%</b>	<b>77%</b>	<b>50.8%</b>	<b>42.4%</b>	<b>38.5%</b>	<b>95%</b>	<b>85%</b>

University	Alumni giving rate	SU institution-specific indicators				Total state appropriation/FTEs
		Acceptance rate	% of faculty with terminal degrees	Ratio of FTEs to FTEF	Average HS GPA	
Salisbury U.	8.6%	50%	80%	16	3.4	\$4,358
Central Washington U.	NA	85%	86%	21	3.2	\$4,994
Eastern Illinois U.	15.0%	78%	73%	16	NA	\$5,106
Humboldt State U.	8.8%	73%	81%	20	3.2	\$10,646
Massachusetts, U. of, Dartmouth	NA	70%	87%	18	3.0	\$6,544
North Carolina, U. of, Wilmington	7.7%	55%	86%	21	3.6	\$5,742
Northern Michigan U.	9.1%	86%	86%	25	3.2	\$6,356
Sonoma State U.	18.9%	75%	96%	21	3.1	\$8,150
SUNY, C. at Oswego	13.7%	58%	76%	19	3.3	\$4,570
SUNY, C. at Plattsburgh	17.0%	60%	82%	18	3.1	\$5,006
Western Oregon U.	NA	93%	83%	16	3.2	\$3,692
<b>Average of Peers</b>	<b>12.9%</b>	<b>73%</b>	<b>84%</b>	<b>19.5</b>	<b>3.21</b>	<b>\$6,081</b>

NA - Data not available  
<sup>1</sup>The majority of Eastern Illinois and Northern Michigan Universities students submit ACT scores in lieu of the SAT. If ACT ranges were to be converted to SAT ranges using the College Board SAT-ACT comparison, the SAT ranges for Eastern Illinois and Northern Michigan Universities would be 930-1110 and 910-1110, respectively. This would adjust the peer average to 943-1136.  
<sup>2</sup>Teacher licensure laws vary from state to state. The Praxis II exam may be required at different times in a student's education. At some institutions (Northern Michigan and Western Oregon) Praxis II is a graduation requirement, and therefore, the pass rates will always be 100%. At another institution (Central Washington University), it is not required at all. As a result, comparison of Praxis II pass rates across institutions may not be valid.  
<sup>3</sup>NCLEX-RN exam pass rates for University of Massachusetts-Dartmouth (MA), UNC-Wilmington (NC), Sonoma State (CA), and Humboldt State (CA) were obtained from the respective state board of nursing Websites.  
<sup>4</sup>Data for the NCLEX-RN exam pass rates for Northern Michigan University and SUNY-Plattsburgh were not provided for a comparable period, and are not applicable for peer comparisons.



## Towson University

Towson University compares favorably to its peers on the vast majority of its performance indicators. The university ranks first among its peers for the SAT 25<sup>th</sup> percentile and tied for first for the 75<sup>th</sup> percentile. The percentage of African-American undergraduate students attending the institution is above the peer average. In addition, Towson performs well compared to its peers in second-year retention and six-year graduation rates for all groups, including minority and African-American students. The university is first in six-year graduation rate for all minorities, tied for first in average second year retention rate, second in six-year graduation rate for African-Americans, and third in overall six-year graduation rate.

The university performs below the average of its peers on the percentage of minorities enrolled as undergraduate students. However, according to the MFR, this percentage has increased slightly over the last six years, from 14.4 percent in 1998 to 15.2 percent in 2004. Furthermore, a closer analysis of Towson's peer institutions reveals that five of these institutions enroll a high proportion of Hispanic students, somewhat skewing the average. Towson's pass rate for the nursing exam rose from 79 percent in 2003 to 81 percent in 2004. However, most of the peer rates declined in this indicator. Nevertheless, Towson is still below the peer average of those few peers with nursing programs. Additionally, Towson fails to meet the average of its peers in the pass rate for the Praxis exam. The institution reports a 92 percent pass rate, while the peer average is 95 percent.

Towson selected four institution-specific indicators: average high school grade point average of incoming freshmen; percent of undergraduates who live on campus; student-faculty ratio; and acceptance rate. Towson has become increasingly more selective in terms of freshmen quality. The average high school GPA for Towson freshmen is 3.5 compared to a 3.2 average for its peers. This represents an increase from the previous year. Further, Towson's acceptance rate has fallen to 58 percent, below the peer average. In addition, roughly a quarter of Towson's undergraduate students reside on campus and Towson's student-faculty ratio is slightly lower than the peer average.

On one indicator, Commission staff was unable to make a complete assessment of Towson's performance relative to its peers because of missing data. Data on the average high school grade point average for incoming students are not provided for four of Towson's peers. However, reporting in other areas such as six-year graduation rates for minorities and African-American students has improved.

### **Institution's Response**

The percent minority among undergraduates at Towson University has improved in each of the last two years. The university expects this increase to continue at even higher rates as it continues to emphasize achievement (high school and transfer grade-point-averages) over test scores in the admissions process and as new admissions and financial aid initiatives are implemented.

Towson University recognizes that minority graduation rates are well below those of white students. The university is incorporating a strategy to place greater weight on high school grade point average than on test scores to increase the number of admitted minority students. TU's minority student second-year retention rates are high and minority student six-year graduation rates are strong compared with peer institutions.

Towson University is offering admission and scholarships to all Baltimore City and Baltimore County students whose grade point averages rank them in the top ten percent of their graduating classes, regardless of test scores. While not aimed directly at improving diversity, this pilot program will result in increased numbers of minority students because of the high percentages of minority students in both districts. Research also shows that the availability of financial aid increases retention and graduation rates of minority students. TU has increased spending on institutional need-based financial aid.

Actions have been undertaken to address concerns about licensure exam pass rates within low pass rate programs. For example, the Kinesiology Department analyzed program content against the content-specific sections of the Praxis II exam and has adjusted the curriculum to ensure better student preparation. Additional efforts are also being made to inform "post-baccalaureate" students of the required content on the various Praxis II tests to improve pass rate performance.

The Department of Nursing implemented an Action Plan for Towson candidates taking the NCLEX-RN exam in the year 2002-2003. The 2004-2005 graduating class and all following classes are required to sit for the Educational Resources Incorporated (ERI)--NCLEX predictor test. This "RN Assessment Test" is a reliable predictor of NCLEX success. Students who do not achieve a passing score on the predictor test are given individualized mandatory "action plans" for improvement in areas of weakness and must re-take and pass the RN Assessment Test before sitting for the NCLEX-RN exam. By the end of the 2005 academic year the Department of Nursing will complete a review, to determine whether revisions to the nursing curriculum are warranted. The department will also pursue NCLEX review options for students.

**Towson University**  
Peer Performance Data, 2004

University	SAT 25th/75th %ile	% minority of all undergraduates	% African- American of all undergraduates	Average (4-yr.) second-year retention rate	Six-year graduation rate	Six-year graduation rate all minorities	Six-year graduation rate African-Americans	Passing rate on teacher licensure exams	Passing rate in nursing licensing exam
Towson U.	1020-1170	15.2%	9.9%	83%	56.6%	47.2%	45.9%	92%	81%
California State U., Fresno	815-1080	44.9%	4.8%	78%	43.4%	36.3%	24.2%	96%	87%
California State U., Northridge	800-1060	45.9%	8.0%	73%	30.2%	25.1%	16.3%	98%	No nursing program
California State U., Sacramento	850-1090	39.2%	6.0%	77%	35.8%	29.1%	17.9%	96%	86%
Eastern Illinois U.	NA	10.2%	6.9%	81%	66.4%	46.0%	43.4%	99%	No nursing program
Montclair State C.	930-1130	32.1%	10.6%	83%	56.0%	42.6%	41.0%	98%	No nursing program
North Carolina, U. of, Charlotte	970-1160	23.8%	15.8%	75%	45.5%	40.5%	39.5%	93%	89%
Texas State U., San Marcos	990-1170	26.5%	4.9%	74%	45.4%	42.0%	48.2%	92%	No nursing program
West Chester U. of Pennsylvania	980-1150	12.6%	8.2%	83%	57.2%	46.7%	50.0%	82%	81%
Western Illinois U.	NA	11.4%	6.6%	75%	50.7%	37.0%	37.9%	99%	No nursing program
Western Kentucky U.	NA	10.4%	8.1%	74%	41.1%	34.2%	31.7%	99%	94%
<b>Average of Peers</b>	<b>905-1120</b>	<b>25.7%</b>	<b>8.0%</b>	<b>77%</b>	<b>47.2%</b>	<b>38.0%</b>	<b>35.0%</b>	<b>95%</b>	<b>87%</b>

University	Alumni giving rate	TU institution-specific indicators			
		Average High School GPA	% Residential Students	Student/Faculty Ratio	Selectivity (Acceptance Rate)
Towson U.	11.0%	3.5	25%	18/1	58%
California State U., Fresno	2.2%	3.3	6%	18/1	66%
California State U., Northridge	2.4%	3.1	NA	22/1	NA
California State U., Sacramento	2.4%	3.2	5%	21/1	51%
Eastern Illinois U.	15.0%	NA	46%	16/1	78%
Montclair State C.	5.7%	NA	19%	18/1	53%
North Carolina, U. of, Charlotte	7.5%	3.5	27%	16/1	70%
Texas State U., San Marcos	NA	NA	25%	26/1	57%
West Chester U. of Pennsylvania	10.3%	3.2	36%	18/1	50%
Western Illinois U.	20.5%	NA	48%	17/1	64%
Western Kentucky U.	14.8%	3.1	29%	19/1	93%
<b>Average of Peers</b>	<b>9.0%</b>	<b>3.2</b>	<b>26.8%</b>	<b>19/1</b>	<b>65%</b>

NA - Data not available



## University of Baltimore

Due to the University of Baltimore's (UB) mission to provide upper division bachelor's, master's, and professional degrees, the university does not have traditional performance measures such as SAT scores, acceptance rates, and average high school grade point averages for incoming freshmen. Instead, it focuses on graduate student achievement and faculty quality. Overall, the university exceeds the performance of its peers on every indicator. The percentage of African-American and minority undergraduate students attending the institution are above the peer averages.

The university reports a significantly lower undergraduate alumni-giving rate in 2004 than it did in 2003 and 2002. Compared to its peers, the institution slightly exceeds the average of its peers on this indicator. It should be noted however, that only three of the peer institutions provide data for alumni giving. In addition, the university is strong in the number of awards per full-time instructional faculty. It significantly exceeds the average of its peers in this indicator and has increased the awards per full-time faculty by 25 percent over last year.

The university selected two institution-specific indicators: expenditures for research and the proportion of part-time faculty. For both of these indicators, the university's performance exceeds its peer average. UB reports the third highest expenditures for research and ranks fourth in the percentage of part-time faculty.

The university reports a 71 percent passing rate on the law-licensing exam, a slight decrease from the prior year rate of 73 percent. Unfortunately, peer comparisons for this indicator are impossible, as the university has no performance peers that have a law school. However, there are three institutions within the university's funding peer group that do have law schools, Washburn University of Topeka, North Carolina Central University, and University of Southern Maine. UB could report the law exam pass rates of these three institutions as additional data within the peer performance report, while keeping the performance peer group intact. It is worth comparing to Maryland's other public law school at the University of Maryland, Baltimore (UMB). UB's pass rate trails UMB's significantly as UMB reports a pass rate of 85 percent in 2004.

### Institution's Response

The analysis suggests that the University of Baltimore should report the bar passage rates of the three schools that are within the university's funding group even though they are not part of UB's peer performance group. Data for the bar passage rates for these schools are presented below and come from the *ABA-LSAC 2005 Official Guide to ABA-Approved Law Schools*, the official source of law school data according to the American Bar Association (ABA).

The most recent data reported are for the combined results of the Summer 2002 and Winter 2003 administration of the test:

Washburn University of Topeka	82%
North Carolina Central University	73%
University of Maine (Southern Maine)	64%
University of Baltimore	71%

The Council for Aid to Education 2003 Voluntary Support of Education report contains alumni giving data for only three of UB's peers.

California State University-Bakersfield	13%
California State University-San Marcos	3.4%
Texas A & M Corpus Christi	6.2%

Three of UB's peers reported alumni giving data to US News. Though US News uses a different definition of alumni giving than does the Council, the data reported by the three schools is listed below.

University of Illinois-Springfield	7%
University of Michigan-Dearborn	5%
University of Wisconsin-Whitewater	14%

Combining the two lists makes it possible to have data on six of the ten peers.



**University of Baltimore**  
Peer Performance Data, 2004

University	% minority of all undergraduates	% African-American of all undergraduates	Passing rate in LAW licensing exam	Alumni giving rate	Awards per 100 F-T faculty (5 yrs.)
Baltimore, U. of	41.2%	34.2%	71%	7.8%	4.17
California State U., Bakersfield	46.4%	6.8%	no law school	13.0%	2.23
California State U., San Marcos	33.3%	2.8%	no law school	3.4%	0.50
Governors State U.	45.1%	32.2%	no law school	NA	0.00
Houston, U. of, Clear Lake	29.8%	7.2%	no law school	NA	1.84
Illinois, U. of, Springfield	12.1%	8.2%	no law school	NA	1.35
Michigan, U. of, Dearborn	17.2%	7.5%	no law school	NA	1.71
New Jersey City U.	62.2%	20.0%	no law school	NA	0.00
Penn State U, Harrisburg, Capital C.	12.1%	5.2%	no law school	NA	NA
Texas A&M U., Corpus Christi	41.7%	2.4%	no law school	6.2%	1.38
Wisconsin, U. of, Whitewater	8.5%	3.6%	no law school	NA	1.64
<b>Average of Peers</b>	<b>30.8%</b>	<b>9.6%</b>		<b>7.5%</b>	<b>1.18</b>

University	UB institution-specific indicators	
	Expenditures for research	% part-time faculty
Baltimore, U. of	\$4,832,644	46.3%
California State U., Bakersfield	\$23,413	43.2%
California State U., San Marcos	\$54,332	52.2%
Governors State U.	\$354,513	41.1%
Houston, U. of, Clear Lake	\$8,730,889	54.5%
Illinois, U. of, Springfield	\$1,157,957	35.7%
Michigan, U. of, Dearborn	\$1,909,812	44.4%
New Jersey City U.	\$1,185,798	60.4%
Penn State U, Harrisburg, Capital C.	NA	37.9%
Texas A&M U., Corpus Christi	\$5,358,372	0.0%
Wisconsin, U. of, Whitewater	\$447,861	19.9%
<b>Average of Peers</b>	<b>\$2,135,883</b>	<b>38.9%</b>

NA - Data not available

Note: Bar exam passage rates vary considerably from state to state. Number reported for each school is for the state in which that school had the largest number of first-time takers.



## University of Maryland, Baltimore

The University of Maryland, Baltimore's (UMB) peer institutions reflect the university's status as the State's public academic health and law university with six professional schools. UMB's peers include institutions classified by the Carnegie Foundation as 'specialized' and institutions classified as 'Research I' institutions. Compared to its peer institutions, the university shows a wide range of performance. The university's unique structure permits only a few generalizations.

The percentage of minority and African-American undergraduate students attending the institution are above the peer averages.

Using available data, it appears that UMB has increased the percentage of its students that pass licensing exams. Approximately 91 percent of nursing students passed their licensing exam, increasing from 88 percent in 2003. However, this falls slightly short of University of North Carolina – Chapel Hill's reported pass rate of 95 percent. Medical students' exam pass rate dipped three points to 93 percent. This level is slightly below the current national pass rate of 94 percent. The institution reports that 85 percent of law students passed their exam, up from 76 percent in the previous year. Peer institutions report a 91 percent pass rate on this particular exam. Further, the university reports a pass rate of 99 percent on its dental exam, down from 100 percent reported last year. The pass rate for the social work exam is 66 percent, down from 86 percent reported last year. No peers report this data, however, the national average pass rate for the social work exam is 65 percent.

The university selected six institution-specific indicators: total medicine R&D expenditures; medicine research grants per basic research faculty; medicine research grants per clinical faculty; percent of minority students enrolled; total headcount enrollment; and percentage of graduate and professional students enrolled. These data show that UMB's school of medicine has the fourth highest level of research grants per basic research faculty and the third highest level of research grants per clinical faculty. Although the remaining institution-specific indicators are primarily descriptive indicators, they provide an indication of the type of student population attending the institution. Compared to its peers, UMB has the second lowest total headcount enrollment and ranks second in the percentage of graduate and professional student enrollment. In addition, the university has the third highest percent of minorities of total enrollment and is above the peer average. Although total medicine R&D spending is below the peer average, it has risen by almost 37 percent from 2003. Medicine research grants per FTE faculty has also grown from 2003. The level for 2004 is \$92.5 million higher than 2003.

### Institution's Response

Bar exams differ among states and pass rates cannot be used to compare the performance of law students sitting for the bar in different states. However, compared to 2003, the pass rate for UMB students taking the Maryland bar exam has improved more than for

graduates of any other peer taking the bar exam in their respective state, from 76 percent to 85 percent.

The pass rate for UMB dental students taking the North East Regional Board licensing exam in 2004 was 99 percent. UMB ranked 6<sup>th</sup> out of 13 schools in the North East region. The pass rate for the National Board Dental Examination Part II is 81 percent for 2004. This equaled the national average. The comparable pass rate for this exam in 2003 was 83 percent for UMB dental students.

Dental school licensing data are not available through national publications and peer institutions do not share individual results. The North East Regional Board licensing exam involves 13 dental schools in the northeast, none of which are the dental schools in UMB's peer group of institutions. A potential alternative could be to report the National Board Dental Examination Part II scores. Most dental students take this exam in their final year of dental school. National pass rates for this exam are available.

UMB's performance in average medicine research grants per basic research faculty (from 3<sup>rd</sup> among peers in 2003 to 4<sup>th</sup> in 2004) is the result of the increase reported for the University of Michigan, Ann Arbor. These data are self-reported to the AAMC as actual expenditures against externally awarded research grants. UMB achieved a 63.5 percent rate of growth in this indicator from 2003 to 2004, greater than any of the remaining peers, and twice that of the leader, the University of California, San Francisco.

**University of Maryland, Baltimore**  
Peer Performance Data, 2004

University	% minority of all undergraduates	% African-American undergraduates	Passing rate in licensure exams				Alumni giving rate	Total R&D expenditures in medicine (000s)	Total R&D expenditures in medicine per FT med. faculty	Average annual % growth (5-yr.) in federal R&D expenditures in medicine
			Nursing	Medical	Law	Dental				
Maryland, U. of Baltimore	40.9%	27.2%	91%	93%	85%	99%	\$213,458	\$242,291	12.5%	
Alabama, U. of Birmingham	36.6%	32.0%		NA	no law school	NA	\$164,272	\$178,557	10.4%	
California, U. of San Francisco	42.3%	0.0%	no undergraduates	NA	no law school	NA	\$503,703	\$358,147	3.0%	
Illinois, U. of Chicago	50.0%	9.1%		NA	no law school	NA	\$128,276	\$150,913	21.8%	
Michigan, U. of Ann Arbor	26.1%	8.0%	95%	NA	89%	NA	\$205,213	\$207,916	8.2%	
North Carolina, U. of Chapel Hill	20.2%	11.1%		NA	91%	NA	\$140,192	\$130,411	14.6%	
Connecticut, U. of					89%					
Texas, U. of Austin					93%					
Virginia, U. of					94%					
<b>Average of Peers</b>	<b>35.0%</b>	<b>12.0%</b>	<b>95%</b>	<b>94%</b>	<b>91%</b>	<b>91%</b>	<b>\$228,731</b>	<b>\$205,189</b>	<b>11.6%</b>	

University	Total medicine R&D spending (millions)	Medicine research grants per faculty		UMB institution-specific indicators		Total headcount enrollment	Grad. & 1st prof. as % of total headcount
		Basic Res.	Clinical faculty	Medicine research grants per clinical faculty	% minorities of total enrollment		
Maryland, U. of Baltimore	\$192.3	\$237,977	\$158,593	21.3%	5,477	83.1%	
Alabama, U. of Birmingham	\$197.0	\$251,437	\$141,411	27.9%	16,357	32.5%	
California, U. of San Francisco	\$476.2	\$391,189	\$210,522	10.8%	2,763	99.1%	
Illinois, U. of Chicago	\$73.6	\$136,848	\$56,121	21.8%	25,764	37.9%	
Michigan, U. of Ann Arbor	\$225.0	\$387,044	\$157,006	12.8%	39,031	37.2%	
North Carolina, U. of Chapel Hill	\$221.3	\$153,173	\$52,173	13.9%	26,359	38.8%	
<b>Average of Peers</b>	<b>\$238.6</b>	<b>\$263,938</b>	<b>\$123,447</b>	<b>17.4%</b>	<b>22,055</b>	<b>49.1%</b>	

NA - Data not available  
 Note: Bar exam passage rates vary considerably from state to state. Number reported for each school is for the state in which that school had the largest number of first-time takers.  
 The following universities are added for comparison with bar passing rates only: Connecticut; Texas, Austin; and Virginia.



## University of Maryland Baltimore County

The University of Maryland Baltimore County (UMBC) exceeds the performance of its peers on the majority of its indicators. In terms of quality of new freshmen, the University ranks first among its peers for the SAT 25<sup>th</sup> percentile and 75<sup>th</sup> percentile. The percentage of minority and African-American undergraduate students attending the institution are far above the peer averages. Furthermore, the university's six-year graduation rates for minority and African-American students exceed the peer averages. The second-year retention rate equals the peer average. Comparisons of faculty quality and research are favorable for the university. It ranks first in the total number of awards per full-time instructional faculty and, over the last six years, had the highest average annual percent growth in federally financed research and development expenditures.

The university, however, performs below the average of its peers on several performance measures. For the six-year graduation rate, UMBC is slightly below the average of its peers. Despite efforts by the university to improve this indicator, it has remained relatively flat for the past three years. The university ranks last in the total amount of research and development expenditures received from federal, state, industry and other sources, but this level has risen by almost 23 percent in 2004. UMBC has shown improvement in total research and development (R&D) expenditures per full-time faculty, moving from tenth place in 2003 to seventh in 2004. In both instances, the university falls below the average of its peers on these indicators. However, the university has increased its R&D expenditures from \$19.8 million in FY 1998 to \$36.3 million in the most recent year.

UMBC reports the second lowest percentage of alumni giving among its peers. The university's 6.7 percent alumni giving rate is substantially lower than its peer average. This rate has fallen from last year's rate of 7.7 percent.

The university selected three institution-specific indicators: rank in the number of bachelor's degrees awarded in information technology, rank in the ratio of invention disclosures per \$100 million in total R&D expenditures, and student-to-faculty ratio. Among the university's institution-specific indicators, UMBC ranks first in the number of bachelor's degrees awarded in information technology and ranks first in the ratio of invention disclosures to research and development expenditures. However, the university has the fourth highest student-to-faculty ratio, and is above the peer average.

Finally, the university did not compare favorably in terms of teacher preparation, reporting the second lowest pass rate on teacher licensing exams at a level lower than that reported last year, and significantly below the peer average.

### **Institution's Response**

UMBC has taken a number of actions to try to understand and improve the six-year graduation rate. A telephone drop-out survey conducted late Spring 2001 revealed that the primary reason students (who had matriculated as first-time freshmen) leave UMBC

within the first two years is because the major they wanted is not available. Compared to the average of UMBC's peers, the campus awards bachelor's degrees in fewer than half the number of majors (34 compared to 75). UMBC has proposed, and will continue to propose, new undergraduate programs in selected mission-related areas to increase the breadth of majors offered.

A retention committee was formed in Fall 2003 to identify short- and long-term strategies to improve retention and graduation rates. The university is continuing strategies to increase the percentage of freshmen living in residence, increase freshman participation in learning-living communities as well as first year academic seminars, and enhance advisement support services. Long-term initiatives, addressing a variety of reasons for students leaving before graduating from UMBC, include developing new programs, further improving advising, and strengthening programs already in place to assist students who are struggling academically or financially.

UMBC is a young institution and efforts in fundraising have focused more on maximizing funds through corporate and foundation philanthropy rather than through alumni giving. These efforts have been successful in generating substantial restricted funding sources. Currently, UMBC lacks the staffing and resources to significantly increase efforts to cultivate alumni. Initiatives such as starting an alumni magazine and creating departmental clusters of alumni professionals and faculty to cultivate alumni support will depend on the availability of resources. UMBC's FY 2005 numbers are well ahead of last year and a university goal is for the trend to hold for a real increase in the number of donors and funds contributed. An improving economy is helping, as are resources that have been raised from private sources to invest in mailings and other fundraising efforts.

Seven of UMBC's peers are Land Grant institutions and another two are in a University System that is designated as Land Grant. As Land Grant colleges and universities, these institutions receive substantial federal funds to deliver education and research and technology development in areas including agriculture, home economics, forestry, and *veterinary medicine*. UMBC is not a Land Grant institution and, therefore, not eligible for these funds.

UMBC's total R&D expenditures for fiscal 2002 are the lowest among its peers and only 41 percent of the peer average of \$88.5 million. Comparing the R&D expenditures per full-time faculty, UMBC improves to over 70 percent of the peer average. On both measures, UMBC has improved dramatically in recent years. Compared to the ten peer institutions, UMBC's average annual growth rate in federal R&D expenditures over the last five years has been over four times the average.

UMBC's efforts to attract and support outstanding research faculty are getting results. UMBC is actively pursuing federal sponsors of research by bringing representatives from these agencies to campus to meet with faculty, participating in research conferences, and pursuing collaborative applications with other universities, both within the State and outside. In fiscal 2004, UMBC submitted 606 applications compared to 581 and 454 in



the previous two years. Another important factor in attracting R&D funding is the establishment of major research centers. The Goddard Earth Sciences and Technology Center (GEST), established in 2000 under a cooperative agreement with NASA, now employs more than 125 research faculty. Two new centers were established last year at UMBC: The Center for Advanced Studies in Photonics Research (CASPR) and the Center for Urban Environmental Research and Education (CUERE). Drs. Anthony Johnson and Claire Welty joined the UMBC faculty in Fall 2003 as directors of these two centers and we look forward to further growth in external funding as these centers mature.

UMBC's student-faculty ratio has climbed significantly with increases in enrollment in the last six years. As FTE enrollment grows, each 100 additional students require a net increase of nearly 4 new faculty members just to maintain the current rate. UMBC is presently developing a formal faculty hiring plan that specifies the number and mix of faculty needed to reduce vacancies, prepare for retirements, meet enrollment pressures, and advance UMBC's teaching and research missions. To reduce the impact of faculty attrition, the administration now has made a commitment to fill vacancies as they occur by authorizing new searches within one year. The university is also preparing a faculty salary plan, taking a proactive approach in retaining productive faculty members, and continually enhancing faculty development programs. If external mandates require increased teaching loads or if the salary freeze remains in place, faculty attrition is likely to increase and recruitment of high quality new faculty will be even more difficult.

Comparison of PRAXIS passing rates across different states and institutions is problematic because states use different cut-off scores to determine whether or not students pass and institutions differ in terms of their requirements for completing teacher education programs. Some institutions require students to pass the licensure exams in order to be considered a program completer. Table 1 shows the pass rates on Praxis II for UMBC students over the last three years. UMBC's education department instituted the requirement that teacher candidates had to pass Praxis II to complete the program in 2003 and achieved the goal of a 100 percent pass rate in 2004. The current performance of UMBC candidates is now at, or above, the state and national averages in all areas.

Table 1. Praxis II Pass Rates Fall 2001-Spring 2004

Year	Pass Rates
2001-2002	95%
2002-2003	99%
2003-2004	100%



**University of Maryland Baltimore County  
Peer Performance Data, 2004**

University	SAT 25th/75th %ile	% minority of all undergraduates	% African- American of all undergraduates	Average (4-yr.) second-year retention rate	Six-year graduation rate	Six-year graduation rate all minorities	Six-year graduation rate African-Americans	Passing rate on teacher licensure exams	Alumni giving rate
UMBC	1120-1310	37.8%	15.0%	83%	53.3%	56.1%	53.8%	86%	6.7%
Arkansas, U. of, Main	NA	12.0%	5.8%	81%	45.6%	36.1%	31.2%	100%	17.5%
California, U. of, Riverside	930-1190	70.6%	6.4%	85%	66.2%	66.5%	55.6%	99%	4.4%
California, U. of, Santa Cruz	1120-1250	34.9%	2.4%	86%	66.8%	61.2%	46.8%	100%	37.4%
Clemson U.	1110-1290	10.2%	7.5%	87%	71.7%	70.2%	75.0%	95%	17.2%
Delaware, U. of	1090-1270	12.7%	6.0%	88%	72.3%	66.8%	64.4%	96%	13.8%
Mississippi State U.	NA	21.8%	19.4%	80%	56.0%	45.0%	45.0%	90%	14.0%
Oklahoma State U., Main	NA	15.5%	3.5%	83%	55.2%	46.3%	38.0%	97%	10.6%
Rhode Island, U. of	990-1200	11.8%	4.4%	79%	57.6%	48.7%	43.7%	83%	13.5%
SUNY, Albany	1020-1210	21.0%	8.0%	84%	62.0%	58.0%	64.2%	100%	15.0%
Wyoming, U. of	NA	6.7%	1.0%	77%	54.3%	33.3%	33.3%	NA	22.3%
<b>Average of Peers</b>	<b>1043-1235</b>	<b>21.7%</b>	<b>6.4%</b>	<b>83%</b>	<b>60.8%</b>	<b>53.2%</b>	<b>49.7%</b>	<b>96%</b>	<b>16.6%</b>

University	Total R&D expenditures (000s)	Total R&D expenditures per FT faculty	Average annual % growth (5-yr.) in federal R&D expenditures	Awards per 100 F-T faculty (5 yrs.)	Rank in IT bachelor's degrees awarded	Rank in ratio of invention disclosures to \$million R&D expenditures	Ratio of FTE students/ F-T faculty
UMBC	\$ 36,323	\$ 93,616	39.9%	4.90	1st	1st	25.7
Arkansas, U. of, Main	\$ 83,063	\$ 122,874	15.0%	1.18	2nd	5th	20.5
California, U. of, Riverside	\$ 108,977	\$ 193,222	6.6%	3.55	3rd	NA	29.0
California, U. of, Santa Cruz	\$ 70,967	\$ 149,719	7.4%	3.59	5th	NA	30.6
Clemson U.	\$ 133,176	\$ 161,818	14.0%	2.79	3rd	7th	18.9
Delaware, U. of	\$ 85,157	\$ 85,242	10.1%	3.30	8th	2nd	18.9
Mississippi State U.	\$ 152,565	\$ 170,654	23.7%	0.89	6th	3rd	15.6
Oklahoma State U., Main	\$ 90,464	\$ 105,436	8.6%	1.86	7th	6th	23.7
Rhode Island, U. of	\$ 52,260	\$ 88,426	5.9%	1.86	9th	4th	20.8
SUNY, Albany	\$ 67,493	\$ 121,609	-0.3%	3.24	11th	NA	25.9
Wyoming, U. of	\$ 40,978	\$ 78,202	7.1%	3.05	10th	NA	19.7
<b>Average of Peers</b>	<b>\$ 88,510</b>	<b>\$ 127,720</b>	<b>9.8%</b>	<b>2.53</b>	<b>NA</b>	<b>NA</b>	<b>22.4</b>

NA - Data not available



## University of Maryland, College Park

The University of Maryland, College Park is measured only against its 'aspirational peers' - those institutions that College Park aspires to emulate in performance and reputation. Therefore, College Park is not yet performing at their level on many indicators. One indicator where it compares favorably is in the SAT 25<sup>th</sup> to 75<sup>th</sup> percentile, one of the highest among its peers. The university is in the middle of its peers, but still below average, in the proportion of minority undergraduate students. According to the MFR, College Park's goal was to increase the proportion of minority undergraduate students to 35 percent in 2004. However, the proportion is only 31.9% as reported for 2004. It should be noted however, that the percentage of minorities enrolled at College Park is higher than the non-California institutions and the university has the highest percentage of African American undergraduate students enrolled.

Compared to its peers, the university has the lowest retention and graduation rates. The university has shown steady improvement in all areas except the six-year graduation rate of African-Americans. The university's 17 percent alumni-giving rate is higher than its peer average for 2004. The university has shown steady improvement over the past three years, increasing from 14 percent in 2002.

As an indication of the quality of the university's research efforts, College Park performs well compared to its peers in research and development (R&D) expenditures, increasing by almost \$58 million in 2004. In addition, the university ranks first in the annual percent growth of federal R&D expenditures. Although College Park's total R&D expenditures are slightly below the peer average, this level is higher than R&D expenditures at Chapel Hill and UCLA.

College Park has five institution-specific indicators: the number of graduate-level colleges, programs or specialty areas ranked among the top 25 in the nation; the number of graduate-level colleges, programs or specialty areas ranked among the top 15 in the nation; the percent change over five years in the number of faculty holding membership in one of three national academies; the number of invention disclosures reported per \$100 million in total research and development expenditures; and the number of degrees awarded to African-American students. College Park remained in last place in the number of graduate-level programs ranked among the top 25 with 62 programs ranked in 2004. Moreover, the university fell in the number of programs ranked in the top 15 in the nation from 49 in 2003 to 43 in 2004. The university continues to report the highest number of degrees awarded to African-American students.

As further evidence of its aspiration to reach its peers, College Park ranks first in the percentage increase in the number of Maryland faculty members holding membership in one of the national academies. However, College Park fell significantly in the number of invention disclosures per \$100 million in total R&D expenditures and is now below the peer average. In preparing teacher candidates, the university reports a pass rate of 91 percent. This represents an improvement from last year's rate of 89 percent, but is well below the average for its peers.

## **Institution's Response**

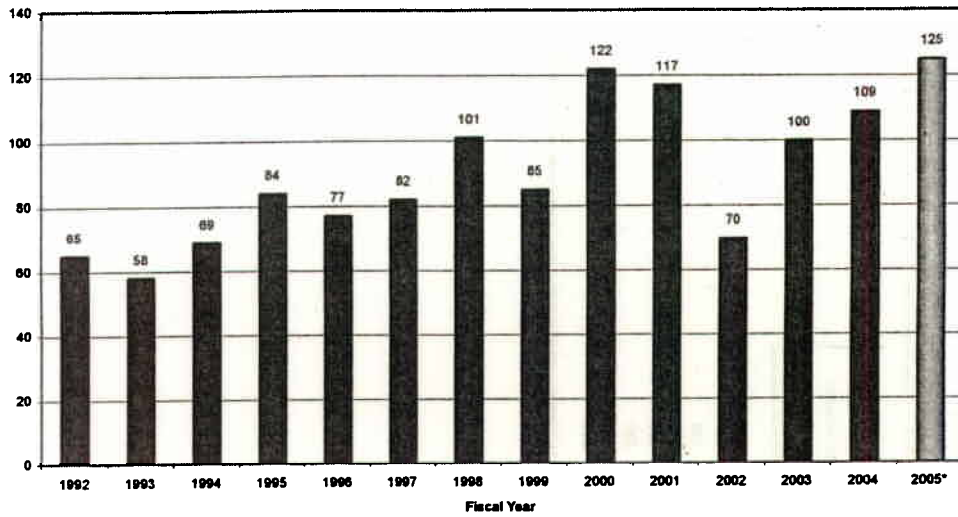
The university implemented a new undergraduate retention program in 2002 that included a statement of expectations of progress toward a degree, changed student classifications, and revised policies on withdrawal, leave of absence, and academic probation and dismissal. In 2003, the university is working to develop new advising and program planning models for each degree program. These are beginning to pay off in increased retention rates and a decline in academic dismissals.

UM's goal for minority and African American graduation rates is to continue to narrow the gap between the overall graduation rate and the graduation rates for minorities. As evidenced by graduation rate improvements at the 5-year level, the university expects higher rates next year. Although the university's retention and graduation rates lag behind those of our peers, continuous improvements have the university on track to reach peer levels within the next three years. UM expects the university-wide graduation rate to exceed 80 percent by 2008.

After several years of substantial gains in rankings of our graduate programs, the most recent year indicates no change for Top 25 rankings, and a decline for Top 15 rankings. The university's shrinking financial resources threaten the ability to attract and support top students as well as the ability to recruit and retain the best faculty. In spite of the challenging resource environment, we expect the recent decline to be reversed in the future. UM's graduate programs remain fundamentally strong; and the university is developing multiple approaches to increase the resources that lead to excellence, ultimately changing reputations and rankings.

The ratio of invention disclosures to research expenditures provides a good measure for comparing institutional entrepreneurial activity related to research efforts. However, all institutions experience yearly fluctuations in invention disclosures. There is often a natural lag between research expenditure and the discovery. Despite yearly fluctuations, UM remains among its peers for this measure on an annual basis. UM's current ratio equals that of the University of California, Berkeley, and exceeds that of the University of California, Los Angeles. As the graph below indicates, the overall trend for invention disclosures is in an upward direction over time.

### UM Invention Disclosures



\*FY 2005 is preliminary; the final reported number will be higher

There is a national trend for teacher-training programs to require students to pass teacher licensure examinations in order to graduate. These policies are being phased in at UM and the results will become evident when the class of 2005 graduates, for which we anticipate a PRAXIS pass rate of 99 percent. Once the program is composed entirely of students admitted under the new policy, the pass rate will increase to 100 percent.

University of Maryland, College Park  
Peer Performance Data, 2004

University	SAT 25th-75th %ile (3)	% minority of all undergraduates	% African- American of all undergraduates	Average (4-yr.) second-year retention rate	Six-year graduation rate	Six-year graduation rate all minorities	Six-year graduation rate African-Americans	Passing rate on teacher licensure exams	Average (2-yr.) undergraduate alumni giving rate	Total R&D expenditures (000s) (2)	Total R&D expenditures per FT faculty (2)
Maryland, U. of, College Park	1200-1350	31.9%	12.3%	91.3%	70.4%	64.1%	56.2%	91%	17%	\$324,980	\$248,646
California, U. of, Berkeley	1100-1440	56.3%	4.0%	96.1%	85.4%	84.5%	73.8%	100%	15%	\$434,369	\$324,641
California, U. of, Los Angeles	1140-1390	56.9%	3.5%	96.7%	86.3%	85.0%	72.7%	100%	13%	\$249,826	\$148,706
Illinois, U. of, Urbana-Champaign	1180-1340	26.2%	7.4%	91.7%	80.4%	73.7%	61.9%	99%	12%	\$418,401	\$236,118
Michigan, U. of, Ann Arbor	1180-1340	26.1%	8.0%	95.3%	85.1%	78.2%	67.0%	100%	15%	\$468,511	\$250,139
North Carolina, U. of, Chapel Hill	1180-1370	20.2%	11.1%	94.7%	82.7%	72.6%	70.7%	100%	25%	\$230,614	\$232,474
<b>Average of Peers</b>	1160-1380	37.1%	6.8%	94.9%	84.0%	78.8%	69.2%	100%	16%	\$360,344	\$238,416

University	Average annual % growth (5-yr.) in federal R&D expenditures	Awards per 100 F-T faculty (5 yrs.)	UMCP institution-specific indicators				Number of degrees awarded to African-American students
			# grad level colleges/programs/ specialty areas ranked in top 25	# grad level colleges/programs/ specialty areas ranked in top 15	% change over 5 yrs in faculty member- ships in national academies (1)	# of invention disclosures per \$100M in total R&D (4)	
Maryland, U. of, College Park	17.7%	5.0	62	43	50.0%	22	647
California, U. of, Berkeley	7.2%	7.7	123	111	8.0%	22	196
California, U. of, Los Angeles	13.9%	4.4	110	87	5.0%	18	243
Illinois, U. of, Urbana-Champaign	7.2%	5.5	87	64	-1.2%	27	389
Michigan, U. of, Ann Arbor	10.8%	5.8	123	108	10.2%	35	371
North Carolina, U. of, Chapel Hill	12.1%	3.6	72	49	2.5%	32	380
<b>Average of Peers</b>	10.2%	5.4	103	84	4.9%	27	316

(1) Average increase in memberships of 3 academies (AAAS, NAE, and NAS), equally weighting the percent change for each of the academies  
 (2) R&D total EXCLUDES expenditures in medical science.  
 (3) SAT scores for Illinois and Michigan come from U.S. News and are converted from ACT scores; all other scores are from NCES.  
 (4) Although R&D total exclude expenditures in the medical sciences, invention disclosures include those in the medical sciences.

NA - Data not available



## University of Maryland Eastern Shore

In many cases, the University of Maryland Eastern Shore (UMES) compares favorably to its peers. Despite a lower than average 25<sup>th</sup> and 75<sup>th</sup> percentile on the SAT, the university has shown improvement this year, almost reaching the peer average. The university's six-year graduation rate for all students and the six-year graduation rates for all minorities and for African-Americans still exceed the peer average. However, UMES's second-year retention rate has slipped to a level below the peer average. It should also be noted that due to the addition of peers that have large minority populations, UMES currently is close to the average of its peers in the percentage of minority and African-American undergraduates attending the institution.

In terms of faculty and research efforts, UMES reports a slightly lower, but still positive, average annual percent growth in federally financed research and development expenditures than last year that is well above the peer average. It also reports slightly higher levels of total research and development expenditures and total research and development expenditures per full-time faculty over last year. The university reports a significant decline in teacher preparation performance. The university's passing rate on the Praxis II exam fell from 84 percent in 2002 last year to only 31 percent this year. This level is only one-third of the level of the peer average. The university's alumni giving rate is not only significantly below the peer average, but is the lowest among the ten institutions reporting this indicator.

The university changed its three institution-specific indicators this year to percent of full-time faculty with terminal degrees, information technology degrees as a percent of total bachelor degrees, and loan default rate. In revising the specific performance measures last year, UMES strived to make sure that the new measures continue to be meaningful for measuring institutional effectiveness, effective use of inputs and the soundness of the processes used in accomplishing important outcomes. The university also wants to ensure that the measures are feasible, obtainable, and will not be burdensome to its peers and/or require the use of additional resources.

Considered an indicator of quality, UMES reports a level of full-time faculty with terminal degrees that is below the peer average. The university is above the peer average in level of undergraduate IT degrees awarded. The university reports the third lowest loan default rate.

The integration of new peers last year has allowed for better data collection and the university reports almost 100 percent of data in this report, a significant improvement over last year.

## **Institution's Response**

The UMES retention rate has been impacted by several factors including: students' inability to cover the costs of increasing tuition and insufficient financial aid. UMES has tried to limit the impact of increasing costs by raising fees at a lower rate than other institutions.

In 2004, President Thompson commissioned a study of students who were enrolled in the fall 2003 to learn why 12.6 percent of them did not return in spring 2004. Additionally, the Office of Institutional Research is collecting data on first-time, full-time students who have not returned to their second year of studies over the past five years. This data will include gender, race, high school GPA, name of high school, ACT or SAT scores and financial aid status and will be aimed at identifying factors that may be associated with dropping out. The university is also conducting a recent student satisfaction survey to provide feedback concerning reasons why students might not return. Finally, the President has formed a committee of vice presidents to examine the issue and make recommendations strategies to improve the retention rate.

The university changed its teacher examination policy in 2003 to require that all students entering the teacher education program must pass the PRAXIS I exam and must pass the PRAXIS II exam as a condition of acceptance for an internship (i.e., student teaching). Additionally, the university is providing advising and counseling, has hired a PRAXIS Coordinator, and is providing extra instructional support and test fee scholarships. As a result, the success rate for the PRAXIS exam has already reached 83 percent (to be reflected in the 2006 report) and is expected to remain at this level or higher.

The percentage of full-time faculty at the Assistant Professor level and above who hold terminal degrees for the reporting year is over 86.9 percent and well above the peer average. However, faculty at the Lecturer and Instructor level without the terminal degree lowers the statistic in this area. The historic under-funding has impacted UMES' ability to attract and retain faculty with terminal degrees in some disciplines. The university's rural location is also a factor. UMES will continue to aggressively recruit and retain qualified candidates who hold the terminal degree as we fill future faculty positions at all levels.

**University of Maryland Eastern Shore**  
Peer Performance Data, 2004

University	SAT 25th/75th %ile	% minority of all undergraduates	% African- American of all undergraduates	Average (4-yr.) second-year retention rate	Six-year graduation rate	Six-year graduation rate all minorities	Six-year graduation rate African-Americans	Passing rate on teacher licensure exams	Alumni giving rate	Total R&D expenditures (000s)
Maryland, U. of, Eastern Shore	750-940	80.3%	77.4%	70%	41.2%	42.8%	43.3%	31%	3.5%	\$5,905
Alabama A&M U.	NA	93.4%	92.6%	70%	38.8%	38.6%	38.7%	NA	38.4%	\$15,517
Albany State U.	850-995	94.6%	93.8%	81%	25.6%	25.6%	25.5%	95%	NA	\$1,784
Alcorn State U.	NA	92.2%	91.9%	72%	46.6%	46.7%	46.7%	100%	38.9%	\$5,459
California State U., Bakersfield	800-1060	46.4%	6.8%	NA	39.7%	39.1%	30.6%	97%	13.0%	\$4,165
Fort Valley State U.	580-1090	95.5%	94.7%	72%	25.5%	25.8%	25.8%	94%	25.0%	\$2,985
North Carolina A&T State U.	800-990	93.4%	91.5%	75%	40.2%	40.8%	41.0%	100%	10.1%	\$15,253
North Carolina, U. of, Pembroke	840-1020	47.8%	22.6%	69%	34.0%	39.7%	39.4%	87%	9.7%	\$0
Prairie View A&M U.	710-920	95.6%	92.8%	70%	33.6%	34.2%	34.4%	81%	11.1%	\$10,081
South Carolina State U.	750-950	97.9%	97.4%	79%	50.9%	51.3%	51.3%	99%	9.0%	\$2,931
Virginia State U.	710-890	97.8%	96.7%	73%	41.6%	41.5%	41.4%	80%	10.0%	\$7,144
<b>Average of Peers</b>	<b>755-989</b>	<b>85.5%</b>	<b>78.0%</b>	<b>73.4%</b>	<b>37.7%</b>	<b>38.3%</b>	<b>37.5%</b>	<b>93%</b>	<b>18.4%</b>	<b>\$6,532</b>

University	Total R&D expenditures per FT faculty	Average annual % growth (5-yr.) in federal R&D expenditures	UMES institution-specific indicators		
			% of full-time faculty with terminal degrees	IT degrees as % of all bachelor's degrees	Loan default rate
Maryland, U. of, Eastern Shore	\$56,238	32.3%	62%	6.3%	8.5%
Alabama A&M U.	\$126,750	5.4%	NA	7.9%	13.4%
Albany State U.	\$12,385	26.4%	70%	2.9%	9.5%
Alcorn State U.	\$44,024	9.1%	62%	1.6%	13.7%
California State U., Bakersfield	\$18,594	45.8%	44%	1.5%	3.6%
Fort Valley State U.	\$20,729	4.2%	70%	5.6%	14.3%
North Carolina A&T State U.	\$57,127	-2.1%	82%	5.2%	9.7%
North Carolina, U. of, Pembroke	\$0	0.0%	72%	3.5%	4.8%
Prairie View A&M U.	\$50,403	-4.2%	75%	2.9%	20.8%
South Carolina State U.	\$15,346	0.5%	87%	9.5%	5.1%
Virginia State U.	\$38,000	19.9%	80%	0.9%	11.8%
<b>Average of Peers</b>	<b>\$38,336</b>	<b>10.5%</b>	<b>71%</b>	<b>4.2%</b>	<b>10.7%</b>

NA - Data not available

\* Scores not reported because there are fewer than 10 test takers.



## University of Maryland University College

There are very few peer indicators for the University of Maryland University College (UMUC) due to the unique nature of this institution. For example, the majority of students attending UMUC attend part-time which reflects the university's target population: working adults. In addition, the university's indicators reflect other unique characteristics such as the university's goal to serve students through distance education. Therefore, the university does not have traditional performance measures such as SAT scores, acceptance rate, and average high school grade point average for incoming freshmen.

Overall, the university compares favorably to its peers. The percentage of African-American undergraduate students attending the institution is far above the peer average. The university is at the peer average in the proportion of minority undergraduate students. The university reports an alumni-giving rate that is lower than the peer average for 2004.

The university selected five institution-specific indicators: the percentage of African-American graduates in information technology; the percentage of undergraduate students over the age of 25; the number of post-baccalaureate degrees awarded in technology and business; the number of worldwide online courses; and the number of worldwide online enrollments. The university significantly exceeds the performance of its peers on all of these indicators. Unique among these institution-specific indicators is the number of worldwide online courses and enrollments. According to the MFR, enrollments in these areas has increased significantly; over 1,000 percent in five years.

### **Institution's Response**

University of Maryland University College is developing the Pegasus Project, an alumni advocacy project designed to train alumni volunteers to develop new alumni chapters, reinvigorate current chapters, and communicate more regularly with UMUC's 109,000 alumni base. The university plans to develop alumni prospects and create a successful alumni campaign in conjunction with UMUC's seven-year campaign with the other institutions within the University System of Maryland. In addition, UMUC is communicating with the Alumni Association Board to engage them in the fundraising process through a Philanthropy Committee that is spearheading several fundraising initiatives such as the military scholarship and the brick campaign.



**University of Maryland University College**

**Peer Performance Data, 2004**

University	UMUC institution-specific indicators				UMUC institution-specific indicators			
	% minority of all undergraduates	% African-American of all undergraduates	Alumni giving rate	# of African-American IT graduates*	% of undergraduates 25 and older**	# of post-baccalaureate degrees in technology & mgmt.	Number of worldwide online courses	Number of worldwide online enrollments (registrations)
Maryland, U. of, University College	43.2%	31.8%	3.4%	62	82.8%	1,137	561	126,650
California State U., Dominguez Hills	71.8%	28.2%	1.8%	0	52.1%	111	30	860
CUNY Bernard Baruch C.	58.8%	15.2%	6.9%	102	29.0%	731	0	0
CUNY Herbert H. Lehman C.	84.8%	35.0%	2.2%	59	48.0%	39	28	425
CUNY Hunter C.	53.1%	16.8%	10.9%	4	33.3%	NA	NA	NA
CUNY Queens C.	44.9%	9.6%	20.4%	6	32.5%	81	0**	0
Eastern Michigan U.	22.1%	17.4%	6.6%	20	26.3%	341	84	6,518
Governors State U.	45.1%	32.2%	NA	2	71.8%	60	NA	NA
North Carolina, U. of, Charlotte	23.8%	15.8%	7.5%	19	24.1%	207	36	1,014
Southern Connecticut State U.	21.5%	12.2%	NA	5	18.8%	27	62	1,745
Western Illinois U.	11.4%	6.6%	20.5%	3	14.4%	91	43	1,469
<b>Average of Peers</b>	<b>43.7%</b>	<b>18.9%</b>	<b>9.6%</b>	<b>22</b>	<b>35.0%</b>	<b>188</b>	<b>35</b>	<b>1,504</b>

NA - Data not available

\* Bachelor's degrees

\*\* Utilize Blackboard LMS for student course management and "classroom enhancement," but no online-only or mostly online courses







## Morgan State University

Morgan State University exceeds the performance of its peers on many of its indicators. The university's six-year graduation rates for minority and African-American students are above the peer averages. Moreover, the university's pass rate on the teacher certification examination is 100 percent. The rate has steadily risen over the past three years, marking an improvement in teacher preparation. It should be noted, however, that only one of Morgan's peers provides data for this indicator. Furthermore, Morgan reports no increase in research grant and contract activity over the prior year. Those peers reporting show a combined average increase of 13 percent for this indicator.

Conversely, the university performs below the average of its peers on a number of performance measures. The second-year retention rates for all students, minority students, and African-American students are all below the peer averages. This is due, in part, to a reduction in retention rates at Morgan and some improvement in peer performance. While Morgan has comprehensive campus-wide policies aimed at strengthening retention and graduation rates, the results of these efforts are mixed. Graduation rates for all minority students have improved, however, retention rates have dropped.

Morgan compares favorably in terms of doctoral production. Due to its efforts to expand its doctoral programs, Morgan reports an increase of 77 percent in doctorates awarded from the prior year. This figure is significantly higher than the peer average and represents a large increase from the previous year. However, because Morgan reported only 23 doctorates awarded in the 2003 academic year, percentage changes are exaggerated. Morgan should consider a more accurate measure of doctoral production, such as the actual number of degrees awarded yearly.

Morgan performs at the peer average for percent of alumni giving for 2004. However, data are not available for seven of its peers.

Morgan has several indicators that are subject to survey results, including student satisfaction with advanced studies and employment preparation. However, these surveys are not performed on a regular basis, therefore data are not available annually for review. Nevertheless, Morgan reports that 42 percent of its 2003 graduates moved on to postgraduate programs. The university also reports that 98 percent of graduates reported satisfaction with their preparation for graduate school and 91 percent were satisfied with their job preparation. The university should consider choosing new indicators of institution specific performance that would allow for readily available data and for a complete evaluation. Furthermore, the university reports no data for employer satisfaction with Morgan graduates.

Likewise, it is difficult to compare the performance of Morgan relative to its peers due to the large number of missing data from its peers. Among those indicators where Morgan has the highest performance (i.e., second-year retention rates for all minorities) data are missing from at least seven institutions.

### **Institution's Response**

Morgan has had a major impact on the number of doctorates awarded to African Americans by Maryland campuses within a very short period of time. Morgan awarded 17 doctorates to black students in 2004. This was 27 percent of the state total of 63 and second only to the University of Maryland, College Park. Morgan accounted for 56 percent of the doctorates awarded in education, 43 percent of those in engineering, and 63 percent of those in health-related fields. Nationally, Morgan now ranks 29<sup>th</sup> among all U.S. institutions in doctorates awarded to African Americans. By discipline, Morgan ranks 3<sup>rd</sup> nationally in engineering, 5<sup>th</sup> in health-related fields, and 15<sup>th</sup> in education. The University's contribution to the pool of African American doctorates is worthy of recognition and continues to grow each year.

The university agrees that it is appropriate to try to find some other indicators for which data are more readily available. Morgan will examine this and propose changes to MHEC when better measures are found.

Morgan State University  
Peer Performance Data, 2004

Institution	Fall 2002 Entering Freshman Class Second Year Retention Rate			Fall 1996 Entering Freshman Class Six Year Graduation Rate			Spr '03 Graduates			% Increase in Doctorates from 2002	Going Rate School	Advanced Studies	% With Job	PRAxis PassRate	'02-'03 Employer Satisfaction	% of Alumni Giving	% Growth in Research Grants/Contracts								
	African-		Minority	African-		Minority	Grad/Prof School	Prep	Prep									Prep	Prep	Prep	Prep	Prep	Prep	Prep	Prep
	All	American		All	American																				
Morgan State University	71%	71%	57%	23%	41%	45%	42%	98%	91%	100%	Not collected	Not collected	Not used	Not collected	12%	No Change									
University of Alabama - Huntsville	76%	68%	70%	36%	30%	27%	Not Collected	N/A	Not collected	Not used	Not Available	Not Available	Not used	Not Available	9%	Not available									
Florida A&M University							Not Available	Not Available	Not Available	Not used	Not Available	Not Available	Not used	Not Available	Not Available	Not Available									
University of Massachusetts - Dartmouth	76%	71%	75%	53%	50%	47%	Not collected	N/A	Not collected	Not used	Not collected	Not collected	Not used	Not collected	17%	5%									
University of Massachusetts - Lowell	75%	61%	76%	44%	53%	47%	Not collected	N/A	Not collected	Not used	Not collected	Not collected	Not used	Not collected	Not Available	Not Available									
Michigan Technological University	81%	84%	78%	65%	40%	43%	25%	0%	90%	Not Used	0%	0%	Not Used	85%	18%	1%									
Oakland University	73%	N/A	67%	41%	N/A	3%	20%	N/A	Not Collected	Not used	N/A	Not Collected	Not used	Not Collected	Not available	Not available									
Jackson State University																									
The College of New Jersey	95%	91%	95%	33%	N/A	N/A	17%	N/A	Not collected	99%	N/A	Not collected	Not collected	Not collected	7%	Not Available									
City University of New York College	79%	N/A	N/A	40%	N/A	N/A	14%	N/A	Not collected	Not used	N/A	Not collected	Not used	Not collected	10%	32%									
North Carolina A&T University	73%	N/A	N/A				N/A	N/A	N/A	N/A	N/A	N/A	N/A	0%	Not Available	Not Available									
Tennessee State University																									
Texas A&M University - Kingsville	N/A	N/A	N/A	22%	16%	23%	Not Collected	Not Collected	97%	Not used	Not Collected	Not Collected	Not used	Not Collected	Not Collected	Not Collected									
Peer Average	79%	75%	77%	43%	38%	32%	19%	NA	93%	99%	43%	43%	43%	43%	12%	13%									

Note:  
Not part of survey (C)  
Annual Survey is 2003 (Salisbury)  
Annual Survey is 2002 (Towson)



## St. Mary's College of Maryland

As previously described, St. Mary's College of Maryland (St. Mary's) has two sets of peers: one set that reflects the college's current mission and one set that reflects the aspirations of the college. The college exceeds its current peers in a number of indicators. It surpasses the average of its current peers in both second-year retention rate and six-year graduation rate. St. Mary's is near or above the peer average for full-time faculty salaries. Further, St. Mary's students have higher SAT scores than the students of most of its peers. It is also at the average of both current and aspirant peers for percent of minorities in its student population. Additionally, St. Mary's increased its percent of faculty with terminal degrees, surpassing the average of both its current and aspirant peers.

St. Mary's has become more selective, accepting a lower percentage of its applicants than the average of its current peers, and its yield rate is also greater. It should also be noted that St. Mary's tuition is less than half of the average of its peers for resident undergraduates, reflecting its public school status. Of the twelve current peers, four are public institutions. In a comparison of St. Mary's data to that of the public institutions only, St. Mary's ranks first in the vast majority of indicators, notably: faculty salaries, percentage of full-time faculty, average SAT scores, and six year graduation rates.

Not surprisingly, St. Mary's does not yet reach the average of its aspirant peers on most of its qualitative indicators. In a few instances, however, St. Mary's does exceed its aspirant peers. St. Mary's has a higher yield rate than all but one of its aspirant peers. It has the highest percentage of African-Americans of entering first-year students and the lowest tuition. Compared to its peers, the college also has the highest proportion of full-time freshmen receiving federal financial aid, which suggests that St. Mary's serves a large percentage of students from economically disadvantaged backgrounds.

St. Mary's fails to meet the averages of both its current and aspirant peers in a few categories. The institution lags significantly behind its peers in the rate of alumni giving, ranking the third lowest among all 18 peers. Similarly, only four other institutions have lower E&G expenditures per full-time student. And lastly, six peers have a higher ratio of full-time students to full-time faculty.

It should be noted that St. Mary's data and the data of its peers were complete.

## **Institution's Response**

St. Mary's College of Maryland continues to be challenged by financial constraints that are identified in the performance comparison. The college's E&G expenditure per student for FY 2004 was \$17,437 while the peer average was \$21,164. The continued challenges to the college are largely driven by three items: enrollment has grown 29 percent since 1999, but the state grant has risen by less than 10 percent during that time and by only 23.2 percent over the past ten years as compared with a 35.0 percent increase for the University System of Maryland; St. Mary's College has limited tuition increases to maintain affordability and access for Maryland's students and many fixed expenses have risen at higher rates than the college's inflator. Medical insurance and utility expenses, in particular, have squeezed spending away from core academic programs.

The college understands and appreciates the State's strong commitment to higher education in a time of economic uncertainty and is determined to sustain its excellence even though revenue increases from the state grant add only 1 percent per year to the operating budget. The college's state appropriation as a percentage of total revenue has declined from 47.4 percent in 1993 to a projected 29.2 percent in 2005. Fundraising has increased from \$1.5 million per year in 1995 to over \$5 million in 2004. However, much of this support comes as restricted funds, and is directed toward the endowment, which provides long-term stability. The growth in endowment and alumni giving has resulted in an increase in transfers for scholarships from the foundation to the college totaling almost \$1 million during the past four years. St. Mary's alumni giving rate compares favorably to public peer institutions. As St. Mary's alumni continue to experience success resulting from an honors education, the college expects continued and increased loyalty to St. Mary's College to be reflected in higher alumni giving rates.

Tuition and fees represent over 37 percent of total revenue and a larger proportion of the college's operating budget than the state grant. The college has managed its budget and finances well; however, the negative result of budget cuts are being felt in infrastructure and have the potential to lower the quality of academic programs. It has been the college's goal to mitigate any damage fulfilling the academic mission and it has strived to leave academic budgets intact. At the same time, St. Mary's responded to the State need to enroll more students. These additional students have reduced inflation adjusted E&G spending per student substantially even without cuts in the state grant. Maintaining the academic quality with relatively low E&G expenditures per student has required careful planning and allocation of resources during the budgetary challenges of recent years.

While enrollment has grown, the number of full-time faculty has remained constant. The increase in full-time equivalent faculty occurred through the addition of part-time, adjunct faculty. The college plans to move as quickly as possible toward reaching the peer average of 90 percent of courses being taught by full-time faculty. The college is hiring three additional full-time faculty for the 2005-2006 academic year. And plans to hire five additional full-time faculty for the 2006-2007 academic year.

St. Mary's College of Maryland  
Profile and Performance Indicators, FY 2003

Indicator	CURRENT PEER AVERAGE		ASPIRANT PEER AVERAGE		ALL PEERS AVERAGE		CURRENT PEERS:					Gettysburg
	Peer	Aspirant	All	Beloit	Coll. of Wooster	Colorado College	Dickinson					
<b>QUALITY / SELECTIVITY</b>												
Amount in total R & D spending, FY03 <sup>1</sup>	\$637,610	\$881,745	\$718,988	\$567,701	\$506,732	\$260,545	\$3,243,908	\$557,773				
Percent of faculty with terminal degrees, Fall 2002 <sup>2</sup>	90%	96%	92%	97%	95%	95%	96%	92%				
Average salary of full-time instructional faculty by rank, Fall '02: <sup>3</sup>												
Professor:	\$74,475	\$87,733	\$78,894	\$76,600	\$71,300	\$87,800	\$78,300	\$84,300				
Associate Professor:	\$56,858	\$64,400	\$59,372	\$56,637	\$56,600	\$64,200	\$59,200	\$63,500				
Assistant Professor:	\$45,117	\$51,983	\$47,406	\$44,621	\$44,400	\$49,600	\$47,100	\$50,900				
Percentile of full-time instructional faculty salary by rank, Fall '02:												
Professor:	80.1% <sup>4</sup>	92.0% <sup>4</sup>	85.0% <sup>4</sup>	83.6%	79.4%	91.7%	84.8%	89.0%				
Associate Professor:	74.9% <sup>4</sup>	90.8% <sup>4</sup>	85.5% <sup>4</sup>	76.7%	76.7%	90.7%	83.0%	90.1%				
Assistant Professor:	63.3% <sup>4</sup>	88.5% <sup>4</sup>	81.1% <sup>4</sup>	64.0%	62.5%	85.3%	77.5%	88.8%				
Average SAT scores of entering freshmen, Fall '02 <sup>5</sup>	1210	1323	1248	1235	1200	1260	1235	1240				
Average 25th & 75th percentiles SAT scores of entering FY0s, Fall '02 <sup>6</sup>	1115 - 1305	1235 - 1412	1155 - 1341	1130 - 1340	1100 - 1300	1180 - 1340	1150 - 1320	1170 - 1310				
Acceptance Rate, Fall '02 <sup>7</sup>	62%	41%	55%	59%	72%	53%	51%	50%				
Yield Ratio, Fall '02 <sup>8</sup>	34%	33%	33%	38%	30%	26%	27%	30%				
<b>RETENTION AND GRADUATION</b>												
Average second year retention rate: Fall '98, '99, '00, '01 Cohorts <sup>2</sup>	86%	93%	89%	87%	86%	93%	89%	88%				
Average Six year graduation rate: Fall '93, '94, '95, '96 Cohorts <sup>2</sup>	70%	86%	75%	81%	65%	83%	79%	76%				
% AfrAm students of entering FY0s class <sup>9</sup>	4%	3%	4%	8%	5%	2%	3%	5%				
ACCESS, Fall 2002												
Total headcount enrollment <sup>7</sup>	2168	1778	2038	1823	1856	1930	2261	2377				
Percent all minorities of total headcount enrollment <sup>7</sup>	15%	15%	15%	15%	15%	17%	9%	8%				
Percent full-time undergraduates of total undergraduates <sup>7</sup>	92%	99%	95%	90%	98%	98%	98%	99%				
Percent undergraduates of total headcount enrollment <sup>7</sup>	99%	100%	99%	100%	100%	99%	100%	100%				
Annual tuition and fees for full-time resident undergraduates <sup>8</sup>	\$17,154	\$27,494	\$20,385	\$8,082	\$23,840	\$26,333	\$26,635	\$27,070				
Percent of FT Freshman receiving aid from federal grants, FY03 <sup>10</sup>	17%	9%	14%	18%	14%	12%	13%	15%				
<b>EFFICIENCY / RESOURCES</b>												
E&G expenditures in FY03 per FTES <sup>11</sup>	\$21,164	\$33,419	\$25,249	\$17,437	\$22,957	\$20,925	\$24,307	\$27,567				
Average alumni giving rate (2002) <sup>12</sup>	31%	50%	37%	23%	41%	35%	42%	37%				
Tuition and fees revenues as percent of E&G expenditures <sup>1</sup> (for FY03)	47.7%	59.5%	51.6%	37.9%	50.6%	55.8%	63.6%	68.3%				
Student-Faculty Ratio (2002) <sup>2, 12</sup>	12.3 to 1	9.8 to 1	11.5 to 1	12 to 1	10 to 1	9 to 1	13 to 1	11 to 1				
Academic library holdings, Fall 2002 <sup>13</sup>	426,438	616,839	489,905	153,827	708,385	535,657	501,154	351,848				
Serial subscriptions:	3,504	3,875	3,628	2,433	6,325	2,187	3,910	1,935				
Audiovisual materials:	22,523	46,698	30,581	16,109	7,066	21,419	16,084	21,752				
Academic library titles per FTES FY2002 <sup>13</sup>	240.0	353.5	277.9	89.5	317.9	280.7	233.8	149.2				

<sup>1</sup> FY03 Finance Report, IPEDS Website  
<sup>2</sup> America's Best Colleges 2003, USMA #77  
<sup>3</sup> Academic, March-April 2002  
<sup>4</sup> Median reported for average  
<sup>5</sup> Midpoint of 25th to 75th percentiles, Fall '02  
<sup>6</sup> Peer's Website  
<sup>7</sup> Fall Enrollment Report 2002, IPEDS Website  
<sup>8</sup> Institutional Characteristics 2002, IPEDS Website  
<sup>9</sup> Comprehensive change, including room & board. Not included in Peer Average.

**St. Mary's College of Maryland**  
**Profile and Performance Indicators, FY 2003**

**CURRENT PEERS cont.:**

Indicator	Chilford	Mary Washington	South-Western	U. of Minn. Morris	U. of N.C. Asheville	VMI
<b>QUALITY/SELECTIVITY</b>						
Amount in total R & D spending, FY03 <sup>1</sup>	\$16,955	\$279,049	\$427,686	\$64,915	\$598,567	\$316,587
Percent of faculty with terminal degrees, Fall 2002 <sup>2</sup>	75%	89%	93%	80%	86%	95%
Average salary of full-time instructional faculty by rank, Fall '02: <sup>3</sup>						
Professor:	\$55,500	\$72,700	\$79,900	\$70,900	\$69,600	\$70,800
Associate Professor:	\$47,100	\$55,700	\$62,200	\$55,200	\$50,400	\$53,300
Assistant Professor:	\$39,700	\$39,400	\$48,100	\$41,000	\$42,700	\$44,400
Percentile of full-time instructional faculty salary by rank, Fall '02:						
Professor:	33.7%	80.8%	85.1%	78.2%	74.2%	77.8%
Associate Professor:	35.9%	73.0%	88.0%	70.9%	49.6%	63.6%
Assistant Professor:	28.9%	27.1%	81.2%	38.6%	50.6%	62.5%
Average SAT scores of entering freshman, Fall '02 <sup>4</sup>	1125	1230	1235	1170	1160	1130
Average 25th & 75th percentiles SAT scores of entering FY's, Fall '02: <sup>5</sup>	990-1260	1140-1320	1140-1330	1060-1280	1050-1270	1040-1220
Acceptance Rate, Fall '02 <sup>6</sup>	83%	60%	61%	82%	67%	55%
Yield Ratio, Fall '02 <sup>6</sup>	34%	35%	36%	45%	33%	44%
<b>RETENTION AND GRADUATION</b>						
Average second year retention rate: Fall '98, '99, '00, '01 Cohorts <sup>7</sup>	76%	87%	87%	80%	78%	87%
Average Six year graduation rate: Fall '93, '94, '95, '96 Cohorts <sup>7</sup>	68%	72%	69%	56%	51%	66%
% AfrAm students of entering FYS class <sup>7</sup>	11%	4%	4%	3%	2%	5%
ACCESS, Fall 2002						
Total headcount enrollment <sup>7</sup>	1801	4735	1266	1910	3391	1299
Percent all minorities of total headcount enrollment <sup>7</sup>	23%	12%	20%	15%	7%	16%
Percent full-time undergraduates of total undergraduates <sup>7</sup>	82%	76%	98%	93%	76%	100%
Percent undergraduates of total headcount enrollment <sup>7</sup>	100%	90%	100%	100%	99%	100%
Annual tuition and fees for full-time resident undergraduate <sup>8</sup>	\$18,366	\$3,934	\$17,570	\$7,154	\$2,884	\$11,672
Percent of FT Freshmen receiving aid from federal grants, FY03 <sup>10</sup>	23%	9%	17%	45%	18%	11%
<b>EFFICIENCY/RESOURCES</b>						
E&G expenditures in FY03 per FTES <sup>11</sup>	\$ 15,348	\$ 9,419	\$ 30,036	\$ 14,484	\$ 14,145	\$ 21,128
Average alumni giving rate (2002) <sup>12</sup>	24%	24%	31%	15%	12%	30%
Tuition and fees revenues as percent of E&G expenditures <sup>1</sup> (for FY03)	43.4%	51.3%	41.8%	23.9%	19.3%	30.1%
Student-Faculty Ratio (2002) <sup>2, 13</sup>	15 to 1	16 to 1	10 to 1	14 to 1	14 to 1	11 to 1
Academic library holdings, Fall 2002 <sup>13</sup>						
Titles:	221,038	355,391	312,490	181,499	362,933	429,519
Serial subscriptions:	829	3,481	2,488	13,667	3,567	741
Audiovisual materials:	10,151	1,201	12,186	2,140	9,816	5,242
Academic library titles per FTES FY2002 <sup>13</sup>	137.5	88.1	249.4	99.4	131.8	330.7

<sup>10</sup>Student Financial Aid FY03, IPEDS Website

<sup>11</sup>FY02 E&G expenditures & FY02 Annualized FTES, IPEDS Website

<sup>12</sup>Acadme, March-April 2002

<sup>1</sup>FY03 Finance Report, IPEDS Website

<sup>2</sup>America's Best Colleges 2003, USN&WR

<sup>13</sup>Acadme, March-April 2002



**St. Mary's College of Maryland**  
**Profile and Performance Indicators, FY 2003**

**ASPIRANT PEERS:**

Indicator	Bates	Carleton	Davidson	F&M	Hamilton	Kenyon
<b>QUALITY/SELECTIVITY</b>						
Amount in total R & D spending, FY03 <sup>1</sup>	\$790,689	\$503,979	\$969,770	\$1,419,000	\$1,250,000	\$357,031
Percent of faculty with terminal degrees, Fall 2002 <sup>2</sup>	96%	92%	97%	98%	94%	96%
Average salary of full-time instructional faculty by rank, Fall '02: <sup>3</sup>						
Professor:	\$86,100	\$94,800	\$86,700	\$89,700	\$92,600	\$76,500
Associate Professor:	\$65,600	\$66,800	\$63,300	\$62,300	\$69,400	\$59,000
Assistant Professor:	\$50,200	\$59,200	\$49,900	\$51,400	\$53,200	\$48,000
Percentile of full-time instructional faculty salary by rank, Fall '02:						
Professor:	90.4%	> 95%	90.8%	93.2%	> 95%	83.5%
Associate Professor:	91.8%	92.8%	89.8%	88.2%	95.0%	82.7%
Assistant Professor:	86.9%	> 95%	86.1%	90.1%	92.1%	80.9%
Average SAT scores of entering freshman, Fall '02 <sup>4</sup>	1355	1370	1340	1250	1305	1320
Average 25th & 75th percentiles SAT scores of entering FYSs, Fall '02 <sup>5</sup>	1280-1430	1280-1460	1250-1430	1160-1340	1210-1400	1230-1410
Acceptance Rate, Fall '02 <sup>6</sup>	28%	35%	34%	62%	35%	52%
Yield Ratio, Fall '02 <sup>6</sup>	37%	35%	40%	25%	31%	30%
<b>RETENTION AND GRADUATION</b>						
Average second year retention rate: Fall '98, '99, '00, '01 Cohorts <sup>2</sup>	94%	95%	96%	91%	93%	91%
Average Six year graduation rate: Fall '93, '94, '95, '96 Cohorts <sup>2</sup>	87%	86%	89%	84%	84%	83%
% AfrAm students of entering FYS class <sup>7</sup>	2%	6%	3%	3%	4%	2%
<b>ACCESS, Fall 2002</b>						
Total headcount enrollment <sup>7</sup>	1738	1932	1644	1926	1850	1576
Percent all minorities of total headcount enrollment <sup>7</sup>	14%	21%	14%	15%	16%	11%
Percent full-time undergraduates of total undergraduates <sup>7</sup>	100%	99%	100%	98%	99%	98%
Percent undergraduates of total headcount enrollment <sup>7</sup>	100%	100%	100%	100%	100%	100%
Annual tuition and fees for full-time resident undergraduate <sup>8</sup>	\$35,750 <sup>9</sup>	\$56,910	\$25,811	\$27,280	\$28,760	\$28,710
Percent of FT Freshmen receiving aid from federal grants, FY03 <sup>10</sup>	9%	17%	5%	8%	9%	8%
<b>EFFICIENCY/RESOURCES</b>						
E&G expenditures in FY03 per FTES <sup>11</sup>	\$ 32,094	\$ 39,137	\$ 34,833	\$ 29,292	\$ 37,045	\$ 28,113
Average alumni giving rate (2002) <sup>12</sup>	49%	64%	53%	36%	57%	43%
Tuition and fees revenues as percent of E&G expenditures <sup>1</sup> (for FY03)	76.9%	49.0%	45.2%	64.4%	57.2%	64.2%
Student-Faculty Ratio (2002) <sup>13, 14</sup>	10 to 1	9 to 1	10 to 1	11 to 1	10 to 1	9 to 1
Academic library holdings, Fall 2002 <sup>15</sup>						
Titles:	661,732	662,871	591,325	460,839	577,031	747,233
Serial subscriptions:	2,311	10,964	2,788	1,765	4,010	1,411
Audiovisual materials:	29,196	786	10,253	11,624	57,096	171,230
Academic library titles per FTES FY2002 <sup>15</sup>	380.7	344.9	359.9	242.9	314.0	478.7

<sup>1</sup>Literature by State 2002. IPEDS Website

<sup>11</sup>FY03 Finance Report. IPEDS Website

<sup>12</sup>America's Best Colleges 2003. USN&WR

<sup>13</sup>Academics. March-April 2002



# Appendices



## **Appendix A. Methodology For Selecting Performance Peers At The University System Of Maryland Institutions**

The process of selecting peers involved narrowing a long list of colleges and universities (approximately 3,600) to a medium-sized list (fewer than 250), then to a small group with key characteristics like those of the 'home' institution (between 22 and 60). The institutions in the smaller group are termed funding peers. Ultimately, USM institutions were asked to choose 10 performance peers from their lists.

The narrowing process proceeded as follows:

1. Only public universities were considered.
2. Institutions were categorized by Carnegie-classification.
3. Six sets of variables were mathematically analyzed for each institution. Examples of these variables include:
  - Size
  - Student mix
  - Non-state revenues
  - Program mix
  - Location (urban vs. rural)

The analysis aimed to provide a comparatively short list of institutions, which are most like each USM institution. From the narrowed list, each USM institution then selected 10 performance peers based on criteria relevant to their specific institutional objectives.

Below is a list of top criteria used by each institution to select their performance peers.

### **Bowie**

- SATs and/or ACT profiles
- Academic mission
- Types of programs
- General academic reputation
- Comparable student communities served

### **Coppin**

- Program mix, especially teacher preparation
- Size
- Geographic location

### **Frostburg**

- Similar unrestricted budgets
- Size
- Program mix

- Geographic location

### **Salisbury**

- Size
- Program mix
- Mission

### **Towson**

- Size
- Student mix
- Geographic location

### **University of Baltimore**

- Program mix
- Size
- Urban setting

### **University of Maryland Baltimore County**

- Size
- Mission, emphasis on science and technology
- Minority mix
- Exclusion of institutions with medical schools

### **University of Maryland Eastern Shore**

- Similar unrestricted budgets
- Program mix
- Minority mix

### **University of Maryland University College**

- Percentage of students over the age of 25
- Institution ranking
- Type of delivery formats used – especially on-line distance education programs

**APPENDIX B. UNIVERSITY SYSTEM OF MARYLAND  
OPERATIONAL DEFINITIONS FOR PERFORMANCE INDICATORS**

	<i>Measure</i>	<i>Source of peer data</i>	<i>Operational definition</i>	<i>Date to be used</i>
1	SAT score 25 <sup>th</sup> /75 <sup>th</sup> %tile	NCES, IPEDS Institutional Characteristics, Fall 2003	For all incoming freshmen, composite SAT score. For peer institutions that report ACT scores, ACT scores are reported but not converted to SAT. If institutions report both scores, results for the test taken by the greatest number of students is reported. For UMCP peers reporting ACT scores, ACT scores were converted to SAT.	Fall 2003
2	% minorities of all undergraduates	IPEDS Peer Analysis Website – Fall Enrollment survey	Minorities include African-American, Asian, Hispanic, & Native American, but do not include Nonresident Alien or Unknown Race.	Fall 2003
3	% African-American of all undergraduates	IPEDS Peer Analysis Website – Fall Enrollment survey	Self-explanatory	Fall 2003
4	Average second-year retention rate	U.S. News & World Report, America's Best Colleges, 2004 edition	The percentage of first-year freshmen that returned to the same college or university the following fall, averaged over the first-year classes entering between 1998 and 2001. For UMCP, average is for first-year classes entering between 1999 and 2002.	1998-2001 data 1999-2002 data
5	Six-year graduation rate	NCES, Peer Analysis Data System, 2002 Graduation Rate Survey, Dataset Cutting Tool	Six-year graduation rate, 1996 cohort (Line 18A/Line 50) For UMCP, 1997 cohort	2002 (1996 cohort) 2003 (1997 cohort)
6	Six-year graduation rate: all minorities	NCES, Peer Analysis Data System, 2002 Graduation Rate Survey, Dataset Cutting Tool	Minorities include African-American, Asian, Hispanic, & Native American, but do not include Nonresident Alien or Unknown Race. (Line 18A/Line 50)	2002 (1996 cohort) 2003 (1997 cohort for UMCP)
7	Six-year graduation rate: African-Americans	NCES, Peer Analysis Data System, 2002 Graduation Rate Survey, Dataset Cutting Tool	Self-explanatory. (Line 18A/Line 50)	2002 (1996 cohort) 2003 (1997 cohort for UMCP)
8	Passing rate on teacher licensure exams	Title II website, State Report 2003 for individual states ( <a href="http://www.title2.org">http://www.title2.org</a> )	Summary pass rates are reported. These are defined as the proportion of program completers who passed all tests they took for their areas of specialization among those who took one or more tests in their specialization areas (basic skills; professional knowledge & pedagogy; academic content areas; teaching special populations; other content areas; and	2001-2002 test takers

	<i>Measure</i>	<i>Source of peer data</i>	<i>Operational definition</i>	<i>Date to be used</i>
			performance assessments). An individual is counted as a pass in the <b>summary rate if they pass all required tests for any area in which they were prepared.</b>	
9	Passing rate in nursing licensing exam	Peer institutions	Number of BSN graduates in the Class of 2003 who pass the NCLEX examination on the first attempt divided by the number of graduates who took the exam.	2003 graduates
10	Passing rates in other licensure exams			
10a	Law – Bar examination	ABA-LSAC Official Guide to ABA-Approved Law Schools, 2005 edition	Percentage of 2002 graduates who took the bar examination for the first time in Summer 2002 and Winter 2003 and passed on their first attempt. Pass rates are reported only for the jurisdiction in which the school had the largest number of first-time takers.	2002 graduates
10b	Pharmacy – Licensure examination	Peer institutions	Number of pharmacy graduates in the Class of 2003 who passed the NAPLEX on the first attempt divided by number of graduates who took the exam.	2003 graduates
10c	Social Work – Licensure examination	Peer institutions	For UMB: number of MSW graduates who passed the Licensed Graduate Social Work Exam in 2002 divided by number of graduates who took the exam. For FSU: number of BSW graduates in the Class of 2003 who passed the LCSW examination on the first attempt divided by number of graduates who took the exam.	2002 2003 graduates
10d	Dentistry – Examination	Peer institutions	Number of DDS graduates in the Class of 2003 who pass their respective regional dental examination by December 31, 2003 divided by number of graduates from Dental School Class of 2003.	2003 graduates
10e	Medical – Examination	Peer institutions	Number who pass the 2003 USMLE Step II on first attempt divided by number of examinees from the School of Medicine.	Class of 2003
11	Alumni giving rate  <i>OR</i>  Average undergraduate alumni giving rate	Council for Aid to Education, 2003 Voluntary Support of Education  U.S. News & World Report, America's Best Colleges, 2004 edition	Alumni donors as a percentage of alumni solicited (Definition and source used by all institutions except UMCP & FSU and their peers)  Average percent of undergraduate alumni of record who donated money to the institution. Alumni of record are former full- or part-time students with an undergraduate degree for whom the institution has a current address. Undergraduate alumni donors made one or more gifts for either current operations or capital expenses during the specified academic year.	2003  2001-2002



	<u>Measure</u>	<u>Source of peer data</u>	<u>Operational definition</u>	<u>Date to be used</u>
12	Total R&D expenditures	National Science Foundation	The alumni giving rate is the number of appropriate donors divided by the number of appropriate alumni of record during a given year. The rates were averaged for 2001 and 2002. (Definition and source used by UMCP & FSU and their peers.) Expenditures on R&D from federal, state, industry, institutional & other sources. Excludes expenditures in medical science for institutions other than UMBI & UMCES. UMB figures include R&D expenditures only in medical science.	FY 2002
13	Total R&D expenditures per full-time faculty	National Science Foundation (R&D \$); AAUP, Faculty Salary Survey (faculty counts); AAMC (for medical faculty for UMB & peers).	Expenditures on R&D from federal, state, industry, institutional & other sources per full-time instructional faculty member at the ranks of professor, associate & assistant professor. Excludes expenditures in medical science for institutions other than UMBI & UMCES. UMB figures are R&D expenditures only in medical science. Faculty are full-time, non-medical instructional faculty from AAUP for institutions other than UMB. For UMB and peers, faculty are full-time medical faculty whose assignments are for instruction or research. For UMB, faculty counts are taken from AAMC figures.	FY 2002
14	Average annual % growth (5-yr.) in federal R&D expenditures	National Science Foundation	Average annual growth rate in federally financed R&D expenditures over the 5-year period from FY 1997 through FY 2002. Excludes federally financed expenditures in medical science for institutions other than UMB. UMB figures include federally financed R&D expenditures only in medical science.	FY 1997 – FY 2002
15	Number of faculty awards per 100 faculty (5 yrs.)	USM data base (built from national publications and databases) & AAUP	The total number of awards per 100 full-time instructional faculty at the ranks of professor, associate & assistant professor over the 5-year period from 2000 through 2004. Awards counted: Fulbrights, Guggenheims, NEH fellowships, CAREER (Young Investigator) awards, Sloan fellowships. Faculty are full-time, non-medical instructional faculty from most recent AAUP counts.	2000 – 2004
16	Institution-specific measures			

**OPERATIONAL DEFINITIONS FOR INSTITUTION-SPECIFIC PERFORMANCE INDICATORS**

	<u>Measure</u>	<u>Source of peer data</u>	<u>Operational definition</u>	<u>Date to be used</u>
<b>BSU</b>				
1	% faculty with terminal degrees	U.S. News, Ultimate College Directory, 2004 edition, 2003	Percentage of full-time faculty who have earned doctorate or terminal degree in their field	Fall 2002
2	Acceptance rate	U.S. News, Ultimate College Directory, 2004 edition, 2003	Percentage of freshman admitted who were accepted for admission	Fall 2002
3	Yield rate	U.S. News, Ultimate College Directory, 2004 edition, 2003	Enrollees as percentage of freshman who were admitted	Fall 2002
4	Total R&D expenditures per full-time faculty	National Science Foundation and AAUP	Average dollars spent on R&D from federal, state, industry, institutional & other sources per core faculty (full-time tenure and tenure-track faculty)	FY2002
<b>CSU</b>				
1	% part-time undergraduates of total undergraduate headcount enrollment	IPEDS, Fall Enrollment Survey, 2003	Self-explanatory	Fall, 2003
2	% graduate students of total headcount enrollment	IPEDS, Fall Enrollment Survey, 2003	Self-explanatory	Fall, 2003
3	Non-auxiliary operating revenues as % of total operating revenues	IPEDS, Finance Survey, FY2003	(Pt. B, Line 09 minus Line 05) divided by Line 09	FY2003
4	Average age full-time undergraduate	Embark < <a href="http://www.embark.com">www.embark.com</a> >	Self-explanatory	2003-2004
5	% commuter students	U.S. News, Ultimate College Directory, 2004 edition, 2003	Percent of students who do not live in college owned housing or dorm	Fall 2002
<b>FSU</b>				
1	FTE students per full-time instructional faculty	IPEDS, Fall Enrollment Survey, 2003 and AAUP	Self-explanatory. All ranks of faculty included.	Fall, 2003
2	Percent of faculty with terminal degree	U.S. News, Ultimate College Directory, 2004 edition, 2003	The percentage of full-time who have earned a doctorate, first professional or other terminal degree	Fall 2002
<b>SU</b>				
1	Acceptance rate	U.S. News, Ultimate College Directory, 2004 edition, 2003	The ratio of admitted first-time, first-year, degree-seeking students to total applicants. Total applicants include students who meet all requirements to be considered for admission AND who were notified of an admission decision.	Fall 2002
2	Percent of faculty with terminal degree	U.S. News, Ultimate College Directory, 2004	The percentage of full-time faculty who have earned a doctorate, first professional or other terminal	Fall 2002

	<u>Measure</u>	<u>Source of peer data</u>	<u>Operational definition</u>	<u>Date to be used</u>
3	Ratio of FTES to FTEF	IPEDS Peer Analysis System - Fall Enrollment & Fall Staff	degree. The ratio of full-time equivalent students to full-time equivalent faculty.	Fall 2003
4	Average high school GPA	U.S. News, Ultimate College Directory, 2004 edition, 2003	Average high school GPA of all degree-seeking, first-time, first-year freshman students who submitted GPA.	Fall 2002
5	Total state appropriation per FTES	IPEDS Peer Analysis System - FY 2003 Finance and Fall Enrollment 2002	State appropriation divided by FTES. State appropriation is from the Finance Survey, and FTES is derived from the Fall Enrollment Survey. FTES is calculated as FT headcount + 1/3 PT headcount.	FY2003 state appropriation, Fall 2002 (FY2003) enrollment
<b>TU</b>				
1	Average high school GPA	U.S. News, Ultimate College Directory, 2004 edition, 2003	Average high school GPA of all degree-seeking, first-time, first-year (freshman) students who submitted GPA	Fall 2002
2	% undergraduates who live on campus (Residential Students)	U.S. News, Ultimate College Directory, 2004 edition, 2003	Percentage of all degree-seeking undergraduates enrolled in Fall 2002 who live in college-owned, -operated, or -affiliated housing	Fall 2002
3	Student-to-faculty ratio	U.S. News & World Report, 2004 edition	The ratio of full-time equivalent students to full-time equivalent instructional faculty. Undergraduate or graduate student teaching assistants are not counted as faculty.	Fall 2002
4	Selectivity (Acceptance Rate)	U.S. News, Ultimate College Directory, 2004 edition, 2003	The number of freshmen applicants divided by the number of freshmen admitted	Fall 2002

	<i>Measure</i>	<i>Source of peer data</i>	<i>Operational definition</i>	<i>Date to be used</i>
<b>UB</b>				
1	Expenditures for research	IPEDS, Finance Form, FY 2003, Part C, line 02, col. 1	Total dollars expended for research	FY2003
2	% part-time of all faculty	IPEDS, Employees by Assigned Position, 2002	Percentage of instructional faculty who are not employed full-time	Fall 2002
<b>UMB</b>				
1	Total medicine research & development spending	AAMC, LCME Annual Medical School Questionnaire		FY 2003
2	Medicine research grants per basic research faculty	AAMC, LCME Annual Medical School Questionnaire		FY 2003
3	Medicine research grants per clinical faculty	AAMC, LCME Annual Medical School Questionnaire		FY 2003
4	Percent minorities of total headcount enrollment	IPEDS, Fall Enrollment survey	Minorities include African-American, Asian, Hispanic, & Native American, but do not include Nonresident Alien or Unknown Race.	Fall 2003
5	Total headcount enrollment	IPEDS, Fall Enrollment survey	All students: undergraduate, graduate, and first professional	Fall 2003
6	Percent graduate & first professional as percent of total headcount	IPEDS, Fall Enrollment survey	Self-explanatory	Fall 2003
<b>UMBC</b>				
1	Rank in IT bachelor's degrees awarded	IPEDS completions	Rank of UMBC among its peer institutions. FY2002 Completions. Information technology degrees include the following: Computer & Information Sciences; Computer Programming; Data Processing Tech; Information Sciences & Systems; Computer Systems Analysis; Computer Science; Computer Engineering; Electrical, Electronics & Communication.	FY2003
2	Rank in ratio of invention disclosures to \$million R&D expenditures	AUTM, National Science Foundation	Rank of UMBC among its peer institutions. Number of invention disclosures, no matter how comprehensive, counted by institution (AUTM) divided by \$million in R&D expenditures (NSF) from federal, state, industry, institutional & other sources	FY 2002
3	Ratio of FTE students/ FT faculty	IPEDS Enrollment Files, AAUP	Ratio of FTE students (FT + 1/3 PT) to FT faculty (per AAUP based on categories of Professor, Associate Professor, and Assistant Professor) for Fall 2003.	Fall 2003

	<u>Measure</u>	<u>Source of peer data</u>	<u>Operational definition</u>	<u>Date to be used</u>
<b>UMCP</b>				
1	# of graduate-level colleges, programs, or specialty areas ranked among the top 25 in the nation	National Research Council, <i>U.S. News, The Wall Street Journal, Financial Times, Business Week, Success</i>	Total number of graduate-level colleges, programs, or specialty areas ranked among the top 25 in the nation by one or more of five specified publications in their most recent rankings of that particular college/program/specialty area. Rankings are unduplicated, meaning that not more than one top 25 ranking can be claimed per discipline or specialty area, and the discipline/program data must be comparable across all peer institutions.	Most recent rankings published for a particular college, program, or specialty area
2	# of graduate-level colleges, programs, or specialty areas ranked among the top 15 in the nation	National Research Council, <i>U.S. News, The Wall Street Journal, Financial Times, Business Week, Success</i>	Total number of graduate-level colleges, programs, or specialty areas ranked among the top 15 in the nation in one or more of five specified publications in their most recent rankings of that particular college/program/specialty area. Rankings are unduplicated, meaning that not more than one top 15 ranking can be claimed per discipline or specialty area, and the discipline/program data must be comparable across all peer institutions.	Most recent rankings published for a particular college, program, or specialty area
3	% change over five years in faculty memberships in national academies	USM database	The percent change over five years in the number of faculty holding membership in three national academies (American Academy of Arts and Sciences, National Academy of Engineering, and National Academy of Sciences), equally weighting the percent change for each of the academies.	2000-2004
4	Number of invention disclosures per \$100M in R&D	Association of University Technology Managers (AUTM), National Science Foundation (NSF)	The number of invention disclosures reported by the institution to AUTM, per each \$100 million in TOTAL research and development (R&D) expenditures reported for the institution by NSF.	Fall 2002
5	Number of degrees awarded to African-American students	IPEDS Completions survey via AAUDE	The number of undergraduate degrees awarded to African-American students	Academic Year 2003
<b>UMES</b>				
1	% faculty with terminal degrees	U.S. News, Ultimate College Directory, 2004 edition, 2003	Percentage of full-time faculty who have earned doctorate or terminal degree in their field	Fall 2002
2	IT degrees as % of all bachelor's degrees	NCES, IPEDS, Completions, 2003	Bachelor's degrees in CIP codes 11.0101 through 11.9999 as a percentage of all bachelor's degrees awarded.	July 1, 2002 - June 30, 2003
3	Loan default rate	Peers	The students who fail to repay their education loans as required by the loan agreement as a percentage of all students who have taken such loans for the cohort	1998-2001

	<i>Measure</i>	<i>Source of peer data</i>	<i>Operational definition</i>	<i>Date to be used</i>
<b>UMUC</b>				
1	Number of African-Americans of all IT graduates	MAITI report for UMUC; IPEDS completion data for peer institutions	Number of graduates of IT (MAITI) undergraduate programs who are African-American. Programs include computer program (CIP 11.00), computer engineering (CIP 14.09), and electrical engineering (CIP 14.10).	FY 2003
2	% of undergraduate students who are 25 and older	IPEDS, Fall Enrollment survey	Percent of undergraduate students who are older than 25 years of age	Fall 2002
3	Number of post-baccalaureate degrees awarded in technology and business/management fields	IPEDS, Completions survey	Number of post-baccalaureate degrees awarded in technology and business/management fields. Programs include computer program (CIP 11.00), computer engineering (CIP 14.09), electrical engineering (CIP 14.10), management information systems (CIP 52.1201), system networking/telecommunication (CIP 52.1204).	FY 2003
4	Number of worldwide online courses	Peer institutions	Number of courses offered online	FY 2004
5	Number of worldwide online enrollments	Peer institutions	Number of enrollments in online courses	FY 2004

**APPENDIX C. MORGAN STATE UNIVERSITY  
OPERATIONAL DEFINITIONS FOR PERFORMANCE INDICATORS**

Measure	Source of peer data	Operational definition	Date Used
1 Second year retention rate	Maryland Higher Education Commission (MHEC) – Enrollment Information System (EIS), Degree Information System (DIS).  US News and World Report, America's Best Colleges. 2004	The percentage of first-time, full-time degree seeking undergraduates that re-enrolled at the original institution one year after matriculation.	Fall 2002 cohort
2 Second year retention rate of African Americans	MHEC – EIS, DIS. Peer institutions.	The percentage of first-time, full-time degree seeking African American undergraduates that re-enrolled at the original institution one year after matriculation.	Fall 2002 cohort
3 Second year retention rate of minorities	MHEC – EIS, DIS. Peer institutions.	<i>In this context, the term "minorities" refers to members of the African American, Native American, Asian, and Hispanic student groups.</i>	Fall 2002 cohort
4 Six year graduation rate	MHEC – EIS, DIS. IPEDS, Graduation Rate Survey; NCAA.	The percentage of first-time, full-time degree seeking African American, Native American, Asian, and Hispanic undergraduates that re-enrolled at the original institution one year after matriculation.  The percentage of first-time, full-time degree seeking undergraduates that graduated from the original institution within six years of matriculation.	Fall 1996 cohort
5 Six year graduation rate of African Americans	MHEC – EIS, DIS. IPEDS, Graduation Rate Survey; NCAA.	The percentage of first-time, full-time degree seeking African American undergraduates who graduated from the original institution within six years of matriculation.	Fall 1996 cohort
6 Six year graduation rate of minorities	MHEC – EIS, DIS. IPEDS, Graduation Rate Survey; NCAA.	<i>In this context, the term "minorities" refers to members of the African American, Native American, Asian, and Hispanic student groups.</i>  The percentage of first-time, full-time degree seeking African American, Native American, Asian, and Hispanic undergraduates who graduated from the	Fall 1996 cohort

Measure	Source of peer data	Operational definition	Date Used
7	Percent increase in doctoral degrees awarded over 2002	Morgan State University (MSU) DIS. Self-explanatory	original institution within six years of matriculation.
8	Graduate/Professional school going rate	IPEDS, Postsecondary Completions. MSU/MHEC follow-up survey of graduates. Peer institutions or appropriate Maryland institutions. <i>Appropriate Maryland institutions refer to Maryland institutions that are in the same Carnegie classification as Morgan State University.</i>	The percentage of bachelor's degree recipients who enrolled in graduate or professional school within one year of graduation. Spring 2003 Graduates
9	Student satisfaction with advanced studies preparation	MSU/MHEC follow-up survey of graduates Peer institutions or appropriate Maryland institutions <i>Appropriate Maryland institutions refer to Maryland institutions that are in the same Carnegie classification as Morgan State University.</i>	The percentage of bachelor's degree recipients who enrolled in graduate or professional school within one year of graduation and who rated their preparation for advanced education as excellent, good, or adequate (fair) preparation for their job. Spring 2003 Graduates
10	Student satisfaction with job preparation.	MSU/MHEC follow-up survey of graduates. Peer institutions or appropriate Maryland institutions. <i>Appropriate Maryland institutions refer to Maryland institutions that are in the same Carnegie classification as Morgan State University.</i>	The percentage of bachelor's degree recipients employed full-time within one year of graduation and who rated their education as excellent, good, or adequate (fair) preparation for their job. Spring 2003 Graduates
11	PRAXIS II pass rate	HEA Title II: Aggregate and Summary Institution- Level Pass Rate Data: Regular Teacher Preparation Program. Peer Institutions or	Number of completers who successfully completed one or more tests across all categories used by the State for licensure and the total pass rate. <i>Appropriate Maryland institutions refer to Maryland institutions that are in the same Carnegie classification as Morgan State University.</i> 2002-2003 academic year



Measure	Source of peer data	Operational definition	Date Used
12 Employer satisfaction	<p>appropriate Maryland institutions.</p> <p>MSU Survey Employers.</p> <p>Peer institutions or appropriate Maryland institutions.</p>	<p>Average of nine dimensions of employers' rating of satisfaction with Morgan alumni.</p> <p><i>Appropriate Maryland institutions</i> refer to Maryland institutions that are in the same Carnegie classification as Morgan State University.</p>	Spring 2003 Graduates
13 Alumni giving	<p>MSU Development Office.</p> <p>Peer institutions or appropriate Maryland institutions.</p>	<p>Percent of Morgan's graduates who made contributions to the University during a fiscal year.</p> <p>The base for deriving the percentage is the total number of Morgan graduates for whom <i>good</i> contact information is available</p> <p><i>Appropriate Maryland institutions</i> refer to Maryland institutions that are in the same Carnegie classification as Morgan State University.</p>	Most current data available
14 Percent growth in grants and contracts expenditures over base of FY 1990	<p>MSU Budget Office.</p> <p>IPEDS</p> <p>Peer institutions.</p>	<p>Self-explanatory</p>	



## APPENDIX D. ST. MARY'S COLLEGE OF MARYLAND OPERATIONAL DEFINITIONS FOR PERFORMANCE INDICATORS

	Measure	Source of peer data	Operational definition	Date Used
1	Amount of total R&D spending, FY 2003	IPEDS Finance Report	Current funds expenditures on research	FY 2003
2	Percent of Faculty with Terminal Degrees	US News and World Report, America's Best Colleges, 2003 edition	Percentage of full-time faculty who hold a terminal degree	2003
3	Average salary of full-time instructional faculty by rank	Academe, March-April 2002 edition	Average salary of full-time instructional faculty by rank	Fall, 2002
4	Percentile of full-time instructional faculty salary by rank	Academe, March-April 2002 edition	Interpolated percentile of average full-time faculty salary as compared to national salaries	Fall, 2002
5	Average SAT scores of entering freshmen	U.S. News & World Report, America's Best Colleges, 2003 edition	Midpoint of 25 <sup>th</sup> to 75 <sup>th</sup> percentiles	Fall, 2002
6	25 <sup>th</sup> - 75 <sup>th</sup> percentile SAT scores of entering freshmen	U.S. News & World Report, America's Best Colleges, 2003 edition	25 <sup>th</sup> - 75 <sup>th</sup> percentile SAT total scores of entering freshmen	Fall, 2002
7	Acceptance rate	U.S. News & World Report, America's Best Colleges, 2003 edition	Percentage of fall 2002 applicants who were admitted	Fall, 2002
8	Yield ratio	U.S. News & World Report, America's Best Colleges, 2003 edition	Percentage of fall 2002 admitted applicants who ultimately enrolled	Fall, 2002
9	Second year retention rate	U.S. News & World Report, America's Best Colleges, 2003 edition	Percentage of first-time, full-time degree-seeking students who re-enrolled the subsequent year	Fall, 1998 - Fall, 2001
10	Average six-year graduation rate	U.S. News & World Report, America's Best Colleges, 2003 edition	Average six-year graduation rate for all students	1999-2002 (1993, 1994, 1995, 1996 freshman cohorts)
11	Percent African Americans of entering first-year class	2002 IPEDS Fall enrollment report	Percent African Americans of entering first-year class	2002 (2002 cohort)
12	Total headcount enrollment	2002 IPEDS fall enrollment report	Total of all students (including graduate students) enrolled at an institution	Fall, 2002
13	Percent minorities of total headcount enrollment	2002 IPEDS fall enrollment report	Percentage of minorities of the total enrollment with race known, non resident aliens are excluded	Fall, 2002
14	Percent of full-time undergraduates of total undergraduates	2002 IPEDS fall enrollment report	Percentage of undergraduate students who are enrolled full-time	Fall, 2002

Measure	Source of peer data	Operational definition	Date Used
15 Percent undergraduates of total headcount enrollment	2002 IPEDS fall enrollment report	Percentage of an institution's total enrollment that is undergraduate	Fall, 2002
16 Annual tuition and fees for full-time resident undergraduate	2002 IPEDS Institutional Characteristics, Part D	Annual tuition and fees for full-time in-state undergraduate student	Fall 2002
17 Percent of full-time freshmen receiving aid from federal government	2003 IPEDS Student Financial Aid	Percentage of full-time freshmen receiving federal grant aid	FY 2003
18 E&G expenditures per FTES	2002 IPEDS Finance Report, IPEDS Institutional Characteristics Survey, Part E	FY 2002 total education and general expenditures and transfers divided by FY 2002 annualized full-time equivalent students (undergraduate credit hour activity divided by 15)	FY 2002, Fall, 2001
19 Average alumni giving rate	U.S. News & World Report, America's Best Colleges, 2003 edition	Percentage of solicited alumni who gave to an institution	2001-2002
20 Tuition and fees revenue as percent of E&G expenditures	2003 IPEDS Finance Report	Current funds revenues from tuition and fees as a percent of FY 2003 total education and general expenditures and transfers	FY 2003
21 Ratio of FTES to full-time faculty	2002 IPEDS Institutional Characteristics Survey, Part E, U.S. News & World Report, America's Best Colleges, 2003 edition	Fall 2002 FTE students (undergraduate credit hour activity divided by 15) divided by the number of fall 2002 full-time faculty	Fall, 2002
22 Academic library holdings	2002 IPEDS Libraries by State	Number of titles, serial subscriptions, and audiovisual materials	Fall, 2002
23 Academic library titles per FTES	2002 IPEDS Libraries by State	Academic library titles per FTES	FY 2002