

PROGRESS ON IMPLEMENTING
COLLEGE AND CAREER
READINESS AND COLLEGE
COMPLETION STRATEGIES IN
MARYLAND

Submitted on behalf of the Governor's P-20
Leadership Council

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Governor’s P-20 Leadership Council

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Introduction

As established in the College and Career Readiness and College Completion Act of 2013 (SB740, 2013) (referred to hereafter as CCRCCA) and in accordance with §24-801 of the Education Article of the Annotated Code of Maryland, the Governor’s P-20 Leadership Council of Maryland (P-20 Council) is required to submit a biennial report to the Governor and Maryland General Assembly regarding progress on the implementation of college and career readiness and college completion strategies in § 7–205.1, § 11–207, § 11–209, § 15–114 through 15–117, and Title 18, Subtitle 14A of the Education Article.

This report is the second of such reports, with status updates provided by the Maryland State Department of Education (MSDE), local education agencies (LEAs), Maryland Higher Education Commission (MHEC), and the higher education segments including the Maryland Association of Community Colleges (MACC), Maryland Independent College and University Association (MICUA), Morgan State University, St. Mary’s College of Maryland, and the University System of Maryland (USM).

The 11 topic areas below are aligned with the major provisions of CCRCCA and include a summary of implementation strategies, benchmarks, and outcomes to date. These topics include

- (1) assessment of college and career readiness;
- (2) transition courses;
- (3) four years of high school mathematics;
- (4) dual enrollment;
- (5) statewide transfer agreement;
- (6) statewide reverse transfer agreement;
- (7) incentivizing associate’s degree completion;
- (8) near completers;
- (9) degree plans;
- (10) degree pathways, and
- (11) credit limits for associate’s and bachelor’s degrees.

As discussed in the June, 2015 report submitted by MHEC, there was also uncodified language within the CCRCCA that specified reporting requirements related to the implementation of various components of the legislation. In some cases, required reports were already prepared and submitted in 2013 and 2014, including reports on transition courses, near completers, college and career counseling, and a review of the state’s current course articulation system. In other cases, reports are due at a future date (e.g., the academic, enrollment, and financial impacts of being a dually enrolled student). These are referenced in Appendix B of this progress report, and readers are encouraged to consult these individual reports for more extensive documentation.

Update on the State’s 55% college completion goal

The CCRCCA established as a goal of the State that at least 55% of Maryland’s residents age 25 to 64 will hold at least an associate’s degree by 2025. MHEC has estimated that, in order to reach this goal, colleges and universities will need to increase the number of undergraduate degrees awarded by 2% annually between the baseline year of 2010 and the final year of 2025. MHEC publishes an annual report on the progress toward this goal. Through 2015, colleges and universities were ahead of the cumulative target by approximately 21,000 degrees, or 8%. MHEC’s report for 2016 is not yet

available, but it is expected that colleges and universities will again increase the margin above the target. The 2016 edition of MHEC's report should be available within a month after the publication of the present report.

College and Career Ready Assessment

(§7-205.1 Education Article, Annotated Code of Maryland)

The State Board shall establish high school curriculum and graduation requirements for all public schools in accordance with this section. Beginning with the 2015–2016 school year, all students shall be assessed using acceptable college placement cut scores no later than 11th grade to determine whether the student is ready for college–level credit–bearing course work in English Language Arts, Literacy, and Mathematics.

PARCC Assessment Timeline

During the 2013-14 school year, Maryland was the only state to conduct PARCC field testing in almost every public school involving 31,709 students in both online and paper/pencil testing formats. 81.6% of students took the assessment online, reportedly saving MSDE \$2.5 million dollars compared to state assessments in the past.

During the 2014-15 school year, PARCC assessments were the state assessments for English Language Arts and Mathematics in grades 3-8 and high school (Algebra I, Algebra II, and English 10). Students taking PARCC high school assessments during school years 2014-15 and 2015-16 were not required to earn a minimum score tied to graduation.

- MSDE released the first PARCC college placement cut scores in October 2015, along with state level results.

During the 2015-16 school year, as required by the CCRCCA, all students were assessed using acceptable college placement cut scores no later than the 11th grade to determine whether the student was ready for college-level credit-bearing coursework in English language arts, literacy, and mathematics.

- If a student is determined not to be college and career ready by the end of 11th grade, beginning in the 2016-17 school year, MSDE, in collaboration with local school systems and public community colleges, is required to implement transition courses for those students entering the 12th grade.

The cut scores for graduation should not be confused with CCR cut scores of Level 4 and level 5

College and Career Ready Assessment Options

College and Career Ready measures are an attempt to identify common metrics that might be used by the local school districts to identify students as college and career ready and that higher-ed would then use to admit those students directly to credit-bearing classes for math and or English.

In order to be considered college and career ready, a high school junior or senior must meet one of the following criteria:

11th Grade English Language Arts Assessment Options						
PARCC	SAT	ACT	Advanced Placement (AP)	International Baccalaureate (IB)	Accu-placer	Dual Enrollment
English 11 score of Level 4 or 5 English 10 score of Level 4 or 5 pending further research ¹	Score of 500 or greater Evidence-based Reading and Writing Section	Score of 21 or greater Average of English test and Reading test scores	Exam score of 3,4, or 5 English Language and Composition OR English Literature and Composition	Grade 4 or above on one or more. Lang. A: Lit SL or HL OR Lang. A: Lang. and Lit. SL OR HL	Reading 79+ Writing 6+ AND Sentence Skills 90+	Admission to and enrollment in a Maryland Institution appropriate ELA college credit bearing course. Existing local agreements between LEAs and community colleges or CCR accepted.

11th Grade Math Assessment Options						
PARCC	SAT	ACT	Advanced Placement (AP)	International Baccalaureate (IB)	Accu-placer	Dual Enrollment
Algebra II Score of Level 4 or 5 For 11th Graders enrolled in Geometry, a score of Level 4 or 5 on PARCC Geometry satisfies the CCR determination	Score of 500 or greater	Score of 21 or greater	Exam score of 3,4, or 5 Calculus AB Calculus BC Statistics	Math Studies Math SL Math HL Further Math	College level mathematics test scores of 45+	Admission to and enrollment in a Maryland Institution appropriate math college credit bearing course. Existing local agreements between LEAs and community colleges or CCR accepted.

¹ P-20 Council members are not aware of ongoing research and request additional information

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- On August 1, 2016, the Maryland Association of Community Colleges and Public School Superintendents Association of Maryland entered into a Memorandum of Understanding agreeing to college and career standards for high school students.
- On September 16, 2016, the Maryland State Department of Education released a “Toolkit to determine Students College and career ready under the college and career readiness and college completion act of 2013.”²

MSDE pointed out that the majority of end-of-11th grade [students](#) should not be expected to meet college entrance requirements. They have another year of high school. ACT and SAT have projection scores for 11th graders who take their tests. These should be the basis of 11th grade testing, at least as it relates to required supplemental instruction or “transition opportunities.”

PARCC College and Career Assessment Results

The following table shows PARCC test results for the 2014/15 school year and the 2015/16 school year. The percentage of students scoring a level 4 or 5, met or exceeded expectations, rose year over year from 20.1% to 26.8%.

Count = Met or Exceeded Expectations	2015 Algebra II			2016 Algebra II		
	Tested Count	Count	%	Tested Count	Count	%
All Students	40,580	8,176	20.1	22,684	6,069	26.8
American Indian of Alaska Native	95	11	11.6	80	17	21.3
Asian	3,274	1,501	45.8	1,467	870	59.3
Black or African American	12,374	708	5.7	8,766	595	6.8
Hispanic/ Latino of any race	4,062	463	11.4	1,884	264	14
Native Hawaiian/ Other Pacific Islander	49	10	20.4	30	8	26.7
White	19,185	5,095	26.6	9,885	4,172	42.2
Two or more races	1,541	388	25.2	572	143	25
Special Education	1,967	102	5.2	1,262	44	3.5
Limited English Proficient	521	53	10.2	269	20	7.4
Free/ Reduced Meals	12,123	805	6.6	7,179	706	9.8
Title I	250	0	0	525	3	0.6
ADA	1,613	261	16.2	832	187	22.5
Migrant	4	0	0			
Special Education - Exited	244	22	9	129	22	17.1
Redesignated Limited English Proficient	604	79	13.1	217	27	12.4
Female	20,940	4,146	19.8	11,814	3,095	26.2
Male	19,640	4,030	20.5	10,870	2,974	27.4

² <http://marylandpublicschools.org/programs/Documents/CCRS/CCRToolKit2016.pdf>

The number of students taking PARCC Algebra II declined by 17,896 between the 2014/15 school year and the 2015/16 school year. Anecdotal evidence gathered by MSDE officials indicates that the decline is because PARCC Algebra II is not required for graduation and several other CCR assessment options are available to local school districts. Additionally, PARCC Algebra II is not universally accepted at Maryland 4-year institutions as a measure for college readiness. However, MSDE was provided the MOU developed by the Maryland Association of Community Colleges to accept PARCC Algebra II for admittance. According to MSDE, the published CCR standard is the minimum score required by a Maryland public institution for post-secondary education.

The following table shows assessment results for PARCC English Language Arts 11 given in 2016. 37.2% of all students met or exceed expectations scoring a level 4 or 5 on the assessment. PARCC English Language Arts 11 was not given in 2015.

Count = Met or Exceeded Expectations	2016 ELA 11		
	Tested Count	Count	%
All Students	20,201	7,524	37.2
American Indian of Alaska Native	46	15	32.6
Asian	438	240	54.8
Black or African American	9,497	2,283	24
Hispanic/ Latino of any race	1,892	612	32.3
Native Hawaiian/ Other Pacific Islander	23	8	34.8
White	7,731	4,101	53
Two or more races	574	265	46.2
Special Education	2,238	161	7.2
Limited English Proficient	269	7	2.6
Free/ Reduced Meals	7,895	1,995	25.3
Title I	461	30	6.5
ADA	867	291	33.6
Migrant	2	0	0
Special Education - Exited	138	24	17.4
Redesignated Limited English Proficient	213	30	14.1
Female	9,688	4,328	44.7
Male	10,513	3,196	30.4

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The following table shows assessment results for PARCC English Language Arts 10 given in 2015 and 2016. The percentage of students scoring a level 4 or 5, met or exceeded expectations, rose year over year from 39.7% to 44.4%.

Count = Met or Exceeded Expectations	2015 ELA 10			2016 ELA 10		
	Tested Count	Count	%	Tested Count	Count	%
All Students	55,651	22,093	39.7	63,105	28,026	44.4
American Indian of Alaska Native	136	45	33.1	189	79	41.8
Asian	3,642	2,276	62.5	4,382	2,963	67.6
Black or African American	18,662	4,713	25.3	21,827	6,014	27.6
Hispanic/ Latino of any race	6,175	1,698	27.5	8,609	2,652	30.8
Native Hawaiian/ Other Pacific Islander	64	21	32.8	87	36	41.4
White	24,942	12,421	49.8	25,901	15,177	58.6
Two or more races	2,030	919	45.3	2,110	1,105	52.4
Special Education	5,245	358	6.8	6,097	449	7.4
Limited English Proficient	1,076	21	2	3,050	111	3.6
Free/ Reduced Meals	19,979	4,536	22.7	23,085	5,867	25.4
Title I	607	53	8.7	872	49	5.6
ADA	2,424	774	31.9	2,984	1,121	37.6
Migrant	8	1	12.5	5	1	20
Special Education - Exited	347	67	19.3	342	89	26
Redesignated Limited English Proficient	986	164	16.6	1,349	279	20.7
Female	27,417	13,016	47.5	30,930	16,234	52.5
Male	28,234	9,077	32.1	32,175	11,792	36.6

MSDE is collecting the number of students who graduate with the CCR designation, but that information will not be available until the fall of 2017. This designation is a lagging indicator for students for two reasons:

1. It is a graduation-status metric for students and MSDE needs accurate records of which students did, in fact, graduate, and
2. While MSDE can access many of these data points, they cannot access them all. For example, MSDE will not know if a “local agreement” between a local district and their local community college allowed students to take credit classes based on some other criteria (such as GPA). Consequently, MSDE’s preliminary data must be sent to the local districts for corrections and additions, with collaboration regarding any discrepancies or disagreements. This process happens through the summer, when all other end-of-year reports are being created.

Transition Courses

(§7-205.1 Education Article, Annotated Code of Maryland)

The [Maryland State] Department [of Education], in collaboration with local school system and public community colleges, shall develop and implement, by the 2016-2017 school year, transition courses or other instructional opportunities to be delivered in the 12th grade to students who have not yet achieved college and career readiness by the end of the 11th grade.

The 2016-17 school year is the first year transition courses are being fully implemented. Students not deemed college and career ready are now required to take transition courses in their Senior year of high school. Being the first year of implementation, the P-20 Council does not have information from MSDE to report. However, beginning in the 2017 school year, MSDE will begin collecting information on transition and module courses, and reassessments through the Maryland Course Catalog (MCC), Student-CourseGrade-Teacher (SCGT), High School Status and Completers (HSSC) data collections.

- The MCC data collection will gather the transition courses and modules offered by subject area in each LEA.
- The SCGT data collection will collect information on individual students taking and passing transition courses or modules.
- The HSSC data collection will collect information on students as they exit Maryland public high schools including their College and Career Readiness designation, any transition courses or modules, and reassessments.

The following table lists the transition course requirements beginning in the 2016-17 school year if a student is not deemed college and career ready by the end of the 11th grade:

	Senior Coursework Transition Courses
English Language Arts (ELA)	Complete an ELA transition course or an additional ELA “instructional opportunity” (online, hybrid, module, etc.) in preparation for reassessment. OR Enroll in a transition course articulated with a community college. These articulated college courses include, but are not limited to, Developmental English, courses approved by the community college as sufficient preparation for college, or courses that are taught by community college faculty.
Math	Complete a math transition course or an additional math “instructional opportunity” (online, hybrid, module, etc.) in preparation for reassessment OR Enroll in a transition course articulated with a community college

Reassessment Options

	Re-Assessment Options
English Language Arts (ELA)	One of the following: <ul style="list-style-type: none"> ● Summative Course Assessment (externally validated by local community college) ● PARCC 11 ● SAT ● ACT ● Accuplacer ● AP Test ● IB Test
Math	One of the following: <ul style="list-style-type: none"> ● Summative Course Assessment (externally validated by local community college) ● PARCC Algebra II ● SAT ● ACT ● Accuplacer ● AP Test ● IB Test

- Career Technology Program (CTE) students are expected to meet the CCR designation in the same manner, with the same options as other students, however, if they complete a State-Approved Career and Technology Education Program of Study they have an additional reassessment option: a Technical Skills Assessment recognized by MSDE, leading to early college credit or to a license or an industry certification.

Four Years of Math Requirement

(§7-205.1 Education Article, Annotated Code of Maryland)

Beginning with the 9th grade class of 2014, each student shall enroll in a mathematics course in each year of high school that the student attends high school.

The P-20 Council does not have any new information to report on this section of the Act. As reported in the 2015 CCRCCA report, regulations were adopted by the State Board in 2014.

To receive a Maryland diploma, a student must be enrolled in a 4th year mathematics course. There is no credit requirement tied to that course. According to the Graduation Course Requirements by Local School System document dated May, 2016, 13 districts require four credits of math to graduate.³

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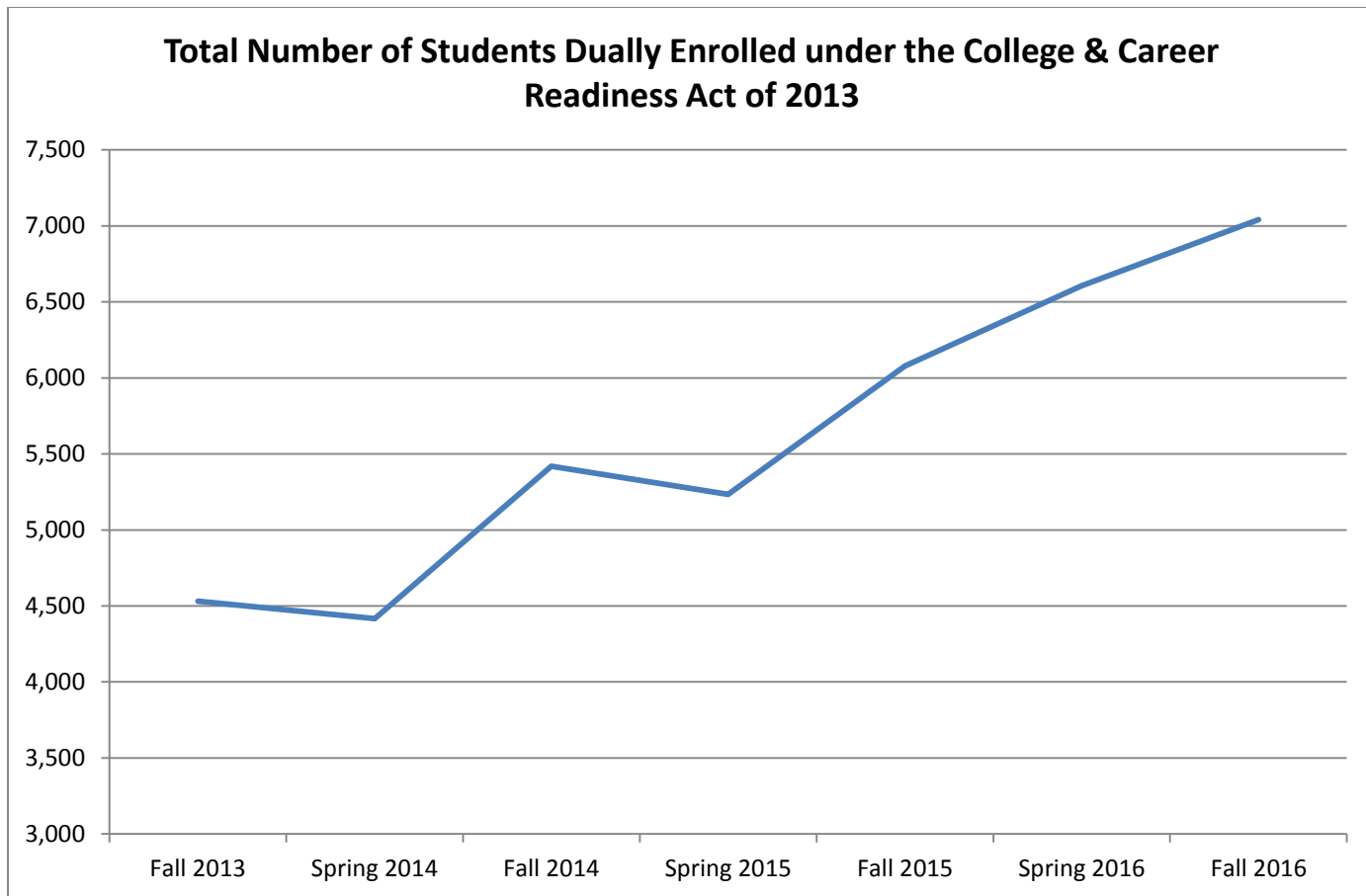
http://archives.marylandpublicschools.org/MSDE/testing/hsg_qa/docs/MDHighSchoolGradCourseReq_byCounty052016.pdf

Dual Enrollment

(§18-14A and §24-703.1 Education Article, Annotated Code of Maryland)

Bill establishes tuition arrangements between county boards and public institutions of higher education. County Boards: Make high school students aware of the opportunity to dually enroll. Maryland Higher Education Commission: Establish guidelines for awarding the Early College Access Grant to dually enrolled students, and administer the grant program. Maryland Longitudinal Data Center: By December 15 of each year, report on the number of students who are dually enrolled and the number and course name of the courses in which students are dually enrolled, disaggregated by local school system.

Maryland Association of Community Colleges							
Number of Students Dually Enrolled under the College & Career Readiness Act of 2013							
Colleges	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016
Allegany College of Maryland	47	52	125	134	113	121	98
Anne Arundel Community College	595	377	586	425	643	523	788
Baltimore City Community College	-	26	1	33	28	54	38
Carroll Community College	114	140	108	143	202	229	244
Cecil College	123	102	133	160	207	176	206
Chesapeake College	227	188	268	217	202	212	215
College of Southern Maryland	168	473	202	607	305	850	293
Community College of Baltimore County	685	607	742	654	912	745	1,061
Frederick Community College	564	601	854	535	844	790	1,026
Garrett College	32	34	33	28	63	106	130
Hagerstown Community College	658	516	618	588	601	573	615
Harford Community College	381	361	319	289	446	450	609
Howard Community College	82	75	99	90	177	354	221
Montgomery College	391	405	475	442	394	401	426
Prince George's Community College	323	334	674	699	741	802	800
Wor-Wic Community College	142	126	183	190	200	220	272
Total	4,532	4,417	5,420	5,234	6,078	6,606	7,042
<i>Source: MCCSAO Dual Enrollment Survey</i>							



Maryland Higher Education Commission Dual Enrollment Update

Each of Maryland’s community colleges has a signed MOU with their local education agency (LEA) regarding dual enrollment. All agreements provide for reduced tuition rates of at least 75 percent with nearly half of the colleges reducing tuition by 50 percent for dually enrolled students. Working with their LEAs, the community colleges have assumed the financial aspects of the program as prescribed in the CCRCCA. When feasible, community colleges will provide institutional or foundation assistance or seek outside grants for textbooks and other fees. For example, **Prince George’s Community College** has offered scholarship assistance to sustain dually enrolled students after high school graduation.

Many of the Maryland public four-year institutions also participate in and provide support for dual enrollment and programs for high school students. Several institutions (e.g., **Bowie State University, Frostburg State University, Salisbury University, University of Baltimore, and University of Maryland Eastern Shore**) have existing MOUs with LEAs or are in the process of developing an MOU (e.g., **Coppin State University**) for dual enrollment.

In addition to these collaborations, several institutions have supplemental support for dually enrolled students. For example, **Coppin State University** has implemented an ‘Office of P-20 Initiatives’ that is responsible for working with local charter schools, dual credit, and other P-20 initiatives. Funding for dually enrolled students at Coppin State is supported through the Abell Grant. **University of Maryland,**

Baltimore County has early admission and concurrent enrollment for dually enrolled high school students.

With considerable county support, several community colleges have partnered with their local education agencies to institute Middle College Programs. These students enter the program in the 9th grade and graduate with both a high school diploma and an associate's degree. **Prince George's Community College** has graduated two classes of students with great success; 96 percent in 2015 and 92 percent in 2016 of the program participants received both a high school diploma and an associate's degree with 100 percent of the students going on to a four-year institution and receiving financial aid. **Hagerstown Community College** has instituted a similar Middle College program focused on the STEM and medical fields. In addition, **Howard Community College** has programs for early college access in the areas of Cybersecurity and STEM. Recently **Prince George's Community College** announced an early college option for students pursuing Information Technology. These programs target students with special interests and abilities and offer another avenue for many students to cost-effectively obtain college credentials. **Towson University** has particularly benefited from the STEMM Technical Middle College program at **Hagerstown Community College** and from the Academy of Health Sciences at **Prince George's Community College**.

Public four-year institutions also have programs with LEAs for dual enrollment or early college programs. The **University of Maryland, College Park** is working with College Park Academy in partnership with Prince George's County Board of Education to develop a merit-based program. **Coppin State University** is collaborating with Rosemont Elementary Charter School and Coppin Academy High School. **Salisbury University** has a Teacher Academy of Maryland (TAM) program with 18 LEAs. **Towson University** has a High Parallel Enrollment Program for local students. And, **St. Mary's College of Maryland** has the Charlotte Hall Fellow Program for high school students in St. Mary's County (merit based).

Several institutions and LEAs are collaborating to implement Pathways in Technology Early College High Schools (P-TECH). The P-TECH model includes partnerships between LEAs, local colleges and universities, and private businesses to provide unique education training in a science, technology, engineering, or mathematics field. The model allows students to receive a high school diploma while also completing an Associate's of Science degree and engaging in a field placement with local industries. **Baltimore City Community College**, **Chesapeake College**, **Hagerstown Community College**, **Allegany College of Maryland** and **Prince George's Community College** are in the process of partnering with local area businesses and industries to establish P-TECH programs. **Frostburg State University** is working with Allegany County Public Schools, **Allegany College of Maryland**, and industries in the region to develop a P-TECH program focused specifically in cybersecurity. Concerns are consistently expressed about future funding for these programs as well as the ability of businesses and industries to continually hire graduates, particularly in the more rural areas of the State. Institutions have reported transportation challenges in implementing dual enrollment programs, specifically transportation for students to a college campus and/or college faculty traveling to LEAs to teach college coursework.

Maryland State Department of Education Dual Enrollment Update

Dual enrollment policies and procedures vary by each local school district. According to MSDE, collecting dual enrollment information would require surveying each district and the CCRCCA is not clear on what additional information should be collected and presented by the P-20 Council. The P-20 Council recognizes that anecdotal evidence and information collected from local districts would be helpful to policymakers to determine how well dual enrollment programs are being implemented on the local level and to develop best practices, but with no definitive reporting requirements in the CCRCCA, the P-20 Council is not able to collect and provide this information on the local district level.

The Act requires, by December 31, 2017, MHEC, the MD State Board of Education, USM, Morgan State University, St. Mary's College, and MACC to report to the Governor and General Assembly on the academic, enrollment, and financial impacts of being a dually enrolled student including information disaggregated by LEA and public IHE, and obstacles to expanded participation in dual enrollment.

Maryland Longitudinal Data Center Dual Enrollment Report

(§24-703.1 Education Article, Annotated Code of Maryland)

The Center shall report to the Governor and, in accordance with § 2-1246 of the State Government Article, the General Assembly on or before December 15 of each year, disaggregated by local school system, regarding: (1) The number of students who are dually enrolled under Title 18, Subtitle 14A of this article; and (2) The number and course name of the courses in which a student under item (1) of this section dually enrolls at the high school and at the public institution of higher education.

As per CCR-CCA requirements, the Maryland Longitudinal Data Center submits an annual report on dual enrollment based on data collected. For more on this report, visit <https://mldscenter.maryland.gov/>.

Statewide Transfer Agreement

(§11-207 Education Article, Annotated Code of Maryland)

The Maryland Higher Education Commission, in collaboration with the public institutions of higher education, shall develop and implement a statewide agreement whereby at least 60 credits of general education, elective, and major courses that a student earns at any community college in the State towards an associate's or art or associate's of science degree shall be transferrable to any public senior higher education institution in the state for credit toward a bachelor's degree by July 1, 2016.

For the 2014-15 academic year⁴, a total of 10,920 associate's degrees were awarded in transfer programs in Maryland, including such fields as general studies, arts and sciences, business administration, and teacher education. (Note: The total number of associate's degrees awarded in Maryland for the academic year 2014-15 was 16,378, which includes associate's degrees granted in career-oriented areas in addition to transfer programs.⁵) Community colleges enrolled 138,807 students in fall 2013; 9,751 students transferred to a public four-year institution the following academic year (2014-2015).⁶

Over the past year, the Maryland Higher Education Commission (MHEC) has worked with the Student Transfer Advisory Committee (STAC) to improve existing regulations on transfer of credit between community colleges and public four-year colleges and universities as required by the College and Career Readiness and College Completion Act of 2013 (CCRCCA). The STAC consists of representatives from the Maryland Association of Community Colleges, the University System of Maryland, Morgan State University, St. Mary's College of Maryland, and the Maryland Independent College and University Association. As a result of this work, MHEC submitted for public comment revisions to the Maryland Code of Maryland Regulations (COMAR) to align transfer and reverse transfer regulations with the CCRCCA. It is expected that the revisions will take effect March 2017. Revisions to existing regulations included:

- Transfer of either an associate's degree or 60 credits earned towards a degree at a community college to a public four-year institution, as noted in the CCRCCA;
- Inclusion of a reverse transfer option where a student can transfer at least 45 credits (including general education credits) from a public Maryland four-year institution to any Maryland community college;
- Expanded and clarified definitions; and
- General and organizational edits to the current regulations for readability

The STAC will continue to meet to address processes for credit transfer, specific articulation agreements between community colleges and four-year institutions, and address challenges that programs and institutions face in support transfer students.

In addition to the COMAR revisions, there are many statewide articulation programs and agreements (e.g., teaching, nursing, and engineering) with oversight committees to discuss specific elements of the program articulation. MHEC is reviving the oversight committee for the Associates of Science in Engineering degree. All oversight committees include deans, directors, and department chairs from Maryland higher education institutions.

⁴ The academic year reported is from July 1-June 30.

⁵ Maryland Higher Education Commission (2016). *Data book*.

⁶ Maryland Higher Education Commission (2016). *Data book*.

The Associates of Arts in Teaching (AAT) Oversight Committee is in the process of forming two subcommittees. The Review Subcommittee will have the charge to review the lower division major outcomes and to review articulation agreements among community colleges and four-year institutions. The Recruitment Subcommittee will have the primary charge to review and recommend strategy for best practices in recruiting candidates into teaching. The work of this oversight committee will inform the parallel work of the Teacher Induction and Retention Act Workgroup and federal efforts on the Every Student Succeeds Act.

The Nursing Academic Progressions Committee has continued to look at strengthening and increasing seamless academic pathways for Maryland nursing students for the Licensed Practical Nurse (LPN), Associate Degree in Nursing (ADN), Bachelor of Science Degree in Nursing (BSN), Master's Degree in Nursing (MSN), alternate entry for MSN, Doctor of Nursing Practice (DNP), and Doctor of Philosophy (PhD). A statewide articulation agreement has been in place since 1988 and is currently undergoing updates through a grant funded by the Health Services Cost Review Commission's Nurse Support Program II, administered by the Maryland Higher Education Commission.

Statewide Reverse Transfer Agreement

(§11-207 Education Article, Annotated Code of Maryland)

The Maryland Higher Education Commission, in collaboration with the public institutions of higher education, shall develop and implement a statewide agreement whereby at least 30 credits that a student earns at any public senior higher education institution in the state toward a bachelor's degree are transferrable to any community college in the state for credit toward an associate's degree by July 1, 2016.

Previous initiatives around Credit When It's Due (CWID) and Associate Degree Award for Pre-Degree Transfer Students (ADAPTS) are continuing through collaborative efforts between MHEC and STAC. Both of these programs ended successfully with all community colleges now offering reverse transfer degrees, and several four year institutions with specific reverse transfer articulation agreements. New regulations for reverse transfer have also been submitted for public comment. The regulations allow for students to transfer credits from a public four-year institutions to a community college in order to complete an associate's degree. General education credits taken at a public four-year institution will be accepted without review at a Maryland community college. The STAC will continue to meet to review specific processes for reverse transfer and make recommendations to MHEC.

Incentivizing Associate's Degree Completion

(§11-207 and §15-116 Education Article, Annotated Code of Maryland)

The Maryland Higher Education Commission and each public institution of higher education shall develop and implement incentives for students to obtain an associate's degree before enrolling in a public senior institution of higher education; Each public senior higher education institution shall dedicate a portion of institutional aid to provide financial assistance to resident undergraduate students that transfer with an associate's degree from a community college in the State.

Incentivizing the completion of the associate's degree is pinnacle to the College and Career Readiness and College Completion Act of 2013. There are many incentives for students to complete their associate's degree in Maryland such as free tuition at a community college, transfer scholarships at four-year institutions, and articulation programs. For example, three counties (Garrett, Allegany, and Wicomico) have adopted tuition-free programs for community college. Recent high school graduates in these counties are able to attend their local area community college at a reduced or no cost. Prince George's Community College is currently studying a similar program.

MHEC offers a 2+2 Transfer Scholarship and \$165,500 was awarded in FY2016. This state-funded scholarship program is for students who complete associate's degrees at a Maryland community college and then transfer to a Maryland public or private four-year institution (the annual awards range is \$1,000 - \$2,000 depending on the program of study).

Institutional financial aid and scholarships for transfer students with an associate's degree from a Maryland community college are also offered at several of the four-year institutions. The following list highlights those programs.

Bowie State University

BSU Associate of Arts in Teaching: Available to full-time transfer students from a community college with an Associate of Arts in Teaching degree (up to \$2,000)

Coppin State University

Transfer Scholarship: a tiered scholarship program for transferring students (\$1,000 for students transferring 30 credits, \$2,000 for 45 credits, \$3,000 for transferring 60 credits, and \$4,000 for transferring with an associate's degree)

Frostburg State University

Associate's Degree Scholarship: a scholarship program for transferring students with an associate's degree; automatic eligibility (\$2,500 per year)

Morgan State University

Parren J. Mitchell Honors Scholarship: a scholarship program for transferring students with an associate's degree or 56 credits (up to \$5,000 per semester)

Transfer Incentive Program (TIP): a scholarship program for transferring students with their associate's degree and who enroll in one of 11 specific programs of study (\$2,000 per semester)

St. Mary's College of Maryland

Phi Theta Kappa (or Honors Program Scholarship): Scholarships available to members of Phi Theta Kappa or Honors Program. Transfer students who enter St. Mary's with an Associates of Arts or Associates of Science degree, a GPA of 3.5 or better, and are members of Phi Theta Kappa or Honors Program (\$500)

Salisbury University

Transfer Grant

University of Baltimore

Transfer Scholarships (\$600-\$3,000)

University of Maryland, College Park

Terp Transfer: This scholarship is available to Montgomery College transfer students who have completed their associate's degree and will continue a University of Maryland, College Park program of study at the Universities at Shady Grove campus

President's Transfer Scholarship

Transfer Academic Excellence Scholarship

Maryland Transfer Scholarship

University of Maryland University College

Completion Scholarship: automatic eligibility scholarship program for transferring students with an associate's degree, includes guaranteed admission to UMUC (amount varies with an average cost per credit of \$199)

University System of Maryland

USM Regents Community College Scholarships: a scholarship program through the University System of Maryland that requires the completion of the associate's degree (full tuition and fees, room and board, and stipend for books)

Articulation agreements can also incentivize students to complete an associate's degree. Several four-year institutions are active in updating and adding to their repository of articulation agreements. While the list below indicates articulation agreements between Maryland four-year public institutions and Maryland community colleges, many four-year institutions have articulation agreements with community colleges outside of Maryland (particularly Salisbury University, University of Maryland Eastern Shore, and University of Maryland University College).

Bowie State University has articulation agreements⁷ with 5 community colleges (**Prince George's Community College, Anne Arundel Community College, Montgomery College, Community College of Baltimore County, and College of Southern Maryland**). The articulation agreements are primarily for programs in criminal justice.

Coppin State University has an articulation agreement⁸ with **Baltimore City Community College** for 13 academic programs.

⁷ <https://www.bowiestate.edu/admissions-financial-aid/undergraduate-admissions/transfer-admissions/trans-admissions-partnerships/>

⁸ <https://www.coppin.edu/transfer/guaranteedadmissions>

Salisbury University has articulation agreements⁹ with 11 community colleges (**Anne Arundel Community College, Cecil College, Chesapeake College, College of Sothern Maryland, Community College of Baltimore County, Frederick Community College, Hagerstown Community College, Harford Community College, Howard Community College, Montgomery College, and Wor-Wic Community College**) for a variety of academic programs.

Towson University maintains a Community College Partnership¹⁰ with 7 community colleges (**Anne Arundel Community College, Carroll Community College, Cecil College, Community College of Baltimore County, Frederick Community College, Harford Community College, and Montgomery College**) for a variety of academic programs.

The **University of Baltimore** has the “BeeLine”¹¹ program. Currently, the program is available for **Montgomery College** students who plan to transfer to a University of Baltimore academic program (either a Bachelor’s of Science in Health Systems Management or a Bachelor’s of Science in Simulation and Digital Entertainment) offered at the Universities at Shady Grove campus. The BeeLine program is expected to include eight more similar agreements by April 2017 and an additional eight by April 2018.

The University of Maryland Eastern Shore maintains articulation agreements¹² with three Maryland Community Colleges (**Frederick Community College, Montgomery College, and Wor-Wic Community College**).

The **University of Maryland University College** participates in an Alliance Program¹³ with all 16 community colleges in Maryland.

In addition to articulation agreements, the Articulation System of Maryland Colleges and Universities¹⁴ (ARTSYS) is an online tool managed by the University System of Maryland that helps students transfer from Maryland community colleges to participating four-year institutions. All 16 community colleges, all public four-year institutions, and several private institutions participate in the ARTSYS (**Capitol Technology University, Goucher College, Hood College, McDaniel College, Mount St. Mary’s University, Notre Dame of Maryland University, Stevenson University, and Washington College**). ARTSYS provides information on course equivalencies, recommended transfer programs, and transcript evaluations and is accessible by both students and faculty.

Other unique programs exist in the state to incentive students to complete their associate’s degrees. For example, **Bowie State University** has a Dual to Degree program¹⁵ with **Prince George’s Community College**. The program supports dually enrolled high schools students at Prince George’s Community College and encourages students to transfer to Bowie State University after completing the associate’s degree. **Bowie State University** also has a Guaranteed Admission Agreement with the **College of**

⁹ <http://www.salisbury.edu/admissions/transfer/articulation.html>

¹⁰ <http://www.towson.edu/admissions/undergrad/apply/transfer/partnerships.html>

¹¹ <http://www.ubalt.edu/admission/transfer/bee-line.cfm>

¹² <https://www.umes.edu/cms300uploadedFiles/Articulation%20Agreements%20between%20UMES%20and%20Other%20Institutions.pdf>

¹³ <https://www.umuc.edu/transfers-and-credits/community-college-alliances/index.cfm>

¹⁴ <http://www.artsys.usmd.edu/>

¹⁵ <https://www.bowiestate.edu/files/resources/dual-to-degree-program-pgcc-2016.pdf>

Sothern Maryland, and **Coppin State University** also has a Guaranteed Admission Agreement with **College of Southern Maryland** and the **Community College of Baltimore County**.

The **University of Maryland, Baltimore County** has a Transfer Student Alliance (TSA)¹⁶, which is an alliance program with all Maryland community colleges that includes guaranteed scholarship funding along with joint programmatic efforts, discounted dual enrollment opportunities, early advising and registration and guaranteed housing (Main campus in Baltimore only).

The **University of Maryland, College Park** has a Maryland Transfer Advantage Program (MTAP). Eligible students can receive a 25 percent tuition discount at the University of Maryland College Park, and can transfer once they complete 30 college credit hours or earn an associate's degree from a MTAP partner community college (**Anne Arundel Community College, Carroll Community College, College of Southern Maryland, Community College of Baltimore County, Frederick Community College, Montgomery College, or Prince George's Community College**).

There are certainly other institutional support programs for transfer students who have accumulated a specific number of credits at a community college, but may not have completed their associate's degree. For example, 13 private and public institutions (**Goucher College, Hood College, Johns Hopkins University, School of Education, McDaniel College, Mount St. Mary's University, Salisbury University, St. Mary's College of Maryland, Stevenson University, Towson University, University of Maryland, University of Maryland, Baltimore, University of Maryland, Eastern Shore Washington College**) distribute funding on behalf of Phi Theta Kappa specifically for transfer students. Eligibility criteria, award amounts, the number available, and recipients are at the discretion of each institution.

Hood College and **McDaniel College** both offer scholarships for transfer students that vary in amounts. **St. Mary's College of Maryland** offers a competitive Transfer Scholarship to transfer students with a GPA exceeding 3.5 (\$500 - \$5000 per year). **Towson University** offers a Transfer Achievement Award to transfer students with at least 56 credits from a community college. The **University of Baltimore** offers a Transfer Scholarship to transfer students with 24 or more credits (\$600-\$3,000) and the Wilson Presidential Scholarship to transfer students with at least 60 completed credits (100% of in-state tuition). The **University of Maryland, Eastern Shore** offers the Maroon/Gray Transfer Merit Award for community college transfer students with at least 24 transferrable credit hours and a declared major in a STEM field. **Morgan State University** offers an automatic merit-based transfer scholarship for transfer students with some college credit.

While many four-year institutions require the completion of an associate's degree as part of either eligibility for scholarships, financial aid, or articulation, several four-year institutions have active reverse transfer agreements with community colleges. **Bowie State University** has reverse transfer agreements with two community colleges (**College of Southern Maryland** and **Prince George's Community College**). **Coppin State University** has reverse transfer agreements with **Ann Arundel Community College, The College of Southern Maryland, Hagerstown Community College, and Garrett College**. The **College of Notre Dame Maryland** has a reverse transfer program with **Howard Community College, Anne Arundel Community College, and the Community College of Baltimore County**. The **University of Baltimore** plans to include reverse transfer options in their BeeLine

¹⁶ <http://undergraduate.umbc.edu/apply/tsa.php>

program. Similarly, there are reverse transfer options in the Alliance Program¹⁷ at **University of Maryland University College**. These reverse transfer agreements should align with the revisions to COMAR pertaining to reverse transfer opportunities for students.

Regardless of the incentive, many institutions in Maryland have offices, staff, and administrative support to students interested in completing an associate’s degree before transferring to a four-year public institution. Many institutions have collaborated in sharing spaces on partnering campus to allow for face-to-face advising. Annual events are held on campuses to educate students about the variety of transfer opportunities within Maryland.

Near Completers

(§11-209 Education Article, Annotated Code of Maryland)

The Maryland Higher Education Commission, in collaboration with the institutions of higher education, shall create a statewide communication campaign to identify near completers in the state and to encourage them to re-enroll in an institution of higher education to earn a degree; also develop and implement a plan that would provide an incentive for near completers to re-enroll and earn a degree, and for a college to identify and graduate near completers; report on the details of the statewide communication campaign plan and incentive plan, including the expected timeline for implementation by December 1, 2013.

Near completers are defined as undergraduate students who leave a Maryland institution in good academic standing after accumulating a significant number of credits, but have not earned a degree. A “significant number” of credits have been defined as 45 credits at a community college and 90 credits at a four-year college or university, or ¾ completed.

Through the state-funded One Step Away grant program, MHEC, in collaboration with the Motor Vehicle Administration, is currently working with Maryland two- and four-year institutions to help identify and contact near completers, and to provide sub-grants to institutions for targeted initiatives. These targeted initiatives support students and encourage them to re-enroll, complete, and graduate. The third round of competitive One Step Away grant funding was distributed in July 2016 for a 14 month project period. Institutions were awarded up to \$60,000 and required to provide in-kind or matching funds in an amount equal to at least one-third of the total project cost.

As of FY2016, One Step Away grantees (16 Maryland institutions, including community colleges and public and private four-year colleges and universities) have:

- Identified a total of 8,140 near completers;
- Successfully contacted 5,864 near completers and re-enrolled 1,012;
- Awarded 5,162 credit hours, 425 prior learning assessment credit hours; and,
- Awarded 479 associate and bachelor’s degrees.

After three rounds of awarding, the following 16 Maryland institutions were funded as OSA grant recipients:

¹⁷ <https://www.umuc.edu/transfers-and-credits/community-college-alliances/>

- **Anne Arundel Community College**
- **Bowie State University***
- **Carroll Community College**
- **College of Southern Maryland***
- **Community College of Baltimore County**
- **Coppin State University**
- **Frostburg State University**
- **Hagerstown Community College**
- **Harford Community College***
- **Montgomery College**
- **Morgan State University***
- **Notre Dame of Maryland University***
- **University of Maryland Eastern Shore**
- **University of Maryland University College**
- **Washington Adventist University**
- **Wor-Wic Community College**

*Awarded in multiple funding rounds.

In December 2013, MHEC submitted the *Statewide Near Completer Incentive and Communication Plan* to the Governor and Maryland General Assembly, in accordance with the College and Career Readiness and College Completion Act of 2013 (CCRCCA). The plan was prepared by a workgroup representing all segments of higher education and detailed current best practices and potential future plans for institutional incentives, student incentives, and financial aid support that would scale up the State's near completer efforts. It also outlined funding requirements and timelines associated with a multi-pronged, two-year near completer campaign, including communication strategies such as social media, web-based material, print communications, news stories, radio, and television.

As described in the Department of Legislative Services fiscal note accompanying CCRCCA, full implementation costs were estimated at:

- Approximately \$750,000 annually for the communication campaign;
- \$1million annually for institutional and student incentives (to expand the One Step Away grant program); and
- \$120,000 annually to convert two grant-funded contractual outreach positions at MHEC to two regular state-funded positions.

As of FY2017, MHEC receives \$250,000 annually for the One Step Away grant program to support two- and four-year higher education institutions near completer initiatives. This is part of a broader "Complete College Maryland" initiative.

While many of the efforts to help near completers are through individual institutions, MHEC is launching a College Access Marketing Campaign. In FY2017 following a competitive bid process, Pinnacle Communications Resource Group, LLC was awarded the contract to implement MHEC's College Access Marketing Campaign. This federally funded campaign targeting low-income students, near completers, veterans, and adult learners will increase communications and community engagement

around postsecondary access, completion, and enrollment. The campaign will fully launch in early 2017.

Degree Plans

(§15-114 Education Article, Annotated Code of Maryland)

Statement of the course of study requirements that an undergraduate student enrolled in a public higher education institutions must complete in order to graduate from the institution. Degree plans shall follow a pathway to a degree. Community colleges: degree-seeking students must file a degree plan upon entry. Public senior higher education institutions: students must file a degree plan no later than the completion of 45 credits; transfer students who enter with at least 45 credits must file a plan during the first semester of enrollment.

Most college campuses in Maryland have electronic degree planning systems that students can access. Community colleges are in various stages of implementing electronic degree planning systems. The most common degree planning systems used in Maryland are through PeopleSoft; other degree planning systems include Datatel, Starfish, Ellucian, and DegreeWorks. These electronic degree planning systems have the capacity to allow students to register and withdraw from courses, check the status of meeting certain academic requirements, and use a “What-If” feature to explore alternative degree plans. Many institutions have systems in place for students to be able to plan their entire academic program as full-time students. At **Frostburg State University**, for example, each major has an eight-semester template that students can use to plan their academic careers.

In addition to electronic degree planning systems, many institutions have devoted staff or centers for academic advising. Some institutions also have devoted staff or faculty for year-year advising and/or transfer advising. Institutions implement a variety of training tools to faculty and staff advising students about course selections, including handbooks and manuals, and one-day or multi-day training sessions. Many institutions mandate students to check-in with an academic advisor prior to enrolling in courses or to obtain approval from academic advisors to register. In addition to advising current college students, the community colleges work closely with counselors at local education agencies (LEAs) to coordinate efforts on career pathways and education opportunities for high school students. Many colleges have summer programs to engage high school students or use a summer program as a bridge between the senior year of high school and the freshman year of college (e.g., **Coppin State University**¹⁸).

¹⁸ <https://www.coppin.edu/sasa>

Degree Pathways

(§15-115 Education Article, Annotated Code of Maryland)

Each public institution of higher education in the State shall develop a pathway system whereby public institutions of higher education establish graduation progress benchmarks for each academic major and for the general education program for students who have not declared a major; benchmarks shall specify the credit and course criteria that indicate satisfactory progress toward a degree; require the pathway for each first-time degree-seeking student to include credit-bearing Mathematics and English courses in the first 24 credit hours of courses; require the pathway for each degree-seeking student enrolled in a developmental course in mathematics, reading, or English to include the credit credit-bearing courses either concurrently or directly following the completion of the developmental course.

Recent changes have been made to COMAR on general education requirements. Institutions have the flexibility to design their general education programs to meet their unique missions. However, institutions are expected to incorporate the new regulations to their general education requirements no later than August 1, 2017. The general education requirements include:

- 28-36 credit hours of general education courses for an AA or AS degree; 38-46 credit hours for a bachelor's degree;
- Two courses in arts and humanities;
- Two courses in social and behavioral sciences;
- Two science courses, at least one of which shall be a laboratory course;
- One course in mathematics; and,
- One course in English composition.

In addition to general education requirements, students need to demonstrate that they are college ready. All community colleges in Maryland have signed a statewide Memorandum of Understanding (MOU) that identifies multiple measures for college readiness (SAT, Accuplacer tests, and PARCC standards). Students can take the Accuplacer test as early as 10th grade in some school districts. There is currently no MOU in place for public four-year institutions and measures of college readiness.

If students are found to be not “college ready”, they are required to enroll in developmental or remedial courses. Several institutions require students to take a developmental course within their first semester or first year (e.g., **University of Maryland Eastern Shore, Towson University, Frostburg State University**). In a recent study conducted at the **University of Baltimore**, students who do take developmental courses within their first year have a higher GPA one year later (University of Baltimore students are not required to take developmental courses within their first year). Alternatively, instead of requiring the developmental course in the first year some institutions require a developmental course as a pre-requisite (e.g., **Frostburg State University, University of Maryland Eastern Shore, University of Maryland, Baltimore County, and University of Maryland University College**).

Implementation of different mathematics pathways is currently being studied through a federal grant, the First in the World Grant, awarded to the **University System of Maryland** (known as the Maryland Mathematics Reform Initiative, MMRI) by the U.S. Department of Education. The First in the World Grant is exploring the use of a “mathematical foundations course” as an alternative developmental mathematics course. The mathematical foundations course focuses on algebraic and numerical skills in a context of applications and problem solving to prepare students for statistics or contemporary

mathematics. Each Maryland institution¹⁹ is using an outcomes-based course design, including quantitative relationships, patterning and algebraic reasoning, functional reasoning, probabilistic and statistical reasoning, incorporating quantitative communication skills, and technology. Westat, an independent evaluator, is under contract to evaluate the current pilot of the program. Over the next three years, Westat will collect data and follow students through their academic career in the partner institutions.

All institutions in Maryland have degree pathways that are publicized in catalogs and on websites. Institutions utilize a variety of methods to ensure students are aware of degree pathways. For example, students at the **University of Maryland Eastern Shore** can access targeted milestone requirements through the Academic Benchmarks²⁰. Similarly, students at **University of Maryland, Baltimore County** can access benchmarks through the Academic Pathway²¹ and through the Undergraduate Baccalaureate Degree Completion Policy²². **University of Maryland, College Park** provides the Student Academic Success-Degree Completion Policy²³ that provides benchmarks and four-year plans. **University of Maryland, Baltimore County** also requires incoming degree-seeking students to participate in a one-day orientation, and mandated advising for continuing degree-seeking students. **University of Baltimore** and **Towson University** both use the Student Success Collaborative (Education Advisory Board)²⁴ to provide transparency for students. Other institutions (e.g., **Salisbury University, Towson University**) require departments to develop and advertise degree plans or posts academic checklists²⁵.

¹⁹ There are twelve partner institutions (Anne Arundel Community College, Cecil College, College of Southern Maryland, Coppin State University, Garrett College, Harford Community College, Howard Community College, Montgomery College, Towson University, University of Baltimore, University of Maryland, Baltimore County, and University of Maryland University College) and eleven affiliate institutions (Baltimore City Community College, Carroll Community College, Chesapeake College, Community College of Baltimore County, Hagerstown Community College, Hood College, McDaniel College, Morgan State University, Prince George's Community College, St. John's College, and Wor-Wic Community College).

²⁰ <https://umes.edu/Academic/index.aspx?id=54371>

²¹ <https://apps.my.umbc.edu/pathways/>

²² <http://catalog.umbc.edu/content.php?catoid=12&navoid=559>

²³ <http://www.ugst.umd.edu/academicsuccess.html>

²⁴ <https://www.eab.com/technology/student-success-collaborative>

²⁵ <http://www.salisbury.edu/academics/checklists/ugrad.html>

Financial Aid for Transfer Students

(§15-116 Education Article, Annotated Code of Maryland)

Each public senior higher education institution shall dedicate a portion of institutional aid to provide financial assistance to resident undergraduate students that transfer with an associate's degree from a community college in the state.

For the purposes of this report, public four-year institutions provided the following data for the 2015-2016 academic year.

	Number of Transfer Students	Total Amount of Institutional Aid
Bowie State University	26	\$49,000
Coppin State University	167	\$297,235
Frostburg State University	96	\$208,705
Morgan State University	83	\$494,693
St. Mary's College of Maryland	32	\$138,480
Salisbury University	94	\$98,000
Towson University	999	\$2,979,442
University of Baltimore	501	\$553,692
University of Maryland, Baltimore County	485	\$882,353
University of Maryland, College Park	316	\$825,769
University of Maryland Eastern Shore	15	\$72,315
University of Maryland University College	952	\$1,631,314
Total	3,766	\$8,230,998

Credit Limits for Associate's and Bachelor's Degrees

(§15-117 Education Article, Annotated Code of Maryland)

Beginning in the fall 2015 semester, the standard number of credits required for an associate's degree from a public community college is 60 credit hours unless the degree is defined as more than a two-year degree, or professional accreditation or certification requirements dictate excess credits. The standard number of credits required for a baccalaureate degree from a public senior higher education institution is 120 credit hours unless the degree is defined as a five-year program, or professional accreditation or certification requirements dictate excess credits.

Continuing the efforts started in 2003, Maryland institutions are abiding by the 120 credit limit for bachelor's degrees and 60 credit limit for associate's degrees, with a few exceptions. The **University System of Maryland** has a policy²⁶ in place for the 120 credit limit, with explicit exceptions such as five-year baccalaureate programs, professional accreditation requirements stipulating a higher number of credits or require coursework that cannot be realistically completed within 120 credits, or for programs governed by certification requirements that result in a need for credits in excess of 120 over four years. All institutions use a 3-credit model, with the exception of St. Mary's College of Maryland. St. Mary's offers exclusively 4-credit courses and 128-credit bachelor program.

²⁶ <http://www.usmd.edu/regents/bylaws/SectionIII/III802.html>

Appendix A: CCRCCA Reporting Requirements

Statute Reference	Provision	Description	Leads
7-205.1	ASSESSMENT OF COLLEGE AND CAREER READINESS	Assessment of college and career readiness using acceptable college placement cut scores in English language arts, literacy, and mathematics, among all public school students no later than 11th grade	MSDE
7-205.1	TRANSITION COURSES	Transition courses to be developed and implemented in the 12th grade for public school students who have not yet achieved college readiness by the end of the 11th grade	MSDE
7-205.1	FOUR YEARS OF HIGH SCHOOL MATHEMATICS	Students must enroll in a mathematics course during each year the student attends high school	MSDE
11-207	STATEWIDE TRANSFER AGREEMENT	At least 60 credits of general education, electives, and major courses toward an associate’s degree at any public community college in the state transferrable to any public senior higher education institution in the state for credit toward a bachelor’s degree	MHEC
11-207	STATEWIDE REVERSE TRANSFER AGREEMENT	At least 30 credits that a student earns at any public senior higher education institution in the state toward a bachelor’s degree transferrable to any community college in the state for credit toward an associate’s degree	MHEC
11-207	INCENTIVIZING ASSOCIATE’S DEGREE COMPLETION	Develop and implement incentives for students to obtain an associate’s degree before enrolling in a public senior institution of higher education	MHEC (also assigned for comment to MACC, USM, Morgan, and St. Mary’s)
11-209	NEAR COMPLETERS	MHEC to create a statewide communication campaign to identify near completers in the state; develop and implement a plan to provide incentives to near completers to re-enroll and earn a degree, and to institutions to identify and graduate near completers	MHEC
15-114	DEGREE PLANS	Statement of the course of study requirements that an undergraduate student must complete in order to graduate. Community colleges degree-seeking students must file a degree plan upon entry. Public senior higher education institutions students must file a degree plan no later than the completion of 45 credits; transfer students who enter with at least 45 credits must file a plan during the first semester of enrollment	MACC, USM, Morgan, St. Mary’s
15-115	DEGREE PATHWAYS	Develop pathway systems that establish graduation progress benchmarks for each academic major and for the general education program for students who have not declared a major; must include benchmarks specifying credit and course criteria that indicate satisfactory progress toward a degree; students to take credit-bearing Math or English course within	MACC, USM, Morgan, St. Mary’s

Governor's P-20 Leadership Council

		first 24 credits of enrollment; student to take developmental and credit-bearing courses either concurrently or directly following each other	
15-116	FINANCIAL AID FOR TRANSFER STUDENTS	each public senior higher education institution shall dedicate a portion of institutional aid to provide financial assistance to resident undergraduate students that transfer with an associate's degree from a community college in the state	MHEC (also assigned for comment to MACC, USM, Morgan, and St. Mary's)
15-117	CREDIT LIMITS FOR DEGREES	120 credit hours for bachelor's degrees unless the degree is defined as a five-year program, or professional accreditation or certification requirements dictate excess credits. 60 credit hours for associate's degrees unless the degree is defined as more than a two-year degree, or professional accreditation or certification requirements dictate excess credits	MHEC
18-14A and 24-703.1	DUAL ENROLLMENT	Generally: Bill establishes tuition arrangements between county boards and public institutions of higher education. County Boards: Make high school students aware of the opportunity to dually enroll. Maryland Higher Education Commission: Establish guidelines for awarding the Early College Access Grant	MSDE, MHEC, MACC, USM, Morgan, St. Mary's, and MLDS

Appendix B: Other CCRCCA Reporting Requirements

<p>COLLEGE AND CAREER COUNSELING Chapter 533, 2013, Uncodified § 2 Maryland State Department of Education to develop a plan to improve college and career counseling for middle and high school students, including best practices, recommendations for a competitive grant program, and recommendations for a college readiness outreach program; plan to be submitted by October 1, 2013. Link: http://dlslibrary.state.md.us/publications/Exec/MSDE/SB740Ch533(3)_2013.pdf</p>	<p>Complete</p>
<p>HIGH SCHOOL DIPLOMA REQUIREMENTS Chapter 533, 2013, Uncodified § 3 By December 1, 2014, study the feasibility of the awarding of a Maryland high school diploma regardless of whether a student has completed the minimum requisite credits or four years of high school, if the student is assessed as college and career ready and meets the student service and other assessment graduation requirements established in regulations. Link: http://dlslibrary.state.md.us/publications/Exec/MSDE/SB740Ch533(3)(2013)_2014.pdf</p>	<p>Complete</p>
<p>REVIEW OF ARTSYS Chapter 533, 2013, Uncodified § 4 By December 31, 2013, the Maryland Higher Education’s Segmental Advisory Council to submit a report on Maryland’s academic course articulation system and academic course transferability between institutions of higher education in the state, including a review of the state’s current system (ARTSYS) and whether improvements can be accomplished in a timely manner, a review of alternative systems available, and recommendations. Link: http://dlslibrary.state.md.us/publications/Exec/MHEC/SB740Ch533(4)_2013.pdf</p>	<p>Complete</p>
<p>SHARING OF NEAR COMPLETER STUDENT INFORMATION Chapter 533, 2013, Uncodified § 5 By December 1, 2013, report on any obstacles or barriers toward facilitating the sharing of student information among institutions of higher education in the furtherance of the communication campaign for near completers. Link: http://dlslibrary.state.md.us/publications/Exec/MHEC/SB740Ch533(5)_2013.pdf</p>	<p>Complete</p>
<p>STUDYING THE IMPACT OF DUAL ENROLLMENT Chapter 533, 2013, Uncodified § 6 By December 31, 2017, report on the academic, enrollment, and financial impacts of being a dually enrolled student, and identify obstacles to expanded participation in dual enrollment.</p>	<p>Pending (Due in 2017)</p>
<p>COMPLETION METRICS Chapter 533, 2013, Uncodified § 7 By December 1 of each year, the Maryland Higher Education Commission to submit de-identified data to the Department of Legislative Services that is collected from institutions of higher education and submitted to Complete College America.</p>	<p>2013 and 2014 CCA Metrics Submitted</p>
<p>STUDY OF TRANSITION COURSES Chapter 533, Uncodified § 8 Submit study examining the development, content, and implementation of transition courses by December 15, 2013. Link: http://dlslibrary.state.md.us/publications/Exec/MSDE/SB740Ch533(8)_2013.pdf</p>	<p>Complete</p>

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