



MHEC
MARYLAND HIGHER EDUCATION COMMISSION

Progress on Implementing College and Career Readiness and College Completion Strategies in Maryland

On Behalf of the Governor's P-20 Leadership Council of Maryland

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I. Executive Summary

The Governor's P-20 Leadership Council of Maryland is required to submit a biennial report outlining the progress made in addressing several topics within the major provisions of the *College and Career Readiness and College Completion Act of 2013*. Eleven topics are reviewed and summarized in this report. Some important achievements include that Maryland was the only state to conduct PARCC field testing for almost every public school (31, 709 students) during the school year of 2013-2014. During the current 2014-2015 school year, Maryland is implementing the PARCC assessments for English Language Arts/Literacy and Mathematics for the first time. With respect to transition courses between 12th grade and community colleges these reports were submitted in the spring of 2014 and in November 2014. New transition courses and other instructional opportunities are aligning with the more rigorous transfers for the Maryland College and Career Ready Standards. The collaboration is ongoing and continues to provide intervention to enable more students to succeed in higher education. Title 13A COMAR regulations were amended to meet the four year mathematics course enrollment requirement and were adopted by the State Board in 2014. Regarding Dual Enrollment, MSDE prepared a manual to assist administrators and educators in the implementation for dual enrollment provisions of the CCRCC Act of 2013. Challenges and barriers were identified that still need to be addressed if the dual enrollment provisions within CCRCCA are to be fully realized (see page 11). They include instituting a state wide outreach campaign as well as addressing institutional and local barriers such as dual enrollment credit acceptance. MHEC anticipates finalizing the new COMAR general education requirements based on the now required 60 and 120 credit limits for associate and bachelor's degrees respectively within Maryland public institutions of higher education. Several groups have been working together to draft a statewide transfer agreement that would maximize the number of community college credits that can be transferred and applied toward obtaining a bachelor's degree. Twelve of our Maryland institutions are participating as Credit When It's Due sub-grant recipients and include both community colleges public and private four year degree granting institutions. Over 800 reverse transfer degrees have been awarded by Maryland community colleges over the last three years. Please note that all 16 Maryland community colleges are awarding reverse transfer degrees. Incentivizing Associate's Degree Completion is moving forward with the establishment of the 2+2 Transfer Scholarship. MHEC administers the financial incentives in the amount of \$1000 for non-STEM majors and \$2000 for STEM and nursing students if they maintain a cumulative GPA of 2.5, however, this scholarship program was not funded in the FY2016 budget. Many agreements between the community colleges and our four-year institutions have been developed and in the report are a few examples of these agreements (pages 14-16). MHEC, in implementing a statewide communication campaign to identify Near Completers collaborated with the Motor



Vehicles Administration to work with Maryland institutions to identify and contact near completers in hopes of convincing them to re-enroll, complete the course requirements and graduate. Since FY2013, 15 Maryland institutions that are One Step Away grantees have identified a total of 5,489 near completers, contacted 2,901 completers and re-enrolled 452 resulting in awarding 1,585 credit hours, 234 prior assessment credit hours and 223 associate's and bachelor's degrees. MHEC has received State funding in the amount of \$250,000 annually for the One Step Away grant program which is a part of a broader 'Complete College Maryland' initiative. However, no additional State funding has been provided to carry out other aspects of the near completer work as described in the December 2013 MHEC plan, "Statewide Near Completer Incentive Plan and Communication Plan". All of Maryland's two and four year institutions have implemented advising practices and systems that incorporate degree completion plans for students, many of which are moving to electronic on line planning systems. Some examples are described in the report on pages 17-18. Several institutions are testing the PeopleSoft Academic Planner. In relationship to the Degree Plans, Degree Pathways have been developed at all public institutions in Maryland for undergraduate degree programs. This information is available in several formats including electronic student planning systems. All Maryland institutions also now have in place the requirement that students take their credit-bearing mathematics and English general education courses within the first 24 credit hours of study. Described on pages 19-20 are some examples of institution-specific degree pathway systems. Finally, institutions in Maryland offering two year and four year degrees are monitoring program offerings for compliance with the credit limit requirements established in CCRCCA. There are some exceptions in the two year degree programs being offered by our community colleges, the majority of which are Associate of Applied Science degrees in fields such as Dental Hygiene, Medical Laboratory Technology. Additional exceptions can be reviewed on page 21.

As MHEC continues to be the regulatory and coordinating body for higher education in Maryland, we recognize how important communication and collaboration is among the many institutions of higher education and our State agencies in meeting the goals as defined in legislation and producing the anticipated outcomes that will improve the quality of life, our economy and benefit society overall. MHEC acknowledges and is grateful for all the hard work being done by so many individuals within our institutions of higher education, our legislative analysts and legislative leaders.

II. 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, beginning December 1, 2014, 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,



Title 11, Subtitle 7A, §§ 15–114 through 15–117, and Title 18, Subtitle 14A of the Education Article. This serves as the first 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.

There was also uncodified language within 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 A of this progress report, and readers are encouraged to consult these individual reports for more extensive documentation.

III. Assessment of College and Career Readiness (§7-205.1)

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 coursework in English language arts, literacy, and mathematics.

Maryland is a member of the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium and continues to play a leading role as a governing state. Effective January 1, 2014, MSDE became the fiscal agent for PARCC. The 13 PARCC states (Arkansas, Colorado, District of Columbia, Illinois, Louisiana, Maryland, Massachusetts, Mississippi, New

Jersey, New Mexico, New York, Ohio, and Rhode Island) have worked together to develop a common set of K-12 assessments in English Language Arts/Literacy and Mathematics that are aligned to the Maryland College and Career-Ready Standards (MCCRS) and anchored in preparation for college and careers. The PARCC assessments were developed for full administration beginning with the 2014-2015 school year.

Maryland was the only state to conduct PARCC field testing in almost every public school during the 2013-2014 school year, involving 31,709 students in both online and paper/pencil testing formats. While there were some challenges with the use of technology at the local level, it was critical that students, teachers, and schools had the opportunity to gain hands-on experience with the assessments, and to provide feedback on both successes and challenges with the implementation.

At the May 2014 P-20 Council meeting, Dr. Henry Johnson, Assistant State Superintendent, and Dr. Jack Smith, Deputy Superintendent and Chief Academic Officer, provided an update on the ongoing implementation of the Maryland College and Career Ready Standards and the initial field testing of the PARCC assessments. They presented a summary of “listening tour” visits that were conducted with all 24 Maryland LEAs in support of these efforts, including highlights of major issues raised and resources needed as implementation continues. They reported that feedback has continued to move in a positive direction. The most frequently cited resources needed by schools were videos/webinars that showed teachers implementing the new standards with technology; strategies to address specific needs for students who are English language learners, students in special education, and students in gifted-talented programs; instructional strategies aligned to the instructional shifts of the new standards; and professional development on universal design for learning (UDL), especially for general education teachers and high school teachers. Learning opportunities and outreach related to the new standards and assessments are continuing through a variety of meetings and venues throughout the State.

Building on this continual review and implementation feedback loop, the Maryland General Assembly passed HB1164 (Chapter 246), which was signed into law by former Governor Martin O’Malley on April 14, 2014, establishing the MCCRS and PARC Implementation Review Workgroup. The workgroup, consisting of diverse membership of stakeholders, was tasked with addressing 13 charges related to:

- 1) An assessment of Maryland’s progress toward the full implementation of the new curricular standards and the work being done by local school systems to develop curricular materials and resources;
- 2) Information on the work being done to support the administration and student preparation for the new state assessments that are being provided through Maryland’s work with the PARCC Consortium;
- 3) Assessments and recommendations related to technology readiness, the impact on identified student populations, and any effects on school calendars and schedules;

- 4) Assessments of the effects of the new teacher evaluation systems; and
- 5) Recommendations regarding professional learning for teachers.

The full report was submitted to the Governor and General Assembly in March 2015.

During the current 2014-2015 school year, Maryland is in process of fully implementing the PARCC assessments for English Language Arts/Literacy and Mathematics for the first time. The PARCC English 11 assessment and the PARCC Algebra II assessment are two of several possible assessments that may be used to determine college and career readiness in the future. The college and career ready cut-scores for PARCC have not been determined, as this is the first year that these assessments have been fully administered. Joint committees of K-12 and college educators in Maryland (see transition courses section below) have identified additional assessments that may be used to determine college and career readiness, including, but not limited to, Advanced Placement, SATs, and ACTs.

At the national level, K-12 and college educators from Maryland have engaged in consistent dialog and have been involved in item reviews, judgment studies, and standards setting panels in collaboration with PARCC, Pearson, and educators from the other PARCC consortium states. For example, over 30 Maryland faculty were recruited to participate in the Postsecondary Educators' Judgment Study in the spring of 2015, which focused on setting performance levels for college readiness on the PARCC assessments. The findings from this study will be used to inform the panelists who will set the performance levels on the PARCC Algebra II/Integrated Math III and 11th grade English Language Arts/Literacy assessments. These performance level panels will convene in July of 2015 and include both K-12 and college educators from multiple PARCC states, including teams from Maryland, who will engage in performance level setting for the high school assessments. In August of 2015, additional performance level panels will convene for Grades 3-8.

IV. Transition Courses (§7-205.1)

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.

During the 2013-2014 school year, MSDE convened a transition course workgroup to determine how best to develop the transition courses so that local school systems would have information available to pilot the transition courses in 2015-2016 prior to the required implementation year of 2016-2017. That workgroup was comprised of community college faculty and K-12 educators. Members of the workgroup attended workshops conducted by the Southern Regional Education Board (SREB) on their modules for transition courses. Additionally, members spoke with educators from both Kentucky and Florida who had been working on developing transition



courses. The educators serving on Maryland's workgroup were unanimous in their belief that none of these existing models would adequately meet all of the requirements for transition courses and other instructional opportunities in Maryland. However, they did believe that the SREB modules could be used as a resource and foundation.

The workgroup submitted a report to the Governor and Legislature in the spring of 2014, as required by CCRCCA. The workgroup recommended that a framework be developed for transition courses in both English Language Arts/Literacy and Mathematics. Local school systems would then determine how best to deliver the content outlined in the course frameworks. The workgroup also made recommendations regarding assessments that could be used to determine college and career readiness, as well as possible assessments that could be used after students completed the transition courses. The workgroup suggested that there should be a variety of delivery models for the transition courses and other instructional opportunities for students who had not yet achieved readiness by the end of the 11th grade.

Beginning in the summer of 2014, two discipline-specific committees were formed to begin developing the frameworks that could be used for transition courses and other instructional opportunities. The English Language Arts/Literacy committee was co-chaired by Dr. Donna McKusick, Community College of Baltimore County, and Ms. Janetta Jayman, Carroll County Public Schools. The Mathematics committee was co-chaired by Dr. Bernadette Sandruck, Howard Community College, and Mr. William Barnes, Howard County Public Schools. Members of both committees included K-12 and college educators in these disciplines.

Both committees evaluated and determined that in order to develop transition course frameworks that would provide the content necessary for students to be prepared for credit-bearing courses in college or career programs at the postsecondary level, alignment with the MCCRS and the outcomes from the highest level developmental courses offered by community colleges around the State would be critical. From this analysis, each committee developed a report including their proposed transition course frameworks.

In addition to presenting these content frameworks that can be used to develop transition courses as well as to inform other instructional opportunities, the two committees recommended that there be multiple pathways for students and schools to meet this statutory requirement. For example, students may be able to close gaps in their knowledge and understanding by completing certain instructional modules that directly address any identified gaps. Another possible pathway would be for high school students to actually take developmental courses offered by community colleges. Also included in their reports are recommendations for assessments that could be used to determine college and career readiness, as well as curriculum resources that align with the content of the frameworks.

The committee co-chairs shared their reports with MSDE's Assistant Superintendent for Curriculum, Assessment, and Accountability their November 2014 meeting.



It is important to note that local school systems and community colleges have collaborated on providing high school students with appropriate interventions in the past. The current and ongoing work of these committees provides the frameworks to ensure that these new transition courses and other instructional opportunities align with the more rigorous standards of the Maryland College and Career Ready Standards, as well as the outcomes required by higher education institutions for students entering credit-bearing college courses.

V. Four Years of High School Mathematics (§7-205.1)

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.

This requirement was implemented beginning with the 9th grade high school class of 2014. The Title 13A COMAR regulations for graduation requirements and for the specific subject of mathematics have been amended to meet the four year enrollment requirement. These regulations were presented to the State Board of Education, promulgated, and adopted by the State Board in 2014. The specific changes to the program in mathematics as specified in COMAR are available in Appendix B.

VI. Dual Enrollment (§18-14A and §24-703.1)

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.

The first two years of implementation of the CCRCCA dual enrollment provisions have been successful albeit challenges remain. The vast majority of dually enrolled students continue to be enrolled at Maryland community colleges of which all have signed MOUs with their local LEAs specifying their dual enrollment agreements. Many higher education institutions have discounted tuition for dually enrolled students beyond what is called for in the legislation, and many have sought private and community funding, including support from their own foundations, to pay for books and associated course fees for dually enrolled students who are eligible for free and reduced meals (FARMs). It has been a continued goal of both the K-12 and higher education communities to continue to grow these dual enrollment programs and to remove fiscal barriers for students.



In August 2014, the State Board of Education adopted a regulation explaining how to count Full-time Equivalents (FTEs) for the purpose of state aid for dually enrolled students who are registered in a public school system and also enrolled full-time in a state-approved higher education institution. This regulation is located in the Code of Maryland Regulations (COMAR) 13A.02.06.03(9). This action allows LEAs to claim full FTE state aid for those students who are enrolled full-time in a state-approved higher education institution when the student is receiving both high school and college credit for the college courses completed. This is a positive step that furthers the goals of CCRCCA and helps ensure resources are available to expand and sustain dual enrollment opportunities.

In collaboration with higher education, MSDE prepared a manual titled *Implementing the Provisions for Dually Enrolled Students According to the College and Career Readiness and College Completion Act of 2013* to assist administrators and educators in local school systems and higher education institutions as they further implemented the dual enrollment provisions of the Act. The first section offers recommended components to include in a dual enrollment agreement or memorandum of understanding between local school systems and colleges and universities. The second section provides a sample agreement based on the contents of several local agreements that are currently in use. The third section is an analysis of local agreements between Maryland's community colleges and public school systems developed in response to the Act. The final section provides answers to Frequently Asked Questions about dual enrollment.

The data in the two tables available in Appendix C were prepared by MHEC on behalf of the Maryland Longitudinal Data System Center, which must report annually on the number of dually enrolled students and related characteristics. These data were reported to the Maryland General Assembly in December 2014.

As the table illustrates, the vast majority of dually enrolled high school students are in Maryland community colleges. Likewise, the State's two early college high schools (Academy of Health Sciences at Prince George's Community College and STEM Technical Middle College at Hagerstown Community College) are at community colleges. At the same time, many of Maryland's four-year public institutions have also been working to expand their dual enrollment programs. For example, Coppin State University established an Early College Access dual enrollment program for 11th and 12th grade students at Coppin Academy, a Baltimore City Public Charter School. This program provides students with the opportunity to take courses within Coppin's college-level General Education Program and to work with First-Year Experience Academic Advisers to ensure they receive maximum support as they learn to navigate the postsecondary experience socially as well as academically. As another example, Morgan State University began a partnership with the SEED School of Maryland in 2014. Six high-achieving SEED School students took Math 141 (Pre-calculus) at Morgan in Spring 2014, and in Fall 2014, 12 SEED students took mathematics and history classes at Morgan.

Partners have identified a number of challenges that they continue to work through and that need to be addressed if the dual enrollment provisions within CCRCCA are to be fully realized. These include:

- **Communication campaign:** There should be a dual enrollment outreach campaign that is coordinated on a statewide basis, beyond the statutory responsibility of the County Boards to make students and parents aware of these opportunities. This should be a joint effort of MHEC, MSDE, MACC, and USM.
- **Institutional/Local Barriers:**
 - Treatment of dual enrollment courses – Some LEAs do not recognize college credit courses as the equivalent of an AP course in calculating a high school GPA. Parents concerned about class rank status and scholarships may be reluctant to have their students participate in dual enrollment.
 - Dual enrollment credit acceptance – There are instances where students have relayed that some higher education institutions have not accepted transfer credit if the college course was taught at a public high school.
 - CTE/non-credit certification courses – To date, this has not been a point of emphasis in dual enrollment for CCRCCA. However, preparation for mid-level jobs is imperative for a defined portion of high school students.

VII. Statewide Transfer Agreement (§11-207)

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.

Two-year to four-year transfer has continued to serve as an important student pathway in the State of Maryland's postsecondary education system. In FY14, a total of 9,789 associate's degrees were awarded in transfer programs at Maryland community colleges, including the fields of arts and sciences, engineering and information technology, general studies, teacher education, and business administration. (Note: The total number of associate's degrees awarded by Maryland community colleges in FY14 was 14,541, which includes associate's degrees granted in career-oriented areas in addition to transfer programs.)¹ Among 145,085 undergraduate students enrolled in Maryland community colleges in 2012, 12,205 students transferred the

¹ Maryland Higher Education Commission (2015). *Data book*.

following year—9,875 of whom transferred to a public four-year institution in Maryland. Among 120,166 undergraduate students enrolled in Maryland public four-year institutions in 2012, 3,789 students transferred the following year—1,504 of whom transferred to another four-year public institution in Maryland.²

According to current COMAR regulations, students are able to transfer courses completed in the general education block across all public two-year and four-year institutions in Maryland, without the need for course-by-course review. In addition to the articulation of general education, there are also a number of statewide articulated programs in place, including the Associate of Arts in Teaching (AAT) degree and the Associate of Science in Engineering (ASE) degree. In addition, the Nursing Academic Progressions Committee, with representatives from the State's two-year and four-year nursing programs as well as hospitals, has continued to look at strengthening and increasing the number of articulated pathways for Maryland students for the LPN, RN, BSN, MSN, and DNP. There are currently statewide articulations in place for the LPN to RN and the RN to BSN.

As of Fall 2015, the majority of associate's degrees and bachelor's degrees at Maryland public institutions will have been reduced 60 and 120 credit limits, respectively, and new general education requirements will have been introduced (and are expected to be finalized in COMAR by Fall 2015). Within these new degree parameters, MHEC will work through the Student Transfer Advisory Committee (STAC), Intersegmental Chief Academic Officers (ICAO), and other groups on the completion of a statewide transfer agreement that serves to maximize the number of community college credits that can be transferred and applied toward the completion of a bachelor's degree. Supporting activities to date have included the convening of campuses by the Maryland community college chief academic officers to explore the possibility of common course numbering in lower-division courses; the examination of gaps in articulation among the most heavily populated transfer programs; and a comprehensive review of the design and functionality of ARTSYS, Maryland's electronic course articulation system, including enhancements implemented by USM in a number of areas of the system.

VIII. Statewide Reverse Transfer Agreement (§11-207)

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.

² Maryland Higher Education Commission (2014). *Undergraduate transfers among Maryland public institutions of higher education*. 2012-2013.



Reverse transfer is available to students in good academic standing who complete at least 15 credits at a Maryland community college and then transfer to a Maryland four-year public institution prior to receiving an associate's degree. Students may then transfer credits, once earned, back to the community college to earn the associate's degree, while they are simultaneously working on their bachelor's degree. Credit When It's Due (CWID) is Maryland's statewide reverse transfer initiative, which began as a pilot program in 2012 with support from a Complete College America (CCA) Completion Innovation Challenge grant. The initial pilot program was called Associate Degree Award for Pre-Degree Transfer Students (ADAPTS). With support through a national CWID initiative in 2013, coordinated by the Lumina Foundation for Education and funded by a consortium of grantors (including USA Funds, which supports Maryland), Maryland's pilot reverse transfer program was further expanded strengthening reverse transfer partnerships among institutions, while also supporting the standardization of reverse transfer policies and practices statewide. Currently, 12 Maryland institutions have CWID sub-grants through MHEC and are working on their own reverse transfer partnerships. They are also supporting the development of a statewide agreement which will include regulatory changes in COMAR. This agreement will be coordinated by MHEC's Student Transfer Advisory Committee (STAC).

The following 12 Maryland institutions are participating as CWID sub-grant recipients:

Anne Arundel Community College
College of Southern Maryland
Community College of Baltimore County
Harford Community College
Howard Community College
Morgan State University
Notre Dame of Maryland University
Prince George's Community College
University of Baltimore
University of Maryland, College Park
University of Maryland, Baltimore County
Wor-Wic Community College

While the original ADAPTS pilot focused exclusively on Maryland community colleges, the CWID program was expanded to include four-year institutions as well, recognizing that they play a pivotal role in reaching out to post-transfer students, encouraging them to participate, and articulating their credits and programs back to the community college. Between the initial ADAPTS pilot in 2012 and expansion of the CWID initiative through May 2015, over 800 reverse transfer degrees have been awarded by Maryland community colleges. This number will grow substantially once all 2014-2015 degree numbers have been accounted for in annual reporting data. All 16 Maryland community colleges are awarding reverse transfer degrees.

IX. Incentivizing Associate's Degree Completion (§11-207) and (§15-116)

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.

During the 2014 legislative session, MACC and USM were instrumental in supporting SB785/HB1215 (Chapter 339), which established the 2+2 Transfer Scholarship, a scholarship program for students who complete an associate's degree at a Maryland community college and then transfer to a Maryland public or independent four-year institution. The annual award amount is \$1,000, except for a student who enrolls in a science, teaching, engineering, computer science, mathematics, or nursing program, who is eligible for an annual award amount of \$2,000. The scholarship may be used for tuition and mandatory fees for three years of study or six semesters of study, whichever is longer. Students must maintain a cumulative GPA of 2.5 in order to remain eligible for the award. This scholarship program is administered by MHEC but was not funded in the FY2016 budget.

Financial assistance is cited as one of the key incentives for community college students to complete the associate's degree prior to transfer. All four-year public institutions in Maryland provide some form of financial assistance to transfer students, and many of these aid programs either require the associate's degree for eligibility or give preference to students who have completed the degree. For example, the USM Regents Community College Scholarships require completion of the associate's degree, and if awarded, the student receives full tuition and fees, room and board (or equivalent living expenses), and a stipend for books.

Many four-year institutions have developed collaborative agreements with Maryland community colleges that feature academic program articulation agreements, dual admissions and enrollment, and discounted tuition and scholarships for students who plan to transfer after completion of the associate's degree. Some current examples include:

- Morgan State University has two initiatives in place to support completion of the associate's degree prior to enrollment at Morgan. First, the Parren J. Mitchell Honors Scholarship provides up to \$5,000 a semester for tuition and fees for students transferring from a Maryland community college with a minimum 3.5 GPA and either an associate's degree or 56 credits. In Fall 2014, Morgan initiated the Transfer Incentive Program (TIP), which provides up to \$2,000 per semester for up to five semesters for students transferring to Morgan with an associate's degree, who enroll in one of 11 programs: Actuarial Science;

Chemistry; Construction Management; Economics; Physics (to include Engineering Physics); English; Finance; History; Math; Philosophy; and Theater. TIP is administered by the Office of Undergraduate Admission and Recruitment in consultation with the department chairpersons. To maintain eligibility, students must remain in their chosen major and successfully complete at least 15 credits per semester while maintaining a 2.5 GPA.

- Coppin State University has increased its scholarship funding to offer the following financial support to Maryland community college transfer students: a \$1,000 scholarship for students transferring in 30 credits, a \$2,000 scholarship for students transferring in 45 credits, and a \$3,000 scholarship for students transferring in 60 credits. Moreover, in an effort to encourage students to complete their associate's degree prior to transfer, Coppin offers an additional \$1,000 in scholarship funding for students with an earned associate's degree.
- At Frostburg State University, a \$2,500 annual scholarship has been developed to recognize and honor community college transfer students who have earned an associate's degree in high academic standing. This award will help keep the tuition costs at Frostburg closer to the amount that students formerly paid at their community college.
- In addition to its long-standing Alliance Program that provides community college students with a clear pathway from the associate's degree to the bachelor's degree, in 2014, University of Maryland University College created a new UMUC Completion Scholarship for students who transfer to UMUC after completing an associate's degree at a Maryland community college. Under the new program, UMUC offers Maryland community college graduates the opportunity to earn a bachelor's degree at a significantly reduced cost—award recipients can complete a bachelor's degree program for about \$12,000 (an average of just \$199 per credit), well below the typical tuition cost for in-state students. All recipients of an associate's degree from a Maryland community college are automatically eligible for this scholarship and are guaranteed admission to UMUC. As of Fall 2014, 864 students have been awarded a total of \$858,034 under this scholarship program.
- The University of Maryland, Baltimore County Transfer Student Alliance (TSA) partnership offers benefits and incentives for community college students committed to earning their associate's degree before matriculating to UMBC, including joint campus affiliation, shared resources, joint programming, and on-going outreach and communication. Upon successful completion of the program and initiation of transfer to UMBC, participants benefit from guaranteed admission, early registration, guaranteed housing, and guaranteed scholarship funding for eligible students.
- The University of Maryland, College Park (UMCP) Transfer Advantage Program (MTAP) provides community college students with a number of benefits, including a 25% tuition

discount for UMCP courses taken while concurrently enrolled at one of the four partner community colleges, and guaranteed admission to UMCP, excluding limited enrollment programs, for students who complete MTAP with a cumulative 3.0 GPA.

X. Near Completers (§11-209)

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 completer 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 not earning a degree. A “significant number” of credits has been defined as 45 credits at a community college and 90 credits at a four-year college or university, or $\frac{3}{4}$ completed. Through the State-funded, One Step Away grant program, MHEC, in collaboration with the Motor Vehicles Administration, has worked with Maryland institutions to help identify and contact near completers, and to provide sub-grants to campuses for targeted initiatives to support these students and encourage them to re-enroll, complete, and graduate. Much of the funding goes to directly support students in need of financial assistance to re-enroll in college. The most recent round of competitive One Step Away grant funding was distributed in July 2014, for a project period of 24 months. Institutions may be awarded up to \$75,000 and must provide in-kind or matching funds in an amount equal to at least one-third of the total project cost.

Since FY 2013, One Step Away grantees (15 Maryland institutions, both two-year and four-year, public and independent) have:

- Identified a total of 5,489 near completers;
- Successfully contacted 2,901 near completers and re-enrolled 452; and
- Awarded 1,585 credit hours, 234 prior learning assessment credit hours, and 223 associate’s and bachelor’s degrees.

After two rounds of awarding the following 15 Maryland institutions are participating as OSA grant recipients are:

Anne Arundel Community College
Bowie State University*
Carroll Community College



College of Southern Maryland
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
Wor-Wic Community College

(*Awarded in rounds 1 and 2)

In December 2013, MHEC submitted a plan titled *Statewide Near Completer Incentive Plan and Communication Plan* to the Governor and Maryland General Assembly, in accordance with CCRCCA. It 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, \$1 million 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. MHEC has received State funding in the amount of \$250,000 annually to implement the One Step Away grant program as part of a broader "Complete College Maryland" initiative, but has not received any additional State funding to carry out other aspects of the near completer work.

XI. Degree Plans (§15-114)

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.

All public two-year and four-year institutions have implemented advising practices and systems that incorporate degree completion plans for all students. In addition, most institutions are



moving in the direction of providing electronic degree planning systems that allow students to plan and to maintain their plans within the college student information data system. Many institutions have added the degree planning process to first-year advising sessions, individual and/or group, and a number of institutions offer first-year seminars or similar experiences for students that assist them in degree planning and train them in using the degree planning software of that institution. Morgan State University, for example, moved to a centralized advising system for all first-year students effective Fall 2014. The University of Maryland, College Park's Student Academic Success-Degree Completion Policy requires all students (both direct admits and transfer students) to develop and have approved a graduation plan during their first semester of enrollment and to update it as circumstances change. Four-year degree plans are posted online and students use these plans as templates to develop their individual plans. These plans are used as resources for meetings with college and departmental advisors prior to student registration each semester.

While some campuses are ahead of others in terms of full implementation of degree plans, nearly all institutions have implemented an electronic student planning system, are in the process of implementing a system, are piloting a system, or are determining the student planning system to be implemented in the near future. University of Maryland University College, for example, is studying the feasibility of acquiring degree-mapping software that would provide a higher level of interactivity, more planning information for students, and early warnings indicators for academic advisors. Such software could present students with options for alternate majors that might provide a quicker or less expensive pathway to degree completion, based on courses already taken.

Several institutions are also testing the efficacy of the delivered PeopleSoft "Academic Planner" functionality. Undergraduate students matriculating at the University of Maryland Eastern Shore, for example, will have an electronic degree plan consisting of a Degree Audit Advisement Report and a Student Planner, which both are available modules in the PeopleSoft/Oracle student administration system. The Degree Audit Advisement Report, which is currently in use, specifies all course requirements (i.e., university, general education, and major specific) needed to receive a degree in a student's respective major. The Advisement Report will automatically update based on the student's course enrollment and final grades each semester, and will note when each requirement is satisfied. In its original form, the Student Planner was only available to students. Modifications are now underway and will include advisor access and interaction, student specific recommendations and notes, automated notifications when the plan is not being followed, printer friendly options, and a sign-off to include acceptance and approval by both the student and advisor.

XII. Degree Pathways (§15-115)

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.

All public institutions in Maryland have developed degree pathways for their undergraduate degree programs. Information on degree pathways is presented in college catalogs and curriculum handouts, and is housed in degree audit systems and electronic student planning systems, depending on the institution. The majority of institutions have implemented online degree pathway systems for students, along with electronic degree audit systems, that track and monitor individual student progress (see discussion above on Degree Plans). In Maryland community colleges, for example, many institutions have instituted graduation benchmarks with academic plan reviews for students at specific points in their degree progress: e.g., at 15, 30, and 45 credit hours, or at 18 and 36 credit hours, to assist with student planning and completion. As both public two-year and four-year institutions transition to new general education requirements over the next two years, academic departments will continue to review their curriculum and degree pathway sequences for accuracy and alignment with their stated program requirements.

In addition to the broad implementation of degree pathways in all fields of study, Maryland has a record of success in implementing specific campus-based and statewide articulation agreements in areas of high need and special focus: e.g., the Associate of Science in Engineering (ASE) and the Associate of Arts in Teaching (AAT) degrees, which have well-delineated pathways to the bachelor's degree following completion of the associate's degree. These areas of success are being examined in the current discussions regarding the development of a statewide transfer agreement in accordance with CCRCCA.

All institutions now have in place the requirement that students take their credit-bearing mathematics and English general education courses within the first 24 credit hours of study. In addition, institutions are requiring that students begin their developmental courses sequences, if applicable, during their first semester. Upon the successful completion of developmental work in that area, students subsequently take their first credit-bearing course in that area the following semester. Many institutions are also offering co-requisite remediation courses, in which students take the credit bearing course with targeted developmental support within a single semester or

term, such as Community College of Baltimore County's (CCBC) nationally renowned Accelerated Learning Program (ALP).

In terms of institution-specific examples of degree pathway systems, Towson University and the University of Baltimore have launched the Student Success Collaborative (SSC), a product of the Education Advisory Board, with predictive analytics for student success and an advising platform that provides advisors with a comprehensive view of student progress and the ability to identify and communicate with higher need students more efficiently. SSC allows for easy and direct notification of a student when he or she begins to go off track in relation to an academic program benchmark. The University of Maryland, Baltimore County (UMBC) is also currently developing a mechanism for electronically housing and posting degree pathways. The pathways dashboard prototype features a customized student dashboard that displays a defaulted four-year pathway based on the student's declared major, but also allows students to view other degree pathways. Additional features include visual graphic display of the student's benchmark milestones and progress toward degree completion. The dashboard will also serve as a portal for students to various other advising tools such as degree audit, what-if degree audit, advising profile, and transfer credit report.

XIII. Credit Limits for Associate's and Bachelor's Degrees (§15-117)

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.

As part of its broader Effectiveness & Efficiency (E&E) Initiative launched in 2003, USM reduced its bachelor's degree offerings to 120 credits across all campuses, with allowable exceptions for accreditation and certification requirements. The USM Office continues to monitor program offerings for compliance internally as part of E&E, and now externally in accordance with the credit limit requirements established in CCRCCA. In terms of the other public four-year segments, Morgan State University has worked to bring all of its bachelor's degree programs into compliance since the passage of CCRCCA, with allowable exceptions. St. Mary's College of Maryland already had standardized bachelor's degree program offerings at 128 credits, which, as a campus that exclusively offers four-credit courses, is the mathematical equivalent of a full-time program that can be completed in eight semesters of study (at a rate of four courses, or 16 credits per semester, versus five courses, or 15 credits per semester, for a 120 credit degree).



Beginning in Fall 2013, the Maryland community college chief academic officers launched an initiative to provide a degree of standardization across their associate's degree program offerings that met the CCRCCA exception criteria for accreditation and certification, and to bring those programs that would still exceed 60 credits into a closer range of credit differences when compared across institutions. In this review process, the vast majority of associate's degree programs, including arts and sciences, general studies, and transfer, were brought into compliance with CCRCCA at 60 credits. Through a series of meetings between faculty, decisions were made for exceptions in the following degree areas (the majority of which are Associate of Applied Science degrees): Automotive Technology, Dental Hygiene, Engineering Technology, Engineering, Health Information Management/Technology, Hospitality/Culinary Arts, Medical Laboratory Technology, Medical Sonography, Mental Health/Social Work, Music, Nuclear Medical Technology, Nursing, Occupational Therapy, Paramedic, Physical Therapy, Radiologic Technology, Respiratory Therapy, Surgical Technology, and Teaching.

XIV. Overall Conclusions

This report serves as a first edition summarizing the collective efforts of the various stakeholders and organizations involved in advancing the P-20 Council's agenda of implementing college and career readiness and college completion strategies in the State of Maryland. There are many successes to be recognized as a result of the strong collaborations and partnerships between the various segments of higher education and the State's K-12 system. A key lesson from these efforts has been that the State reaps positive benefits by providing educators the opportunity to collaborate with their education colleagues in different sectors.

There are a number of strategies currently underway in Maryland that will have implications for the future of college and career readiness and college completion including statewide transfer and reverse transfer agreements, the introduction of the PARCC assessment scores as a new tool for college-level placement, and an integrated statewide outreach campaign targeting near completers. While challenges remain, the various agencies, LEAs, colleges and universities, and other members of the P-20 Council remain committed to working alongside each other, developing new strategies, streamlining current policies, and sharing best practices that will continue to move our State and economy forward.

Appendix A: Other CCRCCA Reporting Requirements

<p>COLLEGE AND CAREER COUNSELING Chapter 533, 2013, Uncodified § 2</p> <p>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.</p> <p>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</p> <p>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.</p> <p>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</p> <p>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.</p> <p>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</p> <p>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.</p> <p>Link: http://dlslibrary.state.md.us/publications/Exec/MHEC/SB740Ch533(5)_2013.pdf</p>	<p>Complete</p>
<p>STUDYING THE IMPACT OF DUAL ENROLLMENT</p>	<p>Pending (Due</p>



<p>Chapter 533, 2013, Uncodified § 6</p> <p>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>Link:</p>	<p>in 2017)</p>
<p>COMPLETION METRICS Chapter 533, 2013, Uncodified § 7</p> <p>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</p> <p>Submit study examining the development, content, and implementation of transition courses by December 15, 2013.</p> <p>Link: http://dlslibrary.state.md.us/publications/Exec/MSDE/SB740Ch533(8)_2013.pdf</p>	<p>Complete</p>

Appendix B: COMAR 13A.12.01

Title 13A STATE BOARD OF EDUCATION

Subtitle 04 Specific Subjects

Chapter 12 Program in Mathematics

Authority: Education Article, §§2-205(h) and 7-205.1, Annotated Code of Maryland

.01 Mathematics Instructional Programs for Grades Prekindergarten—12.

A. Each local school system shall:

- (1) Provide in public schools an instructional program in mathematics each year for all students in grades prekindergarten—8; [and]
- (2) Offer in public schools a mathematics program in grades 9—12 [which enables students to meet graduation requirements and to select mathematics electives.] *or each year that a student is enrolled in high school, which enables students to meet graduation requirements and to select mathematics and mathematics-related courses that shall include:*
 - (a) *Mathematics Transition Course;*
 - (b) *Algebra II;*
 - (c) *Pre-Calculus;*
 - (d) *Discrete Mathematics,*
 - (e) *Linear Algebra;*
 - (f) *Probability and Statistics;*
 - (g) *AP[®] Computer Science;*
 - (h) *AP[®] Calculus (A/B);*
 - (i) *AP[®] Calculus (B/C);* or
 - (j) *A Computer Science course that is not AP[®] Computer Science if the local school system determines the course meets the mathematics standards required by this regulation; and*
- (3) *Beginning with students entering grade 9 in the 2014 school year, require each of those students to enroll in a mathematics course in each year of high school they attend.*

B. Maryland Mathematics Program. The comprehensive instructional program shall provide for the diversity of student needs, abilities, and interests at the early, middle, and high school learning years. Each local school system shall include the content standards in §§C—[I]F of this regulation in its curriculum.

C. [Algebra, Patterns, and Functions. Students shall demonstrate knowledge of algebra, patterns, and functions by algebraically representing, modeling, or solving mathematical or real-world problems involving patterns or functional relationships, using technology when appropriate.] *For prekindergarten through grade 5, students shall demonstrate knowledge of the domains: Number, Counting and Cardinality, Number Operations and the Problems They Solve, Numbers in Base Ten, Number – Fractions, Measurement and Data Analysis, and Geometry.*

D. [Geometry. Students shall demonstrate knowledge of geometry by applying the properties of one-dimensional, two-dimensional and three-dimensional geometric figures to describe, reason, or solve problems about shape, size, position, or motion of objects, using technology when appropriate.] *For grades 6—8, students shall demonstrate knowledge of the domains: Ratios and Proportional Reasoning,*

The Number System, Expressions and Equations, Functions, Geometry, and Statistics and Probability.

E.[Measurement. Students shall demonstrate knowledge of measurement by identifying attributes, units, or systems of measurement by applying a variety of techniques, formulas, tools, or technology.]
For high school students, students should demonstrate knowledge of the conceptual categories: Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability.

[F. Statistics. Students shall demonstrate knowledge of statistics by collecting, organizing, displaying, analyzing, or interpreting data to make decisions or predictions, using technology when appropriate.

G. Probability. Students shall demonstrate knowledge of probability by using experimental methods or theoretical reasoning to determine probabilities to make predictions or solve problems about events whose outcomes involve random variation, using technology when appropriate.

H. Number Relationships and Computation. Students shall demonstrate knowledge of number relationships and arithmetic/computation by describing, representing, or applying numbers and shall estimate or compute using mental strategies, paper/pencil, or technology.

I. Processes of Mathematics. Students shall demonstrate knowledge of the processes of mathematics by making connections and applying reasoning to solve problems and communicate their findings.]

F. Standards for Mathematical Practice. Students in prekindergarten through high school shall demonstrate knowledge of the processes and proficiencies of mathematics: make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, and look for and express regularity in repeated reasoning.

[J.] G. Curriculum Documents. Consistent with Education Article, §4-110, Annotated Code of Maryland, each local school system shall provide mathematics curriculum documents for the elementary and secondary schools under its jurisdiction that:

(1) Include the content standards described in §§C—[I]F of this regulation; and

(2) Are aligned with the [Voluntary State Curriculum as developed by the Maryland State Department of Education in collaboration with local school systems] *Maryland College- and Career-Ready Standards as developed by the Maryland State Department of Education in collaboration with local school systems and aligned to the Common Core State Standards.*

[K.] H. Student Participation. Each student shall have the opportunity to participate in the comprehensive mathematics program required by this chapter.

Appendix C – Fall 2013 Dually Enrolled Students in Maryland by Geographic Origin and Institution Type

Geographic Location	Number of Dually Enrolled Students	Enrolled at a Community College	Enrolled at a Public or Independent Four-Year Institution	Dually Enrolled Students as % of Public High School Students
Baltimore County	768	755	13	2.5%
Anne Arundel County	759	758	1	3.4%
Washington County	541	541	0	8.1%
<i>Commonwealth of Pennsylvania</i>	<i>500</i>	<i>494</i>	<i>6</i>	<i>---</i>
Montgomery County	458	458	0	1.0%
Harford County	433	433	0	3.7%
Frederick County	394	379	15	3.2%
Prince George's County	380	371	9	1.1%
Carroll County	165	161	4	1.9%
Howard County	149	146	3	0.9%
Baltimore City	144	143	1	0.6%
Wicomico County	134	129	5	3.4%
Cecil County	118	118	0	2.5%
Saint Mary's County	118	115	3	2.3%
Talbot County	101	101	0	7.6%
Allegany County	83	61	22	3.2%
Calvert County	64	64	0	1.2%
Charles County	63	63	0	0.7%

Geographic Location	Number of Dually Enrolled Students	Enrolled at a Community College	Enrolled at a Public or Independent Four-Year Institution	Dually Enrolled Students as % of Public High School Students
Queen Anne's County	56	56	0	2.4%
Caroline County	55	54	1	3.7%
Worcester County	50	50	0	2.5%
Garrett County	33	33	0	2.7%
Dorchester County	32	14	18	2.5%
Kent County	26	18	8	4.3%
Somerset County	9	5	4	1.2%
Maryland – County Unknown	5	4	1	---
All Other Locations (Including Unknown)	92	38	54	---

Appendix D – Work Plan
College and Career Readiness and College Completion Act of 2013 (SB 740): Implementation Status Report
Submitted by: Governor’s P-20 Council

MSDE

CCRCCA Major Provisions	Reporting Lead(s)
ASSESSMENT OF COLLEGE AND CAREER READINESS (§7-205.1): 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 11 th grade	MSDE
TRANSITION COURSES (§7-205.1): Transition courses to be developed and implemented in the 12 th grade for public school students who have not yet achieved college readiness by the end of the 11 th grade	MSDE
FOUR YEARS OF HIGH SCHOOL MATHEMATICS (§7-205.1): Students must enroll in a mathematics course during each year the student attends high school	MSDE
DUAL ENROLLMENT (§18-14A): 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 (also assigned for comment to MHEC, MACC, USM, Morgan, and St. Mary’s)

MHEC

CCRCCA Major Provisions	Reporting Lead(s)
STATEWIDE TRANSFER AGREEMENT (§11-207): 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
STATEWIDE REVERSE TRANSFER AGREEMENT (§11-207): 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



<p>NEAR COMPLETERS (§11-209): 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</p>	<p>MHEC</p>
<p>CREDIT LIMITS FOR DEGREES (§15-117): 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</p>	<p>MHEC</p>
<p>DUAL ENROLLMENT (§18-14A): 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</p>	<p>MHEC (also assigned for comment to MSDE, MACC, USM, Morgan, and St. Mary’s)</p>
<p>INCENTIVIZING ASSOCIATE’S DEGREE COMPLETION (§11-207) and (§15-116): 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</p>	<p>MHEC (also assigned for comment to MACC, USM, Morgan, and St. Mary’s)</p>

Information Needed from Higher Education Segments

<p>CCRCCA Major Provisions</p>	<p>Reporting Lead(s)</p>
<p>DEGREE PLANS (§15-114): 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</p>	<p>MACC USM Morgan St. Mary’s</p>
<p>DEGREE PATHWAYS (§15-115): 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 first 24 credits of enrollment; student to take developmental and credit-bearing courses either concurrently or directly following each other</p>	<p>MACC USM Morgan St. Mary’s</p>



<p>INCENTIVIZING ASSOCIATE’S DEGREE COMPLETION (§11-207) and (§15-116): 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</p>	<p>MACC USM Morgan St. Mary’s (also assigned for comment to MHEC)</p>
<p>DUAL ENROLLMENT (§18-14A): 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</p>	<p>MACC USM Morgan St. Mary’s (also assigned for comment to MSDE and MHEC)</p>