

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

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

December, 2018



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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 third 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 previous reports, there was also uncodified language within the CCRCCA that specified reporting requirements related to the implementation of various components of the legislation. These are referenced in Appendix B of this progress report, and readers are encouraged to consult these individual reports for more extensive documentation.

## **College and Career Readiness Criteria**

(§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.*

The Maryland Association of Community Colleges (MACC) and Public School Superintendents Association of Maryland (PSSAM) identified College and Career Ready criteria options for English/language arts and mathematics. These criteria are used by the local school systems to determine students who are ready for college-level credit-bearing coursework in English/language arts and or

mathematics. College and career readiness determinations were made using these criteria for all applicable students beginning in the 2015-2016 school year.

The college and career readiness criteria for high school students for English/language arts and mathematics were established in a Memorandum of Understanding (MOU) in August of 2016 and have been updated annually. Below is a summary of the establishment of the MOU and supports provided by the MSDE.

- In September 2014, the MSDE released “Implementing the Provisions for Dually Enrolled Students According to the College and Career Readiness and College Completion Act of 2013”.
- On August 1, 2016, the Maryland Association of Community Colleges and Public School Superintendents Association of Maryland entered into the first Memorandum of Understanding agreeing to College and Career Ready criteria for high school students.
- On September 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.”
- On August 1, 2017, MACC and PSSAM signed a revised Memorandum of Understanding.
- In December 2017, the MSDE released a revised “Toolkit to determine Students College and Career Ready under the College and Career Readiness and College Completion Act of 2013.”<sup>1</sup>
- In September, 2018, MACC and PSSAM signed a revised Memorandum of Understanding.
- In 2019, the MSDE will release a revised “Toolkit to determine Students College and Career Ready under the College and Career Readiness and College Completion Act of 2013” incorporating changes to the MACC and PSSAM MOUs.

Under the 2018 Memorandum of Understanding between Maryland Association of Community Colleges and Public School Superintendents Association of Maryland, in order to be considered college and career ready, high school students with an expected graduation year of 2017 and beyond, must meet one of the criteria identified in the tables below in English Language Arts and mathematics during their junior year.

Criteria for College and Career Readiness - English Language Arts (ELA)

Assessment Options	2016-2017	2017-2018	2018-2019
Assessment	Score	Score	Score
<b>SAT</b> <ul style="list-style-type: none"> <li>● Evidence Based Reading and Writing Section (EBRW)</li> </ul>	500+	480+	480+
<b>ACT</b> <ul style="list-style-type: none"> <li>● Average of English and Reading Subject Tests</li> </ul>	21+	21+	21+

<sup>1</sup>Tool Kit to Determine Students’ College and Career Ready Designation under the College and Career Readiness and College Completion Act of 2013, MSDE, December 2018, from <http://www.marylandpublicschools.org/about/Documents/OCP/Publications/CCRTToolkit.pdf>.

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<b>Accuplacer</b> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Sentence Skills</li> </ul>	Reading 79+ Writing 6+ Sentence Skills 90+	Reading 79+ Writing 6+ Sentence Skills 90+	Next Generation Accuplacer Scores TBD
<b>Advanced Placement (AP)</b> <ul style="list-style-type: none"> <li>• English Language and Composition</li> <li>• English Literature and Composition</li> </ul>	3+	3+	3+
<b>International Baccalaureate (IB)</b> <ul style="list-style-type: none"> <li>• Language A</li> <li>• Literature SL or HL</li> </ul>	4+	4+	4+
<b>Maryland Comprehensive Assessment Program (MCAP) in English Language Arts</b> <ul style="list-style-type: none"> <li>• English 10</li> <li>• English 11</li> </ul>	4+	4+	4+

Criteria for College and Career Readiness - Mathematics

Assessment Options	2016-2017	2017-2018	2018-2019
Assessment	Score	Score	Score
<b>SAT</b> <ul style="list-style-type: none"> <li>• Mathematics Section</li> </ul>	500+	530+	530+
<b>ACT</b> <ul style="list-style-type: none"> <li>• Math Subject Test</li> </ul>	21+	21+	21+
<b>Accuplacer</b> <ul style="list-style-type: none"> <li>• College Level Mathematics</li> </ul>	45+	45+	Next Generation Accuplacer Scores TBD
<b>Advanced Placement (AP)</b> <ul style="list-style-type: none"> <li>• AB Calculus</li> <li>• BC Calculus</li> <li>• Statistics</li> </ul>	3+	3+	3+
<b>International Baccalaureate (IB)</b> <ul style="list-style-type: none"> <li>• Mathematics SL</li> <li>• Mathematics HL</li> <li>• Further Mathematics</li> </ul>	4+	4+	4+
<b>Maryland Comprehensive Assessment</b>	4+	4+	4+

<p><b>Program (MCAP) in Mathematics</b></p> <ul style="list-style-type: none"> <li>● Algebra II</li> <li>● Geometry*</li> </ul>			
<p>* The Geometry assessment may be used as a no-cost CCR assessment for 11th grade students enrolled in Geometry. Eleventh grade students who earn a score of 4 or higher on the Geometry assessment are not required to take a mathematics transition course or senior year reassessment. For 11th graders enrolled in Geometry who take PARCC, a score of 4 or 5 does not indicate eligibility for placement in a college credit-bearing course.</p>			

Criteria for College and Career Readiness - Additional Options

<p><b>Dual Enrollment</b></p>	<p>Students who have been granted permission to take and are enrolled in a college-level credit-bearing mathematics/ELA course by the end of their junior year are considered CCR and do not have to take a CCR assessment.</p>
<p><b>Local Agreements</b></p>	<p>Local school systems may use alternate means for determining CCR if an agreement exists between the local school system and a local community college that allows students to take college-level credit-bearing mathematics/ELA coursework using different metrics.</p>
<p><b>GPA</b></p>	<p>Local school systems may use : “The verified cumulative unweighted high school GPA of 3.0 or better ...to signify the college-readiness of the applicant; the GPA will have an expiration date of no less than 5 years, regarding its utility as a metric for college-readiness. As such, the applicant would not have to take the Accuplacer exam, or otherwise be restricted from registering for credit classes. This measure does not apply to grades earned in English as a Second Language (ESL) courses. The use of the recommended 3.0 or higher high school GPA as an alternative measure for college-readiness at all Maryland community colleges is in place as of Fall 2019. A review of the metric will occur within three years of the implementation of the new alternative measure.”</p>

**Transition Opportunities**

(§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.*

Beginning in the 2016-2017 school year, the MSDE, in collaboration with local school systems and public community colleges, developed and implemented, transition courses and other instructional opportunities to be delivered in the 12th grade to students who did not achieve college and career readiness by the end of the 11th grade.

The following table lists the transition opportunities available to students beginning with the 2016-2017 school year:

Subject Area	Senior Coursework Transition Courses
English Language Arts (ELA)	<ul style="list-style-type: none"> <li>● Complete an ELA transition course or an additional ELA “instructional opportunity” (online, hybrid, module, etc.) in preparation for reassessment; OR</li> <li>● Enroll in a transition course articulated with a community college. 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.</li> </ul>
Math	<ul style="list-style-type: none"> <li>● Complete a math transition course or an additional <b>mathematics</b> “instructional opportunity” (online, hybrid, module, etc.) in preparation for reassessment; OR</li> <li>● Enroll in a transition course articulated with a community college.</li> </ul>

Some colleges are actively engaged with their local education agency to develop transition courses. For example, Hagerstown Community College worked with Washington County Public Schools (WCPS) throughout FY16/17 – FY19 in developing transition courses for both English and math. The NSF – Math Stem grant provided the framework to bring the Math Coordinator at WCPS, math faculty at Hagerstown Community College and directors of Math and Science and Developmental Education and Adult Literacy Services divisions together to ensure that the math transition course would meet the needs to access credit-bearing math classes at HCC. The curriculum aligned with Hagerstown Community College Intermediate Algebra course, MAT 100. Upon completion of the course, students took the Accuplacer to determine if they met the requirement for entry into the first credit-bearing math course. For English, the Directors of English and Humanities and Developmental Education and Adult Literacy Services and Hagerstown Community College English faculty met with the English Coordinator to share ENG 100 curriculum. Students that were meeting the same course content objectives and student learning outcomes as students taking ENG 100 at Hagerstown Community College were identified to be eligible for ENG 101. These processes are intended to provide for a seamless entry for students entering Hagerstown Community College.

Other colleges may not be as actively engaged in developing transition courses. For example, Carroll Community College has provided the local school system with the curriculum for both English and mathematics transition courses. Similarly, transition courses were developed by the Frederick County Public School system in consultation with Frederick Community College faculty several years ago. Frederick County Public Schools and Frederick Community College agreed upon required scores and grades in transition courses to be used as proof of college readiness.

**Reassessment Options**

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

*The implementation of transition courses or other instructional opportunities shall include an assessment or reassessment of the student after completion of the course; and may not preclude or replace enrollment in a course otherwise required for graduation from high school.*

The Maryland Association of Community Colleges (MACC) and Public School Superintendents Association of Maryland (PSSAM) identified reassessment options for English Language Arts and mathematics. While, Career Technology Program (CTE) students are expected to meet the CCR designation, CTE students who complete a State-Approved Career and Technology Education Program of Study 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.

Under the Memorandum of Understanding between Maryland Association of Community Colleges and Public School Superintendents Association of Maryland, students who complete a transition opportunity may be reassessed in English Language Arts or mathematics through these options:

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

College and Career Readiness Determinations

*Table: 2017-2018 12th Grade Completers Reported as College and Career Ready upon Completion, State of Maryland*

<b>Student Group</b>	<b>Total 12<sup>th</sup> Grade Completers<sup>2</sup></b>	<b>CCR In Mathematics Upon Completion</b>	<b>CCR in English Language Arts Upon Completion</b>
State of Maryland	58,220	52.7%	59.4%
American Indian or Alaskan Native	145	51.0%	62.1%
Asian	4,132	67.1%	70.4%
Black or African American	19,662	47.3%	49.5%
Hispanic or Latino	7,618	44.0%	50.0%
Hawaiian or Pacific Islander	68	41.2%	45.6%
White	24,379	57.3%	68.1%
Two or more races	2,216	54.0%	64.5%
English Learners	9,102	51.9%	65.2%
Students receiving FARMS	19,849	42.9%	50.5%
Students with Disabilities	8,976	35.5%	44.9%
Homelessness	911	30.2%	42.8%
Students in Foster Care	120	18.3%	26.7%
Military Connected Students	652	51.5%	64.3%
Male	28,933	50.5%	55.9%
Female	29,287	54.9%	62.9%

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<sup>2</sup> Completers include students who earned a Maryland High School Diploma or a Maryland High School Certificate of Completion.

*Table: 2017-2018 12th Grade Students Not College or Career Ready as of the end of their 11th grade year who participated in a Transition Opportunity, State of Maryland*

<b>Student Group</b>	<b>Total 12<sup>th</sup> Grade Completers<sup>3</sup></b>	<b>Participated in a Mathematics Transition Opportunity</b>	<b>Participated in an English Language Arts Transition Opportunity</b>
State of Maryland	58,220	37.8%	21.1%
American Indian or Alaskan Native	145	37.9%	22.8%
Asian	4,132	21.1%	9.9%
Black or African American	19,662	48.0%	27.3%
Hispanic or Latino	7,618	42.6%	28.3%
Hawaiian or Pacific Islander	68	47.1%	35.3%
White	24,379	31.5%	15.9%
Two or more races	2,216	32.5%	18.8%
English Learners	9,102	39.7%	28.7%
Students receiving FARMS	19,849	47.5%	30.2%
Students with Disabilities	8,976	46.1%	35.8%
Homelessness	911	49.0%	31.3%
Students in Foster Care	120	43.3%	30.8%
Military Connected Students	652	43.1%	35.3%
Male	28,933	38.0%	23.7%
Female	29,287	37.7%	18.5%

<sup>3</sup> Completers include students who earned a Maryland High School Diploma or a Maryland High School Certificate of Completion.

*Table: 2017-2018 12th Grade Students Not College or Career Ready as of the end of their 11th grade year who participated in a Reassessment, State of Maryland*

<b>Student Group</b>	<b>Total 12<sup>th</sup> Grade Completers<sup>4</sup></b>	<b>Completed a Mathematics Reassessment</b>	<b>Completed an English Language Arts Reassessment</b>
State of Maryland	58,220	32.1%	27.8%
American Indian or Alaskan Native	145	30.3%	22.1%
Asian	4,132	18.5%	19.1%
Black or African American	19,662	46.1%	38.1%
Hispanic or Latino	7,618	43.5%	42.0%
Hawaiian or Pacific Islander	68	39.7%	32.4%
White	24,379	20.0%	17.0%
Two or more races	2,216	27.9%	22.7%
English Learners	9,102	39.2%	47.3%
Students receiving FARMS	19,849	43.0%	40.7%
Students with Disabilities	8,976	37.1%	40.1%
Homelessness	911	32.6%	33.7%
Students in Foster Care	120	39.2%	40.8%
Military Connected Students	652	37.6%	31.6%
Male	28,933	31.2%	29.4%
Female	29,287	33.1%	26.2%

<sup>4</sup> Completers include students who earned a Maryland High School Diploma or a Maryland High School Certificate of Completion.

### **Four Years of Mathematics 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.*

In 2014, the State Board adopted regulations under COMAR 13A.03.02.03 that require students to enroll in a mathematics course in each year of high school that the student attends, up to a maximum of 4 years of attendance. To be awarded a Maryland State High School diploma, students must earn three mathematics credits. Maryland's local school systems may elect to add additional mathematics credit requirements. Additional information on the mathematics credit requirements is available on the [local school system's websites](#).<sup>5</sup>

### **Dual Enrollment**

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

*Requires the Maryland Higher Education Commission to establish guidelines for awarding the Early College Access Grant to dually enrolled students, and administration of the grant program.*

*Requires each county board to make all high school students who meet mutually agreed on enrollment requirements aware of the opportunity to dually enroll.*

*Establishes tuition arrangements between county boards and public institutions of higher education.*

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

*Requires the Maryland Longitudinal Data System Center to annually 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.*

### **Opportunities to Dually Enroll - Maryland State Department of Education**

The MSDE provides local school system staff the "[Toolkit to determine Students College and Career Ready under the College and Career Readiness and College Completion Act of 2013](#)" as a resource to assist in implementing the provisions of the CCR-CCA that relate to preparing students for both college and careers. The Toolkit will be updated in 2019 to reflect changes to the MACC and PSSAM MOU and provide additional guidance.

In September 2014, the MSDE released "Implementing the Provisions for Dually Enrolled Students According to the College and Career Readiness and College Completion Act of 2013". This guidance contains four sections designed to assist administrators and educators in local school systems and community colleges as they implement CCR-CCA. The guidance offers recommended components to include in a dual enrollment agreement or memorandum of understanding (MOU); provides a sample agreement based on several local agreements; includes an analysis of local agreements between Maryland's community colleges and public school systems; and provides answers to frequently asked questions.

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<sup>5</sup> See [Maryland Mathematics Graduation Requirements](#) for additional information.

Under Maryland statute (Md. Code, Ed. Art., §18–14A–05) each county board must inform all eligible high school students of the opportunity to dually enroll. Listed below is Information on how opportunities to dually enroll are disseminated for each district.

District	Dual Enrollment Opportunity Information
Allegany County	<a href="#">AACPS Dual Enrollment Programs</a> is available on the district website.
Anne Arundel County	The district and Anne Arundel Community College (AACC) are joint sponsors of the <a href="#">Early College Access Program (ECAP)</a> .
Baltimore City	Dual Enrollment opportunities are found on the district website under <a href="#">Earning College Credits in High School</a> . Additionally, the district connects college dual enrollment coordinators with counselors for recruitment purposes and annually provides counselors with a list of students eligible for dual enrollment per each local college’s requirements.
Baltimore County	The district <a href="#">Office of College and Career Readiness</a> includes information about the Early College Access Program and an <a href="#">overview</a> for parents and students.
Calvert County	The <a href="#">High School Planning Guide</a> (pages 13-14) is provided to all 8 <sup>th</sup> and 9 <sup>th</sup> graders, is posted on the district’s website, is available to students and parents in the Guidance Offices, and embedded in the <a href="#">Career Cruising</a> program. A dual enrollment night is held each fall in which district and College of Southern Maryland (CSM) representatives provide information to parents and students. CSM mails information to all eligible families prior to the dual enrollment night. CSM also attends school registration nights in February. College of Southern Maryland posts <a href="#">dual enrollment information</a> on their website including Calvert County’s form and list of approved classes.
Caroline County	The district promotes <a href="#">Dual Enrollment</a> through the following: Course catalog, high school newsletters, social media postings, and Chesapeake College visit days.
Carroll County	The <a href="#">High School Program of Studies and Career Pathways Planning Guide</a> , (page 16), is available on the district website and each high schools’ website.
Cecil County	The <a href="#">Student Education Planning Guide</a> (pages 31-34) is available on the district website and hand-delivered to every student.
Charles County	<a href="#">Dual Enrollment</a> information is available on the district website. Teachers discuss opportunities with eligible students in the Spring before course selection and discuss options and the benefits of taking the dual enrollment. In the fall, the College of Southern Maryland (CSM) meets with eligible students in the high school. Also in the fall, a parent night provides information about the process for registering at CSM and receiving dual enrollment credit. Teachers follow up with students in the eligible classes in December and distribute enrollment forms that go home to parents.
Dorchester County	The <a href="#">2018-2019 High School Program of Study</a> (page 16) contains information on dual enrollment opportunities with Chesapeake College and University of Maryland Eastern Shore. The district Department of Student Services and high school counselors collaborate with the colleges to organize and offer a variety

	of recruitment options including information sessions and onsite registration.
Frederick County	The district maintains a joint website with Frederick Community College (FCC) on <a href="#">Dual Enrollment</a> , which is also linked on each high schools’ website. Representatives from FCC and the district present at most high school registration night events, community forums (Life After Middle School, Community, etc.), and specific high school dual enrollment information nights. Every high school has dual enrollment courses, and counselors promote opportunities to students. <a href="#">High School Course Offerings Guide, 2018-2019</a> (page 8) is also available on the district website.
Garrett County	<a href="#">GCPS Dual Enrollment Program for High School Students</a> is available on the district website.
Harford County	<a href="#">HCPS Student Education Planning Guide</a> contains information on earning high school credit through college programs.
Howard County	<a href="#">HCPSS Jump Start</a> , is a partnership between the district and Howard Community College to expand options for students to gain college credits, explore possible careers, or earn an associate degree.
Kent County	Kent County’s <a href="#">Program of Study</a> (pages 14 and 44) contains information about dual enrollment on the district website. Chesapeake College meets with eligible students in the high school. First for the college to provide information, and second for registration and placement testing. Washington College contacts eligible students directly regarding dual enrollment opportunities. During annual scheduling meetings each spring, additional information is provided to students.
Montgomery County	<a href="#">Dual Enrollment: MCPS and Montgomery College Partnerships</a> is available on the district website.
Prince George's County	<a href="#">Dual Enrollment Program</a> information is available on the district website.
Queen Anne's County	The <a href="#">2018-2019 Program of Study</a> (page 33) is available on the district website and available to all students.
St. Mary's County	<a href="#">Dual Enrollment in College</a> is available on the district website.
Somerset County	Information is available through <a href="#">Wor-Wic Community College Dual Enrollment</a> website. Additionally, high schools provide dual enrollment pamphlets via their guidance offices and on the high school’s website. During scheduling, guidance staff shares dual enrollment information with families during information nights.
Talbot County	Guidance on <a href="#">Dual Enrollment</a> is available on the district website and each high school’s website. Information is also provided to students, parent, and guardians via the school messenger platform.
Washington County	The <a href="#">2018-2019 High School Program of Studies</a> (page 8) is available on the district website.
Wicomico County	The district promotes this information through the following: <a href="#">High School Course Catalog 2018-2019</a> (page 4) available on the district website and high school websites, counselor scheduling sessions, a Spring Parent University,

	school-based administration, and parent messages through social media and meetings.
Worcester County	The <a href="#">2018-2019 High School Course Catalog</a> (page 15) is available on the district website and updated annually. Informational flyers from Wor-Wic Community College are distributed to all eligible students.

Opportunities to Dually Enroll - Maryland Higher Education Commission

All colleges adhere to the tuition requirements for dually enrolled students as required by law. Some colleges provide additional tuition discounts for all dually enrolled students. Additionally, some colleges provide tuition discounts for dually enrolled students in specific programs or high schools, or the college will waive fees.

Many colleges have relationships with community or private foundations to support dually enrolled students financially. For example, The Cecil College Foundation has a small group of community and private foundations that designate their support for dual enrolled students, Unless otherwise specified by the donor, all Cecil College scholarships are first used for tuition and fees, and apply to textbook costs if the scholarship is greater than tuition and fees.

At the University of Baltimore, community-based partners such as KIPP Through College, Code in the Schools, Sister’s Circle, Building STEPS, Urban Alliance, Urban League, SquashWise, and CollegeBound sponsor students in dual enrollment and college readiness, i.e., pay for their tuition, fees, and program costs. Private foundations such as Shelter Foundation, CollegeBound, Legg Mason, SunTrust, and Meyerhoff have contribution foundation gifts to pay for dual enrollment and college readiness tuition, fees, and program costs. These opportunities at the University of Baltimore also provide academic supports to dually enrolled students, such as tutoring and workshops.

Dual enrollment opportunities at Maryland colleges and universities are vast. Many colleges offer formal dual enrollment opportunities, often called “early college” or “middle college” programs. These opportunities are often formal programs with specific curricular outcomes that sometimes lead to the completion of an associate’s degree in tandem with the completion of a high school diploma.

Colleges list several challenges related to dual enrollment, particularly with the expectation of expansion. These challenges include:

- Student’s preparedness for college-level courses
- Data sharing between college and local education agency and parents
- Transportation
- GPA or academic requirements set by local education agency to participate in dual enrollment opportunities
- Costs and tuition coverage capped by local education agency
- General advising and support of high school students, both to students and parents
- More focus on AP courses by local education agency
- Identifying qualified faculty to teach at the high schools
- Scheduling of classes

### Annual Dual Enrollment Report - MLDS Center

As per CCR-CCA requirements, the Maryland Longitudinal Data System (MLDS) Center submits an annual report on dual enrollment. The MLDS Center publishes annual reports on dual enrollment beginning in 2013 and are available on the website at <https://mldscenter.maryland.gov/CenterReports.html>.

A total of 11,843 Maryland public high school students were dually enrolled in the 2016-2017 academic year. This is a 15% increase from the prior year. Maryland Community Colleges were the most common location for students accessing dual enrollment opportunities. Dually enrolled students more closely reflected the demographics of the Maryland college-going population than the Maryland public high school population. The majority of dually enrolled Maryland public high school students were female, white, and not economically disadvantaged (as measured by non-eligibility for free/reduced price meals), although there were increases in participation amongst economically disadvantaged students, and African American, Hispanic, and Asian students. Course information is reported from Maryland public high schools. The MLDS does not currently receive college course information. Students accessed courses in a variety of subject areas. The highest numbers of courses with dual enrollment were in the subjects of English language and literature, and mathematics.

In addition to the annual dual enrollment report, the MLDS Center also has a series of [dashboards](#)<sup>6</sup> on dual enrollment and a research report on the [Effects of Dual Enrollment on College and Workforce Outcomes](#)<sup>7</sup>.

### **Near Completers**

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

*The Commission, in collaboration with institutions of higher education, shall create a statewide communication campaign to identify near completers in the State and to encourage near completers to re-enroll in an institution of higher education to earn a degree.*

Per statute, near completers are students that have earned a minimum grade point average of 2.0 on a scale of 4.0 while in college, and earned at least 45 credit hours if the individual attended a community college or earned at least 90 credit hours if the individual attended a senior higher education institution.

All public colleges and universities in Maryland have some type of outreach to near completers. Outreach ranges from letters mailed to students that close to meeting degree requirements to provided financial assistance to support students in completing the degree. For example, College of Southern Maryland offers a \$600 completer scholarship and provides advising for near completers.

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<sup>6</sup> MLDS Center Dashboards at <https://mldscenter.maryland.gov/Dashboards.html>

<sup>7</sup> Henneberger, A. K., Witzgen, H., & Preston, A. M. (2018). Dual enrollment in Maryland: What are the causal effects on college and workforce outcomes and do effects differ by student subgroup? Baltimore, MD: Maryland Longitudinal Data System Center. Retrieved from [https://mldscenter.maryland.gov/egov/Publications/ResearchReports/DE\\_PSM\\_71718.pdf](https://mldscenter.maryland.gov/egov/Publications/ResearchReports/DE_PSM_71718.pdf).

Recently passed legislation updated Education Article §11–209. The Maryland Higher Education Commission is required to maintain a statewide communication campaign to identify near completers. Including the statewide communication campaign, there will be a centralized web-based match program for near completers that facilitates the matching of a near completer with any institution of higher education at which the near completer would be able to complete the degree. By December 1, 2019, and every December 1 through 2025, the Commission shall submit a report on the details of the statewide communication campaign and the match program, including implementation of the campaign and match program and a detailed account of the expenditures under the grant program.

## **Transfer**

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

*The Commission shall (1) Establish procedures for transfer of students between the public segments of postsecondary education; (2) Recommend cooperative programs among segments of postsecondary education to assure appropriate flexibility in the higher education system; and (3) In conjunction with the governing boards, establish standards for articulation agreements.*

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

*The Commission, in collaboration with the public institutions of higher education, shall develop and implement a statewide reverse transfer 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 transferable to any community college in the State for credit toward an associate’s degree by July 1, 2016.*

*The 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.*

## **Statewide Transfer and Reverse Transfer Agreement**

As noted in the previous submission of this report, the Maryland Higher Education Commission finalized regulations in 2016 regarding statewide transfer of college credit. The regulations allow a student with at least 60 credits of general education, elective, and major courses (earned at any Maryland community college towards an associate of arts or associate of science degree) to transfer that credit to any public senior higher education institution in the State for credit toward a bachelor’s degree (COMAR 13B.06).

Similarly, the Maryland Higher Education Commission finalized regulations in 2016 regarding statewide reverse transfer of college credit. The regulations allow at least 30 credits that a student earns at any public senior higher education institution in the State toward a bachelor’s degree to be

transferable to any community college in the State for credit toward an associate's degree (COMAR 13B.06).

### Incentives to Support Transfer

Many institutions offer support and incentives to encourage students to complete an associate's degree before enrolling in a 4-year institution. For example, Howard Community College has systematically removed barriers to completion and graduation as an incentive. There are no fees for transcript evaluation, transcript requests (except as required by electronic handling), graduation applications, and cap and gown purchase.

Similarly, many institutions host on-site transfer events. For example, University of Maryland Eastern Shore hosts transfer express days for on-site admissions and scholarship awards. Wor-Wic hosts several on-site transfer events throughout the year with four-year colleges and universities, which highlight the majors available, specific deadlines, financial assistance, course transferability, and application fee waivers.

Devoted staff to supporting transfer students is essential for student success. Bowie State University has a Transfer Recruiter at Prince George's Community College. This position widely publicizes the transfer opportunity as well as the scholarships available to students earning the associate's degree. The Transfer Recruiter provides in-depth pre-transfer counseling to prospective transfer students.

Articulation agreements often promote the completion of an associate's degree prior to transfer. For example, Harford Community College participates in an honors program to promote degree completion before transfer. HCC has established articulation agreements with Towson University, University of Baltimore, and Goucher College whereby graduates of Harford Community College's honors program are granted automatic admission into the honors program of the transfer institution. To date, approximately 300 students are enrolled in Harford Community College's honors program.

Similarly, St. Mary's College of Maryland has articulation agreements (guaranteed admission) with five Maryland community colleges. These agreements include a \$500 award to incoming students. Over the past two years (2016-17 and 2017-18 academic years), 53 students were granted this award.

Some institutions have specific programs for transfer students. For example, at the University of Maryland Baltimore County, the Transfer Student Alliance (TSA) offers eligible students who intend to earn their bachelor's degree at University of Maryland Baltimore County the opportunity to benefit from joint programmatic efforts, shared resources, and other privileges while still enrolled at the community college. Upon initiation of transfer to University of Maryland Baltimore County, eligible students are guaranteed admission, scholarship, priority orientation and registration, and housing.

All public 4-year institutions offer financial incentives for transfer students. Additionally, the Maryland Higher Education Commission offers the 2+2 Transfer Scholarship. The 2+2 Transfer Scholarship is designed to assist and encourage transfer students from Maryland community colleges to attend a 4-year institution within the State. Students must be enrolled in an eligible accredited Maryland postsecondary institution. To be eligible, a student must be currently enrolled at a community college in Maryland and have earned an associate's degree by the end of the semester in which they plan to transfer. The student

must also be accepted for admission to a degree program at a public 4-year higher education institution or a private nonprofit 4-year institution of higher education in Maryland and intend to complete a bachelor's program. The annual award amount will be \$1,000, except for a student who enrolls in a science, teaching, engineering, computer science, mathematics, or nursing program, the award amount will be \$2,000. The scholarship may be used for tuition and mandatory fees for 3 years of study or six semesters of study, whichever is longer.

The Student Transfer Advisory Committee (Education Article §11–106.1) meets regularly to discuss issues related to statewide transfer.

### Maryland Independent College and University Association (MICUA)

Each year, approximately 16% of new incoming undergraduate students at Maryland Independent College and University Association (MICUA) member campuses are transfer students, the majority of whom transfer from a Maryland community college. MICUA institutions currently have more than 160 articulation agreements with Maryland community colleges. In addition, nine of MICUA's thirteen member institutions participate in ARTSYS, the State's online course articulation system for transferring credits from one Maryland institution to another.

Many MICUA member institutions have established institutional grants and scholarships specifically for transfer students. For example, Capitol Technology University provides scholarships ranging from \$4,000 to \$10,000 to qualifying students who transfer from a community college. Hood College offers a number of scholarships for transfer students, including the Founders' Scholarship (50% of tuition), Trailblazer Scholarship (33% of tuition), Recognition Award (25% of tuition), and Opportunity Award (\$5,000). Notre Dame of Maryland University provides transfer scholarships ranging from \$10,000 to \$20,000 for students transferring with at least 30 credits and a 3.2 grade point average at the previous institution. At Loyola University Maryland, transfer scholarship are awarded on a competitive basis, ranging from \$5,000 to \$20,000 per year and renewable for up to three years of full-time undergraduate study. At Washington College, academic scholarships of at least \$18,000 per year are awarded to all full-time transfer students who have been inducted into the Phi Theta Kappa Honor Society (two-year college honor society). McDaniel College offers the Community College Transfer Scholarship based on the student's admitting community college GPA in the amounts of \$16,000 (2.80-3.25 GPA), \$20,000 (3.26-3.65 GPA), and \$22,000 (3.66 or higher GPA), plus an additional \$2,000 for community college transfers who are members of the Phi Theta Kappa Honor Society. Mount St. Mary's University and Stevenson University offer similar scholarship programs for transfer students based on the student's admitting GPA, with additional funding for Phi Theta Kappa members.

### **Degree Plans**

(§15–114 and §15-117, Education Article, Annotated Code of Maryland)

*Each undergraduate student enrolled in a public senior higher education institution shall file a degree plan with the institution as soon as practicable but not later than by the completion of 45 credit hours of course work. Each undergraduate student who transfers to a public senior higher education institution with at least 45 credit hours of course work shall file a degree plan with the institution during the*

*student's first semester at the institution. Each degree-seeking undergraduate student enrolled at a community college shall file a degree plan with the institution on entering the institution.*

*Except as provided in paragraph (2) of this subsection, the standard number of credits required for a baccalaureate degree from a public senior higher education institution is 120 credit hours. (2) The standard number of credits required under paragraph (1) of this subsection does not apply if: (i) The degree program is defined as a 5-year baccalaureate program; (ii) Professional accreditation requires a higher number of credit hours or requires course work that cannot be completed in 120 credits; or (iii) Certification requirements result in a need for credit hours in excess of 120.*

*Except as provided in paragraph (2) of this subsection, beginning with fall 2015, the standard number of credits required for an associate's degree from a public community college is 60 credit hours. (2) The standard number of credits required under paragraph (1) of this subsection does not apply if: (i) The degree program is defined as more than a 2-year associate's degree; (ii) Professional accreditation requires a higher number of credit hours or requires course work that cannot be completed in 60 credits; or (iii) Certification requirements result in a need for credit hours in excess of 60.*

*The governing board of a public institution of higher education, in consultation with the Commission, may approve additional exceptions to the credit hour requirements under subsections (a) and (b) of this section.*

Many of the colleges and universities require students to file a degree plan, i.e., declare a major, through software or electronic platforms (e.g., Ellucian Student Planning, WebAdvisor, DegreeWorks), while others are moving towards implementing electronic systems. Some colleges require a student to review the degree plan with an advisory before final submission, while others incorporate advising directly into the software. Additionally, some institutions require students to identify an academic major during the admissions process.

All academic programs adhere to the 60/120 credit limit, except programs that require additional credits hours for professional accreditation or certification requirements.

## **Degree Pathways**

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

*Each public institution of higher education in the State shall: (1) 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; (2) 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; and (3) Require the pathway for each degree-seeking student enrolled in a developmental course in mathematics, reading, or English to include the credit-bearing course in mathematics, reading, or English concurrent with or in the semester immediately following completion of the developmental course.*

*The benchmarks established in subsection (a)(1) of this section shall specify the credit and course criteria that indicate satisfactory progress toward a degree.*

*Academic units shall establish schedules for regular periodic reviews of student progress.*

*Students who are in danger of falling behind the program benchmarks shall be required to consult with an academic advisor before registration.*

Many colleges and universities use the college's annual catalog to provide information about degree pathways, and many colleges utilize digital platforms to inform enrolled students of their progress towards a degree. Additionally, many students are required to attend and participate in a first-year experience, which may occur during orientation or is implemented as a required course for freshman or first-time students.

Additionally, some colleges and universities have moved towards implementing meta-majors. For example, at the Community College of Baltimore County, all students enter one of six meta-majors, termed Pathways upon selecting a major. These Pathways group like majors and include: Arts, Humanities and Social Sciences, General Studies, Science and Health Careers, Business, Law and Education, and Technology, Engineering and Mathematics. Efforts are in place to promote Pathways and course sequences through the Community College of Baltimore County Pathways website and Pathway events.

## **Benchmarks**

College and universities require students to include credit-bearing math and English in the first 24 credits. Additionally, many institutions have graduation benchmarks. For example, students are expected to maintain at 2.0 GPA at all times to remain in good academic standing. Similarly, students are expected to meet credit requirements every academic year (usually 12-15 credits per semester).

There may be additional graduation benchmarks at the program level, such as maintain a specific GPA within the degree coursework or being required to take courses in a specific sequence. For example, at Anne Arundel Community College, The Associate of Arts in Teaching (AAT) program has been designed with a series of prerequisites to ensure students take courses in sequential order. In particular, passage of basic skills testing (Praxis Core Exam, SAT, or ACT) is a requirement for the AAT. Therefore, passage of basic skills testing is a prerequisite for the last capstone course in the program. This strategy helps ensure students sign up for and pass their basic skills testing.

All colleges and universities have some type of alert system to notify students if they are at risk for falling behind a graduation benchmark. Services such as tutoring (content specific), study labs, and non-academic counseling services, are provided to students – often the free or minimal cost to students – in addition to supplemental academic advising. Some colleges and universities will put a registration hold on a student's account if they do fall behind a graduation benchmark. Students are often notified in writing (email, mailed letter, or both) and may receive follow-up phone calls.

## **Remediation**

Many degree pathways assume that a student is academically "college ready." Many colleges and universities assess a student's ability to complete college-level coursework in English, reading, and mathematics. This assessment is often separate and apart from meeting admission requirements.

Standardized tests are often used as measures of college readiness, for example Accuplacer, SAT, and ACT scores. If a student is determined not ready for college-level coursework, they will be required to take remedial coursework. Remedial coursework is often not explicitly included a degree pathway.

Colleges and universities in Maryland use both co-requisite and pre-requisite remediation. Depending on the need of remediation, there may be multiple, sequential remedial courses a student needs to take before enrolling in a credit-bearing course of the same field.

## 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

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		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><b>COLLEGE AND CAREER COUNSELING</b>                  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: <a href="http://dlslibrary.state.md.us/publications/Exec/MSDE/SB740Ch533(3)_2013.pdf">http://dlslibrary.state.md.us/publications/Exec/MSDE/SB740Ch533(3)_2013.pdf</a></p>	<p>Complete</p>
<p><b>HIGH SCHOOL DIPLOMA REQUIREMENTS</b>                  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: <a href="http://dlslibrary.state.md.us/publications/Exec/MSDE/SB740Ch533(3)(2013)_2014.pdf">http://dlslibrary.state.md.us/publications/Exec/MSDE/SB740Ch533(3)(2013)_2014.pdf</a></p>	<p>Complete</p>
<p><b>REVIEW OF ARTSYS</b>                  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: <a href="http://dlslibrary.state.md.us/publications/Exec/MHEC/SB740Ch533(4)_2013.pdf">http://dlslibrary.state.md.us/publications/Exec/MHEC/SB740Ch533(4)_2013.pdf</a></p>	<p>Complete</p>
<p><b>SHARING OF NEAR COMPLETER STUDENT INFORMATION</b>                  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: <a href="http://dlslibrary.state.md.us/publications/Exec/MHEC/SB740Ch533(5)_2013.pdf">http://dlslibrary.state.md.us/publications/Exec/MHEC/SB740Ch533(5)_2013.pdf</a></p>	<p>Complete</p>
<p><b>STUDYING THE IMPACT OF DUAL ENROLLMENT</b>                  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.                  Link: <a href="#">2018 Dual Enrollment Report</a></p>	<p>Complete</p>
<p><b>COMPLETION METRICS</b>                  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><b>STUDY OF TRANSITION COURSES</b>                  Chapter 533, Uncodified § 8                  Submit study examining the development, content, and implementation of transition courses by December 15, 2013.                  Link: <a href="http://dlslibrary.state.md.us/publications/Exec/MSDE/SB740Ch533(8)_2013.pdf">http://dlslibrary.state.md.us/publications/Exec/MSDE/SB740Ch533(8)_2013.pdf</a></p>	<p>Complete</p>