

UNIVERSITY OF MARYLAND EASTERN SHORE **Managing for Results Accountability Report - 2012**

Mission

The University of Maryland Eastern Shore, a Historically Black Land-Grant University, emphasizes selected baccalaureate programs in the liberal arts and sciences and career fields with particular relevance to its land-grant mandate, offering distinctive academic emphases in agriculture, marine and environmental science, hospitality, and technology. Degrees are also offered at masters, and doctoral levels. UMES is committed to providing quality education to persons who demonstrate the potential to become high quality and successful students, particularly from among minority communities, while fostering multi-cultural diversity. The University serves education and research needs of government agencies, business and industry, while focusing on the economic development needs on the Eastern Shore. UMES aspires to become an educational model of a teaching/research institution that nurtures and launches leaders. In addition, it continues to enhance its interdisciplinary curriculum sponsored research, and outreach to the community, e.g., the public schools and rural development, and to expand its collaborative arrangements both within the system and with external agencies and constituencies.

Overview

This is the second report for the 2009-2014 Managing for Results cycle that includes some modifications to the objectives of the 2004-2009 cycle. Overall, student headcount enrollment at the University of Maryland Eastern Shore (UMES) has slightly declined at the undergraduate level from 3,967 in the fall of 2010 to 3862 in 2011, but has grown from 573 to 647 at the graduate level. UMES continued to maintain a diverse student population during the period of this report, with student enrollments from 23 Maryland counties and Baltimore City; more than 35 states in the United States (including the Virgin Islands and the District of Columbia); and over 30 foreign countries.

New academic and student support programs continue to define UMES as a modern comprehensive university, while honoring its unique institutional mission as a land-grant university that targets the urgent need for workforce development on the Eastern Shore of Maryland and beyond. Two new programs approved during the report year include master's degrees in Physician Assistant and Chemistry. The Doctor of Pharmacy degree program enrolled its second cohort of 59 in the fall of 2011.

UMES' strategic priorities are guided by five goals that focus on high quality of instruction, access, affordability, student learning outcomes, diversity, economic growth, and overall effectiveness and efficiency. The extended 2004-2011 Strategic Plan complements and supports the current Maryland's State Plan for Postsecondary Education five priority themes: (1) Quality and Effectiveness, (2) Access and Affordability, (3) Diversity, (4) Student Centered Learning Systems, and (5) Economic Growth and Vitality. A new 2011-2016 Strategic Plan has been developed and is being implemented.

Accountability Goals, Objectives, and Performance Measures

As in previous years, the University strategic plan's five goals have guided the Managing for Results (MFR) effort over the course of 2011-2012. The aggressive agenda of the plan sets the course for progress and advancement in the following five key areas:

- (1) *The design and implementation of academic programs that are responsive to the UMES mission, systematically reviewed for sustained quality, relevance, and excellence to meet the challenges of a highly competitive and global workforce (MFR Objectives 1.1, 1.2, and 1.3) provide insight into preparedness of graduates.*

UMES is consistently reviewing its program offerings to ensure that it meets effectively the needs of its students and other stakeholders. Beginning fall 2011, a total of 121 students enrolled in the three-year Doctor of Pharmacy program. Two other relatively new programs—Rehabilitation Psychology and Quantitative Fisheries and Resource Economics—have increased their enrollments from 22 and four students in the fall of 2010 to 39 and eight respectively. Meanwhile, UMES continues to pursue course redesign actively to make its courses available to students at any time and

any place. Encouraged by the positive outcomes of students in the redesigned Principles of Chemistry I Course, UMES has successfully redesigned six more courses including College Algebra (MATH 109), Introduction to Psychology (PSYC 200), Introduction to Arts (ARTS 101), Principles of Biology (BIOL 111), Intermediate Algebra (MATH 101), and Principles of Chemistry II (CHEM 112).

- (2) *The promotion and sustenance of a campus environment that supports a high quality of life and learning and that responds to the needs of a diverse student population (MFR Objectives 2.1, 2.2, 2.3, and 2.4)* monitor the value that UMES provides and includes measures regarding access to higher education for many citizens of the State of Maryland.

The fall 2011 student and faculty profiles indicate that UMES continues to be among the most diverse HBCU campuses in the University System of Maryland (USM), and in the nation. The ethnic distribution of students for fall 2011 was: Black 72%, White 14%, Asian 2%; Hispanic 2%, Foreign 4%, Two or More Races 4%, and Others 2%. In addition, 75% of the students came from the 23 Maryland counties and Baltimore City, with Prince George's, Wicomico, and Montgomery accounting for 21%, 10%, and 8% respectively. The distribution by gender for all faculty is 54% male and 46% female, while the breakdown of instructional faculty by race is 38% Black, 40% White, 11% Asian, 2% Hispanic, 5% Foreign, 1% Native American, 1% Two or More Races, and 1% Others.

- (3) *The enhancement of university infrastructure to advance productivity in research, technology development and technology transfer to positively impact the quality of life in Maryland and facilitate the sustainable domestic and international economic development (MFR Objectives 3.1 and 3.2)* will monitor progress towards sustained growth in providing education and employees in areas of critical workforce needs in the state and nation.

UMES recognizes the shortage of teachers entering the State's classrooms, particularly on the Eastern Shore. In the area of training of teachers, UMES has maintained a 100% pass rate in PRAXIS II over the past six years (i.e., 2007-2012). Following the reaffirmation of accreditation visit of spring 2009 by the National Council for the Accreditation of Teacher Education (NCATE) UMES remains designated as a special education programs' national model. In addition, UMES continues to increase the total number of graduates in Science, Technology, Engineering, and Mathematics (STEM). In the 2011-2012 academic year, 166 STEM degrees were awarded compared to 117 in the previous year, an increase of 42%.

To address the issue of producing a globally competent citizenship, UMES continues to support a comprehensive international program through its initiatives of (1) Student Study Abroad, (2) International Students and Scholars, and (3) Globalization of the Curricula. Through six cooperative agreements between UMES and the U. S. Department of Agriculture, UMES provides technical assistance to the U. S. Agency for International Development (USAID). In FY 2012, UMES provided 7 long-term advisors assigned to USAID offices in Washington DC to provide technical assistance and training to several countries in Africa.

- (4) *The redesign of administrative systems to accelerate learning, inquiry, and engagement (MFR Objectives 4.1, 4.2, 4.3, and 4.4)* helps gauge the University's growth and student success as demonstrated by retention and graduation rates.

The University of Maryland Eastern Shore continues to be proactive in its approach to online learning and enrollment in distance education. While students continue to benefit from traditional face-to-face instruction as they have done in the past, they also have Blackboard as an additional resource for communication. UMES continues to add "hybrid" courses and fully online courses to its curriculum as pointed out in section # 1 above. "Hybrid" courses provide students with less classroom time and some online work. The University has increased the number of students taking on-line, web-assisted and web-based courses from 923 (FY 2011) to 1,188 (FY 2012), exceeding its target of 1,000 students by 2014 (also see objective 2.3).

UMES continues to be the lead institution in the \$40,000,000 Living Marine Resources

Cooperative Science Center (LMRCSC), which was established in 2001, with funding by the National Oceanic and Atmospheric Administration's (NOAA) Educational Partnership Program (EPP). The LMRCSC supports research and training for students in NOAA-related sciences in order to increase science competency and competitiveness of U.S workforce. Since its establishment in 2001, 391 students have graduated in NOAA core science areas and 101 students are currently supported by the Center of which 63 are graduate students, including 31 Ph.Ds. More than 15 LMRCSC graduates with MS and Ph.D. degrees in fisheries have been employed by NOAA.

- (5) *The efficient and effective management of University resources and the aggressive pursuit of public and private funds to support the mission (MFR Objectives 5.1, and 5.2)* monitors UMES' progress as it maintains its legacy as an 1890 Land-Grant institution and continues its advance to become a Carnegie Doctoral Research University (DRU). In 2011-2012 academic year, UMES awarded 27 research and scholarship doctorates, exceeding Carnegie's threshold of 20 by 35%.

In an effort to manage university resources efficiently and effectively, UMES continues to encourage all its divisions, departments, and units to aggressively pursue external public and private funds to support the academic enterprise at the University. The University has been successful in increasing the level of grants and contracts that it has received since 2001. In FY 2011 UMES raised \$23,636,467 in grants and contracts, the highest amount in the history of the institution. In addition, during the period of this report UMES raised \$1,378,083 in campaign funds. It has also achieved budget savings of 1.9% and therefore has exceeded its annual target of 1% in cost savings.

Institutional Assessment

Responses to Commission Questions/Concerns

Objective 2.4 – Increase the number of students enrolled in courses at off-campus sites from 225 in 2009 to 300 in 2014.

Commission Assessment: The number of off-campus enrollments has been flat since 2009. Describe the University's plans to increase enrollment at off-campus sites.

UMES Response: Increasing enrollment at off-campus sites at the Universities at Shady Grove (USG) – Construction Management Technology (CMT) and Hotel and Restaurant Management (HRM) programs; and Baltimore Museum of Industry - Career and Technology Education program is a matter of strategic priority to UMES as it focuses attention on providing more opportunities to non-traditional students and community college transfers. To address the flat enrollment trend at off-campus sites the University has instituted major administrative changes to the program leadership at these sites effective fall 2012. A new Director with significant industry experience has been appointed to head the CMT program at USG. Also, the retired Director for the HRM program at USG has been replaced by someone that will build on the progress made by the former Director. Similarly, a new Coordinator has been appointed to head the graduate program in Career & Technology Education at the Maryland Center for Career & Technology Education Studies at the Baltimore Museum of Industry (BMI). The new leadership for these sites has a sound vision for growing enrollment and providing students with necessary services and support to achieve their goals.

Planned changes for the Master's Degree in Career and Technology Education at BMI include (1) combining selected 400 and 600 level courses to group students into a common class with one instructor; (2) increasing the number of adjunct faculty accredited to teach graduate level courses at BMI; (3) developing two new online courses to meet state certification standards for Professional and Technical Certification; (4) building a master schedule where courses are only offered once a year to increase enrollment; (5) disseminating course schedules and instructions directly to adjuncts, state CTE leaders, district supervisors and certification specialists in order to reach potential student enrollment in individual course sections; and (6) participating in conferences and state CTE meetings to showcase the program.

Strategies for increasing enrollment for HRM and CMT programs at Shady Grove will include (1) developing and implementing articulation agreements with community colleges in the immediate

geographic region (i.e., increasing the number of such agreements from two to six); (2) meeting with program planners in regional community colleges to help align the curriculum in the community colleges with the CMT program at Shady Grove Campus; (3) conducting regular visits to local community colleges to promote the UMES/CMT program which will help enlighten the students of the course offerings that could assist in the smooth transition to the two-by-two program at Shady Grove; (4) being proactive about student use of support services provided at Shady Grove to enhance their chances of success; and (5) developing and offering more online courses to meet alternative credit requirements. This approach makes the programs more accessible to the target market that is entirely made up of commuter students. We believe that these strategies will assist in turning around the flat enrollment trend and transform it into upward trajectory.

Objective 4.1 – Increase the second-year retention rate for all UMES students from 71% in 2009 to 80% in 2014.

Commission Assessment: The second-year retention rate decreased from 74% in 2010 to 68% in 2011. In its 2011 Performance Accountability Report, the University described a variety of tactics designed to improve retention. Discuss any additional approaches or further campus-specific research studies that have been identified as potential contributors to the realization of the University's extraordinarily ambitious goal for this measure.

UMES Response: It bears note that our second-year retention rate for FY 2012 has increased to 72%. In addition, during the spring of 2012 academic semester, we extended our current efforts to better identify factors that impeded the academic success and retention of our students. An internal assessment and meetings with an external Noel Levitz consultant positioned us to design specific academic and retention strategies for our targeted populations. As a result of these meetings, the following programs were developed with the purpose of increasing our second-year retention rate. The following new programs have been developed this fall by the Division of Student Affairs and Enrollment Management, in collaboration with the Division of Academic Affairs.

- 1. Adopt-A-Residence Hall:** This initiative provides academic support programming in the primarily freshman residence halls in the evenings and/or on weekends. Topics include, but not limited to, tutoring assistance, time management and study skills, and advising assistance. Many of these sessions are mandatory since the Center for Access Academic Success (CAAS) staff also serve as Freshman Year Experience instructors and because the Area Directors in Residence Life are required to provide an educational component as a part of their overall responsibilities. The program targets approximately 800 freshmen and sophomores.
- 2. Supplemental Instruction:** Student Affairs and the Math Department have partnered to develop a faculty tutoring program. The Mathematics Department has assigned math faculty, during their office hours to hold daily supplemental tutoring sessions in the CAAS. The purpose of this retention effort is to enhance the academic support provided to students in developmental math. Supplemental Instruction is a "Best Practice" in retention.
- 3. Student Success Workshop Series:** CAAS has developed, in partnership with Academic Affairs, a series of workshops throughout the fall and spring semesters designed to strengthen students' foundation. The workshops focus on both social and academic integration into higher education. The series entitled "*Seeds 2 Roots 2 Growth*" is required for freshmen students and it addresses topics such as: Time Management, Adjusting to College, De-stress 4 Midterms, High Risk Drinking, Learning Styles, Goal Setting and Career Planning, and much more.
- 4. "Connections" A University-wide Mentoring Program:** CAAS is piloting a university-wide mentoring program in spring 2013. The mentoring program will connect incoming freshmen and continuing sophomores with upper classmen who can assist them in navigating the "pit-falls" of higher education, as well as direct/connect students with campus resources. University-wide mentoring programs for freshmen and sophomores are considered a "Best Practice" in retention.

In addition to the above approaches, UMES 2011- 2016 Strategic Annual Operation Plans by academic departments use of specific, measurable, achievable, realistic and time-bound (SMART)

objectives and appropriate steps to increase retention for every program. We expect the strategies above to positively impact on retention for all students at all levels and consequently, to increase UMES' four years and six years graduation rates.

Academic Quality

Accreditation and Licensure

UMES has continued to be successful with its teacher licensure assessments. For seven consecutive years (i.e., FY 2006 - FY 2012), UMES has reported 100% pass rate on the PRAXIS II examinations for teacher candidates. This is a remarkable performance (**Objective 1.1**). This significant performance in licensure examinations is the result of new and innovative programming to better assist students to prepare for the examination. For example, the teacher education computer laboratory continues to provide all students with an opportunity to review and study in an innovative and conducive environment for learning.

UMES continues to maintain 25 professional accreditations for its programs including accreditations for its Business, Management, and Accounting programs from the Association to Advance Collegiate Schools of Business (AACSB), PGA Golf Management (PGA), Construction Management (ACCE), Physical Therapy (CAPTE), Human Ecology (CADE), Education (16 programs) [NCATE], Rehabilitation Services (NCRE), Physician Assistant (ARC-PA), Hotel & Restaurant Management (ACPHA), and Chemistry (ACS). The University's accreditation was reaffirmed by the Middle States Commission on Higher Education with two commendations for process for preparing the Periodic Review Report and the quality of the analysis used for the report in November 2011.

Faculty

Faculty members are key to the success of any postsecondary institution in the delivery of its mission. UMES is fortunate to have academically strong, diverse and dedicated faculty that are committed to helping students, many of whom are economically and educationally disadvantaged, to succeed in their studies, as well as engaging in scholarly and outreach activities, and leveraging resources to support the work of the University. Out of 141 tenured and tenure track faculty, 129 (92%) hold terminal degrees in their respective disciplines. In addition, during the period of this report, UMES faculty produced 134 refereed publications, 59 non-refereed publications, 97 creative performances and exhibitions, 279 presentations at professional meetings, published three (3) books, and contributed 1,075 person days in public service.

Satisfaction Surveys – National Survey of Student Engagement

Based on the results of the 2011 National Survey of Student Engagement (NSSE) UMES student overall evaluation of the quality of academic advising received was positive. Over 80% of both freshmen and seniors rated this experience as fair, good, or excellent. Similarly, over 90% of freshmen and seniors evaluated their entire experience at UMES as fair, good, or excellent. Given that those that gave a rating of "fair" was 20% or more for both freshmen and seniors for overall quality of advisement and educational experience, in the spirit of continuous improvement of student learning, UMES has more work to do to enhance further the quality of advisement and overall educational experience.

Enrollment

UMES continues to make a significant contribution to the State of Maryland by reaching out to first-generation college students and maintaining its commitment to the representation of this group. In the fall of 2011, demographic information from undergraduate students confirmed that 51% were first generation (**Objective 2.1**). Also, over 89% of UMES students receive one form of financial aid or another. In addition, diversity is particularly evident at UMES where over 30 countries are represented (**Objective 2.2**) and 28% of the fall 2011 enrollment was non-African American students. UMES also continues to serve a significant number of Maryland residents. In fall 2011, 76.2% of the student population was Maryland residents and Prince George's (20.6%), Wicomico (10.5%), and Montgomery (8.3%) counties as well as Baltimore City (8.1%) accounted for most of the Maryland enrollment. UMES' unique programs (e.g., Hotel & Restaurant Management, Physical Therapy, Physician Assistant,

and Pharmacy); and relatively low cost of education (i.e., in-state tuition and fees \$6,482 per annum in FY 2011) continued to be major attractions.

The UMES enrollment profile shows great diversity in its student population. In the fall of 2011, 72% of the students enrolled were African American; 14% White; 2% Asian; 2% Hispanic; 4% Foreign; 4% Two or More Races; and 2% Others, making UMES one of the most diverse institutions within the University System of Maryland as well as among eight of its 10 peers (Peer Performance Measures Report 2011). In these eight peer institutions African American students account for between 86.8% (Albany State University) and 96.7% (Alabama A&M University).

Enrollment in Distance Education and Off-Campus Courses

The University of Maryland Eastern Shore continues to make gains on its online learning and enrollment in distance education (**Objective 2.3**). In FY 2012, 1,188 students enrolled in distance education courses, an increase of 28.7% over its FY 2011 enrollment of 923. The Office of Instructional Technology has developed a set of guidelines and standards for fully online courses and for providing training and functional assistance for faculty. UMES continues to use both online and hybrid course formats. A majority of students continue to attend traditional classroom sessions as they have done in the past, but also have WebCT/Blackboard as an additional resource.

Although traditional classroom time is still deemed necessary, students benefit from having more flexible schedules for completing their work, from the development of abstract thinking skills, and from the fulfillment of great technical responsibility consistent with the needs of the technological age. Students and faculty will continue to be jointly responsible for using alternative learning and teaching styles consistent with current web technology. UMES has already surpassed the target of 1,000 students taking online courses by 2014 by 18.8% (**Objective 2.3**).

Retention and Graduation Rates

Second year retention rate for fall 2012 has increased from 68% (fall 2011) to 72%. This improvement notwithstanding, retention and graduation rates continue to be major challenges for UMES. An important initiative by the President of UMES continues to be the placement of undergraduate student retention in the first place of UMES' strategic priorities for all divisions and units. All divisions are required to include a retention objective in their strategic operational plans. In addition, several programs have been put in place to reverse the low retention trend including the ones presented above in response to MHEC questions. First, UMES continues to review its GPA and SAT requirements for admission to ensure that more students with a strong high school academic standing are admitted. A phased implementation of a more stringent cut SAT score is being implemented. Second, a redesigned Summer Bridge Program continues to be implemented to help students increase their academic preparedness by providing first year courses in Math, Reading, and Writing for credit. Third, workshops on personal growth and career development are being offered to students to prepare them for lifelong learning and the workplace. Finally, the new peer mentor program will be piloted in the spring of 2013. (**Objectives 4.1, 4.2, 4.3 and 4.4**).

Maryland Workforce Initiatives and Partnerships

UMES is keenly aware of the shortage of teachers entering the State's classrooms, particularly on the Eastern Shore. The University is committed to providing support for aspiring pre-service teachers and those returning for training at the advanced levels. For the 2011-2012 academic year, the Education Department continued to provide students scholarships through six scholarship awards: Hazel Endowment, Frank J. Trigg Scholarship Fund, Whittington Scholarship, Allen J. Singleton Scholarship Fund, Melvin J. Hill Teacher Education Fund, and Nicole Dobbs Teacher Development Fund. Other efforts to address the teacher shortage include: working with State community colleges to provide support for Associate of Arts in Teaching (AAT) candidates; (2) working with Salisbury University on a joint Master of Arts in Teaching degree program designed for career changers; (3) participating at recruitment fairs, including statewide events; and (4) collaborating with local school systems to customize programs that lead to certification for uncertified teachers.

In the fall of 2010 UMES enrolled its first cohort of 4 students for the Professional Master's (PSM) Degree Program in Quantitative Fisheries and Resource Economics in collaboration with the

National Oceanic and Atmospheric Administration with a \$700,000 grant from the National Science Foundation. In the fall of 2011 the number grew to 8 and two students have already graduated. The PSM program is the only one in the nation offering a curriculum that includes nine courses (i.e., Fish Stock Assessment, Risk and Decision Analysis, Population Dynamics, Fish Ecology, Multivariate Statistics, Sampling Theory, Fisheries or Natural Resource Modeling, Bayesian Statistics, and Advanced Environmental and Resource Economics), essential for training students in fisheries science as recommended by the U. S. Department of Commerce.

Cost Containment Efforts in FY 2012

The University of Maryland Eastern Shore continues its efforts to maximize the effectiveness and efficiency in the use of all resources (**Goal V**). The campus continues its use of its energy management system and still sees cost avoidance resulting from use of geothermal heating and cooling in renovated facilities. UMES also contains costs by centralizing its print services for the campus, utilizing the WEPA system for all student-printing needs, and through expanding usage of image document management systems.

In addition, the campus continued efforts to improve efficiencies in information technology operations by using virtualized servers rather than replacing aging equipment with new purchases; recycling cable lines; savings resulting from reducing campus phone lines and renegotiating phone contracts and providing specialized training for staff members to reduce the need for expensive maintenance contractors. Housing contracts were negotiated to increase occupancy for students and a new bookstore contract was awarded to NEEBO. The efficiency efforts have saved the University over \$2.4 million. These efforts are as follows:

- Centralized Hawk Copy Center to provide printing services to the campus – \$355,000
- WEPA system for student printing - \$90,000
- Continued use of Image Document Management Systems – \$80,000
- In-house support for phone switch eliminating maintenance contract- \$95,000
- Installation of additional security cameras reducing the loss of materials and equipment - \$200,000
- Savings from direct deposits including student refunds and online payroll access - \$5,000
- Deferred upgrading computers in labs - \$34,000
- Deferred upgrading faculty laptops - \$33,000
- Bulk vending contract - \$8,000
- Bulk janitorial supply bid - \$7,000
- Utilizing MEEC contracts for savings on computers, software and IT services - \$15,000
- Collaboration with other USM institutions to procure electricity - \$25,000
- Geothermal heating in cooling in renovated facilities - \$45,000
- Energy Management system allowing remote access to buildings to control temperature - \$210,000
- Participating in load shedding - \$66,000
- Use of an overall preventative maintenance program – \$7,000
- Collaborative programs with SU involving two dual degree programs and one graduate degree program - \$200,000
- Increased student housing contracts by contracting with local complexes - \$200,000
- In-house staff for pest control - \$8,000
- Recycling of metals - \$12,000
- Recycling of old telephone cables - \$7,000
- Use of in-house staff in programming and in delegated Capital Project Management - \$350,000
- Expanded use of Hawk Card to additional off-campus sites - \$100,000
- New bookstore contract with NEEBO - \$100,000
- Continued implementing online requisitions - \$5,000

- Use of contingent labor pool including students - \$45,000
- New call accounting system - \$7,000
- Hawkville Housing system - \$35,000
- On-line Academic Course Schedule - \$5,000
- Switched long distance providers and reduced the number of lines coming into campus - \$48,000
- Online requesting and printing of transcripts - \$30,000
- Online payment confirmations and credit card payments - \$20,000
- Use of e-mail and web postings as primary correspondence to students, faculty and staff - \$5,000
- Use of Interactive Video Network (IVN) - \$30,000

Summary

The University of Maryland Eastern Shore continues to make remarkable progress in meeting its Managing for Results (MFR) goals and objectives. Academic quality as demonstrated by consistently high performance on national certification examinations such as the PRAXIS II, the number of accredited/reaffirmed academic programs or in the pipeline for accreditation, and number of students taking distance education courses provide strong evidence of this progress. In addition, survey outcomes from the National Survey of Student Engagement for FY 2011 confirm that students are satisfied with their educational experiences at UMES. UMES is also strong in providing access to under-served low-income and first generation students who are projected to be the main source for recruitment by postsecondary institutions in the future. In addition, UMES continues to be among the most diverse in its student and faculty/staff profiles among Maryland's public postsecondary institutions.

UMES continues to implement new initiatives grounded in best practices and in-house research in the areas of student retention, graduation and distance education intended to enhance student success in the future. One noteworthy accomplishment is the award of 758 degrees for the first time in its history during the 2011-2012 academic year. This represents an increase of 20% over the 631 degrees awarded in the previous year. Furthermore, the increase in awards from 117 to 166 (42%) in Science, Technology, Engineering, and Mathematics (STEM) indicates that the STEM initiative at UMES is off to a good start. This level of performance will significantly contribute to Maryland's Statewide Goal that by 2025 at least 55% of the State's residents age 25-64 will hold at least one degree credential, either at associate or bachelor degree level.