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## MEMORANDUM

DATE: April 24, 2023

TO: Community College Institutional Research Directors

FROM: Yuxin Lin, Ph.D., Associate Director, Research and Policy Analysis, Maryland Higher Education Commission

SUBJECT: Guidelines for the 2023 Performance Accountability Report

The 2022 Performance Accountability Report (PAR) for the State's public colleges and universities was accepted by the members of the Maryland Higher Education Commission at its January meeting. The report was forwarded to the Governor and the General Assembly as required by law (§11-307 of the Education Article of the Annotated Code of Maryland).

This memorandum and the Appendix that accompany it constitute the guidelines for the 2023 Performance Accountability Report. Please review the guidelines carefully. **Submissions that do not follow these guidelines will be returned to you for correction.**

### Reporting Schedule and Submission Process

The institutional performance accountability reports should be submitted electronically to the Maryland Higher Education Commission no later than **October 2, 2023**. Please submit the materials via the Google form. Institutions must submit their reports in pdf format as well as their Degree Progress Analysis and benchmark data in Excel.

**The reports submitted on or before this date should be in their final form and must be received and considered by the governing boards of the community colleges** as required by law (§11-304 through §11-308 of the Education Article of the Annotated Code of Maryland). Campuses whose governing bodies will not meet in time for the report before this deadline should contact me to make arrangements for submission.

Please submit the materials via this Google form (<https://forms.gle/EuPDWS2MYKA17ibk8>). If you have difficulties accessing the form, please contact me as soon as possible to address the issue with your campus IT department.

Via the Google form, each institution must:

- 1) Indicate whether the Performance Accountability Report has been received and considered by the necessary governing bodies, as required by law;

- 2) Upload– as one complete PDF – the narrative report, benchmarks, and degree progress analysis report, and any other additional documentation; this combined PDF will constitute the published report for each institution,
- 3) Upload the Excel file of the Institutional Characteristics and Benchmarks report, and
- 4) Upload the Excel file of the Degree Progress Analysis report

I've included a pdf copy of the Google form for reference.

### **Content of Institutional Performance Accountability Reports**

Each accountability report should contain a narrative discussing successes and challenges in meeting the goals, objectives, and performance measures that align with the goals of the 2022 State Plan for Postsecondary Education<sup>1</sup>.

**This year, Commissioners who serve on the Commission's Diversity, Equity, and Inclusion Committee prepared prompts for the Performance Accountability Report Guidelines. The Commissioners require that your institutional submission include responses to BOTH of the following two prompts (please ensure answers are provided to all questions<sup>2</sup>).**

- Identifying Long-term Equity Gaps:
  - What are the largest long-term equity gaps that exist in student access, success, and innovation in your institution? Please note the long-term equity gaps refers to the inequities that existed long before the COVID-19 pandemic and persisted over the years.
  - How are these equity gaps uncovered/discovered/identified at your institution and how are they shared with your community?
  - What interventions have been implemented to eliminate these gaps?
- Measuring Equity Gaps:
  - How has your institution used disaggregated data to identify equity gaps in students' educational opportunities and outcomes?
  - What stakeholder engagement (students, faculty, staff, etc.) is used to collect and review this data?
  - Does your institution set goals/benchmarks in regard to the elimination of equity gaps? If so, what steps does your institution take to ensure accountability in meeting the established goals/benchmarks of equity?

Details regarding the narrative and its requirements are found in the Appendix.

Colleges are required to provide the calculations that were used to obtain the statistics for successful-persister rate and graduation/transfer rate for the **Fall 2018 cohort**. These statistics must be supplied for each of the four groups of students – college ready, developmental completers, developmental non-completers, and all students – using the accompanying degree

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<sup>1</sup> [https://dlslibrary.state.md.us/publications/Exec/MHEC/ED11-105\(b\)\(3\)\(i\)\\_2022.pdf](https://dlslibrary.state.md.us/publications/Exec/MHEC/ED11-105(b)(3)(i)_2022.pdf)

<sup>2</sup> The responses, along with the institutions' report submissions, will be shared with the Commissioners who serve on this committee.

progress definitions and template that were developed by the Maryland Community College Research Group.

The Commission has discontinued the requirement that institutions report cost containment results in a specified format. Colleges may choose to report briefly on significant steps taken to control expenditures but this is an optional section.

All narrative sections of the performance accountability report must adhere to the accompanying formatting requirements contained in the Appendix. Accountability reports should not include page numbers, headers, or footers; tables and charts are permissible. Please carefully proofread your report before submitting it to the Commission. See the Appendix for word and page length requirements and recommendations.

### **Indicators and Operational Definitions**

The Appendix describes the requirements for the Degree Progress Analysis table. There is also a Degree Progress Analysis report template you must use for the institution's submission. Please ensure the **Fall 2018 cohort** and the name of your institution are indicated in the first row of your Degree Progress Analysis submission.

The PAR Indicators have been revised for the new accountability cycle beginning in 2021. The Appendix contains a table showing the common indicators and the nine student profile items for community colleges, along with the operational definitions and sources to be used in providing the data for each indicator and profile item.

Please keep the following points in mind when updating performance indicators:

- Colleges are to supply data for the most recent year for each indicator. Note that the template specifies the year or term for each indicator. Please follow the template exactly.
- Colleges are encouraged, but not required, to submit historical data for new indicators. Colleges choosing not to provide historical data should mark "\*" in the relevant cells.
- When reporting percentages, please report to at least one significant decimal place (e.g. 22.7% rather than 23%). The compiled report will show percentages to one decimal place.
- The Commission will provide information, under separate cover, for the indicator market share of recent, college-bound public high school graduates no later than June 20; the remaining market share indicators can be obtained from the corresponding enrollment reports published on the agency's Research page.<sup>3</sup>
- The Commission will provide, under separate cover, the information for the Indicator performance at transfer institutions; this will be provided no later than June 20.
- The average tuition and fee figure for Maryland public four-year institutions, to be used in the calculation **\$10,043**.

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<sup>3</sup> The Fall 2022 Enrollment by Place of Residence Report will be published on the Research page (under Enrollment Reports) no later than May 4, 2023.

- Colleges are encouraged to add institution-specific indicators that measure performance outcomes that are important to each campus. Four years of trend data and benchmarks must be provided for all additional indicators.

The accountability materials you submit include a Microsoft Excel template, provided by MCCRG, which should be populated with your institution's data for each of the indicators. **The format of this spreadsheet must not be changed, except to add campus-specific measures and/or to expand the number of licensure exam areas.**

**Note: MHEC uses de-identified unit record data (name, address, and other Personally Identifiable Information are stripped), and merges data on a scrambled unique identifier based on institutional submissions. These data may undercount outcomes due to inconsistent unique identifier data provided by the institution.**

## **Benchmarks**

The current benchmarks are expected to remain constant through the end of this reporting cycle. If, however, there is a compelling reason to propose a change, the change must be approved by the governing board and clearly highlighted in this report.

A set of guidelines for benchmarking is included in the Appendix. This information provides institutions with examples of the various approaches they can use to prepare their objectives; it is intended to serve only as a guideline, and not as an authoritative model which must be followed.

In instances where there are multiple data items for one indicator, separate benchmarks must be set for each item. The student characteristic items are not benchmarked.

## **Conclusion**

Please contact me at any time if you would like to discuss the guidelines, have questions about the performance accountability process, or suggestions on improvements or adjustments to the process. You can email me at [yuxin.lin@maryland.gov](mailto:yuxin.lin@maryland.gov). I appreciate your efforts on this important project. Please extend our thanks to your colleagues at your college who contribute to the success of this work and to the education of your students.

## Appendix

### I. 2023 Institutional Performance Accountability Report Format for Community Colleges

The institutional narrative should be a total of no more than **eight pages**. Please consider the word and page limit instructions detailed below as a guide.

#### 1. Mission

Provide a brief summary of your approved institutional mission statement (no more than 75 to 100 words).

#### 2. Institutional Assessment

Each report should contain a narrative discussing progress made toward the goals, objectives, and performance measures that align with the goals of the 2022 State Plan for Postsecondary Education. Institutions are encouraged to identify a few, key goals, objectives, or performance measures tied to the State Plan's goals and to discuss the successes or challenges faced in their progress toward the selected items. It should also include a response subsection, which addresses the selected question provided by the Commission. Please include the original prompt from the Commission with the response. The response to MHEC prompts should be no more than **two pages**.

Please note that the Commission will include, unedited, the institutional that is submitted by the institution for the 2023 Performance Accountability Report.

#### 3. Community Outreach and Impact

Provide a brief description of the manner in which the institution is serving key constituencies in its county or larger service area, particularly employers and schools. Emphasize the activities that were most significant and/or not included in the previous year's report.

#### 4. Accountability Indicators

Supply the data and benchmarks/goals for each indicator, using the definitions provided and following the format included in the templates. This information must be submitted to the Commission in electronic form using the Google form link.

Provide tables showing the calculations that were used to obtain the statistics for the degree progress analysis indicators (successful-persister rate and graduation/transfer rate) for the cohort entering in Fall 2018. There should be separate analyses for each of the four groups of students (college ready, developmental completers, developmental non-completers, and all students).

## II. Formatting Requirements for Narrative Sections of the 2023 Accountability Reports

- Submissions should be no more than **eight pages**
- Document font: Times New Roman 12pt
- Margins: 1” all sides
- Left-justified text
- Document heading (Institution name): 14pt bold, centered
- Section headings: 14pt bold, centered
- Subheadings: 12pt bold, left justified
- No headers or footers
- No page numbering
- No section breaks
- No logos, pictures, graphics, or art of any kind

### **Instructions for preparing the PDF report for submission**

Please prepare, as one pdf document the materials in the following order:

- 1) The institutional narrative – the mission and institutional assessment, community outreach, and institutional response to **BOTH** prompts listed on page 2
- 2) The Degree Progress Analysis data – both tabs of the worksheet
- 3) The institutional Accountability Indicators
- 4) Optional – data definitions, control procedures, or other documentation tied to the submission

Each institution’s pdf will be combined into one, larger volume containing all of the community college and public four-year institutions’ submissions.

**Reports that do not follow these guidelines will be returned to you for correction.**

### III. Community College Degree Progress Four Years after Initial Enrollment Fall Entering Cohort

#### Data definitions:

**All Students:** All first-time students entering the community college in the fall (no transfer students).

**College-ready students:** Students not requiring any developmental coursework, including those who were not tested, received testing waivers or required ESL coursework.

**Developmental completers:** Students successfully completing all recommended developmental coursework or completing a college-level course in the recommended areas.

**Developmental non-completers:** Students failing to complete all recommended developmental coursework.

The last three groups are mutually exclusive and together account for all students in the cohort.

#### Notes:

1. Use third-week data (same as EIS) to identify the cohort. If an error is found in the first-time cohort that was reported in the EIS, make corrections for this analysis. For example, if a student that was reported as first-time is found to have attended previously, transferred in, or was in high school at the time, do not include the student in this analysis.
2. National Student Clearinghouse data should be used to make the analysis as complete as possible. Data provided by MHEC may be used in addition to NSC data.
3. If a student transferred to both a 2-year and a 4-year institution, report the 4-year institution.
4. Minority groups with less than 50 students in the cohort for analysis should be reported in the minority degree progress charts even though they are not reported on the performance accountability report.

#### Line item definitions:

1. Number of full- and part-time first-time students in the fall cohort.
2. Number attempting less than 18 hours over first 2 years (including developmental courses).
3. Cohort for analysis – all first-time students attempting at least 18 hours over the first 2 years. (Line 1 – Line 2) (This cohort is the denominator for all percentages reported below.)
4. Earned an associate degree at the community college by the end of the summer of the fourth year.
5. Earned a certificate (but no degree) at the community college by end of summer of the fourth year.

6. Total awards earned at the community college. (Line 4 + Line 5) (This is an unduplicated number – students are counted only once in Lines 4 and 5)
7. Transferred to a Maryland 2-year college if the transfer occurred after a student's initial semester of attendance up to the end of the fall semester following the fourth year.
8. Transferred to a Maryland public 4-year college if the transfer occurred after a student's initial semester of attendance up to the end of the fall semester following the fourth year.
9. Transferred to a Maryland private 4-year college if the transfer occurred after a student's initial semester of attendance up to the end of the fall semester following the fourth year.
10. Transferred to an out-of-state 2-year/technical college if the transfer occurred after a student's initial semester of attendance up to the end of the fall semester following the fourth year.
11. Transferred to an out-of-state 4-year college if the transfer occurred after a student's initial semester of attendance up to the end of the fall semester following the fourth year.
12. Total transfers. (Sum of Lines 7 – 11) (This is an unduplicated number – students are counted only once in Lines 7 - 11)
13. Graduated from the community college and transferred. (Students who are reported in both Lines 6 and 12)
14. Total graduated from the community college and/or transferred. (Line 6 + Line 12 – Line 13) (This is an unduplicated number.)
15. No award or transfer, but earned at least 30 credit hours (not including developmental courses) at the community college with GPA  $\geq$  2.00 by the end of the summer of the fourth year.
16. Graduated, transferred or earned at least 30 credit hours at the community college with GPA  $\geq$  2.00. (Lines 14 + 15)
17. Students not included in Line 16 who were enrolled at the community college in spring or summer of the fourth year.
18. Total successful or persisting students. (Lines 16 + 17)



### SAMPLE TEMPLATE FOR DEGREE PROGRESS REPORT

		All Students	College-ready Students	Developmental Completers	Developmental Non-completers
1	First-time full- and part-time fall headcount				
2	Number attempting fewer than 18 hours over first 2 years				
3	Cohort for analysis (Line 1 – Line 2)	0    100.0%	0    100.0%	0    100.0%	0    100.0%
4	Earned associate degree from this community college	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
5	Earned certificate, but no degree, from this community college	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
6	Total associate and certificate graduates (Line 4 + Line 5)	0    #DIV/0!	0    #DIV/0!	0    #DIV/0!	0    #DIV/0!
7	Transferred to Maryland two-year/technical college	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
8	Transferred to Maryland public four-year college	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
9	Transferred to Maryland private four-year college or university	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
10	Transferred to out-of-state two-year/technical college	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
11	Transferred to out-of-state four-year college or university	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
12	Total transfers (sum of Lines 7 – 11)	0    #DIV/0!	0    #DIV/0!	0    #DIV/0!	0    #DIV/0!
13	Graduated from this college and transferred (Line 6 + Line 12)	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	0    #DIV/0!	0    #DIV/0!	0    #DIV/0!	0    #DIV/0!
15	No award or transfer, but 30 credits with GPA $\geq$ 2.00	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
16	Successful transition to higher ed (Line 14 + Line 15)	0    #DIV/0!	0    #DIV/0!	0    #DIV/0!	0    #DIV/0!
17	Enrolled at this community college last term of study period	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
18	Successful or persisting (Line 16 + Line 17)	0    #DIV/0!	0    #DIV/0!	0    #DIV/0!	0    #DIV/0!

#### **IV. SUGGESTED GUIDELINES BENCHMARKING ACCOUNTABILITY OBJECTIVES**

The performance accountability process for Maryland public colleges and universities includes the development of objectives with specific numerical targets. For community colleges, these objectives are agreed upon at the state level, although each campus has authority to develop its own goals, with the approval of its governing board.

This document is designed to be illustrative of the type of approaches that institutions can use in preparing benchmarks. It is not an authoritative model that must be followed. Benchmarking approaches may vary with each objective.

##### **Definition of “Benchmark”**

The benchmark is a five-year goal for each objective that the institution sets for itself. The goal is expected to be achievable, indicative of progress, based on the performance of similar institutions (where feasible), and reflective of the adequacy of funding.

##### **Use of Comparative Information**

Where appropriate and available, benchmarks should be based on national data using either all institutions in either the relevant Carnegie category or a designated set of peers (either aspirational or current as determined by the governing board). If national data are used for benchmarking, the following should apply:

- If the institution is below the national average (mean or median) on an indicator, the benchmark should be set at the national average or an improvement of at least 20 percent above its current level.
- If the institution is above the national average, the benchmark may be set at its current level or any improvement deemed appropriate and feasible.

Where comparative national information is not available, Maryland data may be used. For community colleges, this would involve comparisons either with the statewide average for two-year institutions or with colleges of a similar size (small, medium and large).

- If the institution is below the selected average (mean or median) on an indicator, the benchmark should be set at that average or an improvement of at least 20 percent above its current level.
- If the institution is above the selected average, the benchmark may be set at its current status or any improvement deemed appropriate and feasible.

##### **Tailoring Benchmarks to Individual Situations**

Some campuses may find the above guidelines inappropriate in the case of certain objectives. Each campus's situation may require the adoption of other methods for the establishment of some benchmarks. In adopting any single benchmark, an institution may deviate from these guidelines if institutional circumstances make it reasonable to do so, provided that this action is supported by the campus's governing board.