

# Maryland Alliance of States

Maryland's affluence, its proximity to Washington, D.C. and its strong higher education research institutions have made the state's workforce among the nation's best-educated. Maryland ranks third in the percentage of workers who have gone to college, and it ranks first in the number of scientists and researchers in its workforce.

For more information on Maryland's leadership in improving college completion, see:

[http://www.mhec.maryland.gov/higherEd/2004Plan/JUNE\\_2009\\_FinalEdited.pdf](http://www.mhec.maryland.gov/higherEd/2004Plan/JUNE_2009_FinalEdited.pdf)

But there are chinks in the armor, as **shifting demographics and revenue challenges have made the issue of college completion a priority issue for Gov. Martin O'Malley and the General Assembly.**

Last June, a diverse panel of state and higher education leaders presented a comprehensive state plan for Maryland's colleges and universities. Central to the plan was a coordinated effort to boost graduation rates for all students.

Between 2005 and 2008, funding for higher education grew by \$398 million (34 percent). Much of that money went to financial aid, which dropped the state's average tuition ranking from sixth-highest in the country to 16<sup>th</sup>. But now state leaders recognize that access and affordability isn't enough. The 2009 Maryland State Plan for Postsecondary Education states academic effectiveness is central to its goals and it called for new ways to hold colleges and universities accountable for their performance, suggesting things like graduation rates, job placements, and alumni support and giving as possible measuring sticks.

## Big goals

Improving Maryland's completion rates is central to Gov. O'Malley's Strategic Education Policy Goal, which aims to improve student achievement and school, college, and career readiness in Maryland by 25 percent by 2015.

As part of the strategy to close the "readiness gap" and improve transitions into school, higher education, and the workforce, the Governor set the goal of increasing the number of associate and bachelor's degrees awarded by colleges and universities in Maryland by 6,500 degrees, or 17 percent, by 2015. The Governor's plan also aims to narrow the gap in attainment rates between underrepresented minority groups and others by 50 percent by 2015.

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### Leadership for success

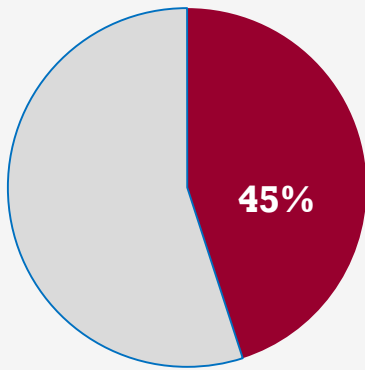
State leaders also recognize that college and universities can't go it alone. Gov. O'Malley convened his statewide P-20 Leadership Council of Maryland to bring K-12 educators and higher education officials together with business leaders and workforce professionals to discuss standards, expectations, and alignment between the two systems.

The Governor also asked that the task force move beyond issues of preparation to look more broadly at strategies for students to be successful in college. The task force will submit its report to the Governor at the May meeting of the P-20 Leadership Council.

In addition, Maryland's public school system was ranked as having the best alignment from Pre-K to Post-Grad – the primary focus of Governor O'Malley's P-20 Council – by preparing all students for the 21<sup>st</sup> century workforce in the "2010 Quality Counts Report" released by *EdWeek*.

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By the end of this decade, more than 60% of jobs will require college education.<sup>1</sup>



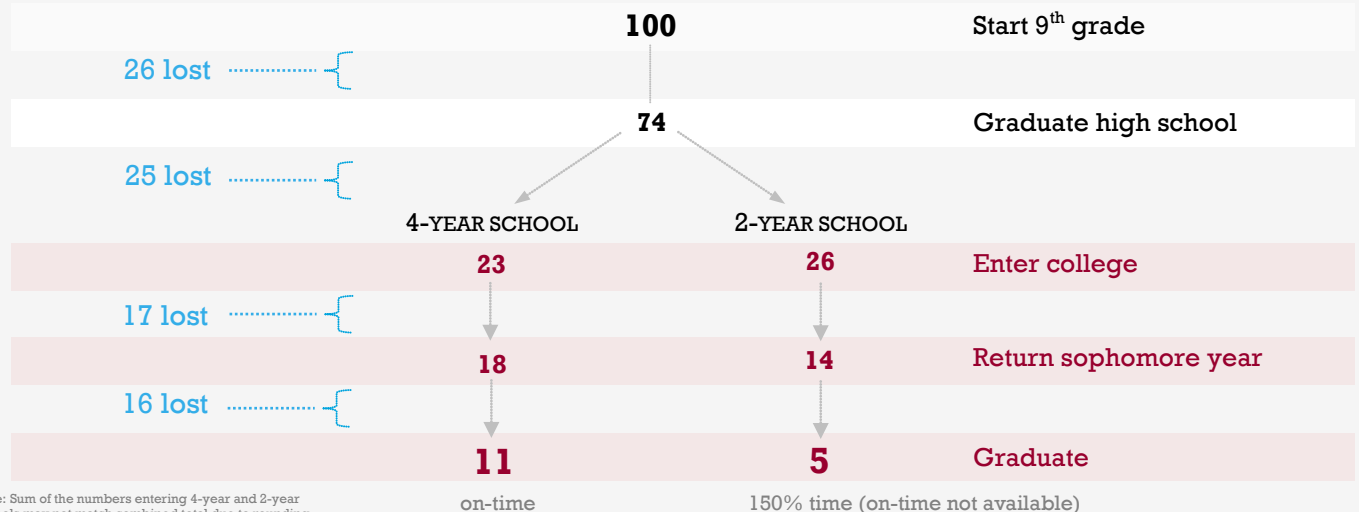
Today, 45% of Maryland's adults aged 25-34 have a college degree.<sup>2</sup>

### Job growth across the U.S., 2010-2020:

| High-growth jobs             | Required education |
|------------------------------|--------------------|
| Dental hygienist             | Associate degree   |
| Computer software engineer   | Bachelor's degree  |
| HVAC/refrigeration mechanic  | Certificate        |
| Physical therapist assistant | Associate degree   |
| Network systems analyst      | Bachelor's degree  |
| Licensed practical nurse     | Certificate        |

## Too many students get lost along the way, hindering Maryland's economic growth.<sup>3</sup>

(This chart models how success rates at each stage impact overall educational attainment. It is not based on longitudinal data, but is an attempt—using a collection of available data—to illustrate the challenges states face.)



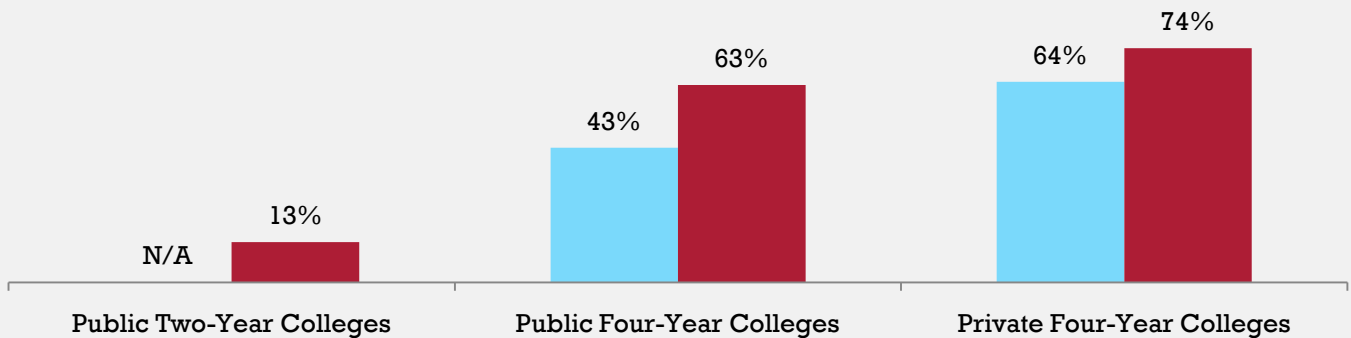
Note: Sum of the numbers entering 4-year and 2-year schools may not match combined total due to rounding.

# Maryland Graduation Rates

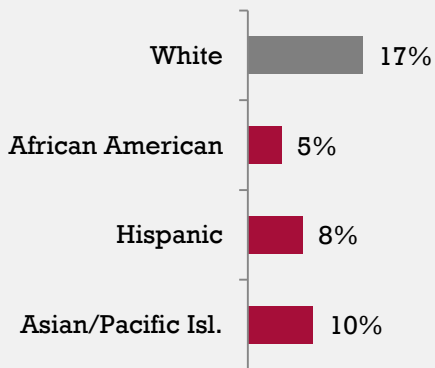
Maryland must raise completion rates overall and place extra focus on closing the college attainment gap for underrepresented students. <sup>4</sup>

## Graduation Rates by Institution Type

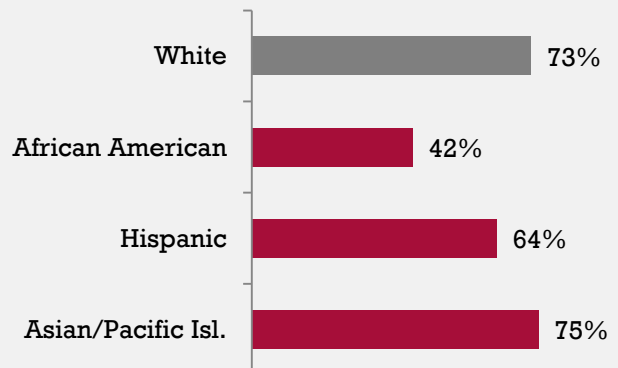
On-Time Within 150% of time



## Graduation Rates by Race/Ethnicity: Public 2-Year Colleges (150% time)



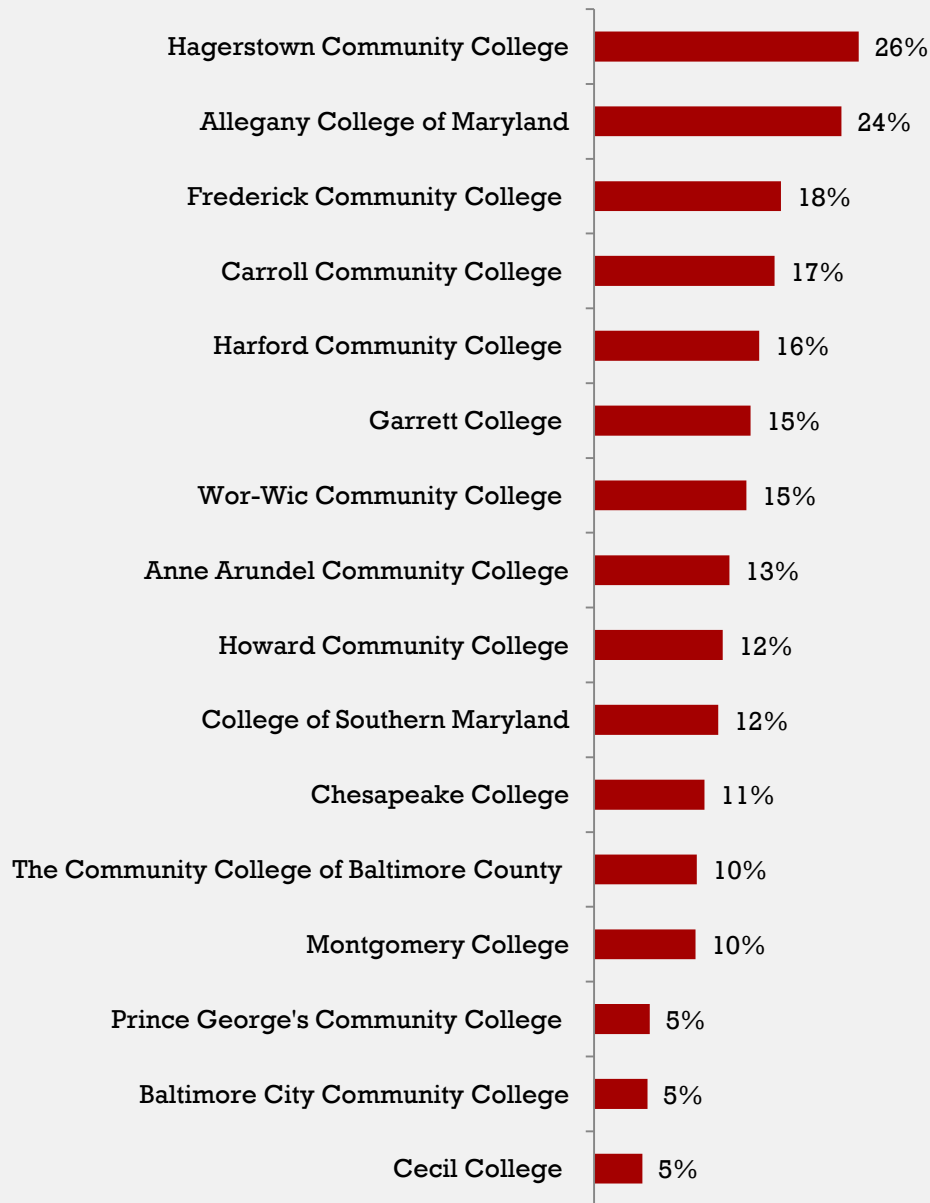
## Graduation Rates by Race/Ethnicity: Public & Private 4-Year Colleges (150% time)



# Maryland

## Graduation Rates by Campus

### Public Two-Year Colleges (150% time)

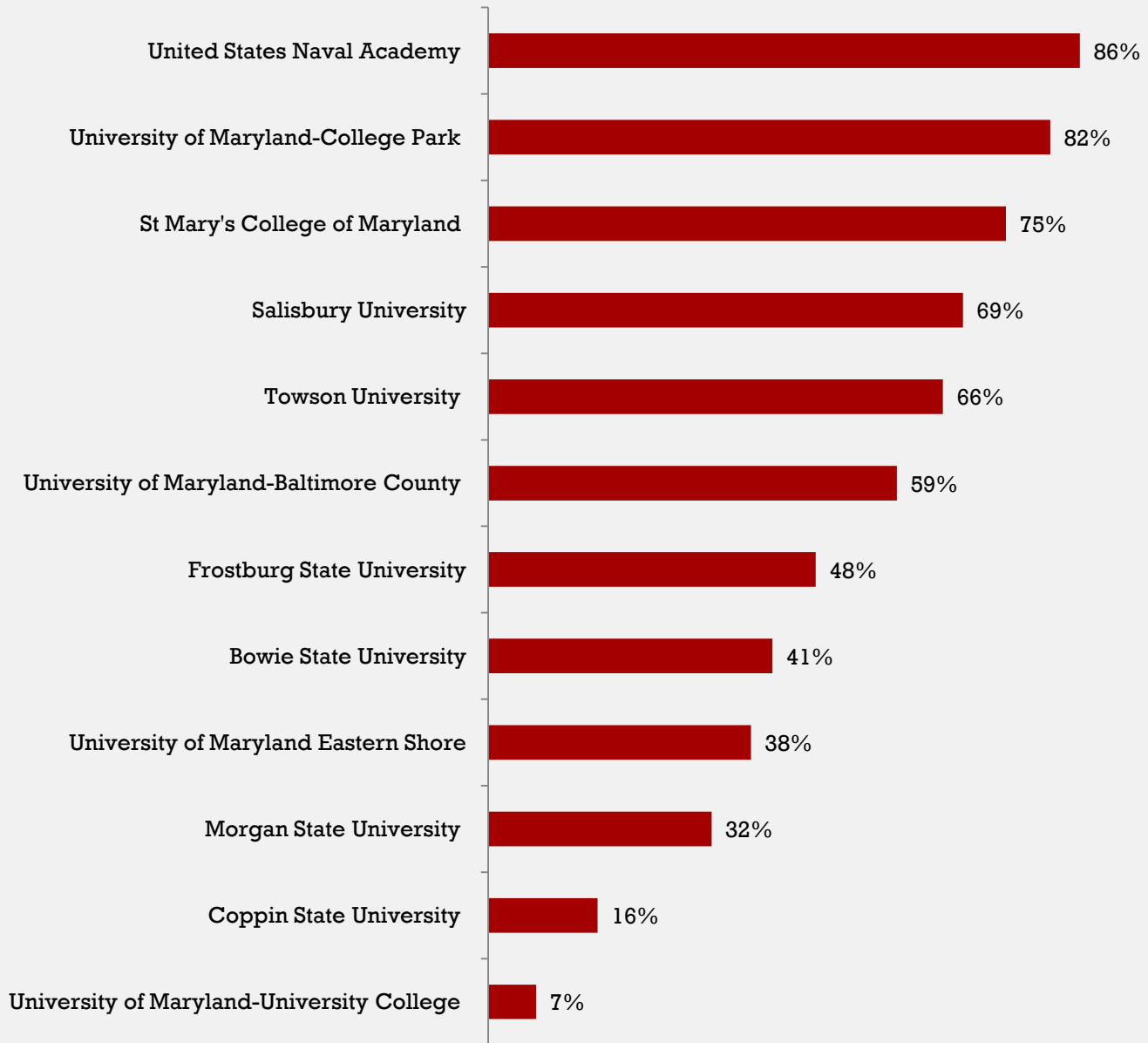


Reported by institutions to NCES Integrated Postsecondary Education Data System (IPEDS). Graduation rates for two-year colleges are for first-time, full-time students completing certificate or degree within 150% of normal program time. Source: U.S. Department of Education, IPEDS 2007-08 Graduation Rate File; gr2008 Early Release Data File Downloaded 11-05-09; aggregated by NCHEMS.

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## Graduation Rates by Campus

### Public Four-Year Colleges (150% time)

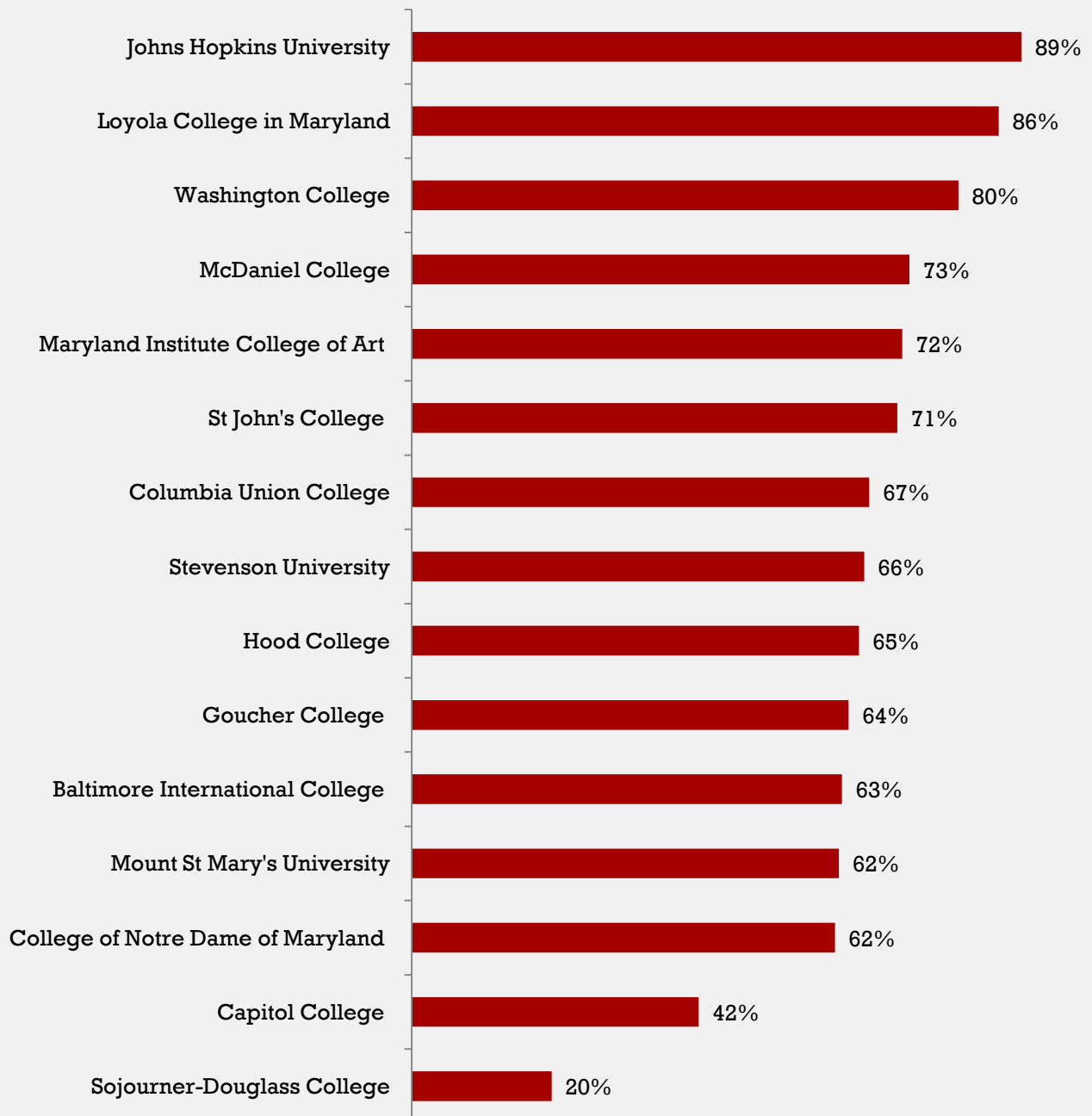


Reported by institutions to NCES Integrated Postsecondary Education Data System (IPEDS). Graduation rates are for first-time, full-time students completing a bachelor's or equivalent degree within six years. Source: U.S. Department of Education, IPEDS 2007-08 Graduation Rate File; gr2008 Early Release Data File Downloaded 11-05-09; aggregated by NCHEMS.

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## Graduation Rates by Campus

### Private Four-Year Colleges (150% time)



Reported by institutions to NCES Integrated Postsecondary Education Data System (IPEDS). Graduation rates are for first-time, full-time students completing a bachelor's or equivalent degree within six years. Source: U.S. Department of Education, IPEDS 2007-08 Graduation Rate File; gr2008 Early Release Data File Downloaded 11-05-09; aggregated by NCHEMS.

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## A Note about Graduation Rates

The graduation rates presented here are based on data reported by institutions to the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS). These rates reflect the percentage of first-time, full-time students who complete within 150% of normal program time. (Graduation rates for part-time students are typically much lower.) These data do not capture the graduation rates of transfer students—including those who begin at colleges with some credits already accumulated—or part-time students. Many states have or are developing longitudinal data systems that would be able to measure the graduation rates of all students, including part-time and transfer students.

The IPEDS data are presented here because they are the only nationally available and comparable graduation rates. Complete College America believes that states should make the improvement of data systems to more accurately measure completion rates—and the annual public reporting of those rates—a top priority.

## ENDNOTES

<sup>1</sup> Carnevale, T., Georgetown University Center on Education and the Workforce, 2009. High-growth fields based on national projections of total new and replacement jobs. <http://cew.georgetown.edu/research/jobs/79012.html>

<sup>2</sup> "College degree" means an associate degree, bachelor's degree, or higher. National Center for Higher Education Management Systems (NCHEMS), 2008 (from U.S. Census Bureau, 2008 American Community Survey Public Use Microdata Sample File.) <http://www.higheredinfo.org/>

<sup>3</sup> **The pipeline is a model for illustrative purposes and is not based on longitudinal data.** Pipeline data aggregated by NCHEMS: reflects high school graduation rates, college-going rates, college retention rates, and college graduation rates (using the most recent data available for each metric). For the high school graduation rate, NCHEMS uses NCES Common Core Data and divides high school graduates into 9<sup>th</sup> graders four years earlier. Future revisions will incorporate the cohort-based HS graduation rates that conform to the definitions of the NGA Graduation Compact (for states where those data are available), which are more accurate than the current ratio. The pipeline represents the number of students who graduate from high school within four years, enter college the immediate following fall, return for their sophomore year the following year, and graduate from college. Two-year college graduation rates reflect credentials earned within 150% of expected program time, and include certificates awarded for programs of less than two years; two years but less than four years; and associate degrees. Four-year graduation rates reflect **on-time completers** of bachelor's or equivalent degrees (**within four years**). The data do not account for transfers across institutions. <http://www.higheredinfo.org/dbrowser/index.php?measure=72>

<sup>4</sup> Aggregated by NCHEMS from IPEDS 2007-08 Graduation Rate File; gr2008 Early Release Data File, downloaded 11-05-09. Graduation rates are reported by institutions to NCES based on adjusted cohort of first-time, full-time students. Two-year graduation rates include certificates completed within 150% of normal program time in addition to associate degrees completed within three years. IPEDS does not report two-year (or "on-time") completion rates for two-year colleges. Graduation rates by race aggregated by NCHEMS from IPEDS 2006-07 Graduation Rate File. Graduation rates for Asian/Pacific Islander and American Indian/Alaska Native students are included only if those populations represent greater than 5% of the adjusted cohort. Disaggregated graduation rates are excluded for populations with an adjusted revised cohort size of less than 30, even if that cohort represents greater than 5% of the total entering cohort. Note that 2008 overall graduation rates may be higher than rates reflected in the disaggregated data from 2007 based on differences in graduation rates between years. In each instance, "Private" refers to private not-for-profit institutions only. Graduation rates by campus are presented for Title IV, degree-granting institutions with an adjusted revised cohort greater than 30.