

2017

SCORECARD

Performance at a Glance:
Progress on USM's Strategic Priorities



A Letter from the Chancellor—December 2017

As Maryland's public higher education system, the University System of Maryland (USM) has a unique obligation to demonstrate efficient and effective stewardship of all our resources—regardless of the source.

Through this second annual USM Scorecard, we show our commitment to accountability and transparency and the progress made on the goals articulated in our strategic plan—*Powering Maryland Forward: USM's 2020 Plan for More Degrees, a Stronger Innovation Economy, and a Higher Quality of Life*.

Approved by the Board of Regents in December 2010, the plan focuses on five key priorities to strengthen USM's leadership in academic, research, and economic innovation, as well as faculty entrepreneurship. Those priorities are:

- helping the state of Maryland achieve its goal of having 55 percent of its residents holding associate's and/or bachelor's degrees;
- ensuring Maryland's competitiveness in the innovation economy;
- transforming the academic model to meet the higher education and leadership needs of Maryland's 21st century students, citizens, and businesses;
- identifying more effective ways to build and leverage available resources; and
- sustaining national eminence through the quality of USM's people, programs, and facilities.

We have continued to make significant progress in several key areas, including college completion, workforce development, and economic competitiveness. By keeping tuition affordable and targeting improved access, our 2020 enrollment goals are within reach. Focusing on progress toward degree, while maintaining quality, has put USM on track to exceed our completion goals, both in terms of overall degrees and STEM-specific degrees. Aggressively supporting technology transfer, commercialization, and a more entrepreneurial faculty has helped USM surpass key economic development goals.

While we are proud of our accomplishments to date, it is clear work remains to be done to achieve greater success. For example, while our growth in degrees has been strong, we need to target the needs of Maryland's economy more effectively, especially in the crucial growth areas of STEM, health sciences, education, business, and social service. With a renewed emphasis on undergraduate and graduate-level programs focusing on these disciplines, we can position Maryland as a national leader and an economic powerhouse in the innovation economy.

The USM community looks forward to strengthening our partnerships with state officials, the business community, organizations statewide, and individuals across Maryland to build on this progress in the years ahead. Together, we can ensure that USM continues to graduate educated, enlightened citizens, who are ready to go to work to make their lives, their communities, this state, and our nation better.

Respectfully,

Robert L. Caret

About USM

The University System of Maryland (USM) comprises 12 institutions, two regional higher education centers, and a system office. USM works to improve our state's quality of life by providing high quality, accessible, and affordable education opportunities; engaging in research and scholarship; fueling economic and workforce development; and offering resources and services that benefit individuals throughout the state and beyond.

Undergraduate Students: 130,398

Graduate Students: 41,598

Full-time Faculty: 8,776

Part-time Faculty: 7,327

Staff (various categories): 23,281

Facilities: 100 sites

Buildings: Nearly 1,000,
including 20 libraries

Operating Budget: \$5.48 billion (FY 2018)

Unless otherwise noted, figures throughout this Scorecard are the latest available at the time of publication.

With the exception of the baseline year for new company formation (FY 2012), baseline years in this Scorecard are FY 2009 or FY 2010, depending on the data point.

Progress on USM's strategic priorities is illustrated throughout the Scorecard using the graphic system shown below.



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Helping the State of Maryland Achieve Its Goal of 55 Percent College Completion

The state of Maryland set a goal of having at least 55 percent of its adult population, 25 years and older, attain a college degree—either a two-year associate’s or a four-year baccalaureate. Key strategies USM is using to support this goal include: collaborating with Maryland’s community colleges and the state’s school systems to make it easier to transfer between institutions; expanding enrollment at USM’s regional higher education centers; reducing the average undergraduate time-to-degree; and increasing need-based, institutional financial aid.



CLOSING THE ACHIEVEMENT GAP

2020 Goal:
Close the gap in educational achievement among students at USM institutions.

Baseline (FY 2010)*
 All USM students: 67 percent
 African-American students: 42 percent
 Hispanic students: 69 percent
 Low-income students: 51 percent

FY 2017*
 All USM students: 68 percent
 African-American students: 49 percent
 Hispanic students: 71 percent
 Low-income students: 55 percent

*Numbers reflect the percentage of students who graduated within six years.



INCREASED ENROLLMENT BY 20 PERCENT

2020 Goal:
Increase enrollment to approximately 195,000 students without reducing quality.

Baseline (FY 2009): 143,457
 FY 2017: 171,996
FY 2020: 195,000



INCREASED BACCALAUREATE DEGREE PRODUCTION BY 37 PERCENT

2020 Goal:
Expand baccalaureate degree production to 28,000 degrees annually.

Baseline (FY 2009): 19,217
 FY 2017: 26,280
FY 2020: 28,000

PROGRESS:





Ensuring Maryland's Competitiveness in the Innovation Economy

Maryland has historically ranked among the elite states in economic strength and competitiveness. USM has played a critical role in bolstering Maryland's economy by strengthening technology transfer and research commercialization at USM institutions; increasing available research space; producing more graduates in key workforce areas (STEM, healthcare, cybersecurity, etc.); and promoting innovation and entrepreneurship.



INCREASED FUNDING FROM OUTSIDE SOURCES

2020 Goal:

Double USM's externally sponsored R&D funding from approximately \$1.2 billion to \$2.4 billion.*

Baseline (FY 2010): \$1.2 billion

FY 2017: \$1.27 billion

FY 2020: \$2.4 billion

*Sources of extramural support include federal, corporate, state, foundations, associations, societies, international, and others. While USM institutions continue to compete successfully for research funding, the Budget Control of Act of 2011, which mandated spending cuts in federal R&D and other areas, impacted USM's research funding performance during the past several years.

As a single body, USM ranks 8th in federal R&D funding nationally, according to the Association of University Technology Managers.



EXCEEDED NEW COMPANY CREATION GOAL BY 68 PERCENT

2020 Goal:

Create 325 new companies and five internationally recognized research centers of excellence.

Baseline (FY 2012): 51

FY 2017: 547*

*Total number of companies facilitated by USM institutions since FY 2012.



SURPASSED STEM DEGREE PRODUCTION GOAL BY 75 PERCENT

2020 Goal:

Increase degree production in high-need STEM areas by 40 percent.

Baseline (FY 2010): 3,857*

FY 2017: 6,733*

FY 2020: 5,400

*These figures reflect total bachelor's degrees produced annually.

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Transforming the Academic Model to Meet the Higher Education and Leadership Needs of Maryland's 21st Century Students, Citizens, and Businesses

USM has leveraged its expertise in technology-based transformation—and specifically course redesign—to facilitate systemwide sharing of best practices for redesigned courses.



REDESIGNED 57 COURSES TO FOSTER INTERACTIVE LEARNING

2020 Goal:

Support course transformation at USM institutions by tripling the number of courses reconceived and implemented via USM's Course Redesign Initiatives.

FY 2010: 11

FY 2014: 57

- As a result of course redesign, more than 10,000 students passed courses in 2013–2014 who otherwise might not have. Additionally, USM institutions were able to reallocate more than \$5,790,000 for instructional purposes.



ESTABLISHED THE WILLIAM E. KIRWAN CENTER FOR ACADEMIC INNOVATION TO FACILITATE SYSTEMWIDE ACADEMIC INNOVATION

2020 Goal:

Establish a systemwide framework for supporting new or early-stage academic transformation initiatives.

- USM's Center for Academic Innovation (now the William E. Kirwan Center for Academic Innovation) was established in 2012 to study and disseminate innovations that improve access, affordability, and student success.
 - Through the Maryland Open Source Textbook (MOST) initiative, a collaboration between the USM Student Council and the Kirwan Center, 66 courses at 14 institutions in Maryland have converted to open educational resources (OER), with an estimated cumulative cost savings of approximately \$1.6 million since the initiative's launch in August 2013. Additional projects, funded through the MOST initiative High-Impact OER Mini-Grant Program, have the potential to yield \$1.3 million in textbook cost savings in the Fall 2017 semester alone.
 - The Kirwan Center is working with a group of USM institutions to explore the feasibility of digital badges, a new method of validating and better communicating graduates' career-ready skills to employers. Participating institutions are piloting the badges on campus with small, targeted groups of students.
 - In April 2016, USM became a "contributing charter member" of edX, the non-profit Massive Open Online Course (MOOC) and online course provider from MIT/Harvard. More than 1,000 students took part in USM's first MOOC on global health, a collaborative effort between the University of Maryland, Baltimore and the University of Maryland University College that launched in September 2016. Two additional MOOCs are in development, including one at the University of Maryland Eastern Shore that will be the first-ever MOOC offered by a historically black college and university.

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Identifying More Effective Ways to Build and Leverage Available Resources

USM has undertaken two Effectiveness and Efficiency (E&E) initiatives to increase savings, enhance quality, and promote more effective stewardship of system resources.



SAVED \$597.1 MILLION THROUGH USM'S EFFECTIVENESS AND EFFICIENCY INITIATIVES SINCE 2004

2020 Goal: Identify and implement "the next generation" of initiatives under the system's Effectiveness and Efficiency (E&E) Initiative.

- USM launched E&E 2.0 in February 2015 to enhance student success, continue innovation in teaching and learning, reengineer administrative processes, and reduce costs. E&E 2.0 initiatives include inter-institutional collaboration, optimal use of technology, new academic programs at USM's historically black universities, expanding the use of cloud computing and IT outsourcing, leveraging University of Maryland University College's expertise in online education delivery, and other efforts. Such efforts yielded approximately \$50.9 million in savings in FY 2017.



CONTINUED COMMITMENT TO ENVIRONMENTAL SUSTAINABILITY

2020 Goal: Ensure the system's commitment to environmental sustainability.

- USM leads the state in sustainability efforts with more than 60 facilities constructed and/or planned as LEED-certified "Silver" or higher.
- All USM institutions have signed the College and University Presidents' Climate Leadership Commitment, making carbon neutrality a part of their academic programs and other educational experiences.
- Since 2007, USM institutions have reduced overall carbon emissions by 16 percent (139,000 metric tons), which represents a 25 percent reduction per gross square foot.



INCREASED ANNUAL PRIVATE PHILANTHROPY BY \$69 MILLION

2020 Goal: Build a vibrant culture of philanthropy across USM institutions and in partnership with its affiliated foundations.

Baseline (FY 2010): \$222 million*
FY 2017: \$291 million*

*Private funds raised annually



Achieving and Sustaining National Eminence Through the Quality of Our People, Our Programs, and Our Facilities

Achieving and sustaining national eminence within the distinct and complementary mission of each institution is the overarching goal of USM and its institutions. USM has improved affordability; supported campus-based programs that increase retention, graduation, and student satisfaction; implemented hiring and retention practices toward greater quality and diversity among faculty; and enhanced capital funding for building renovation, infrastructure, and facilities renewal.



INCREASED FOCUS ON DIVERSITY AND INCLUSION

2020 Goal:
Collaborate on best practices across USM to support recruitment and retention of minority students, faculty, and staff.

- More than 50 percent of the growth in USM employees has been within minority categories (including African-American, Native American, Hispanic, Asian, and Pacific Islander), illustrating USM's success at retaining minority employees.
- The percentage of all USM undergraduates who were African-American, Hispanic, or Native American/Pacific Islander increased from 31 percent in 2010 to 33 percent in 2016.
- USM has established the Diversity and Inclusion Council to address many issues, including minority recruitment. The group will measure the impact of diversity and inclusion efforts at USM institutions, establish accountability metrics, and help to leverage best practices across the system.



USM CAMPUSES RANKED NATIONALLY FOR QUALITY, AFFORDABILITY, VALUE, TEACHING, AND INNOVATION

2020 Goal:
Achieve and sustain national eminence by attracting, supporting, and retaining high-quality students, faculty, and staff.

- USM programs and institutions are consistently ranked among the nation's best:
 - University of Maryland, College Park (UMCP) ranked 69th among public and private universities worldwide by *Times Higher Education*. UMCP also ranked No. 22 among national public universities in the 2018 *U.S. News & World Report Best Colleges*.
 - University of Maryland, Baltimore County (UMBC) is recognized by *U.S. News & World Report*, *The Princeton Review*, and *Forbes* as a top U.S. university. UMBC also ranks No. 7 for innovation and No. 13 for undergraduate teaching by *U.S. News & World Report*.
 - Bowie State University, Frostburg State University, Salisbury University, Towson University, UMBC, and UMCP have been named "value" or "best value" universities by such publications as *U.S. News & World Report*, *Kiplinger's Personal Finance*, *The Economist*, and *Money*.
 - Coppin State University was ranked among the best historically black colleges and universities for 2017 by *College Choice*.
 - *Washington Monthly* ranked the University of Baltimore No. 29 nationally for its contributions to the public good and No. 14 in the "Best Bang for the Buck – Northeast" category.
 - The University of Maryland, Baltimore's School of Pharmacy and School of Nursing ranked No. 9 and No. 10, respectively, in *U.S. News & World Report's* list of America's Best Graduate Schools.
 - *U.S. News & World Report* ranked University of Maryland Eastern Shore, Bowie State University, and Coppin State University No. 20, No. 22, and No. 50, respectively, among historically black institutions.
 - UMUC was ranked No. 5 on *Military Times'* list of best cybersecurity programs.

PROGRESS:



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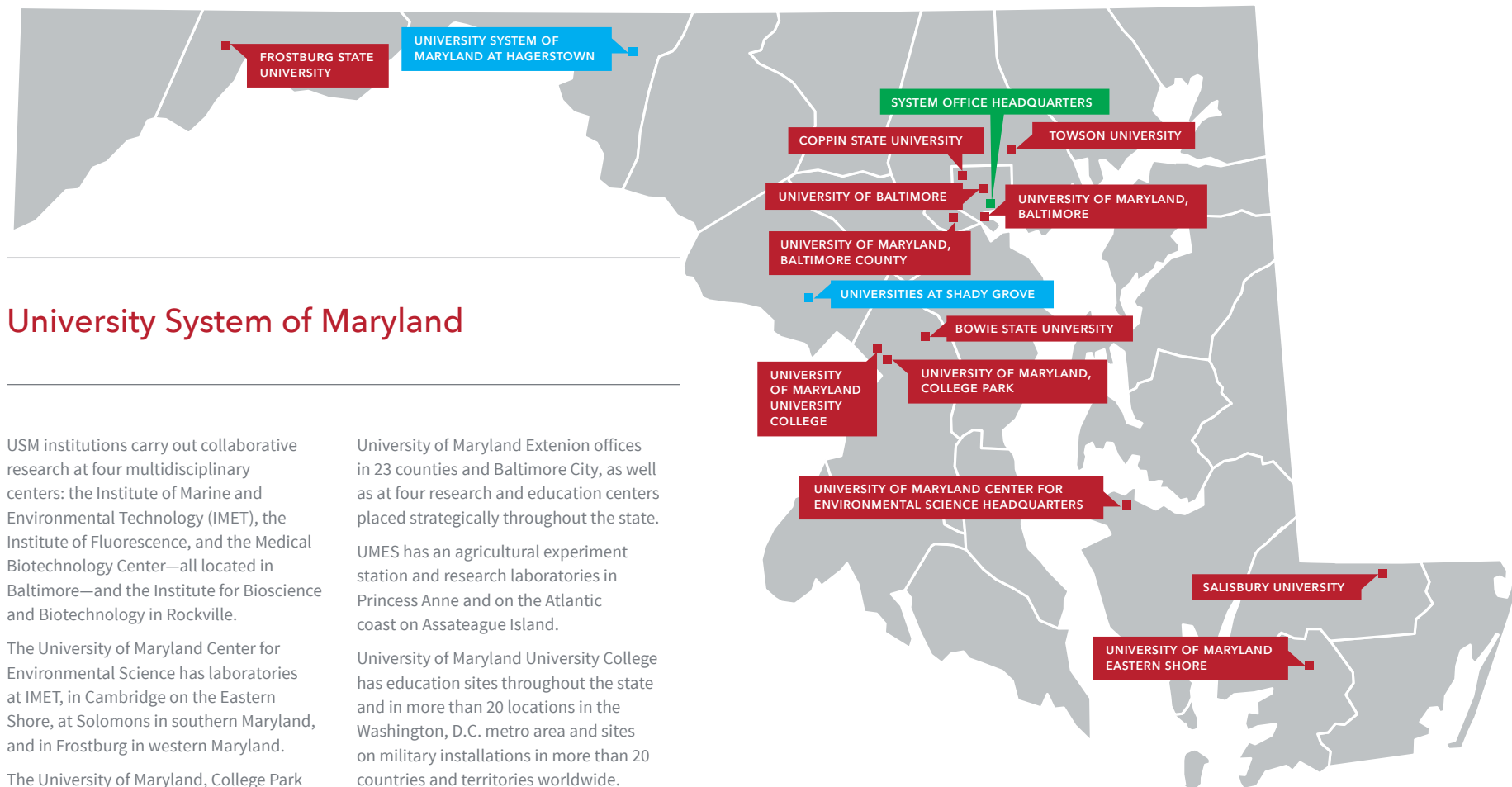
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University System of Maryland

USM institutions carry out collaborative research at four multidisciplinary centers: the Institute of Marine and Environmental Technology (IMET), the Institute of Fluorescence, and the Medical Biotechnology Center—all located in Baltimore—and the Institute for Bioscience and Biotechnology in Rockville.

The University of Maryland Center for Environmental Science has laboratories at IMET, in Cambridge on the Eastern Shore, at Solomons in southern Maryland, and in Frostburg in western Maryland.

The University of Maryland, College Park (UMCP) has Technology Extension Service offices, Agricultural Experiment Station sites, University of Maryland Extension offices, and Fire and Rescue Institute facilities throughout Maryland. UMCP partners with the University of Maryland Eastern Shore (UMES) to administer

University of Maryland Extension offices in 23 counties and Baltimore City, as well as at four research and education centers placed strategically throughout the state.

UMES has an agricultural experiment station and research laboratories in Princess Anne and on the Atlantic coast on Assateague Island.

University of Maryland University College has education sites throughout the state and in more than 20 locations in the Washington, D.C. metro area and sites on military installations in more than 20 countries and territories worldwide.

USM institutions also offer courses at the system's two regional higher education centers—Universities at Shady Grove and the University System of Maryland at Hagerstown—and at the regional centers operated by the state.

- INSTITUTIONS
- REGIONAL HIGHER EDUCATION CENTERS
- SYSTEM OFFICE HEADQUARTERS

UNIVERSITY SYSTEM OF MARYLAND

The University System of Maryland Office is headquartered in Baltimore and has locations in Adelphi, Annapolis, and Columbia.

USM HEADQUARTERS

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