Increasing Participation in Postsecondary Education

Maryland State Department of Education and Maryland Higher Education Commission

2022 Joint Chairmen's Report

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Introduction

The Maryland Senate Budget & Taxation Committee and the House Appropriations Committee have requested "…that the Maryland State Department of Education (MSDE) and the Maryland Higher Education Commission (MHEC) establish a workgroup comprised of various stake holders to identify programs and initiatives to encourage more students to pursue a postsecondary education immediately after high school and request that MHEC submits a report by December 1, 2022, containing the findings and recommendations from the workgroup (p197, 2022 Joint Chairmen's Report)."

MSDE and MHEC convened stakeholders for discussion and input regarding the requested report. Three listening sessions were held virtually on Friday, September 30, 12-2pm, Friday, October 7, 7:30-9:30am, and Tuesday, October 11, 4-6pm. The invitation, a list of participants, and presentation materials is included in the appendix of this report.

Existing Data: Background

The Maryland Longitudinal Data System Center (MLDS) is an independent state agency established in 2010 that supports stakeholders and policymakers by bringing data together from several state agencies and other resources. The centralized repository allows MLDS to link data and evaluate long-term outcomes for Maryland students.

MLDS has several relevant dashboards[1] and analyses regarding college enrollment for high school graduates. These dashboards provide year-over-year cohort analyses for Maryland public high school graduates; however, it is important to note that these data do not include graduates from private high schools in Maryland. The MLDS dashboards regarding college enrollment are split into two populations: Immediates and Completes.

The population of "Immediates" reflect the traditional trajectory of high-school to college enrollment: a full-time, degree-seeking student who enrolls in the immediate fall semester after graduating high school. This population does not include students who enroll part-time in the fall, nor does it include students who defer enrollment (part-time or full-time) to the spring semester or later. MLDS data analyses concerning Immediates can be found on the MLDS Immediate College Enrollment webpage.

Alternatively, the population of "Completes" is more expansive and includes college attendance any time after high school graduation in any capacity (e.g., part-time, full-time, degree-seeking, non-degree seeking, etc.). MLDS data analyses concerning Completes can be on the MLDS Complete College Enrollment webpage.

The MLDS dashboards include attendance at both Maryland and out-of-state colleges and universities; however, the dashboards do not include attendance at private career schools, non-credit/non-degree programs, and other postsecondary opportunities (e.g., military, apprenticeship, etc.) unless those institutions are subject to reporting to National Student Clearinghouse. The MLDS dashboards allow users to disaggregate data by local education agency and school. Moreover, the user can disaggregate data by race, gender, ethnicity, and student eligibility for Free and Reduced Meals (FARMS).

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[1] All dashboards can be found on the MLDS Center's website: https://mldscenter.maryland.gov/Dashboards.html

Existing Data: Noteworthy Findings

The MLDS dashboards highlight several important trends. First, on average, 49% of high school graduates immediately enroll in the subsequent fall, as a full-time, degree-seeking student (range 46%-53%). For the 2020-2021 cohort year, 50% of high school graduates immediately enrolled in the subsequent fall, as a full-time, degree-seeking student (28,617 students).

The 2022 Joint Chairman's Report notes, "In 2020 alone, there were nearly 4,600 fewer Maryland high school graduates that did not immediately enroll in college." There are two considerations that likely contribute to this statistic. First, there was an extraordinary increase (more than 2,500 students) in the number of students graduating high school in 2020 compared to 2019. Previous changes in cohort graduation numbers fluctuated, but not more than 1,000 students. [2]

Second, 2020 was the first fall semester after the pandemic was declared. Many colleges were operating in a remote capacity to limit physical presence on campuses. It is reasonable to assume some students deferred immediate enrollment as a full-time, degree-seeking student due to this alteration. Students may have enrolled part-time or enrolled in the spring semester after vaccines became readily available. Trend data suggests that the 2020 decrease in immediate college enrollment is an anomaly, particularly considering the bounce-back of college enrollment for the 2021 cohort.

A further evaluation of specific school districts and racial demographics suggest wide variability in immediate college enrollment. For example, Baltimore City and Dorchester County have the lowest immediate college enrollment rates averaging the in mid-30% range. Howard County has the highest immediate college enrollment rates averaging in the high 60% range. Similarly, immediate enrollment in college (full-time, degree seeking, in the fall immediately after college) for Black students is at an approximate rate of 42% compared to White students at an approximate rate of 53%. When examining the complete data, college-going rates increase over time. Looking to the earliest data available, 79% of high school graduates from the 2007-2008 cohort eventually attended college compared to the 46% who immediately enrolled in the subsequent fall as a full-time, degree-seeking student.

Similarly, for the 2016-2017 cohort of high school graduates, there is an increase of 22 percentage points for the three years between immediate enrollment and complete enrollment. In other words, an additional 11,739 high school graduates (20% of all high school graduates) enrolled in college within three years of high school graduation. For the 2017-2018 cohort of high school graduates, 73% (42,540) have enrolled in college since graduating high school. This is an increase of 2 percentage points compared to data presented last year.

Inequities continue to persist in college enrollment any time after high school. For example, Baltimore City has the lowest average rate of any-time college enrollment (60%) and Howard County has the highest rate (89%). When looking at the State as a whole, while a racial gap is evident, the gap between Black students and White students lessens when considering college enrollment any time after high school: 72% of Black students enroll in college at some point after high school graduation compared to 79% of White students. It is difficult to compare the Maryland data with national averages, primarily because MLDS analyses do not include students who attend private high schools in Maryland.

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[2] Between 2014 and 2015, there were 615 less high school graduates; between 2015 and 2016, there were 7 less high school graduates; between 2016 and 2017, there were 293 less high school graduates; between 2017 and 2018, there were 777 more high school graduates; between 2018 and 2019, there were 620 less high school graduates; between 2019 and 2020, there were 2,571 more high school graduates; and, between 2020 and 2021, there were 3,074 less high school graduates.

Programs and Initiatives: Pursuing a Postsecondary Education Immediately After High School

Workgroup members identified three programs and initiatives that may help to increase the number of students who consider enrolling in college directly after graduation:

1. Advancement Via Individual Determination (AVID) is an academic elective program designed to provide support to students that will increase the chances of success in college. This is a strong program run by a non-profit organization that helps "academic middle" students recognize that college is an option for everyone. According to a 2019 report by AVID[3], there are 158 AVID sites in Maryland, most of which are in high schools.

2. Dual enrollment[4] and early college programs[5] allow high school students to earn college credit and in some cases experience campus life. This allows the high school student to have the support of the public school while navigating college coursework. Subsequently, the student may be more likely to continue college coursework post high school graduation. Dual enrollment in Maryland has increased over the past 10 years (see MLDS dashboards[6]). On average 8,000 Maryland high school students are dually enrolled at least once during high school. In Maryland, 7.28% of high school students were dually enrolled during the 2020-2021 academic year.

3. Workgroup members also noted that college tours provide critical insight for high school students who may not realize college is accessible or are hesitant to enroll. Physically touring a campus, meeting with students, sitting in on a college class, and spending a day with college representatives can greatly impact a student's perception of college accessibility. It provides students the opportunity to ask questions and experience what it would be like to be on a campus. Additionally, college tours and visits can help connect students with campus professional that can assist with completing the FAFSA, college application materials, and other forms needed for enrollment.

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[3] 2019 AVID Maryland Snapshot: https://www.avid.org/cms/lib/CA02000374/Centricity/domain/8/2020/Snapshot%20Maryland.pdf

[4] Dual enrollment is when a student in concurrently enrolled in high school and in college. The student may or may not be able to use earned college credit to meet high school graduation requirements.

[5] Early college programs are specific program in which a high school student enrolls in specific college courses that lead to a certificate and/or an associate degree.

[6] MLDS Dual Enrollment Dashboard:
https://mldscenter.maryland.gov/webcenter/faces/oracle/webcenter/page/scopedMD/sb3e45ed1_78e6_444d_ad7c_45287d460e8a/Page156.jspx?_afrLoop=1945050070721421#%40%3F_afrLoop%3D1945050070721421%26_adf.ctrl-state%3Dt6m8gm1g2_21

College Enrollment: Other Considerations

The 2022 Joint Chairman's Report notes that "The committees are concerned about the decreasing number of high school graduates immediately enrolling in college." While workgroup members generally agreed that college is an important part of becoming a well-educated, high wage-earner member of society, there was also a sentiment that college should not and cannot be the only path to success.

Additionally, the workgroup members agreed that first-generation students, English learners, students with disabilities, and low-income students require targeted initiatives and programs that support the student and family in navigating the application and financial aid processes, as well as continued academic support throughout the degree program.

College enrollment – in the traditional sense (e.g., full-time, fall enrollment, in a credit-bearing degree program) – immediately after high school may not be in the best interest for all students for a variety of reasons. Instead, intentional decision-making about post-high school experiences is more valuable. Postsecondary opportunities at private career schools, the military, and apprenticeships can be equally valuable in ensuring a highly educated populous of contributing members of society. In addition, it is equally important to ensure that multiple pathways with high quality, evidence-based college access and support programs are provided for historically underserved students.

Regardless of the rate of immediate college enrollment, it is critical that inequities between specific populations are evaluated, and disparities prioritized and addressed.

Last, college enrollment data cannot be the sole metric considered. College completion data is just as critical. Students who enroll and do not complete a certificate or degree program have less wage earnings compared to students who did not enroll at all (see MLDS "2022 Career Preparation Expansion Act Report," chart 1, page 3[7]). This, again, reflects an important element to college enrollment: intentionality.

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[7] https://mldscenter.maryland.gov/egov/publications/CenterReports/CareerPreparationExpansionAct/CPEAReport_2022_Final.pdf

Appendix

1. Invitation Letter

2. List of Participants

3. Presentation Materials

Invitation Letter

September 19, 2022

Dear Colleagues:

The Maryland State Department of Education (MSDE) and the Maryland Higher Education Commission (MHEC) are required to submit a Joint Chairmen's Report (JCR) by December 1, 2022, focused on "increasing participation in postsecondary education." The JCR requests that MSDE and MHEC establish a workgroup comprised of various stakeholders to "identify programs and initiatives to encourage more students to pursue a postsecondary education immediately after high school." You may find the summary of the request on page 197 of the [Report on the Fiscal 2023 State Operating Budget (SB 290) and the State Capital Budget (SB 291) and Related Recommendations[1]](.).

Your organization is asked to identify *at least* 3 representatives to serve on the workgroup and participate in at least one of the following 3 listening sessions. Please consider individuals who represent different regions of the State, different roles in supporting students in the high school-to-college transition, and other diverse perspectives.

Each listening session will be virtual and follow the same format, briefly outlined below. Individuals can register for one (or more) listening sessions using the links below. These will be public meetings and they will be recorded. Each session will be limited to 30 participants and will be based on a first-come first-serve basis. If a session is overbooked, individuals will be waitlisted and contacted if space becomes available.

Date and Time	Registration Link
Friday, September 30, 12-2pm	https://forms.gle/WCNevNaTkETBxtdR6
Friday, October 7, 7:30-9:30am	https://forms.gle/rB1ur4eJ27i1rtVw6
Tuesday, October 11, 4-6pm	https://forms.gle/5ph2iYR5FPksv3KA8

Listening Session: Brief Agenda
1. Introductions
2. Overview of Higher Education in Maryland (5 minutes)
3. Overview of Existing Data[2] (15 minutes)
4. Review of JCR Request (5 minutes)
5. Discussion (80 minutes)

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[1] https://mgaleg.maryland.gov/Pubs/BudgetFiscal/2022rs-budget-docs-jcr.pdf

[2] See dashboards from the Maryland Longitudinal Data System Center (MLDS) for a preview of the data: https://mldscenter.maryland.gov/dashboards.html
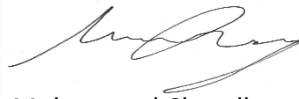
a. What are we doing that is working to "encourage students to pursue a postsecondary education immediately after high school?"
    i. How do we know it is working?
    ii. What evidence is available?
b. What are we doing that we know is not effective?
    i. How do we know it does not work?
    ii. What evidence is available?
c. What are the reasons students do not immediately enroll in college after high school?
    i. How do we know this – what evidence is available?
    ii. How prevalent are these reasons?
d. Is it concerning that 50% of high school graduates immediately enroll in college?
    i. What is a number we would want to see?
    ii. How should we consider equity gaps in immediate college enrollment?

Please feel free to share this letter with other organizations and individuals that you think could contribute to the discussion and final report. Thank you in advance for your assistance with this extremely important endeavor. If you have questions regarding this request, please contact Debbie Ing, Special Assistant to the Secretary (deborah.ing@maryland.gov)

Thank you,

Dr. James D. Fielder   Mohammed Choudhury
Secretary   State Superintendent
Maryland Higher Education Commission   Maryland State Department of Education

CC: Maryland Association of Boards of Education
           Maryland Association of Secondary School Principals
           Maryland Career Development Association
           Maryland School Counselor Association
           MHEC Faculty Advisory Council
           MHEC Financial Aid Advisory Council
           MHEC Segmental Advisory Council
           MHEC Student Advisory Council
           Public School Superintendents' Association of Maryland

List of Participants

Participation Sign Up:
2022 Listening Sessions, Immediate College Enrollment

First Name	Last Name	Title	Organization
Jim	Newcomb	President	Caroline County Board of Education
Kristie	Crumley	Associate Provost, Student Affairs & Marketing	Carroll Community College
Candace	Edwards	Senior Director of Enrollment Development	Carroll Community College
Raza	Khan	Chairperson, Sciences Division	Carroll Community College
Lara	Truitt	Admissions Recruiter-Advisor	Carroll Community College
Brian	Stewart	School Counselor	Catonsville High School
Perla	Gonzalez Rivera	Student	Cecil College
Sabrina	Taylor	Department Chair PCBH	Coppin State
Anthony	Felder, Ph.D.	Assistant Professor of Elementary Education	Coppin State University
Christa	Gilliam	Associate Professor Social Work	Coppin State University
Liangjun	You	Associate Professor	Coppin State University
LaSina	Branch	Supervisor of School Counseling	Dorchester County Public Schools
Tony	Hawkins	Provost/Executive Vice President	Frederick Community College
Nooh	Bany Muhammad	Assistant Professor of Computer Science and Information Technology	Frostburg State University
Jenna	Epstein	Program liaison, School Counseling	Frostburg State University
Doris	Santamaria-Makang	Chair, Department of Educational Professions	Frostburg State University
Jaime	Striplin	Assistant Professor, Nursing	Frostburg State University

Melissa	Alexander	Director of the LAUNCH Network	Goucher College
Lisa	Hill	Senior Associate Director of Admissions	Goucher College
Lesley	Otterbein	Associate Director, Student Financial Services	Goucher College
Brian	Lazarus	Faculty: Accounting & Business	Harford community College
Katie	Lohinski	Assistant Professor of Transitional English	Harford Community College
William	Stephens	Assistant Professor	Harford Community College
Nikki	Bamonti	Director of Admission	Hood College
William	Brown	Vice President for Enrollment Management	Hood College
Sarah	Mariner	Director of Financial Aid	Hood College
Melissa	Curtis		Howard Community College
Carl	Moore	Vice President of Teaching & Learning	Howard Community College
Ekaterina	Sule	Assistant Director Of Institutional Research	Howard Community College
Kris	Hemstetter	Kent County High School Principal	Kent County Public Schools
Raenita	Fenner	Associate Professor and Chair of Engineering	Loyola University Maryland
Lisa	Oberbroeckling	Associate Vice President, Undergraduate Academic Affairs	Loyola University Maryland
Virginia	McGraw	President	Maryland Association of Boards of Education
Monica	Randall, Ph.D.	Deputy Executive Director	Maryland Association of Community Colleges
Tashua	Parker	Assistant Principal, Prince George's County	Maryland Association of Secondary School Principals
Glenda	Abney	Senior Education Policy Analyst	Maryland Higher Education Commission
Shayla	Hunter	Education Analyst, Program Review	Maryland Higher Education Commission

Angela	Sherman	Vice President for Academic Affairs	Maryland Independent College and University Association
Ross	Goldstein	Executive Director	Maryland Longitudinal Data System Center
Kathryn	Klose	Faculty/Accounting Coordinator	Montgomery College
Hoa	Nguyen	Associate Professor & Department Chair	Montgomery College
Shebra	Evans	Board Member	Montgomery County Board of Education
Nikki (Anzer)	Woodward	Teacher Coordinator; Vice President, Montgomery County Education Association	Montgomery County Education Association
Afie	Mirshah-Nayar	Paint Branch High School	Montgomery County Public Schools
Brenda	James	Director	Morgan State University
Phyllis	Keys	Interim Associate Vice President for Academic Affairs	Morgan State University
Glenda	Prime	Dean, School of Education and Urban Studies	Morgan State University
Angelo	Letizia	Assistant Professor of Education	Notre Dame of Maryland University
PhiXavier	Holmes	Counseling Instructional Specialist	Prince George's County Public Schools
Allen	Koehler	Assistant Vice President for Enrollment Management	Salisbury University
Karen	Olmstead	Provost and Senior Vice President of Academic Affairs	Salisbury University
Benjamin	Baum	Vice President of Enrollment	St. John's College
Amanda	Stevens	Director of Admissions for International Recruitment	St. John's College
Anne Marie	Brady	Director of Institutional Research	St. Mary's College of Maryland
Jamie	Carter	Department Chair, Nursing	Stevenson University
Shaunta	Chapple	Assistant Professor, Undergraduate Nursing	Stevenson University
Zamira	Simkins	Department Chair, Business Administration & IS	Stevenson University

Vanessa	Velez	Associate Dean, School of Nursing and Health Professions	Stevenson University
Erika	Carlson-Hiles	Senior Associate Registrar	Towson University
Vicki	Cohen	Assistant to the Vice President for Enrollment Management	Towson University
Amy	Moffatt	Assistant Vice President, Admissions	Towson University
John	Brenner	Director, Early College Initiatives	University of Baltimore
Julea	Seliavski	Student	University of Baltimore, School of Law
Lisa	Bress	Division Chief Dental Hygiene	University of Maryland Baltimore, School of Dentistry
William	Talley	Professor and Chair	University of Maryland Eastern Shore
Nina	Roa	Associate Director, Career Development and Placement	University of Maryland, Baltimore, School of Pharmacy
Chad	Muntz	Assistant Vice Chancellor, Institutional Research	University System of Maryland
Stephanie	Farmer	Principal	Vivien T. Thomas Medical Arts Academy
Jennifer	Gallagher	Director of Financial Aid	Washington College
Johnnie	Johnson	Vice President for Enrollment Management	Washington College
Kelsey	Miller	Director of Admission	Washington College
Jenifer	Rayne	Principal	Worcester County Public Schools
Bryan	Newton	Vice President for Enrollment Management & Student Services	Wor-Wic Community College

Presentation Materials

Report on Increasing Participation in Postsecondary Education

Listening Sessions

Dr. Ann T. Kellogg,
Director of Reporting Services,
MHEC/MLDS

Friday, September 30, 12-2pm

Friday, October 7, 7:30-9:30am

Tuesday, October 11, 4-6pm

Overview of Existing MLDS Center Data

- **Maryland Longitudinal Data System Center**
  - **Independent state agency** that **develops** and **maintains** a data system containing student and workforce data from all levels of public education and the State's workforce.
  - Generate timely and accurate information about student performance that can be used to **improve the State's education system and guide decision makers at all levels**.
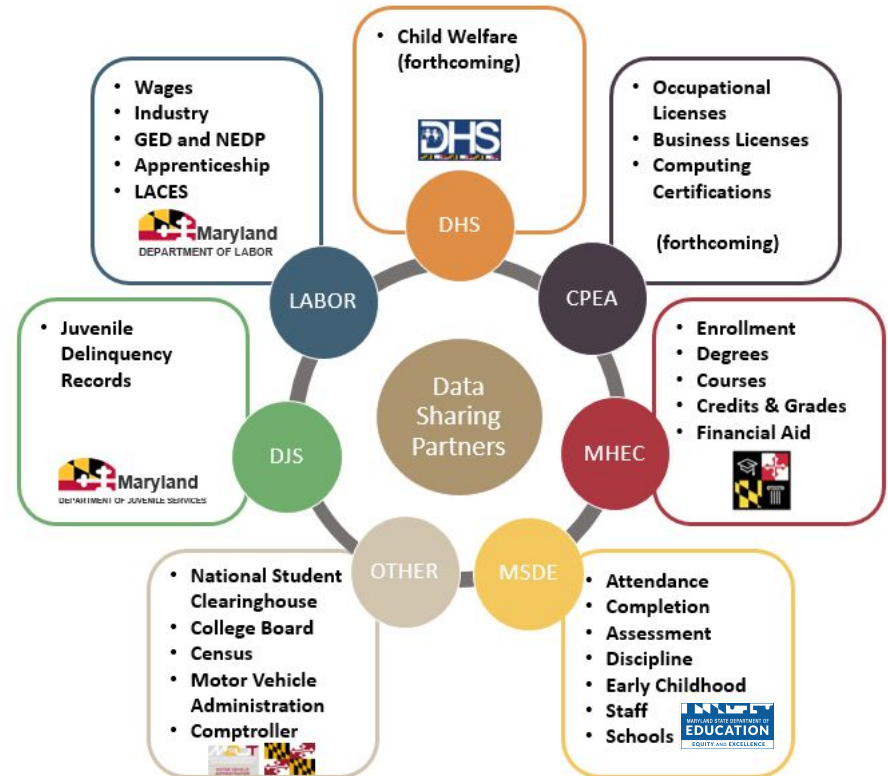
College Outcomes for Maryland Public High School Graduates

- **Two Enrollment Patterns:**
  - **Immediates:** Immediate college enrollment is defined as a high school graduate who enrolls in college as a full-time, degree-seeking student in the fall immediately following high school graduation.
  - **Completes:** Complete college enrollment is defined as a high school graduate who enrolls in college either full-time or part-time as degree-seeking or non-degree seeking at any point after high school graduation. College enrollment is reported for Complete enrollees once three years have lapsed since high school graduation.

Maryland Public High School Graduates: Immediate College Enrollment, *Cohort Years 2007-2008 to 2019-2020*
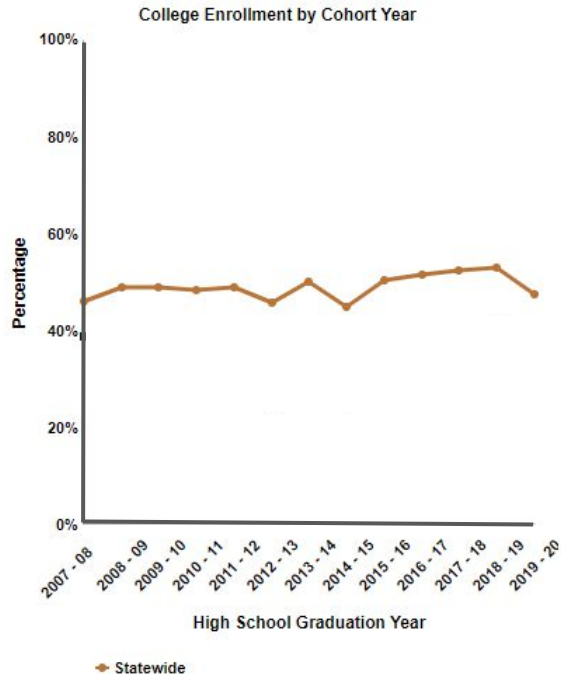
College Enrollment by Cohort Year

Cohort Year	High School Graduates	Enrollment	% of High School Graduates Enrolled
2007 - 08	58,443	26,888	46%
2008 - 09	58,166	28,571	49%
2009 - 10	58,900	28,802	49%
2010 - 11	58,357	28,313	49%
2011 - 12	58,624	28,756	49%
2012 - 13	58,678	26,828	46%
2013 - 14	58,156	29,136	50%
2014 - 15	57,541	25,917	45%
2015 - 16	57,534	29,046	50%
2016 - 17	57,241	29,637	52%
2017 - 18	58,018	30,456	52%
2018 - 19	57,398	30,483	53%
2019 - 20	59,969	28,463	47%

A high school graduate is considered enrolled in college if the graduate enrolls in college as a **full-time,**

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Maryland Public High School Graduates: Complete College Enrollment, *Cohort Years 2007-2008 to 2016-2017*
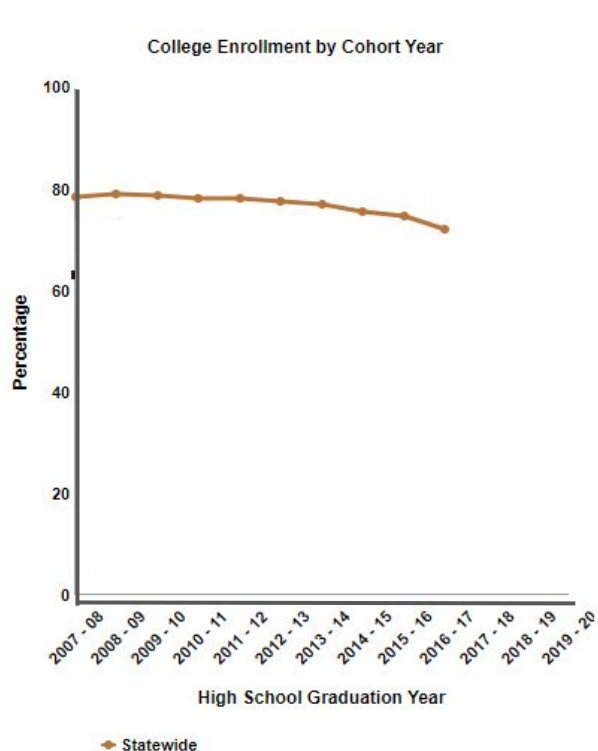
College Enrollment by Cohort Year

Percentage vs. High School Graduation Year

← Statewide

Cohort Year	High School Graduates	Enrollment	% of High School Graduates Enrolled
2007 - 08	58,443	45,912	79%
2008 - 09	58,166	46,057	79%
2009 - 10	58,900	46,515	79%
2010 - 11	58,357	45,676	78%
2011 - 12	58,624	45,904	78%
2012 - 13	58,678	45,535	78%
2013 - 14	58,156	44,849	77%
2014 - 15	57,541	43,619	76%
2015 - 16	57,534	42,983	75%
2016 - 17	57,241	41,376	72%
2017 - 18	58,018	^	^
2018 - 19	57,398	^	^
2019 - 20	59,969	^	^

^Value is suppressed as it is too soon to report. The cohort year does not yet meet the definition for the data point being reported.

A high school graduate is considered enrolled in college if the graduate is **either full-time or part-time as degree-seeking or non-degree seeking at any point after high school graduation**.

College enrollment is reported for Complete enrollees o**nce three years have lapsed since high school graduation**. The totals reported for the Complete enrollment are impacted by the number of years that have passed since high school graduation. The totals reported should not be interpreted as declines in college enrollment as not all cohorts have been out of high school for the same number of years.

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Data Notes

- All analysis is provided on graduates from Maryland public high schools. The MLDS Center does not have data on graduates from private high schools.
- College enrollment in a Maryland community college, four-year public institution or state-aided independent institution is determined using data from the Maryland Higher Education Commission.
- College enrollment in out-of-state colleges and in Maryland private colleges and career schools is evaluated using data from National Student Clearinghouse (NSC). Not all postsecondary private colleges and career schools are subject to NSC reporting.
- Data are not available on high school graduates enrolled in noncredit postsecondary courses/programs or apprenticeship programs.

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Questions about the dashboards or other MLDS resources?

Ann T. Kellogg

Director of Reporting Services

MHEC/MLDS

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http://mldscenter.maryland.gov