90

CHAPTER 4
STUDENT ADMISSIONS AND SUPPORT

STANDARD 8 – STUDENT ADMISSIONS AND RETENTION
STANDARD 9 – STUDENT SUPPORT SERVICES

STANDARD 8: STUDENT ADMISSIONS AND RETENTION

91

STATEMENT OF THE STANDARD

The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students' educational goals.

DECLARATION OF COMPLIANCE

The University admits and retains highly qualified students for its rigorous academic programs. Admissions policies are readily available to prospective students through the University's website.

ADMISSIONS

The admissions policies of UMB's schools and programs reflect the University's mission to improve the human condition and serve the public good of Maryland and society at-large through education, research, clinical care, and service. Each degree program has separate, independent admissions policies, processes, and standards that are derived from their professional accreditation requirements. Admissions standards common to most programs include:

- Undergraduate GPAs and transcripts
- Letters of recommendation
- Test scores from admissions exams, such as
  - Dental Admission Test (DAT)
  - Graduate Record Examination (GRE)
  - Law School Admission Test (LSAT)
  - Medical College Admission Test (MCAT)
  - Pharmacy College Admission Test (PCAT).

Some schools also have technical standards, which are non-academic criteria for admission. These include specific communication, behavioral, and motor skills required of the discipline. For instance, applicants to the schools of Dentistry, Medicine, Nursing, and Pharmacy must be able to execute motor movements reasonably required to provide care and treatment to patients.

Since instruction is provided in English, all schools and programs also require applicants who are non-native speakers of English to take either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) examination.

To assist prospective students in making informed decisions, the University has links to each school's admissions page from its central admissions home page. These pages contain more detailed information about admissions criteria and program requirements. On these school sites, students also can find documents containing program goals and learning outcomes. Each school or program has learning outcomes derived from the standards of its accrediting organization. A complete list of these goals can be found in Standard 11: Educational Offerings.

ADMISSIONS DATA

As of fall 2015, UMB had 6,329 students enrolled in its seven schools (see table below). The Graduate School has the largest student body (1,422 students), and the School of Dentistry has the smallest (628 students). It should be noted that all but 108 of the Graduate School students are very closely affiliated with one of the other professional schools — in particular Medicine, Nursing, and Pharmacy — as those schools are home to the faculty who oversee their curricular and research activities. These 108 graduate students are enrolled in the relatively new Master of Science in Health Sciences degree program, and two post-baccalaureate certificate (Research Ethics and Thanatology) programs that are exclusively overseen by the Graduate School.

FALL 2015 TOTAL ENROLLMENT

School	Enrollment
School of Dentistry	628
Carey School of Law	706
School of Medicine	929
School of Nursing	1,057
School of Pharmacy	629
School of Social Work	958
Graduate School	1,422
Total	**6,329**

92

In the aggregate, UMB's schools received 14,899 applications for fall 2015. Out of these, 4,779 were accepted and 2,056 enrolled (see table below). Therefore, in the aggregate, UMB had a 32 percent acceptance rate across all programs, and a 43 percent overall yield rate. The table below also summarizes the application, acceptance, and yield data by school. Admissions data for the past five years.

FALL 2015 ADMISSIONS DATA

School	Applied	Accepted	% of Applications Accepted	Enrolled	% of Accepted Enrolled
School of Dentistry	2,682	682	25%	184	27%
Carey School of Law	2,132	1,181	55%	258	22%
School of Medicine	6,528	878	13%	374	43%
School of Nursing	1,602	710	44%	537	76%
School of Pharmacy	1,158	606	52%	235	39%
School of Social Work	713	652	91%	404	62%
Graduate School	84	70	83%	64	91%
Total	**14,899**	**4,779**	**32%**	**2,056**	**43%**

Diversity is one of UMB's core values, and the University pays close attention to student demographic information. In fall 2015, 41 percent of students at UMB identified as belonging to a minority. The School of Pharmacy had the highest diversity among its students (64 percent minority), while the Graduate School had the least (34 percent) (see table below). Racial data for the past five years.

FALL 2015 SCHOOL ENROLLMENT BY RACE

School	American Indian	Asian	Black	Hispanic	Pacific Islander	White	Multi-racial	Unknown	Inter-national	Percent Minority
School of Dentistry	0	31	15	11	0	100	10	3	14	67%
Carey School of Law	2	75	97	52	0	403	25	13	39	36%
School of Medicine	1	205	75	39	0	557	16	24	12	36%
School of Nursing	1	125	205	55	0	605	30	19	17	39%
School of Pharmacy	0	269	101	15	0	188	16	6	34	64%
School of Social Work	2	27	283	87	1	512	38	4	4	46%
Graduate School	2	163	228	53	0	740	44	47	145	34%
Total	**8**	**980**	**1,046**	**345**	**2**	**3,345**	**197**	**122**	**284**	**41%**

93

In terms of gender, the majority of UMB students are female. This is true of the University as a whole and of each individual school (see table below). Gender data for the past five years.

FALL 2015 SCHOOL ENROLLMENT BY GENDER

School	Male	Female	School Total
School of Dentistry	282	346	628
Carey School of Law	350	356	706
School of Medicine	365	564	929
School of Nursing	137	920	1,057
School of Pharmacy	226	403	629
School of Social Work	114	844	958
Graduate School	345	1,077	1,422
Total	**1,819**	**4,510**	**6,329**

TRANSFER POLICIES

The University System of Maryland (USM) has established policies for the transfer of general education credits. However, this policy rarely applies to UMB since the University is a graduate and professional campus and does not offer general education courses. Instead, the controlling policies at the University are the UMB Transfer Credit Policy and each individual school's transfer policy. A full listing of transfer policies. The University requires that these policies be clearly articulated and published on each school's website, handbook, and/or catalog.

TUITION, FEES, AND FINANCIAL AID

Because of the University's unique structure, tuition and fees differ across the schools. Current annual tuition for each school is listed right.

FY 2015 TUITION

Program	Resident Tuition	Non-Resident Tuition
School of Dentistry		
DDS	$33,692	$62,612
BS Dental Hygiene	$5,195	$25,399
Carey School of Law		
JD	$28,358	$41,838
LLM	$24,437	$24,447
MSL	$750 per credit	$750 per credit
School of Medicine		
MD	$32,662	$58,906
DPT	$573 per credit	$990 per credit
MGC	$16,452	$27,138
MPH	$740 per credit	$1,136 per credit
School of Nursing		
BSN	$8,329	$30,965
MS	$682 per credit	$1,251 per credit
CNL	$633 per credit	$1,217 per credit
DNP	$692 per credit	$1,251 per credit
School of Pharmacy		
PharmD	$21,761	$38,182
School of Social Work		
MSW	$12,944	$28,382
Graduate School		
Various	$635 per credit	$1,135 per credit

* Figures are per annum tuition.

94

Students also pay a number of fees. Fees standard across all schools include student activities, student government, supporting facilities, shuttle, and technology fees. Each school has additional fees. For example, dental students pay fees covering dental equipment purchases, laundry services, and malpractice insurance. A full breakdown of tuition and fees by school and program.

The Office of Student Financial Assistance and Education (SFAE) provides many resources to help prospective, current, and graduating students manage the costs of their education. The ultimate goal of SFAE is to seat and retain the best applicants to the University. Approximately 80 percent of UMB students receive assistance through SFAE. Roughly $150 million in financial assistance is processed annually for eligible students from a variety of sources, including institutional grants and scholarships, loans, and federal student aid programs.

SFAE provides prospective students with detailed cost of attendance information for the programs on campus. Prospective students also can easily find information about applying for financial aid and a detailed explanation about how financial need is determined, including information on budgets and expected family contributions on the SFAE website. The assistant vice president in charge of SFAE also is available to answer questions as are trained counselors specifically dedicated by school/program.

Current students also utilize the wide range of financial aid information available on the SFAE website. For example, for students who qualify for Federal Work Study, there is an online listing of available positions. SFAE awards more than $1 million in non-repayable funds each year through the federal work study program. School-specific counselors also offer individual consultations. Additionally, SFAE has a director of financial wellness who offers an extensive variety of financial literacy workshops on topics like maintaining good credit, preparing taxes, and investing.

Finally, SFAE provides graduating students with exit counseling and with information on loan consolidation, public service loan forgiveness, and the federal "Pay As You Earn" loan repayment plan.

RETENTION

UMB succeeds in retaining the students it admits. In some measure this is attributable to the fact that as a graduate and professional University with nationally ranked schools, programs, and specialties UMB's students are highly qualified upon admission, and are highly driven and motivated to succeed. These attributes in the students, coupled with a robust array of curricular and co-curricular support services, create an environment within which students accepted into a program of study at the University are very likely to persist, flourish, and graduate. This is not only clear from the University's high retention rates[4] across programs year over year but also from its high graduation rates (see tables on next page).

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[4] The retention rates presented include students who have graduated within three years or less.

95

RETENTION RATES BY SCHOOL

PROGRAM	ENTERING YEAR	ONE YEAR	TWO YEARS	THREE YEARS
School of Dentistry				
DDS	2008	99.2%	98.5%	97.7%
DDS	2009	96.9%	92.2%	91.5%
DDS	2010	98.5%	97.7%	97.7%
DDS	2011	98.5%	96.9%	95.4%
DDS	2012	99.2%	97.6%	96.8%
Carey School of Law				
JD	2008	93.1%	91.8%	90.5%
JD	2009	93.4%	91.6%	91.6%
JD	2010	94.1%	91.4%	92.8%
JD	2011	93.2%	91.4%	91.9%
JD	2012	91.8%	87.3%	89.1%
School of Medicine				
MD	2008	94.4%	92.5%	92.5%
MD	2009	96.3%	94.4%	94.4%
MD	2010	98.1%	96.3%	95.6%
MD	2011	95.6%	91.3%	90.0%
MD	2012	98.8%	95.0%	95.0%
School of Nursing				
BSN	2008	92.2%	91.5%	89.9%
BSN	2009	93.8%	90.3%	90.3%
BSN	2010	96.5%	96.5%	96.5%
BSN	2011	93.9%	94.8%	94.8%
BSN	2012	91.3%	88.2%	88.2%
School of Pharmacy				
PharmD	2008	98.8%	95.7%	93.2%
PharmD	2009	96.7%	95.1%	94.5%
PharmD	2010	98.7%	97.5%	96.9%
PharmD	2011	98.8%	96.9%	96.9%
PharmD	2012	97.5%	95.5%	94.9%
School of Social Work				
MSW	2008	93.4%	90.4%	92.2%
MSW	2009	90.0%	86.6%	89.3%
MSW	2010	91.6%	93.3%	93.3%
MSW	2011	88.8%	89.7%	89.3%
MSW	2012	93.5%	92.1%	91.6%

96

GRADUATION RATES BY SCHOOL

PROGRAM	ENTERING YEAR	150% TIME TO DEGREE
School of Dentistry		
DDS	2005	92.9%
DDS	2006	91.9%
DDS	2007	96.9%
DDS	2008	86.2%
DDS	2009	92.2%
Carey School of Law		
JD	2005	91.2%
JD	2006	90.3%
JD	2007	90.9%
JD	2008	91.6%
JD	2009	91.9%
School of Medicine		
MD	2005	94.0%
MD	2006	95.0%
MD	2007	95.0%
MD	2008	96.3%
MD	2009	91.9%
School of Nursing		
BSN	2005	89.9%
BSN	2006	89.4%
BSN	2007	96.5%
BSN	2008	94.8%
BSN	2009	87.4%
School of Pharmacy		
PharmD	2005	96.7%
PharmD	2006	91.7%
PharmD	2007	96.2%
PharmD	2008	95.7%
PharmD	2009	97.0%
School of Social Work		
MSW	2005	88.0%
MSW	2006	86.1%
MSW	2007	88.6%
MSW	2008	87.0%
MSW	2009	91.1%

97

ONGOING ASSESSING OF STUDENT SUCCESS

Because of its focus on graduate and professional education and its highly competitive admissions process, UMB does not admit students who do not meet or marginally meet institutional qualifications. However, the University does have resources to retain students who struggle. Many resources are located centrally, such as Academic Coaching and the Writing Center, with additional services housed in specific schools, such as the Student Success Center in the School of Nursing. (See Standard 9: Student Support Services for a full listing of services.)

UMB's individual schools assess student success and identify students in need of support. For example, the School of Dentistry has Student Progression Committees that review the performance of each student at the end of each semester. Depending on performance, students are categorized as eligible for unconditional advancement, summer remediation, conditional advancement, probationary advancement, or dismissal. In the School of Nursing, students who exhibit performance deficiencies in a didactic or clinical course at midterm receive a midterm warning letter. These letters include the student's current grade, and a request to meet with the course director. Copies of the letter are provided to the student, the academic advisor, and the associate dean for the program. (For a full discussion of assessment of student success as it relates to learning, see Standard 14: Assessment of Student Learning.)

SUMMARY

UMB has clear and readily available admissions policies at the University and school level as well as central and individual school-based services in place to serve struggling students. Therefore, the University is in compliance with Standard 8: Student Admissions and Retention.

STANDARD 9: STUDENT SUPPORT SERVICES

98

STATEMENT OF THE STANDARD

The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.

DECLARATION OF COMPLIANCE

Consistent with its mission statement, the University offers a range of services, under the guidance of qualified personnel, that support student success. These services are regularly assessed to ensure efficiency and effectiveness. Processes are in place to appropriately handle student records and grievances.

STUDENT SUPPORT SERVICES

The University offers students a variety of centralized support services as noted below. The respective offices are staffed by a wide range of qualified professionals who are dedicated to serving the University's students. Short staff biographies are housed on the websites of the respective offices. Each of these services supports the University mission and many provide essential co-curricular and interdisciplinary support services that enhance student development and learning, promote diversity and inclusion, encourage student health and wellness, develop exceptional student leaders, and ensure interprofessional engagement and opportunities.

CENTRAL STUDENT SUPPORT SERVICES

Service	Brief Description
Center for Information Technology Services (CITS)	Provides information technology services, such as student email and wireless Internet access, and offers a live "Help Line."
Culinart	Offers café, dining, and catering services in the SMC Campus Center.
Educational Support and Disability Services	Coordinates services that assist students with qualifying disabilities to obtain reasonable accommodations through an interactive process involving the student and the school.
Health Sciences and Human Services Library (HS/HSL)	Meets students' information needs by providing expertise, resources, services, and an environment supportive of the University's values and mission.
Office of International Services	Assists international students with issues surrounding admission, academics, immigration, housing, employment, and community life.
Office of Interprofessional Student Learning and Service Initiatives (ISLSI)	Coordinates campuswide activities, programs, and services that foster students' academic, personal, and professional development.
Office of the Registrar	Produces transcripts and degree/enrollment verifications for students and alumni, administers the residency policy, oversees campuswide registration and grading, and produces and distributes diplomas.
Office of Student Development and Leadership	Offers educational programs, cultural and social activities, as well as providing leadership opportunities that enable UMB's graduate and professional students to continue their development as holistic, knowledgeable, and sensitive professionals.
Office of Student Financial Assistance and Education	Assists students in obtaining funding to finance their education.
One Card Office	Distributes the One Card, which is the official identification card for students, faculty, and staff, and which is required for entrance into all buildings on campus.
Seven Scholars University Store	Sells textbooks, apparel, gifts, and other supplies.
Student Center for Global Education	Promotes and supports interprofessional global education, identifies global themes that can be contextualized locally, and facilitates academic work related to global education.
Student Counseling Center	Provides professional counseling and psychiatric services for currently enrolled full- and part-time UMB students.

99

CENTRAL STUDENT SUPPORT SERVICES CONT.

Service	Brief Description
Student Health Center	Works with UMaryland Immediate Care to provide students with the highest quality health care.
Student Housing	Provides affordable, safe, and conveniently located on-campus housing options.
UM *shuttle*	Offers fare-free transportation to and from the University.
University Recreation and Fitness (URecFit)	Enriches students' academic experience by meeting their recreational, leisure, and wellness needs.
Wellness Hub	Provides opportunities for students to explore academic life balance through interprofessional workshops and lectures, coaching, and family support resources.
Writing Center	Helps students become skilled, successful, and self-sufficient writers through one-on-one consultations, online writing resources, and a variety of workshops and events.

All UMB schools also provide uniquely tailored services and programs to enhance the individual and collective development of their student body. The chart below provides a simple overview of some of the services provided.

SCHOOL-BASED STUDENT SUPPORT SERVICES AND PROGRAMS

School of Dentistry	School of Pharmacy
Academic advising	Academic advising
Career opportunities information	Career Development Program
Progression Committee	Career Opportunities Week

Carey School of Law	School of Social Work
Academic Achievement Program	Academic advising
Academic advising	Job Fair
Career Development Office	Writing for Success Course
Legal Writing Center	Summer Enrichment Program

School of Medicine	Graduate School
Academic advising	Academic advising
Prematriculation Summer Program	Graduate Research Conference
Second Summer Education Program	Program to prepare student for the professoriate (PROMISE)

School of Nursing	
Academic advising	Program to provide resources to prepare student for career beyond academia (SNAC)
Student Success Center	Summer Bridge Program
	Three-Minute Thesis Communications Improvement Competition

100

ATHLETIC PROGRAMS

UMB only offers intramural sports as part of URecFit offerings. Program rules, regulations, and registration process are available on the URecFit website.

RECORDS

The UMB Policy on Confidentiality and Disclosure of Student Records provides UMB's policy for security of student records and the policy and procedures for release of student information. This policy conforms to standards outlined in the Family Educational Rights and Privacy Act (FERPA). UMB secures all student information in the campuswide Student Information Management System (SIMS). SIMS centralizes student information and supports many UMB student-related functions, including admissions, registration, financial aid, student accounts, academic history, student housing, and student immunizations. All certified SIMS users are required to undergo FERPA training before accessing the SIMS system. Additionally, the UMB Office of the Registrar website provides detailed procedures for requesting student transcripts, degree certification, and enrollment verification. Request forms and procedures are intended to maintain the security and proper disclosure of student information.

COMPLAINTS AND GRIEVANCES

The University and its schools have formal policies and procedures for handling written student complaints for both academic and non-academic matters.

All matters concerning alleged discrimination, including Title IX, are handled centrally by the Office of Accountability and Compliance (OAC). All relevant policies and procedures can be found on the OAC website. Each school provides links to the central policies and procedures on its individual website. Records are maintained in the OAC office.

Individual schools are responsible for handling complaints and grievances regarding academic matters including grade grievances as well as student disciplinary matters not within the jurisdiction of central administration. Individual school policies. These records are kept within the schools.

The chief accountability officer (CAO) and attorneys within University counsel are available at all times to assist with matters being handled by the schools. The CAO provides "as needed" updates to UMB's senior leadership. Discussions about trends or emerging issues are often discussed by the student and academic affairs deans of each school at their monthly meetings with their school-based peers. Lastly, UMB's Behavior Evaluation and Threat Assessment Team (BETA) evaluates and, if necessary, takes action regarding reports about UMB students who are disruptive, threatening, or a source of concern to the community.

ASSESSMENT OF SERVICES

There is a concerted effort at UMB to assess the efficiency and effectiveness of programs and services offered to students. Assessment of student support services is used to drive decision-making and program development. Some of the assessment measures, problems identified, and improvements made in the recent past by each of the schools are outlined on the following pages.

101

SCHOOL ASSESSMENT EXEMPLARS

School	Assessments Used	Problems Identified	Improvements Made
School of Dentistry	Course evaluations Faculty evaluations Student leader meetings Student representation on key committees	Inconsistent metrics Some evaluations not conducted No comparative process	Office of Instructional Evaluation created Standardized survey assessment tool implemented Evaluation data shared broadly
Carey School of Law	Course/faculty evaluations Annual graduate exit survey Regular meetings of Student Bar Association president with dean Weekly meetings of SBA president and vice president with student affairs staff	Students confused about options for loan repayment and desirous of earlier information sessions Unhappiness with career services Concerns expressed by students about diversity and inclusiveness environment Concerns expressed by evening students about course selection	Arranged for Financial Aid officer to come to law school and present session on loan repayment Assigned a career counselor to every student Implemented first-year internship program Implemented postgraduate incubator program Arranged for expert to come to law school and conduct program on bias Designated two point people to develop programming on diversity topics Dean convened groups of students to join him for informal lunches to voice their concerns Academic Affairs staff created additional 1- and 2-credit electives and ensured that bar courses are regularly offered in evening
School of Medicine	Graduate questionnaire Student leader meetings Student representation on key committees Class meetings	Insufficient career mentoring during years 1 and 2 Low satisfaction with financial aid and debt management	Development of additional mentoring system with primary focus on years 1 and 2 Changes made in staffing and practices in Financial Aid office

Continued on next page

102

SCHOOL ASSESSMENT EXEMPLARS CONT.

School	Assessments Used	Problems Identified	Improvements Made
School of Nursing	Program Assessment Questionnaires Course Evaluation Questionnaires Focus groups Surveys Town Hall meetings	Desire for online orientation Poor variety of courses Poor variety and depth of clinical experiences Lack of December graduation Confusion about dissertation format/requirements	Online orientation created Electives list created and sent to students Graduate clinical placement coordinator hired Added SON graduation in December Evaluate peer tutor utilization/realign tutors to meet specific course needs Revised PhD Program Guide Created the Student Success Center, which offers a cadre of student academic and social integration services.
School of Pharmacy	Graduating and continuing student online surveys	Health services not available at the USG campus Lack of financial aid advising at the USG campus Need more interaction with faculty advisors Need more resources for career advising, and lack of awareness of current career advising resources	Students are reminded of services available on their campus and USG students made aware they can utilize UMB campus resources Student Health makes presentations at SOP orientation sessions Financial aid advising made available either via videoconference between two campuses or in person when USG students visit UMB campus Two faculty advisors assigned to a group of students for three years. Groups meet once a semester. Career Navigation, career preparedness program, created

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SCHOOL ASSESSMENT EXEMPLARS CONT.

School	Assessments Used	Problems Identified	Improvements Made
School of Social Work	Student representation on key committees Post-event surveys Online comment box Discussions with Student Government Association leadership	Orientation format was outdated Career services were lacking Spring workshops (licensure, job and interview preparedness and resume writing) were too late in the semester Too little focus on macro career development	Orientation was revamped to create a greater sense of community and support Student services website enhanced Career development greater focus of student services Job fair expanded to include macro focus and additional services Spring workshops moved to February
Graduate School	Administration meeting with Graduate Student Government Leadership Team Open door policy by senior associate deans	No space for graduate students to gather Lack of recognition of graduate student milestones Insufficient focus on preparation for non-academic careers	Graduate Student Lounge created Entrepreneurship in Life Sciences course created
Universitywide Services	Focus groups Post-event surveys Satisfaction surveys Climate survey Participation tracking Utilization rates Learning outcomes Third-party gap analysis	Under-investment in career services Writing Center space too noisy URecFit weekend hours limited UM *shuttle* routes limited Inefficiencies in Disability Services note-taking	Formed career services work group Created new Writing Center space Expanded weekend hours at URecFit Expanded UM *shuttle* routes Streamlined Disability Services note-taking services

Furthermore, all central Campus Life Services (CLS) units collect key assessment data and publish it in the *CLS Annual Report*. This report is available to the public on the CLS website.

SUMMARY

The University supports its students and remains true to its mission by providing a broad range of services under the supervision of talented and well-trained professionals and by maintaining student records concerning complaints and grievances in a manner consistent with UMB policies about confidentiality. Therefore, the University is in compliance with Standard 9: Student Support Services.