Maryland Higher Education Commission

State Aid to Independent Institutions

Annual Report of Institutional Student Financial Aid
Awarded to Maryland Residents - FY 2019

Goucher College

Please report the following information for the Fiscal Year ending June 30, 2019:

1. Total number of Maryland residents awarded institutional student financial aid.
   521

2. Total amount ($) of institutional student financial aid awarded to Maryland residents.
   $14,080,992

3. Total amount ($) of State aid used for student financial aid for Maryland residents.
   $2,121,333

Authorized Signature

September 11, 2019
Date

Goucher College
Institution Name
Maryland Higher Education Commission

State Aid to Independent Institutions

FY 2020 Statement of Intended Use Report

(To be filled out so as to describe and itemize in reasonably sufficient detail the purposes for which State funds will be expended during the fiscal year in question. Please review The Code of Maryland Regulations, Title 13B - Joseph A. Sellinger - for Aid to Nonpublic Institutions of Higher Education - Section 5, paragraphs A through I before filling out this form).

Name of Institution: Goucher College

Estimated Amount of Award: $2,483,610

THIS REPORT COVERS EXPENDITURES FOR THE FISCAL YEAR 2020 GRANT

I. Operating Expenditures (by category) - itemize below or on a separate sheet

Estimated Amount to be Expended: $2,483,610

Categories:

Project #1 – Financial Aid to Maryland Students: Access – ensure equitable access to affordable and quality postsecondary education for all Maryland residents.

$2,267,714

Project #2: - Promote and implement practices and policies that will ensure student success – Strategies 6 and 7: Improve student experience and enhance career advising and planning services.

$97,754

Project #3 – Center for the Advancement of Scholarship & Teaching (CAST): Foster innovation in all aspects of Maryland higher education to improve access and student success – Strategy 9: Strengthen and sustain development and collaboration in addressing teaching and learning challenges.

$118,142
II. Capital Expenditures (by project) - itemize below or on a separate sheet

Estimated Amount to be Expended: $______________________

Projects:

III. Other Expenditures (by category) - itemize below or on a separate sheet

Estimated Amount to be Expended: $______________________

Categories:

IV. Funds Not Expended

Estimated Amount Not Expended: $______________________

V. Estimated Total

(Must equal total estimate from Page 1) $2,483,610

Certified as to Correctness:

[Signature]

Chief Executive Officer or Chief Financial Officer Signature

Vice President for Finance and Administration

Title

September 11, 2019

Date

Paragraph B of Section 5 of the Joseph A. Sellinger - Aid to Nonpublic Institutions of Higher Education requires that each institution give prior written notice specifying any other proposed use of State funds that are not identified in this Statement of Intended Use Report.
Maryland Higher Education Commission

State Aid To Independent Institutions

Pre-Expenditure Affidavit FY 2020

STATE OF MARYLAND )
 ) ss:
COUNTY OF )

On behalf of: Goucher College
(Name of Institution)

I make oath or affirm that none of the State aid received under the State's Program of Aid to Nonpublic Institutions of Higher Education (Education Article, Sec. 17-101 et. seq.) will be used for sectarian purposes and that the Institution has adopted and maintained the internal accounting procedures which are defined in The Code of Maryland Regulations, Title 13B, Joseph A. Sellinger Program - Aid to Nonpublic Higher Education Institutions, until all State funds applied for have been expended and accounted for to the Maryland Higher Education Commission.

Authorized Signature

President
Title

Goucher College
Institution

I HEREBY CERTIFY that on this 11th day of September 2019, personally appeared before me, a Notary Public in and for the State and County aforesaid, Kent Devereaux and made oath in due form of law that the matters set forth in the above affidavit are true.

Notary Public

Kathleen A. Shepard
Expires: February 1, 2023
Maryland Higher Education Commission

State Aid to Independent Institutions

Utilization-Of-Funds Report - Post-Expenditure Affidavit FY 2019

STATE OF MARYLAND  )
 ) ss:
COUNTY OF  )

On behalf of:  Goucher College

I make oath or affirm that none of the State aid accounted for in this Utilization-of-Funds Report was used for sectarian purposes.

Authorized Signature

President
Title

Goucher College
Institution Name

I HEREBY CERTIFY that on this 11th day of September 2019, personally appeared

before me, a Notary Public in and for the State and County aforesaid, Kent Devereaux

and made oath in due form of law that the matters set forth in the above affidavit are true.

Notary Public
My Commission Expires: February 1, 2023

NOTE: Guidance as to what would constitute sectarian usage of funds if provided by the Maryland Higher Education Commission Regulations - Joseph A. Sellinger - Aid to Nonpublic Institutions of Higher Education, Regulation, Section 6., paragraphs A-C.
Maryland Higher Education Commission

State Aid To Independent Institutions

FY 2019 Utilization-Of-Funds-Report

(To be filled out so as to describe and itemize in reasonably sufficient detail the purposes for which State funds have been expended during the fiscal year in question. Please review Maryland Higher Education Commission Regulations - Joseph A. Sellinger Program - Aid to Nonpublic Institutions of Higher Education - Section 5, paragraphs D through I before filling out this form.)

Name of Institution: 

Aid to be accounted for in this Report:

Goucher College

$ 0
Unexpended Funds

$ 2,323,292
Total Funds
This report covers expenditures between JULY 1, 2018 and JUNE 30, 2019.

I. Operating Expenditures (by category)
   Itemize & describe in detail, giving expense account number(s)

   Subtotal $2,323,292

   Categories:
   Project #1 – Financial Aid to Maryland Students: Access – ensure equitable access to affordable and quality postsecondary education for all Maryland residents.
   $2,121,333
   Project #2: - Promote and implement practices and policies that will ensure student success – Strategies 6 and 7: Improve student experience and enhance career advising and planning services.
   $85,055
   Project #3 – Center for the Advancement of Scholarship & Teaching (CAST): Foster innovation in all aspects of Maryland higher education to improve access and student success – Strategy 9: Strengthen and sustain development and collaboration in addressing teaching and learning challenges.
   $116,904

   See Supplemental Forms

II. Capital Expenditures (by project)
   Itemize & describe in detail, giving expense account number(s)

   Subtotal $______________________

III. Other Expenditures (by category)
   Itemize & describe in detail, giving expense account number(s)

   Subtotal $______________________

IV. Funds not Expended - prior to July 1:
Subtotal $__________________

V. Total $ 2,323,292
(Must equal total amount from page 1)

Certified as to Correctness: ____________________________
Authorized Signature

President
Title

September 11, 2019
Date
INSTRUCTIONS FOR DETAILED PROJECT DESCRIPTIONS

Please complete the coversheet below for each project funded by the Sellinger Program. For each project, attach a one-to-two-page description of the project and provide additional information using the following format:

Project X: [Insert Project that Corresponds with Listing on the Cover Sheet]

Project Budget:
Include expense account numbers as required by the MHEC Utilization-of-Funds Report.

Detailed description of project/initiative:
Include institutional expense account number to correspond with description provided in MHEC utilization report. Indicate if the project is an operating expenditure, capital expenditure, or other expenditure.

Describe how Maryland was served by this project/initiative:
Include as much tangible information as possible; indicate location and population to be served, i.e., students, faculty, staff, community residents, etc. After reviewing the State Plan for Postsecondary Education, identify which State goal the project addresses and describe how the project contributes toward fulfilling that State goal.

Describe proposed process of project evaluation/assessment.

Attached with this form is a template sheet arranged in the above format. Please use the latest MICUA Supplement forms to complete this information.
MICUA Supplement  
Fiscal 2019 Utilization of Funds Report

Institution: Goucher College

Summary of Projects/Initiatives:

<table>
<thead>
<tr>
<th>Project</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project 1</td>
<td>Financial Aid to Maryland Students</td>
<td>$2,121,333</td>
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<tr>
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<td></td>
<td></td>
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<td>Project 5</td>
<td></td>
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</tbody>
</table>

Unexpended Funds $0

Total $2,323,292

*(Total must match MHEC Utilization-of-Funds form)*
MICUA Supplement  
Fiscal 2019 Utilization of Funds Report  

DETAILED PROJECT DESCRIPTIONS  
(Use a Separate Sheet for Each Project/Initiative)  

Institution:  Goucher College  

Project #1 – Financial Aid to Maryland Students: Access – ensure equitable access to affordable and quality postsecondary education for all Maryland residents.  

Project Budget: $2,121,333  
Expenditure: Operating  

Detailed description of the project/initiative:  

In FY2019, Goucher increased the amount of Sellinger funds directed to Financial Aid for Maryland students. With support from this important grant, Goucher was able to help meet the financial needs of hundreds of Maryland students – some of which were members of last year’s incoming first-year class, the third largest ever. In FY2020, with continued support from these funds, Goucher anticipates being able to help meet the financial needs of even more students from Maryland including participants in our Maryland Scholars Program for first-generation Maryland residents from underserved socio-economic backgrounds who exhibit intellectual promise, motivation, and scholarship.  

The college was also able to continue to offer need-based financial aid to Maryland students and in doing so, opened the door to many opportunities for needy/and or disadvantaged students. In FY2019, a total of 309 Goucher students from Maryland were Pell eligible. Many Maryland families continued to struggle financially, and the college again used Sellinger funds toward providing financial aid to these students. This aid helps to ensure that students will not only begin college but have the opportunity to graduate with a degree.  

Describe how Maryland will be served by this project/initiative:  

When college is affordable, education becomes attainable, and that has a direct impact on the future of needy and/or disadvantaged students. Continued financial aid to those students has increased the likelihood that they will graduate. Upon graduation, those students will become part of the state’s educated work force, enhancing the state’s economic and cultural strength, and
giving them the opportunity to help other students with need, which can change the dynamics within their communities.

Describe process of project evaluation/assessment:

The Director of Financial Aid and her staff continually review student financial needs and awards on a fair and consistent basis and are committed to ensuring that every Maryland student who wants to attend Goucher has the opportunity do so. The primary goal of the office is to assist students in paying for Goucher and that is achieved by: evaluating each family’s ability to pay educational costs, distributing limited resources in an equitable manner, and providing a balance of gift aid (federal, state and institutional grants and scholarships) and self-help aid (loans and work-study).
Institution: Goucher College

Project #2 – The Exploration Hub: Promote and implement practices and policies that will ensure student success – Strategies 6 and 7: Improve student experience and enhance career advising and planning services.

Project Budget: $85,055 Expenditure: Operating

Detailed description of the project/initiative:

The Exploration Hub provides students with immersive experiences, on and off campus that engage their academic and personal interests. These experiences have the power to shift and inform academic pathways, future career choices, as well as transform perspectives and personal identity. While embarking on a study abroad experience, a community-based learning program or course, and/or testing the waters in an internship or job shadow, students will gain knowledge about who they are and where they want to go beyond Goucher.

The Exploration Hub includes the following units:
- Career Education - [https://www.goucher.edu/career-education-office/](https://www.goucher.edu/career-education-office/)
- Community-Based Learning [https://www.goucher.edu/learn/community-based-learning/](https://www.goucher.edu/learn/community-based-learning/)
- International Studies - [https://www.goucher.edu/learn/study-abroad/](https://www.goucher.edu/learn/study-abroad/)

A key member of The Hub is Goucher’s Career Education Office featuring “The Goucher Advantage.” The program makes career education a central element of each student’s experience, through the curriculum, mentoring, and professional experience. Beginning the first semester and continuing throughout the next four years, students learn the tools to embark confidently on their career path. The Goucher Advantage brings students important help with self-knowledge and personal branding (resumes, cover letters, self-assessment), professional experience (internships, student employment, summer jobs), career management skills (job search strategies, interviewing skills, graduate schools), and networking with alumnae/i (on and off-campus, LinkedIn).

The center of Goucher’s highly ranked study abroad program (ranked No. 1 by The Princeton Review in 2019) is also a prominent member of The Hub. Because Goucher College understands the global community of the 21st century demands that students have an international perspective,
the study abroad experience was made a requirement for all undergraduate students beginning Fall 2006. In service to this requirement, the Office of International Studies works with students to prepare for and make the most of their experience from the moment they start planning to well after they have returned and had the opportunity to reflect on how the experience added to their understanding of a global community. Goucher's study abroad requirement and this office's assistance to students is why Goucher is a U.S. Student Fulbright Program Top Producer for 2017-2018.

Lastly, Goucher’s office of Community-based Learning rounds out the trio of offices comprising The Hub. Goucher knows that community-based learning is a way for students to actively connect their academic work with direct experience in the community. By combining hands-on work in the community with the academic framework provided by the curriculum, students gain a rich experience of social issues. Students learn about the workings of community; encounter differences related to race, class, and privilege; gain a deeper understanding about social justice; and are able to do work that is beneficial to others. They also gain a greater understanding of themselves. Goucher College's Community-Based Learning program offers opportunities in 10 distinct areas including: Animal Welfare, Criminal Justice & Prison Education, Community Organizing, Empowering Ability, Environmental Justice, Food & Housing Security, K-12 Education & Youth Development, Immigrant & Refugee Programs, Neighborhood Development, and Health and Wellness/Mindfulness.

**Describe how Maryland was served by this project/initiative:**

Goucher’s career education office will prepare graduates for employment or additional education, many of whom will stay in Maryland. Thirty-nine percent of the 2017 class joined Maryland’s workforce and enrolled in Maryland schools.

The Office of International Studies continues to bring recognition to Maryland colleges and universities through its highly ranked program and its number of Fulbright Scholars.

Goucher’s community-based learning programs support organizations throughout Baltimore City and Baltimore County. In 2018-2019 CBL programs coordinated 45 courses with a CBL designation (serving 770 enrolled students) and 9 signature weekly volunteer programs in addition to other consistent, on-going volunteer experiences (serving 200+ students, 14 partnership sites, and more than 40 community partners including TALMAR, a horticultural therapy farm, Tubman House, an impressive urban farm, Pleasant Plains Elementary and Barclay Middle Schools, and the Student Support Network to name a few).
Describe process of project evaluation/assessment:

Goucher College has been systematically tracking and reporting career outcomes data, particularly job and graduate school results of bachelor’s degree recipients. Goucher uses several means to collect data including the graduate follow-up survey administered to a class one year after graduation, collaborated with HEPData, a reputable national company that offers student career tracking to enhance outcomes reporting, and continuing education data via the National Student Clearinghouse.

Goucher’s Office of International Studies employs a combination of academic advising, student surveys, faculty evaluation, and academic performance from partner programs to evaluate and assess the various study abroad programs offered. Additionally, all semester abroad students enroll in an online, 1-credit course in which they are asked to reflect on a variety of their experiences abroad, and these are analyzed annually by OIS. Further, in Goucher’s annual senior survey, graduating students consistently rank their study abroad experience as among the most, if not the most, impactful experience of their undergraduate career.

The Community-based Learning Office conducts surveys of volunteers and student leaders who run programs as well as survey students in community-based classes. The results are used to refine programs and deepen classroom learning.
Institution: Goucher College

Project #3 – Center for the Advancement of Scholarship & Teaching (CAST): Foster innovation in all aspects of Maryland higher education to improve access and student success – Strategy 9: Strengthen and sustain development and collaboration in addressing teaching and learning challenges.

Project Budget: $116,904 Expenditure: Operating

Detailed description of the project/initiative:

The Center for the Advancement of Scholarship and Teaching (CAST) is designed to assist faculty with their teaching and scholarly work. The goals of the center are to improve student success while simultaneously improving faculty’s own academic success.

A priority of CAST is assisting faculty with integrating evidence-based approaches that improve the performance and engagement of all students, but particularly students from historically underrepresented or marginalized backgrounds. Through a variety of opportunities for self-reflection, training, dialogue and collaborative work, we strive to give faculty the tools they need to grow into the most effective teacher-scholars they can be. CAST is actively collaborating with other offices on campus such as the Center for Race, Equity and Identity (CREI) and the Academic Center of Excellence (ACE) to offer workshops and programs towards these goals.

Describe how Maryland will be served by this project/initiative:

The development of a Center for the Advancement of Scholarship and Teaching (CAST) ensures that faculty are prepared to effectively teach Maryland’s young adults who are coming to Goucher in increasing numbers. Faculty are provided trainings in evidence-based practices to ensure their methods are modern, culturally sensitive, and transformative for diverse students and learners. The new problem-based curriculum that CAST helps faculty build facilitates student engagement with contemporary issues, many of which impact Maryland directly. Some courses that have been built with CAST trainings require students engage with Baltimore County and Baltimore City public schools for their projects (for example creating media to prevent gun violence). Other courses require students understand and analyze local data with community businesses (such as surveying customers and analyzing that data). At least one course has centered around political change in Baltimore itself over the past 50 years, developing a rich appreciation for our city’s history. Other courses indirectly benefit Maryland in that they are
producing graduates with cultivated skills for working in teams and using interdisciplinary approaches to craft solutions to challenges that plague cities and communities nationally.

**Describe process of project evaluation/assessment:**

CAST will: measure the number of new courses developed with faculty in service of Goucher’s revised curriculum, the new Goucher Commons; use pre/post survey data to gauge improvements in faculty cultural competence; measure social-media markers of interest regarding innovative and effective teaching practices; and attendance of faculty at workshops.
MICUA Supplement
Fiscal 2020 Intended Use of Funds Report

INSTRUCTIONS FOR DETAILED PROJECT DESCRIPTIONS

Please complete the coversheet below for each project that will be funded under the Sellinger Program. For each project, attach a one-to-two-page description of the project and provide additional information using the following format:

**Project X: [Insert Project that Corresponds with Listing on the Cover Sheet]**

**Proposed Project Budget:**

**Detailed description of project/initiative:**
Provide a detailed description of the program and indicate if the project is an operating expenditure, capital expenditure, or other expenditure.

**Describe how Maryland will be served by this project/initiative:**
Include as much tangible information as possible; indicate location and population to be served, i.e., students, faculty, staff, community residents, etc. After reviewing the State Plan for Postsecondary Education, identify which State goal the project addresses and describe how the project contributes toward fulfilling that State goal.

**Describe proposed process of project evaluation/assessment:**

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**MICUA Supplement**  
**Fiscal 2020 Intended Use of Funds Report**

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**Total** $ 2,483,610

*(Total must match MHEC Intended Use Report)*
MICUA Supplement
Fiscal 2020 Intended Use of Funds Report

DETAILED PROJECT DESCRIPTIONS
(Use a Separate Sheet for Each Project/Initiative)

Institution: Goucher College

Project #1 – Financial Aid to Maryland Students: Access – ensure equitable access to affordable and quality postsecondary education for all Maryland residents.

Project Budget: $2,267,714

Expenditure: Operating

Detailed description of the project/initiative:

In FY2019, Goucher increased the amount of Sellinger funds directed to Financial Aid for Maryland students. With support from this important grant, Goucher was able to help meet the financial needs hundreds of Maryland students – some of which were members of last year’s incoming first-year class, the third largest ever. In FY2020, with continued support from these funds, Goucher anticipates being able to help meet the financial needs of even more students from Maryland including participants in our Maryland Scholars Program for first-generation Maryland residents from underserved socio-economic backgrounds who exhibit intellectual promise, motivation, and scholarship. Goucher’s Fall 2019 incoming class includes 96 first-generation students – the majority of which come from Maryland.

The college was also able to continue to offer need-based financial aid to Maryland students and in doing so, opened the door to many opportunities for needy/and or disadvantaged students. In FY2019, a total of 309 Goucher students from Maryland were Pell eligible. Many Maryland families continued to struggle financially, and the college again used Sellinger funds toward providing financial aid to these students. This aid helps to ensure that students will not only begin college but have the opportunity to graduate with a degree.

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Institution:  Goucher College

Project #2 – The Exploration Hub: Promote and implement practices and policies that will ensure student success – Strategies 6 and 7: Improve student experience and enhance career advising and planning services.

Project Budget: $97,754  Expenditure: Operating

Detailed description of the project/initiative:

The Exploration Hub provides students with immersive experiences, on and off campus that engage their academic and personal interests. These experiences have the power to shift and inform academic pathways, future career choices, as well as transform perspectives and personal identity. While embarking on a study abroad experience, a community-based learning program or course, and/or testing the waters in an internship or job shadow, students will gain knowledge about who they are and where they want to go beyond Goucher.

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The Community-based Learning Office conducts surveys of volunteers and student leaders who run programs as well as survey students in community-based classes. The results are used to refine programs and deepen classroom learning.
Institution: Goucher College

Project #3 – Center for the Advancement of Scholarship & Teaching (CAST):
Foster innovation in all aspects of Maryland higher education to improve access and student success – Strategy 9: Strengthen and sustain development and collaboration in addressing teaching and learning challenges.

Project Budget: $118,142  
Expenditure: Operating

Detailed description of the project/initiative:

The Center for the Advancement of Scholarship and Teaching (CAST) is designed to assist faculty with their teaching and scholarly work. The goals of the center are to improve student success while simultaneously improving faculty’s own academic success.

A priority of CAST is assisting faculty with integrating evidence-based approaches that improve the performance and engagement of all students, but particularly students from historically under-represented or marginalized backgrounds. Through a variety of opportunities for self-reflection, training, dialogue and collaborative work, we strive to give faculty the tools they need to grow into the most effective teacher-scholars they can be. CAST is actively collaborating with other offices on campus such as the Center for Race, Equity and Identity (CREI) and the Academic Center of Excellence (ACE) to offer workshops and programs towards these goals.

Describe how Maryland will be served by this project/initiative:

The development of a Center for the Advancement of Scholarship and Teaching (CAST) ensures that faculty are prepared to effectively teach Maryland’s young adults who are coming to Goucher in increasing numbers. Faculty are provided trainings in evidence-based practices to ensure their methods are modern, culturally sensitive, and transformative for diverse students and learners. The new problem-based curriculum that CAST helps faculty build facilitates student engagement with contemporary issues, many of which impact Maryland directly. Some courses that have been built with CAST trainings require students engage with Baltimore County and Baltimore City public schools for their projects (for example creating media to prevent gun violence). Other courses require students understand and analyze local data with community businesses (such as surveying customers and analyzing that data). At least one course has
centered around political change in Baltimore itself over the past 50 years, developing a rich appreciation for our city’s history. Other courses indirectly benefit Maryland in that they are producing graduates with cultivated skills for working in teams and using interdisciplinary approaches to craft solutions to challenges that plague cities and communities nationally.

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CAST will: measure the number of new courses developed with faculty in service of Goucher’s revised curriculum, the new Goucher Commons; use pre/post survey data to gauge improvements in faculty cultural competence; measure social-media markers of interest regarding innovative and effective teaching practices; and attendance of faculty at workshops.