Maryland Higher Education Commission

State Aid to Independent Institutions

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

Stevenson University

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

1. Total number of Maryland residents awarded institutional student financial aid. 
   ______1,958_______

2. Total amount ($) of institutional student financial aid awarded to Maryland residents. 
   $____34,131,367_____

3. Total amount ($) of State aid used for student financial aid for Maryland residents. 
   $_____3,955,336_____

_____________________________________________________
Authorized Signature

_____________________________________________________
Date

Stevenson University
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: Stevenson University

Estimated Amount of Award: $4,358,920

**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: $4,358,920

   Categories:

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)

$ 4,358,920

Certified as to Correctness:

Chief Executive Officer or Chief Financial Officer Signature

Vice President/CFO

Title

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: Stevenson University
(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

Stevenson University
Institution

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

____________________________
Notary Public

My Commission Expires: __________________________
Maryland Higher Education Commission

State Aid to Independent Institutions

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

STATE OF MARYLAND  
COUNTY OF Baltimore

On behalf of: Stevenson University

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

Stevenson University
Institution Name

I HEREBY CERTIFY that on this ____ day of _____ September ______ 2019, personally appeared

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

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

Notary Public

My Commission Expires: ____________________________

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.
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 $____ 4,455,336_____

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  
(Must equal total amount from page 1)

$____ 4,455,336_____

Certified as to Correctness:

__________________________________________
Authorized Signature

__________________________________________
VP for Financial Affairs/CFO  
Title

__________________________________________
Date
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:
Stevenson University

Aid to be accounted for in this Report:

$__________
Unexpended Funds

$4,455,336
Total Funds
MICUA Supplement
Fiscal 2019 Utilization of Funds Report

Institution: Stevenson University, Inc.

Summary of Strategies/Initiatives:

Strategy 3: Address financial obstacles which prevent students continued enrollment and degree completion $ 3,955,336

Strategy 5: Ensure student-focused practices are implemented with the goal of student success $ 250,000

Strategy 7: Improve college readiness among K-12 students through strengthening and expanding teacher preparation $ 250,000

Unexpended Funds $

Total $ 4,455,336

(Total must match MHEC Utilization-of-Funds form)
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:

<table>
<thead>
<tr>
<th>Project X: [Insert Project that Corresponds with Listing on the Cover Sheet]</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project Budget:</strong> Include expense account numbers as required by the MHEC Utilization-of-Funds Report.</td>
</tr>
<tr>
<td><strong>Detailed description of project/initiative:</strong> 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.</td>
</tr>
<tr>
<td><strong>Describe how Maryland was served by this project/initiative:</strong> 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.</td>
</tr>
<tr>
<td><strong>Describe proposed process of project evaluation/assessment.</strong></td>
</tr>
</tbody>
</table>

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: Stevenson University, Inc.

Summary of Strategies/Initiatives:

Strategy 3: Address financial obstacles which prevent students continued enrollment and degree completion $ 3,955,336

Strategy 5: Ensure student-focused practices are implemented with the goal of student success $ 250,000

Strategy 7: Improve college readiness among K-12 students through strengthening and expanding teacher preparation $ 250,000

Unexpended Funds $ 

Total $ 4,455,336

(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: Stevenson University, Inc.

Strategy 3: Address financial obstacles which prevent student’s continued enrollment and degree completion

Project Budget: $3,955,336

Detailed description of project/initiative:

Financing a University education is an important concern for many students and parents and particularly challenging in the current economic climate. Stevenson University offers a strong financial aid program to help qualified students meet University expenses. Financial aid is provided through scholarships, grants, loans, and employment. It is the goal of Stevenson University is to provide financial assistance to as many students as possible who demonstrate financial need and who meet individual program eligibility requirements.

Describe how Maryland was served by this project/initiative:

For the year beginning July 1, 2018, Stevenson University’s student population consisted of more than 80 percent Maryland residents. The University provided financial aid to approximately 86 percent of the student population which as noted above are almost entirely Maryland state residents. Stevenson University continues to identify and address obstacles students encounter that prevent them from future enrollment and degree completion. Programs which engage students and their parents in discussing their financial needs and concerns are having a direct impact on the ability of students to afford and complete a strong University education. This initiative will fulfill Strategy 3, access, affordability and completion, of the 2017-2021 Maryland State Plan for Postsecondary Education.

Describe process of project evaluation/assessment:

Stevenson University monitors financial aid to students as a percentage of tuition revenue. We will continue to monitor this ratio.
MICUA Supplement
Fiscal 2019 Intended Use of Funds Report

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

Institution: Stevenson University, Inc.

Strategy 5: Ensure student-focused practices are implemented with the goal of student success

Project Budget: $250,000

Detailed description of project/initiative:

Maryland and the entire nation are facing challenges in education which include; maintaining quality and effectiveness in fulfilling educational needs, student access and affordability as well as equal opportunities to diverse student populations. All of these have a single focus which is to promote and implement practices that will ensure student success.

Stevenson University has implemented several high impact practices to combat the challenge faced by the state of Maryland. In late 2015 the University realigned several direct student support offices such as the Office of Academic Support, First Year Experience and Academic Integrity into the Office of Student Success. They have developed 13 learning outcomes which are designed to prepare students to understand academic requirements, actively participate in planning their academic program and schedule, and effectively utilize campus resources and services. Additionally, a program known as Early Alert was developed which allows faculty and staff to send an alert to the Office of Student Success when they believe the student requires additional support be it; academic, emotional, behavioral or wellness concerns. Pellinger funds are used to support the student success model.

Describe how Maryland was served by this project/initiative:

Stevenson University is the third largest private undergraduate college in Maryland, with 80% of its students being Maryland residents. Minority student representation is 43%, and 28% of students are the first in their families to attend college. The most recent data available indicate that 69% of Stevenson’s graduates stay to live and work in Maryland adding to Maryland’s job market and stimulating Maryland’s economy. Ninety-two percent of Stevenson graduates are working, going to graduate school or enrolled in the military within six months of graduation.
Describe process of project evaluation/assessment:

The University has identified key predictive factors associated with a student’s success. These factors are collected and reviewed on a periodic basis to determine individualized success plans for each student. Additionally, a Success Coach Survey is administered to the students at the end of both their first semester and first year to determine the student’s satisfaction with the program. Student feedback is used to modify the program in the following year.
MICUA Supplement
Fiscal 2019 Intended Use of Funds Report

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

Institution: Stevenson University, Inc.

Strategy 1: Improve college readiness among K-12 students through strengthening and expanding teacher preparation

Project Budget: $250,000

Detailed description of project/initiative:

One of the goals for Maryland is to continue to improve K-12 education with an emphasis on college readiness. To meet this strategy, Stevenson University has a unique three prong approach to education which combines theory, practice and mentoring. In addition to receiving traditional classroom instruction each student, in order to progress through the education program, must demonstrate competency in the four aspects of the Danielson Framework for teaching. Sellinger funding supports this achievement through two direct interview processes with faculty in the student’s junior and senior years. During the interview the student must be able to demonstrate mastery involving; Planning and Preparation, Instruction, Classroom Environment and Professional Responsibilities. Additionally the funds support the university providing faculty who act as field supervisors traveling to each school to meet with and mentor the students as they progress through their fieldwork.

Teacher Education: The teacher preparation programs, approved by the Maryland State Department of Education and accredited by the National Council for Accreditation of Teacher Education (NCATE), prepare early childhood (PreK- Grade 3), elementary (Grades 1-6) and middle school (Grades 4-9) educators. In 1998 there were 6 graduates and we had 64 in 2018.

Describe how Maryland was served by this project/initiative:

The processes established for educating teachers in the state of Maryland requires that all students in teacher preparation programs complete yearlong internships in Professional Development Schools (PDSs). Professional Development Schools are K-12 schools that have adopted the broader mission of assisting with the learning of educators. PDSs emerged in the mid 1980’s as “potentially significant vehicles for advancing both the revitalization of teacher education and the reform of P-12 schooling” (Abdul-Haqq, 1998). The major components of PDSs include student achievement, teacher preparation, continuing professional development for all stakeholders and research and inquiry.
In 1998, the first year of Stevenson University’s yearlong internships in PDSs, we had six seniors in Baltimore County PDSs with a total of 158 students in the education department this year. Currently, we had 48 seniors and 12 PDS partnerships in public schools in Baltimore, Carroll and Howard Counties. Collectively, those schools serve over 7,000 students from diverse ethnic and low socio-economic backgrounds. In addition to the 48 seniors, we had 110 students in their first three years, making a total of 158 students. This initiative will fulfill Strategy 1, improvement of college readiness, of the 2017-2021 Maryland State Plan for Postsecondary Education.

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

In order for teacher candidates to progress through the program, they must meet the standards as described in a comprehensive assessment system that includes the state-mandated Praxis exam. The college’s pass rate on this exam is 100%.
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:

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 2020 Intended Use of Funds Report

Institution: Stevenson University, Inc.

Summary of Strategies/Initiatives:

Strategy 3: Address financial obstacles which prevent students continued enrollment and degree completion $3,858,920

Strategy 5: Ensure student-focused practices are implemented with the goal of student success $250,000

Strategy 7: Improve college readiness among K-12 students through strengthening and expanding teacher preparation $250,000

Unexpended Funds $________________

Total $4,358,920

(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: Stevenson University, Inc.

Strategy 3: Address financial obstacles which prevent student’s continued enrollment and degree completion

Project Budget: $3,858,920

Detailed description of project/initiative:

Financing a University education is an important concern for many students and parents and particularly challenging in the current economic climate. Stevenson University offers a strong financial aid program to help qualified students meet University expenses. Financial aid is provided through scholarships, grants, loans, and employment. It is the goal of Stevenson University is to provide financial assistance to as many students as possible who demonstrate financial need and who meet individual program eligibility requirements.

Describe how Maryland was served by this project/initiative:

For the year beginning July 1, 2019, Stevenson University’s student population consisted of more than 80 percent Maryland residents. The University provided financial aid to approximately 86 percent of the student population which as noted above are almost entirely Maryland state residents. Stevenson University continues to identify and address obstacles students encounter that prevent them from future enrollment and degree completion. Programs which engage students and their parents in discussing their financial needs and concerns are having a direct impact on the ability of students to afford and complete a strong University education. This initiative will fulfill Strategy 3, access, affordability and completion, of the 2017-2021 Maryland State Plan for Postsecondary Education.

Describe process of project evaluation/assessment:

Stevenson University monitors financial aid to students as a percentage of tuition revenue. We will continue to monitor this ratio.
MICUA Supplement
Fiscal 2019 Intended Use of Funds Report

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

Institution: Stevenson University, Inc.

Strategy 5: Ensure student-focused practices are implemented with the goal of student success

Project Budget: $ 250,000

Detailed description of project/initiative:

Maryland and the entire nation are facing challenges in education which include; maintaining quality and effectiveness in fulfilling educational needs, student access and affordability as well as equal opportunities to diverse student populations. All of these have a single focus which is to promote and implement practices that will ensure student success.

Stevenson University has implemented several high impact practices to combat the challenge faced by the state of Maryland. In late 2015 the University realigned several direct student support offices such as the Office of Academic Support, First Year Experience and Academic Integrity into the Office of Student Success. They have developed 13 learning outcomes which are designed to prepare students to understand academic requirements, actively participate in planning their academic program and schedule, and effectively utilize campus resources and services. Additionally, a program known as Early Alert was developed which allows faculty and staff to send an alert to the Office of Student Success when they believe the student requires additional support be it; academic, emotional, behavioral or wellness concerns. Sellinger funds are used to support the student success model.

Describe how Maryland was served by this project/initiative:

Stevenson University is the third largest private undergraduate college in Maryland, with 80% of its students being Maryland residents. Minority student representation is 43%, and 28% of students are the first in their families to attend college. The most recent data available indicate that 69% of Stevenson’s graduates stay to live and work in Maryland adding to Maryland’s job market and stimulating Maryland’s economy. Ninety-two percent of Stevenson graduates are working, going to graduate school or enrolled in the military within six months of graduation.
Describe process of project evaluation/assessment:

The University has identified key predictive factors associated with a student’s success. These factors are collected and reviewed on a periodic basis to determine individualized success plans for each student. Additionally, a Success Coach Survey is administered to the students at the end of both their first semester and first year to determine the student’s satisfaction with the program. Student feedback is used to modify the program in the following year.
MICUA Supplement
Fiscal 2019 Intended Use of Funds Report

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

Institution: Stevenson University, Inc.

Strategy 1: Improve college readiness among K-12 students through strengthening and expanding teacher preparation

Project Budget: $ 250,000

Detailed description of project/initiative:

One of the goals for Maryland is to continue to improve K-12 education with an emphasis on college readiness. To meet this strategy, Stevenson University has a unique three prong approach to education which combines theory, practice and mentoring. In addition to receiving traditional classroom instruction each student, in order to progress through the education program, must demonstrate competency in the four aspects of the Danielson Framework for teaching. Sellinger funding supports this achievement through two direct interview processes with faculty in the student’s junior and senior years. During the interview the student must be able to demonstrate mastery involving: Planning and Preparation, Instruction, Classroom Environment and Professional Responsibilities. Additionally the funds support the university providing faculty who act as field supervisors traveling to each school to meet with and mentor the students as they progress through their fieldwork.

Teacher Education: The teacher preparation programs, approved by the Maryland State Department of Education and accredited by the National Council for Accreditation of Teacher Education (NCATE), prepare early childhood (PreK- Grade 3), elementary (Grades 1-6) and middle school (Grades 4-9) educators. In 1998 there were 6 graduates and we had 64 in 2018.

Describe how Maryland was served by this project/initiative:

The processes established for educating teachers in the state of Maryland requires that all students in teacher preparation programs complete yearlong internships in Professional Development Schools (PDSs). Professional Development Schools are K-12 schools that have adopted the broader mission of assisting with the learning of educators. PDSs emerged in the mid 1980’s as “potentially significant vehicles for advancing both the revitalization of teacher education and the reform of P-12 schooling” (Abdul-Haqq, 1998). The major components of PDSs include student achievement, teacher preparation, continuing professional development for all stakeholders and research and inquiry.
In 1998, the first year of Stevenson University's yearlong internships in PDSs, we had six seniors in Baltimore County PDSs with a total of 145 students in the education department this year. Currently, we have 36 seniors and 10 PDS partnerships in public schools in Baltimore, Carroll and Howard Counties. Collectively, those schools serve over 7,000 students from diverse ethnic and low socio-economic backgrounds. In addition to the 36 seniors, we have 91 students in their first three years, making a total of 127 students. This initiative will fulfill Strategy 1, improvement of college readiness, of the 2017-2021 Maryland State Plan for Postsecondary Education.

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

In order for teacher candidates to progress through the program, they must meet the standards as described in a comprehensive assessment system that includes the state-mandated Praxis exam. The college's pass rate on this exam is 100%.