



**University System of Maryland
Board of Regents
Committee on Education Policy and Student Life**

**University of Maryland University College
Tuesday, March 11, 2014**

**Minutes of the Public Session
DRAFT**

The Committee on Education Policy and Student Life (EPSL) of the University System of Maryland (USM) Board of Regents (BOR) met in public session on Tuesday, March 11, 2014 in the Chesapeake Ballroom of the University of Maryland University College, Adelphi, MD. The meeting was convened at 9:40 a.m. Committee members present were: Ms. Michaux Gonzales (Chair), Mr. Kinkopf, Mr. Manizade, and Mr. Slater. Regents Reid and Vance participated via conference call. Chancellor Kirwan was also present.

Also attending were: Ms. Bainbridge, Dr. Beise, Dr. Bishop, Dr. Boughman, Mr. Bowden, Dr. Chandler, Dr. Croninger, Ms. Davis, Ms. Dean, Ms. Doyle, Dr. Gable, Ms. Gill, Dr. Hoffman, Ms. Hollander, Ms. Jamison, Mr. Lurie, Dr. Marcellino, Dr. Moriera, Ms. Moultrie, Ms. Murray, Mr. Muntz, Dr. Passmore, Dr. Rhodes, Dr. Rice, Dr. Russell, Ms. Ryan, Mr. Vivona, Dr. Wolfe, and Dr. Wood.

Action Items

New Academic Program Proposals

Prior to the presentation of the new academic program proposals, Regent Gonzales asked Dr. Boughman to remind the Committee of the program proposal process. Dr. Boughman shared that institutions submit a letter of intent to USM's Office of Academic Affairs. USM staff reviews the proposal and, if needed, engages in discussions with the proposing campus to further understand the need for the program and the possibility of challenges and collaborations. The proposal is then sent to the provosts for review. Institutions are given an opportunity to object before the proposal is brought to EPSL. After being heard by EPSL, the proposal goes to the full BOR for final System-level approval. While this process is occurring, the Maryland Higher Education Commission (MHEC) is also reviewing the proposals, however, MHEC depends on the System's process for guidance and evaluation.

Regent Gonzales also noted that Ms. Bainbridge (Office of the Attorney General) has examined today's proposed programs and did not find any concerns regarding the duplication of programs.

Frostburg State University: Master of Science in Nursing

Drs. Rhodes, Gable, and Hoffman presented the proposal for Frostburg to offer the Masters in Nursing with Education Track. This program is in direct response to the national and statewide need to increase nursing faculty. Currently in Maryland, there are only four universities that offer the M.S. in Nursing with Education Track. The proposed program will be completely online and will include a focus on diverse populations to make students more culturally competent and better prepared. It is expected that the majority of students will enroll part-time. Additionally, if students in the RN to BSN program are interested in the MSN, curriculum overlap will accelerate their completion of the masters. When asked to describe the differences between the proposed program and a doctoral nursing program that was recently approved, the presenters noted that the doctoral program is a terminal degree that has less clinical focus and is generally held by nursing faculty at four-year colleges and universities. The proposed program, however, is more entry-level, has a clinical focus, and is often held by nursing faculty at community colleges.

The Chancellor recommends that the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from Frostburg State University to offer the Master of Science in Nursing. The motion was moved by Regent Reid, seconded by Regent Kinkopf, and unanimously approved.

UMCP: Master of Science in Accounting

UMCP: Master of Science in Information Systems

UMCP: Master of Science in Marketing Analytics

UMCP: Master of Science in Supply Chain Management

Drs. Beise, Russell, and Marcellino presented the proposals for the above programs. These four proposals are a continuation of a larger effort to disaggregate concentrations in the M.S. in Business. The separation of the concentrations will allow students to pursue more than one area of expertise if desired. Moreover, offering separate degrees with the word “Accounting”, “Information Systems”, “Marketing Analytics” or “Supply Chain Management” in the title on the diploma will better articulate graduates’ credentials and make them more competitive in international markets where degrees, not concentrations, are more common. This reorganization of the M.S. in Business should not necessitate curricular changes.

The Chancellor recommends that the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from the University of Maryland, College Park to offer the Master of Science in Accounting, the Master of Science in Information Systems, the Master of Science in Marketing Analytics, and the Master of Science in Supply Chain Management. The motion was moved by Regent Manizade, seconded by Regent Kinkopf, and unanimously approved.

UMCP: Ph.D. in Teaching and Learning, Policy and Leadership

Drs. Beise, Croninger, and Rice presented the proposal for the Ph.D. in Teaching and Learning, Policy and Leadership (TLPL). The TLPL department in the College of Education proposes to restructure its doctoral-level offerings by merging two existing degree programs, Curriculum and Instruction and Education Policy and Leadership. This streamlined program will allow for more collaborative curriculum planning and scheduling, while making better use of instructional resources and reducing the number of doctoral courses offered by eliminating overlap and duplication. This doctoral program is a research-based curriculum that is designed to prepare

scholars who will inform policy more broadly at the national level. UMCP hopes that the creation of this program will make way for the restructuring of their masters programs.

The Chancellor recommends that the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from the University of Maryland, College Park to offer the Ph.D. in Teaching and Learning, Policy and Leadership. The motion was moved by Regent Turner, seconded by Regent Slater, and unanimously approved.

Information Items

When looked at as a whole, the following three reports provide a useful overview of undergraduate enrollment within the USM, including the various pipelines that feed undergraduate enrollment, the academic profile of incoming first-time students (as measured by SAT scores), student success and persistence after enrollment, and bachelor degree attainment. Mr. Chad Muntz and Dr. Ben Passmore presented these reports.

SAT Percentile Distribution of First-Time Undergraduates

This report presents central tendency data for the SAT scores at each USM institution as well as a context for interpreting those scores by comparing institutional SAT data with those at peer institutions. Highlights of the report include:

- In fall 2013, there was a decline in the number of freshmen reporting SAT scores. The decline is consistent with the current decreasing trend of new freshmen with SAT scores either because of alternative standardized test scores or admission policy exemptions.
- Most USM institutions experienced increases in the combined 25th and 75th percentile SAT scores between fall 2012 and fall 2013.
- For the fifth year, four institutions (Salisbury, Towson, UMBC, and UMCP) reported that at least three-quarters of their freshmen class (equivalent to 80% of all USM New Freshmen) had combined SAT scores greater than 1,000.
- Maryland's public high school students' average scores are insignificantly different than national averages but are below the Maryland private high school averages.
- Nationally, USM institutions are competitive with respective peer institutions on the 25th and 75th percentiles of math and reading scores.

Retention and Graduation Rates of First-Time Full-Time Degree Seeking Undergraduates

This report examines the level of academic success—as measured by retention and graduation rates—achieved by first-time, full-time students at USM institutions. Key trends in student enrollment and success are broken out and analyzed at both the institutional and System-wide level. Highlights include:

- The second-year retention rate of USM freshmen (at institution of initial entry) held at 84% for the fall 2012 cohort. However, there is variation in second-year retention rates across institutions. Institutions with increased second-year retention rates from last year include Frostburg, Towson, UMBC, and UMCP.
- The six-year graduation rate for the most recent graduating cohort, the fall 2007 cohort, increased two percentage points (to 62%) at the “Institution of Initial Entry,” and also increased one percentage point (to 66%) if the definition is expanded to include graduating “Anywhere within the USM” (compared to the national standard of 55%).
 - The overall six-year graduation rate of 66% masks significant differences between student populations. For instance, while the six-year graduation rate increased for

all first-time, full-time USM student populations, it decreased for Pell Grant recipients (-1%), and increased (+5%) for first-time, full-time Hispanic students (rising to 70%). For first-time, full-time African-American students graduating from any USM institution, the six-year graduation rate increased by one percentage point to 47%.

- The rates also varied by institution. Institutions that increased six-year graduation rates at the institution of initial entry (comparing fall 2007 cohort to fall 2006 cohort) include Frostburg, UMBC, UMCP, and UMES.

The success of first-time, full-time students significantly impacts USM's degree attainment goals. Continued improvements in this group's level of success, such as by closing achievement gaps, will be critical if the USM is to achieve the level of degree production necessary for Maryland to meet its 55% degree attainment goal.

Transfer Students to the USM: Patterns of Enrollment and Success

This report examines progress within this important pipeline for enrollment growth. Institutional enrollment and success trends among the transfer population are analyzed and displayed.

Highlights:

- 21,889 students transferred to a USM institution in FY 2013 (up 3% over the prior fiscal year and 8% over the past five years). Approximately 54% (11,882) of those transfers came from a Maryland community college.
- Over the past five years, the number of Maryland community college students transferring to a USM institution has increased by nearly 25%.
- While six of Maryland's 16 public community colleges, all within the Baltimore-DC corridor, supplied 68% of the community college transfers entering a USM institution in FY 2013, the most rapid growth in the number of transfers to a USM institution is occurring at community colleges outside the Baltimore-DC corridor (Frederick, Cecil, Harford, Carroll, Chesapeake, and Southern Maryland).
- 52% of the FY 2010 cohort of MD community college transfers to USM graduated within four years of transferring (regardless of whether they attended full-time or part-time). When this four-year graduation rate is pared down to Maryland community college transfers who attended full-time, it increases to 66%. This is a rate of success equal to the USM's system-wide average for all full-time, first-time new freshmen.
- The 4-year graduation rates for students who started in fall 2009 were 76% for Hagerstown and 75% for Shady Grove, surpassing the success rates of full-time transfers to USM institutions overall.

USM Enrollment Projections: 2014-2023

The USM enrollment projections for the period of 2014 through 2023 indicate a significant shift. The projections reflect the reality of declining numbers of high school graduates in Maryland through the mid-2010s, and the poor prospects for generalized enrollment funding for the immediate future. Long-term growth is expected to continue with growth of around 18,000 students to more than 171,000 by 2023. However, in the short term, enrollment is expected to fall overall for the next 2 years. Overall enrollment from Fall 2013 to Fall 2014 is expected to decline by 1%, with UMUC driving that decline. 2014 FTE enrollment levels will decline below current levels and are not expected to return to the current level until FY 2019. This is the first

time since the 1990s that USM has projected a decline, and the first time in more than twenty years that the USM has projected multiple years of enrollment reduction.

Update on the Center for Innovation and Excellence in Learning and Teaching

Dr. MJ Bishop, Director of the Center for Innovation and Excellence in Learning and Teaching, reminded the Committee that the Center is among the first of its kind positioned at the system level and that it provides a unifying, cohesive place to conceptualize, organize, and disseminate our work and offers greater opportunities to attract funders and collaborators for academic transformation initiatives. Housed in the USM Office of Academic Affairs, the mission of the Center is to scale up and sustain a culture of academic innovation across the USM, where faculty and their institutions are continually searching for evidence-based best practices to improve student success.

Dr. Bishop has visited all campuses within the System and is encouraged by the work happening at the institutions. She's observed that institutions are securing faculty buy-in and engagement, using research-driven best practices, and creating infrastructures including having academic transformation leaders at the assistant/associate provosts level or who are direct advisors to the provosts. She believes that continued attention should be paid to the level of granularity of the academic transformation work being done, assessing our goals, internally and externally communicating and disseminating information, facilitating efforts across the institutions, and creating more sustainable change.

Financial Aid

On Wednesday, March 4, the Committee met in public session to explore issues surrounding financial aid. Today, Ms. Hollander summarized the outcomes of that meeting, reviewed the System's progress towards recommendations outlined in the Report of the Financial Aid Task Force from December 2004, and shared next steps and remaining policy questions. Detailed notes can be found in the minutes for that meeting and the accompanying PowerPoint. By early May, USM staff will follow up on next steps associated with the recommendations. They will also present a draft report to EPSL. During the June 3rd EPSL meeting, the regents will discuss and vote on the report to be submitted to the full Board. Regent Gonzales will present the report to the full Board during its meeting on June 27th.

Regent Kinkopf suggested that the staff examine the degree to which we are being strategic about the awarding of financial aid. He asked that the staff explore the best ways to be strategic, especially as it relates to closing the achievement gap. Additionally, he asked the staff to examine the difference in the amount of need-based and performance-based aid being awarded to Maryland community college transfer students.

Adjournment

Regent Gonzales called for a motion to adjourn the meeting. The motion was moved by Regent Manizade, seconded by Regent Slater, and unanimously approved. Regent Gonzales adjourned the meeting at 12:00 p.m.

Respectfully submitted,

Louise Michaux Gonzales
Chair, Committee on Education Policy and Student Life