



**Board of Regents
Committee on Education Policy and Student Life**

**Minutes
Public Session**

The Committee on Education Policy and Student Life (EPSL) of the University System of Maryland (USM) Board of Regents met in public session on Tuesday, November 15, 2016 at the University of Maryland, Baltimore. The meeting was convened at 9:35 a.m. Committee members present were: Regent Slater (chair) and Regents Enriquez, Fish, Gourdine, and Johnson.

Also attending were: Ms. Bainbridge, Ms. Baker, Dr. Blankenship, Dr. Boughman, Dr. Chandler, Dr. Downing, Ms. Doyle, Dr. Harpe, Ms. Higgs Burkhalter, Dr. Henick, Ms. Hollander, Dr. Jackson, Dr. Jarrell, Dr. Kauffman, Dr. LaCourse, Dr. Lee, Mr. Lurie, Dr. Moreira, Mr. Morgan, Ms. Moultrie, Mr. Muntz, Dr. Rankin, Dr. Shapiro, Dr. Smith, Dr. Tootoonchi, Dr. Travis, Dr. Tull, Dr. Wade, Dr. Whitehead, Dr. Wilkens, Dr. Wolfe, and other guests.

In light of news reports of challenges associated with the presidential election and in connection with the Board's focus on diversity and inclusion, Chairman Slater asked that the January meeting include a panel of campus experts to update the Committee on campus climate and incidents related to the election, reactions of and attention to the feelings of the campus community, issues associated with free speech and/or political correctness, student activism, safe/brave spaces, trigger warnings, etc. Dr. Boughman acknowledged that campus officials are dealing with post-election issues and that provosts and vice presidents for student affairs are managing the issues and finding a balance between freedom of expression and hate crimes/speech. Dr. Boughman will arrange a panel.

Action Items

New Academic Program Proposals

UMBC: Bachelor of Science in Translational Life Science Technology

Dr. Antonio Moreira, Vice Provost, and Dr. William LaCourse, Dean, College of Natural and Mathematical Sciences, presented this program proposal to the Committee. Translational (science) medicine, the application of knowledge and techniques to clinical practice at the front lines of patient care, integrates basic knowledge with the aim of optimizing all aspects of patient care. The proposed program is a collaboration with Montgomery College that extends to a fully developed articulation agreement for students who are pursuing the Associate of Applied Science degree in Biotechnology. The proposed program responds to the dual needs of improving human health and promoting economic development by preparing students for roles in translational science with career applications in the biomedical and behavioral disciplines. The curriculum was developed in collaboration with Montgomery College and in response to the need for an academically rigorous

program that incorporates university-guided, lab-based instruction. Demand has also been identified by a study by the *Education Advisory Board*. It is proposed that during the first two years of implementation, the program would be offered at both the Universities at Shady Grove (USG) and Montgomery College. In the third year, upon completion of the Biomedical Sciences and Engineering Education Facility, the program will consolidate the course offerings at USG. Although a few existing programs in the State include similar lower-level course content, the proposed TLST program differs from other programs in the region of Maryland where the program will be offered. Additionally, the proposal went through the standard approval process during which institutions have the opportunity to object; there were no objections.

In response to questions from the regents, the presenters shared that graduates would be prepared to work entry level jobs in medical facilities or labs (with possible starting salaries beginning at \$60,000) and to enter graduate school. The presenters also shared that the model can be expanded to other community colleges. Projected enrollment numbers seem small, but Dr. Boughman noted that these estimates are realistic and will be tracked over the years. Program officials will be prepared to expand the program as the need and demand becomes apparent.

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, Baltimore County for the Bachelor of Science in Translational Life Science Technology. The motion was moved by Regent Gourdine, seconded by Regent Fish, and unanimously approved.

UMUC: Bachelor of Science in Homeland Security

Dr. Susan Blankenship, Program Chair, Department of Business and Professional Programs, and Dr. Steve Henick, Vice Dean, Business and Professional Programs, presented this program proposal to the Committee. The curriculum of the proposed, online Bachelor of Science in Homeland Security "...emphasizes national security, homeland security, international terrorism, infrastructure protection, strategic planning for security, international relations, intelligence operations and evaluation, and program management." The program was previously offered by the University but was discontinued in 2013. The discontinuation has had a negative impact on the university's military and military-affiliated student population, who continue to seek degree programs in this discipline. In addition to student demand, the Department of Homeland Security has requested from UMUC an undergraduate program in Homeland Security and will offer undergraduate internships where students will receive training and outreach experiences with the Office of Intelligence and Analysis. The program fills gaps, as there are Homeland Security associate's and graduate degrees, but no bachelor's degrees, offered within the state.

In response to questions from the regents, the presenters shared that most students will be working adults (as is the case with the general UMUC student population) and that the degree is designed to support promotion or transition from military to civilian life in a rapidly growing field. Additionally, the presenters don't expect there to be a negative impact on the public safety administration degree. Some classes will be maintained, but most of the students in that program have not taken advantage of the current Homeland Security minor. Also, the predominant use of adjuncts to teach within the program brings in teachers who are in the field and often relate well to the population UMUC serves. Finally, the proposal went through the standard approval process during which institutions have the opportunity to object; there were no objections.

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 University College for the Bachelor of Science in Homeland Security. The motion was moved by Regent Johnson, seconded by Regent Enriquez, and unanimously approved.

Information Items

Opening Fall 2016 Enrollment and FY 2017 Estimated FTE Report

Mr. Chad Muntz, Director of Institutional Research, presented this report, which provides the Committee with an overview of preliminary fall 2016 undergraduate, graduate, and first professional enrollment – overall enrollment growth, full-time, and part-time enrollment patterns. In addition, a fiscal year 2017 FTE estimate is included. Such data are important for both fiscal and enrollment management. This is the first opportunity to compare the accuracy of the institutional enrollment projections, one year out, to the actual enrollments. Mr. Muntz shared details on the Fall 2016 and Fall 2017 outlook, fall enrollment trends, actual 10-year enrollment changes, and details on new freshmen. Highlights include:

- Preliminary fall 2016 headcount enrollment at the USM campuses was 171,143 students, an increase of 6,644 over fall 2015.
- Most of the USM growth was from UMUC.
 - Excluding UMUC, USM's headcount enrollment was nearly flat.
 - UMCP, Salisbury, and Bowie grew new freshmen and enrolled some of the largest freshmen cohorts in the past thirty years. The remaining institutions decreased student headcount and erased most of the gains.
- Total enrollment at the USM's Historically Black Institutions decreased (by 3.8%) for the fifth year in a row to 12,512 in fall 2016, the lowest total HBI enrollment since 1999.
- USM first-time, full-time freshmen students increased to the highest levels in 10 years at 13,398 in fall 2016. UMCP, Bowie, and Salisbury enrolled some of the largest freshmen cohorts in history. After decreasing for many years, Coppin grew its freshmen cohort. The largest decreases occurred at UMES and Frostburg.
- Most of the USM's growth in headcount was due to an uptick in the undergraduate part-time enrollment.

Regents asked that the staff explain or pay attention to future trends around limited growth at UB, Bowie, UMES, and Coppin.

Regent Gourdine asked what the USM is doing to focus on the ½ of Maryland high school graduates who leave MD for college or don't attend college at all. Provost Darlene Smith (UB) and Dr. Boughman shared some examples. Regent Gourdine encouraged the continuation and establishment of such programs, and she encouraged the Committee and staff to consider the role financial aid plays in students' decisions.

In summary, the fall 2016 preliminary headcount and updated FY 2017 FTE estimates appear to be on track, with both reasonably aligning, in aggregate, with the enrollment projections and budget plans submitted by the campuses. In March, Mr. Muntz and Dr. Passmore will present a series of pipeline reports (SAT profile, retention and graduation rates, transfer students, and enrollment projections) that will provide additional context and address other questions that were raised.

Report on the Instructional Workload of the USM Faculty

On behalf of Dr. Ben Passmore who produced the Faculty Workload Report, Dr. Boughman and Mr. Chad Muntz, Director of Institutional Research, presented this annual report to the Committee. The report summarizes faculty instructional workload, which includes teaching, research, and service activities at all USM degree-granting institutions with tenured or tenure-track faculty for the 2015-2016. The presenters explained that measuring faculty work is difficult. This report is focuses mainly on courses taught and other quantifiable metrics, which is, currently, of most interest to the legislature. We know, however, that faculty workload includes much more. Therefore, System officials and a system-wide workgroup are working to identify new analytics that more accurately capture faculty workload. While the workgroup continues their efforts, a series of practice recommendations were prepared to ensure the reporting was effectively capturing all instructional activities and that these activities were being reported. The recommendations focused on the systematic capture of complex instructional activities (e.g. internships, student teaching, music performance courses) and enhanced review on individual campuses of the instructional data. Due to report timing, these recommendations were only partially implemented this year, but USM staff hope to fully implement the more substantive changes for the 2016-17 reporting year. The report includes various measurements of course units taught, credit hours generated, change in fall headcount enrollment and total credit hours, trends in undergraduate degrees awarded, undergraduate time to degree, four-year graduation rate, scholarship and service of USM faculty, and faculty research awards dollars.

Specifics can be found in the report, but, in summary, the data indicate that many USM institutions were able to improve their performance over the 2014-2015 year, but most remain below the Regents' policy target. However, when allowed exceptions are considered, most institutions meet target levels, reflecting the assignment of tenured/tenure-track faculty to a wide variety of tasks on campus. The average credit hour production figures for tenured/tenure-track faculty is largely stable, and institutions have successfully increased total credit hours through use of non-tenure track, full-time faculty. Additionally, the outcomes of faculty instructional activity continue to be strong. The number of undergraduate and graduate degrees awarded continues to rise. Students continue to move efficiently through most USM institutions with a rapid time to an undergraduate degree and improved 4-year graduation rates. Non-instructional productivity (i.e., scholarship and service) remains at a very high level, and external research funding remains at 1.2 billion dollars as was seen in 2014-2015.

The findings of this report demonstrate that the USM faculty is teaching more students, graduating more students, in a shorter period of time (which can ultimately mean fewer loans and less debt) all on an expanding and more diverse student population than we've ever had; the bottom line is good.

This report will be submitted to the Maryland General Assembly.

USM P-20: First in the World Maryland Mathematics Reform Initiative

Dr. Nancy Shapiro, Associate Vice Chancellor for Academic Affairs, presented this report to the Committee. Dr. Shapiro gave background on the difficulties many students have with mathematics upon entering our colleges and universities. To that end, USM's P-20 work in mathematics alignment is focused on reducing remediation and expediting students' progress through college developmental courses by redesigning courses to increase student engagement and by building

pathways to mathematics courses that are most appropriate to students' college majors and career aspirations. The Maryland Mathematics Reform Initiative (MMRI) is a collaborative effort currently underway between several USM institutions and two-year community colleges to develop and implement multiple high-quality mathematics pathways for students that are relevant for their chosen career path while also ensuring that the new courses are rigorous enough to be deemed "college-level." The U.S. Department of Education grant that funds this work, First in the World (FITW; four years, three million dollars), supports and supplements the statewide work by funding the development, implementation, and evaluation of a new developmental statistics pathway leading to a general education statistics course. Presently, twelve partnering institutions—five from USM and seven community colleges, will serve approximately 158,000 new students each year. Those institutions launched their new statistics pathways in Fall 2016, and the organizers hope that the evaluation of this initial year provides evidence that will allow this approach to be adopted by more higher education institutions in Maryland. Dr. Shapiro shared more about the purpose and background (including the cost of remedial education), the partner and affiliate institutions, progress to date, implementation and institutionalization, control/treatment groups, timeline, and evaluation. This information can also be found in the materials accompanying this presentation. The regents were pleased to hear about yet another effort that entails collaboration across the state with the goal of reaching back to ensure improved student preparation for college-level work.

Closing the Achievement Gap/Student Success Matrix Update

This topic will be addressed at a future meeting.

Action Item

Adjournment

Regent Slater called for a motion to adjourn. The motion was moved by Regent Johnson, seconded by Regent Fish, and unanimously approved. Regent Slater adjourned the meeting at 11:45 a.m.

Respectfully Submitted,
Regent Tom Slater