



**University System of Maryland
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, March 8, 2016 at Bowie State University. The meeting was convened at 9:30 a.m. Committee members present were: Regent Brady (chair) and Regents Comitiz (phone), Gourdine, Johnson, Kinkopf, and Slater. Chancellor Caret was also present.

Also attending were: Ms. Bainbridge, Dr. Beise, Dr. Bishop, Ms. Blakely, Dr. Boughman, Dr. Bryant, Dr. Chandler, Dr. Christopher-Hicks, Dr. Clement, Dr. Downing, Ms. Doyle, Dr. Duncan, Dr. Foster, Dr. Foust, Ms. Hollander, Dr. Jackson, Ms. Jamison, Dr. Jarrell, Dr. Lee, Mr. Lucas, Mr. Lurie, Dr. McCartney, Dr. Moriarty, Ms. Moultrie, Mr. Muntz, Ms. Murray, Dr. Passmore, Dr. Rous, Ms. Shaheed, Dr. Shapiro, Ms. Smith, Dr. Travis, Mr. Vivona, Dr. Whitehead, Dr. Wolfe, and other guests.

Action Item

New Academic Program Proposal

University of Maryland, College Park: Master of Science in Business Analytics

Dr. Betsy Beise, Associate Provost, and Professor Hank Lucas presented this program proposal and answered questions. The proposed program will prepare students to make decisions using data analytics in a business setting, a skill employers desire. The large amount of data that exists or has the potential to exist in organizations will only continue to grow with the advent of new methods of capturing data and ever-increasing storage capacity. Modern management professionals and business data analysts increasingly need significant mathematical, statistical, and technical knowledge to understand and manage data available to business and other organizational enterprises. This proposed program will develop the mathematical, statistical, technical, and computational skills needed to fill these workplace demands. Based on questions from the regents, the presenters shared that they will deal with the fast-moving nature of the field by targeting faculty recruitment and offering electives and training to keep stakeholders current. The presenters described the modes of delivery and cohort aspect of the program, which differentiate it from a similar program at UMUC. There have been no objections to this proposed program from other institutions.

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 for the Master of Science in Business Analytics. The motion was moved by Regent Slater, seconded by Regent Kinkopf, and unanimously approved.

Information Items

Overview of Undergraduate Enrollment, Persistence, and Success at the USM

Mr. Chad Muntz, Director of Institutional Research, presented the following reports to the Committee:

- Report on USM Institutional SAT Profile
- Report on Retention and Graduation Rates
- Report on Transfer Students

When looked at as a whole, the 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. This information can be helpful as regents seek to understand or make decisions about our student population. The complete reports and the PowerPoint from the presentation are available online, but highlights include:

- Special focus on completion, closing the achievement gap, and transfer students has led to all-time high graduation rates.
- SAT scores of new freshmen vary between institutions, but are fairly consistent over time with UMCP, UMBC, SU, and TU having the highest SAT (combined math and reading) percentiles.
- USM graduation rates are at all-time highs (with UMCP, UMBC, SU, and TU having the highest rates) and remain highly correlated with institutional SAT ranges.
- USM is competitive with its peers, but SAT scores at institutions with enrollment issues are not as competitive; admitting students with lower SATs often yields challenges for the completion agenda.
- First-time, full-time new freshmen at USM continue to be academically strong; USM produces nearly seven graduates for every ten that enter as new freshmen.
- The USM's second-year retention rate is strong, and the six-year graduation rates are at all-time highs.
- Transfers comprise approximately two-thirds of the new students who enter USM institutions in a fiscal year.
- Of those Maryland community college transfers who enrolled in FY 2012, 55% graduated within four years.
- Maryland community college transfers at the regional centers are graduating at the same or higher rates than first-time, full-time new freshmen at USM institutions.
- USM is meeting its goals via the transfer pipeline.

Conclusions include:

- Increasing degrees is a combination of increasing input and success.
- Both freshmen and MD community college transfers should be maximized.
- USM is increasingly dependent on non-traditional students pursuing online degrees.
- The USM compares well nationally and within peer groups.

Regent Brady noted that USM should be proud of the progress being made. Additionally, even though closing the achievement gap efforts have helped lead to our success, gaps still exist and must be addressed. Regents suggest further conversations and work to: address the importance of starting or continuing efforts around financial aid to help students who are academically prepared

to succeed but are largely influenced by finances; understand the limiting factor(s) on enrollment -- how can the USM keep more students in state and get them to our institutions; determine ways to increase capacity at the regional centers; maximize P-20 efforts aimed at academic preparation before students enter college.

Diversity and Inclusion: Students' Lives on Campus

In December, Chancellor Caret issued a statement on the USM's commitment to diversity and inclusion. Since that time, the newly-formed Board of Regents' Workgroup on Diversity and Inclusion has been formed and a panel of provosts presented to the Board on the challenges of creating a more diverse faculty and preparing faculty to provide learning environments conducive to our System's and institutions' commitments to diversity and inclusion. Today, Vice Presidents for Student Affairs, Dr. Linda Clement (UMCP), Dr. Dane Foust (SU), Dr. Deb Moriarty (TU), and Dr. Artie Travis (BSU), reported on how diversity and inclusion can be seen in students' lives outside of the classroom: The VPs discussed:

- Shaping campus climate – Efforts include talking to students about institutional values and expectations (civility, inclusion, personal growth); encouraging diversity of thought; helping vulnerable students by creating/having “brave spaces”; and relying on student leaders to help role model, mentor, and educate students.
- Creating programs and partnerships – Teaching students how to respond appropriately, with civility, assertiveness, and courage; creating partnerships with faculty, students, and staff to develop opportunities for both formal and informal teachable moments; teaching students the skills needed to navigate through difficult and uncomfortable situations.
- Balancing the positive and negative effects of free speech – Making sure students feel they are part of the campus environment; establishing a climate in which free expression of ideas is encouraged with the goal to manage interactions and engagement, not stop discourse; creating conversations so students aren't marginalized.
- Campus professionals' roles – National trends in student activism indicate that the increased activism we are seeing is here to stay. Professionals must continue working to accept that dissent will be there and to safely and effectively facilitate those discussions, so that students' voices are heard; manage, not control, the campus environment; educate students; serve as a resource.

Regent Gourdine noted the importance of partnerships between academic and student affairs. The panel acknowledged that some collaborations exist, but they agreed that such work needs to be enhanced. The VPs shared that they will know they are making progress on these points by analyzing the results of climate surveys, keeping their finger on the pulse of what types of and how many protests are happening, and bringing students in off the margins. Regent Brady invited the panel to return to share their progress and to keep the regents informed of the direction in which we are heading.

New Program 5-Year Enrollment Review

This report is an ongoing part of the program review process and can provide the regents with some of the information needed to determine the viability of academic programs. It provides the Committee with information regarding the actual enrollments (since FY 2011) in new programs to reflect the relative accuracy of the projected enrollments that are included in all new program proposals. Some projections and actual enrollments may not match, because some programs are

not implemented in the year they are approved and others only admit students once they have completed the required core courses, examinations, etc., which could be two years after implementation. Overall, the extent to which institutions are making accurate enrollment projections varies greatly. In most cases, institutions closely monitor enrollments and make adjustments (capping enrollment; suspending a program) as needed. Regents asked that the USM staff also to pay attention to trends of institutions that are consistently overprojecting or underprojecting.

Update: William E. Kirwan Center for Academic Innovation

Dr. MJ Bishop, Director, updated the Committee on the Kirwan Center for Academic Innovation's progress. The KCAI was established in June 2013 to enhance and promote the System's position as a national leader in higher education academic innovation. The Center's charge is to capitalize on recent findings from the learning sciences and the capabilities of emerging technologies to increase access, affordability, and quality of higher education and to identify best practices and facilitate efforts to take them to scale. Dr. Bishop updated the Committee on the Center's:

- Staff – director, project manager, and administrative assistant.
- Funding – ~ \$3M Kirwan legacy gift endowment, annual state budget, start-up funds, and grants.
- Challenges – scarce resources, difficulty raising funds for operations support, culture shift (not just technology) needed for changes to be realized.
- Opportunities – working from clear and consistent goals; convening campus innovation experts; institutions are eager to collaborate on finding ways to improve student success.
- Impact to date – creating a collaborative environment to support innovation; incubating initiatives aimed at catalyzing change; removing barriers that block progress; leading the national conversation on academic transformation.

The regents were pleased to hear that the USM is highly regarded in this work and recommended obtaining input from outside of the academy, as we need to understand and be able to prepare students to have the skills and knowledge desired by employers.

Action Item

Adjournment

Regent Brady called for a motion to adjourn. The motion was moved by Regent Gourdine, seconded by Regent Johnson, and unanimously approved. Regent Brady adjourned the meeting at 11:51 a.m.

Respectfully Submitted,
Regent James Brady