Education Policy and Student Life - March 4, 2022

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UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION, OR DISCUSSION

TOPIC: New Programs 5-Year Enrollment Reviews, Fall 2017 – Fall 2021

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Friday, March 4, 2022

SUMMARY: As part of the ongoing review process of academic programs, the attached data has been updated with the Fall 2021 enrollments of programs continuing in the five-year review period. The information will provide the Committee with the actual enrollments in new programs approved since Fall 2017. It is important to note that not all programs are implemented in the year that they are approved. Dependent upon the date of the Board of Regents and MHEC approvals, recruitment and admission to the program may not begin until the next academic year. In other cases, admission to the program may not occur until the students have completed the required core courses, examinations, etc. and enrollments would then be reported two years after implementation. With those caveats in mind, the enrollment data reflect the relative accuracy for the projected enrollment submitted with the program proposal and provides an opportunity to judge the long-term viability of a new program prior to its first seven-year periodic program review.

ALTERNATIVE(S): Information Only

FISCAL IMPACT: Information Only

CHANCELLOR'S RECOMMENDATION: Information Only

COMMITTEE ACTION: Information Only		DATE: March 4, 2022
BOARD ACTION:		DATE:
SUBMITTED BY: Joann A. Boughman	301-445-1992	jboughman@usmd.edu
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NEW PROGRAM 5-YEAR ENROLLMENT REVIEW
FALL 2017 – FALL 2021

New academic programs are reviewed annually for a period of five-years. The Fall 2017 – Fall 2021 review comprises enrollment data for sixty-eight (68) approved new academic programs. The format for the review is standardized and includes the projected and actual enrollments for each program.

The projected enrollments are derived from the program proposals approved by the Board of Regents and MHEC, and the actual enrollments are those achieved and reported each year by the programs. Attention in the review is given to the relationship between the projected and the yearly actual program enrollments.

Programs that began reviews in Fall 2017, Fall 2018, and Fall 2019 reflect actual enrollments for the third year of the programs and beyond. The most recent programs in review, fall 2020 and Fall 2021, have varying degrees of actual enrollments as they progress through the first and second years of implementing the program.

The subsequent sections will present the number of degrees offered and the enrollment performance of the new programs.

Number of Degrees Offered in the New Programs

Degrees	**No. of Degrees**
Bachelors	25
Bachelors / Masters	4
Masters	33
Masters / Doctorate	1
Doctorate	5
Total	**68**

Enrollment Performance of the Programs

The enrollment performance of new programs is evaluated on the actual enrollment achieved, particular beginning in the third year, in comparison to the projected enrollment stated in the program proposal. The following sections review the enrollment data for the programs approved during the five-year period of Fall 2017 to Fall 2021.

New Program Enrollment Review Fall 2017 - Fall 2021

The programs in Table 1 reviewed during Fall 2017 to Fall 2021 achieved actual enrollments greater than 50 percent and in several years exceeded projected enrollments. The UMB M.S. in Cybersecurity Law and UMB M.S. in Homeland Security adjusted the programs projected enrollments to 30 and 25 students respectively beginning Fall 2020. The UMB programs achieved in Fall 2020 and 2021 actual enrollments greater or in alignment with the new projected enrollments. The start for the UMBC B.S. in Translational Life Science Technology was delayed until Fall 2019. Finally, the UMGC B.S. in Homeland Security consistently demonstrates high enrollments. Additional footnotes about the Fall 2017 - Fall 2021 programs reviewed follow Table 1.

The Table 1 new programs have completed the 5-year enrollment review period and will now move forward to further intervals of enrollment and program performance reviews.

Table 1

Inst.	HEGIS	Program Name	Degree Level	Approved	Enrollments									
					Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
					Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
SU	020600	URBAN AND REGIONAL PLANNING	BS	9/20/16	17	**7**	18	**15**	24	**20**	25	**20**	25	**18**
UMB	149900	CYBERSECURITY LAW [1]	MS	9/20/16	28	**20**	68	**34**	113	**29**	142	**30**	167	**41**
UMB	149901	HOMELAND SECURITY [2]	MS	9/20/16	28	**13**	68	**23**	113	**20**	142	**32**	167	**35**
UMCP	170300	QUANTITATIVE FINANCE	MS	1/17/17	100	**148**	100	**142**	100	**130**	100	**90**	100	**64**
UMCP	121404	ENVIRONMENTAL HEALTH SCIENCES [3]	MS/PHD	1/17/17	15	**0**	15	**4**	15	**11**	15	**14**	15	**19**
UMGC	050610	HOMELAND SECURITY [4]	BS	11/15/16	125	**204**	325	**508**	500	**667**	675	**756**	850	**729**
UMGC	050629	TRANSFORMATIONAL LEADERSHIP [5]	MS	1/17/17	25	**0**	53	**0**	63	**37**	73	**53**	83	**81**
UMBC	049901	TRANSLATIONAL LIFE SCIENCE TECHNOLOGY [7]	BS	11/15/16	16	**0**	36	**0**	54	**16**	71	**34**	87	**44**
FSU	120300	NURSE PRACTITIONER WITH CONCENTRATIONS IN FAMILY NURSE PRACTITIONER AND PSYCHIATRIC & MENTAL HEALTH NURSE PRACTITIONER [6]	MSN	3/28/17	10	**23**	20	**35**	35	**56**	45	**77**	60	**93**

Note: All enrollments are the students' primary major as reported in the MHEC EIS files. Administrative coding changes at campuses may lag actual program enrollment in initial years.

[1] The UMB School of Law overestimated projected enrollment for the M.S. in Cybersecurity Law and anticipates its fall class sizes to be approximately 30 students beginning Fall 2020.

[2] The UMB School of Law overestimated projected enrollment for the M.S. in Homeland Security and Crisis Management Law and anticipates its fall class sizes to be approximately 25 beginning Fall 2020.
[3] UMCP M.S./Ph.D. in Environmental Health Sciences students are transitioning from Toxicology to this program. The enrollment count reported in the table was based only on the count for students included in the campus's MHEC EIS with the MHEC approved HEGIS Code.
[4] The UMGC actual enrollments for B.S. in Homeland Security exceeds the projected enrollments each term.
[5] The UMGC M.S. in Transformational Leadership continues to exceed projected enrollment by 50%.
[6] The FSU M.S.N. in Concentration in Family Nurse Practitioner and Psychiatric and Mental Health Nurse Practitioner continues to far exceed projected enrollment.
[7] UMBC B.S. in Translational Life Sciences Technology delays in approval, funding, and completion of the BSE at USG resulting in a Fall 2019 start. Program being marketed to direct entry students at UMBC main campus to increase enrollment.

Updated : February 2021 -- University System of Maryland Office of Institutional Research

New Program Enrollment Review Fall 2018 - Fall 2022

The Table 2 programs reviewed for Fall 2018 to Fall 2022 reflect seventy-eight percent (n=7) attained enrollments 50 percent or greater than the projected enrollments for Fall 2021. And, of the programs attaining these enrollments, forty-four percent (n=4) exceeded projections. While no projected enrollments were provided for the TU M.S. in Transformational Educational Leadership the actual enrollment for the program almost doubled from Fall 2019 to Fall 2020 and remained constant between Fall 2020 and Fall 2021.

Also, the UMB M.S. in Health and Social Innovation program achieved 50 percent of its projected enrollment in Fall 2021. And the UMGC M.S. in Acquisition and Contract Management will launch in Fall 2021. Additional footnotes about the Fall 2018 - Fall 2022 programs reviewed follow Table 2.

Table 2

Inst.	HEGIS	Program Name	Degree Level	Approved	Enrollments									
					Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
					Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
FSU	120101	PHYSICIAN ASSISTANT STUDIES [1]	MMS	6/22/18	0	**0**	25	**25**	25	**50**	25	**50**	25	
TU	120802	ENTRY LEVEL OCCUPATIONAL THERAPY [2]	PHD	2/9/18	0	**0**	40	**19**	40	**36**	40	**62**	40	
TU	120803	(POST-PROFESSIONAL) OCCUPATIONAL THERAPY [3]	PHD	2/9/18	25	**4**	25	**20**	25	**18**	25	**15**	25	
TU	179900	ACTURIAL SCIENCE & PREDICTIVE ANALYTICS [4]	MS	6/22/18	5	**0**	10	**5**	15	**8**	15	**6**	25	
TU	082700	TRANSFORMATIONAL EDUCATIONAL LEADERSHIP [5]	MS	6/22/18	n/a	**0**	n/a	**82**	n/a	**160**	n/a	**160**	n/a	
UMB	121411	HEALTH AND SOCIAL INNOVATION [6]	MS	12/15/17	14	**0**	20	**6**	24	**8**	24	**12**	24	
UMGC	050101	BUSINESS ADMINISTRATION [7]	PHD	6/22/18	0	**0**	55	**110**	112	**102**	168	**92**	179	
UMGC	050631	ACQUISITION AND CONTRACT MANAGEMENT [8]	MS	10/20/17	50	**0**	103	**0**	113	**0**	123	**0**	133	
UMGC	079901	CYBER OPERATIONS	MS	10/20/17	50	**0**	103	**0**	113	**58**	123	**146**	133	
UMGC	050630	STRATEGIC COMMUNICATIONS	MS	10/20/17	25	**0**	53	**0**	63	**73**	73	**254**	83	

Note: All enrollments are the students' primary major as reported in the MHEC EIS files. Administrative coding changes at campuses may lag actual program enrollment in initial years.

[1] The actual enrollment for the M.M.S. in Physician Assistant Studies program exceeds the projected enrollment for fall 2020 and fall 2021 and remained constant for Fall 2021.

[2] The TU Ph.D. in Entry Level Occupational Therapy delivery of its final courses prompted a delay to launching the program and offered time for faculty resources to be distributed for the desired program approach. By Fall 2021 the actual enrollment exceeded the projected.

[3] The title of the proposed program, as submitted to MHEC, was Post Professional Occupational Therapy Doctorate. MHEC's title of the program is Occupational Therapy Doctorate. By Fall 2021 the actual enrollment exceeded 50% of the projected.

[4] The TU M.S. in Actuarial Science and Predictive Analytics requires students to successfully complete the GRE. COVID-19 challenges in completing the GRE have affected admissions.

[5] No projected enrollment numbers were provided for the TU M.S. in Transformational Educational Leadership program. The program reflects a strong actual enrollment.

[6] The M.S. in Health and Social Innovation launched in Fall 2019 with a late start in marketing and recruitment but by Fall 2021 its actual enrollment reached 50% of the projected.

[7] The UMGC D.B.A. in Business Administration actual enrollments continue to exceed the projected enrollments by 50%.

[8] UMGC M.S. in Acquisition and Contract Management, launched in Fall 2021.

Updated : January 2022 -- University System of Maryland Office of Institutional Research

New Program Enrollment Review Fall 2019 – Fall 2023

As illustrated in Table 3, the Fall 2019 to Fall 2023 enrollments review comprises nineteen (19) programs, the single largest review period of programs included in the Fall 2017 to Fall 2021 New Program 5-Year Enrollment Review Report. Additionally, Table 3 reflects there are thirteen (13) programs that enrolled students in the second year of approval. And in Fall 2021 the third year of approval, the benchmark year, ninety-five percent (n=18) of the programs have student enrollments.

Furthermore, the following programs in this review cohort achieved 50 percent or exceeded their projected enrollments by in Fall 2021:

1. TU M.M. in Music Pedagogy
2. TU M.Ed. in Gifted and Creative Education
3. UMB B.S./M.S. in Accelerated Health Science/Health Science with AOC in Physician Assistant
4. UMB B.S./M.S. in Clinical Dental Hygiene Leader
5. UMB M.S. in Medical Cannabis Science and Therapeutics
6. UMB Ph.D. in Health Professions Education
7. UMCP B.A. in Philosophy, Politics and Economics
8. UMCP M.S. in Geospatial Information Sciences
9. UMCP M.S. in Geospatial Information Sciences
10. UMCP M.S. in Geospatial Intelligence

Additional footnotes about the Fall 2019 - Fall 2023 programs reviewed follow Table 3.

Table 3

Inst.	HEGIS	Program Name	Degree Level	Approved	Enrollments									
					Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
					Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
BSU	190500	Chemistry [1]	BS	6/21/19	13	0	25	6	38	7	50		63	
FSU	083505	Exercise and Sports Science / Athletic Training [2]	BS / MS	2/22/19	10	*41*	10	*12*	10	1	10		10	
FSU	083506	Athletic Training [3]	MS	2/22/19	2	0	23	*0*	35	9	38		41	
TU	100801	Dance Education [4]	MA	6/21/19	10	0	20	0	20	6	20		10	
TU	100402	Music Pedagogy [5]	MM	6/21/19	3	0	3	2	4	3	4		5	
TU	081100	Gifted and Creative Education [6]	M.Ed	2/22/19	10	0	20	17	30	19	30		30	
UB	079900	Cybersecurity Management [7]	MS	12/14/18	10	0	30	2	40	2	45		55	
UMB	129960	Accelerated Health Science / Health Science with AOC in Physician Assistant [8]	BS / MS	12/14/18	73	117	111	111	76	113	76		76	
UMB	121301	Clinical Dental Hygiene Leader [9]	BS / MS	12/14/18	4	0	10	0	12	9	12		12	
UMB	019900	Medical Cannabis Science and Therapeutics [10]	MS	6/21/19	26	148	37	384	42	451	21		53	
UMB	129903	Health Professions Education [11]	PhD	2/22/19	6	0	12	11	18	18	18		18	
UMBC	080400	Middle Grades STEM Education	BS	2/22/19	15	0	34	0	49	2	60		65	
UMCP	150902	Philosophy, Politics, and Economics [12]	BA	2/22/19	25	3	50	56	90	106	110		110	
UMCP	079900	Embedded Systems and Internet of Things [13]	BS	2/22/19	25	0	50	6	100	10	125		150	
UMCP	209900	Human Development [14]	BS	2/22/19	40	0	80	0	125	0	125		125	
UMCP	042500	Neuroscience [15]	BS	2/22/19	155	0	360	94	520	203	520		520	
UMCP	220401	Applied Economics [16]	MS	4/19/19	15	2	15	122	15	167	15		15	
UMCP	220601	Geospatial Information Sciences [17]	MS	4/19/19	40	46	40	73	40	100	40		40	
UMCP	220602	Geospatial Intelligence [18]	MS	4/19/19	20	10	26	24	37	29	45		45	

Note: All enrollments are the students' primary major as reported in the MHEC EIS files. Administrative coding changes at campuses may lag actual program enrollment in initial years.

[1] The BSU B.S. in Chemistry began in spring 2020 and is expected to meet projected enrollment. BSU has implemented a new recruitment strategy, including scholarship opportunities, to attract high school and community college students interested in majoring in chemistry, and other STEM related fields.
[2] The combined FSU B.S./M.S. in Exercise and Sports Science/Athletic Training includes graduate students and the enrollment count reported in the table was based only on the count of students included in the campus report to MHEC for the approved HEGIS Code.
[3] The FSU M.S. in Athletic Training first cohort began June 2021.
[4] The TU M.A. in Dance Education due to the pandemic and a limited recruitment due to the October 2020 final accreditation approval for a Summer 2021 program start date reduced enrollment.
[5] The TU M.M. in Music Pedagogy achieved greater than 50 percent projected enrollment in Fall 2021 .
[6] The TU M.Ed. in Gifted and Creative Education achieved greater than 50 percent projected enrollment in Fall 2021.
[7] The UBALT M.S. in Cybersecurity Management launched later than anticipated because of initial program director turnover and further program developments resulting in new out-year projections of 30 students.
[8] UMB the B.S./M.S. in Accelerated Health Science/AOC in Physician Assistant has far exceeded the projected enrollments in Fall 2021.
[9] The UMB the B.S./M.S. in Clinical Dental Hygiene Leader program met more than 50 percent of the projected enrollment in Fall 2021.

[10] The UMB the M.S. in Medical Cannabis Science and Therapeutics program has substantially exceeded projected enrollments as of Fall 2021 and will most likely continue to do so into the foreseeable future.
[11] The UMB PhD in Health Professions Education met its projected enrollment for Fall 2021.
[12] The UMCP B.A. in Philosophy, Politics, and Economics when including the double major count has 138 students and the reported enrollment from USM IR is 106 for Fall 2021
[13] The UMCP B.S. in Embedded Systems at USG continues to be challenged by COVID and reduced enrollment by community college students.
[14] The UMCP B.S. in Human Development when including the double major count has 51 students and the reported enrollment from USM IR is zero for Fall 2021.
[15] The UMCP B.S. in Neuroscience continues to grow and is on track to reach close to expected enrollment within two years.
[16] The UMCP M.S. in Applied Economics is a transition in credential from M.P.S. to M.S. The M.P.S./M.S. combined Fall 2019 enrollment was 89 (54 at the DC location and 35 on campus). The enrollment count reported in the table was based only on the count of students included in the campus MHEC EIS with the MHEC approved HEGIS Code.
[17] UMCP M.S. in Geospatial Information Sciences is a transition in credential from M.P.S. to M.S. The M.P.S./M.S. combined Fall 2019 enrollment was 46. The enrollment count reported in the table was based only on the count of students included in the campus MHEC EIS with the MHEC approved HEGIS Code.
[18] UMCP MS in Geospatial Intelligence is a transition in credential from M.P.S. to M.S. The M.P.S./M.S. combined Fall 2019 enrollment was 18. The enrollment count reported in the table was based only on the count of students included in the campus MHEC EIS with the MHEC approved HEGIS Code.

Updated : January 2022 -- University System of Maryland Office of Institutional Research

New Program Enrollment Review Fall 2020 - Fall 2024

Table 4 reflects seventy-five percent (n=12) of the new programs enrolled students in the second year of approval. Also, in the same year, the BSU M.Ed. in Culturally Responsive Teacher Leadership, UBALT B.A. in Legal Studies, and TU M.S. in Athletic Training programs' actual enrollments exceeded or were equal to the projected. Furthermore, SU B.S. in Data Science and UBALT B.S. in Cyber Forensics achieved actual enrollment that reflected 50 percent of the projected. Moreover, prior to the third year of approval, the benchmark year, a significant number of the programs in this review period are demonstrating beneficial progress toward achieving projected enrollments. Additional footnotes about the Fall 2020 - Fall 2024 programs reviewed follow Table 4.

Table 4

Inst.	HEGIS	Program Name	Degree Level	Approved	Enrollments									
					Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
					Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
BSU	089900	Culturally Responsive Teacher Leadership [1]	M.Ed	6/19/20	7	0	12	23	20		25		30	
FSU	490400	Life-Cycle Facilities Management [2]	B.S.	6/19/20	10	0	15	0	20		25		30	
SU	490200	Integrated Science [3]	B.S.	6/19/20	17	0	21	3	26		30		36	
SU	170101	Data Science	B.S.	9/20/19	17	9	21	13	26		30		36	
SU	082800	Outdoor Education Leadership	B.A.	9/20/19	17	13	18	12	24		25		30	
UB	210510	Cyber Forensics [4]	B.S.	6/19/20	21	0	25	13	33		37		39	
UB	149903	Legal Studies [5]	B.A.	11/22/19	9	16	16	57	20		25		32	
TU	083505	Athletic Training	M.S.	6/19/20	10	0	10	10	35		40		40	
UMB	121404	Global Health [12]	M.S.	6/19/20	10	0	24	4	33		37		40	
UMB	121513	Vulnerability and Violence Reduction [13]	M.S.	6/19/20	12	0	15	0	18		21		21	
UMCP	070400	Immersive Media Design [6]	B.A./B.S.	11/22/19	55	0	110	4	270		320		320	
UMCP	151000	Religions of the Ancient Middle East [7]	B.A.	11/22/19	6	0	16	0	21		31		41	
UMCP	051100	Real Estate and the Built Environment [8]	B.A.	2/21/20	55	0	110	0	270		270		270	
UMCP	090500	Biocomputational Engineering [9]	B.S.	5/1/20	20	0	40	5	70		80		80	
UMCP	221000	International Relations [10]	M.A.	5/1/20	10	0	30	14	40		40		40	
UMCP	220701	Applied Political Analytics [11]	M.S.	5/1/20	10	0	25	7	35		45		50	

Note: All enrollments are the students' primary major as reported in the MHEC EIS files. Administrative coding changes at campuses may lag actual program enrollment in initial years.

[1] The BSU M.Ed. in Culturally Responsive Teacher Leadership will began in fall 2021 and is exceeded projected enrollment in Fall 2021.
[2] The FSU B.S. in Life-Cycle Facilities Management launched later than anticipated due to the pandemic.
[3] The SU B.S. in Integrated Science was approved July 2020 during pandemic making it difficult to recruit for Fall 2020 and in Spring 2021. There are six (6) students enrolled for Spring 2022 and tracks in Forensic Science, Geological Engineering, and Neuroscience are in development and expected to positively impact enrollment.
[4] The UBALT B.S. in Cyber Forensics program launched in Fall 2021 with an actual enrollment that is slightly 50 percent greater than the projected.
[5] The UBALT B.A. in Legal Studies program exceeded enrollment projections.
[6] The UMCP B.A./B.S. in Immersive Media Design have a total of 4 student enrolled as reported by USM IR, and UMCP reports 9 declared majors and over 100 students enrolled in the course for the program.
[7] The UMCP B.A. in Religions of Ancient Middle East has 2 current students in the major when including the count for double majors.
[8] The UMCP B.A. in Real Estate Development has not yet started but funding is identified for course development.
[9] The UMCP B.S. in Biocomputational Engineering at Shady Grove only started in Fall 2021 and recruit limited due to COVID.
[10] The UMCP M.A. in International Relations program is delivered as a "4 +1" B.A./M.A. program only. The fall 2021 program count is the 2nd year of graduate coursework. The program is being expanded to additional undergraduate cohort this year.
[11] The UMCP M.S. in Applied Political Analytics delayed its start to revise the curriculum and launched in Fall 2021.

[12] The UMB M.S. in Global Heath was approved in the beginning of the pandemic, June 2020, and marketing and recruitment were delayed as a result. The program anticipates an increase in enrollment in Fall 2022.
[13] The UMB M.S. in Vulnerability and Violence Reduction anticipates a Fall 2022 start.

Updated : January 2022 -- University System of Maryland Office of Institutional Research

New Program Enrollment Review Fall 2021 - Fall 2025

Most recently approved are the fourteen (14) programs illustrated in Table 5. The programs in this enrollment review period were approved in AY 2020– 2021. Most of the programs for the Fall 2021 – Fall 2025 review period plan to enroll students in fall 2022. Four (4) programs enrolled students in year one (Fall 2021). The programs that enrolled students in the first year of approval are the CSU M.S. in Applied Molecular Biology and Biochemistry, CSU M.S. in Polymers and Materials Science, UMB Ph.D. in Palliative Care, and UMES B.A. in Digital Media Studies. Additional footnotes about the Fall 2021 - Fall 2025 programs reviewed follow Table 5.

Table 5

Inst.	HEGIS	Program Name	Degree Level	Approved	Enrollments									
					Fall 2021		Fall 2022		Fall 2023		Fall 2024		Fall 2025	
					Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
CSU	170300	Data Science [3]	B.S.	6/17/21	15	**0**	31		47		63		84	
CSU	041400	Applied Molecular Biology and Biochemistry [4]	M.S.	9/18/20	5	**2**	10		15		22		27	
CSU	091500	Polymers and Materials Sciences [5]	M.S.	9/18/20	4	**2**	7		12		18		24	
CSU	120101	Health Information Management [6]	M.S.	6/17/21	15	**0**	22		30		42		51	
UMB	129903	Health Professions Education [7]	M.S.	2/19/21	6	**0**	10		15		20		26	
UMB	220100	Diversity Equity and Inclusion Leadership [8]	M.S.	4/16/21	9	**0**	14		20		24		24	
UMB	120101	Palliative Care[1]	PhD	6/17/21		**12**								
UMCP	079901	Social Data Science [9]	B.S.	6/17/21	50	**0**	100		400		800		1200	
UMCP/USG	011200	Fermentation Science [10]	B.S.	6/17/21	12	**0**	23		46		52		58	
UMCP	010101	Extension Education [11]	M.Ed	4/16/21	10	**0**	20		20		20		20	
UMES	060501	Digital Media Studies[2]	B.A.	9/18/21	20	**16**	25		30		40		50	
UMES	083503	Sport Management [12]	B.S.	2/19/21	15	**0**	27		38		48		48	
UMGC	070211	Cloud Computing Systems	B.S.	4/16/21	50	**0**	75		100		125		125	
UMGC	070301	Data Science	B.S.	4/16/21	50	**0**	75		100		125		125	

Note: All enrollments are the students' primary major as reported in the MHEC EIS files. Administrative coding changes at campuses may lag actual program enrollment in initial years.

[1] The UMB Palliative Care has actual enrollment has enrolled in the first year of approval as reported by USM IR but not projected enrollment is reflected.
[2] The UMES B.A. in Digital Media Studies was approved by MHEC and USM BOR as such. The program has a first-year actual enrollment greater than 50 percent of the projected. The program taxonomy will require a revision to the program title as it is listed incorrectly as "Digital Media Arts."
[3] The CSU B.S. in Data Science will officially implement the program in fall 2022. The marketing for the program is currently in progress.
[4] The CSU M.S. in Applied Molecular Biology and Biochemistry achieved enrollment in Fall 2021 and is aggressively being marketed for a fall 2022.
[5] The CSU M.S. in Polymers and Materials Sciences achieved enrollment in Fall 2021 and is aggressively being marketed for a fall 2022.
[6] The CSU M.S. in Health Information Management will officially be implemented in fall 2022 with marketing currently in progress.
[7] The UMB M.S. in Health Professions Education anticipates a fall 2022 start.
[8] The UMCP B.S. in Social Data Science was approved too late for the fall 2021 admission cycle.
[10] The UMCP B.S. in Fermentation Science at USG was approved too late for the fall 2021 admission cycle.
[11] The UMCP Master of Extension Education has not launched, and courses are under development.
[12] The UMES B.S. in Sport Management had fewer students transfer from the Physical Therapy major than anticipated and the change in departmental leadership contributed to the decrease in program marketing efforts.
[13] The UMGC B.S. in Data Science will launch in Spring 2022.

Updated : January 2022 -- University System of Maryland Office of Institutional Research

SUMMARY

The Fall 2017 to Fall 2021 New Program 5-Year Enrollment Review Report indicates that most of the programs are achieving actual enrollments that reflect 50 percent or greater of their projected enrollments. And, for some programs the actual enrollments exceed the projected. The programs in Table 1 representing the 5-year review period of Fall 2017 – Fall 2021 are concluding the new programs 5-year enrollment review with solid enrollments to address the workforce demands in those fields.

In addition, the programs in Tables 2 and 3 have a range of enrollment achievements with the majority demonstrating 50 percent or more of their projected enrollment. It is important to note that Tables 4 and 5 illustrate the most recently approved programs. And the programs in Table 4 reflect several programs with actual enrollment in the second year of approval. Furthermore, about one-third of the programs displayed on Table 5 demonstrate actual enrollments in the first year of approval. Finally, the solid enrollments demonstrated for the pathway programs such as the UMB B.S./M.S. in Accelerated Health Science / AOC in Physician Assistant (Table 3), UMCP M.S. in Applied Political Analytics 4+1 B.S./M.S (Table 4), and UMCP M.A. in International Relations 4+1 B.S./M.S. (Table 4) serve also as transfer programs for students at community colleges.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION, OR DISCUSSION

TOPIC: USM P-20 Annual Report

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Friday, March 4, 2022

SUMMARY: The P–20 work in the Office of Academic and Student Affairs encompasses partnerships between USM and USM institutions; the Maryland State Department of Education and the Maryland Higher Education Commission; the Maryland community colleges and independent colleges and universities; and the Maryland Public Schools. The USM P–20 Office serves as a central point of contact for the education segments—P–12 schools, community colleges, and public and private senior universities—to collaborate on shared objectives of addressing the state's most immediate education problems.

P–20 at USM works to close gaps in opportunity and achievement for all students, but especially students of color and low-income students who have been traditionally under-represented in higher education. Our role is to support USM institutions in their work of preparing the next generation of teachers for Maryland schools, reducing remediation in college, bridging the digital divide, and preparing Maryland students to be informed and engaged citizens who will sustain our future democracy.

The presentation is divided into three primary areas:

- USM Teacher Education Innovations
  - *Black Male Educators & Leaders*, Bowie State University
  - *Superb Teachers Achieve Results* Federal Grant, Bowie State University
  - *Pathways to Professions (P2P)* grant, Coppin State University
  - *Center for Inclusive Excellence: Fostering a Promising Future for Teacher Diversity and Student Success* federal grant, University of Maryland Eastern Shore and Coppin State University
  - *Maryland ACCELERATES* federal grant, Frostburg State University
- Maryland Center for Computing Education
- USM's Nurturing EXcellence for Undergraduate Success Grant (NEXUS)

ALTERNATIVE(S): Information Only

FISCAL IMPACT: Information Only

CHANCELLOR'S RECOMMENDATION: Information Only

COMMITTEE ACTION: Information Only	DATE: March 4, 2022
BOARD ACTION:	DATE:
SUBMITTED BY: Joann A. Boughman 301-445-1992	jboughman@usmd.edu

USM Innovations in Teacher Education

USM's VCASA P–20 Office hosts two state-wide affinity groups: the Maryland Education Deans Council and the Associate of Arts of Teaching Oversight Council.

Maryland continues to face a teacher shortage that crosses all counties and subject areas. USM is the state's largest producer of teachers (+70% annually), but Maryland is still a net-importer of teachers. The quantity and quality of the Maryland teacher pipeline is a key predictor of student success in college and career. COVID-19 has only exacerbated the challenges of supplying all Maryland schools with highly qualified teachers. Challenges include

- recruiting diverse candidates into teaching,
- preparing candidates to be effective educators, particularly in shortage areas like STEM and special education,
- distributing teachers equitably across all schools,
- providing new teachers with induction support and ongoing professional development, and
- retaining educators and administrators in the profession over time.

While the Blueprint for Maryland's Future addresses some of these thorny issues, a great deal of collaboration and commitment will be needed to make measurable progress. The examples that follow represent a sample of some of the innovative work that our USM institutions are designing and implementing to provide structures for recruiting, training, and supporting Maryland educators.

Center for Research and Mentoring of Black Male Students and Teachers at Bowie State University

In 2019, the Center for Research and Mentoring of Black Male Students and Teachers (CRM-BMST) created the Black Male Teachers College (BMTC) program to expose Black male high school students to the teaching profession and support those students who want to be teachers. One of the BMTC program goals is to create a pipeline of Black male high school students to BSU education and Scholar Fellows programs. The CRM-BMST created the Scholar Fellows program in 2019 to support Black male undergraduate, master's, and doctoral scholars at Bowie. During the Fall 2021 semester, the CRM-BMST, in partnership with Scholars Studio, launched The Bowie Man: Black Males in Education Scholars Studio learning community for Black male collegians in undergraduate. The long-term plan is to build a four-year learning community to support Black males in education.

THE CRM-BMST, in partnership with the Bowie State University National Alumni Association, conceived thé Bowie Black Male Educators and Leaders Alliance, a network of Bowie men with diverse academic and career pathways in education. The goals of the Alliance are to:

- Document and honor Bowie Black male educators' and leaders' professional careers.
- Galvanize and regularly engage Bowie Black male educators and leaders who are alumni, current educators, and retired educators and leaders to provide organic networking and mentoring opportunities.
- Create a platform for prospective Black male educators to interact and network with Bowie Black male educators and leaders.

- Create a directory of Bowie Black male educators and leaders to support organic networking, mentoring activities, and achievement recognition.
- Promote and encourage a culture of philanthropy—from student to alumni.
- Annually fund the Minority Male Educators Endowed Scholarship; and,
- Engage in organic community outreach and professional development opportunities.

Superb Teachers Achieving Results Grant at Bowie State University

Bowie State University received a $7.23 million dollar grant from the U.S. Department of Education to create an innovative teacher degree program that cultivates expert educators who design culturally relevant lessons and find strategies to improve student success.
The Bowie State University STAR (Superb Teachers Achieving Results) Program cultivates highly effective 21st century educators, equipped to excel in communities facing distinct challenges, like social emotional learning, equity, and poverty. The program provides aspiring teachers with a unique opportunity to earn Bowie State's accredited Master of Arts in Teaching (MAT) degree, with a focus on STEM education and teacher leadership. Offered by the Bowie's highly respected College of Education, the MAT program is an alternative route to becoming a certified, highly skilled educator in the state of Maryland.
Interested candidates can choose from two pathways:

- Pathway 1: Applicants with an undergraduate degree in a science- or math-focused discipline can work in a secondary school teaching STEM, specifically in chemistry, mathematics, and biology
- Pathway 2: Applicants with any type of undergraduate degree will be screened to determine their eligibility to teach elementary education, with a STEM focus

Program Benefits

- Free textbooks and other course materials
- Free laptop
- $1,500 monthly stipend
- Micro-credentialing in teacher leadership
- Program cohort support

Program Commitments

- The STAR Program is a full-time graduate program with coursework that has various teaching platforms, (e.g., weekends, weekdays, online and evenings).
- All program participants must commit to teach for three years in a high-poverty school in the District of Columbia, Prince George's County, or Dorchester County, after successfully completing the program.

Microcredentials

Select one of the following microcredentials as part of the MAT degree program:

- STEM (ONLY applicants without a STEM degree who will be in the ELEMENTARY certification pathway)
- Leading Differentiated Instruction (for SECONDARY certification pathway only)
- Inclusion, Equity & Access (for SECONDARY certification pathway only)
- 21st Century Learning (for SECONDARY certification pathway only)
- Instructional Technology (for SECONDARY certification pathway)

Admission Requirements

- Undergraduate degree from an accredited college or university

- Minimum 3.0 grade point average (GPA)
- Successfully passed the Praxis: Core Academic Skills for Educators examination is preferred (required before the end of the degree program to achieve teacher certification in Maryland)
- Available to participate in a year-long internship over two consecutive semesters, full time-field experience in a designated public school in the District of Columbia, Prince George's County, or Dorchester County.
- Available for one week per month for remote classes

THE CENTER FOR RESEARCH AND MENTORING OF BLACK MALE STUDENTS AND TEACHERS

In 2019, the University System of Maryland awarded Bowie State University (BSU) the Wilson H. Elkins Professorship and funding to create **The Center for Research and Mentoring of Black Male Students and Teachers.** The Elkins Professorship is awarded in areas that make important contributions to the teaching, research, and public service mission of the institution and the entire University System of Maryland (USM). The Professorship is an opportunity to build on the strengths of the institution and faculty to be of greater service to its students, USM institutions, and society.

The Center builds on the Black Male Research Collaborative (BMRC) that was started in 2016 with faculty at BSU, other Maryland universities, and universities across the nation. Over the years, the BMRC created partnerships with school districts, mentoring organizations, individual schools, and faculty at other universities focused on Black male students and teachers.

Before receiving the Elkins Professorship, BSU internal, Maryland state, and federal grants, BSU College of Education and Department of Teaching, Learning, and Professional Development finances supported the BMRC. The support from the aforesaid entities has led to publications, conference presentations, research, professional development for leaders and teachers, mentoring activities, programs, and travel opportunities focused on Black male students and teachers.

The Center for Research and Mentoring of Black Male Students and Teachers is a culmination of years of work for Black boys and men. The Center will be a premier national leader, clearinghouse, and model for research and scholarship, evaluation, mentorship, policies, theory, professional development, best practices, and services for Black male students and teachers. The members will provide expertise on matters about Black male students and teachers in Maryland and throughout the nation by disseminating information, providing innovative programming, securing funding, and working with partners and stakeholders.

CENTER LEADERSHIP TEAM

Director: Dr. Julius Davis, Bowie State University
Assistant Director: Dr. Michael C. Wood, Bowie State University

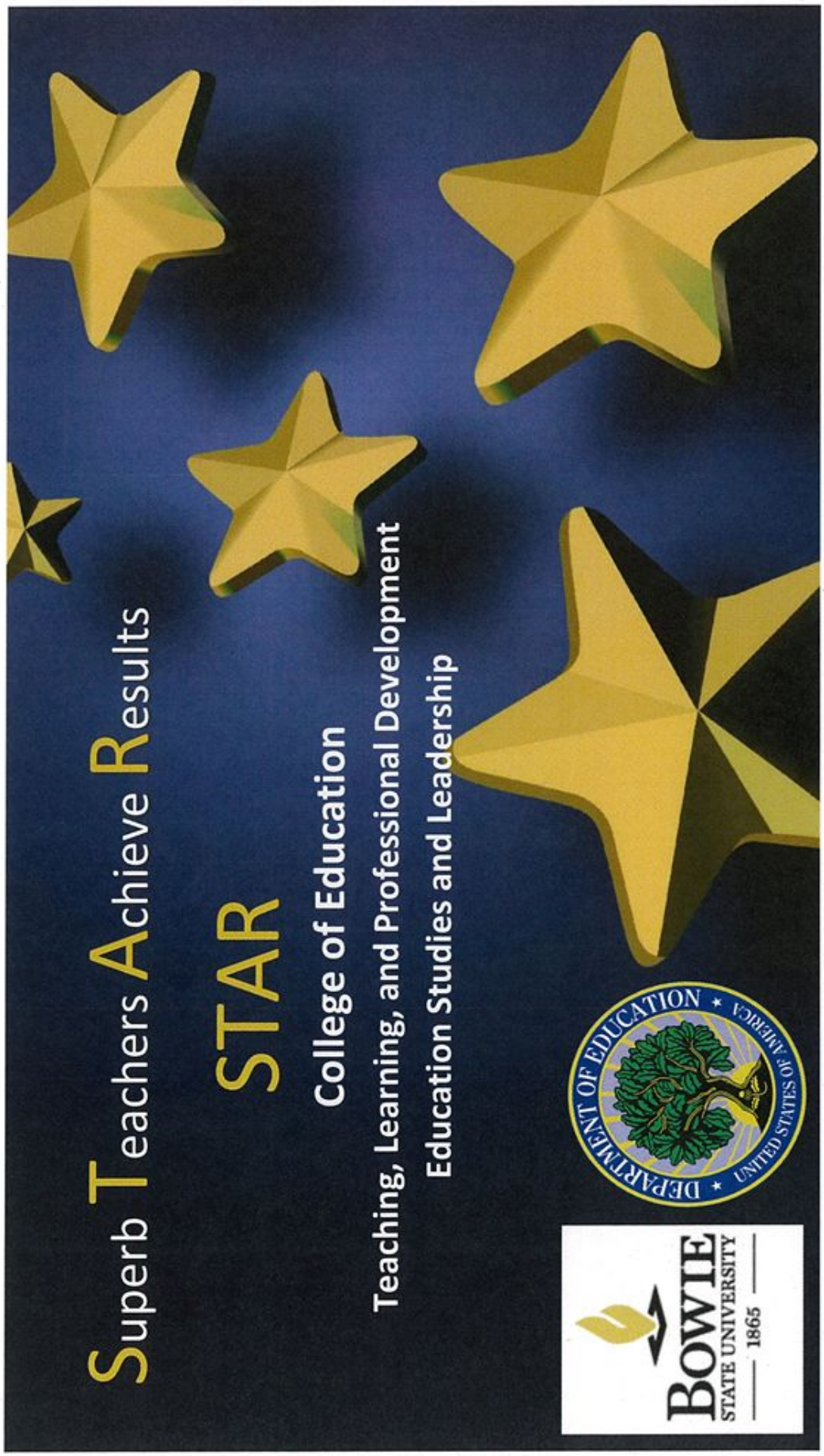
Faculty Fellows:
Dr. Keisha McIntosh Allen, University of Maryland, Baltimore County
Dr. Sean Coleman, Bowie State University
Dr. Ramon B. Goings, University of Maryland, Baltimore County
Dr. Wil Parker, Bowie State University

Scholar Fellows:
Mr. John Bailey, Community College of Baltimore County, Undergraduate Fellow
Mr. Lenvale Brown, Bowie State University, Doctoral Fellow
Mr. Alontae D. Elliott, Bowie State University, Undergraduate Fellow
Ms. Davine Snead, Bowie State University, Doctoral Fellow
Mr. Stephen Thorne, Bowie State University, Doctoral Fellow

bowiestate.edu/centerforblackmales

centerforblackmales@bowiestate.edu

Annual Gathering of Bowie Black Male Educators and Leaders | 2022


Superb Teachers Achieve Results
STAR
College of Education
Teaching, Learning, and Professional Development
Education Studies and Leadership
DEPARTMENT OF EDUCATION
UNITED STATES OF AMERICA
BOWIE
STATE UNIVERSITY
1865

SUPERB TEACHERS ACHIEVING RESULTS (STAR) PROGRAM

STAR
Expertise
Knowledge
Excellence
SUPERB TEACHERS ACHIEVE RESULTS

PI: Dr. Wil Parker, Assistant Professor, Department of Educational Studies and Leadership

The Bowie State University **STAR (Superb Teachers Achieving Results) Program** cultivates highly effective 21st century educators, equipped to excel in communities facing distinct challenges, like social emotional learning, equity and poverty. The program provides aspiring teachers with a unique opportunity to earn Bowie State's accredited Master of Arts in Teaching (MAT) degree, with a focus on STEM education and teacher leadership. Offered by the highly respected BSU College of Education, the MAT program is an alternative route to becoming a certified, highly skilled educator in the state of Maryland.

Interested candidates can choose from two pathways:

- **Pathway 1:** Applicants with an undergraduate degree in a science- or math-focused discipline can work in a secondary school teaching STEM, specifically in chemistry, mathematics and biology
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Program Benefits

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Annual Gathering of Bowie Black Male Educators and Leaders | 2022

CRM-BMST

Pathways to Professions/USM Consortium Grant at Coppin State University
Award: $3.6 million grant from the U.S. Department of Education
Duration: 2016-2022
Principal Investigator: Dr. Yi Huang

The Pathways to Professions (P2P) initiatives aim to build capacities and linkages for inclusive excellence in education and the workplace. P2P MicroCredentials for Career Advancement and P2P Digital Badges for Career Readiness are validated through the P2P Consortium led by Coppin State University (CSU) with partnership with other University System of Maryland institutions.

Key Innovations

A. **P2P MicroResidencies**
   Focusing on Culturally Responsive Practices through Rural-Urban Rotations
B. **P2P MicroCredentials**
   Focusing on Competency Mastery through P2P Theory-to-Action Model
C. **P2P Spotlight Speaker Series**
   Spotlighting Promising Practices Among P2P Partners
D. **P2P Virtual Learning Laboratory**
   Featuring Virtual Reality Learning to Bridge Opportunity Gaps
E. **P2P Leadership Academy**
   Connecting Educators, Researchers, and Community Leaders through a Networked Improvement Community

P2P MicroResidencies

1. **P2P Clinical Rounds** are day-long field experiences in which teacher candidates engage in school settings that are significantly different from their institution.
   Competency Areas: (a) Cultural identity, (b) Influence of culture on student learning, (c) Influence of culture on instructional decisions, and (d) Strategies that promote inclusive learning environments (CCSSO, 2013; Danielson, 2013).
2. **P2P Clinical Rotations** are multi-day micro-immersion experiences in which teacher candidates engage in residential internships in school settings that are significantly different from their institution.
   Competency Areas (a) Designing coherent instruction, (b) Creating powerful learning environments, (c) Implementing effective instruction, and (d) Assuming professional responsibilities (Danielson, 2013).

Center for Inclusive Excellence: Fostering a Promising Future for Teacher Diversity and Student Success grant at the University of Maryland Eastern Shore and Coppin State University
Award: $1.8 million grant from the U.S. Department of Education
Duration: 2022-2025
Principal Investigator: Dr. Yi Huang

The Center for Inclusive Excellence (CIE) aims to build capacities for preparing and sustaining a diverse Maryland teaching force for inclusive excellence. The career-wide pathways to professions are designed to increase access, improve effectiveness, and accelerate career

advancement for teachers of color, including black male teachers; while at the same time bridging opportunity and achievement gaps for P-12 student success in high-need urban and rural schools.

CIE project goals and key strategies include:

1. **Connected Ecosystems for Capacity and Linkage Building (Goal 1**). The CIE will connect educational and employment ecosystems to provide full-spectrum services from pre-professional preparation to career advancement.
    - *Inclusive Services for Career-wide Success*. Comprehensive *Inclusive Services* will be provided across milestones and in areas of educational, social-emotional, financial, and career advancement.
    - *Network Improvement Communities for Sustained Engagement*. Sustained networking among teachers and leaders of color will be provided to encourage completion and promote retention.
2. **Connected Learning for Competency Mastery and Professional Advancement (Goal 2**). The CIE will co-implement high-impact interventions to enhance teaching effectiveness and improve student achievement.
    - *Micro credentials in Teaching Effectiveness.* Participants will engage in comprehensive theory-to-action activities, including guided practices, sustained coaching, and evidence-based demonstration.
    - *MicroResidencies for Inclusive Excellence.* Participants will engage in multiple micro-immersion experiences through rural-urban rotations, focused on culturally responsive practices.

CENTER FOR INCLUSIVE EXCELLENCE: FOSTERING A PROMISING FUTURE FOR TEACHER DIVERSITY AND STUDENT SUCCESS

COPPIN STATE UNIVERSITY

CENTER OF EDUCATIONAL EXCELLENCE FOR BLACK TEACHERS (CEEBT, 84.116V)
Institution: Coppin State University and University of Maryland Eastern Shore
Award: $1,815,181.00 (P116V210013, 2022-2025)
Location: Maryland
Author and Principal Investigator: Dr. Yi Huang

TEACHER DIVERSITY AND STUDENT SUCCESS

The **Center for Inclusive Excellence** (CIE) aims to build capacities for preparing and sustaining a diverse teaching force for inclusive excellence. The career-wide pathways to professions are designed to increase access, improve effectiveness, and accelerate career advancement for teachers of color, including black male teachers; while at the same time bridging opportunity and achievement gaps for P-12 student success in high-need urban and rural schools. The project goals and key strategies are:

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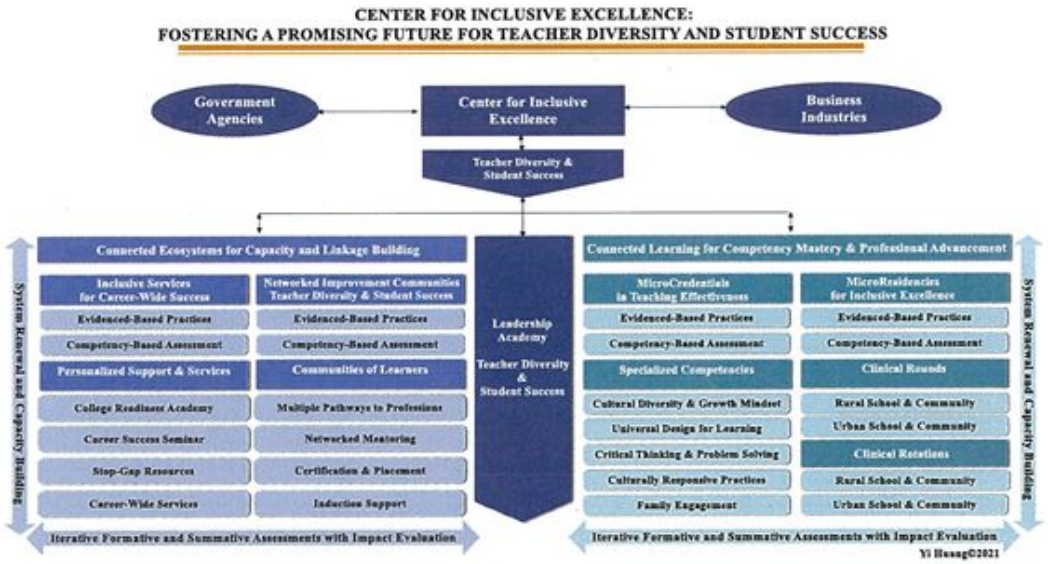


Acknowledgement: The CIE is funded under the Center of Educational Excellence for Black Teachers program by the United States Department of Education (Award P116V210013). Dr. Yi Huang is the author and principal investigator at Coppin State University.

PATHWAYS TO PROFESSIONS (P2P): PREPARING CULTURALLY RESPONSIVE EDUCATORS FOR INCLUSIVE EXCELLENCE

COPPIN STATE UNIVERSITY

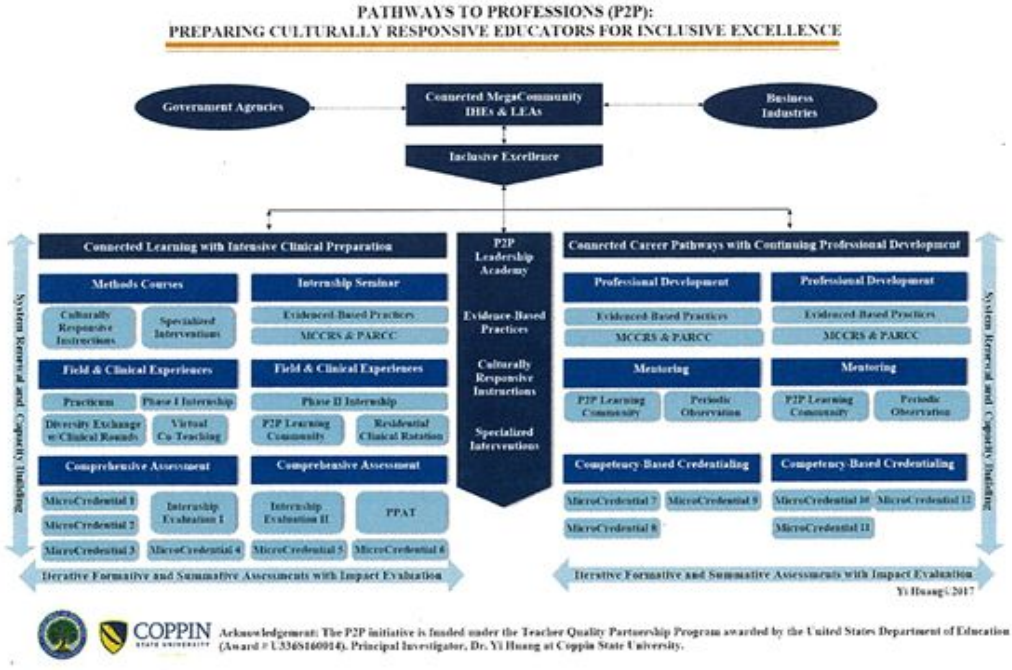
TEACHER QUALITY PARTNERSHIP GRANT PROGRAM (84.336S)

Institution: Coppin State University
Award: $3,623,306.00 (U336S160014; 2016-2022)
Location: Baltimore, Maryland
Author and Principal Investigator: Dr. Yi Huang

MAKING EXCELLENCE INCLUSIVE

As one of the nation's oldest public Historically Black Institutions (HBI) founded in 1900, Coppin State University (CSU) is a driving force in fulfilling the critical mission of inclusive excellence for the State of Maryland. In alignment with the CSU mission, the Pathways to Professions (P2P) initiative aims to build capacities in delivering high-impact teacher preparation and education programs, while simultaneously bridging opportunity and achievement gaps in high-needs urban and rural communities across Maryland. CSU leads the P2P partnership which includes institutions of higher education (IHEs), local educational agencies (LEAs) and their professional development schools (PDSs), industry leaders, and the University System of Maryland. The project goals are:

- **Goal 1: Connected MegaCommunity for Systemic Capacity and Linkage Building.** The P2P project engages tri-sector partners to build capacity, influence policy, and improve practice.
- **Goal 2: Connected Learning with Year-Long Clinical Preparation.** The P2P project engages rural-urban IHEs and LEAs to improve educator preparation and candidate competencies.
- **Goal 3: Connected Career Pathways with Two-Year Induction.** The P2P project engages rural-urban IHEs and LEAs to provide professional development for positive impact on P-12 students.



COPPIN STATE UNIVERSITY Acknowledgement: The P2P initiative is funded under the Teacher Quality Partnership Program awarded by the United States Department of Education (Award # U336S160014). Principal Investigator, Dr. Yi Huang at Coppin State University.

PATHWAYS TO PROFESSIONS (P2P): PREPARING CULTURALLY RESPONSIVE EDUCATORS FOR INCLUSIVE EXCELLENCE

COPPIN STATE UNIVERSITY

KEY INNOVATIONS AND SUCCESSES

A. P2P MicroResidencies

1. ***P2P Clinical Rounds*** are day-long field experiences in which teacher candidates engage in school settings that are significantly different from their home institutions.
2. ***P2P Clinical Rotations*** are multi-day micro-immersion experiences in which candidates engage in residential internships in school settings that are significantly different from their home institutions.

B. P2P MicroCredentials

1. ***P2P MicroCredentials for Career Readiness*** are designed for teacher candidates to develop and demonstrate competencies that are critical to teaching effectiveness.
2. ***P2P MicroCredentials for Career Advancement*** are designed for new and experienced teachers to increase teaching effectiveness and improve student achievement.

C. P2P Spotlight Speaker Series

The ***P2P Spotlight Speakers Series*** aims to share new knowledge and promising practices through open access to P2P professional development webinars.

D. P2P Virtual Learning Laboratory

The P2P laboratory provides access to virtual teaching, learning, and professional development activities among P2P IHEs and LEAs partners across Maryland.

E. P2P Leadership Academy

The annual P2P Leadership Academy provides in-person opportunities to engage aspiring teachers, practitioners, researchers, and policy makers in advancing knowledge & disseminating promising practices.

P2P Impact Summary

- Implemented in 14 high-needs schools across 5 LEAs (BCPS, ACPS, GCPS, WCPS, MCPS) in MD.
- Supported 333 candidates with 3.33 assessment mean score (4-point scale) and 83% participant satisfaction for *Clinical Rounds*.
- Supported 49 candidates with 3.28 assessment mean score (4-point scale) and 85% participant satisfaction for *Clinical Rotations*.
- Supported 344 teacher candidates with 398 *P2P MicroCredentials in Career Readiness* issued.
- Supported 43 practicing teachers with 58 *P2P MicroCredentials in Career Advancement* issued.

PROMISING PRACTICES

1. **Connected MegaCommunity.** Building internal capacities and external networks through collaborative partnership and innovative program engineering has been key to project success.
2. **Connected Learning.** Simultaneous implementation of *MicroCredentials* and *MicroResidencies* with common assessments across rural/urban IHEs and LEAs has been key to sustainable impact.
3. **Connected Career Pathways.** Providing career-wide professional development and engagement has been key to improving teaching practice and teacher satisfaction in high-needs communities.
4. **Sustaining Innovation and Improvement**. Key elements of the P2P model have been replicated in a new TQP award to Frostburg State University (FSU). Dr. Huang is the sole author of both TQP grants at CSU (2016) and at FSU (2019).

PATHS FORWARD

1. **A Tri-Sector Partnership** is necessary to scale and sustain educational innovations aiming to improve access, affordability, and outcomes.
2. **A State-Wide Networked Improvement Community** is necessary to simultaneously build capacities while increasing the quality and value of the educational programs.
3. **An Interagency Accountability Framework** with common processes, common expectations, and common measures is necessary to ensure program accountability and sustainability.

P2P MicroCredentials for Career Readiness & Advancement

CSU/Huang | 2

Maryland ACCELERATES Federal Grant at Frostburg State University
Award Amount: $4.1 Million
Principal Investigator: Dr. Boyce Williams

Project Description. Maryland Accelerates (MA) aims to build systemic capacities in high-need rural communities through teacher-leader residencies with career advancement pathways for inclusive excellence. The accelerated pathways are designed to simultaneously increase teacher diversity and improve teaching competencies, while bridging opportunity and achievement gaps through investment in region-wide educator career ladders for improvement of teacher effectiveness, retention, and career advancement.

Project Expected Outcomes. The MA will impact a total of 42 new teachers, 138 induction mentors and coaches, and 4500 P-12 students in high-need rural communities.

1. ***Accelerated Mega Community for Systemic Capacity and Linkage Building (Goal 1).*** Leveraging cross-sector expertise and resources, the MA will build capacities for accelerated teacher-leader residency programs with professional development infrastructures and educator career ladders for teacher advancement.
2. ***Accelerated Teaching Residency with Year-Long Clinical Experience (Goal 2).*** Leveraging current knowledge and promising practices, the MA will co-implement Master of Arts in Teaching residency programs to increase diverse teacher supply and accelerate professional growth with specialized competencies to support students in high-need schools.
3. ***Accelerated Teacher-Leader Pathways with Two-Year Induction (Goal 3).*** Leveraging State and LEA priorities and needs, the MA will co-implement *Educator Career Ladders* for new and experienced teachers to enhance teaching effectiveness, increase retention, accelerate career advancement, and improve student learning and achievement.

Project Special Features. Teaching residents will be engaged in an 18-month co-teaching residency with (1) a fully integrated curriculum to ensure content mastery, (2) intensive and guided practices to ensure pedagogical mastery, (3) innovative rural-urban *Clinical Rotations* to cultivate specialized competencies in mathematical problem solving, computational thinking, high leverage practices, and culturally responsive teaching; and (4) comprehensive assessments with evidence-based MA *MicroCredentials* in teaching effectiveness. New teachers will be engaged in a 2-year induction with (1) intensive professional development in MA specialized competency areas, (2) regular and sustained coaching, and (3) competency-based demonstration of advancement through MA *MicroCredentials* in Networked Improvement Communities.

Project Partners: Key partners include Frostburg State University (FSU), Frederick County Public Schools, Garrett County Public Schools, and FSU Professional Development Partnership Schools Network.

FROSTBURG STATE UNIVERSITY
MARYLAND ACCELERATES Program

MARYLAND ACCELERATES (MA):

TEACHER-LEADER RESIDENCY FOR INCLUSIVE EXCELLENCE

PROJECT DESCRIPTION: The Frostburg State University Maryland Accelerates project aims to increase the number of teachers and the quality of teaching in high-need and rural communities by offering a master's degree program individuals can complete in just one, intensive year. The program also funds the student during that year, so he or she can dedicate themselves to their studies and eliminate the trade-off between work and study time. The project also helps bridge opportunity and achievement gaps by supporting region-wide career ladders for improvement of teacher effectiveness, retention, and career advancement.

PROJECT EXPECTED OUTCOMES: The Maryland Accelerates project will impact a total of 42 new teachers, 138 induction mentors and coaches, and 4,500 P-12 students in high-need and rural communities.

Goal 1 *Accelerated MegaCommunity for Systemic Capacity and Linkage Building:*
Leveraging cross-sector expertise and resources, the project will build capacities for accelerated teacher-leader residency programs with professional development infrastructure and educator career ladders for teacher advancement.

Goal 2 *Accelerated Teaching Residency with Year-Long Clinical Experience:*
Leveraging current knowledge and promising practices, the project will co-implement Master of Arts in Teaching residency programs to increase diverse teacher supply and accelerate professional growth with specialized competencies to support students in high-need schools.

Goal 3 *Accelerated Teacher-Leader Pathways with Two-Year Induction:*
Leveraging the priorities and needs of the state and local education agencies, the project will co-implement *Educator Career Ladders* for new and experienced teachers to enhance teaching effectiveness, increase retention, accelerate career advancement, and improve student learning and achievement. (Please see Kirwan Commission Recommendations/Maryland Accelerates Components Alignment Chart.)

PROJECT SPECIAL FEATURES

Teaching residents will be engaged in a 13-month co-teaching residency program with:

(1) a fully integrated curriculum to ensure content mastery;
(2) intensive and guided practices to ensure pedagogical mastery;
(3) clinical rotations to cultivate specialized competencies in mathematical problem solving, computational thinking, high leverage practices, and culturally responsive teaching; and
(4) comprehensive assessments with evidence-based *MicroCredentials* in teaching effectiveness.

For their first two years, these new teachers will receive:

(1) intensive professional development in the project's specialized competency areas;
(2) regular and sustained coaching; and
(3) competency-based demonstration of advancement through *MicroCredentials* in Networked Improvement Communities.

PROJECT PARTNERS. Key partners include Frostburg State University, Frederick County Public Schools, and Garrett County Public Schools (FSU Professional Development Partnership Schools Network). For more information on the Maryland Accelerates program, please visit https://www.frostburg.edu/MarylandAccelerates.

Our Teacher Residents, Teacher Mentors, and Teacher Fellows will all have an opportunity to earn microcredentials throughout the program

Teacher-Resident Credentials
(Earned during Residency)

- Cultural Diversity and Growth Mindset
- Computational Thinking I
- Classroom Management

Teacher-Mentor Credentials
(Earned while serving as Teacher-Mentors or any time afterwards)

- High-Leverage Practices
- Eliciting, Interpreting, and Acting on Students' Thinking
- Culturally-Responsive Pedagogy
- Computational Thinking I & II
- Instructional Coaching

Teacher-Fellow Credentials
(Earned during Year 1 and 2 of Induction)

- High Leverage Practices
- Culturally-Responsive Pedagogy
- Increasing Academic Engagement through Behavioral Support Plans
- Social Emotional Support Strategies
- Computational Thinking II
- Evolving into Teacher Leaders

The Maryland Accelerates Program is well-aligned to the recommendations of the Commission on Innovation & Excellence in Education (The Kirwan Commission)

Kirwan Commission Recommendations	Maryland Accelerates Components
Require future teachers to take courses and demonstrate racial awareness and cultural competence	Residents graduate with a microcredential in cultural diversity. Fellows and Mentors earn microcredentials in culturally-responsive teaching.
Recommend a full-year practicum for Master's students	Teacher Residents are immersed in the work and life of a classroom for a full school year, FSU MAT
Classroom observation opportunities regularly and early in the program	Beyond the practicum, Teacher Residents complete classroom observations through Clinical Rounds and Rotations
Prospective teachers will develop strong action research skills	FSU MAT Program has embedded action research projects
Require teachers to pass performance-based assessment like edTPA	Teacher Residents complete edTPA
Mentors for interns and new teachers will be highly competent teachers selected by the districts	Teacher Residents are paired with highly-qualified mentors selected by the district partners
Teacher training programs and districts collaborate and develop close working relationships to strengthen teacher prep, induction, and pd	Close and collaborative relationship between FSU, FCPS, and GCPS through Residency, Induction, and Post-Induction years
Extended induction programs beyond the required practicum, in partnership between universities and districts, are encouraged	Residents complete a multi-year induction period with the partner districts upon successful completion of their residency program
Implement career ladders and train teachers on the career ladder and effective use of collaboration time	Teacher Mentor program provides compensation and opportunities for high-qualified teachers to work as mentors and coaches
Career ladders will be based on performance and experience, including certification from the National Board	The Teacher Leader Pathway develops competency-based practices that will move them towards achieving National Board Certification.

Maryland Center for Computing Education at USM

The Maryland Center for Computing Education (MCCE) was formally established in statute and funded with the enactment of Securing the Future: Computer Science Education for All on July 1, 2018. The purpose of MCCE is to "expand access to high-quality computer science education in grades pre-kindergarten through 12 by strengthening the skills of educators and increasing the number of computer science teachers in elementary and secondary education (Maryland Code, § 12-118)." MCCE received an initial five million dollars in state funding and an additional one million dollars in state funding each year since Fy2019. The MCCE fund is a special, non-lapsing fund in which the balance remains with the center and is spent in accordance with the specifications in the law which governs the center.

MCCE has provided state level professional development (PD) for a total of 1,022 educators from 595 schools across all the Maryland LEAs. As of the 2019-2020 school year, 87% of the diploma granting high schools had at least one student enrolled in a high-quality computing course. Of the 2020 Maryland public high school graduates, 26% took at least one high quality computing course while in high school with 59% of these graduates enrolling in college as a full-time student in the fall following graduation, and of these students, 19% declared a major related to computer science.

To monitor and provide data transparency about the growth of computer science and related careers, MCCE completed a research project with the Maryland Longitudinal Data System (MLDS) Center to review all the computing education data since 2013. An outcome of this project is the published Maryland computing education dashboards. The Dashboards: Participation in Maryland High Quality Computing Courses and Post-graduation Outcomes were created using data from the MLDS (Garvin & Koerner, 2021). The online interactive dashboards provide stakeholders with data at the state, local school system, and local high school levels. As of the 2019-2020 school year, 87% of the diploma granting high schools offered and had enrollment of at least one student in a high-quality computing course. There were 26% of 2020 Maryland public high school graduates who took at least one high quality computing course while in high school. Of these graduates, 59% enrolled in college as a full-time student in the fall semester following graduation, and of these students, 19% declared a major related to computer science.

Maryland Computing Education Professional Development

MCCE provided extensive PD for pre-kindergarten through high school educators. The total state level PD attendance through June 30, 2021, is 1,022 educators. The MCCE and partner PD providers held a total of 128 days of PD for 32 workshops during the 2020 summer and 2020-2021 school year. All the PD shifted to online synchronous and asynchronous workshops due to the Covid-19 pandemic.

Since 2018, MCCE provided state level PD for a total of 637 schools with 595 public schools, which means that 41.6% of all Maryland public schools have had at least one educator attend state level computing PD sponsored by MCCE. Of these schools, 36% are Title I schools. Educators from 37 magnet schools, 13 charter schools, and 20 independent schools attended PD. Overall, the schools with participating educators included each type of school locale (22% urban,

57% suburban, 4% town, and 17% rural) as specified by the National Center for Education Statistics (NCES).

IHE Pre-service Teacher Education Program Grants

The IHE Pre-service Teacher Education Program grants address the need for long-term solutions to prepare pre-service teachers at all levels of K-12 instruction to enter Maryland public school classrooms with CS knowledge and skills. Each pre-service teacher education program needs to incorporate the Maryland's K-12 CS Standards and CS pedagogy with an emphasis on equity, inclusion, and diversity. The grant requires faculty from CS and education to collaborate, IHEs to collaborate with LEAs, and for grant teams from across the institutions to collaborate and learn from each other. Initial grants were set at two levels, $20,000 and $50,000. The grantees determined which pre-service teacher program level (primary, secondary, or both) that they would begin with for the pilot study. Each IHE determined which level of funding to pursue and submitted a request for funding to MCCE. MCCE sent the solicitation to all IHEs in Maryland. There are 14 IHEs which applied and were awarded grants.

Securing the Future of Maryland: Computer Science Education for All

ANNUAL REPORT 2020-2021

Maryland Center for Computing Education

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EXECUTIVE SUMMARY

The Maryland Center for Computing Education (MCCE) was formally established in statute and funded with the enactment of *Securing the Future: Computer Science Education for All* on July 1, 2018. The purpose of MCCE is to "expand access to high-quality computer science education in grades pre-kindergarten through 12 by strengthening the skills of educators and increasing the number of computer science teachers in elementary and secondary education (Maryland Code, § 12-118)." MCCE received an initial five million dollars in state funding and an additional one million dollars in state funding each year since 2018. The MCCE fund is a special, non-lapsing fund in which the balance remains with the center and is spent in accordance with the specifications in the law which governs the center.

This annual report provides the MCCE's updated information. The purpose of this annual report is twofold. First, the report provides a descriptive analysis for how MCCE is in compliance with the law. Second, the report offers a detailed account for how MCCE is using state funds to assist each of the Maryland Local Education Agencies (LEAs) and the Institutions of Higher Education (IHEs) to strengthen the computing knowledge and skills of the Maryland teaching workforce. Through June 30, 2021, MCCE spent $3,167,471.04 of the budget.

MCCE has provided state level professional development (PD) for a total of 1,022 educators from 595 schools across all of the Maryland LEAs. As of the 2019-2020 school year, 87% of the diploma granting high schools had at least one student enrolled in a high quality computing course. Of the 2020 Maryland public high school graduates, 26% took at least one high quality computing course while in high school with 59% of these graduates enrolling in college as a full-time student in the fall following graduation, and of these students, 19% declared a major related to computer science.

PARTNERSHIPS

§12-118 Education Article, Annotated Code of Maryland
The Plan shall identify:

> ***(II)*** *Activities to obtain and sustain public and private partnerships for funding, mentoring, and internships for teachers.*

MCCE has established and maintained partnerships with each of the 25 LEAs, numerous IHEs, non-profits, and industry representatives. In addition to the numerous members of the steering committee and advisory committees, MCCE has partnered with the following:

Four-year IHEs
Bowie State University
Chesapeake College
College of Southern Maryland
Frostburg State University
Hood College
Johns Hopkins University
Morgan State University
Mount St. Mary's University
Salisbury University
St Mary's College of Maryland
Towson University
Clark Center for Cybersecurity
University of Maryland, College Park
University of Maryland, Global Campus
Washington College

Two-year IHEs
Anne Arundel Community College
Hagerstown Community College
Montgomery College
Prince George's Community College

Government
Maryland Governor's Workforce Development Board
Maryland Longitudinal Data System Center
National Aeronautics and Space Administration
National Security Agency

Industry
Apple, Inc.
Microsoft Corporation
Microsoft TEALS

Associations
Association for the Advancement of Artificial Intelligence
AI4K12 Working Group
Computer Science Teachers Association
CSforAll
Expanding Computing Education Pathways
International Society for Technology in Education
National Center for Women in Technology
National Center for Computer Science Education

Non-Profit Organizations
Code in the Schools
Code.org
College Board
Digital Harbor Foundation
Family Code Night
Girls Who Code
Maryland MESA (Mathematics Engineering Science Achievement)
Maryland Public Libraries
Teach Cyber

We encourage our partners not only to work with us directly but to also work with the LEAs and IHEs directly. Some of the engaging events that have occurred include after school clubs and activities, family code nights, teacher PD workshops, mentoring of teachers, competitions, and contests.

NEXUS (Nurturing EXcellence for Undergraduate Success): Improving Retention and Success of Baltimore City Students Graduates Now Enrolled at USM Institutions

Award Source: Abell Foundation
Award Amount: $136,400
Duration: 1 year

Large segments of Maryland' population do not, or cannot, take advantage of the excellent public higher education options through USM. Disparities between historically under-represented and underserved students present systemic barriers to students progressing and completing USM college requirements. Systemic barriers create an opportunity gap, impacting educational attainment, incomes, and ultimate life outcomes. The low graduation rates of BCPSS students from USM institutions are clear evidence of these systemic barriers and opportunity gaps. USM has evidence that BCPSS students are more likely to enroll in developmental math and English (reading and writing) classes, and less likely to enroll in credit-bearing math and English courses. Enrollment in remedial courses is a predictor of lower retention and higher drop-out rates.

NEXUS addresses the systemic barriers and opportunity gaps in the following ways:

1. Identifying BCPSS students currently in the USM pipeline;
2. Identifying graduation barriers;
3. Evaluating interventions (including new pathways and advising); and,
4. Maximizing intervention opportunities for students at the greatest risk of dropping out.

Evidence of need for addressing the low college success rate for Baltimore City Students is drawn from MHEC *SOAR* Report. According to MHEC's *September 2021 Student Outcome Achievement Report (SOAR)*, the overall first-year retention rate for Baltimore City graduates who enroll at a Maryland higher education institution is 60%, which is significantly below comparable districts like Prince George's County Public School graduates, which is 77%. In addition, the Baltimore City retention rate is far below the state's 78% retention rate for graduates from all Maryland districts. A similar pattern is apparent when examining the GPA of Baltimore City graduates at Maryland higher education institutions. The average GPA for the first semester (Fall) of enrollment was 2.13 and the second semester GPA (Spring) of enrollment was 1.85, while the state average was 2.57 in the fall term (1st semester) and 2.52 in the spring term (2nd semester). Prince George's County GPAs were closer aligned with the state averages, 2.53 in the first semester and 2.35 in the second semester. (MHEC 2021)

Ultimately, NEXUS will identify best practices to support BCPSS graduates from enrollment to graduation at USM institutions, with attention to tutoring and other academic support, social-emotional learning support, and financial need support. Although academic support systems have clear ties to academic success (i.e., retention and graduation) (Grillo & Leist, 2013), social-emotional health is nevertheless crucial and ought not be ignored (Sanacore & Palumbo, 2016).

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION, OR DISCUSSION

TOPIC: Updates: Civic Education and Civic Engagement in the USM

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Friday, March 4, 2022

SUMMARY: In 2017 the EPSL charged a work group to make recommendations on civic education, civic engagement, and civic responsibility. That workgroup, chaired by then Regent Thomas Slater, reported out the following recommendations:

1. *Foster an ethos of civic engagement and participation across all parts of all institutions and throughout the educational culture.*

   - Encourage Carnegie *Community Engagement* classification for all institutions in USM. Consider offering incentives through partnership grants for institutions to help each other (those that have earned classification can help institutions that are on the path).
   - Encourage voting by using the National Study of Learning, Voting and Engagement (NSLVE) data to document and assess progress toward higher voter participation from each institution. Share reports with USM office.
   - Consider the development of a "badge" to designate student level competencies in civic learning and democratic engagement.

2. *Identify civic literacy as a core expectation for all students.*

   - Expand opportunities for service/action learning for undergraduate students in all majors to engage in real world applications of their learning through coursework and through community leadership programs.
   - Expand opportunities for civic learning and engagement for graduate students as it applies to their programs of study.
   - Align civic learning and democratic engagement goals with Carnegie *Community Engagement* standards, and have institutions report progress toward agreed upon goals.
   - Establish the *Civic Learning and Democratic Engagement Workgroup* as an ongoing USM workgroup with responsibility for defining goals (in collaboration with institutions), developing, and analyzing a System-wide survey, and overseeing progress toward goals.
   - Consider establishing a Regents' "designated priorities" fund, similar to the USM Course Redesign project, for awarding seed grants to institutions to implement the civic learning and civic engagement recommendations.

   USM BOR Workgroup Report: Civic Learning and Democratic Engagement, presented to the Board of Regents Education Policy and Student Life Committee, May 15, 2018

This year's Civic Engagement update will include information on

- Student and Military Voter Empowerment Act (2021)
- National Study of Learning, Voting and Engagement (NSLVE)
- Civic Education and General Education Outcomes
- National recognition and affiliation
- Langenberg Legacy

ALTERNATIVE(S): Information Only

FISCAL IMPACT: Information Only

CHANCELLOR'S RECOMMENDATION: Information Only

COMMITTEE ACTION: Information Only		DATE: March 4, 2022
BOARD ACTION:		DATE:
SUBMITTED BY: Joann A. Boughman	301-445-1992	jboughman@usmd.edu

Civic Education and Civic Engagement

Meeting the Democracy Challenge

Education Policy and Student Life

March 4, 2022

USM's Civic Education and Civic Engagement (CECE) work continues to evolve as it becomes embedded in institutional and System strategic plans, Regents' priorities, University System of Maryland Student Council priorities and Council of University System Faculty priorities. The report below summarizes ongoing work.

Student and Military Voter Empowerment Act (2021)

In 2021 the Maryland General Assembly passed legislation expanding voting access in Maryland. The Student and Military Voter Empowerment Act (SMVEA) requires all public higher education institutions to designate a staff member as the "student voting coordinator" and submit a voter engagement plan to increase student voter registration and voting in collaboration with faculty, staff and student organizations. The plan needs to be submitted to the Maryland General Assembly by January 1, 2022, and cover the two-hear period preceding each statewide and general election. Plans must be updated after every election.

The campus voting plans shared several common elements. For instance, most plans included partnerships with external organizations (e.g., All In, MaryPIRG, TurboVote, and local Boards of Elections), many universities had already established dedicated on-campus groups that could lead voting-promotion activities, and many plans mentioned drawing on their specific NSLVE report (see section below) for data. Some campus voting plans also included stand-out ideas to support student voting:

- Frostburg State University and Towson University planned to *evaluate* their voting-promotion efforts through their NSLVE reports and other data to be collected on campus.
- UB noted the difficulties of engaging with students who work full-time and other hard-to-reach student groups and included specific strategies tailored to reach those students.
- Towson University planned to use their NSLVE report to identify lower-engagement majors, in order to target additional voting-promotion activities by contacting professors in those majors.

The Office of the Senior Vice Chancellor for Academic and Student Affairs now has a list of all USM staff voting coordinators and convenes the staff voting coordinators together with the USM Student Civic Leaders committee regularly.

The USM Student Civic Leaders committee is co-chaired, this year, by Delanie Blubaugh (FSU) and Tess McRae (UMBC) and has scheduled monthly meetings through the end of this year where student leaders and voting coordinators share campus plans and strategies for increasing student voter registration and voting.

National Study of Learning, Voting and Engagement (NSLVE)

The National Study of Learning, Voting, and Engagement (NSLVE), housed at the Tufts Tish College Institute for Democracy & Higher Education offers colleges and universities an opportunity to learn their student registration and voting rates. Since 2018, every one of the USM institutions participates in the NSLVE Study of voting, and as a result, USM receives a combined report on the registration and voting results after each national election.

In December 2020 all USM institutions received their individual campus reports, and USM received the overview report with several key findings:

- Registration Rate: The average registration rate across 11 USM schools in 2020 was 82%.

- Number Voted: In 2020, 89,688 students voted. This resulted in a student-level voting rate of 60%. This is an increase from the student level voting rate of 53% in 2016, when 79,818 students voted. These rates are calculated adding together all the voters across USM schools and dividing by all voting eligible students across USM. For comparison, in 2020, the national level student rate was 66%.

- Yield Rate: This calculates the rate at which registered students are engaged to vote. Focusing on this rate could help institutions innovate better to engage students beyond just the act of voter registration and help students carry that motivation to the ballot box. In 2020, the USM yield rate was 80%, up from 71% in 2016. In 2020, a total of 21,949 students registered but did not vote. Most importantly, this USM yield rate was the same as the 2020 national level yield rate of 80%.

In addition to the combined USM report, each USM institution received its individual NSLVE report. We are pleased to recognize highlights from several of those reports and congratulate the campuses for exceptionally high voter engagement:

- Historically (available data are from the 2016, 2018, and 2020 elections), Coppin State University had the highest registration rates of all the institutions and among the highest total voting rates.

- UB and UMB were consistently in the top three institutions for all categories (registration, voting rate of registered students, and total voting rate).

- Salisbury University and Towson University saw the largest increases in total voting rates from the 2016 to 2020 elections (+16.6% and +11.9%, respectively).

Finally, two of our institutions received national recognition for their voter engagement efforts:

- Towson University won the 2020 National Recognition Award from All In Challenge for Best Action Plan to engage students in voting.

- Alexandra Marquez, University of Maryland College Park, won the 2020 Standout Undergraduate Student Individual Award.

The USM Student Civic Leaders Committee, together with the Campus Voting Coordinators, are currently preparing to involve students in the 2022 election, and has planned outreach through social media, and with the help of the USM communications staff and their home campus student affairs and academic affairs offices. NSLVE will be giving us reports in the fall on our 2022 efforts.

Civic Education and General Education Outcomes

As referenced on the cover sheet, the 2017 Civic Education and Civic Engagement Report to the Regents included recommendations to integrate democratic values, civility, and community service into the general education learning outcomes for all students graduating from USM institutions. Several of our institutions have made significant strides in implementing these recommendations.

Example: When Salisbury University faculty went through their regular review of general education learning outcomes, they prioritized civic learning in their General Education 2024 Implementation requirements:

> SU Signature Outcomes: *Must complete at least 3 credits in each of the following areas*:
>
> - Civic and Community Engagement
> - Diversity and Inclusion
> - Environmental Sustainability

Other USM institutions are addressing these priorities in different ways as civility and respect, civic responsibility and community engagement have become increasing important priorities for public higher education in general, and USM in particular.

National Recognition and Affiliations

Almost all USM institutions participate in one or more of these important national groups that are actively working for stronger civic learning outcomes in higher education:

AASCU's American Democracy Project: The following USM institutions participate in this project: Coppin State University, Frostburg State University, Salisbury University, Towson University, University of Maryland Eastern Shore, University of Maryland Baltimore County.

Civic Nation's All In Challenge for Democracy: The following institutions participate in this project: Coppin State University, Frostburg State University, Salisbury University, Towson University, University of Baltimore, University of Maryland College Park, University of Maryland Baltimore, University of Maryland Baltimore County.

Civic Learning and Democratic Engagement (CLDE). Chancellor Perman joined over fifty national leaders endorsing a commitment to civic learning and democratic engagement.

Carnegie Elective Classification for Community Engagement. Three USM institutions have earned the prestigious Carnegie Classification for Community Engagement: Towson University, UMBC, Salisbury University. The application window for the next round of Carnegie Community Engagement opened on January 27, 2022, and closes on May 1.

Langenberg Legacy

The *Langenberg Lecture and Award* was originally established through a solicitation for an endowed fund in honor of former USM Chancellor Donald N. Langenberg on the occasion of his retirement in 2002. The *Lecture* brought nationally recognized leaders to USM to speak on a broad range of issues within the field of education. The *Award* recognized a rising senior who showed promise and commitment to a career in education. The *Langenberg Lecture and Award* guidelines have been periodically reviewed over the past 20 years and the program has been modified to reflect the broad influence of the Langenberg legacy.

The USM has restructured the Langenberg Lecture and Award to a program that will have a broad impact on scholarship, faculty, and students across USM. Addressing a documented priority of the Board of Regents, the program, administered by USM's Office of Academic and Student Affairs, has three components: 1) student engagement through internships and special projects, 2) faculty support for curriculum enrichment or research, and 3) recognition for student and faculty work. This new purpose will be called the *Langenberg Legacy*.

This is the inaugural year of the Langenberg Legacy Fellows program. The Langenberg Legacy endowment will fund one student from each USM university and a faculty or staff mentor to design and complete a community service project. Institutions will identify and nominate their Langenberg Legacy Fellows. Students will receive a $1500 award and faculty and staff mentors will receive $500 stipends. Below are some examples of possible project proposals; however these are just a subset of examples of the wide-ranging projects that students might propose.

- *Climate*: Implement composting campus-wide, educate others on why and how to compost appropriately (what's actually compostable?); increase reach of composting beyond just dining halls (into residence halls, academic buildings).

- *Inequality*: Organize a volunteer day, collaborating with local community organizations to increase students' knowledge of community needs.

- *Voter engagement*: Organize activities and outreach to increase voter registration and voting on campus, contributing to the implementation of the SMVEA voter engagement plan.

- *Civility, freedom of speech, news literacy*: Collaborate with faculty and/or student groups to promote structured debates, course modules, and inclusive activities that promote civic dialogue and civic engagement.

- *Refugee outreach*: Work with campus liaisons and local refugee resettlement organizations to support newcomers to the community.

University System of Maryland
2021-12-22
NSLVE Voting Rates for Students at Institutions in
University System of Maryland
National Study of Learning, Voting, and Engagement includes data from:
11
University System of Maryland
Institutions
Total Number of Student Records by Election Year
2016 162,470
2018 165,209
2020 161,531

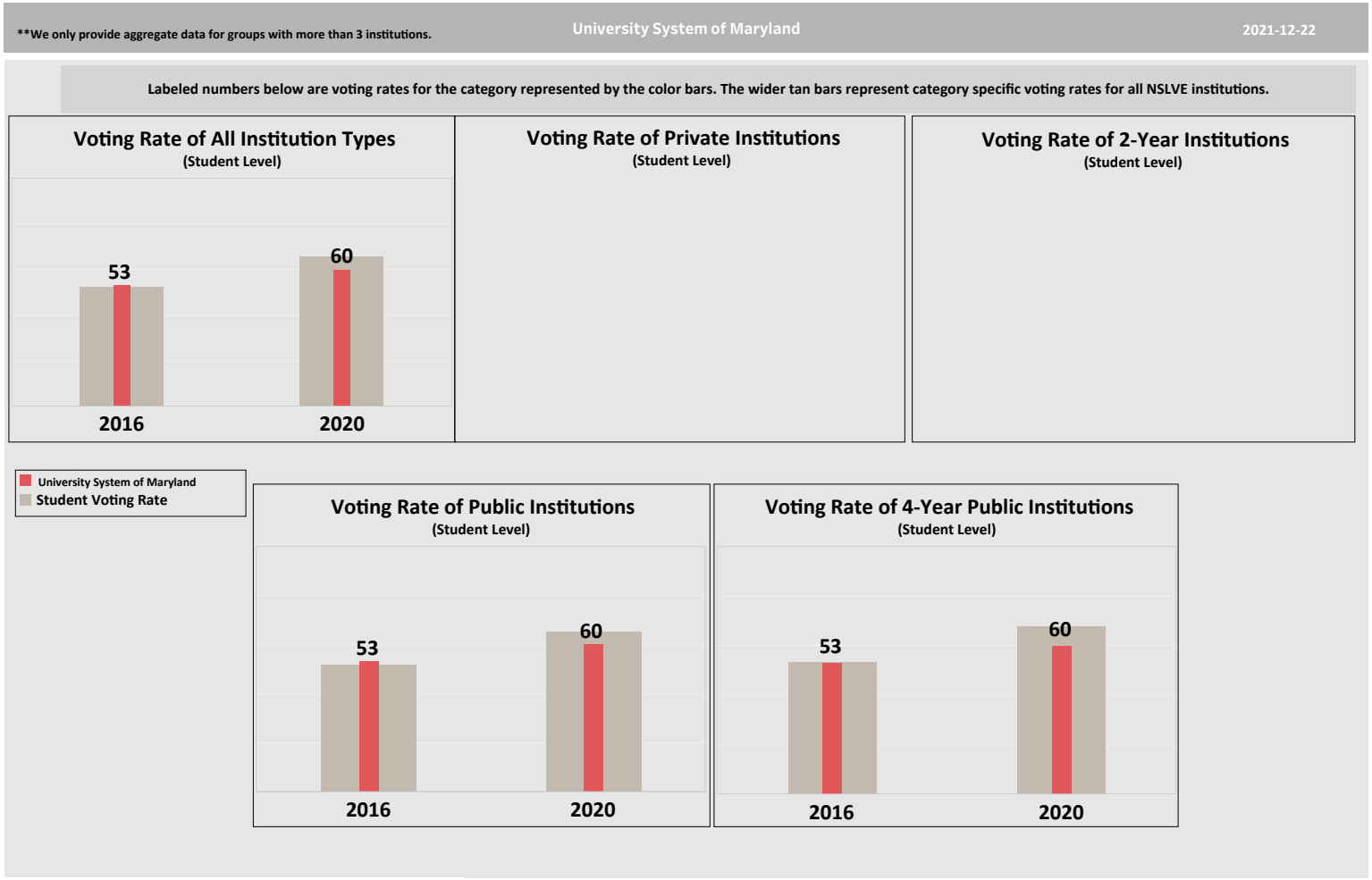
University System of Maryland			2021-12-22
	Election Year		
	2016	2018	2020
Total student records	162,470	165,209	161,531
FERPA records blocked	840	806	662
Age ineligible to vote/age unknown	1,018	646	604
Age eligible non-degree seeking students	1,651	1,644	2,819
IPEDS estimated non-resident aliens	8,866	8,966	7,693
Voting eligible students	150,273	153,313	149,909
Number of students who are registered	111,767	112,396	111,637
Number of students who voted	79,818	59,960	89,688
Registered and did not vote	31,949	52,436	21,949
Student voting rate	53	39	60
Student registration rate	74	73	74
Student yield rate	71	53	80
Eligible female students	30,817	52,075	53,205
Eligible male students	31,521	51,051	52,021
Eligible gender Unknown	96,451	58,713	52,220
Gender data known (%)	41	65	68
Eligible American Indian/Alaskan Native Students	22	231	294
Eligible Asian students	386	7,890	10,002
Eligible Black students	3,561	17,875	22,007
Eligible Hispanic students	273	5,064	6,348
Eligible Native Hawaiin/Pacific Islander students	11	214	415
Eligible Two or More racial identification	214	5,968	9,315
Eligible White students	4,801	37,002	43,131
Eligible Race Unknown	149,521	87,595	65,934
Race data known (%)	8	47	60

**For eligible breakdown by gender, we only remove international students when that information is flagged by participating institutions to the National Student Clearinghouse and can be verified using IPEDS.

University System of Maryland	2021-12-22

Complete List of NSLVE Institutions in this Report

	4-year	Public	11
Bowie State University	Public	4-year	
Coppin State University	Public	4-year	
Frostburg State University	Public	4-year	
Salisbury University	Public	4-year	
Towson University	Public	4-year	
University Of Baltimore	Public	4-year	
University Of Maryland - Baltimore County	Public	4-year	
University Of Maryland - College Park	Public	4-year	
University Of Maryland Eastern Shore	Public	4-year	
University Of Maryland-University College	Public	4-year	
University Of Maryland, Baltimore	Public	4-year	

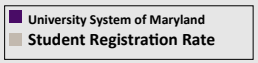

**We only provide aggregate data for groups with more than 3 institutions.
University System of Maryland
2021-12-22
Labeled numbers below are voting rates for the category represented by the color bars. The wider tan bars represent category specific voting rates for all NSLVE institutions.
Voting Rate of All Institution Types
(Student Level)
53
60
2016
2020
Voting Rate of Private Institutions
(Student Level)
Voting Rate of 2-Year Institutions
(Student Level)
University System of Maryland
Student Voting Rate
Voting Rate of Public Institutions
(Student Level)
53
60
2016
2020
Voting Rate of 4-Year Public Institutions
(Student Level)
53
60
2016
2020

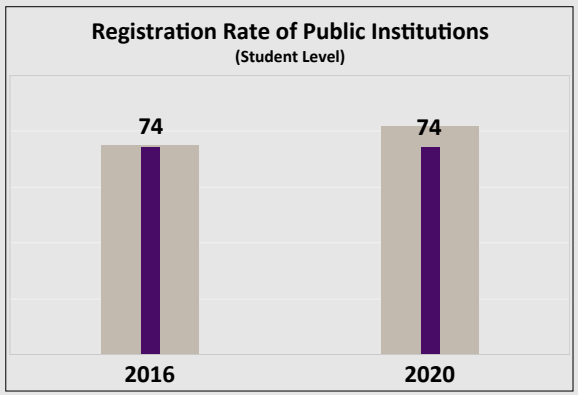
**We only provide aggregate data for groups with more than 3 institutions.

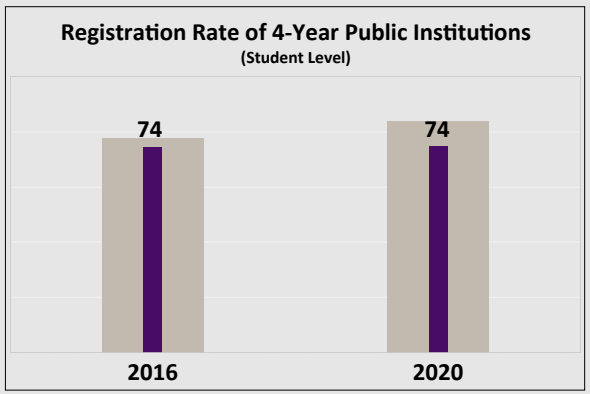
University System of Maryland

2021-12-22

Labeled numbers below are registration rates for the category represented by the color bars. The wider tan bars represent category specific registration rates for all NSLVE institutions.





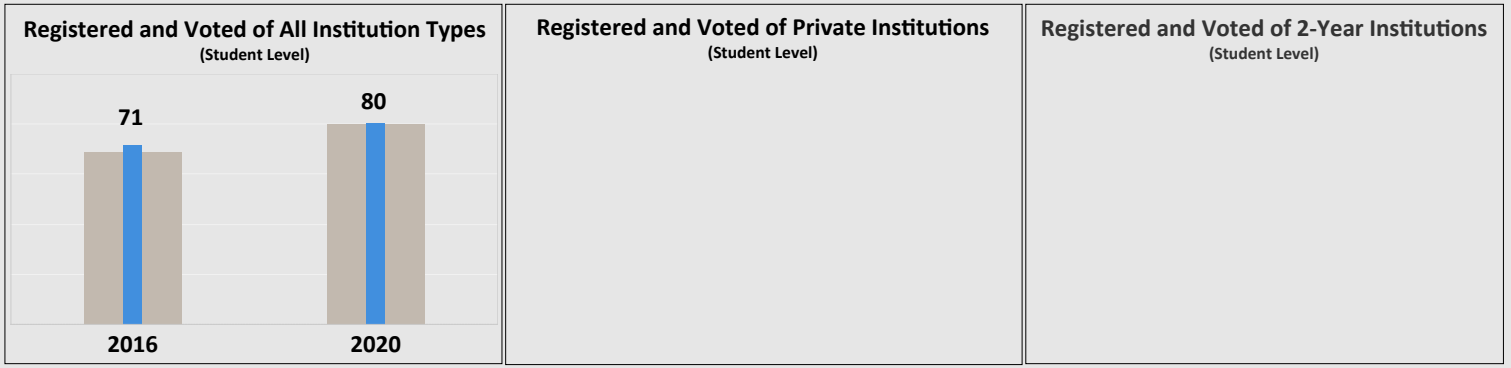


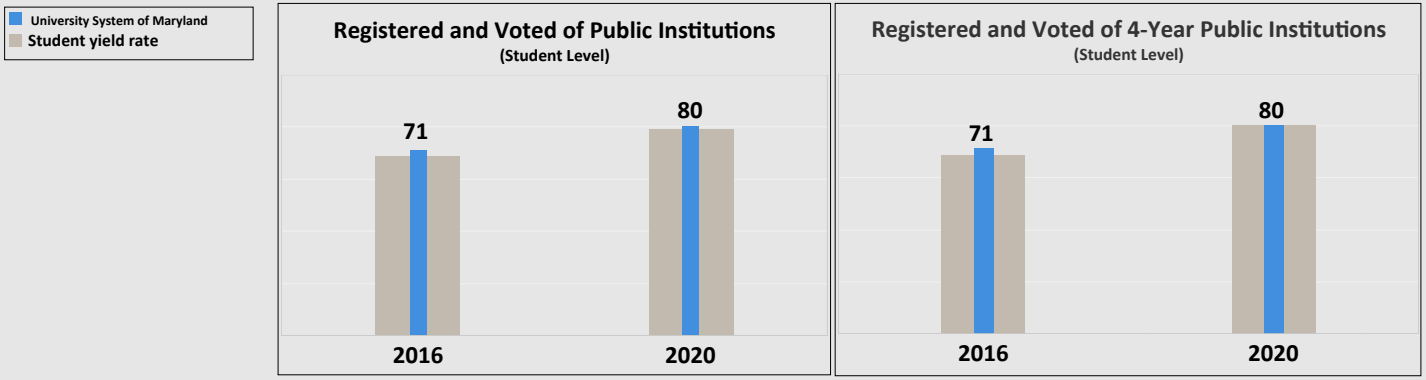
**We only provide aggregate data for groups with more than 3 institutions.

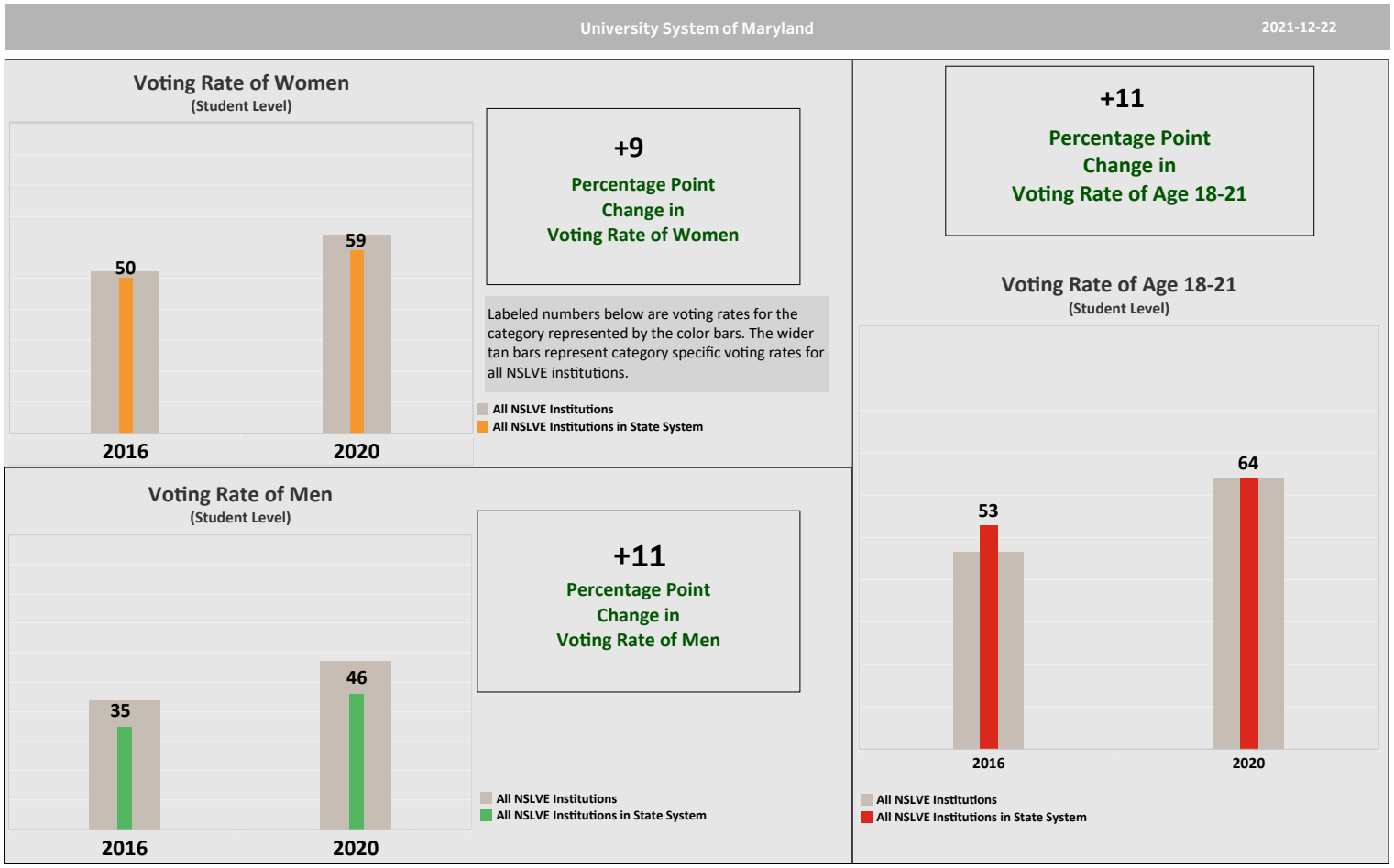
University System of Maryland

2021-12-22

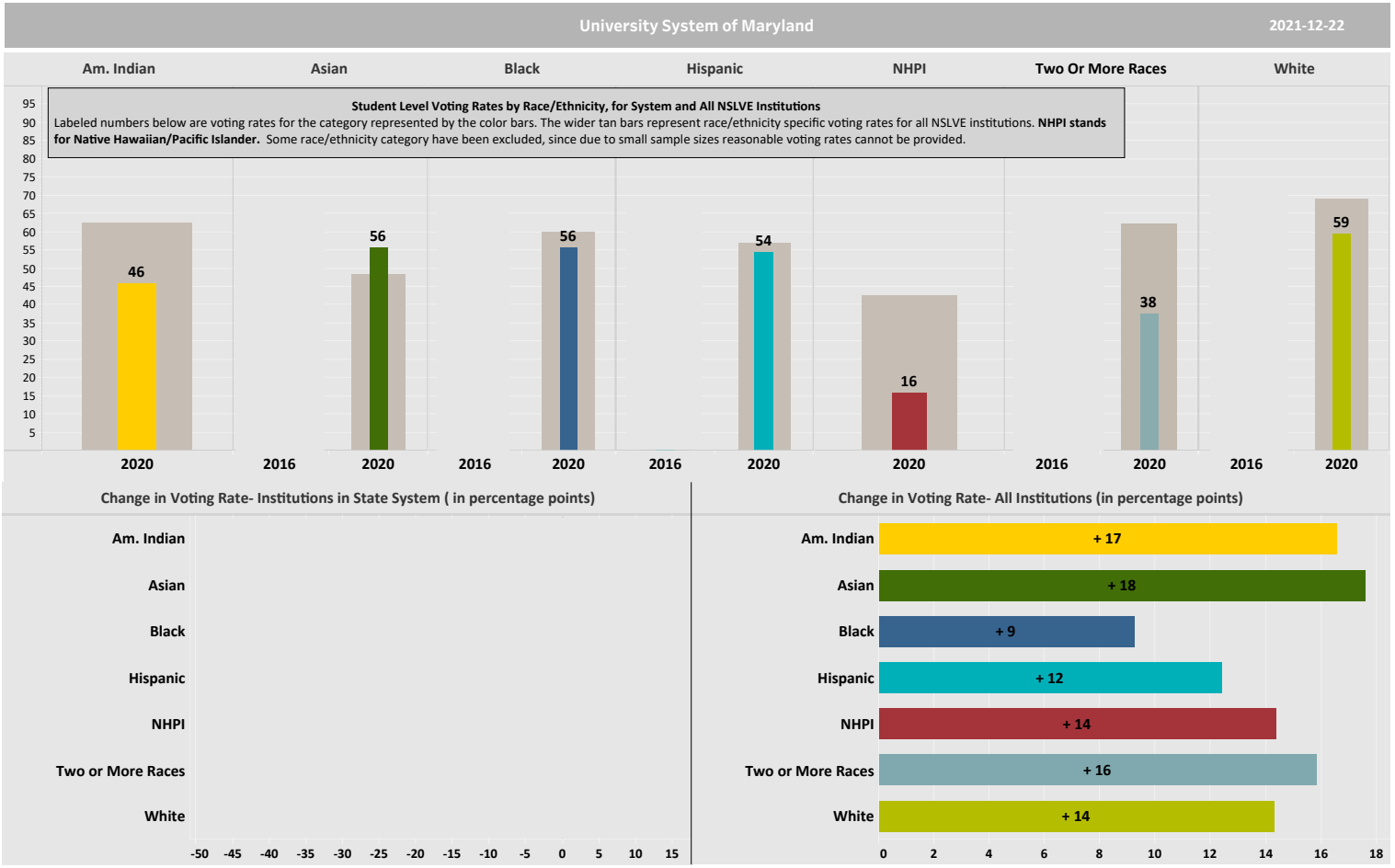
Labeled numbers below are yield rates for the category represented by the color bars. The wider tan bars represent category specific yield rates for all NSLVE institutions.





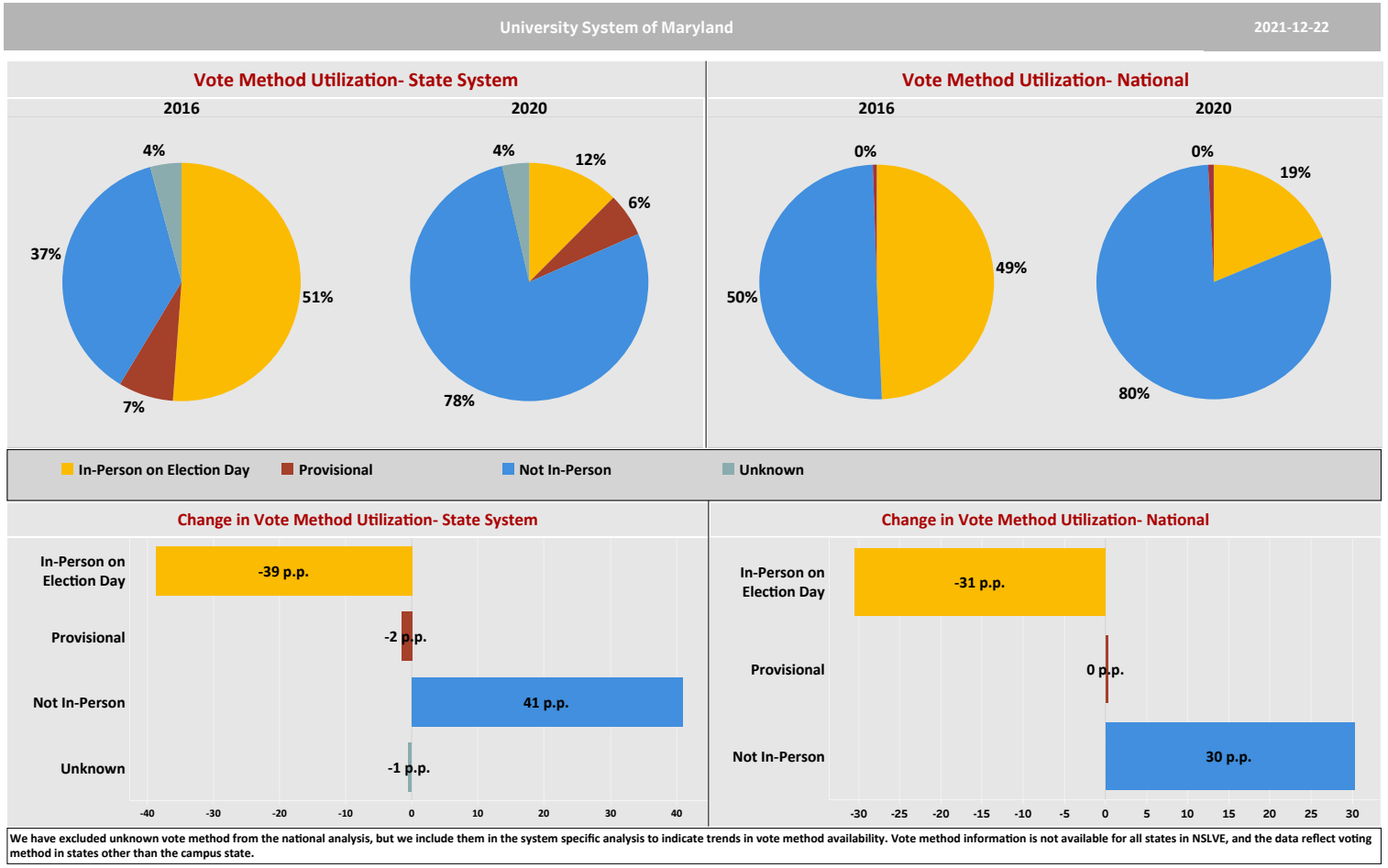


Gender data is available for 40.6% of students in 2016 and 68.0% students in 2020 for the institutions included in this report.



Race/ethnicity data is available for 7.9 % of students in 2016 and 59.6 % of students in 2020.

University System of Maryland
2021-12-22
Population Share - State System
Change in percentage points
11
24
7
10
47
2016
2020
Am. Indian
Asian
Black
Hispanic
NHPI
Two or More Races
White
Population Share -All NSLVE
Change in percentage points
7
12
15
4
60
8
11
18
5
56
2016
2020
Am. Indian 0
Asian 1
Black -1
Hispanic 4
NHPI 0
Two or More Races 1
White -4
Am. Indian
Asian
Black
Hispanic
NHPI (Native Hawaiian Pacif..
Two or More Races
White
The top stacked bar charts represent the share of student population broken down by race/ethnicity. The bottom stacked bar charts represent the share of student voters broken down by race/ethnicity.
Vote Share - State System
Change in percentage points
11
24
7
7
51
2016
2020
Am. Indian
Asian
Black
Hispanic
NHPI
Two or More Races
White
Vote Share- All NSLVE
Change in percentage points
4
12
13
4
65
6
10
17
5
61
2016
2020
Am. Indian 0
Asian 2
Black -2
Hispanic 3
NHPI 0
Two or More Races 1
White -4


University System of Maryland
2021-12-22
Vote Method Utilization- State System
2016
4%
37%
51%
7%
2020
4%
12%
6%
78%
Vote Method Utilization- National
2016
0%
50%
49%
2020
0%
19%
80%
In-Person on Election Day
Provisional
Not In-Person
Unknown
Change in Vote Method Utilization- State System
In-Person on Election Day
-39 p.p.
Provisional
-2 p.p.
Not In-Person
41 p.p.
Unknown
-1 p.p.
-40 -30 -20 -10 0 10 20 30 40
Change in Vote Method Utilization- National
In-Person on Election Day
-31 p.p.
Provisional
0 p.p.
Not In-Person
30 p.p.
-30 -25 -20 -15 -10 -5 0 5 10 15 20 25 30
We have excluded unknown vote method from the national analysis, but we include them in the system specific analysis to indicate trends in vote method availability. Vote method information is not available for all states in NSLVE, and the data reflect voting method in states other than the campus state.

University System of Maryland

2021-12-22

University System of Maryland (Student Level)

(n) = number eligible

	Business	Education	Health Professions	Humanities	Social Sciences	STEM
2016	48%	66%	59%	40%	54%	47%
2020	52%	74%	67%	43%	62%	55%

2016 Highest Voting Rates

Library Science	79% (242)
Public Administration	68% (4,271)
Legal Professions	66% (1,936)

2016 Lowest Voting Rates

Liberal Arts, Sciences, & Humanities	15% (7,024)
Computer & Information Sciences	43% (23,757)
Law Enforcement	45% (4,664)

2020 Highest Voting Rates

Library Science	86% (277)
Education	74% (7,028)
Public Administration	74% (3,937)

2020 Lowest Voting Rates

Liberal Arts, Sciences, & Humanities	18% (7,880)
Law Enforcement	46% (3,795)
Computer & Information Sciences	49% (26,940)

Largest Increases

Fitness Studies	+17 p.p.
Area, Ethnic, Gender Studies	+12 p.p.
Agriculture	+12 p.p.

Largest Decrease

All Institutions (Student Level)

(n) = number eligible

	Business	Education	Health Professions	Humanities	Social Sciences	STEM
2016	46%	60%	52%	49%	52%	45%
2020	60%	71%	64%	62%	66%	59%

2016 Highest Voting Rates

Library Science	75% (14,274)
Theology & Religious Vocations	61% (10,378)
History	61% (82,563)

2016 Lowest Voting Rates

Basic Skills Education	18% (5,792)
Military Science & Leadership	26% (1,752)
Mechanic & Repair	37% (44,424)

2020 Highest Voting Rates

Library Science	83% (14,152)
History	73% (75,822)
Natural Resources	72% (81,507)

2020 Lowest Voting Rates

Basic Skills Education	23% (3,250)
Military Science & Leadership	46% (3,597)
Mechanic & Repair	49% (27,137)

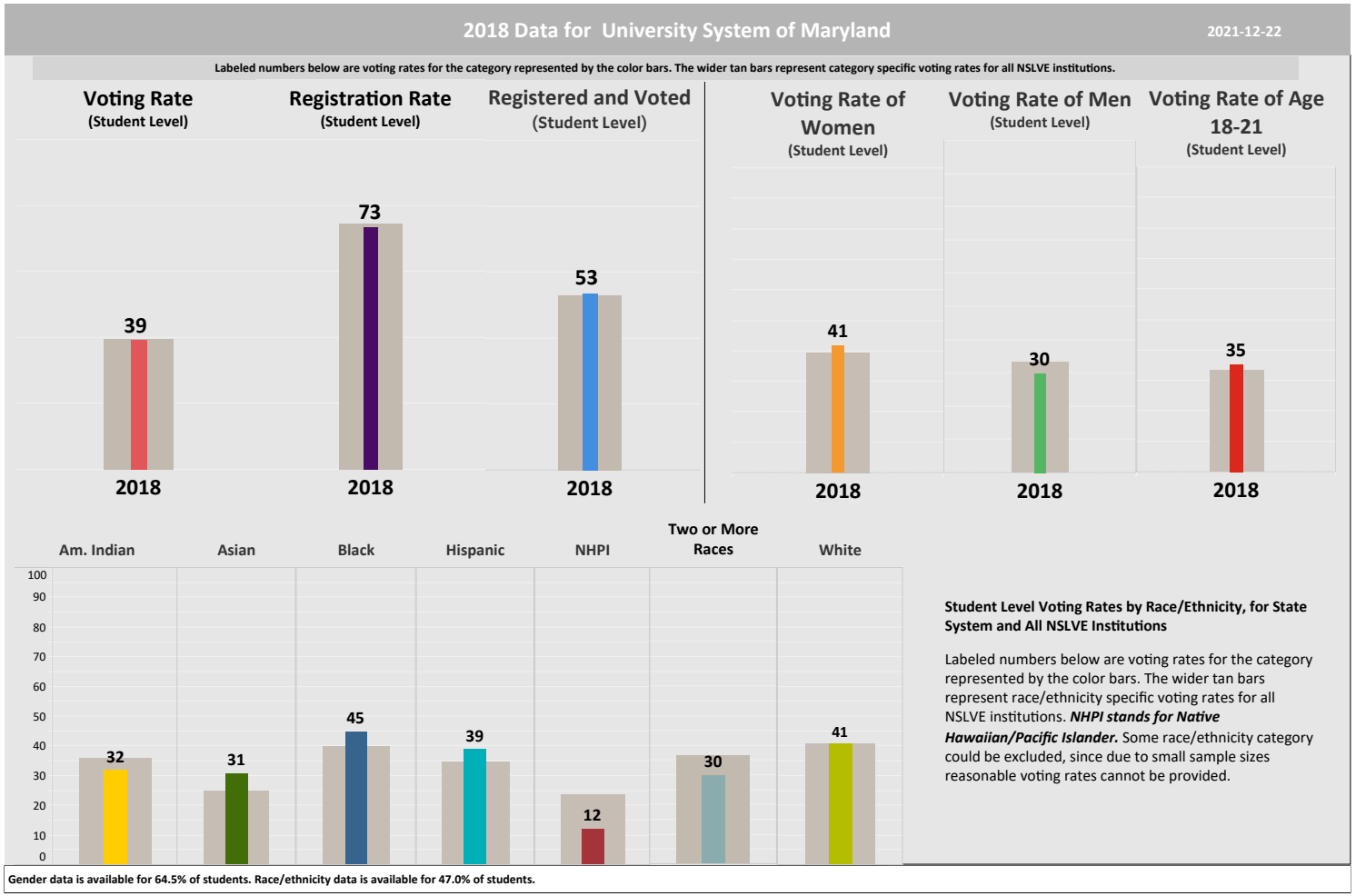
Largest Increases

Health-Related Knowledge & Skills	+22 p.p.
Military Science & Leadership	+20 p.p.
Fitness Studies	+20 p.p.

Largest Decreases

Fields of study data is available for 99.4 % students in 2016 and 99.6 % students in 2020 for the institutions included in this report page. *P.P. above stands for percentage points.*

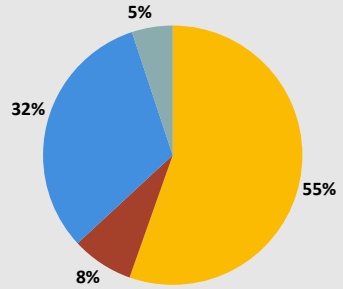
These listed fields of study categories are generated from National Center for Education Statistics (NCES). For a complete list of fields of study for which we provide NSLVE data, refer to the appendix page. For more information on NCES, visit website: https://nces.ed.gov


2018 Data for University System of Maryland
2021-12-22
Labeled numbers below are voting rates for the category represented by the color bars. The wider tan bars represent category specific voting rates for all NSLVE institutions.
Voting Rate
(Student Level)
39
2018
Registration Rate
(Student Level)
73
2018
Registered and Voted
(Student Level)
53
2018
Voting Rate of Women
(Student Level)
41
2018
Voting Rate of Men
(Student Level)
30
2018
Voting Rate of Age 18-21
(Student Level)
35
2018
Am. Indian
Asian
Black
Hispanic
NHPI
Two or More Races
White
100
90
80
70
60
50
40
30
20
10
0
32
31
45
39
12
30
41
Student Level Voting Rates by Race/Ethnicity, for State System and All NSLVE Institutions
Labeled numbers below are voting rates for the category represented by the color bars. The wider tan bars represent race/ethnicity specific voting rates for all NSLVE institutions. NHPI stands for Native Hawaiian/Pacific Islander. Some race/ethnicity category could be excluded, since due to small sample sizes reasonable voting rates cannot be provided.
Gender data is available for 64.5% of students. Race/ethnicity data is available for 47.0% of students.

University System of Maryland 2021-12-22

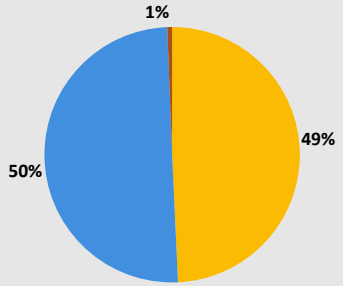
Vote Method Utilization- State System

2018



Vote Method Utilization- National

2018



In-Person on Election Day | Provisional | Not In-Person | Unknown

Change in Vote Method Utilization- State System

Change in Vote Method Utilization- National

We have excluded unknown vote method from the national analysis, but we include them in the system specific analysis to indicate trends in vote method availability. Vote method information is not available for all states in NSLVE, and the data reflect voting method in states other than the campus state.

Appendix- B

Complete List of Fields of Study in NSLVE	
Agriculture	Legal Professions
Architecture	Liberal Arts, Sciences, & Humanities
Area, Ethnic, Gender Studies	Library Science
Basic Skills Education	Mathematics & Statistics
Biological & Biomedical Sciences	Mechanic & Repair
Business, Management, & Marketing	Military Science & Leadership
Communication & Journalism	Multi/Interdisciplinary Studies
Communications Technologies	Natural Resources
Computer & Information Sciences	Parks and Recreational Activities
Construction Trades	Philosophy
Culinary Services	Physical Sciences
Education	Precision Production
Engineering	Psychology
English Language & Literature	Public Administration
Family and Consumer/Human Sciences	Science Technologies/Technicians
Fitness Studies	Social Sciences
Foreign Languages & Literatures	Theology & Religious Vocations
Health Profession	Transportation
Health-Related Knowledge & Skills	Visual & Performing Arts
History	
Law Enforcement	

These listed fields of study categories are from National Center for Education Statistics (NCES). Visit NCES website: https://nces.ed.gov for more information.

idhe INSTITUTE FOR DEMOCRACY & HIGHER EDUCATION

Tisch College 20 years of civic leadership

Part of Tufts University's Jonathan M. Tisch College of Civic Life, the Institute for Democracy & Higher Education (IDHE) is an applied research center focused on college and university student political learning and engagement in democracy. IDHE researchers study student voting, equity, campus conditions for political learning, discourse, participation, and agency for underrepresented and marginalized students. We accomplish our goals by conducting research, producing practical resources, supporting institutions and the higher education community, and advocacy.

IDHE's signature initiative, the National Study of Learning, Voting, and Engagement (NSLVE), is a service to colleges and universities that provides participating institutions with tailored reports of their students' voting rates. Launched in 2013 with 250 campuses, the study now serves nearly 1,200 institutions in all 50 states and the District of Columbia. In addition to NSLVE, IDHE's researches learning environments and practices of politically engaged campuses. From this line of study came Election Imperatives, a 2018 national report that offered practical recommendations for campus civic learning. IDHE is now higher education's leading source of data and support for college student political learning and participation.

Learn more about us and our work at https://idhe.tufts.edu.

About the Report
Reflecting the best available data for a specific set of institutions, this report provides estimated registration and voting rates based on students attending those institutions who were age-eligible to vote at the time of the election. These results are based on enrollment records institutions submitted to the National Student Clearinghouse (NSC) and publicly available voting files collected by L2 Political. Enrollment lists are adjusted by deducting students under age 18 (at the time of the election), people identified as non-degree seeking and those identified by campuses as "nonresident aliens" (NRAs) (the federal government's category for mostly international students). Unfortunately, not all campuses report NRAs to NSC. For those campuses, we use IPEDS to calculate the number of NRA students on each campus and adjust NSC enrollment numbers to estimate the number of students to remove. We also quality check NRA removals by verifying that there is little to no discrepancy between the number of international students reported by the campus to IPEDS and to NSC. We cannot adjust subgroup analyses absent identification of NRAs verified by the process above. We welcome closer partnerships with individual colleges and universities to provide more accurate rates.

For more information, visit our FAQ page: https://idhe.tufts.edu/nslve/nslve-faq

What to do next:
Use the data in this report to help leaders, faculty, and students at your colleges and universities to catalyze change by improving their climates for political learning and participation. Refer to both **"Election Imperatives: Ten Recommendations to Increase College Student Voting and Improve Political Learning and Engagement in Democracy"** and our most recent national report, **"Democracy Counts 2020: Record-Breaking Turnout and Student Resiliency"** for applied guidance and national context. Respective links are below:
https://idhe.tufts.edu/publications-and-resources/election-imperatives
https://idhe.tufts.edu/nslve/2020

You can also read Democracy Counts 2018, IDHE's national NSLVE report on the 2018 midterms on our site.

Partner with IDHE:
We are available to work with you to evaluate and improve student political learning, discourse, and participation. Contact us for in-person support, webinars, workshops and assessment at IDHE@tufts.edu.

Salisbury General Education Curriculum Model (approved May, 2021; anticipated implementation in Fall 2024)

SU THEMED COURSE REQUIREMENT: Themed Courses are Selected from the entire SU catalog*	
at least 1 course	**Civic and Community Engagement** *Civic and Community Engagement is integrated into themed courses*
at least 1 course	**Environmental Sustainability** *Environmental Sustainability is integrated into themed courses*
at least 1 course	**Inclusion and Diversity** *Inclusion and Diversity is integrated into themed courses*
SU REQUIREMENT **First Year Seminar** • *Taken in the first year*	**First Year Seminar:** Academic preparation, skills and expectations for educational and professional success through exploration of a topic or issue. 1 course, 4 credits **ECs:** *Critical Thinking and Reasoning, Effective Reading, Information Literacy, Oral Communication, Written Communication,* **PSCRs:** *Intellectual Curiosity*
COMAR **1 English composition course** • *Taken in the first year*	**Communicating through Writing:** Effective reading, writing, and information usage. 1 course, 3-4 credits **ECs:** *Effective Reading, Information Literacy, Written Communication*
COMAR **1 mathematics course**	**Quantitative Analysis:** Numerical, analytical, statistical, and problem-solving skills. 1 course, 3-4 credits **EC:** *Quantitative Reasoning*
COMAR **1 of 2 arts and humanities courses**	**Human Expression:** Exploration of the different ways individuals and societies have and continue to express themselves and communicate the human experience. 1 course, 3-4 credits **FK:** *Knowledge of Human Experience,* **PSCRs:** *Intellectual Curiosity, Ethical Reasoning*
COMAR **2 of 2 arts and humanities courses** • *In different content area than 1 of 2*	**Humanity in Context:** Critical and comparative analysis of humanity, emphasizing the role of history, culture, and/or language in human issues. 1 course, 3-4 credits **ECs:** *Critical Thinking and Reasoning, Understanding the Human World, Effective Reading,* **FK:** *Knowledge of Human Experience,* **PSCR:** *Intercultural Competence*
COMAR **1 of 2 social and behavioral sciences courses**	**Social Configurations:** Quantitative and/or qualitative analysis of human behavior and/or societies. 1 course, 3-4 credits **EC:** *Understanding the Human World,* **FK:** *Knowledge of Human Experience,* **PSCRs:** *Emerging and Enduring Global Issues, Intercultural Competence*
COMAR **2 of 2 social and behavioral sciences courses** • *In different content area than 1 of 2*	**Social Issues:** Applied social science, with an emphasis on understanding and solving problems in the social or behavioral sciences. 1 course, 3-4 credits **ECs:** *Quantitative Reasoning,* **FK:** *Knowledge of Human Experience,* **PSCR:** *Emerging and Enduring Global Issues, Ethical Reasoning*
COMAR **1 of 1 physical and biological science courses (w/lab)**	**Hands-on Science:** Experiential laboratory-based science. 1 course, 4 credits **ECs:** *Quantitative Reasoning, Scientific Reasoning,* **FK:** *Knowledge of the Physical World*
COMAR **1 of 1 physical, biological, and technological science courses** • *In different content area than above*	**Solutions through Science:** Applied science, with an emphasis on understanding and solving problems in the natural, physical, and technological sciences (may or may not include a lab). 1 course, 3-4 credits **ECs:** *Critical Thinking & Reasoning, Quantitative Reasoning, Scientific Reasoning,*
SU REQUIREMENT **Personal Wellness**	**Personal Wellness:** Interconnected dimensions of wellness, including physical, emotional, and financial, to live a healthy, successful life. 1 course, 4 credits **PSCR:** *Personal Health and Wellness*
SU REQUIREMENT **Experiential Learning** • *Requires completed FYS and recommended Junior status* • *Met by major or elective*	**Experiential Learning:** Apply knowledge and competencies from General Education through internship, study abroad/away, research, senior project, or other relevant experience. 1 course, minimum of 3 credits **ECs:** *Critical Thinking and Reasoning, Information Literacy, Oral Communication, Written Communication,* **PSCRs:** *Ethical Reasoning, Intellectual Curiosity*

LANGENBERG LEGACY GUIDELINES

DESCRIPTION

The **Langenberg Lecture and Award** was originally established through a solicitation for an endowed fund in honor of former USM Chancellor Donald N. Langenberg on the occasion of his retirement in 2002. The Lecture brought nationally recognized leaders to USM to speak on a broad range of issues within the field of education. The Award recognized a rising senior who showed promise and commitment to a career in education. These guidelines have been periodically reviewed over the past 20 years and the program has been modified to reflect the broad influence of the Langenberg legacy.

The USM will restructure the Langenberg Lecture and Award to a program that will have a broad impact on scholarship, faculty, and students across USM. Addressing a documented priority of the Board of Regents, the program, administered by USM's Office of Academic and Student Affairs, will have three components: 1) student engagement through internships and special projects, 2) faculty support for curriculum enrichment or research, and 3) recognition for student and faculty work. This new purpose will be called the Langenberg Legacy.

The Langenberg Legacy will address the theme of civic education and civic engagement beginning in FY22.

The University System of Maryland has long been a champion of civic education and civic engagement. In Fall 2017, the USM Board of Regents convened the Civic Learning and Democratic Engagement Workgroup to make recommendations on moving the civic education agenda forward.

The ***Langenberg Legacy*** reimagines the Langenberg Lecture within the context of USM's Civic Education and Civic Engagement priority. The Langenberg Legacy brings focus to that vision through the lens of civic responsibility, with strong student and faculty scholarship, engagement, service, and recognition components.

The core components of the *Langenberg Legacy* are:

- The Student Component that supports students to engage civic learning opportunities by providing financial support for internships and special projects.
- The Faculty Component that supports faculty development, strategies, and tools to integrate civic learning and democratic engagement into current courses and curricula
- The Recognition Component that celebrates the accomplishments of students and faculty in the civic learning and democratic engagement framework.

ADMINISTRATION

- The solicitation and management of funds for the support of the Langenberg Legacy will be handled by the University of Maryland Foundation, Inc.
- The Office of Vice Chancellor for Academic and Student Affairs will solicit and review applications for student and faculty participation in civic learning and democratic engagement opportunities. The Office of Academic and Student Affairs will manage this selection process.

- The USM Office of Advancement will collaborate with the VCASA on the development and execution of recognition and networking events.
- If at some point in time the theme of civic engagement and education is no longer a priority of the Regents, or a more compelling priority arises, the VCASA will work with the Regents to identify and implement a new theme, retaining the core components of the program.

TIMING

- The Langenberg Legacy will be a comprehensive program that is run during each academic year.

FUNDING

- Funding for the program would come from the existing *Langenberg Lecture* endowed fund, which will be renamed the *Langenberg Legacy*.
- The solicitation and management of funds for the support of the Langenberg Legacy will be handled by the University of Maryland Foundation, Inc.

Office of Academic and Student Affairs, May 2021

Accepted by the Office of the Chancellor

Jay A. Perman
Chancellor

Accepted by the Office of Academic Affairs

Joann Boughman
Senior Vice Chancellor for Academic and Student Affairs

Accepted by the Office of Advancement

Leonard R. Raley
Vice Chancellor for Advancement