



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

**Minutes  
Public Session**

The Committee on Education Policy and Student Life (EPSL) of the University System of Maryland (USM) Board of Regents (BOR) met virtually in public session on Friday, March 4, 2022. The meeting was convened at 9:31 a.m. Committee members present were: Regents Gourdine (chair), Beams, Gill, Gooden, Johnson, Oludayo, Smarick, and Wood. Regent Ellen Fish, Chancellor Perman, and Senior Vice Chancellor Joann Boughman were also present.

The following were also in attendance on Zoom: Ms. Bainbridge, Dr. Beise, Dr. Bergen-Aurand, Dr. Bishop, Mr. Byrd, Dr. Coleman, Dr. Foust, Dr. Frank, Ms. Giannini, Dr. Goodman, Ms. Griffin, Ms. Esters, Ms. Herbst, Dr. Hurte, Dr. Kelley, Dr. Lee, Dr. Leisey, Dr. Lewis, Dr. Lilly, Mr. McDonough, Ms. McNeil, Ms. Marano, Dr. Mathias, Mr. Morgan, Ms. Mulherrin, Dr. Murray, Mr. Muntz, Dr. Niemi, Dr. Olmstead, Dr. Perreault, Dr. Rous, Dr. Shapiro, and Ms. Wilkerson.

Guests also participated via the public, listen-only line.

Chair Gourdine welcomed Regent Mike Gill to his first committee meeting.

**Information Items**

In advance of the official agenda items, Chair Gourdine shared that considering the Committee's focus on enrollment and student life, especially via the various reports the Committee receives, the USM team and Regent Ellen Fish have worked to realign the Board's Enrollment Workgroup with EPSL. Regent Fish, chair of the Enrollment Workgroup, shared that the Workgroup was formed as a result of enrollment trends; demographic trends; disruption; and the impact enrollment has on the business model, financial stability, and academic success of our institutions. The Workgroup has explored or will explore financial challenges (decreased enrollment means increase costs per FTE); financial opportunities (adult population, growing demographic groups, certificate/badges); and changing demographics (the "non-traditional" student, environmental impacts, faculty involvement, regional center opportunities, future learners). The Workgroup's immediate focus was on strategies our institutions are using to address immediate needs as result of pandemic. When looking toward the future, we must examine traditional and emerging markets for enrollment and who our current and future customers are. We must also define what success looks like, both short-term and long-term. As the Workgroup begins the third phase of a three-phased approach (with Phase 1 being Charting the Path Forward and Phase 2 being Addressing the Gaps), the Workgroup will begin exploring campus enrollment management processes and plans. Important points from the discussion include:

- the importance of focusing on retention;
- the need to ensure the transfer process is as smooth and uncomplicated as possible;
- the seriousness with which the institutions are taking this issue, as almost all now have enrollment management executives that are part of the senior leadership;
- yes, we want to enroll as many Maryland high school graduates as possible, but we must also bolster pipeline programs to increase the extent to which high school graduates who are not going to college can see themselves as college students; and
- innovation is key to addressing enrollment challenges.

### **New Programs 5-Year Enrollment Reviews, Fall 2017 – Fall 2021**

Dr. Antoinette Coleman, Associate Vice Chancellor for Academic Affairs, presented this annual report to the Committee. 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. 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. It is important to note that not all programs are implemented in the year 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 a 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 periodic program review. The report indicates that most of the programs reviewed this cycle are achieving actual enrollments that reflect 50 percent or greater of their projected enrollments. And, for some programs, the actual enrollments exceed the projections. Programs 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. The programs that have completed the 5-year enrollment review period will now move forward to further intervals of enrollment and program performance reviews. The report bodes well for the enrollment projections made during the program proposal process and for the work faculty and campus officials do to ensure the viability of programs before proposing them to EPSL.

### **USM P-20 Annual Report**

Mr. Dewayne Morgan, USM's Senior Director of Education, Outreach, and Pipeline Development, presented this report to the Committee. 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.

Mr. Morgan's report included highlights of key P-20 efforts:

1. USM Teacher Education Innovations
  - a. Black Male Educators & Leaders, Bowie State University
  - b. Superb Teachers Achieve Results Federal Grant, Bowie State University
  - c. Pathways to Professions (P2P) grant, Coppin State University
  - d. 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
  - e. Maryland ACCELERATES federal grant, Frostburg State University
2. Maryland Center for Computing Education; and
3. USM's Nurturing Excellence for Undergraduate Success Grant (NEXUS)

These programs represent a fraction of the work happening at the institutions, within the USM Office, and in partnership with the aforementioned stakeholders. Details of the programs can be found in the board materials.

#### **Updates: Civic Education and Civic Engagement in the USM**

Dr. Nancy Shapiro, Associate Vice Chancellor for Education and Outreach, presented this report to the Committee. She reminded the regents that in 2017, EPSL charged a workgroup 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.
  - a. Encourage Carnegie Community Engagement classification for all USM institutions.
  - b. Encourage voting by using the National Study of Learning, Voting and Engagement data to document and assess progress toward higher voter participation from each institution.
  - c. 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.
  - a. Expand opportunities for service/action learning for undergraduate students in all majors to engage in real world applications of their learning through coursework and community leadership programs.
  - b. Expand opportunities for civic learning and engagement for graduate students as it applies to their programs of study.
  - c. Align civic learning/democratic engagement goals with Carnegie Community Engagement standards, and have institutions report progress toward agreed upon goals.
  - d. 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.
  - e. 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.

Today’s update included 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

Details of each can be found in the board materials.

#### **Motion to Adjourn**

Regent Gourdine thanked all for a productive meeting. She called for a motion to adjourn. The motion was moved by Regent Wood, seconded by Regent Gooden, and unanimously approved. Regent Gourdine adjourned the meeting at 11:30 a.m.

Respectfully,  
Regent Michelle Gourdine  
Chair