



University of Maryland University College

Office of the President

**HOUSE APPROPRIATIONS COMMITTEE
EDUCATION & ECONOMIC DEVELOPMENT SUBCOMMITTEE
WEDNESDAY, FEBRUARY 27, 2013**

HOUSE BILL 100 – POSITION: FAVORABLE

***Budget Bill FY 14
Testimony of Javier Miyares, President
University of Maryland University College***

Good afternoon Mr. Chairman and members of the Committee.

Mr. Chairman, on behalf of the students, faculty and staff, thank you for this opportunity to respond to the Department of Legislative Services' recommendations concerning the University of Maryland University College and University System of Maryland budgets.

Thank you, Mr. Halbach, for your analysis of our budget and for working with our team to provide this committee with a great deal of information about UMUC and our operations.

I have had the pleasure of meeting each of you privately over the past several weeks. I appreciate you finding time to meet me and allow me to share my vision for UMUC.

As I shared during our meetings, it is a very exciting time to lead UMUC. At a time when everyone is buzzing about MOOCs and online education, we are here to say "Welcome to our world!"

For nearly 20 years, UMUC has been providing courses online and we are regarded as pioneers in online education and are the largest public provider of distance education degrees in the United States. But as you all know, our history goes much further back.

Since 1947, we have been providing educational opportunities to our U.S. military. Flash forward to today and now these service men and women and their families comprise about 55,000 of our 98,000 students worldwide at more than 150 military installations and locations on four continents. We've come a very long way since 1947 and with the evolution of technology we are seeing changes in education that we haven't seen since the introduction of the printing press.

Higher education is experiencing a revolution and in order to survive in this ever changing world and highly competitive market, we must think strategically and innovatively. Yes, UMUC pioneered online education, but we cannot rest on that achievement as so many other universities, including the Ivy Leagues, are now embracing online education. The enhancement funds that Governor O'Malley included

in this year's USM budget will help us achieve this academic transformation and so I strongly urge the Committee to support this important funding.

The day that we think we have arrived at the right model for distance education, we are doomed. We must take advantage of our 60-plus year history of academic innovation and keep moving forward. Ten to 15 years from now, online education will be seen as a pivotal point in expanding higher education possibilities for more people, but what we do today will seem primitive then.

UMUC is very proud to be America's largest public university. In fact, our stateside student enrollment has more than doubled in the past 10 years, increasing to more than 42,000 undergraduate and graduate students. And our enrollment is expected to grow by another near 50 percent by 2020.

UMUC's strength is its diversity – 46 percent of our total undergraduate enrollment and 54 percent of our graduate enrollment is minority students and we enroll more African American students than any of the four individual Maryland HBCUs. In FY 2012, 39 percent of our bachelor's degrees, 50 percent of our master's degrees and 47 percent of our doctoral degrees were award to minority students.

And while most people associate UMUC with online education, and in fact, nearly 85 percent of our courses are online stateside, we do offer classroom instruction in more than 20 locations throughout Maryland including Pax River, Elkridge, Aberdeen, Curtis Bay, Fort Detrick, Wye Mills, Waldorf and many others.

We have a very ambitious goal in Maryland, and across this country, to help 55 percent of our population achieve a higher education degree. As Maryland's "open" university – welcoming all students to pursue their educational goals – UMUC is an integral component of this endeavor. This goal cannot be reached by traditional classroom instruction alone. We must find ways to accommodate all types of learners, from your traditional high school graduate attending a residential campus to a returning student who needs a degree to advance their career to a more senior professional who may have years of experience that could be applied toward degree completion. This is why flexibility is so critical to helping the wide variety of students reach their academic goals.

Meeting this 55 percent goal is critical to our country's economic prosperity. UMUC is uniquely position to help meet the workforce demands of Maryland employers. One example is the exploding growth of our cyber security programs. A recent study revealed that Maryland has more than 19,000 job openings in cyber security. UMUC is preparing our future cyber warriors with more than 7,000 students in cyber named and cyber related programs – the largest in the state. This is just one example of how UMUC can quickly develop academic programs that partner with employers to help build a stronger labor market.

UMUC also has partnered with all 16 community colleges in Maryland to help their students seamlessly transfer to UMUC for their bachelor's degree. UMUC is the number one choice of community college

student transfers. These students are among our most successful students in terms of retention and graduation.

To help meet the ever changing needs of our diverse adult student body, UMUC also is in the process of implementing a state-of-the-art advising model. With an emphasis on career aspirations, advisors will focus on the individualized needs of students throughout their learning experience at UMUC. Advisors will have a more comprehensive, student-centric approach in their interactions with students. As a part of the value proposition, advisors will discuss career goals with newly admitted students, assist with prior learning assessments, evaluate transfer credits and map out remaining requirements. By having advisors perform these functions the goal is to develop a better awareness and understanding of students' needs, ultimately leading to a richer and more rewarding student experience. From the student perspective, the goal is for the student to better align learning outcomes with career goals, expedite the time to degree completion by factoring in all forms of prior learning, and to ensure that enrollment planning will maximize the probability of success by designing a unique academic pathway for each student. Advisors will maintain their relationships with students from time of matriculation to degree attainment. In the end, the objective is to have higher completion rates, expedited times for degree completion, increased student satisfaction, and improved persistence and retention.

At UMUC we specialize in educating adult students – students like Robb Wilmot, our Student Advisory Council chairman. Robb works full time, is married, has four beautiful children and hails from Russett in Anne Arundel County. He is the face, heart and soul of UMUC. While working for the State of Maryland's Judicial Systems, he obtained his Bachelor's degree from UMUC and graduated Magna Cum Laude. He went on to earn his Master's of Distance Education and is currently pursuing his Doctoral of Management with UMUC. Robb is truly UMUC.

ROBB'S REMARKS

Thank you, Robb. Our acting provost, Dr. Marie Cini, a national leader in academic innovation, will share some highlights of our efforts with academic innovation.

MARIE'S REMARKS

Thank you, Marie.

Before we address the DLS budget overview recommendations, I would also like to respond to the recent DLS Audit. As the audit and our response summarizes, UMUC agrees with the audit's findings and we have taken actions to address the findings. We greatly appreciate the work of DLS during our transition last year. This audit follows a thorough review by the Middle States Commission on Higher Education and a United States Senate inquiry from Senator Tom Harkin, chair of the Senate's Education Committee. I am pleased to report that Middle States and the Harkin inquiry both revealed that UMUC is academically and administratively sound.

Specifically in response to the DLS Budget Overview and recommendations:

Page 13 – The President should comment on why tuition revenue is only growing by 0.6% in fiscal 2014, if credit hour tuition is growing by 3.0%.

UMUC Response: The 3% tuition increase is for undergraduate in-state tuition only – the only tuition that will increase in 2014. Our overall tuition revenue includes revenue from out-of-state undergraduate, in-state graduate and out-of-state graduate tuition, as well as separate tuition rates for our MBA and Cybersecurity programs.

Page 17 – The President should comment on why so little institutional aid is going to students in the Pell+\$1 to \$6,999 EFC group.

UMUC Response:

Pell +\$1 - \$6,000 Group – There are two reasons that the institutional dollars awarded to this group of students has declined over time; both are simply a function of changes in the Pell Grant eligibility formula.

- 1) The overall number of students in the Pell +\$1 group has declined. As Pell Grant recipients have increased exponentially from FY07 to FY12, this group has declined proportionately.
- 2) Pell Grant recipients have increased by 256% since FY07, therefore a larger share of institutional funding has been awarded to these Pell recipients.

These are natural changes due to the Pell Grant eligibility formula and not because of any action taken to award students differently at UMUC.

Page 19 – The President should comment on what UMUC is doing to increase financial aid literacy and responsible borrowing among new students, given the very high average borrowing occurring in loans in general.

UMUC Response:

UMUC has invested a great deal in financial literacy. Three years ago, UMUC purchased FATV for its collection of video clips on various topics related to Financial Aid. The videos on loans and borrowing are extensive and the broad topics on the Financial Aid website include:

- a. Know Your Loans
- b. Loan Overview
- c. Loan Programs
- d. Loan terms
- e. Loan Repayment
- f. Income-Based Repayment
- g. Loan Forgiveness

ix. If I have already completed a Direct Loan MPN for another school, do I need to complete another one?

- 3) Brand new for spring of 2013, the topic of Financial Literacy has been incorporated into the EDCP 100 course. This is a pilot project in conjunction with the Director of Learning Initiatives.
- 4) Upon evaluation of the EDCP pilot, the Financial Aid office and the Director of Learning Initiatives are planning to create a financial literacy seminar for students who were academically dismissed and have been re-admitted to the University.

Page 21 – The President should comment on what an appropriate amount of prior learning credits would be and if the process for awarding MOOC credit could be simplified in the future:

UMUC Response: UMUC believes there should be no limit on the number of credits we can offer for prior learning, and, in fact, some other states have much higher limits or no limits at all. We lose students each year institutions in these states because of Maryland’s antiquated cap on experiential credits. If a student can demonstrate that he or she has already the knowledge and abilities that a college student is expected to learn during a course, then we should assess this appropriately and grant students the credits. We believe that very few students will be able to demonstrate 120 credits of learning, but we should have the ability to assess all prior learning for possible credit. Any other limits would be arbitrary and based in traditional thinking, which negates the directive from the Governor to be as innovative as possible to help students achieve college completion.

As far as MOOCs are concerned, this is a very recent and rapidly evolving phenomenon. As they evolve, the process for awarding credits will become simpler. If/when MOOCs provide secure assessments and/or are reviewed by the American Council on Education (ACE) we will take those credits directly. We anticipate this will occur in large measure over the next two years. MOOCs are just one form of prior or current learning taken outside of the institution and we use the quality processes we already have in place for any other form of prior learning.

Page 21 – The President should comment on the rollout of ALPs in online education and when UMUC will deploy more of these redesigned courses.

UMUC Response:

Adaptive Learning Platforms is in its infancy. UMUC was an early adopter with Carnegie Mellon’s Open Learning Initiative (OLI). Designing adaptive courses is very time and labor intensive and it’s not quick or inexpensive. UMUC is about to pilot work with the major vendor, Knewton, but this will evolve with other vendors over the next 3-5 years. We also expect to see many of the for-profit online companies to move into this space. University of Phoenix is developing its own platform that will utilize adaptive learning. Public and non-profit institutions will seek partnerships with vendors such as Knewton.



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*Testimony of Marie Cini, PhD, Acting Provost
University of Maryland University College*

Good afternoon Mr. Chairman and members of the committee:

Thank you for this opportunity to respond to the Department of Legislative Services' recommendations concerning the University of Maryland University College and University System of Maryland budgets.

Our president has shared with you what an important institution UMUC is to the future of higher education both in Maryland and nationally. And our wonderful student, Robb Wilmot, is a perfect example of the students we serve.

My comments are not aimed at the past accomplishments of UMUC, but rather the innovative future we are building in order to be at the forefront of transforming higher education.

The truth is that higher education has been stuck in an old model for a long time. Essentially a factory model that moves students through a series of courses that until recently were offered by faculty who lectured to students, who primarily listened and took notes. We have known for a long time now that real learning does not result from this outdated model. Instead, students need to be actively involved in their learning experience. Moreover, as educators we must design learning experiences that build on the research that points to how our students learn more effectively and efficiently.

At UMUC we are more than an online institution that also offers some face-to-face courses. We are building the foundation to take a leadership role in the very transformation of higher education in the United States. How will we do this?

First, we are piloting new models of higher education. We have redesigned the majority of our graduate and undergraduate curricula to align with robust learning outcomes that prepare our students to take their place in careers and their communities. Other new models include the use of adaptive learning technologies—essentially software that tracks students' work as they progress through a discipline. You might call this a cognitive tutor that helps students work through homework and that provides targeted information to instructors so they can in turn target their teaching to what students need most.

We also are designing new competency-based program models so that our students can demonstrate their college-level knowledge gained in the real world more readily. These rich assessments will allow students to demonstrate knowledge for which they will earn academic credit, thereby shortening the length of time it takes to earn their degree.

We also are working in the area of learner analytics. Essentially this is big data meeting higher education. Especially in online education, we are able to track and collect a large amount of student behavioral data, which allows us to create predictive models about which students are more likely to succeed or fail. We currently are piloting interventions to try to help more of the failing students learn to be more successful. At this point within eight days of the beginning of class, we can predict an 85 percent accuracy rate which students will succeed and which will fail. By helping those who are likely to fail to change their behaviors to that of more successful students, we believe we will increase retention among our students in the 2013-2014 year.

To continually drive these innovations through piloting and evaluation, we have recently hired an associate provost for the Center for Innovation in Learning at UMUC. A nationally recognized expert in her field, Dr. Karen Vignare will join us in June to lead a research and development group that will move these initiatives forward.

So I am here to ask you NOT to cut the additional funding that was allocated to system institutions. It is not enough to keep education status quo—we must invest in innovation in our higher education institutions just as companies much invest in innovation in order to succeed and thrive. The additional funding is directly helping UMUC to pilot and evaluate improvements to how our students learn. We cannot afford to back away from these important initiatives.