UMUC

University of Maryland University College

Appendices

TO THE 2016 SELF-STUDY REPORT

FOR THE MIDDLE STATES COMMISSION
ON HIGHER EDUCATION

TABLE OF CONTENTS

UMUC Self-Study Committees and Charges Updated September 24, 2015

COORDINATING COMMITTEE

Given the complexity and scale of UMUC's global operations, the overall role of the Coordinating Committee is to provide high-level oversight and direction to the Self Study process, ensuring that UMUC addresses this self-study from a worldwide perspective.

The **Coordinating Committee** serves to

- Provide the final approval for all major decisions regarding the structure of the self-study process, the Steering Committee, and the working groups.
- Determine the key issues for the self-study and develop the self-study design.
- Ensure the self-study process has visible senior executive support and approval throughout the process.

Members

- Javier Miyares, President
- Allan Berg, Senior Vice President, Overseas Operations
- Marie A. Cini, Provost and Senior Vice President, Academic Affairs
- Aric Krause, Vice Provost and Dean, The Graduate School
- Matthew Prineas, Vice Provost and Dean, The Undergraduate School
- George Shoenberger, Senior Vice President and Chief Business Officer

STEERING COMMITTEE

The **Steering Committee** provides leadership to the entire self-study process and serves to

- Establish and charge working groups and coordinate their work on the various research questions to be studied.
- Ensure that the timetable is implemented as planned.
- Assure avenues for university-wide communication about the self-study process.
- Engage in the completion of the final self-study report and supporting documents.
- Ensure that the self-study process is inclusive of the entirety of UMUC's community.
- Bring vision, leadership, expertise, and knowledge of UMUC's culture and constituencies to the self-study process.

Members

- **Co-Chair: Rich Pauli, Assistant Program Chair and Collegiate Professor, MBA Program; also member, Faculty Advisory Council**
- **Co-Chair: Marcia Watson, Vice Provost for Academic Affairs**
- Linda Gooden, liaison to the Steering Committee from the USM Board of Regents
- Michael Freedman, Senior Vice President for Communications
- Kathryn Klose, Associate Dean, The Graduate School
- Lloyd (Milo) Miles, Senior Vice President, Office of Military and Veterans Operations
- John Petrov, Vice President and Chief Human Resources Officer
- Joyce Shirazi, Senior Vice President and Chief of Staff
- George Shoenberger, Senior Vice President and Chief Business Officer
- Kara van Dam, Vice Provost, Learner and Faculty Experience

WORKING GROUP MEMBERS

Working Group A

STANDARD 1: MISSION AND GOALS

- **Chair: Joyce Shirazi , Senior Vice President and Chief of Staff**
- Michael Freedman, Senior Vice President for Communications
- Aric Krause, Vice Provost and Dean, The Graduate School
- Max Miller, Adjunct Assistant Professor, The Graduate School
- Matthew Prineas, Vice Provost and Dean, The Undergraduate School
- Theodore Stone, Collegiate Professor, Education Department, and Manager, Employer Industry Relations, The Graduate School; also past Chair, Faculty Advisory Council
- Robb Wilmot, Doctoral Student and Alumnus; also 2014 Chair of the University Advisory Council and member of the Student Advisory Council

Working Group B

STANDARD 2: PLANNING, RESOURCE ALLOCATION, AND INSTITUTIONAL RENEWAL

STANDARD 3: INSTITUTIONAL RESOURCES

STANDARD 7: INSTITUTIONAL ASSESSMENT

- **Chair: Eugene Lockett, Vice President and Chief Financial Officer**
- Sharon Biederman, Associate Vice Provost, Instructional Services and Support
- Darren Catalano, Vice President, Analytics
- John Gustafson, Collegiate Professor, Social and Natural Sciences, The Undergraduate School
- Rana Khan, Collegiate Professor and Chair, Information and Technology Systems, The Graduate School
- Joellen Shendy, Associate Vice Provost and Worldwide Registrar
- Cleopatra White, Assistant Vice Provost, Finance and Administration, The Undergraduate School

Working Group C

STANDARD 4: LEADERSHIP AND GOVERNANCE

STANDARD 5: ADMINISTRATION

STANDARD 6: INTEGRITY

- **Chair: John Petrov, Vice President and Chief Human Resources Officer**
- Joseph V. Bowen, member, UMUC Board of Visitors; also recently retired as Senior Vice President for Operations, McKissack and McKissack
- Maureen David, Vice President and General Counsel
- Patrick Fitzgibbons, Collegiate Professor, Cybersecurity, The Graduate School
- Blair Hayes, Ombudsman and Vice President, Diversity Programs
- Frederick Merman, Assistant Director, Military Partnerships; also Chair, Adelphi Staff Advisory Council and member, Global Staff Advisory Council
- Kristina Olsen, Adjunct Assistant Professor, The Undergraduate School

Working Group D

STANDARD 8: STUDENT ADMISSIONS AND RETENTION

STANDARD 9: STUDENT SUPPORT SERVICES

- **Chair: Beth Mulherrin, Assistant Vice Provost for Student Success**
- David Anderson, Undergraduate Student; also Chair Emeritus, Student Advisory Council
- Bruce deGrazia, Assistant Program Chair, Cybersecurity, The Graduate School
- Laurie Mabile, Director, Student Relations, The Graduate School
- Jan Keller, Senior Director, Student Services, UMUC Europe
- Lisa Henkel, Acting Associate Vice President, Student Retention
- Cheryl Storie, Associate Vice President, Office of Financial Aid
- Sevgi Rochford, Assistant Vice President, Military Partnerships

Working Group E

STANDARD 10: FACULTY

STANDARD 11: EDUCATIONAL OFFERINGS

STANDARD 12: GENERAL EDUCATION

- **Chair: Kara van Dam, Vice Provost, Learner and Faculty Experience**
- Courtney Anderson, Collegiate Professor, MBA Program, The Graduate School; also former member, Faculty Advisory Council
- Duane Jarc, Collegiate Professor, Computer Information Systems and Technology, The Undergraduate School
- Stephen Miller, Associate Vice Provost and Director, UMUC Library
- Lauren Small, Adjunct Associate Professor, The Undergraduate School
- Charles Watson, Adjunct Assistant Professor, The Graduate School

Working Group F

STANDARD 13: RELATED EDUCATIONAL ACTIVITIES

- **Chair: Kelly Wilmeth, Associate Vice President, Military Support, Military Partnerships**
- Margo Coleman-Seiffert, Collegiate Professor, Social and Natural Sciences, The Undergraduate School; past Vice Chair and member of Faculty Advisory Council
- Patricia Delaney, Associate Vice President, Corporate Learning Solutions

- Adelaide Lagnese, Vice Dean for Business and Professional Programs, The Undergraduate School
- Jeffrey Newbern, Director, Graduate Programs, UMUC Europe
- Mitzia Williams, Regional Enrollment Manager, UMUC Europe (Naples, Italy)

Working Group G

STANDARD 14: ASSESSMENT OF STUDENT LEARNING

- **Chair: Kathryn Klose, Associate Dean, The Graduate School**
- Thomas Bailey, Assistant Dean, Social and Natural Sciences, The Undergraduate School
- Datta Kaur Khalsa, Associate Chair and Director of Assessment, Education Department, The Graduate School
- Garth Mackenzie, Associate Chair, Information and Technology Systems, The Graduate School
- Liliana Meneses, Program Chair, Human Resources Management, The Undergraduate School
- Kim Miller, Director for Learning Outcomes Assessment, The Undergraduate School
- Denise Nadasen, Associate Vice Provost, Institutional Research

Self Study Staffing (Core Team)

- **Marie Cini, Provost and Senior Vice President, Academic Affairs**
- Marcia Watson, Vice Provost, Academic Affairs
- Cynthia Davis, Senior Director, Strategic Academic Projects
- Harold Pittenger, Director, Academic Resources and Services
- Crystal Williams, Executive Administrative Assistant II

WORKING GROUP CHARGE

Working Group A

MISSION AND GOALS

Area of Responsibility: Standard 1, Mission and Goals

Charge: To review current status and develop a future oriented statement concerning UMUC's alignment with Middle States standard 1, Mission and Goals. Emphasis is on description of future goals.

Intended Outcomes:

- Develop a section of the self-study that includes:
  — Concise overview, with brief reference to appropriate documentation, of UMUC's current alignment with the Standard including:
    · To what extent does the university currently meet its mission of broad access and affordability?
    · To what extent do the goals of high quality education at a low cost and student success drive the University's strategic initiatives and ongoing activities?
  — Discussion of how UMUC can continue to align with the Standard while also transforming its learning model to offer high quality education at an affordable price, including:
    · a future-oriented statement of what changes will occur in the way UMUC conveys and fulfills its mission,
    · identification of strengths and challenges, and
    · suggestions for measures to gauge success.
    · If appropriate, strategic recommendations (maximum of two, none are required) for improvement.
- Participate in an iterative process with the steering committee to complete the draft section and review edited versions to finalize
- Coordinate with other working groups as appropriate to explore common themes and issues
- Optional: if needed, provide separately:
  — List of additional documentation for the document map to demonstrate current alignment
  — List of concrete action recommendations, including operational or tactical improvements that could be addressed immediately

WORKING GROUP CHARGE

Working Group B

PLANNING, RESOURCE ALLOCATION, INSTITUTIONAL RENEWAL; INSTITUTIONAL RESOURCES; AND INSTITUTIONAL ASSESSMENT

Area of Responsibility: Standard 2, Planning, Resource Allocation, and Institutional Renewal; Standard 3, Institutional Resources; and Standard 7, Institutional Assessment

Charge: To review current status and develop a future oriented statement concerning UMUC's alignment with Middle States standards 2, 3, and 7. Emphasis is on description of future goals.

Intended Outcomes:

- Develop a section of the self-study that includes:
  — Concise overview, with brief reference to appropriate documentation, of UMUC's current alignment with the Standard, including:
    - How does UMUC assess its overall institutional effectiveness in support of its mission of broad access and affordability of education and its goals of transforming the learning model and improving student success?
    - How does UMUC implement changes designed to improve institutional effectiveness?
    - How will UMUC ensure that its current planning and resource-allocation processes will continue to enable it to effectively address any future initiatives and improvements toward the goal of transforming the learning model and improving student success, while supporting the mission of broad access and affordability of education?
  — Discussion of how UMUC can continue to align with the Standards while also transforming its learning model to offer high quality education at an affordable price, including:
    - a future-oriented statement of what changes will occur in planning, resource allocation, and institutional assessment to enable transformation of the learning model,
    - identification of strengths and challenges, and
    - suggestions for measures to gauge success.
    - If appropriate, strategic recommendations (maximum of two, none are required) for improvement.
- Participate in an iterative process with the steering committee to complete the draft section and review edited versions to finalize
- Coordinate with other working groups as appropriate to explore common themes and issues

- Optional: if needed, provide separately:
  — List of additional documentation for the document map to demonstrate current alignment
  — List of concrete action recommendations, including operational or tactical improvements that could be addressed immediately

WORKING GROUP CHARGE

Working Group C

LEADERSHIP AND GOVERNANCE; ADMINISTRATION; AND INTEGRITY

Area of Responsibility: Standard 4, Leadership and Governance; Standard 5, Administration; and Standard 6, Integrity

Charge: To review current status and develop a future oriented statement concerning UMUC's alignment with Middle States standards 4, 5, and 6. Emphasis is on description of future goals.

Intended Outcomes:

- Develop a section of the self-study that includes:
  — Concise overview, with brief reference to appropriate documentation, of UMUC's current alignment with the Standards, including:
    - As UMUC looks to the future, what structural changes, if any, will be needed to achieve the vision?
    - How will the University engage all constituent groups in working toward the future vision?
    - What patterns of student feedback are evident over the past three years and what institutional steps has UMUC taken in response to this feedback? How does this feedback inform the learning model and student success initiatives of the future?
  — Discussion of how UMUC can continue to align with the Standards while also transforming its learning model to offer high quality education at an affordable price, including:
    - a future-oriented statement of what changes will occur in leadership and governance, administration, and assurance of integrity to enable transformation of the learning model,
    - identification of strengths and challenges, and
    - suggestions for measures to gauge success.
    - If appropriate, strategic recommendations (maximum of two, none are required) for improvement.
- Participate in an iterative process with the steering committee to complete the draft section and review edited versions to finalize

- Coordinate with other working groups as appropriate to explore common themes and issues
- Optional: if needed, provide separately:
  — List of additional documentation for the document map to demonstrate current alignment
  — List of concrete action recommendations, including operational or tactical improvements that could be addressed immediately

WORKING GROUP CHARGE

Working Group D

STUDENT ADMISSIONS AND RETENTION; STUDENT SUPPORT SERVICES

Area of Responsibility: Standard 8, Student Admissions and Retention; and Standard 9, Student Support Services

Charge: To review current status and develop a future oriented statement concerning UMUC's alignment with Middle States standards 8 and 9. Emphasis is on description of future goals.

Intended Outcomes:

- Develop a section of the self-study that includes:
  — Concise overview, with brief reference to appropriate documentation, of UMUC's current alignment with the Standard, including:
    • Do the current admissions process and set of new student experiences effectively prepare students for successful outcomes? How will UMUC address admissions and the new student experience in the future when the new learning model is implemented?
    • To what extent are UMUC's current student support services adequately addressing the needs of UMUC students? To what extent are data used for the continuous improvement of student services and programs?
    • As we look to the future, how will UMUC iterate its student support services to enable a greater number of students to achieve a high quality degree? How will student demographic trends impact UMUC's student support initiatives?
  — Discussion of how UMUC can continue to align with the Standards while also transforming its learning model to offer high quality education at an affordable price, including:
    • a future-oriented statement of what changes will occur in student admissions and retention and in student support services to enable transformation of the learning model,
    • identification of strengths and challenges, and

- suggestions for measures to gauge success.
  • If appropriate, strategic recommendations (maximum of two, none are required) for improvement.
- Participate in an iterative process with the steering committee to complete the draft section and review edited versions to finalize
- Coordinate with other working groups as appropriate to explore common themes and issues
- Optional: if needed, provide separately:
  — List of additional documentation for the document map to demonstrate current alignment
  — List of concrete action recommendations, including operational or tactical improvements that could be addressed immediately

WORKING GROUP CHARGE

Working Group E

FACULTY, EDUCATIONAL OFFERINGS, AND GENERAL EDUCATION

Area of Responsibility: Standard 10, Faculty; Standard 11: Educational Offerings; and Standard 12: General Education

Charge: To review current status and develop a future oriented statement concerning UMUC's alignment with Middle States standards 10, 11, and 12. Emphasis is on description of future goals.

Intended Outcomes:

- Develop a section of the self-study that includes:
  — Concise overview, with brief reference to appropriate documentation, of UMUC's current alignment with the Standard, including:
    • How effectively does UMUC recruit, hire, and prepare faculty for their teaching role in an open-access institution? How is faculty performance measured and evaluated? How will the University develop faculty expertise for new academic models?
    • How will UMUC ensure that new or redesigned academic programs will serve the needs of the students?
    • Given that UMUC redesigned its general education offerings in 2012, what evidence exists that the new curricula are serving the needs of students in developing acceptable levels of competency and in providing clear pathways to degree completion?
  — Discussion of how UMUC can continue to align with the Standard while also transforming its learning model to offer high quality education at an affordable price, including:

- a future-oriented statement of what changes will occur in the areas of faculty, educational offerings, and General Education to enable transformation of the learning model,
- identification of strengths and challenges, and
- suggestions for measures to gauge success.
- If appropriate, strategic recommendations (maximum of two, none are required) for improvement.
- Participate in an iterative process with the steering committee to complete the draft section and review edited versions to finalize
- Coordinate with other working groups as appropriate to explore common themes and issues
- Optional: if needed, provide separately:
  — List of additional documentation for the document map to demonstrate current alignment
  — List of concrete action recommendations, including operational or tactical improvements that could be addressed immediately

WORKING GROUP CHARGE

Working Group F

RELATED EDUCATIONAL ACTIVITIES

Area of Responsibility: Standard 13, Related Educational Activities

Charge: To review current status and develop a future oriented statement concerning UMUC's alignment with Middle States standard 13. Emphasis is on description of future goals.

Intended Outcomes:

- Develop a section of the self-study that includes:
  — Concise overview, with brief reference to appropriate documentation, of UMUC's current alignment with the Standard, including:
    - How effectively does UMUC assure that credit granted for experiential or prior learning is warranted, defensible, and consistently applied? As UMUC focuses on a new learning model, how will experiential and prior learning programs and support services be enhanced and transformed?
    - Recently, UMUC transformed its overseas operation to create a more agile organization, with a new faculty model and a lighter organizational footprint. What has this transformation yielded for UMUC?
  — Discussion of how UMUC can continue to align with the Standard while also transforming its learning model to offer high quality education at an affordable price, including:

- a future-oriented statement of what changes will occur in related educational activities to enable transformation of the learning model,
- identification of strengths and challenges, and
- suggestions for measures to gauge success.
- If appropriate, strategic recommendations (maximum of two, none are required) for improvement.
- Participate in an iterative process with the steering committee to complete the draft section and review edited versions to finalize
- Coordinate with other working groups as appropriate to explore common themes and issues
- Optional: if needed, provide separately:
  — List of additional documentation for the document map to demonstrate current alignment
  — List of concrete action recommendations, including operational or tactical improvements that could be addressed immediately

WORKING GROUP CHARGE

Working Group G

ASSESSMENT OF STUDENT LEARNING

Area of Responsibility: Standard 14, Assessment of Student Learning

Charge: To review current status and develop a future oriented statement concerning UMUC's alignment with Middle States standard 14. Emphasis is on description of future goals.

Intended Outcomes:

- Develop a section of the self-study that includes:
  — Concise overview, with brief reference to appropriate documentation, of UMUC's current alignment with the Standard:
  — Discussion of how UMUC can continue to align with the Standard while also transforming its learning model to offer high quality education at an affordable price, including:
    - Given UMUC's mission and student aspirations, how effectively does UMUC ensure that student learning outcomes are aligned with workplace needs?
    - How effectively does UMUC use the results from learning outcomes assessment to drive improvement of curriculum and support programs?
    - How will the assessment of learning outcomes iterate as the learning model changes over time?
  — a future-oriented statement of what changes will occur in the assessment of student learning to enable transformation of the learning model,

- — identification of strengths and challenges, and
- — suggestions for measures to gauge success.
- — If appropriate, strategic recommendations (maximum of two, none are required) for improvement.
- Participate in an iterative process with the steering committee to complete the draft section and review edited versions to finalize
- Coordinate with other working groups as appropriate to explore common themes and issues
- Optional: if needed, provide separately:
  - — List of additional documentation for the document map to demonstrate current alignment
  - — List of concrete action recommendations, including operational or tactical improvements that could be addressed immediately

APPENDIX 2

UMUC Fiscal Year 2015 Fact Book

University of Maryland University College

Fiscal Year 2015 Fact Book

PREFACE

The University of Maryland University College Fact Book offers a comprehensive source of information from the Institutional Research office. It includes data for the 2015 fiscal year (July 1, 2014 through June 30, 2015). Our goal is to provide a clear and effective analysis of the University's data resources to key decision makers. We hope that the Fact Book will serve as a valuable tool for users to improve and promote the University. Any comments or suggestions you may have for our next issue are welcome.

Please visit us on the Web at **http://www.umuc.edu/visitors/about/ipra/** when you need UMUC statistics at the click of a button. There you can find the most current student and distance education information.

Denise Nadasen
Associate Vice Provost, Institutional Research
University of Maryland University College

Please note, while the Fact Book is a reliable reference, additional requests for data should be forwarded to the Institutional Research office (ir@umuc.edu). Please contact us if you have questions or require further information concerning UMUC.

TABLE OF CONTENTS

GLOSSARY OF TERMS

<u>Asian Division</u>: The Asian Division consists of the sites administrated in Yokota, Japan.

<u>Credit Hours</u>: Credit hours refers to the total credit hours of instruction for all classes enrolled by a student, or group of students, during a given time frame (i.e. one semester, fiscal year).

<u>Enrollments</u>: Enrollments refers to the number of classes in which a student is registered. A student registered for more than one class will be counted once for each class. For example, if one student is taking two classes that student is counted as two enrollments.

<u>European Division</u>: The European Division consists of the sites administrated in Kaiserlautern, Germany.

<u>Fiscal Year (FY)</u>: The semesters represented in a FY consist of the summer and fall of one calendar year and the winter and spring of the subsequent calendar year. For example, the summer and fall of 2014 and the winter and spring of 2015 comprise the individual semesters of FY 2015 (denoted FY15).

<u>Full-Time Equivalent Students (FTES)</u>: please see next page – "FTES Explained"

<u>Full-Time/Part-Time Student</u>: Full-time status is based on 12 credit hours of enrollment for undergraduates and 9 credit hours for graduate students per semester.

<u>Headcount</u>: Headcount refers to the unduplicated count of students enrolled for one or more classes, within the same level (undergraduate or graduate), during the time period stated. Unduplicated means that a student is only counted once, at the undergraduate or graduate level, regardless of the number of classes taken or the number of sites at which the classes are located. Unduplicated headcount is the most frequently used term for reporting student data. Students will be counted only once as an undergraduate or once as a graduate.

Full-Time Equivalent Students (FTES) Explained

Full-Time Equivalent Students (FTES): FTES is a mathematical concept which attempts to provide a standard metric for comparing universities with differing percentages of full-time and part-time students. The objective is to provide a theoretical number of full-time students based on the total number of credit hours enrolled in by all students, full-time and part-time, for a given fiscal year.

FTES for the various student levels are calculated using total fiscal year credit hours at specified levels divided by credit hour totals specific to that level. The student levels used are:

Undergraduate: Undergraduate-level courses, ranging from the 0 to 500.

Graduate III: Doctoral research credits taken by doctoral students.

Graduate II: Graduate-level class credits taken by doctoral students.

Graduate I: All other graduate-level class credits

The total fiscal year FTES is the sum of the undergraduate FTES and the graduate FTES. This is represented as follows:

$$\text{Undergraduate FTES} = \frac{\text{Total fiscal year UG credit hours}}{30}$$

$$\text{Graduate I FTES} = \frac{\text{Total fiscal year GR I credit hours}}{24}$$

$$\text{Graduate II FTES} = \frac{\text{Total fiscal year GR II credit hours}}{20}$$

$$\text{Graduate III FTES} = \frac{\text{Total fiscal year GR III credit hours}}{18}$$

$$\text{Total fiscal year FTES} = \text{Undergraduate FTES} + \text{Graduate I FTES} + \text{Graduate II FTES} + \text{Graduate III FTES}$$

Students

STUDENT HEADCOUNT

Worldwide Headcount
Fiscal Years 1948 - 2015

Year	Stateside	Overseas	Worldwide	Year
FY48	2,142	0	2,142	FY48
FY50	4,234	3,696	7,930	FY50
FY55	6,070	14,329	20,399	FY55
FY60	9,457	29,351	38,808	FY60
FY65	13,757	30,133	43,890	FY65
FY70	19,133	38,853	57,986	FY70
FY75	19,563	42,630	62,193	FY75
FY80	20,109	46,972	67,081	FY80
FY85	20,010	61,844	81,854	FY85
FY90	23,135	72,181	95,316	FY90
FY95	21,155	57,592	78,747	FY95
FY00	25,652	45,908	71,560	FY00
FY01	30,714	47,801	78,515	FY01
FY02	34,321	47,268	81,589	FY02
FY03	36,206	50,991	87,197	FY03
FY04	37,818	50,234	88,052	FY04
FY05	41,208	47,291	88,499	FY05
FY06	41,309	42,879	84,188	FY06
FY07	47,699	38,462	86,161	FY07
FY08	48,607	39,038	87,645	FY08
FY09	50,707	35,764	86,471	FY09
FY10	55,862	39,133	90,732	FY10
FY11	58,593	36,075	92,211	FY11
FY12	64,127	36,256	97,001	FY12
FY13	63,103	33,694	93,193	FY13
FY14	60,870	27,773	84,801	FY14
FY15	71,572	10,983	82,555	FY15

Note: Marginal duplication was reported in worldwide numbers prior to FY 2010

UMUC Stateside Undergraduate Current Student Survey
Spring 2014 Administration

Employment Status
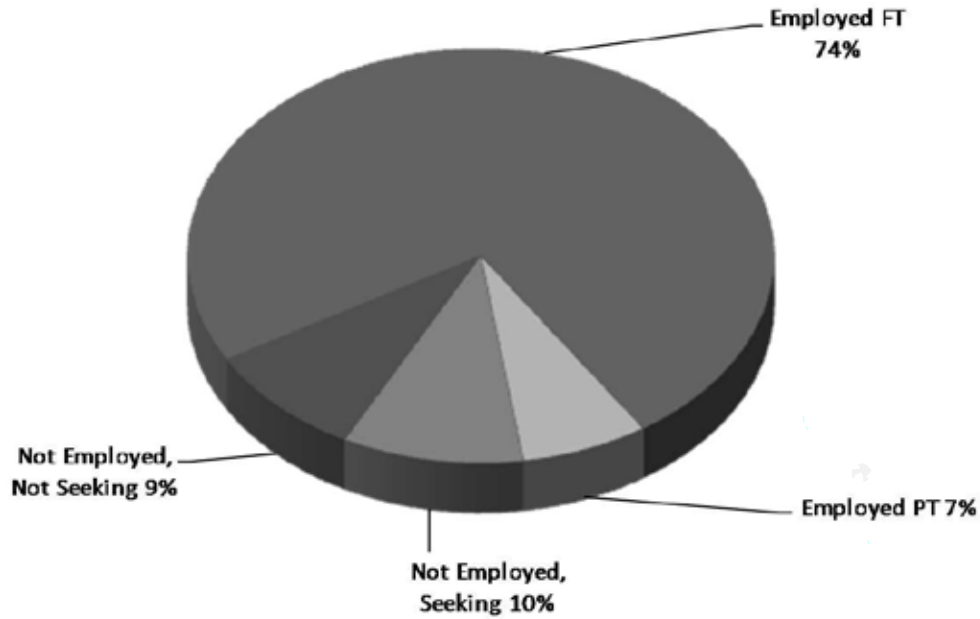
Non- Traditional Demographics

1st generation college student	37%
Students with children residing in the household	48%
Country of origin is not the US	14%
First language is not English	10%

FTE Students

FULL-TIME EQUIVALENT STUDENTS

Fiscal Years 2008– 2015
Worldwide FTES
by Division and Level

	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15
Stateside								
Undergraduate	11,811	12,023	13,603	14,330	17,118	17,160	16,790	20,256
Graduate	5,244	6,345	6,999	7,759	8,272	7,950	7,280	7,204
Stateside Total	17,055	18,368	20,602	22,089	25,390	25,110	24,070	27,460
Asia								
Undergraduate	4,198	3,630	3,939	4,037	3,878	2,284	1,724	1,423
Graduate	43	28	25	2	0	0	0	0
Division Total	4,241	3,658	3,964	4,039	3,878	2,284	1,724	1,423
Europe								
Undergraduate	5,365	5,005	5,643	5,566	5,698	6,508	5,607	2,386
Graduate	60	241	244	246	245	217	113	109
Division Total	5,425	5,246	5,887	5,812	5,943	6,725	5,720	2,495
Worldwide Totals								
Undergraduate	21,374	20,658	23,185	23,933	26,694	25,952	24,121	24,065
Graduate	5,347	6,614	7,268	8,007	8,517	8,167	7,393	7,313
Grand Total	26,721	27,272	30,453	31,940	35,211	34,119	31,514	31,378

Note: Includes Summer credit hours.
FTE is defined based on student credit hours attempted

Degrees

DEGREES AND CERTIFICATES AWARDED

FY 2008 – FY 2015 Worldwide Degrees Awarded
Undergraduate-level Awards by Degree Level, by Division

	Stateside	Asia	Europe	Worldwide
Undergraduate Certificates				
FY 2008	415	65	81	561
FY 2009	449	59	102	610
FY 2010	548	63	80	691
FY 2011	584	91	113	788
FY 2012	659	87	151	897
FY 2013	560	92	130	782
FY 2014	426	71	128	625
FY 2015	440	17	44	501
Associate's				
FY 2008	191	329	421	941
FY 2009	248	207	450	905
FY 2010	295	261	477	1,033
FY 2011	285	253	514	1,052
FY 2012	398	260	527	1,185
FY 2013	472	335	581	1,388
FY 2014	527	336	566	1,429
FY 2015	1,095	107	180	1,382
Bachelor's				
FY 2008	2,793	355	429	3,577
FY 2009	2,698	253	478	3,429
FY 2010	3,070	327	440	3,837
FY 2011	3,270	314	486	4,070
FY 2012	3,882	374	603	4,859
FY 2013	4,159	358	548	5,065
FY 2014	4,209	357	509	5,075
FY 2015	5,146	44	95	5,285
Undergraduate Subtotal				
FY 2008	3,399	749	931	5,079
FY 2009	3,395	519	1,030	4,944
FY 2010	3,913	651	997	5,561
FY 2011	4,139	658	1,113	5,910
FY 2012	4,939	721	1,281	6,941
FY 2013	5,191	785	1,259	7,235
FY 2014	5,162	764	1,203	7,129
FY 2015	6,681	168	319	7,168

Source: Degree Information System (DIS).

Fiscal Year 2015 UMUC Fact Book

DEGREES AND CERTIFICATES AWARDED

FY 2008 – FY 2015 Worldwide Degrees Awarded
Graduate-level Awards by Degree Level, by Division

	Stateside	Asia	Europe	Worldwide
Post-Bacc. Certificates				
FY 2008	386	--	14	400
FY 2009	352	--	7	359
FY 2010	410	--	18	428
FY 2011	565	--	8	573
FY 2012	692	--	30	722
FY 2013	776	--	33	809
FY 2014	729	--	29	758
FY 2015	613	--	23	636
Master's				
FY 2008	2,089	0	14	2,103
FY 2009	2,293	0	25	2,318
FY 2010	2,783	0	21	2,804
FY 2011	3,120	9	52	3,181
FY 2012	3,284	--	79	3,363
FY 2013	3,918	--	58	3,976
FY 2014	3,649	--	50	3,699
FY 2015	3,693	--	17	3,710
Doctorate				
FY 2008	14	--	--	14
FY 2009	30	--	--	30
FY 2010	42	--	--	42
FY 2011	55	--	--	55
FY 2012	47	--	--	47
FY 2013	80	--	--	80
FY 2014	49	--	--	49
FY 2015	36	--	--	36
Graduate Subtotal				
FY 2007	2,485	4	9	2,498
FY 2008	2,489	0	28	2,517
FY 2009	2,675	0	32	2,707
FY 2010	3,235	0	39	3,274
FY 2011	3,740	9	60	3,809
FY 2012	4,023	--	109	4,132
FY 2013	4,774	--	91	4,865
FY 2014	4,427	--	79	4,506
FY 2015	4,342	--	40	4,382

Source: Degree Information System (DIS).

DEGREES AWARDED

Fiscal Year 2015 Stateside Degrees Awarded
Race/Ethnicity by Degree Level

	Bachelor's		Master's		Doctorate	
	#	%	#	%	#	%
African American	1,187	23.1%	1,312	35.5%	8	22.2%
American Indian/Alaska Native	31	0.6%	12	0.3%	0	--
Asian	261	5.1%	253	6.9%	1	2.8%
Hispanic	539	10.5%	217	5.9%	0	--
Native Hawaiian/Other Pacific Island	13	0.3%	10	0.3%	0	--
White	2,406	46.8%	1,404	38.0%	20	55.6%
Two or more races	162	3.1%	87	2.4%	1	2.8%
Other *	547	10.6%	398	10.8%	6	16.7%
Total	**5,146**	**100.0%**	**3,693**	**100.0%**	**36**	**100.0%**

* "Other" includes Unknown and Non-Resident Alien.

Source: Degree Information Service (DIS).

Cumulative Worldwide Degrees Awarded
Fiscal Year 1948 – Fiscal Year 2015

	Associate	Bachelor's	Master's	Doctoral	Total
UMUC Worldwide					
FY 1948 - FY 2015	55,860	138,098	41,864	384	237,343
FY 2015	1,382	5,285	3,710	36	11,550

Source: Degree Information Service (DIS).

University of Maryland University College

Finance

FINANCE

Fall 2005 - 2015 Stateside Tuition and Mandatory Charges
for Students Who Are Maryland Residents

	Undergraduate		Graduate*		
	Tuition per credit hour	Fees	Tuition per credit hour	Fees	
2005	$230	$5/cr. hr. Tech. Fee	$353	$5/cr. hr. Tech. Fee	2005
2006	$230	$5/cr. hr. Tech. Fee	$371	$5/cr. hr. Tech. Fee	2006
2007	$230	$5/cr. hr. Tech. Fee	$372	$5/cr. hr. Tech. Fee	2007
2008	$230	$10/cr. hr. Tech. Fee	$412	$10/cr. hr. Tech. Fee	2008
2009	$230	$10/cr.hr. Tech. Fee	$428	$10/cr. hr. Tech. Fee	2009
2010	$237	$13/cr.hr. Tech. Fee	$445	$13/cr. hr. Tech. Fee	2010
2011	$244	$13/cr.hr. Tech. Fee	$458	$13/cr. hr. Tech. Fee	2011
2012	$251	$15/cr.hr. Tech. Fee	$458	$15/cr. hr. Tech. Fee	2012
2013	$258	$15/cr.hr. Tech. Fee	$458	$15/cr.hr. Tech. Fee	2013
2014	$266	$15/cr.hr. Tech. Fee	$458	$15/cr.hr. Tech. Fee	2014
2015	$279	$15/cr.hr. Tech. Fee	$458	$15/cr.hr. Tech. Fee	2015

Notes: 1) Mandatory charges exclude charges made at original matriculation (such as application fees) and charges not
billed to some students. Registration fee now included in tuition charge.
* Tuition rates are different and the technology fee is excluded for students in the MBA, Executive, and
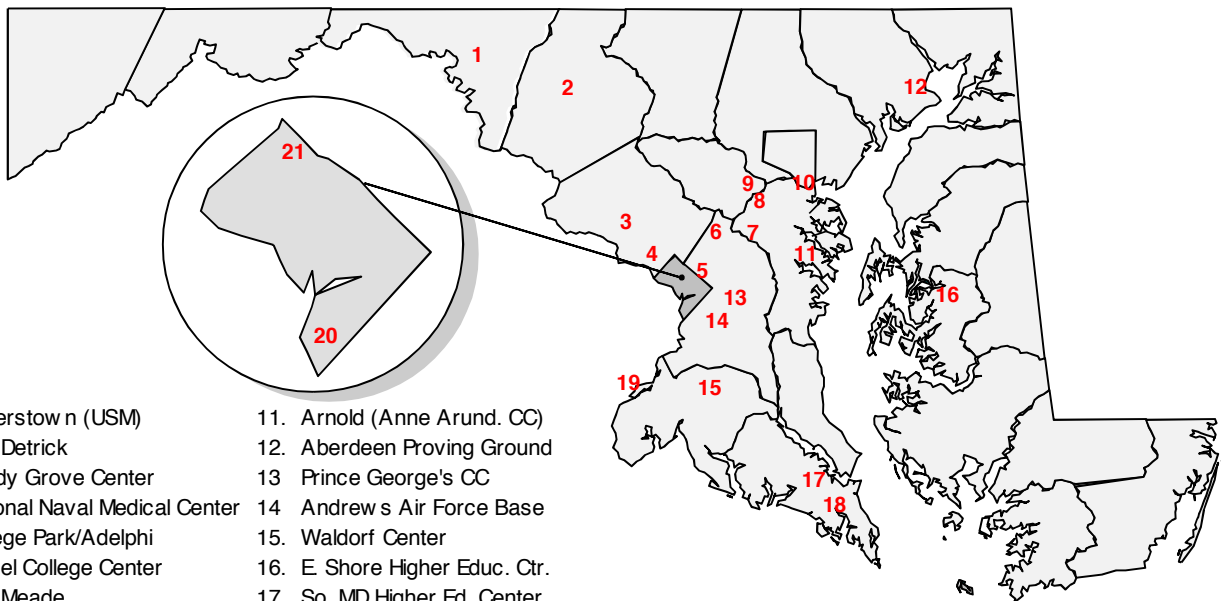Doctorate of Management programs.

Distance Education

DISTANCE EDUCATION

UMUC Sites in Maryland and the Vicinity

1. Hagerstown (USM)
2. Fort Detrick
3. Shady Grove Center
4. National Naval Medical Center
5. College Park/Adelphi
6. Laurel College Center
7. Fort Meade
8. Arundel Mills
9. Dorsey Station
10. CGY at Curtis Bay
11. Arnold (Anne Arund. CC)
12. Aberdeen Proving Ground
13. Prince George's CC
14. Andrews Air Force Base
15. Waldorf Center
16. E. Shore Higher Educ. Ctr.
17. So. MD Higher Ed. Center
18. Patuxent River NAWC
19. Fort Belvior
20. Bolling/Anacostia
21. Walter Reed Army Medical

Stateside Online Course Enrollments
FY 2005 – FY 2015* by Division

Fiscal Year	Courses	Sections	Enrollments
2005	600	4,572	111,511
2006	652	5,271	119,249
2007	688	5,977	139,023
2008	782	5,510	143,510
2009	752	6,033	149,664
2010	813	6,942	169,047
2011	836	7,894	182,249
2012	941	8,531	212,782
2013	978	9,010	215,074
2014	981	8,666	206,030
2015	956	9,426	242,814

Note: Fiscal year counts are taken at the end of fiscal year. Courses reported represent an unduplicated number of unique online courses with at least one valid enrollment during the fiscal year. It does not represent the entire online course inventory. Sections are a sum of all sections with at least one valid enrollment during the fiscal year. Enrollments include withdrawals, whereby a student withdrew from the course after the term began.

DISTANCE EDUCATION

Worldwide Online and Total Student Headcounts

	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
Number of Students Taking At Least One Online Course	73,191	78,056	76,060	73,946	71,247
Total Headcount	92,211	97,001	93,193	84,801	82,555
% of Total Headcount Taking At Least One Online Course	79%	80%	82%	87%	86%

Worldwide Online Course Enrollments
FY 2005 – FY 2015

Fiscal Year	European Division	Asian Division	Stateside	Worldwide
2005	19,352	12,681	111,511	143,544
2006	21,434	12,801	119,249	153,484
2007	24,039	14,454	139,023	177,516
2008	27,880	18,115	143,510	189,505
2009	29,119	17,548	149,664	196,331
2010	32,927	20,294	169,047	222,268
2011	31,804	20,190	182,249	234,243
2012	31,513	18,413	212,782	262,708
2013	28,440	17,587	215,074	261,101
2014	23,791	13,482	206,030	243,303
2015	5,289	1	242,814	248,104

APPENDIX 3

UMUC Fall 2014 Fact Book

UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE

FALL 2014 FACT BOOK

PREFACE

The University of Maryland University College Fact Book offers a comprehensive source of information from the Institutional Research Office. It includes data for the fall 2014 semester. Our goal is to provide a clear and effective analysis of the University's data resources to key decision makers. We hope that the UMUC Fact Book will serve as a valuable tool for users to continuously improve and promote the University. Any comments or suggestions you may have for our next issue are welcome.

Please visit us on the Web at **www.umuc.edu/ip** when you need UMUC statistics at the click of a button. There you can find the most current student and distance education information.

Denise Nadasen
Associate Vice President, Institutional Research
University of Maryland, University College
2014

Please note, while the Fact Book is a reliable reference, external requests for data must be forwarded to the Office of Institutional Research. Please contact us if you have questions or require further information concerning UMUC.

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TABLE OF CONTENTS

GLOSSARY OF TERMS

Asian Division: The Asian Division consists of the sites administrated by the AD headquarters in Tokyo, Japan.

Credit Hours: Credit hours refers to the total credit hours of instruction for all classes enrolled by a student, or group of students, during a given time frame (i.e. one semester, fiscal year).

Enrollments: Enrollments refers to the number of classes in which students are registered. A student registered for more than one class will be counted as more than one enrollment. For example, if one student is taking two classes that student is counted as two enrollments.

European Division: The European Division consists of the sites administrated by the ED headquarters in Ramstein, Germany.

Fall Headcount: Fall headcount refers to the unduplicated headcount of students enrolled in the fall semester, for the Stateside Division administered in Adelphi, Maryland and to the Term I unduplicated headcounts for the Asian Division and the European Division. Headcounts are as of Fall 2014 freeze (October 27, 2014).

Full-Time/Part-Time Student: Full-time status is based on 12 credit hours of enrollment for undergraduates and 9 credit hours for graduate students per semester.

Headcount: Headcount refers to the unduplicated count of students enrolled for classes, within the same level (undergraduate or graduate), during the time period stated. Unduplicated means that a student is only counted once, at the undergraduate or graduate level, regardless of the number of classes taken or the number of sites at which the classes are located. Unduplicated headcount is the most frequently used term for reporting student data. Students will be counted only once.

Students

STUDENT HEADCOUNT

Fall 2005 – Fall 2014 Worldwide Headcount
by Division by Student Level

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Stateside										
Undergraduate	19,000	22,898	21,853	22,308	24,284	25,686	28,119	28,273	26,740	35,154
Graduate	8,429	10,198	10,687	11,864	13,063	13,891	14,594	13,995	12,817	12,752
Stateside Total	27,429	33,096	32,540	34,172	37,347	39,577	42,713	42,268	39,557	47,906
Overseas										
Undergraduate	15,488	13,707	13,852	12,319	13,602	15,194	19,828	20,225	15,905	6,049
Graduate	66	91	110	87	64	150	186	171	161	77
Division Total	15,554	13,798	13,962	12,406	13,666	15,344	20,014	20,396	16,066	6,126
Worldwide*										
Undergraduate	34,488	36,605	35,705	34,627	37,886	40,880	46,637	45,868	40,274	41,203
Graduate	8,495	10,289	10,797	11,951	13,127	14,041	14,696	14,106	12,936	12,829
Grand Total*	42,983	46,894	46,502	46,578	51,013	54,921	61,333	59,974	53,210	54,032

* Marginal duplication was reported in the Worldwide totals prior to Fall 2011. Beginning in Fall 2011 the worldwide total is an unduplicated headcount.

Fall 2014 UMUC Fact Book

STUDENT HEADCOUNT

Fall 2005 - Fall 2014 Worldwide Headcount
Full-Time/Part-Time by Division by Student Level

Undergraduate	Fall '05	Fall '06	Fall '07	Fall '08	Fall '09	Fall '10	Fall '11	Fall '12	Fall '13	Fall '14
Stateside										
Full-time	2,775	3,395	3,174	3,033	3,618	3,610	5,653	6,144	5,917	8,261
Part-time	15,833	18,915	18,511	19,162	20,557	20,686	22,466	22,129	20,823	26,893
Total	18,608	22,310	21,685	22,195	24,175	24,296	28,119	28,273	26,740	35,154
Overseas										
Full-time	1,925	1,975	2,403	2,107	2,420	2,700	2,596	2,314	2,025	427
Part-time	21,259	18,864	17,634	15,682	17,244	16,564	16,503	15,506	12,384	5,622
Total	23,184	20,839	20,037	17,789	19,664	19,264	19,099	17,820	14,409	6,049
Worldwide Total										
Full-time	4,700	5,370	5,577	5,140	6,038	6,310	8,249	8,458	7,942	8,688
Part-time	37,092	37,779	36,145	34,844	37,801	37,250	38,969	37,635	33,207	32,515
Total Undergraduate	41,792	43,149	41,722	39,984	43,839	43,560	47,218	46,093	41,149	41,203

Graduate	Fall '05	Fall '06	Fall '07	Fall '08	Fall '09	Fall '10	Fall '11	Fall '12	Fall '13	Fall '14
Stateside										
Full-time	201	269	278	258	274	274	237	277	214	168
Part-time	8,232	9,807	10,368	11,525	12,727	13,477	14,357	13,718	12,603	12,584
Total	8,433	10,076	10,646	11,783	13,001	13,751	14,594	13,995	12,817	12,752
Overseas										
Full-time	1	11	18	13	8	12	19	22	33	5
Part-time	40	54	55	56	67	80	95	99	89	72
Total	41	65	73	69	75	92	114	121	122	77
Worldwide Total										
Full-time	202	280	296	271	282	286	256	299	247	173
Part-time	8,272	9,861	10,423	11,581	12,794	13,557	14,452	13,817	12,692	12,656
Total Graduate	8,474	10,141	10,719	11,852	13,076	13,843	14,708	14,116	12,939	12,829
Grand Total	50,266	53,290	52,441	51,836	56,915	57,403	61,926	60,209	54,088	54,032

Note: Marginal duplication may occur across divisions that is reflected in the worldwide totals.

STUDENT HEADCOUNT

Fall 2014 Worldwide Headcount
## Race/Ethnicity by Division by Student Level

	African American		American Indian or Alaska Native		Asian		Hispanic		White		Two or more races		Native Hawaiian or Other Pacific Islander		Other*		Total
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
Stateside																	
Undergraduate	9,360	26.6%	177	0.5%	1,570	4.5%	3,859	11.0%	14,927	42.5%	1,314	3.7%	259	0.7%	3,688	10.5%	35,154
Graduate	4,988	39.1%	41	0.3%	702	5.5%	769	6.0%	4,417	34.6%	338	2.7%	38	0.3%	1,459	11.4%	12,752
Total	14,348	30.0%	218	0.5%	2,272	4.7%	4,628	9.7%	19,344	40.4%	1,652	3.4%	297	0.6%	5,147	10.7%	47,906
Overseas																	
Undergraduate	1,104	18.3%	35	0.6%	303	5.0%	1,021	16.9%	2,348	38.8%	322	5.3%	93	1.5%	823	13.6%	6,049
Graduate	16	20.8%	0	0.0%	1	1.3%	10	13.0%	34	44.2%	2	2.6%	0	0.0%	14	18.2%	77
Total	1,120	18.3%	35	0.6%	304	5.0%	1,031	16.8%	2,382	38.9%	324	5.3%	93	1.5%	837	13.7%	6,126
Worldwide*																	
Undergraduate	10,464	25.4%	212	0.5%	1,873	4.5%	4,880	11.8%	17,275	41.9%	1,636	4.0%	352	0.9%	4,511	10.9%	41,203
Graduate	5,004	39.0%	41	0.3%	703	5.5%	779	6.1%	4,451	34.7%	340	2.7%	38	0.3%	1,473	11.5%	12,829
Grand Total*	**15,468**	**28.6%**	**253**	**0.5%**	**2,576**	**4.8%**	**5,659**	**10.5%**	**21,726**	**40.2%**	**1,976**	**3.7%**	**390**	**0.7%**	**5,984**	**11.1%**	**54,032**

Note: 'Other' includes 'Unknown' and 'Non-Resident Alien'.

*The worldwide headcounts are unduplicated.

UMUC Stateside Undergraduate Current Student Survey
Spring 2014

Employment Status
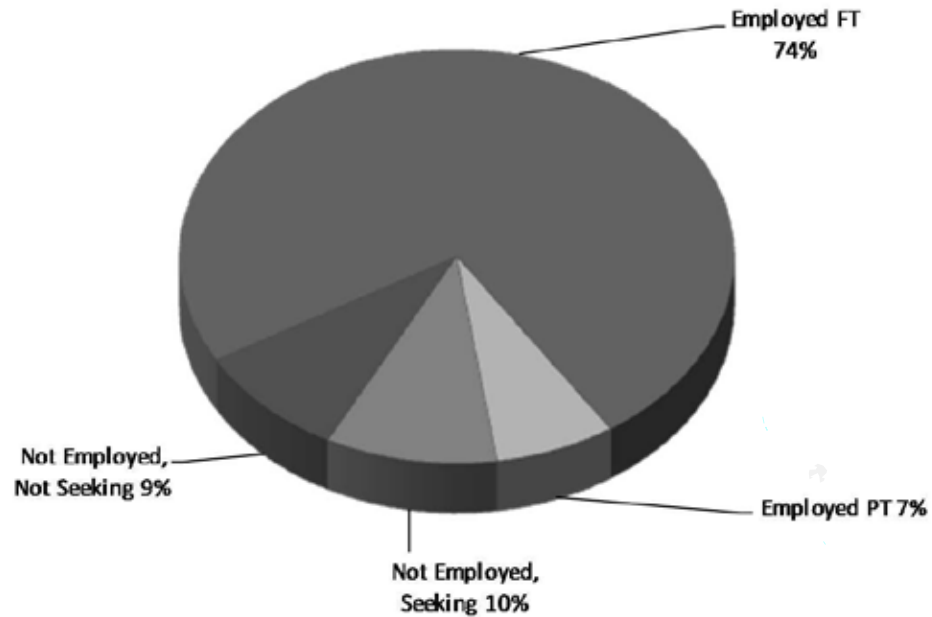
Non- Traditional Demographics

1st generation college student	37%
Students with children residing in the household	48%
Country of origin is not the US	14%
First language is not English	10%

STUDENT HEADCOUNT

Fall 2014 Worldwide Headcount
By Gender By Division and Student Level

	Male		Female		Total	
	#	%	#	%	#	%
Stateside						
Undergraduate	18,784	53.4%	16,370	46.6%	35,154	100%
Graduate	5,884	46.1%	6,868	53.9%	12,752	100%
Total	24,668	51.5%	23,238	48.5%	47,906	100%
Overseas						
Undergraduate	4,247	70.2%	1,802	29.8%	6,049	100%
Graduate	59	0.0%	18	0.0%	77	100%
Total	4,306	70.3%	1,820	29.7%	6,126	100%
Worldwide						
Undergraduate	23,031	55.9%	18,172	44.1%	41,203	100%
Graduate	5,943	46.3%	6,886	53.7%	12,829	100%
Grand Total	**28,974**	**53.6%**	**25,058**	**46.4%**	**54,032**	**100%**

Fall 2014 UMUC Fact Book

STUDENT HEADCOUNT

Fall 2014
Stateside Headcount
Full-Time/Part-Time by Student Level by Age

	Full-time		Part-time		Total	
	#	%	#	%	#	%
Undergraduate						
21 and Under	695	8.4%	1,539	5.7%	2,234	6.4%
22 - 24	1,178	14.3%	3,295	12.3%	4,473	12.7%
25 - 29	2,323	28.1%	6,654	24.7%	8,977	25.5%
30 - 34	1,736	21.0%	5,595	20.8%	7,331	20.9%
35 - 39	979	11.9%	3,898	14.5%	4,877	13.9%
40 - 49	1,053	12.7%	4,238	15.8%	5,291	15.1%
50 and Over	297	3.6%	1,669	6.2%	1,966	5.6%
Undergraduate Total	8,261	23.5%	26,888	76.5%	35,149	100%
Graduate						
21 and Under	2	1.2%	9	0.1%	11	0.1%
22 - 24	22	13.1%	675	5.4%	697	5.5%
25 - 29	42	25.0%	2,949	23.4%	2,991	23.5%
30 - 34	42	25.0%	2,681	21.3%	2,723	21.4%
35 - 39	25	14.9%	2,000	15.9%	2,025	15.9%
40 - 49	26	15.5%	2,899	23.0%	2,925	22.9%
50 and Over	9	5.4%	1,370	10.9%	1,379	10.8%
Graduate Total	168	1.3%	12,583	98.7%	12,751	100%
Total						
21 and Under	697	8.3%	1,548	3.9%	2,245	4.7%
22 - 24	1,200	14.2%	3,970	10.1%	5,170	10.8%
25 - 29	2,365	28.1%	9,603	24.3%	11,968	25.0%
30 - 34	1,778	21.1%	8,276	21.0%	10,054	21.0%
35 - 39	1,004	11.9%	5,898	14.9%	6,902	14.4%
40 - 49	1,079	12.8%	7,137	18.1%	8,216	17.2%
50 and Over	306	3.6%	3,039	7.7%	3,345	7.0%
Stateside Total	8,429	17.6%	39,471	82.4%	47,900	100%

Note: This does not include 6 students with missing birth dates.

STUDENT HEADCOUNT

Fall 2005 – Fall 2014 Stateside Median Age
Full-Time/Part-Time by Student Level

Fall	Undergraduate Full-time	Undergraduate Part-time	Graduate Full-time	Graduate Part-time	All Students Full-time	All Students Part-time
2005	27	33	31	35	27	34
2006	27	33	31	34	27	33
2007	27	32	30	34	27	33
2008	26	32	29	34	27	33
2009	27	32	30	34	27	33
2010	27	32	30	34	27	33
2011	29	32	30	34	29	33
2012	29	32	32	34	29	33
2013	29	32	32	34	30	33
2014	31	33	33	36	31	34

STUDENT HEADCOUNT

Fall 2010 – Fall 2014 Stateside Headcount
by Residence

	2010		2011		2012		2013		2014	
	#	%	#	%	#	%	#	%	#	%
UMUC TOTAL	**39,577**	**100%**	**42,713**	**100%**	**42,268**	**100%**	**39,557**	**100%**	**47,906**	**100%**
Total Subset										
MD	23,989	60.6%	25,249	59.1%	24,113	57.0%	22,306	56.4%	22,860	47.7%
VA	3,064	7.7%	3,360	7.9%	3,476	8.2%	3,461	8.7%	3,765	7.9%
D.C.	820	2.1%	913	2.1%	816	1.9%	717	1.8%	728	1.5%
Rest of U.S.	9,878	25.0%	10,512	24.6%	12,356	29.2%	12,433	31.4%	19,266	40.2%
Other/Missing	1,826	4.6%	2,679	6.3%	1,507	3.6%	640	1.6%	1,287	2.7%

Note: Residence is determined by ZIP Code of current address for student.

STUDENT HEADCOUNT

Fall 2010 - Fall 2014 Stateside Headcount
Maryland Students by County

County	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14
Allegany	0	42	45	43	46
Anne Arundel	2,618	2,800	2,866	2,782	2,952
Balt. City	873	1,045	928	897	994
Balt. Co.	1,503	1,737	1,676	1,642	1,710
Calvert	481	479	504	461	481
Caroline	41	61	52	58	50
Carroll	261	277	324	297	335
Cecil	93	76	119	103	137
Charles	1,224	1,194	1,243	1,119	1,190
Dorchester	34	36	30	27	40
Frederick	765	806	837	740	798
Garrett	15	19	18	21	21
Harford	503	613	631	583	649
Howard	1,426	1,401	1,446	1,347	1,380
Kent	33	27	31	27	26
Montgomery	5,410	5,645	5,246	4,815	4,694
Prince George's	6,743	7,564	6,766	6,107	6,000
Queen Anne's	0	104	122	116	155
St. Mary's	3	671	682	635	688
Somerset	9	11	28	10	19
Talbot	55	56	44	57	54
Washington	285	291	295	305	312
Wicomico	96	99	149	82	89
Worcester	37	39	31	32	40
Unknown MD County	1,481	156	0	0	0
Total	23,989	25,249	24,113	22,306	22,860

Note: Residence is determined by ZIP Code of current address for student.

Finance

FINANCE

Fall 2004 – Fall 2014 Stateside Tuition and Mandatory Charges for Students Who Are Maryland Residents

	Undergraduate		Graduate*		
	Tuition per credit hour	Fees	Tuition per credit hour	Fees	
2004	$221	$5/cr. hr. Tech. Fee	$339	$5/cr. hr. Tech. Fee	2004
2005	$230	$5/cr. hr. Tech. Fee	$353	$5/cr. hr. Tech. Fee	2005
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Notes: 1) Mandatory charges exclude charges made at original matriculation (such as application fees) and charges not billed to some students. Registration fee now included in tuition charge.

* Tuition rates are different and the technology fee is excluded for students in the MBA, Executive, and Doctorate of Management programs.

University of Maryland University College

Personnel

PERSONNEL

Fall 2014 Worldwide Personnel
Full-time/Part-time by Division by Occupational Category

	Full-time		Part-time		Total	
	#	%	#	%	#	%
Stateside						
Management	350	28.4%	2	0.1%	352	9.1%
Business and Financial Operations	221	17.9%	8	0.3%	229	5.9%
Computer, Engineering, and Sciences	108	8.8%	0	0.0%	108	2.8%
Community Service, Legal, Arts, and Media	245	19.9%	15	0.6%	260	6.7%
Instruction	173	14.0%	2,426	91.7%	2,599	67.0%
Graduate Assistants	0	0.0%	189	7.1%	189	4.9%
Archivists, Curators, and Museum Tech.	2	0.2%	0	0.0%	2	0.1%
Librarians	12	1.0%	0	0.0%	12	0.3%
Library Technicians	2	0.2%	0	0.0%	2	0.1%
Other Teachers and Instruct. Support	20	1.6%	1	0.0%	21	0.5%
Service	4	0.3%	2	0.1%	6	0.2%
Sales and Related Occupations	0	0.0%	0	0.0%	0	0.0%
Office and Admin Support	95	7.7%	3	0.1%	98	2.5%
Construction and Maintenance	0	0.0%	0	0.0%	0	0.0%
Stateside Total	1,232	100%	2,646	100%	3,878	100%
Overseas						
Management	13	3.3%	0	0.0%	13	1.7%
Business and Financial Operations	60	15.0%	1	0.3%	61	8.0%
Computer, Engineering, and Sciences	33	8.3%	10	2.8%	43	5.7%
Community Service, Legal, Arts, and Media	8	2.0%	0	0.0%	8	0.0%
Instruction	119	29.8%	270	74.8%	389	0.0%
Graduate Assistants	0	0.0%	0	0.0%	0	0.0%
Archivists, Curators, and Museum Tech.	0	0.0%	0	0.0%	0	0.0%
Librarians	0	0.0%	0	0.0%	0	0.0%
Library Technicians	0	0%	0	0%	0	0%
Other Teachers and Instruct. Support	55	0	0	0	55	0
Service	0	0.0%	1	0.3%	1	0.1%
Sales and Related Occupations	0	0.0%	0	0.0%	0	0.0%
Office and Admin Support	108	27.1%	79	21.9%	187	24.6%
Construction and Maintenance	2	0.8%	0	0.0%	2	0.4%
Overseas Total	398	100.0%	361	100.0%	759	100.0%
WorldWide						
Management	363	22.3%	2	0.1%	365	7.9%
Business and Financial Operations	281	17.2%	9	0.3%	290	6.3%
Computer, Engineering, and Sciences	141	8.7%	10	0.3%	151	3.3%
Community Service, Legal, Arts, and Media	253	15.5%	15	0.5%	268	5.8%
Instruction	292	17.9%	2,696	89.7%	2,988	64.4%
Graduate Assistants	0	0.0%	189	6.3%	189	4.1%
Archivists, Curators, and Museum Tech.	2	0.1%	0	0.0%	2	0.0%
Librarians	12	0.7%	0	0.0%	12	0.3%
Library Technicians	2	0.1%	0	0.0%	2	0.0%
Other Teachers and Instruct. Support	75	4.6%	1	0.0%	76	1.6%
Service	4	0.2%	3	0.1%	7	0.2%
Sales and Related Occupations	0	0.0%	0	0.0%	0	0.0%
Office and Admin Support	203	12.5%	82	2.7%	285	6.1%
Construction and Maintenance	2	0.1%	0	0.0%	2	0.0%
Grand Total	**1,630**	**100%**	**3,007**	**100%**	**4,637**	**100%**

PERSONNEL

Fall 2014 Worldwide Faculty
Degree Level by Division

	Stateside		Overseas		Total	
	#	%	#	%	#	%
Highest Degree						
BA/BS	3	0.1%	11	2.8%	14	0.5%
Master's	969	37.3%	221	56.8%	1,190	39.8%
Doctoral	1,627	62.6%	157	40.4%	1,784	59.7%
Oth/Unk	0	0.0%	0	0.0%	0	0.0%
Total	**2,599**	**100%**	**389**	**100%**	**2,988**	**100%**

Distance Education

DISTANCE EDUCATION

Worldwide Online Course Enrollments
Fall 2005 – Fall 2014 by Division

Fall	Overseas	Stateside	Worldwide
2005	13,529	45,850	59,379
2006	15,412	57,355	72,767
2007	19,515	57,181	76,696
2008	18,944	59,413	78,357
2009	22,329	66,359	88,688
2010	21,668	71,909	93,577
2011	20,751	83,564	104,315
2012	19,280	85,391	104,671
2013	15,023	78,919	93,942
2014	172	97,174	97,346

Worldwide Online and Total Student Headcounts
Fall 2010 – Fall 2014

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Number of Students Taking At Least One Online Course	47,714	51,426	50,735	46,328	46,502
Total Headcount	54,921	61,333	59,974	53,210	54,032
% of Total Headcount Taking At Least One Online Course	87%	84%	85%	87%	86%

Note: Courses reported represent an unduplicated number of unique online courses with at least one valid enrollment during the fiscal year. It does not represent the entire online course inventory. Sections are a sum of all sections with at least one valid enrollment during the fiscal year. Enrollments include withdrawals, whereby a student withdrew from the course after the term began.

DISTANCE EDUCATION

Stateside Online Courses, Sections and Enrollments
Fall 2005 – Fall 2014

Fall	Courses	Sections	Enrollments
2005	555	1,956	46,522
2006	587	2,476	58,958
2007	591	2,122	57,240
2008	657	2,503	61,117
2009	725	2,877	68,999
2010	763	3,260	74,949
2011	745	3,654	91,156
2012	879	3,921	94,098
2013	873	3,772	86,941
2014	860	3,696	97,174

UMUC Sites in Maryland and the Vicinity

1. Hagerstown (USM)
2. Fort Detrick
3. Shady Grove Center
4. National Naval Medical Center
5. College Park/Adelphi
6. Laurel College Center
7. Fort Meade
8. Arundel Mills
9. Dorsey Station
10. CGY at Curtis Bay
11. Arnold (Anne Arund. CC)
12. Aberdeen Proving Ground
13. Prince George's CC
14. Andrews Air Force Base
15. Waldorf Center
16. E. Shore Higher Educ. Ctr.
17. So. MD Higher Ed. Center
18. Patuxent River NAWC
19. Fort Belvior
20. Bolling/Anacostia
21. Walter Reed Army Medical

APPENDIX 4

UMUC Strategic Plan 2015–2018

STRATEGIC PLAN 2015–2018

UMUC
University of Maryland University College

TABLE OF CONTENTS

Dear Colleagues and Friends:

I am pleased to share with you the strategic plan for University of Maryland University College that will guide our path forward. This document represents the efforts and insights of our global community.

Over the course of my tenure as president, our university has undergone a significant transformation. We made painful but necessary reductions in personnel and budgets, responding to declines in enrollment. Even as we reduced expenditures, we maintained focus and continued to invest in our strategic priorities. Our marketing efforts—carefully targeted and data-driven—have begun to bear fruit, and we have returned to growth stateside.

At the same time, we took steps to remove costly redundancies, moving to one worldwide distance learning operation and centralizing business processes across our three divisions—Europe, Asia and stateside. We developed a state-of-the-art analytics program and began the journey to transform our academic model through innovation and technology. We retired our legacy learning management system—WebTycho—and replaced it with a comprehensive Learning Experience Online (LEO), built around the cutting-edge Desire2Learn platform. We are well on the way to meeting our goal of adopting open-source educational resources, for both the graduate and undergraduate schools, by the fall of 2016. And we have been granted certain autonomies and flexibilities by the University System of Maryland Board of Regents that better position us to compete in the national and global marketplaces.

This strategic plan builds on these transformations and has been shaped by worldwide input and collaboration. It will guide our path forward, clarifying our mission and vision while articulating our goals, cultural aspirations and strategies. It includes critical components that were identified, shared, and revised based on input from the university's key stakeholders: faculty, staff, students and alumni.

Because of the efforts we have made together, UMUC is today a significantly different, stronger and healthier institution. And—with this strategic plan serving as a roadmap for student success and the university's global growth—I am confident that the best is yet to come.

I thank you for your continued dedication to and support of our university and our unique mission.

Sincerely,

Javier Miyares
President
University of Maryland University College

2. HISTORY

a. UMUC's Journey

The history of University of Maryland University College (UMUC) tracks the history of adult and distance education in the United States, and UMUC has consistently been at the forefront of these changes. The university was quick to accept military students, to teach students face-to-face in remote locations, to administer cutting-edge virtual programs and services, and to maintain its strong commitment to educating minority students.

The early history of UMUC is inherently connected to the history of the University of Maryland, College Park. That history began in 1807 when the State College of Medicine was founded in Baltimore, Maryland.

In 1856, the General Assembly of Maryland established the Maryland Agricultural College in College Park, part of the land grant system of universities, whereby the federal government gave tracts of land to states to establish universities teaching practical subjects, such as agriculture.

At the end of World War II, the University of Maryland's student body was typical of a traditional institution, with most students aged 18–22. But returning war veterans began to change the composition of the student body. Most veterans were older. Some lived off-campus and commuted daily. Some were single while others were married with children. Some went to school full-time while others held jobs and attended part-time.

Veterans Using the New GI Bill Transform a University

In 1944, Congress passed the Servicemen's Readjustment Act, which became known as the GI Bill, providing funds for a wide range of educational

programs for millions of veterans. This had a lasting impact on institutions of higher education and changed our society by helping to build and expand the American middle class. As the war ended, a record number of veterans began enrolling in colleges and universities across the United States. Between June and September of 1946, the University of Maryland student enrollment at College Park and Baltimore nearly doubled, from 6,000 to more than 11,000. By the end of the 1947–48 academic year, enrollment had reached 15,000. To accommodate the growing population, the university recognized that it needed to increase the number of courses, classrooms and dormitories for its full-time students on campus and also offer courses—both on and off campus—for the large number of nontraditional adult students who wanted to take courses on a part-time basis. As a group, these veterans were more mature than the traditional students who entered college immediately after completing high school.

In 1947, a new unit was established within the College of Education to administer a number of programs across the state. That affiliate became the College of Special and Continuation Studies (CSCS), established to 1) create a home for the College of Military Science and Tactics, established in 1944 to meet the needs of the military; 2) handle the demand for higher education from adult learners; and 3) accommodate traditional students under the Division of General Studies who applied for admission but failed to fulfill the entrance requirements.

In addition, there was a high demand from African Americans who sought admission to the University of Maryland in College Park and Baltimore but, because of segregation, were not allowed to attend. The CSCS accommodated African American students while allowing the state to avoid the issue of

integration. Today, UMUC continues to graduate more minorities than any other institution in the state.

b. Our Commitment to Military Education

In 1949, the College of Special and Continuation Studies was established as a separate entity from the College of Education. By the fall of 1949, along with a full curriculum offered in the United States, the University of Maryland European Division began offering courses overseas in mathematics, government and politics, military science, economics, German, French, speech, business and public administration, sociology and history. Over the next four decades, the European Division would offer classes in 23 countries in Europe, North Africa and the Middle East; more than 350 education centers throughout the European Command hosted Maryland academic programs; 600,000 service personnel, civilians and family members studied with the University of Maryland European Division; and 28,000 European Division students earned University of Maryland degrees. Additionally, the CSCS continued to expand its programs locally and abroad. The CSCS established the Atlantic Division (Greenland, Iceland, Bermuda and the Azores) in 1951 and, in 1956, gained a foothold in Asia with the establishment of the Far East Division, which included Japan, Okinawa and Korea.

The program offerings were so successful that within its first decade, CSCS became a separate, degree-granting college of the University of Maryland, providing higher education not only in Maryland and the Washington, D.C., metropolitan area, but also at U.S. military installations in Europe, the North Atlantic, Asia, Africa and the Middle East.

The New Name: University of Maryland University College

In 1959, the institution's name was changed to University College, and in 1970, it was incorporated as University of Maryland University College (UMUC)—an institution independent of what is now University of Maryland, College Park. The new name recognized that the institution had a distinct mission to serve the needs of adult students on and off campus, in Maryland and other locations.

In 2012, UMUC's worldwide enrollment ranked first among four-year degree-granting public universities in the United States. Today, with divisions in Asia and Europe and a presence on military installations in more than 20 countries and territories, UMUC remains a leading provider of education services to the U.S. military. UMUC has continued to grow and evolve into an institution that is recognized internationally as a leader in higher education for adults, veterans and other nontraditional student learners. With students spanning the globe, UMUC conducts seven worldwide commencements annually to ensure that every student, regardless of location, can participate in a formal graduation ceremony.

Today, UMUC is one of 11 degree-granting institutions of the University System of Maryland. With an annual enrollment of approximately 84,000 students worldwide, UMUC is recognized as a pioneer in extending higher education programs to members of the U.S. military worldwide as well as to the general public. UMUC remains uniquely positioned to provide adult learners with the high-quality education that meets their professional and academic pursuits within an affordable cost structure. Without the constraints of a brick-and-mortar institution, UMUC offers an innovative and engaging learning environment, unencumbered by the limits of a physical campus, allowing it to reach a very large student body.

On October 1, 2012, Javier Miyares was appointed as the sixth president of UMUC by the University System of Maryland Chancellor and Board of Regents.

3. LEVERAGING TECHNOLOGY FOR ADULT EDUCATION

a. Establishing Infrastructure

As UMUC grew organically with the market conditions in online higher education throughout the 1990s, so too did its platforms. The Information Technology unit was largely an operations-focused team, with groups of administrators, engineers and developers dedicated to the specific technology they supported. Since 2012, UMUC has undertaken a significant effort to modernize its application and infrastructure landscape. Additionally, the use of cloud computing has enabled UMUC to use files and applications over the Internet instead of hosting, storing or processing them on locally managed servers.

b. Advancing Learning Platforms

UMUC specializes in providing career-relevant online higher education opportunities to busy professionals. In addition to providing face-to-face instruction both nationally and internationally, in the past the university utilized a variety of delivery formats—including mail, telephone, cable and closed-circuit television, and more—to reach students wherever they were across the globe. As telecommunications technology advanced and personal computers became increasingly affordable in the 1990s, UMUC pioneered the use of online learning management platforms to deliver curricula. The university quickly recognized and leveraged the potential of the Internet and the World Wide Web to serve as the "campus" of the future. During this period, UMUC created a proprietary learning management system, ultimately termed WebTycho, to support the online learning environment. Today, UMUC utilizes the Desire2Learn (D2L) platform to further enhance the student experience.

UMUC has adopted the following principles to advance its technology and learning platforms:

1. University decisions and priorities drive information technology.

2. Systems must be highly available and resilient.

3. Data are assets and must be managed accordingly.

4. Ease-of-use and accessibility are vital to successful adoption.

5. Maximize IT value by reducing complexity.

6. Adhere to and adopt industry standards.

7. Systems are open and extensible.

c. Continuing Technological Evolution

As the leader in online learning, utilizing virtual platforms, UMUC will continue to explore opportunities for improving the learning environment and access to learning for all students. For example, mobile learning and handheld platforms are areas that UMUC has begun to develop. Mobile technology enhances the university's ability to serve students. Mobile learning is critical to reaching the new generation of students who do not engage in face-to-face classes, and who also do not want to be tied to a computer or computer lab to participate in academic courses. It also provides greater points of connectivity with UMUC faculty, staff and students.

To further ensure that students are best positioned to succeed, adaptive learning strategies have been developed to help assess when students are not able to achieve mastery of specific topics (e.g., course modules) and intervene by directing and navigating them through supporting or supplemental materials. This commitment to identifying students who may need

assistance as early as possible will help them gain access to all of the tools available to get them back on their educational path. This intervention is part of UMUC's commitment to student success, retention and matriculation through commencement and beyond.

The focus on technology has also enabled UMUC to better support students with disabilities. The mission of the Accessibility Services unit is to ensure that students with visual, auditory or physical limitations have equal access to the UMUC curricula and learning environment. Often, it is the software and hardware supported by the Analytics, Planning, and Technology team that levels the playing field and allows all students the opportunity to obtain a degree through UMUC.

a. Mission

The mission of University of Maryland University College is improving the lives of adult learners. We will accomplish this by:

1. Operating as Maryland's open university, serving working adults, military servicemen and servicewomen and their families, and veterans who reside in Maryland, across the United States and around the world;

2. Providing our students with affordable, open access to valued, quality higher education; and

3. Serving as a recognized leader in career-relevant education, embracing innovation and change aligned with our purpose and sharing our perspectives and expertise.

b. Vision

UMUC will be a recognized leader in learner-centered adult education, focusing on career-relevant programs that build the skills, competencies and capabilities our students need to realize their professional aspirations. We will transform ourselves to place student interests first in all things; support sustained quality academic innovation; and become more agile, efficient, and effective.

c. Goals

UMUC has six strategic goals to guide its plans, decisions and actions as shown below:

GOAL AREAS	GOALS	SAMPLE METRICS
STUDENT SUCCESS	Help students earn a degree or certificate and achieve their professional goals and successful employment. Engage alumni and business partners as mentors, coaches and potential employers of our students.	**COMPLETION, EMPLOYMENT, ALUMNI ENGAGEMENT**
QUALITY EDUCATION	Provide innovative, career-relevant education in alignment with accreditation standards and help students build the competencies desired.	**STUDENT LEARNING OUTCOMES**
RESPONSIBLE STEWARD	Serve as a responsible steward of all assets and resources, managing unit cost at or below inflation, to sustainably deliver affordable tuition for everyone.	**UNIT COST, NET REVENUE, INVESTMENT FUND**
ENROLLMENT GROWTH	Grow enrollments by 5 to 7 percent annually, creating a sustainable revenue stream to support academic innovation and investment.	**NEW STUDENTS, RETENTION, REVENUE**
EXCELLENT STUDENT EXPERIENCE	Improve the whole of the adult learner experience, commencing with first contact and following through all processes of enrollment, administration, learning, employment and engagement as alumni.	**CYCLE TIME, STUDENT SATISFACTION**
ORGANIZATIONAL CAPACITY	Build our professional capability by investing in our people, processes, technology and infrastructure and by leveraging our diversity to innovate and improve.	**EMPLOYEE ENGAGEMENT**

Strategic Initiatives

Five strategic initiatives have been identified as key priority areas for improvement moving forward. Each of these priorities has university-wide impact and requires changes to the way UMUC conducts business internally, externally, nationally and internationally. The five strategic initiatives include:

1. Adopting a Single Global Operational Model: UMUC grew as separate divisions—Europe, Asia and stateside—and we now need to consolidate student operations management, administration processes, academic transfers and related procedures into a single system such that, from the students' perspective, we are one global university.

2. Improving the Student Administrative Experience: To further the functionality of UMUC as one global university, the institution is creating one single, seamless and intuitive experience allowing students to become more engaged and self-sufficient in accessing their administrative, academic and communication information from one environment, their MyUMUC personalized website. UMUC is also overhauling the content and architecture of the UMUC. edu website, prioritizing the needs of prospective students to make it more relevant, consumable and action-oriented. In addition, UMUC is refining its student recruitment process and establishing baseline operational metrics to improve the lead-to-enrollment rates.

3. Transforming the Core Learning Model: As outlined in the Academic Road Map section of this strategic plan, by fall 2015, 100 percent of The Undergraduate School courses will use open-source educational resources at no cost to students. The university is leveraging best practices in learning science to redesign several programs in both The Undergraduate School and The Graduate School.

UMUC is also simplifying the degree structure of The Undergraduate School by designing straight-line paths that eliminate choice points within degree plans, thus reducing confusion and accelerating time to degree completion.

4. Diversifying the Revenue Portfolio: UMUC is establishing a shared repository of employer outreach activity and relationships to manage and coordinate outreach efforts across UMUC stakeholder groups to optimize the benefits of key relationships. The university will also partner with for-profit business ventures to provide new revenue streams.

5. Maintaining and Managing the University Infrastructure: UMUC is retiring several major systems for which there is no longer adequate support, replacing them with state-of-the-art systems, eliminating the risk of losing access to critical documentation and allowing for 21st-century functionality. The university is assessing its course scheduling process and identifying ways to improve. An initiative is underway to either remove unneeded personal identifiable information or ensure that adequate controls exist to safeguard existing records.

Each strategic initiative affects the entire university, contributes to performance against goals and moves the institution forward toward the realization of its vision. In effect, strategic initiatives help every individual in every job link with and support the achievement of the university's mission, vision and goals. The work required to execute against each initiative is organized into multiple projects and programs, engaging many parts of the university.

The higher education landscape is changing, both nationally and internationally, and this presents challenges for UMUC and universities at large.

a. Decreases in Government Funding—Increases in Student Debt

Higher education in America is undergoing significant change. Nationally, cuts in higher education funding by state and federal governments have contributed to increased college costs. Student debt has surpassed $1 trillion, even as college graduation rates are dropping nationally. However, the State of Maryland resisted the national trend to shrink education funding and has actually invested in the state's education system, reducing, to some extent, the impact of decreased funding for Maryland students.

b. The Changing Collegiate Student Population

Student demographics, motivation and preferred modes of instruction are all changing. Nontraditional students—older, in the workforce or military, perhaps supporting families, and likely to have attended multiple institutions—are now in the majority, constituting 75 percent of the student population in higher education.

c. Increased Workforce Readiness and Career Focus

More employers are demanding college degrees even for entry-level positions. They also expect applicants to have the skills and training needed to perform their jobs. As a result, today's nontraditional students are more workforce-oriented and focused on the education and training needed to advance their careers. Employability and employment success are now being considered as elements of higher education institutions' accountabilities and rating metrics.

d. The Skills Gap

A gap exists between the skills employers need and those that students have when they graduate. Many jobs go unfilled in Maryland and across the United States each year because of this critical skills gap.

e. The Call for More College Graduates

President Obama and prominent education foundations have called for dramatic increases in college degree attainment, to 55 percent of Americans by the year 2020. More than ever, a college degree is needed to succeed. To reach this goal, higher education must find new ways to serve nontraditional students. The objective is to ensure workforce readiness, improve graduation rates, decrease the time needed to complete a degree and reduce college costs and student debt.

f. Increased Competition

Online education is no longer novel or exotic. It is now an accepted, mainstream learning platform. Providing accessibility, affordability and flexibility was once sufficient to distinguish UMUC from other universities. Today, the tremendous growth of for-profit online schools has had an impact on UMUC, particularly in the area of military education. Having pioneered military distance learning, UMUC long enjoyed the top position in providing higher education to the U.S. military. This is no longer the case, as there has also been a proliferation of for-profit schools focused on enrolling veterans.

In addition, large public universities and private schools are now developing substantial online divisions that compete with UMUC. As globalization of online education increases, UMUC must now compete with foreign universities for students.

g. Military Education Cuts and Troop Drawdowns Decrease Enrollment

When federal budget cuts—known as sequestration—were implemented in March 2013, the U.S. Armed Service, led by the Marine Corps, suspended Military Tuition Assistance (MTA) for active-duty servicemembers. While Congress moved swiftly to reinstate the education program for that fiscal year, it has since been scaled back. The number of classes deployed students can take has been limited, and MTA is now not available in the Army until the second year of service. This serves to reduce UMUC enrollments. In addition, experts predict future military forces may be reduced by up to 30 percent, further depressing enrollments.

h. As Enrollment Becomes Volatile, New Markets Must Open

Increased competition, dwindling funds for military education and cuts to state and federal education support have all caused UMUC's enrollments to fluctuate. It is clear that to continue to grow, UMUC must expand into a nonmilitary market. As its academic models grow and develop, so must its ability to reach more potential students beyond Maryland.

6. RESPONSES TO CHANGES IN THE HIGHER EDUCATION LANDSCAPE

UMUC is acting to capitalize on opportunities offered by the changing landscape of higher education.

a. Harnessing the Power of Technology to Create Student-Centric Education

Through technological advancements in learner and data analytics, coupled with the refinement of prior learning assessments, UMUC can provide an individualized education tailored to each student. Technology brings to scale student-centric education with personalized analysis, course mapping and early interventions to maximize student success. UMUC's analytics can help match the right classes and the right individualized course sequencing while improving the onboarding process to enhance student success.

Technological advances have also led to establishing the Center for Innovation in Learning and Student Success at UMUC. The Center develops new educational approaches and uses learner and data analytics to determine what does and does not work. These data can help course selection during enrollment to increase student retention and degree completion rates.

b. Increased Support and Services for Veterans

UMUC was named the #1 "Best for Vets" online and nontraditional school by *Military Times* for 2015. The university has a long tradition of providing educational opportunities to our nation's veterans, and UMUC student veterans graduate at a higher rate than UMUC students in general. UMUC now provides a dedicated microsite where veterans and their families can access information on VA benefits, classes, academic counseling and much more.

Today, veterans account for almost two-thirds of the military online higher education market. The veteran population is expected to grow by 63 percent by 2017, even as enlistments decline. This expected growth presents a significant opportunity for UMUC.

The Department of Defense (DOD), which administers unemployment benefits for veterans, places special emphasis on preparing them to succeed in the civilian workforce. UMUC has an active Veterans Resource Center and is the only university to have two Vet Success counselors from the Veterans Administration on-site, serving student veterans full-time. Further, UMUC has two veterans lounges, one in the Academic Center at Largo and one in the Waldorf Center for Higher Education, and the university has increased the availability of hybrid classes—a mix of online and face-to-face classes—which are particularly popular with veterans.

Because of changes in state and federal residency requirements, UMUC can now immediately offer in-state tuition to newly separated veterans in Maryland, whereas before they had to pay the out-of-state tuition if Maryland was not their home of record at the time of their separation from the military. In addition, since nearly half of all federal workers are veterans, many who live outside Maryland will be able to utilize a tuition discount through UMUC's partnership with the Office of Personnel Management (OPM) that provides all federal employees and their dependents with reduced tuition.

c. Affordable Tuition for All Students

One of the best ways UMUC supports its students is by providing quality education at affordable prices. Even in the changing marketplace, UMUC partners with every Maryland community college to offer the Maryland Completion Scholarship,

which allows all Maryland community college graduates to complete their bachelor's degrees at UMUC—for a total cost of $20,000 for both the associate's and bachelor's degrees. UMUC is also embedding course learning resources so students will soon incur no additional costs for textbooks.

d. Increasing Workforce Readiness and Focus on Student Careers

Today's nontraditional students are focused on employment and career advancement. They are looking for a university that focuses on their career success. UMUC is the bridge between a student's education and her or his career advancement. The university not only prepares students for better jobs, it also partners with employers who seek workforce-ready employees.

Through the university's Corporate Learning Solutions unit, UMUC has established many education alliances with corporations, associations and government agencies. Through these partnerships, UMUC provides education for current employees to master skills these employers have identified as essential to their workforce. The university also has a team of faculty that consults with businesses and other employers to see how UMUC's curriculum and programs can be coordinated with and adapted to their needs, making UMUC students more attractive as new hires.

e. Addressing Market Demand for Cybersecurity Professionals

UMUC is a leader in cybersecurity workforce education and development. In response to the critical need for cyber talent, UMUC developed five cyber-related degree programs and several certificates over the past four years. Since 2011, the university has produced more than 2,500 cybersecurity graduates with more than 7,000 students currently enrolled, creating a pipeline of talent that is needed to protect the critical information infrastructure of our nation.

The UMUC Cyber Padawans—a team of cybersecurity students, faculty and alumni — have won regional, national and global awards in cyber competitions, including the 2014 Global CyberLympics in Barcelona, Spain. This is a testament to the world-class talent represented by UMUC's cybersecurity students, faculty and alumni.

Since April 2002, the National Security Agency and the U.S. Department of Homeland Security (NSA/DHS) have consistently designated UMUC as a National Center of Academic Excellence in Information Assurance Education.

f. Groundbreaking Alliance with the Office of Personnel Management

One of UMUC's broadest alliances is with the Office of Personnel Management (OPM), the employment arm of the federal government. UMUC not only provides tuition discounts for millions of federal employees and their dependents on out-of-state tuition, but also works with federal personnel leadership to coordinate classes and courses to fill categories of job vacancies within the federal government.

g. Unique Experience with Nontraditional Students

UMUC is a first mover in nontraditional adult education, setting the academic standard and establishing a well-respected brand in the field. The university has long been at the forefront of serving the continuing education needs of working adults. Since 1947, UMUC's singular focus has resulted in an institution organizationally and culturally adaptive to new technology in providing educational programs uniquely suited to the needs of its students.

h. Developing Competency-Based Programs

The increased demand for demonstrable outcomes from academic institutions has prompted high interest in the development of a competency-based education (CBE) model. The CBE model provides students with the opportunity to earn a competency-based college degree that is more affordable, more accessible for busy adults and more accountable for the development of needed skills. Many universities are exploring CBE models wherein students can take as long or as short a time as they need to achieve mastery of the competencies. UMUC is in the process of exploring a CBE model designed around the university's unique mission and the needs of its students.

i. Supporting Staff Leadership Training

Higher education is a people-based endeavor and high-quality, well-trained staff contribute largely to a university's success and the success of its students. UMUC has embarked on a multiyear, intensive staff leadership training and development program reaching deep into all departments and areas of the university. The current landscape of higher education is changing rapidly and UMUC is responding to that change. Training in change management and leadership will help UMUC's staff adapt and continue to lead in education innovation and student advancement and success.

j. Adopting a New Branding Message

UMUC's old branding message focused on access, convenience, and flexibility; that approach worked for many years. Today, UMUC emphasizes how it will enhance student career success with work-relevant education and partnerships with employers. UMUC offers individualized education through data and learning analytics, prior learning assessments and partnerships with employers. The value proposition to students is, "At UMUC, you will get a great return on your money and time by advancing your career." The university has established alliances with employers, demonstrating that it can produce valuable employees for them and it can also keep their current workforce up to date with new certificates and degrees. The current "Moments" campaign highlights the moment a student gets her or his first job, raise, promotion, etc.

External forces are driving a reformation in higher education that is changing the very foundation of how students experience "college." Drawing on UMUC's identity not only as a high-quality online institution but more fundamentally as an innovator, the university is pioneering a new learning model, one that helps students achieve more while maintaining low tuition.

In transforming its learning models across all programs, UMUC must build the infrastructure and processes necessary to ensure career-relevant and cutting-edge curricula, so students are ready to enter and immediately contribute to the workplace. The learner experience must also be redesigned so that UMUC students have a unified, streamlined and supportive educational journey from their first course through graduation.

To reach its goals, the university must undertake a number of interrelated projects over the next three years. The academic roadmap centers around the following four critical objectives:

a. A Redesigned Learner Experience

UMUC's transformation of the learning model requires a "Copernican Revolution" that puts the learner at the center of the UMUC universe—at the heart of everything it does. Certain components of this revolution are already underway:

- A new orientation called "Jumpstart" helps students learn about their own strengths and weaknesses, providing them with tools they can use to identify their own preferences and abilities and guiding them in the design of individualized learning plans around specific goals.

- Straight-line undergraduate learning paths are being developed without the traditional array of choices, and accelerated pathways from

undergraduate to graduate degrees are coming. Competency-based education programs are designed to move students forward at the optimal personalized pace. Learning activities are sequenced throughout programs to ensure learners' progressive development.

- Learning spaces (formerly "online classrooms") will be informed by learning science and best practices in instructional design. They will enhance collaboration, communication, and connection with peers and faculty and enable learning anytime, anywhere, seamlessly across platforms.

- Online learning resources embedded in the learning space are not merely substitutes for physical textbooks but can support learning in more targeted ways. Through excellent course design, online learning resources can be precisely embedded within courses in ways that support learning at just the right place and time.

b. Personalized Learner Support

UMUC students start with varying skills and abilities, and they require personalized support to succeed. Wherever they start, the university will provide ways to recognize their learning, identify gaps in knowledge and skills, and build their capacity to succeed as they move through their programs.

- Through assessment supported by technology, UMUC increasingly will be able to measure students' knowledge, skills, and abilities before they begin their studies. This allows the university to avoid forcing them to cover material they have already mastered, instead helping them to more quickly acquire and demonstrate new knowledge and skills.

- Technology also allows UMUC to personalize ongoing learning to the individual student. In particular, adaptive learning (smart software that learns how learners are progressing and adapts specifically to those learners' needs) will help students learn more effectively. In courses that most students take when they first attend UMUC, adaptive learning approaches will be critical to help students build foundational skills and develop the confidence to move forward.

- The future learning model will also be supported by data analytics, allowing the university to learn more about its students and what helps them succeed and to continuously improve programs based on dynamic information about learners.

All of these elements will be combined in the learning model and will drive UMUC's efforts: a workplace-relevant, personalized, student-centered learning experience that is fully supported both academically and technologically. This will allow UMUC to continue and expand its tradition of leadership in the radically new world of higher education.

One of UMUC's greatest strengths lies in the dedication and commitment of its staff to serve its students. UMUC staff possess broad and far-reaching experience that truly makes UMUC a world-class higher education institution. The highly dedicated UMUC staff will be instrumental in providing more personalized support to students as they progress through their programs at UMUC.

c. Workplace-Relevant Curricula and Programs

Undergraduate and graduate programs will all share a definition of learning mastery that emphasizes not just knowledge of a field but also the ability to apply that knowledge in the real world. Students will not only memorize and recall but work through real-world projects and produce authentic deliverables. Several initiatives support this objective:

- UMUC is developing close relationships with employers to inform program curricula, including development of workplace-relevant projects and assessments aligned with the competencies employers need, in order to ensure that the skills gap is being closed for our graduates;

- The university will create clear, accelerated pathways from undergraduate to graduate degrees;

- The university will also collect, summarize and provide rich academic data that will enable program chairs to maintain and continually improve the relevancy and quality of curricula;

- UMUC will align open-source learning resources with specific competencies, so that the most relevant and up-to-date resources help students move toward mastery; and

- UMUC students will graduate with proven abilities to immediately contribute to their employers and communities— and many will be able to contribute in new ways even before graduation.

d. Roles of Faculty

Developing programs and learning spaces that allow students to demonstrate learning at a personalized pace will shift the roles of faculty:

- One of UMUC's greatest strength lies in the scholar-practitioner faculty members who brings years of real-world experience to the classroom, coupled with solid academic credentials. UMUC students, who demand a curriculum that is practical and relevant to today's competitive and evolving global marketplace, consistently praise the real-world perspective that the university's faculty bring to the class. The highly qualified UMUC faculty will work directly with individual students to help each learner progress, demonstrate competencies and access course materials to develop new knowledge and skills. These faculty roles—as mentors, guides and coaches—will enrich interaction with faculty and among students while increasing individual learning. The university's scholar-practitioner faculty will contextualize the information for students by drawing on their rich applied knowledge.

- To support faculty in these new roles, the university will provide enhanced training and professional development.

- As always, faculty will be integrally involved in the design of curriculum, the delivery of faculty development models and other roles arising from this new model.

a. Core Values

UMUC's core values are at the heart of our university's culture and guide what we do and how we do it. The core values were developed to inspire all members of the UMUC community to reach even greater heights of academic service and success. Therefore, these core values reflect the central and enduring tenets that stress that the way we do things is as important as the things we do. With that in mind, as a university, we have adopted and embrace the following core values to guide our actions and behaviors:

STUDENTS FIRST

These are the people who make our work possible.

ACCOUNTABILITY

We are each responsible for our overall success.

DIVERSITY

Each individual brings value to our efforts and results.

INTEGRITY

Our principles and standards are never compromised.

EXCELLENCE

Outstanding quality is the hallmark of our work.

INNOVATION

We advance so others can benefit from our leadership.

RESPECT

The rights and feelings of others are always considered.

These core values demonstrate how we treat one another as employees. They guide our decisions and behavior to manage ourselves, our teams, and our organization. Our core values demonstrate commitment to our UMUC employees and enhance employee effectiveness through engagement. These are more than a collection of words; they are the underpinning from which we develop our culture, our brand and our approach to learning.

b. Cultural Aspirations

UMUC clearly recognizes that our individual and collective work determines the strength and quality of the student experience. We commit to relentlessly pursuing an unrivaled and flawless student experience. To fulfill this commitment, we pledge to:

- Interact with one another and with every student in a personal, thoughtful and respectful manner, despite our size;

- Collaboratively perform our work, recognizing its impact on our students as the first and foremost consideration;

- Recognize and reward performance that demonstrates the culture to which we aspire and hold accountable behaviors that do not;

- Actively seek and encourage new ideas, innovation and smart risk taking with the intent of strengthening the student experience and improving our business results;

- Align the work of the university units worldwide while fostering internal and external relationships to best enable student success; and

- Demonstrate passion for the work we do and have fun doing it.

9. BUILDING A UMUC COMMUNITY

a. Transparency and Collegiality

UMUC values transparency and collegiality and ensures that its key stakeholders—students, faculty and staff—have the opportunity to communicate with the university's leadership and bring issues to their attention.

b. Commencement

Each year, between 8,000 and 10,000 students earn bachelor's, master's or doctoral degrees from UMUC and are invited to participate in graduation exercises around the world. These commencement events are the largest hosted by the university each year and offer a formal opportunity for our graduates to celebrate their academic achievements with those who supported, taught, mentored and inspired them. Faculty, staff and alumni play prominent roles in these ceremonies, honoring the graduates, cultivating pride and a stronger sense of community, and welcoming them into the worldwide and lifelong UMUC alumni family.

c. Alumni and Career Services

UMUC's commitment to improving the lives of adult learners does not stop at graduation. Alumni programs and resources are available throughout the UMUC experience and graduates are invited to:

- Connect with alumni to gain valuable career insight through the Career Mentor Program;

- Utilize helpful career resources from employer hiring sessions and job postings to career planning and individual advising;

- Join the UMUC professional alumni network on the UMUC Alumni Facebook page and in the UMUC Alumni LinkedIn group to receive the latest university and alumni news; and

- Attend virtual and in-person networking events from social mixers and webinars to volunteering in the community

Regardless of how long ago they graduated from UMUC, alumni enjoy access to complimentary services and the opportunity to tap into the power of a professional network of more than 180,000 fellow alumni.

d. Arts Program

For more than 65 years, UMUC has embraced a unifying mission—to provide affordable, accessible and valued education to adult learners. The university's Arts Program drives this mission through the visual arts. UMUC hosts art exhibitions and showcases works throughout the campus.

This program not only introduces our students, staff and faculty to the creative views of artists, it also serves as a way to give back to the community, advances the careers of local artists and helps forge larger conversations about education and the many services available at UMUC.

e. Outreach

UMUC outreach efforts include bringing together UMUC staff, faculty, students and alumni as teams in recreational activities throughout the community. These teams include the UMUC Tigers softball team, the UMUC Cycling Dragons and the UMUC Virtual Dragons dragon boat team. These teams not only engage in competition throughout the region, they also provide a unique opportunity for individuals throughout the UMUC community to represent the university and demonstrate the UMUC spirit.

In 2015, in keeping with the spirit of community, UMUC asked its students, faculty, staff and alumni to vote on an official school mascot. "Nighthawks" won with an overwhelming majority.

f. Accessibility Services

UMUC recognizes students on the merits of their abilities rather than their disabilities.

At UMUC, our primary goal is commitment to our students' success and to maintain an educational partnership between students, faculty, staff and administration. The mission of the Accessibility Services unit is to coordinate support services that provide equal opportunity for students to participate in all aspects of the educational environment. Through these initiatives, students can participate in UMUC's programs and services while adhering to the university's academic standards.

10. NEW BUSINESS MODEL

UMUC is a tuition-driven school that receives relatively little state funding; therefore, it needs to be able to compete for students to sustain an annual growth rate that provides sufficient resources to invest in academic quality and innovation and in technological changes. UMUC can only offer high-quality education at affordable cost through a volume large enough to provide for efficiencies of scale.

Nine out of 10 UMUC students are either military/military-related or from Maryland. The downsizing of the military, Maryland's comparatively small population and increasing competition pose significant challenges to UMUC's future and its growth needs. Thus, expanding its footprint beyond Maryland and the military is perhaps the single most important challenge facing UMUC.

In response, the president appointed an "Ideation Group"—a volunteer team of outside business leaders—to advise the university on the business model best suited to position the university to compete on the national and global level. The Ideation Group proposed a more "business-like" model that would make UMUC more agile in a changing market, providing greater opportunity to become financially sustainable while enhancing its ability to provide quality education.

Following a four-month community dialogue, UMUC decided to remain a public, constituent institution of the University System of Maryland while seeking the flexibility, latitude and ongoing consideration for organizational changes that will support its key priorities. The USM Board of Regents subsequently adopted a resolution that

- Allows UMUC the autonomy to develop HR and faculty policies, subject to the board's final approval, tailored to its own unique situation;

- Supports statutory changes that expand to all of UMUC its current overseas exceptions from procurement statutes and policies;

- Supports the president's appointment of a management board to guide and support UMUC in its national expansion; and

- Supports strengthening the protection of UMUC's competitive and proprietary information.

This will require that UMUC maintain affordable tuition and boost enrollment with incentives while also continuing to invest in technological changes, academic innovation, and quality. UMUC must grow beyond Maryland and the military, expanding nationally and internationally while pursuing additional corporate partnerships.

UMUC will remain a public, constituent institution of the University System of Maryland and, as recommended by the Ideation Group, the university will seek the flexibility, latitude and ongoing consideration for organizational changes that will support its key priorities.

11. CONCLUSION

This strategic plan is a collaborative effort of the UMUC community. It refines our mission, vision and cultural aspirations and offers a definition for our constituents of who we are, what we do and the values by which we define ourselves.

There are six key goals and five strategic initiatives that we believe we must meet and pursue in our current and future landscape. Therefore, this strategic plan will serve as the roadmap for our prioritizations, decisions and resources and for advancing UMUC as a recognized leader in learner-centered education.

1856 – The Maryland General Assembly establishes the Maryland Agricultural College at College Park, part of the national land grant system of universities. The college would become the University of Maryland, College Park.

1944 – The GI Bill is approved to provide tuition benefits to World War II veterans.

1946 – University of Maryland European Division is established.

1947 – University of Maryland creates the College of Special and Continuation Studies (CSCS) within the College of Education. CSCS will become University of Maryland University College.

1949 – College of Special and Continuation Studies is placed under its own dean and separates from the College of Education of the University of Maryland.

1949 – The first group of professors goes overseas to teach U.S. troops in Germany.

1950 – The Munich Campus is established in Munich, Germany.

1951 – The Atlantic Division is established comprising Newfoundland, Labrador, Iceland, Greenland, Bermuda and the Azores.

1951 – CSCS becomes the first U.S. university to confer bachelor's degrees at U.S. military installations overseas (Germany).

1956 – The Far East Division (Asia) begins operating and classes open in Japan, Korea, Okinawa, Guam and Taiwan .

1959 – College Park Evening Division is established to serve adults in the College Park vicinity.

1959 – Name is changed from the College of Special and Continuation Studies to University College, still part of the University of Maryland, College Park

1963 – University College becomes the first U.S. university to send faculty into a war zone (Vietnam)

1964 – University College opens its Center of Adult Education, which houses the university's home offices, in Adelphi, Maryland.

1970 – University College changes name to University of Maryland University College (UMUC)—and becomes a separately accredited institution.

1973 – UMUC conducts its first commencement ceremony in the United States.

1988 – The five University of Maryland campuses reorganize to form the University System of Maryland—now comprising 11 colleges and universities.

1993 – UMUC launches its "virtual university," offering students the opportunity to complete a bachelor's degree remotely, using a combination of media, including computers.

2007 – Eighty percent of all stateside undergraduate enrollments at UMUC are for online courses, and 94 percent of all UMUC students—graduate and undergraduate— take at least one online course each year.

2010 – The Undergraduate School revises the entire undergraduate curriculum, with newly defined program and course-level outcomes, in an initiative known as SEGUE (Supporting Educational Goals for Undergraduate Excellence).

2011 – UMUC implements eight-week sessions for undergraduate courses, with multiple start dates in each semester.

Innovation in Learning and Student Success to explore ways to improve online and distance learning outcomes using breakthroughs in technology, data analytics and learning science.

2014 – UMUC implements new learning platform known as LEO (Learning Environment Online).

Education (WWDE), which consolidates three separate online course inventories formerly offered for stateside, Europe and Asia students into one worldwide distance education inventory administered from headquarters in Adelphi. For the first time, overseas and stateside students are co-enrolled in one common catalog of online courses.

The SWOT (strengths, weaknesses, opportunities and threats) analysis is a framework for identifying and evaluating internal strengths and weaknesses, as well as external opportunities and threats

SWOT ANALYSIS FOR UMUC

	HELPFUL TO ACHIEVING THE GOALS	**HARMFUL** TO ACHIEVING THE GOALS
INTERNAL ORIGIN (ATTRIBUTES OF THE ORGANIZATION)	**STRENGTHS** • Large size allows for scale • National brand as a public university • Open access by state statute • Staff with broad and far reaching experience • Programs designed to be career relevant • Experience with nontraditional students • Experience with military • Practitioner-faculty model	**WEAKNESSES** • Student base primarily in Maryland and military • Legacy student administrative processes • Limited market research and future scenario planning • Limited reinvestment funds for future innovations
EXTERNAL ORIGIN (ATTRIBUTES OF THE ENVIRONMENT)	**OPPORTUNITIES** • Potential market for micro-credentialing • Deeper partnerships with employers • Developing competency-based programs • Customized corporate training and development programs • Capitalizing on increasing veteran student market • Partnership with similar universities where strategically relevant	**THREATS** • Increased competition in the online/adult education market by traditional universities • Potential decrease in military and company Tuition Assistance • Increased competition from for-profit universities • New built-for-purpose universities emerging • Slow state agency rules and norms

STRENGTHS

- **Large size allows for scale —** UMUC has grown into a large, global, and comprehensive university. Today, UMUC is the largest public online university in the nation, educating some 84,000 students annually. The large size allows UMUC to establish new programs and address changing market needs with an agility that is uncommon in higher education.

- **National brand as a public university —** UMUC is a member of the University System of Maryland (USM), the state's public higher education system. Most public universities in the state belong to USM, which supports, guides and advances the efforts of its collective to provide high-quality higher education in the state of Maryland. UMUC's status as a public university and member of a recognized and dominant state university system carries credibility and strengthens its brand and recognition across the nation and beyond.

- **Open access by state statute —** As stipulated by state statute, UMUC operates as Maryland's open university, serving nontraditional students who reside in Maryland, across the United States and around the globe. This allows UMUC to provide affordable, open access to higher education and continue as a leader in providing educational opportunities to all.

- **Staff with broad and far reaching experience —** One of UMUC's greatest strengths lies in the dedication and commitment of its staff. UMUC staff possess broad and far-reaching experience that truly makes UMUC a world-class higher education institution.

- **Programs designed to be career relevant —** UMUC specializes in providing career-relevant academic programs designed for working professionals. Its career-focused programs are designed to offer practical learning that combines real-world experience with industry-leading theory to help students build the skills they need for career advancement.

- **Experience with nontraditional students —** UMUC is a first mover in nontraditional adult education, setting the academic standard and establishing a well-respected brand in adult education. UMUC has long been at the forefront of serving the continuing education needs of working adults. Since 1947, UMUC's focus on adult education has helped the university become the world leader in adult education and an institution organizationally and culturally adaptive to new technology in providing educational programs to working adults.

- **Experience with military —** UMUC has a rich history of educating the armed forces that dates back to the World War II era. Since 1947, UMUC has served the armed forces in the United States and overseas, on military bases and installations. With a unique history and unmatched expertise, UMUC has been consistently recognized as one of the top military and veteran-friendly schools in the nation.

- **Scholar-practitioner faculty model —** Another of UMUC's greatest strengths lies in the scholar-practitioner faculty who bring years of real-world experience to the classroom, coupled with solid academic credentials. UMUC students, who demand a curriculum that is practical and relevant to today's competitive and evolving global marketplace, consistently praise the real-world perspective that our faculty bring to the class.

WEAKNESSES

- **Student base primarily in Maryland and military —** UMUC primarily serves Maryland residents and military personnel. It has become increasingly difficult for UMUC to achieve higher growth, because Maryland is a relatively small state and the military is downsizing. To sustain the level of growth needed, UMUC must expand its footprint beyond Maryland and the military to compete for students on a national and international level.

- **Legacy student administrative processes —** The existence of legacy administrative systems and processes is not unique to UMUC. Because of the rapidly evolving technological changes, it is difficult and costly for academic institutions to keep pace and continually upgrade administrative systems and processes. To enhance student administrative processes, UMUC has been continuously upgrading the MyUMUC student portal. These upgrades have improved these processes; however, there is a need to phase out the remaining legacy systems and processes.

- **Limited market research and future scenario planning —** UMUC, like other higher education institutions, faces a changing environment characterized by shifting student demographics, the demand for academic programs, disruptive technologies, competitors and other challenges. To survive in the rapidly evolving environment, UMUC needs to further enhance reliance on market research and future scenario planning in order to better forecast and assess the need for future academic programs and initiatives.

- **Limited career development and services —**UMUC recognizes the need to further enhance career services and has decided to allocate more resources. The university has developed and approved an innovative and holistic career planning and development model better suited for serving nontraditional students and alumni. The model is scalable and offers pathways to careers for students and alumni that are directly tied to strategic employer relationships.

- **Limited reinvestment funds for future innovations —** UMUC has successfully implemented technologies to streamline both academic and administrative processes and systems. It has continuously upgraded PeopleSoft since its launch in 2008 to improve administrative services for students, faculty and staff. In addition, UMUC has replaced its proprietary learning management system, WebTycho, with the new online classroom system, the Learning Experience Online (LEO). LEO offers more innovative technology and features that significantly enhance the student learning experience at UMUC. Keeping pace with cutting-edge technologies and reinvesting in future innovations impose significant costs and demands on resources. The fluctuation in student enrollments and associated revenues from tuition make it difficult to plan and allocate adequate reinvestment funds for future innovations.

OPPORTUNITIES

- **Potential market for micro-credentialing —** The increased recognition of noncredit, micro-credentialing by colleges, universities, and other organizations, challenges the value of traditional credentials such as diplomas from accredited universities. Some academic institutions are already exploring ways to grant academic credit for prior learning, including noncredit courses, seminars or other professional learning. UMUC may take advantage of this trend and explore ways to offer academic credit for prior learning.

- **Deeper partnerships with employers —** Higher education institutions must partner in new ways with employers to offer programs that are in alignment with the dynamically changing needs of their industries. UMUC has taken several steps to improve partnerships with employers by forming programs for employers to better serve the continuing education needs of their employees.

- **Developing competency-based programs —** The increased demand for demonstrable outcomes from academic institutions has prompted high interest in the development of competency-based education (CBE) models. The CBE model provides students with the opportunity to earn a competency-based college degree that is more affordable, more accessible for busy adults, and more accountable for the development of skills they and their employers need. Many universities are exploring a CBE model wherein students can take as much or as little time as needed to achieve mastery of the competencies. UMUC is exploring a CBE model designed around the university's unique mission and the needs of its students.

- **Customized corporate training and development programs —** There is a tremendous need for customized corporate training and development programs at corporations, organizations and government agencies seeking to enhance the professional skills and capabilities of their employees. UMUC has primarily focused on offering degree programs and certificates to working adults. In order to further diversify and expand sources of revenue, UMUC plans to expand customized corporate training and development programs.

- **Capitalizing on increasing veteran student market —** Veterans account for almost two–thirds of the military online higher education market. The veteran population is expected to grow by 63 percent by 2017, even though there is a reduction in the number of enlisted servicemen and -women. This expected growth presents great opportunity for UMUC to increase tuition revenue. UMUC, as the leader in military and veteran-friendly education, is well positioned to capture a much larger share of this potential market.

- **Partnerships with similar universities where strategically relevant —** Partnering with universities that have similar strategic priorities and direction leads to a more consolidated, synergistic and efficient approach to offering joint academic programs and initiatives. Capitalizing on UMUC's brand and global reach, UMUC can develop partnerships both nationally and internationally with universities where strategically relevant.

THREATS

- **Increased competition in the online adult education market by traditional universities —** A growing number of traditional universities with quality brands are establishing themselves in the online adult education market. The remarkable growth in this sector by traditional universities has increased competition for institutions with long-standing experience in online adult education, including UMUC. This highly competitive environment requires UMUC to create new waves of enrollment in order to take share from competing institutions.

- **Potential decrease in military and company tuition assistance —** The military base reductions and cost-cutting initiatives contribute to decreases in tuition assistance. This has also led related companies such as defense contractors to reduce tuition assistance to their employees. The decrease in military and company tuition assistance is threatening the enrollment base at UMUC.

- **Increased competition from for-profit universities —** Public universities are facing increased competition from for-profit institutions, and the pricing competition is intensifying. High out-of-state tuition rates make it difficult for UMUC to compete outside of Maryland with for-profit institutions.

- **New built-for-purpose universities emerging —** The emergence of new built-for-purpose universities, created with single-minded delivery models that focus on one core purpose, presents a new type of competition that more traditional universities, including UMUC, need to consider in order to better respond to the market needs.

- **Slow state agency rules and norms —** Because of the slow process of changing state rules and norms, UMUC, like other public universities, is limited in its ability to respond quickly to the rapidly evolving higher education landscape. In addition, funding is stagnant or declining in many states. As a tuition-driven university, UMUC receives relatively little state funding. UMUC must consider this factor and sustain an adequate growth rate that allows it to continue to provide quality education while keeping tuition affordable.

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UMUC Facilities Master Plan 2012–2022

FACILITIES MASTER PLAN
2012 - 2022

University of Maryland University College

UMUC

Perkins Eastman

UMUC
University of Maryland University College

FACILITIES MASTER PLAN
2012 - 2022

Perkins Eastman

Perkins Eastman

Graphic S.1
Iconic UMUC Cupola,
Inn & Conference Center, Adelphi
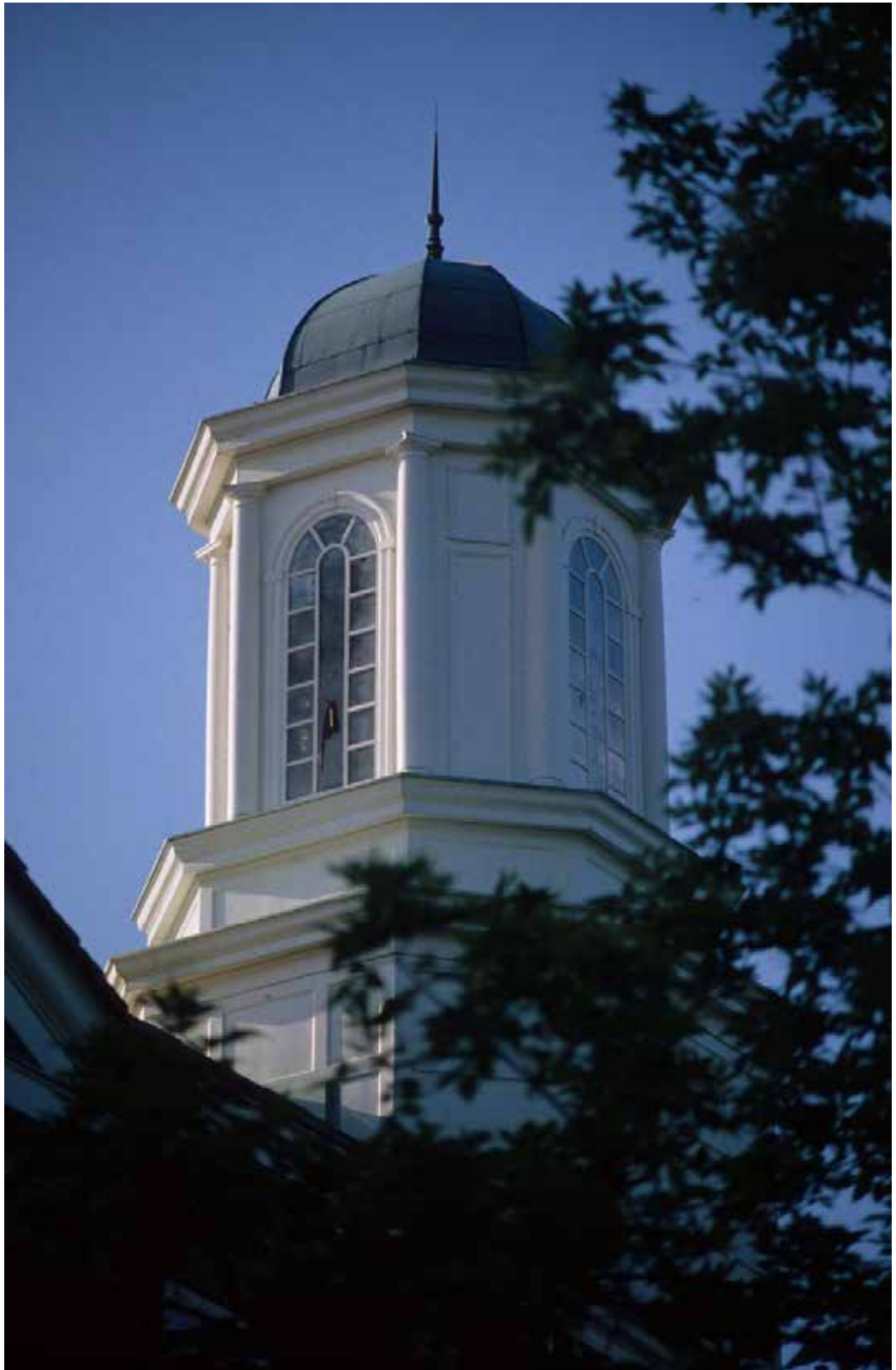
UMUC initiated its Facilities Master Plan [FMP] process in 2012 with an interest in looking at how people will want to work in the future. Technology has made non-traditional working arrangements not only possible, but desirable, for both employees and employers. In the same way that UMUC used technology to become a pioneer in delivering education in a non-traditional way, through on-line learning, it intends to be a pioneer in how faculty and staff will "come to work" in the future.

The traditional approach to developing a FMP is to calculate the growth in students, faculty, and staff and apply that to a formula that determines the additional square footage needed to accommodate that growth. UMUC of course looked at expected growth, but we asked ourselves: If we worked differently, how might that impact our future space needs? We are excited by our findings. This FMP provides a roadmap that calls for converting our mostly traditional space configurations into more versatile, efficient, and desirable configurations that accommodate a different way of working. At the same time, this plan calls for fully embracing more flexible and alternative working schedules, locations, and options that we believe will serve many other purposes as well.

INTRODUCTION

Since its inception in 1947, the University of Maryland University College [UMUC] has served the needs of working adults and members of the US Armed Forces [USAF] seeking a post-secondary degree. With nearly 100 bachelor's and master's degrees, conducted through online asynchronous coursework, UMUC is a world leader in online education. Of UMUC's 97,001 worldwide students in 2012, 64,127 students were stateside. This represents 25,099 full-time equivalent [FTE] students, of which 69% were undergraduate and 31% graduate.

In 2012 UMUC initiated a FMP for all of its stateside owned and leased facilities. Recognizing its unique model among more traditional institutions, UMUC required a master plan that addressed how the University works and learns as much as where it works and learns. To embark upon the process, the University and the FMP planning team reached out to a broad cross section of stakeholders representing academic, administrative, shared governance, and technology constituencies. The FMP process utilized a range of tools including user group interviews, surveys, and benchmarking tours of some of the Washington/Baltimore metropolitan region's best workplaces. These stakeholders and contributors expressed a common desire for environments that are innovative, collaborative, and sustainable.

University FMPs typically focus on places for learning, study, student life, and administration. However, because the majority of UMUC's course offerings are conducted online, it is the work environment for core faculty and staff that constitutes the majority of UMUC's physical

S SUMMARY

assets and is therefore the focus of the University's FMP. It is how UMUC's employees work and interact that drives the analysis and recommendations of this plan.

Existing Facilities

In 2012, UMUC owned 494,565 net assignable square feet [NASF] (excluding the hotel building) of space at its main facilities in Adelphi (adjacent to the University of Maryland College Park campus), University Center, and Largo (located approximately 20 minutes south on the Beltway). UMUC leases an additional 40,915 gross square feet [GSF] at four satellite facilities including Dorsey Station, Waldorf Center, the Universities at Shady Grove, and Quantico. UMUC also utilizes a significant number of classrooms in the evening at the University of Maryland College Park [UMCP].

UMUC has made significant investments in almost all of its facilities in recent years, including a full renovation of the Academic Center at Largo, Largo 2, the Administration Building, and the Inn & Conference Center [ICC]. Not only have these investments kept the buildings aesthetically current, they have also introduced key programmatic improvements. In particular, a greater emphasis has been placed on "open" environments and mixed "neighborhoods" of reconfigurable workstation systems and private offices.

Growth Projections

A clear understanding of UMUC's growth projections is critical to the development of strategies and recommendations within the FMP. After a period of tremendous growth over the last 10 years, UMUC anticipates a continued growth of 31% in student enrollment from 2012 to 2022. Total full-time equivalent [FTE] enrollment stateside is expected to grow from 25,099 in fall 2012 to 32,819 in fall 2022 (per material generated by UMUC's Office of Institutional Planning, Research and Analysis, and material provided to the Maryland Board of Regents). It is anticipated that 90% of these students will be enrolled in online-only courses.

Regarding employee projections, UMUC expects to have 276 FTE on-campus faculty members by 2022, representing an increase of 21% from 228 in 2012. The number of FTE staff is projected to grow to 1,289 by 2022, comprising an increase of 19% from 1,079 in 2012.

Graphic S.2
UMUC Advertisement

Space Needs

Because UMUC is primarily a virtual university, it requires a fraction of the space required by a comparably sized traditional university. Rather than being driven by student enrollment numbers, UMUC's space needs are driven by the size of its work force.

PLANNING DRIVERS

Over the course of the FMP process, UMUC leadership has clearly stated its priority to become a recognized leader in sustainable practices among its peers. To be a leader in sustainable practices, this University must not only address environmental sustainability, but also institutional sustainability. Therefore, rather than propose a physical solution to meet UMUC's increased space needs, the FMP recommends behavioral change strategies related to scheduling, and the flexible use of time and space as the best way to manage growth, be sustainable and improve satisfaction.

To be a Leading Sustainable Institution

As a guideline for facilities planning, the State of Maryland's PlanMaryland has outlined the State's policies for sustainable growth. The plan sets forth guidelines for future development with the intent to limit urban sprawl and preserve agriculture and natural wildlife areas within the state. UMUC's Climate Action Plan 2050 [CAP 2050] advances PlanMaryland's goals by aiming for UMUC to achieve carbon neutrality by 2050. The FMP further advances both of these plans by avoiding new construction and reducing travel

Graphic S.3
Maryland Governor Martin O'Malley (center) and UMUC President Javier Miyares (left) Host Video Conference with Some of UMUC's Remote USAF Students

emissions. Highlights of the FMP sustainability initiatives include:
- Prioritizing behavioral change as the first method of responding to growth
- Avoiding new construction
- Locating working and learning facilities where people already live; reducing commutes and emissions; utilizing the proposed "Purple Line"

To be an Employer of Choice

UMUC recognizes that it must compete for high quality recruits in a region where the best and brightest can be selective about employment. UMUC also recognizes that its campuses in Adelphi and Largo are not easily accessible for many people in the Washington/Baltimore metropolitan region (due to traffic, congestion, etc.). Therefore, the University must compete on other grounds by improving the numerous qualitative measures for which public institutions can often out-compete private-sector employers. Specific goals include:
- Reducing commuting stress through effective use of remote-working
- Improving employee productivity through greater freedom in work/personal schedule and technological support
- Creating better physical work environments, from solitary to collaborative, that support the varied needs of UMUC employees and their tasks (see Graphics S.4 and S.5)

STRATEGIC RESPONSES

The above planning drivers are implemented according to the FMP's Strategic Responses, which provide UMUC with flexible alternative strategies for the institution's 10 year future. The Strategic Responses are primarily based on space needs for faculty and staff, and are structured in tiers based on variable levels of work force growth and work force mobility.

- Tier 1 – Behavioral Change:
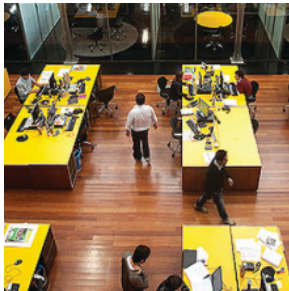 - Improve virtual collaboration
  - Increase remote-working
- Tier 2 – Facility Change:
  - Shift employees from "residential workers" to "mobile workers"
  - Increase seating amount and seating types
  - Increase dual-function work/learn opportunities at existing facilities
- Tier 3 – Facility Acquisition:
  - Add new work/learn location(s) elsewhere in Washington/Baltimore metropolitan region

THE ARRAY OF WORKPLACE OPTIONS

Private Offices – Semi-resident, and enclosed
- o Some existing private offices remain while others are repurposed
- o Residents of remaining offices will need to leave their office 'useable' by others when they are off-site, this means leaving a clean desk environment

Workstations – Semi-resident, and open
- o Existing workstations are converted to contemporary systems which feature improved sightlines that are less isolating
- o Organized into "neighborhoods" in order to control acoustics

Workstations – Non-resident, and open
- o Existing workstations are converted to contemporary systems which feature improved sightlines that are less isolating
- o Organized into "neighborhoods" in order to supplement semi-resident workstations, allowing mobile workers to embed into a group's area and collaborate on in-depth projects

Focus Room Seats – Non-resident, enclosed "heads-down" work booths
- o These are small, acoustically isolated and visually screened spaces intended for solo-work
- o They are significantly smaller than private offices

S SUMMARY

THE ARRAY OF WORKPLACE OPTIONS

Conference Seats – Non-resident, enclosed and open
- o In this model some existing private offices are repurposed to serve as conference rooms for 4 to 6 people
- o Other areas will need to be repurposed for larger conference rooms of 10-12 people
- o All conference rooms should have extensive multimedia capabilities

On Demand Seats – Non-resident, and open
- o Generally provided at 1 seat for every 5 staff
- o However, there should be enough of these seats to allow for "all-hands-on-deck" days

Work Café Seats – Non-resident, and open
- o On-site food service areas and lounges should do double duty, providing seating during lunch, but also providing informal conferencing space during non-lunch times
- o Seating should be varied and consist of café-style, booth, banquet, stand-up counter, and provide a comfortable atmosphere for solo "alone-together" as well as small group work
- o Anticipated work café seating capacity is approximately 1/3 of lunch seating capacity

Though three tiers of responses are identified, it is anticipated that Tier 1 (behavioral change) and Tier 2 (facility change) are sufficient. Tier 1 efforts allow the University to effectively address growth for all of the next 10 years, but Tier 1 alone yields sub-optimal results. As 2022 approaches, a combination of Tier 1 and Tier 2 measures will be needed to unleash the potential of UMUC's work force. Tier 3 measures are not expected to be required, however, a plan is outlined should future circumstances dictate otherwise.

Conclusion

UMUC's 2012-2022 Facilities Master Plan, although it avoids any new construction, will transform UMUC through a re-envisioned workflow and workplace environment. The implementation of the FMP will take many forms, but the core purpose of the plan is to be a flexible roadmap for making UMUC a more sustainable and compelling place to work.

INTRODUCTION & APPROACH 1

1 INTRODUCTION & APPROACH

Graphic 1.1
UMUC Banner

FMP INTRODUCTION

The University of Maryland University College [UMUC] is the nation's largest public university with almost 100,000 students enrolled in the United States and abroad. Its primary method of instruction is virtual, asynchronous course delivery. Online instruction suits the schedule of busy adult professionals seeking post-secondary degrees. This group constitutes the University's largest student demographic.

Historically, it has been one of the largest providers of higher education to the United States Armed Forces [USAF]. Its nearly 100 fully online bachelor's and master's degree programs are offered in the fields of Business & Management, Cyber Security, Education & Training, Healthcare & Science, Information Technology & Computer Science, Liberal Arts & Communications, and Public Safety. UMUC is among 11 member universities of the University System of Maryland [USM].

In the fall of 2012, UMUC engaged Perkins Eastman to conduct a Facilities Master Plan [FMP] for all of its stateside owned and leased facilities. These facilities are largely located within the Washington/Baltimore metropolitan region with its main administrative centers in Adelphi and Largo, Maryland. Recognizing its unique model within higher education, UMUC seeks a master plan that addresses how the University works and learns as much as it addresses where it works and learns. This FMP examines UMUC's existing space usage, charts the University's current and future space needs based on projected institutional growth, and suggests strategies to address ongoing changes within the higher education marketplace.

University FMPs typically focus on places for learning, study and student life. However, because UMUC's course offerings are primarily conducted online, it is the work environment for core faculty and staff that constitutes the majority of UMUC's physical assets and is therefore the focus of the University's FMP. It is how UMUC's employees work and interact that drives the analysis and recommendations of this plan.

This FMP provides an opportunity to investigate how the significant changes in higher education in the United States affect a university's physical assets. UMUC's focus on affordable adult education, its accessibility from anywhere in the world, and its size, place it at the center of the challenges and opportunities facing American universities today. As such, its competitors, other USM institutions, and emerging players in the higher education marketplace will closely watch how UMUC proceeds.

The FMP document is a flexible strategic planning tool that will guide UMUC through various strategic planning decisions in what will undoubtedly be a turbulent but exciting time for higher education in the United States.

1
INTRODUCTION & APPROACH

Graphic 1.2
Stair at the Academic Center
at Largo

Perkins Eastman

FMP METHODOLOGY

The objective of the UMUC Facilities Master Plan [FMP] is twofold: first, to fulfill the requirement of University System of Maryland to update its previous 10 year time frame FMP to secure funding for capital projects; and second, to provide a blueprint for UMUC's future development in accordance with the University's unique mission and strategic objectives. This document is broken into seven sections, each of which corresponds to specific phases in the overall facilities master plan process, as follows:

1. Introduction & Approach
2. Institutional Profile & Goals
3. Existing Facilities
4. Trends in Higher Education
5. Space Needs
6. Planning Drivers
7. Strategic Responses

The 2012-2022 UMUC FMP builds upon many themes of the previous master plan, conducted in 2003, such as leveraging the potential of distance learning/delivery and improving the alignment of facilities, technology and workflow. However, it also responds to the institutional goals of UMUC's current leadership and to recent changes within the context of higher education. These new directions are described in Section 6, Planning Drivers.

The following summary outlines the scope of each section, the process used to gather and generate information, and the relevance of each chapter's findings to the overall Facilities Master Plan.

1. Introduction & Approach

This portion of the document defines the purpose and scope of the Facilities Master Plan and describes the role of a FMP in guiding UMUC's future strategic planning. To embark upon this process, the University and the FMP planning team reached out to a broad cross section of stakeholders representing academic, administrative, shared governance, and technology constituencies. The FMP process utilized a range of tools, including user group interviews and surveys. In addition, benchmarking tours were conducted to observe recent workplace/workflow trends at the following offices:

- Accenture Consulting's offices in Arlington, VA
- Canvas Co/Work in Downtown Washington
- Steelcase's showroom in Downtown Washington
- The Newseum in Downtown Washington
- Marriott's new Work Café in Bethesda, MD

INTRODUCTION & APPROACH

Throughout the discovery process, UMUC's stakeholders and contributors expressed a common desire for working environments that are innovative, collaborative, and sustainable.

2. Institutional Profile & Goals

The FMP's initial discovery phases examine the institution's history, existing enrollment and personnel demographics, as well as institutional goals and objectives, in order to establish a comprehensive institutional profile. This collection of data, and the discussions that result from it, create a portrait of UMUC's ambitions and identify areas of opportunity.

3. Existing Facilities

This part of the FMP's initial discovery process includes the assessment and cataloging of UMUC's existing physical inventory. Facilities owned by UMUC were documented electronically with a building information modeling [BIM] database and populated with departmental and functional data. Three days of on-site facilities tours by the FMP planning team verified and qualified the physical space inventory [PSI] room data provided by the University.

4. Trends in Higher Education

During the summer of 2012, UMUC's newly appointed President selected a cabinet-level executive to lead a cross-functional team in the development of new strategic priorities to address emerging higher education trends. A critical outcome of this effort was the acknowledgement that higher education is about to go through a "disruptive change" driven by factors such as tuition costs, technology and demographics. This section defines "disruptive change" and explains why UMUC must remain at the forefront of higher education technologies.

As the majority of UMUC's building inventory is comprised of office and working environments, this chapter also discusses current trends in work environments. Specific attention is paid to how the proper workplace strategy can increase productivity, improve quality of life, aid in the recruitment and retention of staff, encourage collaboration, and serve more faculty and staff members without necessarily adding more office space.

5. Space Needs

One of the FMP's most important objectives is the determination of UMUC's future space needs. This critical portion of the FMP process considers UMUC's existing physical space inventory along with existing and projected enrollment and personnel figures. This data

is combined with the FMP design team's knowledge of appropriate space standards that best match UMUC's mission. This analysis provides realistic space targets that correspond to the University's projected personnel and pedagogy. The space needs assessment only includes UMUC's stateside facilities. The baseline year for all material is fall 2012.

6. *Planning Drivers*

Since the beginning of the FMP process, UMUC has clearly stated that it wishes to be a leading sustainable institution with respect to the following areas: energy consumption and efficient facility management; responsible commuting and carbon emissions; and employee satisfaction and well-being. This section defines the overall approach to how UMUC will respond to its facility needs.

7. *Strategic Responses*

The final portion of the FMP provides a set of clear strategic responses to potential future scenarios over the next 10 years. Building on the findings of the preceding phases, these strategic responses address three different tiers of institutional growth. Each tier is more expansive than the previous one.

INSTITUTIONAL PROFILE & GOALS 2

2 INSTITUTIONAL PROFILE & GOALS

Graphic 2.1
UMUC Cyber Padawans

Source: @UMUCCyberTeam
(Twitter)
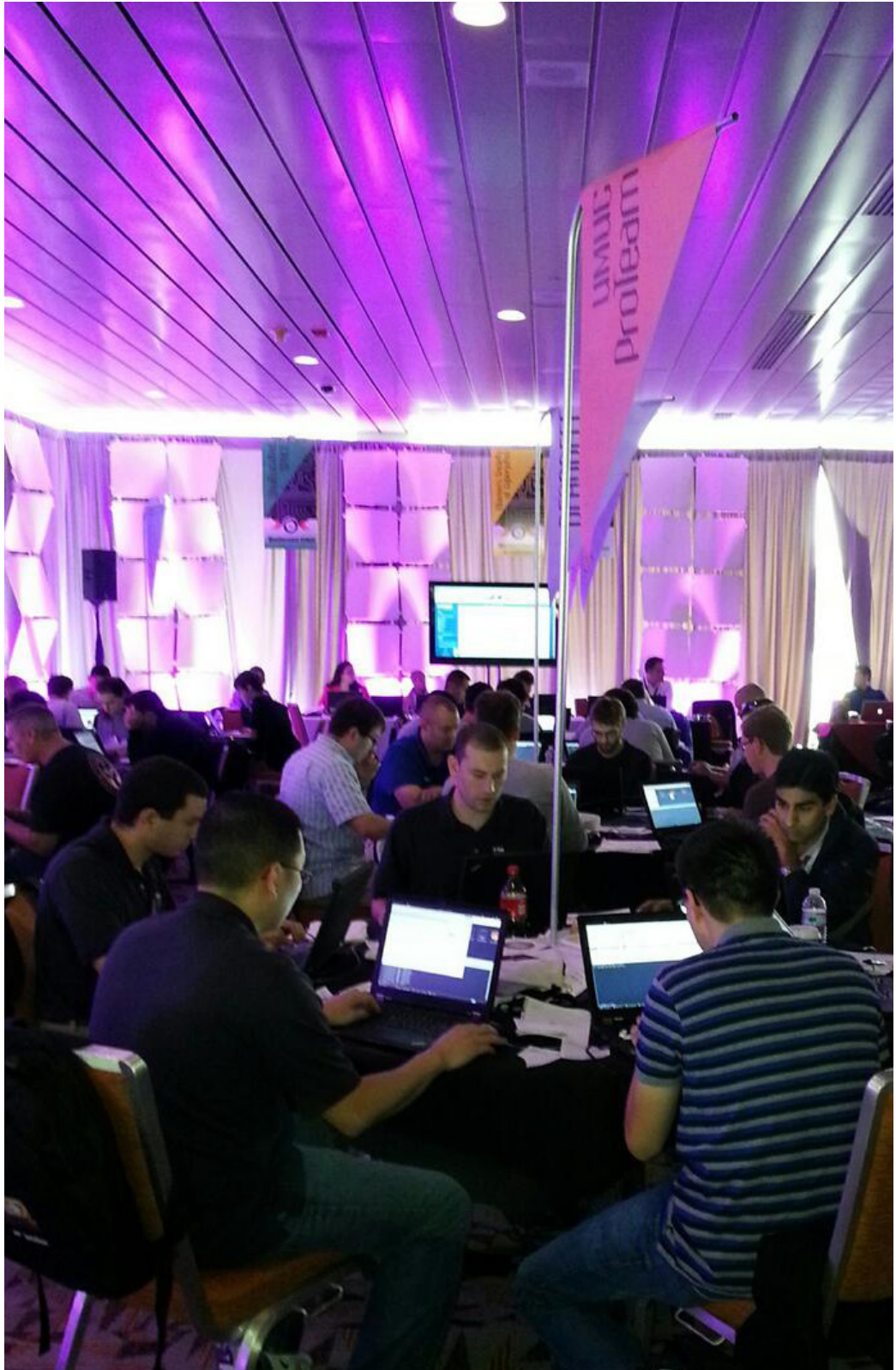
UMUC HISTORY AND IDENTITY

UMUC was established in 1947, initially under the name of the College of Special and Continuation Studies, and transitioned to UMUC in 1959. In 1970, it became an independent degree-granting institution and a member of the University System of Maryland. Since then, it has become a global institution that primarily addresses the needs of adults with a high school diploma or associate's degree who are employed full-time or serve in the United States Armed Forces [USAF].

UMUC is distinguished by its relationship with the US military; the University has offered education at military bases in Europe since 1949 and in Asia since 1956. Decades later, the University's global footprint still remains intricately tied to the activities and geographies of the USAF.

UMUC is also a world leader in online education, with nearly 100 bachelor's and master's degrees available fully online. The University is the recipient of numerous awards for its leadership in virtual and distance learning.

2 INSTITUTIONAL PROFILE & GOALS

ACADEMIC PROGRAMS

Degrees Offered

UMUC offers nearly 100 programs in the fields of Business & Management, Cyber Security, Education & Training, Healthcare & Science, Information Technology & Computer Science, Liberal Arts & Communications, and Public Safety. In 2012, the University awarded well over 9,000 degrees, including:

- 1,185 Associate Degrees
- 4,859 Bachelor's Degrees
- 3,363 Master's Degrees
- 47 Doctoral Degrees

UMUC has alliance agreements with all 16 of Maryland's two-year institutions, making it an obvious choice for many of the state's community college graduates. In particular, UMUC targets transfer students with approximately 45 college-level credits who seek to complete bachelor's degrees while working full-time. These students are most likely to succeed in an asynchronous, online learning environment.

Approach to Instruction

UMUC is the largest online public university in the United States, with the vast majority of credit hours delivered virtually through asynchronous instruction. Asynchronous instruction is typically more convenient for working adults as it allows students to work at their own pace and at the time of their choosing. Additionally, UMUC delivers a modest portion of its instruction through hybrid courses that combine in-class experiences with virtual asynchronous instruction. Lesson content and coursework are the same for both delivery methods. UMUC rarely utilizes exclusive face-to-face instruction.

STUDENT PROFILE, ENROLLMENT, AND PROJECTIONS

Although UMUC students are located across the globe, the majority is either enlisted in the USAF or reside in Maryland. Consequently, the demographics of the Washington/Baltimore metropolitan region are a significant factor in predicting enrollment projections. The following section analyzes this regional demographic.

Enrollment Context: Characteristics of Regional College Students

There are 1.2 million college students in the Washington/Baltimore metropolitan region, 73% and 27% of whom are undergraduates and graduate students, respectively. Of the undergraduates, almost 75% attend public universities, whereas just over half (52%) of graduate students attend public universities. Based on the 2011 data, veterans are slightly more likely to attend public universities for both undergraduate (77%) and graduate (56%) studies.

	Students	% of All Students	Student Veterans	% of Veteran Students
Total College Students	1,192,525	100%	70,749	100%
Undergrads	869,030	73%	46,172	65%
Public School	646,052	74%	35,353	77%
Private School	212,159	24%	10,819	23%
Grad Students	323,495	27%	24,577	35%
Public School	169,104	52%	13,832	56%
Private School	154,391	48%	10,745	44%

Graphic 2.2
Profile of Regional College Students, 2011

Source: American Community Survey Public Use Microdata Sample www.ipums.org

*Public and Private School percentages are shares of Undergraduate and Graduate categories.

There are more than one million veterans living within 50 miles of Adelphi, as shown in the figure below. Due to the GI Bill, the most recent military veterans are more likely to be attending college. For example, only 7% of all veterans and just 10% of those who served between 1990 and 2001 are in college, while over 30% of veterans who have served since 2001 are attending college.

			Years of Service
	All Veterans[1]	1990-2001	2001 or Later
Total	1,037,004	57,240	97,037
Attending College	70,749	5,804	17,220
Percent Attending College	7%	10%	18%

Graphic 2.3
Regional Veterans by Years of Service and College Attendance, 2011

[1]Within a 50 mile radius of Adelphi

Source: American Community Survey Public Use Microdata Sample www.ipums.org

2 INSTITUTIONAL PROFILE & GOALS

Existing Enrollment

In 2012, UMUC was ranked largest by headcount population among four-year degree public universities in the United States. Within the last 10 years, the number of stateside students attending the University has grown significantly. According to the UMUC's Office of Institutional Planning, Research and Analysis, the University's total (stateside) unduplicated headcount for the 2012 fiscal year was 64,127 ("unduplicated headcount" is the count of students enrolled in at least one course for credit with the student not counted twice within the count). This translates into 25,099 full-time equivalent [FTE] students (FTE is derived from the total amount of credit hours delivered by the institution, divided by the expected credit hour load for a full-time student). UMUC's FTE count consists of approximately 69% undergraduate students and 31% graduate students. Between 2007 and 2012, stateside FTE enrollment has grown significantly, from 17,294 to 25,099.

Student Profiles

UMUC's primary demographic consists of adult learners who are employed full-time while also pursuing a degree. Almost all of UMUC's students are enrolled part-time, which is reflected in the relatively low proportion of FTEs-to-headcount.

UMUC also educates a large number of active-duty military personnel and veterans. Significant concentrations of UMUC facilities exist in the Washington/Baltimore metropolitan region. UMUC aims to provide its students with the maximum amount of flexibility, offering a wide variety of online and hybrid course options.

Graphic 2.4
UMUC Historical and Projected FTE

Online Only ●

Face-to-Face and Hybrid ●
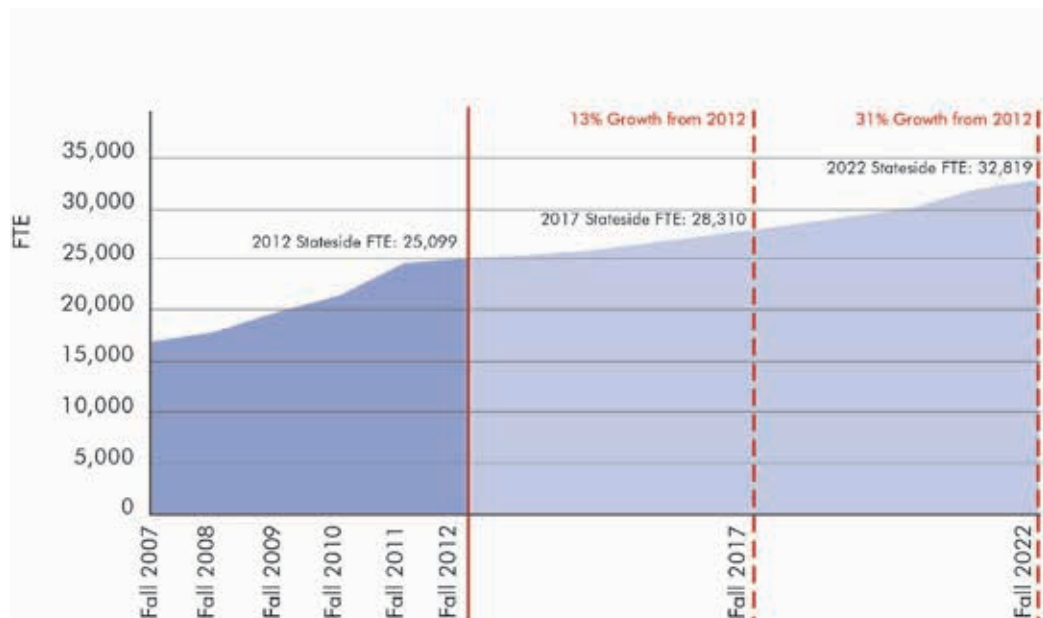
Enrollment Projections

The UMUC Office of Institutional Planning, Research and Accountability [IPRA] projects a 31% growth from 2012 to 2022. Total full-time equivalent [FTE] enrollment stateside is expected to grow from 25,099 in fall 2012 to 32,819 in fall 2022 (see Graphic 2.4).

WORKFORCE PROFILE AND PROJECTIONS

General UMUC Employment Profile

In the fall of 2012, UMUC had 6,312 employees with home addresses spread across the United States. Nonetheless, the University's employment base remains distinctly tied to the Washington/Baltimore metropolitan region with 56% of all employees living in Maryland, 11% in Virginia, 3% in the District of Columbia, and the remaining percentage located throughout the rest of the United States. Graphic 2.5 depicts the nationwide distribution of UMUC's workforce.

UMUC's population does not uniformly require facility support. For example, although adjunct professors provide the majority of UMUC course instruction, they teach remotely from the location of their choice, do not have assigned office space, and rarely use UMUC space for administrative functions. In order to better determine the population that UMUC's facilities serve, nation-wide employment data of employees with home addresses outside

Graphic 2.5
Map of all UMUC Employees by Place of Residence in the Continental US

2 INSTITUTIONAL PROFILE & GOALS

of Maryland and adjacent states were collected. Excluding adjunct faculty, there are 1,307 faculty and staff, the majority whom resides within 50 miles of Adelphi.

This process determined the data-collection area for the regional profile, which was drawn from the 2000 and 2011 US Census Public Use Microdata sample. The distribution of home addresses reveals a strong and expected geographic relationship between UMUC's facility locations and its employment population, which is primarily in Maryland and within close distance to limited-access highways that feed into the Beltway (I-95/I-495) (see Graphic 2.6).

As a large online university, UMUC recognizes the importance of recruiting and retaining innovative technology workers. The University's workforce draws from many different professions in various geographic locations. In order to better understand the interplay between some of these subsets, the FMP examines the geographic distribution of technology workers in the Washington/Baltimore metropolitan region and compares this large subset to its general employee population. This analysis determines that the geographic distribution of UMUC's technology workers in 2012 does not significantly differ from the University's general employee population. However, the geographic distribution of UMUC's technology population does significantly differ from its regional cohort. Notably, Northern Virginia is experiencing above average growth rates in numbers of technology workers, with the geographic distribution of the region's technology workers

Graphic 2.6
Comparative Distribution of Employees Reporting to the Provost (Orange) and the CIO (Green), 2012

Perkins Eastman
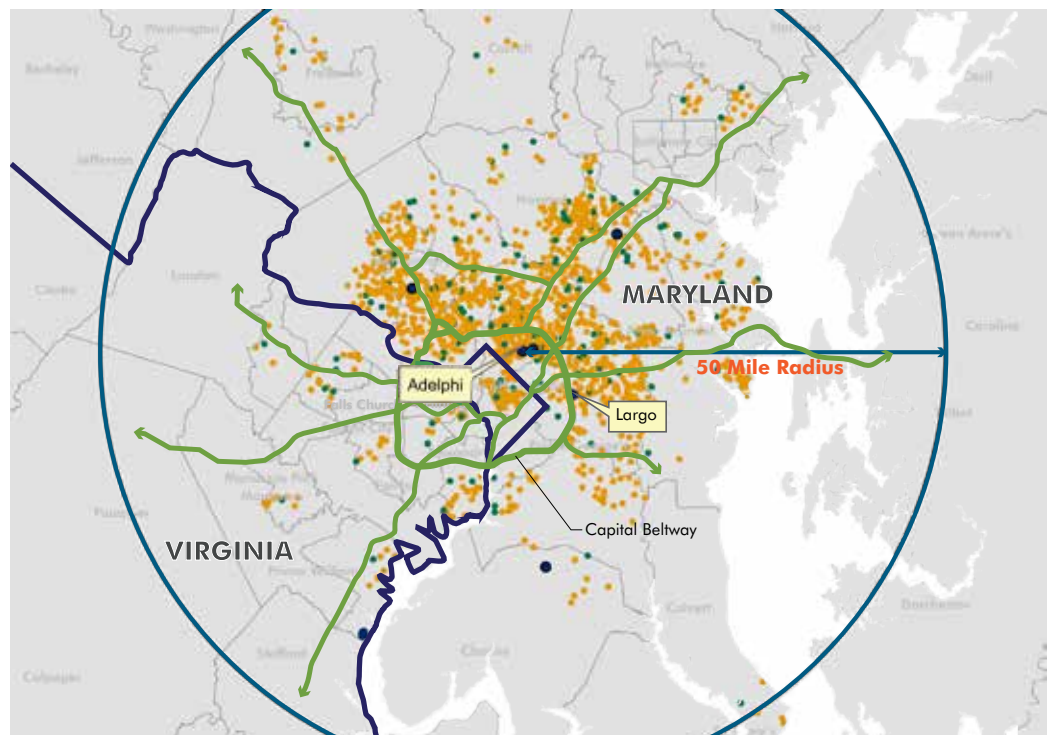
skewed accordingly. The detailed analysis can be found in Appendix A. This finding has implications for the recruitment and retention of technology workers who may prefer employment opportunities in closer proximity to their homes. UMUC may need to utilize different workplace strategies to overcome these geographic distances.

Work Force Projections

From 2012 to 2022, the UMUC Office of Human Resources [HR] projects the following growth:
- 21% faculty growth with total full-time equivalent [FTE] faculty expected to grow from 228 in fall 2012 to 276 in fall 2022
- 19% staff growth with total full-time equivalent [FTE] staff expected to grow from 1,079 in fall 2012 to 1,289 in fall 2022

INSTITUTIONAL GOALS

The strategic plan of a university provides a roadmap to future success. Building on its core competencies as a university of choice, UMUC boasts a rich legacy of growth and innovation. It is also a university of the future, priding itself on being a pioneer, innovator and leader in distance learning. Due to its unique position in higher education, many entities seek to define its mission and vision, including the state of Maryland's legislature, UMUC's senior leadership, and its President.

The University's history of accomplishments and vision for the future can be attributed to its mission, which is stated in the Code of Maryland Regulations, (COMAR), Md. EDUCATION Code Ann. §13-101(a):
- Operate as Maryland's open university serving nontraditional students who reside in Maryland, the United States, and throughout the world
- Provide the citizens of Maryland with affordable, open access to higher education
- Continue as a leader in distributed higher education

2 INSTITUTIONAL PROFILE & GOALS

UMUC's 2009-2013 Dynamic and Flexible Strategic Plan

To further strengthen, develop, and reinforce the University's mission, UMUC's 2009-2013 strategic plan outlined a set of key dynamic and flexible strategies that served as tactics for achievement:

1. Lead the development and implementation of the next generation of adult higher education
2. Develop a student population of a diversity and size that meets the growth targets and financial goals of UMUC while serving the state of Maryland's national and international educational interests
3. Strengthen fiscal viability by improving effectiveness and efficiencies
4. Differentiate UMUC's position in higher education
5. Grow and enhance UMUC's leadership position in the education of individuals who are serving in or affiliated with the military
6. Develop incremental revenue that will enable a new business model rooted in a more highly diversified revenue portfolio, including a healthy endowment
7. Increase retention and graduation rates while maintaining high academic standards and continuing to address students' diverse and specific educational needs
8. Ensure that UMUC's academic programs and services are responsive to a changing workforce and a changing world
9. Using aggressive and comprehensive techniques, build a strong global cadre of faculty who are distinguished by their professional experience, academic achievement, and ability to foster student learning
10. Create a work environment incorporating our core values where employees are empowered, supported, and provided with professional career development to enable UMUC to recruit and retain high-quality, student-focused faculty and staff

UMUC's President's Cross-Functional Strategic Priorities

During the summer of 2012, UMUC's newly appointed President selected a cabinet-level executive to lead a cross-functional team to create new strategic priorities and address emerging higher education trends. This diverse team was comprised of knowledge content professionals from Academia, Administration, Student Services and Enrollment, while utilizing shared governance to solicit input from University stakeholders on institutional decisions.

As a result of this process, the committee developed the following strategic priorities:
- Research, develop, and implement transformative, next-generation learning
- Build processes to develop and support market-based signature academic programs
- Provide career development support to students throughout their life-cycle
- Become an employer of choice
- Identify and develop new sources of revenue and enrollment streams

These strategic priorities strengthen UMUC's capability of attaining its vision.

At a Town Hall meeting in early 2013, the University's President took note of the "disruptive change" which will revolutionize higher education. In the President's view, as the impact of technology on higher education continues to evolve, UMUC will be positioned at the forefront of this disruptive change through its calculated alignment of strategic priorities with core values and resource allocation. With the newly established Center for Innovation in Learning, educational disruption will lead to positive change for both students and the institution. The President is confident that embracing such disruptive change, with integrated strategic priorities and the University's fundamental core values, is key to maintaining UMUC's forward momentum.

More recently, in a broadcast message, the President shared that his two highest priorities for the University are student retention/success and lead management (the process of converting prospective students into enrolled student). The University has recently formed two executive-led committees to drive each of these priorities, which will allow UMUC to better assess the following factors:

- Development guidelines for global implementation
- Definition of the measures of success
- Establishment of benchmarks
- Operationalization of projects
- Monitoring of results

UMUC's Growth Targets

Driven by the University's existing baseline and newly emerged strategic priorities, UMUC is poised to achieve progressive growth across student, faculty, and staff populations. Despite environmental factors affecting current and potential students at UMUC and across higher education, the Facilities Master Plan will serve as a dynamic, flexible and responsive guide to minimize systematic risk by offering innovative strategies to minimal, medium and high levels of growth.

UMUC's past, present and future success stems from its mission, strategies and commitment to quality. Spearheaded by this Facilities Master Plan, as online education continues to advance, the emphasis on innovation will place UMUC as a leader and catalyst within online education as it continues to provide accessible, affordable and quality education to non-traditional students.

EXISTING FACILITIES 3

3 EXISTING FACILITIES

Graphic 3.1
The Library at the UMUC Inn &
Conference Center

Perkins Eastman

CAMPUS DEVELOPMENT

Geographic Footprint

UMUC's facilities consist of both "core facilities" and "satellite facilities" located primarily in Maryland and adjacent states. The University owns its core facilities, which are distributed between two campuses: the original campus at Adelphi (adjacent to the University of Maryland College Park [UMCP] campus) and Largo (located approximately 20 minutes south on the Beltway). The satellite facilities are generally located within a 50 mile radius of Adelphi and are either leased or have a special arrangement with the University.

Graphic 3.2
Driving Routes Between
UMUC Locations

3 EXISTING FACILITIES

UMCP President's Residence

PRESIDENT'S DR

Parking

Parking Garage

Administration Building

ADELPHI RD

UNIVERSITY BLVD

Drazek Circle

Hotel Building

UMUC Inn and
Conference Center

UMCP Parking

PRESIDENT'S DR

Additional UMUC
Parking

CAMPUS DR

ERSITY BLVD
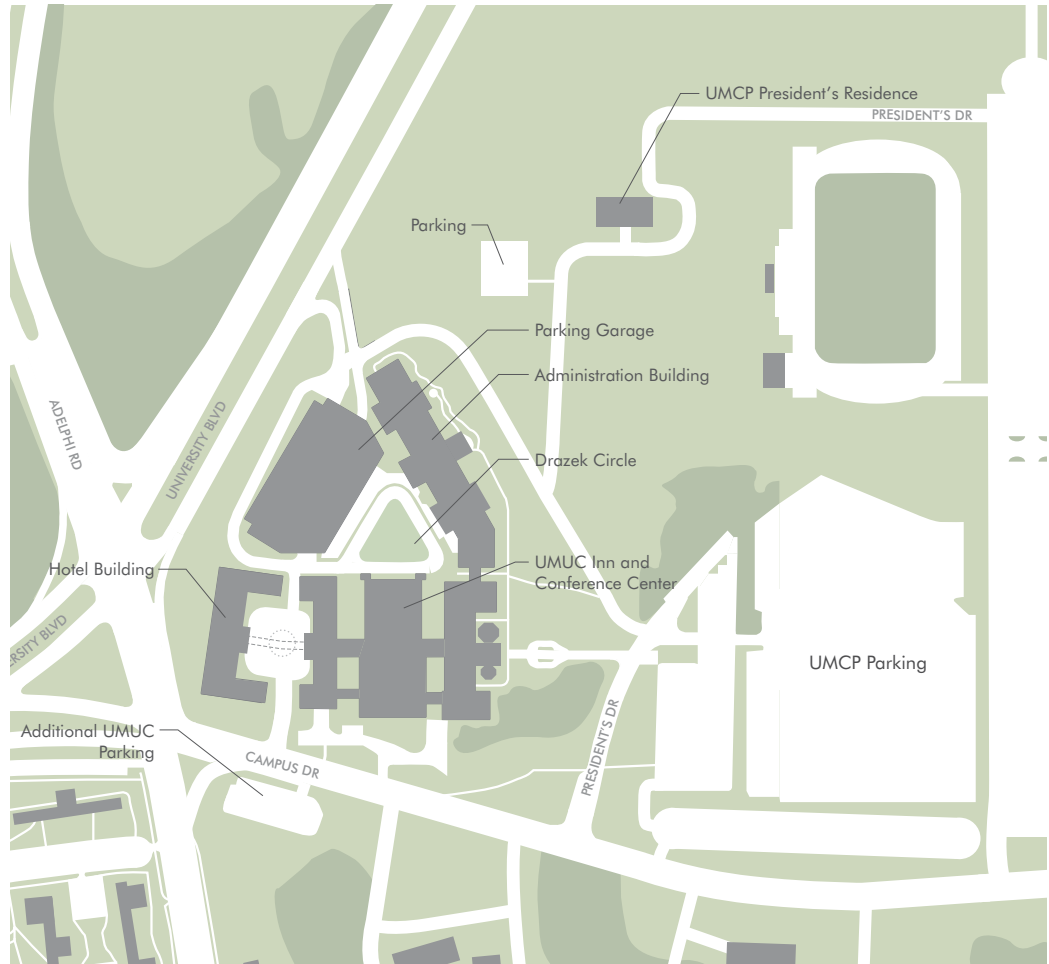
Campus	Building	GSF	NASF	Year of Construction	Year of Acquisition	Year of Renovation	# of Levels	Owned/ Leased	Primary Functions
Adelphi	Inn & Conference Center [ICC]	243,812	154,397	1963	n/a	2013	3 to 5 (plus basement)	Owned	- Administration - Conference - Food Service
Adelphi	Admin. Building	163,440	101,883	1992	n/a	2011	3	Owned	- Administration
Adelphi	Garage	n/a	n/a	1992	n/a	n/a	5	Owned	- Parking
Adelphi	Hotel Building	n/a	n/a	2003	n/a	n/a	4	Owned	- Hotel
Near Adelphi	University Center	40,000	32,048	1987	2000	2002	3	Owned	- Surge Space - Special Projects
Largo	Academic Center at Largo	236,000	154,756	1988	2008	2009	3 (plus basement)	Owned	- Undergraduate and Graduate Schools classrooms - Faculty Offices - Administration - Student Services
Largo	Largo 2	62,660	51,481	1982	2010	2011	1	Owned	- Student Services
TOTAL		745,912	494,565						

Graphic 3.5
Core Facility Facts

Core Facilities – Adelphi Campus

The Adelphi campus has grown from the Inn & Conference Center [ICC] as an outpost of the University of Maryland College Park campus, to a vibrant complex that now serves a diverse population of UMUC administrators and technologists, hotel guests, and numerous conference and event attendees. The 2003 Facilities Master Plan recommended a number of programmatic changes to these facilities. At the time, the building known today as the Administration Building was referred to as the "Student & Faculty Services Center" and contained student services and administrative functions. The 2003 FMP recommended a re-envisioning of this building as a core instructional facility for UMUC, with classrooms, lecture halls, labs, student lounges, and faculty offices. However, this initiative was not implemented. Instead, the Student & Faculty Services Center became UMUC's Administration Building, and new instructional spaces and student resources were relocated to the facilities at Largo. Today, Adelphi is devoted primarily to administrative, hotel, and conferencing functions. While the Adelphi campus is not home to any instructional spaces, the majority of UMUC's hybrid instruction is conducted in the evenings in leased classrooms on the adjacent UMCP campus.

UMUC has made significant investments in the Adelphi facilities in recent years. These renovations, which have kept the buildings aesthetically current and programmatically relevant, include the hotel and conference center, which recently received a full renovation and remains the primary conferencing location for both UMUC and UMCP.

The buildings at Adelphi form a single complex centered on two primary open spaces. The larger of these two spaces, Drazek Circle, is a triangular lawn and entry drive framed by the Administration Building, the parking garage, and the ICC. Drazek Circle was redesigned

3 EXISTING FACILITIES

and improved with the renovation of the Administration Building, and is occasionally used for outdoor activities and events. This space previously included a bridge to the parking garage, which has been removed.

The second open space is a hardscape entry plaza between the Hotel Building and the ICC. The recent renovation of the ICC added a covered walkway between the ICC and the Hotel Building. The remaining campus landscape, including flower gardens next to the Administration Building, is generally ornamental rather than functional. The buildings and grounds at Adelphi are well maintained, and create a campus that is an asset to conference attendees and UMUC staff.

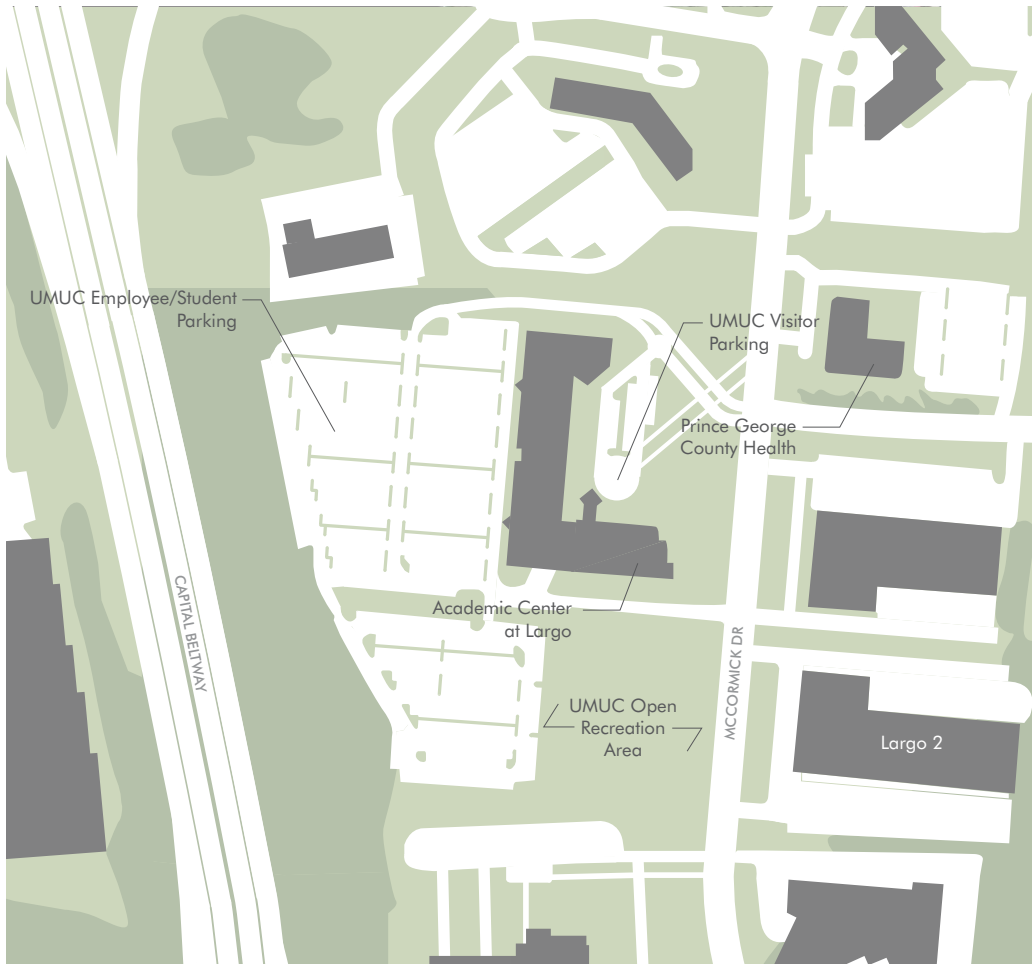*Growth Beyond Adelphi – University Center*

UMUC's student enrollment has increased dramatically over the last decade, and the University's staff and Collegiate faculty numbers have significantly expanded to accommodate this growth. This expansion has tested the capacity of the Adelphi campus, and adjacent real estate opportunities are scarce. UMUC's Adelphi campus is, in many ways, landlocked, with two major arterial roadways binding the campus on the west and south sides. Additionally, UMCP parking fields are located to the east of the campus, and UMCP's President's mansion is located to the north. Due to UMCP's continued growth, neighboring properties are in high demand, expensive, and rarely available.

In response to the pressure caused by UMUC's growth, a nearby office building on Route 1 (north of the UMCP campus) was purchased in 2000. This facility is known as University Center. This facility does not have any attendant open space and fronts Route 1 with a surface parking lot.

The spaces at University Center, however, were not sufficient to meet UMUC's needs at the time. In the mid-2000s, Raytheon's former headquarter facilities in Largo became available, presenting UMUC with the opportunity to purchase Class A office space on the Beltway. This location was convenient and desirable for UMUC's employee population; the University seized the opportunity and purchased the property.

Core Facilities – Largo Campus

The 2003 Facilities Master Plan produced a set of recommendations for the future of UMUC's facilities based on enrollment projections, market analysis, and potential growth opportunities. Following a study of four conceptual alternatives, the 2003 FMP recommended taking a "distributed" approach to development. With this strategy, multiple physical sites are maintained and developed in and around the Adelphi and Metro Center

Graphic 3.6
UMUC Largo Campus

UMUC Employee/Student Parking

UMUC Visitor Parking

Prince George County Health

CAPITAL BELTWAY

Academic Center at Largo

MCCORMICK DR

UMUC Open Recreation Area

Largo 2

Graphic 3.7
UMUC Largo Campus from NW
(courtesy of Pictometry)

areas. In addition to the redevelopment and consolidation of program functions within the Adelphi and College Park area, the plan recommended the development of a new campus containing operational and support functions. This expansion eventually manifested itself in UMUC's second campus at Largo. Shortly after the opening of the Academic Center at Largo (also known as Largo 1), a second facility across the street was purchased to provide additional space for student support services. This building is known as Largo 2.

UMUC provides the vast majority of its student services virtually through its extensive online support system. Online support, however, requires physical facilities for call service centers and the administration and development of online programs. In 2009-2010 the University relocated several departments, most notably the Undergraduate and Graduate schools, as well as Student Services, into a newly renovated Academic Center in Largo.

Though not technically a campus, Largo is comprised of two buildings: the Academic Center at Largo and Largo 2. These buildings are separated by McCormick Drive, and there is little pedestrian circulation between the two buildings, except during lunchtime. The most notable open space at UMUC's Largo complex is the area directly south of the Academic Center, which has been left as a natural landscape and includes an exercise loop. Although it is adjacent to the Beltway, the facility is obscured by existing trees and changes in terrain, and is only announced with a sign mounted on a high pole.

Graphic 3.8
Satelite Facility Facts

Facility	Primary Functions	Owned/Leased
Dorsey Station	- Classrooms - Offices - Student Support	Leased
The Universities at Shady Grove	- Classrooms - Offices	Special Arrangement
Waldorf Center	- Classrooms	Leased
Quantico	- Classrooms - Offices	Leased

Satellite Facilities

UMUC has multiple satellite locations stateside. The primary stateside facilities are clustered in and around the Washington/Baltimore metropolitan region, and include:
- Dorsey Station (lease start in 2006; lease end in 2016)
  - This facility is located south of Baltimore, immediately adjacent to a regional commuter rail train station, just off of I-95, and near the Baltimore-Washington International Airport [BWI]. It is a single leased floor of a speculative office building in a suburban office campus. It includes a mixture of classrooms, some student support, and offices for Dorsey staff.

- The Universities at Shady Grove (no formal lease structure)
    - This campus is located northwest of Washington in a complex where many of the University System of Maryland institutions share space. UMUC does not own or lease space, but has an agreement that defines the amount of office and classroom space it can use. There is currently no support space allocated for employees visiting from other UMUC locations.
- Waldorf Center (lease start in 1997; lease end in 2017)
    - This facility is located in leased space in Maryland, south of Washington. It includes modest classroom facilities. Currently, there is minimal support space for employees visiting from other UMUC locations.
- Quantico (lease start in 2012; lease end in 2017)
    - Located in Virginia, south of Washington and near a major military installation, this leased facility is in newly constructed space and includes modest classroom facilities. Unlike UMUC's other satellite facilities, it is more generous in its space allocation for visiting UMUC staff.

BUILDINGS

Administration Building (Adelphi)

The Administration Building houses the majority of UMUC's Analytics, Planning & Technology [APT] functions, as well as its marketing activities. It also contains offices for Institutional Advancement and Human Resources. The building's floor plan is clearly organized with a central stair and/or open space on each floor (extending vertically from the entry lobby), and secondary "service hubs" in the center of each wing. These service hubs include pantries, toilets, secondary elevators, and formal and informal conference space. In some instances, floor access is controlled by proximity card readers. The Administration Building's most recent renovation created a more open environment with a balance of mixed "neighborhoods" of reconfigurable office cubical systems and private offices.

The Administration Building features several large, multi-story windows with arched lintels that attempt to capture the Collegiate-Georgian style of the adjacent University of Maryland campus. The four-story building's renovated interior is in excellent condition. The building also benefits from numerous informal gathering areas and an open stair that connects the floors to one another.

3 EXISTING FACILITIES

Graphic 3.9
Inn & Conference Center Entrance
Prior to 2013 Renovation

Perkins Eastman

Inn & Conference Center [ICC] (Adelphi)

The ICC is a complex of connected buildings that range in height from one to five stories. It also has a large basement that is occupied by several departments. Programmatically, the ICC serves a range of needs for UMUC, including administrative office space, conference rooms, hotel rooms, and spaces for special events. The hotel, event/ conference, and food service component of the ICC is managed via a vender service contract by the Marriott Hotel Corporation.

During the course of the FMP process, the ICC's interiors have been fully renovated to the most current design standards for a Marriott Hotel, with a clean and muted color palette. The first floor of the ICC is primarily dedicated to the conferencing functions of the hotel, including two large ballrooms. One ballroom has been recently created from a tiered auditorium, a banquet room and several conference room/pre-function spaces. There is also a large food service and informal meeting/lounge component to support the event spaces. This includes a large commercial kitchen, food service offices, and a restaurant designed in a contemporary and informal "gastro-pub" style with communal tables. The restaurant serves both the hotel's food service needs and some of UMUC's informal meeting needs. UMUC's permanent art collection is also exhibited on the first floor of the ICC in a specially-built addition.

The exterior design of the ICC is in the same Collegiate-Georgian style as the College Park campus and features several columnated and brick-arched arcades, as well as a cupola typical of the style. Though a large building, its mass is broken down into three major volumes that provide a pleasing scale typical of collegiate campus architecture.

Hotel Building (Adelphi)

The hotel building and almost all space within it is managed in concert with the ICC via a vender service contract by the Marriott Hotel Corporation. This building is not a significant focus of the FMP study, but it does have a modest complement of conference rooms and event space on its ground floor. It is an environmentally sustainable building, with the distinction of being the first LEED-certified [Leadership in Energy & Environmental Design] hotel and conference center in the United States.

The hotel building, while echoing some of the Collegiate-Georgian themes of its neighbors, is designed in a contemporary style with simple massing and little ornamentation. The building's massing also helps to frame the entry court to the ICC. It has been recently linked to the ICC building with a covered, open-air walkway.

3 EXISTING FACILITIES

Garage (Adelphi)

The five-level garage provides parking for visitors on the ground level and employees, and overflow visitor parking on the upper levels. Until recently, UMUC charged for parking, but determined that it cost more to maintain the vendor contract to collect such fees than the revenue produced.

University Center (Adelphi Adjacent)

University Center has three levels and serves as a flexible work and surge space environment. It is designed in a clean and simple contemporary style with continuous ribbon windows and brick cladding. Its interior is not noteworthy.

Academic Center at Largo (Largo)

The Academic Center at Largo (also known as Largo 1) is a full-service facility and contains administrative offices, student services, and amenities such as classrooms, offices for student advising/counseling, and a cafeteria for students, staff, and visitors. Recent investment in the LEED Gold building totaled almost $60 million and provided UMUC the ability to house Collegiate faculty in one building. The facility also offers on-site face-to-face and virtual student services, classrooms, library and cafeteria.

The first floor of the building contains the largest amount of public space, including a full cafeteria and supporting kitchen. Directly off the main entrance is a suite of small offices that are used for student advising and counseling by either appointment or walk-in. Other amenities on this floor include classrooms, computer labs, a student lounge, an auditorium (a flat-floor multipurpose room), and a fitness center. UMUC's Information & Library Services offices also are located on this floor, where students have the option of talking in-person with a Library staff member, or using computers at study carrels to access UMUC's online library database.

The second floor of the Academic Center at Largo is comprised overwhelmingly of offices and cubicles for Collegiate faculty and staff. The floor is primarily split between office space for the School of Undergraduate Studies and Student Affairs. The third largest space allocation on the second floor is for Military Operations offices. In addition, a small percentage of the second floor is dedicated to Exams and Testing, Textbook Operations, OISS Administration, the Center for Teaching & Learning, Human Resources, and shared conference rooms. A small number of rooms on this floor are currently vacant.

Like the second floor, the third floor of the Academic Center at Largo primarily contains offices and cubicles for Collegiate faculty and staff. Most of the floor is divided between the Graduate School, Enrollment Management, and OISS Administration. This floor also contains Partnerships, Marketing & Enrollment [PME] Management, offices for the Center for Support & Instruction and the Center for Teaching & Learning, and shared conference rooms.

Architecturally, the Academic Center at Largo is a massive three-story building with simple massing and a clean, contemporary exterior. It features continuous ribbon windows and a metal panel exterior cladding system. The facility has several noteworthy design features, including:

- A clearly defined circulation spine along all three levels with generous amounts of natural light
- Open circulation stairs that link the facility's three levels
- Flexible floorplate configurations, making the facility exceptionally adaptable
- LEED Gold

Largo 2

Largo 2 is a student services facility that houses Student Accounts, Financial Aid, and Call Center Operations, providing telephone support to UMUC students.

This building is a one-story open frame structure with a simple modern exterior and minimal interior partitions. Its interior features large open-plan work environments and a small number of enclosed/private offices and shared spaces, such as pantries and conference rooms. The interior has several thoughtful design elements, including textured walls and a water feature in the lobby.

TRENDS IN HIGHER EDUCATION 4

4 TRENDS IN HIGHER EDUCATION

Graphic 4.1
The Changing Workplace:
Treadmill Worksation at
Accenture's Houston Office
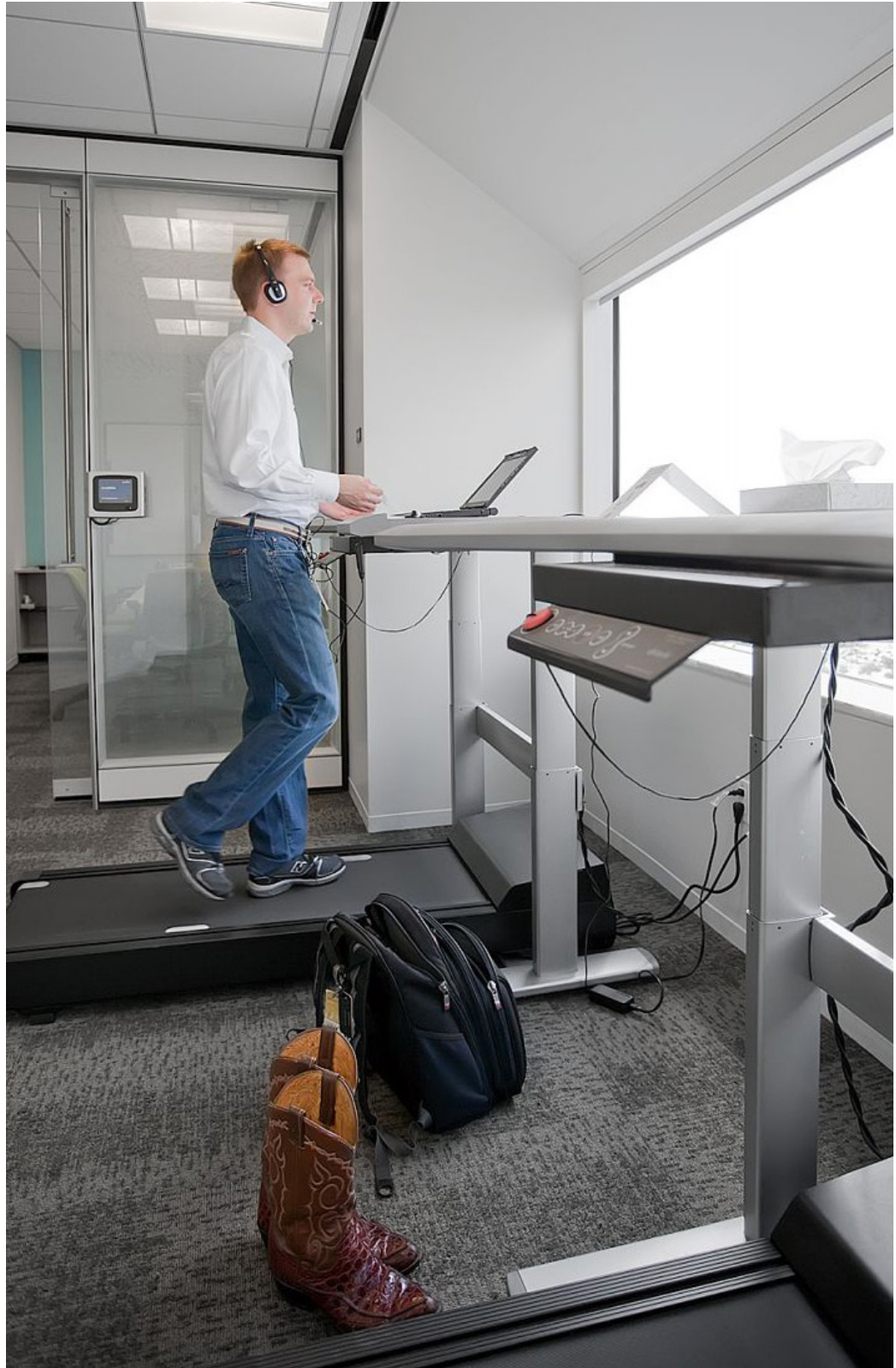
As highlighted by UMUC's senior leadership, higher education in the United States and globally is experiencing a period of disruptive change that offers significant opportunities for UMUC. This section identifies the drivers of "disruptive change," including new technologies, economics, evolving student demographics, and new instructional delivery methods.

DISRUPTIVE CHANGE

The impact of technology on many industries is well documented, but higher education has yet to undergo the changes seen in industries such as music, journalism, telecommunications, travel, and publishing. In each of these industries, technology (particularly when combined with mobility) has dramatically altered consumer patterns and their relationships with service and content providers. In some markets, for-profit online institutions have displaced their not-for-profit brick and mortar counterparts (in the same way Amazon.com and iTunes have displaced book and music stores respectively). In the last few years, the quality of their higher education counterparts have come under increased scrutiny and enrollment has suffered. However, this is likely a temporary situation that will resolve itself as these institutions retool and consolidate gains. Higher education has thus far avoided such cataclysmic shifts, but that is unlikely to continue.

New Forms of Digital Delivery

Yet another front of competition comes from educational publishing companies, such as Pearson, as they become more digital and replace lost textbook income with consulting and digital application services (apps). Increasingly, such apps will serve as surrogate instructors, and firms like Pearson will receive volumes of performance data from the apps. These firms also have a long tradition of (or are acquiring) exciting and effective graphic interface capabilities. These firms are also quickly able to apply (video) gaming approaches in the design of their interfaces. Once these firms and their programs become successfully credentialed (some already are licensed), they will become formidable partners/ challengers to traditional institutions of higher education and UMUC in particular. In 2012 alone, over $1.1 billion was invested by venture capitalists into educational technologies, a figure that was almost as high in nominal terms as the dot-com peak.

At the same time, the quality of exclusively online course offerings (synchronous and asynchronous) has vastly improved over the past few years. This is partially driven by the marketplace, but it is also a result of new technologies being continuously developed by a greater variety of firms, such as Amplify, to assist universities in developing and running online programs. The public's wariness of online education is gradually being overturned as this method of course delivery becomes more commonplace and less stigmatized.

4 TRENDS IN HIGHER EDUCATION

According to the US News & World Report, the number of colleges offering degree programs that are administered solely online has almost doubled in the past decade. As of 2012, approximately 62% of postsecondary education institutions offered fully online programs. It is likely that institutions leading this sector will increasingly resemble technology companies in terms of their business model, branding and digital sophistication.

Increased Cost Sensitivity

From the consumer's side, the recent recession has left many students and their families less able and less willing to pay for college. Many families no longer view a university education as a rite of passage into adulthood, but rather as a strategic investment that must be approached with prudence. Like much of American consumer spending over the past two decades, higher education has been increasingly financed by debt. This is exacerbated by cost growth rates that exceed inflation. With national student debt now exceeding national credit card debt, the financial relationship between universities and students must change. The return-on-investment of a college degree is now one of the top considerations for many students, and it is of vital importance that the experience translates into a well-paying job in a desired field of work. With the consumer market moving in a downward pricing direction, institutions that fail to respond may risk their continued viability.

Demographic Change

Another transformation in the landscape of higher education is evident in the demographics of today's student population, which is not only more diverse ethnically and economically, but also in terms of life experience and age. The international student population in the US continues to rise, as does the percentage of non-white students enrolled in post-secondary degree-granting institutions. But perhaps the most notable shift in the demographics of higher education is in the average age of students pursuing post-secondary studies. A large part of the increase in adult learners can be attributed to the economic recession, which spurred many people to seek new skills or pursue a higher degree. According to the National Center for Education Statistics, approximately 23% of college students in the US were between the ages of 25 and 34 and nearly 18% were 35+ years of age as of 2010. The enrollment of students 35+ years of age increased 32% between 1996 and 2010 and is projected to increase 25% between 2010 and 2021.

In order to remain competitive in today's market, institutions of higher education must adjust to meet the needs of this more mature student demographic. These non-traditional students often work full- or part-time and may have family or other obligations to attend to in addition to their coursework. Unlike traditional students who are younger and attend

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Graphic 4.2
Yesterday's Traditional Classroom

Graphic 4.3
Today's Active Learning
Environment

school full-time, adult students may require more flexibility in class location (such as online learning options) and schedule (evening and weekend courses).

Asynchronous Learning

Asynchronous learning has helped meet this growing demand for instructional flexibility. Asynchronous learning allows students to work at their own speed, skipping or moving quickly through content that they have already mastered. This type of learning may be especially appealing to non-traditional students who have the advantage of practical, real-world experience and the maturity to self-manage. As opposed to a traditional lecture environment in which the instructor delivers information at a set pace, online instruction is well-suited to support self-paced learning. With course materials available at any time online, students may select particular areas on which to focus their energies.

One asynchronous method that has received a great deal of attention in the past several years is the massive online open course [MOOC]. Since 2008, MOOCs have exploded in popularity, gaining traction and legitimacy from a number of top-ranking universities. In the United States, esteemed institutions such as Harvard, Stanford, MIT, Yale, UC Berkeley, and UCLA have launched a variety of free online course offerings available to students around the globe. While the benefit of MOOCs and their low completion rates are debatable, it is undeniable that they have and will continue to change the way that higher education is delivered and consumed. Just as importantly, MOOCs have also become powerful marketing tools, helping to publicize super-star faculty and promote an institution as a center of excellence for a specific field of study.

Synchronous Learning

The approach to synchronous teaching and learning (face-to-face and online) has also undergone a paradigm shift, moving away from traditional methods of "passive" instruction to more effective and student-focused "active learning" tactics. Following this trend, student expectations for their higher education experience are changing. Students expect a more personalized face-to-face [F2F] educational experience, including frequent interaction with their instructors, a high level of engagement, and a collaborative environment. This is generally met through the concept of student-centered "active learning" which emphasizes the active participation of the student as a key component of effectively learning and processing course material. Active learning methods can be applied to online or distance-learning classes as well as in-person instructional settings. A wide variety of virtual tools exist to support long-distance collaboration, allowing students in multiple locations to interact with each other and the instructor through videoconferencing, document sharing, instant messaging and more.

While active learning relies heavily on the instructional delivery method, the physical space of the "classroom" may also be adapted to support this type of learning. For example, flexible seating (movable tables and chairs) allows students to work individually or in groups of various sizes; in a tiered lecture hall, the depth of the tiers may be extended to accommodate two desks per tier, allowing students to turn their seats and work in pairs.

THE CHANGING WORKPLACE

In addition to changes in higher education's academic spaces, the workplace is undergoing a change of its own. Over the past few decades, learning has become increasingly collaborative, with less time spent on "heads-down," solitary work. In situations where team members are located in different geographic locations, and even different time zones, workplace interaction may occur in person, via conference calls, through e-mail, instant messaging, or through voicemail and text.

The Purpose of Physical Office Space

Technology has given workers the ability to connect anywhere, anytime using smaller and more portable devices. Often, employees could perform the majority of their work outside of a formal office setting, but they continue to commute to a physical office in order to interact with their colleagues. They want to remain "in the loop" and to be part of an environment where there is a "buzz." Of course, much work requires solitary focus, but workers typically do not want to be too isolated from their colleagues. Many workplace designers and managers have realized that the physical office setting must now function as a magnet, attracting and holding the attention of employees.

This shift has impacted workstation and office sizes. Over the past few decades, there has been a gradual shift away from the "space by rank" method of assignment (where the size of the individual workspace is related to the organizational hierarchy) toward a new set of workplace standards, where there is one size office and one size workstation, or even one size workstation with no enclosed offices. Because the technology has gotten smaller (or has become obsolete, such as personal printers), the standard size of workstations has also decreased.

When workers have the freedom to choose where, when, and how they perform their work, the work that is performed within an office setting is usually more collaborative. Since they spend more time on-site in meetings (formal or impromptu), assigned workstations are typically underutilized and the demand for variously sized meeting spaces is unmet. Some organizations have addressed this mismatch by asking employees to use space on an as-needed basis, as opposed to "owning" a dedicated workspace (workers with

dedicated workspaces are called "resident workers"). Often these arrangements involve the assignment of employees to an office "neighborhood," where a team owns a set of workspaces (fully enclosed and more open) that accommodate different types of work. The underlying principle is that most workers, not only those who would traditionally be assigned to a private office, perform some tasks that require an enclosed room, and most would also benefit from the knowledge sharing that occurs in a more open setting.

The Role of Greater Mobility

One change that affects most workers is the increasing prevalence of distance collaboration. It has become commonplace for managers to oversee teams that are geographically dispersed; workplaces can support such distance collaboration through better (and more widely distributed) video and audio conferencing technology.

The transition to greater workplace mobility has not only been motivated by improved technologies but by an improved understanding in employee health and performance. There is growing focus on wellness and sustainability in the workplace, and an increasing recognition that long commutes are not the healthy choice for either for people or for the planet. Offering employees the option of working from home, or closer to home, rather than commuting to the office every day of the week, is becoming the norm. Likewise, the realization that sitting at a desk or in conference rooms all day long is not a healthy choice has led more organizations to provide opportunities for standing during meetings or while working on a computer (see Graphic 4.1). It has also become popular to incorporate opportunities for short walks during the workday, usually between different workplace settings and on-site amenities. In general, there is more internal mobility (on-site) and external mobility (off-site).

Variations in Workstyle Result in Variations in Workplace Options

It has become clear over the last decade that variations in workstyle are not simply the result of job function. A person's workstyle is largely affected by individual temperament. Many employees develop their optimal working habits while in college, when they have the freedom to study at the time and location of their choosing. However, when students enter the workforce, they often conform to a routine that does not necessarily align with their optimal workstyle.

Some people perform their best solo work when personal activities and work activities take place in distinctly different places (an example of this is the students who go to the library, a coffee shop, or other shared places to study). Others perform best when personal and work activities occur in the same location (students who use their dorm room or apartment

are an example of this type). Those who prefer to blur the lines between work and life are sometimes most productive when working from home, where they are able to work at odd hours and incorporate breaks into their schedule. For people who prefer a separation between work and life activities, working from home for long stretches of time may be problematic; with a lack of boundaries and social interaction, these workers may tend to overwork and feel isolated.

Workers who thrive outside of an office setting are served well by a new type of office environment that has recently appeared: co-working spaces. These types of shared spaces originally served freelancers and start-ups, but are becoming more popular in corporate settings. Co-working environments provide a comfortable space for individual work as an alternative to working from home (and are often closer to home than more conventional offices). An advantage of these environments over working from home is that they also support informal collaboration among a diverse mix of people.

The trends discussed in this section offer UMUC the opportunity to significantly rethink its workflow and workplace design. In many instances, responding to these trends requires little to no facilities change; in others, the need can be met with simple furniture solutions. Notably, UMUC has already responded to many of these trends. The FMP provides the University with an opportunity to closely coordinate future facilities investments with exciting work already underway.

SPACE NEEDS 5

5 SPACE NEEDS

OVERVIEW OF SPACE NEEDS

As a largely virtual university, UMUC has a fraction of the space needs that an institution of comparable enrollment would have. Because most instruction occurs asynchronously online and requires little to no classroom space, UMUC's physical space is weighted toward workplace environments. In early 2012, UMUC owned 494,565 NASF of space (excluding hotel buildings) at its main facilities in Adelphi, University Center and Largo.

UMUC leases an additional 40,915 GSF at four satellite facilities including Dorsey Station (a classroom/office facility located south of Baltimore near Baltimore/Washington International [BWI] Airport), Waldorf Center in southern Maryland, the Universities at Shady Grove, and Quantico in Virginia. For the purposes of the FMP, Dorsey Station was deemed most representative of UMUC's goals for satellite facilities and was included in the FMP's scope. All other stateside leased space, including that at military installations, was excluded.

In addition to these satellite facilities, UMUC utilizes a significant number of classrooms in the evening at the University of Maryland College Park [UMCP]. UMUC has a memorandum of understanding with UMCP that provides classrooms on a credit hour basis.

The FMP determined that UMUC currently has sufficient space to meet the needs of its programs and services; the main concern relates to the need for future workspace for UMUC's growing number of faculty and staff. Rather than propose a physical solution, such as new construction, acquiring a building or leasing space, the FMP recommends behavior-based change strategies related to scheduling and the flexible use of space as the best way to manage growth. This is to be accompanied by a shift in workplace design that provides a variety of "on-demand" work environments, from private, individual work areas to collaborative teamwork areas (see Section 7 for example spaces). The details of this strategy are described in Section 7, Strategic Responses.

5 SPACE NEEDS

Space Type	Code #	UMUC Owned Space				Leased
		TOTAL OWNED	Adelphi*	Largo	University Center	Dorsey
Classroom	110	**2,103**	0	2,103	0	8,928
Class Lab	210	**4,326**	0	4,326	0	492
Open Lab	220	**0**	0	0	0	0
Res Lab	250	**0**	0	0	0	0
Office	300	**311,463**	136,620	164,480	8,363	6,238
Study	410	**909**	0	909	0	0
Stack	420	**0**	0	0	0	0
Process/Serv	440/455	**0**	0	0	0	0
Media Produc	530	**2,359**	2,359	0	0	0
Assembly	610	**3,356**	0	3,356	0	0
Exhibit	620	**3,468**	3,468	0	0	0
Food	630	**8,790**	0	8,790	0	0
Lounge	650	**3,933**	0	3,359	574	760
Merchandising	660	**117**	117	0	0	0
Recreation	670	**1,538**	0	1,538	0	0
Meeting/Conf	680	**429**	248	181	0	0
Data Produc	710	**0**	0	0	0	0
Storage	720/740	**9,756**	5,164	4,592	0	0
Central Service	750	**0**	0	0	0	0
Residence	900	**0**	0	0	0	0
Unclassified	050	**35,089**	0	12,603	22,486	0
Other Org	090	**106,929**	106,304	0	625	0
TOTAL NASF		**494,565**	256,280	206,237	32,048	16,418

*Note: Excludes Hotel Building GSF and NASF as it is wholly managed by Marriott.

SPACE NEEDS PLANNING GUIDELINES

An analysis of current and projected space deficiencies has been developed from the University System of Maryland's [USM] space planning guidelines for higher education. Because of UMUC's unique approach to instructional delivery, the Facilities Master Plan has analyzed USM's guidelines and adapted them to UMUC's programs and services in order to provide appropriate guidance to UMUC, USM and state government decision-making. Commentary on how USM's guidelines were adapted to UMUC can be found in Appendix C.

The adapted guidelines within the FMP are determined by inputting UMUC's actual and projected planning data to yield UMUC's overall existing space needs in 2012 and projected space needs in 2022. These needs are compared against UMUC's existing inventory and the modified USM allowances for each type of space (as modified by the FMP planning team). Because the University's physical inventory is not expected to change over the course of the planning period, UMUC's projected space inventory is the same as its existing space inventory.

The following chart details UMUC's current and projected space excesses/deficiencies by space function category as defined by the Facilities Inventory and Classification Manual [FICM].

2012 Current Space Inventory Total	494,565 NASF	*Graphic 5.3* Summary of 2012
2012 Inventory Allowance (per modified guidelines)	487,034 NASF	Current v Guideline Allowance
2012 Current Excess/Deficiency	7,531 NASF	
Percent	2%	

2022 Projected Space Inventory Total	494,565 NASF	*Graphic 5.4* Summary of 2022
2022 Inventory Allowance (per modified guidelines)	548,835 NASF	Projected v Guideline Allowance
2022 Projected Excess/Deficiency	-54,270 NASF	
Percent	-10%	

5 SPACE NEEDS

Graphic 5.5
Existing and Projected Space
Needs by Function Type

Space Type	FICM #	2012 Current Total	Allowance	Excess/ Deficiency	Percent	2022 Projected Total	Allowance	Excess/ Deficiency	Percent
Classroom	110	2,103	2,103	0	0%	2,103	2,103	0	0%
Class Lab	210	4,326	4,326	0	0%	4,326	4,326	0	0%
Open Lab	220	0	0	0	0%	0	0	0	0%
Res Lab	250	0	0	0	0%	0		0	0%
Office	300	311,463	303,727	7,736	3%	311,463	364,842	(53,379)	-15%
Study	410	909	909	0	0%	909	909	0	0%
Stack	420/430	0	0	0	0%	0	0	0	0%
Process/Serv	440/455	0	0	0	0%	0	0	0	0%
Armory	510/515	0	ad hoc	-	-	0	ad hoc	-	-
Ath/PE	520/525	0	0	0	0%	0	ad hoc	0	0%
SATSC Seat	523	0	ad hoc	-	-	0	ad hoc	-	-
Media Produc	530	2,359	2,359	0	100%	2,359	2,359	0	100%
Clinic	540/545	0	ad hoc	-	-	0	ad hoc	-	-
Demo Fac	550/555	0	ad hoc	0	0%	0	ad hoc	0	0%
Animal Fac	560/570	0	ad hoc	0	0%	0	ad hoc	0	0%
Greenhouse	580/585	0	ad hoc	0	0%	0	ad hoc	0	0%
Assembly	610/615	3,356	3,464	(108)	-3%	3,356	4,147	(791)	-19%
Exhibit	620/625	3,468	3,837	(369)	-10%	3,468	3,841	(373)	-10%
Food	630	8,790	ad hoc	-	-	8,790	ad hoc	-	-
Child Care	640	0	ad hoc	-	-	0	ad hoc	-	-
Lounge	650	3,933	3,525	408	12%	3,933	3,525	408	12%
Merchandising	660	117	ad hoc	-	-	117	ad hoc	-	-
Recreation	670	1,538	ad hoc	-	-	1,538	ad hoc	-	-
Meeting/Conf	680	429	ad hoc	-	-	429	ad hoc	-	-
Data Produc	710/715	0	0	0	0%	0	0	0	0%
Storage	720/745	9,756	9,696	60	1%	9,756	9,696	60	1%
Central Service	750	0	0	0	0%	0	0	0	0%
Haz Mat	760	0	195	(195)	-100%	0	195	(195)	-100%
Health	800	0	0	0	0%	0	0	0	0%
Residence	900	0	ad hoc	-	-	0	ad hoc	-	-
Unclassified	050	35,089	ad hoc	-	-	35,089	ad hoc	-	-
Other Org	090	106,929	ad hoc	-	-	106,929	ad hoc	-	-
TOTAL NASF		**494,565**	**487,034**	**7,531**	**2%**	**494,565**	**548,835**	**-54,270**	**-10%**

SPACE NEEDS TECHNOLOGY CONSIDERATIONS

Technology is the underpinning of all of UMUC's programs and services. It is the goal of the University to offer top-quality educational opportunities to students in Maryland, the region and beyond. UMUC also wishes to create a work environment that empowers and supports its employees, and provides opportunities for professional career development. The University recognizes that these criteria are necessary to recruit and retain high-quality, student-focused faculty and staff. To accomplish these goals, UMUC is implementing an Information Technology Plan that shifts the focus from technology service management to technology solution delivery. Among the strategies being implemented are:

- The utilization of technologies that enable students, faculty, staff, and administrators to access the information from a wide variety of platforms, including handheld devices, tablet devices, and laptop and desktop computers
- The creation of an infrastructure that supports a learning management system that replaces WebTycho with Social Collaboration software like Jive, these changes require an increased reliance on cloud technologies
- Greater incorporation of technologies such as WebEx to foster video web conferencing, online meetings, and desktop sharing

Implementing these technology solutions will enable greater remote access to information, as well as improved capacities for virtual classroom and workplace collaboration. This increased virtual capacity will make available some physical space that can be utilized in more flexible ways. The technology plan will also allow UMUC to increase both its student enrollment without an immediate increase in the amount of physical space.

INSTRUCTIONAL SPACE NEEDS

Shifting Modalities

UMUC utilizes a variety of delivery methods, including online, face-to-face [F2F], and hybrid instruction. The vast majority of its classes are online programs, which have grown in tandem with UMUC's FTE enrollment. Focusing on stateside program delivery, the percentage of credit hours taught online has increased from 83% to 90% over the past five years; UMUC expects this percentage to be maintained at 90% through 2022. Over the same five years, regional instruction and hybrid instruction, a mixture of face-to-face and online, has declined by 18%. UMUC expects face-to-face and hybrid delivery to stabilize with essentially no growth over the next ten years.

Over the last five years, the proportion of face-to-face to hybrid instruction delivery has undergone an important transition. Today, almost all of UMUC's on-campus, face-to-

face courses at both the undergraduate and graduate levels have transitioned to hybrid courses that blend traditional classroom delivery with online instruction. In 2012, there were almost no exclusively face-to-face courses. At the graduate level, the percentage of exclusively face-to-face classroom delivery had significantly decreased, but not to the same degree as undergraduate instruction.

Room and Station Utilization

USM's guideline for classroom room utilization (known as room utilization rate [RUR]) is not applicable to UMUC as USM's guidelines are based on a very different daytime delivery schedule. As mentioned previously, UMUC's on-campus instruction occurs either in the evening, typically between 6:00pm and 10:00pm, Monday through Thursday, or on the weekend. UMUC's practice of utilizing other institution's classrooms for face-to-face and hybrid instruction negates the low daytime utilization (the room is utilized for traditional daytime instruction by the host institution) (see Graphic 5.6). UMUC has also achieved effective room and station utilization rates at the facilities it manages (both owned and leased) (see Graphic 5.7).

Room Fit-Out Standards

UMUC believes strongly that hybrid instruction, while proportionately small compared to its online delivery, should be recognized and supported with the same attention to quality. The University understands that some students prefer hybrid courses because they value the face-to-face classroom experience, and is committed to ensuring that the face-to-face portion of its hybrid instruction will be delivered in classrooms consistent with its quality standards. As such, classrooms need to be technology enriched with wi-fi and extensive multimedia capabilities, and furniture systems should be mobile and highly reconfigurable.

WORKPLACE SPACE NEEDS

Workplace Growth – Faculty

UMUC long ago transitioned from an institution relying solely on full-time faculty to one in which instruction is delivered overwhelmingly by adjunct faculty located all over the nation. Adjunct faculty can deliver instruction from the location of their choice; therefore, UMUC does not provide them with workspace. This approach allows UMUC to scale instructional delivery up or down with minimal impact on facility needs. Adjunct faculty are supported by a group of full-time faculty (located mainly at the Academic Center at Largo and referred to as "Collegiate" faculty) that primarily service administrative needs and develop course curricula. By Fall 2022, the University expects to have 276 FTE on-campus faculty members, representing an increase of 21% from 228 in 2012.

Workplace Growth – Staff

The number of FTE staff is projected to grow to 1,289 by 2022, comprising an increase of 19% from 1,079 in 2012. The slower growth in staff, versus faculty, reflects greater efficiency associated with UMUC's streamlined approach to managing the academic enterprise. The majority of UMUC's staff in 2022 is expected to be full-time (97%).
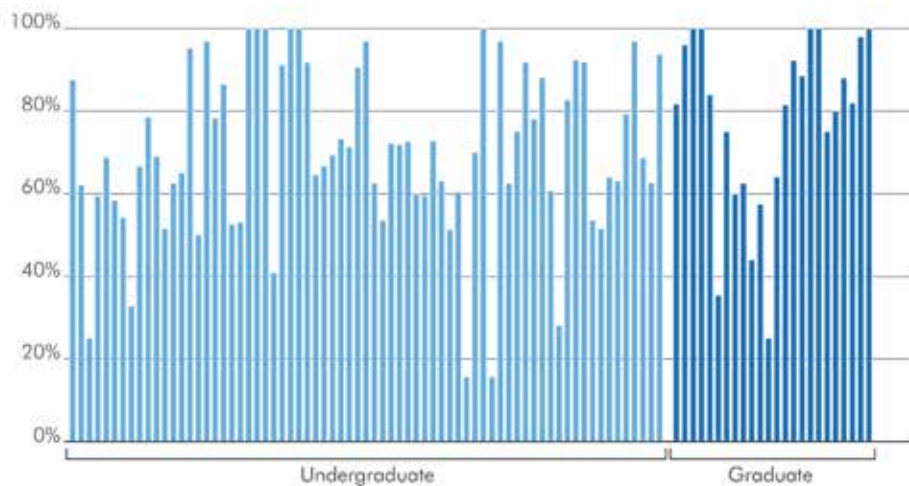
Graphic 5.6
College Park Station Utilization Rate

● Graduate
● Undergraduate
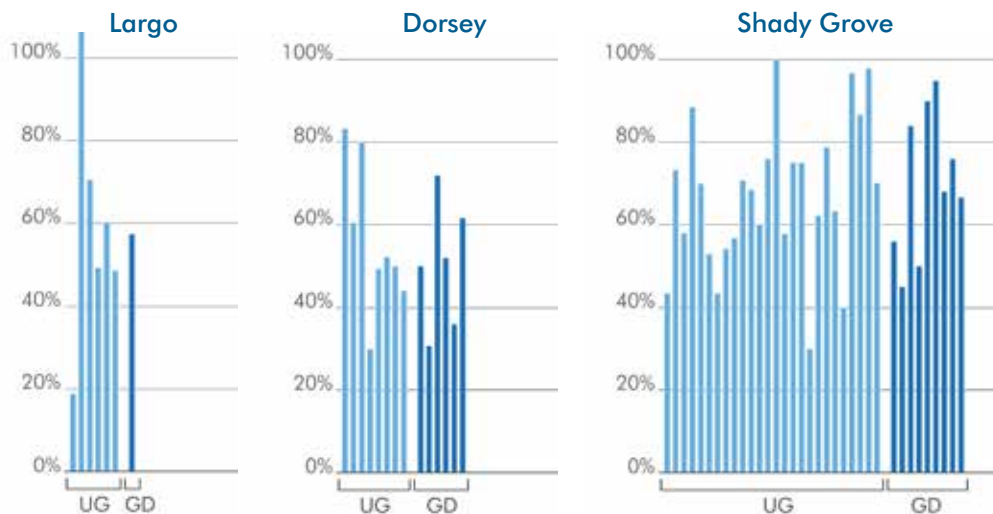
Graphic 5.7
Largo, Dorsey, and Shady Grove Station Utilization Rates

● Graduate
● Undergraduate

PLANNING DRIVERS 6

6 PLANNING DRIVERS
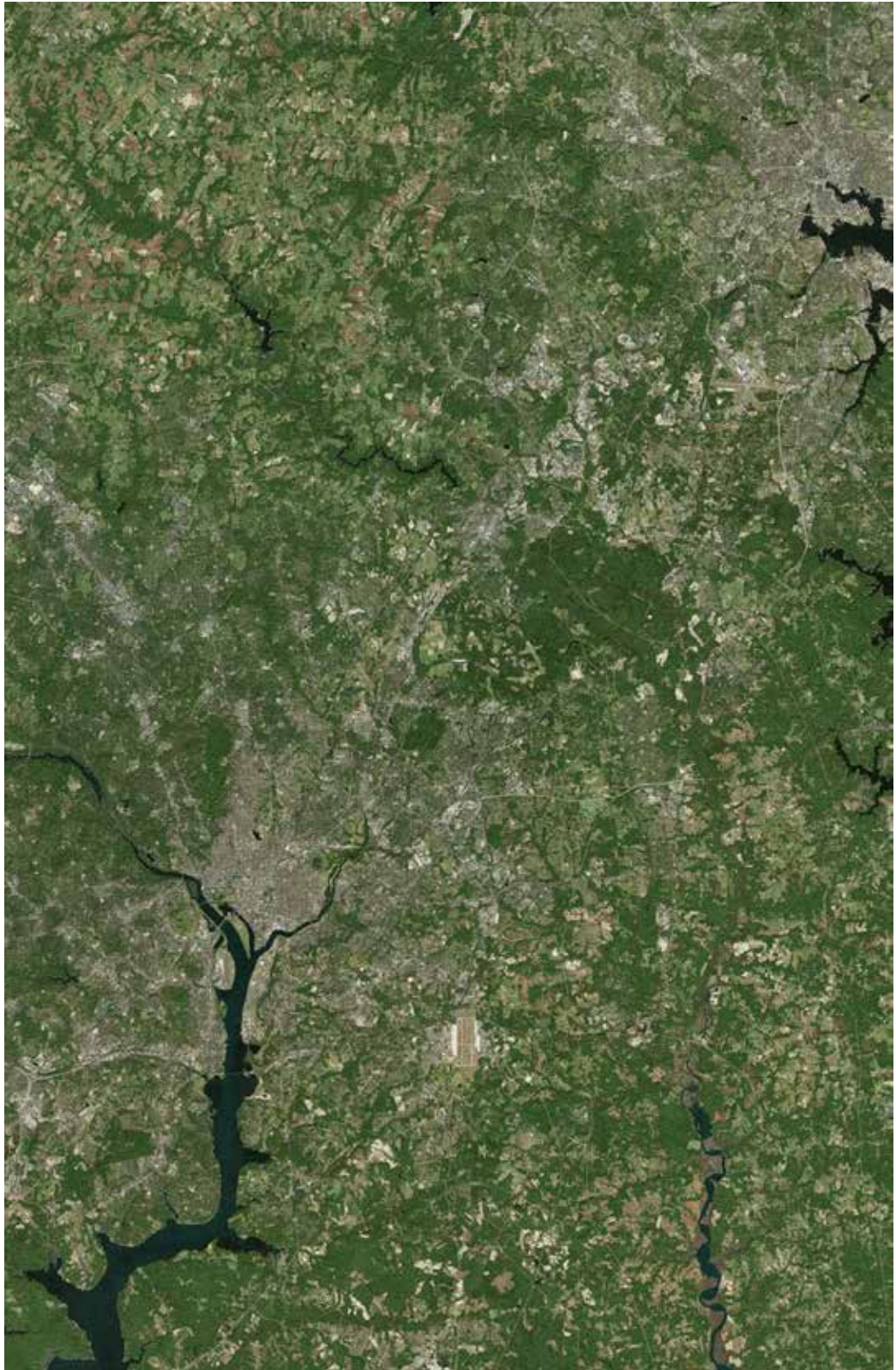
This section defines UMUC's and the FMP's objectives. Collectively, they form the framework for the FMP's recommendations as detailed in the final section, Strategic Responses.

SUSTAINABILITY GUIDELINES

To Be a Leading Sustainable Institution

Since the beginning of the FMP effort, UMUC leadership has clearly stated its intent to become a recognized leader in sustainable practices among its peers. This Sustainability Guidelines portion outlines the key points of PlanMaryland, UMUC's Climate Action Plan: 2010-2050 [CAP 2050], and additional sustainability guidelines per the FMP.

PlanMaryland, enacted in December 2011, outlines Maryland's statewide policy plan for sustainable growth with the intent to limit urban sprawl and preserve the state's agriculture and natural wildlife areas. CAP 2050 advances PlanMaryland's goals by charting a course for UMUC to achieve carbon neutrality by 2050. The FMP advances both efforts by:
- Prioritizing behavioral change as the first method of responding to growth
- Avoiding new construction
- Locating working and learning facilities where people already live in order to shorten commutes and reduce carbon emissions

PlanMaryland Conformance

PlanMaryland sets forth guidelines for future development with the intent to limit urban sprawl and preserve agriculture and natural wildlife areas within the state. The relevant objectives and manners of PlanMaryland conformance are:
- *To encourage sustainable development and protect quality of life*
  - The FMP prioritizes behavioral change as the first method of responding to institutional change and growth, using targeted renovations as a second method, and acquisition of existing facilities only as a final resort. UMUC intends to always avoid new construction.
- *To develop land at a pace consistent with growth in population and housing*
  - UMUC intends to avoid developing new land, instead focusing on the adaptive reuse of existing development, and by extension, the preservation of undeveloped land.
- *To strengthen existing cities and communities and reduce tax burdens*
  - UMUC's geographic positioning strategy is to be distributed across existing population centers, rather than compelling people to travel long distances between work and home and across the already congested region. This strategy also helps to maintain economic activity in existing communities.

6 PLANNING DRIVERS

- *To reduce automobile dependency*
    - The remote-work and geographic strategies of the FMP are intended to reduce automobile dependence by reducing vehicle miles traveled [VMTs] required to get to work, as well as by locating future facilities in close proximity to Metro stations and the future Purple Line.
- *To increase access to transit options*
    - The remote-work strategies of the FMP are intended to reduce automobile dependence and increase transit options by locating future facilities within walking distance of mass transit.

UMUC Climate Action Plan: 2010-2050 [CAP 2050]

As a distance-learning university, traditional metrics used to compare university carbon footprints cast UMUC in a very favorable light, but UMUC aspires to surpass these standards and achieve carbon neutrality by 2050. As a signatory of the American Colleges and Universities President's Climate Commitment, UMUC is guided by its own UMUC Climate Action Plan: 2010-2050 [CAP 2050]. This plan identifies UMUC's two largest sources of emissions, both of which are applicable to the FMP:
- Purchased electricity (45% of greenhouse gas emissions)
- Student and employee commuting (45% of greenhouse gas emissions)

Significant amounts of UMUC's CAP 2050 mitigation strategies involve indirect action, such as "offsets" and anticipated "improved [vehicle] fuel efficiency." The FMP expands and builds upon these efforts with improved direct actions described later in this section (see Appendix D for more on the FMP's potential emission reductions).

A significant development since CAP 2050 is the advancement and affordability of distance learning and working capabilities. CAP 2050 assumed that continued UMUC growth would yield continued growth in VMTs, but that is no longer the case due to advancements in communication technology. The following assumptions apply to UMUC:
- Growth in student enrollment in hybrid courses, even in Maryland, is not expected to materially increase VMTs and associated emissions
- Existing employee VMTs are expected to fall due to increased remote-work strategies (described in the next section of this report, Strategic Responses)
- VMTs generated by employee growth at UMUC campuses is to be mitigated by the same remote-work strategies, thereby causing UMUC's on-site employee population to grow at a slower rate than UMUC's overall employment population, or the Washington/Baltimore metropolitan region's population

To further advance the goals set in place by CAP 2050, the FMP outlines additional sustainable planning drivers.

Preclude/Mitigate Facilities Need

One of the least sustainable things that an institution can do is build new facilities. By some measures, the construction of a new building generates a volume of waste equal to the building itself (waste that generally ends up in landfills). Much of this waste is generated in the fabrication processes for construction products, so the most effective way to reduce this waste is to avoid constructing new buildings.

Though not specifically addressed in CAP 2050 (since waste is not directly related to greenhouse gases), the reduction of UMUC's waste stream is a clear goal. As part of the FMP, UMUC will pursue this goal by reducing its need to build new facilities despite institutional growth. UMUC aims to accomplish this by better utilizing remote-working strategies, thereby improving the quality of UMUC employees' work experience as well as enabling its facilities to support a larger workforce.

Reduce the Environmental Impact of Commuting

The Washington/Baltimore metropolitan region, as one of the most congested regions in the nation, contributes significant amounts of carbon emissions associated with long car commutes and vehicle idling in traffic jams. Decreasing the VMTs by UMUC employees not only reduces stress and improves quality of life, but also reduces associated carbon emissions. CAP 2050 identified the following transportation goals:
- Facilitate ridesharing by employees and students
- Install and encourage the use of videoconferencing facilities
- Expand and encourage flexible scheduling and telecommuting options for employees

The FMP builds upon the last point by charting a measurable roadmap for reducing existing VMTs and preventing additional VMTs as the institution grows. See Appendix D for further information regarding how VMTs can be reduced.

Utilize the Purple Line

UMUC's Adelphi campus has the unique advantage of being located within close proximity to the proposed new "Purple Line" light rail. The station for this line, to be situated on the east side of the campus, will connect Washington's Maryland suburbs and will run from the Bethesda Metro Station in the west to the New Carrollton Amtrak/Metro station in the east.

IMPROVED EMPLOYEE SATISFACTION GUIDELINES

To Be an Employer of Choice

To be a leader in sustainable practices, the University must not only address environmental sustainability, but also institutional sustainability. UMUC recognizes that it must compete for high quality recruits in a region where the best and brightest can be selective about employment. The University also recognizes that the campuses at Adelphi and Largo are not easily accessible for many people in the Washington/Baltimore metropolitan region due to traffic congestion. UMUC intends to counter these issues by improving the numerous qualitative measures on which public institutions can often out-compete private-sector employers. This also means leveraging UMUC's distance delivery and technology capabilities to achieve better workflow, innovation and work/life balance.

Reduced Commuting Stress

Reducing commuting times and VMTs not only benefits the planet, it also benefits employees and families impacted by long commutes. When it is implemented effectively, working remotely offers greater flexibility and can increase productivity. It also reduces or eliminates the amount of time spent in a car, train, or bus, which is time that can be spent on activities that an employee most cares about (whether it is family time, personal activities, or even more time spent on exciting work initiatives). This tends to improve employee satisfaction and aid in retention.

Better Productivity

Flexible schedules and flexible environments allow employees to structure their day to best respond to their own demands, both work-related and personal. In order to maintain productivity, UMUC will provide proper support in the form of a robust, flexible, and ever-present virtual workplace. This includes:
  ▪ Providing open and seamless mobile working and communication platforms
  ▪ Offering 24/7 technical support

In many cases, the operational cost of providing this support negates other operational savings related to working remotely. However, it is important to note that many of the supporting technology staff will benefit from this arrangement by remotely providing support services for the virtual workplace.

Better Work Environments

The previous sections have focused on enabling remote-work as a way of improving the working experience, but "place" still matters. It is important that this physical workplace support a wide range of work and communication activities. Employees will continue to come together, face-to-face, for a variety of reasons; not only for collaboration and social connection, but also

to escape the distractions of home, to work "alone together", or simply to craft a "disciplined" schedule.

The University intends its work environments to be:
- Clean and safe
- Comfortable and inviting
- Flexible and media-enriched
- Supportive of on-demand work processes, some collaborative and some highly focused, through an array of spaces accessible to sunlight and outside views

IMPROVED COLLABORATION GUIDELINES

Providing a Full Array of Workspaces

UMUC's existing workplaces provide a range of work environments, but the breadth of this range will become increasingly critical in the future. In particular, UMUC intends to provide a full range of collaborative work environments available to all employees, beyond formal conference rooms, including:
- Informal conferencing
- "Alone together" space
- Pin-up space and "war room" environments
- Areas that combine working and eating

Better Conferencing Technology

Many new technology tools for videoconferencing have become available in the past few years, it is now commonly used in many work and educational settings for both formal and informal collaboration. The advent of new technologies has increased flexibility in the workplace, allowing physical mobility and creating opportunities for teamwork among groups or individuals in remote locations. UMUC intends to integrate videoconferencing across all aspects of its distance-work platforms.

Informal Learning

Informal learning is an important but often overlooked aspect of the workplace. This refers to learning that takes place outside of formal settings and without formal direction. UMUC intends to design its workplaces to facilitate "always-on" workplace learning, meaning that greater visibility equals greater mutual awareness and a greater sharing of best practices. Central to this concept is:
- Erasing visual, social and hierarchical boundaries
- Encouraging interaction among various disciplines and peer groups, and between faculty and students

6 PLANNING DRIVERS

INSTRUCTIONAL ENVIRONMENT GUIDELINES

Though UMUC is a primarily online institution, there remains a need for some face-to-face instruction. A clear set of guidelines for these instructional environments helps the University to make decisions about its existing classroom inventory as well as any new instructional space. UMUC intends for these guidelines to be uniformly applied so that all instructional environments (owned, leased, on-demand, etc.) conform and provide a consistent learning experience. Planning guidelines for instructional environments include the following:

- Uniform lighting over the student work area, with optional, dimmable zoned lighting as it offers the ability to manipulate lighting levels based on class function and daylighting. Lighting controls at the instructor lectern and on the entry wall by the door allow the instructor to easily change lighting levels.
- Ample display surfaces in classrooms to facilitate group/collaborative learning. Screens and display surfaces should be unobstructed and viewable from all points in the classroom.
- Electrical and audio-visual services configured to support multiple seating arrangements. Ample power and data network connections to be provided to support projection and computer plug-in by both faculty and students.
- All classrooms to be equipped with the same or similar equipment, including ceiling-mounted projectors and technology-enabled lecterns. This allows for faculty and students to become familiar with how to utilize the classroom and its resources, thereby minimizing classroom setup time and maximizing utilization.
- Fixed furnishings will be avoided. All furnishings will be mobile and easily adaptable to multiple seating arrangements and instructional methods.

CAMPUS AND REAL ESTATE PLANNING GUIDELINES

Given UMUC's unique needs as a primarily online institution, it is important to take a strategic approach to the procurement of new space. Flexibility and adaptability are key considerations in the selection of any new space. Low-commitment acquisitions, such as rented office or classroom space, are preferable to permanent additions as they allow the institution to remain nimble in times of change. The following planning guidelines apply to the future expansion of physical facilities:

- Avoid new construction
- Avoid the acquisition of new permanent/owned facilities
- Seek opportunities for medium- or short-term lease agreements to accommodate new space needs (similar to that of Dorsey and Quantico)
- Prioritize physical expansion (only if required) in locations that appeal to concentrations of desirable future employees and students, or clusters of existing employees and students with long commuting times to Adelphi and Largo
- All new physical facilities to be walkable, convenient, and pedestrian-safe; proximity to the nearest metro station should be no more than a seven-minute walk

Perkins Eastman
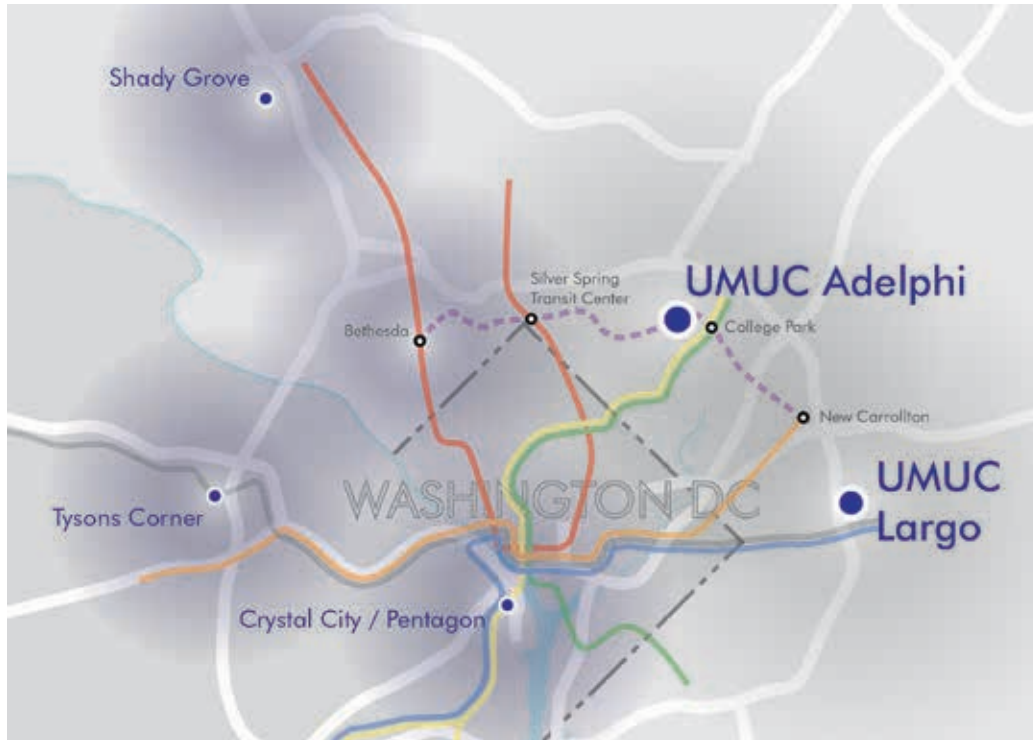
Graphic 6.2
Possible Work/Learn Locations with Purple Line
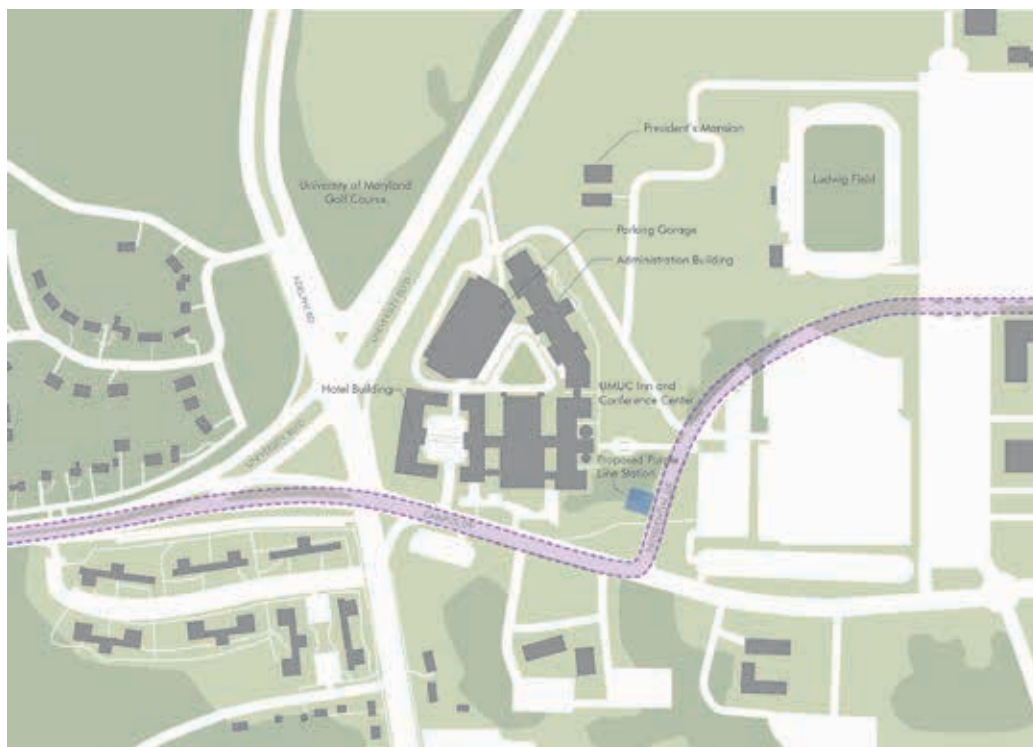
Graphic 6.3
Route of Purple Line through Adelphi campus

STRATEGIC RESPONSES 7

7
STRATEGIC RESPONSES

Graphic 7.1
Work Cafe Seating,
Accenture's Houston Office

Today UMUC has 1,307 employees, and is projecting an increase of 20% to 1,565 employees by 2022. This section provides UMUC with strategies to accommodate this growth for the next 10 years. It is structured in three tiers.

TIER 1 — Behavioral Change
20% Remote + 80% Resident Workers
1,628 Workforce Population Supported

TIER 2 — Facility Change
20% Remote + 80% Mobile (Hoteling) / Resident Workers
1,776 Workforce Population Supported

TIER 3 — Facility Acquisition
20% Remote + 80% Mobile (Hoteling) / Resident Workers
>1,776 Workforce Population Supported

Graphic 7.2
Tiers of Change

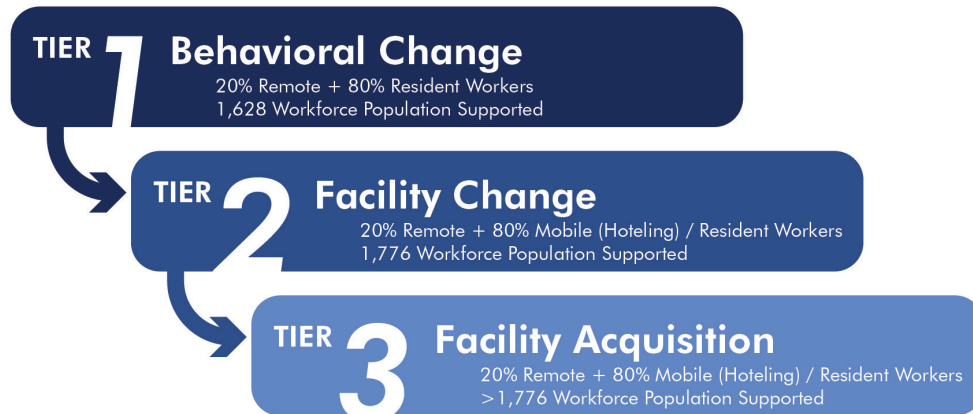Each tier allows for a different amount of staff growth and relies on various approaches to achieve these increases. In all instances the goal is to maximize existing facilities through changes in workflow. To understand these changes, UMUC's employees are classified into three types:

▪ Resident Worker – A worker who when on-site is provided with "owned" workspace.
▪ Remote Worker – A worker is considered 'remote' anytime they are off-site.
▪ Mobile (Hoteling) Worker – A worker who when on-site is not provided with "owned" workspace. Mobile workers move between different types of workspaces that match the type of work being performed. These different types of work spaces are used in shifts by different people over the course of the day. This activity is called "hoteling." Storage space such as a locker and/or a mobile pedestal cabinet supports this type of worker.

Tier 1 accommodates additional growth through initiatives that focus on behavioral change. Tier 2 allows for staff growth through the renovation of existing facilities. If the first two tiers prove insufficient to accommodate growth, then the University will acquire additional space as defined in Tier 3. Graphic 7.3 summarizes the growth capacity, type of worker, and effectiveness of each strategy.

To understand UMUC's facility needs in 2022, the FMP planning team determined what percentage of work will happen remotely. The analysis reviewed the effectiveness of 10%, 20%, 30%, or 40% remote-work. The results showed that UMUC's current population already works remotely 10% of the time that 20% remote-work could be attained without much cultural change. However, any percentage beyond 30% remote-work would stress UMUC's existing workflow and force dramatic physical and operational changes. Based on this, UMUC chose a 20% remote-work target across the entire employee population (refer to Graphic 7.4). This 20% is used in Tiers 1, 2 and 3.

7
STRATEGIC RESPONSES

Graphic 7.3
Summary of Tiers

TIERS OF CHANGE

	Tier 1 Behavioral Change	**Tier 2** Facility Change	**Tier 3** Facility Acquisition
Potential Workforce Population Supported	1,628	1,776	>1,776
Only Uses Existing Facilities?	Yes	Yes	No
Worker Types	20% Remote 80% Resident	20% Remote 80% Mobile/Resident	20% Remote 80% Mobile/Resident
Hoteling	No	Yes	Yes
Benefits	- Reduced number of commutes - Reduced emissions - Increased schedule flexibility - Improved employee satisfaction - Improved employer attractiveness	Realizes all of the same benefits of Tier 1, plus: - Improved "effectiveness" of space utilization - Improved collaboration - Work/learn locations in existing facilities	Realizes all of the same benefits of Tier 2, plus: - Additional work/learn locations
Enabling Initiatives	- Comprehensive remote-work policy - Training for staff and management - Training for helpdesk - Investments in collaborative technology - Results-oriented management	Requires all of the same initiatives in Tier 1, plus: - New furniture - New workplace design	Requires all of the same initiatives in Tier 2, plus: - Additional leased/ acquired facilities

Graphic 7.4
Capacity of Tiers

2022 FTE Employment Projection of 1,565

2012 On-Site FTE Capacity — 1,307 | 1,480

Potential Workforce Population Supported with Tier 1 — 1,628

Potential Workforce Population Supported with Tier 2 — 1,776

Potential Workforce Population Supported with Tier 3 — >1,776

1,000 — 2,000

Total Potential Employee Headcount (all facilities)
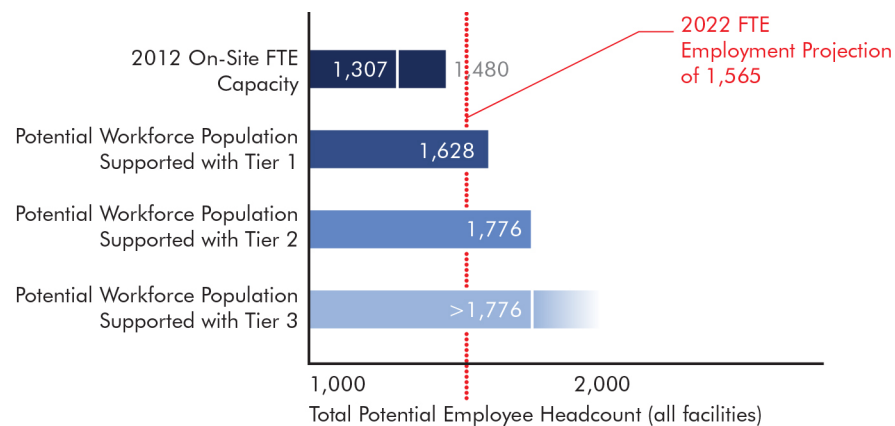
The following sections define in detail the three tiers. With 1, the University accommodates its 10 year employee growth projection of 1,565. Tiers 2 and 3 exceed the growth projections. They are included should future circumstances dictate otherwise.

TIER 1 – BEHAVIORAL CHANGE

The volume of UMUC's online instruction easily scales up or down without significant impact to instructional or office space needs. It is logical to extend this scalable approach to workspace needs for faculty and staff. This allows UMUC to manage employment growth without requiring new facilities or significant changes to existing facilities.

Remote-Work Potential

Presently, UMUC permits remote-working, but implementation is left to individual manager's discretion. Better integration and coordinated implementation of these policies would enable the University to leverage unoccupied seats, workstations, and offices. Increased remote working would provide many employee benefits, including:

- Reduced commute time for employees (by less frequent commutes)
- Increased schedule flexibility

The result is increased job satisfaction for existing employees. The policies are also an asset in the recruitment of future employees who reside outside of northeast Washington and the Maryland suburbs.

Graphic 7.5
UMUC Graduation in Maryland

Extent of Tier 1 Effectiveness

It is important to restate that Tier 1 does not change the design, organization, or furnishing of UMUC's workplaces; it only changes behavior. When remote-work is not accompanied by facilities change, vacant workspace generally remains unoccupied. Therefore, the ability of remote-work to increase a facility's capacity is limited. This is because remote workers when visiting:

- May be hesitant to infringe on the perceived "territory" of others
- May not use messy workspaces left by resident workers
- May not be able to locate an available workspace when needed

Based upon the concerns noted above, it is anticipated that only 50% of vacant workstations would actually be utilized. This means that for Tier 1, a remote-work percentage of 20% only increases the employee capacity of UMUC's facilities by 10%.

Approach to Improving Virtual Collaboration

Part of Tier 1's approach to behavioral change relies on more effective virtual collaboration which improves communication between on-site and remote locations. It requires introducing new hardware and software into the workflow of UMUC's employees. Today, different departments at UMUC use distance collaboration technology in various ways. For some, an audio conference call is sufficient, but for others a computer desktop sharing application is the norm. UMUC intends to implement videoconferecing as the norm.

To accomplish this, UMUC intends to support a variety of technological platforms. With this approach so employees can choose the videoconferencing platform with which they are most comfortable. This requires a significant technology investment, as well as staff training for employees and Analysis, Planning and Technology's [APT] helpdesk services. For software, this involves finding low-cost, easily implemented solutions for the home, office, or mobile device. For hardware, devices like Mediascape should be widely available so on-site employees can easily shift from desk side conversations to areas designed to accommodate multiple participants.

Approach to Supporting Tier 1 with Change Management Practices

Implementing remote-work and virtual collaboration is challenging, and employees need institutional support. Training programs for general and management staff are required for successful implementation.

Remote-work also requires managers to change how they evaluate their employees. Without in-person oversight, it can be difficult to gauge effectiveness. Instead, performance must be measured by results, not hours in the office. Management training programs must provide new tools for this cultural change.

TIER 2 – FACILITY CHANGE

To accommodate additional growth, Tier 2 introduces the concept of "mobile workers" and renovates existing facilities to support them. Together they create an environment that increases employee capacity. The renovations can be modest or dramatic, but they transition the physical workplace from a layout organized by "owned" spaces to a shared layout that offers far more seating types (see Graphics 7.7-8 and 7.9-20). In Tier 2 the relationship between an employee and his or her workspace is redefined.

Approach to Shifting Employees from "Residential Workers" to "Mobile Workers" via Hoteling

Central to this redefinition is the concept of "hoteling." Although the corporate workplace has used this approach for several decades, hoteling is new to university environments.

Hoteling optimizes the use of space through the sharing of a large range of workstation set-ups and numerous seating options. Typically, workstations are available on a first-come, first-served basis, and rooms (i.e. conference and focus) require a reservations system. Workspace resources like multimedia and collaboration spaces must be liberally distributed. It has been determined that employees typically utilize workplace resources if they are within 50 to 75 feet of where they are working.

Some potential fatigue points for the hoteling strategy include:
- Difficulty ceding "ownership" of a permanent office space. Unlike the traditional system of assigned seating, workstations must be cleared for the next person to use. This requires monitoring.
- Persistent use of the same space, regardless of the work being performed. While all employees will develop favorite spots, facilities and department managers should be proactive about suggesting alternatives.
- Competition for some spaces. Popular spaces should be observed and their attributes replicated elsewhere in order to minimize competition.

Graphic 7.6
"Neighborhoods" of Open Workstations

7
STRATEGIC RESPONSES

THE ARRAY OF WORKPLACE OPTIONS

Private Offices – Semi-resident, and enclosed
- o Some existing private offices remain while others are repurposed
- o Residents of remaining offices will need to leave their office 'useable' by others when they are off-site, this means leaving a clean desk environment

Workstations – Semi-resident, and open
- o Existing workstations are converted to contemporary systems which feature improved sightlines that are less isolating
- o Organized into "neighborhoods" in order to control acoustics

Workstations – Non-resident, and open
- o Existing workstations are converted to contemporary systems which feature improved sightlines that are less isolating
- o Organized into "neighborhoods" in order to supplement semi-resident workstations, allowing mobile workers to embed into a group's area and collaborate on in-depth projects

Focus Room Seats – Non-resident, enclosed "heads-down" work booths
- o These are small, acoustically isolated and visually screened spaces intended for solo-work
- o They are significantly smaller than private offices

THE ARRAY OF WORKPLACE OPTIONS

Conference Seats – Non-resident, enclosed and open
- o In this model some existing private offices are repurposed to serve as conference rooms for 4 to 6 people
- o Other areas will need to be repurposed for larger conference rooms of 10-12 people
- o All conference rooms should have extensive multimedia capabilities

On Demand Seats – Non-resident, and open
- o Generally provided at 1 seat for every 5 staff
- o However, there should be enough of these seats to allow for "all-hands-on-deck" days

Work Café Seats – Non-resident, and open
- o On-site food service areas and lounges should do double duty, providing seating during lunch, but also providing informal conferencing space during non-lunch times
- o Seating should be varied and consist of café-style, booth, banquet, stand-up counter, and provide a comfortable atmosphere for solo "alone-together" as well as small group work
- o Anticipated work café seating capacity is approximately 1/3 of lunch seating capacity

7
STRATEGIC RESPONSES

Graphic 7.9
Asurion's Atlanta Software
Development Offices
Stephen Searer, June 7, 2013,
http://officesnapshots.
com/2013/06/07/asurions-
atlanta-software-development-
offices/

Graphic 7.10
BBC Worldwide Americas Inc. in
New York, Perkins Eastman

7.9

7.10

Graphic 7.11 and 7.12
BBC Worldwide Americas Inc. in
New York, Perkins Eastman

7.11

7.12

Graphic 7.13 and 7.14
BBC Worldwide Americas Inc. in
New York, Perkins Eastman

7.13

7.14

7.15

7.16

Graphic 7.15 and 7.16
NBC Universal in New York,
Perkins Eastman

7.17

7.18

Graphic 7.17 and 7.18
Base One Group Offices
Stephen Searer, May 27, 2013
http://officesnapshots.
com/2010/05/27/base-one-
group-offices/

7.19

7.20

Graphic 7.19 and 7.20
BGT Partners' Headquarters Stephen Searer, February 15, 2012
http://officesnapshots.
com/2012/02/15/bgt-partners-
award-winning-headquarters/

7
STRATEGIC RESPONSES

For illustrative purposes only, diagrams are shown (Graphics 7.21-7.23) that depict the current north portion of the first level of the Administration Building. These diagrams compare different degrees of renovation, from an all resident, to an all mobile workplace. Specifically they show:

Graphic 7.21
- The space as it currently exists, featuring numerous private enclosed offices, 5'-6" cubical dividers and few windows

Graphic 7.22
- The same physical space but with varied furniture systems that feature lower dividers
- The lower dividers allow for greater penetration of sunlight from the few available windows (from almost 5% of the space receiving natural light to almost 15%), as well as greater visibility and connection across the workspace
- Neighborhoods are maintained, but anchored by collaboration space that is adjacent to the area's main circulation routes
- Heads-down, focused work is located at the periphery of the work area

Graphic 7.23
- The same physical space but with key walls removed and varied furniture systems that feature even lower dividers
- Fewer walls and lower dividers allow for a significantly greater amount of sunlight from the few available windows (from almost 5% of the space receiving natural light to almost 40%)
- Fewer walls and lower dividers allows for greater visibility and connection across all of the workspace, while also reducing isolation and creating a sense of security in the more remote areas of the work space
- Neighborhoods are maintained but anchored by collaboration space that is adjacent to the area's main circulation routes
- Heads-down focused work is located at the periphery of the work area

As part of the FMP, a "Workplace Capacity Model" was developed by the planning team to help UMUC anticipate the interplay and impact of various levels of resident, mobile (hoteling), and remote workers. Graphics 7.24-5 are examples of this Excel model.

Elevator

Secondary
Access

Social/
Collaborative Hub

Suite Access

Building Entry
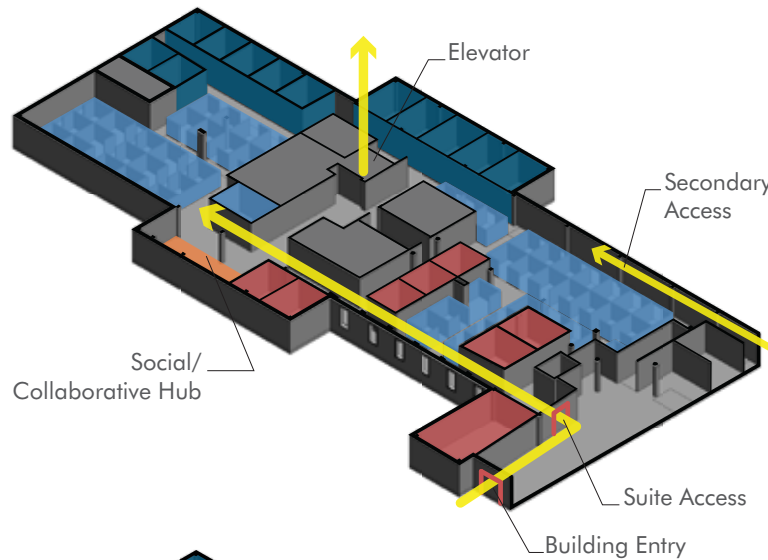
Graphic 7.21
Typical Existing Space
Configuration

🔴 Enclosed Conference

🟠 Collaboration Seats

🔵 Open Conference

🔵 Focused Benching

🔵 Focus Rooms

Elevator

Secondary
Access

Social/
Collaborative Hub

Suite Access

Building Entry
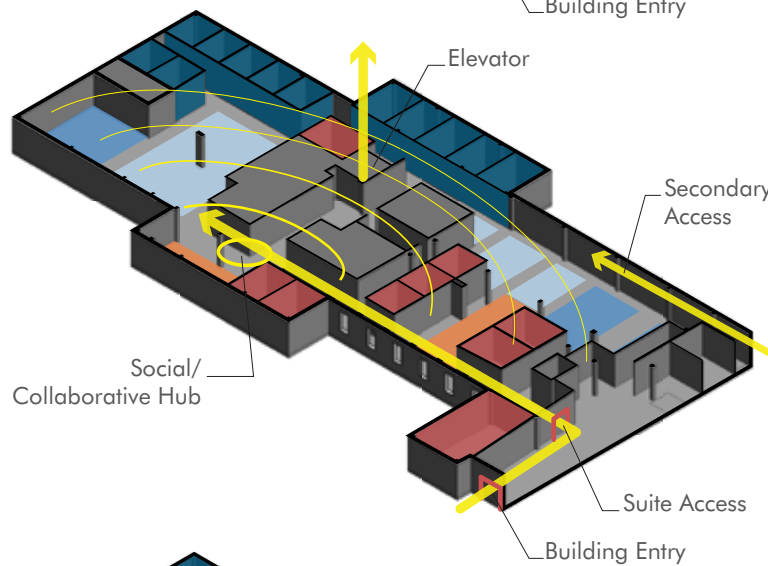
Graphic 7.22
Tier 3 - Furniture-Solution Only
Space Reconfiguration Strategy

Elevator

Secondary
Access

Social/
Collaborative Hub

Suite Access

Building Entry
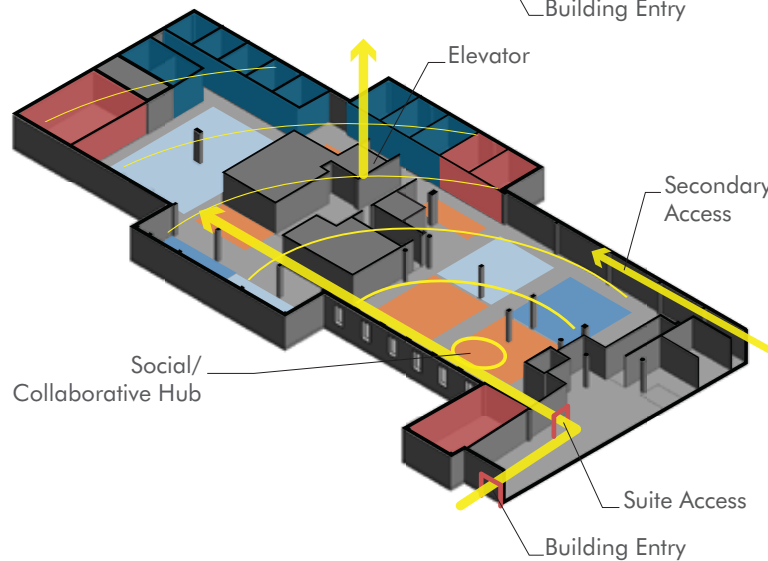
Graphic 7.23
Tier 3 - Partition and Furniture
Space Reconfiguration Strategy

7
STRATEGIC RESPONSES

Graphic 7.24
Workplace Capacity Model
Existing FTE employees with **100%**
dedicated workspace seats

Definitions
Population A: Resident Workers (with dedicated workspaces)
Population B: Mobile Workers (with non-dedicated workspaces)
Population C: Visitors (with non-dedicated workspaces)

#			1:1.0	1:1.1	1:1.2	1:1.3	1:1.4
1	**Base Worker Count (on- and off-site)(Population A+B)**		**1,307**				
			Desk:Staff Ratio				
2			1:1.0	1:1.1	1:1.2	1:1.3	1:1.4
3	**Percent of All Workers Daily On-Site**		100%	90%	80%	70%	60%
	(Population A+B from Line 1)						
4	**All Workers Daily On-Site**		1,307	1,176	1,046	915	784
	(Population A+B from Line 1, modified by Line 2)						
5	**Daily On-Site Visitors**	5%	65	59	52	46	39
	(Multiplier of Line 4)(Generates Population C)						
6	**Daily On-Site Population**		1,372	1,235	1,098	961	823
	(Modified Population A+B from Line 4, plus Population C from Line 5)						
7	**Daily Off-Site Remote-Worker Population**		0	131	261	392	523
	(Line 1 - Line 4)						
8	**Resident Worker Population with Dedicated Workspaces**	100%	1,307	1,176	1,046	915	784
	(Defines Population A from Line 1)						
9	**Mobile Worker Population Floating Amongst Differing Types of Workspaces**	0%	0	0	0	0	0
	(Result of Line 8, defines Population B)						
10	**Dedicated Workspace Seats Required by Resident Workers**	100%	1,307	1,307	1,307	1,307	1,307
	(Multiplier of Line 8, cannot be less than Line 8)						
11	**Collaborative Seats Required by Resident Workers**	15%	196	176	157	137	118
	(Multiplier of on-site Population A, Line 8)						
12	**Minimum Mobile Workspace Seats and Collaborative Seats Required**		65	59	52	46	39
	(Sum of on-site Population B + Population C, from Line 5 + Line 9)						
13	**Additional Collaborative Seats for Mobile Workers and Visitors**	10%	7	6	5	5	4
	(Multiplier of on-site Population B + C, Line 12)						
14	**Total Seats Required**		1,575	1,548	1,521	1,495	1,468
	(Sum of Lines 10 through 13, includes all workspace seats and collaborative seats)						
15	**Total Collaborative Seats Required Less Dedicated Resident Worker Workstation**		268	241	214	188	161
	(Line 14 - Line 10)						
16	**Unused Dedicated Resident Workspaces**		0	131	261	392	523
17	**Effective Ability to Utilize Unused Dedicated Resident Workspaces**	50%	0	65	131	196	261
18	**Enclosed Workstations (1-person + guest)**	10%	27	24	21	19	16
	(of Line 15)						
19	**Enclosed Workstations (1-person only)**	10%	27	24	21	19	16
	(of Line 15)						
20	**Open Workstations**	30%	80	72	64	56	48
	(of Line 15)						
21	**Enclosed Conferencing**	15%	40	36	32	28	24
	(of Line 15)						
22	**Open Conferencing**	15%	40	36	32	28	24
	(of Line 15)						
23	**Work Café**	20%	54	48	43	38	32
	(of Line 15)						
24	**On-Site Lunch Seating**	75%	1,029	926	823	720	618
	(As a percent of Line 6)						
25	**Work Café Open Seating as a Percent of Lunch Seating**		5%	5%	5%	5%	5%
	(As a percent of Line 23)						
26	**Additional/Expanded Facility Employee Capacity**		0	65	131	196	261
	(Line 7 - Line 9 - Line 10 + Line 17)						
27	**Total Workers Serviced**		**1,307**	**1,372**	**1,438**	**1,503**	**1,568**
	(Possible Populations A + B)						

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Graphic 7.25
Workplace Capacity Model
Existing FTE employees with **70%**
dedicated workspace seats

Definitions
Population A: Resident Workers (with dedicated workspaces)
Population B: Mobile Workers (with non-dedicated workspaces)
Population C: Visitors (with non-dedicated workspaces)

			1:1.0	1:1.1	1:1.2	1:1.3	1:1.4
1	Base Worker Count (on- and off-site)(Population A+B)		**1,307** Desk:Staff Ratio				
3	Percent of All Workers Daily On-Site (Population A+B from Line 1)		100%	90%	80%	70%	60%
4	All Workers Daily On-Site (Population A+B from Line 1, modified by Line 2)		1,307	1,176	1,046	915	784
5	Daily On-Site Visitors (Multiplier of Line 4)(Generates Population C)	5%	65	59	52	46	39
6	Daily On-Site Population (Modified Population A+B from Line 4, plus Population C from Line 5)		1,372	1,235	1,098	961	823
7	Daily Off-Site Remote-Worker Population (Line 1 - Line 4)		0	131	261	392	523
8	Resident Worker Population with Dedicated Workspaces (Defines Population A from Line 1)	70%	915	823	732	640	549
9	Mobile Worker Population Floating Amongst Differing Types of Workspaces (Result of Line 8, defines Population B)	30%	392	353	314	274	235
10	Dedicated Workspace Seats Required by Resident Workers (Multiplier of Line 8, cannot be less than Line 8)	100%	915	915	915	915	915
11	Collaborative Seats Required by Resident Workers (Multiplier of on-site Population A, Line 8)	15%	137	124	110	96	82
12	Minimum Mobile Workspace Seats and Collaborative Seats Required (Sum of on-site Population B + Population C, from Line 5 + Line 9)		457	412	366	320	274
13	Additional Collaborative Seats for Mobile Workers and Visitors (Multiplier of on-site Population B + C, Line 12)	10%	46	41	37	32	27
14	Total Seats Required (Sum of Lines 10 through 13, includes all workspace seats and collaborative seats)		1,555	1,491	1,427	1,363	1,299
15	Total Collaborative Seats Required Less Dedicated Resident Worker Workstation (Line 14 - Line 10)		640	576	512	448	384
16	Unused Dedicated Resident Workspaces		0	91	183	274	366
17	Effective Ability to Utilize Unused Dedicated Resident Workspaces	50%	0	46	91	137	183
18	Enclosed Workstations (1-person + guest) (of Line 15)	10%	64	58	51	45	38
19	Enclosed Workstations (1-person only) (of Line 15)	10%	64	58	51	45	38
20	Open Workstations (of Line 15)	30%	192	173	154	134	115
21	Enclosed Conferencing (of Line 15)	15%	96	86	77	67	58
22	Open Conferencing (of Line 15)	15%	96	86	77	67	58
23	Work Café (of Line 15)	20%	128	115	102	90	77
24	On-Site Lunch Seating (As a percent of Line 6)	75%	1,029	926	823	720	618
25	Work Café Open Seating as a Percent of Lunch Seating (As a percent of Line 23)		12%	12%	12%	12%	12%
26	Additional/Expanded Facility Employee Capacity (Line 1 - Line 9 - Line 10 + Line 17)		0	85	170	255	340
27	Total Workers Serviced (Possible Populations A + B)		**1,307**	**1,392**	**1,477**	**1,562**	**1,647**

7
STRATEGIC RESPONSES

Approach to Implementing "Work/Learn Space" at Existing Facilities

Taking a flexible approach to space use is not limited to workplace, but also includes instructional environments. The majority of UMUC's face-to-face instruction is scheduled in the evening. During the workday these spaces can be used to accommodate employees. This applies to both the Academic Center at Largo, or to a satellite facility such as Dorsey Station. These "Work/Learn Spaces" employ highly flexible, multimodal furniture to maximize facility utilization and create a "hoteling"-style workplace by day that is easily convertible to an active learning space by night.

Approach to Supporting Tier 2 with Change Management Practices

Like previous tiers, training on how to use these spaces is required. UMUC will also consider instituting a facilities management service that acts as a sort of concierge, responsible for:
- Overseeing the reservations system
- Assisting employees in finding workspace that meets their daily needs
- Observing usage patterns (via physical and data means)
- Adjusting the balance of workstations types and locations to meet needs
- Coordinating on-going space use and management training
- Looking for and correcting abuse

Graphic 7.26
Office Reception Environment,
Accenture's Arlington Office

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TIER 3 – FACILITY ACQUISITION

If growth exceeds the capacity provided in Tiers 1 and 2, then additional space is required. If so, the space must be a new work/learn location that:

- Is (or is in) an existing structure; UMUC does not intend to build a new facility
- Expands UMUC's geographic footprint in the Washington/Baltimore metropolitan region, and be geographically different from existing facilities
- Is accessible to mass-transit; either the Metro, the Purple Line, or regional rail

These new work/learn facilities, located in areas new to UMUC, will help broaden the University's geographic appeal to new students and employees without increasing commute times to existing facilities.

Graphic 7.27
Possible New Work/Learn Location
Silver Spring, MD

Graphic 7.28
Possible New Work/Learn Location
Crystal City / Pentagon City, VA

Graphic 7.29
Possible New Work/Learn Location
Bethesda, MD

FACILITIES MASTER PLAN
2012 - 2022
APPENDICES

Perkins Eastman

A TECHNOLOGY WORKFORCE PROFILE

Technology Workforce Profile

UMUC's recent employment trends have identified that finding technology workers in the vicinity of UMUC facilities is a challenge. This section will provide an overview of the characteristics of tech workers within the 50 mile radius of Adelphi to better inform any potential future workspace/student center facility acquisitions. As shown in the charts below, the number of employed residents has grown in all three geographic areas between 2000 and 2011. Maryland has the most employed residents and, specifically, the most employed residents in technology. Virginia, however, is rapidly closing the gap with regard to tech employees.
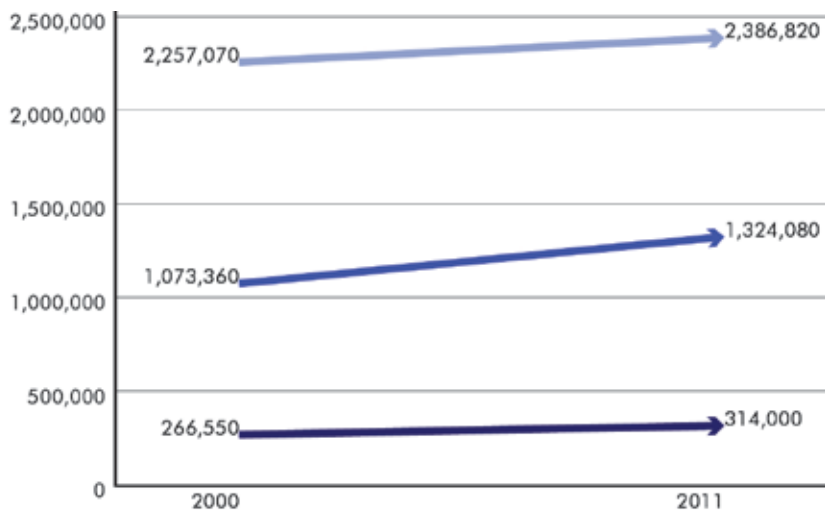
Graphic A.1
All Employed Residents within 50 Mile Radius by State, 2000 to 2011

● Maryland
● Virginia
● DC

Source: American Community Survey Public Use Microdata Sample
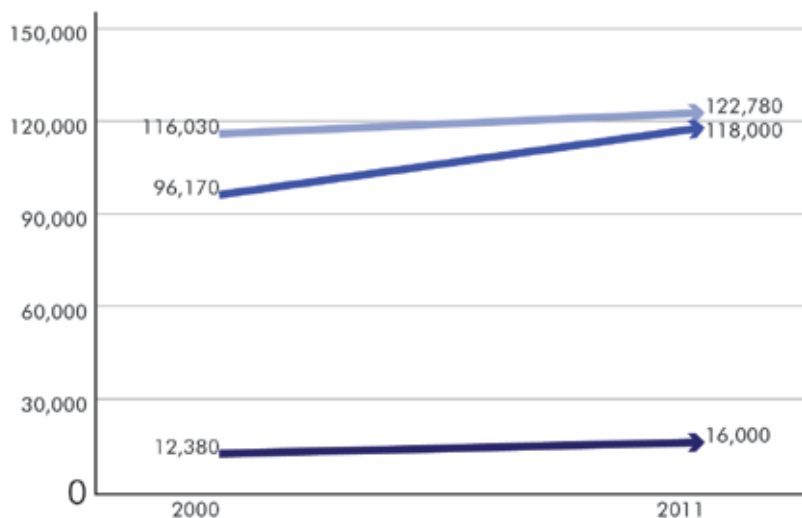
Graphic A.2
Employed Technology Residents within 50 Mile Radius by State, 2000 to 2011

● Maryland
● Virginia
● DC

Source: American Community Survey Public Use Microdata Sample

A TECHNOLOGY WORKFORCE PROFILE

As illustrated by Graphic A.3, the number of residents employed in computer and mathematical occupations has increased in Virginia and Washington, DC above the average of the study area.

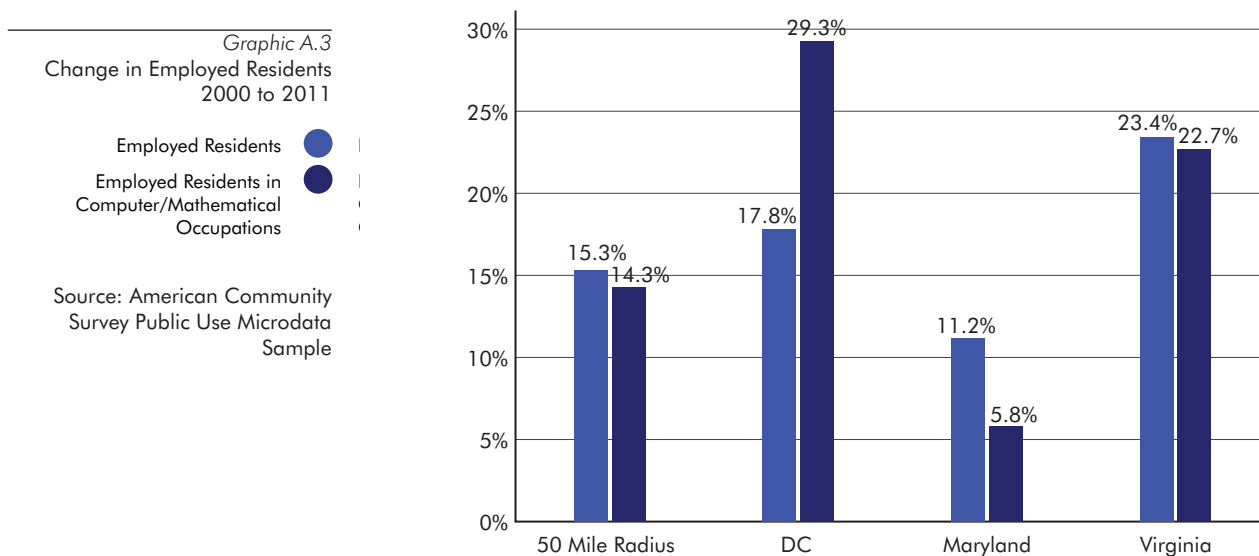The following chart compares the percent change in both employed residents and employed residents in Computer and Mathematical (Tech) Occupations. In the entire 50 mile radius, employed residents have increased in number by 15%, while those in Tech have increased only by 14%. Both DC and Virginia show stronger growth in employed residents than the area at large, which is restrained by sluggish growth in Maryland.

Graphic A.3
Change in Employed Residents
2000 to 2011

Employed Residents ●

Employed Residents in
Computer/Mathematical
Occupations ●

Source: American Community
Survey Public Use Microdata
Sample

[Bar chart showing percent change by region. 50 Mile Radius: 15.3% (Employed Residents), 14.3% (Tech). DC: 17.8% (Employed Residents), 29.3% (Tech). Maryland: 11.2% (Employed Residents), 5.8% (Tech). Virginia: 23.4% (Employed Residents), 22.7% (Tech). Y-axis from 0% to 30%.]

Of additional interest is where the largest tech-employed worker growth is occurring. While Virginia's percentage point differential of total employed residents and tech employed residents is almost equivalent to the region at large, Maryland has a negative differential of 5.4 points, and DC shows much stronger growth in tech, with 29% change in tech-employed workers. DC's growth of technology workers is almost 12% greater than DC's total change in employed residents. While the actual number of workers living within DC is relatively small, this surge does reflect the urban return and gentrification of DC, increasing its potential as a market for tech employees. The following map shows the share of total employed residents in tech occupations by PUMA [Public Use Microdata Area]. As seen, the greatest shares of tech workers live in Northern Virginia, in particular, Arlington, Fairfax, Alexandria, and Loudoun counties. Within Maryland, the greatest concentrations are in Montgomery, Anne Arundel and Howard Counties. Meanwhile, as shown in by the orange dots, UMUC tech workers live overwhelmingly in the areas of Maryland immediately surrounding Adelphi.
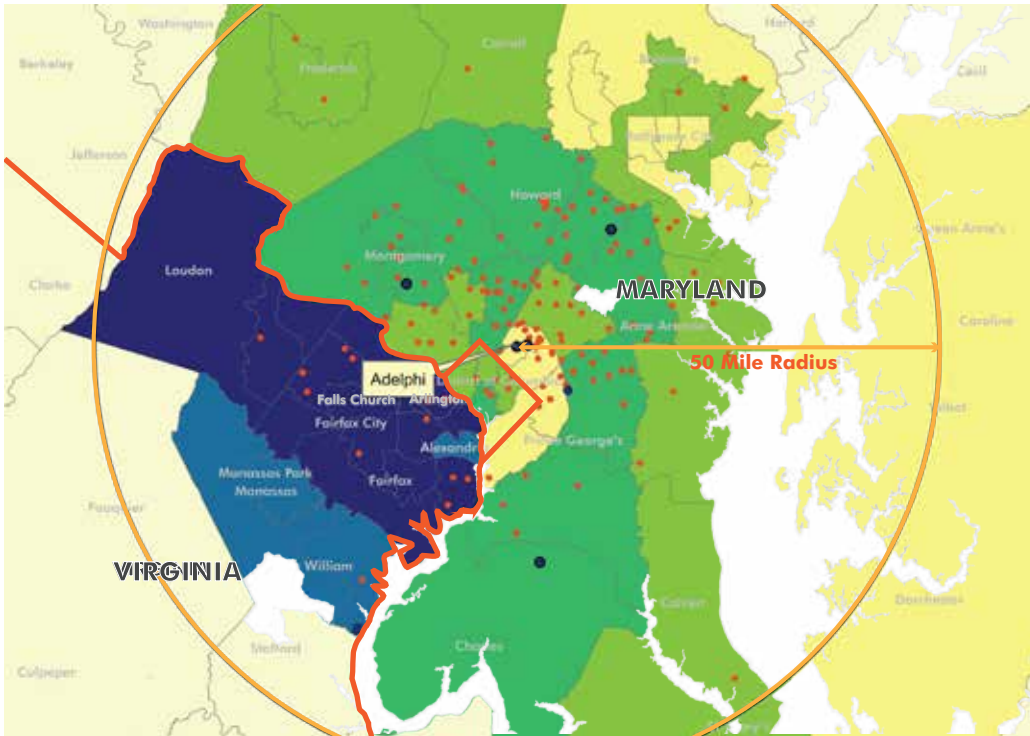
Graphic A.4
Share of Total Employed Residents in Tech Occupations by PUMA, 2011

Source: American Community Survey Public Use Microdata Sample
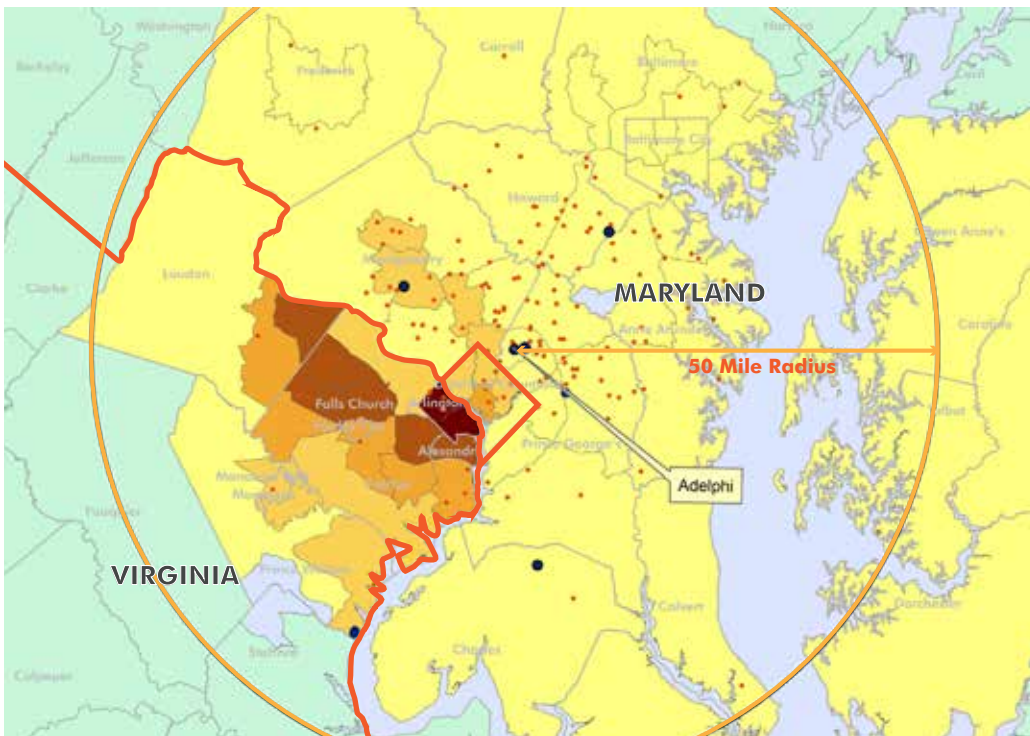
Graphic A.5
Density of Tech Employees per Square Mile by PUMA, 2011

Source: American Community Survey Public Use Microdata Sample

A TECHNOLOGY WORKFORCE PROFILE

The maps further refine the talent pool by illustrating the number of residents in tech occupations per square mile within each PUMA. With this refinement, it is easy to see that the greatest concentrations are in Arlington, followed by Alexandria, Falls Church/Annandale, and Reston in Fairfax County and the Sterling/Ashburn portion of Loudoun County.

Characteristics of the Tech Labor Force

The tech labor force in the region is aging. The following chart shows the decline in very young workers (whether this indicates fewer young people entering tech professions or fewer young people working while in school is unknown) and the increasing number of older tech workers.

Graphic A.6
Change in Age of Region Tech
Workers, 2000 to 2011

Source: American Community
Survey Public Use Microdata
Sample

Age	Change
<19	-90%
19-22	-37%
23-24	-18%
25-29	5%
30-34	12%
35-39	-8%
40-49	14%
50-64	87%
>64	179%
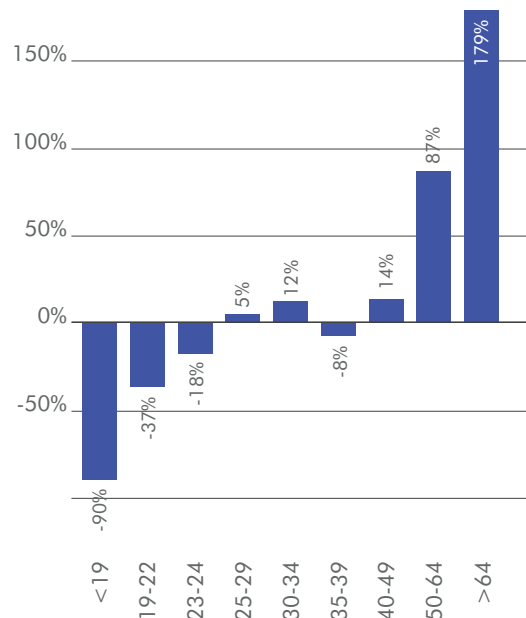
The following figures show the increasing number of classified tech occupations. There are 40% more new classified tech occupations in 2011 (14) than in 2000 (10).
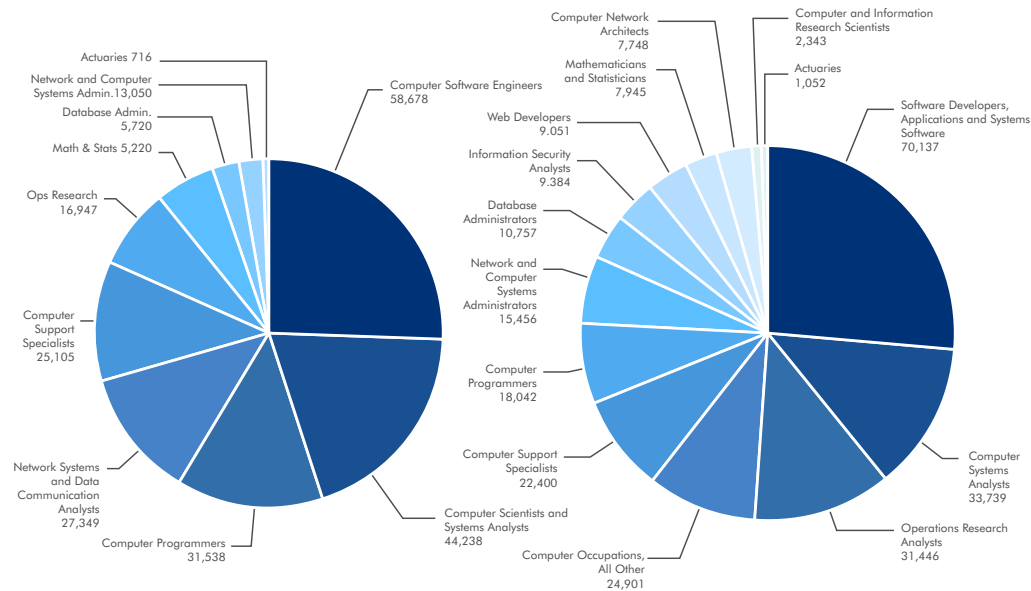
Graphic A.7
Distribution of Tech Occupations, 2000 and 2011

Source: American Community Survey Public Use Microdata Sample

The figure below shows the modal split of tech workers in the region. Not surprisingly, Maryland and Virginia workers are more likely to drive to work than their DC counterparts.

	Region	DC	Maryland	Virginia
NA	1.0%	0.5%	1.0%	0.9%
Car	75.6%	31.5%	77.9%	79.3%
Motorcycle	0.2%	0.0%	0.2%	0.3%
Bus	4.9%	13.3%	2.6%	6.2%
Subway	10.3%	37.5%	10.1%	6.8%
Railroad	1.0%	0.0%	1.2%	1.0%
Taxi	0.1%	0.9%	0.0%	0.0%
Bicycle	0.5%	5.9%	0.1%	0.2%
Walked	1.0%	8.4%	0.7%	0.4%
Other	0.6%	0.4%	0.9%	0.2%
Worked at Home	4.8%	1.6%	5.4%	4.7%

Table A.8
Modal Split by Sub-Region, 2011

● Below Average
● Above Average

Source: American Community Survey Public Use Microdata Sample

A TECHNOLOGY WORKFORCE PROFILE

The following tables show the changes in mode of transportation and travel time of tech workers between 2000 and 2011. While car usage has decreased by 8%, travel times have increased.

Table A.9
Travel Mode

Decrease ●
Increase ●

Source: American Community Survey Public Use Microdata Sample

	2000	2011	Change in Share
NA	1.0%	1.0%	0.0%
Car	83.4%	75.6%	-7.8%
Motorcycle	0.1%	0.2%	0.1%
Bus	2.0%	4.9%	2.9%
Streetcar/Trolley	0.0%	0.0%	0.0%
Subway	7.1%	10.3%	3.2%
Railroad	1.1%	1.0%	0.0%
Taxi	0.1%	0.1%	-0.1%
Bicycle	0.4%	0.5%	0.2%
Walked	1.5%	1.0%	-0.5%
Other	0.3%	0.6%	0.2%
Worked at Home	3.0%	4.8%	1.8%

Table A.10
Travel Time

Decrease ●
Increase ●

Source: American Community Survey Public Use Microdata Sample

	2000	2011	Change in Share
0 Minutes	4.0%	5.8%	1.8%
1-15 Min	18.3%	14.3%	-4.1%
16-30 Min	33.2%	31.5%	-1.7%
31-45 Min	23.2%	23.0%	-0.2%
46-60 Min	13.4%	14.5%	1.1%
61-75 Min	3.1%	3.7%	0.6%
76-90 Min	2.4%	4.3%	2.0%
91-120 Min	0.5%	0.7%	0.1%
>120 Min	1.1%	1.5%	0.4%

Graphic A.11
Median Wage of Tech Workers by PUMA, 2011

- $54,000 - $60,000
- $60,000 - $72,000
- $72,000 - $82,000
- $82,000 - $95,000
- $95,000 - $115,000

Source: American Community Survey Public Use Microdata Sample

The map above shows that tech workers who live in the outer ring suburbs have higher incomes than those (likely younger workers) living in Northern Virginia, DC, and other, more urban areas. The assumption that more urban tech workers are younger is supported by the percentage of these workers living in non-family households (i.e., alone or with roommates). Almost two-thirds of DC workers are not in family households, along with 59% of Alexandria's tech residents and 53% of Arlington's, whereas only 23% of Maryland's tech workers do not live with families.

	2000	2011
Region	28.5%	27.3%
DC	56.9%	67.9%
MD	23.7%	23.4%
Montgomery County, MD	21.2%	21.0%
VA	30.7%	25.7%
Alexandria, VA	58.0%	58.5%
Arlington, VA	57.7%	53.0%
Fairfax County, VA	27.6%	22.8%
Loudoun County, VA	18.0%	17.7%

Table A.12
Share of Tech Workers in Non-Family Households

- Increase

Source: American Community Survey Public Use Microdata Sample

B EXISTING FACILITY USE - BUILDING DETAILS

ADELPHI CAMPUS

UMUC's Adelphi presence includes the Administration Building, the Inn & Conference Center [ICC], the Hotel Building and a multi-story parking structure. Both the Hotel Building and the ICC are operated through a vendor service contract by Marriott. UMUC has made significant investments in the Adelphi facilities over recent years, including a full renovation of the former Student & Faculty Support Center into the present Administration Building and a full renovation of the Inn & Conference Center. Not only have these investments kept the buildings aesthetically current but they also have included key programmatic advances. The Administration Building's most recent renovation shifted it toward a more open environment with an equal emphasis on mixed "neighborhoods" of reconfigurable office cubical systems and private offices. The just-completed renovation of the ICC re-imagined the existing food service environment as fully integrated with the hotel's lounge aspects, allowing for an attractive and effective co-mingling of working and dining environments. The renovations of the ICC have proven popular for not only hotel and conference guests but also UMUC Adelphi employees.

Graphic B.1
Administration Building

Administration Building (Adelphi)

The Administration Building is a four-story structure that houses the majority of UMUC's Analytics, Planning & Technology [APT] functions as well as its marketing activities. It also contains offices for some administrative functions such as Institutional Advancement and Human Resources. The building has a strong floorplan organization with a central stair and/or open space on each floor, which extends vertically from the entry lobby, as well as secondary "service hubs" in the center of each wing. These service hubs include pantries,

B EXISTING FACILITY USE - BUILDING DETAILS
ADELPHI CAMPUS

toilets, secondary elevators, and formal and informal conference space. In some instances, access to certain floors is controlled by proximity card readers. The building's space planning is a balanced approach between private offices and open plan workstations.

The first floor of the building is comprised almost completely of APT offices and cubicles. Marketing utilizes a small amount of storage space on this floor as well. Major space allocations include:

Analytics, Planning & Technology [APT]	18,499nasf
Marketing	957nasf
Shared Resources	*1,963nasf*
Mailroom	*1,365nasf*

Human Resources [HR] has a large presence on the north side of second floor of the building, with designated offices and cubicles comprising roughly half of the floor plate. Institutional Advancement [IA], Institutional Resolution & Accessibility, Strategic Contracting, and the Office of Diversity occupy the remainder of the second floor. Both HR and IA have reception service points on the central stair space. This floor includes some of the Administration Building's most significant conferencing space. Major space allocations include:

Human Resources	10,721nasf
Institutional Advancement	7,988nasf
Inst. Resolution & Accessibility	1,978nasf
Diversity	1,358nasf
Strategic Contracting	655nasf
Shared Resources	*3,185nasf*

The third floor is equally divided between Institutional Effectiveness in the northern half and Marketing in the southern half. The Administration Building is connected to the ICC by a climatized bridge with a secure (proximity card reader) connection between each building. Major space allocations include:

Marketing	13,385nasf
Institutional Effectiveness	11,604nasf
Shared Resources	*2,826nasf*
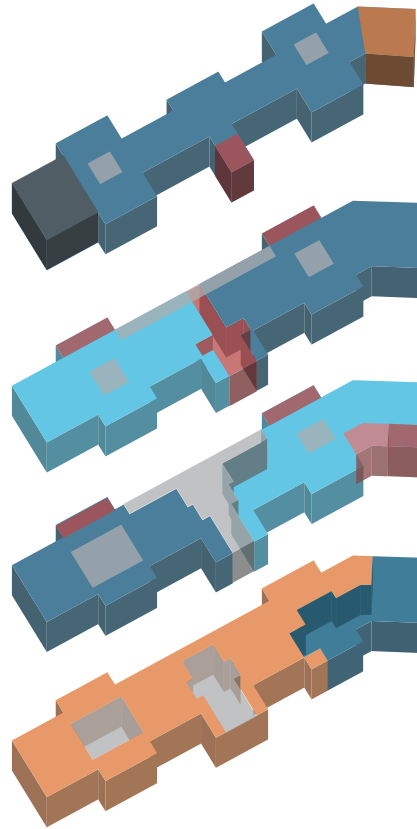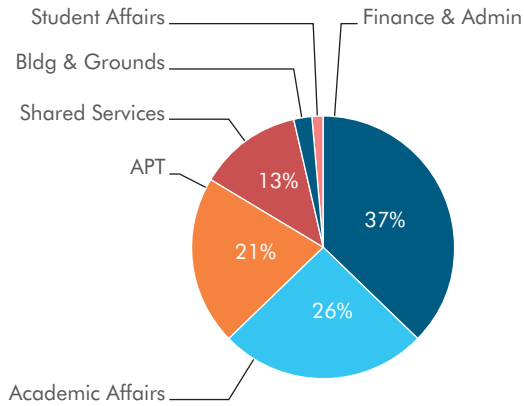
Graphic B.5
Administration Building
Distribution by Department

- Academic Affairs
- Buildings & Grounds
- Finance & Administration
- APT
- Library
- Other - Non-UMUC
- Shared Services
- Student Affairs
- Vendor Services - Facilities
- Vendor Services - Food
- Vendor Services - Hotel
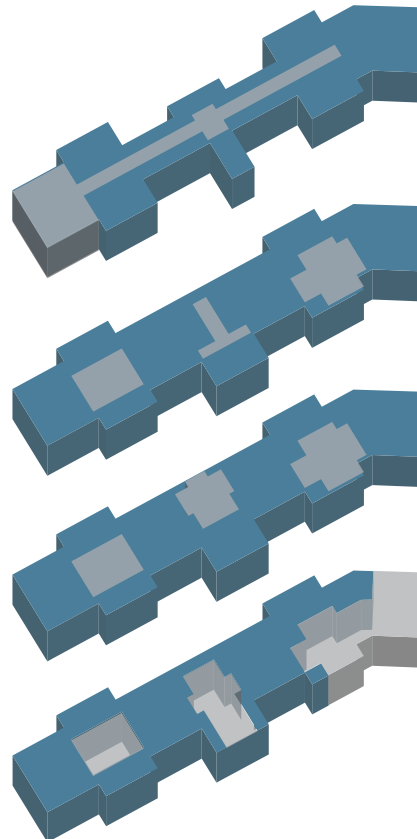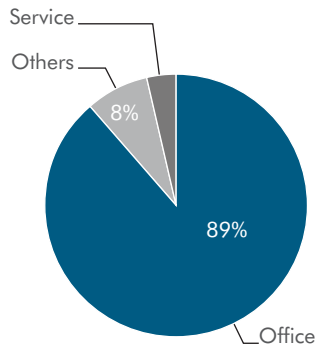
Graphic B.6
Administration Building
Distribution by Function

- 100s - Classrooms
- 200s - ClassLab
- 300s - Office
- 400s - Library
- 500s - Special Use
- 600s - Activity Space
- 700s - Service
- 900s - Hotel/Lodging
- Unknown
- Others

B EXISTING FACILITY USE - BUILDING DETAILS
ADELPHI CAMPUS

Graphic B.7
Administration Building
Floor Plans by Department

- Academic Affairs
- Buildings & Grounds
- Finance & Administration
- APT
- Library
- Other - Non-UMUC
- Shared Services
- Student Affairs
- Vendor Services - Facilities
- Vendor Services - Food
- Vendor Services - Hotel

ADMIN LEVEL 4

Service Hub
Typical All Floors

ADMIN LEVEL 3

Bridge to ICC

Open Stair

ADMIN LEVEL 2

Service Hub
Typical All Floors

ADMIN LEVEL 1

Main Lobby/Entry

ADMIN LEVEL 4

ADMIN LEVEL 3

ADMIN LEVEL 2

ADMIN LEVEL 1

Graphic B.8
Administration Building
Floor Plans by Function

- 100s - Classrooms
- 200s - ClassLab
- 300s - Office
- 400s - Library
- 500s - Special Use
- 600s - Activity Space
- 700s - Service
- 900s - Hotel/Lodging
- Unknown
- Others
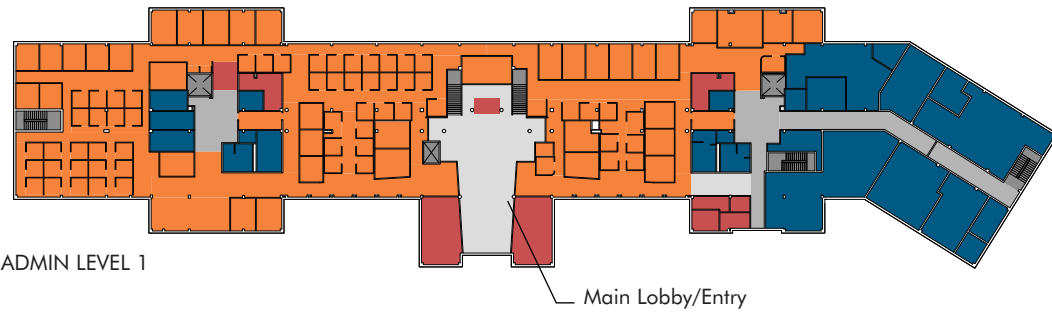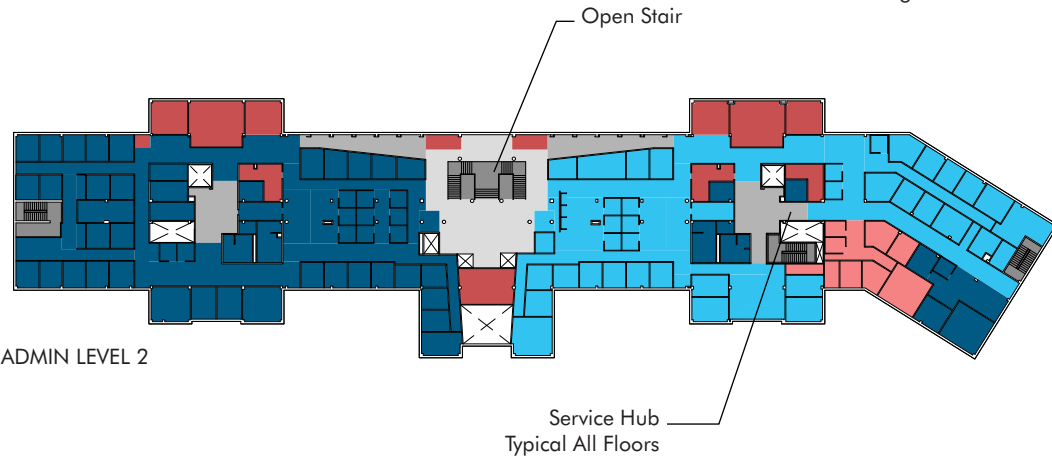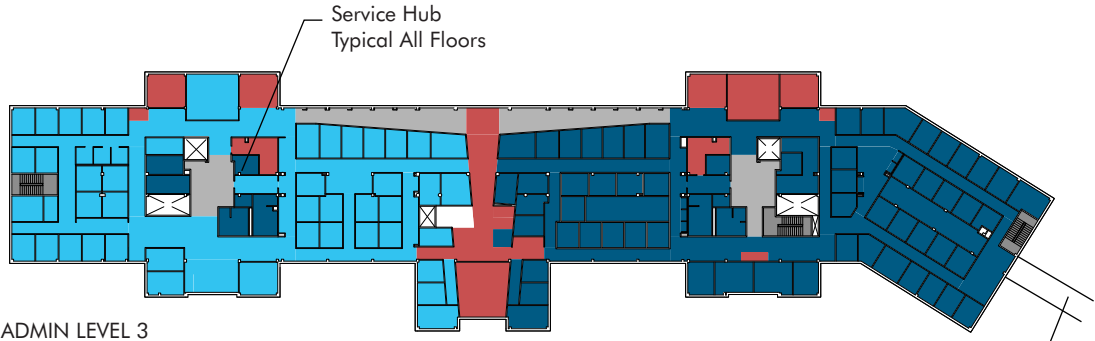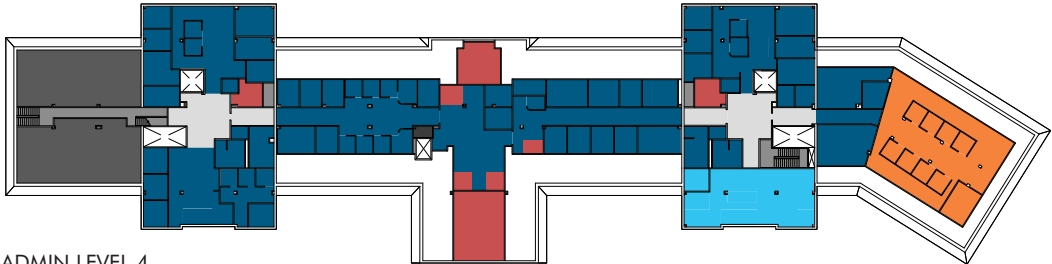
B EXISTING FACILITY USE - BUILDING DETAILS
ADELPHI CAMPUS

Graphic B.9
Inn & Conference Center

Graphic B.10
Data Center at the Inn &
Conference Center (Soon to be
Moved Off-Site)

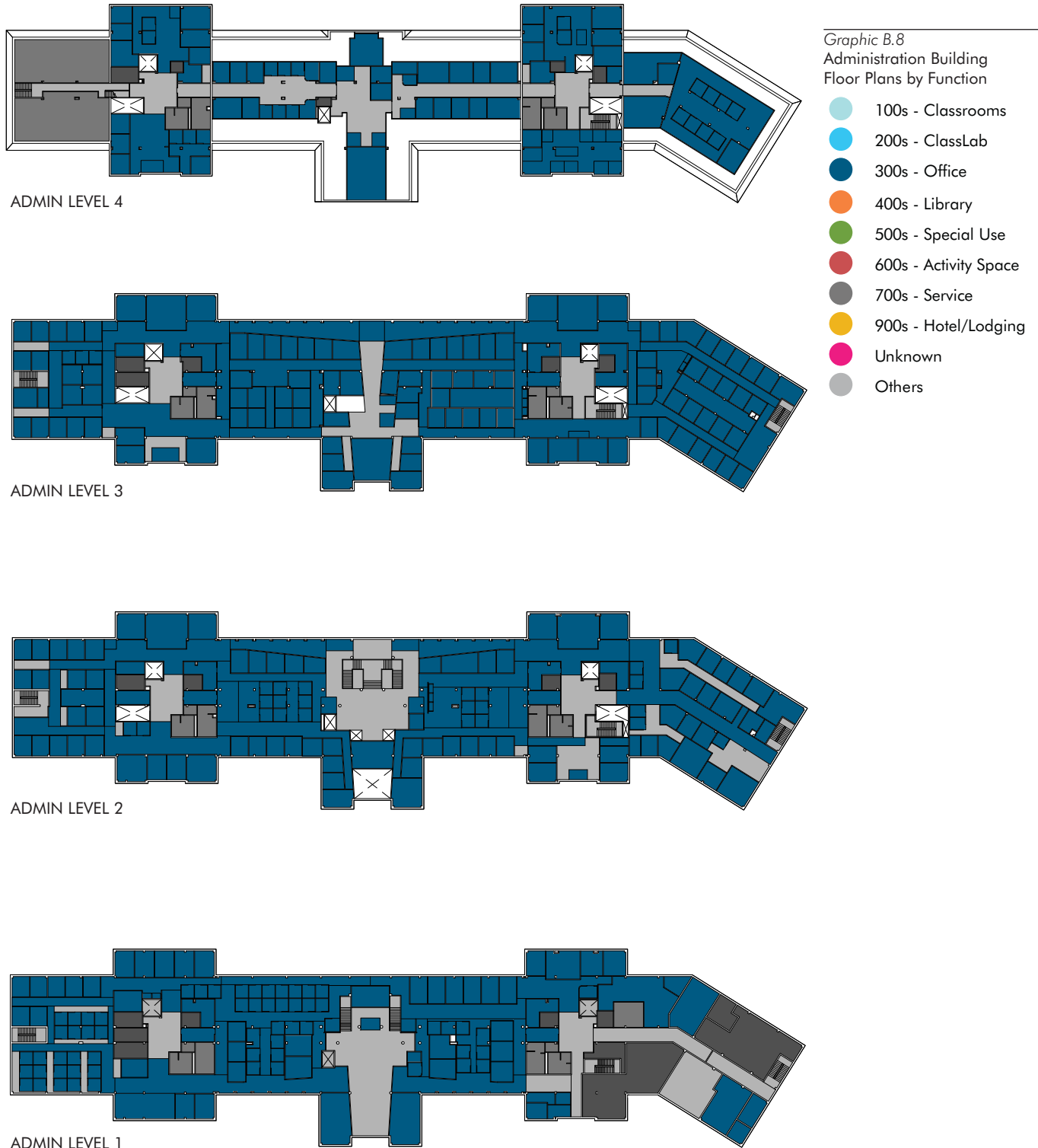The fourth floor of the Administration Building is located underneath the building's gabled roof and has less available capacity than the lower floors. It houses additional Analytics, Planning & Technology [APT] space in its southern end and the offices of Budget, Finance, Procurement, and Corporate Learning Solutions. Several areas of attic space are also used for various storage needs. Major space allocations include:

Finance	5,645nasf
Procurement	3,824nasf
Budget	2,652nasf
APT	2,388nasf
Corporate Learning Solutions	1,454nasf
General Storage	*3,523nasf*
Shared Resources	*1,589nasf*

Graphic B.11
Administration Building
4th Floor
Space Allocation

Inn & Conference Center [ICC] (Adelphi)

The hotel, event/conference, and food service component of the ICC is managed via a vender service contract by the Marriott Hotel Corporation. The ICC is a complex of connected buildings that range in height from one to five stories. The complex also has a large basement that is occupied by several departments.

Programmatically, the ICC serves a range of needs for UMUC, from administrative office space, conference rooms, hotel rooms, and spaces for special events. APT occupies the building's north wing on the basement level, primarily with the data center (which is soon to be phased out and moved off-site into the "cloud").

Other basement spaces include designated back-of-house areas for Marriott (offices, storage rooms) and several large conference rooms. There are also several rooms dedicated to the TV Studio and support spaces for UMUC's art collection. The offices of UMUC's Facilities Management and shop areas are also located in the basement of the ICC. Major space allocations include:

Marriott	14,697nasf
APT	9,703nasf
Facilities Management	5,131nasf
UMUC Art Holdings	3,465nasf
TV Studio	3,263nasf
Emcor	1,826nasf

Graphic B.12
Inn & Conference Center
Basement
Space Allocation

B EXISTING FACILITY USE - BUILDING DETAILS
ADELPHI CAMPUS

The first floor of the ICC is primarily dedicated to conferencing functions of the Marriott hotel, including two large ballrooms (one of which has been recently transformed from a tiered auditorium), a banquet room, and several conference room/pre-function spaces. There is also a large food service and informal meeting/lounge component to support the event spaces. This includes a large commercial kitchen, food service offices, a gastro-pub restaurant and lounge areas. UMUC's permanent art collection is also exhibited on the first floor of the ICC in a newer addition to the building. Major space allocations include:

Graphic B.13
Inn & Conference Center
1st Floor
Space Allocation

Marriott	54,514nasf
UMUC Art Holdings	3,468nasf
Security	784nasf

Hotel rooms comprise the vast majority of the upper floors of the ICC, with over 110 room keys. The second floor of the eastside wing is wholly dedicated to conference rooms (13 total), while the third floor of the eastside wing contains UMUC administrative and executive offices, including Communications, Legal Affairs, and the offices of the President, Provost, Chief Business Officer, and Chief Financial Officer.

Graphic B.14
Inn & Conference Center
2nd, 3rd, 4th, 5th Floors
Space Allocation

2nd Floor major space allocations	
Marriott	20,454nasf
3rd Floor major space allocations	
Marriott	9,985nasf
Office of the President	3,603nasf
Legal Affairs	2,752nasf
Office of the CBO and the CFO	2,102nasf
Shared Resources	1,667nasf
Office of the Provost	1,535nasf
Communications	1,218nasf
4th Floor major space allocations	
Marriott	5,200nasf
5th Floor major space allocations	
Marriott	5,200nasf

Graphic B.15
Inn & Conference Center
Art Gallery

Graphic B.16
Inn & Conference Center
Renovated Hotel Room

B EXISTING FACILITY USE - BUILDING DETAILS
ADELPHI CAMPUS

Graphic B.17
Inn & Conference Center
Distribution by Department

Academic Affairs
Buildings & Grounds
Finance & Administration
APT
Library
Other - Non-UMUC
Shared Services
Student Affairs
Vendor Services - Facilities
Vendor Services - Food
Vendor Services - Hotel

Bldg & Grounds
President
Vendor Srv
Shared Services
Finance & Admin
Academic Affairs
Library
Vendor Services Hotel

6%
6%
73%

Others
Library
Service
Special Use
Hotel/Lodging
Unknown

49%
20%
26%
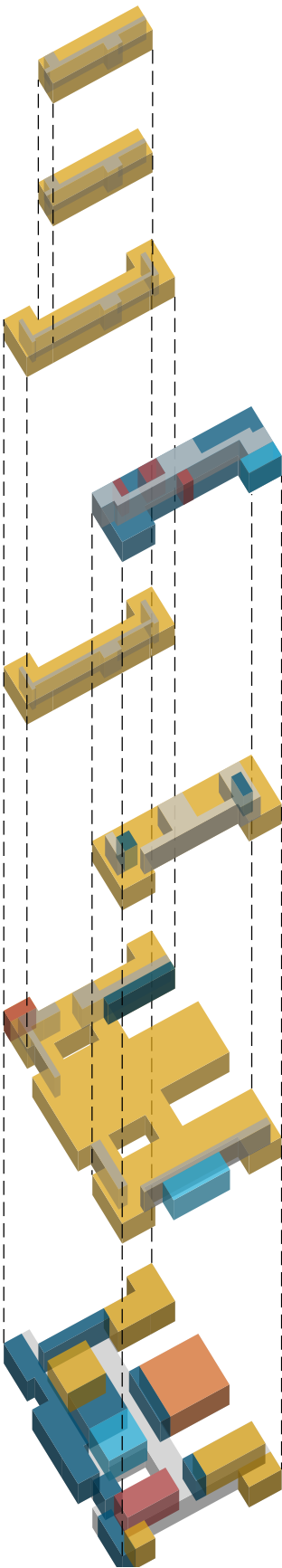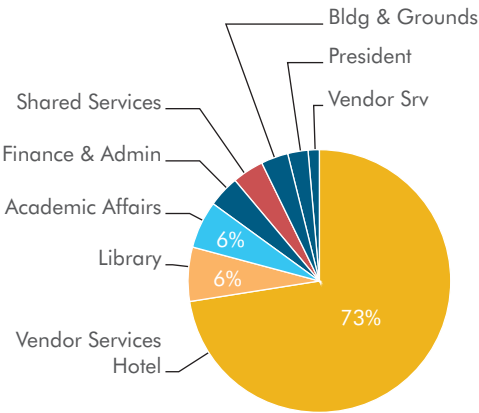
Office
Activity Space
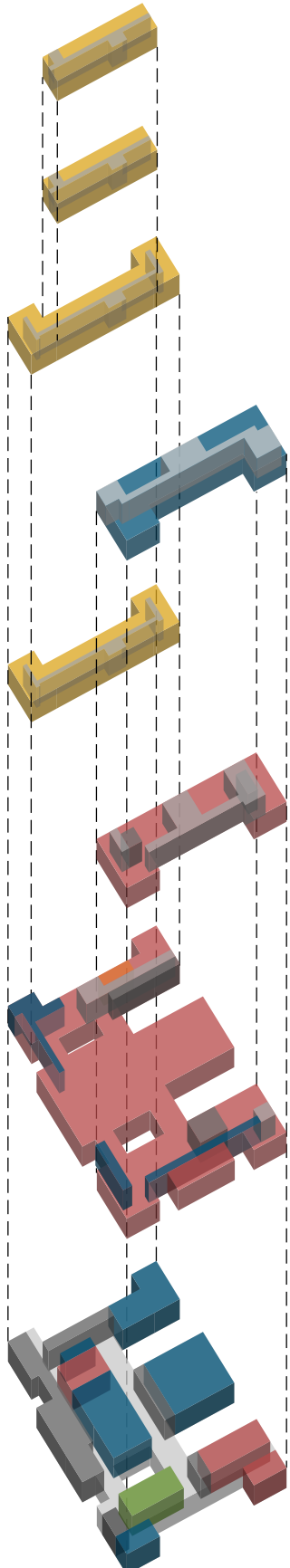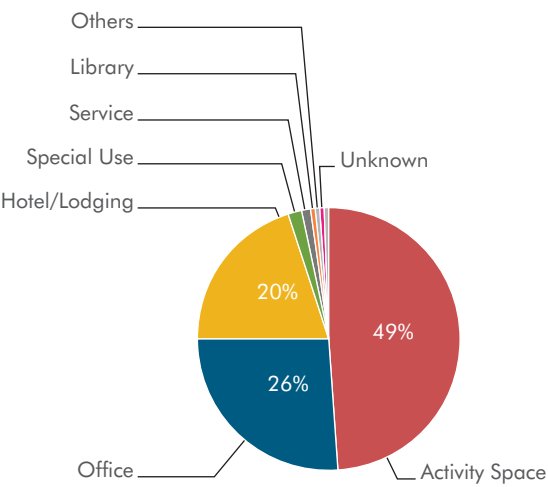
Graphic B.18
Inn & Conference Center
Distribution by Function

- 100s - Classrooms
- 200s - ClassLab
- 300s - Office
- 400s - Library
- 500s - Special Use
- 600s - Activity Space
- 700s - Service
- 900s - Hotel/Lodging
- Unknown
- Others

B EXISTING FACILITY USE - BUILDING DETAILS
ADELPHI CAMPUS

Graphic B.19
Inn & Conference Center
Floor Plans by Department

Academic Affairs ●
Buildings & Grounds ●
Finance & Administration ●
APT ●
Library ●
Other - Non-UMUC ●
Shared Services ●
Student Affairs ●
Vendor Services - Facilities ●
Vendor Services - Food ●
Vendor Services - Hotel ●

Hotel Rooms

ICC LEVEL 2

Junior Ballroom

Art Gallery

Lounge

Restaurant

Kitchen

Main Ballroom

ICC LEVEL 1

Data Center

ICC BASEMENT

ICC LEVEL 2

ICC LEVEL 1

ICC BASEMENT
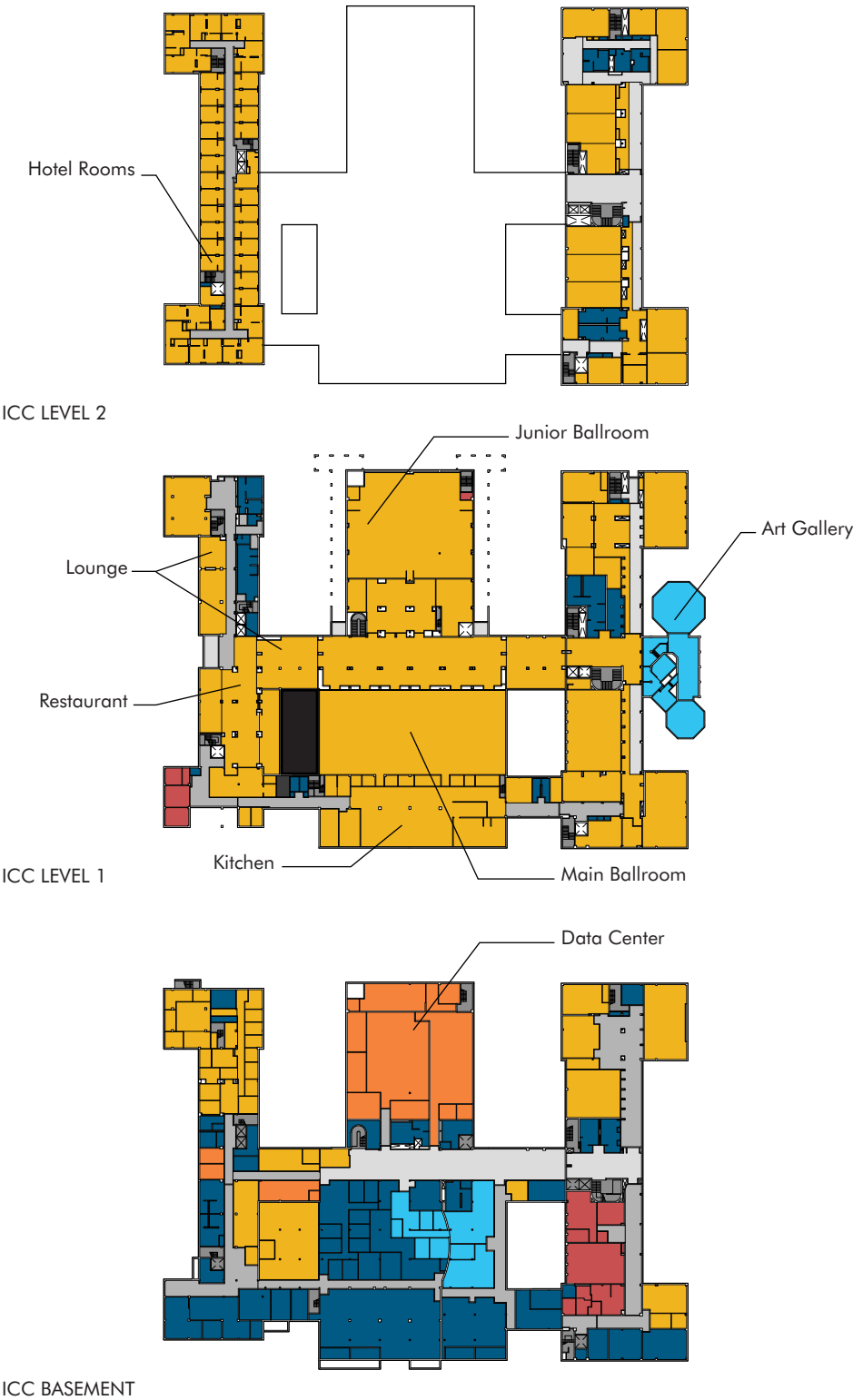
Graphic B.20
Inn & Conference Center
Floor Plans by Function

- 100s - Classrooms
- 200s - ClassLab
- 300s - Office
- 400s - Library
- 500s - Special Use
- 600s - Activity Space
- 700s - Service
- 900s - Hotel/Lodging
- Unknown
- Others
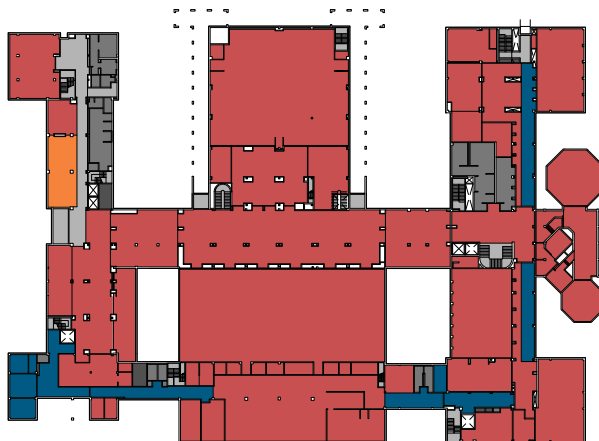
B EXISTING FACILITY USE - BUILDING DETAILS
ADELPHI CAMPUS

Graphic B.21
UMUC Inn & Conference Center
Floor Plans by Department

Academic Affairs ●
Buildings & Grounds ●
Finance & Administration ●
APT ●
Library ●
Other - Non-UMUC ●
Shared Services ●
Student Affairs ●
Vendor Services - Facilities ●
Vendor Services - Food ●
Vendor Services - Hotel ●

ICC LEVEL 5

ICC LEVEL 4

ICC LEVEL 3

Bridge to Admin Bldg

Provost Suite

President Suite

Perkins Eastman

ICC LEVEL 5

ICC LEVEL 4

ICC LEVEL 3

Graphic B.22
UMUC Inn & Conference Center
Floor Plans by Function

- 100s - Classrooms
- 200s - ClassLab
- 300s - Office
- 400s - Library
- 500s - Special Use
- 600s - Activity Space
- 700s - Service
- 900s - Hotel/Lodging
- Unknown
- Others

B EXISTING FACILITY USE - BUILDING DETAILS
ADELPHI CAMPUS

Hotel (Adelphi)

Graphic B.23
Hotel Building

The hotel building, and almost all space within it, is managed in concert with the ICC via a vender service contract by the Marriott Hotel Corporation. This building is not a significant focus of the FMP study, though it does have a modest complement of conference rooms and event space on its ground floor. It is an environmentally sustainable building, with the distinction of being the first LEED-certified hotel and conference center in the United States.

Adelphi Campus – Garage

The parking garage has five levels and provides parking for visitors on the ground level and employees and overflow visitor parking on the upper levels. Until recently, UMUC charged for parking, but determined that it cost more to maintain the vendor contract to collect such fees than the revenue produced.

University Center

Graphic B.24
University Center Building

University Center has three levels and serves as a flexible work and surge space environment.

1st Floor major space allocations	
Surge/Flex	5,601nasf
APT	2,559nasf
Shared Resources	630nasf
2nd Floor major space allocations	
APT	6,165nasf
Center for Intellectual Property	3,269nasf
Commencement	1,349nasf
3rd Floor major space allocations	
APT	6,626nasf
Enterprise Risk & Compliance	2,274nasf
Payroll	1,403nasf

Graphic B.25
University Center Building
1st, 2nd, 3rd Floors
Space Allocation

B EXISTING FACILITY USE - BUILDING DETAILS
UNIVERSITY CENTER

Graphic B.26
University Center
Distribution by Department

- Academic Affairs
- Buildings & Grounds
- Finance & Administration
- APT
- Library
- Other - Non-UMUC
- Shared Services
- Student Affairs
- Vendor Services - Facilities
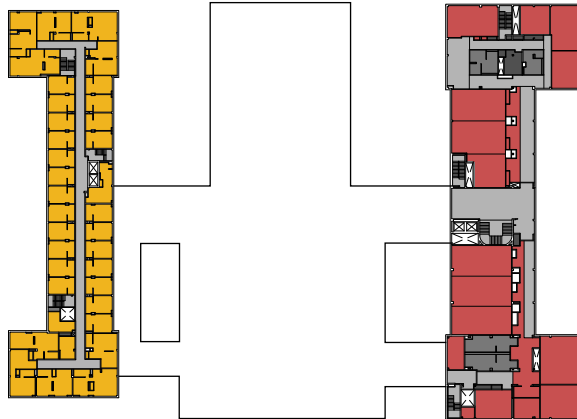- Vendor Services - Food
- Vendor Services - Hotel

Other - Non-UMUC

Shared Services

Academic Affairs

APT

11%

34%

51%

Finance & Admin

Activity Space

Unknown

95%
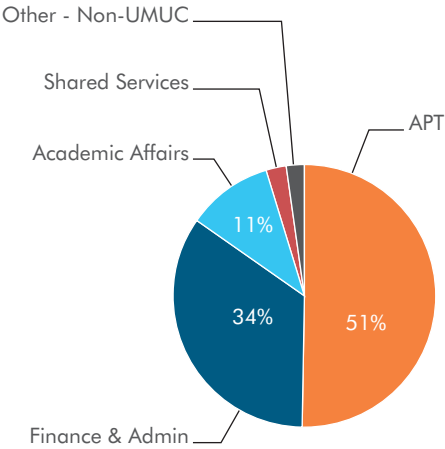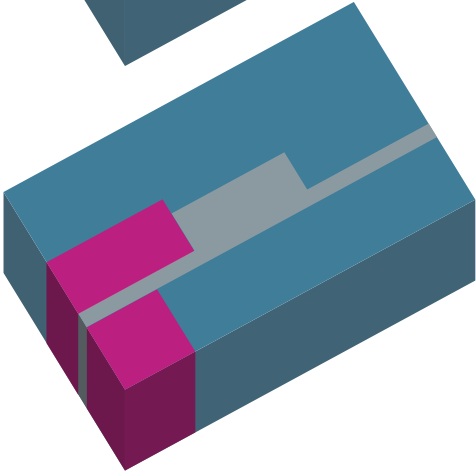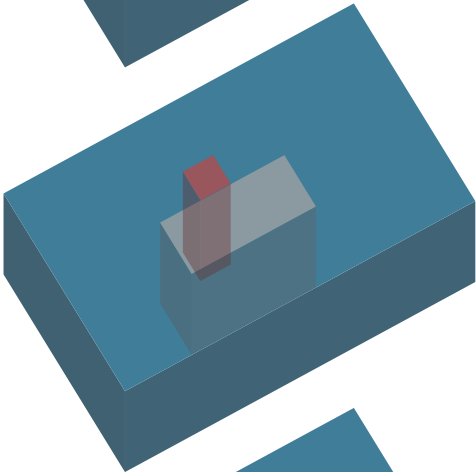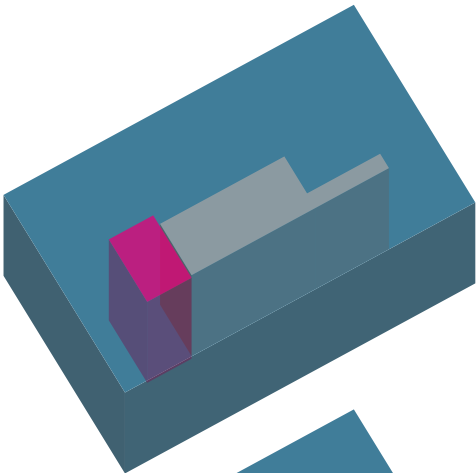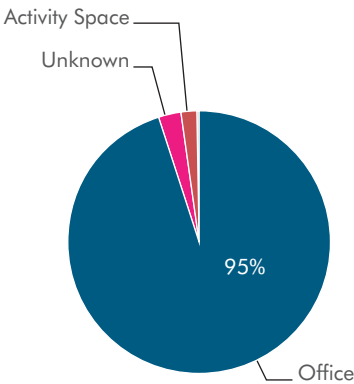
Office

Graphic B.27
University Center
Distribution by Function

- 100s - Classrooms
- 200s - ClassLab
- 300s - Office
- 400s - Library
- 500s - Special Use
- 600s - Activity Space
- 700s - Service
- 900s - Hotel/Lodging
- Unknown
- Others

B EXISTING FACILITY USE - BUILDING DETAILS
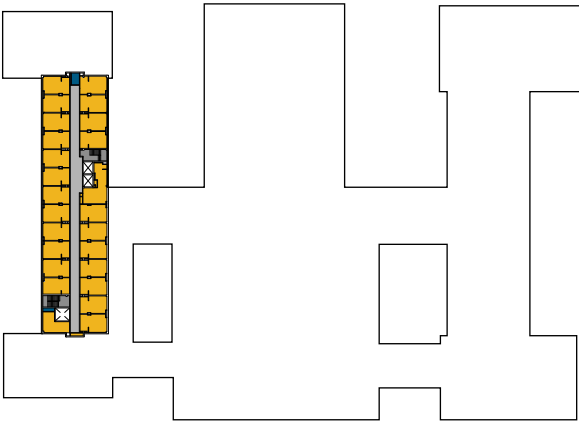## *UNIVERSITY CENTER*

Graphic B.28
University Center
Floor Plans by Department

Academic Affairs ●
Buildings & Grounds ●
Finance & Administration ●
APT ●
Library ●
Other - Non-UMUC ●
Shared Services ●
Student Affairs ●
Vendor Services - Facilities ●
Vendor Services - Food ●
Vendor Services - Hotel ●

UC LEVEL 3
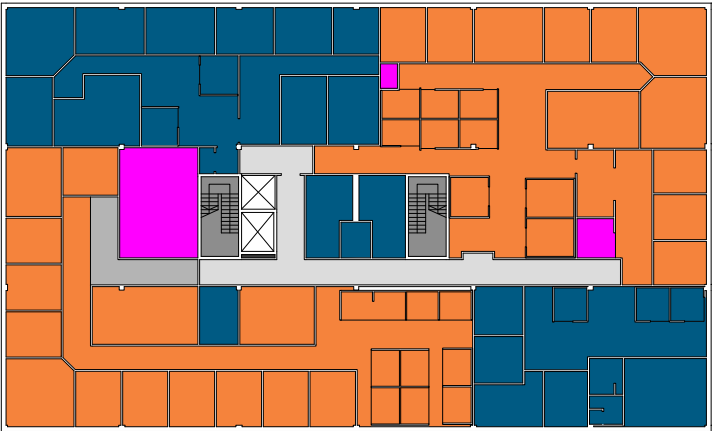
UC LEVEL 2
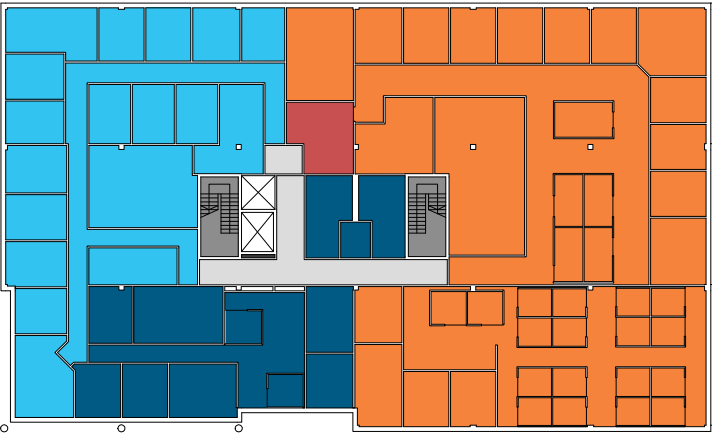
Main Entry/Lobby

UC LEVEL 1

Perkins Eastman

UC LEVEL 3

UC LEVEL 2

UC LEVEL 1
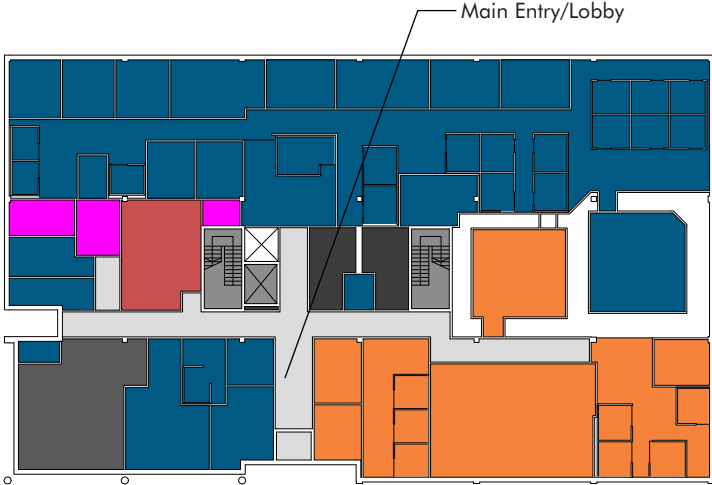
Graphic B.29
University Center
Floor Plans by Function

- 100s - Classrooms
- 200s - ClassLab
- 300s - Office
- 400s - Library
- 500s - Special Use
- 600s - Activity Space
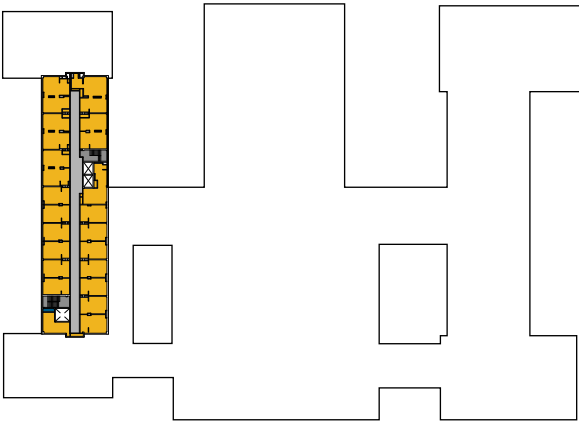- 700s - Service
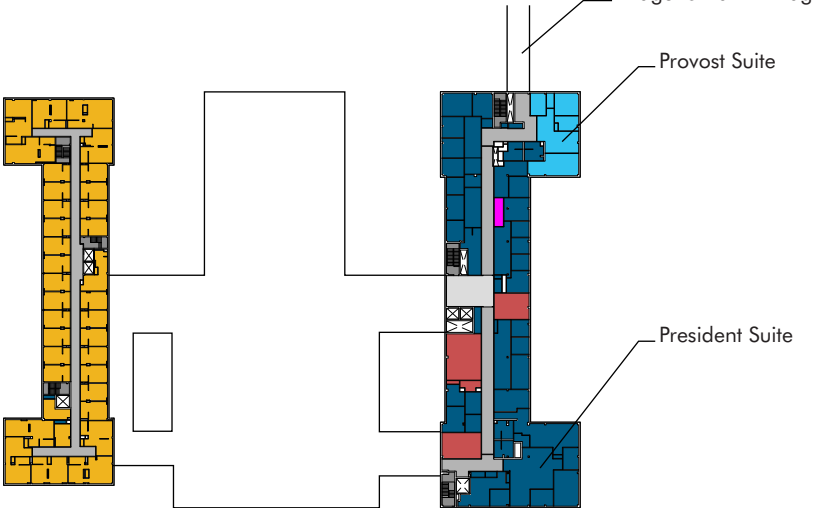- 900s - Hotel/Lodging
- Unknown
- Others
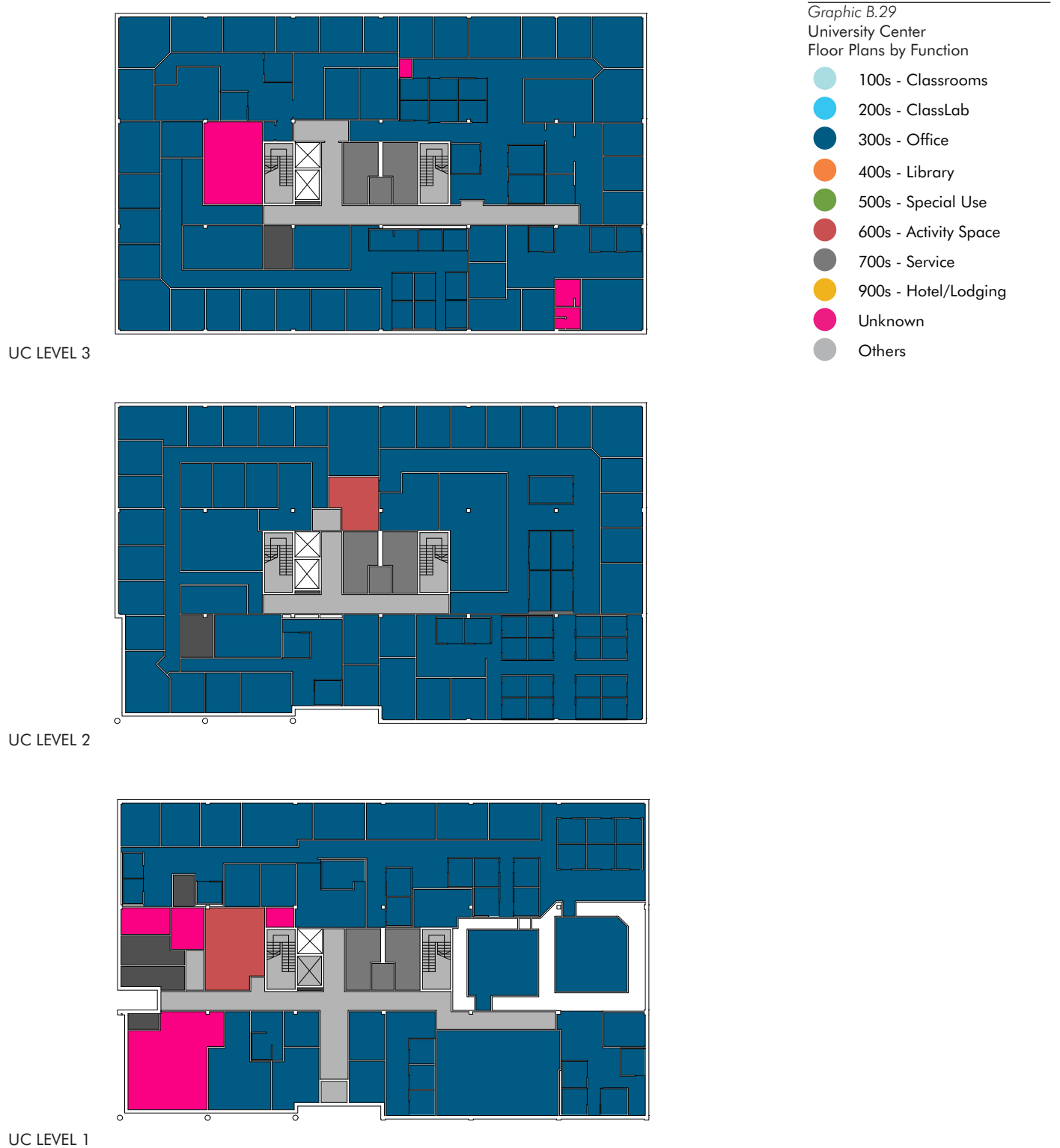
B EXISTING FACILITY USE - BUILDING DETAILS
LARGO CAMPUS

LARGO CAMPUS

UMUC provides the vast majority of its student services virtually through its extensive online support system. Online support, however, can still require physical facilities for functions as varied as call service centers and administration and development for the online programs. Though not technically a campus, Largo is comprised of two buildings, the Academic Center at Largo (also known as Largo 1) and Largo 2. The Academic Center is a full-service facility and contains administrative offices, student services, and amenities such as classrooms, offices for student advising/counseling, and a cafeteria for students, staff, and visitors. Largo 2 is a student services facility that houses Student Accounts, Financial Aid, and Call Center Operations, which provide telephone support to UMUC students.

The Academic Center at Largo

The Academic Center is a massive three-story building that serves a multitude of functions, including Student Affairs. Most notably, this building houses UMUC's administrative "Collegiate" faculty offices.

The first floor of the building contains the largest amount of public space, including a full cafeteria and supporting kitchen. Directly off the main entrance is a suite of small offices that are used for student advising and counseling (by appointment and walk-in). Other amenities on this floor include classrooms, computer labs, a student lounge, an auditorium (a flat-floor multipurpose room), and a fitness center. UMUC's Information & Library Services offices also are located on this floor, where students have the option of talking in person with a Library staff member or using computers at study carrels to access UMUC's online library database. Career Services offices and the Testing Center are also located on this floor.

In addition to Student Affairs, a significant amount of office space on the first floor is dedicated to Collegiate faculty for UMUC's Cyber Security program. Facilities Management and Career Services offices also are located on the first floor of the Academic Center. Major space allocations include:

Food Service (Aramark)	8,952nasf
Information & Library Services	4,961nasf
Stud. Affairs	4,424nasf
Acad. Affairs, Registrar	4,025nasf
Facilities Meetings & Events	3,537nasf
Graduate School (Cyber Security)	3,334nasf
Facilities Management	3,277nasf
Student Activities	2,455nasf
Acad. Affairs, Computing Srv.	1,683nasf
Fitness Center	1,537nasf
Acad. Affairs, Testing Center	823nasf
Office of President	783nasf
Shared Resources	630nasf
Stud. Affairs, Career Services	486nasf

Graphic B.31
Academic Center at Largo
1st Floor
Space Allocations

The second floor of the Academic Center is overwhelmingly comprised of offices and cubicles for Collegiate staff and faculty. The floor is split primarily between office space for the School of Undergraduate Studies and Student Affairs. The third largest space allocation on the second floor is for Military Operations offices. In addition, a small percentage of the second floor is dedicated to Exams and Testing, Textbook Operations, OISS Administration, the Center for Teaching & Learning, Human Resources, and shared conference rooms. A small number of rooms on this floor are currently vacant.

B EXISTING FACILITY USE - BUILDING DETAILS
LARGO CAMPUS

Major space allocations include:

Student Affairs	20,380nasf
Undergraduate School	16,986nasf
Military Operations	3,228nasf
Shared Resources	3,027nasf
Textbook Operations	2,440nasf
Acad. Affairs, Exams & Testing	1,750nasf
Human Resources	1,285nasf
Center for Teaching & Learning	573nasf
Stud. Affairs, Shared Services	533nasf

Like the second floor, the third floor of the Academic Center contains primarily offices and cubicles for Collegiate faculty and staff. The floor is mainly divided between the Graduate School, Enrollment Management, and OISS Administration. This floor also contains Partnerships, Marketing & Enrollment Management, offices for the Center for Support & Instruction and the Center for Teaching & Learning, and shared conference rooms. Major space allocations include:

Enrollment Management	20,181nasf
Graduate School	18,067nasf
OISS Administration	7,285nasf
Shared Resources	3,856nasf
Partnerships, Marketing & Enrollment Management	1,354nasf
Center for Support & Instruction	1,339nasf

Pie Chart 1 (Department)

- Academic Affairs — 52%
- Student Affairs — 19%
- Finance & Admin — 8%
- Bldg & Grounds — 8%
- Vendor Srv - Food — 6%
- Shared Resources
- Vendor Srv - Food
- Bldg & Grounds
- Library
- Vendor Srv - Facilities
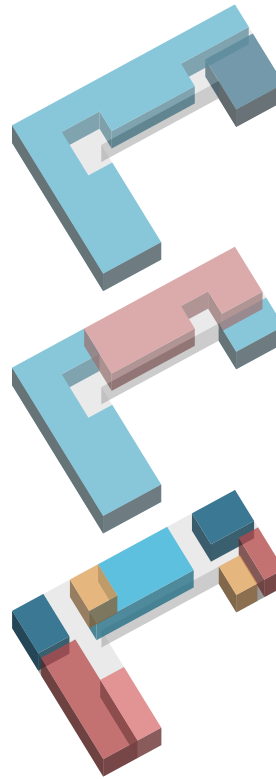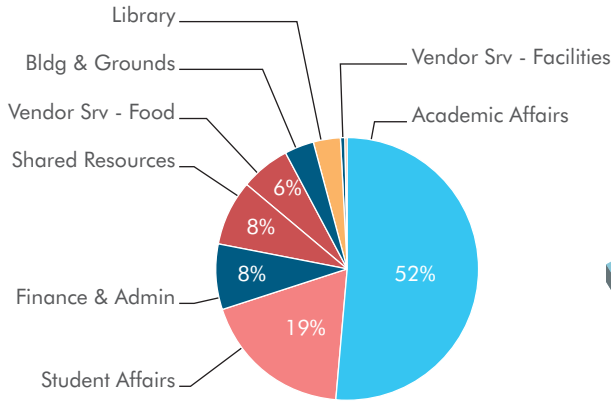
Graphic B.36
Academic Center at Largo
Distribution by Department

- ○ Academic Affairs
- ○ Buildings & Grounds
- ○ Finance & Administration
- ○ APT
- ○ Library
- ○ Other - Non-UMUC
- ○ Shared Services
- ○ Student Affairs
- ○ Vendor Services - Facilities
- ○ Vendor Services - Food
- ○ Vendor Services - Hotel

Pie Chart 2 (Function)

- Office — 82%
- Activity Space — 10%
- Services
- Classrooms
- ClassLab
- Activity Space
- Unknown
- Library
- Others
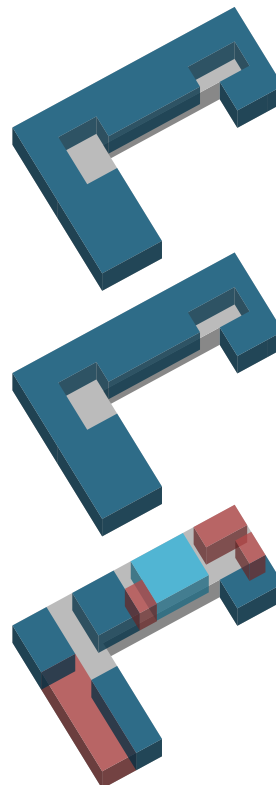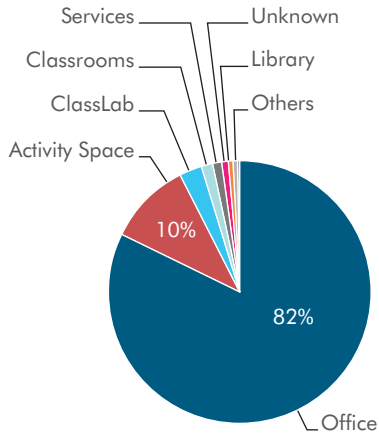
Graphic B.37
Academic Center at Largo
Distribution by Function

- ○ 100s - Classrooms
- ○ 200s - ClassLab
- ○ 300s - Office
- ○ 400s - Library
- ○ 500s - Special Use
- ○ 600s - Activity Space
- ○ 700s - Service
- ○ 900s - Hotel/Lodging
- ○ Unknown
- ○ Others

B EXISTING FACILITY USE - BUILDING DETAILS
LARGO CAMPUS

Graphic B.38
Academic Center at Largo
Floor Plans by Department

- ● Academic Affairs
- ● Buildings & Grounds
- ● Finance & Administration
- ● APT
- ● Library
- ● Other - Non-UMUC
- ● Shared Services
- ● Student Affairs
- ● Vendor Services - Facilities
- ● Vendor Services - Food
- ● Vendor Services - Hotel

LEVEL 3
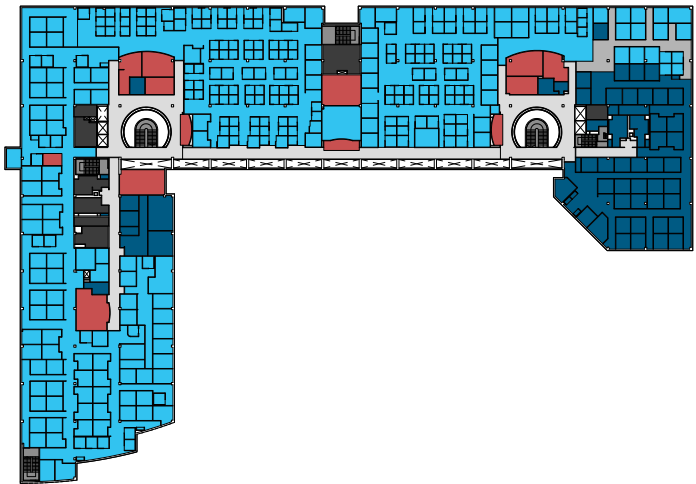
LEVEL 2

Library
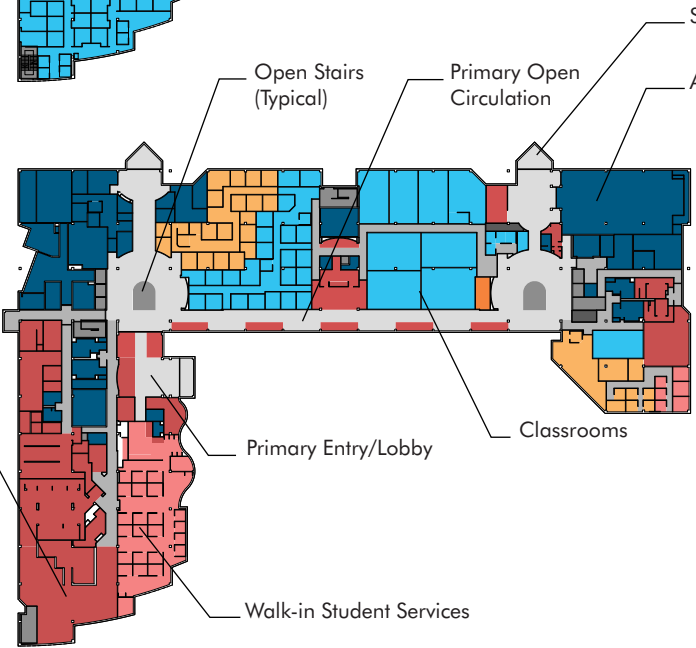
LEVEL 1

Open Stairs (Typical)

Primary Open Circulation

Secondary Entry

Auditorium

Cafeteria

Primary Entry/Lobby

Classrooms

Walk-in Student Services
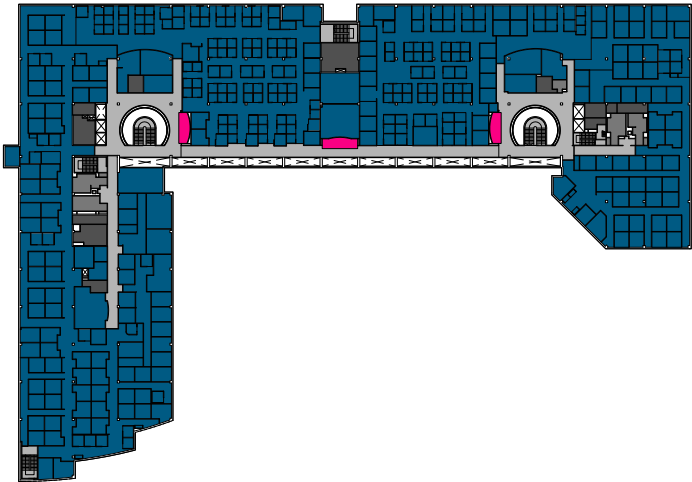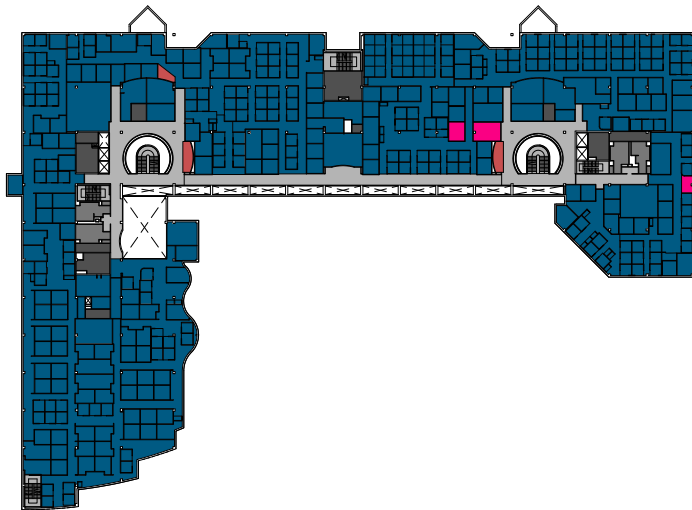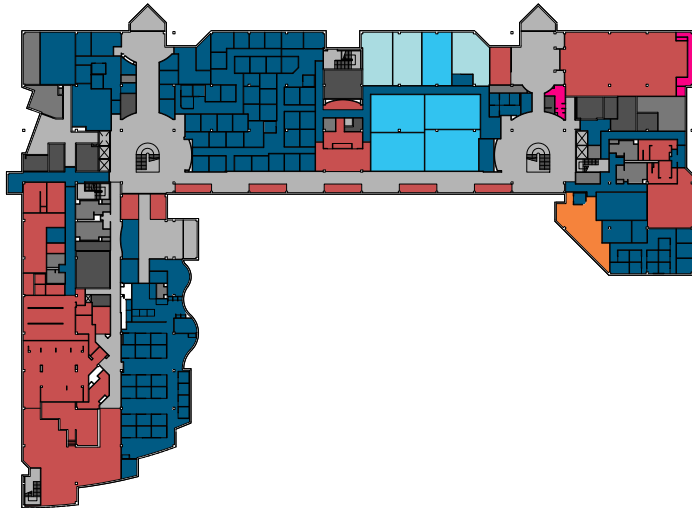
Graphic B.39
Academic Center at Largo
Floor Plans by Function

- 100s - Classrooms
- 200s - ClassLab
- 300s - Office
- 400s - Library
- 500s - Special Use
- 600s - Activity Space
- 700s - Service
- 900s - Hotel/Lodging
- Unknown
- Others

LEVEL 3

LEVEL 2

LEVEL 1

B EXISTING FACILITY USE - BUILDING DETAILS
LARGO CAMPUS

Graphic B.40
Largo 2 Building

Largo 2

Largo 2 houses Student Accounts, Financial Aid, and Call Center Operations. This one-story building has minimal interior partitions; it is almost exclusively comprised of expansive open spaces filled with open workstations. Largo 2 does contain a small number of enclosed/private offices and shared spaces such as pantries and conference rooms. Major space allocations include:

Graphic B.41
Largo 2
Space Allocation

Student Affairs - Shared Services	18,820nasf
General Storage	14,826nasf
Student Affairs - Financial Aid	8,437nasf

Shared Services — | — Student Affairs

30%

70%

Graphic B.42
Largo 2
Distribution by Department

- Academic Affairs
- Buildings & Grounds
- Finance & Administration
- APT
- Library
- Other - Non-UMUC
- Shared Services
- Student Affairs
- Vendor Services - Facilities
- Vendor Services - Food
- Vendor Services - Hotel

Service —

30%

70%
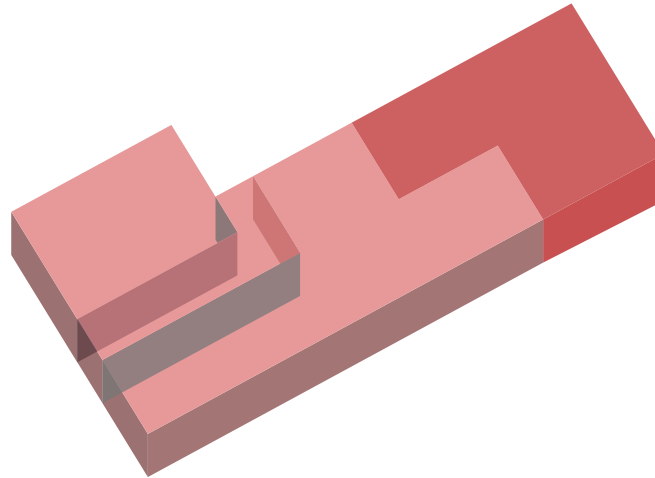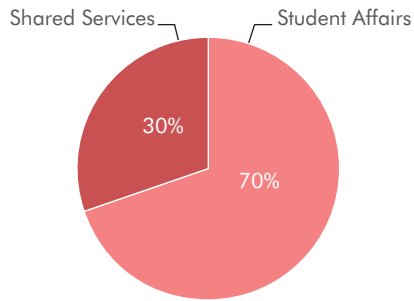
— Office

Graphic B.43
Largo 2
Distribution by Function

- 100s - Classrooms
- 200s - ClassLab
- 300s - Office
- 400s - Library
- 500s - Special Use
- 600s - Activity Space
- 700s - Service
- 900s - Hotel/Lodging
- Unknown
- Others
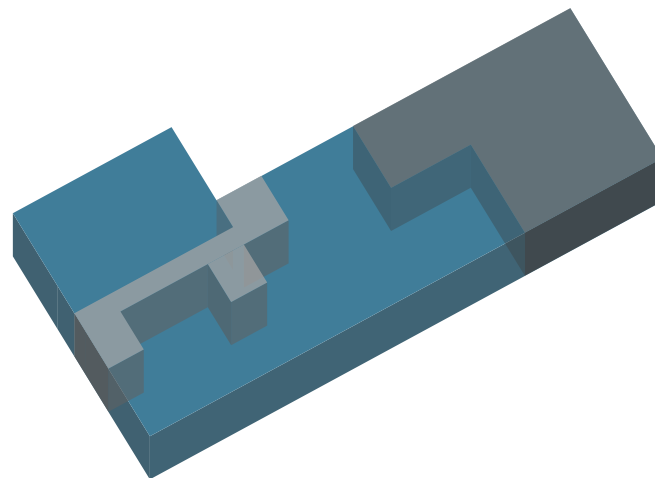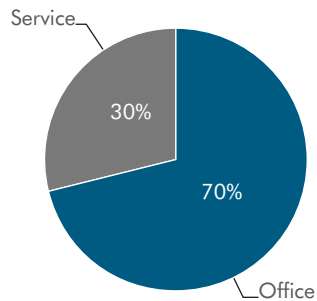
B EXISTING FACILITY USE - BUILDING DETAILS
LARGO CAMPUS

Graphic B.44
Largo 2
Floor Plan by Department

- Academic Affairs
- Buildings & Grounds
- Finance & Administration
- APT
- Library
- Other - Non-UMUC
- Shared Services
- Student Affairs
- Vendor Services - Facilities
- Vendor Services - Food
- Vendor Services - Hotel

Main Entry/Lobby

Expansion Space
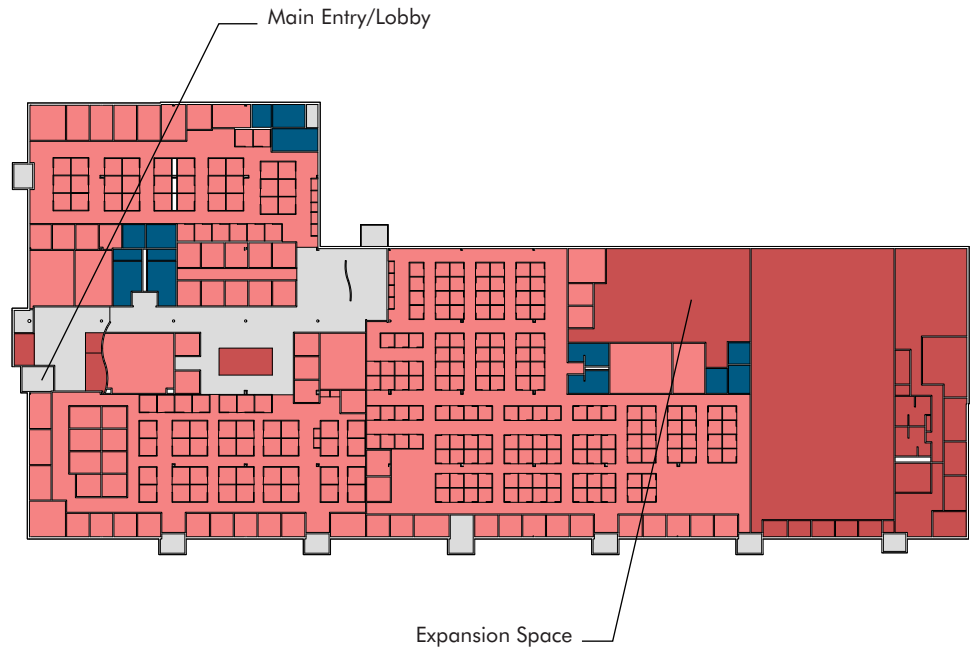
Graphic B.45
Largo 2
Floor Plan by Function

- 100s - Classrooms
- 200s - ClassLab
- 300s - Office
- 400s - Library
- 500s - Special Use
- 600s - Activity Space
- 700s - Service
- 900s - Hotel/Lodging
- Unknown
- Others
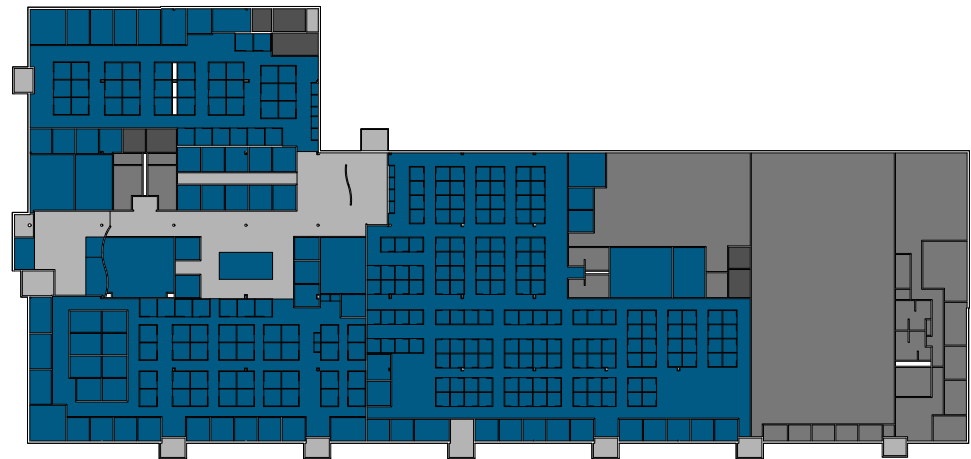
SATELLITE FACILITIES

Dorsey

UMUC utilizes the second floor of the office building at Dorsey Station for flex/expansion and surge space. Offices, conference rooms, and storage rooms exist on this floor. UMUC's Analytics, Planning & Technology [APT] department regularly utilizes workspace and storage space in this building. Student services are available at this location.

Shady Grove

UMUC utilizes instructional space at Shady Grove; this location is associated with the Universities at Shady Grove [USG]. Student services are available at this location.

Quantico

UMUC offers classes in undergraduate, graduate, and general education programs at its Quantico location. It also provides additional office, remote working and meeting space. Student services are available at this location.

Waldorf Center

UMUC's Waldorf Center for Higher Education offers hybrid on-site and online classes. Student services are available at this location.

University of Maryland, College Park [UMCP]

UMUC does not own or have a long-term space lease at College Park. Most classrooms are used in the evenings and are not a sampling of College Park's best learning environments. Some classrooms are out of date with inadequate furnishing and technology, but negotiations are underway to acquire updated and technology-enabled classrooms.

B EXISTING FACILITY USE - BUILDING DETAILS
SATELLITE FACILITIES

Academic Affairs ●
Buildings & Grounds ●
APT ●
Student Affairs ●

- APT
- Shared Services
- 16%
- 83%
- Finance & Admin

100s - Classrooms ●
200s - ClassLab ●
300s - Office ●
400s - Library ●
500s - Special Use ●
600s - Activity Space ●

- Unknown
- ClassLab
- Activity Space
- 6%
- 28%
- 60%
- Office
- Classrooms

Boardroom

Elevators & Access
to Ground Floor

MBA Classroom
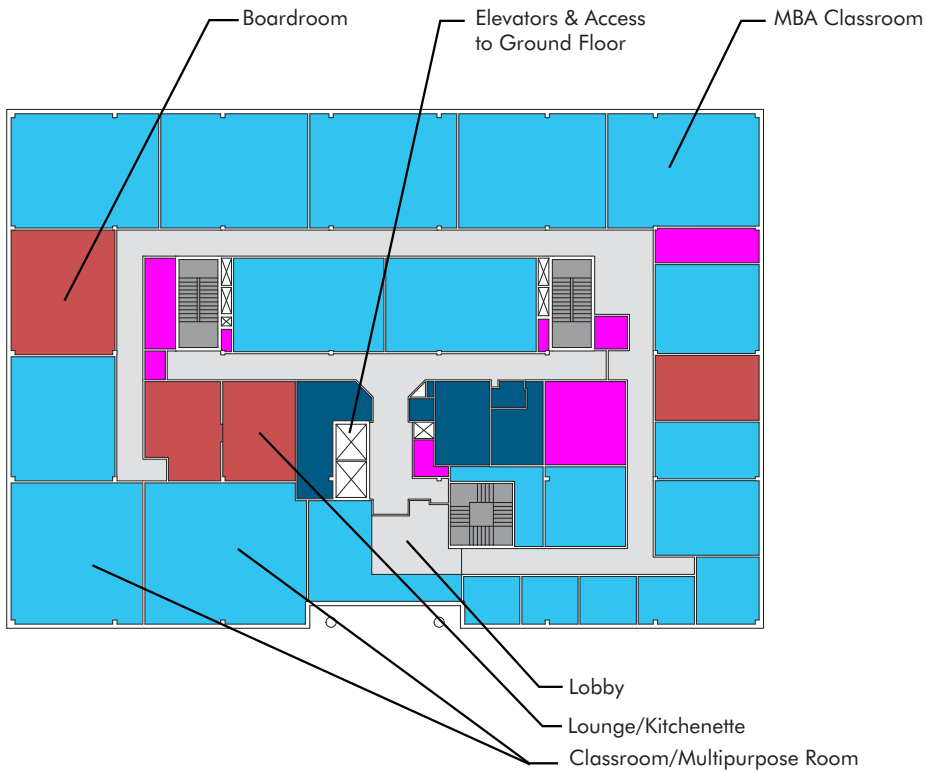
Graphic B.48
Dorsey
Floor Plan by Department

- Academic Affairs
- Buildings & Grounds
- Finance & Administration
- APT
- Library
- Other - Non-UMUC
- Shared Services
- Student Affairs
- Vendor Services - Facilities
- Vendor Services - Food
- Vendor Services - Hotel

Lobby

Lounge/Kitchenette

Classroom/Multipurpose Room

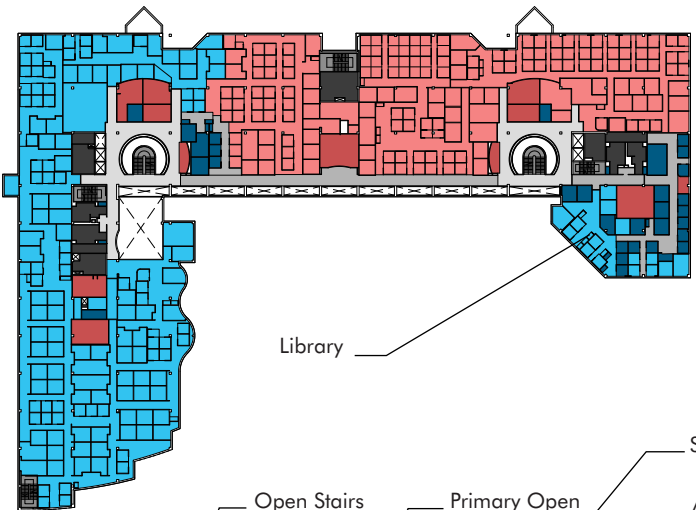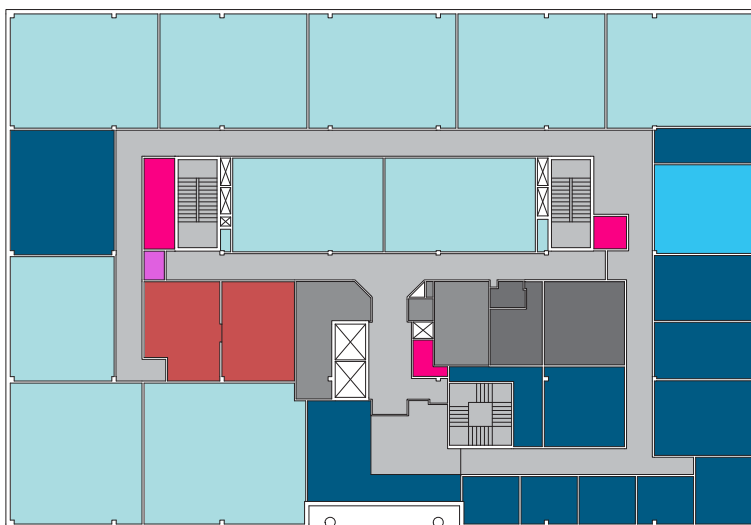*Graphic B.49*
Dorsey
Floor Plan by Function

- 100s - Classrooms
- 200s - ClassLab
- 300s - Office
- 400s - Library
- 500s - Special Use
- 600s - Activity Space
- 700s - Service
- 900s - Hotel/Lodging
- Unknown
- Others

C ANCILLARY SPACE NEEDS

The following section comprises commentary on the Facility Master Plan's [FMP] adjustments to the University System of Maryland's [USM] space planning guidelines relative to UMUC's mission and space needs. The commentary is organized according to the Post-Secondary Education Facilities Inventory and Classification Manual [FICM]. This manual is created by the National Center for Educational Statistics. Because UMUC's space types are not as diverse as a traditional institution of higher education, commentary is only provided for applicable categories. Definitions:

FTNE – Full Time Nighttime Equivalent
FTDE – Full Time Daytime Equivalent
NASF – Net Assignable Square Feet

Class Lab (FICM Category 200)

Similar to the UMUC classroom guideline, the adaptation of the guideline factor for class labs involves station size, station utilization rate [SUR], and room utilization rate [RUR]. For UMUC the class lab guideline factor used in the space planning guidelines is 7.81.

2012 Current Total: 4,326 NASF
2022 Allowance: 4,326 NASF (0% Surplus/Deficiency from Projected Total)

		Standard Station Size	Class USM	Distribution UMUC
Category I	Education/Humanities/ Social Sciences/Business	45nasf/seat	20%	50%
Category II	Natural/ Applied Science/Tech & Occ/Fine Arts	80nasf/seat	60%	50%
Category III	Engineering/Dramatic Arts/Health Sci/ Human Ecology	120nasf/seat	20%	0%
	Avg Station Size		81 NASF	62.5 NASF

Graphic C.1
Table of Classroom Space Needs

		FTDE	UMUC FTNE
Station Size		81 NASF	62.5 NASF
SUR		80%	80%
RUR	Hrs Avail	45 hrs	16 hrs
	Use Rate	47%	80%
	Hrs Sched	21 hrs	12 hrs
Size Differential	<3,000	1.20	1.20
Factor		**5.79**	**7.81**
		=1.20 (81 / (21*80%))	=1.20 (62.5 / (12*80%))

Graphic C.2
Table of ClassLab Space Needs

Perkins Eastman   141

C ANCILLARY SPACE NEEDS

Research (FICM Category 250)

UMUC's mission does not lend itself to research beyond that which occurs within office environments, and this practice is not expected to change. For this FMP, the amount of UMUC-allocated research space is zero and represents the allowed amount of space.

    2012 Current Total: 0 NASF

    2022 Allowance: 0 NASF (0% Surplus/Deficiency from Projected Total)

Office (FICM Category 300)

For the purposes of UMUC's and the USM planning guidelines, the USM allocates 166 NASF per FTE faculty and staff for office space. Because UMUC values more open space to encourage informal interchange and greater office flexibility, an additional 74 NASF is provided in the UMUC office guideline to accommodate this valued internal circulation for a total guideline of 240 NASF per FTE faculty and staff.

    2012 Current Total: 311,463 NASF

    2022 Allowance: 364,842 NASF (15% Deficiency from Projected Total)

Library/Study Space (FICM Category 400)

UMUC's library reflects an electronic approach to supporting student and faculty needs for information access. As such, it differs significantly from traditional approaches in higher education. The Maryland space planning guidelines substantially overestimate space needs for UMUC by including dedicated study and processing/service space deficiencies. For planning purposes, the USM guideline has been modified so that no space is provided for study space.

    2012 Current Total: 909 NASF

    2022 Allowance: 909 NASF (0% Surplus/Deficiency from Projected Total)

Data Processing/Servicing (FICM Category 440)

The State guideline for data processing is based on the FTDE enrollments of an institution. For UMUC, with its significant online delivery of instruction that takes place 24/7/365, this guideline factor is not a realistic reflection of the amount of space required to support continued and uninterrupted functioning. The guideline developed for UMUC provides the same 2,500 NASF core of data processing space, but bases the core on FTE students rather than FTDE. This factor better represents the type and level of demand that must be supported at UMUC. Further, the University believes that the 0.75 NASF per FTE student above 4,000 overestimates its real need for this type of space. UMUC expects a greater reliance on the cloud, as well as other technological advances in data storage and processing, to reduce

its needs for data processing facilities. The University believes that it can achieve economies of scale that permits 0.15 NASF per FTE student above 4,000. This guideline was used in assessing UMUC's need for this type of space.

    2012 Current Total: 0 NASF

    2022 Allowance: 0 NASF (0% Surplus/Deficiency from Projected Total)

Athletic/Physical Education (FICM Category 520)

UMUC does not offer a curriculum in physical education and it does not have recreational, intramural, or intercollegiate athletic teams, but it values the health and wellness of its students, faculty, and staff. The USM planning guidelines, however, support a core set of physical education facilities that are beyond UMUC's needs. The USM guideline has been modified so that no space is provided for athletic/physical education space. Consistent with the FICM, however, fitness space at UMUC has been classified as recreation space. Under Maryland space planning guidelines, recreation space is considered ad hoc space. For the FMP, UMUC's recreation space need is the amount of existing fitness space.

    2012 Current Total: 0 NASF

    2022 Allowance: ad hoc

Media Production (FICM Category 530)

The nature of UMUC's programs does not lend itself to expanded media production facilities based on the number of FTDE students, as provided by the Maryland space planning guidelines. For this FMP, the amount of UMUC-allocated media production space represents the allowed amount of space.

    2012 Current Total: 2,359 NASF

    2022 Allowance: ad hoc

Assembly (FICM Category 610)

The USM space planning guideline provides a base of 12,000 NASF space and additional 2 NASF per FTDE student. For UMUC, the number of FTNE students was used and assembly space associated with the University's conference center was included as ad hoc space.

    2012 Current Total: 3,356 NASF

    2022 Allowance: 4,147 NASF (19% Deficiency from Projected Total)

C ANCILLARY SPACE NEEDS

Exhibit (FICM Category 620)

The USM space planning guideline provides 1 NASF per FTDE student. For UMUC, the number of FTE students was used as a planning factor. In addition, the art department's exhibit facilities were considered ad hoc.

    2012 Current Total: 3,468 NASF
    2022 Allowance: 3,841 NASF (10% Deficiency from Projected Total)

Lounge (FICM Category 650)

The USM planning guideline for lounge space is based on the overall square footage of space in all institutional properties, excluding the space of lounges themselves, and provides an allowance that reflects 3% of all this space. This guideline overestimates UMUC's needs given the student profile and its instructional delivery approach. UMUC has determined that 1% of its total space, excluding lounge space, provides a better assessment of its lounge space needs.

    2012 Current Total: 3,933 NASF
    2022 Allowance: 3,525 NASF (12% Surplus from Projected Total)

Central Storage (FICM Category 720/745)

The USM planning guideline for lounge space is based on the overall square footage of space in all institutional properties, excluding the space of lounges themselves, and provides an allowance that reflects 3% of all this space. This guideline overestimates UMUC's needs given the student profile and its instructional delivery approach. UMUC has determined that 1% of its total space, excluding lounge space, provides a better assessment of its lounge space needs.

    2012 Current Total: 9,756 NASF
    2022 Allowance: 9,696 NASF (0% Surplus/Deficiency from Projected Total)

Central Services (FICM Category 750)

The USM space planning guidelines provides a core of 4,000 NASF for the central services space category. This was not applied to UMUC as services are distributed.

    2012 Current Total: 0 NASF
    2022 Allowance: 0 NASF (0% Surplus/Deficiency from Projected Total)

Hazardous Materials (FICM Category 760)

The USM space planning guideline for hazardous materials is based on research space allocations and shop space allocations. Since UMUC does not conduct research that involves hazardous materials for either storage or disposal, the guidelines overestimate its needs for this category of space. The space planning guideline was modified to include only shop space.

    2012 Current Total: 0 NASF

    2022 Allowance: 195 NASF (+100% Deficiency from Projected Total)

Healthcare (FICM Category 800)

Because of the nature of UMUC's academic programs and student profile, health facilities are not required. As a result, the USM space planning guidelines, which provide a core of 1,000 NASF and additional space based on the number of FTDE students, overestimates space requirements for UMUC. For this FMP, UMUC is not expected to provide any healthcare space.

    2012 Current Total: 0 NASF

    2022 Allowance: 0 NASF (0% Surplus/Deficiency from Projected Total)

D EMISSIONS REDUCTIONS

The following table illustrates the annual vehicle miles traveled [VMT], fuel consumption, and carbon emissions from work trips of full-time collegiate faculty and staff. The table also includes the potential savings of switching to a four-day work week for three different distance limits determined by employment density, the CAP 2050 plan parameters, and the national trend of expanding commutersheds (see Note D.1). As shown, the reduction in CO_2 emissions ranges from 861 metric tons for employees living within a 50 mile drive zone to 988 metric tons for employees in a commutershed expanded to 100 miles (this expands upon information from Section 6, Planning Drivers).

Distance Limits	Current Annual Full-time Employee Commutation Estimates			Potential Savings from Switch to Four-day Week		
	Vehicle Miles Traveled	Gallons of Gasoline Consumed (21.5 mpg)	MTCO2 Emissions (0.00892 MTpG)	Vehicle Miles Traveled	Gallons of Gasoline Consumed (21.5 mpg)	MTCO2 Emissions (0.00892 MTpG)
100 Miles	11,912,905	554,089	4,942	2,382,581	110,818	988
60 Miles	10,812,824	502,922	4,486	2,162,565	100,584	897
50 Miles	10,373,173	482,473	4,304	2,074,635	96,495	861

Graphic D.1
Potential Emissions Reductions

All calculations of MPG and Emissions from:
http://www.epa.gov/cleanenergy/energy-resources,
last updated on 9/19/2013.

Methodology

The methodology alluded to in the UMUC CAP 2050 Plan used distances from zip code of origin to zip code 20742, the centroid of which is occupied by the UMUC campus at Adelphi. Since the publication of that report the Largo facility has come online and it is as common a place of work as Adelphi. Because employment records do not link to a specific work location, in this round of estimation vehicle miles traveled were calculated from the zip code of residence to Adelphi (centroid of zip code 20742) and Largo (1616 McCormick Drive Largo, MD 20774) using Mapquest.com's best route driving directions. The results of both calculations were averaged to get a likely trip length. VMT distances from the new calculations were compared to those in the UMUC CAP 2050 and were found to be similar, with any changes explained by the greater specificity of destination and improvements to the route finder and underlying maps.

D
EMISSIONS REDUCTIONS

The underlying assumptions are as follows:
- Staff/Faculty = Master List Less Adjuncts, Students and Teaching Assistants
- All staff/faculty are getting to work via single occupancy vehicles
- Origin is centroid of zip code of residence
- Destination 1 is Adelphi Address (Centroid of 20742)
- Destination 2 is Largo Address (1616 McCormick Drive Largo, MD 20774)
- Driving Distance was determined for each Origin/Destination pair
  - Mapquest selected the Routes
  - Driving distance is in Miles
- Employee Round Trip [ERT] is average of vehicle miles traveled from Origin to Destinations 1 and 2
- Annual Vehicle Miles Traveled is ERT x number of employees per zip code x workdays per week x work weeks per year
  - Workdays per week = 5
  - Workweeks per year = 42
- The average fuel economy is 21.5 MPG, as per the 2010 national average
- The emissions equation is:

$$\frac{0.125 \, mmbtu}{Gallon} \times \frac{71.35 kg \, CO_2}{mmbtu} \times \frac{1 \, metric \, ton}{1,000 \, kg} = 8.92 \times 10^{-3} \, metric \, tons \, CO_2 \, per \, gallon \, of \, gasoline$$

What Does This Accomplish?

According to CAP 2050, the University GHG emissions equaled 23,017 metric tons of CO_2 in 2008, with the goal of being 15% below 2008 levels by 2015 – a reduction of 3,453 metric tons of CO_2. Using the 60 mile driving distance limit, Tier 1's remote work strategy brings UMUC more than one quarter (26%) of the way there.

In terms of consumption, 988 metric tons is the annual carbon equivalent of:
- Consuming 2,321 barrels of oil
- Burning 4.3 railcars of coal
- The electricity use of 137 homes
- The annual total energy use of 50 homes

In conservation terms, it's the annual equivalent of:
- The carbon sequestered by 818 acres of US forests
- Recycling 374 tons of waste instead of sending it to the landfill

Potential Improvements to the Estimates

The estimates provided could be greatly improved if data on modal split and origin/ destination data were available. Vehicle type (SUV, hybrid) and model year information would also improve estimates.

Notes

D.1   The majority of employees live within a 50-mile drive. The 2010 CAP plan indicated a 60 mile drive zone for Adelphi campus employees. However, given the trend of increasing commutersheds, a 100-mile distance category has been added.

E ACKNOWLEDGMENTS

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    Cynthia Linhart, PhD

    Howard Bell

Urbanomics

    Tina Lund

Sextant Group

    John Cook

F SOURCES

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- University System of Maryland, Office of Capital Planning Facility Master Plan Guidelines, Revised August 5, 2013

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- UMUC Office of Institutional Planning, Research and Analysis, E-mail on 19 Aug 2013, 1:19 pm, "Re: SGAP Data Request" (Re: UMUC is Exempt)

Appendix A
- American Community Survey Public Use Microdata Sample www.ipums.org

Appendix C
- Maryland Higher Education Commission, Space Guidelines for Four Year Public Institutions, Revised Allowances Summary September 9, 199

Appendix D
- EPA (2012). Inventory of U.S. Greenhouse Gas Emissions and Sinks: 1990-2010. Annex 2 (Methodology for estimating CO_2 emissions from fossil fuel combustion), Table A-35 and P. A-71. U.S. Environmental Protection Agency, Washington, DC. U.S. EPA #430-R-12-001 (PDF) (389 pp, 10.6MB, About PDF)
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UMUC Technology Roadmap Update FY 2016–2018

Technology Roadmap Update FY 2016-2018
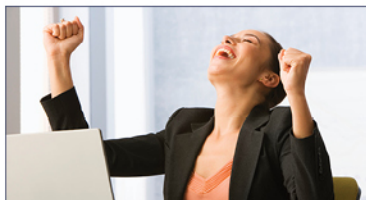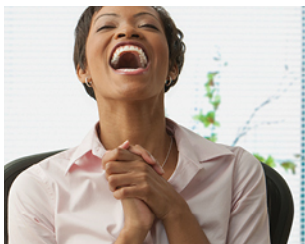
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FY 2016 Context

This content may be consumed exclusively. However, it is designed as an iterative update of these existing UMUC technology roadmaps found on Engage:

1. Academic Technology Roadmap
2. Academic Administrative Technology Roadmap
3. Administrative Technology Roadmap
4. Recruitment, Communication, and Outreach Roadmap
5. IT Plan FY 2013-2015

This iteration consolidates previous documents for simplicity, notes evolution of priority and thought, updates the state of capabilities and initiatives, and incorporates new, forward looking content.

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Technology's Core Strategic Role

- *"affordable, open access to valued, quality higher education; embracing innovation"* – UMUC Mission

- *"innovation; and become more agile, efficient and effective"* - UMUC Vision

- Strategic Goals:

GOAL AREAS	GOALS	SAMPLE METRICS
STUDENT SUCCESS	Help students earn a degree or certificate and achieve their professional goals and successful employment. Engage alumni and business partners as mentors, coaches and potential employers of our students.	COMPLETION, EMPLOYMENT, ALUMNI ENGAGEMENT
QUALITY EDUCATION	Provide innovative, career-relevant education in alignment with accreditation standards and help students build the competencies desired.	STUDENT LEARNING OUTCOMES
RESPONSIBLE STEWARD	Serve as a responsible steward of all assets and resources, managing unit cost at or below inflation, to sustainably deliver affordable tuition for everyone.	UNIT COST, NET REVENUE, INVESTMENT FUND
ENROLLMENT GROWTH	Grow enrollments by 5 to 7 percent annually, creating a sustainable revenue stream to support academic innovation and investment.	NEW STUDENTS, RETENTION, REVENUE
EXCELLENT STUDENT EXPERIENCE	Improve the whole of the adult learner experience, commencing with first contact and following through all processes of enrollment, administration, learning, employment and engagement as alumni.	CYCLE TIME, STUDENT SATISFACTION
ORGANIZATIONAL CAPACITY	Build our professional capability by investing in our people, processes, technology and infrastructure and by leveraging our diversity to innovate and improve.	EMPLOYEE ENGAGEMENT

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Technology Enables Strategic Initiative Success

1. Adopting a Single Global Operational Model

2. Improving the Student Administrative

3. Transforming the Core Learning Model

4. Diversifying Revenue Portfolio

5. Maintaining & Managing the University Infrastructure

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Tightly Coupled Technology & Learning Principles

1. University decisions and priorities drive information technology.

2. Systems must be highly available and resilient.

3. Data are assets and must be managed accordingly.

4. Ease-of-use and accessibility are vital to successful adoption.

5. Maximize IT value by reducing complexity.

6. Adhere to and adopt industry standards.

7. Systems are open and extensible.

Evolved Technology Planning Process

2013

Assess "As Is"	Catalog Drivers	Define Target	Environmental Scan	Propose solutions
• Baseline of where UMUC is	• Strategic Goals • Resources (people, budget, IT)	• IT capabilities needed to deliver on business goals	• Competitors and Peers • Industry Trends	• Roadmaps mapped over time • Define IT priorities • Align with budgets and staffing

Today

Align with Strategic Goals	Define Measureable Outcomes	Assess Current State	Evaluate Marketplace & Trends	Quantify Risk	Prioritize Resources	Deliver Viable Solutions

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Global Capabilities Delivered by Technology
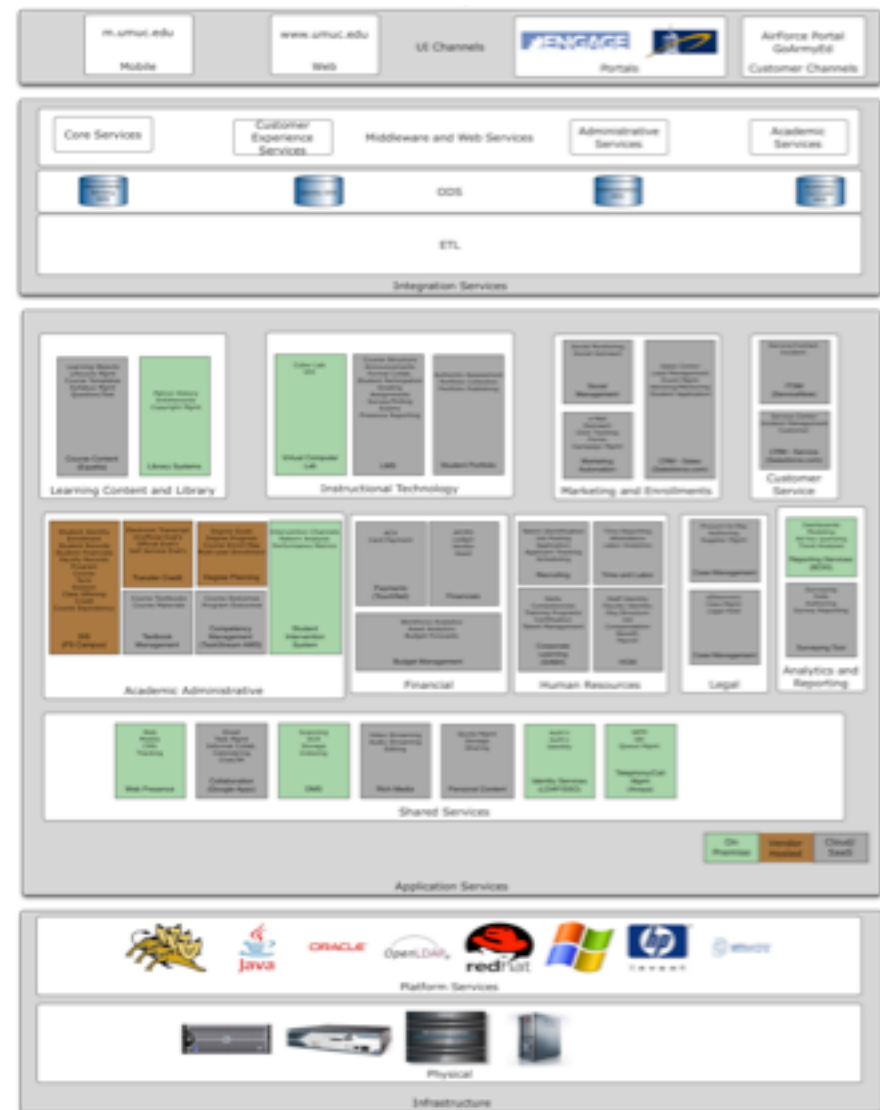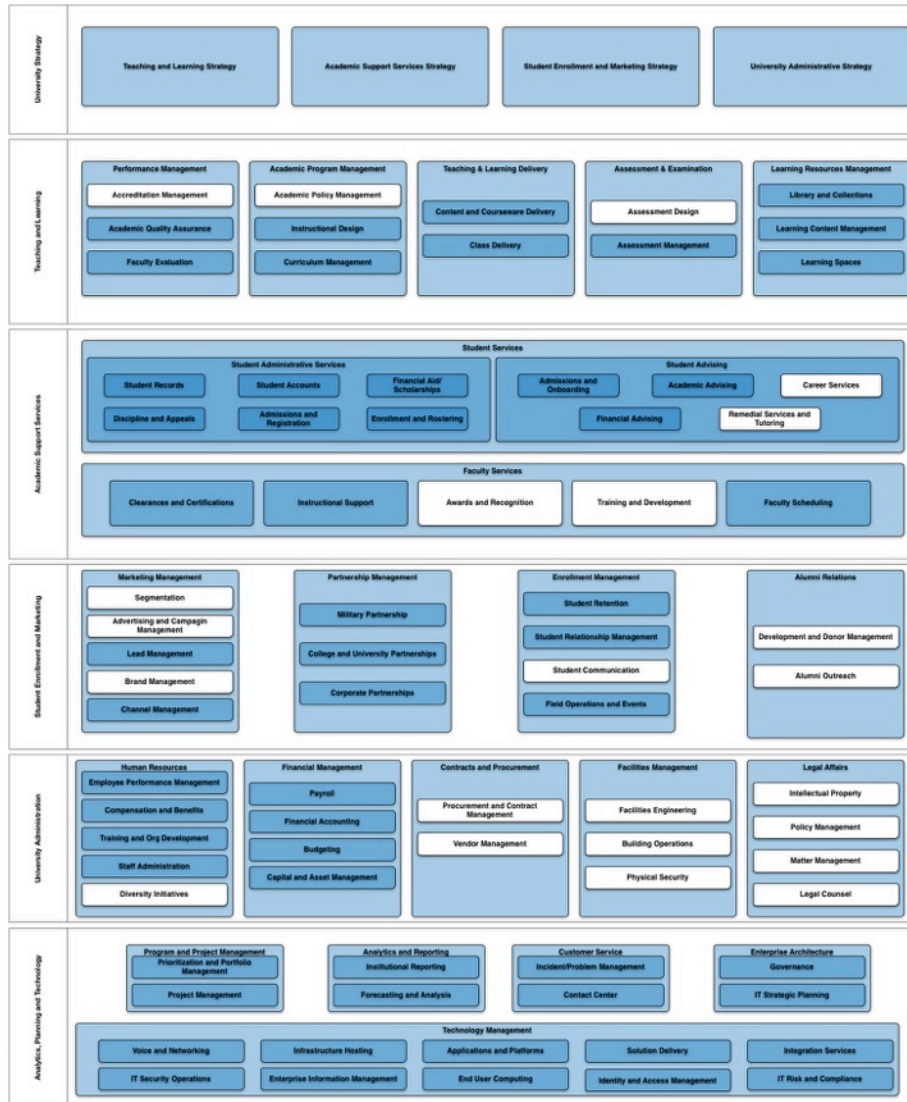
Realizing the Roadmap

Academic & Academic Administrative Trends

Subject	2013	2016
Federated Identity	Trend	Partially Realized
Hosted Virtual Desktops	Trend	Realized
Commodity/Open Source LMS	Trend	In Flight
Social Media in Education	Trend	Monitoring
"Learning Stack"	Trend	Realized
Mobile Device Proliferation	Trend	Monitoring
OERs	Trend	Realized
HTML5 instead of Flash	Trend	In Flight
One-stop service	Trend	In Flight
Unified student view	Trend	In Flight

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Academic & Academic Administrative Initiatives

Subject	2013	2016
Learning Portal, Tycho Replacement	Initiative	Realized
Learning Ecosystem	Initiative	Realized
Virtual Labs	Initiative	Realized
Student Identity	Initiative	Realized
Web Analytics	Initiative	Realized
LCMS	Initiative	Realized
Content Strategy, Migration	Initiative	Realized
Student Analytics	Initiative	In Flight
Student Intervention	Initiative	In Flight
Library SSO	Initiative	Cancelled
DMS Migration	Initiative	In Flight
Schedule of Classes Redesign	Initiative	Postponed
Legacy Transcript Migration	Initiative	Realized
Faculty e-Mail	Initiative	Realized
Textbook Management Platform	Initiative	Cancelled
Predictive Scheduling	Initiative	Postponed
Service Requests to CRM	Initiative	Realized

Strategic Enrollment Management Trends

Subject	2013	2016
Contact Center	Trend	Realized
Quality Management	Trend	Partially Realized
Workforce Management	Trend	Partially Realized
BPO	Trend	Realized
Performance Management	Trend	In Flight
Contact Center SaaS	Trend	Realized
Social CRM	Trend	Partially Realized
Customer Interaction Hub	Trend	Partially Realized
Customer-Centric Web Strategies	Trend	In Flight
CRM for Enrollment Management	Trend	In Flight
Campaign Management	Trend	In Flight
Tracking & Analytics	Trend	In Flight
Segmentation	Trend	In Flight
Lead Management	Trend	In Flight
Brand Management	Trend	In Flight
Event-Triggered Marketing	Trend	Realized
Email Marketing	Trend	Realized
Loyalty Marketing	Trend	Realized
Social Media Metrics	Trend	In Flight
Multichannel Analytics	Trend	In Flight

Strategic Enrollment Management Initiatives

Subject	2013	2016
Personas UX Strategy	Initiative	Realized
Prospective Student Portal	Initiative	Partially Realized
Transfer Credit Calculator	Initiative	Partially Realized
Multi-year Degree Planner	Initiative	Partially Realized
Identity Management	Initiative	Postponed
Sales Center/CRM	Initiative	Realized
Marketing Automation	Initiative	Partially Realized
Satellite Service Centers	Initiative	In Flight
Global Media Center	Initiative	Realized
Alumni e-Mail	Initiative	Postponed
Mobile Site Development	Initiative	Monitoring
Content Management System	Initiative	Realized
Web Analytics Platform	Initiative	Realized

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Administration Trend Updates

Subject	2013	2016
Contact Center	Trend	Realized
Service Oriented Architecture	Trend	Realized
Cloud ERP	Trend	In Flight
Unified Comm. & Collaboration	Trend	Realized
Cloud Email	Trend	Realized
SaaS	Trend	Realized
SIS Standards (LTI)	Trend	Realized

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Administration Initiative Updates

Subject	2013	2016
ERP Strategy	Initiative	Realized
HCMS Post PS 9.0	Initiative	In Flight
Financials Post PS	Initiative	In Flight
HR RPO	Initiative	Realized
Time and Labor	Initiative	Cancelled
Surveying Tool	Initiative	Partially Realized
Payment Systems	Initiative	In Flight
Tuition Remission	Initiative	Realized
Document Management	Initiative	In Flight
eDiscovery, Legal Hold	Initiative	Partially Realized
Contract Management	Initiative	Partially Realized
Network Redesign	Initiative	Realized
Data Center to Cloud Migration	Initiative	Realized
DR Retirement	Initiative	Realized
Global Telephony	Initiative	Realized

Looking Ahead

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Technology Facilitates Response to Market Change

a. Student-Centric Education through learner and data analytics, prior learning assessments, personalized analysis, course mapping and early intervention markers. CILSS develops new educational approaches with analytics to determine efficacy.

b. Veteran-focus via dedicated microsite of content and services as well as integrated military data exchange for credentials and financial data exchange.

c. Affordable Tuition for All Students by reducing overall cost basis.

h. Competency-Based Programs relies on robust assessment engines and world class content curation.

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Technology Enables the Academic Value Proposition

Technology provides the core capabilities realize UMUC's value proposition and provides the backbone to deliver these differentiations at global scale:

- Jumpstart and Straight-line undergraduate learning paths with an array of choices and accelerated pathways.
- Competency-based education programs designed to move students forward at the optimal personalized pace.
  - Sequenced learning activities throughout programs to ensure progressive development.
  - Virtual learning spaces enhance collaboration with peers and faculty to enable learning anytime, anywhere.
  - Online learning resources embedded in the learning space to support learning at critical junctures.
- Personalized Learner assessments and Adaptive Learning
- Continuous improvement though Analytics in all domains

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External Opinion

Gartner on Education Technology

"Top 10 Strategic Technologies Impacting Education in 2015"

- Business Trends (What We See):
  - ✓ 1. Student Success
  - ✓ 2. Reinventing Credits
  - ✓ 3. Global Competition for Students
  - ✓ 4. (Re) Thinking Business Models
  - 5. Retreating Political Responsibility
  - ✓ 6. Outcome-based Learning
  - ✓ 7. Learning Analytics
  - ✓ 8. Data-driven Decisions
  - ✓ 9. Consumerized Expectations
  - 10 E-research

- Strategic Technologies (What We Think You Should Do):
  - ✓ 1. Adaptive Learning Platforms
  - 2. (Adaptive) E-textbooks
  - ✓ 3. CRM (Enroll., Ret., Alumni)
  - ✓ 4. Big Data
  - ✓ 5. Sourcing Strategies (Cloud)
  - ✓ 6. Exostructure
  - ✓ 7. Open Microcredentials
  - ✓ 8. Digital Assessment
  - 9. Mobile

✓ UMUC priority with active investment

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Gartner's Marketplace Survey

	Higher Education		Global
✓	1. Infrastructure and Data Center	1.	BI/Analytics
✓	2. Networking, Voice and Data Communications	2.	Infrastructure and Data Center
✓	3. Cloud	3.	Cloud
✓	4. BI/Analytics	4.	ERP
✓	5. ERP	5.	Mobile
✓	6. Security	6.	Digitalization/Digital Marketing
✓	7. LMS	7.	Security
	8. Mobile	8.	Networking, Voice and Data Commu
	9. Industry-Specific Applications	9.	CRM
✓	10. Digitalization/Digital Marketing	10.	Industry-Specific Applications
✓	11. Enterprise Applications	11.	Legacy Modernization
✓	12. CRM	12.	Enterprise Applications

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✓ UMUC priority with active investment

Additional External Perspective

- 2015 Gartner Higher Education Hype Curve

- EDUCAUSE 2015 Top 10 IT Issues

- NMC Horizon Report 2015 Higher Education: Six trends, challenges and new technological developments

- IMS Global Learning Impact Blog

- "The Role of the CIO and CMO in the Digital Transformation of Education" by Vala Afshar

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UMUC Operating Budget Summary (FY12–FY16)

R30B30.00

SUMMARY OF UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE

	2012 Actual	2013 Actual	2014 Actual	2015 Appropriation	2016 Allowance
Total Number of Authorized Positions...................................	991.71	1,041.71	1,041.71	1,037.71	1,037.71
Total Number of Contractual Positions………………………………	1,342.81	1,296.76	1,418.65	1,323.60	1,364.63
Salaries, Wages and Fringe Benefits.....................................	187,001,555	202,001,353	210,274,814	205,470,706	211,077,675
Technical and Special Fees…………………………............	10,474,880	6,153,822	7,031,921	9,989,399	9,989,399
Operating Expenses..	219,075,704	195,729,615	154,801,602	171,550,497	173,072,231
Beginning Balance (CUF)...	84,207,275	84,403,806	85,473,836	92,238,058	92,238,058
Fund Balance Reversion to the State………………………………		(162,668)	(979,564)		
Revised Beginning Balance (CUF)………………………………..	84,207,275	84,241,138	84,494,272	92,238,058	92,238,058
Current Unrestricted Revenue					
Tuition and Fees..	337,706,516	326,684,691	295,554,884	293,418,178	296,887,793
State General Funds...	31,130,401	31,136,538	33,697,608	38,258,566	39,710,360
Higher Education Investment Fund...................................	1,629,093	1,375,362	2,005,959	1,731,657	1,798,951
Budget Restoration Special Funds....................................		1,633,141			
Federal Grants and Contracts..	68,887	125,074		125	125,000
State and Local Grants and Contracts..............................	1,721				
Sales and Services of Educational Activities…………………	17,707,413	10,584,302	16,267,070	14,681,876	19,521,876
Sales and Services of Auxiliary Enterprises……………………	6,307,771	5,487,841	4,671,761	6,221,000	6,221,000
Other Sources...	(11,282,630)	(9,163,663)	(6,592,530)	(2,700,407)	(2,700,407)
Transfer (to)/from Fund Balance………………………………	(33,863)	(253,134)	(7,743,786)		(2,700,000)
Total Unrestricted Revenue…………………………….	383,235,309	367,610,152	337,860,966	351,735,870	358,864,573
Current Restricted Revenue					
Federal Grants and Contracts..	29,814,001	34,292,992	31,798,473	32,564,721	32,564,721
Private Gifts, Grants and Contracts..................................	3,474,921	1,929,574	2,372,961	2,680,001	2,680,001
State and Local Grants and Contracts………………………………	21,160	47,738	67,876	22	22,000
Endowment Income..	6,748	4,334	8,061	6,000	6,000
Other Sources...				2,010	2,010
Total Restricted Revenue..	33,316,830	36,274,638	34,247,371	35,274,732	35,274,732
Total Revenue…………………………………………..	416,552,139	403,884,790	372,108,337	387,010,602	394,139,305
Ending Balance (CUF).	84,241,138	84,494,272	92,238,058	92,238,058	94,938,058

Institutional Profile: UMUC	2012 Actual	2013 Actual	2014 Actual	2015 Appropriation	2016 Allowance
Mandatory Tuition and Fees ($): (Statewide)					
Full Time Undergraduate:					
Resident..	5,856	6,024	6,192	6,384	6,720
Non-Resident...	11,976	11,796	11,976	11,976	11,976
Part-Time Undergraduate:					
Resident (per credit)...	244	251	258	266	280
Non-Resident (per credit)..	499	499	499	499	499
Part-Time Graduate:					
Resident (per credit)...	458	458	458	458	458
Non-Resident (per credit)..	659	659	659	659	659
Technology Fee (per credit)...	13	15	15	15	15
State Appropriation as Percent Non Auxiliary Unrestricted Funds.	9.0	9.4	11.0	12.0	12.0
State Appropriation per FTES..	1,290	1,423	1,144	1,350	1,406

Note: FY 2016 tuition and fees pending approval by the Board of Regents.

	2012 Actual	2013 Actual	2014 Actual	2015 Appropriation	2016 Allowance
Performance Measures/Performance Indicators					
Statewide:					
Total Student Headcount..	42,713	42,268	39,557	36,986	36,431
% Resident...	75	77	78	80	81
% Undergraduate..	66	67	68	68	69
% Receiving Financial Aid..	55	69	66	66	67
% Other Race..	48	47	46	46	46
% Full Time..	14	15	16	16	16
Other Countries..	20,014	20,396	16,066	14,500	14,000
Total..	62,727	62,664	55,623	51,486	50,431
Full time Teaching Faculty Headcount..	219	218	214	210	210
% with Terminal Degree..	85.0	86.6	88.3	88.0	88.0
Total Credit Hours..	1,004,356	973,864	900,566	824,018	794,000
% Undergraduate..	80.00	80.00	80.35	81.00	81.00
Full-Time Equivalent (FTE) Students					
FTE Students Stateside...	25,390	25,110	23,766	22,626	22,626
Other Countries..	9,821	9,009	7,444	6,997	6,900
Total-Worldwide..	35,211	34,119	31,210	29,623	29,526
Full-Time Equivalent (FTE) Faculty Stateside...	947	1,049	1,012	992	982
% Part-Time..	91.0	90.7	91.8	92.5	92.5
FTE Student/FTE Faculty Ratio Statewide..	27	24	23	23	23

Degree Information (Academic Year 2014-2015):Worldwide

Total Number of Degree Programs: 49

Total Awarded: 8,823
% Bachelor: 57.5
% Master: 41.9
% Doctorate: 0.6

Most Awarded Degrees by Discipline:

	Bachelor	Master	Doctoral	Total
Stateside:				
General Studies	1,629	2,232	49	3,910
Computer and Information Sciences	1,101	944		2,045
Business	297	15		312
Psychology	281			281
Other Countries:				
General Services	346			346
Computer and Information Sciences	174	50		224
Business	113			113
Psychology	48			48

R30B30.01 INSTRUCTION—UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE

Appropriation Statement:

	2012 Actual	2013 Actual	2014 Actual	2015 Appropriation	2016 Allowance
Number of Authorized Positions	202.00	205.00	215.00	213.00	213.00
Number of Contractual Positions	948.88	916.21	1,002.34	935.18	965.17
01 Salaries, Wages and Fringe Benefits	84,539,316	88,757,677	89,479,797	85,740,515	88,130,501
02 Technical and Special Fees	244,507	254,865	307,563	231,554	231,554
03 Communication	68,281	40,305	67,654	65,830	65,830
04 Travel	1,245,055	1,162,795	845,492	1,232,497	1,232,497
07 Motor Vehicle Operation and Maintenance	30				
08 Contractual Services	1,555,812	9,289,385	6,277,851	7,860,786	8,953,288
09 Supplies and Materials	562,858	531,403	357,729	681,743	681,744
11 Equipment—Additional	43,251	2,433		20,000	20,000
12 Grants, Subsidies and Contributions	150,375	56,848	45,510	55,598	55,598
13 Fixed Charges	2,088,614	1,730,457	2,094,339	1,753,575	1,751,011
Total Operating Expenses	5,714,276	12,813,626	9,688,575	11,670,029	12,759,968
Total Expenditure	90,498,099	101,826,168	99,475,935	97,642,098	101,122,023
Unrestricted Fund Expenditure	89,830,432	100,887,807	98,941,496	97,359,589	100,842,251
Restricted Fund Expenditure	667,667	938,361	534,439	282,509	279,772
Total Expenditure	90,498,099	101,826,168	99,475,935	97,642,098	101,122,023

R30B30.02 RESEARCH—UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE

Appropriation Statement:

	2012 Actual	2013 Actual	2014 Actual	2015 Appropriation	2016 Allowance
Number of Authorized Positions	3.00	3.00	3.00	3.00	3.00
Number of Contractual Positions	1.81	1.75			
01 Salaries, Wages and Fringe Benefits	298,807	345,535	361,156	363,938	365,790
03 Communication	4,228	9,522	1,348	11,548	11,548
04 Travel	2,144	1,727		1,626	1,626
08 Contractual Services	2,217	7,247		7,193	7,193
13 Fixed Charges	1,797	1,306		1,002	1,002
Total Operating Expenses	10,386	19,802	1,348	21,369	21,369
Total Expenditure	309,193	365,337	362,504	385,307	387,159
Unrestricted Fund Expenditure	309,193	365,337	362,504	385,307	387,159

R30B30.03 PUBLIC SERVICE—UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE

Appropriation Statement:

	2012 Actual	2013 Actual	2014 Actual	2015 Appropriation	2016 Allowance
Number of Authorized Positions	2.00	2.00		2.00	2.00
01 Salaries, Wages and Fringe Benefits	172,632	197,807		206,289	209,729
03 Communication		(38)	(22)	(44)	(44)
04 Travel	824	2,951		2,174	2,174
08 Contractual Services	13,380,464	10,934,048	15,221,321	12,563,745	12,563,745
13 Fixed Charges	531	815		735	735
Total Operating Expenses	13,381,819	10,937,776	15,221,299	12,566,610	12,566,610
Total Expenditure	13,554,451	11,135,583	15,221,299	12,772,899	12,776,339
Unrestricted Fund Expenditure	13,554,451	11,135,583	15,221,299	12,772,899	12,776,339

R30B30.04 ACADEMIC SUPPORT—UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE

Appropriation Statement:

	2012 Actual	2013 Actual	2014 Actual	2015 Appropriation	2016 Allowance
Number of Authorized Positions	282.00	297.00	299.00	295.00	295.00
Number of Contractual Positions	145.38	140.44	153.64	143.34	147.79
01 Salaries, Wages and Fringe Benefits	34,105,694	38,579,982	40,033,272	40,903,547	41,543,015
02 Technical and Special Fees	8,968,673	5,120,867	3,950,884	8,471,761	8,471,761
03 Communication	223,533	22,965	(178,439)	22,639	22,639
04 Travel	1,054,087	1,114,215	536,449	1,044,246	1,044,246
06 Fuel and Utilities	1,608	395	10,567	490	490
08 Contractual Services	18,762,088	13,982,093	17,004,162	17,185,757	17,319,808
09 Supplies and Materials	2,720,243	1,618,813	838,919	1,299,765	1,299,765
11 Equipment—Additional	969,619	532,800	1,552,381	4,482,240	4,482,240
12 Grants, Subsidies and Contributions	77,925	89,823	1,100	82,543	82,543
13 Fixed Charges	2,687,420	1,638,564	3,125,735	2,524,734	2,524,648
Total Operating Expenses	26,496,523	18,999,668	22,890,874	26,642,414	26,776,379
Total Expenditure	69,570,890	62,700,517	66,875,030	76,017,722	76,791,155
Unrestricted Fund Expenditure	69,465,032	62,616,002	66,875,030	75,931,060	76,704,493
Restricted Fund Expenditure	105,858	84,515		86,662	86,662
Total Expenditure	69,570,890	62,700,517	66,875,030	76,017,722	76,791,155

7

R30B30.05 STUDENT SERVICES—UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE

Appropriation Statement:

	2012 Actual	2013 Actual	2014 Actual	2015 Appropriation	2016 Allowance
Number of Authorized Positions	271.71	287.71	279.71	279.71	279.71
Number of Contractual Positions	114.07	110.19	221.69	213.44	216.01
01 Salaries, Wages and Fringe Benefits	35,534,283	37,382,934	43,385,379	41,605,043	42,038,425
02 Technical and Special Fees	33,489	23,662	510,217	40,565	40,565
03 Communication	660,989	464,262	521,279	658,992	658,992
04 Travel	367,774	468,193	189,740	477,886	477,886
07 Motor Vehicle Operation and Maintenance	7,308	5,306	4,536	4,177	4,177
08 Contractual Services	34,426,750	37,515,910	38,474,866	35,638,435	36,056,268
09 Supplies and Materials	276,895	268,973	209,798	338,434	338,434
11 Equipment—Additional	53,929	1,241	13,999	10,199	10,199
12 Grants, Subsidies and Contributions	733,380	690,330	861,786	633,549	633,549
13 Fixed Charges	47,075	31,245	37,894	44,205	44,189
Total Operating Expenses	36,574,100	39,445,460	40,313,898	37,805,877	38,223,694
Total Expenditure	72,141,872	76,852,056	84,209,494	79,451,485	80,302,684
Unrestricted Fund Expenditure	71,232,654	76,216,881	83,855,622	78,741,050	79,589,224
Restricted Fund Expenditure	909,218	635,175	353,872	710,435	713,460
Total Expenditure	72,141,872	76,852,056	84,209,494	79,451,485	80,302,684

R30B30.06 INSTITUTIONAL SUPPORT—UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE

Appropriation Statement:

	2012 Actual	2013 Actual	2014 Actual	2015 Appropriation	2016 Allowance
Number of Authorized Positions	215.00	231.00	229.00	229.00	229.00
Number of Contractual Positions	132.07	127.59	39.57	30.23	34.25
01 Salaries, Wages and Fringe Benefits	30,003,076	34,351,633	33,943,172	34,267,510	36,375,250
02 Technical and Special Fees	1,221,452	705,569	1,963,289	1,163,903	1,163,903
03 Communication	1,091,860	1,186,185	449,009	968,609	968,609
04 Travel	747,631	939,916	906,606	936,180	936,180
06 Fuel and Utilities		303		375	375
07 Motor Vehicle Operation and Maintenance	156,728	144,542	100,159	171,882	171,882
08 Contractual Services	4,399,227	7,509,608	5,046,006	5,755,921	5,735,830
09 Supplies and Materials	1,087,173	1,620,000	705,728	1,705,253	1,705,253
11 Equipment—Additional	173,570	24,883	124,379	204,510	204,510
12 Grants, Subsidies and Contributions	193,073	202	20,680	210	210
13 Fixed Charges	2,489,728	2,481,425	1,751,290	1,957,478	1,928,501
14 Land and Structures			13,054	14,742	14,742
Total Operating Expenses	10,338,990	13,907,064	9,116,911	11,715,160	11,666,092
Total Expenditure	41,563,518	48,964,266	45,023,372	47,146,573	49,205,245
Unrestricted Fund Expenditure	41,466,825	48,857,472	44,779,339	47,011,568	49,070,528
Restricted Fund Expenditure	96,693	106,794	244,033	135,005	134,717
Total Expenditure	41,563,518	48,964,266	45,023,372	47,146,573	49,205,245

R30B30.07 OPERATION AND MAINTENANCE OF PLANT—UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE

Appropriation Statement:

	2012 Actual	2013 Actual	2014 Actual	2015 Appropriation	2016 Allowance
Number of Authorized Positions............................	16.00	16.00	16.00	16.00	16.00
Number of Contractual Positions...........................	0.60	0.58	1.41	1.41	1.41
01 Salaries, Wages and Fringe Benefits...................	1,636,778	1,801,498	2,681,418	1,897,157	1,926,986
02 Technical and Special Fees...............................	5,759	48,859	299,968	81,616	81,616
03 Communication..	26,949	14,882	35,321	26,374	26,374
04 Travel...	5,812	8,985	2,560	8,068	8,068
06 Fuel and Utilities...	2,684,366	2,372,501	2,504,331	2,512,949	2,663,157
07 Motor Vehicle Operation and Maintenance..........	62,589	15,376	15,677	14,072	14,072
08 Contractual Services......................................	9,141,822	10,379,233	7,095,208	10,303,885	10,303,885
09 Supplies and Materials...................................	511,841	460,932	317,789	323,694	323,694
11 Equipment—Additional..................................	338,786	14,476		118,975	118,975
12 Grants, Subsidies and Contributions..................	393				
13 Fixed Charges..	1,544,006	1,132,722	486,051	1,327,945	1,327,945
14 Land and Structures.......................................	62,752,074	35,000,000	158,091	9,200,128	8,658,699
Total Operating Expenses.............................	77,068,638	49,399,107	10,615,028	23,836,090	23,444,869
Total Expenditure....................................	78,711,175	51,249,464	13,596,414	25,814,863	25,453,471
Unrestricted Fund Expenditure.............................	78,711,175	51,249,464	13,596,414	25,814,863	25,453,471

R30B30.08 AUXILIARY ENTERPRISES—UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE

Appropriation Statement:

	2012 Actual	2013 Actual	2014 Actual	2015 Appropriation	2016 Allowance
01 Salaries, Wages and Fringe Benefits...................	705,116	579,436	390,620	486,707	487,979
02 Technical and Special Fees...............................	1,000				
03 Communication..	156,167	133,466	122,344	154,792	154,792
04 Travel...	(3)	3,912	2,772	3,507	3,507
07 Motor Vehicle Operation and Maintenance..........	369	518	322	408	408
08 Contractual Services......................................	1,187,960	1,006,182	935,992	157,941	157,941
09 Supplies and Materials...................................	5,013,905	4,690,476	3,558,193	3,701,878	3,701,878
13 Fixed Charges..	37,259	20,304	24,069	30,453	30,453
Total Operating Expenses.............................	6,395,657	5,854,858	4,643,692	4,048,979	4,048,979
Total Expenditure....................................	7,101,773	6,434,294	5,034,312	4,535,686	4,536,958
Unrestricted Fund Expenditure.............................	7,101,773	6,434,294	5,034,312	4,535,686	4,536,958

R30B30.17 SCHOLARSHIPS AND FELLOWSHIPS—UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE

Appropriation Statement:

	2012 Actual	2013 Actual	2014 Actual	2015 Appropriation	2016 Allowance
01 Salaries, Wages and Fringe Benefits	5,853	4,851			
08 Contractual Services		61		-	
12 Grants, Subsidies and Contributions	43,095,315	44,352,193	42,309,977	43,243,969	43,564,271
Total Operating Expenses	43,095,315	44,352,254	42,309,977	43,243,969	43,564,271
Total Expenditure	43,101,168	44,357,105	42,309,977	43,243,969	43,564,271
Unrestricted Fund Expenditure	11,563,774	9,847,312	9,194,950	9,183,848	9,504,150
Restricted Fund Expenditure	31,537,394	34,509,793	33,115,027	34,060,121	34,060,121
Total Expenditure	43,101,168	44,357,105	42,309,977	43,243,969	43,564,271

USM Board of Regents Meeting
January 29, 2015

TOPIC: University of Maryland University College: Authorization to Initiate a New Business Model

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: January 29, 2015

SUMMARY: University of Maryland University College (UMUC) is seeking the Board's approval to establish a new business model that would allow the University to better manage its resources and to be able to invest strategically in both academic programs and technological infrastructure in the future.

Specifically, UMUC is requesting the following actions of the Board of Regents:

1. Adopt the framework for a new UMUC business model outlined in the attached White Paper.

2. Formally delegate to UMUC's President the authority to develop and manage its own personnel and faculty policies, subject to the approval of the Board of Regents.

3. Support the UMUC President's appointment of a Managing Board having the responsibilities outlined in the attached White Paper.

4. Direct UMUC's President to develop legislative changes in the State Education Statute for review by the Board of Regents and ultimately adoption by the Governor and General Assembly that would achieve the operational goals of Model III described in the attached White Paper, including providing the same exemptions for all of UMUC's operations that currently exist for its overseas divisions and exemptions for public disclosure requirements with respect to proprietary and competitive information.

5. Instruct the Chancellor and President to further develop the framework contained in the White Paper for the Board's consideration and action at a future meeting.

As a result of these changes, the expectation is that UMUC would be able to grow its enrollments, maintain low cost tuition, and continue generating revenues for USM.

UMUC is a unique institution within the University System of Maryland (USM) and has always had an educational mission that distinguishes it from most other universities. Started as a division of the College Park campus that was focused on continuing education, UMUC quickly outgrew that narrow role and early in its history became a leading provider of higher education for adults and working students.   An important and ongoing piece of that role was established in 1949 when UMUC began more than a half-century as the university for members of the American Armed Forces.

Over the years, UMUC has continued to offer high quality education to students in Maryland as well as to military students throughout Europe and Asia. Enrollment growth starting in the 1990s positioned UMUC as the largest university in the State of Maryland and one of the largest in the world. A significant part of that growth surge was through its early leadership in providing quality online education.

Competing in a world market that was first dominated by for-private institutions and then later included growing numbers of large state universities, UMUC has been Maryland's premier institution in the world of online education.

The challenge facing UMUC is how to maintain its position of pre-eminence in a global educational marketplace that is undergoing dramatic changes. There are more and more institutions providing alternatives to students. Advances in technology, and the costs of implementing those technologies, require continuing upgrades and investments.

The drawdown in American forces overseas has led to a steady diminution of military enrollments even as UMUC is still seen as the worldwide leader. Opportunities for growth within the State of Maryland are limited in light of the competition from other state institutions.

A recent dip in overall enrollments, to which the University has responded successfully through its own management efforts, served to highlight the challenges to remaining a global leader. The challenges were seen by the University's senior management as an opportunity to rethink the approach that UMUC takes to competing in the international marketplace. The result of a lengthy and rigorous process is a proposal to restructure UMUC's Business Model to enhance its ability to compete successfully with other institutions of higher learning

ALTERNATIVE(S): The Board may elect to maintain the current state of UMUC; however, the key conclusion of a thorough and independent review of the University's current operations is that maintaining the status quo would result in UMUC having a dramatically reduced ability to compete in the national and international online market.

Several alternative approaches to revising the UMUC Business Model were analyzed and are discussed in the accompanying White Paper. While the other options had some attractive features, in the end, Model III, labeled the "Bubble Model" was seen as offering the needed flexibility while retaining the closest relationship to USM and the Board of Regents.

FISCAL IMPACT: There is no immediate fiscal impact related to this change in the Business Model. UMUC has already significantly reduced operating costs. The new model would allow the University to better manage its resources and invest strategically in the future.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve for University of Maryland University College to initiate a new business model and authorize i) adoption of the framework for a new UMUC business model outlined in the attached White Paper; ii) formally delegate to UMUC's President the authority to develop and manage its own personnel and faculty policies, subject to the approval of the Board of Regents; iii) support the UMUC President's appointment of a Managing Board having the responsibilities outlined in the attached White Paper; iv) direct UMUC's President to develop legislative changes in the State Education Statute for review by the Board of Regents and ultimately adoption by the Governor and General Assembly that would achieve the operational goals of Model III described in the attached White Paper, including providing the same exemptions for all of UMUC's operations that currently exist for its overseas divisions and exemptions for public disclosure requirements with respect to proprietary and competitive information; and, v) instruct the President, together with the Chancellor, to further develop the framework contained in the White Paper for the Board's consideration and action at a future meeting. The University shall return periodically to the Committee to report and update the members on the status of the development and implementation of the Business Model.

COMMITTEE RECOMMENDATION: DATE:

BOARD ACTION: DATE:

SUBMITTED BY: Joseph F. Vivona (301) 445-1923

A UNIVERSITY SYSTEM OF MARYLAND WHITE PAPER
DECEMBER 2014

SHOULD THE BOARD OF REGENTS APPROVE A NEW BUSINESS
MODEL FOR THE UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE?

Introduction

University of Maryland University College (UMUC) is a unique institution within the University System of Maryland (USM) and has always had an educational mission that distinguishes it from most other universities. Started as a division of the College Park campus that was focused on continuing education, UMUC quickly outgrew that narrow role and early in its history became a leading provider of higher education for adults and working students. An important and ongoing piece of that role was established in 1949 when UMUC began more than a half-century ago as the university for members of the American Armed Forces.

Over the years, UMUC has continued to offer high quality education to students in Maryland as well as to military students throughout Europe and Asia. Enrollment growth starting in the 1990s positioned UMUC as the largest university in the State of Maryland and one of the largest in the world. A significant part of that growth surge was through its early leadership in providing quality online education.

Competing in a world market that was first dominated by for-private institutions and then later included growing numbers of large state universities, UMUC has been Maryland's premier institution in the world of online education.

The challenge facing UMUC is how to maintain its position of pre-eminence in a global educational marketplace that is undergoing dramatic changes. There are more and more institutions providing alternatives to students. Advances in technology, and the costs of implementing those technologies, require continuing upgrades and investments.

The drawdown in American forces overseas has led to a steady diminution of military enrollments even as UMUC is still seen as the worldwide leader. Opportunities for growth within the State of Maryland are limited in light of the competition from other state institutions.

A recent dip in overall enrollments, to which the university has responded successfully through its own management efforts, served to highlight the challenges to remaining a global leader. The challenges were seen by the University's senior management as an opportunity to rethink the approach that UMUC takes to competing in the international marketplace. The result of a lengthy and rigorous

process is a proposal to restructure UMUC's Business Model to enhance its ability to compete successfully with other institutions of higher learning.

In this White Paper, the case for changing UMUC's Business Model is examined in detail.

- o A brief history of the institution is intended to demonstrate its evolution over time and to show how UMUC has always been a creative and innovative leader in non-traditional education.
- o What follows is a review of the factors that led UMUC to engage in an examination of whether a new business model is needed.
- o The next section describes the process by which alternative models were identified.
- o Then, a number of potential models are assessed in terms of their pros and cons.
- o Steps that UMUC is undertaking on its own initiative under the authority it already possesses are then described.
- o Finally, the recommendation of Chancellor Kirwan and President Miyares to the Board of Regents is presented.

UMUC in Historical Perspective

General Lyman Lemnitzer, a former Commander in Chief of the U.S. Far East Command and the United Nations Command, once observed that the "sun never sets on the University of Maryland." That tribute was specifically in recognition of UMUC's historic role in providing quality education to members of the United States military all over the world. It's a role that the University first took on in 1948 when no other American university stepped up to the challenge.

It is a role that UMUC continues to play today even as the U.S. military changes its deployment patterns. There may be fewer American servicemen and woman stationed in Germany and Japan than when UMUC first started offering classes in those locations, but there are many more sites in the world where the sun is shining on UMUC.

UMUC was established to be Maryland's adult education university, growing from a division of the University of Maryland College Park to an independent institution. This is a university that was providing education to working adults long before the term "adult education" was in wide use. UMUC realized early in its history that the needs of those students were different than those of so-called traditional students. Everything from class schedules to advising to other support services had to be tailored to students who had limited time and lots of other responsibilities.

The adaptability that UMUC has shown in figuring out how to best serve adults has characterized its entire history and is part of its institutional DNA. UMUC

until only a few years ago received no funding from the State of Maryland and had to determine how to provide high quality, affordable education to students who often had limited financial means.

Inclusion in the state budget as an ongoing appropriation, which began in 1996, allowed the University to maintain low tuition and to invest in the infrastructure necessary to become a leader in online education. UMUC was one of the first public universities in the United States to concentrate heavily on this new mode of delivering education and quickly became a national and international leader.

Today, UMUC educates more students than any other university in Maryland and is one of the largest institutions in the country. Over the years, it has been recognized by leading national associations in non-traditional education, online education, and military education.

Seven United States Presidents, countless top military leaders, and thousands of servicemen and women have recognized and appreciated the incredible dedication and commitment of this unique institution. Colin Powell, former Secretary of State and Chairman of the Joint Chiefs of Staff, summed it up at UMUC's 60th Anniversary Celebration:

> "In my 40 years of public service, both in the military and as Secretary of State, there was never any place I was assigned or went where UMUC did not have a presence. You were out there taking care of our troops, giving them the opportunity to continue their education even while they served their nation in the most dangerous of places on earth."

> ". . . As a soldier, as a diplomat, I want to . . . give you my heartfelt thanks for what you have done for the people I love so dearly: the armed forces of the United States."

Meanwhile, UMUC's reputation as the leading pioneer in online education was gaining attention throughout the education world. It has been said by education and government leaders that it was the "gold standard" in online education. This has been demonstrated as for-profit universities and some of our nation's top public and private universities have tried to replicate UMUC's approach to online education.

Most recently, it was announced that the World Affairs Council of Washington D.C. would be honoring UMUC and President Miyares as "Global Educator of the Year" at its March 2015 Annual Conference.

That award is but the most recent acknowledgement of the leadership that UMUC has constantly demonstrated over its long history and a clear indication that its high standards of excellence have not diminished over time.

The Emerging Challenge

Almost 68 years after its establishment, UMUC has been an incredible success story and one of Maryland's leading higher educational assets. The university receives an amount of state assistance that constitutes less than 10% of its total budget. That level of funding is comparable to that given to private colleges and universities rather than to other public institutions. Nevertheless, UMUC is the State's online university and its primary institution providing opportunities for adults and working students.

Current tuition levels at UMUC are the second lowest of any public institution in Maryland even as its enrollment is the highest in the State. In addition to providing a low cost option for students, UMUC has been able to absorb enrollment growth for USM at a time that many campuses were constrained by space limits. As a result, UMUC is able to play an important role in supporting Maryland's stated goal of 55% of its residents having college degrees.

The growing emphasis in state policy on workforce training and readiness is another close fit with UMUC's historical mission. Being a leader in competency-based education is one of the keys to that objective. And the goals of including all segments of Maryland's population in its economic future is well-served by the fact that UMUC enrolls more minority students than any other four year institution in the State.

Yet, the growing competition in online education and the increasingly aggressive efforts of for-profit institutions have in the last couple of years presented a direct threat to UMUC's ability to continue performing all of those roles for the State of Maryland. To provide relatively low tuition, high quality education and to stay at the forefront of ever-changing technological innovations, UMUC has to rely on a high-growth model to generate the necessary revenues.

There are a number of obstacles to that necessary enrollment growth. The military education market has been steadily declining and there is no reasonable prospect that it can be the basis for future growth at UMUC even as it remains an important part of the university's mission. The university is committed to maintaining its role as the leading provider of education opportunities for servicemen and women.

Yet another affirmation of that commitment was the 2014 ranking of UMUC by the "Military Times" as "Best for Vets." The recent hiring of retired Major General Lloyd "Milo" Miles as senior vice president for Military and Veteran Operations at

University of Maryland University College (UMUC) is a further demonstration of that historical focus.

Still, military enrollments are not going to be a major driver of enrollment growth. Neither is in-state enrollment. Even as UMUC continues to play an important role in Maryland's higher education strategy, declining numbers of high school graduates and intense competition from other colleges and universities will constrain UMUC's ability to achieve significant growth from this market.

UMUC's success and expertise in online education provides a third alternative. To grow at a rate that will provide the revenues needed to remain competitive, UMUC needs to increase its share of national and international students.

This analysis of the market led UMUC's senior leadership to pose the following question: **What is the best model to facilitate such expansion in a highly competitive environment that is presently dominated by agile for-profit institutions?**

The Review Process

To engage outside experts and a fresh perspective, President Javier Miyares asked the Chair of the UMUC Board of Visitors, Mark Gerencser, to form an independent group of businessmen and women. Their charge was to examine the challenges facing UMUC in its efforts to achieve sustained enrollment growth and to identify the best organizational model for success.

From the start, these individuals, who came to be called the Ideation Group, were seen as high-level advisors to the President. The clear expectation was that he would then consult with various stakeholder groups, share their findings with the Chancellor, and ultimately make a recommendation to the Board of Regents.

The Ideation Group engaged in a thorough analysis of UMUC's mission, of the changing higher education environment that the university faces, and of the global forces that are driving change. The group had access to detailed internal data with respect to enrollment trends, costs, and organizational structure. They also reviewed the major competitors in the field of adult and distance learning, assessing both their strengths and their limitations.

As an outside review panel, the Ideation Group was not constrained by any obligation to the current way of doing business nor were they limited in their recommendations by any pre-conceived outcomes presented in their charge. Their task was to provide a fresh perspective and a set of options for UMUC's leadership to consider.

Their final recommendations were grounded in their analysis of both UMUC and its competitive environment. One key bottom line conclusion was that

maintaining the status quo would result in a dramatically reduced ability to compete in their market space. From that observation, three additional points are crucial.

First, UMUC has to drive its cost structure down. The institution has already engaged in significant reductions in its business costs. Additionally, however, the Ideation Group pointed out that growth is essential to achieving the necessary savings that result from a large scale of operations.

Second, UMUC has to be a leader in educational innovation. This admonition applies to both the content of programs to be offered—with particular emphasis on being responsive to the needs of employers—and the technology to deliver its programs. Both of the requirements necessitate continued investment in the educational enterprise, investment that can only be undertaken with a growing revenue stream that results from enrollment increases.

Finally, UMUC has to be agile and flexible in its operations. Agility is certainly one of the key attributes of the for-profit institutions that have been winning a growing portion of the adult education market. In the opinion of the Ideation Group, being able to compete successfully with those providers requires an organization that operates more like a private business than a state agency.

On July 10, 2014, President Miyares initiated a community dialogue on the Ideation Group's report in a global Town Hall meeting at the university's Academic Center at Largo. The purpose was to seek input from faculty, staff, students, alumni and other stakeholders on the findings of the Ideation Group as part of the process of review by senior leadership.

At the Town Hall, President Miyares emphasized that, while the Ideation Group explored a number of business models, the university will *not* become a for-profit entity, nor will it leave the University System of Maryland. He also indicated that, once community input was received and assessed, he would offer a recommendation to the USM Chancellor and Board of Regents for their consideration.

Input was sought through a variety of means including a new "UMUC Future" Web page, which offered background, updates, resources and answers to frequently asked questions. The president also met with the university's advisory councils and members of the undergraduate and graduate faculty, offered views on specific subject areas via his blog and responded to e-mail and blog comments.

This process broadened during the month of September with the initiation of a series of seven focus group sessions, including five face-to-face sessions in Largo

and Adelphi, Maryland, and two global WebEx focus group sessions for university stakeholders across the nation and overseas. These roundtable discussions were specifically designed to allow faculty, staff, students and alumni to talk about their ideas of the university's path forward and how UMUC should change.

The focus sessions were conducted as qualitative research designed to elicit individual views and responses. One hundred eighty-eight UMUC community members from around the world were invited and 67 participated.

To stimulate open and frank conversation, the participants were assured of anonymity. Participants in the small groups were reminded that no final decision had been made about organizational change and that their comments would help inform President Miyares as he considered what to recommend to the Chancellor and Regents.

Written summaries of each roundtable were drafted and a synopsis draws on those comments to sum up the hopes, challenges and concerns the participants voiced, not only about the proposal but also about the state of the university. This report divides the comments into nine themes, some of which focused on operational matters.

The sessions were designed to elicit individual comments, suggestions and criticism. No attempt was made to have the groups come to consensus. There were some common themes that emerged across the sessions. Comments ranged well beyond the Ideation Group's recommendations about organizational structure and included past and present operational concerns.

The collaborative process in the university community provided important insights that helped inform President Miyares' consideration of the Ideation Group's recommendations and spurred immediate actions.

The Ideation Group had identified seven potential models for the University leadership to consider. For analytical purposes, the list included some options that were never really considered feasible, but highlighted the choices facing UMUC.

Based on the continuing discussions led by President Miyares, three final alternatives were examined including a consideration of the pros and cons of each model. They were evaluated in light of four major conclusions that the Ideation Group recommended for UMUC to grow and compete in the national and international markets. These included:

- o First, it is essential that there be established at UMUC a performance-driven culture. In a competitive world in which results are critical, the skills and attitude needed to achieve those results have to be

incentivized and rewarded. That requires a human resources system different than the one mandated for state agencies.

o Second, the way in which the institution pursues its educational objectives has to be characterized by flexibility, efficiency and agility. Rules and regulations that are relevant and effective in an environment where uniformity is highly desirable tend to get in the way of the needed flexibility. Lengthy approval processes mean that the business opportunity may be gone before the process is completed.

o Third, the ability to protect UMUC's proprietary and competitive information requires exception to the normal requirements of transparency in public agencies. This point should not be seen as arguing for an exemption for all public disclosures, but, rather, only from those that directly involve issues related to being able to compete where information, data, and processes are sensitive competitive factors.

o Fourth, as part of the need for continued enrollment growth, there may be a number of different means toward that end. In the world of business, growth often comes through mergers and acquisitions. That rarely happens in the public sector, yet should be an option for UMUC as it builds its national and international footprint.

These four factors were critical elements of the review and evaluation of the three conceptual models that were the "finalists" for a new UMUC business model and which are discussed in the next section.

Model I: A Separate Non-Profit 501(c)(3) Entity

Transforming UMUC from a public entity to a non-profit, one of the options posed by the Ideation Group, would result in an organization with the highest degree of autonomy and independence of the three considered here.

There are a number of significant advantages that would accrue from becoming a separate non-profit 501(c)(3). For purposes of discussion, the analogy that is most familiar to Maryland policy makers is the University of Maryland Medical System (UMMS) that was created by the General Assembly in 1994.

This model would be highly responsive to each of the four criteria list above. As an independent entity, a non-profit would have significant flexibility and agility to develop a performance driven culture, to protect UMUC's proprietary information, and to engage in mergers and acquisitions to facilitate expansion. Moreover, this model would allow UMUC to expand its revenue streams via both for-profit and non-profit ventures.

All of these advantages would result directly from having total autonomy from USM and State policies, regulations and statutes. That autonomy would also facilitate the recruitment of a strong board of directors made up of national and international academic, business and military leaders.

Nevertheless, during the discussions and feedback sessions, all major stakeholder groups expressed a high priority for UMUC to remain a part of USM. It is clear that UMUC's identification with USM and the State of Maryland is a critical component of its brand strength.

There would be a number of other drawbacks to this model. For one, becoming a separate non-profit would cut the tie to the Board of Regents and the Chancellor.   As a result, integrating UMUC into System-wide approaches to educating Marylanders would become much more difficult.   The review process highlighted the strong value that is felt by all stakeholder groups to UMUC's public mission.

A transition of the sort envisioned by this model would also raise difficult questions about the resources that would be needed by the new entity. For example, not being part of the State's health benefits system would add a significant financial burden to UMUC. Similarly, this model raises difficult questions about whether state funding would continue to be available.

Finally, and certainly not a minor issue, this kind of dramatic transformation would require legislative approval by the General Assembly. That approval would be difficult to achieve under the most optimistic of scenarios.

Model II: A Non-Profit 501(c)(3) Affiliated with USM

A second alternative also envisions a non-profit 501(c)(3) organizational structure, but in this instance affiliated with USM. An example that has some similarities to this approach is the current USM Foundation.

This model would have many of the advantages of Model I, including a significantly increased flexibility and agility to develop a performance driven culture, to protect UMUC's proprietary information, and to facilitate expansion through mergers and acquisitions.   This entity would also be exempt from USM and State policies, regulations and statues.

While this approach would also allow the recruitment of a strong board of directors, ultimate control over UMUC would reside with the Board of Regents through its authority to appoint that board of directors.

The first impression of this model is that it would avoid many of the shortcomings of Model I. A more careful analysis, however, raises a number of other problems.

While this model would allow UMUC to remain a part of USM, there might be ambiguity about whether it could actually be considered a constituent institution of the University System.   That in turn might undercut UMUC's brand as a public university of the State of Maryland, which was considered by everyone who expressed a view as one of UMUC's most important assets.

Model II also gets into all of the resource questions associated with Model I. The potential inability to participate in the state health care system would be a significant loss. Similarly, what form and amount of state funding would be a question left to an uncertain political process.

Moreover, Model II raises difficult issues with respect to reporting lines and accountability. Would the head of the new entity report to the new board, to the Chancellor, or, in some sort of dual reporting line, to both?

Sorting out the relative roles of the new board and the Board of Regents would also be challenging. While it is envisioned that the Board of Regents would appoint the members of the new board, what authority the Regents would maintain on an operational basis is harder to determine.

The USM Foundation has been able to successfully resolve these issues and functions in an effective manner. The fundamental difference, however, is that the Foundation's role is a reasonably narrow and well-defined one. The purpose of transforming UMUC's business model is to allow the organization to function in a more autonomous and entrepreneurial way.

Model II in the final analysis avoids some of the pitfalls of Model I, but does not achieve the desire outcome in terms of operating flexibility for UMUC.

Model III: The "Bubble" Model

Throughout a lengthy and thorough process, the focus has always been on identifying a business model that would allow UMUC to operate competitively in the national and international online market while retaining its relationship to USM and the State of Maryland.

That process allowed the UMUC leadership to pinpoint the crucial areas in which greater flexibility was needed as well as to calculate both the benefits and the drawbacks to its current organizational structure.

Unlike the first two models, Model III starts with the existing structure. Instead of moving away from USM, this model is built on adding autonomies and

exemptions from specifically delineated USM and State laws, rules, and procedures. UMUC would remain in USM but its unique character and mission would be recognized through a series of delegations from the Board of Regents and, in a limited number of instances, changes in State law.

This approach would ensure that UMUC continues its current mission, that it remains a part of USM, and that its highly successful brand is not diminished or altered. The key areas requiring delegation or changes in statute include HR/personnel, procurement and strengthening of protections of proprietary and competitive information.

Model III also incorporates a "managing board" that the President would appoint. Subject to the ultimate governing authority of the President and the Board of Regents, this new board would be responsible for guiding and advising the development of UMUC's strategic direction and critical competitive decisions. As currently envisioned, the board would include national and international leaders in academics, business and the military

How to best address one of the critical objectives raised by the Ideation Group is not fully addressed in any of the three models. UMUC needs to have the agility to respond in a timely manner with educational offerings for which there is a newly identified need in the market. That ability is one of the key competitive advantages that for-profit institutions currently have. While UMUC does not presently have a specific proposal for how to remedy that problem, there is a clear need to return to this issue in the near future.

The "Bubble" Model is the simplest of the three, requires the least structural changes, and raises less difficult political approval issues than the other two. While the argument might be made that other institutions would also want some of the autonomies proposed in this model, the reality is that UMUC is unlike any other university in USM and operates in a totally different market environment than any of the other institutions.

To make Model III successful, it will be essential that the structural changes be formalized rather than left as understandings or informal arrangements. In a few limited but critically important areas, statutory changes will be necessary.

Steps Initiated by UMUC President Miyares

Based on the work of the Ideation Group, the internal collaboration process involving faculty, students and alumni, and examination by senior administration officials, a number of specific steps were identified to improve the business operations of UMUC that could be implemented immediately. These were all within the current authority of UMUC and did not require approval by the Board of Regents or the granting of additional authority to the university.

UMUC operates in a highly competitive, dynamic environment. Remaining static and not continuing to respond to external challenges is not an option even as

the discussions about a new business model proceed. In that light, a number of major initiatives have already been undertaken to:

- o Increase academic innovation
- o Improve marketing
- o Increase enrollment and retention of students
- o Upgrade the university's strategic plan
- o Engage the university community in clarifying UMUC's vision, mission, and strategy

These initiatives have already yielded measurable progress in enrollment and retention of students. Additional steps are being considered but UMUC lacks the operating flexibility to accomplish the goals endorsed by the Ideation Group, the internal collaboration process, and the review by senior university officials. The short-term success in adjusting to enrollment challenges has not negated the need for a new business model; rather, it has underscored the importance of being more flexible and entrepreneurial.

The Recommendation of Chancellor Kirwan and President Miyares

The Chancellor and UMUC President believe that UMUC should continue as a public institution fully within the USM. Thus, they recommend Model III as the one best suited to address UMUC's needs. Implementing this model would involve the following steps:

- o Subject to the approval of the Board of Regents, UMUC should be provided with the authority to develop its own HR/Personnel/Faculty Management policies appropriate to its mission.
- o UMUC should be exempted from state procurement policies and regulations, as the Maryland Technology Development Corporation or the Maryland Automobile Insurance Fund are. Note: currently, UMUC's overseas operations enjoy statutory exemption from state regulations in the area of procurement.
- o UMUC should be provided with statutory exemptions from public disclosure requirements with respect to proprietary and competitive information.

In addition, the President should appoint a Managing Board of national and international academic, business and military leaders to provide guidance on policy developments; to guide the development and monitor the implementation of UMUC's strategic initiatives and business operations; and to guide the national and international expansion of UMUC; and to advocate for the preservation of the autonomies granted to UMUC.

Specifically, the Managing Board will:

- o Guide the development of UMUC personnel and faculty policies.
- o Guide the development of procurement policies.
- o Guide the development of UMUC's national and international expansion plans and initiatives.
- o Guide the development of UMUC's tuition rate strategy.
- o Participate in the search process for UMUC's presidents as requested by the Board of Regents.

The Board of Regents is thereby requested to approve the following actions:

1. **Adopt the framework for a new UMUC business model outlined in this White Paper.**
2. **Formally delegate to UMUC's President the authority to develop and manage its own personnel and faculty policies, subject to the approval of the Board of Regents.**
3. **Support the UMUC President's appointment of a Managing Board having the responsibilities outlined in this White Paper.**
4. **Direct UMUC's President to develop legislative changes in the State Education Statute for review by the Board of Regents and ultimately adoption by the Governor and General Assembly that would achieve the operational goals of Model III, including providing the same exemptions for all of UMUC's operations that currently exist for its overseas divisions and exemptions for public disclosure requirements with respect to proprietary and competitive information.**
5. **Instruct the Chancellor and President to further develop the framework contained in the White Paper for the Board's consideration and action at a future meeting.**

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- Academic Calendar
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- Federal Employees
- Financial Aid
- Tuition & Payment
- Learning Experience Online (LEO)
- Library
- Schedules & Catalogs
- Security & Emergency Preparedness
- Student Login
- Student Moments
- Student Profiles
- **Support Services**
  - Academic Records
  - Advising & Registration
  - Accessibility
  - Career Services
  - Effective Writing Center
  - Tutoring and Writing Support
  - Exams & Testing
  - Student Life
    - Academic Clubs
    - Honor Societies
    - Governance
    - Conduct & Crisis
    - Student Handbook
    - Student Policies
  - Technology Resources
  - Graduation Services

Student Handbook

This UMUC Online Student Handbook is intended to serve as a general guide for current and prospective University of Maryland University College (UMUC) students. In this capacity, it includes information about UMUC and links to several policies students may need to access throughout their association with UMUC. This handbook is designed to be used in conjunction with the Undergraduate Catalog and Undergraduate Schedule of Classes, and/or the Graduate Catalog and the Graduate Schedule of Classes.

Please note that this handbook and its provisions do not constitute a contract between UMUC and any party or parties. Reasonable effort is used to ensure the factual accuracy of the information; however, this handbook is not a complete statement of all policies, procedures, rules, regulations, and academic requirements. UMUC reserves the right to make changes and additions to the information in this handbook without prior notice. When a curriculum or graduation requirement is changed, it is not made retroactive unless the change is to the students advantage and can be accommodated within the span of years normally required for graduation.

The current UMUC Online Student Handbook is a work-in-progress. Please check back frequently for changes and updates.

- Non-Discrimination Statement

Quick Links

- Advising - Graduate
- Advising - Undergraduate
- Online Programs
- Orientation to Distance Education
- Tutoring and Writing Resources
- Office of Enrollment Management
- Financial Aid
- Career Center
- Alumni Relations
- Accessibility Services
- UMUC Policies
- Code of Civility
- Annual Information Report
- Voter Registration

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Admissions & Transfers
About UMUC
Regional Accreditation
What's in a Name
Jobs at UMUC
Worldwide Locations
Press Room
Consumer Disclosures & Policies

Students
Student Login
Academic Calendar
Schedules & Catalogs
Career Services
Library
Financial Aid
Tuition & Payments
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Faculty
Faculty Login
Faculty Advisory Council
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Career Opportunities

Alumni & Supporters
Alumni Association
Online Community
Giving Opportunities
Career Services

Mailing Address
3501 University Blvd. East
Adelphi, MD 20783
Directions

Student Services
Academic Center at Largo
1616 McCormick Drive
Largo, MD 20774

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Search

| Academic Programs | Students | Military | Alumni | Visitors & Media |

Legal Affairs › Nondiscrimination Statement   Print Page

- Cybersecurity Commission
- Annual Information Report
- Copyright Policy
- Nondiscrimination Statement
- Consumer Disclosures

Nondiscrimination Statement

University of Maryland University College (UMUC) is committed to ensuring that all individuals have equal access to programs, facilities, admission, and employment regardless of personal characteristics unrelated to their ability, performance, or qualifications as determined by UMUC and/or University System of Maryland policy or by federal, state, or local authorities. UMUC prohibits discrimination or harassment of any individual due to race, religion, color, creed, gender, gender identity and expression, marital status, age, national origin, ancestry, political affiliation, mental or physical disability, sexual orientation, or veteran status (including Vietnam era veterans). All inquiries regarding UMUC's Nondiscrimination Statement or compliance with applicable statutes and regulations should be directed to

Director, Diversity Initiatives
Office of the President
3501 University Boulevard East
Adelphi, MD 20783-8000

Phone: 301-985-7940
Fax: 301-985-7678
E-mail: diversity-initiatives@umuc.edu
Web Site: www.umuc.edu/diversity

In accordance with this Nondiscrimination Statement and UMUC's commitment to equal access, UMUC has revised Policy 040.30 Policy and Procedures on Affirmative Action, Equal Opportunity, and Sexual Harassment. You may access the revised policy and procedures online or contact Diversity Initiatives to have a copy mailed to you.

General Information
Admissions & Transfers
About UMUC
Regional Accreditation
What's in a Name
Jobs at UMUC
Worldwide Locations
Press Room
Consumer Disclosures & Policies

Students
Student Login
Academic Calendar
Schedules & Catalogs
Career Services
Library
Financial Aid
Tuition & Payments
Help@UMUC

Faculty
Faculty Login
Faculty Advisory Council
Adjunct Faculty Association
Support Services
Career Opportunities

Alumni & Supporters
Alumni Association
Online Community
Giving Opportunities
Career Services

Mailing Address
3501 University Blvd. East
Adelphi, MD 20783
Directions

Student Services
Academic Center at Largo
1616 McCormick Drive
Largo, MD 20774
Directions

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Contact Us

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📄 Apply   ⓘ Request Info   📞 Call 800-888-UMUC (8682)   💬 Get Social

Search 🔍

| Academic Programs | Students | Military | Alumni | Visitors & Media |

Students ⟩ Support Services ⟩ Advising/Registration ⟩ Advising ⟩ Graduate   🖨 Print Page

Academic Calendar

Academic Integrity

Admissions & Transfers

Federal Employees

Financial Aid

Tuition & Payment

Learning Experience Online (LEO)

Library

Schedules & Catalogs

Security & Emergency Preparedness

Student Login

Student Moments

Student Profiles

Support Services

  Academic Records

  Advising & Registration

    Advising

      Undergraduate

      Graduate

      Military

      Veterans

    Registration

  Accessibility

  Career Services

  Effective Writing Center

  Tutoring and Writing Support

  Exams & Testing

  Student Life

  Technology Resources

  Graduation Services

Academic Advising

UMUC embraces a team-based advising model to ensure accurate and timely information sharing between advisors and students. From the first time you enroll through graduation, UMUC academic advisors are available to assist with selecting and scheduling classes. Academic advisors will guide you through the steps that lead to a graduate-level degree or certificate.

To make every interaction with advising a seamless one, you can call, e-mail or visit our office at the **Academic Center at Largo**, and any of our academic advisors can assist you.

Getting Started

- **Graduate School**
- **Degree Programs**
- **Certificate Programs**
- **Registration Help**
- **Classroom Orientation**

Helpful Links

- **Schedule of Classes**
- **MBS Bookstore**
- **Financial Aid**
- **Office of Student Accounts**
- **Transfer Credit Information**
- **Golden ID Program**
- **Withdraw Dates**
- **Tuition Refunds and Policies**
- **Career Services**
- **International Students**

Useful Information

- **Academic Calendar**
- **Academic Policies**
- **Withdrawal/Drop FAQ**
- **Transcript Request Form**
- **Demographic Update Form** 📄
- **FERPA Release Form** 📄
- **How to Apply for Graduation**
- **Re-Apply to UMUC**
- **E-1 Visa Student Information**

Contact an Academic Advisor

Email: Graduate Advising
Phone: 800-888-UMUC (8682)
Fax: 240-684-2154

Phone Advising
Monday–Friday, 8:30 a.m.–8 p.m.

In-Person Hours at Academic Center at Largo
Monday–Thursday, 8:30 a.m.–8 p.m.
Friday, 8:30 a.m.–5 p.m.

Need to check your student account?
Log in to MyUMUC to get your secured, individualized student information.

- **F-1 Visa Student Information**

General Information
Admissions & Transfers
About UMUC
Regional Accreditation
What's in a Name
Jobs at UMUC
Worldwide Locations
Press Room
Consumer Disclosures
& Policies

Students
Student Login
Academic Calendar
Schedules & Catalogs
Career Services
Library
Financial Aid
Tuition & Payments
Help@UMUC

Faculty
Faculty Login
Faculty Advisory Council
Adjunct Faculty Association
Support Services
Career Opportunities

Alumni & Supporters
Alumni Association
Online Community
Giving Opportunities
Career Services

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Directions

Student Services
Academic Center at Largo
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Largo, MD 20774
Directions

Call 800-888-UMUC (8682)
Contact Us

Academic Programs | **Students** | **Military** | **Alumni** | **Visitors & Media**

Academic Calendar
Academic Integrity
Admissions & Transfers
Federal Employees
Financial Aid
Tuition & Payment
Learning Experience Online (LEO)
Library
Schedules & Catalogs
Security & Emergency Preparedness
Student Login
Student Moments
Student Profiles
Support Services
Academic Records
Advising & Registration
Advising
Undergraduate
Graduate
Military
Veterans
Registration
Accessibility
Career Services
Effective Writing Center
Tutoring and Writing Support
Exams & Testing
Student Life
Technology Resources
Graduation Services

Undergraduate Academic Advising

UMUC embraces a team-based advising model to ensure accurate and timely information sharing between advisors and students. To make every interaction with advising a seamless one, you can call, e-mail, or visit our office at the Academic Center at Largo, and any of our academic advisors can assist you.

Quick Links to Advising-Related Areas

Getting Started

- Connect@UMUC
- How to Choose a Major
- Financing Your Education
- FAQ for Undergraduate Students
- Withdrawal/Drop FAQ

Advisors' Corner

- Academics at a Glance
- Advising
- Program Planning
- Managing Life at UMUC

Links and Forms

- Prior Learning
- Cooperative Education
- The University System of Maryland Articulation System (ARTSYS)
- Degree Planning Worksheets
- Office of Student Accounts
- International Students
- MBS Bookstore
- Tuition Refunds and Policies
- Dean's List
- Financial Aid
- Tutoring and Writing Support
- Supplemental Information Form For Students Wishing to Attend University of Maryland University College On a Letter of Permission [155Kb]
- VA Forms
- FERPA Release Form

Contact an Academic Advisor

E-mail: Undergraduate Advising
Phone: 800-888-UMUC (8682)
Fax: 240-684-2150

Phone Advising
Monday–Friday, 8:30 a.m.–8:00 p.m.

In-Person Hours at Academic Center at Largo
Monday–Thursday, 8:30 a.m.–8 p.m.
Friday, 8:30 a.m.–5 p.m.

Need to check your student account?
Log in to MyUMUC to get your secured, individualized student information.

Academic Programs

REQUEST INFO →

APPLY NOW →

Or call 800-888-UMUC (8682) to speak directly with an advisor.

5 View 5 Steps to Get Started

Browse Degrees and Certificates

Estimate Transfer Credits

View Tuition and Financial Aid

10 Browse Academic Calendar

We offer a wide range of programs to give you the confidence you need to succeed and build a better future starting on your first day of class. Programs are available in high-demand fields to help you bolster your career.

Choose from 90+ Degrees, Specializations, and Certificates

- Choose from more than 90 career-relevant **bachelor's**, **master's**, and **doctoral** degrees, **certificates**,[1] and specializations available entirely online.
- Learn on-site at 20+ **locations** in Maryland, D.C., and Virginia or around the world at our 80+ overseas locations serving military servicemembers in **Europe** and **Asia**.
- Get access to 24-hour tech support, writing feedback, an online library, academic and career advising, job search assistance, and more **student support services**.
- Earn one of our **associate's degrees**, available to active-duty military servicemembers and their spouses, veterans, reservists, and members of the National Guard.

Browse Academic Programs by Industry

- **Business and Management**: Build your business savvy with a degree or certificate in business from UMUC.
- **Cyber Security**: Learn about the exciting field of cyber security and how you could become a cyber warrior.
- **Education and Teaching**: Learn about UMUC's graduate programs in distance education, e-learning, instructional design, and teaching.
- **Healthcare and Science**: Prepare for a job in the rapidly growing health sector with a degree in healthcare administration, biotechnology, nursing, and more.
- **IT and Computer Science**: Build your resume with the in-demand programming knowledge you can gain from an IT or computer science degree at UMUC.
- **Liberal Arts and Communications**: Increase your marketability and perfect high-demand soft skills with a liberal arts or communications degree.
- **Public Safety**: Prepare to protect and serve with a UMUC degree in criminal justice, emergency management, homeland security, and more.

Earn a Respected Degree with Global Recognition

- Earn a degree from a state university and member of the **University System of Maryland**.
- Learn at a university regionally accredited by the **Middle States Commission on Higher Education**.
- Find out more about our academic programs by visiting **The Undergraduate School** or **The Graduate School**.

Video: The Power of a Degree

A DEGREE PAYS DIVIDENDS

Learn how a degree can give you a powerful and valuable advantage in your career.

Increase Your Earning Power

- Graduates with a bachelor's degree earn on average well over $1 million more than high school graduates over their lifetimes.[2]
- Your earning potential increases as your education level advances.[3]
- Bachelor's degree recipients earn about twice as much per week as high school graduates.[4]

[1] View **gainful employment disclosures** for certificates.
[2] *Source:* "**Do the Benefits of College Still Outweigh the Costs?**" *Federal Reserve Bank of New York, 2014.*
[3] *Source:* "**The Economy Goes to College** ," *Georgetown University Center on Education and the Workforce, 2015.*
[4] *Source:* "**Usual Weekly Earnings of Wage and Salary Workers**," *U.S. Bureau of Labor Statistics, November 10, 2015.*

General Information

Admissions & Transfers
About UMUC
Regional Accreditation
What's in a Name
Jobs at UMUC
Worldwide Locations
Press Room
Consumer Disclosures
& Policies

Students

Student Login
Academic Calendar
Schedules & Catalogs
Career Services
Library
Financial Aid
Tuition & Payments
Help@UMUC

Faculty

Faculty Login
Faculty Advisory Council
Adjunct Faculty Association
Support Services
Career Opportunities

Alumni & Supporters

Alumni Association
Online Community
Giving Opportunities
Career Services

Mailing Address

3501 University Blvd. East
Adelphi, MD 20783
Directions

Student Services

Academic Center at Largo
1616 McCormick Drive
Largo, MD 20774
Directions

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Contact Us

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UMUC Worldwide | Student Login | Faculty Login

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Search

| Academic Programs | Students | Military | Alumni | Visitors & Media |

Students > Learning Experience Online (LEO)   Print Page

- Academic Calendar
- Academic Integrity
- Admissions & Transfers
- Federal Employees
- Financial Aid
- Tuition & Payment
- **Learning Experience Online (LEO)**
  - Access LEO
  - Get Help with LEO
  - Frequently Asked Questions
  - Video Walk-Throughs
  - LEO and WebTycho Terminology
  - Online Classroom Technical Requirements
- Library
- Schedules & Catalogs
- Security & Emergency Preparedness
- Student Login
- Student Moments
- Student Profiles
- Support Services

Learning Experience Online (LEO)

Nothing is more important than giving our students the absolute best learning experience. That's why University of Maryland University College (UMUC) launched Learning Experience Online, our new online classroom.

To get you started, watch the Classroom Walkthrough Overview video shown below. Additional Video Walkthroughs covering specific classroom components are available from the left navigation menu.

If you are new to UMUC or if you simply need a refresher on success tips, also visit the **Get Started** site.

LEO Provides the Features You Want

- An interactive calendar makes it easy to track assignments, deadlines, and course events.
- Access your online classroom on your smartphone or tablet.
- You'll know exactly where you stand in a class with an enhanced progress tool.
- Audio messaging and other features enable you to easily receive feedback from your instructor.

Access Your Classroom Early

Sign in to LEO early at https://campus.umuc.edu. Classrooms are available seven days before your class start date.

Using LEO early will give you the chance to check out all the new features, get comfortable, and figure out if you have any questions for us. We're happy to help you.

No-Cost Online Class

Try out online learning at UMUC at no cost with CAPL 101: Creating Your Learning Plan. This 1-credit class may apply to your degree as an elective. Learn more: Call 800-888-UMUC (8682) or e-mail undergrad.advisor@umuc.edu.

UMUC's Learning Community of Working Professionals

Find out how our student body of busy professionals elevates the classroom experience.

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Search

Academic Programs   Students   Military   Alumni   Visitors & Media

Students > Support Services > Tutoring & Writing   Print Page

- Academic Calendar
- Academic Integrity
- Admissions & Transfers
- Federal Employees
- Financial Aid
- Tuition & Payment
- Learning Experience Online (LEO)
- Library
- Schedules & Catalogs
- Security & Emergency Preparedness
- Student Login
- Student Moments
- Student Profiles
- **Support Services**
  - Academic Records
  - Advising & Registration
  - Accessibility
  - Career Services
  - Effective Writing Center
  - Tutoring and Writing Support
    - Tutoring & Mentoring
  - Exams & Testing
  - Student Life
  - Technology Resources
  - Graduation Services

Tutoring and Writing Support

Get the most out of your educational experience at UMUC! Take advantage of UMUC's writing and tutoring services, available online or at UMUC's Largo Academic Center.

[Tutoring and Mentoring Services](#)

[Effective Writing Center](#)

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Search 🔍

| Academic Programs | Students | Military | Alumni | Visitors & Media |

Students ▸ Support Services ▸ Advising/Registration ▸ Advising   🖨 Print Page

Sidebar navigation:

- Academic Calendar
- Academic Integrity
- Admissions & Transfers
- Federal Employees
- Financial Aid
- Tuition & Payment
- Learning Experience Online (LEO)
- Library
- Schedules & Catalogs
- Security & Emergency Preparedness
- Student Login
- Student Moments
- Student Profiles
- **Support Services**
  - Academic Records
  - Advising & Registration
    - Advising
      - Undergraduate
      - Graduate
      - Military
      - Veterans
    - Registration
  - Accessibility
  - Career Services
  - Effective Writing Center
  - Tutoring and Writing Support
  - Exams & Testing
  - Student Life
  - Technology Resources
  - Graduation Services

Advising

UMUC provides an array of students services to help you get started or stay on track during your academic career.

Walk-in advising hours at the Academic Center at Largo are

- Monday–Thursday, 8:30 a.m–8 p.m.
- Friday, 8:30 a.m.–5 p.m.

Academic advising is available by phone at 800-888-UMUC (8682), Monday–Friday, 8:30 a.m.–8 p.m.

Customer service support staff are available 24/7 by phone at 800-888-UMUC (8682), by chat at Help@UMUC, and by opening a case at Help@UMUC.

Undergraduate and Graduate Admissions

The admissions team is responsible for reviewing and determining the eligibility of incoming applications. You will receive your letter of admission status from the Office of Admissions or a letter requesting additional information.

Learn **How to Apply for Admission**.

New Student Advising

If you are an undergraduate or graduate student residing in the United States, we can help you

- Apply to the university
- Determine your admission status
- Choose the program that's right for you
- Select and register for your first semester classes
- Get answers to your questions about financial aid, online study, or about beginning a new program

Call 800-888-UMUC (8682) or e-mail emteam@umuc.edu to get started.

Academic Advising

Once you have enrolled in your first course, you will be assigned an academic advisor. We're here to help assist and support you from registration through graduation. We can help you

- Select your courses
- Navigate the MyUMUC student portal
- Understand academic policies and programs
- Discover ways to accelerate your degree completion

Get Academic Advising

Here is a list to learn more about UMUC's advising services:

- Undergraduate
- Graduate
- Military
- Veterans

Office of Enrollment Management

Have questions? Visit the Information Services desk in Largo for answers to your general questions, catalogs and class schedules, commonly used forms, and more.

Academic Center at Largo
1616 McCormick Drive
Largo, MD 20774

Hours:

- Monday–Thursday, 8:30 a.m.–8 p.m.
- Friday, 8:30 a.m.–5 p.m.

UMUC
University of Maryland
University College

UMUC Worldwide | Student Login | Faculty Login   📄 Apply   ⓘ Request Info   📞 Call 800-888-UMUC (8682)   💬 Get Social

Search 🔍

| Academic Programs | Students | Military | Alumni | Visitors & Media |

Students ❯ Your Financial Aid Options   🖨 Print Page

- Academic Calendar
- Academic Integrity
- Admissions & Transfers
- Federal Employees
- **Financial Aid**
  - How to Apply for Aid
  - Scholarships
  - Grants
  - Loans
  - Forms
  - Alerts
  - Policies & Information
  - Frequently Asked Questions
  - Contact Us
- Tuition & Payment
- Learning Experience Online (LEO)
- Library
- Schedules & Catalogs
- Security & Emergency Preparedness
- Student Login
- Student Moments
- Student Profiles
- Support Services

GET SCHOOLED ON FINANCIAL AID
VIEW INFOGRAPHIC
When it comes to financial aid, you may qualify for more than you think.

Open Houses and Online Events

Webinar: UMUC for Military Students
Online
Wednesday, Dec 30 | 6-7 p.m.

RSVP

Webinar: Transfer Made Simple
Online
Wednesday, Jan 6 | 6-7 p.m.

RSVP

Your Financial Aid Options

You don't have to navigate financial aid alone. University of Maryland University College is committed to helping you find ways to meet, manage, and lower your education costs through a variety of financing and payment options. Take time to explore the various options below, so you can decide which ones are the best fit for your life and budget.

6 Great Ways to Pay for Your Education

When it comes to covering your college expenses, you have options. Federal student financial aid, available through the U.S. Department of Education, provides loans, grants, and scholarships to help fund your degree.

Your eligibility is based on your current financial need, as well as other factors, including whether you're a full-time or part-time student. We encourage you to learn about these different ways to pay for your education and find out which ones you may qualify for. Remember: The No. 1 reason students don't get financial aid is because *they never apply.*

1. Federal Financial Aid

Explore the different federal financial aid options, including **federal grants** and **federal loans**.

2. Scholarships

Learn about the more than 100 **UMUC scholarships**, as well as **private scholarship opportunities**.

3. Employer Tuition Assistance

Learn how UMUC can work directly with your employer if you receive **education benefits through your job**.

4. Military & Veterans Benefits

UMUC is experienced helping military and veteran students use **Tuition Assistance** and **veterans education benefits** to pay for school.

5. Interest-Free Monthly Payment Plan

Spread out your tuition costs over the entire semester with the **interest-free monthly payment plan**.

6. Tax Benefits for College Students

Find out about tax credits and deductions available to college students that can bring down your costs.

Read more +

Apply for Aid at UMUC

UMUC encourages you to apply for financial aid, regardless of your income. You may receive more than you expect! All the forms you need to apply for financial aid and for admission to UMUC are available online.

The FAFSA is Your First Step

Your first step in applying for aid is completing the Free Application for Federal Student Aid, known as the **FAFSA**. UMUC's school code is **011644**. For priority consideration, your FAFSA must be received by the established priority deadlines:

Request Info

Apply Now

Or call 800-888-UMUC (8682) to speak directly with an advisor.

5   View 5 Steps to Get Started

🖱   Browse Degrees and Certificates

→   Estimate Transfer Credits

$ **View Tuition and Financial Aid**

10   Browse Academic Calendar

WATCH VIDEOS FROM FINANCIAL AID TV

How Much Will a UMUC Degree Cost?

If you're a first-time, full-time undergraduate student, you can estimate your costs with our Net Price Calculator.

Studying Overseas?

Visit UMUC Europe or UMUC Asia to learn about financial aid, tuition, and payment options.

Financial Aid Tools

- UMUC Financial Aid Shopping Sheet
- UMUC College Scorecard, Department of Education's College Affordability and Transparency Center
- UMUC College Navigator Report, Department of Education's National Center for Education Statistics
- Paying for College, Consumer Financial Protection Bureau

Financial Aid Alerts

Holiday Disbursement Schedule

Changes to Loan Origination Fees for Direct Loan Borrowers

Webinar: Introduction to Undergraduate Programs Online

Thursday, Jan 7 | 2-3 p.m.

RSVP

View More Events

consideration, your FAFSA must be received by the established priority deadlines.

- **June 1** (for **fall**)
- **November 1** (for **spring**)
- **April 1** (for **summer**)

Learn more about **how to apply for financial aid**.

Video: UMUC Helps Students Navigate Financial Aid

Alumna Victoria Kelly discusses how UMUC's advisors helped her through the federal financial aid process.

[1] *GI Bill is a registered trademark of the U.S. Department of Veterans Affairs. More information about education benefits offered by VA is available at the **official U.S. government website**.*

Complete the Free Application for Federal Student Aid

Book Voucher Update

View More Alerts

General Information
Admissions & Transfers
About UMUC
Regional Accreditation
What's in a Name
Jobs at UMUC
Worldwide Locations
Press Room
Consumer Disclosures & Policies

Students
Student Login
Academic Calendar
Schedules & Catalogs
Career Services
Library
Financial Aid
Tuition & Payments
Help@UMUC

Faculty
Faculty Login
Faculty Advisory Council
Adjunct Faculty Association
Support Services
Career Opportunities

Alumni & Supporters
Alumni Association
Online Community
Giving Opportunities
Career Services

Mailing Address
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Directions

Student Services
Academic Center at Largo
1616 McCormick Drive
Largo, MD 20774
Directions

Call 800-888-UMUC (8682)
Contact Us

Academic Calendar

Academic Integrity

Admissions & Transfers

Federal Employees

Financial Aid

Tuition & Payment

Learning Experience Online
(LEO)

Library

Schedules & Catalogs

Security & Emergency
Preparedness

Student Login

Student Moments

Student Profiles

Support Services

Academic Records

Advising & Registration

Accessibility

Career Services

CareerQuest

Resumes & Cover Letters

Job Search Services

Career Planning

Job Fairs & Events

Federal Job Search

Employer Services

Get Career Advice

About Career Services

Effective Writing Center

Tutoring and Writing Support

Exams & Testing

Student Life

Technology Resources

Graduation Services

Career Services

Whether you are a current student, alumnus, prospective student or employer, Career Services offers you easy access to career-related support and resources.

We're Here to Help

Current students and alumni can take advantage of many valuable services, including

- **Career mapping**
- **Resume and cover-letter tips**
- **Job fair preparation**
- **Resources to find job opportunities**
- **Strategies for the federal job search**
- **Interview preparation**

Prospective students are eligible for general Career Planning and Career Change advising as it relates to potential UMUC studies only. **E-mail** or call the Office of Career Services to schedule an appointment.

Employers seeking to fill vital positions can **join forces with UMUC** to recruit talented candidates.

Meet Our Sponsors

Get to know the **employer sponsors** that support UMUC Career Services initiatives and have a strong interest in hiring UMUC students.

Video: Career Services for Students and Alumni

Learn about services and events, including career counseling, job search assistance, workshops, job fairs and more.

What's New

- **Career Insider by Vault helps you plan your best career path.**
- **Alumni: Sign up to be a career mentor to students through the UMUC Mentor Program.**

Leadership Opportunity

Learn about the **National Society of Leadership and Success**.

Upcoming Events

Webinar: Introduction to Undergraduate Programs
Thursday January 7, 2016

Webinar: Introduction to Graduate Programs
Thursday January 7, 2016

Webinar: Secure Your Future with a Master's Degree in Cyber Security from UMUC
Monday January 11, 2016

Online Open House: Graduate IT Programs
Tuesday January 12, 2016

Webinar: Two Master's Degrees for Today's Career Paths in Education
Wednesday January 13, 2016

Online Open House: MS in Data Analytics
Wednesday January 13, 2016

Webinar: Introduction to UMUC
Wednesday January 20, 2016

Webinar: Secure Your Future with a Bachelors Degree in Cybersecurity from UMUC
Tuesday January 26, 2016

Online Open House: MS in Data Analytics
Wednesday February 3, 2016

Online Open House: Graduate IT Programs
Thursday February 4, 2016

Contact Career Services

Location: Academic Center at Largo
Get Directions

E-mail: careerservices@umuc.edu

Phone: 240-684-2720

Office Hours
Monday–Friday, 8:30 a.m.–5 p.m.

Walk-in Hours
Monday–Friday, 9 a.m.–4 p.m.

General Information
Admissions & Transfers

Students
Student Login

Faculty
Faculty Login

Alumni & Supporters
Alumni Association

UMUC
University of Maryland
University College

UMUC Worldwide | Student Login | Faculty Login

Apply   Request Info   Call 800-888-UMUC (8682)   Get Social

Search

| Academic Programs | Students | Military | Alumni | Visitors & Media |

Alumni Resources   Print Page

News and Events

Alumni Association

Connect with Other Alums

Request Transcripts

Career Development

Alumni Resources

Earning your degree from UMUC is only the beginning to a new horizon of opportunities. Stay in touch through UMUC's programs for alumni and benefit from supporting the programs that mean the most to you.

- **UMUC Alumni Association**
- **Calendar of Events**
- **Career Services for Alumni**

Achiever
Download current and past issues of Achiever, your UMUC alumni magazine! Find out what your classmates are up to and what they are accomplishing with their UMUC education.

MAKE A GIFT TODAY
IN SUPPORT OF
UMUC STUDENTS

ALUMNI
Career Connection

Related Links

Job Search Services

Achiever

Mark Gerencser

Mark Gerencser thinks big. The chair of UMUC's Board of Visitors has spent more than 30 years traveling the globe for Booz Allen Hamilton, the international consulting firm, solving problems—and the bigger the better.

Full Story

General Information
Admissions & Transfers
About UMUC
Regional Accreditation
What's in a Name
Jobs at UMUC
Worldwide Locations
Press Room
Consumer Disclosures
& Policies

Students
Student Login
Academic Calendar
Schedules & Catalogs
Career Services
Library
Financial Aid
Tuition & Payments
Help@UMUC

Faculty
Faculty Login
Faculty Advisory Council
Adjunct Faculty Association
Support Services
Career Opportunities

Alumni & Supporters
Alumni Association
Online Community
Giving Opportunities
Career Services

Mailing Address
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Directions

Student Services
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| Academic Programs | Students | Military | Alumni | Visitors & Media |

Students › Support Services › Accessibility Services   🖨️ Print Page

- Academic Calendar
- Academic Integrity
- Admissions & Transfers
- Federal Employees
- Financial Aid
- Tuition & Payment
- Learning Experience Online (LEO)
- Library
- Schedules & Catalogs
- Security & Emergency Preparedness
- Student Login
- Student Moments
- Student Profiles
- **Support Services**
  - Academic Records
  - Advising & Registration
  - Accessibility
    - Mission
    - Rights & Responsibilities
    - Getting Started
    - Registering with AS
    - Documentation
    - Accommodation Examples
    - Self-Advocacy
    - Forms
    - Frequently Asked Questions
  - Career Services
  - Effective Writing Center
  - Tutoring and Writing Support
  - Exams & Testing
  - Student Life
  - Technology Resources
  - Graduation Services

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AS is focused on access and reducing barriers to education for students with disabilities.

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General Information
Admissions & Transfers
About UMUC
Regional Accreditation
What's in a Name
Jobs at UMUC
Worldwide Locations

Students
Student Login
Academic Calendar
Schedules & Catalogs
Career Services
Library
Financial Aid

Faculty
Faculty Login
Faculty Advisory Council
Adjunct Faculty Association
Support Services
Career Opportunities

Alumni & Supporters
Alumni Association
Online Community
Giving Opportunities
Career Services

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Search

| Academic Programs | Students | Military | Alumni | Visitors & Media |

Policies   Print Page

General
Faculty
Academic Affairs
Research
Student Affairs
Administration
Human Resources
Fiscal & Business Affairs
External Relations

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General Information
Admissions & Transfers
About UMUC
Regional Accreditation
What's in a Name
Jobs at UMUC
Worldwide Locations
Press Room
Consumer Disclosures & Policies

Students
Student Login
Academic Calendar
Schedules & Catalogs
Career Services
Library
Financial Aid
Tuition & Payments
Help@UMUC

Faculty
Faculty Login
Faculty Advisory Council
Adjunct Faculty Association
Support Services
Career Opportunities

Alumni & Supporters
Alumni Association
Online Community
Giving Opportunities
Career Services

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https://www.umuc.edu/policies/index.cfm   1/1

Print Page

Academic Calendar
Academic Integrity
Admissions & Transfers
Federal Employees
Financial Aid
Tuition & Payment
Learning Experience Online (LEO)
Library
Schedules & Catalogs
Security & Emergency Preparedness
Student Login
Student Moments
Student Profiles
Support Services
　Academic Records
　Advising & Registration
　Accessibility
　Career Services
　Effective Writing Center
　Tutoring and Writing Support
　Exams & Testing
　Student Life
　　Academic Clubs
　　Honor Societies
　　Governance
　　Conduct & Crisis
　　　Code of Civility
　　　Emergency Information
　　Student Handbook
　　Student Policies
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Code of Civility and Advisor Confidentiality

To promote a positive, collegial atmosphere among students, faculty, and staff, UMUC has developed the following.

Code of Civility

Respect

Treat all students, faculty, and staff with respect and in a professional and courteous manner at all times, whether in person or in written communication (including e-mail).

Kindness

Refrain from using profanities, insults, or other disparaging remarks.

Truth

Endeavor to cite only the truth and not knowingly misrepresent, mischaracterize, or misquote information received from others.

Responsibility

Take responsibility for your own actions instead of blaming others.

Cooperation

Work together with other students, faculty, and staff in a spirit of cooperation toward our common goals of seeking and providing a quality education.

Privacy

Strive to uphold the right to privacy and not talk about others.

Nondiscrimination

Respect the differences in people and their ideas and opinions and reject bigotry.

Advisor Confidentiality

Advisors should respect student privacy. However, they have an obligation to report any information they learn about violations of the law or of UMUC policies, particularly in cases of academic dishonesty or endangerment to the student or to others. This information must be reported to the Office of Associate Provost, Student Affairs.

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Search

| Academic Programs | Students | Military | Alumni | Visitors & Media |

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Print Page

- Cybersecurity Commission
- Annual Information Report
- Copyright Policy
- Nondiscrimination Statement
- Consumer Disclosures

Annual Safety and Security Report

The Annual Safety and Security Report includes information about campus crime and security; a notification of rights under FERPA for postsecondary institutions; and faculty, staff and student responsibilities regarding drug and alcohol abuse. We hope you will take the time to review the report in its entirety. If you have any questions, please contact Security at 240-684-2911.

- 2015 Report [2,855k]

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- 2014 Report [1,125k]
- 2013 Report [976k]
- 2012 Report [909k]
- 2011 Report [579k]
- 2010 Report [432k]
- 2009 Report [262k]
- 2008 Report [206k]
- 2007 Report [253k]
- 2006 Report [223k]
- 2005 Report [199k]
- 2004 Report [206k]
- 2003 Report [222k]
- 2002 Report [233k]
- 2001 Report [342k]
- 2000 Report [210k]
- 1999 Report [79k]

General Information
Admissions & Transfers
About UMUC
Regional Accreditation
What's in a Name
Jobs at UMUC
Worldwide Locations
Press Room
Consumer Disclosures
& Policies

Students
Student Login
Academic Calendar
Schedules & Catalogs
Career Services
Library
Financial Aid
Tuition & Payments
Help@UMUC

Faculty
Faculty Login
Faculty Advisory Council
Adjunct Faculty Association
Support Services
Career Opportunities

Alumni & Supporters
Alumni Association
Online Community
Giving Opportunities
Career Services

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Home ▸ Resources for Voters ▸ National Mail Voter Registration Form   Print This Page 🖶   Email A Friend 📧

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- National Mail Voter Registration Form
- Become a Poll Worker
- Overseas & Military Voters
- Voting Accessibility
- Election Calendar
- Election Resource Library
- Helpful Links
- Voter Guides
- Social Media Sites of Election Offices
- The Electoral College

Register to Vote! ▸

Use the National Mail Voter Registration Form to register to vote, update your registration information with a new name or address, or register with a political party.

Note: If you wish to vote absentee and are a uniformed service member or family member or a citizen living outside the U.S., contact the **Federal Voting Assistance Program** to register to vote.

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EAC has several projects under way to assist states in serving military and overseas citizens who register and vote absentee under the Uniformed and Overseas Citizens Absentee Voting Act. **Learn more**

National Mail Voter Registration Form

(NOTE: Many states now offer online voter registration. See **state voter registration information**.)

The National Mail Voter Registration Form can be used to register U.S. citizens to vote, to update registration information due to a change of name, make a change of address or to register with a political party. **You must follow the state-specific instructions listed for your state. They begin on page 3 of the form and are listed alphabetically by state. After filling out this form, you must sign your name where indicated and send it to your state or local election office for processing. Be sure you mail it in an envelope with the proper amount of postage.**

The national form also contains voter registration rules and regulations for each state and territory. For more information about registering to vote, **contact your state election office**. Read our FAQ's about **moving and registering to vote** and using the **National Mail Voter Registration form**.

Note - As of November 18, 2015, the following states have requested a change to their state instructions: Michigan, Alabama and Kansas. The Commission has not yet approved these requests.

Download the Forms

- National Mail Voter Registration Form -- English
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- 전국 우편 유권자 등록 양식-- Korean
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National Voter Registration Act

Every two years, EAC reports to Congress on the impact of **National Voter Registration Act** on the administration of Federal elections and provides information to states on their responsibilities under that law. Read **NVRA Studies** and **Commission decisions regarding the NVRA**.

PDF documents require Adobe Reader, available for free through **Adobe**.

Institutional Plan for the Assessment of Student Learning Outcomes

University of Maryland University College

INSTITUTIONAL PLAN FOR THE ASSESSMENT OF STUDENT LEARNING OUTCOMES

Approved July 2015

Revised and Updated: Dec. 2004; Dec. 2005; Dec. 2006; Dec. 2007; Jan. 2010; July 2015

About UMUC

Founded in 1947, University of Maryland University College (UMUC) is the largest public university in the United States. As one of the 12 degree-granting institutions of the University System of Maryland, it specializes in high-quality academic programs tailored to working adults and has earned a global reputation for excellence as a comprehensive virtual university. UMUC provides educational opportunities to approximately 90,000 students throughout Maryland, across the United States, and in 27 countries around the world. The university offers undergraduate and graduate degrees, certificate programs, and noncredit leadership development. For more information regarding UMUC and its programs, visit *www.umuc.edu.*

Accreditation/Governance Statement

University of Maryland University College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104 (267-284-5000), one of the six regional accrediting agencies recognized by the U.S. Department of Education. UMUC is governed by the University System of Maryland Board of Regents and certified by the State Council of Higher Education for Virginia. UMUC is a constituent institution of the University System of Maryland.

Nondiscrimination

UMUC is committed to ensuring that all individuals have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by UMUC and/or University System of Maryland policy or by federal, state, or local authorities, in accordance with UMUC Policy 40.30 Policy and Procedures on Affirmative Action and Equal Opportunity *(https://www.umuc.edu/policies/adminpolicies/admin04030.cfm).* UMUC does not discriminate against or harass any person because of race, religion, color, creed, gender, marital status, age, national origin, ancestry, political affiliation, mental or physical disability, sexual orientation, or veteran status (including Vietnam-Era veterans). All inquiries regarding UMUC's Nondiscrimination Statement or compliance with applicable statutes and regulations should be directed to the director of Diversity Initiatives, Office of the President, UMUC, 3501 University Boulevard East, Adelphi, MD 20783-8000 (phone 800-888-UMUC, ext. 7940).

TABLE OF CONTENTS

LIST OF TABLES AND FIGURES

Tables

Figures

APPENDICES

1 Introduction

This *Institutional Plan for the Assessment of Student Learning Outcomes* establishes a roadmap for all activities related to student learning outcomes assessment at University of Maryland University College (UMUC). The plan clarifies the University's rationale for undertaking outcomes assessment and provides coordination for the broad range of learning assessment activities carried out by the university's two major academic units (Schools): The Undergraduate School (TUS) and The Graduate School (TGS). This plan updates the *2010 Institutional Plan for the Assessment of Student Learning Outcomes* and extends through Spring 2016.

Based on a conceptual framework that defines institution-wide student learning outcomes, the plan describes how these outcomes are assessed across the University, within the Schools and within degree programs. Each step of the assessment process is covered:

1. defining learning outcomes and their alignment to the curriculum,
2. designing assessment plans and methods,
3. collecting and analyzing data,
4. disseminating and discussing results, and
5. taking actions for "closing-the-loop" to improve students' learning and educational experiences.

This plan builds upon the flourishing institutional culture of learning outcomes assessment at UMUC centered on a shared commitment by faculty, administrators, and other key stakeholders to student learning and its ongoing systematic assessment and improvement. The goals of assessment are directly informed by the university's mission, core values, and strategic plan; the missions of the Schools; and by UMUC's responsibility to meet the external requirements of the Maryland Higher Education Commission and the Middle States Commission on Higher Education.

UMUC's *Institutional Plan for the Assessment of Student Learning Outcomes* is reviewed and revised, as appropriate. The most up-to-date approved version of the plan is available to the UMUC community on ENGAGE, the university's social networking software, through the Institutional Research – Outcomes Assessment space, and publicly available online at http://www.umuc.edu/visitors/about/ipra/learning-outcomes.cfm.

2 History and Acknowledgments

The first *Institutional Plan for the Assessment of Student Learning Outcomes* consolidated years of dedicated work by UMUC faculty, administrators, and staff to establish ongoing and systematic learning outcomes assessment across the institution. At the heart of the 2003 plan were the same seven competency areas that have informed institutional assessment efforts ever since: written communication, critical thinking, quantitative reasoning, scientific literacy, information literacy, and technological fluency, as well as specialized disciplinary knowledge and skills. In 2006, the University's assessment activities, including its *Institutional Plan,* were recognized by the Middle States evaluation team, which noted in its report that UMUC "has clearly articulated academic performance expectations…the resulting evidence from these assessments is systematically used to improve teaching and learning throughout the institution" (*Report to the Faculty, Administration, Regents, Students of University of Maryland University College,* p. 32). In Middle States' periodic review of UMUC, the University was commended for the outcomes assessment practices based on the *2010 Institutional Plan*. While serving as a roadmap for institution-wide assessment activities, the *Institutional Plan* is itself an evolving document, subject to continuous improvement based on the results of learning outcomes assessment. Since 2003, the plan has undergone a number of revisions, including revisions to the current plan.

The current plan is firmly grounded in all aspects of good assessment practice and consistently operates through meaningful cycles of data gathering, analysis, and improvement of curriculum and student learning. Individuals involved in the process are committed to improving assessment practices and to making information gathered in the process more useful to the broader UMUC learning community. Supporting this point, early in 2013 UMUC entered a pilot study with the educational consulting organization, Eduventures, to complete a *Diagnostic Review of Assessment Practices.* In this review, UMUC was described as having a "solid foundation on which to continue to build and improve its processes for continuous improvement." This *Institutional Plan* builds upon UMUC's key strengths in the area of student learning outcomes assessment and describes actions to promote continued improvement.

UMUC's key strengths are:

- Assessment and continuous improvement are institutional priorities.
- Leadership has developed and implemented effective structures, training, and processes for assessment within each School.
- Accountability for the practice of assessment is clear and evident.
- Assessment results are regularly communicated to key stakeholders.
- Assessment data are used for curriculum change and program improvement.
- Technologies designed for managing and communicating assessment information are employed across the institution.
- Social media are used within each School and the University to disseminate information about assessment to faculty.
- Assessment documentation provides clear guidelines, expectations, and timelines.

For UMUC to improve and "take assessment to the next level," the Eduventures 2013 report recommended:

- seeking the root cause when assessment data indicates a problem, then implementing a change, subsequently following up to determine the effects of the change over time;
- engaging the faculty more deeply in assessment by increasing their understanding of the value of assessment and improving their participation in planning and decision-making; and
- connecting learning outcomes assessment to other divisions of the University (e.g., Academic Affairs, Finance & Budgeting, and Strategic Planning).

This current plan, extending through Spring 2016, looks to these recommendations, and acknowledges the collaboration among Deans, Program Chairs, assessment liaisons, faculty, and representatives from the Provost's Office and Institutional Research in the development, maintenance and continued improvement of UMUC's assessment efforts.

3 Assessment's Guiding Philosophy and Framework

3.1 Culture and Philosophy of Assessment

Four elements form the foundation for a culture and philosophy of assessment at UMUC as shown in Table 1 below. They include UMUC's mission, core values and strategic plan; its established institution-wide learning outcomes; the missions of the Schools and their select learning outcomes; and the missions of the degree programs, and their select learning outcomes.

Table 1: Foundation for Culture and Philosophy of Assessment at UMUC

Foundation for Student Learning Outcomes Assessment			
UMUC Mission, Core Values, and Strategic Plan	Institution-level Student Learning Outcomes – stated as Student Learning Expectations	Undergraduate and Graduate Missions and School-level Student Learning Expectations	Program Missions and Program-level Hallmarks or Student Learning Expectations

Together these elements build upon each other and serve to inspire the vision for assessment, its framework, and the commitment of the UMUC learning community to continuous improvement of assessment activities. Brief discussion of each element follows. A full Glossary of Terminology related to UMUC's assessment framework appears in Appendix A.

3.2 A Guiding Systematic Process of Assessment

Learning outcomes assessment is the systematic process of evaluating stated and expected outcomes against demonstrated student performance outcomes as collected by assessment instruments. UMUC has developed assessment plans and activities at the institutional, school and program levels. All assessment plans are based on a continuous cycle, as illustrated in Figure 1, consisting of curricular mapping of learning activities to student learning outcomes (developing an assessment plan); data collection (gathering evidence); analysis, interpretation and reporting; and application of assessment results to the improvement of the students' educational experiences and learning.

Figure 1: Assessment Cycle
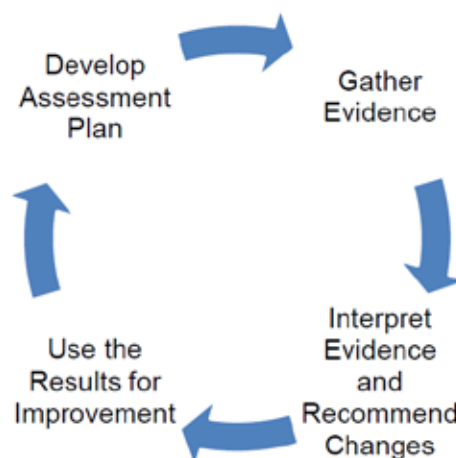
Adapted from: Trudy Banta, 2009

UMUC has identified guiding principles to ensure that learning outcomes assessment is systematic, sustained, and meaningful. Summarized in Table 2 below, these principles articulate the values and expectations for maintaining an institution-wide commitment to a culture of assessment and inform discussions pertaining to learning outcomes assessment across the institution.

Table 2: Guiding Principles of Learning Outcomes Assessment at UMUC

All administrators, faculty, and staff have a role in ensuring the academic success of students. Assessment is a collective effort.
Every degree program is responsible for the development and assessment of student skills in specific and identified areas of learning.
Learning assessment is an integral and unconditional component of effective instruction.
Assessment of student learning outcomes uses reliable and effective methodologies.
Results are used in a documented way to inform curriculum review and design.
Stakeholders, including internal and external constituents, are routinely informed of learning outcomes results.

4 Develop Assessment Plans

In developing its institution-, school- and program-level assessment plans, those responsible for the assessment of student learning outcomes in the various UMUC units and departments (see Section 7) take the following steps:

1) Review institutional, School and program missions and goals and establish the desired levels of assessment.
2) Identify student learning goals in relation to the planned level of assessment.
3) Determine methods and tools for assessing student performance at the planned level.
4) Decide how results will be gathered, analyzed, and disseminated.
5) Establish timelines for assessment plan implementations.
6) Implement assessment plans and revisions as needed.

The next sections expand on steps followed at UMUC when developing assessment plans. Sections 4.1 through 4.4 describe the first and second steps in detail. Section 4.5 summarizes details related to steps three and four, while Section 4.6 addresses steps five and six.

4.1 UMUC's Mission

UMUC's institutional mission is "improving the lives of adult learners," to be accomplished by "1) operating as Maryland's open university, serving working adults, military servicemen and servicewomen and their families, and veterans who reside in Maryland, across the United States, and around the world; 2) providing our students with affordable, open access to valued, quality higher education; and 3) serving as a recognized leader in career-relevant education, embracing innovation and change aligned with our purpose and sharing our perspectives and expertise." [1] Its core values encompass the principles of putting students first, at the center of their learning experiences, with UMUC being accountable for their success. We value excellence and integrity, strive to lead and innovate in educational offerings. UMUC's *Strategic Plan* prioritizes efforts to constantly improve our quality and to maximize student success by serving as a leader in higher education. A commitment to a quality learning outcomes assessment program is a means for identifying teaching and learning strategies that address these institutional goals. The University further commits itself to applying the results of its outcomes assessment activities to innovate and change curriculum and academic support. Accordingly, all processes and activities within the outcomes assessment cycle are designed with full attention to "closing the loop" and applying assessment results to improving students' educational experiences and learning (see Section 5.4). As a means of ensuring quality instruction across degree programs, UMUC has instituted systematic instruction across the curriculum in a set of institution, School, program and course-wide competency areas. These competency areas are explained further in the following sections.

---

[1] UMUC Strategic Plan 2015-2018, *http://www.umuc.edu/gen/strategic_plan.pdf*.

4.1.1 Institution-Level Learning Outcomes (Expectations)

UMUC learning outcomes are stated in terms of Student Learning Expectations (SLEs), expressed in the form of specific competencies, which the UMUC learning community has defined as "essential knowledge, skills and abilities (attitudes, dispositions, values and habits of mind) for success in a profession or area of study." UMUC has developed four levels of student learning expectations: institution-level, school-level, program-level, and course-level. Institution-level outcomes are based on UMUC's mission. They also correspond to competency areas identified in Standard 12 of the Middle States Commission's *Characteristics of Excellence in Higher Education* (2006 edition; revised online 2009) and those adopted by the Maryland Higher Education Commission as mandatory reporting categories required in the five-year assessment reports of all institutions under its coordination. The definitions for UMUC's seven institution-level SLEs are listed in Table 3.

Table 3: Institution-Level Learning Outcomes: Student Learning Expectations (SLEs)

Definitions of Student Learning Expectations (SLEs)	
Written Communication (COMM)	Produce writing that meets expectations for format, organization, content, purpose, and audience.
Technology Fluency (TECH)	Demonstrate an understanding of information technology broad enough to apply technology productively to academic studies, work, and everyday life.
Information Literacy (INFO)	Demonstrate the ability to use libraries and other information resources to effectively locate, select, and evaluate needed information.
Critical Thinking (THIN)	Demonstrate the use of analytical skills and reflective processing of information.
Content/Discipline-Specific Knowledge (SPEC/KNOW)	Demonstrate knowledge and competencies specific to program or major area of study.

All UMUC students, regardless of their degree programs, are instructed and assessed in four common learning areas: written communication, critical thinking, information literacy, and technology fluency (abbreviated COMM, THIN, INFO, and TECH, respectively). In addition, the University expects that all students demonstrate competence in their chosen field of study (abbreviated as SPEC or KNOW).

4.2 School-Level Missions

Each School within UMUC has a mission specific to the needs and concerns of its students. The Undergraduate School (TUS) is "committed to meeting undergraduate students' needs for

lifelong learning by providing innovative delivery of high-quality educational programs, ensuring substantive and relevant curricula, and recognizing the value of experiential learning." The Undergraduate School has an identified general education core, as mandated by the State of Maryland, and also prepares its students as global citizens. The mission of The Graduate School (TGS) is to equip graduates not only with discipline knowledge but also with the ability "to apply what they study to their professions and their daily lives."

The missions of both Schools emphasize providing workforce-relevant programs that prepare students in arts and humanities, behavioral and social sciences, business and management, health-related fields, computing, education and technology, including degrees in fields facing critical shortages, such as cybersecurity, information assurance and teacher training in STEM areas.

4.2.1 School-Level Learning Outcomes (Expectations)

Just as UMUC's institutional mission drives its institution-level outcomes, the specific missions of each School further focus and often expand the learning expectations. School-level student learning expectations are those competency areas that The Undergraduate School or The Graduate School have identified as relevant to their Schools based on their respective missions.

The Undergraduate School, based on mission-specific requirements, includes the full complement of the institution-level SLEs in its assessment activities and also includes four other SLEs as shown in Table 4. TUS uses the term "hallmarks" to refer collectively to the institution-level SLEs plus the four additional school-level outcomes. In its communications, it refers to the "the hallmarks of the educated person," to convey to students and others the importance of these competencies and their integration throughout the curriculum.

Table 4: TUS Additional School-Level Learning Expectations (SLEs)/Hallmarks

Definitions of Student Learning Expectations	
Quantitative Reasoning (QUAN)	Demonstrate the application of mathematical and numerical reasoning skills.
Scientific Literacy (SCIE)	Demonstrate the ability to understand key concepts and principles of the natural, social, and behavioral sciences and to apply these principles appropriately within personal lives.
Historical and Cultural Perspectives (HIST)	Knowledge of diverse cultures and historical periods
Ethics (ETH)	Understanding of and ability to apply frameworks for ethical decision making

The Graduate School, with a mission that focuses on more specialized and applied professional programs, does not require a set of general education outcomes. Therefore it focuses on the institution-level SLEs of COMM, THIN, INFO, and TECH and KNOW for its school- and program-level assessments.

4.3 Program-Level Missions

Each UMUC degree program also has a specific mission that guides its design. Degree programs may be shaped by employer needs and external standards either mandated or recommended by accrediting bodies or scholarly societies, and are frequently informed by alumni and experts (i.e., practitioners) within each field. A program's mission and other requirements are recorded in each program's assessment plan. Based on its mission or other concerns, a program identifies SLEs that are specific to the program and that require routine evaluation.

4.3.1 Program-Level Learning Outcomes (Expectations)

Within The Undergraduate School, program-level learning expectations are defined as rich, robust, complex statements of what students can demonstrate when they graduate from the program. Assessments of program outcomes are implemented at the course level, in collaboration with faculty, and are designed to evaluate student performance in the context of the discipline and provide information on curricular strengths and weaknesses. For example, the Psychology program evaluates critical thinking (THIN) through assessment activities that require students to demonstrate the scientific approach, while the Accounting program evaluates THIN by requiring students to analyze and validate financial system data. The learning outcomes for each course map to program outcomes and the results of assessment activities are aggregated to provide a view of student learning in the area of critical thinking for each program.

Currently, The Graduate School evaluates five institution-level SLEs (COMM, THIN, INFO, TECH and KNOW) for its school- and program-level SLEs, employing assessment activities capable of informing curricular improvements at both levels. TGS employs the "C2 Model" of assessment, which is described in greater detail in Section 4.4. Under this model, one school-wide, common assessment activity is performed to evaluate student learning in COMM, THIN, INFO and TECH at the school and program levels. The activity was designed and vetted by a special TGS assessment team. Independent raters score the student essays using a rubric the team developed. To assess the fifth SLE, KNOW, Program Chairs identify an assessment activity at the course-level to be used to assess discipline-specific knowledge in their programs. All sections of the course employ the same assessment activity and evaluation tool (rubric). For example, the Healthcare Program may employ an essay as an assessment activity, while the Accounting and Finance Program may employ a standardized exam that has been mapped to the TGS KNOW rubric. Both activities are aligned and mapped to the TGS KNOW Rubric, which was also developed and vetted by a special TGS assessment team. The results of course-level evaluations are aggregated to reflect program views, and results of all programs are further summarized to create a school-level view of student learning.

4.4 Course Outcomes

Course-level assessments focus on the degree to which students are achieving the learning outcomes that are unique to the course and that are stated in the course syllabi. Generally, course learning outcomes are common to all sections of a course, but learning activities may vary from section to section. In such cases, assessments of student learning are not generally meant to measure the SLEs or broader degree program outcomes.

Courses may serve as the primary assessment points for evaluating program-level student learning outcomes. In such cases, the student learning outcomes and learning activities used in evaluation are common across all course sections. Under the coordination of a Program Chair, the course outcomes and mapped SLEs are monitored collectively to inform program-level curriculum changes and improvements, as is described above in the TUS and TGS examples related to critical thinking and discipline knowledge, respectively.

4.5 Assessment Plans and Activities

The following section provides information on UMUC assessment plans and activities pertaining to the institution, school and program levels.

4.5.1 Institution-Level Outcomes Assessment Plans and Activities

Institution-level learning outcomes assessment activities at UMUC are driven by the faculty, programs, and Schools. The Institutional Research (IR) office provides support for assessment activities to the Schools to assure consistency across the Schools, as well as institutional reporting for UMUC. Key tasks for IR include, but are not limited to:

- Support activities that create and sustain a culture of learning assessment for UMUC
- Provide guidance and support to The Undergraduate School and The Graduate School on the development of rubrics and school-level student learning assessment plans and the validation of statistical reporting, assuring that institutional assessment data are reliable and accurate
- Review and evaluate institutional progress and adherence to the Institutional Plan for the Assessment of Student Learning Outcomes
- Coordinate institutional learning assessment activities
- Conduct and report on national assessments such as the ETS Proficiency Profile (EPP)
- Prepare annual reports that summarize learning assessment data and findings from the institution-level, program-level, and course-level reports, monitoring and documenting the effective use of results in course design, curriculum review, and program development

IR will work with both schools to develop and implement the Institutional Plan for the Assessment of Student Learning Outcomes. In doing so, IR will coordinate with the Assessment Steering Committee (ASC) which will monitor, evaluate, and report on institutional assessment activities. Such activities will include implementing closing-the-loop action plans; reporting on process, progress, and outcomes; maintaining communication across the institution; sharing best

practices; coordinating assessment work shares; examining the alignment of SLEs across the schools; updating and evaluating the Institutional Plan; and gathering and sharing information from the external environment.

The IR office will develop an annual institutional assessment report that summarizes student learning outcomes and assessment activities for UMUC. This report will include:

1. Aggregated SLEs from the schools
2. Significant assessment activities that have occurred within each of the schools
3. Institution-level analyses and recommendations for assessment activities
4. Results of the ETS Proficiency Profile for UMUC over time and in comparison with other institutions as available

In addition, the IR office will gather institution-level information to report externally. For example, the Maryland Higher Education Commission (MHEC) requires the Student Learning Outcomes Assessment Report (SLOAR) every five years. This report is scheduled to be submitted next in 2016. IR will be responsible for developing, vetting, and submitting this report to MHEC. The College Portrait (formerly VSA, for Voluntary System of Accountability) requires that UMUC provide standard test results for student learning outcomes. For this measure, UMUC will report the results of the Educational Testing Service Proficiency Profile (EPP) to College Portrait. For more information regarding the EPP, see Appendix B.

4.5.2 School- and Program-Level Plans

With the support and consultation of the Institutional Research office, the schools develop plans to assess student learning at the school and program levels. The development of assessment plans begins with the association or mapping of learning activities to SLEs. Program Chairs develop or select learning activities within courses that provide students with opportunities to demonstrate their performance of specific SLEs. For example, an essay may require a student to demonstrate communication, critical thinking and discipline knowledge (COMM, THIN and KNOW). The assessment mapping and methodologies encompass a variety of approaches that include course-embedded methods involving both direct and indirect assessment tools and independent assessment measures.

The Program Chair creates or adopts an evaluation tool (instrument) to assess student performance in relation to the learning activity. Evaluation tools generally include rubrics, but may also include standardized exams. Faculty evaluate student performance using the tool, summarize results and send them to the Institutional Research office where they are analyzed. IR returns the analyzed data back to the schools for review, further analyses, and use as the basis for curriculum recommendations. The findings and actions related to assessment activities are then reported according to the reporting processes described in Section 6.

Both schools conduct outcomes assessment on a semi-annual, annual, or multi-year basis, dependent upon programmatic, school, and University needs. Each has identified key points in academic programs at which to focus on gathering assessment data to determine student mastery

-- generally at the beginning, middle and end of a program. The plans developed by the Schools follow the cycle illustrated in Figure 1 of aligning activities to learning outcomes, evaluating student performance, gathering data, analyzing results, and using findings to improve teaching, programs and services. The plans for each school are presented in greater detail in the following sections.

TUS School- and Program-Level Assessment Plans

TUS School-Level Plan

The Undergraduate School annually sets forth an overall assessment plan for the School. Assessment plans for the school, division (academic department) and program are systematically reviewed and revised throughout the academic year as appropriate, with regard to the following considerations:

- Alignment of learning outcomes to UMUC and TUS Program Missions
- Other relevant standards including external requirements and professional standards for programs.
- Recommendations from the five-year Academic Program Review
- Modifications to the curriculum
- Institutional assessment initiatives

The Undergraduate School (TUS) assessment of hallmarks uses a multi-level approach. The TUS Hallmark Alignment (Table 5a) identifies where hallmarks are most appropriately assessed, using a standardized test or rubrics aligned to outcomes. In general, the hallmarks are represented within all programs and assessment for specific hallmarks may occur within programs to provide summative program evaluation information. However, at the School level courses are selected to represent TUS General Education; thus Table 5a shows assessment within both the program and General Education courses, and Table 5b shows the designated courses. Because definitions of critical thinking (CRIT) and ethical perspectives (ETH) are highly contextual, they are assessed solely within programs and have no separate General Education assessment.

Table 5a: TUS Hallmark Alignment

TUS Hallmarks	Course	Program MAJOR (aligned to Program Outcomes)	GENERAL EDUCATION Courses	Institutional	ETS Proficiency Profile (EPP)*
Content/Discipline (SPEC)*	X	X			
Written Communication (COMM)* - *Introductory & Advanced Levels*	X	X	X	X	X
Technology Fluency (TECH)*	X	X	X	X	
Information Literacy (INFO)*	X	X	X	X	
Quantitative Literacy (QUAN)*	X	X	X	X	X
Critical Thinking (THIN)*	X	X			X
Scientific Literacy (SCIE)*	X	X	X		
Historical and Cultural Perspectives (HIST)	X	X	X		
Ethics (ETH)	X	X			

Correspond to institution-level SLEs (i.e., not TUS alone)

For the General Education Program, the following crosswalk in Table 5b maps the selected General Education courses to the appropriate Hallmark:

Table 5b: General Education Crosswalk

TUS Hallmarks	Course	Program MAJOR *(aligned to Program Outcomes)*	GENERAL EDUCATION Courses	Course
Written Communication (COMM)* - *INTRODUCTORY & ADVANCED LEVELS*	X	X	X	WRIT 101,101s WRIT 293 WRIT 391, 392, 393 COMM 202
Technology Fluency (TECH)*	X	X	X	IFSM 201, CMST 301
Information Literacy (INFO)*	X	X	X	LIBS 150, ECON 103
Quantitative Literacy (QUAN)*	X	X	X	MATH 106,107
Critical Thinking (THIN)*	X	X		
Scientific Literacy (SCIE)*	X	X	X	BIOL 101, 103 NSCI 100
Historical and Cultural Perspectives (HIST)	X	X	X	HUMN 100 HIST 125, BEHS 103
Ethics (ETH)	X	X		

TUS Program-level Plan

By academic program in The Undergraduate School, Program Chairs maintain a Program Outcome Guide (POG), which is an assessment planning tool used to map course assessments to program outcomes and School hallmarks. Program Chairs determine what courses and program outcomes will be scheduled by term each academic year. After the assessment plan is created, updated or reviewed, pre-determined instructional action plans and assessments are implemented in the course. After each term, assessment results are compiled and analysis is conducted. Assessment findings are aligned to the program goals and hallmarks and reviewed by Program Chairs and faculty. Based on feedback received, action plans are reviewed and are created or modified, as appropriate. Program Chairs and faculty work together to implement instructional action plans and assessments in the course. Using the POG as a source of origination to ensure alignment and appropriate course sequencing, the Course Outcomes Guide (COG) outlines the course outcomes, assessments and key concepts, skills and issues. The COG identifies the alignments with the Hallmarks. A Deconstructed Course Outcomes Guide (DeCOG) summarizes the course outcomes, related competencies and assessments, and the degree of rigor. After implementation, Program Chairs then review results to determine whether the instructional

action plan made a positive difference. Samples of a POG, COG and DeCOG appear in Appendix C.

Examples from the plan illustrate the methods used for assessing student learning, as summarized in the following table:

Table 6:
TUS Examples of Methods Used for Assessing Student Learning at Program Level

SLE	Course/Activity/Evaluation Tool
COMM	WRTG 101 Common Essay, rubric-scored
TECH	IFSM 201 Authentic Assessment, rubric-scored
INFO	LIBS 150 Common Final Exam *
KNOW	Program Capstone Courses, Authentic Assessment, rubric-scored
QUAN	MATH 106 and 107 Common Final Exam
ETH	Program Capstone Courses, Authentic Assessment, rubric-scored
HIST	HIST 157 Authentic Assessment, rubric-scored
Common final exams are developed in collaboration with Institutional Research to ensure reliability and uniform administration procedures.	

TGS School-Level Plan

The Graduate School similarly establishes an annual assessment plan. The school-level assessment is based on the aggregate of program-level assessment activities, as described in the following paragraph. Program-level activities select specific courses in a program's lifecycle in which to conduct assessment activities and capture indications of student performance on the TGS SLEs.

Table 7: TGS SLE Alignment

TGS SLEs (the same for school and program levels)	Course	Program	Institutional*
Written Communication (COMM)	X	X	
Technology Fluency (TECH)	X	X	
Information Literacy (INFO)	X	X	
Quantitative Literacy (QUAN)*	X	X	
Critical Thinking (THIN)	X	X	
Discipline Knowledge (KNOW)	X	X	

While the TGS SLEs align, no formal assessment activities are conducted

TGS Program-level Plans

The Graduate School plans for program-level outcomes assessment on an annual basis and conducts its assessment activities each spring semester. Course-level activities map to program-level SLEs, creating the assessment plan for the program. The aggregate findings of the program-level assessment activities form the school-level assessment plan since program- and school-level SLEs are the same. The result is that every spring, TGS runs assessment activities that serve to inform school-and program-level assessment planning. An overview of The Graduate School Plan, which is referred to as the C2 model, is available in Appendix D.

Table 8: Examples of Methods Used for Assessing Student Learning at Program Level

SLE	Course/Activity/Evaluation Tool	School
COMM	C2 Model – Common Assignment, rubric scored	The Graduate School
THIN	C2 Model – Common Assignment, rubric scored	The Graduate School
TECH	C2 Model – Common Assignment, rubric scored	The Graduate School
INFO	C2 Model – Common Assignment, rubric scored	The Graduate School
KNOW	Embedded Assignments, rubric scored	The Graduate School

In addition, in The Graduate School, in compliance as a candidate for CAEP/NCATE accreditation, the TGS Department of Education maintains a system of assessment for its Master of Arts in Teaching for Initial Secondary Certification (MAT) and the Master's of Education in Instructional Technology (MEd) degrees. The programs employ TK20 to gather assessment data on candidate applicant and admissions quality and candidate performance of knowledge, skills and dispositions, for education and TGS-wide competencies.

An overview of the Department of Education's assessment activities appear in Appendix E.

4.6 Assessment Plan Implementation Timelines

Both the Undergraduate and Graduate Schools have developed plans and implementation timelines for assessment activities through Spring 2016.

The TUS Sample Program Timeline in Table 9 illustrates the type of planning that takes place for each program in The Undergraduate School. See also the sample POG and COG in Appendix C for how all program-level outcomes (both hallmarks and KNOW outcomes) are identified and aligned with courses.

Table 9: TUS Sample Program Timeline: Management Studies

Data Collected	Hallmarks	Courses	Assessment Task	Instrument
Spring 2014	H5=CRIT	BMGT391	Scenario Presentation	Rubric
Fall 2014	H2=WRIT H3=INFO H5=CRIT	BMGT485	Reflection Paper	Rubric
Fall 2014 Spring 2015	H5=CRIT H6=TECH	BMGT391	Employee Appraisal Form	Rubric
	H2=WRIT H6=TECH	BMGT365	Case Study	Rubric
Spring 2015	H1=HIST H7=SCIE	BMGT364	Research Paper	Rubric
Spring 2015 Summer 2015	H2=WRIT H5=CRIT	BMGT 464	Study Group Assessment Activity	Rubric

The TGS Assessment Plan Timeline in Table10 summarizes all activities in TGS from Spring 2010 through Spring 2016.

Table 10: TGS Assessment Plan Timeline

Spring	SLEs	Program	Courses	Assignment	Instrument
2010	All 5	All, excluding specializations (subsets of the programs with narrower requirements)	Round 1 – Course within 3-9 credits	Selected by Program Chair	TGS Developed Rubrics
2011	All 5	All, excluding specializations	Round 2 – Course within 12-	Selected by Program Chair	TGS Developed Rubrics
2012	All 5	All, excluding specializations	Round 3 – Course within 33-36 credits	Selected by Program Chair	TGS Developed Rubrics
2013	All 5	All, excluding specializations	C2 Model	Common Assignment & Select Course Activity for KNOW	Combined Rubric & TGS KNOW Rubric

2014	All 5	All, excluding specializations	C2 Model	Common Assignment & Select Course Activity for KNOW	Combined Rubric & TGS KNOW Rubric
2015	COMM, KNOW	All, including specializations	C2 Model	Common Assignment & Select Course Activity for KNOW	Combined Rubric & TGS KNOW Rubric
2016	COMM, KNOW	All, including specializations	C2 Model	Common Assignment & Select Course Activity for KNOW	Combined Rubric & TGS KNOW Rubric

5 Gathering and Analyzing Evidence

5.1 Data Collection

Both schools employ Taskstream Accountability Management Software. The software is used for the following assessment planning tasks:

- storing and maintaining UMUC's SLE database,
- creating curriculum and activity maps,
- compiling and archiving annual assessment plans, and
- documenting findings and action (close-the-loop) plans.

Similarly, the Department of Education in The Graduate School employs Tk20 Assessment Software to track assessment of student learning at course level.

Data collection varies according to each school's plan. The Institutional Research office works with each school's head of assessment to determine sampling plans and how to aggregate data. The IR office performs final analyses. Examples of the reports created and maintained in Taskstream and Tk20 are presented in Appendix F.

5.2 Data Analysis

The Institutional Research office analyzes the data and assists by entering the findings into Taskstream or other reporting systems or formats. Typical analyses show how well students performed on evaluation criteria. The following illustrates the findings related to employing a rubric to evaluate student performance on an assignment related to the SLE discipline-specific knowledge (KNOW):

Figure 2: Summary Illustration of Program Findings from Taskstream System

Program Findings for KNOW Rubric - TGS MS in Instructional Technology - Spring 2013

Description/Details of Measure: Course assignment measured with associated TGS KNOW rubric overlapping with certain criteria in Phase III of the "Data-Driven Decision Making Project."

Acceptable Target/Benchmark: Completing the assignment at least at the "Proficient" level according to the rubric is acceptable. Therefore our acceptable target is having at least 80% of the students receiving at least a "B" on the assignment.

Summary of Findings: Student learning was at a competent or exemplary level on all three dimensions of content knowledge.

Detailed Analysis: There were 3 sections in the analysis. There were 36 students in the data set. Five were not in the major. They were removed from the data set. There were 31 students in the analysis.

Conceptual Understanding	Theory Application	Knowledge Integration	Overall
1 = 0.0% Unsatisfactory 2 = 19.4% Marginal 3 = 32.3% Competent 4 = 48.4% Exemplary	1 = 3.2% Unsatisfactory 2 = 3.2% Marginal 3 = 35.5% Competent 4 = 58.1% Exemplary	1 = 6.5% Unsatisfactory 2 = 0.0% Marginal 3 = 32.3% Competent 4 = 61.3% Exemplary	**Overall** Target of 80% of all students earning a B or better in all three criteria, achieved.

Findings can be aggregated at the student, section, program and school levels. Data analyses and findings are shared and used by the schools and the larger UMUC learning community to inform improvements to curriculum and student support.

When appropriate (e.g., for the SLOAR report), data from the institution-level EPP exam is gathered and analyzed in the Fall and Spring semesters, and a report is completed in the Summer by the Institutional Research office.

5.3 Discussion of Results

Open and ongoing dialogue among faculty across the University is crucial for the meaningful application of outcomes assessment results. UMUC is working to increase faculty engagement in the assessment process. To do so, the University leadership is increasing the number of organized assessment events, including meetings, forums, and discussions designed to support faculty engagement and buy-in by providing opportunities for education about the continuous improvement process, including how it benefits faculty, programs, the schools, and the broader institution. To further increase faculty buy-in and engagement, expanded opportunities for all faculty members to engage in the continuous improvement process, from planning through analysis and decision-making, are being created. Enabling all faculty, including adjuncts, to participate in the process supports improvement efforts because they may provide broader perspectives on the effects of decisions on programs and students that may not otherwise be contributed. Increased faculty involvement is expected to support their feelings of commitment to the institution or connection to a given program. Based on the recommendations of the Eduventures audit, among the methods being implemented to increase faculty engagement are:

- Providing increased access to documentation on assessment practices, including this updated version of the Institutional Assessment Plan
- Maintaining an up-to-date Outcomes Assessment space on UMUC's social networking site "ENGAGE"; sharing resources and timelines, and updating the institutional plan for assessment to incorporate modifications more frequently as the assessment initiative moves forward
- Keeping information on the outcomes assessment web site up-to-date
- Introducing faculty during their orientation to the culture of assessment and expectations for their participation.

- Increasing faculty involvement in the design of "closing the loop" actions and program improvements.
- Connecting assessment efforts and findings across all divisions of the University by holding two special Assessment Steering Committee meetings annually to discuss the outcomes assessment activities in the two schools and its programs over the previous six months; invite the entire faculty to attend online.
- Engaging adjunct faculty with special outcomes assessment projects (e.g., the Graduate School Rubric Norming and Scoring Project) and providing collaborative opportunities to adjunct faculty related to assessment process, implementation and results.

6 Reporting and Dissemination

6.1 On-Demand Reporting

Each school summarizes school- and program-level assessment activities in the Taskstream Accountability Management Software system. The Graduate School also employs Tk20 Assessment Software to track and summarize course-level assessment activities. The systems produce on-demand reports that are disseminated to stakeholders as required. Currently, the Reports available in each system include:

Table 11: Summary of Available Taskstream Reports

Taskstream Reports – Organized by Degree Program	
Report	**Description**
SLE/Program Outcome	Documents the program-level SLEs and maps them to the appropriate institution-level SLE.
Curriculum Map	Provides a graphical visualization of assessment plan, including the cycle.
Assessment Plan	Includes the mission of each degree program. By SLE provides a narrative summary of assessment activities. Includes: • Description/Details of Measure • Acceptable Target/Benchmark • Implementation Timing • Point-of-Contact • Supporting Attachments
Assessment Findings	Presents the Summary of Findings for each SLE as prepared by Institutional Research from the results gathered during the assessment activity. The summary includes a detailed statistical analysis of each evaluation criteria according to the achieved levels of performance. This allows comparisons to benchmarks. This section also includes recommendation from IR.
Closing the Loop Action Plan	Based on the Assessment Findings, summarizes the Action Plans proposed by Program Chairs to address issues identified in assessment findings, which may include improvements to curricula or revisions to assessment processes.
Action Plan Status	Provides status reporting on the state and impact of Action Plans.
Assessment Repository	Includes sample assignments, rubrics and other materials used in the planning and implementation of the assessment cycle.

Table 12: Summary of Available TK20 Reports

Tk20 Reports – Organized by Course & Program	
Report	**Description**
Rubric Evaluation Summaries	Reports responses on rubric by student and in course aggregate by evaluation criteria.
Program Evaluation Summary	Reports aggregate responses on rubric by criteria for program view of all student performance.

Those involved in ongoing assessment activities employ the systems in real time throughout the assessment cycle to document plans and review and analyze findings. This method replaces prior reporting processes that required periodic manual preparation of reports in Microsoft Word documents. The on-demand nature of reporting enables easy compilation of assessment findings for Academic Program Review reporting, for reporting to accrediting and certification bodies, and for internal assessment planning. These reports are readily available to Deans, Vice Deans and Program Chairs through authorized direct access or upon request to each school's assessment administrator. Examples of semester undergraduate and annual graduate Taskstream reports are provided in Appendix F.

UMUC continues to build its reporting capabilities with the goal of providing additional reporting that will include:

1. Aggregate reporting of assessment results by SLE by school. Currently this information must be assembled manually from Taskstream system reports.
2. Compilation of school-level data into an institutional report, to offer a high-level summary of all students' learning on all Student Learning Expectations (SLEs) across the University.
3. Shared reporting on ENGAGE and the UMUC website.

6.2 Five-Year Reporting Cycle

Beginning August 2, 2004, the Maryland Higher Education Commission required Maryland institutions of higher education to submit triennial reports on assessment activities at the undergraduate level. To promote efficiency among institutions within the University System of Maryland, the commission adopted for the Student Learning Outcomes Assessment Report (SLOAR) the same competency areas identified in Standard 12 of the Middle States Commission's *Characteristics of Excellence in Higher Education* (2006 edition; revised online 2009). These include written and oral communication skills, quantitative reasoning, critical thinking, scientific literacy, information literacy, and technological fluency.

The Student Learning Outcomes Assessment Report has specific requirements in terms of form and content. For each competency area, the report provides an institution-level definition, a discussion of methodology and measures, and documentation of the ways in which outcomes assessment has been applied to the improvement of teaching and learning.

To allow more time for the changes from assessment to become evident, in 2011 the Maryland Higher Education Commission changed the timing of the required Student Learning Outcomes Assessment Report from every three years to every five years. Therefore, every five years a report is created based on a compilation of The Undergraduate School's reports from the preceding five years. The Student Learning Outcomes Assessment Report is compiled in the Institutional Research office, and the next report will need to be completed in 2016. The assessment plan for SLOAR appears in Appendix F.

Also in 2011 (five years subsequent to its successful decennial evaluation by the Middle States accreditation team), UMUC was required to submit the interim Periodic Review Report. According to the commission, the report is a "retrospective, current, and prospective analysis of an institution since its last evaluation … [including] a description of how the institution responded to any recommendations made by the institution in its own self-study report, by the visiting team that evaluated the institution, and by the Commission." UMUC was commended by MSCHE for its 2011 Periodic Review Report, which among other notable accomplishments described the comprehensive redesign of The Undergraduate School's curriculum to make it outcomes-based and appropriate for working professionals. The curriculum was built on outcomes that were defined by professional is the field, professional associations, and people who teach in the field. The redesign was a year-long project that engaged about 600 full and part-time faculty members. Middle States described UMUC as being committed to using assessment to enhance student learning. The University received an affirmative report from the 2011 Periodic Review and now, while continually improving its assessment practices, is preparing for its 2015-2016 self-study and looking forward to the next review by MSCHE in 2016.

6.3 Academic Program Reviews

Also on five-year cycles (although not necessarily coinciding with the MHEC or MSCHE reporting) are the Academic Program Reviews completed by each undergraduate and graduate academic program. The full Academic Program Review (APR), mandated by the University System of Maryland (USM) is a comprehensive assessment, covering enrollment and graduation rates, faculty demographics, grade distributions, course evaluations, and other measures relevant to the overall health and quality of an academic program. Included as well is a report from an external reviewer not affiliated with UMUC.

Learning outcomes assessment has become an increasingly prominent part of the academic program review process. The Program Assessment Reports discussed previously in Section 6.1 provide the basis not only for school- and institution-level reporting on SLEs but also for the five-year summary and analysis provided in the Academic Program Reviews. The focus of the APRs, however, is on those assessment activities most directly related to students' mastery of the specialized content of their degree program and their ability to demonstrate the associated knowledge, skills, and attitudes during and upon completion of the program—those areas of competency collectively designated by this plan as the SLE in content/discipline-specific knowledge. In practice, some disciplinary academic program reviews include outcome assessment results for program outcomes aligned with other SLEs. This is because many programs have articulated outcomes that represent higher levels of competency for certain SLE

skills than are generally expected of all UMUC students. For example, a computer and information science (CMIS) major demands a level of competency in technological fluency (TECH) that is more advanced than the level expected by a history major. In its academic program review, CMIS accordingly included different assessment activities related to the TECH SLE to reflect the specialized content of the degree program.

Therefore, assessment results and activities discussed in the Program Assessment Reports are used as the basis for school- and institution-level reports and serve as a primary source for reporting to external stakeholders including the Maryland Higher Education Commission, the Middle States Commission on Higher Education and specialized accreditors.

7 Closing the Loop: Applying the Results of Assessment

Following the analysis and dissemination of results, faculty and program administrators ensure that these results are applied for improvements in the students' learning experience. For example, results of program-level assessments of information literacy have over the past several years been used to inform changes in both curricula and pedagogy. Revisions to the content of the online library and research skills course (LIBS 150) were implemented to address deficits in student performance revealed by a program-level assessment. To help support faculty teaching this course, the interface to a quiz-results database was improved so that instructors get a snapshot of student performance on assessments across a section and can adjust their instruction and provide feedback to individual students accordingly. Other examples of using assessment findings to improve curriculum are presented in Appendix H. Documenting such instances of program-level closing-the-loop activities is included in the reporting procedures described in Section 6.

Sharing examples of successful use of outcomes assessment results helps to encourage similar strategies within and across programs. The Office of the Provost, Deans, Vice Deans and Program Chairs strive to work collaboratively with the faculty to use learning outcomes assessment data to direct research toward fully identifying the problems leading to weak learning outcomes assessment scores. From that research, those stakeholders make closing-the-loop decisions with respect to allocations or re-allocations of resources, program and curricular changes, policy revisions, and all other feasible actions that can improve student learning. Some particular examples under the broad category of closing-the-loop actions stated above are provided in Table 13 below. The chart is not intended to be exhaustive, merely illustrative of possible ways in which to apply the results of outcomes assessment to improve student learning. Detailed samples of closing-the-loop plans appear in Appendix H.

Table 13: Examples of Closing-the-Loop Action Plans

Examples of Closing-the-Loop to Improve Student Learning
• revising course sequences
• changing teaching methods
• modifying course designs
• revising course content
• disseminating effective content, design, and teaching methods to more faculty
• revising course assessments, feedback content, and/or feedback process
• adding or changing learning support inside and outside of the classroom
• identifying or creating activities beyond the classroom related to student learning
• highlighting and disseminating successful applications of assessment findings
• modifying frequency or scheduling of course offerings
• revising advising standards, processes, or content

8 Roles and Responsibilities

Various organizational entities and personnel have distinct roles and responsibilities in maintaining ongoing, systematic learning outcomes assessment. Details are provided in the discussion below.

8.1 Assessment Steering Committee

The Assessment Steering Committee (ASC) serves in an advisory and coordinating capacity between the Provost and the Schools to assist in setting the direction for student learning outcomes assessment at UMUC and ensure its ongoing, systematic practice. The committee meets routinely to discuss the state of assessment activities in each school and identify specific tasks and activities required to support ongoing UMUC assessment efforts. The goals of the ASC are to:

1. Ensure that each school has established a process for collecting, analyzing, and reporting outcomes assessment data.
2. Align learning expectations across the schools and programs.
3. Document and evaluate "close-the-loop" activities that demonstrate how data are used to make decisions to improve learning outcomes.
4. Manage, in coordination with Institutional Research and the Schools, external reporting timelines related to assessment practices.
5. Advocate for institution-level support for ASC agreed-upon assessment initiatives.
6. Develop a forum for Program Chairs and faculty to share assessment activities and best practices.
7. Provide information about UMUC assessment activities on ENGAGE and information on our public website for internal and external stakeholders.
8. Conduct environmental scanning activities to identify assessment activities and best practices at other institutions or at a national level.

The membership of the ASC consists of the Associate Vice President of Institutional Research, Associate Dean in The Graduate School, Associate Dean in The Undergraduate School, Student Learning Evaluation (Assessment) Committee Representative, Director of Assessment in The Undergraduate School, and faculty representatives from the Graduate and Undergraduate Schools

8.2 Schools, Offices and Individuals

Deans, Associate Deans, Vice Deans and Program Chairs have responsibility for ensuring robust assessment processes in both schools, and that results and actions are reported to key stakeholders. They work with faculty and other UMUC offices to design and implement their assessment activities and are held accountable each year for assessment work as a requirement of their position and successful performance review.

<u>Undergraduate and Graduate Deans and Associate Deans</u>

The deans of The Undergraduate School and The Graduate School are responsible for the overall development and implementation of school-level assessment plans, which in turn inform the *Institutional Plan.* Deans have primary responsibility for the following:

- Ensure the submission of annual school-level and program-level reports that describe data and/or use of findings resulting from learning outcomes assessment activities
- Establish a communication process that demonstrates support of the learning outcomes assessment initiative to faculty and students
- Develop and implement a curricular mapping process that ensures all relevant institution-level student learning outcomes are embedded across all degree programs
- Ensure program-level and school-level reporting on instances of closing-the-loop activities
- Provide school-level faculty development opportunities that act on the results of assessment and further support continuing effective learning outcomes

The deans are further responsible for ensuring that learning outcomes assessment findings are incorporated into Academic Program Reviews and other curriculum development processes. For each school, the respective dean appoints a senior administrator responsible for the general coordination of learning outcomes assessment activities. Currently, in The Undergraduate School this role is assigned to the Director of Assessment who reports to the Associate Dean, while in The Graduate School the activities are managed by the Associate Dean through the Student Learning Evaluation (Assessment) Committee. The roles are explained below.

<u>Assessment Administrators</u>

Undergraduate Director of Assessment

The TUS Director of Assessment works with the Deans to develop the school-level learning outcomes assessment plans and assists Vice Deans and Program Chairs in the design and implementation of program-level assessment plans. He/she works directly with school personnel, including faculty, in the design and implementation of assessment instruments and collaborates with academic departments to manage, support, and document learning outcomes assessment activities within the schools. The Director provides support, guidance, and training in assessment practice. He/she assists with the recording, tracking and analysis of assessment findings in Taskstream and serves on the Assessment Steering Committee. As the key administrator, the Director serves as the key point of contact for assessment questions within the school.

TGS Student Learning Evaluation (Assessment) Team

The Committee works with the TGS Associate Dean to develop plans and coordinate processes for the evaluation of student learning at the school, program and course levels. Its work includes developing and maintaining *The Graduate School Student Learning Evaluation Plan.* Specific activities include assisting in the validation of rubrics for courses, approving program and school level evaluation plans, training TGS personnel on evaluation practices, conducting the annual review of student learning outcomes, documenting and analyzing results, and monitoring the

implementation and results of "close-the-loop" plans. These activities require use of a system that tracks student, program and school performance (Taskstream andTK20). Select members also serve as representatives to UMUC's Assessment Steering Committee and carry out work as assigned from this committee. This committee coordinates with and reports on its activities to the TGS Associate Dean, who is the principal point of contact for assessment within the School.

Vice Deans and Program Chairs

As the heads of departments and degree programs, respectively, these individuals share responsibility in working with the senior assessment administrators in each school to design and implement program- and course-level assessment plans. Though they may not be directly involved in all assessment activities, they are knowledgeable about assessment plans and ongoing activities. They meet periodically as a group and individually with Deans, senior assessment administrators and others involved in assessment activities to receive updates, provide feedback, analyze results, make changes to curriculum based on the results, and lead the continuous process of improvement. Vice Deans and Program Chairs stay abreast of trends in assessment and participate in training and events that showcase UMUC assessment activities. They play key roles in leading and supporting the culture of assessment at UMUC through their leadership and advocacy.

Provost

The infrastructure for learning outcomes assessment at UMUC is directed by the collaborative vision of many senior administrators. Working with other members of the Assessment Steering Committee, the Provost articulates the institutional vision for the assessment of student learning and is committed to institutional ownership of the learning assessment process. Among the primary responsibilities of the Provost with regard to outcomes assessment are the following:

• Ensures external mandated requirements are met
• Ensures institutional assessment processes embody best practices
• Maintains the *Institutional Plan for the Assessment of Student Learning Outcomes*
• Ensures all plans and procedures for assessment are clear, well developed, consistent, and
   meaningful
• Ensures that the *Institutional Plan* is executed
• Produces triennial Student Learning Outcomes Assessment Report for the Maryland Higher
   Education Commission

The Provost's Office also serves as the principal link between the faculty and administration with regard to learning outcomes assessment (see discussion of the Faculty Advisory Council below).

Faculty Participation

Consisting of 18 elected members, the Faculty Advisory Council represents all faculty, including librarians, in UMUC Adelphi, UMUC–Asia, and UMUC–Europe. The council advises the provost on a variety of matters of concern to faculty, including curricular and assessment activities.

Assessments are embedded within undergraduate courses, thus ensuring that faculty participate in the process. Graduate school faculty are randomly selected annually for participation in assessment activities, with additional voluntary participation in scoring sessions conducted to establish the inter-rater reliability of rubric scores gathered during Graduate School assessment.

Institutional Research Office

The Institutional Research (IR) office serves as a collaborative partner to provide support and technical assistance in the learning outcomes assessment process. IR is additionally responsible for institutional level learning outcomes assessment planning, analysis, reporting, and dissemination needs, which includes updating the *Institutional Plan for the Assessment of Learning Outcomes* and reporting assessment results to external stakeholders. In addition, the learning outcomes assessment website and ENGAGE space are maintained by IR. Furthermore, UMUC's Assessment Steering Committee is organized by the IR office. The IR office also has responsibility for managing the administration of the ETS Proficiency Profile (EPP) and administering the TaskStream software for gathering, documenting, and disseminating assessment activities at the course, program, and school levels. The support provided to the schools and academic programs by the Office of Institutional Research serves to:

1. Ensure reliability and validity of assessment tools and measures
2. Support personnel engaged in assessment activities by providing expertise related to effective student learning assessment
3. Design data-driven projects and, where possible, share responsibilities related to collection, analysis, and interpretation of data

Table 14: Overview of Roles and Responsibilities for Learning Outcomes Assessment

Process/ Role	ASC	Deans	Assess Admin	Vice Deans/ Chairs	Provost	FAC	IR
Institutional Assessment Plan	X	X	X		X	X	X
Curriculum Alignment		X	X	X			
Institution-Level Assessment	X	X	X	X			X
School-Level Assessment		X	X	X			X
Program-Level Assessment		X	X	X			X
Reporting Results		X	X	X	X	X	X
Closing the Loop	X	X	X	X			X

9 Envisioning Learning Assessment beyond Spring 2016

In Fall 2013 UMUC began exploring competency-based learning (CBL) as an approach to revising its current learning models in both the Undergraduate and Graduate Schools. In Fall 2014, UMUC's administration offered full support for both Schools to launch plans to revise their programs. Both schools will follow similar learning philosophies and approaches to learning. Their degree designs will vary as appropriate to the student populations served.

As of Spring 2015, The Graduate School has completed its vision for its new learning model and is in the process of operationalizing its release, with a launch of its revised degree programs targeted for Fall 2016 or Spring 2017. The Undergraduate School is developing the vision for its new learning model based on CBL principles and is selectively piloting design concepts in four courses in Fall 2015. This pilot will serve to inform their work and potential launch of redesigned programs in Spring 2017.

The following section summarizes proposed elements of UMUC's learning model based on work done in The Graduate School as of Spring 2015, with that expectation that many of the underlying CBL principles related to learning and assessment will apply to both Schools. As the vision for The Undergraduate School degree structure evolves, this document will be updated.

9.1 Curriculum Philosophy

Competency -based learning is an outcomes-based approach to education that emphasizes what graduates should know and be able to do to be successful in their academic and professional careers. The approach is learner-focused, and evaluation of student learning (previously referred to as assessment at UMUC) is embedded in every step of the learning process to assist students in building real-world job-relevant competencies in real-time.

Through its competency-based programs, UMUC offers education that:
- Provides career opportunities for our students
- Prepares students to "do" in career-relevant contexts
- Prepares students theoretically and practically
- Prepares high-functioning graduates ready to contribute to their employers and society
- Fits into the lives of our students
- Meets workforce needs of employers

Our students are:
- Adults and non-traditional students, anywhere in the world, who have the ability/desire to achieve their educational goals through newer, innovative learning environments
- Motivated active learners, eager to learn and fully participate in the online environment
- Students who aspire to different careers, or higher levels in their career

The value proposition we offer to our students includes:
- Programs that are highly personalized, that are relevant to today's workforce, and that incorporate prior experiences and varied learning styles
- Curriculum and learning experiences that employers value
- Programs that are up-to-date and focus on abilities that don't become obsolete
- Portfolio of learning opportunities/paths so that students can get the education they need for the career they want

Attractive features of our programs for students and employers include:
- Practical and pragmatic scholar-practitioner approaches to programs
- Concentration on building student competencies/abilities and dispositions
- Focus on abilities that are relevant to today's and tomorrow's workforce
- Emphasis on career-relevance and career connectedness
- Support for students when and where they need it
- Supportive "ecosystem" that networks the University, employers and students to ensure up-to-date programs and opportunities for graduates
- Prepares graduates who are prepared to meet challenges very quickly

UMUC's goals are to operationally ensure that students graduate with the knowledge and abilities required to achieve their career and life aspirations; to optimize the capacity for learners to "customize" their education to their career needs; and to provide continued educational opportunities to students as they move through their careers.

With these goals in mind we are designing our programs so that the student has the ultimate flexibility in getting what he or she needs. Ultimately, UMUC wants students to graduate with both the up-to-date domain knowledge of their field **and** the abilities required to apply that knowledge in career-relevant ways that allow them to make immediate contributions to their organizations.

9.2 Curriculum Model

Related to UMUC's curriculum model, each degree program develops from detailed, finely articulated sets of competencies (competency profiles) that describe the knowledge, skills and dispositions required of professionals in a field. The profile is founded on a set of core school-level competencies. For example, in The Undergraduate School these competencies may continue to include communication, information literacy, technological fluency, quantitative literacy, critical thinking, scientific literacy, diversity/cultural awareness, and ethics. In The Graduate School, the core school-level competencies include communication, critical thinking, quantitative reasoning and leadership. As occurs now, each program expands on the school-level core and develops additional program-level competencies to create the complete competency profile for the program. The set of competencies are developed and verified with the help of academic experts and industry specialists. The complete profile, arranged as learning goals, competencies (skill sets) and descriptors (evaluation criteria and the steps to achieving competencies), drives program curriculum and assessment. A condensed example of a competency hierarchy based on a TGS example is illustrated in Figure 3.

Figure 3: Learning Goal, Competency, Descriptor Hierarchy

	School-level:

1. **Leadership, Facilitation, and Collaboration**: Learners lead, facilitate, and collaborate with a variety of individuals and diverse teams to a
  1.1. *Demonstrate* an ability to plan a particular objective or goal.
    1.1.1. *Develop* a clear and concise scope or statement of work, including budget, time to completion requirements, and relevant consid
    1.1.2. *Articulate* the steps required to complete a task or project.
    1.1.3. *Sequence* dependent and independent tasks.
    1.1.4. *Associate* time requirements with tasks.
    1.1.5. *Set* relevant milestones and metrics that inform continued direction.
    1.1.6. *Evaluate* performance over time and make adjustments to the plan.
  1.2. *Lead* a diverse group of people to *accomplish* projects and assignments.
	1. Learning Goal
	1.1 Competency
	1.1.1 Descriptor
	/Evaluation
	Criteria

		Program-level:
2. **Technologies**: Learners employ current and emerging Business, Accounting, Finance, and Social Technologies commonly used in prof		2. Learning Goal 2.1 Competency 2.1.1 Descriptor /Evaluation Criteria
2.2 Use technologies in performing Accounting and Finance work.		
2.2.1	Use Excel to analyze and solve a variety of finance and accounting problems.	
2.2.2	Demonstrate Excel mastery according to competencies identified in TGS Accounting-Financial Management Program Excel	
2.2.3	Use Excel to prepare financial and operating/performance statements, budgets, forecasts, sensitivity analyses, what-if scena	
2.3.4	Use commercial software such as Crystal Ball or ACL to model and solve accounting and finance problems.	
2.3.5	Utilize commercial (free) social technologies to understand the benefits of such technologies to accounting and finance oper	

UMUC's model is a next-generation version of competency-based learning, differing significantly from that used by other institutions. Student progression in a program is solely based on successful demonstration of learning in applied contexts, called learning demonstrations (LDs). Each learning demonstration integrates numerous school- and program-level competencies, requiring students to address them simultaneously in highly synthesized approaches that simulate real-world work. Courses are comprised of key learning demonstrations (2-3) that serve as both the means of instruction and of evaluating student learning. Each learning demonstration provides students with the required learning topics, related resources, and instructional guidance to progress through the learning demonstrations at a flexible pace with opportunities to receive formative feedback as they progress toward mastery. The design of the learning demonstrations simulates the problem-solving processes encountered on-the-job, as illustrated in Figure 4.

Figure 4: Problem Solving Process

Encounter problem

Gather information and resources

Learn new ideas or refresh prior learning

Practice new skills

Solicit feedback

Implement deliverable or solution

The learning demonstrations are key reference points along the learning program path to observe student performance, with each being more challenging. Student performance is measured qualitatively against a rich descriptive set of competencies in order to provide students with more substantive feedback to improve performance. Students must master all learning demonstrations within a program at a "proficient level" (traditional grade of B or better) to advance from one course to the next and to graduate from a degree program.

Concepts presented in UMUC's emerging CBL design are consistent with those put forth in Lumina's Degree Qualifications Profile (2.0) (DQP). For example, consistent with concepts presented in the DQP, UMUC 1) places the student, not the institution as the primary reference (evaluation) point; 2) presents outcomes for three levels of degrees (associate, bachelor's and master's); emphasizes the degree program (based on the competency profile developed for the degree/field of study; and 3) offers guidance on integrating the development of students' intellectual skills with their broad, specialized, applied, and civic learning. UMUC is currently exploring further formal incorporation of the DQP into its competency-based learning design.

The programs remain bounded by terms and credit-hour tuition structures. Courses, however, are no longer designed around a single unit of knowledge or learning. Under this new model, all courses are highly integrated, with learning demonstrations within and across courses building upon each other, and providing a straight-line path to degree completion.   Programs are thoughtfully built on a series of profession-relevant learning demonstrations that are sequenced and that help students build increasing levels of ability.

For example, **all** graduate programs include a foundational course that introduces students to the core school-level competencies and provides them with opportunities to refresh and refine their skills as they begin exploring their areas of study and how it fits with their academic and career goals. Figure 5 illustrates a 36-credit-hour graduate program, consisting of six 6-credit courses that run for 11 weeks each. During this program students engage in the rich guided hands-on learning demonstrations, with opportunities to: revisit and refine academic work; receive more

individualized instruction and academic support; explore more and supplement leading and prepare ahead; and obtain feedback and advice from industry experts.

Figure 5: Example of Graduate Degree Program Structure

66 Weeks

Decisive Communication and Leadership				Program Course 1			Program Course 2				Program Course 3	Program Course 4			Program Course 5
LD 1	LD 2	LD 3	LD 4	LD 5	LD 6	LD 7	LD 8	LD 9a	LD 9b	LD 10		LD 11	LD 12	LD 13	LD 14
Developing							Progressing					Mastering			

Courses are taught by scholar-practitioner faculty who provide expertise in their fields to the programs they support. Programs are supported by a dedicated team or "ecosystem" of experienced collegiate faculty who have deep knowledge of UMUC programs. Their role is to facilitate mutually beneficial relationships among employers, accrediting and professional organizations, faculty, and alumni. Their key tasks relevant to a program are to:

- Validate, and provide data to update TUS and TGS programs;
- Identify and build learning resources/activities for students;
- Provide networking opportunities for students with practitioners in the field;
- Serve as "pipeline" between academe and employer; and
- Allow for the capture of "moments" from employers over time.

The end goals are for our programs to receive continuous data on how to improve; for employers to actively reach out to UMUC when they have an issue to be resolved or "job" to be fulfilled; and for students and employers to see UMUC as the place that can help them solve their problems and fulfill their needs. UMUC seeks to establish a track record of mutual benefit and trust with students and employers.

9.3 Degree and Certificate Options

The following section describes the degree and certificate structure envisioned by The Graduate School, which will be operationalized in Fall 2015. The Undergraduate School's degree structure will be included in this document at a later date.

An additional goal of the UMUC curriculum redesign is to provide students with a clearer path to degree and with more options to update their skills post-graduation. Central to this goal is the concept of developing a portfolio of strong degrees and selection of career-relevant micro-credentials in the form of certificates. Figure 6 below illustrates this concept, with the second column detailing features of the new TGS degree model. All degree programs are based on a foundational course entitled "Decisive Communications and Leadership." This course provides

students with opportunities to refresh and refine their learning in the four core graduate learning competencies of communications, critical thinking, quantitative reasoning and leadership/teamwork. Each degree is comprised of six 6-credit courses and once the student has completed the degree, he/she may opt to take certificates in other areas of study. With the Cybersecurity Program as an example, the Cybersecurity Certificate would be excluded (indicated by an "X" in the figure) because all certificates are based on the second and third courses of a full degree, so taking a Certificate in Cybersecurity would be redundant for a student. Taking certificates in other areas, however, allows students to expand their base degree with competencies and that will enhanced their professional skill sets.

Figure 6: TGS CBL Degree-Certificate Design
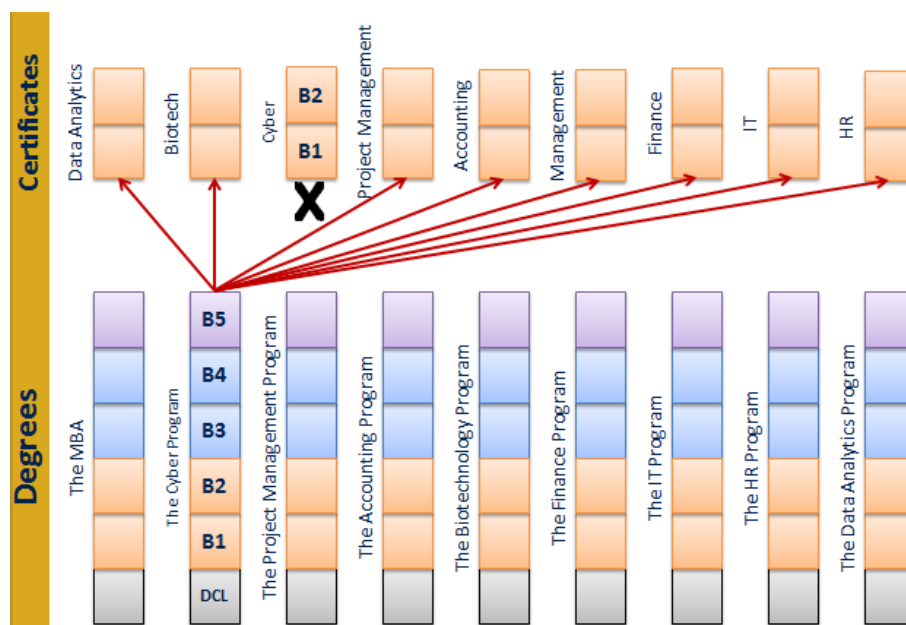
Alternatively, students seeking education in a particular area, but not necessarily a degree, may begin by taking a certificate (including a foundational course); completing 18 credit hours in nine months. When they finish, students may pursue another certificate (completing 12 credit hours in six months) **or** go on to complete the degree, with all courses counting toward both.

The degree structure for TUS programs will vary from the TGS model in the number of credits, sequencing, and prior learning recognition, as appropriate for its student population.

9.4 Evaluating Student Learning

The following vision for evaluating student learning is based on conversations between both schools and represents a shared vision as of Spring 2015. This vision will evolve and will be updated in this document as work continues on UMUC's learning model redesign.

During each eight- or eleven-week term, students interact with learning resources and complete well-paced learning demonstrations with target due dates that inform and build to a final

deliverable (key assessment). Students must demonstrate proficiency in the key assessment prior to moving on to another segment of curriculum content and they are required to demonstrate proficiency in all key assessments within a program to be considered proficient and to earn a degree. The curriculum structure provides opportunities for revisiting and refining work, as well as exploring concepts in more depth in preparation for advancing through the program. Students who are not successful on a learning demonstration, with the counseling of their faculty member, may address any deficiencies until they are successful. Processes allow students to opt to continue their study in a course until they achieve mastery. In this regard, the new curriculum model provides students with more flexibility and opportunities for mastery within a term structure.

All learning demonstrations are aligned to a particular group of competencies selected from a program's competency profile, which often include competencies from the school-level core. The group of competencies forms the rubric for evaluating the learning demonstration. For example, a learning demonstration that requires students to write and present an exclusive supplier agreement between two companies may include competencies related to a school-level core competency, such as written communication, and to program-level competencies like contract development, business law, business ethics, and presentation skills. The rubric containing these competencies and related descriptors (action steps to achieving a competency) serves to assist students by communicating to them the skills they must demonstrate when completing the LD. When presented with a scale, the rubric also serves as the instrument to evaluate student learning. When used for evaluating student learning, a rubric may include a 3- or 4-level scale, indicating, for example, Highly Proficient, Proficient, Developing Proficiency, and Low/No Proficiency. Student performance, therefore, is evaluated by employing rubrics that are "custom-designed" for each learning demonstration, ensuring close alignment and improved evaluation. Technologies will enable UMUC to track student performance on learning demonstrations and to provide students with a summary of their progress to mastery of school- and program-level competencies related to their degree. Through routine and careful monitoring of the evaluation of key learning demonstrations and the use of rubrics, UMUC will provide students with the best possible feedback on they are progressing toward the mastery of program competencies.

9.5 Learning Evaluation Plans

The learning evaluation plans (assessment plans) for course, program and school levels naturally build by compiling the results of student performance on key learning demonstrations. Each program is required to develop a learning evaluation plan via a map as shown in Figure 7.

Figure 7: Example of Program Learning Evaluation Plan

UMUC Program Assessment Map Example

Program: **IT Program**

Note: IT Program Example: The program has 14 learning goals, 4 are school-level and 10 are program-level. Course-level evaluation/assessment of student learning takes place at the competency and descriptor levels. Results are aggregated at the competency level for assessment reporting. This example displays approximately 2-3 competencies per learning goal category, though most categories contain typically 4-6 competencies, each having 3-5 related descriptors (evaluation criteria).

Guidelines: School core competencies should be evaluated at least 3 times in a program, in the Developing, Progressing, and Mastery Phases. Similarly, key competencies in programs should be evaluated 3 times.

Submitter: J. Baxor

Version: Spring 2016

Level	Comp #	Competency Description (descriptors/evaluation criteria are grouped under main competency)	Foundation Course 1	2	3	4	Other Program Courses 5	6	7	8	9	10	11	12	13	14
School	1.1	Communication: Organize document or presentation clearly in a manner that promotes …	█										█	█		█
School	1.2	Communication: Develop coherent paragraphs or points so that each is internally unified …														
School	1.3	Communication: Provide sufficient, correctly cited support that substantiates the writer's ideas														
School	2.1	Critical Thinking: Explain clearly the main issue or problem under critical consideration.		█									█			
School	2.2	Critical Thinking: Analyze given information to deeply investigate the issue or problem		█												█
School	3.1	Quantitative Reasoning: Identify mathematical information relevant in a problem/situation			█			█								
School	3.2	Quantitative Reasoning: Employ mathematical operations and data analysis appropriate …			█										█	█
School	4.1	Leadership & Teamwork: Demonstrate an ability to plan a particular objective or goal.					█							█		
School	4.2	Leadership & Teamwork: Lead a diverse group of people to accomplish projects and assignments.					█							█		
Program	5.1	IT Infrastructure: Identify the key hardware components in the IT infrastructure					█									
Program	5.2	IT Infrastructure: Evaluate the enterprise software applications					█		█							
Program	5.3	IT Infrastructure: Identify the telecommunications and network components							█							
Program	6.1	Enterprise Architecture: Design and develop an accommodating enterprise architecture						█		█						
Program	6.2	Enterprise Architecture: Employ the IT portfolio management process						█				█				
Program	6.3	Enterprise Architecture: Evaluate IT governance and service management frameworks						█								
Program	7.1	Data and Information Management: Develop a database to support organizational requirements						█	█							
Program	7.2	Data and Information Management: Determine ways to extract data from databases						█	█							
Program	8.1	Security of Data, Services and Infrastructure: Identify and prevent threats and vulnerabilities to IT						█	█		█					█
Program	8.2	Security of Data, Services and Infrastructure: Develop in employees IT security issue awareness						█	█		█					█
Program	8.3	Security of Data, Services and Infrastructure: Develop business continuity/disaster recovery plan						█	█							█
Program	9.1	Technology Innovation: Identify how organizations leveraged technology in the past						█								
Program	9.2	Technology Innovation: Assess emerging technology innovations for organizational improvement						█						█		
Program	10.1	Management of Ongoing IT Operations: Plan for oversight of ET resources						█								█
Program	10.2	Management of Ongoing IT Operations: Establish a budgeting plan process						█								█
Program	11.1	Global Perspective on IT Operations: Identify cultural, ethnic, and political challenges for IT						█						█		
Program	11.2	Global Perspective on IT Operations: Manage global IT operations and systems						█						█		
Program	12.1	Solution and Sourcing Alternatives: Evaluate approaches on selecting the optimal technical solution							█						█	
Program	12.2	Solution and Sourcing Alternatives: Assess sourcing alternatives for organization's IT						█							█	
Program	13.1	System Life Cycle: Apply system life cycle (SLC) principles and concepts						█	█					█		
Program	13.2	System Life Cycle: Manage IT project activities						█	█					█		
Program	14.1	Strategy and Ethics: Execute IT strategy to insure alignment with organizational strategy						█	█					█		█
Program	14.2	Strategy and Ethics: Employ ethical behavior						█	█					█		█

The map summarizes the program learning goals, competencies and descriptors (the competency profile for the program) and the learning demonstrations to which they align. Note: In the example above, only a selection of competencies is shown.) Guidelines require programs to assess School core competencies and major program competencies at least three times during the program -- at an early, mid and end stage of the program lifecycle -- thus capturing students in their developing, progressing and achieving stages of proficiency/mastery. Data related to the levels students achieve for each competency and descriptor/evaluation criteria can be gathered and analyzed at the student, course, program and School levels.

The assessment analysis and reporting structure is illustrated in Figure 8, below. Results captured at the student level provide each student with immediate feedback on his or her performance for each competency and descriptor/evaluation criteria within a class. Faculty can view results by student and in aggregate for the class section, by LD, competency and descriptor, and offer feedback to students and to program administrators. When combined, results for all sections create a course-level report that administrators can use to spot performance patterns in courses that may signal needs for additional learning resources or redesign of a learning demonstrations or course structure. For example, if when viewing the course-level results for Psychology 101, the course manager sees that 56% of students are not proficient in Competency 6 related to "methods of conditioning," then the manager may choose to redesign the related learning demonstration(s) employed in all sections to include more learning resources or modify the design to provide more opportunities for practice.

Figure 8: Aggregate Student Learning Evaluation Reporting Structure

School-level Learning Evaluation Report:
Aggregates the results of all student performance across programs within a school, viewable by school, program, LD and competency.

Program-level Learning Evaluation Report:
Aggregates the results of all student performance across courses within a program, viewable by program, LD and competency.

Course-level Learning Evaluation Report: Aggregates the results of all student performance across sections of a course, viewable by course, LD and competency.

Section (Class)-level Learning Evaluation Report:
Comprised of the results of all student performance in a section, viewable by LD, competency, or descriptor.

Similarly, results of student learning evaluations aggregated by all courses in a program create a program-level view of performance, which may reveal larger patterns across courses. For example, continuing the illustration in the previous paragraph, when reviewing results of performance across courses, the program chair may see lower performance in specific courses. Student performance may be strong until students reach specific courses in the program, where they experience difficulties with the related learning demonstrations -- for example, learning demonstrations related to the "biological basis for behavior." The Program Chair may choose to modify the learning demonstrations, or possibly re-sequence the course offerings to provide better scaffolding of knowledge and skills and assist students in mastering the concepts.

Ultimately, combining the results of student learning evaluations for all programs creates a school-level assessment. Deans and program chairs can review the aggregate findings to see how well students are learning in relation to the school core competencies, and by program. Patterns across programs can be monitored, and actions can be taken to further improve curricula. By using the results of student learning evaluation activities in the ways described, assessment of student learning plays a significant role in continuously monitoring and improving UMUC curricula and student learning. Founded on the evaluation of student learning for each learning demonstration, the assessment plan builds as a natural extension of the teaching process, providing close alignment of activities to evaluation means, and improving overall reliability.

9.6 Curriculum Rollout

As part of the course design process, UMUC teams are working with Program Chairs and Course Designers to build the custom rubrics required for each learning activity. Subject Matter Experts (SMEs) are reviewing competencies and LDs with the assistance of university members experienced in the assessment of student learning to ensure that learning demonstrations are well-aligned to competencies and that the LDs provide students with opportunities to demonstrate the required competencies in a observable and measurable way.

As the redesign of the UMUC curriculum progresses and the vision for evaluation of student learning (assessment) evolves, further planning will address any issues related to creating an annual schedule for reviewing results and implementing improvements, capturing data for external reporting requirements, and developing means to broadly disseminate results so that they may guide UMUC strategies beyond the schools and at the institutional level.

10 Conclusion

UMUC remains committed to its efforts to make the assessment of student learning outcomes systematic, sustainable, and meaningful. Throughout 2015 and 2016 as we continue to administer our existing assessment plans, we will work to improve the following aspects of our institutional assessment plan and carry our learning to the future curriculum and evaluation model. The following are recommendations for improvement:

1. Make reporting of student learning assessment results more accessible, understandable and useful to UMUC stakeholders, including students, faculty, administrators and other units of the University.
2. Re-design the UMUC learning outcomes assessment website to ensure broader and more up-to-date dissemination of information about assessment activities and learning outcomes.
3. Employ the results of assessment activities, not only to inform immediate changes to course curricula, but to inform larger, long-term institution-level strategies and processes.
4. Engage students in understanding why they are being assessed in order for them to recognize what is expected in learning activities, discuss these expectations with their peers and faculty, and envision their approaches to achieving program/hallmark/learning goal competencies.
5. Engage students in understanding why they are being assessed in order for them to recognize what is expected in learning activities, discuss these expectations with their peers and faculty, and envision their approaches to achieving program/hallmark/learning goal competencies.

Our ultimate goal as educators is to remain at the forefront of advancing and innovating new approaches to evaluating student learning that provide faculty and students the most relevant, real-time information possible to support students as they learn.

Appendix A
UMUC Glossary of Assessment Terminology

Academic Program Review (APR) - comprehensive assessment, covering enrollment and graduation rates, faculty demographics, grade distributions, course evaluations, and other measures relevant to the overall health and quality of an academic program; on 5-year cycle mandated by the University System of Maryland (USM).

Action plan – improvement plan for curriculum or assessment processes resulting from the review of assessment findings. Also known as "closing-the-loop plan."

Action plan status – progress report on the state and impact of action plan implementation.

Alignment - congruence of outcomes and competencies at every level. TUS-level hallmark competencies (including specialized knowledge) must be in keeping with the UMUC and TUS missions. Similarly, course-level outcomes must align with the mission and objectives of the program.

Assessment cycle - aligning activities to learning outcomes, evaluating student performance, gathering data, analyzing results, and using findings to improve teaching, programs and services.

Assessment findings –results of data collected from the assessment activities for each SLE.

Assessment plan - (1) association or mapping of learning activities with SLEs; (2) develop or select learning activities within courses that provide students with opportunities to demonstrate their performance of specific SLEs.

Assessment point - this is the point where mastery of the outcome is evaluated. From the POG, the assessment point is where the data and results from the assessment will be collected and analyzed by the Dean's Office with the assistance of the Institutional Research office.

Assessment repository – storage space for sample assignments, rubrics and other materials used in the planning and implementation of the assessment cycle. Taskstream and Tk20 contain such repositories.

Assessment Steering Committee (ASC) – assists in setting the direction for student learning outcomes assessment at UMUC and ensure its ongoing, systematic practice; serves in an advisory and coordinating capacity between the Provost and the schools.

Assessment summary – results from a detailed statistical analysis of each evaluation criterion according to the achieved levels of performance as well as recommendations from Institutional Research.

Assessment tasks - short descriptions of meaningful task(s) through which the students can show evidence of their achievement of the course outcomes.

Authentic assessment - authentic assessment is a form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills. Student performance on a task is typically scored on a rubric to determine how successfully the student has met specific standards (Mueller, 2005).

Concepts – are key words or phrases used to describe the essential idea about which the students must discover some depth of meaning in order to achieve course outcomes.

Course Outcomes Guide (COG) - every course in TUS has a COG. Using the POG as a source of origination, the COG outlines the course outcomes, assessments and key concepts, skills and issues. The COG identifies the alignments with the Hallmarks.

Competency - narrow statement of knowledge, skills or abilities that the student demonstrates to achieve mastery.

Competency-based assessments - assessments aligned to specific learning competencies in which the student demonstrates mastery.

Competency based education (CBE) – often used interchangeably with competency based learning (CBL). CBE can encompass CBL approaches to learning, but generally focuses more broadly on academic programs, practices and policies. It is associated with more non-traditional, flexible degree designs that allow students to progress at their own pace and that de-link seat time, credit hours, and per credit hour fees.

Competency based learning (CBL) - an outcomes-based learning model that emphasizes formative instruction and ongoing evaluation of student learning for the purposes of ensuring that students master the knowledge and skills considered essential to success in school, work and adult life. Students falling short of meeting stated competencies receive additional instruction, practice time, and academic support to help them achieve meet the expected outcome. CBL can happen in any context, whether or not it is part of an educational program or happens in a classroom or formal educational setting.

Course outcomes - rich, robust, complex statements of what the student can do when they complete course.

Culture of learning outcomes assessment - shared commitment by faculty, administrators, and other key stakeholders to student learning and its ongoing systematic assessment.

Curriculum map - identifies alignment and the degree of alignment (e.g. introduced, emphasized and reinforced) of program outcomes/Hallmarks.

Deconstructed Course Outcomes Guide (DeCOG) - summarizes the course outcomes, related competencies and assessments, and the degree of rigor.

Descriptor/evaluation criteria – a step in achieving a competency, evaluation of which reflects a student's level of mastery in assessment activities.

Department: A collection of programs and disciplines: e.g., Business and Professional Practice, which includes business and management, accounting, legal studies, criminal justice, homeland security, and other programs.

Hallmarks - TUS-level standards for every student to have achieved by graduation, regardless of degree/major field of study. Each hallmark takes the form of a short definition (e.g., "competence in mathematical and quantitative reasoning skills") and a more detailed definition ("All graduates of The Undergraduate School will be able to demonstrate …") followed by the list of expected outcomes.

Issues - key problems students must resolve which are inherent in the course outcomes.

Individual Pathways - a project to design and implement competency based learning at UMUC.

Learning goals –expectations of what students know and can accomplish by the time they graduate. They are multi-dimensional and are articulated at various levels, such as the institution, school, the program and the course or project.

Learning outcome - a statement that is specific, measurable and applicable to workforce standards. The outcomes drive the course curriculum to ensure students are being taught and are learning the information they need to succeed. May also be called course outcomes.

Learning outcomes assessment - the systematic process of comparing stated and expected outcomes against demonstrated student performance as collected by assessment instruments.

Learning model – an articulated learning model identify the elements that contribute to learning and the approaches to instruction.

TUS learning model: The Undergraduate School learning model reflects the missions of UMUC and TUS, the alignment of those missions with learning outcomes, and our student and faculty characteristics. It is built on principles derived from Chickering and Gamson's *Seven Principles for Best Practice in Undergraduate Education* and related research, including UMUC's own studies of best practices and student success. The learning model drives curriculum and instruction practices in TUS courses.

TGS learning model: The Graduate School learning model places the student at the center of their learning experience and emphasizes both academic and professional success. TGS faculty and staff believe that their role is to ensure that students receive the best possible learning experience and are committed to improving teaching practice in all disciplines. Faculty and staff work actively to maintain the relevancy of degree programs and to build helpful networks that extend beyond classrooms and connect students to broader beneficial professional communities.

Levels of assessment - the level at which the outcome will be assessed by a specific activity. Generally we refer to TUS-level, program-level, and course-level assessments. TUS-level assessment (used here instead of "institutional level" since assessment across the Schools is not addressed in this plan) is assessment that is conducted relevant to all students regardless of degree/program/major. Program-level assessment for purposes of this plan is assessment conducted for students within a specific major. Course-level assessment is conducted only for students in a single course, though usually in multiple sections.

Assessment outcomes at a specific level may be conducted <u>at</u> another level. For example, a hallmark (TUS-level) or program-level outcome might be assessed in assignments for a specific required course, because that course has been mapped to the outcome.

Course-Embedded Assessments
Assessments that are conducted by mapping course assignments to specific outcomes and using those assignments as the demonstration of student competency. For example, a required research paper might be evaluated by use of a rubric for demonstration of information literacy or effective writing.

Mapping - identification of how elements of programs and assessments align. For example, for each hallmark competency, we must identify the place(s) in the curriculum where that competency can be learned as well as the appropriate place to assess it. Individual courses in a program curriculum should be mapped to the program outcomes. And assignments in an individual course should be mapped to the course objectives. In an assessment instrument, such as an exam, individual questions can be mapped to the competencies assessed. The program outcomes guide (POG) and course teaching guides contain the alignments of hallmarks, program outcomes and course outcomes.

Program: A set of curricula with learning outcomes, requirements structure, and related courses. For the purposes of this plan, "program" means the academic major; for the Academic Program Review, however, "program" includes the majors, minors and certificates.

Program outcome - a rich, robust, complex statement of what the student can demonstrate when they graduate from the program.

Program Outcomes Guide (POG) - each program in TUS has a POG. The POG was developed to capture the learning outcomes, alignments, key assessment points and the general concepts, issues and skills to be taught and learned in the program. The POG is the starting point for crafting the student's pathway through the program.

Program outcomes assessment plan - each program in TUS has developed a program assessment plan from the POG. This plan scheduled terms when assessments will be implemented in course.

Rigor - the degree to which students demonstrate content mastery, application of critical thinking skills and adherence to UMUC's code of academic integrity. This definition implies three components to academic rigor: 1) Content mastery, to include the subject matter of the course as well as mastery of those core curriculum goals established for the course (for example,

information literacy, effective writing); 2) Application of critical thinking skills, to include the degree to which the student can present and defend original thinking on the subject matter, including synthesis and analysis of key concepts; and 3) Academic integrity, to include the degree to which student demonstrates academic honesty defined in UMUC's code of academic integrity (SUS Task Force on Academic Rigor, 2008). Course outcomes/competencies degrees of rigor are: Introduced (I), Reinforced (R), and Emphasized (E).

Rubrics - set of scoring guidelines to evaluate student work. The following elements establish the framework of a rubric:
Achievement Level - Aligned to the rubric criterion, the level of quality the student is expected to demonstrate.
Evaluation Criterion - Indicators of key learning outcomes of the assignment/course outcome.

Two types are found in D2L:
> *Analytic Rubric* – describe student work on each criterion separately.
> *Holistic Rubric* – describe student work by applying all the criteria at the same time and enabling overall judgment about the quality of work.

Teaching Guide - every course in TUS has a Teaching Guide. The teaching guide incorporates the information from the COG and provides guidance to instructors. The guide is a resource for each course where instructors can find an explanation for the purpose and role of the course in the program and suggested learning activities. The Teaching Guides are stored in the course content- faculty section of each course.

Skills - action statements that describe abilities that are essential for the student to demonstrate in the course outcomes.

Taskstream - a software solution providing a powerful and unified system for managing assessment, accreditation, and e-portfolios. UMUC uses two systems within this software: Learning Achievement Tool (LAT) and the Accountability Management System (AMS). LAT is associated with the portfolio assessment for prior learning and AMS is used to track learning outcomes assessment of TUS Hallmarks and program outcomes for Academic Majors.

TK20 assessment management system – used by the TGS Education department for the development of student portfolios, the submission of key assessments, the evaluation by faculty and the compilation and reporting of data for continuous improvement analysis and plans.

Appendix B
ETS Proficiency Profile (EPP)

Overview
The Educational Testing Service Proficiency Profile (EPP) is used to identify undergraduate (only) students' Critical Thinking, Written Communication, and Quantitative Literacy skills at entry into UMUC and at graduation from UMUC. The test data from the incoming and graduating students paired with student socio-demographics are used to determine learning gains in a quasi-experimental research design using propensity score matching. The data is also used to identify skills within and across subgroups based on student information (e.g., socio-demographics, academic record). In addition, EPP scores are a point of comparison of UMUC students' skill levels against the skill levels of students at other institutions.

EPP Content
The EPP is a standardized test that uses multiple-choice items intended to measure four constructs that are frequently components of a general educational curriculum. The content areas include writing skills (i.e., written communication SLE), mathematics (i.e., quantitative reasoning SLE), critical thinking (i.e., critical thinking SLE), and reading (not an SLE). These four constructs are measured in the context of three content areas—humanities, social science, and natural science. That is, the questions on writing skills, mathematics, critical thinking, and reading use content (e.g., reading passages) in the traditional distribution areas of a general education curriculum (i.e., humanities, social science, and natural science).

Details on the constructs from the MAPP User's Guide (2007):
Reading questions measure students' ability to:
1. interpret the meaning of key terms
2. recognize the primary purpose of the passage
3. recognize explicitly presented information
4. make appropriate inferences
5. recognize rhetorical devices

Writing questions measure students' ability to:
1. recognize the most grammatically correct revision of a clause, sentence, or group of sentences
2. organize units of language for coherence and rhetorical effect
3. recognize and reword figurative language
4. organize elements of writing into larger units of meaning

Critical thinking questions measure students' ability to:
1. distinguish between rhetoric and argumentation in a piece of nonfiction prose
2. recognize assumptions
3. recognize the best hypothesis to account for information presented
4. infer and interpret a relationship between variables
5. draw valid conclusions based on information presented

Mathematics questions measure students' ability to:
1. recognize and interpret mathematical terms
2. read and interpret tables and graphs

3. evaluate formulas
4. order and compare large and small numbers
5. interpret ratios, proportions, and percentages
6. read scientific measuring instruments
7. recognize and use equivalent mathematical formulas or expressions

In addition to the cognitive dimensions measured by EPP, the following demographic information is also gathered by ETS: (1) completed credit hours, (2) transfer credits, (3) percentage of general education completed, (4) best communication language, (5) enrollment status, (6) type of program, (7) age, (8) major, (9) number of courses taken, (10) race, (11) gender, and (12) hours spent working.

Adding Content to EPP
In addition to the standard content created by ETS for the EPP, UMUC can add up to 50 of its own multiple-choice questions that can be delivered outside of the online testing system (i.e., emailed) but answered inside the testing system, and nine questions that can be asked and answered inside the testing system. These questions can be used, either as a stand-alone group or in conjunction with another internal measure, to assess general education constructs not otherwise measured.

Beginning with the most recent EPP administration year (2013-2014) UMUC is using the nine additional questions that can be asked and answered inside the online testing platform, to add the following questions:

1. Did either of your parents attend college? Answer options: "Yes" and "No".
2. Did either of your parents graduate from college? Answer options: "Yes" and "No".
3. Did you attend a community college? Answer options: "Yes" or "No".
4. Did you receive an Associate's Degree from a community college? Answer options: "Yes" or "No".
5. How long ago did you last attend college? Answer options: "0 to 1 year", "1 to 2 years" "2 to 3 years", "3 to 4 years", or "5 or more years".

Each of the four questions is rated by the student on the following scale: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, and 5=Strongly Agree.
6. I will give my best effort on this test.
7. I would like to know how well I do on this test.
8. Doing well on this test is unimportant to me.*
9. I will not give this test my full attention while completing it.*
*reversed scored question

EPP Validity and Reliability
Although there is conflicting evidence regarding the validity of EPP scores, some studies identified content, construct, and predictive validity. Also, in the last administration of the test at UMUC, in 2009-2010, scores had a statistically significant correlation with students' percent of general education completed. That suggests EPP scores do say something about learning at UMUC. In studies conducted by ETS, the abbreviated form of what is now the EPP has a reliability coefficient of .77 for the overall test.

EPP Abbreviated Form
The online, non-proctored, abbreviated form of the EPP is being used at UMUC. The abbreviated form has 36 questions. Due to the matrix sampling approach employed by ETS with the abbreviated form of the EPP, at least 50 test takers must be included in the sample, and in any subgroup for which comparisons are made. The online, non-proctored, abbreviated form can be completed in one 40-minute session.

Overview of Sampling
All student participants in the EPP test will be recruited using quota sampling with a random start to ensure that the 50 students per subgroup requirement is met, and to get a representative sample based on: (1) age, (2) gender, (3) ethnicity, (4) military status, and (5) residency (in-state/out-of-state).

Entering-Level Students: The goal is to gain an overall sample of approximately 700 participants. To begin the entering student sampling, the population is considered all undergraduate, degree-seeking students, who are new to UMUC. From the population, a randomly selected sample broadly representative of the population will be taken. As students from the randomly sample begin to respond, replacement samples will be used based on quotas to fill in gaps in student counts needed to meet quotas for specific socio-demographic groups as described above.

Exiting/Graduating Students: Each year UMUC will identify those students who have applied for graduation, have more than 90 credits, and more than 60 UMUC credits. This will comprise the population from which the sample can be drawn. The goal will be to sample 100 to 200 existing students. As with the entering-level students, a randomly selected sample broadly representative of the population will be taken. As students from the randomly sample begin to respond, replacement samples will be used based on quotas to fill in gaps in student counts needed to meet quotas for specific socio-demographic groups as described above.

Logistics of Sampling
E-mails will be used to ask students to volunteer for the sample. Students who are selected for the sample will receive a short e-mail with a page of instructions on how to log in to the ETS web site and complete the EPP test. The testing will be done on a complete volunteer basis, without any tangible (i.e., money, gift) reward.

Score Reporting
With the online test, scores can be reported immediately or withheld and reported later by the institution. UMUC is using the automated scoring by the testing platform, to avoid issues related to potential violations of FERPA that could arise from emailing students their test scores.

For the EPP, norm-referenced scores (scaled scores) and criterion-referenced scores (proficiency classifications) are both used. The norm-referenced scores are used to compare the scores of one student or group of students to another or to compare the same student or group at different points in time. These scores can be used for benchmarking or for determining value-added learning gains by conducting a longitudinal or cross-sectional study. The EPP has eight norm-referenced scores: total score, skills subscores (critical thinking, reading, writing, and

mathematics), and context subscores (humanities, social sciences, and natural sciences). The skills and context subscores are not available for individual students with the abbreviated form of the EPP.

To have enough data to report for each demographic subgroup in the abbreviated form, there must be 50 participants in each subgroup. The subgroup classifications included in the EPP are completed credit hours, transfer credit, portion of general education completed, best communication language, enrollment status, type of program, age, major, number of courses taken, race, gender, and hours spent working. However, it is the primary concern of UMUC to meet the sampling requirements for the subgroups it has identified: (1) age, (2) gender, (3) race, (4) military status, and (5) residency (in-state/out-of-state), as described above. The sampling approach being implemented will accomplish this.

Additional Student Data in Analysis
To increase the information UMUC gains from using the EPP, additional student data is gathered from PeopleSoft -- UMUC's student information system (SIS). Data on variables gathered from PeopleSoft includes: (1) session, (2) race, (3) military status, (4) gender, (5) age, (6) residency (7) enrollment status, (8) transfer credits, (9) UMUC GPA, (10) total credits taken in Fall, (11) number of credits taken per session, and (12) number of previous institutions attended. The characteristics of the test-takers collected from PeopleSoft, in addition to those gather through the online testing platform are used to compare subgroups and identify correlates of EPP scores.

Using EPP Data
The data from EPP can generally be used in one of two ways: for longitudinal analysis and for cross-sectional analysis. UMUC will use the data in both of these ways. With an administration to entering students in every third fall term and an administration to graduating students every third spring term, a cross-sectional comparison of program-entering students to graduating students will be conducted to determine skill levels gained by each graduating class. This type of analysis is commonly referred to as "value-added" analysis and can be used for internal purposes, such as curricular change. To maximize the validity of the results from this analysis, students from the entering and graduating samples will be matched on a selected set of characteristics. Matching will help to control for intervening variables outside of the UMUC curriculum. In addition, longitudinal studies will be conducted year after year to compare graduating classes. This will determine if there are gains in graduate performances over time and help indicate whether changes are needed in the under- graduate general education curriculum that would lead to improved EPP scores.

Appendix C
The Undergraduate School Program-Level Assessment Plan Documentation (POG, COGs and DeCOGs)

All Programs in TUS Create a Program Level Assessment Plan (POG)

UMUC

Program Outcomes Guide

Program Name: Management Studies
Roles: The Management Studies program is designed for working adults who perform a variety of jobs and duties including supervisor, food service manager, administrator, purchasing manager, budget analysts, insurance underwriters executive, loan officer, claims adjustor, real estate manager, sales manager, graduate student, military specialist, entrepreneur, business owner, negotiator, distribution manager, management analyst, human resources manager, computer and information manager, construction manager, public relations manager, adult educator, as well as parents, productive members of the community and global citizens.
Program Description: The management studies major provides an interdisciplinary and holistic approach to developing skills and knowledge in decision making, problem solving, and leadership. The curriculum includes a foundation in business, accounting, economics, statistics, communications, and management theory and focuses on analysis and decision making across a wide spectrum of management activities. The major prepares students for a variety of management-related careers.
Expectations for Students Entering the Program:

When assessment data collection will be implemented	Intended Program Outcomes	Hallmarks	Key Assessment Tasks		Core Concepts, Issues, and Skills		
	What must the learner be able to do as a result of this program?	Which SUS Hallmarks are addressed by this program outcome? (H1=HIST H2=WRIT H3=INFO H4=ETH H5=CRIT H6=TECH H7=SCIE H8=QUAN)	What key assessment task(s) will provide evidence that the learner can demonstrate proficiency in this program outcome? In which course is the task embedded?		What core concepts, issues, and skills must the learner acquire to demonstrate proficiency in program outcomes?		
Fall 2014	Apply leadership skills to promote communication, ethical behavior, and quality	H2=WRIT H3=INFO H5=CRIT	(Assessment Task) Reflection paper in which students examine potential leadership involving personal and organizational ethics	(Course) BMGT485	(Concepts) ▪ Teamwork ▪ Organizational culture ▪ Diversity	(Issues) ▪ Teamwork ▪ Diversity ▪ Manage vs lead	(Skills) ▪ Engage in research ▪ Written communicati

51

	performance.		and core values and their effect on organizational performance.		• Leadership vs management • Organizational performance • Coaching/feedback		on • Teamwork • Coach and provide feedback
Fall 2014 Summer 2015	Implement appropriate employment practices, encourage team building, and mentor junior members of the staff.	H5=CRIT H6=TECH	Create employee appraisal form in which team lead assigns tasks to members; team evaluates, various KSAs and writes specific appraisal statement that contain measurable standards	BMGT391			• Think critically • Apply scientific principles and concepts • Recognize leadership skills • Understand employment practices • Apply concept of management
Fall 2014 Spring 2015	Effectively communicate with culturally diverse audiences using a variety of formats and technology.	H2=WRIT H6=TECH	Using a case study, develop environmental plan for a leader focused on the leader as a social architect, change agent and relationship builder.	BMGT365	•		•
Spring 2015	Assess and develop performance measures, feedback, and coaching that facilitate employee development.	H1=HIST H7=SCIE	Research and assess performance measures against organizational plans and potential actions an organization may consider and how gaps are derived from historical info and	BMGT364			

POGs are further supported by details in the Course Outcomes Guide (COG)

Course Number and Name: BMGT 380: *Business Law I* **COG**

Course Description: (Strongly recommended for students seeking careers as CPAs, lawyers, or managers.) A conceptual and functional analysis and application of legal principles and concepts relevant to the conduct and understanding of commercial business transactions in the domestic and global environments. Topics include the legal, ethical, and social environment of business, civil and criminal law, agency, types of business organizations, and contracts and sales agreements.

Prerequisites/Expectations for Students Entering the Course: NA

Intended Course Outcomes	Relation to Program Outcomes and UMUC Hallmarks	Assessments	Core Concepts, Skills, and Issues		
What must the learner successfully demonstrate as a result of this course?	Program Outcomes and UMUC Hallmarks	What will the student do to provide evidence of this intended outcome?	What core concepts, issues, and skills must the learner acquire to demonstrate proficiency in program and course outcomes?		
			Concepts	**Skills**	**Issues**
1. evaluate sources of law, legal process, procedures, and remedies in the business environment	CO 1, 2, 3, 4 H1, 2, 4,5,9	• Case/fact scenario analysis • Conference exercises • Final exam	• administrative law • ADR • agency • Article 2 UCC • business crimes • business formation/types • civil v. criminal law	• identify business-related tort rights, obligations, risks, liabilities, remedies • identify contract rights, obligations, risks, liabilities, remedies	none
2. analyze tort and criminal rights, obligations, liabilities, and remedies in the business environment		• Case/fact scenario analysis • Conference exercises • Final exam	• constitutional authority to regulate business • contract elements • contract rights, obligations, liabilities, remedies • contract types	• identify issues • legal analysis • problem-solving • critical thinking	
3. assess the application and implications of types of business organizations		• Case/fact scenario analysis • Conference exercises • Final exam	• court system • intentional torts • product liability • validity of contracts • public policy • sources of law		
4. analyze contractual rights, obligations, liabilities, and remedies in the business environment		• Case/fact scenario analysis • Conference exercises • Final exam	• strict liability • unintentional torts		

BMGT Program Outcomes

PLEASE INSERT THE COMMON COURSE OUTCOMES DEVELOPED FOR BUSINESS COURSES THAT SERVE SEVERAL MAJORS.

UMUC Hallmarks

H1. Historical and Cultural Perspectives; H2. Written Communications; H3. Information Literacy; H4. Ethics; H5. Critical Thinking; H6. Technology Fluency; H7. Scientific Literacy; H8. Quantitative Literacy; H9. Content/Discipline

COGs are further supported by details found in the Deconstructed Course Outcomes Guide (DeCOG)

BMGT 380 *Business Law I*

Outcome	Competencies	Assessment	Rigor: Introduced, I Reinforced, R Emphasized, E
Recommend appropriate actions in the business environment based on an understanding of sources of law, legal process and procedure, and available remedies.	Demonstrate an understanding of the regulations that apply to business and explain the source and level of authority. Analyze and apply the regulations that apply to business. Compare and contrast the effects of regulations on various types of business organizations.	Discussions Case Analysis: make recommendations based on case analysis Interpretive Reading **Analysis of real world examples** Alternative Assessment: exam or analytical paper	I, R, E
4. Determine appropriate actions in the business environment based on an understanding of agency law concepts and the implications of the types of business organizations.	Demonstrate an understanding of the concepts and issues of agency law principles, rights, and liabilities. Analyze and apply agency law principles to the business environment Demonstrate an understanding of the types of business forms, their purpose and appropriateness, and their liabilities. Analyze and recommend the type of business form for a specific business purpose.	Discussion Case Analysis **(including comparing and contrasting)** Final Exam Alternative Assessment: exam or analytical paper	I, R, E
3. Analyze contractual rights, obligations, liabilities, and remedies in the business environment.	Demonstrate an understanding of contractual law, principles, rights, and liabilities. **Analyze and** explain how contractual law principles apply to the business environment. Analyze and apply appropriate contractual remedies for individuals and businesses.	Discussions Case Analysis (including comparison and contrasting) **Analysis of real world examples** Alternative Assessment: exam or analytical paper	I, R, E
2. Analyze tort rights, obligations, liabilities, and remedies in the business environment.	Demonstrate an understanding of tort law, principles, rights, and liabilities. **Analyze and** explain how tort law principles apply to the business environment. Analyze **tort liabilities and** apply appropriate tort remedies for individuals and businesses.	Discussions Case Analysis (including comparison and contrasting) **Analysis of real world examples** Alternative Assessment: exam or analytical paper	I, R, E

Appendix D
The Graduate School Program-Level Assessment Plan Summary

"C2" Model for Assessing Student Learning

Each Spring, The Graduate School (TGS) assesses its five Student Learning Expectations: Communications (COMM), Critical Thinking (THIN), Information Literacy (INFO), Technology Fluency (TECH) and Discipline Knowledge (KNOW), alternating between a beginning program course, or an end program course. Results gathered from the activities serve to inform program- and school-level assessment of student learning and drive improvements to the graduate curriculum.

In 2013, The Graduate School implemented what is referred to as the C2 model (a complete history is available at: Assessing Graduate Student Learning). The model requires TGS programs to perform two program level assessment activities. One is to evaluate student learning in COMM, THIN, INFO and TECH, while the other is in the area of KNOW. Related to assessing the first four SLEs, each program assigns the same "common activity", an essay assignment, to all sections of a course. Independent raters evaluate the assignment using a "combined rubric". Collaboratively developed with representatives of all departments in The Graduate School, the essay prompt relates to commonly addressed program themes (i.e. technology, globalization, leadership, etc.) and does not require prior knowledge of the topic. The instructions presented in the essay prompt clearly describe for students the steps for completing the activity, and explain how the submission will be evaluated. The rubric contains key criteria for each of the student learning expectations. Trained independent raters score the essays. The student scores are gathered and analyzed. Student performance is reported by criteria and in aggregate by program. A copy of the common activity and rubric follows.

In addition to the four SLEs evaluated using the common assignment and related rubric, programs are required to assess discipline specific knowledge using The Graduate School KNOW Rubric. In this process, programs design and align their own assignments to use with the rubric and faculty use the KNOW rubric to evaluate student performance. Assessment assignments may include quizzes, essays, exams or other student work. A copy of the rubric appears below.

The assessment processes in The Graduate School were developed in close cooperation with UMUC's department of Institutional Research. Assignments and rubrics were developed to be in close alignment to ensure that students have the opportunity to demonstrate the criteria under evaluation. Rubrics were tested for reliability, employing Cronbach's Alpha and Inter-Rater Reliability metrics to measure internal consistency and reliability. Faculty were trained on aligning assignments to rubrics and using rubrics to improve evaluation of student work.

Each summer, The Graduate School analyzes the data gathered from its spring assessment activities and Program Chairs identify areas of program improvement. TGS employs Taskstream to manage its assessment activities and archive its data.

Spring 2014
The Graduate School Common Outcomes Assessment Activity
(Due XXXX; 2-5% of total course grade)

Please submit the essay as described below in your assignment folder in the LMS (WebTycho or LEO). It will be evaluated according to the rubric criteria (attached). The evaluator will be an instructor who is NOT teaching this course. The feedback will be provided to your instructor once it is available.

Prompt:
Identify one major challenge (i.e. technology, policy, economic, personnel, global influence, educational…) facing leaders in your field today and make two recommendations on how this challenge might be addressed to ensure organizational success?

Instructions:

1. Write a short essay (800-1,000 words; 3-4 pages) that provides a critical and thoughtful response to the prompt presented above.
2. Perform appropriate research that will support your response to the prompt and meet these criteria:
   - Use UMUC's library to locate at least three (3) scholarly journal articles.
   - Two of these articles must have been published within the last 5 years.
3. Follow APA style guidelines for citations and reference page. Please use APA Level 1 headings and organize the essay in a logical sequence.
4. Demonstrate the mastery of technology skills by meeting following criteria:
   - Prepare your essay in MS Word with 1-inch margins on all sides, double-spaced and 12 pt. Times New Roman font. Employ page numbers.
   - Create a 2-slide PowerPoint presentation which has the one major challenge and the two recommendations. Convert the PowerPoint into a PDF.
   - Upload both your essay in MS Word and your PowerPoint presentation in PDF submissions to the assignment folder.
5. The assignment is due in your assignment folder by 11:59PM on _____.

Note: Prior to starting the assignment, please review the grading rubric (attached) and consider all rubric criteria when writing your essay.

The UMUC Graduate School

COMBINED Rubric for Assessing Critical Thinking, Information Literacy, Written Communication and Technology Fluency

Introduction:
This rubric was developed from research conducted in UMUC's Graduate School. The rubric articulates fundamental criteria for each Student Learning Expectation (SLE) with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubric is intended for program-level use in evaluating and discussing student learning, not for grading. This rubric is designed to be trans-disciplinary and is designed for use with the UMUC Graduate School's Common Activity.

Definitions:
Critical Thinking (THIN) - Demonstrate the use of analytical skills and reflective processing of information.

Information Literacy (INFO) - Demonstrate the ability to use libraries and other information resources to effectively locate, select, and evaluate needed information.

Written Communication (COMM) - Produce writing that meets expectations for format, organization, content, purpose, and audience.

Technology Fluency (TECH) - Demonstrate an understanding of information technology broad enough to apply technology productively to academic studies, work, and everyday life.

Glossary:
The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Assumptions:** Ideas, conditions, or beliefs (often implicit or unstated) that are taken for granted or accepted as true.
- **Context:** The historical, ethical, political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, idea and actions.
- **Analysis:** The process of breaking something into its parts and putting the parts back together to better understand the whole. It involves exposing underlying assumptions that inform ideas/issues and actions and such strategies as comparing and contrasting, looking at similarities and differences, and examining causes and effects.
- **Synthesis:** Brings together all opinions and research in support of analysis or informed action. It involves integrating (combining) the relevant ideas, facts and research with one's own opinions and conclusions into a new whole.
- **Consequences/Implications:** The effects, results, or outcomes that would naturally or logically occur as the result of ideas or actions (as revealed in foregoing analysis and synthesis).

Criteria Applications:

- **Conceptualization/Main Ideas** - are expected to be presented early in the writing, include the main idea, issue, assumption or action, and indicate the direction the writer will take in his/her thinking.
- **Analysis** – will clearly show some of the strategies described in the definition above.
- **Integration/Support**– clearly brings together analysis and research to move toward the conclusions.
- **Conclusions/Recommendations** – go beyond a simple summary of the ideas and research presented in the paper, and includes forward looking.
- **Information Retrieval** – clearly meets the requirements specified in the common activity in terms of what items constitute retrieval performance. All specified requirements are considered equally important. <u>Requirements in assignment specified:</u>
  - o Perform appropriate research that will support your response to the prompt and meet these criteria:
  - o Use UMUC's library to locate at least three (3) scholarly journal articles.
  - o Two of these articles must have been published within the last 5 years.
- **Writing Mechanics** – when evaluating writing, all elements of writing, word use, grammar, spelling and punctuation are considered equally important.
- **APA Style** – for purposes of this rubric, APA relates primarily to headings, citations and references and the mastery used in employing each. It does not include recommendations on margins, font and line spacing. <u>Requirements of assignment specified:</u>
  - o Follow APA style guidelines for citations and reference page. Please use APA Level 1 headings and organize the essay in a logical sequence.
- **Technology Application** – for purposes of this rubric, technology application specifies the use of MS Word, word count, margins, font, line spacing, and page number employment. Deductions of .5 should be taken for each specified item missed (6 items specified). Students missing six specified items fall in the unsatisfactory range. <u>Requirements in assignment specified:</u>
  - o Prepare your essay in MS Word with 1-inch margins on all sides, double-spaced and 12 pt. Times New Roman font. Employ page numbers.
- **Rating Scale** – use one decimal when scoring each criterion, for example, 0.5, 0.8, 2.0, 3.2, or 3.7.

University of Maryland University College

COMBINED Rubric for Outcomes Assessment for Spring 2014, The Graduate School

CRITERIA	EXEMPLARY 3.1-4.0	COMPETENT 2.1-3.0	MARGINAL 1.1-2.0	UNSATIS-FACTORY 0-1.0	Score for Each Criterion
Conceptualization/ Main Ideas [THIN] Identifies and articulates the main idea(s)/issues(s) in a way that is appropriate for the audience, research, context, and purpose of the assignment.	Identifies and articulates the main ideas/issues as appropriate with **exceptional** depth and clarity for full understanding with no ambiguities.	Identifies and articulates the main ideas/issues as appropriate with **sufficient** depth and clarity. Ambiguities and omissions do not seriously impede understanding	Identifies and articulates the main ideas/issues within context with **some** depth and clarity. Ambiguities and omissions impede understanding.	**Insufficiently** identifies and articulates the main ideas/issues. Lack of clarity or depth impedes understanding.	**0.0**
Analysis [THIN] Breaks apart concepts and determines essential components and underlying assumptions of the idea(s)/ issue(s) while considering connections and significance.	Examines information in a **highly** logical and accurate manner and **extensively** exposes relationships, causalities, and underlying assumptions of the ideas/issues.	Examines information in a **mostly** logical and accurate manner and **sufficiently** exposes relationships, causalities, and underlying assumptions of the ideas/issues.	Examines information in a **somewhat** logical and accurate manner and **insufficiently** exposes relationships, causalities, and underlying assumptions of the ideas/issues.	Examines information in an **illogical** and **inaccurate** manner and **fails** to expose relationships, causalities, and underlying assumptions of the ideas/issues.	**0.0**
Integration/Support [THIN] Combines key concepts from research and analyses in a coherent manner to form a cohesive, organized response.	**Consistently** incorporates analyses with other information/research to connect key concepts in a **highly** coherent, organized way.	**Usually** incorporates analyses with other information/research to connect key concepts in a **mostly** coherent and **mostly** organized way.	**Occasionally** incorporates analyses with other information/research to connect key concepts in a **partially** coherent and **partially** organized way.	**Rarely or never** incorporates analyses with other information/research to connect key concepts. Work is **incoherent and disorganized**.	**0.0**

CRITERIA	EXEMPLARY 3.1-4.0	COMPETENT 2.1-3.0	MARGINAL 1.1-2.0	UNSATIS-FACTORY 0-1.0	Score for Each Criterion
Conclusions/Recommendations [THIN] Formulates a position based upon consequences and implications.	Forms a conclusion in a **highly** effective manner demonstrating an original, well-reasoned, and justifiable perspective(s) that **extensively** considers potential consequences and implications.	Forms a conclusion in a **mostly** effective manner demonstrating a generally original, well-reasoned, and justifiable perspective(s) that **sufficiently** considers potential consequences and implications.	Forms a conclusion in a **partially** effective manner demonstrating weakness in originality, reasoning, and justifiable perspective(s) that **insufficiently** potential consequences and implications.	Forms a conclusion in an **ineffective** manner. Lacks an original, well-reasoned, or justifiable perspective(s) with **no** consideration of potential consequences and implications.	**0.0**
Selection/Retrieval [INFO] Chooses appropriate resources identified through online searches and critically assesses the quality of the information according to the criteria in the assignment.	Displays **thorough** evidence that information sources were chosen and assessed according to assignment expectations.	Displays **mostly complete** evidence that information sources were chosen and assessed according to assignment expectations.	Displays **incomplete** evidence that information sources were chosen and assessed according to assignment expectations.	Displays **very little** or **no** evidence that information sources were chosen and assessed according to assignment expectations.	**0.0**
Writing Mechanics [COMM] Uses wording, grammar, spelling and punctuation accurately and correctly.	Contains **virtually no errors** in grammar, spelling and punctuation; any errors in writing mechanics and word usage do not interfere with reading or message.	Demonstrates **some** errors in grammar, spelling, punctuation and/or word usage that **somewhat** interfere with reading or message.	Demonstrates **numerous** errors in grammar, spelling, punctuation and/or word usage. These errors distract from the reading and weaken the message.	Demonstrates **excessive** errors in grammar, spelling, punctuation and word usage. These errors display an inability to communicate the message.	**0.0**
APA Compliance [COMM] Follows APA style that includes	Employs **very** accurate APA style.	Employs **mostly** accurate APA style.	Employs **mostly inaccurate** APA style.	Employs **little or no** APA style.	**0.0**

headings, citations and a reference page.					
Technology Application [TECH] Creates accurate electronic document according to formatting specifications of the assignment.	Creates an electronic document that **complies with all** of the formatting specifications of the assignment.	Creates an electronic document that **mostly complies with** the formatting specifications of the assignment.	Creates an electronic document that **partially complies** with the formatting specifications of the assignment.	Creates an electronic document that minimally complies or **shows no evidence of compliance** with the formatting specifications of the assignment.	0.0

University of Maryland University College

The Graduate School
Knowledge Rubric for Outcomes Assessment, 2014

CRITERIA	EXEMPLARY 4	COMPETENT 3	MARGINAL 2	UNSATIS-FACTORY 0-1	SCORE
Conceptual Understanding Demonstrates an understanding of discipline theories and concepts presented in the course, and relevant to the assignment criteria.	Shows **exceptional** understanding of discipline theories and concepts presented in the course, and relevant to the assignment criteria.	Shows **good** understanding of discipline theories and concepts presented in the course, and relevant to the assignment criteria.	Shows **fair** understanding of discipline theories and concepts presented in the course, and relevant to the assignment criteria.	Shows **minimal** understanding of discipline theories and concepts presented in the course, and relevant to the assignment criteria.	
Theory Application Exhibits an ability to apply theories to practical problems within the context of the assignment.	Exhibits **excellent** ability in applying theories to practical problems within the context of the assignment.	Exhibits **strong** ability in applying theories to practical problems within the context of the assignment.	Exhibits **adequate** ability in applying theories to practical problems within the context of the assignment.	Exhibits **a lack of or no** ability in applying theories to practical problems within the context of the assignment.	
Knowledge Integration Integrates current learning with prior learning to further demonstrate a comprehensive understanding of the subject matter.	**Extremely effective** in integrating current learning with prior learning to further demonstrate a **highly** comprehensive understanding of the subject matter.	**Very effective** in integrating current learning with prior learning to further demonstrate a **generally** comprehensive understanding of the subject matter.	**Reasonably effective** in integrating current learning with prior learning to further demonstrate a **fairly** comprehensive understanding of the subject matter.	**Ineffective** in integrating current learning with prior learning. Does not demonstrate a comprehensive understanding of the subject matter.	
TOTAL SCORE					

Appendix E
TGS Education Department Assessment System

The UMUC Graduate School's Education Department's Assessment System emerges from its Conceptual Framework and is based on key assessments and rubrics that are a foundation for NCATE/CAEP's program review process. Solidly grounded in professional, state and institutional standards, a number of assessment processes are implemented regularly for a comprehensive unit assessment system. The assessment process collectively focuses on candidate applicant and admissions quality, candidate performance of knowledge, skills and dispositions, graduate competencies and unit operations for the following degrees:

- Master of Arts in Teaching for Initial Secondary Certification (MAT)
- Masters of Education in Instructional Technology (MEd)

The system requires collection of feedback from many sources for triangulation of data needed to effectively engage in a formal, continuous process of improvement.

Key to program excellence is the Unit's system of strategic ongoing continuous improvement, conducted by the Vice Dean and supported by the Associate Vice Dean. The Associate Vice Dean, who acts as the Director of Assessment, conducts weekly assessment meetings and works with the Unit's leadership team (Vice Dean and Program Chairs) to review assessments and establish fairness, accuracy and consistency of its assessment procedures and unit operations. The Program Chairs are responsible for the leadership and effective program delivery and operations. The Associate Vice Dean manages the Academic Specialists and Administrative Assistant, while the MAT Program Chair supervises the Unit's MAT Director of Student Support and Success. The Unit's Vice Dean follows UMUC's Graduate School procedures for evaluation of personnel and faculty performance, based on their position duties. UMUC's annual performance appraisal, development cycle, and regular supervisory support and feedback are followed.

The Unit's Advisory Board plays an important role in the evaluation of Unit Operations. Under the Vice Dean's leadership, the Unit meets twice annually, during spring and fall semesters. The Board is comprised of representatives from local public school districts, professional organizations, faculty, alumni, and alumni employers. Each meeting Program Chairs provide program performance updates since the previous meeting, including K-12 school partnership updates with discussions on school needs. Through these regular meetings, the Advisory Board, not only receives updates, but also provides feedback and guidance on school initiatives and partnerships, evaluation processes and current student performance data. Typically, the Board asks important questions and seeks additional data, which help move the Unit's work forward in its shared agenda. In Fall 2014, the Unit also established a Maryland College and Career-Ready Standards (MCCRS) Committee to provide the Unit with community support and program enrichment for MCCRS. The Committee's members include the Unit's leadership team and UMUC's undergraduate school leaders (TUS), including the Associate Dean and Program Chairs from Math, Science and English departments.
Candidate performance data is acquired through key assessments that have been carefully mapped to national (CAEP, SPA), state and UMUC graduate school standards, as well as the Unit's conceptual framework objectives, proficiencies and professional dispositions. Candidates

use the Tk20 assessment management system for submission of key assessments, self-evaluation of dispositions, surveys, school placement information, and e-portfolios. Faculty, University supervisors and school mentors return key assessment and classroom observation feedback through forms and rubrics provided in Tk20.

In addition to Tk20, there are a number of other technology tools that support management, collection and reporting for the assessment process. These include UMUC's learning management system (called LEO) and UMUC's Academic Dashboard. Through LEO, the learning management system, faculty can observe and participate in development of knowledge, skills and professional dispositions as candidates discuss, collaborate and create projects in a virtual environment. Unit administrators access UMUC's Academic Dashboard to acquire data on enrollment, demographics, and faculty engagement (times logged in to system, number of discussion postings, frequency of announcements and added resources).
Transition points enable analysis of program progression and enable graduation projection and determinations of eligibility. Program transition points are aligned with key assessments and, in order for candidates to pass through transition points, they must meet specific criteria that may include 'meeting standards' of 80% or above on key assessment rubrics. The results of candidate's key assessments determine whether or not they can progress through the program(s), as indicated in the transition point details.

Each semester the Director of Assessment for the TGS Education Department collects data and compiles it into an end-of-semester assessment summary for each program. Program Chairs analyze results. Qualitative and quantitative data is examined for trends, patterns, and rubric scoring reliability, validity, fairness and/or freedom from bias. After analysis, Program Chairs make a plan for improvement using the unit's "Continuous Improvement Plan Template" (*Reference; Exhibit 2.3.a*).   The Continuous Improvement data, plans and timelines are approved by the Vice Dean and shared with stakeholders.

Following the steps for the semester-end data analysis cycle, program chairs initiate and facilitate their Continuous Improvement Plan. As a result of this process candidate orientations may be initiated, or collaborative refinement of rubrics may follow. The Unit pilots new assessments and rubrics with the intent to validate processes and associate consistency of rubric understanding and use. The continuous improvement cycle also incorporates a thorough effort by faculty and unit leaders to "assess the assessment" which includes reviewing the approach and methods for all assessment activities.

In addition to gathering data for the MAT and MeD degrees, the Department of Education participates in annual assessment activities in The Graduate School, assessment student performance for all department degree programs related to the SLEs of COMM, THIN, TECH, INFO and KNOW.

Appendix F
Sample Taskstream Reports

Accounting and Financial Management, MS
2013-2014 Assessment Plan

Section 1: Alignment of Program to School-level SLEs

SLE/Outcome	
SLE/Outcome	**Mapping**
COMM Program Outcome (Goal) 🔍 Use effective communication to express accounting and financial management ideas and concepts clearly and with professional manner and tone.	**MD- UMUC- Graduate School Student Learning Expectations (GSLEs):** Written Communication (COMM)
INFO Program Outcome (Goal) 🔍 Identify problem areas in accounting and financial management and information sources useful in forming resolutions to such problems.	**MD- UMUC- Graduate School Student Learning Expectations (GSLEs):** Information Literacy (INFO)
TECH Program Outcome (Goal) 🔍 Utilize technology and information systems in the financial management of organizations to share access to information and improve the quality of decision making enterprise-wide.	**MD- UMUC- Graduate School Student Learning Expectations (GSLEs):** Technology Fluency (TECH)
KNOW Program Outcome (Goal) 🔍 Integrate accounting and financial management concepts, principles, and applications into a coherent structured system for analysis and resolution of problems within organizations.	**MD- UMUC- Graduate School Student Learning Expectations (GSLEs):** Content Knowledge (KNOW)
THIN Program Outcome (Goal) 🔍 Employ a coherent and coordinated system of analysis to address economic issues in an organization using the concepts, principles, and tools developed in the accounting and information technology courses.	**MD- UMUC- Graduate School Student Learning Expectations (GSLEs):** Critical Thinking (THIN)

Section 2: Course Map – Documents Courses in Sample

2013-2014 ACCT & FIN MGMT
Courses and Activities Mapped to Accounting and Financial Management (MS) SLE/Outcome Set

Courses and Learning Activities	COMM Program Outcome (Goal) Use effective communication to express accounting and financial management ideas and concepts clearly and with professional manner and tone.	INFO Program Outcome (Goal) Identify problem areas in accounting and financial management and information sources useful in forming resolutions to such problems.	TECH Program Outcome (Goal) Utilize technology and information systems in the financial management of organizations to share access to information and improve the quality of decision making enterprise-wide.	KNOW Program Outcome (Goal) Integrate accounting and financial management concepts, principles, and applications into a coherent structured system for analysis and resolution of problems within organizations.	THIN Program Outcome (Goal) Employ a coherent and coordinated system of analysis to address economic issues in an organization using the concepts, principles, and tools developed in the accounting and information technology courses.
ACCT 610 Boot Camp Exam				1	
ACCT 610 C2 Essay	1	1	1		1
FIN 610 C2 Essay	1	1	1		1
FIN 610 Short Paper (2) Know Assess				1	

Legend: 1 Round 1 2 Round 2 3 Round 3   ☑ ◄ Show SLE/Outcome Descriptions ☐ ◄ Show Course/Activity Detail

Last Modified: 05/31/2013 11:54:39 AM EST

created with 🄢 taskstream

Section 3: Program Assessment Plan, Benchmarks for Performance & Findings

▽ **Mission Statement**

The Master of Science in Accounting and Financial Management Program is designed for students who want to gain a comprehensive understanding of the financial reporting process, the impact of financial reporting on the financial markets, and the use and analysis of financial information for better decision making. Graduates possess academic depth in both the fields of accounting and finance; having completed coursework in financial and managerial accounting, taxation, financial management of operations, capital markets, investments, global finance, corporate ethics, and e-commerce. The resulting competencies will enable graduates to pursue management positions of increasing responsibility, with potential to assume the role of Chief Financial Officer. Additionally, successful completion of the program may satisfy the education requirement for candidacy for the Certified Public Accountant examination.

COMM Program Outcome (Goal)

Use effective communication to express accounting and financial management ideas and concepts clearly and with professional manner and tone.

▼ **Measure:** Common Assessment Activity and Combined Rubric (C2)
Program level; Direct - Student Artifact

Description/Details of Measure: Graduate School Common Assignment (see the attachment)

Sampled entry-level students are required to submit an essay based on the instructions that can demonstrate four core student learning expectation areas (COMM, THIN, TECH, INFO).

A group of adjunct faculty members who served as raters will be trained and then score student essays using the Graduate School Combined Rubric (attached).

Acceptable Target/Benchmark: In the first courses in the accounting/finance programs, we assess to establish a benchmark for what students know and are able to do in the disciplines, so that we can measure the SLEs that we expect of graduates of the programs. We determine acceptable levels of progress at the mid and end of program (with an acceptable level of 80%).

Implementation Timing: 2013 (Round 1):

Spring-Data collection-ACCT 610 & FIN 610

Summer-Data analysis

Fall-Develop and implement action plans for program improvement

Point-of-Contact: Dr. James Howard & Dr. Kathryn Klose
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Supporting Attachments:

  🔗 **Combined Rubric** (Word Document (Open XML))
  🔗 **Common Assessment Activity** (Word Document (Open XML))

Findings for Common Assessment Activity and Combined Rubric (C2)

Summary of Findings: Students learned both dimensions of COMM at a competent level.

Detailed Analysis: The data was drawn from a combined 8 sections FIN 610 and ACCT 610; analysis for this program was based on the students' academic program and not the course. There were 54 students in the analysis. With a mean score of 2.7 (SD = .59) students learned Writing Mechanics at a Competent level. With a mean score of 2.6 (SD = .52) students learned APA Compliance at a Competent level.

The Assessment Repository includes an uploaded Excel spreadsheet with all of the results.

THIN Program Outcome (Goal)

Employ a coherent and coordinated system of analysis to address economic issues in an organization using the concepts, principles, and tools developed in the accounting and information technology courses.

▼ **Measure:** Common Assessment Activity and Combined Rubric (C2)
Program level; Direct - Student Artifact

Description/Details of Measure: Graduate School Common Assignment (see the attachment)

Sampled entry-level students are required to submit an essay based on the instructions that can demonstrate four core student learning expectation areas (COMM, THIN, TECH, INFO).

A group of adjunct faculty members who served as raters will be trained and then score student essays using the Graduate School Combined Rubric (attached).

Acceptable Target/Benchmark: In the first courses in the accounting/finance programs, we assess to establish a benchmark for what students know and are able to do in the disciplines, so that we can measure the SLEs that we expect of graduates of the programs. We determine acceptable levels of progress at the mid and end of program (with an acceptable level of 80%).

Implementation Timing: 2013 (Round 1):

Spring-Data collection-ACCT 610 & FIN 610

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Point-of-Contact: Dr. James Howard & Dr. Kathryn Klose
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Supporting Attachments:

  🔗 **Common Assessment Activity** (Word Document (Open XML))
  🔗 **Common Rubric** (Word Document (Open XML))

james.howard@umuc.edu
kathryn.klose@umuc.edu

Supporting Attachments:

  🔗 **Common Assessment Activity** (Word Document (Open XML))
  🔗 **Common Rubric** (Word Document (Open XML))

Findings for Common Assessment Activity and Combined Rubric (C2)

Summary of Findings: Students learned THIN at a competent level.

Detailed Analysis: The data was drawn from a combined 8 sections FIN 610 and ACCT 610; analysis for this program was based on the students' academic program and not the course. There were 54 students in the analysis. With a mean score of 2.9 (SD = .44) students learned Conceptualization/Main Ideas at a Competent level. Analysis (M = 2.7, SD = .44), Synthesis/Support (M = 2.7, SD = .40), and Conclusions (M = 2.4, SD = .56) were all also learned at a Competent level.

The Assessment Repository includes an uploaded Excel spreadsheet with all of the results.

INFO Program Outcome (Goal)

Identify problem areas in accounting and financial management and information sources useful in forming resolutions to such problems.

▼ **Measure:** Common Assessment Activity and Combined Rubric (C2)
Program level; Direct - Student Artifact

Description/Details of Measure: Graduate School Common Assignment (see the attachment)

Sampled entry-level students are required to submit an essay based on the instructions that can demonstrate four core student learning expectation areas (COMM, THIN, TECH, INFO).

A group of adjunct faculty members who served as raters will be trained and then score student essays using the Graduate School Combined Rubric (attached).

Acceptable Target/Benchmark: In the first courses in the accounting/finance programs, we assess to establish a benchmark for what students know and are able to do in the disciplines, so that we can measure the SLEs that we expect of graduates of the programs. We determine acceptable levels of progress at the mid and end of program (with an acceptable level of 80%).

Implementation Timing: 2013 (Round 1):

Spring-Data collection-ACCT 610 & FIN 610

Summer-Data analysis

Fall-Develop and implement action plans for program improvement

Point-of-Contact: Dr. James Howard & Dr. Kathryn Klose
james.howard@umuc.edu
kathryn.klose@umuc.edu

Supporting Attachments:

📎 **Combined Rubric** (Word Document (Open XML))
📎 **Common Assessment Activity** (Word Document (Open XML))

Findings for Common Assessment Activity and Combined Rubric (C2)

Summary of Findings: Students learned INFO at a competent level.

Detailed Analysis: The data was drawn from a combined 8 sections FIN 610 and ACCT 610; analysis for this program was based on the students' academic program and not the course. There were 54 students in the analysis. With a mean score of 3.0 (SD = .54) students learned Selection/Retrieval at a Competent level.

The Assessment Repository includes an uploaded Excel spreadsheet with all of the results.

TECH Program Outcome (Goal)

Utilize technology and information systems in the financial management of organizations to share access to information and improve the quality of decision making enterprise-wide.

▼ **Measure:** Common Assessment Activity and Combined Rubric (C2)
Program level; Direct - Student Artifact

Description/Details of Measure: Graduate School Common Assignment (see the attachment)

Sampled entry-level students are required to submit an essay based on the instructions that can demonstrate four core student learning expectation areas (COMM, THIN, TECH, INFO).

A group of adjunct faculty members who served as raters will be trained and then score student essays using the Graduate School Combined Rubric (attached).

Acceptable Target/Benchmark: In the first courses in the accounting/finance programs, we assess to establish a benchmark for what students know and are able to do in the disciplines, so that we can measure the SLEs that we expect of graduates of the programs. We determine acceptable levels of progress at the mid and end of program (with an acceptable level of 80%).

Implementation Timing: 2013 (Round 1):

Spring-Data collection-ACCT 610 & FIN 610

Summer-Data analysis

Fall-Develop and implement action plans for program improvement

Point-of-Contact: Dr. James Howard & Dr. Kathryn Klose
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Supporting Attachments:

📎 **Combined Rubric** (Word Document (Open XML))
📎 **Common Assessment Activity** (Word Document (Open XML))

Findings for Common Assessment Activity and Combined Rubric (C2)

Summary of Findings: Students learned TECH at an exemplary level.

Detailed Analysis: The data was drawn from a combined 8 sections FIN 610 and ACCT 610; analysis for this program was based on the students' academic program and not the course. There were 54 students in the analysis. With a mean score of 3.2 (SD = .48) students learned Technology Application at an Exemplary level.

The Assessment Repository includes an uploaded Excel spreadsheet with all of the results.

KNOW Program Outcome (Goal)

Integrate accounting and financial management concepts, principles, and applications into a coherent structured system for analysis and resolution of problems within organizations.

▼ **Measure:** Boot Camp Exam
Program level; Direct - Exam

Description/Details of Measure: Multiple Choice (64Pts) and Problem Solving (36Pts) Exam designed by ACCT 610 faculty and administered in course MHHE Connect system, which accommodates automated grading to add to objectivity of grading. Implemented in Session 3 of semester.

Acceptable Target/Benchmark: In the first courses in the accounting/finance programs, we assess to establish a benchmark for what students know and are able to do in the disciplines, so that we can measure the SLEs that we expect of graduates of the programs. We determine acceptable levels of progress at the mid and end of program (with an acceptable level of 80%).

Implementation Timing: 2013 (Round 1):

Spring-Data collection-ACCT 610

Summer-Data analysis

Fall-Develop and implement action plans for program improvement

Point-of-Contact: Dr. Kathryn Klose
kathryn.klose@umuc.edu

Supporting Attachments:

📎 **Boot Camp Exam** (Word Document (Open XML))

Measure: Short Paper - Knowledge Assessment
Program level; Direct - Student Artifact

Description/Details of Measure: Students demonstrate knowledge through short paper. The paper should link concepts studied in the course to real-world organizations and the environments in which they operate. Research competency is evidenced by the student's ability to formulate a viable thesis or relevant research topic, select scholarly references and resources, and using sources in an ethical way to support of refute research.

Acceptable Target/Benchmark: In the first courses in the accounting/finance programs, we assess to establish a benchmark for what students know and are able to do in the disciplines, so that we can measure the SLEs that we expect of graduates of the programs. We determine acceptable levels of progress at the mid and end of program (with an acceptable level of 80%).

Implementation Timing: 2013 (Round 1):

Spring-Data collection-FIN 610

Summer-Data analysis

Fall-Develop and implement action plans for program improvement

Point-of-Contact: Dr. James Howard
james.howard@umuc.edu

Supporting Attachments:

📎 **FIN 610 Short Paper - Know Assessment** (Word Document (Open XML))

Findings for Boot Camp Exam

Summary of Findings: Learning of Theory Application was at a competent level. Learning of Conceptual Understanding, Knowledge Integration and overall was at a marginal level.

Detailed Analysis: The data was drawn from a combined 12 sections FIN 610 and ACCT 610; analysis for this program was based on the students' academic program and not the course. There were 92 students in the analysis. Learning of Theory Application ($M = 2.1$, $SD = .48$) was at a Competent level. With a mean of 1.9 ($SD = .54$) Knowledge Integration was learned at a Marginal level. Conceptual Understanding ($M = 2.0$, $SD = .49$) was learned at a Marginal level. The total average score was also at a Marginal level with a mean of 2.0 ($SD = .47$).

The Assessment Repository includes an uploaded Excel spreadsheet with all of the results.

Findings for Short Paper - Knowledge Assessment

Summary of Findings: The average scores for each component of the rubric: Conceptual Understanding (1.88), Theory Application (1.93), Knowledge Integration (1.93). These are all at the upper end of unsatisfactory, something one would expect when assessing knowledge of the discipline at the beginning of the program. This is compared to an expectation of averages between 3 (competent) and 4 (exemplary) at the conclusion of degree studies.

Detailed Analysis: While the results for KNOW are within the expected ranges for this assessment, a discussion paper is probably not the best assignment to assess this SLE. One problem with the assignment is the degree of subjectivity involved in making the assessment, since it requires faculty teaching the beginning course to set their expectations for the level of competence for an end of degree student. Alternative designs of the assessment, say randomizing both the assignments to raters and commingling end of program papers with beginning of program papers would make the results more robust. However, a better potential method would be to make the assignment more objective and part of the final examination of each course. Comparing the scores (beginning of program versus end of program) would provide a more objective assessment of the gain in knowledge competency for graduating students.

▽ **Recommendations from OEA**

Student learning of the C2 dimensions was competent with the exception of Technology Application, which was Exemplary. Closing-the-loop actions could focus on improving learning based on the relative standing of scores on each dimension, such that dimensions with lower scores are the focus of closing-the-loop learning improvements.

Program content knowledge showed two of three dimensions with marginal scores - Conceptual Understanding and Knowledge Integration. Those dimensions are a good focus for improving learning with closing-the-loop actions. Total score was also at a marginal level on the content knowledge rubric.

Section 4: Closing-the-Loop Plans

THIN Program Outcome (Goal)

Employ a coherent and coordinated system of analysis to address economic issues in an organization using the concepts, principles, and tools developed in the accounting and information technology courses.

▼ **Action:** THIN - Continued Emphasis

▷ **This Action is associated with the following Findings** ⊘

Action Details (i.e., timeline, personnel, resources needed): The course will continue to have a short paper that emphasizes writing, critical thinking information retrieval and technology fluency. A 5-element rubric will be used to assess the short paper. In Spring semesters the assessment will be used, with the C2 rubric. Continued emphasis and discussion on the importance of writing. How well a 1,000 essay can address the THIN elements (analysis, synthesis/support, conclusion) should be evaluated and either confirmed or lead to alternatives for assessment purposes.

Implementation Plan (timeline)/Responsible Personnel: James Howard as program director.

Measure of Actions's Impact (follow-up measure): Results from future assessments will inform future actions.

Budget request amount: $0.00

Note: Comments similar for COMM, INFO, TECH.

KNOW Program Outcome (Goal)

Integrate accounting and financial management concepts, principles, and applications into a coherent structured system for analysis and resolution of problems within organizations.

▼ **Action:** KNOW - Continued Emphasis

▷ **This Action is associated with the following Findings** ⊘

Action Details (i.e., timeline, personnel, resources needed): For the spring 2014 cycle, the course may 1) continue to have a short paper that emphasizes conceptual understanding, theory application, and knowledge integration or 2) a final exam assignment consisting of challenging problems that can be used for assessing KNOW at both the beginning and end of their degree program studies. A 3-element rubric will be used to assess the short paper or final exam assignment. At the center of this assignment design evaluation of the KNOW SLE assignment is whether a short discussion paper is sufficiently objective to determine the improvement in the rubric elements upon completion of their degree studies.

Implementation Plan (timeline)/Responsible Personnel: James Howard as program director.

Measure of Actions's Impact (follow-up measure): Results from future assessments will inform future actions.

Budget request amount: $0.00

Section 5:

Status for THIN - Continued Emphasis   [Edit] [Remove]

Current Status: Completed

Status for KNOW - Continued Emphasis   [Edit] [Remove]

Current Status: Completed

Sample Tk20 Reports

MAT Fall and Spring 2014 Professional Disposition (3) Data – Aggregated								
Content Specific Results Appear in Tables Following								
2014 Spring								

RUBRIC : Professional Dispositions_3 Relationship with Students through the Curriculum and Instruction	# Disagree	% Disagree	# Neutral	% Neutral	# Agree	% Agree	# Strongly Agree	
Demonstrates teaching that enables all students to learn at high levels.	0	0%	0	0%	0	0%	8	22.86%	27
Displays respect for diversity as an essential curricular component.	0	0%	0	0%	0	0%	9	28.12%	23
Demonstrates that important academic learning can be promoted through group work.	0	0%	0	0%	0	0%	6	18.75%	26
Demonstrates the ability to respond to individual differences in learning.	0	0%	0	0%	1	2.94%	8	23.53%	25
Demonstrates the importance of adaptability and innovativeness.	0	0%	0	0%	1	2.86%	7	20%	27
Total/Percentage	0	0%	0	0%	2	1.19%	38	22.62%	128

Appendix G
The Undergraduate School 2016 SLOAR Assessment Plan

Assessment Data Plan for 2016 SLOAR		
Written Communication (Oral & Written Communication)	1. Communicate effectively to a target audience. 2. Use expected conventions of format and organization in writing. 3. Use credible reasoning and evidence in communication. 4. Satisfy standards of writing style and grammatical correctness. 5. Produce an acceptably researched and documented extended essay. 6. Incorporate sufficient use of appropriate research, supporting evidence, and relevant sources.	EPP 2013-2014; Fall 2012WRTG 101/101S Analysis; Criminal Justice Program, AY 2013-14 Findings for CCJS 380 (with mini-paper) and CCJS 461(without mini-paper); Fall 2015 Written Communication Rubric Pilot Analysis
Scientific Literacy (Scientific and Quantitative Reasoning)	1. Describe basic concepts, principles, and common themes of the natural, social and behavioral sciences. 2. Cite the strengths and limitations of scientific methods of inquiry. 3. Form relevant, reasonable, and sound scientific questions. 4. Think critically to recognize and weigh alternative scientific evidence, explanations, and theories.	BIOL 101 Fall 2013-Summer 2013 Open Learning Initiative Analysis
Quantitative Literacy (Scientific and Quantitative Reasoning)	1. Demonstrate understanding of basic quantitative and mathematical principles. 2. Interpret quantitative information and ideas 3. Communicate quantitative information effectively.	EPP 2013-2014; Spring 2015 Math 106/107 Analysis; Spring 2013 Stat 225/230 Open Learning Initiative Analysis
Critical Thinking (Critical Analysis and Reasoning)	1. Make linkages or connections between diverse facts, theories, and observations. 2. Use reasoning to recognize, develop, defend, and criticize arguments and other persuasive appeals. 3. Distinguish among assumptions, emotional appeals, speculations, and	EPP 2013-2014; Spring/Fall 2015 ENGL 102 or 303, PSYC 436, ENMT 495

	defensible evidence. 4. Weigh support for conclusions to determine how well reasons support conclusions. 5. Develop credible responses to complex questions.	
Technology Fluency (Technological Literacy)	1. Identify the basic parts and functions of computers, information systems, networks, and the relationships between data and information in the computer environment. 2. Analyze issues faced by information system professionals, including security, ethical, and privacy problems. 3. Explain the issues in managing information systems. 4. Effectively use the Internet to find, evaluate and present information. 5. Create simple word processing documents, spreadsheets, databases and presentations.	Fall 2013-Summer 2013 IFSM 201 Open Learning Initiative Analysis
Information Literacy	1. Determine the nature and extent of information needed. 2. Access needed information effectively and efficiently. 3. Evaluate information and sources critically. 4. Individually, or as a member of a group, use information effectively to accomplish a specific purpose. 5. Understand the economic, legal, and social issues surrounding the use and access of information.	LIBS 150 Spring/Fall Analysis

Appendix H
Sample Closing-the-Loop Action Plans

COMMUNICATIONS

Example 1
TUS: Criminal Justice Program, AY 2013-14
CCJS 380 and CCJS 461

Summary of Findings: Students demonstrated low performance on the final project rubric criteria for written communication. Specifically, students performed unacceptable on the use of expected conventions of format and organization in writing, and on satisfying standards of writing style and grammatical correctness. A mini-paper project was implemented in the course. Results on the final project were evaluated for two courses; one with the mini-paper and one without the mini-paper assignment. Performance results demonstrated that students in the course with the mini-paper assignment had a higher performance on the final project than in the course without the mini-paper project. In the course with the mini-paper, student performance by criteria was higher by as much as 12 percentage points (Format and APA) in the course with the mini-paper. However, inconsistencies were noted in the faculty utilization of the rubric, which limited analysis to two course sections.

Action Plan:
1.   Revise the mini-paper rubric to build in more instructive feedback; fall 2014.
2.   Schedule norming sessions for faculty for the revised rubric; spring/summer 2015.
3.   Deconstruct Written Communication Hallmark Outcomes into competencies; fall 2014.
4.   Work with the Director of the Writing Center and Program Chair for Writing to develop an instructional writing rubric based on competencies; Spring 2015.

Example 2
TGS: MBA Program, AY 2012-2013; AY 2013-2014
AMBA 670

Summary of Findings: Based open OEM analysis and findings, the only competency and criteria that did not meet goals set were Written Communication, Sources. Sources are described by TGS as "Incorporates use of and identifies sources and/or research according to APA and/or instructor guidelines. MBA program administrators met in Fall 2012 to discuss how best to address the need for improvement in this area.

Action Plan:
  1. Post a list of pre-approved journals from which students will be required to select scholarly articles for their research assignments.
  2. Require students to participate in training and submit papers to Turnitin.com. Training emphasis is on using the software to better understand how to effectively employ APA

format guidelines for citing sources in-text and in reference lists.

3. Require faculty to be more consistent in holding students accountable for using appropriate scholarly sources and citing them properly, which includes reviewing the assignment rubric criteria related to APA citations with students.
4. Train Writing Coaches on the use of Turnitin and how to coach around citation issues.
5. Promote continued use of Writing Coaches among students who continue to have difficulties with this performance criterion.

Subsequent assessments of Written Communication, Sources competency should reveal improvement to meet the expected goal of having 75% of students scoring equal to or higher than 85% on the rubric criteria.

CRITICAL THINKING

Example 1
General Education, AY 2010-11 to AY 2014-15
ENMT 495

Summary of Findings: Critical Thinking is evaluated at the program and school levels. At the program level, as part of the Environmental Management program outcomes assessment, assessment data from ENMT 495 was collected and aligned to the following program outcome: Apply scientific knowledge and principles, quantitative methods, and technology tools to think critically and solve complex environmental problems in a variety of settings. Through the 'stakeholder project', students develop an environmental management plan and are assessed on how they integrate acquired knowledge, apply practical solutions, and use problem-solving and critical thinking skills. Overall rubric scores reflected a mean score of 87.38, meeting the program's target performance. At the school level, evaluation of the ETS proficiency profile, comparing 2009 incoming students to the 2013 incoming students found the percentage of proficient students in Critical Thinking increased from 2009.

Action Plan:
1. Program – Align to ENMT 495 course outcomes and content to program outcomes. – Complete
2. Program – Re-design course material and re-evaluate. - Complete
3. School - Deconstruct Critical Thinking Hallmark Outcomes into competencies; March 2015. – In Progress

Example 2
General Education, AY 2010-11
BIOL 101

Summary of Findings: The Scientific Literacy Exam is aligned to the Hallmark outcome: Describe basic concepts, principles, and common themes of the natural, social and behavior sciences; cite the strengths and limitations of scientific methods of inquiry; form relevant, reasonable and sound scientific questions; and think critically to recognize and weigh alternative scientific evidence, explanations, and theories. In the Spring 2011, data from 920 students from was collected from 5 multiple choice items from the final exam. Students' learning of the definition of a hypothesis is very good (88.0% on item 5). However, students' learning of how to

use the experimental method to test a hypothesis is much weaker (73.6% on item 4). Students are having difficulty learning the definition of a theory (item 1 = 56.5%; item 2 = 65.6%). In relative standing, students' learning of the steps in the scientific method falls in the middle of the assessed terms and concepts (item 3 = 79.0%). Overall student learning is at 73.9%.

Action Plan:
1. Program - BIOL 101 – Revise identified problematic exam questions and response detractors. - Completed
2. School - Deconstruct Scientific Literacy Hallmark Outcomes into competencies; March 2015.

TECHNOLOGY FLUENCY

Example 1
Information Systems Management, AY 2013-14,
IFSM 201

Summary of Findings: IFSM 201 exam is aligned to the following Technology Fluency Hallmark outcomes: Identify the basic parts and functions of computers, information systems, networks, and the relationships between data and information in the computer environment; analyze issues faced by information system professionals, including security, ethical, and privacy problems; explain the issues in managing information systems; and effectively use the internet to find, evaluate, and present information. During fall 2013, student performance was evaluated and found that student had low performance scores on questions aligned to security issues. Further evaluation of content aligned to performance questions found that insufficient amount of learning activities were built into the course.

Action Plan:
1. Program – In the IFSM 201 course, develop a learning model focused on security issues. - Completed
2. School - Deconstruct Technology Fluency Hallmark Outcomes into competencies; March 2015. – In Progress

Example 2
Financial Management and Information Systems Program, AY 2012-13
MSFS 670

Summary of Findings: There were 17 students in the analysis. On the Technology Mastery dimension, 100% of students scored at a competent or exemplary level. On the Excel dimension 88.2% of students scored at a competent or exemplary level. On the Virtual Collaboration dimension, 100% of students scored at a competent or exemplary level. On total score, 11.8% of students scored at a marginal level, and 35.3% of students scored at a competent level, and 47.1% of students scored at an exemplary level.

Action Plan:
Only Mastery was assessed because it was the only relevant criteria for the associated assignment. TECH rubric needs to be revised. The program directors met and revised the technology rubric for AY 2013-2014.

INFORMATION LITERACY
Example 1 **General Education, AY 2010-11 to AY 2014-15** **LIBS 150** **Summary of Findings:** LIBS 150 course introduces students to the research process and methods for retrieving information in a library or through online resources. Information Literacy outcomes are tied to the LIBS 150 course outcomes and final exam. Within the last ten years, LIBS 150 final exam psychometrics have been regularly evaluated at appropriate intervals to inform faculty of student performance and highlight any problematic items/response distractors on the exam. In spring 2011, a research study was conducted to identify expected relationships between student's information literacy and writing skills, evaluating student performance in LIBS 150 and WRIT 101, Introduction to Writing, courses. **Action Plan:** 1. Program – Revise LIBS 150 Final Exam. – Completed 2. Program – Emphasize curriculum in module 4 (i.e. week 4) to add additional student guidance. – Completed. 3. Program – Modify assessment directions to add clarification of performance expectations. – Completed. 4. Program – Deconstruct LIBS 150 course outcomes into competencies. - Completed 5. School - Deconstruct Information Literacy Hallmark Outcomes into competencies; March 2015.
Example 2 **Masters of Distance Education, AY 2012-2013** **OMDE 670** **Summary of Findings:** There were 7 students analyzed from one section of OMDE 670. On the Identification dimension, 100% of the students learned at a competent or exemplary level. On the Acquisition dimension, 86% of the students learned at a competent or exemplary level. On the Evaluation dimensions, 100% of the students learned at a competent or exemplary level. On the Incorporation dimension, 71% of the students learned at a competent or exemplary level. On the Ethical Usage dimension, 71% of the students learned at a competent or exemplary level. For Total Score, 29% had a competent (2.1 to 3) level of learning, and 71% of students had an exemplary (3.1 to 4) level of learning. The Incorporation and Ethical Usage dimensions showed the weakest student learning. **Action Plan:** Continue with current processes: 1. All courses require students to complete the library tutorial. 2. During the orientation we have the presence of someone from library staff person, who can answer questions related to research and information retrieval.
DISCIPLINE SPECIFIC KNOWLEDGE
Example 1 **Human Resource Management Program, AY 2010-11 to 2014-15** **HRMN 406** **Summary of Findings:** HRMN 406 supports learning for program outcome 3: Develop,

implement, and assess training, development, and total rewards programs that foster employee and organizational learning and development. In the fall 2011, assessment results revealed weak performance on criteria assessing students' evaluation skills. It was suggested that further reinforcement be provided in the course materials for emphasizing this skill. The assignment was re-evaluated in spring 2012 and assessment results revealed that students scored better in "Evaluation" than in "Implementation." This suggested a need for additional student guidance on applying the practice of training and development to a real organization. The course is now designed as an application course using a performance based assessment approach. The student conducts a training needs analysis on an organization (i.e. two separate assignments – part one and part two), designs a training plan, and establishes a training budget and an evaluation plan for the training design. Each activity allows the student to apply learning and gain feedback through five performance-based assessments.

Action Plans:
1.   Revised the Evaluation Assignment. – Completed
2.   Revise the curriculum to deconstruct course outcomes into performance-based assessments aligned to competencies. – Completed
Evaluate student performance on training-needs assessment part one and part two assignments. Spring 2015.

QUANTITATIVE LITERACY

General Education, AY 2010-11 to AY 2014-15
MATH 106 and MATH 107

Summary of Findings: A combination of metrics was used to identify at-risk students in Math 106 and Math 107. Over the course of three terms starting spring 2013, UMUC worked with Civitas Learning to build predictive models and test different approaches to intervention, with outcomes evaluated in detail. Data Scientists worked with Domain experts to measure the differences in successful course completion between control groups. With Math part of this test, the empirical analysis demonstrated that the test group successfully completed their courses at a rate of nearly 3 percentage points higher than the control group with a statistically significant confidence level of 99.8%. Additionally, the EPP fall 2013 results were reviewed with learning assessments in MATH 106 and MATH 107.

Action Plan:
1. Program – Identify at-risk students were and provide additional tutoring supports. –In-Progress
2. Program – Align MATH course outcomes with Quantitative Literacy Hallmark Competencies, National Mathematics Standards, and COMAR. - Completed
3. Program – Align EPP with Math course outcomes and test questions. - Completed
4. Program - Investigate the average time in terms a student takes to finish the quantitative literacy requirement. – In Progress
5. Program – Evaluate MATH 106 and 107 test scores by Quantitative Literacy Outcome; spring 2015. – In Progress
6. **School - Deconstruct Quantitative Literacy Hallmark Outcomes into competencies; March 2015. – In Progress**

HISTORICAL AND CULTURAL PERSPECTIVES

Example 1

East Asian Studies, AY 2013-14
ASTD 284

Summary of Findings: During Fall 2013, ASTD 284, Foundations of East Asian Civilization quizzes were evaluated to assess student learning aligned to the Historical and Cultural Perspective's outcome: Recognize basic characteristics of important historical periods and cultures. The following questions demonstrated the lowest student performance and should be evaluated.

Quiz Title	Question No.	Percent Correct
Unit 7 Quiz 3: Fill in the Blank	3.4	11%
Unit 7 Quiz 3: Fill in the Blank	2.2	17%
Unit 5 Quiz 3: Multiple Choice	1	29%
Unit 4 Quiz 2: Multiple Choice A		36%
Unit 1 Quiz 2: Multiple Choice	4	38%
Unit 1 Quiz 2: Multiple Choice	7	38%
Unit 5 Quiz 3: Multiple Choice	2	38%

Action Plan:
1. Program - Revise quiz questions to improve assessment of student learning as aligned to historical and cultural perspectives. - Completed
2. School - Deconstruct Historical and Cultural Perspectives Hallmark Outcomes into competencies; March 2015.

ETHICS

Example 1
Information Systems Management, AY 2010-11
IFSM 304

Summary of Findings: The program outcome, *Evaluate ethical issues related to information systems, work productivity, and human factors*, was assessed and evaluated through a thought paper on the privacy and internet policy. Data from 235 students from 12 course sections was analyzed. The overall assignment scores fall around a mean of 10.64 with a possible range that reflects a high "B" (87%) to a low "A" (90%) level performance.

Action Plan:
1. Program - The IFSM 304 course was revised to align with the program outcomes, specifically the new outcomes 4 and 5 as well as three hallmarks, Written Communications, Critical Thinking, and Technology Fluency. - Completed
2. Program - IFSM 304 is one of the four foundation courses for IFSM majors. This course provides an overview of relevant ethical theories, laws, regulations, and policies to support ethical decision making related to issues that arise from the use of information technology. Assignments include applying relevant ethical theories and a structured decision-making process to analyze real-world scenarios of technology-related ethical issues that will provide students with concrete knowledge and skills to bring to the workplace. The concepts and skills learned in this class will be reinforced in subsequent coursework including the capstone course, IFSM 495. – Completed
3. School - Deconstruct Ethics Hallmark Outcomes into competencies; March 2015.

Sample Competency Map—ISAS

Sample Competency Template
Masters in Information Systems and Services

Goal / Competency / Descriptor	LD 1-1	LD1-2	LD1-3	LD2-1	LD2-2	LD3-1	LD3-2	LD3-3	LD4-1	LD4-2	LD5-1
1 Communication: Learners demonstrate ability to communicate clearly both orally and in writing.											
1.1 Organize document or presentation clearly in a manner that promotes understanding.	X	X	X	X	X	X	X	X			
1.2 Develop coherent paragraphs or points so that each is internally unified and so that each functions as part of the whole document or presentation.	X	X	X	X	X	X	X	X			
1.3 Provide sufficient, correctly cited support that substantiates the writer's ideas.	X	X	X	X	X	X	X	X			
1.4 Tailor communications to the audience.	X	X	X	X	X	X	X	X			
1.5 Use sentence structure appropriate to the task, message and audience.	X	X	X	X	X	X	X	X			
1.6 Follow conventions of Standard Written English.	X	X	X	X	X	X	X	X			
1.7 Create and employ multimedia supports, visual aids and/or documents appropriate to the needs of the project, the message and the audience.	X	X	X	X	X	X	X	X			
1.8 Create clear oral messages.	X	X	X	X	X	X	X	X			
2 Critical Thinking: Learners demonstrate ability to apply logical, step-by-step decision-making processes to formulate clear, defensible ideas and to draw ethical conclusions.											
2.1 Articulate and frame the issue.	X	X	X	X	X	X	X	X			
2.2 Collect and evaluate information.	X	X	X	X	X	X	X	X			
2.3 Evaluate the underlying causes or conditions of elements contributing to issue.	X	X	X	X	X	X	X	X			
2.4 Use systems thinking to arrive at a decision in the context of an issue.	X	X	X	X	X	X	X	X			
2.5 Apply ethical principles when determining actions.				X							
3 Quantative Reasoning: Learners demonstrate the ability to use mathematical operations and analytical concepts and operations to address problems and to inform decision-making.											
3.1 Construct models that represent real-world problems or processes.		X							X	X	
3.2 Develop visual representations of data.	X								X		
3.3 Analyze data using mathematical/algebraic operations.	X					X			X		
3.4 Use calculated results to inform the problem or process.	X						X		X		
4 Leadership, Facilitation, and Collaboration: Learners lead, facilitate, and collaborate with a variety of individuals and diverse teams to achieve organizational objectives.											
4.1 Demonstrate an ability to plan a particular objective or goal.	X										
4.2 Lead a diverse group of people to accomplish projects and assignments.	X										
4.3 Demonstrate inclusiveness in a team setting.	X										
5 IT Infrastructure: Learners demonstrate the ability to assess the IT infrastructure (including hardware, software, telecommunications and the human component) against the dynamic requirements of the organization.											
5.1 Identify the key hardware components in the IT infrastructure	X										X
5.2 Evaluate the enterprise software applications	X										X
5.3 Identify the telecommunications and network components	X										X
5.4 Assess the role of an organization's web presence			X						X		
5.5 Determine the human components that support the IT infrastructure		X									
5.6 Assess the role of IT in supporting online commercial activities	X										
5.7 Evaluate an IT infrastructure	X										
6 Enterprise Architecture: Learners demonstrate the ability to analyze and evaluate the enterprise architecture and related approaches so that the IT systems are aligned with organizational goals											
6.1 Design and develop an enterprise architecture vision that accommodates components of the enterprise											X
6.2 Create a migration strategy in transforming an enterprise architecture		X									X
6.3 Evaluate the role of architectural governance in managing enterprise systems											X
7 Data Management: Learners demonstrate the ability to organize, process and analyze data and information in support of managerial decision-making											
7.1 Develop a database to support organizational requirements											X
7.2 Determine ways to extract data from databases					X						X
7.3 Develop approaches for maintaining databases					X						
7.4 Evaluate the role of data warehouses and data marts					X						
7.5 Assess the role of data mining in an organization	X										
7.6 Evaluate the role of OLAP	X										
7.7 Assess the value of data analytics and Big Data to an organization											X
8 Security of Data, Services and Infrastructure: Learners demonstrate the ability to ensure that data along with IT infrastructure resources are protected from security and privacy threats											
8.1 Identify and prevent threats and vulnerabilities associated with information systems	X					X			X		
8.2 Communicate to employees an awareness of security issues related to IT systems											
8.3 Evaluate organizational information systems to insure they protect the privacy of users and of customers						X		X			
8.4 Determine requirements for business continuity/disaster recovery plans and backup procedures											
9 Technology Innovation: Learners demonstrate the ability to identify and exploit opportunities created by technology innovation											
9.1 Assess methods for instilling an innovative culture in an organization	X						X				
9.2 Evaluate operational processes that facilitates the initiation and implementation of innovations in organizations	X										
10 Strategic Management of Technology Resources: Learners demonstrate the ability to manage information systems operations within the organization											
10.1 Create a strategy for the management oversight of enterprise technology resources including the IT					X		X				
10.2 Identify contract management requirements					X						
10.3 Assess methods for managing relationships with vendors, service providers, and outsourcers											
10.4 Develop an approach for migrating IT systems from one platform to another		X									
11 Global Perspective on IT Operations: Learners demonstrate the ability to lead global teams, manage globally distributed projects and consider global differences in culture, legal concerns and other environmental factors											
11.1 Identify cultural, ethnic, and political challenges in terms of global information systems											
11.2 Develop strategies for managing global IT operations and systems							X	X		X	
11.3 Identify the ramifications of offshore outsourcing using both a national and global perspective							X	X			
12 Solution and Sourcing Alternatives: Learners demonstrate the ability to select technical solutions and identify sourcing options in managing the enterprise IT architecture											
12.1 Evaluate approaches on selecting the optimal technical solution	X										
12.2 Assess sourcing alternatives for providing the organization's IT systems architecture							X		X		
13 System Life Cycle: Learners demonstrate the ability to manage the initiation, planning, execution, control, maintenance and closeout of IT systems											
13.1 Apply system life cycle (SLC) principles and concepts					X				X	X	
13.2 Manage IT project activities					X				X	X	X
13.3 Evaluate acquisition practices to support IT systems					X				X	X	X
13.4 Assess the systems development approaches					X				X	X	

Learning Demonstrations (LD)

1-1	Infrastructure Modernization Review
1-2	Enterprise Architecture Plan
1-3	Technology Management Plan
2-1	Database Planning and Development
2-2	Business Intelligence Project
3-1	IT Security Risk Assessment
3-2	Technology Innovation Project
3-3	IT Globalization Initiative
4-1	IT Systems Development and Acquisition Initiative
4-2	Strategic Website and App Design
5-1	Capstone Project

UMUC Managing for Results Report 2015

UNIVERSITY OF MARYLAND, UNIVERSITY COLLEGE

MISSION

The mission of University of Maryland University College is improving the lives of adult learners. We will accomplish this by: 1) Operating as Maryland's open university, serving working adults, military servicemen and servicewomen and their families, and veterans who reside in Maryland, across the United States, and around the world; 2) Providing our students with affordable, open access to valued, quality higher education; and 3) Serving as a recognized leader in career-relevant education, embracing innovation and change aligned with our purpose and sharing our perspectives and expertise.

INSTITUTIONAL ASSESSMENT

KEY GOALS AND OBJECTIVES

Goal 1: Create and maintain a well-educated workforce.

Objective 1.1 Increase the number of graduates employed in Maryland from 1,558 in FY14 to ≥1,600 in FY19.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual	2016 Estimated	2017 Estimated
Input		28,119	28,273	26,740	35,154	35,505	36,038
	Total undergraduate enrollment						
Output	Total bachelor's degree recipients	3,882	3,880	4,209	4,459	4,600	4,800

Performance Measures		2002 Survey Actual	2005 Survey Actual	2008 Survey Actual	2011 Survey Actual	2014 Survey Actual	2017 Survey Estimated
Outcome	Employment rate of graduates	96%	94%	89%	89%	90%	90%
Outcome	Number of graduates employed in Maryland	1,086	1,107	1,229	1,458	1,558	1,600

Objective 1.2 Increase the number of students enrolled in STEM programs from 7,454 in FY14 to 10,800 in FY19.[1]

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual	2015 Estimated	2016 Estimated
Input	Number of undergraduates enrolled in STEM programs	6,423	7,210	7,454	9,812	10,000	10,500
Output	Number of baccalaureate graduates of STEM programs	862	1,004	1,125	1,557	1,600	1,700

Objective 1.3 Increase the number of enrollments/registrations in courses delivered off campus or through distance education worldwide from 294,226 in FY14 to 300,000 in FY19.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual	2016 Estimated	2017 Estimated
Input	Number of worldwide off-campus and distance education enrollments/registrations	327,608	318,074	294,226	294,568	295,000	296,000

Objective 1.4. Maintain or increase the level of student satisfaction with education received for employment.

Performance Measures		2002 Survey Actual	2005 Survey Actual	2008 Survey Actual	2011 Survey Actual	2014 Survey Actual	2017 Survey Estimated
Quality	% of students satisfied with education received for employment	96%	97%	98%	96%	95%	96%

Objective 1.5 Maintain or increase the level of student satisfaction with education received for graduate school.

Performance Measures		2002 Survey Actual	2005 Survey Actual	2008 Survey Actual	2011 Survey Actual	2014 Survey Actual	2017 Survey Estimated
Quality	% of students satisfied with education received for graduate school	98%	99%	99.6%	97.5%	99.2%	99%

Objective 1.6 Increase the number students enrolled in the Master of Arts in Teaching program to 225 by FY19.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual	2016 Estimated	2017 Estimated
Input	Number of students enrolled in the MAT program	144	143	150	165	180	195

Goal 2: Promote economic development in Maryland.

  Objective 2.1 Maintain or increase the ratio of median graduates' salary to the average annual salary of civilian work force with a bachelor's degree at 1.2 from FY14 to FY19.

Performance Measures		2002 Survey Actual	2005 Survey Actual	2008 Survey Actual	2011 Survey Actual	2014 Survey Actual	2017 Survey Estimated
Outcome	Median salary of graduates	$50,002	$57,500	$57,554	$63,333	$59,165	60,500
Outcome	Ratio of median salary of UMUC graduates to U.S. civilian workforce with bachelor's degree	1.3	1.4	1.2	1.3	1.2	1.2

Goal 3: Increase access for economically disadvantaged and minority students.

Objective 3.1. Maintain or increase the percentage of minority undergraduate students at ≥40% between FY14 and FY19.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual	2016 Estimated	2017 Estimated
Input	Percent minority of all undergraduates[2]	45%	44%	46%	43%	44%	44%

Objective 3.2 Maintain or increase the percentage of African-American undergraduate students at ≥29% between FY14 and FY19.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual	2016 Estimated	2017 Estimated
Input	Percent African-American of all undergraduates	33%	31%	29%	27%	28%	29%

Objective 3.3. Maintain or increase the percentage of economically disadvantaged students to at least 49% or greater between FY14 and FY19.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual	2016 Estimated	2017 Estimated
Input	Percent economically disadvantaged students	43%	47%	50%	49%	49%	49%

Goal 4: Maximize the efficient and effective use of state resources.

Objective 4.1 Maintain current annual rate of operating budget savings through efficiency and cost containment measures at 2%**.**

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual	2016 Estimated	2017 Estimated
Input	Percent of operating budget savings achieved through efficiency and cost containment measures	2 %	2%	2%	2%	2%	2%

Goal 5: Broaden access to educational opportunities through online education.

Objective 5.1 Increase the number of worldwide online enrollments from 243,303 in FY14 to 252,000 in FY19.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual	2016 Estimated	2017 Estimated
Input	Number of worldwide online enrollments	262,708	261,101	243,303	248,104	249,000	250,000

Objective 5.2 Increase the number of African-American students enrolled in online courses from 18,741 in FY14 to 24,000 in FY19.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual	2016 Estimated	2017 Estimated
Input	African-American students enrolled in online courses	21,491	20,123	18,741	20,819	21,000	22,000

Objective 5.3 Increase the percent of courses taught online from 86% in FY14 to 90% in FY19.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual	2016 Estimated	2017 Estimated
Input	% of courses taught online	85%	86%	86%	88%	88%	89%

Objective 5.4 Maintain undergraduate tuition for Maryland residents at an affordable level.

Performance Measures		2012 Actual	2013 Actual	2014 Actual	2015 Actual	2016 Estimated	2017 Estimate[3]
Outcome	Undergraduate resident tuition rate per credit hour	$244	$251	$258	$266	$279	$287
Outcome	Percent increase from previous year	3%	3%	3%	3%	5%	3%

NOTES

All data are for stateside only, unless otherwise noted.

[1] STEM programs expanded to include IT programs in 2010.

[2] The following information is provided in response to the 2008 request of the Joint Chairs for additional information on minority student enrollment. Please note that the definition of minority does not include the two or more races category. Below is the UMUC minority student enrollment, broken down by minority group for the three most recent fiscal years (fall stateside data), was as follows:

	FY11	FY12	FY13	FY14	FY15
African American	32%	32.9%	30.8%	29.1%	26.6%
Hispanic	7%	7.6%	8.4%	9.4%	11.0%
Asian	4.3%	4.2%	4.0%	4.2%	4.5%
Native American/Native Hawaiian, Other Pacific Islander	.3%	.6%	.9%	.5%	.07%
Two or More Races	1.3%	2.1%	2.6%	3.2%	3.7%

[3] The 2017 estimate of tuition of $287 is not yet approved by the State.

UNIVERSITY OF MARYLAND, UNIVERSITY COLLEGE

Managing For Results
INSTITUTIONAL ASSESSMENT
October 6, 2015

University of Maryland University College (UMUC) has been serving adult students in Maryland, the nation, and the world for over 60 years, setting the standard of excellence in adult education. By offering high quality academic programs that are accessible and affordable, UMUC broadens the range of career opportunities available to working students, improving their lives and maximizing their economic and intellectual contributions to Maryland and the nation. As a leading global university distinguished by the quality of our education, UMUC is committed to student success and program accessibility.

In 2015, UMUC developed a new strategic plan for our unique mission with a focus on transforming its learning model improving the learner experience, personalizing learner support, and providing students with workplace-relevant programs. These changes are designed to improve educational outcomes for our students as well as improve student retention, success, and satisfaction. Aligned with improving the learning experience is the strategic goal to adopt a single global operational model so that students abroad or stateside have the same high quality learning experience.

Significant Updates

This year marks the beginning of a five-year cycle for the Managing for Results (MFR) accountability report to the State of Maryland and the University System of Maryland (USM) Board of Regents. In the last cycle, UMUC met or exceeded 12 of the 15 goals that were established five years prior. In the coming five-year period, UMUC has established targets for FY 2019 for these goals. Below is a brief description of significant updates at UMUC.

The stateside headcount enrollment numbers reported to the University System of Maryland (USM) and the Maryland Higher Education Commission (MHEC) increased from 39,557 in Fall 2013 to 47,906 in Fall 2014. This increase is predominantly the result of an administrative change related to the centralization of online course offerings. In previous years, UMUC administered three separate catalogs of online courses for stateside, Europe and Asia students. We did not report Europe and Asia students in our Maryland reports. The three formerly separate online course inventories are now consolidated into one worldwide distance education (WWDE) catalog, which is administered from Maryland. As a result of this reorganization, students who formerly enrolled in overseas online courses are now enrolled in online courses through WWDE. Following federal guidelines for reporting, UMUC is reporting all students taking WWDE courses to the State of Maryland as part of the stateside headcount. For fall 2015 UMUC anticipates a slight real increase in student headcounts.

UMUC has launched the Center for Innovation in Learning and Student Success (CILSS) to explore ways to improve online and distance learning outcomes using new approaches in technology, data analytics, and learning science.

Increased use of data and learning analytics is also an important aspect of UMUC's fulfillment of its mission. The University leverages dashboard technology to organize and disseminate data visually. For example, the Executive Dashboard combines enrollment, financial, and student success metrics as well as marketing analytics that track spending, applications, enrollments and conversion rates for new students. In addition, Academic Program Dashboards monitor enrollment trends, student outcomes and faculty performance for each school and program. Analytics capabilities helps the University monitor and manage not only institutional performance and financial viability, but also the effectiveness of student success efforts.

Leveraging analytics is a key component of UMUC's student success strategy. The University has engaged in three initiatives to advance its work in learner analytics and support student success:

- UMUC established a relationship with Civitas Learning to develop predictive models to identify at-risk students. Ongoing efforts are focused on scoring applicants' likelihood of succeeding at UMUC in order to understand the variables that influence student persistence and retention.
- UMUC is also a member of the Predictive Analytics Reporting (PAR) Framework. Work with PAR focuses on establishing common data definitions for predictive modeling, developing performance benchmarks across established peer groups and developing a student success matrix to inventory, organize, and conceptualize supports aimed at improving student outcomes. Once validated, UMUC will use the benchmarks in Academic Program Dashboards to provide additional context for program performance and student outcomes.
- UMUC received a $1.2 million grant from the Kresge Foundation to measure and improve student success. The grant funded the creation of an integrated database, the development of predictive models to identify significant factors associated with success, and the implementation of interventions designed to improve the achievement for community college transfer students. Based on the results, specific course-taking behaviors at the community college were identified that could improve student success. Additionally, UMUC developed and piloted the UMUC Success Calculator that calculates the likelihood of success after transfer for community college students based on their academic behavior at the community college.

UMUC continues to work collaboratively with community colleges in Maryland to examine program design at both the community college and at UMUC to align course and program outcomes to better prepare students for academic success at UMUC. UMUC is the largest recipient of Maryland community college transfer students and now has alliance agreements with all 16 community colleges in Maryland.

Assessment of Progress in Achieving MHEC's Goals for Higher Education and MFR's Goals and Objectives

MHEC Goal 1. Maintain and strengthen a preeminent statewide array of postsecondary education institutions recognized nationally for academic excellence and effectiveness in fulfilling the educational needs for students, the State and the nation.

- UMUC's new strategic plan focuses on redesigning programs to better meet employer needs and provide value to graduates preparing for work.
- UMUC is widely perceived as the benchmark public institution in adult and online education.

UMUC's online course enrollments in FY 2015 were 248,104. Our goal is to reach 252,000 course enrollments by FY 2019. (See *MFR Objective 5.1*).

- UMUC is a premier provider of higher education to the US military around the world. UMUC enrolls over 54,000 active-duty military service members, reservists, veterans, and their family members online and at over 130 military installations and operating locations worldwide.

- UMUC has numerous agreements with businesses and agencies in the Maryland/DC metro area to provide educational opportunities to thousands of employees, spouses, and dependents to complete their undergraduate or graduate degrees or to offer continuing education. In addition to providing these opportunities to students, UMUC also partners with employers to identify skills gaps in their workforce and address them through customized education solutions. In 2014, UMUC and the Office of Personnel Management launched a federal government-wide alliance that provides education benefits to all federal employees, spouses, and dependents. In addition, UMUC maintains partnerships with private entities such as Booz Allen, SAIC, ManTech, and Northrop Grumman; nonprofits such as the Smithsonian Institution and the Navy Federal Credit Union; and retailers such as Walgreens and Jiffy Lube International.

- Assessing student learning continues to be a critical component in the improvement of UMUC's curriculum and teaching. The University has revised and updated the Institutional Assessment Plan for the assessing student learning outcomes. The ETS Proficiency Profile (EPP), a standardized test produced by the Educational Testing Service (ETS), has played a key role in assessing student learning outcomes.

- As part of the University's self-study, UMUC has outlined a plan that incorporates competency-based education as part of the new learning model. The UMUC model is project-based, with students learning as they would engage in real-world tasks. Faculty will engage with students as mentors, tutors, and coaches, helping them to master complex outcomes.

- UMUC is also exploring adaptive learning strategies to help assess when students are not able to achieve mastery of specific topics and intervene with supporting or developmental materials

- The Undergraduate School has replaced textbooks in all of its courses with carefully designed E-resource bundles available at no cost to students. The Graduate School will follow with the adoption of e-resources in all of its courses by Fall 2016.

- The University is seeing the benefits from policies to promote retention that have been implemented over the last few years. UMUC measures retention using the term-to-term re-enrollment rate (defined as the percentage of students enrolled in Fall who subsequently re-enrolled the following Spring). For Fall 2013, 78% of all undergraduate students reenrolled in Spring 2014.

- UMUC embarked on three predictive analytics projects that use data mining to identify factors that contribute to student success. A project in partnership with Civitas Learning uses predictive analytics based on real-time data in the online learning environment to identify students who are at risk of failing a course. UMUC provides immediate intervention to set students on track for successful course completion. In a second project, funded by the Kresge Foundation, UMUC partnered with two Maryland community colleges to build a cross-institutional database to examine how students' prior academic work predicts their academic performance after transfer. In a third project, UMUC is participating with over 30 other institutions in the PAR Framework, a national initiative to integrate student data and common definitions across institutions and to identify trends and risk factors in student performance. These three projects contributed to strategic initiatives designed to improve student success.

- The University has strong and enduring partnerships with two universities in Russia and a small

collaboration in South Africa.

- The University has implemented a new Learning Management System (LMS) to better support student learning. The implementation of the new LMS (Desire2Learn) into UMUC's Learning Experience Online (LEO) has resulted in an improved learning environment for students. LEO also provides data on how students perform and progress in the classroom that help with evaluating student success and providing individualized learning and support.
- The University has migrated to an enhanced Customer Relationship Management (CRM) system. The new CRM also has improved reporting capabilities to distribute information to key university stakeholders to improve responsiveness to student needs.
- As an example of the rigor and depth of learning achieved at UMUC, UMUC is proud that the UMUC Cyber Padawans—a team of undergraduate cybersecurity students, alumni and faculty, represented North America at the Global CyberLympics in 2014. The Padawans won the gold medal in competition against teams from all over the world, including the six-time winning team from the Netherlands.
- UMUC faculty and students have been recognized with six awards from the University Professional & Continuing Education Association (UPCEA), the leading association for professional, continuing, and online learning in higher education.

MHEC Goal 2: Achieve a system of postsecondary education that promotes accessibility and affordability to all Marylanders.
MFR Goal 3: Increase access for economically disadvantaged students.

- UMUC's in-state undergraduate tuition and fee structure ($266 per credit hour in FY 2015) is the second lowest in the USM. It is UMUC's approach not to charge the typical range of mandatory fees present in most other institutions that inflate the true cost of attendance; instead UMUC builds these fees into tuition to simplify cost predictions for students. Forty-nine percent of UMUC's undergraduate students are considered "economically disadvantaged" (*see MFR Objective 3.3*). UMUC expects to maintain or increase the number of economically disadvantaged students enrolled in our programs.
- This past fiscal year, the University provided over $5.5M in institutional funds for student financial aid. These funds are awarded based primarily on financial need.
- UMUC has alliances with all 16 Maryland community colleges and is the largest receiver of students transferring from Maryland community colleges to USM institutions.
- UMUC expended almost $1 million of institutional and private aid to community college transfer students in FY 2013. In addition, UMUC is offering a Completion Scholarship that provides greater access to baccalaureate programs for Maryland community college transfer students. In conjunction with a new 2+2 advising model, UMUC expects to see an increase in the degree completion rate of Maryland community college students who transfer to UMUC.
- UMUC is a leader in Maryland as the first baccalaureate institution to implement a reverse transfer initiative with all 16 Maryland community colleges.
- To better support Veteran and military students, UMUC has expanded outreach initiatives to work closely with community colleges that partner with UMUC in alliance agreements.
- In FY 2014 UMUC achieved a total of 294,226 enrollments in off-campus and distance education courses (see *MFR Objective 1.3*). This is a slight increase from FY 2014. These enrollments are expected to stabilize and then increase slightly over the next five years.

MHEC Goal 3: Ensure equal educational opportunity for Maryland's diverse citizenry
MFR Goal 3: Increase access for minority students.

- UMUC enrolls a widely diverse student body. In Fall 2014, UMUC enrolled 43% minority and 27% African-American students (see *MFR Objectives 3.1 and 3.2*). These percentages declined slightly, in part, due to new federal categories for reporting race, where students can select two or more races. The reporting is no longer standard and can fluctuate depending on how students self-identify. For example, students who select more than one category are reported in the category of two or more, and not in the individual race categories. In addition, students who select Hispanic are reported as Hispanic and not as any other race. Therefore, if a student selects two or more categories or Hispanic, numbers in other race categories may be under-reported. The percentage of students reporting two or more races has increased from 2.1% in FY 2012 to 3.7% in FY 2015. In addition, the percentage of students identifying as Hispanic has increased from 7.6% to 11% in the same period.
- In FY 2015, UMUC reached 20,819 online course enrollments by African-American students (see *MFR Objective 5.2*). UMUC set a target to reach 24,000 by FY 2019.
- Because most of our students work full time, they complete their program at a slower pace than traditional students and typically stop out temporarily for family or professional reasons. UMUC uses a key metric to measure trends in our retention: the term-to-term re-enrollment rate.
- According to student survey data, 37% of undergraduate respondents report that they are first-generation college students; 14% of undergraduates report that they were born in a country other than the US; and 10% indicate that their first language was not English.

MHEC Goal 4: Strengthen and expand teacher preparation programs and support student-centered, pre-K-16 education to promote student success at all levels.

- The number of students admitted to UMUC's Masters of Arts in Teaching (MAT) program started with just 32 admitted students in September 2009, and has seen a total of 574 students admitted to date (September 2015). The teacher training program utilizes expert practitioner instructors and innovative tools to train teacher candidates at the secondary level (grades 7-12 certification) in 13 certification areas. Six of the certification areas are in STEM disciplines: Biology, Chemistry, Computer Science, Earth/Space Science, Mathematics, and Physics. Other certification areas attract aspiring teachers in English, Social Studies, History, and four foreign languages: Spanish, French, German, and Mandarin Chinese. Of the admitted students, 30% indicated that they intend to teach in the STEM areas.

MHEC Goal 5: Promote economic growth and vitality through the advancement of research and the development of a highly qualified workforce.
MFR Goal 1: Create and maintain a well-educated workforce
MFR Goal 2: Promote economic development in Maryland.

- UMUC's main contribution to the economic growth of the State is through the critical role it plays in developing a highly qualified workforce. UMUC is redesigning its academic programs to better meet employer needs.
- UMUC provides access to higher education at an affordable cost and in flexible formats for working

adults. Seventy-four percent of UMUC undergraduates report that they work full-time; 71% report that they are married or in a committed relationship; and 48% have children (almost a quarter of them are single parents). By providing access through online education and at sites located throughout Maryland, UMUC enables these students with competing responsibilities to pursue their education.

- UMUC recruits scholar-practitioners to teach most classes; these professionals work in the fields they teach.
- Reflecting the growth in enrollment in the previous ten years, UMUC continues to experience increases in the number of graduates employed in Maryland (see *MFR Objective 1.1*), which has grown by over 40%.
- UMUC's graduate and undergraduate programs in cybersecurity support the economic growth of the cyber sector in Maryland. In addition, UMUC hosts and provides staffing to the Maryland Cybersecurity Council. The Council's activities and efforts are aimed at making Maryland the epicenter of cybersecurity efforts in the nation. With more than 4000 cyber graduates and more than 8,000 students currently enrolled in cybersecurity-related programs, UMUC is playing a leading role in developing the critical workforce needed for the cybersecurity sector in the region.
- As of Fall 2014, UMUC enrolled 9,812 students in STEM programs. The FY 2019 target is 10,800. (See *MFR Objective 1.2*).
- UMUC graduates continue to report high satisfaction with their preparation for both graduate school and the workplace. (See *MFR Objectives 1.4 and1.5*).

MFR Goal 4: Maximize the efficient and effective use of state resources.
MFR Goal 5 (unique to UMUC): Broaden access to educational opportunities through online education.

- Since UMUC's revenues are largely tuition driven (given the low level of State support), efficient and effective use of resources is critical for the University. Our rate of operating budget savings has been consistently one of the highest among USM institutions and has exceeded the minimum prescribed by the USM Regents.
- UMUC's extensive use of online education and adjunct faculty who are practitioners in their fields provides the State with a cost-effective and almost unlimited capacity to deliver education. The University has worldwide online enrollments at 248,104 for FY 2015, and offers 88% of its course sections online. (See *MFR Objectives 5.1 and 5.3*).
- UMUC has centralized most of its business processes from the three separate divisions in Asia, Europe and stateside to create one global campus – improving efficiency by removing redundancies. One Global University is an initiative designed to ensure that students have a common UMUC experience supported by global systems and processes, enhanced through locally delivered services.
- The consolidation of all academic and student affairs and enrollment management functions in UMUC's Academic Center in Largo, Maryland has resulted in significant savings by eliminating the need for leased commercial space. The Largo building has achieved LEED Gold Certification, in the areas of innovation, design, and water efficiency.
- In an effort to improve time to degree, the Undergraduate School has streamlined 31 programs over the past academic year, reducing the course inventory by 35%, and providing structured programs with a set of optimum courses to maximize success. Streamlining the current curriculum not only fulfills the needs of our students, but also produces a more efficient and cost effective curriculum model.

- Academic leadership in the undergraduate and graduate schools are working with faculty to transform their programs. The goal of the transformation is to provide students with more compelling academic programs that help them realize their professional goals, while also serving adult learners by recognizing previously mastered learning. Significant progress has been made in involving employers in the process of validating program learning goals, while also anticipating current and future changes in professions.

UMUC Peer Performance Report 2013

University of Maryland University College
Peer Performance Data, 2013

University	% minority of all undergraduates	% African-American of all undergraduates	Average (2-yr.) undergraduate alumni giving rate	UMUC institution-specific indicators				
				# of African-American IT graduates	% of undergraduates 25 and older	# of post-baccalaureate degrees in technology & mgmt.	Number of stateside online courses	Number of worldwide online enrollments (registrations)
Maryland, U. of, University College	44.2%	30.8%	2%	182	83.2%	2,864	978	261,101
Boise State U.	13.5%	1.7%	8%	1	32.5%	23	1,035	19,860
California State U., Dominguez Hills	78.6%	18.0%	2%	5	39.6%	4	129	9,853
California State U., Fullerton	60.0%	2.4%	2%	5	20.3%	182	420	13,302
CUNY Bernard Baruch C.	59.0%	9.3%	7%	7	26.4%	50	NA	NA
CUNY Herbert H. Lehman C.*	86.5%	28.8%	4%	14	44.5%	2	318	7,877
CUNY Hunter C.	56.8%	10.4%	14%	6	22.6%	0	NA	NA
CUNY Queens C.	54.2%	7.2%	20%	0	25.1%	23		
Eastern Michigan U.	28.0%	21.9%	3%	1	27.8%	53	238	6,154
Florida Gulf Coast U.	26.7%	6.8%	NA	0	14.0%	3	249	48,441
Southern Connecticut State U.	29.0%	15.6%	4%	3	18.1%	1		
Average of Peers	**49.2%**	**12.2%**	**7%**	**4**	**27.1%**	**34**	**398**	**17,581**

NA - Data not available
NR - Non-Respondent

1/10/2014

Notes:
*CUNY Herbert H. Lehman C. number of online courses and enrollments is based on AY 2013. FY 2013 was not available.

Sample UMUC Strategic Projects Report

UMUC Strategic Projects Report - 8/4/2014

Project Name	Sponsor / Delegate	Business Objective	Status Comment	Last Updated	PM	Health	Phase	Forecasted Go-Live Date
Single Global University								
Worldwide Distance Education (WWDE)	Marie Cini / Marky Campbell	Consolidate online programs in US, Asia and Europe into one schedule, with a centralized process for course development, scheduling and staffing that will be administered Stateside.	- All workstreams have completed their tasks. - All processes are in place for fall term - WWDE project will remain open until OL1 and OL2 have successfully started by 9/15 - Lessons learned meeting has been scheduled with stakeholders for 8/5	8/1/2014	Julissa Pinto De Gracia	On Track	5-Deploy	2014-07-28 : C 2014-05-01 : R
Syllabus Solution	Marie Cini / Betty Ring	The objective of the Syllabus Posting Solution is to provide UMUC with a way to easily organize, manage, update and publish syllabi from a central repository and to provide access to faculty, students and prospects to syllabi information.	• Some issues were reported after the syllabus link became active on the schedule of classes on 7/28, but they have all been resolved • Lessons learned meeting has been scheduled with stakeholders for 8/12	8/1/2014	Julissa Pinto De Gracia	On Track	5-Deploy	2014-07-28 : C 2014-07-14 : R
eResources (TUS Fall 2015)	Marie Cini / Marie Cini	By Fall 2015, 100% of Undergraduate School courses will have no-cost electronic resources.	• 110 courses are in the eResources process to run in LEO for spring 2015. • Academic Directors have sent course schedules for 56 courses to LDS and are working on schedules for 54 more courses. • 1209 OERs have been added to the OER Collection in EQUELLA.	8/1/2014	Em Medina	On Track	2-Design	2015-08-17 : E 2015-08-17 : R
eResources (TUS Fall 2014)	Marie Cini / Marie Cini	By Fall 2014, 50% of Undergraduate School courses will have no-cost electronic resources.	We celebrated the completion of this project on 7/31. Out of 1007 TUS courses, 543 courses have been through the eResources process and are running with electronic resources at no cost to the students. Cost savings to TUS students is: - $1.1M - spring 2014 - $1.1M - summer 2014 Savings for fall 2014 will be determined when fall enrollment data becomes available.	8/1/2014	Em Medina	On Track	6-Closeout	2014-08-18 : C 2014-08-18 : R 2015-08-17 : R
Worldwide Support	Joe Adams, Marky Campbell / Lisa Henkel	Define and implement measurable, cost-effective customer service alternatives for overseas students, resulting in quicker problem resolution and integrated reporting of enterprise-wide support metrics.	Interview sessions with stakeholders from Admissions, Advising, Degree Audit, IT, Financial Aid and Student Accounts are underway and expected to wrap up in 4 weeks.	8/1/2014	Laura Johnson	On Track	1-Define	2015-02-16 : R
Lead Management								
Prospect Website	Mary Ann Donaghy / Liz Schroen	Reinventing umuc.edu as a prospect-focused website.	Project is pending FY15 funding approval, which is being reviewed by the Investment Committee this week. All Initiate Phase deliverables have been completed. Requirements analysis is under way using operational funds.	8/1/2014	Ben Stutzman	Initiation	0-Initiate	2015-05-01 : R 2014-07-18 : R

Project Name	Sponsor / Delegate	Business Objective	Status Comment	Last Updated	PM	Health	Phase	Forecasted Go-Live Date
Lead/App Scoring Phase 3	Susie Chang / Susie Chang	Integrate the 'Lead to App' and 'App to Success' scores with the CRM tool in order to allow the generated scores to drive the treatment of the leads by the advisers.	- Team continues to monitor scoring process closely for errors. - Working with the business owner and Civitas to determine LOE to make the App2Success score run more than once a day.	7/31/2014	Gonzalo Dominguez	On Track	6-Closeout	2014-07-01 : C 2014-06-16 : E 2014-05-30 : R
Student Success and Retention								
Onboarding - Phase 2	Kris Stevens / Michele Foerst	Create a comprehensive, multichannel onboarding experience that addresses administrative, and academic needs of new students.	This week development efforts began to wrap-up for updates to the GetStarted microsite being released next week on 8/5. Updates include a brand new Intro to the Online Classroom video, static content for the classroom orientation, and content to set academic and faculty interaction expectations.	7/31/2014	Ryan Fairley	On Track	1-Define	2014-11-28 : E 2014-08-29 : R
Student Retention Campaigns	Kris Stevens / Kris Stevens	Develop a campaign management process to support campaigns targeting student reenrollment.	The team continued sessions with the Accumen analysis team to provide business scenarios to support each user story to help inform design recommendations. Design recommendations are being developed and will be shared during a prioritization meeting on 8/6.	7/31/2014	Ryan Fairley	On Track	2-Design	2014-09-30 : E 2014-06-30 : R
Learning Experience Online								
Learning Experience Online (LEO@UMUC)	Marie Cini / Betty Ring	The Learning Experience Online (LEO) is a constellation of technologies and approaches that will expand teaching and learning modalities to allow individualized pathways for student progress, more educational tools for faculty to choose from, and better ways to track student progress.	The schools are finalizing their review of the WebTycho inventory. There is a meeting scheduled this week with Institutional Research to determine archive approaches for course evaluation data in WebTycho.	8/1/2014	Niki Grimanis	On Track	3-Build	2014-12-31 : C 2014-12-31 : R 2013-12-31 : R
LEO Fall '14 Term	Marie Cini / Betty Ring	Complete rollout of undergrad and overseas courses in LEO. Beginning Fall 2014, no UMUC courses will be being actively taught in Web Tycho. Continue enhancements to LEO and the classroom experience.	Initial faculty access granted on 7/21 for the Fall term (including OL1 and US1). Courses on schedule to begin 8/18 for Fall with students being granted access on 8/11. All courses to be offered in LEO for Fall term.	8/1/2014	Wayne Campagna	On Track	4-Test	2014-08-18 : C 2014-08-18 : E 2014-08-18 : R
Course Copy Automation	Marie Cini / Betty Ring	This project will handle the copying of course content for new sections that are added after a term copy has been completed, also called Late Add. In addition the project will address the need to LOCK course models and automate the model copy process.	QA testing for Release 2 of Locked Model on schedule to complete 8/8. UAT currently planned for 8/13. Release 2 includes the moving of course models to a separate hierarchy. Pilot of model migration planned prior to full model migration. Release 3 will immediately follow and include updating enrollments of LDS members into the new hierarchies	8/1/2014	Wayne Campagna	On Track	3-Build	2014-08-29 : C 2014-07-21 : E 2014-07-31 : R
CRM Program								
CRM Phase 3	Sean Chung, Susie Chang / Kevin Keeton	Continue developing CRM capabilities and functionality that provides a holistic view of interactions and enables UMUC to provide better service to our student and prospect populations.	The overall updated project roadmap is still in progress and will be reviewed with the stakeholder team next week. Release 4.0 has been defined and the project team is completing the requirements gathering phase for 2 workstreams.	8/1/2014	Kevin Keeton	On Track	1-Define	2015-01-30 : E
Release 3.x	Jessica Sadaka / Kevin Keeton	Update and enhance capabilities for CRM that were delivered in Release 3.0.	The project team completed requirements gathering, build, unit and QA testing for Release 3.2. The project team deployed to staging on August 1 and will conduct UAT testing on Tuesday, August 5. Deployment to production is scheduled for August 6.	8/1/2014	Wynne Griffith	On Track	4-Test	2014-08-29 : E

Project Name	Sponsor / Delegate	Business Objective	Status Comment	Last Updated	PM	Health	Phase	Forecasted Go-Live Date
Release 4.0 - Student Retention Campaigns and Employer Data	Jessica Sadaka / Kevin Keeton	Release 4.0 is focused on expanding the tools and data available to the stakeholders to successfully attract and educate more educates and by operationalizing marketing campaigns and incorporating employer data into CRM.	The project team is reviewing all user stories from the CLS team for the employer data and from the Student Retention Campaign team for operationalizing student retention campaigns. The project team will follow up with these two teams this coming week if further clarification is required. The project team will then begin the design phase. The project is on track for deployment on October 16.	8/1/2014	Wynne Griffith	On Track	1-Define	2014-10-16 : E 2014-10-03 : E

Invest in UMUC

Project Name	Sponsor / Delegate	Business Objective	Status Comment	Last Updated	PM	Health	Phase	Forecasted Go-Live Date
VDA Phase 1	Marie Cini / S Bhaskar	Provide UMUC with a scalable, enterprise-wide, "virtual" environment that supports selected institutional programs and enterprise needs. Phase 1 will address the academic needs and the foundational aspects which can be applied in the future.	Initial testing by the UMUC desktop engineers is complete. Faculty are reviewing their images for the Fall term. Phase 1 VDA project on target to close on August 30th.	8/1/2014	Olya Jerschkowsky	On Track	5-Deploy	2014-08-30 : C 2014-08-30 : E 2014-08-30 : R
Student Authentication	Marie Cini / Betty Ring	Increase the level of assurance of the digital identity of a student, and provide a deterrent for academic fraud.	Met with the Dean of the Undergraduate school to collect additional details regarding other schools who have implemented student authentication technologies. Solutions team has provided an approach that will be reviewed with this provost and the sponsor delegate as soon as schedule permits. Until approaches are approved, charter will not be finalized.	8/1/2014	Niki Grimanis	Initiation	0-Initiate	2014-10-06 : R
Saba Upgrade	John Petrov / Judy Belden	Migrate Saba from the legacy 5.x version to Saba Cloud to provide enhanced functionality, integration with SSO, and other cloud benefits.	The Saba Cloud licensing agreement was completed July 30, and our environments have been provisioned. Sprints began Monday, July 28.	8/1/2014	Grace Denman	On Track	1-Define	2014-10-24 : R

Project Bell - Global Telephony Replacement

Project Name	Sponsor / Delegate	Business Objective	Status Comment	Last Updated	PM	Health	Phase	Forecasted Go-Live Date
Project Bell - Global Telephony Replacement	Pete Young / Jason Reed	Global replacement of the UMUC telephony solution from Avaya to Cisco. Project Bell will provide five digit dialing for all locations worldwide and will replace like-for-like functionality of the current solution.	The team is proceeding with the RFP process after confirming two vendors to move forward for on-site review the week of 08/11. Procurement is assisting with the resolution of questions identified for the two vendors in this week's RFP review. The team is preparing for a product demo at Cisco headquarters the week of 08/06.	8/1/2014	Pat Killebrew	On Track	1-Define	2014-12-31 : R
Project Bell - Infrastructure - Stateside	Pete Young / Greg Smith	- Provide a single global solution with five digit dialing for all locations - Replace the existing Avaya telephony solution (i.e. Desktop devices and services (e.g. voicemail), and Infrastructure equipment)	Telco Professional Services contract : * Technical Proposals received 7/25 and reviews completed 7/31. - Oral Presentations occur 8/11-15. - Pricing Proposals due 8/25. - Vendor selection due 8/29. - Contract Commencement target date is 9/8.	8/1/2014	Sandy Spakoski	Initiation	0-Initiate	TBD
Project Bell - Call Center (Stateside)	Pete Young / Alexa Kim	Migration of existing call center services from the current Avaya solution suite to Cisco. Replacement of applications, processes and like-for-like functionality.	Contact center 'as-is' requirements have been completed. Project BA is entering the requirements into the tracking tool, VersionOne. Final review and signoff by the stakeholders will be scheduled for the first week of August. Cisco UCCX (Contact Center solution) demo has been scheduled for August 6 at their Reston, VA facility.	8/1/2014	Pat Killebrew	On Track	1-Define	2014-12-31 : R

Project Name	Sponsor / Delegate	Business Objective	Status Comment	Last Updated	PM	Health	Phase	Forecasted Go-Live Date

Legend	Description
On Track	On track to meet the go-live date.
At Risk	Experiencing issues that, if resolved, will meet the go-live date.
Off Track	Off track and will not meet the go-live date.
Initiation	In Initiate phase, prior to kick-off.

Middle States Documents Bibliography—December 4, 2015

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APPENDIX 16

Glossary of Acronyms

Acronym	Definition
AA	Associate of Arts Degree
AAB	Academic Advisory Board
AAR	Academic Advisement Report
ACE	American Council on Education
ACT	ACT national college admissions examination
APR	Academic Program Review
ASC	Assessment Steering Committee
BA	Bachelor of Arts Degree
BAPP	Undergraduate Business Administration and Professional Programs
BASW	Bachelor of Arts in Social Work
BOR	University System of Maryland Board of Regents
BOV	UMUC Board of Visitors
BPD	Baltimore Police Department
BS	Bachelor of Science Degree
BSN	Bachelor of Nursing
BSU	Bowie State University
CBO	Chief Business Officer
CCL	Center for Creative Leadership
CCNE	Commission on Collegiate Nursing Education
CEO	Chief Executive Officer
CFO	Chief Financial Officer
CILSS	Center for Innovation in Learning and Student Success
CITE	Undergraduate Computing Programs
CLEP	College Level Examination Program
CLS	Corporate Learning Solutions
COMAR	Code of Maryland Regulations
COMM	Written Communication Student Learning Expectation (Student Learning Expectation)
CRM	Customer Relationship Management
DA	Office of Data Analytics (now Office of Analytics)
DAT	Degree Audit Team
DAU	Defense Acquisition University
DCL	Decisive Communication and Leadership graduate course
DE	Distance Education
DEPM	Distance Education Policy and Management graduate specialization
DET	Distance Education Teaching and Training graduate specialization
DETC	Distance Education Technology graduate specialization
DM	Doctor of Management Degree
DMCCPA	Doctor of Management in Community College Policy and Administration
DoD	Department of Defense
DPR	Degree Progress Report
DSST	Credit by examination tests originated by the US Department of Defense DANTES program; formerly DANTES Subject Standardized Tests

Acronym	Definition
EDWARDS	Enterprise Data Warehouse and Report Delivery System
EEO	Equal Employment Opportunity
EIS	Environmental Impact Statement
ELM	Enhancing the Learning Model
ENGAGE	UMUC's web-based social business "intranet" platform for collaboration and networking
ESL	English as a Second Language
ESO	Education Service Officer
ETH	Ethics Student Learning Expectation in the Undergraduate School
EWC	Effective Writing Center
FAC	Faculty Advisory Council
FAFSA	Free Application for Financial Student Aid
FAI	Federal Acquisition Institute
FATV	Financial Aid TV
FMP	Facilities Master Plan
FSU	Frostburg State University
FY	Fiscal Year
GMAT	Graduate Management Admission Test
GRE	Graduate Record Examination
GSA	Graduate Student Advising
HBCU	Historically Black Colleges and Universities
HIST	Historical and Cultural Perspectives Student Learning Expectation in the Undergraduate School
IAP	Institutional Plan for the Assessment of Student Learning Outcomes
INFO	Information Literacy Student Learning Expectation
IR	Office of Institutional Research
JST	Joint Service Transcript
KNOW	Discipline-Specific Knowledge Student Learning Expectation
LD&S	Learning Design & Solutions
LEO	Learning Experience Online
LMS	Learning Management System
MAT	Mater of Arts in Teaching Degree
MBA	Master of Business Administration Degree
MDE	Master of Distance Education and E-Learning Degree
MEC	Military Education Coordinator
MEd	Master of Education Degree
MOU	Memorandum of Understanding
MS	Master of Science Degree
MSCHE	Middle States Commission on Higher Education
MSW	Master of Social Work
MVSA	Military and Veteran Student Advising
NCCRS	National College Credit Recommendation Service
NLI	National Leadership Institute
NTC	National Test Center
OER	Open Educational Resources
OLC	Online Learning Consortium (formerly Sloan Consortium)
OPM	Office of Personnel Management
PAD	Performance Assessment and Development system and form
PAR	Predictive Analytics Reporting

Acronym	Definition
PDP	Performance Development Plan
PLA	Prior Learning Assessment
PMO	Project Management Office
QUAN	Quantitative Reasoning Student Learning Expectation in the Undergraduate School
R&D	Research and Development
SAR	Student Advising and Retention
SAT	Scholastic Assessment Test
SCIE	Scientific Literacy Student Learning Expectation in the Undergraduate School
SCIP	Sciences undergraduate programs
SEAT	Strategic Employer Alliance Team
SEGUE	Supporting Educational Goals for Undergraduate Excellence
SEM	Strategic Enrollment Management
SLE	Student Learning Expectations
SPEC	Discipline-Specific Knowledge Student Learning Expectation
SR	Student Recruitment
SSO	Single Sign-On
TECH	Technology Fluency Student Learning Expectation
TGS	The Graduate School
THIN	Critical Thinking Student Learning Expectation
TK20	Software utilized in the assessment of learning outcomes
TUS	The Undergraduate School
UGSA	Undergraduate Student Advising
UMUC	University of Maryland University College
USM	University System of Maryland
WCET	WICHE Cooperative for Educational Technologies

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