
President's Testimony to the Senate Budget and Taxation Subcommittee
on Education, Business, and Administration
of the Maryland General Assembly

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Introductory Remarks

Good afternoon, Chairman Hogan and members of the Senate Budget and Taxation Subcommittee on Education, Business, and Administration. I am pleased to have the opportunity to share with you the significant accomplishments of University of Maryland University College this past year and to discuss the future of our university.

Before I discuss the compelling accomplishments of the institution that I represent, however, I would like to address some of the issues raised by Chancellor William "Brit" Kirwan in his USM Overview budget presentation to the General Assembly and to talk about UMUC's planning in the face of the severe budget cuts we are facing this year.

As you know, UMUC is not a traditional university. We manage an extensive and expensive online enterprise. We have a longstanding history with the U.S. military. And our students are adults—with full-time jobs, families, and other life responsibilities—working to advance in their careers.

We are fully aware of the fiscal challenges facing the State of Maryland, and UMUC stands ready to absorb its fair share of the burden. However, the current cuts slated for the System already have had a significant impact on UMUC and its students. Simply put, UMUC's ability to serve its students will be severely compromised by any additional cuts.

In my testimony today, I will address many of the accomplishments of our university and our students over the past year. These accomplishments would not be—and will not be—possible if the State decides to inflict an inequitable level of hardship on UMUC and the state's public universities. In addition, I must concur with the Chancellor's request to allow the System and its Regents and Presidents to determine the most effective way to manage the current fiscal crisis. Our distinguished

Regents, the Chancellor, my fellow presidents, and I are appointed to manage the University System of Maryland and the institutions that comprise it, and to be accountable for the decisions we make. I ask you to allow us to do our jobs rather than prescribe the way in which the cuts are distributed.

UMUC—A Benefit to Maryland’s Citizens

Let me start by expressing my sincere appreciation to you for your support of UMUC’s budget in the past.

Your support of UMUC has been beneficial to Maryland citizens in many areas:

- State funding has helped us to meet our unprecedented growth. Not only have we become the second largest university in the State (and represent 50 percent of the growth of the University System of Maryland), but Maryland Higher Education Commission projects that by 2011, one-third of all students enrolled in the University System of Maryland will be studying at UMUC.
- It has allowed us to manage our tuition rates over the past few years to allow us to serve our steadily growing and markedly diverse adult student body—most of whom do not have access to traditional financial aid options.
- Our State appropriation has helped us to put in place a significant number of new and exciting programs at the undergraduate and graduate level to meet statewide workforce needs and education priorities.
- It has enabled us to invest in the high-technology infrastructure essential to our emergence as a world leader in the delivery of online learning.

So although our FY2004 allowance is only at 48 percent of our funding guideline, by far the lowest in the USM, we strongly rely on that funding to support our core mission of educating adults.

I would like to organize my discussion around four points:

- UMUC’s mission to continue to be the leading provider of higher education to adults.
- Our worldwide leadership in online education.

- Our agility and responsiveness to the needs of Maryland’s citizens, and
- Our ongoing commitment to the military to educate service members worldwide.

UMUC’s Mission: Providing Higher Education to Adults

Founded in 1947, UMUC has been dedicated to serving adult students at times and places convenient to them since its inception.

Because they are juggling jobs, family, and community obligations along with their studies, our students seek affordable, flexible formats and high-quality academic programs and services free of the constraints of time and place.

Our students

- Approximately 85 percent of our undergraduate students—and even more of our graduate students—hold down full-time jobs while studying towards their degrees.
- Forty-three percent of UMUC’s students are minorities; 31 percent are African American.
- Half of our undergraduate students have at least one child.
- Twenty percent of our undergraduate students are single working mothers.
- The median salary of UMUC undergraduate students is \$42,000.
- Sixty-one percent of our undergraduate students use personal savings and/or federal loans to finance their education.

Through the years, UMUC has excelled in serving these primarily adult part-time students, who now number more than **82,000 worldwide**, through both traditional and innovative instruction. This concentration on adults (whose median age is 33) has kept us at the forefront of higher education at a time when adult students represent the fastest-growing segment of the student population in the U.S. today.

Serving Maryland

As one of eleven degree-granting institutions in the University System of Maryland, UMUC is a Maryland institution, currently offering on-site classes at 18 locations throughout the State and with plans to extend that geographical reach even further in 2003 through innovative partnerships and pro-

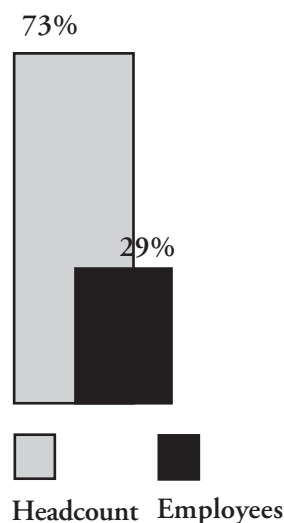
grams. Although we attract students from most states of the union and from a number of countries overseas, 79 percent (18,998 out of 24,030) of our students enrolled in our stateside programs in 2002 were Maryland students.

Enrollment Growth

Already the second largest university in Maryland, UMUC has experienced another remarkable year of growth. In FY2002, the School of Undergraduate Studies experienced a 13.7 percent increase in undergraduate course enrollments. During the same period, the Graduate School grew more than 23 percent in course enrollments. It should be noted that, amidst this unprecedented enrollment growth, the number of staff positions has grown at a much slower rate (see Exhibit 1 below).

In addition, the long-term growth in our worldwide online enrollments has been exponential—from 3,842 online enrollments in FY1997 to 87,423 this past year. We fully expect 100,000 online enrollments in FY2003. The majority of these enrollments are Maryland residents. The convenience and accessibility of our online offerings well suits the needs of our Maryland adult students.

Exhibit 1. Growing Efficiently at UMUC
Percent Change in Headcount versus Full-time Equivalent Employees
Fiscal 2000–2004



Source: UMUC Office of Institutional Planning, Research, and Accountability, 2003

Minority Access

This past year, UMUC has seen continued success in attracting and educating minority students. In fall 2002, minority students comprised 43 percent of UMUC's stateside enrollment and African Americans 31 percent. And our online enrollments reflect similar percentages of minority students. Twenty-nine percent of UMUC's online students in FY2002 were African American and 39 percent were minority students, indicating that Web-based courses are as attractive to our minority students as traditional on-site classes.

Broad-Based Offerings

UMUC offers bachelor's degrees with a choice of 22 majors and 37 minors, 17 master's degree programs, three executive master's degree programs, leadership development training at our National Leadership Institute, and one of the few Doctor of Management programs in the United States.

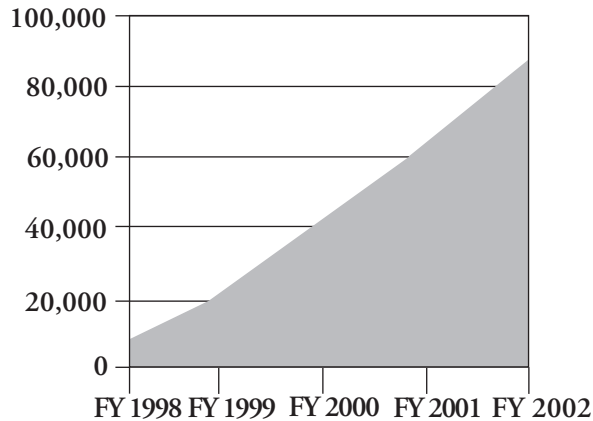
UMUC: A Worldwide Leader in Online Education

Over the past decade, UMUC has built its reputation of being one of the world's leading online universities. UMUC offers more than 500 courses and nearly 80 undergraduate and graduate certificate and degree programs completely online via WebTycho, the university's proprietary interactive classroom software. **Since 1997, enrollments in our online courses have grown almost 2,200 percent** as the demand for Web-based courses and degree programs—both in-state and worldwide—continues to climb (see Exhibit 2 on page 6).

UMUC online courses are "asynchronous" so students and faculty need not be logged on simultaneously, and students may participate in class discussions during lunch hours, evenings, or on weekends. Maryland residents are able to benefit from the diverse cultural perspectives brought to the classroom by students from many regions and countries.

Today we are one of the world's fastest growing online universities not just because of our extensive Web-based programs and offerings, but also because of a high-technology infrastructure that enables us to deliver Web-based student and faculty services worldwide. Through the Web, students can apply for admission or financial aid, register for classes, consult an advisor, receive writing help, check their grades and order transcripts, or access more than 100 subscription databases and many full-text books and journals in our digital library.

**Exhibit 2. University of Maryland University College
Online Enrollments**



Source: UMUC Office of Institutional Planning, Research, and Accountability, 2003

To ensure a high-quality academic experience for our students, our local and international faculty receive intensive training in the pedagogy of online teaching. Additionally, in Adelphi, our experienced course development teams evolve traditionally delivered courses into sophisticated, interactive Web-based ones to meet the increasing demand for fully online degree programs.

Our success in the online environment has received frequent recognition.

In fall 2001, UMUC was the proud recipient of the highest honor in Web education, the [Sloan Consortium Award for Excellence](#) in Institution-Wide Web-based Programming, in recognition of our comprehensive online curriculum. A second point of recognition came this past July when we were again rated “Best of the Web in Higher Education” by *Forbes* magazine, and a third when the National Security Agency designated UMUC as a Center of Excellence in Information Assurance Education.

The university has received other prestigious awards for its expertise in online education as well, including Maryland Distance Learning Association recognition in 2002 for having the Best Distance

Education Course in the State. The course, Information Literacy and Research Methods, helps students learn how to conduct effective research on the Internet, cite resources properly, and master strategies for avoiding plagiarism—crucial information literacy skills applicable in the workplace as well as the classroom.

UMUC's Responsiveness to State Learning Needs

Although we house a global university and offer courses and degrees to military servicemembers around the world, UMUC is very much a Maryland institution.

Expanding Access to Four-Year Degrees through New Relationships with Maryland Community Colleges

UMUC is expanding access to our four-year degree programs throughout the State by developing a new set of relationships with Maryland community colleges. The programs are designed to provide articulation agreements for students to complete baccalaureate and graduate programs from UMUC at the community college campuses. As a result, students who are not able to transfer to a four-year campus, because of financial or time commitments, can earn degrees at their community college campus.

- We are expanding our **Bachelor of Technical and Professional Studies (BTPS) degree** program through agreements with community colleges in targeted areas where articulated transfer programs are not now available. These collaboratively designed four-year degree programs provide transfer and baccalaureate opportunities for students receiving an Associate of Applied Science degree at the community college.

UMUC has signed an agreement for the first BTPS program, in biotechnology, with Montgomery College. It has been submitted for State approval and subject to that approval, will begin in fall 2003. In addition, we are developing proposals for similar programs with Harford, Prince George's, and Anne Arundel Community Colleges.

- Working closely with the College of Southern Maryland, Prince George's Community College, and Anne Arundel Community College, **UMUC is test piloting a new 2+2+1 (AAT to MAT) program in secondary education to help the State meet its critical short-fall of secondary school teachers.**

Under this program, students working on their Associate of Arts in Teaching degrees in English, history/social sciences, and computing can choose simultaneous admission to UMUC's bachelor's degree programs in these same areas without leaving their campus. Those pursuing the BA or BS degree can be concurrently admitted to an accelerated, customized MAT (Master of Arts in Teaching) program at UMUC. The community college curriculum will be in place by fall 2003 with a pipeline to UMUC in fall 2004 and to UMUC's MAT in fall 2006. UMUC will also create targeted scholarships for students wishing to pursue this innovative and seamless fast track to certification and degrees. UMUC and the community colleges will collaborate on marketing and outreach activities for the program.

- To provide Maryland students with more degree options close to their homes, **UMUC will offer more opportunities for undergraduate study near community college campuses or at higher education centers throughout the State.** UMUC already offers four-year degree completion through daytime classes at the USM at Shady Grove Center. In fall 2002, we introduced new accelerated programs at Shady Grove, Annapolis, Waldorf, and College Park. In addition, we are planning to offer business or computing courses at Arundel Mills Center in fall 2003, which will serve students continuing from Anne Arundel Community College. UMUC is also working with Harford Community College to identify appropriate offerings for Harford students who wish to continue to the baccalaureate degree.

Student advising at regional centers will be provided through co-location or collaboration with the community colleges. UMUC will improve communication and resources for community college students by modifying web sites and printed materials for easier use.

- **UMUC is creating special merit and need-based scholarships for students transferring from Maryland community colleges to UMUC.** Students will be recommended for these renewable scholarships by their community college presidents. These financial aid opportunities will further assist those students for whom work demands and tuition and fee costs associated with campus-based institutions are an impenetrable barrier to completing their education. Because financial aid will be available to part-time students also, working adults, who comprise the fastest growing portion of college students, will benefit tremendously. Currently, State and federal financial aid opportunities for part-time students are very scarce.

- **UMUC is developing the Senator John A. Cade faculty sabbatical program for community college faculty.** Under this program, community college faculty on sabbatical from their institutions would be recruited to teach in UMUC's overseas programs in Europe and Asia. This will provide new opportunities for faculty development and international experience, as well as program collaboration.

Community college graduates consistently perform well at UMUC, and we are eager to help them succeed. We have a long history of working with Maryland's community colleges and are committed to building more opportunities. All of these initiatives involve working closely with Maryland community colleges to expand opportunities for students and faculty. Such close cooperation and careful sharing of resources is a win-win situation for all concerned—the students, the faculty, the institutions, and the State.

Teacher Education

In spring 2001, UMUC launched two innovative teacher preparation programs to help the State meet its shortage of qualified teachers—a **Master of Arts in Teaching (MAT) focused on adult career changers**, and a **Master of Education with a specialization in instructional technology**.

Currently the MAT has nearly 40 students with as many pending applicants. Program administrators work closely with Prince George's County, Baltimore City, and Montgomery County school districts. The MAT program has attracted a number of military officers hoping to teach math, science, or computer science when they retire, as well as other students from varied academic and professional backgrounds who have made the life-changing decision to become educators.

Our second teacher preparation program, the MEd with a specialty in instructional technology, is also thriving. This year we have approximately 100 students pursuing their degree, and our first five students will graduate in spring 2003. Designed for current K–12 teachers who wish to upgrade their skills by learning to incorporate technology into the classroom and for teachers who wish to develop content expertise in instructional technology, the program has been received enthusiastically statewide. We expect that successful graduates will be positioned to lead change throughout the State in the use of technology in the K–12 classroom.

We are also pleased to announce UMUC's new Resident Teacher Certification Program, an accelerated, alternate route to teacher certification in Maryland. The program is designed for individuals with college degrees who have not been trained as teachers but who want to pursue teaching as a career.

UMUC is the first university in the State to take lead responsibility for the delivery of courses under this program.

Through the program, students complete one fourteen-week semester of coursework and a summer residential experience. The students are then eligible to be hired to teach in State schools. After a year of such teaching, during which they receive continued support from UMUC and complete the State-required reading courses, they may obtain Standard Professional Certification.

Among the program's special features is the guarantee that credits from the program can be applied in their entirety toward a master's degree program in education at UMUC.

Building upon the Resident Teacher Certification Program is the recently announced [MARCO \(Maryland Alternative Route to Certification Options\) project](#). Under this project, to be funded over five years by the U.S. Department of Education, UMUC and its partners (which include Maryland State Board of Education, University of Maryland Baltimore County, and Prince George's County Public School System) will address the severe shortage of qualified teachers in Prince George's County classrooms.

The goal of the MARCO project is to create a comprehensive model for teacher recruitment and development, test it in a large high-need local education agency, and then accelerate the State's efforts to develop a comprehensive performance-based certification system. The targeted groups of new teachers are career changers with bachelor's (or higher) degrees, including transitioning military personnel and their spouses and other liberal arts graduates. The first cohort, who started this spring semester, includes 40 teacher candidates in a variety of teaching areas.

"MARCO is a very progressive collaboration that will create a comprehensive model for teacher recruitment and development in Maryland," said state schools Superintendent Nancy Grasmick. "Because UMUC is the world's leading provider of online educational services, the MARCO program has access to global recruitment of a broad range of highly skilled professionals who wish to engage in teaching. I want to thank UMUC for its outstanding work in assisting us with this tremendous initiative," she said.

IT Leadership

UMUC also continues to be a state leader in information technology (IT). In FY2002, 829 undergraduate degrees in IT were awarded by UMUC's stateside programs—more than any other university in

Maryland. Twenty-two percent of those degrees were awarded to African-American students. UMUC also awarded 278 graduate degrees in IT—the second highest in the State.

New Programs to Meet Maryland's Needs

New program initiatives at UMUC include three timely certificate programs focused on security: Terrorism and Institutions: Prevention and Response; Bio-Security; and Information Security, as well as a fourth new certificate program in Gerontology.

At the graduate level, UMUC launched two new master's degrees in Health Care Administration and in Accounting and Information Technology in fall 2002; in response to market demand, a new energy resources management and policy track was added to five existing graduate programs. Finally, two new learning laboratories were opened for Information and Telecommunications Studies students last year, giving them a competitive edge in the marketplace through hands-on experience in designing and creating relational databases.

Ongoing Success of UMUC's Doctor of Management Program

Now in its third year, UMUC's Doctor of Management (DM) Program, one of very few practitioner doctorates in the country in the field of management, is going strong with 69 students pursuing the degree. This interdisciplinary degree has attracted mid-career managers, mostly in their mid- to upper 40s, who seek to enhance their critical thinking skills and be exposed to sophisticated research methods. The program prides itself on a balanced scholarly and practitioner focus that builds on student experience to create new learning.

270 U

Some of you are already aware of the exciting 270 U initiative first called for in the 2001 Joint Chairmen's Report and aimed at facilitating a new university-business collaboration through the use of Web technology along the Shady Grove/I-270 corridor. The goal of the collaboration—and UMUC has been a leader along with UMBI in moving this idea forward—is to encourage greater cooperation among the corporate, educational, and governmental entities located along the corridor through the creation of a physical and virtual learning park organized via an Internet portal. Last month the 270 U Advisory Group commissioned a needs assessment of technology interests along the corridor. The final report is due in late April.

UMUC's technology expertise has enabled it to take a lead role in this project which, once launched, will provide a model that can be replicated throughout the State.

UMUC's Leadership as an Educator of the U.S. Military

UMUC has been the leading educational partner with the U.S. Department of Defense since 1949 and currently manages classes, classrooms, and faculty at more than 120 bases abroad in 28 countries including sites in Bosnia, the Sinai, and South Korea. Last year, UMUC served more than 47,000 active-duty military and dependents overseas, with some 27,000 studying in Europe alone. More than 50 flag officers are UMUC graduates, and more than 1 million service members have taken courses with UMUC, many earning associate's, bachelor's, and master's degrees in a variety of disciplines. Today, 53,000 of our students are active-duty military servicemembers and dependents in the United States and overseas.

As you know, in December UMUC was awarded the [Tri-Services Education Contract](#) to continue offering courses and programs at 87 military sites across Europe and the Middle East.

Senator Barbara Mikulski, in her congratulations to UMUC, said, "This contract reaffirms what we already know about UMUC—their commitment to educating adults, particularly our men and women in uniform, is second to none. Their expertise in online education will enable the university to educate our U.S. military well into the 21st century."

In addition to our overseas contracts, UMUC enrolled an additional 6,000 active-duty military in FY2002 through its stateside online and on-site programs—an increase of 30 percent over the previous year. To broaden our service to the military stateside, UMUC this past year has negotiated joint graduate programs with the U.S. Army Signal Center at Fort Gordon; the Information Resources Management College and the Joint Forces Staff College of the National Defense University; the Naval War College, and the Army Management Staff College. These programs enable military personnel to earn master's degrees in information technology, computer systems management, or management and also give broad exposure to UMUC nationally.

UMUC recently joined the Army's distance education program called eArmyU. Through this program, servicemen and women take courses online while serving at more than 20 Army bases in the United States and overseas. EArmyU is expected to enroll about 80,000 soldiers by 2005.

Since 1947, the university has cultivated a niche in the market of adult education and has remained on the vanguard of the wants and needs—indeed the demands—of adult learners. We are honored to have the privilege to continue our partnership with the Department of Defense. Our service to the U.S. military has been a very important part of our history and has brought numerous benefits back to the State.

Conclusion

To close, I would like to say that State funding has fueled our growth, helped us manage tuition rates, and has provided us the ability to build the infrastructure that underlies our highly successful online programs. By any measure, the State's investment in UMUC has paid enormous dividends. As UMUC plays an even more significant leadership role in the 21st century, we look forward to the continued State support in the achievement of our goals.

