UB CARES: Support and Access in Baltimore City (IREPO Grant)

Purpose: To protect the health of its campus community members; to improve its online educational offerings for its students and dual enrollment partners; to ensure its students are able to succeed in online learning; and to protect its enrollment, the University of Baltimore (UB) seeks grant support for expanding initiatives in dual enrollment and online education; for securing contractual health services; for purchasing instructional technology to boost academic programs' resilience; and for providing additional direct support to needy students in order to retain them. UB's enrollment dropped by 6% from fall 2019 to fall 2020, but student retention has been relatively strong across freshmen, transfers, and graduate students, despite challenges.

Eligibility: Located in midtown Baltimore, and bordering two Opportunity Zones (Census tracts 24510120500 and 24510140300), UB is a public four-year university and a constituent member of the University System of Maryland. Accredited by the Middle States Commission on Higher Education, its mission is "to offer career-focused education for aspiring and current professionals, providing the region with highly educated leaders who make distinctive contributions to the broader community." Founded in 1925 to provide accessible higher education to working adults, the University uses the tag line "Knowledge that Works" and is currently ranked by US News & World Report as a top performer in the North region in social mobility (#54 North; #3 in Maryland; cf. https://www.usnews.com/best-colleges/rankings/regional-universities-north/social-mobility). UB prides itself on a student body diverse in terms of age, ethnicity, religion, and other factors. The fall 2019 census data for UB showed an overall headcount student population of 4,112 that was 4% multi-racial, 5% Asian, 6% Hispanic, 39% White, and 45% Black. The US Department of Education determined UB qualifies as a Predominantly Black Institution (https://www2.ed.gov/about/offices/list/ope/idues/eligibility.html#el-inst). The median undergraduate

age range for academic year 2018-19 was 25-29, with 87% of all UB students Maryland residents (UB Fact Book 2019). Most students work at least part-time, and UB is nonresidential. In fiscal year 2019, 61% of first-time freshmen were Pell-eligible. UB has a 24-high school dual enrollment partnership with Baltimore City Public School System, with 7 in Opportunity Zones.

Greatest Unmet Needs (Absolute Priority)

1. March 13, 2020 fell midway in UB's spring semester. At spring 2020 census, UB enrolled 4,089 students, 1,902 of which were undergraduates. The FISAP filed October 2020 notes that 808 of the 1,902 undergraduates, or **42.48%, received a Pell Grant in spring 2020.**
2. The University of Baltimore did not receive a loan under the Paycheck Protection Program.
3. The University's per-student allocation under the CARES Act was less than similar sized institutions because, according to the Fall 2019 IPEDS report (the most recent), UB's **part-time student population was 51.09%** of the total student headcount population.
4. **Has other unmet needs relative to COVID**:
   a. UB lacks a health center or staff whose role is related to the physical health of campus community members. This has presented particular challenges for implementing return to campus activities that require the tracking of COVID tests, protocols for contact tracing, notifications related to incidents of COVID, identifying health precautions, and symptom monitoring. Although the University has partnered with the University of Maryland, Baltimore, to use a system called Research Electronic Data Capture (REDCap), there is no office staffed for the monitoring needed. Contractual staffing is needed.
   b. To protect the health of the campus community, UB has closed its campus except for limited staff access to the RLB Library and to the Angelos Law Center, where mail is distributed and law clinics meet on a limited basis. These two buildings are UB's newest

and have windows that open. Facility closures have a number of consequences, including but not limited to: a) all AY20-21 instruction, except for some law clinics, is online, including laboratories; b) laboratory-based courses in the sciences, criminal justice, design, and business have to adapt; c) the Campus Pantry, which provides free food and toiletries to needy students regularly, is not open; d) there is no Internet-ready space for students to study; and e) faculty may not use their offices for teaching or research.

Complicating the need to prepare buildings to meet CDC standards for re-opening, almost all UB laboratories are in the Academic Center, a large building that has extensive deferred maintenance (est. $52M). State and institutional budgets have precluded funding the renovation project for five years. The goal is to prepare the building for a fall 2021 reopening, but serious work on the aging HVAC may also limit laboratory space. More permanent online and hybrid laboratory solutions must be developed to ensure the academic integrity of the academic programs impacted, even while we must find a solution for some labs that academically must be in person (e.g., serology).

c. The Center for Excellence in Learning, Teaching, and Technology (CELTT) is the locus of UB's online learning initiatives. CELTT was under-staffed amid transitions, and its entire staff has been hired over the past two years. The Director of Academic and Faculty Support, to whom CELTT reports, also oversees student academic support services offered through the library (Writing Center, tutoring, math lab). Including him, the CELTT staff of five serves over 4,000 students and just over 400 faculty, most of whom had not previously taught online. The associate director is responsible for faculty professional development initiatives; the director of online learning heads up such projects as upgrading the learning management system (LMS) and implementing online proctoring; another staff member is

the LMS administrator, and there is one full-time instructional designer. CELTT requires two more full-time instructional designers to move UB to a more intentional distance learning model. It is not clear how soon the positions can be funded or filled, so contractual assistance is needed. The School of Law had no classes in the LMS prior to this fall, and has only 10 courses in it now; the four online master's generally report at least a class or two in need of further Quality Matters-style design work; and the vast majority of programs (another 19 bachelor's, 19 master's, 2 LLMs, JD, DS, DPA) had only select courses prepared to be fully online. And now new degrees are moving online permanently.

d. UB has dual enrollment partnerships with 24 public Baltimore City high schools, but the courses UB typically offers to those students have not been online for either UB or students concurrently in high school. Investing in instructional design to develop excellent online general education offerings will support the growth of fully online undergraduate degree options at UB and provide high-quality instruction to City high school students learning online now and in the future. Many students live in Opportunity Zones, and seven partner schools are located in one. See Appendices for the school list with Census tract numbers. UB seeks to expand its offerings in two high schools—up to 27 credits—thereby pushing forward those schools' college-going rates.

e. John Horrigan's *Baltimore's Digital Divide: Gaps in Internet Connectivity and the Impact on City Residents* (Abell Foundation, 2020) indicates that 40.7% of Baltimore households do not have wireline access to the Internet, 29% lower than the US average. Broadband access of any type is better but still only 78%. Many UB students are City residents. UB participated in the spring Higher Education Data Sharing surveys this year, and 30% of UB students reported being worried about accessing and successfully using the technology

needed for online classes. UB has directed students to CARES grants and to UB Emergency Fund dollars for paying for technology and accessing the Internet, and the Office of Technology Services has been providing loaner equipment (laptops and webcams). Challenges remain with Internet access and the age of loaner equipment, plus free commercial options here expire in December, while students need access to May.

f. UB has not only used CARES Direct Student Aid to assist students ($1.16 million), but the institution has also been fundraising to develop other emergency funding sources for students. The UB Law Hardship Urgent Grant (HUG) was funded by a $25,000 grant and $60,000 from donors; it was depleted in spring 2020 with 170 awards of $500. The UB Student Emergency Assistance Fund (UB Emergency Grants) was created with donations secured by the UB Foundation, which are ongoing. UB spent $74,050 in FY2020 and so far over $47,000 in FY2021. UB also received a CARES subgrant from Univ. System of MD for $520,000. **Even with careful planning and a smoothly running process that includes supplemental private funds and caps awards at $1,500, existing aid is expected to be depleted before all spring awards are made**. UB continues private fundraising, plans to use its PBI grant for direct aid, and is trying to direct as much aid as possible to students in need, and there are many. The Office of Financial Aid (OFA) reports that 70% of UB students complete a FAFSA, and of those, 39% have a zero-dollar family contribution. OFA also notes that UB has a relatively low allocation of Supplemental Educational Opportunity Grants for the student demographics. UB would like to offer direct aid into 2022 because of the tremendous strain on the economy, which is disproportionately affecting communities of color, including much of the Baltimore metropolitan area from which UB draws most of its students.

Approved CARES Applications Requested Reasons for Funding (more than one can appear in an application)						
	Food	Housing	Course Materials	Technology	Healthcare	Childcare
Spring 20	176	138	257	376	35	39
Summer 20	35	29	78	103	14	20
Fall 20	141	143	321	427	44	43
Totals	**352**	**310**	**656**	**906**	**93**	**102**

Project Services and Design

This two-year project (November 15, 2020 – November 15, 2022) will build upon initiatives that have so far shown success at UB and elsewhere to ensure undergraduate, graduate, and law students have access to high-quality online education and to resources they need to continue their studies during the COVID-19 health and economic crisis. The project will also help UB welcome staff and students back safely. To sustain enrollment, UB needs to improve remote learning, and to sustain its market, UB needs to pivot to expand online offerings for working adults. Further, as UB continues to expand dual enrollment, its impact can be broadened by offering more courses and delivering them in different modalities. The UB CARES project activities are as follows:

1. **Accessing Campus Safely without a Campus Health Center**

UB does not have a Campus Health Center or staff dedicated to health. Currently, the additional duty to review test submissions and manage symptom tracking is handled through the Office of Human Resources for employees, and through the Office of Student Support for students. Depending upon circumstances, the review process to allow access to campus can take 1-2 days. With limited access to campus, this process is currently manageable; however, as UB plans for approximately 4,500 individuals to return to campus in the future, the current practice will not be

sustainable. We are requesting grant funding to support a hybrid solution that would encompass a temporary position supported by contracted services. This hybrid approach would enable the University to properly scale the coordination of access to campus (and University System of Maryland) protocols related to COVID-19 for testing submissions, symptom tracking, outreach, and health education. Without dedicated and trained staff, UB cannot work at scale.

The first activity that would be done is to contract health monitoring services. The Offices of Procurement and of Human Resources have ample experience with RFPs, market pricing, shaping job descriptions, and onboarding staff. The contractor would be hired in spring to facilitate such access as will be allowed in spring and summer and to ensure a smooth opening for fall, whether such an opening is partial or full and effective as of late August 2021.

As part of the return to campus, UB will provide the RLB Library and the four major academic schools/colleges with personal protective equipment (PPE) and cleaning supplies to supplement the protection offered by the over-stretched housekeeping staff. Masks will be sent to students, faculty, and staff along with a list of important phone numbers and websites related to health and safety. Additional disinfectant wipes and sprays, surgical masks, and similar items will be placed in central locations such as the circulation desk and the deans' suites.

2. Building Technical Capacity: Loaners, Library, and Laboratories

While UB Office of Technology Services has assured all students that laptops and webcams are available for loan, some loaners are aging, and the growth of online proctoring means the devices some students were using will not be sufficient going forward. UB purchased hundreds of webcams earlier but not as many laptops, and loaners are used at capacity. UB will purchase another 30 PC laptops and 5 Mac Books, which will provide some surge capacity during exam periods and can later be used to update devices in library study areas and computer labs.

Library use login data from calendar year 2019 shows that students use campus Internet and computers regularly. Students logged in approximately 86 hours/day for PCs and 55 hours/day for Macs. Students may use Internet access and computers elsewhere on campus, too. Library analysis suggests that 20 wifi hot spots would serve the students using the library, students who may also live in the City's wifi deserts. These hot spots would be particularly useful for students who find themselves needing access immediately and who may not have applied for CARES funds or who may in the application process awaiting CARES funds.

The RLB Library is also working to provide good customer service while everyone is remote. The library has permission to have staff there only four hours per week for curbside pickup of books and other resources for students, faculty, and staff. But special collections, archives, and circulation are still working, and electronic course reserves are more important than ever. The library is planning to alter its base budget to accommodate new subscriptions for archives and course reserves software, but UB requests the initial cost and first year of subscription. General education courses in the humanities often work with archives, even now, and as a public repository, tracking is especially important—and more difficult offsite.

One of the most challenging circumstances UB has faced is converting lab courses to online courses, both last spring and this fall. UB wet labs are used for biology, chemistry, and environmental science. There are also laboratories for the BS in Forensic Science*; the labs the program uses are the back-ups for the City police department's forensics division. Digital tools such as Labster are often able accommodate the needs of generic lab-based courses like biology and chemistry, but UB's mission is applied knowledge, and the extant lab-based courses are much more specialized. These courses are not addressed by solutions like Labster. Specialized computing labs developed for Applied Information Technology*, Simulation and Game Design*,

and Forensic Science—Cyber Investigations*, and User Experience/interaction design programs are in the same building and not accessible, and the business school and design labs also had to move online for all activities. (Programs listed with * are majority under-represented minority.)

For the spring and for some courses going forward, faculty are filming experiments and mailing lab kits to students. Modest funding will address these needs and a special instructional design course for the lab manager. Funding is also sought for whiteboarding tablets for faculty to use in online instruction. UB's faculty Online Advisory Board tested models and is focusing use and training on two, with faculty communities of practice developing to provide peer support. A handful of tech-oriented people used them in spring; now demand is surging. The Applied Information Technology program is seeking faculty course release and adjunct replacement funding to dedicate time and training to preparing courses to be more intentionally online or hybrid. There is concern on the UB campus that Fall 2021 will not be business as usual but perhaps hybrid. AIT is also are concerned with remote platform management. Simulation and Game Design is seeking specialized cameras for loaner use for the animation course but sees uses for these on campus when labs are accessible again.

More substantial funding is sought for the continued transformation of some programs permanently to the online environment. Typically, this begins with a substantial investment in a platform that also has a subscription fee. Some investments have been made but more is needed. The BS in Cyber Forensics, which was just approved in 2020, is already working to convert to an online program. This program and the graduate MS in Forensic Science-Cyber Investigations worked through the summer, and the faculty have identified a new platform that is needed to operate the programs well (and safely!), one that will have a relatively modest annual subscription fee thereafter (less than $9,000).

The business school has found that undergraduate and graduate data analytics students are struggling with challenges they used to work out with faculty in person. The programs seek assistance with licenses for Solver or PowerBi that work with Excel within data analytics contexts. These investments have the added advantage of preparing students for products used in businesses. Whether the program will be online or in person, the investment is valuable. That is also the case for the cloud solution the graduate finance program now must provide. UB does not have a Bloomberg Markets platform and is evaluating that and similar (less costly) products such as Eikon, Capital IQ, and Fact Set. The urgency of this investment is prompted by pandemic conditions, but it will also be of long-term value to the business programs, both online and on campus. The product also adds value to the program's planned effort to align the undergraduate finance curriculum with certified financial planner certification.

Further investments for lab science are described below under Online General Education.

3. Instructional Design and Program Improvements

Although UB has offered online programs, there is unevenness of quality in the online offerings, especially during this emergency period. Not all courses currently meet the standards that Quality Matters and the Online Learning Consortium recommend for excellent online education. It is urgent for UB to ensure the courses newly going online in a permanent way meet appropriate standards, as is required by the Maryland Higher Education Commission and NC-SARA, of which UB is a member. The University also wants to improve spring courses immediately even if those courses will later return to a hybrid or campus-based model. It is estimated that 60 hours of instructional designer time is dedicated on average to working with faculty on a single course; a lab course will likely require 70 hours. The overburdened staff in CELTT are not able to take on these new needs. They administer the LMS and the technologies

that integrate with it such as VoiceThread, Zoom, and Panopto, which is one tool for captioning. CELTT staff are coordinating communities of practice so faculty can assist each other, but that still takes time. A new strain on the staff comes from the School of Law, which was not in the LMS and not online and now feels particularly pressured as competitor law schools are not all remote this fall, and law faculty have had virtually no online teaching experience. Their classes did not use the Sakai platform either. This fall a pilot of 10 courses is moving into the Sakai LMS used across the rest of campus, and even before thinking about instructional design, the burden of this work falls on CELTT as the administrator of the LMS.

CELTT must hire contractual assistance as soon as possible while in parallel making a budget request for permanent staffing. Instructional designers are in great demand now, so a contract of at least a year would be requested for two designers. The contractual contracts could be converted to the permanent staff, but hires must be made before the budget cycle is complete.

Programs that plan to use instructional designers and CELTT-led professional development in online teaching include new degrees coming online (BS in Criminal Justice, BA in Policy, Politics and International Affairs, BS in Cyber Forensics, MS in Forensic Science-Cyber Investigations, and, to a lesser degree, the BS in Business Administration). In addition, there is more general education moving online (see below) and the Merrick School of Business is engaging in a redesign of its MBA. The pandemic has driven previously campus-based competitors online, and UB must make changes and enhance its delivery to recover market share. One goal of the MBA redesign is to seek an additional accreditation beyond AACSB; another is to alter the calendar so that is more flexible for working adults. The Merrick School is developing the steps it needs to take, with faculty leading curriculum changes and communities of practice (e.g., in using the finance platform, the data analytics software, video editing). Some

course release time is needed for a faculty leads to provide professional development on video editing for specific disciplinary uses—and instructional design time is needed as well.

4. Expanding Online General Education

UB has offered four master's programs online for a more than two years, but only recently has it begun to expand undergraduate online offerings. This expansion has primarily been in the Merrick School of Business, which was approved in spring to offer the Business Administration major online. This is not a full online degree because UB has not offered a full component of lower-division general education online. This summer, the Maryland Higher Education Commission also approved online majors in Criminal Justice and in Policy, Politics and International Affairs (not yet launched). UB is also developing a general studies degree to facilitate degree completion for working adults. Ideally, those students could complete their studies online or on campus or both. Transfer students often need to complete some lower-division general education.

An analysis of general education offerings planned pre-pandemic for fall and spring 2020 showed that almost all general education degree requirements are available online, with some notable exceptions: laboratory science for biological or physical sciences; introductory writing; and the corequisite models for writing and mathematics. Some other areas of general education showed limited selection, but future additions could be added.

Prior to the COVID pandemic, UB had never offered a laboratory science course online. The science programs have developed a program of filming and at-home lab kits, but a more carefully designed online option is necessary to offer a fully online undergraduate degree. At-home lab kits might still be relevant, but further research and faculty time is needed, along with

instructional design time, to redesign at least one lab science course to meet the General Education requirements of UB and the state.

Mathematics had been offered online but not the corequisite model UB uses for those students who do not place into college-level mathematics. UB has upped its admission standards and has always had more transfers than freshmen, so developmental math should be limited. However, for those who have not studied mathematics in years, it may be necessary; it may also be necessary for more recent graduates whose high school careers were interrupted by COVID. Many studies over the past 20 years, including recent studies published by the *Journal of Virginia Community Colleges* and the Community College Research Center point to the efficacy of corequisite models for college writing and mathematics courses to help students learn and progress on schedule. (Cf. "Accelerating Student Success: The Case for Corequisite Instruction" (2019) https://files.eric.ed.gov/fulltext/EJ1224767.pdf; and https://ccrc.tc.columbia.edu/publications/effects-corequisite-remediation-tennessee.html). UB has partnered with the Community College of Baltimore County (CCBC), a national leader in corequisite education, to offer a co-requisite model for algebra and statistics. UB is preparing to assume operation of the corequisite model rather than using the CCBC instructors, and will need to train its faculty to offer the courses. UB data show this model to be much more effective than the prior model (a pass rate improvement of 35 percentage points in the for-credit course). The agreement will end in May 2021, at which point UB has the opportunity to implement the model in a way more tailored to UB (and with faculty who report in UB). In redesigning the course, UB could more intentionally prepare it for both online and campus delivery.

Transition of the Writing 101 course is beginning now in order to fulfill our dual enrollment obligations. But neither this course nor the corequisite pair of courses has not yet had the benefit

of instructional design assistance, which will ensure the quality of the course. Scaffolded, clear design is important for corequisites and for teaching high school dual enrollment students.

5. Expanding Dual Enrollment

Writing 101 was online for the first time this year as part of our dual enrollment programming; this was not intentional but necessary as schools are remote. The experience has opened the door to further opportunities to increase college-going rates in Baltimore City. This year 10% of UB's freshmen had been dual enrollment students.

Of the 24 public Baltimore high schools in which UB has offered dual enrollment to 525 students since 2016, seven are in Opportunity Zones: Baltimore Design School (Census tract 24510120500), Ben Franklin (24510250500), Paul Laurence Dunbar (24510280500), Knowledge and Success Academy (24510150600), National Academy Foundation (24510280500), New Era (24510100100), and Patterson (24510260501). In addition, Baltimore Leadership School for Young Women is across Franklin St. from tract 24510040010, REACH property borders tract 24510090800, and Green Street Academy is across Hilton Park from 24510200200. It should be noted Baltimore high schools all draw citywide enrollment. Students apply based on the school's focus; some hold lotteries, and a few are competitive enrollment (e.g., School of the Arts, City College High School, Baltimore Polytechnic High School).

Dual Enrollment at UB comprises two models. "B-Power" is a program run in Fall and Spring that features classes held at Baltimore City public high schools that offers students 3-6 college credits each semester; these credits count concurrently for a high school degree. Courses have been fully online since March 13, 2020. "Summer Academy" is a partnership with local non-profits held on the UB campus (also fully online as of summer 2020) that welcomes students

from across the district into 1-credit courses. (Because the Summer Academy model is not a part of this proposal, its data are not included here.) UB dual enrollment focuses on the subjects for which there is greatest need in the city: math and writing. Dual enrollment math (College Algebra, Introduction to Statistics, and Calculus) and writing (WRIT 101 College Composition) are offered to all, but other courses, such as Introduction to Psychology, are offered to select schools. Over the past two years, B-Power students accumulated an average of 3.4 credits over this period and attempted an average of 1.1 courses; 86% of enrolled students earned college credit, and 72% completed a General Education requirement in math, writing, or both. The demographic profile of UB Dual Enrollment students is 50% male/50% female and 80% African American/8% Hispanic/Latino, in line with City Schools' student profile of 51.5% male/48.5% female and 77% African American/14% Hispanic/Latino. The Baltimore Education Research Consortium's "College Fact Book" 2020 (R. Durham et al. Abell Foundation, Baltimore), reports City Schools' Class of 2018 attended college the fall after graduation at a rate of 45%, with 57% attending a 4-year and 43% attending a two-year institution. By comparison, 68% of UB dual enrollment students attend college the fall after HS graduation, with 65% attending a 4-year and 35% attending a two-year institution.

UB's Office of Early College Initiatives will partner with two schools to offer up to 9 Dual Enrollment credits in the B-Power model each semester to two cohorts of 25 students for three semesters (Fall 21, Spring and Fall 22; spring 21 schedules are already set). Thus, the total number of students given this opportunity will be 50 and the total number of credits a student could earn will be 27. The two school partners under consideration are Benjamin Franklin High School (BFHS) and Green Street Academy (GSA), with one cohort each. The BFHS Class of 2018 had a fall semester after graduation college entry rate of 29%; GSA had a rate of 42%.

Courses will be offered in three instructional models: in-person at the high school, 100% online, or a hybrid in-person/online model, with the model to be determined each semester aligned with Covid-19 protocols and each school's needs. Courses will meet General Education requirements at University System of Maryland institutions and community colleges and will be transferable. All courses will be offered during the regular school day.

UB as a public institution of higher education provides a 50% discount on tuition and fees. Maryland law prohibits UB from charging the student directly for tuition and each local school system provides the cost of education for these students. To expand the program at UB, the UB Director of Early College Initiatives, the president and the USM Chancellor have assisted the school system in fundraising and securing third-party grants to pay for students' tuition and fees.

6. Direct student aid

UB awarded over $400,000 in spring and this fall through CARES and private fundraising. UB is trying to redirect other resources to direct aid as it anticipates falling short on some CARES requests for spring 2021 funding, even though the process involves an application and a grant cap (awards of $300-$1,500). Economists are public health officials offer no certainties for the coming year., and COVID will clearly be a major part of our campus lives at least through fall 2021, even if a vaccine is available in spring. Consequently, there is also likely to be continuing economic strain negatively impacting UB students. Financial Aid notified 1,500 CARES-eligible students of the grant application who did not apply. The award rate will not be slowing soon.

To ensure UB students can continue to purchase Internet access for online learning and supplemental funds for basic human needs (food, housing, medicine, course materials), UB seeks direct aid for distribution from spring semester 2021, when our current federal direct student aid

is depleted, through fall 2022. The amount requested is for approximately one-half of UB's current grant. UB expects to cut the award rate by at least half in fall 2021 as access to campus becomes possible, if limited, including Campus Pantry access and Internet-ready library access.

The award process would continue using the current process for CARES funds to ensure that eligibility criteria and reporting are managed correctly. The Office of Financial Aid manages the fund with additional communication support from the Division of Student Success and Support Services (SSSS). Submitted (online) applications are reviewed by selected staff members within the Office of Financial Aid (OFA) and approved grant amounts are determined using a modified version of the 2019–2020 Cost of Attendance. Students who are not eligible for CARES funds (e.g., international students) are directed to the UB emergency fund, operated by SSSS, and some students have received awards from each. Each program requires an application.

To ensure equitable access, all students who receive Title IV aid were contacted, messages were sent to the entire student body by senior executives, and there are web pages dedicated to COVID response and CARES grants. These processes would be continued if more funds are received for direct aid. The implementation for the existing grant is the activity model going forward. Publicly posted information on the website includes application instructions, award limits, and FAQ, as well as the steps UB takes to disseminate information about the grant; cf. http://www.ubalt.edu/admission/financial-aid/ub-cares-grant.cfm. The following email address was created and is overseen the by Office of Financial Aid for all UB CARES Grant inquiries and communication of application decisions: ubcaresactgrants@ubalt.edu.

Management Plan

Dr. Catherine Andersen, interim provost, will lead the Management Team of the grant program. She has been with UB eight years, serving as vice provost for three years prior to her current appointment, which is ensured through summer 2021, after which she will remain as provost or vice provost. She supervises the Office of Sponsored Research, the Office of Institutional Research, academic affairs, the Division of Student Success and Support Services, Early College Initiatives, and, with the chief financial officer, strategic planning responsibilities. Thus, almost all grant activities fall to individuals and teams who report to her. Grant activities would become part of appropriate individuals' annual goals. The deans who are leading the implementation of technology upgrades to their programs report to her, as does the library dean.

The University has a staff of five in the Office of Sponsored Research, led by **Assistant Provost Margarita Cardona, MS, CRA**, and currently oversees approximately $17 million over 64 grants, with over $9 million of that total in federal grants. The Office is well positioned to track and report on grant spending and assure compliance with IREPO grant guidelines.

Associate Vice President Nicole Marano heads the Division of Student Success and Support Services. Ms. Marano has been collaborating with her staff and the Office of Human Resources on developing and implementing back-to-campus health safety protocols. Her office also oversees the UB Foundation-based student emergency fund, and she supervises the Office of Disability and Access Services (DAS), which works closely with CELTT to ensure that blind students and other students with particular issues of disability or access are equitably served.

Direct aid to students under the current CARES grant has been, and would be, overseen by **Terry Richards, Executive Director, Office of Financial Aid**. Mr. Richards has over 30 years of executive experience in higher education. His office has been coordinating on reaching students with the Division of Student Success and Support Services.

The dual enrollment initiative will be implemented by **John Brenner, MBA, Director of Early College Initiatives**. Mr. Brenner has been operating the dual enrollment program since its inception in 2017, managing early college work since 2016, and prior to that (2012-16) cooperated on initiatives with UB institutional research such as Closing the Achievement Gap.

The Center for Excellence in Learning, Teaching and Technology and Learning (CELTT), the center of UB's online learning and instructional design, is overseen by **John Chapin, MFA, Director of Academic and Faculty Support**. Mr. Chapin has been at UB 13 years. CELTT reports to the RLB Library Dean, who reports to the Interim Provost.

Evaluation will be overseen by **the Assistant Provost for Institutional Research, Paul Moniodis**. Mr. Moniodis has over 30 years of institutional research experience, with the last 15 at UB. He supervises two IR professionals and is responsible for IPEDS and State reporting.

Management Process

There is already a weekly Deans Council meeting that includes Associate Vice President Marano, and every other week, the Council adds Mr. Chapin, Ms. Cardona, and Mr. Moniodis to focus on planning. The grant activities are institutional priorities that must be pursued, or alternatives found, so the initiatives described here are destined to be on the agenda of those meetings even if there were no grant. In addition, the Management Team, including Mr. Brenner and Mr. Richards, will meet quarterly with the Deans Council to address progress on dual enrollment activities and to look at the grant project holistically, as well as to review any relevant data, including grant expenditures, student performance data, performance measures, and any qualitative data. **The full-page table below identifies timelines and major project milestones.**

Timeline and Milestones

ACTIVITY	Jan-Feb 21	Mar-Apr 21	May-June 21	July 21	Aug 21	Sept-Oct 21	Nov-Dec 21	Jan-Feb 22	Mar-Apr 22	May-June 22	July 22	Aug 22	Sept-Oct 22	Nov-Dec 22
Provide hot spots, loaners	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Direct aid messaging	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Identify unserved students	X		X		X			X		X		X		
Interview for health contract	X													
Health tracking hire	X													
Expand REDCap use	X	X	X	X	X	X								
Assess tracking process		X	X	X	X	X	X	X						
Dual enr partner agreements	X													
New courses at dual e partners						X	X	X	X	X	X	X	X	X
Online Dual E 3-cr courses	X	X	X			X	X	X	X	X				
Assess online dual enr courses								X			X			X
Science lab course redesign			X	X	X									
Hire contractual instr design	X	X												
Offer online lab course						X	X	X	X	X	X	X	X	X
Take-home lab kits Spr-F21	X		X	X	X	X								
Assess online vs. F2F lab										X	X			X
Intro writing courses online					X	X	X	X	X	X	X	X	X	X
Math instructional designing	X	X	X	X	X									
Expanded online math														
AIT cloud solutions	X	X												
Cyber forensics lab upgrades	X	X												
Launch online MS Forensic Science Cyber Investigations						X								
Launch online UG degrees						X							X	
Finance cloud; Data Analytics software for students	X	X												
Instructional design MBA	X	X	X	X	X	X	X	X	X	X	X	X		
Launch updated MBA online													X	

Evaluation Plan

UB will cooperate with the Secretary and Department of Education in future evaluation efforts and will be prepared to report on the required performance measures. UB will also conduct its own evaluation of the initiatives using the required and additional performance measures, as well as internal scorecards tied to the UB Strategic Plan. The UB Office of Institutional Research, which reports to the Interim Provost, will report on the overall performance measures and aggregate the performance data from the component activities. Dual enrollment data are already reported to the University System of Maryland and City Schools.

Overall Performance Measures set for all IREPO Grants

1. Number of classes (sections) offered online by UB pre-COVID: 187 baseline = spring 2020 as of January (no theses, independent studies, research incl.; total sections at UB is over 900) Number of classes offered online during the project period: 215 in Fall 2021 (15% increase); 225 Fall 2022: UB is simultaneously moving select programs online and offering fewer, larger sections, and hybrid (blended) sections are not included in "online" here. The ability to offer hybrid courses is another way to be resilient, and they will increase with this project.
2. Number of students enrolled in online classes pre-COVID: 844 baseline = Fall 2019 institutional research unduplicated count number of students (UB Fact Book 2019) Number of students enrolled in online classes during the project period: 945; 8% growth in 2 years is trend data (including earlier program conversions); 12% is ambitious target
3. Average annual cost of tuition and fees paid by all students during 2018-19 aid year: calculated as total tuition & fees/total headcount = $11,095 *includes law school* Cf. http://www.ubalt.edu/about-ub/offices-and-services/bursar/previous-semester-tution-and-fees/2018-19.cfm; note law school rates are much higher than UG rates; UB froze rates in

AY2020-21 from 2019-20; 2% annual increase anticipated as State budget cuts appear likely.

Average annual cost of tuition and fees paid by all students during project period = $11,538

4. Average annual Federal student loan size among students and parents who took title IV loans during the 2019-20 aid year: $17,290

   Average annual Federal student loan size among students and parents who took title IV loans during the project period: $17,000 [we will attempt to keep the amount stable or decrease it]

5. Total enrollment at UB at start of spring 2020 semester: 4,089

   Total enrollment during each term of the project period: Fall 2020 4,169; Spring 2021 (est. outgoing VP) 3,933; Fall 2021 – 4,074; Spring 2022 3,878; Fall 2022 4,100; projections are in flux as new VP of Enrollment Management started a week ago.

6. **Dual Enrollment Evaluation Measures**

(a) Number of Dual Enrollment students served by UB 2019-20: 295 (grades 9-12)

50-50 m/f (UB data); 80% African-American; 8% Latino/Hispanic

Number of Dual Enrollment students served by UB in project period: 320 with 50 targeted for additional credits for year 1 (fall 2021 and spring 2022); 370 in Fall 2022

Average number of Dual Enrollment classes completed by students: 1.1

Average Number of Dual Enrollment Classes completed by students in project period—for the two high schools where UB focuses on adding courses: 4 (achieved fall 2022)

Average Number of Credits completed by students: 3.4

Average Number of college credits earned by students as a result of this project—for the two HS where UB adds courses: 12 (by fall 2022; not more as some will already be seniors when they enter the program and so could not reach the 27-credit maximum)

*college-going rates of the cohorts will also be tracked; baseline appears on page 15

(b) The cost per student of each successfully completed dual enrollment class supported by grant funds, including costs of instruction and costs of ancillary or support services (and any differences in cost between dual enrollment classes provided to students at their high school versus those provided to students by the grantee IHE):

Baseline is 50% of regular tuition and fees. The target is $0. The grant will not change the cost model at UB or for the students, who pay $0, but will cover the public schools' share of cost, for which UB generally seeks private and other grant funds. Instructors are paid as adjuncts or as overload pay for full-time faculty, which is comparable to adjunct pay.

7. Additional Performance Measures

(a) Number of online degree programs

Baseline – 5 master's and two post-baccalaureate certificates; identified by approval from University System of Maryland and the Maryland Higher Education Commission

Performance Target – 7 master's, 3 post-baccalaureate certificates, 4 bachelor's degrees; given that approval for a new program can take a minimum of 2 months internally and 4 months externally, 7 new programs seems appropriate and links to the software purchased and instructional design delivered. The general studies task force is just now being convened. Three new online programs launch by Fall 2021 and the rest by Fall 2022.

(b) Undergraduate student retention rate

Baseline – FTFT rate Fall 2020 = 78% (over 40% first-generation college, over 50% Pell; PBI)

Performance Target – 78% Given the strain students are under and this rate, it would be hard to exceed the baseline much without a pandemic. Also, the HEDS survey indicated some students would not return if UB remained online. The challenge is to maintain status quo as the pandemic continues. (F20 rate dropped from F19 rate.) UB also tracks transfer, grad, and program rates.

(c) Number of sections of online general education courses

Baseline – 31; identified with data from the registrar; Spring 2020 sections tagged "WEB" are online and asynchronous and were so marked prior to the pandemic

Performance Target - 36 by Fall 2021; 40 Fall 2022. UB recruitment efforts are more directed at transfer and graduate students, and online bachelor's degrees will not launch until late in the grant period. Speaks to the goals of providing enough Gen Ed for online BS/BA.

(d) Number of Students Providing Testing and Symptom Monitoring Information:

Baseline = 0 – There is limited campus access in fall 2020, and COVID-related support is limited to administering the daily symptom monitoring system and tracking receipt of COVID test documentation required for campus access. No fall COVID among students accessing campus.

Performance Target: 100 (assumes an infection rate of 2.5% is maximized; higher than that rate and UB would not be on campus); initial access, as now, will require testing.

Qualitatively, student and employee satisfaction with the process will also be important. Such data are identified by internal surveys and tracking complaints.

(e) Number of courses moved into the learning management system from the School of Law

Baseline - 10 (Fall 2020) – number from CELTT and School of Law

Performance Target – 50 by Fall 2022

Without adding Law course shells to the LMS (the platform can serve courses in any modality), CELLT staff are over-burdened and cannot take on adding law courses while online degrees are developed. The transition of law courses is not the top CELTT priority, but if Law can be transitioned, it means other online transitions have been managed.

(f) Percentage of applicant students served by CARES direct aid per year

Baseline – Spring 2020: 427 of 518 applications funded; Fall 2020: 480 of 529 applications

Performance Target - Fund 92% of applicants while the aid is available (Spr 21-Fall 22); anticipate drop in applications for fall 2021, if a COVID vaccine becomes available

Data Collection Methods: The Office of Institutional Research already collects and reports publicly on the number of programs and number of online programs; on online, hybrid, and on-campus enrollments; and on retention. Course and enrollment data are stored in PeopleSoft. Dual enrollment data are there and also tracked by the Director of Early College Initiatives who has to report on these benchmarks to grantors and USM. UB OFA and Budget Office report publicly on data related to loans and to tuition and fees; health data will be in Maxient case management.

Competitive Preference Priorities

- **Developing Resilient Instructional Models**: This application includes strategies to expand UB's general education offerings online so UB can offer fully online undergraduate degrees and more online dual enrollment courses. The actions described here would also shift technology-rich programs in business, arts and sciences, and forensics toward cloud-based operations, which would expand their potential enrollment scope as well as ensure better instruction sooner. UB also seeks instructional design assistance.
- **Providing Dual Enrollment Opportunities to Students who Live or Attend School in an Opportunity Zone**: Baltimore high schools enroll citywide; many students live in Opportunity Zones because much of the city is in a zone. Seven UB partner schools are in Opportunity Zones (see above and appendix for details). This project will expand dual enrollment offerings for 50 students at Baltimore Leadership Academy for Young Women (150 feet from Census tract 24510040100) and Ben Franklin HS (tract 24510250500).
- **Projects that Include Title III or Title V Participating Institutions:** UB qualifies as a Predominantly Black Institution and received CARES PBI funding.