



Board of Trustees

Committee on Academic and Student Affairs

Wednesday, March 22, 2023

3:00 PM - 5:00 PM

Marian H. Rochelle Gateway Center

Salon C

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Board of Trustees
Committee on Academic and Student Affairs
March 22, 2023
3:00 PM - 5:00 PM
Marian H. Rochelle Gateway Center-Salon C

AGENDA

1. Consideration and Action: Notice of Intent: Bachelor in Early Childhood Education (*Barrett/Thomas*)
2. Consideration and Action: Regulation 2:13: Data Science Center move to the School of Computing (*Carman/Allen*)
3. Consideration and Action: UW Regulation 8-1 (Proposed Use of Computing and Data Communications) (*Evans*)
4. Information and Discussion: College of Business (*Sullivan/Beaulier*)
5. Information and Discussion: Family Medicine Residency Program Annual Report to Board (*Carman/Warren*)
6. Information and Discussion: New Degree Program Progress Report (*Carman*)
7. Information and Discussion: Annual Student Success Data Metrics (*Carman/Chestnut*)
8. Information and Discussion: Student Loan Debt (*Moore/Courtney*)

ACADEMIC AND STUDENT AFFAIRS

COMMITTEE MEETING MATERIALS

AGENDA ITEM TITLE: Notice of Intent: Bachelor of Arts in Early Childhood Education (Carman/Shim)

- PUBLIC SESSION
- EXECUTIVE SESSION

PREVIOUSLY DISCUSSED BY COMMITTEE:

- Yes
- No

FOR FULL BOARD CONSIDERATION:

- Yes

[Note: If yes, materials will also be included in the full UW Board of Trustee report.]

- No

Attachments are provided with the narrative.

EXECUTIVE SUMMARY:

The Bachelor of Arts degree in Early Childhood Education will be a degree offered by the College of Education and delivered by the Early Childhood Education (ECE) faculty in the School of Teacher Education. The degree will be delivered on campus and distance, with both synchronous and asynchronous coursework required. The program intends to have a completely distance option for students who are working Early Childhood Professionals and those outside of Laramie as well as a traditional on campus option. The degree will be flexible in having options for a minor in Human Development and Family Sciences and an Early Childhood Special Education Endorsement.

WHY THIS ITEM IS BEFORE THE COMMITTEE:

University of Wyoming Regulation 2-119 requires that the Board approve all new degree programs and lays out the process for that approval. The Academic and Student Affairs committee will report to the Board on recommended action for approval of the Notice of Intent.

ACTION REQUIRED AT THIS COMMITTEE MEETING:

Consideration for approval of the Notice of Intent, BA in Early Childhood Education.

PROPOSED MOTION:

“I move to approve the Notice of Intent for the Bachelor of Arts in Early Childhood Education.

Notice of Intent

Name of the proposed Academic Program and the mode of delivery: The Bachelor's degree in Early Childhood Education will be a degree offered by the College of Education. The degree will be delivered on campus and distance, with both synchronous and asynchronous coursework required. The program intends to have a completely distance option for students who are working Early Childhood Professionals and those outside of Laramie as well as a traditional on campus option.

Description of the new Academic Program including an outline of the anticipated curriculum and learning outcomes: The proposed undergraduate degree in Early Childhood Education will be a program delivered by the Early Childhood Education (ECE) faculty in the School of Teacher Education in the College of Education. The degree will be flexible in having options for a minor in Human Development and Family Sciences and an Early Childhood Special Education Endorsement.

Anticipated Curriculum: Students will only be able to gain this knowledge through an interdisciplinary approach that combines a strong foundation in pedagogy for children from birth to age eight with a strong understanding of child development, family relationships, and community partnerships. Thus anticipated curriculum will require the following categories of coursework:

- Completion of general university studies
- Early childhood education, curriculum, pedagogy, and assessment courses
- Developmental, family, and community courses
- Diversity, equity, and inclusion courses
- Clinical experiences in the birth to age 8 range
- Student teaching/residency - two placements, one in an early childhood education program serving children and families from birth to age 5 (infant, toddler, and preschool) and another in a Kindergarten through third grade elementary school setting

Student Learning Outcomes: Learning outcomes are based on the National Association of the Education of Young Children's (NAEYC) professional standards and competencies for early childhood educators, which include knowledge of the following:

1. Child development and learning in context
2. Family and community partnerships
3. Child observation, documentation, and assessment
4. Developmentally, culturally, and linguistically appropriate teaching strategies
5. Content knowledge in early childhood curriculum
6. Professionalism as an early childhood educator
7. Special education and children with disabilities

Teacher Licensure: Graduates of this program would be eligible to receive a Wyoming Teaching License Birth to Age 8 from the Wyoming Professional Teaching Standards Board (PTSB). This license qualifies graduates to work with young children and families in a variety of inclusive settings. Students would have the opportunity to earn their Early Childhood Special Education Endorsement Birth-Age 5 within the program.

Information about content and how the Academic Program may relate to other offerings: The proposed program is being developed by experts in early childhood education. This program will take components of 4 existing programs and merge them into one degree, which eliminates overlap and fragmentation that exists in the current program options.

The existing Professional Child Development program option currently offered through the Department of Family and Consumer Sciences prepares students to work with children ages birth-5, but does not allow for teaching licensure and, therefore, does not allow students to work in public elementary schools or in preschool programs requiring a teaching

license. Thus the proposed degree would expand the potential career opportunities of our students by allowing them to be licensed and work in elementary schools with children up to age 8.

The existing Elementary Education degree prepares students to teach children from Kindergarten through Grade 6, but does not include a birth to age 5 component, nor significant coursework in child development and family systems. Students graduating from the degree program are licensed elementary teachers, but are not endorsed to teach in preschool programs.

The existing Early Childhood Minor provides students in the elementary education program and related disciplines with the option to complete a Birth to Age 5 teaching license or a Birth to Age 8 endorsement. This is not a degree program, however.

The Early Childhood Special Education Graduate Certificate leads to a Birth to Age 5 endorsement for individuals working as Early Childhood Special Educators. Currently, this option is only offered at the graduate level. The new degree will provide the opportunity for candidates to earn their ECSC Birth to Age 5 Endorsement while completing the major requirements.

A plan for obtaining a market analysis of anticipated student demand and enrollment, and a plan for evaluation and analysis of post-graduation employment market demand: Market analysis has been completed using Gray Associates' data and suggests a high student demand and positive employment outlook. According to data extracted from Gray Associates, the overall score for the Early Childhood Education/Teaching program (CIP code 13.1210) at the bachelor's degree level for the Laramie 360 market is 40, which places it in the 98th percentile. Student demand weighs in heaviest in this analysis, with student demand in the 98th percentile for inquiries over a 12-month period and completions, and in the 95th percentile for Google searches. In the area of competitive intensity, with an overall score of 3, market saturation gives us a score in the 98th percentile, with year-over-year change in program size in the 90th percentile. The data in degree fit show that the bachelor's degree level is a fit for national completions by level. The employment outlook is fairly positive, with a 73% increase in job postings on Burning Glass in the last 12-month period. Annual job openings in this field are in the 95th percentile. Unfortunately, wages are low for early childhood education, below the 40th percentile for bachelor's degree completers. The national market shows similar numbers, with high percentile rankings for student demand and employment. The overall score for the Early Childhood Education/Teaching in the national market is 40, which is, again, in the 98th percentile for overall scores.

Preliminary budget, including potential funding sources, projected expenses and revenues, and potential faculty, academic professionals, lecturers, professors of practice, and staff: In order to expand the early childhood curriculum to create this degree, additional faculty (tenure track and/or non-tenure track) will be needed. Currently, programs have lost faculty positions through retirements and resignations.

- *Total projected expenses = \$650,442 per year*
 - 1 faculty position in Early Childhood Education (salaries at \$62,000-70,000 + 31,010 (fringe rate of 44.30%) = I based the rate amount using the \$70,000 salary
 - 6 teacher/lecturer positions at the UW Early Care and Education Center are important to the work of the Wyoming Early Childhood Outreach Network of the Trustees Education Initiative. Since these positions will have increased student supervisory roles, they should be moved to College monies (faculty salaries are \$294,540 + \$121,061 in fringe or a total of \$415,601 (this is based on the 6 teacher/lecturers position budgeted in FY24 for the Early Care and Education Center).
 - 0.5 FTE as Intern Supervisor (\$32,000 salary + \$8,184 fringe = \$40,184)
 - 0.5 Office Associate (\$17,000 salary + \$6,647 fringe = \$23,647)
 - Operating budget = \$55,000. This includes professional travel, intern management travel, professional dues, accreditation fees, office supplies, office equipment.
 - NAEYC Accreditation for 4 years (\$15,000)
- Total projected revenue for the 1st year = \$319,500

- Estimate: 15 resident students in program X \$160/credit X 30 credits/semester = \$72,000 (this is based off of FY23 numbers)
- Estimate: 10 non-resident students in program X \$665/credit X 30 credits/semester = \$199,500 (this is based off of FY23 numbers)
- Estimate: 10 students in on-line program X \$160/credit X 30 credits/semester = \$48,000
- *Total projected revenue by the end of the 5th year = \$932,750*
 - Estimate: 55 resident students in program X \$160/credit X 30 credits/semester = \$264,000 (this is based off of FY23 numbers)
 - Estimate: 25 non-resident students in program X \$665/credit X 30 credits/semester = \$498,750 (this is based off of FY23 numbers)
 - Estimate: 25 students in on-line program X \$160/credit X 20 credits/semester = \$80,000 (this is based off of FY23 numbers as a resident on-line student. If they are non-resident it would be \$665/credit)
 - Estimate: Other state and grant sources: \$90,000

Proposed timeline for staged implementation over five years, including campus and Board review:

- Proposal submitted for review to Academic Affairs
- March, 2023 – Proposal presented at Board of Trustees meeting
- May 2023 – Feasibility study and pro forma budget submitted to Academic Affairs (Faculty Senate)
- December 2023 – Materials for the Request for Authorization and Letter of Commitment submitted for review to the Provost’s Office
- March 2024– Request for Authorization and Letter of Commitment submitted for review to the Board of Trustees
- March 2024– CARFs submitted
- May 2024—Office of Registrar notified to add program to Master List of Degrees, Admissions notified to add program to “Pick List”
- Fall 2024 – first year of delivery of Early Childhood Education (ECE) bachelor’s degree
- Fall 2024 –faculty search publicized,
- Spring 2025 – hiring of one new faculty complete
- Fall 2025– second year of delivery of ECE degree

Information on other required approvals, such as accreditation bodies and the Higher Learning Commission: We are constructing this program based on standards and expectations put forth by NAEYC and Association for Advancing Quality in Educator Preparation (AAQEP). The new Early Childhood Education undergraduate degree program will be included in the accreditation process that will be carried out with our accrediting agency, AAQEP. The new Early Childhood Education degree program will be reviewed and approved by the Wyoming Professional Teaching Standards Board (PTSB) to ensure our students will be able to receive their teaching license.

Evidence of how the new Academic Program aligns with the University’s mission, strategic plan, and existing academic degree program array:

Alignment with UW’s mission: The proposed degree in Early Childhood Education aligns with UW’s mission by preparing individuals to serve young children, families, and communities throughout Wyoming, other states within the US, and throughout the world. In addition, by providing the majority of coursework via distance education, we are increasing access to educational opportunities.

Alignment with UW’s strategic plan: We believe this program aligns with all 5 of the University of Wyoming’s goals in the Five Year Strategic Plan (Breaking Through). Here, we will highlight the goals that most closely align to our proposed program. Goal 1 emphasizes the promotion of “academic programs that address workforce needs of the state and

region. As indicated by the Gray Associates' data, there is a clear need for professionals in Wyoming and nationally with an Early Childhood Education degree. Goal 2 emphasizes the need to "engage and graduate well-rounded and creative thinkers, capable of meeting unpredictable and complex challenges." The program will produce graduates who understand pedagogy and developmentally appropriate practice, child development and family processes, equipping professionals obtaining this degree to understand and support children and families in a holistic way. The degree in Early Childhood Education will also provide opportunities for students to engage in internships and practicum placements that both strengthen communities and the preparation of our teachers. By providing multiple and diverse experiences in Wyoming classrooms, we will better prepare students to meet the complexities and diversity of the modern-day school environment. Goal 3 encourages programs to "build a statewide community of learners by collaborating with schools, community colleges and tribal nations to connect students and citizens." The proposed degree program supports these efforts through student teaching placement in early childhood programs and public elementary schools in diverse communities across the state. We hope to partner with these communities in an effort to better prepare our students to provide instruction to diverse learners, in an effort to create lifelong learners throughout the state.

A rationale that clearly defines the need for the new Academic Program. The rationale should include evidence that the Academic Program will not produce unnecessary duplication of existing programs: The proposed degree in Early Childhood Education would allow students to teach across the birth-8 age range, and allow students more flexibility in their career options, as many school districts in Wyoming have public preschool options along with Head Start and Child Development Services. In addition, the degree will provide students with the background necessary to be high-quality early childhood educators (as identified by research and accrediting bodies) and serve the needs of children and families across the state and beyond. This program moves UW towards the forefront of early childhood education standards and ensures our graduates will be highly sought after for a variety of career opportunities. This degree is a component of WYECON of the Trustees Education Initiative that was approved by the Board of Trustees.

Evidence the Academic Program will not produce unnecessary duplication of existing programs: In many senses, this is not a new Academic Program but instead a combination of existing efforts. Currently two programs engage in the area of early childhood education on campus and work cooperatively to serve the needs of students and local families: the School of Teacher Education in the College of Education and the Department of Family and Consumer Sciences (FCS) in the College of Agriculture and Natural Resources:

- B.S.F.C. in Family and Consumer Sciences with a program option in Professional Child Development (Department of FCS)
 - Prepares students to work with children ages birth-5 and their families.
- Minor in Early Childhood Education (School of Teacher Education)
- Endorsements (School of Teacher Education)
 - Early childhood birth-5 (earned with B.S./B.A. in related field)
 - Early childhood birth-8 (earned by minors in Elementary Education)
 - Early childhood special education (post-graduate)
- Certifications
 - Early Childhood Program Director's Certificate (Department of Family and Consumer Sciences)

The proposed program would combine the current Professional Child Development degree with an expanded birth-8 curriculum in Early Childhood Education to provide a focused degree. The B.S. in FCS with a program option in Professional Child Development will be phased out and its curriculum will be moved into the proposed program. The Early Childhood Education minor will be revised in response to the new proposed degree program. Students will have the option to receive the ECSE endorsement along with their Birth-8 teaching license at the undergraduate level.

ACADEMIC AND STUDENT AFFAIRS

COMMITTEE MEETING MATERIALS

AGENDA ITEM TITLE: Regulation 2:13: Data Science Center move to the School of Computing (Carman/Allen)

- PUBLIC SESSION
 EXECUTIVE SESSION

PREVIOUSLY DISCUSSED BY COMMITTEE:

- Yes
 No

FOR FULL BOARD CONSIDERATION:

- Yes
[Note: If yes, materials will also be included in the full UW Board of Trustee report.]
 No

Attachments are provided with the narrative.

EXECUTIVE SUMMARY:

Under the auspices of University Regulation 2-13, the Provost and Executive Vice President, the Vice President of Research and Economic Development (ORED), and the Director of the School of Computing here present a proposal to move the UW Data Science Center (DSC) from its current administrative home in the Office of Research and Economic Development to the School of Computing. The Data Science Center (DSC) was formally established as part of the NSF EPSCoR Track 1 project. The departure of leadership in the center motivated a discussion on whether to sunset the center or to move the leadership of the center elsewhere.

WHY THIS ITEM IS BEFORE THE COMMITTEE:

University of Wyoming Regulation 2-13 requires that the Board approve academic reorganizations. The Academic and Student Affairs committee will report to the Board on recommended action for approval of the move.

ACTION REQUIRED AT THIS COMMITTEE MEETING:

Consideration for approval of the move of the Data Science Center to the School of Computing.

PROPOSED MOTION:

“I move to approve the move of the Data Science Center to the School of Computing.



UNIVERSITY
OF WYOMING

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Academic Affairs

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October 18, 2022

Re: UW Regulation 2-13: UW Data Science Center (DSC)

Under the auspices of University Regulation 2-13, the Provost and Executive Vice President, the Vice President of Research and Economic Development (ORED), and the Director of the School of Computing here present a proposal to move the UW Data Science Center (DSC) from its current administrative home in the Office of Research and Economic Development to the School of Computing. This reorganization is intended to take place immediately upon approval.

The Data Science Center (DSC) was formally established as part of the NSF EPSCoR Track 1 project in microbiomes in 2018 with Prof Alex Buerkle as Director (see attached DSC proposal for the establishment of a center) and a reporting line to the ORED, with space for the DSC from Dr. Buerkle's home department in Botany and support from Botany and EPSCoR. Over the last 4 years, the DSC has played a role in the general data science discussions around the campus, served as a data science hub via a set of weekly seminars and working sessions, and hosted and facilitated joint data science interns for undergrad and graduate students with WEST Inc. These seminars were closely aligned with the large cohort of postdocs in the NSF EPSCoR Track II project that focuses on workforce development in data science. The UW faculty currently involved in the Data Science Center consists of Dr. Lars Kotthoff in EECS who has taken over the organization of a regular data science seminar.

Since the start of DSC several changes have taken place.

- 1) The School of Computing has been established to be a hub of computing and data activity at UW, with Dr. Gabrielle Allen as the inaugural Director. The SoC is planning new undergraduate and graduate programs (including a BA/BS in Computing) focusing on experiential learning in applied computing across disciplines. The SoC has initiated bringing together a group focused on research computing at UW, including data-centric projects/activities such as the Shell 3D Viz Center and the NIH INBRE DataCore.
- 2) The Wyoming GIS Center, an applied computing center focused on GIS and directed by Jeff Hamerlinck, has initiated the formal process to move to be part of the School of Computing.
- 3) Dr. Liudmila Mainzer was recruited as the ARCC Director (ending a 5-year search) and is expanding ARCC's reach to include undergraduate/graduate research students and to play a coordinating role in computing-related training.
- 4) The Department of Mathematics and Statistics is continuing its planning towards an undergraduate and potentially master's degree in data science (planning currently led by Prof. Ken Gerow) and is considering this degree as a track or tracks in the planned SoC computing BS/BA degree.
- 5) Alex Buerkle has left the University of Wyoming, and Dr. Lauren Shoemaker has become the PI of the NSF EPSCoR Track II with responsibility for the postdocs described above.
- 6) The Departments of CS and ECE have merged into a single department (EECS) with a new interim chair, Bryan Shader, who is cognizant of and involved in the SoC planning, and all other related activities described here.

- 7) The NSF EPSCoR Track 1 project with which the DSC was catalyzed has wound up, and a new NSF EPSCoR Track 1 project has commenced, which has a different focus around regional earth-system modeling. There is no assigned financial support for the DSC aside from an endowment fund that is targeted to data science that supports field ecology (at the level of support for enhancing the research work of a graduate student).
- 8) The donors for the endowment fund had a deep relationship with WEST Inc, and they had a vision for the Data Science Center to facilitate UW's connection WEST after their retirement from WEST. A recent conversation between UW Foundation Corporate Engagement, UW NSF EPSCoR and Biodiversity Institute Director, and the leadership of WEST has revealed their interest in building the relationship between the Data Science Center, ecological field science, and WEST. WEST is particularly interested in expanding the view of data science to include theory and applications that improve the sampling for complex environmental and ecological field data. WEST considers the interaction with UW to be crucial to the support of future employees.
- 9) The Wyoming Innovation Partnership started with a focus around economic development in Wyoming, and more alignment between Wyoming higher education, K-12, industry, and entrepreneurship. The WIP includes a project to establish a Wyoming DataHub, which is co-led by Jeff Hamerlinck.

The departure of Dr. Alex Buerkle motivated a discussion on whether to sunset the center or to move the leadership of the center elsewhere. The recommendations that emerged from these discussions is summarized as follows:

- 1) Move the DSC from its current location in ORED to be a center in the School of Computing, reporting to the SoC Director, with a dotted line to the VPRED.
- 2) Work with the UW Foundation, Donors, and Biodiversity Director to move the endowment fund supporting data science for field ecology to the SoC, where, e.g., it could initially be used to support graduate involvement in projects related to field ecology with Dr. Mainzer in ARCC.
- 3) Continue the seminar series in Data Science led by Dr. Kotthoff, which will be supported by the SoC (administratively and financially via visiting scholar funds). The seminar series will be aligned with the SoC Colloquia series and, hopefully, the planned EECS seminar series. The series will also continue to involve and support the NSF EPSCoR Track II postdocs and form a bridge between that project and SoC.
- 4) Build on already established relationships and synergistic activities with the NIH-funded Wyoming INBRE Data Science Core. The focus of the Data Science Core is on research support, and faculty, staff, and student training relating to biomedical sciences. Through involvement with the Data Science Center, this support could expand to include biological/ecological sciences.
- 5) As part of the visioning of SoC plans via strategic planning in the 2022-2023 year, and potentially associated with external/internal faculty and hiring for SoC, we expect to revision the DSC, using the original plan and subsequent experiences as a starting point, and planning for a new DSC director. The director could have summer or supplemental salary from SoC, and would leverage resources already in place for SoC, with a mission to also find external funding and further develop an operational plan and vision for the DSC.
- 6) In the meantime, appoint an Acting Director for the DSC to flesh out development plans and investigate immediate opportunities for funding or alignment, e.g., (a) an NSF CAREER proposal is being submitted by an assistant professor in Chemistry that, if funded, would provide as part of DSC a summer data science workshop for community college students who are transitioning to 4-year degrees, and (b) the current and new EPSCoR projects have data science workshops facilitated by WEST Inc. that include a crucial component of trainings for both tribes of the Wind River Reservation and that could also be included as part of the DSC.
- 7) Investigate opportunities to connect the DSC and the WIP DataHub project.

Regards,



Kevin R. Carman
Provost and Executive Vice President

AGENDA ITEM TITLE: Modifications to UW Regulation 8-1, Sullivan/Evans

SESSION TYPE:

- Work Session
- Information Session
- Other
- [Committee of the Whole – Items for Approval]

APPLIES TO STRATEGIC GOALS:

- Yes (select below):
 - Institutional Excellence
 - Student Success
 - Service to the State
 - Financial Growth and Stability
- No [Regular Business]

Attachments are provided with the narrative.

EXECUTIVE SUMMARY:

UW Regulation 8-1 (Proper Use of Computing and Data Communications)

UW Regulation 8-1 outlines proper use of University resources, including incidental use, software piracy, websites, and privacy. The attached modifications address crypto-mining.

Per the routing process for UW Regulations, the proposed modifications to UW Regulation 2-5 were provided to the President’s Cabinet, Deans and Directors, Faculty Senate, Staff Senate, ASUW, and the Internal Auditor. Faculty Senate provided some comments for consideration.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

The Board is regularly presented with proposed modifications to UW Regulations.

WHY THIS ITEM IS BEFORE THE BOARD:

UW Regulation 1-101 requires that the Board approve modifications to UW Regulations.

ACTION REQUIRED AT THIS BOARD MEETING:

Board approval or disapproval of the proposed modifications.

PROPOSED MOTION:

I move to approve modifications to UW Regulation 8-1 as presented to the Board.

PRESIDENT’S RECOMMENDATION:

UNIVERSITY OF WYOMING REGULATIONS

Subject: Proper Use of Computing and Data Communications Operated by
Division of Information Technology

Number: UW Regulation 8-1



I. PURPOSE

The University of Wyoming maintains and operates technology systems and resources to support its administrative, research, instructional and service functions. This policy serves to assure the optimum functioning of these information technology systems and resources to protect them from abuse and from unlawful or other misuse.

II. DEFINITIONS

- A. **FERPA:** The Family Educational Rights and Privacy Act is a federal privacy law that protects the rights of student education records.
- B. **HIPAA:** The Health Insurance Portability and Accountability Act of 1996 is a federal privacy law that governs the standards for protecting sensitive medical patient data.
- C. **Technology Resources:** Any and all University computing devices and electronic means used to create, store, access, transmit and use data, information or communications, including but not limited to computing, telecommunications and network.

III. POLICY

Authorization to use and to connect to University technology resources (“Resources”) is granted to students, faculty, and staff of the University of Wyoming for specified purposes subject to all applicable University policies and procedures. It is the responsibility of individuals to protect their access privileges and electronic accounts, including any access codes or passwords, so that they are not compromised or used by any unauthorized persons

IV. ACCESS TO STUDENT INFORMATION

Access to and dissemination of official student data or information is primarily governed by FERPA as well as other applicable Federal and state privacy laws.

V. PROPER USE OF THE RESOURCES

The technology resources of the University are supported by State funds and are intended to be used primarily for University related activities that support teaching, learning, research, and service, including University administrative functions and student activities consistent with the University's mission and learning environment. Proper use of University technology resources is subject to applicable State and Federal laws and University Regulations.

VI. INCIDENTAL PERSONAL USE

Incidental personal use of the University's technology resources by students and employees is allowed. Incidental personal use of University technology resources must comply with all applicable University policies, must not be used for commercial purposes, and must not conflict with the mission or interests of the University. Under no circumstance may incidental personal use involve violations of any laws or University Regulations. Incidental personal use must not interfere with the fulfillment of an employee's University responsibilities. The employee's supervisor may require the employee to cease or limit any incidental personal use of University or non-University technology resources that hamper the employee's job performance and violations may lead to disciplinary action, up to and including termination.

VII. IMPROPER USE OF THE RESOURCES

Improper use includes, but is not limited to, use for personal gain; use which intentionally interferes with legitimate use by others; use which infringes upon intellectual properties such as copyright, patents and trademarks; and use which violates any law or University Regulation, including but not limited to, pornography, gambling, sexual harassment, bullying, stalking, harassment, and threats. Except as otherwise authorized, University business email and list serves shall not include political endorsements; messages of support or opposition for state legislative, congressional or agency action; or commercial advertising, solicitations, or promotions. See [Presidential Directive 1 2009 UW Regulation 12-4 \(University-Government Relations\). Any crypto-mining, or similar or related activities, carried out or conducted on University networks must be for educational or research purposes and approved by Information Technology.](#)

VIII. SOFTWARE PIRACY

Making unauthorized copies of computer software or unauthorized downloads is an infringement of Federal copyright laws and is almost always in violation of a license agreement. Such violations can result in large costs to the University and significant fines to the individuals involved. Any indication of software piracy may be investigated, in accordance with applicable laws and University Regulations.

IX. UNIVERSITY WEBSITES

The creation and administration of official University websites shall conform to applicable University policies and procedures.

X. PRIVACY

The University recognizes the importance of privacy and adheres to any applicable state or Federal privacy law, including but not limited to FERPA, HIPAA and the Wyoming Public Records Act. However, the contents of all storage media owned or stored on University computing and related technology resources are the property of the University and may be monitored and inspected as outlined below. Individuals should be aware that email records may be subject to disclosure under the Wyoming Public Records Act and/or the Freedom of Information Act.

A. Operational use

Normal operation and maintenance of the University's technology resources require backup of data, logging of activities, monitoring of general use patterns, and other similar activities that are necessary to provide service. To provide service and for other operational needs, Information Technology may monitor and inspect technology resources, including storage media owned or stored on University computing and related resources. This type of operational monitoring and inspecting does not include reviewing the content of any individual's records, including email communications.

B. Investigations of resource misuse

Information Technology may investigate any complaint or indication of misuse of any University technology resource. During an investigation of misuse, only the General Counsel and authorized University personnel designated by the Vice President for Information Technology may review information related to the investigation. The content of an individual's records will not be reviewed by Information Technology under this section. If the review of the content of an individual's records is required then it must be authorized under Section X.C. During an investigation, the individual suspected of misuse may be denied access to UW's technology resources. Investigations under this section may take place at any time, without notice.

C. Other investigations

An investigation of an individual's records, including email communications, may be conducted when there is an indication of criminal activity, activity that violates a UW Regulation, or when an investigation is determined to be in the best interest

of the University. Only the Vice President of Information Technology, with notice to or in consultation with the Office of General Counsel, may authorize an investigation under this section. Investigations under this section may take place at any time, without notice.

XI. APPLICATION

This Regulation applies to all users of University technology resources or network, whether affiliated with the University or not, and to all uses of the University's technology resources whether on campus or from remote locations. Furthermore, members of the University using non-University technology resources or mobile devices when conducting University business or other University matters shall comply with this Regulation for proper and responsible use.

XII. REMEDIES

Any hearing, appeal or disciplinary action which results from misuse of the facilities will be conducted according to UW Regulations. In addition to the administrative actions provided by the UW Regulations, any suspected violation of a state or Federal law will be referred to the appropriate law enforcement agencies for independent investigation.

Responsible Division/Unit: Division of Information Technology

Source: None

Links: <http://www.uwyo.edu/regs-policies>

Associated Regulations, Policies, and Forms: None

History:

University Regulation 690; adopted 7/17/2008 Board of Trustees meeting
Revisions adopted 9/12/2014 Board of Trustees meeting
Revisions adopted 6/15/2015 Board of Trustees meeting
Reformatted 7/1/2018: previously UW Regulation 3-690, now UW Regulation 8-1
Revisions adopted 11/15/2018 Board of Trustees meeting

AGENDA ITEM TITLE: Family Medicine Residency Program Annual Institutional Review Executive Summary, Warren

SESSION TYPE:

- Work Session
- Information Session
- Other
- [Committee of the Whole – Items for Approval]

APPLIES TO STRATEGIC GOALS:

- Yes (select below):
 - Institutional Excellence
 - Student Success
 - Service to the State
 - Financial Growth and Stability
- No [Regular Business]

Attachments are provided with the narrative.

EXECUTIVE SUMMARY:

The University of Wyoming Family Medicine Residency Programs (FMRP) are accredited through the Accreditation Council for Graduate Medical Education (ACGME). Each year, the director of the FMRP (officially titled the Designated Institutional Official, or DIO) works with the Graduate Medical Education Committee (GMEC) to conduct a GMEC-required Annual Institutional Review (AIR). The AIR functions as an annual evaluation of the FMRP with the goal of identifying areas of success and areas of improvement needed to ensure long-term success and sustainability. The AIR is generated from a comprehensive assessment of FMRP successes, challenges, and opportunities.

Per ACGME accreditation guidelines, “The DIO must annually submit a written executive summary of the AIR to the Sponsoring Institution’s Governing Body,” which for UW FMRP is the Board of Trustees. Attached is the 2022 AIR Executive Summary for the UW FMRP, created and approved by the GMEC, the DIO, and the Dean of the College of Health Sciences. There is no action that is needed on behalf of the Trustees other than receipt and review of the document.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

The AIR is submitted annually to the Board of Trustees as an informational item.

WHY THIS ITEM IS BEFORE THE BOARD:

Per ACGME accreditation guidelines, the AIR must be submitted each year to the governing body of the sponsoring institution for the FMRP, which is the Board of Trustees.

ACTION REQUIRED AT THIS BOARD MEETING:

Information only item.

PROPOSED MOTION:

N/A

PRESIDENT’S RECOMMENDATION:

N/A

UNIVERSITY OF WYOMING
ANNUAL INSTITUTIONAL REVIEW SUMMARY
2021-22

Institution: The University of Wyoming GME programs again faced great challenges over the past year. Clinical education and clinical services to our patients have had to be adjusted throughout the course of the pandemic and the Delta and Omicron surges took a larger toll on our programs than the prior 2020 Alpha surge. There were more patient cases, more hospitalizations, as well as more faculty/resident/staff cases resulting in patient care coverage challenges. We declared ACGME Emergency Status for much of the fall of 2021. Our teams rose to the occasions, but subsequently suffered from burnout and poor morale. Concomitantly, our clinical partner, the Educational Health Center of Wyoming (EHCW), went through significant transition of leadership with a new CEO and vacancy of the COO, and clinic director positions at all three sites as well as loss of several advanced practice providers. However, the EHCW has successfully recruited a strong leadership team and replaced all provider vacancy slots. The EHCW provided tremendous support financially and otherwise to our residency programs over the past year and the new leadership is taking things in the direction of clinical excellence.

Cheyenne: The Cheyenne Family Medicine program received continued annual accreditation with no citations for AY2021. The program welcomed two new faculty members made possible by funding from the EHCW. One more new faculty member will join the team this fall to fill the vacancy of a longstanding faculty member who has retired. Another faculty member will be leaving in this fall, resulting in the program meeting the bare minimum requirement for core faculty: resident ratio.

The program's 2022 ACGME Resident Survey results did have a slight downtrend, mostly related to the COVID pandemic strains, an issue seen at many programs across the country. The most significant challenge for the program is meeting the ACGME requirements for continuity clinic visits for graduating residents. Previous reports showing robust meeting of this requirement had a technical error, so we will need to continue to monitor this closely to ensure sufficient continuity visits are obtained

Casper: The Casper Family Medicine program received continued annual accreditation with no citations for AY2021. The program continues with the same faculty group and have recruited a 2022 graduate who will join the team in 2023 after completing an OB fellowship. Two faculty are nearing retirement in the next few years and the team struggles to cover all responsibilities with the current faculty complement. Burn out and low morale were issues at the Casper program as well and resulted in lower scores on the ACGME Resident Survey. Several residents struggled both personally and professionally, resulting in the attrition of three residents.

Osteopathic Recognition Track - Casper: The Osteopathic Recognition Track received continued annual recognition and one citation for resident osteopathic scholarly activity.

Geriatric Fellowship - Casper: The AY21 fellow, Dr. Adam Hoopes, resigned in November 2021 due to challenges of balancing his job as a local hospitalist during the pandemic and meeting the fellowship requirements. The program is recruiting for AY23 and there is a current Casper graduate who has interest. The fellowship has no citations and has continued annual ACGME accreditation.

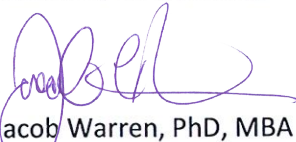
Thermopolis Rural Training Track (RTT) - Casper: The RTT now has a full complement of three residents, two of which are Wyoming natives. The \$2.1 million 5-year PCTE-RTPC HRSA grant has been extremely helpful and entered into its third year. A virtual ACGME was completed in the fall of 2021 and the program has received full accreditation with no citations. Dr. Travis Bomengen, previously the rural site director has taken on the role of the RTT program director. Dr. Megan Olson, the inaugural RTT resident, has already signed a contract to stay on and practice in Thermopolis after she graduates in June 2023. She is the prime example of the pipeline to “make our own physicians” as she is from Cheyenne, completed her undergraduate studies at University of Wyoming, completed medical school at WWAMI, and completed her residency at the Casper/Thermopolis training programs. This decade long investment in her education is a wonderful success story and template for future doctors in Wyoming.

Summary: Graduate Medical Education at the University of Wyoming was greatly challenged again over the last year by the COVID-19 pandemic and ongoing staffing and budget limitations. Despite these challenges, Wyoming’s Graduate Medical Education has continued to survive, but still wants for the resources and structure to thrive and excel.

Future of GME in Wyoming: The GME Committee continues to conclude that the future of Graduation Medical Education in Wyoming remains at a crossroads. The GME Committee leadership recommends continued partnership with our core clinical practice site, the Educational Health Center of Wyoming. The GME Committee further recommends evaluation and adoption of an alternative ACMGE institutional sponsorship structure via a consortium model that will provide enhanced stability and sustainability with increased involvement from other community stakeholders such as the EHCW and hospitals.



Beth Robitaille MD
Designated Institutional Official
University of Wyoming



Jacob Warren, PhD, MBA
Dean, College of Health Sciences
University of Wyoming

Graduate Medical Education Committee
University of Wyoming

ACADEMIC AND STUDENT AFFAIRS

COMMITTEE MEETING MATERIALS

AGENDA ITEM TITLE: New Degree Program Progress Report-Carman

- PUBLIC SESSION
- EXECUTIVE SESSION

PREVIOUSLY DISCUSSED BY COMMITTEE:

- Yes
- No

FOR FULL BOARD CONSIDERATION:

- Yes

[Note: If yes, materials will also be included in the full UW Board of Trustee report.]

- No

Attachments/materials are provided in advance of the meeting.

EXECUTIVE SUMMARY:

A follow-up to review and discuss new degree program progress report.

WHY THIS ITEM IS BEFORE THE COMMITTEE:

Committee requested this topic for discussion and review.

ACTION REQUIRED AT THIS COMMITTEE MEETING:

No action required.

PROPOSED MOTION:

No motion required.

AGENDA ITEM TITLE: Student Success Annual Metrics Review, Carman/Courtney/Chestnut

SESSION TYPE:

- Work Session
- Information Session
- Other
- [Committee of the Whole – Items for Approval]

APPLIES TO STRATEGIC GOALS:

- Yes (select below):
 - Institutional Excellence
 - Student Success
 - Service to the State
 - Financial Growth and Stability
- No [Regular Business]

Attachments are provided with the narrative.

EXECUTIVE SUMMARY:

As UW further enhances student success efforts across campus, it is important to review associated impacts and outcomes. The AA/SA committee requested an annual review of relevant metrics that provide information across time regarding the University’s impact on engaging, retaining, and graduating students. March 2023 is the second year of this annual review process and will provide an overview of student retention data.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

Student success efforts are an ongoing agenda item for the AA/SA committee. The committee board members requested an annual review of the current metrics captured at UW regarding student retention, engagement, and success.

WHY THIS ITEM IS BEFORE THE BOARD:

Annual data review scheduled for each March meeting.

ACTION REQUIRED AT THIS BOARD MEETING:

n/a

PROPOSED MOTION:

n/a

PRESIDENT’S RECOMMENDATION:

n/a

Annual Student Success Data Metrics Review

Academic & Student Affairs Committee

March 2023

Retention Overview & Review of Select Populations

Overall retention of our UW first-time, full-time students

	Fall 2020	Fall 2021	Fall 2022
<u>First Semester</u>			
Enrolled	1,401	1,451	1,588
Cumulative GPA	2.94	2.91	2.97
<u>Second Semester</u>			
Not Registered	145	129	121
Enrolled	1,256	1,322	1,467
Percent Retained	89.7%	91.1%	92.4%
Cumulative GPA	3.01	2.96	
<u>Fall-to-Fall (1st Year)</u>			
Not registered in 2 nd Yr..	335	357	
Enrolled in 2 nd Yr..	1,066	1,094	
Percent retained in 2 nd Yr..	76.1%	75.4%	

- Fall 2022 FTFT students were retained at 1.3% higher than fall 2021 FTFT students.
- AA/SA teams are working now to further attend to summer melt between year one and two.

Select Population: Female vs. Male Retention

	Fall 2020		Fall 2021		Fall 2022	
	Female	Male	Female	Male	Female	Male
First Semester						
Enrollment	729	672	729	722	848	740
Cumulative GPA	3.11	2.74	3.02	2.80	3.08	2.84
Probation	78	142	105	134	106	125
Percent Probation	10.7%	21.1%	14.4%	18.6%	12.5%	16.9%
Second Semester						
Not Registered	52	93	52	77	59	62
Enrolled	677	579	677	645	789	678
Percent Retained	92.9%	86.2%	92.9%	89.3%	93.0%	91.6%
Cumulative GPA	3.14	2.85	3.09	2.82		
Probation	61	91	83	105		
Percent Probation	9.0%	15.7%	12.3%	16.3%		
Fall-to-Fall (1st Year)						
Not registered in 2 nd Yr	145	190	153	204		
Enrolled in 2 nd Yr.	584	482	576	518		
Percent retained in 2 nd Yr	80.1%	71.7%	79.0%	71.7%		

- Female students are consistently retained at higher rates. The university and higher education as an industry is further investigating how to better engage, support and retain our male students.

Select Population: Female vs. Male Probation

	Fall 2020		Fall 2021		Fall 2022	
	Female	Male	Female	Male	Female	Male
First Semester						
Enrollment	729	672	729	722	848	740
Cumulative GPA	3.11	2.74	3.02	2.80	3.08	2.84
Probation	78	142	105	134	106	125
Percent Probation	10.7%	21.1%	14.4%	18.6%	12.5%	16.9%
Second Semester						
Not Registered	52	93	52	77	59	62
Enrolled	677	579	677	645	789	678
Percent Retained	92.9%	86.2%	92.9%	89.3%	93.0%	91.6%
Cumulative GPA	3.14	2.85	3.09	2.82		
Probation	61	91	83	105		
Percent Probation	9.0%	15.7%	12.3%	16.3%		
Fall-to-Fall (1st Year)						
Not registered in 2 nd Yr	145	190	153	204		
Enrolled in 2 nd Yr.	584	482	576	518		
Percent retained in 2 nd Yr	80.1%	71.7%	79.0%	71.7%		

- Male students are also experiencing academic probation at rates higher than females in the first and second semester.

Select Population: Wyoming vs. Out of State Retention

	Fall 2020		Fall 2021		Fall 2022	
	In State	Out of State	In State	Out of State	In State	Out of State
First Semester						
Enrollment	799	602	892	559	950	638
Cumulative GPA	2.99	2.86	2.92	2.88	3.00	2.92
Probation	114	106	147	92	126	105
Percent Probation	14.3%	17.6%	16.5%	16.5%	13.3%	16.5%
Second Semester						
Not Registered	79	66	71	58	67	54
Enrolled	720	536	821	501	883	584
Percent Retained	90.1%	89.0%	92.0%	89.6%	92.9%	91.5%
Cumulative GPA	3.05	2.95	2.99	2.91		
Probation	84	68	113	75		
Percent Probation	11.7%	12.7%	13.8%	15.0%		
Fall-to-Fall (1st Year)						
Not registered in 2nd Yr	175	160	206	151		
Enrolled in 2nd Yr.	624	442	686	408		
Percent retained in 2nd Yr	78.1%	73.4%	76.9%	73.0%		

- Wyoming students are retained at modestly higher rates than out of state students, in the first semester and into the second year.

Select Population: Wyoming vs. Out of State Probation

	Fall 2020		Fall 2021		Fall 2022	
	In State	Out of State	In State	Out of State	In State	Out of State
First Semester						
Enrolled	799	602	892	559	950	638
Cumulative GPA	2.99	2.86	2.92	2.88	3.00	2.92
Probation	114	106	147	92	126	105
Percent Probation	14.3%	17.6%	16.5%	16.5%	13.3%	16.5%
Second Semester						
Not Registered	79	66	71	58	67	54
Enrolled	720	536	821	501	883	584
Percent Retained	90.1%	89.0%	92.0%	89.6%	92.9%	91.5%
Cumulative GPA	3.05	2.95	2.99	2.91		
Probation	84	68	113	75		
Percent Probation	11.7%	12.7%	13.8%	15.0%		
Fall-to-Fall (1st Year)						
Not registered in 2nd Yr.	175	160	206	151		
Enrolled in 2nd Yr..	624	442	686	408		
Percent retained in 2nd Yr.	78.1%	73.4%	76.9%	73.0%		

- Probation rates are inconsistent between in state and out of states students depending on the year.

Select Population: First Generation Retention

	Fall 2020		Fall 2021		Fall 2022	
	1 st Gen	Not 1 st Gen	1 st Gen	Not 1 st Gen	1 st Gen	Not 1 st Gen
First Semester						
Enrollment	390	1,011	405	1,046	471	1,117
Cumulative GPA	2.62	3.06	2.62	3.02	2.75	3.06
Probation	92	128	94	145	89	142
Percent Probation	23.6%	12.7%	23.2%	13.9%	18.9%	12.7%
Second Semester						
Not Registered	61	84	59	70	48	73
Enrolled	329	927	346	976	423	1,044
Percent Retained	84.4%	91.7%	85.4%	93.3%	89.8%	93.5%
Cumulative GPA	2.72	3.11	2.73	3.04		
Probation	65	87	68	120		
Percent Probation	19.8%	9.4%	19.7%	12.3%		
Fall-to-Fall (1st Year)						
Not registered in 2 nd Yr	131	204	139	218		
Enrolled in 2 nd Yr.	259	807	266	828		
Percent retained in 2 nd Yr	66.4%	79.8%	65.7%	79.2%		

- UW is invested in helping increase 1st generation retention rates. Unique programming has been implemented with more in progress.

Select Population: First Generation Probation

	Fall 2020		Fall 2021		Fall 2022	
	1 st Gen	Not 1 st Gen	1 st Gen	Not 1 st Gen	1 st Gen	Not 1 st Gen
First Semester						
Enrollment	390	1,011	405	1,046	471	1,117
Cumulative GPA	2.62	3.06	2.62	3.02	2.75	3.06
Probation	92	128	94	145	89	142
Percent Probation	23.6%	12.7%	23.2%	13.9%	18.9%	12.7%
Second Semester						
Not Registered	61	84	59	70	48	73
Enrolled	329	927	346	976	423	1,044
Percent Retained	84.4%	91.7%	85.4%	93.3%	89.8%	93.5%
Cumulative GPA	2.72	3.11	2.73	3.04		
Probation	65	87	68	120		
Percent Probation	19.8%	9.4%	19.7%	12.3%		
Fall-to-Fall (1st Year)						
Not registered in 2 nd Yr	131	204	139	218		
Enrolled in 2 nd Yr.	259	807	266	828		
Percent retained in 2 nd Yr	66.4%	79.8%	65.7%	79.2%		

- Comparably, UW is committed to helping lower academic probation rates for all students and realize that tailored programming may uniquely benefit 1st generation students.

Select Population: Pell Grant in Entry Year Retention

	Fall 2020		Fall 2021		Fall 2022	
	Pell	No Pell	Pell	No Pell	Pell	No Pell
First Semester						
Enrollment	234	1,167	323	1,128	352	1,236
Cumulative GPA	2.70	2.98	2.61	2.99	2.69	3.05
Probation	50	170	75	164	85	146
Percent Probation	21.4%	14.6%	23.2%	14.5%	24.1%	11.8%
Second Semester						
Not Registered	38	107	37	92	45	76
Enrolled	196	1,060	286	1,036	307	1,160
Percent Retained	83.8%	90.8%	88.5%	91.8%	87.2%	93.9%
Cumulative GPA	2.82	3.04	2.70	3.03		
Probation	36	116	66	122		
Percent Probation	18.4%	10.9%	23.1%	11.8%		
Fall-to-Fall (1st Year)						
Not registered in 2 nd Yr	75	260	92	265		
Enrolled in 2 nd Yr.	159	907	231	863		
Percent retained in 2 nd Yr	67.9%	77.7%	71.5%	76.5%		

- Students who qualify for Pell Grants will also be a community for focus as UW advances efforts in student success. Currently, the retention rate of for this select population is 3-7% lower than non-Pell eligible students.

Select Population: Pell Grant in Entry Year Probation

	Fall 2020		Fall 2021		Fall 2022	
	Pell	No Pell	Pell	No Pell	Pell	No Pell
First Semester						
Enrollment	234	1,167	323	1,128	352	1,236
Cumulative GPA	2.70	2.98	2.61	2.99	2.69	3.05
Probation	50	170	75	164	85	146
Percent Probation	21.4%	14.6%	23.2%	14.5%	24.1%	11.8%
Second Semester						
Not Registered	38	107	37	92	45	76
Enrolled	196	1,060	286	1,036	307	1,160
Percent Retained	83.8%	90.8%	88.5%	91.8%	87.2%	93.9%
Cumulative GPA	2.82	3.04	2.70	3.03		
Probation	36	116	66	122		
Percent Probation	18.4%	10.9%	23.1%	11.8%		
Fall-to-Fall (1st Year)						
Not registered in 2 nd Yr	75	260	92	265		
Enrolled in 2 nd Yr.	159	907	231	863		
Percent retained in 2 nd Yr	67.9%	77.7%	71.5%	76.5%		

- Probation rates are also higher, approximately 6-13%, than non-Pell eligible students.

Select Population: Ethnic/Minority vs White Retention

	Fall 2020		Fall 2021		Fall 2022	
	Ethnic Minority	White	Ethnic Minority	White	Ethnic Minority	White
First Semester						
Enrollment	194	1,124	262	1,154	256	1,256
Cumulative GPA	2.61	2.99	2.67	2.96	2.78	3.00
Probation	45	161	56	177	55	169
Percent Probation	23.2%	14.3%	21.4%	15.3%	21.5%	13.5%
Second Semester						
Not Registered	27	109	22	101	21	91
Enrolled	167	1,015	240	1,053	235	1,165
Percent Retained	86.1%	90.3%	91.6%	91.2%	91.8%	92.8%
Cumulative GPA	2.76	3.04	2.74	3.00		
Probation	31	114	45	141		
Percent Probation	18.6%	11.2%	18.8%	13.4%		
Fall-to-Fall (1st Year)						
Not registered in 2 nd Yr	63	250	66	278		
Enrolled in 2 nd Yr.	131	874	196	876		
Percent retained in 2 nd Yr	67.5%	77.8%	74.8%	75.9%		

- Retention rate comparisons between white and ethnic minority students varies between being nearly the same and varying by 4-10%. Further review of the information and related students needs will guide further steps to level out the rates.

Select Population: Ethnic/Minority vs White Probation

	Fall 2020		Fall 2021		Fall 2022	
	Ethnic Minority	White	Ethnic Minority	White	Ethnic Minority	White
First Semester						
Enrollment	194	1,124	262	1,154	256	1,256
Cumulative GPA	2.61	2.99	2.67	2.96	2.78	3.00
Probation	45	161	56	177	55	169
Percent Probation	23.2%	14.3%	21.4%	15.3%	21.5%	13.5%
Second Semester						
Not Registered	27	109	22	101	21	91
Enrolled	167	1,015	240	1,053	235	1,165
Percent Retained	86.1%	90.3%	91.6%	91.2%	91.8%	92.8%
Cumulative GPA	2.76	3.04	2.74	3.00		
Probation	31	114	45	141		
Percent Probation	18.6%	11.2%	18.8%	13.4%		
Fall-to-Fall (1st Year)						
Not registered in 2 nd Yr	63	250	66	278		
Enrolled in 2 nd Yr.	131	874	196	876		
Percent retained in 2 nd Yr	67.5%	77.8%	74.8%	75.9%		

- Probation rate comparisons between white and ethnic minority students shows there is a higher rate of academic probation for the minority group.

Select Population: Transfer vs FTFT Retention

	Fall 2020		Fall 2021		Fall 2022	
First Semester						
	Transfer	FTFT	Transfer	FTFT	Transfer	FTFT
Enrollment	703	1,401	654	1,451	585	1,588
Cumulative GPA	2.89	2.94	2.88	2.91	3.06	2.97
Probation	115	220	112	239	80	231
Percent Probation	16.4%	15.7%	17.1%	16.5%	13.7%	14.5%
Second Semester						
Not Registered	85	145	60	129	42	121
Enrolled	618	1,256	594	1,322	543	1,467
Percent Retained	87.9%	89.7%	90.8%	91.1%	92.8%	92.4%
Cumulative GPA	3.04	3.01	3.01	2.96		
Probation	70	152	68	188		
Percent Probation	11.3%	12.1%	11.4%	14.2%		
Fall-to-Fall (1st Year)						
Not registered in 2 nd Yr	163	335	135	357		
Enrolled in 2 nd Yr.	520	1,066	503	1,094		
Percent retained in 2 nd Yr	74.0%	76.1%	76.9%	75.4%		

- Retention rates are fairly comparable between transfer students and FTFT students.

Select Population: Transfer vs FTFT Probation

	Fall 2020		Fall 2021		Fall 2022	
First Semester						
	Transfer	FTFT	Transfer	FTFT	Transfer	FTFT
Enrollment	703	1,401	654	1,451	585	1,588
Cumulative GPA	2.89	2.94	2.88	2.91	3.06	2.97
Probation	115	220	112	239	80	231
Percent Probation	16.4%	15.7%	17.1%	16.5%	13.7%	14.5%
Second Semester						
Not Registered	85	145	60	129	42	121
Enrolled	618	1,256	594	1,322	543	1,467
Percent Retained	87.9%	89.7%	90.8%	91.1%	92.8%	92.4%
Cumulative GPA	3.04	3.01	3.01	2.96		
Probation	70	152	68	188		
Percent Probation	11.3%	12.1%	11.4%	14.2%		
Fall-to-Fall (1st Year)						
Not registered in 2 nd Yr	163	335	135	357		
Enrolled in 2 nd Yr.	520	1,066	503	1,094		
Percent retained in 2 nd Yr	74.0%	76.1%	76.9%	75.4%		

- Probation rates between transfer students and FTFT students is inconsistent. With additional support and programming being provided to both populations, it is anticipated that the probation rate in the future will be lower for both groups.

AGENDA ITEM TITLE: Student Loan Debt, Courtney/Moore

SESSION TYPE:

- Work Session
- Information Session
- Other
- [Committee of the Whole – Items for Approval]

Attachments are provided with the narrative.

APPLIES TO STRATEGIC GOALS:

- Yes (select below):
 - Institutional Excellence
 - Student Success
 - Service to the State
 - Financial Growth and Stability
- No [Regular Business]

EXECUTIVE SUMMARY:

At the request of the Executive Committee of the Board of Trustees, the Academic Affairs and Student Affairs Committee will be provided an informational presentation on student loan debt. The presentation and discussion will focus on undergraduate student loan debt for resident and non-resident students, as well as, the impacts that the Hathaway Scholarship has on those loan amounts. Administration will review with the committee the overall trends from the past several years and where the university compares to peer and regional institutions regarding average debt, default rates, and FAFSA completion. Finally, the discussion will highlight areas that financial wellness and education is being introduced during the loan process, and ways to increase educational opportunities.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

N/A

WHY THIS ITEM IS BEFORE THE BOARD:

This item is before the Academic Affairs and Student Affairs Committee as an information session.

ACTION REQUIRED AT THIS BOARD MEETING:

No action is needed at this time.

PROPOSED MOTION:

N/A

PRESIDENT'S RECOMMENDATION:

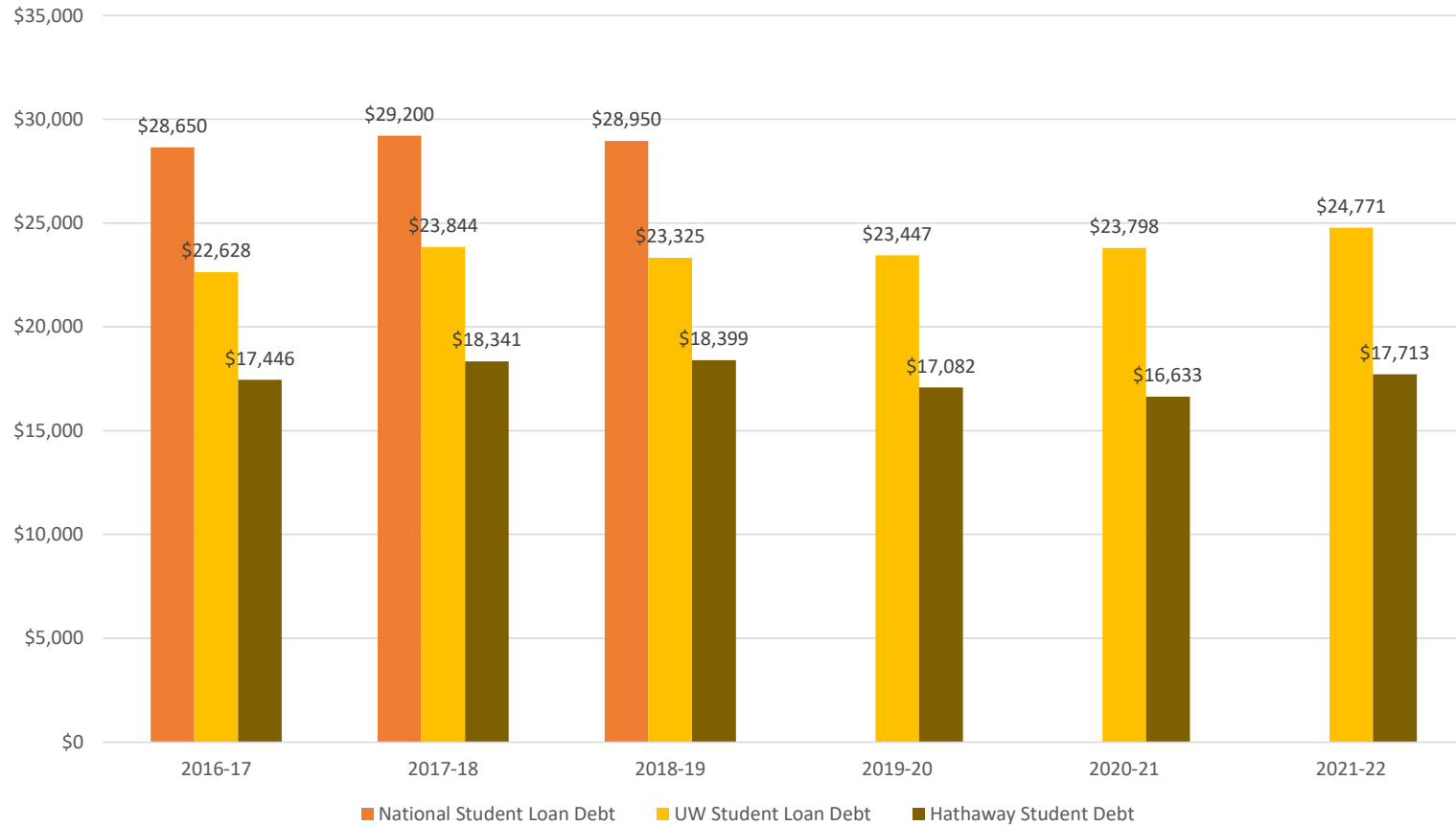
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Student Loan Debt

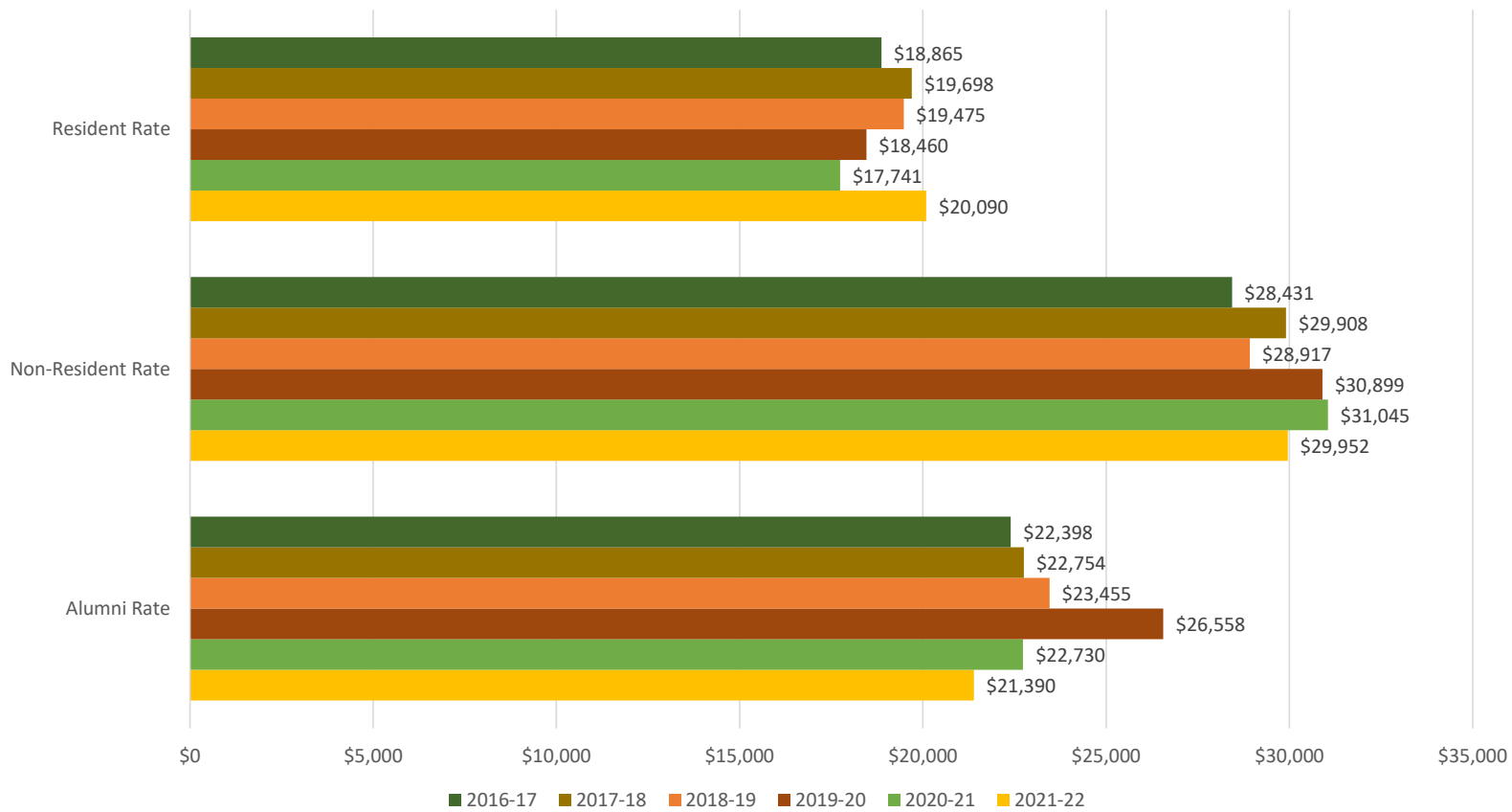
THE WORLD NEEDS MORE COWBOYS.

Average Debt of Bachelor's Degree Graduates Starting as First-Time Students



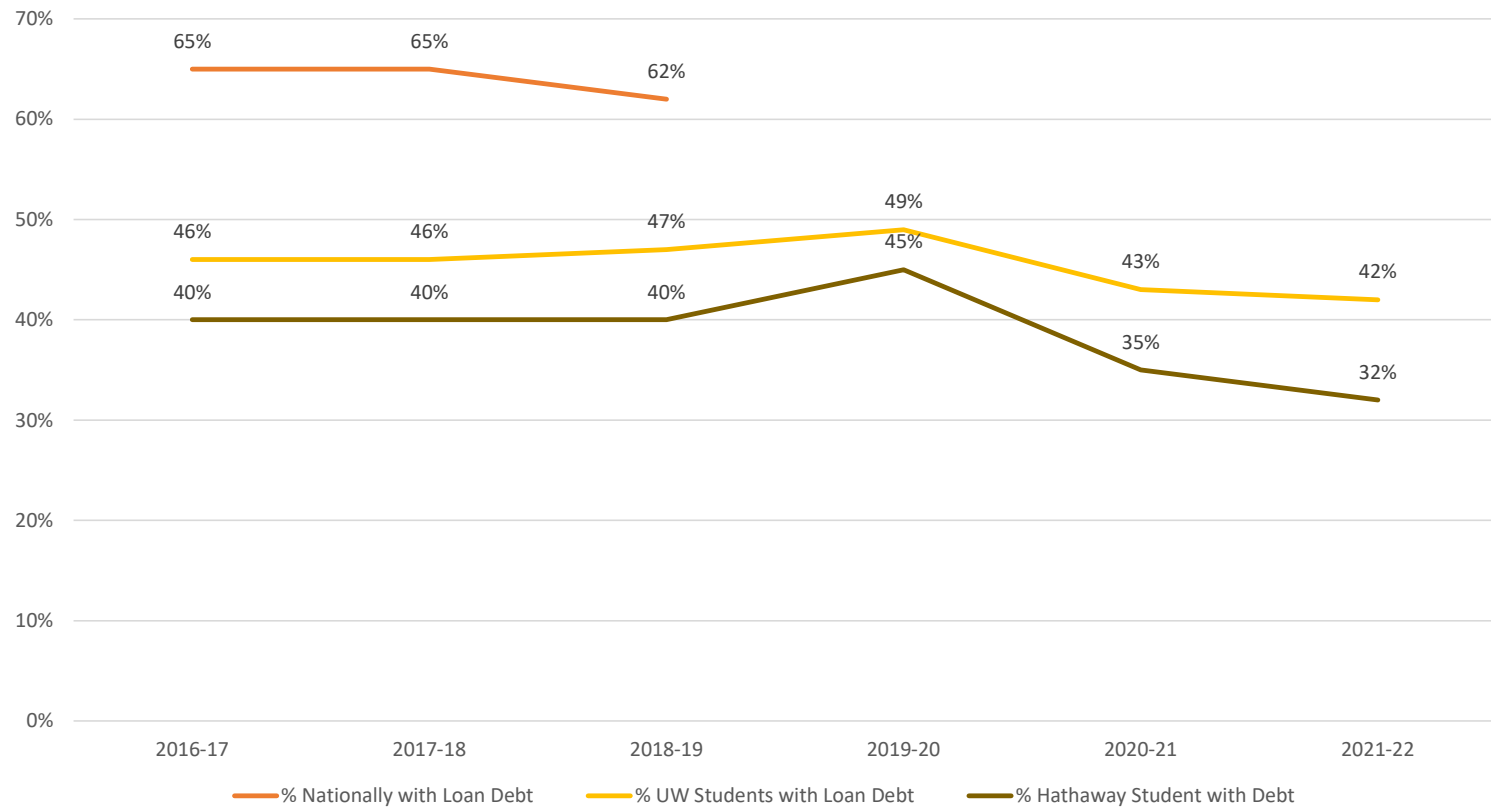
THE WORLD NEEDS MORE COWBOYS.

**Bachelor's Degree Graduates with Loan Debt by Tuition Residency,
Average Among Students Starting as First-time Students**



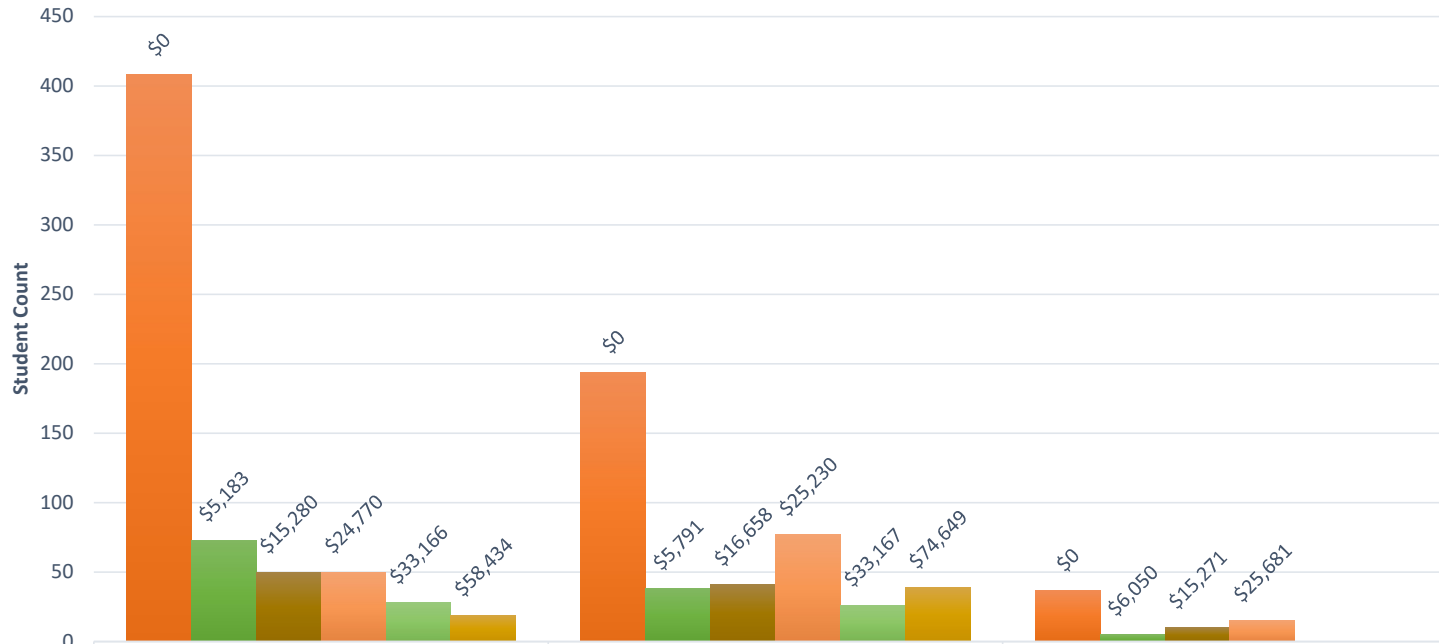
THE WORLD NEEDS MORE COWBOYS.

Percent of Students with Loan Debt Bachelor's Degree Graduates Starting as First-Time Students



THE WORLD NEEDS MORE COWBOYS.

Loan Debt Ranges and Range Averages by Tuition Residency 2021-22 Bachelor's Degree Graduates*



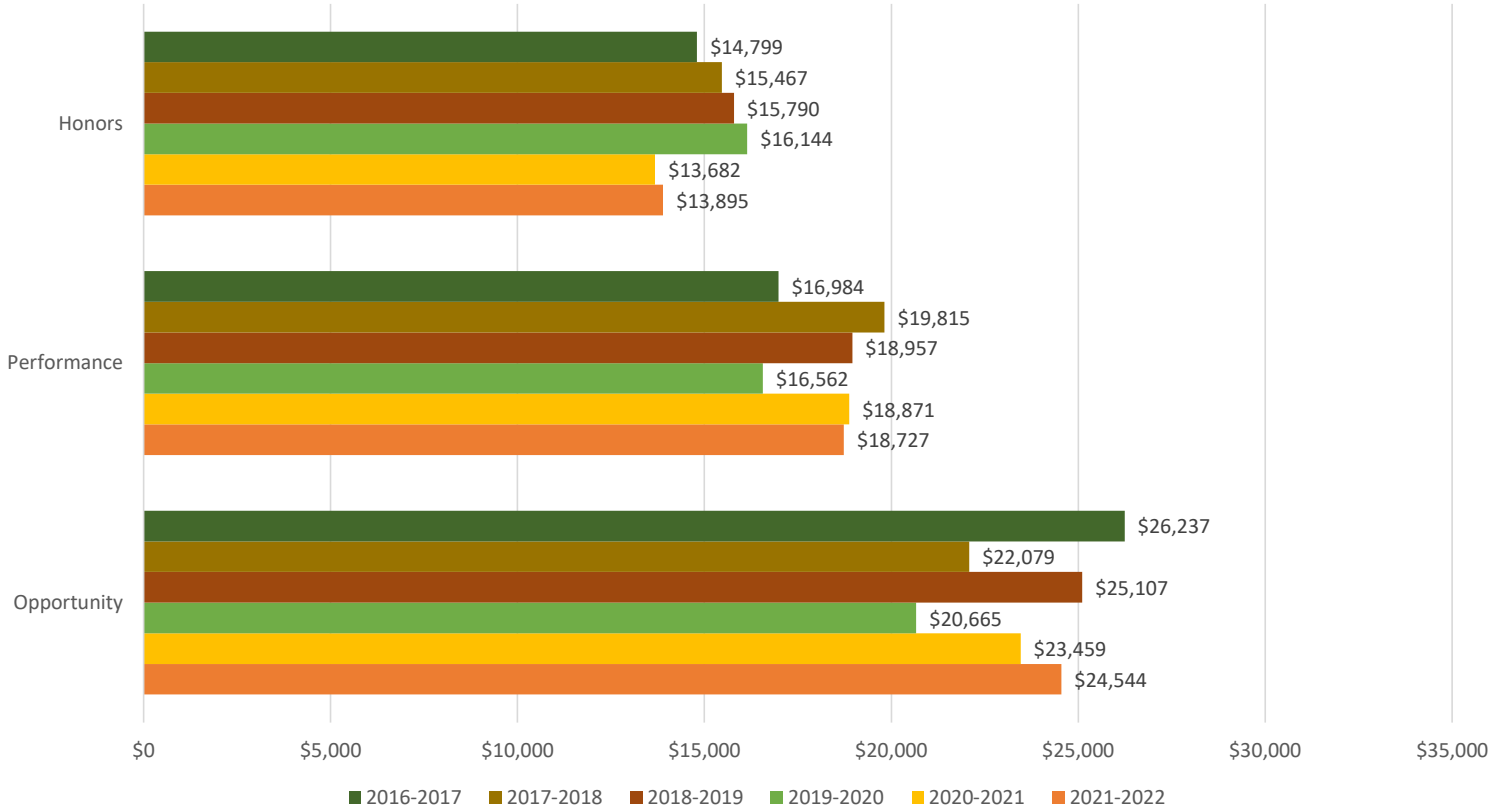
	Resident Rate	Non-Resident Rate	Alumni Rate
No Debt	408	194	37
\$1 - \$10,000	73	38	5
\$10,001 - \$20,000	50	41	10
\$20,001 - \$30,000	50	77	15
\$30,001 - \$40,000	28	26	**
\$40,001 and higher	19	39	**

*Does not include International students.

**Student Counts and Average Loan Debt Amounts are suppressed for ranges with fewer than 3 students.

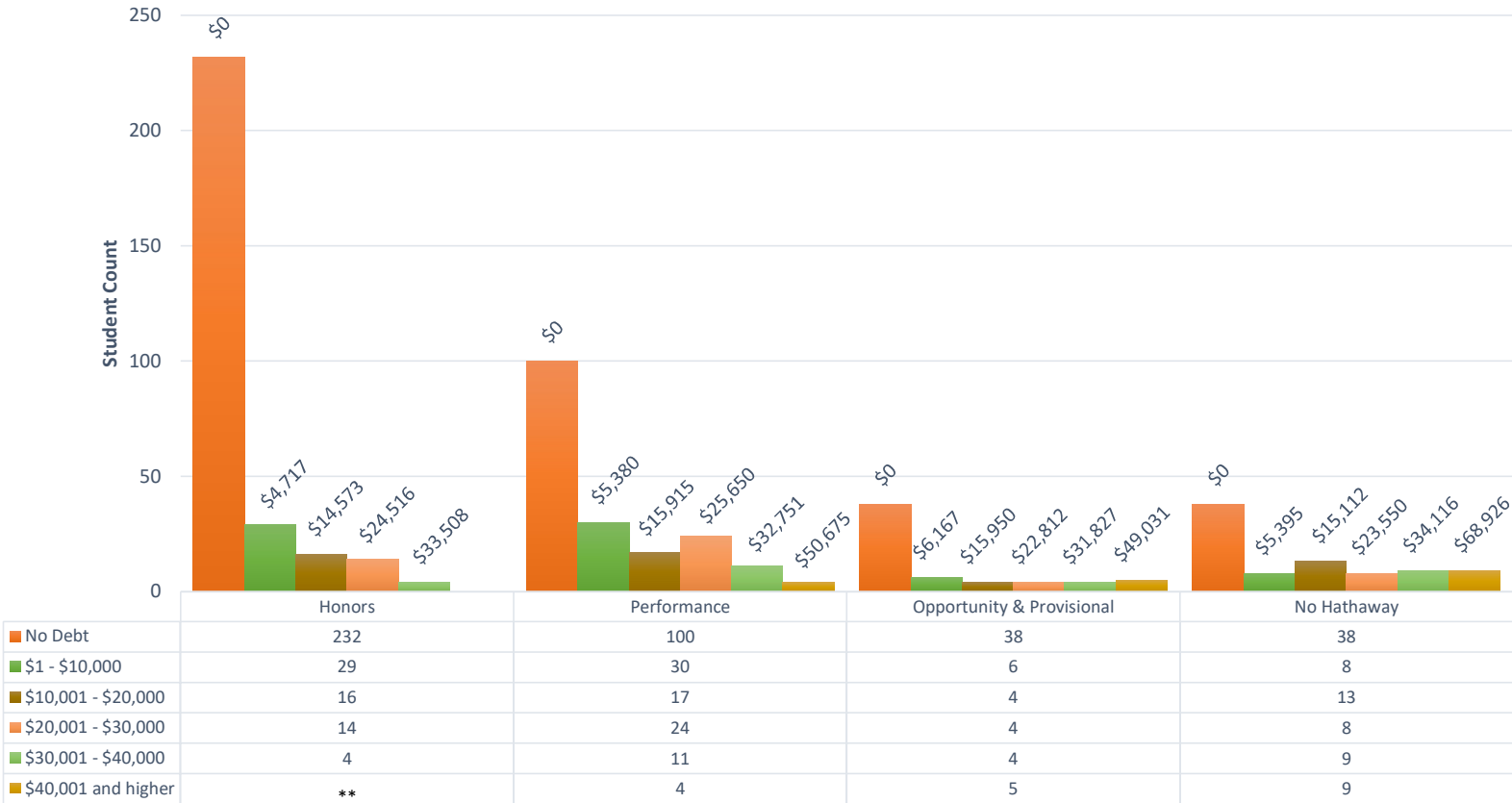
THE WORLD NEEDS MORE COWBOYS.

Hathaway Bachelor's Degree Graduates with Loan Debt, Average Among Students Starting as First-time Students



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**Loan Debt Ranges and Range Averages by Hathaway Level
2021-22 Resident Bachelor's Degree Graduates***



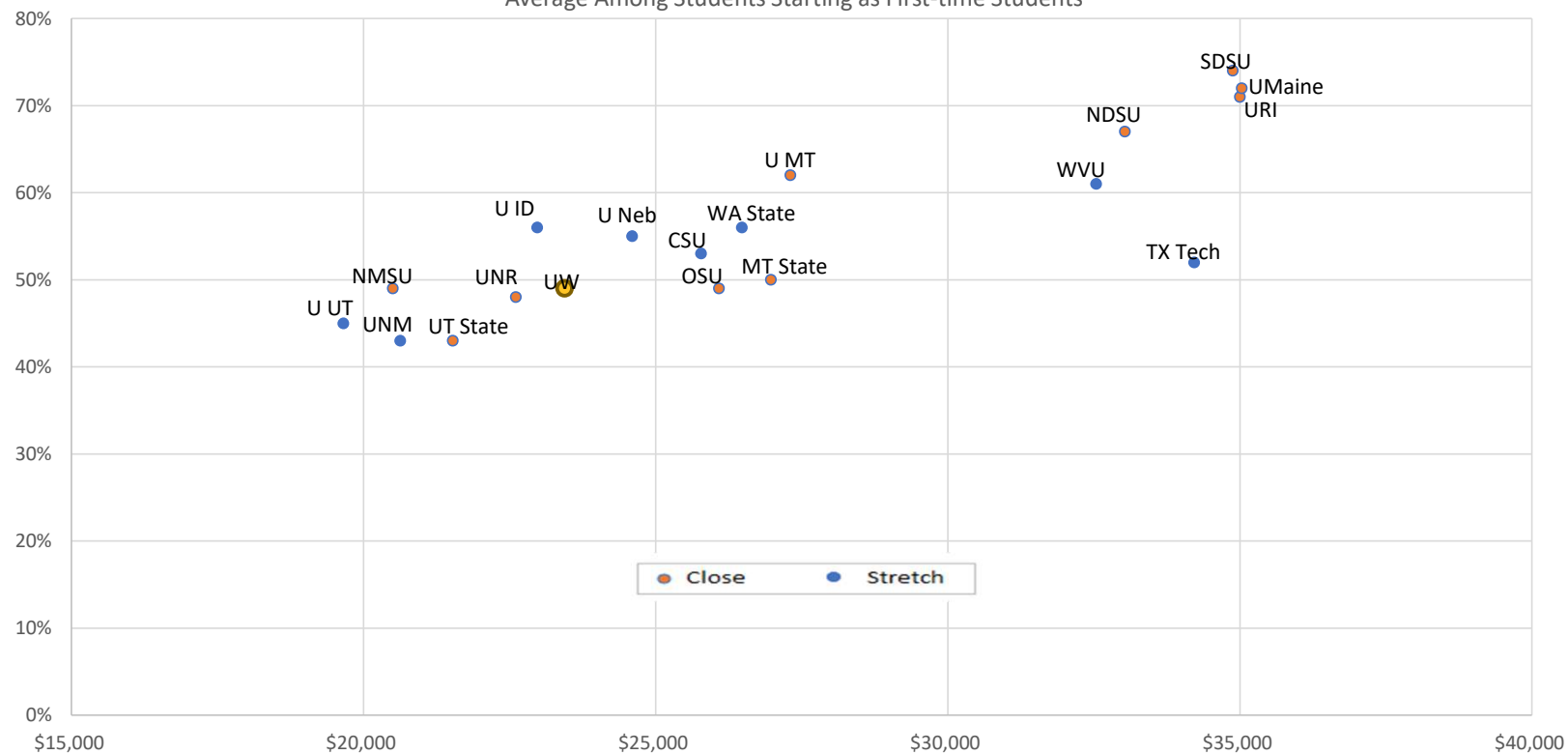
**Does not include International Resident rate students.*

***Student Counts and Average Loan Debt Amounts are suppressed for ranges with fewer than 3 students*

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Average Debt & Percent of Graduates with Debt 2019-20 UW, Close & Stretch Peers

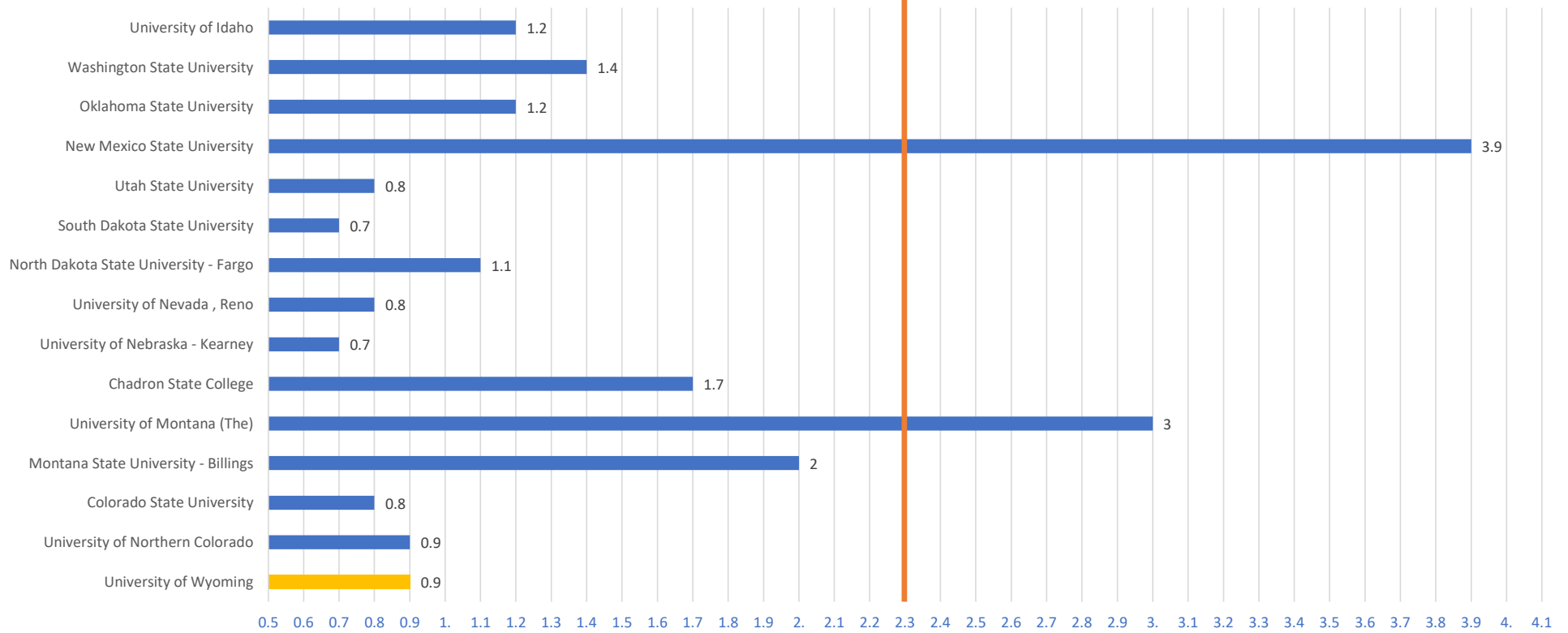
Average Among Students Starting as First-time Students



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Official 2019 Default Rate

National Average 2.3%



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Questions?



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