



**Cover Sheet for In-State Institutions  
New Program or Substantial Modification to Existing Program**

Institution Submitting Proposal	Goucher College
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*Each action below requires a separate proposal and cover sheet.*

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| <input checked="" type="radio"/> New Academic Program | <input type="radio"/> Substantial Change to a Degree Program            |
| <input type="radio"/> New Area of Concentration       | <input type="radio"/> Substantial Change to an Area of Concentration    |
| <input type="radio"/> New Degree Level Approval       | <input type="radio"/> Substantial Change to a Certificate Program       |
| <input type="radio"/> New Stand-Alone Certificate     | <input type="radio"/> Cooperative Degree Program                        |
| <input type="radio"/> Off Campus Program              | <input type="radio"/> Offer Program at Regional Higher Education Center |

Payment <input checked="" type="radio"/> Yes	Payment <input type="radio"/> No	Payment <input type="radio"/> R*STARS #	Payment	Date
Submitted: <input type="radio"/> No	Type: <input checked="" type="radio"/> Check # 315378		Amount: \$850	Submitted: 12/01/202

Department Proposing Program	Economics
Degree Level and Degree Type	Master of Arts
Title of Proposed Program	Applied Policy Analysis
Total Number of Credits	36
Suggested Codes	HEGIS: <span style="border: 1px solid black; padding: 2px;"> </span> CIP: 45.0102
Program Modality	<input type="radio"/> On-campus <input type="radio"/> Distance Education (fully online) <input checked="" type="radio"/> Both
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources
Projected Implementation Date <small>(must be 60 days from proposal submission as per COMAR 13B.02.03.03)</small>	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer    Year: 2023
Provide Link to Most Recent Academic Catalog	URL: <a href="https://catalog.goucher.edu/">https://catalog.goucher.edu/</a>

Preferred Contact for this Proposal	Name: Elaine Meyer-Lee
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President/Chief Executive	Type Name: Kent Devereaux
	Signature:  Date: 11/28/22
	Date of Approval/Endorsement by Governing Board:



November 30, 2022

Dr. James D. Fielder, Jr., Ph.D.  
Maryland Higher Education Commission  
6 N. Liberty Street, 10<sup>th</sup> Floor  
Baltimore, MD 21201

Dear Secretary Fielder:

Goucher College is submitting a proposal seeking approval for the development of a new *Master of Arts in Applied Policy Analysis* program, a request that has been endorsed by Goucher faculty. The proposed program builds on the strengths of our undergraduate majors in Economics and Political Science, and it closely aligns with our commitment to provide an innovative liberal arts education that incorporates interdisciplinary approaches to solving real-world problems, including complex policy issues.

A check for the review of this proposal is being sent via snail mail to the Commission, but please contact me at [Elaine.Meyer-Lee@goucher.edu](mailto:Elaine.Meyer-Lee@goucher.edu) or at 410-337-6044 if you need additional information.

Sincerely,

A handwritten signature in black ink that reads "Elaine Meyer-Lee".

Elaine Meyer-Lee, Ed.D.  
Provost and Senior Vice President for Academic Affairs  
Goucher College

**Goucher College  
Welch Center for Graduate and Professional Studies  
Proposal for a New Academic Program**

**Master of Arts  
Applied Policy Analysis**

**A. Centrality to Institutional Mission and Planning Priorities**

**Program Description**

Goucher College is pleased to submit a proposal to offer a Master of Arts in Applied Policy Analysis. Many aspects of the world have become data-driven, which is increasing the demand for professionals who could guide data-oriented conversations. The purpose of the program is to provide students with a diverse data-analysis toolkit that can be applied to various forms of data and questions. Specifically, students will be trained to analyze, visualize, write about, and discuss real-world problems with a wider audience. Students will take courses on data analysis, data management, data visualization, economics, human behavior, and policy evaluation. Students will also have the choice to focus on specific policy areas such as education, health, social, and environmental policy. This program will also prepare students to apply that learned toolkit to work in a variety of data-oriented jobs in the public sector, private industry, policy institutes, and non-profit organizations to help provide data-oriented solutions to real world problems.

The program will consist of eight core courses, three electives, and one capstone course. These courses will be offered entirely online with the option of in-person classes for some core courses. This hybrid format will give students the flexibility of choosing the modality that best fits them, considering that 68% of students now prefer this approach<sup>1</sup>.

**1. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.**

The Master of Arts in Applied Policy Analysis builds on Goucher's mission, which states that, "Goucher College is dedicated to a liberal arts education that prepares students within a broad, humane perspective for a life of inquiry, creativity, and critical and analytical thinking." Consistent with this mission, the proposed program will allow graduate students to hone their research, critical, and analytical thinking skills while focusing on current policy issues. Similarly, the proposed program closely aligns with the college's emphasis on the

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<sup>1</sup> <https://campustechnology.com/articles/2021/05/13/73-percent-of-students-prefer-some-courses-be-fully-online-post-pandemic.aspx>

value of an integrative, interdisciplinary approach in higher education that emphasizes project-based learning, collaboration, and real-world problem solving. The primary goal of the program is to teach students how to apply various methodologies and advanced data-analysis techniques in order to provide insight to complex policy issues. Further, beyond being able to use this analytical toolkit, they will be trained in how to communicate their findings to a wide audience that includes both technical and non-technical persons. The major interdisciplinary portion of the program begins once students have navigated through some of the core courses, when they will be able to focus on different policy areas including health, education, environmental, and social policy.

**2. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional information and details appear in Section L).**

The proposed program relies on existing faculty who would offer some core courses and direct the program. Goucher College's *Strategic Plan 2021-2025: Cultivating Global Changemakers*<sup>2</sup> specifically identifies this proposed program as a priority for the college, and the college has made the financial commitment to allocate adequate resources to ensure its success. Specifically, the college will provide funding to market it, hire adjunct faculty, and offer financial aid to students who cannot afford it.

**3. Provide a description of the institution's a commitment to:**

**a) Ongoing administrative, financial, and technical support of the proposed program.**

The proposed graduate program will be housed at the Center for Social Sciences, where administrative and technical support currently exists. Dr. Asha Shepard will lead the program, and, in consultation with existing faculty, be responsible for planning, organizing, implementing, and overseeing this program.

**b) Continuation of the program for a period of time sufficient to allow enrolled students to complete the program.**

Goucher College is committed to this proposed program beyond the time needed for students to complete it. As described in its Strategic Plan<sup>2</sup>, Goucher will allocate the resources necessary to provide long-term support to graduate programs in an effort to solidify and enhance Goucher's academic offerings.

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<sup>2</sup> <https://strategicplan.goucher.edu/wp-content/uploads/Goucher-College-Strategic-Plan-2021-2025.pdf>

**B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:**

**1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:**

**a) The need for the advancement and evolution of knowledge.**

The Master of Arts in Applied Policy Analysis is an interdisciplinary program that utilizes a multi-faceted approach to data analysis from a number of fields including economics, psychology, sociology, statistics, and data analytics. Students will take courses on data and regression analysis, economic theory and application, data management, behavioral analysis, ethical issues surrounding data, and courses centered around various policy issues including education, health, environmental science, and social issues. Students will be trained to apply rigorous data analysis techniques to questions that aim to explore the efficacy of enacted policies, the potential ramifications of proposed policies, and the comparison of similar policies across various dimensions. As private businesses, public entities, and non-governmental organizations move to focusing on more data-centered approaches to advancing their causes, they will need people who are equipped with a diverse toolkit that will enable them to address concerns at the micro and macro levels. This program will aid the development of that toolkit so that students will be able to contribute to a variety of data-oriented fields.

**b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education.**

Students in this program will be required to take a slate of core courses centered around various aspects of data analysis including regression analysis, behavioral analysis, ethics, data management and visualization, and applied economic theory. Once students have completed the majority of their core courses, they will be able to shift their focus to specific policy areas that may be of interest to them. The policy areas students can focus on will be education policy, health policy, environmental policy, and social/public policy. The aim of these policy-centered courses is to allow students to contemplate and devise potential data-oriented solutions that affect a variety of populations as it relates to the specific content area.

Goucher has been successful in expanding educational opportunities for minority students as demonstrated by its student body, consisting of 42% Black, Asian-American, and Latinx students. Approximately 20% of Goucher students are the first in their families ever to attend college. Goucher has also been successful in

enhancing the Maryland labor force. Although only 39% of Goucher students are from Maryland, five years after graduation approximately 53% decide to live and work in the state.

**c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs.**

While Goucher is not a historically black institution (HBI), this proposed program will not compete with existing HBI programs. Rather, the program will actively recruit graduates from HBI institutions who are interested in pursuing graduate work in the areas of data and policy analysis.

**2. Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education.**

The proposed program is consistent with the 2022 Maryland State Plan for Higher Education<sup>3</sup> by supporting the following priorities:

*Priority 5: Maintain the commitment to high-quality postsecondary education in Maryland.*

Goucher College is committed to deliver high-quality education, a commitment that is consistent with our liberal arts tradition and mission of preparing “students within a broad, humane perspective for a life of inquiry, creativity, and critical and analytical thinking.” To achieve it, Goucher College’s graduate programs are built on the foundation of universal design principles for learning, an approach that permits all students to achieve the same learning objectives by relying on a flexible pedagogical design that accommodates students’ preferences and abilities. Moreover, our faculty are experts on applied policy analysis, having earned terminal degrees in this area and conducted scholarly work in it. These faculty members are also skilled teachers, who must regularly take workshops at Goucher’s Center for the Advancement of Scholarship & Teaching (CAST).<sup>4</sup> This Center assists them with their teaching and scholarly work, an assistance that ultimately aims at improving student academic success. This is achieved by integrating evidence-based approaches that improve the performance and engagement of all students, but particularly students from historically under-represented backgrounds. CAST’s instructional designers also work closely with graduate faculty on the development of syllabi, assignments, and modules to ensure that universal design principles are implemented at all levels. Faculty, too, regularly evaluate the quality of their courses through both formative and summative assessment tools.

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<sup>3</sup> <https://mhec.maryland.gov/Pages/2022-MarylandStatePlan-MHEC.aspx>

<sup>4</sup> <https://www.goucher.edu/learn/academic-support-and-resources/cast/>

*Priority 6: Improve systems that prevent timely completion of an academic program.* Each student is assigned an experienced academic adviser who, along with the program director, reviews each graduate student's academic record each semester to assess progress toward degree completion and who, based on this review, may recommend the use of academic services (writing, quantitative, research, etc.) or wellness resources (time management, coping strategies, etc.)

*Priority 7: Enhance the ways postsecondary education is a platform for ongoing lifelong learning.* As outlined in our mission, Goucher College is committed to prepare "students within a broad, humane perspective for a life of inquiry, creativity, and critical and analytical thinking." Our classes and curriculum are designed with the specific purpose of allowing students to apply the knowledge and skills learned or mastered in class and to reflect on the application of those skills, a process intended to foster metacognitive skills. As a result, students are more likely to continue the pursuit of additional educational and professional goals.

*Priority 8: Promote a culture of risk-taking.* Goucher College has been a national leader in developing innovative practices that are student-centered, from having a team-based support service model designed to ensure student academic success to establishing an administrative team that reviews policies and practices with the purpose of ensuring that students have equal access to appropriate resources. For example, from the moment students enroll in our graduate programs, their academic advisers explore career goals and paths that lead students to consider options for capstone or internship opportunities. These options allow students not only to practice the skills and knowledge gained in their courses but to work directly with organizations, thus increasing their career opportunities. In addition, Goucher's Career Education Office<sup>5</sup> provides extensive support for finding part-time jobs, internships, or post-Goucher plans.

### **C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State:**

#### **1. Describe potential industry or industries, employment opportunities, and expected level of entry (ex: mid-level management) for graduates of the proposed program.**

The proposed program will address a growing interest for individuals who are well-versed in the latest data analysis techniques. Graduates will be equipped with an interdisciplinary tool kit that is a combination of skills from multiple disciplines including economics, data analytics, public policy, and various social sciences. This program will appeal to a wide audience of those who are recent graduates and early to mid-career professionals in nonprofit organizations, government agencies, and private companies. Regionally, graduates will be able to find employment as policy analysts, management analysts,

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<sup>5</sup> <https://www.goucher.edu/career-education-office/>

economists, data scientists, operations research analysts, and market research analysts, among others.

**2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.**

The Bureau of Labor Statistics (BLS) predicts increases both nationally and locally in many of the types of jobs mentioned in the above sub-section. For example, between 2021 to 2031 the BLS predicts 36% job growth for data scientists, 23% job growth for operations research analysts, 19% job growth for market research analysts, 11% job growth for management analysts, and 6% job growth for economists.<sup>6</sup> Data from the Maryland Department of Labor show similar predictions for these types of jobs within the state of Maryland between 2020 and 2030. Data scientist jobs are predicted to grow by 31%, operations research analyst jobs are predicted to grow by 26%, market research analyst jobs are predicted to grow by 22%, management research analyst jobs are predicted to grow by 16%, and economist jobs are predicted to grow by 6%.<sup>7</sup>

**3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.**

According to Economic Modeling Specialist International (EMSI), between 2016 and 2021 there were over 20,000 job postings for policy analyst and related jobs in the Maryland and Washington D.C. area.<sup>8</sup> From the employment website Indeed, the first step to becoming a policy analyst is to complete education and training in fields such as public policy, statistics, and economics among others. They also indicate that many employers require candidates to have a master's degree for higher tier positions.<sup>9</sup> This proposed program will meet both of these requirements and prepare graduates to be attractive candidates for policy analyst positions on the job market. Survey data from the World Economic Forum's Future of Jobs 2020 report shows that the demand for data analysts is growing faster than nearly all other occupations across numerous countries.<sup>10</sup> This data further highlights the need for establishing a workforce that is well-versed in data and policy analysis.

**4. Provide data showing the current and projected supply of prospective graduates.**

Since this program is interdisciplinary, growth trends for those who will complete this degree will consist of a blend of disciplines as classified by the U.S. Department of

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<sup>6</sup> <https://www.bls.gov/ooh/>

<sup>7</sup> <https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml>

<sup>8</sup> [www.economicmodeling.com](http://www.economicmodeling.com)

<sup>9</sup> <https://www.indeed.com/career-advice/finding-a-job/how-to-become-policy-analyst>

<sup>10</sup> [https://www3.weforum.org/docs/WEF\\_Future\\_of\\_Jobs\\_2020.pdf](https://www3.weforum.org/docs/WEF_Future_of_Jobs_2020.pdf)



Education—including Computer and Information Sciences, Mathematics and Statistics, and Public Administration and Social Services. In each of these disciplines, the number of master’s degrees conferred has been steadily increasing over the last ten years. For Computer and Information Sciences, the number of master’s degrees conferred increased from 19,516 in 2010 to 51,521 in 2020. For Mathematics and Statistics, the number of master’s degrees conferred increased from 5,866 in 2010 to 12,039 in 2020. For Public Administration and Social Services, the number of master’s degrees conferred increased from 38,614 in 2010 to 49,712 in 2020.<sup>11</sup> Across these three disciplines, this represents an average growth rate of nearly 100% in conferred degrees. In conjunction with the projected growth of the jobs related to this degree mentioned above both nationally and locally, graduates of this program will be thoroughly equipped to find employment in a number of related fields.

**D. Reasonableness of Program Duplication:**

**1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.**

Some institutions of higher education in the State of Maryland offer master’s programs that overlap somewhat with Goucher’s proposed program, but these programs do not require rigorous training in quantitative methods (e.g., Johns Hopkins’ Public Management, University of Maryland’s Public Policy/Public Management, University of Maryland, Baltimore County’s Public Policy, Bowie State University’s Public Administration) or are more focused on mathematical data analytics and/or computer programming (e.g., Towson University’s Actuarial Science and Predictive Analysis, McDaniel College’s MS in Data Analytics, University of Maryland Global Campus’ Data Analytics). Goucher’s proposed program, in contrast, provides a unique prospective that contextualizes a rigorous quantitative training centered around policy analysis.

Only two master’s programs in the State have a similar focus to the proposed program at Goucher College, and the table below offers a good comparison of their main characteristics.

Institution	Program Name	Modality	Format	Credits	Tuition
Johns Hopkins University	MS. Data Analytics & Policy	Online	Part- or full-time	36	\$55,260
University of Maryland, Baltimore County	MA. Economic Policy Analysis	In-Person	Part- or full-time	36	\$43,400
Goucher College	MA. Applied Policy Analysis	Online & in-person	Part- or full-time	36	\$34,020

<sup>11</sup> [https://nces.ed.gov/programs/digest/d21/tables/dt21\\_323.10.asp](https://nces.ed.gov/programs/digest/d21/tables/dt21_323.10.asp)

This table shows that these two programs are of similar length and cost compared to the proposed Goucher program. Although Goucher’s hybrid modality is an important differentiator among similar programs in Maryland, a more significant difference comes from the nature of the courses offered by each program. Whereas the Johns Hopkins’ Data Analytics and Policy program leans more on a curriculum that utilizes methods of data analytics and data science, the University of Maryland, Baltimore County’s Economic Policy Analysis program includes a number of courses in economics and public policy. As opposed to focusing on data analytics and data science, the aim of Goucher’s proposed program is to be data application-focused. The pairing of the core courses with the applied nature of the elective courses in specific content areas allows for those who enter the program to apply the data analysis tools learned to a wide variety of policy areas. Further, the elective courses are focused on specific societal issues that require a nuanced use of the data analysis toolkit that students will learn from other courses in the program. Overall, the proposed program at Goucher offers an interdisciplinary blend of data analysis, economics, and policy courses that will give students a diverse set of skills that can be applied in numerous industries.

## **2. Provide justification for the proposed program.**

The aim of this proposed program is to train students to be able to step into any situation in which there is a need for rigorous data analysis that can be disseminated across any number of landscapes. This program lies at the intersection between data analysis and public policy, where students will be trained to answer challenging policy-related questions by utilizing a core toolkit built from economics, causal inference, data ethics, data management, data visualization, and behavioral analysis. Students will also be able to receive specialized training in specific policy-content areas including education, health, environmental, and social policy. It is the interdisciplinary nature of this program that sets it apart from similar programs in the State of Maryland, where the graduates of this program will be able to conduct many forms of data analysis while also being able to apply those skills to a wide variety of policy-related issues.

### **E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)**

#### **1. Discuss the program’s potential impact on the implementation or maintenance of high-demand programs at HBI’s.**

None of Maryland’s Historically Black Institutions offers a graduate degree program in policy analysis or data analytics.

### **F. Relevance to the identity of Historically Black Institutions (HBIs).**

#### **1. Discuss the program’s potential impact on the uniqueness and institutional identities and missions of HBIs.**

The proposed program would have no direct effect on the identity or mission of HBIs. Rather, this proposed program will identify future areas of collaboration with these institutions.

**G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10):**

**1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.**

After a thorough internal and external investigation that included marketing research and faculty interest, Goucher College decided to create a graduate program that combines elements from data analysis, public policy, behavioral analysis, and economics.

The degree will consist of nine course courses, including a capstone course, and three electives, and the following faculty members will be involved in the program.

Dr. Asha Shepard is an Assistant Professor (full-time) in the Economics program and will serve as director of the proposed program. He holds a Ph.D. in Economics from the University of California, Santa Cruz. He has experience in both the private sector and public sector in data and applied policy analysis, in addition to five years of higher education teaching experience. He will teach *Economics for Policy Analysis, Data Management and Visualization, and Capstone for Applied Policy Analysis*.

Dr. Margaret Bock is an Assistant Professor (full-time) in the Economics program. She holds a Ph.D. in Economics from the University of West Virginia. She currently teaches courses on advanced data analysis and on applied policy areas including public, urban, and transportation economics and policy. She will teach *Behavioral Analysis, Data Ethics, Applied Policy Analysis, and Social and Public Policy*.

Dr. Thomas Narock is an Assistant Professor (full-time) in the Integrative Data Analytics program. He holds a Ph.D. in Information Systems from the University of Maryland, Baltimore County. He currently teaches courses on statistical modeling, data analytics, and data science. He will teach *Introduction to Data Analysis, Advanced Data Analysis, and Time Series Data Methods*.

In addition to the faculty listed, adjunct faculty will be hired to teach a combination of core and elective courses as needed.

**2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.**

Educational Objectives:

- Apply various methodologies to problems in specific policy areas

- Utilize concepts from various fields including economics, psychology, health, statistics, environmental studies, and social policy

Learning Outcomes:

Upon completion of the program, students will be able to:

- Be able to use advanced analytical tools to answer a variety of data-related questions.
- Be able to effectively communicate and visualize how data can be used to find potential solutions to contemporary issues to a wide audience.
- Be able to decipher the proper methodology to use when presented with complex data-related problems.
- Be able to collect, clean, analyze, and interpret data from various sources.
- Be able to replicate and conduct original research centered around policy-related questions.

**3. Explain how the institution will:**

**a) Provide for assessment of student achievement of learning outcomes in the program.**

Assessment will take place at both the course and program levels. Each course will have measurable learning outcomes that closely align with the program's learning outcomes. Within each course, students will have scaffolded opportunities to master the abilities and skills being assessed, and formative assessment tools will be used to evaluate students' mastering of those abilities and skills. In addition, each course will include summative assessment tools to evaluate the degree to which students are able to master those abilities and skills. At the program level, the capstone course will allow for an evaluation of whether students are able to apply the learned abilities and skills to a novel situation. In addition to these direct forms of assessment, course evaluations and exit surveys will serve as indirect measures to determine students' impressions on whether they have achieved the intended program and course learning outcomes.

**b) Document student achievement of learning outcomes in the program.**

Each year, the program will analyze the gathered direct and indirect measurements of student learning to determine the most appropriate interventions that could improve student learning at either the course or the program level. These data-driven assessments, as well as trends over time, will be captured in an annual assessment report that will also include a self-reflection of the methodologies used to assess learning outcomes, the instruments (e.g., rubrics, grades) employed to measure them, the level of satisfaction that students report, and potential corrections.

**4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements.**

**Program Curriculum**

The Master of Arts in Applied Policy Analysis requires 36 credits (12 three-credit courses described in Appendix A), with 27 of them coming from the following courses that all students must complete:

Required Courses:

- APP 6xx Introduction to Data Analysis (3 credits)
- APP 6xx Economics for Policy Analysis (3 credits)
- APP 6xx Data Ethics (3 credits)
- APP 6xx Advanced Data Analysis (3 credits)
- APP 6xx Time Series Data Methods (3 credits)
- APP 6xx Behavioral Analysis (3 credits)
- APP 6xx Data Management and Visualization (3 credits)
- APP 6xx Applied Policy Analysis (3 credits)
- APP 6xx Capstone for Applied Policy Analysis (3 credits)

Students must take 9 credits from the following list of graduate courses:

Elective Courses:

- APP 6xx Education Policy (3 credits)
- APP 6xx Health Policy (3 credits)
- APP 6xx Environmental Policy (3 credits)
- APP 6xx Social and Public Policy (3 credits)

**5. Discuss how general education requirements will be met, if applicable.**

Non applicable.

**6. Identify any specialized accreditation or graduate certification requirements for this program and its students.**

Non applicable.

**7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.**

Non applicable.

**8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.**

Goucher College provides accurate, complete, and timely information on its curriculum via its online catalog, which is linked to program-based websites. These repositories also provide detailed information regarding academic services and policies, financial aid processes, costs, and accessibility to academic management systems. Once students are admitted into a program, its director informs them about course offerings, advising sessions, and academic plans as well as other relevant co-curricular opportunities.

**9. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.**

A close coordination exists between the Provost's Office, Graduate Admissions, and the Director of Marketing to ensure that all marketing and recruitment materials, including websites, clearly and accurately represent the proposed program and the services available to students.

#### **H. Adequacy of Articulation**

**1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.**

Non applicable.

#### **I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11).**

**1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach in the proposed program.**

See Question G. 1

**2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:**

**a) Pedagogy that meets the needs of the students.**

Faculty in the proposed program will receive support and training from the Center for the Advancement of Scholarship and Teaching (CAST), which assists faculty with integrating evidence-based approaches that improve the performance and engagement of all students. New faculty meet one-on-one with instructional designers from CAST to develop syllabi and content that meets the course learning outcomes. In addition, CAST has professional development programming intended to keep faculty abreast of evidence-based pedagogical practices for online, hybrid, and in-person modalities. These opportunities include the offering of workshops on active learning, problem-based learning, inclusive teaching, and metacognition, among others. Goucher College also has professional development funds available to faculty, funds that permit faculty to attend and present at conferences where they could learn the latest discipline-specific teaching practices and strategies.

**b) The learning management system.**

Goucher College provides ample training opportunities to faculty to learn to use Canvas, Goucher's learning management system, including workshops offered by CAST staff, modules taught by technical trainers, and 24/7 support from Canvas staff to ensure that courses are delivered effectively.

**c) Evidenced-based best practices for distance education, if distance education is offered.**

Goucher College requires that all graduate faculty become proficient with proven pedagogies for distance education through workshops offered by CAST and by Quality Matters<sup>12</sup>, a non-profit organization with extensive training experience in pedagogy. In addition, faculty work closely with an instructional designer to develop a course content delivery plan that incorporates evidence-based practices for distance learning.

**J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12).**

**1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.**

Over one million sources related to data and policy analysis are currently available at Goucher's library. These sources include: over seventy thousand e-books, twenty-four thousand books, eight hundred academic journals, and eight hundred thousand articles. In

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<sup>12</sup><https://www.qualitymatters.org/>

addition, students and faculty have access to interlibrary loans, thus making national library collections available to them. These collections can be perused through electronic databases. Students and faculty, too, could rely on Goucher librarians who could assist them with electronic searches and getting access to the library collection.

**K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13)**

- 1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.**

The program will include both online and in-person classes, with the former not requiring new physical space other than office space currently available at Goucher. In-person classes will take place either at night or during the summer, and these classes will be held in existing classrooms equipped with internet wireless access points and state-of-the-art AV systems.

- 2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:**

- a. An institutional electronic mailing system, and**
- b. A learning management system that provides the necessary technological support for distance education.**

Goucher faculty, staff, and students all have access to the college's email system and learning management platform, Canvas. Graduate faculty are required to have an active Canvas site for each course, a site populated with course syllabi, grades, and content modules. To that end, faculty work closely with CAST staff to infuse best online pedagogical practices into these sites. In addition, both faculty and students receive training on the use of these technologies, and a 24/7 help-desk is available to address any issues.

**L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14)**

- 1. Complete Table 1: Resources and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.**

The proposed program does not anticipate the use of reallocated funds to run the program, nor does it expect the enrollment of full-time students or the arrival of external or other funding sources. Projected enrollments are based on market research.



<b>TABLE 1: PROGRAM RESOURCES</b>					
<b>Resource Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	\$141,750	\$269,325	\$354,375	\$467,775	\$552,825
a. Number of F/T Students	0	0	0	0	0
b. Annual Tuition/Fee Rate	0	0	0	0	0
c. Total F/T Revenue (a x b)	0	0	0	0	0
d. Number of P/T Students	10	19	25	33	39
e. Credit Hour Rate	\$945	\$945	\$945	\$945	\$945
f. Annual Credit Hour Rate	15	15	15	15	15
g. Total P/T Revenue (d x e x f)	\$141,750	\$269,325	\$354,375	\$467,775	\$552,825
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	\$141,750	\$269,325	\$354,375	\$467,775	\$552,825

**2. Complete Table 2: Program Expenditures and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.**

Existing faculty will offer some courses for this proposed program, but a director will be hired to lead the program. This salary as well those of adjunct faculty are included in 1.b. Further, the proposed program does not require any new administrative or support staff, nor does it anticipate the need for additional technical support or space for its operation. Annual operating, marketing, and indirect enrollment costs are all captured in “Other Expenses.”

<b>TABLE 2: PROGRAM EXPENDITURES</b>					
<b>Expenditure Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Faculty (b + c below)	\$109,508	\$205,053	\$213,879	\$223,118	\$232,790
a. Number of FTE	0.5	1	1	1	1
b. Total Salary	\$91,144	\$168,266	\$175,355	\$182,771	\$190,531
c. Total Benefits	\$18,364	\$36,787	\$38,524	\$40,347	\$42,259
2. Admin. Staff (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Technical Support and Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	\$70,393	\$87,608	\$94,813	\$102,466	\$103,169
TOTAL (Add 1 – 7)	\$179,901	\$292,661	\$308,692	\$325,584	\$335,959

**M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15).**

**1. Discuss procedures for evaluating courses, faculty and student learning outcomes.**

Electronic course evaluations completed by students at the end of each semester as well as class observations performed by experienced faculty members will serve as the basis for

evaluating courses, faculty, and, at least indirectly, student learning outcomes. The program director, in consultation with program faculty and college administrators, will determine, on the basis of those evaluations, whether some programmatic corrections are needed.

**2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.**

The program will annually evaluate student learning outcomes at both the course and program levels to ensure that the program's intended educational goals are being met. To that end, each course will be linked to a specific program-level learning outcome, and evidence-based rubrics will be used to rate examinations, projects, portfolios, and papers. At the course level, the program will rely on a Quality Matter rubric to evaluate online course design. Similarly, student retention rates and course evaluations will be used to assess student satisfaction with the program. The collected data will be used every year to identify opportunities for program improvement and areas where additional resources might be needed.

**N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05).**

**1. Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.**

The proposed program and Goucher College have a strong commitment to promoting diversity in our recruitment, admission, and retention efforts of both students and faculty. In fact, close to half of Goucher student population self-identify as being non-white.<sup>13</sup> To support the institution-wide commitment to diversity, Goucher's President created the Council on Diversity, Equity, and Inclusion to ensure that Goucher College is supporting its mission to become an anti-racist institution by building on the college's commitment to respect, inclusion, service, social justice, and responsibility. In addition, the Center for Race, Equity, and Identity (CREI) strives to improve the institutional advancement of all marginalized students, specifically students of color, first-generation students, LGBTQIA+ students, and students with disabilities.

**O. Relationship to Low Productivity Programs Identified by the Commission:**

**1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.**

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<sup>13</sup> [https://www.goucher.edu/institutional-effectiveness/documents/CDS\\_2020-2021\\_final.pdf](https://www.goucher.edu/institutional-effectiveness/documents/CDS_2020-2021_final.pdf)

Non-applicable.

**P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)**

**1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.**

Goucher College is authorized by both MSCHE and MHEC to offer distance education programs.

**2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.**

**a) Online learning is appropriate to the institution's mission and purposes.**

The proposed program aligns closely with Goucher College's mission of providing "an innovative liberal arts education that prepares students with a broad, humane perspective for a life of inquiry, creativity, and critical and analytical thinking." To that end, Goucher College has adopted the *C-RAC Guidelines for the Evaluation of Distance Education*<sup>14</sup> and, as a member of Maryland Online, relies on the Quality Matters Standards for the design, development, and delivery of all online courses and programs. Course development follows the criteria outlined in the Quality Matters (QM) rubric and goes through an internal peer-reviewed process (QM qualified reviewers) prior to delivery. Faculty wishing to teach online are required to complete QM training, and an instructional designer supports faculty with course development.

**b) The institution's plans for developing, sustaining, and, if appropriate, expanding online learning offerings are integrated into its regular planning and evaluation processes.**

Goucher College currently offers six graduate degrees and seven certificates that heavily rely on distance education. A few of them are fully online, and each new graduate program is designed to include distance learning. These programs, in fact, are identified in the College's 2021-2025 Strategic Plan,<sup>15</sup> which calls for making the necessary investments to support them.

**c) Online learning is incorporated into the institution's systems of governance and academic oversight.**

Goucher's Graduate Studies Committee, a body of elected faculty members, provides oversight of all graduate programs, regardless of its modality of

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<sup>14</sup> <https://sacscoc.org/app/uploads/2020/09/Guidelines-for-Evaluation-of-Distance-Education.pdf>

<sup>15</sup> <https://strategicplan.goucher.edu/wp-content/uploads/Goucher-College-Strategic-Plan-2021-2025.pdf>

instruction.

**d) Curricula for the institution's online learning offerings are coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.**

Goucher College has been offering online program for 25 years, and the success of these online programs comes in part from their academic rigor, which results from the close collaboration that exists between faculty and instructional designers as well as the incorporation of evidence-based standards of quality for online instruction (i.e., Quality Matters).

**e) The institution evaluates the effectiveness of its online learning offerings, including the extent to which the online learning goals are achieved, and uses the results of its evaluations to enhance the attainment of the goals.**

At the end of each academic year, the Program Director and faculty will evaluate the progress students have made toward achieving learning goals, an evaluation that will rely on evidence-based rubrics, which will be used to rate assignments in each class. Based on these results and course evaluations submitted by students, the program will make the necessary modifications, which will be implemented with the help of instructional designers. This process will operate iteratively each year.

**f) Faculty responsible for delivering the online learning curricula and evaluating the students' success in achieving the online learning goals are appropriately qualified and effectively supported.**

Many of the courses in the proposed program will be taught by faculty with multiple years of teaching experience and terminal degrees in their fields. Other courses will be taught by a mix of practitioners, lecturers, and adjunct faculty with specific content knowledge related to their respective courses. These faculty will be supported by CAST, which offers mandatory workshops as well as professional development opportunities. CAST relies on evidence-based approaches that improve the performance and engagement of all students.

**g) The institution provides effective student and academic services to support students enrolled in online learning offerings.**

Students admitted into Goucher's graduate programs receive an orientation to online learning, including the use of Canvas, Goucher's learning management tool. Students also receive support from an academic advisor, who helps them navigate the curriculum and assists them with career opportunities; librarians who aid

students with the electronic resources available to them at the library; graduate financial aid experts, who help students with financial matters; accessibility services specialists, who provide appropriate accommodations that permit students to have an equal academic opportunity; and career advisors, who guide them through different career path options.

**h) The institution provides sufficient resources to support and, if appropriate, expand its online learning offerings.**

Goucher College regularly embarks on a multi-year budgetary exercise that includes sufficient resources to maintain existing online program and to support new ones. Funds are allocated for marketing, outreach, recruitment, salaries, instructional and technology support, finance, administration, and cybersecurity, among others. Funds are also allocated for exploring new online programs and new course development as illustrated in Tables 1 and 2 (Sections L 1 and L 2).

**i) The institution assures the integrity of its online offerings.**

Upon acceptance, students receive a unique ID and password to access Goucher's network, Canvas, and the registration system. Before starting each class, students must verify their identity, and instructors are responsible for corroborating the integrity of the work submitted by students, who are regularly reminded in each course about Goucher policies regarding plagiarism. In addition, Goucher College adheres to all FERPA regulations.

## Appendix A – Course Descriptions

### *Core Courses*

**APP 6xx – Introduction to Data Analysis (3 credits).** This course introduces students to the essential tools needed for policy analysis—statistics, hypothesis testing, probability, data management, data visualization, and regression analysis.

**APP 6xx – Advanced Data Analysis (3 credits).** This course is a continuation of Introduction to Data Analysis, in which students explore causal inference. This course explores more advanced methods of analysis in order to understand how to infer true causal relationships using both experimental and quasi-experimental methods. Additionally, students learn how to differentiate between correlation and causation.

**APP 6xx – Data Ethics (3 credits).** This course will explore ethical issues centered around the use of data. There is an abundance of data in the world and how that data is used is important when answering complex real-world issues. This course will discuss the responsibilities of researchers whose goal is to disseminate information gleaned from proper data analysis to a wide audience.

**APP 6xx – Time Series Data Methods (3 credits).** This course focuses on methods of analysis for data that is tracked over various periods of time—time series. The application of such methods are useful for identifying underlying trends that inform movements of variables, including past and future behavior.

**APP 6xx – Data Management and Visualization (3 credits).** This course will introduce students to data gathering and visualization processes. Real world data can be messy. All data tells a story, and how that story is told depends on how the data is collected, tested, and presented. Being able to properly handle data in various formats and being able to decipher good data from bad data is critically important for any policy analyst. Students will learn how to gather data from various sources to answer real-world policy questions and present their findings in written and presentation form.

**APP 6xx – Economics for Policy Analysis (3 credits).** This course explores the application of microeconomic theory to real-world policy and social issues. This includes topics such as resource allocation, incentives, opportunity cost, market failure, government intervention, uncertainty, consumer and firm behavior, and constrained optimization.

**APP 6xx – Behavioral Analysis (3 credits).** Policies are enacted in many ways in order to influence the choices people make. This course will explore human behavior and incentives as it relates to policy-related issues, including discussions about education policy, health care policy, and environmental policy among other topics. This course will draw from insights from economics, psychology, biology, sociology, and anthropology.

**APP 6xx – Applied Policy Analysis (3 credits).** This course will give students the chance to apply their policy knowledge to real world examples. Students will evaluate policy across various policy areas using the toolkit they have developed in previous courses. Students will be given prompts regarding current policy questions and will be required to critically analyze their efficacy in both written and presentation form to a wide audience consisting of those from both technical and non-technical backgrounds.

**APP 6xx – Capstone for Applied Policy Analysis (3 credits).** This course will require students to conduct original research focused on current policy issues. Students will choose a policy area and come up with a strategy for analyzing a particular question within that policy realm and present the results in written and oral form. This course is intended for students to showcase all of the tools they have learned in previous classes.

### ***Electives***

**APP 6xx – Education Policy (3 credits).** This course will explore and discuss current issues surrounding education-related policy. Students will delve into various topic areas as chosen by the instructor. Topics may include educational inequality and opportunity, school readiness, education and the law, instruction policy, higher education policy, and school finance. This course will involve discussion, data collection and analysis, and written and oral presentation on topic areas covered.

**APP 6xx – Health Policy (3 credits).** This course will cover various topics related to health policy. The topics discussed will be chosen by the instructor. The course will be centered around current issues surrounding health policy such as health care equity, access to health care, insurance, retirement and aging, population dynamics, and access to medical data. This course will involve discussion, data collection and analysis, and written and oral presentation on topic areas covered.

**APP 6xx – Environmental Policy (3 credits).** This course will explore issues surrounding environmental-related policy. The topics discussed will be chosen by the instructor. Topics may include environmental protection, natural resource use, energy policy, transportation policy, and national and international climate policy. This course will involve discussion, data collection and analysis, and written and oral presentation on topic areas covered.

**APP 6xx – Social and Public Policy (3 credits).** This course will explore topics centered around social and public policy. The topics discussed will be chosen by the instructor. Topics may include minimum wage policy, housing policy, social welfare policy, and criminal justice policy. This course will involve discussion, data collection and analysis, and written and oral presentation on topic areas covered.