

Of the discussion questions asked, almost every table answered the Student Success & Completion question (32/36 tables) and most also answered Enrollment (24/36 tables).

**Student Success & Completion: *UMS retention & completion rates have remained relatively unchanged for a number of years. Which campus or system-level strategies would be most impactful on retention & completion?***

All campuses:

Advising strategies

Early Alert systems and

Early Alert process improvement, training (how to respond to the alert for best outcomes)

Financially incentivizing persistence and completion

\* Most campuses other than UM expressed concern that Think 30 and 15 to Finish are not applicable or fully relevant to part-time students, those with significant resource barriers and/or underprepared students

Multiple campuses:

Supplemental Instruction, other course or program-based academic support

Additional support staff for under-prepared and ESL students

Building and publicizing academic pathways (course sequencing, academic planning, multiple offerings and options for meeting requirements)

Specific institutional data on why students leave

Other

Co-curricular programming, Engaging students on campus, Adequate facilities

**Enrollment: *Consider the various populations that compromise our enrollment, which populations should be a priority?***

UM - Traditional undergraduate & graduate, international

Strategies: Increase interactions with local middle/high school students, \* Invest in faculty/support for programs that have increased enrollment

UMA – Adult, part-time, second-degree students, On-line students, veterans

Strategies: Responsive to workforce needs, credentialing, graduate programs

UMF – Traditional in-state & out-of-state (many Pell eligible, 1<sup>st</sup> generation),

Veterans may be a population to go after, Overcome/remove the dis-incentive for enrolling Native Americans

UMFK – Local traditional and adult students, veterans now; Increase full-time traditional OOS and international students; Strategies: Workforce needs, micro-certificates, credentialing, graduate programs

UMM – Local students, veterans; increase first year OOS and international students

UMPI – First-year, transfer and Adult learners, veterans & Native Americans

USM – Adult and transfer students; increase OOS, international. Increase/market low residency, blended options for working adults

18 tables/36 discussed Academic Programming (some did not respond to the specific questions but provided general input)

**Academic Programming – *What other criteria would you recommend for new program development? and Which academic disciplines might be better positioned for program collaboration across campuses?***

Need for fast-track process for new programs

#### Criteria

- Market research
- Workforce needs (including stackables, credentialing)
- Workforce readiness
- Time to graduation (including 3+2, 4+1)
- Cross-disciplinary faculty and programs
- Graduate programs
- Field experience, life-skills (critical thinking, problem solving, etc.)
- Invest in mission differentiated/signature programs
- Basic research should be valued

#### Collaboration

- Nearly all commented on current barriers to collaboration (transfer credit, enrollment and advising for multi-campus students, course numbering, etc.)
- Collaborate on low enrolled programs

6 tables/36 discussed Metrics.

**Proposed Metrics – *Are these the right metrics, If not, what would you suggest?***

- Need more clarification of metrics in general and accessibility of data
- Graduate and employer surveys important
- Concern with 6 year graduation rate given that so many of our students are part-time (metric for part-time degree attainment?)
- Transfer students who graduate should be credited to both campuses
- ME R&D impact studies
- Regional and national relevance (as well as state)
- Metric for program relevance?