



# *Building Futures, Strengthening Maine*

## Strategic Resource Allocation Planning Update

Board of Trustees Meeting

November 14, 2016

# Building Futures, Strengthening Maine

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## **I. Executive Summary**

In May 2016, the Board of Trustees adopted a set of four primary outcomes to guide the work of strategic resource planning for the next five years: increase enrollment; improve student success and completion; enhance the fiscal positioning of the University System; and support Maine through research and economic development. In addition, the Board identified two secondary outcomes to supplement this work: develop relevant academic programming that supports student success and meets state needs; and engage the University workforce.

In June 2016, the Chancellor appointed a small working group to conduct scenario planning for the purpose of scoping the direction of the work, the strategies for achieving the outcomes, and the level of investment resources that would be required. The working group engaged campus leadership in a brainstorming exercise to identify strategies appropriate to each campus, then mapped the strategies to the outcomes and developed a set of preliminary recommendations on investments.

The Chancellor led an initial round of campus visits to introduce the Board's primary outcomes and the work underway to develop a plan for the strategic allocation of resources to support those outcomes. The working group then led a second round of campus visits for the purpose of engaging the campus communities in discussion of the preliminary recommendations, including ascertaining priorities and identifying any gaps. These forums focused in particular on strategies and investments related to enrollment, student success, and academic programming. Additionally, the working group met with the faculty and the student representatives to the Board to introduce and discuss the work underway and held a summit of the campus and system leadership teams to discuss the preliminary recommendations and share feedback from the campus visits.

This update includes a summary of the feedback received on the proposed investments during the campus forums; draft metrics for measuring progress towards achieving the primary outcomes; a model of the potential impact of these investments on the multi-year financial analysis; a SWOT analysis; and a draft schedule for the next phase of implementation planning.

Charter deliverables related to the current implementation design phase are due to the Chancellor in mid-December, including a plan for the integrated implementation planning phase – December 2016 to May of 2017. A final report is due to the Chancellor and the Board of Trustees in July 2017.

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## II. DRAFT Detailed Investments & Metrics

### A. Increase Enrollment

	Proposed Investments					
	FY18	FY19	FY20	FY21	FY22	Total
Dual Enrollment: NACEP Standards for QC	750,000	1,000,000	1,000,000	1,000,000	1,000,000	4,750,000
Adult Completion	250,000	250,000	250,000	250,000	250,000	1,250,000
Unified Online Implementation	750,000	1,000,000	1,000,000	1,000,000	1,000,000	4,750,000
Transfer Counselors at Community Colleges	288,392	295,602	302,991	310,564	318,324	1,515,873
Enrollment Managers for Small Campuses	398,840	408,811	419,030	429,503	440,236	2,096,420
Market Research	150,000	150,000	150,000	150,000	150,000	750,000
Marketing	500,000	1,000,000	1,000,000	1,000,000	1,000,000	4,500,000
<b>Sub-total Increase Enrollment</b>	<b>3,087,232</b>	<b>4,104,413</b>	<b>4,122,021</b>	<b>4,140,067</b>	<b>4,158,560</b>	<b>19,612,293</b>

Metric	Target
Achieve or exceed the 5-year enrollment management projections and the corresponding revenue estimates in the MYFA – by population & by campus	Year over year improvement to achieve/exceed X% enrollment increase by FY22

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## B. Improve Student Success & Completion

### Proposed Investments

	FY18	FY19	FY20	FY21	FY22	Total
EAB Campus Implementation (Early Warning Tool)	183,500	115,000	115,000	115,000	115,000	643,500
Completion Campaign – Think 30, etc.	7,500	7,500	7,500	7,500	7,500	37,500
Professional Development - Advising etc.	50,000	50,000	50,000	50,000	50,000	250,000
Surveys: students, faculty, alumni & employers	60,000	60,000	60,000	60,000	60,000	300,000
MaineStreet Investment (Data Clean-up Phase II)	0	0	1,000,000	2,000,000	2,000,000	5,000,000
Developmental Supports	80,000	80,000	80,000	80,000	80,000	400,000
Student Retention Incentives	125,000	250,000	500,000	1,750,000	3,000,000	5,625,000
Navigators (additional)	697,970	715,420	733,303	751,630	770,413	3,668,735
Institutional Research & Reporting Team	415,714	426,107	436,758	447,674	458,861	2,185,115
<b>Sub-total Improve Student Success &amp; Completion</b>	<b>1,619,684</b>	<b>1,704,027</b>	<b>2,982,561</b>	<b>5,261,804</b>	<b>6,541,774</b>	<b>18,109,850</b>

Metric	Target
Achieve retention and completion rates equivalent to or better than peer institutions	Year over year improvement to achieve/exceed peer benchmark of X% retention and X% completion rates
Achieve student satisfaction/engagement rates equivalent to or better than peer institutions	Year over year improvement to achieve/exceed peer benchmark of X% satisfaction/engagement
Demonstrate through alumni satisfaction surveys that UMS graduates indicate they are well-prepared for the workforce or graduate education	X% of graduates indicate they are well-prepared for workforce or graduate education
Reduce the average debt of students within the UMS	Year over year improvement to achieve/exceed peer benchmark of \$X average debt
Achieve retention and completion rates equivalent to or better than peer institutions	Year over year improvement to achieve/exceed peer benchmark of X% retention and X% completion rates

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## C. Enhance the Fiscal Positioning of UMS

Proposed Investments – N/A

Metric	Target
Eliminate the Structural Budget Gap	Year over year decrease in the structural gap with elimination of the gap by FY22
Achieve year over year improvement in the Core Financial Ratios	Year over year improvement to achieve/exceed Composite Financial Index of 3.0 by FY22
Acquire the investment funds necessary for implementation of the Strategic Resource Allocation Plan	Achieve appropriation targets for FY18 to FY22

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## D. Support Maine Research & Economic Development

	Proposed Investments					
	FY18	FY19	FY20	FY21	FY22	Total
<b>Education &amp; General Funds</b>						
Director/Grant Writer	199,420	204,406	209,515	214,751	220,118	<b>1,048,210</b>
Community Engagement Innovation Fund	100,000	125,000	200,000	250,000	325,000	<b>1,000,000</b>
<b>Sub-total E&amp;G Funds</b>	<b>299,420</b>	<b>329,406</b>	<b>409,515</b>	<b>464,751</b>	<b>545,118</b>	<b>2,048,210</b>
<b>Investments from Other Funds</b>						
MEIF – Research Reinvestment Fund	2,100,000	2,100,000	2,100,000	2,100,000	2,100,000	10,500,000
Commercialization Bond*	10,000,000	10,000,000	10,000,000	10,000,000	10,000,000	50,000,000
<b>Sub-total Support Maine R&amp;ED</b>	<b>12,399,420</b>	<b>12,429,406</b>	<b>12,509,515</b>	<b>12,564,751</b>	<b>12,656,118</b>	<b>62,548,210</b>
• <i>competitive bond</i>						

Metric	Target
Increase investment in R&ED initiatives that support Maine	Achieve appropriation targets for FY18 to FY22
Increase number of commercialization and other partnerships with Maine industry	Year over year improvement to achieve <b>X</b> new partnerships by FY22
Demonstrate through impact studies by each campus or major program an upward trend-line of community engagement and economic impact	Year over year improvement to achieve <b>X%</b> engagement/impact by FY22
Demonstrate through employer satisfaction surveys that UMS graduates are meeting demands for labor, including for specific skills and occupations, and that graduates are well-prepared to fill workforce needs	<b>X%</b> of employers indicate satisfaction with graduates

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## E. Relevant Academic Programming

### Proposed Investments

	FY18	FY19	FY20	FY21	FY22	Total
Academic Programming Innovation Fund	850,000	850,000	850,000	850,000	850,000	4,250,000
<b>Sub-total Relevant Academic Programming</b>	<b>850,000</b>	<b>850,000</b>	<b>850,000</b>	<b>850,000</b>	<b>850,000</b>	<b>4,250,000</b>

Metric	Target
Track program vitality through ongoing development of sustainable, innovative programs that meet regional and state needs	Determine programs at risk by establishing minimum number of graduates per year by program
Increase student access and success through ongoing development of sustainable, innovative programs that meet regional and state needs	Increase the number of new programs by a minimum of 2 per year
Leverage faculty expertise and resources through shared program delivery	Increase the number of collaborative programs by a minimum of 2 per year
Quantify the market opportunities for growth of online programs aligned with university capacity	Quantify the market opportunities for new online programs by August 2017



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## F. University Workforce Engagement

Proposed Investments						
	FY18	FY19	FY20	FY21	FY22	Total
Curriculum/Instructional Designer	122,720	125,788	128,932	132,155	135,457	645,052
Core Compliance Content	80,000	80,000	80,000	80,000	80,000	400,000
Consulting Support - Student Experience	50,000	50,000	50,000			150,000
Talent Management System	150,000	75,000	75,000	75,000	75,000	450,000
Employee Surveys	15,000	15,000	15,000	15,000	15,000	75,000
Consulting Support – Service Vision & Values	20,000					20,000
Performance-based Recognition & Rewards	0	300,000	300,000	300,000	300,000	1,200,000
<b>Sub-total Workforce Engagement</b>	<b>437,720</b>	<b>645,788</b>	<b>648,932</b>	<b>602,155</b>	<b>605,457</b>	<b>2,940,052</b>

Metric	Target
Demonstrate through employee engagement surveys continual improvement in engagement scores and the penetration of vision and values	X% of faculty and staff indicate engagement and alignment with vision and values

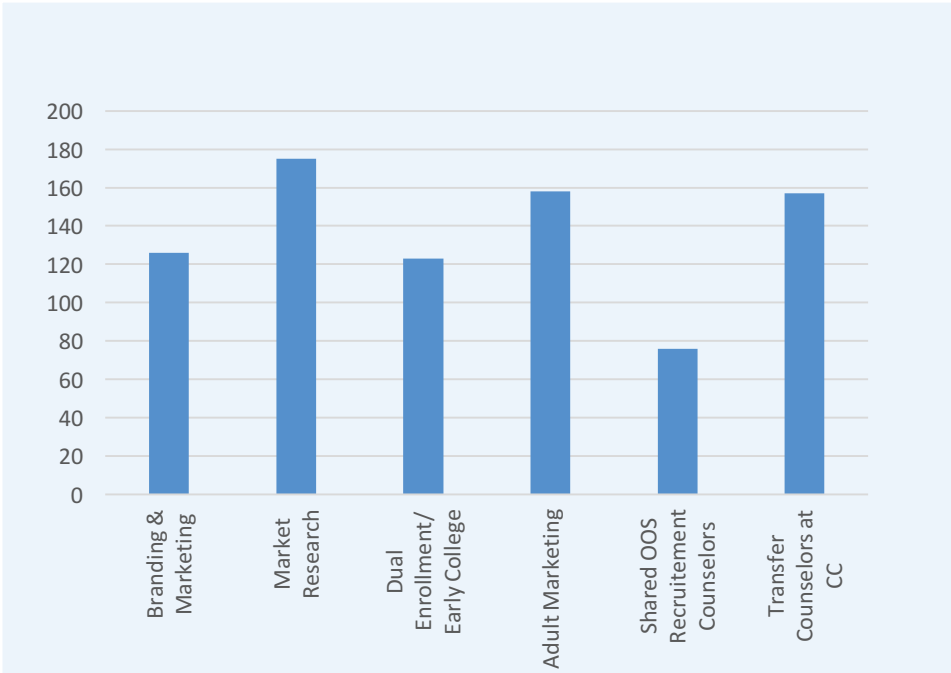
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## III. Feedback from Campus Forums

### A. Live Polling

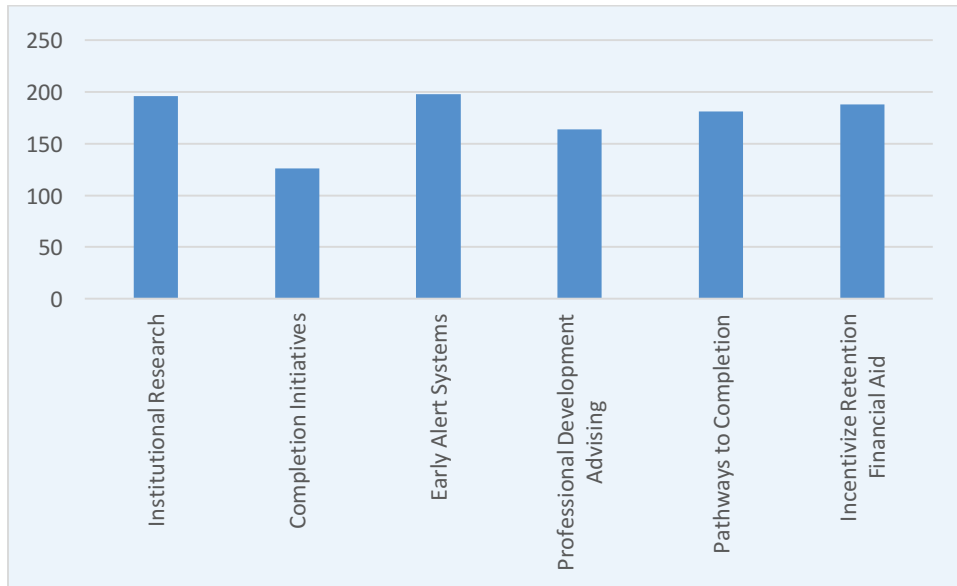
Live informal polling was conducted during the campus forums to get the “pulse” of participant sentiment. Polling questions focused on three of the outcomes: increase enrollment; improve student success and completion; and relevant academic programming. Investment priorities were ranked as follows: no importance; minor importance; neutral; somewhat important; highly important. The following charts depict the number of participants ranking the investment somewhat or highly important. Full results can be viewed in the Appendix.

### Increase Enrollment

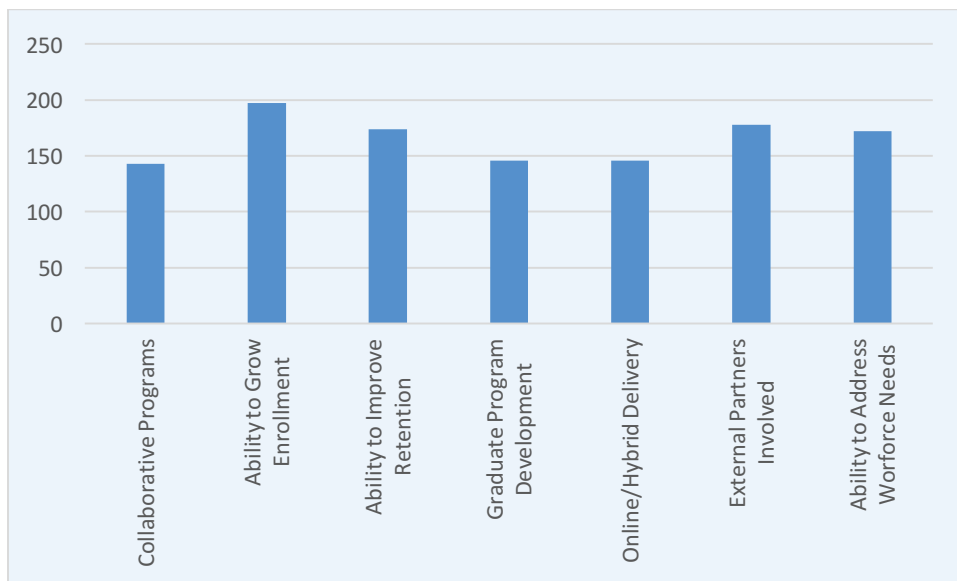


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## Improve Student Success & Completion



## Stimulating Development of Programs



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## B. Round Table Discussions

Campus forum participants were also asked to partake in round-table discussions on one of four topics: key performance indicators (metrics); increase enrollment; improve student success and completion; and relevant academic programming. Following are the themes that emerged.

### Prevailing Themes: General Observations

- **Advising:** All campuses noted a need for investments in advising, early alert systems and improved processes/training to act on alerts.
- **Completion Initiatives:** Concern regarding Think 30, 15 to finish at many campuses due to large numbers of non-traditional/part-time and/or minimally-prepared students
- **Counseling:** comments about social, mental, emotional support, school-life balance, emotional intelligence, etc.
- **Access to information:** comments about predictive capability, dashboard indicators, identifying students at risk, graduate surveys, student surveys, metrics, cost analyses, use of reporting tools, training on access to data, peer institutions, market priorities, IR capacity on every campus, etc.
- **Co-curricular efforts:** consciously consider co-curricular activities
- **Advising:** quality, workload, # of advisors
- **Nimbleness:** program development
- **Barriers to collaboration:** tuition, credit transfer, course content, course numbering, financial aid, etc.

### Prevailing Themes: Observations by Campus

#### UMM

- Significant need for supplemental instruction, other academic support, ESL
- Interest in additional OOS and international recruiting
- Concerns regarding facilities, housing if increasing out of state or international
- Co-curricular activities and opportunities

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## **USM**

- Working adult concerns and needs – childcare, extended hours and flexible scheduling, employer tuition reimbursement
- More flexible scheduling, mini-courses; evenings, week-ends and summer programming
- Course scheduling pathways (annual/multi-year scheduling)
- Concern around systemic barriers to collaboration (fin aid, registration, advising, transferability) and willingness of participants – Need for investment/resources to overcome these issues
- Need prioritized and sustained investments over time

## **UMA**

- Non-trad populations– need to help address family barriers (childcare, transportation, financial concerns, housing) and completion incentives
- Veterans
- On-line and multi-modal teaching
- Need for fiscal, human and facilities resourcing
- Stackable programs
- Selected grad programs
- Flexible timing and duration of courses
- Workforce responsiveness

## **UMaine**

- General Concern: polling methodology, background for questions, format of feedback
- General Concern regarding necessary faculty/academic investments as enrollment increases (faculty:student ratio, technology)
- Metrics and investment in basic as well as applied research
- International recruitment, building connections with middle/high school students
- Preparing students for the US & world (not just Maine)
- Question regarding market research for sustainable grad programs
- Student support and disability services for multi-campus students

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## **UMF**

- General Concern: wording of many of the questions
- Primary focus on traditional students – instate, OOS & international
- Interest in breaking out pell-eligible, 1st generation population as these students need more support
- Finish in Four difficult due to economic needs of students (financial aid, off-campus jobs)
- Student success in terms of outcomes, readiness for graduate school, citizens of the world
- Support/investment in field experiences, student travel and internships

## **UMPI**

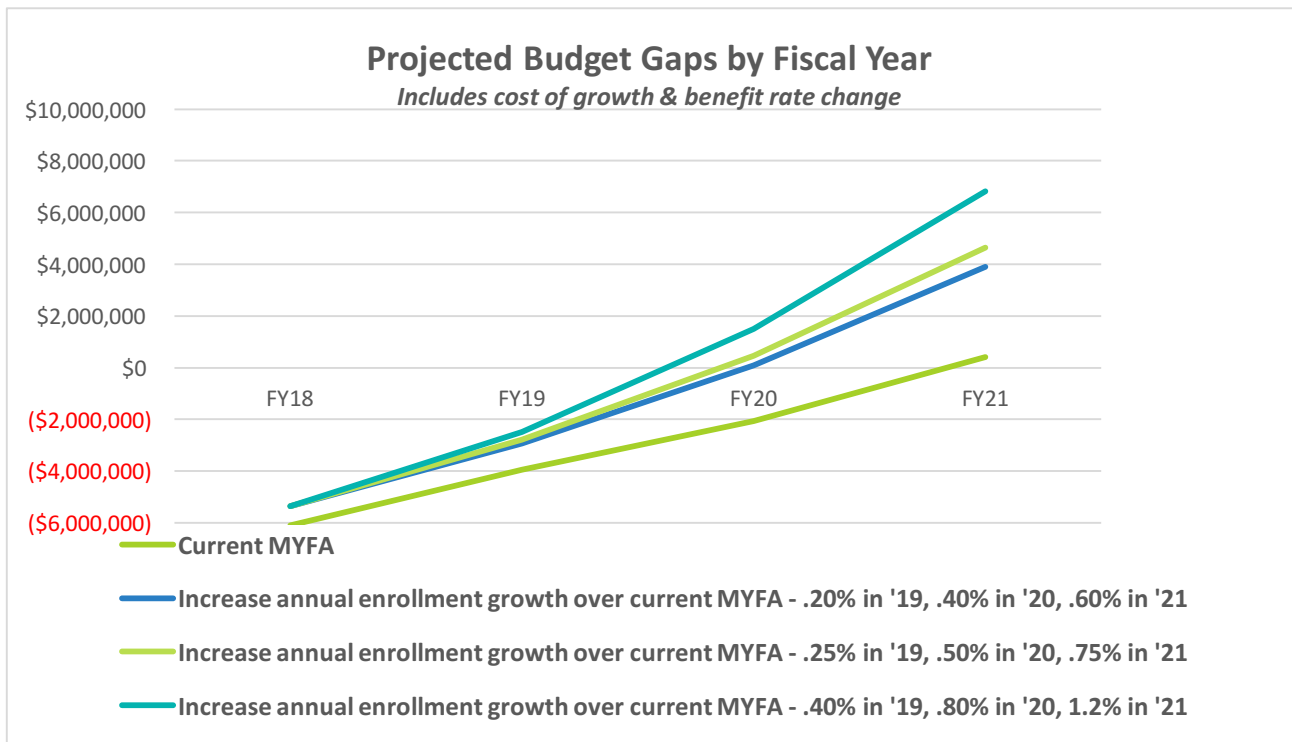
- Student mentoring and engagement
- Exit and graduate interviews/surveys
- Need for investment in facilities and grounds and co-curricular programming
- Pathways for completion and employment
- Transfer credit equivalencies within UMS and CC
- Workforce readiness & needs

## **UMFK**

- More recruiting for international and OOS students, veterans
- Noted discrepancy between student interest and workforce needs
- Student preparedness (and need for support)
- Student success in terms of outcomes, not just numbers
- Graduate programs
- Micro-credentialing
- Review of academic assets
- IR training – how to access data

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## IV. Impact on Multi-Year Financial Analysis



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## V. SWOT Analysis

### **Strengths**

- Fundamental – it's what we should be doing and it asks for the resources we need to be successful
- Comprehensive – all pipelines for enrollment; all pathways to completion
- Addresses all 4 primary outcomes & the 2 secondary outcomes:
  - Increase Enrollment
  - Improve Student Success
  - Enhance Fiscal and Strategic Positioning
  - Support for Maine Industry through R & ED
  - Relevant Academic Programming
  - Workforce Engagement
- Builds upon 2014 Strategic Outcomes, especially SI Targets 1 – 4
- Optimistic, but Realistic
- No structural changes required
- Balances “systemness” with “differentiation”
- Metrics are clear; positions the System to be data driven
- Provides a roadmap for allocation of future resources
- Builds upon current investments (operations & infrastructure)

### **Weaknesses**

- Fundamental – it's what we should be doing; missing the “wow” factor
- Workforce may not be ready; haven't engaged them to embrace change

### **Opportunities**

- Move the needle on student success and completion
- Meet state workforce needs
- Advance state R&ED needs
- Fiscally position the University System for vitality

### **Threats**

- Dependent upon Governor & Legislature approval of appropriation request
- Competitors could still outdistance us



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## **VI. Integrated Implementation Planning Schedule**

### **November 2016**

- Update to Board of Trustees – November Meeting

### **December 2016**

- Complete Deliverables for Design Phase – Report due to Chancellor

### **January 2017**

- Update to Board of Trustees – January Meeting
- Hire Institutional Research & Reporting Staff

### **February – April 2017**

- Identify Peer Institutions by Campus

### **January – May 2017**

- Integrated Implementation Planning
  - Campus-level Planning – Alignment of Planning with Institutional Mission
  - Integration of Planning Efforts with Enrollment Management & Budget Plans
  - Develop Detailed Implementation Plan – Investments & Metrics
  - Track Legislative Agenda re: Investment Funds

### **March 2017**

- Update to Board of Trustees – March Meeting

### **April 2017**

- Conduct a Round of Campus Visits

### **May 2017**

- Update to Board of Trustees – May Meeting

### **May – June 2017**

- Finalize Investments & Metrics – Draft the Report

### **July 2017**

- Report to Board of Trustees – Detailed Integrated Implementation Plan

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## **Appendix**

- A. Strategic Resource Allocation Implementation Design Team Charter
- B. Feedback from Campus Forums - Detail