



2016-2020 STRATEGIC PLAN

METRICS UPDATED January 29, 2020

TRANSFORMING LIVES: STUDENT SUCCESS AND ACADEMIC ACHIEVEMENT

INTRODUCTION

UMA embarked on a strategic planning process in the fall of 2014 to update its strategic plan for 2016-2020. The plan was subsequently revised in 2017 and the metrics were revised in 2019. Our plan includes refocused and bold mission and vision statements, a set of key UMA values, seven measurable goals and a set of actions for achieving these goals. The strategic plan, *Transforming Lives: Student Success and Academic Achievement*, extends our commitment to our statewide mission; it extends our commitment to on-site and distance education; and it extends our commitment to telling our story of how we transform students' lives of all ages and backgrounds throughout Maine and beyond.

STRATEGIC PLANNING PROCESS

The process for developing our 2016-2020 strategic plan began in the fall semester of 2014 with the formation of a strategy team made up of faculty and administration. This team hosted a series of discussion forums in Augusta, Bangor and the University College Centers where the entire community was invited to participate. The first discussion forum focused on UMA's mission, vision and goals while a follow-up workshop developed a comprehensive list of strengths, weaknesses, opportunities and threats and then identified key strategies and supporting actions that could leverage strengths and opportunities as well as address threats and weaknesses. As a result of these discussions, the strategy team developed seven measurable long-term goals and three key strategies to achieve them.

In the Fall of 2017, President Wyke invited all members of the UMA community to participate in a process of re-grounding in the strategic plan in order to better define our collective vision for the future and align our limited resources behind those strategies that will help us to be most successful in fulfilling the vision. Three sets of open forums were held on the Augusta and Bangor campuses and a series of roundtable discussions took place in Augusta, Bangor and the University College Centers; the recognized governance sectors of the UMA community were invited to submit formal feedback and recommendations; and three campus-wide surveys were conducted. This document sets forth a new Vision Statement for UMA, as well as a revised Strategic Plan.

MISSION STATEMENT

UMA transforms the lives of students of every age and background across the State of Maine and beyond through access to high-quality distance and on-site education, excellence in student support, civic engagement, and professional and liberal arts programs.

UMA's average student is 33 years old, and transfers in about 40 credits. UMA also has a growing population of traditional age students, which make up about 30% of our student body.

US News and World Report currently ranks UMA in the top 50 for Best Online Bachelor's Degree and in the Top 30 for Best Online Bachelor's Degree for Veterans.

UMA is a leader in best practices for student services. Our advising and learning success teams work with academic programs to guide students through UMA and to prepare students for their immediate next destinations and lifelong professional pursuits.

UMA provides a broad-based liberal arts education and we are committed to a robust array of educational opportunities for all of our students. We offer students innovative ways to achieve general education competencies, including integrated courses with educational travel to Cuba and Haiti. Some of our classes partner with classes in Europe for real time exchange of ideas across continents. Students in a variety of fields engage with faculty in scholarly research and creative activity. Many students participate in internships with businesses and nonprofit organizations. Looking to the future, UMA will continue to expand opportunities for students to participate in experiential learning and engage with the broader community by utilizing New Ventures Maine as the administrative coordinator for the continuum of civic engagement activities statewide.

VISION STATEMENT

As an engaged learning community, the University of Maine at Augusta will continuously pursue innovative and best-in-class pedagogy, technology and services to enhance student learning and success. UMA is committed to delivering quality academic programs, on-site and at a distance, that prepare students to succeed as engaged citizens, professionals and leaders in enriching and advancing communities in Maine and beyond.

With 59% of our students enrolled online or through our University College Centers, UMA is at the forefront of flexible distance education in Maine through multiple modalities, with fully online academic program options in Applied Science, Business Administration, Computer Information Systems, Cybersecurity, Information and Library Sciences, Interdisciplinary Studies, Justice Studies, Liberal Studies, Mental Health and Human Services, Public Administration, RN to BS in Nursing, and Social Science.

UMA also offers programs in Architecture, Art, Aviation, Biology, Contemporary and Popular Music, Dental Assisting, Dental Hygiene, English, Medical Laboratory Technology, and Veterinary Technology.

UMA delivers many programs throughout Maine, including the Augusta and Bangor campuses; and the Brunswick, East Millinocket, Ellsworth, Houlton, Rockland, Rumford, Saco, and South Paris UC centers; the Hutchinson Center in Belfast and Lewiston-Auburn College.

UMA VALUES

During UMA's original year-long Strategic Planning process in 2014-2015, the UMA community identified the following key values:

UMA is responsive and student-centered.

- Supporting students transferring credits and granting credit for prior learning.
- Meeting the educational and economic needs of our communities.
- Responding to student demands for different modalities of coursework.
- Fulfilling the state demand for early college opportunities.

UMA is nimble.

- Developing a B.S. in Aviation within a year and a half of identifying the need.
- Implementing a plan to assist Verso paper mill employees to attain bachelor's degrees.
- Partnering with UMFK to deliver a Bachelor of Science in Nursing.
- Developing a B.S. in Cybersecurity to address an emerging computer science field.

UMA is adaptable.

- Offering abbreviated sessions for students who enroll after regular classes begin.
- Teaching courses in a variety of modalities simultaneously, including video and online.
- Offering a majority of UMA courses at UC centers and sites.
- Offering Applied Science and Liberal Studies bachelor's degrees for degree completion.
- Offering an individualized bachelor's degree program in Interdisciplinary Studies.

UMA is collaborative.

- Partnering with UMPI and MaineGeneral on a Medical Laboratory Technology program.
- Partnering with UMFK to deliver a B.S. in Nursing program at Augusta.
- Collaborating with UMPI and UMM to deliver education pathways for students.
- Collaborating with Maine Instrument Flight to deliver a B.S. in Aviation.

UMA is accessible.

- Offering one of the lowest tuition rates in the University of Maine System.
- Offering a network of centers and sites and many programs and classes online.
- Partnering with the Maine Department of Corrections to deliver prisoner education.
- Proudly serving students of all ages throughout Maine and beyond.

MEASURABLE LONG TERM GOALS

1: Strengthen Student Success

Student Onboarding

- Increase the percent of overall participation in Onsite or Online New Student Orientation to 50.0% for the Fall 2020 cohort.

Student Advising

- Decrease the faculty-student ratio in advising from 1:92.5 in Fall 2014 to 1:88 in Fall 2020.

Student Retention

- Increase the Fall to Spring Retention rate for Baccalaureate students to 83% in Fall 2020 (Fall 2019 cohort).
- Increase the Fall to Fall Retention rate for Baccalaureate students to 58% in Fall 2020 (Fall 2019 cohort).

Degree Completion

- Increase the 6-year graduation rate of first-time, full-time Baccalaureate students to 16% in Fall 2020 (Fall 2014 cohort).
- Increase the 6-year graduation rate of all Baccalaureate students to 25.0% in Fall 2020 (Fall 2014 cohort).

Student Default Rate

- Decrease the overall three-year cohort default rate to 15.0% in Fall 2020 (2016-17).

2: Advance Academics

Academic Programming

- Offer at least two additional baccalaureate programs at UMA.
- As opportunities arise, offer one or two graduate-level programs.

Student Experience

- Increase the percent of Seniors who indicate they have completed or are completing an internship, field experience, etc. in the National Survey of Student Engagement (NSSE) to 27% in Spring 2020.
- Increase satisfaction in the overall quality of academic program in the UMA Graduating Student Survey to 92.0% for Spring 2020 graduates.

3: Access, Branding, & Community Engagement

Access

- Increase the number of newly matriculated students who participated in the UMA Early College program participants to 50 in Fall 2020.
- Increase the number of newly matriculated adult students (over age 25) to 490 in Fall 2020.

Student Aid

- Increase the number of newly matriculated Pine Tree Pledge recipients to 118 in Fall 2020.
- Maintain or increase the recent number of newly matriculated ME Adult Degree Completion Scholarship recipients to at least 17 in Fall 2020.

Branding

- Increase the percent of new sessions to uma.edu to 43.0% in Fall 2020.

Recruitment

- Increase the overall recruitment visits to 203 in Fall 2020.

4: Financial Sustainability

- Increase the number of credit hours to 74,183 in FY19 and 77,521 in FY 2020.
- Make progress on the financial turnaround by achieving, or improving upon, the budgeted surplus/(deficit) of (2,999) in FY19 and (1,999) in FY20 (*in thousands*).

Graphs supporting the goals in the Appendix.

KEY STRATEGIES

UMA's actions will be guided by three key strategies that are designed to support UMA in achieving its long-term strategic goals. These three themes address how UMA will leverage and strengthen its competitive advantages while mitigating potential threats and weaknesses.

Strategy #1. Improve Retention by Strengthening Student

Success Strategy #2. Advance Academics

Strategy #3. Cultivate Reputation and Resources

ACTIONS SUPPORTING KEY STRATEGIES

Strategy #1. Improve Retention by Strengthening Student Success

All Student Success initiatives will be designed under the following guiding principles:

- Integrating student support with coursework.
- Setting high expectations while also providing strong support.
- Incorporating intensive student engagement.
- Developing a student success agenda designed for scale.
- Providing targeted professional development to insure high-quality implementation of student success agenda.
- Assuring that programming responds to the needs of students engaged in distance as well as face-to-face modalities.

1.1 Enhance new student on-boarding processes.

1.1.1 Refine Assessment & Placement.

- Review current policies and practices.
- Expand current academic assessment testing to include testing for non-cognitive skills and other indicators that could help identify at risk students.
- Establish program specific markers and outreach to students who miss markers.

1.1.2 Improve Orientation.

- Develop mandatory on-line orientation.
- Continue on-site orientation programs as a complement to online new student orientation, with a focus on connection and engagement.

1.1.3 Develop a summer program for Bridge Year students and explore offering for all early college students.

1.2 Strengthen student support services and refine communication with students.

1.2.1 Fully implement a student relationship management system (TargetX) to enhance communication with prospective students.

- 1.2.2 Establish and execute an integrated action plan that sharpens alignment of academic programs and student services to key “momentum points” in the student life cycle with the aim to proactively drive increased enrollment.
- 1.2.3 Develop a Cyberspace Master Plan to provide all students with digital pathways to services and support.
- 1.2.4 Expand capacity to meet the library needs of distance students.

1.3 *Focus on the First Year Experience (FYE).*

- 1.3.1 Review current policies and best practices and develop appropriate COL 1XX course(s) focused on the development of non-cognitive student success and professional skills.
 - Teach techniques for effective learning online and in other modalities.

1.4 *Explore strategies to create learning communities focused on academic program, geographies or other cohort groupings.*

- 1.4.1 As part of the Academic Programs of the Future pilot, explore faculty-driven academic program specific FYE initiatives such as an introductory course and/or onboarding activity to create cohort experiences for students, including those online and geographically dispersed.
- 1.4.2 Pilot offering General Education courses that support cohort creation for new, transfer and returning students.
- 1.4.3 Provide increased support for faculty to participate in Learning Communities.
- 1.4.4 Expand the incorporation of cross-functional learning commons into our campus libraries.

1.5 *Improve Tracking/Advising.*

- 1.5.1 Review current tracking/advising policies and procedures.
 - Create a role for adjunct faculty in advising.
 - Improve access to services (i.e. mobile friendly) for all students.
 - Expand support for online students.
- 1.5.2 Develop student tracking and early warning system.
 - Leverage analytics to improve processes.
 - Evaluate student tracking software.
 - Train and increase support for faculty and staff to use the system.
- 1.5.3 Integrate embedded class stewards into barrier courses.
 - Integrate student support within courses; focus on intro/gateway/barrier courses & highest enrollment courses with lowest success rates.
- 1.5.4 Develop incentives (e.g., course discounts, bookstore gift certificate, free book) to encourage timely registration and student persistence.

- 1.5.5 Ensure Timely Registration.
 - Review current policies and practices regarding registration.
 - Send personalized registration messages (recommend courses based on Degree Progress).
 - Expand opportunities for group registration through activities such as wish list events.

1.6 *Expand state-wide internship program opportunities for students.*

- Partner with the New Ventures Maine, the Maine State Chamber of Commerce and other partners to promote state-wide opportunities.

1.7 *Intensify relationships with employers to identify additional enrollment opportunities.*

Strategy #2. Advance Academics

2.1 *Complete the full re-integration of University College into UMA to enhance UMA's statewide mission.*

2.1.1 Increase number of courses offered onsite at the regional centers to establish and reinforce regional availability and presence.

2.1.2 Expand academic support for distance and online students (e.g. VAWLT, virtual academic writing and library tutor).

Curriculum

2.2 *Develop new programs through internal and external collaboration.*

2.2.1 Offer new graduate level programs to meet regional and state needs.

2.2.2 Encourage the development of interdisciplinary and multidisciplinary programs through faculty collaboration within UMA and UMS.

2.2.3 Increase pathways through expansion of credits for prior learning.

- Strengthen promotion of credit for prior learning options and benefits.

2.3 *Continuously improve existing programs.*

- Upgrade and redesign courses to meet current best practices and ensure ADA compliance.
- Improve retention by strengthening student engagement with academic programs.
- Explore opportunities to evolve the academic program curricula to engage students with faculty in research, discovery, creativity and innovation.
- Enhance global citizenship, by exploring opportunities for students to learn about the emerging world community and their role in it.
- Review and improve annual report process to include action plan evaluation.

- Pilot *Academic Programs of the Future* to align and enrich the learning experience for distance and on-site students through pedagogical design, technological platform, structured interventions, and assessment of learning outcomes; and provide faculty with incentives and support for pilot participation.

2.4 Refine approach to developmental education courses.

Faculty

2.5 Support faculty in adopting high impact teaching practices.

- 2.5.1 Leverage instructional design resources.
- 2.5.2 Expand the tools and processes to assist faculty in the continuous development and improvement of their teaching skills and courses (i.e. course peer review program).
- 2.5.3 Establish annual student survey to provide feedback on advising.
- 2.5.4 Participate in College Education Quality (CEQ) project with Columbia University.
- 2.5.5 Create communities to support teaching, learning and share best practices.
- 2.5.6 Refine expectations for tenure and post-tenure.
- 2.5.7 Explore additional opportunities for faculty scholarship, creative works, and research.

2.6 Develop improved integration and support of adjunct faculty.

- 2.6.1 Refine orientation of part-time faculty.
- 2.6.2 Establish a role for part-time faculty to participate in advising.

Strategy #3. Cultivate Reputation and Resources

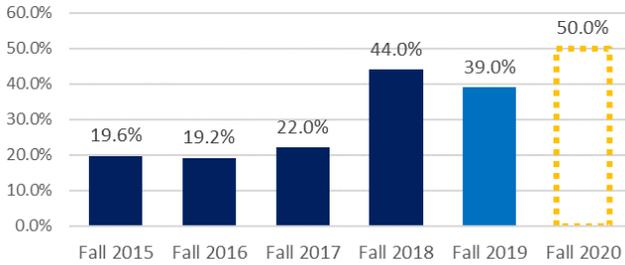
3.1 Grow the enrollment funnel.

- 3.1.1 Accelerate UMA's Bridge Year program.
 - Grow UMA's involvement with the Bridge Year program and develop a very deliberate complement of engagement activities.
- 3.1.2 With New Ventures Maine, University College Centers and others, increase partnerships with Community Colleges, Adult Education sites, high schools, employers, and other partners seeking to invest in workforce development.
- 3.1.3 Provide more flexible fall and spring term enrollment options.

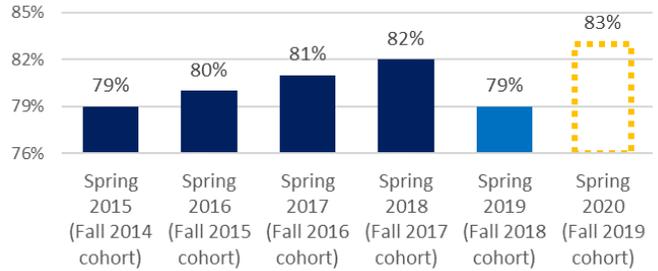
- 3.2 *Increase resources and focus in the marketing area.***
- 3.2.1 Develop a comprehensive stakeholder segmented communications and marketing plan.
 - 3.2.2 Conduct periodic market research to measure impact of communication plan on improving brand awareness and increasing enrollment.
 - Based on market research, assess current state of UMA brand and determine future direction.
 - 3.2.3 Increase targeted advertising in television, radio and print.
 - 3.2.4 Increase and ensure effectiveness of online and digital marketing.
 - Improve utilization of social media.
 - Evaluate and refine website.
 - 3.2.5 Execute direct recruitment marketing efforts.
 - Identify targeted segments (for example, high schools, adult learners, early college).
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- 3.3 *Complete logo and brand change for the-UMA campuses and UC centers.***
- 3.4 *Explore and leverage new student housing options to grow programs such as Architecture and Aviation as well as attract out of state and international students.***
- 3.5 *Build community connections through courses, internships and civic engagement.***
- 3.5.1 Strengthen opportunities for academic internships and externships.
 - 3.5.2 Utilize New Ventures Maine as the administrative coordinator for the continuum of civic engagement activities statewide.
- 3.6 *Aggressively pursue grant opportunities.***
- 3.7 *Partner with businesses and nonprofits to expand community engagement and career opportunities for students.***
- 3.8 *Enhance communication within the UMA community and effectively communicate our story to external stakeholders.***
- 3.8.1 Create a variety of forums for open discussion to engage students, faculty and staff in a culture of shared governance and continuous improvement.

Appendix

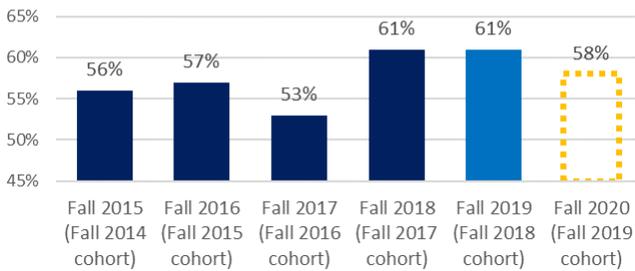
Percent of overall participation in Onsite or Online New Student Orientation



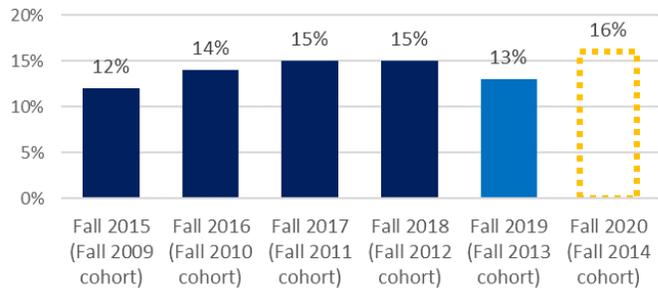
Fall to Spring Retention rate for Baccalaureate students



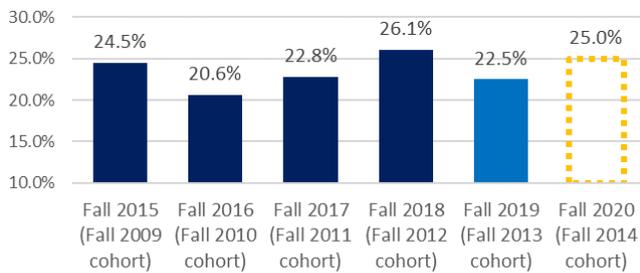
Fall to Fall Retention rate for Baccalaureate students



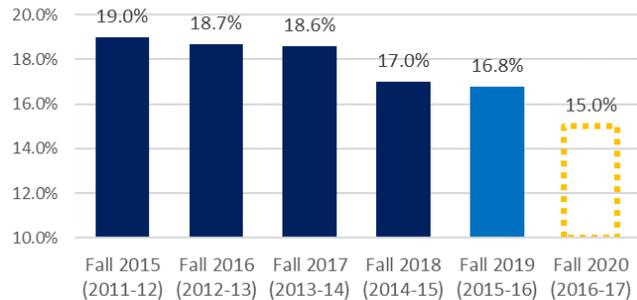
Graduation rate of first-time, full-time Baccalaureate students within 6 years (150% time)



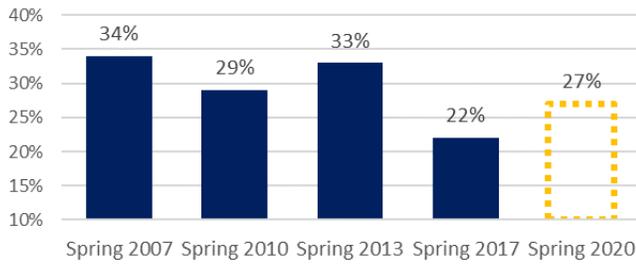
Graduation rate of all Baccalaureate students within 6 years (150% time)



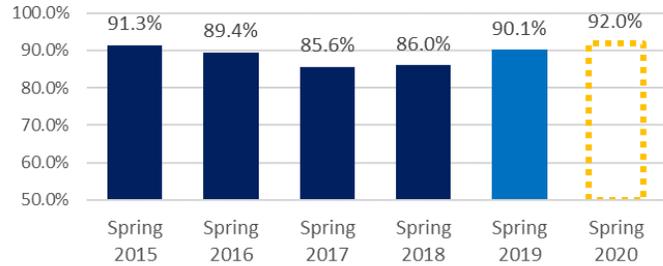
Overall three-year cohort default rate



Percent of Seniors who have done or in-progress with internship, field experience, etc. (NSSE)



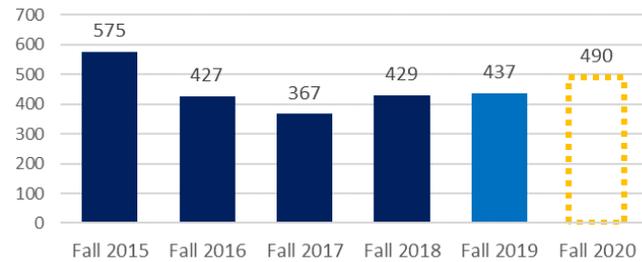
Satisfaction of overall Quality of Academic Program (GSS)



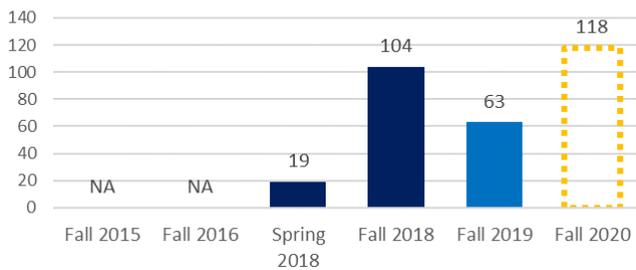
Number of newly matriculated students who participated in the UMA Early College program



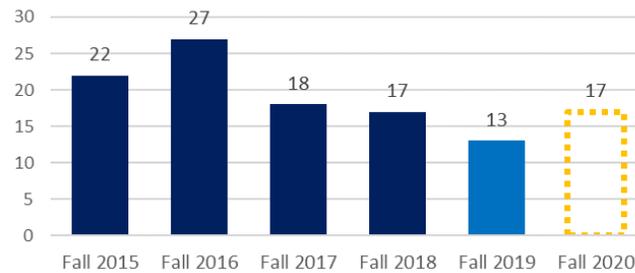
Number of newly matriculated adult students (age over 25)



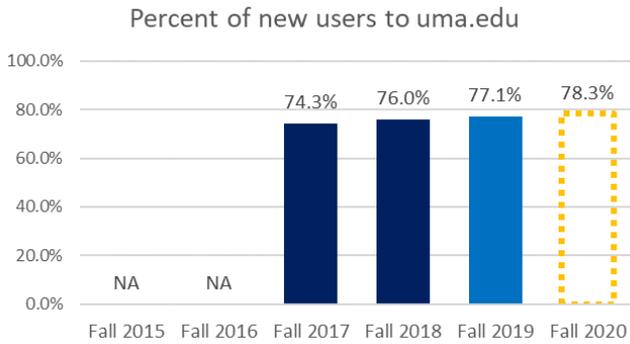
Number of newly matriculated Pine Tree State Pledge recipients



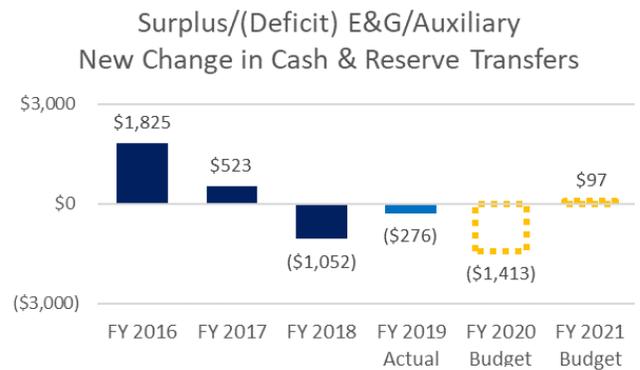
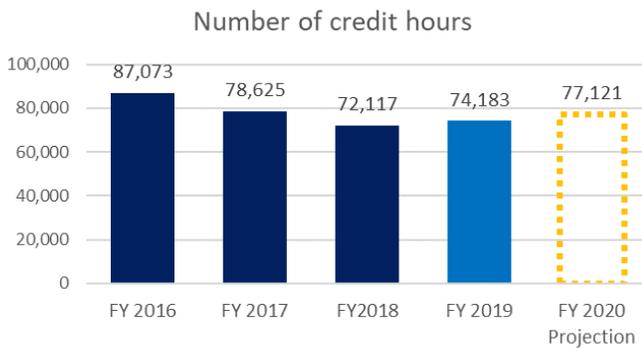
Number of newly matriculated ME Adult Degree Completion Scholarship recipients



Note: The decline in Fall 2019 is attributed to the change in award methodology for aid year 2020. Please see the additional graph on page 13.



Note: The metrics changed from new "sessions" to new "users." While the former includes both new and repeat visits, the latter indicates the unique visitors to the UMA site.



Note: \$ in thousands

The new financial aid methodology awards "success" scholarships that include Deans, Early College, and Transfers before the Pine Tree State Pledge award is determined.

