

12-6-2013

Direction Package Advisory Board Notes - December 6, 2013

Direction Package Advisory Board

Follow this and additional works at: https://digitalcommons.usm.maine.edu/direction_package

Recommended Citation

Direction Package Advisory Board, "Direction Package Advisory Board Notes - December 6, 2013" (2013). *Direction Package*. 21.
https://digitalcommons.usm.maine.edu/direction_package/21

This Article is brought to you for free and open access by the Institutional Memory at USM Digital Commons. It has been accepted for inclusion in Direction Package by an authorized administrator of USM Digital Commons. For more information, please contact jessica.c.hovey@maine.edu.

Direction Package Advisory Board Notes

December 6, 2013

University Events Room, Portland Campus

Attending:

Dave Stevens, Carlos Luck, Bill Wells, Rick Vail, Ed Mckersie, Bob Blackwood, Laurenz Schmidt, Andy Anderson, Jessica Picard, Margo Luken, Amy Amico, Kristi Hertlein, Joy Pufhal, Jon Barker, Matt Killmier (representing Christy Hammer until her late arrival), Lynn Kuzma, Mary Sloan, Kelsea Dunham, Jeanne Munger, Judy Shepard-Kegl, Gary Johnson, Pamela Roy, Joyce Gibson, Carol Nemeroff, Christy Hammer and Bruce Clary

Guests:

Martha Freeman, Dick Campbell, Susan Campbell, Bob Caswell, Dahlia Lynn, Jennifer Dean, Stephen Houser, Dick Barringer, Sharoo Wengland and Cecile Aitchison

Overview by Dave Stevens:

- Agenda
 - Up to now, the agenda has been developed by Dave, Theo and Jerry
 - Dave asked for additional agenda items and noted that specific additional educational agenda items should be influenced by the Board
 - If the DPAB thinks of additional agenda items or data they need/want they can let Dave know. Website for facilitator feedback is still: <https://www.surveymonkey.com/s/HTDQ7NH>
- Additional Data
 - Dave asked what additional data the DPAB needs to help form their opinions:
 - Additional data needed:
 - Facilities Sightlines presentation
 - Teaching and graduation numbers, number of majors, etc.
 - Financial details – would like to delve deeper into the individual college numbers and program numbers
 - What does it cost to educate students in different areas
 - Profit and loss margins by area
 - 5 year breakdown of enrollment by college, school, major, in both the graduate/undergraduate level
 - Faculty workload by program for the last five years
 - Tuition fee revenue and expenses by department

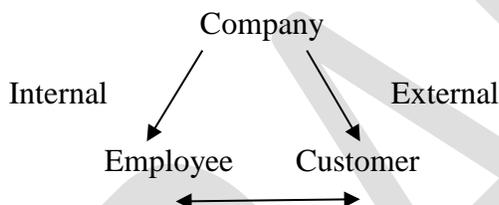
- Student to administrator cost ratios and administrative costs at the System and local levels
 - Title III grant
 - Who are USM's competitors?
 - What is USM competing on?
 - USM should do a competitive audit (promises)
- Comment: Some of the data should be distributed via email prior to meetings to be reviewed ahead of time. The presentations at the meetings should be about asking and following up on questions instead of a step-by-step breakdown of the information
- Comment: Data that is for the DP group only, ex. competitor comparison data, should be placed onto the Blackboard site instead of the website
- Competitive Advantage:
 - Competitive advantage was discussed at the 11/22 meeting
 - Successful institutions answer the following two questions
 - What the marketplace needs and will pay for (value)? This includes what does the marketplace need but they don't know how to articulate (yet)
 - What we can do as well or better than our competitors?
 - This is what USM and the DPAB needs to do: articulate these and find the intersection between the two lists
 - USM needs to connect with the people who pay for USM. We need to see what these people expect from USM and then ensure USM provides those needs.
 - These people include:
 - Students/parents
 - Businesses
 - Legislatures
 - K-12
 - Other stakeholders
 - Suggestions for competitive advantage:
 - It was suggested that faculty be involved in the university marketing efforts
 - There is an internal marketing component as well and some marketing should be done from the bottom up starting with the program because they know what they do well
 - Need to have some general terms to tell us who our competitors are and what USM's competition is
 - USM should do a competitive audit – Tracy St.Pierre can present on this
 - USM needs to answer the question who can we market to that other universities cannot market to?
 - USM needs to advertise our high quality programs and make note that they are offered at a lower cost than other universities

External Scan:

- The summer external scan group consisted of several people here today including: Martha Freeman, Bob Caswell, Dick Campbell, Mary Sloan. It also included Cecile Aitchison, Rachel Morales, Tracy St Pierre, Lisa Sweet and Cookie Treible.
- All the items the group used to form their opinions are listed on the resources list on the Direction Package website
- Charlie Colgan's November economic forecast stated that he expects the leading sectors for the economy are going to be professional & business service, leisure and hospitality – this does not include healthcare, which was originally a leading sector in Charlie's report in spring 2013.
- Additionally, slower growing areas in ME are going to be in government, retail trade, health care & social assistance.
- Maine is on the leading edge of the decline of the traditional college age population. Maine is close to reaching equal numbers for the number of deaths and births in the state.
- Charlie's November report stated that Maine's major increase in population for the next five years will need to come from in-migration
- USM's competitor higher ed. institutions list derives from admission data from the National Clearing House and field experience from USM's admission team. This list is where other USM students are looking to go to college. The slide's list of competitors is geared more to undergraduate; graduate competition is more programmatically based.
 - This information shows the highest number of overlaps in applications
 - The numbers that come from Thomas, Bowdoin, Bates, MIT, etc. are so small on the overlap of applications that they did not show up on this list of competitors
 - 36% of the undergraduate students who applied to USM and did not attend went to about ten other schools. The majority of these students went to UM and then St. Joseph's.
- Competitors for graduate studies are different because they are more place bound and need institutions in the area. However, the competition for graduate students is increasing with the growing number of online institutions offering graduate degrees and competitors from out of state presenting programs in Maine.
- Market Findings:
 - If students are looking for a job then those with a bachelor's degree were more likely to get the jobs than those without them. Anecdotally the higher level education a person has the more likely they are to have a job and the higher level education will increase the amount of money they receive
 - It is important for USM to educate the community about the importance of having a higher education degree

- Question: What is the difference in unemployment rate for students with an associate degree v. a bachelor's degree in job placement?
Answers: in 2001 the unemployment rate in Maine for those with associate degrees was almost 2 ½ times greater than for those with bachelor's degrees
- Employers are seeking skills that are needed for a 21st century job. They do not only look at the degree the student received. They want to ensure that their employees can communicate well, are team players, active learners, innovative and can think critically, etc.
 - This shows that having a liberal arts degree is important and is an absolute foundation for students in the marketplace
 - Comment: USM needs to do a better job of linking the degree programs with jobs in the market because students look at what jobs they will get upon completion of their degree program.
 - Comment: In college today there's a wider need to teach students both the degree content but also the skills needed to be good citizens and have self-efficacy.
 - Comment: We need to promote our international and national programs more
 - Comment: The experiential learning, internships, and getting students in the workplace is critical and could be used as a hallmark for USM to use against our competitors
 - Comment: How does USM distinguish itself from the other liberal arts competitors? One way may be to find out what programs students want and create those degree programs.
 - Comment: I think every degree program needs to have a required 3 credit internship – becoming a core requirement instead of a major requirement
 - Comment: In regards to internships, maybe it should be up to the program to decide whether or not to have an internship based on whether or not it works for the degree program.
 - Comment: In regards to accreditation, ask the employers if they want their graduates to come from accredited programs or not and adjust USM's programs and accreditation on those answers. Are there new delivery methods we can offer to students to help compete against the MOOC's?
 - Comment: Can USM integrate multiple MOOC's to ensure students are getting opportunities for the best training available anywhere

- What drives the decisions of our segmented audiences when they are looking for a higher education degree:
 - Customer service
 - Relevant areas of study
 - Career benefit
 - Cost
 - Location flexible format
 - Personal benefit
 - Comments: USM is not user-friendly and does not compete well in customer service. USM is losing students based on their lack of customer/student service
- This is based on direct anecdotal comments undergraduate students provided to USM in the recruiting efforts. This is what students are telling us they want. This is not what USM ‘wishes’ they were saying, but what potential students are telling us.
 - Comments: Marketing is a three way process.



- Comments: We need to define customer service because what we as USM consider customer service is defined differently by the student
- Comments: The website is not user-friendly. Students shouldn't have to click three to four sites to get to the degree program they are looking for
- Comments: USM needs to have L.L. Bean customer service, which takes everyone in the institution serving their customers well. To do this, USM will need to invest in customer service and will need to decide where and how to invest resources
- Comments: External individuals have called USM and are transferred between many departments to get the answers to the questions they are asking

Internal Scan:

- Susan Campbell and Dahlia Lynn presented the internal scan. Members of that group are listed on the attached power point presentation.
- Additional, please note that there was a third group over the summer titled the Charter Group which is noted on the Direction Package website

- The Internal Group did not draw any firm conclusions - these are high level observations for the DPAB to review and consider for their decision making
- The Internal Group utilized the work already written by USM previously to form their observations - all of which is listed on the USM Direction Package website under resources.
- The group developed multiple mind maps that are not extensive or fully defined but are used as a visual to craft potential competitive advantage areas
- Mind Maps will be available on the Direction Package website
 - Locations: USM has Four front doors – Gorham, Portland, Lewiston, and Virtual – all of which needs to be a true front door for USM fin regards to the students’ entry point
 - Other System universities would love to be located in Southern Maine
 - Programs: These are the areas USM has and does well
 - There are many themes among programs relating to environmental sustainability so they are grouped in this category
 - Transitions: USM has students coming into the institution from a variety of areas so the transition map shows the location where our students come from
 - Comment: we need to differentiate where students are coming from and the high degree of mobility within the university, ex. the range of programs between USM and other pier institutions.
 - Engaged Pedagogy: another area in which the Internal Group thinks there may be potential for USM to build
 - Community Connections: This is another area of improvement for USM
 - Opportunities for Access & Accessibility: there is opportunity in this area for us to expand our efforts, partially in the markets previously discussed. How do we develop clear pathways for students, how do we create affordable costs, have we looked at our admission standards
 - Learning-Centered Culture – What is our culture? Are we learning-centered and if so, what is the evidence that shows that we are learning-centered.
 - It’s not only about the ways in which we think about learning for our students but also for ourselves and how we engage each other in the work that we do. We haven’t invested heavily enough in creating a learning-centered culture for our students, faculty and staff. This goes into the current culture of USM and how to sustain both students and faculty/staff in the institution.
 - What are the mechanisms we have in place within the university to learn about each other among the four USM portals? Changing the USM culture among the faculty/staff will help to change the culture of the students and their student experience.

- A rating template was handed out in the meeting and will be added to the website for online viewing
- Comment: USM needs to be innovative and needs to hire new younger faculty members to bring more innovation to the institution and the tenured faculty members need to become more involved in innovative teaching models
- Comment: USM needs to put into action the innovative ideas and the leadership of the university needs to provide small amounts of funding for innovative work

Discussion about overlaps between the External and Internal groups:

- Now that the DPAB has seen the overview of the External and Internal group, do they want to do some sort of process to review and define the data from these groups to find the themes between these data sets that could be used to create the strategies and tactics needed to form USM's FY15 budget
 - The output from the DPAB would be prioritized recommendations to address:
 - Meeting the FY15 current budget gap - \$11.9M+
 - Longer term direction of USM within the context of the entire System
 - These outcomes will most likely come in the form of a report and a power point presentation to be presented to Theo & Jerry and then the BOT
 - The University of Maine has gone through a similar process and is now categorizing their programs into four categories from signature to evolving.
 - The DPAB may consider doing this as part of their process
- The DPAB group can now be broken down into smaller sub-groups to analyze data and work on areas
- Comment: We need to imagine the 21st century university and make changes to move USM toward it
- Comment: Aren't you asking the DPAB to make the decisions on what academic programs need to be cut to make the \$11.9M+ budget deficit?
 - Answer from comments: You need to look at where you can rearrange the assets within USM and the System and the DPAB will need to make the decision on whether or not cuts need to be made in programs, faculty, staff, etc.
 - The DPAB also needs to look at how and where income is coming from and how to increase this number
 - We need to look at what the right size of USM is and what is the reasonable number of programs to offer
 - We need to get to a point where USM is sustainable internally and then we can focus on how and where to add externally
 - This is an expense problem, with a huge amount of money, and we need to concentrate on this expense problem. We are going to have to make cuts and yes,

people are going to be upset, but this budget deficit cannot be resolved without making these cuts

- People are retiring and additional cuts from the budget are being made by not replacing these faculty members, which negatively impacts enrollment in the programs that are growing but have fewer faculty members
- As a reminder, the Chancellor noted that if USM comes up with a good plan to cover the budget deficit USM may be able to get a loan from the UMS for some of the budget deficit until the time USM is able to repay the loan
- A preliminary analysis from Sue Hunter on overlapping programs between the System campuses will be provided in an upcoming meeting
- Comment: We need to know what the jobs of the future are and then need to create a group to work with the City of Portland so that USM can lead or be part of an effort to build the future.
- Question: How much of the revenue USM receives is sent to the System v. staying within the institution? – Dick will provide additional information on what we pay for System-wide services and more background on Outcomes Based Funding
- Comment: What is the estimated amount of money the System office could provide in a loan?
 - Answer: There are multiple campuses within the System vying for the same money at the System office and those campuses with the best and most effective plans showing they will be able to repay the loan will have a better option of receiving loans
- Comment: Can we ask the System office to reduce the number of redundant processes they are doing?
- Comment: What is the default plan if the USM DPAB does not come up with a plan for the deficit?
 - Answer: From past experience it resulted in a lot more involvement from the System office and would restrict the campus from controlling its own finances. However, we do not know for certain what will occur if USM is unable to create a solution for reaching the deficit gap.

Direction Package Advisory Board meeting December 9, 2013 agenda items:

- Enrollment Update – Susan
- Responses to Financial Questions – Dick
- Overview of the result of the All Boards event that took place in October – Bob

Future agenda item:

- Student Vision by Kelsea Dunham

To provide comments on facilitation visit: www.surveymonkey.com/HTDQ7NH