



# **BOR STRATEGIC PLANNING WORK GROUP #2: BASELINE THE CURRENT STATE AND ALIGN ON THE FUTURE ENVIRONMENT**

University System of Maryland



# OBJECTIVES OF TODAY'S MEETING

Topic	Time
<i>Review project planning materials</i>	5 minutes
<b>Objective 1:</b> Share emerging priorities that have arisen from stakeholder engagement and data analysis activities	45 minutes
<b>Objective 2:</b> Align on key factors that affect the future environment	10 minutes

In addition, Appendix A contains detail on each Emerging Priority and Appendix B contains miscellaneous Phase I materials.

# STRATEGIC PLANNING APPROACH

## Phase I January-March



### Baseline the Current State and Align on the Future Environment

- Stakeholder engagement
- Internal data analysis

## Phase II March-May



### Blueprint the Future State

- External environment analysis, benchmarking and SWOT
- Blueprint opportunities for new growth and impact

## Phase III June-July



### Walk the Future Back

- Development of set of emerging strategic options
- Prioritization framework

## Phase IV August-December



### Develop the Path Forward

- Identification of priority initiatives
- Finalization of strategy and deliverables
- Present recommendations to BOR steering group

# ROADMAP OF BOR MEETINGS

	Meeting	Date	Objective
Phase I	#1	January 27	<ul style="list-style-type: none"> <li>• Introduce team</li> <li>• Share project methodology and project approach.</li> <li>• Gather initial perspective on USM priorities</li> <li>• High-level aspirations for Strategic Plan and Strategic Planning Process</li> </ul>
	#2	March 11	<ul style="list-style-type: none"> <li>• Share themes gathered from stakeholder engagement sessions and internal data that supports those themes</li> <li>• Share updated mission, vision, values</li> </ul>
Phase II	#3	April 20	<ul style="list-style-type: none"> <li>• Present environmental scan</li> <li>• Share lessons from external interviews (gov officials, industry leaders)</li> <li>• Incorporate themes from enrollment work group</li> </ul>
Phase III	#4	June 2 (extended session)	<ul style="list-style-type: none"> <li>• Using feedback from each member, showcase prioritized list of emerging priorities</li> <li>• Share initial set of strategic opportunities</li> <li>• Discuss prioritization framework</li> </ul>
Phase IV	#5	September 1	<ul style="list-style-type: none"> <li>• Present initial draft of strategic plan outline</li> </ul>
	#6	October 12	<ul style="list-style-type: none"> <li>• Present new iteration of SP using feedback gathered from key stakeholder groups</li> </ul>
	#7	November- date TBD	<ul style="list-style-type: none"> <li>• Share final strategic planning report prior to presenting to full Board</li> </ul>

# STAKEHOLDER ENGAGEMENT LIST

Huron interviewed the following internal stakeholders as part of Phase I: Baselining the Current State and Aligning on the Future Environment. A list of our interview questions is located in the Appendix.

## Completed

- C8 Group
- Jay A. Perman, MD – *USM Chancellor*
- Michael Eismeier – *USM Assistant Vice Chancellor for IT and Interim CIO*
- Ellen Herbst – *USM Vice Chancellor for Administration and Finance*
- Dr. Joann Boughman – *USM Senior Vice Chancellor for Academic and Student Affairs*
- Foundation Executive Committee
- Economic and workforce development focus groups (two), assembled by *USM Vice Chancellor for Economic Development*
- Academic Affairs Advisory Council (AAAC)
- Enrollment Working Group Staff
- Council of University System Presidents (CUSP)
- USM Office VPs for Administration and Finance
- Council of Advancement VPs
- Council of University System Faculty (CUSF)
- Diversity and Inclusion Council
- Regional Center Leaders

## Upcoming as of March 5

- USM Student Council (USMSC) – 3/7/23
- VPs of Student Affairs – 3/10/21
- Council of University System Staff (CUSS) – 3/23/21

# Objective 1

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Current State  
Analysis and  
Emerging Priorities



# BASELINE FOR CONVERSATION: STRATEGIC PLAN TAXONOMY

A taxonomy provides a common language to speak to each component of a strategic plan. During today's conversation we will focus on **Enablers of Success and Strategic Priorities**.

## Mission

*What is the enduring mission or purpose of the USM?*

## Values

*What are the values that inform our mission?*

## Vision

*Towards what end(s) should effort and resources be directed?*

## Enablers of Success

*What role can the USM office play in enabling system-wide strategic priorities?*

## Strategic Priorities

*What key areas of activity will help us realize our vision?*

## Initiatives

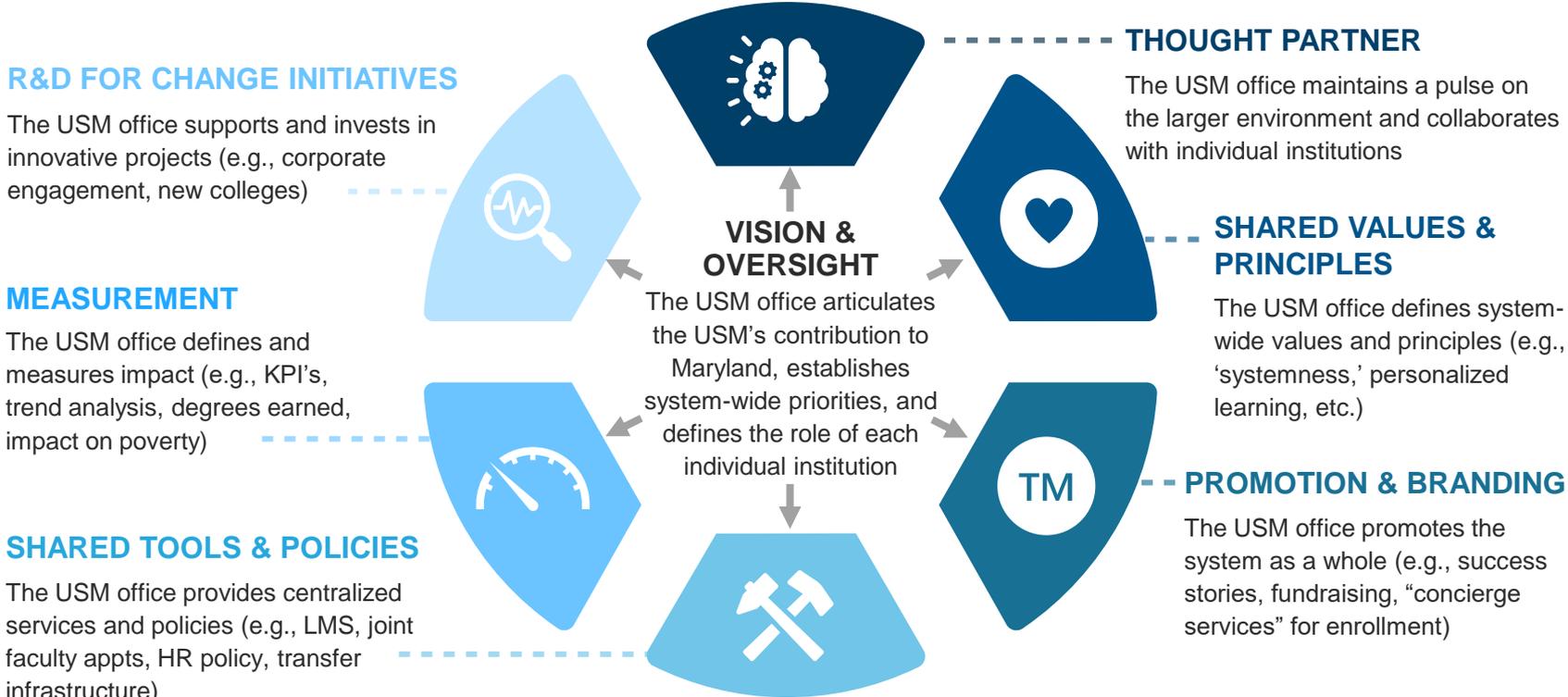
*Which initiatives will advance our strategic priorities?*

## Measures

*How will we know we are being successful?*

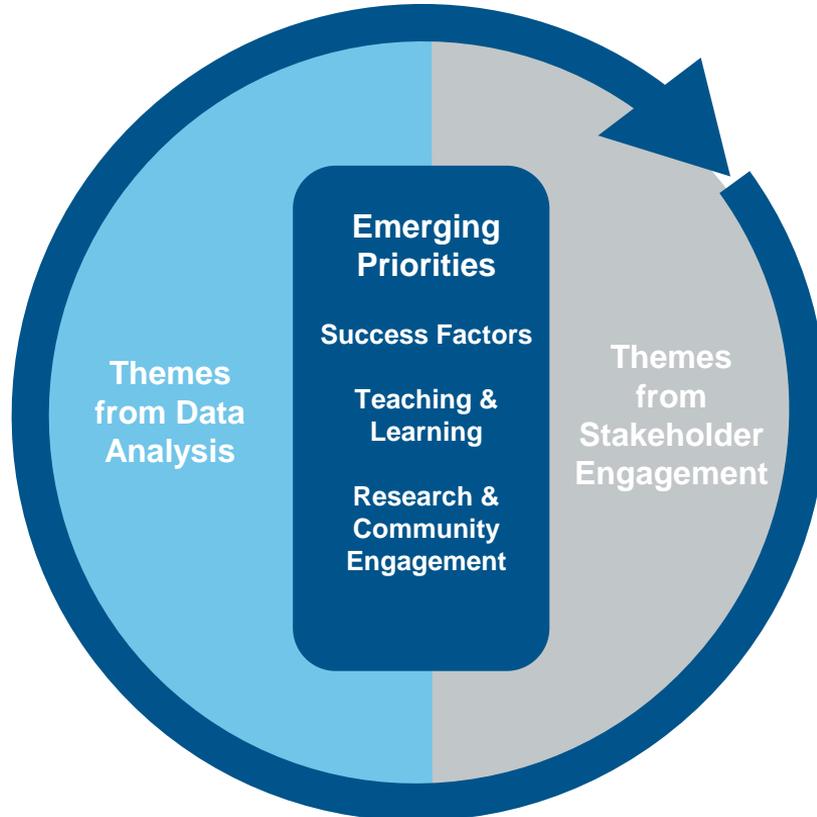
# ENABLERS OF SUCCESS: ROLE OF THE SYSTEM OFFICE

The USM office can establish system-wide strategic priorities and enable these priorities by enhancing its core capabilities, identifying guiding principles, and acting as a thought partner to individual intuitions.



# EMERGING PRIORITIES IDENTIFICATION: HURON'S METHODOLOGY

The next slides provide detail to each of these categories.



## Themes from Data Analysis

Huron's insight into the USM's current priorities and historical performance.

## Themes from Stakeholder Engagement

Huron's insight into stakeholders' aspirations for the USM's future.

## Emerging Priorities

Huron's hypotheses about system-wide priorities to be developed and refined. These may ultimately become **Strategic Priorities** in the Strategic Plan.

# THEMES FROM DATA ANALYSIS: CURRENT INSTITUTIONAL STRATEGIC INITIATIVES – SUCCESS FACTORS

	Current State Description						Examples					
<b>Diversity, Equity, and Inclusion</b>	Initiatives that affect compositional representation, create inclusive campus environments, or incorporate DEI into academic programming.						<ul style="list-style-type: none"> <li>Salisbury: diversify faculty/applicants</li> <li>UMD: implement cultural competence courses</li> </ul>					
<b>“Systemness”</b>	Initiatives that emphasize collaboration with either the USM office or other institutions in the USM.						<ul style="list-style-type: none"> <li>UMBC: pursue research collaboration with UMB</li> <li>UMES: use USM data on resource optimization</li> </ul>					
<b>Enrollment Growth</b>	Initiatives that seek to grow the institution’s enrollment either overall or in specific areas/populations.						<ul style="list-style-type: none"> <li>U. of Baltimore: grow enrollment (financial stability)</li> <li>UMD: grow enrollment of female students in STEM</li> </ul>					
<b>Community College Partnerships</b>	Initiatives that build or strengthen enrollment pipelines by partnering with community colleges.						<ul style="list-style-type: none"> <li>Coppin State: increase dual enrollment with community colleges</li> </ul>					
	UMBC (‘15 - ?)	Coppin State (‘16 - ‘20)	UMD (‘16 - ‘22)	UMB (‘17 - ‘21)	UMES (‘18 - ‘20)	U. of Baltimore (‘18 - ‘23)	Frostburg State (‘18 - ‘23)	UMCES (‘19 - ?)	UMGC (‘19 - ‘22)	Bowie State (‘19 - ‘24)	Towson (‘20 - ?)	Salisbury (‘20 - ‘25)
<b>Diversity, Equity, and Inclusion</b>	•	•	•	•	•	•	•	•	•	•	•	•
<b>“Systemness”</b>	•	•	•	•	•					•	•	•
<b>Enrollment Growth</b>		•	•			•			•	•		•
<b>Community College Partnerships</b>		•				•					•	

Note: Institutions are organized by the year their current strategic plan was published, with the oldest plans on the left and newest plans on the right.

Dark Green = 11-12 institutions; Light Green = 10 institutions; Yellow = 8 institutions; Orange = 6 institutions; Red = 3 institutions.

# THEMES FROM DATA ANALYSIS: CURRENT INSTITUTIONAL STRATEGIC INITIATIVES – TEACHING & LEARNING

	Current State Description	Examples
<b>Workforce Development</b>	Initiatives that seek to prepare students for the workforce (e.g., by aligning degrees to high-demand jobs, by providing internship experiences).	<ul style="list-style-type: none"> <li>Towson: support teacher preparation and STEM careers; develop industry partnerships</li> </ul>
<b>Academic Innovation &amp; Lifelong Learning</b>	Initiatives that advance and support innovation within existing or emerging areas of the institution’s academic portfolio.	<ul style="list-style-type: none"> <li>UMGC: use data/predictive analytics to enable personalized and adaptive learning</li> </ul>
<b>Access and Affordability</b>	Initiatives that remove financial barriers to higher education (e.g., with financial aid or lower-cost OERs) or optimize resources and reduce costs.	<ul style="list-style-type: none"> <li>U. of Baltimore: increase need-based aid, revise the financial aid process, and reduce costs</li> </ul>

	UMBC ('15 - ?)	Coppin State ('16 - '20)	UMD ('16 - '22)	UMB ('17 - '21)	UMES ('18 - '20)	U. of Baltimore ('18 - '23)	Frostburg State ('18 - '23)	UMCES ('19 - ?)	UMGC ('19 - '22)	Bowie State ('19 - '24)	Towson ('20 - ?)	Salisbury ('20 - '25)
<b>Workforce Development</b>	•	•	•	•	•	•	•		•	•	•	•
<b>Academic Innovation &amp; Lifelong Learning</b>	•	•	•	•	•	•	•		•	•	•	
<b>Access and Affordability</b>		•	•	•	•	•			•	•		•

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# THEMES FROM DATA ANALYSIS: CURRENT INSTITUTIONAL STRATEGIC INITIATIVES – RESEARCH & COMMUNITY ENGAGEMENT

	Current State Description	Examples
<b>Anchor Institutions</b>	Initiatives that provide a social or economic benefit to the surrounding community and enhance the quality of life of Marylanders.	<ul style="list-style-type: none"> <li>UMB: catalyze economic development, improve health, and work to combat social injustices</li> </ul>
<b>Research</b>	Initiatives that emphasize specific research opportunities or determine which partnerships can be strengthened/developed to advance research.	<ul style="list-style-type: none"> <li>UMD/UMB: advance MPower research initiatives</li> <li>Salisbury: increase undergraduate research</li> </ul>

	UMBC ('15 - ?)	Coppin State ('16 - '20)	UMD ('16 - '22)	UMB ('17 - '21)	UMES ('18 - '20)	U. of Baltimore ('18 - '23)	Frostburg State ('18 - '23)	UMCES ('19 - ?)	UMGC ('19 - '22)	Bowie State ('19 - '24)	Towson ('20 - ?)	Salisbury ('20 - '25)
<b>Anchor Institutions</b>	•	•	•	•		•	•	•		•	•	•
<b>Research</b>	•	•	•	•	•	•		•		•	•	•

Note: Institutions are organized by the year their current strategic plan was published, with the oldest plans on the left and newest plans on the right.  
 Dark Green = 11-12 institutions; Light Green = 10 institutions; Yellow = 8 institutions; Orange = 6 institutions; Red = 3 institutions.

# THEMES FROM STAKEHOLDER INTERVIEWS (1 OF 2)

## Success Factors

- Through the course of stakeholder sessions, **two ways of thinking about the USM** were distinguished – the system as the USM office and the system as the collection of the institutions that make it up.
- Across stakeholder groups, **Diversity and Inclusion** was raised, in some way, in every session. Stakeholders overwhelmingly feel this is an area where the USM exemplifies a strength, but there is more to do to improve.
- There is a large desire to work more collaboratively across many functions. “We have come very far in regard to ‘**systemness**,’ but there are still improvements to be made in regard to collaboration.”
- Many stakeholders spoke to the richness that comes from the **diversity of our system**, referring to the **varied assets across portfolio** and to the importance of the strategic plan in relaxing some siloes between institutions.
- Some stakeholders pointed to a “limiting mindset” around the enrollment objectives across the system, stating that many institutions have an ethos of **competition** with other institutions within the system when it comes to student recruitment and enrollment.
- That said, most believe that by **working together more closely (rather than competing)** and incorporating innovation into the strategy, USM institutions can continue to build on a solid enrollment core and grow enrollment.
- When asked about priorities for the future of USM, the **enhancement of community college partnerships** was raised frequently. Stakeholders identified enhanced articulation agreements that clearly define course credits as an area for improvement.

# THEMES FROM STAKEHOLDER INTERVIEWS (2 OF 2)

## Teaching & Learning

- Especially given disproportionate effects of pandemic on lower income students, stakeholders spoke to a strong desire to **support students across Maryland that may not otherwise be able to afford** a higher education.
- COVID-19 has **catalyzed innovation in course delivery** across the nation, and interviewees believe that the USM can leverage assets at **UMGC and the Kirwan Center** to be a leader in this field and improve accessibility and learning outcomes across the system.
- Internal stakeholders believe that the USM's **regional higher education centers**, and particularly the Universities at Shady Grove, could be leveraged as **"innovation test sites."**

## Research & Community Engagement

- Stakeholders spoke to the strong position that the USM holds in regard to **research**, and many quoted the recent Higher Education Research and Development (HERD) survey ranking from the NSF as validation of this strength. Stakeholders would like to see continued investment in research in new, innovative, and collaborative ways.
- Stakeholders believe the USM has a role in driving **economic development** across the State of Maryland by thinking about serving Marylanders across their lifetime. Degree and non-degree production, research advancement, and community service are all seen as valuable aspects of economic development. There is also a desire for the system think through how the impacts of COVID-19 to **K-12 education** will affect our institutions in the future.
- From a philanthropy standpoint, USM stakeholders are eager to continue **telling stories of impact**, student success, and the "public good" to connect with donors at all levels. An emphasis was placed on the **community involvement aspect of philanthropy** and with involving alumni and donors to *co-author* USM stories and partner together in USM impact and activity, even after graduation.

# EMERGING PRIORITIES

Category	Priority	Stakeholder Group Raised
Success Factors	Diversity, Equity, Inclusion	All
	“Systemness”	All
	Enrollment Growth	Enrollment work group, VPAFs, CIO
	Community College Partnerships	CUSP, CUSF, C8
Teaching & Learning	Workforce Development	CUSP, CUSF, Foundation, DEI, Enrollment, Regional Centers
	Academic Innovation & Lifelong Learning	AAAC, Enrollment, Foundation
	Access and Affordability	All
Research & Community Engagement	Anchor Institutions	VPAFs, AAAC
	Research	CUSP, AAAC, CUSF, Economic Development

*Question for Discussion: Which of the emerging priorities should be emphasized? Are there any gaps?*

## Objective 2

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Align on Future  
Environment



# KEY TRENDS AFFECTING THE FUTURE ENVIRONMENT

As we look to Phase II, it is important to align on the key trends that will affect the future USM environment.

## Key trends for the future to be explored in environmental scan, among others:

- *Teaching & Learning*
  - *Increased expectation around personalization and customization for learners*
  - *Change in mentality around cost and value of various educational offerings*
  - *Residential education in a post-COVID world*
  - *Differentiated programming in traditional degree programs*
  - *Lifelong learning opportunities for non-traditional students & alumni, corporate programs, alternative credentialing, online / hybrid delivery*
  - *Internationalization strategies*
- *Research & Community Engagement*
  - *Research and the shift to increasing interdisciplinary research*
  - *Future of public and private sector partnerships*
- *Success Factors – Funding & Operations*
  - *Decrease in state funding and appropriate alignment of resources*
  - *Enhancing institutional positioning for diversified philanthropic support and other revenue sources*
  - *Automation to support efficiency and effectiveness of administrative functions*

**Question for Discussion: What other material trends should be considered when thinking about the future of the USM?**

# NEXT STEPS

## Looking Forward

1. As we move to Phase II (Blueprint the Future State), Huron will:
  - a) Facilitate external stakeholder interviews
  - b) Conduct environmental scan
  - c) Create a summary SWOT analysis
2. Huron will work with the Enrollment work group to incorporate learnings from their stakeholder engagement with institutional enrollment departments
3. We will meet again on April 20 to discuss the external environment, the future of higher education and the SWOT analysis

# Appendix A

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Emerging Priorities  
Detail



# DIVERSITY, EQUITY AND INCLUSION

The USM is well-positioned to build on past successes related to diversity, equity and inclusion and has an opportunity to be a national leader in this area through renewed focus and continued investment.

## Key themes from internal data analysis:

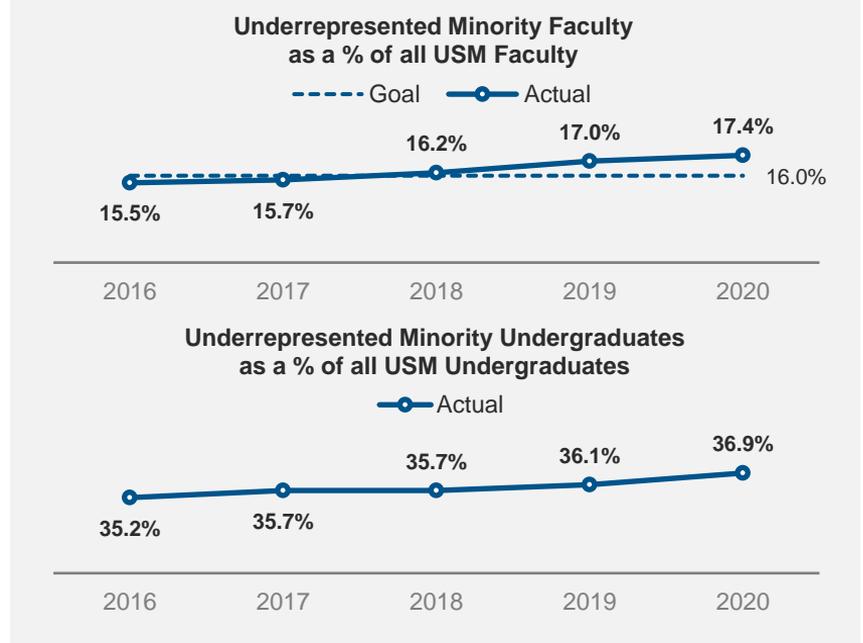
- The USM has prioritized, for example, **increasing faculty diversity**, and in 2018, the USM surpassed its goal of having 16% of all USM faculty be underrepresented minorities.
- In 2020, there was a **gap of about 20%** between **underrepresented minority undergrads** as a percent of all undergrads (36.9%) and **underrepresented minority faculty** as a percent of all faculty (17.4%).

## Key themes from stakeholder engagement:

- Across stakeholder groups, Diversity and Inclusion was raised, in some way, in every session. Stakeholders overwhelmingly feel this is an area where USM exemplifies a **strength**, but there is **more to do to improve**.
- **The goals for improvement most commonly raised:**
  - Increasing faculty diversity.
  - Leveraging USM's strength in this area to be on the forefront of racial justice research.
  - Embedding and emphasizing racial justice issues in curriculum.
- Relatedly, many spoke to **citizen preparation** as a responsibility of the USM given our current political and social environment and increasingly pluralistic, multicultural society.

Source: USM Office, "USM Progress Toward 2020 Goals (Dec. 2020)"

## Exemplary data:



# WORKFORCE DEVELOPMENT

To meet the needs of Maryland's economy and ensure that students become career-ready, the USM may need to recalibrate its academic portfolio to align with high-demand jobs and engage industry partners in the design and delivery of curricular and extra-curricular offerings.

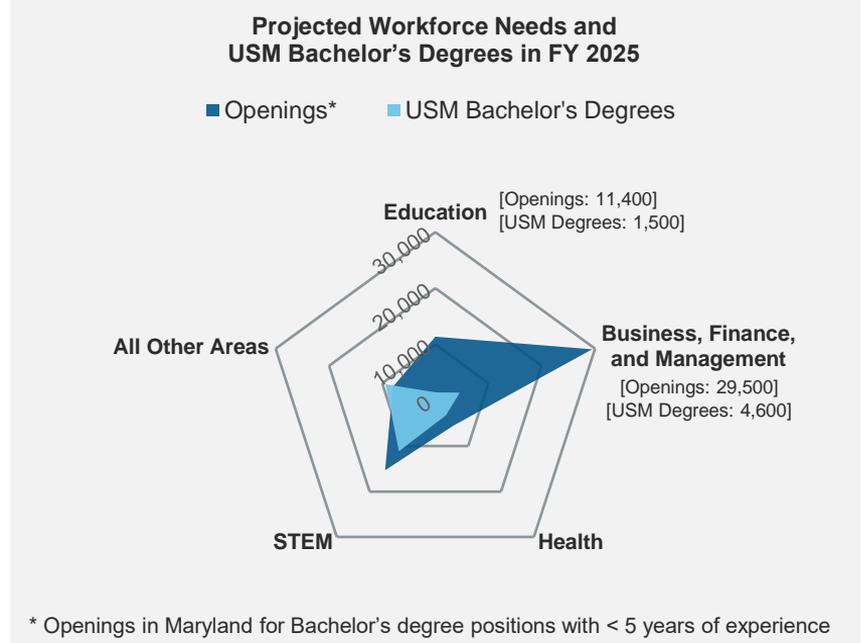
## Key themes from internal data analysis:

- There are projected to be **69,700 job openings** in Maryland for Bachelor's degree holders with less than 5 years of experience and **29,800 Bachelor's degrees** awarded by the USM in 2025. The **largest gaps** between USM Bachelor's degrees and job openings are in **Education** and **Business, Finance, and Management**.
- Across the USM in 2020, the largest awarders of **Bachelor's degrees in Education** were Towson, UMD, and Salisbury, and the largest awarders of **Bachelor's degrees in Business, Finance, and Management** were UMGC, UMD, and Towson.

## Key themes from stakeholder engagement:

- Stakeholders spoke to the need to continue to **align USM offerings to the needs of the labor market**; ensuring we are educating our workforce for today's jobs and tomorrow's jobs.
- "We need our institutions to be learning labs. Our students need practice sites and people to mentor them."

## Exemplary data:



# ANCHOR INSTITUTIONS

As Maryland's public system of higher education, the USM and its institutions are embedded in the social and economic fabric of Maryland and have been committed to improving the quality of life of Maryland's residents.

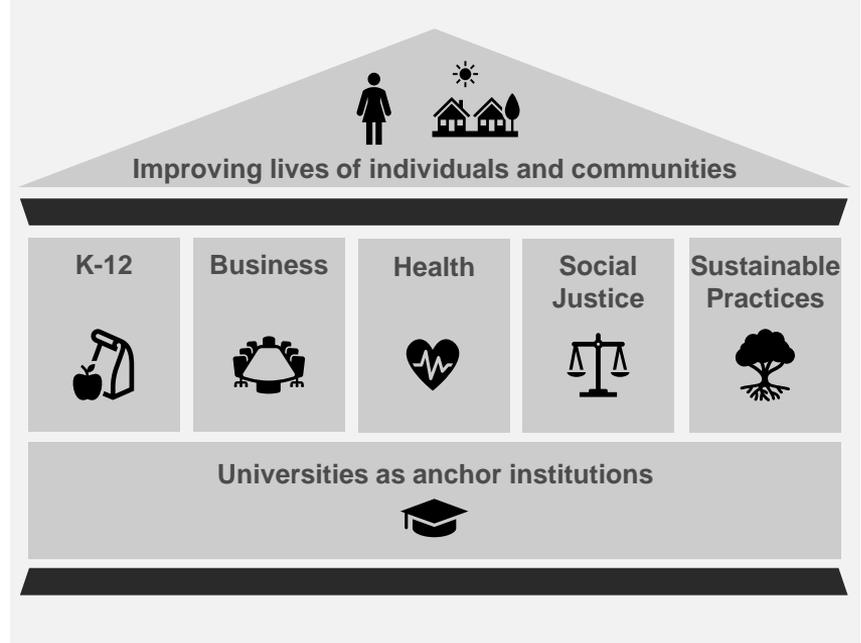
## Key themes from internal data analysis:

- 10 / 12 schools are engaged in initiatives that are characteristic of anchor institutions, but **only 5 / 12 schools self-identify as anchor institutions**.
- Schools have initiatives to **create economic value** (8 / 12), engage with **K-12 education** (7 / 12), ensure environmental and economic **sustainability** (5 / 12), allow the community **access to campus resources** (5 / 12), and **improve health** in the community (4 / 12).

## Key themes from stakeholder engagement:

- Stakeholders view **USM institutions as part of a larger ecosystem** and cite K-12 and corporate partnerships as two priority areas that will be important to nurture in the future.
- USM stakeholders feel strongly that **the USM has a role to play in K-12 success**. As an example, interviewees spoke to USM nursing students supporting healthcare needs of K-12 schools.
- The **adverse impact of COVID-19 on K-12 education** in Maryland will likely have downstream effects on the USM, and the USM may have a larger role to play preparing students for college in the future.
- Many feel that **corporate partnerships** are a "key factor for USM's vibrancy" and spoke to industry areas in biotech, quantum computing, food science, and non-profits as growth areas for the future.

## Exemplary data:



# RESEARCH COLLABORATION

The early success of the MPower initiative has demonstrated the potential benefits of research collaboration between institutions in the USM. The USM has an opportunity to be a national leader in research by establishing mutually beneficial partnerships between its institutions.

## Key themes from internal data analysis:

- UMD and UMB’s combined reporting of research through the MPower initiative placed the University of Maryland in **the top 15 of federally funded higher education R&D expenditures** in 2019 (#11).
- 8 / 12 institutions discuss **increasing sponsored and/or applied research initiatives** in their current strategic plans. These schools want to use research to influence and evaluate policy decisions, inform professional practices, and/or contribute to the economic and civic life of Maryland.
- In their strategic plans, **UMBC** indicated that they are pursuing **research collaborations** with UMB, and **Salisbury** believes that they are well-positioned to be a leader in **environmental science**

## Key themes from stakeholder engagement:

- Stakeholders spoke to the **strong position** that the USM holds in regard to research and would like to see **continued investment** in new, innovative, and collaborative ways.
- In addition to the successful partnership between UMD and UMB, stakeholders spoke to the **strength of research at UMBC, UMCES, and UMES.**

## Exemplary data:

**Federally Funded Higher Ed R&D Expenditures, 2019  
(Thousands)**



Source: NSF, “Higher Education Research and Development Survey (HERD)”

# ACADEMIC INNOVATION AND LIFELONG LEARNING

Academic innovation is becoming an essential activity within higher education, and the USM has encouraged and supported this activity through strategic investments.

## Key themes from internal data analysis:

- **Market trends** and the **COVID-19 pandemic** are catalyzing innovation in program offerings and course delivery, and **the USM has existing assets that can be leveraged to test and scale innovation** in these areas (e.g., UMGC, the Kirwan Center, etc.).
- Schools mention academic innovation in **program offerings/curriculum** (7 / 12), **pedagogy** (5 / 12), and **course delivery** (3 / 12) in their current strategic plans. 3 schools (Salisbury, Towson, and UMD) acknowledge their commitment to the **liberal arts/humanities**.
- 5 / 12 schools discuss initiatives in **certificate programs** to meet workforce needs, and 1 school (U. of Baltimore) discusses **stackable credentials** in the context of non-traditional learners.
- 4 / 12 schools highlight **undergraduate research** in their current strategic plans.

## Key themes from stakeholder engagement:

- Internal stakeholders believe that **the USM's regional higher education centers**, and particularly the Universities at Shady Grove, could be leveraged as **"innovation test sites."**
- Some stakeholders pushed back against certain types of academic innovation, such as micro-credentials and stackable credentials, and emphasized **the importance of being intentional** about which of these initiatives to prioritize.
- Faculty emphasized the need for more **research opportunities for undergraduate students**.

# ACCESS AND AFFORDABILITY

Providing access to a high-quality and affordable education has been one of the USM’s enduring priorities, and this priority calls for renewed attention considering the economic effects of the COVID-19 pandemic.

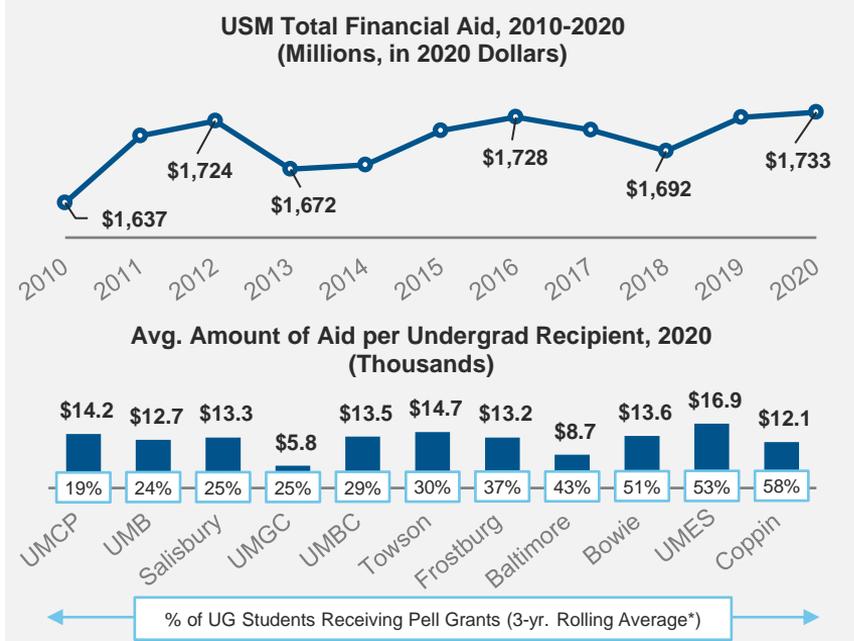
## Key themes from internal data analysis:

- Adjusted for inflation, the USM increased its **total financial aid** at a CAGR of approximately 0.6% from 2010-2020.
- The **average amount of aid received per undergrad recipient** across the system in 2020 was \$11,464 (if UMGC is excluded, the average is \$13,936). The average amount of aid received per undergrad recipient at each institution ranged from \$5,802 - \$16,883.
- In order to maximize impact and ensure that all Marylanders have access to an affordable education, **the USM may need to establish a mechanism for distributing financial aid resources** to schools with the highest need.

## Key themes from stakeholder engagement:

- Especially given **disproportionate effects of the pandemic on lower income students**, stakeholders spoke to strong desire to support students across Maryland that may not otherwise be able to afford a higher education.
- Access has been a **key priority of the USM** and should be continued to be emphasized going forward. Current initiatives related to access may be extended to encompass **retention** and enhanced by a focus on creating **additional points of access** to education at the USM.

## Exemplary data:



Source: IRIS, "Institution Overview" (dollars are adjusted for inflation); IPEDS (\*Pell Data from 2017-2019)

# “SYSTEMNESS” AND COLLABORATION

The USM has an opportunity to strengthen its value proposition by formalizing a structure and mechanism for ideas, resources, and best practices to be shared across institutions in the system.

## *Key themes from internal data analysis:*

- 8 / 12 schools discuss one or more element of “**systemness**” in their strategic plans. These schools mention **aligning their strategic plan to the USM’s strategic plan** (5 / 12), **partnering with other schools** in the USM (4 / 12), and **leveraging resources/data from the USM office** to improve performance (3 / 12).

## *Key themes from stakeholder engagement:*

- “We have come very far in regard to collaborating with each other, but there are still improvements to be made.”
- Many stakeholders spoke to the richness that comes from the diversity of the system, referring to the **varied assets across the portfolio** and to the importance of the strategic plan in **relaxing some siloes between institutions**.
- One specific example that was raised several times was the idea of cross-fertilization and **sharing of faculty across the system**. Stakeholders suggested that cross deployment of faculty via online instruction may help **equalize the perception of disparity in the quality of education across institutions**.

# ENROLLMENT GROWTH

Enrollment across the University System of Maryland grew 11.5% from 2010-2020 and is projected to grow 6.4% from 2020-2029. Demographic, population, and economic trends are expected to challenge colleges and universities over the next 10-15 years.

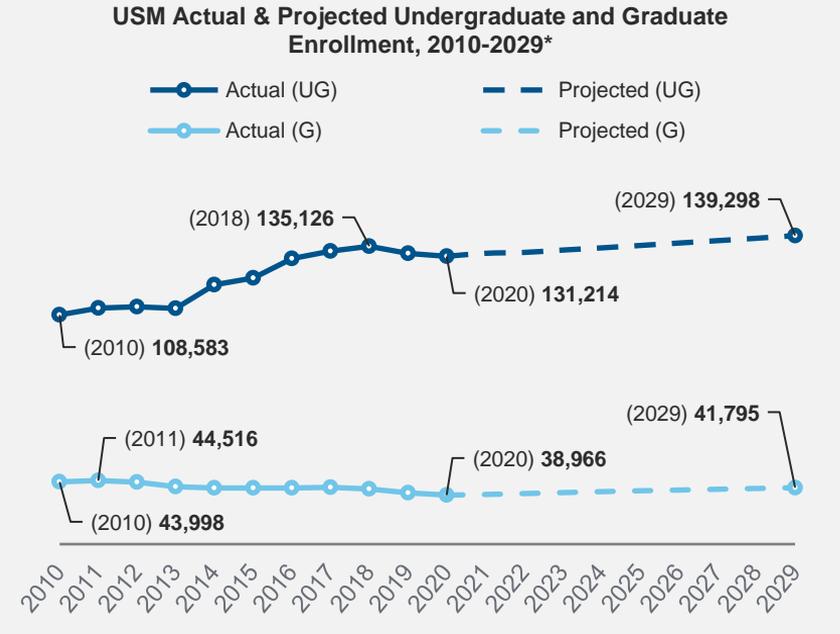
## Key themes from internal data analysis:

- The increase in **undergraduate enrollment** (20.8%) and **degree output** (42.1%) from 2010-2020 was a major win for the USM.
- Surprisingly, **only 2 / 12 schools reference changing demographics** in their current strategic plans.
- With the exception of UMB and Bowie State, **USM schools that enrolled less than 10,000 students** in 2010 saw declines in enrollment from 2010-2020.

## Key themes from stakeholder engagement:

- Some stakeholders pointed to a “**limiting mindset**” around the enrollment objectives across the system, stating that many institutions have an ethos of **competition with other institutions** within the system when it comes to student recruitment.
- In addition, the ability to speak succinctly about **core addressable students** for each institution may be lacking.
- That said, most believe that by **working together** more closely (rather than competing) and **incorporating innovation into the strategy**, USM institutions can continue to build on their solid enrollment core and grow enrollment.

## Exemplary data:



# COMMUNITY COLLEGE PARTNERSHIPS

By strengthening partnerships with community colleges in Maryland, the USM can build a pipeline for enrollment growth and advance its mission to make an affordable and high-quality education accessible to all Marylanders.

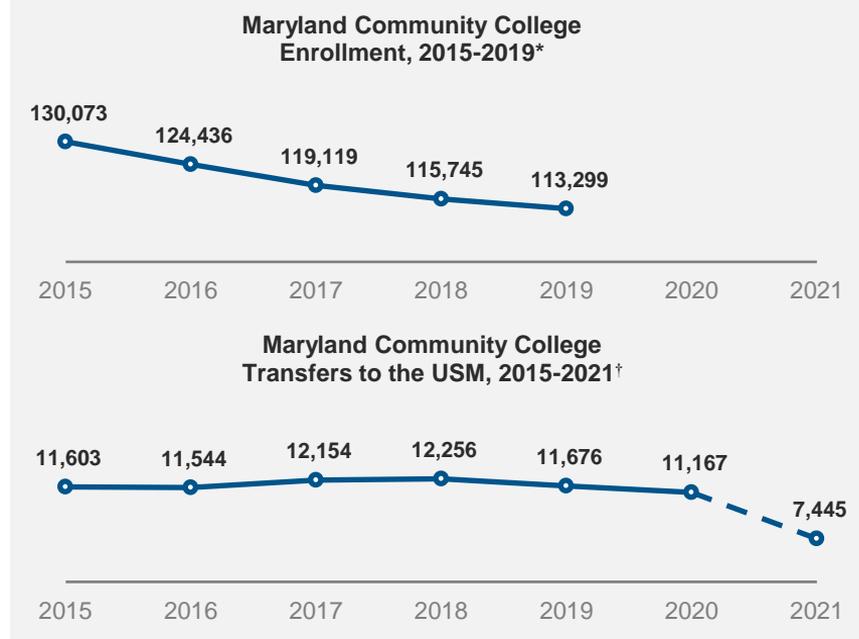
## Key themes from internal data analysis:

- **5 Maryland community colleges** made up **70.6%** of the total number of community college transfers to the USM in 2020.
- **UMGC, Towson, UMD, and UMBC** received **80.2%** of the total Maryland community college transfers to the USM in 2020.
- The 3 schools that mention community college partnerships in their strategic plans do so in the context of **building enrollment pipelines/ increasing enrollment.**

## Key themes from internal data analysis:

- In almost every stakeholder engagement session, when asked about priorities for the future of USM, the **enhancement of community college partnerships** was raised.
- Stakeholders identified enhanced **articulation agreements that clearly define course credits** as an area for improvement.
- Some stakeholders raised the concern that if the USM doesn't create a more efficient and streamlined system, **Maryland Community College students may go to Virginia** instead.

## Exemplary data:



Source: IPEDS (\*Most recent data available); IRIS, "Maryland Community College Transfer Students by Sending Institution over Time" (†2021 data only includes transfers for the fall semester, as spring 2021 numbers are not yet known)

# Appendix B

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Miscellaneous  
Phase I details



# STAKEHOLDER ENGAGEMENT QUESTIONS

While Huron adapted interview questions slightly for each group, we maintained a similar arc of questioning throughout each session—discussing strengths, opportunities, and priorities for the USM for the future.

- What should the top priorities be for the system's continued development? Which will continue to be important and will have renewed or increased emphasis going forward? Which areas of emphasis should be prioritized in the near-term vs. the long term?
- What are the system's greatest challenges? What challenges within the system has the pandemic made more acute?
- In what areas should the system be out in front and "pulling," while the institutions follow directives/guidance? In what areas should the institutions be taking the lead and the system support?
- How do we ensure we are creating a strategic plan that is flexible yet pointed enough for all system institutions to execute on?
- What kind of stories will it be important to tell about USM in 10 years from now?
- Where are opportunities for increased collaboration between institutions within the System? In your view, how has "systemness" been achieved? Where are there still areas to grow?
- What should the role of the system be? What are the internal barriers to the System fulfilling its mission and achieving its full potential?
- What aspects of the research enterprise across the system do you view as a strength? Where are there areas for improvement? How, if at all, could research be done more collaboratively?

# THEMES FROM DATA ANALYSIS: CURRENT INSTITUTIONAL STRATEGIC INITIATIVES

	UMBC ('15 - ?)	Coppin State ('16 - '20)	UMD ('16 - '22)	UMB ('17 - '21)	UMES ('18 - '20)	U. of Baltimore ('18 - '23)	Frostburg State ('18 - '23)	UMCES ('19 - ?)	UMGC ('19 - '22)	Bowie State ('19 - '24)	Towson ('20 - ?)	Salisbury ('20 - '25)
Diversity, Equity, and Inclusion	•	•	•	•	•	•	•	•	•	•	•	•
Workforce Development	•	•	•	•	•	•	•		•	•	•	•
Anchor Institutions	•	•	•	•		•	•	•		•	•	•
Research	•	•	•	•	•	•		•		•	•	•
Academic Innovation & Lifelong Learning	•	•	•	•	•	•	•		•	•	•	
Access and Affordability		•	•	•	•	•			•	•		•
“Systemness”	•	•	•	•	•					•	•	•
Enrollment Growth		•	•			•			•	•		•
Community College Partnerships		•				•					•	

Note: Institutions are organized by the year their current strategic plan was published, with the oldest plans on the left and newest plans on the right.

Dark Green = 11-12 institutions; Light Green = 10 institutions; Yellow = 8 institutions; Orange = 6 institutions; Red = 3 institutions.

# CURRENT INSTITUTIONAL STRATEGIC INITIATIVES: ELEMENTS

In their current strategic plans, institutions discussed initiatives in each of the below priority areas. The elements making up the various initiatives are listed here in order of their prevalence, with the most prevalent elements coming first.

	Elements
<b>Diversity, Equity, and Inclusion</b>	Increasing the diversity of students; fostering an inclusive climate on campus; increasing the diversity of faculty; integrating DEI into the curriculum; developing cultural competencies through education
<b>Workforce Development</b>	Leveraging partnerships; ensuring graduates are career-ready; supporting specific occupations (e.g., teacher preparation, STEM, etc.); providing internships
<b>Anchor Institutions</b>	Creating economic value; engaging with K-12 education; ensuring sustainability (e.g., environmental, economic); allowing the community to access campus resources; improving health
<b>Research</b>	Pursuing applied/sponsored research; partnering with external entities; partnering with other USM schools; reconsidering faculty workload; promoting student research; promoting interdisciplinary research
<b>Academic Innovation &amp; Lifelong Learning</b>	Redesigning program content/curriculum; improving pedagogy; offering new programs; expanding program delivery; redesigning classrooms/learning environments; integrating technology; incentivizing faculty
<b>Access and Affordability</b>	Developing new tuition/financial aid strategies; optimizing resources/reducing costs; using open educational resources (OERs)
<b>“Systemness”</b>	Aligning institutional strategic plans to USM strategic plan; collaborating with other USM institutions; leveraging resources/data from the USM office
<b>Enrollment Growth</b>	Pursuing specific populations (e.g., grad students, nontraditional students, low-income/underrepresented students); increasing marketing/branding to drive enrollment; leveraging dual enrollment; pursuing academic innovation
<b>Community College Partnerships</b>	Building enrollment pipelines/increasing enrollment

# ACTUAL & PROJECTED ENROLLMENT GROWTH / DECLINE

From 2010-2020, undergraduate enrollment grew 20.8% and graduate enrollment declined 11.4% across the USM. Most individual schools are projecting growth in both undergraduate and graduate enrollment from 2020-2029, even if the school saw declines from 2010-2020.

Institution	Undergraduate					Graduate				
	2010 (Actual)	2020 (Actual)	2029 (Proj.)	'10 – '20 (Change)	'20 – '29 (Change)	2010 (Actual)	2020 (Actual)	2029 (Proj.)	'10 – '20 (Change)	'20 – '29 (Change)
<b>Bowie State</b>	4,401	5,354	5,905	21.7%	10.3%	1,177	896	1,210	-23.9%	35.0%
<b>Coppin State</b>	3,298	2,108	2,620	-36.1%	24.3%	502	240	276	-52.2%	15.0%
<b>Frostburg State</b>	4,866	4,119	4,497	-15.4%	9.2%	604	738	835	22.2%	13.1%
<b>Salisbury</b>	7,706	7,150	8,037	-7.2%	12.4%	691	974	1,115	41.0%	14.5%
<b>Towson</b>	17,529	18,730	19,386	6.9%	3.5%	4,311	3,187	3,169	-26.1%	-0.6%
<b>U. of Baltimore</b>	3,226	1,899	1,600	-41.1%	-15.7%	3,275	2,270	2,400	-30.7%	5.7%
<b>UMB</b>	772	898	1,005	16.3%	11.9%	5,577	6,239	6,124	11.9%	-1.8%
<b>UMBC</b>	10,210	10,932	12,116	7.1%	10.8%	2,678	2,565	3,412	-4.2%	33.0%
<b>UMD*</b>	26,922	30,875	30,250	14.7%	-2.0%	10,719	9,834	10,075	-8.3%	2.5%
<b>UMES</b>	3,967	2,069	2,402	-47.8%	16.1%	573	577	677	0.7%	17.3%
<b>UMGC</b>	25,686	47,080	51,481	83.3%	9.3%	13,891	11,446	12,502	-17.6%	9.2%
<b>USM Total</b>	108,583	131,214	139,298	20.8%	6.2%	43,998	38,966	41,795	-11.4%	7.3%

Source: IRIS, "Statewide Fall Headcount by Level"; USM Enrollment Projections: FY 2020 through FY2030 (\*Note: UMD's actual enrollment change for graduate enrollment was impacted by immigration policy and is expected to return to around 10,500 students)