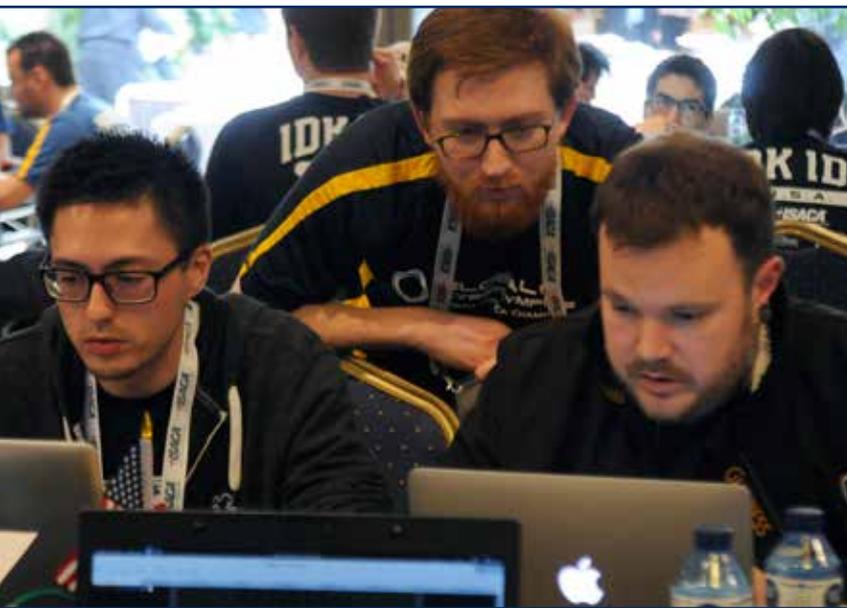
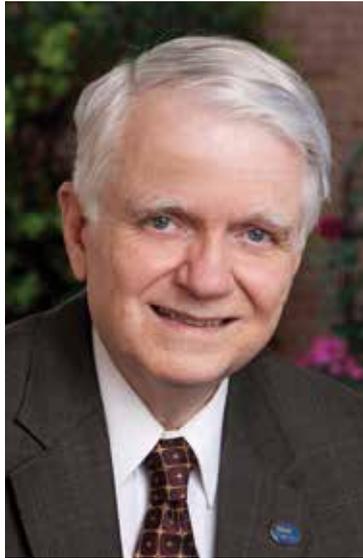


STRATEGIC PLAN 2015–2018



1. LETTER FROM THE PRESIDENT

Dear Colleagues and Friends:



I am pleased to share with you the strategic plan for University of Maryland University College that will guide our path forward. This document represents the efforts and insights of our global community.

Over the course of my tenure as president, our university has undergone a significant transformation. We made painful but necessary reductions in personnel and budgets, responding to declines in enrollment. Even as we reduced expenditures, we maintained focus and continued to invest in our strategic priorities. Our marketing efforts—carefully targeted and data-driven—have begun to bear fruit, and we have returned to growth stateside.

At the same time, we took steps to remove costly redundancies, moving to one worldwide distance learning operation and centralizing business processes across our three divisions—Europe, Asia and stateside. We developed a state-of-the-art analytics program and began the journey to transform our academic model through innovation and technology. We retired our legacy learning management system—WebTycho—and replaced it with a comprehensive Learning Experience Online (LEO), built around the cutting-edge Desire2Learn platform. We are well on the way to meeting our goal of adopting open-source educational resources, for both the graduate and undergraduate schools, by the fall of 2016. And we have been granted certain autonomies and flexibilities by the University System of Maryland Board of Regents that better position us to compete in the national and global marketplaces.

This strategic plan builds on these transformations and has been shaped by worldwide input and collaboration. It will guide our path forward, clarifying our mission and vision while articulating our goals, cultural aspirations and strategies. It includes critical components that were identified, shared and revised based on input from the university's key stakeholders: faculty, staff, students and alumni.

Because of the efforts we have made together, UMUC is today a significantly different, stronger and healthier institution. And—with this strategic plan serving as a roadmap for student success and the university's global growth—I am confident that the best is yet to come.

I thank you for your continued dedication to and support of our university and our unique mission.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Javier Miyares'. The signature is fluid and cursive, written in a professional style.

Javier Miyares
President
University of Maryland University College



Inside UMUC's
Academic
Center at Largo

TABLE OF CONTENTS



2 | **1. Letter from the President**

8 | **2. History**

- a. UMUC's Journey
- b. Our Commitment to Military Education

12 | **3. Leveraging Technology for Adult Education**

- a. Establishing Infrastructure
- b. Advancing Learning Platforms
- c. Continuing Technological Evolution

14 | **4. Mission, Vision and Goals**

- a. Mission
- b. Vision
- c. Goals
 - Strategic Initiatives
 - 1. Adopting a Single Global Operational Model
 - 2. Improving the Student Administrative Experience
 - 3. Transforming the Core Learning Model
 - 4. Diversifying the Revenue Portfolio
 - 5. Maintaining the University Infrastructure

16 | **5. Changes in the Higher Education Landscape**

- a. Decreases in Government Funding—Increases in Student Debt
- b. The Changing Collegiate Student Population
- c. Increased Workforce Readiness and Career Focus
- d. The Skills Gap
- e. The Call for More College Graduates
- f. Increased Competition
- g. Military Education Cuts and Troop Drawdowns Decrease Enrollment
- h. As Enrollment Becomes Volatile, New Markets Must Open



18 **6. Responses to Changes in the Higher Education Landscape**

- a. Harnessing the Power of Technology to Create Student-Centric Education
- b. Increased Support and Services for Veterans
- c. Affordable Tuition for All Students
- d. Increasing Workforce Readiness and Focus on Student Careers
- e. Addressing Market Demand for Cybersecurity Professionals
- f. Groundbreaking Alliance with the Office of Personnel Management
- g. Unique Experience with Nontraditional Students
- h. Developing Competency-Based Programs
- i. Supporting Staff Leadership Training
- j. Adopting a New Branding Message

24 **7. Academic Roadmap**

- a. A Redesigned Learner Experience
- b. Personalized Learner Support
- c. Workplace-Relevant Curricula and Programs
- d. Roles of Faculty

27 **8. Core Values and Cultural Aspirations**

- a. Core Values
- b. Cultural Aspirations

28 **9. Building a UMUC Community**

- a. Transparency and Collegiality
- b. Commencement
- c. Alumni and Career Services
- d. Arts Program
- e. Outreach
- f. Accessibility Services

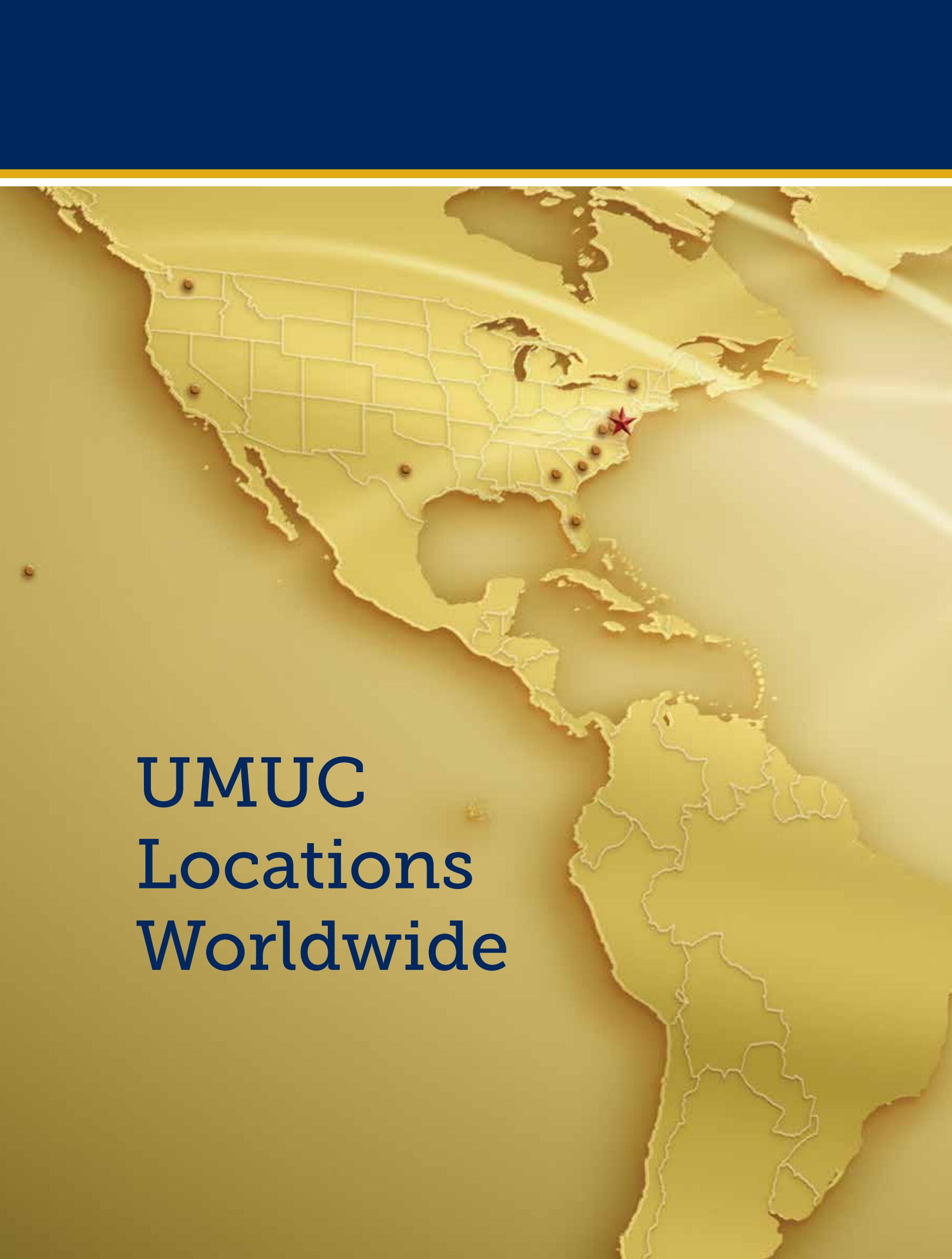
30 **10. New Business Model**

31 **11. Conclusion**

32 **Appendix A: UMUC Timeline**

34 **Appendix B: UMUC SWOT Analysis**

FROM LEFT: UMUC Friends of the Arts at Joseph Sheppard's exhibition opening; Tammy Borkowski, alumna; UMUC Europe Bentley Award Winner; UMUC Padawans in competition; recent graduate at a UMUC commencement.

A stylized, golden map of the Americas, showing the outlines of the continents and state/province boundaries. A red star is placed on the Northeast coast of the United States, specifically in the area of New York and New Jersey. Several small brown dots are scattered across the map, representing other locations. The background is a gradient of gold and yellow, with some light rays emanating from the top right.

UMUC Locations Worldwide



2. HISTORY

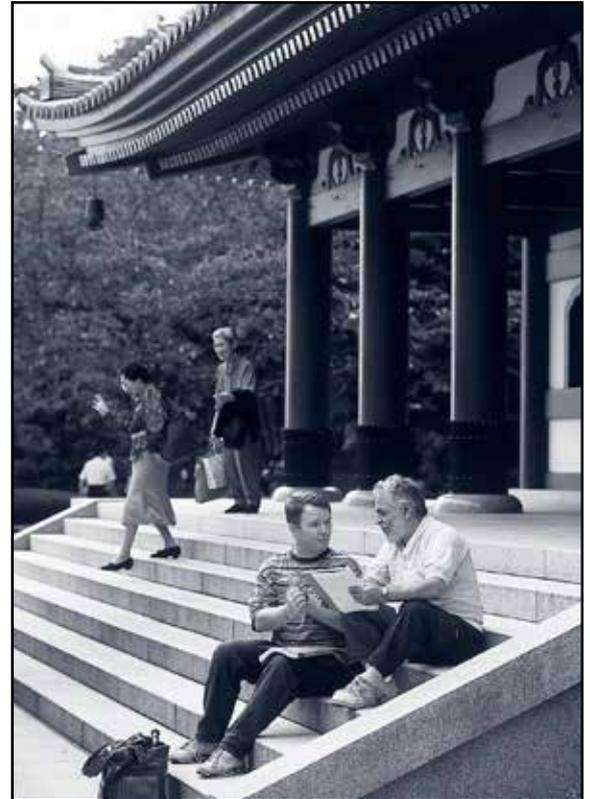
a. UMUC's Journey

The history of University of Maryland University College (UMUC) tracks the history of adult and distance education in the United States, and UMUC has consistently been at the forefront of these changes. The university was quick to accept military students, to teach students face-to-face in remote locations, to administer cutting-edge virtual programs and services, and to maintain its strong commitment to educating minority students.

The early history of UMUC is inherently connected to the history of the University of Maryland, College Park. That history began in 1807 when the State College of Medicine was founded in Baltimore, Maryland.

In 1856, the General Assembly of Maryland established the Maryland Agricultural College in College Park, part of the land grant system of universities, whereby the federal government gave tracts of land to states to establish universities teaching practical subjects, such as agriculture.

At the end of World War II, the University of Maryland's student body was typical of a



traditional institution, with most students aged 18–22. But returning war veterans began to change the composition of the student body. Most veterans were older. Some lived off-campus and commuted daily. Some were single while others were married with children. Some went to school full-time while others held jobs and attended part-time.

Veterans Using the New GI Bill Transform a University

In 1944, Congress passed the Servicemen's Readjustment Act, which became known as the GI Bill, providing funds for a wide range of educational programs for millions of veterans. This had a lasting impact on institutions of higher education and changed our society by helping to build and expand the American middle class. As the war ended, a record number of veterans began enrolling in colleges and universities across





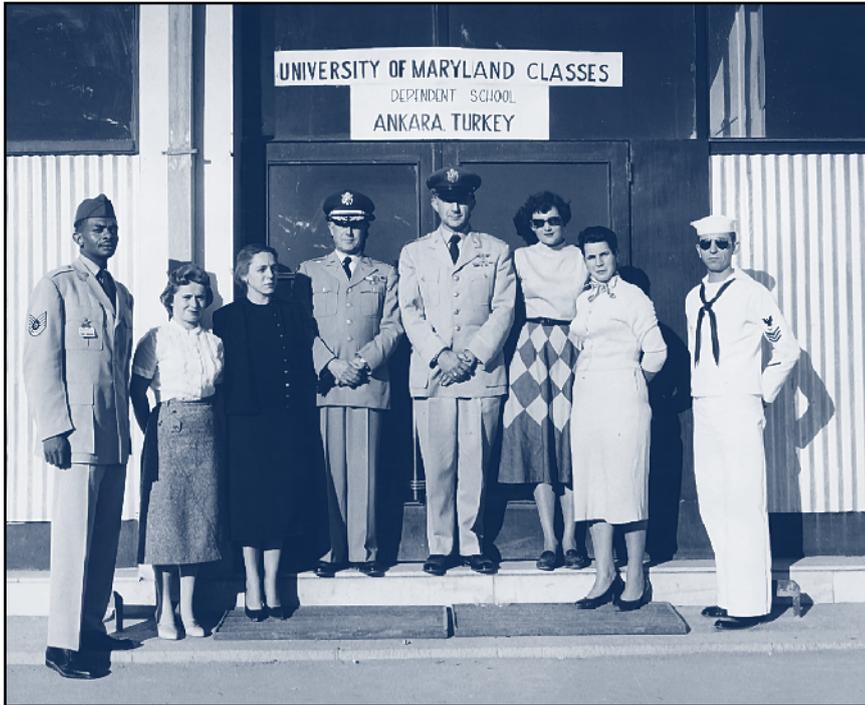
CLOCKWISE FROM TOP LEFT: By the time the Asian Division reached its 40th anniversary in 1996, more than 400,000 students had taken courses there; Military students had to do their homework wherever and whenever they could find a place to study; During the early years of the European program, almost all of the students were men serving in the U.S. military; University College Chancellor, Stanley J. Drazek (left), registers students for CSCS courses at the Pentagon.

the United States. Between June and September of 1946, the University of Maryland student enrollment at College Park and Baltimore nearly doubled, from 6,000 to more than 11,000. By the end of the 1947–48 academic year, enrollment had reached 15,000. To accommodate the growing population, the university recognized that it needed to increase the number of courses, classrooms and dormitories for its full-time students on campus and also offer courses—both on and off campus—for the large number of nontraditional adult students who wanted to take courses on a part-time basis. As a group, these veterans were more mature than the traditional students who entered college immediately after completing high school.

In 1947, a new unit was established within the College of Education to administer a number of programs across the state. That affiliate became the College of Special and Continuation Studies



2. HISTORY (CONT.)



During the 1950s, the European Program expanded beyond Europe to Turkey, Saudi Arabia, Morocco, and Ethiopia.

(CSCS), established to 1) create a home for the College of Military Science and Tactics, established in 1944 to meet the needs of the military; 2) handle the demand for higher education from adult learners; and 3) accommodate traditional students under the Division of General Studies who applied for admission but failed to fulfill the entrance requirements.

In addition, there was a high demand from African Americans who sought admission to the University of Maryland in College Park and Baltimore but, because of segregation, were not allowed to attend. The CSCS accommodated African American students while allowing the state to avoid the issue of integration. Today, UMUC continues to graduate more minorities than any other institution in the state.

b. Our Commitment to Military Education

In 1949, the College of Special and Continuation Studies was established as a separate entity from the College of Education. By the fall of 1949, along with a full curriculum offered in the United States, the University of Maryland European Division began offering courses overseas in mathematics, government and politics, military science, economics, German, French, speech, business and public administration, sociology and history. Over the next four decades, the European Division would offer classes in 23 countries in Europe, North Africa and the Middle East; more than 350 education centers throughout the European Command hosted Maryland academic programs; 600,000 service personnel, civilians and family members studied with the University of Maryland European Division; and 28,000 European Division students earned University of Maryland degrees. Additionally, the CSCS continued to expand its programs locally and abroad. The CSCS established the Atlantic Division (Greenland, Iceland, Bermuda and the Azores) in 1951 and, in 1956, gained a foothold in Asia with the establishment of the Far East Division, which included Japan, Okinawa and Korea.

The program offerings were so successful that within its first decade, CSCS became a separate, degree-granting college of the University of Maryland, providing higher education not only in Maryland and the Washington, D.C., metropolitan area, but also at U.S. military installations in Europe, the North Atlantic, Asia, Africa and the Middle East.

The New Name: University of Maryland University College

In 1959, the institution's name was changed to University College, and in 1970, it was incorporated as University of Maryland University College (UMUC)—an institution independent of what is

now University of Maryland, College Park. The new name recognized that the institution had a distinct mission to serve the needs of adult students on and off campus, in Maryland and other locations.

In 2012, UMUC's worldwide enrollment ranked first among four-year degree-granting public universities in the United States. Today, with divisions in Asia and Europe and a presence on military installations in more than 20 countries and territories, UMUC remains a leading provider of education services to the U.S. military. UMUC has continued to grow and evolve into an institution that is recognized internationally as a leader in higher education for adults, veterans and other nontraditional student learners. With students spanning the globe, UMUC conducts seven worldwide commencements annually to ensure that every student, regardless of location, can participate in a formal graduation ceremony.

Today, UMUC is one of 11 degree-granting institutions of the University System of Maryland. With an annual enrollment of approximately 84,000 students worldwide, UMUC is recognized as a pioneer in extending higher education programs to members of the U.S. military worldwide as well as to the general public. UMUC remains uniquely positioned to provide adult learners with the high-quality education that meets their professional and academic pursuits within an affordable cost structure. Without the constraints of a brick-and-mortar institution, UMUC offers an innovative and engaging learning environment, unencumbered by the limits of a physical campus, allowing it to reach a very large student body.

On October 1, 2012, Javier Miyares was appointed as the sixth president of UMUC by the University System of Maryland Chancellor and Board of Regents.



TOP: Faculty member Theodore H. ("Ted") Stell at Furstenfeldbruck Air Base, West Germany in 1950. BELOW: During the war, University College founder, Ray Ehrensberger—seen here at Da Nang Air Base in Vietnam, 1966—visited several sites where the university offered courses in Southeast Asia.

3. LEVERAGING TECHNOLOGY FOR ADULT EDUCATION

a. Establishing Infrastructure

As UMUC grew organically with the market conditions in online higher education throughout the 1990s, so too did its platforms. The Information Technology unit was largely an operations-focused team, with groups of administrators, engineers and developers dedicated to the specific technology they supported. Since 2012, UMUC has undertaken a significant effort to modernize its application and infrastructure landscape. Additionally, the use of cloud computing has enabled UMUC to use files and applications over the Internet instead of hosting, storing or processing them on locally managed servers.

b. Advancing Learning Platforms

UMUC specializes in providing career-relevant online higher education opportunities to busy professionals. In addition to providing face-to-face instruction both nationally and internationally, in the past the university utilized a variety of delivery formats—including mail, telephone, cable and closed-circuit television and more—to reach students wherever they were across the globe. As telecommunications technology advanced and personal computers became increasingly affordable in the 1990s, UMUC pioneered the use of online learning management platforms to deliver curricula. The university quickly recognized and leveraged the potential of the Internet and the World Wide Web to serve as the “campus” of the future. During this period, UMUC created a proprietary learning management system, ultimately termed WebTycho, to support the online learning environment. Today, UMUC utilizes the Desire2Learn (D2L) platform to further enhance the student experience.

UMUC has adopted the following principles to advance its technology and learning platforms:

1. University decisions and priorities drive information technology.
2. Systems must be highly available and resilient.
3. Data are assets and must be managed accordingly.
4. Ease-of-use and accessibility are vital to successful adoption.
5. Maximize IT value by reducing complexity.
6. Adhere to and adopt industry standards.
7. Systems are open and extensible.

c. Continuing Technological Evolution

As the leader in online learning, utilizing virtual platforms, UMUC will continue to explore opportunities for improving the learning environment and access to learning for all students. For example, mobile learning and handheld platforms are areas that UMUC has begun to develop. Mobile technology enhances the university’s ability to serve students. Mobile learning is critical to reaching the new generation of students who do not engage in classes face-to-face and who also do not want to be tied to a computer or computer lab to participate in academic courses. It also provides greater points of connectivity with UMUC faculty, staff and students.

To further ensure that students are best positioned to succeed, adaptive learning strategies have been developed to help assess when students are not able to achieve mastery of specific topics (e.g., course modules) and



UMUC criminal justice and homeland security student Dori Samadzai-Bonner with her husband, Maj. Ernest Lincoln Bonner III (U.S. Air Force).

intervene by directing and navigating them through supporting or supplemental materials. This commitment to identifying students who may need assistance as early as possible will help them gain access to all of the tools available to get them back on their educational path. This intervention is part of UMUC's commitment to student success, retention and matriculation through commencement and beyond.

The focus on technology has also enabled UMUC to better support students with disabilities. The mission of the Accessibility Services unit is to ensure that students with visual, auditory or physical limitations have equal access to the UMUC curricula and learning environment. Often, it is the software

and hardware supported by the Analytics, Planning, and Technology team that levels the playing field and allows all students the opportunity to obtain a degree through UMUC.

4. MISSION, VISION AND GOALS

a. Mission

The mission of University of Maryland University College is improving the lives of adult learners. We will accomplish this by:

1. Operating as Maryland's open university, serving working adults, military servicemen and servicewomen and their families, and veterans who reside in Maryland, across the United States, and around the world;
2. Providing our students with affordable, open access to valued, quality higher education; and
3. Serving as a recognized leader in career-relevant education, embracing innovation and change aligned with our purpose and sharing our perspectives and expertise.

b. Vision

UMUC will be a recognized leader in learner-centered adult education, focusing on career-relevant programs that build the skills, competencies and capabilities our students need to realize their professional aspirations. We will transform ourselves to place student interests first in all things; support sustained quality academic innovation; and become more agile, efficient and effective.

c. Goals

UMUC has six strategic goals to guide its plans, decisions and actions as shown below:

GOAL AREAS	GOALS	SAMPLE METRICS
STUDENT SUCCESS	Help students earn a degree or certificate and achieve their professional goals and successful employment. Engage alumni and business partners as mentors, coaches and potential employers of our students.	COMPLETION, EMPLOYMENT, ALUMNI ENGAGEMENT
QUALITY EDUCATION	Provide innovative, career-relevant education in alignment with accreditation standards and help students build the competencies desired.	STUDENT LEARNING OUTCOMES
RESPONSIBLE STEWARD	Serve as a responsible steward of all assets and resources, managing unit cost at or below inflation, to sustainably deliver affordable tuition for everyone.	UNIT COST, NET REVENUE, INVESTMENT FUND
ENROLLMENT GROWTH	Grow enrollments by 5 to 7 percent annually, creating a sustainable revenue stream to support academic innovation and investment.	NEW STUDENTS, RETENTION, REVENUE
EXCELLENT STUDENT EXPERIENCE	Improve the whole of the adult learner experience, commencing with first contact and following through all processes of enrollment, administration, learning, employment and engagement as alumni.	CYCLE TIME, STUDENT SATISFACTION
ORGANIZATIONAL CAPACITY	Build our professional capability by investing in our people, processes, technology and infrastructure and by leveraging our diversity to innovate and improve.	EMPLOYEE ENGAGEMENT

Strategic Initiatives

Five strategic initiatives have been identified as key priority areas for improvement moving forward. Each of these priorities has university-wide impact and requires changes to the way UMUC conducts business internally, externally, nationally and internationally. The five strategic initiatives include:

1. **Adopting a Single Global Operational Model:** UMUC grew as separate divisions—Europe, Asia and stateside—and we now need to consolidate student operations management, administration processes, academic transfers and related procedures into a single system such that, from the students' perspective, we are one global university.
2. **Improving the Student Administrative Experience:** To further the functionality of UMUC as one global university, the institution is creating one single, seamless and intuitive experience, allowing students to become more engaged and self-sufficient in accessing their administrative, academic, and communication information from one environment, their MyUMUC personalized website. UMUC is also overhauling the content and architecture of the UMUC.edu website, prioritizing the needs of prospective students to make it more relevant, consumable and action-oriented. In addition, UMUC is refining its student recruitment process and establishing baseline operational metrics to improve the lead-to-enrollment rates.
3. **Transforming the Core Learning Model:** As outlined in the Academic Road Map section of this strategic plan, by fall 2015, 100 percent of The Undergraduate School courses will use open-source educational resources at no cost to students. The university is leveraging best practices in learning science to redesign several programs in both The Undergraduate School and The Graduate School. UMUC is also simplifying the degree structure of The Undergraduate School by designing straight-line paths that eliminate choice points within degree plans, thus reducing confusion and accelerating time to degree completion.
4. **Diversifying the Revenue Portfolio:** UMUC is establishing a shared repository of employer outreach activity and relationships to manage and coordinate outreach efforts across UMUC stakeholder groups to optimize the benefits of key relationships. The university will also partner with for-profit business ventures to provide new revenue streams.
5. **Maintaining and Managing the University Infrastructure:** UMUC is retiring several major systems for which there is no longer adequate support, replacing them with state-of-the-art systems, eliminating the risk of losing access to critical documentation and allowing for 21st-century functionality. The university is assessing its course scheduling process and identifying ways to improve. An initiative is underway to either remove unneeded personal identifiable information or ensure that adequate controls exist to safeguard existing records.

Each strategic initiative affects the entire university, contributes to performance against goals and moves the institution forward toward the realization of its vision. In effect, strategic initiatives help every individual in every job link with and support the achievement of the university's mission, vision and goals. The work required to execute against each initiative is organized into multiple projects and programs, engaging many parts of the university.

5. CHANGES IN THE HIGHER EDUCATION LANDSCAPE

The higher education landscape is changing, both nationally and internationally, and this presents challenges for UMUC and universities at large.

a. Decreases in Government Funding—Increases in Student Debt

Higher education in America is undergoing significant change. Nationally, cuts in higher education funding by state and federal governments have contributed to increased college costs. Student debt has surpassed \$1 trillion, even as college graduation rates are dropping nationally. However, the State of Maryland resisted the national trend to shrink education funding and has actually invested in the state's education system, reducing, to some extent, the impact of decreased funding for Maryland students.

b. The Changing Collegiate Student Population

Student demographics, motivation and preferred modes of instruction are all changing. Nontraditional students—older, in the workforce or military, perhaps supporting families, and likely to have attended multiple institutions—are now in the majority, constituting 75 percent of the student population in higher education.

c. Increased Workforce Readiness and Career Focus

More employers are demanding college degrees even for entry-level positions. They also expect applicants to have the skills and training needed to perform their jobs. As a result, today's nontraditional students are more workforce-oriented and focused on the education and training needed to advance their careers.

Employability and employment success are now

being considered as elements of higher education institutions' accountabilities and rating metrics.

d. The Skills Gap

A gap exists between the skills employers need and those that students have when they graduate. Many jobs go unfilled in Maryland and across the United States each year because of this critical skills gap.

e. The Call for More College Graduates

President Obama and prominent education foundations have called for dramatic increases in college degree attainment, to 55 percent of Americans by the year 2020. More than ever, a college degree is needed to succeed. To reach this goal, higher education must find new ways to serve nontraditional students. The objective is to ensure workforce readiness, improve graduation rates, decrease the time needed to complete a degree, and reduce college costs and student debt.

f. Increased Competition

Online education is no longer novel or exotic. It is now an accepted, mainstream learning platform. Providing accessibility, affordability, and flexibility was once sufficient to distinguish UMUC from other universities. Today, the tremendous growth of for-profit online schools has had an impact on UMUC, particularly in the area of military education. Having pioneered military distance learning, UMUC long enjoyed the top position in providing higher education to the U.S. military. This is no longer the case, as there has also been a proliferation of for-profit schools focused on enrolling veterans.



In addition, large public universities and private schools are now developing substantial online divisions that compete with UMUC. As globalization of online education increases, UMUC must now compete with foreign universities for students.

g. Military Education Cuts and Troop Drawdowns Decrease Enrollment

When federal budget cuts—known as sequestration—were implemented in March 2013, the U.S. Armed Service, led by the Marine Corps, suspended Military Tuition Assistance (MTA) for active-duty servicemembers. While Congress moved swiftly to reinstate the education program for that fiscal year, it has since been scaled back. The number of classes deployed students can take has

been limited, and MTA is now not available in the Army until the second year of service. This serves to reduce UMUC enrollments. In addition, experts predict future military forces may be reduced by up to 30 percent, further depressing enrollments.

h. As Enrollment Becomes Volatile, New Markets Must Open

Increased competition, dwindling funds for military education and cuts to state and federal education support have all caused UMUC's enrollments to fluctuate. It is clear that to continue to grow, UMUC must expand into a nonmilitary market. As its academic models grow and develop, so must its ability to reach more potential students beyond Maryland.

UMUC commencements are typically a family affair, and graduates often voice gratitude for the support they receive from their loved ones.

6. RESPONSES TO CHANGES IN THE HIGHER EDUCATION LANDSCAPE

UMUC is acting to capitalize on opportunities offered by the changing landscape of higher education.

a. Harnessing the Power of Technology to Create Student-Centric Education

Through technological advancements in learner and data analytics, coupled with the refinement of prior learning assessments, UMUC can provide an individualized education tailored to each student. Technology brings to scale student-centric education with personalized analysis, course mapping and early interventions to maximize student success. UMUC's analytics can help match the right classes and the right individualized course sequencing while improving the onboarding process to enhance student success.

Technological advances have also led to establishing the Center for Innovation in Learning and Student Success at UMUC. The Center develops new educational approaches and uses learner and data analytics to determine what does and does not work. These data can help course selection during enrollment to increase student retention and degree completion rates.

b. Increased Support and Services for Veterans

UMUC was named the #1 "Best for Vets" online and nontraditional school by *Military Times* for 2015. The university has a long tradition of providing educational opportunities to our nation's veterans, and UMUC student veterans graduate at a higher rate than UMUC students in general. UMUC now provides a dedicated microsite where veterans and their families can access information on VA benefits, classes, academic counseling and much more.

Today, veterans account for almost two-thirds of the military online higher education market. The veteran population is expected to grow by 63 percent by 2017, even as enlistments decline. This expected growth presents a significant opportunity for UMUC.

The Department of Defense (DOD), which administers unemployment benefits for veterans, places special emphasis on preparing them to succeed in the civilian workforce. UMUC has an active Veterans Resource Center and is the only university to have two Vet Success counselors from the Veterans Administration on-site, serving student veterans full-time. Further, UMUC has two veterans lounges, one in the Academic Center at Largo and one in the Waldorf Center for Higher Education, and the university has increased the availability of hybrid classes—a mix of online and face-to-face classes—which are particularly popular with veterans.

Because of changes in state and federal residency requirements, UMUC can now immediately offer in-state tuition to newly separated veterans in Maryland, whereas before they had to pay the out-of-state tuition if Maryland was not their home of record at the time of their separation from the military. In addition, since nearly half of all federal workers are veterans, many who live outside Maryland will be able to utilize a tuition discount through UMUC's partnership with the Office of Personnel Management (OPM) that provides all federal employees and their dependents with reduced tuition.

c. Affordable Tuition for All Students

One of the best ways UMUC supports its students is by providing quality education at affordable prices. Even in the changing marketplace, UMUC partners with every Maryland community college

to offer the Maryland Completion Scholarship, which allows all Maryland community college graduates to complete their bachelor's degrees at UMUC—for a total cost of \$20,000 for both the associate's and bachelor's degrees. UMUC is also embedding course learning resources so students will soon incur no additional costs for textbooks.

d. Increasing Workforce Readiness and Focus on Student Careers

Today's nontraditional students are focused on employment and career advancement. They are looking for a university that focuses on their career success. UMUC is the bridge between a student's education and her or his career advancement. The university not only prepares students for better jobs, it also partners with employers who seek workforce-ready employees.

Through the university's Corporate Learning Solutions unit, UMUC has established many education alliances with corporations, associations and government agencies. Through these partnerships, UMUC provides education for current employees to master skills these employers have identified as essential to their workforce. The university also has a team of faculty that consults with businesses and other employers to see how UMUC's curriculum and programs can be coordinated with and adapted to their needs, making UMUC students more attractive as new hires.

e. Addressing Market Demand for Cybersecurity Professionals

UMUC is a leader in cybersecurity workforce education and development. In response to the critical need for cyber talent, UMUC developed five cyber-related degree programs and several certificates over the past four years. Since 2011,



the university has produced more than 2,500 cybersecurity graduates with more than 7,000 students currently enrolled, creating a pipeline of talent that is needed to protect the critical information infrastructure of our nation.

The UMUC Cyber Padawans—a team of cybersecurity students, faculty and alumni — have won regional, national and global awards in cyber competitions, including the 2014 Global Cyberlympics in Barcelona, Spain. This is a testament to the world-class talent represented by UMUC's cybersecurity students, faculty and alumni.

Since April 2002, the National Security Agency and the U.S. Department of Homeland Security (NSA/DHS) have consistently designated UMUC as a National Center of Academic Excellence in Information Assurance Education.

Mechelle Kerns-Nocerito embodies UMUC's scholar-practitioner faculty model. An instructor in history in The Undergraduate School, Kerns-Nocerito holds a doctorate in archaeology and works as a senior archaeologist with a multinational earth sciences corporation.

6. RESPONSES TO CHANGES IN THE HIGHER EDUCATION LANDSCAPE (CONT.)



UMUC students at Spangdahlem Air Base, Germany.

f. Groundbreaking Alliance with the Office of Personnel Management

One of UMUC's broadest alliances is with the Office of Personnel Management (OPM), the employment arm of the federal government. UMUC not only provides tuition discounts for millions of federal employees and their dependents on out-of-state tuition, but also works with federal personnel leadership to coordinate classes and courses to fill categories of job vacancies within the federal government.

g. Unique Experience with Nontraditional Students

UMUC is a first mover in nontraditional adult education, setting the academic standard and establishing a well-respected brand in the field. The university has long been at the forefront of serving the continuing education needs of working adults. Since 1947, UMUC's singular focus has resulted in an institution organizationally and culturally adaptive to new technology in providing educational programs uniquely suited to the needs of its students.

h. Developing Competency-Based Programs

The increased demand for demonstrable outcomes from academic institutions has prompted high interest in the development of a competency-based education (CBE) model. The CBE model provides students with the opportunity to earn a competency-based college degree that is more affordable, more accessible for busy adults and more accountable for the development of needed skills. Many universities are exploring CBE models wherein students can take as long or as short a time as they need to achieve mastery of the competencies. UMUC is in the process of exploring a CBE model designed around the university's unique mission and the needs of its students.

i. Supporting Staff Leadership Training

Higher education is a people-based endeavor and high-quality, well-trained staff contribute largely to a university's success and the success of its students. UMUC has embarked on a multiyear, intensive staff leadership training and development program reaching deep into all departments and areas of the university. The current landscape of higher education is changing rapidly, and UMUC is responding to that change. Training in change management and leadership will help UMUC's staff adapt effectively and continue to lead in education innovation and student advancement and success.

j. Adopting a New Branding Message

UMUC's old branding message focused on access, convenience, and flexibility; that approach worked for many years. Today, UMUC emphasizes how it will enhance student career success with work-relevant education and partnerships with employers. UMUC offers individualized education through data and learning analytics, prior learning assessments and partnerships with employers. The value proposition to students is, "At UMUC, you will get a great return on your money and time by advancing your career." The university has established alliances with employers, demonstrating that it can produce valuable employees for them and can also keep their current workforce up to date with new certificates and degrees. The current "Moments" campaign highlights the moment a student gets her or his first job, raise, promotion, etc.



TOP: UMUC staff at Service and Achievement Awards ceremony; CENTER: Mayra Renderos, Montgomery College transfer student; BOTTOM: recent graduates at a UMUC commencement





TOP: College and university partnerships discussion;
BOTTOM LEFT: a UMUC commencement in Asia;
BOTTOM RIGHT: staff at awards ceremony;



7. ACADEMIC ROADMAP

External forces are driving a reformation in higher education that is changing the very foundation of how students experience “college.” Drawing on UMUC’s identity not only as a high-quality online institution but more fundamentally as an innovator, the university is pioneering a new learning model, one that helps students achieve more while maintaining low tuition.

In transforming its learning models across all programs, UMUC must build the infrastructure and processes necessary to ensure career-relevant and cutting-edge curricula, so students are ready to enter and immediately contribute to the workplace. The learner experience must also be redesigned so that UMUC students have a unified, streamlined and supportive educational journey from their first course through graduation.

To reach its goals, the university must undertake a number of interrelated projects over the next three years. The academic roadmap centers around the following four critical objectives:

a. A Redesigned Learner Experience

UMUC’s transformation of the learning model requires a “Copernican Revolution” that puts the learner at the center of the UMUC universe—at the heart of everything it does. Certain components of this revolution are already underway:

- A new orientation called “Jumpstart” helps students learn about their own strengths and weaknesses, providing them with tools they can use to identify their own preferences and abilities and guiding them in the design of individualized learning plans around specific goals.
- Straight-line undergraduate learning paths are being developed without the traditional array of choices, and accelerated pathways from

undergraduate to graduate degrees are coming. Competency-based education programs are designed to move students forward at the optimal personalized pace. Learning activities are sequenced throughout programs to ensure learners’ progressive development.

- Learning spaces (formerly “online classrooms”) will be informed by learning science and best practices in instructional design. They will enhance collaboration, communication, and connection with peers and faculty and enable learning anytime, anywhere, seamlessly across platforms.
- Online learning resources embedded in the learning space are not merely substitutes for physical textbooks but can support learning in more targeted ways. Through excellent course design, online learning resources can be precisely embedded within courses in ways that support learning at just the right place and time.

b. Personalized Learner Support

UMUC students start with varying skills and abilities, and they require personalized support to succeed. Wherever they start, the university will provide ways to recognize their learning, identify gaps in knowledge and skills, and build their capacity to succeed as they move through their programs.

- Through assessment supported by technology, UMUC increasingly will be able to measure students’ knowledge, skills and abilities before they begin their studies. This allows the university to avoid forcing them to cover material they have already mastered, instead helping them to more quickly acquire and demonstrate new knowledge and skills.

- Technology also allows UMUC to personalize ongoing learning to the individual student. In particular, adaptive learning (smart software that learns how learners are progressing and adapts specifically to those learners' needs) will help students learn more effectively. In courses that most students take when they first attend UMUC, adaptive learning approaches will be critical to help students build foundational skills and develop the confidence to move forward.
- The future learning model will also be supported by data analytics, allowing the university to learn more about its students and what helps them succeed and to continuously improve programs based on dynamic information about learners.

All of these elements will be combined in the learning model and will drive UMUC's efforts: a workplace-relevant, personalized, student-centered learning experience that is fully supported both academically and technologically. This will allow UMUC to continue and expand its tradition of leadership in the radically new world of higher education.

One of UMUC's greatest strengths lies in the dedication and commitment of its staff to serve its students. UMUC staff possess broad and far-reaching experience that truly makes UMUC a world-class higher education institution. The highly dedicated UMUC staff will be instrumental in providing more personalized support to students as they progress through their programs at UMUC.



TOP: A recent UMUC commencement in Bahrain; BOTTOM: Mother and son graduate together at the 2014 commencement in Adelphi.



7. ACADEMIC ROADMAP (CONT.)

c. Workplace-Relevant Curricula and Programs

Undergraduate and graduate programs will all share a definition of learning mastery that emphasizes not just knowledge of a field but also the ability to apply that knowledge in the real world. Students will not only memorize and recall but work through real-world projects and produce authentic deliverables. Several initiatives support this objective:

- UMUC is developing close relationships with employers to inform program curricula, including development of workplace-relevant projects and assessments aligned with the competencies employers need, in order to ensure that the skills gap is being closed for our graduates;
- The university will create clear, accelerated pathways from undergraduate to graduate degrees;
- The university will also collect, summarize and provide rich academic data that will enable program chairs to maintain and continually improve the relevancy and quality of curricula;
- UMUC will align open-source learning resources with specific competencies, so that the most relevant and up-to-date resources help students move toward mastery; and
- UMUC students will graduate with proven abilities to immediately contribute to their employers and communities—and many will be able to contribute in new ways even before graduation.

d. Roles of Faculty

Developing programs and learning spaces that allow students to demonstrate learning at a personalized pace will shift the roles of faculty:

- One of UMUC's greatest strength lies in the scholar-practitioner faculty members who bring years of real-world experience to the classroom, coupled with solid academic credentials. UMUC students, who demand a curriculum that is practical and relevant to today's competitive and evolving global marketplace, consistently praise the real-world perspective that the university's faculty bring to the classroom. The highly qualified UMUC faculty will work directly with individual students to help each learner progress, demonstrate competencies and access course materials to develop new knowledge and skills. These faculty roles—as mentors, guides and coaches—will enrich interaction with faculty and among students while increasing individual learning. The university's scholar-practitioner faculty will contextualize the information for students by drawing on their rich applied knowledge.
- To support faculty in these new roles, the university will provide enhanced training and professional development.
- As always, faculty will be integrally involved in the design of curriculum, the delivery of faculty development models and other roles arising from this new model.

8. CORE VALUES AND CULTURAL ASPIRATIONS

a. Core Values

UMUC's core values are at the heart of our university's culture and guide what we do and how we do it. The core values were developed to inspire all members of the UMUC community to reach even greater heights of academic service and success. Therefore, these core values reflect the central and enduring tenets that stress that the way we do things is as important as the things we do. With that in mind, we have adopted and embrace the following core values to guide our actions and behaviors:

STUDENTS FIRST

These are the people who make our work possible.

ACCOUNTABILITY

We are each responsible for our overall success.

DIVERSITY

Each individual brings value to our efforts and results.

INTEGRITY

Our principles and standards are never compromised.

EXCELLENCE

Outstanding quality is the hallmark of our work.

INNOVATION

We advance so others can benefit from our leadership.

RESPECT

The rights and feelings of others are always considered.

These core values demonstrate how we treat one another as employees. They guide our decisions and behavior to manage ourselves, our teams and our organization. Our core values demonstrate commitment to our UMUC employees and enhance employee effectiveness through engagement. These are more than a collection of words; they are the underpinning from which we develop our culture, our brand and our approach to learning.

b. Cultural Aspirations

UMUC clearly recognizes that our individual and collective work determines the strength and quality of the student experience. We commit to relentlessly pursuing an unrivaled and flawless student experience. To fulfill this commitment, we pledge to:

- Interact with one another and with every student in a personal, thoughtful, and respectful manner, despite our size;
- Collaboratively perform our work, recognizing its impact on our students as the first and foremost consideration;
- Recognize and reward performance that demonstrates the culture to which we aspire and hold accountable behaviors that do not;
- Actively seek and encourage new ideas, innovation and smart risk taking with the intent of strengthening the student experience and improving our business results;
- Align the work of the university units worldwide while fostering internal and external relationships to best enable student success; and
- Demonstrate passion for the work we do and have fun doing it.

9. BUILDING A UMUC COMMUNITY

a. Transparency and Collegiality

UMUC values transparency and collegiality and ensures that its key stakeholders—students, faculty and staff—have the opportunity to communicate with the university’s leadership and bring issues to their attention.

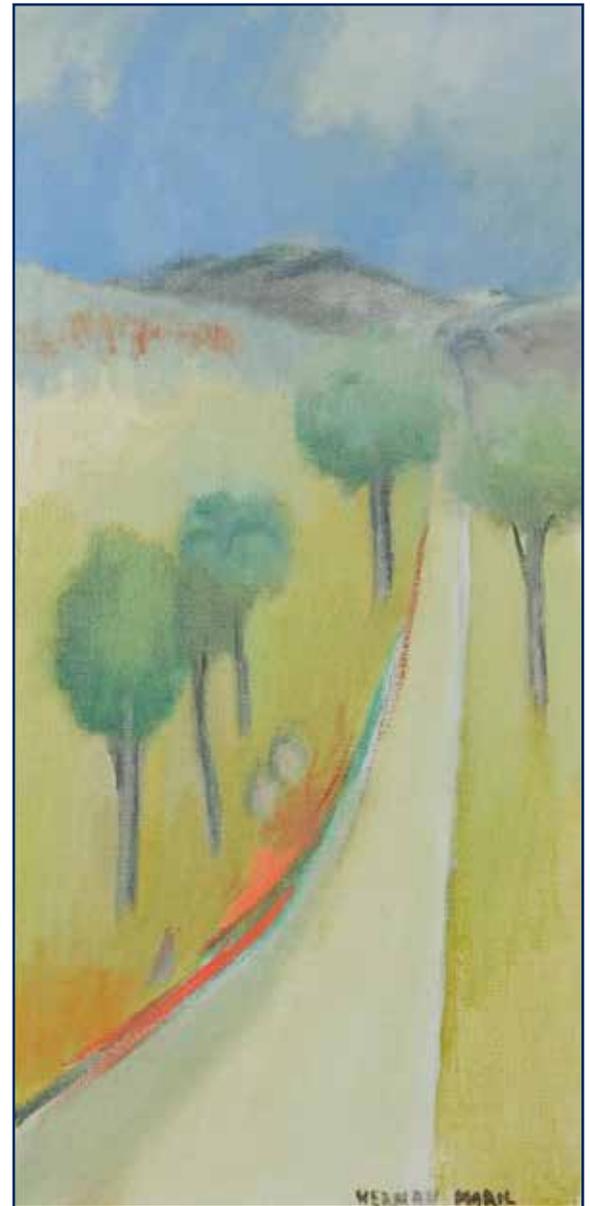
b. Commencement

Each year, between 8,000 and 10,000 students earn bachelor’s, master’s or doctoral degrees from UMUC and are invited to participate in graduation exercises around the world. These commencement events are the largest hosted by the university each year and offer a formal opportunity for our graduates to celebrate their academic achievements with those who supported, taught, mentored and inspired them. Faculty, staff and alumni play prominent roles in these ceremonies, honoring the graduates, cultivating pride and a stronger sense of community and welcoming them into the worldwide and lifelong UMUC alumni family.

c. Alumni and Career Services

UMUC’s commitment to improving the lives of adult learners does not stop at graduation. Alumni programs and resources are available throughout the UMUC experience and graduates are invited to:

- Connect with alumni to gain valuable career insight through the Career Mentor Program;
- Utilize helpful career resources from employer hiring sessions and job postings to career planning and individual advising;
- Join the UMUC professional alumni network on the UMUC Alumni Facebook page and in the UMUC Alumni LinkedIn group to receive the latest university and alumni news; and



The Road (1985) by Herman Maril, on display in the Herman Maril Gallery at UMUC.

- Attend virtual and in-person networking events, including social mixers, webinars, community volunteering opportunities and more.

Regardless of how long ago they graduated from UMUC, alumni enjoy access to complimentary services and the opportunity to tap into the power of a professional network of more than 180,000 fellow alumni.

d. Arts Program

For more than 65 years, UMUC has embraced a unifying mission—to provide affordable, accessible and valued education to adult learners. The university’s Arts Program drives this mission through the visual arts. UMUC hosts art exhibitions and showcases works throughout its buildings.

This program not only introduces our students, staff and faculty to the creative views of artists, it also serves as a way to give back to the community, advances the careers of local artists and helps forge larger conversations about education and the many services available at UMUC.



ABOVE: UMUC’s Virtual Dragons compete in regional Dragon Boat races; BELOW: UMUC alumni at events sponsored by Alumni Affairs.

e. Outreach

UMUC outreach efforts include bringing together UMUC staff, faculty, students and alumni as teams in recreational activities throughout the community. These teams include the UMUC Tigers softball team, the UMUC Cycling Dragons and the UMUC Virtual Dragons dragon boat team. These teams not only engage in competition throughout the region, they also provide a unique opportunity for individuals

throughout the UMUC community to represent the university and demonstrate the UMUC spirit.

In 2015, in keeping with the spirit of community, UMUC asked its students, faculty, staff and alumni to vote on an official school mascot. “Nighthawks” won with an overwhelming majority.

f. Accessibility Services

UMUC recognizes students on the merits of their abilities rather than their disabilities.

At UMUC, our primary goal is commitment to our students’ success and to maintain an educational partnership between students, faculty, staff and administration. The mission of the Accessibility Services unit is to coordinate support services that provide equal opportunity for students to participate in all aspects of the educational environment. Through these initiatives, students can participate in UMUC’s programs and services while adhering to the university’s academic standards.



10. NEW BUSINESS MODEL

UMUC is a tuition-driven school that receives relatively little state funding; therefore, it needs to be able to compete for students to sustain an annual growth rate that provides sufficient resources to invest in academic quality and innovation and in technological changes. UMUC can only offer high-quality education at affordable cost through a volume large enough to provide for efficiencies of scale.

Nine out of 10 UMUC students are either military/military-related or from Maryland. The downsizing of the military, Maryland's comparatively small population and increasing competition pose significant challenges to UMUC's future and its growth needs. Thus, expanding its footprint beyond Maryland and the military is perhaps the single most important challenge facing UMUC.

In response, the president appointed an "Ideation Group"—a volunteer team of outside business leaders led by the chair of the UMUC Board of Visitors, Mark Gerencser—to advise the university on the business model best suited to position the university to compete on the national and global level. The Ideation Group proposed a more "business-like" model that would make UMUC more agile in a changing market, providing greater opportunity to become financially sustainable while enhancing its ability to provide quality education.

Following a four-month community dialogue, UMUC decided to remain a public, constituent institution of the University System of Maryland while seeking the flexibility, latitude and ongoing consideration for organizational changes that will support its key priorities. The USM Board of Regents subsequently adopted a resolution that

- Allows UMUC the autonomy to develop HR and faculty policies, subject to the board's final approval, tailored to its own unique situation;
- Supports statutory changes that expand to all of UMUC its current overseas exceptions from procurement statutes and policies;
- Supports the president's appointment of a management board to guide and support UMUC in its national expansion; and
- Supports strengthening the protection of UMUC's competitive and proprietary information.

This will require that UMUC maintain affordable tuition and boost enrollment with incentives while also continuing to invest in technological changes, academic innovation and quality. UMUC must grow beyond Maryland and the military, expanding nationally and internationally while pursuing additional corporate partnerships.

UMUC will remain a public, constituent institution of the University System of Maryland and, as recommended by the Ideation Group, the university will seek the flexibility, latitude and ongoing consideration for organizational changes that will support its key priorities.

11. CONCLUSION

This strategic plan is a collaborative effort of the UMUC community. It refines our mission, vision and cultural aspirations and offers a definition for our constituents of who we are, what we do and the values by which we define ourselves.

There are six key goals and five strategic initiatives that we believe we must meet and pursue in our current and future landscape. Therefore, this strategic plan will serve as the roadmap for our prioritizations, decisions and resources and for advancing UMUC as a recognized leader in learner-centered education.

UMUC's Administration Building in Adelphi.



APPENDIX A: UMUC TIMELINE

1856 The Maryland General Assembly establishes the Maryland Agricultural College at College Park, part of the national land grant system of universities. The college would become the University of Maryland, College Park.

1944 The GI Bill is approved to provide tuition benefits to World War II veterans.

1946 University of Maryland European Division is established.

1947 University of Maryland creates the College of Special and Continuation Studies (CSCS) within the College of Education. CSCS will become University of Maryland University College.

1949 College of Special and Continuation Studies is placed under its own dean and separates from the College of Education of the University of Maryland.

1949 The first group of professors goes overseas to teach U.S. troops in Germany.

1950 The Munich Campus is established in Munich, Germany.

1951 CSCS becomes the first U.S. university to confer bachelor's degrees at U.S. military installations overseas (Germany).

1956 The Far East Division (Asia) begins operating and classes open in Japan, Korea, Okinawa, Guam and Taiwan.

1959 College Park Evening Division is established to serve adults in the College Park vicinity.

1959 Name is changed from the College of Special and Continuation Studies to University College, still part of the University of Maryland, College Park.

1963 University College becomes the first U.S. university to send faculty into a war zone (Vietnam).

1964 University College opens its Center of Adult Education, which houses the university's home offices, in Adelphi, Maryland.

1970 University College changes its name to University of Maryland University College (UMUC)—now a separately accredited institution within the University of Maryland System.

1973 UMUC conducts its first commencement ceremony in the United States.

1988 The five University of Maryland institutions reorganize to form the University System of Maryland—now comprising 11 colleges and universities.

1993 UMUC launches its “virtual university,” offering students the opportunity to complete a bachelor's degree remotely, using a combination of media, including computers.

2007 Eighty percent of all stateside undergraduate enrollments at UMUC are for online courses, and 94 percent of all UMUC students—graduate and undergraduate—take at least one online course each year.



In 2013, UMUC welcomed dozens of its Munich Campus alumni to a reunion in Adelphi.

1951 The Atlantic Division is established, comprising Newfoundland, Labrador, Iceland, Greenland, Bermuda and the Azores.



2010 The Undergraduate School revises the entire undergraduate curriculum, with newly defined program and course-level outcomes, in an initiative known as SEGUE (Supporting Educational Goals for Undergraduate Excellence).

2011 UMUC implements eight-week sessions for undergraduate courses, with multiple start dates in each semester.

2013 UMUC launches the Center for Innovation in Learning and Student Success to explore ways to improve online and distance learning outcomes using breakthroughs in technology, data analytics and learning science.

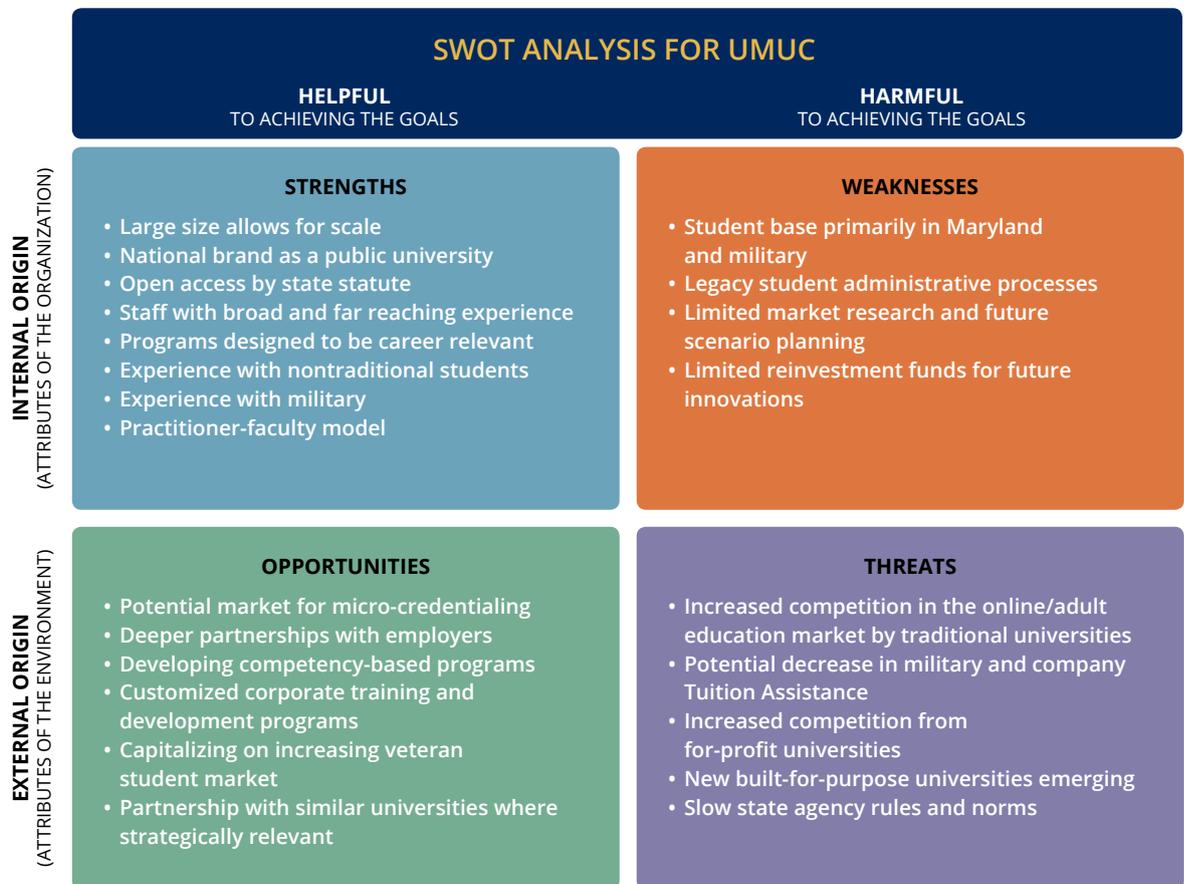
2014 UMUC implements new learning platform known as LEO (Learning Environment Online).

2014 UMUC implements Worldwide Distance Education (WWDE), which consolidates three separate online course inventories formerly offered for stateside, Europe and Asia students into one worldwide distance education inventory administered from headquarters in Adelphi. For the first time, overseas and stateside students are co-enrolled in one common catalog of online courses.

CLOCKWISE FROM TOP LEFT: The UMUC Academic Center at Largo; the Leroy Merritt Center for the Art of Joseph Sheppard; and UMUC at Quantico.

APPENDIX B: UMUC SWOT ANALYSIS

The SWOT (strengths, weaknesses, opportunities and threats) analysis is a framework for identifying and evaluating internal strengths and weaknesses, as well as external opportunities and threats



STRENGTHS

- **Large size allows for scale** — UMUC has grown into a large, global and comprehensive university. Today, UMUC is the largest public online university in the nation, educating some 84,000 students annually. The large size allows UMUC to establish new programs and address changing market needs with an agility that is uncommon in higher education.
- **National brand as a public university** — UMUC is a member of the University System of Maryland (USM), the state’s public higher education system. Most public universities in the state belong to USM,

which supports, guides, and advances the efforts of its collective to provide high-quality higher education in the state of Maryland. UMUC’s status as a public university and member of a recognized and dominant state university system carries credibility and strengthens its brand and recognition across the nation and beyond.

- **Open access by state statute** — As stipulated by state statute, UMUC operates as Maryland’s open university, serving nontraditional students who reside in Maryland, across the United States and around the globe. This allows UMUC to

provide affordable, open access to higher education and continue as a leader in providing educational opportunities to all.

- **Staff with broad and far reaching experience** — One of UMUC's greatest strengths lies in the dedication and commitment of its staff. UMUC staff possess broad and far-reaching experience that truly makes UMUC a world-class higher education institution.
- **Programs designed to be career relevant** — UMUC specializes in providing career-relevant academic programs designed for working professionals. Its career-focused programs are designed to offer practical learning that combines real-world experience with industry-leading theory to help students build the skills they need for career advancement.
- **Experience with nontraditional students** — UMUC is a first mover in nontraditional adult education, setting the academic standard and establishing a well-respected brand in adult education. UMUC has long been at the forefront of serving the continuing education needs of working adults. Since 1947, UMUC's focus on adult education has helped the university become the world leader in adult education and an institution organizationally and culturally adaptive to new technology in providing educational programs to working adults.
- **Experience with military** — UMUC has a rich history of educating the armed forces that dates back to the World War II era. Since 1947, UMUC has served the armed forces in the United States and overseas, on military bases and installations. With a unique history and unmatched

expertise, UMUC has been consistently recognized as one of the top military and veteran-friendly schools in the nation.

- **Scholar-practitioner faculty model** — Another of UMUC's greatest strengths lies in the scholar-practitioner faculty who bring years of real-world experience to the classroom, coupled with solid academic credentials. UMUC students, who demand a curriculum that is practical and relevant to today's competitive and evolving global marketplace, consistently praise the real-world perspective that our faculty bring to the class.

WEAKNESSES

- **Student base primarily in Maryland and military** — UMUC primarily serves Maryland residents and military personnel. It has become increasingly difficult for UMUC to achieve higher growth, because Maryland is a relatively small state and the military is downsizing. To sustain the level of growth needed, UMUC must expand its footprint beyond Maryland and the military to compete for students on a national and international level.
- **Legacy student administrative processes** — The existence of legacy administrative systems and processes is not unique to UMUC. Because of the rapidly evolving technological changes, it is difficult and costly for academic institutions to keep pace and continually upgrade administrative systems and processes. To enhance student administrative processes, UMUC has been continuously upgrading the MyUMUC student portal. These upgrades have improved these processes; however, there is a need to phase out the remaining legacy systems and processes.



One of our four stateside commencement ceremonies held in May 2014.

- **Limited market research and future scenario planning** — UMUC, like other higher education institutions, faces a changing environment characterized by shifting student demographics, the demand for academic programs, disruptive technologies, competitors and other challenges. To survive in the rapidly evolving environment, UMUC needs to further enhance reliance on market research and future scenario planning in order to better forecast and assess the need for future academic programs and initiatives.
- **Limited career development and services** —UMUC recognizes the need to further enhance career services and has decided to allocate more resources. The university has developed and approved an innovative and holistic career planning and development model better suited for serving nontraditional students and alumni. The model is scalable and offers pathways to careers for students and alumni that are directly tied to strategic employer relationships.
- **Limited reinvestment funds for future innovations** — UMUC has successfully implemented technologies to streamline both academic and administrative processes and systems. It has continuously upgraded PeopleSoft since its launch in 2008 to improve administrative services for students, faculty and staff. In addition, UMUC has replaced its proprietary learning management system,

WebTycho, with the new online classroom system, the Learning Experience Online (LEO). LEO offers more innovative technology and features that significantly enhance the student learning experience at UMUC. Keeping pace with cutting-edge technologies and reinvesting in future innovations impose significant costs and demands on resources. The fluctuation in student enrollments and associated revenues from tuition make it difficult to plan and allocate adequate reinvestment funds for future innovations.

OPPORTUNITIES

- **Potential market for micro-credentialing** — The increased recognition of noncredit, micro-credentialing by colleges, universities and other organizations challenges the value of traditional credentials such as diplomas from accredited universities. Some academic institutions are already exploring ways to grant academic credit for prior learning, including noncredit courses, seminars or other professional learning. UMUC may take advantage of this trend and explore ways to offer academic credit for prior learning.
- **Deeper partnerships with employers** — Higher education institutions must partner in new ways with employers to offer programs that are in alignment with the dynamically changing needs of their industries. UMUC has taken several steps to improve partnerships with employers by forming programs for employers to better serve the continuing education needs of their employees.
- **Developing competency-based programs** — The increased demand for demonstrable outcomes from academic institutions has prompted high interest in the development of competency-based education (CBE) models. The CBE model provides students with the opportunity to earn a competency-based college degree that is more affordable, more accessible for busy adults, and more accountable for the development of skills they and their employers need. Many universities are exploring a CBE model wherein students can take as much or as little time as needed to achieve mastery of the competencies. UMUC is exploring a CBE model designed around the university's unique mission and the needs of its students.
- **Customized corporate training and development programs** — There is a tremendous need for customized corporate training and development programs at corporations, organizations and government agencies seeking to enhance the professional skills and capabilities of their employees. UMUC has primarily focused on offering degree programs and certificates to working adults. In order to further diversify and expand sources of revenue, UMUC plans to expand customized corporate training and development programs.
- **Capitalizing on increasing veteran student market** — Veterans account for almost two-thirds of the military online higher education market. The veteran population is expected to grow by 63 percent by 2017, even though the number of enlisted servicemen and -women is reduced. This expected growth presents great opportunity for UMUC to increase tuition revenue. UMUC, as the leader in military and veteran-friendly education, is well positioned to capture a much larger share of this potential market.
- **Partnerships with similar universities where strategically relevant** — Partnering with universities that have similar

strategic priorities and direction leads to a more consolidated, synergistic and efficient approach to offering joint academic programs and initiatives. Capitalizing on UMUC's brand and global reach, UMUC can develop partnerships both nationally and internationally with universities where strategically relevant.

THREATS

- **Increased competition in the online adult education market by traditional universities** — A growing number of traditional universities with quality brands are establishing themselves in the online adult education market. The remarkable growth in this sector by traditional universities has increased competition for institutions with long-standing experience in online adult education, including UMUC. This highly competitive environment requires UMUC to create new waves of enrollment in order to take share from competing institutions.
- **Potential decrease in military and company tuition assistance** — The military base reductions and cost-cutting initiatives contribute to decreases in tuition assistance. This has also led related companies such as defense contractors to reduce tuition assistance to their employees. The decrease in military and company tuition assistance is threatening the enrollment base at UMUC.
- **Increased competition from for-profit universities** — Public universities are facing increased competition from for-profit institutions, and the pricing competition is intensifying. High out-of-state tuition rates make it difficult for UMUC to compete outside of Maryland with for-profit institutions.
- **New built-for-purpose universities emerging** — The emergence of new built-for-purpose universities, created with single-minded delivery models that focus on one core purpose, presents a new type of competition that more traditional universities, including UMUC, need to consider in order to better respond to the market needs.
- **Slow state agency rules and norms** — Because of the slow process of changing state rules and norms, UMUC, like other public universities, is limited in its ability to respond quickly to the rapidly evolving higher education landscape. In addition, funding is stagnant or declining in many states. As a tuition-driven university, UMUC receives relatively little state funding. UMUC must consider this factor and sustain an adequate growth rate that allows it to continue to provide quality education while keeping tuition affordable.

One of more than 30 meetings that the Strategic Plan Task Force held with UMUC stakeholders.



UMUC Strategic Plan Task Force



(L-R) Eric Key, Amjad Ali, Nikki Akinmurele, Lisa Jackson, Sarah Dufendach, Joyce Shirazi (Chair), and Blair Hayes.

