Funding the Future in Tough Times: The Programming Dilemma

Sandra R. Patterson-Randles
The Challenges

• Erosion of public confidence in higher ed
• Decreased enrollments impacting budgets
• Decreases in state/federal funding
• Drastic measures — mergers, closures, scaled back offerings
• Graduates criticized as unprepared for the workforce
• Student needs and learning dramatically changing
• Jobs of the future not invented yet
The Dilemma

So how do higher education institutions choose and support initiatives which will successfully “fund the future”? 
The Case Study

• Three different planning efforts
• Public, comprehensive, master’s level regional university
• Metropolitan area with significant rural draw
• Mainly a “commuter campus”
• Planning covering nearly two decades
Learning Outcomes

1. Create circumspect pre-planning strategies to invite proposals for forward-thinking campus and curricular programming.
2. Develop effective guidelines and methodologies for evaluating the impact and desirability of competing proposals.
3. Identify funding priorities and develop assessment rubrics and budget hearing guidelines to ensure adopted proposals deliver expected results and maintain relevancy.
4. Identify best practices and potential pitfalls of implementing programs when funding is scarce or uncertain.
For each effort

• Motivation for the planning
• Process for solicitation of proposals and selection
• Planning issues
• Projects chosen/results
Effort I – The “Academic Plan” (1997) and the “Red Book” Plan (Strategic Plan 2001: Excellence For a New Millennium)

Motivation:

- New chancellor, 6 yrs. to retirement
- Upcoming accreditation review (1999)
- Desire for high-profile advances
Process: Phase 1, The Academic Plan

- Outside consultant working with campus leaders
- Use of external framework for planning
- Sessions involved the Campus Executive Council
- Emphasis primarily on academic needs and priorities
- Non-specific consideration of budgetary needs
Planning Issues:

- Limited campus-wide input and buy-in
- Priorities identified by involved leadership
- Unclear funding
- Standard, lock-step format via consultant
- Little involvement of off-campus stakeholders

- Mixed accreditation review requiring immediate action; upcoming focused visit and interim report

- Open solicitation of proposals from entire campus (only 12 received)

- Speedy, five-month planning derived from previous Academic Plan with help of consultant

- Reviewed by campus leadership group for implementation

- Six projects selected; clear estimates of funding required; only three funded
Projects Chosen/Results:

1. Freshmen Year Seminar (committed to implementation in spite of not knowing upcoming funding levels)
2. ROPES course
3. Marketing Project (5 county area)
4. Facilities Improvements (a plan to plan multi-year repairs and renovations)
5. Honors Program
6. Website Development
Effort II – Commitment to Excellence Program

Motivation:

- University-wide budget strategy
- Subsidized by tuition add-on for several years
- Promotion of innovation/entrepreneurship; advancement of undergraduate education
- Mandated by President and Board of Trustees
Process:

- Annual solicitation of campus proposals
- Faculty review committee
- Rankings submitted to the Budget Committee
- Central administration approval required
Planning Issues:

- No tie-in to comprehensive strategic plan
- Very competitive; turf wars
- Limited time funding
- Unrealistic expectations
- No standard format for demonstrating need for the proposed program
Projects Chosen/Results:

- Annual Student Research Conference
- The Common Experience
- Institute for Learning and Teaching Excellence
- Four internationally focused programs
- Faculty positions – Criminal Justice, Honors, Informatics, Nursing
- Conversion of part-time instructors to full-time lecturers
- New Dynamic Records
- Career Service Testing Program
Operational Note:

- Funding approved for 1-2 years at a time
- Extensive assessment required for continued funding
- Beyond the subsidy period, need for campus to find ongoing funding
- Created Degrees of Excellence program; a university initiative to reduce overhead expenses by 1% per year for five years and reinvest the funds in programs that increase retention and graduation rates.
Effort III – Strategic Commitments for Growth to Distinction
Strategic Plan 2005-2009

Motivation:

Need for Comprehensive Strategic Planning at IU Southeast

- 1999/2000 accreditation review critical of five major areas
  - General education
  - Diversity
  - Assessment
  - Planning
  - Tying assessment/planning to budget

- Erratic enrollment – no enrollment management
- Outdated and limited infrastructure
Pre-planning Issues:

- No previous comprehensive, institution-wide planning
- No use of collected institutional data; checkered history of effective, data-driven decision making
- Little knowledge of institutional history, current environment, colleague duties and responsibilities
- Little trust that members of other units could represent the views of any particular stakeholder
- Lack of progress in addressing weaknesses identified by HLC
- Community members who distrusted academics’ ability to do effective planning and implementation
Strategic Planning Committee at IU Southeast

• Broadly based – 27 members
  – 5 vice chancellors
  – 7 deans/library director
  – 6 faculty school representatives
  – 5 staff representatives
  – 1 community representative (Board of Advisors)
  – 2 student representatives
  – chancellor
  – ex officio: institutional researcher and administrative support staff
Additional planning participants

• 80 regional community members for specific goals at later stage of planning

• Members of IU central administration for specific goals

• Administrators at other regional institutions for insights on specific goals
Process:

- Chancellor discussed the need for comprehensive strategic planning in meetings with individual campus groups and public speeches both on and off campus.
- Candidates selected from among faculty and staff – September-October 2003.
- Committee convened – October 2003.
- Committee studies school’s history – October 2003.
Readings for Environmental Scan
October- December 2003

• Census Bureau Demographic Information
• Enrollment Reports
• Campus Attrition Data
• Student Body Profiles
• Previous Planning Documents
• Indiana Commission for Higher Education Documents – “Blueprint for Policy and Planning Development in Higher Education”
• AGB Documents
• Brookings Institute Study for Greater Louisville

• Local Chamber’s Plan (SI20/20)
• STAMATS Information
• Greater Louisville Chamber’s Business Network Report
• Kentuckiana Works Planning Documents
• Indiana Regional Workforce Investment Strategic Plan
• Local K-12 Planning
• Continuing Student Surveys
• NSSE Results
• Best Practices Articles
Process (continued):

- SWOT analysis – December 2003

- Joint determination of major goals – January 2004
  - Six major goals identified by consensus of all committee members
  - Seventh goal added at insistence of Chancellor and supported by committee members once the omission was identified
Strategic Commitments for Growth to Distinction
Indiana University Southeast Strategic Plan 2005-2009

• Goal 1 – Educational Excellence
• Goal 2 – Effective Enrollment Management
• Goal 3 – Enhanced Diversity
• Goal 4 – Strengthened Resources
• Goal 5 – Better Image
• Goal 6 – Stronger Community Relations
• Goal 7 – Ongoing Strategic Planning
Process (continued):

- Sub-committees with two co-chairs formed for each goal; charged with “fleshing out” Strategic Objectives and Initiatives for each goal with input from campus and local community members.
- Full draft of plan circulated to all members of the campus community for comment – Spring 2004
- Preliminary draft submitted to IU President for review – May 2004
- Refined version of plan made available to Board of Advisors and campus leaders – October 2004
- Plan finalized with 7 major goals and over 200 initiatives – December 2004
Goal 2 – EFFECTIVE ENROLLMENT MANAGEMENT: IUS will develop an up-to-date, data-driven enrollment management program, which will provide a sustainable enrollment base and enhance student retention and persistence to graduation. The following strategic objectives and initiatives will enable IUS to achieve a sustained, competitive advantage in accordance with its educational mission and fiscal requirements:

**Strategic Objective 2.1:** IUS will determine its optimal size and student body academic profile for the next five years, including the mix of traditional and non-traditional students, undergraduate and graduate students, and the percentage of minority and international students.

**Strategic Objective 2.2:** IUS will develop a comprehensive recruitment plan that will attract potential students.

**Initiative 2.2.1** IUS will develop and implement a comprehensive recruitment plan, including a review of undergraduate admissions criteria, engaging Schools/Divisions and alumni in the recruitment process, contacting middle school students, and utilizing the admissions funnel to track prospects and matriculated students from the inquiry stage to enrollment.
Planning Issues:

- Huge document with many initiatives – Is it possible?
- What comes first?
- How to assess progress?
- How to estimate resources?
- Who does all this?
- Whom do we tell and how?
- Huge time commitment
How IUS avoided S.P.O.T.S.

- Clearly accountable parties for all segments of the plan
- Breakout of prioritized initiatives on a yearly basis
- Use of annual accomplishment charts for progress documentation
- Strategic plan initiatives worked into employees’ yearly reviews and goals
How IUS avoided S.P.O.T.S. (continued)

- Budget requests tied to strategic plan; assessment results and demonstrable progress required for extension of support or new monies
- Regular reports to campus
- Modification of targeted initiatives as needed on a yearly basis
- Major review halfway through plan time period; 75% of initiatives completed, completed and ongoing, or substantially in progress
Initial Breakout of Initiatives

<table>
<thead>
<tr>
<th>OBJECTIVE OR INITIATIVE</th>
<th>RESPONSIBILITY</th>
<th>TIMELINE</th>
<th>ASSESSMENT</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>EM Committee, Deans, &amp; Cabinet</td>
<td>Year 1 (fall ’04)</td>
<td>Optimal size and profile report</td>
<td>Personnel/Time</td>
</tr>
<tr>
<td>2.2.1</td>
<td>Admissions</td>
<td>Yr 1 (Development)</td>
<td>Plan is implemented (measure in Yr 3): Does Plan achieve Objective 2.1?</td>
<td>TBD</td>
</tr>
<tr>
<td>2.2.2</td>
<td>Admissions and Continuing Educ.</td>
<td>Yr 2 (Implementation)</td>
<td># of partnerships and # of students</td>
<td>Salary for new off-site faculty</td>
</tr>
<tr>
<td>2.2.3</td>
<td>3 Grad. Prog. Coord.</td>
<td>Yr 1</td>
<td># of grad. students from Ivy Tech and JCC personnel ranks</td>
<td>Time and postage</td>
</tr>
<tr>
<td>2.2.4</td>
<td>VC Academic Affairs and Deans</td>
<td>Yr 2</td>
<td>Decision and written plan</td>
<td>Time and faculty</td>
</tr>
<tr>
<td>2.2.5</td>
<td>Admissions</td>
<td>Yr 1</td>
<td># of contacts made by current students</td>
<td>Student Ambassadors</td>
</tr>
<tr>
<td>2.2.6</td>
<td>3 Grad. Coord., Deans, R. Burch</td>
<td>Yr 1</td>
<td>Graduate recruitment plans (3) and marketing plan for each</td>
<td>Publications, marketing, postage</td>
</tr>
<tr>
<td>2.2.7</td>
<td>Continuing Educ.</td>
<td>Yr 3</td>
<td># of partnerships and students and satisfaction surveys</td>
<td>Adjunct faculty costs</td>
</tr>
<tr>
<td>2.2.8</td>
<td>VC Student Affairs and VC Technology</td>
<td>Yr 2</td>
<td>Completion of Welcome Center</td>
<td>Library Renovation Budget</td>
</tr>
<tr>
<td>2.3.1</td>
<td>EM Committee, Inst. Research, G. Roberts</td>
<td>Yr 1</td>
<td>Data Analysis Report</td>
<td>Time</td>
</tr>
<tr>
<td>2.3.2</td>
<td>Student Recruitment &amp; Retention Com. and G. Roberts</td>
<td>Yr 2</td>
<td>Established goals and retention plan</td>
<td>Time</td>
</tr>
<tr>
<td>2.3.3</td>
<td>Asst-VC- EM and G. Roberts</td>
<td>Yr 2</td>
<td>Retention Report</td>
<td>Time</td>
</tr>
<tr>
<td>2.3.4</td>
<td>Career Services and Volunteer Coord.</td>
<td>Yr 1</td>
<td>Report of services and programs</td>
<td>Time</td>
</tr>
<tr>
<td>2.4.1</td>
<td>Asst-VC-EM</td>
<td>Yr. 1</td>
<td>Communications Plan is implemented</td>
<td>Time, Postage</td>
</tr>
<tr>
<td>2.4.2.</td>
<td>R. Burch &amp; Asst-VC-EM</td>
<td>Yr. 1 Plan, Yr. 2 Implementation</td>
<td>Marketing Plan developed yr. 1; implemented yr. 2 marketing</td>
<td>(1) time; (2) marketing</td>
</tr>
</tbody>
</table>
### Indiana University Southeast - Strategic Plan Implementation Template

**Goal # 5** IUS will define and enhance its image and raise its profile as a regional leader and resource center through strategic marketing and public relations.

<table>
<thead>
<tr>
<th>Objective or Initiative</th>
<th>Priority</th>
<th>Description</th>
<th>Responsibility</th>
<th>Begin (Year)</th>
<th>Complete (Year)</th>
<th>Assessment Methodology</th>
<th>Estimated Costs (L,M,H)</th>
<th>Time Required (L, M, H)</th>
<th>Resource Assumptions</th>
<th>Cross Reference</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td></td>
<td>Conduct research to establish baseline data (i.e., determine current image)</td>
<td>VC/UA, Inst. Research</td>
<td>Year 1</td>
<td>Year 2</td>
<td>Completion of baseline image report</td>
<td>Low</td>
<td>High</td>
<td>Use University Resources</td>
<td>5.2.3, 5.3.2, 5.3.4, 4.2.4</td>
<td>7.4.2</td>
</tr>
<tr>
<td>5.1.1</td>
<td></td>
<td>Conduct focus groups and compile current data on perception of IUS</td>
<td>VC/UA, Inst. Research</td>
<td>Year 1</td>
<td>Year 2</td>
<td>Compilation of baseline image report</td>
<td>Low</td>
<td>High</td>
<td>Use University Resources</td>
<td>5.2.3, 5.3.2, 5.3.4, 4.2.4</td>
<td>7.4.2</td>
</tr>
<tr>
<td>5.1.1</td>
<td></td>
<td>Develop marketing, PR, communications campaign</td>
<td>VC/UA</td>
<td>Year 1</td>
<td>Year 2</td>
<td>Publication of success stories in IUS Times, local &amp; regional media</td>
<td>Low</td>
<td>Low</td>
<td>Mostly email and web-based communication</td>
<td>5.3.2</td>
<td>7.4.1</td>
</tr>
<tr>
<td>5.2</td>
<td></td>
<td>Solicit campus success stories</td>
<td>PR Spec</td>
<td>Year 1</td>
<td>Ongoing</td>
<td>Group meets semi-annually to discuss</td>
<td>Low</td>
<td>Medium</td>
<td>$1,000 for postage, meeting expenses (food, beverages)</td>
<td>5.4.1</td>
<td>5.5.1</td>
</tr>
<tr>
<td>5.2.1</td>
<td></td>
<td>Develop key key communicators network</td>
<td>VC/UA</td>
<td>Year 1</td>
<td>Ongoing</td>
<td>Group meets semi-annually to discuss</td>
<td>Low</td>
<td>Low</td>
<td>Word-of-mouth ‘buzz’ campaign</td>
<td>5.3.2</td>
<td>5.5.1</td>
</tr>
<tr>
<td>5.2.2</td>
<td></td>
<td>Develop key key communicators informed</td>
<td>Mkt Asst., PR Spec</td>
<td>Year 1</td>
<td>Year 2</td>
<td>Group meets semi-annually to discuss</td>
<td>Low</td>
<td>Low</td>
<td>Word-of-mouth ‘buzz’ campaign</td>
<td>5.3.2</td>
<td>5.5.1</td>
</tr>
<tr>
<td>5.2.3</td>
<td></td>
<td>Develop 30-second &quot;elevator&quot; speech</td>
<td>VC/UA; Mkt Asst.; PR Spec</td>
<td>Year 1</td>
<td>Year 2</td>
<td>Group meets semi-annually to discuss</td>
<td>Low</td>
<td>Low</td>
<td>Word-of-mouth ‘buzz’ campaign</td>
<td>5.3.2</td>
<td>5.5.1</td>
</tr>
<tr>
<td>5.2.4</td>
<td></td>
<td>Develop advertising campaign</td>
<td>VC/UA</td>
<td>Year 1</td>
<td>Year 2</td>
<td>Group meets semi-annually to discuss</td>
<td>Low</td>
<td>Low</td>
<td>Word-of-mouth ‘buzz’ campaign</td>
<td>5.3.2</td>
<td>5.5.1</td>
</tr>
<tr>
<td>5.2.5</td>
<td></td>
<td>Determine marketing messages</td>
<td>Chancellor; Cabinet; Mkt Asst., PR Spec</td>
<td>Year 1</td>
<td>Ongoing</td>
<td>Group meets semi-annually to discuss</td>
<td>Low</td>
<td>Low</td>
<td>Word-of-mouth ‘buzz’ campaign</td>
<td>5.3.2</td>
<td>5.5.1</td>
</tr>
<tr>
<td>5.3</td>
<td></td>
<td>Develop advertising campaign</td>
<td>VC/UA; Mkt Asst.; PR Spec</td>
<td>Year 1</td>
<td>Ongoing</td>
<td>Group meets semi-annually to discuss</td>
<td>Low</td>
<td>Low</td>
<td>Word-of-mouth ‘buzz’ campaign</td>
<td>5.3.2</td>
<td>5.5.1</td>
</tr>
<tr>
<td>5.3.1</td>
<td></td>
<td>Develop advertising campaign</td>
<td>Chancellor; Cabinet; Mkt Asst., PR Spec</td>
<td>Year 1</td>
<td>Ongoing</td>
<td>Group meets semi-annually to discuss</td>
<td>Low</td>
<td>Low</td>
<td>Word-of-mouth ‘buzz’ campaign</td>
<td>5.3.2</td>
<td>5.5.1</td>
</tr>
<tr>
<td>5.3.2</td>
<td></td>
<td>Develop advertising campaign</td>
<td>VC/UA; Mkt Asst.; PR Spec</td>
<td>Year 1</td>
<td>Year 1</td>
<td>Group meets semi-annually to discuss</td>
<td>Low</td>
<td>Low</td>
<td>Word-of-mouth ‘buzz’ campaign</td>
<td>5.3.2</td>
<td>5.5.1</td>
</tr>
<tr>
<td>5.3.3</td>
<td></td>
<td>Create &quot;testimonial&quot; bank</td>
<td>Mkt Asst., PR Spec</td>
<td>Year 1</td>
<td>Year 1</td>
<td>Group meets semi-annually to discuss</td>
<td>Low</td>
<td>Low</td>
<td>Word-of-mouth ‘buzz’ campaign</td>
<td>5.3.2</td>
<td>5.5.1</td>
</tr>
<tr>
<td>5.4</td>
<td></td>
<td>Develop media relations strategy</td>
<td>Chancellor; Cabinet; Mkt Asst., PR Spec</td>
<td>Year 1</td>
<td>Ongoing</td>
<td>Group meets semi-annually to discuss</td>
<td>Low</td>
<td>Low</td>
<td>Word-of-mouth ‘buzz’ campaign</td>
<td>5.3.2</td>
<td>5.5.1</td>
</tr>
<tr>
<td>5.4.1</td>
<td></td>
<td>Produce annual PR calendar of newsworthy events</td>
<td>PR Spec</td>
<td>Year 1</td>
<td>Ongoing</td>
<td>Group meets semi-annually to discuss</td>
<td>Low</td>
<td>Low</td>
<td>Word-of-mouth ‘buzz’ campaign</td>
<td>5.3.2</td>
<td>5.5.1</td>
</tr>
<tr>
<td>5.4.2</td>
<td></td>
<td>Maintain database of media contacts</td>
<td>PR Spec</td>
<td>Year 1</td>
<td>Ongoing</td>
<td>Group meets semi-annually to discuss</td>
<td>Low</td>
<td>Low</td>
<td>Word-of-mouth ‘buzz’ campaign</td>
<td>5.3.2</td>
<td>5.5.1</td>
</tr>
<tr>
<td>5.4.3</td>
<td></td>
<td>Schedule meetings of Chancellor with editorial boards</td>
<td>Chancellor, VC/UA</td>
<td>Year 1</td>
<td>Ongoing</td>
<td>Group meets semi-annually to discuss</td>
<td>Low</td>
<td>Low</td>
<td>Word-of-mouth ‘buzz’ campaign</td>
<td>5.3.2</td>
<td>5.5.1</td>
</tr>
<tr>
<td>5.4.4</td>
<td></td>
<td>Propose/write op-ed pieces</td>
<td>Chancellor, VC/UA</td>
<td>Year 1</td>
<td>Ongoing</td>
<td>Group meets semi-annually to discuss</td>
<td>Low</td>
<td>Low</td>
<td>Word-of-mouth ‘buzz’ campaign</td>
<td>5.3.2</td>
<td>5.5.1</td>
</tr>
<tr>
<td>5.5</td>
<td></td>
<td>Expand speakers bureau and develop &quot;campus representatives&quot; program</td>
<td>PR Spec</td>
<td>Year 1</td>
<td>Ongoing</td>
<td>Group meets semi-annually to discuss</td>
<td>Low</td>
<td>Medium</td>
<td>Word-of-mouth ‘buzz’ campaign</td>
<td>5.3.2</td>
<td>5.5.1</td>
</tr>
<tr>
<td>5.5.1</td>
<td></td>
<td>Maintain and expand &quot;experts&quot; list</td>
<td>PR Spec</td>
<td>Year 1</td>
<td>Ongoing</td>
<td>Group meets semi-annually to discuss</td>
<td>Low</td>
<td>Medium</td>
<td>Word-of-mouth ‘buzz’ campaign</td>
<td>5.3.2</td>
<td>5.5.1</td>
</tr>
</tbody>
</table>
Indiana University Southeast - Strategic Plan Reporting Template

Goal 2 Enrollment Management

<table>
<thead>
<tr>
<th>Objective or Initiative</th>
<th>Description</th>
<th>Responsibility</th>
<th>Projected Completion</th>
<th>Status</th>
<th>Anticipated Costs</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>IU Southeast will develop an up-to-date, data-driven enrollment management program, which will provide a sustainable enrollment base and enhance student retention and persistence to graduation.</td>
<td>EM Committee (data) &amp; Campus Leadership Team</td>
<td>3</td>
<td>In Progress</td>
<td>$55,000</td>
<td>A three-year (2007-2010) enrollment management plan will be completed by April 2007.</td>
</tr>
<tr>
<td>2.1</td>
<td>Determine its optimal size</td>
<td></td>
<td></td>
<td>Completed</td>
<td></td>
<td>Increase total enrollment by 50 each year (2007-2017) to reach previous record of 6700 students.</td>
</tr>
<tr>
<td>2.2</td>
<td>Develop comprehensive recruitment plan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2.1</td>
<td>Develop comprehensive recruitment plan</td>
<td>Admissions</td>
<td>Completed &amp; Ongoing</td>
<td></td>
<td></td>
<td>Seventeen new recruitment initiatives were implemented in 2005-06. New admissions criteria established, territory management plan, ongoing tracking of prospects and applicants, Evening with the Chancellor programs, Financing Your Future, developed IM mechanism, targeted veterans.</td>
</tr>
<tr>
<td>2.2.2</td>
<td>Establish business partnerships</td>
<td>Admissions &amp; Continuing Educ.</td>
<td>Completed &amp; Ongoing</td>
<td></td>
<td></td>
<td>Bursar re-instituted the Earn &amp; Learn program with UPS. Developed Fee Remission Employer-Deferment program.</td>
</tr>
<tr>
<td>2.2.3</td>
<td>Recruit from JCC &amp; Ivy Tech</td>
<td>Transfer Specialist</td>
<td>Completed &amp; Ongoing</td>
<td></td>
<td></td>
<td>Transfer student enrollment has increased 27% (+142 students) from 2004-2007.</td>
</tr>
<tr>
<td>2.2.4</td>
<td>Investigate merits of dual credit programs</td>
<td>Asst. VC-EM, VC Academic Affairs &amp; Deans</td>
<td>Completed &amp; Ongoing</td>
<td></td>
<td></td>
<td>ACP Program–8 classes started in 2005-06 (80 students), 12 classes in 2006-07 (106 students), and Bridge to College in progress.</td>
</tr>
</tbody>
</table>

File: STRATEGIC PLAN GOAL 2 REPORT 2-07.xls
Prepared by Student Affairs 2/2007
Results - Final Report of 2005-2009 Plan:

- 95% of 200+ initiatives successfully completed, completed and ongoing, or substantially in progress and near completion

- Full documentation of progress

- Only 11 initiatives intentionally dismissed or not attempted
Plan Rollover:

- NCA Self-Study process at same time as Strategic Plan rollover; many similar goals.
- Overlap in membership on Self-Study team and Strategic Planning team
- Goals and initiatives freely exchanged for both reports
- Shared research efforts for both initiatives
- Weaknesses identified by the Self-Study team immediately addressed in the new Strategic Plan for 2010-2015, “The Key to Continued Educational Quality and Growth with Distinction.”
Major Results of the Back-to-Back Comprehensive Strategic Plans:

- Record-breaking graduation classes in 2011 and 2012
- Development of first-ever student housing after over 30 years of failed attempts
- Major facilities improvements to support academic programming
- Greatly enhanced reputation in the region
- Greatly increased diversity in both student and faculty ranks
“IU Southeast has developed a comprehensive, systematic, and integrated strategic planning process that involves a broad-based representation of internal and external constituents in the entire planning process. Throughout the organization, faculty and staff consistently note the institution uses data to establish appropriate benchmarks and performance targets for strategic objectives and initiatives. It is clear that budgetary decisions, requests, and changes are tied to the strategic plan. Most notable, the institution has tied self study identified improvement opportunities for each criterion into the 2010-2015 strategic plan draft.”
In the Assurance Section of the report, the team commented, “In summary, IU Southeast has developed an exceptional strategic planning process that engages all campus constituents and has significantly enhanced the transparency of campus decision making.”
Ultimately the strength of IU Southeast’s strategic planning and visioning yielded a review with no “major findings” or criticisms for the campus as well as no required interim visits or reports. In an exit interview the team chair commented that in his 20 years’ experience completing reviews, he had “never been at a school that’s better run,” and he stressed “you have your house in order.”
Lessons Learned

- Be clear about motivations/expectations for the planning
- Identify stakeholders on and off campus and involve them – judiciously
- Create a balanced group of planning participants; good communicators and advocates for the process
- Thoroughly review revenues and expenses
- Carefully gauge support requirements – money, time, effort, people
- Consider limited-time funding until a program proves its worth
Lessons Learned (Continued)

- Take time to do a thorough background study, context evaluation, and SWOT analysis
- Design an effective mechanism for gauging student interest/need
- Rigorously assess program success and tie continued funding to clearly substantiated progress
- Consider combined programming for budgetary efficiencies
- Make sure that any project chosen is fully integrated with the campus’ full strategic plan – a comprehensive viewpoint which gauges how important the initiative really is to the institution
Thank you

Questions?