Two Paths, One Goal:
Connecting the Self-Study to the Strategic Plan
About Today’s Presentation

• Strategic Planning
• The Self Study Report and Visit
• The Process of Linking the Two
• Takeways
About Today’s Speakers

• Sandra Patterson-Randles
  Chancellor
  Strategic Plan Chair

• Marty Rosen
  Director of Library Services
  Self-Study Co-Chair

• Gil Atnip
  Vice Chancellor for Academic Affairs
  Self-Study Co-Chair

• Jenny Johnson Wolf
  Director of University Communications
  Self-Study Steering Committee
About IU Southeast

• Indiana University
• Master's I
• 7,200 students
• 450 faculty and staff
• Limited on-campus housing
A little About You
Strategic Planning
Strategic Planning

2005-09 Strategic Plan

- Inclusive process
- 7 major goals
- More than 200 initiatives
- 95% of all initiatives were completed, ongoing, or substantially in progress
Readings for Environmental Scan

- 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
## Tracking Strategic Plan Success

**Objective or Initiative**

**Priority**

**Description**

**Responsibility**

**Begin (Year)**

**Complete (Year)**

**Assessment Methodology**

**Estimated Costs (L,M,H)**

**Time Required (L,M,H)**

**Resource Assumptions**

**Cross Reference**

**Note**

<table>
<thead>
<tr>
<th>Objective or Initiative</th>
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<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>VCUA, 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>2.9.2, 2.9.3, 3.3.9, 4.4.2</td>
<td>7.4.2</td>
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<tr>
<td>5.1.1</td>
<td></td>
<td>Conduct focus groups and compile current data on perception of IUS</td>
<td>VCUA, Inst. Research</td>
<td>Year 1</td>
<td>Year 2</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5.2</td>
<td></td>
<td>Develop marketing, PR, communications campaign</td>
<td>VCUA</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>Medium</td>
<td>$1,000 for postage, meeting expenses (food, beverages)</td>
<td>6.9.4</td>
<td></td>
</tr>
<tr>
<td>5.2.1</td>
<td></td>
<td>Create internal work group</td>
<td>VCUA</td>
<td>Year 1</td>
<td>Year 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5.2.2</td>
<td></td>
<td>Solicit campus success stories</td>
<td>PR Spec</td>
<td>Year 1</td>
<td>Ongoing</td>
<td></td>
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</tr>
<tr>
<td>5.2.3</td>
<td></td>
<td>Develop key communicators network</td>
<td>VCUA</td>
<td>Year 1</td>
<td>Ongoing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5.2.4</td>
<td></td>
<td>Develop vehicles to keep key communicators informed</td>
<td>Mkt Asst., PR Spec</td>
<td>Year 1</td>
<td>Year 2</td>
<td></td>
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<tr>
<td>5.2.5</td>
<td></td>
<td>Develop 30-second “elevator” speech</td>
<td>VCUA; Mkt Asst., PR Spec</td>
<td>Year 1</td>
<td>Ongoing</td>
<td></td>
<td></td>
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<tr>
<td>5.3</td>
<td></td>
<td>Develop advertising campaign</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.3.1</td>
<td></td>
<td>Determine marketing messages</td>
<td>Chancellor; Cabinet, Mkt Asst., PR Spec</td>
<td>Year 1</td>
<td>Ongoing</td>
<td></td>
<td></td>
<td>2.2, 2.3, 2.4, 2.6</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5.3.2</td>
<td></td>
<td>Develop branding strategy</td>
<td>VCUA; Mkt Asst., PR Spec</td>
<td>Year 1</td>
<td>Year 1</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.3.3</td>
<td></td>
<td>Create “testimonial” bank</td>
<td>Mkt Asst., PR Spec</td>
<td>Year 1</td>
<td>Ongoing</td>
<td></td>
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<tr>
<td>5.4</td>
<td></td>
<td>Develop media relations strategy</td>
<td></td>
<td></td>
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<td></td>
<td></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></td>
<td></td>
<td></td>
<td></td>
<td>4.5.1, 6.5.3, 6.5.4</td>
<td></td>
</tr>
<tr>
<td>5.4.2</td>
<td></td>
<td>Maintain database of media contacts</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.4.3</td>
<td></td>
<td>Schedule meetings of Chancellor with editorial boards</td>
<td>Chancellor; VCUA</td>
<td>Year 2</td>
<td>Year 2</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>5.4.4</td>
<td></td>
<td>Proposal/write op-ed pieces</td>
<td>Chancellor; VCUA</td>
<td>Year 2</td>
<td>Year 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4.5.1</td>
<td></td>
</tr>
<tr>
<td>5.5</td>
<td></td>
<td>Expand speakers bureau and develop “campus representatives” program</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>5.5.1</td>
<td></td>
<td>Maintain and expand “experts” list</td>
<td>PR Spec</td>
<td>Year 1</td>
<td>Ongoing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6.3.5</td>
<td></td>
</tr>
</tbody>
</table>

File: Goal 5 template
Worksheet Goal 5

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**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.
## GOAL 2: ENROLLMENT MANAGEMENT

<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</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</td>
<td>Marketing Plan developed yr. 1; implemented yr. 2</td>
<td>(1) time; (2) marketing</td>
</tr>
</tbody>
</table>
### 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>2.1</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. 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>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>2.2.1</td>
<td>Develop comprehensive recruitment plan</td>
<td>Admissions</td>
<td>Completed &amp; Ongoing</td>
<td></td>
<td></td>
<td></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 by 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>
Strategic Planning

2010-15 Strategic Plan
- Continuation of previous
- Inclusive process
- Debuted Feb. 2010
- 8 major goals
- Nearly 250 initiatives
Strategic Planning Process

• Inclusive process
• Environmental scan and SWOT analysis
• Living document
• Tying to budgets
From the Reviewers

The transparent and inclusive strategic planning process has resulted in widespread acceptance of the plan among all sectors of the campus.
The Self Study

INDIANA UNIVERSITY SOUTHEAST
Self Study Goals

• Document significant areas of change and progress (including strategic planning)
• Identify issues
• Contribute to strategic plan rollover
• Get reaccredited with no major areas of concern!!
Why Link Self Study with Planning?

- Goals are similar: forward looking
- Share information and ideas
- Make best use of human resources
- Involve more people on campus than either process alone
Steering Committee

Accreditation Co-Chair

Chair
Working Group
Criterion 1

Chair
Working Group
Criterion 2

Chair
Working Group
Criterion 3

Chair
Working Group
Criterion 4

Chair
Working Group
Criterion 5

Accreditation Co-Chair
Overlapping Resources

• The Self Study committee had 45 members
• Strategic Planning committee had 36 members, including the Chancellor
• 12 individuals served on both
Core Component 1c: Understanding of and support for the mission pervade the organization

- IU Southeast will continue to promote staff, faculty, and student awareness of the institution’s mission, vision, and values.

- IU Southeast will resolve the issue of the selectivity of its admissions standards and practices.
Interviews affirmed that the campus community, faculty, staff, administration and students were highly involved in the Self-Study process.
The Process
Process

1. Timing
2. Candor & Language
3. Buy-in
Timeline

- **Oct. 2007**
  - Self-Study Kick-off

- **2007 - 2008**
  - Working Group performing research and drafting evaluations

- **Nov. 2008**
  - Steering Committee and editor begin work on final report

- **March 2009**
  - Strat Plan Chairs directly asked to incorporate Self-Study issues

- **Feb. 2009**
  - Self-Study issues compiled by Self-Study Steering Committee

- **Dec. 2008**
  - Strategic Plan Committee initial meeting

- **Feb. 2010**
  - Completed draft of strategic plan sent to campus

- **March 2010**
  - NCA Review Team arrives on campus

- **Jan. 2010**
  - Final Self-Study draft delivered to review team members
The Power of Language

Does your institution have

• Weaknesses
• Issues
• Challenges
• Opportunities

At IU Southeast, we discovered our Strategic Initiatives.
Tying the Two Together

IU Southeast 2010 NCA Re-accreditation Self-study

Core Component 3

• The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

IU Southeast Strategic Plan, 2010-2015

Strategic Objective 1.1

• IU Southeast will continue to refine and strengthen its processes for systematic assessment... and to use the information derived from assessment to improve student learning.
Tying the Two Together

Self-study Core Component 3

• IU Southeast will continue to strengthen feedback loops within academic program assessment to assure that assessment results are consistently reviewed by all appropriate parties and to document the impact of changes on student learning.

IU Southeast Strategic Plan

• Initiative 1.1.1: Continue to strengthen feedback loops in assessment processes, both in academic programs and in general education by focusing consistently and clearly on the measurable impact of programmatic changes on student learning.
Candor

Strategic planning forces us to be positive and find solutions, whereas historically accreditation has been more critical.

According to the student survey, 76 percent of the undergraduate students and 48 percent of the graduate students who responded were not sure if their school or program had a mission statement.

Students also were asked about how well the mission statement guides decision making. Seventy-three percent of the undergraduates and 59 percent of the graduate students agreed that the mission statement guides decision making at IU Southeast. Notably, percentages of each group - 77 percent of undergraduates and 50 percent of graduate students - indicated that they did not know.

The formal mission statement can be found in several documents used by faculty, staff, and students. Those include the Faculty Manual, the IU Southeast Bulletin, the IU Southeast Student Planner, and on the University’s Web site. The survey results reported above suggest that the University and its units should increase their efforts to communicate their formal mission statements to all stakeholder groups, but especially to students and part-time faculty members. Communication should also include periodic updates about how mission statements are being used to guide decision making at all levels.

ADMISSIONS STANDARDS AND PRACTICE

The evidence indicates that there is widespread understanding of and support for the mission of IU Southeast among its key constituencies. The one area that is directly related to mission in which there is not a broad consensus involves admissions standards. The lack of consensus is reflected by responses of the full-time faculty in the 2008 survey to a question about their satisfaction with “admission of new students.” Of those who expressed an opinion, 42 percent indicated they were satisfied, 26 percent indicated they were dissatisfied, and 32 percent were neutral.

It is also noteworthy that nearly 20 percent of the survey respondents did not choose to express an opinion on this particular question.

It was noted above in the discussion of the state context that the regional campuses of Indiana and Purdue Universities served many of the functions of community colleges until the late 1990s, when the state decided to convert Indiana Vocational Technical College into a full-fledged community college. As a result of its mission to provide access to educational opportunity within its community, IU Southeast essentially had an open admissions policy during most of its existence. That began to change with the establishment of the community college and has accelerated somewhat as a result of the Mission Differentiation Project and the Indiana Higher Education Commission’s exploration of new ways to reassign the state’s higher education system.

IU Southeast still has a liberal admissions policy in that it accepts approximately 87 percent of the students who apply as beginning undergraduates and almost 80 percent of those who apply as transfer students. However, the issue of what the admissions standards should ultimately be is not resolved at this time. Some members of the campus community believe that the standards should return to essentially open admissions. Others want the standards to be more selective, and still others think that the standards are about right as they are. Consideration of the issue is complicated somewhat by unanticipated enrollment increases in the past two years that have begun to challenge the capacity of the campus to accommodate students who want to attend. In lieu of directly changing admissions standards, faculty recently
Strategic Initiatives

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The following strategic initiatives will further enhance understanding of and support for IU Southeast’s mission across the campus:

* IU Southeast will continue to improve internal communication about the campus’ mission, vision, Core Values, and strategic goals, using strategies that are responsive to the differences among full-time faculty and staff, part-time faculty, and students in levels of institutional awareness and commitment.

* IU Southeast will resolve the issue of the selectivity of its admissions standards and practices.

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Creating Campus Buy-in

The IU Southeast mission at work: Preparing Students

One graduate at a time.

INDIANA UNIVERSITY SOUTHEAST SELF-STUDY REPORT 2009
Communication Strategy

- Focus on accreditation, plus mission & vision
- Get the campus community’s attention
- Use existing campus structures
- Ensure faculty & staff feel like participants in the process, not bystanders
- Simplify. Repeat.
Tools

• Mission, vision, and core values posters
• Email newsletters
• Presentation at staff meetings for all schools and departments
• Accreditation website
From the Reviewers

The document was well written, candid in its approach, and contained thoughtful evaluation of the institution. The team commends Indiana University Southeast for engaging in a process that has already led to improvement and has connections to the strategic plan. This process, in addition to the strategic planning process, has clearly assessed the institution in ways that will lead to further improvement.
Takeaways
Three things to remember

1. Goals of self study and planning are compatible – both are forward looking. Linking them is worthwhile, whatever the timing.

2. Makes best use of resources, especially people’s time and energy

3. Increases campus involvement and promotes culture of self evaluation
Questions?

You can download the entire presentation at ius.edu/HLC_Public