Overview and Next Steps in Strategic Planning

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September, 2013

Quick Briefing on Enrollment

- Based on a review of costs versus benefits and assessments of outcomes, we reduced funding to enrollment-oriented programs that either cost more than they generated or that did not create the outcomes that were expected.

- These changes had the likelihood of reducing headcount enrollment but of freeing up hundreds of thousands of dollars that could be used for merit scholarships.

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Quick Briefing on Enrollment

- Because of changes in how we recruited international students and because of increased numbers of transfer students, the total number of students paying tuition is actually up substantially; this shift is highly visible on campus.

- The actual headcount enrollment appears as though it may be down about 150, but the number of paid credit hours appears to be up.

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Quick Briefing on Enrollment

- Starting in 2014, we should begin to see the impact of these and other shifts and we should begin to see enrollment growth.

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Today's Presentation

- Update on major initiatives
  - Physical plant development
  - Restructuring
  - Student recruitment
  - Scholarship restructuring
  - Retention
  - Adult learners
  - Distance education
  - Military, National Guard, and veteran students
  - International enrollment

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Physical Plant

- Residence hall construction on track to open fall of 2014. Perimeter Road will be relocated and replaced by mall

- Shuttle and parking are working better than anticipated

- Conducting a parking study this year to look at how to expand parking to accommodate larger student body

Physical Plant

- Due to state priority, space for engineering expansion is a substantial concern. Looking at how to expand engineering space, increase focus on experiential education and how to begin public/private partnership technology center

- Clinton Hall has major physical issues due to roof leaks and water infiltration

- Considering developing a "one stop" student service center

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Physical Plant

- The master planning process will continue as we look to locate parking, new facilities and examine ways to manage traffic

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Restructuring

- Division formerly reporting to Dr. Pendse is being integrated into Academic Affairs

- UCATS and MRC structure being reviewed to enhance both enterprise software operation and academic support. Focus on next generation of development

- Associate VP Muma leading retention, adult learning and distance education efforts

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Restructuring

- Admissions and Financial Aid reporting directly to Vice President Robinson

- Associate Vice President Schneikart-Luebbe taking responsibility for enhanced student life and implementing residential learning communities

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Student Recruitment

- Much more aggressive recruiting of freshmen both in-state and out-of-state

- Working with top freshman marketing company in U.S.

- Process revision involves all areas of student recruitment with goals of increasing enrollment and quality of class

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Student Recruitment

- Developing more aggressive community college transfer plan

- Expect to see some increased enrollment in 2014 and continuing increases at least through 2017 based on current approaches

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Scholarships

- Restructuring university scholarship program to increase enrollment by academically-talented students

- Developing a four-year expenditure plan

- Dropping application for general merit scholarship program: all who are qualified will receive an offer

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- Dean's Scholars program being replaced by Honor's Scholars program linked to enhanced Honors Program/College

- Better coordination with college programs to enhance chances of recruiting best and brightest students

- Dollars for merit scholarship linked to enrollment and tuition collected—like a private university

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Retention

- Developing a more coordinated approach to student retention and advising

- Testing software that predicts student performance in individual classes and majors as part of the national Student Success Collaborative

- Developing virtual "one stop" and looking at best practices for physical "one stop"

- Developing residential learning communities

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Scholarships

- Implementing an easy to use "student at risk" software package to help faculty seek intervention for students who are not performing

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Adult Learners

- Adult Learner Task Force working for last several months

- Modifying administrative office opening to accommodate adult learner schedules

- Looking at marketing options to enhance focus on various adult markets

- Asking you for feedback on this important area

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Distance Education

- Consultant assisting in creating detailed plan for ramping up distance education including technology, training and staff support

- Seeking HLC authority to offer degrees online

- First full program online program will be RN to BSN completion

- Will expand to other programs as support system develops

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Military, National Guard, Veterans

- Meeting with McConnell to reconnect

- Community College of the Air Force regionally accredited by SACS so credits transfer

- Develop a National Guard recruiting strategy

- Develop consistent means for supporting veterans who enroll beyond Trio Program

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International Enrollment

- In March, contracted with major international recruiting agents used by other Kansas universities

- Major increase in number of graduate students, especially in Engineering

- Anticipate seeing increases in undergraduates as well

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Honors College

- Universities around the country starting honors colleges—becoming expected for high capacity students, especially in arts and sciences

- Appreciate the Faculty Senate working on this issue; it is very, very important if we are to improve academic quality of the student body

- Asking for a plan to recruit and prepare potential Rhodes, Truman, Goldwater, etc.-capable students

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Comprehensive Campaign

- Considering a large comprehensive fundraising campaign starting in 2014

- Campaign takes five to seven years

- Gifts involve both immediate funding and formal long-term commitments (contracts, wills, trusts, etc.)

- Currently interviewing campaign counsel

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Phase 2 Strategic Planning

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Phase 1 Strategic Planning

- Approved by KBOR in June

- Sets mission, values, and overarching institutional goals

- It is **<u>not</u>** time-bound nor does it define specific actions by specific departments

- It is a framework for developing specific plans of action

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Vision

Wichita State University is internationally recognized as the model for applied learning and research.

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Mission

The mission of Wichita State University is to be an essential educational, cultural, and economic driver for Kansas and the greater public good.

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Unique Values

At Wichita State University, we value…

- *Seizing opportunities*

- *Success for all stakeholders*

- *Diversity of culture, thought and experience*

- *Adaptive approaches*

- *Teamwork*

- *Positive risk-taking*

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Goals

- Guarantee an applied learning or research experience for every student by each academic program.

- Pioneer an educational experience for all that integrates interdisciplinary curricula across the university.

- Capitalize systemically on relevant existing and emerging societal and economic trends that increase quality educational opportunities.

Goals

- Accelerate the discovery, creation and transfer of new knowledge.

- Empower students to create a campus culture and experience that meets their changing needs

- Be a campus that reflects—in staff, faculty and students—the evolving diversity of society.

- Create a new model of assessment, incentive and reward processes to accomplish our vision and goals.

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Other Key Drivers of Level 2 Plans

- HLC requirements and specific approved improvement plans

- KBOR strategic plan

- Need for enrollment growth and new approaches to revenue generation
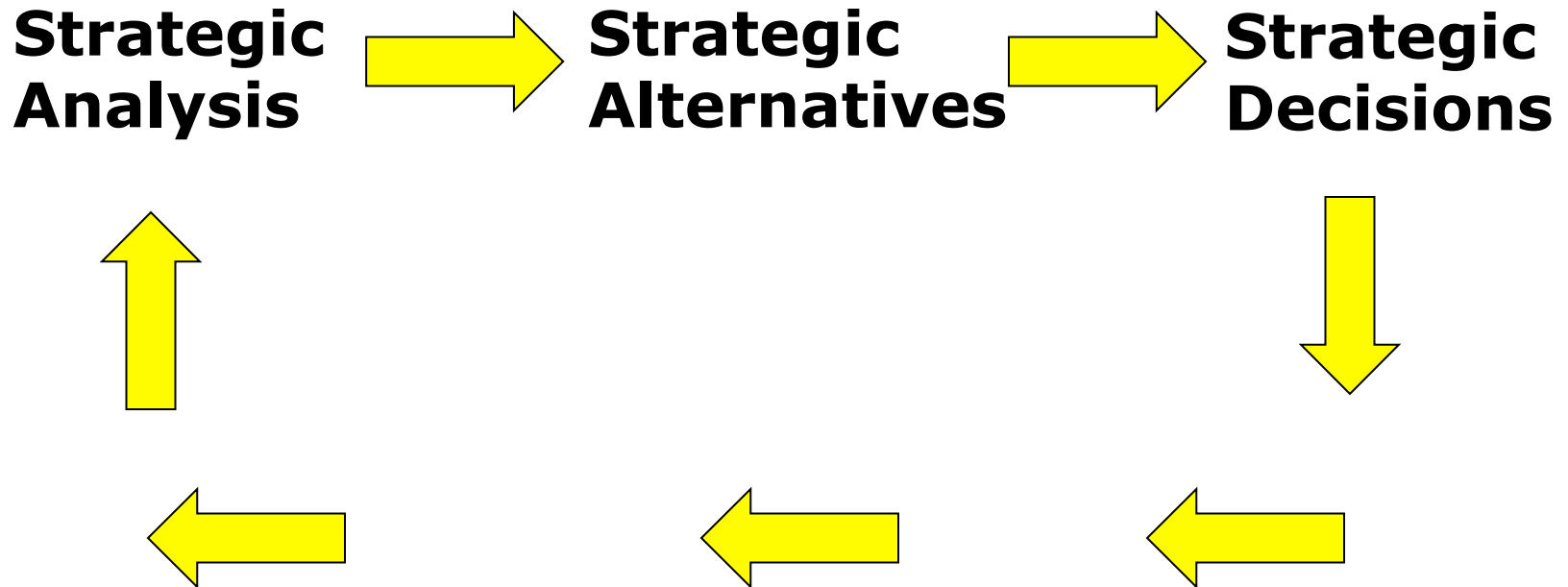
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Structure of Level 2 Planning

- Several institutional plans under development: enrollment management, distance education, adult learning, retention, technology transfer

- College-level plans/Academic Affairs plan

- "Student Affairs" plans within CLUR

- Focus on direct delivery of mission to students and the broader community

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Level 3 Plan Will Follow

- Level 3 involves departments and services that are "enablers" such as finance and accounting, physical plant, public relations, police, etc.

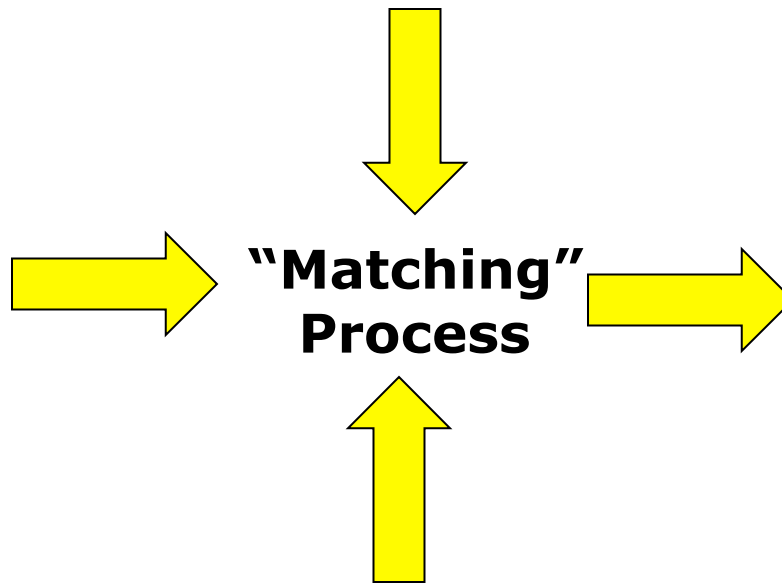- Level 3 plans must document support for successful implementation of the Level 2 plans

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Process for Levels 2 and 3

Strategic Analysis → **Strategic Alternatives** → **Strategic Decisions**

Strategic Analysis Paradigm

Environmental Opportunities, Threats, And Constraints

Program/ Department Strengths and Weaknesses

"Matching" Process

Strategic Vision
- **Mission**
- **Clientele**
- **Program/Service Mix**
- **Comparative Advantage**
- **Objectives**

Values

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Program/Service Mix

- Programs/services to be offered

- Program/service priorities

- Focal point(s) for development of new programs/services

Comparative Advantage

- Strategic positioning (Differentiation of the institution along one or more of the strategic decision areas, e.g., types and levels of programs offered, a highly attractive unifying theme, a special clientele niche)

- Operational positioning (Differentiation of the institution along one or more operational dimensions, e.g., facilities, grounds, academic calendar, residence halls, class scheduling)

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Setting Objectives

OBJECTIVES

- Objectives move us from an existing state of affairs to the desired state.

- Objectives represent those "points of movement" most deserving of disproportionate attention and/or resources.

- Objectives should be limited in number.

- Concentrate on substance, not form.

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Objectives

- Achievable

- Assessable or measureable

- Assigned responsibilities

- Based on timelines

- Most likely will require realignment of resources

- Link directly to the institution's strategic goals

- Define what will be accomplished and what will not: they define specific priorities

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Program Offerings

- What new programs should we offer?

- What existing programs should we eliminate?

- What existing programs should we modify?

- What existing programs should we leave unchanged?

Program Priorities

- What are our long-range developmental priorities in terms of quality?

- What are our long-range developmental priorities in terms of size (absolute and relative)?

- What are our short-range allocation priorities in terms of dollars, positions, facilities, etc.?

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Criteria for the "Matching Process" in Program Mix Decisions

Matching involves realistically assessing the potential and strategic value of setting priorities.

1. **Potential Faculty Quality** **(Excellent, Strong, Adequate, Weak)**
    This criterion assesses the potential quality of the current faculty as compared to faculty at similar program levels in other institutions. Faculty quality must be defined in terms of the institutional strategic plan and the priorities of the program/department within context.

2. **Centrality** **(High, Medium, Low)**
    A program should be evaluated in terms of its centrality to the mission of the university. The title of the program does not necessarily tell this relationship.

3. **Service to Non-Majors** **(High, Medium, Low)**
    This criterion refers to the demand by non-majors for courses offered as a part of the program, with appropriate distinctions between undergraduate and graduate programs.

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Criteria for the "Matching Process" in Program Mix Decisions

4. **Library Holdings, Facilities, and Equipment** (Excellent, Average, Poor)
   A rating of "excellent" would mean that the present library holdings in the professional or disciplinary field are sufficient to support maximum program development. "Average" would refer to an adequate level of holdings. "Poor" should be assigned if the collection is insufficient to support the program.

5. **Facilities and Equipment** (Excellent, Average, Poor)
   Are facilities and equipment present in sufficient quantity and quality to support the program? A rating of "excellent" means that the facilities and equipment are sufficient to support a program of high quality. An "average" rating implies adequacy or the need for only minor upgrading, while "poor" indicates a need for substantial improvements in order to properly support the program.

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Criteria for the "Matching Process" in Program Mix Decisions

6. **Demand by Majors** **(High, Medium, Low; Growing, Stable, Decreasing)**
This criterion refers to the demand by students to major in the program. A "growing" rating should be given to programs which are projected for continued growth, assuming no quotas were to be established. A rating of "stable" would imply a relative steady demand, with little or no growth projected for the future. Finally, "decreasing" should be assigned to programs which are expected to experience relative declines in enrollments. Programs should also be assigned ratings of "high," "medium" or "low" to indicate the absolute level of demand that exists.

7. **Demand for Graduates** **(High, Medium, Low; Growing, Stable, Decreasing)**
This criterion refers to the career opportunities projected to be available to graduates of the program in various sectors of the national and regional economy.

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Criteria for the "Matching Process" in Program Mix Decisions

8. **Locational Advantages** **(Yes, No)**
   This criterion identifies the advantages of the program due to location of the institution and access to particular types of external resources. The advantages could be of many types, depending upon demography, industry and geography of the area.

9. **Comparative Advantage** **(Yes, No)**
   Does the program possess any unique feature(s) which gives it an edge over competing programs? On this particular criterion, it is not enough to merely possess elements of uniqueness; those elements must contribute in some way to the gaining of a competitive advantage in research, student recruitment or other areas that are key to achieving the institutional strategic plan.

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Criteria for the "Matching Process" in Program Mix Decisions

10. **Community Impact Consistent with the Mission and Level 1 Plan** (High, Medium, Low)
    There are many forms of community impact. Among those to be considered are prospective students, alumni, legislators, and groups such as ranchers, teachers, newspaper editors, physicians, small town merchants, clergy, etc. There may also be a "public opinion" in the state which responds to an institution.

11. **Cost/Revenue Relationship** (Excellent, Adequate, Poor)
    To be assigned a rating of "excellent" on this criterion, a program must have the potential for generating an excess of revenues over costs. An "adequate" rating would imply that revenues earned would be approximately equal to costs, while a "poor" cost/revenue relationship means that costs are projected to exceed income in the future. In this context, then, all sources of cost and revenue should be considered.

Planning Activities

- Each college will have a planning structure that fits with the culture and nature of the college.

- All colleges will employ processes that are iterative, open, and transparent.

- The final college plans will recommend specific priorities.

- Academic Affairs plan will integrate the college plans and set overall priorities.

Evaluation of Priorities

- Importance to achieving institutional goals.

- Effectiveness, assessment, centrality and financial viability.

- Realism: do the plans actually reflect the role of the program in the institution? Are they data-based? Can/should they be achieved within the current external environment and climate?

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Questions for Today

- What are your key concerns as we begin Level 2 planning?

- Are there issues that you would like to make sure are considered as the institution-wide Level 2 plans are developed?

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