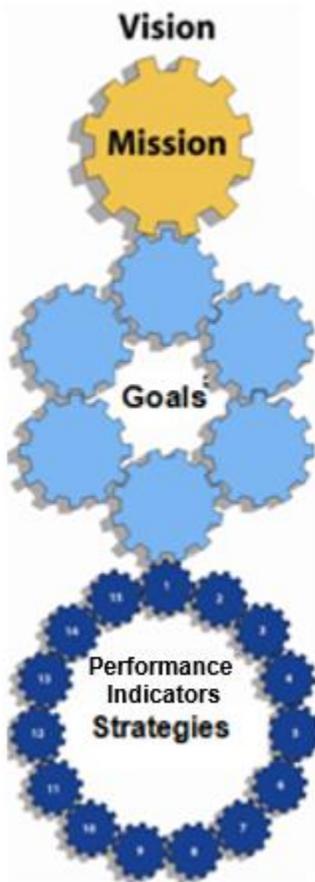


**AASCU-PENSON CENTER FOR PROFESSIONAL DEVELOPMENT  
PLANNING PARADIGM AND DEFINITION OF TERMS**

**Core Values**



**Core Values:** Our fundamental beliefs....“truths we hold as self evident”

**Vision:** Looking into a crystal ball, our ideal future  
“ECU is...”

**Mission**

- Who we are we
- Why we do what we do

**Goals:** In broad terms, what we have to do to achieve our Mission

**Performance Indicators:** How we will know when we have arrived

**Strategies:** In specific terms, what we are going to do to achieve the Performance Indicators



## **GUIDING STATEMENTS**

### **Core Values**

We will be first choice because...

1. We are humble, kind, generous, and care for our students and one another.
2. We go the extra mile to provide an exceptional experience for students and those we serve.
3. We are forward-thinking, adaptable, and open to new ideas.
4. We commit to solving problems, whether our own or others'.

### **Mission**

East Central University educates and empowers students to understand and transform our world.

### **Vision**

We aspire to be first choice for who we are.

## A Strategic Plan: 2019-2024

### Context (President Pierson will work on this section)

As East Central University engages in its strategic planning and positioning, it recognizes that the climate of American higher education is changed significantly. Increasingly, colleges and universities are acknowledging that many of the characteristics and practices of former days are being challenged and new ones are developing: ones that take greater account of the personal and career needs of students of all ages and circumstances. The relative monopoly on higher education enjoyed by traditional residential campuses is being challenged by prospective students (again, of all ages and circumstances) who are seeking personal development, skill and knowledge acquisition, accessible learning formats, and appropriate credentialing to prepare them for careers and socialization.

As the country's need for highly skilled, entrepreneurial, and collaborative graduates becomes even more pressing, all colleges and universities are challenged to examine their modes of operation and, without compromising time-honored and time-tested values, to make adjustments that may not simply be "market sensitive," but also offer professionally exciting and fulfilling new opportunities for faculty and staff. Competency-based assessment, robust academic support, experiential learning, and time variable learning through technology all offer fundamentally enhanced ways of serving students.

While risk, experimentation, and even occasional failure may accompany such changes in an institution's operations, they may be offset by a shared and sustained sense of commitment to student success, faculty and staff fulfillment, and institutional distinctiveness.

Thus it is, with these recognitions forefront, the university moves to blend traditional values, including its cherished sense of community (based on respect for the potential of all its members) with an equal recognition that "business as usual" cannot be the path to fulfillment of its institutional Mission.

In the end, however, it is the campus community that moves the university forward. It must therefore be a diverse and supportive community, having diversity of faculty, staff, and students that is reflective of the region served as well as fostering an environment where the work and achievements of all members are valued and recognized appropriately.

Accordingly, the plan that follows – fashioned as it was by the collective efforts of all constituencies – calls upon all individuals – students, faculty, staff, alumni, regents, advisors, community leaders, and donors – to work together to ensure East Central University continues to serve the future as well as it has done over its long history.

The Plan that follows represents the collective efforts of all constituencies of East Central University – students, faculty, staff, alumni, community leaders and friends and donors – and as such engages them all in the shared responsibility of enacting this plan in fulfillment of the University's Mission.

## Key Strategic Directions

### ACADEMIC PROGRAMS

**Goal 1: Achieve academic excellence through innovative programming, outstanding faculty, continual assessment, a flexible learning environment, and community engagement.**

**G1 Strategy 1: Review all existing academic programs to ensure relevant and rigorous content, appropriate delivery format, and mode of assessment**

#### A. Introduction and Background

This is a time of change in higher education. Enrollments of traditional age students are declining due to demographic, economic, and cultural factors. Fewer students are graduating from high school and going on to college, and this is particularly true in some parts of the country. Colleges are increasingly looking to address this situation by recruiting adult learners who have not completed college degrees. To attract this audience, institutions need to rethink modes of delivery. In addition, the cost of a college education has risen faster than inflation or family income in recent years. Members of our society, including policymakers, have begun to evaluate colleges in terms of economic outcomes. This has led to increased demand for accountability. Students, parents, and policymakers want to make sure that a college education is worth their investment. According to a recent AAC&U sponsored survey, employers have more faith in colleges and universities than the general public, but there is room for improvement. For example, 87% of hiring managers said it was “very important that recent graduates demonstrate the ability to apply knowledge and skills in real world settings,” but only 39% believed recent graduates were prepared to do this. (*Fulfilling the American Dream*, July 2018, Hart Research Associates).

The Higher Learning Commission criteria for accreditation include currency of programs, and consistent quality. While we are diligent about assessment and program review at East Central University, these processes do not always engage all of our faculty, do not include external review for non-accredited programs, and do not consider program array from a university perspective. Faculty and administrators have expressed concerns about rigor, modes of delivery, and use of best practices for student learning and assessment. Some of these issues emerged at the Town Hall Meetings that were held as part of the strategic planning process. While we know that many programs at the university are very successful in terms of relevant and rigorous content, appropriate delivery format, and assessment, this is not true for all programs.

This strategy will include the following:

- a. Deans and Department Chairs will work with the Provost and the RAC to complete a review of programs during year one
- b. We will identify what is successful at ECU and strategically build on our successes
- c. We will explore a partnership with The Learning House among options for increasing online offerings.
- d. We will reform General Education based on AAC&U guidelines
- e. We will create opportunities for professional development for faculty so that they remain current in their disciplines and in teaching and learning strategies.
- f. We will think creatively about interdisciplinary opportunities and develop plans for implementation
- g. We will create a culture of continuous assessment among faculty by making central to our assessment program faculty assessment of student work to improve assignments, courses and curricula.

#### B. Contribution to other goals

Goal 2: Enrollment management

Goal 3: An inclusive, dynamic and engaging experience for all stakeholders

#### C. Specific Actions, Elements, Steps and Timelines

Provost will work with the RAC and the Deans during the 2018-2019 academic year to develop a method for analyzing programs based on mission relevance and success of the program, external and internal demand, quality, size, scope and productivity, revenue, costs, impact and opportunity. During the 2019-2020 academic year we will conduct the review. We will develop a continuous process for this review on campus.

During Fall 2018 Provost and President will negotiate with The Learning House to manage ECU’s online programs.

General Education Committee will meet Fall 2018 to begin following AAC&U process for General Education reform. Goal will be implementation by fall 2020. The first year they will establish leadership and ensure that committee represents all stakeholders, agree on major parameters, reaffirm or determine learning goals and outcomes, and

attend the AAC&U General Education Institute. In year two they will review and redesign curricular structure, evaluate pedagogy, plan assessment, and implement the new plan. CLASS will send a small team to the AAC&U Conference on General Education in Spring 2019. The General Education Committee will be charged with thinking about ways to bring the knowledge of different disciplines to bear on real world problems as they conduct their work. Deans will be mindful of interdisciplinary opportunities when hiring.

The Provost and Deans will support faculty travel to disciplinary conferences. Beginning in 2019-2020 Program Review will include a visit by an external reviewer.

Deans and the Provost will work with CETL and the NASANTI grant during Fall 2018 to incentivize professional development based on best practices identified by the Scholarship of Teaching and Learning. We will send faculty to the Transformative Learning Conference at UCO in Spring 2019 and the NASANTI team will develop a workshop opportunity for interested faculty to implement what they have learned. We will continue these initiatives in future years. We will add a professional development week at ECU in Fall 2019 that includes inviting experts in teaching and learning to campus for workshops and faculty led SoTL book groups.

The Provost will establish a task force in Spring 2019 to review our assessment plans for programs and recommend changes based on best practices. Members of the task force will attend the IUPUI Assessment Institute in Fall 2020 and make recommendations to the Provost.

#### **D. Potential Models and Useful Information**

<http://www.uwgb.edu/academics/> (esp. for interdisciplinarity)

<http://www.wou.edu/planning/institutional-priorities-2/>

<http://www.marquette.edu/provost/academic-program-review.php>

<https://www.wcu.edu/learn/office-of-the-provost/oipe/assessment-and-program-review/>

Dickeson, Robert C., *Prioritizing Academic Programs and Services* (Jossey-Bass, 1999).

*Fulfilling the American Dream: Liberal Education and the Future of Work*, July 2018, Hart Research Associates.

Sponsored by AAC&U with support from the Newman's Own Foundation

*Levels of Assessment from the Student to the Institution*, by Ross Miller and Andrea Leskes (AAC&U, 2005).

McGee, Jon. *Breakpoint: The Changing Marketplace for Higher Education* (Johns Hopkins, 2015)

### **G1 Strategy 2: Identify new, relevant academic programs and opportunities for expanding existing programs to meet projected workforce needs for the region, state and nation; and student interests**

#### **A. Introduction and Background**

The current disruption in higher education (discussed in Strategy 1) creates opportunities for faculty and administrators at colleges and universities throughout the nation to develop and revise programs based on market research and to differentiate their campuses from peer institutions. In the state of Oklahoma, colleges and universities must address workforce needs as well as the state's top 100 occupations when developing new programs. At East Central University, we must also address the needs and interests of our long standing partners, such as the Chickasaw Nation and other regional employers. Finally, successful program development depends upon student demand.

The Higher Learning Commission criteria for accreditation include currency of programs. When RNL visited ECU in 2017-2018, one of our stated goals was to "grow domestic, first time, full time student population, to increase the Native American Student Population, and to become known as *the* regional institution." To accomplish this goal, we will need to identify new, relevant academic programs and opportunities to expand existing ones related to workforce needs and student interest. Historically, Program change at East Central University has been slow and it has not always been driven by data.

This strategy will include the following:

- a. We will conduct focus groups among our constituents during year one. We will listen, document, analyze, and use the information we learn to conduct feasibility studies for each program considered.
- b. We will seek, analyze, and use relevant data from various agencies during year one to determine path forward.
- c. We will identify our unique opportunities and pursue them during years two through five.
- d. We will work with The Learning House on an annual bases to make market market-driven decisions as new programs are developed and implemented
- e. We will work with university and industry stakeholders to implement an Engineering program that will have first cohort by Fall 2020

- f. We will seek creative solutions to expansion and serving the needs of our students through needs analyses and focus groups.

## **B. Contribution to Other Goals**

Goal 2: Enrollment management

Goal 5: Leverage resources to achieve mission, vision and goals

## **C. Specific Actions, Elements, Steps and Timelines**

Spring 2019 – committee made up of people from across campus with the appropriate expertise conducts focus groups with community members and prospective students. Provost and Deans meet with leadership of the Chickasaw Nation and other local employers to discuss their needs.

Fall 2019 – departments begin curricular work based upon what we have learned from focus groups and conversations with employers, mindful of data from BLS, OESC and the top 100 jobs list.

Engineering? What's the plan?

Spring 2019 – Provost names and charges task force to explore the role of branch campuses

## **D. Potential Models and Useful Information**

<https://www.okhighered.org/reachhigher/docs/critical-occupations.pdf>

<https://www.ok.gov/oesc/documents/lmstatewideocproj1424.pdf>

<https://www.bls.gov>

## **G1 Strategy 3: Increase the number of courses and programs offered using instructional technology and distance learning to better serve current ECU students and to reach additional populations.**

### **A. Introduction and Background**

The student learning paradigm has shifted to include more technology or online capabilities (e-learning). E-Learning involves a web-based component, enables collaborative opportunities and provides access to content that extends beyond the classroom. Developing e-learning capabilities and investing in e-learning technologies can help attract and retain students. According to Leslie Pearlman (2017) more than 70% of higher education institutions identified e-learning as a strategic priority. However, it is not enough to just increase the number of online programs and courses. According to the National Center for Educational Statistics (2017) the number of online degree and certificate programs grew more than 25% between 2013 and 2015 making it imperative that we distinguish our programs from the slate of programs available in an increasingly crowded marketplace. It is necessary to analyze existing programs and strategically add new programs that can lead to positive outcomes such as increased enrollment, career advancement, new employment opportunities, and a sense of personal satisfaction. E-learning is necessary for student engagement. This is not only true for graduate students who need flexibility but also for undergraduate students who have been initiated to technology at an early age. E-learning has the potential to improve teaching and learning by adding rich new pedagogical experiences. E-learning can also lower barriers to higher education by offering flexibility with respect to when, where, and how students learn and faculty teach.

Input from students, faculty, staff, and community indicated that technology was insufficient to meet their needs. We currently have several on-line graduate programs, a system wide Learning Management System (Blackboard SaaS), Smart Rooms, a Center for Excellence in Teaching and Learning to provide faculty support, and on-line course management training and external review through Quality Matters.

This strategy will include the following:

- a. Contract with an external On-Line Learning Management System, The Learning House
- b. Increase the number of on-line programs offered by the university based on market research
- c. Upgrade protocol with schedule for all classroom technology
- d. Upgrade LMS (Blackboard)
- e. Increase the amount of technology used in the classroom
- f. Implement a 24 hour held desk
- g. Establish a priority list to increase Wi-Fi strength for classrooms
- h. Continue training for faculty on teaching technology
- i. Analyze program need based on local, regional and national employment trend data

### **B. Contribution to Other Goals**

Goal 2: Enrollment Management (increase enrollment, improve retention, improve processes)

Goal 3: Inclusive and dynamic experience (reach more populations, enhance learning experiences)

Goal 4: Communication (increase students' ability to communicate with faculty and staff, reduce response time for student and faculty issues)

Goal 5: Revenue (An increase in enrollment will increase revenue)

### **C. Specific Actions, Elements, Steps, and Timelines**

**External Actions:** One major action that will impact many parts of Goal 1 will be acquiring a partnership with Learning House (Wiley). The Learning House is an On-Line management system designed to help universities develop on-line programs and to provide support for faculty to build those courses and for students who enroll in the program. As we work with The Learning house, we will increase the number of on-line programs offered by the university based on their market research. As the markets are analyzed, it is necessary to look at local needs as well as regional and national employment trend data.

**Internal Actions:** In order to better serve current ECU students and to reach additional populations it is essential to create an infrastructure that can support effective on-line programs as well as e-Learning classroom capability.

#### **1. Wi-Fi Strength**

The first support that needs to be addressed is the classroom "Wi-Fi" strength. In *Designing a Responsive e-Learning Infrastructure: Systems Change in Higher Education*, Chow and Croton (2017) examine a systems level approach to understand how alignment of all facets of the organization must occur in order to develop and sustain an online learning infrastructure" Instead of piecemeal changes they suggest system, or holistic change is needed to ensure alignment. In 2017-18 a university Ad Hoc committee on technology was charged with "investigating Wi-Fi usage across campus to determine We Fi needs." After a needs assessment, then a prioritized list was to be created from which an implementation timeline would be determined. These charges were not completed during the last academic year but will be the initial charges of a newly formed university technology standing committee.

#### **2. E-Learning Classroom Prototype**

The second of these infrastructure supports will be to develop an e-Learning classroom prototype and then establish a schedule for e-Learning classroom updates. The e-Learning classroom prototype was developed last academic year but budget cuts prevented the implementation of updates on current SMART Classrooms (from here on out referred to as 3-Learning room.

#### **3. LMS Upgrade**

The third infrastructure support will be an LMS updrade. ECU migrated to a SaaS (cloud or managed hosted LMS) platform during the previous academic year. This greatly improved the LMS (Blackboard) efficiency. The next upgrade will be to move to Blackboard ULTRA which will provide additional tools and efficiencies for better design and delivery.

#### **4. 24 Hour Help Desk**

The fourth support will need to be for student support. As students encounter difficulties with technology, being able to address those issues immediately makes for a much more dynamic course. Our current student populations complete assignments at times that work for their busy schedule. Providing 24 hour help desk services ensures that their technology issues get addressed.

#### **5. Faculty Support**

The final support area consists of increasing support for faculty to utilize e-Learning in the classroom. According to the ADKAR change Management Model (Awareness of the need for change, Desire to support the change, Knowledge of how to change, Ability to demonstrate skills and behaviors, and Reinforcement to make the change stick), faculty support must be approached from many avenues. We currently have a process in place to support the development of quality on-line courses, Quality Matters. There is designated staff to support faculty in the development of these courses. Additionally, with the on-line management service (Learning House) faculty will get additional support in their course design. Based on this change model, it appears that additional work needs to be focused on the A, awareness of the need for change; D, desire to support the change; and R Reinforcement to make the change stick.

## D. Potential Models and Useful Information

Eastern Kentucky

<https://strategicplanning.eku.edu/vision>

University of Illinois

<https://www.uis.edu/strategicplan/plan/sectiontwo/goals/goal1/>

University of North Georgia

<http://blog.ung.edu/strategicplan/goals/goal-1-promote-academic-excellence-and-innovation/>

Pearlman, Leslie. *Digital Capabilities in Higher Education, 2016: E-Learning*. Research report. Louisville, CO: ECAR, December 2017.

National Center for Education Statistics. (2017). IPEDS [Data sets]. Retrieved from

<https://nces.ed.gov/IPEDS/>

4 Steps to Jump-start Modern Learning Environments at Universities. (2018). Retrieved from

<https://edtechmagazine.com/higher/article/2018/09/4-steps-jump-start-modern-learning-environments-universities>

UBTech 2018: How to Gain Staff Support for New Classroom Initiatives. (2018). Retrieved from

<https://edtechmagazine.com/higher/article/2018/06/ubtech-2018-how-gain-staff-support-new-classroom-initiatives>

Chow, A., and Croxton, R. (2017). Designing a Responsive e-Learning Infrastructure: Systemic Change in Higher Education. *The American Journal of Distance Education*, 2017, VOL. 31, NO. 1, 20-42.

<http://dx.doi.org/10.1080/08923647.2017.1262733>

ADKAR Change Management. Retrieved 10/09/2018 from <https://www.prosci.com/adkar/adkar-model>

**G1 Strategy 4: Enhance faculty development opportunities targeted toward improving the daily teaching learning process and reward faculty for their participation and for incorporating high-impact practices into the classroom and curriculum.**

### A. Introduction and Background

Student success includes much more than standard classroom learning. It is imperative for our university to increase avenues for learning by implementing a system that incorporates high-impact practices. Research identifies high impact practices as educational experiences that are meaningful, require student action and participation, and that contribute to the life-long learning of the student. High-Impact practices that have been identified by the Association of American Colleges and Universities include the following: First-Year Seminars and Experiences, Common Intellectual Experiences, Learning Communities, Writing-Intensive Courses, Collaborative Assignments and Projects, Undergraduate Research, Diversity/Global Learning, ePortfolios, Service Learning, Community-Based Learning, Internships and Capstone Courses and projects. Students and faculty in the town hall meetings identified some of these high-impact practices, such as undergraduate research, as a high need area. All of these high-impact practices can be found in some capacity in the different units on ECU's campus. However, the implementation is sporadic and unsystematic. To encourage faculty to implement high-impact practices a system is needed to recognize and reward those who put these practices into operation. We, as a university, must provide the support necessary for faculty to attend workshops and meetings to gather information needed to implement effective pedagogical practices. Research shows that these methods increase student engagement and ultimately retention.

This strategy will include the following:

- a. Increase funding to support travel and fees
- b. Provide incentives (time or money commensurate with effort) for grant writing and/or mentoring undergraduate research.
- c. Modify faculty handbook to clearly explain intellectual property procedures
- d. Reward faculty for innovative practices (innovation with community partners, innovative teaching ideas, integrated assignments)
- e. Support faculty engagement in high impact practices related to the pedagogy of teaching, engagement, and inquiry.

### B. Contribution to Other Goals

Goal 2: Enrollment Management (increase retention rates by more engagement in research and classroom)

Goal 3: Inclusive and dynamic experience (enhance learning experiences)

Goal 4: Communication (improve student/faculty relationships for better communication)

Goal 5: Revenue (Research grants will increase university revenue)

### C. Specific Actions, Elements, Steps, and Timelines

- Examine all student fees to see if there is a sufficient amount raised and/or allocated to meet professional travel needs. If not, Increase student fees to fund faculty development (paperwork by December, 2018)
- Pursue alternative funding sources to support faculty travel (on-going)
- Identify to what extent faculty are already involved in High-Impact practices (possibly a survey in spring 2019)
- Re-implement grant writing initiative (for fall 2019)
- Allocate department or unit money to be used to hire adjunct faculty when an identified large grant could be pursued by a faculty member (work into fall 2019 budget)
- Implement a campus-wide High Impact Practices award (much like teaching excellence to be given during the employee recognition banquet) spring 2020
- Create a First Year Experience Model for ECU students
- Highlight high impact practices as a “value added” component to ECU’s experience (identify a specific number)

### D. Potential Models and Useful Information

Wooldridge, D., Poirer, S., and Matuga, J. Quality Online Learning in Higher Education, 2018: Encyclopedia of Information Science and Technology, Fourth Edition.

*High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*, by George D. Kuh (AAC&U, 2008).

## ENROLLMENT, RETENTION, AND STUDENT SUCCESS

**Goal 2: Achieve strong undergraduate and graduate enrollments and high retention, graduation, and job placement rates.**

**G2 Strategy 1: Strengthen enrollment planning and management.**

### A. Introduction and Background

Since 2010, ECU has seen a steady decline in enrollment, from a high headcount in 2010 (4,893) to a low in 2017 (3,723). Of greater concern than the steady decrease, is that the decrease is occurring in almost all recruiting categories (incoming freshman, transfer, graduate) as well as in retention across the board. Historically, ECU one-year retention percentage hovers in the low 60% range. However, the first time, full-time freshman one-year retention rate from 2015 to 2016 was 52% and from 2016 to 2017 was 46%. In Fall 2015, ECU experienced a large increase in new international students. For a variety of reasons, these students were not retained. Major numbers have decreased for almost every major, making discussions about program viability a necessity. While new programs have shown growth, none have shown explosive growth. The university needs a comprehensive strategic approach to enrollment management.

*Who will be directly and indirectly impacted?*

- Student population
- Classroom usage
- Program enrollments
- Student services

*What are the major elements of this Strategy?*

1. Comprehensive recruitment strategy
2. Comprehensive communication strategy
3. Comprehensive travel strategy
4. Identification of target populations

5. *Creation of a “best practice” driven onboarding strategy for all new students.*

## **B. Contribution to Other Goals**

This Strategy will contribute to the following other Goals:

- *Goal 4: Create a culture of effective communication*
- *Goal 1: Achieving academic excellence.*
- *Goal 3: Creating an inclusive experience for stakeholders*
- *Goal 5: Leveraging current resources to achieve the mission.*

## **C. Specific Actions, Elements, Steps and Timelines**

## **D. Potential Models**

### ***Western New Mexico University***

<https://wnmu.edu/>

### ***Northeastern State University***

<https://offices.nsuok.edu/admissions/NextSteps.aspx>

### ***Cedarville University Onboarding Slides***

<https://www.cedarville.edu/~media/Files/PDF/Web-Development-Services/Personalizing-the-New-Student-Onboarding-Experience-HighEdWeb2015.pdf>

## **G2 Strategy 2: Develop an integrated retention and student support and success program**

### **A. Introduction and Background**

Since 2010, ECU has seen a steady decline in enrollment, from a high headcount in 2010 (4,893) to a low in 2018 (3,574). Of greater concern than the steady decrease, is that the decrease is occurring in almost all recruiting categories (incoming freshman, transfer, graduate) as well as in retention across the board. Historically, ECU one-year retention percentage hovers in the low 60% range. However, the first time, full-time freshman one-year retention rate from 2015 to 2016 was 52% and from 2016 to 2017 was 46%. In fall 2015, ECU experience a large increase in new international students. For a variety of reasons, these students were not retained. The university needs a comprehensive strategic approach to enrollment management.

This initiative focuses increasing the number of students retained by offering student engagement opportunities and support during the collegiate experience to fulfill the mission of the university.

Create an enrollment committee with clearly defined goals to strength not just recruitment but retention as well. The major element of this strategy include the following:

1. Orientation
  - a. Expand freshman orientation
2. First-Year
  - a. Extend Freshman Seminar to eight week course
  - b. Identify strategies to improve retention with extensive first-year experiences (Example - Bridge to Excellence Freshman Mentoring Program)
  - c. Identify and use best practices and national trends for first to second, and second to third year strategies
  - d. Extend Academic Success Center advising of freshman for three enrollment periods
3. Incentives for involvement in student activities and programs e.g., SGA, clubs and organizations, etc.
  - a. Identify ways to increase participation in clubs and organizations
  - b. Have club and organization representatives present in Freshman Seminar
4. Student tracking and early warning
  - a. Research the possibility of a university attendance policy
  - b. Identify at-risk students sooner in the tiger alert process
  - c. Show faculty and staff the benefits of identifying and assist at-risk students

5. Advising
  - a. Create an institutional definition and expectation of advising
  - b. Identify strategies to remove barriers from the advising process
  - c. Conduct professional development opportunities to strengthen advising skills
  - d. Develop reward and recognition for good advising
6. Access to university resources and support, e.g., 24-hour computer lab and snack bar
  - a. Explore twenty-four hours a day venues for students to provide computers and alternative snacking.
7. Career planning and placement
  - a. Establish a way to track student employment

## B. Contribution to Other Goals

This Strategy will contribute to the following other Goals:

- Goal 1: Achieve academic excellence
- Goal 4: Create a culture of effective communication

## C. Specific Actions, Elements, Steps and Timelines

### D. Potential Models

Arkansas Tech University – Bridge to Excellence Freshman Mentoring Program

<https://www.atu.edu/b2e/>

University of Wyoming

[http://www.uwyo.edu/acadaffairs/files/docs/sem\\_uw\\_5-year\\_plan.pdf](http://www.uwyo.edu/acadaffairs/files/docs/sem_uw_5-year_plan.pdf)

Georgia Regents University

<https://www.augusta.edu/student-life/documents/strategicplan20152020.pdf>

University of Central Arkansas

<http://uca.edu/ssrc/files/2017/07/student-success-and-retention-plan-2017.pdf>

**G2 Strategy 3: Develop a specialized component within the faculty/staff professional development program that focuses on skills related to student success.**

### A. Introduction and Background

According to the recent Town Hall meetings, one of the aspects that students remember the most about their experience at East Central University (ECU) are their personal interactions with faculty and staff, and especially if those interactions are particularly positive or negative. This is important since the individuals connected in a student's circle of friends and family are likely to be swayed by the feelings and experiences of said student and these positive or negative interactions are likely to propagate through the circle and influence how the friend or family member views ECU as well. This can affect the bottom line of the university in either a positive or negative manner as more potential students are affected either directly or indirectly from these interactions.

This initiative will focus on strengthening the customer service skills of faculty and staff as it pertains to student success and overall satisfaction with their university experience. This initiative will focus on improving the positive aspects of interactions between faculty, staff and students. This initiative will still allow faculty and staff to maintain their personal dignity, remain in control of their particular classroom, department or area and maintain the ability to operate and make decisions in an orderly fashion as they deem appropriate.

The major elements of this strategy would include providing a variety of professional development opportunities to augment and strengthen interactions with students to aid in the fulfillment of the mission of

the university. This could include new faculty and staff development seminars that are also open to experienced faculty and staff. This professional development strategy could also include paid stipends or paid training to faculty or staff to increase the customer service skills, based on available grants. Faculty and staff would be encouraged but not mandated to continue this type of professional development regardless of length of time of employment and compensated directly or indirectly (monetary, PTO, celebration, awards).

## **B. Contribution to Other Goals**

This strategy will also contribute to the following listed Goals:

- a. Goal 1: Achieving academic excellence.
- b. Goal 4: Create a culture of effective communication.

## **C. Specific Actions, Elements, Steps, and Timelines**

## **D. Potential Models**

<https://www.usf.edu/student-affairs/documents/professional-development-plan.pdf>

<https://maui.hawaii.edu/pd/main/uhmc-professional-development-plan/>

[https://www.acer.org/files/AUSSE\\_EG\\_Enhancing.pdf](https://www.acer.org/files/AUSSE_EG_Enhancing.pdf)

<https://www.aiu.edu/applications/PresentationLibraryManager/upload/PrintableEffectsInteractDLStudWStudServStaff.doc>

## **INSTITUTIONAL CULTURE AND WORK ENVIRONMENT**

***Goal 3: Create and nurture an inclusive, dynamic, and engaging experience for all stakeholders***

**G3 Strategy 1: Diversify the student body and faculty and staff to reflect the racial/ethnic diversity of the region**

### **A. Introduction and Background**

The morale of faculty and staff is an important aspect in the determination of the long term successful growth of East Central University. ECU has identified factors which contribute in part to campus morale through town hall style forums with university students, personnel and members its community. Addressing both student and faculty concerns and adjusting to the changing needs in the local community to grow the campus-community relationship is important as ECU prepares for the future. ECU has placed emphasis on the theme of shared governance among its constituents as the university prepares to meet the challenges ahead.

This strategy seeks to recruit and retain diverse employees.

#### **1. Diversify the student body and faculty and staff to reflect the racial/ethnic diversity of the region**

- a. Why Important: Diversity on a university campus is very important. A diverse culture can encourage student engagement which can in turn help with student retention.
- b. Who will be impacted: By adding diversity to ECU's faculty, staff and administration we could have a profound impact on our students. This could help recruit a more diverse student body. If we create a more diverse student body, the university would be eligible to for more minority grants.
- c. Who's involved: To begin to this process hiring committee need be diverse

### **B. Contribution to Other Goals**

This strategy will significantly contribute to four of the strategic goals, which are:

- Goal 1: Achieve academic excellence through innovating programming and outstanding faculty
- Goal 2: Strong faculty and staff will help recruit and retain students

- Goal 4: Create a culture of effective communication
- Goal 5: Acquire, manage and leverage resources to achieve ECU's mission, vision and goals

### **C. Specific Actions, Elements, Steps, and Timelines**

[To be left blank for now per consultants]

### **D. Potential Models and Useful Information**

Diversity: <https://www.uis.edu/aeo/wp-content/uploads/sites/10/2014/09/AEO-UIS-BEST-PRACTICES-TO-DIVERSIFY-FACULTY-AND-STAFF.pdf>  
<https://www.higheredjobs.com/blog/postDisplay.cfm?post=1123>  
<https://www.usnews.com/education/blogs/professors-guide/2009/08/12/why-does-diversity-matter-at-college-anyway>

## **G3 Strategy 2: Strengthen the capacity for faculty and staff to contribute to ECU's aspirations**

### **A. Introduction and Background**

The morale of faculty and staff is an important aspect in the determination of the long term successful growth of East Central University. ECU has identified factors which contribute in part to campus morale through town hall style forums with university students, personnel and members its community. Addressing both student and faculty concerns and adjusting to the changing needs in the local community to grow the campus-community relationship is important as ECU prepares for the future. ECU has placed emphasis on the theme of shared governance among its constituents as the university prepares to meet the challenges ahead.

This strategy seeks continually educate, empower and motivate employees to progress in their profession and to recognize those accomplishments.

1. Strengthen the capacity for faculty and staff to contribute to ECU's aspirations, e.g.:
  - a. Why Important: ECU faculty, staff and students want to do their best and want to be recognized for their work accomplished.
  - b. Who will be impacted: All ECU employees could be impacted
    - i. Release time to develop grants, research and new programs
    - ii. Professional development opportunities need to be available for all employees
    - iii. We need to celebrate milestones – number of years, promotions, grants written, community partnerships, volunteering at ECU events
  - c. Who's involved: An ad hoc committee could be established to assess the internal needs and the best way to recognize accomplishments

### **B. Contribution to Other Goals**

This strategy will significantly contribute to four of the strategic goals, which are:

- Goal 1: Achieve academic excellence through innovating programming and outstanding faculty
- Goal 2: Strong faculty and staff will help recruit and retain students
- Goal 4: Create a culture of effective communication
- Goal 5: Acquire, manage and leverage resources to achieve ECU's mission, vision and goals

### **C. Specific Actions, Elements, Steps, and Timelines**

[To be left blank for now per consultants]

### **D. Potential Models and Useful Information**

*The Chronicle's* Great Colleges to Work For  
University of Kansas Campus Morale Study  
University of North Dakota Moral Study  
University of Missouri System 2016 Moral study

### **G3 Strategy 3: Determine best practices for informing and engaging the community.**

#### **A. Introduction and Background**

The morale of faculty and staff is an important aspect in the determination of the long term successful growth of East Central University. ECU has identified factors which contribute in part to campus morale through town hall style forums with university students, personnel and members its community. Addressing both student and faculty concerns and adjusting to the changing needs in the local community to grow the campus-community relationship is important as ECU prepares for the future. ECU has placed emphasis on the theme of shared governance among its constituents as the university prepares to meet the challenges ahead.

This strategy seeks to establish and maintain a positive presence in the community.

2. Determine best practices for informing and engaging the community.
  - a. Why important: Community partnership are vital to the sustainability of ECU in its community. It is very important that ECU educate the community about its economic impact. It is ECU responsibility to make sure the educational needs are being met. Which requires reciprocal communication plans
  - b. Who will be impacted: This could have a tremendous impact, positive or negative, on all stakeholders involved. From our alums who had a positive undergrad/graduate experiences; to community leaders who must recognize the important of ECU and want to support us financially and through internship opportunities for our students.
  - c. Who's involved: all ECU stakeholders

#### **B. Contribution to Other Goals**

This strategy will significantly contribute to four of the strategic goals, which are:

- Goal 1: Achieve academic excellence though innovating programming and outstanding faculty
- Goal 2: Strong faculty and staff will help recruit and retain students
- Goal 4: Create a culture of effective communication
- Goal 5: Acquire, manage and leverage resources to achieve ECU's mission, vision and goals
- 

#### **C. Specific Actions, Elements, Steps, and Timelines**

[To be left blank for now per consultants]

#### **D. Potential Models and Useful Information**

The UpJohn Institute for Employment Research: Economic Impact of Northwestern Michigan College:  
<https://research.upjohn.org/cgi/viewcontent.cgi?article=1213&context=reports>

### **G3 Strategy 4: Create a competitive salary program (with a funding plan) for faculty and staff.**

#### **A. Introduction and Background**

The morale of faculty and staff is an important aspect in the determination of the long term successful growth of East Central University. ECU has identified factors which contribute in part to campus morale through town hall style forums with university students, personnel and members its community. Addressing both student and faculty concerns and adjusting to the changing needs in the local community to grow the campus-community relationship is

important as ECU prepares for the future. ECU has placed emphasis on the theme of shared governance among its constituents as the university prepares to meet the challenges ahead.

This strategy seeks to create a competitive salary for ECU employees

3. Create a competitive salary program (with a funding plan) for faculty and staff.
  - a. Why important: In order to attract and retain the best ECU must offer a more competitive salary program
  - b. Who will be impacted: The impact of salary does affect all employees and their community
  - c. Who's involved: Employees who set the budget at ECU

## **B. Contribution to Other Goals**

This strategy will significantly contribute to four of the strategic goals, which are:

- Goal 1: Achieve academic excellence through innovating programming and outstanding faculty
- Goal 2: Strong faculty and staff will help recruit and retain students
- Goal 4: Create a culture of effective communication
- Goal 5: Acquire, manage and leverage resources to achieve ECU's mission, vision and goals

## **C. Specific Actions, Elements, Steps, and Timelines**

[To be left blank for now per consultants]

## **D. Potential Models and Useful Information**

Oklahoma State Regents for Higher Education Average Salary  
College and University Professional Association

## **COMMUNICATION**

### ***Goal 4: Create a culture of effective communication***

#### **G4 Strategy 1: Maintain and regularly redesign and refresh the website.**

##### **A. Introduction and Background**

According to a 2017 survey by Ruffalo Noel Levitz, university websites are the top recruitment tool for new students. In fact, 75% of high school seniors state that the website is the most influential resource when searching for colleges. 28% of people ages 18-29 rely on their smartphone as their only source of Internet (Pew, 2018), making mobile friendly technology critical to meeting students' expectations and needs.

Even though the importance of the website for recruiting students is clear, the ECU website has historically tried to serve all constituents equally, including prospective and current students, ECU employees, community members and alumni. Understanding the importance of the website, the university recently made efforts to improve the existing website and plan for the future.

In Spring 2018, the ECU Foundation provided \$60,000 which the university matched to completely redesign the website to be a recruitment tool. After several months of planning and development with an external contractor, ECU rolled out a new website on July 2018. Although this is an excellent first step, the university's website needs to continue to meet the needs of and be appealing to prospective students. To that end, the university website must be redesigned at least every three years to be proactive in keeping up with changes in technology, student expectations, competitors' websites and university needs.

##### **B. Contribution to Other Goals**

This strategy will primarily and significantly contribute to:

- Strategic Goal 2: Maintain Strong Undergraduate and Graduate Enrollments and High Retention, Graduation, and Job Placement Rates.

##### **C. Specific Actions, Elements, Steps, and Timelines**

[To be left blank for now per consultants]

##### **D. Potential Models and Useful Information**

Henderson State University: <http://hsu.edu/StrategicPlan/P6strategy2.html>

Princeton University: <https://re.princeton.edu/>

Marquette University: <https://www.marquette.edu/omc/styleguides-web-redesigns.php>

Ruffalo Noel Levitz - 2017 E-Expectations Trend Report:  
[http://learn.ruffalonl.com/rs/395-EOG-977/images/RNL\\_2017\\_E\\_Expectations%20report\\_1.0.pdf](http://learn.ruffalonl.com/rs/395-EOG-977/images/RNL_2017_E_Expectations%20report_1.0.pdf)

## **G4 Strategy 2a: Create and Implement a Communication Plan that Provides for a Clear Means of Top-Down, Bottom-Up, and Lateral Communications (a) Between Administration, Faculty, and Staff and Between Colleges, Schools, Departments, and Other On-Campus Units.**

### **A. Introduction and Background**

Internal and external communication is critical for recruitment and retention of students, employees, and donors, successful customer service, and for the effective implementation of the strategic plan. Currently, there are no university personnel dedicated to internal communications. Instead, the responsibility for internal communication falls to individual departments and employees, which in turn results in a lack of consistency and accountability.

This strategy seeks to accomplish two things: (1) Present clear, consistent messaging to current administrators, faculty, staff, and students about what sets ECU apart from other universities and (2) Provide easy-to-find and simple-to-follow information on critical processes. This strategy will involve the following:

4. Identify and empower specific personnel to manage internal communications
  - a. Internal communications personnel need appropriate skills, motivation, authority, resources, and compensation
  - b. Ensure that internal communications is the focus of such personnel and that they are not overburdened or diverted from this primary responsibility by other obligations
  - c. Provide specific methods for gathering and submitting information for dissemination
  - d. Provide uniform "general" messaging ideas and themes that can be easily tailored to match specific activities, triumphs, and challenges in individual colleges or departments
5. Identify and implement effective methods for interdepartmental and intercollege communications
  - a. Communicate events that have cross-departmental and cross-college interest and do so in a timely and accessible manner
  - b. Brag to each other about achievements and share tips on successes
  - c. Identify and utilize multiple formats for internal communications
6. Make internal information on critical processes easier to find and simpler to use
  - a. Put university forms into one central, easy to access location
  - b. Ensure uniformity of information for matters that involve multiple departments
  - c. Streamline processes and approvals
  - d. Use technology to simplify communications, form completion, and approval processes

### **B. Contribution to Other Goals**

This strategy will significantly contribute to each of the other five strategic goals, which are:

- Goal 1: Achieve Academic Excellence
- Goal 2: Maintain Strong Undergraduate and Graduate Enrollments and High Retention, Graduation, and Job Placement Rates
- Goal 3: Create and Nurture an Inclusive, Dynamic, and Engaging Experience for All Stakeholders
- Goal 5: Acquire, Manage, and Leverage Resources

### **C. Specific Actions, Elements, Steps, and Timelines**

[To be left blank for now per consultants]

### **D. Potential Models and Useful Information**

University of Montana  
<http://www.umt.edu/communicate/doc/Report.pdf>

Kennesaw State University  
[http://uc.kennesaw.edu/resources/resources\\_docs/uc\\_strategic\\_communication\\_plan\\_2015-2017.pdf](http://uc.kennesaw.edu/resources/resources_docs/uc_strategic_communication_plan_2015-2017.pdf)

University of Dayton College of Arts and Sciences  
[https://www.udayton.edu/artssciences/about/ops\\_manual/images\\_docs/17-18/cas-strategic-comm-plan-2017.pdf](https://www.udayton.edu/artssciences/about/ops_manual/images_docs/17-18/cas-strategic-comm-plan-2017.pdf)

North Carolina State University

**G4 Strategy 2b: Create and Implement a Communication Plan that Provides for a Clear Means of Top-Down, Bottom-Up, and Lateral Communications (b) Between students and the University to identify and correspond with offices and authorities on campus**

Communication issues were raised by several students and staff at Town Hall meetings. Specific issues that students mentioned were communication about financial aid, campus organizations, housing, and opportunities for involvement, especially for new and transfer students. Communication between potential and current students and the university is also a key part of recruitment and retention.

Modes of communication have changed drastically. In 2017, 61% of high school students were open to receive communications from universities via text message (Ruffalo Noel Levitz, 2017). ECU does not currently communicate with prospective students via text.

Changes in communication also provide opportunities for bottom-up feedback from students, including “social listening,” which is the practice of finding out what people are saying about an organization on social media and responding as appropriate. Social listening provides invaluable data about how people perceive ECU and is part of providing excellent customer service (Clark, Fine & Scheuer, 2017; Maben & Gearhart, 2018). ECU’s Communications & Marketing Department has basic social listening software but it is not thorough enough and the department lacks enough staff members to properly keep up with social listening.

This strategy will involve the following:

1. Make communication and navigation more convenient for current and prospective students
  - a. Implement consistent, ADA compliant wayfinding signage in campus buildings
  - b. Research and implement a 24/7 texting service that allows students to text questions and receive responses
  - c. Provide campus information through a mobile application or mobile friendly intranet
2. Implement consistent messaging to students
  - a. Determine messages that need to be delivered to students regularly (deadlines, policies, etc.) and create interdepartmental procedures for delivering those messages
3. Implement means of accepting direct and indirect feedback from students
  - a. Research and implement social listening
  - b. Implement an on-going feedback mechanism for students to provide anonymous feedback on their experience

**B. Contribution to Other Goals**

This strategy will also contribute to the following other goals:

- Goal 2: Maintain strong undergraduate and graduate enrollments and high retention, graduation, and job placement rates
- Goal 3: Create and nurture an inclusive, dynamic, and engaging experience for all stakeholders

**C. Specific Actions, Elements, Steps, and Timelines**

[To be left blank for now per consultants]

**D. Potential Models and Useful Information**

UCLA Mobile- <https://apps.ucla.edu/mobile>

**G4 Strategy 3: Create a communication plan to timely and effectively disseminate information about ECU to the greater Ada community, alumni, employers, and other interested stakeholders, e.g.: (a) Economic impact (b) Achievements (c) Academic programs, campus hours, ECU events and activities**

**A. Introduction and Background**

Internal and external communication is critical for recruitment and retention of students, employees, and donors, successful customer service, and for the effective implementation of the strategic plan. ECU’s current department focusing on external communication is Communications and Marketing. Limited resources have significantly affected the ability of the department to accomplish what their professional knowledge recommends.

This strategy seeks to accomplish two things: (1) Present clear, consistent messaging to the ECU’s various external stakeholders including but not limited to the community, alumni, and both current and potential donors and (2) Show the academic, cultural, and economic impact ECU has on the community. This strategy will involve the following:

7. Develop a methodology to measure the economic impact East Central University has on the local community.

- a. Partner with the Ada Jobs Foundation or an external entity to develop a formula that accounts for inflation over time to measure the economic impact one student and one employee of ECU has on the community.
  - b. Establish a communication plan that explains why this information is important to the community.
8. Identify the university's successes and implement a communications plan to reach external stakeholders.
  - a. Provide specific methods for gathering and submitting information for dissemination.
  - b. Communicate what ECU does well and how it is unique.
  - c. Brag about achievements
  - d. Identify and utilize multiple formats for external communications
9. Determine best practices for informing and engaging the community.
  - a. Conduct detailed market research on a reoccurring basis to determine the best methods for reaching members of the community.
  - b. Provide uniform "general" messaging ideas and themes that can be easily tailored to match specific activities in individual colleges or departments.
10. Assess communication staffing needs.
  - a. Study what relevant peers are doing and what tools they are using.

**B. Contribution to Other Goals**

This strategy will significantly contribute to four of the strategic goals, which are:

- Goal 2: Maintain Strong Undergraduate and Graduate Enrollments and High Retention, Graduation, and Job Placement Rates
- Goal 3: Create and Nurture an Inclusive, Dynamic, and Engaging Experience for All Stakeholders
- Goal 5: Acquire, Manage, and Leverage Resources

**C. Specific Actions, Elements, Steps, and Timelines**

[To be left blank for now per consultants]

**D. Potential Models and Useful Information**

The UpJohn Institute for Employment Research: Economic Impact of Northwestern Michigan College:  
<https://research.upjohn.org/cgi/viewcontent.cgi?article=1213&context=reports>

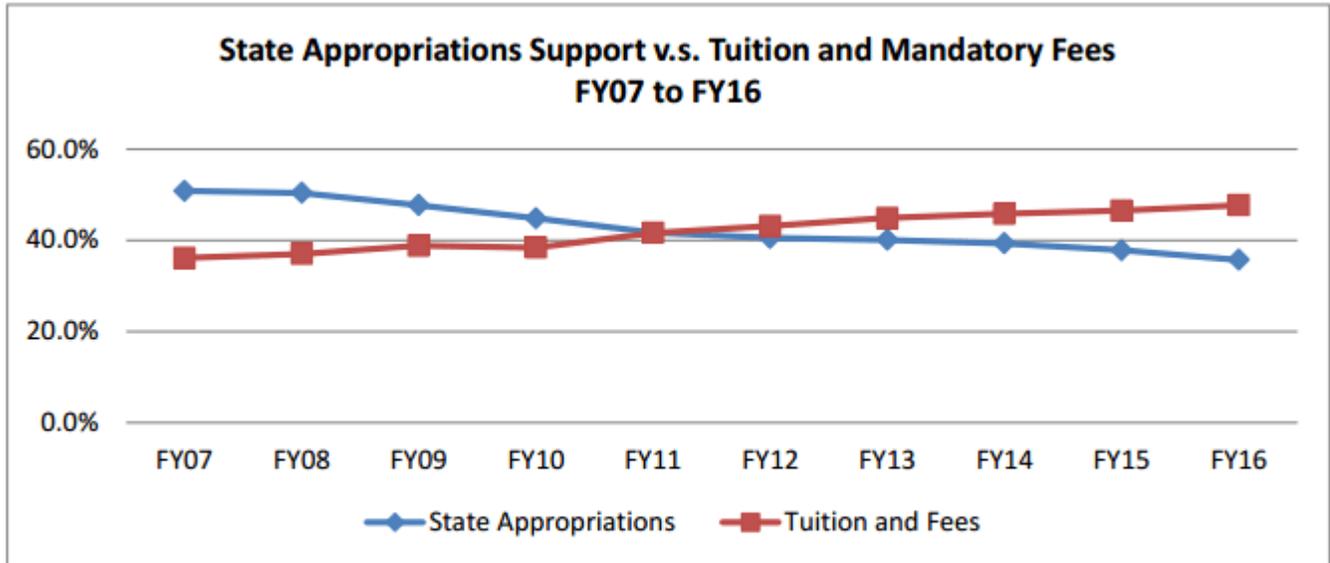
**FINANCIAL AND PHYSICAL RESOURCES**

***Goal 5. Acquire, manage, and leverage resources to achieve ECU's mission, vision, and goals.***

**G5 Strategy 1: Develop and Implement a Comprehensive Fundraising Plan**

**A. Introduction and Background**

Financial strength and stability is the foundation for the success of a university. In the wake of historic decreases in the funding of public higher education institutions in the US, including Oklahoma, the development and implementation of a comprehensive fundraising plan is essential.



Source: Oklahoma State Regents for Higher Education Tuition Impact Analysis Report

In light of this trend, we believe a strategy to develop a comprehensive fundraising plan is by integrating the ECU Foundation, Inc., the ECU Office of Advancement and the ECU Alumni Association programs within a strategic fundraising plan to promote stronger constituent relationships and generate significant private financial resources for the university.

A culture of philanthropy begins with the increase in donor engagement. As current and prospective donors are cultivated, educated, and inspired, we anticipate an increase in overall giving. This strategy will encompass the following programs and initiatives to support and build a comprehensive fundraising plan:

**1. Increased effectiveness in Alumni Relations**

Alumni participation creates a broad and diverse base of support, as well as a pipeline of future support. In addition, consistent giving by alumni in the years immediately following graduation increases the likelihood of becoming major donors later in life.

The East Central University Alumni Association has 1,849 active members in its Association; however 907 are the most recent graduates. Each year, each member of the graduating class receive one free year of membership into the association. Of the remaining 942 active members, 883 are lifetime members and 59 are individuals that only gave once to the association. During the last year, the ECU Alumni Association only had 15 active members who gave to the general fund at ECU. There were, however, 96 other members that gave to the ECU Alumni Association general fund and most of those were considered to be part of the Golden Tigers. With over 33,000 living ECU alumni, we need to expand alumni relations.

**2. Develop an annual giving campaign**

The benefits of an annual giving campaign are numerous, including consistency, donor retention, and flexibility. An annual campaign occurs year after year and provides regularly-scheduled donor engagement and a retention cycle, which is critical to keeping donors involved and active in the organization. It is important that the annual campaign be supported by the combined efforts of ECU administration, ECU Foundation, Inc., and the ECU Office of Advancement.

Although not the only provider of scholarships to students, The ECU Foundation, Inc. provides a significant amount of scholarship funds to students attending East Central University. The ECU Foundation, Inc. was established in 1970 with a contribution of \$2000 and has grown to over \$33 million. Currently each year, over \$500,000 in scholarships are awarded to students. A fundraising strategy will continually grow and fund current scholarships, while also providing new scholarships and additional funding for special programs. A total of 344 scholarships are currently available with a total

of 509 students being awarded scholarships for the 2017-18 school year. We need to develop and implement an annual giving campaign.

### **3. Develop a strategic capital campaign**

A capital campaign is defined as an intensive function designed to raise a specified sum of money in a defined time period to meet the varied asset building needs of the organization. The greatest success that ECU has experienced in fundraising has been thru capital campaign projects, such as the Hallie Brown Ford Fine Arts Center (2009) and the Chickasaw Business and Conference Center (2013), which houses the Stonecipher School of Business. To continue to recruit and retain students, grow and expand programs, and provide facilities for these activities, we need to develop a strategic capital campaign.

## **B. Contributions to Other Goals:**

Goal 1: Achieve academic excellence through innovative programming, outstanding faculty, continual assessment, a flexible learning environment and community engagement.

Goal 2: Maintain strong undergraduate and graduate enrollment and high retention, graduation, and job placement rates.

Goal 3: Create and nurture an inclusive, dynamic, and engaging experience for all stakeholders.

Goal 4: Create a culture of effective communication

## **C. Specific Actions, Elements, Steps, and Timelines**

Steps to improve the effectiveness of the alumni relations include:

1. Developing a combined Alumni/Foundation Membership program and increase membership X %
2. Continue to develop and maintain databases of important constituency groups
3. Identify ECU alumni populations in area and state school systems, increasing our reach by X%
4. Continue to identify and promote prestigious alumni achievements by recognizing a minimum of 20 individuals per year
5. Increase alumni participation and giving by 5% per year
6. Develop an employee bonus plan payout based on increased alumni participation and giving

Steps to increase annual giving include:

7. Increase the identification and solicitation of annual givers by 5% annually
8. Increase faculty/staff participation in the annual giving program by 5% each year
9. Identification of a minimum of 10 internal and external individuals, businesses, and organizations with whom to build relations for the university and the foundation
10. Increase the number of individuals participating in the President's Circle by 33% each year reaching 100% by 2021
11. Identify and raise funds to endow a minimum of three scholarships per year at the foundation endowment level (\$10,000)
12. Identify and raise funds to endow a minimum of three scholarships per year at the centennial endowment level (\$15,000)

Steps to insure the success of a capital campaign include:

13. Ensure and measure support and time commitments from all key groups including foundation members, president, advancement, faculty/staff, and major donors
14. Develop a clearly defined plan based on important and legitimate institutional goals, budgets, and needs by March, 2019

## **D. Potential Models and Useful Information**

<https://www.mobilecause.com/capital-campaign>

<https://annualgiving.com/2018/02/11/5-reasons-alumni-participation-important/>

## **G5 Strategy 2: Formulate a tuition and fee structure that is both strategic and competitive**

## **A. Introduction and Background**

The financial conditions in public higher education are under heavy scrutiny and criticism across the US. The primary stakeholders are students and their families, but their perceptions are heavily influenced by their own experiences, the experiences of those around them, political debates, and media scrutiny. The Vision of ECU is to become “First Choice” because of who we are. We believe that accomplishing our Vision calls for evaluating the ECU tuition and fee structure. We believe a first step in this process is trying to provide solutions to answer for questions like:

1. Do students perceive ECU as a good value?
2. Is the current structure for tuition and fees meeting the needs of students?
3. Is the current structure for tuition and fees meeting the needs of the university?
4. Are students confused and frustrated when they receive their bursar statement?
5. Are our problems in the processes associated with tuition and fees and not necessarily the rates?

Some of these questions are not always explicitly asked by universities and even when asked, are difficult to get a clear grasp on the meaning of those answers. Student concerns ease with consistency and predictability. Unfortunately, our current system appears to possibly confuse and overwhelm students at times. Our bursar office has recently adopted changes, such as a payment plan system to help alleviate some of the already identified concerns. This also provides a mutually beneficial way for students to pay their balances and remain on track at ECU. We believe by answering the above questions, we can further explore restructuring tuition and fees to not only improve student satisfaction and retention, but also increase revenue for the university. What we currently know is that:

- ECU tuition rates are competitive within the state of Oklahoma
- ECU fees have increased over the past several years and need to be simplified and consolidated to avoid “hidden costs” to students once they begin an ECU program
- Payment plans are effective in helping students handle their financial burdens in a manageable way
- Students graduate from ECU with low levels of student loan debt

The tuition and fee restructure will focus on tuition rates, the fee schedule and installment plan options, and creating a debt free payment system. In order to become a “First Choice” university, we believe this strategy to be critical to our success.

## **B. Contribution to Other Goals**

This strategy will contribute to the following other goals:

Goal 1: Achieve academic excellence through innovative programming, outstanding faculty, continual assessment, a flexible learning environment and community engagement.

Goal 2: Maintain strong undergraduate and graduate enrollment and high retention, graduation, and job placement rates.

Goal 3: Create and nurture an inclusive, dynamic, and engaging experience for all stakeholders.

Goal 4: Create a culture of effective communication.

Goal 5: Acquire, manage and leverage resources to achieve ECU’s mission, vision, and goals.

## **C. Specific Actions, Elements, Steps and Timelines**

1. ECU will implement a mandatory payment plan and no debt payment system
2. Students may not enroll in classes if they have a debt to the university and/or they are not enrolled in the university’s payment plan.
3. ECU will form a committee composed of representatives from student services departments including IT and department deans, to investigate a viable tuition and fee restructure
4. ECU will investigate the advantages and disadvantages of flat tuition rates compared with varying rates by degree programs
5. ECU will consider the financial and technological aspects of these restructures for implementation prior to making a decision that is best for students and the university
6. ECU will closely examine fee structures specifically to determine the advantages and disadvantages of flat fee rates, per credit hour rates, per course rates, etc with the goal of creating clarity for students and the university

## D. Potential Models

<https://www.universitybusiness.com/article/strategic-tuition-pricing-discounting>

<https://registrar.ku.edu/sites/registrar.ku.edu/files/docs/KBOR%20Summary%20Tuition%20Schedule%20Outline.pdf>

<https://www.purdue.edu/bursar/tuition/index.html>

## G5 Strategy 3: Develop a Comprehensive Technology Plan

### A. Introduction and Background

Information Technology (IT) has become the new “backbone” of most organizations in today's world. Never before has the educational institution become more reliant on technology for the process of teaching and learning. Best practices push institutions toward technology integration, students seek out learning opportunities that are driven by technology, and employers seek a workforce prepared to function in a technologically-driven world. The Information Technology (IT) department at ECU provides quality technical leadership, resources, and services to all students, faculty, staff and other patrons of the university, with a priority focus on teaching and learning. During the past 4 years, the IT department has realized significant growth in its scope of responsibility as the university has moved to centralize campus technology under its oversight.

The IT planning function is carried out through a variety of committees and campus governance structures, with the main entities consisting of the Academic Affairs Council (AAC), Academic Technology Advisory Committee (ATAC), Module Managers Committee (MMC), and Student Government Association (SGA). Additionally, the Chief Information Officer (CIO) meets quarterly with the President and Cabinet.

The IT department was recently restructured in March 2018. Prior to this, the departmental structure was completely flat, as all 12 staff members reported directly to the Director. Since the reorganization, the overall quality of the IT function has improved tremendously. Help Desk tickets are now routinely resolved in a timely manner, communication to end-users is appropriate and timely, and projects are being managed and executed in a structured manner with appropriate prioritization and resource allocation. Responsibility and oversight are more fairly balanced across the department which has created an environment where employees are empowered to take ownership of their areas and maintain accountability for their duties and responsibilities.

Although the March 2018 restructure set the stage for a more sustainable, healthier, and productive organizational unit, the department has several areas that it must work to improve upon:

1. Technical deficiencies from lack of training
2. The need for departmental cross-training in critical areas
3. The remediation of critical security risks
4. IT employee retention
5. Pace or upgrading is not matching the pace of outdated core technology areas such as:
  - a. Wireless Network
  - b. Servers
  - c. Data Storage
  - d. UPS Systems
  - e. Datacenter Infrastructure

In order for ECU to achieve its Mission and Vision, a comprehensive technology plan must be developed.

### B. Contribution to Other Goals:

Goal 1: Achieve academic excellence through innovative programming, outstanding faculty, continual assessment, a flexible learning environment and community engagement.

Goal 2: Maintain strong undergraduate and graduate enrollment and high retention, graduation, and job placement rates

Goal 3: Create and nurture an inclusive, dynamic, and engaging experience for all stakeholders.

Goal 4: Create a culture of effective communication

C. Specific Actions, Elements, Steps, and Timelines

Action

- Develop a 5-year Comprehensive Technology Plan to address the areas of networking including (core, edge, wireless, data closet, UPS systems, and wiring), datacenter including (storage, servers, power & UPS, fiber channel & FC Switching, and backup systems), voice and telephony including (VOIP phone system, phone and other telephony hardware, and unified communication services), applications and software, academic technology, classrooms and learning spaces, enterprise computing resources including (ERP, document management, email), learning management systems, tools, training, and emerging technologies.

Elements

- Academic Technology Advisory Committee
- Module Managers Committee
- Student Government Association
- IT Strategic Planning Committee
- Information Technology Employees

Steps

- Develop IT Strategic Planning Committee which will be responsible for defining the data needed and why that data is important.
- The ITSP will direct the MMC, SGA, ATAC, and IT employees on the type of data to be collected.
- The ITSP will work with the MMC, SGA, ATAC, and IT employees to analyze the data
- The ITSP will organize the analysis into a comprehensive technology plan

Timeline

- 6 months to complete from beginning to end

D. Potential Models

<https://huit.harvard.edu/pages/harvard-it-strategic-plan>

**G5 Strategy 4: Develop and Implement a Comprehensive Facilities Plan**

**A. Introduction and Background**

The appearance of a campus is often the first impression upon prospective students, families and visitors. Whether online or on campus, a good first impression aids successful recruiting efforts and enhances the university's perceptual image. A seminal study conducted in 2006 (Cain & Reynolds) and heavily relied upon for facilities data, reveals 67% of college students' first impressions of the overall quality of campus facilities is essential to their decision to attend the university. Facilities are important to achieving the ECU Vision: "We aspire to be First Choice for who we are".

Maintaining high quality facilities provides students and employees a comfortable, safe and functional environment necessary for promoting excellence and for achieving sustainability. Up to 76% of students indicate that the maintenance and condition of a campus' facilities to be important in their choice of university to attend (Cain & Reynolds, 2006). One historic strength of ECU has been its beautiful campus, which is now being threatened by an aging infrastructure. There are existing and future programs in need of new and/or re-purposed space to foster growth, vitality and success. Program facilities on campus, including academics, athletics and student services, are all impacted to various degrees and have facility-related needs and concerns, varying in size, scope and nature.

The strategic planning process encourages the use of existing knowledge and resources to prepare for addressing facility needs. By relying on data and information available to comprehensively assess East Central University's facilities, we can generate a strategic plan for addressing these needs. Furthermore, this process can position the university to appeal for funding, identify partnerships that may be leveraged, and open avenues to additional resources. East Central University completed a Campus Master Plan in 2015. This existing document provides opportune and timely guidance for developing a Comprehensive Facility Plan for implementation during Strategic Plan 2019-2024. A Comprehensive Facility Plan addresses current concerns on campus, looks toward future needs, and also directs the university in how best to implement and manage campus facility needs by helping to ask and answer some of the following questions:

1. University Buildings and Structures
  - Capital Projects – What new facilities does ECU need?
  - Renovated Facilities – What existing facilities does ECU need to renovate?
  - Re-Purposed Facilities – What existing facilities could meet alternative needs and in what ways?
  - Deferred Maintenance Projects – Which facilities have immediate, emergent concerns to address?
2. University Landscaping and Grounds
  - Formal plans – What is the most efficient work plan for landscaping and grounds?
  - Dedicated resources – Are the funding levels adequate to meet the expectations?
  - Monitoring campus environmental impact – Are we incorporating sustainable designs, materials and methods into landscaping and grounds projects?
  - Monitoring campus footprint – What is the direction for campus expansion (or retraction) and how does that impact the campus?
3. Facility Considerations in Planning
  - Safety – Are there safety concerns on campus?
  - Accessibility – Are there accessibility issues on campus?
  - Information Technology Integration – What are the current and future IT needs on campus?
  - Prioritization of Energy Conservation and Sustainability –How can ECU lead the way?

## **B. Contribution to Other Goals**

This strategy will contribute to the following other goals:

Goal 1: Achieve academic excellence through innovative programming, outstanding faculty, continual assessment, a flexible learning environment and community engagement.

Goal 2: Maintain strong undergraduate and graduate enrollment and high retention, graduation, and job placement rates.

Goal 3: Create and nurture an inclusive, dynamic, and engaging experience for all stakeholders.

Goal 4: Create a culture of effective communication

## **C. Specific Actions, Elements, Steps and Timelines**

Steps to Implementing a Comprehensive Infrastructure Plan

1. ECU will implement the recommendations of Campus Master Plan 2015
2. ECU will create a timeline for Phase I of Campus Master Plan 2015
3. ECU will plan to build one new facility every X years
4. ECU will plan to renovate one existing facility every X years
5. ECU will identify one existing facility for re-purposing every X years
6. ECU Construction projects will be cyclic, meaning that when one facility is being brought online, another facility is under construction, while a future facility is being planned for the main areas of:
  - Academic Space
  - Student Activities / Recreation / Athletics Space
  - Residence Life Space
7. ECU will implement an increased focus on university landscaping and grounds
8. ECU will rely on Campus Master Plan 2015 to monitor the campus' footprint for growth and expansion

9. ECU will dedicate adequate resources to maintain and enhance the landscape and grounds of the ECU campus
10. ECU will consider automated processes for implementations (sprinkler systems, etc)
11. ECU will create and enhance attractive spaces on campus
12. ECU will conduct a comprehensive campus review of all ECU facilities and establish which existing facilities and spaces are in prioritized need of addressing safety concerns
13. ECU will conduct a comprehensive campus review of all ECU facilities and establish which existing facilities and spaces are in prioritized need of addressing accessibility concerns
14. ECU will consider compliance to rules and regulations established by external constituents and governing bodies while planning for facility projects (i.e. A.D.A, Title IX, HLC, NCAA, Program Accreditations, etc)
15. ECU will determine existing IT service and plan for future IT service needs in all existing facilities, as well as planned IT integration into all future facilities
16. ECU will develop and implement an Energy Conservation and Sustainability plan for the ECU campus by identifying best practices for application to ECU campus operations
  - Reduce utility costs and increase energy efficiency
  - Incorporate Environmental Science academic program
  - Become a “leader” within this area and contribute to the existing body of science and knowledge

#### **D. Potential Models**

Henderson State University

<http://www.hsu.edu/StrategicPlan/priority4.html>

Eastern Kentucky University

<https://strategicplanning.eku.edu/strategic-goal-5-campus-revitalization>

University of Illinois Springfield

<https://www.uis.edu/strategicplan/plan/sectiontwo/goals/goal6/>

“The Impact of Facilities on Recruitment and Retention of Students” – Cain & Reynolds (2006)

[https://www.appa.org/files/FMArticles/fm030406\\_f7\\_impact.pdf](https://www.appa.org/files/FMArticles/fm030406_f7_impact.pdf)

### **G5 Strategy 5: Maintain a System of Monitoring the Financial Health of the University**

#### **A. Introduction and Background**

Financial strength and stability is the foundation for the success of a university. The responsibility for assuring the quality of an institution rests first with the institution itself. Institutional accreditation assesses the capacity of an institution to assure its own quality and produce evidence when it does not.

Our accreditation status with the Higher Learning Commission (HLC) requires annual financial reporting through the Institutional Update. The HLC reviews financial data and non-financial data for specific risk indicators and conducts follow-up with institutions when certain indicators are triggered. This initiative focuses on the development of a system of monitoring the financial health of the university. The financial reporting will impact all stakeholders of the university. The strategy will involve the following:

1. Monitoring the CFI to insure that any fluctuations and changes are quickly identified and evaluated  
The financial data submitted in the Institutional Update generate a Composite Financial Index (CFI). The identified “Above the Zone” ranges of CFI for public institutions, which would require no follow-up, is 1.1 to 10.0. ECU will strive to always remain “Above the Zone”.
2. Ongoing review of debt load, revenues, budget and expenses  
Assessing an institution’s ability to repay current and future debt, including its rationale for creditworthiness, is a major component of the financial health of a university. Resources need to be sufficient and flexible enough to support the mission of the university, while budgets and expenses need to be developed and monitored for effectiveness.

3. Formation of a Financial Advisory Board

To insure the effectiveness of the monitoring system, an advisory board of internal and external stakeholders should be defined and developed to review the performance of East Central University. The board should report directly to the President.

**B. Contributions to Other Goals**

This strategy will also contribute to the following other strategies:

Goal 1: Achieve Academic excellence through innovative programming, outstanding faculty, continual assessment, a flexible learning environment and community engagement.

Goal 2: Maintain strong undergraduate and graduate enrollment and high retention, graduation, and job placement rates.

Goal 4: Create a culture of effective communication.

**C. Specific Actions, Elements, Steps, and Timelines**

Steps to monitor the CFI include:

1. Implement a training program for Financial Advisory Board members. Educating them on the calculation of CFI.
2. Prepare a reporting mechanism that accurately reflects not only the current CFI of East Central University, but also the CFI over the last 5 years.
3. Prepare a reporting mechanism that compares the CFI of East Central University with other universities identified as Peer Universities, specifically “Best in Class” universities (not only sister RUSO institutions)

Steps to Ongoing review of debt load, revenues, budget and expenses.

4. Implement a training program for Financial Advisory Board members educating them on the debt, revenues, budgets and expenses on the university.
5. Prepare a reporting mechanism that reflects the debt of East Central University and its comparison with other universities which also reflects the university’s ability to repay the debt including the primary reserve ratio which determines whether the institution’s resources are sufficient and flexible or liquid enough to supports its mission.
  - a. The primary reserve ratio measures the financial strength of the institution by comparing expendable net assets to total expenses. Trend analysis indicates whether an institution has increased its net worth in proportion to the rate of growth in its operating size.
    - i. The primary reserve ratio is calculated as follows: 
$$\frac{\text{GASB Expendable Net assets plus FASB Expendable net assets}}{\text{GASB total expenses plus GASB total expenses}}$$
6. Prepare a reporting mechanism that reflects the return on net assets ratio.
  - a. The return on net assets determines whether the institution is financially better off than in the previous years by measuring total economic return. This ratio is better applied over an extended period.
    - i. The return on net assets is calculated as follows: 
$$\frac{\text{GASB Change in net assets plus FASB change in net assets}}{\text{GASB total net assets plus FASB total net assets}}$$
7. Prepare a reporting mechanism that reflects the revenues of the university including the actual related to budgeted amounts and also comparing it to other universities identified as peers. The mechanism should include the net operating revenue ratio which determines whether the university is living within its available resources.
  - a. The net operating revenue ratio indicates whether total operating activities resulted in a surplus or deficit.

- i. The net operating revenues ratio is calculated as follows: GASB operating income (loss) plus Net Non-Operating Revenues (expenses) plus FASB Change in Unrestricted net assets divided by GASB Operating revenues plus non-operating revenues plus FASB Total unrestricted income.
8. Prepare a reporting mechanism that reflects the viability ratio which assesses how strategically the university is managing its resources and debt to advance its mission.
  - a. The viability ratio measures the availability of expendable net assets to cover debt.
    - i. The viability ratio is calculated as follows: GASB Expendable net assets plus FASB expendable net assets divided by GASB Long-term debt plus FASB long-term debt.
9. Prepare a reporting mechanism that reflects the performance of the university comparing it's actual to budgeted amounts.

#### **D. Potential Models and Useful Information**

<https://www.agb.org/trusteeship/2015/septemberoctober/stress-testing-how-can-you-ensure-your-institutions-fiscal-health>

[http://policies.medschool.ucsf.edu/sites/policies.medschool.ucsf.edu/files/documents/NSS\\_Handbook.pdf](http://policies.medschool.ucsf.edu/sites/policies.medschool.ucsf.edu/files/documents/NSS_Handbook.pdf)