



# West Virginia University at Parkersburg Strategic Plan 2015-2020

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*“THE HIGHEST GOOD”*

WVU Parkersburg Strategic Planning Committee  
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*President of the College*

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## Mission and Philosophy of the College

### Our Mission

West Virginia University at Parkersburg provides accessible, life-changing educational opportunities in a safe and supportive environment.

### Our Philosophy

The faculty, staff and administration of West Virginia University at Parkersburg individually and collectively hold the responsibility of providing educational and cultural opportunities in the college's service community, based upon the following principles:

- Education holds a central position in the creation, development, and nurturing of a society.
- Education should be constantly cognizant of the fact that all persons are individuals of worth and are entitled to be treated with dignity and respect.
- Education functions under the realization that equal opportunity to access and to benefit from teaching and learning must be afforded to all persons.
- Education provides the opportunity for all citizens in a democratic society to explore, to discover, and to develop their special aptitudes and interests.
- Education holds as a sacred trust its responsibility to assist persons in their quest for a fulfilling life and for responsible citizenship in a world characterized by change.



## Overview of the Student Body

Sex
Males - 1,162 (38.3%)
Females - 1,870 (61.7%)

Student Age
Traditional Students - 1,846 (60.9%)
Non-traditional Students - 1,186 (39.1%)
Average Age: 26.3 Years Old

Race/Ethnicity
White - 2,761 (91.1%)
Unknown - 117 (3.9%)
Two or More Races - 79 (2.6%)
Black - 46 (1.5%)
Asian - 16 (0.5%)
Hispanic - 10 (0.3%)
Native Hawaiian /Pacific Islander - 2
American Indian - 1

County of Residence
Wood - 1,780
Jackson - 473
Wirt - 124
Pleasants - 120
Roane - 114
Ritchie - 90
Mason - 33
Tyler - 17

Degree Programs of Study
AA General Ed - 409
BAS Programs - 220
RBA - 214
CAS Allied Health - 195
AAS Business Admin. - 154
AAS Nursing - 130
AS Business Admin. - 121

High School Attended
Parkersburg South - 588
Parkersburg High - 558
Ripley High - 257
Ravenswood High - 130
Williamstown High - 126
St. Marys High - 118
Wirt County High - 117
Roane County High - 104
Ritchie County High - 72

Student Types
First Time Student - 445
Returning Student - 1,942
High School Student - 414
Transfer Student - 196
Other 35

Student Level
Freshman - 1,481
Sophomore - 409
Junior - 653
Senior - 489

Residency
In-State - 2,928
Out-of State - 28
Reciprocity – 76 (out-of-state with instate tuition)

Full-time/Part-time
Full-time - 1,686
Part-time 1,346

Disadvantaged Students
Economically - 1,167
Academically - 222
Both - 406

Academic Performance	
<b>Grade Point Average</b>	
Average High School GPA - 3.10	
Average WVU Parkersburg GPA - 2.85	
<b>Average ACT Scores</b>	
ACT English - 19.6	
ACT Math - 18.4	
ACT Reading - 20.5	
ACT Science - 20.0	
ACT Composite - 19.7	
<b>Credit Hour Load</b>	
Average Fall 2014 Attempted Credits - 10.3	
Average Fall 2014 Earned Credits - 8.1	

## Five-Year Enrollment Trends: Recruitment and Retention

Enrollment by Student Type					
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
<b>Traditional Students</b>	2353	2324	2256	2061	1807
<b>Non-traditional Students</b>	2102	1982	1673	1413	1178
<b>Out-of-State Students</b>	100	90	68	42	33
<b>Reciprocity Students</b>	96	82	69	75	71
<b>Transfer Students</b>	325	248	268	223	197
<b>Early Enrollment Students</b>	475	452	414	383	377

New Enrollment vs. Retention					
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
<b>Overall</b>	4455	4306	3929	3474	2985
<b>Recruited (New) Students</b>	1008	921	806	677	712
<b>Retained Students</b>	3447	3385	3123	2797	2273

Fall to Fall Retention					
	09-10	10-11	11-12	12-13	13-14
<b>Retention Rate</b>	54.1%	52.4%	48.1%	41.8%	48.1%

Fall to Fall Retention for First-Time Freshmen				
Fall 09 - 10	Fall 10 - 11	Fall 11 - 12	Fall 12 - 13	Fall 13 - 14
52.6%	47.8%	42.4%	48.3%	45.8%

## West Virginia University at Parkersburg Strategic Plan 2015-2020

### Vision Statement

West Virginia University at Parkersburg is the region’s premier college recognized for quality education, commitment to student empowerment, workforce collaboration, and community involvement.

### Goals, Objectives and Assessments

*Note: All proposed objectives and assessments use academic year 2015-2016 as the baseline statistical year unless otherwise specified. All goals are targeted for June 2020 unless indicated otherwise.*

<b>A. GOAL: The College will maintain and establish first-rate, relevant academic programs.</b>		
<b>Objectives</b>	<b>Assessments</b>	<b>HLC Criterion</b>
<b>1. Develop new quality certificate, associate, and bachelor degree programs using student interest and market feedback.</b>	<ol style="list-style-type: none"> <li>Number of bachelor degree programs developed, market-based justification and quality assessment.</li> <li>Adherence to projected revenue plan for each program.</li> </ol>	Teaching and Learning: Quality, Resources, and Support
<b>2. Increase overall enrollment in academic programs.</b>	<ol style="list-style-type: none"> <li>Increase enrollment growth of each program by 22% program</li> </ol>	Mission
<b>3. Develop a new general education program and New Student Seminar for all first-time students by Spring 2017 infused with workforce skills.</b>	<ol style="list-style-type: none"> <li>Successful development, implementation and inclusion in catalog of new General Education program and New Student Seminar.</li> <li>Adhering to Series 11 guidelines and embracing the six strands for General Education requirements will be implemented in every WVUP academic program by Fall 2016.</li> <li>More than 85 percent of all incoming new students will enroll in New Student Seminar courses each semester beginning in Fall 2016.</li> </ol>	Teaching and Learning: Quality, Resources, and Support



<p><b>4. Develop bachelor degree articulation agreements with West Virginia University for programs not currently offered at West Virginia University at Parkersburg.</b></p>	<ol style="list-style-type: none"> <li>1. Increase number of articulations developed to 10.</li> <li>2. Use survey based data to identify what articulations are supported by the regional student base.</li> <li>3. Growth in number of students who transfer to West Virginia University by 10 percent.</li> </ol>	<p>Mission</p> <p>Teaching and Learning: Quality, Resources, and Support</p>
<p><b>5. Improve quality of online courses.</b></p>	<ol style="list-style-type: none"> <li>1. Increase percentage of online courses that are assessed and approved using the Quality Matters Standard for Online Course Design by 20 percent.</li> </ol>	<p>Teaching and Learning: Evaluation and Improvement</p>
<p><b>6. Provide realistic career pathways for students by offering excellent advising and career services guidance.</b></p>	<ol style="list-style-type: none"> <li>1. Identify number of documented students that use career guidance activities using Academic Year 2015-2016 as a base line.</li> <li>2. Increase student satisfaction with New Student Advising and Academic Advisors as determined by regular semester survey.</li> <li>3. Reduce by 10 percent the number of students who exceed the maximum hour limitation of federal financial aid on a yearly basis with Academic Year 2015-2016 as a base line.</li> </ol>	<p>Mission</p> <p>Integrity: Ethical and Responsible Conduct</p> <p>Teaching and Learning: Quality, Resources, and Support</p>
<p><b>7. Increase experiential and work-based learning opportunities including field placement, workplace learning opportunities, cooperative education, and credit for prior learning.</b></p>	<ol style="list-style-type: none"> <li>1. Increase the number students in field placement by 15 percent.</li> <li>2. Increase the number of students involved in workplace learning opportunities by 15 percent.</li> <li>3. Increasing the number of students participating in cooperative learning by 15 percent.</li> <li>4. Increasing the number of students granted credit for prior learning.</li> <li>5. Increasing the number of academic programs accepting</li> </ol>	<p>Mission</p> <p>Teaching and Learning: Evaluation and Improvement</p>

	credit for prior learning from four to six.	
<b>8. Develop and implement world-class semester class schedules that promote day, evening or online tracks for increased student enrollment. Ensure standard start times for each class period across the curriculum to create easy access to increased student enrollment.</b>	<ol style="list-style-type: none"> <li>1. Spring 2017 schedule will be completely revamped using student enrollment and success principles.</li> <li>2. Increase enrollment by 3-5 percent each term, beginning Spring 2017</li> </ol>	<p>Mission</p> <p>Teaching and Learning: Quality, Resources, and Support</p>
<b>9. Develop and implement the Guided Pathway to Success model.</b>	<ol style="list-style-type: none"> <li>1. Revise and implement academic maps that embed all GPS principles.</li> <li>2. Launch full-time professional advising center by summer 2016.</li> <li>3. By fall 2017, ensure all classes in academic maps are available for students to take during each designated term.</li> </ol>	<p>Mission</p> <p>Teaching and Learning: Quality, Resources, and Support</p>
<b>10. Reorganize Workforce to expand mission to include economic development and increased engagement in the community.</b>	<ol style="list-style-type: none"> <li>1. Combine all disparate functions of workforce across the campus into one fully functioning high functioning unit by summer 2016.</li> <li>2. Develop metrics to create consistent movement toward increased operability and profitability during 2016-7</li> <li>3. Develop and implement business incubator concept to promote regional economic entrepreneurship and viability by fall 2017.</li> </ol>	<p>Mission</p> <p>Resources, Planning, and Institutional Effectiveness</p>



**B. GOAL: The College will provide focused and effective student support.**

<u>Objectives</u>	<u>Assessments</u>	<u>HLC Criterion</u>
<p><b>1. Ensure that all students are provided with sufficient financial support and have full access to eligible benefits.</b></p>	<ol style="list-style-type: none"> <li>1. Implement Benefits Access Counselor position.</li> <li>2. Increase the number of students using the Benefits Access Counselor Office by 20%, using 2016-2017 as a base line year.</li> </ol>	<p>Teaching and Learning: Quality, Resources, and Support</p>
<p><b>2. Increase the quality and efficacy of enrollment support services.</b></p>	<ol style="list-style-type: none"> <li>1. Implement the Student One-Stop Service Center Plan.</li> <li>2. Complete documented cross-training for all Student Services support personnel.</li> <li>3. Using Academic Year 2016-2017 as a benchmark year, reduce documented service completion time in the time by Student One-Stop Service Center by 10%.</li> <li>4. Using Academic Year 2016-2017 as a benchmark year, increase the surveyed quality of student interaction with the Student One-Stop Service Center by 15%</li> <li>5. The student loan default rate will be 20% or less.</li> <li>6. The percentage of students on federal financial aid probation will be decreased by 15%</li> </ol>	<p>Teaching and Learning: Quality, Resources, and Support</p>

<p>3. Increase the volume of service in the Tutoring Center and improve quality and diversity of services.</p>	<ol style="list-style-type: none"> <li>1. Increase the number of students using the tutoring center by 15%.</li> <li>2. Using a semester survey of students who use the tutoring center, improve reported quality indicators across the life of this plan.</li> </ol>	<p>Teaching and Learning: Evaluation and Improvement</p>
<p>4. Ensure appropriate technology and process for Americans with Disabilities Act compliance and effective accommodation.</p>	<ol style="list-style-type: none"> <li>1. Maintaining a comprehensive list of assistive technologies with a clear process for maintaining current technological access.</li> <li>2. 90 percent of full-time faculty and staff and 75 percent of adjunct faculty will complete a training program to ensure compliance and accommodation.</li> <li>3. Accessed student satisfaction with Americans with Disabilities Act services will increase by 10%.</li> </ol>	<p>Resources, Planning, and Institutional Effectiveness</p> <p>Teaching and Learning: Evaluation and Improvement</p>
<p>5. Implement an on-demand new student intake process will be deployed that will allow for the completion of admission, financial aid counseling, self-paced orientation and registration in one sitting.</p>	<ol style="list-style-type: none"> <li>1. Average amount of service time for this process for each student will be under two hours.</li> <li>2. Average student satisfaction with service will be at least four out of five on a Likert-type scale.</li> </ol>	<p>Teaching and Learning: Quality, Resources, and Support</p>


**C. GOAL: The College will be the region’s premier path to personal success through the recruitment, retention, graduation and job placement of our students.**

<u>Objectives</u>	<u>Assessment</u>	<u>HLC Criterion</u>
<p>1. The college will increase and stabilize enrollment through recruitment and retention efforts focused on student success, community partnerships, non-academic student support, and data driven outreach and marketing services.</p>	<ol style="list-style-type: none"> <li>1. Increase overall number of enrolled students (Full Time Equivalent and Head Count) by 22%.</li> <li>2. Increase retention rate to 60%</li> <li>3. Increase transfer admission to the college by 22%.</li> </ol>	<p>Teaching and Learning: Evaluation and Improvement</p>

<p><b>2. The college will increase outreach to high schools and increase enrollment of high school students in Early College Program and attract new students to enroll in WVU Parkersburg programs</b></p>	<ol style="list-style-type: none"> <li>1. Establish a quality and comprehensive Early College program with significant on-campus elements that will increase the number of early admission students taking college credit courses by 22%.</li> <li>2. Increase the percentage of early admission students who enroll at the college immediately after high school graduation by 22%.</li> <li>3. Increase the completed credit hours of early admission students before high school graduation by 22%.</li> </ol>	<p>Teaching and Learning: Quality, Resources, and Support</p>
<p><b>3. Increase and enhance student engagement events.</b></p>	<ol style="list-style-type: none"> <li>1. Increase the aggregate student attendance at college-sponsored events.</li> <li>2. Increase the number and variety of college sponsored events.</li> <li>3. Increase the percentage of the student body that participates in college-sponsored events.</li> </ol>	<p>Mission</p>
<p><b>4. Increase the job placement rates of recent graduates.</b></p>	<ol style="list-style-type: none"> <li>1. Create a process and benchmark for the measurement of the job placement or professional school admission rate for recent graduates with academic year 2015-16 as a benchmark.</li> <li>2. Increase this measure by 20%.</li> </ol>	<p>Teaching and Learning: Evaluation and Improvement</p>

**D. GOAL: The College will lead our region with excellent, sustainable facilities and a financial condition that supports long-term institutional success.**

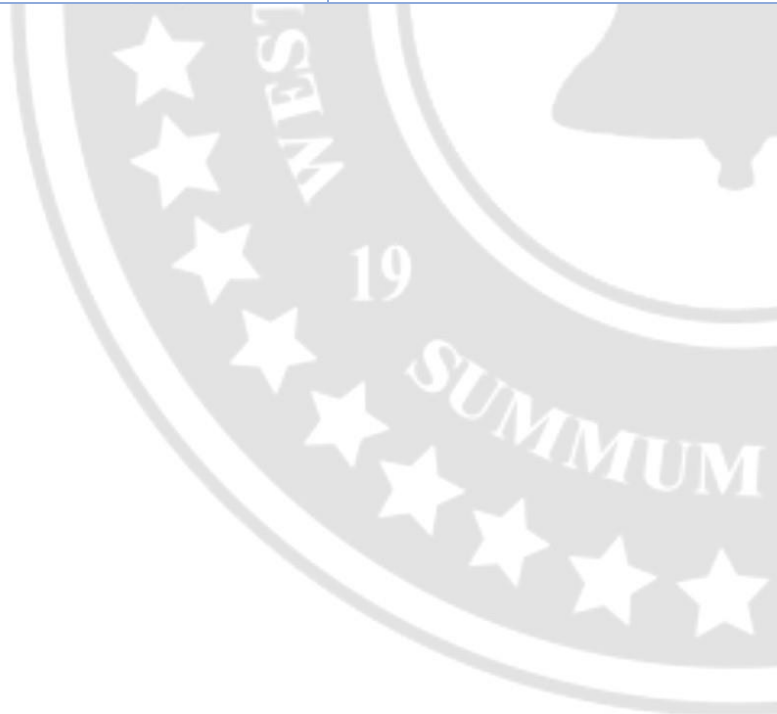
<u>Objectives</u>	<u>Assessments</u>	<u>HLC Criterion</u>
<p><b>1. Ensure long-term sustainability through sound fiscal planning and management.</b></p>	<ol style="list-style-type: none"> <li>1. The college will provide a balanced Budget Assessment through:               <ol style="list-style-type: none"> <li>a. Reviewing budget documents to ensure expected revenues meet or exceed expenditures.</li> <li>b. Increase communication to budget managers</li> </ol> </li> </ol>	<p>Resources, Planning, and Institutional Effectiveness</p>

	<p>outlining the college's strategic goals for resource allocation.</p> <ul style="list-style-type: none"> <li>c. Develop a contingency pool for unanticipated expenses.</li> <li>d. Maintain an expenditure priority to instruction, academic support and student services of 50% or higher.</li> </ul>	
<p><b>2. Provide effective and safe stewardship of physical plant and all campus facilities.</b></p>	<ul style="list-style-type: none"> <li>1. The College will:             <ul style="list-style-type: none"> <li>a. Maintain and review crime statistics maintained by campus security department.</li> <li>b. Budgeted and actual expenditures reflect allocation of resources to address deferred maintenance issues.</li> <li>c. Maintain a completed projects listing each year.</li> </ul> </li> </ul>	<p>Resources, Planning, and Institutional Effectiveness</p> <p>Integrity: Ethical and Responsible Conduct</p>
<p><b>3. Promote effective and supportive external partnerships.</b></p>	<ul style="list-style-type: none"> <li>1. Outside Revenue Assessment             <ul style="list-style-type: none"> <li>a. Develop a formal plan identifying the types of grants the college and WVUP Foundation should pursue and tie it to academic, plant and administrative needs.</li> <li>b. Perform a feasibility study before accepting any new program start up grants to ensure long-term sustainability.</li> </ul> </li> </ul>	<p>Resources, Planning, and Institutional Effectiveness</p> <p>Mission</p>

<p><b>4. Practice continual improvement of financial resources stewardship</b></p>	<ol style="list-style-type: none"> <li>1. Achieve a positive Composite Financial Index (CFI) score, without OPEB, of 1.1 or above on a yearly basis.</li> <li>2. Technology Assessment             <ol style="list-style-type: none"> <li>a. Conduct an annual survey of student satisfaction of technology available in the classrooms, on-line learning system, library, labs, and common areas.</li> <li>b. Conduct an annual survey of faculty to determine satisfaction of technology available in classrooms, on-line learning and office areas.</li> <li>c. Utilize information gathered in surveys to develop a comprehensive technology plan.</li> </ol> </li> </ol>	<p>Resources, Planning, and Institutional Effectiveness</p> <p>Teaching and Learning: Quality, Resources, and Support</p> <p>Integrity: Ethical and Responsible Conduct</p>
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<b>E. GOAL: The College will foster excellent community relationships and maintain a superb reputation.</b>		
<b><u>Objectives</u></b>	<b><u>Assessment</u></b>	<b><u>HLC Criterion</u></b>
<p><b>1. By July 2020, 100 percent of businesses and companies who receive services and support from WVUP programs report satisfaction.</b></p>	<ol style="list-style-type: none"> <li>1. Satisfaction survey results reported annually and used to develop improvement plan used to measure progress.</li> <li>2. The college publically recognizes the contributions of its community partners, celebrating the unique characteristics of each partnership and its benefit to student success through annual reporting and events</li> </ol>	<p>Teaching and Learning: Evaluation and Improvement</p>

	that include recognition of community partners.	
<b>2. The college will be the region's primary partner for workforce training.</b>	<ol style="list-style-type: none"> <li>1. Increase the number of clock hours for workforce/employer training by 15%.</li> <li>2. Consistently increase number of workforce/training credentials awarded.</li> <li>3. Increased number of completers in non-credit skillset programs.</li> <li>4. Increase number of employers served.</li> </ol>	<p>Mission</p> <p>Teaching and Learning: Evaluation and Improvement</p>
<b>3. The foundation and institutional advancement will increase the engagement of students, faculty, staff, parents and the community of West Virginia University at Parkersburg.</b>	<ol style="list-style-type: none"> <li>1. Increase in the number of annual gifts to WVUP by 20%.</li> <li>2. Increase in the level of giving to WVUP by 20%</li> <li>3. Increase the number of givers who provide regular support by 20%</li> </ol>	<p>Mission</p> <p>Resources, Planning, and Institutional Effectiveness</p>





F. GOAL: The College will provide the optimal institutional climate for all campus members to achieve community success and professional satisfaction.		
Objectives	Assessments	HLC Criterion
1. 85 percent of the student body will report a positive attitude about academics, commitment to college, and sense of belonging and social connectedness.	1. A valid and reliable survey conducted by December 2016 and each year afterward to produce an annual analysis that is used as the basis for climate improvement plan designed to improve baseline.	Integrity: Ethical and Responsible Conduct
2. 85 percent of full time faculty and staff will report positive attitudes and engagement with students and the college.	1. A valid and reliable survey conducted by July 2016 and each year afterward to produce an annual analysis that is used as the basis for climate improvement plan designed to improve baseline. 2. Establishment of a new employee orientation program. 3. The college will develop a transparent, ongoing evaluation process for all employees that is both fair and respectful, focusing on continual communication and improvement.	Integrity: Ethical and Responsible Conduct
3. Promote excellence, leadership, and diversity in employees.	1. The college will provide methods or recognition for employees who demonstrate leadership actions. 2. Leadership opportunities will be addressed using a documented diversity of backgrounds, experiences and points of view. 3. 100% of classified employees will be “fully funded” according to the classified salary schedule.	Integrity: Ethical and Responsible Conduct  Resources, Planning, and Institutional Effectiveness

<p><b>4. The college will recognize and develop opportunities for both faculty and staff professional development.</b></p>	<ol style="list-style-type: none"> <li>1. Increase the number professional education opportunities available on campus by 20%.</li> <li>2. Number of faculty participating in documented professional development.</li> <li>3. Number of staff participating in document professional development.</li> <li>4. Provide at least two annual professional development opportunities.</li> <li>5. Number of employees using the college's tuition waiver benefit.</li> <li>6.</li> </ol>	<p>Resources, Planning, and Institutional Effectiveness</p>
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## Implementation

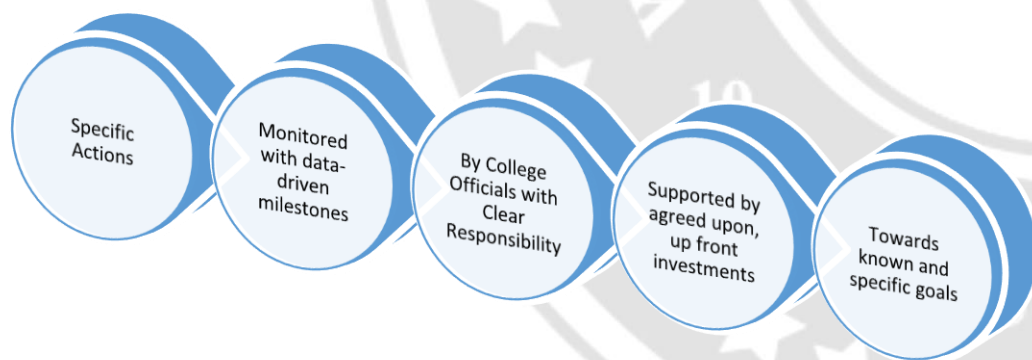
Implementation of the strategic plan will be supported by the following steps:

- Action Plans
- Creating a Blueprint for Change
- Motivating Teams and Ongoing Communications
- Identifying and Committing Necessary Resources
- The Continual Improvement Cycle

### Translate Goals and Objectives into Action Plans

Our first task is to become as specific as possible regarding the actions that need to be initiated. In essence we must process our five year-strategic goals and objectives into specific action plans, the effectiveness of which will be measured and monitored through a continuous improvement cycle. These action plans should have short and mid-term goals of six to 12 months, breaking down the larger plan into what Jacquelyn Hadley, Laura Lanzerotti, Adam Nathan describe as, “timely, digestible, and definable segments”.<sup>1</sup>This will create a detailed and achievable roadmap and provide clear guidance for all members of the community.

These action plans may encompass completely new initiatives, ongoing efforts with improved processes or redesigns of currently existing efforts and programs to ensure that the entirety of the educational enterprise is aligned with the strategic plan, with all team members pulling in the same direction at the same time. The general structure of the action plan is:



<sup>1</sup> <http://www.bridgespan.org/Publications-and-Tools/Strategy-Development/Living-Into-Your-Strategic-Plan.aspx>

## Create a Timeline, or a “Blueprint for Change”

With specific action plans determined, the college’s implementation authority must review the plans from a comprehensive prospective to ensure that resources are available in the sequences required, that the systems of the college are not overwhelmed at any one point by overlapping action plans and that the sequence of the action plans engender effectiveness and limit non-productive chaos. This is also necessary to make sure that all implementation leaders, faculty, staff, administrators and student leaders understand how their efforts fit into the larger picture and connect to the work of others. No effort should take place in a vacuum, its enablers without understanding of the short-term goals or the way such goals fit into the five-year strategic goals of the college.

Hadley, Lanzerotti, and Nathan propose asking the following questions as guideposts for timeline/blueprint creation:

- Do any initiative timelines need to be shifted due to interdependencies or pinch points? Does one initiative need to reach a milestone or finish before another can start or continue?
- Are timelines realistic considering current workloads?
- Do you have sufficient financial resources to complete the initiatives?
- If planned progress is made on each individual initiative, is the organization on track to achieve the strategic priorities? Are any critical pieces or phases missing?

## Motivating Teams and Communications

Implementation of this plan rests upon having the right leaders on each team, responsible and accepting of the overall strategy. Change is the explicit partner of strategic planning and no strategic plan - regardless of its merit - will succeed without the commitment of those charged with its implementation accepting the need to change in purposeful ways. Implementation leaders must see themselves as purposeful change agents.

Hadley, Lanzerotti, and Nathan further propose that elements for ensuring buy-in by campus leaders include:

- Communication of a compelling case for change and ongoing communication of the processes.
- Linking performance goals for units and individuals to the college’s strategic priorities.

Since January 2015, the president, the executive staff and campus leadership of the college have made a compelling and public case for the need to change our institutional culture, practices and policies through public forums, video, email, data-driven presentations and expert guest lecturers for the professional development of faculty and staff. This exchange of ideas and discussion has directly lead to the five key goals of this strategic plan.

Communication is key to the success of strategic plans. The broader community of the college should be kept apprised of the periodic progress of the overall strategic goals and the ongoing progress of the subordinate action plans. Faculty, staff, students and donors should have an understanding of the college’s progress and there should be easy methods for all members of the community to access such knowledge. This broad understanding of our goals and the responsible progress to them will lead to greater support for the necessary change processes and for the institution as a whole.

When considering ongoing communication about the implementation of the strategic plan, Hadley, Lanzerotti, and Nathan recommend the following evaluation questions:

- Who are your organization's major audiences?
- What information do they need about your strategy to support implementation?
- What is the best format for reaching them (i.e., email, social media, newsletter, regular meetings, retreat)?
- Who needs to deliver the message?
- When do they need information, initially and ongoing, as implementation progresses?

Performance and motivation are linked concepts. Moving forward, when formulating new action plans all efforts must have clearly stated, strategically linked performance criteria, which directly and intentionally support the larger strategic goals of the college. In addition, all ongoing and continuing efforts of the college should be evaluated to the extent they conform to and support the strategic plan goals.

The monitoring of personal and action plan performance goals, which should be cemented in tandem with the overall strategic plan, requires active management. This means that once individual members of the college community have been given roles in the strategic plan implementation, or had their roles reaffirmed, their work plans, monthly progress reports, yearly performance goals and regular evaluations must refer to how they are specifically supporting implementation and through what objective measures can this be confirmed.

Implementation teams and college leadership must remember that the strategic plan must be a part and foundational element of every conversation concerning student and institutional success.

Finally, successes, no matter how incremental, should be publicized and celebrated. There is no greater motivator for continued performance than success towards a known and useful goal that has been recognized and celebrated.

## Identifying and Committing Necessary Resources

While new or additional resources would be useful and are possible through fundraising and endowment pathways by having specific, strategically defined goals, it would not be imprudent to rely on the addition of significant new resources in the near future. Therefore, when considering the need for resource identification for new strategic initiatives, the college must consider reallocation of current and known future resources.

This will require the budget of the college to undergo detailed revision each year to provide for reallocation and reinvestment into programs of the college that serve the region, are academically relevant, fiscally responsible and sustainable.

No action plan should move forward, or be allowed to continue, without a clear understanding of how it supports the college mission, strategic plan, and of its fiscal impact and sustainability.

## Continual Improvement Cycle

A continuous improvement cycle is a commitment on the part of the institution that it will not accept that something will continue “because it has always been that way.” There is perhaps no greater enemy to the life of an institution.

An example of the continual improvement cycle is the “plan-do-check-act” paradigm presented by the American Society for Quality ([www.asq.org](http://www.asq.org)). A slightly revised version of this is detailed below.



**Plan.** Creating an action plan based on the goals and objectives of the strategic plan, taking into consideration the necessary team formation, motivation, communication, defined assessments and resources steps outlined above.

**Do.** Implement the first iteration of the action plan. Few action plans are completely calibrated or exist in their final form at initial implementation and thus, detailed observations, reporting and data are needed from the beginning.

**Assess.** Using pre-identified assessment benchmarks based on the needs of the strategic plan, the first iteration of the action plan is reviewed by its implementation team and the college strategic coordinating body as identified by the president.

**Revise.** Based on the success and challenges of the first iteration of the action plan in relation to expected performance, revise the action plan for future implementations.

**Act.** Implement all approved revisions and form any additional action plan teams as indicated by the process. Move to the second iteration of the action plan, as revised or develop new action plans as needed.