

Strategic Bridge Plan Task Force

Members:

Kent Barnds, Chair

Evelyn Campbell

Jon Clauss

Meghan Cooley

Margaret Farrar

Ellen Hay

Tom Leach, Trustee

Darlene Link

Scott Park

Sangeetha Rayapati

Chris Vaughan

Mike Wolf

Anna Knepler, SGA President

Staff Resource: Mark Salisbury

Charge:

The Task Force should develop a proposal for an addendum to the strategic plan to present to the Long Range Planning Committee and the President of the College. The plan should be viewed as a bridge between the current strategic plan and a more comprehensive plan to be developed in three to five years. The plan should build from the *Authentically Augustana* strategic plan but address any modifications which are desirable due to changes in demographics, the nation's economy and financial circumstances at the college, as well as a changing climate for liberal arts higher education and understanding of how to enhance student growth and learning.

The plan should place a significant emphasis on outcomes and how to measure those outcomes, as well as maintaining student enrollment and a strong financial position to enable us to advance our mission.

The task force should provide a wide opportunity for members of the campus community to provide input for the bridge plan. The task force shall provide a status report to the President of the College and the college's Long Range Planning Committee by the end of September, and a final report by December 10, 2010.

Outline of Planning Process and Milestones

- Step 1: Assessed progress on *Authentically Augustana* (Planning Task Force)
- Step 2: Identified “signature” programs/decisions (Planning Task Force)
- Step 3: Held discussion of planning process at Friday Conversation
- Step 4: Reexamined risks to the college (Planning Task Force, campus community, cabinet)*
- Step 5: Identified contemporary risks to the college (Planning Task Force)
- Step 6: Presented planning outline and framework to the Board of Trustees
- Step 7: Developed eight (8) strategic imperatives to respond to the most significant risks to Augustana College (October 2010) (Planning Task Force, Cabinet)
- Step 8: Appointed eight (8) “design teams” to develop tactics to support each strategic imperative (October 2010) (Planning Task Force and more than 60 members of the Augustana community from the faculty, staff, administration and board)
- Step 9: Design teams developed strategic initiatives, improvement targets and measures (design teams)
- Step 10: Preliminary report submitted to the president (December 2010)
- Step 11: Addendum framework distributed to entire campus community
- Step 12: Stakeholder discussions (winter and spring)#
- Step 13: Prioritized strategic initiatives based on stakeholder input
- Step 14: Developed “outcome-oriented dashboard” (a.k.a. Institutional Effectiveness and Mission Fulfillment Format)
- Step 15: Finalized plan
- Step 16: Sought final board approval (May 2011)

*Held two forums, to which entire campus was invited, to discuss risk and risk management

Board of Trustees Retreat, (2) Friday Conversations, President’s Student Advisory Committee, Department Chairs’ Meeting, students, two lunch opportunities in the Wilson Center, Chicago Alumni Advisory Board)

Institutional Effectiveness and Mission Fulfillment

	EDUCATIONAL QUALITY	PROGRAM RELEVANCE	ORGANIZATIONAL CULTURE	PROCESS EFFICIENCY
	The extent to which the college is successful in its mission—to develop qualities of mind, spirit and body necessary for a rewarding life of leadership and service in a diverse and changing world—is measured through educational experiences, outputs and outcomes.	The extent to which programs, services and activities are perceived to meet the needs and expectations of students is measured during and after the college years.	The organizational climate is a measure of the satisfaction of faculty, staff and other stakeholders, and the quality of their relationships with the college.	Operations and the financial dimension of the college are measured for effectiveness and efficiency.
MEASURES OF INSTITUTIONAL EFFECTIVENESS AND MISSION FULFILLMENT	EXPERIENCES <ul style="list-style-type: none">• Participation rates in “high-impact educational activities” (Senior Inquiry, international study, internships, research, service learning and community outreach)• Percentage of students indicating they “often” have serious conversations with people whose ethnicity, race or values/beliefs differ from their own (NSSE)• Percentage of students indicating the college encourages contact among students from different backgrounds “quite a bit” (NSSE)• Percentage of courses in which students indicate an appropriate level of “progress on relevant objectives” (IDEA reports)• Comparison benchmarks for Level of Academic Challenge, Active and Collaborative Learning, and Supportive Environment (NSSE)• Percentage of students indicating they would “probably” or “definitely” choose to attend Augustana if they had to do it again (Senior Survey)• Level of satisfaction with advising (First-year and Senior Survey)	INTERNAL RELEVANCE <ul style="list-style-type: none">• Departmental credit production (major, minor and gen ed)• Participation patterns in majors and minors• Participation patterns in clubs and activities• Percentage of academic programs that have developed a curriculum map that demonstrates a balance of emphases on results/outcomes• Percentage of co-curricular programs that have developed a learning assessment plan• Reasonable ROI and mission alignment resulting in demonstrated worth for resource-intensive programs (curricular and co-curricular) (instrument and value system TBD)	<ul style="list-style-type: none">• Faculty satisfaction (HERI)• Staff, administration and board satisfaction (internal instrument TBD)• Level of participation in wellness initiatives• Length of service to the college• Employee/stakeholder satisfaction and participation in governance• Percentage of departments with professional development plans for employees• Participation rates in performance appraisal and reviews• Increase of diversity in workplace• Increased name recognition and brand loyalty (measure TBD)	<ul style="list-style-type: none">• Sustained budget through proper stewardship• Annual increases in operating revenues• Optimized recruitment, admissions and enrollment processes (funnel and first-year student survey)• Increases in proportion of accepted students from whom Augustana is first choice (annual ASQ data)• Evidence of productive and efficient Faculty Committee work• Evidence of safe and risk-free environment
	OUTPUTS <ul style="list-style-type: none">• Retention rates• 4-year graduation rates• Rates of gainful employment (full-time, related to major)• Graduate and professional school placement rates	EXTERNAL RELEVANCE <ul style="list-style-type: none">• Graduate school placement rates• Levels of alumni satisfaction with Augustana education		
	OUTCOMES <ul style="list-style-type: none">• Critical thinking growth (CLA, CAAP)• Intercultural competence growth (MGUDS, GPI)• Leadership development (instrument TBD)• Lifelong learning growth (Need for Cognition Scale)• Integrative and innovative thinking growth (e-portfolio)• Reflective thinking growth (e-portfolio and/or Senior Inquiry)			

Institutional Effectiveness and Mission Fulfillment – Constituency Roles

	EDUCATIONAL QUALITY	PROGRAM RELEVANCE	ORGANIZATIONAL CULTURE	PROCESS EFFICIENCY
BOARD OF TRUSTEES (Example)	<ul style="list-style-type: none"> Annual monitoring of identified measures through Academic Affairs and Student Engagement Committees Prioritizing resources and planning to facilitate and promote as many classes with fewer than 20 students as possible Fund “high-impact” experiences Provide meaningful internship experiences Periodic assessment by Campus Planning of facilities for identified programs 	<ul style="list-style-type: none"> Annual monitoring of identified measures through Academic Affairs and Student Engagement Committees 	<ul style="list-style-type: none"> Complete annual assessment of Board participation and satisfaction Participation in all Board and Board committee meetings and annual retreat, as well as fulfilling expectations for contributions to the annual fund and pledge fulfillment Annual monitoring of identified measures through Executive Committee of the Board 	<ul style="list-style-type: none"> Annual assessment of budget and budget plan by the Finance Committee of the Board Annual audit of the college’s financial statements by the Audit Committee Annual assessment of persistence and graduation rates by Academic Affairs Annual assessment of Enrollment targets and demand data by Student Engagement Committee Annual assessment of safety and risk management by Executive Committee of the Board of Trustees Provide resources necessary to help decrease tuition reliance (endowed chairs, financial assistance, debt-service) Provide expertise relative to investments
PRESIDENT	• TBD	• TBD	• TBD	• TBD
CABINET	• TBD	• TBD	• TBD	• TBD
ADMINISTRATION	• TBD	• TBD	• TBD	• TBD
STAFF	• TBD	• TBD	• TBD	• TBD
ACADEMIC AFFAIRS (Example)	<ul style="list-style-type: none"> Ensure appropriate data is systematically gathered Design and implement strategies for assessing high-impact practices Provide resources and support for teaching and advising 	<ul style="list-style-type: none"> Review outcomes in yearly department assessment reports Plan for regular program reviews 	<ul style="list-style-type: none"> Ensure new faculty are integrated into the college Strengthen sense of shared vision and interdependence Celebrate traditions 	<ul style="list-style-type: none"> Reward service to the college Oversee academic budgets Provide leadership development
	<ul style="list-style-type: none"> Review institutional data relevant to department Review use of high-impact practices Monitor graduate outcomes Assess advising and mentoring Monitor Augie Choice decisions 	<ul style="list-style-type: none"> Complete yearly assessment reports Develop a curriculum map 	<ul style="list-style-type: none"> Provide ongoing mentoring of new, adjunct & part-time faculty Discuss role of department in relation to the college 	<ul style="list-style-type: none"> Acknowledge service Develop an ongoing budget plan
	<ul style="list-style-type: none"> Use effective teaching practices (clarity, feedback) Offer high-impact practices Develop mentoring skills 	<ul style="list-style-type: none"> Participate in department assessment activities Articulate how courses fit into department goals & outcomes 	<ul style="list-style-type: none"> Participate in faculty decision-making Articulate how faculty will contribute to the broader educational mission of the college (e.g. participate in AGES, international studies, etc.) Serve on committees that contribute to the common good Participate in the admissions/recruitment process 	

Toward an Addendum to the Strategic Plan

The kick-off meeting of design teams was held in October 2010. Each design team revolved around a strategic imperative responding to risks the college will face in the coming years, and developed the necessary tactics to accomplish their strategic imperative. As the teams developed tactics, they considered the following important questions:

1. How can signature achievements* from *Authentically Augustana* be leveraged to support the strategic imperative?
2. In addition to supporting the strategic imperative, how does a proposed tactic positively influence enrollment, retention, graduation rates, institutional visibility or financial resource development?
3. Does the tactic impact another area of the college in a negative way due to increased cost, infrastructure or cultural change? What is the potential impact and which areas may be affected?
4. Who will assess and measure the impact of the proposed tactic? What is the timeframe for measurement (within guidelines of the next three to five years only)?
5. If the tactic is determined to be impractical or impossible to implement, is there an alternative?
6. Who is responsible for implementation?
7. What resources are necessary for tactical implementation? Can the tactic be implemented without new resources through redistribution or reengineering?

Risks Facing Augustana College

1. Inability to maintain full-time enrollment of 2,500 students from diverse backgrounds without significantly increasing tuition discount rate
2. Inability to maintain the necessary financial resources to deliver our mission/program
3. Inability to prepare our graduates to stand out to employers and graduate schools
4. Inability to demonstrate Augustana's value, advance our reputation and earn positive recognition
5. Inability to successfully recruit, retain, motivate, diversify and develop our human resource base
6. Inability to address issues related to our physical plant, including technology infrastructure and deferred maintenance, in a timely manner
7. Inability to respond to adverse changes to our neighborhood and/or the broader community of Rock Island and the Quad Cities
8. Inability for leadership to respond quickly and proactively to external conditions

*Some of the signature achievements from *Authentically Augustana* include: Senior Inquiry, The Center for Vocational Reflection, The Center for Teaching and Learning, Community Engagement Center, Augie Choice, expanded numbers of students studying abroad, increase in the size of the faculty, increase in faculty development resources, improved student diversity, improvements in marketing strategies and positioning.

Strategic Imperative 1: Augustana will prepare students to stand out to employers and graduate schools by centering learning—inside and outside the classroom—on high-impact and hands-on experiences and promoting a teaching and learning environment that identifies, implements and measures those practices recognized as most effective for student engagement and significant learning outcomes.

Is there a better advising/mentoring model we could use to better position our graduates?

Is there a relationship between curriculum realignment and contemporary methods for preparing students to stand out?

Are there under-emphasized benefits to Senior Inquiry, Augie Choice, AGES, etc., that could be improved, enhanced or expanded to better prepare our students to stand out?

Are there new instruction methods (online and/or distributed) we should use to better prepare our students?

Should we duplicate the athletics model for identifying and developing Academic All-Americans for other awards (Truman, Marshall, Rhodes, etc.)?

Have we successfully linked in- and out-of-classroom learning to accomplish our goals of positioning our students for success?

Are we focusing on the right high-impact experiences?

Strategic Imperative 2: Augustana will develop recruitment and retention plans that respond to shifting demographics and economic circumstances, and enable the college to maintain a diverse enrollment that successfully balances revenue with programmatic and strategic goals.

Would we ever consider a regional office of admissions in the west or in the Chicago area?

Would we ever consider developing a multicultural recruitment corps?

Would we ever consider engaging third-party agents to recruit internationally? Or, would we consider devoting resources to traveling abroad for international recruitment?

Would we ever entertain introducing dual enrollment opportunities for high school students?

Are there partnerships we should explore that will help stabilize our recruitment position?

How do we develop increased focus on retention?

Strategic Imperative 3: Augustana will employ the necessary financial resources to operate and maintain facilities in a manner consistent with a high-quality learning and living environment and will improve facilities when deemed strategically important. We will also seek to receive/attain the LEED certification level of Silver or equivalent when undertaking new capital projects or extensive renovations.

Should we assess progress on the Campus Master Plan?

Should we re-examine assumptions associated with the Campus Master Plan within the present context?

Should we consider the list of identified maintenance and new projects, prioritize the list of projects (deferred and new) and develop principles for funding?

Should we offer recommendations about how to use institutional resources most effectively in addressing plant infrastructure needs (new and deferred)?

Strategic Imperative 4: Augustana will promote a work environment that values community, appreciates and supports diverse perspectives, collaborates actively, recognizes and rewards innovation and dedication, expects accountability from all, and intentionally shapes the workforce to ensure productivity.

Would we consider standardizing training and orientation for new employees?

Would we consider the introduction of some kind of productivity measure(s)?

Would we consider a yearly assessment of the work environment?

Would we consider more aggressive tactics to diversify our workforce?

Would we consider more formal benchmarking methods related to staffing, productivity, compensation and accountability?

Could we introduce formal performance assessment for all employees?

Strategic Imperative 5: Augustana will strengthen its shared governance and open communication practices to ensure shared and timely decision-making in response to changes in external conditions impacting Augustana and higher education in general.

Would we consider more formalization to the flexibility that has allowed us to be proactive in response to the economic downturn?

Would we consider developing a new dashboard to measure the success of the addendum?

Would we consider developing a decision-maker's guide to strategic decision-making and assessment for the next few years?

Can we establish or improve shared governance structures that are cooperative, supportive and nimble?

Should we re-envision administrative committee make-up to better connect the dots?

Strategic Imperative 6: Augustana will extend its reach within the neighborhood and broader community through individual and collective efforts, and will form strategic partnerships allowing us to enhance our surroundings.

Would we consider using college resources (human or financial) to assist with the development of our surrounding area?

Would we consider partnering with businesses to expand college-friendly businesses and services on the periphery of our campus?

Would we consider expanding or directing our service footprint to focus more intently on our neighborhood and the entry to campus?

Would we consider incentives for employees to live adjacent to campus to help stabilize the neighborhood?

Are there opportunities or partnerships we are missing that would help us improve the long-term stability of our neighborhood? Can we identify opportunities and partners?

Strategic Imperative 7: Augustana will develop an operating plan that ensures our ability to deliver our mission, measures returns on new investments, explores methods of increasing revenue through traditional and non-traditional means, manages costs and ensures strong financial health.

Would we ever consider reducing our endowment spend rate to strengthen long-term finances?

Would we ever consider budgeting for depreciation?

Would we ever consider expanding auxiliary enterprises (curricular and other) to increase our resource base?

Would we ever consider a plan to reduce the financial assistance discount rate?

Do we wish to measure our financial health by looking at total net revenue or discount rates?

Should we be considering different financial models related to net revenue (increased enrollment with less net revenue per students, reducing the discount and realizing more net tuition revenue per student with accompanying smaller enrollment)?

Strategic Imperative 8: We will clearly define our value proposition by emphasizing outcomes and ensuring that all members of our community can effectively communicate and promote our successes and distinctions. We will actively work to advance Augustana's reputation in the Quad Cities and beyond.

Would we ever consider funding faculty research focused specifically on issues that would gain local, pop-culture or higher education media attention?

Would we ever consider establishing a center of excellence that takes advantage of our location or mission?

Would we ever consider an expansion of media relations training?

Would we ever consider developing a prize awarded for practices that reflect values or programs we'd like to highlight within the higher education community?

How do we prove marketing works?

Strategic Imperative One

Augustana will prepare students to stand out to employers and graduate schools by centering learning—inside and outside the classroom—on high-impact, hands-on experiences; and promoting a teaching and learning environment that identifies, implements and measures those practices recognized as most effective for student engagement and significant learning outcomes.

We will do this in response to the following risk: Inability to prepare our graduates to stand out to employers and graduate schools.

Design team:

Ellen Hay, Interim Dean of the College, Interim Vice President of Academic Affairs (Co-chair)

Mark Salisbury, Director of Institutional Research and Assessment

Jon Clauss, Professor of Mathematics, Director of the Center for Teaching and Learning (Co-chair)

Ken Brill, Associate Dean of Students, Director of Student Activities

Dave Wrath, Associate Director of Athletics

Eric Rowell, Director of Career Development

Johnna Adam, Director of Employer Relations and Internships

Jayne Rose, Professor of Psychology

Dara Wegman-Geedey, Professor of Biology

Joe McDowell, Professor of English

Shawn Beattie, Educational Technology Services Coordinator

Strategic Imperative Two

Augustana will develop recruitment and retention plans that respond to shifting demographics and economic circumstances, and enable the college to maintain a diverse enrollment that successfully balances revenue with programmatic and strategic goals.

We will do this in response to the following risk: Inability to maintain full-time enrollment of 2,500 students from diverse backgrounds without significantly increasing tuition discount rate.

Design team:

Meghan Cooley, Director of Admissions and Recruitment (Co-chair)

Dave Myatt, Associate Director of Financial Assistance

Greg Aguilar, Director of Multicultural Services

Mike Zapolski, Director of Athletics

Liesl Fowler, Registrar

Diane McCann, Director of Student Accounts Services

Margaret Ellis, Administrative Assistant and Instructor of Music, Chair of the Enrollment Committee (Co-chair)

Umme Al-Wazedi, Assistant Professor of English

Mary Ellen Biggin, Associate Professor of Chemistry

Cyrus Zargar, Assistant Professor of Religion

John Delaney, Associate Professor of Accounting

Chris Whitt, Assistant Professor of Political Science

Mike Augspurger, Director of Advising

Strategic Imperative Three

Augustana will employ the necessary financial resources to operate and maintain facilities in a manner consistent with a high-quality learning and living environment and will improve facilities when deemed strategically important. We will also seek to receive/attain the LEED certification level of Silver or equivalent when undertaking new capital projects or extensive renovations.

We will do this in response to the following risk: Inability to address issues related to our physical plant, including technology infrastructure and deferred maintenance, in a timely manner.

Design team:

Kent Barnds, Vice President of Enrollment, Communication and Planning (Chair)

Paul Pearson, Vice President of Business and Finance

Lynn Jackson, Vice President of Advancement

Dennis Hittle, Director of Facilities

Darrin Good, Professor of Biology

Steve Klien, Associate Professor of Communication Studies

Dan Conway, Associate Professor of Business Administration

Ellen Hay, Interim Dean of the College, Interim Vice President of Academic Affairs

Evelyn Campbell, Dean and Vice President of Student Services

Mike Zapoloski, Director of Athletics

Chris Vaughan, Assistant Vice President and Director of Information Technology Services

Darlene Link, Controller

Tom Hanson, former trustee

Strategic Imperative Four

Augustana will promote a work environment that values community, appreciates and supports diverse perspectives, collaborates actively, recognizes and rewards innovation and dedication, expects accountability from all, and intentionally shapes the workforce to ensure productivity.

We will do this in response to the following risk: Inability to successfully recruit, retain, motivate, diversify and develop our human resource base.

Design team:

Evelyn Campbell, Dean and Vice President of Student Services (Co-chair)

Laura Ford, Director of Human Resources (Co-chair)

Tom Bengtson, Professor of Mathematics

Amanda Baugous, Associate Professor of Business Administration

David Crowe, Professor of English, former Chair of Faculty Senate

Randall Hengst, Professor of Education

Paul Croll, Assistant Professor of Sociology

Sangeetha Rayapati, Associate Professor of Music, Chair of the Diversity Initiatives Committee

Richard Priggie, College Chaplain

Scott Mejia, Head Women's Soccer Coach

Mary Koski, Administrative Assistant, Office of Academic Affairs

Chris Whitt, Assistant Professor of Political Science

Strategic Imperative Five

Augustana will strengthen its shared governance and open communication practices to ensure shared and timely decision-making in response to changes in external conditions impacting Augustana and higher education in general.

We will do this in response to the following risk: Inability for leadership to respond quickly and proactively to external conditions.

Design team:

Tom Leach, Trustee (Co-chair)

Chris Vaughan, Assistant Vice President and Director of Information Technology Services (Co-chair)

Mike Wolf, Professor of Geology (Co-chair)

Sheri Curran, General Counsel

Emil Kramer, Associate Professor of Classics and Chair of Faculty Senate

Beth Roberts, Editorial Director, Communication and Marketing

Anna Knepler, SGA President

Strategic Imperative Six

Augustana will extend its reach within the neighborhood and broader community through individual and collective efforts, and will form strategic partnerships allowing us to enhance our surroundings.

We will do this in response to the following risk: Inability to respond to adverse changes to our neighborhood and/or the broader community of Rock Island and the Quad Cities.

Design team:

Bob Haak, Associate Dean and Director of the Community Engagement Center (Chair)

Jennifer Burnham, Assistant Professor of Geography

Paul Pearson, Vice President of Business and Finance

Chuck Hyser, Professor of Education

Kai Swanson, Executive Assistant to the President

Lori Roderick, Director of Corporate and Foundation Relations

Mark Anderson, Assistant Dean of Students

Grey Giovanine, Head Men's Basketball Coach

Peter Marty, Trustee

Mark Schwiebert, Trustee

Strategic Imperative Seven

Augustana will develop an operating plan that ensures our ability to deliver our mission, measures returns on new investments, explores methods of increasing revenue through traditional and non-traditional means, manages costs and ensures strong financial health.

We will do this in response to the following risk: Inability to maintain the necessary financial resources to deliver our mission/program.

Design team:

Paul Pearson, Vice President of Business and Finance (Chair)

Darlene Link, Controller

Scott Park, Associate Vice President of Development

Pamela Druger, Professor of Accounting

Sue Standley, Associate Vice President of Enrollment, Director of Financial Assistance

Daniel Culver, Professor of Music

Doug Hultquist, Trustee

Lee Selander, Trustee

Strategic Imperative Eight

We will clearly define our value proposition by emphasizing outcomes and ensuring that all members of our community can effectively communicate and promote our successes and distinctions. We will actively work to advance Augustana's reputation in the Quad Cities and beyond.

We will do this in response to the following risk: Inability to demonstrate Augustana's value, advance our reputation and earn positive recognition.

Design team:

Margaret Farrar, Associate Dean of the Faculty (Co-chair)

Scott Park, Associate Vice President of Development

Mark Salisbury, Director of Institutional Research and Assessment

Beth Roberts, Editorial Director, Communication and Marketing

Scott Cason, Assistant Vice President of Communication and Marketing (Co-chair)

David Snowball, Professor of Communication Studies

Leslie DuPree, Director of Web Services and New Media, Communication and Marketing

Pamela Trotter, Associate Professor of Chemistry

Anne Bergren, Director of Donor Relations and Stewardship

Estimated Financial Commitment to *Affirm, Assure and Assess*

Capital investment

\$4.6 million annually

\$13.8 million over three years

Programming investment

\$1.25–\$1.5 million annually

\$3.75–\$4.5 million over three years

Total investment

\$17.55–\$18.30 million over three years

(Resources committed to *Affirm, Assure and Assess* will include a combination of budgeted resources, philanthropic support, further efficiency gains and initiative.)