MEMORANDUM

To: Board of Regents

From: Board Office

Subject: Board of Regents' Strategic Plan

Date: December 4, 2000

Recommended Actions:

1. Approve the Board's progress report and the addition of recommended Action Steps in the areas of Technology and International Education.

2. Request that the Board Office, with the assistance as necessary from the Regent institutions, develop monitoring procedures for all 83 Action Steps by December 2001.

3. Encourage the Board Office and institutions to maintain and expand close links between each institutional strategic plan and the Board of Regents' plan.

Executive Summary:

In 1998 the Board of Regents adopted a five-year strategic plan (1998-2003). Each year of the plan an annual report is prepared to review progress on the implementation of the plan. During the Board's annual review last year, the Board examined in detail three aspects of its strategic plan:

- linkages between the Board plan and institutional plans;
- need to clarify terminology and examine implementation procedures of the 83 Action Steps; and
- adjustments in the areas of technology, international study, and diversity.

The Board has expressed interest in assuring that the Board and institutional plans be consistent, especially as the three universities develop new strategic plans. Attachment A, pages 10 and 11, is a summary of the Board's plan, its Key Result Areas, objectives, and strategies. Attachment B, pages 12-18, provides a summary of institutional indicators and benchmarks that are linked to the Action Steps of the Board's Strategic Plan. Attachment C, pages 19-22, outlines the status of institutional indicators found in the strategic plans of the University of Iowa, Iowa State University, and the University of Northern Iowa, as related to the performance indicators in the Board's strategic plan. Attachment D, pages 23-31, contains the revisions of the Action Steps previously identified as "nearing completion" and "early in monitoring." Attachment E, pages 32-35, reviews how the Board's plan could be refined with respect to diversity, technology, and international goals.

The four Key Result Areas of the Board's strategic plan are: Quality, Access, Diversity, and Accountability. The Board's plan contains 9 Objectives, 20 Strategies, and 83

Action Steps. As of this date, 77 of the Action Steps have been implemented; i.e., evaluation procedures are in place and are being regularly reported. Six Action Steps are now in the "nearing completion" category and none are judged to be in the early stages of assessment.

The three university memoranda contain charts that summarize progress made on their strategic plans (G.D. 4a, G.D. 4b, and G.D. 4c). G.D. 4d and G.D. 4e contain summaries of progress on the special schools' benchmarks. These memoranda are also useful for examples of the linkage of all the strategic plans.

This annual review of the Board's Strategic Plan focuses on three topics:
- Enhancing links between the Strategic Plans of the Board and institutions
- Reviewing the implementation of assessments of the Action Steps
- Refining the Board's Plan in selected areas.

Background and Analysis:

The Board of Regents' Strategic Plan, as modified in 1999, has:

- 4 Key Result Areas
- 9 Objectives
- 20 Strategies
- 83 Action Steps

Attachment A provides a list of the four Key Result Areas, nine Objectives, and 20 Strategies. Attachment B illustrates how each institution's strategic plan indicators and benchmarks relate to the Action Steps in the Board's strategic plan.

Enhancing Links between the Strategic Plans of the Board and Institutions

During Academic Year 2000, much progress has been made in enhancing the communications between the five institutions and the Board on strategic plans. The Advisory Committees of the two special schools have made strategic planning a high priority. The universities have made special efforts to report how the new or proposed strategic plans are coordinated with the Board's strategic plan.

See Attachment C for a summary of the continuations and changes proposed by the universities. Any related institutional indicators from the proposed Strategic Plans, after approval by the Board, will be inserted into the Action Step pages.

A working group, comprised of representatives of the institutions and the Board Office, continue to clarify definitions and data in the institutional performance indicators that correspond to the Board's Action Steps and related 43 performance indicators. Essentially, the Board's performance indicators remain unchanged. However, in some cases, replacement assessment indicators are being developed which provide data that are equal to or superior to those previously reported to the Board. To date, SUI and

ISU have proposed modifications of certain institutional indicators that are among the Board's performance indicators. They are detailed in the Annual Report on Performance Indicators.

The Board Office will interact with the institutional work group on performance indicators to review these items and to consider any alternatives for improved linkages between the Board's strategic plan and institutional strategic plans.

Attachment D identifies the specific link of institutional strategic plans to the Board's Action Steps. Indicators, benchmarks, or other aspects from past institutional strategic plans are compared with the Board's Action Steps. Any new institutional indicators from the proposed Strategic Plans, after approval by the Board, will be inserted into the Action Step pages.

Reviewing the Implementation of Assessments of the Action Steps

The Board Office reviewed the Board's plan and Action Steps in November 1999 and reported the following:

- 68 Action Steps were consistently/systematically monitored;
- 7 Action Steps were nearing completion in terms of implementation [On pages 38-66 of the Board's plan, these are identified as N-1 to N-7];
- 8 Action Steps were still in the beginning or early stages of assessment (On pages 38-66 of the Board's plan, these are identified as E-1 to E-8].

Last year, the Board Office was advised to determine if Action Steps were completed, or to have an assessment procedure in place to measure the implementation of the Action Steps. As of November 9, 2000, Board Office staff judged six of the seven "nearing completion" Action Steps to be "consistently/systematically monitored," with one remaining in the "nearing completion" category. The Board Office judged that three of the "early stages of monitoring" Action Steps should be changed to the "consistently/systematically monitored" category and five placed in the "nearing completion" category. In Attachment D, those Action Steps now judged to be complete are shown in bold. The remaining six "nearing completion" will be italics.

Status of the seven "Nearing Completion" Action Steps

Each of the seven "nearing completion" Action Steps identified in November 1999 is described below, followed by a brief description of monitoring efforts put in place since that time to measure that Action Step. The new categorization of the Action Steps concludes the description. "Monitoring in place" means that Action Step is now being consistently/systematically monitored. The memorandum page location of the Action Step is in parenthesis.

1.1.1.4   Encourage innovation in teaching by increasing resources and strategies for effective use of new instructional technologies
[The institutions now report data on number and percentage of general assignment technology-equipped classrooms. In 1995-2000 SUI also reported on the number of faculty using instructional technology (the nTitle program). Several performance indicators relate to technology and instruction.] **Monitoring in place. (35)**

1.1.2.4   Encourage innovation in teaching by increasing resources and strategies for effective use of new instructional technologies
[This is the same Action Step as above, but the focus on this Action Step is at the graduate level. The new strategic plans of the universities indicate instructional technologies will receive emphasis.] **Monitoring in place. (24)**

1.1.2.5   Each university report on the percentage of professional students That pass licensing exams and exceed national or state averages (as appropriate)
[SUI proposes to drop one of its current measures, mean GRE composite score, and replace with several new measures in the 2000-2005 plan. Currently under consideration is a revision of Indicator #13a, to expand the categories of professional student graduates who have passed licensure examinations, and to have all three universities report data in the new categories. In addition, accreditation reports often comment on the quality and performance of students in graduate programs. Specifically, the University of Iowa's new strategic plan proposes to increase ways to describe the achievements of its graduate students. Iowa State University's new strategic plan proposes to add an indicator on the percentage of students who participate in field experiences and internships. It will add another indicator based on self-ratings of skills/abilities acquired by students. The University of Northern Iowa's new strategic plan has as one Objective, "Building on excellence in graduate programs."] **Monitoring in place. (25)**

2.2.1.3   Increase distance education enrollment substantially
[The annual governance report on Distance Education, October 2000, included data on enrollment increases in the Bachelor of Liberal Studies program, ICN-delivered courses, and non-credit courses, as well as other credit courses.] **Remains nearing completion. (28)**

2.2.2.7   Encourage development of strategic alliances to increase access to services as measured by annual reports of individuals served

[The annual reports on Distance Education and Technology Transfer have added sections on cooperative activities.] **Monitoring in place. (29)**

3.1.1.4 Collect and review peer group policies and practices (diversity)
[A Regent University Interinstitutional Committee on Affirmative Action and Equal Opportunity, meeting periodically, includes discussions of peer group policies and practices. The universities also gather data from peer institutions.] **Monitoring in place. (30)**

4.4.1.3 Analyze findings and develop plans to targeted audiences (i.e., elected officials and general public) designed to improve understanding and increase confidence
[To implement the Board's communication plan, the Board Office has prepared reports for and made presentations to legislative leaders, distributed copies of the Board of Regents newsletter, and developed a website. The Board Office is working to facilitate additional public communications regarding Board initiatives and actions.] **Monitoring in place. (31)**

Status of the eight "early stage of evaluation" Action Steps:

1.1.1.2 Ensure class size is appropriate for subject matter being taught
[Each university and special school monitors this annually. Each academic program is reviewed every seven years. Those reports typically address any special classroom needs. Regent Performance Indicator #5, reported by all five institutions, monitors class size. For the universities, data are reported for lower division and upper division undergraduate class size of organized lecture-type classes. Budget projections being made relate to future class sizes.] **Monitoring in place. (23)**

1.1.2.2 Focus graduate programs to conform to unique missions of each university
[SUI has several new program-related measures for graduate students in its 2000-2005 plan. The new ISU and UNI strategic plans also address graduate programs. Another way graduate programs are evaluated is through ICEC discussions.] **Change to nearing completion. (24)**

2.1.1.2 Develop and implement effective strategies, with targets, for retention of students
[The 2000 enrollment reports indicate that retention rates at ISU and UNI have increased, explained in part by such strategies as "learning communities." The Board has passed a graduate and retention rate policy.] **Monitoring in place. (26)**

2.1.1.3 Implement policy on distance education
[The Regent universities are in the process of implementing the policy on distance education adopted in February 2000. The establishment of the Des Moines Higher Education Center is a concrete example of the Regent institutions, along with other institutions, offering quality programs that will meet the needs of Iowans. In addition, a task force is exploring the possibility of cooperative efforts for a virtual university consortium.] **Change to Nearing Completion. (26)**

2.1.1.5 Raise the percentage of Iowans possessing baccalaureate degrees to the national average
[The annual report on Faculty Activities includes, as one out-put measure, the number of degrees awarded by the Regent universities. The number of degrees awarded has increased over the past five years.] **Change to Nearing Completion. (26)**

2.1.2.2 Increase collaboration and cooperation with other sectors of post-secondary education in marketing efforts
[The annual report on Distance Education now contains a section on collaborative efforts. The annual report of the Regent Committee on Educational Relations describes ways that the universities have worked with community colleges and school districts to improve articulation. In addition, the Board Office is developing an inventory of cooperative agreements with other educational sectors.] **Monitoring in place. (27)**

2.2.1.2 Explore collaboration with business, industry, Iowa Workforce Development, and other agencies and organizations and prepare a report with recommendations
[The annual report on Technology Transfer contains numerous examples of collaboration and partnerships. During the past year, the Board Office staff has worked with the Governor's office and various state agencies in the area of economic development, especially in developing strategies for retaining graduates of the Regent universities in the state.] **Change to Nearing Completion. (28)**

4.4.1.1 Review existing data sources and measures of public understanding and confidence in the Board of Regents to identify common data elements desired
[The Board Office will continue to monitor data sources and obtain feedback on public understanding of the Board's role and institutional missions.] **Change to Nearing Completion. (31)**

The Board approved the addition of Action Step 4.4.1.4 last year. Its purpose is to encourage new communications efforts on behalf of the Board of Regents. Consistent with this purpose, the Board Office has begun publication of a quarterly newsletter and has made refinements to the Board's internet website.

Refining the Board of Regents' Plan in Selected Areas

There are three aspects of the Board of Regents Strategic Plan that have been identified by the Board as needing refinement. These include diversity, technology, and international education.

Diversity

During the year, the Priority Study Group on Diversity made a recommendation that the Board adopted at its March 2000 meeting. The new statement relates to the Board's Strategic Plan (KRA 3.0.0.) and establishes specific targets for enrollment and retention. However, no Action Steps were added, since these measures are consistent with current Action Steps 3.1.1.1, 3.1.1.2, 3.1.2.3, and 3.1.2.4.

The diversity goals and targets adopted by the Board in March 2000 included:

- Enrollment -- the target for the enrollment for minority students at each of the Regent universities will continue to be at least 8.5 percent of the total student population. The universities shall include strategies in their respective strategic plans to reach or exceed this target.
- Retention -- "Retention" shall be defined as (a) the number of returning minority students who complete the second year of study at a Regent university, and (b) the number of minority students who graduate within six years of admission.
- Retention -- The target for the two-year retention rate for minority students at each of the Regent universities shall be (1) the same as the two-year retention rate of majority students, or (2) an increase of 10 percentage points from a three-year average at each university as of the last annual measurement of the two-year retention rate and the two prior years, whichever is less.
- Retention -- The target for the six-year graduation rate of minority students at each of the Regent universities shall be (1) the same as the six-year graduation rate of majority students, or (2) an increase of 10 percentage points from a three-year average at each university as of the last annual measurement of the six-year graduation rate and the two prior years, whichever is less.
- Retention -- The universities will attempt to reach and maintain these retention targets as soon as possible, with an expectation of substantial progress on attainment of the two-year retention target by 2002 and the six-year graduation target by 2006.
- Retention -- The retention targets will apply to the aggregate of all minority students but the universities are urged to focus their efforts on each minority group.

Technology

Last year, the Regents encouraged the Board Office and institutional representatives to form a work group to continue efforts to define terms and to develop criteria so that further assessments of the Action Steps could be made in the areas of technology and international education.

The work group concluded that, in light of technological developments and their implications for teaching, research, and service at the Regent institutions, there is a need for refining of the Board's plan to help support institutional needs and foster effective use of the available resources. The work group proposes the following Action Steps be added to the Board's strategic plan:

4.2.1.5   Encourage and support the varied approaches of each institution in using technology to advance each institution's unique mission and culture. (page 32)

4.3.1.4   Expand the capacity and improve the reliability of shared computational and networking infrastructures as appropriate for Regent institutions to deliver 21st century higher education. (page 33)

4.3.1.5   Assure adequate funding to acquire, renew, and sustain the technology resources necessary for supporting the mission of each institution. (page 33)

4.4.2.5   Explore opportunities for sharing electronic content between Regent institutions, using shared devices and networks. (page 34)

Higher education has a significant role in preparing students and conducting research to meet the needs of a global economy. Iowans are increasingly confronted with issues relating to international travel, communications, and commerce. The globalization of commerce, people, and communications has created new challenges for post-secondary institutions in education, training, research and service for the global economy. The Regent universities have undertaken various efforts in these areas.
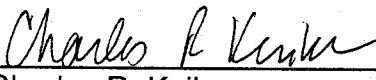
International Education

To recognize the increased emphasis upon globalization efforts at the universities, the work group proposes the following addition to the Board's strategic plan:
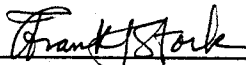
1.1.1.8   Each institution undertakes efforts to ensure that curricula reflect internationalization and enhance global awareness. (page 35)

The Board Office proposes to work with the institutions to find ways for the Board's plan to be strengthened in these areas so that the Board can be appropriately supportive of the institutions. See Attachment E for implementation details of the new performance indicators.

The Board has established a process to facilitate regular review and input from each of the Regent institutions regarding its strategic plan. For the next year, the fourth of the five-year plan, the Board Office intends: (a) to work with a task force of institutional representatives to maintain and enhance the linkage of the strategic plans; and (b) to assure that assessment measures are in place for all Action Steps.

Recognizing that assessment of the 83 Action Steps is essential for accountability purposes, that Board requests the Board Office and the Regent institutions, have in place by December 2001 appropriate monitoring procedures for the six Action Steps which currently have been only partially implemented.

Charles R. Kniker   Approved: Frank J. Stork
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