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STRATEGIC PLANNING PROCESS

FOR



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Prepared by

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In developing this proposal, the following publications were drawn on heavily and frequently. Thanks are extended to the authors for their expertise in the philosophy and practice of strategic planning in higher education:

Hollowell, D., Middaugh, M., Siboloski, E. (2006). *Integrating higher education planning and assessment: A practical guide*. Ann Arbor, MI: Society for College and University Planning.

Middle States Commission on Higher Education (2002). *Characteristics of excellence in higher education: Eligibility requirements and standards for accreditation*. Philadelphia: Middle States Commission on Higher Education.

Rowley, D., Lujan, H., Dolence, M. (1997). *Strategic change in colleges and universities: Planning to survive and prosper*. San Francisco: Jossey-Bass.

DEFINITIONS

FROSTBURG STATE UNIVERSITY STRATEGIC PLANNING PROCESS

Core Values: Those components of the university that will remain inviolate, regardless of environmental changes, programmatic shifts, etc.; what the university is “known for.”

Key Performance Indicators: A measure of an essential performance outcome of a particular organizational performance activity or an important indicator of a precise health condition of an organization. ¹

Master Goals: Fundamental issues necessary for a university to achieve its definition of excellence. KEY PERFORMANCE INDICATORS are the primary indices of achievement.

Objectives: Specific, measurable actions taken to illustrate achievement of the components of a goal.

Planning Unit: Operational entities of the university assigned specific functionalities that are supported by institutional budgets.

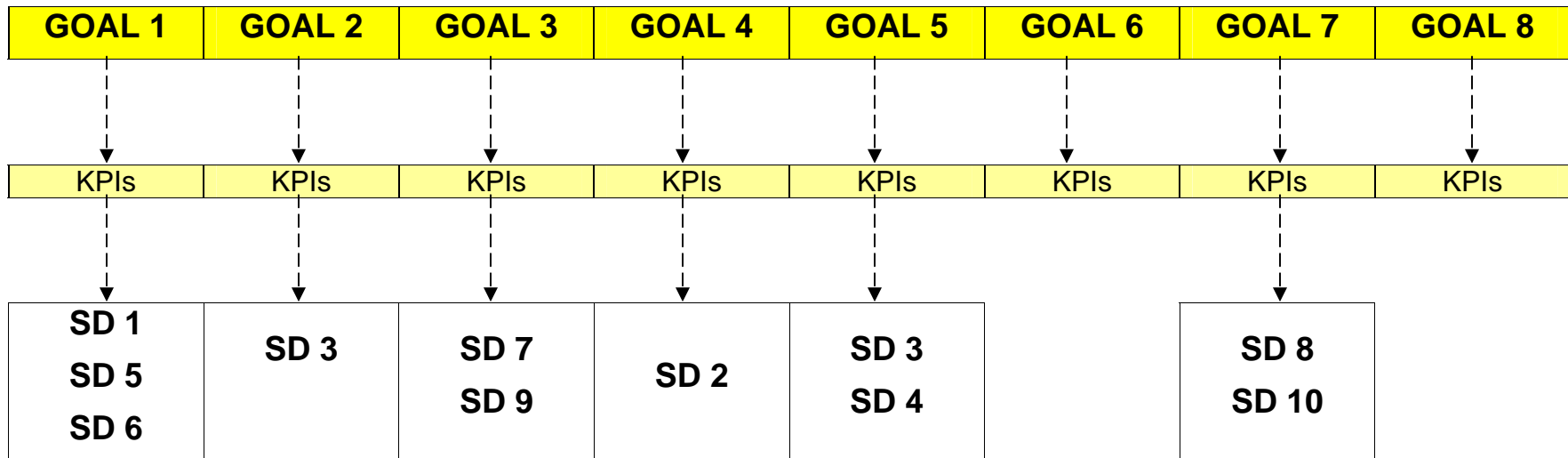
Strategic Directions: Broad focus areas identified by the university that translate the mission statement and vision statement into categories that lend themselves to measuring the level of success attained. Often, strategic directions have a two-three focus period.

Strategy: A “second-level” definition of a master goal, providing direction for, and constraints on, administrative and operational activities

Vision: What the university aspires to be.

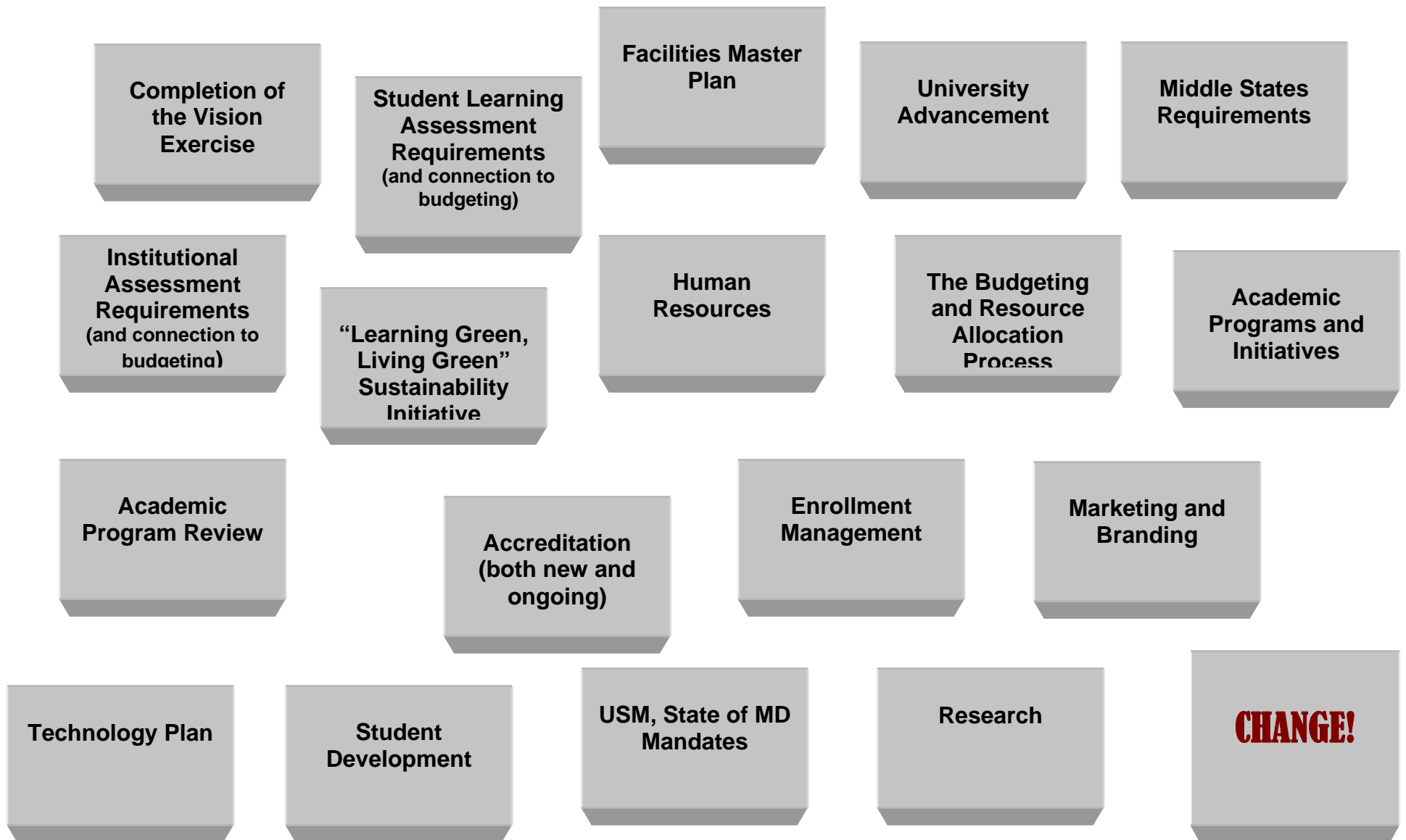
¹ Rowley, D., Lujan, H., Dolence, M. (1997). *Strategic change in colleges and universities: Planning to survive and prosper* (p. 108). San Francisco: Jossey-Bass.

MASTER GOALS
 are achieved through the establishment of
STRATEGIC DIRECTIONS, selected
 through ongoing and consistent analysis of
 the University's internal and external environment

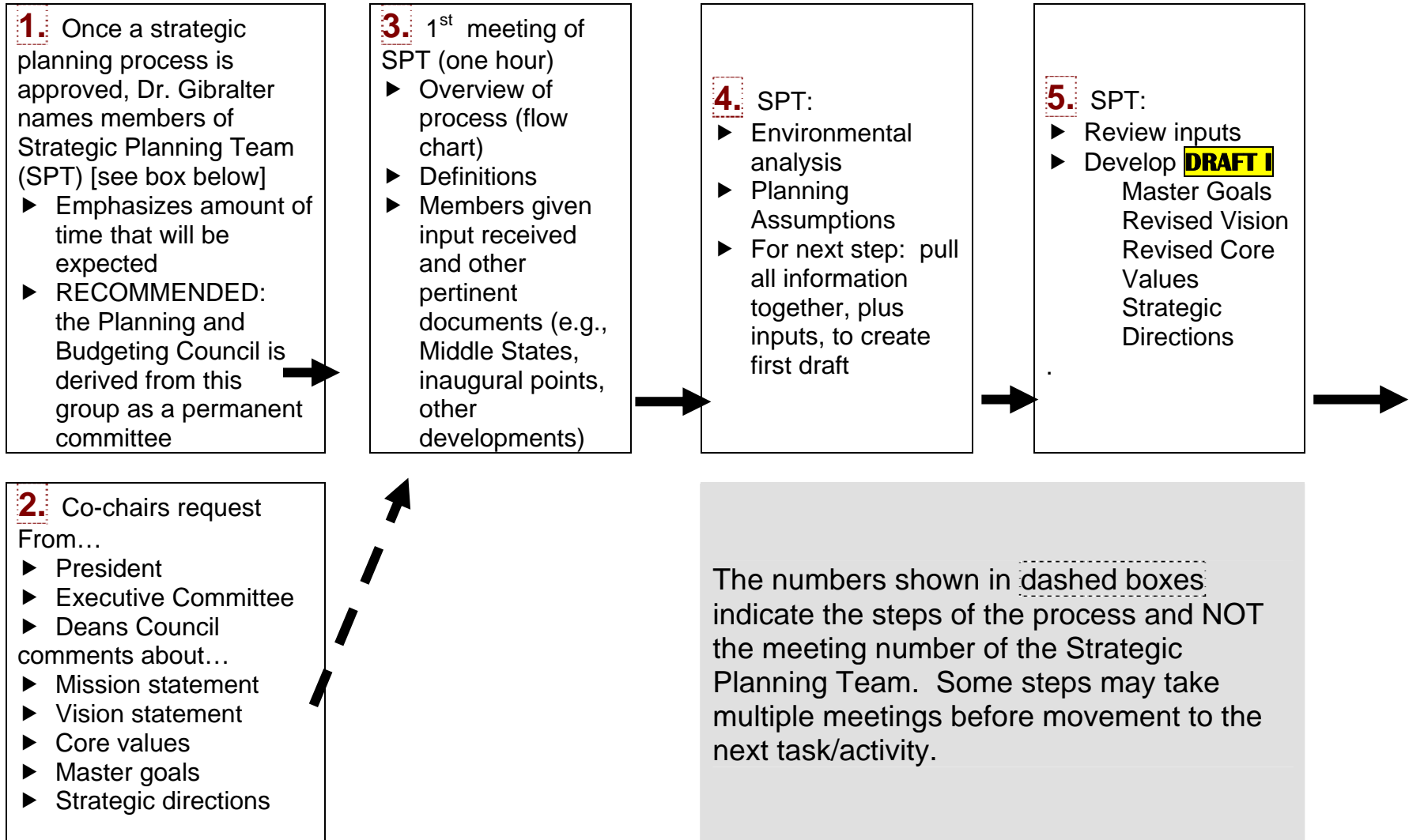


STRATEGIC DIRECTIONS usually have a two-three year focus.
 Depending on the environment, not every **MASTER GOAL** will have a
STRATEGIC DIRECTION during each focus period.

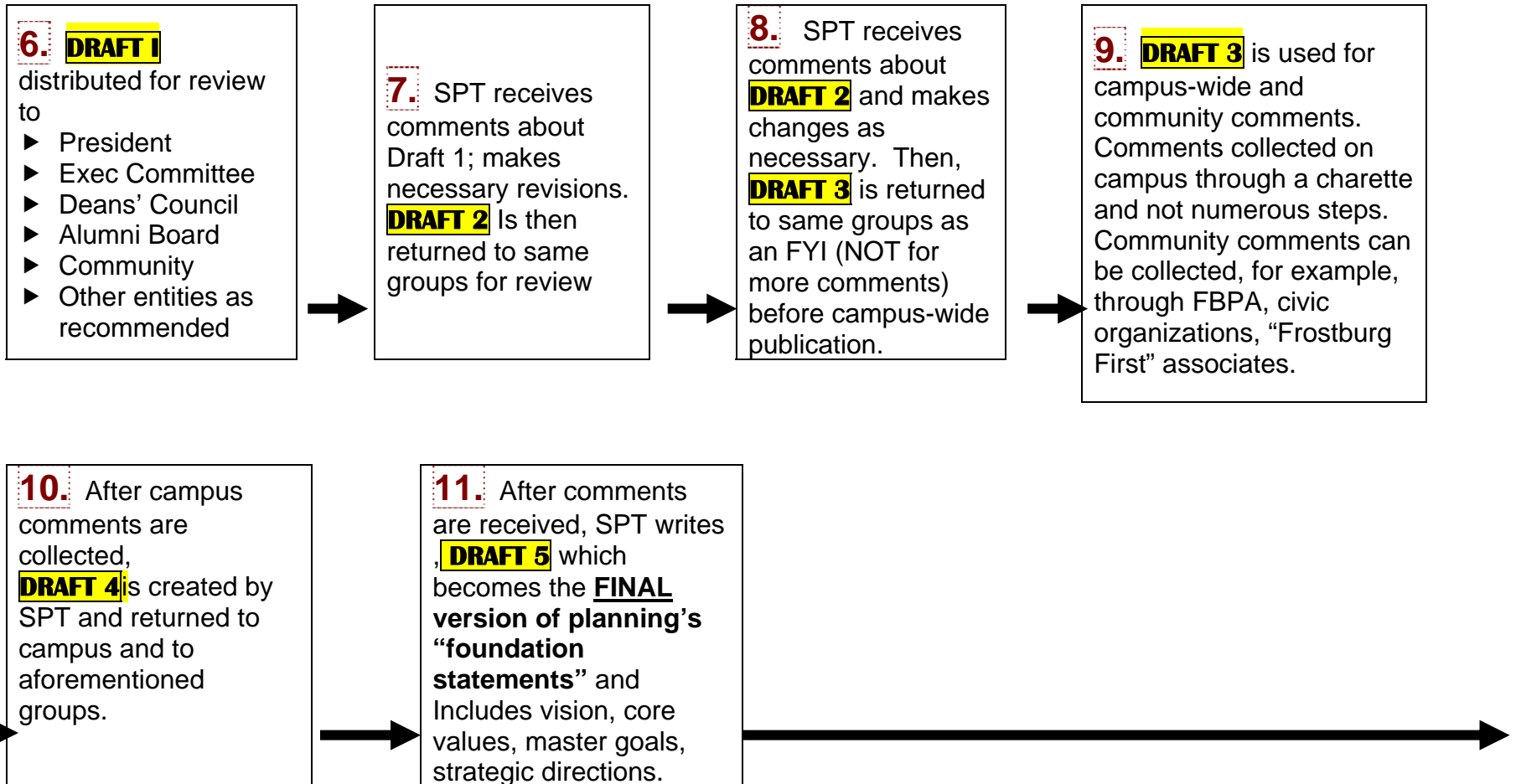
**EXISTING ELEMENTS THAT NEED COORDINATING THROUGH A STRATEGIC PLAN
(an incomplete list...)**



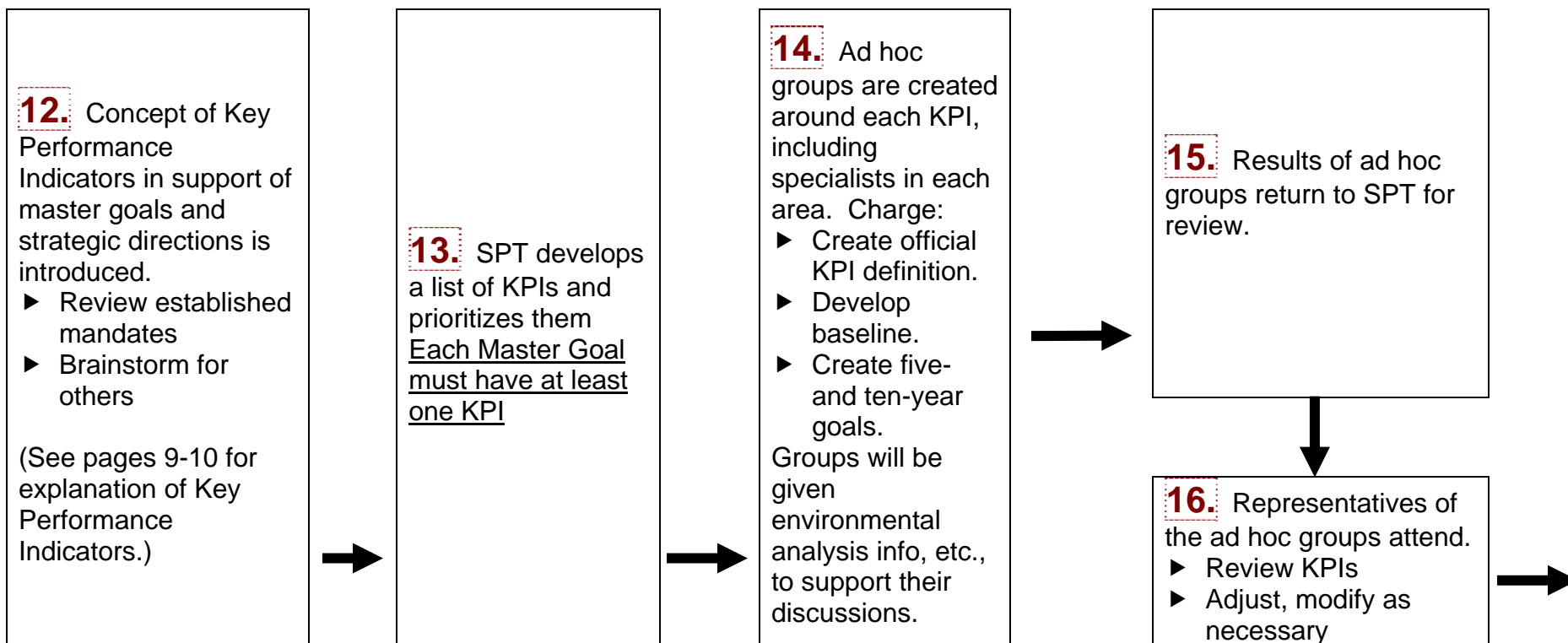
PHASE ONE: DEVELOP DRAFTS OF FOUNDATION STATEMENTS



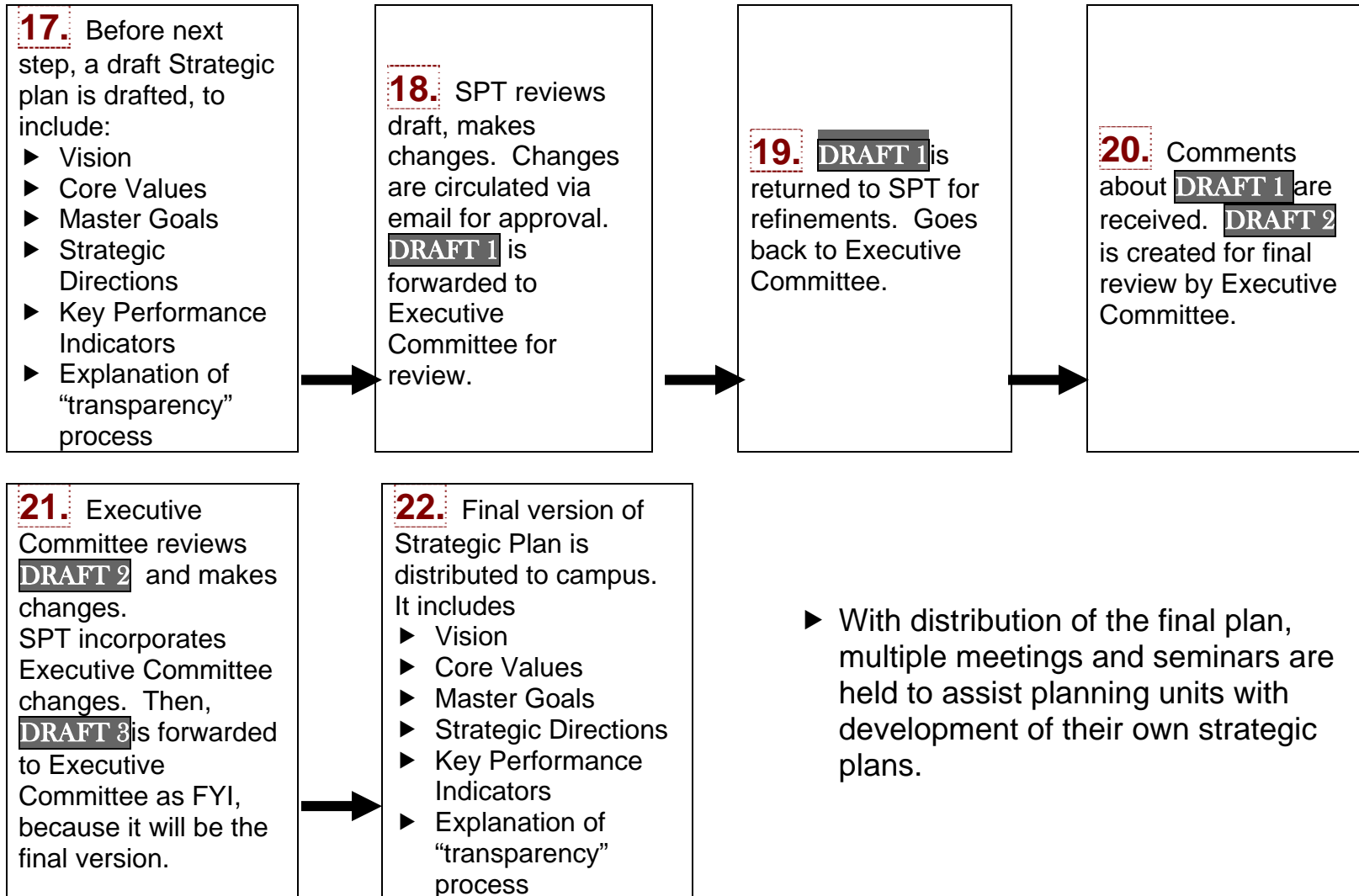
PHASE TWO: HOLD PUBLIC MEETINGS AND CONFIRM FINAL FOUNDATIONS



PHASE THREE: ESTABLISH KEY PERFORMANCE INDICATORS



PHASE FOUR: DEVELOP DRAFT OF OVERALL PLANNING PROCESS FOR FINAL REVIEW AND IMPLEMENTATION



KEY PERFORMANCE INDICATORS

This section draws heavily from Rowley et al, Chapters 6 and 7.

VALUE TO THE PROCESS

Key performance indicators (KPIs) provide the foundation that allows strategic planning to answer these fundamental questions:

1. What measures will our stakeholders (both internal and external) use to determine whether we are being successful? Put another way...What are our obligations as an educational institution, and how can our successful achievement of these obligations be measured?
2. What are the most important outcomes of performance that will demonstrate our success?
3. What are the institutional factors of which we must be continually aware and attempt to control (e.g., allocations, grants, public relations, retention, recruitment)?

DEFINITION

KPIs are measures of an *essential performance outcome* or a particular organizational performance activity or an important indicator of a precise health condition of the University.

Performance outcome KPI: Measurements of an essential activity over which FSU has control. An essential activity is one that has a direct bearing on the perceived well-being and success of the institution (some, in fact, may be critical to institutional survival). Examples:

- ▶ Institutional financial performance
- ▶ Enrollment
- ▶ Retention
- ▶ Academic program quality
- ▶ Faculty quality (recruitment, development, etc.)

Health condition KPI: Conditions over which the institutional may have a level of control ranging from none to complete. These KPIs are indicators of conditions that affect the health and well-being of the institution. Examples:

- ▶ Public perception of quality
- ▶ Campus perception of institutional mission, purpose, "direction"
- ▶ State funding levels

Setting goals for some KPIs may be more difficult (e.g., “quality of faculty”) and thus will demand campus-wide discussions.

IMPORTANT: KPIs, when finally selected and approved, will have one and only one definition throughout the organization.

FUNDAMENTAL FEATURES OF KPIs

To be of legitimate use in strategic planning, KPIs

1. Must be clearly defined,
2. Must be measurable,
3. must have an identifiable and consistent method of measuring over time, and
4. must clearly articulate and connect to a specific goal that the University wishes to achieve or a direction it wishes to head.

WHERE KPIs CAN BE DERIVED

- ▶ Internal constituents (e.g., VISION)
- ▶ Internal benchmarks
- ▶ External constituents (alumni, employers, parents)
- ▶ External mandates (USM, State)

WHY KPIs ARE IMPORTANT

KPIs actually form the base of a true “nimble” strategic planning process, serving as

barometers as to the health and progress of the institution in their periodic and regular monitoring (and shifting of priorities and resources as necessary in response) of PERFORMANCE against EXPECTATIONS. The use of KPIs can give FSU a true data-INFORMED approach to planning that can then support data-INFORMED decision-making.