Lessons learned

- Mission focused
- Be clear about the language of strategic planning
  - No standard use of planning terminology
    - Goals, performance goals, objectives, actions, strategies, tactics, metrics, indicators, targets, measures, etc.
    - Importance of defined terminology
- You can’t do or measure everything
  - Prioritize
Lessons learned

- Importance of knowing the level of attainment of the performance goal
  - Difference between what you are trying to achieve and what you “do”

- Build in accountability
  - Everybody’s job is nobody’s job
  - Need a “champion” or “owner” (performance goals)

- Communicate
  - Develop meaningful, accessible support processes
    - Goals, objectives, targets on line for review and progress monitoring
Input
Recruit highly qualified students, faculty, and staff

Quality
Provide an excellent learning environment

Climate
Encourage the realization and recognition of the full potential of all campus community members

Outcomes
Instill in our graduates skills appropriate to their professions and life-long learning

Resources
Provide resource management & development that supports the academic mission
## Goal 1: Recruit and Retain Highly Qualified Students, Faculty and Staff

<table>
<thead>
<tr>
<th>Metric</th>
<th>Current Level</th>
<th>Goal</th>
<th>Data Source</th>
<th>Collection Agent</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Enroll highly qualified students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1.1</td>
<td>Meet 100% of all enrolled students' demonstrated financial need for four years.</td>
<td>75%</td>
<td>100%</td>
<td>Banner</td>
<td>FinAid</td>
</tr>
<tr>
<td>1.1.2</td>
<td>A maximum of 20% of this aid should be self help (loans, work-study, etc).</td>
<td>25%</td>
<td>≤ 20%</td>
<td>Banner</td>
<td>FinAid</td>
</tr>
<tr>
<td>1.1.3</td>
<td>Increase to 20% the enrollment yield among students defined as &quot;Category I&quot; by the Admissions and Financial Aid Offices.</td>
<td>&lt;10%</td>
<td>20%</td>
<td>Banner</td>
<td>Admissions</td>
</tr>
<tr>
<td>1.2 Hire highly qualified faculty and staff.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2.1</td>
<td>100% of tenured and tenure-track faculty should hold an earned doctorate degree.</td>
<td>99%</td>
<td>100%</td>
<td>Fall Faculty Snapshot</td>
<td>IRPA</td>
</tr>
<tr>
<td>1.2.2</td>
<td>75% of the engineering faculty at the associate or full professor rank have experience in an industrial environment.</td>
<td>75%</td>
<td></td>
<td>Academic Affairs Records</td>
<td>Dean of Faculty</td>
</tr>
<tr>
<td>1.3 Retain enrolled students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3.1</td>
<td>Maintain an attrition rate of less than 5% for students from their first to second year.</td>
<td>5.8%</td>
<td>&lt;5%</td>
<td>CDS*</td>
<td>IRPA</td>
</tr>
<tr>
<td>1.3.2</td>
<td>Maintain an attrition rate of less than 20% for students from enrollment to graduation.</td>
<td>22.1%</td>
<td>&lt;20%</td>
<td>CDS</td>
<td>IRPA</td>
</tr>
<tr>
<td>1.4 Retain faculty and staff.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4.1</td>
<td>Maintain an annual attrition rate of less than 5% for tenured and tenure-track faculty and full-time staff (excluding retirees).</td>
<td>&lt;5%</td>
<td></td>
<td>Banner</td>
<td>HR</td>
</tr>
</tbody>
</table>

*CDS=Common Data Sets
Recruit and Retain Highly Qualified Students, Faculty and Staff

Enroll Highly Qualified Students
- Meet Demonstrated Financial Need
- Limit Self-Help Aid
- Increase Category 1 Enrollment Yield

Hire Highly Qualified Faculty and Staff
- Faculty PhD. Percentage
- Faculty Industry Experience

Retain Enrolled Students
- Student Retention Rate (Y1-Y2)
- Student Graduation Rate (6-Year)

Retain Faculty and Staff
- Faculty/Staff Attrition Rate

Develop an Excellent Learning Environment

Promote Faculty/Student Interaction
- Faculty Available Outside of Class
- Faculty to Student Ratio

Emphasize Excellence in Teaching
- Overall Quality of Preparation
- Teaching Workshop/Seminars

Provide Facilities and Necessary Resources
- Adequate, Modern, State-of-Art Equipment

Promote Different Perspectives through Diversity
- Student Body Mix
- Faculty Staff Mix
- Student Conversations w/ Diverse Population

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- Student Input on Decisions
- Faculty/Staff Student Advisor

Provide Resources to Support the Institute’s Academic Mission

Allocate Resources Consistent-Academic Mission
- Instruction and Academic Support Expenditures
- Instruction Expenditures
- Teaching FTE vs. Total Personnel
- Student Services Expenditures
- Institutional Support Expenditures
- Operations/Maintenance Expenditures

Generate Net Revenue from Auxiliary Enterprises
- Generate Net Revenue from Auxiliary Enterprises to support the Institute’s operating expenditures.

Increase Endowment per Student over Inflation
- Sufficient Endowment per Student
Recruit and Retain Highly Qualified Students, Faculty and Staff
Retain Enrolled Students

Maintain retention rate of 95% for students from their first to second year

<table>
<thead>
<tr>
<th>Retention Rate (Y1-Y2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value: 91.2%</td>
</tr>
<tr>
<td>Target: 95.0%</td>
</tr>
</tbody>
</table>

Description:
(CDSB21) For the cohort of all full-time bachelor’s (or equivalent) degree-seeking undergraduate students who entered the institution as freshmen in fall, the percentage who were enrolled at the institution as of official enrollment date the following fall.

Source:
IRPA
CDS (Common Data Set)
Fall Census

<table>
<thead>
<tr>
<th>Year</th>
<th>Student Retention Rate (Y1-Y2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>92.3%</td>
</tr>
<tr>
<td>2000</td>
<td>94.0%</td>
</tr>
<tr>
<td>2001</td>
<td>91.0%</td>
</tr>
<tr>
<td>2002</td>
<td>94.1%</td>
</tr>
<tr>
<td>2003</td>
<td>91.2%</td>
</tr>
</tbody>
</table>
Enroll highly qualified students

- Meet Financial Need
  - Value: 100%
  - Target: 100%

- Self-Help Aid
  - Value: 20%
  - Target: <20%

- Category 1 Enrollment Yield
  - Value: 0.8%
  - Target: 20.0%

Hire highly qualified faculty and staff

- Faculty PhD's
  - Value: 99%
  - Target: 100%

- Faculty Industry Experience
  - Value: 68%
  - Target: 75%

Retain enrolled students

- Retention Rate (Y1-Y2)
  - Value: 91.2%
  - Target: 95.0%

- Graduation Rate (6-year)
  - Value: 79.7%
  - Target: 80.0%

Retain faculty and staff

- Attrition Rate
  - Value: 5.9%
  - Target: <5.0%
IRPC GOALS/METRICS/DASHBOARD INDICATORS

Recruit and Retain Highly Qualified Students, Faculty and Staff
Retain Enrolled Students

Maintain a 6-year graduation rate of 80%.

Graduation Rate (6-year)
Value: 79.7%
Target: 80.0%

Description:
Full-time first-time bachelor's degree-seeking undergraduate graduation rate within six-years.

Source:
IRPA
CDS (Common Data Set)
Fall Census

Student Graduation Rate (6-year)

<table>
<thead>
<tr>
<th>Year</th>
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</tr>
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<tbody>
<tr>
<td>1999</td>
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<tr>
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<td>76.5%</td>
</tr>
<tr>
<td>2002</td>
<td>77.9%</td>
</tr>
<tr>
<td>2003</td>
<td>79.7%</td>
</tr>
</tbody>
</table>

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## Goal 2: Develop an Excellent Learning Environment

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>85% of students report that faculty are available for contact outside of class time.</td>
<td>≥ 85%</td>
<td>Course Evals IRPA End of Qtrs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2</td>
<td>Course evaluation scores for the quality of instruction should exceed 4.0 for the Institute average.</td>
<td>&gt; 4.0</td>
<td>Course Evals IRPA End of Qtrs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3</td>
<td>Based on dollar replacement cost, at least 75% of the value of equipment is classified as adequate, modern, state-of-the-art in Academic Affairs and CIO annual reports.</td>
<td>≥ 75%</td>
<td>CIO/Academic Affairs Annual Report Dean of Faculty/CIO Late Summer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.4</td>
<td>Student body mix: Underrepresented Minorities 3.1% Women 18.1% International Students 1.0%</td>
<td></td>
<td>CDS IRPA Fall Census</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Faculty/Staff mix: Underrepresented minorities 2.7% Women 35.2% XX % of student body reporting that they often or very often have serious conversations with students of a different race or ethnicity than their own.</td>
<td></td>
<td>CDS IRPA Fall Census</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Promote opportunities for interaction between faculty and students both in and out of the classroom.
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