

EASTERN KENTUCKY UNIVERSITY

**Strategic Planning
Progress Report**

Assessing Academic Year 2005–06



**Presented to
The President**

**By
The University Strategic Planning Committee
December 1, 2006**

Introduction

This report provides a summary of the progress made on each of the goals identified in the 2003-2006 Eastern Kentucky University Strategic Plan which was adopted by the EKU Board of Regents in June of 2003. The University Strategic Planning Committee (SPC) coordinated the implementation of the plan. . The plan contains six goals and 17 strategic directions (SDs) linked to those goals. Each of the SDs has multiple key performance indicators (KPIs) that sought to provide measurement mechanisms for the SDs.. For purposes of this report, extensive data was assembled through use of the TracDat system and other appropriate means. The University Assessment Committee (UAC) reviewed the data and submitted a report to the SPC on October 31, 2006. The report offers detailed documentation for each of the KPIs and SDs. That UAC report served as the foundation for this summary (See Attachment for the UAC report and appendices). The following discussion of each goal contains an overview and summary statement regarding the progress made on that goal. This statement is followed by a more specific examination of the change rating of each SD that relates to the goal being discussed. Finally, recommendations for improvement and relationships to the 2006-2010 EKU Strategic Plan are also included.

The SPC used the following two scales to evaluate progress on the University-level KPIs..

The Change Scale

Rating				
1	2	3	4	5
Definite, measurable loss of ground	Slight negative trend or smaller rate of decline	No change	Slight positive trend or smaller rate of increase	Definite, measurable appropriate and/or positive change

The Plan Scale

Rating				
1	2	3	4	5
No plan	Plan in place, but not fully implemented and/or changes needed in plan	Operational plan	Thorough use of plan, beginning to achieve goal	Plan has been used to close the loop, and/or goal is completed

Goal 1: To promote and support a climate that respects and celebrates diversity

Strategic Direction 1.1: Enhance a climate that supports diversity

Strategic Direction 1.2: Increase recruitment and retention of diverse faculty, staff and student body to reflect global society

The indicators show that we have made some progress with this goal.

Strategic directions 1.1 and 1.2 share a common KPI as measured by the Diversity Index so those data apply to both SDs. While the student, faculty, and staff diversity indices are relatively low, EKU has shown progress in diversifying its employees and students since 1999. Most areas on campus report increases in the diversity indices, with three currently reporting the highest values in six years. In comparison to fall 2004, , five of the nine diversity indices have shown improvement or stability, while four have decreased. While the indices are low in comparison to Kentucky and the U.S., there has been consistent growth in the diversity of the student body. The staff data lacks a consistent baseline due to necessary reclassifications of positions by Human Resources (HR) and an increase in the number of grant-funded positions. As grant-funded positions are subject to annual change, those positions make it difficult to establish a clear and consistent baseline. The SPC will work with HR to establish a more reliable baseline for next year.

The second KPI for SD 1.1 is the biannual Campus Climate Survey, first administered in 2002. The University has not administered this biannual survey since 2002. The Strategic Planning Committee recommends that the survey be administered in 2007 for assessment in 2008.

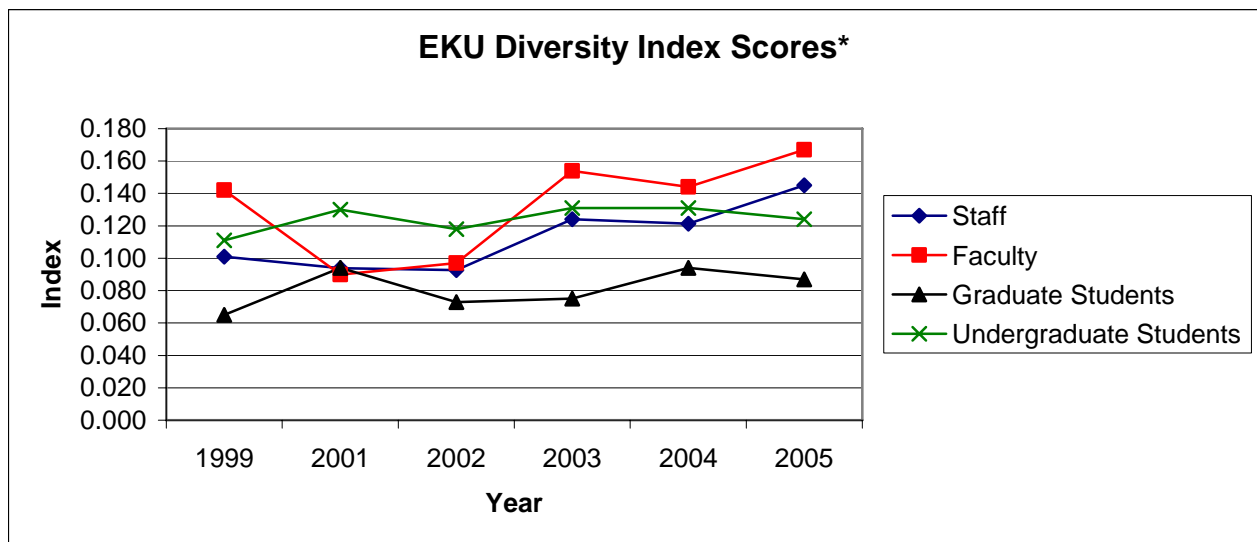
The final KPI for SD 1.1 is a measure of diversity-related campus events. There was a significant increase in the number of events and participants compared to 2004-05. This increase is likely due to the rising awareness of this KPI. The diversity-related events offered spanned the entire campus and extended campus communities and encompassed a wide range of issues including the arts, health care delivery, gender-related issues, disability and community inclusion.

In addition to the Diversity Index, the second measurement of SD 1.2 incorporates the targeted eight objectives established by the Council on Post-Secondary Education (CPE) in accordance with the requirements of the Kentucky Plan for Desegregation for recruitment and retention of faculty, staff, and students. The most recent data show a slight positive trend since the total number of objectives met increased by one this year. However, despite initiatives to improve its ability to attract African-American candidates, EKU has failed to achieve CPE goals for employment of African-Americans as faculty for the past two years.

While it is clear that EKU has made progress toward achieving Goal 1 of the 2003-2006 Strategic Plan, more progress remains to be made. That is why the 2006-2010 plan includes a goal related to inclusiveness and diversity. Although the SDs in this area remain the same, the KPIs are much more specific and measurable than those written for the 2003-2006 plan. For example, while the 2003-2006 plan did not set measurable goals for the Diversity Index and CPE

KY Plan KPIs, the new plan charges the University to improve the Diversity Index by one percentage point each year and achieve 7 of the 8 KY Plan goals by 2010.

Strategic Direction	KPI	Change/Plan Scale Rating
1.1	Percentage of ECU faculty, staff, and students of diverse backgrounds <i>This KPI was measured using the Diversity Index (see the graph below)</i>	<p>Students = 4: The Diversity Index for undergraduates increased slightly from 0.11 (1999) to 0.124 (2005). For graduate students it increased from 0.078 (2000) to 0.08 (2005).</p> <p>Faculty = 4: The Diversity Index for faculty increased from 0.142 (1999) to 0.167 (2005) with some fluctuations during the years in between.</p> <p>Staff = 4: The Diversity Index for staff increased from last year in 3 of the 6 categories, with the Skilled Craft category demonstrating an increase from 0.00 (2004) to 0.105 (2005).</p>
1.1	Responses of faculty, staff, and students to a biannual climate survey	No data has been gathered since the 2002 survey administration.
1.1	All diversity-related campus events	5: 55% increase in events and participants
1.2	Same Diversity Index KPI as SD 1.1	4: Same change rating as above
1.2	The CPE Kentucky Plan for Desegregation objectives for recruitment and retention of faculty, staff and students	4: ECU achieved 6 out of 8 objectives in 2005-06 compared to 5 of 8 in 2004-05.



*The lowest possible value for this diversity index is zero—for a population where everyone has the same background. Theoretically, the highest value is one—for a population where each

member is racially or ethnically different from the others. Practically, the most diverse campuses in the U.S. have values of 0.70. The diversity index for the state of Kentucky is 0.18.

Goal 2: To continuously improve programs, services, and infrastructure of the University through the use of inclusive and innovative processes

Strategic Direction 2.1: Enhance faculty and staff use of technology

Strategic Direction 2.2: Improve institutional effectiveness by utilizing a strategic planning, budgeting, and assessment process that incorporates shared governance

Strategic Direction 2.3: Increase base budget funding for deferred maintenance

Strategic Direction 2.4: Increase financial flexibility

The indicators show that we have made significant progress on this goal.

Data for the two KPIs measuring SD 2.1 show positive results. There has been a slight positive trend in the percentage of courses that are web-based or web-enhanced. Specifically, from Fall 2004 to Spring 2006 there was an increase of 5 percent in the proportion of courses that were web-based or web-enhanced. Also, there has been a 23 percent increase in the proportion of faculty and staff using Blackboard from Fall 2003 to Spring 2006. While these increases seem excellent on the surface, in the future a determination needs to be made as to whether the tools are being used effectively. The current assessment simply measures frequency of use.

Data for the KPI measuring SD 2.2 show no improvement over last year. However, this is not a concern since overall 86 percent of eligible programs are accredited. The total number of programs accredited in 2005-06 (63 out of 73 eligible) remains the same as in 2004-05. The committee has removed this KPI from SD 2.2 in the 2006-2010 Plan because the use of external accreditation as a measurement does not effectively evaluate shared governance.

Data for the two KPIs measuring SD 2.3 show substantial increases. More specifically, the deferred maintenance base budget has increased by almost \$4.5 million from 2003-04 to 2005-06. During the same time period the University has increased spending on deferred maintenance by over \$2 million. The 2006-10 plan has adjusted the KPIs under this SD to determine whether the deferred maintenance budget is appropriate to the needs of the University.

Finally, data for the two KPIs measuring SD 2.4 also show significant increases. Specifically, the amount of unallocated unrestricted budget reserves increased by \$10.9 million from 2000-01 to 2005-06 and the amount of the contingency fund increased by approximately \$1.48 million from 2003-04 to 2005-06. Nevertheless, over the long term, it may be necessary to standardize dollars/year.

The 2006-2010 Plan builds upon the information gleaned through assessment of the 2003-2006 plan. Specifically, the new plan adds to this goal a SD related to enrollment planning (SD 2.5). It also increases the number and quality of KPIs for each SD. The new KPIs incorporate some of the suggestions previously forwarded in this report on appropriate measurement of SDs and include specific measurable metrics with numerical targets. For example, a maintenance-related KPI in the 2006-2010 Plan states, "The percentage amount spent on deferred maintenance to the amount budgeted for deferred maintenance should be at least 90% annually."

Strategic Direction	KPI	Change/Plan Scale Rating
2.1	Percentage of courses that are web-based or web-enhanced	4: In Fall 2004 18% of all possible courses were web-enabled. That proportion increased in Fall 2005 to 21% and again in Spring 2006 to 23%.
2.1	Percentage of faculty and staff using Blackboard	5: In Fall 2003, 50% of faculty/staff provided instruction using Blackboard and in Spring 2006 this figure increased to 73%.
2.2	Program accreditation and re-accreditation review results	3: 52% (11 out of 21) of eligible programs were accredited by external units during this review cycle; 86% of eligible programs are accredited.
2.3	Deferred maintenance base budget	5: From 2003-04 to 2005-06 there has been a 1,290% increase in the deferred maintenance base budget (from \$345,261 to \$4,800,000).
2.3	Actual spending on deferred maintenance	5: From 2003-04 to 2005-06 there was a 161% increase in spending on deferred maintenance (from \$1,255,997.41 to \$3,275,839).
2.4	Amount of unallocated unrestricted budget reserve	5: In 2000-01 there was an unrestricted fund balance of \$0 and in 2005-06 there was \$10.9 million.
2.4	Amount of contingency fund	5: From 2003-04 to 2005-06 there was a 59% increase in amount of the contingency fund (from \$2,518,783 to 4,000,000).

Goal 3: To promote learning through high quality programs and services

Strategic Direction 3.1: Enhance student learning through excellence in teaching, scholarship, and service

Strategic Direction 3.2: Improve compensation to attract and retain high quality faculty and staff

Strategic Direction 3.3: Increase opportunities for and participation in learning experiences inside and outside the classroom

The indicators show that we have made some progress with this goal.

Data for the two KPIs measuring progress on SD 3.1 show mixed results. The slight decrease in the percentage of programs and options recording learning objective assessment measures in TracDat may be a reflection of an increased number of student learning objectives and/or modifications to assessment plans based upon previous year results (i.e. removal of measures not yielding applicable data). However results are being recorded for more student learning objectives and many more programs are recording use of results for every result. It is anticipated that as departments continue to use TracDat to record their progress there will be an increase in years to come.

Data for the two KPIs measuring progress on SD 3.2 show consistent improvement. The percentage of salaries below the median for our benchmark institutions and Kentucky comprehensive universities has steadily decreased as a result of the implementation of the faculty and staff salary equity plans. However, progress remains to be made on staff salary equity.

In 2005-06, data collected for the KPI for SD 3.3 indicate that academic units provided a wide array of enhancement/enrichment activities for students. Unfortunately, data are still not being collected systematically which prevents a valid quantitative assessment across categories. However, the reported data reflect that overall progress has been made toward achieving this SD.

Based on what was learned by assessing progress in these areas of the 2003-2006 Plan, the 2006-2010 Plan includes more SDs and more KPIs under goal 3. In addition, those SDs and KPIs are much more specific and measurable. For example, SD 3.1 in the 2003-2006 Plan is made more specific in the 2006-2010 Plan by separating its themes into four separate SDs that incorporate a greater number of KPIs per SD. Furthermore, those KPIs are significantly more measurable because they involve numerical targets. For example, a KPI in the 2003-2006 plan required a count of academic departments demonstrating use of results in TracDat. The related KPI in the 2006-2010 plan establishes a target by charging 100 percent of academic departments to provide this information. Finally, the 2006-2010 Plan is enhanced by the inclusion of a SD charging the University to develop and implement a Quality Enhancement Plan (QEP) involving faculty, staff and students.

Strategic Direction	KPI	Change/Plan Scale Rating
3.1	Provide a count of student learning outcome measures as currently loaded in TracDat	2: In 2006, 80% (compared to 82% in 2005) of all EKU degree granting program and degree options recorded assessment measures in TracDat for every student learning objective in TracDat.
3.1	Provide a count of follow-up entries for student learning outcomes currently loaded in the Results/Observations section of TracDat	4: Results of assessment data collected by degree granting and degree option programs that were recorded in TracDat was up from 58% in 2005 to 66% in 2006. A significant increase has been shown in the percentage of program and options recording the use of results for every result in the system (from 39% in 2005 to 64% in 2006).
3.2	EKU faculty and staff salaries compared to benchmark institutions or other appropriate comparators	4: A comparison of EKU salaries with the median salaries of our benchmark institutions and KY comprehensive universities indicate the percentage of EKU salaries below the median has dropped from 74% in 2003 to 46% in 2006.
3.2	Institutional process and funding plan to identify and address faculty and staff salary issues	<p>Faculty = 5: The faculty plan has achieved 100% of the targeted salaries after the distribution of August 2005 increases.</p> <p>Staff = 4: After the July 2006 staff salary market adjustments were complete all jobs were at approximately 69% of the targeted salaries. Plans are to provide additional market adjustments in the next two fiscal years (as the budget allows) to achieve 100% of targeted staff salaries.</p>
3.3	Number of students participating in academic or enhancement activities	5: In 2005-06, the data indicate that academic units provided a wide array of enhancement activities for students.

Goal 4: To provide intellectual and cultural opportunities which will develop and enhance scholarship and intellectual curiosity

Strategic Direction 4.1: Enhance professional development opportunities

Strategic Direction 4.2: Enhance resources and opportunities for faculty/staff/student collaboration in scholarly and creative activities

The indicators show that we have made some progress with this goal.

The priority given to professional development among ECU faculty and staff yielded improved results for the final year of the 2003-2006 strategic planning cycle. Compared to earlier data, an increased number of units reported having a professional development plan with measurable outcomes and reported how the results were being used to enhance future professional development. However, a number of reporting units simply presented a list of activities used for professional development without creating a plan with measurable outcomes as required by one of the KPIs for SD 4.1.

The information reported for 2004-05 indicated that, the KPI for S.D. 4.2 did not clearly communicate that the data should only include those publications, presentations and creative activities that clearly demonstrated collaboration between faculty and/or staff and students. In 2005-06, many of the activities reported lacked verifiable student involvement. Despite the lack of clarity for this KPI, it should be noted that verifiable collaborative activities involving either faculty and students or staff and students are occurring. The 2006-2010 Plan addresses this issue by incorporating more specific KPIs.

The ambiguity in the SDs and KPIs in this section of the 2003-2006 Plan is a prime example of why the 2006-2010 Plan is significantly specific and measurable across all goals, SDs, and KPIs. For example the KPI for SD 4.1 states that, "90% of faculty and staff will participate in at least one professional development activity annually." The earlier version of this KPI lacked the numerical target. Furthermore, the 2006-2010 Plan has expanded the scope of SD 4.2, added a third SD (SD 4.3) and has added associated KPIs that focus on developing and implementing a plan to increase the amount of time available for faculty and staff to pursue professional activities, creative endeavors and research.

Strategic Direction	KPI	Change/Plan Scale Rating
4.1	A plan with measurable outcomes to assess faculty and staff development	5: Of 11 Planning Groups, in 2006 9 had a plan in place compared to only 4 in 2005.
4.1	Use of outcome measure to enhance professional development of faculty and staff	5: In 2006 about half of the reporting units did report how results were being used to enhance professional development in the future compared to none in 2005.
4.2	National Survey on Student Engagement (NSSE) questions measuring participating in research with faculty	The NSSE was not given in 2006. Data from 2005 were reported in the previous year's report.
4.2	Publications, presentations, and creative activities	Data reported indicated that collaborative activities are taking place across campus that include faculty and students or staff and students. But, due to the nature the data reported, quantifiable gains cannot be reported.

Goal 5: To provide intellectual and cultural opportunities which will develop and enhance scholarship and intellectual curiosity

Strategic Direction 5.1: Increase net external funding with emphasis on grants, contracts, private support, and economic development activities

Strategic Direction 5.2: Enhance partnerships with business and community entities

Strategic Direction 5.3: Enhance external and internal marketing and public relations to increase visibility

The indicators show that we have made some progress with this goal.

Data for the two KPIs for SD 5.1 show progress in this area. From 2003-04 to 2005-06, total contract and grant revenue increased from \$58,577,872 to \$73,148,055. Total contract and grant revenue increased by over 140 percent from the 1999-00 period to the 2004-05 period, most of it in the form of federal support. The SPC recommends that all units in the University work diligently to obtain more state and local funds in addition to seeking federal dollars. All units in the University must be encouraged to seek outside funding in the years ahead.

Progress has been made on the KPIs for SD 5.2, albeit with mixed results. A few of the reporting units experienced a decline in partnerships; however, most units reported either no change or a measurable positive increase in partnerships. This was true for both academic and non-academic reporting units. The SPC recommends that all units continue to work toward partnerships, where appropriate, in accomplishing their mission and that the University reward such efforts.

Preliminary baseline data from an audit of integrated marketing communications (the KPI for SD 5.3) suggest that EKU's visibility has increased. The University's policy to "put students and learning first" and widespread consensus that the University should continue to work toward establishing itself as a regional University with a national reputation for excellence in regard to instruction, service, and scholarship will help to heighten the visibility of EKU and will reap rewards in the years ahead. The SPC recommends that EKU continue to take advantage of the excellent personnel and available resources at EKU to educate, in as many ways as possible, units outside of the University about the value of EKU to the region and the nation.

The goal and SDs in this area are essentially the same in the 2006-2010 Plan as they were in the 2003-2006 Plan. However, based on what the SPC learned from the 2003-2006 strategic planning process, there are now more KPIs for this goal area and those KPIs are much more specific and measurable. For example, a KPI in the 2003-2006 Plan reads, "Private contributions to university and foundation." The related KPI for the 2006-2010 Plan sets specific numeric targets and reads, "Increase net external funding in private support by 9 percent annually to reach \$4 million by 2010." In addition to more numerous, specific and measurable KPIs, the goal in this area for the 2006-2010 Plan includes a new SD and associated KPIs related to enhancing EKU's sense of stewardship to southeastern Kentucky.

Strategic Direction	KPI	Change/Plan Scale Rating
5.1	General university support generated by contract and grant activity for instruction, public service, and scholarship	4: The total contract and grant activity shows a positive increase over the baseline though a small reduction (\$2.8 million) from the previous year.
5.1	Private contributions to university and foundation	5: Compared to 2002-03, in 2005-06 individual contributions increased by almost 70%, total contributions increased by almost 60% and the number of donors increased by almost 40%.
5.2	Cooperative proposals involving other educational institutions, businesses, communities, and government entities	Academic Areas = 5, Non-academic Areas = 4: Compared to baseline data collected in 2004-05, in 2005-06 two units demonstrated a slight decrease in partnerships, five demonstrated no change in partnerships, three had a slight increase in partnerships and nine demonstrated a definite measurable positive increase in partnerships.
5.2	Participants served through outreach activities	Academic Areas = 5, Non-academic Areas = 4: Academic areas reported a total of approximately 93,000 participants served through outreach activities and non-academic areas reported approximately 146,000 participants.
5.3	Integrated marketing communications audit	4: The baseline audit was completed in September 2005. Activities reported showed an increase in stories published, stories aired on television, royalties received, and assistance provided through layout and design.

Goal 6: To attract, develop, and educate an increasingly diverse student body

Strategic Direction 6.1: Develop and implement a comprehensive enrollment planning process

Strategic Direction 6.2: Develop a student-centered support system for a diverse student population

The indicators show that we have made very little progress with this goal.

The data for the KPI measuring progress on SD 6.1 show that through the use of the comprehensive strategic enrollment management plan, ECU is beginning to achieve its enrollment and retention goals. However, retention for Black, non-Hispanic students is an area of concern since the retention rate for this group decreased slightly over last year.

The first KPI for SD 6.2 pertains to specific questions on the National Survey on Student Engagement. The University did not administer this survey during 2006. Data from 2005 were reported in the previous version of this report.

The second KPI for SD 6.2 is the biannual Campus Climate Survey, first administered in 2002. The University has not administered this biannual survey since 2002.

Since the themes of Goal 1 and Goal 6 of the 2003-2006 Plan are similar (i.e. diversity), Goal 6 no longer exists as a stand alone goal in the 2006-2010 Plan. Instead, its themes are incorporated into Goal 1 of the 2006-2010 Plan and its associated SDs. As has been the case for each goal in the 2003-2006 Plan compared to the 2006-2010 Plan, the KPIs in the new plan related to diversity are much more specific and measurable. For example, the KPI related to retention of diverse students now states, “Increase by 1% per year, the freshman to sophomore retention rate of diverse students.”

Strategic Direction	KPI	Change/Plan Scale Rating
6.1	Comprehensive strategic enrollment management plan	4: A comprehensive strategic enrollment management plan is in place and is being utilized to guide enrollment management decisions. Through the use of this plan, ECU is beginning to achieve its enrollment and retention goals.
6.2	National Survey on Student Engagement (NSSE) measuring student satisfaction with the student-centered support system	The NSSE was not given in 2006. Data from 2005 were reported in the previous year’s report.
6.2	Biannual climate survey questions on student satisfaction with the student-centered support system	No data has been gathered since the 2002 survey administration.

Conclusion

As evidenced by this review of progress made on the 2003-2006 Strategic Plan, ECU is making significant strides toward accomplishing each of the goals identified by the SPC. Still, more progress is being made in some areas versus others. ECU is committed to diversity and inclusiveness, program improvement, promoting learning, providing intellectual and cultural opportunities, and constituency engagement. Each of these goals are important to student learning and to the service ECU can provide to the region and to the Commonwealth.

For that reason, and because much work remains to be done in each of these areas, the basic themes of the goals and SDs of the 2003-2006 Plan carry over to the 2006-2010 Plan. Just as the University strives to continually improve through the strategic planning process, the SPC sought improvement with the creation of the 2006-2010 Plan. This new plan benefits from the knowledge gained through the assessment of progress made on the 2003-2006 Plan. The new plan is more comprehensive (i.e. 22 SDs versus 16 and 96 KPIs versus 28), specific (i.e. clearer language is used to define metrics) and measurable (i.e., numerical targets are given for all KPIs that do not involve creating a baseline). However, those significant improvements will be wasted if planning groups, reporting units and individuals do not take their strategic planning responsibilities seriously by working diligently to achieve their directives and provide clear evidence of their progress in TracDat or other databases.

It is imperative that the university community build upon the progress made through the implementation of the 2003-2006 Strategic Plan while shifting its focus to the new goals set forth in the 2006-2010 Strategic Plan. If that can be accomplished at all levels of the University, ECU will continue to provide students with the best possible educational opportunities in an excellent academic environment.