Strategic Plan:
2010 – 2013

9 August 2010
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Executive Summary

Southern Polytechnic State University is committed to a strategic planning process that is broadly inclusive. The process is driven by a representative group drawn from across the University community, as guided by the University’s policies and procedures regarding institutional effectiveness. The University System of Georgia Strategic Plan (http://www.usg.edu/strategicplan/) was a guiding factor in the development of this institutional plan.

To realize its vision for the future, Southern Polytechnic is planning to broaden its focus from curriculum and enrollment to the larger goal of student success, both while the students are enrolled and after graduation. Relative to the 2006 strategic plan, the new goals represent a transition from the internal emphasis on numbers of students and numbers of programs offered to the external measures of success and the value that SPSU graduates bring to their careers and their community. This new plan also includes a shift from the external dependence on funding from the state to internally generated resources through fund-raising, grants, contracts, and identifying other revenue sources. And this plan builds on previous goals related to “sense of place” in recognizing that the most important resource the University has is the people who compose the University community. This goal focuses on having a diverse and inclusive community, both within the University and in its relationship to the region and the state. All of these new goals build on the previous strategic plan, but they place a different emphasis and focus on the issues of quality, resources, and community.
During 2009, the University Institutional Effectiveness Council undertook the analysis, planning, and creation of a new strategic plan. The new plan includes a three-year time span – spring 2010 through spring 2013. Over the time covered by this plan, the University will focus on three major strategic goals:

Goal 1. To increase the number of graduates who are well prepared for work and for life.

Objective 1.1. Ensure that all our academic programs are of the highest quality.

Objective 1.2. Offer new programs that address unmet demands for SPSU-style applied education.

Objective 1.3. Expand recruitment of students who are likely to be successful in our programs.

Objective 1.4. Increase the success (including retention rates, graduation rates, and placement rates) of enrolled students.

Goal 2. To increase the resources available to support the University’s mission.

Objective 2.1. Increase the SPSU Foundation endowment by $4.6 million, to $8.0 million, by 2013.

Objective 2.2. Raise $8 million in private funds for the “Building on Strength” capital campaign.

Objective 2.3. Maintain support for the University through annual giving.

Objective 2.4. Increase revenue from grants and contracts.

Objective 2.5. Identify and develop additional sources of funding and cost-savings to support the University’s mission.

Goal 3. To increase the sense of community within the University and between the University and the region.

Objective 3.1. Increase the engagement of all constituents in the life of the University and the larger community.

Objective 3.2. Increase the diversity and inclusiveness of the University community.

This strategic plan explains the rationale for these goals, major objectives, and key indicators that will enable the University community to assess progress toward these goals. An appendix includes details of subcommittee work on specific action plans, responsibilities for implementing these plans, timelines, necessary resources, and assessment methods.
MISSION STATEMENT

As part of the strategic planning process in 2009, the University Institutional Effectiveness Council reviewed the University’s existing mission statement and reaffirmed its value and appropriateness.

Mission Statement (approved by Board of Regents 3/8/06)

Southern Polytechnic State University is proud to be Georgia’s technology university. Our academic, professional, outreach and service programs embrace all aspects of technology, including the practical applied skills (technē) needed to solve today’s real-world problems and the theoretical knowledge (logos) necessary to meet tomorrow’s challenges. SPSU graduates are well prepared to lead the scientific and economic development of an increasingly complex state, nation, and world.

Our mission is to serve both traditional and non-traditional students at the undergraduate, graduate and continuing education levels; in engineering and engineering technology, the sciences, applied liberal arts, business and professional programs. We work to develop the broader community’s intellectual, cultural, economic, and human resources. Facilitated by our innovative faculty, dedicated staff, and supportive campus environment, our learning community empowers SPSU students with the ability and vision to transform the future.

VISION STATEMENT

The University Institutional Effectiveness Council reviewed the vision statement that had been previously approved in November 2005. This statement was reaffirmed with one addition, which is noted in italics below:

Vision Statement (endorsed by the UIEC on 4/1/09)

Southern Polytechnic State University is a comprehensive university with a unique purpose. Through a fusion of technology with the liberal arts and sciences, we create a learning community that encourages thoughtful inquiry, diverse perspectives, and strong preparation of our graduates to be leaders in an increasingly technological world.

The university – faculty, staff, students, and graduates – aspires to be the best in the world at finding creative, practical, and sustainable solutions to real-world problems and improving the quality of life for people around the globe.
Southern Polytechnic State University
Strategic Plan 2010 - 2013

History of Strategic Planning at Southern Polytechnic

The growth and expansion of Southern Polytechnic State University has benefited from using a broadly inclusive strategic planning process. This approach worked well in development of the 2006 strategic plan, and the University codified this method in 2008 by establishing the University Institutional Effectiveness Council.

The following sections provide a brief synopsis of planning at this institution.

The 1981 Plan: Southern Technical Institute Guidelines for Action

The original planning for the campus was focused on the need for new facilities. The school (then called the Southern Technical Institute) had tripled in enrollment since the campus moved to Marietta in 1961, and no new academic buildings or additions had been constructed during that 20-year period. This plan laid the general groundwork for expansion of the campus facilities; the strategic goal was to provide the best possible education, emphasizing the practical application of technology, to current and future students. This plan led to the University’s successful efforts to acquire funding for new academic buildings on campus between 1981 and 1998, including the Academic Building (Building H) and the plans for the Atrium Building (Building J).

The 1998 Strategic Plan

In 1998, the SPSU community developed a strategic planning process that included an environmental scan, guiding principles, areas of strategic focus, and key performance indicators. In part, this plan was a response to questions that had been raised in the 1998 re-accreditation process, and the resulting document helped establish some of the major areas of focus in all subsequent planning.

The 1998 plan did not identify strategic goals, but rather identified key performance areas related to academic programs, administrative areas, enrollment, resources, and support services. These were linked with performance indicators and strategies for achieving them. This plan is available at http://www.spsu.edu/irpa/Strategicplan1997.pdf.

The 2003 Strategic Plan

The University engaged in a new strategic planning process in 2002-03. The process was organized around a central idea (“a hedgehog concept,” as defined by Jim Collins in his 2001 book Good to Great) that emphasized:

At Southern Polytechnic State University, we are deeply passionate about developing mature, balanced minds. We can be the best in the world at applying technology. Superior students drive our economic engine.
The strategic goals that evolved out of this plan were:

- Viable academic programs
- A strong sense of place
- Enrollment to support the University’s mission
- Private resources to support the mission
- Strong customer service

The full plan is available at [http://www.spsu.edu/irpa/Strategicplan2002.pdf](http://www.spsu.edu/irpa/Strategicplan2002.pdf). Although the strategic goals factored prominently into budgeting and decision-making processes on campus, the final document was never formally adopted by the University community. However, the plan itself provides a valuable historical reference for subsequent planning efforts.

The 2006 Strategic Plan

The most recent strategic plan was completed in September 2006 [available at this URL: http://www.spsu.edu/irpa/planning.htm]. More than 40 members of the University community participated directly in the process, and the group began by revising the mission statement and vision statement, which are noted at the beginning of this document. The result was a focus on three major strategic goals for SPSU for the 2006-2009 time frame:

1. To become more comprehensive in scope;
2. To increase enrollment; and
3. To increase the sense of ownership in the success of the University among all members of the University community.

The University has had demonstrable success in pursuing these strategic goals, which are summarized in Appendix E, and the plan has been valuable in supporting the University’s success in some particularly significant achievements, including the following:

1. Expanding the curriculum by adding new degrees in accounting, chemistry, computer game design and development, psychology, political science, and evening programs in electrical engineering, mechanical engineering, and civil engineering.
2. Increasing enrollment by 30% from Fall 2006 to Fall 2009, while simultaneously seeing an increase in the SAT scores of entering freshman (from 1113 to 1131) and an increase in freshman retention from 72% to 75.14%.
3. Increasing the “sense of place” at SPSU, including strong responses in the 2009 Chronicle of Higher Education’s “Best Colleges to Work” survey. Over 50% of the 297 people who were invited chose to participate, and in 14 of those 15 categories – all but one – the people who responded rated SPSU as better (and sometimes significantly better) than the average for comprehensive universities. [Additional information about this is available in the 2009 “State of the University” speech: http://www.spsu.edu/home/about/StateoftheUniverity082009.html](http://www.spsu.edu/home/about/StateoftheUniverity082009.html)
NEW STRATEGIC GOALS FOR SOUTHERN POLYTECHNIC STATE UNIVERSITY

The new process

In June 2008, the SPSU community developed a new process for strategic planning, as part of the institution’s efforts to ensure continuous improvement (Appendix D). President Rossbacher formally appointed the University Institutional Effectiveness Council in December 2008 (Appendix B), and a timeline of the Council’s work is also part of this document (Appendix C).

From January 2009 through January 2010, the University Institutional Effectiveness Council met to deliberate on the strategic issues facing the University. The group undertook a variety of activities, as reflected in the list below. A chronology of the Council’s work is included in Appendix C.

- reviewed the 2006 strategic plan and assessed progress toward the individual goals (Appendix E);
- reviewed and reaffirmed the fundamental institutional values for SPSU;
- undertook an analysis of strengths, weaknesses, threats, and opportunities facing the University and reconfigured the SWOT analysis into challenges and opportunities, focusing on factors controlled by external influences and those for which the University community has control;
- identified major goals for the University and then refined these into the three primary goals that are reflected in this report;
- shared the status of the planning process with the University community through presentations, e-mails, and the University’s website.

At the initial meeting of the Council, the president described the operational vision for the University’s future over the next five-to-ten years:

"Over the next 5-10 years, SPSU’s enrollment will increase (but not double). The students will be a mix of traditional and non-traditional and continuing education. The University will have enough housing for 25-30% of the students to live on campus. Campus life will be robust, with a range of student organizations that reflect the interests of daytime, evening, and weekend students. We will have focused growth in the curriculum, always retaining a distinctive technology focus. SPSU will continue the commitment to the practical application of knowledge to solve real-world problems, with an on-going commitment to high-quality programs in both engineering technology and engineering. SPSU will not become a generic comprehensive university, but the mission and programs will emphasize teaching and scholarship in science, engineering, technology, and related fields, with outstanding teaching being the most important expectation of all faculty."

The Council has used this operational vision in developing the strategic goals that are part of the new strategic plan.

The enduring values
Early in their discussions in 2009, the UIEC members reviewed and reaffirmed the values that the University had identified in its previous planning cycles. These values were the explicit foundation of the 2002-03 strategic plan, and they remain the basis for this new one. This summary of the University’s values and relationship responds to the question “Who and what are important to us?”

As a University, Southern Polytechnic holds the following core values as important in defining the institution:

...respect. We value respect for other people and for the unique importance of every member of the University community in achieving the mission of the institution. Respect is manifested by the way in which we interact with each other individually and collectively, in conversations, in meetings, in campus events, and both inside and beyond the classroom.

...integrity. We value integrity in every aspect of the life of the University, where the health of the institution depends on the integrity of the individuals and their relationships and dealings with each other.

...life-long learning. We value having every member of the University community engaged in a process of life-long learning. Continuous learning is manifested by the University’s support for staff and professional development, for on-going training programs and workshops, for providing continuing education opportunities for the region, and for ensuring that students develop a love of learning as part of their academic experience at SPSU.

...responsibility. We value the sense of responsibility that individuals assume for their actions and decisions and for actively pursuing the best interests of the University community. Responsibility is manifested by consistent efforts by individual staff, faculty, and students to be actively engaged in solving problems that confront the University and to be involved in making the University a better place to work, learn, and teach.

...continuous improvement. We value the on-going efforts of the entire community to find better ways to fulfill our mission. Continuous improvement is manifested by maintaining open dialogs about ways to improve, by monitoring our key indicators, and by a willingness to experiment with new solutions to problems.

...collaboration and cooperation. We value the process and results of working together as a community that shares a common mission and goals. Collaboration and cooperation are manifested by sharing work and responsibility among all parts of the University, by interdisciplinary academic activities and programs, and by partnerships with business, industry, government agencies, and all segments of the educational spectrum.

As a community, Southern Polytechnic State University also values...

...students who seek knowledge and its practical application;

...graduates who contribute to the state, the region, and their profession;
...faculty who share their knowledge and experience with students in the teaching and learning process, who are actively engaged in their academic disciplines, and who contribute to the broader communities;

...staff and administrators who ensure the educational environment on campus supports teaching and learning, facilitate the efficient handling of the University’s business, and provide superior student services;

...the University System of Georgia and the increased credibility and opportunities it provides SPSU to collaborate with sister institutions in Georgia, giving students broader opportunities and career choices;

...partners in business and industry who support our programs, advise about our curriculum, and hire SPSU students and graduates;

...the Marietta and Cobb County communities that support the University;

...the Georgia, regional, and national communities that support the University by supplying our students, hiring our graduates, and supporting our programs;

...members of the international community, because these students play an important role in enriching the campus environment and because all SPSU students benefit through the University’s exchange and study abroad programs;

...knowledge and its discovery, organization, transmission, creation, and application;

...diversity, in all forms, within the University community.

Source: Appendix A, Southern Polytechnic State University Strategic Plan, 2002-03

The new plan

This new strategic plan for 2010-13 builds on the plans that have guided the University in the past, and its development has also been guided by the University System of Georgia strategic plan [http://www.usg.edu/strategicplan/].

To realize its vision for the future, Southern Polytechnic is planning to broaden its focus from curriculum and enrollment to the larger goal of student success, both while the students are enrolled and after graduation. Relative to the 2006 strategic plan, the new goals represent a transition from the internal emphasis on numbers of students and numbers of programs offered to the external measures of success and the value that SPSU graduates bring to their careers and their community. This new plan also includes a shift from the external dependence on funding from the state to internally generated resources through fund-raising, grants, contracts, and identifying other revenue sources. And this plan builds on previous goals related to “sense of place” in recognizing that the most important resource the University has is the people who compose the
University community. This plan focuses on having a diverse and inclusive community, both within the University and in its relationship to the region and the state. In a sense, all of these new goals build on the previous strategic plan, but they place a different emphasis and focus on the issues of quality, resources, and community.

Through discussion, deliberation, review, and consultation, the University Institutional Effectiveness Council identified three major strategic goals that need focused attention over the next three-year period. These major strategic goals are as follows:

1. To increase the number of graduates who are well prepared for work and for life;
2. To increase the resources available to support the University’s mission; and
3. To increase the sense of community within the University and between the University and the region.

In the templates that are included in Appendix A, each strategic goal is broken down into measurable objectives, followed by specific action plans to carry out the objectives, responsibilities, time frames, necessary resources, assessments, and how the results will be used. Because these templates were developed by different subcommittees, they are not always consistent in how they refer to specific targets, metrics, processes, and timelines. The strategic goals and objectives for each goal are summarized below; while these don’t always directly mirror the subcommittee documents in Appendix A, the goals and objectives are directly linked to the subcommittees’ work.

**Strategic Goal One: To increase the number of graduates who are well prepared for work and for life.**

**Rationale**

SPSU’s vision calls for us to be the best in the world at finding creative, practical, and sustainable solutions to real-world problems and improving the quality of life for people around the globe. We believe that the programs that we currently offer equip our students with the skills and knowledge to achieve this. We also believe that the world needs the type of students that we produce in greater numbers than we currently do. In the context of this goal, “community” is defined widely to include both the professional community and society.

**The objectives**

Strategic Goal #1: Increase the number of graduates who are well prepared for work and for life.

Objective 1.1. Ensure that all our academic programs are of the highest quality.

*Key indicators:*
- Establish rigorous quality assurance process within Academic Affairs to regularly review, assess, and improve academic programs.
• Continue to hold accreditation by ABET, NAAB, and other bodies for programs already accredited.
• Earn ABET accreditation for eligible new programs within a year of graduating their first student.
• Fully implement the USG program review cycle and use the results for improvement of academic programs.

Objective 1.2. Offer new programs that address student interest and unmet employer demands for SPSU-style applied education.

Key indicators:
• Design and implement a process to identify unmet needs in industry for graduates of new academic programs, linking these needs with student interest.
• Increase the percentage of students involved in co-op and internship experiences to 40%.
• Involve the Career and Counseling Center as an integral part of the program development and proposal process.
• Implement fully the articulation agreement with the Technical College System of Georgia.

Objective 1.3. Expand recruitment of students who are likely to be successful in our programs.

Key indicators:
• Analyze predictors of student success in graduating within six years of first enrollment and adjust admissions criteria accordingly.
• Maintain SPSU’s third- or fourth-place ranking within the University System of Georgia in SAT scores for entering freshmen (1131 in Fall 2009).

Objective 1.4. Increase the success, including retention rates and graduation rates of enrolled students and placement rates of graduates.

Key indicators:
• Complete a rigorous study of factors that influence SPSU’s retention and graduation rates.
• Develop and implement an early-warning system based on the results of the study.
• Develop and implement a comprehensive plan to support on-line students.
• Provide additional training for academic advisors.
• Fully implement and assess the University’s Quality Enhancement Plan by 2012.
• Improve University retention rates (to 84% by 2013).
• Improve the University’s six-year graduation rate (to 40% by Fall 2013, for the cohort entering in 2007).
• Develop and implement departmental plans to match the University’s goals for retention and graduation rates.
• Develop and implement a plan for industry feedback to every academic program to ensure that students are graduating with the necessary knowledge and skills.

Strategic Goal Two: To increase the resources available to support the University’s mission.
Rationale

The need for resources was a primary motivation for increasing enrollment, in order to increase state funding based on student enrollment, but SPSU has seen state support decline from 75% to less than 50% of the University’s budget in the past decade. “Formula funding” for enrollment and tuition and fees cannot be the only sources of support for the University’s activities; private funds generated through the SPSU Foundation, as both endowment and operating funds, must be increased. The University community must also work collaboratively and creatively to develop additional sources of funding to support the mission.

The needs for additional resources are significant. In the context of shrinking state allocations, some of the major areas of increased need include the following:

• Faculty and staff to support instruction and the University’s mission;
• Scholarship support for students (needed both as tuition and fees increase and as state funding for the HOPE scholarship declines);
• Replacement of lost federal stimulus funding in FY2012 ($1.186 million);
• Increasing cost of compliance with accrediting agencies;
• Maintenance and replacement of instructional equipment;
• Repair and maintenance of current facilities; and
• Funding for new facilities and property acquisition.

The objectives

Strategic Goal #2: To increase the resources available to support the University’s mission.

Objective 2.1. Increase the SPSU Foundation endowment by $4.6 million, to $8.0 million, by 2013.

Key indicators:

• The Foundation will have at least 30 endowed scholarships (an increase of 15) for students by 2013.
• Each school and academic division will have a minimum endowment of $400,000 by 2013.
• Each school and academic division will have at least one endowed and named faculty position by 2013 (Note: the School of Engineering Technology and Management, which already has one such position, will have at least two.)

Objective 2.2. Raise $8 million in private funds for the “Building on Strength” capital campaign.

Key indicators:

• A total of $8 million will have been raised in the silent phase of this campaign by 2013 (the ultimate goal is to raise $11 million by 2016).

Objective 2.3. Maintain support for the University through annual giving.

Key indicators:

• The annual fund will generate $1.5 million each year through 2013.

Objective 2.4. Increase revenue from grants and contracts.

Key indicators:
• Increase faculty involvement in grants and contracts by 10% by Fall 2011, with a 10% increase in the number of faculty participating.
• External funding of projects will generate $5,000,000 annually by 2013.
• Recovered indirect costs will generate $500,000 annually by 2013.

Objective 2.5. Identify and develop additional sources of revenue and cost savings to support the University’s mission.

*Key indicators:*
• All departments will have undertaken a detailed analysis of potential sources of additional revenue, consistent with the University’s mission and the USG Board of Regents’ “Principles to Guide Innovation” [Appendix G].
• All departments will analyze and propose potential cost-savings measures that will allow them to operate more efficiently, including ways that technology can be used to accomplish this.

**Strategic Goal Three: To increase the sense of community within the University and between the University and the region.**

*Rationale*

One of Southern Polytechnic’s traditional strengths has been the high regard for the people who form the university community and the strong relationship with the larger community beyond the campus. This human focus has been reflected in a wide range of campus-wide events, student feedback about their educational experience, and the concern for colleagues demonstrated in policies ranging from a “sick-leave bank” to the ways in which SPSU managed unpaid furloughs. Faculty, staff, and students work together to support the overall community.

Diversity within the community is essential to prepare students to make a difference in the world. Students come from many different perspectives, and they apply those perspectives, to the issues and questions on which they work. Students interact constantly with others who come to the same questions with different backgrounds and perspectives. In a very real sense, having a community with diverse experience and viewpoints improves students’ ability to work with a wide range of partners and clients and to be successful in addressing the breadth of options and possibilities they will encounter as students and in their careers.

*The objectives*

Strategic goal #3: To increase the sense of community within the University and between the University and the region.

Objective 3.1. Increase the engagement of all constituents in the life of the University and the larger community.

*Key indicators:*
• Launch a new website for the University by January 2011.
• Establish central clearinghouse for service opportunities [for faculty, staff, students, and alumni] to be operational by Fall 2010.
• Develop and implement a program to engage part-time and adjunct faculty in the life of the University by Fall 2010.
• Develop and implement a program to maximize opportunities for community involvement by part-time and on-line students.
• Assess the needs and interests of SPSU alumni (by July 2011), work with the alumni to develop a plan to address these interests (by July 2011), and fully implement the plan (by 2012).
• Create and charge a Council on Diversity by spring 2010.

Objective 3.2. Increase the diversity and inclusiveness of the University community.

Key indicators:
• Develop and implement a plan to increase the percentage of women students enrolled at SPSU from 21% to 25% by 2013.
• Develop and implement a plan to increase the retention rate (freshman-to-sophomore) for Hispanic and Latino students from 40% to 65% by 2013.
• Analyze, by academic department, student, faculty, and staff demographics and have department-based goals and plans by 2011.
• Increase the percentage of women faculty from 28.8% to 33% by 2013.
• Develop and implement recruitment and professional development strategies so that women and people from underrepresented groups will be eligible for promotion, including senior leadership positions by 2012.

Linkages between SPSU’s Strategic Plan and the operational vision

This strategic plan will help guide the University in realizing the operational vision that was noted earlier in this document. The following table provides details about linkages between the operational vision for the University, as articulated at the beginning of this planning process, and the objectives of this strategic plan.

<table>
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<tr>
<th>Operational vision</th>
<th>SPSU objectives to achieve the operational vision</th>
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<tr>
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<td>The University will have enough housing for 25-30% of the students to live on campus.</td>
<td>Increase the engagement of all constituents in the life of the University and the larger community (3.1) Increase the diversity and inclusiveness of the University community (3.2)</td>
</tr>
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<td>Campus life will be robust, with a range of student organizations that reflect the interests of daytime, evening, and weekend students.</td>
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<td>We will have focused growth in the curriculum, always retaining a distinctive technology focus.</td>
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<td><strong>SPSU will continue the commitment to the practical application of knowledge to solve real-world problems,</strong></td>
<td>Raise $8 million in private funds for the &quot;Building on Strength: capital campaign[2.2]</td>
</tr>
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<td></td>
</tr>
<tr>
<td>...with an on-going commitment to high-quality programs in both engineering technology and engineering.</td>
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<td>...with outstanding teaching being the most important expectation of all faculty.</td>
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By implementing this strategic plan, SPSU will be able to realize the operational vision for the near future:

"Over the next 5-10 years, SPSU’s enrollment will increase (but not double). The students will be a mix of traditional and non-traditional and continuing education. The University will have enough housing for 25-30% of the students to live on campus. Campus life will be robust, with a range of student organizations that reflect the interests of daytime, evening, and weekend students. We will have focused growth in the curriculum, always retaining a distinctive technology focus. SPSU will continue the commitment to the practical application of knowledge to solve real-world problems, with an on-going commitment to high-quality programs in both engineering technology and engineering. SPSU will not become a generic comprehensive university, but the mission and programs will emphasize teaching and scholarship in science, engineering, technology, and related fields, with outstanding teaching being the most important expectation of all faculty."
Linkages between SPSU’s Strategic Plan and the USG Strategic Plan

The University System of Georgia developed a new strategic plan in 2007, and SPSU’s new plan was driven by the USG’s broad goals (http://www.usg.edu/strategicplan/). The connections are reflected in this table:

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<th>USG strategic goal</th>
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| 1. Renew excellence in undergraduate education | • Ensure that all our academic programs are of the highest quality (1.1)  
   • Offer new programs that address unmet demands for SPSU-style applied education (1.2)  
   • Increase the SPSU Foundation endowment by $4.7 million, to $8.0 million, by 2013 (2.1)  
   • Maintain support for the University through annual giving (2.3)  
   • Increase the diversity and inclusiveness of the University community (3.2) |
| 2. Create enrollment capacity | • Increase enrollment of students who are likely to be successful in our programs (1.3)  
   • Raise $8 million in private funds for the “Building on Strength” capital campaign (2.2) |
| 3. Increase research and economic development | • Increase revenue from grants and contracts (2.4) |
| 4. Strengthen partnerships with other educational entities | • Increase enrollment of students who are likely to be successful in our programs (1.3)  
   • Increase the engagement of all constituents in the life of the University and the larger community (3.1) |
| 5. Maintain affordability | • Increase the SPSU Foundation endowment by $4.7 million, to $8 million, by 2013 (2.1) |
| 6. Increase efficiency by working as a System | • Offer new programs that address unmet demands for SPSU-style applied education (1.2) |

Next steps for Southern Polytechnic State University

The next step in implementing this strategic plan is for each area to develop action plans designed to accomplish the objectives listed above. Following the University’s strategic planning process (Appendix D), these action plans will articulate annual activities and priorities with one-year and three-year goals. These action plans will include explicit steps and specific assignment of responsibility for each of them. The action plans will be reviewed by the administrator responsible for each area and forwarded to the University Institutional Effectiveness Council, which will annually review both the revised plans and progress toward the goals.
APPENDICES TO THIS REPORT

Appendix A. Templates for strategic goals, action plans, timelines, responsibilities, necessary resources, and assessment plans that support this strategic plan.

Appendix B. Members of the University Institutional Effectiveness Council, 2009-10.

Appendix C. Timeline of 2009-10 strategic planning process.


Appendix E. Assessment of progress toward goals in the September 2006 strategic plan.

Appendix F. Responsibility for plans to achieve key indicators in SPSU Strategic Plan 2010-1013.

Appendix G. USG Principles to Guide Innovation.
### Southern Polytechnic State University

Southern Polytechnic State University has established three strategic goals for the next 5 years. Following is the description of each of the strategic goals, with specific objectives, action plans, assigned responsibilities, timelines, required resources, and assessment methods.

**Goal #1: Increase the Number of Graduates to Better Serve the Community**

<table>
<thead>
<tr>
<th>Strategic Goal #1: Increase the number of graduates to better serve the community</th>
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<tbody>
<tr>
<td><strong>Objective 1.1:</strong> Ensure that all our academic programs are of the highest quality through strong programs of on-going assessment</td>
</tr>
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</table>

**Rationale:** SPSU serves the community by producing graduates with the skills that are in high demand by employers of our graduates. A vigorous assessment and continuous improvement process will help assure the quality of our graduates.

**Strategies/Action Plans:**
- Maintain a vigorous assessment and continuous improvement process for all our programs.
  The accreditation criteria formulated by our various program accreditation agencies (ABET, NAAB, ACBSP etc) are very similar in structure in that they require an accredited program to explicitly formulate the knowledge and skills it tries to instill in its graduates, to demonstrate that this knowledge and these skills are relevant to the program’s stakeholders, to design a program that allows students to acquire this knowledge and these skills, and to continuously improve the program based on assessment data. Moreover, the criteria require an institution to demonstrate through its assessment and continuous improvement program that it has sufficient resources, including faculty resources, to deliver the program.
- Look at a variety of sources (other programs, professional organizations) for best practices and, where appropriate, emulate these.

**Responsibility:** Vice President for Academic Affairs and Liaison with the Southern Association of Colleges and Schools (for institutional accreditation); Academic deans (for program accreditation); Coordinator of Assessment (for departmental and program assessment plans); Department chairs (for program reviews required by SPSU and the USG)

**Time Frame:** Ongoing

**Resources Required:**
- **Assessment:** Maintenance of institutional accreditation by SACS; program accreditation, where available, by relevant accreditation bodies; USG Comprehensive program reviews completed and submitted on schedule.

**Use of Results:** Further improvement to our academic programs

<table>
<thead>
<tr>
<th>Strategic Goal #1: To increase the number of graduates who are well prepared to serve the community</th>
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<tbody>
<tr>
<td><strong>Objective 1.2:</strong> Offer new programs that meet demands that are not currently being met for the SPSU-style applied education</td>
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**Note:** The text continues with additional strategic goals and objectives, which are not fully transcribed here.
Strategies/Action Plans:
• Design and implement a system to identify those educational needs that fit naturally in SPSU’s mission and vision but that are currently unmet and to develop programs to meet these needs.
• Encourage all programs to engage their students in applied practice and appropriate service learning to address community needs, including internships and co-ops.

Responsibility: Vice President for Academic Affairs
Time Frame: Ongoing
Resources Required: Resources to scan the environment
Resources to implement appropriate service learning activities

Assessment:
For first action item
 Establishment of new programs that meet a defined market demand, with enrollments meeting the projected levels.
For second action item
 Number of courses that afford students the opportunity to engage in applied practice and/or appropriate service learning
 Number of students who have taken the opportunity to engage in applied practice and/or appropriate service learning
 Feedback from the community about student engagement

Use of Results:

Strategic Goal #1: Increase the number of graduates who are well prepared to serve the community
Objective 1.3: Increase enrollment of students who are likely to be successful in our programs.

Strategies/Action Plans:
• Increase our efforts to recruit students from under-represented population groups.

There are at least three ways in which one can define the term “under-represented”, and the sub-committee wanted to seek guidance from the larger committee as to which interpretation to adopt:

1. Under-representation can mean that the percentage of students of a certain group among our student population is lower than the percentage of that group in the general population. Under this definition, women and Hispanics are severely under-represented; African Americans are not.
2. Under-representation can mean that the percentage of students within a major is lower than the percentage of that group in the profession that this major is preparing students for. Under this definition, women and Hispanics are under-represented in the programs offered in computing; African Americans are not.
3. Under-representation may mean that the percentage of professionals in a particular population group does not reflect the percentage of that group in the overall population. Under this definition, women, Hispanics and African-Americans are all under-represented in the computing disciplines.

No matter what interpretation one takes, it is clear that women and Hispanics are under-represented and it is probably worth our while to pay particular attention to these groups in our recruitment efforts.
Reinforcement for this position can be found in the fact that many
employers report an interest in recruiting female employers in the 
general areas of computing, engineering and engineering technology. 
Moreover, given the demographic trends in the US employees who are 
fluent in Spanish and who understand Latino culture at a more intimate 
level will shortly be in high demand.

- Improve our efforts to attract non-traditional students.
  Note that this will probably require us to offer our courses in different 
  modalities [see objective 1.4].
- Become more “military friendly”
- Improve our transfer and articulation processes
- Improve our admissions processes to make it more straightforward for 
  qualified applicants to gain admission to SPSU.

**Responsibility**: Office of Student and Enrollment Services, Marketing, 
Admissions, Academic affairs

**Time Frame**: Ongoing

**Resources Required**: Advertising budget

**Assessment**: Number of students enrolled; number and percentage of female 
students enrolled; number and percentage of Latino students enrolled; number 
of articulation agreements with non-USG institutions.

**Use of Results**:

**Strategic Goal #1**: Increase the number of graduates who are well prepared to 
serve the community

**Objective 1.4**: Improve our retention and graduation rates

**Strategies/Action Plans**:
- Conduct a rigorous study to determine the reasons for our low retention and 
  graduation rates
- Strengthen and better coordinate the safety net for our students with regard 
  to advising, mentoring, tutoring, counseling, etc.
- Identify students with weaknesses in areas that are crucial to the success in 
  our programs and develop strategies to address these weaknesses
  *The discussion revolved around the notion that the students we admit in 
  general have the raw talent to be successful in our programs but that 
  many of our incoming students are insufficiently prepared for our 
  programs in their previous schooling. One of the options that was 
  mentioned was summer bridge programs for students whose MAT results 
  indicate that their actual mathematics skills may be insufficient for our 
  programs. Clearly, this presupposes that we administer the MAT test 
  before the summer, and certainly prior to orientation. In a sense, this 
  would be analogous to what we do for the students who join us in the fall 
  from our Chinese partner universities but who have insufficient English 
  skills.*
- Design and implement an effective early warning system to identify students 
  at risk of failure and help them
- Provide additional training for advisers
- Implement and assess our SACS Quality Enhancement Plan
- Build a culture of graduation
  - Get each student to formulate a graduation plan
    *Note that this can only be done if we require each 
    department to create a permanent schedule of course 
    offerings.*
  - Implement Degree Works to help monitor compliance with the
graduation plan
  o Require advisers to discuss graduation issues with each advisee
• Improve the way in which we communicate our expectations of students and their responsibilities for academic success
• Ensure that students can graduate in as short a time as possible
  o Where feasible, build flexible schedules
  o Where feasible, offer courses in different modalities (face-to-face, hybrid, fully online) to better accommodate our students
  *Enrollment in some of our programs may be too low to justify offering courses in multiple modalities, or indeed to build flexible schedules*
• Explore the use of student mentors
• Where necessary, encourage faculty to recognize that students have different learning styles and to adapt their teaching methods.

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Academic Affairs, IT Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Frame</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Resources Required</td>
<td>Funds to conduct study for reasons that students do not return to SPSU; funds to implement DegreeWorks; funds to implement programs to address student weaknesses</td>
</tr>
<tr>
<td>Assessment</td>
<td>Overview of factors that lead students not to return to SPSU; number of programs to address student weaknesses; number and percentage of students who are retained from year to year; percentage of entering students who graduate within specified time period</td>
</tr>
<tr>
<td>Use of Results</td>
<td>Action plan to address the factors that lead to non-return.</td>
</tr>
</tbody>
</table>
Goal #2: Build and Sustain the Resources Needed to Fulfill the Mission of SPSU

<table>
<thead>
<tr>
<th>Southern Polytechnic State University</th>
<th>Strategic Plan 2010</th>
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<tbody>
<tr>
<td><strong>Strategic Goal #2:</strong> Build and sustain the resources needed to fulfill the mission of SPSU.</td>
<td></td>
</tr>
<tr>
<td><strong>Objective 2.1:</strong> Increase the SPSU Foundation endowment by $6.6 million to a total of $10 million by 2015.</td>
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**Strategies/Action Plans:**
- Utilize the naming opportunities in the new Engineering Technology Center and other unnamed facilities, as well as schools and departments, to raise funds.
- Assign a committee from the overall campaign committee to concentrate on endowment funds.
- Invest and manage the current endowment so that growth over the five years increases by $500,000.
- Follow action steps found in sub objectives 2.1.1 and 2.1.2.

**Time Frame:** Five years

**Resources Required:** Additional development officers in Advancement (will depend on assessment of staffing needs and priorities); programming resources

**Assessment:** The SPSU Foundation endowment reaches the $10 million mark

**Use of Results:** Track progress yearly and adjust accordingly.

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<td><strong>Objective 2.1:</strong> Increase the SPSU Foundation endowment by $6.6 million to a total of $10 million by 2015.</td>
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<tr>
<td><strong>Sub Objective 2.1.1:</strong> Increase the number of fully endowed student scholarships by 20.</td>
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</table>

**Strategies/Action Plans:**
- Solicit potential alumni over the age of 50 through direct cultivation and use of planned giving vehicles
- Solicit potential corporate donors who have hired SPSU graduates
- Continue to sponsor its Scholarship Dinner to highlight endowed student scholarships

**Responsibility:** Vice President for University Advancement

**Time Frame:** Five years

**Resources Required** Additional development officers in Advancement (will depend on assessment of staffing needs and priorities); programming resources

**Assessment:** The SPSU Foundation has over 35 endowed scholarships by 2015

**Use of Results:** Track progress yearly and adjust accordingly.

<table>
<thead>
<tr>
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<th>Strategic Plan 2010</th>
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</thead>
<tbody>
<tr>
<td><strong>Strategic Goal #2:</strong> Build and sustain the resources needed to fulfill the mission of SPSU.</td>
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</tr>
<tr>
<td><strong>Objective 2.1:</strong> Increase the SPSU Foundation endowment by $6.6 million to a total of $10 million by 2015.</td>
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</tr>
<tr>
<td><strong>Sub Objective 2.1.2:</strong> Establish $3 million total endowment for the schools and the engineering division within 5 years, which includes $500,000 (at a minimum) endowment and up to $100,000 million for endowed faculty positions for each</td>
<td></td>
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</table>
school and the engineering division.

**Strategies/Action Plans:**
- Work with each school to help them develop the strategy for getting an endowed faculty position.
- Have each school identify possible contributors.
- Work with deans and chairs in cultivating and soliciting of funds from identified contributors and build endowed faculty funds.
- Utilize the advisory boards to develop endowment campaign committees from each school. Members of these endowment campaign committees would be expected to make a donation to this campaign effort.

**Responsibility:** Deans of each school, along with the Vice President for University Advancement.

**Time Frame:** Five years

**Resources Required:** Dean’s time, Advancement time.

**Assessment:** At the end of the 5th year, each school will assess where it is in getting the endowed faculty position in their school. This will be reported out to the Dean’s Council and ALC.

**Use of Results:** Track progress yearly and adjust accordingly.

---

**Southern Polytechnic State University**

**Strategic Plan 2010**

**Strategic Goal #2:** Build and sustain the resources needed to fulfill the mission of SPSU.

**Objective 2.2:** Raise $11 million in private funds to support the prioritized capital needs of the University during a capital campaign called “Building on Strength.”

**Strategies/Action Plans:**
- Have a soft launch of the leadership/silent phase of the campaign in 2010 to fully cultivated donors.
- Launch the leadership/silent phase of the Building on Strength campaign fully in 2011 to run for three years. This portion of the campaign will seek $8 million in private support.
- Form a campaign committee of Foundation members and key donors to oversee campaign. All members of campaign committee will be expected to make a significant donation to the campaign.
- Identify and solicit major donors who have the potential of making donation of $100,000 or more through wealth tracking profiles, donor assessment focus groups, and referrals from other major donors.
- At the end of 2013, reassess campaign and develop new strategies for the public phase of the campaign.

**Responsibility:** Vice President for University Advancement

**Time Frame:** Five years

**Resources Required:** Additional development officers in Advancement (will depend on assessment of staffing needs and priorities); programming resources; a cadre of campaign volunteers.

**Assessment:** The Building on Strength campaign will have raised $11 million by 2016.

**Use of Results:** Track progress yearly and adjust accordingly.
Southern Polytechnic State University Strategic Plan 2010 – 2013

Strategic Goal #2: Build and sustain the resources needed to fulfill the mission of SPSU.

Objective 2.3: During the Building on Strength campaign, annual fund giving will total $1.5 million annually.

Strategies/Action Plans:
- Designate a staff member in the Office of Advancement to coordinate all annual fund efforts, including working with academic departments to create and manage their annual fund programs.
- Continue current annual fund programs: faculty/staff campaign, alumni direct mail, alumni phon-a-thon, golf tournaments, and dinners
- Work with academic departments, divisions or research centers that are interested in developing their own annual fund programs

Responsibility: Vice President for University Advancement

Time Frame: Five years

Resources Required: Additional development officers in Advancement (will depend on assessment of staffing needs and priorities); programming resources; a cadre of campaign volunteers

Assessment: Annual campaign will raise $1.5 annually by 2015

Use of Results: Track progress yearly and adjust accordingly.

Southern Polytechnic State University Strategic Plan 2009

Strategic Goal #2: Build and sustain the resources needed to fulfill the mission of SPSU.

Objective 2.4: Increase revenue from grants and contracts to $5,000,000/year.

Strategies/Action Plans:
1) Pursue CCLI type funding ($1,000,000) for curriculum and equipment improvements,
2) Pursue TRIO, LSAMP, S-STEM, etc. type funding ($3,000,000) for merit based and need based student support,
3) Pursue NSF and similar research funding ($500,000/yr) for faculty course buyout
4) Generate $500,000 in IDC and Overhead to pay for Sponsored Programs support.

Responsibility: Office of Sponsored Programs, VPAA, Deans

Time Frame: On-going

Resources Required: Self-funding

Assessment: Making the numbers.

Use of Results: These funds will be applied to build and sustain the campus facilities and directly to students.

The following Objectives are suggested for comment for inclusion:

Southern Polytechnic State University Strategic Plan 2009

Strategic Goal #2: Build and sustain the resources needed to fulfill the mission of SPSU.

Objective 2.5: Explore alternative sources of funding, such as offering PE, adding fees for professional/executive programs, etc.

Strategies/Action Plans
Deans and Directors will work to find alternative sources of funding to supplement Academic Affairs, and Student Affairs.
1. Sources will be identified
2. Sources will be pursued
3. Annual Assessment of progress will be presented to UIEC

<table>
<thead>
<tr>
<th>Responsibility: Deans and Directors</th>
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<tbody>
<tr>
<td>Time Frame: Next 3 years</td>
</tr>
<tr>
<td>Resources Required: time</td>
</tr>
<tr>
<td>Assessment: Annual Assessment of progress will be presented to UIEC</td>
</tr>
<tr>
<td>Use of Results: Budget planning will be modified as new revenue sources are identified.</td>
</tr>
</tbody>
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### Southern Polytechnic State University | Strategic Plan 2009

**Strategic Goal #2:** Build and sustain the resources needed to fulfill the mission of SPSU.

**Objective 2.6:** Use technology to find efficiencies.

**Strategies/Action Plans:**
1. Each division of the university will identify ways in which technology can improve work and find efficiencies;
2. Create plan to implement technologies into division;
3. as funds permit – acquire and install technologies as identified;
4. assess how technologies are helping

<table>
<thead>
<tr>
<th>Responsibility: Vice President of each division and CIO</th>
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<tbody>
<tr>
<td>Time Frame: 1st year identify possible efficiencies through technology and plan for use of technologies; 2nd - 3rd years – as funds permit, acquire and install technologies as identified; 4th year – assess how technologies are assisting with efficiencies</td>
</tr>
<tr>
<td>Resources Required: Acquisition of identified technologies</td>
</tr>
<tr>
<td>Assessment: At the end of the 4th year, each division will assess how well the technologies acquired are assisting with efficiencies.</td>
</tr>
<tr>
<td>Use of Results: Increased efficiencies will allow for various savings of money throughout the university.</td>
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### Southern Polytechnic State University | Strategic Plan 2009

**Strategic Goal #2:** Build and sustain the resources needed to fulfill the mission of SPSU.

**Objective 2.7:** Deliver instruction in a more cost-effective manner.

**Strategies/Action Plans:**
1. Increase the percentage of instruction offered online or hybrid.
2. Increase the size of classes where appropriate.
3. Investigate opportunities for more sharing of courses between departments.
4. Increase the minimum course size for electives and courses that have more than one section.
5. Investigate using graduate assistants for additional recitation sections where appropriate.

<table>
<thead>
<tr>
<th>Responsibility: Academic department chairs</th>
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<tbody>
<tr>
<td>Time Frame: By 2013</td>
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<tr>
<td>Resources Required: 1) Increased support/training/hardware/software for distance learning. 2) Classrooms with larger capacity 5) Additional training and support for graduate assistants</td>
</tr>
<tr>
<td>Assessment: Academic Leadership Council will assess increased number of students and credit hours taught with decrease in $/FTE expended.</td>
</tr>
<tr>
<td>Use of Results: Academic Leadership Council will identify strategies that will increase efficiency and recommend ways to incorporate the strategies more broadly.</td>
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</table>
SOUTHERN POLYTECHNIC STATE UNIVERSITY  STRATEGIC PLAN 2010

STRATEGIC GOAL #3: To increase the sense of community within the University and between the University and the region.

OBJECTIVE 3.1: Strengthen the engagement of all constituents.

STRATEGY/ACTION PLAN 3.1.1: Improve campus communications.

- create a website that can be utilized as a town square with news, opportunities, event information, daily updates, information, etc.
- develop and implement strategies to fully utilize current technologies to achieve better communications
- create a new model for SPSU_official and other intracampus communications

RESPONSIBILITY: Senior Staff, as implementation of this strategy will require input from more than one area

TIME FRAME:
- Short term: Improve existing methods by August 2010.
- Long term: Website completion in one year.

RESOURCES REQUIRED: Hardware and software for the website. One full-time staff member to help maintain current and proposed new communications, including a daily update with the day’s events and news on the website. (This person’s job description would also include responsibilities described under 3.1.2 below.)

ASSESSMENT:
- Short term: Verify the development of strategies using current technologies to improve communications. Verify creation of new model for intracampus communications.
- Long term: Survey SPSU community prior to website launch to solicit feedback on current communications and establish a baseline, then reassess in one and a half years (after the new website has been in use). Survey SPSU community prior to the development and implementation of strategies to improve communications, then reassess one semester after the strategies have been implemented.

USE OF RESULTS: Incremental improvement.

STRATEGY/ACTION PLAN 3.1.2: Establish a service opportunity clearinghouse—with a staff member to maintain an online listing and provide staffing.

- publicize events and services that have been provided in the community
- advertise opportunities in which SPSU faculty, staff, and students can participate
- encourage participation in service opportunities and develop new opportunities

RESPONSIBILITY: Senior Staff, as implementation of this strategy will require input from more than one area

TIME FRAME: One year.

RESOURCES REQUIRED: Salary for full-time staff member, space for an office, technical support for a webpage.

ASSESSMENT:
- Short term: Verify creation of clearinghouse and delegation of staffing responsibilities.
- Long term: One year after opening date, staff member to assess program and provide ongoing assessment annually. The goal is to increase campus
participation in service over time.

Assessment:
Use of Results: Incremental improvement.

**Strategy/Action Plan 3.1.3**: Strengthen outreach to part-time/working students and online students to increase their engagement with the university.
- Ensure that all students have access to information and resources shared during orientation programs.
- Increase awareness of services and opportunities at SPSU, such as career and counseling services, graduate school programs, student activities, on-campus housing, etc.
- Increase opportunities for participation in SPSU’s programs and activities and ensure that these students utilize the services we offer.
- Outreach begins when students first enroll with academic departments providing information about resources available to these students.
- Student services must be provided that accommodate students who can not come to campus in the daytime.
- Create more online, asynchronous, and distance opportunities for engagement of online students, such as podcasts of daytime events, webcasts of campus-wide meetings, and including an online resource guide that presents topics covered in SPSU Journey orientation sessions.
- Share online resource guide with faculty to enhance their understanding of student services.

**Responsibility**: VP Student and Enrollment Services

**Time Frame**: Completed prior to start of Fall 2010 semester

**Resources Required**:
- Staff support for evening student services, consider resource leveling to keep costs down.
- An evening staff member could be cross-trained to provide a variety of services.

**Assessment**:
- Short term: Verify outreach by academic departments. Verify the creation of an online student orientation handbook. Verify that information is regularly distributed to appropriate faculty and staff.
- Long term: Collect data on numbers of students who are utilizing online and evening resources. Poll students on their perceived value of online and evening resources.

**Use of Results**: Incremental improvement.

**Strategy/Action Plan 3.1.4**: Strengthen outreach to part-time and adjunct faculty to increase their engagement with the university.
- Include the part-time/adjunct voice in the faculty governance of the university; inclusion in the processes of the university.
- Assure that these faculty members have access to the resources and information they need, especially during evening teaching hours.

**Responsibility**: Vice President of Academic Affairs and Faculty Senate

**Time Frame**: Completed prior to start of Fall 2010 semester

**Resources Required**: Time and attention given to the specific needs of this group of faculty by the VPAA and Faculty Senate.

**Assessment**: Poll current part-time and adjunct faculty to find out how we can provide better information and opportunities for their involvement in the University. Poll again after 1, 2, and 3 years to assess progress.

**Use of Results**: Incremental improvement.
### Strategy/Action Plan 3.1.5
Achieve a broader and deeper integration of alumni into the life of the university, resulting in outcomes such as stronger alumni giving, more alumni involvement in industrial advisory boards, and higher attendance at alumni events.

- After the last five years of building up our relationships with SPSU alumni through more active phone, mail, and event contacts with alums, address the question: “What’s next to develop our alumni program to the next level?”
- Assess the need for a dedicated position in the Office of Advancement to serve the needs of the alumni of SPSU.

**Responsibility:** Vice President of Advancement

**Time Frame:** Complete assessment prior to start of Fall 2010 semester

**Resources Required:** Time and attention given to the process by the VP of Advancement; $5000 to implement an alumni survey

**Assessment:**
- Long term: Alumni satisfaction survey every 3-5 years.

**Use of Results:** Increased alumni giving and participation as a result of more engaged alumni.

### Strategy/Action Plan 3.1.6
Increase the types of activities and programs offered to engage all faculty, staff, students, and alumni.

- Provide programming that offers different perspectives and reflects different cultures.
- QEP will play a part by engaging first year students with the University in new and better ways.

**Responsibility:** Council on Diversity as established by SPSU leadership.

**Time Frame:** To be determined by the Council.

**Resources Required:** To be determined by the Council.

**Assessment:** To be determined by the Council.

### Objective 3.2
Promote a clear and consistent SPSU identity both internally and externally.

**Strategy/Action Plan 3.2.1:** Communicate and promote the SPSU identity as articulated in the elevator statement, with special emphasis on the phrase “fusion of technology with the liberal arts and sciences.”

- For our internal community: every individual on campus and each alum should be able to articulate the SPSU identity.
- For our external community: is it that they are not aware we are here, or that their perception of who we are is incorrect?

**Responsibility:** Senior staff initiates and seeks to ensure that the entire campus community embraces our identity.

**Time Frame:** 6 months for initial assessment by area, then 6 months to complete gap analysis and action plan for improvement.

**Resources Required:** Increased resources for public relations.

**Assessment:** Survey of campus constituents. Survey results are needed before a strategy can be mapped.

**Use of Results:** Incremental improvement.

### Objective 3.3
Increase the diversity of the campus community.
**Strategy/Action Plan 3.3.1:**
Campus demographics must reflect an institutional commitment to diversity

Devise strategies to attract underrepresented groups to our student body, faculty, and staff.

Maintain current representation from diverse groups while increasing the number of qualified people from underrepresented* groups, with special attention to women and Hispanics

Students:
- Continue to offer courses and provide student support to attract and retain full-time, part-time, and online students
- Currently the campus student population is 21.3% female. Increase percent of female students on campus to 24% over 3 years and to 26% over 5 years.
- Increase the retention of Hispanic students from 40% to 65% over the next three years.
- With direction from the VPSES and VPAA, each individual department will be responsible to set its own goal based on its own current demographics (i.e. not all departments will need to improve at the same rate)

Faculty:
- Currently the faculty population is 28.8% female. Increase percent of female faculty members on campus to 33% through striving to hire women to fill 1/3 of open faculty positions over the next 5 years.
- Currently the faculty population is 2.5% Hispanic. Increase percent of Hispanic faculty members on campus.
- With direction from the VPAA, each individual department will be responsible to set its own goal based on its own current demographics (i.e. not all departments will need to improve at the same rate)

Staff:
- Increase number of women and Hispanics who hold executive positions on campus.

*"Underrepresented groups" are defined here as: those groups represented in the campus community at rates significantly lower than in the overall Georgia population.

**Responsibility:** VP Student and Enrollment Services to increase student representation, VP Academic Affairs to increase faculty representation, and HR to increase representation among staff.

**Time Frame:** Five years.

**Resources Required:**

**Assessment:** Campus statistics with clear direction from VPAA, VPSES, and HR Dir. on defining the exact demographics to count.

**Use of Results:** Incremental improvement.

**Strategy/Action Plan 3.3.2:**
Campus culture must reflect an institutional commitment to diversity

- Student services should respond to and reflect the needs of a diverse student body.
- Faculty and staff services and representative groups should respond to and reflect the needs of a diverse employee population, including both full- and part-time faculty and staff.

**Responsibility:** Council on Diversity as established by SPSU leadership.

**Time Frame:** Council on Diversity to be appointed by March 1, 2010.

**Resources Required:** To be determined by the Council
**Assessment:** To be determined by the Council.

**Use of Results:** To be determined by the Council.
APPENDIX B
MEMBERS OF THE UNIVERSITY INSTITUTIONAL EFFECTIVENESS COUNCIL 2009-2010

The role of the University Institutional Effectiveness Committee is to help to improve the learning environment, teaching practices, and the overall effectiveness of all academic and support units at the University. Committee members work with the faculty and staff to establish and maintain a system that will result in continuous self-evaluation and improvement of all the academic and support units.

The University Institutional Effectiveness Council that led the process that created this plan began its work in January 2009 and continues its work today.

UIEC Membership 2009-2010

- Chair: Dr. Becky Rutherford, SACS Liaison and Faculty, Information Technology
- Dr. Wilson Barnes, Dean of the School of Architecture, Civil Engineering Technology, and Construction
- Dr. Mike Beach, Associate Professor in the Department of Biology, Chemistry, and Physics
- Dr. Kathryn Bedette, Assistant Professor in the Department of Architecture
- Mr. Barry Birckhead, Dean of Students
- David Caudill, Associate Vice President for Academic Affairs
- Mr. Dave Cline, Director of the Office of Institutional Research, Planning, and Assessment
- Mr. Jim Cooper, Executive Director of Strategic Marketing and Sustainability Initiatives
- Mr. Lance Crimm, Professor in the Division of Engineering
- Dr. Tom Currin, Associate Dean of the Division of Engineering
- Dr. Alan Gabrielli, Dean of the School of Arts and Sciences
- Mr. Robert Homer, Coordinator of Assessment
- Dr. Russ Hunt, Interim Dean of the Extended University
- Dr. Ron Koger, Vice President for Student and Enrollment Services and Interim Chief Information Officer
- Ms. Pierrette Maillet, Coordinator of Annual Giving and Chair of Staff Council
- Mr. Patrick McCord, Vice President for Business and Finance
- Mary Ellen McGee, Affirmation Action Officer and Faculty and Staff Development Coordinator
- Dr. Julie Newell, Chair of the Department of Social and International Studies
- Ms. Mary Phillips, Executive Assistant to the President
- Dr. Jeff Ray, Dean of the School of Engineering Technology and Management
• Dr. Han Reichgelt, Dean of the School of Computing and Software Engineering
• Dr. Lisa A. Rossbacher, President
• Dr. Christina Scherrer, Assistant Professor in the Department of Industrial Engineering Technology
• Dr. Khalid Siddiqi, Chair of the Department of Construction Management
• Mr. Karl Staber, Director of Recreational Sports and Athletics
• Professor John Sweigart, Chair of the Department of Mechanical Engineering Technology
• Ms. Dianne Summey, Secretary to the President
• Dr. Zvi Szafran, Vice President for Academic Affairs
• Frank Tsui, Professor of Software Engineering
• Dr. Margaret Venable, ACE Fellow and Associate Vice President for Academic Affairs, Georgia Perimeter College.
• Andy Wang, Professor in the Department of Information Technology

During the time that this new plan has been developed, the Student Government Association has been represented by Ms. Anjli Patel and Mr. Andy Coen.

Some of the responsibilities of the University Institutional Effectiveness Council include the following:
1. To annually review all of the academic degree and certificate assessment documents compiled by academic departments/programs (student learning plans; student scores; use of student learning results reports) and to provide feedback to all departments/programs.
2. To use the analyses of the reviews to recognize and acknowledge exemplary teaching practices, assessment results, and the use of assessment results.
3. To promote faculty development and to encourage faculty to participate in the process of enhancing and enriching the academic environment.
4. To maintain a positive culture of assessment.
5. To ensure that the goals of units are integrated and aligned with the appropriate entities (divisional goals, University strategic goals; USG Board of Regents strategic goals).
6. To review the plans, results, and use of results of academic and support units.
7. To review the resources needed by units in order to accomplish their goals and to recommend resource allocations required to achieve the goals.
8. To ensure that all of the goals of the units help the University to fulfill its mission.
9. To review the assessment of the University’s strategic plan and to regularly engage in monitoring progress and revising the plan, as needed.
APPENDIX C

TIMELINE OF 2009-10 STRATEGIC PLANNING PROCESS

The 2009-10 planning process is outlined below. The process included multiple opportunities for the University community to provide comment and feedback.

June 2008   A new strategic planning process, outlined in the Policy and Procedures Document Number 206.0, “Institutional Effectiveness,” was approved following consultation with the faculty and staff (Appendix D and http://www.spsu.edu/pandp/pp206-0.htm).

December 2008   Members of the University Institutional Effectiveness Council were appointed.

January 2009   University Institutional Effectiveness Council began meeting and posting notes on the SPSU website.

February 2009   Institutional Effectiveness Council assessed progress against the 2006 strategic plan.

March 2009   Working documents were posted on “Collaborate,” the intra-campus electronic discussion board, for review, comment, and discussion. (These documents remain available to the University community at this site.) Campus visit by team for reaffirmation of accreditation by the Southern Association of Colleges and Schools

April 2009   University Institutional Effectiveness Council reaffirmed mission statement and revised Vision Statement, reviewed SWOT analysis surveys

May 2009   University Institutional Effectiveness Council revised environmental (SWOT) analysis Council developed preliminary statement of goals

June 2009   University Institutional Effectiveness Council reviewed and modified draft goals

July 2009   University Institutional Effectiveness Council continued to revise and develop goals and action steps as part of the strategic planning process
Senior Staff planning retreat identified major goals and action items for the 2009-10 academic year, linking these actions to the University System’s strategic plan
Results of 2009 Chronicle “Great Colleges” Program received

August 2009   Summary of the status of strategic planning provided to faculty and staff in the annual “State of the University” presentation at Fall Kickoff
September 2009  University Institutional Effectiveness Council heard a report on the discussions from the summer retreat by the Senior Staff; Council discussed the seven major priority areas and narrowed them down to three for further development by subcommittees; continued discussion and comment on Collaborate website

October 2009  Subcommittees met to discuss major goals and develop action steps; continued discussion and comment on Collaborate website

November 2009  University Institutional Effectiveness Council discussed progress reports from each of the subcommittees that were developing action steps for the major goals, with a particularly focus on finding a common understanding of "underrepresented" and "underserved" populations;

January 2010  Institutional Effectiveness Council discussed status of planning goals and methods for campus-wide consultation
Summary of the strategic planning goals presented at SPSU Foundation Board
Continued discussion and comment on Collaborate website

February 2010  Summary of the strategic planning goals presented to meeting of Student Government Association members and presidents of student organizations
Revised draft shared with University community for discussion and comment
APPENDIX D

P & P 206.0 is available at http://www.spsu.edu/pandp/pp206-0.htm
APPENDIX E

ASSESSMENT OF PROGRESS TOWARD GOALS IN THE SEPTEMBER 2006 STRATEGIC PLAN

Strategic Goal #1: Become more comprehensive in scope

Objective 1.1 Engender a broad SPSU community “buy-in” for the strategy of becoming a more comprehensive university.

Objective 1.2 Identify and develop appropriate programs to add to the curriculum.

Since the academic planning process began in 2007, the following new degree programs have been approved at SPSU. The number in parentheses following each of these degrees indicates the number of students currently enrolled in the programs.

- B.S. in Accounting
- B.S. in Chemistry
- B.S. in Computer Game Design and Development
- B.S. in Political Science
- B.S. in Psychology
- B.S. in Civil Engineering (evening program)
- B.S. in Electrical Engineering (evening program)
- B.S. in Mechanical Engineering (evening program)
- M.S. in Accounting

Objective 1.3 Develop an Academic Master Plan.

The faculty developed an academic master plan that was approved at the faculty senate meeting on April 16, 2009, and by the Faculty on April 28, 2009 and which can be accessed at this URL: http://www.spsu.edu/irpa/documents/AcademicPlan.pdf

Strategic Goal #2: Increase enrollment by 5% in Fall 2006 (to 3,985), by 6% in Fall 2007 (to 4,225), and by 7% in Fall 2008 (to 4,520).

SPSU exceeded the goals identified in the 2006 Strategic Plan, as reflected in the total enrollment data shown below.

<table>
<thead>
<tr>
<th></th>
<th>Total enrollment (headcount)</th>
<th>Goal in 2006 strategic plan</th>
<th>Actual reported enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>3,985</td>
<td>4,207</td>
<td>4,207</td>
</tr>
</tbody>
</table>
Objective 2.1: Increase retention, progression, and graduation rates by increasing the Freshman retention rate to 70% for the fall 2006 cohort and 71% for the fall 2008 cohort; increasing graduation rates to 25% in 2007 and 27% by 2010; increasing progression rates by 2% per year so that University System averages are attained in 5 years. (Progression rate is the percentage of a class that moves from freshmen to sophomore status, from sophomore to junior status, etc.).

<table>
<thead>
<tr>
<th></th>
<th>Freshman retention rates</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Goal in 2006 strategic plan</td>
<td>Actual reported retention rate</td>
<td></td>
</tr>
<tr>
<td>Fall 2006 cohort</td>
<td>70%</td>
<td>75.94%</td>
<td></td>
</tr>
<tr>
<td>Fall 2007 cohort</td>
<td></td>
<td>78.59%</td>
<td></td>
</tr>
<tr>
<td>Fall 2008 cohort</td>
<td>71%</td>
<td>81.71%</td>
<td></td>
</tr>
<tr>
<td>Fall 2009</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Six-year graduation rates</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Goal in 2006 strategic plan</td>
<td>Actual reported retention rate</td>
</tr>
<tr>
<td>Fall 2000 Cohort (2006)</td>
<td></td>
<td>25%</td>
</tr>
<tr>
<td>Fall 2001 Cohort (2007)</td>
<td></td>
<td>24%</td>
</tr>
<tr>
<td>Fall 2002 Cohort (2008)</td>
<td></td>
<td>29.76%</td>
</tr>
<tr>
<td>Fall 2003 Cohort (2009)</td>
<td></td>
<td>29.92%</td>
</tr>
<tr>
<td>Fall 2004 Cohort (2010)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The University System of Georgia does not have a standard definition of a "progression rate," so SPSU developed its own approach. The progression rate follows class level from fall semester to fall semester, and it represents student progress toward graduation. As shown in the table below, the changes are not in
the desired direction, and the University will be looking closely at these data as new efforts are made to increase retention and graduation rates, following the new strategic plan.

<table>
<thead>
<tr>
<th>Freshmen are sophomores or higher by beginning of next fall term</th>
<th>Cohort Fall 2006 to Cohort Fall 2007</th>
<th>Cohort Fall 2007 to Cohort Fall 2008</th>
<th>Goal in Strategic plan</th>
<th>System average</th>
<th>Actual reported increase</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>36.51%</td>
<td>43.07%</td>
<td>+2%</td>
<td></td>
<td>+6.56%</td>
</tr>
<tr>
<td>Sophomores are juniors</td>
<td>51.55%</td>
<td>55.88%</td>
<td>+2%</td>
<td></td>
<td>+4.22%</td>
</tr>
<tr>
<td>Juniors are seniors</td>
<td>57.24%</td>
<td>55.29%</td>
<td>+2%</td>
<td></td>
<td>-1.95%</td>
</tr>
<tr>
<td>Seniors have graduated</td>
<td>40.52%</td>
<td>42.20%</td>
<td>+2%</td>
<td></td>
<td>-1.68%</td>
</tr>
</tbody>
</table>

Objective 2.2 Increase new undergraduate enrollment to 1,072 students in Fall 2006, 1,166 in Fall 2007, and 1,276 in Fall 2008.

<table>
<thead>
<tr>
<th>New undergraduate enrollment</th>
<th>Goal in 2006 strategic plan</th>
<th>Actual reported enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2006</td>
<td>1,072</td>
<td>1,068</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>1,166</td>
<td>1,177</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>1,276</td>
<td>1,347</td>
</tr>
<tr>
<td>Fall 2009</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Objective 2.3 Increase new graduate enrollment by 5% (to 130 students) in Fall 2006, by 6% (to 138) in Fall 2007, and by 7% (to 148) in Fall 2008.
<table>
<thead>
<tr>
<th></th>
<th>New graduate enrollment</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Goal in 2006 strategic plan</td>
<td>Actual reported enrollment</td>
<td></td>
</tr>
<tr>
<td>Fall 2006</td>
<td>130</td>
<td>173</td>
<td></td>
</tr>
<tr>
<td>Fall 2007</td>
<td>138</td>
<td>160</td>
<td></td>
</tr>
<tr>
<td>Fall 2008</td>
<td>148</td>
<td>191</td>
<td></td>
</tr>
<tr>
<td>Fall 2009</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Objective 2.4** Increase resources for maximizing enrollment.

SPSU has invested significantly in supporting the academic programs and providing classes for the growing student enrollment. Between Fall 2007 and Fall 2009, student enrollment increased by 16.2% (from 4,460 to 5,183), while the number of full-time faculty increased by 20.7% (from 147 to 177). Over this same time period, the number of part-time faculty decreased only slightly (from 108 to 101).

**Strategic Goal #3:** Increase the sense of ownership in the success of the university among all members of the university community.

Campus climate has improved significantly. This has been a major goal in the strategic planning process, variously referred to as “developing a strong sense of place” and “having pride in being part of the University.” SPSU participated in the 2009 survey about “Best Colleges to Work For” by the Chronicle of Higher Education; responses were very positive. Over 50% of the 297 people who were invited chose to participate, and in 14 of those 15 categories – all but one – the people who responded rated SPSU as better (and sometimes significantly better) than the average for comprehensive universities. (Additional information about this is available in the 2009 “State of the University” speech: http://www.spsu.edu/home/about/StateoftheUniverity082009.htm)

**Objective 3.1** Identify and articulate campus-wide values and develop a set of standards and practices to support the values.

The original intention was to develop a University Advisory Council to implement this goal. This group was not created, and the University Institutional Effectiveness Council has taken on these responsibilities.

**Objective 3.2** Encourage collaboration and participation across the campus.

Collaborative events occur on campus, but data are not available to demonstrate that participation is linked to the actions of any responsible party.

**Objective 3.3** Cultivate an atmosphere where open, timely and clear campus communications are the norm.
Evidence of improvements in communications includes a new-faculty orientation program and an internal newsletter distributed via e-mail (“The Hornet’s Nest”). A new webmaster joined the University in January 2010, and a new website is being developed. The website will be a key step in improving internal communications.

Objective 3.4 Develop a supportive physical environment.

A new Facilities Master Plan was created, and a number of elements of it are already in place. These include the new student parking deck, new student housing, the Engineering Technology Center, and the Architecture Studio Annex. This master plan is also guiding the decisions about renovations and new space planning.
## APPENDIX F

**Responsibility for Plans to Achieve Key Indicators in SPSU Strategic Plan 2010-1013**

<table>
<thead>
<tr>
<th>Key indicators</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategic Goal #1: Increase the number of graduates who are well prepared for work and for life.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Objective 1.1. Ensure that all our academic programs are of the highest quality.</strong></td>
<td></td>
</tr>
<tr>
<td>• Establish rigorous quality assurance process within Academic Affairs to regularly review, assess, and improve academic programs.</td>
<td>Vice President for Academic Affairs</td>
</tr>
<tr>
<td>• Continue to hold accreditation by ABET, NAAB, and other bodies for programs already accredited.</td>
<td>Vice President for Academic Affairs</td>
</tr>
<tr>
<td>• Earn ABET accreditation for eligible new programs within a year of graduating their first student.</td>
<td>Vice President for Academic Affairs</td>
</tr>
<tr>
<td>• Fully implement the USG program review cycle and use the results for improvement of academic programs.</td>
<td>Vice President for Academic Affairs</td>
</tr>
<tr>
<td><strong>Objective 1.2. Offer new programs that address student interest and unmet employer demands for SPSU-style applied education.</strong></td>
<td></td>
</tr>
<tr>
<td>• Design and implement a process to identify unmet needs in industry for graduates of new academic programs...</td>
<td>Vice President for Academic Affairs</td>
</tr>
<tr>
<td>...linking these needs with student interest.</td>
<td>Vice President for Student and Enrollment Services</td>
</tr>
<tr>
<td>• Increase the percentage of students involved in co-op and internship experiences to 40%.</td>
<td>Vice President for Student and Enrollment Services</td>
</tr>
<tr>
<td>• Involve the Career and Counseling Center as an integral part of the program development and proposal process.</td>
<td>Vice President for Academic Affairs</td>
</tr>
<tr>
<td>• Implement fully the articulation agreement with the Technical College System of Georgia.</td>
<td>Vice President for Academic Affairs</td>
</tr>
<tr>
<td><strong>Objective 1.3. Expand recruitment of students who are likely to be successful in our programs.</strong></td>
<td></td>
</tr>
<tr>
<td>• Analyze predictors of student success in graduating within six years of first enrollment and adjust admissions criteria accordingly.</td>
<td>Vice President for Student and Enrollment Services</td>
</tr>
<tr>
<td>Objective 1.4. Increase the success, including retention rates and graduation rates of enrolled students and placement rates of graduates.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td>• Maintain SPSU’s third- or fourth-place ranking within the University System of Georgia in SAT scores for entering freshmen (1131 in Fall 2009).</td>
<td>Vice President for Student and Enrollment Services</td>
</tr>
<tr>
<td>• Complete a rigorous study of factors that influence SPSU’s retention and graduation rates.</td>
<td>Vice President for Student and Enrollment Services</td>
</tr>
<tr>
<td>• Develop and implement an early-warning system based on the results of the study.</td>
<td>Vice President for Student and Enrollment Services</td>
</tr>
<tr>
<td>• Develop and implement a comprehensive plan to support online students.</td>
<td>Vice President for Academic Affairs</td>
</tr>
<tr>
<td>• Provide additional training for academic advisors.</td>
<td>Vice President for Academic Affairs</td>
</tr>
<tr>
<td>• Fully implement and assess the University’s Quality Enhancement Plan by 2012.</td>
<td>Vice President for Academic Affairs</td>
</tr>
<tr>
<td>• Improve University retention rates (to 84% by 2013).</td>
<td>Vice President for Student and Enrollment Services</td>
</tr>
<tr>
<td>• Improve the University’s six-year graduation rate (to 40% by Fall 2013, for the cohort entering in 2007).</td>
<td>Vice President for Academic Affairs</td>
</tr>
<tr>
<td>• Develop and implement departmental plans to match the University’s goals for retention and graduation rates.</td>
<td>Vice President for Academic Affairs</td>
</tr>
<tr>
<td>• Develop and implement a plan for industry feedback to every academic program to ensure that students are graduating with the necessary knowledge and skills.</td>
<td>Vice President for Academic Affairs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategic Goal #2: To increase the resources available to support the University’s mission.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 2.1. Increase the SPSU Foundation endowment by $4.6 million, to $8.0 million, by 2013.</td>
</tr>
<tr>
<td>• The Foundation will have at least 30 endowed scholarships (an increase of 15) for students by 2013.</td>
</tr>
<tr>
<td>• Each school and academic division will have a minimum endowment of $400,000 by 2013.</td>
</tr>
<tr>
<td>• Each school and academic division will have at least one endowed and named faculty position by 2013 (Note:</td>
</tr>
</tbody>
</table>
the School of Engineering Technology and Management, which already has one such position, will have at least two.)

**Objective 2.2. Raise $8 million in private funds for the “Building on Strength” capital campaign.**

- A total of $8 million will have been raised in the silent phase of this campaign by 2013 (the ultimate goal is to raise $11 million by 2016).  
  Vice President for Advancement

**Objective 2.3. Maintain support for the University through annual giving.**

- The annual fund will generate $1.5 million each year through 2013.  
  Vice President for Advancement

**Objective 2.4. Increase revenue from grants and contracts.**

- Increase faculty involvement in grants and contracts by 10% by Fall 2011, with a 10% increase in the number of faculty participating  
  Vice President for Academic Affairs

- External funding of projects will generate $5,000,000 annually by 2013.  
  Vice President for Academic Affairs

- Recovered indirect costs will generate $500,000 annually by 2013.  
  Vice President for Academic Affairs

**Objective 2.5. Identify and develop additional sources of revenue and cost savings to support the University’s mission.**

- All departments will have undertaken a detailed analysis of potential sources of additional revenue, consistent with the University’s mission and the USG Board of Regents’ “Principles to Guide Innovation” (Appendix G).  
  Vice Presidents for each division  
  Chief Information Officer  
  Executive Director of Marketing and Sustainability

- All departments will analyze and propose potential cost-savings measures that will allow them to operate more efficiently, including ways that technology can be used to accomplish this.  
  Vice Presidents for each division  
  Chief Information Officer  
  Executive Director of Marketing and Sustainability

**Strategic goal #3: To increase the sense of community within the University and between the University and the region.**

**Objective 3.1. Increase the engagement of all constituents in the life of the University and the larger community.**

- Launch a new website for the University by January 2011.  
  Executive Director of Marketing and Sustainability

- Establish central clearinghouse for  
  Vice President for Student and
<table>
<thead>
<tr>
<th>Service Opportunities (for faculty, staff, students, and alumni) to be operational by Fall 2010.</th>
<th>Enrollment Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Develop and implement a program to engage part-time and adjunct faculty in the life of the University by Fall 2010.</td>
<td>Vice President for Academic Affairs</td>
</tr>
<tr>
<td>• Develop and implement a program to maximize opportunities for community involvement by part-time and on-line students.</td>
<td>Vice President for Student and Enrollment Services</td>
</tr>
<tr>
<td>• Assess the needs and interests of SPSU alumni by July 2010, work with the alumni to develop a plan to address these interests by July 2011, and fully implement the plan by 2012.</td>
<td>Vice President for Advancement</td>
</tr>
<tr>
<td>• Create and charge a Council on Diversity by spring 2010.</td>
<td>President</td>
</tr>
</tbody>
</table>

**Objective 3.2. Increase the diversity and inclusiveness of the University community**

| • Develop and implement a plan to increase the percentage of women students enrolled at SPSU from 21% to 25% by 2013. | Vice President for Student and Enrollment Services |
| • Develop and implement a plan to increase the retention rate (freshman-to-sophomore) for Hispanic and Latino students from 40% to 65% by 2013. | Vice President for Student and Enrollment Services |
| • Analyze, by academic department, student, faculty, and staff demographics and have department-based goals and plans. | Vice President for Academic Affairs |
| • Increase the percentage of women faculty from 28.8% to 33% by 2013. | Vice President for Academic Affairs |
| • Develop and implement recruitment and professional development strategies so that women and people from underrepresented groups will be eligible for promotion, including senior leadership positions. | Vice President for Business and Finance |
Principles to Guide Innovation (approved by the USG Board of Regents on 3/10/10)

Preamble

In order to preserve its academic excellence, reputation and competitiveness, given the projections for continued economic pressures and explosive student growth, the USG must accelerate the pace of innovation in both administrative and academic areas. The following principles are designed to both facilitate and motivate a climate of innovation throughout the System. The BOR assumes that any proposed innovations will be of high quality, student focused and aligned with the System’s Strategic Plan. It also assumes that institutions will fuel innovation through the capture of operating efficiencies and the vigorous pursuit of both incremental and diversified resources outside of normal state and student funding processes.

Principles to Guide Innovation

1. Give priority to innovations that enhance and hone present institutional missions rather than expanding missions.
2. Consider innovations that increase student learning, research and faculty productivity.
3. Investigate innovations that strengthen our existing student life, academic and academic support structures.
4. Consider innovations that reprogram existing infrastructure use.
5. Give priority within the limits of their mission to academic programs that meet demonstrated state and/or regional need.
6. Be prepared to take measured risks in the process of innovation.
7. Utilize the collective power of the University System and other educational institutions and organizations in Georgia.

[Additional information is available at the following URL: http://www.usg.edu/news/release/regents_approve_new_principles_to_guide_campus-level_innovation/]