

Developing a strategic Academic Master Plan

The **Academic Master Plan Support Team** (AMP-ST) received its charge on 25 March 2009 from the Provost, Dr. Barbara Lyman. In that charge, Dr. Lyman asked that we familiarize ourselves with the research base and best practices in strategic planning and academic planning in particular, considered within the specific context and needs of Shippensburg University as a unique institution. As per our charge, we engaged in discussions shaping the strategic planning *process*, so that the subsequent team could focus more on creating *content* (see charge on next page). We have gathered many resources to assist the **AMP-Task Force** (TF) in developing the AMP. The information in this notebook is meant to facilitate and guide the AMP-TF in creating the academic master plan.

The **Academic Strategic Planning Notebook** consists of the following:

1. Excerpts from the literature on Strategic Planning
2. The recommended Academic Strategic Planning Model (1 page flow chart)
3. The recommended Academic Strategic Planning Process
4. The recommended Communication Plan
5. AMP Process and Middle States Commissions of Higher Education Considerations
6. A Reference List (organized according to the 10 boxes in the Model) of valuable resources, which are located on the AMP Blackboard site. (Where appropriate, samples/examples from other Academic Master Plans are included.)

All of these resources appear on the AMP Blackboard site to which the members of the AMP-TF will have access.

Among the categories of documents on the AMP Blackboard site are the following:

- | The aforementioned primary documents for inclusion in the **Academic Strategic Planning Notebook**
- | A wealth of **SU Resources** for easy access, including among others: PASSHE and SU mission and vision statements; Results from July 8, 2009 President's Cabinet voting on SWOT/Values SU; University Strategic Planning May 2009 Results; Planning and Budget Guidelines 2009; the Middle States Report; the 2005 SU Strategic Plan, and the Lipman-Hearne Report.
- | The **AMPs of 15 other universities**, including three identified as SU's aspirational peers. A comprehensive comparison matrix is also included with these documents.
- | **Strategic Planning Research** articles and/or book chapters.



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Academic Master Plan (AMP) Support Team Charge

The purpose of the AMP Support Team is to facilitate the work of the AMP Task Force, the group that will be responsible for designing the full cycle of the AMP, including integration of planning, budget, and assessment; means of implementation; completion, coordination, and documentation of assessment and evaluation; and the use of assessment and evaluation in all departments and offices to improve the quality of teaching/learning in courses and programs, scholarship, and service as well as the quality of administrative, educational, and student support services. The AMP Support Team will provide planning resources to the AMP Task Force. (A letter from the Provost will also be sent focusing the charge.)

Specific Responsibilities

1. Recommend membership, size, and structure of the AMP Task Force to the Provost
2. Advise the Provost on the strengths, weaknesses, opportunities, and threats of the AMP process
3. Potentially develop a rubric for assessing the AMP process, assessing planning process and outcome issues such as
 - a. Quantity and quality of opportunities for engagement by key constituents
 - b. Degree of focus on strategy rather than tactics/operations
 - c. Robustness of process for developing new academic programs
 - d. Extent to which assessment and use of results are embedded in policies, procedures, and how we get things done on a cyclical basis
7. Identify Middle States standards and Self-study findings with implications for AMP development
8. Sample peer and other institutions' planning strategies and products
9. Resources provided by the AMP Support Team will include a dedicated AMP website, well-regarded online and print publications on academic/strategic planning, models of academic master plans/strategic plans, assessment resources, and linkages of AMP design to Middle States accreditation processes. Resources may also include staff support for recording and publishing of minutes of AMP Task Force meetings. The AMP Support Team will also facilitate the AMP communication plan for engaging and updating the campus.
10. Support the AMP Task Force via strategies such as:
 - a. Maintain an emphasis on plan design as well as plan development
 - b. Keep the focus on designing a sustainable AMP process
 - c. Establish regular means of communicating and collaborating with the AMP Task Force
 - d. Provide information resources/access
 - e. Provide relevant PASSHE and University planning related documents
 - f. Provide experts, online resources, books, articles, and other tools and techniques
 - g. Provide sample plans as models
 - h. See that during development the AMP design continues to reflect Middle States standards and effective strategic planning principles
 - i. Communicate and interact regularly with the campus community
 - j. Define and implement the communication plan for the AMP (see New Mexico State University Plan 2 Plan, *et al.*)
 - k. Flesh out and carry out meeting support (see New Mexico State University Plan 2 Plan, *et al.*)

Membership Representation

AMP Support Team composition will be six (6) members, including the co-chairs

- | Three administrators and three faculty members
- | One faculty member from each college
- | Faculty and/or administrators who have served on the Middle States Steering Committee
- | Administrator from outside of Academic Affairs

Meeting Scheduling, Agendas, and Minutes

The AMP Support Team will meet as needed to complete its charge. It is anticipated that the group will meet as often as twice per month during the Spring 2009 and Fall 2009 Semesters. The Team will confer on a regular basis in Summer 2009.

Anticipated Term

Members will serve from Spring 2009 through the Fall 2009 Semester. The goal for the AMP Task Force, the group being supported by the AMP Support Team, is to have completed its charge during the Fall 2009 Semester. Thus, in the Spring of 2010, the purpose of the AMP Support Team will be reviewed as part of Middle States follow-up activity and recommendations will be considered regarding the AMP Support Team's continuation and in what form to best facilitate implementation of the AMP and concomitant preparation for the 2014 Middle States Periodic Review Report.

Recommendations to Be Reported

Recommendations about the AMP planning process will be reported to the Provost several times each semester by the team and/or co-chairs, as needed.

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Excerpts on Academic Strategic Planning

Academic Planning (AP) has a major role in all other planning (facilities, technology, etc.) of the university. The focus of all universities and colleges is academic and the academic master plan focuses on academic issues as well as academic and administrative supports for the university. AP is an activity based on the mission, vision, and values of the university and its overarching goals. It is the plan that informs all of the other university plans, e.g., departmental plans, college plans, facilities master plans, the strategic plan of the university, etc. For example, calls for increased enrollment or building of new facilities should be viewed through the lens of the AMP.

The AMP asks questions such as:

- | What image does the institution wish to project?
- | Who are the constituencies that we serve?
- | What is the appropriate balance between teaching, scholarship, and service?
- | What types of students and faculty does the university wish to attract?
- | What are the programs, services, support, and facilities that will attract those students and faculty?
- | What are the best ways to engage students, faculty, and administrators that the university wants to attract and retain? How is success measured?
- | How does the university use information about the level of success? (Hollowell, Middaugh, & Sibolski, 2006)
- | The AMP will prioritize the goals of Academic Affairs for the next 5 years based on the mission/vision and goals of the university. AMP goals such as the development of new programs, enrollment initiatives, and academic and co-curricular activities for students will inform the University Strategic Plan as well as the plans in other divisions/units such as Student Affairs, Technology, and Facilities, to name a few.

The end result of the AMP will be the strengthening of the university via new academic initiatives and programs as well as tailoring existing programs to fit with the mission and vision of the university.

The AMP task force members:

- | **Serve as** “catalysts, inquirers, educators, and synthesizers to shape the planning process effectively” (Hax & Majluf, 1996, p.34) – as a “task force of consultants” (p.34).
- | **Effectively articulate the mission and vision of the university** (to what does the university aspire; what are its core values; its purposes and priorities; “a long term statement of institutional values around which human and fiscal resource allocation decisions can be made”(Hollowell, Middaugh, & Sibolski, 2006, p.14).
- | **Establish the scope and premises of the plan** – the plan clearly states what is to be accomplished in a specified time frame.
- | **Establish clearly stated goals reflecting the assessment results**, linked to the mission and vision of the university, goals which are used for planning and resource allocation.
- | **Pull together the work of all constituents**, write the plan, and send it to constituents for review. Encourage the active participation of as many people as possible (faculty, administration, students, alumni, members of the board, and the community)(clear communication) (Andrade, 1999).

Successful strategic planning is a “process and a bridge between the mission and vision” of the university. It is a road map to “prioritizing action that maintains the core strengths and addresses urgent state needs...” NMSU President

The following are simple summaries of the strategic planning processes.

They include:

1. Summary of the Steps in the Strategic Planning Process
2. Six Characteristics of Good Planning
3. Recommended Content for Divisional Plans at SU
4. What Planning Is NOT
5. SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats)

1. Summary of the steps in the strategic planning process (derived from Hunger & Wheelen, 2007).

These steps follow the typical strategic planning model and its specific description. The steps can be combined and conducted in iterative fashion.

1. Examine and evaluate the current mission, vision, goals, and strategies
2. Scan external environment and select strategic factors
3. Scan internal environment and select strategic factors
4. Analyze the strategic factors in light of the current situation (SWOT)
5. Review and identify changes and concerns about the mission, vision, goals, and strategies
6. Brainstorm and identify pros and cons of the mission, goals, and strategies
7. Prioritize and recommend best strategic mission, goals, and strategies
8. Implement strategies, time line, and responsibilities for programs, budget policies, and procedures
9. Evaluate and control using measures and assessment processes

2. Six Characteristics of Good Planning (Keller, 1983)

1. Academic strategy decision making means that an institution and its leaders are active rather than passive about their position in history
2. Strategic planning looks and is focused on keeping the institution in step with a changing environment
3. Academic strategy making is competitive, recognizing that higher education is subject to economic market conditions and to increasing strong competition from other constituencies such as health care
4. Strategic planning concentrates on decisions, not on documented plans, analyses, forecasts, and goals
5. Strategy making is a blend of rational and economic analyses, political maneuvering and psychological interplay – participatory and highly tolerant of controversy
6. Strategic planning concentrates on the fate of the institution above everything else (Keller, G. (1983) p. 143-150.

3. Recommended Content for Divisional Plans at SU

Academic Affairs	Administration/Finance	IT	Student Affairs	University Relations and External Affairs
Instructional Curriculum	Human resources	Technology	Residence life	Alumni
Academic support services	Budget planning	Library	Career Development	Marketing
Career Development	Investment strategies	Media Services	Athletics	Communications
Experiential/ Service Learning	Fund raising/development		Student Support Services	Luhr's Center
Distance Learning	New Construction			
Research/ Scholarship	Facilities Renovation			
	Campus infrastructure			

4. What Planning Is NOT (Keller, 1983) as referred in Hollowell, D., Middaugh, M.F., & Siboski, E. (2006) Integrating Higher Education Planning and Assessment: A Practical Guide, Society for College and University Planning, Ann Arbor, Michigan.)

1. not the production of a blueprint
 - | not an immutable course of action
 - | flexibility is required so the plan can respond to reality
2. not a set of platitudes
 - | aspirations are not plans
 - | must chart action steps; identifying a course of action transforms aspirations into reality
3. not the personal vision of the president or board of trustees
 - | good planning is broadly participatory with input coming from all constituencies
 - | dialogue among institutional leadership and those they serve
4. not a collection of departmental plans
 - | to ensure institutional progress and improvement there must be an institutional vision and sense of direction in planning with planning at the institutional level tied clearly and specifically to that vision
5. not done by planners
 - | good planning is “broadly participatory”
6. not a substitution of numbers for important intangibles
 - | must have strong institutional research and analysis
 - | statistical significance does not necessarily mean importance
 - | important relationships are not always statistically significant
 - | interpretation of information and numbers supports good decision making
7. not a form of surrender to market conditions and trends
 - | planning must be sensitive to the environmental context but remain true to its core mission (no bandwagon jumping)
8. not something done on an annual basis
 - | “planning is an ongoing, iterative process”
 - | as goals are achieved or become outdated, they should be appropriately replaced with current goals and objectives
9. not a means to eliminating risks
 - | is the risk worth the effort
10. not an attempt to read tea leaves and outwit the future
 - | good planning relies on empirical forecasts and projections targeted to specific goals and objectives

5. SWOT analysis (Strengths, Weaknesses, Opportunities, Threats)

SWOT action checklist: (From Undertaking SWOT Analysis,
<http://www.teachernet.gov.uk/professionaldevelopment/tipd/guidance/swot/>)

1. **Establish the objectives** - The first key step in any project is to be clear about what you are doing and why. The purpose of conducting SWOT analysis may be wide or narrow, general or specific.
2. **Select appropriate contributors** - This is important if the final outcome is to result from consultation and discussion, not just personal views, however expert.

3. **Allocate research and information-gathering tasks** - Background preparation is a vital stage for the subsequent analysis to be effective, and should be divided among the SWOT participants. This preparation can be carried out in two stages:
 - a. Exploratory, followed by data collection
 - b. Detailed, followed by a focused analysis
4. Gathering information on Strengths and Weaknesses should focus on the internal factors of skills, resources and assets, or lack of them. Gathering information on Opportunities and Threats should focus on the external factors over which you have little or no control, such as social or economic factors.
5. **Create a workshop environment** - If compiling and recording the SWOT lists takes place in meetings, then do exploit the benefits of workshop sessions. Encourage an atmosphere conducive to the free flow of information and to participants saying what they feel to be appropriate, free from blame. The leader/facilitator has a key role and should allow time for free flow of thought, but not too much. Half an hour is often enough to spend on Strengths, for example, before moving on. It is important to be specific, evaluative and analytical at the stage of compiling and recording the SWOT lists. Mere description is not enough.
6. **List Strengths** - Strengths can relate to the group, to the environment, to perceptions, and to people. "People" elements include the skills, capabilities and knowledge of participants. Other people strengths include:
 - | Friendly, cooperative and supportive participants
 - | Appropriate levels of involvement through delegation and trust
7. **List Weaknesses** - This session should not constitute an opportunity to focus on negative points but should be an honest appraisal of the way things are. Key questions include:
 - | What obstacles may prevent progress?
 - | Which elements need strengthening?
 - | Are there any real weak links in the chain?

It is not unusual for "People" problems — poor communication, inadequate leadership, lack of motivation, too little delegation and no trust — to feature among the major weaknesses.
8. **List Opportunities** - This step is designed to assess the socioeconomic, environmental and demographic factors, among others, to evaluate the benefits they may bring. For example, the availability of new technology. Bear in mind just how long opportunities might last and how the group may take best advantage of them.
9. **List Threats** - The opposite of Opportunities, these are things which may, with a shift of emphasis or perception, have an adverse impact. Weighing threats against opportunities is not a reason to indulge in pessimism. It is rather a question of considering how possible negative experience may be limited or eliminated. The same factors may emerge as both a threat and an opportunity, for example, Information Technology. Most external factors are in fact challenges, and whether the group perceives them as opportunities or threats is often a valuable indicator of morale.
10. **Evaluate listed ideas against objectives** - With the lists compiled, sort and group facts and ideas in relation to the objectives. It may be necessary for the SWOT participants to select their five most important items from the list in order to gain a wider view. Clarity of objectives is key to this process, as evaluation and elimination will be necessary to separate the wheat from the chaff. Although some aspects may require further information or research, a clear picture should, at this stage, start to emerge in response to the objectives.
11. **Carry your findings forward** - Make sure that the SWOT analysis is used in subsequent planning. Revisit your findings at suitable time intervals, e.g. on return from your visit to check that they are still valid.

Do's and Don'ts for SWOT analysis

Do

- | Be analytical and specific
- | Record all thoughts and ideas in stages 5-8
- | Be selective in the final evaluation
- | Choose the right people for the exercise
- | Choose a suitable SWOT leader or facilitator

Don't

- | Try to disguise weaknesses
- | Merely list errors and mistakes
- | Lose sight of external influences and trends
- | Allow the SWOT to become a blame-laying exercise
- | Ignore the outcomes at later stages of the planning process

Common mistakes in SWOT analysis: (From http://en.wikipedia.org/wiki/SWOT_Analysis)

1. Conducting a SWOT analysis *before* defining and agreeing upon an objective (a desired end state). SWOTs should not exist in the abstract. They can exist only with reference to an objective. If the desired end state is not openly defined and agreed upon, the participants may have different end states in mind and the results will be ineffective.
2. Opportunities external to the company are often confused with strengths internal to the company. They should be kept separate.
3. SWOTs are sometimes confused with possible strategies. SWOTs are descriptions of conditions, while possible strategies define actions. This error is made especially with reference to opportunity analysis. To avoid this error, it may be useful to think of opportunities as "auspicious conditions."

Helpful links:

- | <http://business.nmsu.edu/~dboje/sbc/pages/page3.html>
- | http://en.wikipedia.org/wiki/SWOT_Analysis
- | <http://www.customerservicemanager.com/swot-analysis.htm>
- | <http://www.businessballs.com/swotanalysisfreetemplate.htm>
- | <http://www.quickmba.com/strategy/swot/>
- | <http://cms.bsu.edu/About/StrategicPlan.aspx>

Samples and tools:

- | Wal-Mart: http://marketingteacher.com/SWOT/walmart_swot.htm
 - | Worksheet: http://www.mindtools.com/pages/article/newTMC_05.htm
 - | <http://www.definition6.com/services/serviceDetail.asp?SWOTAnalysis>
-

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Hollowell, D., Middaugh, M.F., & Siboski, E. (2006) Integrating Higher Education Planning and Assessment: A Practical Guide, Society for College and University Planning, Ann Arbor, Michigan

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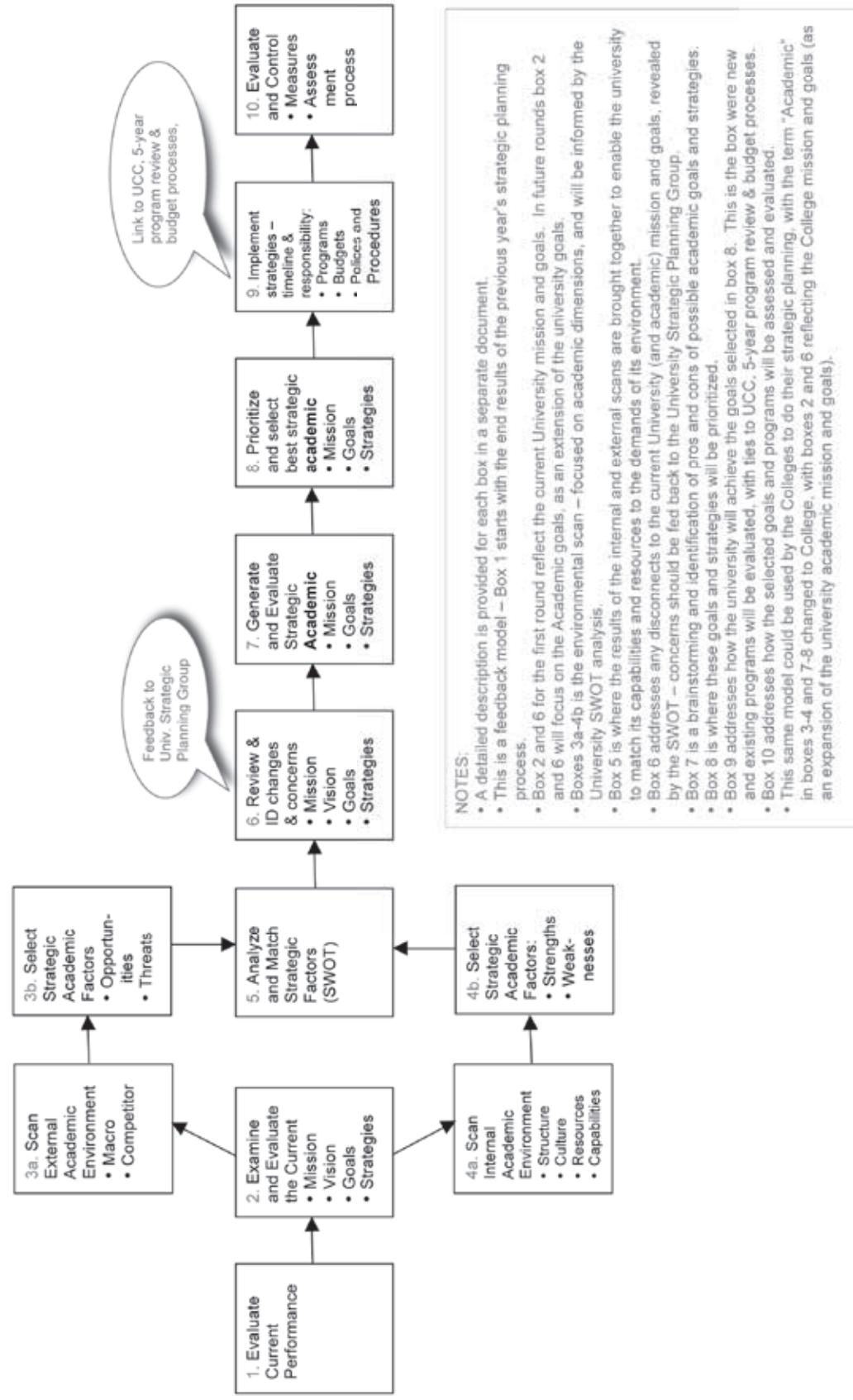
Hunger, J.D. & Wheelen, T.L. (2007). Essentials of Strategic Management. 4th edition, Pearson, Prentice Hall, Upper Saddle River, NJ.

Keller, G. (1983). Academic Strategy: the Management Revolution in American Higher Education. Baltimore: Johns Hopkins University Press, p. 143-150.)

New Mexico State University, <http://planning.nmsu.edu/planning/taskforce/plan2planddevelopment.html>

Undertaking SWOT Analysis, <http://www.teachernet.gov.uk/professionaldevelopment/tipd/guidance/swot/>)

Recommended Strategic Planning Model Overview



Recommended Strategic Planning Model Explained

This document details the process illustrated in the Academic Strategic Planning Model on the previous page. It is organized by the 10 steps (boxes) in the model. Each step is described in detail, including concept Definitions¹, a list of To Do items, and Decision Points.

Process Introduction:

This proposed process has ten steps. (NOTE: Steps can be combined and carried out in iterative fashion.)

1. Evaluate current performance
2. Examine and evaluate current mission, vision, values, goals and strategies
3. Scan external academic environment and select strategic academic factors (opportunities and threats)
4. Scan internal academic environment and select strategic academic factors (strengths and weaknesses)
5. Analyze and match strategic factors
6. Review and identify changes and concerns in the mission, vision, goals and strategies
7. Generate and evaluate academic mission, goals, and strategies
8. Prioritize and select best strategic academic mission, goals and strategies
9. Implement strategies – program, budgets, policies and procedures
10. Evaluate and control – measure and assessment process

There are several ways to implement this model for the first round of Academic Master Planning:

- | The AMP Task Force could do the whole model with steps 1-6 focused on academics (versus the whole university) – or –
- | The University Strategic Planning Committee (USPC) could do steps 1-6 and then AMP could start with step 7 –or –
- | The USPC could do steps 1-2, and AMP could do steps 3-10 with, of course, a focus on academics. This is probably the most logical choice, and the process description below is based on this choice.

Eventually the AMP Task Force will want to do step 1 based on whatever they create in steps 7-10 (versus what the University has in the University Strategic Plan):

- | With all steps focused on academics.
- | Although steps 2 and 6 would be based primarily on the Academic Strategic Plan, the University Strategic Plan would still need to be considered.
- | The SWOT analysis would be a subset (just focusing on academics) of the SWOT done for the University Strategic Plan.

¹ Reference: Many of the definitions and concepts are taken directly from “Strategic Management Theory” by Charles W.L. Hill and Gareth R. Jones; and “Essentials of Strategic Management” by J. David Hunger and Thomas L. Wheelen.

Basic Strategic Planning Guidelines:

Successful strategic planning processes should:

- | Be **Inclusive** of all stakeholder groups (faculty, administrators, staff, students, advisory boards, etc.).
- | Achieve **Active Engagement and Buy-in** from all stakeholder groups.
- | Be **Transparent** in data gathering and analysis, decision-making, and dissemination of results.
 - | We recommend the results of the previous year's metrics for both met and unmet goals be presented at the first faculty meeting of the academic year, as well as sharing the strategic plan for the upcoming year.
- | Include frequent **Communication** through a variety of venues (meetings, emails, focus groups, brainstorming sessions, etc.)
- | Be **Ongoing and Continuous** – Strategic planning needs to be addressed annually, with the results of each year's strategic planning activities feeding into the next year's planning process.
 - | Note, the environmental scanning could be streamlined once the strategic factors are identified, such that a select number of variables could be monitored on an annual basis, with a full environmental scan repeated every 3-5 years.

The first 6 steps in the Academic Strategic Planning Process examine the current situation (whereas steps 7-10 address the future).

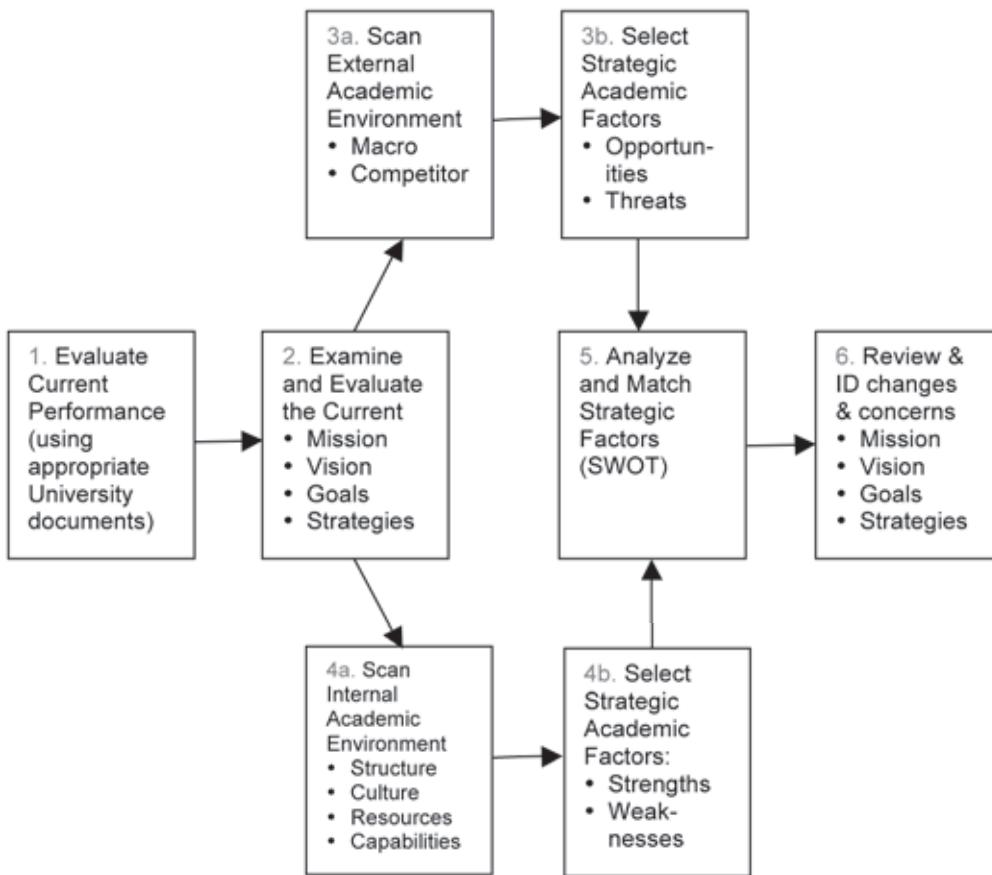


Figure 1 – Current Situation

First 6 steps in the Academic Strategic Planning Process

Box 1. Evaluate Current Performance

Typically, step 1 starts with the end results of the previous year's strategic planning process. However, since this is a new process, there are no end results from last year's academic strategic planning process. Thus, for this first year rather than evaluating current performance based on the previous year's goals and programs, the AMP Task Force will want to familiarize itself with current university academic goals. To aid in this effort a **Reference List** is included in this Academic Strategic Planning Notebook. This list is located on the AMP blackboard site and contains recommended readings and examples of other university strategic plans (organized by the 10 steps/boxes in the model).

Then in year 2 the AMP Task Force will have the goals and programs they created in year 1 to evaluate in year 2.

To Do:

- | Develop 3-5 general academic performance measures to be used on a reoccurring basis to **benchmark** Shippensburg against other schools and to analyze the trends present. Examples of measures are retention, graduation rates, graduate school admission, employment rates, etc.
 - | Create a standard report on these measures with comparisons to past performance (3-5 years) and competitor performance.
 - | Consult with the Institutional Research Director (Mark Pilgrim) in creating a standard report.
 - | Create a distribution list for sharing this information once the reports are created, which should include: President's Cabinet, Executive Management Team, Council of Trustees, University Forum, College Deans and Department Chairs, Faculty (at the first faculty meeting of the year), etc.
- | Requests for data that does not currently exist will need to be approved by the Provost.
- | See information in box 10 about the characteristics of effective performance measures.

Definitions:

- | A **goal** is a desired future state or an objective to be achieved. Goals are more specific statements of the ideas articulated in the mission. Well-constructed goals are:
 - | Precise and measurable – they provide a yardstick or standard to judge performance.
 - | Address crucial issues – having a limited number of key goals helps to maintain focus. (Research suggests that the ideal number of goals to focus on annually is 3-5. It is also suggested that goals be prioritized. However, broad concise goals at the university level will facilitate planning at the college and department level.)
 - | Challenging but realistic – they provide staff and faculty with incentive for improving.
 - | Specify a time period – they motivate and inject a sense of urgency into goal attainment.
 - | Focus on long-term performance and competitiveness.

The term goal, objectives, and strategic directions are used interchangeably, as will be evident in various University documents, such as the 2005 University Strategic Plan.

- | **Benchmarking** – look to other institutions for comparison information about best practices to help set targets and goals – what is the best performance being achieved in both our organization and in others
 - | Measure our performance against others' best practices
 - | Determine how other schools have achieved their performance levels
 - | Use this information to improve one's own performance – what is behind the performance
 - | Review case studies of others' successes and failures

Box 2. Examine and Evaluate the Current Mission, Vision, Values, Goals, and Strategies

Using the data gathered in box 1, determine if the mission, vision, values and goals are being met. This analysis will inform the environmental scan.

To Do:

1. Starting in year 2, assess how the results from box 1 satisfy (or fail to satisfy) the Mission, Vision, Values, Goals, and Strategies in the previous year's Academic Strategic Plan, and the academic components in the University Strategic Plan.
2. This analysis will inform the Environmental Scan of the External (box 3a) and Internal (box 4a) environment. That is, it may suggest areas that need to be researched in the Environmental Scan.

In examining the current situation, the following are Key Strategic Questions:

- | Where is the University now? (Not where we hope it is.)
- | If no changes are made, where will the University be in one year? Two years? Five years? Ten years? Are the answers acceptable?
- | If the answers are not acceptable, what specific actions should the University undertake? What risks and payoffs are involved?

Definitions:

| **A mission** is a formal statement of what the University does – the reason for its existence. The mission states why the University exists and what it should be doing. A well-conceived mission statement:

- | Defines the fundamental, unique purpose that sets the University apart from other similar universities.
- | Identifies the scope of the University's operations in terms of programs and services offered and markets served.
- | Promotes a sense of shared expectations in staff and faculty.
- | Communicates a public image to important stakeholder groups.
- | Reflects the "emerging nature" of the University.

One approach to mission statements emphasizes the students, their needs, and the method the University will use to satisfy those needs:

- | Who is being satisfied (what student groups – traditional undergraduates, nontraditional undergraduates, traditional graduates, nontraditional graduates, commuters, etc.)?
- | What is being satisfied (what are the student needs – knowledge, skills, credentials, etc.)?
- | How are students needs being satisfied (by what skills, knowledge, or distinctive competencies – programs, courses, activities, etc.)?

| **Vision and values** may be incorporated into a mission statement or separated out. A mission statement may be defined narrowly or broadly – a narrow mission statement may limit the scope of the University's activities in terms of programs and services offered and markets served.

- | The **vision** lays out some desired future state, or what the University would like to achieve. The vision should define a strong sense of identity and aspirations for the coming decade.
- | The **values** of the University state how staff and faculty should conduct themselves, how they should do business, and what kind of organization they should build to help the university achieve its mission. Values are the foundation of the University's **organizational culture**. Values include respect for the University's diverse stakeholders.

| **A strategy** is a course of action (or plan) stating how the University will achieve its mission and goals

| **Gap analysis** is a basic tool for reviewing the organization's position. It is based on 3 questions:

1. Where are we now?
2. Where do we want to go?
3. How can we get there?

| **Environmental scanning** is the (1) monitoring, (2) evaluating, and (3) disseminating of information from the external and internal environments to decision-makers within the university. (The distribution list created in Step 1 should be used to disseminate this information also.)

| **SWOT** is an analysis and matching of the strengths, weaknesses, opportunities, and threats identified in the internal and external environmental scans.

Box 3a. Scan External Academic Environment – Macro and Competitor

To Do:

1. Perform an external environmental scan (research, data gathering, etc.) in areas such as employer demand for graduates, student demand, competitor programs, etc.
 - | Use University SWOT analysis to help identify areas.
 - | Use stakeholder focus groups to help identify areas.
 - | Look for national and local trends, and indications of inflection points.
 - | Assumptions need to be clearly identified.
 - | Forecasts should be developed using alternative scenarios to reflect the probability of occurrence.

Definitions:

- | The **external environment** consists of variables that are outside the organization and not typically within the short-term control of administration.
 - | **Macro environment** includes: social, demographic, political-legal, technological, economic, and international. For example, what are the demographics of our prospective students, what is the political environment of a public institution, etc.?
 - | **Competitor environment**
 - | Competitiveness and position of major rivals
 - | Competitive position of our University
 - | Students/market
 - | Suppliers (such as faculty)
 - | Potential new entrants/competitors
 - | Substitute products/services (outside of who we consider competitors) – such as particular degrees or courses offered by online private universities.
 - | Complementary products/services – such as books, software, equipment, computer labs, etc.
 - | Aspirant schools

Box 3b. Select Strategic Academic Factors – Opportunities and Threats

To Do:

1. Analyze the results of the external scan and select the key (3-5) opportunities and (3-5) threats.

Definitions:

- | **Opportunities** are favorable events, trends, conditions, or circumstances in the external environment that the university could take advantage of, that create the potential for the university to enhance its performance and or competitive position.
- | **Threats** are unfavorable events, trends, conditions, or circumstances in the external environment that the University needs to protect itself from or try to minimize the impact of.

Box 4a. Scan Internal Academic Environment – Structure, Culture, Resources, Capabilities

To Do:

1. Perform an internal environmental scan (research, data gathering, etc.).
 - Use University SWOT analysis to help identify areas.
 - Use stakeholder focus groups to help identify areas.
 - Look for distinguishing characteristics, unique competencies, etc.
 - Areas of strength should be accompanied by supporting data.
 - Assumptions should be clearly identified.

Definitions:

- I The **internal environment** of a university consists of variables that are within the University itself and are not usually within the short-term control of administration. They include the University structure, culture, quality and quantity of resources and capabilities, innovations, efficiency, ways of building unique skills and distinctive competencies.

Box 4b. Select Strategic Academic Factors – Strengths and Weaknesses**To Do:**

1. Analyze the results of the internal scan and select the key (3-5) strengths and (3-5) weaknesses.

Definitions:

- I **Strengths and Weakness** are organizational factors that are stronger or weaker in the University than in the University's competitors.
- I **Strengths** are positive characteristics or benefits-sources of power or energy within the university-what draws students, makes the university successful. (A unique strength would be a distinctive competence – superior to competitors.)
- I **Weaknesses** are negative characteristics or drawbacks-sources of distress or perplexity/trouble within the University. These hurt performance.

Box 5. Analyze and Match Strategic Factors (SWOT)**To Do:**

1. Analyze the strengths, weaknesses, opportunities, and threats identified in the external and internal environmental scans, matching strengths to opportunities to maximize the use of University resources.
2. The SWOT analysis is used to create a business model to achieve superior performance and competitive advantage/position by identifying strategies that align, fit, or match the university's resources and capabilities to the demands of the environment.

Definitions:

- I **Fit Model:** The process of matching the University's strengths and weaknesses with its opportunities and threats, matching the University's resources and capabilities to demands of the environment.
- I **Business Model:** A model of how the University will achieve superior performance and market position. How the University will:
 - I Attract and select students
 - I Define and differentiate its offerings
 - I Create value for its students
 - I Acquire and keep students
 - I Provide services (degree and course offerings, support services, etc.)
 - I Lower costs
 - I Deliver services to the market
 - I Organize activities within the university
 - I Configure its resources
 - I Achieve and sustain a high level of performance
 - I Grow over time

Box 6. Review and Identify Changes and Concerns in the Mission, Vision, Goals, Strategies**To Do:**

1. Compare the academic SWOT analysis to the University Strategic Plan – does the SWOT analysis support or suggest the need for modifications in the University Strategic Plan (mission, vision, goals, strategies; refer to box 1 & 2 for definitions)? If necessary, make recommendations to the University Strategic Planning Committee.
2. Determine whether Academic Affairs needs a mission statement separate from the University's mission or if changes to the University mission statement need to be made, and thus make recommendations to the University Strategic Planning Committee.

3. In year 2 and beyond, the academic SWOT will be compared to the Academic Strategic Plan to identify support, gaps, and needed modifications, as well as comparison to the University Strategic Plan.
- •

Steps 7-10 as represented in Boxes 7-10 in Figure 2 show the process used to create (or revise) the Academic Master Plan.

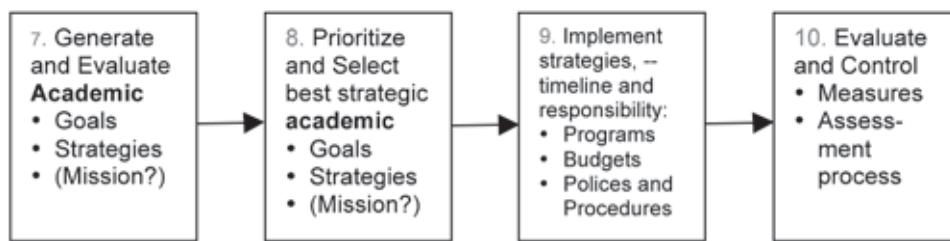


Figure 2 Creating the Academic Master Plan

Box 7. Generate and Evaluate Academic Mission, Goals and Strategies

To Do:

1. Brainstorm (without evaluation) to come up with goals and strategies, based on the academic SWOT.
2. For each goal and each strategy identify pros and cons.
3. If it was determined in step 6 that a mission statement separate from the University mission is needed, create an Academic mission.

Box 8. Prioritize and Select Best Strategic Academic Mission, Goals and Strategies

To Do:

1. Prioritize the goals and strategies.
2. Identify the decision criteria and any assumptions made.
3. Tie each selected goal and strategy to the strengths and opportunities identified in the SWOT.

Box 9. Implement Strategies – including time line and responsibilities – Programs, Budgets, Policies and Procedures

To Do:

1. Create and implement a process for developing new academic programs (as well as reviewing ongoing programs) – see references for box 9.
2. Use the following criteria to determine which decisions to make and which decisions to delegate:
 - | *Long-term*. Affect the entire university in the long run.
 - | *Rare*. Strategic decisions are unusual and typically have no precedent to follow.
 - | *Consequential*. Strategic decisions commit substantial resources and demand a great deal of commitment.
 - | *Directive*. Strategic decisions set precedents for lesser decisions and future actions throughout the organization.
3. Facilitate the development of strategic planning processes in each division, college, department, and other academic and non-academic units by providing guidance and time lines.
 - | The Academic Strategic Planning Process Model can easily be adapted to other university units.
4. Link planning and budget (align strategic goals and resource allocation)
 - | how can various funding sources (state, grants, donations, other revenue) contribute to the priorities
 - | how can the plan inform the initiation of a capital campaign
 - | how can existing resources be reallocated

Definition:

- | A **policy** is a broad guideline for decision making that links the formulation of strategy with its implementation.

Box 10. Evaluate and Control – Measures and Assessment Process**To Do:**

1. Monitor activities and performance results so that actual performance can be compared with desired performance – to the extent possible decentralize this to the unit level, utilizing the current ongoing assessment process (on a continuing basis each department/work unit evaluates its program on a 4, 2, and 1 year cycle).
2. Determine how often to measure, who is responsible, and to whom the report is disseminated. The process can be viewed as a 5-step feedback model:
 - a. **Determine what to measure** – focus should be on the most significant elements in a process – the ones that account for the highest proportion of expense or the greatest number of problems.
 - b. **Establish standards of performance** – Standards used to measure performance are detailed expressions of strategic goals. They are measures of acceptable performance results. Each standard usually includes a tolerance range, which defines any acceptable deviations. Standards can be set not only for final output, but also for intermediate stages of production output.
 - c. **Measure actual performance** – Measurements must be made at predetermined times.
 - d. **Compare actual performance with the standard** – If the actual performance results are within the desired tolerance range, the measurement process stops here.
 - e. **Take corrective action** – If the actual results fall outside the desired tolerance range, action must be taken to correct the deviation. The action must not only correct the deviation, but also prevent its recurrence. The following issues must be resolved:
 - | Is the deviation only a chance fluctuation?
 - | Are the processes being carried out incorrectly?
 - | Are the processes appropriate for achieving the desired standard?

In designing a control system, administration should remember that *controls should follow strategy*. Unless controls ensure the use of the proper strategy to achieve goals, dysfunctional side effects may completely undermine the implementation of the goals. The following guidelines are recommended:

1. **Controls should involve only the minimum amount of information needed to give a reliable picture of events.** Too many controls create confusion. Focus on the strategic factors by following the **80/20 rule**: Monitor those 20 percent of the factors that determine 80 percent of the results (and don't worry about the other 20%).
2. **Controls should monitor only meaningful activities and result.** Regardless of measurement difficulty, if cooperation between departments/colleges is important to the performance of the University, some form of qualitative or quantitative measure should be established to monitor cooperation.
3. **Controls should be timely.** Corrective action must be taken before it is too late. Steering controls should be stressed so that advance notice of problems is given.
 - | Steering controls are measures that predict likely success/superior performance. They assess variables that influence the bottom line results. Such controls allow for adjustments before the system gets out of control (such as quality and productivity measures).
4. **Controls should be long-term and short-term.** If only short-term measures are emphasized, a short-term managerial orientation is likely.
5. **Controls should pinpoint exceptions.** Only those activities or results that fall outside a predetermined tolerance range should call for action.
6. **Controls should be used to reward meeting or exceeding standards rather than to punish failure to meet standards.** Heavy punishment of failure typically results in goal displacement. Individuals will “fudge” reports and lobby for lower standards.

To the extent that the University's culture complements and reinforces its strategic orientation, the University will experience less need for an extensive formal control system. (A strong organizational culture results in self-control, and less need for administrative intervention.)

Recommended Communication Plan

As the AMP-TF develops the Academic Master Plan during the Fall 2009-Spring 2010 academic year, it is important to provide all stakeholders with updates on progress made since the last communication and the subsequent steps in the process that will occur. Below is a table with a recommended communications plan. It is similar to the communication plan used for the Middle States self-study process. The communications mechanisms at the top of the table reach a large cross section of constituents whereas the later portions of the table include ways to address specific audiences.

At any time, constituents may request a meeting with the co-chairs of the AMP-TF. Also, the co-chairs of the AMP-TF may appoint other individuals to help them with communications.

Recommended Communications Plan for the Task Force:

Audience/Stakeholder	Mechanism/Structure	Presenter of information	Frequency	Notes
Faculty, students, staff, administrators (campus)	University website	Co-chairs of TF	Ongoing	In addition to having information about the AMP process and progress, also have a feedback form/email address
	FACT	Co-chairs of TF	Bi-weekly (can communicate less frequently)	Submit articles to Pete Gigliotti
	Slate	Co-chairs of TF	Weekly publication	Recommend having interviews with a reporter
	Open forums	Co-chairs of TF	At critical times during process	Recommend kick-off meeting, meet(s) when seeking input on AMP (1 st draft, last draft, etc.)
	President's Cabinet	Members of Cabinet	Monthly	Relay information learned back to divisions/units/unions
Faculty	Department meetings	Department Chair	Monthly	Relay information learned through College Council
	APSCUF Meet and Discuss	A co-chair of AMP-TF or ST	Monthly	Relay information to APSCUF executive committee and Rep Council
	APSCUF executive committee	A member of meet and discuss	Monthly	Relay information learned through Meet and Discuss
	APSCUF representative council	A member of meet and discuss	As scheduled	Relay information learned through Meet and Discuss
Students	Student Senate	A co-chair of AMP-TF or ST	Twice a semester	Arrange through Roger Serr
	Roger Serr's weekly emails	AMP-TF	As needed	Provide updates to students as needed

Audience/Stakeholder	Mechanism/Structure	Presenter of information	Frequency	Notes
Staff/Administration	Academic Affairs Council	Chris Sax	Bi-weekly	Give update to Deans for them to give to College Councils
Council of Trustees	COT meeting	Provost	When scheduled	Relay information learned through President's Cabinet (or newer info from co-chairs)
College Advisory Boards	Board meeting	Deans	When scheduled	Relay information learned through Academic Affairs Council (or newer info from co-chairs)
SU Foundation Board	Board meeting	John Clinton	When scheduled	Relay information learned through President's Cabinet (or newer info from co-chairs)
Donors & friends	Ship magazine	Co-chairs of TF	When published	Contact Terry DiDomenico
Alumni	Email (and other as appropriate)	Tim Ebersole	When needed	Relay information learned through President's Cabinet
Local community	Oral reports	Tim Ebersole	When at meetings and appropriate	Relay information learned through President's Cabinet
Parents	Advisory Committee meeting	Janet McKeithan-Janifer	When scheduled	Relay information learned through President's Cabinet
University Curriculum Committee	Oral report	A Co-chair of AMP-TF (or PST)	Monthly	Relay information learned through President's Cabinet
Planning and Budget Council (P&BC)	Oral report	A Co-chair of AMP-TF (or PST)	Monthly	Relay information learned through President's Cabinet
University Forum	Oral report	A Co-chair of AMP-TF (or PST) or Provost (when reporting on P&BC)	Monthly	Relay information learned through President's Cabinet
Co-chairs of AMP-ST	Meeting	Co-chairs of AMP-TF	Monthly or as needed	Meet as needed
AMP-Support Team	Meeting	Co-chairs of AMP-TF	As needed	Meet as needed

AMP Process & Middle States Commission of Higher Education Considerations

Creating an Academic Master Plan is not only a best practice, it is an expected practice for our regional accreditation by the Middle States Commission of Higher Education (www.msche.org).

This document has three sections.

- | The first section describes the next report that is due to the Middle States Commission of Higher Education (a.k.a. Middle States).
- | The second section shows the relevant standards and summarizes salient points for the AMP process.
- | The final section shows the recommendations and suggestions from the final report to Middle States and relevant recommendations from our Self-study.

Section 1: Reporting to Middle States Commission of Higher Education, due June 1, 2014

Though our decennial visit from an evaluating team has occurred and the next visit will be in 2019, we must submit a Periodic Program Report (**PRR**) to Middle States by **June 1, 2014**. This section contains information that the **AMP-TF** needs to keep in mind about this report.

The purpose of the **PRR** is to provide Middle States with a progress report on the recommendations made by the visiting team in April 2009 and to provide them with planning information. In addition, it serves the purpose of documenting our continued compliance with the 14 accreditation standards. (Of the 14 standards, those most relevant to the AMP-TF will be summarized in the next section.) To quote the PRR manual¹, “At its best, the periodic review of accredited institutions is a creative means of assisting in the continuous assessment of the institutions’ educational mission, goals, and objectives. The resulting report should serve as a useful planning and development document for the institution.” Therefore, if we have a good, sustained Academic Master Plan, then the preparation of the PRR will be a matter of summarizing existing documents.

Content in the **PRR** should meet the following AMP-TF relevant objectives, as well as others, as enunciated in the PRR manual.²

- | To assess the institution’s response to recommendations resulting from the previous evaluation
- | To determine the current status of the implementation of plans for the assessment of institutional effectiveness and the assessment of student learning outcomes (accreditation standards 7 and 14)
- | To assess the extent to which linked institutional planning and budgeting processes are in place

The PRR document will need to contain a section that shows “[E]vidence that linked institutional planning and budgeting processes are in place (Standard 2). Our evidence that we met this standard in the self-study and during team visit was the explanation of our

¹ Handbook for Periodic Review Reports, 11th edition, 2008, Middle States Commission of Higher Education, pg. 1, <http://www.msche.org/publications/PRRhandbook08081114133252.pdf>.

² Ibid, pg. 2

planning and budgeting process which is outlined in the Program Planning and Budget Guidelines. (See “Existing Committees and Processes at Shippensburg Involved with Planning” on the Bb site in SU Resources) The AMP-TF needs to keep this process in mind and, when necessary, make recommendation for changes to the process. For example, the TF may wish to recommend that an annual report of the assessment of the goals used in planning be submitted IN this step located “closing the loop” is not explicit in the Program Planning and Budget Guidelines. Because of the importance of providing the evidence for Standard 2, the following is verbatim from the PPR manual.³ The emphasis indicated by the underlining is from the AMP-PST.

6) Linked institutional planning and budgeting processes (pg. 5 PRR manual)

Accreditation Standard 2 (Planning, Resource Allocation, and Institutional Renewal) provides the primary context for this final section of the PRR: An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

Institutions should provide a brief narrative describing current institutional planning and budgeting processes, with particular attention to demonstrating how such processes are integrated and linked. The narrative should be supported by reference to institutional planning documents (provided in paper copy or via electronic access). If no such documents exist, the narrative must provide a detailed account of what the institution is currently doing to carry out linked planning and budgeting processes.

Alternatively, institutions that have developed effective strategic or long-range master plans may satisfy this requirement of the PRR by making reference to such documents in the PRR and by including the planning documents as attachments. Because the materials which demonstrate these processes usually are extensive, brevity in this narrative section is encouraged.

Section 2: Middle States Standards⁴ and Salient Points in Those Standards Concerning AMP

The information in this section regarding standards that are relevant to the AMP-TF is from two FACT articles that were used to prepare the campus for the evaluating team’s visit. The first two paragraphs illustrate the linkages among Standards 1, 2, 3, 7, 12 and 14.

The planning and budget process is driven by the university’s mission and goals. The importance of a university’s mission and goals is described in Standard 1. Because mission/goals are linked to planning/budget, our Program Planning Guidelines include the mission and goals each year along with the directions for the process. In addition, this document includes the connection of our goals to the state system’s goals. The process we use satisfies Standard 2: *Planning, Resource Allocation and Institutional Renewal*. Standard 3, entitled *Institutional Resources*, expects that resources are allocated efficiently and effectively to meet the mission and goals. Assessment of the institution (Standard 7) and of the assessment of student learning (Standard 14, and specific to General Education, Standard 12), is expected to occur to inform the allocation of resources.

One example of the use of this process is highlighted in the self-study, the reallocation of two tenure-track faculty lines to the English department in order to address concerns raised by the results of the National Survey of Student Engagement (NSSE). The results of this institution-wide survey showed that the students needed more experiences reading critically and communicating. The two faculty lines were used so that all first-year students could take a more intensive course with 20 students (Writing Intensive First-year Seminar) instead of College Writing with 26 students. Assessment of this reallocation of resources is on-going, to see if it created the desired change in student learning.

The only Standard not mentioned in that particular FACT article (was in Feb. 16th) but should be mentioned here is Standard 11 which is called “Educational Offerings”. “We meet the requirements of this Standard by having a curriculum proposal process through the University Curriculum Committee that ensures “academic content, rigor, and coherence” appropriate to our mission. With this process we ensure that the student learning outcomes and methods of assessment are clearly articulated for new courses and new programs. The Program Review process meets the expectation that the curricula are examined on a regular schedule to determine if they are still effective. Our Program Review process has included the evaluation of curricula since its inception in 1982, and with our recently implemented assessment report, known as the 5-column model, we annually and systematically document the use of assessment results. This Standard also addresses the collection of skills referred to as “information literacy” which are the skills involved “in acquiring and processing information in the search for understanding, whether that information is sought in or through the facilities of a library, through practice, as a result of field experiments, by communications with experts in professional communities, or by other means.”

3 Ibid pg 5.

4 Characteristics of Excellence in Higher Education, Requirements of Affiliation and Standards of Accreditation, Online Version revised March 2009, Middle States Commission on Higher Education, http://www.msche.org/publications/CHX06_Aug08REV-March09.pdf.

Section 3: Middle States 2009 Self-Study Findings

The table below summarizes the recommendations (**Rec**) and suggestions (**Sug**) by the Middle States evaluating team as contained in the final report (**FR**), and recommendations in our self-study (**SS**) that are relevant to the Academic Master Plan. Remember that progress on recommendations in the final report must be reported in the 2014 Periodic Review Report. As to the suggestions in the final report and the recommendations in our self-study, the campus can determine which of these it will act upon. The evaluating team endorsed some of our self-study recommendations and these are indicated with two asterisks (**). The first column of the table provides a label to the amount of responsibility the AMP-TF should take for the recommendation/suggestion. A primary activity is one that the TF will accomplish through its actions, a secondary activity is one that it will influence through its actions and a tertiary activity is one that it might influence.

Responsibility level	Reference	Recommendation / Suggestion	Notes
primary	SS 4.5	Establish an academic master plan committee with broad representation to establish planning processes and develop a draft plan for review by all stakeholders.	In process.
primary	SS 4.6	Direct the academic master plan committee to develop a model that systematically examines institution-wide and program assessments to establish institutional needs and make recommendations about the allocation of resources.	Should be part of charge.
primary	SS 5.1	Use the findings from the marketing study to assess the development and growth of academic programs for traditional college-aged and adult students.	Should be part of charge.
primary	SS 4.1	Continue to promote transparency in the process of allocating resources by sharing budget projections with the entire campus community.	The AMP-TF will have a transparent process. The budget portion of this recommendation is not its responsibility directly but the TF should remind the campus of its commitment to transparency.
secondary	FR Sug Std 2	The 5-year Strategic Plan should fully address the resource implications of planned future student enrollment growth and the proposed Engineering program that would complement Shippensburg's existing strengths in the sciences and mathematics. It will be especially important to secure new facilities, equipment, and faculty as part of the Engineering approval process.	The AMP results will feed into the University's Strategic Plan (USP). The USP will need to contain an enrollment growth plan and a budget plan.
secondary	SS 4.3	Reconstitute the Strategic Planning Steering (SPS) Committee given the significant number of retirements and role transitions since the strategic plan was approved in March 2005.	The AMP-TF will need to communicate regularly with the SPS committee so that the update to the USP can occur in parallel with the creation of the AMP.
secondary	SS 4.4 **	Communicate the results of University-wide assessment efforts beyond the venues of the University Forum and the College Councils.	The AMP-TF needs to help promote the communication of assessment results. The assessment results of planning and budget activities must be communicated.
secondary	SS 8.4 **	Continue to standardize University, college, and departmental assessment efforts and coordinate the use of the assessment results in planning and budgeting cycles.	The AMP-TF needs to help promote the communication of assessment results. It might make recommendations for change to the appropriate bodies, such as the President's office regarding Program Planning and Budget Guideline changes.
secondary (see SS 8.4)	SS 8.6	Develop new mechanisms to communicate the importance of assessment and encourage broad participation in the processes at the departmental, college, and University-wide levels to various constituencies, including faculty members, staff members, administrators, students, and the greater community.	See SS 4.4 and 8.4 above.
secondary	SS 8.7	Develop stronger connections between Shippensburg University's assessment and resource allocation to promote institutional changes by reviewing the flow of information about annual assessment activities and the timing of the annual budget and planning process.	The AMP-TF needs to be aware of the current processes and make recommendations to the appropriate bodies. See Existing Committees and Processes at Shippensburg Involved in Planning, found in Box 9.

Responsibility level	Reference	Recommendation / Suggestion	Notes
tertiary	FR Rec # 1	The team fully endorses the recommendation in the self-study (7.8) that calls upon the University to determine how to retain greater number of students from under-represented populations, and further recommends more effective identification of barriers which may contribute to these higher attrition rates, careful assessment of the needs of these students, the setting of measurable retention goals, and more effective coordination of these retention efforts. (Standard 8)	The AMP-TF needs to be aware of this recommendation so that any goals they create for Academic Affairs does not harm the achievement of this recommendation and if possible, enhances its accomplishment.
tertiary	FR Rec # 2	The Middle States team notes that data on the number and percentage of minority faculty members demonstrates insufficient diversity among the faculty, and recommends the identification and pursuit of more proactive approaches to expanding the ethnic diversity of faculty pools. (Standard 10)	The AMP-TF needs to be aware of this recommendation so that any goals they create for Academic Affairs does not harm the achievement of this recommendation and if possible, enhances its accomplishment.
tertiary	FR Sug Std 5	Consider providing new members of the campus-wide Planning and Budget Council (P&BC) with an extensive orientation program to ensure they are adequately prepared to fulfill their responsibilities.	The AMP-TF needs to be aware of what the P&BC does and to inform P&BC of recommended changes. See Existing Committees and Processes at Shippensburg Involved in Planning, found in Box 9.
tertiary	FR Sug Std 7	The campus should review how it evaluates and uses data from the four annual university-wide surveys, such as NSSE, and make the adjustments necessary to ensure the results are used in a timely and appropriate manner to inform campus decisions.	The AMP-TF needs to be aware of university-side surveys and make recommendations on how their results can be used in the planning / budget / assessment process.
tertiary	FR Sug Std 9	Enrollment growth has placed a strain on some student services. The team endorses the recommendations (7.6 and 7.7) in the self-study regarding the importance of assessing the need for additional staffing in certain student service operations.	The AMP-TF needs to be aware of the impact to student services, especially those beyond Academic Affairs, when new programs are created.
tertiary	FR Sug Std 12	Given concerns expressed by some about student writing and the fact some departments have already responded with a discipline-specific advanced writing course, the team suggests the campus consider having all students receive a writing course beyond the current Writing Intensive First Year Seminar.	The AMP-TF needs to be aware of this recommendation.
tertiary	FR Sug Std 13	Review the Distance Learning Policies and Procedures, which have been in place since 2000, and consider eliminating or modifying the “non-competitive” clause, which seems to be unnecessarily holding distance education back.	The AMP-TF needs to be aware of this recommendation and to keep informed of any changes to this policy if they develop.
tertiary	FR Sug Std 14	Campus support for learning outcomes assessment should be buttressed by insuring adequate resources are devoted to the accomplishment of these commendable endeavors	The AMP-TF needs to be aware of this recommendation.
tertiary	SS 4.2	Assess the impact of declining revenue from the Commonwealth and develop an action plan that identifies additional external resources as well as a strategy for obtaining those resources.	The AMP-TF needs to be aware of this recommendation and understand its implications.
tertiary	SS 8.5	Evaluate the feasibility of the creation of a central office for assessment to coordinate the efforts of departments from both the Division of Academic Affairs and the Division of Student Affairs.	The AMP-TF needs to be aware of this recommendation.

Reference List

The following list contains materials on the AMP Blackboard site which should be useful in developing the academic master plan.



Box 1 -- Evaluate Current Performance

Academic Strategic Planning Process Box 1



Box 2 -- Examine & Evaluate Current Mission, Vision, Values, Goals and Strategies

Academic Strategic Planning Process Box 2



Box 3 -- Scan External Academic Environment & Select Strategic Academic Factors (Opportunities and Threats)

Academic Strategic Planning Process Box 3



Box 4 -- Scan Internal Academic Environment and Select Strategic Academic Factors (Strengths & Weaknesses)

Academic Strategic Planning Process Box 4



Box 5 -- Analyze and Match Strategic Factors

Academic Strategic Planning Process Box 5



Box 6 -- Review & Identify Changes & Concerns in the Mission, Vision, Goals, Strategies

Academic Strategic Planning Process Box 6



Box 7 -- Generate and Evaluate Academic Mission, Goals and Strategies

Academic Strategic Planning Process Box 7



Box 8 -- Prioritize and Select Best Strategic Academic Mission, Goals and Strategies

Academic Strategic Planning Process Box 8



Box 9 -- Implement Strategies -- Programs, Budgets, Policies and Procedures

Academic Strategic Planning Process Box 9



Box 10 -- Evaluate & Control -- Measures and Assessment Process

Academic Strategic Planning Process Box 10

Box 1 -- Evaluate Current Performance

Ship's Strategic Plan 2005

Ship's Strategic Plan 2005

See Ship's Vision, pg x

See Ship's Strategic Directions, pg xi

Ship's Program Planning and Budget Guidelines Feb 2009

Program Planning and Budget Guidelines Feb-2009.pdf

See Ship's Mission and Vision, pg. 20

See Ship's Goals, pg. 21

See Ship's Strategic Direction Statements, pgs. 22-28

Feasibility Study for Upcoming Capital Campaign

Leading the Way-Future of SU0001.pdf

SU and PASSHE Performance Measures

Ship's Performance Funding Benchmark Data 2009

Ship Performance Funding Benchmark Data.pdf

Voluntary System of Accountability

PASSHE Factbooks

Sample Balanced Scorecards

Spider Chart for Jefferson College

Jefferson Balanced Score Card Spider Chart with fictional data.pdf

Figure 2 from Dueling Scorecards SCUP article by Ballentine and Eckles, April - June 2009

One page Excel sheet with sparkline for Rhode College

Rhode Island Balanced Scorecard with historic and current fictional data.pdf

Figure 3 from Dueling Scorecards SCUP article by Ballentine and Eckles, April - June 2009

Samples/Examples from Other AMPS

Mission and Vision examples from various schools

Vision mission examples.pdf

From Integrating Higher Education Planning and Assessment: A Practical Guide by David Hollowell, Michael F. Middaugh, and Elizabeth Sibolski, 2006, Society for College and University Planning

Middle States Information

Ship's Middle States Self-Study 2009

Final Middle States Self-study.doc

See Ship's Middle States Summary of Recommendations, pgs. 93-96

Final Report from Middle States Team to Ship

Shippensburg Team Report FINAL April 29 2009.rtf

See Ship's Middle States Final Report from Team to Ship

AMP and Middle States Process

AMP Process and Middle States 8-11-09.doc

Important document that explains how the results of the AMP-PST relates to recommendations and suggestions from the Middle States Self-study process and will inform the next report due June 1, 2014.

Box 2 -- Examine & Evaluate Current Mission, Vision, Values, Goals and Strategies



Ship's Strategic Plan 2005

Ship's Strategic Plan 2005

See Ship's Vision, pg x

See Ship's Strategic Directions, pg xi



Ship's Program Planning and Budget Guidelines Feb 2009

Program Planning and Budget Guidelines Feb-2009.pdf

See Ship's Mission and Vision, pg. 20

See Ship's Goals, pg. 21

See Ship's Strategic Direction Statements, pgs. 22-28



PASSHE Academic and Student Affairs Mission and Goals 2009-2010

PASSHE Academic and Student Affairs Mission and Goals 2009-2010.doc



Samples/Examples from Other AMPs



Sample Values Statement

RiderU.pdf

Texas State_04-09 Plan.pdf

See Rider College, p. 2 and Texas State, p. 7.



Sample Mission Statement

Duke 2006.pdf

Radford U_plan.pdf

See Duke University, Preface to Plan and Aspirational Peer Radford, p. 2



Sample Vision Statement

Dickinson_SPlan.pdf

See Dickinson College, pp.4-6.

Box 3 -- Scan External Academic Environment & Select Strategic Academic Factors (Opportunities and Threats)



SWOT

SWOT analysis info from NMSU.doc



SWOT example from Massaro webinar

SWOT example Anne Massaro webinar.pdf



Environmental Scanning

Strategic Planning Tools.pdf

Various Tables and Figures from Essentials of Strategic Management, 4th edition, J. David Hunger and Thomas L. Wheelen



Harrisburg area environmental scan Oct 2008

Environmental scan for MU for DUC Oct 2008.pdf

Harrisburg area environmental scan Oct 2008 done by Millersville for the Dixon University Center



Art and Science Group LLC Environmental Scan

Shippensburg Report of Major Findings and Recommendations Art and Science Group 2005.ppt



Lipman Hearne Research Report

Shippensburg Research Report.doc

Research report by Lipmann Hearne (264 pages): Executive Summary, Methodology, Qualitative Research (Environmental Scan, Campus Intake Observations, Analysis of Competitive Environment, Program Opportunity Analysis, Influencer Interview Highlights), Quantitative Research (Current Student Survey Findings, Alumni Survey Findings, Prospective Student Survey Findings, Parent of Prospective Traditional-Age Undergraduate Student Survey Findings, Faculty and Staff Survey Findings)



Lipman Hearne Powerpoint on Research

ShipResearchPresentation final Lipman Hearne.ppt

Lipman Hearne powerpoint on research



Texas State University



Samples/Examples from Other AMPs



TX State University Draft Environmental Scan

TX State Draft Environmental Scan.pdf



Dickinson College Environmental Analysis

Dickinson_SPlan.pdf

Separates internal and external conditions. See pp. 6-9.



Sample SWOT Analyses

Duke 2006.pdf

MontCollege_APM.pdf

See Duke University, Chapter 2, pp. 9-14 and Montgomery College SWOT Analysis, Part V, pp. 13-18.

Box 4 -- Scan Internal Academic Environment and Select Strategic Academic Factors (Strengths & Weaknesses)



SWOT example from Massaro webinar

SWOT example Anne Massaro webinar.pdf



Retention Committee Report 2008-2009

Retention Committee Report 2008-2009 FINAL.pdf



Ad Hoc Advising Committee Matrix

Advising As Hoc Draft Report progress 8-10.docx

See Box 3 for more information

Box 5 -- Analyze and Match Strategic Factors



SWOT interplay grid Maestro webinar

SWOT interplay grid Anne Massaro webinar.pdf



TOWS Matrix for Situational Analysis

TOWS Matrix.docx

Figure 5.2 reproduced from pg. 82 Hunger and Wheelen



Strategic Factor Analysis Summary

Figure 5.1 Strategic Factor Analysis Summary.jpg

A Business Model

Box 6 -- Review & Identify Changes & Concerns in the Mission, Vision, Goals, Strategies

Examples of mission and vision statements from Box 1

Box 7 -- Generate and Evaluate Academic Mission, Goals and Strategies



Mission and Vision Statement Guidelines

M&V from Anne Massaro webinar[1].pdf



Sample/Example from other AMPs



Sample Goal Statements

Radford U_plan.pdf

See Aspirational Peer: Radford University Plan, pp. 3-8.

Box 8 -- Prioritize and Select Best Strategic Academic Mission, Goals and Strategies



Strategic Priorities Rating Grid Massaro webinar

Strategic Priorities Criteria Rating Grid Anne Massaro webinar.pdf



Faculty Staffing Process Explanation

Faculty Staffing explanation.docx

Short one-page description of faculty-staffing process (should I add the memos to department chairs, deans, example data?)



SCUP article Policy Analysis Scouting for the Academic Wagon Train

Policy Analysis Scouting for the Academic Wagon Train.pdf

SCUP article Policy Analysis Scouting for the Academic Wagon Train from “Doing Academic Planning Effective Tools for Decision Making”

Also See Reference List under Box #1



Examples of Ship College/Division Plans



College of Business Strategic Plan

SU COB Strategic Plan 2008-2010



Information Technology Strategic Plan 2009-2014

IT Strategic Plan 2009-2014 rev 3-10-09.pdf

Strategic plan for the Division of Information Technology at Shippensburg University

Box 9 -- Implement Strategies -- Programs, Budgets, Policies and Procedures



Action Plan Massaro webinar

Action Plan Anne Massaro webinar.pdf



Existing Committees and Processes at Shippensburg Involved with Planning

Existing Committees at Shippensburg Involved with Planning 8-06-09.doc

This document shows the Program Planning and Budget Time line alongside the time lines for University Curriculum Committee, Faculty/Staffing, Program Review, Academic Affairs Assessment Team and General Education Coordinating Committee



Samples/Examples from Other AMPs



Sample Implementation and Assessment

RiderU.pdf

See Rider College, p. 24.

Box 10 -- Evaluate & Control -- Measures and Assessment Process



SCUP article Planning an Academic Program Review

Planning an Academic Program Review.pdf

SCUP article Planning an Academic Program Review from “Doing Academic Planning Effective Tools for Decision Making”



Sample Balanced Scorecards



Spider Chart for Jefferson College

Jefferson Balanced Score Card Spider Chart with fictional data.pdf

Figure 2 from Dueling Scorecards SCUP article by Ballentine and Eckles, April - June 2009



One page Excel sheet with sparkline for Rhode College

Rhodes Balanced Scorecard with historic and current fictional data.pdf

Figure 3 from Dueling Scorecards SCUP article by Ballentine and Eckles, April - June 2009



Samples/Examples from Other AMPs



Sample Assessment Processes

Duke 2006.pdf

See Duke University, Chapter 8, pp. 71-77.

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