Fort Hays State University

Unlocking Untapped Potential

Strategic Plan

2019-2024

Introduction

Unlocking Untapped Potential is a distinctively different roadmap to the future. Ours is a five-year plan designed and developed by you, the university community. Every strategy we implement will be assigned a specific desired and measurable outcome. Each year we will assess the impact of our work.

Unlocking Untapped Potential is the foundation for what will become a very dynamic, evolving and cyclical approach to strategic planning and execution. We will succeed in this endeavor because we have always viewed challenges as opportunities, and the talented, innovative, persistent and caring professionals that make our university great will drive this strategic plan. I know it's in the right hands. Let's put it to work for Fort Hays State University.

Tisa Mason
President

Unlocking Untapped Potential is a plan built around the five core goal areas.

**Goal 1:
Academic Excellence**

**Goal 2:
Student Success**

**Goal 3:
Strategic Growth**

**Goal 4:
Resources and Infrastructure**

**Goal 5:
Community and Global Engagement**

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FORT HAYS STATE UNIVERSITY

Mission, Vision, Values

Mission

Fort Hays State University provides accessible, quality education to Kansas, the nation, and the world through an innovative community of teacher-scholars and professionals to develop engaged global citizen-leaders.

Vision

We will be accessible to those who seek higher education, unlocking potential aligned with the democratic, economic, and social needs of our communities, our region, and our world.

Values

Core Values:

Knowledge and Scholarship. Knowledge transforms the human experience. We value inquiry, discovery, and the dissemination of knowledge that leads to intellectual, social and economic advancements.

Innovation and Entrepreneurship. We think big. We solve problems. We seek and confront challenges, and embrace strategic risks that turn great ideas into exceptional pathways.

Global Engagement. We transcend geographic and cultural boundaries. We build partnerships and opportunities that connect our students to the world.

Aspirational Values:

Community. We are responsible to one another and for one another. We support our students, faculty, staff and alumni as we build a better world, starting with our local community, region, and state, and continuing beyond geographic boundaries.

Diversity and Inclusion. Everyone matters. We celebrate difference and foster dignity, understanding, respect, and opportunity for all.

Integrity and Transparency. We do what is right. Our decisions are thoughtful, ethical, visible, and inclusive. Decisions reflect input from multiple perspectives.

FHSU Areas of Distinction

Our achievements are rooted in our resilience and our dedication to pursuing solutions that improve lives in our region and the world.

• We are global leaders in creating flexible, student-centered, and online learning solutions that serve students in every state and more than 25 countries.

• We stand proudly upon our legacy of service to others and purpose-driven work that changes lives.

We are a community of innovators with a remarkable record for delivering breakthroughs in collaboration, scholarship, teaching, and learning.

• Our nimble entrepreneurial culture uniquely positions us to turn challenges into opportunities.

• Our expanding array of global partnerships brings the world closer to Kansas.

We invest in people who share in the joy of crafting challenging, affordable and transformative learning experiences.

• We deliver on America's enduring promise of opportunity for all by creating affordable, high-value programs that prepare students for success in school, in work, and in life.

• We offer a student-focused and inclusive learning environment that celebrates individuality and fuels success.
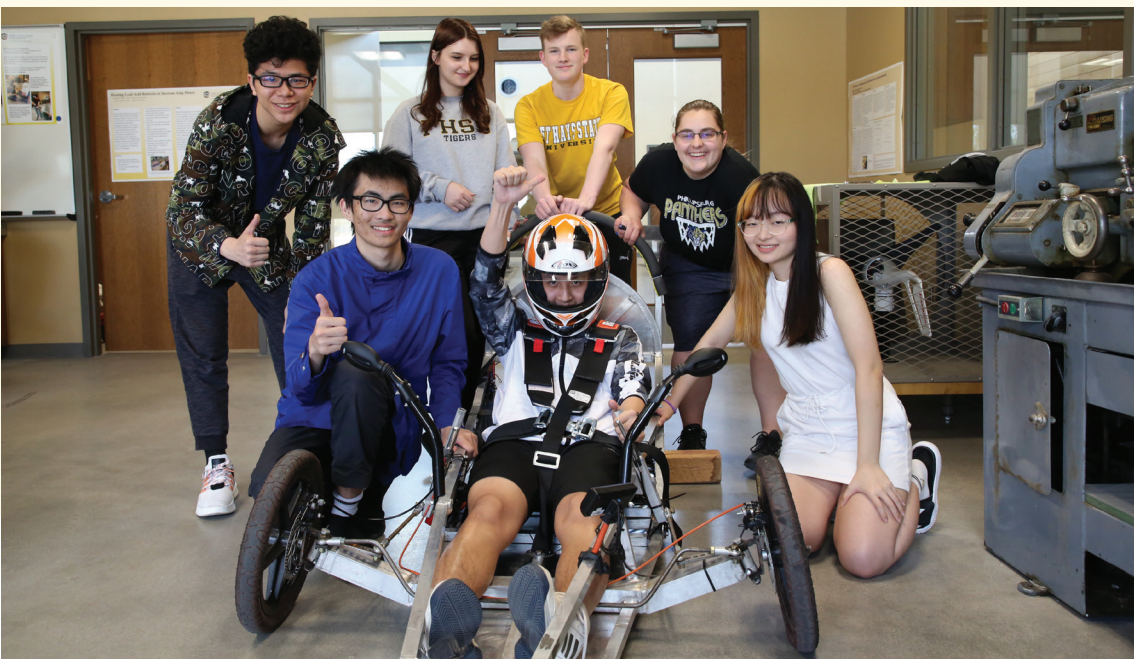
Goal 1: Academic Excellence

Foster evidence-based best practices in teaching and learning supported by scholarly activities and professional development

Strategies to Achieve Desired Outcomes

1.1: Promote a culture that values faculty commitment to assessment

Assessment expectations driven by accreditation or administrative mandates will not last long beyond the accreditation visits or a change in administration.

For assessment practices to be established as a culture in our institution, they need to be driven by faculty who are genuinely interested in improving teaching and learning. As a teaching university, the faculty who demonstrate their efforts to improve teaching and learning should be valued as much as those who make scholarly contributions to their field. The policy and practice of faculty recognition should be reviewed and revised to promote a culture that values faculty contribution to assessment.

1.2: Provide robust assessment management technology solutions to streamline data collection and reporting procedures

A robust assessment management platform is one of the necessary components fto successfully implement an assessment plan and to establish an assessment culture in an institution. While drafting procedures and plans for assessing common learning outcomes for the university, we have encountered some difficulty collecting assessment data. We need improved technology to streamline data collection and reporting procedures.

The university has had its current assessment platform for the last four years; however, the usage rate is still very low. We need to review and analyze the current usage and examine other platforms for a potential replacement. There also need to be other supporting technology solutions to ease the faculty load on assessment.

DESIRED OUTCOMES

2024

MEASURE PROGRAM LEARNING OUTCOME ACHIEVEMENTS FOR 80% OF DEGREE PROGRAMS AND 80% OF COMMON LEARNING OUTCOMES ASSOCIATED WITH THE FHSU CORE BY 2024.

2024

BY 2024, AT LEAST 75% OF ALL TEACHING FACULTY WILL ENGAGE IN ANNUAL PROFESSIONAL DEVELOPMENT ACTIVITIES SUPPORTING BEST PRACTICES IN TEACHING, SCHOLARSHIP, AND SERVICE.

1.3: Provide and support pertinent, effective, efficient, and engaging professional development opportunities

Faculty and staff are cognizant of opportunities for professional development linked to their disciplines and specializations. They also must be provided professional-development resources and opportunities for professional growth in teaching and learning, course development, and pedagogical best practices—not only to further the continuous improvement of teaching, but also to support the success of the goals and outcomes in the FHSU strategic plan. Targeting professional development in the areas of assessment and high-impact practices will help FHSU achieve several outcomes and strategies throughout the plan and address key issues.

- Faculty attrition has been linked to inadequate faculty development.

- Faculty development needs to be delivered through a variety of methods (face-to-face, self-paced, and online).

- Faculty professional development is critical to fostering quality teaching and student engagement.

Goal 2: Student Success

Create opportunities for all students and empower them to identify, evaluate and achieve their goals while becoming engaged global citizens

Strategies to Achieve Desired Outcomes

2.1 Review options to improve advising and prepare advising proposals based on data and best practices

Inconsistent advising practices remain one of the institution's greatest opportunities for improvement. Effective advising for students entering the institution with 45 credits or less presents the most likely opportunity for the institution to improve student success beyond the first year.

Research has shown that students who engage with the institution and form connections within the first year are most likely to persist. Research has also shown that underrepresented students and fully online students present the greatest persistence challenges.

Increasing institutional engagement with students with 45 credits or less by using available tools and programming (Access to Success, Starfish Early Alert/Predictive Analytics, WorkDay academic plans, etc.) will connect students to the institution in a timely manner and improve persistence. There are many models to achieve this, and several institutions have implemented advising programs that have achieved significant gains in first-year retention.

2.2 Improve the early alert/predictive analytics system and provide student success dashboards to all faculty and staff

An early alert/predictive analytics system has been an important component of our participation in the American Association of State College and Universities (AASCU) Re-imagining the First Year of College project. Early alert system and predictive analytics modules have been implemented with Starfish, but need further refinement and development to reach their potential. Similarly, there may be an opportunity to develop dashboards for all faculty and staff in a "phase 2" version of this project.

2.3 Improve transition programming for new freshmen and for transfer students

Current freshman transition programming includes Tiger Stripes Pre-Enrollment, Tiger Impact New Student Orientation, First Forty Days, UNIV 101 Freshman Seminar, and access to student success advising appointments. Special population programs include the Hispanic College Institute, Golden Beginnings, Project Lighthouse, and Living Learning Communities:

DESIRED OUTCOMES

2024

BY JUNE 2024, INCREASE THE UNIVERSITY PERSISTENCE RATES AND GRADUATION RATES FOR ALL DEGREE-SEEKING CLASSIFICATIONS BY AN AVERAGE OF 4 PERCENTAGE POINTS.

2024

BY JUNE 2024, IMPROVE OUR SENIOR NSSE MEASURE FOR HIGH-IMPACT PRACTICES PARTICIPATION BY 1-2 PERCENTAGE POINTS.

- The Hispanic College Institute is a pre-college summer program to help high school students prepare for and succeed in higher education.

- Golden Beginnings is a pre-orientation program offered for first-generation college students.

- Project Lighthouse is a yearlong mentoring program for first-generation college students.

- A Living Learning Community (LLC) is open to all first-year students; students take classes together, live on the same floor and participate in activities together throughout the year.

Potential gaps in our freshman transition initiatives are:

- Special population programs (underrepresented, first-generation, and rural students)

- International student orientation (oncampus and at international partner institutions)

- Virtual orientation

- Pre-college programs

- Summer bridge programs

- Faculty and student relationships

- Enhancing current design, organization, and impact of first-year-experience (FYE) initiatives

Transfer students have limited orientation opportunities. Transfer Orientation is offered to all transfer and non-traditional students. Transfer students interested in living on campus can participate in our Transfer Network living learning community. Potential gaps in these initiatives are:

- Providing "pre-advising" support for students admitted into our community college partners who have declared that they will matriculate to FHSU through a partnership agreement

- Providing additional electronic/in-person transition opportunities for all transfer students
    + Extended orientation
    + Mentoring program
    + Advising appointments

2.4 Map clear academic program pathways to help students make informed enrollment decisions and simplify decision-making

The Workday advising module will go live in fall 2020 and will represent a fundamental change in approach to advising for our campus. Central to the Workday approach to advising is the concept of guided degree pathways. Workday refers to these pathways as "academic plans." The concept is to use technology to map out four years of required courses to avoid unnecessary courses and to improve student time-to-degree.

Research shows that students who make a purposeful program choice, who attempt the first 30 hours of a clear pathway, attempt nine hours in an academic focus, and complete initial English and Math are most likely to graduate within six years.

Goal 3: Strategic Growth

Design and implement a plan for sustainable university growth

Strategies to Achieve Desired Outcomes

3.1 Develop strategic enrollment plan and planning process for enrollment initiatives

FHSU has done an exceptional job of growing the university by 10,000 students over the past 20 years. However, declining traditional high school enrollments and increased competition in both the traditional and online market will create the need to be more efficient in the development and sustainability of enrollment initiatives to keep FHSU growing in the future.

To meet these challenges over the next 10 years FHSU will create a strategic enrollment plan and a planning process that promotes growth, keeps FHSU true to the university mission, and reallocates resources when past or current initiatives do not meet key performance indicators.

3.2 Develop a financial aid leveraging plan that supports university growth and contributes to improved student retention

The common title for this type of plan and project is "financial aid leveraging;" however, most of the impact from such a project will be directly related to the institution's scholarship program. FHSU's current scholarship system has benefited the university in many ways, but new models of data collection and needs-based funding have evolved. These new models have proven to be effective at other institutions in improving identification of students with true need for financial assistance and thereby leading to institutional growth, improved retention, and additional tuition revenue.

A report from the Education Advisory Board notes that a financial aid counseling (leveraging) program at one institution helped triple the first-to-second-year retention rate of students on academic probation. Additionally, financial aid incentives for strong academic students at another institution helped increase the overall ACT score of incoming students. Financial aid leveraging plans often result in:

- Financial assistance models that increase enrollment

- Improved utilization of institutional scholarship money

- Improved retention and persistence rates

DESIRED OUTCOMES

5 YEARS

BY DECEMBER 2019, CREATE A STRATEGIC ENROLLMENT PLAN TO ADDRESS PROJECTED ENROLLMENT FOR THE UNIVERSITY OVER THE NEXT FIVE YEARS.

3.3 Attract and retain diverse, talented, and dedicated faculty and staff to support institutional growth

Faculty and staff are the greatest resource we have for growing our university and providing outstanding learning and university experiences for our students. In addition to ensuring that we have appropriate buildings, technology, and infrastructure, we must continue to attract and retain a quality workforce to teach and support learning and research and which reflects the diversity of the student body we hope to attract and retain. As we grow our academic offerings and our student body, our human resources must keep pace.

Goal 4: Resources and Infrastructure

Maintain and improve infrastructure and resources to keep pace with growth

Strategies to Achieve Desired Outcomes

4.1 Increase revenue by 5% annually from existing and new revenue sources

Annual revenue growth from existing and new sources will be needed to support current operations and to achieve the outcomes prioritized for the university in the strategic plan. Current revenue is generated primarily from two sources, tuition and state support. Tuition revenue will be strengthened by maintaining and growing enrollments and by managing tuition rate increases strategically to support growing enrollments. State support is dependent upon legislative action and can be strengthened by ensuring those responsible are aware of our successes and by gaining support from the Kansas Board of Regents (KBOR). Revenue creators will include the FHSU Foundation and grant-funded research.

4.2 Complete a review and revision of the master plan with input from all involved participants

In 2012, Fort Hays State University contracted with a planning firm to undertake a new campus master plan in response to KBOR requirements. The previous master plan was completed in 1970 and was no longer valid. The new plan was completed in 2013. This plan lacked specific direction and was very general with regard to future planned development. Given the quantity of capital development which has occurred over the last six years, there is now a need to align the development plan with the campus as it exists today and anticipate future development of the campus 10 years into the future. The plan would represent findings based on current input from students, faculty, and staff. The campus master plan serves to guide the maintenance and improvement of campus infrastructure and resources in an ever-changing and growing campus environment.

4.3 On a yearly basis, identify resource allocations for rehabilitation of university facilities

Fort Hays State University maintains a physical plant of 60 structures, which are located on approximately 200 acres. The campus is also comprised of multiple streets, parking lots, sidewalks, utility tunnels, underground electrical, gas, water, sanitary, and storm sewer systems. The structures represent just over two million gross square feet of academic, residential life, auxiliary, athletic and agriculture buildings. The oldest structure on campus dates to 1904, with the newest structure to be completed in 2019. Streets and utility systems

DESIRED OUTCOMES

5 YEARS

ACHIEVE 5% ANNUAL OVERALL REVENUE GROWTH, FROM ALL SOURCES, FOR THE NEXT FIVE FISCAL YEARS.

5 YEARS

COMMIT 30% OF ANNUAL OVERALL REVENUE GROWTH TO IMPROVE FACILITIES AND INFRASTRUCTURE FOR THE NEXT FIVE FISCAL YEARS.

date to as early as 1950. All facilities, equipment and building systems need to be maintained in a sound, reliable operating condition to support campus operations, including academic needs, residential life needs, athletic needs and agricultural needs. In accordance with Board of Regents reporting requirements, a biannual review of building conditions is completed. These reviews exclude Residential Life, Athletics, the Memorial Union and the president's residence. It would be desirable to complete a basic annual evaluation of all facilities to detect deficiencies in a timely manner and to more accurately predict required maintenance or replacement of various components.

4.4 Review and update business continuity/contingency plans to continue critical operations during an unplanned event

For preservation of the university's core business, a formal business continuity/contingency plan should be kept current, along with a disaster recovery plan. The business continuity/contingency plan should consist of the necessary components that Fort Hays State University needs to continue operating during an unplanned event. This would include identifying the essential business functions of the university, the systems and processes needed to sustain those functions, and details regarding how those are maintained. Business continuity planning includes information technology and should extend to campus infrastructure as well. As part of the business continuity plan, specific disaster recovery documentation for information technology services should be developed. Business continuity planning and disaster recovery documentation was identified as an area for improvement in the 2017 Legislative Post Audit (LPA) Security Audit.

The LPA audit in 2017 specifically detailed the following:

Criteria: All entities shall develop business contingency plans for their information technology and communication resources [ITEC #53106].

Condition: The university does not have a business contingency plan for its information technology or communication resources.

Cause: IT officials agreed this was not a priority, given its other projects and tasks.

Effect: When an entity doesn't have a business contingency plan, the entity does not have assurance that it could restore essential IT operations in a timely fashion after a disaster or other major interruption.

Because of the findings of the LPA audit, Technology Services officials now believe that a business continuity plan and an IT disaster recovery plan should be a high priority.

Goal 5: Community and Global Engagement

Cultivate impactful partnerships internally, locally, nationally, and globally

Strategies to Achieve Desired Outcomes

5.1 Develop FHSU's economic prosperity (EP) metrics and align current projects and future opportunities for innovative, intentional partnerships that enhance economic prosperity

The growing interest in defining the public good of public higher education has led policy makers at the state and national level to begin asking that the capabilities and innovation of public higher education be leveraged in new, direct, and more novel ways to enhance the general economic prosperity of communities on a local, regional, and state-wide basis.

FHSU is well-positioned to contribute to economic prosperity, locally, regionally and in the state through its long-standing practice of developing innovative partnerships with industry, school districts, healthcare and other key entities. FHSU will develop prosperity metrics which are institutionally aligned and programmatically generated.

5.2 Establish a process to assess university impact on economic prosperity at community, regional, and state levels

Like the needs of Kansas families and Kansas businesses, the need for Kansas and its communities to prosper is being addressed by the Regents system. With emphasis and accountability, universities will become innovative, intentional partners in building state and local economic prosperity. Using metrics developed in strategy 5.1 and reporting expectations from the Kansas Board of Regents, FHSU will assess and report annual and ongoing contributions to economic prosperity.

5.3 Inventory FHSU's current civic learning and engagement activities and evaluate for alignment for Carnegie Community Engagement classification

Carnegie Foundation Community Engagement is an elective classification to assess university collaboration through mutually beneficial partnerships with local, regional, national, and global communities. The classification is evidence-based and requires significant effort to collect data and documentation for self-study of civic engagement practices by the participating institution. Institutions apply on a five-year cycle. The application process will open in 2023 for classification in 2025.

DESIRED OUTCOMES

PROSPERITY

ANNUALLY, DEVELOP OR ENHANCE INNOVATIVE PARTNERSHIPS THAT BUILD ECONOMIC PROSPERITY AT THE COMMUNITY, REGIONAL OR STATE LEVEL AND REPORT PROGRESS TO THE KANSAS BOARD OF REGENTS.

2023

BY JUNE 2023, MEET ALL REQUIREMENTS FOR CLASSIFICATION AS A CARNEGIE COMMUNITY ENGAGED UNIVERSITY, REFLECTING THE FHSU MISSION TO DEVELOP GLOBAL CITIZEN LEADERS.

The goal of investing in community and global, or civic, engagement at Fort Hays State University mirrors our university mission "to develop engaged global citizen leaders" through curricular and co- curricular activities. Engagement helps students develop civic knowledge, skills and values and contributes to the quality of life in a community and the economic prosperity of our region and state.

"Civic engagement means working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes."

— Thomas Ehrlich

The first step toward meeting the desired outcome to apply for classification as a Carnegie Community Engaged Institution is to gather data representing FHSU's current activities and the level of engagement and impact of those activities. This data should then be updated annually. We will look broadly at activities and impact across the university through connecting students to learning experiences beyond the classroom – experiential learning, undergraduate and graduate research, community involvement, or international/global experiences.

The second step in meeting the desired outcome of applying for classification as a Carnegie Community Engaged institution is to review the data gathered in strategy 5.1 and to analyze the alignment of the FHSU program with Carnegie requirements.

5.4 Improve, expand, and institutionalize community and civic engagement as a foundational, sustained learning experience for all FHSU students through curricular, co-curricular, and other activities

As we complete the evaluation of FHSU's engagement activities and review the requirements for the Carnegie Foundation's Community Engagement classification, we expect that we will uncover gaps. The third step in achieving classification seeks to address the need and the interest in new engagement activities.

We also expect that the new director for Civic and Learning Engagement will generate renewed interest across campus in engagement.

This fourth strategy for Goal 5 seeks to fully institutionalize community and global engagement activities across the university, encompassing many disciplines and programs. The implementation team will work with other units to determine the need for new engagement activities and to ensure alignment with the Carnegie Community Engaged classification.

5.5 Prepare Carnegie Community Engagement documentation and data for submission in 2023

The final step for Goal 5 is the process of applying for Carnegie Foundation's Classification for Community Engagement. The implementation team will gather, adapt, and fine-tune models and templates for Carnegie Community Engaged documentation and data submission.

FORT HAYS STATE
UNIVERSITY

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