Re-imagining Education at Chadron State College:
A Plan for the 21st Century

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Executive Summary

Commencing the 2010-11 AY, Chadron State College has been involved in strategic planning within each of the three basic units of the institution: academic affairs, student affairs, and administrative affairs. Intentional initiatives that will significantly re-imagine the college's operations have been developed. These initiatives address internal reorganization and initiatives that will streamline operations, make better use of personnel and resources through functional reorganization, and create new high impact learning environments led by well qualified and pedagogically trained full and part-time faculty members. These activities are aimed at discarding long-held procedures that no longer make sense given the changing landscape of higher education, and that dramatically increase recruitment and retention through high quality service and learning opportunities. The intentional initiatives have been developed in response to three key drivers in higher education:

- **Rapidly developing technology** - What long-held assumptions about teaching, learning and about the role of the professor still have resonance in this age of the Internet? And, which assumptions regarding the academic enterprise must be discarded?

- **Rising expectations** - Student expectations are changing, along with government and tax-payer expectations for accountability which are intensifying.

- **Declining revenue** - Declining state revenue is the "new normal" along with escalating costs of higher education to taxpayers and students.

In addition the twenty initiatives are categorized into four groups based on outcomes as follows:

- Streamlined, relevant, high impact learning experiences for students

- Competitive, customer-focused delivery of services in support of teaching and Learning

- Optimal use of limited human and physical resources

- Increased revenue

In terms of priorities for the twenty initiatives, the college needs to focus initially on those that deal with reorganization in support of scalability and functionality. This must be accomplished in an environment of fewer resources and done with regard to efficacy and efficiency. In short, we must strive to do a better job for more students and with fewer resources. This reorganization is **budget neutral** and seeks to re-focus the sphere of work, not increase it. It also seeks to build on the robust technology of the NeSIS system by streamlining service delivery and eliminating individual silos of turf and expertise in favor of strong cross-training. All recommendations in this process will comply with Board Policy, the negotiated agreements, and the designations of the professional staff study that was recently completed. The details of the CSC strategic planning process and initiatives are described in the pages that follow.

Strategic Planning for 2011 - 2014
Strategic Planning Background:

Beginning in 2010 Chadron State College has been involved in the renewal of its strategic planning process, as the current document, Vision 2011, expires in this centennial year. The guiding parameters for this process were put forth in a document by George Mehaffy entitled "Medieval Models, Agrarian Calendars and 21st Century Imperatives." Dr. Mehaffy maintains that "it is time to go beyond marginal tinkering or reductions of core functions and services and begin to identify long term strategies to create scalable, high quality education models for the 21st century."

The premise of his manifesto is that "all of us together are smarter than any one of us alone." This idea was demonstrated by the Defense Advanced Research Projects Agency (DARPA). DARPA created the Internet and is known for its groundbreaking experimentation. To celebrate the 40th anniversary of the Internet, DARPA created a competition to "explore the roles the Internet and social networking play in the timely communication, wide-area team-building, and urgent mobilization required to solve broad-scope, time-critical problems." The network challenge they chose for the competition involved finding ten 8-foot high bright red weather balloons placed at fixed, random locations around the United States. The first team to find all ten balloons won a $40,000 prize. The winning team from M.I.T. found all ten red balloons in eight hours and 52 minutes by creating a network of over 40,000 people from just five members of the core team. Social networking and a pyramid scheme with incentives for everyone, allowed the M.I.T. team to build the prize winning team. No one individual could have found all ten balloons in record time, no matter how much expertise he or she possessed.

The DARPA competition demonstrated the new adaptive, networked knowledge which is profoundly different than the individual expert knowledge that is typical of universities and

colleges. This important message was not lost on the American Association of State Colleges

and Universities (AASCU) and George Mehaffy, Vice President for Academic Leadership and

change at AASCU. The organization has organized the *Red Balloon Project* to create a network of

public colleges and universities that will collaboratively re-imagine education systems in light

of the three drivers in the 21st century that will profoundly challenge public higher education:

declining funding, rising expectations, and rapidly developing technology. This network of

institutions will focus on new models for: institutional organization and design; enrollment

management; faculty work; curriculum; and course and instructional design. Through these

collective efforts the Red Balloon Project aims to:

- Successfully educate an increasing numbers of students, with fewer resources;

- Utilize educational technologies to better engage students in authentic learning

    experiences;

- Provide students with 21st century knowledge, skills, and abilities needed for careers

    and thoughtful engagement in global society.

Chadron State College's Strategic Plan 2011-2014:

Each of the three basic units of the institution: Academic Affairs, Enrollment Management

and Student Affairs, and Administration and Finance have brought forward

recommendations for paradigm changing, intentional initiatives that will significantly re-

imagine the college. Some of these initiatives address internal reorganization and internal

initiatives that will streamline operations, make better use of personnel and resources

through functional reorganization, and create new high impact learning environments led

by well qualified and pedagogically trained full and part-time faculty members. These

activities are aimed at discarding long-held procedures that no longer make sense given the

changing landscape of higher education, and dramatically increase recruitment and

retention through high quality service and high impact learning opportunities.

Vision
Chadron State College aspires to be a premiere institution of higher education in the western high plains states, innovatively pursuing excellence in teaching, scholarship, and service.

Mission
Chadron State College will enrich the quality of life in the region by providing educational opportunities, research, service, and programs that contribute significantly to the vitality and diversity of the region.

Drivers of Change in the 21st Century

• **Rapidly Developing Technology** - What long-held assumptions about teaching, learning, and about the role of the professor still have resonance in this age of the Internet? And, which assumptions regarding the academic enterprise must be discarded?

• **Rising Expectations** - Student expectations are changing, along with government and tax-payer expectations for accountability which are intensifying.

• **Declining Revenue** - Declining state revenue is the "new normal" along with escalating costs of higher education to taxpayers and students.

The Plan's Desired Outcomes

• Streamlined, relevant, high impact learning experiences for students

• Competitive, customer-focused delivery of services in support of teaching and
        learning

• Optimal use of limited human and physical resources
        Increased

• Increased revenue

Initiatives

The following 8 initiatives were developed to achieve the outcome of streamlined, relevant, high impact learning experiences:

"More than just grades"
1) Revise Essential Learning Program (General Studies)
2) Create integrated and interdisciplinary programs
3) Implement experiential learning for college seniors
4) Expand student literacy to all areas of technology and media
5) Create co-curricular experiences that emphasize leadership, engagement, civic
    responsibility and positive human interaction
6) Refine and redefine course delivery models
7) Promote standards of quality for courses and teaching
8) Establish a technology-supported, collaborative and creative teaching and
    learning center to provide appropriate resources and tools to create high-impact
    learning experiences

The following initiatives were developed to achieve the outcome of competitive, customer-focused delivery of services in support of teaching and learning:

"Quality Service Every Time"
9) Develop a campus-wide definition and process for student advising and schedule
    building
10) Initiate a review of internal service gaps and establish a plan to improve
    communication and timely completion of services
11) Review all campus services for relevance and efficiency
12) Initiate a review of internal service gaps with respect to academic computing
    services
13) Establish a deliberate collaborative process to improve communication and
    effective teamwork across all areas of the college

The following initiatives were developed to achieve the outcome of optimal use of limited human and physical resources:

"Work SMART" (Specific, Measurable, Attainable, Relevant, and Time-bound)
14) Based on the campus-wide review of services for relevance and efficiency (#11
    above) reallocate human resources more effectively according to mission-critical
    processes and functions as opposed to historical silos
15) Implement a system of assessment and accountability for ensuring quality of
    mission critical functions
16) Differentiate and streamline the role and responsibilities of faculty and staff
17) Initiate a digital document and self-service plan for process flow improvement,
    accountability, document storage and retrieval, and paper reduction

The following initiatives were developed to achieve the outcome of increased Revenue:

"The New Normal"
Note: The previous 17 initiatives are intended to indirectly enhance revenue for the College, however, the following three initiatives are specific to revenue generation.
18) Reallocate one or more existing personnel lines to focus exclusively on market development
19) Develop internal support for grant-writing
20) Build on fundraising momentum developed during the Vision 2011 Comprehensive Campaign

In terms of priorities for the above twenty intentional initiatives, the college needs to focus on those that deal with reorganization in support of scalability and functionality. Therefore the strategic plan hinges on the timely implementation of initiatives 11 and 14. After extensive discussions about the drivers of higher education change – rising expectations, rapidly changing technology, and revenue – and the resulting initiatives we wish to accomplish, along with mission critical accountability issues in regard to student services and accreditation and assessment, the college is proposing a functional reorganization of administrative, professional and support staff and faculty with an eye to creating champions for these areas. This reorganization recognizes the fact that "if it is everyone's business, then it is no one's business." Accomplishment of mission critical activities require that someone is the leader for each activity and that leader has the power and authority to make things happen. In addition the reorganization must be accomplished in an environment of fewer resources and done with regard to efficacy and efficiency. In short, we must strive to do a better job for more students and with fewer resources. The following pages encapsulate the proposed possibilities for functional reorganization. The changes are **revenue neutral** and seek to refocus the sphere of work, not increase it. The changes also build on the robust technology of the NeSIS system by streamlining service

delivery and eliminating individual silos of turf and expertise in favor of strong cross-training.

Reorganization of Academic Affairs

Academic Affairs is seeking to re-design the roles and job descriptions of the academic deans along functional lines rather than historical turf. Individual deans will be designated as champions of certain functions and will then work collaboratively with the Deans Council to accomplish those tasks across campus

- **Dean of Teaching and Learning and Dean of the School of Liberal Arts** – This dean will direct the new Teaching and Learning Center (TLC) and will focus on the design of creative and interactive learning environments, especially using new technologies, as well as various delivery modalities. In addition the TLC will provide one-on-one and just-in-time training in pedagogy and technology for faculty. He or she will also be the primary liaison with Human Resources regarding searches for full and part-time faculty and staff, and supervise the orientation for full-time, part-time, and online faculty. While this academic dean will be the direct supervisor of faculties in the School of Liberal Arts, he/she will also work with the entire faculty membership on issues of improvement of instruction and will be involved with the teaching and scholarship component of the annual evaluation for all faculty members.

- **Dean of Curriculum and Academic Advancement and the Dean of the School of BEAMSS** – This dean will be in charge of curriculum reform including the structure and sequence of curricula, as well as the coordination of curriculum in support of collaborations, e.g. dual high school credit, dual masters degrees, professional curriculum regarding businesses, the Rural Health Opportunities Program (RHOP), globalization efforts, and new markets. He/she will oversee the re-design of the General Studies core curriculum, as well as the new initiative for the development of high impact practice interdisciplinary and multidisciplinary courses across disciplines and departments and the senior experiential learning capstone. This dean will direct the assessment programs for General Studies and academic programs, along with the requirements for regional (HLC) accreditation and specialized accreditation for Business (ACBSP). In addition this dean will head advanced or graduate studies regarding academic issues, plans of study, and graduate assistants. This dean will also chair the Graduate Council and oversee the graduate program. While this academic dean will be the direct supervisor of faculties in the School of Business, Entrepreneurship, Applied & Mathematical Sciences & Sciences, he/she will also work with the entire faculty membership on accreditation and assessment and will be involved with the service component of the annual evaluation for all faculty members.

• **Dean of Professional Licensure and Dean of the School of Education, Human Performance, Counseling, Psychology and Social Work** – This dean will serve as the unit head for education and therefore provide the leadership for specialized accreditation for education. The academic dean will shepherd the Education unit and all aspects of NCATE accreditation, TK- 20 Education assessment, teacher candidate advancement, teacher certification and field placement, and serve as liaison with the public schools. In addition this dean will deal with the issues of state licensure for professional occupations in counseling, social work, and teaching and oversee the specialized accreditation for Social Work (CSWE). While this academic dean will be the direct supervisor of faculties in Education, Human Performance, Counseling, Psychology and Social Work, he/she will also work with the entire faculty membership on accreditation and assessment issues in teacher education and will be involved with the teaching, scholarship, and service components of the annual evaluation for all faculty members.

• **Annual Faculty Evaluations and School Budgets** – The three academic deans comprise the Deans Council. The Council will work together to finalize the annual evaluations for all faculty after individual deans provide parts of the evaluations for the council to review. This should result in a very consistent annual evaluation for all faculty members and avoid the differences caused in the past by using three different deans independently. In addition the council will oversee an academic instructional budget for all three schools as a whole and make group decisions that will be better informed and involve the entirety of academic affairs, thus providing appropriate and consistent support for all programs offered by CSC.

• **Extended Campus Programs** – Many of the historical functions of the Extended Campus Programs Office are the same functions performed in admissions and advising. Those redundant operations will be shifted to the central admissions and advising offices and the focus of the current Assistant VP for Extended Campus Programs, will be shifted to another critical area of need, new market development. This would focus a high level professional on work that will enhance enrollments and provide coordination with the internal constituents when collaborations and curricular adjustments are needed to meet the needs of new markets.

Reorganization of Enrollment Management and Student Affairs

As is the case with Academic Affairs, Enrollment Management and Student Affairs seeks to redesign the roles and job descriptions of the professional and support staff along functional lines rather than historical turf. One of the outcomes of the discussions during the strategic planning process was the acknowledgement that units within Enrollment Management and Student Services at Chadron State College have arrived at an intersection

of changing technology, changing expectations of the customer, outdated processes and practices, and a staffing pattern that supports place over function. A thorough review of processes and practices and an environment of continuous assessment and process improvement are needed. During the past few years Chadron State College has begun to realize both the challenge and the potential of several system-wide and local initiatives:

• The new student information system (NeSIS).

• The emergence of the 8 week format for courses to meet the needs of non-traditional learners.

• The expansion of online learning.

• Changing and additional focus of marketing efforts targeting populations of potential undergraduate and non-traditional undergraduate and graduate students.

These changes have called into question our past practices and processes and historical responsibilities. With the advent of the new student information system (NeSIS), we are receiving better data sooner but with the current configuration of personnel, Enrollment Management and Student Services is not taking full advantage of the system to improve services. If we reorganize according to broad functions rather than historical responsibilities, we will be able to utilize the system better and serve constituents more reliably and efficiently.

Enrollment Management and Student Services proposes to reorganize personnel, budgets, and services around the ***processes*** that need to be provided to students, rather than the disjointed, sometimes redundant, historical silos where students must physically go from office to office (student gauntlet) to get their needs met .

The desired outcomes for the reorganization are:

• A service interface that permits human to human interaction or web based access

- Access to services on-demand

- The right information/service at the right time

- Cross-functional teams that develop processes and support the service interface

The key to the reorganization is the development of a student interface that provides access to functions needed by in-bound and existing students. Students using the interface will access functions through the web or through a **generalist**, who will be the student's point of contact to *run the gauntlet for the student*. For planning, problem solving and assessment, personnel will be organized into five teams representing the five broad functions of the Enrollment Management and Student Services unit. The five teams are the Recruiting Team, the Enrollment Team, the Retention Team, the Records Team, and the NeSIS Team. The teams will be cross-functional. That is to say, the composition of each team will be made up of personnel from the different, but interrelated, areas of expertise such as admissions, records, financial aid, etc. Each team will be headed by a Team Leader. Because the NeSIS team manages the integrated database that drives all functions, the team will consist of the Team Leaders for each of the other four teams. Personnel and budget will be organized around these five teams.

Administration and Finance

As with the Academic Affairs and Enrollment Management and Student Affairs divisions, the planning in the Administration and Finance division revolved around function dictating how future processes would be structured rather than maintaining historical silos of responsibility. Because the Administration and Finance units were found to be more closely aligned to current functional needs, broad reorganization of the unit was not required. However, it is critical that Administration and Finance conduct a thorough

review of internal service gaps, reduce the amount of time to completion of service

requests, and develop a process to improve communication with campus constituents.

A second focus will be to work with the Human Resources Office and the System Office to

expand the job descriptions of support staff so they can have broader responsibilities than

their contracts currently allow. For example, if custodial job duties could be expanded

beyond cleaning to allow them to do tasks such as touch-up painting and weeding of

planting beds near their building, existing staff could be more effectively utilized.

Units in the Administration and Finance division are also one on the largest generators of

paper in the form of reports, pay applications; forms (work orders, expense

reimbursements, leave reports, state documents, etc). Administration and Finance will lead

the campus in developing a digital document and self-service plan for process flow

improvement, accountability, document storage and retrieval and the reduction of the

amount of paper consumed and stored.