

MEMORANDUM

To: Board of Regents
From: Board Office
Subject: Preliminary Review of the Board of Regents' Strategic Plan Progress Report
Date: November 5, 2001

Recommended Actions:

1. Review the report.
2. Encourage the Board Office and institutions to maintain and expand close links between each institutional strategic plan and the Board of Regents' plan.

Executive Summary:

In 1998 the Board of Regents adopted a five-year strategic plan (1998-2003). Each year of the plan an annual report is prepared to review progress on the implementation of the plan. During the Board's annual review last year, the Board examined in detail three aspects of its strategic plan:

- Linkages between the Board plan and institutional plans;
- Need to clarify terminology and examine implementation procedures of the 83 Action Steps; and
- Adjustments in the areas of technology, international study, and diversity.

This annual review of the Board's Strategic Plan focuses on two topics:

- Enhancing links between the Strategic Plans of the Board and institutions.
- Reporting on the implementation of assessments of the Action Steps. The message is that all Action Steps are now being monitored.

Strategic Plan:

The Board has expressed interest in assuring that the Board and institutional plans are consistent. This is especially important as the three universities and ISD have developed new strategic plans and IBSSS will develop a plan next year. Attachment A, pages 4 and 5, is a summary of the Board's plan, its Key Result Areas, objectives, and strategies. Attachment B, pages 6-37, provides a summary of institutional indicators and benchmarks that are linked to the Action Steps of the Board's Strategic Plan.

Background: The four Key Result Areas of the Board's strategic plan are: Quality, Access, Diversity, and Accountability.

The Board of Regents' Strategic Plan, as modified in 1999, had:

- 4 Key Result Areas
- 9 Objectives
- 20 Strategies
- 83 Action Steps.

In December 2000, four new Action Steps were added, one related to internationalization and three related to technology.

The December 2000 report on the Board's Strategic Plan noted that 77 of the Action Steps had been implemented; i.e., evaluation procedures were in place and were being regularly reported. Six Action Steps were judged to be in the "nearing completion" category.

Since this is the fourth year of the Board's plan, the focus of the report this year is to provide brief descriptions of, and selective data on the monitoring progress of 87 Action Steps, including four new Action Steps on technology, and international education.

Last year, the Board requested that the Board Office staff, in conjunction with institutional representatives, determine if Action Steps were completed, or have an assessment procedure in place to measure the implementation of the Action Steps. As of November 9, 2000, Board Office staff judged six of the seven "nearing completion" Action Steps to be "consistently/systematically monitored," with one remaining in the "nearing completion" category. The Board Office judged that three of the "early stages of monitoring" Action Steps should be changed to the "consistently/systematically monitored" category and five placed in the "nearing completion" category.

During summer 2001, the Board Office staff and institutional representative met and determined that all Action Steps have either been completed or have on-going assessment procedures in place.

Analysis: As a public education enterprise, the Board of Regents is strongly committed to fiscal and programmatic stewardship. One of the Board's five-year Strategic Plan Key Result Areas (KRAs) is accountability.

Under the KRA of accountability, and each of the other three KRAs, are Objectives, Strategies, and Action Steps. The Action Steps frequently refer to annual reports (called governance documents) that contain performance indicators developed by the Board and institutions. Each Action Step identifies who is responsible for involvement in the actions called for and includes a timeline for implementation.

In the fourth year of the Board's Strategic Plan, these points can be made:

- Those steps calling for actions to be completed have been accomplished.
- Those steps mandating reports now have an annual reporting process in place.
- Each year the Board has made slight refinements in its Strategic Plan (example: adding four new Action Steps last year).

Because of internal and external factors, strategic plans must be flexible. The Board also recognizes that each of its institutions is unique and therefore each of their strategic plans is likely to need annual modification. Therefore, the Board Office recommends:

- Continued cooperation with the Regent institutions to review linkage of new strategic plan indicators to the Board's plan.
- Discussions with the institutions on increased use of benchmarks, i.e., identification of "best practices" at other institutions for consideration as new indicators in the Board's next strategic plan. [These discussions, to be scheduled in 2002, would reflect findings from the organizational review now being conducted, as well as budgetary decisions by the Iowa Legislature.]

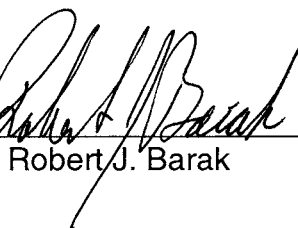
Attachment B, pages 6-37, describes the assessment procedures in place for each of the Action Steps. The descriptions in the far right column may include data from selective governance documents.

**Performance
Indicator Charts:**

The three university memoranda contain tables describing the progress made on their specific indicators and Board performance indicators that summarize progress made on their strategic plans (G.D. 4a, G.D. 4b, and G.D. 4c). The strategic plan reports of the two special schools, G.D. 4d and G.D. 4e, contain descriptions of progress on the special schools' benchmarks and indicators. The data from these reports will be used to update the charts that are part of the Annual Report on Performance Indicators.


Charles R. Kniker

Approved: _____


Robert J. Barak