



**BOARD OF
REGENTS**

STATE OF IOWA

Iowa Board of Regents

Proposal for Development of Board of Regents
2016-2021 Strategic Plan

October 19, 2015



THOMAS P. MILLER & ASSOCIATES



Proposal for Development of Board of Regents 2016 – 2021 Strategic Plan

Contact

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Attachments

- Assurances, Representations, and Authroization to Release Information Form
- Signed RFP Questions and Responses
- Work Samples

1. Basic Data on Bidder

a . Name telephone number and address, including email of Bidder.

Thomas P. Miller and Associates, LLC
1630 N. Meridian Street, Suite 430
Indianapolis, IN 46202
Phone: 317-894-5508
Email: kcoffman@tpma-inc.com

b . Name and title of individual authorized to bind the Bidder and submit the proposal.

Thomas P. Miller, President & CEO

c . Name, email address and telephone number of person the Board may contact during the proposal evaluation process.

Kate Coffman, Director of Higher Education
Email: kcoffman@tpma-inc.com
Phone: 317-908-2500

d . Form of business

Limited Liability Company (LLC) incorporated in the State of Indiana.

e . Whether the business is owned or controlled by a parent corporation.

Not applicable

f . Whether the business is a small business or certified targeted small business as defined in Iowa Code (2015) section 15.102.

Not applicable

2. Executive Summary

a. Bidder's understanding of Regents' needs.

Higher education, especially public higher education, is under a microscope, unlike any it has been under before. State and federal government are looking at completion rates and costs. Parents and students are looking at completion time, costs, and employability after graduation. And employers are looking at how prepared (or unprepared) graduates are for the workforce.

Based on previous work and a team that understands and has worked with state government, state boards of higher education, institutions of higher education and its varied stakeholders, Thomas P. Miller and Associates, LLC (TPMA) is prepared to assist the Iowa Board of Regents in a process that will lead to the development of its 2016-2021 Strategic Plan. The process will include visits to each of the campuses (University of Iowa, Iowa State University, and the University of Northern Iowa, Iowa School for the Deaf, and the Iowa Braille and Sight Saving School) and acknowledge the diversity of students enrolling in college today, the history of and unique attributes of each of the campuses that the Board of Regents oversees, and the expectations for higher education in our 21st century, global economy. The plan will include strategic priorities, action steps, and metrics, as well as a communication plan to help disseminate the plan and its contents to the Board's stakeholders.

b. Scope of services being proposed.

TPMA will facilitate a structured process to engage stakeholders in the development of the 2016-2021 Strategic Plan for the Iowa Board of Regents.

For the purpose of this process, TPMA views stakeholders as representatives from varied groups, including, but not limited to:

- Members and staff of the Iowa Board of Regents;
- Representatives from the University of Iowa, Iowa State University, and the University of Northern Iowa, Iowa School for the Deaf, and the Iowa Braille and Sight Saving School;
- Business, Nonprofit, and Government leaders;
- Faculty and Staff;
- Current Students; and
- Alumni.

With these stakeholders in mind, from December 1, 2015 through March 1, 2016, as part of strategic planning process, TPMA will obtain a thorough understanding of both the internal and external environment and significant issues which affect the system as a whole as well as each of the individual campuses. This will happen through a variety of activities including:

- Campus visits;
- One-on-one conversations;
- Focus groups and groups conversations;
- Online public forums;
- A SWOT analysis of the System based on feedback from multiple stakeholders;

- Reviewing the 2010-2016 Strategic Plan, *Transforming Lives. Strengthening Iowa through Education, Research and Service* as well as minutes and notes from recent Board of Regents meetings; and
- Reviewing and building upon previous research that has examined the changing demographics of higher education, with special attention to how these issues impact higher education and communities in Iowa.

All conversations will reflect an understanding of the history of the campuses and the state system, but will have an eye to the future needs for higher education in Iowa.

Based on this research and data collection, TPMA will develop a plan that includes strategic priorities and related actions, a recommended timeline for implementation, metrics and methods for measuring progress through quantitative performance measures, and a communication plan to help disseminate information about the 2016-2021 Strategic Plan.

TPMA has a long history of working with higher education clients. Previous higher education clients include Ohio University, Indiana University, Purdue University (IN), Vincennes University (IN), Indiana State University, Saint Mary-of-the-Woods College (IN), Saint Joseph's College (IN), Joliet Junior College (IL), Albany State University (GA), and others. To best inform the Board's needs for this project, TPMA has assembled a team of professionals that have strong research, higher education, and workforce development experience.

c . Qualifications and Experience in higher education research and needs assessments.

Established in 1989, TPMA provides opportunity and solutions services throughout the United States, working with local and state governments, workforce investment boards, higher education institutions, and industry associations to integrate workforce and economic development strategies to enhance the value of colleges and universities, companies, and communities. TPMA now has over 45 employees and offices in Indianapolis, IN; Lexington, KY; Youngstown, OH; McKinney, TX; and both Lansing and Holland, MI. We have served over 150 clients in more than 35 states.

TPMA has extensive experience collaborating with colleges and universities to formulate, develop, and implement plans unique to their specific needs and brings an understanding of the sensitivity needed to create a unified vision during planning and development when dealing with multiple stakeholders. Our focus is on finding solutions through partnerships with our clients using strategic leadership and action-oriented goals, helping education leaders to identify opportunities and mobilize resources for implementation. This includes strengthening academic programs and services to align with the needs of business and industry.

d . Brief List and Description of Similar Projects Completed

- Indiana Career Council: Strategic Plan
- Joliet Junior College (Illinois): Environmental Scan and 2016-2019 Strategic Plan
- Saint Mary-of-the Woods College (Indiana): University-wide Strategic Plan
- Indiana University School of Nursing: Strategic Blueprint
- Albany State University (Georgia): University-wide Strategic Plan
- Marian University (Indiana): University-wide Strategic Plan
- Indiana State University: Economic and Fiscal Impact Study for the Hulman Center Project

- Indiana University: University Economic Development Strategy
- Indiana University School of Health and Rehabilitation Sciences: Market Analysis
- Ohio University (Ohio): University-wide Economic Impact Report
- Palm Beach State College (Florida): Targeted Program Growth Study
- Aiken Technical College (South Carolina): Regional Environmental Scan
- Vincennes University (Indiana): Technical Assistance with Strategic Initiatives
- Saint Joseph’s College (Indiana): Community Engagement Plan for Network for Indiana Community Engagement (NICE)
- Mid-South Community College (Arkansas): Mapping Career Pathways in Machining and Process Technology
- Purdue Research Park (Indiana): Economic Impact Statement
- Rose-Hulman Institute of Technology (Indiana): Economic Impact Analysis for Entrepreneurship Program

e . High Level Project Execution Plan

Beginning December 1, 2015 and continuing through March 1, 2016, TPMA will develop a strategic plan that includes strategic priorities and related actions, a recommended timeline for implementation, metrics and methods for measuring progress through quantitative performance measures, and a communication plan to help disseminate the plan.

To develop the 2016-2021 Strategic Plan, TPMA will obtain a thorough understanding of both the internal and external environment and significant issues which affect the system as a whole as well as each of the individual campuses. This will happen through a variety of activities including:

- Reviewing the 2010-2016 Strategic Plan, *Transforming Lives. Strengthening Iowa through Education, Research and Service* as well as minutes and notes from recent Board of Regents meetings (December 2015);
- Reviewing and building upon previous research that has examined the changing demographics of higher education, with special attention to how these issues impact higher education and communities in Iowa (December 2015).
- Participation in scheduled Board of Regents meetings (December 2015, February 2016) and a potential special meeting of board members (January 2016);
- One-on-one conversations with Board members (December 2015 – February 2016);
- Campus visits and focus groups (January 2016);
- Focus groups (January 2016);
- Online public forums (January 2016);
- A SWOT analysis of the System based on feedback from multiple stakeholders (December 2015- January 2016)
- Draft and final 2016-2021 Strategic Plan including final review/presentation during the February 2016 Board Meeting (February 2016)

All conversations will reflect an understanding of the history of the campuses and the state system, but will have an eye to the future needs for higher education in Iowa.

Stakeholders who will be involved in this process include, but are not limited to:

- Members and staff of the Iowa Board of Regents
- Representatives from the University of Iowa, Iowa State University, and the University of Northern Iowa, Iowa School for the Deaf, and the Iowa Braille and Sight Saving School;
- Business, Nonprofit, and Government leaders;
- Faculty and Staff;
- Current Students; and
- Alumni.

3. Company Background

a . How long the company has been in business.

Thomas P. Miller and Associates, LLC has been in business since 1989.

b . A brief description of the company size and organizational structure

TPMA is headquartered in Indianapolis, Indiana. Additionally, the firm maintains associate offices in Lexington, Kentucky; Holland, Michigan, Youngstown, Ohio; and McKinney, Texas. Currently, TPMA has 45 full-time employees.

The company is led by Thomas P. Miller, President & CEO. Executive staff members include:

- Jessica Borza, Chief Operating Officer
- Tom West, Senior Vice President
- Nicole Dunn, Vice President of Strategy & Research
- Mary Jane Michalak, Vice President of Higher Education Strategy
- John Carreon, Vice President of Philanthropic Services

c . How long the company has been working with 1) higher education clients; 2) government clients; 3) commercial clients performing similar services.

TPMA has been working with higher education and government clients for over 26 years.

d . Recent annual financial report or bank references for evaluation of financial capability to satisfactorily complete the requirements of this RFP.

TPMA is not a publicly held corporation. Additional information on our organizational stability and financial strength may be obtained by contacting our banking reference, Christy M. Smith, Vice President of First Internet Bank. She can be reached by email at csmith@firstib.com or by phone at 317-633-0949.

4. Qualifications and Experience

a. Additional information deemed pertinent to 2c above.

Indiana Career Council: Strategic Plan, IN, 2014



In June 2014, TPMA completed a strategic plan for Indiana's Career Council titled *Align, Engage, and Advance: A Strategic Plan to Transform Indiana's Workforce*. The Career Council is a state entity chaired by Governor Mike Pence comprised of business representatives, labor, and leadership from the Indiana

Commission for Higher Education, Ivy Tech Community College, Indiana Department of Education, Indiana Department of Workforce Development, Indiana Economic Development Corporation, and the Indiana Family and Social Services Administration.

TPMA facilitated task force discussions, provided research and information on promising practices, and drafted the strategic plan. With objectives and strategies defined and a draft plan developed, the Indiana Career Council reviewed the draft of the plan and refined it further with support from TPMA. The refinement process included presentations to the full Indiana Career Council, regional input forums, and facilitated discussions during joint task force meetings.

The Council's strategic plan aims to align and coordinate the activities conducted by the state's education, job skills development, and career training system and to ensure that education and training provided by the system meets the existing and future needs of the state's employers. ***A copy of the executive summary of the strategic plan is provided as an attachment.***

Joliet Junior College: Environmental Scan and 2016-2019 Strategic Plan, IL, 2014 – 2015



Joliet Junior College is a comprehensive community college in Illinois that offers pre-baccalaureate programs for students planning to transfer to a four-year university, occupational education leading directly to employment, adult education and literacy programs, workforce and workplace development

services, and support services to help students succeed. Joliet, the nation's first public community college, plans to be the leader in teaching and learning as well as the first choice for post-secondary education.

TPMA started the planning process by completing an environmental scan of District 525 – a region spanning seven counties and 1,442 square miles. The scan provided projections about demographics and workforce trends in the district for 2015-2020. The report breakdowns the demographic composition of the district in terms of race/ethnicity, age, gender, geographic distributions of students, educational attainment, and labor market trends including labor force participation and occupational sector changes.

Additionally, we conducted focus groups and interviews to engage internal and external stakeholders in the development of the strategic plan. A SWOT analysis was prepared in which core themes and findings were identified as the basis for the strategic plan.

The final strategic plan emphasizes enrollment, retention, student success, and completion topics as well as emerging factors such as technology, demographic shifts, and globalization. The plan addresses the

possible impact of fluctuations in the institution's sources of revenue due to enrollment, a changing economy, and state support. *A copy of the strategic plan is provided as an attachment.*

Saint Mary-of-the-Woods College: Strategic Plan, IN, 2015



TPMA assisted St. Mary's-of-the-Woods in developing a strong, action-based strategic plan. TPMA convened focus groups comprised of taskforce and College Cabinet members to discuss visions of success for the College, strengths and current successes, and opportunities for growth. Additionally, TPMA held a community gathering for staff and faculty to gain further insight and receive feedback based on the outcomes of the focus groups. Faculty and staff were provided an opportunity to react to topics discussed by the focus groups, and offered additional suggestions and reactions.

TPMA made a presentation before the Board of Trustees to share themes that had arisen from all feedback gathered to-date. Board members were provided the opportunity to ask further questions, offer their reactions and provided further direction to TPMA on the strategic plan. TPMA conducted additional research and prepared the final strategic plan based on that information and the feedback gathered.

The strategic plan positions the College for future growth, prioritizing spirituality and diversified enrollment, through clear goals honoring the strong history, vision, and mission that have guided the College for the last 175 years. *An executive summary of the plan is provided as an attachment.*

Indiana University School of Nursing: Strategic Blueprint, IN, 2015



In preparation for a new dean, TPMA led the Indiana University School of Nursing Executive Team through a collaborative process to develop consensus on their top strategic priority/area of scholarly focus in

the context of internal and external assets and factors and the evolving healthcare landscape. TPMA conducted a desktop review and assessed key areas of faculty research and expertise, analyzed data from an Executive Team survey, and led the group through a facilitated discussion process to identify one strategic priority in the context of the evolving healthcare landscape and other external and internal factors: maintain and enhance the IUSON reputation for chronic illness and symptom management. Subsequently, TPMA helped the Executive Team come to consensus about specific activities to operationalize the strategic priority across the research, education and service components of IUSON's mission.

State of Oregon: State and Local Workforce Area Strategic Planning, OR, 2014-2015



TPMA is part of a technical assistance team engaged by the Oregon Governor's Office to assist the state's workforce system through the re-chartering of the state's Local Workforce Boards (LWBs) and preparations for the enactment of the Workforce Innovation and Opportunity Act (WIOA). TPMA's role as a part of this team has evolved in three different areas: 1) creation of a Local Board Strategic Planning Toolkit; 2)

facilitation of the Oregon Workforce Investment Board’s (OWIB) strategic plan; and 3) creation of orientation materials for board members for use by all local boards.

To assist local boards in their strategic preparations for WIOA, TPMA created a Strategic Planning Toolkit providing a common framework from which local boards can conduct their planning processes. The toolkit was designed to meet the needs of a variety of boards, providing options for those more established to enhance current strategic visions and ensure effective implementation as well as those who are newly formed and need to start the planning process from scratch.

TPMA is also facilitating the creation of the OWIB’s strategic plan. The planning process began with a facilitated session to craft the Board’s vision and mission statements and begin to identify high level focus areas for the plan. After these initial conversations, focus groups were held with a variety of stakeholder groups to gain input on the best role for the Board in Oregon’s workforce development landscape. Armed with this information as well as best practice examples, TPMA has begun to facilitate the meetings of four subcommittees, organized around the Board’s four identified focus areas, over the course of several months to identify the goals, strategies, and actions that will make up the strategic plan.

Finally, TPMA is working with the Oregon Workforce Partnership, a membership organization of the state’s local board directors, to create a suite of board orientation materials that can be used and customized by all nine local areas in recruiting and engaging board members. The materials are organized into a three-phased approach to orientation – Excite, Engage, and Educate – offering information across multiple modes that will gradually orient a new board member ensuring maximum engagement and participation.

Indiana State University: Economic and Fiscal Impact Study for the Hulman Center Project, IN, 2014



**Indiana State
University**

TPMA worked with Indiana State University and the City of Terre Haute to complete an objective, third-party analysis of the Hulman Center Arena, a multi-use sports and visitor facility owned by the University, and

the effects of a proposed renovation and expansion project. First, we performed an economic impact analysis to determine the current impact the Arena has on the region and the State. This included impacts from:

- Budgeted compensation, operations, and capital expenditures
- Spending associated with rental of the facility and events by outside organizations
- Spending by performers or teams who used the facility
- Spending by visitors and attendants of Hulman Center Arena events

Then, TPMA modeled the project’s:

- Economic impact on the State of Indiana
- Economic impact on Vigo County
- Fiscal impact on State sales tax and income tax revenues
- Fiscal impact on certain local sources of revenue, including innkeeper’s tax, food and beverage tax, and local option income taxes

These analyses were calculated for a 30-year period to understand the effects of the project over a time horizon associated with long-term financing structures. Finally, TPMA modeled the fiscal impact on a hypothetical special taxing district, which would capture incremental revenue due to the project.

TPMA's analysis showed the renovation and expansion of the Hulman Center will generate new economic activity by attracting new visits to the region and the State, and the increase in spending by these visitors will have a direct fiscal impact on local and State revenues.

Based on our analysis, TPMA provided strategic guidance regarding the development potential of the site and the feasibility of financing the project through local sales and excise tax revenues. The University and the City used the results of our study to lobby the Indiana General Assembly to provide financial assistance for the project, resulting in a \$37.5 million budget increase.

Ohio University: Economic Impact Report, OH, 2013



OHIO
UNIVERSITY

TPMA worked with Ohio University to demonstrate the economic impact of each of its six campuses, two University Centers, and various subsidiary operations. Ohio University's goal for the project was to describe both its overall impact and its impact on a series of mission-related foci, such as "Talent and Workforce Development" and "Innovation and Entrepreneurship." From the launch of the project, TPMA worked with University leaders to refine the scope of each mission area and identify the realm of quantitative and qualitative analyses that would best express Ohio University's value to its state, communities, and many stakeholders. This was a collaborative process: the University's needs for its impact assessment combined with TPMA's expertise in designing research programs that bind unique individual strengths into an even more persuasive whole. The result was a best-in-class proof of Ohio University's importance. It began with a core and complex economic impact assessment of:

- Budgeted compensation, operations, and capital spending for the system in total, each of the eight campuses or centers, and all subsidiary operations, reported separately.
- Spending by students and retirees

Spending by visitors for all athletic events, from the main campus' Division I programs to satellite campuses' competitive teams; academic conferences and symposia; arts events, such as a summer-stock theater; university-related festivals; and a variety of other sources of university-related activity.

The project then told a richer story of the University's full impact, one that gives Ohio University's constituents a far deeper understanding of the University's contribution to them, even as it expands the concept of what that contribution is. For a full copy of the report, see: www.ohio.edu/impact/report.cfm.

b . A list of personnel to be assigned to this RFP, their functions in the project, length of tenure, and a detailed resume of each.

Kate Coffman, Director of Higher Education, TPMA

Role: Project Lead; On-Site Meeting Facilitation; Co-author of Strategic Plan; Final Presentation



Kate has worked in higher education and college readiness for 19 years. Kate started her career at Indiana University in the Office of Student Activities, then transitioned to Admissions after receiving her Master’s Degree. Kate then joined the staff of Franklin College as the Director of Admission. While at Franklin, Kate served on the Liberal Arts curriculum committee, helping to design general education requirements for all students.

In 2010, Kate transitioned from higher education to the Indiana Youth Institute, running a \$2 million grant-funded, state-level college and career readiness program. Through this project, Kate worked with K-12 institutions increasing their professional development and programming around college and career readiness. Kate partnered with local workforce development organizations, community colleges and K-12 institutions to create events that showcased the region’s employment opportunities.

Kate serves on a variety of advisory board including the Indiana Advisory Council to the College Board. She has served as state chair for the ACT Council. Kate is a member of the National Association of College Admission Counselors, The National College Access Network and is a founding member of the Indiana College and Career Collaborative.

Education:

- **Master of Science in Higher Education Administration**, Indiana University
- **Bachelor of Arts in Telecommunications**, Indiana University

Maggie Stevens, Ed.D., Senior Project Consultant, TPMA

Role: Project Manager; On-Site Meeting Facilitation; coordinate and gather data for the qualitative analysis; Co-Author of Strategic Plan; Final Presentation



Dr. Maggie Stevens has focused her career on adult learning and community engagement, primarily through work in and with institutions of higher education. She views education as a transformative experience and believes that all people should have access to it.

Maggie brings over 15 years of higher education experience to her work at TPMA including work in both student and academic affairs on public and private university campuses and teaching experience that spans the higher education experience ranging from first-year seminars to undergraduate and graduate level capstone courses in organizational leadership.

She has experience developing curriculum for and teaching traditional and non-traditional students in both face-to-face and online/hybrid environments as well as in accelerated degree programs. In addition to her work on campuses, Maggie served as the Executive Director of Indiana Campus Compact, a membership

based organization of colleges and universities aimed at helping institutions of higher education intentionally engage with their communities. While serving Indiana Campus Compact (2013), Maggie served on the leadership team that developed Campus Compact's strategic plan for the national network and its 35 state affiliates. Maggie also is a commissioner on Serve Indiana, Indiana's State Service Commission. During her tenure on the commission, she has helped to develop and annually review the State Service Plan to inform priorities for the commission and the 92 counties it serves in Indiana.

Education:

- **Doctor of Education**, University of Cincinnati, Cincinnati, OH
- **Master of Human Resource Management**, University of Charleston, Charleston, WV
- **Bachelor of Arts, Psychology**, Saint Louis University, St. Louis, MO

Molly Chamberlin, Ed.D., Director of Research, TPMA

Role: Quantitative Research Design and Data Gathering; Insights and review of the Strategic Plan; Support for developing metrics.



Molly Chamberlin has over 13 years of experience in K-12 and higher education. She has served as the chief assessment and accountability officer for State of Indiana and was responsible for promoting alignment across K-12, higher education, and workforce with regards to accountability, assessment, and data. She spent two years as associate commissioner for research and information at the Indiana Commission for Higher Education, overseeing data collection, warehousing, reporting, and evaluation and analysis, and seven years as a director at the Indiana Department of Education, overseeing program evaluation; data collection, reporting, and warehousing; and policy implementation. In addition to overseeing the creation of two enterprise data warehouses and reporting systems, Molly was

also a key player in the creation of Indiana's statewide longitudinal data system, which links data from K-12, higher education, and the workforce.

She was a member of both the governance and technical teams during the creation of the system, assisted the project manager in surveying stakeholders across the state to identify key questions to be answered by the longitudinal data system, and worked with the Project Manager and stakeholders at each state agency to identify data elements currently collected and needed to answer research questions. In addition, she oversaw the design of the matching algorithm used to link data across systems including testing the implementation of the algorithm. She identified key reports for creation with data linked in the system and provided training to agency staff on utilization of the reports.

Before working in state government, she spent time doing program evaluation at the Center for Evaluation and Education Policy at Indiana University and teaching English as a Second Language at Berlitz Indianapolis and in Tokyo, Japan, at the Nova Intercultural Institute.

Education:

- **Doctor of Education Educational Psychology**, Indiana University, Bloomington, IN
- **Master of Education Educational Psychology**, Indiana University, Bloomington, IN
- **Bachelor of Arts**, Middlebury College, Middlebury, VT

Kaley Schoeph, Project Consultant, TPMA

Role: Quantitative Data Analysis; Support for developing metrics



Kaley Schoeph specializes in interpreting qualitative and quantitative data to produce substantial recommendations through program evaluation and implementation, labor market analysis, stakeholder engagement, and strategic planning. She has managed and been involved in a number of projects including strategic planning, program evaluation, proposal development, and grant development. Kaley came to TPMA with over four years of experience in research and data analysis in several postsecondary institutions as well as experience in focus group facilitation, survey building, and program evaluation. Her current clients

include postsecondary education institutions spanning several different states including Indiana, Illinois, Michigan, Missouri, Oregon, and West Virginia.

Selected Project Experience:

- **Joliet Junior College: 2016-2019 Strategic Plan, IL, 2014-2015** – Assisted in completing an environmental scan as well as a SWOT analysis with information collected from internal and external stakeholders through interviews and focus groups.
- **Mountwest Community and Technical College: U.S. Department of Education – Title III Grant Evaluation, WV, 2015-2019** – Leading a five-year, utilization-focused evaluation for the Department of Education-funded Attendance Pays program, incorporating qualitative methods and a focus on building institutional capacity to track and report student outcomes and use data in real time to drive policy and decision-making.
- **Three Rivers College: TAACCCT Round 3 Evaluation, MO, 2014-2017** – Conducting a four year quasi-experimental evaluation of Three Rivers College’s \$2.75 million USDOL TAACCCT Round 3 grant using a mixed-methods evaluation approach through on-going implementation assessments, comparison group analysis, and summative operational assessment.
- **Linn-Benton Community College: TAACCCT Round 3 Evaluation, OR, 2014-2017** – Conducting a four-year, quasi-experimental evaluation of Linn-Benton Community College’s USDOL TAACCCT Round 3 offering medical coding, social media, office specialist, accounting, business administration, veterinary tech, and computed tomography.
- **Macomb Community College: Skills Gap Analysis, MI, 2014-2015** – Helping assist the Michigan Coalition for Advanced Manufacturing (M-CAM) TAACCCT Grant Consortium by completing eight skills gap analysis reports, one for each of the community colleges in the Consortium. Working with each M-CAM college to determine a regional definition by producing valuable, accessible data through business demand surveys and regional input sessions.

Education:

- **Master of Arts, Sociology, Institutional Research**, Ball State University, Muncie, IN
- **Bachelor of Science, Psychology and Sociology, Interpersonal Relations, Educational Psychology**, Ball State University, Muncie, IN

Mary Jane Michalak, Vice President of Higher Education Strategy, TPMA

Role: Strategic Advisor, Review of draft Strategic Plan



Mary Jane specializes in strategic planning and project implementation by focusing on collaboration. Previously, Michalak led the State Student Assistance Commission of Indiana, where she worked with the legislature to merge the agency with the Indiana Commission for Higher Education (ICHE), bringing all of higher education policy and operations together.

During her time with ICHE, Michalak oversaw the distribution of the state's financial aid programs, totaling nearly \$300 million per year and serving more than 85,000 students. She developed and directed strategic administrative, operational, and communications policies to support the strategic plan for higher education, which emphasized completion, productivity, and quality for students and the state's return on investment. Specifically, the Commission focused on policy changes supported by the state's higher education institutions that would increase student persistence, retention, and achievement. Mary Jane coordinated state practices and policies to align with federal regulations and created the state's financial aid legislative agenda and strategies, ensuring implementation once passed.

During her tenure, the state legislature passed the biggest state financial aid reform package in history, tying student financial aid to milestones of completion to help guide students to a four-year degree track. The legislation included a degree-mapping component requirement for public institutions. After the first year of implementation, the policy led to an increase in the number of 21st Century Scholars taking 30 credits per year by 55 percent and Frank O'Bannon Grant students taking 30 credits per year by 19 percent. Additionally, more students completed 30 credits per year as a result. The number of 21st Century Scholars completing 30 credits increased by 56 percent and number of Frank O'Bannon students increased by 21 percent. Based on her recommendation and work, the legislature revamped a state work-study program, turning into a work-based learning program for students with financial need. They also created two new student teacher stipends to assist minorities and those interested in teaching in STEM areas during their student-teaching semester of college.

Mary Jane was active in engaging the state financial aid community, working in collaboration with the Indiana State Financial Aid Association to create the administrative requirements related to these programs and to learn how these policies would affect institutional net tuition strategies. She served on the federal relations committee of the National Association of State Student Grant and Aid Programs (NASSGAP), and was selected by the NASSGAP Executive Committee to speak to White House Domestic Policy Council about financial aid reform efforts in Indiana. In January 2013, then-Indiana Governor Mitch Daniels awarded Michalak with the Governor's Distinguished Service Medal.

Education:

- **Doctor of Jurisprudence**, Indiana University Robert H. McKinney School of Law, Indianapolis, IN (in progress)
- **Master of Public Affairs, Public Management**, School of Public and Environmental Affairs, Indiana University, Indianapolis, IN (in progress)
- **Bachelor of Arts Journalism**, Indiana University, Indianapolis, IN

c . Information concerning terminations, litigation and debarment.

i. During the last five (5) years, has the Bidder had a contract for services terminated for any reason? If so, provide full details related to the termination.

Not applicable.

ii. During the last five (5) years, describe any order, judgment or decree of any Federal or State authority barring, suspending, or otherwise limiting the right of the Bidder to engage in any business, practice, or activity.

Not applicable.

iii. During the last five (5) years, list and summarize pending or threatened litigation, administrative or regulatory proceedings, or similar matters that could affect the ability of the Bidder to perform the required services. The Bidder must also state whether it or any owners, officers, or primary partners have ever been convicted of a felony. Failure to disclose these matters may result in rejection of the bid proposal or in termination of any subsequent contract. This is a continuing disclosure requirement. Any such matter commencing after submission of a bid proposal, and with respect to the successful Bidder after the execution of a contract, must be disclosed in a timely manner in a written statement to the Board.

Not applicable.

iv. During the last five (5) years, have any irregularities been discovered in any of the accounts maintained by the Bidder on behalf of others? If so, describe the circumstances of irregularities.

Not applicable.

5. Statement of Scope

TPMA will conduct both qualitative and quantitative research to inform the 2016-2021 Iowa Board of Regents Strategic Plan. The plan will include strategic priorities, action steps, key metrics and a communication plan for dissemination. Through campus visits, focus groups, one-on-one conversations, and online public forums data will be collected from a variety of stakeholders including, but not limited to:

- Members and staff of the Iowa Board of Regents
- Representatives from the University of Iowa, Iowa State University, and the University of Northern Iowa, Iowa School for the Deaf, and the Iowa Braille and Sight Saving School;
- Business, Nonprofit, and Government leaders;
- Faculty and Staff; and
- Current Students;
- Alumni.

Questions that we will explore will be fully developed through conversations with members of the Board of Regents, but may include:

- What role should the Board of Regents and its Universities/Schools play in state and regional workforce and economic development?
- What outcomes should the Board of Regents focus on to better connect with students? Business and Industry?
- How can the Board of Regents more strategically engage with the community?
- How can the Board of Regents foster innovation in educational delivery?
- What are current regional strengths related to the Board of Regents?
- What challenges currently exist for the Board of Regents?
- What assets do the Universities/Schools have that the Board of Regents should be capitalizing on?

Additionally, in order to provide historical context and develop a future oriented plan, TPMA will build upon previously conducted research on best practices in 21st century higher education, as well as reference historical documents from the Board of Regents including the *2010- 2016 Strategic Plan: Transforming Lives Strengthening Iowa through Education, Research and Service* and Board of Regents' meeting minutes.

6. Methodology

TPMA is committed to providing the Iowa Board of Regents with a five-year strategic plan that will include strategic priorities and related action steps, key metrics for success, and a communication plan to aid in the dissemination of the plan. The anticipated project period is December 1, 2015 – March 1, 2016. The plan will reflect the unique history of the Iowa Board of Regents and its schools and will reflect changing demographics and demands as it prepares the state's higher education system to leverage its strengths and meet the needs of today's students and tomorrow's workplace. *Note – all dates are tentative pending contract award.*

Activity 1: Launch Call (Prior to December 2, 2015 Board of Regents Meeting)

TPMA will host a conference call meeting with designated leadership from the Iowa Board of Regents to reaffirm the goals of the project, finalize the scope of work and establish key milestones for deliverables. This will include establishing a regular schedule for bi-weekly calls/meetings to monitor progress against the scope of work. Out of this meeting, TPMA will prepare a detailed work plan with finalized tasks and deadlines.

Activity 2: Participate in Board of Regents Phone Meeting (December 2, 2015)

TPMA will participate in the scheduled Board of Regents Phone Meeting on December 2. During this call, TPMA will review the goals of the project and timeline and scope of work. Additionally, TPMA will help board members understand their role in the process and key dates of engagement for board members.

Activity 3: Quantitative Analysis (December 3 – 18, 2015)

TPMA will review documents from the Iowa Board of Regents (i.e. previous strategic plan, meeting minutes, etc.) to provide historical context and perspective to inform other data collection and conversations with stakeholders. Additionally, TPMA will build upon previous research of best practices and models for 21st century higher education, paying particular attention to models that are similar to Iowa. In addition to reviewing best practices, TPMA will review data relevant to higher education (i.e. financial aid usage, completion rates, employability rates, etc.). The data review will include a comparison of Iowa to national benchmarks. Data collected during this period will be used to inform the qualitative data collection and analysis.

Activity 4: Qualitative Data Collection and Analysis (December 2, 2015 – January 20, 2016)

Qualitative Data Collection and Analysis will happen in two phases.

Phase I will include participating in the December Board of Regents phone meeting and one-on-one phone interviews with each board member (December 3-18). Within each of these phone calls, regents will be asked to identify strengths, weaknesses, opportunities and threats to the state's higher education system and suggest their vision for the future. This information will be used to inform the second phase of the qualitative data collection—stakeholder focus groups.

Phase II of data collection, campus visits and stakeholder focus groups will include visits to each of the five campuses (Iowa State University, University of Iowa, University of Northern Iowa, Iowa Braille and Sight

Saving School, and the Iowa School for the Deaf) from January 4-18, 2016. Each campus visit will be similarly structured and will include multiple focus groups. Examples of focus groups participants include:

- Executive Leadership Team Members;
- Faculty Representatives;
- Students Representatives; and
- Community Stakeholders and Partners (i.e. funders, government, non-profit, and corporate partners, etc.).

In addition to meeting with representatives on and around each campus, TPMA also would have conversations with representatives of the state Department of Education, Chamber of Commerce, and office of Workforce Development.

TPMA will work with the Board of Regents' leadership team and leaders from each campus to determine individuals to invite to these meetings. The structure for each focus group will be informed by both the history and current needs and demographics in Iowa including insights gleaned through a review of the research and conversations with the Board of Regents during the first phase of this data collection.

Throughout each of these conversations, TPMA will collect data to inform a SWOT analysis of the Board of Regents. For each of the suggested questions below, TPMA will examine the strengths, weaknesses, opportunities and threats for the system as well as for each campus as they relate to the system as whole.

Strengths:

- What foundational assets does the system have? What foundational assets does the University/School have?
- What is the University/School's competitive position in the market? How does it currently align with priorities of the Board of Regents?
- What do you see at the Board of Regents strengths?
- What unique resources can the Board of Regents draw upon that others cannot?

Weaknesses:

- Which areas can the Board of Regents improve?
- Where do process and institutional inefficiencies exist with the Board of Regents?
- What are the important perceptions that might exist among students and the community (including funders and employers) that the Board of Regents should address?

Opportunities:

- What are the external factors leading to opportunities that the Board of Regents can build upon?
- What important trends exist in technology and the potential student population on a broad and narrow scale including changes in government policy, changes in social patterns, population profiles, etc.?

Threats:

- What is the "competitive" landscape?
- What external threats does the Board of Regents face?

Activity 5: Draft and Final 2016-2021 Strategic Plan (January 25 – March 1, 2016)

TPMA recommends a special meeting with the Board of Regents the week of January 25 – 29, 2016 or the week of February 1-5, 2016 so that board members can review the preliminary strategic plan. If it is not possible to convene the group in person, then TPMA will facilitate a webinar to collect feedback.

This feedback will be incorporated into the final draft of the plan to be presented at the Board meeting on February 24-25, 2016. If there are additional changes requested at the Board meeting, TPMA will incorporate those and deliver an updated plan to the Board by March 1, 2016.

Potential components of the 2016-2021 Strategic Plan include:

- A vision statement
- A mission statement
- Strategic priorities and accompanying goals
- Background and contextual information:
 - Planning context to describe the motivation, the need for the plan, and the importance of implementation
 - Acknowledgement of participants
 - A description of the planning process
- Implementable action steps required to achieve the objectives and goals including:
 - A narrative describing the action step
 - Desired impact on the system, stakeholders, etc.
 - A timeframe for implementation
 - Estimated costs for implementation
 - General funding source(s) for implementation activities (e.g. state, federal grants)
 - Responsible parties
 - Potential consequences of no action
- Key Performance Indicators to monitor outcomes for defined objectives and goals

Additionally, TPMA will prepare a communications plan for disseminating the 2016-2021 Strategic Plan. This will focus on reaching multiple audiences statewide and within each campus community.

7. References

1. Nate Klinck, Former Director of the Indiana Career Council; Email: nklinck@cicpindiana.com; Phone: 317-697-6215; Project: Align, Engage, Advance: A Strategic Plan to Transform Indiana's Workforce
2. James Serr, Chair of Strategic Planning Committee and Interim Executive Director of Information Technology, Joliet Junior College; Email: jserr@jjc.edu, Phone: 815-729-9020 x 6641; Project: Environmental Scan and 2016-2019 Strategic Plan
3. Dottie King, President, Saint Mary-of-the-Woods College; Email: president@smwc.edu; Phone: 812-535-5296; Project: Aspire Higher: 2015 Strategic Plan

8. Sample Documents

The following documents are provided as an attachment:

- Indiana Career Council Align, Engage, Advance: A Strategic Plan to Transform Indiana’s Workforce
- Joliet Junior College 2016-2019 Strategic Plan
- Saint Mary-of-the-Woods College Aspire Higher: 2015 Strategic Plan Executive Summary

9. Cost of Services

The not-to-exceed project budget is **\$71,256.00**. Activities are broken out by estimated hours and amount below.

Activity	Hours	Amount
Activity 1: Project Launch (includes prep and follow up)	22	\$2,744.00
Activity 2: Participate in Board of Regents Phone Meeting (includes prep and follow up)	26	\$3,332.00
Activity 3: Quantitative Analysis	110	\$13,052.00
Activity 4: Qualitative Data Collection and Analysis	150	\$18,596.00
Activity 5: Draft and Final 2016-2021 Strategic Plan; Final Presentation	200	\$25,552.00
	Estimated Travel Costs	\$7,980.00
	Project Total	\$71,256.00

The price for each activity is based on the hourly rates provided below.

Position	Rate
Vice President	\$160/hour
Director	\$125/hour
Senior Project Consultant	\$110/hour
Project Consultant	\$100/hour

Billings will take place at the completion of key milestones/deliverables and we assume that the board will retain 10% of every invoice which would be released at the acceptance of the final deliverable.



BOARD OF REGENTS

STATE OF IOWA

ATTACHMENTS

Proposal for Development of Board of Regents
2016-2021 Strategic Plan

Included:

- Assurances, Representations, and Authorization to Release Information Form
- Signed RFP Questions and Responses
- Work Samples



THOMAS P. MILLER & ASSOCIATES

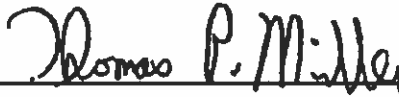
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ASSURANCES, REPRESENTATIONS, AND AUTHORIZATION TO RELEASE INFORMATION

The Bidder hereby assures and represents with respect to this proposal that:

1. It possesses legal authority to submit this proposal; that a resolution, motion or similar action has been duly adopted or passed as an official act of the Bidder's governing entity authorizing the submittal of this proposal, including all assurances, representations contained herein, and directing and authorizing the person signing below to act in connection with the application and to provide additional information as may be required.
2. It will comply with all applicable federal and state equal opportunity and affirmative action requirements.
3. All statements and information made or furnished to the Board are true and correct in all material respects. Bidder has not knowingly made any false statements in its proposal. Bidder acknowledges that supplying any information determined to be false, misleading or deceptive will be grounds for disqualification from consideration.
4. Bidder hereby authorizes the Board to obtain information regarding its performance on other contracts, agreements or other business arrangements, its business reputation, and any other matter pertinent to evaluation and the selection of a successful Bidder in response to this Request for Proposal. It authorizes the Board to research the company's history, make credit checks, contact the company's financial institution, contact former and current clients of the company, and perform other related activities necessary for reasonable evaluation of this proposal.
 - The Bidder acknowledges that it may not agree with the information and opinions given by such person or entity in response to a reference request. The Bidder acknowledges that the information and opinions given by such person or entity may hurt its chances to receive contract awards from the Board or may otherwise hurt its reputation or operations. The Bidder is willing to take that risk.
 - The Bidder hereby releases, acquits, and forever discharges the State of Iowa, Board of Regents, their officers, directors, employees and agents from any and all liability whatsoever, including all claims, demands and causes of action of every nature and kind affecting the undersigned that it may have or ever claim to have relating to information, data, opinions, and references obtained by the Board in the evaluation and selection of a successful Bidder in response to this Request for Proposal.
 - The Bidder authorizes representatives of the Board to contact any and all of the persons, entities, and references which are, directly or indirectly, listed, submitted, or referenced in the undersigned's proposal submitted in response to this Request for Proposal.

- The Bidder further authorizes any and all persons or entities to provide information, data, and opinions with regard to the undersigned's performance under any contract agreement, or other business arrangement, the undersigned's ability to perform, the undersigned's business reputation, and any other matter pertinent to the evaluation of the undersigned. The undersigned hereby releases, acquits and forever discharges any such person or entity and their officers, directors, employees and agents from any and all liability whatsoever, including all claims, demands and causes of action of every nature and kind affecting the undersigned that it may have or ever claim to have relating to information, data, opinions, and references supplied to the Board in the evaluation and selection of a successful Bidder in response to this Request for Proposal.
- A photocopy or facsimile of this signed Authorization is as valid as an original.



Signature

Thomas P. Miller, President & CEO

Type or Print Name, Title

October 15, 2015

Date

This form must be signed by an authorized representative of the Bidder and submitted to the Board along with Bidder's proposal.

RFP: BOARD OF REGENTS, STATE OF IOWA,
2016- 2021 STRATEGIC PLAN

ENTITY: Board of Regents, State of Iowa

RFP RELEASE DATE: September 18, 2015

Thomas P. Miller
10/15/15

RFP QUESTIONS AND RESPONSES
DEVELOPMENT OF BOARD OF REGENTS 2016-2021 STRATEGIC PLAN

The following are questions sent to the Board of Regents as of Friday, October 2, 2015, by prospective consultants. Questions are listed in order of receipt.

- What is the source of funding for project? **Board of Regents**
 - What is the not to exceed budget amount? **NA**
- The RFP states that the estimated timeline of the project is December 1, 2015 – March 1, 2016. Is there any flexibility with the proposed dates to complete the required tasks, particularly with the start of the project around the Winter holidays? **The Board is open to extending the deadline, but would want a clear alternative schedule with justification provided by the consultant**
- The work is to begin December 1, 2015 and end March 1, 2016, a relative short period of time for strategic planning in higher education, that includes a holiday break. How inclusive a process do the Regents seek? How would you describe the consultation with campus constituents the Regents seek for the plan, during the several on-site visits? **The Board of Regents wants all pertinent stakeholders to have an opportunity to provide feedback. The Board expects the consultant to develop a plan to provide that opportunity.**
- How does the Board of Regents regard the goals in the current strategic plan? For example, are they completed, outdated, or a base upon which to build? **The Board receives an annual progress report from each of the institutions which includes progress toward meeting the target specified for each goal.**
- Can bidders receive copies of the reports from the recently commissioned studies of efficiency conducted by outside consultants for the Board of Regents, to use as background for their proposal? **The Phase I studies are available on the Board of Regents website at <http://www.regents.iowa.gov/TIER/tier.htm>. The academic study will be presented at the Board of Regents meeting on October 21, 2015.**
- There are two scheduled meetings of the Board of Regents during the project period, December 2 (by Phone) and February 24-25. Will the board meet with the successful consultants at these or other times during the course of project? **The successful consultant will be expected to develop a timeline which includes meeting with the board and key stakeholders.**
- **Is the 2010-2016 Strategic Plan linked to the RFP the full Strategic Plan or an executive summary? For example, we believe that an implementation plan is important to ease and assure execution of any strategic plan, but the linked plan does not appear to include one. The strategic plan approved by the Board includes goals, accountability measures, and targets. The implementation plan included yearly targets. The annual progress review of each of the institutions tracks completion of yearly targets.**
- Is the format of the 2010-2016 Strategic Plan a prescribed format, or will other Plan formats recommended by the contractor be considered? **The plan format recommended by the contractor needs to respond to the Board's expectations.**
- What is the Board of Regents' budget for this Strategic Planning process?" **The budget will reflect the proposed work.**

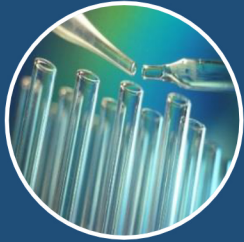
- Does the Board of Regents require/prefer that potential contractors hold specific forms of academic planning certifications, qualifications or experience? Or will they consider strategic planning groups/individuals that will incorporate non-academic experience to a plan that is based on their academic institution experience and knowledge? ***The Board will evaluate the proposals on the basis of the expertise and experience of the bidders relative to developing and implementing a higher education system strategic plan.***
- While the RFP references “encompassing a series of alternative future and a common direction,” that aspect is not apparent in the linked 2010-2016 plan. Does that serve as more of a background to the former plan, or has that desired outcome been added as a more important aspect of this (2016-2021) Strategic Plan? ***The proposed process for developing and implementing the 2016-2021 Strategic Plan needs to reflect changes/trends in higher education and the specific needs for the Board of Regents System.***



Align, Engage, Advance: A Strategic Plan to Transform Indiana's Workforce



Executive Summary



Indiana Career Council

June 2014

Align, Engage, Advance: A Strategic Plan to Transform Indiana's Workforce

Objective 1: Provide a seamless system of partners that provides worker-centric and student-centric services

Partners within the talent development system are working with limited resources as well as limited information about the services being provided by one another. Agencies have similar goals and complementary services, yet programs often operate in silos. A more seamless system of partners will offer a system that provides services based on the worker's or student's needs, leading toward better outcomes and more efficient use of resources.

Further, greater efficiencies must be found within the governance of Indiana's education, job skills training, and career development. Streamlining governance structures will increase the coordination and focus of all partners throughout the system.

Strategy 1.1

Streamline governance structures of the State's education, job skills training, and career development system

Strategy 1.2

Ensure all partners in the Indiana's education, job skills training, and career development system share the common goal and mission of increasing the skill levels of Hoosiers and providing pathways to self-sufficient careers, and measure success utilizing the same performance metrics

Strategy 1.3

Increase connectivity and service integration among partner agencies within the talent development system

The System Approach



Indicators of Success:

Creation of common service delivery maps for system partners

Full implementation of inter-agency policies by July 1, 2015

Increased amount of funding dedicated within system to performance-based education and training

Improvements in outcomes included in system dashboard

A systems approach aligns resources to maximize their impact and fundamentally transform the ways in which workers and students engage with and are served by the system. Agencies and organizations work together, integrating resources and services, sharing goals, strategies, and successes, and ensuring that students and workers are provided with opportunities to improve their education, knowledge, and skill levels.

Align, Engage, Advance: A Strategic Plan to Transform Indiana's Workforce

Objective 2: Link career pathways to Indiana high wage, high demand careers for students and workers across the K-12, post-secondary and adult systems

In order to increase Hoosiers' education and skills in alignment with employer needs, students must have access to a continuum of development that provides opportunities to develop foundational and career/technical skills needed for success as well as the information and counseling necessary to make informed education and career decisions. The Career Council believes that a greater understanding of connections between education and training and career opportunities will allow students to make informed decisions on entering pathways that reflect their interests and aptitudes and lead to rewarding career choices.

Strategy 2.1

Improve the foundational and career/technical skills of Indiana's students and workforce

Strategy 2.2

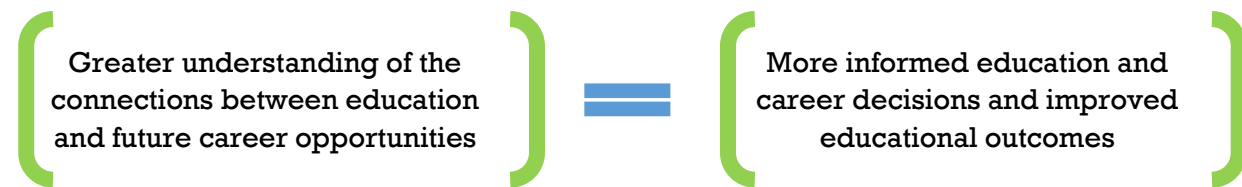
Expand career education component across all grades K-12 to assure a system that provides intentional ways for all students to have opportunities for career exploration, career preparation, and skills development

Strategy 2.3

Ensure that students and workers at all levels throughout Indiana are provided with meaningful career counseling and career preparation

Strategy 2.4

Provide incentives for all partners to participate in a system to provide meaningful career education at all levels for all students



Indicators of Success

Increased high school graduation rate

Improved NAEP 4th and 8th grade reading and mathematics scores

Reduction in remediation needed by high school graduates that transition to post-secondary studies

Increased career counseling and guidance available through the K-12, post-secondary, adult education, workforce development, and social services systems

Increased percentage of students and workers that pursue and complete post-secondary studies in priority sectors

Reduction in the work time that counselors spend on non-counseling duties

Number of employers engaged in career counseling and/or mentoring throughout Indiana's education, job skills training, and career development system

Align, Engage, Advance: A Strategic Plan to Transform Indiana's Workforce

Objective 3: Increase the number of students and adults who attain post-secondary skill certifications and degrees

The increasing skill needs of Indiana's employers, the completion challenges, and the rising amount of debt incurred by students has created an urgency for Indiana to increase the number of students who attain post-secondary skills certifications and degrees in an expedited manner. This will begin by ensuring that all students and adults have the opportunity to pursue what has traditionally been defined as "post-secondary" skills at the earliest opportunity.

Strategy 3.1

Request that the General Assembly provide financial incentives in the form of a graduation grant for Hoosiers attending Indiana's post-secondary institutions to earn degrees or quality workforce credentials tied to the priority sectors

Strategy 3.2

Capitalize on the previous investments made by students and the State by encouraging Hoosiers with some college but no degree to return and complete

Strategy 3.3

Ensure all Indiana high school students are provided with opportunities to earn high quality, transferrable post-secondary credit and/or quality workforce credentials while enrolled in high school

Strategy 3.4

Ensure that Indiana's two year colleges implement and scale best practices that increase the persistence, on-time completion rates, and labor market outcomes of their students

Strategy 3.5

Increase the availability and usage of prior learning assessments and competency-based education models for returning adult students

Indicators of Success:

Increased numbers of graduates with quality workforce credentials and/or associate degrees,

Increased percentage of graduates in fields of study directly related to Indiana's priority industry sectors

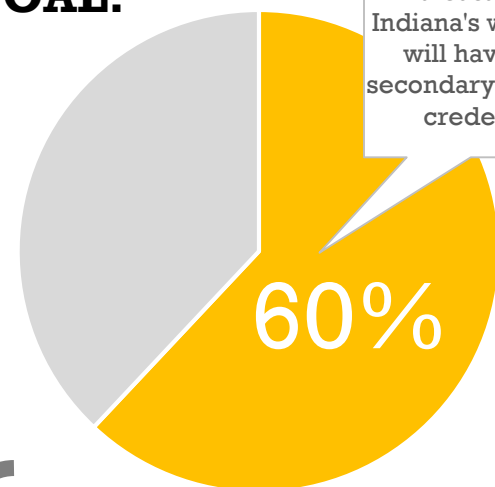
Increased on-time completion rates within Indiana's two year and four year college systems

Reduction in student loan debt among students

Increase in the number of high school students that receive dual credit and/or quality workforce credentials

Increased job placement and retention in priority industry sectors

GOAL:



Indiana needs:

- More traditional students enrolling in post-secondary education;
- More students completing post-secondary education on-time; and
- More adult workers returning for post-secondary education.

Align, Engage, Advance: A Strategic Plan to Transform Indiana's Workforce

Objective 4: Elevate the importance of work-and-learn models

Connecting students to work-and-learn opportunities will provide new perspectives on careers, help to develop their workplace skills, and link them directly with Indiana employers that may provide future job opportunities. Work-and-learn opportunities are broadly defined as experiences that allow students and workers to acquire, refine, and/or strengthen knowledge and skills through hands-on, "real life" experiences in a work place. Work-and-learn opportunities include experiences such as internships, externships, work experience, cooperative education, and apprenticeships.

The Career Council recognizes there are many current initiatives within Indiana aimed at increasing work-and-learn opportunities, some publicly funded and others supported through private resources. The aim within the strategies outlined below is to leverage the Council's statewide position to elevate the importance of work-and-learn opportunities so students, adults, parents, counselors, and, perhaps most importantly, employers understand their respective roles in making connections through work-based learning.

Strategy 4.1

Incentivize the business community to provide more work-and-learn opportunities to Hoosier students and adults

Strategy 4.2

Task the Indiana Network of Knowledge with identifying a method of tracking work-and-learn experiences that are completed throughout the state

Indicators of Success:

Work-and-learn incentive program offered throughout Indiana by Fall 2015

Number of employers participating in work-and-learn incentive program

Number of Indiana students completing work-and-learn experiences

Percentage of individuals with at least one work-based learning experience who enter into careers within three months of completing a credential/degree program

2X

According to the recent Gallup-Purdue University Index Report, an individual's odds of being engaged in work are two times greater if he or she had an internship or job during education or training which allowed him or her to apply what was being taught in the classroom.

Align, Engage, Advance: A Strategic Plan to Transform Indiana's Workforce

Objective 5: Adopt a data-driven, sector-based approach that directly aligns education and training with the needs of Indiana's regional economies

Increasing employment opportunities for Hoosiers will require diving deeply into how the State and partners can best support growth in key economic sectors. But a "one-size fits all" approach will not work. Indiana must invest time and resources in strategies that fit individual industry sector needs, particularly the high-growth sectors of the economy. Industry sectors at the regional level, however, are nuanced and oftentimes require different strategies from one to another. Therefore, regionally-based sector partnerships will provide a mechanism for deploying sector strategies throughout Indiana. Further, due in part to the limited public resources available for education, training, and career development, it is

important the State ensure that the resources it makes available are directly tied to those industry sectors that are key drivers of the state's existing and emerging economy.

Sector strategies are partnerships of employers within one industry that bring government, education, training, economic development, labor, and community organizations together to focus on the workforce needs of an industry within a regional labor market. At the state level, they are policies and investments that support the development of local sector partnerships.

-National Governors Association

Strategy 5.1

Directly link public investments for education, training, and career development to the priority industry sectors within Indiana's economy

Strategy 5.2

Launch/Expand regional sector partnerships that complement the State's priority industry sectors to provide a mechanism for Indiana's education, job skills training, and career development system to collect information and respond to sector needs

“Sector strategies are among the few workforce interventions that statistical evidence shows to improve employment opportunities for work and to increase their wages once on the job.”
-National Governor's Association

Indicators of Success:

- Fully-functional sector partnership entities in every region throughout the State by 2016
- Number of employers that participate in sector partnership entities
- Increased number of Hoosiers that obtain post-secondary credentials (occupational certifications, associate degrees, bachelor's degrees, etc.) in priority-sector fields of study
- Percentage of individuals that obtain post-secondary credentials and enter into careers within priority sectors

ALIGN, ENGAGE, ADVANCE:

A Strategic Plan to Transform Indiana's Workforce

PILLARS OF TRANSFORMATION



PILLAR 1: SYSTEM ALIGNMENT

To fundamentally transform the ways in which workers and students engage with the talent development system, greater focus must be given to a true systems approach. The Indiana Career Council's strategic plan *Align, Engage, Advance: A Strategic Plan to Transform Indiana's Workforce* identifies ways for state agencies and partners to share information, align missions, and integrate strategies along the entire career development continuum. Within such an approach, agencies and organizations work together, integrating resources and services, sharing goals, strategies, and successes, and ensuring that students and workers are provided with opportunities to improve their education, knowledge, and skill levels.



PILLAR 2: WORKER- AND STUDENT- CENTRIC SERVICES

The Indiana Career Council aims to provide a client-centric approach to services delivered throughout Indiana in which system partners and programs coordinate in a way that each individual student or client has a pathway to improving his or her education, knowledge, and skills and entering into a fulfilling and rewarding career, with partner and program resources designed to complement the individual's pathway. Leadership at all levels within the education, job skills training, and career development system must ensure the talent development system focuses on the individual student's or worker's aspirations and needs and provides all students and workers with access to pathways for improving employment prospects.



PILLAR 3: DEMAND-DRIVEN PROGRAMS AND INVESTMENTS

The Council believes that investments and resources made available through public funding should be closely aligned with the primary sectors in Indiana's economy that provide the greatest number of career opportunities and provide the opportunity for high earnings potential. Partners within Indiana's education, job skills training, and career development system must enhance their ability to engage meaningfully with these sectors and ensure programming addresses the emerging and existing education, knowledge, and skill needs. Concurrently, the State and its partners must ensure that there are effective and meaningful forums for employers to collaborate and work with the system's partners.



JOLIET

JUNIOR COLLEGE

— 1901 —

2016 – 2019 Strategic Plan

Presented By:



THOMAS P. MILLER & ASSOCIATES

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STRATEGIC PLAN TASKFORCE MEMBERS

The Strategic Plan taskforce members are listed below:

- Bridgett Larkin-Beene, Director of Career Services
- Stephanie Braun, Director of Academic Intervention and Accommodation Services
- Daniela Broderick, Department Chair of Fine Arts
- Judith Connelly, Manager of Employee Relations
- Dennis Doyle, Professor of Social and Behavioral Sciences
- Randall Graves, Patrol Officer for Campus Police
- Judith Knapp, Salad Bar Attendant in Food Services
- Mary Beth Luna, Dean of Health Professions and Emergency Services
- Rick Lyman, Manager of Construction and Facility Planning
- Jeff May, Vice Chairperson for the Board of Trustees
- Amy Murphy, Director of Corporate and Community Services
- Joseph Offermann, Director of Institutional Research and Effectiveness
- Greg Pakieser, Technical Department Chair
- Maria Anna Rafac, Professor of Architecture, Engineering, and Construction Management
- Janice Reedus, Director of Business and Auxiliary Services
- Paul Schroeder, Lab Assistant in Nursing Department
- Jim Serr, Executive Director of Information Technology
- Patricia Shue, Secretary of Mathematics
- Paige Vanderhyden, Director of Workforce Development

MISSION AND VISION STATEMENTS

Mission Statement

Joliet Junior College is an innovative and accessible institution, dedicated to student learning, community prosperity, cultural enrichment, and inclusion. Joliet Junior College delivers quality lifelong learning opportunities empowering diverse students and the community through academic excellence, workforce training, and comprehensive support services.

Vision Statement

Joliet Junior College will be the first choice.

CORE VALUES

Joliet Junior College fosters a caring and friendly environment that embraces diversity and sustainability and encourages personal growth by promoting the following core values.

Respect and Inclusion

Joliet Junior College advocates respect and inclusion for every individual by demonstrating courtesy and civility in every endeavor. Joliet Junior College pledges to promote and recognize the diverse strengths of its employees and students, and to value and celebrate the unique attributes, characteristics, and perspectives of every individual.

Integrity

Joliet Junior College sees integrity as an integral component of all work done at the College. Joliet Junior College employees demonstrate responsible, accountable, and ethical professionalism. Also, Joliet Junior College models open, honest, and appropriate communication.

Collaboration

Joliet Junior College promotes collaborative relationships as part of the scholarly process, including partnerships within the institution and with other learning communities. Joliet Junior College supports the personal and professional growth of employees and is committed to the advancement and support of intellectual growth, regardless of employment position at the College.

Humor and Well-Being

Joliet Junior College recognizes humor as a means for employees and students to achieve collegial well-being, development of strong work teams, and self-rejuvenation. Joliet Junior College provides a healthy environment where creativity, humor, and enjoyment of work occur, including recognizing and celebrating success.

Innovation

Joliet Junior College supports and encourages innovation and the pursuit of excellence. Joliet Junior College values, respects, and rewards both creative risk-taking and the enthusiastic pursuit of new ideas with foresight and follow-through.

Quality

Joliet Junior College supports quality in the workplace and its educational programming by continually reflecting, evaluating, and improving on programs and services. Joliet Junior College is built upon a foundation of quality programs and services, while also implementing continuous improvement in order to ensure excellence.

Sustainability

Joliet Junior College recognizes that true sustainability involves a commitment to environmental, social, and economic improvement. Joliet Junior College encourages planning, solutions, and actions that provide benefits for students, employees, and the community.

STRATEGIC PRIORITY

Joliet Junior College's academic programs and support services ensure the opportunity for goal achievement and student success through career development, personal enhancement, and universal accessibility.

STRATEGIC GOALS

Strategic Goal 1: Provide Education Pathways that Promote Completion

Offer quality educational pathways that align secondary and postsecondary curricula, course pathways, and industry-recognized credentials promoting access, success, and completion.

Strategic Goal 2: Improve Data Accessibility and Integrity

Align data systems and processes to promote a framework of accountability and results tied to college success.

Strategic Goal 3: Collaborate with Employers and the Community

Engage and partner with employers and the community to enhance academic programming.

Strategic Goal 4: Improve Community Awareness and Strategic Marketing

Leverage marketing assets to build and solidify the College's image, which is aimed at promoting quality and accessible academic programs.

Strategic Goal 5: Improve Internal Communications

Establish effective college-wide communications to improve information dissemination, idea generation, and employee engagement.

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ASPIRE HIGHER

SAINT MARY-OF-THE-WOODS

COLLEGE

As Saint Mary-of-the-Woods College celebrates its 175th year, the College is undertaking a strategic planning process that will outline its vision and set a clear direction for the future. To remain relevant, the College has been working on a strategic plan and has identified several opportunities to grow and remain a vibrant institution that will provide students with a high-quality, relevant education that is synonymous with the College's name. Saint Mary-of-the-Woods College's formal strategic planning process began in the Summer of 2014 when the Board of Trustees outlined three pillars of focus for the new strategic plan: Academics, Marketing and Outreach, and Facilities and Environment. Taskforces made up of faculty and staff convened around each of the three pillars. The Board of Trustees directed the taskforces to incorporate the threads of spirituality and finance into their work within the three pillars, with a focus on increased enrollment. These pillars will provide the foundation needed for growth and future positioning of the college. The recommendations outlined in the plan will build upon successes, leverage partnerships, and point to areas for growth as the College shapes its future.

1

ELEVATE THE DISTINCTIVE, HIGH-QUALITY EDUCATION THAT HAS BEEN A HALLMARK OF EDUCATION AT SMWC

OBJECTIVE 1.1 - CREATE A CULTURE OF INNOVATION AND ACCOUNTABILITY WITHIN ACADEMIC OFFERINGS

OBJECTIVE 1.2 – INCREASE FOCUS ON STUDENT SUCCESS

OBJECTIVE 1.3 – ENHANCE EXPERIENTIAL LEARNING OPPORTUNITIES

OBJECTIVE 1.4 – DIVERSIFICATION OF ENROLLMENT

2

PROVIDE A COLLEGE ENVIRONMENT THAT IS RELEVANT TO OVERALL STUDENT SUCCESS AND ENHANCES STUDENTS' QUALITY-OF-LIFE THROUGH IMPROVEMENTS TO FACILITIES AND AN ENHANCED FINANCIAL STRUCTURE

OBJECTIVE 2.1 – COMPLETE FACILITIES IMPROVEMENT MASTER PLAN

OBJECTIVE 2.2 – FINANCIAL ENVIRONMENTAL ENHANCEMENT

3

ENHANCE PERCEPTION OF THE COLLEGE THROUGH RENEWED FOCUS ON OUTREACH AND PARTNERSHIPS, EMPHASIZING THE VALUE OF RELATIONSHIPS THAT HAS ALWAYS BEEN A CRITICAL PART OF EDUCATION AT THE COLLEGE

OBJECTIVE 3.1 – ESTABLISH NEW COMMUNITY PARTNERSHIPS

OBJECTIVE 3.2 – RENEW AND REFRESH MARKETING EFFORTS

OBJECTIVE 3.3 – COMMUNICATE THE EDUCATIONAL EXPERIENCE AT SAINT MARY-OF-THE-WOODS

ASPIRE HIGHER

SAINT MARY-OF-THE-WOODS

COLLEGE

THE PILLARS

Rooted in a strong sense of spirituality, Saint Mary-of-the-Woods will continue to *Aspire Higher* and build towards long-term success by improving the high-quality education offered, enhancing the quality of the campus environment, and elevating the perception of SMWC. These structural efforts will support increased enrollment opportunities, building towards future success of Saint Mary-of-the-Woods College.





THOMAS P. MILLER & ASSOCIATES