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Subcommittee members
The UPC Internal Scan Subcommittee included the following individuals:

- Kelli Styron
- Linda Jones
- Diane Taylor
- Vicki Swam
- David Weissenburger
- Alana Hefner
- Sabra Guerra
- Jason Sharp
- Matthew Hallgarth

Definition of Scope

Scope as defined by the UPC
Environment scan - Collection of various data to form a snapshot of our current state

As refined/clarified by the UPC Internal Scan subcommittee

- Idea from Florida International University - The internal scan was designed to identify factors in the internal environment of the University that could facilitate or hinder the future development or success of the University.
- From team discussion
  - Another way to consider it – things that propel us and things that distract us

Approach to identify internal strengths and opportunities
We started by proposing the review of numerous sources of data that would include internal data regarding Tarleton. However, that list was long, getting longer, and the process of reviewing it would be problematic. Instead, the team decided to approach the identification of strengths and opportunities a bit differently:

Review existing reports and summarize the key findings into bullet points that highlight either the strengths or the opportunities. The reports were assigned to individual(s) on the team to review and prepare summaries for the subcommittee to review. The reports we decided to review included:

- The most recent SACS report
- The MGT report
- The Noel Levitz reports
- The most recent, complete Weave report
- Survey conclusions from the Staff Council’s employee survey
- Five page summary of NSSE
- Consumer Satisfaction survey
- President’s forums
Internal scan – Strengths and Opportunities

Considering the timeline of the strengths and opportunities we are identifying – will we still be on track 8 years from now with these? The current strategic plan covers 2011 – 2015. We are working on a strategic plan for 2016 – 2020.

Strengths
Summary from Tarleton’s most recent SACS accreditation

Organization/Administration
- Efficiencies
  - 3.2.7 Organizational Structure—in compliance
- Shared governance/campus dialogue
  - 3.7.5 Faculty role in governance—in compliance
    - Faculty Senate serves in an advisory capacity
    - University Committees and Councils
- Priority-based decision-making and resource allocation
  - 2.5 Institutional Effectiveness—in compliance
    - In our opinion, this could be improved through a clear strategic plan with buy-in at all levels. Use a closed-loop process in the planning where results are evaluated and the next year's budget is allocated based on those results.
- Integrated planning
  - 2.5 Institutional Effectiveness—in compliance
    - With several organizational changes and changes in line of authority, time will tell what strengths and opportunities there are
- Program evaluation
  - 3.4.1 Academic program approval—in compliance
  - 3.4.11 Academic program coordination—in compliance
    - In our opinion, this could use improvement through standardizing the process and defining what academic program coordination means
- Cross-division and multi-unit collaboration
  - Nothing specific in SACS but the QEP would be the best example of this.
  - Environmental Sciences cross-college collaboration
  - Orientation

Opportunities

1. Administrative
   - Expand the use of technology (Weave, Noel Levitz (SWOT), forums)
     - To provide meaningful information
     - To improve efficiencies
     - To improve productivity
     - To facilitate learning
   - Capacity – (forums, Noel Levitz)
     - How big is big enough? When will we have adequate resources?
Significant constraints on resources (money, people, time)

- Communication (Forums, MGT, Noel Levitz - Campus focus groups 5/2010)
  - Improve communications across the organization
    - What is the typical communication regarding a campus initiative? How does that affect its implementation? Example:
      - Provost → Dean → Department head → faculty is one method of delivery
      - However, what if the communication comes from a different route (i.e. another division → faculty)? What does that mean? Is it possible to “opt out” under those circumstances? How would one know?
  - Improve communications to stakeholders (students, faculty, staff, alumni, community, etc.)
  - Improve communications within divisions

2. Enrollment management/ Enrollment innovation (Noel Levitz)
   - Recruitment
   - Retention
   - Completion/success
   - Persistence, graduation rates
   - Academic planning

3. Capacity (Forums, Weave)
   Manage to the capacity/available resources of the University
   - Strategic abandonment
   - Prioritize University initiatives based on data/metrics driven decision-making

4. Life-long learning (Weave – many references to professional development)
   How do we prepare lifelong learners of faculty and staff?
   - Frame it as life-long learning for faculty and staff
     - Begin an institutional life-long learning process that is adequately resourced for success
     - Do not abandon it 8 years from now. Maintain the effort.
     - It is about innovation.
     - Operationally, this may look different for different departments/areas
   - Brainstorm – maybe require x-number of units of innovation/professional development
     - That would require the budget to support it
     - Potential measure - % of faculty participating in faculty innovation
5. **Student Success and Engagement (Noel Levitz, Weave)**

Student success and engagement are not up to a single department. Everyone plays some part in many of the following aspects:

- Academic persistence
- Academic planning
- Advising
- Professional opportunities
- Research/discovery
- Classroom engagement with faculty

6. **Diversity (NSSE)**

Tarleton, as well as the other peer schools, rank low in the area of Enriching Educational Experiences. NSSE’s definition of Enriching Educational Experiences includes:

- Hours participated in co-curricular activities
- Community service or volunteer work
- Practicum, internships, field experience, or clinical assignment
- Serious conversations with students of different race/ethnicity/religion

**Additional reflections and thoughts**

Over the course of the meetings, several additional thoughts and conversations emerged.

**Ideas, practices, projects already evolving on campus:**

- Instructional innovation
- Competency-based teaching
- Learning outcomes
- Evidence based

**What is Tarleton's identity?**

Who gets to decide? How? We cannot afford to be all things to everyone.

- Do we want to be an outstanding Residential Living and Learning institution?
- Will we be known for exceptional applied learning?
- Will we be dedicated to Honors College?
- Etc.

**Capacity**

- People have too much on their plate.
- What happened to strategic abandonment?
The message “more with less” is not inspiring to faculty/staff.
There are many, many initiatives – too many.

General
- References to the “3-legged” stool mentioned in one of Noel Levitz visits.
  - How are we doing right now?
  - How do we think we will be doing going forward?
- We are not nimble as an institution
- We (Tarleton) tend to be reactive
- What level of challenge does a university provide?
- Are we exemplary at something? On the other hand, do we primarily meet the baseline objectives?
- Lack of accountability
  - A student’s grades may not be good, but nobody knows. Nobody is following up with them.
- Tarleton needs an approach that speaks to the allocation of resources – a commitment to something along the lines of:
  - The University’s strategic resource allocation will be based on empirical evidence not on perception-based data.
  - Transition to performance-based planning and decision making