Strategic Planning

Strategy Development Process

a(1) WNMU strategic planning assesses and designs future strategies and opportunities for implementing processes and attaining goals that accomplish the University's mission and vision. The WNMU Decision Cycle (Figure OP-6), Stakeholders and Stakeholder Needs and Expectations, Mission, Vision, and Core Values are described in the Organizational Overview. A schematic of WNMU's Strategic Planning Process (SPP) is depicted in Figure 2.1-1.

The strategic planning cycle begins with a retreat held during the summer when various campus constituencies, including senior leadership, regents, Cabinet, and leaders of the faculty, students, and staff gather to review the previous year, make necessary adjustments to the SWOT analysis, and verify the plan direction. Following this, the EC refines the strategic plan for the coming year and begins refining and updating unit operational plans. Following this, other plans, such as the master plan, the ITSP, the AAP, and special projects plans are reviewed for currency and consistency with the SP.

The President and Vice Presidents (EC) make up the core strategic planning team. All the broad constituencies that participate in the planning retreat have hard copies of the strategic plan; in addition, copies are always available in the library, the President's office, and on the Web.

The Vision Statement is the driving force behind the planning process. It is based on WNMU's unique geographic, demographic, and cultural circumstances. The Mission addresses three important questions for WNMU stakeholders: Who are we? Who do we serve? What services do we provide? The four WNMU core values are common principles that should underlie decisions and characterize WNMU's institutional culture. Based on the mission, vision, values, and ongoing strategic analysis, strategic challenges are further refined into seven Strategic Goals presented in Figure 2.1-2.

The next important steps of the SPP are the development of strategies that guide action and form the basis for operational, master, and special project planning. Twenty-seven strategies under the seven goals guide action planning throughout the institution. Finally, WNMU's seven strategic goals presented in Figure 2.1-2 are mapped to the MOEs which are used to track progress toward their achievement, short term outcomes, and to the Baldrige results categories (Figure 2.1-3).

Figure 2.1-2 - WNMU Strategic Goals

Goal 1: To significantly advance academic relevance, excellence, and delivery options.

Goal 2: To significantly advance the management of student enrollment and quality of student life.

Goal 3: To significantly advance research and scholarly work, partnerships, and multi-cultural and environmental awareness.

Goal 4: To significantly advance opportunities for personal and professional development and a supportive work environment for all WNMU employees.

Goal 5: To significantly advance capital resources* and their management and accountability in all areas of responsibility.

Goal 6: To significantly advance planning, implementation, and application of IT to further WNMU's teaching research, and public service missions.

Goal 7: To significantly advance community outreach and economic development initiatives in the region.

*Capital Resources, as used in this plan, includes physical facilities, equipment, information technology, infrastructure, and fiscal resources.

While the planning process shown in Figure 2.1-1 is continuous in practice, time lags usually exist between current assessments and the implementation of ideas and action stemming from those ideas. External decision cycles, such as those of the CHE, SBE, legislature, accrediting bodies, and the governor, also influence WNMU's cyclical decision cycle. Figure 2.1-4 identifies major external decision events affecting WNMU.

Strategic plans reflect a longer-term planning horizon than do the operational and other plans that derive from them. The former reflects a three to seven year time frame, whereas the latter plans seldom exceed a two year time horizon. Likewise, budget adjustments to facilitate new or readjusted operational activities occur throughout the fiscal year. Longer-term budget adjustments occur each spring during the building of the budget for the next fiscal year, a time when additional stakeholders are included in the discussions.

a(2) To determine long-term market trends and environmental factors affecting education, the leadership uses information, studies, reports and articles from CHE, American Association of State Colleges and Universities (AASCU), American Association of Higher Education (AAHE), Association of Governing Boards (AGB), CUP, the Renaissance Group (RG), HLC, leadership briefings at professional meetings, SBE, the *Chronicle of Higher Education,* and other studies prepared locally. These materials provide understanding of the competitive environment and key issues affecting education. WNMU research and survey results also provide feedback on performance and in some cases performance comparisons within New Mexico and nationally with other comparable universities. Discussions and reviews of this information by Cabinet members, among others, provide essential input for the SPP.

Figure 2.1-4 - External Decision Points

Time Frame	External Decision Events
30 June/1 July	Fiscal year ends/begins
July-Sept	External Audit of WNMU
July-Sept	CHE Facilities Committee visits campuses
August	Submit IT funding request to CHE
Sept	Submit RPSP proposals to CHE
Oct	CHE Facilities Committee makes preliminary capital recommendations and hears appeals
Nov	CHE approves RPSP
Nov	CHE approves Capital Projects
Dec	CHE submits all budget recommendations to Legislature
Dec	Legislative Finance Committee (LFC) Hearings
Dec-Early Jan	Leadership presents WNMU Budget requests to local Legislators
Jan	Introduce bills for Recommended Funding to Legislature
Jan-Feb/Mar	Testimony presented to Legislative Committees on funding and other bills
Jan-Feb/Mar	Legislature in session – decisions made
Mar-May	Governor acts on legislation (Operating, Budget, Capital, and Special Projects)
May	Board of Regents approves Operating Budget
June	CHE approves Operating Budget
June	Submit 5 year Capital Plans and Capital Projects Requests to CHE
June-Sept	Submit ITSP Plan to CHE

Another critical input to the planning process includes analyses of MOEs to help inform SP participants about performance improvement in key areas. Data collected, analyzed, and reviewed throughout the year in various reports comprises pre-planning reading for all SPP participants.

Collection of data varies depending on the component being considered; e.g., student academic and service needs are gathered from a variety of sources discussed in Category 3. Throughout the year, the EC, Cabinet, University committees, and PMTs, among others, use this input to identify initiatives to improve student life. As a result of such information, significant changes occurred in such areas as the student fee structure, purchase of new furniture and technology equipment, campus lighting and beautification, recognition of outstanding students and faculty, and introduction of legislation to eliminate gross receipts taxes on textbooks and school supplies.

Table 2.1-3 – Mapping of MOEs to Baldrige Criteria 7, WNMU Strategic Goals, and Desired Outcomes

Baldrige Criteria	Measures of Effectiveness (MOEs)	WNMU Strategic Goal	Desired Outcome
7.1 Student Learning	Freshman ACT Composite Results	Goals I, II	Positive Trend
	Remediation Success Rates	Goals I, II	Positive Trend
	Retention of First Time/Full Time Freshmen	Goals I, II	Greater 60 percent
	Cumulative 10 year Graduation Rates	Goals I, II	≥ NM Average
	Social Work Graduates and Licensure	Goal I	Greater than National Norms
	SOE Graduates by Major and Licensure	Goal I	Greater than National Norms
	Early Childhood Program (?)	Goals I, II	Maintain Excellence
	Nursing Graduates and Licensure	Goal I	Greater than National Norm
	OTA Graduates and Licensure	Goal I	Greater than National Norm
	Law Enforcement Academy Graduates/Employment	Goal I	Maintain Excellence
	AES Graduates	Goal I	Maintain Excellence
	Welfare to Work Client Success Rates	Goals I, VII	Maintain Excellence
	Displaced Worker Training and Education	Goal VII	Needs Fully Met
	CUP Employer Survey of WNMU Graduates	Goals I, VII	Maintain Excellence
	Graduate Placement Rates (?)	Goal II	Greater than 90 percent
	Freshman Seminar (FS)	Goal II	Greater than non-FS averages
	Student Athletic Academic Achievement	Goals I, II	Positive Trend
7.2 Student and Stakeholder Focus	Student Evaluations of Faculty	Goals I, II	Maintain Excellence
	Student Evaluations of Courses	Goals I, II	Maintain Excellence
	Noel Levitz (NL) Student Satisfaction Survey	Goal II, IV	Positive Trend toward national
	National Survey of Student Engagement (NSSE)	Goal I, II	norms
	Graduating Senior Surveys	Goal II, IV	Maintain positive results
	Student Diversity	Goal III	Maintain positive results
	Alumni Survey Results	Goals I, II, III, IV	Maintain positive results
7.3 Budgetary, Financial and Market	Affordable Tuition and Fees Comparison	Goals II, V	Competitive within NM
	On-campus Room and Board Comparison	Goals II, V	Competitive within NM
	Current Fund Balances	Goal V	Exceed CHE Requirements
	I&G Expenditure Levels	Goal V	Exceed CHE Requirements
	Compensation Allocation	Goals IV, V	Greater than State Allocation
	Instruction (I) as percent of I & General (G)	Goals I, V	Competitive
	Budget conformance to CHE Guidelines	Goals V, VI	Conformance
	Capital Allocations	Goals V, VI	Competitive
	BR&R Allocations	Goals V, VI	Reduce Back Log
	ER&R Allocations	Goals V	Meet Prioritized Needs
	ADA Allocations	Goal V	Reduce Backlog
	Grant Funding Dollars	Goal III, V	Positive Trend
	Foundation Status and Contributions	Goals III, V	Positive Trend
	Tuition Waiver Expenditures	Goals IV	Maintain Excellence
	Financial Aid Awarded	Goal II	Meet Need
	Average Cost of Attendance	Goal II	Competitive
	Percentage Distribution of Financial Aid by Type	Goal II, V	Competitive
	Enrollment	Goal II	Positive Trend
	Off campus Growth by Campus	Goal II	Positive Trend
	ITV Offerings	Goals I, II, VI	Positive Trend
	Number of Web Enhanced, Centric, 100% Web Courses	Goal VI	Positive Trend
	Concurrent enrollment	Goals I, II	Positive Trend
	Vocational Enrollment	Goals I, II	Meet Need
	AES Enrollment	Goals I, II, VII	Maintain Excellence
	Welfare to Work Enrollment	Goals I, II, VII	Maintain Excellence
	Displaced Worker Enrollment	Goals I, II, VII	100 Percent Needs Met
7.4 Faculty and Staff	Faculty Terminal Degrees	Goal I	Greater than 90 Percent
	Proportion SCH taught by Tenure-Track Faculty	Goal I	Best in NM
	Student/Teacher Ratio	Goal I	Competitive
	Diversity of Faculty and Staff	Goal IV	Reflect Appropriate Mix
	Use of Adjunct Faculty	Goal I	Supplement Expertise
	Employee Satisfaction Survey	Goal IV	Positive Trend
	Faculty Service and Research Contributions	Goal III	Increasing Trend
	Grievances	Goal IV	Zero Level
	Worker's Compensation Claims	Goal IV	Zero Level
	Injury/Accident Rates	Goal IV	Zero Level
	Participation in Tuition Waivers	Goals I, IV	Meet All Needs

	Professional Development Activities	Goal IV	Increasing Trend
	Actions to Improve Staff Morale	Goal IV	Increasing Trend
	Risk Management	Goal IV	Remain Low
	PIO Performance	Goal IV	Maintain Positive Trend
	Campus Police	Goal IV	Remain Low
	Employee Retention	Goal IV	Remain High
	Employee Recognition	Goal IV	Increasing
	Absenteeism	Goal IV	Remain Low
7.5 Organizational	Accreditation	Goal I	Maintain Excellence
	State Academic Evaluation	Goal I	Maintain Excellence
	IT and Library Progress	Goal VI	Accomplish ITSP Vision
	Distinctive Programs Serving State Needs	Goals III, VII	Expand
	Athletic Performance	Goal II	Competitive
	Academic Support Center	Goal II	Positive Trend
	Special Needs Student Support	Goal II	Meet Needs
	Student Health Center	Goal II	Meet Needs
	Child Development Center (CDC)	Goals II, III	Expand Capacity
	Special Events	Goals IV, VII	Meet Needs
	Museum	Goals III, V, VII	Maintain Excellence
	Maintenance	Goal V	Reduce Back Log
7.6 Governance and Social Responsibility	Fiscal Accountability	Goal V	Maintain Excellence
	Audit	Goal V	Maintain Excellence
	Financial Aid Audit	Goal V	Maintain Excellence
	Compliance Visits	Goal V	Maintain Excellence
	SBDC/SIGRED	Goal VII	Maintain Excellence

External stakeholder needs (employers, business and industry, community, feeder schools, alumni, and parents) are gathered informally through regular interaction with individuals and contact organizations, and surveys. Through these contacts, WNMU validates and assures that stakeholder expectations are clarified and understood.

Students, faculty, and staff have opportunities for input into the planning process directly and as individuals participating in open forums, campus committees, surveys, the governance process, or their departments. Information gathered through such venues improves decision quality and awareness and helps leadership shape campus direction. Needs related to increased compensation, new teaching tools, updated facilities, and program development opportunities commonly rise from faculty channels. Staff channels identify needs related to work environment, compensation, and professional development. Facility and infrastructure needs often arise in conjunction with academic program growth and change and the changing nature of the student population.

Since strategic assessment is continuous, SP retreat participants conduct an official update to the SWOT analysis; however, in reality the SWOT process never stops. WNMU leaders regularly scan the external environment for opportunities and threats and assess the internal environment for strengths and weaknesses. For example, when a large local mine began closure, significant changes to the SWOT analysis occurred; had the institution waited until the next formal strategic planning retreat to identify this event it would have precluded our participation in important new partnerships and programming initiatives consistent with our mission and vision.

A significant strength of WNMU's SPP is its integration with the budget cycle. Many external decisions points (Figure 2.1.4) dictate the timing of WNMU planning activities. The relationship of these external decision points to internal financial planning is quite complicated as indicated in Figure 2.1-1. Depending on which funding component (Operating, RPSP, BR&R, ER&R, ADA, IT or Capital Projects) is being planned, budgeted, approved or implemented, multiple decision cycles are simultaneously executed. Also, throughout the fiscal year, the EC adapts the budget to new opportunities that address Strategic Challenges, Goals and Strategies.

Strategic Objectives

b(1) A mapping of MOEs to the seven strategic goals was provided in Figure 2.1-3. The timeframe for goal accomplishment varies. Frequently cycle time from idea generation to implementation compresses the planning horizon as was the case with the displaced miners. Five year performance projections (Figure 2.2-5) provide the roadmap; however, intervening circumstances may adjust projections at any time. The associated unpredictability of the dynamic environment causes WNMU's leadership to focus on continuous improvement as the ultimate goal. This means we strive to maintain positive longitudinal trends in organizational performance.

b(2) The WNMU Decision Cycle (Figure OP-6) and Planning Process (Figure 2.1-1) ensure that the organization remains responsive to student and stakeholder needs. Regular evaluation of student and stakeholder needs occurs in the EC and Cabinet. Faculty and staff leaders provide stakeholder participation in the planning and budget processes. Each Vice President's area along

with the President's office responds to different stakeholder needs. The P/VPAA is primarily responsible for academic programming needs of students; the VPSCA addresses a wide variety of academic support and extra-curricular needs; the VPBA works with key financial components of the student experience. The President's office ensures balance among the varied needs.

Strategy Deployment

a(1) Operational plans follow from the SP and financial implications of these plans are a standing agenda item at EC where necessary budget adjustments are made. Regular reviews of financial information occur to ensure that expenditures are in line with budget priorities.

The President has overall responsibility for the SP and AAP plan. VPs are responsible for operational and special plans as indicated in Figure 2.2-1.

Figure 2.2-1 - Integrated Plans

Name of Plan	Responsibility
Strategic Plan (CIWR)	President
Operational Plan (CIWR)	PVPAA, VPBA, VPSCA
Campus Master Plan (CIWR)	VPBA
IT Strategic Plan (RIWR)	PVPAA, VPBA
Extended Learning Plan (CIWR)	PVPAA, VPBA
ADA Plan (CIWR)	VPBA
Marketing Plan (CIWR)	VPSCA
BR&R (RIWR)	VPBA
ER&R (RIWR)	VPBA
Library Acquisition Plan (RIWR)	PVPAA
Energy Conservation Plan (CIWR)	VPBA
Student Outcomes Assessment Plan (RIWR)	PVPAA
Academic Support Plan (RIWR)	PVPAA, VPSCA
Welfare Reform Plan (CIWR)	PVPAA
Child Development Plan (CIWR)	PVPAA
Research and Public Service Projects (RIWR)	PVPAA, VPBA
Affirmative Action Plan (CIWR)	President
Athletic Improvement Plan (RIWR)	VPBA
PD Renovation Plan (RIWR)	PVPAA, VPBA
Infrastructure Upgrade (CIWR)	VPBA
Alumni Plan (CIWR)	VPSCA
Academic Department Plans (RIWR)	PVPAA
CIWR: completed and implementing with resources RIWR: revising and implementing with resources	

Significant consequences of integration of plans and budget include compensation increases higher than the state appropriation in eight of the last ten years, purchase orders and travel requests handled in a timely manner, implementation of the Banner integrated software, essential equipment and repairs satisfied, and enhancement of other important aspects of day-to-day operations. The President insists on open communication regarding budget matters and meets throughout the year with all employees to discuss and answer questions on key issues including the budget. All VPs involve their respective leadership teams in budget planning and execution, and the annual budget preparation process involves officers/leaders of the faculty, student, and staff governance bodies.

A key element of the resource management process that derives directly from planning processes is the requirement that each VP prioritize personnel, capital equipment, and critical program needs. These prioritized lists feed directly into university level decisions regarding priorities and greatly facilitate budget preparation and execution. Operating and capital budget priorities are further divided into three categories based on need (Figure 2.2-2).

Figure 2.2-2 - Budget Priority Categories

Critical Need	Needs essential to accomplishing WNMU's mission. If not met, accomplishment of the mission is seriously undermined.
Significant Need	Needs that if accomplished enhance accomplishment of the mission.
Other Need	Needs that facilitate accomplishment of the mission.

a(2) WNMU's integrated short and longer term action plans are depicted in Figure 2.2-1. To better forecast and anticipate changes in programs, offerings and service, and student and stakeholder markets, we utilize an environmental forecast, a condensed version of which is presented in Figure 2.2-3.

a(3) Among the prioritized lists for human, capital, equipment, and IT resources that each VP develops, top priority is generally assigned to ensure teaching, i.e., faculty and other instructional personnel, needs are met. In the past, prioritization yielded increased support for the education, nursing, business administration, and the vo-tech programs. Areas of shifting priority beyond academic programs include IT, Academic Support, Student Health Services, and support for special needs students. These and other human resource priorities derive directly from the planning process. Prioritization also results in the elimination of certain positions deemed redundant or no longer essential to institutional operations.

a(4) Linkages in the planning process that ensure organizational alignment are depicted in Figures OP-6 and 2.1-1. Figure 2.1-3 shows the linkage between the seven strategic goals, MOEs, goals, and results where applicable.

Figure 2.2-3
Environmental Forecast for Planning at WNMU

In the next ten years, New Mexico's population is projected to increase, driving up the demand for higher education. The proportion of ethnic minorities in the state's public schools is expected to grow beyond the current 50%. A low student-to-teacher ratio and individual attention given to students by faculty and staff will continue to be of high value to students and parents. Students increasingly will view themselves as customers who demand high quality in their educational experiences. Instructional delivery processes will continue changing with technology having a dramatic impact on both the way WNMU delivers its programs and the educational content of these programs. Distributed Education, using a variety of technological and traditional tools, will be widely and effectively employed to reach remote populations. Increasing competition for funds from other costly programs such as corrections, health care, and welfare will impact negatively on higher education's share of the budget (currently 16 percent). In addition, state funds for two-year institutions will continue to increase as a proportion of the higher education resources. The public policy focus will be on articulation of programs among NM educational institutions, distance education, and accountability. The public, government, students, and accrediting bodies expect higher education institutions to be more effective, efficient and accountable. Federal policy will be no more restrictive regarding existing student financial aid programs and funding for programs serving Hispanic Serving Institutions (HSIs) will expand. Teacher education, nursing, social work, occupational therapy, vocational and basic economic development training will continue to be essential programs for meeting New Mexico and national needs. Locally, the dire economic circumstances in SWNM will require thoughtful, aggressive leadership to care for displaced workers, create jobs, and bolster economic development initiatives.

Additional MOEs exist at departmental or school levels which show performance related to the many ongoing, day-to-day activities important to accomplishment of WNMU's mission. Checks and balances exist to ensure the measurement system aligns with strategic initiatives and covers all key areas for students and other stakeholders. Key items are listed in Figure 2.2-4.

Performance Projections

b A testament to the leadership planning system over the past ten years is WNMU's track record on delivering on its promises. Performance projections support these efforts. Short-term projections are part of the unit operational plans. Figure 2.2-5 provides longer-term projections developed from strategic assessments and other learning. Previous performance indicates consistent attainment of past goals set by the leadership in virtually every area. WNMU's improvement over the past 10 years is dramatic. Leadership firmly believes WNMU is ideally positioned to achieve its vision of a leadership role among peer institutions.

Figure 2.2-4 - Key Measurement System Checks and Balances

- Annual Strategic Planning Process
- Annual QNM/Baldrige Assessment
- AQIP Assessment Activities
- Audits of Financial Management, Financial Aid, and Enrollment Verification
- Accreditation Preparation and Evaluation
- State Approval Preparation and Evaluation
- NCAA Compliance Visits
- CUP Performance Report
- Surveys: Employees, Students, Alumni, Graduating Seniors
- CHE Reports
- Enrollment Recruitment Reports
- Financial Reports
- Community Relations Council

Figure 2.2-5
WNMU Performance Projections for 2008

- Freshman ACT/SAT scores reach the 50th percentile
- Freshman retention rates will exceed 60 percent
- Graduation rates will exceed the average for NM comprehensive universities
- Performance on state licensure exams will continue to meet or exceed state natural norms for SOE, Nursing, OTA, Law Enforcement
- Welfare to Work results will consistently rank highest in NM
- Displaced worker needs and training will be fully met
- Vocational/Technical Programs/Offerings will increase
- Enrollment will increase on average annually by 3 percent
- The BSN in Nursing and Masters in Early Childhood Development will be fully operational
- A comprehensive integrated student learning outcomes system will indicate across-the-board improvement
- A 100 percent success rate will be achieved for all accreditation, licensure, and approval initiatives
- Success on external audits and reviews of fiscal, enrollment, and student financial aid areas will continue
- External funding from grants will double
- Foundation/Alumni giving/participation will double and the number of donors increase by 100 percent
- On campus housing usage will increase by 25 percent
- All Banner modules will be operative and regularly updated
- IT and Distance learning will be fully competitive
- Renovation of Castorena, Juan Chacon, Graham Gym, Martinez-Fall/Phelps Dodge, Harlan, and the museum completed, under construction, or funding secured
- BR&R, ER&R, ADA needs reduced by 25 percent
- Intercollegiate athletic programs will show across-the-board improvement
- Annual compensation increases for WNMU employees will remain at or above the average of state appropriations
- CDC will expand both qualitatively and quantitatively
- Energy efficiency improved by 20 percent
- Employee and student survey results indicate growing levels of satisfaction