Fitchburg State University

Board of Trustees

Amended on November 17, 2020 at 10:53 AM EST

Date and Time
Wednesday November 18, 2020 at 11:00 AM EST

Location
This will be a remote meeting.

Notice of a meeting of the Fitchburg State University Board of Trustees on Wedneday, November 18, 2020 at 11:00 a.m.

This meeting will be held via teleconference as approved by Governor Baker.

For public comments dial (when announced in the meeting): 978.665.3698
Public streaming:

stream.meet.google.com/stream/a6d066f6-aba8-4221-9357-8fd23a8c6135

Agenda

	Purpose	Presenter	Time
I. Opening Items			**11:00 AM**
Opening Items			
A. Record Attendance and Guests			
B. Call the Meeting to Order		Deborah Phillips	
C. Public Comments			3 m
II. Strategic Plan 2020-2025			**11:03 AM**
A. Accept the Strategic Plan - VOTE (12-20/21)	Vote		10 m
III. Closing Items			**11:13 AM**
A. Adjourn Meeting	Vote		1 m

Cover Sheet

Accept the Strategic Plan - VOTE (12-20/21)

Section: II. Strategic Plan 2020-2025

Item: A. Accept the Strategic Plan - VOTE (12-20/21)

Purpose: Vote

Submitted by:

Related Material:

2020_2025_Strategic_Plan_FitchburgStateUniversity_Nov_17_2020 (2).pdf

VOTE Strategic Plan.pdf

FITCHBURG STATE
UNIVERSITY

STRATEGIC PLAN
2020–2025

2020-2025 STRATEGIC PLAN for Fitchburg State University

I.   OUR PROCESS

Fitchburg State's strategic planning process was launched on September 3, 2019—Opening Day of the fall semester. The launch featured a presentation from Department of Higher Education Commissioner Carlos Santiago, who highlighted, among other things, the critical importance of addressing the DHE's "equity agenda" as part of Fitchburg State's plan and remarks from President Richard Lapidus, who stressed his administration's commitment to ensuring the yearlong planning process would be inclusive and provide all members of the Fitchburg State community multiple opportunities to engage and be heard. Opening Day also included an interactive planning exercise for the gathered faculty and staff, facilitated by the planning consultant retained by the University to guide the process.

Throughout the rest of the fall semester, a tremendous amount of data was collected from various stakeholder groups as part of the "situation analysis" or diagnostics phase of the planning process. Administrative departments conducted functional assessments to identify area-specific challenges and objectives. The senior administration and board of trustees responded to a visioning questionnaire. All faculty and staff members had an opportunity to respond to a quick initial survey linked to a memo from the president outlining the guiding principles and goals for the planning process. Subsequently, comprehensive surveys were prepared for all faculty and librarians, staff, undergraduate students, graduate students, Fitchburg State graduates from 2009-19, and leaders of the Alumni Association. In December, the president, provost, and chief financial officer held an open forum to share key foundational information about the University's current state and to engage faculty and staff in dialogue about the future. Close to 1,000 inputs were received as a result of this inclusive outreach and engagement. Results of outreach and other planning-related information were routinely posted to the strategic planning web site throughout the planning process for interested members of the campus community to explore.

Also as part of the diagnostics phase, President Lapidus hosted three informal roundtable discussions with approximately 30 invited elected officials and civic, business, and community leaders to hear their thoughts about, among other things, Fitchburg State's role and impact as a community partner; public perceptions of Fitchburg State; the University's most valuable contributions as an educational and cultural resource to the city and central Massachusetts region; and opportunities to play a catalytic or leadership role during the coming five years, bringing its intellectual resources to bear in a way that might make a big and positive difference beyond campus.

Late in the fall semester, five theme committees were convened by the president and charged with undertaking targeted diagnostics work focused on five areas of strategic importance that had been identified at the end of the previous spring semester, as a precursor to the strategic planning that would commence in the fall. Each committee was led by two co-chairs, each of whom did double duty as members of the Strategic Planning Steering Committee (SPSC); the SPSC also included two current students and one trustee. The theme committees' members included faculty, staff, and students (both undergraduate and graduate); in total, 92 members of the Fitchburg State community served on these committees, whose diagnostic work entailed outreach to the broader campus community and culminated in comprehensive reports submitted in February 2020. In the weeks that followed, members of the Fitchburg State community responded to an online questionnaire inviting feedback on the theme committee final reports. The theme committees remained engaged in the planning process, though less intensively, through May.

The SPSC held an intensive retreat in January to synthesize the diagnostic work and find points of convergence within the voluminous data gathered from stakeholders during the situation-analysis phase. At this point in the planning process the SPSC sought to craft a vision and set of goals for Fitchburg State's future that reflected common concerns and shared aspirations among members of the Fitchburg State community. In March, the draft vision and goals (foundations for the strategic plan) were shared with theme committee members at a "summit" meeting, and they also were vetted by academic department chairs and members of the board of trustees.

The SPSC met regularly during the spring semester to build a strategic plan on the foundation of the vision and overarching goals. In late March, faculty, staff, and students had an opportunity to provide additional input in response to an online survey inviting ideas related to being a student-ready university and ensuring retention is viewed as "everyone's job." In early May, the SPSC hosted two online forums for faculty and staff (187 of whom attended) to engage them in conversation, co-facilitated by the provost and the vice president for student affairs, about the emerging strategic plan's unifying theme: Fitchburg State as a student-ready university and a public university committed to education justice.

After undergoing multiple rounds of revision and refinement, a draft strategic plan was shared with the Fitchburg State community for reaction in mid-May. Two additional online forums, both focused on inviting feedback on the draft strategic plan, drew an additional 95 members of the faculty and staff. In early June, the draft plan, together with recommendations for short-term implementation priorities and resource allocation, was presented by the SPSC to the president, who subsequently transmitted it to the board of trustees for review. With trustee endorsement of the draft, it has been submitted to the Commissioner of Higher Education and the Board of Higher Education's Strategic Planning Committee for review and feedback. The plan will be finalized and officially approved in fall 2020.

II.   CURRENT STATE AND PLANNING ASSUMPTIONS

The rapidly and dramatically changing higher education landscape demands both flexibility and creativity on the part of university leaders across the country. As we planned for the future, we factored into our planning the following assumptions:

- Opportunities for online learning will continue to grow
- Demand for mid-career educational needs will increase
- Technological advances will require us to keep up to remain relevant
- We will be challenged to keep faculty pedagogical and advising skills current as our student population and delivery modalities change
- The number of high school students will continue to decline, resulting in fewer college-bound graduates
- State and public interest in early college opportunities will grow
- The number of students from immigrant and/or diverse populations will increase
- Recruitment and retention strategies will need to evolve in response to changing

demographics of the applicant pool and increasing diversity of the student body

- Students will have greater price sensitivity
- Students will have a greater need for academic and social support
- Interest among students for applied learning and "doing" will increase
- Students will have greater interest in a career pathway
- Staff movement to other job opportunities will challenge the infrastructure
- Budget allocations from the state will continue to represent a smaller portion of our budget, resulting in an ever-increasing dependency on fee revenue and philanthropy
- We may see more regulation of higher education
- The number of private colleges will decline
- An eventual economic recession will occur

As our planning process began to wind down in the spring, the global pandemic introduced seismic shifts and new challenges as well as new assumptions about the future, including:

- Uncertainty as to state and/or federal relief for unplanned revenue loss and expenditures in FY20
- Possible reduction in state support FY21 and forward
- Possible reduction in overall enrollments and in resident students
- Possible reduction in alumni giving and grant funding
- Uncertainty as to how the campus will meet the educational needs of students in FY21 (i.e. remote, hybrid)
- Greater competition in the online market
- Possible decrease in college readiness of future first-year students
- Increased economic, personal and mental health pressures on our students

Both in spite of and because of the new landscape, we see tremendous opportunities, as well as critical imperatives, in the period ahead. As a steward of place and community partner, we will work with public officials and civic organizations in the city and region to promote more equitable access to the Internet so as to reduce the digital divide. We will strive to be technologically nimble in ways that would allow the University, should the need arise again in the future, to move teaching, learning, and operations from a physical environment on campus to a virtual, remote environment with minimal disruption.

As early adopters and innovators in online programs and as an anchor institution in Fitchburg with a long history of collaborating with businesses and community organizations, Fitchburg State is well positioned to adapt and meet the challenges of a shifting educational and economic landscape. At the same time, as an educational institution committed to excellence in teaching and learning within a small college environment, we embrace the need to sustain and even strengthen Fitchburg State's historic and abiding commitment to the fullness of the traditional educational experience. Education is a social enterprise, and socialization is a key component of the learning done in the classroom—and extending beyond the classroom into

other aspects of campus life. Any sudden requirement for remote modalities of teaching in response to a future crisis will be balanced with our high-touch, personalized approach to education in order to sustain students' sense of community and connection while learning remotely.

While we understand and embrace the need to adjust strategically, we also must preserve and promote those elements of the Fitchburg State experience that are central to our mission and core values and that distinguish both our institution and our graduates.

III.   OUR ROADMAP FOR THE NEXT FIVE YEARS

MISSION
Fitchburg State University is committed to excellence in teaching and learning and blends liberal arts and sciences and professional programs within a small college environment. Our comprehensive public university prepares students to lead, serve, and succeed by fostering lifelong learning and civic and global responsibility. A Fitchburg State education extends beyond our classrooms to include residential, professional, and co-curricular opportunities. As a community resource, we provide leadership and support for the economic, environmental, social, and cultural needs of North Central Massachusetts and the Commonwealth.

CORE VALUES
In pursuing this mission members of the Fitchburg State University community are guided by these institutional values.

Accessibility
Offering equitable access to high-quality programs and services to people of varying cultural backgrounds living within and beyond our diverse community of North Central Massachusetts

Affordability
Providing opportunities for students of varying socioeconomic backgrounds to pursue an affordable, quality education

Community
Forging partnerships with businesses and community organizations within the region to enhance quality of life

Enrichment
Sustaining a supportive campus environment for students, faculty, staff, and alumni in which all members can grow and excel in their personal and professional lives

Excellence
Striving for excellence in academic programs and services through innovative teaching and professional practices

VISION FOR THE FUTURE

In keeping with our history of being a public university that transforms lives and whose graduates have demonstrated high social mobility, we believe that an inclusive, integrated, and equitable university is the clearest path to social and economic prosperity for all and therefore the ultimate public good that we can offer.

Fitchburg State University will strive for education justice.

Working with all our constituents and partners, the University will provide an education that makes a difference. This means: creating a student-ready university that provides equitable access to high-quality education; offering all students the opportunity to apply their learning so that they are career-ready; working as a responsible citizen of our host community and the surrounding natural environment so that we can continue to build the public's trust in public education; and ensuring that we steward our resources so that the university can serve the Commonwealth for another 125 years.

STRATEGIC IMPERATIVES

In pursuit of this vision, and also while pursuing the six vision-supporting goals that are the blueprint for this strategic plan, the Fitchburg State community will affirm and be united in its commitment to embrace the following imperatives, understanding that each of them is a key to the University's success and sustainability.

- **Quality**: Fitchburg State's commitment to excellence in teaching and learning, and in all aspects of the University's programming and operations, is paramount and must not be compromised.

- **Identity**: Fitchburg State must assert a distinctive identity and clear value proposition in order to thrive in the increasingly competitive higher education arena.

- **Equity**: Fitchburg State must provide all members of its community equitable access to opportunity and must therefore eliminate barriers to the recruitment, retention, participation, and advancement of talented students, faculty, and staff from historically excluded or under-represented populations.

- **Inclusivity**: Every member of the Fitchburg State student body, faculty and staff must feel respected, heard, affirmed, supported, and valued, and the commitment to inclusivity should be reflected not only in individual attitudes and behaviors, but also in pedagogies, policies, procedures, and physical spaces across the University.

- **Accountability**: Members of the Fitchburg State community must be responsible for their actions and hold each other accountable for upholding common values, supporting shared goals, and maintaining public trust.

OVERARCHING GOALS

Using the concept of education justice as our compass, orienting us as we evolve and move forward, we will strive to achieve the following six strategic goals for the University. While the goals are not listed in order of priority, the first four may be considered mission-central and the last two mission-enabling; the goals are interdependent, and all are considered equally important.

GOAL ONE: Forge innovative paths to knowledge acquisition, career readiness, social mobility, and lifelong learning

> <u>Strategies</u>
>
> 1. Fortify and promote the distinct role of the general education curriculum that provides every undergraduate student a relevant and challenging liberal arts foundation.
>
> 2. Establish a learning environment in which academic and co-curricular programs work in synergy to offer applied learning experiences that prepare students for purposeful personal and professional lives.
>
> 3. Promote greater interdisciplinary teaching and develop innovative combinations across academic departments.
>
> 4. Leverage existing curricular strengths to develop new programs that meet demand and forge deeper connections between our curriculum and community needs.
>
> 5. Expand upon the University's history as a center for professional graduate education and applied post-baccalaureate training opportunities.
>
> 6. Strengthen adult education in collaboration with regional educational partners and employers.
>
> 7. Across all academic and co-curricular programs, leverage institutional expertise in online education and distance learning to reinforce the University's commitment to access.
>
> <u>Desired Outcomes</u>: *When the plan is successfully implemented…*
>
> - *Fitchburg State will be a regional public university where one finds strong academic and co-curricular programs that are distinctive, interdisciplinary, and applied.*
>
> - *To meet the needs of an evolving economy and workforce, Fitchburg State will be offering degrees in new areas and fields that are in high demand; and new, flexible curricular and co-curricular models will be meeting the needs of a changing student population.*
>
> - *Evident throughout the curriculum and co-curriculum will be an underlying commitment to applying knowledge to authentic problem solving and a commitment to making the connection between theory and practice.*
>
> - *Experiential learning opportunities, a signature aspect of the Fitchburg State academic program, will be available to all undergraduate students, and this learning by doing will extend classroom learning to "real-life" business and industry, as well as non-profit, settings, preparing Fitchburg State graduates to be career-ready, civically engaged learners and leaders.*
>
> - *While remaining resolutely faithful to its mission as a regional comprehensive institution, Fitchburg State will build on its leadership in the delivery of graduate and online programs.*

- *Increasingly Fitchburg State also will be a university where adults already in the workforce seek and find adult completion programs and other opportunities that advance lifelong-learning goals and support economic-development objectives.*

- *In addition to offering students a variety of delivery methods and educational pathways, Fitchburg State's faculty will employ new instruction technologies that diversify the modalities of learning appropriate for new times.*

- *The faculty will be collaborating extensively across programs through team teaching, learning communities, and interdisciplinary course development.*

- *In response to emerging areas of socio-economic importance and student interest, and in alignment with the University's commitment to advancing education justice, Fitchburg State will have added undergraduate and graduate degree programs, including innovative interdisciplinary majors and minors in fields that include: Health Services; Communication; Analytics; Education; Government and Leadership; Technology; and Arts and Culture.*

- *First-generation and underrepresented student enrollments in our Early College program will increase in order to expand access to college completion and career success in our region.*

- *Existing Prior Learning Assessment (PLA) processes will be expanded and at least one competency-based certificate program will be created.*

GOAL TWO: Become a model student-ready university and narrow the achievement gap

<u>Strategies</u>
1. Achieve a cultural shift around how we advise, mentor, and teach all students, especially traditionally underrepresented and underserved students, so that we meet them where they are.

2. Develop and implement a purposeful and holistic model of student support services grounded in evidence-based practices.

3. Provide faculty and staff training around equity and inclusiveness both in and out of the classroom.

4. Ensure all processes and support services are adequate to meet the unique needs of transfer students, non-traditional students, online learners, and graduate students.

5. Integrate career services into departments and curriculum, and build more consistent career advising across campus, especially for first-year students and sophomores.

6. Adopt an integrated approach to enrollment management to achieve more systemic and centralized coordination of student recruitment and retention efforts.

<u>Desired Outcomes</u>: *When the plan is successfully implemented…*
- *Innovative, inclusive pedagogy, assessment, and support will help ensure Fitchburg State is able to serve the needs of a student body whose backgrounds and needs have evolved and pose new challenges.*

- *Fitchburg State will be fostering a growth mindset in all students as well as faculty and staff.*

- *All members of the campus community who interact with students will view themselves to be educators.*

- *The resources associated with the educational process will be available not only to all students, but especially to those students who historically have been denied equitable access.*

- *The infrastructure will be in place to allow Fitchburg State to transition to Hispanic-Serving Institution (HSI) designation as the Latinx population of the city of Fitchburg and the region grows.*

- *In response to significant changes in the student body (increases in first-generation students, traditionally under-represented students, diagnosed mental health issues, and self-identified learning challenges), Fitchburg State will be applying new techniques and technologies to support these students and improve student outcomes.*

- *Fitchburg State will have implemented a comprehensive, coordinated model of student support services that provides, among other things, wrap-around services that students need in order to succeed and are prioritized for student populations at greatest risk for not completing.*

- *These efforts, coupled with training for faculty and staff, will have contributed to Fitchburg State's improved retention and graduation rates not only for under-represented student groups but for all undergraduates.*

- *Students who, for reasons relating to race, ethnicity, age, ability, gender identity, sexual orientation or other identities, are in a minority on campus will nonetheless feel that Fitchburg State's "You Fit Here!" slogan applies to them, because they will feel welcomed, affirmed, supported, and fully included in the life of the University.*

- *Fitchburg State's multi-year enrollment and retention goals will reflect both a commitment to and sustained annual progress toward closing the achievement gap to improve educational and life outcomes for traditionally under-represented student populations.*

- *Fitchburg State will be meeting students where they are, and students of all backgrounds and wide-ranging interests will feel a strong sense of belonging in Fitchburg State's tight-knit, inclusive community of caring.*

- *Open Education Resources (OER) will be a resource readily available to faculty and students alike.*

GOAL THREE: Be an engine of social, economic, civic, and cultural development in our city and region

<u>Strategies</u>

1. Engage as an essential partner and institutional leader as policies are developed and decisions made about the future of the city, region, and state.

2. Collaborate with the city and other stakeholders to revitalize downtown Fitchburg and establish a college-town feel around the University.

3. Build innovative, sustainable public-private partnerships that advance the University's mission while maximizing its positive impact on economic prosperity and social mobility in the region.

4. Pursue a purposeful, University-wide approach to community relations, and increase the number of faculty, staff and students who embrace civic responsibility and actively engage with community beyond campus.

5. Encourage and support faculty and student scholarship that is community-focused and designed to help the city and region address critical challenges or opportunities.

6. Continue to provide educational opportunities and cultural programming that attract and engage members of the local community, including alumni.

Desired Outcomes: *When the plan is successfully implemented…*
- *Fitchburg State will be a steward of place that is valued as a resource and partner beyond campus, and Fitchburg State's working relationship with the city and region will remain strong and collaborative.*

- *The university will continue to consider itself a resource to Fitchburg and provide assistance when and where it can, and the importance of this commitment will be better understood and appreciated by both the campus community and the broader community at large.*

- *Fitchburg State will be a major contributor to the social, economic, and cultural development of the City of Fitchburg and North Central Massachusetts.*

- *Fitchburg State alumni will be actively engaged in and supportive of efforts to deepen and broaden mutually beneficial connections between the University and the region.*

- *Faculty and student work around community and civic engagement, and specifically the Crocker Center and ideaLab, will remain important components of this effort.*

- *More local companies will approach Fitchburg State to establish experiential learning and engaged internship opportunities.*

- *Maintain transportation options, including public transit, connecting students with local internships, service learning, and social engagement in the city will be expanded.*

GOAL FOUR: Establish inclusive excellence, innovation, and environmental stewardship as signature strengths

Strategies
1. Increase the visible diversity of our faculty and staff in order to nurture the commitment to equity and inclusion throughout the campus community.

2. Strengthen the sense of community, institutional pride, and shared accountability on campus.

3. Inspire faculty and staff to be involved and experiment, knowing their efforts will be supported through mentorship, guidance, and support.

4. Provide faculty and staff professional development opportunities and appropriate tools, including technology, to ensure they can be effective in their roles.

5. Promote a culture of transparent organizational communication and decision making so that all members of the campus community feel valued and heard.

6. Promote environmentally sustainable values across the institution and assert the University's commitment to "green" practices.

7. Advance the use of innovative technology that improves teaching, learning, student life and simplifies administrative functions.

Desired Outcomes: *When the plan is successfully implemented…*

- *Fitchburg State will be a diverse and inclusive campus population that is committed to the principles of opportunity and equity.*

- *Fitchburg State will be an employer of choice for staff and faculty because of the palpably strong sense of community on campus, a unifying commitment to student success, and a willingness to adapt employment practices to address 21st-century workforce realities.*

- *The multicultural competency and representational diversity within the faculty and staff will have increased to better reflect and serve the growing diversity of Fitchburg State's student body.*

- *Faculty and staff will value, respect, and practice empathy for each other in their respective roles, understanding that neither faculty nor staff can be successful without the contributions and support of the other.*

- *Reflecting awareness that a happy, healthy workplace environment is a key to positive morale and employee retention, Fitchburg State will be promoting a culture of wellness on campus.*

- *Willingness and ability to embrace and adapt to change will be more apparent throughout the organization.*

- *Face-to-face dialogue and collaborative decision making will be the norm.*

- *Input and information will be shared and valued across all campus constituencies—faculty, staff and students.*

- *With a well-established culture of assessment, members of the Fitchburg State community will model a sense of shared accountability for progress.*

- *Members of the Fitchburg State community will be stewards of the environment and will work together to make Fitchburg State a greener campus that embraces environmentally sustainable practices.*

GOAL FIVE: Assert our distinctive value proposition and institutional learning outcomes boldly and widely

Strategies

1. Establish Fitchburg State's commitment to education justice and being a student ready campus as a cornerstone of the University's positioning strategy.

2. Assert Fitchburg State's approach to integrating high-quality professional programs with strong liberal arts and sciences studies as a key University differentiator that also differentiates our graduates.

3. Proactively reach, engage, and recruit prospective students through marketing efforts whose reach extends regionally, nationally, and globally.

4. Continue to broaden our value proposition so that students consider Fitchburg State for their lifelong learning needs.

5. Implement a sustained and strategic marketing plan that advances the University's brand and articulates a coherent academic and co-curricular institutional identity.

6. Adopt a more coordinated, collaborative approach to internal communications and external marketing, and proactively engage members of the University community as proud brand ambassadors.

7. Remain affordable and accessible to all prospective and current students.

Desired Outcomes: *When the plan is successfully implemented…*

- *Fitchburg State's profile and reputation will have been elevated in large measure due to the innovative, effective ways it has adapted to changing, challenging times to offer higher education and lifelong learning opportunities that remain relevant, accessible, and transformational.*

- *With distinctive programming and a reputation for student success and career-ready graduates serving as magnets for enrollment, Fitchburg State will have generated increased gravitational pull as a destination.*

- *Fitchburg State's reputation for distinctiveness will derive from word-of-mouth from students and alumni serving as ambassadors and champions, effective public relations, and strategic marketing and promotion efforts.*

- *Fitchburg State alumni will be making their communities and the world a better place, and their impact as leaders, entrepreneurs, and advocates for justice and inclusion will be widely heralded evidence of Fitchburg State's signature strengths and the value of a Fitchburg State degree.*

- *The University will be casting a far wider net for recruiting incoming students, having recognized that the shrinking local population is insufficient to sustain the University over the long term.*

- *The University will be fully "transfer-friendly" and much more supportive of veterans who choose to enroll.*

- *Fitchburg State will have substantially increased its enrollment of students from under-represented groups, better reflecting the demographics of the Commonwealth.*

GOAL SIX: Steward physical and financial resources responsibly and navigate a path to long-term organizational sustainability

Strategies

1. Align budget priorities with strategic plan priorities and improve transparency in financial, budgetary and other decision making.

2. Align academic and co-curricular program plans with long-term enrollment demands by taking a data-driven, mission-focused approach to evaluate performance of current offerings and guide development of new programs.

3. Expand existing and identify new markets for Fitchburg State programs.

4. Increase philanthropic support and provide effective stewardship of funds donated to the University and Foundation.

5. Create a facilities master plan and long-term capital plan aligned with the strategic plan, academic program plans, and green/net-zero requirements.

6. Leverage current and newer technologies to support mission, mitigate institutional risk, and realize efficiencies.

Desired Outcomes: *When the plan is successfully implemented…*

- *Fitchburg State will have a financially sustainable business model.*

- *Curricular programs, co-curricular programs and operations at Fitchburg State will have been streamlined based on data-driven decision-making processes, reflective of the changing landscape of higher education and resulting in greater efficiencies and cost savings.*

- *Upgrading existing campus buildings will have been the top priority for spending limited capital budgets so that facilities on campus are both attractive and conducive to the teaching, learning, scholarship, work, and community building that occur in them.*

- *Responding to the changing demands for higher education, sources of revenue will have been diversified making it possible for Fitchburg State to maintain affordable tuition and fees as well as a robust budget for financial aid and scholarships so that Fitchburg State students graduate with the least amount of debt possible.*

- *All members of the campus community will regard financial sustainability as part of their responsibility.*

- *Alumni engagement with Fitchburg State and their participation in annual giving will be at an all-time high, thanks in part to the establishment of a culture of philanthropy at Fitchburg State and thanks also to an investment-worthy case for support.*

Key Performance Indicators										
					Related Goals and Strategies					
Metric	**Benchmark**	**Target**	**DHE PMRS**	**Equity Agenda**	**Goal 1**	**Goal 2**	**Goal 3**	**Goal 4**	**Goal 5**	**Goal 6**
Degree production in high-demand fields	73%	80%	✔		4		6			3
Enrollments: Certificates and Continuing Ed	To be established	To be set			4, 5, 6		6			3
Enrollments: 4+1 programs	192	350			4, 5					3
Enrollments: Interdisciplinary and team-taught courses	To be established	To be set			3					
Number of graduates from degree completion programs	New data point	Establish baseline			4					3
Number of students participating in living learning communities	109	200-225		✔				1		
Number of students studying abroad	85	150			1, 2			3		
Percentage of faculty utilizing OER	New data point	Establish baseline		✔		1, 4		3, 4	7	
Percentage of Honor Program students: African American	4%	10%		✔		1			7	
Percentage of Honor Program students: Latinx	9%	12%		✔		1			7	
Percentage UG students completing a high impact practice	20%	95%			1, 2					
Percentage UG students utilizing open educational resources (OER)	New data point	Establish baseline		✔		4			7	

Metric	Benchmark	Target	DHE PMRS	Equity Agenda	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6
Credits in programs run via third party partnerships	11,000	14,000			7					3
Enrollments: third party partnerships	1,900	2,600			7					3
UG admissions yield: out-of-state	33.41%	Maintain							3	
UG admissions yield: African American	32.15%	Maintain		✔					1, 3	
UG admissions yield: Latinx applicants	27.23%	Maintain		✔					1, 3	
UG admissions yield: overall	32.51%	Maintain							3	
Number of alumni engaged in recruitment and marketing	50	75-100 (3-5 yrs.)							6	
Number of alumni engaged in university connections in region	30	50-75 (3-5 yrs.)					4, 6		6	
Percentage of alumni participating in annual giving	3.24%	6.0%								4
Total giving by alumni ($)	$200K	$400K					6			4
Number of internships and practica available in community	New data point	Establish baseline					4, 5			
Number of public-private partnerships	New data point	Establish baseline					3			
Number of students engaged in community service/research projects	New data point	Establish baseline					4, 5			
Cultural events: attendance and ticket sales	New data point	Establish baseline					6			
Main Street commercial space occupancy	New data point	Establish baseline					2			
Number of student participating in internships and practica in community	New data point	Establish baseline					4, 5			

Metric	Benchmark	Target	DHE PMRS	Equity Agenda	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6
Enrollment: adult students	18%	23%			6				4	3
Enrollments: Early College	140	140-240		✔	4	1	6		1, 3	3
Enrollment: African American undergraduates	10.5%	12.5%	✔	✔		1, 3	6		1, 3	
Enrollment: international students	85	100							3	3
Enrollment: Latinx undergraduates	12.4%	25%	✔	✔		1, 3	6		1, 3	
Enrollment: local undergraduate students	32%	35-40%		✔		1			1, 3, 7	3
Enrollment: Pell recipients	36%	36-40%	✔	✔					1, 4, 7	
Enrollment: transfer students	366	Maintain				1, 4			3, 4	3
Enrollment: undergraduate students	4108	3899	✔						2, 3, 4, 5	
Enrollment: undergraduate veteran students	2.5%	TBD				1, 4			4	3
Enrollment: online	2,251	2,700			7	4		3, 4		
Enrollment: out-of-state undergraduates	7.4%	8.0%							3	3
GHG emissions per 1000 GSF	To be established	To be set						6		5
Recycling tonnage	To be established	To be set						6		5
Sense of belonging of faculty and staff: underrepresented groups	95%	Maintain		✔		3		1		
Sense of belonging of students: underrepresented groups	63%	68%		✔		1, 3		1		
Student experience: Inclusiveness & Engagement with Cultural Diversity	To be established	To be set		✔		3		1		

Metric	Benchmark	Target	DHE PMRS	Equity Agenda	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6
Capital expenditures	To be established	To be set								5
Deferred maintenance value	To be established	To be set								5, 6
Audit status	Clean	Maintain								4
Performance of individual trust fund balances	To be established	To be set								2, 3
Number of planned gifts/bequests	10	30								4
Resources allocated to instruction and student support	To be established	To be set	✔		2					1
Amount of operating budget dedicated to strategic activities/priorities	To be established	To be set								1
Percentage of students living in the residence halls	To be established	To be set							3, 7	
Percentage of unmet financial need on direct costs	To be established	To be set	✔	✔					7	
Scholarship funding spent on experiential learning	$75K	$100K			2				7	
Student loan debt at graduation	To be established	To be set	✔						7	
Student loan default rate	To be established	To be set	✔						7	
Total amount of grant funding received	$2.1M	$4.0M						3		4
Tuition and fees as percentage of median household income in the county	To be established	To be set	✔						7	
Tuition and fees as percentage of median household income in the state	To be established	To be set	✔						7	

Metric	Benchmark	Target	DHE PMRS	Equity Agenda	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6
Overall course completion rate	To be established	Establish baseline								2
Cost per credit hour	New data point	Establish baseline								2
Instructional staff headcount	To be established	To be set								2
Attempted credit hours	To be established	To be set								2
Satisfaction: faculty and staff: underrepresented populations: climate survey	90%	93%		✔				1		
Number of employees serving on city and regional development boards	New data point	Establish baseline					1, 4			
Number of employees engaged in community service and research projects	New data point	Establish baseline					4, 5			
Overall satisfaction of staff and faculty: climate survey	85.65%	To be set						2, 5		
Percentage of FT faculty and staff from under- represented populations	12.5-14%	18%		✔				1		
Graduate enrollments	3,036	3,500	✔		5	4			3, 4, 7	3
Graduate enrollments: African American	4.05%	5.5%	✔	✔	5	4			1, 3, 7	3
Graduate enrollments: Latinx	4.97%	8.50%	✔	✔	5	4			1, 3, 7	3
Number of mentions in regional and national press	New data point	Establish baseline							5, 6	
Volume of website traffic to marketing landing pages	To be established	To be set							5, 6	

Metric	Benchmark	Target	DHE PMRS	Equity Agenda	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6
Eight year comprehensive student success	88%	Maintain	✔			1, 2, 6				
Eight year comprehensive student success: Pell	82.67%	83-88%	✔	✔		1, 2, 6			7	
Percentage of UG students with on-time credit completion: African American	56.67%	57-62%	✔	✔		1, 2				
Percentage of UG students completing gateway courses in first year: African-American	52.00%	52-57%	✔	✔		1, 2				
Percentage of freshmen utilizing student support services	To be established	To be set				2				
Percentage UG students completing gateway courses in first year: Latinx	47.33%	52-55%	✔	✔		1, 2				
Percentage UG students with on-time credit completion: Latinx	59.00%	59-64%	✔	✔		1, 2				
Percentage UG students completing gateway courses in first year: Pell	54.67%	59-62%	✔	✔		1, 2			7	
Percentage UG students on-time credit completion: Pell	63%	63-68%	✔	✔		1, 2			7	
Percentage UG students completing gateway courses first year	57%	62-70%	✔			1, 2				
Percentage UG students with on-time credit completion	69%	69-74%	✔			1, 2				
Retention rate	75%	80%	✔			1, 2, 6				
Retention rate: African American students	72.8%	77%	✔	✔		1, 2, 6		1		
Retention rate: first- generation students	72%	77%				1, 2, 6		1		
Retention rate: Latinx students	67%	75%	✔	✔		1, 2, 6		1		

Metric	Benchmark	Target	DHE PMRS	Equity Agenda	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6
Retention rate: Pell recipients	73%	78%	✔	✔		1, 2, 6			7	
Retention rate of staff	To be established	To be set						2, 5		
Retention rate of underrepresented staff	To be established	To be set		✔				1, 2, 5		
Six year graduation rate	59%	62%	✔			1, 2, 6				
Completion rate of adult learners	To be established	To be set				1, 2, 4, 6				
Six year graduation rate: African American	66%	69%	✔	✔		1, 2, 6		1		
Six year graduation rate: first- generation	53%	56%				1, 2, 6				
Six year graduation rate: Latinx students	52%	55%	✔	✔		1, 2, 6		1		
Graduation rate: online learners	To be established	To be set				1, 2, 4, 6				
Six year graduation rate: Pell recipients	54%	57%	✔	✔		1, 2, 6			7	
Completion rate: veteran students	To be established	To be set				1, 2, 4, 6				
Satisfaction of students from underrepresented populations as evidenced by the climate survey	72%	77%		✔				1		
Student satisfaction and engagement as measured by NSSE	80-81%	83-84%				1, 3, 4		1		
Transfer four year graduation rate	60.80%	64.0%	✔			1, 2, 4, 6				
Transfer four year graduation rate: African American	58.00%	61.0%	✔	✔		1, 2, 4, 6		1		

Metric	Benchmark	Target	DHE PMRS	Equity Agenda	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6
Transfer four year graduation rate: Latinx	61.53%	64.5%	✔	✔		1, 2, 4, 6		1		
Transfer four year graduation rate: Pell recipients	55.83%	58.0%	✔	✔		1, 2, 4, 6			7	

FITCHBURG STATE
UNIVERSITY

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Fitchburg State University
REQUEST FOR BOARD ACTION

TO: **Board of Trustees**	DATE: November 18, 2020
FROM: The President	REQUEST NUMBER:
SUBJECT: Strategic Plan 2020-2025	12-20/21

It is requested that the Fitchburg State University Board of Trustees vote to accept the Strategic Plan 2020-2025