

FOSTERING FORESIGHT AND FAITHFULNESS
Ouachita Baptist University Strategic Plan, 2011 - 2016
Final Progress Report
December 6, 2016

The strategic plan was developed in 2010-12 and approved by the Board of Trustees in June 2012. This final progress report describes what the University has accomplished in focusing on the plan’s 4 goals, 15 initiatives, and 46 strategies. In the table below, the level of progress for each strategy is designated by one of five categories listed in the left column: **COMPLETED, SIGNIFICANT PROGRESS, LIMITED PROGRESS, NO PROGRESS,** and **ON HOLD**. The column on the right describes specific actions and indicators of progress for each strategy. As indicated in the “Summary of Progress” (page 15), the University either completed or made significant progress on two-thirds of the plan’s strategies.

STRATEGIC GOAL 1: ADVANCE EXCELLENCE IN TEACHING AND LEARNING		
Initiative 1: Support teaching effectiveness through enhanced learning environments and pedagogical resources.		
Status	Description of strategy	Specific actions and indicators of progress
Strategy 1 COMPLETED	Provide professional development opportunities for faculty to explore and adopt high-impact pedagogical approaches.	The Defining the Difference Capital Campaign allocated funding for professional development activities designed to help instructors incorporate high-impact pedagogical practices into their classrooms. In 2013, the Faculty Development Committee began awarding up to \$10,000 per year in Academic Advancement Grants for this purpose. To date, a total of over \$37,000 has been awarded to 21 faculty members. Campaign funds have totaled approximately \$38,000, but with partial support for these grants coming through existing budget funds, we are in a position to continue awarding the grants for 3-5 more years.
Strategy 2 COMPLETED	Create a technology innovation grant program to support testing and development of new technological resources to enhance learning.	Funds for Technology Innovation Grants of up to \$10,000 per year were added to the university budget beginning in 2011-12. Since then, the Learning & Technology Resources Committee has funded 9 projects involving 27 faculty members. A list of grant recipients can be found on the committee’s web pages.
Strategy 3 COMPLETED	Expand orientation and training opportunities, led by key faculty and IT staff, to support effective use of technology in teaching and learning.	1. The library’s Instructional Media Services department was restructured in 2012 to create a full-time coordinator and staff assistant, providing enhanced coverage of classroom technology support. Budget adjustments in 2015-16 reduced the full-time assistant position to part-time, but the current

		<p>level of staffing continues to offer strong support for effective classroom technology.</p> <ol style="list-style-type: none"> In 2015 the Software Specialist position in the IT Services Department was redefined to focus more on instructional technology support for Ouachita Online, thereby better serving the needs of online faculty and students. This position continues to support faculty's use of our Moodle-based LMS. A part-time Coordinator of Online Course Development was appointed in 2015 to support faculty in converting courses to an online format. As of Fall 2016, these same responsibilities are carried out by the Director of Online Learning Initiatives.
<p>Strategy 4 SIGNIFICANT PROGRESS</p>	<p>Develop plans to address space, service, and electronic access needs of the library with an eye toward a signature campus center that interweaves library, student life, digital access, scholarship, public forum and academic enrichment.</p>	<p>The intent of this strategy was to lay the groundwork for a major new or renovated facility combining the functions of the student center with certain library functions, including study areas, digital access, and academic support. Though a large-scale plan has not been developed, the following steps have improved library space, service, and digital access:</p> <ol style="list-style-type: none"> Substantial new study space for individuals and groups became available to students in Fall 2016 with the completion of two renovation projects: the McClellan display area in the rotunda of McClellan Hall and the construction of three new study rooms in the library from space previously occupied by the Reference Department. With attractive seating areas and tables made possible through a Sturgis Foundation grant, students quickly began using the new spaces. In 2015-16, several technology-enhanced study rooms in the library were outfitted with monitors that allow students to practice presentations and work together in groups. Two projects designed to enhance electronic access and scholarship came to fruition in 2014-15—LibGuides and Scholarly Commons@OBU. The first assists students and faculty with online research, and the second is an institutional repository that provides an archive for scholarly work produced by Ouachita's faculty and students. Off-campus access to the library's electronic resources was significantly enhanced by installation of a proxy server in 2014. This move was critical for launching both OBU at New Life Church in Conway and Ouachita Online in 2015. The addition of access to JSTOR and an upgrade to the premium level of EBSCOhost

		<p>in 2012 significantly enhanced digital access for scholarly research.</p> <p>6. The library's capacity has been extended by installing moveable shelving and reconfiguring existing space.</p>
<p>Strategy 5 SIGNIFICANT PROGRESS</p>	<p>Develop plans and a timeline for systematically upgrading classroom appearance, equipment, and instructional technology for each academic school</p>	<p>Although we do not have a systematic plan and timeline, we've made good progress in updating classrooms and labs. The renovation of Lile Hall in the summer of 2012 added audio/visual equipment to each of its classrooms. Other examples include the installation of a Biomechanics Lab that significantly enhanced research opportunities for kinesiology students and a major upgrade one of the largest classrooms on campus, McClellan 101, including new desks, carpet, and technology, including a 3D projection system and BodyViz software that takes MRI and CAT-scan images from actual patient data and turns them into 3D images to enhance the study of anatomy and physiology. Currently, very few campus classrooms lack technology to support instruction. The range of technologies includes "SMART" boards, projectors, speakers, and large screen displays. With the planned renovation of the Berry Bible Building, our least-attractive academic facility on campus will be upgraded in appearance and instructional technology capabilities.</p>
<p>Strategy 6 LIMITED PROGRESS</p>	<p>Create a structure to support campus-wide efforts to enhance teaching effectiveness, including but not limited to the use of instructional technology.</p>	<p>Support for enhanced teaching effectiveness has come through the creation of Academic Advancement grants (Strategy 1.1), Technology Innovation Grants (Strategy 1.2), and Strategic Initiative Grants (Strategy 4.1). In addition, some of our academic schools have secured grant funding or adopted other measures to implement experiential learning and other pedagogical strategies. However, no structure for coordinating efforts across campus has been established. We need to evaluate whether additional support structures are needed, such as a faculty coordinator, a committee, or a Center for Teaching and Learning, to bring greater focus on improving teaching and learning throughout the university.</p>
<p>Initiative 2: Promote student success and academic engagement.</p>		
<p>Strategy 1 COMPLETED</p>	<p>Create a Student Success Center to consolidate academic services such as tutoring, the Academic Skills Development Program, testing</p>	<p>The Academic Success Center began operating in 2012-13, providing campus wide support for student success, including critical services such as tutoring and academic counseling. The decision was made to keep Career Services in</p>

	(ACT/GRE), career services, and academic counseling.	the Institutional Advancement area rather than combining it with the Academic Success Center.
Strategy 2 SIGNIFICANT PROGRESS	Strengthen the Carl Goodson Honors Program to enhance the educational experience of our strongest students.	<p>The following developments have strengthened the Carl Goodson Honors Program:</p> <ol style="list-style-type: none"> 1. Established greater continuity of leadership by appointing a continuing Director and providing appropriate released time for the responsibility, which previously rotated among faculty members every three years. 2. Joined the National Collegiate Honors Council to gain understanding and support for enhancing program effectiveness; the director and several students have attended and presented papers at the annual convention. 3. Created a student honors organization, Alpha Tau, to strengthen the program's sense of identity and student involvement and developed a mentoring program to strengthen participation and retention. 4. Enhanced the program's appeal by providing a dedicated space for an honors student lounge and by offering priority pre-registration to honors participants. 5. Initiated Honors Colloquium where honors students present the results of their research and creative projects to peers and faculty. 6. Increased the minimum number of honors credits required in the program from 7 to 13 by incorporating honors sections of freshmen CORE courses into the program and creating a contract system that allows students, including transfers, to gain required honors credits. 7. Since Fall 2014, the director has taught two Honors sections of the <i>OBU Connections</i> course, providing a common first-year experience for qualified honors students. 8. In May 2014, Director Barbara Pemberton led an Honors Study Tour to the U.K. 9. A University Strategic Initiative Grant awarded in 2014-15 has supplemented the program's modest budget. 10. Efforts launched to engage honors alumni in the program by inviting them back to campus for key events. <p>A program review of the Carl Goodson Honors Program, scheduled for 2017-18, will provide an opportunity for a comprehensive review and strategic planning effort.</p>
Strategy 3 NO PROGRESS	Develop a process for identifying and mentoring high-achieving students to seek admission to top-level graduate	No progress has been made on this strategy, in part because budget constraints have made it difficult to provide released time for a faculty

	programs and to apply for prestigious regional and national awards and fellowships.	member to focus on this strategy. Our faculty, deans, and director of Career Services continue to mentor students seeking admission to graduate programs, but we have no structure for coordinating and expanding their efforts or for promoting competitive regional and national awards and fellowships.
Strategy 4 SIGNIFICANT PROGRESS	Provide ongoing funding to support undergraduate research, including travel to scholarly meetings for presentations.	<p>A 3-year pilot project for undergraduate research began in the 2013-14 academic year with funding made available from the Defining the Difference Capital Campaign. Two grants programs were established by the Faculty Development Committee:</p> <ul style="list-style-type: none"> • The first University Research Fellows grant of \$4,000 was awarded in Spring 2014. The team, led by Jennifer Fayard, presented their research at a professional meeting in May 2015. There were no applicants for 2015-16, but another team has been awarded the grant for 2016-17. • Tiger Research Grants up to \$750 were made available beginning in 2014-15. In the past two years, 34 students have received a total of nearly \$10,000, primarily to fund travel to present their research at scholarly conferences. <p>Remaining campaign funds will support the current structure for at least two more years, but once those funds are expended, we have no source of ongoing funding. The Faculty Development Committee has been asked to evaluate the effectiveness of these grant programs and make recommendations for future efforts to promote undergraduate research.</p>
Initiative 3: Refocus academic programs to blend effectively the liberal arts, professional education, and experiential learning.		
Strategy 1 COMPLETED	Review and revise the general education program to provide a compelling blend of the traditional liberal arts, the majors, and experiential learning.	After two years of curriculum design work led by the Interdisciplinary Studies Committee (ISC), the faculty adopted the new Ouachita Core in April 2013. In 2013-14, the ISC reviewed and approved new and existing courses, and the program was launched Fall 2014. The ISC continues to monitor and assess the effectiveness of the program and is currently developing a comprehensive assessment plan.
Strategy 2 SIGNIFICANT PROGRESS	Review all degree programs with the aim of enhancing experiential learning through activities such as undergraduate research, creative performance, service learning,	1. A change in the internship policy adopted by the faculty in April 2013 allowing 6 hours of internship credit to count toward graduation has made internships more attractive and workable for some students.

	internships, and international study opportunities.	<ol style="list-style-type: none"> 2. The reduction in total number of hours required in the Ouachita Core makes it easier to incorporate experiential learning opportunities such as internships and study abroad into student degree plans. 3. Two semester-long experiential learning opportunities offered through partnerships with external organizations—the Chicago Semester Program (a combination of internship and classroom study based in the city) and Summit Adventure (an outdoor education immersion program—are now regular options for our students. 4. The Pruet School of Christian Studies added a service/internship requirement for all Christian Studies majors.
Strategy 3 SIGNIFICANT PROGRESS	Evaluate and strengthen pre-professional programs through curricular modifications, enhanced partnerships, and aggressive marketing.	<ol style="list-style-type: none"> 1. Affiliation agreements have been developed Baptist Health College of Little Rock to give priority consideration to our pre-nursing students who want to pursue a nursing degree and with Union University’s program in Physical Therapy. 2. The Department of Kinesiology and Leisure Studies added a Pre-Professional emphasis designed to prepare students for further studies in athletic training, physical and occupational therapy, exercise science, or other related health fields. 3. Physics redesigned its curricula to facilitate smoother transfers through its dual-degree programs in engineering.
Initiative 4: Target new opportunities for growth consistent with our vision, mission, and values		
Strategy 1 SIGNIFICANT PROGRESS	Create a fund to provide seed money for new academic ventures designed to generate revenue and become self-sustaining (e.g., an online degree program, a new major or minor, etc.).	A university-wide Strategic and Enhancement Grant program administered by the Planning Committee was established in 2012, with grants awarded every year since then. The grants have made it possible to launch some major strategic initiatives, including start-up costs for Ouachita Online degree programs. Due to budget constraints, however, for the last two years the Planning Committee has awarded only the much smaller program enhancement grants.
Strategy 2 COMPLETED	Design a new interdisciplinary degree program in ecological and economic sustainability, drawing on our traditions of regional studies, environmental research, and On the Ouachita.	A new interdisciplinary major in Environmental Studies was developed by the Department of Biology and approved by the faculty in Spring 2015. The new major was available for students starting in the Fall of 2015.
Strategy 3 COMPLETED	Encourage the development of new academic programs that fit	Progress on this strategy can be seen in several developments over the past five years:

<p>[Note: This strategy remains relevant as we continue working to increase enrollment in a competitive environment.]</p>	<p>the university mission, address a documented demand, and contain costs by using existing resources or by establishing effective partnerships</p>	<ol style="list-style-type: none"> 1. New degree programs established in the Hickingbotham School of Business for Fall 2014 included a Sport Management Emphasis that emerged through collaboration with the Department of Kinesiology & Leisure Studies, and an Entrepreneurship program offering an Emphasis, Minor, and Certificate. 2. The Pre-professional Studies and Recreational Ministry tracks added in Kinesiology & Leisure Studies in 2012 are examples of curricular innovation using existing faculty and resources. 3. OBU at New Life Church, established through a partnership between the university and this high-growth church in Conway, began offering Associate of Arts degrees in General Studies and Christian Studies on the church campus in 2014. Thirteen students graduated with the A.A. degree in May 2016, and five of these graduates enrolled for Fall of 2016 to pursue four-year degrees on the main campus. 4. Ouachita Online was launched in 2015, offering online degree programs in Business Administration (B.A.) and Christian Studies (B.A. and A.A.). 5. Music Business degree approved, Fall 2016. 6. We have made significant progress toward a goal of establishing a Bachelor of Science in Nursing degree through a partnership with Baptist Health College Little Rock. The faculty approved the framework for the B.S.N. degree in October 2016. 7. An interdisciplinary major and minor in Social Justice Studies and a new major in Public History were approved for 2016-17. 8. Curriculum planning during the summer of 2016 focused on attracting more students for Fall 2017 and resulted in faculty approval of two new programs—an interdisciplinary minor in Legal Studies and a major in Community and Family Studies designed to prepare graduates for ministry and/or graduate study in related professions. A proposed BFA in Graphic Design has been delayed due to staffing considerations.
<p>Initiative 5: Consistent with the university’s mission, vision, and values work toward building a more diverse community and cultivating the appreciation of diversity among students, faculty, & staff.</p>		
<p>Strategy 1 COMPLETED</p>	<p>Expand curricular opportunities within the CORE and the majors, as appropriate, to foster</p>	<p>The following is one of six university-wide learning goals, adopted as part of the CORE curriculum review: “Appreciation for cultural diversity and development of intercultural</p>

	understanding and appreciation of diversity.	competence for constructive engagement in both local and global contexts.” The Ouachita Core Curriculum provides a partial framework for accomplishing this goal by requiring a World Literature course of all students and by emphasizing the global context in which Western Civilization developed. The civic engagement menu in the Flexible Core requires students to understand the diversity of American culture, and the intercultural competence and communication requirement will continue to cultivate understanding and appreciation of other cultures through foreign language study. In addition to the Ouachita Core, departments are considering this goal as they propose curriculum changes. A major update of the History Department curriculum in 2015, for example, realigned content in existing courses and added several courses in African history, enhancing our students’ exposure to diverse cultures.
Strategy 2 SIGNIFICANT PROGRESS	Explore and expand study and travel opportunities for students and faculty, both internationally and within the U.S.	<ul style="list-style-type: none"> • Since 2011 study abroad options offered by the Grant Center for International Education have increased from 13 to 23, including new university partnerships in Australia (Murdoch University), France (Catholic University of the West - Angers), Israel (Hebrew University of Jerusalem), Italy (University of Florence, John Cabot University in Rome, Lingua Ideale in Urbino), Jordan (University of Jordan), Lithuania (LCC International University), and the U.K. (Liverpool Hope University). The “Hands On” program, a partnership with the International Mission Board, offers opportunities for mission internships in various international settings. • Within the U.S., Ouachita joined the Chicago Semester Internship Program in 2013, offering students the opportunity to live, study, and work for a semester in the culturally diverse city of Chicago. • The Grant Center has also assisted faculty members to incorporate an international experience into their sabbatical plans with many visiting Liverpool Hope University. Several professors have undertaken sabbatical research at Tyndale House Cambridge and at the University of Manchester as part of their study.
Strategy 3 LIMITED PROGRESS	Examine and modify, as appropriate, our recruiting and hiring procedures with the aim of	The <i>Academic Search Committee Handbook</i> , developed in 2012-13, includes suggestions for recruiting a diverse candidate pool and an

	increasing minorities and women faculty and staff.	expectation that all advertisements for faculty vacancies include a statement encouraging women and minorities to apply. With relatively few hires over the last five years due to declining enrollment and budget constraints, however, we have not yet seen significant changes in the overall diversity of faculty.
Strategy 4 SIGNIFICANT PROGRESS	Explore and adopt meaningful ways to celebrate ethnic diversity and strengthen intercultural community on campus.	<ul style="list-style-type: none"> • Since 2014, Martin Luther King, Jr. Day has been observed as a university holiday. • The International Food Festival continues to grow, becoming the campus' most important celebration of intercultural community. • The cultural diversity of the campus has been enhanced by recruiting more students from Zimbabwe and South Africa. The tennis team and swimming team both actively recruit international students who add diversity to the global outlook of the student body. Faculty who incorporate international travel into their sabbatical and research plans also help broaden the global perspective of the community. • A powerful means of exploring, understanding, and celebrating ethnic diversity involves sending American students abroad and bringing third culture student to campus. The training that students who study abroad receive prepares them to be more open to other cultures and to know how to navigate new environments. The international students on campus have to be mentored in order to become members of a learning community whose context is American culture.
STRATEGIC GOAL 2: ENHANCE STUDENT LIFE EXPERIENCES		
Initiative 1: Invest in programs that develop student leadership.		
Status	Description of strategy	Specific actions taken and indicators of progress
Strategy 1 SIGNIFICANT PROGRESS/ REVISED STRATEGY	Establish funding for a leadership training retreat each semester and enhancements to the existing Leadership Summit.	The Student Development unit has refocused efforts to work with current leaders by establishing a collaborative leadership cohort of social club executive officers and other student leaders. Leadership training is also provided for students involved in orientation for new students, including the Freshman Outdoor Orientation Trip (FOOT), the WOW orientation program, and other student activities sponsored by Student Development.
Strategy 2	Develop an Emerging Leaders program with the purpose of	See Strategy 2.1

<p>This strategy was refocused and combined with Strategy 1.</p>	<p>identifying prospective student leaders in the first semester on campus, with the objective of facilitating personal growth and a commitment to serving others and the university through leadership opportunities.</p>	
<p>Initiative 2: Renovate and expand student life and residential facilities based on enrollment growth.</p>		
<p>Strategy 1 SIGNIFICANT PROGRESS</p>	<p>Assess the functionality, size, and aesthetics of student life facilities, housing facilities, athletic facilities, and recreational sports fields, in order to create a short-term, intermediate-term, and long-term facility needs plan.</p>	<p>Though we do not currently have a comprehensive plan for short-term, intermediate-term, and long-term plan for facility needs in the student life and residential areas, we have made the following renovations:</p> <ul style="list-style-type: none"> • Completed the rebuilding and naming of Cliff Harris Stadium • Upgraded two floors, one on each wing, of Frances Crawford Hall • Built a new soccer field named for Wesley and Debbie Kluck • Renovated the Commons by adding a new serving area to make serving more efficient during crowded periods • Completed the new building for the Elrod Center for Community and Family, which provides outreach to the community and service-learning opportunities for our students • Renovated Lile Hall, including enhanced facilities for the student newspaper, yearbook, and broadcasting staffs • Completed renovation of the dining area of Evans Student Center and launched Dr. Jack's Coffeehouse • Leased the newly constructed Stone Apartments, which provided additional bed space for 128 students.
<p>Strategy 2 SIGNIFICANT PROGRESS</p>	<p>Develop a student life endowment to provide future budget supplementation of the activities on campus and in the community.</p>	<p>Though a dedicated endowment is not in place, donor funds have provided additional resources to supplement the budget for student development programming.</p>
<p>Initiative 3: Build the outdoor recreation program into a regional showcase.</p>		
<p>Strategy 1 COMPLETED</p>	<p>Within five years, combine the part-time director of recreational sports and part-time director of outdoor recreation positions into a single role, recruiting a masters-prepared individual to lead the program with the goal of positively affecting student recruitment and retention.</p>	<p>The staff position, Director of Recreational Life, was established in 2012-13 and is currently held by an employee with a M.A. in Christian Formation and Ministry with a concentration in Outdoor and Adventure Leadership.</p>

<p>Strategy 2 COMPLETED</p>	<p>After surveying outstanding programs at other institutions, set benchmarks for student participation levels in a broad range of outdoor activities.</p>	<p>Group meetings and one-on-one interviews of participants and intramural staff feedback. Interviews and site-visits with similar institutions and journal articles also reviewed for ideas on improvement.</p>
<p>Strategy 3 SIGNIFICANT PROGRESS</p>	<p>Utilize significant existing faculty expertise to connect the curricular with the co-curricular, enhancing the educational value of the outdoor recreation program, and exploring possible academic credit opportunities for faculty-led experiences.</p>	<ul style="list-style-type: none"> • Appointment of Mike Reynolds as Coordinator of Outdoor Education beginning in 2011-12 • Addition of Recreation and Sports Ministry emphasis in the Kinesiology & Leisure Studies major in 2012-13 • Faculty and staff have been involved in teaching outdoor activity courses, including Kayaking, Canoeing, Archery, and Cycling • Course on Outdoor Leisure Pursuits included in the Physical Well-being Menu as part of the Ouachita Core beginning in 2014-15 • Partnership with Summit Adventure since 2014 provides outdoor recreation semester study • Freshman Outdoor Orientation Trip (F.O.O.T) for incoming students has been conducted with assistance of faculty and staff since 2014 • Olds Foundation Grant for oral history related to the creation of DeGray Lake was used for OBU Connections class

**STRATEGIC GOAL 3:
ADVANCE HUMAN, PHYSICAL, AND FINANCIAL RESOURCES**

Initiative 1: Build financial flexibility to respond to environmental conditions and institutional needs.

Status	Description of strategy	Specific actions taken and indicators of progress
<p>Strategy 1 SIGNIFICANT PROGRESS</p>	<p>Reduce reliance on borrowing by generating annual operating surpluses of \$300,000-500,000.</p>	<ol style="list-style-type: none"> 1. A balanced budget has been achieved for the past 5 consecutive fiscal years (FY 2012-2016) with surpluses averaging \$118,080. In the fall of 2015 roughly \$22 million of operating debt was refinanced, lowering annual debt service requirements. In September 2016, a \$40 million bond issue was successfully refinanced, further lowering annual debt service obligations. 2. Completed several energy efficiency projects, primarily lighting upgrades, resulting in a \$26,000 rebate from Entergy that was applied to additional projects. 3. Refinanced 2002 bond reducing the interest costs and debt service, but retaining the final maturity date of the issue. 4. Added greenhouse to Facilities Management Complex, enabling the growth of 22,000 plants from seed for campus beds, saving the university approximately \$12,000 annually.

Strategy 2 LIMITED PROGRESS	Reduce discount rate to 50% or below by 2013-14 academic year and maintain at that level.	In the first two years of the plan the discount rate fell to less than 52%, but since Fall 2013, the rate has risen, reaching 52.3% for FY15 and 54.2% for FY16. A restructuring of financial aid for Fall 2017 incoming students seeks to reverse this trend. At the same time, national averages of discount rates at comparable institutions has continued to rise, diminishing the gap between Ouachita's discount rate and that of similar institutions.
Strategy 3 LIMITED PROGRESS	Raise endowed scholarship funding to 15% of total institutional aid by 2013 and to 30% by 2018.	Funding from endowed scholarships has risen slowly, increasing from around 12% to 14.16% of institutional aid in FY16.
Strategy 4 COMPLETED	Continue developing multiyear operating budgets using three revenue scenarios: expected revenue, lower revenue, and higher revenue.	The BOT Finance Committee reviews multiple scenarios each spring to budget for the upcoming fiscal year. Multiple budgets are prepared and reviewed when setting tuition, fees, room, and board charges each fall. Monthly budget updates are provided to finance committee members.
Initiative 2: Develop a fair, equitable and improving compensation plan for all faculty and staff.		
Strategy 1 LIMITED PROGRESS	Implement a compensation improvement plan to ensure continued progress toward benchmarks.	Beginning in 2009-10, a compensation improvement plan was adopted that included two components—promotion increases and equity adjustments. Promotion increases of \$1,000 for promotion to Associate Professor and \$2,000 for promotion to full Professor have been awarded each year since 2009. In addition, funds have been set aside for equity adjustments based on internal and external benchmarks relative to rank and discipline. Promotion increases have been awarded every year since 2009, and equity adjustments have been made each year except 2016-17, when, due to budget constraints, the only increases were for promotions. Though some progress has been made in addressing salary compression and gender inequities, financial challenges have limited our ability to keep pace with inflation and with benchmark institutions.
Strategy 2 LIMITED PROGRESS	Explore a compensation plan for faculty and staff tied to annual performance evaluations.	Evaluations performed annually for administrative staff, but funding has not been adequate for systematic, merit-based compensation increases.
Initiative 3: Plan for funding goals and initiatives of the strategic plan.		
Strategy 1 SIGNIFICANT PROGRESS	Establish an incentive funding pool to encourage development of strategic planning initiatives.	The Strategic and Enhancement Grant program administered by the Planning Committee has provided funding for some key initiatives, including improved classroom technology and the Ouachita Online Program. For the last two years, however, funds have been awarded only for program enhancement grants at a much lower level

		of funding. One of these has included a Staff Development grant program to enhance opportunities for professional development.
Strategy 2 LIMITED PROGRESS	Create an annual operating budget allocation to fund ongoing needs of new initiatives.	Budgeting process has continued limited funding on strategic planning initiatives. One example is the Ouachita Online degree program.
Strategy 3 SIGNIFICANT PROGRESS	Establish development goals to fund major facilities needs identified in the plan.	<ul style="list-style-type: none"> Completed the six-year Defining the Difference Capital Campaign, with total giving reaching \$48 million, surpassing the challenge goal of \$35 million. Recent campus improvements funded through the campaign include the construction of Cliff Harris Stadium, a new building housing the Ben M. Elrod Center for Family and Community, and the renovation and expansion of Moses-Provine Hall to include the Rosemary Adams Department of Visual Arts and Adams Gallery. Development goals have been established for the renovation of Berry Bible Building Although several capital campaigns have resulted in new facilities, a list of deferred maintenance and building priorities should be developed and implemented as part of our overall fundraising strategy.
Strategy 4 LIMITED PROGRESS	Create an annual operating budget allocation to fund minor facilities improvements.	<ul style="list-style-type: none"> Budget constraints have limited funding through the budget process; however, several building endowments have assisted, including \$1 million in new building endowments in the last two years. Small fund in 2012/2013: \$50,000 in new budget line
STRATEGIC GOAL 4: FOSTER INTERNAL AND EXTERNAL COMMUNICATION		
Initiative 1: Establish and implement a systematic review of programs across campus.		
Status	Description of strategy	Specific actions taken and indicators of progress
Strategy 1 COMPLETED	Implement seven-year campus-wide program review.	A revised 7-year program review process was initiated in 2011-12, with the Hickingbotham School of Business and the School of Fine Arts as the first academic programs undergoing the new process. Since then, 6 of 8 academic schools have conducted or are currently conducting program review, as well as 5 academic support units and 9 administrative units. The first complete cycle will run through 2018-19.
Strategy 2 LIMITED PROGRESS	Review staffing needs to coordinate the university's institutional	A new Assessment Coordinator was appointed beginning in 2012, with six hours of released time per year, increased to twelve hours per year while

	research and accreditation initiatives.	preparing for HLC accreditation review. However, no progress has been made on consolidating institutional research functions, which remain divided among different offices.
Initiative 2: Improve the quality and timeliness of information flow to support decision-making.		
Strategy 1 SIGNIFICANT PROGRESS	Continue to evaluate and enhance internal communication strategies and resources.	Ongoing updates and expanded use of various social media platforms, campus emergency notification system, coordinated digital campus signage and updated campus info web portal.
Strategy 2 LIMITED PROGRESS	Document and catalog existing institutional databases containing common information.	New Admission database in place. No general catalog.
Strategy 3 SIGNIFICANT PROGRESS	Strengthen data reporting and security policies related to institutional decision-making.	Last spring we completed external security audit of our network and servers and implemented suggestions to better secure technology resources.
Initiative 3: Examine available technologies to improve connectivity.		
Strategy 1 COMPLETED	Enhance internet connection and improve bandwidth.	This goal has been met. We currently have 1GB of bandwidth, which is sufficient capacity to handle current bandwidth needs for the campus.
Strategy 2 ON HOLD	Explore need and facilities for video conferencing and other external connections.	This project is on hold. The cost of interactive two-way video outweighs the expected benefits.
Initiative 4: Enhance external communication strategies, including expanding social networking.		
Strategy 1 LIMITED PROGRESS	Develop a comprehensive university marketing plan.	Communications and Admissions Counseling staff working closely to expand marketing efforts for prospective students, including purchased names campaigns using email, direct mail, promotional print pieces and digital ads. Primary challenge continues to be limited budget resources to fully implement overall marketing strategy.
Strategy 2 LIMITED PROGRESS [Though progress on social media has been significant.]	Document current social networking and website activity, determining needs and priorities.	Expanded current social media platforms to include official university accounts on Facebook, Twitter, Instagram and Snapchat. National recognition through top national ranking in Forbes' 2016 #MyTopCollege social media competition. Currently working with new Digital Content Coordinator position and outside marketing firm to enhance web content, focus and navigation.
Strategy 3 LIMITED PROGRESS	Review staffing levels to adequately maintain marketing, web, and social networking development and support.	Created part-time Assistant Director of Graphic Services in 2013 and added full-time Digital Content Coordinator in 2016. Future staffing needs include full-time graphic services position and adding a multimedia coordinator and entry-level graphic designer.

SUMMARY OF PROGRESS

As the breakdown below indicates, we either completed or made significant progress on about two-thirds of the 46 strategies.

COMPLETED	13	28.3%
SIGNIFICANT PROGRESS	18	39.1%
LIMITED PROGRESS	13	28.3%
NO PROGRESS	1	2.2%
ON HOLD	1	2.2%