Strategic Planning: A Small College's Approach and Implementation

Prepared and Presented by:

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Session Objectives

- Describe a process for developing, integrating, and sustaining planning
- Describe how data is used to inform decision making and planning
- Describe how Quantitative Effectiveness Indictors (QEIs) were developed and implemented
- Describe a process for connecting planning with resource allocation
- Lessons Learned

February 2009 Accreditation Findings and Recommendations

- Integrated Planning
  - Ed Master Plan
  - Program Review
  - District Strategic Plan
  - District Program Review
  - District Technology Plan
  - District HR Plan

Probation

February 2009 Accreditation Findings and Recommendations

- Data Reliability and Use
- Achieve Proficiency on Outcomes by 2012
- Communication and Shared Governance
  - Improve and evaluate
- Resource Allocation
  - Financial Planning and Transparency

Addressing Recommendations
Overview

- Project and Process Champions
- Focus – Willingness to Prioritize
- Managing Change
- Continuous Learning and Improvement
- Committee Work
- Systematic and Systemic Approach
- Communication, Communication, Communication…

Process and Project Champions

- Hired Vice President of Instruction in July of 2007
- Hired Consultant in Spring of 2009
- Hired Vice President of Student Services in Fall of 2009
- Hired Director of Research and Planning in January of 2010
- Vice President of Administrative Services moved into Vice Chancellor position and seamless transition was made to the new VPAS interim in Summer of 2010

Key Committees

- Planning & Program Review
- Ed Master Plan
- Crafton Council
- Accreditation
- Outcomes
- Enrollment Management
- District Strategic Planning
- District Technology
- District Resource Allocation and Budget
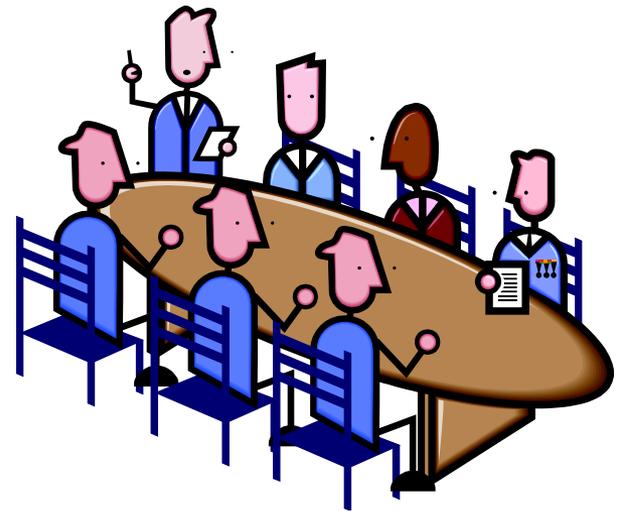
Key Committees

- Representation across groups
  - Faculty, Classified, Management, Students
  - Instruction, Student Services, Admin
- Regular meetings with agendas and minutes
  - Timely
  - Posted on web
  - Additional distribution as needed
- Evaluation

Integrated Planning - EMP

- Initial work in 2006-2007
- Fully developed in 2009-2010
  - Strategic Directions, Goals, Objectives
  - Quantitative Effectiveness Indicators (QEIs)
- Monitored and revised in 2010-2011
  - Progress on every goal
  - Modified a few objectives and added 4 QEIS
- Good results on Campus Climate Survey and Committee Survey

From July 2009 to May 2010 EMPC Performed the Following

- Reviewed Mission, Vision, and Values, Board Imperatives and Goals, and other major planning documents
- Revisited the 2007 EMP Goals
- Reviewed P&PR documents for recurring themes
- Reviewed environmental scan data
- Solicited input and feedback on the plan from the Academic Senate, Classified Senate, Student Senate, and individuals
- Considered the implications of the draft District Strategic Plan
- Developed a recommended set of institutional QEIs
- Developed and refined a set of Strategic Directions, Goals, and Objectives based on discussion and analysis of all the information collected
- Identified a responsible point person or group, a tentative timeline, and a set of suggested actions for each objective

Feedback and Input
September 2009 to April 2010

- September 2009 - Recommended QEIs presented by Committee members to the Academic Senate, the Classified Senate, the Student Senate, and the management team for questions and feedback
- November 2009 - Committee members facilitated workshops in meetings of the four constituency groups for validation of Strategic Directions and Goals and brainstorming ideas for action steps
- March 2010 – Distribution of Draft EMP for feedback
  - Presentations to Constituency Groups
  - Two Open Forums
- April 2010 – Distribution of Recommended EMP for one more round of feedback
  - Presentations to Constituency Groups

Strategies to Ensure the EMP is a Living Document

1. Agenda Template for Committee Meetings Includes the Mission, Vision, and Value Statements

Crafton Hills College Planning and Program Review Agenda

Date: October 3, 2011

Members:
Denise Allen
Cheryl Marshall
Jessica McCambley
Michelle Riggs
Michael Strong
Rebeccah Warren-Marlatt
Gary Williams
Sherri Wilson
Keith Wurtz
Margaret Yau

Laura Record (Recorder)

TOPIC	DISCUSSION	FURTHER ACTION
Review of September 26 minutes		
Open Lab – LADM 220, 3PM – 5PM	.	
Other business		
Adjournment		
Mission Statement The mission of Crafton Hills College is to advance the education and success of students in a quality learning environment.	**Vision statement** The vision of Crafton Hills College is to be the premier community college for public safety and health services careers and transfer preparation.	**Institutional Values** Our institutional values are creativity, inclusiveness, excellence, and learning-centeredness.

2. Other plans developed by the college are aligned with the goals in the EMP.

Goal 1: Develop an evidence-based Enrollment Management Plan. (Educational Master Plan Goals 1.1, 1.2, 2.1, 4.1, 6.1)

Objective 1.1	Identify systemic dropout/stop-out points for CHC students so that effective interventions can be designed and implemented.				
Point Person or Group:	Director, ORP, Enrollment Management Committee				
Other Plans	EMP				
Actions		**10-11**	**11-12**	**12-13**	**Status**
Conduct research using a variety of methods including quantitative and qualitative methods.		✓	✓	New goals	
Disaggregate the data by group membership, e.g. race, ethnicity, gender, disability, and financial disadvantage		✓	✓	✓	As of March, 2011, an Equity Report was developed by ORP detailing performance by group in: • English and Math improvement rates • % students who are Transfer Directed • % students who are Transfer-Prepared • Math Improvement rates
Share the resultant information with appropriate constituents		✓	✓	✓	
Incorporate recommendations into planning processes		✓	✓	✓	
Track the implementation of strategies at the unit/department level.		✓	✓	✓	

3. In Planning and Program Review programs are required to demonstrate how the mission, vision, goals and objectives of the College align with the mission, vision, goals, and objectives of the program

Crafton Hills College
Planning and Program Review Committee
Non-Instructional Program Effectiveness Evaluation Rubric

Variable	Rating	Score	
5.b.vii. Alignment with CHC Mission, Vision, and Goals	3 ▪ Unit has demonstrated that its mission, vision, and goals substantially align with and contribute to the college's mission, vision, and goals as specified in the CHC Educational Master Plan. 2 ▪ Unit has demonstrated that its mission, vision, and goals only partially align with and contribute to the college's mission, vision, and goals as specified in the CHC Educational Master Plan. 1 ▪ Unit has not demonstrated that its mission, vision, and goals align with and contribute to the college's mission, vision, and goals as specified in the CHC Educational Master Plan.		

4. The EMPC is tasked with not only developing a Strategic Plan, but also monitoring and implementing the plan

EDUCATIONAL MASTER PLANNING COMMITTEE
Charge: The Educational Master Planning Committee monitors implementation of the Educational Master Plan, evaluates progress, and recommends updates annually. It meets twice per month.
Membership: Vice President, Instruction; Vice President, Student Services; Vice President, Administrative Services; President, Academic Senate or designee; President, Classified Senate or designee; one CSEA representative; President, Student Senate or designee; Faculty Co-Chair, Planning and Program Review Committee; three additional Academic Senate representatives; one Instructional Dean; Director, Research and Planning.
Term: Two years (for appointees)

5. The EMPC created and uses a template to monitor the progress on objectives.

Crafton Hills College
Progress Report on Educational Master Plan at Action Level

Entity	Plan Name	Name of Preparer	Date
CHC Educational Master Planning Committee	Educational Master Plan	Cheryl Marshall	Dec 2010

Goal	2.1: Seek, welcome, and respect diversity, and promote inclusiveness.

Objective	Original Timeline/Deadline	Revised Timeline/Deadline	Point Person or Group
2.1.2: Improve the participation of under-represented student demographic groups in targeted programs.	Fall 2010: Demographics and identification Spring 2011: Strategies 2011-12: Implementation, evaluation, modification		Vice President, Instruction Vice President, Student Services

Actions/Activities (Edit as needed to reflect actual accomplishments or plans)	Status Code*	Progress Description	Measurements/Documentation of Progress (Edit as needed to match Actions/Activities)
Analyze the demographic characteristics of every program.	C,O	Demographic makeup of student participants in each instructional and student services unit is now a feature of the Planning and Program Review process	Report on program demographic characteristics Equity data Program Review data Enrollment Management Plan
Identify targeted programs in which at least one demographic group is significantly underrepresented, as determined by consensus of the applicable dean and faculty/staff.	U	Demographic makeup of student participants in each instructional and student services unit is now a feature of the Planning and Program Review process	Enrollment Management Plan Planning and Program Review
Develop strategies to improve inclusiveness in those programs and carry out any necessary training.	P	Strategies currently developed include a new Transfer Center, Transfer Advocacy Program, Learning Communities, and Supplemental Instruction	Report of strategies in Perkins Plans, Program Reviews, and Annual Plans Training session participation Title 5 Grant, Hispanic-serving initiatives Enrollment Management Plan
Year 2: Implement those strategies on at least a pilot basis.	P		Title 5 Grant, Hispanic-serving initiatives Enrollment Management Plan Perkins Plan Planning and Program Review Basic Skills Task Force
Evaluate the success of those strategies.	P		CCSSE Comparative analysis of trend data on underrepresented groups Student survey
Modify the strategies as needed and begin the cycle again.	P		

*Status Code: C = Work is Completed, O = Work is cyclical and ongoing, U = Work is Underway, S = Work is Scheduled to begin on a reasonably firm date, P = Work is Planned but not yet firmly scheduled,
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Selection of Quantitative Effectiveness Indicators (QEIs)

- Educational Master Plan Committee discussed strengths and limitations of using QEIs
- In total, examined approximately 15 QEIs
- EMPC recommended QEIs to campus and presented to all constituency groups

Quantitative Effectiveness Indicators (QEIs)

- Initial QEIs
  1. Success Rate
  2. Completion (Formally Retention) Rate
  3. ARCC Fall to Fall Retention (Formally Persistence) Rate
  4. Degrees and Certificates
  5. Transfer Rate (Three Years)
  6. Transfer Readiness Rate (Three Years)
  7. Instructional Productivity (WSCH/FTEF)
- QEIs added in the Second Year
  - Performance After Transfer – GPA of CHC transfer students at CSUs
  - Perkin's Job Place Rate
  - Progress on SLOs/SAOs
  - Employee Satisfaction

Environmental Scan Data

- District map showing students by zip code
- US Census Demographic Data by City
  - Educational Attainment
  - Median Household Income
- Job Projections by Industry, 2010-2015
- Occupational Projections by Industry, 2010-2015

Integrated Planning – District

- District Strategic Plan
  - Developed in 2009-2010
    - Based on both campus plans
  - Monitored and revised in 2010-2011
    - Integrated Econ Dev and TV/Radio Station
    - Modified objectives removing completed items
    - Presentations made at both campuses and the District Office
    - Chancellor's In Service Day presentation highlighted the Plan

Integrated Planning – Program Review

- All areas of the College have completed at least one cycle
- Process improvements made each year
  - Clarified and simplified questions
  - Web tool implemented and improved
  - More customized training and support
  - Changes to handbook
- Annual prioritized list of goals and resource allocation
- Annual report on program health

Crafton's Process of Integrating Program Review

- Program review process was collaboratively developed in the Planning and Program Review Committee
- One third of units perform full program review each year on a three year cycle
- The other two thirds of the units perform an annual plan, which is an update to their program review

Full Program Review (Three-Year Plan) Questions

1. Program Description
2. External Factors
3. Progress on SLOs/SAOs
4. Quantitative and/or Qualitative measures
5. Program performance on defined rubric measures
6. What is going well and not going well? Why?
7. Vision
8. Progress on prior Goals and Objectives
9. Goals and Objectives with resources

Annual Plan Questions

1. Any significant changes to program
2. Brief summary on SLOs/SAOs progress
3. Brief summary on defined rubric measures
4. Progress on prior Goals and Objectives
5. Revise and update goals and objectives
6. Anything else would like to add

Document Quality Rubric

- Each three-year plan is evaluated on the document quality, whether or not the unit does the following for each question:
  - Answers all parts of the question completely
  - Answer conveys meaning
  - Includes relevant evidence

Instructional Rubric

- SLOs have been defined, assessed, and evaluated
- Curriculum is up-to-date and demonstrably needs-based
- Unit has developed a three-year matrix of courses offered in each term, and matrix is revised as needed
- Retention (Completion) and Success – Unit has set a sound target and has either met the target or made significant progress towards meeting the target.

Instructional Rubric (cont'd)

- Full-time faculty ratio (75/25)
- WSCH / FTEF ratio - Unit has set a sound target and has either met the target or made significant progress towards meeting the target
- Fill rate is 80% or higher
- Alignment with CHC Mission, Vision, and Goals
- Goals
- Objectives

Non-Instructional Rubric

- SLO/SAOs have been defined, assessed, and evaluated
- At least two additional useful effectiveness measures have been defined and applied
- Program has set criteria for all effectiveness measures, has met the criteria, and has developed strategies for improving services if any are needed or identified
- The program has added a significant innovation or enhancement within the past year and has collected and analyzed data to help determine the efficacy of the innovation

Non-Instructional Rubric (cont'd)

- Quantitative and/or qualitative evidence indicates that the services provided by the program meet the needs of students or clients
- The unit has at least two external or internal partnerships that substantially impact the quality of services to students or clients.
- Alignment with CHC Mission, Vision, and Goals
- Goals
- Objectives

Planning and Program Review Web Tool

- Planning and Program Review Committee (PPRC) developed idea to create web tool
- Liaison needed between PPRC and District Computing Services
- DCS needs to be responsive to making changes quickly as users begin to use the Web Tool more frequently
- PPRC needs to drive the content in the tool

Planning and Program Review Web Tool – Benefits

- When plan is in the tool it is easy to copy plan, goals, and objectives from year-to-year
- All of the goals and objectives can be combined by department, discipline, and the entire college to facilitate the prioritization of objectives

Standard set of data is provided to Each Instructional Unit

- Demographics by discipline
- Retention and Success Rates
- 75/25 Ratio
- WSCH / FTEF and FTES / FTEF
- Fill Rate

Non-Instructional Unit Data

- Non-Instructional units collect their own data and/or work with Office of Research and Planning (ORP)
- ORP also provides last three years of CCSSE (Community College Survey of Student Engagement) data by unit where appropriate.

Resource Allocation and Financial Planning

- Three-year projections updated each year and included in EMP
- Presentations and training
- Resource Allocation Model established and used for budget development at both campuses
- District Budget Committee began meeting in 2010-2011
  - Provides a forum for broad discussion

A Process for Connecting Planning with Resource Allocation

- Each division prioritizes goals and objectives followed by a roll-up into each area
  - Instruction
  - Student Services
  - Administrative Services
  - President's Areas
- Committee spends a half day meeting consolidating the four lists
- Challenge: Rolling up too narrowly or too broadly within each area making it difficult to compare

Planning and Resource Allocation Prioritization of Objectives

	A	B	C	D	E	F	G	H	I	J
1	PPR Priority	President's Cabinet Priority	Area	Objective	Resource(s)	Cost	Ongoing/One-time	Comments	EMP Goal	EMP Objective
27	8	10	AS	Maintain the health and safety of the pool	Ongoing funds for pool chemicals (chlorine and acid)	$6,000	OnGoing		8	8.1
28			AS	Maintain the health and safety of the pool	Provide funds to design and install CO2 system at the pool		OnGoing		8	8.1
29	9	11	AS	Complete safety programs					7	7.1
30			SS	**Student Services Objective 2.4:** Ensure a safe environment for students and staff by maintaining currency with safety training and reviewing unit facilities for hazards	Time only	$0	Ongoing	**SS Goal 2:** Effectively manage resources: **Objective 2.4:** Ensure a safe environment for students and staff	7	7.1
31			Instruction	**Objective 3.5: Implement the Safety Plan as it applies to Instruction.**					7	7.1
32	10	12	AS	Establish emergency procedures and assignments for fire alarm procedures, elevator inspection, fire, and building clearing in the event of disaster. Work with District Police and local agencies in the establishment of Department responsibilities.					7	7.1.1, 7.1.2
33	11	13	President	Increase access to data through SPSS's Collaboration and Deployment software by Fall 2011 as measured by the availability of data to the CHC Campus Community.	Through PASW (Predictive Analytics Software), formally known as SPSS, now an IBM product, purchase the Collaboration & Deployment software to make data available to entire CHC campus community.	5000	OnGoing	Research and Planning	4	4.1
34	12	14	SS	**Fin Aid Objective 1.1** Reduce the disbursement period from 2 weeks to 1 week	Financial Aid Specialist 1 FTE Debit Card System	$61,328	Ongoing	**SS Goal 1**: Promote and enhance equitable student access to counseling and support services; **Objective 1.1**: Provide an exemplary level of counseling and support services to CHC studentss	1	1.1.1
	13	15	President	Provide full coverage audio visual	Upgrading part-time audio			Technology Services	8	

Prioritized Objectives by Area — Area Comparison Sheet — **PPR Prioritized Objectives**

Ready

Planning and Resource Allocation Progress on Objectives

CHC Annual Planning Priorities 2010-2011

Operational Necessities

P&PR Priority	Pres Cab Priority	Area (I,P,SS,AS)	Objective	Resource(s)	Cost	Ongoing/ One-time	Comments	Update 9/6/2011	Funded Y/N	Fund
			Theme: Safety				**Cabinet = green font**			
23	1	AS	Objective 7.1: (M&O) Implement a safety training calendar, review safety plans for implementation, train all M&O staff in accordance with plans; further develop department specific plans.	Time & effort of Facility Director	NC	NA	**Mandated; needs to move up to 1.**	Ongoing. District hired a EH&S Administrator in June 2011; He has helped implement the safety training calendar amd safety plans	Y	District
23	2	I	3.6 Implement the Safety Plan as it applies to Instruction.	VPI and Deans time and effort and funds for fit testing	$5,000	Ongoing		Fit testing has been implemented using the 3M website	Y	Restricted Lottery funds
23	3	SS	Objective 5.5: Ensure a safe environment for students and staff	None	0	NA		Ongoing	NA	
			Theme: Infrastructure for New and Existing Facilities							
1	4	AS	Objective 15.1: (M&O) Abide to required laws/fire codes in operation of Aquatic Center and LRC	Increase Ongoing general funds for LRC and AC fire alarm monitoring, testing, service, and testing of fire extinguishers	$8,900	Ongoing	LRC receives higher priority than pool due to benefit to students. **Must be done.**	FA monitoring is under contract	Y	General Fund
1	5	AS	Objective 15.2: (M&O) Abide to state elevator regulations in maintenance and certification of new elevators in the AC and LRC	Increase Ongoing general funds for outside contracts/agreements, permit fees, and maintenance and repair for elevators in AC & LRC	$17,616	Ongoing	**Must be done. Majority of cost in 11-12.**	Costs for annual maintenance was achieved through a 5 year service agreement that was purchased through the construction contract with Kone. This cost will not impact the General Fund until 2015	NA	
1	6	AS	Objective 15.3: (M&O) Abide to SCAQMD regulations in obtaining permits and annual testing on new LRC equipment	Increase Ongoing general funds for annual permit fees and testing for equipment installed in the LRC	$2,000	Ongoing	**Must be done. Majority of cost in 11-12.**	Cost was built into Administrative Services Budget for 2011-12	Y	General Fund
1	7	AS	Objective 15.4: (AS) Provide water, electricity and natural gas for new and existing facilities	Obtain and maintain ongoing funds for water, electricity, and gas	$361,465	Ongoing	**Does not include savings from solar. Will be closer to $150,000.**	Utility budgets have been increased in accordance with estimates	Y	General Fund and Parking Funds
1	8	P	2.1: Ensure that new and existing buildings function at an optimal level.	General Fund Measures M and P; Pool Support			Staffing and maintenance of the new buildings. Custodial and Maintenance.	2 vacant custodial positions were filled when the new LRC and AC came online. However, no new positions were	Partially	

CHC Prioritized Objectives | Sheet1

Campus Communication and Shared Governance

- Establishment of Crafton Council
- Communication and shared governance are priorities in Ed Master Plan
  - More "town hall" type meetings
  - Inclusive In Service Day meetings
  - Feedback processes on reports and plans
  - Publication of Organizational Handbook

Communication and Shared Governance

- Committee Participant Surveys very positive
- Campus Climate Survey showed some levels of dissatisfaction
  - Follow up sessions began three weeks ago
- Improved communication with District
  - Involvement on committees
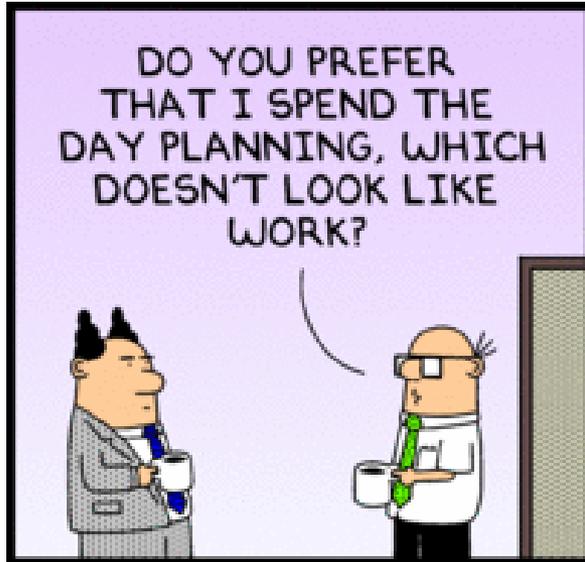 - Chancellor's Chat

Lessons Learned

- Establish or re-vamp key committees
- May be a tremendous amount of work depending on where you are in your processes
- Don't expect perfection in the first cycles
  - Process improvements
  - Alignment
  - Goal and Objective consolidation
- You can never have enough data
- Communication must be intentional and constant
- Expect resistance
- The process is continuous

Resources

- [Committee Self-Evaluations](#)
- [Educational Master Plan](#)
- [Agenda Template Example](#)
- [Planning and Program Review (PPR) Instructional Rubric](#)
- [Planning and Program Review Non-Instructional Rubric](#)
- [Organizational Handbook](#)
- [Progress Report on Educational Master Plan](#)
- [Program Review (Three-Year Plan) Questions](#)
- [Annual Plan Questions](#)
- [Planning and Program Review Data Example](#)
- [PPR and AP Document Quality Rubric](#)
- [PPR Feedback Form](#)
- [Prioritized Objectives for planning in 2011-2012](#)
- [Progress on Prioritized Objectives for planning in 2010-2011](#)
- [District Strategic Plan](#)
- [District Technology Plan](#)
- [Planning and Program Review Handbook: 3rd Edition](#)
- [SLOs Made Simple – A Step-by-Step Guide to Assessment at CHC](#)

Links

- Crafton Council
- Educational Master Plan Committee
- ORP Planning and Program Review Resources
- Outcomes Assessment Resources
- Outcomes Assessment Web Site
- Planning and Program Review Committee
- Matthew C. Lee, Ph.D. – Consultant to California Community Colleges