

Integrated Strategic Planning Key Elements for Issue-Specific College-wide Plans

Plans Due Date: November 9th, 2009

Examples of Collegewide Plans

Collegewide (or institutional) plans customarily span many disciplines and programs. Typical Collegewide plans include such areas as Distance Education, Technology, Budget and Long-Term Financial Planning, Human Resources/Staffing, Enrollment Management, Basic Skills, Matriculation, Student Equity, Marketing, among others.

Purpose:

Collegewide plans are methods of articulating strategies and approaches to institutional problems, concerns, and challenges. They are ways of addressing the college mission and CSM's *Institutional Priorities, 2008-2011* and help advance the institution as it executes those priorities. They also allow the institution to articulate and evaluate issue-specific resource needs that complement program review and other resource allocation processes. (Note: they do not supplant current budgeting processes for equipment and personnel, for example.)

Creating Issue-specific College-wide Plans: An Overview

Collegewide plans represent a set of strategies which help CSM address or reflect:

- Recommendations contained in *CSM's Educational Master Plan, 2008 (EMP)*
- Priorities and Objectives articulated in *CSM's Institutional Priorities, 2008-2011*
- Findings and themes discussed in the Annual and Comprehensive Program Reviews
- Activities outlined in the Division Unit Annual Workplans

Planning Cycle: Synchronized and Data-Driven

Because CSM adopted the Integrated Planning Model in 2008/09 (the second year of the 2007-2013 accreditation term), those plans developed and written in 2009/10 will have a 4-year planning horizon (2009/10 to 2012/13).

Normally collegewide plans have a 3-year planning horizon and are synchronized as a key element of the Integrated Planning Model: they are synchronized with the 6-year cycle accreditation cycle and linked to the SMCCCD planning calendar.

There are several major complements to this planning cycle:

- Plan development (the year before the next 6-year cycle); includes data collection, environmental scanning, analysis, and the articulation of measurable objectives and indicators
- Annual review and assessment (an assessment of whether milestones been achieved)
- Cycle completion (full documented evaluation of planning process and assessment against measurable indicators)

Planning Cycle Calendar

For 2009/10, the plan development and implementation cycle will span 4-years. The next the plan implementation cycle will span 3 years and begin at the start of the next accreditation term in 2013/14 and conclude in 2012/13. The following plan implementation cycle will begin in 2016/17 and conclude in 2018/19.

2007-2013 Accreditation Term										
	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Accreditation & Self-Study Cycle	Visit — Annual Review	Annual Review	Annual Review	Annual Review	Writing Self-Study — Annual Review	Writing Self-Study — Annual Review	Visit — Annual Review 1 st yr. New accred. Cycle begins	Annual Review	Annual Review	Annual Review

College-wide Plans	Environ-mental Scanning	Environ-mental Scanning	Develop & Write 4-yr Plan Yr. 1 ⊙	Plan Yr. 2 Annual Review ⊙	Plan Yr. 3 Annual Review ⊙	Plan Yr. 4 Annual Review — Develop & Write 3-yr plan Plan Yr. 1 ⊙	Year 1 New 3-yr. Plan cycle	Plan Yr. 2 Annual Review	Plan Yr. 3 Annual Review Develop & Write 3-yr plan Plan Yr. 1	Year 1 New 3-yr. Plan cycle
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Components of Institution-wide Plans (Part 1 and 2):

Plans will include two parts: Part I, the narrative section, contains discussion and analysis. Part 2 identifies the plan's Goals, Objectives, and Action Steps, and other implementation components.

Part 1 Narrative

(10-16 pages)

A. Description of the Committee's Planning Process

(1-2 pages)

This section describes the participants in the planning processes and the key activities of the planning committee as it developed its plan.

B. Rationale and Analysis of Data

(4-5 pages)

This section is a narrative discussion and analysis of the data that support the proposed goals. Data can include information from *the Educational Master Plan*, environmental scans, and findings and themes emerging from the Annual and Comprehensive Program Reviews and Division Workplans, as well as other pertinent information and research. This section should include a SWOT Analysis (see below for explanation).

C. Planning Assumptions

(1-2 pages)

These are an outcome of the Rationale and contain a synthesis of findings from the data analysis. They help guide the direction of Goals and Objectives.

D. Linkages to other Plans

(1-2 pages)

This section should explain how the proposed plan is linked to CSM's *Educational Master Plan*; *CSM's Institutional Priorities, 2008-2011*; the *SMCCCD Strategic Plan, 2008-2013*; the *SMCCCD Distance Education Plan*; *SMCCCD Facilities Plan, 2006*; and other pertinent college and district planning efforts.

E. Assessment

(4-5 pages)

This section should thoroughly discuss how you will be assessing progress in meeting the plan's proposed Goals and Objectives. It should address the questions: "How will you know you have achieved your Goals?" or "What are your indicators of success?" or "How will you measure success?"

Assessment (and indicators) can be both qualitative and quantitative.

College Indicators:

This component of the assessment should identify which college indicators you anticipate being influenced by the plan's activities (See *College Index* and *Comprehensive Listing of Indicators and Measures*.)

Good practice tells us that success in meeting Goals frequently cannot be measured by a single indicator; target benchmark indicators need to be genuinely feasible.

Part 2: Recommended Goals and Objectives

Part 2 contains the following components:

- Goals (approximately 5-6)
- *Institutional Priorities* (Refer here to Objectives from *Institutional Priorities 2008-2011* addressed by goal)
- Objectives (approximately 3 per goal)
- Evaluation or Assessment of Goal
- College Indicators influenced by Goal
- Primary Action Steps (approximately 5-6 per Objective)
- Outcomes or Deliverables linked to Action Steps
- Leads (Propose personnel)
- Timeline (can span 4 years for 2009/2010 plans)

Part 2 EXAMPLE ONLY

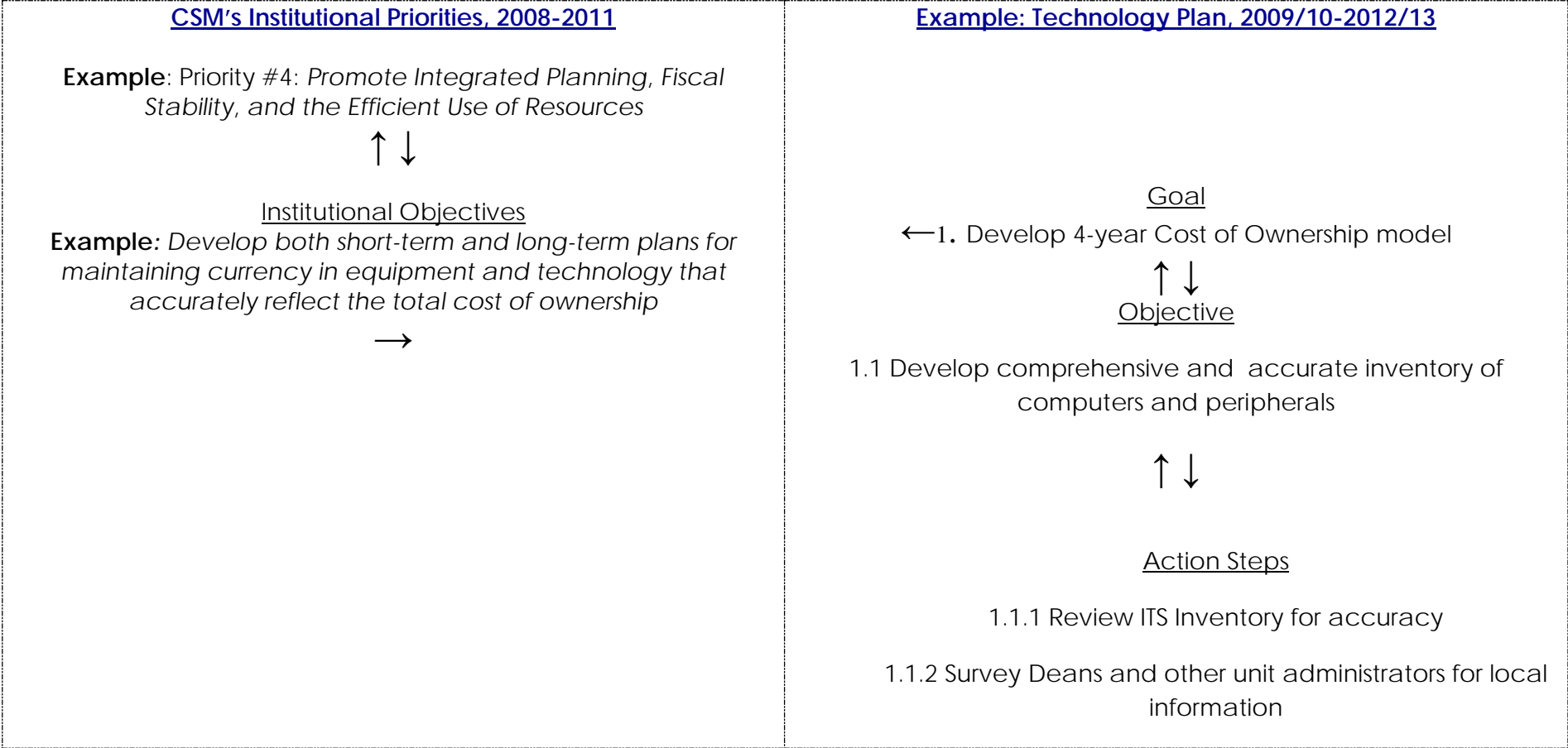
Example: Technology Plan 2009/10 to 2012/13					
Goal #1: <i>Ensure that faculty, staff, and administrators possess information technology competencies that effectively support teaching, learning, and college administrative functions</i>					
Institutional Priorities Addressed by Goal: Priority 3: <u>Promote Relevant, High-quality Program and Services</u> 3.1 <i>Build capacity for emerging, high-demand programs including but not limited to green and allied health programs</i> Priority 2: <u>Promote Academic Excellence</u> 4.6 <i>Improve effectiveness of distance leaning program</i>					
Evaluation or Assessment of Goal: In this section discuss what methods you will use to measure progress in meeting the goal; for example, Qualitative self-assessment via surveys of employees (pre- and post- surveys) may be one method.					
College Indicators Influenced by Goals: (Refer to College Index and/or Comprehensive Listing of Indicators and Measures) Index 2.1-2.14 (need to select indicators) Index 3.8-3.11: Program and Services Enhancements Index 5.1 Employee Satisfaction and Perception: Overall Rating Index 5.3 Staff Development Opportunities: Percentage of participation by employees Comprehensive Listing contains several more...					
Relationship to Other Key Planning Documents or Mandates:					
Ed Master Plan Refer to Recommendations here	SMCCCD Strategic Plan Refer to Recommendations here	Other [e.g. SMCCCD Tech Plan]	Other	Other	
Objective #1: <i>Conduct a comprehensive of needs assessment of all internal constituencies' technology competencies</i>					
Action Steps	Resources Estimated (Human, Fiscal, and Capital)	Outcomes/Deliverables	Proposed Leads	Timeline	
1.1 <i>Develop survey instrument in consultation with CTL staff, Distance Education Committee, Academic Senate etc.</i> 1.2 <i>Administer Survey online</i> 1.3 <i>Analyze and summarize findings</i>	<i>Indirect only</i> <i>Indirect only</i> <i>Indirect only</i>	1.1 <i>Survey instrument developed</i> 1.2 <i>45% participation rate among faculty, staff, and administrators</i> 1.3 <i>Assessment findings about technology skills and competencies for each employee poulation</i>	<i>To be assigned</i> <i>PRIE</i> <i>Tech Committee</i> <i>PRIE</i>	<i>August '09</i> <i>Sept. '09</i> <i>November '09</i>	

Relationship between CSM's Institutional Priorities, 2008-2011 and College-wide Plans

CSM's Institutional Priorities are the broadest (and most general) principles which guide college planning. Each college Priority has a set of Objectives which are more specific than the Priority and demonstrate a strategy for addressing the Priority.

In College-wide plans, the Goals will often directly correlate with the "Objectives" in CSM's Institutional Priorities, 2008-2011.

For example:



SWOT Analysis:

SWOT Analysis is a strategic planning tool used to evaluate the **S**trengths, **W**eaknesses, **O**pportunities, and **T**hreats involved in a project or initiative. It involves specifying the objective of the venture or project and identifying the internal and external factors that are favorable and unfavorable to achieving that objective. This analysis is useful in clarify the conditions in which the organization operates. SWOT analysis considers both internal and external conditions.

Strengths: attributes of the organization that are helpful to achieving the objective.

Weaknesses: attributes of the organization or that are harmful to achieving the objective.

Opportunities: *external* conditions that are helpful to achieving the objective.

Threats: *external* conditions that are harmful to achieving the objective