Cañada College

Developing a College Strategic Plan

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PRESENTATION OUTLINE

1. Overview of the Planning process
2. Roles & Responsibilities
3. Stakeholder Framework / Task Force Assignments
4. The thirty month calendar
5. An introduction to indicators & metrics
6. College planning resources

"Strategic Planning is the ongoing process of self-examination, the confrontation of difficult choices, and establishment of priorities"

- John Kotter
- Author of Leading Change

Cañada Strategic Planning 5-Year Cycle

Other planning occurring this year

CAÑADA COLLEGE FIVE YEAR PLANNING CALENDAR

Planning Activity	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Cañada College Educational Master Plan	Approving Educational Master Plan October 2008	Implementation & Assessment of Educational Master Plan October 2008	Implementation & Assessment of Educational Master Plan October 2008	Implementation & Assessment of Educational Master Plan October 2008	Comprehensive Assessment of Educational Master Plan October 2008	Implementation & Assessment of Educational Master Plan October 2008
Accreditation	Oct. 2008 Progress Report due	Oct. 2009 Progress Report due	Oct. 2010 Mid Term Report due		Self Study	Fall 2013 Comprehensive Team visit
Cañada College Strategic Plan	Implementing 07-08 Strategic Plan & Annual Progress Reports	Implementing 07-08 Strategic Plan & Annual Progress Reports	Implementing 07-08 Strategic Plan & Annual Progress Reports	Review/Modify Strategic Plan & Annual Progress Reports	Implementing 11-12 Strategic Plan & Annual Progress Reports	Implementing 11-12 Strategic Plan & Annual Progress Reports
Annual Program Review	All Instruction & Student Services Programs	All Instruction & Student Services Programs	All Instruction & Student Services Programs	All Instruction & Student Services Programs	All Instruction & Student Services Programs	All Instruction & Student Services Programs
Comprehensive Program Review	Staggered, 6 year recurring cycle for each department	Staggered, 6 year recurring cycle for each department	Staggered, 6 year recurring cycle for each department	Staggered, 6 year recurring cycle for each department	Staggered, 6 year recurring cycle for each department	Staggered, 6 year recurring cycle for each department
SMCCD District Strategic Plan	Implement Plan		Environmental Scanning	Planning Assumptions & Recommendations	Implement Plan	
Facilities Master Plan (FMP)			Update FMP			
District Technology Master Plan (TMP)	Adopt TMP				Update District TMP	
District Resource Allocation Plan	Reviewed and evaluated		Reviewed and evaluated			
College Student Equity Plan		2005 Plan Revision	Implement Plan			2009 Plan Revision
College Technology Plan	Implement Plan		Revise Plan	Implement Plan		

Ambitions for the Process

Process Goals

- Extensive student participation
- Deep & broad engagement with faculty & staff
- New formal lines of dialog with key external stakeholders

Desired outcomes

- Campus-wide ownership of final plan
- Prioritized list of strategies each linked to core indicators
- Progress against goals assessed & discussed routinely
- Cañada identified as a ***Best Practice*** in strategic planning

CPC

- Approves overall process
- Drive development of Mission, Vision, Values
- Review data and survey findings to determine Key planning issues
- Appoint/recommend participants of oversight committee
- Identify parameters for Working Group membership
- Review & approve final plan

Strategic Planning Oversight Committee

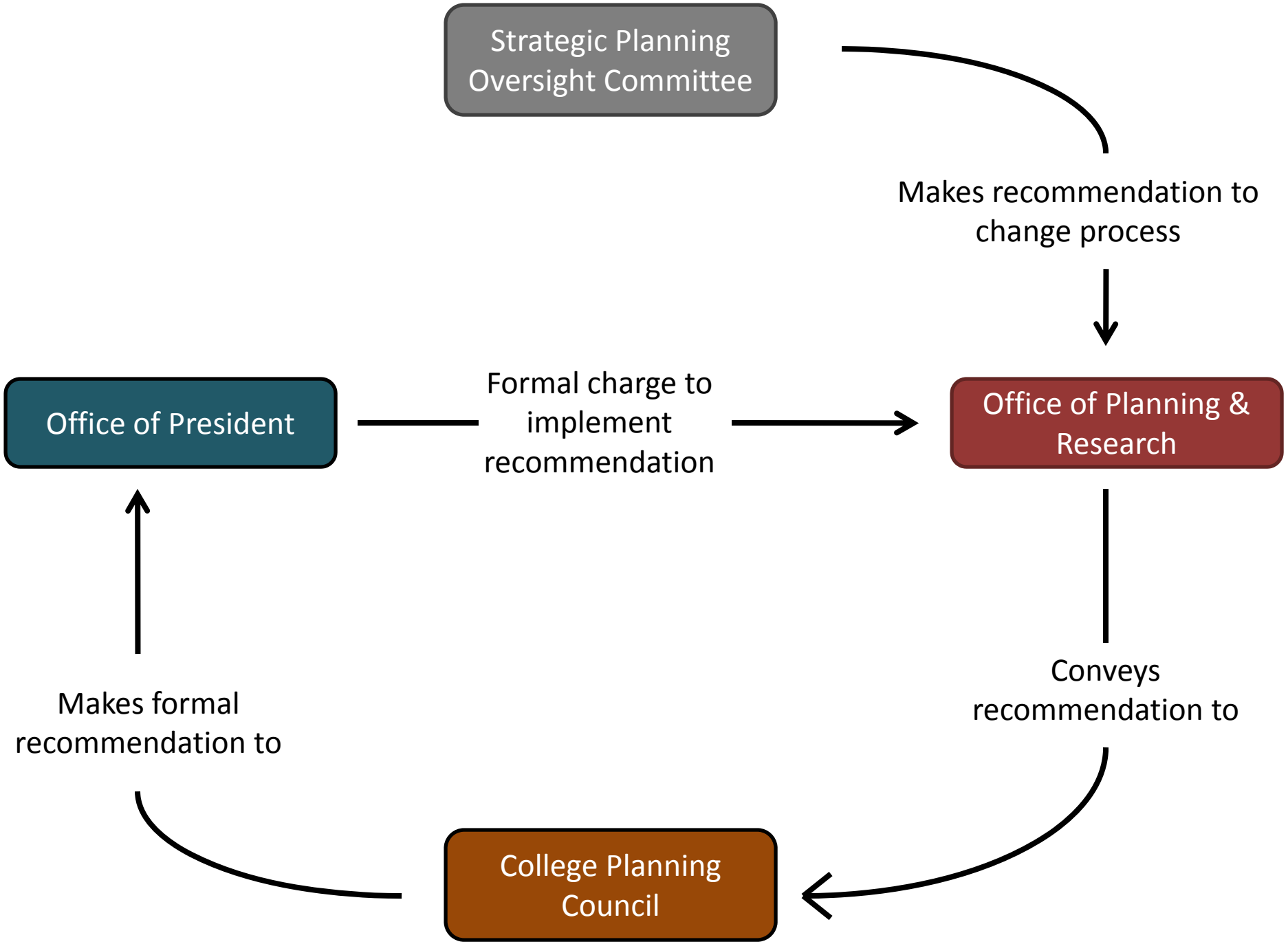
- Supports the process generally / recommends direction
- Makes sure process and output meets all external requirements/forces
- Sounding board for ideas and output
- Composed of members of Admin Council plus members appointed by CPC

IPC & SSPC

- Direct the investigation of Working Groups
- Review w/ Working Groups stakeholder related data/information
- Recommend metrics & indicators linked to goals

Working Groups

- Develop stakeholder profiles
- With support from Office of Planning lead collection of stakeholder data/info
- Engage stakeholders directly / develop formal lines of communication
- Reports back to CPC (at intervals and at close)


Strategic Planning Oversight Committee
Makes recommendation to change process
Office of President
Formal charge to implement recommendation
Office of Planning & Research
Makes formal recommendation to
Conveys recommendation to
College Planning Council

Stakeholder Framework

WORKING GROUP FOCUS AREAS

Internal Stakeholders

- **Working Group #1** – **Student related goals**
- **Working Group #2** – **Faculty & Staff related goals**

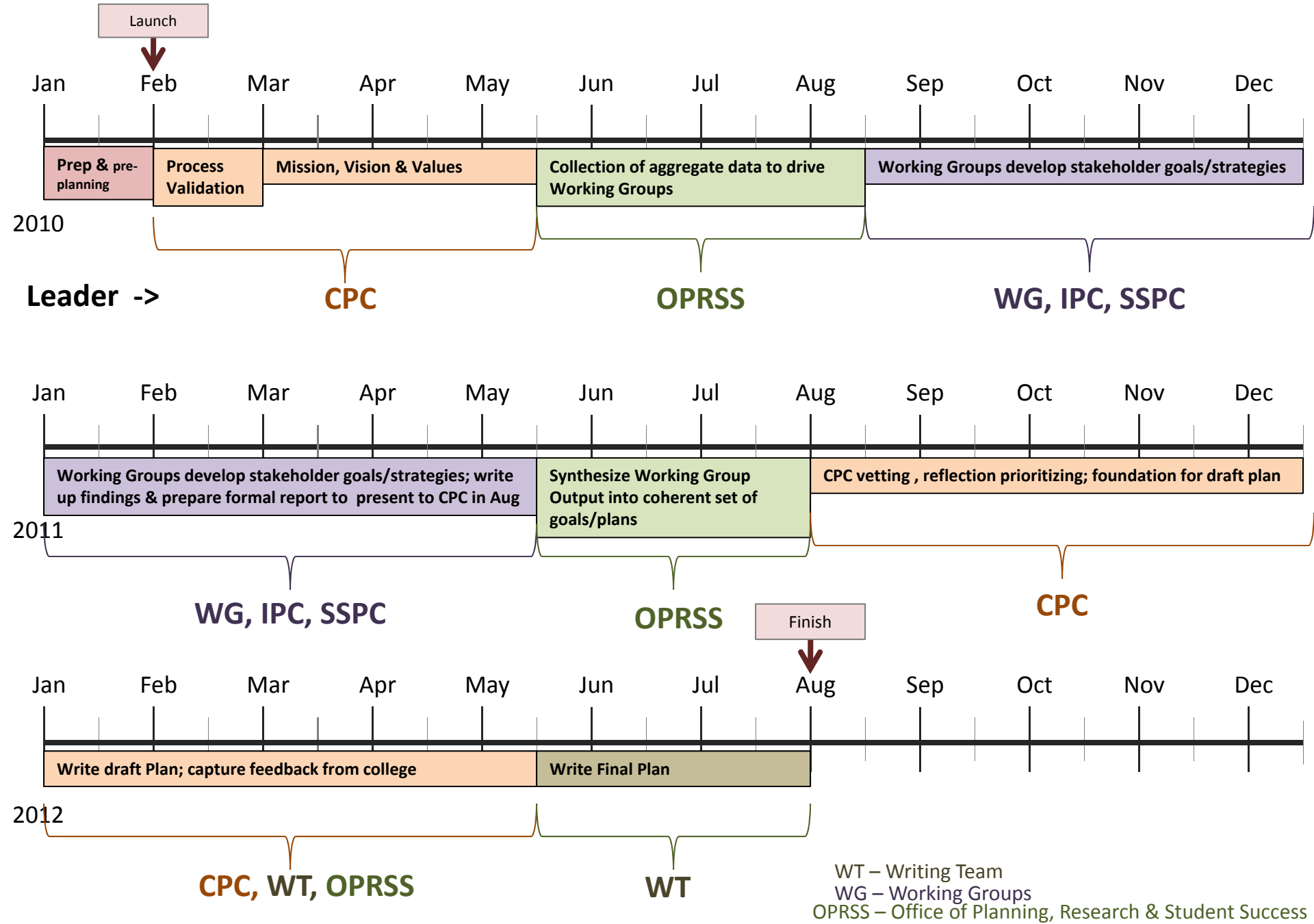
External Stakeholders

- **Working Group #3** – **Employer & Alumni related goals**
- **Working Group #4** – Goals related to some or all of the following: local residents, prospective students, K-12 schools, universities, government agencies, accreditation agencies, sister colleges, SMCCD District, Board of Trustees, former employees, prospective employees, public at-large, others

PROFILE OF WORKING GROUPS

- Four Working Groups; up to eight people per working group
- CPC Identifies parameters for Working Group membership
- Work closely with IPC & SSPC on development of goals
- Work closely with Planning Office on development of assessment instruments & outcome metrics

Strategic Planning Thirty Month Calendar



WT – Writing Team
WG – Working Groups
OPRSS – Office of Planning, Research & Student Success

Aggregate Metrics & Benchmarks

Accountability Report for Community Colleges

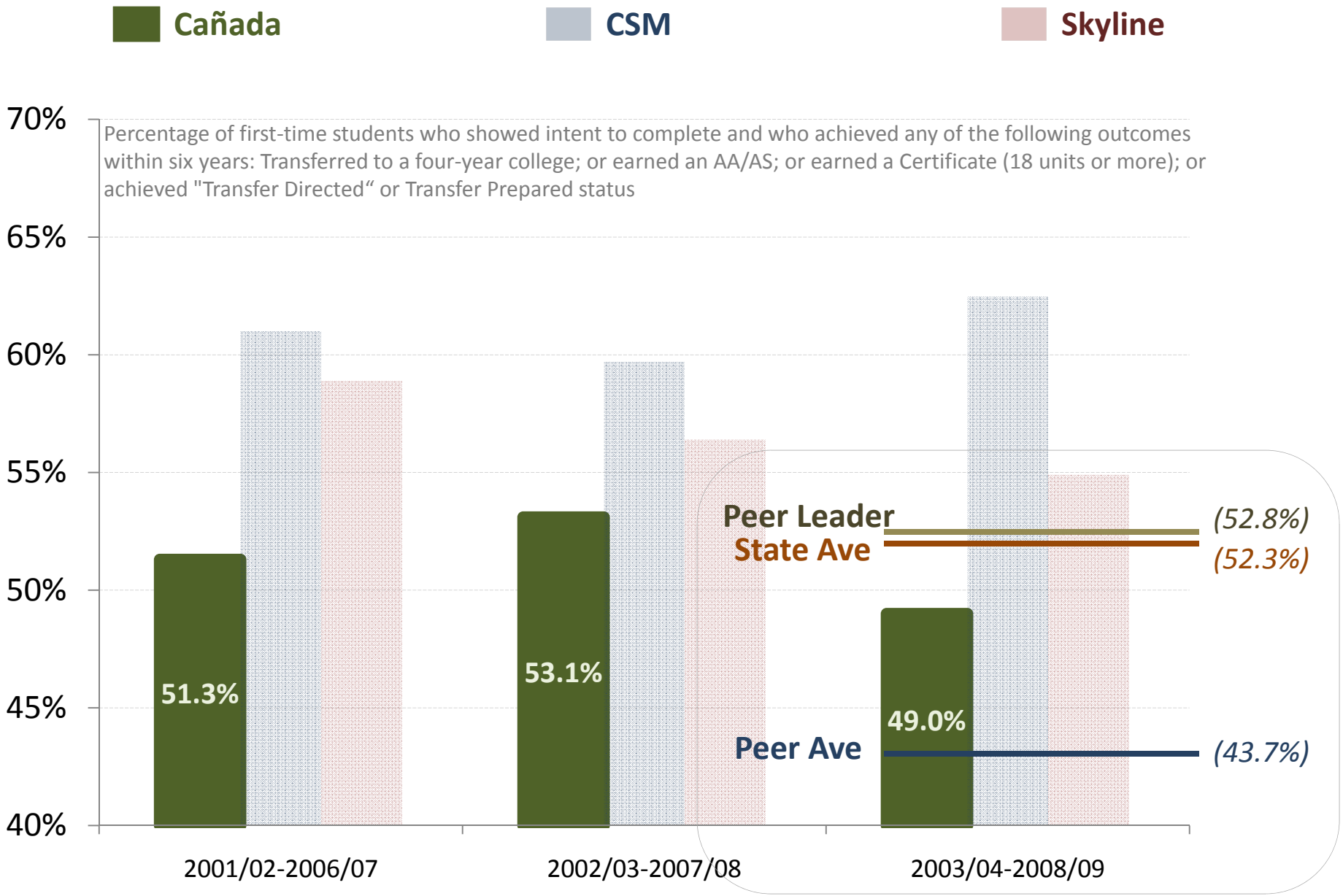
1. Released annually by the Chancellor's Office
2. Set of seven College Performance Indicators
3. Peer Group Benchmarks (CCCs)
4. Includes a brief self-assessment
5. Report is shared with Board of Trustees & the Public

ARCC Indicators

1. Student Progress & Achievement
2. Completed 30 or More Units
3. Fall to Fall Persistence
4. Vocational Course Completion
5. Basic Skills Course Completion
6. ESL Course Improvement
7. Basic Skills Course Improvement

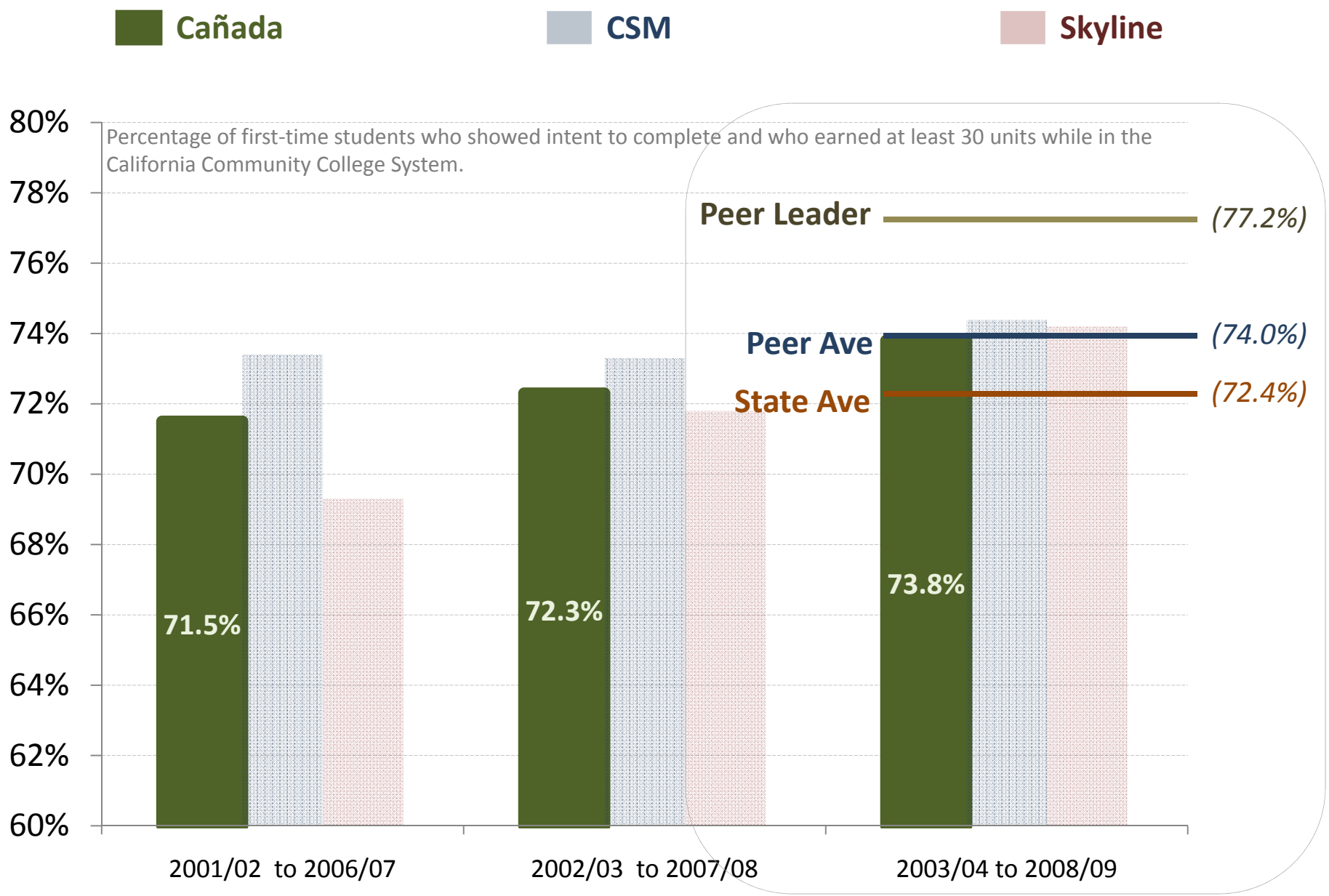
Note on Peer Groups: Peer Groups are determine by examining a set of institutional and program specific characteristics across the California Community College System. Peer groups are indicator specific, and therefore the list of colleges in the peer group changes for each indicator.

ARCC Table 1.1: Student Progress & Achievement Rate



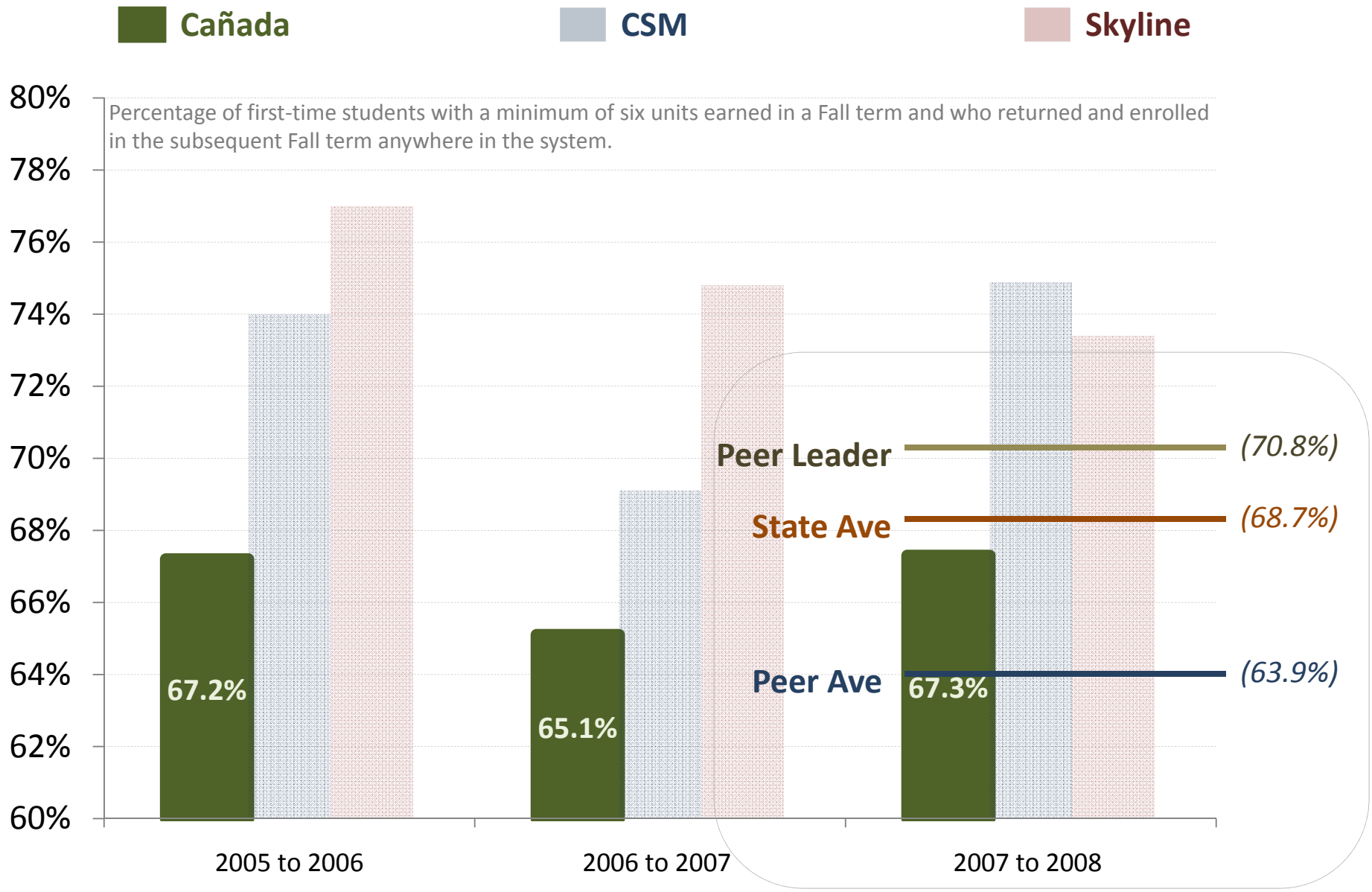
Peer Group for Indicator: Canada; Compton; L.A. City; L.A. Trade-Tech; Merced; Mission; Rio Hondo; Santa Ana; Southwest L.A.

ARCC Table 1.1a: Percent of Students Earning 30+ Units



Peer Group for Indicator: Canada; Foothill; Marin; San Mateo; West Valley.

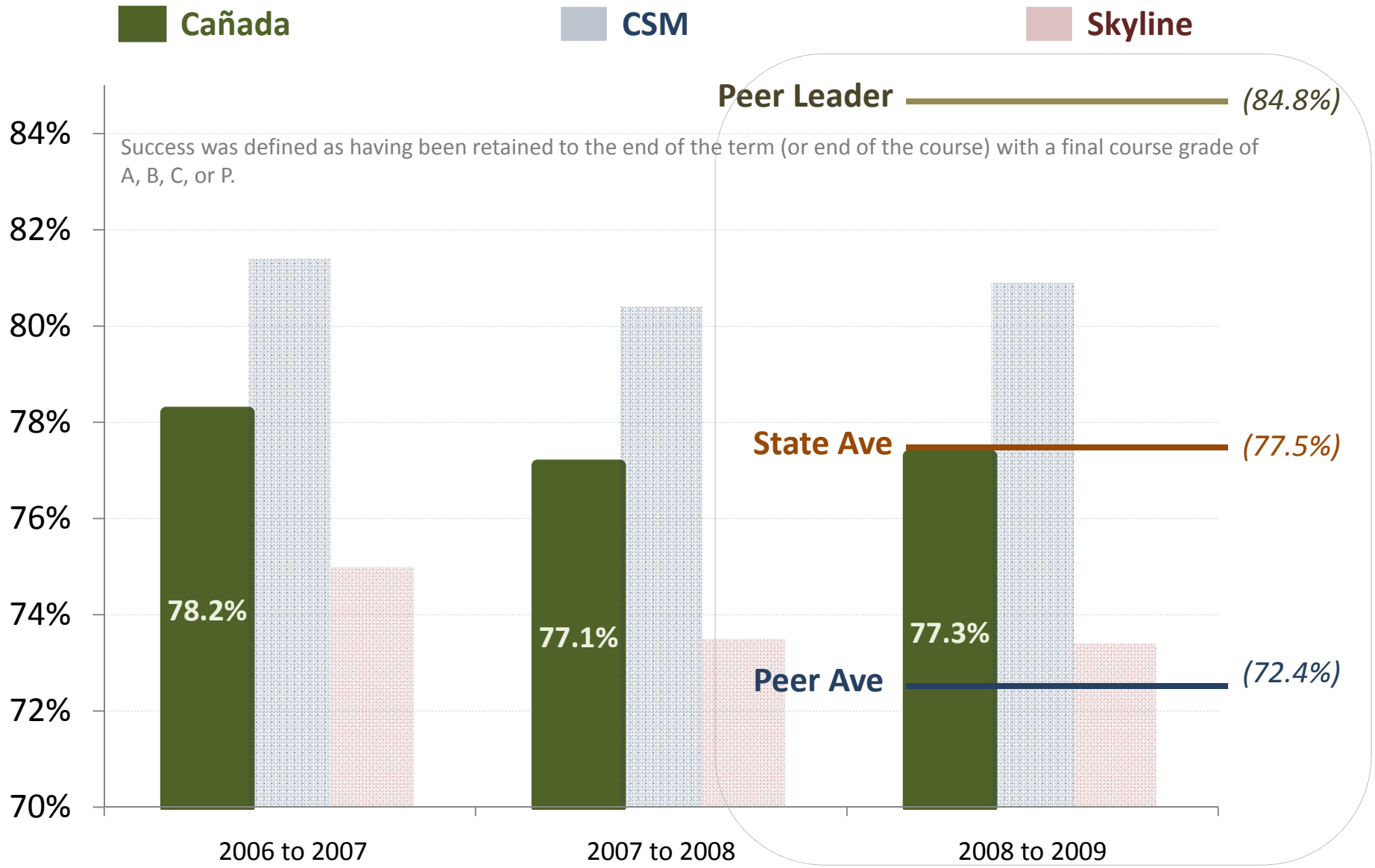
ARCC Table 1.2: Persistence Rate



Peer Group for Indicator : Canada; Canyons; De Anza; Diablo Valley; Evergreen Valley; Foothill; Gavilan; Irvine Valley; Las Positas; Marin; Mission; Moorpark; Ohlone; Saddleback; San Jose City, San Mateo, West Valley

ARCC Table 1.3: Annual Successful Course Completion Rates

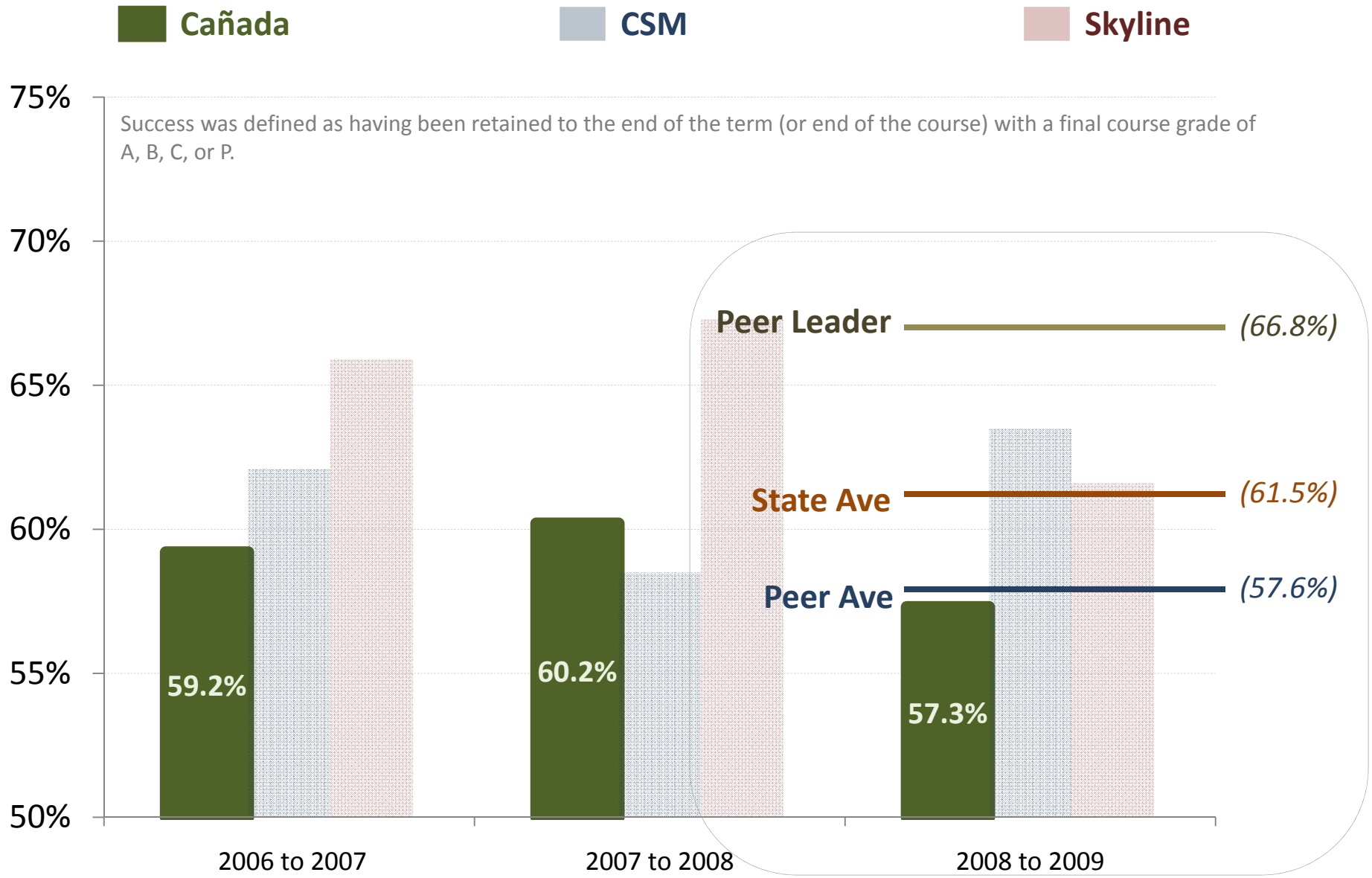
(Vocational Courses)



Peer Group for Indicator: Allan Hancock, Barstow, Berkeley City College, Canada, Cerro Coso, Coastline, Columbia, Contra Costa, Cuyamaca, Feather River, Gavilan, Irvine Valley, L.A. City, Lake Tahoe, Laney, Marin, Mendocino, Merced, Merritt, Mission, Monterey, Napa Valley, Saddleback, Santa Rosa, Southwest L.A., West L.A., West Valley

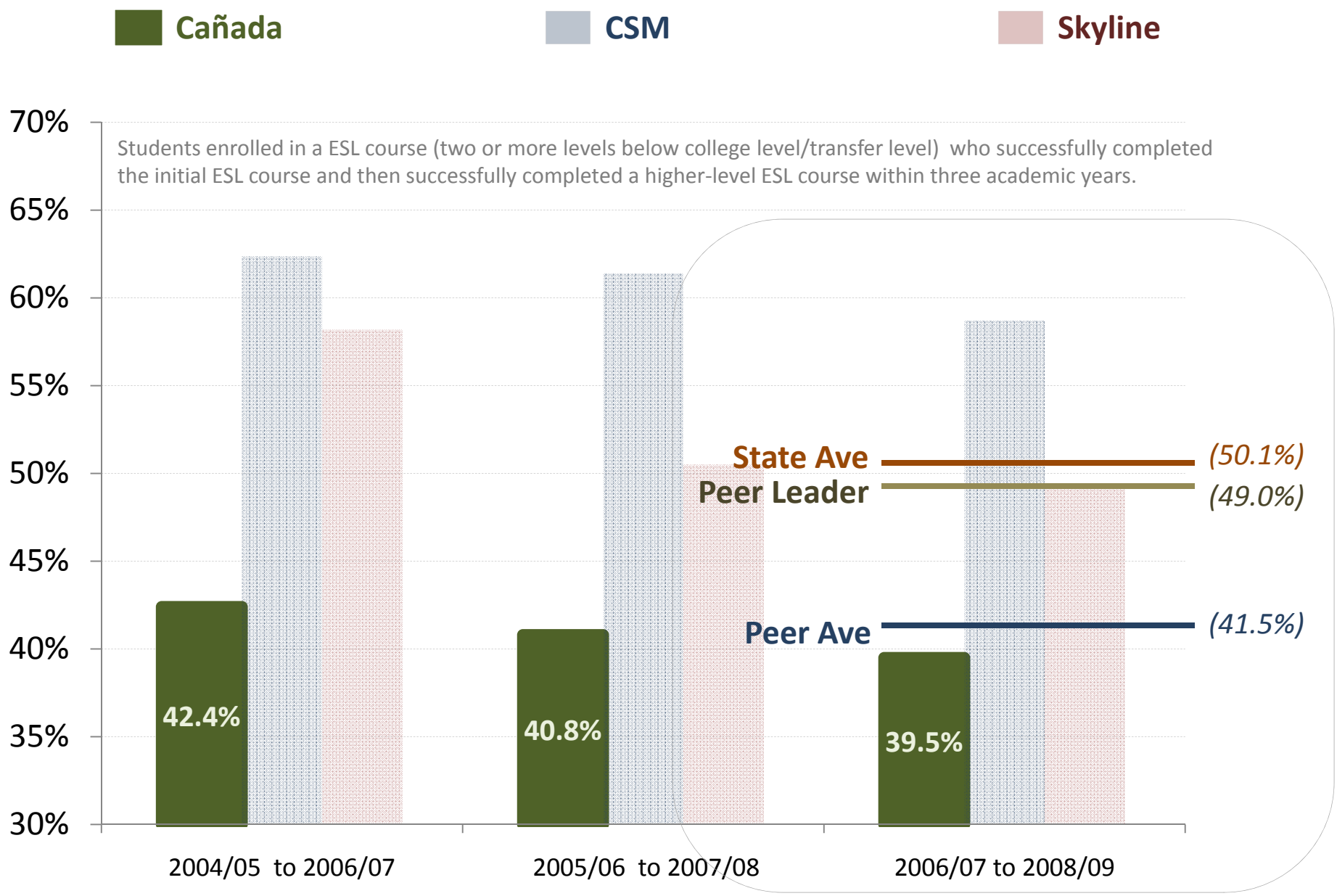
ARCC Table 1.4: Annual Successful Course Completion Rates

(Credit Basic Skills Courses)



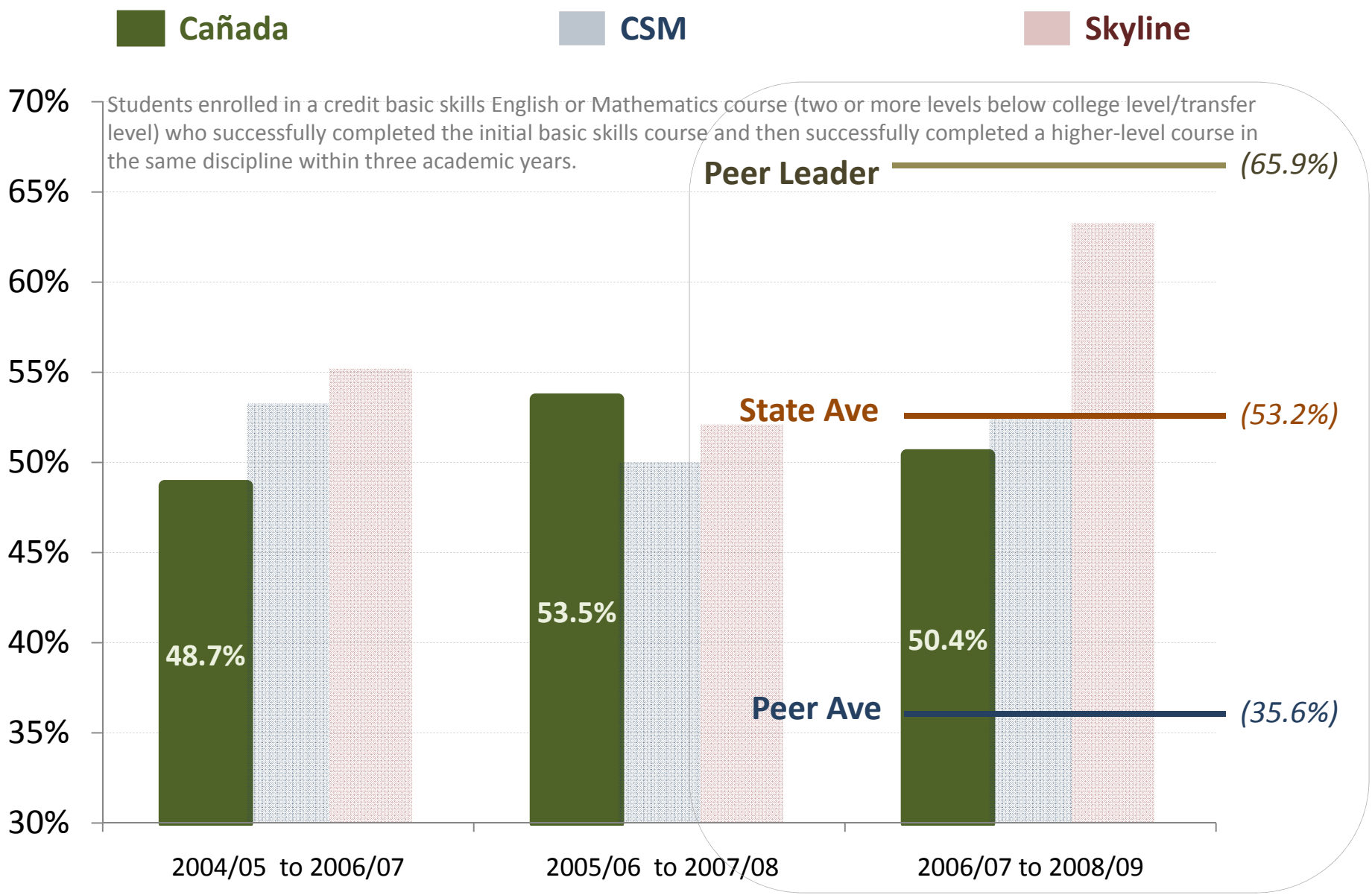
Peer Group for Indicator: Allan Hancock, Cabrillo, Canada, Chabot,C itrus, Coastline, Contra Costa, Cosumnes River,Cuesta, Cuyamaca, Cypress, Evergreen Valley, Gavilan, Golden West, Grossmont, Hartnell,Irvine Valley, La Positas, Los Medanos, Marin,Mira Costa, Mission, Monterey, Moorpark,Napa Valley, Ohlone, Oxnard, San Diego Miramar, San Jose City, San Mateo, Santiago Canyon, Shasta, Skyline, Solano, Ventura, West Valley

ARCC Table 1.5: Improvement Rates for ESL



Peer Group for Indicator: Canada, Cerro Coso, East L.A., Foothill, Hartnell, Irvine Valley, L.A. Trade-Tech, Marin, Mendocino, Mission, Monterey, Rio Hondo, San Mateo, Santa Rosa, Santiago Canyon, Skyline, West Valley

ARCC Table 1.5: Improvement Rates for Credit Basic Skills



Peer Group for Indicator: Allan Hancock, Barstow, Berkeley City College, Canada, Cerro Coso, Coastline, Columbia, Contra Costa, Cuyamaca, Feather River, Gavilan, Irvine Valley, Lake Tahoe, Laney, Lassen, Marin, Mendocino, Merritt, Mission, Monterey, Napa Valley, Palo Verde, Siskiyous, Taft, West Valley

Indicators connect the mission of the college and the results it produces with the needs of its stakeholders.

Internal Stakeholders

- Students
- Faculty
- Staff
- Administration
- District
- Board of Trustees

External Stakeholders

- Employers
- Prospective Students
- Student Alumni
- K-12 Schools
- Four Year Universities
- Prospective Employees
- Former Employees
- Local Residents
- Government Agencies
- Accreditation Agencies

Planning development tools we will be using

Feedback Instruments

- Mission, vision & values survey
- Comprehensive Student Services Survey
- Noel-Levitz Survey (Spring 2010)
- Student surveys & focus groups
- Employer surveys*
- Alumni surveys*
- Community Surveys*

Reference info

- Current Strategic Plan & Supporting Documents
- Educational Master Plan
- District Strategic Plan
- Accreditation Report
- ARCC Indicator Report
- IPEDS Data Report
- Research Office Output
- SMCCD Fact Book
- Program Review reports

Existing Planning Infrastructure

- CPC, IPC, SPC Budget
- Program Review
- SLOs
- Flex Days

Emerging Planning Infrastructure

- CIETL
- Learning Assessment Tools
- Annual Program Review *(Student Services)*
- TracDAT & CurricuNET

** Optional Elements*

What do we want to be?

Characteristics of High Performing Colleges

1. Courageous, shared leadership

- *Not an earnest series of add-on programs, but fundamental reorientation of basic skills education.*
- *Risk-taking is actively encourage by senior leadership.*
- *Faculty constantly testing the pedagogical merits of new practices.*
- *Successes are openly celebrated; failed experiments are cherished as powerful learning tools*

2. Fearless engagement with data & reflective practice

- *Faculty & staff routinely collect & review granular data from the classroom & service area*
- *Time specifically reserved for reflection and dialog on data is crucial*
- *Simple, meaningful metrics are as powerful as large research undertakings*
- *Faculty & staff display courage about the interpretation of research findings*

3. Structured, integrated strategies

- *No existing processes or structures are immune to rethinking*
- *Student goals are linked tightly to pathway models & pathway interventions*
- *Multiple access points to academic & student service support*

Source: RP Group: lessons for the Hewlett Leaders in Student Success Initiative

Let’s Get Busy