

A Planning Framework Proposal

for the

Cañada College
Community

Overview

- 1. The context & motivation**
- 2. The approach and philosophy**
- 3. The importance of program alignment**
- 4. Diagram of the proposed planning framework**
- 5. Process and Next Steps**

Context: why do we need a formal planning infrastructure?

In response to ACCJC recommendations the College has embarked on an aggressive planning mission.

- Developed a Strategic Planning Document to guide planning.
- Finalized and submitted an Educational Master Plan to situate our strategic planning within the broader educational mission of the college.
- Developed SLOs for nearly two-thirds (and counting) of our courses to monitor and enhance student learning.
- Established an Office of Planning, Research & Student Success to help guide and inform decision making.

With the introduction of these new planning assets we need to consider what infrastructure is needed to facilitate effective & informed planning.

Function: what's the role and function of the planning model?

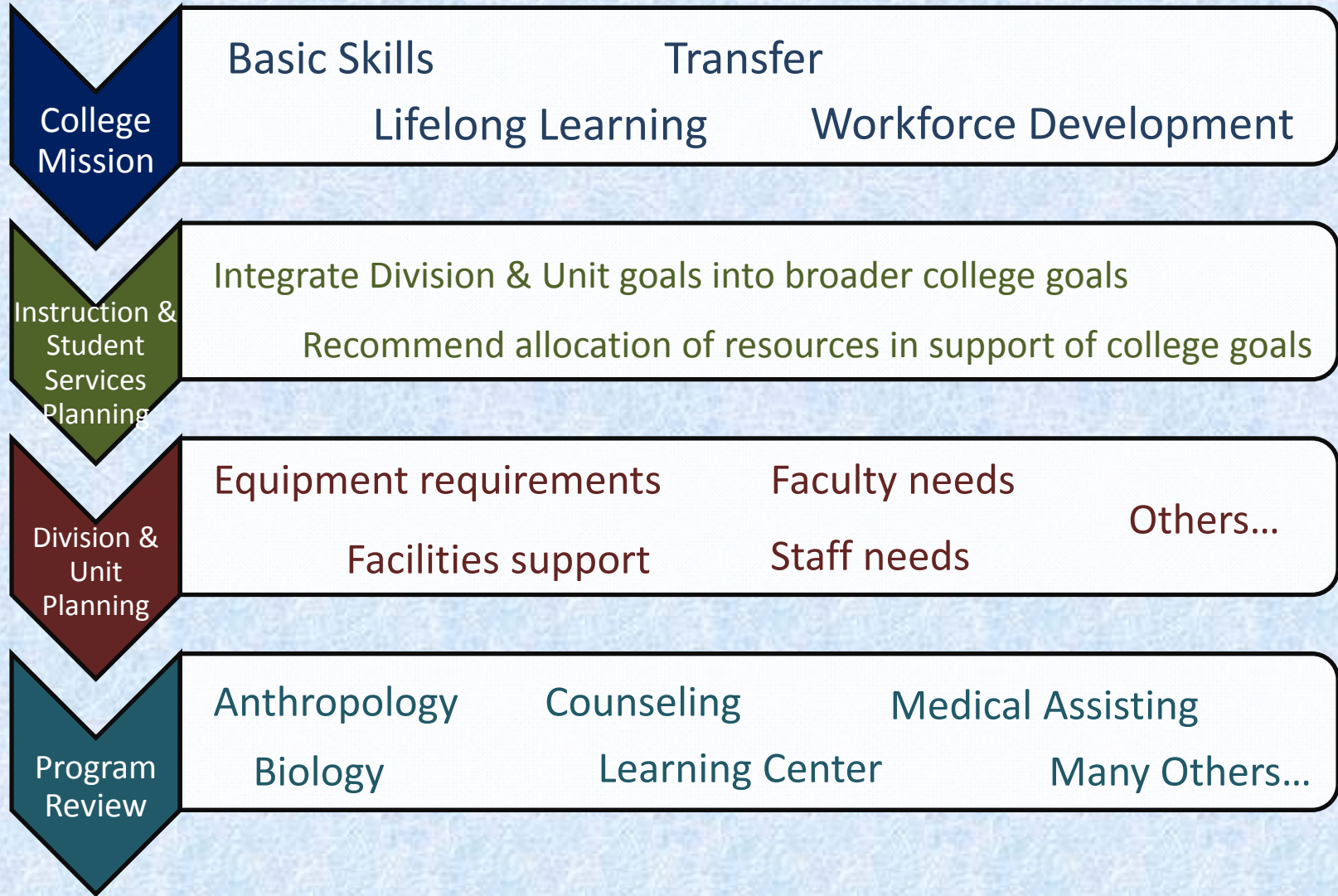
- Provides ***direction*** for the college over the next 10 – 20 years.
- Borrows from best practices elsewhere but accommodates & honors the ***unique culture & history*** of Cañada College.
- Establishes an infrastructure to support & encourage strong cross-functional ***collaboration***.
- Provides a mechanism for ***continuous review*** and a process to promote excellence in education & service.
- ***Aligns*** the college's strategic objectives with financial & human resources.
- Explicitly ***links*** initiatives & programs to college goals.

Philosophy: what are the tenets of a good planning framework?

- Builds **group ownership** of our future across all ranks of the college.
- Not only honors but reinforces the spirit and intention of **shared governance**.
- Provides an opportunity for all voices to have **meaningful input** into college planning.
- Minimizes planning mishaps & oversights by **providing structure** to help formalize informal processes.
- Embraces **big picture planning** and discourages the practice of divisive zero sum politics.
- Demonstrates a deliberate & thoughtful response to our **accreditation mandate**.

A Planning Framework helps us situate our programs and initiatives within the broader college landscape.

Illustrative



All of which must scale down to a detailed level and be embedded in a system of robust assessment



Cañada Values

- Creating an inclusive environment for teaching and learning by honoring, respecting, and embracing diversity within our College and surrounding community.
- Providing a personal, caring atmosphere.
- Promoting student access, success, self-efficacy, and passion for learning.
- Demanding and insuring excellence in teaching and supporting our students.
- Encouraging a passion for life-long learning.
- Practicing the inclusion of shared governance processes in all appropriate aspects of College life.
- Incorporating ethical approaches into all aspects of the educational process.
- Striving to be an innovative college by responding to the changing needs of students, community, and industry.

Mission

To ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality instruction in general, transfer, career, & basic skills education that foster personal development & academic success.

Strategic Goals*

	1. Institutionalize Evidence-based Decision making	2. Build Responsive programs	3. Quickly Adapt to Environmental Trends	4. Improve Basic Skills Success, Persistence & Retention	5. Improve Student Success in Transfer Programs	Goals 6 – 11 Continued on next page
Programs & Initiatives†	<ul style="list-style-type: none"> • Develop an Educational Master Plan to inform strategic planning activities. • Develop and establish a formal college planning infrastructure. • Complete the development of all course, program & institutional level SLOs 	<ul style="list-style-type: none"> • Establish a formal communication infrastructure to solicit feedback from the local community to guide college program planning & Marketing. • Develop partnership infrastructure with the Employ Dev Dept & the local WIB. • Develop a bilingual college brochure articulating career pathways. 	<ul style="list-style-type: none"> • Routinely monitor and track the prevailing demographic and economic trends effecting the SMCC District & Cañada Service Area. • Develop appropriate recruitment strategies to position the college to meet emerging population trends. 	<ul style="list-style-type: none"> • Create a Basic Skills Task Force to focus on approaches to improve student performance in basic skills courses. • Develop approaches to improving the transition of basic skills students into transfer programs. • Develop program to increase persistence among BS students. 	<ul style="list-style-type: none"> • Increase the visibility and awareness of the college's transfer program successes to local area high schools. • Streamline course scheduling to facilitate enrollment patterns for timely transfer. • Improve student support on transfer follow through. 	<p>→</p>
Progress Indicators‡	<ul style="list-style-type: none"> • <i>Formal adoption & dissemination of the College's Educational Master Plan.</i> • <i>Documentation and establishment of a formal college planning infrastructure, identifying all planning processes, assessment cycles and roles & functions of all governance bodies.</i> • <i>Documentation of all SLOs and a mechanism for routine & ongoing SLO assessment.</i> 	<ul style="list-style-type: none"> • <i>% gap between college enrollment growth by discipline against population and employment growth in associated local industries.</i> • <i>% growth in enrollment of underserved populations.</i> • <i>Placement rate of graduates into area companies & institutions.</i> • <i>others</i> 	<ul style="list-style-type: none"> • <i>Formal incorporation of information on local demographic and economic trends into the college's program planning process.</i> • <i>Capture rate from district area high schools.</i> • <i>Enrollment growth among off-campus & on-line courses.</i> • <i>Student participation rate in clubs & activities.</i> • <i>others</i> 	<ul style="list-style-type: none"> • <i>Retention, persistence, success rates in Basic skills programs</i> • <i>% of students completing basic skills sequences</i> • <i>% basic skills students that receive degrees, certificates, or transfer.</i> • <i>% of students placed into a course but which never enroll.</i> • <i>others</i> 	<ul style="list-style-type: none"> • <i>% of incoming students choosing transfer as their primary educational goal.</i> • <i>% of enrolled student moving from non-transfer to transfer programs.</i> • <i>Student transfer rates to various local and state universities.</i> • <i>% of students with transfer acceptances that actually enroll in the target institution.</i> • <i>others</i> 	

Programs & Initiatives†

Progress Indicators‡

* Strategic Goals as adopted in the Educational Master Plan
 † List is only a sample of proposed programs & initiatives.
 ‡ A sample of potential indicators.

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Strategic Goals*

6. Strengthen Workforce Programs	7. Increase Revenue Through New Sources	8. Build Substantive Collaborations with External Partners	9. Expand Student Involvement in Civic Engagement	10. Expand Faculty & Staff Development Opportunities	11. Improve Certificate & Degree Programs
<ul style="list-style-type: none"> • Establish substantive relationships with area Chambers of Commerce, City & County Govt. • Improve the flexibility of programs to meet emerging skill needs of industry. • Increase Faculty-to-faculty outreach to local high schools. 	<ul style="list-style-type: none"> • Develop grant funding to support a broader range of activities. • Expand the Teacher Efficacy Program. • Seek new revenue sources to underwrite faculty research. • Expand sabbatical and fellowship opportunities for faculty & staff. 	<ul style="list-style-type: none"> • Develop an advisory committee to assess community & industry need & potential for partnerships. • Evaluate existing PreK-16 partnerships and determine approaches for program improvement. • Build programs to address issues related to student preparedness 	<ul style="list-style-type: none"> • Develop programs to increase student-faculty interaction outside the classroom. • Provide support for student clubs & activities. • Create a Service Learning program. • Develop forums to support open dialog among faculty, students & staff regarding important contemporary issues. 	<ul style="list-style-type: none"> • Develop new funding streams to support faculty & staff professional development. • Develop new programs around Flex Day activities focusing on teaching & learning. • Expand faculty & staff involvement in professional conferences and venues for sharing & vetting ideas on teaching & pedagogy. 	<ul style="list-style-type: none"> • Create a job placement service function. • Develop support structures to improve the movement of student in basic skills into transfer and degree programs. • Expand internship activities with local industry. • Formalize the mapping of career pathways.
<ul style="list-style-type: none"> • # & % of students & graduates employed by area companies and institutions. • # of new or modified certificate & degree programs offered in an academic year. • Enrollment in new & modified programs. • establishment of an industry/community advisory board to guide programming. • others 	<ul style="list-style-type: none"> • Volume & success rate of grant proposals submitted to various federal, state and local granting agencies. • # and \$ amount of grants received per academic year. • # and % of faculty enrolled in the Teacher Efficacy Program. • # & % of faculty engaging in sabbatical or fellowship related activities per academic year. • others 	<ul style="list-style-type: none"> • # of new partnerships developed per academic year. • \$ value of financial and in-kind support provided by external partners. • Formal establishment of a Cañada industry advisory board. • # and % of new students placing into basic skills courses. • Success rates of students in the middle college program. • others 	<ul style="list-style-type: none"> • \$ value of financial and in-kind support to underwrite student activities. • # & % of students enrolled in Service Learning &/or Civic Engagement programs. • # of students, faculty & staff attending events, programs and forums focused on building greater dialog with students. • others 	<ul style="list-style-type: none"> • \$ dollars designated and spent on professional development activities per academic year. • Faculty & staff attendance at professional development seminars and conferences. • Faculty & staff attendance and degree of involvement at Flex Day activities . • others 	<ul style="list-style-type: none"> • Formal establishment of a job placement service function. • # & % of students enrolled in internship programs. • Development of print material on career pathways to improve students awareness and involvement in career focused learning. • others

Programs & Initiatives†

Progress Indicators‡

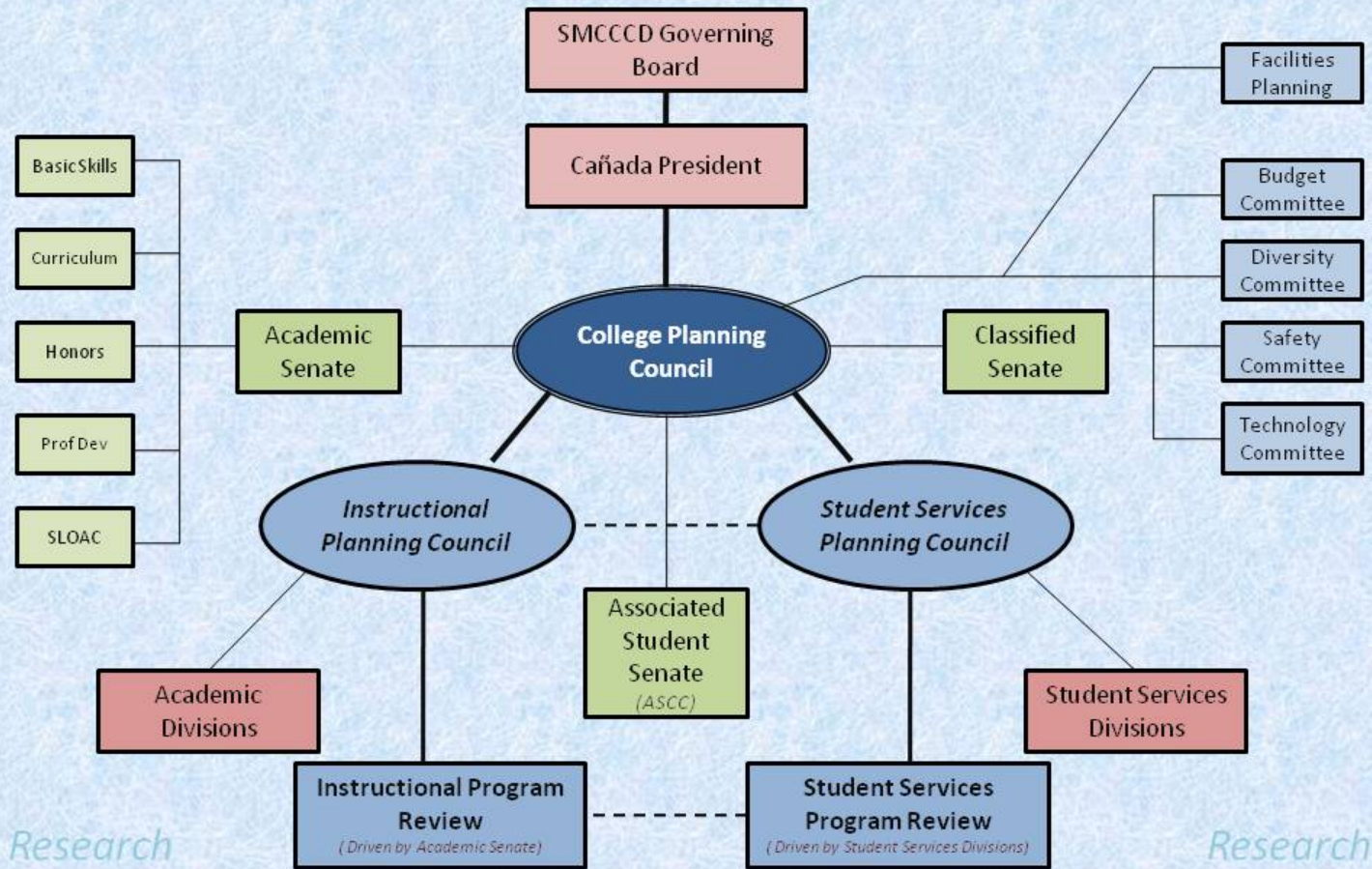
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The proposed model

Cañada College **Draft** Planning Framework

Research

Research



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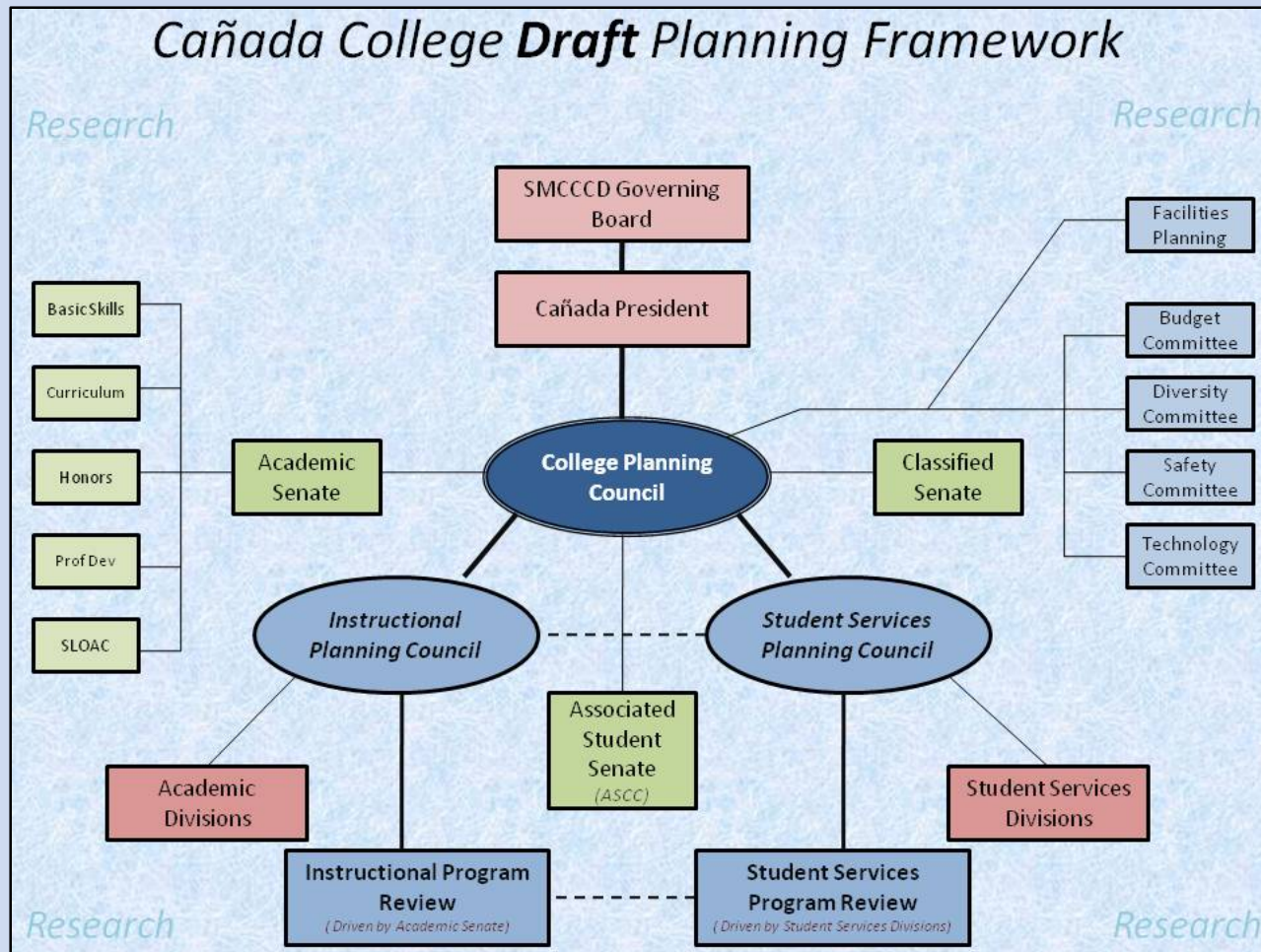
Blue shaded figures represent the core planning and planning support bodies

Green shaded figures are the constituency-based planning bodies defined by our shared-governance principals.

Pink shaded figures are the institutionally-defined structures that formally support planning

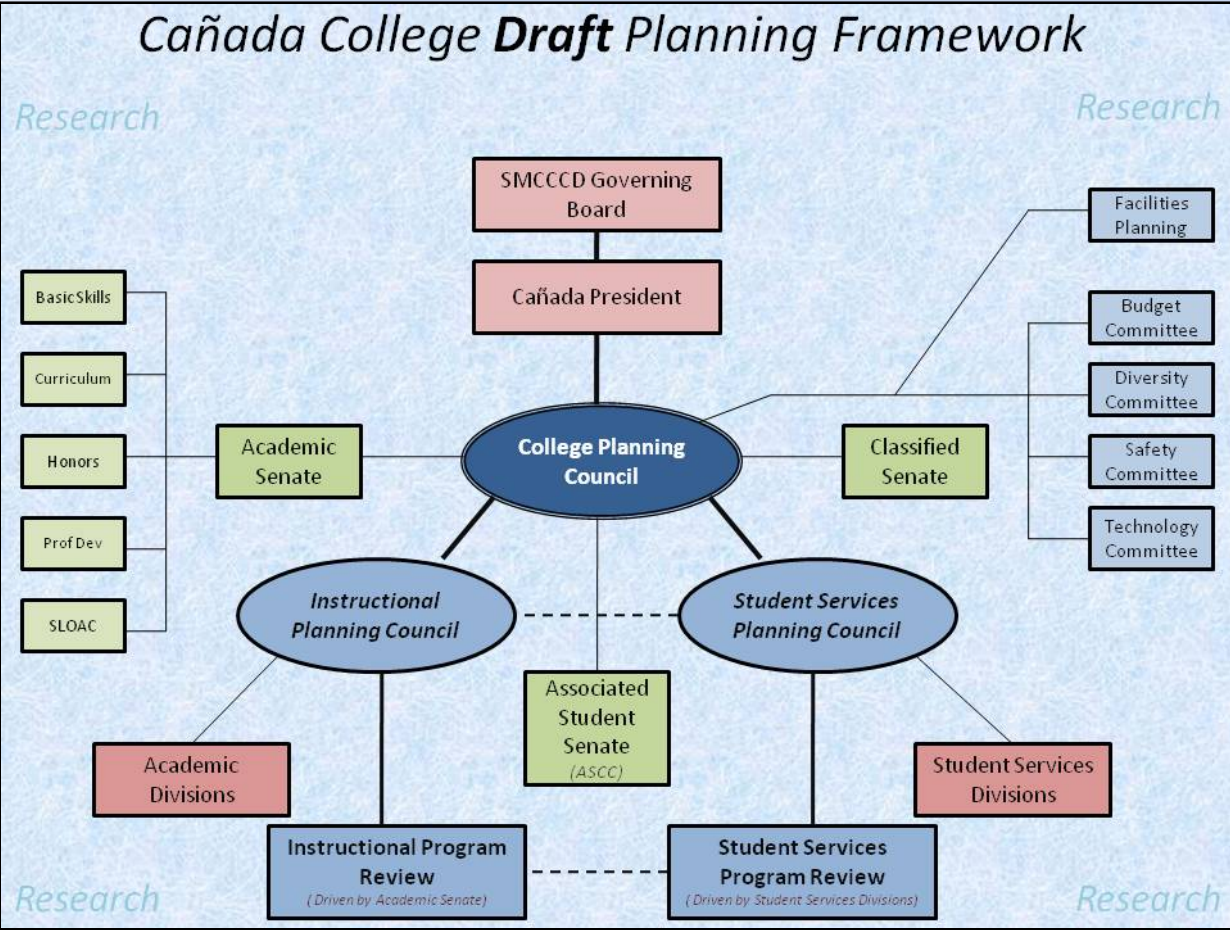
Note that College Planning Council (CPC) meetings are open forums and include representation from each of the college's major constituencies (faculty, Staff & Students). The IPC & SSPC are the primary operational arms of the CPC as get their direction from the IPC.

The planning framework is not an organizational chart or reporting diagram. It is a tool to convey formal flows of information and advisory content intended to shape & guide institutional planning.



The model is founded on program review and informed by research throughout.

The framework is a roadmap for helping faculty, staff & students determine how and where planning ideas are introduced to the college community.



The composition and leadership defined by these bodies are the driving force of planning.

Implicitly the model distinguishes programs & initiatives from activities. This structure informs the allocation & prioritization of resources to college programs and strategic initiatives. Planning related to small scale activities operate outside this framework.

Next Steps: An Open Source Review Process

1. Vet the proposal to the Educational Master Plan Steering Committee (EMPSC) – **Completed September 2008.**
2. Incorporate any recommended revisions from EMPSC and present proposal to College Council – **Completed October 2008.**
3. Allow College Council to define a vetting and review process for the proposal.
4. College Council will submit its recommendations to each of the three Senate bodies (Classified, Academic, Student).
5. Admin to provide support to the council & senates to aid in the dissemination & review process (as requested).
6. College Council finalizes & formally adopts the resulting framework.

- Thoughts?
- Comments?
- Feedback?

Thank You