

# BUILDING AN INTEGRATED PLANNING INFRASTRUCTURE

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# Reasons To Plan

*The role of a planner is to create a logical, and systematic decision-making process that results in the right actions.*

- ❑ Keeps the institution moving in the direction of its intended vision, mission and goals.
- ❑ Provides opportunities for multiple constituency groups to continually assess and revise the college's performance and priorities.
- ❑ Helps to manage (restricted) resources and improve operational efficiencies.
- ❑ Builds a common purpose, a unified culture, and a coherent vision.

# Reasons Not To Plan

*By failing to plan, you plan to fail.*

- ❑ Lack of planning skills and knowledge.
- ❑ No time or human resources to plan.
- ❑ Too many plans to plan.
- ❑ Little motivation to plan because plans aren't implemented.
- ❑ No planning group or experts to lead the planning effort.

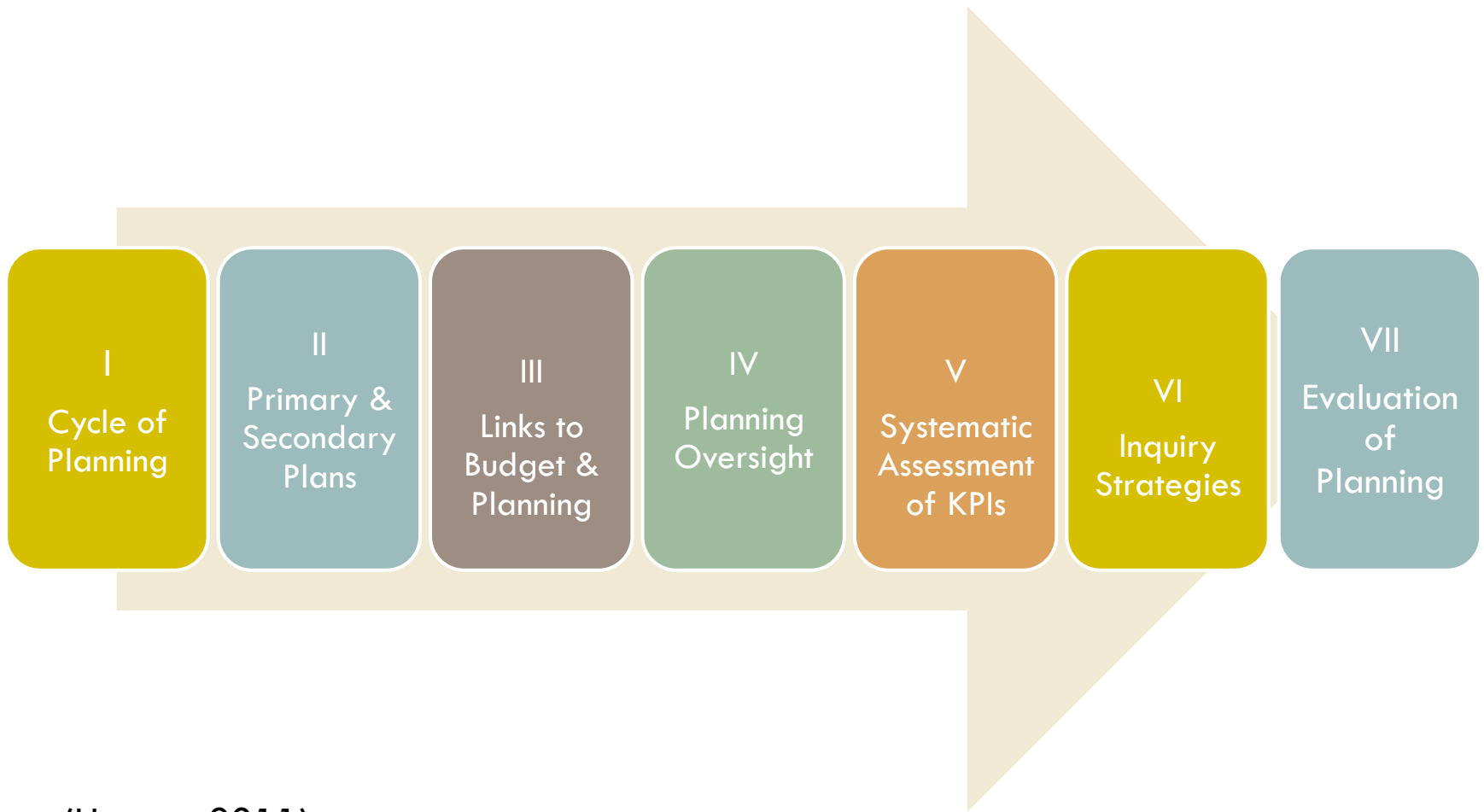
# Planning Principles

- **Transparent** – All stakeholder groups affected by the plan understand the planning, and decision-making processes, as well as the planned actions, and expected outcomes.
- **Integrated** – Budget decisions are linked to planned actions. Short-term goals and actions support long-term goals and actions.
- **Inclusive** – All stakeholder groups who are affected by the plan, have ample opportunity to participate in creating the plan.
- **Cyclical** – Each step and action in the planning process is measured, and evaluated, then next steps are planned.

# Framework for Planning

- **Vision/Mission/Values** – A description of the desired future, the purpose for being, and guiding principles
- **Decision-making Structure** – A defined process used for decision-making
- **Goals** – A general desirable condition to be achieved
  - ▣ **Objectives** – Specific, potentially quantifiable ways to achieve goal
- **Action Plans** – A set of initiatives, strategies, or broad actions used to achieve objectives along with specific key action steps, a timeframe, identified resources and assigned areas of responsibility for accomplishing the actions
- **Performance Measurement System** – A system for measuring progress toward goals
  - ▣ **Performance Indicators** – A description of desired performance (e.g., Access, Success)
  - ▣ **Performance Measures** – Concrete measure of progress toward goals or objectives
  - ▣ **Benchmarks** – Performance outcomes to be achieved or required standards to be met
- **Evaluation** – An systematic way in which to evaluate the effectiveness of the planning processes

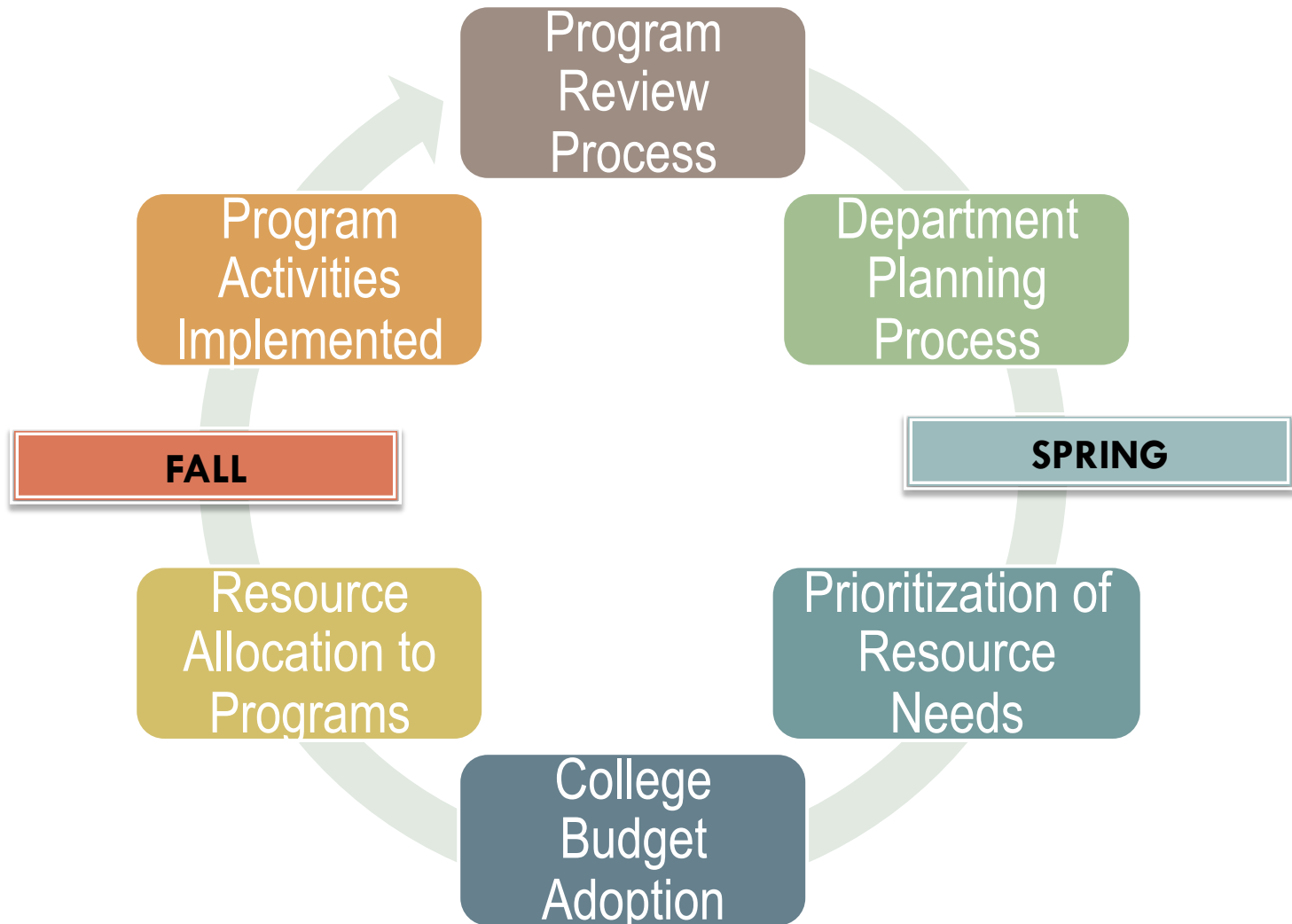
# Integrated Planning Components



(Hasson, 2011)

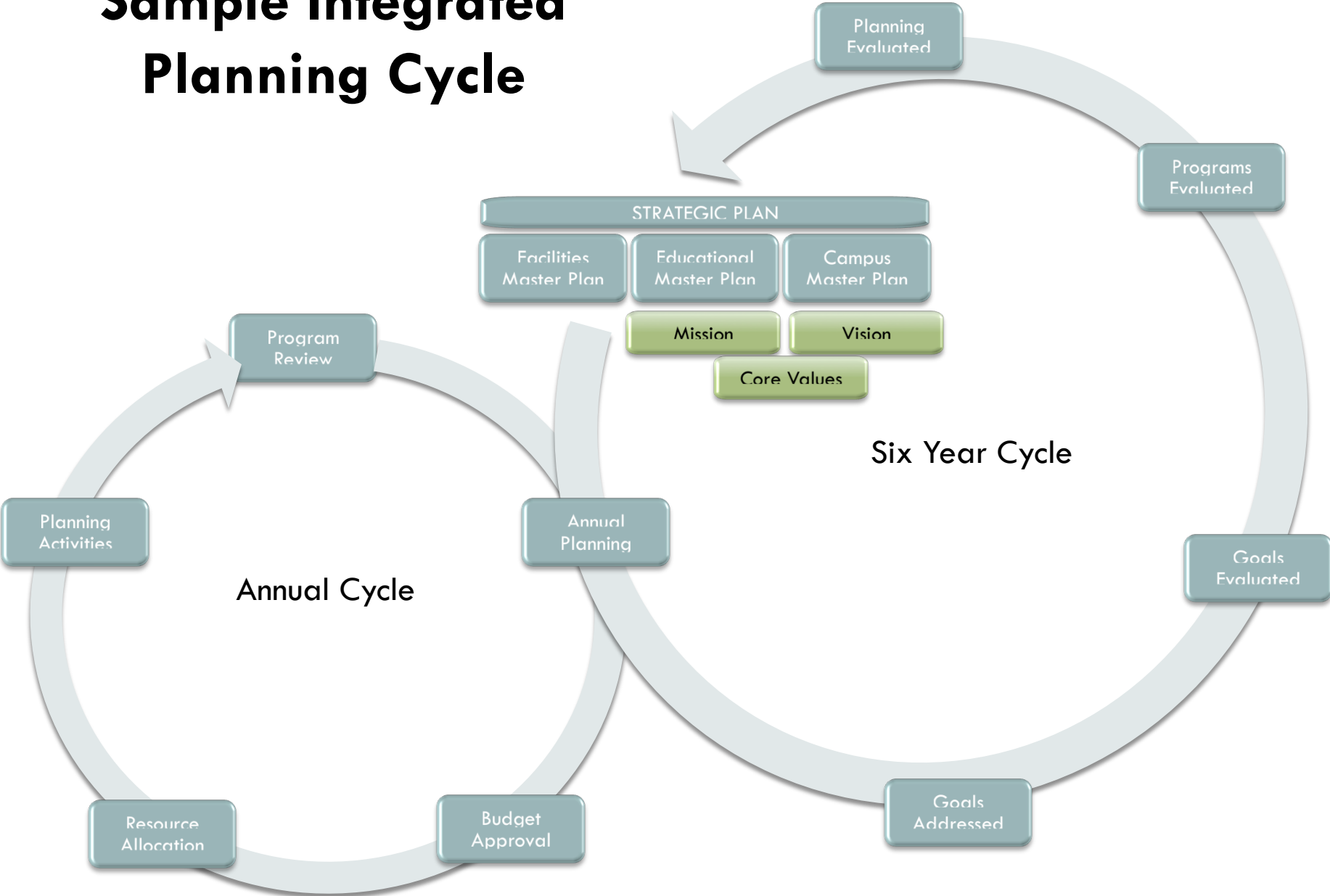
# I. Cycle of Planning

# Sample Annual Planning Cycle

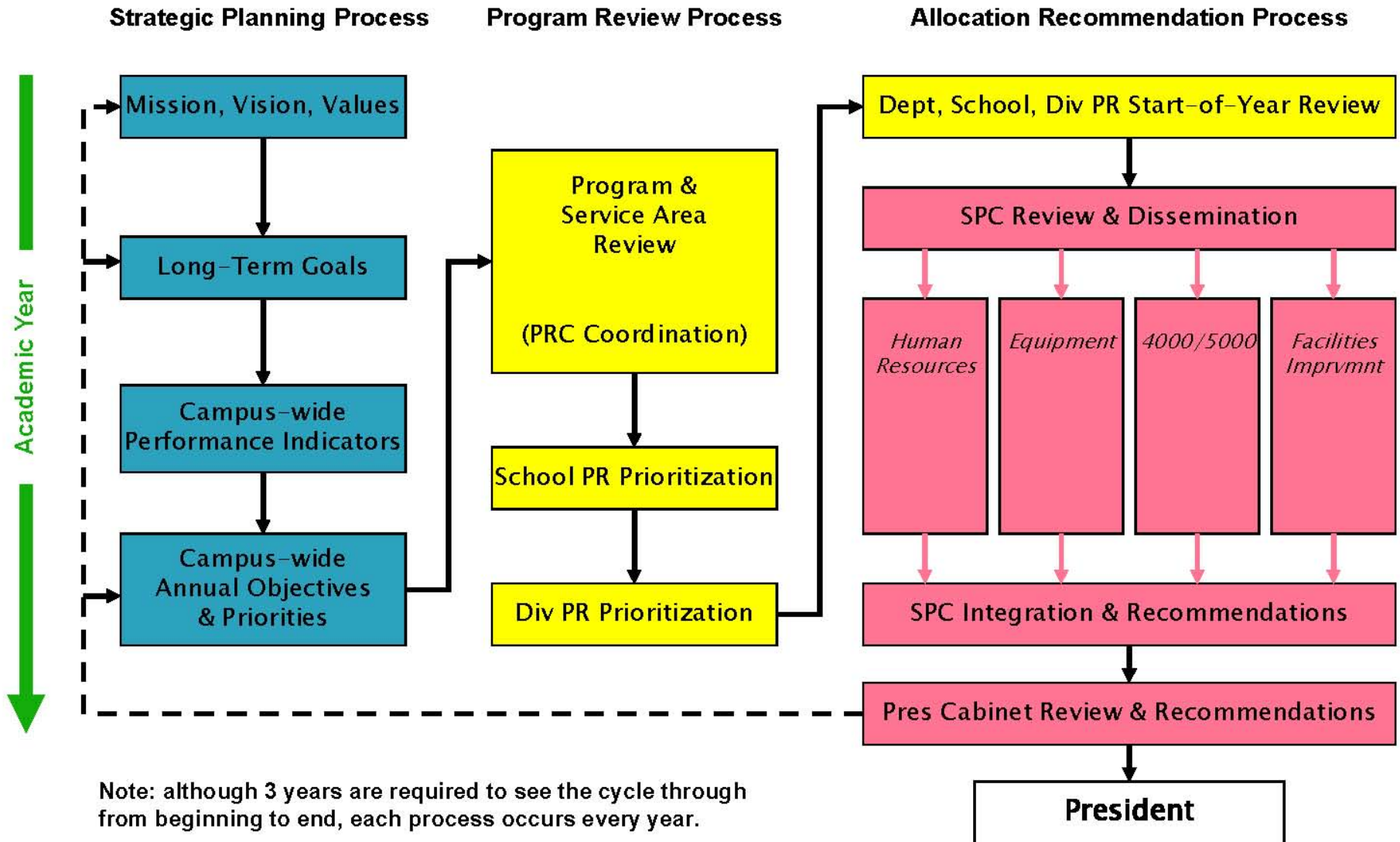




# Sample Integrated Planning Cycle



# Sample Integrated Planning



## II. Primary & Secondary Plans

# Types of Planning

## Primary & Long-range

- Education Master Plan
- Facilities Master Plan
- Strategic Plan

## Secondary & Short-term

- Program Plans
- Unit Action Plans
- Marketing Plan
- Staffing Plan
- Technology Plan
- Equity Plan
- SSSP Plan

# Sample Unit Action Plan Template

**COLLEGE GOAL 1: The College will make learner success its core focus.**

**College Initiative 1.A. The College will establish clear pathways and course sequencing from Basic Skills to CTE, STEM majors, AA/AS, and transfer.**

**Unit: *Math and Sciences Division***

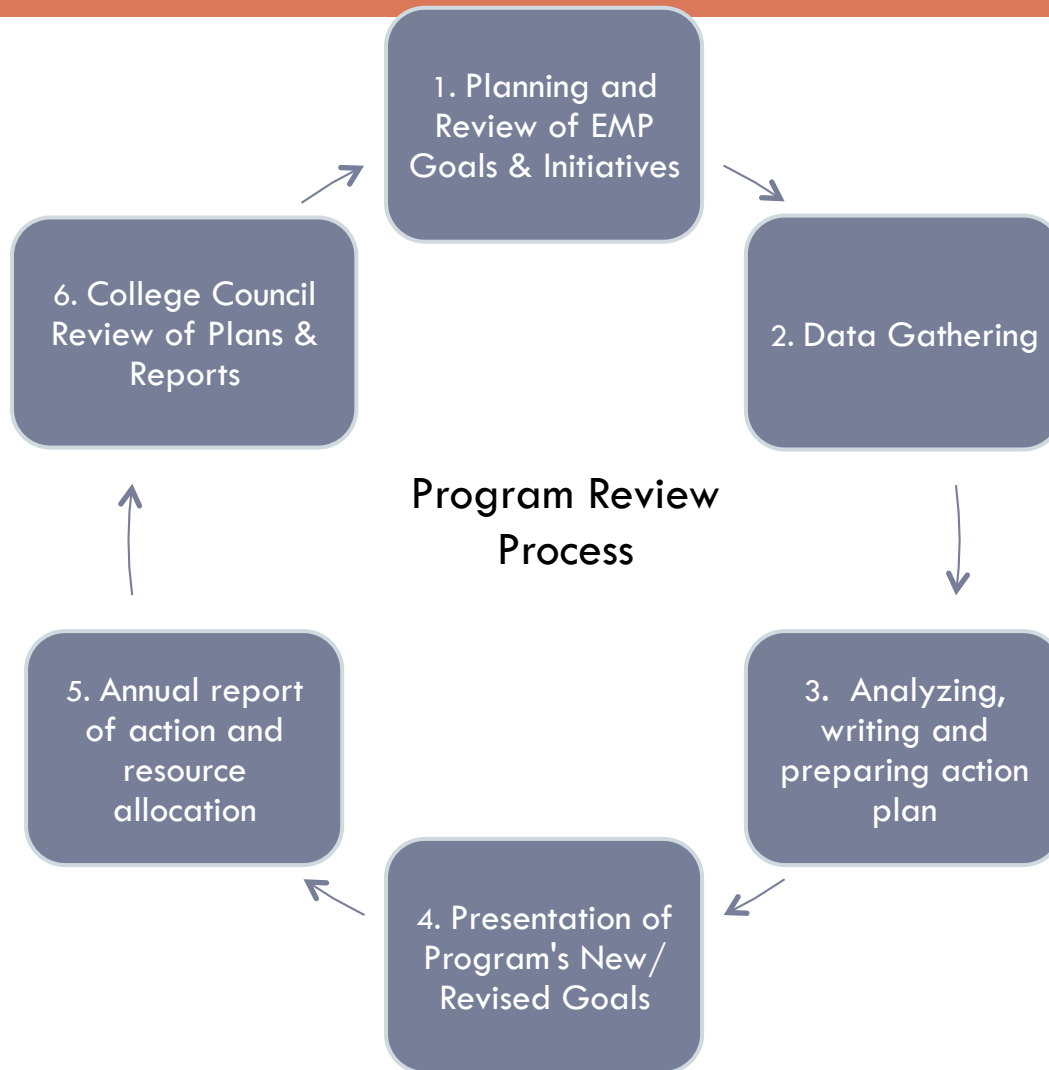
Unit Objectives	Key Action Step	Measurement and Criteria	Timeline	Resources Needed
Improve subsequent success rates in college and transfer level courses by 1% annually.	Implement a math and CTE Learning Community.	1) Subsequent success rates over five years 2) Subsequent success rates of math/CTE Learning Community	2011-2015	IR Office

## III. Links to Budget and Planning

# Sample Linking Strategies

1. The collegewide goals and initiatives are provided to all programs and departments to link their plans.
2. Program Review addresses the need in relation to the collegewide goals and initiatives.
3. The planning group is informed by all collegewide plans, including program review outcomes.
4. The cycle or schedule of planning is coordinated with that of the budget planning cycle.
5. The budget prioritization is based on criteria that is linked to the collegewide mission and goals.

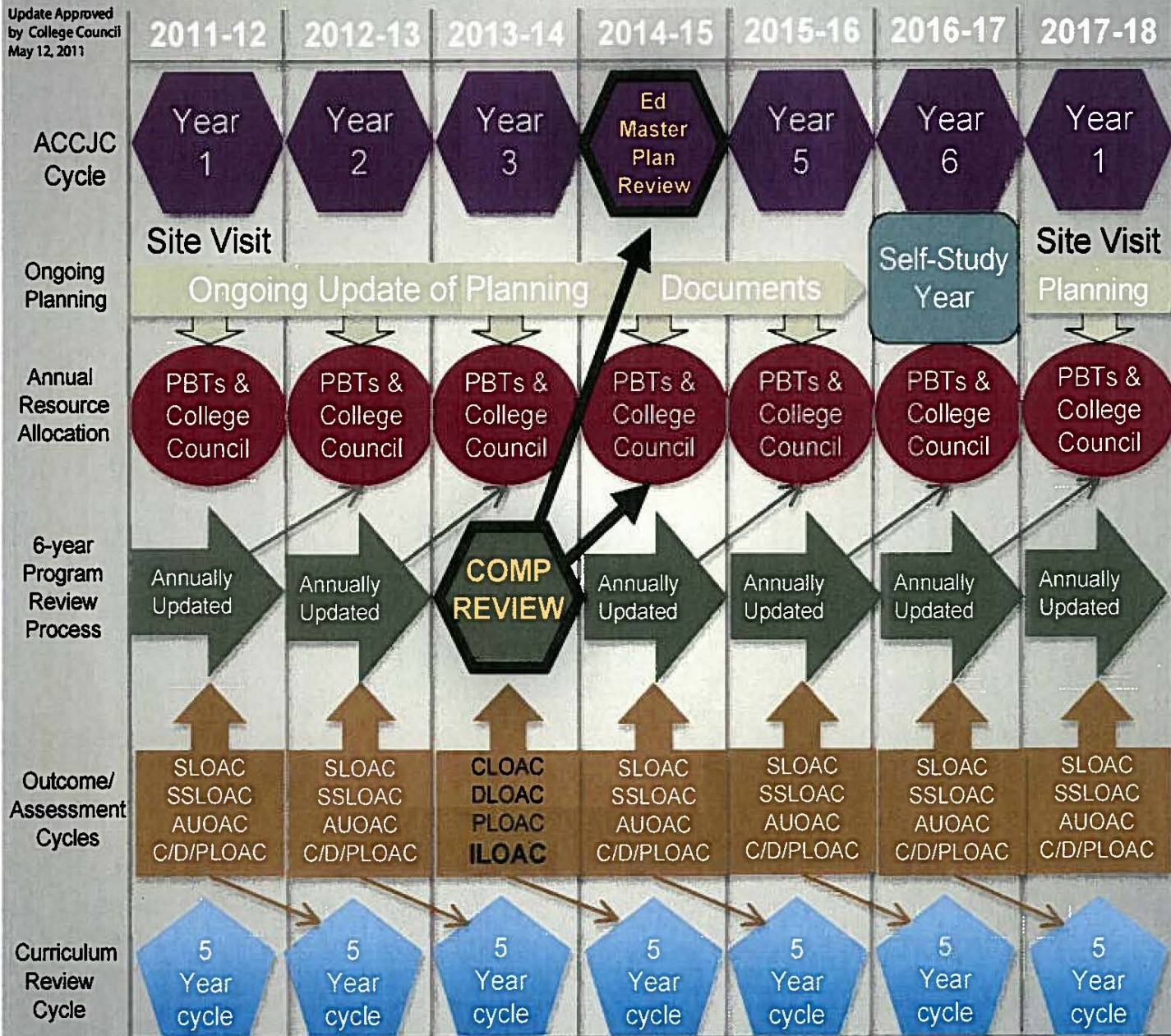
# Links Through Planning Process





# De Anza College Six-Year Planning and Assessment Cycle

Update Approved  
by College Council  
May 12, 2011



# SDCCD Strategic Planning Process





## Skyline College Budget and Planning Calendar

<b>STRATEGIC PLANNING YEAR-2005/06</b>													
Activity	Responsible	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
1 Submit Program Review Reports	Curric Cmt												
2 Submit FTEF Priority Recommendations	CBC												
3 Develop Initial Budget Estimates	CBC												
4 Submit Draft 3-Year Work Plan	Units												
5 Submit Annual Budget Requests	Units												
6 Review Annual Budget Requests	President												
7 Submit Annual Budget to District	CBC												
8 Review Draft 3-Year Workplans	IPC												
9 Submit 05/06 Year End Work Plan Report	Units												
10 Review Year End Work Plan Report	IPC & CC												
<b>IMPLEMENTATION YEAR ONE-2006/07</b>													
Activity	Responsible	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
11 Renew Vision, Mission, Values, Goals	IPC & CC												
12 Submit and Review Changes to 3-Year Work Plan	Units												
13 Submit Program Review Reports	Curric Cmt												
14 Prioritize Goals and Strategies for Next Academic Year	CC												
15 Submit FTEF Priority Recommendations	CBC												
16 Develop Initial Budget Estimates	CBC												
17 Submit Annual Budget Requests	Units												
18 Review Annual Budget Requests	President												
19 Submit Annual Budget to District	CBC												
20 Submit Year End Work Plan Report	Units												
21 Review Year End Work Plan Report	IPC & CC												
<b>IMPLEMENTATION YEAR TWO AND THREE-2007/08-2008/09</b>													
Activity	Responsible	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
22 Submit and Review Changes to 3-Year Work Plan	Units												
23 Submit Program Review Reports	Curric Cmt												
24 Prioritize Goals and Strategies for Next Academic Year	CC												
25 Develop Initial Budget Estimates	CBC												
26 Submit FTEF Priority Recommendations	CBC												
27 Submit Annual Budget Requests	Units												
28 Review Annual Budget Requests	President												
29 Submit Annual Budget to District	CBC												
30 Submit Year End Work Plan Report	Units												
31 Review Year End Work Plan Report	IPC & CC												

CBC: College Budget Committee, CC: College Council, Curric Cmt: Curriculum Committee, IPC: Institutional Planning Committee

# Budget Prioritization Rubric

Criteria	Meets or Exceeds Criteria	Somewhat Meets Criteria	Does Not Meet Criteria
<b>1. Supports the college vision, mission, values, goals and strategies.</b>			
<b>2. Is linked to a unit or department plan and/or college-wide plan.</b>			
3. Supports institutional effectiveness (i.e., student success and retention, quality of programs and services and student satisfaction).			
4. Is focused on student learning.			
5. Has potential to improve efficiency.			
6. Has the potential to have a positive impact on enrollment.			
<b>Total</b>			
Recommendation: <input type="checkbox"/> Fund this year <input type="checkbox"/> Fund next year <input type="checkbox"/> Do not fund Comments:			

## IV. Planning Oversight

# Planning Oversight



- Planning Committee
- Planning Experts
- President's Council
- Research Agenda
- Archival System for Plans
- Processes & Procedures

## V. Systematic Assessment of KPIs

# Indicators and Measures

## Access

- Enrollment trends by demographic
- Persistence rates by demographic
- Services for learning challenged students

## Success

- Successful course completion rates
- Transfer rates
- Basic skills improvement rates

## Productivity

- FTES by FTEF
- Fill rates
- Load ratios

## Growth

- Number of professional development opportunities
- Amount of grants procured



# Sample Measurement System

Goal 1: Student success will be the college's primary focus.

## Key Performance Indicator: **ACCESS**

Measures	Outcomes	Benchmarks
Ratio of hybrid and pure online course offerings	75/25	60/40
Number of articulation agreements with HS	25	30

## Key Performance Indicator: **SUCCESS**

Measures	Outcomes	Benchmark
Overall Successful Course Completion Rate	65%	75%
Basic Skills Successful Course Completion Rate	70%	77%
Overall Retention Rate	85%	84%
Basic Skills Retention Rate	60%	65%
Transfer Rate	36%	35%
Transfer Volume	850	800

College Facts & Trends					College Standard
2009-10	2010-11	2011-12	3 Yr Avg	State Average	
321	266	365	317	--	310
150	239	307	232	--	261
238	195	228	220	--	194
12.5%	11.3%	8.3%	10.7%	13.9%	7%
65.1%	64.6%	64.9%	64.9%	62.8%	55%
66.5%	58.5%	59.9%	61.6%	59.0%	51%
81.0%	79.0%	80.0%	80.0%	70.4%	68%
59.6%	56.3%	54.6%	56.8%	54.0%	46%

53.1%	47.7%	44.4%	48.4%	71.3%	38%
86.6%	82.3%	83.2%	84.0%	84.8%	71%
89.9%	87.2%	90.9%	89.3%	85.1%	77%
8.0%	11.0%	11.0%	10.0%	--	8.2%
23.0%	21.0%	17.0%	20.3%	--	14%
14.9%	18.4%	7.8%	13.7%	--	7%
53.4%	51.2%	48.3%	51.0%	--	41%

39	39	39	39	--	33
---	---	40.0%	--	--	34%

---	---	125	--	--	106
---	---	55	--	--	47
\$600K	\$700K	\$800K	\$700K	--	\$500K

---	---	75.0%	--	--	64%
---	---	80	--	--	68
---	---	90.0%	--	100%	77%
---	---	75.0%	--	--	64%

2012-13 <b>GOAL</b>	College SCORECARD Measures <i>Key Performance Indicators</i>	2012-13 Outcome %	Not Met	Partially Met	Fully Met	
<b>STUDENT SUCCESS</b>			Performance	<80%	80%-99%	100%+
<b>372</b>	Number of AA/AS Awards Conferred (DataCube)	<b>494</b>	132.8%		✓	
<b>363</b>	Number of CTE Certificates Conferred (DataCube)	<b>268</b>	73.8%	✓		
<b>241</b>	Transfer Volume (UC, CSU & Private & OOS)	<b>223*</b>	92.5%	✓		
<b>11%</b>	Transfer Rate (Student-Right-To-Know)	<b>12.6%</b>	114.5%		✓	
<b>66%</b>	Successful Course Completion Rate (DataMart)	<b>64.2%</b>	97.0%	✓		
<b>59%</b>	<i>On-Line Successful Course Completion Rate</i>	<b>60.3%</b>	102.2%		✓	
<b>70%</b>	<i>Site-Based Successful Course Completion Rate</i>	<b>76.8%</b>	109.1%		✓	
<b>54%</b>	<i>Telecourse/Cable Successful Course Completion Rate</i>	<b>57.2%</b>	105.9%		✓	
<b>ACCESS, PERSISTENCE &amp; RETENTION</b>			<80%	80%-99%	100%+	
<b>44%</b>	Fall-to-Fall Persistence Rate (Calculation)	<b>45.8%</b>	104.1%		✓	
<b>87%</b>	Course Retention Rate (DataMart Calculation)	<b>83.7%</b>	96.2%	✓		
<b>91%</b>	Basic Skill Retention Rate (DataMart Calculation)	<b>92.2%</b>	101.2%		✓	
<b>10%</b>	<i>Math Progression/Persistence Study (2 Levels below)</i>	<b>9.0%</b>	90.0%	✓		
<b>20%</b>	<i>English Progression/Persistence Study (2 Levels below)</i>	<b>10.0%</b>	49.2%	✓		
<b>14%</b>	<i>ESL Progression/Persistence Study (2 Levels below)</i>	<b>11.2%</b>	81.8%	✓		
<b>45%</b>	Subsequent Success of Basic Skills (1 Level below)	<b>55.6%</b>	122.7%		✓	
<b>INNOVATION</b>			<80%	80%-99%	100%+	
<b>41</b>	Number of Fully On-Line Programs (CCC-Count)	<b>41</b>	100.0%		✓	
<b>50%</b>	Percent of technology-mediated Instructional Programs (CCC-Manual Assessment/Count)	<b>68%</b>	136.0%		✓	
<b>PARTNERSHIPS</b>			<80%	80%-99%	100%+	
<b>120</b>	Number of Partnerships (CCC & OLIT-Count)	<b>118</b>	98.3%	✓		
<b>59</b>	Number of Articulation Agreements (CCC-Count)	<b>60</b>	101.7%		✓	
<b>\$800K</b>	Amount of Grant Revenue Received (CCC-Count)	<b>\$1,285,000</b>	160.6%		✓	
<b>CULTURE OF PLANNING, EVIDENCE &amp; INQUIRY</b>			<80%	80%-99%	100%+	
<b>80%</b>	Committee Governance Rating (Committee Survey)	<b>77.4%</b>	96.8%	✓		
<b>83</b>	Number of Data-driven Events/Meetings (CCC-Count)	<b>81</b>	97.6%	✓		
<b>100%</b>	Program Review Completion Rate (CCC-Count/Rate)	<b>16 / 18</b>	88.9%	✓		
<b>80%</b>	Student Satisfaction Rating (Services Survey)	<b>79.2%</b>	99.0%	✓		

Strategies, Indicators and Outcome Measures	2001/02	2002/03	2003/04	2004/05	2005/06
1 Grant Procurement: Amount of Grant Allocations	🟡	🟡	🟡	🟢	🟢
1 Program & Service Enhancements: Amount of PIF Funding	NA	🟡	🟡	🟡	🟡
1 Program & Service Enhancements: No. of New Courses/Programs Approved	🟢	🟢	🔴	🔴	🟢
1 Program & Service Enhancements: Prcnt. Technology-Mediated Instruction	🟡	🟡	🟡	🟢	🟢
2 Access: Counselor to Student Ratio (FA/SP)	🟢	🟢	🟢	🟡	🟢
2 Access: Financial Aid Recipient Rate	🟢	🟢	🟢	🟢	🟢
2 Employability: VTEA Core Indicator - Retention	🟢	🟢	🟢	🟢	NA
2 Persistence: Term Persistence Rates	🟡	🟡	🟢	🟢	🟢
2 Retention: Retention Rates	🟢	🟢	🟡	🟢	🟢
2 Satisfaction/Perception: Student Satisfaction Overall Ratings	🟢	NA	NA	NA	🟡
2 Success: All Courses Successful Completion Rate	🟢	🟢	🟡	🟡	🟢
2 Success: Basic Skills Improvement Rates (PFE)	🟢	🟢	🟢	🟢	NA
2 Success: SRTK Transfer Rate	🟡	🟢	🟡	🟢	NA
2 Success: SRTK Transfer-Prepared Rate (Completion)	🟡	🟢	🟢	🟢	NA
3 Satisfaction/Perception: Community Perception Overall Ratings	NA	NA	NA	NA	NA
1 Program & Service Quality: No. of Program Reviews Completed	NA	🔴	🟢	🟢	🟢
2 Employee Satisfaction/Perception: Employee Satisfaction Overall Rating	NA	NA	NA	NA	NA
3 Campus Safety: SRTK Crime Statistics (No. of Offenses)	🟢	🟡	🟢	🔴	NA
2 Employee Satisfaction: Employee Perception of Governance Process	NA	NA	NA	NA	NA
1 Satisfaction/Perception: Community Perception Overall Ratings	NA	NA	NA	NA	NA
2 Marketing & Public Relations: No. of Marketing and PR Events	NA	NA	🟢	🟢	🟢
1 Budget Efficiency: Actual Expenditures to Total Budget Ratio	🟢	🟢	🟢	🟢	🟢
1 Efficiency: Full Time...	🟢	🟢	🟢	🟢	🟢

Strategy	Effectiveness Indicators	Outcome Measures	2001/02	2002/03	2003/04	2004/05	2005/06	Benchmarks
2 Student Success & Access	Satisfaction/Perception	<a href="#">Student Satisfaction Overall Rating</a>	89%	NA	NA	NA	70%	79% (College)
2 Student Success & Access	Persistence	<a href="#">Term Persistence Rates</a>	60%	61%	66%	70%	65%	64% (College) 63% (State)
2 Student Success & Access	Retention	<a href="#">Retention Rates</a>	84%	84%	83%	85%	84%	84% (College) 83% (State)
2 Student Success & Access	Success	<a href="#">All Successful Course Completion Rates</a>	71%	71%	69%	68%	70%	70% (College) 66% (State)
2 Student Success & Access	Success	<a href="#">Basic Skills Improvement Rates (PFE)</a>	36%	36%	37%	36%	NA	36% (College) 27% (State)
2 Student Success & Access	Success	<a href="#">SRTK Transfer-Rate</a>	24.0%	30.3%	26.3%	30.6%	NA	28% (College) 29.6% (State)
2 Student Success & Access	Success	<a href="#">SRTK Transfer-Prepared Rates (Completion)</a>	31.9%	40.3%	44.7%	43.9%	NA	40.2% (College) 36.0% (State)
2 Student Success & Access	Access	<a href="#">Counselor to Student Ratio (FA/SP)</a>	1:1,119	1:1,478	1:1,476	1:1,220	1:1,125	1:1,283 (College)
2 Student Success & Access	Access	<a href="#">Financial Aid Recipient Rate</a>	36%	34%	53%	45%	54%	
2 Student Success & Access	Employability	<a href="#">VTEA Core Indicator: Retention</a>						

## Scorecard Outcome Measure Data Dictionary

**Perspective:** External Stakeholders

**Measure Name:** Counselor to Student Ratio

**College Strategy:** 1.2 Student Success and Access

**Description:** The number of per credit students enrolled per counselor.

**Lead/Lag:** Lead

**Frequency:** First Census

**Unit Type:** Ratio

**Polarity:** Low v

**Formula:** All full and part-time general counseling staff (no special program faculty such as DSPS and EOPS or special full or part time load is coordination of a program) are included to calculate the ratio of counselors to credit student enrollment (spring only).

**Data Source:** Data are derived from staff resource records in the Counseling Division and the enrollment reports (Census) produced by the Office of Planning, Research and Institutional Effectiveness.

**Data Quality:** High—collected by Counseling Division

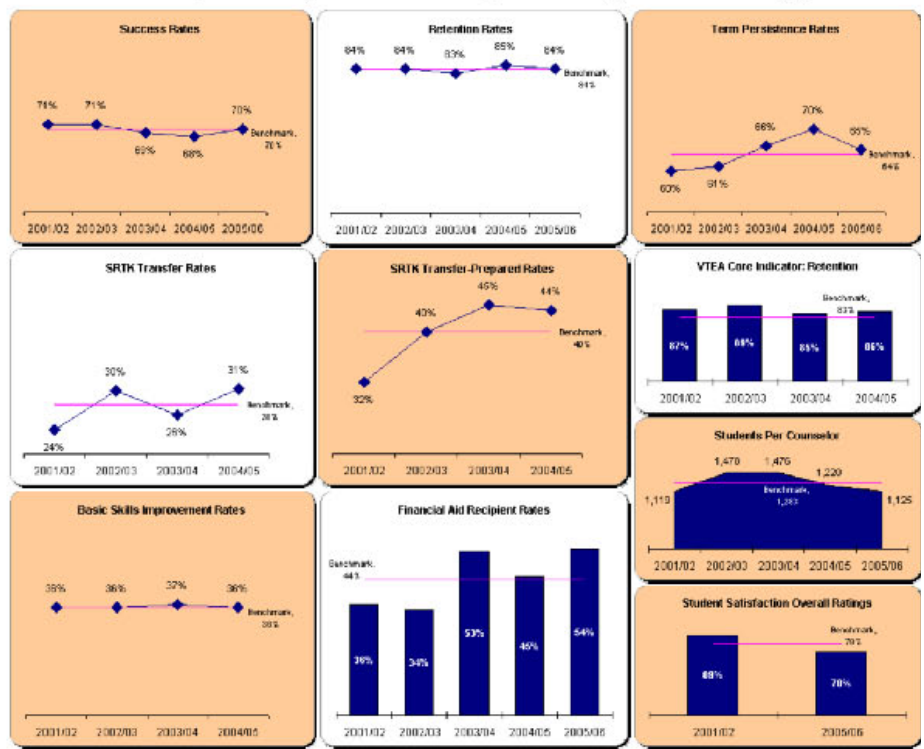
**Data Collector:** Dennis Tordesillas, Counseling

**Scorecard Control Limits:** Slightly below benchmark is equal to 10% above the number of students per counselor benchmark. Well below benchmark is equal to 11% or greater above the number of students per counselor benchmark.

**Benchmark Rationale:** Benchmark is based average of previous five years plus an adjustment due to low-budget and staffing years and statewide recommendations.

**College Initiatives**

1. First Year Experience
2. Enrollment management
3. Education Master Plan
4. SLOAC



## VI. Collaborative Inquiry Strategies



# Sample Collaborative Inquiry Strategies

- Planning committee meetings are open to the college community
- Program Review summaries are available online and/or showcased
- Planning committee members are responsible for sharing information and gathering feedback from respective constituent groups
- Town hall meetings, forums and brown bags are regularly scheduled and hosted by college leaders
- A webpage/site dedicated to posting planning committee agendas, minutes and all planning documents
- Data Integration Matrix concept...

# Data Integration/Collaborative Inquiry Matrix

Scope	High	<ul style="list-style-type: none"><li>-Website Postings</li><li>-Research Newsletter</li><li>-Research Committee</li><li>-Program Review Summaries Posted on Website</li><li>-Planning Website</li></ul>	<ul style="list-style-type: none"><li>-Action Research Teams</li><li>-College Research Cmt. Facilitations</li><li>-Sharing of Actions Taken on Data</li><li>-Panel Discussions</li><li>-Town Hall Discussions</li><li>-Planning Cmt. Members Share Info w/ Constituents and seek feedback/input</li></ul>
	Low	<ul style="list-style-type: none"><li>-Informational Sessions</li><li>-Presentations</li><li>-Technical Assistance Meetings</li></ul>	<ul style="list-style-type: none"><li>-Facilitated Briefings</li><li>-Data Integration Workshops</li><li>-Research &amp; Assessment Workshops</li><li>-Research Agenda Development</li><li>-Planning Cmt. Meetings</li></ul>
		Low	High
		Impact	

# VII. Evaluation of Planning

# Sample Planning Evaluation Activities

- Survey college community regarding satisfaction with planning process and participation in planning process.
- Survey college community and/or specific groups on the effectiveness of the planning committee.
- Track completion of planning initiatives and activities and report progress.
- Evaluate and regularly update the planning committee goals and activities.





End

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