Developing Integrated Planning Structures in Words and Music

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FOOTHILL COLLEGE

Innovations Conference
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A Brave New World

- Times of change lead to periods of reflection

- Change was (and continues to be) significant

A Changing Environment

- Examples of change
  - Internal change with new administrative leaders
  - Increasing uncertainty of resource availability

- Increasing pressures from accrediting bodies to demonstrate "sustained, continuous, quality improvement"
  - Plus changes in how we would approach the accreditation self study

"Integrated Planning"

- We had planning
  - Newly affirmed Mission Statement and Core Values
  - Programmatic Planning
  - Budget and Resources Planning
  - Educational Master Planning
  - Technology Planning
  - Facilities Planning
  - Rubrics for College-wide assessment

"Integrated Planning"

- We had structures that were integrated
  - Active academic, classified staff, and student senates
  - Clear departmental and divisional alliances
  - Wide-reaching participatory governance group

"Integrated Planning"

But . . .

did we have "integrated planning?"

Putting the Pieces Together

The institution effectively incorporates results of program review in all areas of educational services

Dialogue is ongoing, robust and pervasive

The institution's component plans are integrated into a comprehensive plan

There is ongoing review and adaptation of evaluation and planning processes

Planning efforts are specifically linked to institutional mission and goals

Planning processes reflect the participation of a broad constituent base

Text from the Accreditation Commission for Community and Junior Colleges Rubric for Evaluating Institutional Effectiveness in Planning

At the most basic level:
To Go From Silos to Synthesis

Integrated Planning
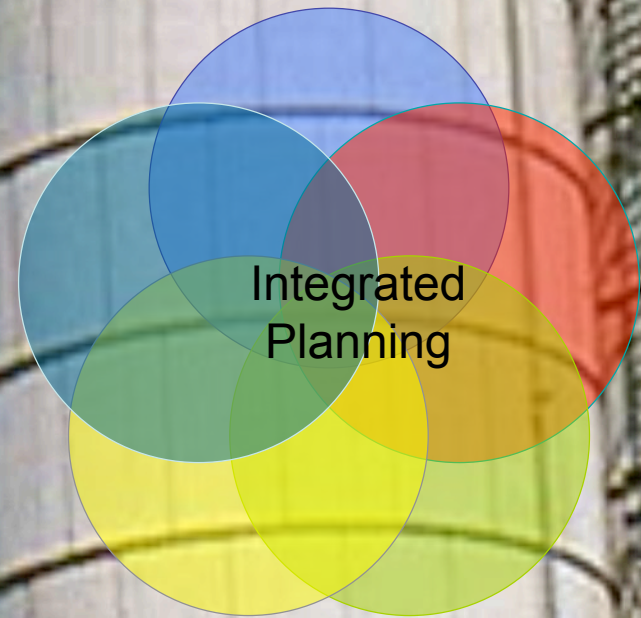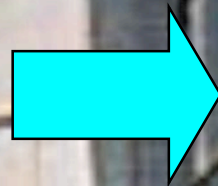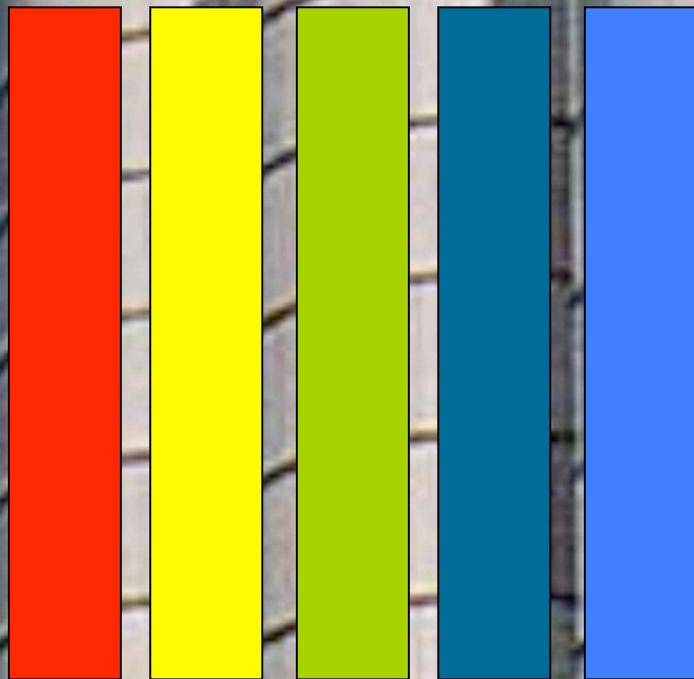
This was not going to be easy
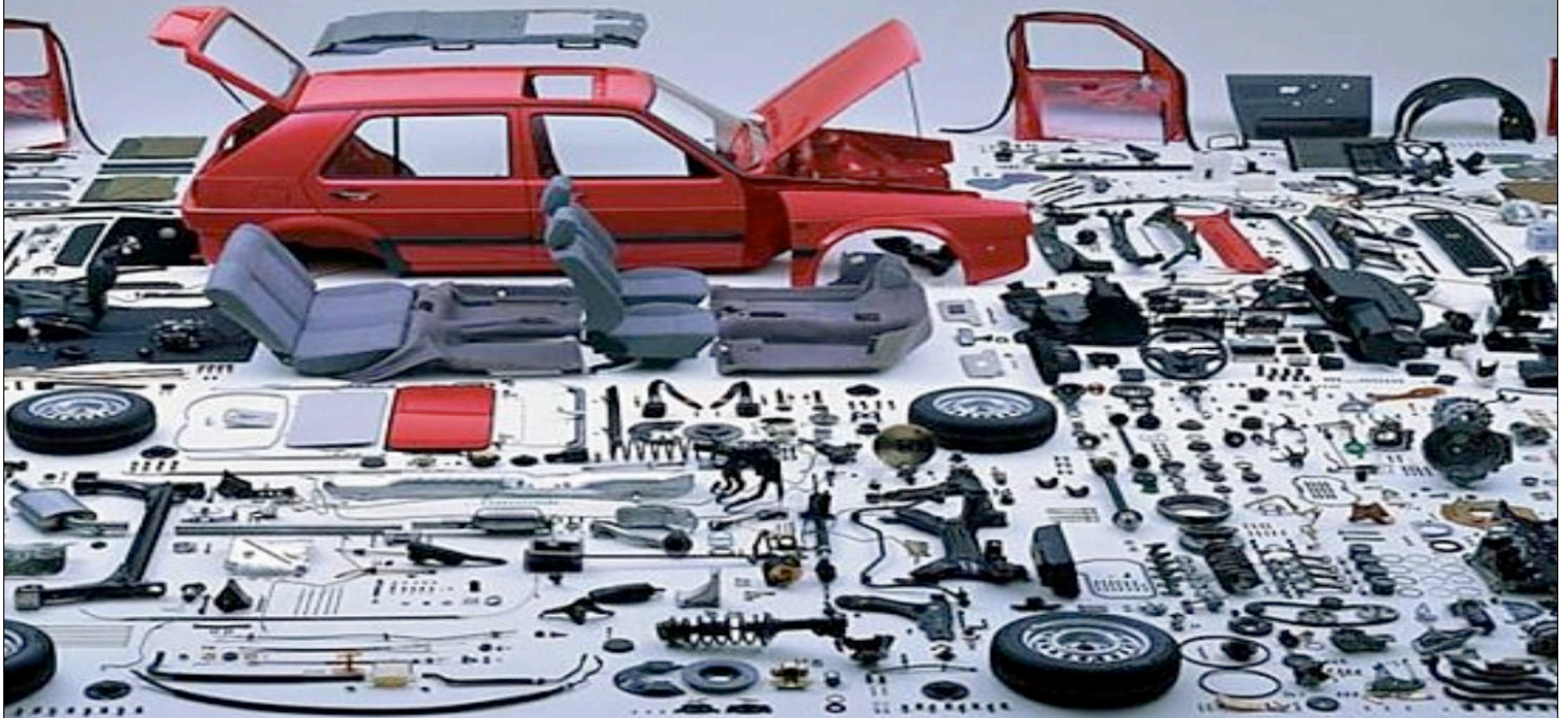
First, a Simple Assessment

- Taking the pulse of the college

- We went on a "listening tour"
  - We wanted to hear what folks thought worked well plus, what didn't work so well
  - We captured comments at every session, and met with every constituent group we could think of

Bluebird of Happiness

- Decisions were getting made

- Governance structure existed and was familiar

- Constituent representation in processes

- System fostered innovation in and out of the classroom

- At its foundation, the system was working
  - We were far from an institution in peril

Cracks in the foundation

- Actual decision making appeared to occur "in a black box"
  - Too few people involved
  - Limited understanding of how decisions were made
  - Limited explanation of why decisions were made

- Planning was present, but disjointed
  - Appearance of operation in silos
  - Planning did not occur across all areas in consistent ways
  - Planning in one realm might not be in sync with planning in another realm

- Concerns with communication
  - Frequency
  - Clarity
  - Comprehensiveness

How did we get there?

Two teams of architects:

Team 1: Develop a new integrated planning model

> Primary goal: integrate planning and budget activities

Team 2: Educational and Strategic Master Plan

> Primary goal: link all planning activities into a cohesive whole through new strategic initiatives

Blueprints for Change

- Before designing anything, we agreed on a set of design principles
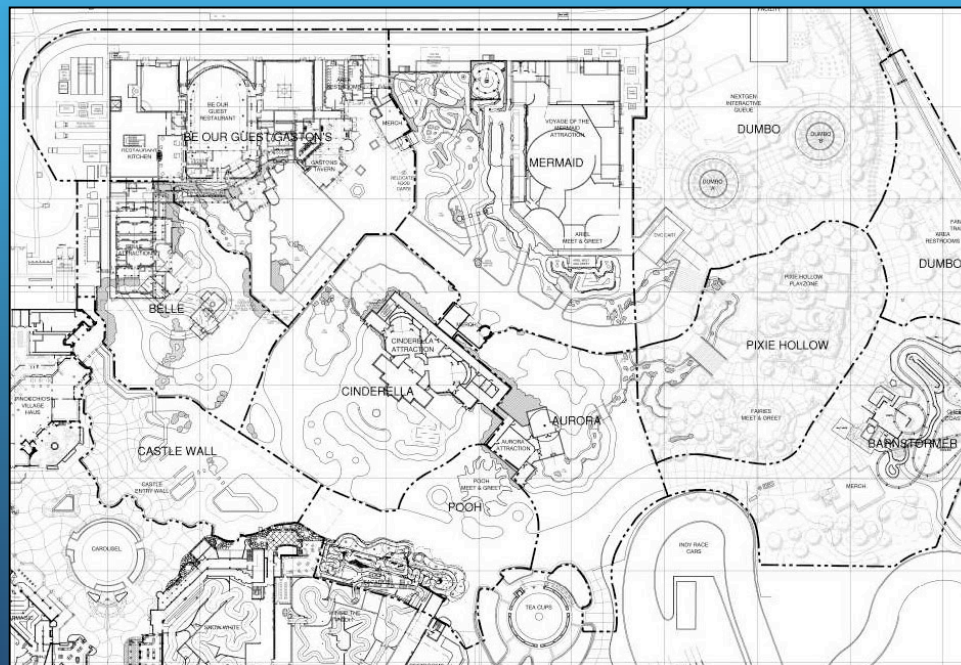
Guiding Principles

- Mission and Strategic Initiative Driven

- Transparent, Understandable, Informed by Data

- Be an iterative, cyclical process

- Foster flexibility, innovation and accountability

- Aligned with college Strategic Planning priorities and to increase student learning.

- Increase collaboration and efficiencies

- Assume that these processes impact all funds.

- Budgeting should emphasize collaboratively developed division plans that are informed by detailed program plans and which are linked to Strategic Planning goals and action plans.

Lather, rinse, repeat

- Iterative process
  - Planning teams reviewed multiple models from across the nation
  - Teams developed ideas, brought them to constituent groups, and refined their ideas
  - College-wide surveys to test ideas and gather input
  - Discussion and approval within existing governance groups

The result

- Model begins with learning outcomes

- Model creates a stepwise planning process

- Two teams led to one result
  - The revelation was that by inherently linking both aspects, planning could truly be integrated

Participatory Governance
Integrated Planning & Budget Structural Elements

Recommendations to President

Revision Date: 08/05/09

Research Advisory Group
Provide background research & evidence on strategic priorities

Resource Alignment Advisory Group
Provide background information on funding & resources

Planning & Resource Council (PaRC)
(Drives Strategic Planning & Resource Allocation)
Accreditation Oversight | Strategic Planning Accountability
Planning Calendar | Integration of College Plans

Community Feedback
Website input on any strategic initiative prioritization or decision

Fast Track to Innovation
(a task of PaRC)
Fewer $ | Seed $

Building a Community of Scholars Planning Committee
Creates priority list of both non$ & $ requests

Promoting a Collaborative Decision-Making Environment Planning Committee
Creates priority list of both non$ & $ requests

Putting Access into Action Planning Committee
Creates priority list of both non$ & $ requests

Operations Planning Committee
Looks at Division Allocations for B-Budgets

Academic Division Plans

Administrative Division Plans

Student Services Division Plans

Subcommittee for Prioritization of Committee Plans

Program Review (×9)

Committee Reports (×3)

Data
SLOAC
Resource Requests
(×9)

Data
Outcomes & Assessment
Resource Requests
(×3)

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Program Review | Program Review | Program Review

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Committee Reports | Committee Reports | Committee Reports

Data SLOAC Resource Requests (×9)

Data Outcomes & Assessment Resource Requests (×3)

The Strategic Initiative Groups would:

- Develop commitments to action

- Prioritize resource requests

- Make recommendations to the Planning and Resource Council

- Become a conduit for communication with college community

Intended Outcomes

- Open the black box

- Link planning

- Create clear channels of communication

The Black Box

- Open the black box
  - Decision making occurs in an organic fashion
  - Decision making begins at the level of student learning and moves upwards
  - Decision making is transparent

Linked Planning

- Link planning across the silos
  - Department planning is shared and organized at a division level
  - Planning is inherently organized around the strategic initiatives
  - Planning is centered around learning outcomes and program needs, not around who is the best advocate or who has access to a particular budget

Open Communication

- Create clarity in communication
  - The process itself led to increased dialogue
  - Bottom-up, multi-level structure provides increased opportunities for involvement
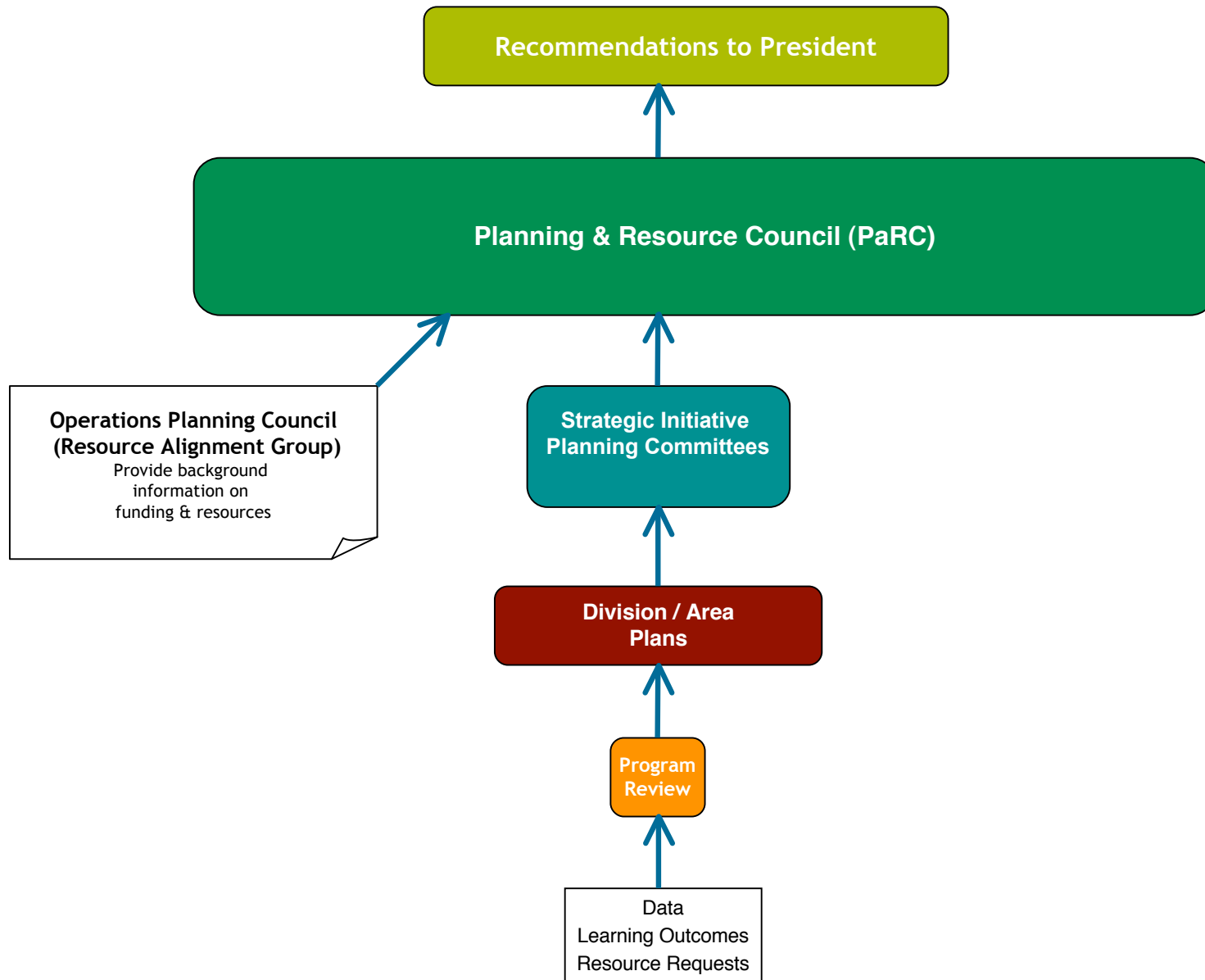 - Tri-chair model allows for increased participation and representation

Integrated planning?

Show me that busy slide again?

Participatory Governance
Simplified Integrated Planning & Budget Structure

Recommendations to President

Planning & Resource Council (PaRC)

**Operations Planning Council
(Resource Alignment Group)**
Provide background
information on
funding & resources

**Strategic Initiative
Planning Committees**

**Division / Area
Plans**

**Program
Review**

Data
Learning Outcomes
Resource Requests

We held our breath…
and stepped off the edge.

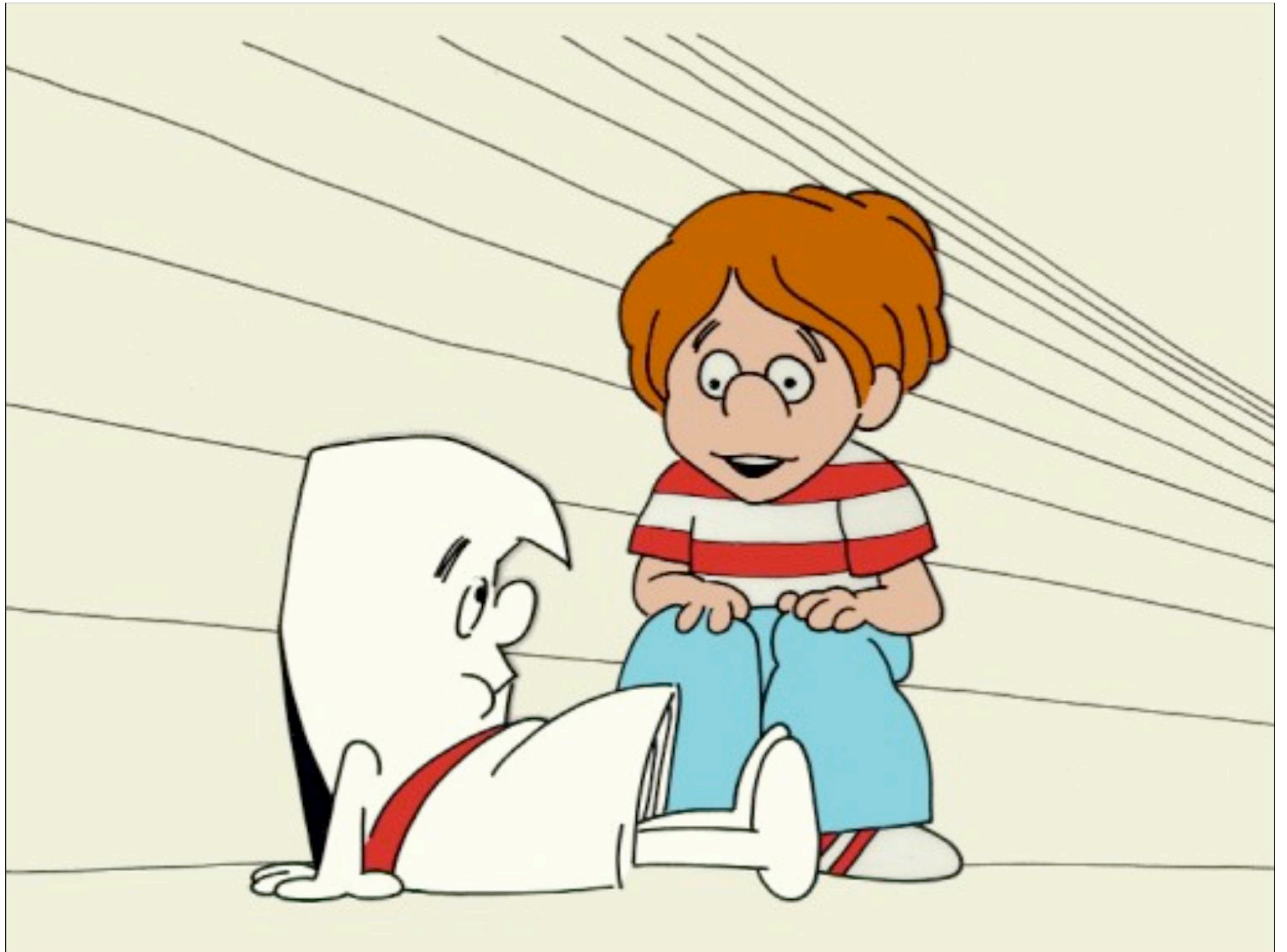Wait a minute, where's that music we were promised?

Rolling out ideas

- The new structures were rolled out with words and music

- Multiple presentations at the end of the Spring term (words)

- One overview presentation at the start of the Fall term (music)

Our Inspiration

Borrowed liberally from Schoolhouse Rock; except, this time, our little "Bill" is a resource request.

What was the response?

Positive!

- Faculty and staff liked the integrated nature of planning

- They liked the added transparency

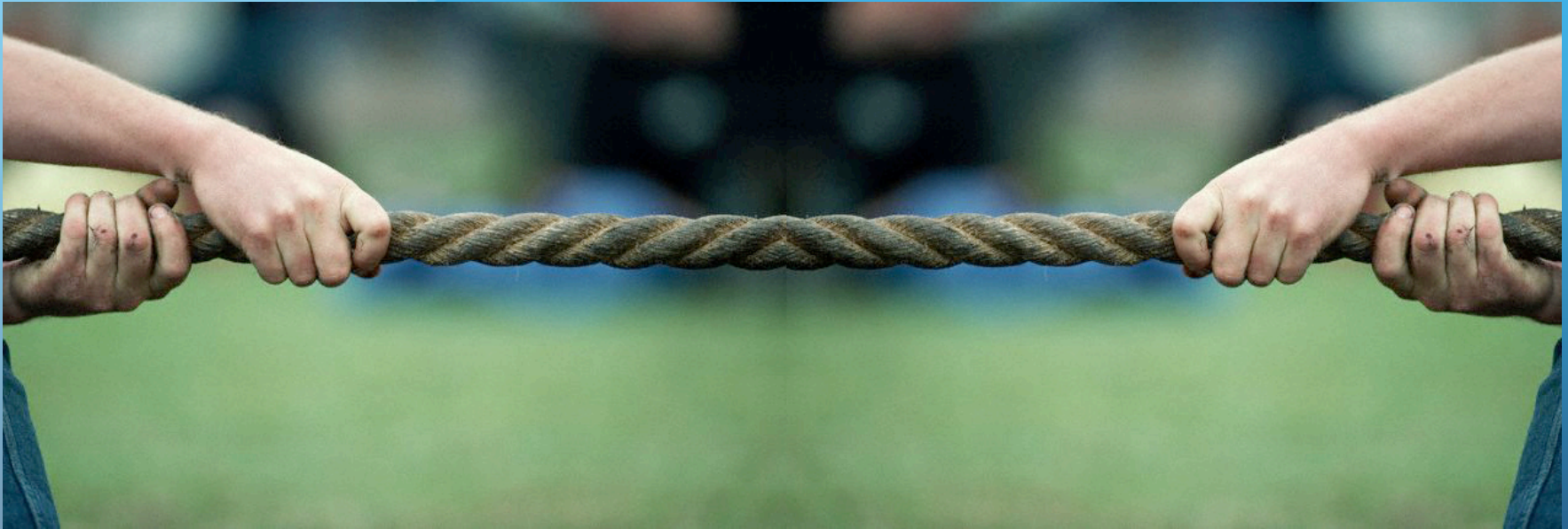- They liked the idea of *active* participation

So that's the end, right ?

- Simply the start of Phase 2: Implementation

- With any change, you put into action, assess, and modify

- We have been living this model for less than a year, yet have gained a lifetime of learning

What We're Learning

Or

Realities and Resistance

Limited Bandwith

- New SLOs
- New program review
- New planning structure
- New strategic initiatives
- New data management system
- Ongoing campus construction

Resistance isn't futile

- You can do all the groundwork in the world, but some will still resist change

- Difficulty in scheduling deadlines with a bottom-up approach

- Initiatives don't drive themselves
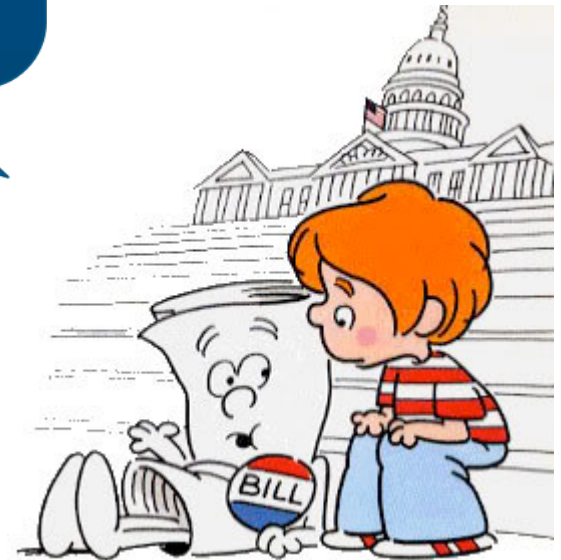
- The "sausage" effect

The Devil is in the Details

- We began implementation without everything in place
- Training and detailed documentation is needed well in advance
- When you open the process, it's difficult to gauge how many ideas (and requests) will be generated

Discussion

Thank you !

- The following slides are not part of the presentation, but are here in case we have questions and want to pull these up.

Building a Community of Scholars

- We build a community of scholars by providing a comprehensive curriculum that is not only informed by the diversity of disciplinary expertise of the faculty, but also by the varied educational objectives of the students matriculating through the curriculum. A community of scholars honors a range of learning styles and pedagogies. It embraces students where they begin and moves them through strategic sequences of instruction and student services to meet their goals. A community of scholars makes no distinction among a developmental learner, a career technical student, or a transfer student, but rather finds meaning at the nexus of student intention and access. A community of scholars conceives of the student as a change agent and an active participant in the college's social, academic, and community life.

Putting Access Into Action

- Genuine open access requires a robust and systemic approach to outreach that extends beyond traditional student recruitment and includes partnerships with our business community, as well as the world at large. Meaningful access recognizes the needs of students beyond the realm of academic and student support services and acknowledges the complex lives of our students. We endeavor to capitalize on the charitable as well as business, corporate, and grant-based support of our programs and services to ensure that the doors of our institution remain open to all students who will benefit regardless of means, academic preparation, or personal circumstances.

Promoting a Collaborative Decision Making Environment

- A culture of genuine and meaningful communication is essential to effective decision-making. The ability for all constituent groups to participate in dialogue and discussions that shape the directions and priorities of the college is essential to the institution's success as is the ability of faculty, staff, students, and administrators to come together under a banner of shared purpose and to pursue objectives that enhance the learning and success of our students. We recognize that a decision-making process that is open to input from all groups at the college and in the community has the best possible chance of sustaining the institution's values and mission.

Strategic Planning Process 2009

October

All campus Input

Planning Committees Convene & Develop Draft Commitments to Action for Each Initiative

Proposed Commitments to Action Discussed by Governance Groups

November

Planning Committees Revise & Draft Commitments to Action Plans

Proposed Commitments to Action Discussed by Governance Groups

December

Planning & Resource Council Approves Commitments to Action !

Campus-wide Planning

Commitment to Action Recommendations
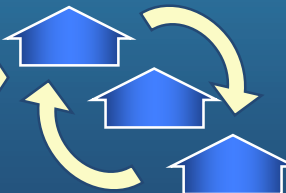
Begin Implementing Calendar Year 2010!

Developing Commitments to Action

Strategic Initiatives Are a Series of Related Goals

• The first step will be to think of the larger goals that promote the Strategic Initiative

Commitments to Action Are What We Pledge To Do

• Simply put, our Commitments to Action are the specific activities we say we will do to achieve our goals

Outcomes are the Results of our Action

• Outcomes are the specific changes that result from an activity and lead to the successful implementation of a goal

Simple Commitments to Action Plan Model

Strategic Initiative

Goal #1	→	**Commitments to Action** *(Activities)*	→	**Outcomes** *(Results)*
Goal #2	→	**Commitments to Action** *(Activities)*	→	**Outcomes** *(Results)*
Goal #3	→	**Commitments to Action** *(Activities)*	→	**Outcomes** *(Results)*

Goals within a Commitments to Action Plan Model

Goal Action Plan

Inputs
(Background Information)

Outputs
(Direct products of activities)

Measures
(inform on effects)

Commitments to Action
(Activities)

Outcomes
(Effects due to activity outputs)

Impact

(Meaningful Effects on Goal)

Resources
(Opportunities and Constraints)
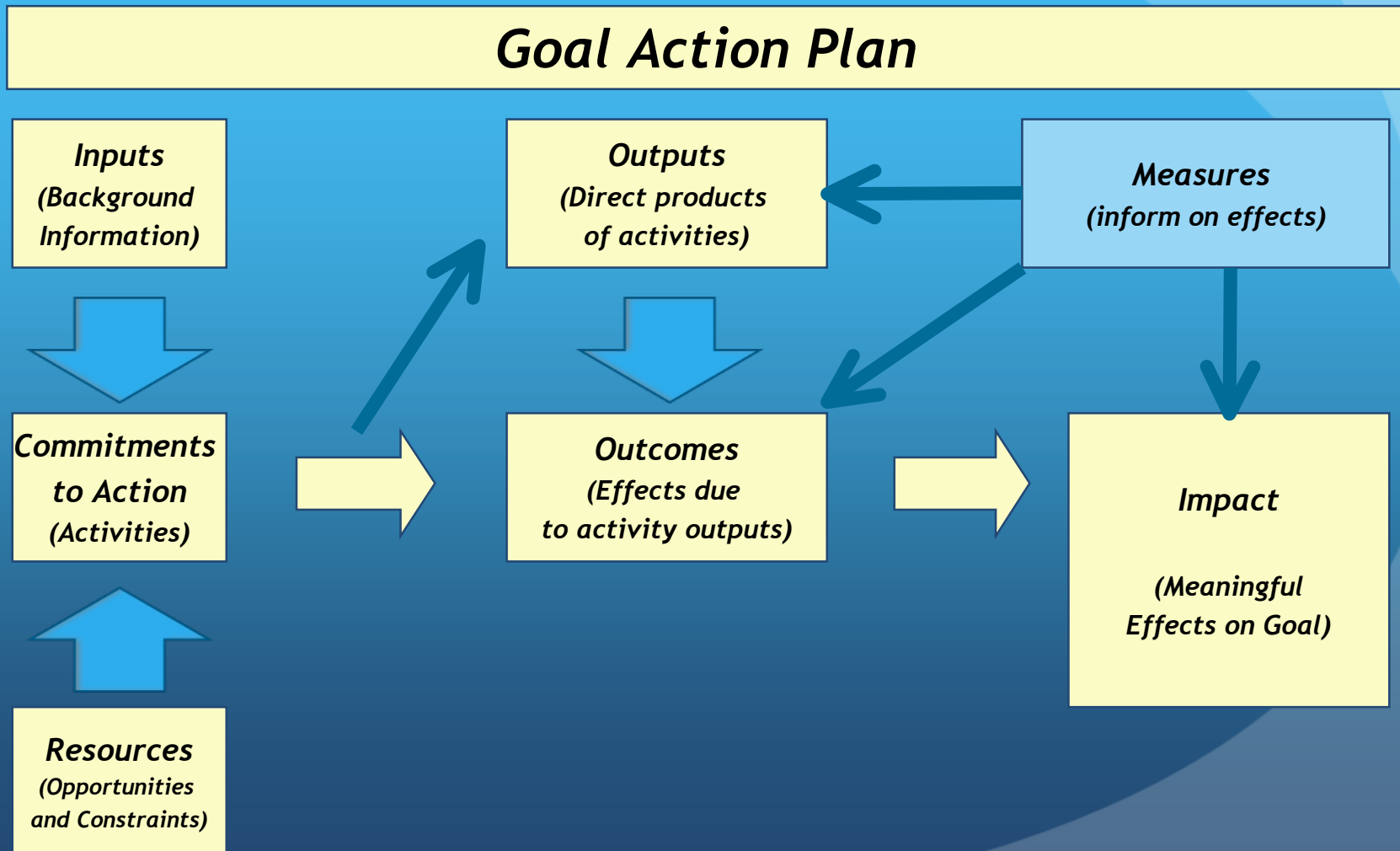
A Specific Example

PUTTING ACCESS INTO ACTION

Goal 1: Increase Proportion of Hispanic Students

Inputs
% of Hispanic Students at Foothill versus larger Community and graduating HS

Commitments to Action
1. Conduct Focus Groups w/Students
2. Increase Outreach Visits
3. Create New Literature in Spanish
4. Solicit Funding for New Scholarship

Resources
Opportunities: Learn from Current Students; Community Connections
Constraints: Funding

Outputs
1. # of Focus Groups
2. # of new outreach
3. New Media and Website in Spanish
4. # of new Scholarships

Measures
(inform on effects)

Outcomes
1. Increase in total # of Hispanic Students
2. % of Hispanic Students is closer to larger community percentages
3. Hispanic students rate campus climate at a higher rate

Impact
1. Access which more fully represents our community

2. Increase in opportunities leading to Student success