Integrated Strategic Planning

2011 Annual Planning Retreat

Presidential Task Force on 2011-2014 Strategic Plan
August 23, 2011

Mission Statement: The mission of Los Angeles Southwest College is to facilitate student success, encourage life-long learning and enrich the lives of its diverse community.
## Integrated Strategic Planning

<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:50 AM</td>
<td>Welcome and introductions (Sabrena Turner-Odom)</td>
</tr>
<tr>
<td>9:00 AM</td>
<td>President’s greeting (Dr. Jack E. Daniels, III)</td>
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<tr>
<td>9:20 AM</td>
<td>Narrative introduction to the day’s agenda (Dr. Sutliff)</td>
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<tr>
<td>9:30 AM</td>
<td>Analysis of the 2008-2011 Strategic Plan &amp; the strategic planning Process (Dr. Walden)</td>
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<tr>
<td>10:15 AM</td>
<td>Break-out into focus groups (Various)</td>
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<tr>
<td>11:15 AM</td>
<td>Report to plenary session from focus groups (Various)</td>
</tr>
<tr>
<td>11:35 AM</td>
<td>2011-2014 Strategic Plan (Task Force)</td>
</tr>
<tr>
<td>12:15 PM</td>
<td>Working lunch &amp; breakout sessions (Various)</td>
</tr>
<tr>
<td>2:00 PM</td>
<td>Plenary session: finalize a draft of the 2011-2014 Strategic Plan (Dr. Jack E. Daniels, III)</td>
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<tr>
<td>4:00 PM</td>
<td>Adjourn</td>
</tr>
</tbody>
</table>
Narrative Introduction

- What is Strategic planning?
- What is the purpose?
  - What is the mission of the planning process?
- What are the expectations for the day?
- What is our history with Strategic planning?
The LASC Strategic Planning Handbook details the process to be followed in reviewing the college mission statement. Key steps are as follows:

1. The college mission statement will be reviewed every three years by the Mission Review Committee (MRC).

2. Solicitation of input sources, e.g., faculty, classified staff, administrative staff, students, and community (in every other three-year cycle).

3. The first of several meetings of the MRC began in April 2010.

4. MRC ensured that: the process was followed; the ACCJC standards referencing mission statements was adhered to; and California Education Code referencing the mission of California community colleges was followed.

5. MRC drafted and forwarded to College Council a new version of the mission statement in Fall 2010.

Approval of Mission Statement:
- The College Council forwarded its final recommendations to the president in late Fall 2010
- President formally approved the statement in February 2011

Presented the revised mission statement and it was approved by the LACCD Board of Trustees Institutional Effectiveness Committee on July 27, 2011.

The Mission Review Process

Previous Statement: Los Angeles Southwest College is committed to providing an environment for quality learning to enrich the lives of our diverse population

New Statement: The mission of Los Angeles Southwest College is to facilitate student success, encourage life-long learning and enrich the lives of its diverse community.
Analysis and Results of the Last Strategic Plan

- 17 of the original 27 objectives were adjusted and 9 new objectives added in Summer 2010 (total = 36)
- Results from the current assessment process are as follows:
  - 15 (42%) of revised objectives are completed/ongoing
  - 20 (56%) are in progress
  - 1 (2%) were not implemented
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Strategic Planning Process

CREATING GOALS, OBJECTIVES, AND ACTIVITIES
(Adapted from Sinclair Community College)

GOAL

- A goal is a view of the end result of the established time period or anticipated outcome.
- Goals are usually conceptual and abstract.

EXAMPLE GOAL: A three year strategic goal of LASC is to implement strategies for student success
OBJECTIVES

• Typically, each goal should have three to five objectives.

• Objectives are outcomes that are tangible, concrete, specific, measurable, and achievable, with a time dimension.
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Four Types of Objectives

1. **Behavioral** — A human action is anticipated.
   Example: Fifty of the 70 children participating will learn to swim.

2. **Performance** — A specific time frame within which a behavior will occur, at an expected proficiency level, is expected.
   Example: Fifty of the 70 children will learn to swim within six months and will pass a basic swimming proficiency test administered by a Red Cross-certified lifeguard.

3. **Process** — The manner in which something occurs is an end in itself.
   Example: We will document the teaching methods utilized, identifying those with the greatest success.

4. **Product** — A tangible item results.
   Example: A manual will be created to be used in teaching swimming to this age and proficiency group in the future.

**NOTE:** For behavioral and performance objectives, look for something you are trying to increase or decrease as a result of your project.
NAME THREE TO FIVE OBJECTIVES FOR EACH GOAL

**EXAMPLE: Success Goal**

- The sample objectives are to:
  1. Increase the Student Success index by 20% using the 2010-2011 academic year as a baseline
  2. Achieve SUSTAINABILITY LEVEL OF IMPLEMENTATION FOR SLOs (using the ACCJC rubric) at the institutional, program, and course levels by Spring 2014
  3. Place special emphasis on underperforming students and close the achievement gap for African American and Latino males using 2010-2011 academic year as a baseline
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Develop Activities
to Reach Your Objectives

- After you have developed your objectives, the next step is developing activities

- According to David Bauer
  - When in doubt as to whether you have written an objective or activity
    - Ask yourself whether there is only one way to accomplish what you have written
    - If your answer is yes, you have probably written an activity

- What three to five activities have you chosen to accomplish each objective?
  - Activity 1:
  - Activity 2:
  - Activity 3:
  - Activity 4:
  - Activity 5:
CONFIRMING YOUR OBJECTIVES AND ACTIVITIES

• In order to tie your plan together, review your objectives and activities carefully and confirm you have chosen the best plan of action

• Goal 2: Success (example)
  – Objective 1: Increase the Student Success index by 20% using the 2010-2011 academic year as a baseline
  • Activities:
    – 1.a. Define student success (Fall 2011)
    – 1.b. Create an measurable index (Fall 2011)
    – 1.c. Develop a comprehensive student success plan (Spring 2012)
    – 1.d. Implement the first phase of the SS plan (Fall 2012)
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SEQUENCING OBJECTIVES with ACTIVITIES

- Create a chart so you will be able to graphically show when each of your activities will start and end

- Such a chart helps the evaluation process to understand how you will successfully accomplish your goal
Example Implementation Chart for Strategic Goal 2 and Sample Objective

<table>
<thead>
<tr>
<th>Related Activity</th>
<th>Primary Person/s Responsible</th>
<th>Beginning Date for Activity</th>
<th>Planned = P, In Progress = IP, Completed/Ongoing = C/O</th>
<th>Notes and Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1) Define Student Success</td>
<td>Student Success Committee</td>
<td>Fall 2011</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>2.1.2) Create a measurable student success index</td>
<td>Student Success Committee</td>
<td>Fall 2011</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>2.1.3) Develop a comprehensive student success plan</td>
<td>Student Success Committee</td>
<td>Spring 2012</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>2.1.4) Implement the first phase of the student success plan</td>
<td>Student Success Committee</td>
<td>Fall 2012</td>
<td>P</td>
<td></td>
</tr>
</tbody>
</table>
Focus Group Instructions

- Introduction to Focus Groups (Sutliff)
- Divide participants into groups
- Move to classrooms
- Introduce topic of focus group
- Conduct focus group sessions
- Rejoin Retreat
- Report out from each focus group
Focus Group Prompt # 1:

Accountability

• Group 1: What are challenges or barriers that employees of LASC face when faculty, staff, and administrators are not accountable?
Focus Group Prompt # 2:

Equity

- What are challenges or barriers that LASC faculty, staff, administrators, and students face when they are not treated fairly?
Focus Group Prompt # 3: **Respect**

- What are challenges or barriers that LASC faculty, staff, administrators, and students face when they are disrespected on campus?
Focus Group Prompt #4: Excellence

- What are challenges or barriers that LASC faculty, staff, administrators and students face as members of a college that is considered less than excellent?
Focus Group Prompt # 5: Integrity

- What are challenges or barriers that LASC faculty, staff, administrators and students face when honesty is not valued?
• **Overview of process** (Angelica Ramirez)
  – Underwent BRIC strategic planning training
  – Surveyed campus constituents
  – Several meetings
  – Reviewed the literature
  – Settled on a model
  – Email communications
  – Analyzed surveys and made suggested changes and broke out responses by groups
  – Analyzed previous plan
  – Analyzed community input from last year
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Process... (EVP Walton)

- Looked at college mission statement, ISLOs, Core values, and strategic goals to make sure there was congruency
- Suggested revisions on ISLOs, Core Values, and goals
- Distributed to campus for feedback
- Presenting 5 goals instead of 6
- Presenting sample objectives that may or may not be used
- Presenting a tool/template can be used to develop objectives
Process... (EVP Walton)

- Narrowed our work around the fact that the work we want to accomplish will in fact affect change
- In the past changes were not as significant as we would have liked
- We are looking to a process that we believe will in fact make those changes
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**Goals Validated** (Dr. Jenks)

- **Goals:**
  - Access
  - Success
  - Excellence
  - Accountability
  - Collaboration & Resources
Strategic Goal # 1: Access

2008-2011
• Expand education opportunity and access

Proposed Revision
• *Expand educational opportunities and access*

This goal addresses the following areas:
• Increasing enrollments for demographic groups in LASC’s service area that are underrepresented at the college
• Improving and maintaining relationships with service area high schools
• Engaging all departments, faculty, and staff in addressing the needs of basic skills/academically underprepared students
• Ensuring all students are able to navigate the college environment
Strategic Goal # 2:  

Success

2008-2011
• Implement strategies for student success

Proposed Revision
• No change to language
  – Implement strategies for student success

This goal addresses the following areas:
• Increasing successful course completion rates
• Increasing UC/CSU transfer rates
• Increasing successful achievement of course, program, and institutional SLOs
• Developing CTE programs that address local labor market needs
• Developing methods to track future success when students leave LASC
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Strategic Goal # 3: Excellence

2008-2011

• Support student learning and educational excellence

Proposed Revision

• Foster a college-wide culture of excellence

This goal addresses the following areas:

• Investing in faculty and staff excellence;
• Encouraging student participation and engagement beyond the classroom;
• Increasing the visibility and day-to-day enactment of the college’s core values;
• Improving campus-wide communication about special events

Task Force’s Report

Overview

Process

Goals Validated

Revisions

Access
Success
Excellence
Accountability
Collaboration & Resources
CTE

Revise

Access
Success
Excellence
Accountability
Collaboration & Resources
CTE
**Task Force’s Report**

<table>
<thead>
<tr>
<th>Overview</th>
<th>Process</th>
<th>Goals Validated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access</td>
<td>Success</td>
<td>Excellence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Accountability</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Collaboration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&amp; Resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CTE</td>
</tr>
</tbody>
</table>

### 2008-2011

- Foster a college-wide culture of service and accountability

### Proposed Revision

- **No change to Language**
  - *Foster a college-wide culture of service and accountability*

This goal addresses the following areas:

- Streamlining the cycle of evaluation, planning, and improvement in all areas (perhaps increasing the coordination of SLO assessment, program review, and institutional planning)
- Increasing transparency in decision-making procedures
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Strategic Goal # 5:

Collaboration & Resources

2008-2011
• Cultivate and maintain new resources and external partnerships

Proposed Revision:
• No change in Language
  – Cultivate and maintain new resources and external partnerships

This goal addresses the following areas:
• Increasing successful external funding; encouraging the pursuit of external funding at all levels of the college
• Increasing partnerships with local businesses, government agencies, and non-profit organizations particularly but not exclusively in CTE areas
• Increasing partnerships between community organizations and academic programs
• Continuing efforts to build a positive college image in the community
Strategic Goal # 6:
Career and Technical Education

2008-2011
• Participate in regional workforce and economic development

Proposed Revision:
• Incorporate CTE into the other goals and remove Goal # 6 from listing
Building Objectives (Al Reed)

- Goals:
  1. Access
  2. Success
  3. Excellence
  4. Accountability
  5. Collaboration & Resources

- Objective breakout groups participants will choose which group to work in (each group is assigned to a specific goal)

- Groups develop/adopt/revise sample objectives

- Materials for each group:
  - Supplies, poster of the template, previous strategic plan goal evaluation results, survey results from campus climate and students, and notes from last year’s retreat community participants
  - Min of 2 sample objectives with templates
  - Group facilitators
  - Scribe for each group
Building Objectives...

(Dr. Callender)

- Each group will use template to design objectives
- Facilitator will help differentiate between objective, activity, goal
- Are there any objectives from old strategic plan that we want to keep?
- Each Goal should have at least 3 but no more than 5 objectives
- Activities need not be included at this stage.
- Concentrate on Objectives
- Each group will rank objectives
  - If we can only do one thing in the next three years, what is the one thing we would do?
  - If in the next three years, we can only reach one of these objectives, which one should it be?
## Objective Creation (Dr. Walden)

<table>
<thead>
<tr>
<th>Template Contents</th>
<th>NOTE: Need only complete objective and evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective-- outcomes that are tangible, concrete, specific, measurable, and achievable, with a time dimension</td>
<td>1. <strong>Objective:</strong></td>
</tr>
<tr>
<td>Planned Activities:</td>
<td>According to David Bauer:</td>
</tr>
<tr>
<td></td>
<td>“When in doubt as to whether you have written an objective or activity, ask yourself whether there is only one way to accomplish what you have written. If your answer is yes, you have probably written an activity”</td>
</tr>
<tr>
<td>Method of Evaluation: how would you assess the above objective and know whether you accomplished it? Is it measurable?</td>
<td>1. <strong>Sample evaluation:</strong></td>
</tr>
</tbody>
</table>
Objective Breakouts

- Access (Angelica)
- Success
  - Comprehensive (Michael)
  - SLOs (Glenn)
- Excellence
  - Professional Development for faculty and staff (Callender)
  - Student Excellence (Sabrena)
- Accountability
  - Staff (Reed)
  - Students (Angela)
- Collaboration and Resources (Trudy)
Objective Breakout Reports

- Access (Angelica Ramirez)
- Success
  - Comprehensive (Michael Sutliff)
  - SLOs (Glenn Yoshida)
- Excellence
  - Professional Development for faculty and staff (Alistaire Callender)
  - Student Excellence (Sabrena Turner-Odom)
- Accountability
  - Staff (Al Reed)
  - Students (Angela Jenks)
- Collaboration and Resources (Trudy Walton)
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Finalizing the Strategic Plan

Draft

Dr. Jack E. Daniels, III
Thank You