



## **STRATEGIC PLANNING AND FACILITATION**



**2017-2022 Strategic Initiatives**

**Integrated Student Success and Student Equity Plan**

**Integrated Planning**

**Organizational Structure Review**



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# INTEGRATED PLANNING

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## *FINDINGS*

### *Overview of Existing Central Components & Documents of SMC Planning*

Santa Monica College has developed and refined many planning processes, assessment strategies, and related documents. Some of the central elements of the planning process which were reviewed for this project include the following:

- Master Plan for Education Update, 2016-2017, 2016-17 Institutional Objectives, Responses to 2015-16 Institutional Objectives
  - includes important documents updated & reviewed annually
  - annual MPE objectives informed by multiple sources
- Personnel Budget Augmentation Request – PBAR
  - for budget augmentation after budget adopted
  - for Unrestricted fund items and non-faculty personnel
- DPAC Annual Report, Summary of Actions 2015-2016
  - Provides an overview of DPAC’s and sub-committee’s responsibilities and activities for the previous year
- Program Review 2016 Needs
  - Provides a combined listing of all departmental needs identified through annual program review reports
- Program Review Orientation, Flex 2016 - PPT slide/diagram
  - Program review updated annually & conducted every 6 years by every department
- SMC Planning Schedule – diagram
  - Shows annual MPE schedule & 5-year SP schedule
- SMC Self Evaluation & Quality Focus Essay (QFE)
  - Accreditation comprehensive self evaluation with planning and resource allocation processes described throughout
  - QFE identified two initiatives for next strategic plan update
- Academic Senate Goals
- Board Goals and Priorities
- 2016 Annual Report on Institutional Effectiveness
  - provides data about achievement of metrics towards supporting college goals
- New faculty ranking process

### *Best Practices for Integrated Planning*

The Integrated Planning Work Group and lead consultant identified characteristics of ideal planning processes and integration in order to frame a constructive discussion about Santa Monica College's planning strengths and weaknesses. These are some "best practices" and characteristics of ideal planning structures that the Work Group discussed on March 7, 2017.

#### Overview of Best Practices for Integrated Planning Connections:

- Levels of planning – departmental, division, college (mission, strategic master plan), board
- Cycle of planning (and timelines) – Data, plans, implementation, assessment, re-plan
- Topical plans/types of plans – Master plan, strategic plan, resource plans (technology, facilities, human resources, financial), enrollment management plan
- Linkages to multiple allocations of resources
- Connections across college divisions and departments
- "Closing the loop" of the planning cycle – Assessing progress towards goals and objectives and using the results of assessments for sequential planning, as well as keeping audiences informed of progress and assessment

#### Overview of Best Practices for Critical Integrated Planning Characteristics:

- Clear
- Transparent
- "Top down"/"bottom up" integration
- Flexible and responsive to change
- Cohesive timelines
- Well-communicated
- College-wide buy-in and ownership
- Well-documented
- Actionable with multi-year implementation plans
- Assessed
- Evidence-based
- Meaningful and comprehensible for those who do the work
- Feedback connections about progress, results, and requests, particularly feedback regarding resource request decisions
- Simple, clear, and user-friendly
- Technology enabled – that is, using software appropriately to facilitate the efficiency and effectiveness of planning processes

### *“Gaps” in Integration of Existing SMC Planning Processes*

These major “gaps” for effective and integrated planning at SMC represent a summary of those discussed by the Work Group at their meetings on March 7, and April 17, 2017, and those identified by the lead consultant.

1. **Connections** between Strategic Initiatives and Master Plan for Education (MPE), and among various planning components
2. **Implementation** of plans and planning follow-through
3. **Long-term planning** - as the MPE includes annual objectives, and there is no venue for the five-year strategic initiatives that are being developed
4. **Communication** about planning and feedback about results and processes
5. **Alignment** of Board goals and Academic Senate goals with other college plans
6. **Program review** - better use of the comprehensive results that result from extensive efforts by program faculty
7. **Educational Master Plan, Facilities Master Plan, Information Technology Plan, Human Resources Plan, Enrollment Management Plan, and integrated Student Success/Student Equity/Basic Skills Plans** - need to be developed and integrated, along with integrated/coordinated timelines
8. **Assessment of progress towards plans and use of assessments for refinement**

## ***RECOMMENDATIONS FOR STRENGTHENING EXISTING PROCESSES AND INTEGRATION TO ADDRESS “GAPS”***

The Integrated Planning Work Group, together with the lead consultant, identified themes for improving the connections among the many college planning processes. At the Work Group meeting on March 7, 2017, the following best practice themes emerged during two small group discussions addressing the assignment, **“Identify Improvements to Address Integrated Planning ‘Gaps’”**.

### Work Group Discussion Group #1

- Better communication – tell people why they should care
- Family of plans – derived from information coming from bottom up
- Plans should be student-centered – not revenue-driven
- Flexibility to seize immediate opportunities
- Better data collection about student needs – evidence-based decision making in resource allocation

### Work Group Discussion Group #2

- Technology solutions for effective and user-friendly facilitation and documentation of planning processes
  - CurricUNET wordings and changes
  - Some other package for program review
  - Cross-linked interconnections
- Coordination and integration
  - VP, Planning & Development (Marvyn Martinez, Rocky Young, Bill Shane)
- Better communication and feedback
  - Connections

Overall, the integration of Santa Monica College’s planning processes can be strengthened by simplifying, streamlining, and better focusing the many existing college planning processes. . . The consultant initially shared recommendations with the Work Group, then discussed them at the final meeting of the Integrated Planning Work Group on April 17, 2017; edited them; and shared them again with Work Group members for feedback via Drop Box, through May 24, 2017, at which time the lead consultant reviewed feedback and finalized consultant recommendations for the final report submitted to the college President on June 30, 2017. Following are the finalized recommendations provided by the lead consultant:

1. **Identify administrative responsibility for institutional planning.** This individual will ensure that planning information is widely shared and that *communication* among constituents and those participating in institutional planning processes is thorough; that timelines are met; and that planning processes are collaboratively and regularly implemented and assessed.

**“Gap” Addressed: Communication, Implementation**

2. **Integrate the College’s two central planning processes: the *Strategic Plan* and the *Master Plan for Education*.** The integration of these two central college-wide plans can be better achieved by using the objectives created for each of the Strategic Plan’s Strategic Initiatives as the annual objectives of the MPE. Rather than re-creating short-term objectives each year, the five-year, long-term nature of the Strategic Initiatives will be addressed with an action plan that is implemented over the five-year duration of the *Strategic Plan*. DPAC, or the SPTF, will need to develop this action plan to implement the Strategic Initiatives and objectives.

**“Gap” Addressed: Connections, Long-term planning**

3. **Refine and reinforce supporting components and processes of SMC’s planning model.** The relationship among the planning processes needs to be clarified so that it is clear that the college Mission Statement informs college goals, which inform Strategic Initiatives with corresponding objectives and implementation plans. Particularly, the role of the supporting college goals and their integration into planning will be enhanced with this clarification. **See the proposed diagram attached to this report.**
  - a. For only this five-year 2017-2022 update/cycle of the *Strategic Plan*, the college supporting goals will be refined *after* development of the Strategic Initiatives. For future five-year cycles, the goals should be reviewed and refined *first* and used, along with other planning documents, to frame development of Strategic Initiatives.
  - b. The annual Institutional Effectiveness report and corresponding Dashboard that provide evaluation of progress towards supporting college goals and other metrics can be expanded to address achievement of Strategic Initiative objectives (the *Strategic Plan*).
  - c. The Institutional Effectiveness Committee can be broadened and re-arranged within the College’s governance structure so that there will be participation from students, classified staff, and managers. Other college committees and membership may also benefit and better contribute to overall college planning efforts by such restructuring governance committees.
  - d. Once re-considered, simplified, and clarified, the entire planning structure should be clearly and cohesively depicted and communicated throughout the College and via planning-related documents and communications. (See the diagram attached of the proposed structure.) A “*Planning Manual*”, including Santa Monica College’s planning definitions, processes and timelines, would be helpful. (See examples at <http://www.citruscollege.edu/admin/planning/Documents/IntegratedPlanningManual16-17.pdf> and <http://www.fullcoll.edu/docs/FC%20Integrated%20Planning%20Manual%202015-16>.) Additionally, the college planning website should be streamlined for clarity for the user.
  - e. *Student success*, specifically, “closing the achievement gap,” is one of the new Strategic Initiatives, and the objectives for that Initiative will be those of the integrated student success and equity plans, using student success metrics as

measurements for progress. This will implement integration between the Strategic Plan and student success/equity planning.

- f. It is important to note that specially-funded projects and initiatives, such as student success, student equity, basic skills, and guided pathways, increasingly constitute a college's primary and major efforts and funding. It is critical to link those efforts and resources with a central college-wide Strategic Plan in order to ensure effectiveness of not only the Strategic Plan but also of the coordination and cohesion of special projects. By using the Strategic Initiatives, objectives, and action/implementation plan as a central planning process, that cohesion can be achieved. The integrated student success and equity plans demonstrate one example.

**“Gaps” Addressed: Connections, Communication**

4. **Develop an implementation plan for the Strategic Initiatives by developing corresponding objectives for each Initiative.** Each Initiative should be made “actionable,” by identifying a set of corresponding objectives. For each objective the College should develop action steps with measurable outcomes, timelines, and assigned responsibilities and resources for achievement. Together, the Strategic Initiatives, objectives, and this implementation plan become the college *Strategic Plan*.

**“Gap” Addressed: Implementation**

5. **Refocus DPAC’s annual planning activities, from reviewing multiple planning component reports and identifying annual Master Plan for Education (MPE) objectives, to measuring progress towards objectives of the *Strategic Plan’s Initiatives and Objectives*.** While DPAC is focused on the College’s multiple planning reports and components, including the annual Institutional Effectiveness report showing progress towards college supporting goals and metrics, the existing planning structure and multiple supporting documents are overwhelming and need to be simplified and more cohesive. Use of evidence and data, which is plentiful, needs to be more closely related to actionable plans. Additionally, operational concerns, such as facilities maintenance requests, should be addressed administratively and not in governance decision-making bodies.

**“Gaps” Addressed: Implementation**