Kick Off
Strategic Planning for Student Success

Morton College
In-service Day
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All of the Materials We’ll Be Talking about Today (including this presentation) will soon be Available on the College’s Planning Webpage

Topics

• Planning Context
• Overview of Strategic Planning for Student Success
• Morton College’s Environmental Scan
• Morton College’s SWOT Analysis
• Your Ideas and Comments

Times Have Changed

In the United States

Creative Work

In Less Developed Countries

Routine Work
Done by People

Routine Work
Done by Machines

Research

Development

Designing and Building

Other Faculty Management

We No Longer Live in Actual Communities But Digital Ones

Key Trends: Western Higher Education

<table>
<thead>
<tr>
<th>FROM</th>
<th>TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>The college or university is a place</td>
<td>The college or university is situated in a place and virtually enhanced</td>
</tr>
<tr>
<td>Scholars and academic resources are scarce</td>
<td>Scholars and academic resources are plentiful</td>
</tr>
<tr>
<td>Colleges and universities are purveyors and collectors of knowledge</td>
<td>Colleges and universities are creators of knowledge</td>
</tr>
</tbody>
</table>

Key Trends: Western Higher Education

<table>
<thead>
<tr>
<th>FROM</th>
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</tr>
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<tbody>
<tr>
<td>Teaching is a small-scale craft and learning is personalized</td>
<td>Instruction is a scalable craft and can be standardized, personalize, or self-guided</td>
</tr>
<tr>
<td>The Academy is isolated from society</td>
<td>The Academy is enmeshed in communities served</td>
</tr>
<tr>
<td>The college or university service base is local</td>
<td>The service base can be local, regional, or global</td>
</tr>
</tbody>
</table>

Developmental Sequence Completion Rates within Three Years

<table>
<thead>
<tr>
<th>Starting Level</th>
<th>Math %</th>
<th>Reading %</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Level Below College-Level</td>
<td>44</td>
<td>48</td>
</tr>
<tr>
<td>Two Levels Below College-Level</td>
<td>29</td>
<td>36</td>
</tr>
<tr>
<td>Three Levels Below College-Level</td>
<td>16</td>
<td>22</td>
</tr>
</tbody>
</table>
Overview of Strategic Planning for Student Success

Proper Nomenclature?
- Strategic Plan
- Master Plan
- Education Master Plan
- Strategic Master Plan
- The “Plan”
- Door Stop
- Figment of Overripe Imaginations

Traditional (and Mostly Failed) View of Planning

Planning
Action

A Better Way To Go....

Strategic Planning Is NOT

- The production of a blueprint.
- A set of platitudes.
- The personal vision of a president or board of trustees.
- A collection of departmental plans, compiled and edited.
- A substitution of numbers for important intangibles.

Strategic Planning Is NOT

- A form of surrender to market conditions and trends.
- Something done on an annual retreat.
- A way of eliminating risks.
- An attempt to read tea leaves and outwit the future.
- A venue for venting personal or political grudges.

Strategic Planning IS

- Academic strategic decision-making means that a college or university and its leaders are active rather than passive about their position in history.
- Strategic planning looks outward and is focused on keeping the institution in step with the changing environment.

Strategic Planning IS

- The responsibility to bring the intelligence of our community back inside our institution.
HLC Requirements

- engages in systematic and integrated planning. (5.C.)
  - allocates its resources in alignment with its mission and priorities.
  - Effective links among assessment, evaluation, planning, and budgeting.
  - The planning process takes into consideration the entirety of the institution and appropriate input from internal and external constituent groups.

- works systematically to improve its performance (5.D.)
  - Documented evidence of performance routinely informs the institution’s processes for evaluation, planning, and improvement in its operations.

HLC Requirements

- Plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution’s sources of revenue, such as enrollment, the economy, and state support.
- Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.
It Takes Courage

- Mettle to look at “scary squiggly things under the rocks”
- Commitment to using and evaluating data before tackling hard choices
- Fortitude to clearly define who you are
- Pluck to separate the truly meaningful and helpful from the small stuff

Source: R. Stadolf (August, 2010). Indiana Trustees Academy

Redlining Strategies for Budgeting

- Separating the shape shifters from the operationally excellent

Master Planning and Annual Operational Planning

- Collect data and information to measure performance
- Approve budget and unit operational plans
- Rolling 3-Year Unit Plans Updated. Resources identified to support strategies
Elements of Morton’s Comprehensive Strategic Plan

Elements

• Environmental Scan
• Planning Assumptions
• Enrollment Simulations and Projections
• Labor Market Projections
• Competitor Analysis
• Alignment of College Programs and Services with Learner Characteristics

Elements (Continued)

• Instructional Program Vitality
  – Existing Programs to Strengthen
  – New Programs to Consider
  – Programs to Reshape
• Role of Technology
• Services: Student Services, Administrative Services, Community Education, Developmental Services

Milestones

• Phase One: Pre-planning
• Phase Two: External Scan/Strategy Sessions
• Phase Three: Internal Scan/Strategy Sessions
• Phase Four: Synthesizing
• Phase Five: Drafting and Finalizing Strategic Plan Report
Morton College’s Environmental Scan

Porportion of Hispanics in Cicero

Cicero’s Shifting Age Categories

Cicero’s Households Are Younger

Source: American Community Survey, 2000. U.S. Census Bureau
Morton College’s SWOT Analysis

Strengths

- Faculty/Staff
- High Touch
- Flexibility
- Facilities
- Administration

Educational Attainment

<table>
<thead>
<tr>
<th>Educational Level</th>
<th>Morton College</th>
<th>County</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate or professional degree</td>
<td>4.1%</td>
<td>18.4%</td>
<td>17.7%</td>
</tr>
<tr>
<td>Bachelor’s degree</td>
<td>7.5%</td>
<td>17.7%</td>
<td>17.7%</td>
</tr>
<tr>
<td>Associate’s degree</td>
<td>6.8%</td>
<td>15.8%</td>
<td>11.3%</td>
</tr>
<tr>
<td>Some college, no degree</td>
<td>6.8%</td>
<td>12.8%</td>
<td>18.0%</td>
</tr>
<tr>
<td>High school graduate (includes equivalency)</td>
<td>6.3%</td>
<td>12.1%</td>
<td>18.0%</td>
</tr>
<tr>
<td>9th to 12th grade, no diploma</td>
<td>8.1%</td>
<td>14.0%</td>
<td>18.0%</td>
</tr>
<tr>
<td>Less than 9th grade</td>
<td>4.1%</td>
<td>4.0%</td>
<td>24.0%</td>
</tr>
</tbody>
</table>

Source: American Community Survey, U.S. Census, 2010

Illinois Fiscal Support for HE per $1,000 of State Personal Income

Source: Postsecondary Education Outcomes, No. 104, February 2013
Weaknesses

- Facilities
- Communication
- Programs/Classes
- Technology
- Community Engagement

Opportunities

- Programs/Classes
- Community Engagement
- Grants
- Marketing
- Facilities

Threats

- Funding
- Competition
- Economy
- Accountability
- Performance Based Funding

Rick’s Rubrics for a Successful Planning Process

- If you’re not planning, you’re planning to fail
- Convert data to information
- Don’t assume that perfect data exist
- Thin to Win
- Not enough for planning to be participatory; it also had to be decisive
- Select 3 (maybe 4) “main things” that make a real difference
- Don’t expect a homerun every time
- Be flexible ready to adjust strategies and goals
- Don’t get lost in deep details
- Show results widely (even if less than expected)
- Link clearly to resources

Most Critically: Separate the Operational from the Strategic
Bibliography


