Procedure

Title: Strategic Planning	**Number:** A1300.05
Type: Administrative	
Responsible: Executive Director, Institutional Effectiveness	
Related Policies: B1000, B1001, B2005, B3012, A1300	
Linked Procedures: A1300.00, A1300.10, A1300.15, A1300.20, A1300.25, A1300.30, A1300.35	
Related Laws: Public Community College Act	
Related Standards: Society for College & University Planning (SCUP)	
HLC Criterion: 1A, 1B, 1C, 5A, 5B, 5C	

Statement

Strategic planning is a fundamental process for the College to align its Mission, Values, and Goals in ways that help the College achieve its Vision. Specifically, the purpose of College's Strategic Planning process is to:

- Provide Direction and Focus – helps align efforts across the College toward common priorities, preventing scattered or contradictory actions.
- Align Resources – helps prioritize resource allocation based on the College's most critical needs and opportunities.
- Adapt to Change – helps to stay agile and responsive to changing situations.
- Mange Risks – helps reduce uncertainty and increases resilience.
- Engage Stakeholders – helps ensure understanding of the organization's goals, priorities, and roles, in ways that foster collaboration and teamwork across college.
- Performance Evaluation – helps assess success and identify areas for continuous improvement.
- Competitive Advantage – helps enhance market position and sustainability.

This procedure outlines the steps and responsibilities involved in the development and execution of Shawnee College's strategic plan.

Roles and Responsibilities

1. **President**
   - The Board delegates to the President the responsibility for developing and implementing a strategic plan designed to achieve the Board's Strategic Outcomes. The President shall:
   - Interpret the Board's Strategic Outcomes.
   - Select an inclusive and collaborative strategic planning process that identifies initiatives and resources needed for employees to achieve the Board's Strategic Outcomes.
   - Review selected strategic planning process with the Board to ensure process is consistent with Board expectations.

- Obtain Board approval of the Strategic Planning process.
- Delegate administrative oversight of development process to the Executive Director of Institutional Effectiveness.
- Appoint, with recommendations from Cabinet, a Strategic Planning Steering Committee – ensuring representation from various stakeholders throughout the campus and/or community.
- Review developing strategic initiatives to ensure adherence to the Board's strategic outcomes; as necessary, recommend ways to strengthen the link between developing strategic initiatives and the Board's strategic outcomes to the Executive Director of Institutional Research and the Strategic Planning Steering Committee.
- Present final Strategic Plan to Board for Approval
- Implement Board Approved Strategic Plan.

2. **Executive Director of Institutional Effectiveness (EDIE):**
- Leads the development, implementation, and continuous improvement of the College's strategic plan.
- Leads the identification of market trends and best practice information that address challenges/opportunities within the higher education landscape.
- Collaborates with senior leadership to provide the data support needed to inform decisions aimed at the attainment of the College's strategic initiatives.
- Guides shared governance councils/teams with implementation of strategic initiatives.
- Prepares the strategic planning monitoring reports

3. **Strategic Planning Facilitator (where applicable):**
- The Strategic Planning Facilitator will be skilled in the following quality management, planning, and improvement tools:
  o Implementation of consensus-building tools e.g., affinity, stratification, histogram, check sheet, operational definition, Pareto (80/20) principle, tree diagram, arrow diagram, matrix diagram, scatter diagram.
  o Implementation of prioritization-building tools e.g., interrelationship diagram, cause & effect/Fishbone (a.k.a. Ishikawa diagram), run chart, control chart (a.k.a. Shewhart chart), matrix (L-shaped) data analysis, and process decision program chart.
- If desired, the College may hire with an outside organization to facilitate the Strategic Planning Process.

4. **Strategic Planning Steering Team (SPST):**
   - The strategic planning process must be coordinated and carried out by this committee.
   - Members of the SPST include:
     - Internal stakeholders- employees, trustees, and students of the College.
     - External stakeholders- alumni/graduates of the College, College service area business owners, K-12 school employees and/or Board members, and community/civic organization members.
   - Recommends strategic plan goals and objectives to President.

5. **Vice President of Student Affairs (VPSA):**
   - The VPAA will:
     - Select students to participate throughout the strategic planning process.
     - Recommend to the EDIE, a student engagement/participation strategy.
     - Appoint a student affairs employee liaison to represent the student voice at SPST meetings.
     - Facilitate student participation in the planning process.
     - Interpret student input.
     - Coordinate communication with students.
     - Review plan outcomes with students.

6. **Executive Director of Marketing & Public Information (EDPIM):**
   - The EDPIM will:
     - Recommend to the EDIE, a community engagement/participation strategy.
     - Represent the community voice at SPST meetings.
     - Leverage various media outlets to facilitate public participation in the planning process.
     - Interpret community input.
     - Coordinate communication with the public, including the implementation of web and social media strategies.
     - Develop/implement marketing and promotion materials to communicate the final Board approved strategic plan.
     - Ensure final strategic plan is prominently displayed throughout the College and on the website.

7. **Shared Governance – Operational Teams:**
   - Operational Teams will:
     - Review planning information and data from SPST.
     - Recommend initiatives to the SPST aimed at maximizing opportunities and reducing threats for the purpose of positioning the College to better meet the future needs of students and the community.
     - Develop strategic initiatives into operational action plans by identifying outputs, outcomes, targets, responsibility, SCCES measures, timeframes, deliverables, critical issues to address during implementation, potential barriers to implementation and potential impact on the College's revenue.
     - Develop and implement a strategic initiative RESULTS tracking tool.

8. **Office of Institutional Effectiveness (OIE):**
   - The OIE Team will:
     - Manage certain data and analytics programs that provide data to inform the Strategic Planning process.
     - Facilitate the identification of data managed by other institutional offices that may be useful to the process.
     - Provide data analysis and reporting support to faculty, staff, and the Strategic Planning Steering Committee during the process.

9. **Faculty and Staff:**
   - Full-time faculty and staff will:
     - Participate in data collection, self-evaluation, report writing, and various strategic planning activities, such as mission review, vision review, value review, identification of issue (SWOT), initiative development, and prioritization.
   - Supervisors of adjunct faculty and part-time staff will:
     - Encourage participation in data collection, self-evaluation, report writing, and various strategic planning activities, such as mission review, vision review, value review, identification of issue (SWOT), initiative development, and prioritization.

Setting the Stage
1. **Define the Planning Timeframe:**
   - Establish the planning cycle and timeline for the strategic plan (e.g., 3-5 years).

2. **Create a Strategic Planning Steering Team (SPST):**
   - Appoint individuals to the SPST.
   - Define roles, responsibilities and expectations for committee members.

Data Collection and Analysis
1. **Gather Data and Information:**
   - Create a strategy and timeline for gathering relevant data, including the choice of data sources, tools, and methods. Ensure feedback from all stakeholders is collected:
     - Determine what *existing* data are needed and how those can be obtained.
     - Determine what data still needs to be collected and how those can be collected.

   NOTE: *See the Data Requests (A1300.30) and Institutional Evaluation/Research (A1300.15) procedures

2. **Data Collection:**
   - With the assistance of the OIE, gather information using suitable techniques, such as program queries/reports, surveys, interviews, focus groups, observations, or other appropriate methods.
   - Utilize surveys, town hall meetings, or focus groups to gather feedback from the faculty, staff, students, alumni, and other stakeholders.
   - Ensure the accuracy, integrity, and adherence to moral principles of the data.

   NOTE: See the Data Governance Procedure for maintaining the integrity of the data, including the availability, quality, security, and compliance with legal and regulatory requirements.

3. **Data Analysis:**
   - With the assistance of the OIE, utilize suitable statistical or qualitative data analysis techniques and tools to analyze the data obtained
   - Analyze the trends and challenges facing higher education today
   - Interpret the results to arrive at relevant conclusions.

4. **Review Prior Strategic Plans:**
   - Review and assess the outcomes of the previous strategic plan to identify achievements and areas for improvement.

Strategic Plan Development Process
1. **Review, Refresh, and Strengthen Operational Implementation of Mission:**
   - Review Illinois Public Community College Act
   - Review Board Policies B1000 *College Purpose* and B1001 *Mission, Vision, and Values*.
   - Review current College Mission Statement.
   - To ensure a clear, constant, meaningful, and potentially inspiring shared purpose (e.g., mission), implement the following consensus building process:
     o Clarify the question of "*Why do we exist*"
     o Clarify the question of "*What benefits and capabilities do our students and the community acquire as a result of our work*?"
     o Use the affinity process to identify shared categories of purpose; engage the Board of Trustees, employees, students, community residents, and the local workforce to analyze and summarize the results from the categories.
     o Challenge all stakeholders to develop DRAFT mission statements utilizing the headers from the categories identified in the Affinity process.
     o SPST reviews all recommended DRAFT mission statements and creates a DRAFT College-wide Mission Statement for Review.
     o DRAFT College-wide Mission Statement is reviewed and recommended for approval by the Executive Council and Cabinet.
     o Board approves and adopts refreshed Mission Statement.
     o The SPST uses the Operational Definition process to create an inclusive interpretation of the revised Mission Statement.
     o All College material and website will be updated to reflect revised Mission Statement.

2. **Review, Refresh, and Strengthen Operational Implementation of Vision:**
   - Review current College Vision Statement.
   - To ensure a clear, constant, meaningful, and potentially inspiring shared vision, implement the following consensus building process:
     - Clarify the question of "*What do we want to be*"
     - Clarify the question of "*What does BEST mean*?"
     - Use the affinity process to identify shared categories of vision; engage the Board of Trustees, employees, students, community residents, and the local workforce to analyze and summarize the results from the categories.
     - Challenge all stakeholders to develop DRAFT vision statements utilizing the headers from the categories identified in the Affinity process.
     - SPST reviews all recommended DRAFT vision statements and creates a DRAFT College-wide Vision Statement for Review.
     - DRAFT College-wide Vision Statement is reviewed and recommended for approval by the Executive Council and Cabinet.
     - Board approves and adopts refreshed Vision Statement.
     - The SPST uses the Operational Definition process to create an inclusive interpretation of the revised Vision Statement.
     - All College material and website will be updated to reflect revised Vision Statement.

3. **Review, Refresh, and Strengthen Operational Implementation of Values:**
   - Review current College Values.
   - To ensure a clear, constant, meaningful, and potentially inspiring set of shared values, implement the following consensus building process:
     - Clarify the question of "*What standards of behavior do we want to demonstrate to all stakeholders (e.g., students, employees, and community) as we perform our work*"
     - Clarify the question of "*What are our most important workplace principles*?"
     - Clarify the question of "*What does ethical behavior mean*?"
     - Use the affinity process to identify shared categories of values; engage the Board of Trustees, employees, students, community residents, and the local workforce to analyze and summarize the results from the categories.
     - Challenge all stakeholders to develop DRAFT value statements utilizing the headers from the categories identified in the Affinity process.
     - SPST reviews all recommended DRAFT values statements and creates a DRAFT College-wide Value Statements for Review.
     - DRAFT College-wide Value Statements are reviewed and recommended for approval by the Executive Council and Cabinet.
     - Board approves and adopts refreshed Value Statements.
     - The SPST uses the Operational Definition process to create an inclusive interpretation of the revised Values.
     - All College material and website will be updated to reflect revised Values.

4. Perform a Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis:
- Use the Affinity process to clarify the question, "*What issues, currently within our influence of control, impact our operational success*?"
  - Strengths (internal constructive characteristics)
    - Questions:
      - What do we do well?
      - What internal resources, skills, or capabilities do we have?
      - What are our exceptional traits?
      - What advantages do we have over our regional competitors?
      - What do students/community perceive as the College's strengths?
      - What positive feedback, testimonials, and/or awards has the College received?
    - Consider:
      - attributes of employees, such as knowledge, background, education, credentials, skills
      - assets of the College, such as capital, credit, technology
      - other positive aspects internal to the College that add value

  - Weaknesses (internal adverse characteristics)
    - Questions:
      - What areas does the College need improvement in?
      - What resources or capabilities does the College lack?
      - Where has the College struggled in the past?
      - What complaints or negative feedback has the College received from students/community?
      - Are there any internal processes or systems that are inefficient or outdated?
    - Consider:
      - areas that need improvement to accomplish our objectives
      - assets the College lacks (for example, expertise, a specific program, or access to skills/technology)?
      - limitations in resources

- Use the Affinity process to clarify the question, "*What issues, outside of our influence of control, impact our operational success*?"
  - Opportunities (external supportive factors)
    - Questions:
      - What trends or market shifts could the College capitalize on?
      - Can untapped or underserved market segments be targeted?
      - Are there emerging technologies that could benefit the students and the community?
      - Are there potential partnerships or collaborations that could create new opportunities?
      - Are there changes in regulations or policies that could create opportunities for the College??

- Consider:
  - areas that need improvement to accomplish our objectives
  - what external aspects represent reasons the College may prosper? Ask: Is the opportunity ongoing, or is there just a window for it? In other words, how critical is your timing?
  - opportunities that exist in the market or the environment that we can benefit from
  - positive perception of aspects of the College
  - recent market growth or other changes in the market that create an opportunity

  o <u>Threats</u> (external diminishing factors)
    - Questions:
      - What are the main challenges facing the College?
      - Who are the College's main competitors, and what threats do they pose?
      - Are there changes in student preferences that could negatively impact the College?
      - Are there economic or geopolitical factors that might impact the College?
      - Are there potential disruptions in the supply chain that could threaten operations?
    - Consider:
      - areas that need improvement to accomplish our objectives
      - existing or potential competitors.
      - unfavorable trends (such as shifts in consumer behavior, the economy, population, or government regulations) that may lead to a decline in enrollment or deteriorating revenues or margins.
      - threats to our marketing efforts.
      - new programs, products, or technologies that make our programs or services obsolete.
      - What external factors could place our strategy, or the College itself, at risk? Ask: While we have no control over these, would we benefit by having contingency plans to address them if they should occur.

5. Perform an Issue Analysis:
- Use the Interrelationship Digraph process to identify root causes and root effects of issues identified in SWOT analysis.

6. Identify Key Performance Metrics:
- Use the SCCES framework to identify key performance areas and/or key performance measures for root causes.

7. Develop Goals and Objectives for the Strategic Plan:
- Goals MUST address root causes.
- Define clear and measurable goals and objectives that:
  - support and align with the mission, vision, and values of the College.
  - achieve the Board's Strategic Outcomes within the parameters of the Board's Executive Limitations policies.
  - links College processes for assessment of student learning, evaluation of operations, planning and budgeting.

8. Develop Strategies & Initiatives:
- Develop strategies and initiatives to achieve the defined goals and objectives.
  - **Action Plans**:
    - Create detailed action plans for each initiative, specifying timelines, responsible parties, targets, and potential barriers.
  - **Resource Allocation**:
    - Allocate human, financial and tech resources to support each initiative.
  - Performance Metrics:
    - Use the SCCES framework to identify key performance measures and/or key performance indicators for each strategic initiative.
    - Analyze baseline data;
    - Identify performance benchmarks
  - Monitoring Progress:
    - Build in a cycle of evaluation to regularly review and assess the plan's performance, adjusting as needed.

Implementation
1. **Shared Governance:**
   - Develop a strategy for senior leaders to utilize the Shared Governance Teams to prioritize and complete the initiatives to achieve the defined goals and objectives.

2. **Accountability:**
   - Incorporate the strategic plan initiatives into senior leadership evaluations to monitor results and develop goals for each year.

Reporting and Communication
1. **Stakeholder Engagement**:
   - Communicate progress and achievements to all stakeholders through regular updates, monitoring reports, and meetings.

2. **Transparency**:
   - Make the strategic plan and progress reports accessible to the entire College community through the College's website or other communication channels.

Conclusion

Shawnee Community College's strategic planning process is essential for guiding organizational decision-making, maximizing resource utilization, adapting to change, managing risks, fostering collaboration, evaluating performance, and maintaining a competitive edge in the higher education market space. It serves as a roadmap for success, guiding the organization toward the attainment of the College's vision. Further, it strengthens the College's commitment to high-quality teaching, learning, and continuous improvement. By adhering to this procedure, the College ensures its strategic planning activities are open, inclusive, and help bridge the divide between the mission and vision.

Change Log		
Date	Description of Change	Governance Unit
02.29.24	Initial Adoption	Executive Council