STRATEGIC IMPLEMENTATION PROCESS

Progress Report, Board Meeting, May 19, 2016
INTRODUCTION

- Refresher on the NXT planning process
- Evolution of the PCC plan implementation process
- PCC strategic issues
- NXT current planning assumptions
- Strategic plans completed or in-process
THE NXT MODEL - STRATEGIC VISIONING

- Understanding emerging trends & issues that are “pushing” you into the future – (Where are we now? Where are we going?)
- Charting preferred directions (vision) that are “pulling” you into the future (Where do we want to be?)
- Putting vision into action (plan) (How do we get there?)
- Measuring progress over time (Are we getting there?)
A VISION IS ....

- Long-term
- Comprehensive
- Values-based
- Direction-oriented
- Aspirational

- The six themes in the PCC Strategic Plan qualify as vision statements
A STRATEGIC PLAN IS.....

- Near-term (in our case, 5 years)
- Specific
- Information-based
- Action-oriented
- Instructional
THE PROCESS EVOLUTION

- We quickly discovered that this initial approach was way too simplistic
- A number of groups within the College had already embarked on plans of their own.
  - All were in various stages of completion
  - We did not want to derail work already in progress
  - Demonstrates commitment from the community to the approved plan
- Moved to a “functional workgroup” model
To best fit the needs of the College, we initially identified a number of “Functional Work Groups.” There were four categories:

- Programmatic – based on the nature of the type of student served (developmental education, workforce development, community education, four-year college-bound, etc)

- Concept-based groups based on specific areas of emphasis in the original plan (access, affordability, teaching and learning, education vital to civil society, etc)

- Administrative – at the district level such as HR, IT, Financial services, etc.

- Groups with plans associated with one theme from the original plan (DLDC, Sustainability Action Plan)
Determined there were too many “functional workgroups” to support.

The ultimate goal is to improve and perpetuate a “culture of planning” at the College.

Support and facilitate groups who self-identified to complete plans and model a planning process that others can utilize.
PLANNING GROUPS

Academic Advising
Online Education
Teaching & Learning
Human Resources
OER
Internationalization
Developmental Education
Health Program SAC
Career Training Education (Initial discussion)

Diversity, Equity, Inclusion
Information Technology
Financial Services
Sustainability
Workforce Development
Placement
Library
Academic Master Plan
Each Workgroup will have its own plan.

They address appropriate elements of the six themes and environmental/institutional trends and issues.

Plans will encompass 5 years of activity and include

- VISIONS
- GOALS
- STRATEGIES – SEVERAL TO ACHIEVE EACH GOAL
- ACTIONS – THE DETAILS, SEVERAL PER STRATEGY
  - WHAT WILL BE DONE?
  - HOW MUCH WILL IT COST IN HUMAN/FINANCIAL RESOURCES?
  - WHO WILL BE ACCOUNTABLE FOR ACCOMPLISHMENT?
  - WHAT IS THE TIMEFRAME?
  - OUTCOMES?
PCC OVERARCHING ISSUES

- Culture of Scarcity
- Tendency toward silos that overlap or duplicate function
- Planning by committee without authority
  - Recommendations made, but not acted on
  - Missing leadership responsible for implementing initiatives
- Continued uncertainty about one college or four
  - Creates uncertainty, confusion and dissatisfaction among students
  - Inconsistency of services, redundancy,
OUR WORK IS....

- Oriented toward student success
- At the district level – across silos
- Proposes concrete decisions and actions that are implementable
- Connects dots where connections are identified
- Is “disruptive” in that it creates change that better serves students’ learning and success
- Takes into account work that has already been accomplished and problems that have already been identified
- Takes into account additional environmental trends and institutional issues
- Models a planning process that is replicable
- Builds an internal infrastructure to support planning
DISTANCE LEARNING

- Major issues:
  - Program has grown substantially with significant instructional impact
  - Developed expertise and services to support students and faculty
  - Under-resourced – affecting quality and level of services
  - Staffing and resources have not kept up with growth
  - Major revenue center

- Planning team is developing a full 5 year strategic plan to enhance and grow the program

- Program to offer full online degrees, certificates with full student support

- Program embedded within PCC’s on-ground programs
Portland Community College’s Online Education Strategy extends access to higher education by providing a wide range of degree and certificate completion opportunities for students to reach their educational goals through an online experience that is engaging, relevant, equitable, and student-centered. The program drives innovation with new or emerging approaches to teaching and learning, providing high quality courses and responsive, accessible, and personalized student support services. The Program blends the strengths of academic campus faculty and establishes centralized coordination and leadership in academic planning and creates a robust structure for online student services and success.

The Plan is organized around five major functional focus areas: Academic Planning & Promotion, Academic Quality and Assessment, Student Success Services, Technology Management and Support, and Organizational Development and Resources.
Cost of textbooks has increased 800% over the past 40 years

Nationally, 65% of students reported not buying a textbook due to cost

94% were concerned that doing so would impact their grade

OERs are shared freely on the web

- Rapidly growing national trend
- Save students money (Steering Committee goal to save students $1M)
- Enhance teaching and learning providing flexibility for instructors
- Open Oregon program and house bill 2871 passed in 2016 session

OER at PCC has grown substantially but resources are at a premium

- Steering committee developing a 5 year plan
- Needs to leverage work already done and expand OER use at the College
IN 2020, PCC has made an institutional commitment to providing every student, regardless of ability or need, with access to the highest quality learning materials at the least possible cost. Supported by a collaborative team of representative stakeholders, the College promotes adoption, adaptation, creation, organization and sharing of open educational resources across the curriculum. Resources are available to support creative and innovative approaches to integrating open educational resources and open practices by faculty across the College. Outreach strategies are in place to assure all college stakeholders, including students, understand the benefits of open resources and practices, and courses that use these approaches are easy to identify within the curriculum.
Major issues

- Under-resourced - workload has increased without increase in staffing forcing reactive stance and sub-optimal service delivery
- Technology applications don’t meet needs
- Some services, such as effective onboarding, management training and accountability are lacking
- Has resulted in sub-optimal reputation within the College
- Lacks staffing resources to proactively partner with Administration to influence growth and direction of institutional culture
- Had not developed a longer term model for development of the department

Planning team developed a full 5 year strategic plan

Examined HR programs at other CCs – decided to emulate the department structure and functions at Maricopa Community Colleges.
Portland Community College’s Human Resources Department is a valued and innovative partner, establishing the College as an employer of choice through recruitment, selection, classification, compensation, and marketing strategies to hire and retain a highly talented, diverse, and inter-culturally competent workforce, and supporting employee growth and development through policies and procedures that reflect best practices, are easily accessible, known, transparent, and repeatable.

The Plan is organized around four major functional focus areas: Administrative Services, Solutions, Employee and Organizational Development, and Innovation, Strategy and Planning.
Oregon CC organizational climate for innovation average or below average – also applies to PCC (survey research by Tanya Batazhan)

Identified needs identified by survey participants:

- Leadership practices that promote a sense of being valued for innovation
- Resources and support to pursue innovative projects and progressive curricula
- System of rewards for innovative work
- Resources for professional development of faculty
- Leaders who foster learning communities, germination of innovative projects, engage faculty within and across disciplines

Teaching and Learning Centers

- Under-resourced and campus-based
- Coordinator group formed and developing a 5 year strategic plan that is district level
- Developing a Center for Innovation and Teaching Excellence (CITE) around models such as Valencia, The Washington Center at Evergreen and other learning community models
- Signals a shift in organizational culture – similar to DEI model in use now
In 2020, PCC has a culture of teaching excellence, which enhances collegiality, fosters continuous improvement, and drives innovation, all focused on student success. A Center for Innovation and Teaching Excellence (CITE) coordinates and facilitates support for all PCC Faculty and Academic Professionals to achieve teaching excellence and improve student learning outcomes. CITE directs and coordinates the work of centers on each of the campuses. PCC’s learning-centered culture is supported and maintained through dedicated college resources and deep faculty involvement in individualized professional learning opportunities and development that align with the college’s mission and strategic plan.
2014 AACRAO Study:

- "Effective and broadly available academic advising is a key component for improving retention and completion"
- "While PCC is a single college, the current advising model is more closely aligned with a multi-college model"
  - Each campus has its own permutation of general advising
  - Specialized advisors vary across campuses in practice and human resource equity
  - PCC students do not stay on one campus – leads to inconsistency, confusion, redundancies"
2014 AACRO Recommendations:

- Conduct comprehensive analysis of operational differences and similarities of the current college-wide advising practices.
  - Establish a common core of advising practice that is aligned with student learning outcomes and with a standard advising model deemed appropriate for PCC.
  - Reduce advising titles and job descriptions; align responsibilities with common core of practice.
- Choose a single existing technology resource for advisors to record student contact and recommendations/notes.
  - Require use by all advisors.
  - Develop comprehensive training and resource guides for technology tools, practice standards, and advising philosophy.
  - Require routine training and periodic refreshers for all advisors.
- Standardize academic advising resources across the college including:
  - Human resources.
  - Appointment scheduling options (e.g., web, phone, in-person, etc.).
  - Appointment modality options (e.g., in-person, chat, email, etc.).
- Formalize and empower the Academic Advising Council to serve as an advisory council to administration on academic advising issues and practices.

Program has been studied over the years – most recently by the Advising Process Review Leadership Team

- Proposed 8 recommendations that are essentially those made by AACRO – discussed at a recent summit.
Recommended Vision and Focus Areas

IN 2020, the PCC Academic Advising Program is guided from the district level, has implemented best practices in evidence-based advising, and is integrated across the college through the strategic use of technology for maximum student access, connection, and achievement. The Advising Program provides consistency, accuracy, and excellence with the student its the center.

- **Focus Area Recommendation: Move Academic Advising to the District Level**
- **Focus Area Recommendation: Design and implement district-wide advising practices and services**
- **Focus Area Recommendation: Technology Support for Advising**
OTHER PROGRAMS

- **Health Program SAC** – designing 5 year plan for program enhancement
- **Internationalization** – beginning work on 5 year plan
- **Career Training Education** (Initial discussion, possible planning session in the fall)
- **Developmental Education** (reading and writing – initial discussion)
- **IT** (Collaboration to identify areas of information technology needed to support the College)
Institutional Planning process

- Scanning and strategic issue identification
- Visioning and planning process model and templates
- Planning support across the College

Institutional Planning Capability

- Office of Strategic Planning
  - **Functions**: Continuous Scanning, Overarching Institutional Vision and Planning, facilitate and support individual program plans focused on institutionally defined measures of achievement.
  - Director of Strategic Planning
  - Define Office organizational structure.
  - Aligned with organizational development, finance and budgeting
A process for prioritizing and supporting strategies and actions is a necessary component of the plan.

- A subcommittee of BPAC has designed a prioritization process to:
  - Define prioritization criteria;
  - Recommend funding levels and timing.
  - Issue RFPs for funding

- The annual budgeting process should be linked to planning with:
  - Funding for strategy start-ups in future years;
  - Refined budgeting process to assure funding to carry successful strategies in subsequent years.
  - Continuous Environmental Scanning
FUNDING PROCESS CONSIDERATIONS

- Proposal(s) Input from:
  - Strategic plan consultant groups
  - PCC Community (other)
- BPAC Sub-committee initial review, screening
- BPAC review and recommendations to Cabinet
- Cabinet recommendations to President
- President recommendations to PCC Board
- Board reviews:
  - Criteria: $100K+, College-wide, strategic
Strategic Plan Funding Survey
5.11.16

Survey Questions:

- What division, department, committee, group or council will be accountable for the implementation of this proposal?

- Has this proposal been discussed with stakeholders, a signature authority and/or supervisor? If so, please provide names of stakeholders and explain their level of support.

- Please list any other group, committees, departments, councils with whom you are working on this proposal, if any.

- Please provide a description of your proposal. Include why it is important, who will benefit and what are the intended outcomes. Please reference the Strategic Plan where relevant.

- Amount requested (minimum $20,000)

- What type of funding? (one time, ongoing, both)

- In what way(s) will your proposal contribute to the sustainability organizationally and/or environmentally?

- What is the operational impact of implementing your proposal? For example, will you need additional classroom space, special equipment, technology or IT support, etc.

- Please provide a sense of the current status of your proposal. For example, is this a new proposal? Is it ready to launch? Are you needing additional funds to complete a proposal?

- What assessment/evaluation tools will you use to determine the progress and/or success of the implementation of the proposal?

- What is the impact of NOT funding this proposal?

- Grid of Strategic Themes – applicant is asked to indicate which Strategic Themes the proposal directly supports or aligns with. (limit of 3 selections)

- Is there any other information you would like to provide?
# Prioritization Rubric for Strategic Planning Proposals

**Department or Group Requesting:**

**Description of Request:**

**Directions:** Circle the rating for each category below:

<table>
<thead>
<tr>
<th>Category</th>
<th>None (0)</th>
<th>Low (1)</th>
<th>Medium (2)</th>
<th>High (3)</th>
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<tr>
<td>Student Impact (≥2)</td>
<td></td>
<td>Impact on students or student success is minimal.</td>
<td>Request is likely to increase student success but the success metrics are unclear.</td>
<td>The request will have a significant impact on student success. Request supported by research.</td>
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<tr>
<td>Request linked to one of PCC’s strategic plan (≥2)</td>
<td>Not linked to strategic plan.</td>
<td>Low linkage to PCC’s mission goals or strategic plan.</td>
<td>Moderate linkage to PCC’s mission goals or strategic plan.</td>
<td>Directly linked to priorities/goals with strong justification.</td>
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<td>Stakeholders have been contacted and support the proposal</td>
<td>No stakeholders have been contacted.</td>
<td>A minimum number of stakeholders have been contacted.</td>
<td>Approximately half of the stakeholders have been contacted and support the proposal.</td>
<td>All stakeholders have been contacted and support the proposal.</td>
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<tr>
<td>Cost/Benefit System</td>
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<td>Low value compared to the cost.</td>
<td>Medium value compared to the cost.</td>
<td>High value compared to the cost.</td>
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<tr>
<td>Data driven justification</td>
<td>No data provided.</td>
<td>Little or no data suggesting the need for or feasibility of the request.</td>
<td>Some data suggesting the need for or feasibility of the request.</td>
<td>Significant data supporting the need for or feasibility of the request.</td>
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<tr>
<td>Measurable outcomes</td>
<td>No outcomes listed or necessary to measure success of implementation.</td>
<td>Limited measures suggested for determining success of implementation.</td>
<td>Unclear measures suggested for determining success of implementation.</td>
<td>Clear measures defined to determine success of implementation.</td>
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<td>Impact of NOT funding the request</td>
<td>No impact from not funding the request.</td>
<td>Limited negative impact from not funding the request.</td>
<td>Not funding the request would cause some negative impact to program.</td>
<td>Not funding this request would cause significant negative impact to program.</td>
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<td>Equity/Inclusion</td>
<td>No impact on creating a just and inclusive environment at the college.</td>
<td>Minimal impact on creating a just and inclusive environment at the college.</td>
<td>Some indirect impact on creating a just and inclusive environment at the college.</td>
<td>Strong, direct, impact on creating a just and inclusive environment at the college.</td>
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**Column Totals**

| Grand Total |            |            |            |            |

- **Draft:** 4/28/2016
## Strategic Planning Proposal - Budget Worksheet

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<th>Item Code</th>
<th>FTE</th>
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<td>Fringe Benefits:</td>
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<td>Refer to 2015-17 Budget Manual for appropriate benefit rates per classification</td>
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**Total Cost**