



Maricopa Community Colleges



**Strategic Planning Handbook
Fiscal Year 2010 - 2011**

*Prepared by the MCCCCD Institutional Effectiveness Office
May, 2009*



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Maricopa Community Colleges Strategic Planning Handbook

Introduction

This planning handbook is provided to detail information about the planning process, and to clarify varied questions that have arisen over time. It includes general information in the main body of text and more specific reference documents in the Appendix section, such as a calendar of activities and submission requirements, strategic directions, and Outcome Statements.

Note that information about strategic planning must be submitted on specific forms.

It is understood that all colleges and the district office have unique processes and presentation formats for their strategic and operational plans. The development of these plans builds the district-wide strategic plans. However, reporting of this information in a standard format will allow for better synthesis of information. The requested forms will be sent directly to the college/unit in a separate file.

Executive Summary: Strategic Planning

What is the Purpose of the Strategic Planning Handbook?

The Strategic Planning Handbook is a guide to help coordinate strategic planning district-wide. The operational plans identify common efforts taking place across the district, as well as highlight the type of unique activities that the colleges engage in. This collection demonstrates the rich diversity of plans and efforts to better serve our students and the community. The compilation of these plans provides us with our own Best Practice examples and the opportunity for collaboration in some areas.

In his remarks to the Governing Board on May 25, 2004, Dr. Rufus Glasper highlighted the success of planning efforts: there is now a multi-year plan in place; effective planning is occurring at all levels and this handbook provides the framework to align these plans and further link them to the Vision, Mission, Goals and Values of the Maricopa Community Colleges.

What Needs to Be Submitted?

- Generally, information that detail college, district office, and select council's operational plans are requested. These are plans that advance college and/or district office institutional priorities, district-wide strategic directions, Governing Board Outcome Statements, and the Beyond Boundaries Goals. Feedback loops are built in this process. **Appendix 1** shows this relationship in graphic form.
- Details about the planning calendar as well as instructions about the submission of documents are summarized in **Appendices 2 and 3**.
- The information requested for submission is included in **Appendices 4, 5 and 6**.
- **All forms are due Monday, February 8, 2010. Each college/district unit also should submit an electronic copy of its strategic plan at this time.**
- **Appendix 7** lays out the budget process guidelines.

Background on Planning in Maricopa

What is Maricopa Strategic Planning?

The purpose of strategic planning is contained in the definition of planning. ***Planning is anticipating trends and determining the best strategies to achieve organizational goals and objectives.*** For Maricopa, the strategic planning process provides the framework to advance the district's mission, vision and goals; this is accomplished by each of the colleges/units specifically taking action to better meet the needs of students and the internal and external communities and thereby advance their individual college missions, visions and goals to serve students and the internal and external communities.

Two traditional types of planning used in MCCCDC are: strategic and operational.

Strategic planning – a visionary process that results in major, long-range and far-reaching strategic directions or goals for the future to advance the college/district office/district-wide goals for service to students and the community. Strategic plans provide the foundation for operational planning in the form of policies, procedures, and strategies for obtaining and using resources to achieve those directions. As a result of Maricopa-wide strategic planning, six strategic directions were developed for use in college and unit planning. Colleges and the district office determine their own strategic priorities (goals) that advance district-wide strategic directions.

Operational planning (action planning) – developing detailed, short-term statements about what is to be done, who is to do it, and how it is to be done. These are plans to implement the outcomes of strategic planning. This process often involves setting work standards and schedules necessary to implement the objectives. Whereas strategic planning looks at the organization as a whole, operational plans focus on action carried out by specific supervisors and department managers in the implementation of daily and weekly operations. Important to operational plans are *specificity and time frame for completion* for the action in the plan. Operational planning involves both the development of plans to improve and change daily operations as well as the development of capital projects that will ultimately be used in daily operations. Note that capital planning activities often span a longer period of time than plans around day-to-day operations.

In addition, the Maricopa Community Colleges also engage in Capital/Master planning.

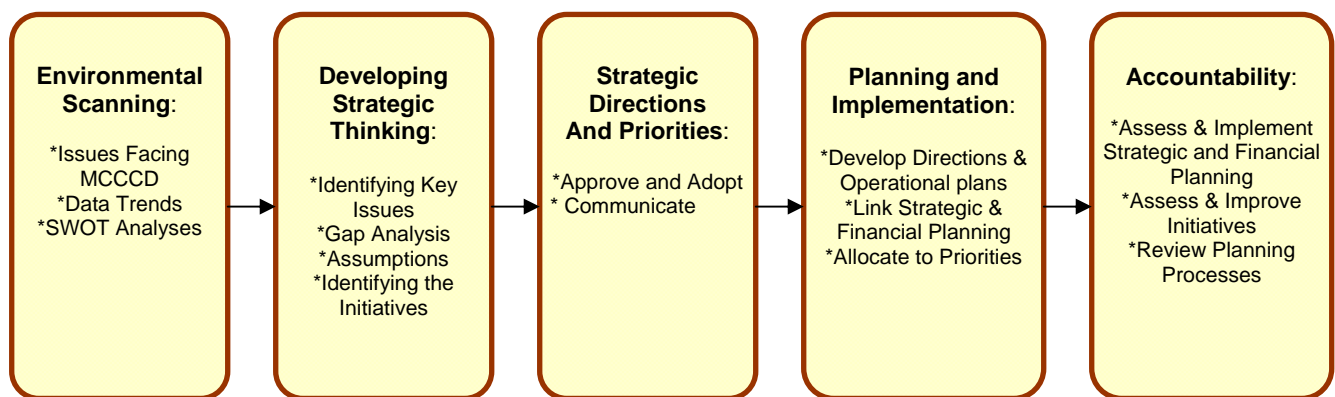
Capital/Master planning – long term capital planning based on master planning efforts that support strategic directions of MCCCDC colleges/units.

There are three levels in the decision-making hierarchy in Maricopa (District-wide, College/Units, Departmental). Strategic planning occurs on all three levels but development of Operational plans tends to be focused at the college/unit and departmental levels. The three levels are shown in the following table and examples of specific responsibilities are identified:

Strategy	Job Titles	General Responsibilities	Examples of Responsibilities
District-wide	Governing Board/Chief Exec. /Exec. Leadership/Advisory Councils (e.g., Chancellor, Chancellor’s Exec. Council (CEC))	Financial performance and achievement of non-financial goals. They set objectives and formulate strategies.	Recommendations on the district-wide budget, recommendations on district-wide strategic directions and priorities
Colleges/units	Presidents or Vice Chancellors/Exec. Leadership/college Advisory Councils	Translate district-wide directions into concrete objectives	Operational plan development, development of budget requests, college/unit budget development
Departmental Chairs/Managers	Managers of functional areas	First and second line managers within a unit	Operational plan development, development of budget requests, dept. budget development

What are the Steps in Planning?

The graphic below shows the steps in the planning cycle. Environmental scanning and developing strategic thinking about this data and trends lead to the development of overall District-wide strategic directions and priorities. For Maricopa, environmental scanning and developing strategic thinking led to the adoption of six strategic directions that are used to focus Operational planning around Board and college/unit goals. Operational planning occurs in the planning and implementation phase: Operational plans are developed and implemented. Data on the outcomes of implementation (accountability) are used to support planning activities. This year’s environmental scan report is available at: <http://www.maricopa.edu/stratplan/EScanReports.php>



How does District-wide Planning Relate to College/District Office Planning?

Colleges and the district office each maintain their own multi-year strategic plans based upon a common set of strategic directions.

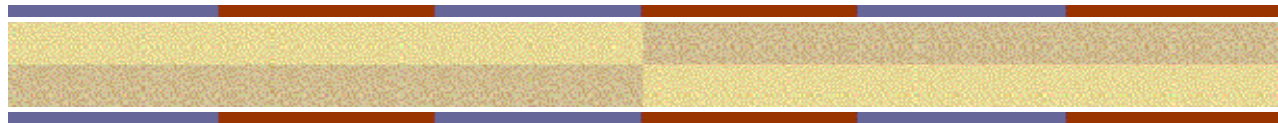
Each spring, the environmental scanning process identifies new or unexpected trends or issues that could have implications for the Maricopa County Community College District (MCCCD). These trends and events could be social, economic, technological, or political in nature. The environmental scan findings are shared district wide, and planners consider the impact to their strategic plans. Plans are revised as needed by the colleges and district office, and operational plans are submitted to the Institutional Effectiveness Office where they are combined into an annual operational plan.

Questions have arisen about the relationship of goals and strategic directions, as well as the District's Vision, Mission and Values. The District's Vision, Mission and Values provide overarching, guiding direction. Governing Board Outcome Statements serve as specific purpose statements that elaborate the mission. Strategic directions serve as mechanisms to advance the goals, as well as the mission and vision. (See Appendices 9 and 10 for the district's strategic directions and Governing Board Outcome Statements). The graphic in Appendix 1 illustrates the inter-relationships between goals, directions and Operational plans at the district-wide and college/unit levels.

How Does Maricopa-wide Strategic Planning Relate to Resource Allocation?

Planning drives budget development. ***The resources of the district advance strategic planning directions but also are required to support operational planning*** such as covering utility costs, salary and benefit increases and funding systems implementation, capital development program operating costs and enrollment growth. A typical term used to apply to all of these items is "operational commitments." Part of the annual budget process is determining the cost of these operational commitments and whether or not they still exist as priorities and determining how these needs balance against needs coming from strategic planning efforts.

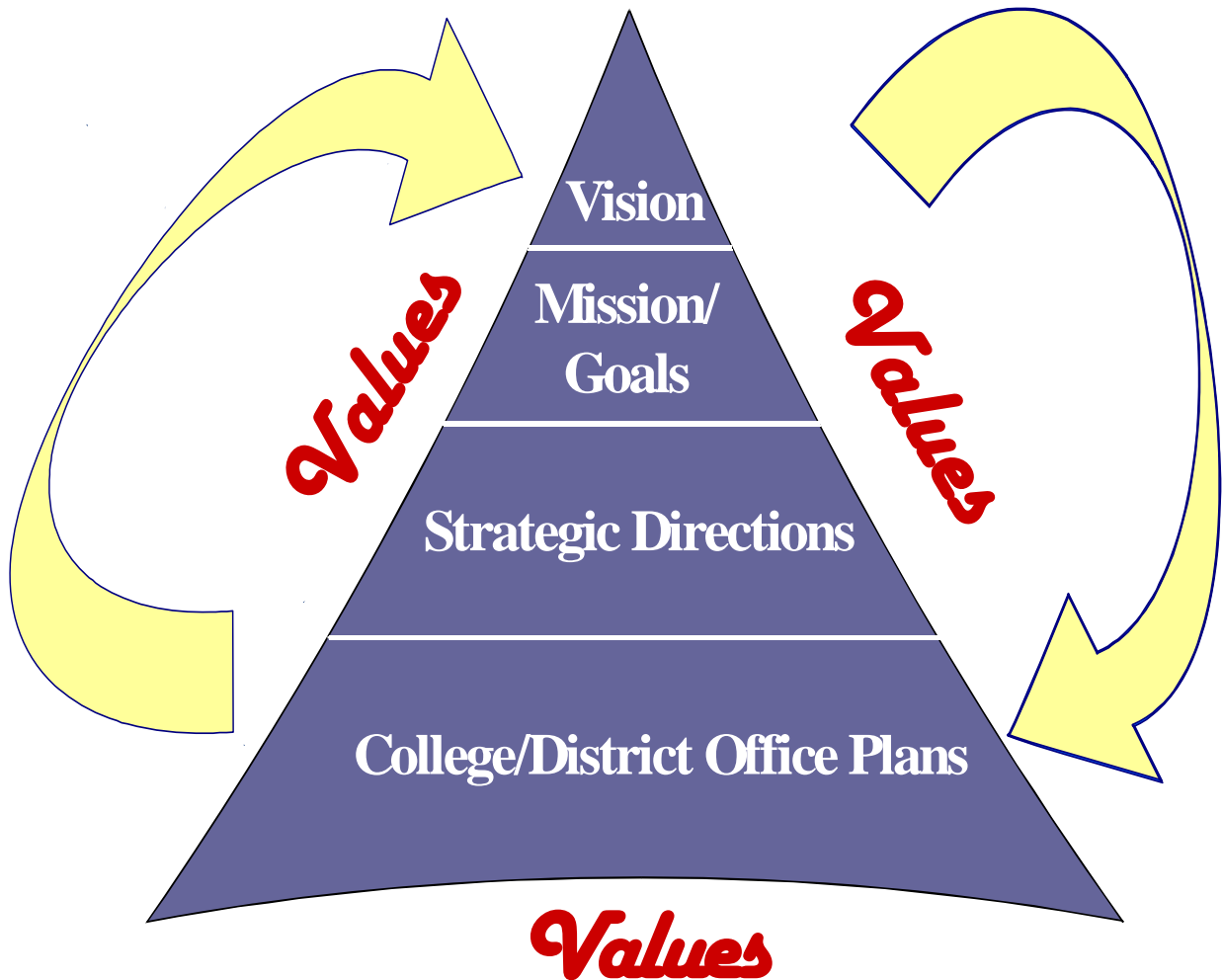
Not all planning requires additional funding. Some plans require a reallocation of resources, new processes or procedures. In some cases, strategic planning efforts may result in a recommendation to allocate fewer resources to particular efforts. Effective planning looks at all possibilities in attempting to achieve desired outcomes.



APPENDICES



**Appendix 1
Maricopa Planning Overview**



The model reflects the integration of planning at all levels throughout the district. Maricopa Community Colleges Values remain the guiding principles that encompass all areas of planning. The evidence of bottom up planning that occurs district-wide is highlighted in this overview.

Appendix 2 Planning Calendar

- 1) Early Fall: District sends planning forms and handbook to colleges and units.
- 2) November: Work session on Board Outcomes monitoring. Introduction of new Board goal monitoring report. Integration of Board Outcome Statements and strategic directions and what they should look like.
- 3) February 8, 2010: Due date for updated college/unit **Strategic Plans** linking college/unit plans to strategic directions. Email strategic plans to Elizabeth Hunt-Larson in the Institutional Effectiveness Office (elizabeth.huntlarson@domail.maricopa.edu).
- 4) February 8, 2010: Due date for **FY 2010-11 Operational Plans** (Form 5) linking college/unit plans to strategic directions and **FY 2008-09 Outcomes Summary** (Form 4). Submit forms via email to Elizabeth Hunt-Larson in the Institutional Effectiveness Office (elizabeth.huntlarson@domail.maricopa.edu). See the Strategic Planning web site to download forms describes in Appendices 4, 5, and 6. Given limited resources, all Operational plans should assume they will be funded by reallocations.
- 5) April: Strategic Planning Retreat – Multi-Year Planning & Review of Strategic Directions.
- 6) June/July: Updated strategic plan presentation to the Governing Board.
- 7) August: Annual Board Retreat – Review Multi-Year Planning Calendar.

Appendix 3

Directions for Submission

For the purposes of presentation, colleges and units must submit all requested information regarding planning activities and outcomes on the forms located at <http://www.maricopa.edu/stratplan/> using the direction and submission instructions in Appendices 4 and 5. The use of these forms will help ensure a more uniform reporting of information and synthesis of this information. Please also submit an electronic copy of your college/unit's current strategic plan.

Appendix 4

FY 2008-09 Outcomes Summary

Form 4, FY 2008-09 Outcomes Summary, is the form to use for reporting outcomes achieved. Recognizing that many plans take place over multiple fiscal years and are ongoing, college/units need to provide brief updates on the status of multi-stage and multi-plans. Updating progress toward planned outcomes will continue in subsequent years. For example, in fiscal year 2009-10 colleges/units will submit the actual outcomes summary of their fiscal year 2008-09 operational plans on Form 4 along with their FY 2010-11 Operational Plans using Form 5.

Appendix 5

FY 2010-11 Operational Plans

Form 5, FY 2010-11 Operational Plans, is the form to use to list all strategic goals the college/unit or district office plans to implement regarding their institutional priorities and therefore advancing the strategic directions, Board Outcome Statements, and Beyond Boundaries Goals. Operational plans should identify **strategic goals, measurable outcomes, target years, and responsible person.**

Note: Select councils will submit operational plans. These councils include: *the Capital Development Council (CDAC), Diversity Advisory Council (DAC), and Financial Advisory Council (FAC).*

- 1) Please use the column labeled *Strategic Goal* to identify any strategic goals related to the strategic direction on the form.
- 2) Please use the column labeled *Measurable Outcome* to specify what measurable or observable results the strategic goal is designed to achieve.
- 3) Please use the column labeled *Target Years* estimate when the activity and outcomes will occur. Multi-year planning is recognized.
- 4) Please use the column labeled *Responsible Person* to identify the individual responsible/accountable for the action that will be taken.

Appendix 6

Feedback Form

The Feedback Form is the form to provide feedback on the handbook and the process. The Strategic Planning Advisory Council will review the information provided and address any issues that may come up.

Appendix 7 Budget Process

A. General Overview

1. The Budget Office will develop funding projections of district-wide costs for review by Financial Advisory Council (FAC) such as:
 - (a) Initial or continued implementation of district-wide computer systems.
 - (b) Inflationary and business need such as: supplies and utilities, fixed charges, software and hardware maintenance, compensated absences, tuition waivers, 10-year anniversaries, education payments, and/or liability insurance.
 - (c) Enrollment Growth Funding @ current rate, as well as potential increase at the rate equal to tuition increase.
 - (d) Operating costs as a result of Bond Program construction.

2. The Budget Office will provide the estimates of Fund 1 resources available for FY 2009-10 allocations to fund various programmatic needs at the colleges, Skill Centers and District by September 15, 2008. These resources consist of the balance of available funds remaining after estimates for meet and confer, mandates and both prior and on-going commitments. The District has defined mandates and commitments as follows:
 - (a) Mandates: An external authority that requires funding and permit no funding latitude at the District, College or District-wide level. Example of mandates includes legal obligations for the Arizona State Retirement System (ASRS) or the Tax Reform Act, and government requirements under the Americans with Disabilities Act (ADA) or the Occupational Safety and Health Administration (OSHA).

 - (b) Commitments: Internal decisions, both prior and ongoing (varying degrees of funding latitude at the District, College and/or District-wide level):
 - Limited-term commitments, including time and funding.

 - Ongoing commitments such as faculty formula allocation, enrollment growth funding, inflation, operating costs for General Obligation Bond Projects and implementation of Performing Art Centers, development, training and ongoing operating costs for approved district-wide administrative systems implementation.

B. Budget Request for District-wide Initiatives Not for individual units.

1. Any budget request identified as district-wide should be submitted to the District Budget Office no later than **June 30th**. Please note that briefings will occur during the fall FAC meetings and requestors should be prepared to present their requests. See Appendix for definition and examples of district-wide initiatives.

2. Budget requests must be submitted on the forms in use for budget development for the year in question. Formula-based allocations will continue as appropriate. Requestors may submit supplement background materials to better explain their needs.
3. The appropriate Vice Presidents' Council(s) must approve proposals prior to submission to the Budget Office. See Budget Appendix below for examples of proposals that need approval of Vice Presidents' Council(s).
4. Athletic Requests for new and expanded programs due by June 30th.

C. Budget Requests for Individual Units

1. Generally, formulas will be used to allocate potential funds. With limited resources, there will be no solicitation of individual request.

Budget Appendix

- **District-wide initiatives:** initiatives that affect all colleges. Examples of these initiatives include: Library Access 24/7, ASU Alliance, and Student Information System.
- Examples of proposals that may need approval by Vice Presidents' Council(s):

Items

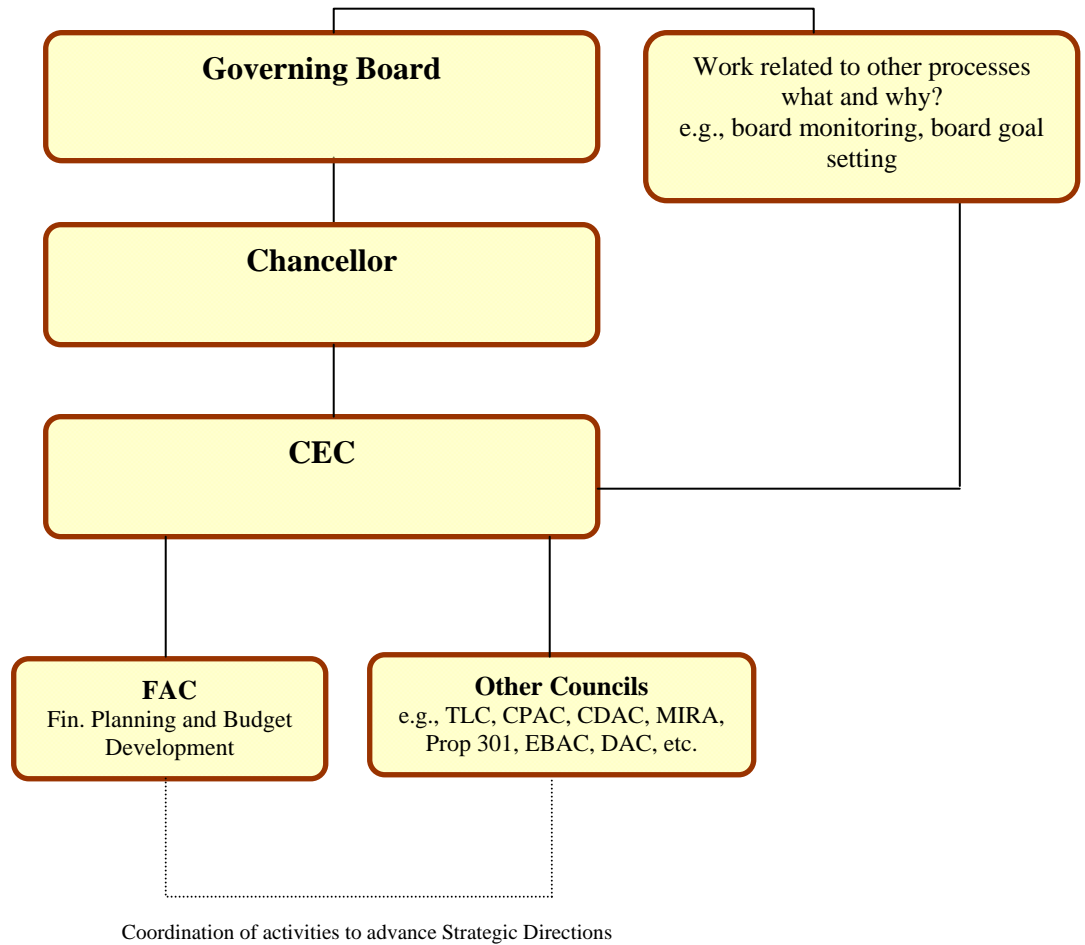
1. Funding for College Safety Task Force
2. Interpreter Rates change

Councils

- Vice Presidents of Student Services
- Administrative Services Council (ASC)
- Vice Presidents of Student Affairs
- ASC

Appendix 8 Proposed Organizational Structure

Councils report to the Chancellor’s Executive Council (CEC) for the purpose of promoting alignment and integration of activities (calendars, advancement of strategic planning goals, common understanding of other district planning activities) and specific recommendations go from the councils to CEC.



Appendix 9

MCCCD Strategic Directions

The Governing Board adopted the following directions to be used in the district-wide strategic planning process. (The directions also replace the previous practice of identifying priority goals.):

1. MCCCD will maximize stakeholder access to the Maricopa Colleges' facilities, programs, and services.
2. MCCCD will promote and support opportunities for students by enhancing learning environments and delivery options, student retention and success strategies and quality teaching and learning.
3. MCCCD will enhance internal collaboration and increase external partnerships.
4. MCCCD will identify and pursue new and existing revenue sources while promoting cost effectiveness.
5. MCCCD will recruit, develop and retain a quality diverse workforce.
6. MCCCD will maintain a strong identity that reflects its role in and value to the community.

AMENDED March 26, 2002 – MOTION NO. 9098
AMENDED August 24, 2004 – MOTION NO. 9268

Appendix 10

Governing Board Outcome Statements

POLICY TYPE: OUTCOMES **POLICY TITLE:** BROAD OUTCOME STATEMENT

As an educational institution devoted to learning, Maricopa Community Colleges exist in order that the community might have effective, innovative, learner-centered, flexible, and life-long educational opportunities.

AMENDED December 15, 1999 – MOTION NO. 8928

AMENDED December 14, 2004 – MOTION NO. 9288

University Transfer Education and General Education

1. Students who transfer to a baccalaureate degree granting institution will be prepared to successfully attain their educational goals.
2. Students will demonstrate post-secondary competencies in communication (writing, speaking, listening), reading, the humanities, science, critical thinking, problem solving, computer and information literacy, and mathematics.
3. Students will experience a seamless transfer to baccalaureate degree granting institutions.
4. Students will successfully complete certificate and associate degree programs.

Developmental Education

Students will demonstrate competencies in courses below 100 level (reading, mathematics, English) that prepare them for success in college level courses.

Workforce Development

1. Students will complete occupational programs or courses with skills sought by themselves or employers.
2. Maricopa Community Colleges will collaborate with private, public, and community partners to identify and respond to recruitment, training, and educational needs.
3. Maricopa Community Colleges will work with community partners to develop programs and services to recruit and prepare students to become preK-12 teachers to serve our communities.

Student Development

1. Students will be provided programs and services that further increase retention and support their learning, educational, and employment/career goals.
2. Students will be provided programs and services that support their personal growth and citizenship development.

Continuing/Community Education

1. Community members will be provided opportunities for personal interest and development to include:
 - a. Accessibility to college facilities and services as appropriate (libraries; recreational/athletic facilities; arts programs; internet/technological delivery; courses of an avocational nature to include leisure, wellness and specialized training).
 - b. Forums, dialogs for balanced views of contemporary, civic, and public issues.
2. Maricopa Community Colleges will have collaborative partnerships and programs with elementary schools and high schools and other higher education institutions to increase the number of students that matriculate to the college level.

Appendix 11 Beyond Boundaries Goals

Beyond Boundaries Dr. Rufus Glasper

We all live with boundaries – limits we place upon ourselves or limits that are placed upon us by outside influences or pressures. Yet if we look beyond the boundaries, higher education in our community and in our state can be like a decade from now if we look beyond the boundaries, beyond tradition, beyond any artificial limitation.

I envision a system of higher education that provides opportunity, encourages prosperity, promotes equity, and trains people for jobs regardless of their religion, color, race, country of origin, economic status or social class. That is not a **new** vision, but **it is one** that we can achieve.

One of the keys to that achievement is to discount those artificial limits and reach beyond the social, cultural, financial, administrative, personal and even political boundaries. These hold back the full potential of any student, and the full potential of our community. And let there be no doubt, our community will only achieve its potential by helping our students achieve theirs.

We have to view our students and our communities as a continuum. We need to build the core competencies required for student success in their chosen field, but our community also demands that we develop a sense and understanding of morals and ethics in our students. Contribution to our world must not just be a well-trained worker but a whole person; a person capable of thriving in a dynamic and changing workplace, a person capable of bringing a sense of justice and duty to his or her work. We want our graduates to do well, but we also want them to *do good*.

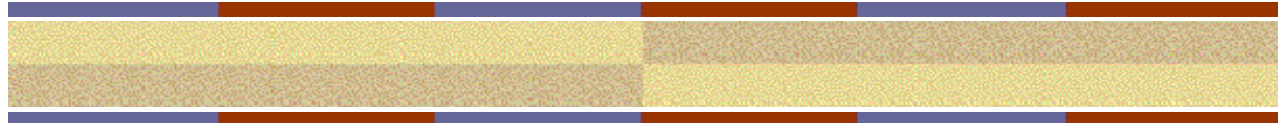
Together, education, business, and government can strengthen our community. The Maricopa Community Colleges have 12 commitments, which, through partnerships, can do just that:

1. Bringing industry onto our sites, building new programs, infusing new graduates into the new economy, creating an interdependence of business, industry and education to create dynamic new approaches to jobs and job training.
2. Partnering with the new bioscience high school, creating summer internships for high schoolers in medical offices, bringing in all the colors of the spectrum and building a core of students who will eventually enter that medical school and fill the gaps in Arizona.
3. Working with our cities and school districts to create educational empowerment zones in which we concentrate volunteer work at the schools, offer traditional and bridge programs, provide FAMILY orientation for new students and for adult students.
4. Asking Arizona and our country to assist the men and women coming home from war to lead the way, to create a second GI bill that paves the way for their future success and the success of our families and our economy.

5. Collaborating with the community colleges on our county's borders - our sister institutions - to share expensive programs, share income and develop programs.
6. Implementing an employee program that both permits and encourages our employees in assisting schools, students and families of students.
7. Creating commercially and educationally based campuses in the downtowns of Maricopa County to help our cities renew the vibrancy that has been lost in some, and build on the energy that is created by bringing 10,000 students of all ages back downtown.
8. Supporting Tech Transfer as a key to community college partnerships with industries and businesses that have proven so successful in the past.
9. Committing to increase the persistence rate of our students - in other words, the rate at which our students stay with us from year one to year two - we will increase that rate by 50% in the next decade.
10. Increasing the number of certificates and degrees awarded by our colleges by 50% in that same decade.
11. Increasing our efforts to keep kids in school and bring them into higher education. Our goal in five years is to have 3,500 high school and community college students actively involved in our Achieving a Higher Education (ACE) program every year.
12. In five years, increasing annual enrollment at the Maricopa Community Colleges by an additional 80,000 students training for jobs or getting prepared for university transfer.

Each of the ten of the Maricopa Community Colleges have vision and mission statements and goals to which they aspire, but all share common convictions. First, we believe that every person deserves the chance to attain a higher education and skilled job training in Maricopa County. Second, we believe that the Maricopa County taxpayers deserve an extraordinary return for their financial investment. Third, we believe that Arizona business and industry deserves to have a local population of skilled and well-educated workers to choose from to help build our common future. And lastly, we believe that hiring and retaining the best employees as faculty, administrators and staff is the best way to live up to the first three ideals.

I call on you, whether business leader, educator, elected official, or citizen: Join us to bring possibility and reality together; to link the questions of our people with the answers of our system; to merge people with appropriate training for skilled careers; and to reduce the boundaries and barriers between today's job market and tomorrow's knowledge economy.



GLOSSARY



CDAC: Capital Development Advisory Council

Provides oversight of major capital development or maintenance activities on behalf of the District.

CEC: Chancellor's Executive Council

Chancellor's council that consists of the employee group of college presidents and vice chancellors, as well as Faculty Association president and president elect. Council provides recommendations to the Chancellor in the best interest of Maricopa Community Colleges on varied subjects. All advisory councils report to CEC.

DAC: Diversity Advisory Council

The DAC promotes initiatives and makes recommendations that reflect the values and actualize the Governing Board Diversity goal.

The DAC achieves this through review of policies and procedures, the identification of training opportunities, the monitoring of campus culture and climate, the dissemination of information through a variety of formats and a shared understanding of what diversity means.

EBAC: Employee Benefits Advisory Council

Recommends health care coverage and associated benefit programs which enable each employee to be emotionally, socially, physically, and intellectually productive so as to provide an effective teaching and learning environment for every student. Employee Benefits Advisory Council exists as a collaborative group with representation from all employee groups. Their primary task is to study, discuss, and propose changes in the benefits provided for employees.

FAC: Financial Advisory Council

Responsible for the supervision and coordination of all district-wide Maricopa Community Colleges' budgeting processes. Additionally, the Council will make recommendations to the Chancellor's Executive Council (CEC) regarding budget related matters. CEC in turn makes recommendations to the Chancellor, who ultimately presents budget and tuition and fee recommendations to the Governing Board.

MIRA: Maricopa Integrated Risk Assessment

The Governing Board officially approved MIRA in a March 2000 Governing Board meeting, with support from the Chancellor and CEC. MIRA extends beyond traditional risk management to embrace a wider view of risk called Enterprise Risk Management (ERM). While traditional risk management focuses on hazard risk, ERM is a process and a management tool to address all sources of risk that would threaten strategic objectives. It also identifies opportunities to explore for competitive advantage. MIRA is not an add-on, but must be collaboratively integrated into existing management processes and daily operations. MIRA seeks to promote a risk aware culture and to provide for a feedback loop to assess value and effectiveness.

Prop 301:

In November 2000, voters approved Proposition 301 - a measure to raise the state sales tax by 0.6 percent to fund Arizona's education needs - boosting financial support for education by nearly \$460 million a year for 20 years. Allocation of resources is distributed as follows:

- 82% K-12 Public Schools
- 15% State Universities (Research)
- 3% Community Colleges (Job Training)

SWOT: Strengths, Weaknesses, Opportunities and Threats Analysis

SWOT is an abbreviation for Strengths, Weaknesses, Opportunities and Threats. SWOT analysis is an important tool for auditing the overall strategic position of a college/district unit and its environment.

TLC: Technology Leadership Council

Provides a forum for identification of common challenges in managing technology, collaborative discussion, recommendation, and promotion of potential solutions. The TLC develops and advocates Maricopa's technology agenda with internal and external communities.