

Student-centric Strategic Planning

Focus on your Product

Welcome

- Dr. Matthew Domas
Associate Vice President for Educational Affairs
Northwest Mississippi Community College
- Ms. Carolyn Warren
Director of Institutional Research and Effectiveness
Northwest Mississippi Community College

Criticism of Strategic Plans

- Blogger (Dean Dad) asks “Has anyone ever known a strategic plan in higher education that actually worked?”
- Robert Birnbaum (2002) – strategic planning in education is a fad
- Dean Dad – most plans are simply “filed and forgotten”

Support for Strategic Plans

“Strategic plans can have a powerful impact on advancing and transforming colleges if properly implemented.” (Dooris, Kelley, & Trainer, 2004)

Common Reasons for Epic Failure of Strategic Plans in Education

- No consensus on product
- Unit goals not aligned with institutional goals
- Too complex / misunderstood
- Not tied to budgetary process
- No buy-in on part of college community / lacks relevance

Generate Consensus on Product!

In education, this can be confusing because we have at least two (2) consumers and how you institutionally frame your product dictates institutional culture (or vice versa).

PRODUCT	CONSUMER
Education	Student
Successful Student	Community / Workplace

What is a successful student: At Community College?

- Transfer/Graduation
- Transfer success
- Licensure/Credentials
- Employment in field of training

What is a successful student: At University?

- Graduating on schedule
- Graduate school
- Contributes to foundation
- Hired in their field of study

Reframing Institutional Goals

- Institutional Goals must support the mission statement, so does the mission statement focus on student success?
- Do current goals focus on student success?
- Can they be reframed with that focus?
- Do new goals need to be created?

NWCC Strategic Plan:

Goal of the Strategic Plan

Identify and meet educational needs by

- Enabling student success,
- Ensuring institutional effectiveness, and
- Ensuring program quality.

Using Definition of Student Success to Drive Institutional Outcomes

NWCC Institutional Performance Indicators (Keywords)

PI 1 - Retention Rate

PI 2 - Student Success Rate

PI 3 - Developmental Course Success Rate

PI 4 - Transfer Success

PI 5 - Workforce Training Success

PI 6 - Cost-effectiveness

PI1 - Retention Rate

Outcome:

The percentage of first-time, full-time students* returning from fall to fall will increase from the previous year.

Measure:

Report as a percentage retained. Denominator is the number in the cohort minus those removed for disciplinary reasons. Disaggregate by gender, race, pell -eligible, developmental, and online.

*Includes only students in AA or AAS degrees, due to 1- year certificate programs.

PI2 - Student Success Rate

Outcome 1 – First-time, full-time students will graduate with an AA, AAS, or Certificate degree.

Measured as number of graduates, disaggregated by gender, race, pell - eligible, developmental, and online, as well as by degree type and time to degree.

Outcome 2 - First-time, full-time students in transfer degree programs will transfer to a 4-year institution.

Measured as number of transfer students, disaggregated by gender, race, pell - eligible, developmental, and online, as well as by degree type. Also looks at whether they transferred with or without a degree.

Outcome 3– Students taking licensure exams for state and/or national credentials will pass on the first-write of the exam.

Measured as percentage of students taking licensure exams for the first time that pass the exam.

PI3 - Developmental Course Success Rate

Outcome 1 - Students enrolled in a developmental course (LLS 0113, REA 0113, REA 1213, MAT 1213, MAT 1233, ENG 0113) will pass the class with a grade of C or better.

Measured as a percentage of students who pass the courses, disaggregated by gender, race, pell, and online/trad., split by course for further reference.

Outcome 2 – Students who successfully passed a developmental course during the previous semester will earn a grade of C or better in the next target course in sequence.

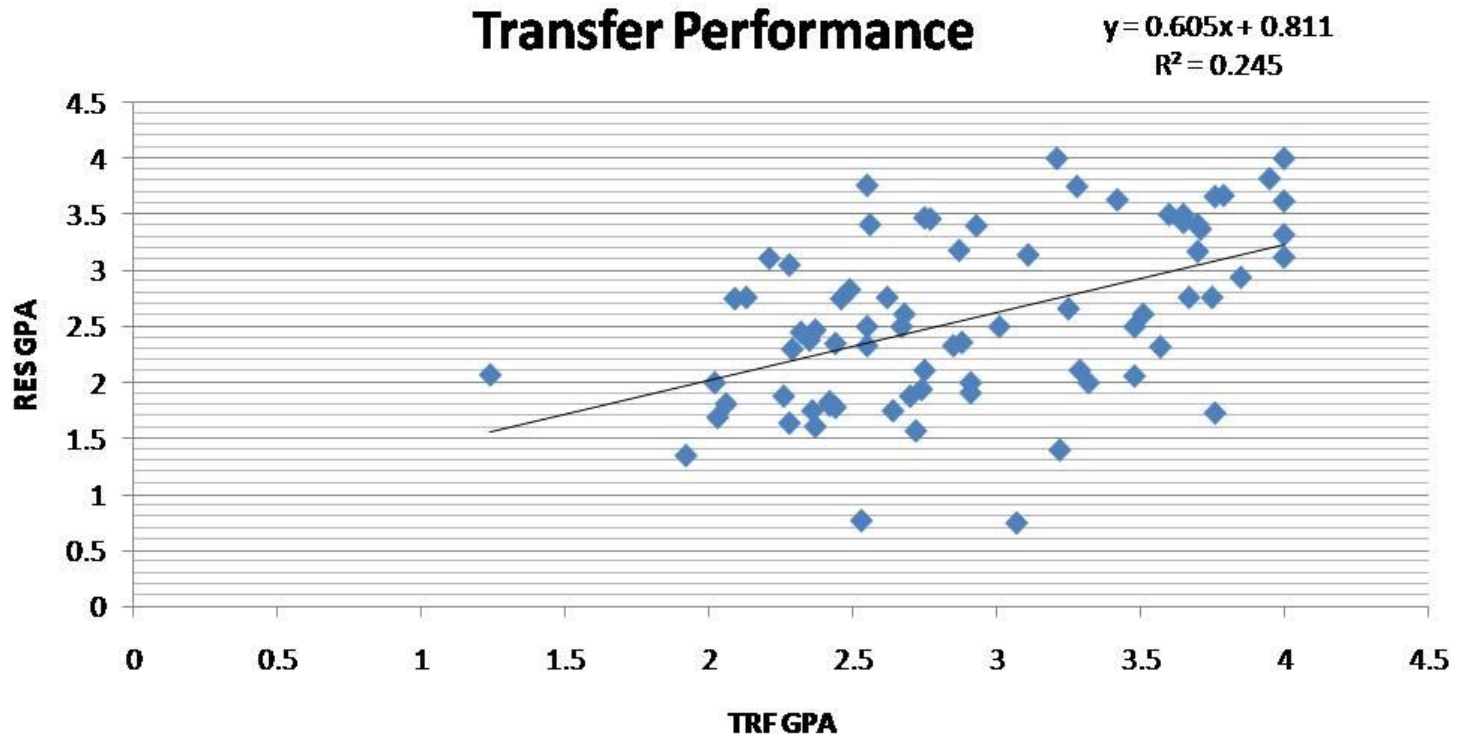
Measured as a percentage of students who pass the courses, disaggregated by gender, race, pell, and online/trad., split by course for further reference.

PI4 - Transfer Success

Outcome: First-time, full-time students who transfer to a 4-year institution will maintain or exceed the GPA earned at NWCC.

Focus on maintaining a positive correlation in the relationship between the two GPA's. Use a scatterplot and linear regression to examine the correlation and changes over time. Disaggregate results as in previous outcomes.

Scatterplot



PI5 - Workforce Training Success

Outcome 1: Students who receive workforce training will show a wage increase and/or promotion subsequent to training.

Outcome 2: Students who receive workforce training will become employed (or retain employment) subsequent to training.

Data based from nSPARC (National Strategic Planning and Research Center) and workforce database.

PI6 - Cost-effectiveness

Outcome 1: NWCC will strive to reduce or maintain the institutional cost per degree.

Outcome 2: NWCC will strive to reduce or maintain the institutional cost per FTE.

Based on institutional cost figures as reported to IPEDS.

Institutional Outcomes Drive Unit Outcomes

- Two types of units:
 - Instructional
 - Non-instructional
- Instructional Units will have an easier time thinking in terms of student success – they are measuring it daily.
- ALL units will need to be trained on how to think in terms of student success.

Instructional Units

- Academic
 - VP for Education
 - Business Division
 - Education Division
 - Fine Arts Division
 - Language and Communications Division
 - Social Sciences Division
 - Mathematics Division
 - Math Lab
 - Natural Sciences Division
 - Nursing (ADN) Division
 - Learning Resources
 - DeSoto Center
 - Lafayette-Yalobusha Technical Center
 - eLearning
- Career/Technical
 - Career/Tech programs
 - Career Center
 - Workforce Training
 - ABE/GED

Non-instructional Units

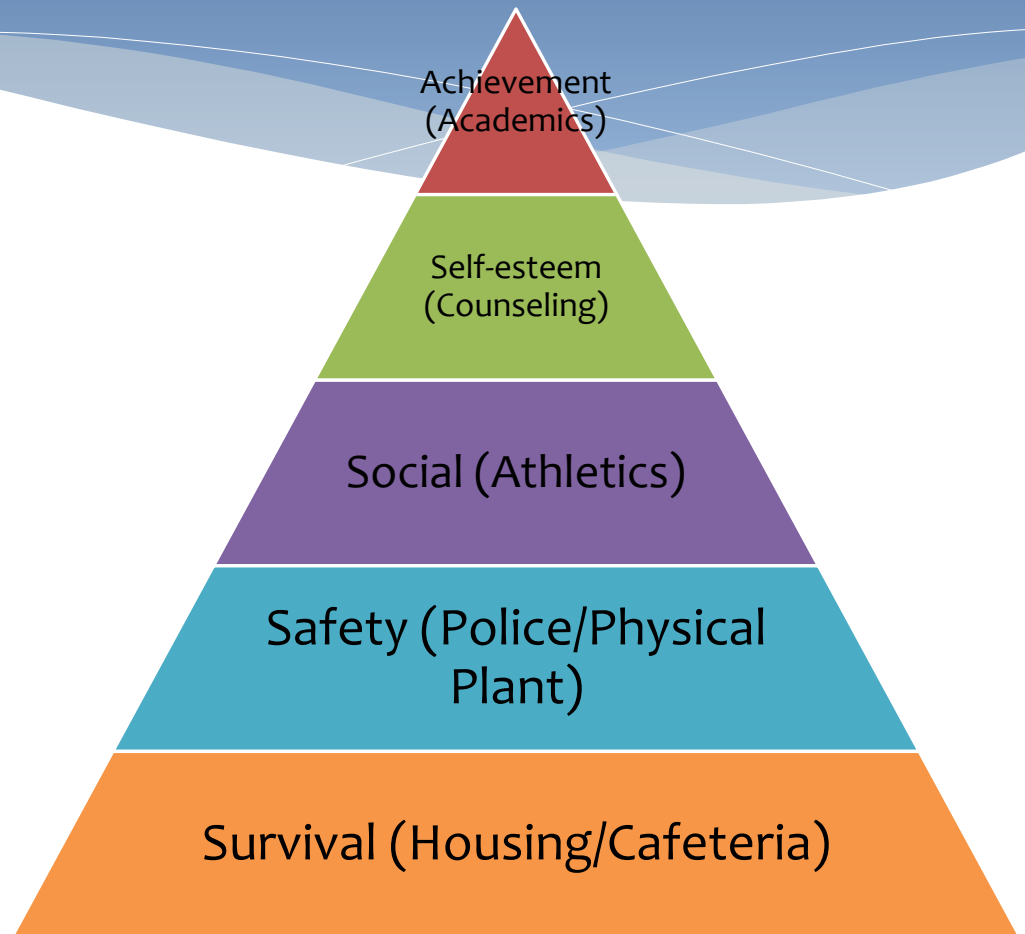
- Student Affairs
 - Campus Life and Housing
 - Food Services
 - Student Activities
 - Student Development Center
 - Student Support Services
- Campus Police
- Communications
- Bookstore/Post Office

- Enrollment Management
 - Financial Aid
- Fiscal Affairs

- Foundation
- MIS
- Personnel
- Physical Plant
- Athletics
- Continuing Education

How do non-instructional units drive student success?

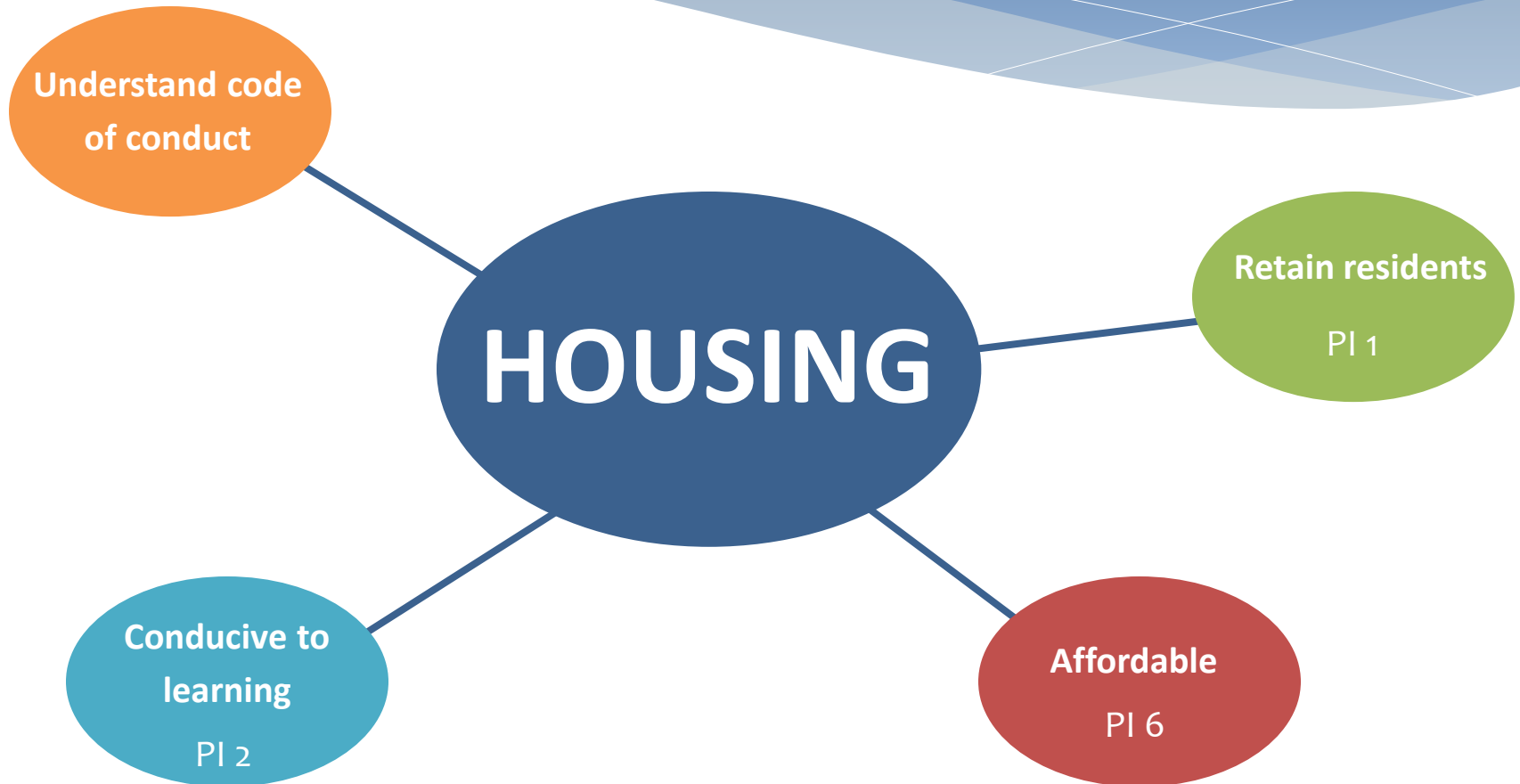
- If you have a strategic plan based on student success, you have to be able to explain to these units how they impact that goal
- Maslow's hierarchy of needs



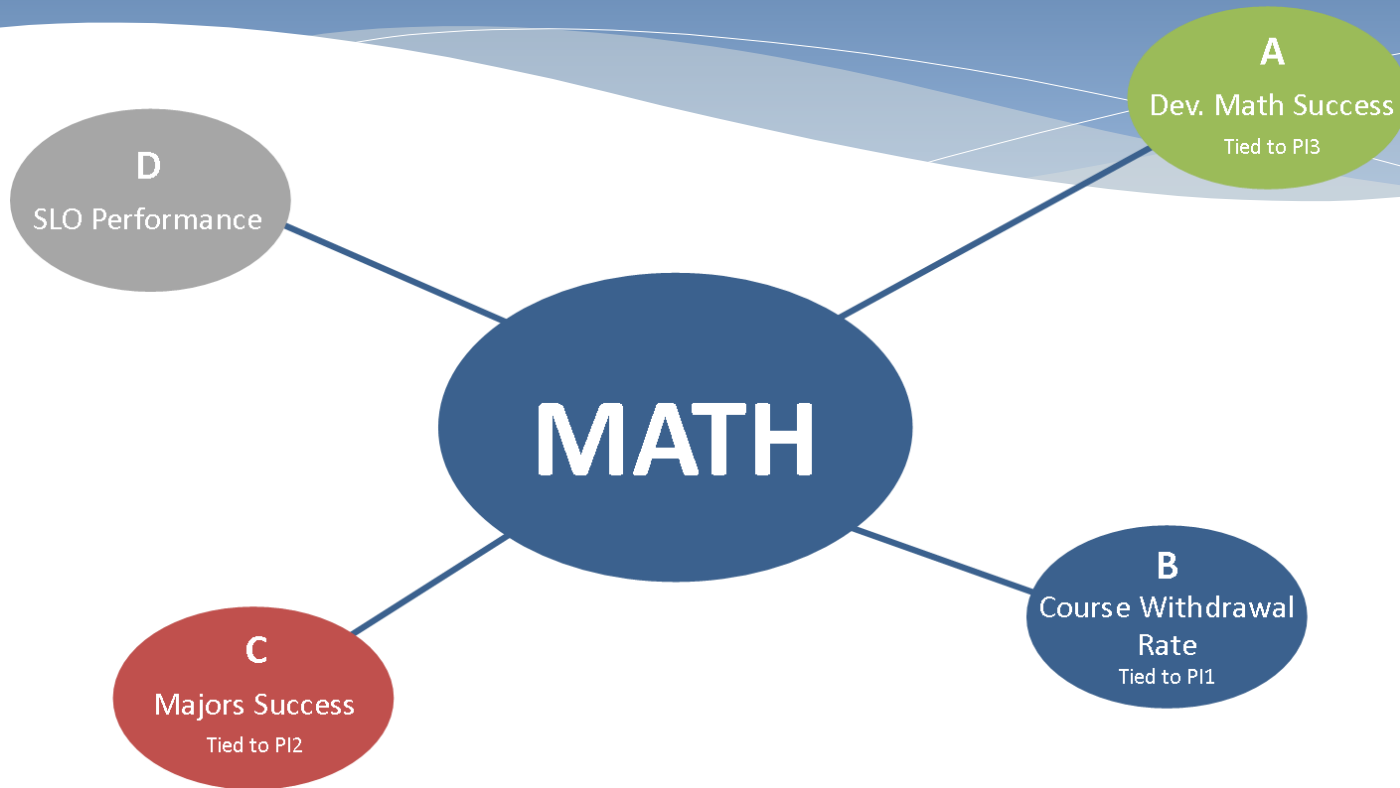
Outcome Example

- Campus Life and Housing Example
 - Outcome 1 - The residential population will be retained at a rate equal to or greater than that of the full-time non-residential population.
 - Tied to PI 1 – Retention
 - Outcome 2 - Campus Life and Housing will provide a residential environment that is affordable.
 - Tied to PI 6 – Cost-effectiveness

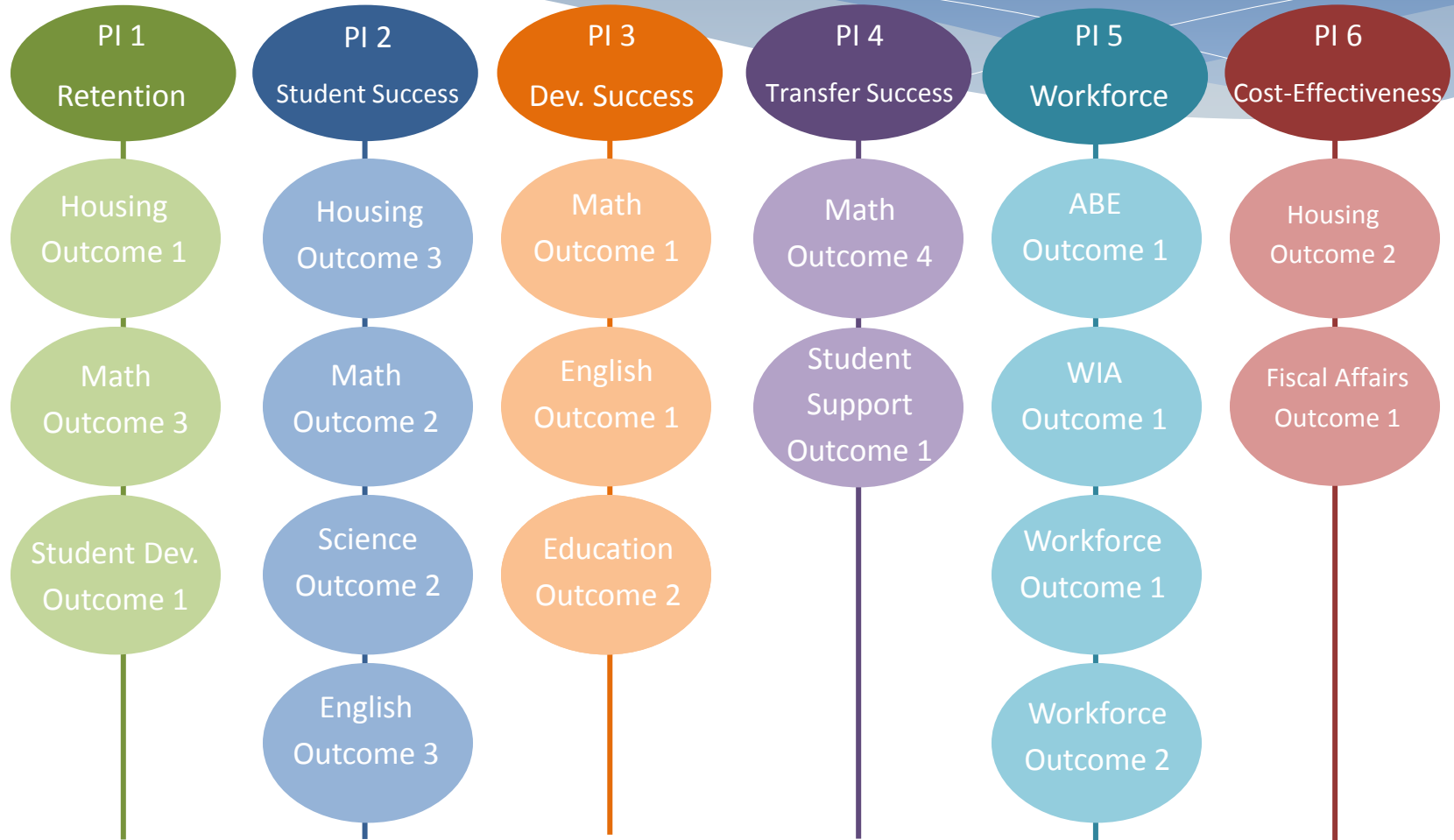
Unit Outcome Specific Example



Unit Outcome specific Example



Institutional Plan Model



Training, Training, and more Training

- You can't assume that any unit (instructional or otherwise) will automatically know how to write an outcome, or how to tie it into the institutional outcomes.
- Training should be step by step.
 - Explain the overall plan
 - Explain their role
 - Explain each new task as it is required



Summary

- Generate consensus on product – the successful student
- Write institutional outcomes (the backbone of the strategic plan) focused on this product
- Assist units in writing unit outcomes that impact the institutional outcomes
- Units understand their role in impacting the quality of the product – the successful student
- Understanding generates ownership for the plan and for their unit outcomes
- Ownership of the plan yields positive institutional outcomes, which is an EPIC WIN for the institution.

For Further Information

- Feel free to contact us for further information:
 - Matthew Domas, Ed.D.
gmdomas@northwestms.edu
 - Carolyn Warren, M.S.
cwarren@northwestms.edu

For pdf copies of the presentation, go to:

www.northwestms.edu/sp