



Strategic Planning Process

Long Term Planning

Annual Priorities

January, 2006

Kingsborough Community College Strategic Planning Process

Overview

This document explains and will serve as a guide for a renewed, refocused, and redefined planning process at Kingsborough Community College. The process will consist of two major components: Strategic planning, including long-term directions and their specific elements, and annual college priorities developed to guide the college in the achievement of those goals. The process is intended to be systematic, broadly participatory, data-driven and action-oriented. Planning stands in the middle of a tripartite cycle of institutional self-examination and renewal. A renewed assessment process is being implemented that will provide evidence of the progress made towards achievement of the college's mission, goals, and objectives. The picture of the college's strengths, weaknesses, opportunities, and challenges that emerges will form a rich, evidence-based context for the planning groups, and the college budget development process will be expected to respond to the priorities they identify and recommend. In this way, open and comprehensive evaluation of the college's functioning can serve as the basis for subsequent plans and actions, just as the results of the actions taken are to be subject to the next cycle of assessment and evaluation.

Objectives of the Planning Process

- Help guide the college toward achieving its mission
- Reflect priorities, goals, and objectives in the development of the college budget
- Assess and report progress toward achievement of goals and objectives
- Support the integration of planning, budgeting, and assessment
- Involve a large number of the college community in the development of plans
- Develop and communicate widely a shared vision of the future of the college
- Direct the use of assessment results to improve processes and revise plans

Structure of the Planning Process

Strategic planning. Strategic planning will move forward in seven separate but interrelated streams. Each area will be addressed by the development of specific plans. A Strategic Planning Steering Committee, appointed by the President and chosen to be widely representative of students, faculty, administration, and staff, will integrate the seven plans into a single consistent and interdependent entity. It will also monitor and assess the planning process and the related assessment and budgeting processes that stand with planning in the annual cycle of institutional examination, prioritization, and renewal. Individual planning committees will be appointed that will deliberate and produce proposed plans. Each of these committees will be represented on the Steering Committee. There will be opportunities for the college community at large to have input into the processes, and to provide feedback to the preliminary plans, once they are developed. The process will focus primarily on a long term cycle, but it is recognized that short-term

planning is strategic as well and it will be included as an important component of the process.

The seven streams of strategic planning are:

- **Academic** - The formulation of an Academic Plan will be pre-eminent, and all the other plans will serve to support the Academic Plan. This plan will set a direction and priorities for the college to follow in serving the academic needs of students and the community. Matters of curriculum, instruction, preparation for upper-division study and employment, developmental and general education, and many other important aspects of the educational experience are subject to identification and prioritization by the process. Six complementary plans will be formulated alongside the development of the Academic Plan, and each will have to be considered in the context of the Academic Plan.
- **Student Support / Enrollment Management** - Student support and enrollment management are to be considered by this group as integrated functions. Directions for student recruitment, strategies for student retention, support for student development, and the services that sustain these activities will all be considered and prioritized by this subcommittee.
- **Technology** - Technology has been continued to be increasingly important to instruction as well as administrative effectiveness. CUNY colleges have a dedicated funding stream from the Technology Fee that can only be applied to instructional activities, and plans that were developed to implement the Technology Fee can inform plans of greater scope. Additionally, looking beyond computers into the range of information and educational technologies needed to help students achieve their goals will enable the college to position itself for the multi-year acquisition plans required to keep expensive equipment current.
- **Resource Development** - This group will examine and update strategies for supplementing regular appropriations and tuition revenues with additional resources. Initiatives such as grant-writing, fundraising, the KCC Foundation, and Alumni Association will be considered. It will also propose goals and methods for achieving KCC's portion of a CUNY campaign that was recently initiated.
- **Continuing Education / Workforce Development** - An effort will be undertaken to anticipate both Continuing Education offerings for the general adult population, as well as to examine and propose strategies that will focus and improve the ability of the college to partner with businesses and organizations in the community to deliver educational programs that will directly serve members of the workforce.
- **Facilities** - CUNY has a Master Planning process for facilities, which will form part of the context for a campus-based exercise addressing current and anticipated educational needs, prioritizing requests, and interfacing with the CUNY plans.

- **Business Continuity** - In any environment, disruptive events are best anticipated before they occur. Considering issues of safety, instruction, and administrative processes, this group will plan responses to disasters before they happen.

Annual college priorities. In order to ensure that annual priorities are integral to the strategic planning process, each planning committee will consider the strategic directions and other inputs such as the CUNY and KCC goals and targets set through the CUNY Performance Management Process to develop priorities for the upcoming academic year. Since the strategic planning process will not be completed in time to inform 2005-06 priorities, an ad hoc committee similar to one used in the last few years proposed annual priorities which were endorsed by the College Council.

Procedures

The entire process will begin with some community experiences, to generate attention to the issues and stimulate participation. In order to ensure inclusiveness, the planning committees will not be named until after the community experiences, so that those who show interest can be given full consideration. The entire college community will be invited to a short series of general forums. At these forums, group activities will be conducted that set the tone for the year's deliberations and begin the process of identifying the college's current strengths, weaknesses, opportunities, and challenges. It is anticipated that the experiences will help create a shared understanding of the tasks to be accomplished, and help the college get a good start in its strategic planning efforts.

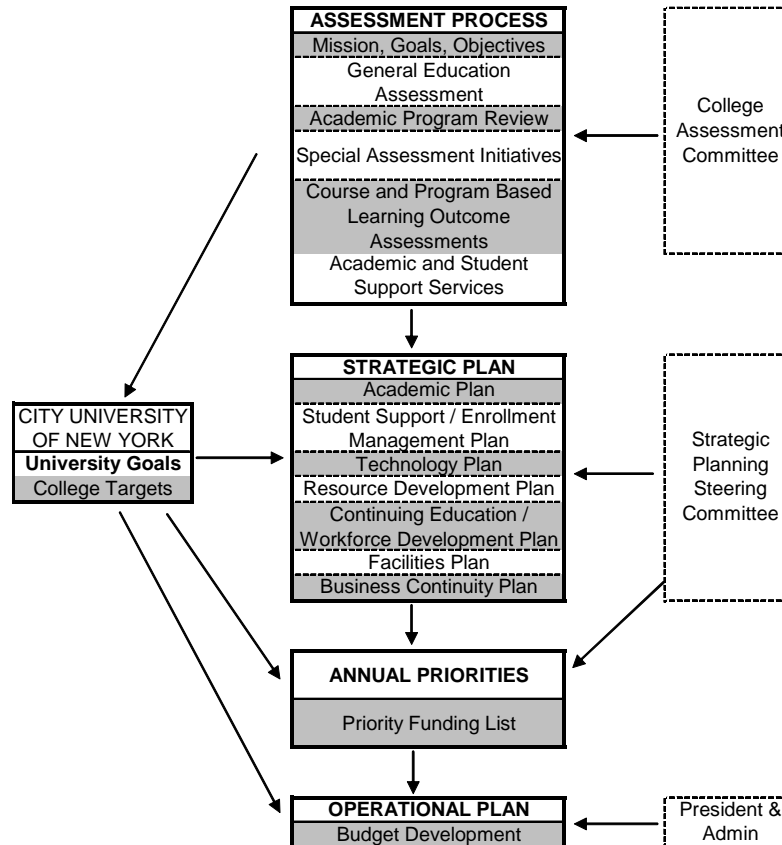
Once the planning committees are appointed, each will consider the relevant information and produce a report summarizing its deliberations and recommendations. The following procedures are recommended, although each group will have the flexibility to adapt and customize them as they see the need.

- Reaffirm relevant aspects of the mission, goals, objectives, and their indicators
- Consider evidence
 - Assessment results
 - Self-Study recommendations
 - Middle States team recommendations
 - CUNY context
 - Information about the external environment including formal and/or informal environmental scans
 - Previous priorities and their fulfillment
- Evaluate strengths, weaknesses, opportunities, and challenges
- Identify initiatives
- Set priorities and formulate recommendations
- Produce a summary report

The draft strategic plan will be forwarded to the College Council through its Committee on Budget. After it is endorsed by the College Council it will become the official strategic plan of the college.

The Assessment-Planning-Budgeting Cycle

The figure below illustrates the relationships between assessment, strategic planning, annual priorities, and the budget development process.



The College Assessment Plan provides for a systematic assessment of institutional effectiveness and student learning outcomes. One of the goals of the revised assessment process is to improve communication of assessment results to the college community, and to provide a basis for planning efforts.

Concurrently a Self-Study is underway, which is engaging much of the energy in the college community, involves a multidimensional evaluation of college progress, and will produce recommendations in a variety of strategic and functional areas. This study will provide information that can be used by the Strategic Planning Committees. Once the reaccreditation review is complete, recommendations made by the team will also be considered in the planning process.

Since the strategic planning process is in its formative stages, the 2005-06 Annual Priorities were proposed by an ad hoc committee of the College Council. This committee considered the university and college goals set through the CUNY Performance Management Process, information available as part of the self-study process, and other inputs. In May 2005, the College Council approved the 2005-06 Annual Priorities proposed by this committee.

Formulating operational plans and developing budget specifics will continue to be the responsibility of the President and senior administrators. The operational plans will not be directly dictated by the annual priorities, but the senior administrators will need to begin with the PMP goals and the annual priorities endorsed by the College Council. Many factors intervene between plans and realities, and this group, responsible for supervising instruction and administration at the college, is best positioned to balance the priorities and turn as many as possible into functioning realities.

Timetable

Since the college planning processes and the CUNY Performance Management Plan are interrelated, timelines for both have been placed together in the presentation.

College Planning Timetable

Task	2005												2006					
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Convene and orient ad hoc Planning Committee																		
University PMP goals received			18															
Planning Cmte drafts 2005-06 Annual Priorities				24														
College Council Endorses 2005-06 Annual Priorities						17												
KCC PMP report due at CUNY																		
Pres/Admin develop 2005-06 Operational Plan																		
Conduct Environmental Scan																		
General College Forums to begin planning process																		
Convene and orient Strategic Planning Committee										1								
Strat Plan Subcommittees draft strategic plan																		
Strat Plan Steering Cmte drafts overall strategic plan																		
Sharing and consultation with college community																		
Strat Plan Steering Cmte finalizes strategic plan																		
Strat Plan Steering Cmte submits strategic plan																		
College Council approves 2006-07 Annual Priorities																		
Pres/Admin develop 2006-07 Operational Plan																		

The timetable is largely self-explanatory, and the planning committees are expected to finish their work in time to seek endorsement by the College Council before the end of the Spring 2006 semester.

An environmental scan will be conducted during summer 2005, and the results will be made available for the committees to use in doing their major work during the Fall 2005 semester. The community events initiating the planning process will take place during September 2005, and the Strategic Planning Committee will be convened on or about October 1. The individual committee reports will be completed by the end of the Fall 2005 semester. At that time the reports will be disseminated to the campus community. After the Winter break, during the month of March, 2006, there will be a process for campus-wide input, both in person and in writing. The Strategic Planning

Steering Committee will finalize the plan and forward it to the College Council for endorsement after considering input from the college community.

The draft Strategic Plan will be submitted by April 1, 2006, including annual priorities for 2006-07. The College Council will then be able to consider and approve the priorities before the end of the Spring 2006 semester. The Council will also be able to access much more information from the college assessment process than was available in the past.

Monitoring and Self-Renewal

The Planning Committees will monitor implementation of the Strategic Plan. They will annually review and update it as necessary, dependent on any changes in internal or external circumstances and the progress made towards the current year's priorities. They will then offer new priorities for the upcoming year. The Steering Committee will also continuously monitor the effectiveness of the planning processes themselves, and recommend periodic adjustments. It will be most important for the Steering Committee to monitor the relationships between assessment, planning, and budget development and ensure that they are coordinating meaningfully with one another. This will allow for a continuous, rather than episodic, revision of the processes, so that they can either be affirmed or modified, and if necessary, the college can conceive of ways to approach the matter differently.

Update: January 2006

Annual Priorities 2005-2006

The annual priorities for 2005-2006 passed by the College Council in May 2005 are:

- Receive reaccreditation from the Middle States Commission on Higher Education.
- Expand learning communities, particularly into allied health careers.
- Complete a comprehensive review of general education.
- Create development initiatives focusing on the needs of recently hired faculty.
- In accordance with the College Assessment Plan, complete the specification of student learning outcomes for all courses and programs.
- Secure initial accreditation of the Surgical Technology program and recertification of the Physical Therapist Assistant program.
- Obtain CUNY approval to develop degree programs in Biotechnology, Fashion Design, and Earth & Planetary Science.
- Implement a strategic planning process linked to annual priorities and budget development.
- Establish a One-Stop center for admissions, registration, and related services, and investigate incorporating new technologies such as instant messaging.
- Develop, seek approval, and initiate credit and non-credit certificate programs where appropriate.

Numerous actions have been taken to implement these priorities, and their achievement will be assessed by the end of the 2005-2006 year.

Performance Management Plan 2005-2006 College Targets

In June/July 2005, the College formulated targets for the 2005-2006 year, which were based on CUNY targets but were also compatible with college priorities. Specific targets were set in areas identified by CUNY as university objectives:

- Raise academic quality
 - Promote CUNY flagship programs and strengthen campus programs while ensuring that every college offers a sound general education program
 - Use program reviews and outcome assessment efforts to enhance and update programs, pedagogy, and use of technology to improve instruction
 - Increase instruction by full-time faculty
- Improve student success
 - Increase retention and graduation rates
 - Improve post-graduate outcomes
 - Improve college readiness
 - Improve quality of student support services
- Enhance financial and management effectiveness

- Meet enrollment goals and facilitate movement of eligible students from associate to baccalaureate programs
- Increase revenue from external sources
- Make administrative services more efficient, increase entrepreneurial efforts, and apply savings/new revenues to student instruction-related activities.

Complete details of the targets and activities planned to help meet them are posted on the CUNY and KCC web sites.

Senior Administrators' Retreat

In August 2005, President Peruggi held a retreat for an group of senior administrators, which also included major program directors as well as associate and assistant deans. This retreat followed up on the annual priorities, and initiated planning from an administrative and operational perspective. Small group discussions focused on identifying institutional strengths, weaknesses, goals and obstacles. The outcomes of the retreat include the articulation of three long-term priorities in the form of goals for each of these major areas of the College: instruction, student support, enrollment, technology, administrative services, and fundraising. The priorities, agreed upon strengths and weaknesses, and group projects, which were set up to plan the first steps towards the achievement of the long-term goals, are listed in the document, *Envisioning the Future: Kingsborough 2010 – Priorities*.

Planning activities will continue college-wide in Fall 2005, at which time the goals will then reflect the input of faculty, students, staff, and the community.

Environmental Scan

An environmental scan was conducted over the summer of 2005, and resulted in a document with four major sections: KCC Enrollments, Other Colleges and Schools, Demographics, and Job Market and Economic Development. Highlights of the findings were as follows:

- The number of freshmen entering KCC has declined slightly in the last decade, while the number of transfers has doubled.
- Although KCC is the only community college in Brooklyn, three nearby comprehensive colleges (NYCCT, College of Staten Island, and Medgar Evers) have a majority of their enrollments in associate degree programs.
- In the last five years, KCC enrollments grew at a lower rate than other community colleges and CUNY overall.
- The five-mile radius surrounding KCC had nearly one million residents, and included approximately 55% white/non-Hispanics, 30% under age 20, and 43% with household incomes under \$30,000. Fifty-eight percent of the residents over age 25 had no college education.
- The top five countries of foreign birth in Brooklyn were China, Jamaica, Haiti, Dominican Republic, and Ukraine. Significant communities of immigrant

Russians, Mexicans, Trinidadians, and Guyanese also live within the areas that have historically sent large numbers of students to KCC.

- Health care & social assistance, retail trade, manufacturing, government, and construction are the top five employment sectors in the Brooklyn labor market.
- Over the last 15 years, employment has moved away from producing goods towards the delivery of services. The shift to employment in service industries is expected to continue.
- Emerging industries are expected to be tourism, finance & insurance, and construction & the related real estate industry.
- NY State projects the largest NYC region job gains through 2010 in retail, food preparation, security, personal and home care, and child care.

Details of the findings were posted on the college website, and in a document to be distributed to all participants in the strategic planning process.

Community Experience – Scenario Planning

Because the surveys conducted for the 2005 Self-Study indicated that many faculty members did not feel that their input was sought or included in college planning, a public event was organized, offering an invitation to anyone in the college community interested in participating in the initial stages of the strategic planning process.

This event was held on January 10, 2006, with an attendance of 125. Approximately half were faculty, and all categories of instructional and support staff were represented. The group was presented with an overview of the strategic planning process, and engaged in a scenario planning exercise. Working in groups, they were presented with four hypothetical sets of future conditions, and proposed five priorities for the college to follow under the one of the conditions. The four scenarios, formulated according to a nautical theme consistent with the college's waterfront location, were based on varying assumptions about long-term growth in student enrollment and the regional economy.

1. **Smooth Sailing** – The New York economy steams along; enrollment forges ahead modestly; funding support floats gently upwards.
2. **Surf's Up!** – A tidal wave of new immigrants rolls into south Brooklyn, and enrollment demand swells sharply. Funding support is steady.
3. **Low Tide** – The numbers of high school graduates, new immigrants, and returning adults recede; competing institutions pirate away increasing numbers of potential students; enrollment demand hits the shallows. Funding per pupil remains on an even keel.
4. **Help Me, I'm Drowning!** – The New York economy sinks, State and City funding crash against the rocks; since jobs are difficult to find, enrollment demand bubbles up.

To help focus the responses, several areas were suggested to be considered as bases for the priorities.

- Instruction
- Academic programs
- Schedule and offerings
- Staffing
- Enrollment management
- Support services
- Technology
- Financial management
- Facilities

This was meant to help the participants identify the themes and processes they viewed as most crucial for the college to consider in planning for, and responding to, future conditions. The results will inform the formal planning groups to be convened shortly afterward, and the event helped the organizers identify those who are interested in contributing to the deliberations and clarify possible roles they may play.

Common Priorities That Emerged in Scenario Planning

During the event, a lively discussion focused on what is important to the college community. The committees that will be doing the formal planning in smaller groups will undoubtedly remember the themes that emerged from the discussion among the community at large.

Although the scenario planning groups tried to address the areas suggested to help organize their thinking, many speakers pointed out that these categories are artificial constructs that in reality are interdependent, and one can be strengthened by strengthening the others.

From the oral reports and written summaries of priorities, several themes emerged across the different scenarios. It would be reasonable to assume that, since they would be priorities under both favorable and unfavorable conditions, the following elements are very important to the college community. At this stage, these are not formally agreed-upon priorities, but are attractive concepts worthy of debate and deliberation.

- maintain academic quality
- increase teaching effectiveness
 - faculty development
- academic programs
 - programs that respond to market/job/career needs
 - offer tiered, gradual levels; steps on career ladder

- improve learning by integrating technology into the classroom
 - smart classrooms
 - wireless
 - laptops
- innovative delivery of instruction
 - distance
 - online
 - mobile (podcasting)
 - flexible and/or expanded scheduling
- student support
 - support upon entering the college
 - academic advising / choosing curricula
 - tutoring
- raise additional external funding
 - grants, alumni support, college facilities

The next step after this event will be the appointment of planning committees. At the end of the scenario planning event, the participants were asked to rank order their preferences of the ones for which they would like to be considered.

Revised Committee Structure

After considering the common priorities that emerged from the scenario planning exercise, as well as the stated interest of such a large number of participants, it was decided to modify the committee structure. The academic plan was divided into four aspects: Academic Programs, Teaching Effectiveness, Developmental Education, and Innovative Delivery of Instruction. Additionally, Enrollment Management and Student Support were redefined as separate committees.

This structure will allow more individuals to participate, and the committees will focus directly on particular priority areas to elaborate potential courses of action. Although there may be some overlap, for example between Innovative Delivery of Instruction, Teaching Effectiveness, and Technology, the Steering Committee will coordinate and prioritize the submissions from the separate groups.

Timetable

Since the processes proposed to begin in September 2005 did not commence until January 2006, it will be difficult to conform to the original proposed timetable. Assuming the time it takes to do the work remains the same, starting four months later and adding an intervening summer would probably result in a completed draft plan by November, 2006.

Compressing the time period to produce a strategic plan would sacrifice the deliberations, and might not result in a fully considered plan. The college would be better served by well thought-out plan a few months later than by a quickly constructed plan delivered according to the timeline originally proposed.

Late in the Spring 2006 semester, although the plan will not be completed, the process will be far enough along for the committees to suggest annual priorities for 2006-2007. The strategic planning steering committee will synthesize and prioritize them, and present a single set of annual priorities for 2006-2007 for approval by the College Council in May, 2006. These will reflect the discussions held up to that date and will reveal the directions that appear to be emerging, although the formal planning document will not yet be completed.