

Summary

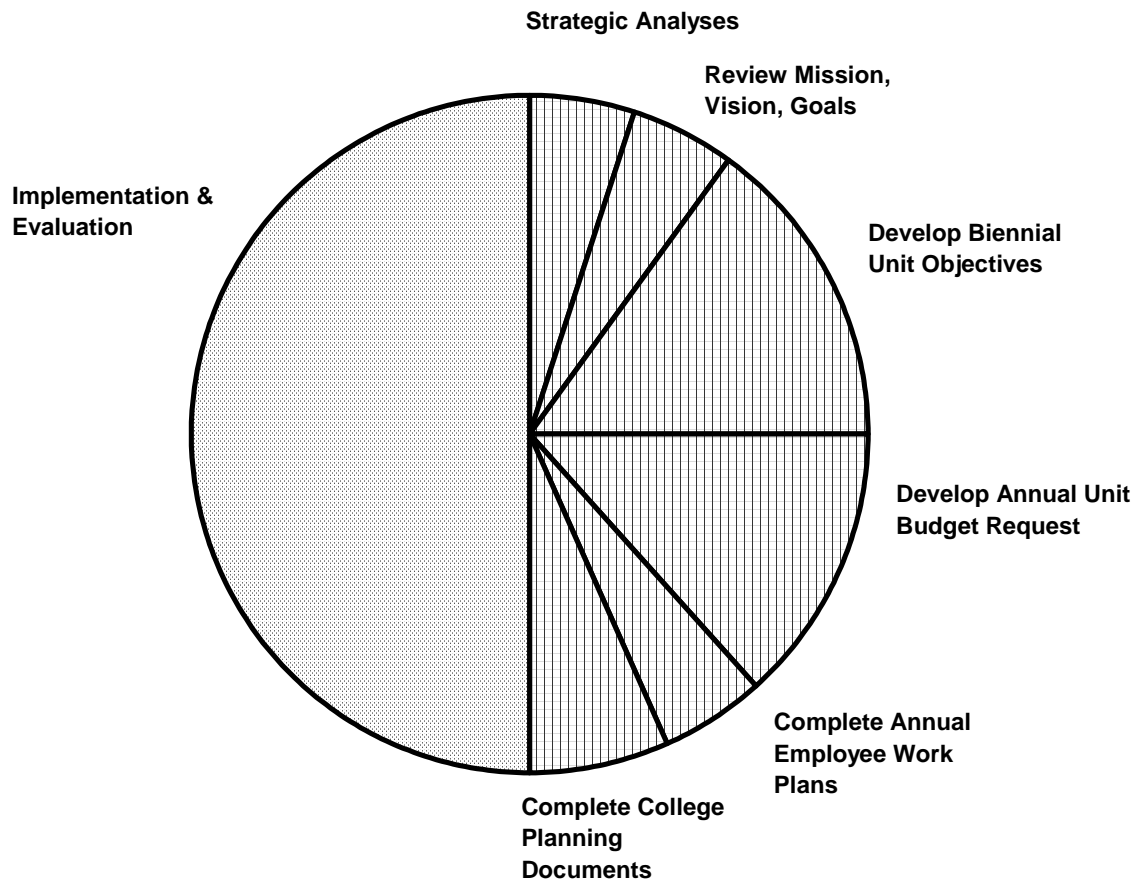
BIENNIAL STRATEGIC PLANNING & EVALUATION PROCESS

The pie chart below graphically depicts the biennial planning and evaluation process employed at Hillsborough Community College. Starting at the top and proceeding clockwise, the biennial plan is developed in year one (right half of pie). Year two (left side) represents the *1st* year of plan implementation. Thus the *2nd year of implementation* will always coincide with development of the next plan.

Though conceptually presented in the graph as a sequential progression, the cyclical nature of planning & evaluation results in practices that are more simultaneous than successive.

Even-Numbered Year Activities (right half of chart, e.g. 2004/05)

1. Develop new biennial plan
2. Implement 2nd year of the current biennial plan



Odd-numbered Year Activities (left side of chart, e.g. 2005/06)

1. Implement 1st year of new biennial plan
2. Complete final progress report of preceding biennial plan

Hillsborough Community College
BIENNIAL STRATEGIC PLANNING & EVALUATION PROCESS

The biennial college planning process is the vehicle by which Hillsborough Community College integrates the comprehensive strategic plan of the college with action plans at all unit levels. The planning process also serves as a mechanism for linking strategic planning with other supporting infrastructures such as budget development, human resource management, facilities master plans, and technology plans.

Development of the college plan begins July 1 of the even numbered academic year (e.g. 2004/05) and by its conclusion (June 30) results in an *Institutional Effectiveness Plan* to guide college activities for the next two academic years (e.g. 2005-06 and 2006-07). For more detail reference the following text and tables.

July 1 to December 31

Strategic Analyses

The process is initiated in the late summer through two strategic analyses, one internal and one external to college operations. The internal analysis is an examination of college performance as revealed in the *Critical Success Factor* document.

As pioneered at the MIT Sloan School of Business, “critical factors” identify those key areas in which satisfactory performance is essential for an organization to achieve its mission and goals. In other words, the factors identify core functions that are mission-critical to an organization.

Each critical “factor” contains multiple measures of institutional performance. Reporting on the measures is a culmination of the results of numerous assessments and evaluations that occur continually throughout the institution. Factors and measures correspond to college goals indicating progress toward their achievement.

The external analysis results in planning assumptions summarizing external trends, events, and emerging issues thought likely to impact the college during the next two years. The planning assumptions are solicited from the college community and structured by a taxonomy of economic, legal/political, social, demographic, technological, and environmental rubrics.

Collectively, these studies represent an analysis of internal *strengths, weaknesses* and external *opportunities and threats* (S.W.O.T.).

Review of Mission, Vision, and College Goals

The strategic analyses inform the president’s senior staff (“cabinet”) as they prepare to review the college strategic plan for its continued relevancy. The strategic plan consists of the institution’s mission, vision, and goals. The strategic plan is circulated throughout the college community and external constituencies for feedback, after which Cabinet drafts modifications as needed to align the strategic direction of the college in accord

with its assessed strengths and weaknesses and anticipated opportunities and threats. The strategic plan is forwarded to the Board of Trustees for approval.

Development of Unit Action Plans

In the fall, the president prepares a planning memorandum that includes the approved strategic plan and any special instructions for completing the two-year unit plans. Every academic and administrative unit prepares an action plan to address fulfillment of college goals and strategic initiatives.

Managers, faculty and staff members develop three to six unit objectives within the context of college goals. An objective is viewed as an activity that upon achievement will improve or advance the outcomes of the college. An objective is not a continuation of status quo.

The derivations of objectives are manifold. Objectives can stem from the results of episodic and continual analyses such as program and service review recommendations, accreditation reports, *Critical Success Factor* findings, external planning assumptions, administrative and governing board initiatives, state and federal mandates, survey results, fiscal audits, licensure exam pass rates, enrollment reports, and so forth.

Each objective, as developed on an electronic planning system, must contain the following:

1. A linkage to college goals and other initiatives such as state performance standards, program review recommendations, etc.;
2. Expected results or student outcomes as a result of the accomplishment of the objective;
3. Means of assessment to evaluate the accomplishment of outcomes;
4. Strategies to accomplish the objective;
5. Identification of a person responsible;
6. A target date for completion; and
7. Detail of fiscal resources required, if any, for accomplishment.

Subsequent unit planning reports must document progress toward the achievement of each objective using the results of evaluations. All unit plans are due by mid-December.

January 1 to June 30

Linkage to Fiscal and Human Resource Support

The annual budget development process follows completion of the unit action plans and/or progress reports. Beginning in January, funding needs identified in the unit plans inform more specific development of unit budget requests for the upcoming fiscal year. Budget forms (i.e. "Business Plans") require a demonstration of how funding requests support achievement of the unit objectives.

Employee evaluation instruments require the identification of employee goals. As applicable, employee goals correspond to unit planning objectives if they fill the position identified as responsible for their achievement.

Employee goal identification is completed in the spring through summer following development of unit plans and budget. Assessment of employee goal attainment coincides with the college planning cycle in the biennium to follow.

The Planning Documents

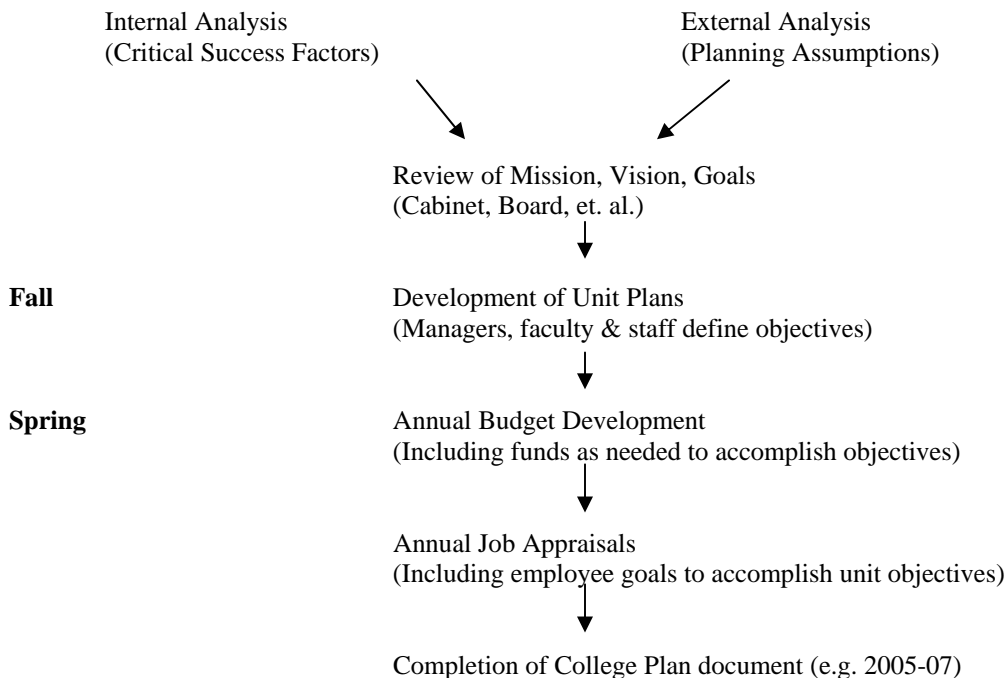
The preceding activities culminate in the biennial *Institutional Effectiveness Plan* published in the summer. The Plan documents intended actions to be pursued toward the achievement of college goals. The *Institutional Effectiveness Plan* contains the following components:

1. The planning and evaluation process;
2. Summary of accomplishments from the previous biennium;
3. Environmental planning assumptions;
4. A statement of college mission, vision, and goals; and
5. Selected divisional, campus, and departmental objectives.

The schematic below summarizes activities from July 1 to June 30 leading to development of the biennial college plan.

Development of the Biennial College Plan July 1 to June 30

Summer (even number year, e.g. 2004)



Beyond June 30

Implementation, Evaluation, and Use of Evaluation Results

On July 1 action commences toward achievement of college goals and unit objectives for the following two academic years. Implementation of a biennial plan will overlap in the second year with development of the one to follow. A final progress report is made after completion of the biennium.

Two mechanisms report progress toward Plan implementation. At the college level the *Critical Success Factor* document is completed in the summer providing empirical evidence of performance toward the achievement of college goals. The results of this evaluation are presented to the college community and Cabinet for their preparation to determine the adequacy of the strategic plan and unit performance. As needed, modifications are made in response to evidence presented in the *Critical Success Factor* document.

At the unit level, each fall, all units report progress toward the accomplishment of objectives. For every objective a report is required indicating adjustments made as a result of evaluation findings.

Planning Timeline and Calendar

The process defined above results in planning and evaluation activities for a single biennium to span four academic years as shown in the table below.

Timeline of Activities Related to Development and Closure of a Biennial Plan

Year	Planning & Evaluation Activities
Year One, even numbered year, e.g. 2004-05	Develop biennial plan
Year Two	Implement 1 st year of biennial plan
Year Three, even numbered year	Implement 2 nd year of biennial plan; Evaluate & report progress of 1 st year (mid-cycle); Develop next biennial plan
Year Four	Evaluate & report progress of 2 nd year (final report) Implement 1 st year of new biennial plan

Applying the timeline above, the following table defines a planning calendar for academic years 2004-05 through 2009-10.

**Strategic Planning Calendar, Development of Biennial Plans and Progress Reports
Academic Years 2004/05 through 2009/10**

Academic Year (Plans & progress reports completed in the fall)	Develop Biennial Plan (listed by biennium)	Complete Progress Report (mid-cycle or final)	SACS Reaffirmation Events
2004/05	2005/06-2006/07	None	---
2005/06	Opportunity to adjust current plan	Limited update, only 4-6 months into biennium	SACS off-site visit May 2006
2006/07	2007/08-2008/09	Mid-cycle report of 05/06 – 06/07 plan	SACS on-site visit Sept/Oct 2006
2007/08	Opportunity to adjust current plan	Final report of 05/06 – 06/07 plan	SACS review by COC June 2007
2008/09	2009/10 – 2010/11	Mid-cycle report of 07/08 – 08/09 plan	---
2009/10	Opportunity to adjust	Final report of 07/08 - 08/09 plan	---

--- Endorsed by President's Cabinet, 4/28/04