

CATEGORY 8 PLANNING CONTINUOUS IMPROVEMENT

Examines your institution's planning processes and how your strategies and action plans help you achieve your mission and vision.

Introduction

Processes for Planning Continuous Improvement reveal processes are aligned and transitioning to integrated maturity levels.

Planning takes place daily and at all levels at BHC. From the instructional lesson plans for the day and classroom utilization for the semester, to the various long-range plans developed for the institution's facilities, finances, and strategic goals, each of these plans is interconnected and serves the purpose of helping BHC fulfill its mission and achieve its vision.

The college has implemented a systematic and aligned strategic planning model, which integrates the institutions three-year strategic planning cycle with the annual operational plans developed by work processes such as student learning assessment, (category 1), advising (category 3), Facilities (category 6), and Finance (category 8). The success of this model relies on collaboration and participation throughout all stakeholder groups and ensures alignment of all plans with the mission and vision of the institution. To this end, administrators responsible for development and implementation of operational plans seek to include input and data from all constituencies of the college. Often times focus groups, surveys, environmental scanning procedures, and institutional conversations are utilized as a means of maximizing efficiency and effectiveness.

The WEAVEonline system has also provided the institution with a mechanism by which to document, track, and measure individual unit performance as well as provide evidence of institutional performance and progress. That said, the level of deployment varies throughout the organization and as such comprehensive information is difficult to compile and analyze at this time. However, this system has been structured in a way that allows units to align their objectives and subsequent performance directly to the strategic priorities and mission and vision of the college.

Processes (P)

8P1. The BHC key planning processes include:

- Strategic planning, which occurs every three years
- Annual WEAVEonline Unit (operational) planning associating the objectives of instructional and non-instructional units to the strategic plan
- Master Facility planning, which occurs every five years
- Annual Budgeting for Outcomes
- Three Year Financial Plan
- Annual Faculty Senate Charges
- Annual Program review for instructional and non-instructional programs
- Ad-hoc initiative-focused planning for projects, such as high school or university collaborative initiatives

Figure 8P1 –1 Strategic Planning Model



Through the strategic planning process, the college defines strategic priorities, goals, and objectives every three years and identifies the objective baseline performance for each goal. The President’s Cabinet establishes action plans, timelines, metrics, and ownership, however, the college continues to encounter less than desired outcomes with follow-through on these plans. We currently are in the second year of the 2011-2014 Strategic Plan. The strategic planning processes were maintained and evolved in light of turnover in the presidential position throughout the decade, and in high turnover of administrative positions between 2005 and 2012. While the personnel providing leadership to the planning process have changed, the basic elements for planning have remained consistent and are grounded in the institution’s mission. Due to both the economy and the changing leadership, the last two cycles of the strategic planning process included abbreviated approaches using survey external scanning processes versus external constituent focus groups. Both strategy cycles were built upon a cursory review of Mission, Vision, and Values by the Board

of Trustees. However, the past cycle successfully lead to positive shifts in strategy as the college focused on connecting with students and providing a welcoming and caring college environment while providing resources for individuals to become lifelong learners.

The BHC Strategic Planning process is on a three-year cycle. Key steps include revisiting and reestablishing or revising the foundational mission, vision, and values statements before developing strategy. This process engages the college President and the Board of Trustees. A cross-functional team comprised of faculty, staff, and students establish the strategic plan based on a process of answering four questions:

1. Where are we now?
2. Where would we like to be?
3. How do we get there?
4. How will we monitor progress and measure results?

The Strategic Planning Team draws on various sources of input during the planning process, including listening to and analyzing the voices of students, staff, and community stakeholders; organizational performance compared to the current plan, the external environment, national and state higher education initiatives, and the competition. A broad set of data is considered in the process and multiple forums are used to gain input into and reaction to proposed strategy.

The annual unit planning process begins each January with unit supervisors and Academic Department Chairs developing their annual unit plans of action with the goal of aligning specific unit and departmental objectives to the institutional strategic plan. Unit plans include measurable objectives associated to the strategic plan, measurement and assessment plans, and achievement targets. In 2009, WEAVEonline, an assessment management tool, was implemented to provide transparency to the planning process, integration of reporting processes, and a strong foundation for continuous quality improvement. WEAVEonline allows academic and non-academic units and departments to track their mission statements, goals, outcomes and objectives, measures and findings, action plans, and analytics.

The master facilities planning process is currently beginning its planning cycle. The process is designed to develop a comprehensive, flexible, long-range plan for effective use and reuse of existing land, facilities, and infrastructure, and possible expansion of campus facilities to meet identified shortfalls and possible future needs (CC5A). The master plan will take into account the college’s Mission Statement, Core Values, Strategic Plan, and Facilities Condition Assessment, and, while including the key plans listed below, shall provide a new, clear vision of the college’s future.

- Academic Plan – to be completed 5/1/13
- Student Life Plan
- Finance & Administration Plan
- College Student Housing Master Plan
- College Athletic Master Plan
- College Parking Plan
- College Landscape Plan
- College Space Assessment Study

The master facilities plan will also include efforts toward sustainable energy, conservation, “green” building design, and updated ADA requirements. The planning process will be conducted with collaboration by faculty and staff, and will address the improvement of existing college conditions and all future growth.

The annual budget planning process has become increasingly collaborative over the past two years with more in-depth conversations among the college leadership and BOT. During the FY2012 budget building process, the college began utilizing the BFO process enabling the institution to refine its efforts to act and react more timely and effectively to changing educational and economic climates. The BFO approach is based on strategic alignment, collaboration, transparency, accountability, and delivering the services that matter most to students and the community. The BFO process also takes into account the key plans including a 3-year financial plan, short and long-term capital budget, institutional debt plan, tax levy management plan and investment management strategy (CC5A).

The program review process, detailed in 1P13, is a rigorous discussion of career programs and disciplines viability, strengths, weakness, occupational demand, and student learning outcomes, faculty qualifications and training needs, all relative to the continuous improvement of the program. The Program Review process supports department level planning and decision making related to assuring the continuing need and improving the quality of instructional programs (CC54).

The planning process is a living process, changed and refined as each of the four Presidents in the last decade identified new directions, while retaining strong continuity. Throughout the past ten years, the formal planning process included college constituencies, utilized feedback loops, and drew extensively on data systematically collected by the office of Planning and Institutional Effectiveness.

8P2. During step two of the strategic planning process, the strategic planning committee, comprised of 18 faculty, staff, and administrators from across the college, and a student government representative, analyzed a SWOT analysis to identify strategies imperative for achievement by the college to fulfill its mission to provide the environment and resources for individuals to become lifelong learners. Members of the committee solicited feedback from faculty and staff by conducting two conversations with each department. To identify strengths, departments were asked, “what do you agree are the core strengths or vibrant aspects of BHC and its culture?” To identify recommendations for action that would make a significant difference to BHC they were asked, “What do you most wish for BHC?” “What, if accomplished, would make a significant difference?” Responses from all sessions were summarized and analyzed along with feedback from the student government association, alumni, prospective students, and environmental scanning data. The committee determined high-level themes and focus areas that became the LEARN Priorities: Learning excellence, Engaging students and the community, Accountability, Resource optimization, and Networking employees.

8P3. One key tool the college used in developing the current AQIP Action Project supporting BHC's organizational strategies was the 2009 Lincoln (Baldrige) Feedback Report. BHC reviewed the Opportunity For Improvement feedback, as well as comments that could strengthen the college's ability to accomplish its mission, to define appropriate action steps.

Action strategies for each goal were developed by cross-functional subcommittee teams of the Strategic Planning Committee. The President's Cabinet reviewed all the strategic plan actions, identified each on a timeline of short term (one year) or long term (three years). Additionally a President's Cabinet member was assigned to each action with the responsibility of facilitating a subcommittee conversation intended to result in specific objectives, action plans, and measurements. BHC recognizes the need to strengthen how its AQIP Action Project teams stay focused on results. At this time, teams are somewhat disjointed and not fully functioning, and the work appears to be getting done by a relatively small group of individuals.

8P4. Built on the institutions organizational structure, the annual department unit planning process aligns departmental unit objectives with the college's Strategic Plan. BHC integrates this annual unit planning process with the BFO process, which is also required by all units requesting resources through the BFO planning process. The purpose of annual unit level planning is to support continuous improvement, keep units focused on the college's strategic objectives, identify gaps where services may prohibit BHC from achieving its strategies, and to allocate resources effectively.

8P5. In defining objectives, selecting measures, and setting performance targets for organizational strategies, the Strategic Planning Committee and a data subcommittee considered current performance, existing metrics, federal and state performance metrics, and metrics for which benchmark data was available. Each cross-functional team working on strategic objectives align their in-process measures to the Strategic Plan key performance measures. The college recognizes an area to strengthen is to provide guides and resources for teams to accomplish this task. While the office of Planning and Institutional Effectiveness serves in an advisement capacity on the availability and relevance of measures to outcomes, teams remained unable to focus on specific outcomes.

8P6. To link strategy selection and action plans, the college takes into consideration the strategic plan, annual unit plans, BFO planning, and the college’s commitment to AQIP and performance improvement. The Figure 8P6-1 shows the crosswalk between the college’s Strategic Plan and the nine AQIP categories. An additional crosswalk aligning the strategic plan to the Baldrige Criteria was also conducted to ensure alignment to that performance management process. Both of these analyses aid the college in evaluating the current college strategy against performance management tools known for driving performance excellence. The college uses trend analysis of historical data and environmental scanning, particularly in Program Review and Strategic Planning, to provide insight into what resources will be needed in the future. Annual planning and BFO guide the institution in understanding its gaps and resource needs.

BHC combines planning and budgeting to assist units in developing budgets consistent with their unit objectives as well as the strategic objectives. Every budget manager reviews the programs, services, and resources in their respective areas and submits budget requests to fulfill those necessary to meet departmental performance improvement objectives, highest priority requirements and the strategic objectives. Any additional funding requested must be supported with a Special Project Funding request that recaps the funds needed to implement the innovative initiative. All budgets are reviewed by the respective President’s Cabinet member prior to being submitted to the Finance Office. The Finance Office is responsible for the development of the temporary budget, which is reviewed by the BOT prior to being put on public display. Once on public display the budget is available to any interested party for 30 days and final approval is made by the BOT. These planning processes ensure the college has resource allocation processes well defined and deployed to support educational purposes. (CC5A).

The college has chosen to use the criterion of the AQIP Systems Portfolio as a performance management approach to link strategy with action plans. An analysis of the current strategic plan to the AQIP criterion was conducted by the college to ensure that the college strategic plans and actions were in fact aligned with AQIP. This analysis has now been incorporated into step one of the strategic planning process.

Figure 8P6 – 1 Strategy Alignment

AQIP Criterion	BHC Strategic Objective	Goals	Action Plans
Helping Students Learn	Learning Excellence	G1.1, G1.2	A1-2.1, A1-2.3, A1-2.4, A1-2.5, A1-2.6, A2-1.2
	Engaging Students/Community	G2.1	A2-1.1 , A2-1.3
Accomplishing Other Distinctive Objectives	Engaging Students/Community	G2.2	A2.2, A2.
	Resources Optimization	G4-3	A4-3.1, A4-3.2, A4-3.3, A4-3-4
Understanding Students’ and Other Stakeholder Needs	Learning Excellence		A1-3.2,A1-3.4, A1-1.2, A1-1.1
Valuing People	Networking Employees	G5-1	A5-1.1, A5-1.2, A5-1.3, A5-1.4
Leading and Communicating	Networking Employees	G5.1	A5-1.1, A5-1.4
Supporting Institutional Operations	Learning Excellence		A1-3.1, A1-3.2 A1-1.4, A1-1.3
	Resources Optimization	G4-2, G4-1	A4-1.1, A4-1.2, A4-1.3, A4-1.4, A4-2.1, A4-2.2, A4-2.3,A4-2-4
Measuring Effectiveness	Accountability		A3-2.1
	Resources Optimization	G3-2	A4-3.5
Planning Continuous Improvement	Accountability	G3-1	A3-1.1, A3-1.2, A3-1.3, A3-1.4
Building Collaborative Relationships	Learning Excellence		A1-1.5
	Resources Optimization	G2-2	A2-2.1, A2.2-2, A2.2-3

8P7. As discussed in 8P2, the Strategic Planning process includes a step whereby the Strategic Planning Committee engages in environmental scanning. The scan process searches and takes into

consideration data and information from higher education entities, national and state initiatives and mandates, competitor information, historical data, data trends and projections, and discussions on strategic challenges and advantages the college can leverage in the coming three years.

Additionally, during the annual planning and budgeting process President's Cabinet members meet to review program plans and allocate resources and are responsible for balancing the needs and risks for all departments under their supervision.

8P8. The college uses several approaches to ensure that it develops and nurtures faculty, staff, and administrator capabilities to address changing requirements demanded by the its strategies and action plans. As discussed in 4P2, the recently improved New Employee Training introduces new employees to the culture of the college. The onboarding process emphasizes their role in providing the environment and resources for individuals to become lifelong learners. It further provides them with the tools to learn about and participate in activities for their own professional development.

Additional approaches discussed in 4P9 address strategies for supervisors, staff, and faculty. Supervisors participate in quarterly supervisor development sessions addressing current and relevant issues pertaining to hiring practices, conducting performance evaluations, harassment training, reward and recognition strategies, the strategic plan, and budget updates. Staff is engaged in a Staff Development Week where various professional development-training sessions are identified and offered to meet both the individual and college needs. Faculty and staff utilize professional development resources to attend workshops and seminars to stay current in their disciplines and to maintain official credentials. In addition, the Employee Learning Center in cooperation with The Teaching Learning Center conducts various learning events aimed at developing teaching skills. Annual BFO training is conducted each January.

Results(R)

8R1. Budget to actual results are presented in the annual audit document published and provided to the Board of Trustees as well as available on the college's website. This information is evaluated each year at the beginning of the budget building process and utilized to determine where budget theory modifications are needed.

Credit hours and number of degrees & certificates awarded are also reported annually as part of State reporting and published in the annual audit document provided as outlined above.

8R2. Figure 8R1-1 below reflects a sample of the key performance measures the college analyzes to

Figure 8R2 – 1 Community Perception on Atmosphere

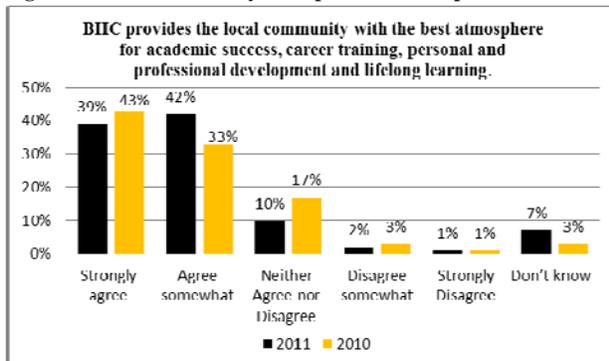
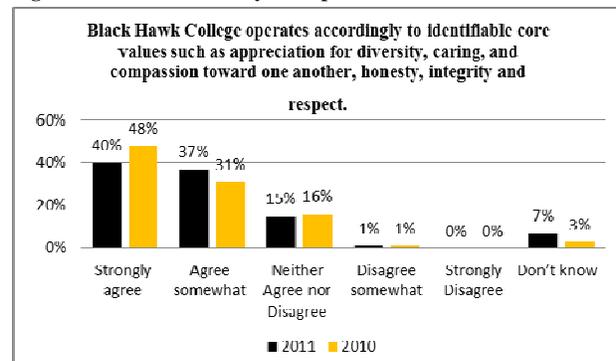


Figure 8R2 – 2 Community Perception on Core Values



determine it is accomplishing its organizational strategies and action plans.

For the past two years, the community perception survey conducted of random households asks if BHC provides the local community with the best atmosphere for academic success, career training, personal and professional development, and lifelong learning. As reported in Figure 8R2-1 for the past two years the community has responded positively with the majority indicating they agree or strongly agree.

Reported in Figure 8R2-2 the community also indicated they believe the college to operate within the identifiable core values such as appreciation for diversity, caring and compassion toward one another, honesty, integrity, and respect.

8R2 – 3 College Dashboard

Key Performance Indicators			
Strategic Priority 1: Learning Excellence	FY10	FY11	FY12
Learner Success			
Transfer Rate to Four Year - Complete College America (CCA)	14.77%	16.46%	10.27%
Transfer Rate to Community College- CCA	9.73%	8.49%	11.91%
1st Time/PT completing 12 CRHRs in first year	28.70%	27.78%	27.66%
1st Time/FT completing 24 CRHRs in first year	40.66%	39.24%	46.77%
Course Retention Rate	82.46%	84.73%	83.42%
Course Completion Rate	69.56%	71.43%	70.17%
Successful Completion Rate	84.35%	84.31%	84.12%
Full-time Graduation Rate	21.98%	19.06%	23.41%
Part-time Graduation Rate	3.94%	11.11%	7.69%
Workforce Development			
Number of Associate Degrees Awarded	508	471	541
Number of Certificates Awarded	188	257	194
At-risk student completion (Pell (Econ Disadv.) & Developmental Ed)	277	312	293
Occupational Graduate Placement in Employment/Continuing Education	80.70%	82.42%	91.36%
Engaged Learning			
Retention to next term- Fall to Spring	69.42%	69.34%	69.44%
Persistence Fall to Fall	43.24%	44.96%	43.30%
Nontraditional Student Headcount (those over age 24)	6,566	6,326	5,665
College-level credit hours earned by nontraditional students	27,014.5	27,653.0	26,206.0
Strategic Priority 2: Engaging Learners and Community	FY10	FY11	FY12
Student Engagement			
SENSE: Personal Connection	63.70%		Fall '12
SENSE: Pathways to Success	19%		Fall '12
Community Engagement			
SURVEY: BHC is education provider that comes to mind	43%	45%	
SURVEY: BHC connects with local community, builds partnerships and provides leadership	75%	80%	
Strategic Priority 3: Accountability	FY10	FY11	FY12
Continuous Improvement			
AQIP Accreditation	Accredited	Accredited	Accredited
ICCB Recognition			Full Recognition
Academic Analytics			
Data Warehouse Operational			Jan'13
Strategic Priority 4: Resource Optimization	FY10	FY11	FY12
Financial Stability			
Education and Operations & Maintenance Funds operate at 17-25%	34.6/22.1	32.4/20.5	30.3/29.4
Annual balanced budget	Balanced	Balanced	Balanced
Tuition/Fees will not exceed state average	Below	Below	Below
Total tax level will remain stable	Stable	Stable	.Stable
Technology- uptime			99.87%

Lastly the college monitors the college dashboard that is aligned specifically with the LEARN Strategic Plan. Metrics are representative of the strategic plan but also reflect the direction of the accountability systems of the State of Illinois and the Complete College America Agenda.

8R3. Fund balance requirements are constant and published as part of board policy. The college will maintain an Operating Fund balance of 17 to 25% annually. Additionally the college established a target of 1.5% growth in tuition & fee revenue to come from a 1.5% growth in enrollment.

While the college has longitudinal and comparative data, on most non-financial metrics it has not yet identified performance targets for the non-financial strategic objectives and action plans.

8R4. Due to the colleges involvement with the CQIN we are able to benchmark continuous improvement processes and outcomes not only to other higher educational entities but also to quality award winning organizations such as the Ritz Carlton, Untied States Air Force Strategic Management Division, St. Luke's Hospital, and Purdue Valley Hospital.

8R5. At the start of each strategic planning process, the planning committee reviews the college's performance and makes recommended additions or adjustments. The measures of performance are similarly reviewed annually to determine whether these are the most effective measures for each strategic priority. If not, adjustments are made or other measures are determined. The implementation of the 2011-2014 strategic plan came at a time when the college experienced several changes to the President's Cabinet and the Board of Trustees memberships due to extenuating circumstances out of the college's control. With a newly seated President, there is now an increased focus on the implementation of the plan and its appropriate metrics.

Improvements (I)

8I1. Faculty and staff feedback provided information about the plan itself and the process by which the plan was developed. The Strategic Planning Committee amended the draft strategic plan in light of the faculty and staff feedback. Faculty and staff requested detail on how BHC would achieve the objectives set forth in the strategic plan. Based on that request the Strategic Planning Committee created the structure for teams to be charged with the task of creating and implementing specific initiatives as set forth in the plan. Members of President's Cabinet serve as team champions ensuring the accomplishment of objectives, and report progress toward goal completion to the President's Cabinet and BHC community as a whole. In contrast to the 3-year long-term objectives, operational objectives are one-year and align with the Integrated Unit Planning WEAVEonline Process and the annual budget process. While the improvement was implemented for the FY2011-2014 strategic plan, the operational implementation of this improvement appears to be challenging.

The BHC strategic plan is deployed through the Integrated Unit Planning WEAVEonline process, which was introduced in 2004 and has since undergone many refinements including moving from Microsoft Word templates to a web-based WEAVEonline system. BHC migrated to the web-based WEAVEonline system in response to faculty and staff feedback indicating a need to better align the reporting structures that utilize similar data and approaches. Reports such as Curriculum Review, Program Review, and annual performance reports are now better aligned to the strategic plan through WEAVEonline and use similar structures and terminology such as objectives, measures, findings, and action plans.

An additional improvement to the planning process was the identification of appropriate indicators of effectiveness. While most indicators are identified, future projections and targets have not yet been established.

8I2. The culture of the college is in a transformation stage, shifting from decisions being made by instinct to data informed decision making, and from working independently to thinking about the work of the college as interconnected systems that through collaboration and team work can further ensure the college achieves its mission, vision and strategic priorities. By embracing the questions asked in the Systems Portfolio, the college is more focused on the processes supporting student success and learning how effective they are.