

Institutional Planning Model [IPM]
[A Guide for Strategic Direction]

Designed for:

Bronx Community College
of The City University of New York

June, 1999

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Introduction/The Evolution of a Collaborative, Performance-Based Planning & Assessment Process

The BCC Institutional Planning Model [IPM] was established to provide a conceptual framework and outline a step-by-step process for initiating and working through an integrated institutional planning, assessment and budgeting process. The process is continuous and assists in the effective and efficient operations of the College, while managing the change, which the College must undergo.

Phase I: [Spring, 1998]

- During December 1997-January, 1998- a new executive team at Bronx Community College [led by President Carolyn G. Williams] engaged in several team building retreats – during which time, the BCC Institutional Planning Model was established.
- A Coordinating Planning Council [CPC] was established to function as an analytical and advisory group to the President; to oversee planning, assessment, and budgeting processes, and to provide input into the College's strategic planning and assessment activities. The CPC is comprised of the College's elected and appointed faculty and administrative leadership.
- All academic and administrative departments developed operational plans for FY99.

Phase II: [Fall 1998]

- The CPC engaged in: visioning activities and SWOT analysis identification of strengths, weaknesses, opportunities and threats). The collective work, of the Middle States Self Study Task Forces and the Academic Program Planning Committee work and reports, was then synthesized to develop a strategic plan for the college;

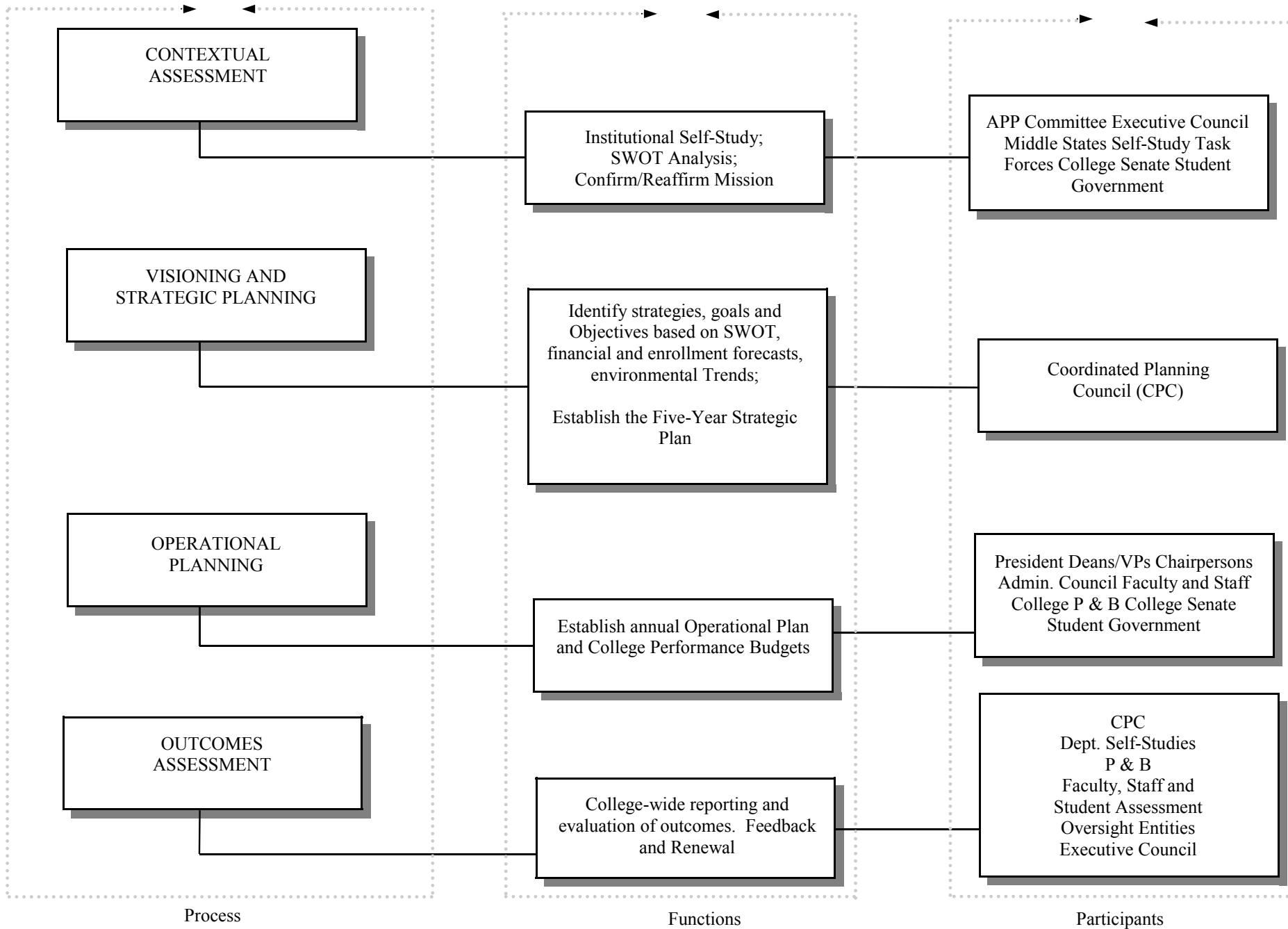
Phase III: [Spring, 1999)

- Draft strategic plan disseminated for comment and critique across the campus;
- Annual institutional performance report and corresponding indicators established by the CPC;
- Administrative Council [comprised of all administrative departments heads is formed as the operational planning, assessment and budgeting entity for the institution;
- Departmental and divisional operational plans, more closely linked to articulated college-wide goals objectives and strategies were developed.

Phase IV: [Summer, 1999]

- Departmental and Divisional plans are refined via feedback between executive management, Administrative Council members and their respective staff. Interdepartmental and interdivisional cross-links are identified to effect the functional coordination required to achieve our desired goals and objectives.
- Estimated base level funding and departmental/divisional needs will be analyzed.
- Major institutional priorities [linked to anticipated outcomes] will be identified along with the funding requirements and funding strategies.

A Structure for Effective Institutional Transformation: B.C.C. Institutional Planning Model (IPM)



BCC Strategic and Operational Planning Structures and Functions

Overview:

The BCC Institutional Planning Model [IPM] provides a conceptual framework and outlines a step-by-step process for initiating and working through an integrated institutional planning and budgeting process. The process is continuous and assists in the effective and efficient operations of the College, while managing the change which the College must undergo.

The Components of the IPM Include:

1. **Contextual Assessment** - which provides background information and analysis required for the strategic planning process, including identification of values, determination of mission/vision and the assessment of environmental impacts;
2. **Visioning and Strategic Planning** - which encompasses the selection of the means, goals, objectives and strategies for realizing the values and ideals expressed in the vision and the determination of a strategic plan which includes the most likely course of actions to successfully realize the College's mission;
3. **Operational Planning** - which is the process utilizing the goals set forth in the strategic plan to allocate funds based upon departmental performance expectations. This involves budget allocation and management based upon expected unit activities and outcomes which are related to past activities, outcomes, and future goals and objectives;
4. **Outcomes Assessment** - is the process which brings the planning and budgeting full circle. The operational plan and budgets are used as a reference for decision making, variance analysis and measurement of outcomes. Evaluation findings are then recycled forward toward the next phase of "institutional self assessment", which initiates a new phase of planning, action and assessment.

Planning and Outcomes Roles, Functions, and Accomplishments

1. **Coordinated Planning Council [CPC]** - established 4/98 as an analytical and advisory group focuses on the "*college-wide*" *Strategic Planning and Assessment* component of the IPM - with responsibilities and functions identified as follows:

- Provide oversight and establish consensus or ongoing institutional planning activities, including analysis and assessment of all processes inherent in the institutional planning model.
- Communicating institutional planning activities and outcomes to College constituencies and considering alternative and future directions.
[CPC is an analytical entity, which serves at the pleasure of the President and is not part of the official governance or administrative structure]

Accomplishments:

- Development of Institutional Strategic Plan
- Identification of Benchmarks and indicators to measure institutional outcomes
- Draft Institutional Report Card - in progress [to be completed by 5/99]
- Plans to present Strategic Plan and Report Card to institutional groups [Senate, Dean and Chairs, Student Government] in May, 1999

2. **Administrative Council** - Established in 4/99 - as a working group to facilitate the *Operational Planning and Assessment*; component of the IPM.

- Comprised of all administrative division, department and unit heads [as an entity corresponding to the Deans and Chairs Committee].
- Charged with responsibility for their own departmental operational, planning, implementation and assessment [as articulated in the IPM];
- The council will facilitate the dissemination of information to unit heads, will improve communication between IPM entities, and will increase collaboration between and among departments.

BRONX 2005: Our Strategic Plan

Bronx Community College
Of The City University of New York
December, 1998

Bronx Community College Strategic Plan

December, 1998

Our core curriculum provides a comprehensive foundation of knowledge and experience -- essential for lifelong learning and success in the 21st Century.

Mission:

The primary mission of Bronx Community College is to provide a strong academic foundation for students of diverse backgrounds, preparations, and aspirations in order to further their success in their chosen vocations, their future education, and their community involvement. To achieve its mission, the College maintains high standards of instruction to meet the learning needs of every student.

Values:

As we prepare for the challenges and opportunities of the 21st century, we remain committed to the following guiding principles and values:

- **Commitment to Excellence** - (exemplary service, programs and outcomes);
- **Commitment to Student Centered Success** (represented by incoming skills **P**reparation, **O**pportunity to succeed, **R**etention & **G**raduation);
- **Support for City University Themes of -- Standards** - improving the preparation & performance of our students, while maintaining excellence in research & service; **O**pportunity - Ensuring access to all students in search of academic excellence; **S**ervice - Providing the educational, financial and personal support necessary to enable students to succeed;
Accountability - Linking planning, assessment & resource allocation through performance based indicators;
- **Commitment to Collective Responsibility and Accountability** (involving effective communication, collaboration, and integration)

Environmental Context for Planning

Over the next several years, it is anticipated that BCC will continue to be challenged to:

- Increase and stabilize enrollment levels;
- Attract a better prepared entering student body;
- Develop alternative methods for students to acquire basic skills;
- Graduate greater numbers of students who will enter (and succeed in) CUNY senior colleges and/or the workplace;
- Demonstrate the strength of our curriculum and the academic proficiency of our graduates;
- Implementation effective operational systems to enhance productivity, accountability and creativity at all levels;
- Attend to the aging physical plant;
- Focus on faculty and staff development activities.

Campus Participation in the Planning Process

This strategic plan is but one component of the BCC Institutional Planning Model (IMP), which was developed and implemented (with board-based input from the College community) in 1997-98. The IPM provides a conceptual framework and outlines a step-by-step process for initiating and working through and integrated institutional planning and budgeting process. The components of the process include: contextual assessment; visioning and strategic planning; operational planning; and outcomes assessment.

The broad purposes of the IPM are to assist members of the BCC community in: (1) understanding the dangers and opportunities presented in internal and external environments; (2) formulating and prioritizing crucial issues; (3) identifying viable alternative courses of action; and (4) monitoring and reporting on outcomes.

The substance of this plan is based upon the coordinated efforts of several groups and individuals on campus, including:

- The Coordinating Planning Council
- Middle States Self Study Task Force
- APP Committee
- Technology Conditions Assessment Group

Strategic Goals:

Goal 1.0 Sustain Fiscal Stability (Increase/Maintain Enrollment)

(Declining enrollment seriously impacts fiscal stability in an enrollment driven budget. In such an environment, student recruitment, student performance and student persistence are critically important)

Strategy 1.1 *Increase numbers of incoming freshmen*

- a. Develop/implement a comprehensive marketing & recruitment plan;
- b. Diversity recruitment pool;
- c. Develop, expand and enrich alternative structures (weekend programs, off-site programs, distance learning, continuing education) to appeal to and attract new markets.

Strategy 1.2 *Increase Retention*

- a. Develop/Implement/Assess -a comprehensive Recruitment & Enrollment Management Plan;
- b. Improve pre-collegiate basic skills acquisition (College Now, LIP, other noncredit immersion);
- c. Increase rate of progress through basic skills requirements;
- d. Increase course completion & passing rates;
(through academic & administrative supports - such as academic advising, early warning & referral systems, increased tutoring opportunities; and through nonacademic supports - such as counseling, child care, skills workshops, social interaction etc.);
- e. Enhance campus life (through student activities, campus climate, customer service, programs developed for diversified enrollment-such as honors programs, services for working adults);

Strategy 1.3 *Improve and Enhance Revenue Generating Systems*

- a. Develop & implement a comprehensive financial plan to maximize tax levy and non-tax levy revenues.

Goal 2.0 Guarantee Academic Excellence (Improve Graduation Outcomes)

(Quality of the Academic Programs -as measured by Academic Outcomes for graduates is essential to both the reputation and ultimate survival of the College)

Strategy 2.1 *Improve preparation for Advanced Academic Success (Performance on the upcoming CUNY Proficiency Exam)*

- a. Revitalize the Core curriculum by integrating skills (through faculty development activities) - of critical thinking, problem solving, team work, communication skills (writing & speaking) and technology (word processing, spread sheet, presentation and internet) into all core courses.
- b. Upgrade college-wide capacity to offer technologically modern courses (including increasing the quality and quantity of labs; improving academic technology planning, budgeting, training, staffing, technical support, assessment and assistance;
- c. Identify learning objectives with corresponding learning strategies and outcomes measures across the curriculum.

Strategy 2.2 *Improve preparation for Post-Graduate Transfer and/or Occupational Success*

- a. Develop effective mechanisms for ongoing communication, articulation and partnerships with industry/senior colleges (including participation in advisory boards, input into program development and assessment -as well as providing internships for students.
- b. Increase technology availability and training to all faculty, staff and students (desktop, internet, word processing, and spreadsheets);
- c. Utilize continuing education programs as part of the continuum of services offered by BCC.

Goals 3.0**Continuously Improve Institutional Performance**

(Improving productivity; increasing revenues; and controlling audit vulnerability are essential to the effective operations and outcomes of the College)

Strategy 3.1 *Increase productivity:*

- a. Continue development and implementation of strategic & operational planning, assessment and performance based budgeting structures;
- b. Develop and implement a comprehensive campus-wide technology plan;
- c. Formalize ongoing assessment and evaluation of all administrative and managerial functions across the college and identify mechanisms to upgrade, train, assess and support;
- d. Develop incentives to encourage increased productivity and provide access to ongoing training and skills development;

Strategy 3.2 *Improve Customer Service*

- a. Assess and improve customer service by coordinating administrative services provided to all campus constituents;

Strategy 3.3 *Control Audit Vulnerability*

- a. Implement a comprehensive campus-wide risk assessment and internal control process.

BRONX COMMUNITY COLLEGE

Annual Assessment/FY03 Activity Plan

Department

Signed _____ / _____
Division Head Date Department Head Date

**BRONX COMMUNITY COLLEGE - ANNUAL DEPARTMENTAL OVERVIEW
FOR FY03 (July 1, 2002 - June 30, 2003)**

Divison: _____ Department: _____ Date: _____ Completed By: _____

I. DEPARTMENTAL OVERVIEW

[A] Review your Department Overview presented for FY 02 and either revise below or indicate any changes that have occurred this past year (FY 02) or are anticipated for next year (FY 03) in the mission, roles, purposes or functions of your department.

**BRONX COMMUNITY COLLEGE - ANNUAL DEPARTMENTAL OVERVIEW
FOR FY03 (July 1, 2002 - June 30, 2003)**

Divison: _____ Department: _____ Date: _____ Completed By: _____

II. PERFORMANCE ASSESSMENT A.

[A] Provide a brief summary of the major accomplishments and achievements of your department during this past year.

**BRONX COMMUNITY COLLEGE - ANNUAL DEPARTMENTAL OVERVIEW
FOR FY03 (July 1, 2002 - June 30, 2003)**

Divison: _____ Department: _____ Date: _____ Completed By: _____

II. PERFORMANCE ASSESSMENT B.

[A] Identify specific accomplishments relating to the college's goals below and measurable outcomes of your department during this past year.

I. <u>Sustain Fiscal Stability</u>	II. <u>Guarantee Academic Excellence</u>	III. <u>Continuously Improve Institutional Performance</u>

**BRONX COMMUNITY COLLEGE - ANNUAL DEPARTMENTAL OVERVIEW
FOR FY03 (July 1, 2002 - June 30, 2003)**

Divison: _____ Department: _____ Date: _____ Completed By: _____

III. CHALLENGES & OPPORTUNITIES

[A] Identify any current (FY 02) or anticipated (FY 03) challenges or opportunities facing your department. (Indicate any potential consequences, costs, or benefits as well as any relationship to the *BCC Goals & Strategies: 2000-2005*)

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**BRONX COMMUNITY COLLEGE - ANNUAL DEPARTMENTAL ACTIVITY PLAN
FOR FY03 (July 1, 2002 - June 30, 2003)**

Division _____ Department: _____ Date: _____ Completed By: _____

(Please succinctly present below the major departmental activities to be undertaken during 00-01)

IV. ACTIVITY PLANS				
Activity (Tasks)	(B) Primary Participants	© Time Frames/ Timetables	(D) Results & Outcomes	(E) BCC Goals & Strategies
<p>(What will be done?) Describe the specific department activities which will be undertaken during the upcoming academic year (2002-03), including the ongoing services and programs as well as the new initiatives</p>	<p>(By whom?) Identify who (specify personnel) will carry out the particular tasks.</p>	<p>When are activities/ schedules/times frames?</p>	<p>What are the results or outcomes that are anticipated or desired to occur as a consequence of the planned activities? How will these outcomes be measured?</p>	<p>Which Goals & Strategies are being addressed?</p>

[To be completed and submitted to your Division Head V.P. or Dean]

BCC – Annual Institutional Performance Report (IPR)

<p>GOAL:</p> <p>1. SUSTAIN FISCAL STABILITY: (Increase/Maintain Enrollment)</p>	<p>GOAL:</p> <p>2. GUARANTEE ACADEMIC EXCELLENCE: (Improve Graduation Outcomes)</p>	<p>GOAL:</p> <p>3. CONTINUOUSLY IMPROVE INSTITUTIONAL PERFORMANCE: [Increase productivity, improve service/reduce risks]</p>
<p><i>STRATEGIES:</i></p> <p>1.1 Increase Admissions 1.2 Increase Retention 1.3 Improve and Enhance Revenue Generating Systems</p>	<p><i>STRATEGIES:</i></p> <p>2.1 Improve preparation for Advanced Academic Success 2.2 Improve preparation for post-graduate transfer &/or employment success</p>	<p><i>STRATEGIES:</i></p> <p>3.1 Increase productivity 3.2 Improve customer service 3.3 Control audit vulnerability</p>
<p>PERFORMANCE INDICATORS:</p> <p>Enrollment:</p> <ul style="list-style-type: none"> ▪ Headcount/FTE: ▪ Number of New Admits: ▪ 3-yr Wgt. Avg. Enrollment: <p>Retention:</p> <ul style="list-style-type: none"> ▪ Course Completion Rate: ▪ Entering cohort – 1 year retention rate <p>Revenue Generation:</p> <ul style="list-style-type: none"> ▪ Tax Levy Revenue ▪ Non Tax Levy Revenue ▪ Expenditures ▪ Expenditures per FTE ▪ BCC expenditures per FTE/National expenditures per FTE 	<p>PERFORMANCE INDICATORS:</p> <p>Admission:</p> <ul style="list-style-type: none"> ▪ % new admits passing all CUNY Tests (or SAT/Regents equivalency) <p>Academic Progress/Profile</p> <ul style="list-style-type: none"> ▪ % FT students who complete required remediation in 1 calendar year (or equivalency in credits) ▪ College-wide course completion rates ▪ % non 1st time students who maintain satisfactory academic progress (credits + GPA) ▪ % passing rate on CUNY Proficiency Exam ▪ % courses with published learning objectives ▪ % courses with measurable learning outcomes <p>Graduation Outcomes:</p> <ul style="list-style-type: none"> ▪ 3/4-year graduation rate for entering cohorts ▪ % grads employed in related field ▪ % grads transferred to senior college ▪ BCC national rank in minority assoc degree production ▪ Licensure passing rates 	<p>PERFORMANCE INDICATORS:</p> <p>Productivity</p> <ul style="list-style-type: none"> ▪ % of prior year goals met ▪ % faculty/students/staff with access to technology ▪ % faculty/students/staff utilizing technology ▪ Number of Graduates ▪ % departments with measurable objectives. <p>Satisfaction</p> <ul style="list-style-type: none"> ▪ % Faculty/Staff Satisfaction ▪ % Student Satisfaction ▪ % Employer Satisfaction ▪ % Post-Graduate Satisfaction <p>Audit Vulnerability</p> <ul style="list-style-type: none"> ▪ \$ - Disallowances ▪ % Departments with Internal Control Programs