

Strategic Guide for Planning and Resource Allocations



This Strategic Guide will be used to guide planning and resource allocation decisions and includes:

- GRCC System Definition (Mission, Vision, Values, Ends)
- College-Wide Planning Model
- 2004-2005 College Priorities and Direction
- Annual Planning and Budgeting Cycle with dates
- Department Planning Process (for Non-Instructional Departments)
 - Department Work Plan
 - Action Project Template
- Academic Program Review Process (for Instructional Departments)
- Budget Process
 - Budget Principles
 - Budget Justification Guidelines
 - Budget Criteria
 - Budget Development Decision-Making Matrix

Vision and Mission

The Board of Trustees believes that Grand Rapids Community College must have a clear picture of its mission, values, and strategic outcomes (ends). Only then will it have a strong basis for developing its programs and services, evaluating its management practices, allocating its resources, and assessing its improvement.

- **Vision**
 - Grand Rapids Community College is a vibrant institution of higher education dedicated to enriching people's lives and contributing to the vitality of the community.
- **Mission**
 - It is the mission of Grand Rapids Community College to provide the community with learning opportunities that enable people to achieve their goals.

Values

The term "values" refers to the guiding principles and/or behaviors that embody how the people at GRCC are expected to operate. Values reflect and reinforce the desired culture of an organization. Values support and guide the decision making of all faculty and staff, helping the organization to accomplish its mission and attain its vision in an appropriate manner.

- As a college community working to support learners, we value
 - Responsiveness
 - Accountability
 - Innovation
 - Diversity
 - Excellence
 - Respectfulness
 - Service

Strategic Outcomes (Ends)

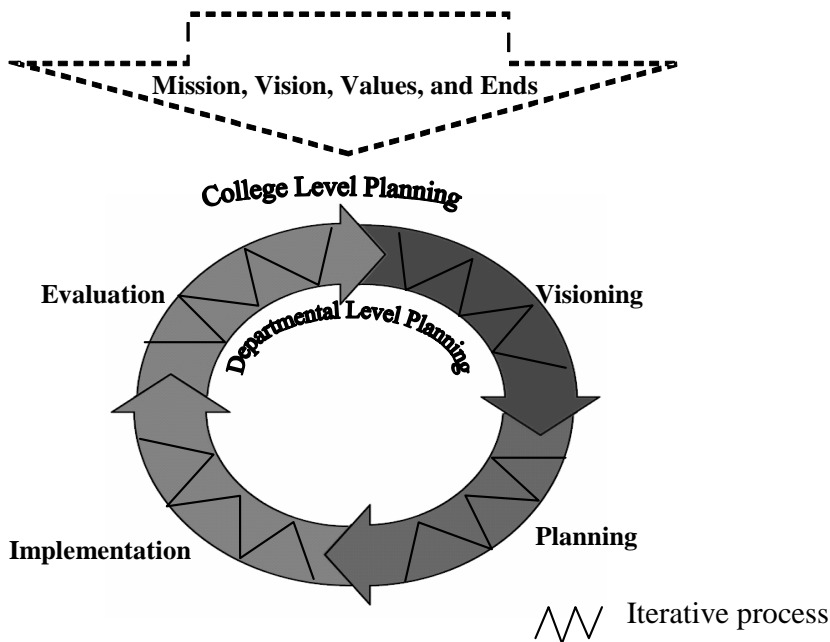
Consistent with policy governance guidelines, the Board of Trustees has identified "ends," or strategic outcomes, which help staff decide where to focus its efforts. The accomplishment of these outcomes is reported to the Board of Trustees through an on-going series of monitoring reports.

- We fulfill our mission by accomplishing the following ends:
 - **COMMUNITY OUTREACH** – We service the community as a quality educational resource providing leadership in response to the expressed needs of the community.
 - **COMMUNITY PARTNERSHIPS** – We actively collaborate with the community through partnerships and services.
 - **DEVELOPMENTAL EDUCATION** – We prepare developmental students for college and/or work. All students are encouraged, supported, and given the opportunities and the means to reach their goals within their own learning styles.
 - **DIVERSITY** – We promote an understanding of diversity for all people in a quality, respectful, motivating environment.
 - **FLEXIBLE LEARNING** – We meet the needs of the community by providing flexible learning opportunities in a timely manner.
 - **LIFELONG LEARNING** – We assist persons who want to continue, renew, or enrich their learning throughout their lives.

- **TRANSFER & ARTICULATION** – We will provide quality liberal arts and transfer programs that enable students to continue their education successfully at other institutions.
- **WORKFORCE DEVELOPMENT** – Students achieve the skills necessary for success in the workplace, today, tomorrow, and into the future.

College Wide Planning Model

The College Wide Planning Model describes the processes we use to guide the planning process.



Strategic Priorities and Direction for 2004-2005

Each year, a set of strategic priorities are determined which describe the core strategies the college will use to focus its resources – people, tools, financial – to maximize progress toward the achievement of its mission and strategic goals (ends).

1. Improve the learning process

- Develop academic systems that support students from where they are to where they want to go
- Expand and improve the learning environment
- Expand and improve the instructional process
- Establish a culture of evidence to guide improvements

2. Redesign services to increase learner success

- Support learners through quality learning support services, flexible scheduling, appropriate advising, and innovative instructional delivery methods
- Promote holistic student development, emphasizing commitment to lifelong learning
- Create an inclusive learning environment for diverse student populations

3. Cultivate a campus environment that promotes the full development of the college's employees, a strong sense of shared purpose and work, and living shared values to make GRCC a better place to work and learn.

- Cultivate an organizational culture in which RAIDER values guide decisions and behaviors.
- Build an organizational system that ensures alignment of college policies, procedures, and practices with institutional values
- Recruit, hire, and support employees to provide excellent service
- Provide for a comprehensive professional development program to ensure that college employees have the skills, knowledge and abilities to support the college mission

4. Leverage technology to cultivate an inspired learning environment for our students, staff, and community.

- Create collaborative, flexible, and individualized learning experiences for our students, employees and the community
- Provide seamless, anytime, anywhere access to resources, information, and technology support
- Create and implement best practice in the use of technology
- Create organizational structure and human resources to support our vision for technology

5. Grow, allocate, and protect our resources wisely to assure the fiscal health of the College

- Expand the resource base including employees, students, community organizations and individuals that supports institutional growth and vitality
- Develop leadership and organizational strategies that provide for mission-based. Learning centered institutional allocations to promote and enhance learning
- Implement organizational strategies that provide for resource protection

6. Strengthen relationships with our community partners as we work together to create a better future.

- Build community awareness including branding, image building, community perception of impact and value-added, communication and messaging
- Provide opportunities for Community Service including outreach, civic activities, public service and stewardship

Annual Planning and Budgeting Cycle

As of October, 2004

Annual Planning and Budgeting Cycle	Month	Planning Processes	Budgeting Processes
VISIONING	July 04	<ul style="list-style-type: none"> •CLC to draft 2010 College Outlook •CLC to draft GRCC Strategic Priorities •CLC to Review Team Performance 	
	August 04	<ul style="list-style-type: none"> •CLC to identify leaders/teams for 2010 College Plan action projects 	
	Sept 04	<ul style="list-style-type: none"> • All staff opportunities to review and give input regarding 2010 Outlook 	
PLANNING	Oct 04	<ul style="list-style-type: none"> • “<i>Strategic Guide for Planning and Resource Allocations</i>” updated. • Strategy Team to validate 2010 Outlook and Learning Principles • Status report on 2010 Action Plans due to CLC • CLC to review College Dashboard data 	<ul style="list-style-type: none"> • Financial Services prepares budget outlook for next five years beginning with 2005-2006 and reviews with CLC • BCO Meeting: Oct 22
	Nov 04	<ul style="list-style-type: none"> • Non-Instructional Departments to update Action Plans based on college-wide priorities including department dashboard data 	<ul style="list-style-type: none"> • CLC to determine Budget Strategy for 2005-2006
	Dec	<ul style="list-style-type: none"> • Academic Program Review due Dec. 3 • Non-Instructional Department Action Plans due to EBCO on Dec. 15 	<ul style="list-style-type: none"> • 04-05 midyear adjustments requested and reviewed • Preliminary budget targets for 05-06 are set • Campus wide input sought on 05-06 budget (as required) • BCO Meeting: Dec 15 – Receive 05-06 budget preparation instructions (all funds)
IMPLEMENTATION	Jan	<ul style="list-style-type: none"> • Team Updates due by Jan. 14 • Non-Instructional Department Action Plans due to IRP by Jan. 14 • CLC to review Non-Instructional Department Action Plans on Jan. 28 • CLC to review Team Updates • Status report on 2010 Action Plans due to CLC • CLC to review College Dashboard Data 	<ul style="list-style-type: none"> •BCOs to submit budget requests by January 28
	Feb	<ul style="list-style-type: none"> • Strategy Team to review Non-Instructional Department Plans and give feedback 	<ul style="list-style-type: none"> •Strategy Team to review 05-06 Budget requests (if needed)
	March		<ul style="list-style-type: none"> •Campus wide input collected regarding initial budget recommendations
EVALUATION	April	<ul style="list-style-type: none"> • Status report on 2010 Action Plans due to CLC 	<ul style="list-style-type: none"> •Budget Hearings •CLC/Financial Services prepares preliminary 05-06 budget document following review of campus input

Annual Planning and Budgeting Cycle	Month	Planning Processes	Budgeting Processes
	May	<ul style="list-style-type: none"> •Michigan Quality Award/Baldrige Award application completed 	<ul style="list-style-type: none"> •Proposed budget to BOT on May 9
	June	<ul style="list-style-type: none"> •CLC to analyze Environmental Scanning Report • CLC to review College Dashboard Data 	<ul style="list-style-type: none"> •BOT adopts 05-06 Budget •05-06 Budget document distributed campus-wide

Department Level Planning Process for Non-Instructional Departments

Each GRCC non-instructional department and unit must develop and publish action plans by December 15, 2004. Action plans are developed and implemented by departments to support the 2004-05 Strategic Priorities and Direction. While the focus of the plans should be on activities between January 2005 and January 2006, departments might also use their action plans to project improvement strategies beyond this date.

Department Planning Timelines for 2004-2005

November 1, 2004	Guidelines/Templates distributed to department leaders
December 15, 2004	Action plan templates and Dashboard template due to Executive Budget Control Officer or your direct supervisor
January 14, 2005	EBCOs to approve plans and submit to College Leadership Council
January 28, 2005	Department leaders to submit budget requests related to action plans via 2005-2006 budget cycle
February 11, 2005	Strategy Team to review action plans and prepare feedback to Departments

Two planning templates for department use follow. These documents are available at [s:/groups/public/strategic planning/ 04-05 Department Planning](s:/groups/public/strategic%20planning/04-05%20Department%20Planning)

GRCC Work Unit Planning Summary (including Dashboard)
GRCC Action Plan Template for 2004-2005

GRCC Department Plan (for Non-Instructional Departments)

Directions: Complete this summary form and action plan templates. Send (electronically) to your Executive Budget Control Officer (or Supervisor) by December 15, 2004

Department Name: _____

All GRCC work units share our common mission to:

Provide the community with learning opportunities that enable people to achieve their goals.

As a work unit, we agree to operate together in a way that is consistent with the following RAIDER values:

Responsiveness, Accountability, Innovation, Diversity, Excellence, Respectfulness, Service

Work Unit Purpose Statement

The purpose of the _____ Department is to:

Services Provided:

This work unit provides the following services:

5-Year Department Outlook

(What is the vision for this department for the next five years? New products or services? Changes in direction/priorities? Phasing out of obsolete activities? Staffing changes? New technologies or behaviors required? How will this department be different five years from now than it is today? What will be added? What will be deleted? What will be different?)

Department Critical Issues for 2004-2005 (and beyond)

(What are the critical issues that impede progress toward department goals?)

2003-2004 Department Action Project UPDATE

Action Project Name <i>List action projects from 2003-04</i>	Action Project Description	GRCC Strategic Priority #	Current Status		
			This project will continue for 04-05. (ATTACH AN UPDATED ACTION PLAN)	Does this project require additional college resources*? (i.e. budget, technology, expertise). Please describe	This project has been completed

New Projects for 2004-2005 (If any)

Action Project Name <i>(Complete an Action Plan Template for each Project and attach)</i>	Action Project Description	GRCC Strategic Priority #	Does this project require any additional college resources*? (i.e. budget, technology, expertise). Please describe.

* Addition college resources are defined as resources above and beyond those currently available to you as department leader.

GRCC Department Dashboard

Identify 1-3 potential indicators for each box

<p>Learner Success <i>Are students learning?</i> <i>Are we as staff learning?</i></p>	<p>Satisfaction <i>Are those we serve satisfied with what the services we provide?</i></p>
<p>Stewardship <i>Are we using the resources we have been give wisely?</i> <i>Are we maximizing efficiencies while improving quality?</i></p>	<p>Utilization <i>Is our amount of service we provide or product we produce growing? Are we serving more people?</i></p>

ATTACH Any Corresponding Trend Data or Tables

DEPARTMENT NAME:

LEADER:

EBCO:

GRCC Action Project Template for 2004-2005

Purpose:

To create a "script for your improvement effort and support implementation.

Directions:

1. Using this form as a template, develop an action plan for each action project identified through the department planning process. Modify the form as needed to fit your unique context.
2. Submit the action plan to your Executive Budget Control Officer. Upon approval, display the action plan in a central area in your department or office.
3. Keep copies handy to bring to department meetings to review and update regularly. You may decide to develop new action plans for new phases of your improvement effort.

Action Project Name/Description		GRCC Strategic Priority Please identify the single <u>GRCC Strategic Priority</u> which this Action Project will primarily affect (check one box in the <i>Primary</i> column), and no more than four other Priorities to which it is related (check boxes in the <i>Related</i> column):		Primary	Related
		1- Improve the design, delivery, and assessment of curricula			
		2 – Redesign GRCC services to increase learner success			
		3- Cultivate a campus environment that promotes the full development of college employees			
		4 – Continue progressive application of technology tools to support learning and increase the efficiency of our systems			
		5 – Grow and allocate our financial resources wisely to protect the fiscal health of the college			
		6 – Actively engage in activities and efforts that strengthen relationships and partnerships with our community stakeholders			
Tasks/Action Steps <i>What will be done?</i>	Responsibilities <i>Who will do it?</i>	Resources <i>(Funding/Time/People/Materials)</i>	Timelines <i>By When? (day/month)</i>		
1.	1.	1.	1.		
2.	2.	2.	2.		
3.	3.	3.	3.		
4.	4.	4.	4.		
5.	5.	5.	5.		
Implications for Professional Development					
Evidence of Success <i>(How will you know that you are making progress? What are your benchmarks?)</i>					
Evaluation Process <i>(How will you determine that your goal has been reached? What are your measures and targets?)</i>					

Academic Program Review and Planning Process (for Instructional Departments)

Overview and Self-Study

- Purpose: an annual process to review department work, plan for the future and assess and improve student learning.
- Reinforces other curriculum and planning work, including CARP, General Learning Outcomes, and AQIP Action Project #1.
- Includes Overview and Self-Assessment Questions

DEPARTMENT/PROGRAM /DISCIPLINE OVERVIEW

I. Who are you?

- Why does your instructional unit exist? Describe your purpose, vision, and values, and how they are aligned with the mission of GRCC.

II. Whom do you serve?

- What are your key student and stakeholder groups?
- What do they expect or require from you? How do these requirements differ among groups?

III. What do you do?

- What educational programs and services do you offer? How are they delivered to students?

IV. What is your external environment?

- Who are your partners? With whom do you collaborate to serve students?
- Who are your competitors? Where would students or other stakeholders obtain services, if not from you?
- What competitive advantages do you have that set you apart from your competitors? What competitive challenges do you face?
- What other strategic challenges do you face? Consider both internal and external factors.

v. What is the long-range outlook for your department? Consider the following questions with both your department/program and your advisory committee, if you have one.

1. Responsibility to Future Generations – What will our program provide future generations? What do our students need to know now about the future of the field they have chosen?
2. Choice and Alternative Futures - Is there more than one possible future for our program? What do those different futures look like?
3. Active Questioning and Development of Active Timelines - Thinking beyond day-to-day, semester to semester, and linear patterns what in my program will change, stay the same or no longer exist in 5 - 10 years?
4. Vision of the Future – Based on current and future trends, technological changes and other change factors* what do you imagine your program will look like in 5 – 10 years?

*Other change factors include: Socio-cultural, Economic, Environmental, Political-Legal, Educational (or pedagogical) and Demographic. How will changes in these areas affect our programs?

Other Questions for Anticipatory Program Planning (Time Frame for planning and possible implementation 1- 5 years.)

1. What new knowledge content will have to be added to our program to prepare students for the future? What knowledge content should be removed?
2. What skills will need to be added to prepare students for the future? What skill will become obsolete?
3. How will we teach students to deal with rapid changes that may occur in their chosen field?
4. What resources and infrastructure will be needed at GRCC to support meeting these changes?

Based on Questioning the Future, by Sohail Inayatulla, Tamkang University, Taiwan, 2002

SELF-ASSESSMENT QUESTIONS – STUDENT LEARNING

a. What do you expect your students to know and be able to do as a result of completing your curriculum? Include both program- or discipline-specific outcomes and achievement of general learner outcomes.
b. <i>How do you use information from internal and external sources to design and revise curriculum? Consider:</i> <ul style="list-style-type: none">• Information from former, current, and future students.• Information from external stakeholders, including transfer institutions, employers, and accrediting bodies.• Comparative data from other programs and organizations.
c. How do you know that students are learning what you expect them to learn at various points in the curriculum? What methods and data do you use to determine student learning?
d. How do you use information about student learning and achievement: <ul style="list-style-type: none">• to improve your curriculum?• to monitor and support quality instruction?• to support planning and decision-making?
e. Describe your current levels and trends in student learning and achievement. If unknown, what information would you need to be able to respond?

Budget Process

Budget Principles

The improvement of student learning for student success is the critical factor in long-term and short-term planning cycles and the allocation of college resources. Student learning is measured by gains in knowledge and skill that enable students to be successful in achieving their goals. These goals include continuing their education toward advanced degrees, entering the workforce, and/or achieving personal enlightenment and change. The College supports student learning and success both by providing curricula that enable students to develop skills and knowledge, and by providing a positive and value-driven student experience in and out of the instructional setting.

Therefore, the allocation of financial resources will:

- Maintain the overall mission, vision, values, and strategic “ends” of the college.
- Be guided by the 5-year Strategic Plan and the annual college priorities.
- Support student retention and success.
- Maintain high quality instruction and services.
- Meet the accreditation, legal, and contractual obligations of the college.

Budget Justification Guidelines

The following questions will guide budget control officers and College Leadership Council in identifying potential areas for reductions and or increases in budget allocations.

1. Could the service, function, or activity be reduced without serious impact to the accomplishment of the mission or ends of the college, or a serious violation of the values?
2. Could the service, function, or activity be reduced without serious impact to the enrollment, retention, or success of students?
3. Could the service, function, or activity be reduced without serious impact to the operations of the college?
4. Could the level of service provided be cut back, outsourced, or provided in a less expensive way?
5. Could the service, function, or activity be supported through an external funding source?
6. Is there a decreased (or potential for a decreased) student or community demand for what the college now offers resulting in an opportunity for downsizing or phasing out of the program or service?
7. Does the per student cost of the service, function, or activity appear excessive for the value received due to low utilization or high cost?
8. Is the program, service, or activity duplicated elsewhere within the college or available outside the college?
9. Do the anticipated cost reductions justify the amount of resources – people, money, tools – necessary to implement the change?

10. What program, service, or function enhancements should be considered that will result in a significant improvement in the college's ability to achieve its mission, ends, or strategic priorities?
11. What program, service, or function enhancements should be considered that will result in long term efficiencies or reduction in costs?
12. Do the historical spending habits of the department indicate ability to return some funds for reallocation or need to receive additional funds?

Budget Criteria

The following criteria will be used by budget control officers and the College Leadership Council to evaluate budget items:

Impact on teaching and learning

The teaching and learning process includes all activities that lead to student learning including: classroom instruction, the relationship between the instructor and the student, tutoring services, classroom learning environment, technology to support the learning process, library, mediated instruction (distance).

Impact on instructional program offerings

Our set of instructional program offerings is the "product" we make available to our community. To maintain a viable line of products, we must continuously reevaluate our offerings in light of community needs, success rates of those who benefit from programs, cost of providing program against revenue, cost of maintaining program, and availability of similar programs from other institutions.

Impact on services provided to students or the community

Directly related to the quantity, quality, timeliness, and nature of the services (instructional support, student support, and business services) we provide to learners that increase the likelihood of a successful experience at GRCC. We will also consider the impact on services we provide to community members outside of instructional programs.

Impact on employee creativity and innovation

To remain a vibrant learning institution, we must continuously provide staff with professional development and learning opportunities that result in creative and innovative improvements to the teaching and learning process, our instructional program offerings, the services we provide to our students or the community, or to increases in efficiencies and effectiveness in individual duties.

Impact on personal income

The College strives to offer a fair salary and benefits package in line with community expectations and the job market. The BOT will take steps to determine whether the proportion of college budget spent on compensation is appropriate and take steps to increase or reduce the percentage if needed. When budget reductions are needed, care must be taken to insure that any impact on personal income is shared fairly between all employee groups (unless data suggests just cause), and that the impact of any income change does not result in a detrimental change to an employee's quality of life. NOTE: This criterion is applied to staff as a whole.)

Impact on employee headcount

All other things being equal, the College strives to employ the minimum number of employees to achieve the maximum results (as measured by student learning outcomes). In some cases, it may be determined

the college has too many employees in a certain area given the work demand; in other cases, too few. Employee headcount reductions may also be realized if programs or services are eliminated.

Impact on student/client satisfaction levels

The College strives to offer programs and services that result in students and clients reporting high levels of customer satisfaction. In times of increased budgets, the college will work to make adjustments that result in improved satisfaction levels. In times of decrease, care will be taken to meet student needs by offering a replacement program or service, or assisting students in getting their needs met through an alternative source.

Impact on student headcount

It is widely believed that the more students we enroll, the better off we are financially. Unfortunately, this is not the case. Whether or not more students is better is based on a number of factors including: maximum class size, likelihood of sections running at capacity, cost of support services the student requires, and the cost to run the program over tuition costs. In those cases where students want to enroll in classes that generate revenue over expenses and the student does not require a high level of services, **the more students the better**. However, in those cases where additional students wish to enroll in classes or programs already running at a loss, **we may be wise to limit or reduce enrollments**. Limiting enrollments in these cases will result in overall improved outcomes for all students as well as a better economic bottom line.

Feasibility of implementation

Many good suggestions for either budget enhancements or reductions require long term planning prior to implementation. In addition, the College must consider the legal ramifications, issues related to accreditation, resource constraints (people and money), and facility and/or infrastructure limitations.

Impact on overall efficiency or workload to other areas of campus

When looking at budget reductions or enhancements, care must be taken to insure that the implementation will result in long term efficiency. Those items that decrease actual costs but increase labor are not good candidates. In addition, shifting the burden of expense or workload from one department to another is discouraged.

Budget Development Decision-Making Matrix

	Board of Trustees	President/Vice Pres	College Leadership Council	Dean's Council	Academic Senate	QLT	CTLT	ALT	Employee Group Leaders	Strategy Team	BCOs	Financial Services Office	Organizational Development	College Advancement	Communications Lead Team	Student Advisory Leadership Team	GRCC Staff	Student Congress/Students
1. Communicate with staff, students and the community about budget issues.	R	R	R								R				P			
2. Budget principles and criteria	A	A	R/P	C	C	C				C	C							
3. Specific process for developing the annual budget	A	A	R									P						
4. Set revenue generation and cost containment targets	A	A	R/P									P						
5. Potential sources of new revenue	A	A	R								C			P				
6. Tuition and fees charged to students	A	A	R									P						
7. Cost containment or budget enhancement strategies	A	A	R	P	P	P	P	P	P	P	P	P				P	P	P
8. Compensation strategies	A	R	C						P/C				P					
9. The college's overall financial strategies	A	R	P									P						
10. The overall monitoring of expenditures/revenues	A	A	R									R						

A = APPROVAL – Must approve all recommendations prior to implementation.

R = RESPONSIBLE – Responsible to insure a decision is made using the appropriate process and to take the necessary steps to implement budget decisions.

C = CONSULT – Asked to give input into a decision during the decision making process

P = PROPOSE OR RECOMMEND – Responsible to initiate or participate in the decision making process by preparing background information and an initial recommendation

(Finalized February, 2003)

