

Phoenix College Strategic Plan FY 2012-2014

Introduction

Strategic planning is a visionary process that results in major, long range, and far-reaching strategic directions that provide the framework for operational planning in the form of policies, procedures, and strategies for obtaining and using resources to achieve those directions. Planning at Phoenix College is also linked to the Vision, Mission, and Values of Maricopa County Community College District. Careful planning, both strategic and operational, ensures that educational and enriching opportunities for our students and stakeholders continue to expand, allowing us to continue to serve the public in a way that honors the core values of the college; Engagement, Excellence, Innovation, Integrity, Respect, and Stewardship.

The Past. Phoenix College was established in 1920 by the Phoenix Union High School District to increase access to higher education for their graduates. By 1922, the original enrollment of eighteen students had increased to ninety-three students. In 1939, with an enrollment of 821 students, the college moved to its current location at 15th Avenue and Thomas Road. In 1962, the Maricopa County Community College District was established, and Phoenix College became the ‘flagship’ institution of what is now a district of ten colleges, with two skill centers, and a number of smaller centers. Phoenix College recently celebrated its 90th anniversary as a premier institution of higher education.

The Present. Phoenix College proudly serves as a Hispanic Serving Institution with a diverse student body representing over 100 countries and 50 different languages. Phoenix College students have a wide choice of degree and program offerings. There are five transfer-oriented Associate Degrees and many Associate in Applied Science degree programs designed to prepare students to enter specific careers or occupations. In addition, students may choose from over 100 certificates of completion and a host of student services to help them succeed and complete their educational goals. Phoenix College also offers a wide variety of customized courses and community education as well as non-credit courses through the Custom Training and Education programs.

The Future. Student diversity and degree of preparedness will bring new demands to faculty and staff, as well as programs and services. Phoenix College is dedicated to learning centered education. Learning will take place anywhere, anytime with multiple delivery options. The college will need to adopt new practices that will raise the level of student effort and achievement. Learning will be redefined to include experiential training, prior learning experience, and other flexible modes of delivery including online degrees as we become immersed in the digital world. More partnerships with business and other academic institutions will become common place. As the global world moves at an exponential pace, the college needs to prepare to train students for jobs that do not currently exist. Students will become intentional learners by adapting to changing environments and continually integrate knowledge from different sources.

The Purpose of Strategic Planning

Strategic planning puts an organization's Vision and Mission into action. To be effective, planning must be inclusive, incorporate an organization's values, and provide goals and objectives that give direction to College decisions. The purpose of the Strategic Planning Committee is to provide future direction for the College by identifying strategic goals and objectives. The committee is representative of all employee groups and campus stakeholders. The scope of the committee's work is to

- Align strategic initiatives with the college and district mission, vision and values
- Evaluate the environmental scan
- Obtain input from the college and the community
- Evaluate internal and external policies and procedures
- Communicate to our constituencies

Over the past decade, the planning process at Phoenix College has evolved in response to the challenges and changing needs of the College. The current process is systematic and includes evaluation and planning activities from the academic and occupational departments, service areas, campus committees, and task forces. Planning begins with regular examination of internal and external issues, trends, and events. The planning process is both comprehensive and participatory. As one planning cycle ends, another is underway making the process dynamic and continuous.

Planning Strategies

In academic year 1999–2000, the Maricopa County Community College District began developing a top down and bottom up planning system that would allow the ten independently accredited colleges to pursue their own planning initiatives while supporting Governing Board goals and the district's six strategic directions. Phoenix College has developed a systematic planning process at the college and department levels which will occur on an annual cycle. Planning begins with regular examination of internal and external issues, trends, events, needs, demographic shifts, student profiles, and areas of opportunity for instruction.

Phoenix College has excellent access to a variety of data and reports, including demographic data, annual environmental scans, workforce development forecasts, labor market surveys, and other economic reports. Phoenix College also tracks trends and demographics through its own Planning, Research, and Institutional Effectiveness Department. Phoenix College completed its first comprehensive environmental scan in 2005, and continues to provide annual updates. Environmental scanning allows the college as well as the departments to consider what social, economic, technological, and other environmental changes are likely to have an impact on strategic planning. Planning takes three forms:

Strategic Planning is a visionary process that results in major, long-range and far-reaching strategic directions and goals for the future to advance the college/district office/district-wide goals to ensure services to students and the community. Strategic planning provides the foundation for operational planning in the form of policies, procedures, and strategies for obtaining and using resources to achieve those directions.

Operational Planning is detailed, short-term statements about who, what, and how strategies or actions are to be completed. These action plans implement the outcomes of strategic planning. This process often involves setting work standards and schedules necessary to implement the objectives. Strategic planning looks at the organization as a whole, and operational plans focus on actions to be implemented by specific individuals of daily and weekly operations.

Capital/Master Planning is the third type of planning used at Phoenix College. Capital planning provides for cutting edge equipment and technology. Master planning is a vital part of the planning process as the college strives to respond to and meet the needs of the ever changing student population. Phoenix College faces the challenge of constructing new buildings and refurbishing others without interrupting the teaching and learning process. The master plan provides a prioritized list of identified projects, along with the funding of each project as well as detailed specifications.

Process and Cycle of Strategic Planning

The graphic below shows the steps in the planning cycle. Environmental scanning provides a board range of information that enables decision-makers to understand current and potential trends so that strategic directions and goals can be established. The implementation of goals is merged into existing programs and college initiatives. The college has institutionalized the strategic planning process so that it informs the budget and staffing processes. Timelines have been set so that institutional priorities are considered when funding and staffing decisions are made. Phoenix College compares the results to defined outcomes and makes any necessary changes to the process and modifies goals and objectives. This provides a dynamic approach to strategic planning. Further, all college processes are linked to the strategic plan.



Timeline

The following timeline demonstrates the process and interaction with strategic planning initiatives and college functions, committees, and budgeting.

Timeline	Activity
<i>August every yr</i>	Retreat with College Leadership Committees Report on the following: <ul style="list-style-type: none"> • Environmental Scan • Key Performance Indicators • College Trends • Overview of Program Review and Assessment Initiatives Focus on college initiative(s)
<i>Fall 2010</i>	Review/revise strategic goals (e.g., FY2011, FY2014, FY2017)
<i>January 2011</i>	Write the annual report to the district - Accomplishments
<i>Fall 2010 and Spring 2011</i>	Review/revise Vision and Mission statement (e.g., FY2011, FY2014, FY2017) Every third cycle this process is completed college wide (FY2014). For this year the strategic planning committee may modify statements.
<i>Fall 2010 and Spring 2011</i>	Review/revise Key Performance Indicators (e.g., FY2011, FY2016, FY2021) Ad Hoc committee will be established to review and modify Key Performance Indicators.
<i>February 2011</i>	Write the annual report to the district - Operational Plans
<i>February 2011</i>	Enrollment Management submits their operational plan for approval for the next fiscal year.
<i>March 2011</i>	Budget requests are submitted and the committee begins deliberations of funding allocations. This includes any budget allocations to Enrollment Management for the next fiscal year.
<i>April 2011</i>	Announce Budget request approvals for the next fiscal year (capital, Perkins, Prop 300, Bond Referendum funds, Enrollment Management, etc.)
<i>September 2012</i>	Review/revise the Value statements (e.g., FY2013, FY2016, FY2019)
<i>September 2012</i>	Review/revise Learning Principles (e.g., FY2013, FY2016, FY2019)

Phoenix College

Vision, Mission, and Values

Vision

Phoenix College will be the premier provider of learning opportunities for our community to go far, close to home

Mission

Phoenix College delivers teaching and learning experiences that inspire the lifelong pursuit of educational, professional, and personal goals for our diverse urban community.

Mission Goals

We support our mission through a rich tradition of:

- University Transfer Education
- General Education
- Workforce Development
- Developmental Education
- English as a Second Language
- Continuing and Community Education
- Community Partnerships
- Student Support Services
- Global Engagement

Values

At Phoenix College we embrace our vision and achieve our mission through application of our core values - the PC Basics. Our values guide us in decision making and reflect our rich legacy of teaching and learning.



Engagement

We connect with our campus and community through clear and frequent communications, collaborations, and the valuing of differences.



Excellence

We promote quality teaching and learning experiences that prepare individuals for life, work, and leadership.



Innovation

We support learning, discovery, informed risk taking, and an entrepreneurial spirit that creates new possibilities.



Integrity

We are committed to the highest principles of academic, professional, and personal conduct.



Respect

We value deliberation, tolerance, and our obligation to treat each other with dignity, fairness, and civility.



Stewardship

We are committed to prudent management of our resources.

Planning and Relation to Resource Allocation

Budget

Phoenix College receives its funding from the Maricopa County Community College District which is the entity legally recognized to assess fees and collect revenues. The base budget changes are dependent on full-time student equivalent growth or decline. Phoenix College budgets the greatest portion of its resources to instruction and academic support. In addition to the base budget, Phoenix College generates revenue from alternative funding sources: grants, partnerships, and alumni. Phoenix College focuses on the learning needs of its diverse populations by developing curriculum, tutoring and mentoring activities; evaluating and adjusting support services, and purchasing equipment and software. Funding priorities are given to actions that promote student success, advance student learning, and address community outreach efforts. Good teaching and learning experiences require up-to-date facilities, teaching strategies, and technology.

Budget Review Committee. The Budget Review Committee determines funding allocations. The committee also reviews and ranks all operational and capital requests. All requests must align with and support the mission and goals of the college. Non-faculty staffing allocations are recommended to the Phoenix College Leadership Council while all new faculty positions are reviewed by the Faculty Staffing Committee with recommendations made to the President.

Bond Referendum. In November 2004, the voters of Maricopa County passed a bond referendum. These bond funds have been or will be allocated for the construction of a Fine Arts building, an Operations building, a parking structure, the Hannelly Remodel & Expansion (One Stop Enrollment Center), a Student Union, the beautification of Sophomore Square, a Chemistry building, the renovation of the 'C' Building, and the upgrading of technology and security equipment.

Evaluation and Continuous Improvement

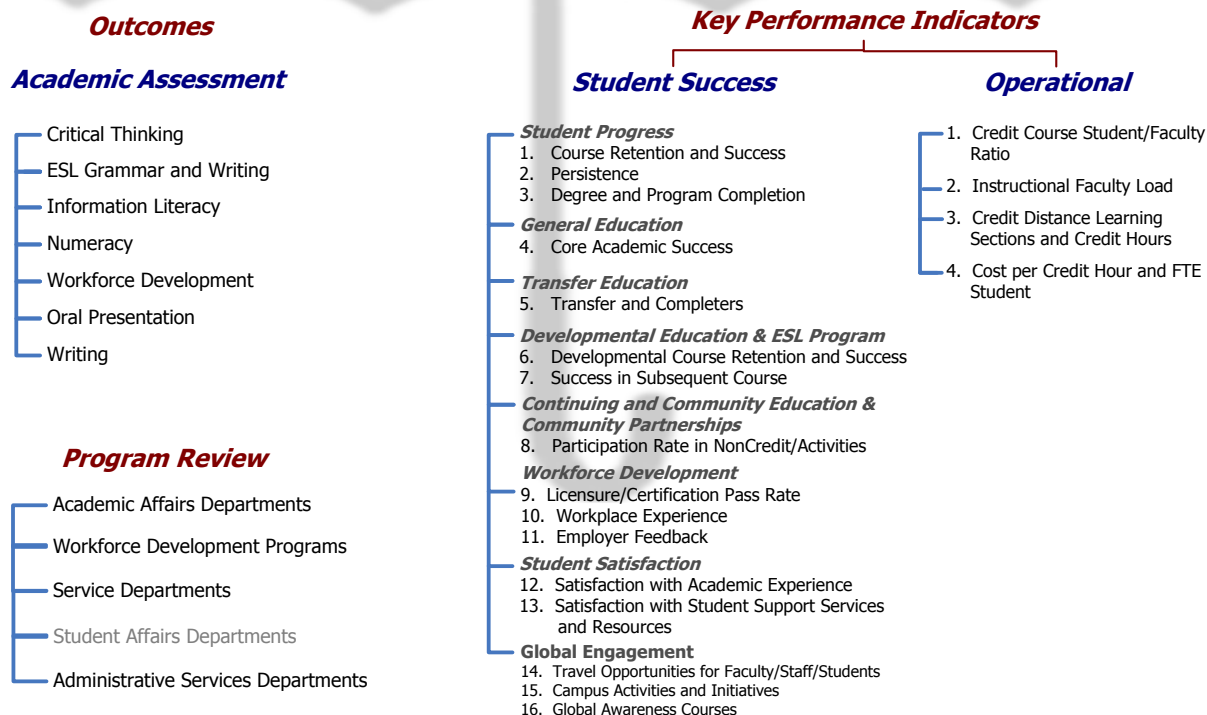
Institutional Effectiveness

The overall purpose of the Institutional Effectiveness Plan is to ensure continuous improvement in teaching and learning and in student services. Institutional effectiveness is the evaluative process by which the college measures achievement of its educational mission. Phoenix College demonstrates institutional effectiveness through a variety of evaluation strategies. The Phoenix College Leadership Council (PCLC), with the Planning, Research and Institutional Effectiveness Department (PRIE) serving as a resource, coordinates evaluation of institutional effectiveness at the college-wide level.

Phoenix College's Institutional Effectiveness Plan consists of efforts in three areas: student learning outcomes, program review, and key performance indicators. Institutional effectiveness measures are used by the College to gauge how it is meeting its mission and goals. The College compares its institutional effectiveness measures through performance and diagnostic benchmarking. Phoenix College completes performance benchmarking through student success indicators which include retention, transfer, graduation, persistence, and success rates. Diagnostic benchmarking is achieved through participation in national and standardized surveys.

Institutional Effectiveness

Institutional effectiveness is the evaluation process by which the college measures achievement of its educational mission.



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Program Review. The program review process provides regular reviews that inspect currency and relevancy at the department and program levels. The evaluative process identifies areas of concern and strategies for improving the teaching and learning experience.

Student Learning Outcomes. The assessment process is faculty-driven for the purpose of enriching student learning with a focus on general education or specialized outcomes.

Key Performance Indicators. Student success indicators match student performance with the stated mission. Operational indicators provide an overview of the colleges' financial strength and related factors. Together with student learning outcomes and standard measures of student and administrative services, key performance indicators help to create a holistic picture of the college's performance in order to promote continuous quality improvement for all aspects of its mission.

College Plans

Professional Development

Phoenix College develops its human resources in preparation for the future by offering professional development opportunities, ongoing training, and promoting wellness. Excellent professional development programs provide opportunities for lifelong learning for faculty and staff.

Technology

Phoenix College looks to the future by emphasizing technology improvements throughout strategic planning. The College Technology Committee prioritizes potential technological enhancements for classrooms and other learning spaces throughout the college. Technology advancements have enabled Phoenix College to enhance educational delivery and focus on learning. Linking and overseeing the college's technology functions and services to coordinate projects is the responsibility of the College Technology Committee (CTC) which meets regularly to plan future technology initiatives, oversee current technology projects, and serve as a liaison for the college's technology departments. To ensure pedagogical excellence, the Center for Teaching, Learning, and Technologies department provides in-depth training services to faculty interested in using technology, including creating online and hybrid classes.

Enrollment Management

The purpose of enrollment management is to develop student access and retention strategies based on analysis of enrollment trends. These trends identify enrollment increases and decreases by student and community demographics and instructional programs. The intent is to strengthen positive trends and address challenges within the constraints of a multiplicity of student goals, resources, student services, and community needs. Enrollment management is a systemic approach to recruiting and retaining students for optimal enrollments and to provide an environment that fosters student success within the academic and workforce development programs.

Marketing

The college marketing plan provides framework for recruitment and retention strategies developed to promote and reinforce the image of the college and inform students and community about the many educational opportunities available. Marketing objectives are achieved through a variety of advertising methods and communication channels including print, web, multimedia, and social media. The Marketing and Public Relations Department is responsible for ensuring that all promotions follow Phoenix College established graphic standards and guidelines and communicate key branding messages to identified target markets in support of the overall mission, goals, and objectives of the college's strategic plan.

Focus on Learning

Phoenix College is a learning and learner-centered institution where learning comes first. Learning is facilitated according to the needs of all learners which includes offering learning opportunities anytime, anywhere, and in many ways through a variety of delivery options and modalities. Learning opportunities are constructed to address different skill levels and educational goals. To this end, Phoenix College acknowledges that everyone in the institution is a learner, and we are therefore committed to providing continual professional development to offer our learners effective learning opportunities. As a result, Phoenix College seeks to excel in the following areas:

Responsibility. Learners are responsible for their learning. Learning facilitators work to create physical, social, cultural, and academic learning settings that support success for all learners. We strive for sustainable learning environments and effective and efficient use of resources. Learners enhance their understanding of social and civic responsibility and adopt a global perspective.

Collaboration. A shared vision for a learning and learner-centered college is cooperatively constructed by the institution, the community it serves, and the partners to whom the institution is accountable. Strong partnerships promote shared vision, strengthen efforts for learner success, and create innovation through multiple perspectives. Collaborative environments allow individuals to be influential at all levels including the classroom.

Communication. We communicate expectations required at all levels of the institution by choosing common vocabulary, clear language, and open dialogue. Expectations and roles/responsibilities of learners are straightforward and consistent. Understanding the perceived message is the responsibility of all communication participants.

Evaluation. Evaluation guides every decision making process by asking two questions: 1. How does this improve and support learning; and, 2. How do we know? The evaluation culture assesses the effects of our actions to improve our decisions and accountability. We actively seek solutions and provide direction in a simple, efficient, inclusive, and forward-looking manner guided by the results.

College Goals

- Goal 1: Phoenix College will create and expand learning-centered programs and strategies to support student success.
- Goal 2: Phoenix College will cultivate an organizational culture to support learning through professional development programs and diversity initiatives.
- Goal 3: Phoenix College will promote and support the expansion of dynamic learning environments that improves student learning through the effective use of information technology and teaching pedagogies.
- Goal 4: Phoenix College will maximize existing resources while continuing to pursue new opportunities to support learning.