SOCCCD
District-wide Planning Council
Annual Retreat 2016

May 25, 2016

8:30 am - 4:30 pm

Dave & Buster's Irvine Spectrum

Chancellor's Remarks

- Welcome

- Where we came from & where we are now in SOCCCD Planning

- Institutional Priorities
    - Accreditation
    - Integrated Planning

DWPC meeting items

- **Approval of DWPC minutes from 4/8/16**
- **Update to District-wide Committees:**
  - Business Continuity Planning Committee (BCPC)
  - District-wide Integrated Planning Committee (DWIPC)

- **Proposed 2016-2017 meeting dates:**
  Meetings (Fridays, 8:00 – 10:00 a.m.)
  - September 16, 2016
    - (Friday, September 2 is the Friday before Labor Day, and the SC 2-day all-managers retreat is tentatively scheduled for Thursday and Friday, September 8 and 9)
  - November 4, 2016
    - (Friday, November 11 is Veterans Day)
  - February 3, 2017 (ACCJC's visit is scheduled for February 27 – March 2)
  - April 7, 2017

  Retreat
  - Wednesday, May 31, 2017
    - (Finals are May 19-25, Commencement ceremonies are Friday, May 26, and Memorial Day is Monday, May 29)

Agenda and Goals for the day

- Evaluation of District-wide Strategic Plan 2014-2020-
  - 2015-2016 (Year 2) evaluation
  - KPIs and Targets
- Annual Review of Planning Documents
  - Review District-wide Function Map
- Integrated Planning

District-wide Planning Framework

- **Common Cycles**
    - District-wide, 6 years -- New plan 2014-2020
    - Annual reviews of progress
    - Three year review of achievement, realignment as necessary
- **Common Framework**
    - Goals, objectives, metrics
        - Objectives enacted through unique action steps
    - Language
        - Common set of definitions and terms
- **Flexibility**
    - Unique action steps associated with common goals and objectives
    - Add goals and objectives unique to each site
    - Add metrics associated with unique objectives

- **Collective and Collaborative Dialogue**
    - Development of common goals and objectives as a collective, collaborative, and iterative process

District-wide Integrated Strategic Planning Model

Development Phases

2012-2013
External Scan

2013-2015
Development of Shared Goals, Objectives & KPIs

2014-2020
Y1 2014-15
Y2 2015-16
Y3 2016-17
Mid-Cycle Major Review
Y4 2017-18
Y5 2018-19
Start development of new plan
Y6 2019-20

Planning Assumptions & Collaboration

Irvine Valley College Mission

District-wide Mission

Saddleback College Mission

District-wide Strategic Plan Goals & Objectives & KPIs (shared)

IVC Strategic Plan Shared & College Specific Goals, Objectives & Action Steps

District Services Unit Reviews Shared & District Services Specific Objectives & Action Steps

Saddleback Strategic Plan Shared & College Specific Goals, Objectives & Action Steps

Annual Review of Integrated District-wide Strategic Plan
Evaluation of KPIs and Action Steps Accomplished
Adjustments to the plan

DISTRICT-WIDE MISSION ANNUAL REVIEW

Vision
To be an educational leader in a changing world.

Mission
We provide a dynamic and innovative learning environment for diverse learners of all ages, backgrounds and abilities. We promote access, success and equity to meet each student's goals of skills development, certificate, associate degree, transfer or personal enrichment. We contribute to the economic vitality of the region.

Core Values/Guiding Principles
We invest in our students' success, employees, facilities, and community, with wise use of our resources.

Objectives for Review of Strategic Plan 2015-2016 (Year 2)

1. Present data KPIs - many are baseline data points

2. Review the progress on establishing or monitoring progress

3. Evaluation of the plan to date for inclusion in the annual report

Goal 1: SOCCCD will foster an environment characterized by creativity, innovation, respectful interactions and collaboration.

Objective	KPI	Target
1.1 Recognize and support innovative ideas that improve collaboration and respectful interactions district-wide.	***Climate Survey*** ***Scale 1-4*** *(very dissatisfied to very satisfied)* Set 1 environment (N=259) (6,8,10,11,) **composite mean = 2.88** ***Scale 1-5*** *(very poor to excellent)* Set 2 working relationship (N=142) (12,14,16) **composite mean = 3.21** ***Scale 1-4*** *(strongly disagree – strongly agree)* Set 3 administrators (N=413) (18a-h) **composite mean = 2.64** ***Scale 1-4*** *(strongly disagree – strongly agree)* Set 4 personal work (N=613) (19 a, c, d, e, f) **composite mean = 2.78**	Establish baseline Target work– 16-17 DWIPC

Goal 1: SOCCCD will foster an environment characterized by creativity, innovation, respectful interactions and collaboration.

Objective	KPI	Target
1.2 Improve district climate in the areas of optimism, commitment, and respectful collaboration.	*Climate Survey* ***Scale 1-4*** *(very dissatisfied to very satisfied)* Set 1 environment (N=259) (6,8,10,11) **composite mean = 2.88** ***Scale 1-5*** *(very poor to excellent)* Set 2 working relationship (N=142) (12,14,16) **composite mean = 3.21** ***Scale 1-4*** *(strongly disagree – strongly agree)* Set 3 administrators (N=430) (18 a, b, c, d, e, g) **composite mean = 2.63** ***Scale 1-4*** *(strongly disagree – strongly agree)* Set 4 personal work (N=604) (19 a, b, c, d, e, f) **composite mean = 2.83**	Establish baseline Target work– 16-17 DWIPC

Goal 1: SOCCCD will foster an environment characterized by creativity, innovation, respectful interactions and collaboration.

Objective	KPI	Target
1.3 Improve the representative process through active engagement and communication.	**Climate Survey** **Scale 1-4** *(strongly disagree – strongly agree)* Set 1 administrators (N=431) (18a, b, c, d, g) **composite mean =2.62** **Scale 1-4** *(strongly disagree – strongly agree)* Set 2 personal work (N=616) (19 a, d, e, f, 21 a, b, c) **composite mean = 2.74** **Scale 1-4** *(very uninformed – very informed)* Set 3 personally informed (N=578) (20 a, b, c, d, e) **composite mean = 2.75**	Establish baseline Target work– 16-17 DWIPC

Goal 1: SOCCCD will foster an environment characterized by creativity, innovation, respectful interactions and collaboration.

Objective	KPI	Target
1.4 Increase professional development opportunities that potentiate employees' talents and interests.	*Climate Survey* *Scale 1-4 (strongly disagree – strongly agree)* Set 1 professional development (N=547) (24, 25, 26) **composite mean = 2.74** **Professional Development Survey**	Establish baseline Target work– 16-17 DWIPC
1.5 Improve training for all employees to increase district-wide understanding of organizational structure, resources, processes and procedures.	*Climate Survey* *Scale 1-4 (strongly disagree – strongly agree)* Set 1 administrators and training (N=505) (18 c, d) **composite mean = 2.62** *Scale 1-4 (strongly disagree – strongly agree)* Set 2 training (N=554) (28, 29, 30) **composite mean = 2.3** **Professional Development Survey**	Establish baseline Target work– 16-17 DWIPC

Data-Driven Assessment of Climate Survey

- Conducted multivariate statistical analysis to determine KPI's

- Groupings of items created with Principal Components Analysis (PCA)

- Outcomes cross-validated for reliability

- Assessment solely based upon degree-of-fit of items to factors

See Handout of Items in Factors
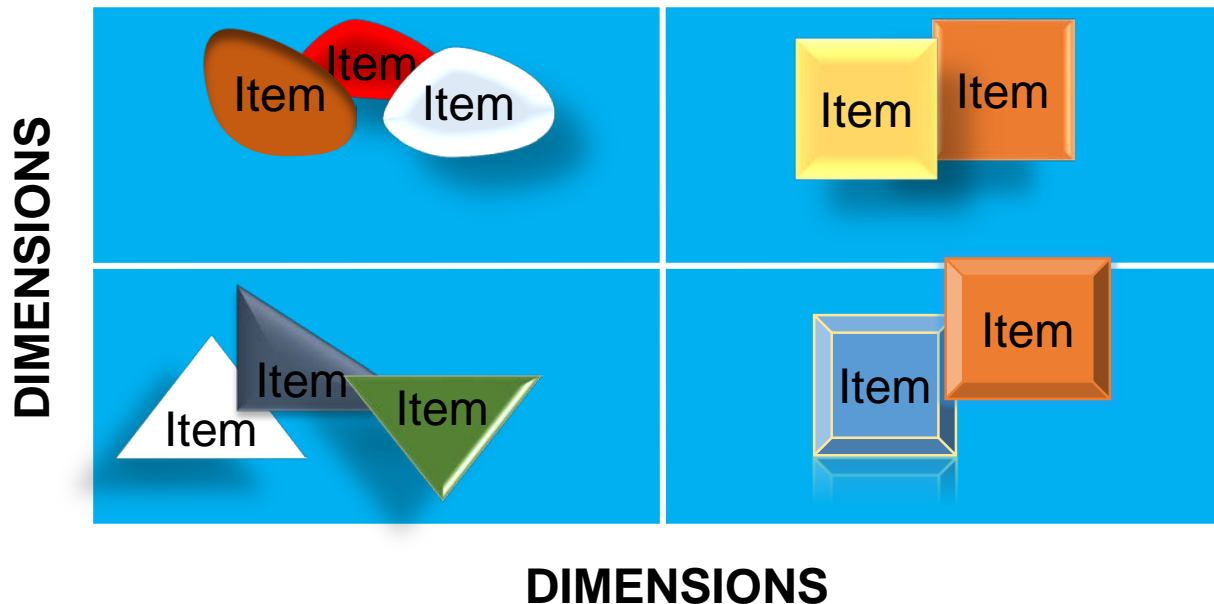
Proposed KPI Structure from Climate Survey: Benefits

- ✓ Statistically-guided assessment

- ✓ High internal reliability for each objective

- ✓ Strong reliability overall and between colleges and district

- ✓ Strong face validity

- ✓ No redundancy of items across objectives – precise approach
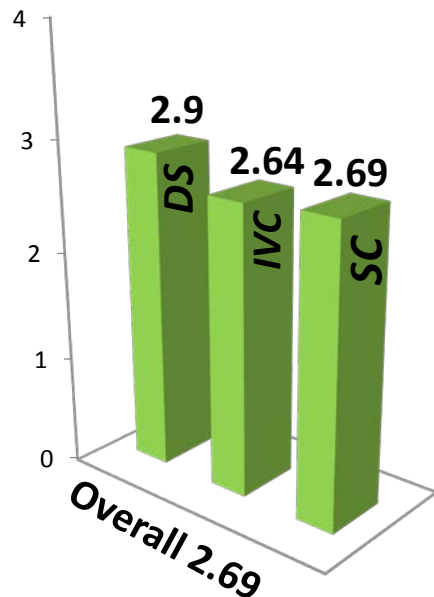
- ✓ Same scaling methods across factors

- ✓ Parsimonious: simple

- ✓ Overall optimization of KPI's

Data-Driven Assessment of Climate Survey KPI's

• Results of Factor Analysis (4-Point Scale)

Overall 2.69 — DS: 2.9, IVC: 2.64, SC: 2.69

Overall 2.82 — DS: 3.12, IVC: 2.80, SC: 2.80

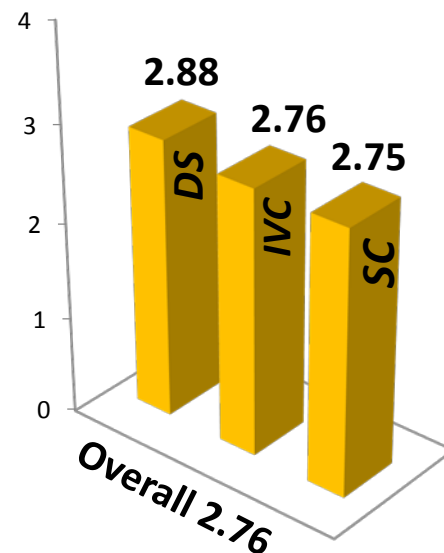**Overall 2.76** — DS: 2.88, IVC: 2.76, SC: 2.75

Objective 1.1
Recognize and support innovative ideas that improve collaboration and respectful interactions district-wide.
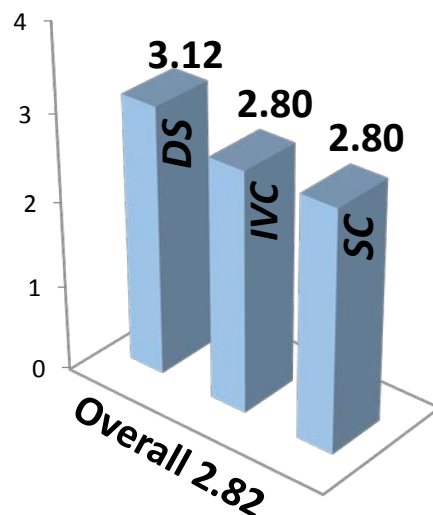
Objective 1.2
Improve district climate in the areas of optimism, commitment, and respectful collaboration.
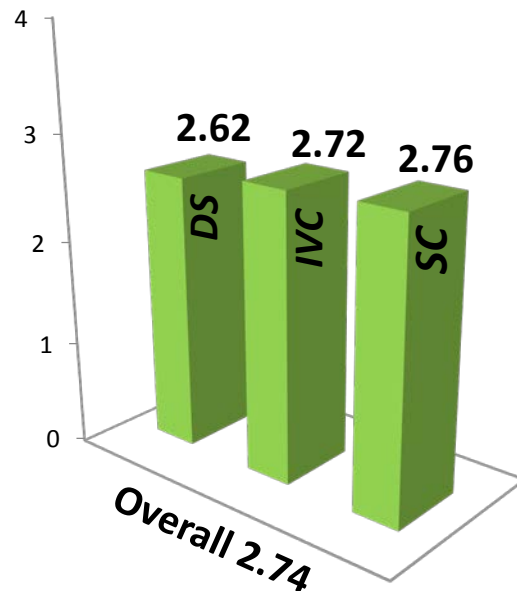
Objective 1.3
Improve the representative process through active engagement and communication.

Note. DS = District Services; IVC = Irvine Valley College; SC = Saddleback College

Results of Factor Analysis 4-Point Scale (Continued)

Left chart: DS 2.62, IVC 2.72, SC 2.76, Overall 2.74

Right chart: DS 2.61, IVC 2.26, SC 2.28, Overall 2.30

Objective 1.4

Increase professional development opportunities that potentiate employees' talents and interests.
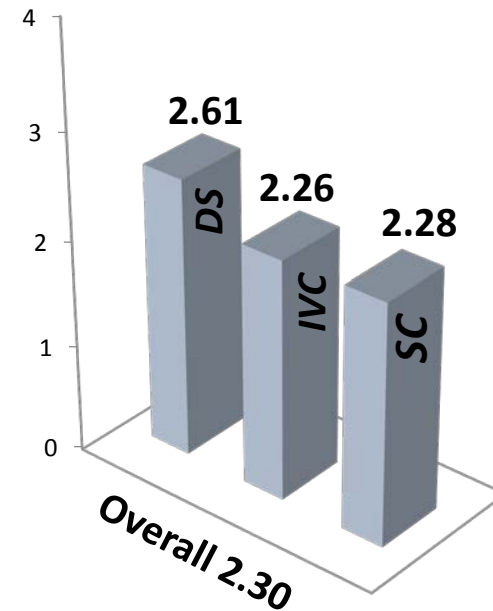
Objective 1.5

Improve training for all employees to increase district-wide understanding of organizational structure, resources, processes and procedures.

Note. DS = District Services; IVC = Irvine Valley College; SC = Saddleback College; OA = Overall

Goal 2: SOCCCD will promote students' success by enhancing the teaching and learning environment.

Objective	KPI	Target

2.1 Increase student completion rates (degrees, certificates, and transfer) while preserving access, enhancing quality, and closing achievement gaps.	3 and 6 year Completion Rates SPAR rate disaggregated by the following:
	• IVC SPAR = 64.2% (13-14 Baseline)
	• Saddleback SPAR = 57.8% (13-14 Baseline)
	
	    • Certificate Completion Rate
	    • Degree Completion Rate
	    • Transfer Rate
	    • Transfer Prepared
		2.5% targets by 2020 - *rolling base year

Year	IVC (Actual)	Saddleback (Actual)
14-15	64.5% (62.1%)	58.1% (59.0%)
15-16	64.8%	58.4%
16-17	65.2%	58.7%
17-18	65.5%	59.0%
18-19	65.8%	59.2%
19-20	66.1%	59.5%

Scorecard Data

Setting targets for completion rates

- CCC Chancellor's Office set a target of 2.5% growth in completions
  - Phased in, smaller expected impacts for older cohorts that started many years ago
  - Full target is set for cohort that **started** last year (2014-2015) and will complete in 2019-2020
- DWPC approved a similar phased-in target such that:
  - 2014-2015 completers: target was a 0.5% increase, relative to 2013-2014 baseline
  - 2015-2016 completers: target is a 1.0% increase, relative to 2013-2014 baseline
  - 2016-2017 completers: target is a 1.5% increase, relative to 2013-2014 baseline
  - 2017-2018 completers: target is a 2.0% increase, relative to 2013-2014 baseline
  - 2018-2019 completers: target is a 2.5% increase, relative to 2013-2014 baseline
  - 2019-2020 completers: target is a 2.5% increase, relative to the 2014-2015 target rate, etc.

Target setting for completion KPI

Goal 2: SOCCCD will promote students' success by enhancing the teaching and learning environment.

Objective	KPI	Target
2.2 Increase employee professional development opportunities that focus on student success outcomes.	Climate survey item #26 **Scale 1-4** *(strongly disagree – strongly agree)* *I have participated in professional development opportunities focused on student success.* Overall mean= 2.77	Established baseline Target work– 16-17 DWIPC

Professional Development Survey Questions related to 2.2
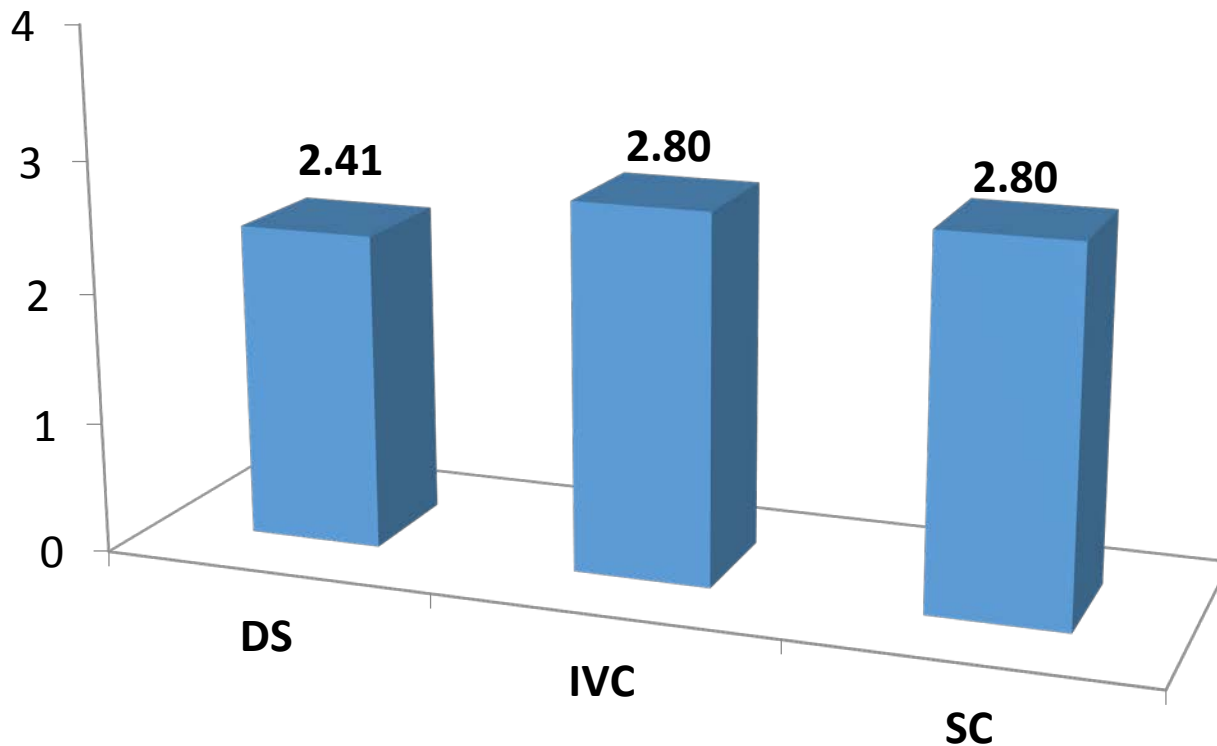
"I have participated in professional development opportunities focused on student success."
(4-Point Scale)

Goal 2: SOCCCD will promote students' success by enhancing the teaching and learning environment.

Objective	KPI	Target
2.3 Increase opportunities for student engagement inside and outside the classroom, evidenced by co-curricular participation, student services, and instructional support.	Community College Survey of Student Engagement (CCSSE)	**Update:** Administered in Spring 2016 and Results in July 2016

Goal 3: SOCCCD will advance economic and workforce development through regional partnerships with educational institutions and industry and by strengthening career technical education.

Objective	KPI	Target
3.1 Formalize collaborative partnerships with the business community and regional educational institutions to support workforce development.	"Formalized Partnerships" List	

Objective 3.1 - Irvine Valley and Saddleback Updates
Economic Workforce Development Partnerships

Irvine Valley College Update:

- Outreach and contracts:
  - Mega-outreach event reached over 400 businesses in Irvine
  - Strategic partnership with UCI to develop cross-enrollment opportunities in engineering and computer science and to plan for redirect of excess UCI Engineering students to IVC.
  - Ten other strategic CTE partnerships: MicroVention; Edwards Life Sciences; OCWIB; OCDE; OP-TEC/NSF; UC Davis – CSTEM; Southwest Gen; CyberSecurity Special Interest Group (SIG); OC-IEEE; CALIT2
  - Educational contracts $40,410
- Grants:
  - Awarded $70,000 for the National Science Foundation (NSF) Western-Region Optics and Photonics Education Center Planning Grant (WROPEC)
  - AANAPISI Grant 5-year $1.5 MI

Objective 3.1 - Irvine Valley and Saddleback Updates Economic Workforce Development Partnerships

Saddleback College Update:

- College uses Raiser's Edge for relationship management

- Ongoing assessment of market place for potential strategic partners

- Outreach and Contracts:
    - Created 8 strategic partnerships with outreach to 500 employees
    - Signed educational contracts $40k
    - Sub-agreements with colleges $60k

- Grants:
    - Pre-apprenticeship Grant $500k
    - WIOA young adult career program 5 year $1.5 M

Goal 3: SOCCCD will advance economic and workforce development through regional partnerships with educational institutions and industry and by strengthening career technical education.

Objective	KPI	Target

3.2 Improve alignment between workforce development offerings and regional job opportunities.	**CTE Outcome Survey**
	    ACCJC Annual Report Item #21
	    Created a KPI on percentage of how many completers got jobs. Methodology: The number of programs that had at least 10 completers in the 2013-2014 year and the job placement rate was at or above the institution set-standard.
	Irvine Valley:
	    9 programs were above the institution set standard out of 9 programs: 9/9 =100%
	Saddleback:
	    8 programs were above the institution set standard out of 9 programs: 8/9 or 89%
		Established Baseline

Goal 4: SOCCCD will strengthen long-term financial health and institutional effectiveness through integrated planning and resource allocation.

Objective	KPI	Target
4.1 Systematically assess the effectiveness of planning and resource allocation district-wide.	Conduct a systematic/annual assessment of planning and resource allocation- document timeline and assessment **Climate Survey** **Scale 1-4** *(strongly disagree – strongly agree)* Set 1 planning (N=428) (22 a ,b, c, 23) **composite mean = 2.63**	Establish baseline Target work–16-17 DWIPC

IVC example:
Connecting planning to budgeting

- Resource request process allowed for requests to be connected to specific strategic planning objectives.

- Which strategic planning objectives were most popular?

- Were requests that were associated with certain strategic planning requests rated more highly by SPAC than other requests?

- Which strategic objectives received the most funding?

- What do these indicators tell us about our institutional priorities?

Goal 4: SOCCCD will strengthen long-term financial health and institutional effectiveness through integrated planning and resource allocation.

Objective	KPI	Target
4.2 Improve processes and procedures for efficiency, effectiveness, and responsiveness district-wide.	Evaluation of BPA process and implementation into Workday • 2014-2015 – Begin implement of HCM and Fiscal BPAs into Workday • 2015- 2016- Complete Initial Implementation of BPAs into Workday • 2016-2017:-Evaluate BPAs implementation in Workday and identify remaining needed BPAs • 2017-2018: Continual evaluation & implementation of new & ongoing BPAs into Workday - assess improvements, changes & gaps.	

Goal 4: SOCCCD will strengthen long-term financial health and institutional effectiveness through integrated planning and resource allocation.

Objective	KPI	Target
4.3 Develop and initiate multi-year financial planning	*DRAC and BAARC are discussing models for multi-year funding/planning. • 2014-2015 – Develop model of multi-year resource allocation • 2015-2016 – Continue to develop the model and align with the development of the EFMP • 2016-2017 – Implement and/or pilot model in each district-wide committee (DRAC, BAARC, CIC and DTC) • 2017-2018 – Finalize implementation of models and evaluation • 2018-2019 and 2019-2020 – Continued evaluation and implementation of changes needed	

- ## Results of Factor Analysis 4-Point Scale (Continued)
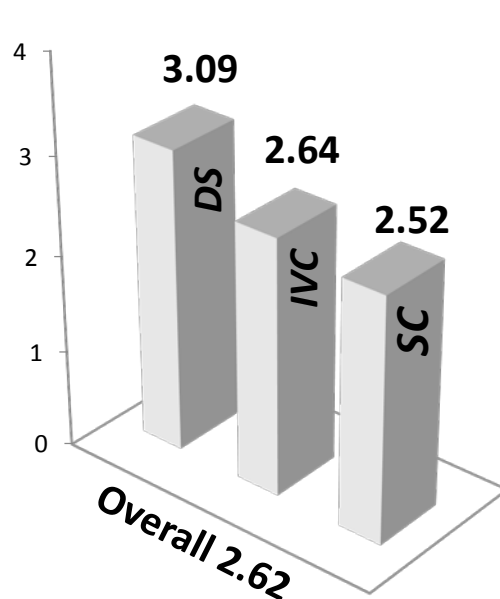
Objective 4.1	Objective 4.2
Increase professional development opportunities that potentiate employees' talents and interests.	*Improve processes and procedures for efficiency, effectiveness, and responsiveness district-wide.*

Note. DS = District Services; IVC = Irvine Valley College; SC = Saddleback College; OA = Overall
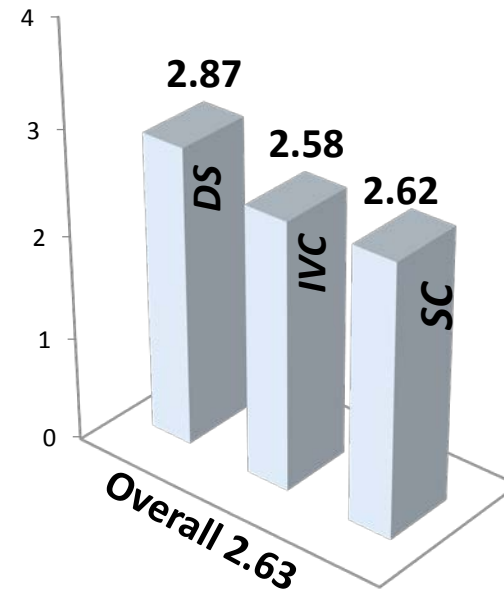
Activity 1 District-wide Strategic Plan Evaluation

The objective of this session is to review the progress of the plan's objectives by reviewing the KPI information presented.

- *Review and discuss the plan and information presented, focus on the KPIs presented.*

- *Which KPIs are capable of doing a good job in measuring the objectives?*

- *Identify one or two Objectives/KPIs that seem to need more work.*
  - *What next steps do you recommend on the ones your group identified?*

Update on District-wide Function Map Discussion

- 2011 - created a District-wide Function Map (old standards)
- 2015-2016
  - Updated the Function Map with new ACCJC Standards (July 2016)
  - Sent out for College Review in Spring 2016
  - Received edits back in early May and compiled one draft document

- This is a first round of edits presented to the council
  - Encourage everyone to review entire map and edits in binder

Today's Focus for the District-wide Function Map

Not to look at the entire function map but to focus on the area with the most edits.

1. *Standard IVA –Decision-Making Roles and Responsibilities*

   • Go over each one for general understanding

   • Hold on to questions/discussion for activity

2. *Discuss for understanding and perhaps agreement, is possible*

3. *Assess where we are today and plan for further review if needed and approval in the fall 2016*

Standard IV: Leadership and Governance

- **Leadership** promotes student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement.

- Governance roles are defined in policy and are designed to facilitate decisions that **support student learning programs**, services and **improve institutional effectiveness,** while **acknowledging the designated responsibilities of the governing board and the chief executive officer**.

- Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students **work together for the good of the institution**.

- In multi-college districts or systems, the **roles within the district/system are clearly delineated**. The multi-college district or system has **policies for allocation of resources to adequately support and sustain the colleges**.

IV.A. - Decision-Making Roles and Processes

Standard	District Processes and Responsibilities	Saddleback Processes and Responsibilities	Irvine Valley Processes and Responsibilities
IV.A.1. **Institutional leaders create and encourage innovation leading to institutional excellence**. They **support administrators, faculty, staff, and students**, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, **systematic participative processes are used to assure effective planning and implementation**.	SH	SH	SH
Suggested Edits for Review	SH-District-wide P- District Services	SH – District-wide P- College	SH- District-wide P-College

Legend: P-Primary Responsibility; S-Secondary Responsibility; SH-Shared Responsibility

IV.A. - Decision-Making Roles and Processes

Standard	District Processes and Responsibilities	Saddleback Processes and Responsibilities	Irvine Valley Processes and Responsibilities
IV.A.2. The institution **establishes and implements policy and procedures** authorizing **administrator, faculty, and staff participation in decision-making processes**. The policy makes provisions for **student participation** and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which **individuals bring forward ideas and work together on** appropriate policy, planning, and special-purpose committees.	SH	SH	SH
Suggested Edits for Review	SH-District-wide P- District Services	SH – District-wide P- College	SH- District-wide P-College

Legend: P-Primary Responsibility; S-Secondary Responsibility; SH-Shared Responsibility

IV.A. - Decision-Making Roles and Processes

Standard	District Processes and Responsibilities	Saddleback Processes and Responsibilities	Irvine Valley Processes and Responsibilities
IV.A.3. **Administrators and faculty,** through policy and procedures**, have a substantive and clearly defined role in institutional governance** and **exercise a substantial voice** in institutional **policies, planning, and budget** that **relate to their areas of responsibility and expertise**.	SH	SH	SH
Suggested Edits for Review	SH-District-wide P- District Services	SH – District-wide P- College	SH- District-wide P-College

Legend: P-Primary Responsibility; S-Secondary Responsibility; SH-Shared Responsibility

IV.A. - Decision-Making Roles and Processes

Standard	District Processes and Responsibilities	Saddleback Processes and Responsibilities	Irvine Valley Processes and Responsibilities
IV.A.4. **Faculty and academic administrators**, through policy and procedures, and through well-defined structures, have responsibility for recommendations about **curriculum and student learning programs and services**.	S	P	P

Legend: P-Primary Responsibility; S-Secondary Responsibility; SH-Shared Responsibility

IV.A. - Decision-Making Roles and Processes

Standard	District Processes and Responsibilities	Saddleback Processes and Responsibilities	Irvine Valley Processes and Responsibilities
IV.A.5. Through its system of **board and institutional governance,** the institution ensures the appropriate consideration of relevant perspectives; **decision-making aligned with expertise and responsibility**; and **timely action on institutional plans, policies, curricular change,** and other key considerations.	SH	SH	SH
Suggested Edits for Review	SH-District-wide P- District Services	SH – District-wide P- College	SH- District-wide P-College

Legend: P-Primary Responsibility; S-Secondary Responsibility; SH-Shared Responsibility

IV.A. - Decision-Making Roles and Processes

Standard	District Processes and Responsibilities	Saddleback Processes and Responsibilities	Irvine Valley Processes and Responsibilities
IV.A.6. The processes **for decision-making and the resulting decisions are documented and widely communicated** across the institution.	SH	SH	SH
Suggested Edits for Review	SH-District-wide P- District Services	SH – District-wide P- College	SH- District-wide P-College

Legend: P-Primary Responsibility; S-Secondary Responsibility; SH-Shared Responsibility

IV.A. - Decision-Making Roles and Processes

Standard	District Processes and Responsibilities	Saddleback Processes and Responsibilities	Irvine Valley Processes and Responsibilities
IV.A.7. **Leadership roles and the institution's governance and decision-making policies, procedures, and processe**s are **regularly evaluated to assure their integrity and effectiveness**. The institution widely **communicates the results of these evaluations** and uses them as the basis for improvement.	SH	SH	SH
Suggested Edits for Review	P-District-wide SH- District-wide P- District Services	S – District-wide SH- District-wide P- College	S- District-wide SH- District-wide P-College

Legend: P-Primary Responsibility; S-Secondary Responsibility; SH-Shared Responsibility

Activity 2 District-wide Strategic Plan Evaluation

- ***The objective of this activity is to review and discuss Standard IVA in the District-wide Function Map***

- **Review the 6 Standards under IVA**
  - Explain your perspective on how roles are defined for each section being revised
  - If possible, see if your group can come to consensus on the appropriate responsibility for each column

Lunch

Integration Activity

Take 10-15 minutes to create a visual of what you think integrated planning at SOCCCD – Irvine Valley, Saddleback, and District Services – looks like.

You will need to use at least one item from the jars at each table. You can create it together as a group or create individual ones. Your group will choose one visual that the group feels best represents integrated planning.

Integrated Visual Example
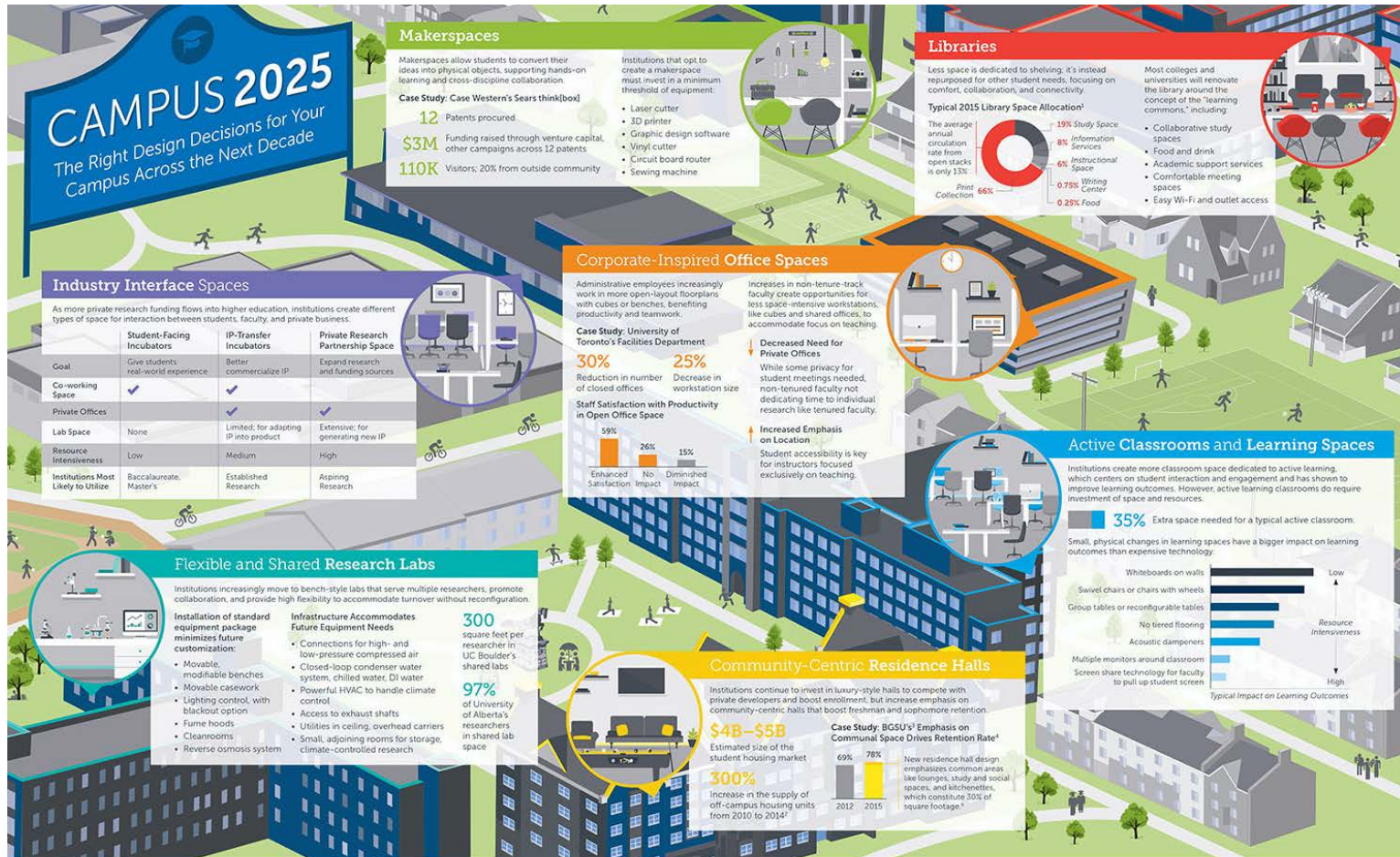
What is Integrated Planning?

Integrated planning is the linking of vision, priorities, people, and the physical institution in a flexible system of evaluation, decision-making and action. It shapes and guides the entire organization as it evolves over time and within its community.

A Practical Guide to Strategic Planning in Higher Education (SCUP 2012)

What is Integrated Planning?
*Examples of Principles for Integrated Planning
from Institutional Effectiveness Partnership Initiative Workshops*

- Inclusive
- Integration
  - Between departments/threading
  - Budget planning
  - College-wide planning
  - Facilities planning
  - Staff planning
  - Technology
  - Student Equity
  - SSSP
  - Noncredit
  - Adult Education

- Focused on big ideas
- Training
- KPI/Data/IEPI indicators/Institution-Set Standards/SLOs
- Follow up/Ongoing
- Tools
- Evaluation of planning
- Peer review
- District/College coordination with data, goals, KPIs, activities
- Planning and Decision-Making Manuals
- Culture of planning
- Organizational structures
- Outcomes of planning
- Evidence of alignment

Planning Timeline
District-wide Planning and Decision Making Manual

Major Planning Tasks	Cycle	2014/15			2015/16			2016/17			2017/18			2018/19			2019/20		
		Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum
Accreditation Institutional Self Evaluation & Site Visit	7 YR				■	■	■	■	■										
Recreate Education and Facilities Master Plan	6 YR										■	■	■	■	■				
Major Review of District-wide Strategic Plan 2014-2020	3 YR							■	■	■									
Recreate District-wide Strategic Plan	6 YR													■	■	■			
Recreate District-wide Planning and Decision Making Manual	6 YR	■	■	■	■														
Update District-wide Function Map	3 YR				■	■	■												
Recreate District-wide Technology Plan	6 YR				■	■	■												

Activity 3 District-wide Strategic Plan Evaluation

The objective of this session is to discuss what integrated planning means for us, district-wide.

- Discuss what integrated planning means to your area, college, district-wide
- List out all the types of plans (district-wide and college)
- Identify 2-3 priorities in terms of integrated planning
- What steps can we take to make our planning model more integrated?

Summary and Closing

Next Steps in 2016-2017

- Continue work on KPIs and Targets (DWIPC)

- Annual Progress Report to Board of Trustees schedule for October 2016

- Finalize District-wide Function Map 2016 (DWPC)

- Continue work based on priorities for integrated planning