

AQIP Survey – Planning CQI

[8P1] What are your key planning processes?

Responses:

1. Strategic Planning with Academic Affairs which identifies critical Goals from the college's Strategic Plan to be addressed by the Division- currently include AQIP. *(Johanna Brown)*
2. Curricular goals within the Disciplines as identified by faculty and stakeholders *(Johanna Brown)*
3. Building, equipment and resource needs and how they can be determined and requested. *(Johanna Brown)*
4. Compliance with articulation agreements and similar partnerships. *(Johanna Brown)*
5. Response to hot-button or unexpected items. *(Johanna Brown)*

- We have an HR strategic plan which, if I recall correctly, has been created once and then revised twice in the time I've been here (13 years). This is how we set long-term strategies. *(Mark Kennedy)*
- We develop long and short term bargaining strategy consistent with CBA duration. *(Mark Kennedy)*
- On an annual basis, we attempt to set goals consistent with the HR and College strategic plans. *(Mark Kennedy)*
- Our affirmative action plan is updated annually. *(Mark Kennedy)*

1. Schedule Building - this is a process that builds the course schedule from the ground up beginning with the various divisions, input from the sites, working with our office, working with student services, and working with marketing. Linda Uren is the person in my office that is in charge of this process. She can provide our timeline (thinking of things that are on paper) and more detail if this is something the report needs more detail on. *(Amy Fugate)*
2. CPSC - I would refer to the website for all the CPSC processes. The VPAA serves as co-chair of this committee which has multiple subcommittees. Within each there are processes as to how they function. *(Amy Fugate)*
3. Hiring Processes - different depending on positions, but process exists working with HR, with committee, and with candidates. *(Amy Fugate)*
4. Faculty Evaluation Processes - probationary, part-time, adjunct, full-time. *(Amy Fugate)*
5. Perkins Grant Processes - many steps involved. *(Amy Fugate)*
6. Program Review - some processes exist - working on revising. *(Amy Fugate)*
7. Sabbatical Process *(Amy Fugate)*
8. Faculty Professional Development process *(Amy Fugate)*

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- Budget planning time is generally when we focus on planning and projects within ITS. We support these process decisions through meetings with various groups on campus. For example, replacement computers or software used in computer labs or classrooms – we have monthly meetings with faculty representatives via the Academic Computing subcommittee of CPSC to solicit input and use to better shape implementation of a plan. (*Cheryl Bassett*)
- As part of program effectiveness and strategic planning, each occupational program aligns accreditation standards re: these topics with the College's strategic plan/initiatives. Most center around strategies on improving student learning and graduation rates. Curricular or process revisions may be indicated. (*Patricia Markowicz*)
- Annually, we prepare a Business Division Strategic Plan that corresponds to the strategic plan that the President does every five years. (*Bob Loth*)
- The planning processes that involve me really are not "planning" at all, in the conventional sense of the word. Course scheduling and hiring of faculty are all contingent upon the budget constraints communicated to me by the VP. Because of a chronically situation of understaffing, my planning efforts simply cannot occur because I have no assurance at all that I would be able to meet my staffing obligations should I venture forth into trying our new ventures.

Additionally, as far as producing new curriculum, lately I have experienced a concerted effort from a veteran faculty member to block curriculum initiatives from a new instructor in this area. This illustrates that steps toward curriculum development are not necessarily as easy as one might think. (*Patricia Bergh*)

- Monthly meetings with supervisors and dispatchers. (*Theresa Lock*)
- Attending event meetings to coordinate needs. (*Theresa Lock*)
- Attending mandatory law enforcement training sessions and seminars. (*Theresa Lock*)
- Attendance by the Chief to the Genesee County Chief Association meetings. (*Theresa Lock*)
- Attendance by the Chief to the Michigan Association of Law Enforcement Campus Administration meetings. (*Theresa Lock*)
- Delivering training and education to various audiences, i.e. AED/CPR/First Aid, Emergency Response Teams. (*Theresa Lock*)

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- Administering drills, i.e. fire and weather. *(Theresa Lock)*
 - MCC Public Safety experiences that identifies the need for process improvements. *(Theresa Lock)*
- 1) Discussing future training needs with workforce development (WDC), local employees and area school districts. *(Mike Glynn)*
 - 2) Gathering information from advisory boards, trade papers and other providers about emerging trends. *(Mike Glynn)*
 - 3) Tracking local job opportunities, employment and unemployment numbers. *(Mike Glynn)*
 - 4) Building/maintaining the relationship with local MI Works partner and WDC to leverage grant opportunities. *(Mike Glynn)*
 - 5) Building/maintaining the relationship with Economic Development partner to gain referral business and receive information regarding new business development. *(Mike Glynn)*
 - 6) Routine discussions with local chambers of commerce representatives. *(Mike Glynn)*
 - 7) Maintaining long-term instructor/contractor agreements. *(Mike Glynn)*
 - 8) Maintaining long-term lease agreements with renters. *(Mike Glynn)*
 - 9) Negotiating hourly rates and material discounts well ahead of the next fiscal year. *(Mike Glynn)*
 - 10) Routine follow-up maintenance with customers in database and students on waiting list. *(Mike Glynn)*
 - 11) Track average costs of supplies, utilities, etc. to estimate future costs. *(Mike Glynn)*
 - 12) Continuous identification of cost-cutting measures and areas of waste. *(Mike Glynn)*
 - 13) Consolidating similar classes in separate curriculums when possible. *(Mike Glynn)*
 - 14) Measuring future course offerings against enrollment numbers and revenue from previous years. *(Mike Glynn)*
- At the division level, our key planning happens at the monthly faculty meetings, attended by all FT Faculty and the dean. We brainstorm and share ideas and strategies for collaborations, special events, marketing and recruiting and discuss goals for the year and beyond. *(Mary Cusack)*

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Responses: continued

- One example of the process occurred with the development of the educational partners with UM-Flint. We have discussed where we want to be and then met with various individuals/departments to see how we can make it happen. In this case it was internal and then moving to the external/UM meetings to look at the big picture and how to get there and solve the problems about getting there. We have used collaboration in a number of instances as it allows for everyone to buy into the ideas – or at least express opinions if not. *(Mary Cusack)*
- We also keep lists and files with the specs for equipment needs that are not critical but would enhance the division, so that is monies become available, we are ready to order things with little notice. *(Mary Cusack)*
- In terms of implementation, developing a time line often helps in both short and long term planning and again involving people in it; i.e. short term-preparations for student art show; long term-we had an extensive time line in preparation for the move to the VADC, adjusting it as necessary. *(Mary Cusack)*

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[8P2] How do you select short- and long-term strategies?

Responses:

1. Faculty input (*Johanna Brown*)
 2. Data from Institutional Research which include success, retention, enrollment etc. (*Johanna Brown*)
 3. Academic Affairs VP input (*Johanna Brown*)
 4. Collaboration with Deans of other Divisions (*Johanna Brown*)
 5. Collaboration with other supervisors and managers (*Johanna Brown*)
 6. Identification and reaction/response to working within constraints (*Johanna Brown*)
- Annual evaluation of potential turnover in upcoming fiscal year (done in conjunction with budget prep) (*Mark Kennedy*)
 - Monthly monitoring of position vacancies (less critical now that we have three people who can flex on vacancies) (*Mark Kennedy*)
 - Recurring actions log that we routinely review at staff meetings. (*Mark Kennedy*)
 - Not sure what this means - strategies for what? There are strategies within the processes. If you're referring specifically to strategic plan - the short answer is by meeting with stakeholders to determine areas of focus. (*Amy Fugate*)
 - For ITS, it is watching for the trends in requests, needs, problems or ideas that we get from the user community at the college. A long term strategy would be planning our phone system, voice mail system, data storage that works effectively, is scalable and expandable as needed. Short term would be more like a response to immediate need with a simple solution – example, improving the wireless access for students on campus. How can we provide security and ease of use in a timely manner to meet the needs of the student population. (*Cheryl Bassett*)
 - Again, taking the lead from the College's overarching initiatives and co-mingling with those of the program accrediting bodies, input is also sought from advisory committee members, employer and graduate surveys for program improvement. Prioritize these for short or long-term action. (*Patricia Markowicz*)

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Responses: continued

- The short-term objectives relate to the objectives for the AY, and the long-term objectives are those that always seem to be something we are working on, such as, student success and ACBSP accreditation. (*Bob Loth*)
- I don't. See the multiple constraints mentioned in the above response. Planning even in the short term is controlled by funding limitations and other priorities of the institution. As for long-term strategies, they are non-existent. At best, I can only plan one semester at a time. Any possible conception of the planning process that I as an academic leader should consider as my responsibility ultimately is controlled by others in the organization whose spur of the moment decision drive the college's activities and direction. (*Patricia Bergh*)
- A consideration of:
 - Law enactments that mandate implementation, i.e. The Jeanne Cleary Act, for which information can be found on our website.
 - New developments in protocol in relation to what other campuses are implementing based on experiences.
 - The overall value to the MCC community. (*Theresa Lock*)
- Again, this is a collaborative effort among the divisional faculty and dean. Ideas are shared, priorities are set and then timelines are established. (*Mary Cusack*)