

BUILDING COMMUNITY BY SERVING COMMUNITY

Impact Planning Definitions July 1, 2017

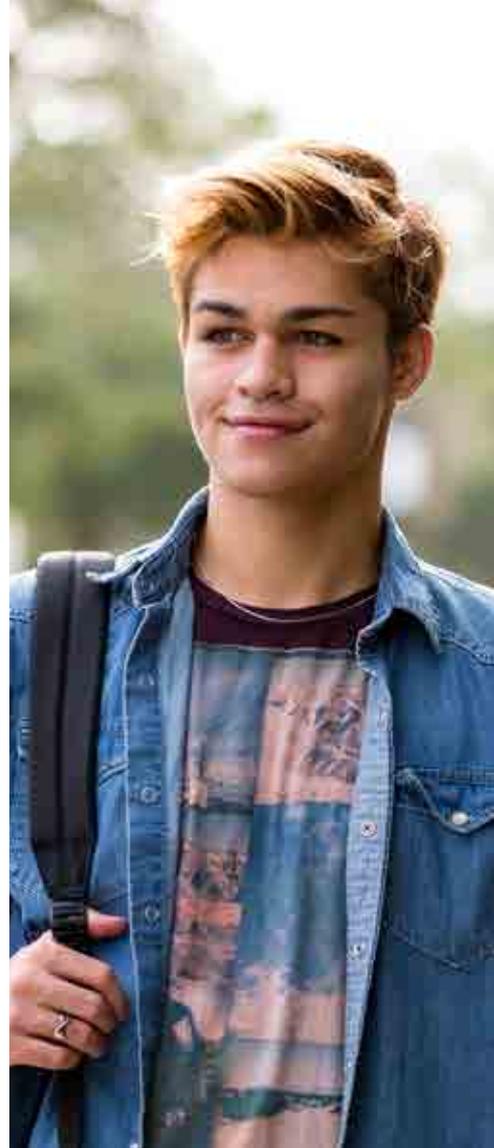
“

The process of articulating your purpose and finding the courage to live it—what we call purpose to impact—is the single most important developmental task you can undertake as a leader.”

– Snook, N. C. (2014, August 18). From Purpose to Impact. Retrieved June 12, 2017, from hbr.org/2014/05/from-purpose-to-impact

IMPACT PLANNING TERMINOLOGY

- Impact Plan
- Pillars
- Mission
- Values
- College Vision Statement
- Strategic Goals
- SMART Objectives
- Results
- Reflection
- Strategic Indicators
- Assessment for Improvement
- Institutional Effectiveness





IMPACT PLAN

- Identifies a social issue you are trying to address.
- Explains how you expect your organization's strategies or campaigns to work.
- Starts with the end, namely defining an ultimate objective.
- Establishes activities that will influence strategic partners to take action to contribute to the objective.
- Designed for issue-specific projects or campaigns that are designed to reach specific objectives, rather than for broader programs or organizations.
- Changes over time, because it is a living document.

IMPACT PLAN: GUIDING QUESTIONS

How do we create opportunity for everyone no matter what their background?

How do we create pathways out of poverty?



PILLARS

Pillars provide essential foundations for the plan.

VALENCIA COLLEGE'S FOUR PILLARS (TAKEN FROM SLP 2008 - 2015)

- Build Pathways: Design effective and efficient pathways to learning and education
- Learning Assured: Implement optimal learning environments for students
- Partner with Community: Coordinate student needs and college goals with community partners
- Invest in Each Other: Establish operational systems based on collaboration and deep stewardship of our work

MISSION

- Comprises foundation of the strategic plan
 - Delineates, in concise language, why the institution exists and what its operations are intended to achieve
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VALENCIA COLLEGE'S MISSION

Valencia provides opportunities for academic, technical and lifelong learning in a collaborative culture dedicated to inquiry, results and excellence.



VALUES

- Explain what the institution stands for and the way in which it intends to conduct its activities.
- Are the characteristics we believe important in how we do our work?

VALENCIA COLLEGE'S VALUES

- **Learning** by committing to Valencia's core competencies—think, value, communicate and act—and the potential of each person to learn at the highest levels of achievement for personal and professional success. (Learning Assured)
- **People** by creating a caring, inclusive and safe environment that inspires all people to achieve their goals, share their successes and encourage others. (Invest in Each Other)
- **Diversity** by fostering the understanding it builds in learning relationships and appreciating the dimensions it adds to our quality of life.
- **Access** by reaching out to our communities, inviting, and supporting all learners and partners to achieve their goals. (Build Pathways)
- **Integrity** by respecting the ideals of freedom, civic responsibility, academic honesty, personal ethics and the courage to act. (Partner with the Community)

COLLEGE VISION STATEMENT

- States what an institution intends to become within a certain timeframe
 - Defines institution's strategic position in the future and the specific elements of that position with relationship to the mission statement
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VALENCIA COLLEGE'S VISION

Valencia is a premier learning college that transforms lives, strengthens community and inspires individuals to excellence.



STRATEGIC GOALS

A long-term organizational target or direction of development.

SMART OBJECTIVES

For the purposes of guiding the College's strategic planning, we employ a model for objectives that uses the acronym **SMART**.

SMART objectives are those that focus on a **S**pecific result; contain a **M**easurable component; are **A**ttainable; define **R**esults to be achieved; and have a target **T**ime for completion (See Organizational Elements Model).





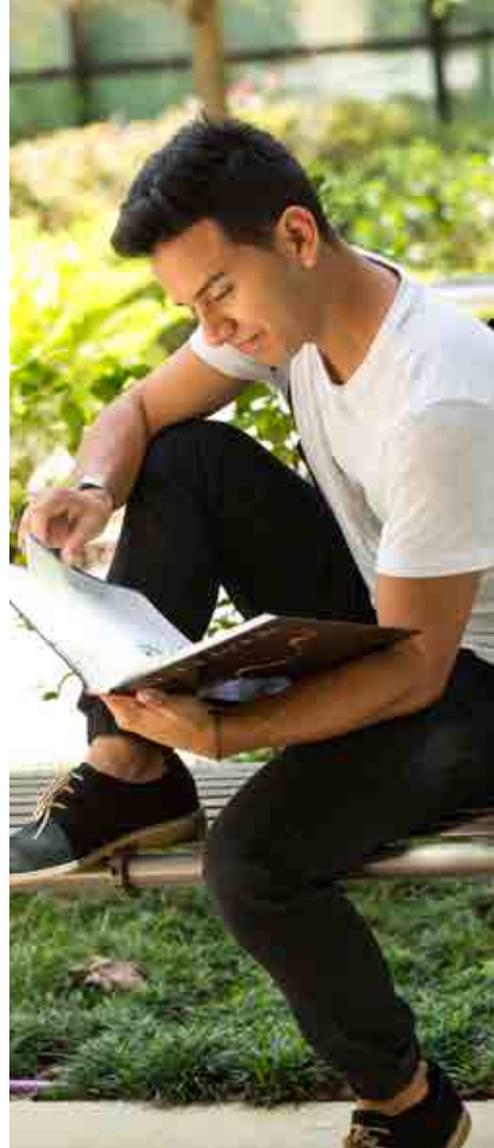
RESULTS

- Summary report of the actions taken in support of an objective and the results with respect to the targets that are part of the SMART objective
 - What did your unit do to try and accomplish an objective?
 - What changes occurred in the metrics for success associated with the objective?
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- For instance, if your objective is to reduce the average withdrawal rate in online course sections by 5 percentage points over the academic year:
 - What did you do to try and make this happen?
 - How did the withdrawal rate in online course sections actually change?

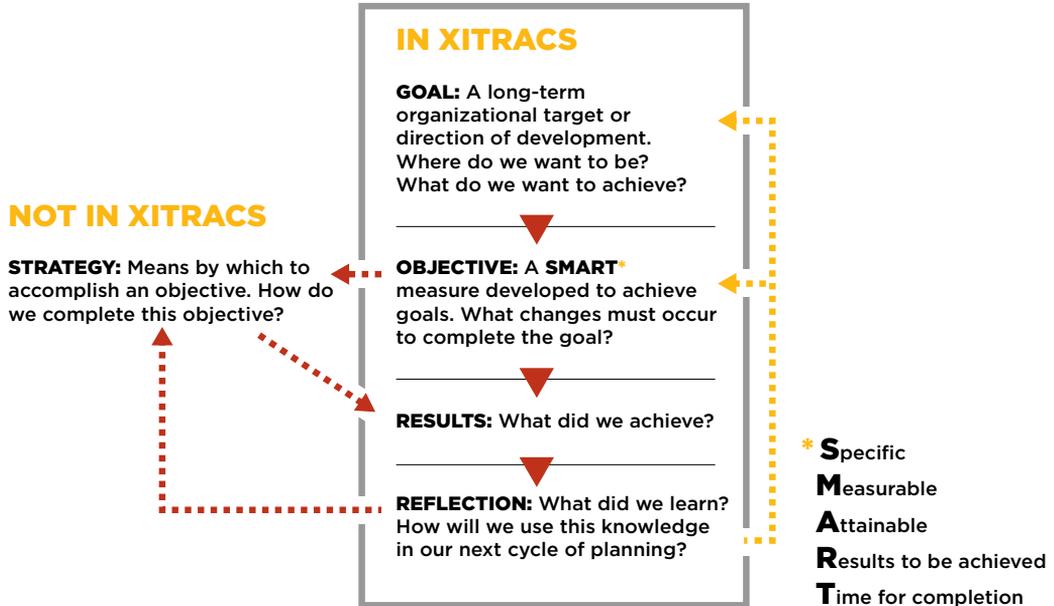
REFLECTION

- Narrative reflecting on the lessons learned through the actions taken in support of an objective
- What did we learn?
- How would we have done things differently or, more importantly...
 - How will we do things differently in the future to get better results?
 - This should be the start of your discussions about the NEXT planning cycle!

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- Continuing the online course withdrawal example:
 - Did you meet your target? Why do you believe you did/did not?
 - Were the actions you took to support the objective appropriate/effective? Were they implemented as intended?
 - Do you need to consider other approaches or continue with the currently implemented tactics?
 - Has this objective been satisfactorily achieved? Is there more room for improvement?



PLANNING DIAGRAM



STRATEGIC INDICATORS

Performance measures for organizational learning, communication, strategic change and improvement.*

VALENCIA COLLEGE'S STUDENT PERFORMANCE INDICATORS

- Credit Measures
- Progression
- Graduation Rates

The goals in the Impact Plan should increase student credits earned, student progression and student graduation rates.

*www.opia.psu.edu/sites/default/files/insights019.pdf





ASSESSMENT FOR IMPROVEMENT

Assessment that feeds directly, and often immediately, back into revising the course, program or institution to improve student learning results.

INSTITUTIONAL EFFECTIVENESS

Institutional effectiveness is the systematic, explicit and documented process of measuring performance against mission in all aspects of an institution.

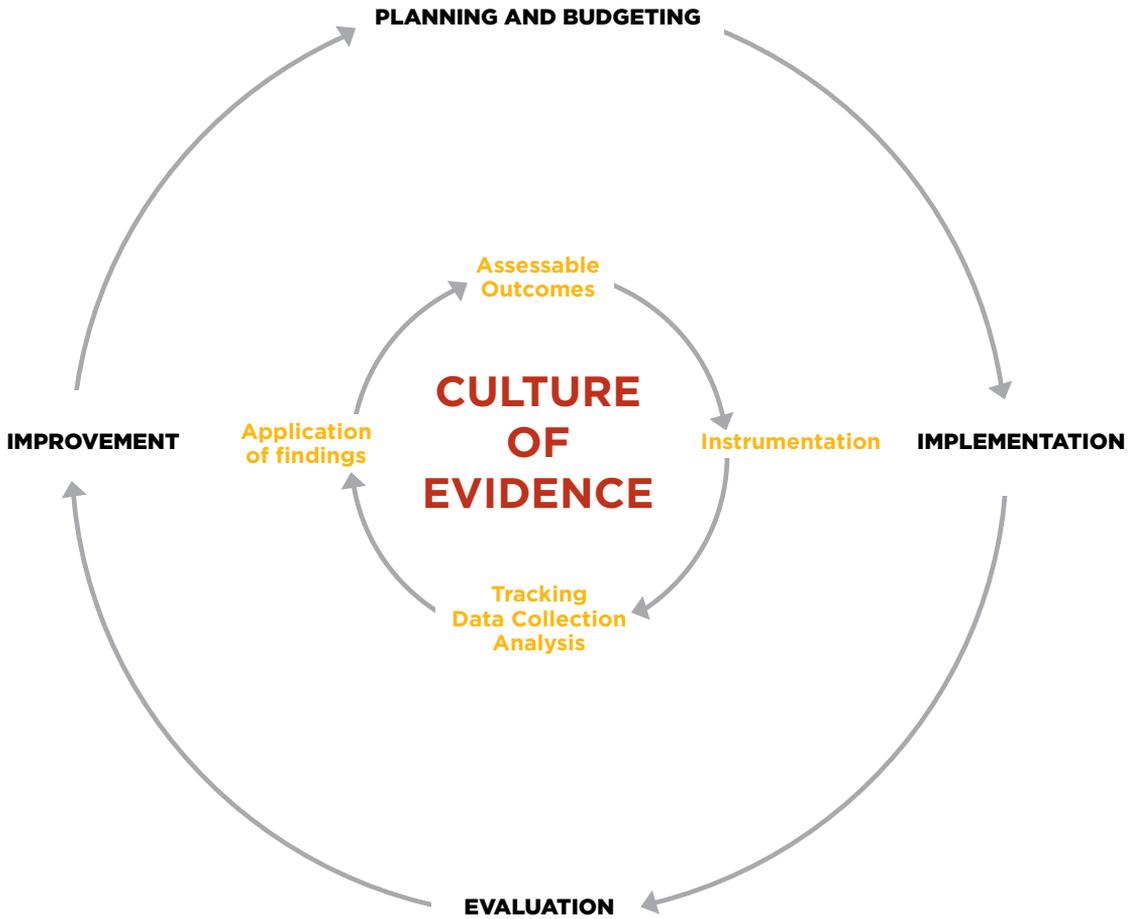
- SACSCOC Resource Manual for the Principles of Accreditation

“... ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission.”

- The Principles of Accreditation: Foundations for Quality Enhancement

Links mission, assessment, program review, planning and budgeting.





*From Banta, T.W. & Palomba, C.A. (2015)
Assessment essentials (2nd ed.).*

VALENCIA COLLEGE

Valencia College provides equal opportunity for educational opportunities and employment to all. For more information, please visit valenciacollege.edu/equalopportunity