

8: Planning Continuous Improvement

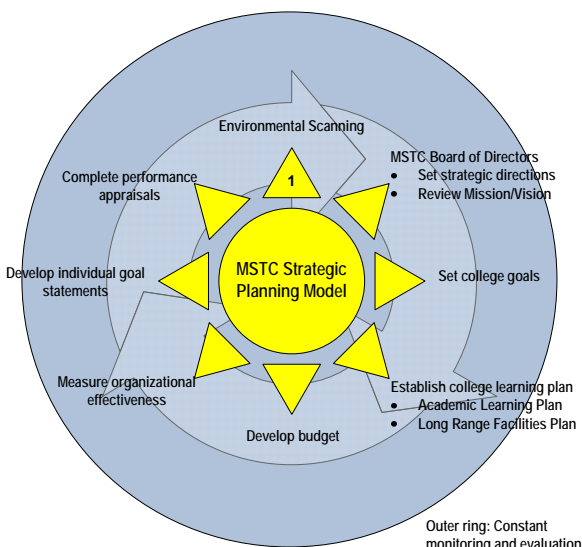
Process

8P1: Key planning processes

MSTC's key planning processes are based on the strategic planning model depicted in Figure 8P01a. The MSTC Board of Directors initiated a holistic process for setting MSTC's Strategic Directions. Strategic Directions drive the development of College Goals, which then drive the goals of MSTC's President and Vice Presidents. Vice Presidents' goals are shared with their direct reports, who in turn develop their individual goals. MSTC's planning process ensures alignment across MSTC and sets the stage for the review of the Mission and Vision statements and resource allocation. The Mission and Vision statements are reviewed annually at the Board's advance. Modifications in the Mission and Vision statements are influenced by the WTCS and the needs of MSTC's local stakeholders. This process ensures that all elements of the strategic plan are aligned and balanced. The timeline for the strategic planning process is reflected in Figure 8P01b.

Figure 8P01b includes continuous external and internal scanning. Opportunities for improvement can be identified by all stakeholders. Operational planning occurs throughout the year within all work groups responding to changing environments. Improvement opportunities are data informed but not data driven.

Figure 8P01a: Strategic Planning Model



MSTC also has an academic planning process. The academic plan is reviewed annually, starting with a two-day Summer Workshop for the Deans Council. During the Workshop, the Deans Council analyzes enrollment information and engages in high-level planning for MSTC; the process continues during the annual Fall Kickoff meeting. During the Fall Kickoff meeting, Associate Deans are brought in to the process. Part of the Kickoff meeting involves distribution and analysis of AEI and QRP data for programs, and academic divisions work collaboratively to plan based on the shared data. The Academic Learning plan serves as a framework for operations during the academic year; the Deans Council monitors the plan and can modify it if necessary. The plan is addressed during biweekly Deans Council meetings.

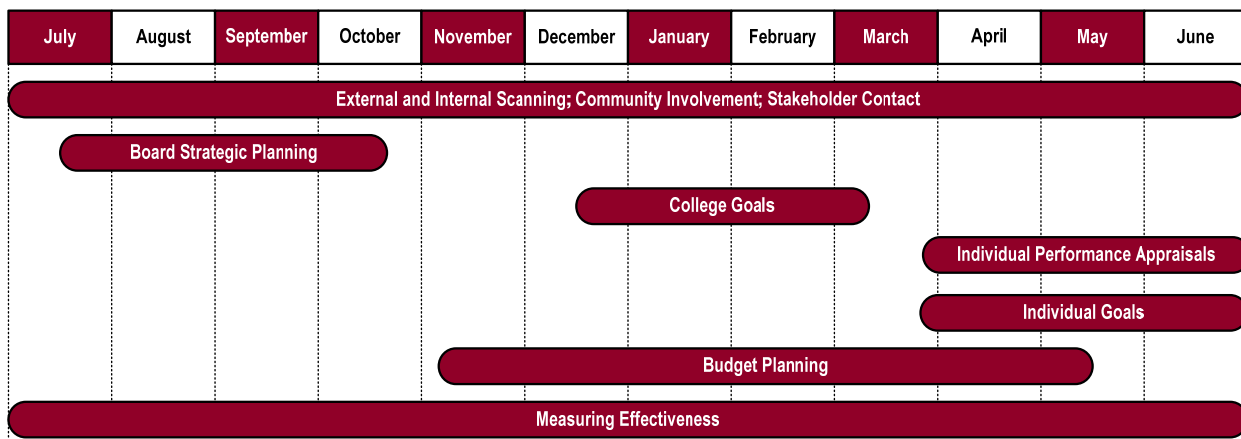
Another key planning process is the long-range facilities plan. MSTC maintains a rolling three-year plan driven by the Strategic Directions and specific academic needs. The WTCS limits the amount each technical college can spend on facilities projects to \$1.5 million in new construction and \$1.5 million in remodeling per campus annually. MSTC uses a variety of data sources when selecting facilities plans; for instance, when analysis of FTE data showed MSTC was losing protective services students to neighboring districts, the decision was made to upgrade facilities for those programs. In August 2009, MSTC opened the new facilities and will monitor FTE migration to determine the enrollment impact of the new facilities.

8P2: Selecting strategies

The process for selecting long-term and short-term strategies is an iterative rather than a linear process at MSTC. The distinction between short- and long-term strategies is not so much in the length of implementation as in the strategy's impact. MSTC's short-term strategies are the College Goals. The goals are derived from the Board's Strategic Directions and are influenced by external and internal factors that include the needs of students, staff, and local communities. In addition, state and national funding and legislative action can significantly influence College Goals and create challenges.

Input for the strategic planning process can come from internal sources such as the MSTC Board, the Executive Committee, the management team, instructors, staff, or students, or from external sources like program advisory committees or district

Figure 8P01b: Planning timeline



employers. MSTC’s Mission, Vision, and Core Values serve as foundation for all planning processes. The Board engages in an environmental scanning process throughout the year. Board members gather information through their state leadership roles and activities, participation in national conferences, conversations with local stakeholders including employers, instructors, students, staff, and community members, and through reports provided by MSTC employees. This information is thoughtfully examined and discussed during Board meetings and the development of the Strategic Directions. Strategic Directions are then published and a copy is provided to each MSTC employee and advisory committee member. In addition, the Strategic Directions are posted on MSTC’s intranet and internet web pages.

Changes that will potentially have a large impact on programs and services go through a more thorough selection process. The Executive Committee establishes guidelines to ensure that a strategy is consistent with MSTC’s Mission, Vision, and Core Values and effectively allocates resources. Long-term strategies often require funding changes that are addressed in the annual budget development process.

An example of this strategic iteration, tied directly to the Core Value of Student Centeredness and thus to MSTC’s Strategic Directions, has been the evolution of MSTC’s course delivery format from face-to-face to online. Before 2006, instruction at MSTC focused on traditional, face-to-face delivery. In 2006, student feedback on the SSI indicated that students wanted greater flexibility in school schedules. MSTC explored and piloted an increased use of online delivery. MSTC confirmed that online delivery met student needs for flexibility; enrollments in online courses offered online grew.

As part of the AQIP process at MSTC, an action project team was formed to work on increasing student

success in the online environment. This team includes instructors and staff from several areas. In addition to this group, divisions offering online courses have taken on a similar task within the division. The team has membership from each division to ensure there are not conflicting or redundant strategies. One solution that has come out of this process has been an introduction of the hybrid format, which attempts to capitalize on the strengths of the online format as well as the face-to-face format. Hybrid delivery classes were offered for the first time in Fall 2009 and the success of these courses is being monitored closely; the results will influence both the short- and long-term strategies for delivery format.

8P3: Developing action plans

Key action plans address academics, long-range facility plans, and MSTC’s budget. These plans are reviewed and revised regularly.

Academic plans are continually monitored and managed by Deans Council. The council is made up of Academic and Campus Deans, the Vice President of Academic Affairs and the Vice President of Student Affairs and Information Technology. The planning process lays out annual goals for teaching and learning at MSTC, program development, modification, or suspension, and data analysis related to academic performance.

The long-range facility plan supports MSTC’s Strategic Directions and academic planning. When facilities needs arise, a facility plan is developed to meet the identified need. MSTC has the authority to build \$1.5 million of new construction and \$1.5 million for remodeling biannually with district Board approval, at each campus.

The budget development process grows out of the

planning activities as well. Deans, Associate Deans, and managers build budgets based on guidelines provided by Executive Committee. The Executive Committee gets direction from the Board, via the President. The budget process begins in November, and is finalized in May. MSTC uses an incremental budgeting paradigm rather than a zero-based approach; the budget manager uses historical data (including the previous year's funding level), environmental scanning, and anticipated needs to determine the amount of resources necessary to carry out the department's functions. Figure 8P01b shows where the budget process lies in the planning cycle.

All key action plans are widely communicated to stakeholders. MSTC uses its intranet to store and share documents associated with the plans.

Key action plans are also developed by teams of stakeholders who will be responsible for the actual implementation of the strategy. MSTC uses a model called solve-and-dissolve; teams are formed in response to a challenge, address the issue, implement the process changes, and then dissolve. Most teams have a sponsor and leader. The stakeholder identification process is not formalized; it is an informal process initiated by the team leader or sponsor. The sponsor or designated team leader will determine the key stakeholder groups and then work with the leader of those groups to identify the best fit for the action planning team. The action planning team analyzes the challenge and develops a recommendation for implementation. The sponsor works closely with the action planning team to ensure that the team's direction is consistent with MSTC's Strategic Directions. The use of teams in action planning allows all members of the organization to participate in the process and brings diverse perspectives to the action planning process. It also helps to build a shared vision within the organization as more people are involved in carrying out MSTC's Strategic Directions.

An example of this process was the creation of short-term goal-focused team to improve student success in Business Division classes. The team was lead by the Business Division Dean, sponsored by the Vice President of Academic Affairs, and included Business Division instructors from all campuses and a counselor. The team used a Six Sigma process to determine a strategy that would improve student success. The team developed an action plan that focused on introductory courses in the program, because the data showed that the success rate in those courses was significantly lower than the success rate in subsequent courses. The team developed a strategy to create program orientations for new students,

additional support resources for first semester students, increased opportunities for cohort groups, and increased instructor interaction with new students. The team presented the strategy to the entire Business Division on division planning day. The strategy was upgraded and agreed upon by the group and implemented in Fall 2009. The original team will review the plan results at year-end and present them to the division at the 2010 division planning day. At that time, a decision will be made about continuing the strategy or making upgrades.

8P4: Coordinating planning

The MSTC Board goes through a strategic planning process annually. During the strategic planning process, the Board builds a set of Strategic Directions. The Strategic Directions (Table 5P02a) are built every three years and represent the Board's guidance for MSTC over the mid- to long-range planning horizon. College Goals are developed annually by the Executive Committee (Table 5P02b) and are designed to support achievement of the Strategic Directions.

The Strategic Directions and College Goals serve as the basis of the President's performance goals. Planning processes, organizational strategies, and action plans align and coordinate across MSTC based on the Board's direction, driven by the President's operationalized goals. The goals of the four Vice Presidents are designed to support the President's goals; in turn, individuals supporting the Vice Presidents align their goals with those of the Vice President.

For each individual at MSTC, goal development aligns with the Strategic Directions and College Goals. Details of how the goals are achieved are left to the expertise of the individual developing the goals. One of MSTC's Core Values is accountability, which charges each staff member to take responsibility for processes, decisions, and outcomes within his or her scope of influence, and apply their expertise to continuously improve College systems and strengthen organizational performance.

The planning process is cyclical, with well-established events that occur throughout the year. The Strategic Directions and College Goals are central to MSTC's budgeting process. A timeline of annual processes is depicted in Figure 8P01b.

Coordination of plan execution is monitored continuously by numerous groups within MSTC, including instructors and instructional supervisors, Student Affairs, facilities, department teams, Deans Council, and the Executive Committee.

8P5: Selecting objectives, measures, and targets

MSTC has myriad well-established processes that define objectives, measures, and performance targets for guiding organizational strategies and action plans.

MSTC establishes objectives based on the goals for a particular action plan. Goals are measureable, with thought given to data that are available through PeopleSoft, Cognos, or statewide reporting. Most of the time MSTC relies on existing measures; as a small college, users mine data from existing data warehouses developed in-house, as part of the WILM consortium, from state data sources, or derived or compiled from those data warehouses.

Performance targets depend on the rationale for the action plan or organizational strategy. With WTCS requirements, performance targets are usually specified. For instance, at the time of the last systems portfolio MSTC was heavily involved in the development and deployment of QRP measures (response 1P13), which included a mix of system, College, and program measures and expected performance targets.

Since 2006, MSTC has been developing and refining AEIs as a way to assess program performance. AEIs were developed by an action project team and provide data that are part of the decision process used to evaluate program health. Table 8R01a documents some of the many data systems MSTC uses to guide organizational strategies and action plans.

8P6: Supporting strategies and action plans

The budgeting process is concurrent with the development of College Goals so resources can be shifted to support new and continuing initiatives tied to the goals. The Executive Committee converts guidance from the Board of Directors into operational guidelines that are promulgated to budget managers. Individual area budgets are rolled up into a College budget plan.

Budget planning begins in November in the District Business Office (DBO). The process starts with revenue forecasting that takes into account projected property taxes (44.9% of revenues), state funding (11.5%), student tuition and fees (17.1%), Federal (12.7%), and other sources (13.8%). The DBO uses the forecasting results to shape guidelines budget managers use to develop budgets.

Concurrently with budget development, groups in MSTC plan activities aligned with College Goals and Strategic Directions; plans and strategies are student-centered by design. In early February, the DBO briefs budget managers on revenue expectations and provides guidance for budgeting. At this time, resources are aligned to prioritized strategies and action plans.

8P7: Addressing risk

MSTC faces several funding and expenditure variations each year that lead to financial risk. Factors contributing to this risk include:

- Enrollment fluctuations;
- Economic downturns in MSTC communities;
- Rising health insurance costs;
- Unstable revenue streams;
- Increased reliance on tax revenue; and,
- Declining property values.

Before preparing the annual budget, the DBO evaluates external and internal sources for perspectives on all of these factors in order to account for possible variations in funding and expenditures. Instructors and administrators project enrollments and expenses for the upcoming year, WTCS contacts provide funding projections, and MSTC conducts scans of economic conditions, state- and nationwide.

The identified risks are then incorporated into the budgeting process to create a conservative projected budget. If despite all of these efforts to reduce risk MSTC has a budget shortfall, it has an adequate reserve fund.

MSTC is cognizant of risk, continually addressing it in the planning process. In the area of program development, MSTC attempts to incorporate the idea of core curricula within its divisions. The courses that make up this core are designed to benefit all students in the division and build a strong skill and knowledge base. For instance, in the Business Division this core includes Intro to Business, Microsoft Office-Beginning, Business Law and Ethics, and Accounting I. Using a core course model allows MSTC to build existing and new programs on a foundation of coursework. Because coursework is shared by all programs, program enrollment fluctuations are minimized at the course level, and enrollment data from these courses provide information which is then used for scheduling second-year courses for programs.

New programs are critical to technical colleges as they respond to district training needs. Risk assessment is incorporated into the WTCS new program approval process (1P3). In addition, MSTC has begun to use

clustering when designing new programs. Using clusters supports cost-sharing for starting and maintaining new programming. In 2007 MSTC developed three new programs, Biomedical Informatics Technician, Clinical Research Coordinator, and Laboratory Science Technician. The three programs represented two different divisions, but were developed together and use a core quality component and shared general education courses, along with supporting computer courses. Enrollment in the shared courses has been strong despite fluctuating enrollments in the programs, reducing the risk of course cancellation. MSTC used the same process when developing five new Renewable Energy programs in the last two years.

8P8: Building staff capabilities

MSTC has a professional growth program to fund staff development dedicated to the advancement of MSTC’s Mission. These resources support employee professional growth activities aligned with College Goals. The professional growth program is designed to develop and nurture individual capabilities through in-services and management team meetings.

In addition to the professional growth funds, MSTC also provides employees with tuition support. The policy for administrative staff and contract language for represented employees is an effort to recognize the academic advancement of personnel in support of MSTC’s Strategic Directions, College Goals, and institutional needs. MSTC provides tuition support when the individual enrolls in undergraduate, graduate, or career studies leading to a district-approved degree or career objective. A summary of tuition support policies and contract language for the various staff groups is shown in Table 8P08a.

Professional growth also occurs through MSTC’s memberships in organizations such as CQIN. The 2011 CQIN Summer Institute will focus on identifying new ways to strengthen performance excellence through employee engagement.

Most milestone events at MSTC (such as budgeting)

Table 8P08a: Tuition Support Policy

Administrative	Instructors	Support Staff	Custodial
Reimbursement for full tuition costs, up to \$3500/yr for undergraduate, graduate, or career studies leading to a district-approved degree or career objective.	\$1,500 professional growth stipend for completion of six graduate semester hrs of credit for studies leading to an employer -approved discipline -centered Master's degree. Max of 5 stipends	May be requested for course work of a job-related or job advancement-related nature at MSTC or an accredited institution.	Educational reimbursement may be requested for course work toward post-secondary diplomas, degrees, or specialized training for job advancement purposes.

are rolled out to the Management Team, which is made up of unrepresented College staff. All such rollouts have training and skill development built into the activity. Supervisors work with direct reports to provide targeted training.

Results

8R1: Measuring performance

MSTC measures the effectiveness of its planning processes by reviewing data from a variety of sources. These measures evaluate the individual strategies of the comprehensive plan. Table 7P01a provides examples of reports used in planning continuous improvement. A comprehensive list is provided in Table 8R01a, showing how the various measures link to Strategic Directions and College Goals; the “Measures” column in Table 8R01a identifies evaluation measures. The table also includes the frequency of the measure.

8R2: Performance results

MSTC relies on data-informed decision making. Results for organizational strategies and action plans are documented in Table 8R01a in the “Results from last report” column.

8R3: Strategy targets

MSTC uses College Goals to set targets for action plans over the one- to three-year planning horizon (Table 5P02b). See Table 8R01a for outcomes and targets for a variety of measures and Table 8R03a for FTE student projections used in the planning process.

8R4: Comparative results

At this time, MSTC does not have direct comparisons of its processes for planning continuous improvement against other organizations.

8R5: Evidence of effectiveness

The purpose of these processes is to improve performance on MSTC's Strategic Directions and College Goals. MSTC has extremely high satisfaction scores among employers, graduates, and students. These scores illustrate the effectiveness of MSTC's continuous improvement process. When student retention results dipped two years ago, MSTC mobilized all areas. Student retention improved.

Improvement

8I1: Recent improvements

The QRP is a continuous improvement process focused on program improvement, implemented by every Wisconsin technical college. The QRP process and parameters are set at the state level; MSTC, like all technical colleges, has additional local QRP measures in order to continuously improve the process. Every program at MSTC goes through QRP on a four-year cycle. The program is analyzed from several perspectives: Graduates, current students, instructors, and advisory committees are involved. District data on graduation, retention, and enrollment is trended and compared to statewide data in the program area. After data analysis and input by a program review team, an improvement plan is developed. The previous improvement plan is also reviewed.

MSTC made several upgrades recently in the process for handling QRP data. Process documentation has been simplified and modified based on input from past team members. Deadlines and timelines for the local process have been modified to coincide with Perkins funding schedules to build on the connection between the two. Monthly progress meetings are now scheduled to review the process of each current team collaboratively. All team leaders have received

Note: Table 8R01a begins on the following page.

Table 8R03a: Student FTE Projections for Planning

Year	Projected	Actual	Difference	% Change
FY2006		2,061		
FY2007	2,143	1,983	(160)	-3.78%
FY2008	2,062	2,097	35	5.75%
FY2009	2,181	2,314	133	10.35%
FY2010	2,564			

training in root cause analysis and QRP process improvement. These changes have made the MSTC process more effective and efficient. Before these changes, getting programs through a four-year cycle was not being accomplished. Currently, the four-year cycle goal is not only being achieved, but exceeded.

8I2: Culture-driven process improvements

For a description of how MSTC's culture and infrastructure help drive planning and continuous improvement, see 9I2.

Table 8R01a: Planning for Continuous Improvement

Data Analysis		Planning for Improvement					
Type:	Data source:	Evaluated:	AQIP Category:	Linked SD/CGI:	Reviewed/ Approved by:	Results based on last report:	Measures:
Institution	Three Year Facilities Plan	Annually	2,6	SD 1,2,4,5 CG 2,3,5	CP BD	Facilities Improvements, Remodeling & Additions	Completion and Functionality of Improvement
Institution	Energy Consumption Report	Annually	2,6	SD 1,3 CG 1,4,5	CP BD	Energy Systems Improvements	Energy Savings, Data Analysis
Institution	10 Year Pavement Management Program	Annually	2,6	SD 1 CG 3	CP BD	Pavement Improvement	Condition of Roads and Parking Lots
Institution	Campus Facilities Master Plan	Annually	2,6	SD 1,3 CG 4,5	CP BD	Informs 3 Year Facility Plan	Approval of 3 Year Facilities Plan
Institution	Perkins Report	Annually	1,4,5,7	SD 1,3,4 CG 1,3,4	DCA	Increase Initiatives in Business Division and Criminal Justice programs targeting NTO students	Mid-year, Year-end reports
Academic	WTCS Data reporting System	Annually	1-8	SD 1-5 CG 1-6	VPAA DC	<ul style="list-style-type: none"> Development of new renewable energy programs Deployment of hybrid class delivery 	<ul style="list-style-type: none"> Benchmarking to peer institutions Student feedback forms, instructor input, student retention data
Academic	Academic Effectiveness Indicators	Annually	1,4,5,7,8	SD 1-5 CG 1-4	VPAA DD/AD	Areas of concern identified and discussed with program instructors. Potential improvements identified and implemented	Review of following years Academic Effectiveness Indicators data
Academic	Student Feedback Forms	Each semester	3,8,9	SD 1,3 CG 1,4	DCA	Addition of online course feedback to global course feedback analysis	Feedback on process from instructors and deans

Table 8R01a: Planning for Continuous Improvement, continued

Data Analysis		Planning for Improvement					
Type:	Data source:	Evaluated:	AQIP Category:	Linked SD/CG†:	Reviewed/Approved by:	Results based on last report:	Measures:
Academic	Surveys from Faculty in-service and CIDs	Each semester	3,4,5,8	SD 1,3,4 CG 1,3	VPAA DC	Changed meeting location, purchased new chairs, brought in new speakers. Modification of technology training session duration	Survey results from next survey Participant feedback
Academic	Quality Review Process (QRP)	Annually; Programs reviewed every five years	1,4,5,7,8	SD 1-5 CG 1-5	VPAA DD/AD	<u>Accounting Program</u> : Improved 2 nd year retention by scheduling advanced courses on ITV <u>Nursing Program</u> : Realized better prepared incoming students by requiring B- grade for successful completion of Gen Anatomy and Physiology <u>Supervisory Management program</u> : Improved enrollment in General Education courses by scheduling sections to fit the cohort learning design <u>Law Enforcement & Corrections programs</u> : Informed more young women of career options through	Future QRP data
Academic	Online Courses & Processes	Each semester	1,2,4,5,7,8	SD 1-5 CG 1-5	DCA DC	Development of Master Class Update Process	Participant Feedback
Academic	Program Advisory Committees	Annually	1,3,5,7,8,9	SD 1-5 CG 1-6	DD/AD	Curriculum Changes	QRP Advisory Committee, Instructors & Student Feedback
Academic	Technical Skills Attainment	Annually	1,3,5,7,8,9	SD 1,2,4,5 CG 2,3,5	DD/AD	Master list of programs initiated and Instructor/manager groups began developing capstone assessment to measure student achievement.	Benchmark MSTC student achievement against other WTCS colleges in like programs

Table 8R01a: Planning for Continuous Improvement, continued

Data Analysis		Planning for Improvement					
Type:	Data source:	Evaluated:	AQIP Category:	Linked SD/CGI:	Reviewed/ Approved by:	Results based on last report:	Measures:
Support	Noel Levitz Student Satisfaction Inventory (SSI)	Every two years	3,4,5,8	SD 1,4 CG 3,5	EC	<ul style="list-style-type: none"> Student focus groups conducted Changed student schedules to 4 days/wk. Aligned Gen. Ed. Courses with program schedules 	<ul style="list-style-type: none"> Survey results of next Noel Levitz SSI and student focus groups Outcomes of stated Student Affairs staff annual goals
Support	Minority Student Report	Annually	3,4,8	SD 1,3,4 CG 1,3	VPSAIT	Presentations to employee groups, MSTC Board	
Support	Report of Students in Nontraditional Occupations (NTO)	Annually	3,4,8	SD 1,3,4 CG 1,3	VPSAIT	Goals identified, action plans monitored	
Support	Student Complaint Log	With each complaint	3,4,5,8	SD 1,3,4 CG 1,3	VPSAIT	<ul style="list-style-type: none"> Training conducted w/ Management Team Student Handbook outlining the process has been updated Formal Student Code of Conduct presented to students 	Reporting by individual departments based on data
Support	FTE reports/ Enrollment	Weekly	2,5,6,8	SD 3 CG 4	VPSAIT	More online access to FTE reports have been made available 24/7	Applications, enrollments
Finance	Moody's Financial Rating	Annually	2,6,8	SD 3 CG 4	VPF BD	MSTC continues to maintain its Aa2 Moody's rating, which is comparable to much larger technical colleges and communities	Rating within expected outcomes, no changes required. Will continue to improve fund balance and tax levy buffer.

Table 8R01a: Planning for Continuous Improvement, continued

Data Analysis		Planning for Improvement					
Type:	Data source:	Evaluated:	AQIP Category:	Linked SD/CG†:	Reviewed/Approved by:	Results based on last report:	Measures:
Finance	Audited Financial Statements	Annually	2,6,8	SD 3 CG 4	VPF BD	Auditors issued a favorable unqualified opinion without any significant findings	Will repeat and continue to monitor the audit in 2010
Finance	WTCS Cost Allocation Report	Annually	2,6,8	SD 3 CG 4	VPF EC	<ul style="list-style-type: none"> Invested in Renewable Energy programs Developed stronger retention programs Increased online offerings Suspend the Chiropractic Technician program Maintain Criminal Justice Law Enforcement expansion Maintain General Education expansion 	Report shared with Executive Committee and Board of Directors. Strategies developed
Finance	Financial Ratio Analysis Report (required by HLC)	Annually	2,6,8	SD 3 CG 4	VPF	<p>2007 report revealed a composite score lower than peer group and MSTC received a rating of "Financially responsible but additional monitoring needed."</p> <ul style="list-style-type: none"> 2007 report revealed a composite score lower than peer group and MSTC received a rating of "Financially responsible but additional monitoring needed." 2008 composite score increased from 2007 score In process of collecting data for 2009 report 	<ul style="list-style-type: none"> April 2008 progress report submitted to HLC 2008 composite score increased from 2007 score In process of collecting data for 2009 report
People	Equal Employment Opportunity (EEO) data		2,3,4,8	SD 1,3,4 CG 1,3	VPHR	Summary of 2004 EEOC report Behavioral Interviewing instituted	Changes to recruitment and hiring practices

Table 8R01a: Planning for Continuous Improvement, continued

Data Analysis		Planning for Improvement					
Type:	Data source:	Evaluated:	AQIP Category:	Linked SD/CG†:	Reviewed/ Approved by:	Results based on last report:	Measures:
People	Wellness	Every two years	2,3,4,5,8	SD 1,3,4 CG 1,3	HRS	Feedback from MSTC employees survey reported 77% of employees wanted stress and wellness information	2009 Wellness activities increased Chair massages initiated Walking activities encouraged
People	Campus Safety and Security		2,4,5,6,8	SD 1,3 CG 1,5			
People	Electronic surveys	Upon occurrence	1,3,4,5,7,8,9	SD 1-5 CG 1-6	User	Modifications to web site, training, and other areas	Satisfaction and opinion
People	Paper, electronic, and phone surveys	Varies	1,3,8,9	SD 1,2,4,5 CG 2,3,6	Varies	Changes to student services Develop new degrees	Graduate and employer follow-up
Finance	PeopleSoft	Daily	6,7,8	SD 3 CG 4	VPF	Strong bond rating Strong audit performance	Bond rating Audit performance
AD- Associate Dean BD- Board of Directors CP- College President DC- Deans Council DCA- Director of College Advancement DD- Division Dean DIR- Director of Institutional Research DSS- Director of Student Services EC- Executive Committee						FD- Facilities Director HRS- Human Resources Specialist LTM- Learning Technology Manager MGD- Manager of Grants Development SAAC- Student Academic Achievement Committee VPAA- Vice President of Academic Affairs VPF- Vice President of Finance VPHR- Vice President of Human Resources VPSAIT- Vice President of Student Affairs and Information Technology	

†To identify numbered Strategic Directions and College Goals, see Table 5P02a for Strategic Directions and Table 5P02b for College Goals