**Division of Administration and Finance Strategic Plan**

**Instructions for Completing the Departmental Template**

**2017**

**Overview**

Creating this document will provide your team an opportunity to plan for the next four years (2017-2021), utilizing what you learned from the self-study and internal/external review process. Similar to the rubric and the self-study process, the Assessment Committee encourages as much participation as possible from the entire staff and/or key stakeholders when finalizing your goals. You may wish to refer back to the “Self-Analysis” worksheet.

The completed template (departmental strategic plan) is due to the Division Assessment Committee Friday, June 30, 2017. Please email it directly to Megan Bell in a word document. Instructions are listed below for each page, with sections highlighted in yellow that you will need to complete. Please remove the highlighting after you have completed the section.

Thank you for your assistance as we improve the planning and assessment processes for the Division.

**Content Descriptions**

**Page 1 – Title** – Please fill in the name of your department.

**Page 2 – Introduction** – Please include an introduction here for your department that outlines your process and timeline for completing the self-study and the development of your strategic plan goals, noting who was involved. Your text does not have to fill the entire page.

**Page 3 – Mission, Vision, Values** – Please fill in the mission statement, vision statement and core values for your department. Feel free to delete the core values section if you do not have them for your department.

**Page 4 – Strategic Advantages/Challenges** – Please briefly summarize your strategic advantages. For example, what strengths does your department possess? What opportunities do you foresee that will support your area in carrying out this strategic plan? Please briefly summarize your strategic challenges. For example, what areas of weakness need attention? What are the potential threats to be addressed in order to carry out this strategic plan? Note you can use what was written in your self-study to complete this section, and/or the feedback given from the Assessment Committee.

**Page 5 – Goals and Action Steps** - Beginning with page 5, please provide the following information regarding your department’s goals. Goals tend to be longer term and are broader in nature. There can be multiple action items to achieve a goal. Outcomes are specifically what will be achieved as a result of the action items (\*see example at the end of these instructions).

\*Note: Your department does not have to have strategic goals in each of the eight Program Review categories.

**Program Review Category** – Fill in which category this goal will support (ex: #1 Mission and Leadership).

**Goal** – List your FY 2017-2020 goals as they apply to each of the categories. Duplicate the remaining information on the template for each goal within a category. Please number them in order, based on the Program Review category they correspond to.(For example, Goal 3.1, 3.2, 3.3, and so on.)

**Action Steps and Timeline Table** – Please identify the action steps needed to achieve this goal. When will these steps occur, and when will they be complete?

* *Action Steps—*Enter actions steps particular to each departmental goal. Adjust the number of rows as needed.
* In the second column, indicate who will be responsible for working on this action step.
* *Timeline—* Place an “X” under each year that applies to the action step. This will indicate when the steps will be taken/completed. For example, if an action will be implemented in 2017-2018 and will be completed by 2018-2019, marks will appear in the columns for those two academic years. Also, an action may be applicable to all five years and therefore can be marked that way. Along the same lines, if an action will occur and will be completed during the same year, only one year will be marked.

\*Note: An action step may occur and/or be completed in any of the four academic years listed. The dates for each year are from July 1st of the first year to June 30th of the following year.

**Outcomes Table** – In the first column, list the intended results of these action steps. Adjust the number of rows as needed.

In the second column, list your success criterion, which is your “target” measurement of success. What is the expected level of performance for this outcome? This target will be used to assist you and others in evaluating the progress made. Other ways to describe this include:

* *How will you know you’ve been successful?*
* *How specifically will you measure your success?*

\*Note: Be as specific as possible when filling out this strategic plan. Remember that not everyone is familiar with your department and/or that there may be transition in staff during the time of implementation. Write this as if anyone could pick it up and understand what is writte

**\*Example of Goals, Action Steps, and Outcomes**

**Program Review Category: #6-Customers/Stakeholders**

**Goal 6.1: Increase and document learning and development for student employees.**

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| --- | --- | --- | --- | --- | --- |
| Action Steps and Timeline | Individual(s), committee or groups assigned. | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| 1. Create formal learning outcomes for student employees. | Clyde and Bob will draft and entire staff gives feedback. | August-  Before semester begins. |  |  |  |
| 1. Implement monthly in-service trainings for student employees that tie to learning outcomes and will be evaluated. | Clyde and Bob develop schedule and each staff member signs up for a month | August-Before semester begins |  |  |  |
| 1. Rewrite student employee performance evaluations to include learning outcomes measured over time. | Sally and Suzie draft and staff gives feedback. |  | By summer 2018 |  |  |
| 1. Implement “exit-interview” journal to capture student learning prior to a student employee leaving/graduating. |  |  |  | Ready for December 2019 Graduates |  |
| Outcomes | **How will progress be measured?** | | | | |
| 1. Students will be more effectively and consistently trained in key areas of learning and development. | This will be measured by evaluations done after each monthly in-service, and by improvement of scores on student employee evaluations. | | | | |
| 1. Professional staff will gain experience and become more effective in planning and facilitating student training. | This will be measured by including this as an individual performance goals, and supervisors will provide coaching/feedback to staff after facilitating. | | | | |
| 1. All student employees are able to articulate what they have learned by working before leaving the department. | This will be measured by an improvement in student employee evaluation scores, evaluation comments, and compiling exit-interview journals. | | | | |