



Strategic Vision:  
A Blueprint for Excellence  
2015-2020

# Operationalizing Goals for Action

*A Planning Workbook*

**Riverland**  
COMMUNITY COLLEGE

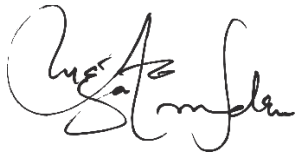


Dear College Community,

We invite you to use this workbook to define, or operationalize, how goals identified within the strategic vision, Master Academic Plan (MAP) and other college work team efforts are put into action. Use this as a guide to develop an improvement strategy resulting in a **plan of action**. This workbook will take you through four useful steps to move your goal(s) from an idea, or vision, to actuality. These steps are:

1. Visioning the Future we Want to Achieve
2. Drivers and Restrainers to Quality Improvement
3. Chartering a Plan of Action
4. Planning for Continuous Quality Improvement

Thank you for your dedication to current and future students of Riverland Community College.



Adenuga Atewologun, President

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**Workgroup Lead:** \_\_\_\_\_

**Team Members:**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Recorder:** \_\_\_\_\_

Note: The Recorder will upload the **Plan of Action** to the Strategic Plan SharePoint Site (located on the employee site).

**Step 1: Visioning the Future We Want to Achieve**

**Objective:** Create a specific, vision of the future for a Strategic Plan goal, Master Academic Plan Goal or other college work team goal. Clarify a specific **plan of action** for improvement.

**Tasks:**

1. Identify the most critical issues that currently exist and need improvement to reach this goal. Record each item in the table below (Current State column).
2. Pose questions which paint a picture of how the present (Current State) might look when improved upon at some specific point in the future. For each item, ask the following questions as appropriate:
  - What would the future look like if the current state is improved?
  - How would you know it was improved?
  - What processes would change?
  - What would it look like for students or other stakeholders?
  - Who would benefit the most? How?
  - What outcomes would you expect? How would you measure them?
3. Review and discuss each item. Select the key point(s) for each current state and record the major actions needed to reach the future state in the Strategies for Improvement column.

**Strategic Area:** \_\_\_\_\_

**Goal:** \_\_\_\_\_

**AQIP Category:** \_\_\_\_\_

Current State	Strategies for Improvement	Future State

## Step 2: Drivers and Restrainers to Quality Improvement

**Objective:** Conduct a Force Field Analysis to identify factors that will help Riverland or deter Riverland from achieving Riverland’s future state.

**Tasks:**

1. For the goal identified, in Step 1, write a short sentence or phrase clearly describing the change strategy desired by describing the objective or ideal sought (Goal or Ideal State).
2. To force clarity on the goal, identify two to three indicators or measures that will identify successful attainment of the goal. Success Indicators or Measures
3. Suggest forces which are driving your institution towards the ideal solution and list them on the left side (Drivers).
4. Brainstorm the forces which are restraining you from moving towards the ideal solution, and list them on the right side (Restrainers).
5. In the sections to the left of the Drivers and to the right of the Restrainers, identify strategies to sustain any driving forces which can be strengthened. Also identify strategies to overcome, neutralize, or remove the restrainers.

## Force Field Analysis

### Leveraging Drivers and Neutralizing Restrainers

<b>Goal or Ideal State:</b>			
<b>Success Indicators or Measures:</b>	1.		
	2.		
	3.		
<b>Enhancement Strategies</b>	<b>Drivers</b>	<b>Restrainers</b>	<b>Reduction Strategies</b>

### Step 3: Chartering a Plan of Action

**Objectives:** Recognize the value of clearly defining and documenting common expectations and constraints associated with the identified goal. Draft a charter for a **plan of action** from a high priority strategy from the Forcefield Analysis.

**Tasks:** Review the Plan of Action Charter Questions in the table below and complete.

### Plan of Action Questions

**Project Title:** A name that will help everyone recognize what is being accomplished.

**Project Vision and Objectives:** A 25 to 30---word summary of objectives for communicating with stakeholders.

*(What are the objectives of the project? How do these fit with the institution's objectives? How will we be different when the project is completed? What are the project's benefits? How will we know the project has been accomplished?)*

**Project Sponsor:** The person, people, or group with the power, influence, resources, and interest to champion the project and clear away obstacles that may arise.

**Project Scope:** What the project includes – and what it specifically excludes. *(What is the project designed to deliver? What must be included in the project? What is excluded? Are there boundaries to what the project can touch?)*

**Budget and Timeline:** How much the project will cost and how long it will take.

**Constraints and Assumptions: What freedom and restrictions limit the project and team.**

**Critical Success Factors and Risks: Necessary conditions and pitfalls.**

**Metrics: Measures to determine if the project objectives have been met.**

### Step 4: Planning for Continuous Quality Improvement

**Objectives:** Develop specific plans for strategies identified.

**Tasks:**

1. Develop a **plan of action**.
  - Review previous work, identify specific strategies for moving from the current to the desired future state.
  - Consider how to assess progress and address the importance of including measures in the plans.
  - Use the Plan of Action Questions to help identify action/milestone/deliverables.
  - Measure and indicators of success or failure
  - Specific dates when goals will be achieved
  - Milepost dates when projects or activities will reach certain defined stages

### Plan of Action

Action/Step	Lead	Due Date	Measure/Target



## Glossary of Terms and Acronyms

<b>AQIP</b>	The Academic Quality Improvement program (AQIP) is one of the several pathways leading to accreditation with the Higher Learning Commission. Others include the Open and Standard Pathways. AQIP differs from the other pathways in that it is premised on principles of continuous quality improvement, and its various processes and requirements are designed to assist institutions in achieving quality improvement, along with reaffirming the institution's accredited status with the Commission once every AQIP cycle. Many institutions have reported transforming their quality cultures since embarking on the AQIP Pathway.
<b>AQIP Action Project</b>	An AQIP institution completes an ongoing cycle of Action Projects that over time constitute its record for quality improvement activities. Strategy Forums assist in this process as do other core AQIP processes such as the institution's Systems Portfolio.
<b>Charting the Future (Goals) (KPI)</b>	<a href="http://www.mnscu.edu/chartingthefuture/docs/charting_the_future.pdf">http://www.mnscu.edu/chartingthefuture/docs/charting_the_future.pdf</a>
<b>CCCSE</b>	Center for Community College Student Engagement
<b>CFI</b>	Composite Financial Index
<b>FCI</b>	Facilities Cost Index
<b>HEAPR</b>	Higher Education Asset Preservation and Replacement
<b>Strategic Vision: A Blueprint for Excellence, 2015 – 2020</b>	<p>PROGRAM CATEGORY OBJECTIVE: To establish and enhance high quality programming that promotes student success, meets stakeholder needs and inspires partnerships, we actively engage in efforts of continuous academic improvement.</p> <p>PEOPLE CATEGORY OBJECTIVE: To develop and sustain a culture and climate that support the achievement of Riverland's mission and vision, we maintain an environment that celebrates individual and collective dedication and achievement.</p> <p>FINANCE CATEGORY OBJECTIVE: To develop and maintain effective fiscal stability, we pursue resource development and budgeting strategies that continuously enhance growth, expand opportunities for students, and ensure excellent student and community experience.</p> <p>MARKET CATEGORY OBJECTIVE: To actualize Riverland's emerging college market, we promote the college as the stakeholders' educational provider---of---choice and thus drive enrollment growth.</p>
<b>Master Academic Plan (MAP)</b>	The Master Academic Plan (MAP) provides a flexible overall framework for the development of specific college and department plans and for academic initiatives that reflect those plans.
<b>Strategic Enrollment</b>	A Strategic Enrollment Management (SEM) Plan is more than a long---term

**Management (SEM) Plan**

recruitment or retention plan. It is a data-informed plan that aligns an institution’s fiscal, academic, co-curricular, and enrollment resources with its changing environment to accomplish the institution’s mission and ensure the institution’s long-term enrollment success and fiscal health. (Noel-Levitz)

**StrengthsFinder®**

Marcus Buckingham and Donald O. Clifton, Chair of the Gallup International Research & Education Center, have created a revolutionary program to help readers identify their talents, build them into strengths, and enjoy consistent, near-perfect performance. At the heart of the book is the Internet-based StrengthsFinder® Profile, the product of a 25-year, multi-million dollar effort to identify the most prevalent human strengths. The program introduces 34 dominant “themes” with thousands of possible combinations, and reveals how they can best be translated interpersonal and career success. In developing this program, Gallup has conducted psychological profiles with more than two million individuals to help readers learn how to focus and perfect these themes.

**Goal Setting**

Establish goals for the desired result through clearly defined outcomes and plan of action. Using SMART and/or CLEAR criteria are helpful considerations in the establishment of goals.

**SMART Goals**

- S – SPECIFIC: significant, stretching
- M – MEASURABLE: meaningful, motivational
- A – AGREED UPON: attainable, achievable, acceptable, action-oriented
- R – REALISTIC: relevant, reasonable, rewarding, results-oriented
- T – TIME BASED: timelines, timely, tangible, and trackable

**CLEAR Goals**

- C – COLLABORATIVE: silo busting, encourage working together, teamwork
- L – LIMITED: in both scope and duration
- E – EMOTIONAL: buy-in, shared interest, emotional connection, taps into energy and passion
- A – APPRECIABLE: large goals broken down into smaller goals to accomplished more quickly and easily for long-term gain; (Q &A: *How do you eat an elephant? A--One bite at a time!*)
- R – REFINABLE: Stick to the goal, but as new conditions, situations or information arises, it’s permissible to refine and modify goals or action steps to reach the goal

## AQIP Categories

<p><b>Category One: Helping Students Learn</b></p>	<p>Helping Student Learn focuses on the design, deployment, and effectiveness of teaching---learning processes (and on the processes required to support them) that underlie the institution’s credit and non---credit programs and courses.</p>
<p><b>Category Two: Meeting Student and Other Key Stakeholder Needs</b></p>	<p>Meeting Student and Other Key Stakeholder Needs focuses on determining, understanding, and meeting needs of current and prospective students’ and other key stakeholders such as alumni and community partners.</p>
<p><b>Category Three: Valuing Employees</b></p>	<p>Valuing Employees explores the institution’s commitment to the hiring, development, and evaluation of faculty, staff, and administrators.</p>
<p><b>Category Four: Planning and Leading</b></p>	<p>Planning and Leading focuses on how the institution achieves its mission and lives its vision through direction setting, goal development, strategic actions, threat mitigation, and capitalizing on opportunities.</p>
<p><b>Category Five: Knowledge Management and Resource Stewardship</b></p>	<p>Knowledge Management and Resource Stewardship addresses management of the fiscal, physical, technological, and information infrastructures designed to provide an environment in which learning can thrive.</p>
<p><b>Category Six: Quality Overview</b></p>	<p>Quality Overview focuses on the Continuous Quality Improvement culture and infrastructure of the institution. This category gives the institution a chance to reflect on all its quality improvement initiatives, how they are integrated, and how they contribute to improvement of the institution.</p>



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