Thompson Rivers University campuses are on the traditional lands of the Tk'emlúps te Secwépemc (Kamloops campus) and the T'exelc (Williams Lake campus) within Secwepemcúlucw, the traditional and unceded territory of the Secwépemc. The region TRU serves also extends into the territories of the St'át'imc, Nlaka'pamux, Nuxalk, Tŝilhqot'in, Dakelh, and Syilx peoples.

Housekeeping
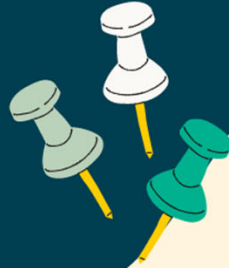
- This is a hybrid meeting
- 45 minutes for content and 15 minutes for Q&A
- To be inclusive of all our attendees, please identify yourself when you speak
- Session materials will become available after the session via email; the recordings will be available by the end of January
- Available to stay after the workshop for any questions
- Book a follow-up meeting with us to chat more about your project

Agenda

- Integrated Planning Refresher
- Horizontal and Vertical Alignment
  - Alignment Principles
- RACI Tool
- From alignment to metrics
- Continuous Improvement

Integrated Planning

Integrated planning is a sustainable approach to planning that builds relationships, aligns the organization, and emphasizes preparedness for change.

Integrated planning is the linking of vision, priorities, people, and the physical institution in a flexible system of evaluation, decision-making and action. It shapes and guides the entire organization as it evolves over time and within its community.

Source: Society for College and University Planning.
Delprino, R. (2013). *The Human Side of the Strategic Planning Process in Higher Education*.

Source: SCUP Planning Institute (2020).
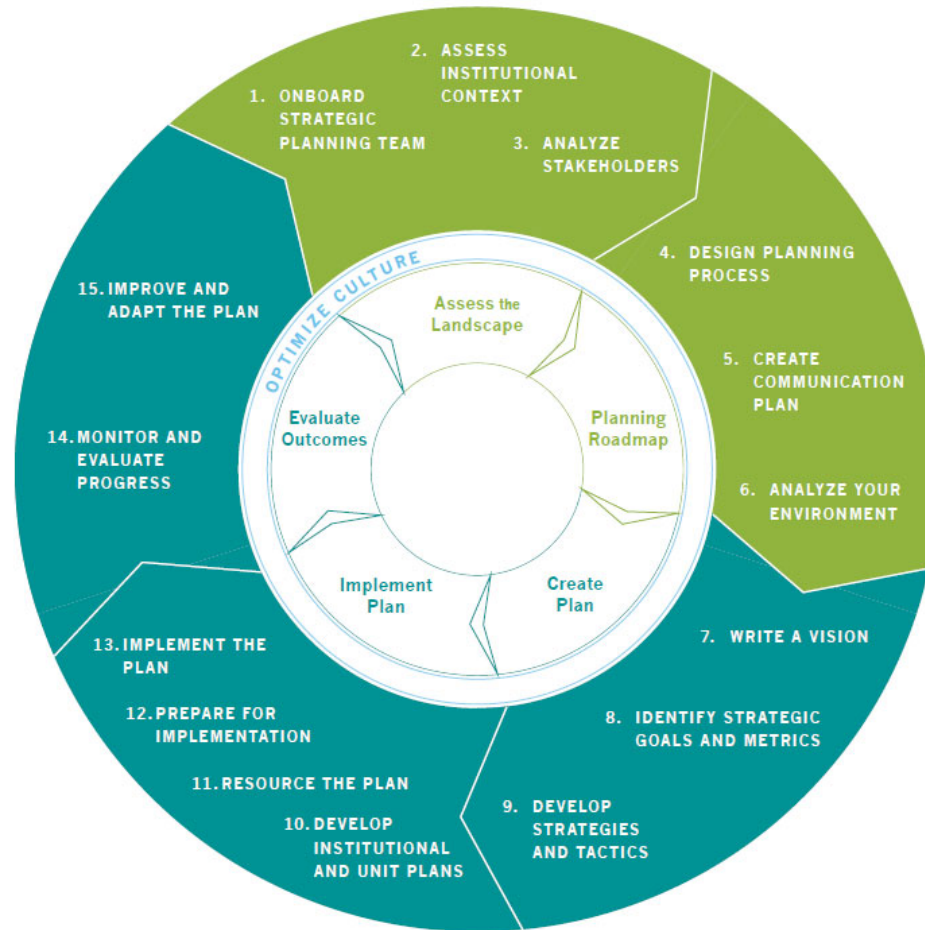
Vertical and Horizontal Alignment

Vertical Alignment

When strategic plans at programmatic, faculty, school, and departmental levels align with strategic plans at the institutional level.

E.g., alignment with the strategic objectives

Horizontal Alignment

The coordination of strategic planning, capital planning, accreditation, program reviews, continuous improvement, and performance management as well as partnerships and collaborations with other stakeholders.
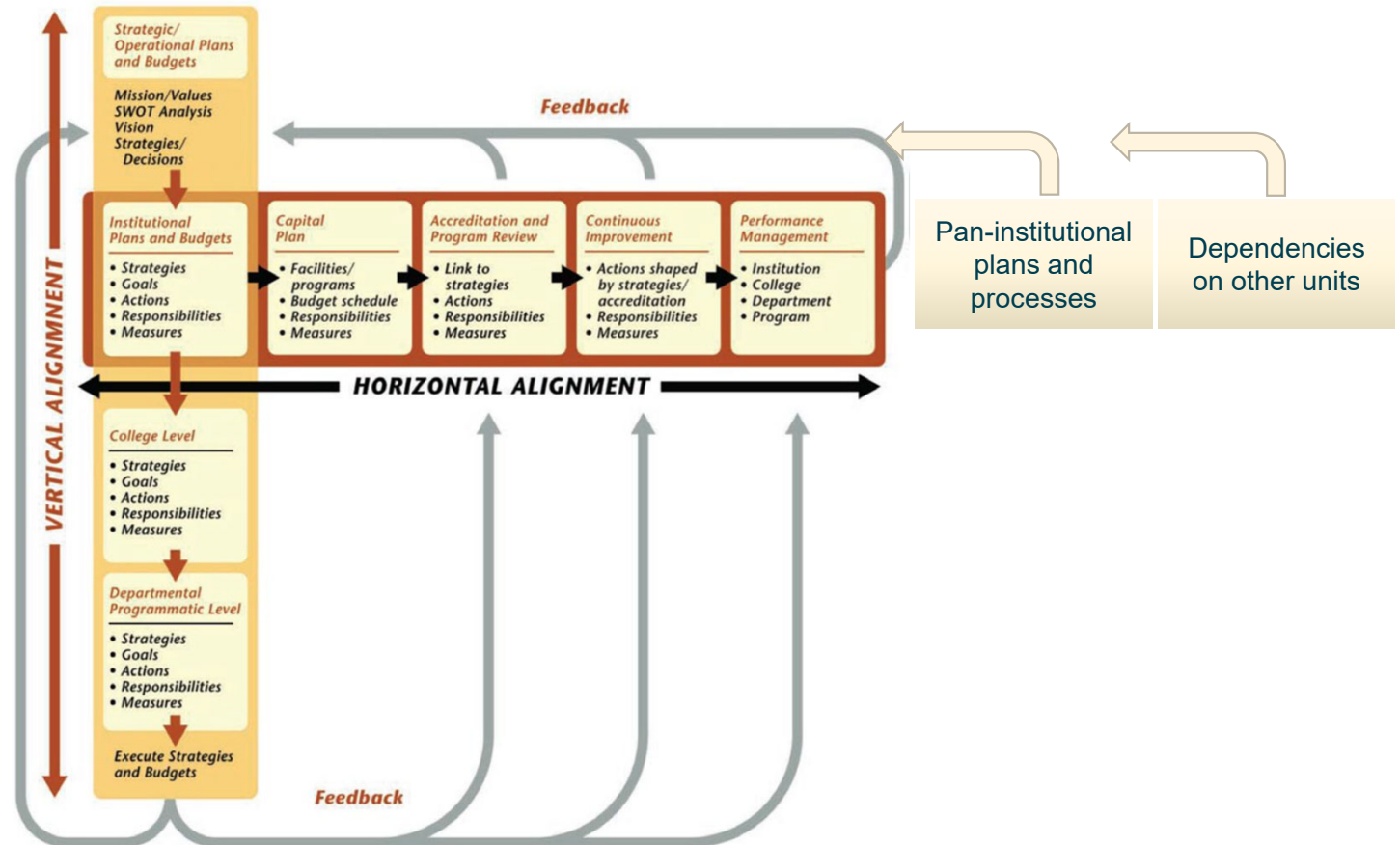
Student success and research innovation through inclusive excellence in research faculty and staff recruitment.

Eliminate achievement gaps across different groups of learners, and honour, truth, reconciliation and rights.

To be recognized provincially, nationally, and internationally for our unique academic and trades programs that provide students with flexible learning pathways, experiential opportunities, and community research.

Strategic/ Operational Plans and Budgets

Mission/Values
SWOT Analysis
Vision
Strategies/
Decisions

Feedback

Institutional Plans and Budgets
• Strategies
• Goals
• Actions
• Responsibilities
• Measures

Capital Plan
• Facilities/ programs
• Budget schedule
• Responsibilities
• Measures

Accreditation and Program Review
• Link to strategies
• Actions
• Responsibilities
• Measures

Continuous Improvement
• Actions shaped by strategies/ accreditation
• Responsibilities
• Measures

Performance Management
• Institution
• College
• Department
• Program

Pan-institutional plans and processes

Dependencies on other units

VERTICAL ALIGNMENT

HORIZONTAL ALIGNMENT

College Level
• Strategies
• Goals
• Actions
• Responsibilities
• Measures

Departmental Programmatic Level
• Strategies
• Goals
• Actions
• Responsibilities
• Measures

Execute Strategies and Budgets

Feedback

Source: Integrated Planning, Norris & Poulton (2008)

Alignment Principles	Description
Vertical Alignment	The direction connection of desired outcomes from mission to on-the-ground operations.
Coordination of Action Steps	Coordination of action steps so they effectively work together toward the same institutional goals.
Horizontal Alignment	Agreement amongst important stakeholders involved in implementation about what should be done, how, and why. Horizontal alignment coordinates unit planning across institutional silos.
Distribute Ownership	A combination of key campus leaders and campus decision makers are aligned to foster strong cross-functional relationships with the goal to advance the institution.
Link Operational Action Steps	The development and implementation of unit plans is crucial. Unit plans can be thought of as the strategic plan for the unit. To create alignment and cohesiveness across plans, the plans should be action-oriented and offer collaborative and cross-unit responses.
Align Governance Bodies	To support a more agile, aware, and strategic implementation institutions should consider alignment across governance bodies to clarify roles enhance cross departmental decision-making, improve communication, and share information regarding best practices.

Applying Alignment Principles

Alignment Principles	Criteria	Checklist
Vertical Alignment	Our project on-the-ground activities align with the institutional strategic objectives.	☒
Coordination of Action Steps	As we work on the project we coordinate the action steps so we effectively work together toward the same goals.	☒
Horizontal Alignment	All collaborators agree to be involved in implementation, about what should be done, how and why.	☒
Distribute Ownership	Leadership teams of participating units are aligned to foster cross-functional relationships. Everyone involved has a clear understanding of their roles.	☒
Link Operational Action Steps	Our project is part of our unit plan and offers a collaborative and cross-unit response.	☒
Align Governing Bodies *(if applicable)*	Our project considers the governance processes that the project may impact and/or inform.	☒

How do we translate integrated planning concepts to project planning?

RACI Tool

Keep in mind all stages of the project as you complete this table: planning, launch, implementation, evaluation, etc..

RACI	Stakeholder	Actions
Responsible		
Accountable		
Consulted		
Informed		

RACI Tool

Keep in mind all stages of the project as you complete this table: planning, launch, implementation, evaluation, etc..

RACI	Role Responsibilities
Responsible	• Make sure that **Cs** are identified and consulted with • **Is** are identified and informed
Accountable	• Formal mandates are honored • Objective/Decision is aligned with larger goals and direction
Consulted	• **Rs** have information that is needed • Interests of larger constituency are represented • Feedback is thoughtful and constructive
Informed	• Information received about the decision is understood • Any feedback they have is given to **Rs** and **As**

Take a minute to put some ideas down into your template

RACI	Stakeholder	Actions
Responsible		
Accountable		
Consulted		
Informed		

Horizontal Alignment:
Continuum of Joint Efforts

Networking

- Basic exchange of information about who we are and what we do

Coordinating

- Alteration of activities to some extent

Cooperating

- We share resources with one another

Collaboration

- Linking, aligning, leveraging resources in ways that enhance one another's capacity to create a shared outcome, a mutual benefit.
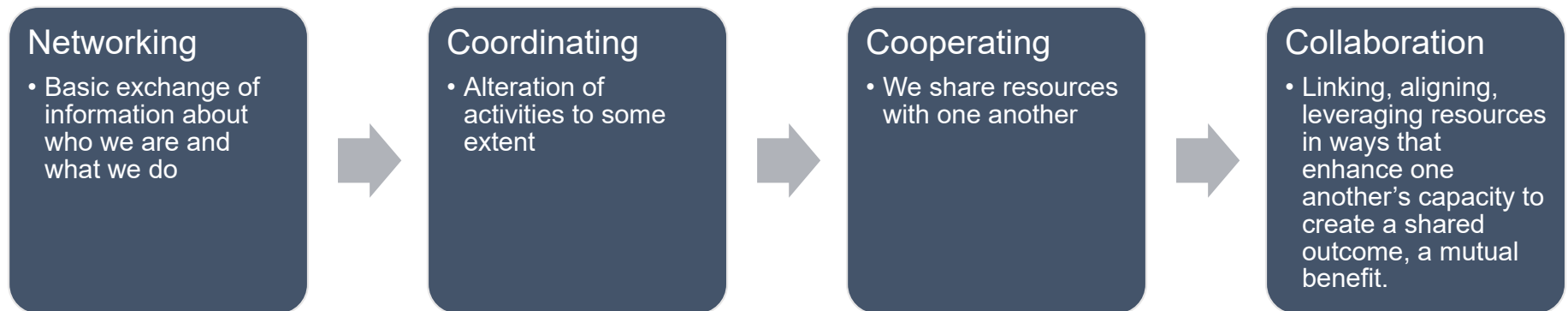
Source: Edward Morrison, Scott Hutcheson, Elizabeth Nilsen, Janyce Fadden and Nancy Franklin. 2019. *Strategic Doing*.

Tangible Alignment
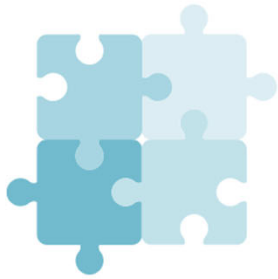
How we fit together

How often we discuss and with who

How the review looks, depending on audience

You are about to take off

What questions to ask and discuss with your collaborators?

Vertical alignment

1. What outcomes would tell us we reached our goal?

2. How could we measure those outcomes?

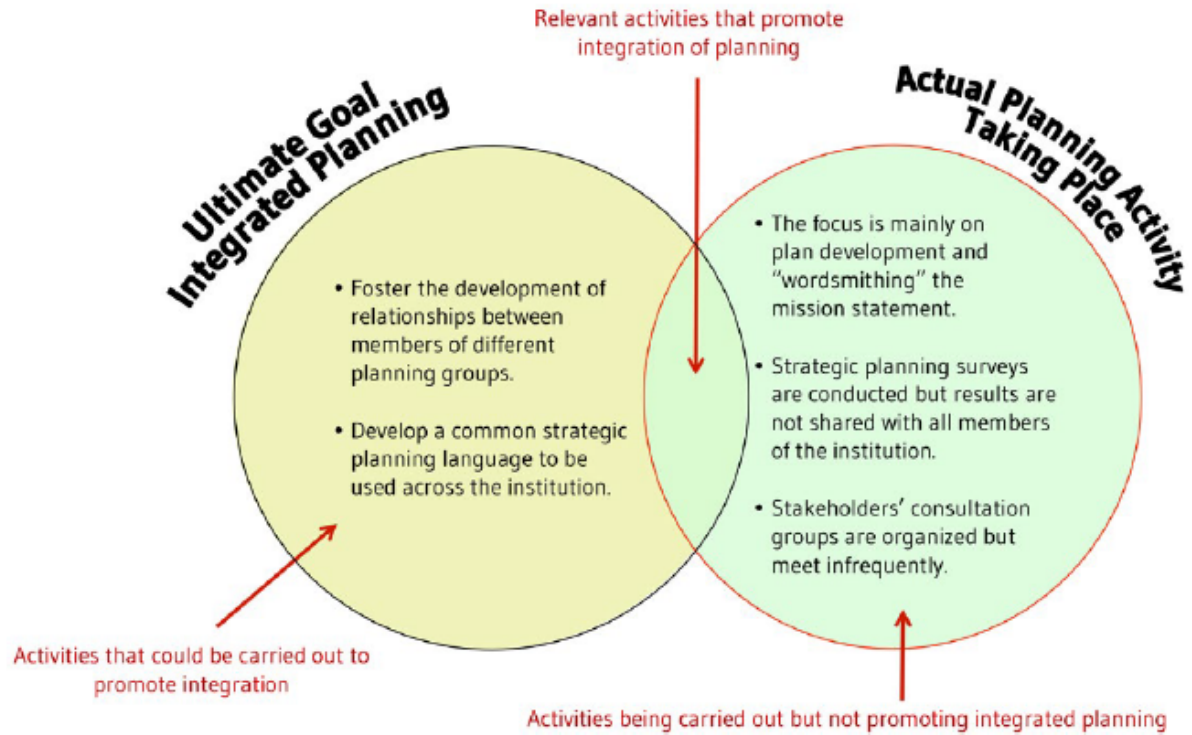3. How will we measure those outcomes?

4. What will we do with those measurements?

5. How will we share the results with others?

Source: SCUP. Planning Institute Design.

Figure 5.2 Planning Activities' Relation to Achieving Integrated Planning

Ultimate Goal Integrated Planning

Actual Planning Activity Taking Place

Relevant activities that promote integration of planning

• Foster the development of relationships between members of different planning groups.

• Develop a common strategic planning language to be used across the institution.

• The focus is mainly on plan development and "wordsmithing" the mission statement.

• Strategic planning surveys are conducted but results are not shared with all members of the institution.

• Stakeholders' consultation groups are organized but meet infrequently.

Activities that could be carried out to promote integration

Activities being carried out but not promoting integrated planning

Source: R. Delprino (2013). The Human Side of the Strategic Planning Process in Higher Education. p.79.

What questions to ask and discuss with your collaborators?

Horizontal alignment

1. Is our RACI table complete?

2. How often project materials will be reviewed? Are the materials accessible?

3. What pan-institutional projects/processes does our project align with? What are the implications?

Metrics Development Consideration

1. Applying a Reality Check
    - Accessibility of Data
    - Frequency of Tracking
    - Communicability of Concept
2. Mapping to *Project* Objectives
3. Mapping to *Strategic* Objectives
4. Confirming Metrics Benchmarks
5. Ensuring Balance of Metric Categories
6. Swapping Lagging for Leading Benchmarks

Refer to your RACI table to delegate tasks and important decisions.

Source: EAB. (2016). [Selecting Core Performance Metrics](#).

EAB

Frequently-Used Key Performance Indicators

Human Resources

Hire to Retire

- Cost per hire
- Hires per HR FTE
- Time to process retirement application
- Time to process new benefits packages
- Time to onboard new employee
- Cost of training and development
- Candidate satisfaction
- Customer satisfaction

Payroll

- Time to process new payroll
- Payroll costs per employee
- Time to process time sheets
- Payroll error rate

Travel and Entertainment

- Time to reimbursement
- Travel reimbursement error rate
- Expense report processed per HR FTE
- Expense report processed per HR FTE per business day
- Cost per expense report

Productivity

- HR costs per HR FTE
- HR costs per employee
- HR FTEs per 100 employees

IT

Help Desk

- First call resolution rate
- Percentage of abandoned calls
- Percentage of hardware service requests closed within 24 hours
- Percentage of software service requests closed within 24 hours
- Cost per call
- Percentage of calls needing escalation for resolution

Network

- Number of outages
- Maximum duration of outage
- Unplanned network downtime
- Number of bandwidth utilization threshold violations

IT Vendor Management

- Maximum time to resolve issues
- Percentage of contracts renegotiated prior to renewal

Security

- Number of adverse events
- Time to issue access rights
- Time to revoke access rights

Finance

Accounts Receivable

- Time to process payments
- Percent delinquent payments
- Time to contact customer about open invoice
- Time to process invoice
- Error rate
- Cost per invoice
- Invoice per accounts receivable FTE
- Invoice per accounts receivable FTE per day

Accounts Payable

- Percent delinquent payments
- Time to process an invoice
- Payment processing frequency
- Percent of time-sensitive requests processed immediately
- Error rate
- Cost per invoice
- Invoice per accounts payable FTE
- Invoices per accounts payable FTE per day

Procurement

- Time to purchase approval
- Percent of purchase on contract
- Purchase orders per procurement FTE
- Purchase orders per procurement FTE per day
- Cost per dollars spent

Common Student Success Metrics

- First year retention rates
- Term-to-term persistence rates
- Critical course DFW rates
- Four-year graduation rates
- Six-year graduation rates
- First destination surveys

Cut data by race, gender, ethnicity, income, first-generation status, and other demographics aligned with your population

Pre-College Academic Preparation

1. High school teacher expectations
2. Access to AP courses
3. Access to ACT/SAT prep courses
4. ACT/SAT test taking rates
5. Placement in developmental education
6. Success in developmental education
7. Disciplinary rates and experiences in K-12 schools
8. Writing ability by English Language Learner (ELL) status
9. Geographical access to higher education institutions
10. Impact of diversity of high school teachers
11. Segregation of K-12 schools
12. Access to guidance counselors
13. SAT/ACT scores by income quintile
14. AP exam pass rates

Family Expectations and Self Efficacy

15. Family expectations of student's ability to go to college
16. Family expectations of student's ability to succeed in college
17. Student expectation of their own ability to succeed
18. Resilience during the job and internship search
19. Impact of first failed course
20. Acceptance rates in competitive majors
21. Family perception of importance of high-impact practices
22. Undermatching in college selection process
23. Undermatching at the course-level
24. Impact of academic probation and dismissal language
25. Parental pressure on major choice
26. Disparity between high school and college GPA

Climate

27. Sense of belonging on campus
28. Perception of inclusivity in major
29. Treatment by local businesses
30. Treatment by local community
31. Impact of negative diversity event
32. Diversity of student organization leadership in relation to student body demographics
33. Success rates based on demographics of faculty encountered
34. Responsiveness of faculty to students
35. Consideration of racial justice activism in admissions decisions
36. Interactions with campus and local law enforcement
37. Access to facilities (e.g. building accessibility, gender neutral restrooms)
38. Faculty and staff diversity in relation to student diversity

Financial

39. Perception of cost of college
40. Ability and desire to take on debt
41. Application fee waiver request rates
42. FAFSA submission rates
43. Timing of FAFSA submission
44. Financial aid verification selection rates
45. Financial aid verification completion rates
46. Impact of unmet financial need
47. Ability to afford social experiences
48. Internet access at home
49. Ability to afford course materials
50. Need to work while enrolled in college
51. Need to support dependents
52. Impact of financial emergencies
53. Loss of scholarship rates
54. Rate of recovery from loss of financial aid or scholarships
55. Exhaustion of financial aid eligibility
56. Food insecurity
57. Housing insecurity
58. Access to transportation
59. Ability to afford graduation regalia
60. Access to employer-sponsored tuition reimbursement programs
61. Ability to take unpaid internships

Pedagogy and Academic Experience

62. GPA in lecture-heavy courses
63. Perception of representation within curriculum
64. Impact of grading practices
65. Perception that curriculum is relevant to students' goals and values
66. Teaching in First Nations' languages
67. Effect of pre-requisite course sequencing
68. Grades in online courses
69. Completion of online courses
70. Major switching patterns
71. Junior graduation rates

College Navigation

72. Likelihood to register late for classes
73. Student expectations of coursework rigor
74. Utilization of mental health resources
75. FAFSA resubmission rates
76. Summer melt rates
77. Unproductive credit accumulation
78. Enrollment in toxic course combinations
79. Graduation application submission rates
80. Understanding of re-enrollment policies
81. Perceptions of time needed to study
82. Parental engagement by ELL status
83. Expectations of frequency of faculty interactions
84. Understanding of academic honor codes
85. Impact of academic jargon
86. Knowledge and use of medical withdrawal policies
87. Enrollment by discipline
88. Knowledge and use of academic support resources

Post-Graduate Outcomes

89. Participation rates in undergraduate research
90. Participation rates in study abroad opportunities
91. Experience during study abroad
92. Ability to use social network for career advancement
93. Post-graduate employment rates
94. Alumni engagement rates
95. Post-graduate economic mobility
96. Career fulfilment and engagement
97. Impact of student debt
98. Career boost from non-degree credential
99. Student loan default rates
100. Participation rates in internships
101. Participation rates in learning communities
102. Participation rates in service-learning
103. Ability to receive letter of recommendation from faculty member
104. Graduate school application rates

Policies and Procedures

105. Need and ability to apply for financial independence
106. Ability to access all required courses
107. Faculty dropping students from courses
108. Need for on-campus housing during breaks
109. Misalignment between aid disbursement and billing
110. Mismatch between credit accumulation and financial aid awards
111. Placement on academic probation
112. Referrals to honor board
113. Impact of registration and bursar holds
114. Impact of differential tuition rates
115. Impact and knowledge of transfer credit articulation policies
116. Knowledge of Title IX policies and procedures

Maintaining Metrics Collection

1. Create a communication plan to share the metric findings (e.g., schedule, platforms, etc..)

2. Create space and time to discuss and reflect.

3. Re-visiting the metric as your project goes on.
   1. Use SCUP wheel to promote continuous quality improvement.

4. Know your metrics (e.g., timing, availability).

5. Use tools to support your planning.

Planning for Evaluation Infographic captures the steps we recommend to take as you design your project evaluation.

- Front-end planning for evaluation is important.
- Collecting and managing the data requires resources.
- Ensuring there is a logical link between objectives, inputs, activities, outputs and outcomes.
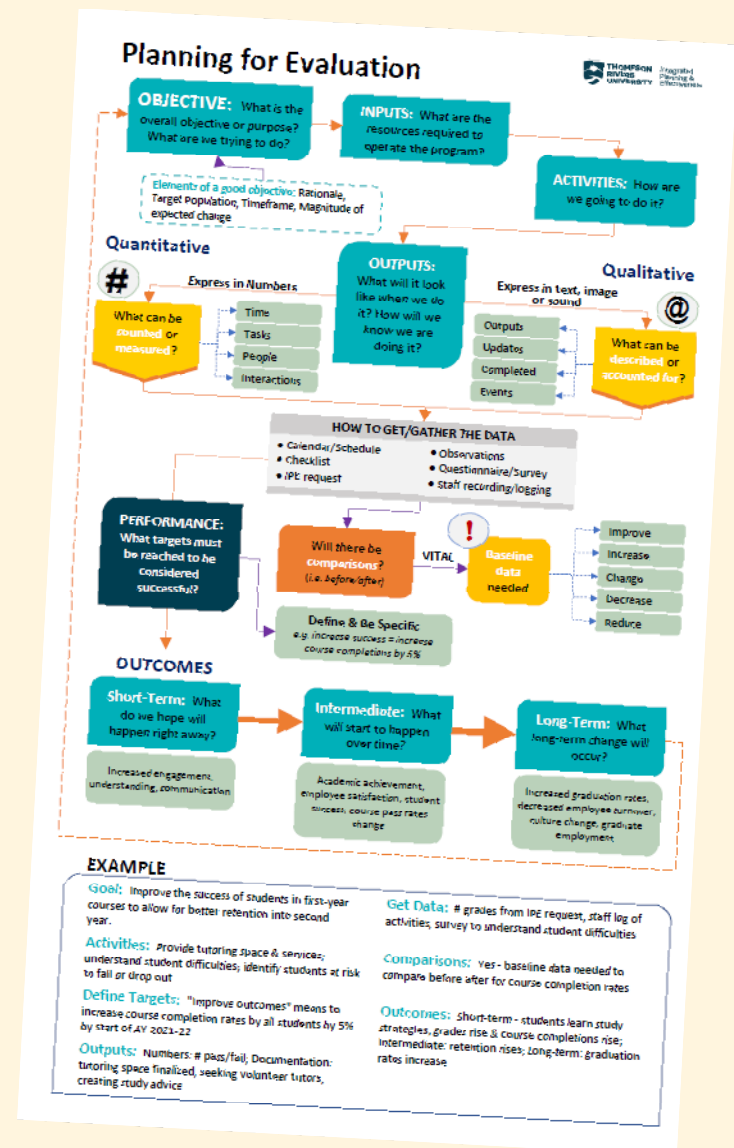
Information & Resources Available for your Project Evaluation

Embedding Integrated Planning into your project

Project Evaluation Part 1 & 2

Open Sessions (bring your questions)

JANUARY

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

FEBRUARY

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28			

Thank you!
Kukwstsétsemc

We always welcome your questions, inquiries, and feedback.