



# Mission College of Health Science 2021 Strategic Plan

March 7<sup>th</sup>, 2021

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### **Current State of Education and Healthcare**

There is universal agreement that the role of nurses and allied health professionals in delivering health care will expand substantially in the coming years. This expansion will be driven by at least the following factors:

- (1) Efforts to control costs amidst changes in the financial and regulatory environments of healthcare, insurance and government;
- (2) The inadequate number of clinicians and the unlikelihood that the supply will meet future demand;
- (3) The aging population and the desire to keep the elderly at home for as long as possible; and
- (4) The looming retirement of a substantial portion of the current nursing, allied health, and physician population.

Additionally, the Institutes of Medicine report, *The Future of Nursing: Leading Change, Advancing Health* (2010) has four key recommendations which provide a foundation for considering future initiatives at the college:

- **Nurses should practice to the full extent of their education and training**
- **Nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression**
- **Nurses should be full partners, with physicians and other healthcare professionals, in redesigning health care in the United States**
- **Effective workforce planning and policy making require better data collection and an improved information infrastructure**

An additional stimulus for change is early evidence that by 2030 the BSN may be the threshold requirement for licensure. These forces have combined to elevate the need for nurses trained at the baccalaureate level and beyond.

Mission College of Health Sciences is uniquely positioned for these opportunities and demand for the College's offerings is high. Specialized and regional accreditors both have suggested that enrollment growth should be a strategic priority for the College. The most recent growth has been to expand baccalaureate level (BSN) opportunities through the RN to BSN program to serve those in the healthcare system and region to advance to a baccalaureate degree.

In order to capitalize on these opportunities, in spring of 2021, the College Board of Directors engaged in support of the planning process, whereby a Strategic Planning Committee was created to develop a five-year plan for the institution.

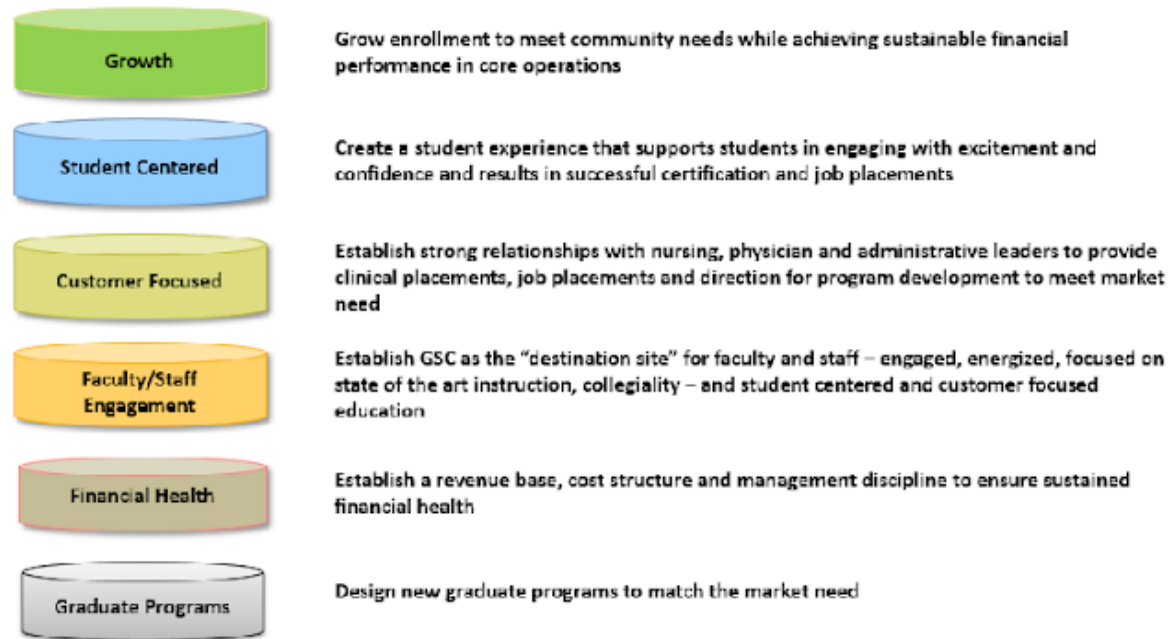
Learning organizations are characterized by total employee involvement in a process collaboratively conducted, with collectively accountable change directed towards shared values and principles (Watkins and Marseck, 1992). The ultimate goal of MCHS is to be a learning organization that pays attention to its environment and systematically uses what is learned to continuously improve requires relationships characterized by trust and involvement of key stakeholders.

In order to achieve a culture of continuous improvement, the college fostered total involvement of all key stakeholders to extensively align organizational activities to the vision and strategy of the organization, improve internal and external communications, and monitor organization performance against strategic goals (Kaplan and Norton, 1996). The college employed a reporting format organized as Strategy Streams, with the following key themes emerging from our planning that occurred throughout 2020. Those key themes are defined below.

- (1) Program Growth:** Grow enrollment to meet community needs while achieving sustainable financial performance in core operations
- (2) Student Centered:** Create a student experience that supports students in engaging with excitement and confidence and results in successful certification and job placements
- (3) Customer Focused:** Establish strong relationships with nursing, physician and administrative leaders to provide clinical placements, job placements and direction for program development to meet market need
- (4) Faculty/Staff Team Engagement:** Establish MCHS as the “destination site” for faculty and staff – engaged, energized, focused on state of the art instruction, collegiality – and student centered and customer focused education
- (5) Financial Health:** Establish a revenue base, cost structure and management discipline to ensure sustained financial health
- (6) Graduate Programs:** Design new graduate programs to match the market need

The strategies, key concepts and strategies are graphically illustrated in Figure 2, below:

Figure 2: Strategies with Key Concepts



### Overview of strategic planning at Mission College of Health Sciences (MCHS)

Strategic planning is a formal, ongoing process of developing, evaluating and implementing strategic initiatives selected from the best available alternatives to guide actions and decision-making. The concept of strategic planning may be described as matching organizational resources and capabilities with environmental threats and opportunities. Strategic planning is systematic and comprehensive in that it involves consideration of the interrelatedness of problems and issues, and seeks to understand the full implications or likely consequences of proposed actions in advance of making decisions. It is an instrument for designing and bringing about a desired future.

There are two key elements in the strategic planning process:

- 1) Strategic planning - the process by which the long-range goals and objectives of the College are developed and incorporated into a strategic long-range plan.
- 2) Management planning - the process by which short-range objectives and actions are established and implemented toward fulfillment of strategies outlined in the strategic plan.

Planning is carried on in organizational settings, in a variety of different ways. Therefore, it is necessary to develop and adopt a strategic planning process tailored to the unique requirement of the College, which will enable a greater control over its future. The horizon for the plan's completion is 2021, will be reviewed annually and on an as-needed basis, and adjusted as necessary to fulfill the mission of the college.

**Strategic Planning Phases:** Phase one of College's Strategic Planning Process Model outlines the steps followed in defining the context for developing a strategic plan. Phases 2 and 3 guide the implementation process while Phase 4 will be used to evaluate overall organizational effectiveness.

Development of the plan sets the tone for strategic planning in the College. It outlines expectations and outcomes of the process and indicates how strategic planning is to be integrated into the ongoing management of the College. This phase initially involves the College Board of Directors committing to the concept of strategic planning so that development of the process can be pursued. Next, the capability to carry on planning activities is developed, which includes adopting a formal strategic planning process and developing a planning schedule. The four-phase process is graphically represented in Figure 3, below.

Figure 3: MCHS Strategic Planning Phases



### **Phase One: Strategic Context**

#### **Step 1: Mission & Vision Review**

The statements of mission (including Mission, Vision, Beliefs, Goals, and Philosophy) define the College's purpose and reason for existence. These set the overall tone for the College's activities and provide guidance to the Strategic Planning Council, Board of Directors, and other key stakeholders. The review of the mission includes:

- ◆ Review and assess historical mission
- ◆ Review and assess present mission
- ◆ Determine desired future mission

The issues and options evaluated provide the basis for a realistic assessment of the mission. The mission must be challenged to assure that it is appropriate and realistic in light of current and projected circumstances.



The following represents the current mission and vision of MCHS:

Our Mission: "Our ministry provides financial support for education and travel to individuals wishing to serve others."

Our Vision: "To financially support individuals who wish to advance their education and serve on missions who couldn't otherwise afford to"

#### Step 2: Values Clarification

Our Values: "Our values are based on Matthew 22:36-39 which reads, "Love the Lord your God with all your heart and with all your soul and with all your mind. This is the first and greatest commandment. And the second is like it: Love your neighbor as yourself."

Be honest - Ephesians 4:15 "Speak the truth in love"

Be humble - Philippians 2:3 "Do nothing from rivalry or conceit but in humility count others more significant than yourselves"

Be thankful - 1 Thessalonians 5:18 "Give thanks in all circumstances"

Be gracious - Ephesians 4:32 "Be kind to one another, tenderhearted, forgiving one another, as God in Christ forgave you"

Be compassionate - Colossians 3:12 "So, as those who have been chosen of God, holy and beloved, put on a heart of compassion, kindness, humility, gentleness, and patience"

#### Step 3: Internal and External Environmental Scans

Market and resource analyses involve collecting data and transforming them into meaningful information for use in identification and analysis of issues and options. This phase involves both an external and internal assessment of the factors impacting upon the College's operation.

An internal analysis was conducted Jan-Mar, 2021 and involved a comprehensive internal assessment to align resources and programming. The external analysis phase was conducted, where the external factors affecting the College were identified and the

impact of these forces assessed. The college's external analysis was facilitated through coordination by College Administration, and external consulting support. Data were integrated and discussed with all college faculty and staff to identify challenges and/or opportunities the College needed to reflect in the Vision 2021 plan.

#### Step 4: Internal Capabilities Review

The market and resource analysis serves as a basis for the identification of key issues. The study of these key issues then results in the identification and evaluation of role options for the College.

1. Issue Identification and Analysis: Alternative ways of resolving problems or achieving opportunities are explored.
2. Clarification of College's Role in the Delivery of Health Care Education: The study of issues and options provides a basis for reviewing the present role and for making assumptions concerning the future role of the College in the service area.

#### Step 5: Vision Formation and Validation

Once Steps 1 through 4 were completed it was possible to validate the current vision for the College:

*College Vision: To be the regional leader in providing nursing and health care education in a unique Christian-based college environment.*

#### Step 6: 2021 Strategic Objectives Development

A goal is a statement of a desired future state or condition. It denotes end results, rather than actions or means to accomplish, within a three to five year time frame. The basic steps involved include:

1. Identify Key Result Areas: Key result areas are general concerns which contribute to an organization's viability over an extended period of time.
2. Establish Goals: Address issues under each key result area and indicate the highest level which is sought. Goals may be prioritized in accordance with predetermined criteria.

In fulfillment of its vision, values and mission, Mission College of Health Sciences supports the development and implementation of new initiatives on both an institutional and program level using the following strategic imperatives as a framework to view current and future opportunities (below).

MCHS's strategic imperatives are not intended to serve as specific goals; rather, they set the broad strategic direction for the college—from which innovative ideas and activities will emerge.

### **Phase two: Strategy Refinement**

Implementation is an important and integral part of the planning process. The strategic plan establishes an overall direction for the College, but plans are only as successful as they are able to guide management in carrying out its operational strategies into implementation activities and results involve the following:

#### **1. Management Plan**

The Management Plan (MP) is updated and reported on an ongoing basis and identifies what activities need to be carried out to achieve organizational objectives. The MP specifies actions, timeframes and responsibilities. It therefore serves as a basis for allocating resources (budgeting) and developing divisional action plans. It is also a useful tool of management for evaluation and control.

Evaluation and feedback is very important in strategic planning because it is an ongoing process. The purpose of evaluation is to learn whether the process is achieving the desired results, whether the goals, objectives and actions are being met, and what adjustments are necessary. Evaluation facilitates effective management by increasing internal control (measure actual vs. desired output). The College's objectives and actions become the criteria against which actual performance is measured. Feedback is the mechanism whereby the information is collected for evaluation. Conducting the evaluation is a logical first step for initiating the next planning cycle. This phase involves the following:

**1. Periodic Reporting (Feedback):** A process and timetable is established to monitor implementation activities. The President provides quarterly summaries to the College Board of Directors at regular meetings of the board.

2. Assessment of Changes: In order to assess the impact of the College's implementation activities and to identify environmental changes that will affect College operations it is necessary to initiate and update the market and resource analysis.

3. Revision and Update Plans: The strategic plan shall be reviewed and updated as necessary, based upon changes in the service area and implementation progress. It will require annual review, with particular reference toward adjusting organizational strategies. The implementation plan and divisional action plans shall be prepared annually.

4. Education: The College Administration shall periodically address the educational needs of the College governance, management and general employees regarding the strategic planning process and shall design educational programs to promote understanding and facilitate use of the process.

Strategies reflect and operationalize the mission and goals of the College, and are a set of actions designed to accomplish the College's goals. The development of strategies involves choosing among various alternatives and exploring future scenarios within the key result areas. The goals indicate what needs to be done; the strategies indicate how it will be done. The steps involved in the phases are represented in the table below (see Table 1 below).

Table 1: MCHS Strategic Plan Review and Reporting Cycle

Phase	#	*New plan development period	Process	Reporting milestones in bold	Frequency
P4	1	<b>Communicate Management Plan (MP) and revised College Strategic Plan (SP) (as necessary) at Fall Board of Director's and College meetings.</b>			<b>Annual (Aug)</b>
	2	Conduct external and internal market and resource analyses of key processes and programs <b>Present budget Assumptions to College Board of Directors (Nov)</b>			Annual (Oct-Dec)
	3	Initiate <u>faculty, staff, and committee's</u> current year review (includes personal goal setting process for following year) by Feb. 15 ; Complete budget			Annual (Nov-Dec)
P1	4	Compare and contrast results of internal/external market analyses to existing AIP, mission, vision, values; review current goals and priorities and each department prepares AIP report by Jan. 31 / Preliminary budgeting process for next FY begins			Annual (Jan)
	5	<b>Present MP report to Board of Directors by Feb. meeting</b> <b>Preliminary Budget Approved by BOD</b>			<b>Annual (February)</b>
	6	Departmental and committee goals received by March 15 and preparation for spring Strategic Planning meeting			Annual (Feb-Mar)
	*7	Revise MP (actions, responsibilities, timeframe) from review, alignment, and prioritization of goals <b>Board of Directors Approves Budget</b>			Annual (April)
P2	*8	<b>Review and discuss MP at spring Strategic Planning and Board of Directors meetings</b>			<b>Annual (Apr/May)</b>
	*9	Incorporate feedback and revise MP and Strategic Plan as necessary			Quadrennial (Jun/July)
	*10	College Strategic Plan Review for future quadrennial period			Annual (Jul/Aug)
P3	11	All college committees and program departments implement goals and track progress within respective committees; report progress at designated College Assembly Mtgs throughout academic year Align strategic priorities and goals for the following year into the assumptions for development of operating and capital budgets.			Annual (Aug-May)

### **Phase Three: Strategic Planning Initiative Development Process**

Mission College of Health Sciences uses a modified Four-Step Planning Process to determine, design and deliver support processes and for evaluating and improving them. This operational tool is designed for academic departments, committees, and service units in higher education and healthcare. The four steps are listed and described below:

**O** - Objectives Clarification - Defining an over-arching breakthrough vision; Stable, concise and linked to company mission

**G** – Goals Formation - Stepping stones to achieving the higher level objective; Specific, Measurable, Achievable, Compatible

**S** – Strategy Development - the choices we make to achieve our objective; Where we choose to focus and should be flexible

**M** – Metric Benchmarks - Numerical benchmarks on our progress; KPIs used as checkpoints to determine if our strategies are working

The process is non-prescriptive; that is, units are not told what their goals should be, only that they should have goals. Similarly, measurement instruments or metrics are not prescribed; but again, units must develop a measurement system appropriate to their goals.

Those who use the process are challenged to think about quality as a measure of value-added resulting from maximally efficient processes. Such a definition does not suggest an indifference to inputs or faculty and staff creativity. It does, however, suggest careful and sustained attention to the links between instructional strategies, support services, student learning results and costs.

Strategic Planning initiative progress is reported to the College Board on a quarterly basis, and offers updates to the college community of faculty, staff, and students to communicate performance on key strategic initiatives (Figure 4, below).

### **Phase Four: External Assessment**

Mission College of Health Sciences uses multiple external assessment measures based on our college and program accreditation agencies (The Higher Learning Commission (HLC) and The Commission on Collegiate Nursing Education (CCNE) respectively) and state agency program standards aligned with best practice quality processes (Quality Matters, Performance Excellence Standards (Baldrige Criteria).

All criteria are used for goal development, reporting of goal completion, establishment of workflows, and designation of future desired states when refining the college strategic plan. The Annual Implementation Plan and Balanced Scorecard reports also

integrate and utilize key stakeholder and competitor feedback results as external measures, compared and contrasted to internal performance indicators.

## MCHS Strategic Plan

### 1. *Growth - Current Programs*

OGSM Model Adapted – GROWTH	Comments
<p><b>Objective</b></p> <p><b>Grow enrollment to meet community needs while achieving sustainable financial performance in core operations</b></p>	<p><b>Responsibility/Support Structure</b></p> <ul style="list-style-type: none"> <li>● New Recruitment Team</li> <li>● New Student Experience Team</li> <li>● Outcomes/Instruction Team</li> </ul>
<p><b>Goals</b></p> <ol style="list-style-type: none"> <li>1. Grow from 405 to 605 students total</li> <li>2. Grow from 7 to 55 students in Allied Health</li> <li>3. Grow from 59 to 180 students in the BSN Program</li> <li>4. Grow from 339 to 370 students in the ASN program</li> </ol>	<p>Growth in the ASN program is expected to be moderate and much greater in the BSN and ASHS (allied health) programs.</p> <p>The theme for growth will still be “do it right” as this is not a crisis situation</p>

<p><b>Strategies</b></p> <ol style="list-style-type: none"> <li>1. Target healthcare systems, selected high schools and older students wanting a career in healthcare</li> <li>2. Combine the college athletic recruiting and corporate sales funnel models to develop a high-powered recruitment process</li> <li>3. Create the materials/capabilities to support the recruitment process “end-to-end”</li> <li>4. Create a recruitment team to oversee the development and execution of the recruitment model</li> <li>5. Assess market possibilities for BSN program nationally</li> <li>6. Test growth projections against current state of facilities and staff to assess needed changes and when changes would need to be made</li> </ol>	<p>This objective must be fast-tracked to achieve significant growth in the near term.</p> <p>Adapting the college athletic recruiting model will dramatically change the style and expectations of recruitment</p> <p>Adapting the corporate sales funnel model will ensure attention to each step – from initial interest and contact all the way through commitment to MCHS</p> <p>A recruitment team will focus efforts and accountability</p> <p>Online focus of the BSN program could allow a broader geographic reach</p>
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## MCHS Strategic Plan

### 2. *Student Centered*

OGSM Model Adapted – STUDENT CENTERED	Comments
<b>Objective</b>  <b>Create a student experience that supports students in engaging with excitement and confidence and results in successful certification and job placements</b>	<b>Responsibility/Support Structure</b> <ul style="list-style-type: none"> <li>● New Student Centered Team</li> <li>● Outcomes/Instructional Committee</li> </ul>
<b>Goals</b> <ol style="list-style-type: none"> <li>1. Retention rate Of 90%</li> <li>2. Student Satisfaction Scores of 90% (4 or 5 on the scale)</li> </ol>	<p>These goals are to be achieved within one year and maintained or improved</p>
<b>Strategies</b> <ol style="list-style-type: none"> <li>1. Prep students for success prior to entry and within the first six months</li> <li>2. Fast cycle response to difficulties encountered by a student</li> <li>3. Increase the impact of faculty advising</li> <li>4. Enroll all students in cohort groups to provide challenge and support</li> <li>5. Ensure any student at risk has peer mentor (growing from 10-30 this year)</li> <li>6. Conduct faculty reviews of all students at the 4, 8 and 12 week periods of their first semester, focused on students having difficulty</li> </ol>	<p>Prepping vulnerable students prior to beginning classes and during their first semester is critical and must come through multiple methods</p> <p>Faculty can increase their value add through improved advising and semester reviews of vulnerable students</p>

## MCHS Strategic Plan

### 3. *Customer Focused*

OGSM Model Adapted – CUSTOMER FOCUSED	Comments
<b>Objective</b>  <b>Establish strong relationships with nursing, physician and administrative leaders to provide clinical placements, job placements and direction for program development to meet market need</b>	<b>Responsibility/Support Structure</b> <ul style="list-style-type: none"> <li>• New Customer Focused Team</li> <li>• Outcomes/Instructional Committee</li> </ul>
<b>Goals</b> <ol style="list-style-type: none"> <li>1. 100% clinical placements</li> <li>2. 100% job placement</li> <li>3. Customer satisfaction &gt;90% for graduates placed in jobs</li> <li>4. Customer satisfaction &gt;90% for students in clinical placements</li> <li>5. Other customer satisfaction goals TBD</li> </ol>	
<b>Strategies</b> <ol style="list-style-type: none"> <li>1. Assess market need for specific roles (BSN, Healthcare Leadership)</li> <li>2. Design program and recruitment to match the need</li> <li>3. Design a process for supporting success in clinical placements and tracking customer satisfaction</li> </ol>	<p>Assessing market need and designing programs to match is a moving target as healthcare reform continues to generate changes in clinical practice</p> <p>The different domains of outpatient, inpatient and long term care will require specific attention</p>

<p>4. Design a process for supporting success in job placements and tracking customer satisfaction</p>	<p>Ongoing relationships with leaders vs. surveys is required to deal with then changing healthcare landscape</p> <p>There are separate strategies for clinical placements and job placements because there are different success factors – although related</p>
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## MCHS Strategic Plan

### *4. Faculty/Staff Engagement*

OGSM Model Adapted – FACULTY/STAFF ENGAGEMENT	Comments
<b>Objective</b>  <b>Establish MCHS as the “destination site” for faculty and staff – engaged, energized, focused on state of the art instruction, collegiality – and student centered and customer focused education</b>	<b>Responsibility/Support Structure</b> <ul style="list-style-type: none"> <li>● Admin Team</li> <li>● New Engagement Team</li> <li>● Outcomes/Instruction Committee</li> <li>● Student Centered Team</li> <li>● Customer Focused Team</li> </ul>
<b>Goals</b>  1. 75th percentile scores on engagement survey	Better faculty/staff engagement should have a direct impact on student centered and customer focused performance
<b>Strategies</b> <ol style="list-style-type: none"> <li>1. Shared governance</li> <li>2. Team/committee structure for key topics</li> <li>3. Communications/connection system (out, feedback and engaged in dialogue)</li> <li>4. Professional development and accountability</li> <li>5. Leadership opportunities and development</li> </ol>	<p>This is “engagement with purpose” and is outcomes focused</p> <p>Sustained performance is always about the web of leaders and followers that are aligned on mission, style and expectations</p> <p>Connection is critical and requires multiple methods</p> <p>Development opportunities must match expectations and requirements</p>

## MCHS Strategic Plan

### 5. Financial Health

OGSM Model Adapted – FINANCIAL HEALTH	Comments
<b>Objective</b>  <b>Establish a revenue base, cost structure and management discipline to ensure sustained financial health</b>	<b>Responsibility/Support Structure</b>  <ul style="list-style-type: none"> <li>• Administrative Team</li> </ul>
<b>Goals</b>  <b>Revenue goals</b>  2021 Forecast = \$719,700  2022 = \$919,500  2023 = \$1,119,400  2024 = \$1,319,250  2025 = \$1,519,100  Cost assumption for budget = 2% increase/year  Cost reduction targets to be set annually	
<b>Strategies</b>  1. Grow student enrollment to a level that can sustain the College 2. Create a disciplined cost management process	The revenue growth relates directly to the Growth strategy and Objective

<ol style="list-style-type: none"> <li>3. Educate/engage faculty/ staff in managing cost</li> <li>4. Create a budgeting process that matches strategic and operational plans of the College</li> <li>5. Create a 5-year development program with the GEMF Foundation</li> </ol>	<p>“Cost management” does not equal “cost reduction”, particularly in growth model</p> <p>The development plan will include priority areas for funding as well as targets and strategies to match the growth plan</p>
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## MCHS Strategic Plan

### 6. Graduate Programs

OGSM Model Adapted – Graduate PROGRAMS	Comments
<p><b>Objective</b></p> <p><b>Design new graduate programs to match the market need</b></p>	<p>Timing for development work will depend on initial assessments of need/opportunity, progress on strengthening the foundation and accreditation requirements and restrictions</p> <p><b>Responsibility/Support Structure</b></p> <ul style="list-style-type: none"> <li>• Informal group initially – formalized when timing is appropriate</li> </ul>
<p><b>Goals</b></p> <ol style="list-style-type: none"> <li>1. Develop additional Master’s Program (if justified by need, capability, finances)</li> <li>2. Develop a Doctoral Program (if justified by need, capability, finances)</li> </ol>	
<p><b>Strategies</b></p> <ol style="list-style-type: none"> <li>1. Assess the need for new programs through ongoing relationships with nursing, physician and administrative leaders – tracking the emerging healthcare world</li> <li>2. Determine the program and organizational design required to provide the programs identified as desired</li> <li>3. Assess the current capability of MCHS to execute the designs and the gaps to be closed</li> <li>4. Assess the financial investment required to implement desired programs.</li> </ol>	

Figure 4: MCHS Strategic Dashboard Reporting

## College Strategic Planning Dashboard

Category	Growth Strategy	Student Centered Strategy	Customer Focused Strategy	Team Engagement Strategy	Financial Health Strategy	Program Development Strategy
Performance Indicator	On Target	On Target	On Target	On Target	On Target	On Target
Definition	Grow enrollment to achieve break-even financial performance in core operations	Create a student experience that supports students in engaging with excitement and confidence and results in successful certification and job placements	Establish strong relationships with nursing, physician and administrative leaders to provide clinical placements, job placements and direction for program development to meet market need	Establish CSC as the "destination site" for faculty and staff – engaged, energized, focused on state of the art instruction, collegiality – and student centered and customer focused education	Establish a revenue base, cost structure and management discipline to ensure sustained financial health	Design new programs to match the market need
Strategy Lead	President	President	President	President	President	President
Strategy Team	Enrollment Mgmt Team New Recruitment Team New Student Experience Team Outcomes/Instruction Team TriHealth Finance	New Student Centered Team New NCLEX Team (immediate impact) Outcomes/Instructional Committee Facilities Team Student Services Team	New Customer Focused Team Outcomes/Instructional Committee College Operations Team	Administrative Team New Engagement Team Outcomes/Instruction Committee Student Centered Team Customer Focused Team	Administrative Team TriHealth Finance	Informal group initially formalized when timing is appropriate Academic Deans Academic Affairs
Priority Focus	Near Term (within year)	Near Term (within year)	Short Term (immediate)	Short Term (immediate)	Long Term (2-3 years)	Long Term (2-3 years)
Metrics	Application Conversion Total Enrollment Credits	Student Satisfaction Program Outcomes (Retention, Lic/Cert) Student Retention BSN Matriculation	Employer Satisfaction Employment Placement Clinical Placement	Team Engagement Team Member Retention	Operating Margin Expense Management Resource Alignment	New Programs Project Methodology Industry Alignment
Benchmark						



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