
2023-2027 STRATEGIC PLAN

2022 - 2023 Year One Update

Updated September 12, 2023

Kalamazoo**VALLEY**[™]
community college

The development of the 2023-2027 Strategic Plan began in the Fall of 2021 with the collection of stakeholder input from students, faculty, staff, administration and external college partners. Additionally, there were several focus group discussions with faculty and staff held in April 2022 and a focus group discussion with students held in June 2022 to collect further input from college stakeholders.

Taking into consideration the stakeholder input, existing unit Master Plans, unit Key Performance Indicators (KPIs) and action plans, and institutional Quality Improvement Initiatives, Cabinet held several brainstorming sessions to identify strategic priorities for the college. Further discussions were held with the Administrators Plus team and other key administrators throughout the process. These efforts culminated into three Institutional Strategic Goals and targets by which to measure progress toward goal attainment that align with the college mission, vision, values and Board of Trustees' goals.



OUR MISSION

Kalamazoo Valley Community College creates innovative and equitable opportunities that empower all to learn, grow and thrive.

OUR VISION

Over the next decade, Kalamazoo Valley Community College will be a leader in providing highly regarded relevant and affordable services.

OUR VALUES

CARING AND RESPECT

- Foster a safe, dynamic learning environment
- Demonstrate positive regard for self and others
- Give and receive praise graciously
- Honor civility, service, collegiality and social justice

INTEGRITY

- Do the right things for the right reasons
- Ensure interactions are driven by our vision, mission and values
- Be responsible, accountable and ethical

EXCELLENCE AND QUALITY

- Embrace change as an opportunity
- Pursue excellence and innovation
- Value learning and develop an environment of intellectual inquiry
- Share new ideas and expand the boundaries of knowledge

HUMOR AND WELL-BEING

- Nurture creativity, humor, and enjoyment of work and learning
- Promote a healthy environment for mind, body and spirit

TEAMWORK AND STEWARDSHIP

- Work together to achieve our vision, mission and goals
- Commit to finding solutions
- Manage and protect our resources — human, fiscal and environmental
- Develop and foster community relationships based on mutual trust

OUR BOARD OF TRUSTEES' GOALS

College Credential Completion and Student Success

- Retention
- Quality online learning
- Learning outcomes assessment for all courses and success rate of developmental courses
- Holistic student support

Partnership with K-12 Institutions, Community Organizations and Businesses

- Youth pipeline partnerships
- Apprenticeship opportunities
- Business and industry partnerships to enhance Career and Technical Education

Diversity, Equity and Inclusion

- Student equity and support
- Employee professional development
- Measure and communicate impact

Sustainability Practices

- Renewable energy and sustainability programs and initiatives
- Innovation in recycling for the campus and the community

STRATEGIC GOAL ONE

Forecast and prepare for future learners, holistically supporting their educational goals.

Kalamazoo Valley will routinely utilize data as a tool for continuous improvement and informed decision making, allowing us to forecast and prepare for future learners. We will provide resources for the holistic needs of learners in order to support their educational goals with special attention to part-time learners. The college will utilize strategic resource decisions that are guided by the college mission and priorities while informed by learner needs, feedback, experiences, workforce/employee needs and trends. The college will be forward-thinking, highlighting the learner experience in regard to space utilization and ensuring course scheduling and course modalities meet the needs of learners, employees and expanded community partnerships.

TARGETS

- A. Launch a Data Governance Team who will establish common data definitions and review/establish policies and procedures for responsible use of data.
 - > Definitions, policies and procedures will be 100% complete and operationalized by 2027.

During 2022-2023, a cross-departmental Data Governance Committee was established to carry out work pertaining to proper management and utilization of information across the college. Five action teams focused on data knowledge, quality, ownership, accessibility and security have been planning and executing a number of different projects including, but not limited to the:

- Creation of a committee charter to define the roles and responsibilities of the committee.
- Development of a multi-session data literacy training to be implemented college-wide. Tiered trainings are designed to cater to various needs and levels of data knowledge and understanding.
- Creation of a process to capture, document and update external data sharing between the college and partners or reporting agencies.
- Completion of a data governance self-assessment to identify opportunities presented through the results.
- Establishment of a data classification system that defines the appropriate degree of protection for all data collected across the college.

As a grantee, Kalamazoo Valley works closely with the National Association of College and University Business Officers (NACUBO) to implement structured data governance at the college.

B. Complete an assessment of students' needs.

- > 90% of students new to Kalamazoo Valley will complete a basic needs and course scheduling needs assessment used to connect them to essential resources.

The Kalamazoo Valley intake survey has been re-developed and deployed for Fall 2023 enrollees. The survey captures self-reported, non-cognitive factors that often align with attrition such as housing security, food security, transportation and college affordability as well as scheduling related preferences such as availability to take courses and preferred modality. The college uses results to send targeted messaging to students about external and on-campus resources. Results are also made available for support services such as counseling and advising, to help guide conversations toward resources that may aid in students' academic success. In addition, aggregate survey analysis helps us to gain valuable insight on the factors associated with students that stop-out prior to credential completion.

- > Increase the next-term persistence rate of students completing a developmental math and/or English course by 10%.

Developmental education offered by community colleges across the State of Michigan has shifted significantly since the launch of the Michigan Reconnect Scholarship. In order to remain Michigan Reconnect eligible, Kalamazoo Valley has implemented changes mandated in legislation to package developmental education offerings as fully concurrent. This means developmental education courses are scheduled in conjunction with college-level courses of the same discipline. A great amount of strategic thought has been put into place to ensure we are able to integrate this emerging course structure into practice, while ensuring student success is at the center of our approach. Measuring the completion of college-level math and English of students required to complete a concurrent developmental course is a primary focus.

An update has been made to the developmental education metric outlined in the strategic plan to align with data reported to the Voluntary Framework of Accountability (VFA). Doing so will better align with the strategies and structure being implemented, which primarily focuses on successful completion of both developmental and college-level courses. In addition, this change will allow the college to benchmark against other community colleges across the state and our VFA comparison group.

Updated metrics:

- Increase the percentage of students enrolled in a developmental mathematics course who also complete a college-level mathematics course by 5%
- Increase the percentage of students enrolled in a developmental English course who also complete a college-level English course by 5%

STRATEGIC GOAL TWO

Embed diversity, equity and inclusivity in all processes across the college.

Kalamazoo Valley will create a collaborative and inclusive culture where all are welcomed. To accomplish this goal, the college will embody organizational self-awareness and acknowledge community perceptions. Building on the efforts to support students holistically, similarly we will cultivate an environment where employees are comfortable sharing well-informed ideas, thoughts and opinions, with an understanding that recommendations will be considered during decision making.

TARGETS

- A. All institutional Key Performance Indicators (KPIs), including unit-level KPIs, will be developed through a diversity, equity and inclusivity lens.
 - > 100% of unit-level KPIs will be grounded in equity, aligned with college-level strategic goals and influenced by disaggregate level data by 2027.

In 2022 – 2023, the Administrators Plus team collaborated to take a deeper dive into the Strategic Plan to establish Key Performance Indicators to guide cross-institutional action plans for implementation of the Strategic Plan. The team started with a review and understanding of key data points, followed by a brainstorming session of priorities for each of the three goals outlined in the Strategic Plan. From there, three teams were formed (one for each strategic goal) to focus on narrowing the priorities through a practice of identifying key Problem Statements. The Problem Statements further informed the development of the following Key Performance Indicators.

KPI aligned to Strategic Goal One

By 2026, Kalamazoo Valley will have developed a student-centered academic schedule that maximizes opportunity in all semesters, for degree-seeking students, guest students, community education and all other learners.

In order to do so, by May 2024, Kalamazoo Valley

- will have drafted and adopted agreed upon terminology and measurables pertaining to the development and maintenance of a student-centered academic schedule.
- will have explored functionality of the AdAstra tool for assessing and establishing a student-centered academic schedule.
- will have assessed and updated the process to help students better answer “What is the most important class I need right now” using program priority maps.

And, by May 2025, Kalamazoo Valley

- will have drafted and adopted course scheduling criteria/guidelines.
- will have reviewed past years course offerings in terms of sequence, times and modalities.
- will have examined an initial trial of the development of a student-centered academic schedule.

KPI aligned to Strategic Goal Two

By December 2024, Kalamazoo Valley will have established a baseline measure of student belongingness and engagement.

KPI aligned to Strategic Goal Three

By May 2024, Kalamazoo Valley will assess current practices and existing internal gaps in knowledge, information sharing, services provided through external partnership and coordination that constrain our abilities to serve students and engage partners.

- B. The college will complete a holistic review of all college policies and procedures to ensure support for diversity, equity and inclusivity.
- > 100% of all college policies and procedures will be reviewed by 2027.

In Fall 2022, a review of the Cabinet Member Operating Policies (CMOP) began to ensure that policies are relevant and comply with best practices, as well as state and federal law. Each CMOP brought forward for review was evaluated through a diversity and inclusion lens. During 2022 - 2023, 19 CMOPs were reviewed and updated and three new CMOPs were created.

A review schedule has been set so that each CMOP will be reviewed every 6 years. The current cycle of review will end in academic year 2027-2028.

- C. Increase the number of overall courses that include one of these two DEI Institutional Learning Outcomes as a primary focus:
1. Respect for diversity. Appreciate the rich and varied cultural backgrounds of fellow students and the global community. Understand the role that culture and environment play in individual behavior and the necessity of respecting individual differences.
 2. A global perspective. Understand global interdependence and the impact of historical, geophysical, political, economic and socio-cultural forces on nations and people.
- > Increase the number of courses with a DEI Institutional Learning Outcome to 35% by 2027.
~ Fall 2022 Baseline = 26.2%

The number of courses with the Institutional Learning Outcome (ILO) Respect for Diversity has dropped from 128 to 120 within the last year due to changes made in curriculum. Currently, 7.6% of courses at Kalamazoo Valley identified the ILO Respect for Diversity as one of their two ILOs.

The number of courses with the Institutional Learning Outcome A Global Perspective has increased from 94 to 96. Currently, 5.7% of courses at Kalamazoo Valley identified the Institutional Learning Outcome A Global Perspective as one of their two Institutional Learning Outcomes.

Each course has two out of eight Institutional Learning Outcomes on their master syllabi. This practice of only including two ILOs on the master syllabi limits the number of courses that select Respect for Diversity and A Global Perspective as ILOs.

A review of the Institutional Learning Outcomes began in Spring of 2023 and it is anticipated that the college's ILOs will be modified as a result.

STRATEGIC GOAL THREE

Leverage broad expertise and intentional partnerships to best serve the college community.

Kalamazoo Valley will collaborate with secondary, community, other higher education institutions and business partners with a focus on creating and maintaining intentional relationships and being true to the college mission. This includes providing resources for the mental health needs of all learners and employees. Enhancing collaboration will also support facility goals, such as pursuing opportunities in renewable energy, sustainability programs and initiatives, and innovative recycling programs. Internal, cross-institutional collaboration will be highlighted to support enhanced learning experiences and curriculum development (non-credit and credit programs).

TARGETS

- A. Complete an institutional needs assessment to identify gaps and opportunities for partnerships to support goals and operations of the college. This will include creating a definition for partnerships and creating a centralized inventory of college partners.
 - > Create three new intentional community collaborations each year, focused on supporting learner outcomes and gaps identified in the institutional needs assessment.

In 2022 – 2023, the Kalamazoo Valley Strategic Enrollment and Retention Committee created a student services and support matrix. The matrix serves as an institutional asset map, capturing a number of departments, services, initiatives and programs available to students. It captures these items in a format that helps the college identify where we have gaps and opportunities to holistically support our students. We will continue to utilize this tool as a starting point for identifying opportunities to expand community collaborations, as well as ensure institutional services are provided in a manner that support all students and their individualized needs. Documenting this information in a succinct and easy to understand manner enhances our ability to address service gaps and discuss ways to improve the student experience.

New intentional community collaborations in 2022 – 2023 included:

- A new relationship with Goodwill Industries to create a collaborative training program.
- A pilot Sterile Processing Certificate Prep Course in partnership with Bronson Hospital.
- A pilot CHEF Coaching Program in partnership with Harvard University and Spaulding.
- A new collaboration with Western Michigan University to celebrate Asian American and Pacific Islander Heritage Month with a goal to provide college/university faculty and staff in the Kalamazoo Community with tools to support AAPISA students.

- B. Increase advisory committee (comprised of business, industry and external education organization representatives) response rates to program of study surveys distributed as part of the program review reporting requirements.

- > Increase response rate to advisory committee surveys by 20%.

The college collected input via advisory board surveys in 2021, receiving 65 responses. To meet the target response rate, the college will need to gather 80 responses on the next survey. The advisory board survey will be collected from all advisory board members in the fall of 2023. To increase the percentage of survey responders, the college has worked to keep advisory board member lists up-to-date and surveys will be completed in-person at the advisory board meetings. Program Chairs will be encouraged to also collect surveys from members who are not able to attend the meeting.

The survey responses will be used to inform program improvements in the program review process and for the Perkins Comprehensive Local Needs Assessment (CLNA). In January 2023 a new program review process began for a cohort of 8 programs. This program review process includes six activities that will take place over two years. Activity 4 of program review focuses on relevance and forecasting. The advisory board survey responses will be analyzed by faculty during Activity 4 to inform decision making.

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