

## DRAFT

### College Planning Council Agenda October 26, 2006 2:30 p.m. – 5:00 p.m. Winter Park Campus, Room 221

The meeting will last 2 hours and 30 minutes if the time estimates are met, including a 15- minute break. The Council is free to adjust the time estimates as it wishes.

- I. **Welcome and Introductions** (5 minutes) – Fitzroy Farquharson
- II. **Action Item: Minutes of September 28, 2006 Meeting** (5 minutes) – Susan Kelley ([See Attachment A.](#))
- III. **Report: Budget and Financial Advisory Group** (15 minutes) – David Rogers  
David will report on the development of the 07-08 Budget Development process by the BFAG, including plans to call for Strategic Budget Initiative proposals for 07-08, based on the Group’s review of last year’s processes.
- IV. **Report: Strategic Planning Committee and Task Force Activities** (20 minutes) – David Rogers, Susan Kelley, Fitzroy Farquharson, Karen Blondeau, and Tom Byrnes  
The liasons from the CPC to the four Task Forces will report briefly on the activities underway by the Task Forces. In addition, Susan Kelley will report on the Strategic Planning Committee’s activities. ([See Attachment B – Summary presented to the Trustees](#) on October 17, 2006, as well as the minutes circulated by each task force and the Committee, forwarded via email to the Council members.)

Note that the role of the Council is to ensure that the work is progressing in a timely way as planned, in keeping with the design principles in the Plan for Planning, and honoring our commitment to collaboration.

- V. **Report: Diversity Committee** (5 minutes)  
The Diversity Committee reports to the College Planning Council. Silvia Zapico forwarded the attached update on the activities underway to re-organize the Diversity Committee. ([See Attachment C – Diversity Committee Update](#))
- VI. **Report: Quarterly Financial Report** (10 minutes)  
Keith Houck will present the quarterly report that he provided to the Board of Trustees on October 17, 2006. ([See Attachments D and E – Financial Reports](#))

**BREAK – 15 minutes**

- VII. **SWOT Analysis**  
(Estimated time: 70 minutes)

The Council will engage in a SWOT Analysis (Strengths, Weaknesses, Opportunities, and Threats). The analysis will be based on a review of a summary of qualitative and quantitative data prepared by the Data and Situational/Needs Analysis Task Force and provided to the Council in advance of the October 26 meeting. (Attachment F is a draft of this summary as of October 19.)

Also, all of the analyses of the data collected are being organized in keeping with the categories in the taxonomies adopted for this work, and the material will be placed on a CD-ROM and provided to the Council members. (See the taxonomies on the last page of this agenda.)

Council members will identify Opportunities and Threats in the external environment. To complement that, Strengths and Weaknesses in the internal environment will be identified.

As much as possible, the Council will use the Kaufman model in this analysis, speaking about Strengths, Weaknesses, Opportunities, and Threats in terms of results or gaps in results.

The Council will look for intersections of:

- Strengths and Opportunities (Points of leverage)
- Strengths and Threats (Points of vulnerability)
- Weaknesses and Opportunities (Constraints)
- Weaknesses and Threats (Problems)

Small group discussion – 40 minutes

The Council will split into four small groups, and each group will list strengths, weaknesses, opportunities, and threats that the data reveal, based on their analysis and reading. Points of intersection will be identified as noted above. Each team should wrap up the small group discussion in 40 minutes (allowing around 10 minutes for each of the SWOT areas).

Large group discussion – 30 minutes

All teams' lists of strengths, weaknesses, opportunities, and threats, and proposed points of intersection, will be reviewed by the Council as a whole, and any differences noted and/or addressed.

The input from the Council's SWOT analysis will be joined with: input from the College as a whole on Learning Day; the SWOT conducted by the Data and Situational/Needs Analysis Task Force, and the SWOT conducted by the College Planning Committee. All of this work will form the basis for a draft Situational Analysis to be finalized in December.

**VIII. Next Meeting Date and Time (5 minutes) – Fitzroy Farquharson**

The next meeting is scheduled for December 7, 2006, at the West Campus, 6-202, at 2:30 p.m.

## **TAXONOMIES**

**For the External Environment**, the Council adopted the standard taxonomy provided by the Society for College and University Planning (SCUP), with areas of focus provided by four data analysis questions developed by the Task Force and approved by the Data and Situational/Needs Analysis Task Force and the College Planning Committee.

The SCUP external taxonomy includes: Societal/Cultural; Political/Legal; Competition; Technology; Economy.

### **External Focus Questions (Our Community, Economic Development, Competitors and Partners)**

1. What are the potential changes to our community and its needs between 2000 and 2013? What are the most significant changes that will impact the programs and services Valencia delivers to the community to meet those needs?
2. How might our relationships with community partners (including business, non-profit, and government partners) support, enhance, and detract from our ability to meet needs arising from community changes?
3. Who are our current competitors and how might they change by 2013? What are our competitors' targeted populations and programs, who are their successful recruits, and what is the volume of their enrollment?
4. What is our current and projected public policy environment, our strategy for navigating that environment, and the results we wish to achieve in garnering resources to serve our employees, clients, and students?

**For the Internal Environment**, the Task Force agreed to use the following four questions as the taxonomy:

### **Internal Focus (Access, Student Success, Resources)**

1. How does Valencia currently invite or restrict access to higher education?
2. What are the perceptions of students (current and prospective) about access to the college and their experiences in attending Valencia?
3. How do the experiences and characteristics of successful and unsuccessful students differ, beginning with their initial contact with Valencia? To what extent can we demonstrate "value added," and what measures of learning are available to us?
4. How do our fiscal, facility, technological, student affairs, and human resource capabilities, policies, and strategies support and/or hinder students in meeting their learning goals?

