

OUR COMMUNITY • OUR COLLEGE • OUR FUTURE

OurNext10

DUTCHESS
COMMUNITY COLLEGE

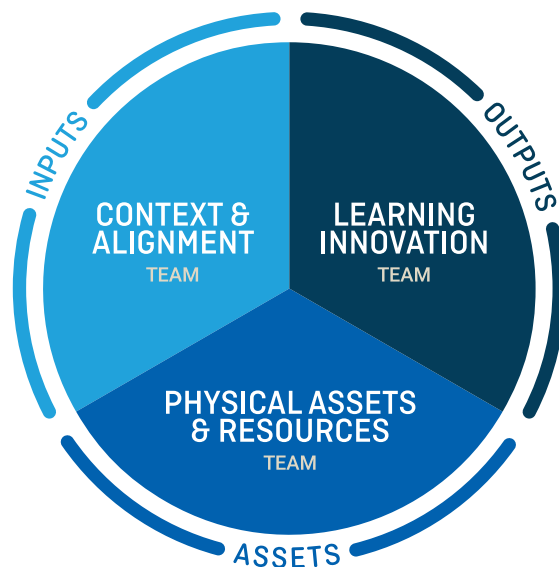


The most important and impactful work the campus will undertake this year in collaboration with community partners – the College’s Academic and Facilities Master Plan initiative – has begun. The process, which will be known as “Our Next 10,” will result in the creation of a 10-year master plan that addresses both academic direction and facilities redevelopment.

Internal and external Dutchess Community College stakeholders are critical to this planning process and ultimately, to our ability to accomplish the strategic initiatives identified in the final plan.

FRAMEWORK

The campus will be considered through three parallel lenses, each guided by a committee of College stakeholders.



INPUTS: The Context and Alignment Team (CAT) will examine the environment in which DCC operates. This includes external factors that are both wide-reaching, such as national and local trends in higher education and population demographics, and highly specific, such as budget limitations and collaborative partnerships between DCC and neighboring institutions.

OUTPUTS: The Learning Innovation Team (LIT) will focus on DCC’s academic operations including the outcomes the College wants to achieve and the methodologies by which it anticipates achieving them. This committee’s aegis will include both current and anticipated programming to address the academic needs identified by the CAT and the pedagogies that support that programming.

ASSETS: The Physical Assets and Resources Team (PART) will address the physical and human resources infrastructure required to support College operations. In response to specific questions identified to date, special attention will be devoted to the College’s information technology and campus safety / security infrastructure.

The three parallel tracks will be considered in tandem, with each component both drawing from and informing the other. At a high level, the work will be conducted in three successive stages. As a first essential step, both the planning team and College representatives will work to develop a shared understanding of the operative context for each of the three tracks. That shared understanding will serve as a foundation for all subsequent efforts, most importantly the development of strategies for responding to those contexts. These strategies will include an articulation of planning principles that will guide the development of a plan for fine-tuning campus operations and facilities. The composite plan will serve as a road map for the College and will be characterized by clarity and definition in the short term to address immediate needs and a more flexible framework in the long term to address alternative future scenarios.

Each team's work will be facilitated by a designated representative and the three teams (which also include DCC alumni) will be supported by a core group of DCC staff. It is anticipated that each team will meet as many as 10 times over the course of the project and that responsibilities will include:

- reviewing presentations prior to each meeting
- serving as a conduit and soliciting input from College stakeholders
- following each meeting, reporting out to constituents and gathering feedback

ENGAGEMENT AND INCLUSIVITY

Over the course of the project, the planning team will conduct a series of meetings with campus stakeholders in addition to the approximately 30 meetings total conducted with campus committees. These additional meetings will consist of interviews, workshops, roundtables and open forums.

PROJECT COMPONENTS

Our Next 10 will include six phases:

1. PROJECT SETUP

The first essential step will be to work with the three committees to construct an overall project schedule that will serve as a “project syllabus.” In the same way that an academic syllabus identifies the modules that serve as the framework to support learning objectives, learning activities and student outcomes, the project syllabus will serve as a roadmap for developing a shared understanding of the context, strategic approach and plan development for each of the three project tracks identified above.

2. EVALUATE EXISTING AND ANTICIPATED CONTEXTS; CLARIFY OPPORTUNITIES AND CONSTRAINTS

This second phase will include gathering and analyzing a wide range of data sets that will serve as the basis for subsequent plan development and will include three subcomponents:

- a. The first will be a period of in-depth data analysis across a variety of topics such as regional demographics, college enrollment history and a review of DCC's existing physical conditions. This analysis will take place at multiple scales to reflect highly local, regional and statewide/national factors.
- b. Next, the planning team will review its analysis of the existing conditions data with each of the three committees and, based on its review and recommendations, will conduct a series of interviews with select stakeholders both internal and external to the College. These interviews will round out and supplement preliminary conclusions drawn from the primary review of information.
- c. Again, the planning team will review the feedback gathered through these interviews with each of the three committees and will synthesize the findings into a high-level summary presentation that will be reviewed in an open forum setting.

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3. ESTABLISH PLANNING PRINCIPLES

Based on that shared understanding of the existing context, the planning team will work with campus stakeholders to develop a set of planning principles that will guide subsequent plan development. These principles will serve as the criteria, or yardstick, by which plan options will be measured, evaluated and therefore, prioritized. These principles will touch on each of the three framework tracks (CAT, LIT and PART) and may include statements such as “stabilize declining enrollment” or “reduce maintenance and operational costs of facilities.” Collectively, these criteria will speak to DCC’s strategy for responding to and engaging the context identified in Phase 2. These principles will be developed over the course of a series of workshops with College stakeholders, workshops that will be developed in consultation with each of the three framework committees.

4. MODEL STRATEGIC GOALS

Based on the identified strategies and feedback obtained from the committees the planning team will develop a series of alternatives and options for committee review. This modeling of strategic goals will include high-level scenario planning to evaluate the degree to which each option advances the strategic position of the college and supports the agreed-upon planning principles. Depending on the nature of the options under consideration, the planning team will conduct more focused roundtables with select stakeholders to better define both their potential execution and implementation. Based on the conclusions drawn in consultation with each of the three project committees, the planning team will report out to the College community through one or more open forums.

5. DEVELOP FACILITIES OPTIONS

Once these “threads” or strategic approaches have been identified, the planning team will work with the committees to develop optional approaches to facilities redevelopment for the campus to deliver the intended initiatives. The planning principles identified in Phase 3 will serve as a yardstick to evaluate each alternative and to maintain alignment with the collective plan strategy. As with Phase 4, it can be expected that a series of roundtable discussions will be convened to develop greater specificity related to facilities implementation.

6. ASSEMBLE COMPOSITE PLAN

