Elements of Strategic Planning (Logic Model “V”)

- Goals
- Resources
- Time Line
- Impact
- Mission/Vision
- Objectives
- Assessment
- Outcomes
- Outputs
- Strategies
- Implementation
- Actions
- Activities
- Alignment
IDEAS FOR DEVELOPING COLLEGE STRATEGIC PLANS
ARTS

Goal: Improve learning environments
Objective: Electronic integration
Faculty training
Sharing experience among faculty members
Modify course plans

- **Strategy:**
  1. Improve infrastructure
  2. Redesign 10 courses to become e-courses
  3. Develop solutions for challenges like number of learners and faculty readiness

- **Strategies:**
  1. Motivation and competition for faculty
  2. Using training opportunities like those offered by CELT

- **Action:**
  1. Sharing and involvement with the students
  2. Developing equipment in 2 labs
  3. Send 10 faculty for training
ENGINEERING

**Goal:** Improve quality of graduates to meet needs of local market

**Objective:** Curriculum review and reform

**Strategies:** Review course plans to meet the needs of the market

**Actions:**
1. Advisory boards from the local market and meet with them once every semester at least
2. Periodically modify plans based on feedback received from the advisory board.
SCIENCE

Goal: Improve quality to meet national requirements and international standards

Objectives:
1. Curriculum review and reform
2. Program review and reform
3. Expand existing programs (open new Graduate programs)

Strategies: Establish new programs like material science

Actions:
1. Recruit new staff members
2. Increase number of Science student graduate study scholarships
3. Improve material science labs equipment/ infrastructure
PHYSICAL EDUCATION

Goal: Open new majors for sport science

Objective: Developing curriculum plan for the New major

Strategy 1: Staff recruitment
Action: 5 scholarships to staff the new program

Scholarships

Strategy 2: Develop infrastructure to meet needs for new courses
Action: Sports labs for bio-mechanic.
IT TECHNOLOGY

**Goal:** Improve opportunities for learner involvement and creativity

**Objective:** Modify curriculum to encourage independent and creative learner work.

**Strategy 1:** Pedagogical redesign courses new admissions into IT

**Strategy 2:** Train faculty in project-based

**Action:** Project-based courses Development
NURSING

Goal: Develop more diversity among student population in the department

Objective: Recruitment of female students

Strategies:
1. School visits
2. Attempt to reach the families

Goal: Curriculum reform

Objective: Establish an integrated masters’ degree
EDUCATION FACULTY

Goal: Improving education research quality by making it more practical

Objective: Faculty do research to impact education practices.

Strategy:
1. Establish College community research practice
2. Set up research project groups to peer-review
3. Annual research meeting for the college of education.

Action:
1. Establish a steering committee
2. Establish 3 full funded opportunities to participate in international conferences
Hijawi College of Technology

**Goal:** Improve the technical education programs by enhancing the existing facilities (through partnerships and reaching out to the private sector).

**Strategy:** Work on projects/programs with the private sector.

**Action:** Workshops and meetings with the private sector to identify needs.
KEY PERFORMANCE INDICATORS

Prepared by
Team of Planning & Quality Assurance Office
An Najah University
Recruit, educate, challenge and graduate outstanding students who become highly motivated learners and leaders.

Recruit, reward and retain staff who innovate, energetic and dedicated to the highest standards of excellence.

Be responsible stewards of resources, focused on service, driven by performance and known as the best among our beers.

Inspire exploration of new ideas and breakthrough discoveries that address the critical problems and needs of the university, region and the world.

KPI مشروع
الأهداف

- بناء نظام لقياس الأداء للجامعة ككل
- أن تكون تلك المؤشرات مرتبطة بالخطة الإستراتيجية للجامعة
- أن تكون المؤشرات قابلة للقياس والتحسين
- أن تحصل تلك المؤشرات على اعتماد وموافقة كل ذوي العلاقة في الجامعة.

أن يتم جمع بيانات تتعلق بنسبة لا تقل عن 25% من المؤشرات التي يتم تحديدها.

أن يتم وضع وصف كامل لمؤشرات الأداء التي تم جمع البيانات لها.
مؤشّرات قياس الأداء

وبعد الحصول على التغذية الراجعة من بعض الجهات فقد تم تشكيل حوالي 160 مؤشر في القطاعات التالية:

- مؤشرات رئيسية:
  - مؤشرات قياس الأداء الأكاديمي
  - مؤشرات قياس الأداء الإداري
  - مؤشرات قياس الأداء في البحث العلمي
  - مؤشرات قياس الأداء في خدمة المجتمع

- مؤشرات داعمة:
  - مؤشرات قياس الأداء في العلاقات الدولية والعامة
  - مؤشرات قياس الأداء المالي
  - مؤشرات قياس الأداء في التخطيط والجودة

Components -> Down to Specifics -> Evaluate
القيمة المراد تحقيقها للعام القادم

<table>
<thead>
<tr>
<th>القيمة الحالية</th>
<th>الجامعة</th>
<th>الكلية</th>
<th>الأقسام</th>
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اسم المؤشر

العدد الكلي للكليات
العدد الكلي للأقسام
العدد الكلي للبرامج
عدد البرامج التي أُعدت مواصفات خريج البرنامج
عدد الكليات التي أُعدت مواصفات خريج الكلية
عدد المشاريع العلمية التي تشارك بها الجامعة
عدد المؤتمرات العلمية المنظمة على مستوى الجامعة
عدد رسائل الماجستير المنجزة
عدد المؤتمرات التي يشارك بها أعضاء هيئة التدريس في الخارج
عدد الزيارات العلمية الخارجية
لزيادة المشاركة وتفعيلها:
1- ورشات عمل
2- استخدام المؤشرات كأداة قياس لمدى إنتاجية المعنيين
3- خطة سنوية تبني لتحقيق مؤشرات الأداء وبالتالي الخطة الإستراتيجية
4- التقييم على أساس المؤشرات
5- الطلب على أساس المؤشرات

سأuggle 1: اعتقد أن مؤشرات الأداء المقترحة تشمل عمل كلتي و/أو دائرتي

سأuggle 2: اعتقد أن تطبيق مؤشرات الأداء سوف يعمل على تطور الجامعة

لديه موافقة ورغبة في فائدة واضرورة استخدام المؤشرات

نسبة المشاركة في الاستبيان

مشاركة في المشروع

لا

نعم

شارك

لم يشارك

49%

51%

35%

65%

26.09%

52.17%

14

5

11.00

3.00

2.00

1.00

0

5

10

15

20

25

30

سؤال 2: اعتقد أن مؤشرات الأداء المقترحة تشمل عمل كلتي و/أو دائرتي

سؤال 1: اعتقد أن تطبيق مؤشرات الأداء سوف يعمل على تطور الجامعة

11.00

7

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لم يشارك

شارك

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السؤال 11: هل قمت با لمشاركة أو المشاركة في اعداد أو مراجعة مؤشرات الأداء (KPI) في الجامعة

لا

نعم
different perspectives

self-induced vs. enforced
internal vs. external
snapshot vs. forward looking
Many “recipes” and characteristics, i.e.

SMART
Specific
Measurable
Achievable
Relevant
Timely

INVEST
Immediately actionable
Negotiable
Valuable
Estimable
Sized to fit
Testable

3 are enough
actionable
understandable
accessible
BALANCED SCORECARD

- **Financial Perspective**
  - How well do we use resources?

- **Customer Perspective**
  - How well do we support customers?

- **Internal Process Perspective**
  - How productive & efficient are we?

- **Innovation & Learning Perspective**
  - Can we sustain excellence over time?

- **Teaching & Learning**
  - Excellence
Session 3:
Activities and Outputs
Example of **Activities and Outputs**
Reform of Curriculum and Teaching of 1st and 2nd Year Biology Program - Northwestern University

**Goal**

1. To reform the introductory biology series towards a more learning-centered format.

**Objective**

Train faculty and graduate teaching fellows in active learning techniques through training workshops
# ACTIVITY
## Assessing the Action

<table>
<thead>
<tr>
<th>Actions</th>
<th>Activities</th>
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</thead>
</table>
| Develop new lab courses. | • Was a genetics course introduced?  
| Redesign the Biological Sciences 210 course so that it includes a genetics course in the first year. | • Were new lab courses developed?  
| Train faculty and graduate teaching fellows in active learning techniques through training workshops | • Were training courses given? |

**Indicators**
- Number of new lab courses approved in biology  
- Number of workshops delivered.  
- Number of faculty and graduate students who participated in workshops

**Methods**
- Review of course data in Biology  
- Review of workshop participation data
## Outputs
### Assessing the Strategies

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Outputs</th>
<th>Indicators</th>
<th>Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provide significant support for faculty</td>
<td>• Was support for faculty resigning the curriculum provided?</td>
<td>• Number of times curriculum specialist met with faculty?</td>
<td>• Faculty survey</td>
</tr>
<tr>
<td>who are redesigning the biology</td>
<td>• Were faculty satisfied with the support they received?</td>
<td>• Number of faculty who received course release time</td>
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<tr>
<td>curriculum.</td>
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<tr>
<td>• Hire a biological sciences curriculum</td>
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<td>specialist.</td>
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<tr>
<td>• Developing a bank of active-learning</td>
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<td>teaching resources</td>
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</table>

**Method**

- Faculty survey
ACTIVITY

In Faculty Groups: share/construct some activities and outputs (including indicators and methods) related to at least one action and one strategy you developed in the last session.

(See Logic V Model handouts)
BREAK
15 MINUTES
Session 4:

Outcomes and Impact
EXAMPLE OF Outcomes and Impact
Undergraduate Research Program
Northwestern University

**Goal**
1. To increase the number of Northwestern University undergraduate students who are participating in research during the early years of their study at Northwestern.

**Objectives**
1. Increase the number of science students who write and submit proposals for undergraduate research at Northwestern and who receive funding to conduct their research.
2. Increase interest in research among science undergraduates.
3. Increase confidence in research skills in science undergraduates.
OUTCOMES
ASSESSING THE OBJECTIVES

Objectives
• 1. Increase the number of science students who write and submit proposals for undergraduate research at Northwestern and who receive funding to conduct their research.
• 2. Increase interest in research among science undergraduates
• 3. Increase confidence in research skills in science undergraduates.

Outcomes

Indicators
• 1. Eighteen undergraduate students conducting research in a laboratory over summer. Research is supported by scholarships from the undergraduate research committee.
• 2. Research self-efficacy, interest in research and research careers increased during the program.

Method
• Review of data from Undergraduate Research Office and review of program data.
• Participant survey
• Research Self-Efficacy Survey (validated measure)
## IMPACT
### ASSESSING THE GOALS

<table>
<thead>
<tr>
<th>Goal</th>
<th>Impact</th>
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</table>
| 1. To increase the number of Northwestern University undergraduate students who are participating in research during the early years of their study at Northwestern | **Impact Indicators**  
1. Eighteen more 1st and 2nd year undergraduates at Northwestern University are involved in research. |

**Method**  
Review of data from Undergraduate Research Office and review of program data
**ACTIVITY**

In Faculty Groups: share/construct some **outcomes** and **impacts** (including indicators and methods) related to at least one objective and one goal you developed in the last session.

*(See Logic V Model handouts)*