

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

SAHE506

Course Summary

Course : SAHE506 **Title :** Strategic Planning and Program Evaluation

Length of Course : 8 **Faculty :**

Prerequisites : EDUC604, SAHE510 **Credit Hours :** 3

Description

Course Description:

This course will introduce students to the process of developing strategic plans by guiding them through the cyclical process of planning, evaluation, and program review. Students will explore the theories relevant to the steps of this cyclical process and delve into the factors and circumstances that contribute to continuous improvement. Students will learn the necessary skills to evaluate programs by analyzing case studies and offering justifications for programmatic change. (Prerequisites: EDUC604 and SAHE510)

Course Scope:

This course will introduce students to the process of developing strategic plans by guiding them through the cyclical process of planning, evaluation, and program review. Students will explore the theories relevant to the steps of this cyclical process and delve into the factors and circumstances that contribute to continuous improvement. Students will learn the necessary skills to methodically evaluate programs by analyzing case studies and offering justifications for programmatic change.

This course will acquaint students with the theoretical underpinnings of strategic planning and have them master the mechanics of strategic planning for higher education institutions.

Objectives

1. Demonstrate an understanding of strategic planning in higher education.
2. Summarize the key steps in strategic planning
3. Create a strategic plan
4. Analyze the concepts of accountability and improvement in higher education.
5. Critique internal and external environmental constraints to strategic planning
6. Develop a plan to measure outcomes and to use these results for evaluative activities to promote continuous improvement

Outline

Week 1: Context & Purposes of Strategic Planning: Strategic Thinking & Leadership

Learning Outcomes

1. Summarize the elements of a strategic plan
2. Evaluate the history of strategic planning in higher education
3. Identify the difference between being strategic and just planning
4. Identify the benefits of strategic planning in student affairs.
5. Identify the steps to a successful collaborative strategic planning process

Required Readings

1. Hinton, K. E., (2012). Practical Guide to Strategic Planning in Higher Education, Section 1 and Section 2
2. Grace, G., (2010), New Directions for Student Services, no. 100 Chapter 1
3. Ellis, S., (2010). New Directions for Student Services, no. 132, Chapter 1
4. Sanaghan, P., (2009). Collaborative Strategic Planning in Higher Education, Chapter 1 and Chapter 2

Assignments

Forum #1

Recommended Optional Reading

Recommended Media

Week 2: The Process of Strategic Planning

Learning Outcomes

1. Demonstrate an understanding of strategic planning in higher education.
2. Summarize the key steps in strategic planning
3. Identify the roles of stakeholders in planning process

Required Readings

1. Hinton, K. E., (2012). Practical Guide To Strategic Planning In Higher Education Section 3
2. Cook L., (2010). New Directions for Student Services, no. 132, Chapter 3
3. Atkins, K., (2010), New Directions for Student Services, no. 132, Chapter 2
4. Sanaghan, P., (2009). Collaborative Strategic Planning in Higher Education, Chapter 3

Assignments

Forum #2

Submit Assignment #1

Recommended Optional Reading

Recommended Media

Week 3: Data Driven Planning and Financial Management

Learning Outcomes

Categorize practices to increase “buy-in” in the planning process,

Analyze evidence-based processes and internal and external sources of data that serve as a basis for institutional decision-making and planning

Determine how to assess the strategic plan.

Required Readings

1. Hinton, K. E., (2012). Practical Guide To Strategic Planning In Higher Education Section 3
2. Bresciani M. J.,(2010). New Directions for Student Services, no. 132, Winter Chapter 4
3. Conneely, J., (2010). NEW Directions for Student Services, no. 132, Winter Chapter 5
4. Sanaghan, P., (2009). Collaborative Strategic Planning in Higher Education, Chapter 3

Assignments

Forum #3

Submit Assignment 2

Recommended Optional Reading

Recommended Media

Week 4: Assessment and Program Evaluation

Learning Outcomes

1. Identify a Strengths, Weaknesses, Opportunities and Trends (SWOT) analysis
2. Practical application of SWOT analysis and data in planning and implementation process
3. Determine the program evaluation process

Required Readings

1. Clark, M. P., & Mason, T. W. (2001). Implementation of a comprehensive system of program evaluation: The Iowa state university experience.
2. Elkins, B., (2015). New Directions for Student Services, Winter, Chapter 4
3. Fairris, D., (2012). Using Program Evaluation to Enhance Student Success, Association of American Colleges and Universities,
4. Schuh, J. H., Biddix, J. P., Dean, L. A., & Kinzie, J. (2016). Assessment in student affairs, second edition., Chapter 1, Chapter 4, Chapter 5 and Chapter 6.

Assignments

Forum #4

Recommended Optional Reading

Recommended Media

Week 5: Implementation of the Strategic Plan

Learning Outcomes

1. Determine how to break-down the silos in departments to implement the strategic plan
2. Determine the appropriate the resources needed in each department to implement the strategic plan
3. Define the steps to transition from plan to action and action to results
4. Identify the differences among strategic plan, implementation plan, and annual operating plan
5. Define the key factors and impediments of the implementation

Required Readings

1. Hinton, K., (2012). Practical Guide To Strategic Planning In Higher Education, Section 7
2. Sanaghan, P., (2009). Collaborative Strategic Planning in Higher Education, Chapter 7 and Chapter 8.
3. Cherry, C., & Castillo, E., (2010). New Directions for Student Services, Winter, Chapter 7

Assignments

Forum #5

Recommended Optional Reading

Recommended Media

Week 6: Student Affairs Challenges in Strategic Planning

Learning Outcomes

1. Identify the present day challenges in student affairs
2. Determine how to overcome those challenges in strategic planning
3. Practice brainstorming in student affairs
4. Develop a process for conducting a lessons learned session

Required Readings

1. Kuh, G. D., & Banta, T. W. (2000). Faculty–Student Affairs Collaboration on Assessment
2. Porterfield, K. T., & Whitt, E. J. (2016). Past, Present, and Future: Contexts for Current Challenges and Opportunities
3. Sanaghan, P., (2009). Collaborative Strategic Planning in Higher Education, Chapter 9
4. Walters, E. W., & McKay, S. (2005). Strategic Planning and Retention.

Assignments

Forum #6

Submit Assignment #3

Recommended Optional Reading

Recommended Media

Week 7: Continuous Improvement

Learning Outcomes

1. Identify the steps in the continuous improvement process
2. Develop KPIs for your strategic plan

3. Evaluate the tools and techniques used in the continuous improvement process
4. Apply the continuous improvement process to the strategic plan

Required Readings

1. Gordon, G., & Fischer, M. (2018). The need for performance management systems in public higher education.
2. Maxwell, N. L., & Person, A. E. (2016). Using Data for Continuous Program Improvement.
3. Morgan, S. D., & Stewart, A. C. (2017). Continuous Improvement of Team Assignments:
4. Ryan, T. (2015). Quality Assurance in Higher Education:
5. Temponi, C. (2005). Continuous improvement framework:

Assignments

Forum #7

Recommended Optional Reading
Recommended Media

Week 8: Accountability in Higher Education

Learning Outcomes

1. Analyze current issues that will influence the future of higher education
2. Identify key issues for students, higher education, and legislators
3. Develop a strategy for improving accountability in higher education

Required Readings

1. Franklin, D. (2013). Out-of-class Learning and Accountability in Higher Education
2. Deming, D. J., & Figlio, D. (2016). Accountability in US education:
3. Levy, G. D., & Ronco, S. L. (2012). How Benchmarking and Higher Education Came Together.

Assignments

Forum #8

Submit Assignment 4

Submit Final Assignment

Recommended Optional Reading
Recommended Media

Evaluation

Grade Instruments	% of Final Grade
Final Assignment – Group – Strategic Plan	30%
Assignment 1 – Group – Describe your Institution	10%

Assignment 2 – Individual – SWOT Analysis	15%
Assignment 3 – Group – Implementation Plan	10%
Assignment 4 – Individual - Accountability	10%
Forums	25%
Total	100%

Grading:

Name	Grade %
Discussions	25.00 %
W1: Introduction	2.78 %
W1: Strategic Planning Experience	2.78 %
W2: Innovation and Change	2.78 %
W3: Data Driven Planning	2.78 %
W4: Strategic Planning Feedback and Leadership	2.78 %
W5: Implementing Strategic Plan	2.78 %
W6: Challenges	2.78 %
W7: Co-Curricular Plans	2.78 %
W8: Strategic Planning Reflection	2.78 %
Group Project	65.00 %
Group Project - Creation of Institution	16.25 %
SWOT Analysis for Group Project	16.25 %
Group Project - Implementation Plan	16.25 %
Group Project - Strategic Plan	16.25 %
Reflection	10.00 %
Accountability Reflection	10.00 %

Materials

Book Title: Various resources from the APUS Library & the Open Web are used. Please visit <http://apus.libguides.com/er.php> to locate the course eReserve.

Author:

Publication Info:

ISBN: ERESERVE NOTE

Book Title: Practical Guide to Strategic Planning in Higher Education, Society for College and University Planning (Ebook available through the APUS Online Library)

Author: Hinton, K. E.

Publication Info: Society for College and University Planning Lib

ISBN: 9781937724139

Book Title: Assessment in Student Affairs, 2nd ed. (Ebook available through the APUS Online Library)

Author: Schuh, John, Biddix, Dean and Kinzie

Publication Info: Wiley Lib

ISBN: 9781119049609

Available in the APUS Library:

Various course materials are listed each week in the course. All materials are available at no cost to students.

Course Guidelines

APUS Late Policy

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Late submissions that are submitted without prior approval will be graded according to the APUS Late Policy.

"Students are expected to submit assignments by the due dates listed in the classroom. Late assignments, including but not limited to Assignments, Discussions, posts and responses, quizzes, and exams, may or may not be accepted after the course end date. Submitting an assignment after the due date may result in a penalty of up to 10% of the grade per day late, not to exceed a maximum 50% of the grade. The amount of the penalty is at the faculty member's discretion." Faculty recognize that students have limited time and may be more flexible if potential delays are communicated ahead of time.*

*Doctoral and Programs with specialty accreditation may have different late policies.

**Students with DSA accommodations may have different late policies applied For more information regarding our DSA services, please contact DSA@apus.edu.

Citation and Reference Style

Students will follow the current edition of the American Psychological Association (APA) Style Guide as the sole citation and reference style used in written work submitted as part of coursework to this course. Assignments completed in a narrative essay or composition format must follow APA formatting.

Discussion Assignments

These are interactive dialog assignments designed to help you connect with your classmates in course related discourse and form a learning community. They are located under the "Discussions" of your course screen. Please carefully read the discussion prompt each week. Post your initial response by 11:59 PM on Wednesday of the week and 2 reply posts to classmates by 11:59 PM on Sunday of the week. The grading rubric and requirements for discussions can be found in the Discussion section of the classroom. You are encouraged to post substantively and on-time as this facilitates the advancement of the discussion.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

Humor Note: Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :), J

APUS Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

Request a Library Guide for your course (<http://apus.libguides.com/index.php>)

Communications

Student Communication

To reach the instructor, please communicate through the MyClassroom email function accessible from the Classlist of the Course Tools menu, where the instructor and students email addresses are listed, or via the Office 365 tool on the Course homepage.

- In emails to instructors, it's important to note the specific course in which you are enrolled. The name of the course is at the top center of all pages.
- Students and instructors communicate in Discussion posts and other learning activities.
- All interactions should follow APUS guidelines, as noted in the [Student Handbook](#), and maintain a professional, courteous tone.
- Students should review writing for spelling and grammar.
- [Tips on Using the Office 365 Email Tool](#)

Instructor Communication

The instructor will post announcements on communications preferences involving email and Instant Messaging and any changes in the class schedule or activities.

- Instructors will periodically post information on the expectations of students and will provide feedback on assignments, Discussion posts, quizzes, and exams.
 - Instructors will generally acknowledge student communications within 24 hours and respond within 48 hours, except in unusual circumstances (e.g., illness).
 - The APUS standard for grading of all assessments (assignments, Discussions, quizzes, exams) is five days or fewer from the due date.
 - Final course grades are submitted by faculty no later than seven days after the end date of the course or the end of the extension period.
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University Policies

Consult the [Student Handbook](#) for processes and policies at APUS. Notable policies:

- [Drop/Withdrawal Policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Academic Dishonesty / Plagiarism](#)
- [Disability Accommodations](#)
- [Student Deadlines](#)
- [Video Conference Policy](#)

Mission

The [mission of American Public University System](#) is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

Minimum Technology Requirements

- Please consult the catalog for the minimum hardware and software required for [undergraduate](#) and [graduate](#) courses.
- Although students are encouraged to use the [Pulse mobile app](#) with any course, please note that not all course work can be completed via a mobile device.

Disclaimers

- Please note that course content – and, thus, the syllabus – may change between when a student registers for a course and when the course starts.
- Course content may vary from the syllabus' schedule to meet the needs of a particular group.