

SYLLABUS
PLANNING (Higher Education)
Summer 2011
(On-Line)

Professor: Fashaad Crawford, PhD
Lecturer
College of Education, Health and Human Services

Assistant Vice President, Kent State University
Planning, Diversity Assessment, & Research Management
Kent State University

Phone: 330.672.8132

Email: fcrawf0@kent.edu

Course Website: <http://learn.kent.edu/> (Blackboard)

Contact: I typically respond quickly to email messages, usually within 24 hours, so feel free to email or contact me via phone as you need assistance or want to chat about the course.

Catalog Description

Focuses on the development of planning, implementation, and leadership skills needed to direct and evaluate strategic decision-making.

Purpose of Course

The course content provides the student with historical and operational perspectives about planning for modern organizations. The course focuses on the development and implementation of plans and the leadership skills needed to direct strategic decision-making within higher education settings.

Course Objectives

1. To gain knowledge and understanding of the operational and strategic planning functions related to higher educational organizations.
2. To obtain a working understanding of planning models.
3. To understand the role of planning in relationship to other administrative responsibilities.
4. To obtain a working knowledge of planning tools, methods, technologies, data sources and assessment approaches.

5. To learn about the role of the educational administrator as the leader and facilitator of the planning task.

Course Content

- Overview of strategic planning
- Strategic planning process
- Developing mission and vision statements
- Conducting an environmental scan (situation analysis)
- Performing a SWOT (strength, weaknesses, opportunities, threats) analysis
- Constructing strategic objectives and long-term strategies
- Facilitating plan creation
- Crafting operational (annual) objectives and action plans.
- Connecting strategic planning with facilities, resource management, and assessment
- Fostering participation in, and support for, plan creation and implementation
- Monitoring goals and objectives – management tools
- Tracking and evaluating plan implementation and performance evaluation

Requirements of Course

Format of the Course. We will address the associated course objectives through a variety of methods and approaches. The activities of the course will be organized through materials and interaction on the internet. A website for the course has been established at <http://learn.kent.edu>. Except for the required text, all course materials such as assignments, discussions, introductory videos, and other learning materials are located on the course web site. The web site also includes a student discussion forum. Students are expected to participate in the discussion forum on a weekly basis and to use the discussion forum to inform and enhance their understanding of the course content. Specific expectations for participation in the forum are discussed below and on the web site. Throughout the course, I will also use Multimedia Presenter to provide audio power point presentations.

The course web site is secure and has limited access. Only students enrolled in this course have access to this site through your KSU password. I will interact with the class largely through materials posted on the web site, discussion in the Discussion Board Forums, and audio power point presentations. Through my participation in the web site, I expect to offer alternative

interpretations of the readings and to raise questions about the topics we encounter. Participation in the discussion forum undergirds expectations for student performance and comprises an important component of the class format. It is very important that students participate in the forum. The forum is organized so that students can make comments, ask questions, and participate freely and fully in class activities from the convenience of their own computers.

Although our interaction will occur in a virtual environment, it is important to remember that “courtesy counts,” even in cyberspace. We will have a much more productive and beneficial experience if we commit ourselves to demonstrating respect, tolerance and sensitivity to the ideas of others and the basic rules of everyday discourse. In addition, please contact me as needed either by email or phone, with email as the preferred method.

Course Expectations. Continuing and regular use of word processing and e-mail is expected. Technology is an integral part of this course. In addition to accessing the course web site, students are expected to utilize their university e-mail account. I will use your KSU email address for communication regarding this course.

Required Text, Class Readings and Articles:

1) For this class, students are required to purchase the following book:

Bryson, J. M. (2004). *Strategic planning for public and nonprofit organizations: A guide to strengthening and sustaining organizational achievement* (3rd ed.). San Francisco: Jossey-Bass.

2) Also, for this class, students will be provided with the following articles:

Morphew, C. & Hartley, M. (2006). Mission Statements: A Thematic Analysis of Rhetoric across Institutional Type. *The Journal of Higher Education*, 77(3), 456-471.

Welsh, J., Petrosko, J. & Taylor, H. (2007). The School-To-College Transition in the context of Educational Reform: Student Retention and the State Policy Process. *Journal of College Student Retention*, 8(3), 307-324.

Birnbaum, R. (2000). The life cycle of academic management fads. *Journal of Higher Education*, 71, 1-16.

Bensimon, E. (2004). The diversity scorecard: A learning approach to institutional change. *Change* (January/February), p. 44-52. (Article can be downloaded at <http://www.uwsa.edu/edi/equity/articles.htm>).

Joe Saupe. *The functions of institutional research*.

Laura Saunders (1992). *Policy analysis: Neither institutional research nor planning*.

Welsh, J. (2004). *Supporting minority student access and achievement: Is there a role for the States?*

Rebecca Lake and Mark Mrozinski (2011). *The conflicting realities of community college mission statements.*

Rhonda Martin Epper (1999). *Applying benchmarking to higher education.*

Robert Barak and Charles Kniker (2002). *Benchmarking by State Higher Education Boards.*

Rod Githens, Fashaad Crawford, and Tim Sauer (2010). *Online occupational education in community colleges.*

- Please note other assigned readings may be added throughout the course of the class.

Overview of Assignments

1. Readings and Discussion

Chapters from the required text in addition to other class readings (listed above) will be assigned for class sessions. Other readings related to specific topics may be assigned throughout the summer. Readings must be completed prior to the class session and discussion board question(s) assigned. Please be sure to purchase the required text for the course and check the Course Documents link for weekly assigned readings. The readings supply background information and interpretation of vital topics and issues related to higher education planning. The readings may be addressed directly in the audio power point and/or may serve as the context for additional issues to be addressed. Accordingly, I expect that students be prepared to discuss, analyze and critique assigned readings in the discussion forum. A thorough understanding of the readings is also necessary for successful performance on each of the writing assignments. All discussion board posts are due on Saturday nights, by 11:59 pm.

2. Current Issue Paper

Directions: The purpose of this assignment is to allow students to remain cognizant of current issues influencing higher education organization and administration, in addition to pertinent issues being discussed by higher education practitioners, media, local, state, federal, or international levels related to planning and leadership.

Each student will be required to: (a) select a (current) topic that they deem a critically important issue in regard to higher education in the 21st century (for example distance education at two-year colleges); (b) write a 2 to 3 page paper discussing the issue, and (c)

explain/conclude why they believe the issue is vital in the scope of higher education today.

Papers should be well written and the “current issue” can be related to any institutional type, in addition any to local, state, national, or international institutions or other organizations and issues in higher education. Current issues may be pulled from local newspapers, internet websites (such as Inside Higher Education), or Higher Education Organizations/Associations (such as Chronicle of Higher Education), News website sites (such as New York Times, Plain Dealer, USA Today), etc. Please be sure to cite your Current Issue sources.

Papers should be submitted via email to fcrawfo1@kent.edu by **11:59 pm on June 18th**. If you have any questions please contact the course professor. As indicated on page 9 and 10 of your syllabus, the assignment is worth a total of 40 points for Master’s students and a total of 20 points for Doctoral students. Please review the Course Assignments and Rubric document for additional instruction regarding assignment and point totals.

3. Journal Article Critique

Directions: For this assignment, students will perform a critical analysis of a journal article related to planning and leadership in higher education. The purpose of the Journal Article Critique assignment is to provide students with an opportunity to gain in-depth knowledge about a topic in higher education planning and administration. Also, regarding conducting empirical research (e.g., thesis, dissertation), journal article critiques are vastly important in building a literature review as well as for interpreting empirical findings.

For this assignment, students should critique the following article:

1. Welsh, J. & Metcalf, J. (2003). Faculty and administrative support for institutional effectiveness activities. *The Journal of Higher Education*, 74(4), 445-468.

The journal article critique should be in the form of a **3-4** page (no more than 4 pages) word document with the following elements:

- a) Detailed, organized discussion of the main issue or problem discussed in the article.
- b) An overview of important literature cited in the article.
- c) A brief review of how the author(s) gathered and analyzed data.
- d) Discuss two key findings from the research.

- e) A brief discussion on how this article relates to planning in higher education and/or higher education leadership.
- f) A discussion of your reactions to the article.

Journal Article Critiques are due on **July 2nd, by 11:59 pm**. All Journal Article Critiques should be submitted via email to fcrawfo1@kent.edu. If you have any questions please contact the professor for this course. The assignment is worth a total of 80 points. Please review the Course Assignments and Rubric document for additional instruction.

4. Case Study: Byrd University

Overview of assignment: For this assignment, students are asked to read the assigned case study, and write an essay that answers questions related to the case study (Byrd University). The assignment, directions, questions and rubric can all be found in the document entitled Course Assignments and Rubric document, located in the Course Documents link.

On July 16th, by 11:59pm, students should submit a **4 page** doubled space essay. The essay should adhere to APA 6th edition guidelines. Please submit a copy of your paper via email to fcrawfo1@kent.edu. This assignment is worth a total of 100 points.

5. Analysis of Higher Education Organization (Doctoral Students Only)

This assignment requests that students analyze a higher education organization, using its web site and any other relevant materials, and provide a **3 to 4** page paper that reviews and analyzes the organization. For this assignment, students can either analyze State Higher Education Executive Officers (SHEEO) or Association of American Colleges and Universities (AACU).

In your paper, you should identify the (a) mission or purpose of the organization, (b) structure of the organization, including its leadership and membership, (c) the constituents of the organization, or the people or groups its intends to serve, (d) the perspective the organization may take on higher education, and (e) discuss one of the organization's key initiatives or policy perspectives. Also comment on the quality of the website as a vehicle the organization uses to convey itself to the public. Doctoral students are required to complete this assignment only. This assignment is worth total 20 points. The assignment, directions, questions and rubric can all be found in the document entitled Course Assignments and Rubric document

Due date: July 23nd by 11:59 pm. Please email papers to fcrawfo1@kent.edu.

6. Final Paper: Higher Educational Institutional Analysis

Overview of Assignment: This assignment requests that students analyze a college/university and using its web site and any other relevant materials, review and analyze a college or university's planning process and planning output (mission statement). Students will be assigned to select one public college or university and develop a **6 to 8** page essay that addresses:

- (a) Size of the college/university (overall student enrollment, and staff, faculty, and administration size),
- (b) Mission or purpose of the college/university,
- (c) Discussion of organizational chart of the college/university,
- (d) Discussion of the constituents of the college/university (who does the university serve)
- (e) Discuss two of the college/university major goals,
- (f) Evaluation of college/university planning output (mission statement),
- (g) Discussion of college/university planning process,
- (h) Re-write mission statement,
- (i) Comment on the quality of the website.

Students should submit a **6 to 8 page** essay. Essays should be doubled space, and students should adhere to APA 6th edition guidelines. This assignment is worth a total of 100 points and is due via email on July 30th by 11:59pm. Please email papers to fcrawfo1@kent.edu. The assignment, directions, questions and rubric can all be found in the document entitled Course Assignments and Rubric document.

7. Class Participation.

Students will be expected to participate with the class on an ongoing basis. I expect each student to contribute to the discussion forum on a **weekly** basis by initiating **one discussion thread and also responding to at least one discussion** thread initiated by another student. Students are expected to read the entire discussion forum each week and use the discussion forum to inform and enrich learning. Students should post their

comments on the discussion forum no later than the date identified on the syllabus for each module (Saturdays). Students should submit posts that contain 160-185 words per posting.

Students should also ensure that all postings are professional and presented in a courteous manner. Postings that depart from these standards will be removed and the student will not receive credit for them. Points will also be deducted from student participation grades if students fail to participate in the discussion forums, submit tardy postings, and/or fail to contribute substantive and relevant observations, comments and questions. Postings on the discussion board will be graded according to the criteria identified above. ***All postings are due each week by Saturday night at 11:59 pm.***

Standards for Grading Writing Assignments

Effective writing skills are critical to success as an administrator or practitioner in higher education. Therefore, they are emphasized in this course. A professional level of writing, appropriate for higher education scholarship and administration, is expected for all written work for this course. It is important for students to understand that all written work is graded on content, style, grammar, spelling, neatness, and any other skill or expectation that is pertinent to effective writing. Student grades in their written work can suffer because of poor writing. Mastery of written communication skills is one of the most significant determinants of career success in higher education administration.

All written assignments for this course must begin with an introduction that includes a purpose statement that discusses the purpose of the essay/paper and a roadmap that provides a statement of the content in the essay. All written assignments in this course will be graded according to five criteria:

- a. *Completion* - which reflects a thorough response to the assignment
- b. *Appeal* – which includes writing that is inviting to the audience; it is readable, and avoids jargon
- c. *Organization* – writing has discernible organization and flow of thoughts/ideas. Students should make certain their written essays have a purpose statement and are organized to clearly identify transitions in the writing. Sub headings can be especially helpful in this regard
- d. *Clarity* – writing is presented clearly; it is understandable
- e. *Learning* – writing clearly reflects student learning; it discusses content and references readings and other materials covered in the course

All written assignments must be submitted by the identified due date. Policies on late submissions are included at the end of the syllabus.

Please remember that all written work for this course should be presented in APA style. Students are expected to consult the *Publication Manual of the American Psychological Association* (6th Edition), for guidance in the appropriate format, style, and presentation of papers.

Grading Method

Due to the additional assignment for doctoral students, two grading point total scales will be used for this course. Below is the grading scale (point totals breakdown) for Master's students and then the grading scale for Doctoral students. Grades are based on the assignments and point systems (grading scales) outlined below. Students can assess their performance for any one assignment, and for the course as a whole, by using the following scales.

Criteria for Evaluation and Determination of Grade

Master's Students Point Totals. The assignments for the course have the following value:

<u>Assignment</u>	<u>Value</u>	<u>Due Date</u>
1. Current Issue Paper	40 Points	June 18 th
2. Journal Article Critique Paper	80 Points	July 2 nd
3. Case Study Response Paper	100 Points	July 16 th
4. Final Paper	100 Points	July 30 th
5. Discussion Forum Participation (2 post per week for 8 weeks)	80 Points	Weekly

Based on a total of 400 points, grades for the course will be assigned according to the following scale:

<u>Grade</u>	<u>Point Range</u>
A	400-380
A-	379-360
B	359-340
B-	339-320
C	319-300

C-	299-280
D	279-260
D-	259-240
F	Fewer than 239

Doctoral Students Point Totals. The assignments for the course have the following value:

<u>Assignment</u>	<u>Value</u>	<u>Due Date</u>
1. Current Issue Paper	20 Points	June 18 th
2. Critical Analysis of Journal Article Paper	80 Points	June 2 nd
3. Case Study Response Paper	100 Points	July 16 th
4. Analysis of Higher Education Organization	20 Points	July 23 nd
5. Final Paper	100 Points	July 30 th
6. Discussion Forum Participation (2 post per week for 8 weeks)	80 Points	Weekly

Based on a total of 400 points, grades for the course will be assigned according to the following scale:

<u>Grade</u>	<u>Point Range</u>
A	400-380
A-	379-360
B	359-340
B-	339-320
C	319-300
C-	299-280

D	279-260
D-	259-240
F	Fewer than 239

Due to the nature of the course and circumstances outside the instructor's control, (e.g., weather producing power outages, etc), specific assignments and scheduling of topics may change. These changes will be announced through e-mail communication.

Policy on Instructional Modifications

Students with disabilities, who need reasonable accommodations to complete assignments successfully and otherwise satisfy course criteria, are encouraged to contact the instructor as early in the course as possible to identify and plan specific accommodations

Plagiarism Statement

Plagiarism can be understood as representing the words or ideas of someone else as one's own in any academic exercise. An academic unit that determines that a student is guilty of academic dishonesty may impose any academic punishment on the student that it sees fit, including suspension or expulsion from the academic unit.

Course Outline

The schedule outlined below is intended to be a **general** guide for assigned readings and topics to be covered in class. The instructor will address additional issues as appropriate.

Policy on Late Submissions

To be eligible for full credit, all assignments must be submitted on or before the due date. Discussion posts submitted after their due date will not be considered as participative; written work will be assessed a 2 point penalty per day for late submission. Work not submitted by the final exam date will receive a zero for the assignment.

COURSE SCHEDULE Summer 2011

June 6-11 Course becomes available on Blackboard Week One

Weekly Topic: This week students are urged to obtain textbook for the course. They should also become familiar with the Blackboard course site and settle any potential technical issues. This week's discussion and documents will provide: a) Introduction of Higher Education Leadership in 21st Century; and b) Overview of Issues Influencing Planning in Higher Education.

Please note that all modules are organized on a weekly basis. Students are encouraged to work consistently on the assignments throughout the term. The workload for the course is somewhat challenging and it is important that students manage their time effectively to ensure course deadlines are met.

Discussion Board Postings: Throughout the term, all assignments are due on Saturday nights by 11:59 pm and specific due dates for all assignments are clearly exhibited throughout this document. Due on June 11th by 11:59 pm, is an introductory post (no reply post is required for the introductory post). Also due on June 11th is a reply post answering my question on the Discussion Board link for Week One. In this post, please reply to my question and also reply to a classmates' post. Please keep all posts around 160-185 words; two posts are required.

Assignments for next week: Read Syllabus. Also visit the Course Documents link. Please also review the Course Assignments document (including rubric) located under the Course Documents link. Read Birnbaum article. Remember Current Issue papers are due June 18th.

June 13-18 Week Two

Weekly Topic: This week's discussion will: a) Review Birnbaum article; b) Discuss Bryson's Planning Model and introduce Strategy Planning Process Key Elements; c) Define Strategic Planning terms. Remember Current Issue papers are due on Saturday, June 18th by 11:59 pm. Papers should be emailed to fcrawfo1@kent.edu.

Discussion Board Postings: Visit Discussion Board Link. Postings are due by June 18th, by 11:59 pm.

Assignments for next week: Read Bryson Book Chapter 1, 2, 3. Also read Morphew and Hartley Journal Article.

June 20-25 Week Three

Weekly Topic: This week we will a) Review Morphew and Hartley article; b) Review Bryson's ten step model; c) Discuss Bryson Ch. 1-3; d) Current Issues in Higher Education, and e) Context and Strategic Planning.

Discussion Board Posts: Visit Discussion Board link for questions. Posts are due on Saturday, June 25th, by 11:59pm.

Assignments for next week: Read Bryson Chapter 4, 5, 6, 7. Also read read Welsh, Petrosko, and Taylor Journal article. Journal Article critiques are due Saturday, July 2nd at 11:59 pm.

June 27-July 2 Week Four

Journal Article critiques due by Saturday July 2nd at 11:59 pm! Please send papers to fcrawfo1@kent.edu.

Weekly Topic: This week we will discuss a) State of Ohio strategic plan/Ohio's context of higher education; b) Welsh et al reading; c) mission and vision; and d) environmental scanning

Discussion Board Posts: Visit Discussion Board link for questions. Posts are due on Saturday, July 2nd by 11:59pm.

Assignments for next week: Read Chapter Ch 8, 9, 10 of Bryson. Read Context of Ohio document.

July 4-9 Week Five

Weekly Topic: This week we will review: a) context/environmental scanning, b) SWOT Analysis, c) implementation, d) the final steps of the planning process and e) "putting it all together."

Discussion Board Postings: See Discussion Board link for questions. Discussion Board posts are due on Saturday July 9th by 11:59 pm.

Assignments for next week: Read Joe Saupe article on Institutional Research. Also read Laura Saunders Article on Policy Analysis. Please also read Rebecca Lake and Mark Mrozinski's The conflicting realities of community college mission statements. Case study papers are due on July 16th by 11:59 pm.

July 11-16 Week Six

Case study paper due by Saturday, July 16th by 11:59 pm.

Weekly Topic: Assessment and Implementation will be discussed.

Discussion Board Postings: See Discussion Board link for questions. Discussion Board posts are due on Saturday, July 16th, by 11:59 pm

Assignments for next week: Read Welsh's Race and Ethnicity Article. Also, read Bensimon (2004) Equity Scorecard. Also read Ohio Underrepresented Student Report. Doctoral student organizational analysis due on July 23rd.

July 18-23 Week Seven

Doctoral Student Organizational Analysis papers are due on Saturday, July 23rd by 11:59 pm to fcrawfo1@kent.edu.

Weekly Topic: This week will we focus on Diversity and Planning in Higher Education.

Discussion Board Postings: See Discussion Board link for questions. Discussion Board posts are due on July 23rd by 11:59 pm.

Assignments for next week: Read Rhonda Martin Epper *Applying benchmarking to higher education*. Also, read Robert Barak and Charles Kniker *Benchmarking by State Higher Education Boards*. Final paper is due on July 30th, by 11:59 pm.

July 25-30 Week Eight

Analysis of Higher Education Organization (final exam) is due on Saturday July 30th, by 11:59 pm. Papers should be emailed to fcrawfo1@kent.edu.

Weekly Topic: Community Colleges and Planning, Higher Education Benchmarking and Review Higher Education Planning in 21st century.

Discussion Board Postings: See Discussion Board link for questions. Discussion Board posts are due on July 30th by 11:59 pm.

Prepared by: Dr. Fashaad Crawford

