

Institutional Planning (IP) Narrative
Revised for College Council March 7, 2011
Reaffirmed by IEC February 22, 2012

Purpose of Planning

Planning allows the college to efficiently distribute resources and coordinate action plans that contribute to achieving the college's mission. College of the Redwoods is committed to comprehensive institutional planning that is strategically focused, ongoing, and outcomes orientated. Planning and evaluation are included in college- and unit-level planning, budgeting, and evaluation processes. The planning process includes institutional review of the college's educational programs, student services, and administrative areas. Through planning, the college ensures that its policies, budgets, and decisions are reflective of its mission.

Planning is an ever evolving process. Over time, as the needs of the college change and gaps are identified, the college continually engages in planning in its drive to meet accreditation standards for program review, planning, learning outcomes and ultimately institutional effectiveness.

College Mission

The college's mission statement is central to planning. The mission statement is reviewed at least every three years in a cycle that puts that review one year prior to the development of the District's next Strategic Plan.

In keeping with the schedule identified later in this narrative, the college's mission will be reviewed in 2011, 2014, and 2017. The draft college mission statement is presently under consideration at College Council.

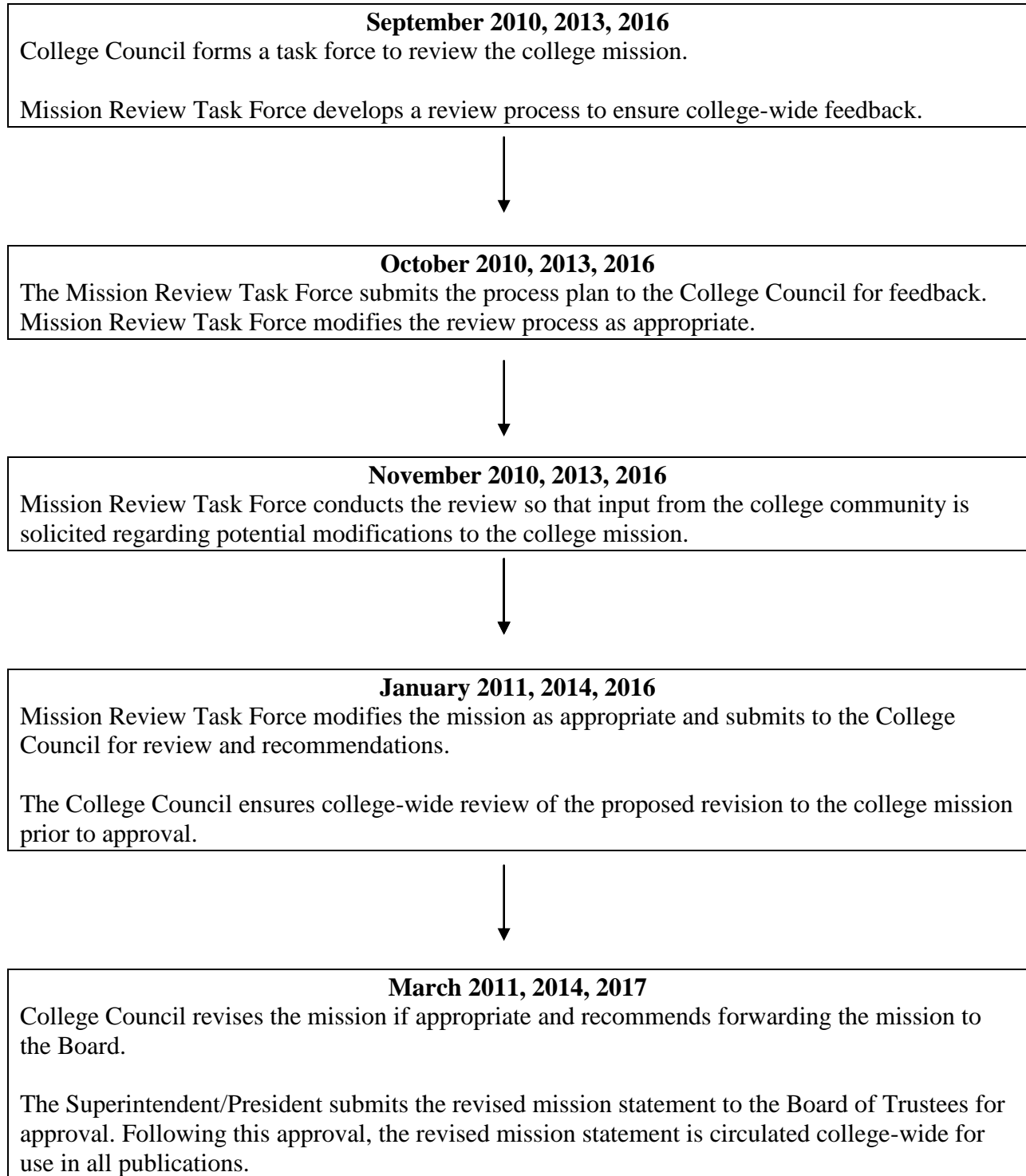
The Accrediting Commission for Community and Junior Colleges standard most relevant to the development and review of college missions is:

I.A. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.
2. The mission statement is approved by the governing board and published.
3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.
4. The institution's mission is central to institutional planning and decision making.

Timeline and Process for Review of the Mission



Strategic Plan

This planning process is initiated by reviewing the Strategic Plan recommendations and determining which will serve as the college's top priorities for the next three to four years. From these priorities, a number of specific strategic objectives are identified. In turn each strategic objective is translated into a number of concrete, measurable action steps to be used to achieve the strategic objectives. Each action step includes a timeline for completion, a description of indicators of success, and the assignment of parties responsible for implementing the action.

The Strategic Plan promotes continual improvement over time because the process calls for the prioritization of a reasonable number of strategic objectives for college-wide concentration.

Each year the Institutional Effectiveness Committee will produce an annual institutional effectiveness report that documents progress on the strategic objectives to reinforce and sustain the dialogue on results of the college's long-term and short-term goals.

The College Council calls for the subsequent Strategic Plan when the term of the current Strategic Plan expires or when all strategic objectives have been achieved. The schedule is:

Strategic Plan 2008-2012 (spring 2008 through spring 2012)

Annual Institutional Effectiveness Reports in spring 2011

Final Institutional Effectiveness Report of *Strategic Plan 2008-2012* in spring 2012

Strategic Plan 2012 - 2015 (fall 2012 through spring 2015)

Annual Institutional Effectiveness Reports in spring 2013 and spring 2014

Final Institutional Effectiveness Report of *Strategic Plan 2012 - 2015* in spring 2015

Strategic Plan 2015 - 2019 (fall 2015 through spring 2019)

Annual Institutional Effectiveness Reports in spring 2016 and spring 2018

Final Institutional Effectiveness Report of *Strategic Plan 2015 - 2019* in spring 2018

These final Strategic Plan progress reports feed into the Educational Master Plan to be developed in the 2018 – 2019 academic year.

Timeline and Process for the Developing Strategic Plans
Strategic Plan 2012 – 2015, and 2015 – 2019

February 2012, 2016, 2019

The Institutional Effectiveness Committee (IEC) analyzes the recommendations in the Educational Master Plans and recommends the college priorities for the next three- four years.



February - March 2012, 2016, 2020

The Institutional Effectiveness Committee coordinates development of a draft Strategic Plan made up of a reasonable number of strategic objectives and action steps for each college priority. The action steps identify specific tactics, a timeline for completion, and the party/parties responsible for completing each task.

The draft Strategic Plan is distributed college- wide for feedback.



April 2012, 2016, 2020

The Institutional Effectiveness Committee incorporates the feedback from the college- wide review and prepares the final Strategic Plan.

The Strategic Plan is presented to the Superintendent/President and College Council for review and approval.

Annually in late spring, IEC prepares an Institutional Effectiveness Report which documents and quantifies the progress on each of the college's strategic objectives and the unit plans presented in program reviews.

The Integrated Planning Model (IPM)

The goal of the integrated planning process is the improvement of student learning and service efficiencies through assessment of outcomes and other measures of institutional effectiveness.

The integrated planning model diagrams the flow of program review information and the continuous communication process between the PRC, the integrated planning functional committees, the Cabinet and within CR as a whole.

The following descriptions detail the functions within the IPM.

Divisions (Instructional, Student Services, Administrative Services).

Within divisions each discipline/department/unit submits annual or comprehensive program reviews each year as dictated by the program review calendar. Each discipline/department/unit is also responsible for ensuring assessment that occurs annually.

Program Review and the Program Review Committee (PRC)

Program Review is an institution-wide process of departmental/unit/program evaluation, planning, and improvement of all instructional and non-instructional functions. Each unit will develop an annual unit plan for the following fiscal year. Each unit review may contain information that describes the previous year's goals and intended outcomes, student achievement and student learning outcome data (if applicable), efficiency measures (if applicable), and the results from the review/assessment processes.

Programs and departments also undergo periodic comprehensive review. Academic programs and Career Technical programs are evaluated every five years while Student Services and Administrative programs are evaluated every three years. A calendar of comprehensive reviews is available via the Program Review web site.

Specifically, the periodic review phase of the planning and review cycle includes the following three components: (1) preparation of a self-study report by the unit (2) evaluation by department members (3) revision of the unit's review plan as indicated by the evaluation conducted by Program Review Committee.

The specific purpose of the PRC is to evaluate units and programs based on the following criteria:

- To evaluate instructional programs, support services, and administrative services within the context of the vision, mission, and strategic goals of the College.
- To improve the quality of instruction and services, to meet accountability mandates, and to demonstrate institutional effectiveness.
- To identify the goals and plans for any improvements or changes that will enhance student learning outcomes and overall program efficiency and effectiveness.
- To more closely connect the program review, assessment, and planning functions.
- To ensure that student success and achievement are thoroughly discussed.
- To provide a means for tracking and evaluating the actions taken to improve program effectiveness and efficiency.
- To identify trends within a program and/or service.
- To review all degrees and certificates while continuing to review disciplines.
- To serve as a basis to assist the college in initiation, expansion, reduction, consolidation, and discontinuation of programs and services.
- To allow the entire college community to evaluate its strengths and identify and address its challenges so the college can better set priorities to meet the student and community needs.
- To evaluate the college's progress in addressing the inclusion of basic skills education in its programs, courses, and disciplines.

Characteristics of program reviews:

- Reviews are forward-thinking.
- Reviews are evaluative, not just descriptive. Plans for improvement require judgment about the program, students, curriculum (if applicable), learning outcomes, resources, and future directions.
- Reviews provide a concise, honest appraisal of programs and department/discipline strengths and weaknesses.

The PRC is an evaluating and reporting committee with three main tasks to support college planning. The first task is to evaluate program reviews (annual or comprehensive) via three subcommittees. The three subcommittees, Trends, Assessment and Budget, evaluate different sections of the program reviews to assure quality evaluation. The Trends subcommittee reviews student success, student achievement, enrollment, retention, and basic skills components of each program review. The Assessment subcommittee reviews learning outcomes, annual goals, action plans (if applicable) and other relevant assessment data (connections between annual plans and assessment results). The Budget subcommittee reviews the budget of each program in relation to program function, supplies/equipment, staffing/faculty needs and professional development. All three subcommittees provide feedback to the authors and allow authors the opportunity to revise their program reviews before final submission.

Each year the PRC will consolidate all programmatic needs into one executive summary to be shared with the President, Board of Trustees (BOT), and the District as a whole. This task finalizes the process of evaluating program evaluation work completed throughout the District and synthesizes the information to be shared with the various master planning committees.

Integrated Planning Functional Committees

The integrated planning functional committees (IPFC) utilize areas of expertise to make effective program recommendations for the college. The function of each committee is to evaluate information within their specialized area. Each IPFC will comply with the following:

- The purpose and processes will be contained in the Operating Agreement document published annually. If applicable, the committee will define projects and reports, and have targeted due dates.
- The committee co-chairpersons are responsible for completion of these responsibilities.
- Each committee will make every effort to have representatives from Academic Senate, CSEA, and ASCR as members of the committee.
- Committees will plan with regard to improving institutional effectiveness measures, and the college mission, values, vision and strategic goals. The work of the committees will be data driven and reflect an assessment-planning-implementation-evaluation cycle.
- Committees will develop a format for meeting minutes that highlight the results of the committee's work.
- Committee executive summaries and budget requests will be submitted to BPC for review and consideration.
- Protocols and policy discussions are submitted to the College Council.

- Communication between committees and “establishing priorities between committees” occurs at the IPFC level. Committees will communicate with one another regarding requests/information as needed.

Budget Planning Committee (BPC)

The allocation of college resources is based on a clear description of the relationship between the resource requested and its impact on student learning, unit effectiveness, and the vision, mission, and strategic goals of the college.

The BPC evaluates and assesses the ranked priorities coming from each of the appropriate integrated planning committees as well as the initiatives coming from the administration, student government, and the Academic Senate regarding potential programmatic changes and faculty prioritizations. The BPC will essentially reconcile the ranked requests with available resources, and recommend a reasonable “cut-off” point for these requests.

Since resources are allocated nine to twelve months following the first submission of unit plans, the Cabinet may exercise discretion in allocating final resource awards to meet the current needs of the district, but will make every effort to use the broad allocation models as defined by the unit plans and the collegial consultation process.

Resource Allocation

The resource allocation process links program reviews and Strategic Planning to the resources needed to accomplish the college goals. The guiding principles for resource allocation processes are as follows:

1. Resources include all assets of the college including its fiscal resources, facilities, equipment, and the time and talents of its faculty and staff.
2. The process for allocating resources is transparent. All members of the college community are informed about the routines and components of planning that lead to resource allocation.
3. The resource allocation processes begin in January of each year with the development of budget assumptions that forecast the available discretionary general fund resources for the coming fiscal year and thereby may set the parameters for program reviews and work plans.
4. Priority will be given to resource requests that support achievement of college strategic objectives and health, safety, and accessibility.
5. To the extent that it is fiscally possible, the college will sustain an innovations fund (excess reserves) to support faculty/staff ideas and start ups.

Cabinet

The Cabinet provides initial FTES targets for the EMC and BPC. Cabinet also reviews and either denies or validates the priority rankings. If changes are made, Cabinet will provide

rationale for changing the ranked priorities created by the IPM process and report back to the BPC, the PRC, and the Divisions as appropriate.

Institutional Effectiveness Committee

The Institutional Effectiveness Committee ensures that the college is moving forward in meeting institutional and educational accreditation planning process standards as described in the ACCJC/WASC's rubrics for evaluating institutional effectiveness. Recommendations developed by the Committee are forwarded to the College Council for dissemination and discussion by the constituencies and the college community at large. The IEC accomplishes its purpose by:

1. Identifying, defining, reviewing, and reporting performance measures of institutional effectiveness;
2. Providing the accountability needed to ensure continued efficacy to the college planning processes (strategic and operational) and review processes;
3. Monitoring and adjusting the ongoing planning process so that the college's needs are met;
4. Providing assessment of the integration of the resource allocation process and the Strategic and annual plans (budget, staff development, staffing, etc);
5. Establishing a feedback mechanism to communicate decisions made as a result of planning processes;
6. Providing an annual assessment and recommendations for improvement of the effectiveness of the various planning committees and the institutional planning process to the College Council.

College Council

The College Council ensures that the collaborative process of institutional planning is adhered to. If the process is not followed, the College Council will provide a report to the Institutional Effectiveness Committee as to how the process may be improved.

Integrated Planning Implementation

Because the institutional plans in this narrative include both program review activities and Strategic Plan action steps, the implementation of the plans will vary significantly. Therefore, no single timeline and process will be described.

The individual(s) responsible for implementing plans are identified in the source documents, and they are charged with:

- developing appropriate timelines and processes;
- assessing success after the plans are implemented; and
- reporting the activities and results to IEC each February/March

Timeline and Process for Integrated Planning

January-March 2011, 2012, 2013, 2014

All program reviews are submitted by authors to the PRC.

The PRC subcommittees (Trends, Assessment and Budget) appraise each program review according to a set of committee agreed upon rubrics.



Late March/Early April 2011, 2012, 2013, 2014

The PRC creates a final executive summary for each updated program review.

The PRC forwards budget requests to the Budget Planning Committee for inclusion in preliminary budget.

Outcome assessments will be forwarded to PRC in the program review documents. The PRC will summarize their assessment/outcomes findings and forward their summaries to the appropriate Vice President, who will then work with departments to discuss the information and make any necessary changes.

Staffing requests will be processed through the appropriate Vice President with final prioritized recommendations forwarded to Cabinet for review.



May-June 2011, 2012, 2013, 2014

IPFCs review each committee specific “tear off” for all program reviews and evaluate resource requests/information using rubric.

IPFCs create ranked priorities based on the evaluated specialized needs using a rubric based in outcome assessment and student achievement data, or other appropriate efficiency measures.



July-August 2011, 2012, 2013, 2014

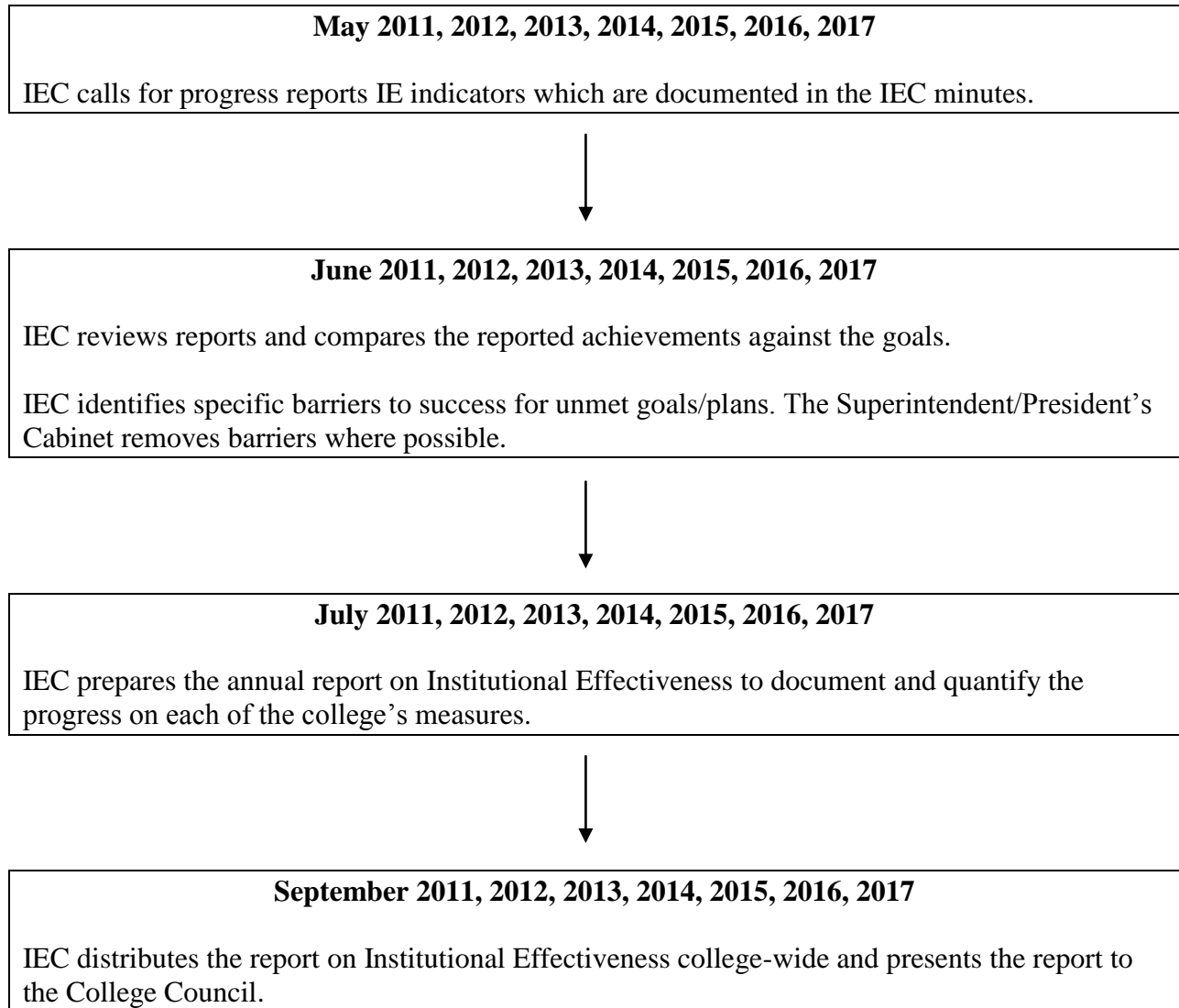
IPFCs forward their ranked priorities to the Budget Planning Committee (BPC) for consideration.

The BPC forwards their ranked priorities to the Cabinet for review. If any alterations are made to the BPC version of the ranked priorities, the Cabinet will report back to the Divisions and the IPFC.

Assessment of Progress on Institutional Effectiveness Measures

The annual Institutional Effectiveness (IE) report, a widely distributed report of the college's progress on its goals and plans, is a key benchmark of accountability in the integrated planning process.

Timeline and Process for Assessing Institutional Effectiveness Measures



Assessment of the Integrated Planning Process

In keeping with the accreditation standard on institutional effectiveness the college must routinely assesses its planning process. The Institutional Effectiveness Committee will create and publicize an ongoing venue for providing feedback on any aspect of the college's integrated planning process.

In addition, each year the IEC will dedicate one meeting to an informal review of the posted comments and a celebration of the college's planning process. Members of the college community are invited to share comments on any aspect of the process; these comments will result in revisions of processes as appropriate.

Timeline and Process for Assessing the Integrated Planning Process

February 2011, 2012, 2013, 2014, 2015, 2016, 2017

Committees conduct self evaluations.

IEC creates quantitative measures and a qualitative venue for dialog among appropriate groups and individuals to provide feedback on the integrated planning process.



April 2011, 2012, 2013, 2014, 2015, 2016, 2017

IEC consolidates the feedback on the planning process and distributes this feedback to College Council and the integrated planning committees.

IEC recommends changes as needed in the planning processes and submits its recommendations to the College Council.



September 2011, 2012, 2013, 2014, 2015, 2016, 2017

IEC updates the Institution's planning narrative as needed for use in the planning cycle that begins the following year