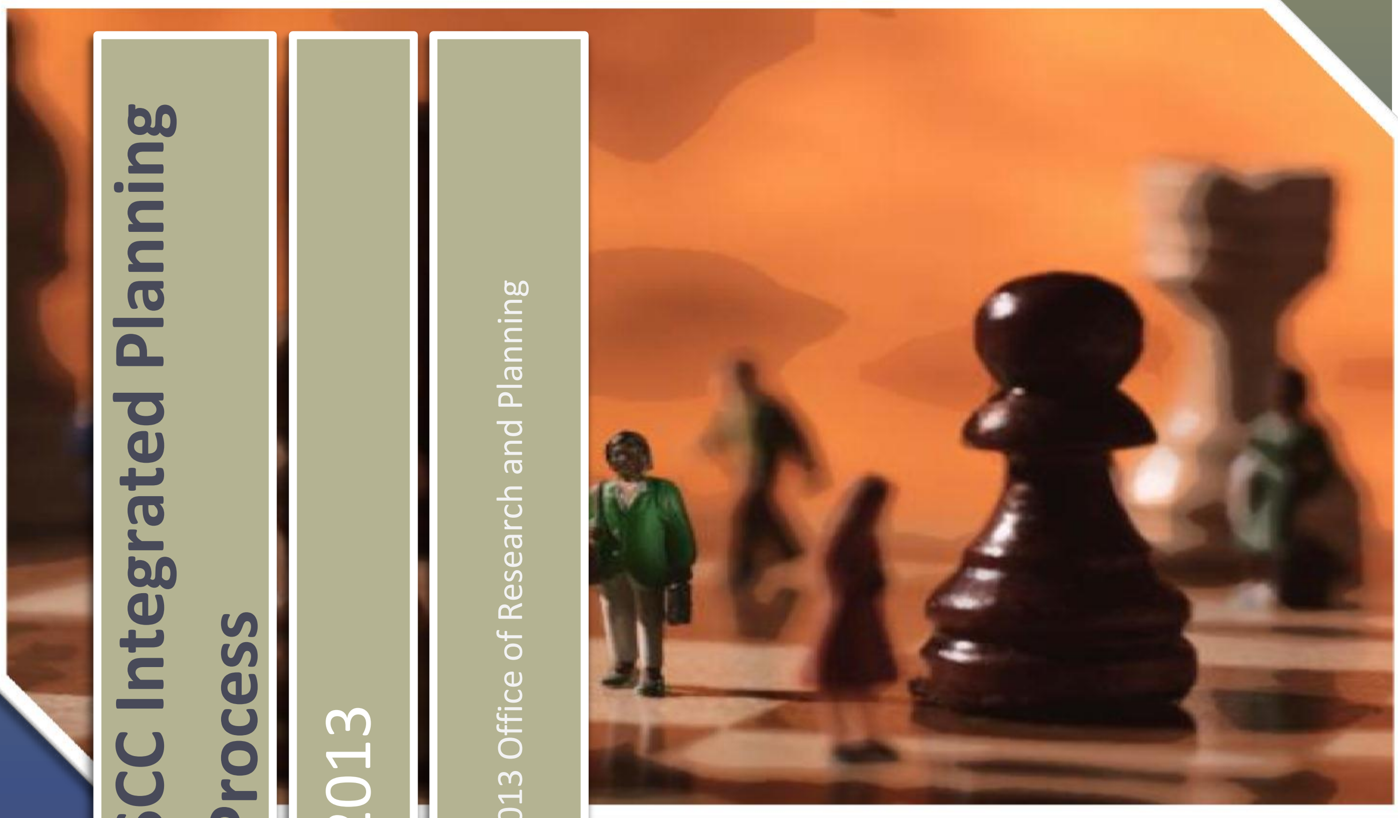
SCC Integrated Planning Process

2013

2013 Office of Research and Planning



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As an institution we have taken the time to define a mission statement that guides and distinguishes Solano Community College from its peers, we have a vision that calls for us to be leaders and transform student lives. These should not be words on paper; this should be a goal and philosophy that shapes our activities. Without planning there is a tendency to 'fight fires' and only pay attention to the multitude of niggling problems we face daily, it is important that we take time from these daily problems and reflect on the wider picture and our role in it. Planning allows us to do that, to move away from the small and repetitive, and complete work that is guided by higher goals and objectives.

Planning as a process at Solano Community College is open to everyone. In fact it is the role of managers overseeing in the planning process to ensure that staff, students, faculty and other members of the administration all take part, and have input into the planning and resource allocation process.

This document describes the current process for integrated planning at Solano Community College. The process is under periodic review and the document will be regularly updated as the process changes.

INTRODUCTION

The whole process of institutional, academic and service level change occurs in a structured and deliberate manner under the name planning. Planning, as an activity, is dependent on a number of components. Before we start to plan we will need to get an idea of what we are going to do. We would not plan to build a house without getting some sort of idea of how large it should be, how many rooms, and what amenities are required. This is where outcomes and assessment is used as a vital pre-planning step.

Having well defined outcomes and some assessment of the current state of those outcomes allows us to plan activities that will improve our institution or service area. Outcomes assessment provides evidence, purpose and identified need to our planning activities.

Using the simple example above of building a house we could see the related components of outcomes, assessment and planning in the example table below.

EXAMPLES OF PLANNING COMPONENTS

Component	Example
Outcome	The outcome of house building is that we “Produce a house that is fit for purpose”
Assessment	Talking to the client we decide the house must be • On one level • Have 6 rooms • Have a swimming pool • Be solar powered
Planning	The actual activity to decide on actions required schedules and resources that will be needed to build a house matching the client needs.

This model of planning and outcomes assessment is often called *"Backwards Design".* The central idea to backwards design is that the whole process begins with identification of the desired results (outcomes) then works "backwards" to develop plans and activities.

WHAT ARE OUTCOMES?

Outcomes are essentially some sort of end result or something that happens as the result of your actions. In the planning environment, outcomes will usually have an aspirational tone in that they will usually be written with an ideal state in mind. This ideal state will often focused on the end-user, whether the 'end-user' is student, faculty or even the campus as a whole. The focus may be something you want the user know, think about, be able to do, or be happy with. One of the most important things to ask of an outcome statement is "can it be measured?" If an outcome statement cannot be measured then we will never know if we are achieving it or not.

WHAT IS ASSESSMENT?

Assessment is the action of examination and evaluation. In this case assessment is linked to outcomes so we are assessing the attainment of our stated outcome. To assess and evaluate our outcomes we need to make sure we are achieving them. If our outcomes focus on a user group we can simply evaluate via surveys, tests, observations or focus groups. If our outcome is based on a particular performance requirement (delivery on time, to spec or within cost) then we usually have a readily available set of benchmarks or metrics for use in assessment.

> *"Assessment per se guarantees nothing by way of improvement no more than a thermometer cures a fever."*
>
> *T.J. Marchese*

Assessment is providing us with information about the performance of our program against our stated, desired outcomes. For this purpose assessment is a critical tool in planning activities.

WHAT IS PLANNING?

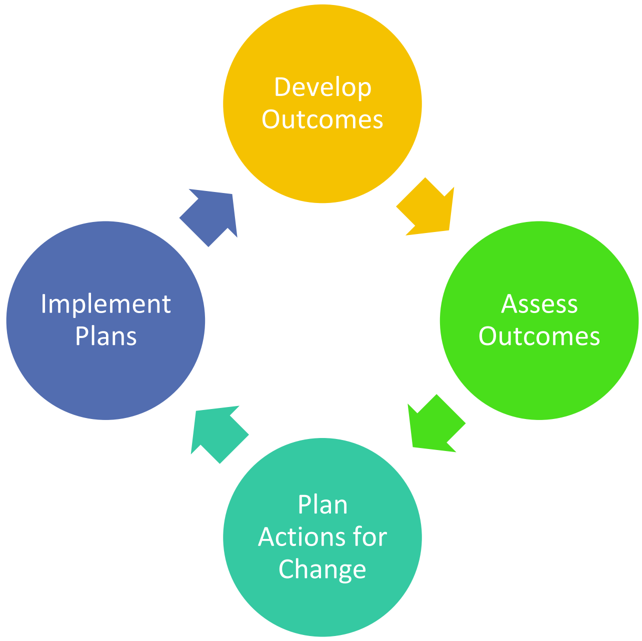
It is important to remember that assessment as an activity does not improve our programs. What improves the programs is taking action based on the assessment. Planning is the process whereby we schedule activities and resources that are needed to address the results of our assessment. The purpose of planning is to validate and communicate work priorities. Without planning, work can often be haphazard with projects started, abandoned and time wasted. Even with planning success is not guaranteed. Planned projects often fail through lack of purpose, poor communication and lack of control over progress. Planning tied to outcomes assessment helps to negate these problems.

HOW DO WE LINK THEM ALL TOGETHER?

Outcomes, assessment and planning all come together under a common umbrella that exists under many names including assessment cycle, integrated planning process, continuous quality improvement and program review. All these processes essentially have the same purpose, and all have the common factor of being a cyclical process. For the sake of clarity we will continue to call this process the **Integrated Planning Process (IPP)**. The aim of the IPP is to identify gaps in performance, plan and implement changes to address the gaps and then repeat.

- Step 1: An outcome is developed/articulated/refined
- Step 2: The outcome is assessed and gaps between expected results and observed results are noted
- Step 3: Actions to address any gaps between observed and expected results are planned
- Step 4: Plans are implemented
- Step 5:Repeat

A CYCLICAL INTEGRATED PLANNING PROCESS



Although the process is essentially cyclical that does not mean it is entirely sequential and that all steps occur with the same degree of intensity every year. For example, we may only assess one outcome that is particularly stable every 4 years, while another outcome that is less stable we decide to assess every year. Likewise we may spend a long time planning actions one year and the majority of the next year implementing them.

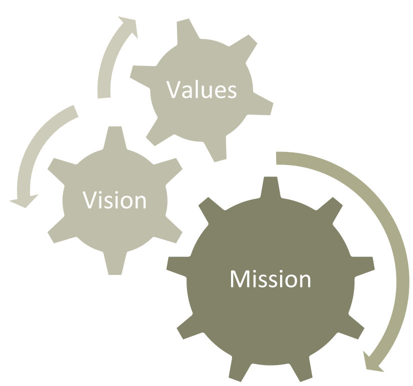
While there can be a slightly reactive element to Integrated Planning Process it is advantageous to try and follow the cycle as much as possible.

INSTITUTION PLANNING

INTRODUCTION

The cornerstone of planning activities at any level is ensuring that what we are doing follows the direction and aspirations of the institution as a whole. We can use a mission statement, vision statement and core values to define a philosophy for the district, then through the articulation of linked strategic goals and objectives, better understand how our work at a lower level supports these concepts. Through regular evaluation of our work as linked to institution level strategic goals and objectives we can better understand the contribution of our own work in terms of the mission and vision of the institution. This helps to ensure that our work is guided. It follows an overarching set of principles defined by all stakeholders in the institution and approved by the Board of Trustees.

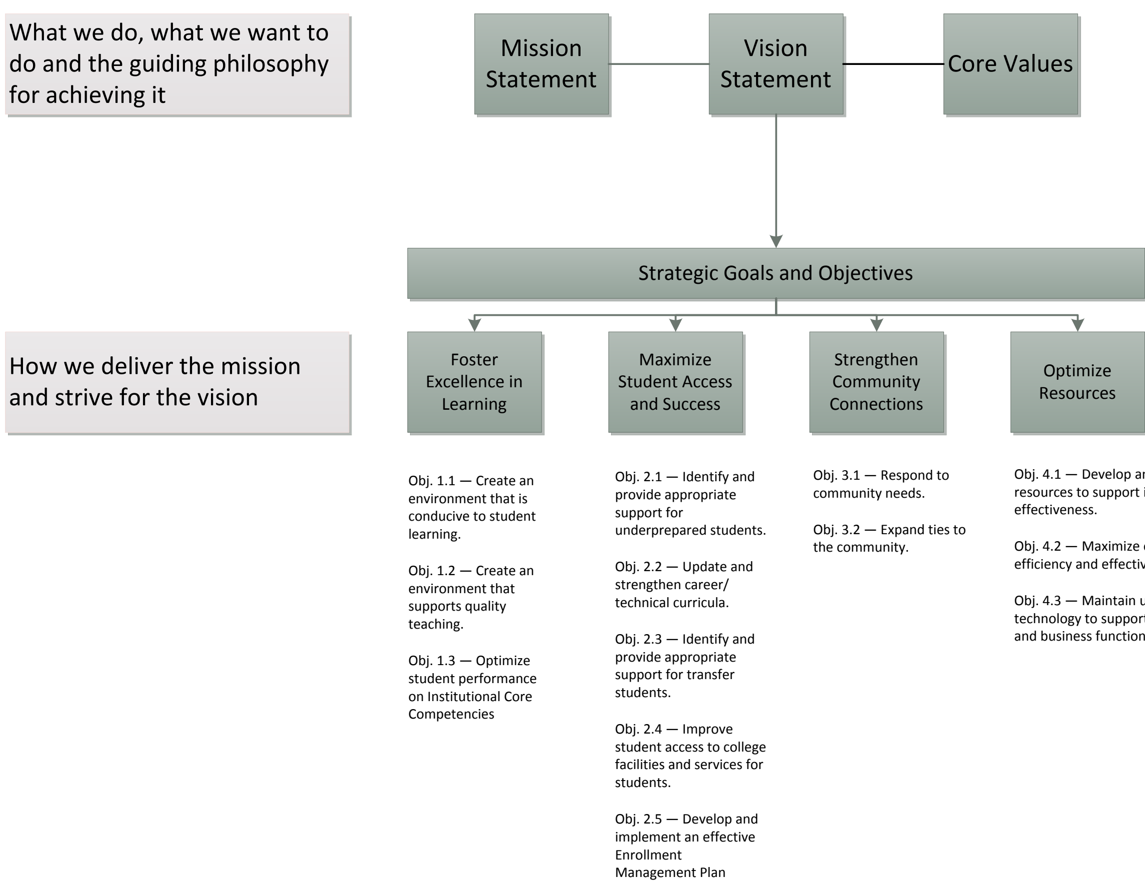
HIGH LEVEL COMPONENTS OF PLANNING



The main components of strategic planning are a mission statement, vision statement and core values. These three elements all serve different functions but are the starting point for all planning and the reference point for evaluation.

Because mission statement, vision statement and core values are often broad in scope and lofty in nature, it can be difficult to see how these components contribute to the way we do our daily work. However, the mission, combined with the vision and our core values can inform and guide out strategic goals and objectives. District Strategic Goals and Objectives are much more closely related to our daily functions. As we link our planned work to the Districts strategic goals and objectives, we know that the strategic goals and objectives are, in turn, informed by the mission and vision and we are therefore confident that the work we intend to do is guided by the mission and vision.

RELATIONSHIPS BETWEEN MISSION, VISION, VALUES AND STRATEGIC GOALS



MISSION STATEMENT

A mission statement is an important part of any organization. The purpose of a mission statement is to:

Guide: The mission statement should ultimately guide our decision making. Since the college operates in a shared governance structure the mission statement can help distinct groups of people to identify a common purpose of the college. Although we may all have different ideas, priorities and areas of interest since we all reference a shared mission statement we can frame our contribution in terms of what the college will achieve.

Distinguish: Another important aspect of our mission statement is that it distinguishes Solano Community College from other colleges. It succinctly communicates our broad purpose, who we serve and how we accomplish. This is an important part of communicating Solano Community Colleges commitment to student learning

The current mission statement for SCC is

Solano Community College's mission is to educate a culturally and academically diverse student population drawn from our local communities and beyond. We are committed to helping our students achieve their educational, professional, and personal goals centered in basic skills education, workforce development and training, and transfer-level education. The College accomplishes this three-fold mission through its dedicated teaching, innovative programs, broad curricula, and services that are responsive to the complex needs of all students.

The mission statement should be widely publicized as a public statement and referenced as a starting point for strategic decision making and planning.

CORE VALUES

Core values are used to articulate the values and philosophy that we should use to set the style and culture of the organization. It should help define how we relate to students and each other. It also defines values that we wish to see in others. The core values for Solano Community College are:

- Integrity — firm adherence to a code of ethical values in thought and behavior
- Critical Thinking — the use of intellectually disciplined, logically sound processes involving data driven decision making
- Mutual Respect — valuing the intrinsic worth of each person in an atmosphere of collegiality
- Collaboration — working together across areas of responsibility or interest to achieve common goals and objectives
- Innovation — the search for and use of effective processes or procedures
- Accountability — individual and collective responsibility for achieving the highest level of performance
- Student Well-Being — considering and addressing the impact on students of any and all actions or inaction

Core values may be referenced in employee evaluations as way to put them in the minds of employees as behaviors we deem important. Including core values on evaluations (formal or informal) helps to ensure that that there is a process whereby accountability of the concept is introduced.

VISION STATEMENT

The vision statement differs from the mission statement because it is talking about a future state. The vision builds on the purpose of the organization defined in the mission statement and presents how we want to be in the future. The vision statement is by its very definition aspirational but not impossible. It represents the ideal we are all striving to achieve.

The current vision statement for SCC is

Solano Community College will be a recognized leader in educational excellence — transforming students' lives.

As the vision statement can often be a source of inspiration due to its nature it should be widely publicized in communications.

STRATEGIC GOALS AND OBJECTIVES

Strategic Goals and Objectives are a breakdown of the Mission, Vision and Values. While the Mission, Vision and Values are almost intangible, broad statements the strategic goals and objectives attempt to add a little substance and demonstrable action to those statements. This intermediate makes it much easier for individual departments to view the work they are completing as part of a wider mission of the district.

Most departments can relate the work they are doing to specific Strategic Goals and Objectives, and as such, represent a good yardstick by which we can identify areas of strength and weakness in delivering the Mission and working towards the Vision.

The current strategic goals and objectives at SCC are

- Foster Excellence in Learning
  - Obj. 1.1 — Create an environment that is conducive to student learning.
  - Obj. 1.2 — Create an environment that supports quality teaching.
  - Obj. 1.3 — Optimize student performance on Institutional Core Competencies

- Maximize Student Access & Success
  - Obj. 2.1 — Identify and provide appropriate support for underprepared students.
  - Obj. 2.2 — Update and strengthen career/technical curricula.
  - Obj. 2.3 — Identify and provide appropriate support for transfer students.
  - Obj. 2.4 — Improve student access to college facilities and services for students.
  - Obj. 2.5 — Develop and implement an effective Enrollment Management Plan

- Strengthen Community Connections
  - Obj. 3.1 — Respond to community needs.
  - Obj. 3.2 — Expand ties to the community.

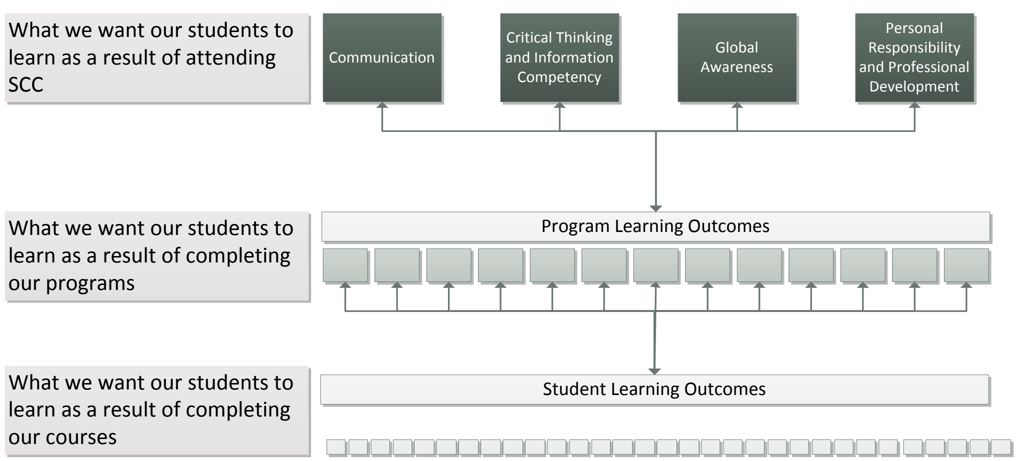
- Optimize Resources
  - Obj. 4.1 — Develop and manage resources to support institutional effectiveness.
  - Obj. 4.2 — Maximize organizational efficiency and effectiveness.
  - Obj. 4.3 — Maintain up-to-date technology to support the curriculum and business functions.

PLANNING AND STUDENT LEARNING

Planning in relation to student learning is a critical part of the academic environment. Central to this is the concept of outcomes based learning and assessment. Student learning Outcomes represent observable traits of knowledge, skills, abilities and attitudes that student has gained as the end result of his or her engagement in a particular set of collegiate experiences. SCC currently has 4 major institutional learning outcomes (ILOs) as outlined below.

Student learning is typically thought of as a function of classroom activity and is decomposed into linked learning outcomes at the program and course level. The assessment and subsequent planning based on course level and program learning is completed through the Academic Program Review. This has its own clearly laid out process and is not covered in this document.

ACADEMIC HIERARCHY OF STUDEDNT LEARNING



Non-academic service areas also have an important role in contributing to student leaning through their interactions with students. This is particularly the case with Student Service functions. For example, Financial Aid does a lot of work to try and teach students the institutional learning outcome related to “Personal Responsibility” through its education and training sessions.

The current ILOs for SCC are:

Upon completion of any Solano College program, a student will demonstrate competency in the following areas:

I. COMMUNICATION

Students will communicate effectively, which means the ability to:

A. **Read** – Students will be able to comprehend and interpret various types of written information in (1) expository prose and imaginative literature (including essays, short fiction and novels), (2) documentation such as manuals, reports, and graphs

B. **Write** – Students demonstrate the ability to:

- Communicate thoughts, ideas, information, and messages in writing
- Compose and create documents such as manuals and graphs as well as formal academic essays, observing rules of grammar, punctuation and spelling, and using the language, style, and format appropriate to academic and professional settings
- Check, edit, and revise written work for correct information, appropriate emphasis, form, style, and grammar

C. **Listen** – Students will be able to receive, attend to, interpret, and respond appropriately to (1) verbal and/or (2) nonverbal messages

D. **Speak and Converse** – Students have the ability to:

- Organize ideas and communicate verbal or non-verbal messages appropriate to the audience and the situation
- Participate in conversations, discussions, and group activities
- Speak clearly and ask appropriate questions

II. CRITICAL THINKING AND INFORMATION COMPETENCY

Thinking critically is characterized by the ability to perform:

A. **Analysis** – demonstrated by the ability to:

- Apply appropriate rules and principles to new situations
- Discover rules and apply them in the problem solving process
- Draw logical conclusions based on close observation and analysis of information
- Differentiate among facts, influences, opinions, assumptions, and conclusions

B. **Computation** – demonstrated by the ability to:

- Use basic numerical concepts
- Use tables, graphs, charts, and diagrams to explain concepts
- Use basic geometrical shapes

C. **Research** – demonstrated by the ability to:

- State a research question, problem, or issue
- Select discipline appropriate information tools to locate and retrieve relevant information
- Use discipline appropriate information tools to locate and retrieve relevant information efficiently
- Analyze and evaluate information for appropriateness, relevance, and accuracy
- Synthesize, evaluate, and communicate information using a variety of information technologies
- Recognize the ethical and legal issues surrounding information and information technologies
- Demonstrate understanding of academic integrity and honesty

D. **Problem Solving** –demonstrated by the ability to:

- Recognize whether a problem exists
- Identify components of the problem or issue
- Create a plan of action to respond to and/or resolve the issue appropriately
- Monitor, evaluate, and revise as necessary

III. GLOBAL AWARENESS

Students will demonstrate a measurable understanding and appreciation of the world including its

A. **Scientific Complexities** – Students demonstrate an understanding of:

- The scientific method and its application in experiments
- How experiments work
- The major differences between social, natural and physical sciences

B. **Social Diversity and Civics** – Students demonstrate ability to:

- Communicate with people from a variety of backgrounds
- Understand different cultural beliefs and behaviors
- Recognize important social and political issues in their own community

C. **Artistic Variety** – Students have been exposed to:

- The visual and performing arts of one or more cultures
- Analytical techniques for understanding the meaning in the arts and/or
- Hands-on experience with creative endeavors

IV. PERSONAL RESPONSIBILITY AND PROFESSIONAL DEVELOPMENT

A. **Self-Management and Self-Awareness** – The student is able to:

- Accurately assess his/her own knowledge, skills, and abilities
- Motivate self and set realistic short and long-term goals
- Accept that assessment is important to success
- Respond appropriately to challenging situations

B. **Social and Physical Wellness** – Students make an appropriate effort to:

- Manage personal health and well being
- Demonstrate appropriate social skills in group settings

C. **Workplace Skills** – Students understand how to:

- Be dependable, reliable, and accountable
- Meet deadlines and complete tasks

INSTITUTION PLANNING AND ASSESSMENT

INTRODUCTION

An education institution has unique aspects that can effect planning. The combination of administrative planning and academic planning are essentially 2 separate but inter-related processes.

Administrative planning refers to the process by which administrative areas (such as human resources, facilities and IT) plan what they are going to achieve and how they will achieve it. Identification of plans and activities usually follows on from assessment of Service Area Outcomes (SAOs) or goals and objectives as noted in institutional plans such as Facilities Master Plan (FMP) or Technology Plan (TP).

Academic planning refers to the process by which academic areas plan changes based on assessment of Student Learning Outcomes (SLOs) at the course, program and institution level.

There are four main plans currently in operation at the institution level.

- Education Master Plan
- Facilities Master Plan
- Student Equity Plan
- Strategic Plan

The first three plans have their own well documented processes and timetables so we this document will focus only at the development of a strategic plan

STRATEGIC PLANNING

Strategic Planning is the production of a medium term (3 year) plan linked to the work being completed in all of the service areas. The service areas each have their own set of outcomes. These outcomes are linked to the strategic goals and objectives of the college which in turn are derived from the mission statement. It is in this way that we can express the work of individual area in terms of the mission of the college.

This is essentially what the Strategic Plan represents, a communication of service area work, organized by strategic goals and objectives of the institution.

…a Strategic Plan represents a communication of service area work, organized by strategic goals and objectives of the institution.

The ideal format for communicating work at the service area level is the project. A project represents a discrete piece of work that has limits on scope, duration and resources. This means a project has a definite end-point. Having a definite end point means it can be evaluated easier.

If all service areas, plans and committees are defining work in terms of projects and outcomes linked back to the mission statement via strategic goals and objectives we have a lot of inter-related information defining our assessment, planning and progress. It becomes critical to manage that information in a structured fashion to ensure we are meeting the 3 major objectives of strategic planning

- We are doing the right kind of work to complete the mission
- We are doing enough work to complete the mission
- The work we have done to complete the mission has been successful

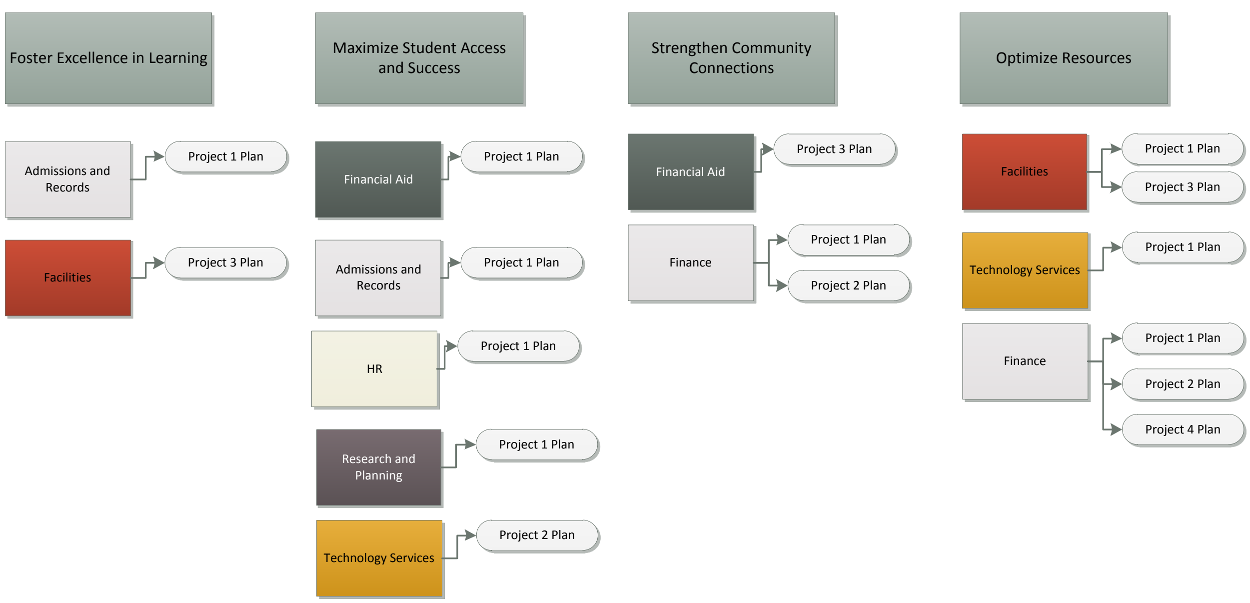
The best way to do this is to gather together all the linked projects under each strategic goal and evaluate what has been done and what is planned to get done.

REPORTING THE STRATEGIC PLAN

The focus of communicating a strategic plan is the ability to articulate what we are expecting to be achieved related to the districts strategic goals and objectives. If Service Areas can record projects with defined linkages to strategic goals and objectives then we can easily articulate work that is linked to the mission of the district.

In developing the plan we need to ensure that the projects under each linked strategic goal captures all of the work we want to achieve for that goal and is appropriate. Developing this plan would be best in a group discussion where managers could get some input from a wider set of people on some specific activities they would like to do in relation to the strategic goals and objectives.

SERVICE AREA PROJECT PLANS GROUPED BY STRATEGIC OUTCOME



Board of Trustees, external accreditors and service area managers are not interested in detangling and interpreting long lists of activities with an unstructured sense of purpose. Using a project level of communication we gain an overview above the activity level. This is an important aspect of project management. While service area managers are supervising activities on a daily basis, they are also responsible for managing an entire project. The focus is not solely making sure an activity gets completed but making sure a benefit is realized.

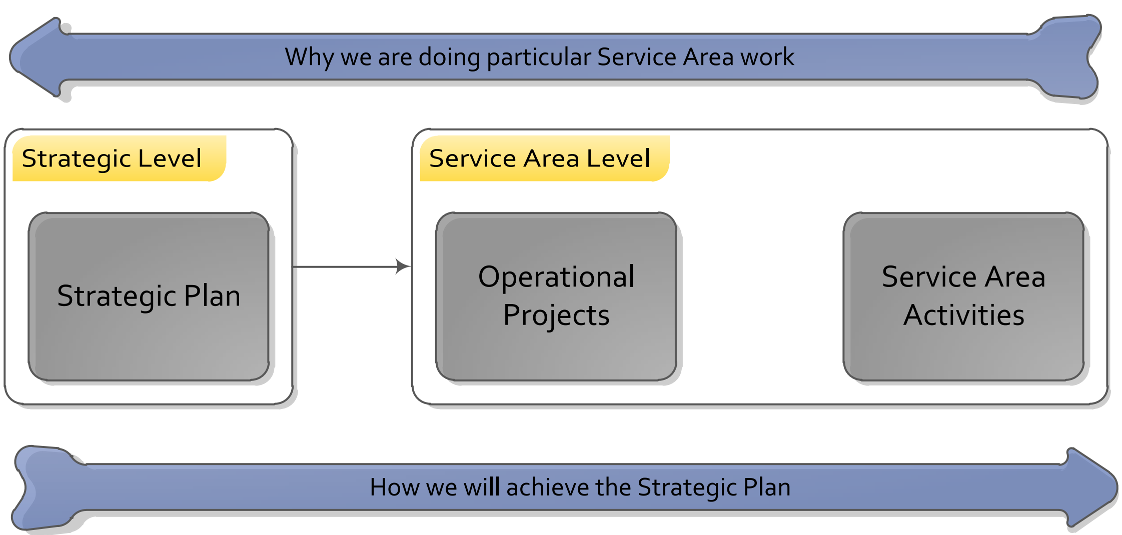
THE HOW-WHY FRAMEWORK

Another important aspect of project based management is the ability to express to important aspects of work, namely the how and why.

As we move from the strategic level through the operational and finally to the level of activity what we are doing is answering the question of 'how' we are going to achieve a level of work. The activities show how we will achieve the goals of the operational level project which in turn describes how we will achieve the strategic plan.

Going the other way we are communicating why we are doing a particular piece of work. Why are we doing a particular project? Because it helps fulfill the

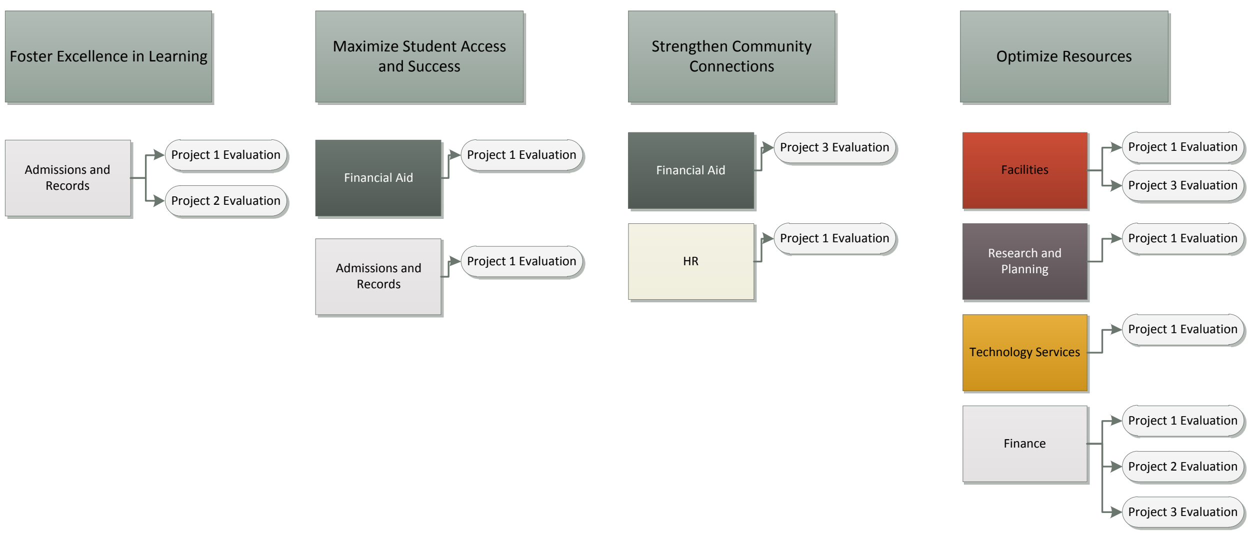
THE HOW AND WHY OF WORK



EVALUATING THE STRATEGIC PLAN

To fully evaluate what has been done in support of the mission of the district we need to bring together completed projects grouped by strategic goal and communicate the evaluation of the many individual projects.

SERVICE AREA PROJECT EVALUATIONS GROUPED BY STRATEGIC OBJECTIVE



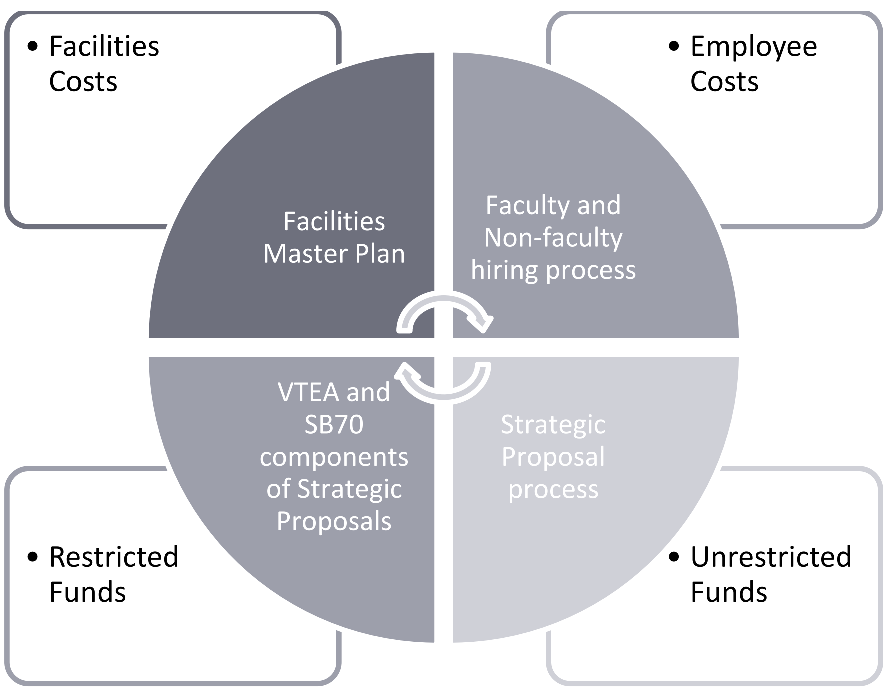
This report should be completed at least once a year by ALG and mark the point where we assess the year to date in relation to how that work has supported the mission statement. The evaluation is compiled from a written evaluation of projects completed in that year as well as evaluating the totality of work that has been completed under each strategic goal.

Institutional Research and Planning will have full responsibility for the production of the Strategic Plan Evaluation Report

BUDGETS AND PLANNING

It is important that budgets are clearly tied to some sort of plan. This not only gives resources required to implement our plans but also ensures that the vast majority of budgetary considerations at SCC are linked to a specific planning activity or process.

RELATIONSHIP BETWEEN PLANNING ACTIVITIES AND BUDGET ITEMS



All major expenditures at SCC are related to a planning activity.

- Facilities Costs: Are planned through the Facilities Master Plan
- Employee Costs: Are planned through the faculty and non-faculty hiring processes
- Restricted Funds: Are planned through VTEA/SB70 components of Strategic Proposals as well as Basic Skills Initiative Funding process
- Unrestricted Funds: Strategic Proposal Process

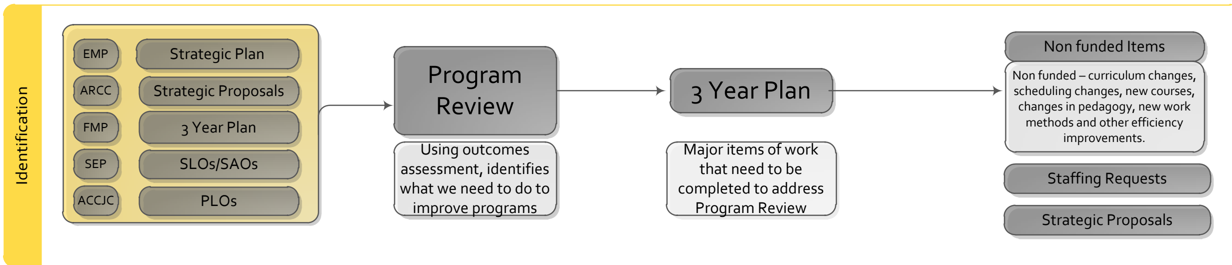
There are obviously some projects that are funded and do not fall under any of these processes. This is also an important part of planning, having the ability to be flexible and react to changing environmental factors. For this reason it is expected that at higher management levels such as Superintendent President, Vice presidents and Deans there is some level of discretionary spending. The District has made huge steps in trying to reduce discretionary spending and roll-over budgets. When discretionary spending does occur, it should happen with input from cross campus committees such as Shared Governance Council (SGC) and Superintendent Presidents Cabinet (SPC). It is also very important that some level of assessment and subsequent justification exists in addition to basic planning as this will be a focus of questioning in SGC and SPC.

INTEGRATED PLANNING PHASES

At an institutional level integrated planning occurs in a number of related phases. These include

- IDENTIFICATION: The process of reflecting on evaluations, assessments and environmental inputs to set the future work priorities.
- PRIORITIZATION: The action of relating local work priorities to institutional goals and drivers.
- BUDGETING AND APPROVAL: The process of approving prioritized work in terms of budget and SPC confirmation.
- EVALUATION: Reviewing completed work for evidence of success and change
- CLOSING THE LOOP: Feeding evaluation results back into Identification phase

IDENTIFICATION



The process starts with all areas (academic, service area and institutional plans) completing an evaluation of all the factors that may influence setting work priorities for the coming year. This includes reviewing and understanding relevant parts of

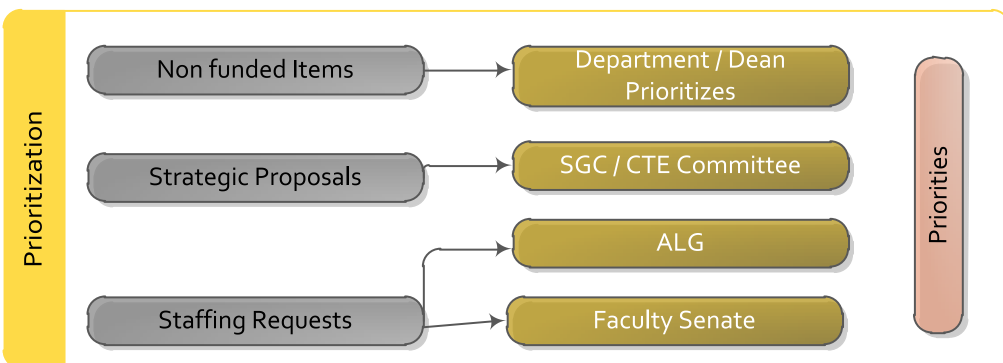
- Education Master Plan
- CCCO Student Performance Indicators
- Facilities Master Plan
- Student Equity Plan
- ACCJC Accreditation recommendations
- SCC Strategic Plan
- Work you have completed to date including;
    - Outcomes assessments
    - Completed projects
    - Strategic proposals you may have completed

The next step is to gather all of this information and make sense of it in a structured fashion. This is done by completing a Program Review for your area.

Based on the results of your program review you should aim to complete a plan of work for your area covering the next 3 years. You plan should be divided into discrete projects (more on this later) with specific activities, outcomes and milestone dates.

The output of your 3 year plans are projects describing major pieces of work that need to be completed. Some of these work items will require funding. Although it is important to remember that not all work that needs to be done requires additional resources. In fact, it could be argued that the vast majority of projects that are implemented can be done with pre-existing resources.

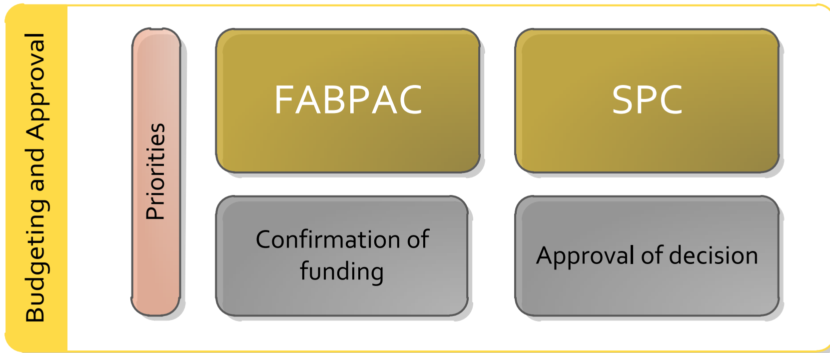
PRIORITIZATION



Prioritization is the process of looking at all the planned items, staffing requests and strategic proposals at the institution level to ensure that what we are proposing to do (and what we are proposing to spend) makes sense to the institution as a whole. Another important part of this phase is making sure that;

- Area of overlap are kept to a minimum
- Opportunities to work together are exploited
- Work proposed in one area does not negatively impact another area
- The district has the resources to complete planned projects
- The district is getting value for money from planned projects

BUDGETING AND APPROVAL



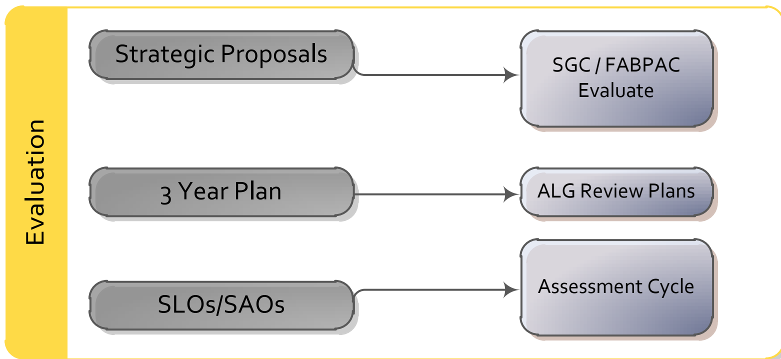
Budgeting and approval is the process by which priorities decided in the previous phase are turned into mandates to proceed at the executive level

The purpose of this step is not to reverse the prioritization from the previous phase but to

- Confirm that funding is available for the life of the project
- Confirm resources will be available for any probable long term maintenance
- Provide superintendent presidents sign off and decision to proceed

it is possible that insufficient information exists to make this final decision. In this case requests for further details will be coordinated through the appropriate prioritization body.

EVALUATION PHASE



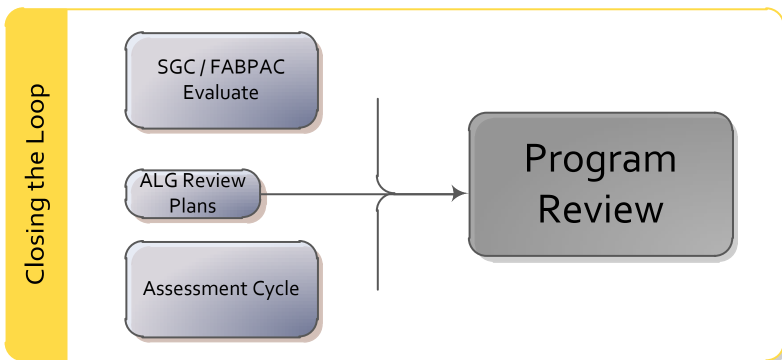
A critical and often neglected aspect of planning is evaluation of the project post implementation. This is important as we make sure that time and resources dedicated to projects are delivering the expected outcomes. Evaluation should occur at least annually and preferably before major planning activities for the upcoming year. The major evaluation components include.

Evaluation of Strategic Proposals: SGC/FABPAC as original groups responsible for prioritization should play an active role in evaluating implementation of previous years Strategic Proposals. All proposals should contain both outcome statements and timelines that should be used to measure progress.

Evaluation of Strategic Plan: The Strategic Plan is the culmination of all Service Area plans. ALG as a group is responsible for advancing, controlling and managing that plan. ALG should meet at least once a year to review plan progress and if necessary add, archive or edit elements of the plan.

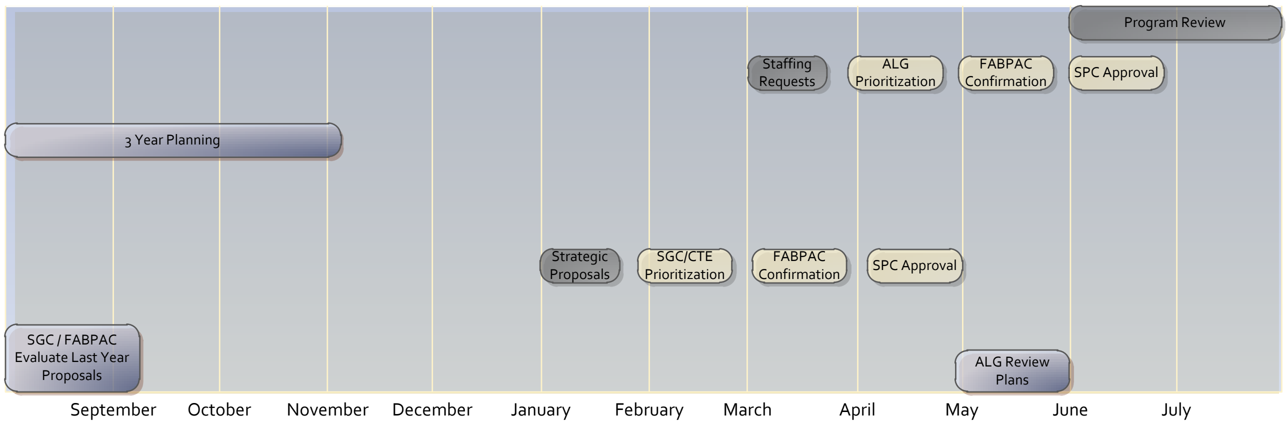
SLOs/SAOs: Service areas are responsible for their own outcome assessment as outlined in their outcome evaluation method and success criteria. Outcomes assessment should occur at appropriate times and involve staff members in discussing and interpreting results.

CLOSING THE LOOP



Closing the loop is the action that ensures that our planning and assessment processes are cyclical. It is the point at which results of evaluation activities are fed back into planning new activities for the upcoming year. The main output of 'Closing the Loop' is the completion of a Program Review. The Program Review reflects on the evaluation activities and defines projects and activities going forward.

PLANNING CALENDAR



Planning is a continuous activity and therefore occurs year round. The main planning activities are:

PROGRAM REVIEW: On the academic side this is a year long process with different Divisions completing the Program Review process on a rolling cycle. Service Areas complete program review once a year after evaluation phase is completed and before the planning phase starts. This ensures that items identified collectively in the ALG Evaluation can be included in the Program Review

3 YEAR PLANNING: The action of deciding on projects and activities for the next 3years. Since 3 year planning is dependent on Program Review and its evaluative focus, it will commence as soon as the Program Review ends in August through October. The evaluative component of 3 Year Planning, ALG review of the Strategic Plan, occurs in late May and early June.

STRATEGIC PROPOSAL PROCESS: This process of financial resource allocation starts in January. At this time proposal authors should reflect upon results of Program Review which should have identified improvement processes, some which require additional processes to proceed. Upon completion and submission of the Strategic Proposal form SGC will score all proposals using the SGC Proposal Rubric in February, this will culminate in a meeting that discusses aggregate data and produces a rank order priority list. Finally during March SPC will confirm the final list of proposals to receive funding in June.

NON FACULTY HIRING PROCESS: The other major resource allocation is the non-faculty hiring process. Again these resource requests should be based on items identified in Program Review. The process begins in March with discussion within area committees on local needs. Requestors will then complete a Request Form and job description for each requested position. All requested positions are reviewed by ALG Subcommittee who will prioritize all requests by late March. April will see confirmation of approved new hires to be included in the following year budget.

ROLES AND RESPONSIBILITIES

Although planning is often viewed as a 'management' activity one of the key duties of any manager involved in planning is to get more people involved. The more people that are part of the development of a plan the more realistic it is likely to be and, crucially, the more likely that there will be significant buy-in during implementation.

The following groups are the main groups involved in the integrated planning process.

ALG Manager: Managers will ultimately be responsible for the formation and delivery of plans, particularly at the service level. This will include significant management of projects within their service area, collaboration with staff in the development and implementation of project plans, as well as the ongoing assessment of end user needs.

STAFF: Staff are typically involved in completing planned activities as well as providing input into plan development and evaluation. Staff should also be consulted in the drafting and evaluation of Strategic Proposals.

SHARED GOVERNANCE COUNCIL (SGC): SGC has a significant role to play in gaining cross campus consensus in college priorities. As part of this duty it is essential that members of SGC

- Maintain excellent communications with their constituents.
- Are familiar with the strategic direction, goals and drivers of the District
- Gain input from their constituents on proposals
- Represent their constituents impartially

SUPERINTENDENT / PRESIDENTS CABINET (SPC): Comprised of Superintendent President and VPs, SPC have an obligation to react to priorities identified through Shared governance structures and confirm priorities are consistent with strategic priorities of the district. There is also an obligation to confirm that funding is available. SPC will also pass notification of final decisions to the governing board and Office of Research and Planning for sharing with the wider district.

BOARD OF TRUSTEES: The Board of Trustees typically approve final planning documentation including the Strategic Plan, Annual Strategic Plan Evaluation. The Board of Trustees also have a duty to be involved in high level strategic planning activities such as revising and updating a Mission Statement for the district.

OFFICE OF INSTITUTIONAL RESEARCH AND PLANNING (OIRP): Office of Research and Planning is the main owner of the Planning Process. This includes setting planning methodology, activities and timelines. There is also a significant obligation in reporting planning outcomes and

SERVICE LEVEL OUTCOMES AND ASSESSMENT

WHAT IS THE SERVICE LEVEL?

Service level outcomes and assessment is simply any outcome assessment activity that occurs within Service Areas. The Service Level is the level of the organization where specific services are delivered. Service Areas are typically the main units represented by Administrative Leadership Group (ALG). Service Areas can also include large committees and some institutional level plans that have a wide, cross-cutting impact.

SERVICE AREA OUTCOMES

Service Area Outcomes represent the lowest level by which things we wish to achieve are articulated. The outcomes at this level are defined as:

The observable effects of completing the departments work

Each Service Area should have a set of outcomes that reflect the vast majority of the core work it completes (there will always be the potential for smaller or one-time projects that fall outside of the normal scope of work).

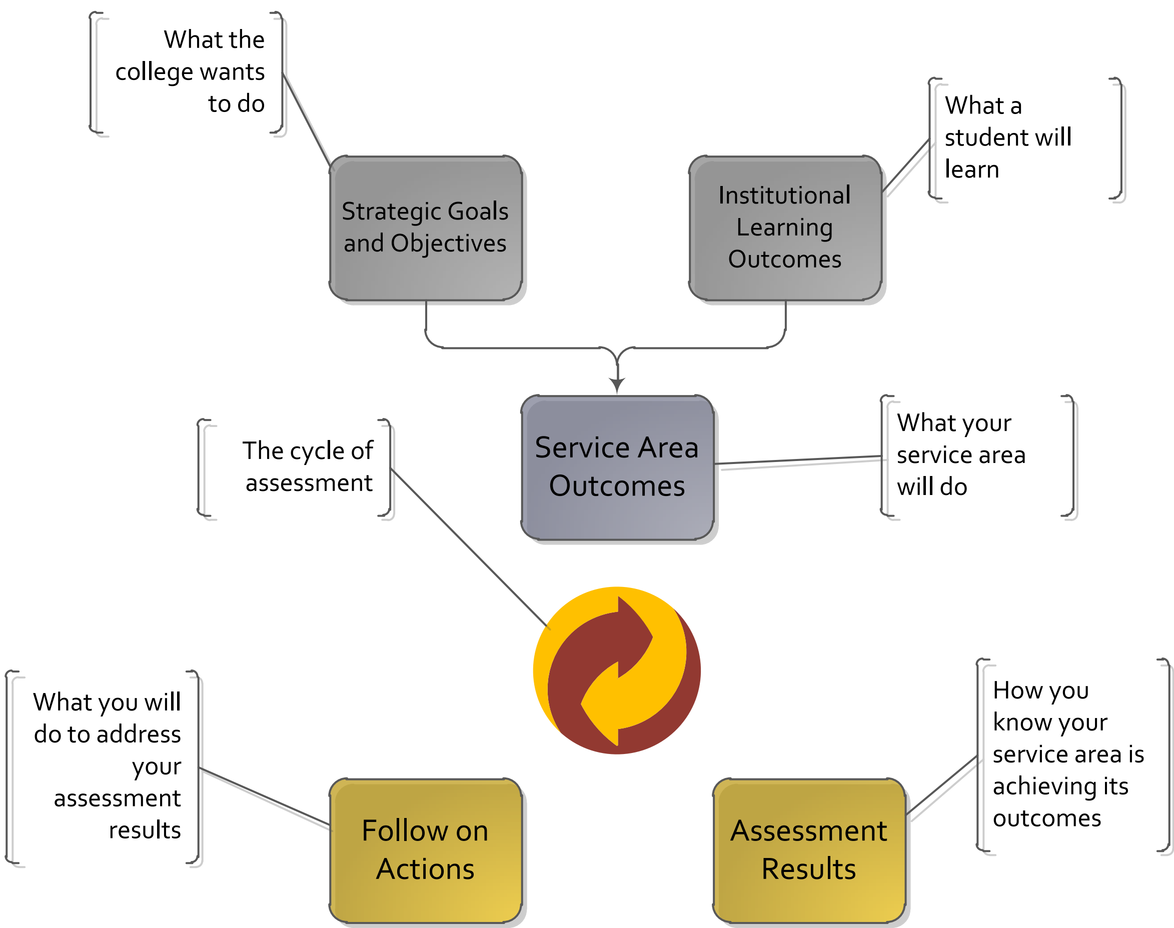
The level of outcomes should not really deal with minute details but are generally fairly high level. An area should ideally have three or four major outcomes. This is an important aspect to consider; if you produce outcomes that are too low level you will find that you have way too many outcomes to cover all of the work that you do. Conversely, if you write the outcomes at too high a level that they are virtually impossible to assess accurately.

A good way to help develop outcomes at the appropriate level is to write a mission statement for your area. This will naturally be quite broad in scope, however, you can think about the three or four major pieces of work that can be used to fulfill the mission.

Another technique would be to think of all the major pieces of work that are completed in your area and group them together under 3 or 4 outcomes.

However outcomes are developed, the process should be inclusive. Managers should involve staff in developing the outcomes and gain their insight not only on the work that is being completed but also on the appropriateness of the outcomes for the service area as a whole.

OUTCOMES AND THE CYCLE OF ASSESSMENT



BUILDING OUTCOMES

If you are having trouble writing some outcome statements for your particular area, think of an outcome statement as composed of 4 main elements.

- Audience: Who is affected by your outcome? This may be students, faculty staff, the campus as a whole or other specialist groups.
- Action verb: provides the verb for describing what the target group is expected to do.
- Learning/value statement: Provides the actual substance of what the target audience is expected to do.
- Criterion: Limits or otherwise clarifies conditions on audience actions.

EXAMPLE OUTCOMES

Audience	***Action verb***	***Learning/value statement***	***Criterion***
Student	*recognizes*	*differences between prokaryotic and eukaryotic cells*	*in terms of molecular biochemistry*
Institution	*participates*	*In all mandated state and federal reporting requirements*	*accurately and on time*
Faculty	*review*	*training needs and produce written training plan*	*every 2 years*
Campus	*continues*	*as a crime free and safe environment*	*all the time*

LEVEL OF OUTCOME STATEMENTS

The level of outcomes should not really deal with minute details but are generally fairly high level. An area should ideally have three or four major outcomes. This is an important aspect to consider; if you produce outcomes that are too low level you will find that you have way too many outcomes to cover all of the work that you do. Conversely, if you write the outcomes at too high a level that they are virtually impossible to assess accurately.

A good way to help develop outcomes at the appropriate level is to write a mission statement for your area. This will naturally be quite broad in scope, however, you can think about the three or four major pieces of work that can be used to fulfill the mission.

OUTCOME ASSESSMENT STRATEGY

Now that we have a defined outcome we need to think about how we are planning to assess it. This is the how and when of assessment.

It is important to think in advance how we intend to assess an outcome since some outcomes may require work to be started early for assessment. An example of this may be if an academic area is to assess student learning outcomes using pre and post tests.

You may also find that some of your outcomes are difficult to assess. This raises a bit of a conundrum. We do not want to define our outcomes in terms of things that are easy to assess but neither do we want a list of outcomes that are impossible to assess. Writing an assessment strategy statement will help us to see if our outcomes have been written in such a way that they are fairly straightforward to assess. If an outcome seems impossible to assess you may want to research online or talk to colleagues about potential assessment strategies before you go ahead and modify the outcome.

Some examples of assessment methods include

- Tests
- Questionnaires and opinion surveys

- Performance data

Some outcomes may be assessed every semester, some on a yearly basis. Deciding on a timeline for assessment should form part of the assessment strategy statement. Do not make the timeline too difficult to complete, you do not want to spend all of your time measuring and leave no time for corrective action.

SUCCESS CRITERIA

Since you have already defined how an outcome has been measure the next step is to note what constitutes the outcome being met. This is what Success Criteria are. Since success criteria are measured they are typically quantitative in nature. That does not mean that success criteria cannot contain qualitative elements. For example, you may say that 80% of employees surveyed feel safe on campus. This type of statement would obviously be assessed through a survey where you could gather the qualitative opinion and quantify the number of respondents.

It is important that what you feel constitutes a success is realistic but it should also represent an ideal, something that you can work towards. If, after completing a number of assessments, you note that your success criteria are constantly being met then you may want to 'raise the bar' a bit in terms of what constitutes a success. You can improve your area if you first identify areas for improvement and you can only do this if you identify areas of weakness. Do not be afraid to report or lack of success or areas of weakness, this is totally normal and does not reflect on anything other than a current situation. As a leader what is important is how you can progress.

LINKING OUTCOMES

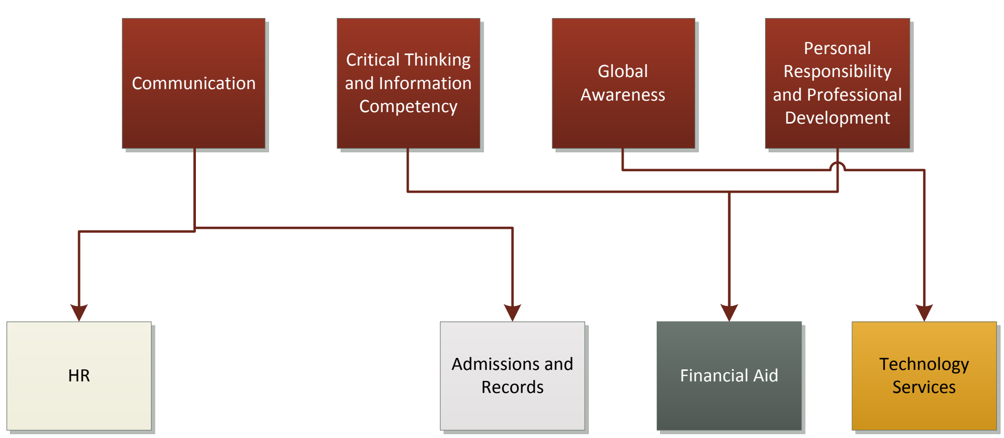
Outcomes should be linked to the goals and strategic objectives of the college as a whole.

This is important as a check to make sure the college is completing work that it feels is important. Most service areas will link to strategic objectives of the college. Any outcomes that indicate a student will learn something should also link to the core competencies of the college. This process of linking the work you do to the goals and aspirations of the institution as a whole allows institution leaders to view the work you are doing in terms of the wider picture. This will be beneficial for future prioritization and resource allocation exercises.

SLOS AND SERVICE AREA

Although student learning at the district is primarily a classroom function a lot of service areas have direct contact with students and want a student to learn something as a result of that contact. An example of this may be Financial Aid. Financial Aid may want student to learn the procedures and implications surrounding financial aid. In this case the outcomes of the department are best expressed not in terms of linking to strategic goals and objectives but as linked to Institutional Learning Outcomes (ILOs).

EXAMPLE RELATIONSHIPS BETWEEN ILOS AND SERVICE AREAS



ASSESSMENT OF SERVICE AREA OUTCOMES

Assessment is the action of evaluating the delivery and performance of your stated outcome. Assessment depends heavily on the ability to measure your success criteria. There are a number of both qualitative and quantitative research methods that can be used for outcomes assessment. Some important steps in research and outcomes assessment include:

Study your outcome and decide on a research method that will best allow you to see if you have attained the performance outlined in your success criteria.

Design your research study taking care to include a sample size that is representative (you can find more information on sample size as well as on online calculator at: **http://www.surveysystem.com/sscalc.htm**).

Collect your results and analyze them. You may use a number of statistical methods to analyze your research results. Please feel free to contact Research and Planning to help with analysis.

Discuss your results with a wide selection of people who may have additional insights. Interpret your results without bias. If they show something wrong admit it and develop a plan to fix it. Denial of potentially negative research results cannot lead to any improvements in your service area so it is important to be honest in identifying the causes of problems.

Interpret your results without bias. If they show something wrong admit it and develop a plan to fix it

Plan corrective projects based on the results of the assessment. This is the important part to ensure assessment is not the 'end result'. Again, corrective projects should be discussed with as many stakeholders as possible. Cost out corrective projects and make sure if resources are not available they can be acquired through the strategic proposal process or non-faculty hiring process for staff positions.

RESEARCH METHODS FOR OUTCOMES ASSESSMENT

The attainment of Service Area Outcomes can be assessed in a variety of area. The main distinctions for research design are:

- Qualitative Research Methods: Unstructured data such as those coming from focus groups and questionnaires focus groups or case studies.
- Quantitative: Uses numbers
- Behavioral: Measures what people do
- Attitudinal: Measures what people say

QUANTITATIVE AND QUALIUTATIVE RESEARCH

An important part of measuring service area outcome assessment is to look at both qualitative and quantitative data.

QUALITATIVE RESEARCH

Qualitative research is more concerned with describing opinions, feelings and experiences. The main advantage of qualitative research is that it attempts to understand by looking at the holistic situation rather than a set of variables.

Qualitative research often involves direct interaction with individuals and groups using methods such as

- Interviews
- Focus groups
- Observations
- Action research

Qualitative research usually aims to answer the questions how, why and what.

QUANTITATIVE RESEARCH

Quantitative research looks at numerical data to explain performance and patterns. Using numerical data allows us to use mathematical operations such as sum, average, standard deviation and counting to describe our service. Because we are using numerical data it is often much easier to compare performance from year to year or express how we would like to alter our service (increase production by 5%, decrease average waiting times by 30 minutes)

Examples of quantitative data include

- Amount of financial aid dispersed
- Percent of budget spent
- Average response times
- Count of number of complaints
- Count of number of students served

Because quantitative research deals with absolute numbers it is often more reliable and objective

BEST PRACTICES FOR SURVEY DESIGN

BEFORE YOU START

Clearly articulate the goals for your questionnaire: It is important to focus on why you are running the survey (related to identifying outcome performance against success criteria), what you will do with the survey results and how they will help you improve your service area. Answering these questions will put you on a sound footing to writing a relevant questionnaire.

Think of your questions and equally importantly think of how the answers are likely to come back. Will the responses return allow you to identify issues or is there the potential for ambiguity in the answers.

SURVEY DESIGN

The following points are the key considerations for survey design:

- The opening should introduce the survey, explain who is collecting the feedback and why. You should also include some reasons for participation, and share details about the confidentiality of the information you are collecting.
- The introduction should set expectations about survey length and estimate the time it will take someone to complete.
- Opening questions should be easy to answer, to increase participant trust and encourage them to continue answering questions.
- Ensure questions are relevant to participants, to reduce abandonment.
- To minimize confusion, questions should follow a logical flow, with similar questions grouped together.
- Keep your survey short and to the point - fewer questions will deliver a higher response rate.
- If you have sensitive questions, or questions requesting personal information, include them towards the end of the survey, after trust has been built.
- Thank your participants after they've completed the survey.
- Test your survey with a small group before launch. Have participants share what they are thinking as they fill out each question, and make improvements where necessary.

QUESTION DESIGN

- Keep questions short and easy to read. The longer and more complex the questions, the less accurate feedback you'll get.

- Keep questions easy to answer, otherwise participants may abandon the survey, or provide incorrect information (e.g., giving the same answer/value for all questions, simply to get through the survey).
- Keep "required" questions to a minimum. If a participant can't or doesn't want to answer a required question, they may abandon the survey.
- Use a consistent rating scale (e.g., if 5=high and 1=low, keep this consistent throughout all survey questions).
- For rating scales, make sure your scale is balanced (e.g., provide an equal number of positive and negative response options).
- Label each point in a response scale to ensure clarity and equal weight to each response option.
- For closed-ended questions, include all possible answers, and make sure there is no overlap between answer options.
- Use consistent word choices and definitions throughout the survey.
- Avoid technical jargon and use language familiar to participants.
- Be as precise as possible to avoid word choice confusion. Avoid words like "often" or "rarely", which may mean different things to different people. Instead, use a precise phrase like "fewer than three times per week."
- Try to construct the questions as objectively as possible.

CONDUCTING A FOCUS GROUP

Focus groups provide more detailed and nuanced feedback than surveys, and are particularly helpful for capturing general preferences, attitudes and opinions, assumptions, and collecting responses to current or future offerings.

Focus group feedback can give you a better understanding of customer perceptions and opinions, provide more information about known problem areas, and help you gather responses to new products or services. In addition, focus groups can be used to uncover problem areas or to investigate a problem in more detail.

Because focus groups include a very small sample size, and participation is not random, the feedback you collect may not be representative of the opinions of your entire customer base. Focus group results are always qualitative. In addition, because of the relatively small number of participants, individual opinions can take on greater weight than is appropriate. When running a focus group, be aware of the anecdotal nature of group responses, and combat this by running multiple focus groups or by recruiting the maximum number of participants.

BIAS IN FOCUS GROUPS

Some common ways that focus groups can be biased include:

GROUP DYNAMICS. Group dynamics that arise within the group can sometimes yield unreliable results. Common challenges include the dominance of a handful of individuals in the discussion, and reluctance for individuals to express differing opinions. In addition, interpersonal relationships can impact an individual's willingness to speak (e.g., if a focus group includes an employee and his or her boss, the employee may hesitate to share his or her true opinions). It is helpful if focus group participants do not already know each other.

SENSITIVE OR CONTROVERSIAL TOPICS. Focus groups on sensitive or controversial topics often yield unreliable feedback, since individuals can be uncomfortable speaking up in a group environment.

MODERATOR BIAS. An untrained and/or biased moderator can bias the discussion and lead participant responses.

QUESTION DESIGN. Focus group questions should be designed to elicit unbiased responses. It can be helpful to contact a focus group expert when designing your questions.

SELECTIVE FEEDBACK ANALYSIS. When analyzing focus group feedback, it is important to conduct a balanced review and highlight all findings, not just those results that support a particular point of view.

SELECTING FOCUS GROUP PARTICPANTS

Selection criteria should be informed both by your overall goals, and by the characteristics that make different types of customers behave differently. Try to recruit participants from your target audience. For example, to find out how you can increase the use of online services, recruit participants who are not early adopters of technology; or to find out more about a specific demographic (e.g., first time, Hispanic or rural), recruit participants from the target group.

The ideal focus group size varies from 6-12 participants, with 8-10 being average. Too many participants can be difficult to facilitate, and too few may not provide adequate feedback. Organizations often run multiple focus groups in order to raise the number of participants, compare feedback, and target different demographics.

DESIGNING A FOCUS GROUP

Focus groups usually take the form of moderated group discussions, with 6-12 participants, led by a facilitator. Typically, for in-person focus groups, participants are seated so they can face one another in a comfortable environment. Flip charts or notepads can be used. The facilitator follows a script, with a set of questions designed to elicit feedback that meets the goals and purpose of the focus group (e.g., to find out why some customers prefer phone over online customer service, for example).

Each focus group typically starts with an introduction by the facilitator, who explains the purpose of the focus group and sets the tone. The facilitator then follows the script and questions, and he or she can add additional, follow-up questions as needed. The session concludes with a closing statement and a thank you to the participants.

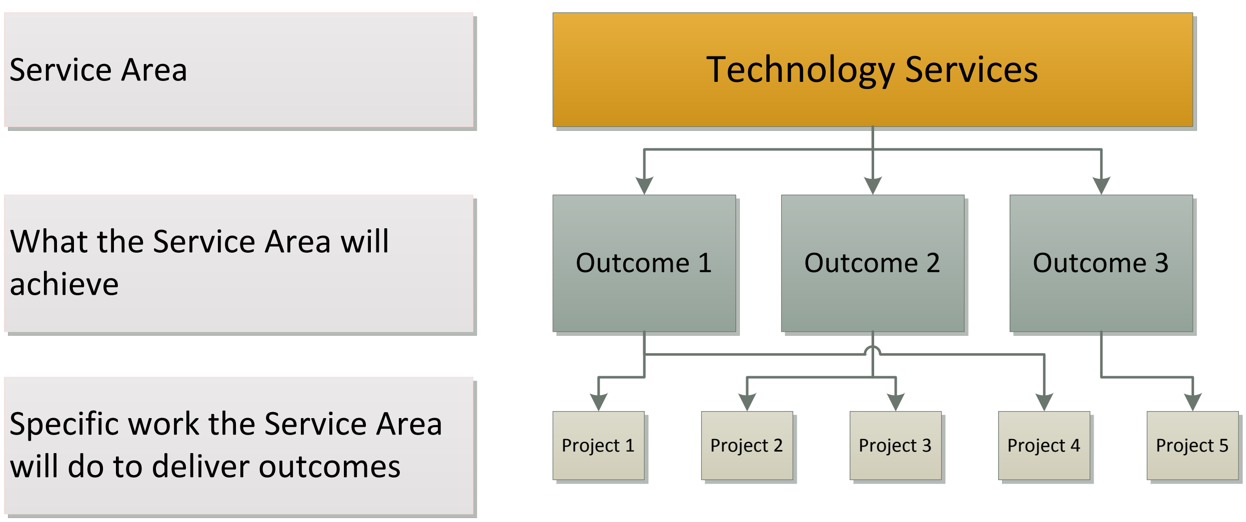
WHAT SHOULD BE INCLUDED IN A FOCUS GROUP SCRIPT?

Scripts are designed to help facilitate the focus group. The script should include the introduction and the close, as well as well-written, targeted questions that elicit the targeted feedback you need. Scripts are also helpful for keeping time. Most importantly, following a script ensures that the same questions are asked across all focus groups, to provide consistency to compare answers across focus groups.

PROJECT PLANNING

Each service area not only defines a set of outcomes linked back to the districts over-arching strategic goals and objectives but also defines specific projects that the area plans to complete in support of the area outcomes. This is the point where specific work activities with start dates, end dates and personnel are defined. Because these projects and activities are expressed in terms of area outcomes and area outcomes are expressed in terms of strategic goals and objectives this is the point where the actual work we are doing is related back the mission and vision statement of the district.

HIERARCHY OF SERVICE AREA OUTCOMES AND PROJECTS



The main advantage with using a project based arrangement is that adds structure to activities. Without the project structure we would simply have long lists of activities that people want to do. With the project structure these activities are grouped together under a common goal. This greatly facilitates communication and evaluation of work.

SERVICE AREA PROJECTS

A project is defined as

A discrete piece of work with set boundaries of scope, time, resources and anticipated outcomes.

This means that a project is not something that is ongoing; it is a piece of work that a manager can say is finished at some point. It is also limited in scope and results that will be achieved. This is an important part of communicating work. Rather than communicating a long list of activities, service area managers can now communicate the work they are planning to do in terms of expected aims, results and outcomes.

Using a project based planning structure greatly facilitates communication and planning of work

This concept is also an important part of evaluation. With activity based management the focus of evaluation is shifted towards the question were the activities completed. With project based evaluation the focus is much more useful line of questioning including

- Was the project delivered on time and with the stated resources?
- Did the project deliver the required results?

This focus makes institution level discussion far more productive as the focus moves away from the minutiae to discussing higher level concepts.

INTEGRATING OTHER AREAS WITH PROJECT PLANNING

Since our planning structure deals with two relatively simple and transferable components (outcomes and projects) the process can be applied to other areas relatively simply. Two areas which can also adopt the same principles are:

- CROSS CUTTING PLANS: There are a number of plans across the district (Student Equity Plan and Matriculation Plan being examples) that require the work of a lot of different areas at different times. These plans are not really the responsibility of a single department but require multiple departments to work together to achieve the goals.
- COMMITTEES: A number of committees are in operation across the campus that have different roles and scopes. They often involve constituents from different groups that have been brought together for a common purpose.

These cross-cutting plans and committees can also follow the same principles by defining outcomes for the group that are linked to the strategic goals and objectives of the district and then also defining specific projects that they need to complete that are related to the plan or committee outcomes. This ensures that plan and committee work in fully integrated with service areas and is communicated in the same manner.

PROJECT EVALUATION

Project evaluation is the activity of reflection on the success or failure of a project after it has been completed.

The questions typical to a post project evaluation are

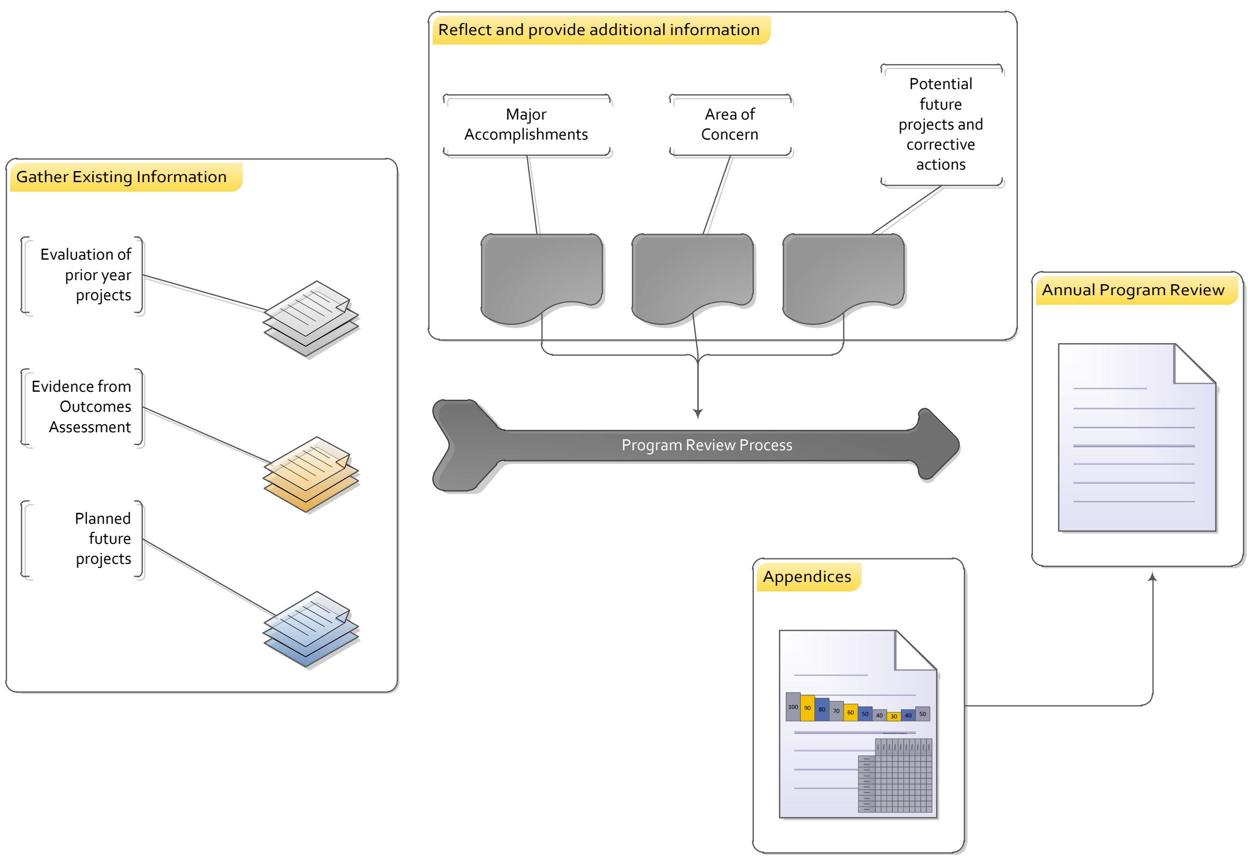
- Are any products delivered meeting user expectation?
- Have there been any problems in project delivery?
- How well have the stated outcomes of the project been delivered
- When and how will we need to assess the linked area outcome for improvement?

The answers to these questions form a large part of evaluating the strategic plan.

NON ACADEMIC PROGRAM REVIEW

Non instructional program review is a culmination of many of the component parts already a part of planning and assessment. It will occur during August and September and is the process of reflection on what has worked well, what hasn't worked and what specific improvements need to be made. The program review period is the time between today and the date of the last program review, it is this period that is 'reviewed' in terms of actions completed and assessments undertaken.

NON ACADEMIC PROGRAM REVIEW PROCESS



PROCESS FOR PROGRAM REVIEW

Program Review process contains 4 related processes as described below.

GATHER EXISTING INFORMATION: The program review first needs to gather together existing information that will be a major part of program review. This includes:

- Evaluation of any projects completed or ongoing in the program review period.
- Results of outcomes assessment
- Possible future projects identified from outcomes assessment

REFLECT AND PROVIDE ADDITIONAL INFORMATION: These sections provide a narrative that summarizes all of the information gathered in the previous step. Three major sections need to be outlined in this part of Program Review.

- Major Accomplishments: Describes major projects completed and their effects on the Service Area
- Area of Concern: Describes potential problems highlighted through outcomes assessment
- Potential Future Projects: Follow on actions that may be possible future projects identified through outcomes assessment

APPENDICES: Data tables, surveys, and other assessment outputs that do not need to be included in the main report

PROGRAM REVIEW ROLES AND RESPONSIBILITIES

It is the role of all managers in ALG to take part in the Program Review process annually.

Research and Planning will provide the means for all managers to access any outcomes, assessments, projects, evaluations and identified next steps that have been submitted. The managers will then need to work with their staff to complete the evaluation and identify follow on projects. Managers will also need to work with other managers for collaborative projects that cross operational boundaries.

STRATEGIC PROPOSALS

Strategic Proposals are the main form of resource allocation for identified projects that cannot be funded through department budgets. It is an opportunity for all areas across the college to request resources based on identified need.

WHAT ARE STRATEGIC PROPOSALS

As department budgets are put under increasing pressure it is important that the District maintains the ability to be flexible and implement new initiatives. This is particularly important where the initiative may have an impact on student success or college efficiency. Although budgets are decreasing we still want to do things that are important to the District. It is also important that decisions regarding funding are made with representation from across the District.

The Strategic Proposal process is an annual process whereby the college allocates resources based on identified needs. All submitted Strategic Proposals are primarily based on needs identified during outcomes assessment. The process is a way to move away from 'rollover budgets' and towards a system of 'zero base budgets'.

The huge problem with rollover budgets is that allocations are made based on history, with little or no consideration of performance, needs, emergent opportunities or the constantly changing education environment.

Additionally the proposal process allows anyone from across the district to make a request for resources. This significantly opens up the opportunity for anyone to get involved in improving the college.

WHAT IS **NOT** A STRATEGIC PROPOSAL

Strategic proposals are one time allocations and therefore the following items are not appropriate for funding via the strategic proposal process.

- Permanent hires of staff
- Ongoing operational activities
- Requests for equipment that has associated annual maintenance

STRATEGIC PROPOSAL PROCESS

The process starts with the production of a written proposal. A proposal is simply a written statement of planned work and requested budget. It should also cover other sections such as outcomes and benefits. A template for all proposals will be issued by Research and Planning at the start of the process.

Proposals should be discussed within departments or schools before being submitted via area deans and managers. All proposals submitted with Dean or Manager approval before the deadline date will go into the evaluation process.

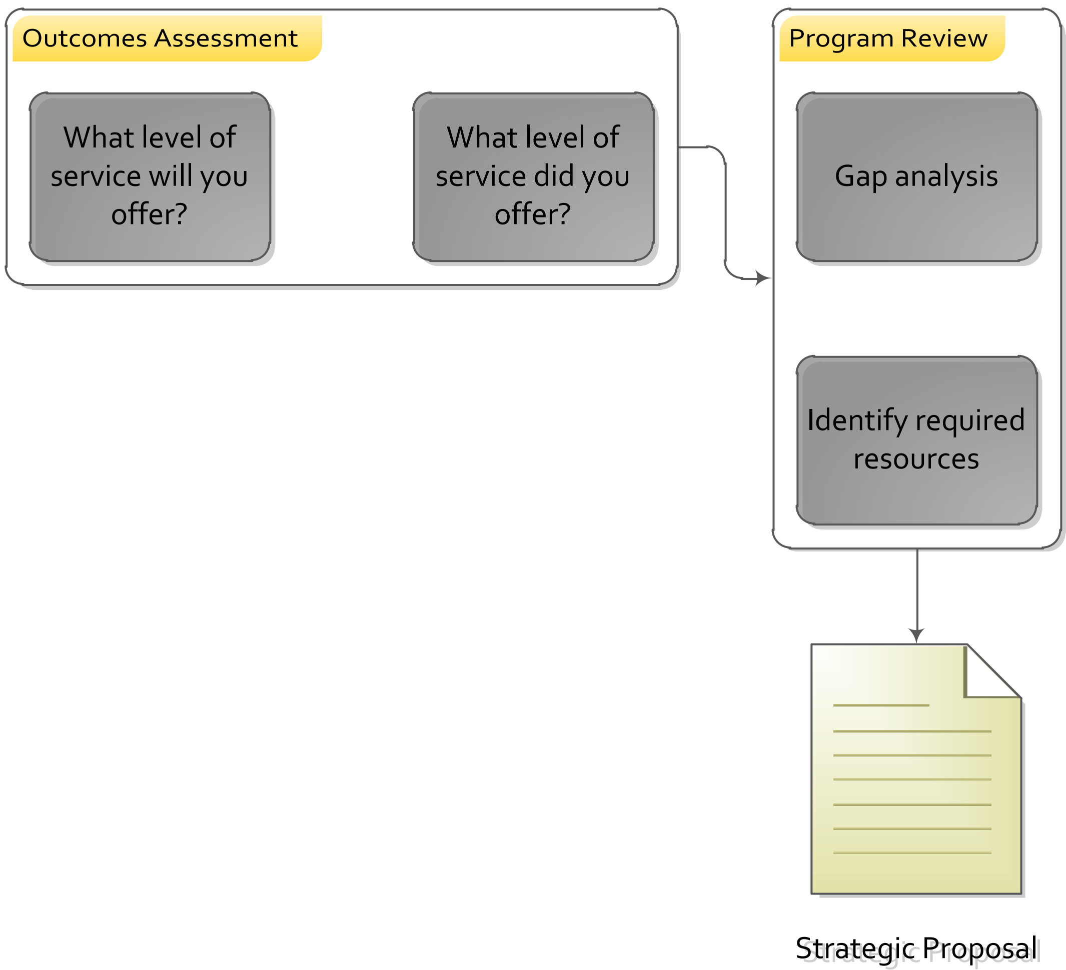
Initial evaluation is completed by Research and Planning who will provide basic suggestions on things that may be done to improve the proposal. Once the final proposal is received it is sent to SGC who will use a rubric to score and rate all proposals. As a proposal author it is vital that you are familiar with the rubric.

SGC will share proposals and solicit feedback from the constituents that they represent to get feedback that will guide the scoring. Once scoring is completed a special meeting of SGC will use the scores to produce a prioritized list. This list is then sent to SPC who will decide on final allocation of funds. Funds will then be released in the next fiscal year. A year following proposal funding a review of all implemented proposals will take place with SGC. This will take the format of a face to face question and answer session. The focus of this evaluation will be on the delivery of the stated outcomes from the proposal.

USING OUTCOMES ASSESSMENT IN STRATEGIC PROPOSALS

One of the most important part of developing a good proposal is to make sure it is explicitly linked to outcomes assessment, and in particular recommendations identified through program review.

OUTCOMES ASSESSMENT AND PROGRAM REVIEW IN STRATEGIC PROPOSALS



One of the most important aspects of writing a good proposal is to ensure it is linked to outcomes of your area. For non-academic areas a good proposal will be based on assessment of your stated Service Area Outcomes (SAOs).

A good technique to use to write a proposal is gap analysis. This ensures that you are writing a proposal that is clearly based on an identified need.

Your Service Area Outcomes will typically state something about the quality of service that you want to offer. Assessment of those outcomes will help you to identify what the actual level of service was.

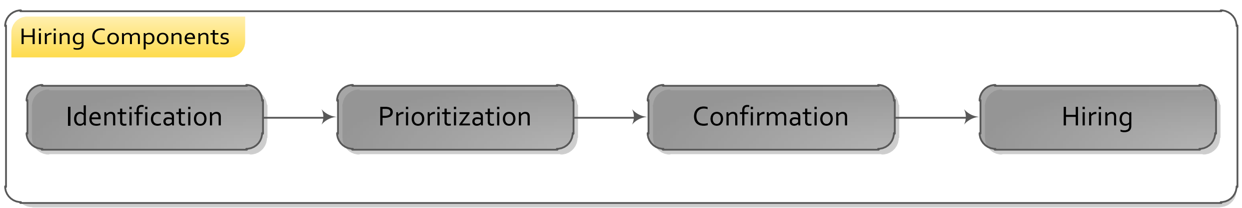
Gap analysis is the period of reflection where we identify size, scope and possible causes in the differences between our stated outcomes and the reality

From gap analysis we can identify potential resources we may need to address the gap and include that request as part of a Strategic Proposal.

NON-FACULTY HIRING PROCESSES

Faculty hires go through an annual process of prioritization based on evidence. Non-faculty hires for new and existing positions now have a similar process that is completed once a year. These processes do not cover upgrading or reclassification of positions. The processes are split into 4 stages.

COMPONENTS ON THE NONFACULTY HIRING PROCESSES



NEW POSITIONS

Completely new positions can be requested to be included in the budget. The whole process should be completed by early April so positions can be included in the final June budget.

IDENTIFICATION: Managers and VPs identify positions with input from their program review, area committee, and 3 year plans. This will produce a Personnel Request Form and a Job Design for requested positions.

PRIORITIZATION: Discussion within a subcommittee of ALG produces initial priority list.

CONFIRMATION: Three steps to this stage. First Position Control review Committee review the prioritized list for any potential issues with union contracts, second SGC confirm priority and resource availability, lastly SPC approves a final list of approved positions

HIRING: SPC informs the Governing Board and HR initiate the hiring process for identified positions

REPLACEMENT POSITIONS

It is important that the District makes an effort to evaluate all positions when a person leaves. It may be that a position that was previously filled should be changed or removed altogether. This prevents the District from simply constantly adding positions and allows a greater degree of flexibility in functions performed.

IDENTIFICATION: Managers identify upcoming replacement positions

PRIORITIZATION: Area Committee decide whether position replacement is essential

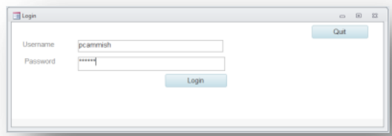
CONFIRMATION: If a position is no longer deemed 'essential' it may be removed. In this case the Position Control Review Committee may review that decision for potential Union issues. If the position is still essential SGC will receive details of the position to be removed. At any point in this step the HR Director may initiate an appeal to a decision in consultations with SPC. SPC has the final say on approving replacements.

HIRING: SPC informs the Governing Board and HR initiate the hiring process for identified positions

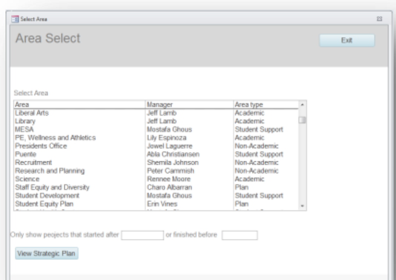
PLANNING DATABASE

ACCESSING THE DATABASE

- Open the database from your desktop icon
- Enter your username and password
- Press Login



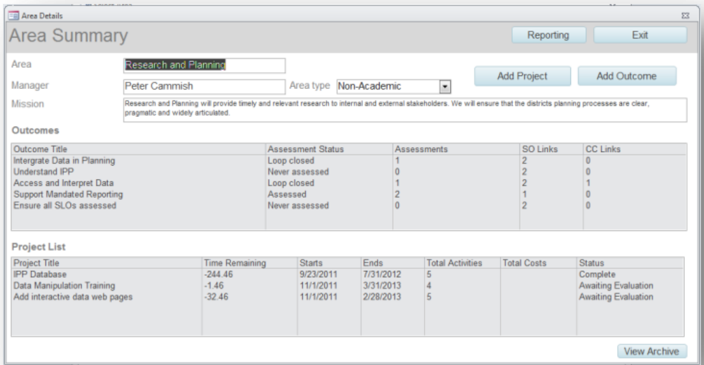
You should now see a list of all areas for which you have the ability to enter outcomes and assessments



- Click on any Service Area in this list

The main screen will now open where you will see list of your areas,

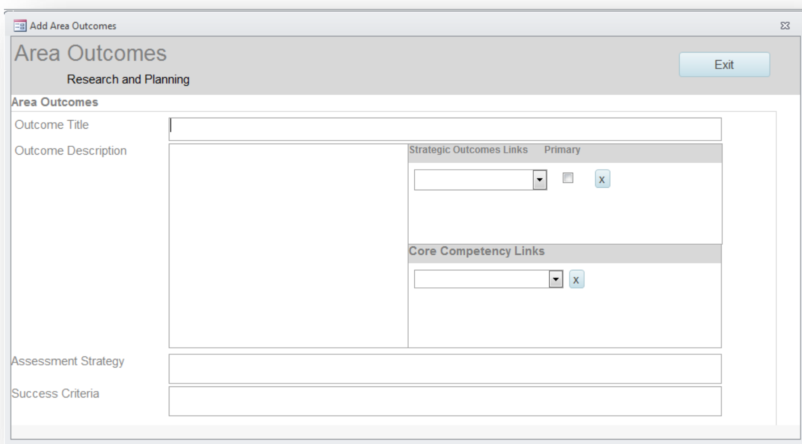
- Outcomes
- Project Plans



RECORDING OUTCOMES AND ASSESSMENT

- Click the Add Outcome button

The Add Area Outcomes screen will appear



Use the fields provided to add

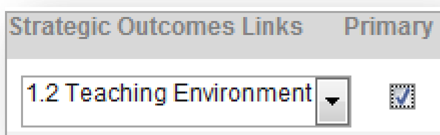
- Outcome title
- Outcome description
- Assessment Strategy

- Success Criteria

You can use the drop down boxes to add links to one or more

- Strategic Outcomes (mark ONE as primary)
- Core Competencies

NOTE: You should mark one (and only one) of your Strategic Outcomes links as "Primary" by checking the box. This will ensure that any projects you implement linked to that strategic outcome will show in the strategic plan.



When finished press Exit

ADDING OUTCOME ASSESSMENT

Outcome assessment involves completing the cycle of assessment. The whole point of assessment is to identify improvements that can be made to an area. The final step of taking corrective action is commonly called “closing the loop”.

IDENTIFYING FOLLOW ON ACTIONS

Once you have completed an assessment exercise it is important to look at the results of the assessment objectively and try to find out what they mean for your area and the outcome you are assessing. It is not true that all assessment activities will lead to extra work. It may be that the result of your assessment shows that things are going along very well. In this case your follow on actions may be just to keep up the assessment, if the assessment results are not entirely clear your follow on actions may be to modify your assessment or do further research to get a better idea of what is going on. The point is that completing the assessment is not the end of the process, if it was there would be very little reason to complete assessment activities.

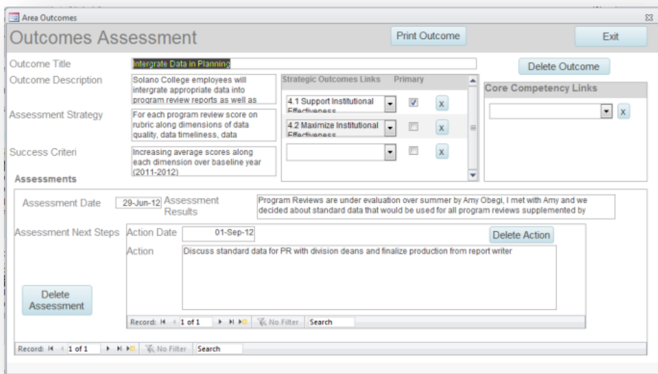
EXAMPLES OF POSSIBLE FOLLOW ON ACTIONS

Assessment results show	Possible follow on activities
Area not meeting outcome as stated.	Suggest improvements in efficiency, requests for further resources, trial new ways of working.
Inconclusive from assessment results obtained	Plan changes to assessment plan to gather different data.
Area doing very well in meeting outcome	Continue to monitor, share best practices with other areas.

RECORDING FOLLOW ON ACTIONS IN THE DATABASE

- From the main screen click on the outcome in the outcome list

This will open the Outcomes Assessment screen



You can use this screen to

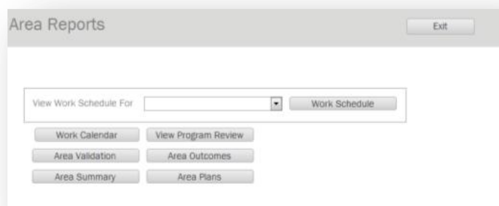
- Edit your outcome
- Add details of an assessment(s)
- Record assessment "next steps"

When finished press Exit

PRINT OUTCOME PLANS

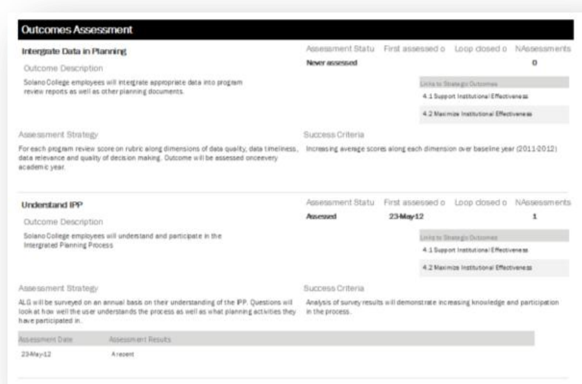
- From the main menu click on the "Reporting" button.

This opens the area reporting screen



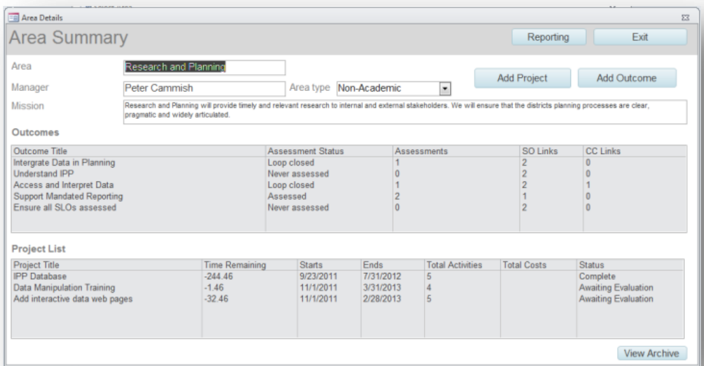
- Click on the "Area Outcomes" button.

This will print preview the area outcome report



ADDING PLANS

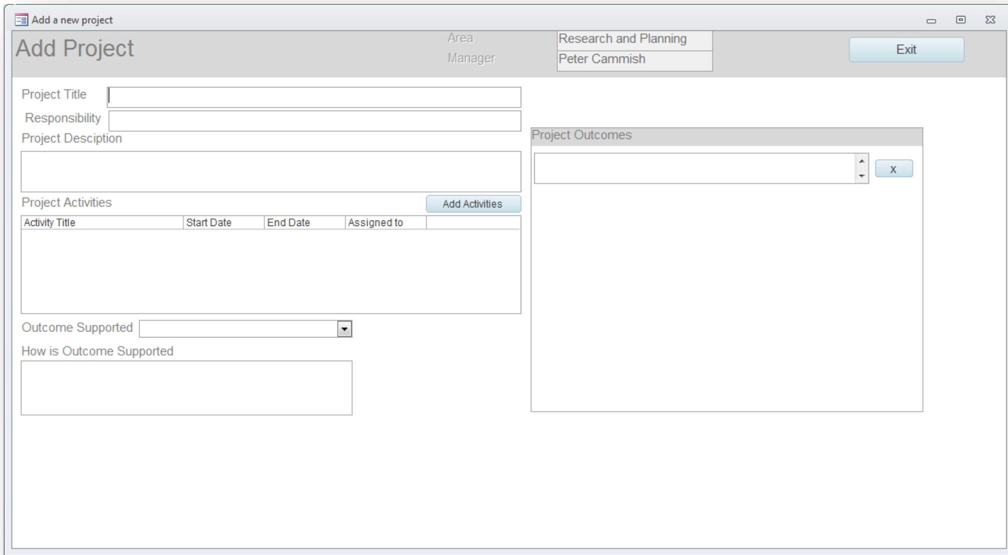
Access the Main Screen from the opened database.



ADDING A PROJECT PLAN

- Click on the Add Project button

This will open the Add Project/Proposal form.



There are multiple fields on this form. You may not use all of them depending on the detail of your project. The bare minimum essential fields for a simple plan would include

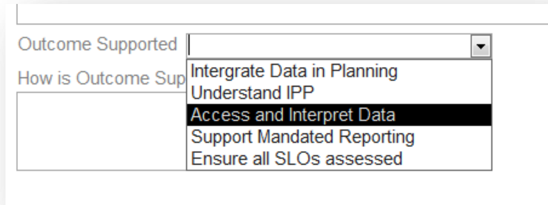
- Project Title
- Project Description
- Activities
- Outcome Supported by your Project
- Outcomes of your Project

ADDING OUTCOME SUPPORTED

Use the Outcome Links section to identify and explain how your project supports the outcomes of your department.

NOTE – you must have already added your areas outcomes to use this feature.

Select the outcome that this project primarily supports from the drop down list.



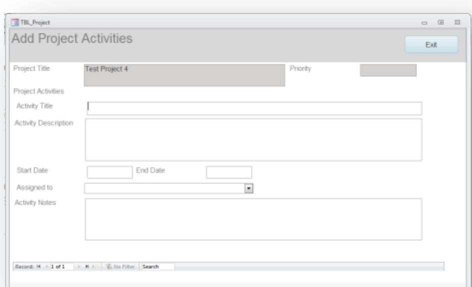
The “How is Outcome Supported” box can be used to record why you think the particular project you are recording relates to that specific outcome. Think along the lines of starting your sentence.

“This project supports the outcome by…”

ADDING ACTIVITIES

- Press the Add Activities button

This will open the “Add Project Activities” form

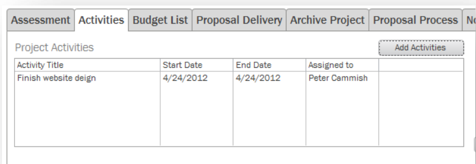


- Add the following information about the project activity
    - Title
    - Activity Description

- Start Date
- End Date
- Assigned to
- Activity notes

- Press Exit

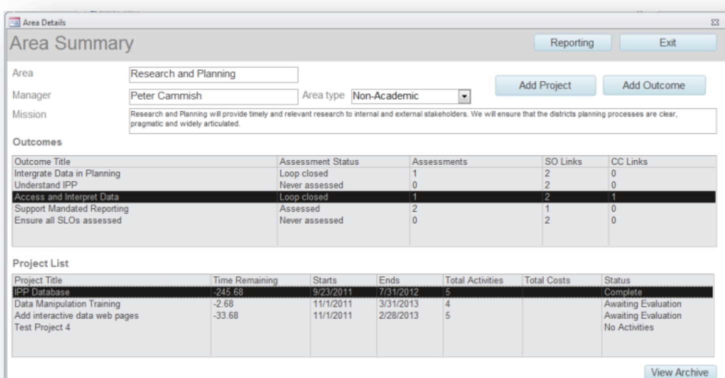
Your activity now appears in the list



EDITING OR DELETING A PROJECT

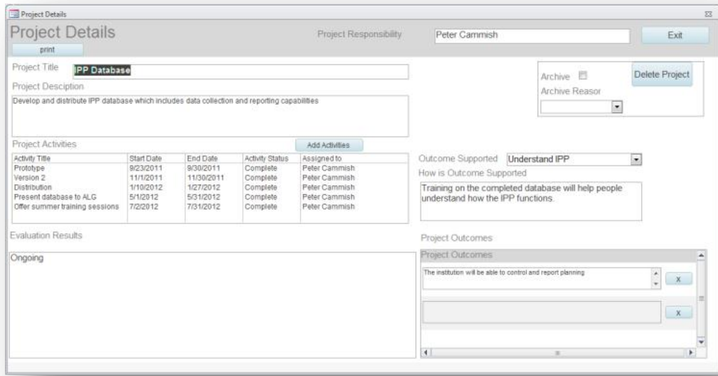
EDITING A PROJECT

Once you have added a project to the database it should appear in the active projects list on the main menu.



- To open the project for edits, simply click on the project you want to edit in the list.

This opens the “Project Details” screen



You can over-write any existing text or add text to blank fields and lists.

You will notice that this section also contains the section where the user can enter the “Evaluation Results” for a completed project.

DELETING A PROJECT

You can choose to either permanently delete a project or archive it so it can be retrieved at a later date.

TO ARCHIVE THE PROJECT

- Click the “Archive” check box
- Add an “Archive Reason” from the list

TO DELETE A PROJECT

- Click on the “Delete Project” button.
- NOTE: Once a project is deleted it cannot be undone.

PRINTING YOUR PROJECTS AND PLANS

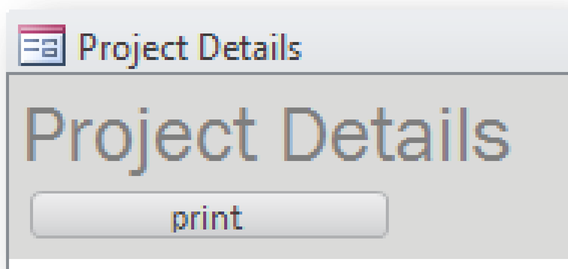
You can print both individual project details as well as an area summary

PRINT AN INDIVIDUAL PROJECT

- Click on a project in the Active projects List

This will open the “Project Details” screen.

- Click on the “print” button in the upper left corner.

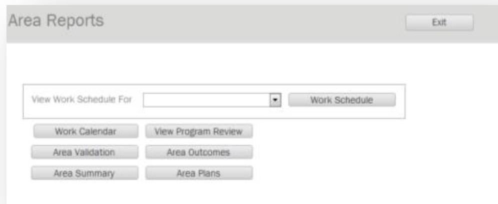


This will print preview a project details report for the relevant project.

PRINT AREA PLANS

- From the main menu click on the “Reporting” button.

This opens the area reporting screen



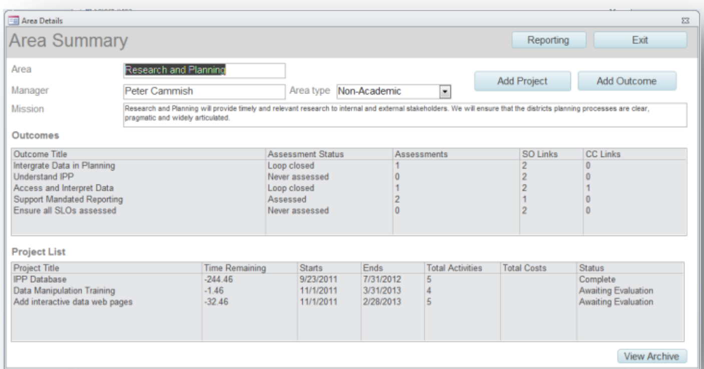
- Click on the “Area Plans” button.

This will print preview the area plan report

USING THE DATABASE TO COMPLETE PROGRAM REVIEW

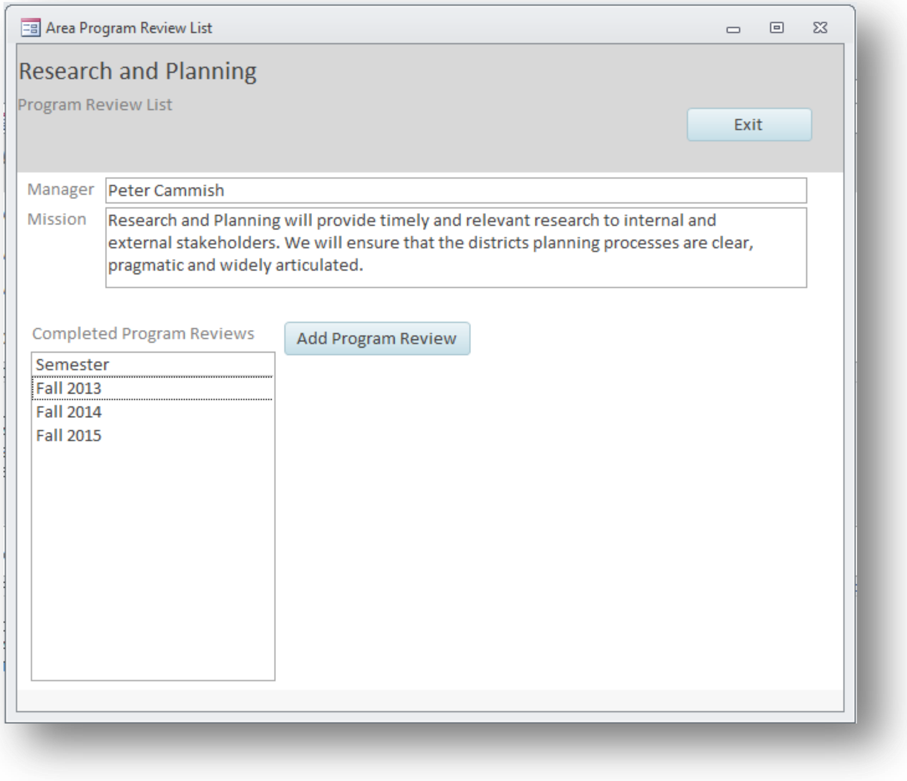
The database can pull data from your project list as well as your outcomes assessment to easily produce a comprehensive program review. To do this you have to be consistent in recording outcomes, assessments and projects.

Access the Main Screen from the opened database.



Click on the “Program Review” button

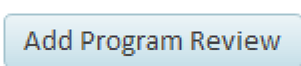
This will open the Program Review List screen



This screen shows the managers name, mission statement for the area as well as a list of any currently completed program reviews by semester.

ADDING A NEW PROGRAM REVIEW

Click on the Add Program Review button



Use the drop down box to select the semester in which the program review is to be completed.

Add to and from dates for the project window

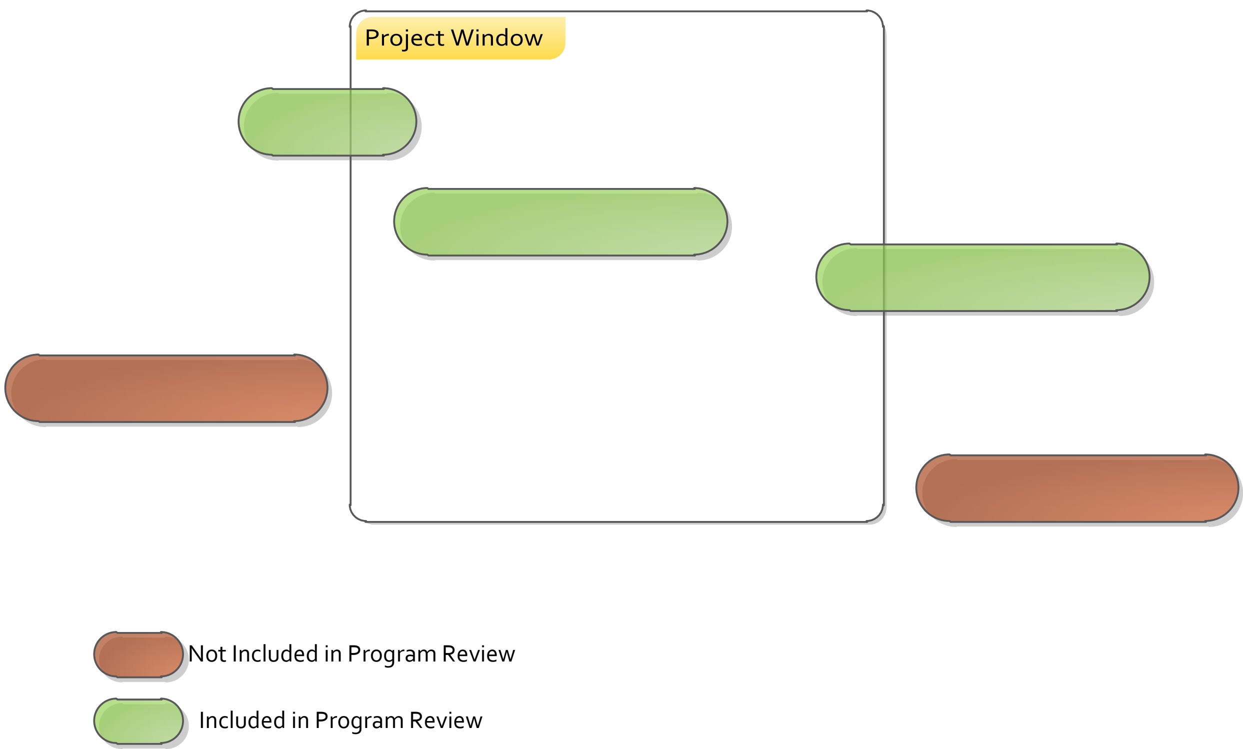
Project window starts 25-May-12 ends 28-May-13

Included Projects

Project Title	Project Start	Project End	Status
IPP Database	9/23/2011	7/31/2012	Awaiting Evaluation
Add interactive data web pages	11/1/2011	2/28/2013	Awaiting Evaluation

This sets a window for the projects that will be included in your program review. Any project that overlaps the window will be included in your program review

Understanding the Project Window



You can click on any of the projects in the window and open the project details screen to edit the project. This will be particularly important with any projects that show a status of “Overdue” or “awaiting Evaluation” which need to be completed and evaluated before including in the program review.

Use your evaluation of completed projects as well as any other supporting information to describe the major accomplishments of your area since the last program review

Add to and from dates to include any outcomes assessments you would like to include in your program review.

Include in this program review any assessments that occured between 27-May-12 and 28-May-13

Included Outcomes

Outcome Title	Assessment Date
Support Mandated Reporting	9/21/2012
Support Mandated Reporting	8/17/2012

Again you can click on any outcome assessment in the list to review the details.

Using your outcomes assessment describe any areas of concern in the space provided.

Using your assessments (in particular the "Follow on Actions" section) as well as your project evaluations describe any potential future projects you may complete.

You may also include in your program review any future projects you have already included in the database.

Enter the date for including future projects in the box provided.

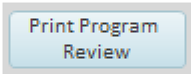
Include future projects that start after 07-Sep-11

Project Title	Project Start	Project End	Status
CCCCO Datamart	9/19/2011	11/23/2011	Overdue
IPP Database	9/23/2011	7/31/2012	Awaiting Evaluation

Again you can click on any project in the list to edit it.

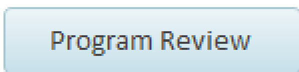
Finally there is a section to add final notes or comments you may have to include in the program review.

You can print the final program review for your area using the "Print Program Review" button

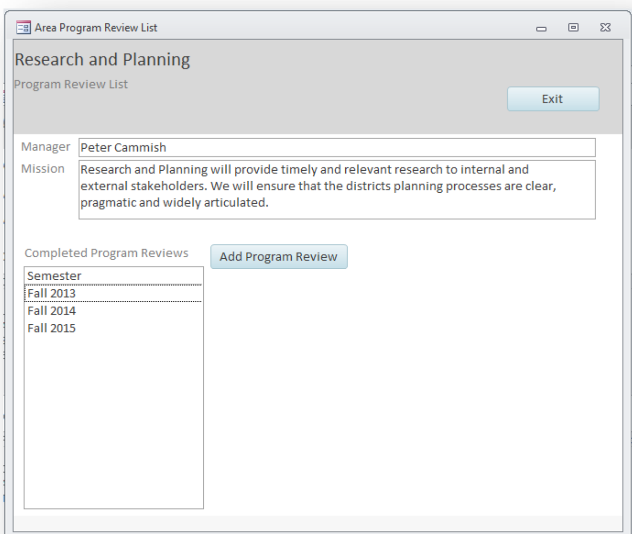


EDITING AN EXISTING PROGRAM REVIEW

Click on the “Program Review” button

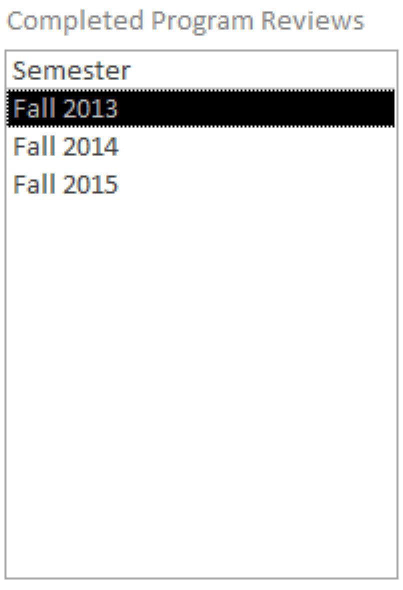


This will open the Program Review List screen



This screen shows the managers name, mission statement for the area as well as a list of any currently completed program reviews by semester.

Click on any program review in the Completed Program Reviews list



This will open the Program Review Details screen

You can edit any of the fields including the to and from dates using this screen. Remember edits are final so you may want to print a PDF version of your program review before you make large scale edits.

APPENDIX

APPENDIX #1: DOCUMENT HISTORY

Date	Action
Tuesday, May 28, 2013	Final draft published

APPENDIX #2: SERVICE AREA OUTCOME ASSESSMENT FORM

Area	
Manager	

Outcome Title	
Outcome Description	
Assessment Strategy	
Success Criteria	

Links to Strategic Goals	Links to ILOs

Assessment Date	Assessment Results

APPENDIX #3: SERVICE AREA PROJECT FORM

COMPLETE ONE FORM PER PROJECT

Area	
Manager	

Project Title	
Project Description	
Area Outcome Supported	
How is Outcome Supported	

Activity	Start Date	End Date	Assigned to

Project Outcomes

Project Resources Required	
Resource	Source

Project Evaluation

APPENDIX #4: STRATEGIC PROPOSAL SUBMISSION FORM

Proposal Title	
Proposal Lead	
Date	

Proposal Description
*Please write a **brief** description of your proposal, what it is, what it hopes to achieve and why it is necessary.*

Links to Outcomes	
Use this section to describe how your proposal links to the outcomes of your course, program, department or the institution. In particular how it will strengthen or enhance delivery of those outcomes? *This part will most likely be from an opportunity for improvement identified through program review and outcomes assessment.*	
Outcome	How does the proposal support the outcome?
Notes:	

Proposal Activities	
Use this section to talk about specific activities or milestones associated with your proposal. This will help the evaluator get a sense of what needs to be done by when	
Target Date	Activity

Proposal Outcomes
Use this section to talk about the specific outcomes of the proposal. You can also add detail on how you expect to

measure the success of the outcome. Evaluation of proposal outcomes will be important in end of year follow up.	
Outcome	Evaluation Method

Proposal Budget

Use this section to describe the funds you are requesting to implement the proposal and why the money is needed

Amount Requested ($)	Description	Rationale

Funding Source (please select one)

Use this section to request funds from a particular source. VTEA and SB70 funds are restricted to certain types of proposals. The general fund can be used without restriction. If you are unsure please leave blank.

Fund (select ONE only)	**Restrictions**	**Approx 2013/2014 Allocation**
VTEA ☐	CTE related funding that supports activities such as marketing, curriculum development, student services, professional development, and student success.	$200,000
SB 1070 ☐	Activities that support curriculum development, career pathways development, faculty development in health information technology, drafting, mechatronics, welding and water/wastewater.	$150,000
General ☐	No restrictions	$300,000

Other Required Resources

Please indicate if any other pre-existing resources are required for the proposal. This may include office space, pre-existing equipment or any other resources that do not need additional funding.

Other Sources of Funding

Use this section to outline any other sources of funding such as grants or loans that may be used to supplement the proposal.

Final Comments
Use this section to add any additional comments you would like to be included in the evaluation of your proposal.

APPENDIX #5: STRATEGIC PROPOSAL SGC RATING RUBRIC

Dimension	0	1	2	5	10
Outcomes	The proposal is not linked to the outcomes of the area or the outcome link is poorly defined.	The proposal contains very little evidence of links to area outcomes	The proposal contains evidence of links to area outcomes but it may be anecdotal in nature	The proposal clearly states the link to area outcomes and addresses problems identified through well designed assessment	The proposal has very well documented outcomes clearly linked and assessed through comprehensive program review.
Urgency	The proposal is a low priority undertaking and could be delayed indefinitely.	The proposal is relatively low priority. It would not hugely affect the success of the proposal if it was delayed.	The proposal is of medium priority and could probably be delayed a semester or two.	The proposal is of a high priority to the College and would benefit from being implemented as soon as possible.	The proposal is of immediate priority to the College and should be implemented as soon possible.
Student Impact	The proposal would have no or negligible impact on the success of students	The proposal would have limited impact on students as a whole or would only affect the success of a small group of students.	The proposal would have a reasonably widespread impact on students and/or would affect a larger group of students. The proposal may impact student equity issues.	The proposal would have a good effect on the success of students or would have a significant impact on student equity issues.	The proposal would significantly affect the success of a large number of students.
Budget Accuracy	The budget is extremely inaccurate. Stated costs are not in any way realistic	The budget is of limited accuracy. It is probable that the stated costs are unrealistic.	The budget is of moderate accuracy. Some stated costs are likely to be unrealistic	The budget demonstrates a high degree of accuracy. Stated costs look very realistic.	The budget is extremely accurate. Evidence is provided for stated costs.
Financial Risk	The proposal represents a huge financial risk to the district. It is likely that the proposal requires a significant investment for very limited outcomes.	The proposal represents a large financial risk to the institution. The requirement for large funding allocation does equate with the potential for proposal success.	The proposal is of moderate risk. Although funding is significant it is not certain that the stated outcomes can be delivered in a successful manner.	The proposal shows negligible financial risk to the college. Either the funding requested is reasonably small or the expectation for success is high.	The proposal demonstrates virtually no financial risk to the district. The stated outcomes are highly likely to be delivered in a successful manner or the funding requested is negligible.

APPENDIX #6: NON FACULTY HIRING PROCESS FLOW CHART