

I.B.4

The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Descriptive Summary:

The College's planning processes result in formal documentation of the degree to which the various topics in this Standard are accomplished. Some of the documents involved in institutional evaluation are program reviews; comprehensive student learning outcome reports; annual unit plans; annual section plans; annual divisional plans; the resource support plans of facilities, information technology, marketing, professional development, and staffing; the annual budget; the completed educational master plan; revised strategic goals (once every three years); the 'Report Card' of how the College is doing; and a final evaluation of the annual planning cycle conducted by the IEC.

The tiered or stratified nature of the planning process allows for significant input at all levels. Starting at the unit level, then in progressively larger concentric rings, the process incorporates feedback and input. The process moves the College's established participatory governance process engaging appropriate constituency groups at each level based on defined committee membership [**doc. 25**].

The new integrated planning cycle ties resource allocation much more closely to the planning process, as described above. Resource requests are communicated within the planning cycle comprehensively. While the college does not follow zero-based budgeting in its truest sense, it does follow this process for all requests but existing permanent labor. Other than permanent labor, every resource request must be justified from year to year [**doc. 29**].

At each level, the planning documents require a report of progress on previous goals, a summary of student learning outcomes assessment data and identified gaps, and an evaluation on progress on improving student learning [**doc. 27, doc. 24**].

Self-Evaluation:

The College meets this Standard. The annual integrated planning cycle and the formal documentation resulting from it provide evidence of broad-based dialogue and input, planning tied to resource allocation, and improvements in institutional effectiveness. One area for improvement is in comprehensively and formally documenting and collecting planning and resource allocation that has led to improvements in institutional effectiveness. At this point, the evaluation and planning process is resulting in positive changes to courses, programs, and operational units across the college as shown in standards II.A.1.c and elsewhere throughout

this Self Evaluation. But the College currently has no central repository to capture these positive changes in one place. This would be helpful so they can be promoted to constituents not only outside the institution but inside as well, as evidence of the college's continuous quality improvement.

Actionable Improvement Plan:

Develop a process for comprehensively and formally documenting and collecting planning and resource allocation that has led to improvements in institutional effectiveness.

I.B.5

The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Descriptive Summary:

The College uses a number of formal and informal methods to report out the results of its instructional and non-instructional assessments.

Student demographics and department performance data in individual courses and disciplines as well as traditional versus distance education courses are continually collected and made available to faculty chairs through an ODS data warehouse [doc. 28, doc. 279]. In preparation for the first faculty chair meeting of the new year, the prior's year data is summarized and made available in electronic and print form so faculty chairs can disseminate it out to their departments to facilitate discussion about the following year's annual unit plan.

Program reviews and annual unit plans are shared with the curriculum committee, faculty chairs, Academic Senate, and College Council. In the College's new process, the annual unit plans are now being made available electronically to the second-level reviewers as early as November, so that those responsible for facilities, information technology, staffing, professional development, marketing, and budget have all the information they need to complete their plans [doc. 127].

The College also gathers data from a variety of other sources. Student learning outcome results for individual courses are gathered according to a set schedule. These in turn drive program learning outcomes and general education learning outcomes. All such outcome results are housed in the CurricUNET database where they can be viewed by anyone at any time who is directed there. The assessment module in CurricUNET fills a previously identified gap in the college's ability to track and make available assessment data [doc. 316]. The newly formed SLO