

Porterville College

Integrated Planning, Assessment, and Action

A model of effective institutional planning at Porterville College



Spring 2012

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Introduction

The purpose of this document is to describe the phases and activities relating to institutional planning at Porterville College. The four words within the IPAA Model – Integrated, Planning, Assessment, Action - are intentionally included in the name to emphasize important aspects relating to effective institutional planning.

- **I**ntegrated

This term is included to emphasize that planning is not an isolated activity, but one that includes the participation of all employee constituency groups, involves coordination with the various committees and groups on campus, and utilizes planning documents necessary to make informed decisions about all aspects of the college.

- **P**lanning

Planning involves not only dealing with present circumstances, but also looking to where we want to be in the future. In order to move our college and students into the future, we must plan now. With that, institutional dialogue needs to be continuous and utilize all data, reports, and documents available in order to make informed decisions.

- **A**ssessment

Porterville College values continuous assessment in its efforts to improve services to our students, employees, and community. These assessments are maintained through program review, surveys, data review, and other activities that may provide the college with relevant information regarding its progress in meeting its stated goals and objectives.

- **A**ction

Planning for the sake of planning does little in terms of institutional improvement. The result of any planning should be action. The actions taken in response to the planning and assessments conducted are those that not only improve our services now, but also take into consideration actions that may affect our students, our college, and our community in the future.

The IPAA Model

I - *Integrated*

Effective planning cannot be realized if not all constituency groups on campus are involved. With that, before planning can take place, there needs to be active involvement among the employees of the college. As noted below, the various groups or committees relating to planning at Porterville College include representation from faculty, staff, administration, and students. When involved, each employee feels integrated into the overall operations of the college.

Since there are many committees, activities, or groups within Porterville College that relate in some part of planning not all employees are expected to be involved in every phase of planning. However, every employee should or is encouraged to participate in at least one aspect of planning. This could be serving on a committee that relates to budget, enrollment management, institutional governance, or it could be participation in their respective area's program review process. Regardless of how they may participate, this involvement allows employees an opportunity to connect their daily work with the overall efforts of the college.

In addition to being involved in areas relating to planning, the following excerpt from the college's Participatory Governance statement emphasizes the college's commitment to broad participation of employees in the governance and planning structures of the institution:

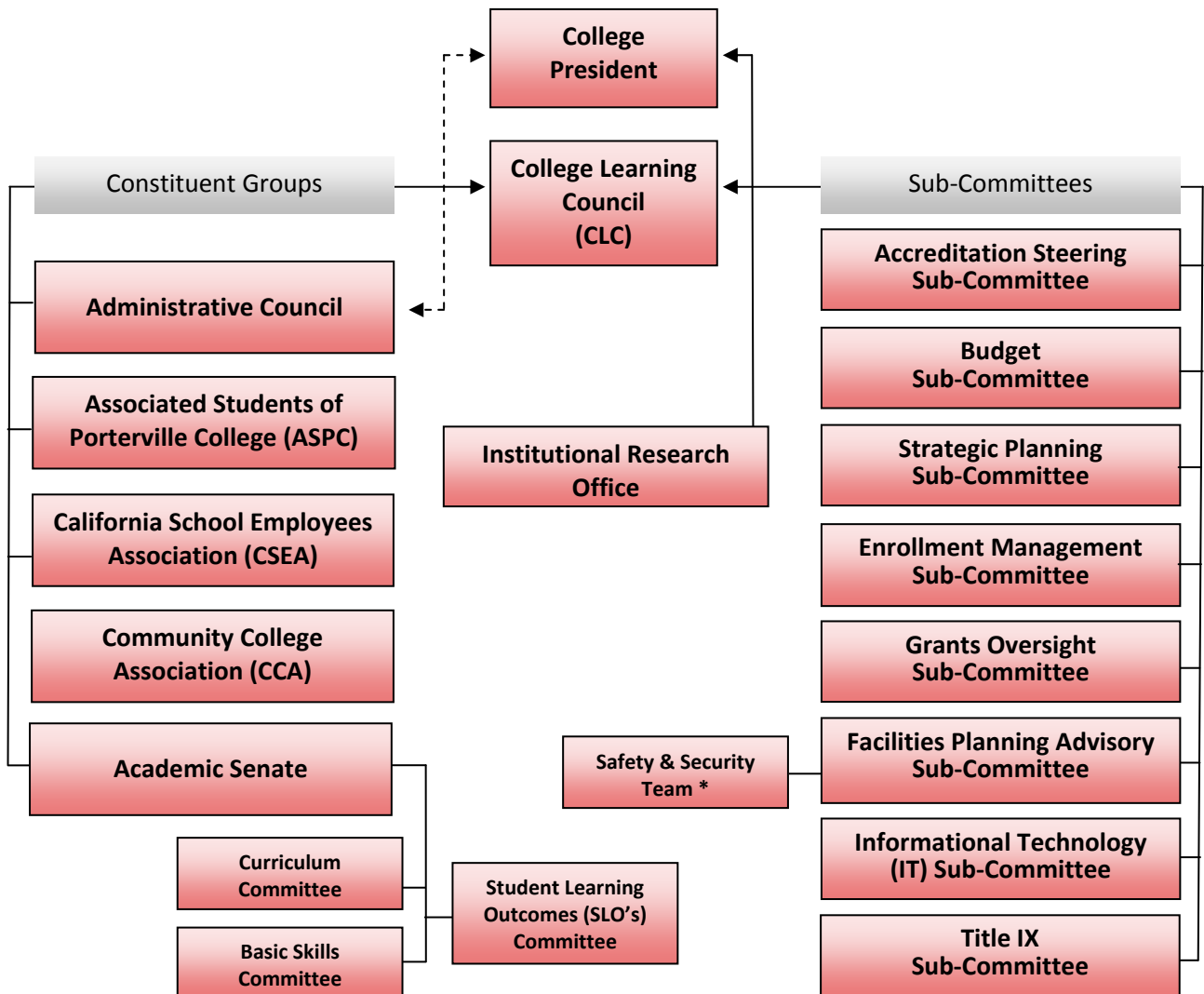
"Participatory governance at Porterville College takes place on multiple levels. It is a process that ensures the students, staff, faculty and administration the right to participate effectively in the governance of the college, providing the opportunity for input and ensuring this input is given every reasonable consideration and that all decisions are well informed. Through the participatory process, the campus community engages in ongoing dialogue about quality, learning assessment and implementation of institutional changes that improve student success. This dialogue promotes trust and broadens the sense of participation within the campus community."

Within the various committees and councils that are provided on campus, there is active participation from all constituency groups. This broad representation not only allows employees the opportunity to participate, but also enhances and improves the overall planning and effectiveness of the learning and support services offered by the institution.

As indicated in the following flow chart, while each committee or group on the College Learning Council (CLC) conducts its own planning, the general oversight of college-wide planning occurs in the CLC. Not only does this body include broad representation from all the constituency groups on campus, it also includes representatives from the various committees on campus where more focused planning occurs.

Planning and Decision Making Flow Chart

This flow chart illustrates the integration of employees, committees, etc. into the planning process.



* The KCCD Safety Coordinator decided Safety & Security would be designated a 'team' versus a 'committee' because committees, and/or sub-committees, are regulated and charged with additional duties, regulations, and reporting requirements under OSHA. (Occupational Safety & Health Act).
Minutes - Safety & Security Team 10/14/02

P - Planning

Various documents have been created to assist the college in institutional planning. These plans include information such as data, demographics, current circumstances, projection of future trends, and findings from program review. Those listed below are not, however, all inclusive of the plans that may be developed and utilized as part of institutional planning. In addition, ongoing review of these plans occurs both within the specific committee or group from which the plan originated and within the CLC.

- **Educational Master Plan**

During spring 2012, the Cambridge West Partnerships group began updating the Educational Master Plans for the three colleges in the Kern Community College District (KCCD). The Master Plan includes an external scan of the college environment, opportunities for the future direction of the instructional programs, projections of fall term unduplicated headcount to 2025, and projections of space needs for both the instructional and support services of the college out to 2025. Since this document is still being developed, no campus-wide review or discussions have taken place as of the writing of this IPAA document. Once completed and approved, the Master Plan will be integrated into all aspects of college planning, including projections of program and course offerings, facilities planning.

- **KCCD Strategic Plan**

During the 2011-12 academic year, representatives from each of the colleges in the district and district office staff met to plan for the updating of the KCCD Strategic Plan. Utilizing the analysis of external and internal scans, employee survey results, and various other data, an updated KCCD Strategic Plan was developed. During this same time, the Porterville College Strategic Plan was also being updated. Although the college plan was developed based on campus data and staff input, the goals within the college plan are similar in scope to those found in the district's plan. This was done in part to integrate the college with district-wide goals.

- **Porterville College Strategic Plan**

In spring 2007 a college Strategic Plan was developed to respond to the recommendations from the accreditation site visit. With the conclusion of this plan at the end of the spring 2012 term, the college began discussions and planning to update the current plan. Since the KCCD plan utilized scans and surveys disaggregated by college, it was decided to utilize the same information, in addition to information from the Community College Student Progress and Achievement Rate (ARCC-SPAR) study and Community College Survey of Student Engagement (CCSSE) survey when developing the college plan. After discussion and development of several drafts, the updated Strategic Plan was completed and approved by the CLC in spring 2012.

- **Enrollment Management Plan**

In fall 2011, the Porterville College Enrollment Management Plan was adopted and it is designed to guide enrollment planning for the next four years. The plan provides data depicting enrollment and other trends over the next few years that can be used in making enrollment decisions to meet or respond to area demographics, trends, high school yield, etc. In addition, six specific enrollment management goals were established to guide college-wide planning in terms of making decisions about program and course offerings and other issues relating to enrollment management.

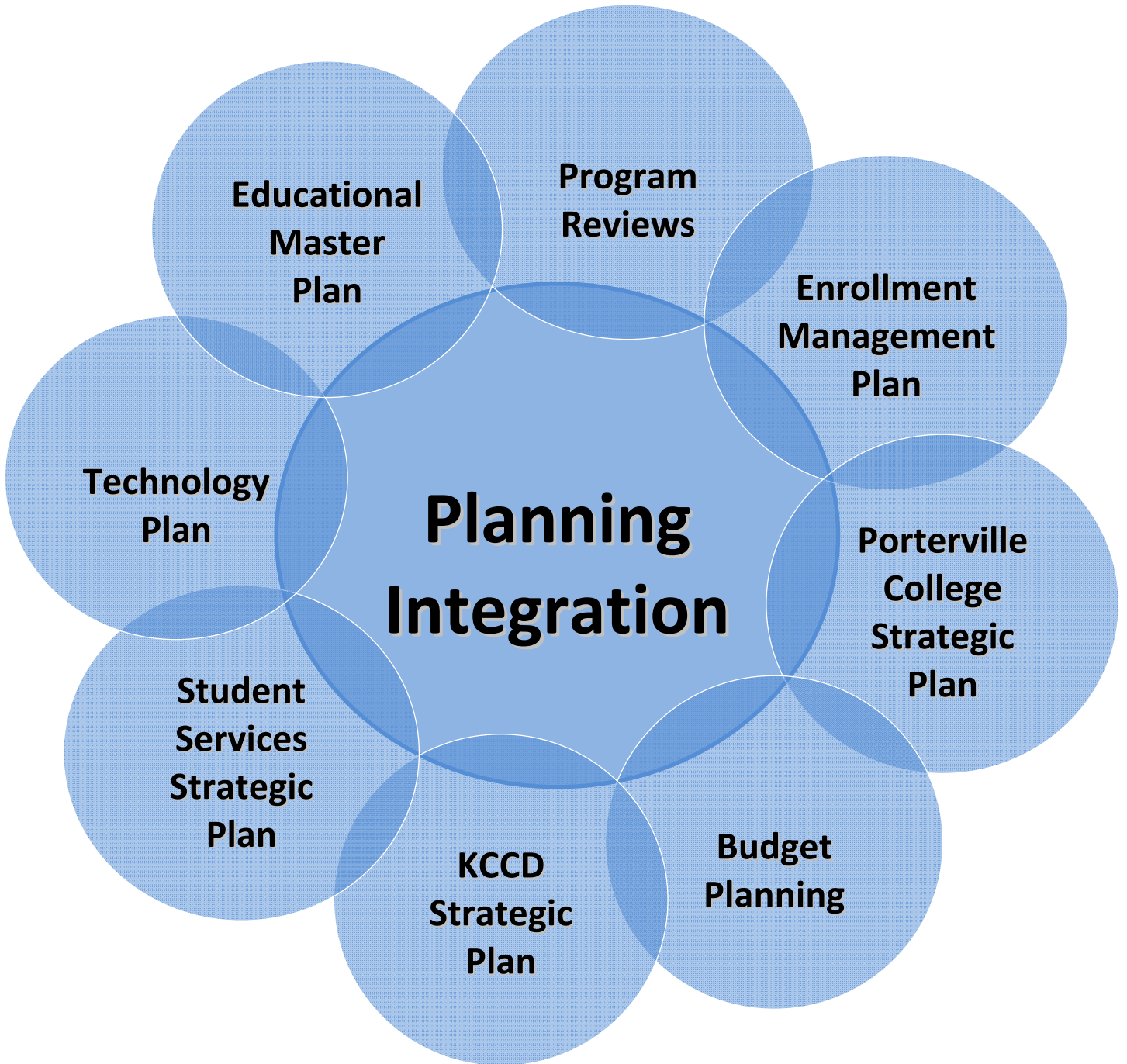
- **Student Services Strategic Plan**

Based on the results from its comprehensive program review in spring 2009, a SWOT (strengths, weaknesses, opportunities, threats) survey conducted by the staff, and divisional experience relating to the state budget cuts in categorical programs, the Student Services staff discussed the development of a Strategic Plan to guide its planning during the next few years. In spring 2011 a Three-Year Strategic Plan (also known as a Plan of Action) was developed and implemented to begin in the fall 2011 term. This plan was designed to assist the programs within Student Services to focus on collective goals, continue to plan for the future, meet the needs of students in spite of budget cuts, and improve the delivery of services. The plan includes five specific goals, proposed strategies to meet each goal, and outcomes that will be attained by completing the strategies.

- **Technology Plan**

The Technology Plan provides guidance to the college in terms of processes for providing new and upgraded technology equipment and software, process for repairing technology equipment, minimum computer standards, wireless policies and procedures, use of computer procedures, and guidelines regarding media services and web pages. The plan also includes the organizational and reporting structure of the staff in addition to related KCCD board policies and procedures regarding computer use and network prohibitions. Due to the frequent changes in technology and budget, and with the college's Strategic Plan recently being updated, the current Technology Plan is also being reviewed and modified in an effort ensure support of the goals and objectives with the college Strategic Plan.

The following chart illustrates the integration of the various plans listed above into the institutional planning process.



A - Assessment

One of the major activities on campus in which the college and its programs assess their effectiveness is through the program review process. Each instructional and non-instructional program conducts a program review every three years. These reviews include the compilation of various data and information including: the division/program mission statement; student learning outcomes (instruction) or service area outcomes (non-instructional); analysis of current performance; program strengths and areas for improvement; goals during the program review cycle to include a timeline, needed resources, obstacles to completion, and how the goals link to the college mission statement; staffing levels and requests for new or replacement positions; and budget requests with a justification for any increases noted.

When the division completes its program review, it is forwarded to the Strategic Planning committee for evaluation to ensure that it contains the required information and meets the standards according to the program review evaluation matrix. Those reviews that are missing necessary elements are referred back to the division for modification and those that contain the necessary elements are forwarded to the CLC for review and approval. Once approved, the program reviews are then forwarded to and reviewed in the Budget committee to be used when making decisions about budget allocations.

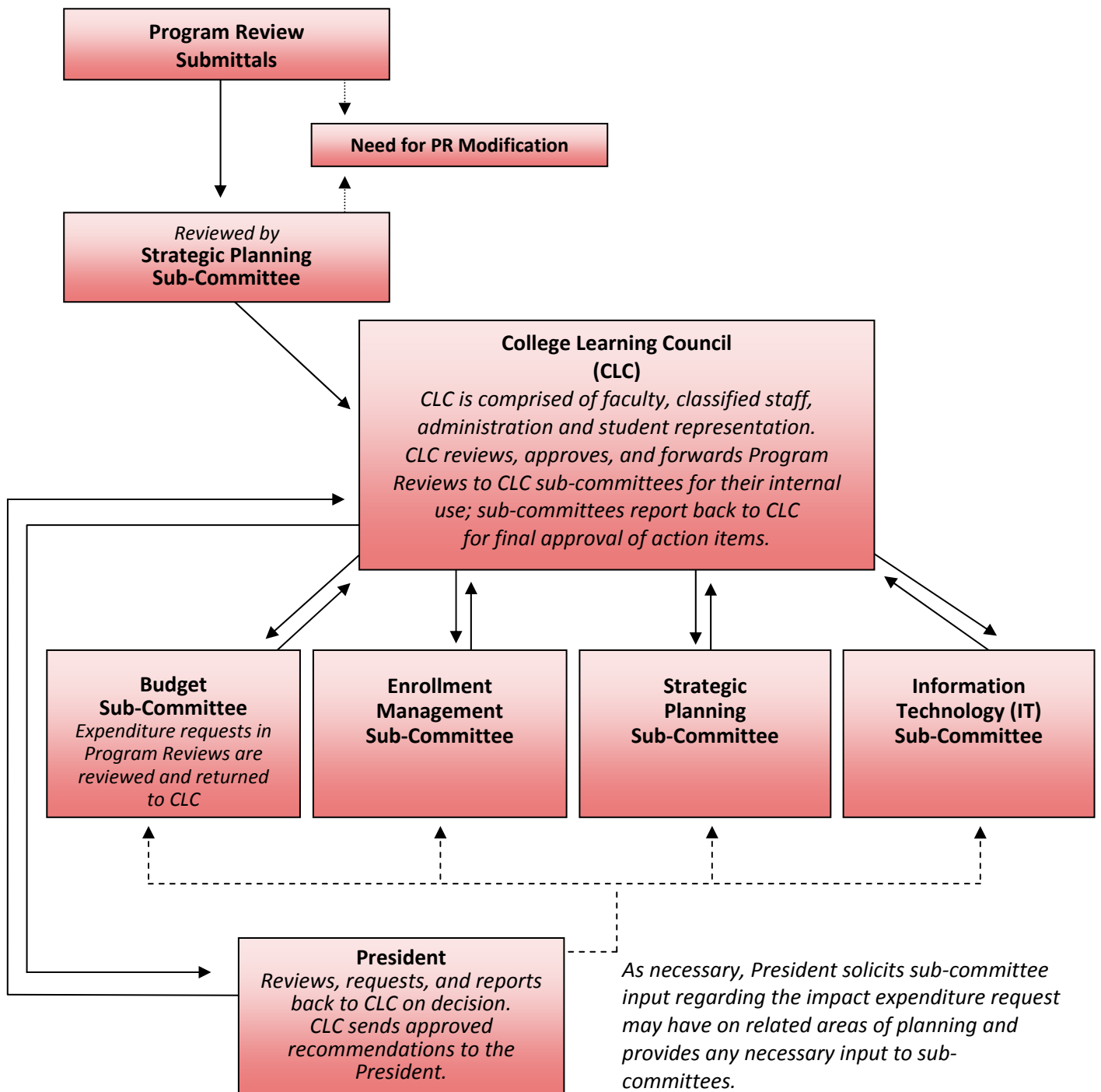
In addition to information obtained from the regular program review process, the Porterville College Strategic Plan, Enrollment Management Plan, and Student Services Strategic Plan each have within them various goals and objectives that are measured and assessed.

A - Action

The final stage of this model is action. Once the reviews have been done or goals and objectives have been assessed, some action should be taken in response to the results found. Goals may change, processes may be modified, or services may be added. Regardless, it is important to use what was found in the assessments to improve the college's student learning and support services.

The IPAA model is not just for general college-wide planning, but a model that can be used for program-specific planning, too. For example, each employee in a program should be involved in its respective program's planning (*integrate*); each program should use data and dialogue when setting goals (*planning*); each program should assess and measure its effectiveness through program reviews, surveys, etc. (*assessment*); and each program should utilize what it learns about itself in improvement of its services (*action*).

Linking Program Reviews to the Planning and Decision Making Process



IPAA Processes and Monthly Planning Timelines

July

- Implement new or revised plans for current year adopted budget
- Implement new or revised plans resulting from previous year program reviews or institutional assessments

August

- Flex Day presentation of tentative college budget
- Continue implementation of new or revised plans

September

- KCCD Board of Trustees adopts budget for current year
- Open forum on budget if needed
- Divisions/departments begin program review completion
- Strategic Planning committee begins review of previous year's goals and objectives

October

- Budget development process for next year tentative budget begins
- Budget worksheet and program review update submitted to budget managers
- Academic Senate reviews faculty positions and submits requests for review to CLC
- Classified or management position requests submitted for review to CLC
- Distribution of climate survey (alternating years – see calendar)

November

- President makes position requests decisions and communicates to constituency groups
- Budget managers review budget requests with appropriate administrator
- Budget documents due to Budget committee prior to the 15th
- Distribution of faculty engagement survey (alternating years – see calendar)

December

- Division/departments report on program review progress to CLC

January

- State budget report issued
- Begin review of next year tentative budget requests and distribute to committee
- Begin determining priorities of next year tentative budget requests
- Budget presentation to Flex Days

February

- Continue review of next year tentative budget requests and compiling of data
- If needed, invite budget managers to Budget committee for Q and A regarding requests
- Budget managers make revisions, if necessary, to budgets and re-submit to committee
- Budget plans developed and alternative scenarios prepared for next year tentative budget
- Program reviews completed and rated in Strategic Planning committee
- Distribution of student satisfaction survey (alternating years – see calendar)

March

- CLC to review and approve program reviews
- Continue Budget Committee review of next year budget and hold open forum if necessary
- Distribution of CCSSE survey (alternating years – see calendar)

April

- Complete next year tentative budget
- Submit next year tentative budget to CLC for review
- Respond to budget managers as to what requests will be approved
- CLC to review college goals and objectives for next year

May

- CLC reviews college Mission Statement and modifies if necessary
- CLC recommends approval of next year tentative budget
- President approves budget or incorporates changes
- State May Revise budget report issued
- Committees submit academic year evaluation and review to CLC

June

- KCCD Board of Trustees adopts tentative budget

Porterville College Timeline of Major Institutional Processes

PROCESS	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Accreditation Cycle		Visit (2012)			Mid-term Report	
Strategic Plan	Revise	Implement		Revise	Implement	
Master Plan	Implement				Revise	Implement
Enrollment Management Plan	Implement			Revise	Implement	
Program Review	Selected division/dept	Selected division/dept	Selected division/dept	Selected division/dept	Selected division/dept	Selected division/dept
Budget Development	Yearly	Yearly	Yearly	Yearly	Yearly	Yearly
Planning Surveys	Student Sat (S)		Climate (F) CCSSE (S)	Student Sat (S) Faculty Engagement (F)	Strategic Plan (F)	Climate (F) CCSSE (S)

Summary

Porterville College is committed to the implementation of institutional planning and review processes that are integrated across campus and involve the college's constituency groups. Through effective planning come effective processes. To that end, the college will continue to evaluate and implement processes that are efficient, effective, and improve the institution's student learning and support services.

