

VICTOR VALLEY COMMUNITY COLLEGE DISTRICT
BOARD POLICY

GENERAL INSTITUTION

CHAPTER 3

INSTITUTIONAL PLANNING SYSTEMS

AP 3250

Planning Components

Consistent with relevant board policies and accreditation standards, institutional planning serves the goals and objectives of the college which reflect and support the needs of students and communities served. District planning systems are comprised of both periodic long-range planning processes through which the general programmatic direction of the college is established, and any related planning documents derived therefrom. Such long range planning efforts should result in the following components:

Educational Master Plan: This document defines the institutional identity of the college in terms of vision, values, and mission, and sets goals representing a general direction for each of the college’s programs and services. It is based on a comprehensive assessment of and self-reflective dialogue about the college’s internal strengths and weaknesses in the context of external opportunities and threats (approximately 5 year cycle).

Facilities Master Plan: Aligned with the Educational Master Plan, this document defines and specifies capital construction needs of the college based on a thorough review of population projections, enrollment trends, space utilization, and an assessment of the current physical plant (approximately 5 year cycle, with annual updates to the California Community Colleges Chancellor’s Office).

Technology Plan: Aligned with the Educational Master Plan and other relevant needs, this document establishes guiding principles for the acquisition, management, support, ongoing use, and integration of information technology at the college—guiding principles that are aligned with the goals established in the Educational Master Plan. Furthermore, technology-related goals and their corresponding performance metrics will be established to enable assessment of progress on technology-related goals and their contribution to overall college goals (approximately 5 year cycle, with annual updates via unit-level program review and planning process).

Staffing & Diversity Plan: Derived from the Educational Master Plan, this document establishes specific staffing goals, including but not limited to hiring and diversity goals, and their corresponding performance metrics. This will enable assessment of progress on such staffing-related goals and their contribution to overall college goals (approximately 5 year cycle, with annual updates via unit-level program review and planning process).

In addition to the above planning components, the college planning system aligns and integrates its long-range planning with annual processes for determining strategic priorities and related resource allocations. Such annual processes include systematic evaluations, the results of which are used to refine organized activities, practices, and procedures to afford continuous

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improvement of student learning and achievement, as well as overall program quality performance. Annual planning processes include the following:

Annual Program Review & Resource Planning: Through the Program Review, Allocations, and Institutional Strategies for Excellence (or “PRAISE”) process, program and institutional effectiveness is assessed across all campus service areas, departments or work units (hereafter, “programs”). Program review includes the performance metrics or categories referred to as “key quality measures” (or “KQMs”) shown below.

For Instructional Programs:

- Enrollment trend, 5-years
- Enrollment projection, 3-years
- Retention rate
- Persistence rate
- Success rate
- Job market demand
- Course transferability
- Weekly student contact hours per Full-time equivalent faculty (WSCH/FTEF)
- Cost effectiveness
- Availability of resources (including budget history)
- Other measures as deemed relevant by program stakeholders
- Student learning outcomes (SLO) assessments

For Student Support Programs:

- Meeting Demand/Maintaining Relevance
- Effective Process Management
- Use of Available of Resources
- Program Impact – Students (*e.g.*, service utilization, participation, etc.)
- Student learning outcomes (SLO) assessments

For Campus Support Programs:

- Meeting Demand/Maintaining Relevance
- Effective Process Management
- Use of Available of Resources
- Program Impact (*e.g.*, number of work orders actioned or customers served over time and/or by type of service)
- Service learning outcomes assessments (*e.g.*, customer satisfaction; cycle times; % of up time or down time; number of errors or complaints received and resolved)

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For Division-Level Summaries:

- Strengths and deficiencies across programs (in terms of student success, access to programs and services, responsible resource management, district standards of excellence)
- Major program initiatives, innovations, or new directions
- Budget impacts and priorities
- Educational impact and instructional priorities

Program-Specific Planning: Other college planning efforts may be conducted more frequently than every 5 years as compelled by compliance with legal mandates and/or standards of effective practice. These various plans must link to relevant long-range planning goals identified in the Educational Master Plan, Facilities Master Plan, Technology Plan, and Staffing & Diversity Plan through specific, focused, organized activities. Furthermore, they must comply with relevant legal or other regulatory mandates. Performance metrics for these program-specific plans vary according to relevant legal or regulatory mandates; where none are specified, established program review KQMs and/or SLOs will be used as relevant.

Examples of program-specific planning include but are not limited to:

- Matriculation
- Student Equity
- Transfer Center
- Cooperative Work Experience
- Extended Opportunities Programs and Services (EOPS)
- Marketing, Recruitment, and Outreach
- Student Learning Outcomes Assessment
- Annual performance reporting for each grant program funded by outside sources

Implementation Timelines

Ensuring alignment and integration of short-range and long-range plans requires a carefully choreographed implementation timeline. Ideally, future goals are established by long-range planning efforts every 3 to 5 years. To support those goals, strategic priorities are evaluated and articulated annually to gauge progress on the mission, opportunities for improvement, and funding priorities for the next year. In this way, an ongoing, continuous cycle of evaluation and budget planning is enabled.

Diagram 1 shows the timelines, linkages, and critical questions addressed at each planning phase.

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Victor Valley Community College District
Administrative Procedure 3250
Institutional Planning Systems :: Implementation Timeline

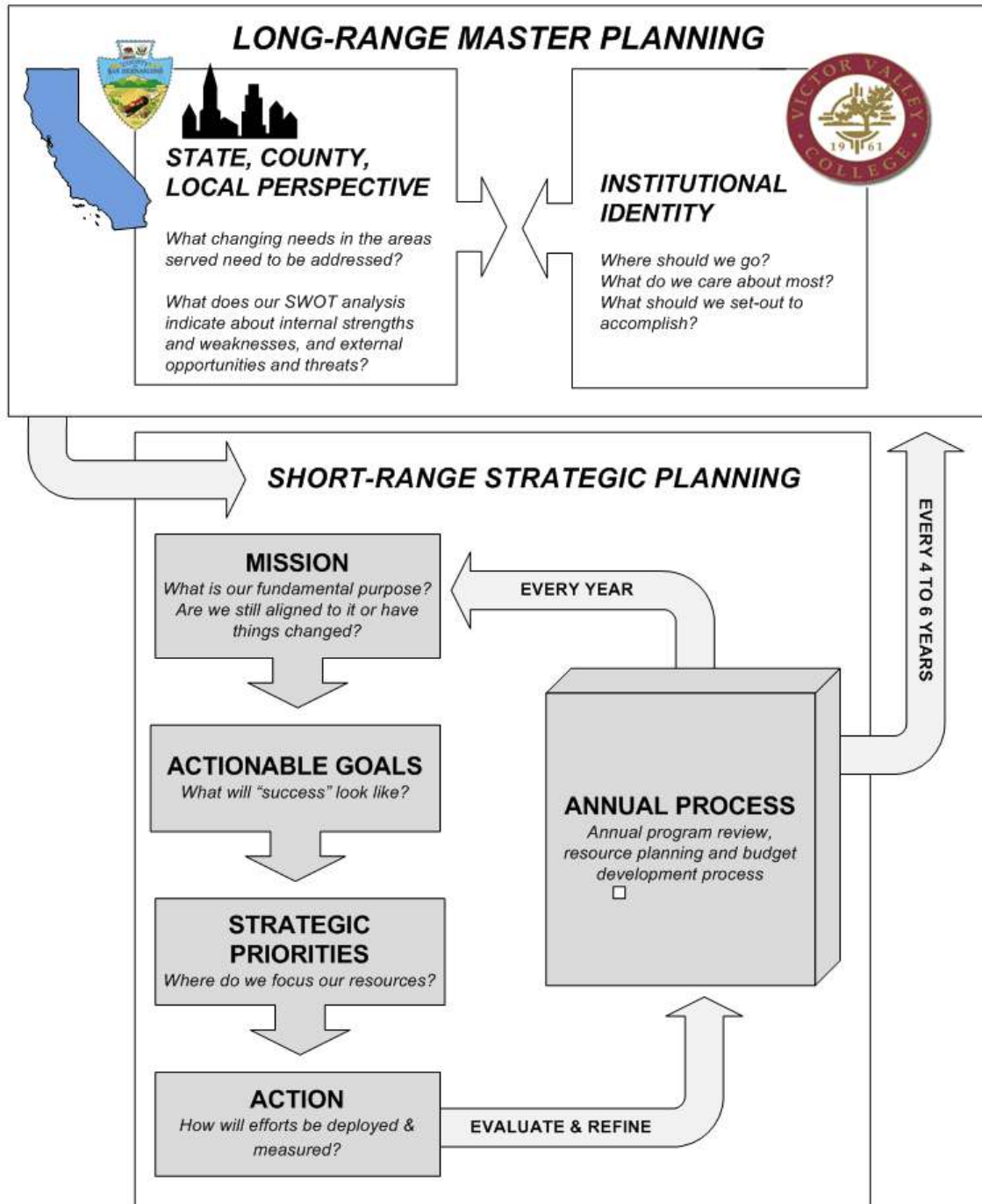


Diagram 1. Timeline for VVC Planning Systems

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