INTEGRATED PLANNING & RESOURCE ALLOCATION

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HERE'S A LOOK AT WHAT'S INSIDE

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COLLEGE MISSION

The mission of Carrington College is to provide learning opportunities to individuals in the communities it serves through postsecondary programs of study, which include general studies and professional preparation in career-focused majors.

The College achieves its mission by:

- *Offering associate degree and certificate programs in liberal studies, healthcare, wellness, legal, business, and technical disciplines.*
- *Providing a supportive student-centered learning environment which enables students to meet their educational and career goals and to have positive learning outcomes.*
- *Using a skills-based and outcomes approach to education.*
- *Providing excellent educational programs and services to students on-site and online which meet student, employer and community needs.*

INSTITUTIONAL GOALS

1. **STUDENT SUCCESS:** Facilitate teaching and learning by providing current and appropriate educational programs and services in formats and locations accessible to all students

2. **TEACHING AND LEARNING EXCELLENCE:** Provide teaching and learning environments and services to meet student needs through current curricula, technology, and learning resources

3. **ORGANIZATIONAL AND PROFESSIONAL DEVELOPMENT**: Improve internal operations through effective communication and inclusive representative and participation structures. Strengthen professional development programs, which will promote staff satisfaction, retention and college growth

4. **INSTITUTIONAL EFFECTIVENESS:** Improve the effectiveness of the college operations and improve student success, communication, coordination, regulatory reform, compliance and accountability

5. **INSTITUTIONAL ASSESSMENT AND PLANNING:** Fully implement assessment and outcome review and planning for all areas of the college. Develop and implement a systematic approach to gathering and refining data for decision making

6. **COLLEGE GROWTH AND FINANCIAL RESPONSIBILITY:** Manage fiscal responsibilities prudently, achieving financial goals while assuring that campus operations are funded sufficiently to support goals and accomplish objectives

Introduction

Carrington College is committed to a college-wide process of reviewing goals, assessing student outcomes and planning for improvement. The College decision-making structure is designed to maximize colleague involvement in this process.

The College planning process commences with a review of the prior year's objectives and an assessment of eventual outcomes. This review and assessment form the basis for plans going forward into the next year.

Individuals, programs, departments and campus and college-wide committees engage in this process. *Did we achieve the planned goals, objectives, and targets*? *If not, what can be done to improve Carrington's departments, programs and College*?

The College reviews, assessment and plans dialogue is conducted in a variety of forums, including College committees made up of colleagues from different campuses, as well as campus committees and college mechanisms, such as, program review and calls for comment (See Carrington College: *Maintaining Institutional Effectiveness Manual*).

Dialogue at the program, campus or college levels contributes to the ongoing question for the college community: *Are we achieving our mission*? *How can we improve student outcomes*?

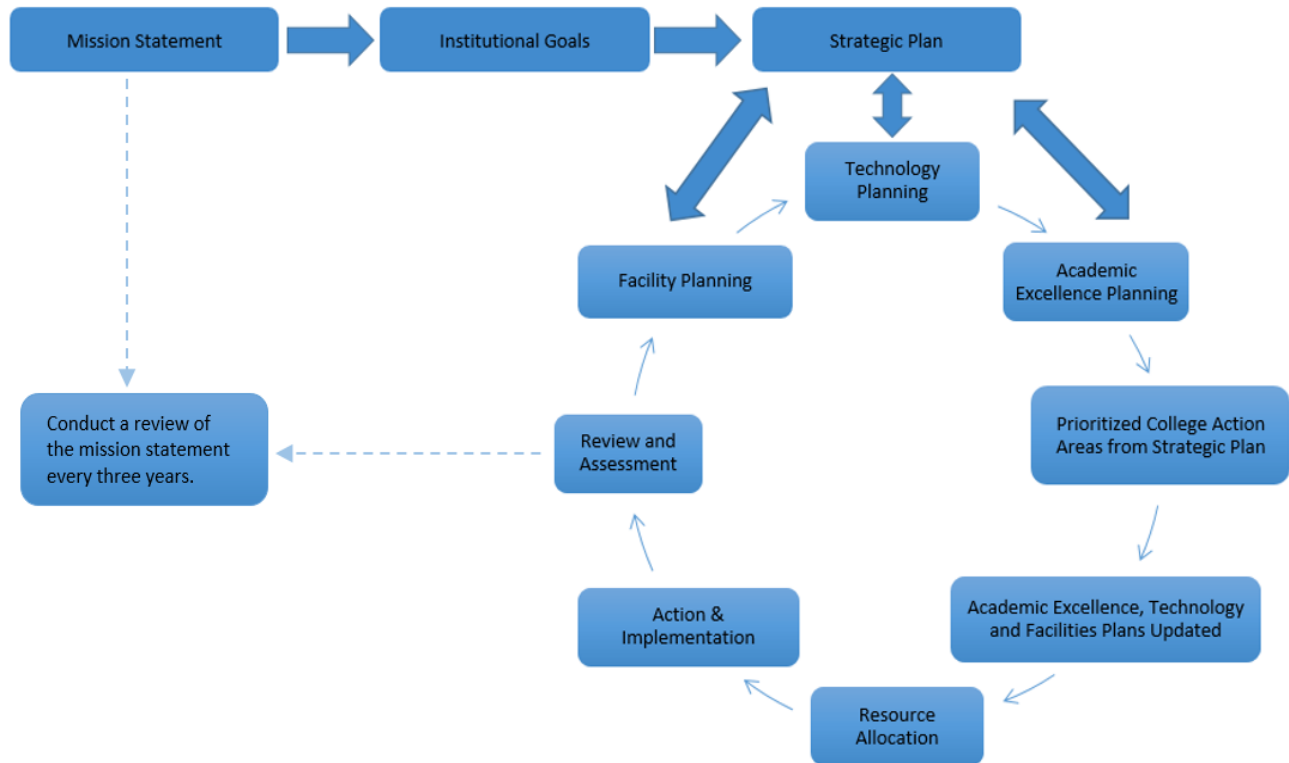Carrington College's annual plan is the result of this dialogue.

This document describes:

- Each component of the integrated planning process.
- The way in which the component contributes to the integrated planning approach.
- How colleagues can become involved in the integrated planning process and provide input regarding the allocation of resources to support institutional effectiveness.

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Carrington College Integrated Planning Components

Carrington College assesses its institutional effectiveness through a series of interlinking planning processes in an ongoing cycle of review assessment and planning.

Integrated Planning is a process of ongoing evaluation and continuous improvement leading to improvements in student learning and achievement outcomes and ultimately institutional effectiveness.

The following pages describe:

- each component of the integrated planning process
- the way in which the component contributes to the integrated planning approach, and
- how colleagues can become involved in the planning and resource allocation process.

Governance Structure
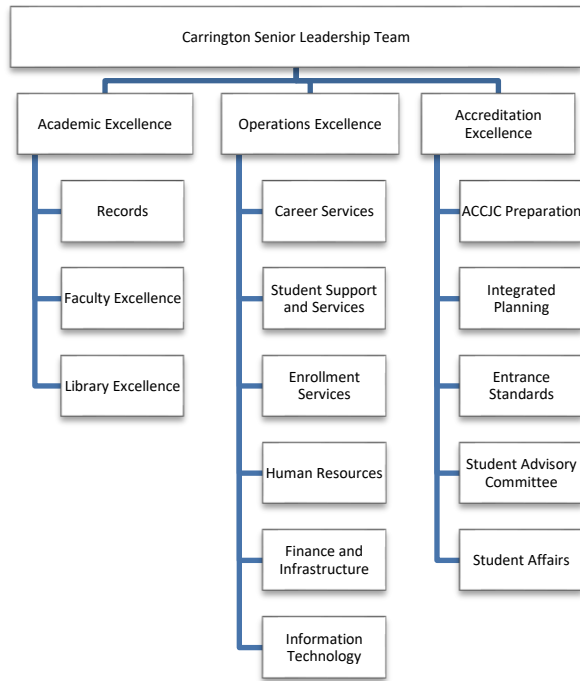
Carrington College's Governance structure consists of the Carrington Senior Leadership Team (CSLT) led by the President. The CSLT members consist of the Academic, Operations, Human Resources, Finance, and Accreditation leaders. The governance committees are composed of colleagues from across the College and are led by academic, operations, and accreditation leaders.

Mission Statement

The **mission statement** describes the main programs and educational services that the College provides to the community, as well as its commitment to student learning. The mission statement is the benchmark for measuring institutional effectiveness.

Evaluation of institutional effectiveness centers on how well the College meets the mission.

Planning and consequent resource allocation proceed based on relevance and relative contribution to mission effectiveness.

Process for the Mission Statement

Process for the mission statement and Institutional goals	
Frequency of review	**Formally every three years** Formally, the college reviews the mission statement every three years.
Focus of review	**Accuracy of mission statement** Does the mission statement accurately represent the college program profile and relationship to the community?

Process of review	**Call for comment by College President** The College President issues a formal call for comment to the college community.
Colleague involvement	**Individual and committee input** Colleagues can contribute to the review of the mission statement individually or through committee participation

Strategic Plan and Institutional Goals

The Strategic Plan is the primary document in the planning process. It sets out the institutional goals for the planning period. The institutional goals provide the basis for setting objectives and targets in the annual plan. Each department, program, and colleague has targets related to these objectives.

Process for the Strategic Plan and Institutional Goals

Process for the Strategic Plan and Institutional Goals	
Frequency of review	**Annually** As part of ongoing evaluation of institutional effectiveness, the Carrington College Governing Board regularly reviews progress in meeting its institutional goals and establishing goals for the coming year.
Focus of review	**Five-Year Strategic Plan** At the commencement of the planning cycle, the CSLT Planning meeting is conducted. Information used includes: o strategic plan progress report, o market assumptions, o list of successes and opportunities, o program reviews - including service area reviews, o campus operations reviews, o college committee review and recommendations, and o campus committee recommendations
Process of review	**President Call for Comment** After review is announced the President issues a call for comment to College community.
Colleague involvement	**Individual and committee input** Colleagues can contribute to the review of the strategic plan individually or through committee participation.

Annual Operating Plan

The annual operating plan sets out the outcomes and targets for the following financial year. The targets and outcomes are drawn from the establishment of the institutional goals and objectives.

The annual planning process is the major focus of planning in any year and the component of integrated planning involving most colleagues through their membership in campus and college committees.

Process for the Annual Operating Plan

Process for the Annual Operating Plan

Frequency of review	**Annual**
Focus of review	**Establishing the priorities for the year** Annual goals. Committee recommendations.
Process of review	**President call for comment and committee meetings** Following College and campus committees meet to review outcomes and plan for the coming financial year.
Colleague involvement	**Individual and committee input** Colleagues can contribute to the review of the mission statement individually or through committee participation when the College President issues call for comment.

Timeline for Annual Plan

The following chart sets out the monthly timeline for annual planning.

Timeline for the Annual Plan	
May - July	Following work on the Strategic Plan, College committee chairs are prepared to brief their committee on the results of the research and analysis.
	CSLT members bring the input discussed at planning session, along with all of the above documents, to meetings of their committees in September. Committees begin the process of reviewing the Annual Plan, focusing primarily on items relating to activities of each individual committee. Committees review input from the College community, review all of the above documents, and prepare a prioritized list of recommendations to submit to the CSLT members for consideration for the Annual Operating Plan.
October - November	CSLT committees finalize recommendations with a priority action list and submit them to the CSLT Members.
	The CSLT reviews Committee recommendations, sets priorities, and determines first draft goals. This information is forwarded to the President who creates the first draft of the plan.
December - January -	The draft plan is submitted for review and comment to the College community. The President issues a call for comment to the College community. All colleagues are encouraged to provide their feedback to the various committees or directly to the President.
	Using input from the College community, the President prepares the final draft version of the plan. This version is presented for approval first to the CSLT at its October meeting and then to the Carrington College Governing Board for final approval.
	The plan is forwarded to the Budget Committee for inclusion in the fiscal year's budgeting process.
	Upon completion of the budgeting process, the President presents the annual plan to the College community.

Academic Excellence Master Plan

The Academic Excellence Master Plan is part of an integrated approach to the College planning for program and service delivery. The Academic Excellence Master Plan establishes for academic objectives and outcomes for the planning period.

The Academic Excellence Master Plan also serves a number of additional purposes in the College's integrated planning process, including:

- providing educational input into strategic planning via annual review and assessment of the outcomes of key result areas and continuous improvement projects,
- establishing specific program student outcome targets related to institutional targets,
- providing operational planning for education components of the strategic plan,
- providing context for campus program review,
- providing a common clear direction for involvement in various planning cycles, and
- providing a foundation and framework for other educational planning efforts.

Process for the Academic Excellence Plan

Process for the Academic Excellence Plan	
Frequency of review	**Annual**
Focus of review	**Annual outcomes** Student learning and achievement data Program Reviews recommendations Academic Excellence committee review and recommendations Campus committee recommendations Student feedback data
Process of review	**Committee Review** Annual review of outcomes and consideration of plan for the next financial year.
Colleague involvement	**Individual and committee input** Colleagues can contribute to the development of the Academic Excellence Plan individually or through committee participation.

Timeline for Academic Excellence Plan

Timeline for the Academic Excellence Plan	
July - Aug	The Academic Team reports on outcomes of Academic Excellence Master Plan to the Academic Excellence Committee.
September - October	The Academic Excellence Committee/Academic Team gather staff and faculty input resulting from President's issues call for comment on the Annual Plan.
October - November	The Academic Excellence Committee prioritizes recommendations using the resource allocation rubric. The prioritized action list for next year is established as recommendations to CSLT for Annual Plan.

December - January	Academic Excellence Master Plan updated.

Technology Plan

The Technology Plan identifies key areas for technology-related opportunities or challenges:

1.   Teaching and Learning,
2.   Student Experience,
3.   Security, Reliability, and Access,
4.   Faculty and Staff Development,
5.   Funding, and
6.   Governance Structure

The Technology Plan also serves a number of additional purposes in the College integrated planning process providing:

- IT input into integrated planning via annual review and assessment of the outcomes of the Facilities Plan,
- operational planning for information technology components of the strategic plan,
- an IT context for the program review process,
- direction for faculty and staff involvement in various planning efforts, and
- a foundation and framework for other planning efforts.

Process for the Technology Plan

Process for the Technology Plan	
Frequency of review	**Annual**

Focus of review	**Annual outcomes**
	The reporting on and evaluation of the Technology Plan and establishing priorities for the subsequent year involves evaluation of the following data:
	    o Review of prior year initiatives relating to classroom technology
	    o Review of recommendations from program review relating to classroom and faculty technology
	    o Student feedback data
	    o Review of Technology Plan 'Future Considerations'

Process of review	Information Technology committee meets to review outcomes and plan for the upcoming financial year.
Colleague involvement	**Individual and committee input** Colleagues can contribute to the review of the Technology Plan individually or through committee participation.

Timeline for the Technology Plan

Timeline for the Technology Plan	
July - August	The Information Technology Committee reports on outcomes of Technology Plan to the Information Technology Committee.
September - October	The Information Technology Committee gather staff and faculty input resulting from the President's issues call for comment on Strategic Plan
October - November	The Information Technology Committee prioritizes recommendations using resource allocation rubric. A prioritized action list for next calendar year is established as recommendations to the CSLT for the Strategic Plan.
December - January	The Technology Plan is updated.

Facilities Plan

The Facilities Plan sets out the priority areas relating to college facilities for the subsequent calendar year. The Facilities Plan also serves a number of additional purposes in the college integrated planning process, including:

- providing facilities input into the integrated planning process via annual assessment of the outcomes of the Facilities Plan,
- providing a facilities context for the program review process,
- providing direction for faculty and staff involvement in various planning efforts, and
- providing a foundation and framework for other planning efforts.

Process for the Facilities Plan

Process for the Facilities Plan	
Frequency of review	**Annual**
Focus of review	**Annual outcomes** The reporting on and evaluation of the Facilities Plan and establishing priorities for the subsequent year involves evaluation of the following data: • prior year initiatives related to classroom technology, • recommendations from program review relating to classroom and faculty technology, • student feedback data from bi-annual surveys and end of course evaluations, and • technology plan 'Future Considerations'
Process of review	The Facilities Committee meets to review the outcomes and to plan for the coming financial year.
Colleague involvement	**Individual and committee input** Colleagues contribute to the review of the Facilities Plan individually or through committee participation.

Timeline the Facilities Plan

Timeline the Facilities Plan	
July - August	Directors of Operations report on outcomes of the Facilities Plan to the Operations Excellence Committee.
September - October	The Operations Excellence Committee gather staff and faculty input resulting from the President's call for comment.
October - November	The Operations Excellence Committee prioritizes recommendations using the resource allocation rubric. A prioritized Action list for the next calendar year is established as recommendations to CSLT for Strategic Plan.
December - January	The Facilities Plan updated.

Resource Allocation

The resource allocation process is aligned with the College's planning processes to ensure resources flow to activities designed to meet the institutional goals and objectives specified in the strategic plan.

Carrington College's institutional goals reflect the College's commitment to its mission. The purpose of the resource allocation process is to ensure funding of programs and services that promote student learning directly and indirectly.

The resource allocation rubric weights planning recommendations based on the extent to which a recommendation meets the following criteria:
- relationship to planning goals and objectives,
- need identified by program review,
- need identified which impacts substantial number of students,
- regulatory and/or state requirement,
- improved processes and procedures, and
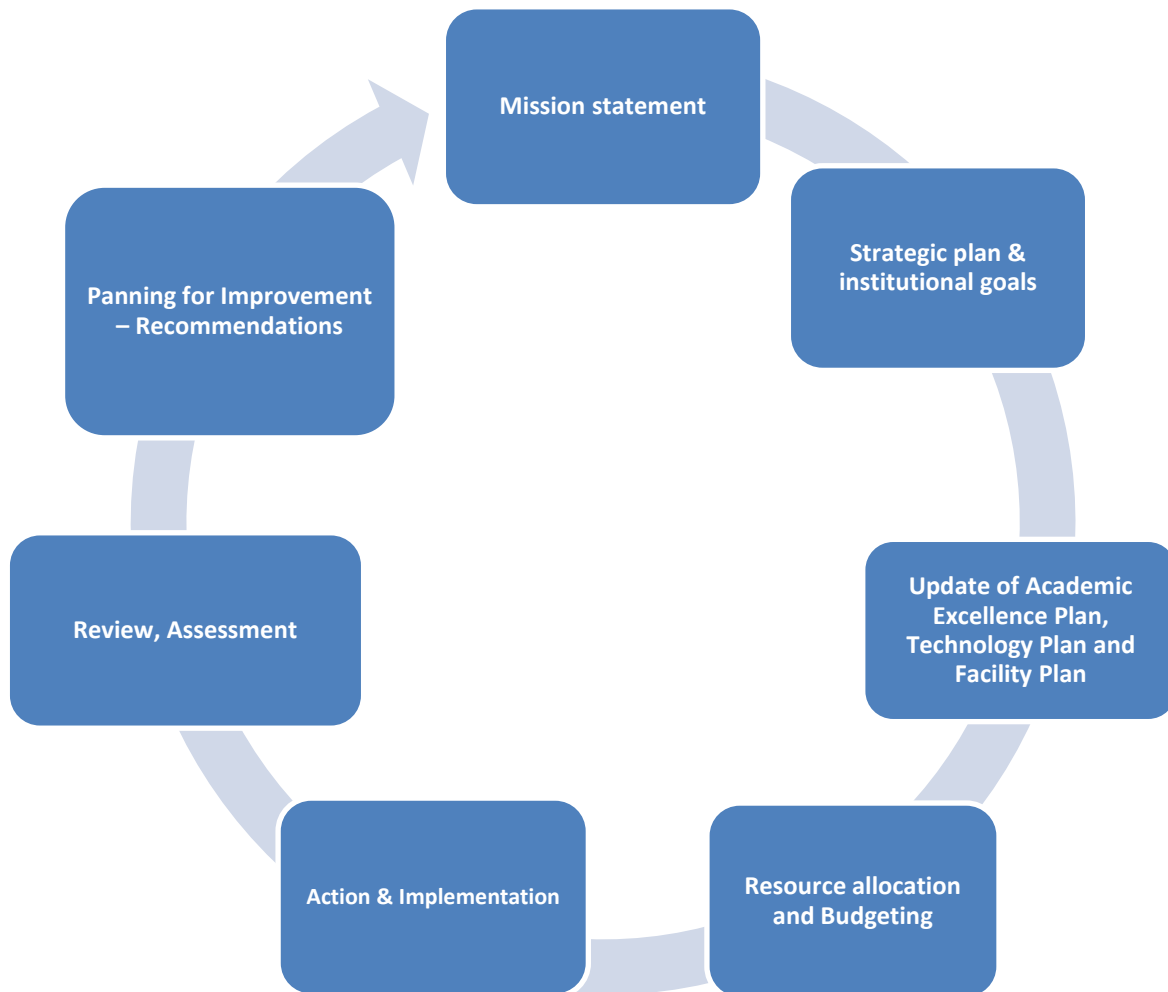- critical significance

Resource Allocation Rubric

Criteria	0	1	2
Relationship to annual planning goals or objectives	No alignment with institutional goals or planning objectives.	Links with goals and objectives and supported with data.	Strong alignment with goals and objectives and supported with data.
Need identified during program review process	No need identified in program review process.	Recommendation made in program review but data insufficient.	Recommendation made in program review supported with meaningful data.
Need identified which impacts the experience of a substantial number of students	No measurable on the student experience.	Has some measurable impact on student experience.	Impacts student experience across the college in a significant manner.

Meets regulatory/legislative requirement	Does not address any regulatory/legislative requirements.	Moderately addresses regulatory/legislative requirements.	Essential for meeting regulatory/legislative requirements.
Improved institutional processes /procedures	Will not impact efficiency of college processes/procedures.	Will moderately benefit institutional processes /procedures.	The benefits of significantly improved institutional processes /procedures clearly outweigh costs.
Critical significance	If not funded will not impact college services	I not funded will have some moderate impact on college services	If unfunded will critically effect college services

Closing the Quality Loop

The implementation phase of the planning cycle refers to the implementation of actions designed to meet planning objectives. College staff and faculty are assigned responsibility for implementing and managing the progress of activities designed to meet established objectives. Action items with specified outcomes are cascaded down to related planning documents and to individual performance plans.

At the end of the financial year, committees and colleagues undertake a review of annual objectives and assessment of outcomes. The results of the review and assessment form the basis for planning for the following year.

Mission statement

Strategic plan & institutional goals

Update of Academic Excellence Plan, Technology Plan and Facility Plan

Resource allocation and Budgeting

Action & Implementation

Review, Assessment

Panning for Improvement – Recommendations

Evaluation of Planning and Decision-Making Processes

The College has in place an integrated system of reviewing, planning, and budgeting to ensure College resources are focused on achieving the mission statement and continuous improvement. Dialogue and decisions are guided by learning outcomes and achievement data.

Throughout the year, monthly meetings occur (faculty meetings, campus operations, program risk assessment) where various metrics are reviewed, including retention, third party certification exam pass rate, and student outcome data. Program Advisory Committee meetings are held twice a year for each program. These meetings provide the opportunity for the college to review and assess numerous metrics throughout the year, which ultimately influence learning outcomes and achievement.

In addition to the annual assessment of outcomes for the various plans of respective committees, the following processes are utilized to evaluate planning and decision-making processes:

- faculty and staff annual survey designed to measure faculty and staff understanding and engagement with the planning and shared governance decision making process,
- annual review of the program review process,
- survey of staff engagement, and
- Campus Town Hall meetings

APPENDIX - COLLEGE COMMITTEES

The College Integrated Planning Process is conducted primarily through college-wide committees and campus committees. When the College Annual Planning process begins committees meet to review past outcomes and to make recommendations for the coming year.

Committee	Responsibility	Membership	Chairperson	Executive Owner
Academic Excellence	Make recommendations to the CSLT relating to Academic Quality	- Deans Curriculum - Deans of Nursing - Student Success Center Managers - Dean Educational Technology - Manager Academic Assessment - Manager, Student Affairs - Directors of Operations - Program Directors - Instructors - VP, Accreditation and Professional Regulation - Provost/VP Academic Affairs	Provost/VP Academic Affairs	Provost/VP Academic Affairs
Operations Excellence/	Make recommendations to the CSLT relating to Operations, Information Technology, Student Support Services, Enrollment Services and Human Resources.	- VP, Operations - Directors of Operations - Student Success Center Manager - Assistant Deans, Academic Excellence	Directors of Operations	VP. Operations
Accreditation Excellence	Make recommendations to the CSLT relating to Accreditation, Entrance Standards, Student Feedback and Student Affairs	- Deans of Accreditation - Accreditation Analyst - Directors of Operations - Program Director - Assistant Deans of Academic Excellence - Business Process Analyst - Director Enrollment Services Training and Operations - Deans of Curriculum	VP, Accreditation and Professional Regulation	VP, Accreditation and Professional Regulation

		• Regional Director Career Services • Instructor • Student Success Center Manager • VP Accreditation and Professional Regulation		
Information Technology	Make recommendations to Operations Excellence Committee in relation to College Information Technology	• Regional Director Career Services • Manager of Student Systems and Operations Reporting • Dean of Educational Technology • VP, Accreditation and Professional Regulation • Senior Business Analyst • Manager, Information Technology	Manager, Information Technology	VP, Operations
Finance and Infrastructure	Make recommendations to Operations Excellence Committee in relation to Financial operations	• VP, Operations • Directors of Operations • Assistant Directors, Academic Excellence • Sr. Director of Finance and Infrastructure	Sr. Director, Finance and Infrastructure	VP, Operations
Human Resources	Make recommendations to Operations Excellence Committee in relation to staffing	• Manager, Student Affairs • Regional Director Career Services • Program Director • Director of Operations • Executive Assistant • Director, Human Resources	Director, Human Resources	VP, Operations
Career Services	Make recommendations to Operations Excellence Committee in relation to Career Services	• Regional Director Career Services • Senior/Advisors Career Services • Dean of Curriculum • Assistant Dean, Academic Excellence • Registrar Operations Specialist • Dean of Accreditation • Director, Operations	Regional Director Career Services	VP, Operations

Student Support and Services	Make recommendations to Operations Excellence Committee in relation to Student Support and Services	• VP, Operations • Sr. Director, Student Services • Enrollment Services, Regional Directors and Representatives • Student Finance, Regional Directors and Advisors	• Sr. Director, Student Services	VP, Operations
Enrollment Services	Make recommendations to Operations Excellence Committee in relation to student enrollment services	• Director, Contact Center • Enrollment Services, Regional Directors and Representatives • Sr. Director, Student Services	• Sr. Director, Student Services	VP, Operations
Student Advisory Committee	Make recommendations to the Academic Excellence Committee relating to Student issues and concerns	• Manager, Student Affairs • Senior Director, Student Affairs/Ombudsman • Students	Manager, Student Life	VP, Accreditation and
Integrated Planning	Make recommendations to Accreditation Excellence Committee in relation to Integrated planning manual and training	• Sr. Director, Finance and Infrastructure • Directors of Operations • Assistant Dean, Academic Excellence • VP Accreditation and Professional Regulation • Deans Accreditations	Dean, Accreditation	VP, Accreditation and Professional Regulation
ACCJC Visit	Completion of ISER and preparation for 2019 visit	• Deans of Accreditation • President • Provost/VP Academic Affairs • VP, Operations • VP Accreditation and Professional Regulation • Senior Director, Student Affairs/Ombudsman • VP, Operations	VP, Accreditation and Professional Regulation	VP, Accreditation and Professional Regulation

Entrance Standards	Make recommendations to Accreditation Excellence Committee relating to entrance standards	• Deans of Curriculum • Deans of Nursing • Dean of Accreditation • Director Enrollment Services • Program Director • Director of Operations	Director of Operations	VP, Accreditation and Professional Regulation
Student Affairs	Make recommendations to Accreditation Excellence Committee relating to Student engagement, complaints, and Ombudsman	• Sr. Director, Student Affairs/Ombudsman • Manager, Student Affairs • Sr. Director Student Affairs/Ombudsman • Manager, Student Affairs • Assistant Dean, Academic Excellence • Director of Operations • Regional Director, Career Services • Regional Director, Student Finance • Regional Director, Enrollment Services • Dean of Nursing/Faculty • Student Success Center Manager	Sr. Director, Student Affairs/Ombudsman	VP, Accreditation and Professional Regulation
Library Excellence	Make recommendations to Academic Excellence Committee about campus library services	• Students Success Center Managers • Library Coordinator • Assistant Dean Academic Excellence • Academic Coach • Dean, Educational Technology	Dean Educational Technology	Provost/VP Academic Affairs
Records	Make recommendations to Academic Excellence Committee about registrar services and student records	• Registrar Coordinators • Registrar Operations Specialist • Business Process Analysis • Manager, Registrar Operations	Manager, Registrar Operations	Provost/VP Academic Affairs
Faculty Excellence	Make recommendatio	• President • Faculty	Provost/Vice President	Provost/VP Academic Affairs

	ns to Academic Excellence Committee relating to faculty	• Program Directors • Dean of Nursing • Program Directors • Instructors • Provost/Vice President Academic Affairs	Academic Affairs	