INTEGRATED PLANNING MANUAL

CARRINGTON COLLEGE CALIFORNIA

INTEGRATED PLANNING MANUAL

HERE'S A LOOK AT WHAT'S INSIDE

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INTRODUCTION

The Integrated Planning Manual sets out how the various planning components and processes interconnect to provide an ongoing and systematic cycle of setting goals and objectives, resource allocation, implementation and action, and review and evaluation.

The purpose of the College's Integrated Planning Manual is to:

- Set the planning cycle/process, including the relationships between planning document and processes
- Describe the resource allocation process

The manual begins by describing each of the components of the integrated planning process, namely:

- Mission Statement
- Institutional Goals
- The Strategic Plan
- Education Master Plan
- Technology Plan
- Resource Allocation
- Implementation
- Review and Evaluation

The manual provides a description of each component, as well as setting out the main timelines and processes for each. In this way, the manual provides a description of the processes staff and faculty use in contributing to the setting of institutional goals and objectives.

COLLEGE MISSION

The mission of Carrington College California 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 onsite 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.

CCC INTEGRATED PLANNING COMPONENTS

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

It is a process of ongoing evaluation and continuous improvement leading to improvements in the student experience and outcomes.

The components of the integrated planning process include the following:

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 achieving student learning. The Mission Statement is the benchmark for measuring institutional effectiveness.

Institutional Goals

Institutional Goals are developed as part of the strategic planning process. The goals provide the basis for setting objectives and targets.

The Strategic Plan

The Strategic Plan is the primary document in the planning process. It sets out objectives and target benchmarks for each of the institutional goals.

1. Student Success
2. Teaching and Learning Excellence
3. Organizational and Professional Development
4. Institutional Effectiveness
5. Institutional Assessment and Planning
6. College Growth and Financial Responsibility

Education Master Plan

The Education Master Plan incorporates and builds on planning elements from the Strategic Plan, as well as the self-identified areas for improvement in the 2012 WASC Self-Study for Reaffirmation. References to the relevant elements of the Strategic plan and the self-study are included in the Education Master Plan. The Education Master Plan is organized around five Key Result Areas:

1. Learner Support
2. Excellence and Innovation in Teaching
3. General Education
4. Assessment and Planning
5. Maintaining Institutional and Programmatic Accreditation

Technology Plan

In the Technology Plan, the College outlines technology-related opportunities or challenges:

1. Teaching and Learning
2. Student Experience
3. Security, Reliability, and Access
4. Faculty and Staff Development

5. Funding
6. Governance Structure

Resource Allocation

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

CCC 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.

Priorities for resource allocation and budget priorities are established by the Executive Council using the Resource Allocation Rubric.
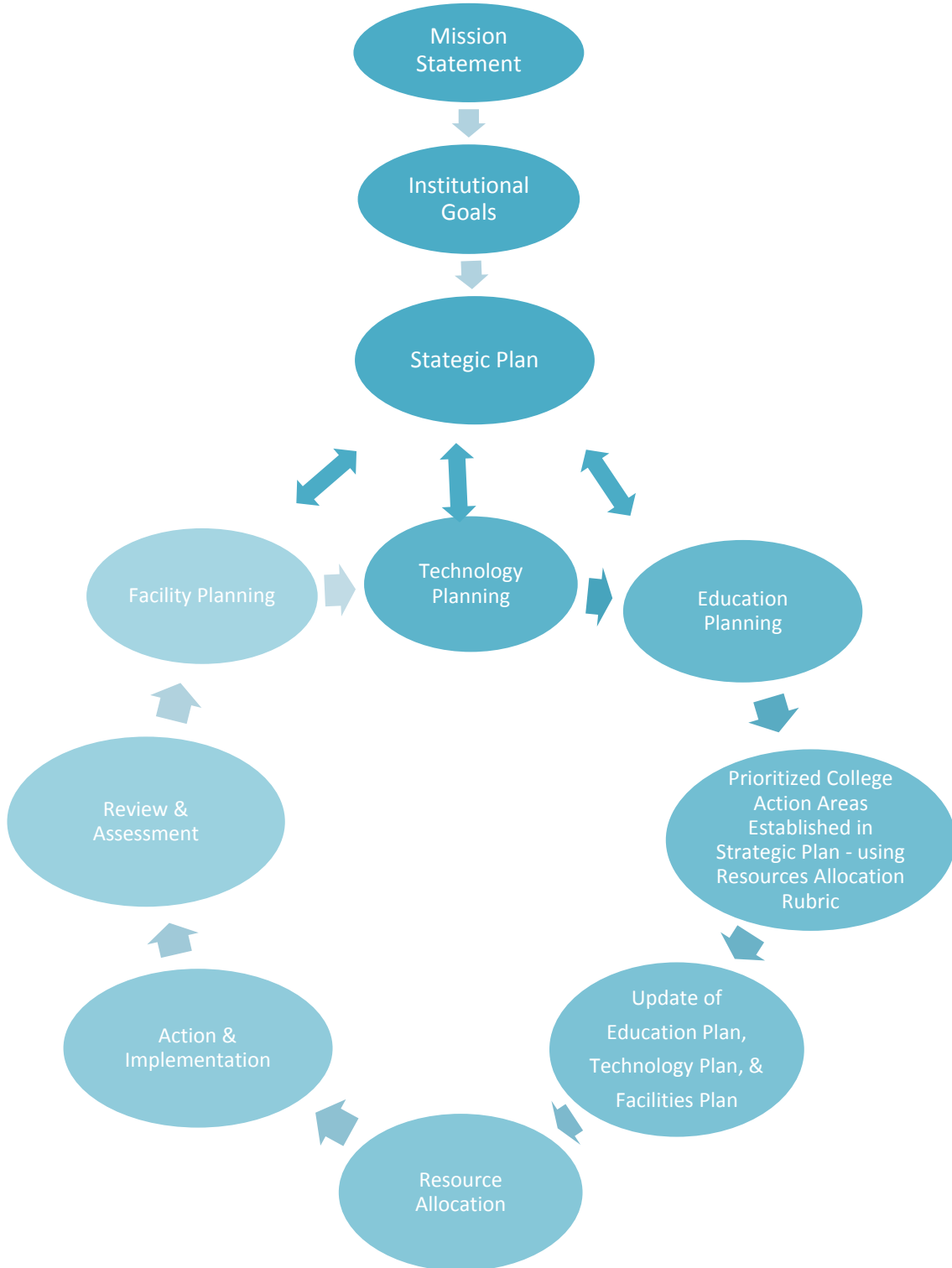
Implementation

The implementation phase of the planning cycle refers to the implementation of actions designed to meet specified objectives in the Strategic Plan. College staff and faculty are assigned responsibility for implementing and managing the progress of activity designed to meet the objectives in the Strategic Plan.

Review and Evaluation

Evaluation and review relating to the implementation of the Strategic Plan involves assessment of the College's progress in completing activity designed to meet institutional goals, as well as other improvement initiatives identified in the planning process.

INTEGRATED PLANNING PROCESS

CCC Integrated Planning Process Chart

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                    │     Mission      │
                    │    Statement     │
                    └──────────────────┘
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                    ┌──────────────────┐
                    │  Institutional   │
                    │      Goals       │
                    └──────────────────┘
                             ↓
                    ┌──────────────────┐
                    │  Stategic Plan   │
                    └──────────────────┘
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- Mission Statement
- Institutional Goals
- Stategic Plan
- Facility Planning
- Technology Planning
- Education Planning
- Review & Assessment
- Prioritized College Action Areas Established in Strategic Plan - using Resources Allocation Rubric
- Action & Implementation
- Update of Education Plan, Technology Plan, & Facilities Plan
- Resource Allocation

MISSION STATEMENT – EDUCATIONAL PURPOSE

The mission statement sets out the College's educational purpose, intended student population, and commitment to student learning. Evaluation of institutional effectiveness centers on how well the College has met the mission. Planning, and consequent decisions regarding resource allocation, proceed on the basis of relevance and relative contribution to the mission.

The mission of Carrington College California 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.

Process and Timeline for Reviewing the Institutional Mission Statement Annually	
January	Annual Strategic Planning process begins
February	Governing Board receives reports on prior year's activities. Review includes outcomes relating to all goals and objectives for prior year activities.
March	Board reviews the College mission statement against prior year outcomes and establishes institutional goals for the planning period. The mission statement is affirmed or changes are made to the mission.

STRATEGIC PLAN

The development of the Carrington College California strategic planning process begins in January.

As part of the ongoing evaluation of institutional effectiveness in meeting the College mission, the governing Board reviews the previous year's progress on meeting its institutional goals and establishes goals for the coming year. The College's institutional goals are the basis for the setting of institutional objectives and targets for the planning period.

In this way, institutional planning and the setting of objectives and targets is linked to the College mission:

Step 1: Mission

Step 2: Evaluation of effectiveness in meeting mission

Step 3: Identification of challenges and opportunities

Step 4: Development of institutional goals

Step 5: Development of institutional objectives and targets

Step 6: Cascading down to Education Master Plan, Technology Plan, and Facilities Plan

The following chart sets out the process and timeline for strategic planning.

Process and Timeline for the Strategic Plan Annually	
December-January	Collection of all pertinent research and analysis that the College has conducted during the course of the previous year: • Previous Year's Strategic Plan Progress Report • Program Reviews (including Service Area Reviews) • Campus Operations Reviews • College Self-Study and Institutional Master Plan • Previous Year's Education Master Plan Progress Report • Previous Year's Annual Report Technology Plan Progress Report • Previous Year's Annual Report Facilities Plan Progress Report • Market Assumptions • List of Successes and Opportunities
February-March	The Executive Council reviews above items at planning session held in February or March.
March	The President issues call for comment to the entire College community in February or March. All faculty and staff members are encouraged to provide their feedback to the various committees or directly to the President.
March	EC members bring the input discussed at the planning session, along with all of the above documents, to meetings of their committees in March. Committees begin the process of reviewing the Strategic 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 for the Strategic Plan.
April	The Executive Council committee finalizes the Strategic Plan recommendations, which includes outcomes of the evaluation of the previous year's plans and staff and faculty input through the shared governance structure. Also included is a priority action list. The recommendations are submitted to the Executive Council.
March-April	The Budget Committee prepares an updated five-year financial forecast to be considered by the Executive Council as part of the process of approving the Strategic Plan.
April	The Executive Council 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.
May-June	The Strategic Plan Draft is submitted for review and comment to Carrington Colleges Group and to the entire College community, including the Executive Council.
May-June	Using input from the College community, Executive Council, and Carrington Colleges Group, the President prepares the final draft version of the Strategic Plan. This version is presented for approval first to the Executive Council at its April meeting and then to the Governing Board for final approval.
May	The plan is forwarded to the Budget Committee for inclusion in the fiscal year's budgeting process.
June	Upon completion of the budgeting process, the President presents the Strategic Plan to the entire College community

The primary components of the Strategic Plan are:

- **Institutional Goals** developed as part of the review of the previous year's effectiveness in meeting the institutional mission and goals. It also includes the evaluation of the opportunities and challenges facing the College in the planning period.
- **Institutional Objectives** set out the actions and expected outcomes the College will initiate to meet the institutional goals.

EDUCATION MASTER PLAN

The Education Master Plan is part of an integrated approach to College planning for program and service delivery. The Education Master Plan serves a number of purposes in the College's integrated planning process, including:

- Providing educational input into strategic planning via an annual review and assessment of the outcomes of key result areas and continuous improvement projects.
- Providing operational planning for education components of the Strategic Plan, as well as relevant self-identified areas for improvement in the *2012 WASC Self Study*.
- Providing context for campus program review and continuous improvement plans (CIPs).
- Providing a common clear direction for involvement in various planning cycles.
- Providing a foundation and framework for other education planning efforts.

The reporting on and evaluation of the Education Plan and establishing priorities for the subsequent year involves evaluation of the following data:

- Outcomes of program review process
- Student learning outcome and achievement data
- Student feedback data

Process and Timeline for Reviewing the Education Plan Annually	
January	Academic Team reports on outcomes of Education Master Plan to Education Committee and Executive Council
March	Education Committee/ Academic Team gather staff and faculty input resulting from the President's call for comment on Strategic Plan
March-April	Education Committee prioritizes recommendations using resource allocation rubric. A Prioritized Action list for next calendar year is established as recommendations to EC for the Strategic Plan.
January-February	Using the Resource Allocation Rubric, the Executive Council finalizes prioritized areas for Strategic Plan
April-May	Education Master Plan updated

The Education Master Plan incorporates and builds on planning elements from the Strategic Plan, as well as the self-identified areas for improvement in the 2012 WASC Self Study for Reaffirmation. References to the relevant elements of the Strategic Plan and the self-study are included in the Education Master Plan.

TECHNOLOGY PLAN

The Technology Plan sets out the priority areas relating to technology opportunities or challenges for the subsequent calendar year. The Technology Plan serves a number of purposes in the College integrated planning process, including:

- Providing information and technology planning input into strategic planning via annual review and assessment of the outcomes of the Facilities Plan.
- Providing operational planning for information technology components of the Strategic Plan, as well as relevant self-identified areas for improvement in the 2012 WASC Self-Study.
- Providing an information technology planning context for the program review process.
- Providing a common clear direction for faculty and staff involvement in various planning cycles.
- Providing a foundation and framework for other planning efforts.

The reporting on and evaluation of the Technology Plan and establishing priorities for the subsequent year involves evaluation of the following data:

- Review of the prior year's initiatives relating to classroom technology
- Review of recommendations from program review relating to classroom and faculty technology
- Student feedback data
- Review of Technology Plan "Future Considerations"

Process and Timeline for Reviewing the Technology Plan	
Annually	
January	Technology Team reports on outcomes of Technology Plan to Information Technology Committee Executive Council
March	Information Technology Committee/Technology Team gather staff and faculty input resulting from the President's call for comment on Strategic Plan
March-April	Technology Committee prioritizes recommendations using Resource Allocation Rubric. Prioritized Action list for next calendar year established as recommendations to EC for Strategic Plan.
January-February	Using the Resource Allocation Rubric, the Executive Council finalizes prioritized areas for Strategic Plan.
April-May	Technology Plan updated

FACILITIES PLAN

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

- Providing facilities input into strategic planning via annual review and assessment of the outcomes of the Facilities Plan.
- Providing operational planning for facilities components of the Strategic Plan, as well as relevant self-identified areas for improvement in the 2012 WASC Self Study.
- Providing a facilities planning context for the program review process.
- Providing a common clear direction for faculty and staff involvement in various planning cycles.
- Providing a foundation and framework for other planning efforts.

The reporting on and evaluation of the Facilities Plan and establishing priorities for the subsequent year involves evaluation of the following data:

- Review of the prior year's initiatives relating to classroom technology
- Review of recommendations from program review relating to classroom and faculty technology
- Student feedback data
- Review of Technology Plan "Future Considerations"

Process and Timeline for Reviewing the Facilities Plan	
Annually	
January	Manager of Operations reports on outcomes of Facilities Plan to Operations and Outcomes Committee of Council
March	Operations and Outcomes Committee gather staff and faculty input resulting from the President's call for comment on Strategic Plan
March-April	Operations and Outcomes Committee prioritizes recommendations using Resource Allocation Rubric. Prioritized Action list for next calendar year established as recommendations to EC for Strategic Plan
January-February	Using the Resource Allocation Rubric, the Executive Council finalize prioritized areas for Strategic Plan
April-May	Facilities Plan updated

IMPLEMENTATION

The implementation phase of the planning cycle refers to the implementation of actions designed to meet specified objectives in the Strategic Plan. College staff and faculty are assigned responsibility for implementing and managing the progress of activity designed to meet the objectives in the Strategic Plan.

Action items with specified outcomes are cascaded down to related planning documents and to individual performance plans. The chosen staff and faculty, who are assigned to Strategic Plan objectives, are accountable for the following:

- Managing activity timelines
- Developing relevant processes required to achieve identified outcomes
- Monitor progress, including the collection of data to measure the success of the activity
- Report outcomes to the relevant Committee of Council

EVALUATION AND REVIEW

Evaluation and review relating to the implementation of the Strategic Plan involves assessment of the College's progress in completing activity designed to meet institutional goals, as well as other improvement initiatives identified in the planning process.

Processes and timelines for review and evaluation are outlined in the earlier charts, which represent the pertinent research and analysis undertaken at the commencement of the strategic planning process.

RESOURCE ALLOCATION

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

CCC 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.

Priorities for resource allocation and budget priorities are established by the Executive Council using the Resource Allocation Rubric.

The rubric scale weights planning recommendations based on the extent to which a recommendation meets the following criteria:

- Relationship to institutional goals or planning objective
- Need identified by program review or student learning outcome assessment
- Need identified which impacts substantial number of students
- Meets regulatory requirements

Resource allocations are linked to the institutional planning process in the following way:

- Requests for resources are prioritized by Executive Council Committees using the Resource Allocation Rubric to assign a priority value. The rubric awards highest scores to those recommendations/ proposals that go most towards helping the College meet its institutional goals and, hence, its mission.
- Executive Council uses the proposal's assigned rubric value, along with other considerations, to determine priorities for strategic planning and consequent resource allocation.

Process and Timeline for Resource Allocation	
Annually	
January	Executive Council Committees report on outcomes of goals and objectives to Executive Council
March	The President calls for comment inviting proposals for consideration in Strategic Plan
March-April	Executive Council Committees prioritize proposals using Resource Allocation Rubric. Each committee provides a Prioritized Action list as recommendations to EC for Strategic Plan.
March-April	Budget Committee prepares an updated five-year financial forecast to be considered by the Executive Council as part of the process of approving the Strategic Plan.
April-May	The Executive Council finalizes the prioritized areas for the Strategic Plan using the Resource Allocation Rubric. This information is forwarded to the President,

	who creates the first draft of the plan.
May-June	The Strategic Plan Draft is submitted for review and comment to the Carrington Colleges Group and to the entire College community, including the Executive Council.
May-June	Using input from the College community, Executive Council, and the Carrington Colleges Group, the President prepares the final draft of the Strategic Plan. This version is presented for approval, first to the Executive Council at its April meeting, and then to the Governing Board for final approval.
June	The plan is forwarded to the Budget Committee for inclusion in the fiscal year's budgeting process.

EVALUATION OF PLANNING AND DECISION-MAKING PROCESS

Carrington College California demonstrates a conscious effort to produce and support student learning. The College has in place an integrated system of review, planning, and budgeting to ensure that the College resources are focused on achieving the mission statement and continuous improvement. All dialogue and decisions are guided by learning outcomes and achievement data.

In addition to the annual reporting on outcomes of the Strategic Plan, Education Plan, Technology Plan, and Facilities Plans from their respective Executive Council Committees, the following processes are utilized to evaluate planning and decision-making processes at CCC:

- 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
- Annual survey of staff engagement
- Annual Campus Town Halls

As a result of the College's self-study, the Carrington College California integrated planning model was further refined in 2012. Additional planning processes were created and a Resource Allocation Rubric was developed and implemented.

Commencing in 2012-13, the College will more formally report on the evaluation of its planning and decision-making processes. Along with data specified above, the Council Committee, as part of their annual report to EC, will report on staff and faculty involvement in the committee's planning and decision-making processes.

Using the data specified above, the Dean of Institutional Effectiveness will prepare an annual *Planning and Shared Governance Assessment Report* for Executive Council.

The *Planning and Shared Governance Assessment Report* will be made available to all staff and faculty and will form the basis for further refining the planning and resource allocation process.

RESOURCE ALLOCATION RUBRIC

Criteria	0	1	2	3
1. Relationship to institutional goals or planning objective	No alignment with institutional goals or planning objectives	Relationship with goals and objectives is weak	Links with goals and objectives and supported with data	Strong alignment with goals and objectives and supported with data
2. Need identified during program review process	No need identified in program review process	Issue mentioned in program review. Recommendation not supported with data	Recommendation made in program review, but data insufficient	Recommendation made in program review supported with meaningful data
3. Need identified in gap analysis of student learning outcome assessments	No linkage to student learning outcomes assessment	Link with student learning outcomes marginal	Moderate link with SLO assessment	Need identified in gap analysis of SLO data
4. Need identified which impacts the experience of a substantial number of students	No measurable impact on the student experience	Little measurable impact on the student experience	Has some measurable impact on the student experience	Impacts student experience across the College in a significant manner
5. Meets regulatory and legislative requirement	Does not address any regulatory and legislative requirements	Has relationship with regulatory and legislative requirements, but not critical	Moderately addresses regulatory and legislative requirements	Essential for meeting regulatory and legislative requirements
6. Improved institutional processes and procedures	Will not impact efficiency of College processes and procedures	Will result in minor improvement in institutional processes and procedures	Will moderately benefit institutional processes and procedures	The benefits of significantly improved institutional processes and procedures clearly outweigh the costs
7. Critical significance	If not funded, will not impact College services	If not funded, will have only minor impact on College services	If not funded, will have some moderate impact on College services	If unfunded, will critically affect College services