

# Developing a Synchronized Institutional Planning Process that is Effective, Efficient, and Enduring

By: SLO Coordinating Team and consultants

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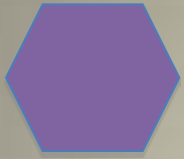
# Presentation Focus

- **Our Institutional Planning Cycles**
  - Synchronizing the Institutional Planning process and aligning it with Outcomes Based Program Reviews
- **Our Accreditation Cycle**
  - Establishing timelines and strategies to systematically update the College's guiding documents
- **Our Resource Allocation Process**
  - Validating the relationships between resource requests and guiding documents

# Our Institutional Planning Cycles

Multiple cycles are not synchronized  
with what we anticipate to be a sustainable  
outcomes based planning framework that is  
driven by a culture of evidence.

# Quick Legend



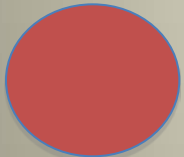
Six Year Accreditation Cycle



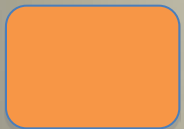
Five Year Curriculum Cycle



Three Year Program Review Cycle



Annual Planning and Budgeting Cycles



Annual

**SLOAC** = Student Learning Outcomes Assessment Cycles

**SSLOAC** = Student Services Learning Outcomes Assessment Cycles

**AUOAC** = Administrative Units Outcomes Assessment Cycles

**Guiding Documents** = Strategic Initiatives, Institutional Core Competencies, College Mission, Education Master Plan, Technology Strategic Plan, Diversity Plan, etc.

# Outcomes Based Program Review (O.B.P.R.)

## •Outcomes Based Program Review:

- Works best as an expansion and growth model when resources are available for the college to allocate.
- Works least well when the college must reduce expenditures.
- Should be able to identify programs and services that require a closer investigation before decisions are made to reduce or eliminate courses, programs, or services.

•What a “closer investigation” should entail needs to be addressed, but should not be part of the initial Outcomes Based Program Review process.

ACCJC

2008-09



2009-10



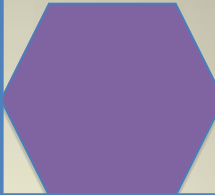
2010-11



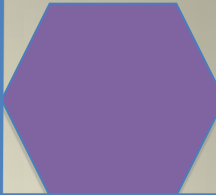
2011-12



2012-13



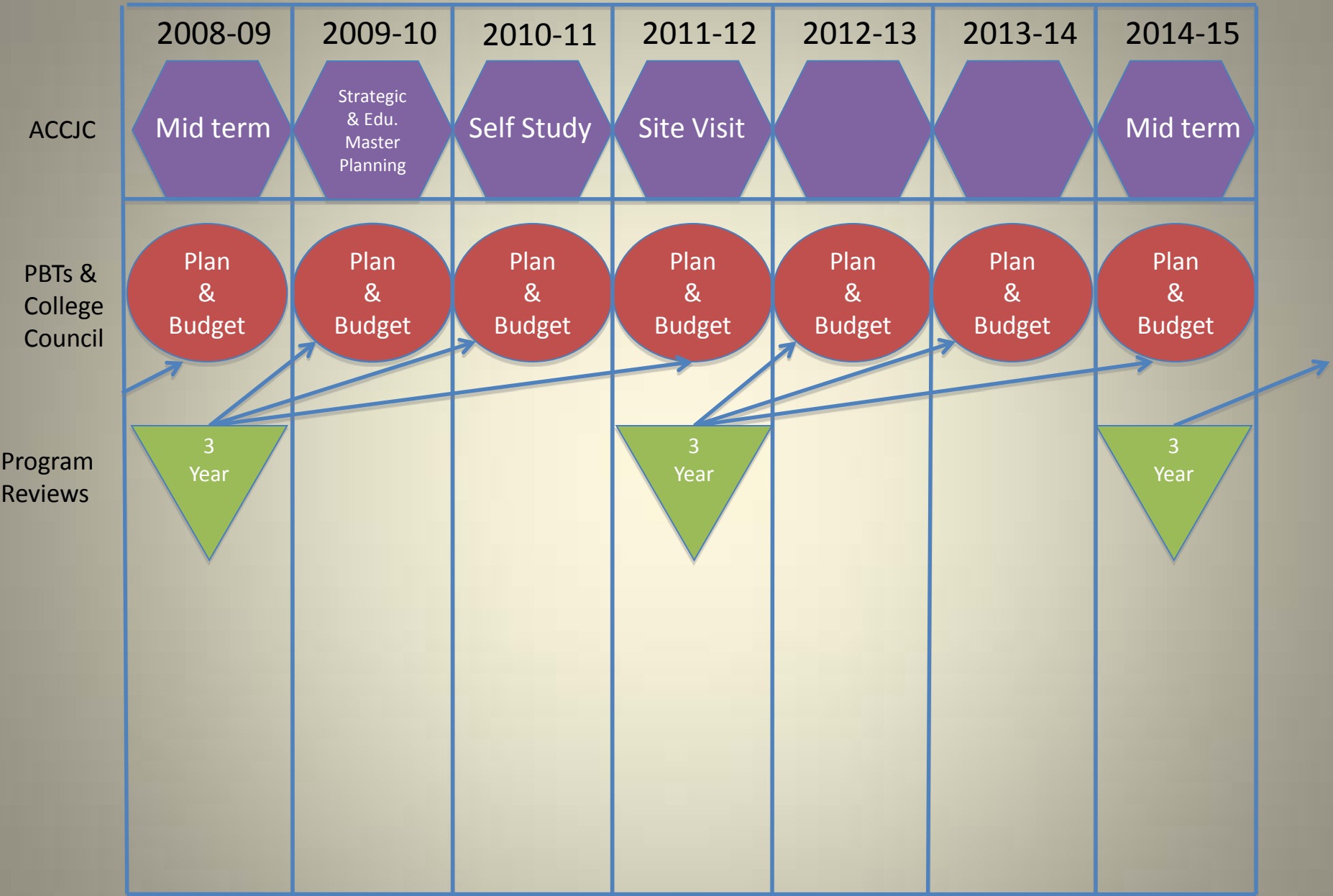
2013-14



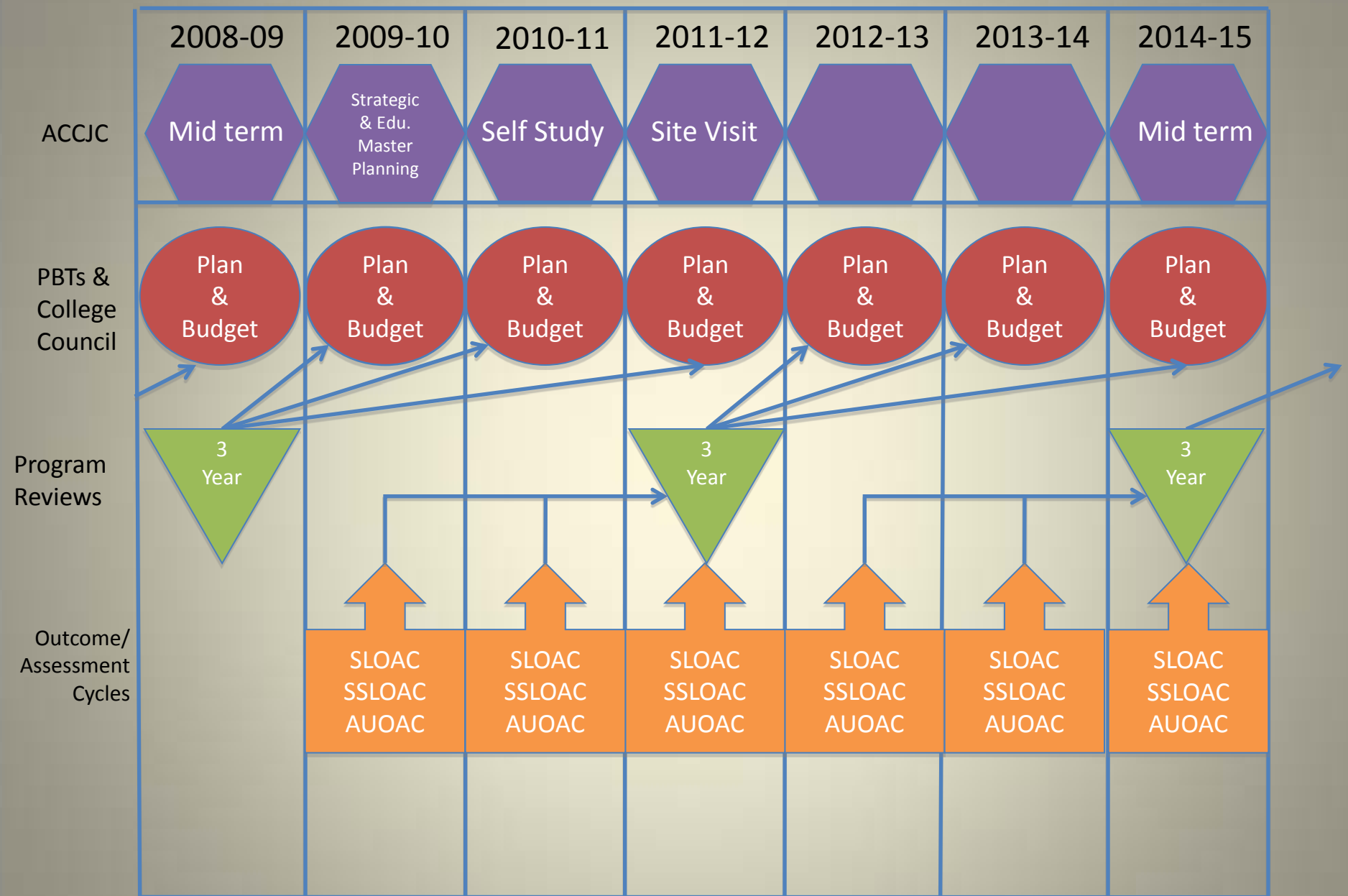
2014-15

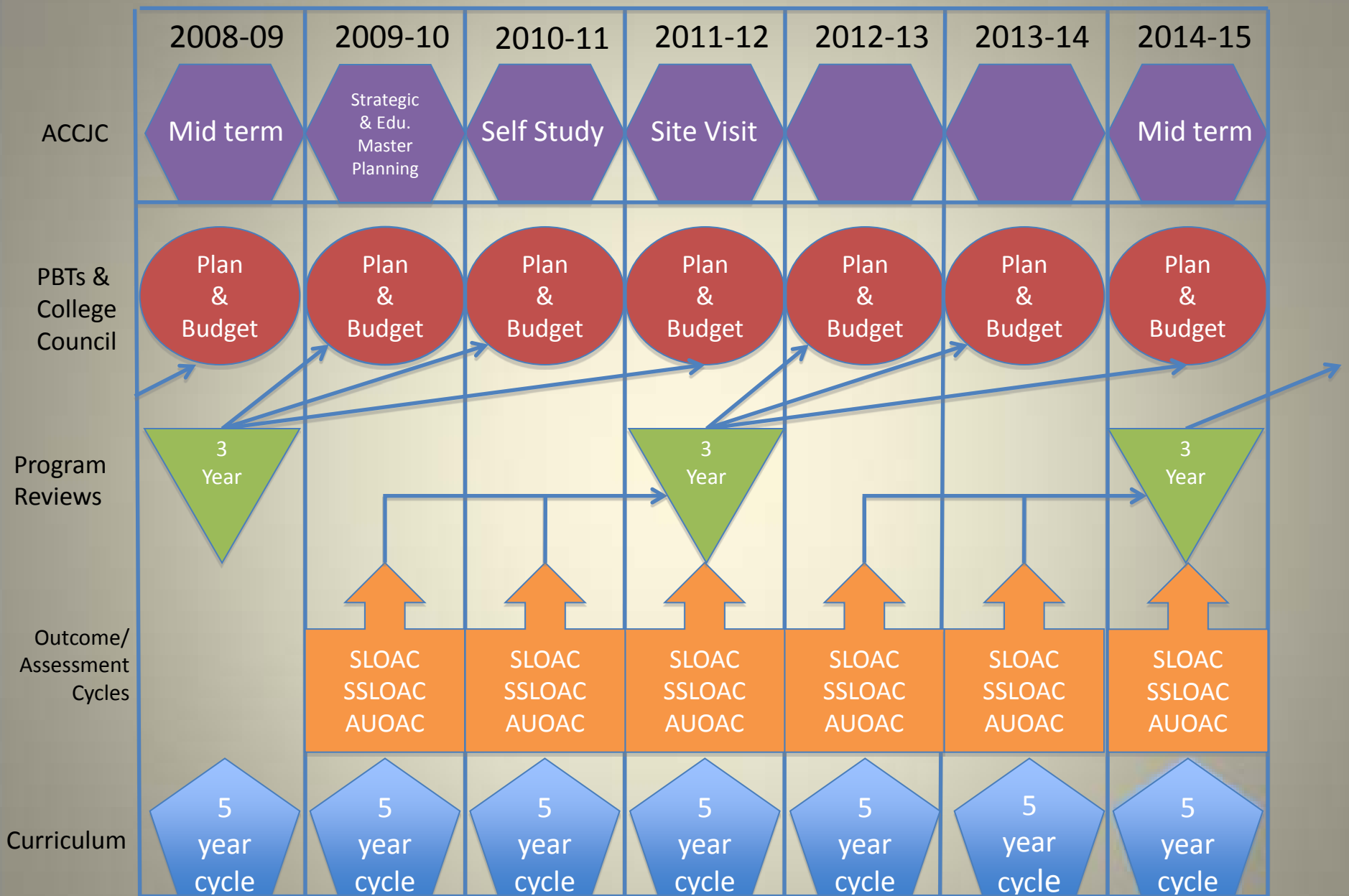


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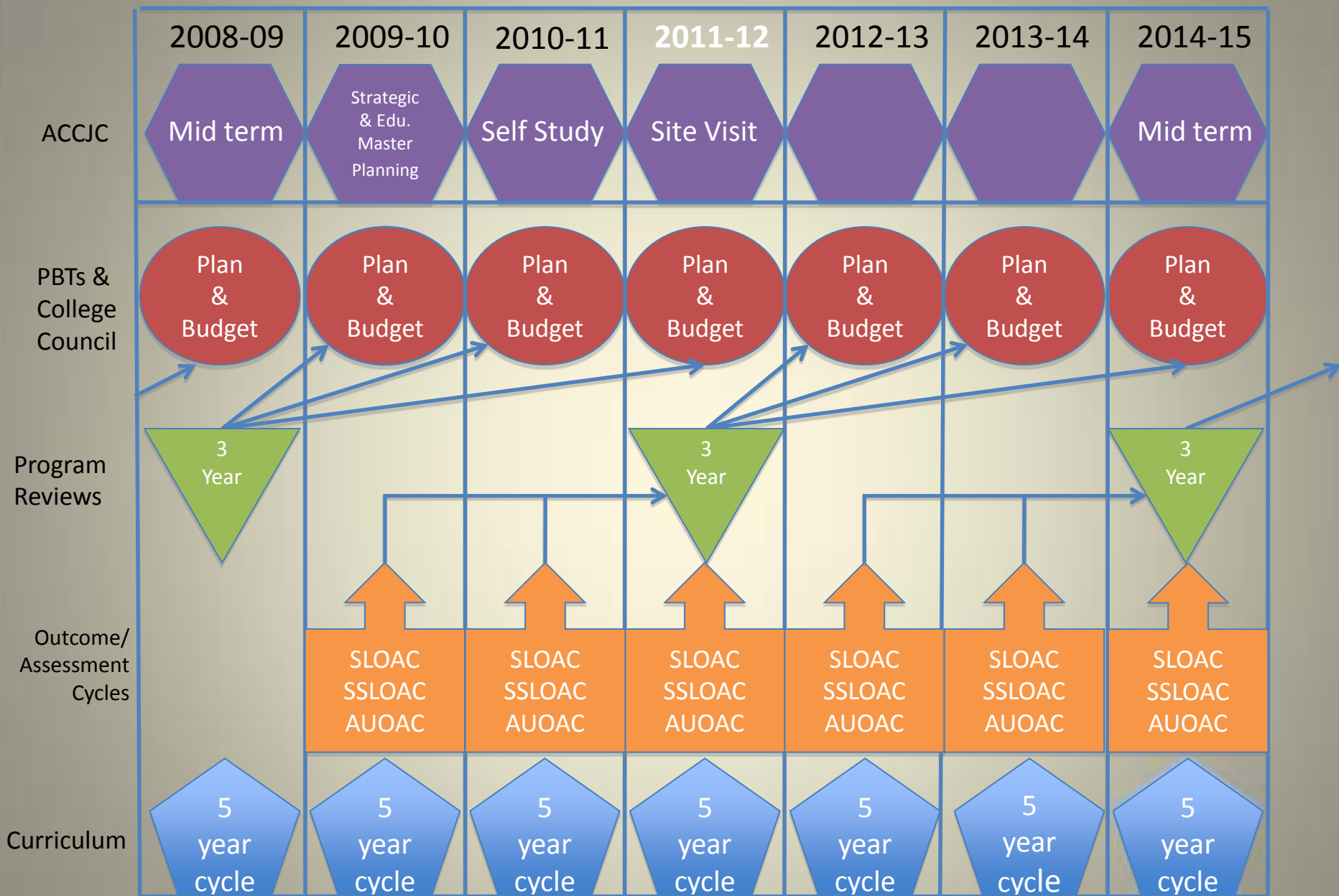


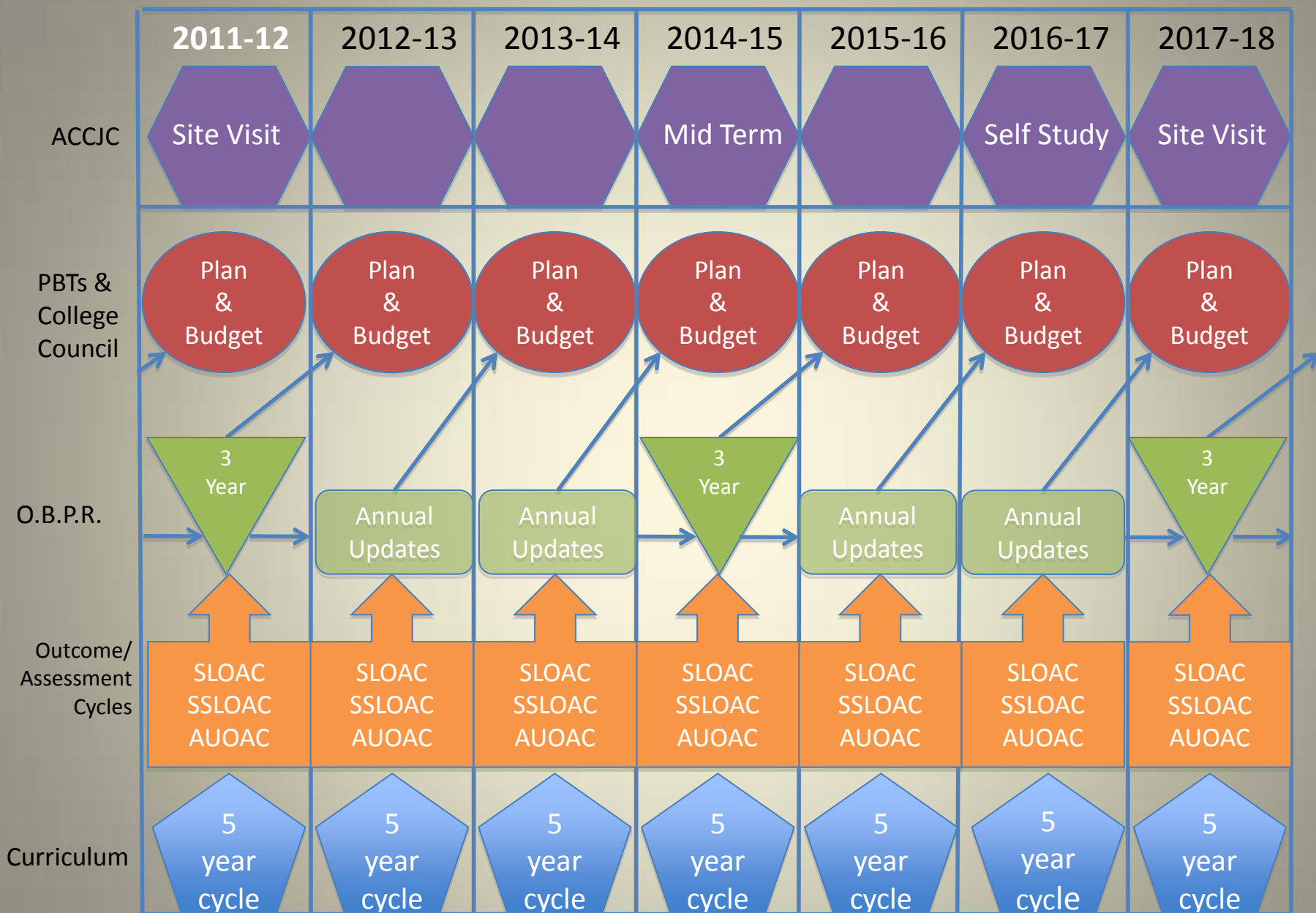


# Outcomes Based Program Review Proposal

## Three Year Program Review Cycles with Annual Updates

- Augments our current Program Review process and sets up a more linear planning process
- Creates a pathway for the college-wide examination of SLOAC, SSLOAC, and AUOAC results
- Provides accessible and useful evidence of self-assessment for our Accreditation Self- Study





# Our Accreditation Cycle

Predetermining planning tasks within the 5 years between site visits will ensure that we will:

- Systematically review our Guiding Documents (Educational Master Plan, Mission, Strategic Initiatives, etc.)
- Continually inform the Outcomes Based Program Review process with updated Guiding Documents.
- Incorporate outcomes/assessment results to make the accreditation cycle more transparent and an integral part of our Institutional Planning.



Accreditation 6 year  
Cycle

**Year 1 – Review ACCJC  
Recommendations**

# Accreditation 6 year Cycle



**Year 1** – Review ACCJC  
Recommendations

**Year 2** – Review  
Strategic Plan

# Accreditation 6 year Cycle

**Year 1** – Review ACCJC  
Recommendations

**Year 2** – Review  
Strategic Plan

# Accreditation 6 year Cycle

**Year 3** – Mid Term Report

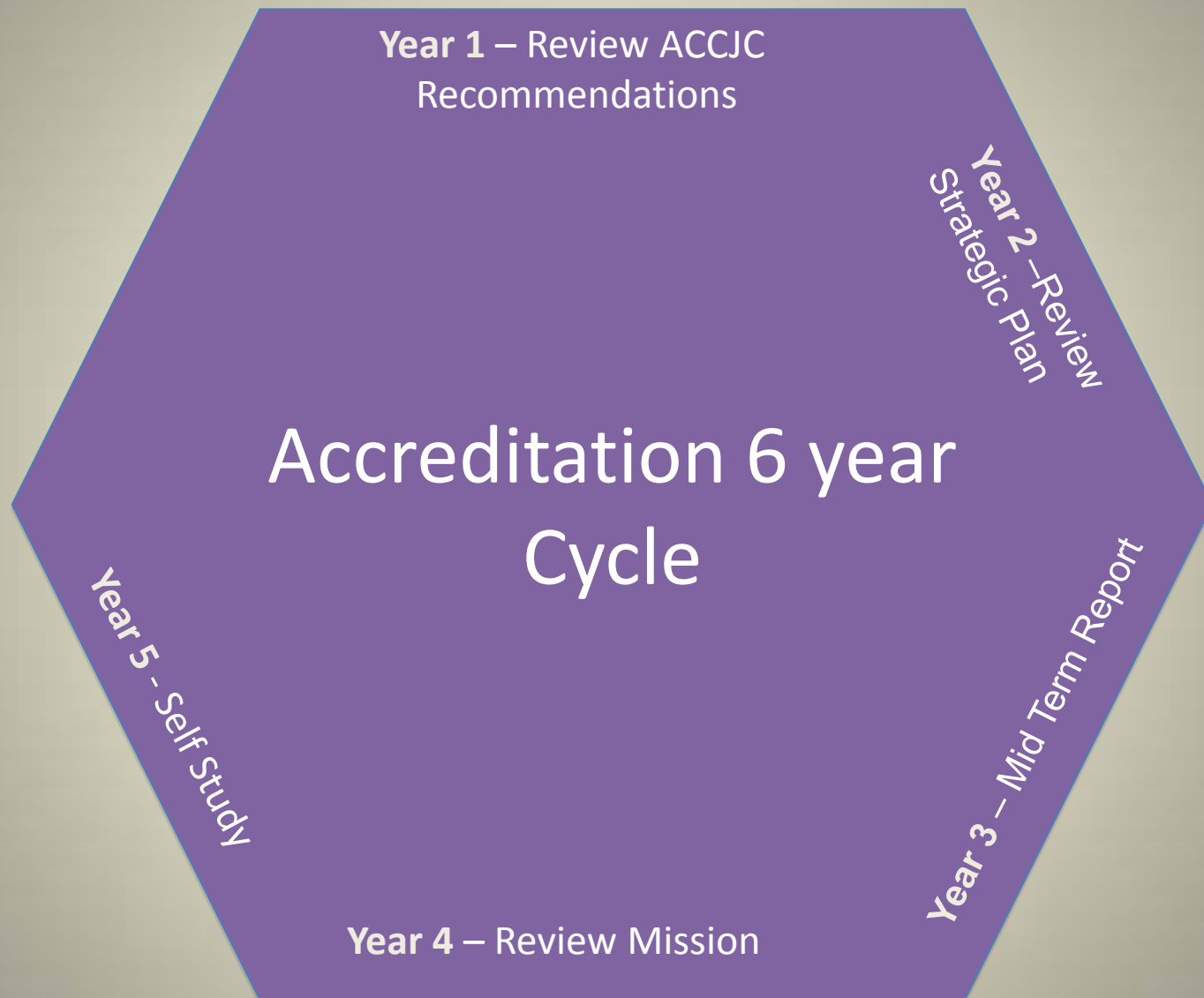
**Year 1** – Review ACCJC  
Recommendations

**Year 2** – Review  
Strategic Plan

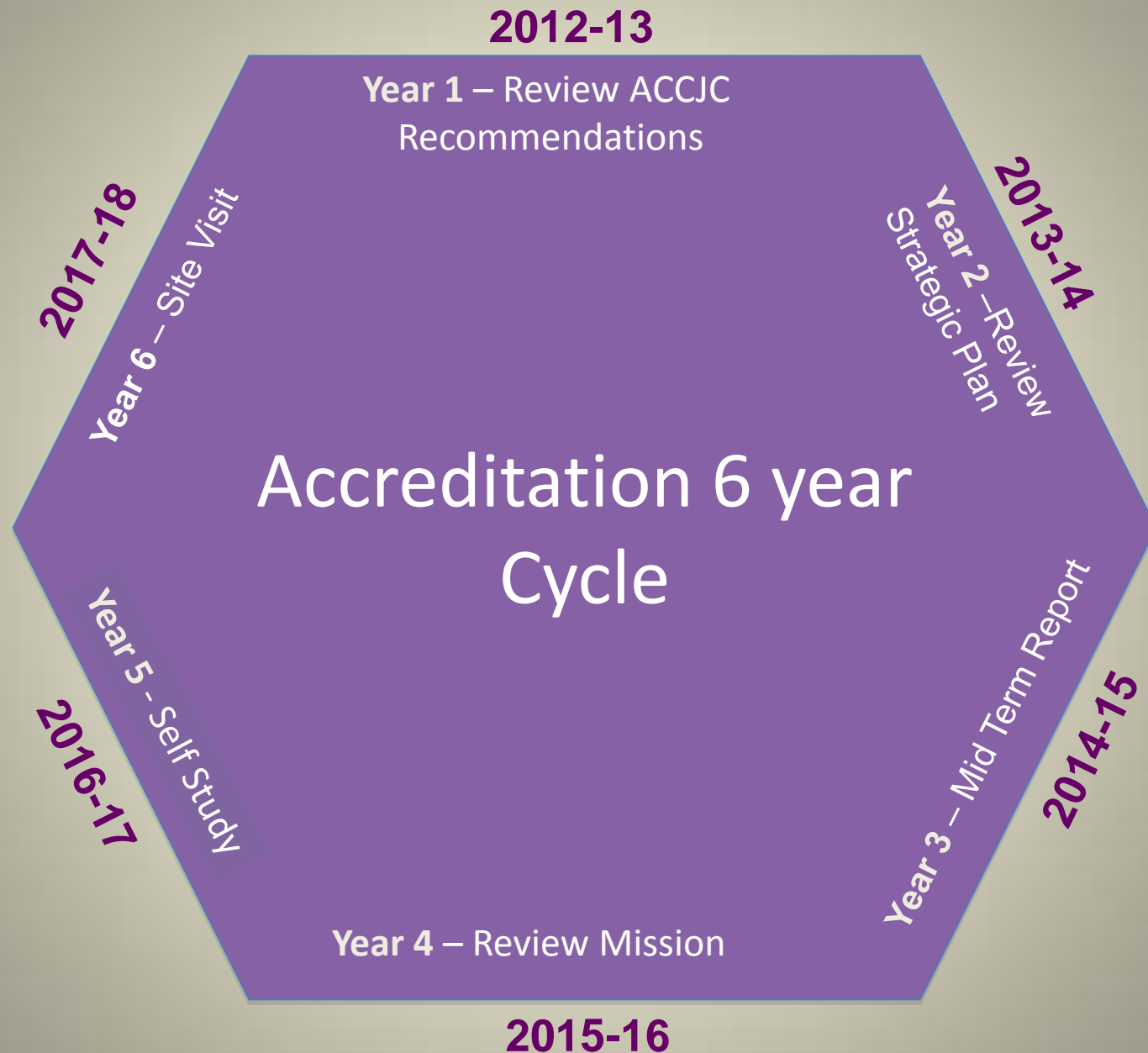
# Accreditation 6 year Cycle

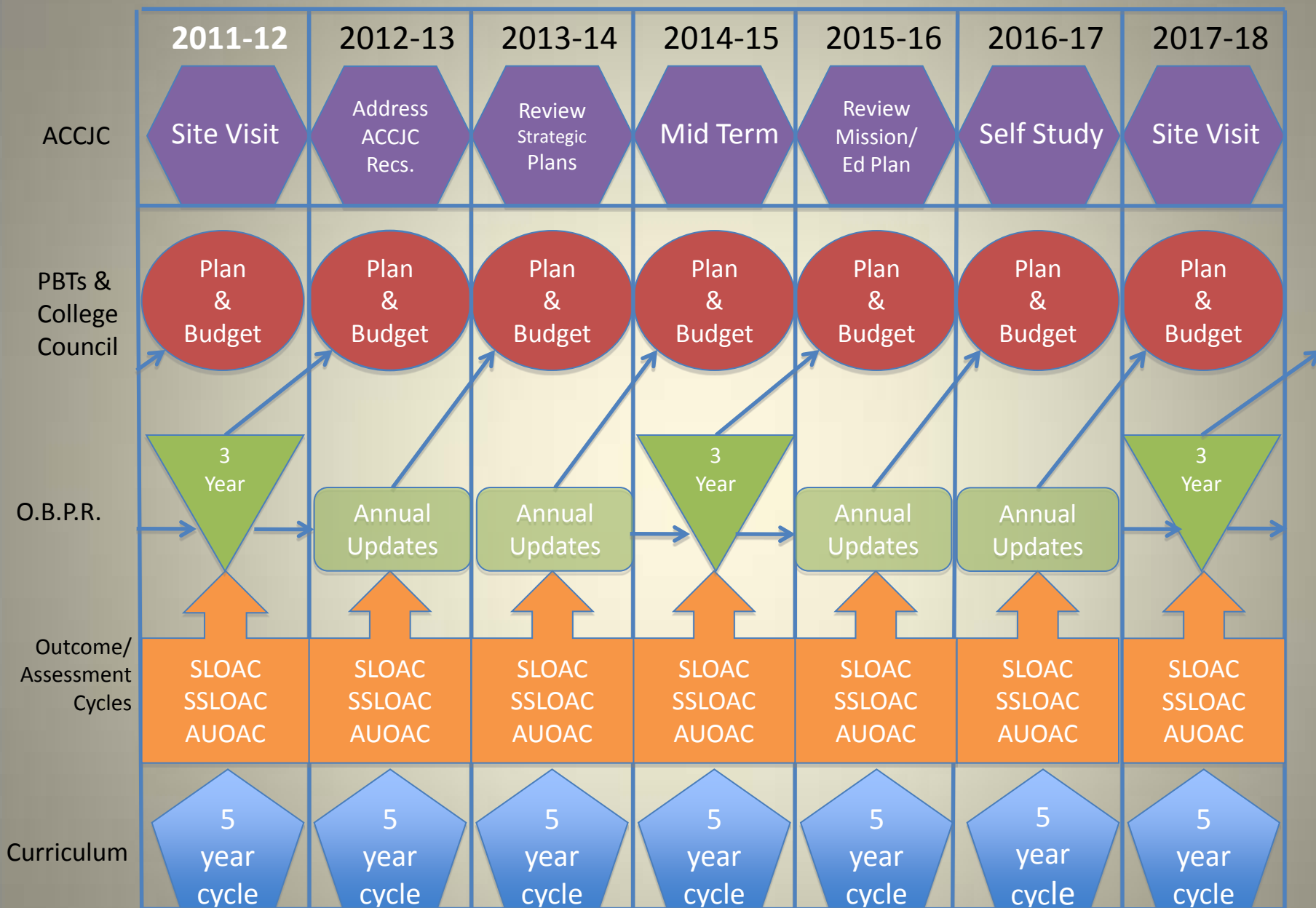
**Year 3** – Mid Term Report

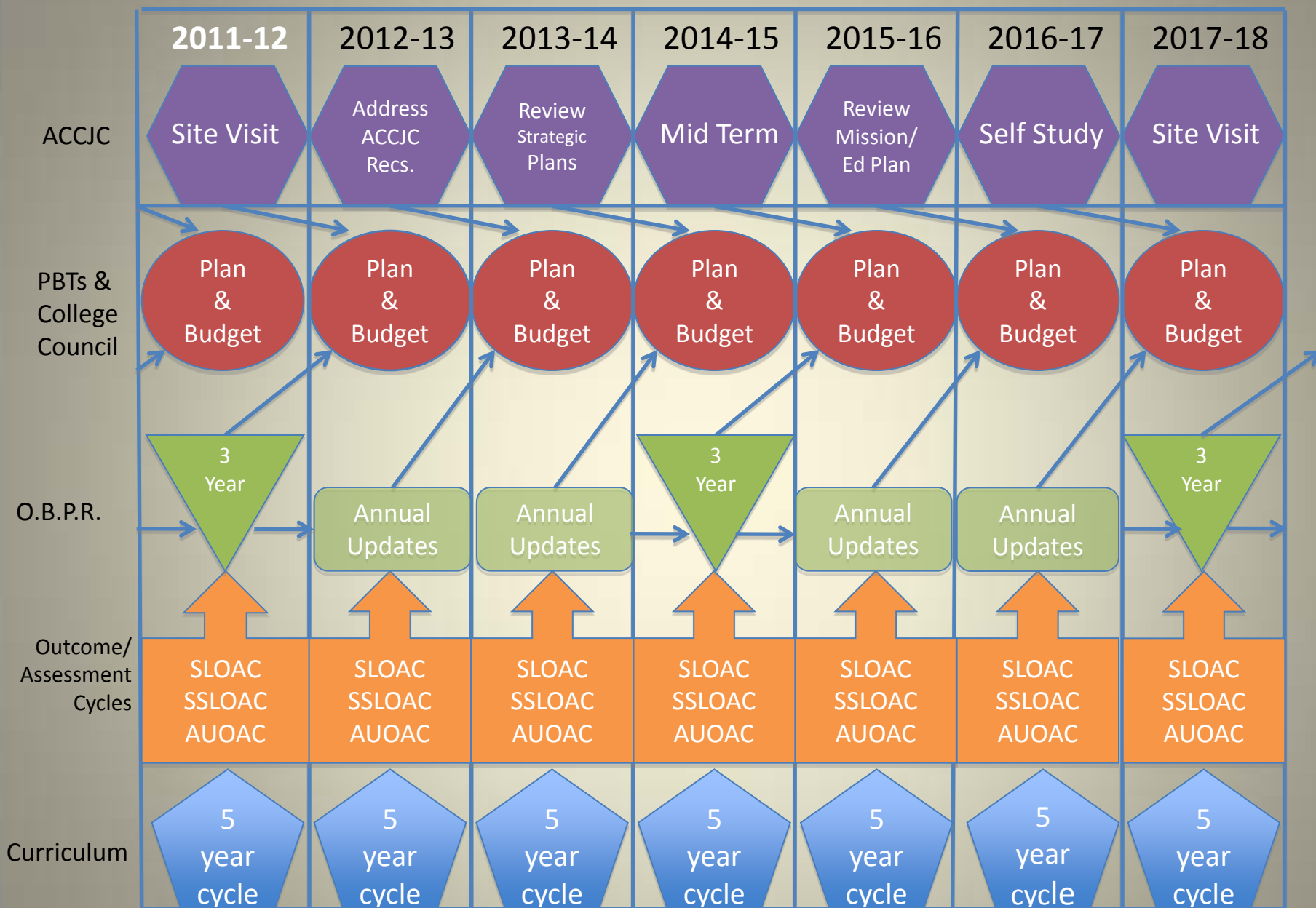
**Year 4** – Review Mission



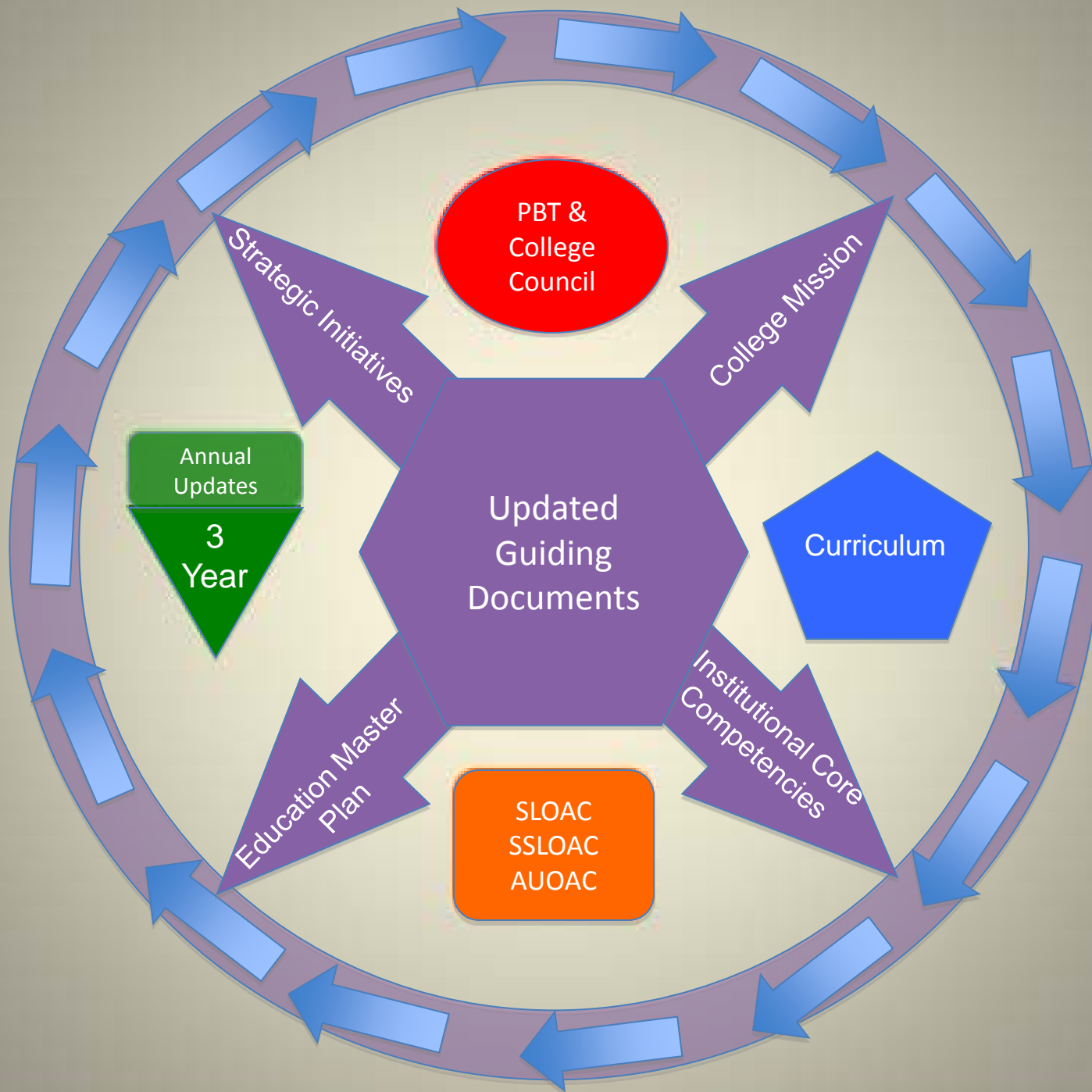












# Our Resource Allocation Process

- **SLOAC, SSLOAC, and AUOAC** processes identify resources needed to improve student learning and achievement by enhancing courses, programs, and services
- The Planning and Budgeting Teams and College Council must have confidence that the resource requests they are presented for consideration have valid links and relationships to the College's Guiding Documents.

# Proposed Validation Framework

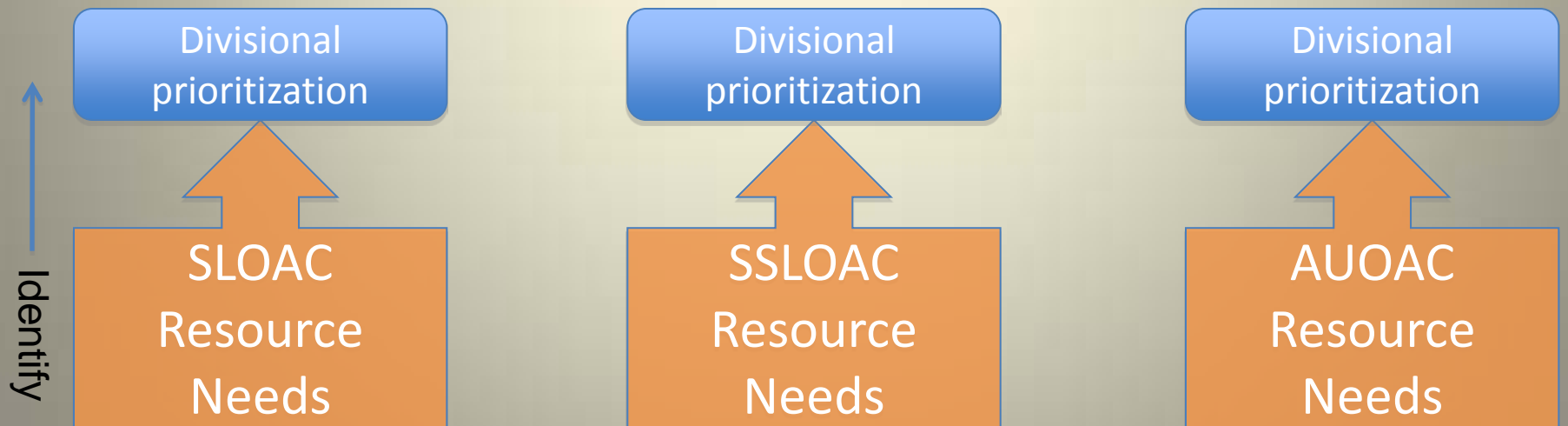
- Course and Program prioritization process **identifies** the links and relationships of requests to the Guiding Documents.
- Divisional prioritization process **affirms** the relationships of requests to the Guiding Documents.
- A lens process will **focus and align** the relationships of requests to the Guiding Documents before they are presented to the Planning and Budget Teams and the College Council.

Identify

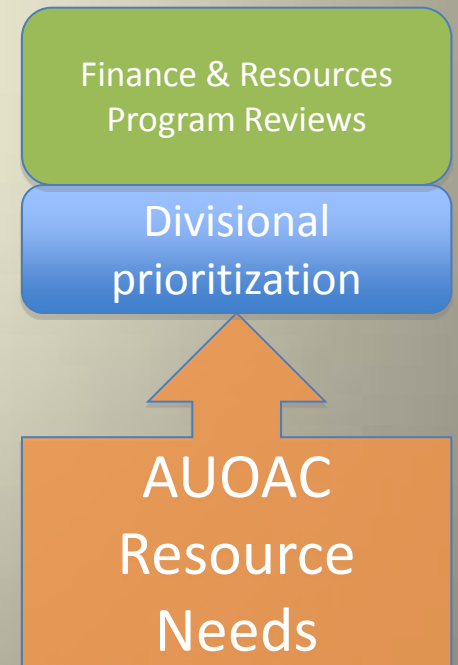
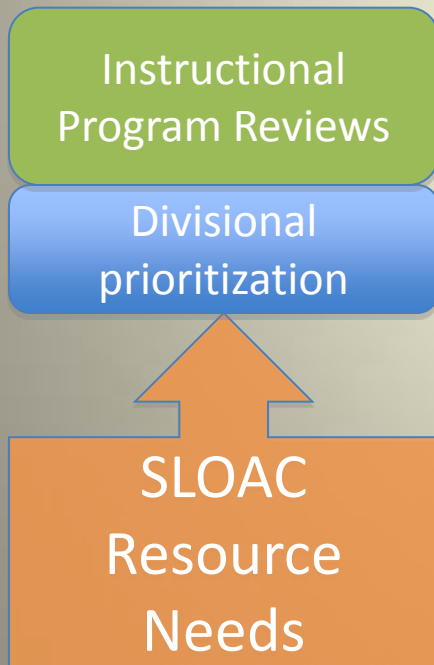
SLOAC  
Resource  
Needs

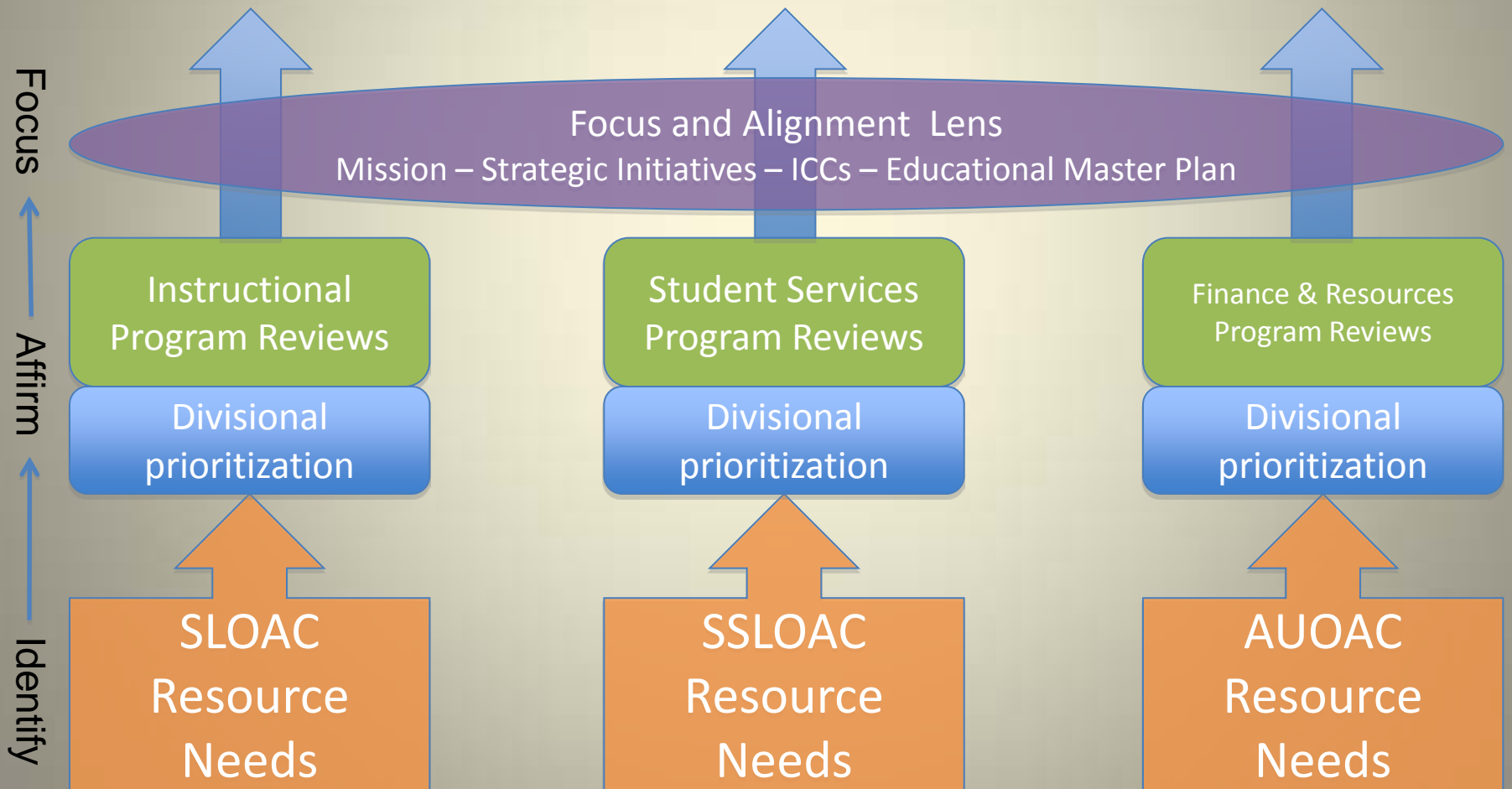
SSLOAC  
Resource  
Needs

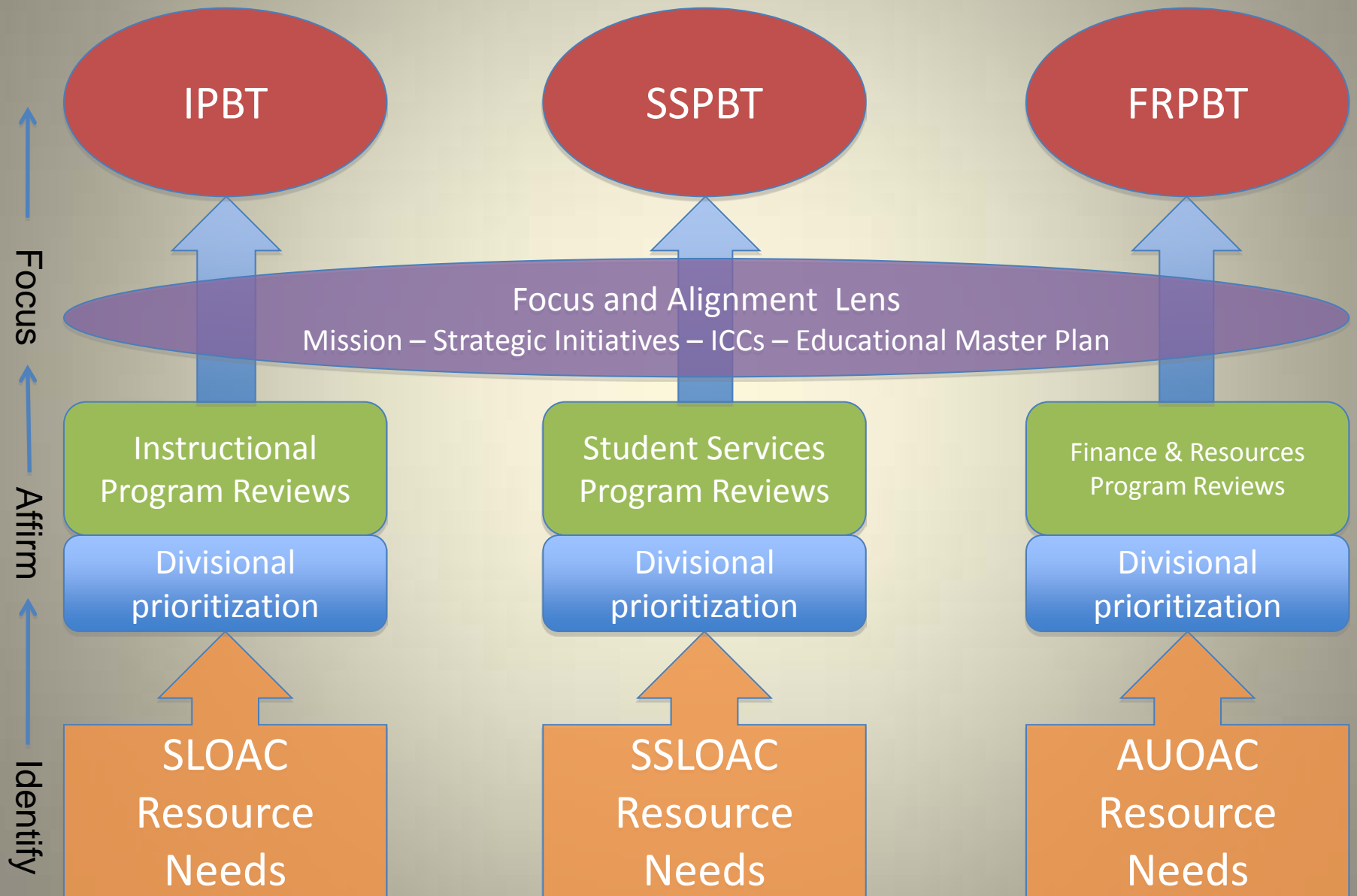
AUOAC  
Resource  
Needs



Affirm  
↑  
Identify

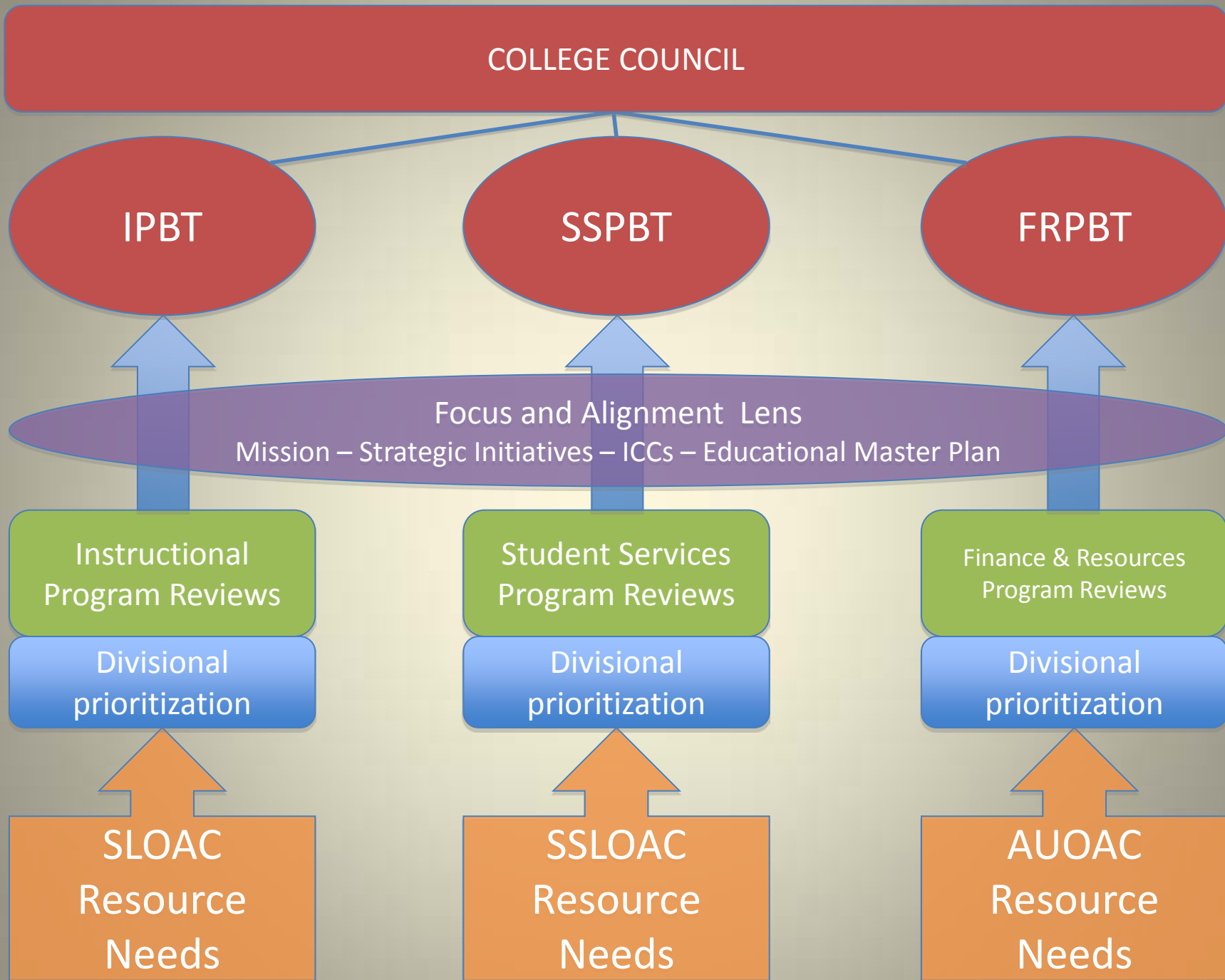








Allocate  
↑  
Focus  
↑  
Affirm  
↑  
Identify



# Action Plan for 2009 - 2010

Three approaches should be debated and adopted:

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1. Synchronize and align Institutional Planning with an Outcomes Based Program Review process that includes annual updates.

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Three approaches should be debated and adopted:

1. Synchronize and align Institutional Planning with an Outcomes Based Program Review process that includes annual updates.
2. Establish timelines and strategies to review and update the College's Guiding Documents within our six-year Accreditation cycle.

# Action Plan for 2009 - 2010

Three approaches should be debated and adopted:

1. Synchronize and align Institutional Planning with an Outcomes Based Program Review process that includes annual updates.
2. Establish timelines and strategies to review and update the College's guiding documents within the six year Accreditation cycle.
3. Create and implement a process to validate the relationships between resource requests and Guiding Documents.

# Conclusions & Concerns

- It's one thing to have De Anza College fully engaged in writing outcome statements, performing assessments, and documenting results for the purpose of improving student learning and achievements, but if all that work does not drive our Institutional Planning at all levels of the College we will not have met the expectations of the ACCJC Institutional Planning and Program Review Standards Rubrics.