Evergreen Valley College

2016 Integrated Planning Manual

Developed Fall 2016
Mission Statement

With equity, opportunity and social justice as our guiding principles, Evergreen Valley College’s mission is to empower and prepare students from diverse backgrounds to succeed academically and to be civically responsible global citizens.

We meet our mission through a wide spectrum of educational experiences, flexible methodologies, and support services for our students. We offer associate degrees, associate degree for transfer, certificates, career technical education, transfer coursework, and basic skills education.

Board approved October 13, 2015
Strategic Initiatives

1. **Student-Centered:** We provide access to quality and efficient programs and services to ensure student success.
   
   EVC Initiative relates to SJECCD Board Strategic Priorities: I. Student Success and III. Workforce and Economic Development

   Areas of focus are:
   
   - Access
   - Curriculum and Programs
   - Services

2. **Community Engagement:** We will transform the college image and enhance partnerships with community, business and educational institutions.
   
   EVC Initiative relates to SJECCD Board Strategic Priorities: II. Total Work Environment and III. Workforce and Economic Development

   Areas of focus are:
   
   - Increase Visibility
   - Develop Strategic Partnerships
   - Building Campus Community

3. **Organizational Transformation:** We create a trusting environment where everyone is valued and empowered.
   
   EVC Initiative relates to SJECCD Board Strategic Priorities: II. Total Work Environment; IV. Organizational Effectiveness and sustainability; V. Technology and VI. Communication

   Areas of focus are:
   
   - Communication
   - Employee Development
   - Transparent Infrastructure- Resource Allocation and Institutional Planning
Introduction

This manual is the Evergreen Valley College guide to integrated institutional planning.

The processes described in this document identify the ways that constituent groups participate in and contribute to long-term and short-term planning.

This document begins with a description of the integrated planning model. Next is a description of each element in the integrated planning model that includes:

- Specific tasks to be accomplished.
- Processes by which decisions/recommendations will be developed.
- Timeline for each task.
- Offices or groups responsible for completing the tasks.
- Offices or groups that will receive the recommendations and render final decisions.

Foundational Principles

In the Evergreen Valley College integrated planning model, planning processes are based on a common set of assumptions and follow well-defined procedures. The ultimate goal of all planning is student learning and success. Assessments focus on how well students are learning and, based on those assessments, changes are made to improve student learning and success.

District planning policies and practices demonstrate institutional effectiveness and a cycle of continuous quality improvement. Dialogue regarding institutional improvement occurs in an ongoing and systematic cycle of evaluation, development of goals and objectives, resource allocation, plan implementation, and re-evaluation. This cycle and the processes used to link the components of the Evergreen Valley College Integrated Planning Model to one another are described in this manual.
Integrated Planning Model

Based on what is learned through the preparation of the Educational Master Plan, the college develops institutional goals that articulate (1) how to advance the mission statement and (2) how to address anticipated challenges.

Projections of institutional growth in the Educational Master Plan, as well as the institutional goals, are the basis for the district’s three-year strategic plan and its annual institutional program review.

The strategic plan uses the institutional goals to derive institutional objectives. The institutional objectives identify the action plans that will be undertaken to achieve the institutional objectives and, ultimately the institutional goals.

Functional Unit Plans, including Program review, has an analysis of and plan for each academic and student services program and administrative unit.

Evergreen Valley College Integrated Planning Model

The Mission statement describes the college’s intended student population and the services the district promises to provide to the community. As such, this statement is the touchstone for the entire planning process.
### EVC Integrated Planning Model

#### Narrative Description

<table>
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<th>EVC Mission</th>
<th>Unifies planning activities with a common set of assumptions</th>
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<td>Institutional Plans (Red)</td>
<td>Includes long-term college plans and projections: Educational Master Plan &amp; Facilities Master Plan</td>
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<td>Strategic Planning (Blue)</td>
<td>Ongoing Planning Activities: Strategic Initiatives</td>
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</table>
| 1. Student Centered  
2. Organizational Transformation  
3. Community Engagement |
| Functional/Unit Plans (Green) | Operational Planning (14/15 EMP) |
| - Enrollment Management Plan (to be developed-spring'17)  
- Professional development Plan  
- Distance Ed Plan  
- Success and Support Plans  
- Technology Plan  
- Student Equity Plan  
- SLO Assessment Plan  
- Program Reviews |
# EVC Integrated Planning: Assumptions

| Institutional Effectiveness | Data & dialogue regarding the improvement of institutional effectiveness occurs in an ongoing systematic cycle of evaluation, integrated planning, resource allocation, implementation and re-evaluation.  
Student success is one goal of institutional effectiveness |
<table>
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<tr>
<td>Internal and External Data</td>
<td>Integrated planning process is data driven in all levels and particularly utilized in the assessment of effectiveness</td>
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<tr>
<td>Internal and External Factors</td>
<td>Factors contributing to process and policy changes for the college include accreditation, district goals, and state initiatives. These internal and external factors are taken into account in the Institutional Plans (EMP).</td>
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The Evergreen Integrated Planning Model

The Mission Statement

The Mission Statement is the touchstone for the entire planning process in that it describes the district’s intended student population and the services the district promises to provide to the community.

The college reviews the Mission every three years (see Board Policy 1200). Following a review and revision in early fall 2015, the revised mission statement was approved by the Board of Trustees in October 2015.

The Evergreen Valley College Mission Statement is:

With equity, opportunity and social justice as our guiding principles, Evergreen Valley College’s mission is to empower and prepare students from diverse backgrounds to succeed academically and to be civically responsible global citizens.

We meet our mission through a wide spectrum of educational experiences, flexible methodologies, and support services for our students. We offer associate degrees, associate degree for transfer, certificates, career technical education, transfer coursework, and basic skills education.
The Educational Master Plan
The Educational Master Plan (EMP) is the district’s long-term plan and, as such, projects the future of Evergreen Valley College for the coming decade.

The planning process begins with an analysis of internal and external scans to provide a foundation for the dialogue about the district’s effectiveness in advancing its mission and for identifying anticipated challenges. The result of this dialogue is the development of institutional goals that serve as the basis for the district’s next three three-year strategic plans and for institutional program review. Through these processes, the EMP is linked to the Mission Statement.

These links are described further in the subsequent pages of this Integrated Planning Manual in the sections on strategic plan, institutional program review, and resource allocation.

The EMP spans from 2015 to 2020; subsequent iterations of the EMP will be developed when the term of the existing EMP expires. More frequent updates of the EMP may be warranted if there are major changes in internal or external conditions.

The Strategic Plan
The Strategic Plan is the college’s short-term plan. This plan identifies the specific actions that the district intends to take in order to achieve the institutional goals identified in the EMP.

Beginning with the institutional goals documented in the EMP, the first step in the development of the strategic plan is to craft institutional objectives that are SMART (specific, measurable, attainable, relevant and time-bound). The second step is to identify action plans that describe how the institutional objectives will be accomplished. Each action plan includes a timeline for completion and the assignment of parties responsible for implementing the action. Refer to the “Plan Implementation” section of this manual for a description of the duties of the responsible parties.

The Strategic Plan promotes continual improvement over time because the process calls for the prioritization of a reasonable number of institutional objectives for college-wide concentration. Each year the district prepares a progress report to document progress on the institutional objectives to reinforce and sustain college-wide dialogue on long-term goals and short-term objectives.

Once the upcoming Strategic Plan has been completed, it will be submitted for approval through the college’s shared governance process and through the Board of Trustees. Subsequent iterations of the strategic plan will be developed when the term of this strategic plan expires.
**Functional/Unit Planning**

**Program Review**

Program Review is a self-assessment by the college’s instructional and non-instructional programs. It promotes institutional effectiveness and provides a basis for the college’s budget planning and resource allocation. Through Program Review, college programs systematically collect and analyze quantitative and qualitative data, gauging their performance by comparing these data against state standards. Instructional Programs undergo program review every six years, Career Technical Education programs undergo program review every two years and Student Support Services undergo program review every three years.

Program Review includes the use of reflective conclusions to formulate plans to sustain or improve the programs, to advance the mission of the college, and to support institutional goals and institutional objectives. Improving student learning and achievement is central to the analysis of program effectiveness for instructional disciplines and student services programs.

Each academic year, Program Review begins in fall semester to allow sufficient time for meaningful discussion among colleagues and supervisors. The process can be summarized as Review, Reflect, and Plan. Program Review criteria require all programs to list or link to institutional goals and program commitments as well as program and course-level student learning outcomes (SLOs). Programs report on assessment results, progress toward achieving goals, and any evidence indicating a need for additional resources.

Program Review is a key stage of the integrated planning process at Evergreen Valley College. The Institutional Effectiveness Committee (IEC) oversees the Program Review process under the authority of College Council. IEC membership includes faculty, classified staff, students, administrators, and the Research Analyst. Once IEC has reviewed and recommended approval for a successful Program Review, College Council then has the authority to approve it.

**Technology Planning - Annual Planning**

**Budget Committee and Technology requests:**

- In order to plan for meeting technology needs on campus, the VP of Academic Affairs convenes a meeting each Fall of Deans, at which technology requests from Divisions are prioritized. That list then comes to the Campus Technology Committee (CTC), whose role is to make sure that the requests are consistent with the support functions of the college’s IT staff, and with basic models of technology maintenance, such as TCO (total cost of ownership).
- The committee then advises College Council and Budget. The committee can simply approve, or can ask for clarification or more information about any requests.
- This process should happen between the Deans’ meeting, and the presentation of the requests at Budget.
College Council and technology planning

- CTC each year reviews and revises the EVC Technology Plan, reviews current technology use at the campus, and actively involves itself in planning for leading edge technologies in our classrooms and online. CTC then reports to College Council, including recommendations that are then discussed and forwarded to the President.
- CTC has made a commitment to report to College Council earlier in the academic year. In addition, CTC would like to “close the circle” of advice and subsequent decisions by reporting back on which of the recommendations were adopted, and which were not. This would make communication with College Council more a dialogue.

Program Review

- Currently CTC is discussing ways to be involved and helpful in each Division’s Program Review process, in particular making sure that programs get help and direction in their technology planning, and are able to effectively identify technology needs and the procure this technology. In addition, CTC may be able to help in the Program review and Division planning process by helping programs evaluate their technology use, and then using that evaluation in moving forward with subsequent technology requests.

Student Success and Equity Planning- Annual Reporting

Through Senate Bill 1456, the Student Success Act of 2012 and the Board of Governor’s Student Equity policy, the Student Success Support Plan (SSSP), the Student Equity Plan (SE) and the Basic Skills Initiative (BSI) are state mandated programs. The planning and reporting structure related to these programs are provided by the California Community College Chancellor’s Office (CCCCO). The plans are developed and revised on an annual basis, with the exception on 2016/2017 while the state develops an integration planning process for SSSP, SE and BSI. EVCs plans were last revised in Fall 2015 and mid-year expenditure report is due in March 2017 with the year-end expenditure report scheduled for February 2018.

The Student Success Advisory Committee (SSAC) serves as an advisory group to the Deans responsible for SSSP, SE and BSI and provides recommendations on the development of the interventions or activities that support the plans. The Student Success Dean provides an annual report - in late spring semester -to college council and the faculty co-chair of SSAC provides an annual update to Academic Senate- late spring semester. The Dean of Non-Credit and Basic Skills provides an annual report to college council in late spring semester.

SLO Assessment Planning- Annual Reporting

SLO Assessment Planning and reporting college progress on SLO Assessment is facilitated by the Student Learning Outcomes Assessment Committee (SLOAC).

Courses and Instructional Program SLO Assessment
• Assessment and evaluation of interventions is ongoing. However, the minimum assessment standards included...
  o Assessment planning for the year begins at the first division meeting of the academic year
  o At least one course or program SLO is assessed each year
  o Sharing assessment results and interventions occurs biannually during division/department or faculty meetings.
  o Updated SLO assessment matrices are sent to SLO Coordinators on or before March 1st
  o All SLOs have been assessed by 2018, then assessment cycle begins again

Career Technical Education courses and Programs

• Assessment and evaluation of interventions is ongoing. However, the minimum assessment standards included...
  o Assessment planning for the year begins at the first division meeting of the academic year
  o At least one course or program SLO is assessed each year
  o Sharing assessment results and interventions occurs biannually during division/department or faculty meetings.
  o Updated SLO assessment matrices are sent to SLO Coordinators on or before March 1st
  o All SLOs have been assessed by 2016, then assessment cycle begins again

Student Services Programs

• Assessment and evaluation of interventions is ongoing. However, the minimum assessment standards included...
  o Assessment planning for the year begins at the summer manager’s meeting
  o At least one program SLO is assessed each year
  o Sharing assessment results and interventions occurs biannually during division/department or faculty meetings.
  o Updated SLO assessment matrices are sent to SLO Coordinators on or before March 1st
  o All SLOs have been assessed by 2018, then assessment cycle begins again

Administrative Unit Outcomes (AUOs)

• Assessment and evaluation of interventions is ongoing. However, the minimum assessment standards included...
  o Assessment planning for the year begins at the first division meeting of the academic year
All AUOs are assessed annually
AUOs annual reports submitted to SLO Coordinators on or before March 1st
Sharing assessment results and interventions occurs biannually during division/department or staff meetings.

Institutional/GE Learning Outcomes (ILO)

- Assessment and evaluation of interventions is ongoing. However, the minimum assessment standards included...
  - Assessment planning involves 1.5 years and begins at the first SLOAC meeting of the academic year
  - At least one ILO is assessed each year
  - Sharing assessment results and interventions occurs biannually during Professional Development Days (PDD) or campus communication.
  - Updated ILO assessment matrices are sent to SLO Coordinators on or before December 1st
  - All ILOs have been assessed by 2018, then assessment cycle begins again

Reporting campus progress on SLO Assessment

- SLO Coordinators track SLO assessment progress at all levels
- SLOAC provides summary report to area managers biannually
- SLOAC provide campus progress report to Academic Senate annually in March
- SLOAC provides campus progress report in the ACCJC Annual report in March
- Faculty completing program reviews address student learning by reviewing, in aggregate, SLO assessment results and interventions

Professional Development Planning- 4 year plan with annual reporting

The Professional Development Committee leads the professional development planning for the campus and creates a 4-year plan, under development for the 2016/2017 academic year, as well as annual reporting on progress. Once the 4 year plan is approved by the staff development committee, it then goes to Academic Senate for approval.

State Annual Reporting occurs every summer with the creation of the Flexible Calendar Report. The report will then be shared with Academic Senate each fall. Additionally, the chair of Staff development will provide an end of the year oral report to Academic Senate (April or May)

Distance Education Planning- 2 year plan with annual reporting

The Distance Education Committee oversees Distance Education Planning and approved the 2-year Distance Education plan for 2016-2018.
Annual updates regarding the distance education plan progress or revisions are reviewed and created by the Distance Education committee and shared with Academic Senate and College Council in April or May each year.
Progress on the Mission

Annually in April, IEC will generate a report addressing the college’s efforts to meet the institutional mission. At a minimum, IEC will review findings from

- Progress made through program review
- Progress made on student learning
- Progress on the Strategic Plan
- Progress on student success and achievement (ISS; IEPI; Scorecard)
- Progress made through student support (SSSP)
- Progress made in issues of Equity
- Progress on Basic Skills

Review of Quality Focus Essay

Evergreen Valley College will annually evaluate advancement towards the goals of the QFE, progress on the two Action Projects, and the effectiveness of the QFE processes, timeline, and cycles. The assessment on the QFE begins with an analysis of the internal processes and systems to provide a foundation for embedding the plan into existing college-wide processes and systems and for advancing student learning and achievement. Through this process, the QFE becomes a critical component in college operations and the foundation for the institution’s mid-term report.

EVC will evaluate the specific actions that the College intends to take in order to achieve the goals identified in the QFE and make appropriate adjustments and improvements based on the yearly findings. As a result of review of the findings, EVC will refine as necessary its key processes and structures to improve student learning and achievement.

Each year, the College will generate a progress report on the objectives and recommend improvements to process. The report will include:

- An analysis of the data to identify strengths and areas for innovation and improvement, comparing performance to trend data at the College.
- Identification of links to existing governance and planning processes
- Plans to address areas for improvement.

Specifically, the annual QFE report will cover the: Quality Focus Essay Timeline and Process for Assessing the Quality Focus Essay

1. Analysis of progress on Action Projects and steps, including:
   a. Progress summaries from the responsible parties
   b. Evaluation and modification of the measurable outcomes
c. Work of the Institutional Effectiveness Committee on the progress on goals
2. Integration of Action Projects with other institutional plans and interventions
3. Discussion and assessment of overall progress on the Actions Projects based on the analyses
4. Recommendations for modifications to the Action Projects
5. Solicitation and incorporation of campus feedback on recommendations as appropriate

The assessment review begins at the outset of each academic year to build college governance and operations. The assessment process takes a broad look at college-wide efforts over the entire academic year to provide a holistic assessment of the plan.

**Timeline and Process for Evaluating the Quality Focus Essay (QFE)**

**September 2016, 2017, and 2018**

The Accreditation Liaison Officer will convene the Accreditation Steering Committee. The Steering Committee will develop a process for soliciting feedback on the components of the QFE from the key governance bodies and offices who are directly involved in implementing the plan and reviewing the processes. The EVC College President will provide and report the vision for and progress on the QFE action projects at the beginning of the academic year.

**October-November 2016, 2017, and 2018**

The Steering Committee will work with the college researcher to solicit feedback and assess progress toward achieving its stated goals and make decisions regarding the improvement of student learning and success in an ongoing and systematic way. Assessment is embedded in existing college processes, including program review, integrated planning, resource allocation and decision-making and include qualitative and quantitative data. The College will identify annual, longitudinal, and momentum point measures of success and learning based on the action steps. Measures will be identified at the institutional, program and operational levels of analysis. Baseline measures will be established in the 2016-2017 Academic Year. Cohorts will use existing state measures, but locally identified cohorts will be created specific to the EVC Mission in 2016 and 2017.

**December 2016, 2017, and 2018**

The EVC College President will provide a progress report to College Council.

**January-February 2017, 2018, and 2019**
The researcher and the ALO will bring together all of the feedback and generate a summary report for the Steering Committee and appropriate college committees. The Institutional Effectiveness Committee, through the College Council will distribute the report and the Steering Committee and appropriate committees will review the findings.

**March-April 2017, 2018, and 2019**

The Steering Committee and appropriate college committees will evaluate the findings recommend innovations where appropriate.

**Mission Statement Review (every 3 years)**

**September 2015, 2018**

The Institutional Effectiveness Committee informs the College Council that is time in the three-year cycle for a review of the college mission statement. The College Council recommends to the President to convene a mission review task force.

**October 2015, 2018**

The President convenes the task force. The mission review task force develops a plan of how to solicit information for a district-wide review of the mission statement.

The mission review task force submits the process plan to the superintendent/president’s cabinet for feedback.

The mission review task force modifies the review process based on the feedback from the superintendent/president’s cabinet.

**November 2015, 2018**

The mission review task force implements the plan and solicits information district-wide regarding potential modifications to the mission statement.

**December 2015, 2018**

Based on the feedback, the mission review task force proposes revisions to the current mission statement and submits the recommendation to the superintendent/president’s cabinet.

Cabinet representatives distribute the recommended revisions to the College Council and committees for feedback.
January 2015, 2018

The president’s cabinet consolidates the feedback from the council and committee comments and makes a recommendation to the superintendent/president.

The superintendent/president considers the recommendation and if s/he approves, the revised mission statement is recommended to the Board of trustees for approval. If s/he does not approve, collaboration and compromise continues until s/he approves.

The superintendent/president recommends the revised mission statement to the board of trustees. Following board approval, the new mission statement is distributed district-wide for use in all publications.

**Review of the Educational Master Plan (every 5 years)**

**Spring 2015, 2020**

The College Council and the President in cooperation and with the Chancellor of the San Jose Evergreen Community College District call for the development of the Evergreen Valley College Educational Master Plan. Upon being delegated as liaison by College Council, the Institutional Effectiveness Committee (IEC) forms a team to oversee the process and to collaborate with the president and the district office.

**Spring through Fall 2015, 2020**

Drawing on resources in the district and in the community, the master plan task force works with the consultants to prepare a draft Evergreen Valley College Educational Master Plan. The master plan includes key internal and external measurable performance indicators; develops a district growth projection for the coming decade and growth projections for instruction, student services and support of learning areas; identifies challenges that the district is facing or is likely to face in the coming decade; and, based on those analyses, develops a plan for the addition or remodeling of facilities to support the district’s programs and services.

The master plan team ensures broad district-wide participation in each phase of the EMP Development, including the district-wide distribution of the EMP drafts for review and comment.

**Fall through Spring 2015, 2020**

The master plan task force works with the consultants to integrate feedback from district-wide reviews and prepares a final draft that is distributed to the councils for recommendations.
The councils review the final draft Evergreen Valley College Educational Master Plan and make a recommendation to the president.

Once the final draft has been thoroughly reviewed district-wide and all comments have been addressed, the superintendent/president presents the Evergreen Valley College Educational Master Plan to the Board of trustees for approval.

Following board approval, the new EMP is incorporated into the planning model.

**Review of the Strategic Plan (every 3 years)- annual reporting**

IEC reports progress on the 3 year strategic planning cycle annually through the “Progress on the Mission” Report

**Year 1: Fall 2016, 2019**

IEC Reviews, revises or builds Strategic Plan matrix and framework

**Year 1: Spring 2017, 2020**

IEC facilitates campus development of Strategic Plan, including identifying work groups to develop strategic initiative work plans with college outcomes, action plans for each initiative and identify responsible parties for reporting- work group leads

IEC provides reporting template for the work plans and shares with the work group leads

**Year 2: 2017/2018, 2020/2021**

Work group leads responsible for the work plans to achieve the strategic initiatives will assess progress in meeting the initiatives and document progress on the work plan

IEC oversees progress and documentation

**Year 3: Fall 2018, 2021**

Strategic Initiative Work Group Leaders analyze results, identify and document any areas of improvement or suggested revisions

**Year 3: Spring 2019, 2022**

IEC generates the Strategic Plan Report for College Council and once the Strategic Plan Report is approved the Presidents presents to Board of Trustees

IEC leads the evaluation of strategic planning processes
Program Review Cycle (every 6, 3 or 2 years)

**August, Annually**

Academic and student services programs and administrative units receive institutional Program Review data.

**September, Annually**

The Institutional Effectiveness Committee (IEC) provides Program Review Workshops for the college and assigns IEC liaisons to each of the programs scheduled for review in a given academic year. IEC liaisons are available to meet with and mentor members of the programs undergoing reviews, making themselves available throughout the academic year to provide feedback and help answer questions.

**October, Annually**

The Program review author drafts the program review, which includes:

- Analysis of the data to identify strengths and weaknesses by comparing performance to standards.
- Identification of links to the college mission statement, institutional goals, and institutional objectives.
- Plans to address identified weaknesses, advance the mission, support institutional goals and institutional objectives, and if applicable, improve student learning and achievement.

The draft institutional program review document is shared with other members of the program and discussed widely. IEC liaisons are available to review rough drafts and provide feedback as well. The author reviews the feedback and revisions are incorporated as warranted.

**November, Annually**

The supervisor considers the program review draft and collaborates with the institutional program review author to revise the program review if warranted. A final revision of the institutional program review is submitted to the Institutional Effectiveness Committee (IEC).

Institutional program reviews that support a request for growth faculty positions are processed in a parallel path where the Academic Senate develops a ranked list of requests for approval by the academic senate and the superintendent/president. The institutional program review author and supervisor evaluate the program on these criteria:
1. The program is effectively meeting the district’s mission in all areas of review. Program development plans appropriately address areas to improve or expand.

2. The program is effectively meeting the district’s mission in three or more areas of review. The program needs significant improvements to performance against standards. Program development plans appropriately address areas to improve.

3. The program is not effectively meeting the district’s mission in three or more areas of review. Program development plans do not sufficiently address areas to improve.

   **December-February, Annually**

Program Reviews are forwarded to IEC for review. IEC assigns reviewers from the committee to each Program Review. The reviewers evaluate each program review using set criteria and then discusses them with the full IEC membership.

   **February-April, Annually**

Program Reviews that need to be revised are sent back to the authors within each program. These are submitted once more to IEC in final draft form in time for an additional review. Once the Program Reviews are satisfactory, IEC votes to recommend approval. Program Reviews then go to College Council for approvals.
EVC College Budget and Planning Process

**Division Faculty/Staff & Administration Consultation**
January/February

**Review of Research & Planning Documents**
Academic Discipline and/or Program/Service Unit reviews college research and planning documents, program reviews, and institutional self-studies.
February

**Academic Discipline and/or Program/Service Unit Planning**
Preparation of goals and requests for staffing, equipment, supplies, professional development, travel, memberships, license fees, etc.
February

**Division Meeting/Department Meeting**
Requests from Academic Discipline and/or Program/Service Unit are submitted to the division for input. All faculty and staff are involved in prioritizing needs.
February

**Division Dean/Administrators**
Evaluates requests from Division meeting and either refers back to Division meeting for further evaluation or submits to the Instruction Council or Student Services Council.
March

**Instruction Council**
Priorities from each instructional division are combined to ensure comprehensiveness, equity, and links with college goals. Makeup: All Academic Administrators
March

**Student Services Council**
Priorities from each student services unit are combined to ensure comprehensiveness, equity, and links with college goals. Makeup: All Student Services Managers/Supervisors
March

**Executive Team Review**
Reviews process and prioritizes recommendations into one plan and adds additional operational needs, as necessary. Makeup: President, VPs, & Director of Finance
March/April

**Open College Hearings**
Budget managers present budget requests to College Budget Committee through an open college hearing(s).
March

**College Budget Committee**
Scrutinizes and carefully analyzes plan from Executive Team. As a college standing committee, it reports its recommendations to the College Council. Makeup: 4 Managers/Supervisors, 3 Students, 4 Classified, 8 Faculty, Ex Officer: Director of Finance, Budget Supervisor.
March/April

**College Council**
Serves to examine and uphold the college decision-making process and serves as an advisory body to the College President. Makeup: Academic Senate President, At Large faculty representative appointed by Faculty Senate, Elected Senate President, At Large Classified representative appointed by Classified Senate, CSEA representative, 3 students appointed by Associated Student, 3 Managers/Supervisors, Ex Officer: President, VPs, Director of Finance.
April

**College President**
Reviews College Council's recommended budget and makes final adjustments as necessary. Forwards final budget recommendation to District's Board Budget Committee.
April/May
Resource Allocation Process (Faculty Hiring) - see attached handout used in accreditation report

Faculty Hiring Process 2011/12

1. President announces to College Council
   - President sends announcement to Academic Senate
   - President announces vacancies available
   - Date: 11/14

2. Division Level Discussion on Faculty needs based on Data and Rationale
   - Date: 11/1 - 11/15

3. Deans' and VPs' discussion on Division Recommendations on priorities
   - Academic Senate discussion and recommend priorities
   - Date: 11/15

4. VPs and Senate Leadership meet and confer
   - Date: 11/17

5. Administration makes recommendations
   - Academic Senate votes on recommendation
   - Date: 12/6

6. Academic Senate & Administration present to College Council for vote
   - Date: 12/12

7. President considers input & makes final decision on faculty positions
   - Date: 12/16

8. President announces decision to the college community
   - Date: 12/16
Evaluation of Planning Processes

December, Annually

The Institutional Effectiveness Committee (IEC) convenes a team comprised of representatives from the College Council, Academic Senate, and shared governance committees involved in planning and resource allocation.

The evaluation team develops a process for soliciting feedback on the components of the integrated planning model from the groups and individuals who are directly involved in implementing these processes and presents this process to College Council.

February, Annually

Feedback from IEC about the process for soliciting feedback is incorporated and the planning processes team implements the process under the oversight of IEC.

February-March, Annually

Office of Institutional Effectiveness conducts assessment and produces report on the evaluation of planning processes.

April, Annually

IEC forwards the planning processes assessment report with comments, if any, to College Council and the president for review.

The president reviews the planning processes assessment report with cabinet and determines which changes will be made in the planning processes, if any. IEC prepares an updated version of the EVC Integrated Planning Manual (IPM).

May, Annually

College Council approves an updated version of the Evergreen Valley College Integrated Planning Manual, if needed.

The president prepares an information report for the Board of Trustees on this assessment and the resulting changes to the planning processes, if any.
Development of College Research Agenda

September, Annually

The Vice President of Academic Services, the Dean of Institutional Effectiveness, and the chair of the Institutional Effectiveness Committee meet bi-weekly to review the status of the projects to generate a research agenda for the institution and to set a priority ranking for any new requests received.

On a Quarterly Basis, Annually

The Dean of Institutional Effectiveness posts a quarterly research calendar of the tasks and reports. As reports are produced, they are posted online and the dean alerts the district community of their location and content.

Board Policy/Administrative Procedure Review

September, Annually

Review of upcoming revisions to Board Policies and/or Administrative Procedures will be reviewed by District Office Representative to college council.

April, Annually

April to report and maintain revisions aligned with college catalog production. Newly updated, revised or regulatory changes to Board Policies and Administrative Procedures will be reviewed by District Office Representative to the college council in order to report and maintain revisions aligned with college catalog production.