Increased Institutional Effectiveness through Program Review, Integrated Planning, and Resource Allocation

Exercise II: Examining Effective Practices for Program Review and Integrated Planning
The Case of Seashore Community College

Instructions:
1. Examine the text below and list effective practices for program review and integrated planning.
2. Is there anything that could be added to make the practices even better?

The Board of Trustees of Seashore Community College (SCC) reviews and reaffirms the College mission which is reviewed on a regular basis by members of SCC. Strategic objectives (goals) are developed from the mission along with benchmarks the College has set for itself in the areas of persistence, retention, degree and certificate completion, job placement and licensure pass rates (where appropriate), and transfer. The SCC educational master plan is supported by the facilities plan, the technology plan, and the human resources plan.

The College has developed institutional learning outcomes which are linked to degree and certificate outcomes, programmatic, and course learning outcomes. The institutional outcomes are mapped back through the degree/certificate, program, and course outcomes to ensure that each is introduced, practiced, and mastered. Planning at the program level occurs annually and is conducted by the appropriate constituencies—faculty, staff, students, and administrators representing instruction, student services, learning support, and administrative programs at the College. The College incorporates assessment results (student achievement and learning data) into the program review process and uses analysis of the results of the assessment to plan improvements where needed. The research function at the College is supported by a research analyst who guides departments/programs through data collection and analysis. Results from the planning processes (through the College Council) are fed to the Budget Committee and finally to the College President for ultimate decision.

When departments or programs develop plans for improvement, they are forwarded to the institutional planning committee to ensure 1) requests are directly tied to the College’s mission/values statements, and 2) whether additional resources are required. If the request includes allocation of additional resources, the plans are forwarded to the College Council for prioritization. The Council then forwards the list to the President’s Council for final decision making. The timeline for this process is synchronized with the budgeting process is summarized in an annual calendar that aligns program review due dates, planning and budget deadlines.

The College Council is responsible for reviewing and modifying the program review/planning process on a regular cycle. The College regularly produces an Institutional Effectiveness Report which summarizes institutional measures of effectiveness, how these are tied to planning activities, and specific resources that were allocated (if any) in support of planned improvements.

List examples of effective practices found at SCC