***Integrated Planning at Reedley College***

The integrated planning model consists of three key components that are intertwined with an evaluation process. The three key components are: the administrative structure, the faculty, staff and students (which comprise the participatory governance structure), and the various documents and plans that encompass Reedley College. The administrative structure and the participatory governance structure have already been described in this handbook. In addition, the integrated planning model describes the evaluation process and the roles that the people involved play, distinguishing the work we do designing, implementing and revising plans. Further, it discusses the processes of assessing these plans, determining revisions (outputs) and reintroducing these revisions as inputs to create an evaluation cycle.

#### A cycle of continuous development, implementation and evaluation occurs as indicated by the arrows in the above diagram.

#### Important Documents at Reedley College

A discussion of the various plans, reports and documents and the manner that they connect to one another is a crucial component of the Integrated Planning Model. These documents are created, modified and evaluated by the constituent groups through the participatory governance model. Often, plans are generated and evaluated by specific committees and are sent to all constituent groups for consideration. The recommendations for revision that arise from these discussions are sent back to the originating committee and eventually to the college council for discussion and action. Occasionally, some plans are so large in scope and/or so specific in their requirements that outside vendors are contracted to work with the college in completing first drafts for campus review as was the case with the Educational Master Plan.

These documents become the foundation for decision making and resource allocation, at Reedley College. Most large financial proposals require substantiation in the form of Strategic Objectives (from the Strategic Plan), Program Review recommendations (from area Program Reviews), or other forms of institutional data. This ensures that the actions of the college follow a defined institutional direction that has been developed in broad consultation with all college constituency groups. It also reaffirms the process of developing such plans and legitimizes the work these committees do so that they clearly see their role in decision-making.

Although there are many important documents the core documents are the Mission Statement, Educational Master Plan, the Strategic Plan and the Program Review Reports.

Describing the relationship of these plans to one another is an important task of this document. Understanding and carrying out the objectives identified in the various plans above is central to collaborative, data-based decision making on Reedley College’s campus.

Below is a graphic representation of the various plans on campus:

At the very top of this hierarchy is the mission statement. Though the mission statement is not a plan, Reedley College ensures that all of our plans are consistent with this statement. Below the Mission Statement are the three essential types of Reedley College documents. Each of these documents is required for a strong integrated college. The first is a comprehensive Educational Master Plan. This long range (12-15 year) plan is designed to provide the direction for the college and its programs. The Educational Master Plan is the driving force behind the Facilities Plan, and the Technology Plan, and provides information relative to upgrade and update priorities to the district and to the State of California. The Technology Plan details the timeline for replacement of major technology on campus and the upgrade of existing technological infrastructure.

The Strategic Plan outlines our strategy for completing the objectives of the mission, the Educational Master Plan and the recommendations of the various Program Review Reports. Finally the Program Review Reports are the perfect example of the integration of description, implementation, assessment and recommendations for improvement.

Directly below the three essential types of documents is the resource allocation process. All of the visions, needs and wants listed in them are then taken through a process of pragmatic implementation. Due to budget constraints not all recommendations can be realized. It is in this process that the college body must decide a priority of goals. In collegial consultation members of all constituency groups help to determine the annual college goals. In addition the Budget Committee also gathers priority rankings of the various Resource Action Plan Proposals (RAPPS) from the Strategic Planning Committee, Department Chairs and College Council in order to make a priority list of projects to be funded. The process is to take into account the mission, goals and vision from the above documents in conjunction with the pragmatic needs of the plans listed below.

The final “level” of plans is a level that governs the actions of the college most closely. This level includes College Committee Action Plans (such as the Student Success Committee’s action plans), various Grant-defined Action Plans, a Staffing Plan, and a Budget Plan. Generally, these are developed each year and must refer to the Strategic Plan, college goals and mission for their support.

# Program Review

The purposes of program review are to:

* Systematically assess instructional programs, student support services and administrative services using quantitative, qualitative, and student learning data for the purpose of:
  + demonstrating, improving and communicating program effectiveness
  + identifying program strengths and emerging trends
  + facilitating improvements through substantiated recommendations
* Assess the degree to which programs and services effectively support the:
  + Mission (Statement, Core Values and Vision)
  + Strategic Plan
* Influence curriculum, college planning, decision-making, and resource allocation
* Promote collaboration and dialogue across campuses and disciplines.[[1]](#footnote-1)

Program Review is a complicated fit with the plans listed above. Part evaluation and part recommendation, Program Review describes a process by which academic departments, student service departments, and administrative support units assess the effectiveness of the programs and services they offer, and use this analysis to recommend changes to improve their effectiveness. Program reviews are simultaneously assessment and planning, which makes them difficult to characterize in terms of their relationship to other plans. However in many ways the Program Review process is the ideal model for the term “integrated planning.” The Educational Master Plan, for example, includes program descriptions derived verbatim from the various program review documents. Long-range plans should inform planning documents like the Educational Master Plan. In the interim, though, the Strategic Plan should be populated with mid-range recommendations from Program Review. Finally, for short-range recommendations, faculty and staff in program areas are expected to complete Resource Action Plan Proposals (part of the budget planning process) in order to meet their most pressing needs. In essence this exemplifies how the Educational Master Plan, the Strategic Plan and the Program Review Reports are mutually supporting.

Faculty and staff will have the most experience working with Program Review than with any other plan or assessment process, as this is most closely related to the work they do every day. The Program Review Committee reviews each report, listens to oral presentations, and makes recommendations. Program faculty/staff respond to these recommendations as a part of their annual program review update.

## Educational Master Plan

The Reedley College Educational Master Plan (“Master Plan” or “Plan”) is a comprehensive plan for the College [that] provides specific direction and parameters for the implementation of programs and activities relating to the educational and support service programs of the College (Educational Master Plan, 1).

The Educational Master Plan includes an analysis of internal and external data that results in recommendations that provide a basis for dialogue about the college’s effectiveness in fulfilling its mission. The Educational Master Plan has a limited life span and is revised, in part, based upon the objectives of the Strategic Plan and the unit Program Review documents thus creating an interdependent continuous improvement cycle.

## Strategic Plan

The Strategic Plan promotes continuous improvement by explicitly stating strategic wide goals and objectives for the college to address. The plan becomes the justification for a wide range of actions requested by various departments on campus. The most common example of this is the Resource Action Plan.

The implementation of approved Resource Action Plans falls to the supervisor over the area which has submitted the plan for consideration. Any Request for Facilities Modification, Requisition, or Maintenance Service Request that is required to complete the approved plan will be created and submitted by the office of this supervisor, and the appropriate approval process followed.

The Strategic Planning Committee is the campus participatory governance committee which oversees the Strategic Plan. It has two main duties:

* To revise, assess and publish the college's strategic plan while ensuring its coordination with the district’s strategic plan.
* To oversee the Resource Action Plan Process[[2]](#footnote-2)

The Strategic Plan is written with input from all of the constituency groups. As a cyclical process the Strategic Plan utilizes yearly reports of progress, biannual minor updates and complete revision every four years. The Strategic Planning committee gathers internal scans from the constituency groups in addition to external scans from the local community as they re-evaluate the strategic direction of the college. The college strategic planning committee also works in unison with the district strategic planning committee to make sure the direction of the college is in line with the direction of the district.

## Evaluation Processes

The core mechanism that truly shows the integrated planning is the evaluation of all processes in an effort to improve the quality of educational services provided at Reedley College. The term evaluation was strategically placed in the center of our integrated model to show that significance of evaluation on the day to day activities. The administrative structure, the faculty and staff, and the documents at Reedley College are evaluated on a regular basis. The administrative structure works with faculty and staff in assessing and developing plans. They are implemented and then reassessed. This feedback loop of continuous improvement allows all participants to actively have a voice in the changes necessary to make every program and every committee function to the best of its ability taking into account the mission, the educational master plan, the strategic plan, the program review reports and any budgetary issues.

# References

Educational Master Plan

Program Review Handbook

Participatory Governance Handbook

1. Program Review Handbook, Cycle 3 [↑](#footnote-ref-1)
2. The Participatory Governance Handbook, page 67 [↑](#footnote-ref-2)