

Appendix B, Part II: Planning

Levels of Implementation	Characteristics of Institutional Effectiveness in Planning <i>(Sample institutional behaviors)</i>
Awareness	<ul style="list-style-type: none"> • The college has preliminary investigative dialogue about planning processes. • There is recognition of case need for quantitative and qualitative data and analysis in planning. • The college has initiated pilot projects and efforts in developing systematic cycle of evaluation, integrated planning and implementation (e.g., in human or physical resources). • Planning found in only some areas of college operations. • There is exploration of models and definitions and issues related to planning. • There is minimal linkage between plans and a resource allocation process, perhaps planning for use of "new money". • The college may have a consultant-supported plan for facilities, or a strategic plan.
Development	<ul style="list-style-type: none"> • The Institution has defined a planning process and assigned responsibility for implementing it. • The Institution has identified quantitative and qualitative data and is using it. • Planning efforts are specifically linked to institutional mission and goals. • The Institution uses applicable quantitative data to improve institutional effectiveness in some areas of operation. • Governance and decision-making processes incorporate review of institutional effectiveness in mission and plans for improvement. • Planning processes reflect the participation of a broad constituent base.
Proficiency	<ul style="list-style-type: none"> • The college has a well documented, ongoing process for evaluating itself in all areas of operation, analyzing and publishing the results and planning and implementing improvements. • The institution's component plans are integrated into a comprehensive plan to achieve broad educational purposes and improve institutional effectiveness. • The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes. • The college has documented assessment results and communicated matters of quality assurance to appropriate constituencies (documents data and analysis of achievement of its educational mission). • The institution assesses progress toward achieving its education goals over time (uses longitudinal data and analyses). • The institution plans and effectively incorporates results of program review in all areas of educational services: instruction, support services, library and learning resources.
Sustainable Continuous Quality Improvement	<ul style="list-style-type: none"> • The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning. • There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution. • There is ongoing review and adaptation of evaluation and planning processes. • There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes.

Rubric for Standard 3.A.1 - 3.A.5

	Initial	Emerging	Developed	Highly Developed
Ongoing planning	Minimal evidence of planning process	Short-term planning process recently implemented	Multi-year planning process with some assessment data	Multi-year planning process with evidence of use of assessment data in planning
Comprehensive planning	Minimal evidence of comprehensive institution planning	Some evidence of some comprehensive planning	Evidence of all-institutional planning process	Multi-year comprehensive planning
Plans Implemented	Minimal evidence of plans being implemented	Evidence of some aspects of planning being implemented	Evidence of implementation of planning	Multi-year evidence of implementation of planning
Broad-based participation	Minimal evidence of constituency involvement	Evidence that some constituency groups provided input	Evidence that majority of constituencies provided input to planning	Multi-year evidence that majority of constituency groups provided evidence and that the evidence was utilized in planning and improvements
Informed by assessment data	Minimal evidence that assessment data utilized in planning	Some evidence that assessment data were utilized in planning	Evidence that assessment data are collected and analyzed	Evidence that assessment data are collected, analyzed and used for improvements
Planning Guides Resource Allocation	Minimal evidence that resource allocation is guided by formal planning	Some evidence that formal planning guides resource allocation	Evidence that formal planning regularly guides resource allocation	Evidence that formal planning assessment data regularly guides resource allocation
Emergency Preparedness	Minimal evidence of a plan	Plan development underway	Plan developed	Plan developed and evidence that plans are communicated and practiced

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Systematic Improvement

Lane's integrated planning and institutional effectiveness structure supports systematic improvement through *continuous quality improvement* at the unit and cross-functional team level and *structural improvement* at the institutional level.

Continuous Quality Improvement

Unit Level

Lane's mission and core theme objectives are realized through the work that happens at the unit level – in college programs and services. The college supports continuous improvement at the unit level through both five-year program review and annual department planning cycles. Departments develop long-term strategic plans and priorities through program review and shorter term operational plans through annual department planning. They report on progress toward established goals and measurable outcomes annually, then affirm or adjust goals for subsequent planning cycles based upon performance, institutional directions and priorities, and environmental conditions.



Figure 3: Lane's Continuous Quality Improvement Cycle

Cross-Functional Teams

Cross-functional teams, usually comprised of stakeholders and subject matter experts from across the campus community, form the groups who implement work articulated in institutional plans (strategic directions, learning plan, assessment plan, etc.). As with departments, these teams develop annual work plans mapped to measurable outcomes, coordinate and monitor progress, report out, and adjust as needed based on performance, institutional directions and priorities and environmental conditions.

Institutional Structural Improvement

The Institutional Effectiveness Committee has responsibility for monitoring the effectiveness of the college's institutional effectiveness and assessment systems and recommending improvements as part of its annual mission fulfillment report. The college assesses the adequacy and effectiveness of its institutional effectiveness structures in three ways:

- 1) Progress toward core theme achievement
Progress toward core theme achievement indicates effectiveness of planning and institutional effectiveness systems
- 2) Feedback from system inputs
Departments and institutional planning leads provide annual feedback and ideas for improving planning and effectiveness systems and structures to the Institutional Effectiveness Committee

3) Institutional Effectiveness Rubric

Lane uses the Rubric for Evaluating Institutional Effectiveness from the Western Association of Schools and Colleges presented in Appendix A to assess its level of proficiency in institutional effectiveness and planning.

IEC recommendations for improving institutional effectiveness structures are presented to College Council, the Executive Team, the Board of Education, and the campus community in its annual mission fulfillment report. Approved recommendations are implemented through the Office of Planning and Strategy.