

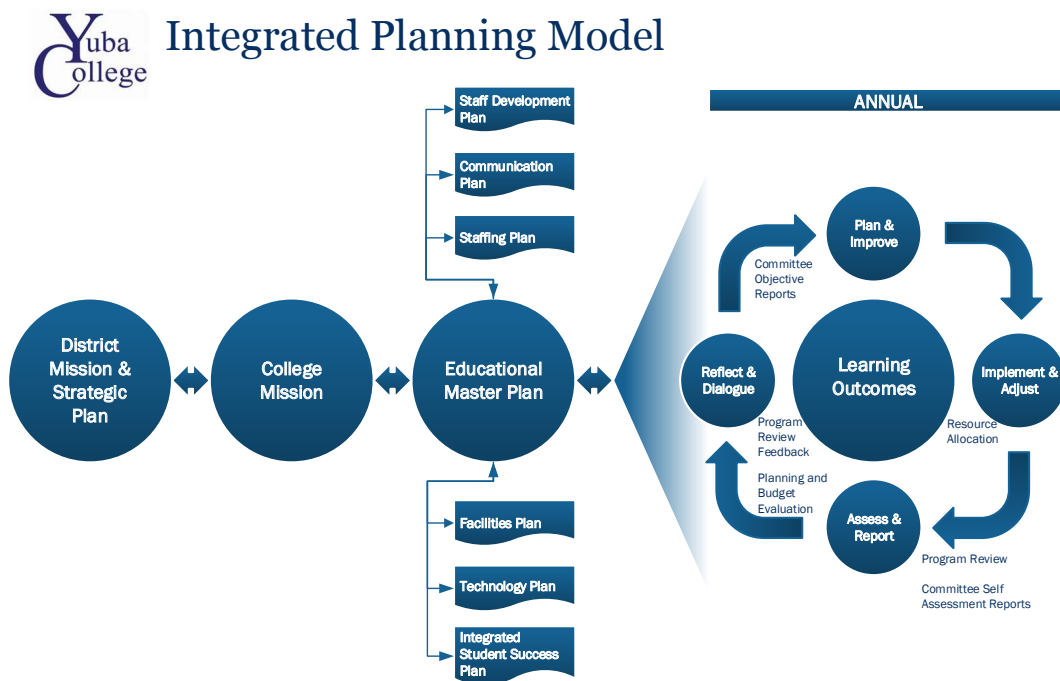
The Planning Model

WHAT IS THE INTEGRATED PLANNING MODEL?

Integrated Planning refers to the interconnected applications and processes of planning within the district and college. It represents a holistic model that links Strategic Planning and Operational planning. The Yuba College Integrated Planning Process systematically promotes continuous improvement through an iterative cycle of planning, implementation, assessment, and reflection resulting in changes focused on improving student learning and institutional performance.

The Yuba College planning cycle aligns with the Yuba Community College District integrated planning cycle. A review of the District Strategic Plan ensures the College's Educational Master Plan (EMP) aligns with District goals and objectives. Likewise, as part of the EMP development process, Yuba College reviews, and if needed, updates its mission statement. The Educational Master Plan's Strategic Goals and Objectives provide a foundation for all planning efforts at Yuba College.

Key steps in the Yuba College integrated planning process, which include broad based constituent participation, are 1) Planning and Improving, 2) Implementing and Adjusting, 3) Assessing and Reporting, and 4) Reflecting and Dialoguing. These cyclical processes follow the model below:



Plan and Improve

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A cycle of planning and improving takes place annually within Yuba College committees in the form of Committee Objectives Reports. It also takes place annually within each department and program in the form of SLO or SAO development and/or revision. Finally, it takes place on a 3-year cycle for the entire college in the form of the Educational Master Plan, which drives all other college planning. In the coming year, the College will work to enhance alignment of all its planning documents.

Driving the development of both institutional planning and unit-level planning is a commitment to academic excellence and ensuring that all students achieve their educational goals. Student learning outcomes assessment is the mechanism for creating an academic culture dedicated to improving the quality of student learning and success. Student learning outcomes assessment is a continuous process focused on understanding and improving student learning. Regularly assessing and analyzing student learning allows faculty to drive student success through good educational practices. Student learning assessment also makes expectations and standards explicit, provides a process to evaluate how well student performance currently meets those expectations and standards, and facilitates the improvement of performance. Student learning outcomes assessment represents data-driven evaluation of teaching and learning, with the purpose of informing educational planning and improvement. The Student Learning Outcome Committee is continuously working to improve assessment practices at the College.

Implement and Adjust

Annually, implementation of many College plans begins with the College's resource allocation process. Implementation and assessment of plans are also manifested annually in course, program and institution SLO and SAO integration and adjustment. The work of all College committees throughout each academic year is, in effect, the implementation of their plans, as established in their Committee Objectives Reports which they submit at the beginning of each academic year.

Assess and Report

Assessment and reporting take many forms at the College, but they are most notably seen in Program Reviews and Annual Updates. Program Review is a planning and self-examination process designed to help academic, student service, and administrative programs better serve their students. Program Review facilitates the examination of the effectiveness of all academic and student service programs and includes recommendations on how to improve things such as student learning, curriculum development, and program design. The program review process is used to identify resources needed to implement proposed changes. The program review reports ask departments to assess program alignment with the College mission, student learning outcome and achievement data, quality of department curriculum, and enrollment trends. Academic departments are also using disaggregated student success and achievement data to evaluate historical performance and make recommendations about how to improve academic quality and promote innovative change. Student learning outcomes assessment is linked to the College's program review process.

As another means of assessing and reporting, committees submit annual Committee Self-Assessment Reports. The College Effectiveness and Accreditation Committee submits a periodic Institutional Effectiveness Review and Report, analyzing areas of needed improvement for the college, which is presented to both the Yuba College Council and the Academic Senate. Finally, SLOs and SAO are assessed regularly at the course, program and institution level.

Reflect and Dialogue

Reflection and dialogue have been enhanced with Program Review Feedback for each program. Also, as part of reflecting and engaging in ongoing dialogue to seek continuous improvement, SLO and SAO Review and Evaluation takes place annually within departments and programs as well. Furthermore, at the beginning of each academic year, college committees are asked to reflect on which of their objectives they achieved and which they did not during the prior year as they plan and set new objectives during their planning phase in submitting Committee Objective Reports.

Elena Flacks

Faculty Accreditation Liaison Officer (ALO)
eflacks@yccd.edu

Sonja Lolland

Vice President of Academic and Student Services
slolland@yccd.edu

*Implement
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Questions