



Annual Report:

Integrated Planning, Program Review, and Resource Allocation

2010 – 2011

June 1, 2011

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Introduction

This report is Glendale Community College's first Annual Report on Integrated Planning, Program Review, and Resource Allocation. The purpose of this report is to show the college's progress in implementing and sustaining the integrated model that resulted from the accreditation recommendations of 2010. This report will be published at the end of every Spring semester.

The specific goals of this report are to document the following items:

- The college's evaluation of planning, program review, and resource allocation
- Progress toward Educational Master Plan goals
- Recommendations for improving the integrated model of planning, program review, and resource allocation

This report is structured around the three components of the integrated model. Progress within each component is reported separately to focus on the individual component. At the end, a summary evaluation shows progress on the entire integrated model and recommendations for the next cycle in the 2011-2012 academic year.

Outline of the Annual Report

- Introduction
- Program Review
- Planning
- Resource Allocation
- Integrated Model Progress Report
- Recommendations for Continuous Improvement

Program Review

The program review process was changed from a six-year cycle to an annual cycle at the beginning of the 2010-2011 academic year.

Summary of Progress on Program Review

Accomplishments

- Accomplishment #1
- Accomplishment #2
- Accomplishment #3

Strengths

- Strength #1
- Strength #2
- Strength #3

Weaknesses

- Weakness #1
- Weakness #2
- Weakness #3

Program Review Annual Report

(narrative, including outcome measures and self evaluation from annual evaluation form)

Recommendations for 2011-2012 Cycle

- Recommendation #1
- Recommendation #2
- Recommendation #3

Planning

The planning process has been integrated more strongly into program review and resource allocation.

Summary of Progress on Planning

Accomplishments

- Accomplishment #1
- Accomplishment #2
- Accomplishment #3

Strengths

- Strength #1
- Strength #2
- Strength #3

Weaknesses

- Weakness #1
- Weakness #2
- Weakness #3

Planning Annual Report

(narrative, including outcome measures and self evaluation from annual evaluation form, and progress on EMP goals and action items)

Recommendations for 2011-2012 Cycle

- Recommendation #1
- Recommendation #2
- Recommendation #3

Resource Allocation

The resource allocation process was changed in 2010-2011 to integrate it more strongly with program review and planning.

Summary of Progress on Resource Allocation

Accomplishments

- Accomplishment #1
- Accomplishment #2
- Accomplishment #3

Strengths

- Strength #1
- Strength #2
- Strength #3

Weaknesses

- Weakness #1
- Weakness #2
- Weakness #3

Resource Allocation Annual Report

(narrative, including outcome measures and self evaluation from annual evaluation form)

Recommendations for 2011-2012 Cycle

- Recommendation #1
- Recommendation #2
- Recommendation #3

Integrated Model Progress Report

The changes made to planning, program review, and resource allocation in 2010-2011 were designed to integrate the three processes into a single annual system.

A primary goal of integration is to improve the use of assessments of student learning outcomes and assessments of student achievement in planning, program review, and resource allocation. Student learning outcomes have been incorporated in program review for many years.

Summary of Progress on Integration

Accomplishments

- **The Institutional Planning Coordination Committee (IPCC) designed and implemented an integrated model flowchart.** The flowchart was completed at the beginning of Fall 2010 and implemented between Fall 2010 and Spring 2011.
- **Resource allocation for the 2011-2012 budget year was conducted using the integrated flowchart.** Resource requests were submitted through program review and prioritized by the governance committees and the hiring allocation committees, as designated in the flowchart. The resource allocation process was not completed by the end of Spring 2011.
- **The components of the integrated model have been evaluated.** Evaluations began during the Spring 2011 semester for program review, planning, and resource allocation.

Strengths

- The integrated model has been communicated well to faculty, staff, and administrators. In the Fall 2010 faculty/staff survey, 78% of all respondents (90% of full-time faculty) said they were aware of the new integrated model, and 65% of all respondents (79% of full-time faculty) said they had seen a presentation about the new process.
- The IPCC—which includes the faculty and administrators responsible for program review, planning, budgeting, and student learning outcomes, as well as met regularly to coordinate the integrated model and suggest changes for improvement.

Weaknesses

- The integrated model has not been communicated strongly to students, other than the students serving on the IPCC.
- The student learning outcomes assessment cycle has not been completed in all areas. Program reviews include many examples of assessment leading to improvement, but planning still needs to strengthen its use of learning outcomes.
- Institutional student learning outcomes have not been assessed.

Integration Annual Report

(narrative)

Recommendations for 2011-2012 Cycle

- Continue publicizing the integrated model to faculty, staff, administrators and students. Improve student awareness of the integrated model, particularly the awareness of the Associated Students.
- Recommendation #2
- Recommendation #3

Recommendations for Continuous Improvement

The final section of this annual report summarizes the college's major recommendations for improving the integrated model for the 2011-2012 cycle and for future cycles.

Recommendations

- Recommendation #1
- Recommendation #2
- Recommendation #3
- Recommendation #4
- Recommendation #5