



**Annual Report:**

**Integrated  
Planning,  
Program Review,  
and Resource  
Allocation**

**2011 – 2012**

January 2013

Glendale Community College  
1500 North Verdugo Road  
Glendale, California 91208  
(818) 240-1000  
<http://www.glendale.edu>

# 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 planning/program review/resource allocation.

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

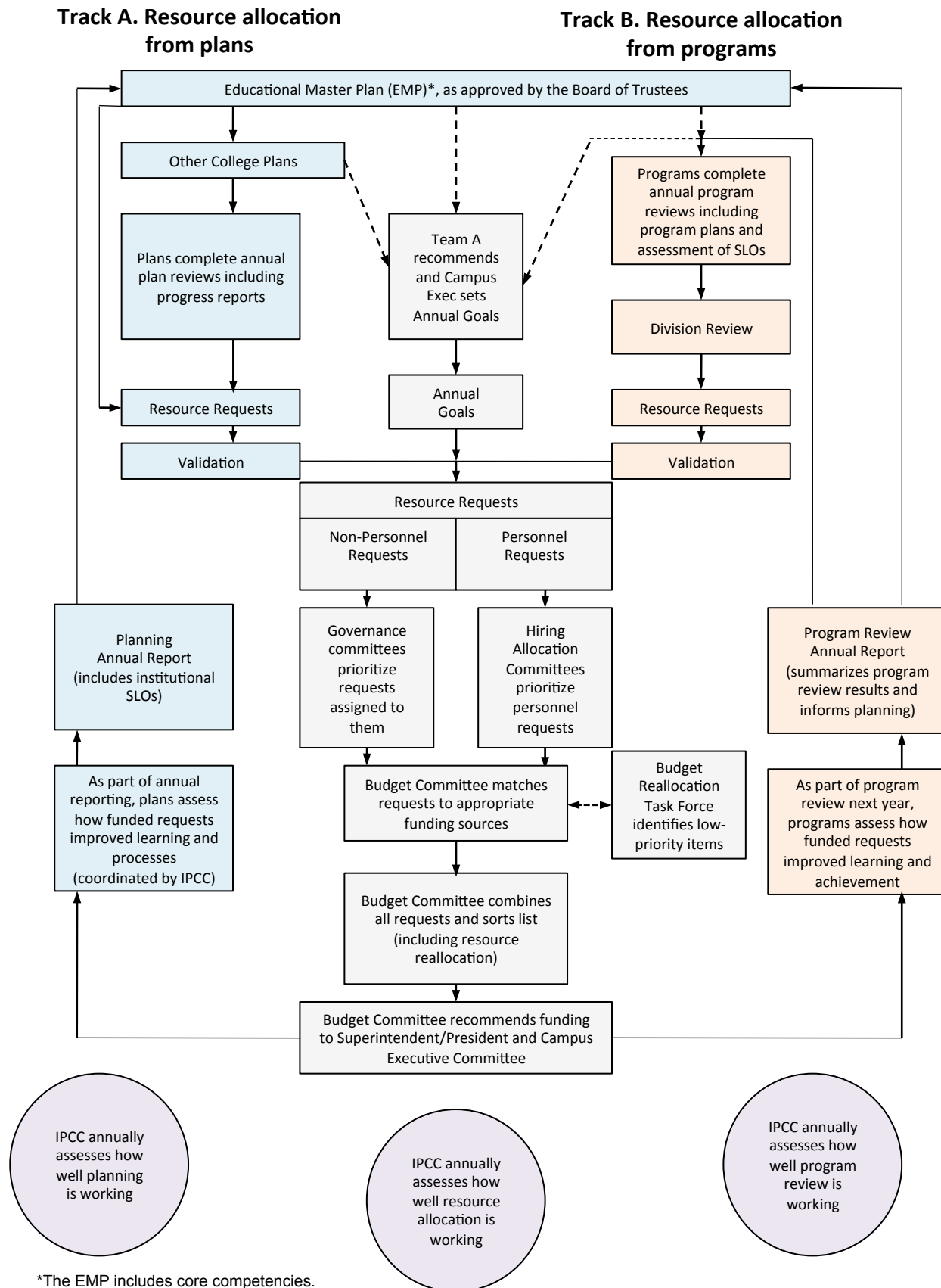
- The college's evaluation of planning, program review, and resource allocation
- The college's evaluation of the integrated model as a whole
- Recommendations for improving the integrated model of planning, program review, and resource allocation

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

# Integrated Planning, Program Review, and Resource Allocation Flowchart



# 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.

## Program Review Evaluation Report

The program review process is evaluated annually as part of integrated planning. The results of this evaluation are used for process improvement. Section 1 (Measures of Effectiveness) come from the Program Review Committee. Section 2 (Program Review Committee Self-Evaluation) is written by the Program Review Committee. Section 3 (Evaluation) is completed by the Institutional Planning Coordination Committee (IPCC), based on the information presented in Sections 1 and 2.

### 1. Measures of Effectiveness

#### 1.1. Percent of programs completing program reviews in 2011-2012:

|                                  | Number of Programs | Number of Programs Completing Program Review | Percent of Programs Completing Program Review |
|----------------------------------|--------------------|----------------------------------------------|-----------------------------------------------|
| Instructional Programs           | 64                 | 59                                           | 94%                                           |
| Student Services Programs        | 18                 | 18                                           | 100%                                          |
| Administrative Services Programs | 14                 | 10                                           | 71%                                           |

#### 1.2. Percent of programs using student learning outcomes (SLOs/PLOs) for program improvement in 2011-2012:

|                                  | Number of Programs | Number of Programs Documenting Use of SLOs for Program Improvement | Percent of Programs Documenting Use of SLOs for Program Improvement |
|----------------------------------|--------------------|--------------------------------------------------------------------|---------------------------------------------------------------------|
| Instructional Programs           | 64                 | 40                                                                 | 63.5%                                                               |
| Student Services Programs        | 18                 | 17                                                                 | 94.5%                                                               |
| Administrative Services Programs | 14                 | 3                                                                  | 21.5%                                                               |

#### 1.3. Percent of resource requests from program review that were validated in 2010-2011 and continued in the resource allocation process:

|                                  | Number of Requests* | Number of Requests Validated | Percent of Requests Validated | Number of Requests "Not Supported" by Program Review (Did not go forward) | Number of Personnel Requests Submitted (Did not require validation this year) |
|----------------------------------|---------------------|------------------------------|-------------------------------|---------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| Instructional Programs           | 110                 | 55                           | 50%                           | 16                                                                        | 42                                                                            |
| Student Services Programs        | 35                  | 18                           | 52%                           | 0                                                                         | 17                                                                            |
| Administrative Services Programs | 33                  | 19                           | 58%                           | 0                                                                         | 14                                                                            |

\*This category does not include personnel requests. Program Review did not have the resources or time to validate personnel requests due to the short turnaround time to be forwarded to the appropriate hiring committees.

1.4. Percent of validated resource requests from program review that were funded: (Note: Validation was not used this year. All requests were rated "Supported" and moved through the process, or "Unsupported" and then did not moved through the budget process.)

|                                  | Number of Validated Requests | Number of Validated Requests That Were Funded                    | Percent of Validated Requests That Were Funded |  | Number of Personnel Requests Submitted | Percent of Personnel Requests That Were Funded |
|----------------------------------|------------------------------|------------------------------------------------------------------|------------------------------------------------|--|----------------------------------------|------------------------------------------------|
| Instructional Programs           | 55                           | <b>6 Requests:</b><br>5 IHACs<br>Markers                         | 11%                                            |  | 42                                     | 12%                                            |
| Student Services Programs        | 18                           | <b>3 Requests:</b><br>Assess. Tests<br>Athletics Modular<br>SARs | 17%                                            |  | 17                                     | 0%                                             |
| Administrative Services Programs | 19                           | <b>1 Request</b><br>OSHA Equipment                               | .05%                                           |  | 14                                     | 0%                                             |

## 2. Program Review Committee Self-Evaluation

The Program Review Committee evaluates the process in 2011-2012 by supplying the narrative below. The narrative should focus on the following components of the ACCJC rubric for evaluating program review:

- Are program review processes used to assess and improve student learning and achievement?
- Are the results of program review used to continually refine and improve program practices?
- Are the results of program review used to improve student achievement and learning?

### Processes

The process of completing the program review document required divisions and departments to review and evaluate their assessments to determine changes which could improve student learning and achievement as well as to respond to the needs of students.

The following excerpts from the document show the focus on student learning:

*List the current major strengths of the program*

*List the current weaknesses of the program*

#### 1.0 Trend Analysis

*1.1 Describe how these trends have affected student achievement and student learning*

#### 2.0 Student Learning and Curriculum

*2.2.b. Briefly summarize any pedagogical or curricular elements of courses/ programs that have been changed or will be changed as a result of developing assessment timelines and course/program alignment matrixes.*

*2.3.b. Briefly summarize any pedagogical or curricular elements of courses/ programs that have been changed or will be changed as a result of the assessments conducted.*

*2.6 For each program that was reviewed, please list any changes that were made.*

- 3.1 *What recent activities, dialogues, discussions, etc. have occurred to promote student learning or improved program/division processes.*
- 3.2 *Using the weaknesses, trends and assessment outcomes listed on the previous pages as a basis for your comments, describe your plans and/or modifications for program/division improvements.*

## Improvements

Curriculum Review was a common element of improvements defined by many instructional divisions along with teaching methodology and practices, student resources, and class sequencing. The document asks divisions/departments to list their most significant achievement since last year's report.

Non-Credit ESL stated that meaningful outcomes had been established to replace long-standing primarily grammatical objectives. The outcomes were based on student-identified goals of matriculation into credit programs and entry into the job force. The program focused on refining current assessment practices and creating new assessments based on a Bloom's taxonomy level.

Using the assessment data from the Biology Health Science PLO, the division submitted a grant proposal to the GCC foundation requesting funding for additional models and skeletons for use in the Anatomy and Human Biology courses. The grant proposal was approved and these models will contribute to student learning by providing greater access to study materials in the laboratories and in the Tom Rike Biology Study Room.

The results of the assessments in Nursing lab/seminar courses NS 201, 202, 203, and 214, have implemented simulation as teaching methodology into their curriculum. Simulation is designed to enhance student learning and experiences for preparation in the clinical areas. Also, practicum has been added into the core medical/surgical classes in each semester for psychomotor skills success and clinical enhancement prior to clinical rotation entry.

## Results

As a result of assessments:

Based on assessments of Chemistry 110, it was discovered that only 64 to 83% of students were achieving the SLO'. A lab manual was written to give the student more practice in problem solving techniques that will help them to improve their success in achieving their SLO's

In Math's first year of giving a common final, a significant difference in the GPA of students taught by adjuncts and that of full time instructors was determined, yet the performance of adjuncts' students on exams was significantly lower than that of full-time instructor's students. Data was used to show the discrepancy and the topics that needed to be emphasized. Since the first year there has been a swing in data with the adjuncts' scoring results more closely aligning with the full-timers' scores. Workshops are held each semester to improve the assessments.

The Nursing Department added clinical practicum skills tests for students when they realized some hospital areas were simply not conducive to student learning. Assessment of lab/seminar courses led to implementation of simulation as a teaching methodology into core medical./surgical classes and has led to psychomotor skills success and clinical enhancement prior to clinical rotation entry.

Non-Credit ESL changes from assessments included the addition of a writing component to their placement exam and a writing and speaking component to their exit exams.

Admissions & Records is now tracking student complaints to identify common issues and enable the department to strategize ways to reduce them.

Based on survey feedback, Financial Aid has increased the number of students getting their own information

EOPS has introduced probation contracts for students which has resulted in improved GPAs.

### Self-Evaluation

The results of program review are assessed each year by the Program Review Committee through an exit survey distributed to all divisions/programs that participated in the process that year. The program review manager and faculty coordinator synthesize the information and present it to the committee for discussion, which results in improvements to the next annual document. Additionally, feedback is solicited from the IPCC and through discussion with the instructional V. P., Dean of Research and Planning and various constituencies such as the Academic Senate, SLO Committee and Curriculum Committee to determine changes and improvements for the next year's document. The focus for the 2011-2012 document was SLO/PLO assessment status information in anticipation of the fall 2012 SLO Proficiency Level reporting mandated by the ACCJC.

## 3. Evaluation

3.1. Based on the information presented above, evaluate the extent to which the program review process meets the following criteria:

|                                                                | 0<br>(not at all) | 1 | 2 | 3<br>(very well) |
|----------------------------------------------------------------|-------------------|---|---|------------------|
| Program review is implemented regularly                        |                   |   |   | X                |
| Results of program review are used in decision-making          |                   | X | X |                  |
| Results of program review are linked to resource allocation    |                   |   | X |                  |
| Results of program review are used to improve programs         |                   |   | X |                  |
| Results of program review are used to improve student learning |                   |   | X |                  |
| Program review informs ongoing college planning                |                   |   | X |                  |

3.2. Based on this evaluation, make recommendations for improving the program review process.

|  |
|--|
|  |
|--|

As detailed in the accreditation standards and in **Recommendation 1** from the college's 2010 accreditation Action Letter the following apply to program review:

- e. Align the program review cycle and the annual planning and budget cycles to ensure that planning and resource allocation are data-driven and based upon annual outcome measures;
- h. Facilitate increased campus wide awareness and understanding of the college's integrated planning and decision-making processes.

### **Rubric for Evaluating Institutional Effectiveness - Part I: Program Review**

Proficiency Level:

- Program review processes are in place and implemented regularly.
- Results of all program reviews are integrated into institution-wide planning for improvement and informed decision-making.
- The program review framework is established and implemented.
- Dialogue about the results of all program reviews is evident throughout the institution as part of discussion of institutional effectiveness.
- Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes; college can demonstrate or provide specific examples.
- The institution evaluates the effectiveness of its program review processes in supporting and improving student achievement and student learning outcomes.

### **Issues**

The results of program review are to be used in decision-making processes. This mandate is not easily evidenced. All resource requests were forwarded to the appropriate hiring committees, standing committees, etc. for prioritization. It is not known how the requests were prioritized and it is likely that each committee conducted their prioritization in a different manner.

The Budget Committee approved a list of six "must do's" at a meeting on August 9, 2012. Four of the six items on the list went through the program review process; however, the remaining two items did not. One of these was not requested in the corresponding program review report which was submitted and the second was discussed with the program review office, but no program review report was ever submitted by that area. .

It should be noted that 22 resource requests received grant funding via Gateway, GAUSS, Perkins and/or Basic Skills. Additionally, three items were funded through collaboration with the GCC Foundation.

### **Recommendations:**

The prioritization of resource requests should be standardized and made public.

If resource requests are funded outside of the program review process, what is the incentive for programs to adhere to the program review process? Parameters should be set to avoid this occurrence in the future as it does not provide evidence that the college is supporting an integrated model.

### **Validation**

In the past, reports were validated by teams of three people and a template report was completed. By 2010, the system of giving stipends to validating teams was discontinued. Teams proved difficult to recruit and manage. In 2010, a decision was made by the program review committee that the reports would be divided and teams of three members would validate them using a prepared rubric. Given the number of reports, this was not only time consuming, but became even more difficult as the reports are not all turned in by the due date and organizing the reports that trickling in for several weeks is even more difficult.

This past year, for the first time, the reports were not validated. The program review committee agreed that validating the reports was extremely time consuming for the 11 members of the committee. There was no evidence that prioritization of the resource requests by the standing committees, etc. used validation, or the lack of validation in any way as a criteria for prioritization. The committee decided to take a new direction and review the reports and categorize them as either compliant and therefore “supported” or uncompliant and therefore “not supported”. This determination was based on the instructional and student services reports being completed appropriately and having recorded SLOs/assessments and demonstrated that this information was used in some way within their departments, division, report, resource requests, etc.

A simple rubric was used. If a submitted report did not record SLOs/assessments then it would be considered “NS” (not supported). In every case, the report was returned to the writer with an explanation, an option for a conference and a brief outline of what was needed for the report to become compliant and resubmitted to the program review office. Several reports were resubmitted and then determined to be “supported”. Any resource requests submitted with a report determined to be “not supported” would not move forward in the budget process. Unfortunately, 16 resource requests were deemed to be “not supported” and were not moved forward through the budget process last year. Separate from the program review process, some of these “not supported” requests were funded through grants. It is apparent that the process is still not accepted by the entire campus.

### **Exit Survey**

In the spring, program review distributes an exit survey to faculty participating in program review. This year’s exit survey asked the follow questions:

Who completed the report (an individual or as a group project)?

The remaining questions were asked using a 4 point scale of Unsatisfactory to Excellent:

Section 1: Data and Trends - ability to interpret trends from data, usefulness/relevance of data categories to represent trends and if the writer attended the data interpretation workshop, was it beneficial?

Section 2: SLOs & Curriculum - despite the difficulties with adding “links” to SLO data, did the report help identify strengths or weaknesses regarding SLO Proficiency Levels?

Section 3: Reflection and Action Plans - was the department/division able to identify improvements, did this section assist in supporting resource requests?

Section 4: Resource Requests -was the writer able to connect strengths, weaknesses, trends, SLOs or plans to resource requests.

Program Review Process - Usefulness of discussions and presentations by program review to complete the document, any support from the committee, comments on the document, process or other ideas that would help them to complete future documents..

As with previous years, the response was very low. Only 7 exit surveys were received. The survey was forwarded to all instructional divisions and they were asked to forward the document to all writers. It is fairly certain that this did not happen. In the future, exit surveys will need to be forwarded to each writer and hopefully that will improve responses.

### **Improvements for 2012-2013 Process**

The new document will focus on assessments and outcomes to be used as evidence for the college's fall 2012 SLO Proficiency Level mandate from the ACCJC. The submission deadlines for IHAC, SSHAC and CHAC requests will be firmly communicated to all areas as the due dates are near. All writers will continue to be reminded that they may forward draft reports to the program review office for a *quick review* at any time, if they are uncertain about how to proceed or would like the "OK" that they are on the right track. All program review documents and supplemental materials will be made available online for all groups. Compliance versus validation seems to be a reasonable way to manage the process and so that will be continued.

Program Review needs the college to "back up" and adhere to a process that will meet accreditation requirements for an integrated, open process. Further discussions are needed regarding how decisions must be made regarding resource requests funded outside the program review process.

### **Recommendations for 2012-2013 Cycle**

- The prioritization of resource requests should be standardized and made public.
- If resource requests are funded outside of the program review process, what is the incentive for programs to adhere to the program review process? Parameters should be set to avoid this occurrence in the future as it does not provide evidence that the college is supporting an integrated model.



# Planning

The planning process has been integrated more strongly into program review and resource allocation. Additionally, the planning process and the relationships between planning committees have been better defined and publicized.

## Summary of Progress on Planning

### Accomplishments

1. Team B revised the Educational Master Plan, deleting items that are no longer relevant and rewording many items to make them clearer. The revisions were approved by Team A.
2. Annual Goals were recommended and approved through the established governance system.
3. Administrative Regulation 3250 (Institutional Planning) was approved through the established governance system. The regulation requires that college plans be approved by the Campus Executive Committee.
4. The Institutional Planning Coordination Committee (IPCC) worked on strengthening the organization of college planning processes through a “pyramid” model clarifying the levels of specificity of college plans.
5. The IPCC revised its committee mission statement.
6. Core competencies have been added to the college mission statement drafted by Team B.

### Strengths

1. The college continues to use the integrated planning, program review, and resource allocation system. Evaluation is conducted annually and the results of the evaluation are used to improve the system.
2. The working relationship between Team A and Team B is clear and well defined.

### Weaknesses

1. The EMP does not include timelines and measurable outcomes for each of its goals and action items.
2. EMP action items have not been prioritized.
3. Communicating and tracking information about progress toward EMP goals is still being strengthened.
4. Effective enrollment management, including an Enrollment Management Plan, still needs to be addressed.

## Planning Evaluation Report

### 1.1. Percent of plan action items completed:

|                         | Number of Action Items | Number of Action Items Completed by 2011-2012 | Percent of Action Items Completed by 2011-2012 |
|-------------------------|------------------------|-----------------------------------------------|------------------------------------------------|
| Educational Master Plan | 180                    | 6                                             | 3.3%                                           |
| Other College Plans     |                        |                                               |                                                |

The original EMP had 233 action items, not including the four major goals or the "level 2" objectives. In its revision of the EMP in 2011-2012, Team A approved the deletion of 53 items because they were no longer relevant, leaving 180 action items in the revised plan. Team B determined that 6 of these items were completed.

## 2. Evaluation of Master Planning Process – Completed by Team B

### 2.1. Evaluate the extent to which the planning process meets the following criteria:

|                                                                                                 | 0 (not at all) | 1 | 2 | 3 (very well) |
|-------------------------------------------------------------------------------------------------|----------------|---|---|---------------|
| Master planning sets institutional goals                                                        |                |   |   | X             |
| Master planning tracks progress toward meeting goals                                            |                |   | X |               |
| Master planning offers input from appropriate constituencies                                    |                |   |   | X             |
| Master planning leads to improvement of institutional effectiveness                             |                |   | X |               |
| Master planning is supported by data and research                                               |                |   |   | X             |
| College plans other than the EMP have clearly assigned administrators and governance committees |                |   |   | X             |
| College plans other than the EMP are linked to college goals                                    |                | X |   |               |
| EMP guides resource allocation                                                                  |                | X |   |               |

The ratings above are identical to the ratings in 2010-2011 with one exception: "Master planning tracks progress toward meeting goals" moved from a rating of 1 to a rating of 2. Improvement has been made in tracking progress on both Educational Master Plan (EMP) action items and the planning agenda items identified in the 2010 accreditation self study.

Work still needs to be done on tracking progress, on linking master planning with institutional effectiveness, with linking college plans to EMP goals, and with the linkage between the EMP goals and resource allocation. Progress has been made on all of these items. The linkage between college plans and EMP goals will be strengthened during 2012-2013 as the new "pyramid" model for master planning is implemented; the model requires items in college plans to be associated with EMP goals and the college mission statement. Additionally, the linkage between EMP goals and resource allocation exists through program review and resource requests, but work must be done to both strengthen the linkage and to document the relationship between funded resource requests and planning goals.

### 2.2. Team B narrative self-evaluation of the master planning process used in 2011-2012.

The planning process continues its integration with program review and resource allocation.

## Recommendations for 2012-2013 Cycle

1. Articulate timelines and measurable outcomes for the action items in the EMP and the implementation plans.
2. Develop a process for prioritizing action items in the EMP and the implementation plans.
3. Continue the annual reporting of progress toward goals, including communication of the results and identification of examples of planning leading to institutional improvement.
4. Develop an Enrollment Management Plan based on the college mission and goals that guides scheduling.



# Resource Allocation

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

## Resource Allocation Evaluation Report

### 1.1 Percent of all resource requests that were funded:

|                                  | Number of Validated Requests | Number of Validated Requests That Were Funded | Percent of Validated Requests That Were Funded |
|----------------------------------|------------------------------|-----------------------------------------------|------------------------------------------------|
| Instructional Programs           | 94                           | 27                                            | 28.7%                                          |
| Student Services Programs        | 36                           | 2                                             | 5.6%                                           |
| Administrative Services Programs | 33                           | 3                                             | 9.1%                                           |

### 1.2 Comparison of funded requests and prioritized list from Budget Committee

The status of the 2012-13 college budget was dependent on the passage of Proposition 30. If Proposition 30 failed in November, the college was subject to an estimated \$4.6 million mid-year budget cut. Because of this uncertainty, very few items were funded out of the college's operating budget. Only five items were funded from the operating budget. The college was able to address other budget needs within the college through two new Title V grants and alternative funding sources. It should be noted that in these cases, the alternative funding sources determined which items were funded instead of a college-wide prioritized ranking.

## 2. Budget Committee Self-Evaluation – Completed by Budget Committee

### 2.1. Evaluate the extent to which the resource allocation process meets the following criteria:

|                                                            | 0 (not at all) | 1 | 2 | 3 (very well) |
|------------------------------------------------------------|----------------|---|---|---------------|
| Funded resource requests are linked to the EMP             |                |   |   | X             |
| Funded resource requests are linked to other college plans |                |   | X |               |
| Funded resource requests are linked to program review      |                |   |   | X             |
| Funded resource requests are linked to student learning    |                |   |   | X             |

### 2.2. Budget Committee's narrative evaluation of the resource allocation process used in 2011-2012 for the 2012-2013 college budget:

The Budget Committee felt that the college's new planning process requires all funding resource requests to be tied to the EMP, other college plans, program review, and student learning. Since all resource requests are initiated and validated by Program Review, they are an automatic link to our institutional plans and student learning through this process.

## 3. Overall Evaluation – Completed by IPCC

### 3.1. Based on this evaluation, make recommendations for improving the resource allocation process.

- It would be helpful to have prioritization rubrics from standing committees that prioritize

resource requests.

- The timing of resource requests and hiring allocation committees/resource prioritization by standing committees still needs to be fine-tuned.
- There are still issues with the timeliness of final funding decisions due to delays in prioritization by the standing committees and the recommendations of the Budget Committee.

## Recommendations for 2012-2013 Cycle

1. Develop prioritization rubrics and best practices for the standing committees to use when they are prioritizing resource requests.
2. Monitor and evaluate the timing of the resource request process as it leads to the prioritization and hiring allocation processes.
3. Monitor the timeliness of the prioritization process so final budget recommendations are made in a timely manner.

# 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.

## 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—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 but in 2011-2012 the college plans to assess at least two core competencies.

## **Integration Annual Report**

The integration of planning, program review, and resource allocation was designed by the IPCC during Summer 2010 and implementation began in Fall 2010 with the start of program review. Issues have been identified with the timing of resource requests (see the program review self evaluation), but most of the integration has proceeded smoothly. As of June 1, 2011, resource allocation has not been completed, so a full evaluation is not possible, but the college has identified recommendations for improvement for each of the components of the integrated model.

## **Recommendations for 2012-2013 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.
- Follow the recommendations of the SLOAC Committee for incorporating the results of student learning outcomes assessment into program review, planning, and resource allocation.
- Better align practices, continue consultations with the SLOAC Committee regarding the integration of SLOAC data into integrated planning.
- Develop additional opportunities for dialogue, discussion, and communication of integrated planning processes among campus constituencies.

# Recommendations for Continuous Improvement

The final section of this annual report summarizes the college's major recommendations for improving the integrated model for the 2012-2013 cycle and for future cycles.

## Recommendations

- Refine SLOAC reporting in program review and planning, following the recommendations of the SLOAC Committee.
- Continue to improve communication about the program review process, including workshops covering how to complete the annual document. Provide more information about program review on the website, including a timeline and information about the integration of program review with planning and resource allocation.
- Clarify pathways for forwarding resource requests for validation and prioritization.
- Articulate timelines and measurable outcomes for every action item in the EMP, Instructional Plan, Student Services Plan, etc.
- Improve the process of annually reporting progress toward EMP goals and prioritizing EMP action items.
- 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.