Holmes Community College

Planning Process Manual

Planning, Budgeting, and Evaluation

Comprehensive Guide

Revised Spring 2018

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Holmes Community College
Planning, Budgeting, and Evaluation Process

"*Strategic planning is organized common sense*." John Bryson

Introduction

In today's increasingly complex and competitive environment, colleges cannot rely on traditional management approaches. Success, perhaps even survival, depends upon an institution's ability to develop organized, proactive management techniques that focus on long-term goals as well as short-term action plans. The primary focus of strategic planning is to achieve success in accomplishing the mission of the institution while linking the institution's future to anticipated changes in the environment in such a way as to provide for effective management of resources (fiscal, facility and personnel). Strategic Planning focuses on decision making to achieve a higher degree of consensus, facilitate conservation of resources, and promote continuous improvement throughout the College.

Strategic planning allows an institution to chart the course of its future while providing consistently high quality programs and services to its constituencies, demonstrating a wise use of resources. To be effective, a strategic planning process must be comprehensive, broad-based, and integrated. The planning, budgeting, and evaluation process described in this manual includes all departments, disciplines, and units of the College, provides for all constituencies to have input into the process, and seeks to unify the programs and services of the College while simultaneously recognizing the unique local needs of the various locations.

The information contained in this manual reflects the revised standards of The Principles of Accreditation: Foundations for Quality Enhancement (December 2017, pp. 7-8) of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) as follows:

Section 7: Institutional Planning and Effectiveness
Effective institutions demonstrate a commitment to the principles of continuous improvement. These principles are based on a systematic and documented process of assessing institutional performance with respect to mission in all aspects of the institution. An institutional planning and effectiveness process involves all programs, services and constituencies; is linked to the decision-making process at all levels; and provides a sound basis for budgetary decisions and resource allocations.

3. The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved. (Administrative effectiveness)

Section 8: Student Achievement

Student learning and student success are at the core of the mission of all institutions of higher learning. Effective institutions focus on the design and improvement of educational experiences to enhance student learning and support student learning outcomes for its educational programs. To meet the goals of educational programs, an institution provides appropriate academic and student services to support student success.

> 2. The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:
>
> > a. student learning outcomes for each of its educational programs. (Student outcomes: educational programs)
> >
> > b. student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs. (Student outcomes: general education)
> >
> > c. academic and student services that support student success. (Student outcomes: academic and student services)

Included in this Planning Process Manual are procedural modifications and descriptions of reporting procedures for Holmes Community College. Every attempt has been made to reduce paperwork for departmental planning. A college-wide planning process can neither be static nor perfect. However, college-wide planning is a dynamic process that enables Holmes Community College (HCC) to not only meet SACSCOC accreditation requirements but also enhance programs and services to meet the needs of our constituencies.

Organization for Holmes Community College Planning

Planning, Budgeting, and Evaluation Process Groups with Brief Description of Roles and Responsibilities

I. Board of Trustees
- A. Approves planning process
- B. Approves institutional mission statement
- C. Approves institutional strategic initiatives and budget
- D. Receives annual institutional effectiveness report

II. President
- A. Provides leadership for planning
- B. Appoints membership of the District Planning Council
- C. Monitors overall planning process

D. Presents institutional strategic plan and budget to Board of Trustees

E. Presents annual report to Board of Trustees

III. Executive Council

A. Evaluates college-wide institutional effectiveness

B. Approves strategic plan for presentation to Board of Trustees

C. Oversees implementation of strategic plan and budget

IV. District Planning Council

A. Reviews departmental assessment summaries

B. Reviews institutional mission statements and recommends changes to Executive Council

C. Reviews and approves annual departmental plans

D. Establishes long-range strategic initiatives, expected results and assessment measures to guide development of departmental objectives, activities, and budgets

E. Establishes strategic initiative and budget priorities and allocates discretionary funds

F. Monitors and evaluates overall planning process

V. Departments and Programs

A. Develops/Reviews mission statements or statements of purpose

B. Develops annual strategic plan to support institutional strategic initiatives and accomplish department objectives and program outcomes

C. Establishes student learning outcomes and assessment measures (programs)

D. Develops budget proposals to support annual plans

E. Implements approved and funded plans

F. Collects assessment results

G. Devises strategies to address strengths and weaknesses

H. Prepares institutional effectiveness report

VI. Office of Institutional Research and Effectiveness

A. Maintains records of all departmental and institutional planning documents

B. Coordinates/schedules planning activities of the DPC and departments

C. Assists the DPC and departments in developing mission statements, objectives, and annual plans

D. Advises the DPC and departments regarding assessment activities

E. Provides support for all assessment activities

F. Assists all groups in compiling, analyzing, and presenting data

Executive Council Membership

Vice President of Academics

Vice President of Career Technical

Vice President of Financial Services

Vice President of Grenada Campus

Vice President of Institutional Research and Student Affairs

Vice President of Ridgeland Campus

Vice President of Workforce Development

Academic Dean, Goodman Campus

Academic Dean, Grenada Center

Academic Dean, Ridgeland Campus

Director of Admissions and Records

Director of Associate Degree Nursing

Director of Attala Center

Director of Business Services

Director of Career Technical, Goodman Campus

Director of Career Technical, Grenada Center

Director of Career Technical, Ridgeland Campus

Director of Communications & Publications and Associate Athletic Director for External Affairs

Director of Evening Programs, Ridgeland Campus

Director of Financial Aid

Director of Goodman Campus and Athletic Director

Director of Human Resources

Director of Institutional Research and Effectiveness

Director of Marketing and Recruiting

District Planning Council Membership

The District Planning Council (DPC) is a college-wide council representing all segments of the College, the three primary locations, and all off-sites. Appointment to membership on the DPC is a function of the President. Members of the HCC Executive Council are permanent members (see HCC Policy and Procedures Guide). As needed, additional resource members may be assigned to the DPC.

Overview of the Planning, Budgeting, and Evaluation Processes

The planning, budgeting, and evaluation processes at Holmes is based on an overlapping twelve-month planning cycle that links with the academic and fiscal year activities. A review of assessment results and the establishment of annual objectives occur prior to the end of the planning cycle but in time to have budget requests channeled through the budget process for the upcoming year.

The timeline results in the planning process being two-pronged with ongoing strategic initiatives that support the institutional mission statement being long-range, continuous activities that are reviewed and revised on a five-year cycle in addition to annual departmental strategic plans are short-term activities developed to support the institutional strategic initiatives. Annual departmental plans represent the link to the budgeting process. Activities are defined in the annual plan to support the institutional mission related directly to discretionary funding for these projects.

Program planning assesses the success of HCC graduates in achieving specified student learning outcomes and demonstrating the knowledge, skill, attitudes, and abilities of associate degrees and certificate programs. As a cross-disciplinary process, program planning follows the same timelines as annual departmental planning but may carry over to a second or third year in order to attain expected results. Program planning is directly linked to the overall strategic planning cycle through annual departmental plans.

The description that follows delineates the five levels involved in the HCC planning, budgeting, and evaluation processes. Additional information provided includes a calendar providing timelines for key planning activities plus a flow chart illustrating the HCC planning model.

Level I: Establishing Strategic Initiatives and Objectives

District Planning Council

In the spring, the DPC reviews the institutional Strengths, Weakness, Opportunities, and Threats (SWOT) Environmental Scan Analysis, Strategic Initiatives, Expected Results, and Assessment Measures to revise as needed. The approved strategic plans are forwarded to the Board of Trustees for approval.

Departments

In the spring, the departments review assessment data and the departmental SWOT Environmental Scan Analysis. Departments determine the extent to which they have met the objectives from the previous year and identify appropriate remedial strategies to be included in the strategic plan for the coming year. Departments may elect to write additional objectives to meet other identified needs or weaknesses that will support the institutional Strategic Initiatives.

Level II: Developing the Plans and Budgets

 Departments

  Departments proceed with the development of the annual strategic plan for achieving the developed objectives. Annual plans specify activities, timelines, assessment measures, and budget resources required for the implementation of the activities. Completed departmental plans and budget requests are finalized by early May for approval by the DPC.

  Department chairs prepare a ranked list of objectives defined in the annual departmental plans to insure that the strategic initiative is noted on each form along with the date of approval by the department. Department chairs review the budget requests for accuracy and completeness. Prioritized annual plans are then transmitted to the appropriate campus administrator.

 Campus Administrators

  Each campus administrator compiles annual departmental plans and budget proposals. Departmental objectives to be recommended for consideration in the discretionary budget should be prioritized. These objectives represent the projected distribution of discretionary funding. Administrators will transmit copies of the prioritized annual plans to the Office of Institutional Research and Effectiveness (IRE) for inclusion in the agenda of the DPC. It is the responsibility of the administrator to work with the deans/departments chairs to notify departments/offices of objectives that will not be included in the strategic plan and budget.

 District Planning Council

  The District Planning Council will review/approve prioritized annual plans from each administrator and assign council-level priorities to these plans. The DPC will allocate discretionary funds to support the prioritized objectives.

 Executive Council

  The Executive Council is responsible for reviewing the overall departmental strategic plans and budgets. The finalized plans and budgets are transmitted to the President and then to the Board of Trustees for consideration and approval.

Level III: Implementing the Plans and Budgets

  After the Board of Trustees has approved the annual plans and budgets, the Office of Institutional Research and Effectiveness will prepare a report showing distribution of discretionary funds. Campus administrators will review this report with the appropriate deans, directors, and department chairs. Department chairs, in turn, will review the budgets with faculty and staff of the

department. Implementation of annual departmental plans officially begins July 1 with the commencement of the fiscal year.

Level IV: Assessing the Objectives and Outcomes

Activities to accomplish departmental objectives are initiated and assessments are conducted with the implementation of the plan on July 1. Effective assessment activities are continuous rather than sporadic and may overlap from one planning cycle to another. There is no single reporting period for the collection of assessment results. This ongoing assessment process requires interim assessment reports to be prepared as a guide for the DPC as they review/revise strategic initiatives and as the individual departments monitor their progress. Final institutional effectiveness reports will be prepared in May of each year, chronicling the extent to which departmental objectives were met during the closing fiscal year. Final IE reports will be transmitted to the Office of Institutional Research and Effectiveness for inclusion of the institutional IE report submitted to the Board of Trustees.

The central theme of institutional effectiveness planning is continuous improvement of college programs and services. It is, therefore, important that assessment collection and analysis be conducted carefully. Additionally, it is most important that assessment reports, particularly interim reports, be accurate and honest evaluations of the extent to which objectives were achieved. If the level of achievement is less than that defined in the objective, the report should attempt to identify the causes for this deficiency and suggest a reasonable remedial strategy to be implemented.

Departments

Institutional Effectiveness Status Reports should be prepared using the appropriate format and indicating its status on the report. Copies should be transmitted from the department chair/program contact to the Office of Institutional Research and Effectiveness who will then share the information with the appropriate administrator. At the end of the spring semester, final institutional effectiveness reports should be prepared utilizing the appropriate format and indicating final status on the report. Copies should be forwarded to the Office of Institutional Research and Effectiveness who will then share the information with the appropriate administrators.

Campus Administrators

Campus administrators will compile status reports from their respective departments into a brief (two to three pages) summary. Status summaries are presented to the DPC for consideration at its spring meeting in revising Strategic Initiatives. Campus administrators should then forward copies of the summary report to the Office of Institutional Research and Effectiveness for archival purposes.

District Planning Council

The District Planning Council considers institutional effectiveness status reports at its meeting and will review strategic initiatives accordingly.

Office of Institutional Research and Effectiveness

The Office of Institutional Research and Effectiveness serves as central support for all assessment activities. Several regular and ad hoc reports are prepared and disseminated by this office to assist in the decision-making process. Many of the routine reports are structured in a way that will provide data regarding key indicators of institutional effectiveness such as enrollment, transfer performance, placement, and the like. The IRE Office also archives planning documents and serves as the clearinghouse for questions regarding procedure.

Level V: Program Planning and Evaluation

Program Planning and Evaluation exists as a separate, but linked, process with the strategic planning cycle that establishes the structure for the assessment of the graduate. Cross-disciplinary committees for the Associate of Arts Degree, the Associate Applied Science Degree, and Career-Technical Certificate Programs establish sets of expected student learning outcomes, or competencies, which are expected of successful graduates of the respective programs. Measures to assess student success in attaining these learning outcomes are identified and implemented. Subsequently, assessment results are analyzed and remedial strategies are devised and implemented to address weaknesses.

Planning activities for program evaluation are conducted under the same time frame as the activities involved in implementation of departmental plans. However, due to the nature of assessments and the length of time necessary to realize change once a remedial strategy is implemented, program planning and evaluation activities may encompass two or more years. Program objectives that require fiscal resources for implementation must be channeled to the appropriate department in time to be included in the department's annual plan and budget request.

Each program prepares an IE Status report and Final Report at the same time similar reports are being prepared by the departments. Program effectiveness reports are submitted to the appropriate vice- presidents for review and to the Office of Institutional Research and Effectiveness for inclusion in the Institutional Effectiveness Report that is presented to the Board of Trustees.

Holmes Community College
Planning Assessment Model

Vision Statement

Mission Statement

Strategic Initiatives

Department Missions

Program Missions

Insitutional Effectivess Assessment

Strategic Planning Goals

Strengths, Weaknesses, Opportunities and Threats

Glossary

Assessment Measures - planned activities to determine the achievement of the expected results

Effectiveness Report - a documentation of the assessment measures and results implemented during the previous year and containing recommendations for remedial strategies to address identified weaknesses

Expected Results - a statement or measure used to determine attainment of the initiative or objective

Institutional Effectiveness - an ongoing, comprehensive and institutionally integrated system, composed on several levels of complementary processes of planning and assessment, designed to enhance and improve the institution as well as to demonstrate how effective the institution has been in achieving its stated mission

Mission Statement - provides the core values and process of an institution; answers the question "Why do we exist?" and forms the basis for the Strategic Plan

Objectives - specific means for departments to assist the college in achieving its Strategic Initiatives; they are achievable and measurable

Program Evaluation - an assessment of the knowledge, skills, attitudes, and abilities that the graduates of a program should possess

Student Learning Outcomes - particular levels of knowledge, skills, and abilities that a student has attained at the end (or as a result) of his/her engagement in a particular set of collegiate experiences

Strategic Initiatives - statements or goals relating to opportunities that are achievable and desirable and that assist the college in accomplishing its stated mission

SWOT Analysis - a survey of the external and internal forces operating on an institution that identifies the strengths, weaknesses, opportunities, and threats that influence the mission and goals of the institution

Appendices

Holmes Community College Vision Statement

Holmes Community College will be a leader in education by serving as a comprehensive, community-oriented institution delivering flexible, responsive programs of the highest quality.

Holmes Community College Mission Statement

Holmes Community College, a comprehensive public institution located in Central Mississippi, provides innovative educational and cultural opportunities to its constituents through campus-based and distance education programs. The college seeks to prepare its students for university transfer, productive employment and lifelong learning by offering an Associate in Arts degree, Associate in Applied Science degree, technical certificates and career certificates as well as workforce training. Holmes, whose primary commitment is to excellence in all areas, offers affordable, equal access to higher education in an attractive, secure, multi-campus environment. Revised February 2012

Holmes Community College Strategic Initiatives

I. Maintain an environment for continuous accessibility and improvement of the quality of education.

II. Continue to acquire and support appropriate emerging technologies for curricular, instructional and administrative processes.

III. Improve college personnel/student interactions to achieve a higher rate of student success.

IV. Expand and improve the college's infrastructure in support of student services, instructional programs, administrative processes and community services.

V. Improve the college's image by enhancing public relations through communication.

VI. Expand and improve educational partnerships with business/industry and appropriate agencies.

Organization of Planning Groups

I. Academic Education

    A. Associate Degree Nursing

    B. Business Administration

    C. Educational Programs

    D. eLearning

    E. English and Foreign Language

    F. Fine Arts

G. Health, Physical Education, and Recreation

H. History and Political Science

I. Mathematics and Computer Science

J. Natural Science

K. Social and Behavioral Science

L. Speech and Theatre

II. Career-Technical Education

A. Automotive Technology

B. Business and Office Technology

C. Collision Repair

D. Cosmetology

E. Criminal Justice

F. Emergency Medical Services

G. Engineering Technology

H. Forestry Technology and Conservation Law Enforcement

I. Heating, Ventilating, and Air Conditioning

J. Industrial Maintenance

K. Information Systems Technology and Computer Programming

L. Maintenance Technology

M. Mortuary Sciences

N. Occupational Therapy Assistant

O. Paralegal Technology

P. Practical Nursing

Q. Surgical Technology

R. Welding and Cutting Technology

III. Adult and Continuing Education

A. Workforce Development

B. ABE/GED

IV. Administrative Processes

A. Academic Programs

B. Alumni Office

C. Business Office

D. Career-Technical Programs

E.   Communications

F.   Human Resources

G.   Institutional Research and Effectiveness

H.   Maintenance

I.   Marketing & Recruiting

J.   Purchasing

K.   Student Services

L.   Workforce Development

V.   Educational Support Services

A.   Information Technology

B.   Library

VI.   Student Development Services

A.   Admissions

B.   Athletics

C.   Career Center (SSS)

D.   Counseling – Academic

E.   Counseling – Career-Technical

F.   Financial Aid

G.   Housing

H.   Public Safety

I.   Trek Center

Instructions for Planning and Evaluation Forms

Institutional Effectiveness forms are to be completed by each academic department as well as Associate of Applied Science and Career-Technical Certificate programs during Level I, II, and III of the planning process. A separate form for the institutional effectiveness report is required (Level IV). Department chairs should monitor the development of the annual plan and the selection of appropriate objectives to support the institutional strategic initiatives.

Departmental plans should identify the strategic initiative(s) being addressed by number. Objectives should be written in concrete terms and should specify a desired level of completion or performance. Activities should delineate all steps involved in the accomplishment of the objective with timelines identified for each activity. Assessment measures that will provide accurate information regarding the accomplishment of the goal should be stated. Special attention must be given to any

resource requirements necessary for the objectives. Whether personnel, facility, or fiscal, the requirements must be identified and documented as accurately as possible. Detailed itemization of financial resources is not required. However, justification of the need for fiscal resources should accompany the annual plan.

Departmental chairs will forward finalized annual plans to their respective campus administrator. Campus administrators will review the plans and budget requests and attach a priority ranking to them. Administrators must advise deans, directors and department chairs as to the status of their annual plan. All departmental plans are to be transmitted to the Office of Institutional Research and Effectiveness.

Institutional effectiveness report forms are to be used for status, or interim, departmental and program reports as well as final IE reports. The appropriate designation should be noted on the form. Reports should include all information requested on the form. These reports should be concise and describe in concrete terms the extent to which the student learning outcome has been achieved. Recommendations should be realistic remedial strategies designed to address identified weaknesses. All Institutional Effectiveness reports are to be transmitted to the Office of Institutional Research and Effectiveness.

Holmes Community College
SWOT Analysis Environmental Scan Information

Department:	Annual Cycle: 20 - 20

Please indicate all data and information your department views being internal and external forces (noted per section) that impact your particular department. The recommendations accumulated as a result of this environmental scan will provide a basis for your department's planning and evaluation activities throughout the upcoming year.

*S*trengths (Internal)

*W*eaknesses (Internal)

*O*pportunities (External)

*T*hreats (External)

Please send this form electronically to IRE@holmescc.edu.

Contact Stephanie Diffey (scdiffey@holmescc.edu or 662.472.9101) for more information.

July 2016

Holmes Community College
Strategic Planning Goal

Annual Cycle: 20 ___ - 20 ___	Goal #	☐ Initial Report ☐ Status Report ☐ Final Report
Department:		
Program/Person(s) Responsible:		
Related Strategic Initiative: *Check all that apply.*	☐ I. Maintain an environment for continuous accessibility and improvement of the quality of education. ☐ II. Continue to acquire and support appropriate emerging technologies for curricular, instructional and administrative processes. ☐ III. Improve college personnel/student interactions to achieve a higher rate of student success. ☐ IV. Expand and improve the college's infrastructure in support of student services, instructional programs, administrative processes and community services. ☐ V. Improve the college's image by enhancing public relations through communication. ☐ VI. Expand and improve educational partnerships with business/industry and appropriate agencies.	
Departmental Objective:		
Expected Results:		
Activities:		
Resource Requirements:		
Date of Completion:		
Assessment Measures:		
Results:		
Use of Results:		
Documentation:		
Location of Documentation:		

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July 2016

Holmes Community College
Institutional Effectiveness Worksheet – Academics

Department/Division:			Date:	
Responsible Individual(s):			**Annual Cycle:**	**20 - 20**
Strategic Initiative: (Check all that apply)	☐ I. Maintain an environment for continuous accessibility and improvement of the quality of education. ☐ II. Continue to acquire and support appropriate emerging technologies for curricular, instructional and administrative processes. ☐ III. Improve college personnel/student interactions to achieve a higher rate of student success. ☐ IV. Expand and improve the college's infrastructure in support of student services, instructional programs, administrative processes and community services. ☐ V. Improve the college's image by enhancing public relations through communication. ☐ VI. Expand and improve educational partnerships with business/industry and appropriate agencies.			
General Education Core Outcome:				
Department Mission Statement:				

Student Learning Outcomes	Assessment and Criteria	Assessment Results	Use of Results and Plan of Action for Improvement
Course:			

Student Learning Outcomes	Assessment and Criteria	Assessment Results	Use of Results and Plan of Action for Improvement
Course:			

Please send this form electronically to IRE@holmescc.edu.

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July 2016

Holmes Community College
Institutional Effectiveness Worksheet – Career Technical

Department/Division:		Date:	
Responsible Individual(s):		Annual Cycle:	20 - 20

Strategic Initiative: (Check all that apply)	☐ I. Maintain an environment for continuous accessibility and improvement of the quality of education. ☐ II. Continue to acquire and support appropriate emerging technologies for curricular, instructional and administrative processes. ☐ III. Improve college personnel/student interactions to achieve a higher rate of student success. ☐ IV. Expand and improve the college's infrastructure in support of student services, instructional programs, administrative processes and community services. ☐ V. Improve the college's image by enhancing public relations through communication. ☐ VI. Expand and improve educational partnerships with business/industry and appropriate agencies.

Department Mission Statement:	

Student Learning Outcomes	Assessment and Criteria	Assessment Results	Use of Results and Plan of Action for Improvement
Course:			

Program Outcomes	Assessment and Criteria	Assessment Results	Use of Results and Plan of Action for Improvement

Please send this form electronically to IRE@holmescc.edu.

Contact Stephanie Diffey (scdiffey@holmescc.edu or 662.472.9101) for more information.

July 2016

Department/Division:		Date:	
Responsible Individual(s):		Annual Cycle:	20 - 20
Strategic Initiative: (Check all that apply)	☐ I. Maintain an environment for continuous accessibility and improvement of the quality of education. ☐ II. Continue to acquire and support appropriate emerging technologies for curricular, instructional and administrative processes. ☐ III. Improve college personnel/student interactions to achieve a higher rate of student success. ☐ IV. Expand and improve the college's infrastructure in support of student services, instructional programs, administrative processes and community services. ☐ V. Improve the college's image by enhancing public relations through communication. ☐ VI. Expand and improve educational partnerships with business/industry and appropriate agencies.		
Department Mission Statement:			

Program Outcomes	Assessment and Criteria	Assessment Results	Use of Results and Plan of Action for Improvement

Please send this form electronically to IRE@holmescc.edu.

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July 2016