

**Planning &
Evaluation**

Handbook

for Grayson County College

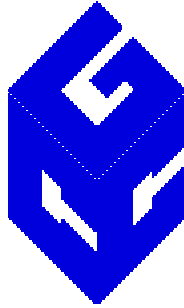


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Grayson County College

Vision

Grayson County College, seeking to be a premier regional community college, is committed to providing personal and community development through superior learner-centered educational services.

Philosophy

Grayson County College, as the community's college, embraces lifelong learning focused on educational, cultural, social, and public service activities designed to tangibly enrich the individual and our community.

Mission

Grayson County College, recognizing its interdependence with various communities, is committed to meeting lifelong learning needs through learner-centered instruction and services that promote economic development and cultural enrichment.

Purpose

The purpose of Grayson County College is to provide:

1. Technical programs up to two years in length leading to associate degrees or certificates;
2. Vocational programs leading directly to employment, occupational advancement, or career development;
3. Freshman and sophomore courses in arts and sciences;
4. Continuing adult education and community service programs for occupational skills or cultural enrichment;
5. Developmental education programs designed to fulfill the commitment to an open admissions policy;
6. A continuing program of counseling and guidance designed to assist students in achieving their individual educational goals;
7. Workforce development programs designed to meet local and statewide needs, and to aid in economic development;
8. Adult literacy and other basic skills programs for adults; and
9. Such other services as may be prescribed by the Texas Higher Education Coordinating Board or local governing boards in the best interest of post-secondary education in Texas.

Institutional Goals

1. Meet the current and future educational needs of a diverse population.
2. Increase and maximize the use of the resources of the College.
3. Maximize enrollment.
4. Attract and retain quality faculty, staff, and administration.
5. Provide a supportive learning environment.
6. To be perceived as an excellent institution of higher education.

Institutional Goals Updated 8/30/04

History of Grayson County College Planning

Grayson County College (GCC) has a long and continuous history of planning and development. The College's first guide to strategic planning was published in the summer of 1988. The College's strategic plan was updated in 1992, 1994, 1998, and 2001. After 2001, the College's Multi-Year Plan, "Mapping the Future," was more closely integrated with the annual planning process and is now reviewed annually.

In the spring of 2001, the College modified its planning calendar and evaluation procedures to make the systematic process more comprehensive and interrelated throughout the organization. To emphasize the College's commitment to the continuous improvement process, the President appointed a Director of Institutional Effectiveness in March 2004 to facilitate and monitor the completion of the annual planning cycle. The modified Institutional Effectiveness Plan illustrates how the College's strategic plan and operational plans are interrelated, and how the outcomes assessment findings feed the on-going cycle of continuous improvement. The College reviews its calendar of planning and evaluation processes and procedures every even year.

Purpose of Planning and Evaluation

The Grayson County College planning process is one in which the College undertakes to determine its success toward achievement of its strategic goals and annual operational planning goals and objectives. Grayson County College engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that incorporate a systematic review of programs and services that result in continuing improvement, and demonstrates that the institution is effectively accomplishing its mission. GCC's strategic and annual plans answers these basic questions:

1. Where are we now? What is our current position relative to our mission statement, our goals, and the educational market in which we serve?
2. Where would like to go? Based on a thorough analysis of our current position and the weaknesses, opportunities, threats, and strengths we have identified, where would we like to see Grayson County College be in one year or in five years?
3. How do we plan to get where we want to go? Once we have identified or reaffirmed major outcomes, how will we formulate strategies to maintain or reach those objectives and be able to adapt or modify those goals to respond to unexpected opportunities?

Several obvious benefits are realized as a result of the planning process. An organization that understands itself and the environment in which it operates can set goals and monitor its progress, exploit new opportunities, and take corrective action as necessary. Planning establishes a framework for decision-making and resource allocation. A sense of sharing a common vision worth attaining is highly motivational and results in greater productivity among employees. Planning requires thinking; helping an organization to understand its many alternative routes and increasing its ability to anticipate and prevent problems. Without planning, an organization does not see its options and potential problems, and can only react to events surrounding it. Planning and evaluation occurring in the administrative and academic support units enables administrators and staff to understand areas of strength and/or weakness, identify and prioritize their goals, make financial decisions based on their priorities, and be accountable to their constituents for the quality of the services provided by providing a system of continuous improvement. Planning and evaluation results in the Academic Studies and Workforce Education units enables the administration and faculty to make better decisions to improve programs, provide appropriate programs to meet students' needs, and enhance student learning and development.

Description of the Planning Units

Planning is broad-based and involves the administrative leaders of the College, faculty, professional staff, and support staff. For the purpose of planning at Grayson County College, seven divisional planning areas are defined. These Divisions represent the administrative organization (divisions) at Grayson County College and include the Executive, Instruction, Business Services, Student Services, Resource and Community Development, South Grayson Campus, and Information Technology. Each Division is responsible for the development of its own mission and purpose, and for determining its own goals and objectives that will fulfill that mission and purpose, which ultimately serves to fulfill the mission, purpose, and goals of the College. Each planning unit is further defined by its own unique Units (programs/departments) that are responsible for writing and implementing objectives designed to meet the institution's goals. Additionally, each Division and Unit is responsible for evaluating the effectiveness of the objectives and actions developed.

EXECUTIVE - President of the College

Athletics	Marketing/Public Information
Institutional Effectiveness	President's Office

BUSINESS SERVICES - Vice President for Business Services

Bookstore	Financial Aid
Business Office	Golf Course
Communications Services	Human Resources
Facility Services	

STUDENT SERVICES - Vice President of Student Services

Admissions & Records	Recruiting
Counseling Services	Residence Halls
Public Safety Services	Student Activities

RESOURCE & COMMUNITY DEVELOPMENT - Vice President for Resource & Community Development

Fannin Higher Education Center	Grants
Foundation	Munson Vineyard & Center

INFORMATION TECHNOLOGY – Vice President of Information Technology

Computer Services
Distance Learning
Library

SOUTH GRAYSON CAMPUS - Vice President of South Grayson Campus

South Grayson Campus Instruction and Services

INSTRUCTION (ACADEMIC) – Vice President of Instruction

Academic Studies	
Academic Success Center	Honors Program
Adult Basic Education	Humanities
Art	Literature and Languages
Biology	Mathematics/Developmental Math
Business	Music
Business/Management	Physical Education
Chemistry	Physics
Developmental Reading/Writing	Psychology
Drama	PTK
Economics	Reading & Writing Center
Education-Secondary and Elementary	Social Sciences
Engineering	Sociology
Foreign Language	Speech
Geology	Testing
General Education Core Curriculum	Viking Voice

INSTRUCTION (WORKFORCE EDUCATION) – Vice President of Instruction

Workforce Education	
Accounting (WECM)	Electronics
Alcohol and Drug Abuse Counseling	Emergency Medical Services
Associate Degree Nursing	Heating, Air Conditioning & Refrig
Auto Body Repair	Medical Lab Technology
Business	Office and Computer Technology
Center for Workplace Learning/Cont Education	Police Academy
Computer Science	Radiologic Technology
Consumer Electronics Servicing	Small Business Development Center
Cosmetology	Texoma Tech Prep
Criminal Justice	Viticulture and Enology
Dental Assisting	Vocational Nursing
Drafting / CADD	Welding

The Planning and Evaluation Process

The College presently utilizes a planning approach that includes a multi-year institutional planning cycle and a one-year operational planning cycle. Environmental scanning for the institution occurs annually to examine its internal environment, markets, publics, and competitors. Environmental monitoring by individuals from outside the college who represent economic, social, and political concerns provide important information on emerging issues within the communities the College serves.

This planning process is a systematic effort that is characterized by planning responsibility and activity at all levels of the College, and is a continuous effort throughout the academic year. The College's planning and evaluation effort is broad-based, permeating every instructional, operational, and administrative activity within the organization. The College basically follows Deming's' popular continuous improvement cycle, "Plan, Do, Check, Act." GCC identifies expected outcomes for its educational programs and its administrative and educational support services (plan); assesses whether it achieves these outcomes (do and check); and provides evidence of improvement based on analysis of those results (act).

Operational (Annual) Planning

Planning at the Unit (Program/Department) Level allows every employee of the College to become an integral part of the planning process. The activities that occur at this level are those that have the greatest potential to directly affect the quality, quantity, effectiveness, and efficiency of the College's programs and services. Each planning Unit completes an annual review of its mission and purpose statement, formulates specific goals and objectives statements, establishes measures to monitor progress, details actions that will be necessary to accomplish each objective and/or goal, and implements the actions. The results of these actions are evaluated and documented, and a plan for improvement, if necessary, is developed.

Planning at the Division Level involves two activities that create a vital link between Unit planning and the College's multi-year planning. First, as a supervisor for Unit, the administrator receives the plans written by his/her Units for review, approval, and/or modification. This allows the administrator to identify common elements that could potentially lead to efficiencies, and to identify emerging issues that could be introduced as an institutional goal or objective. Additionally, these plans provide data for the administrator to use in developing an annual budget request. The second role of the Division administrator is to establish, implement, and evaluate division-wide goals and objectives. Both of these activities require the evaluation of each Division and Unit plan to document improvements, and ultimately, progress toward the accomplishment of mission.

Multi-Year Planning

Planning at the institutional level provides direction for the future of the College. Based on Institutional Goals that are evaluated annually, College administrators and faculty representatives develop objectives and implement actions that can be measured to monitor progress toward achievement. Administrators use the insight, data, and results gleaned from the annual planning efforts of the Divisions and Units to assist in evaluating the appropriateness of each goal and objective. The planning efforts at this level are captured in the College's Multi-Year Plan, which is updated each year.

Annual planning generates the evaluation, analyses, data, and information necessary to support effective administrative planning. Additionally, institutional research is critical to the success of the College's planning effort at all levels. The responsibility of institutional research at the College is to develop and maintain a solid system of data and information to support planning, evaluation, and decision-making.

The Evaluation Process

Evaluation is an integral part of continuous improvement at Grayson County College. Evaluation is the basis for identifying achievement and diagnosing the areas where additional improvement is needed. While evaluation can occur at any time, the College's annual planning calendar focuses these efforts in August and September. The annual planning cycle facilitates the evaluation process in a step-by-step manner. Planning Sections 4 and 5 capture the actual assessment and evaluation results and future improvement plans and impacts of the College's continuous improvement efforts. Section 1 allows every department to review its mission and purpose statements to ensure each support the College's overall mission and purpose. Section 2 provides guidance for the outcome measures used in evaluation. Section 3 captures the actions to be taken by the Units and Sub-units.

GCC Annual Planning and Evaluation Process Timeline

Due Date:	Action:	Responsibility:
August Planning Retreat	Review and update Strategic Plans for previous and current years (see page 11).	President's Council
September 30	Review and update Unit Assessment Plans for previous and current years (see page 9).	Unit Leaders
September 30	Review and update Division Assessment Plans for previous and current years (see page 10).	Division Leaders
November 1	Prepare Institution and Division Annual Reports for previous year.	President's Council and Division Leaders
September – August	Communicate and Implement Institutional, Divisional, and Unit Improvement Plan Actions and begin current year data collection	President's Council, Division and Unit Leaders
April - May	Perform Environmental Scan	President's Council, Division and Unit Leaders
July – August	Analyze Data	President's Council, Division and Unit Leaders
July – August	Assess and Evaluate Institution, Division, and Unit Objectives	President's Council, Division and Unit Leaders
August	Recommend Results-based Changes/Improvement Plans and Identify Budget and Resource Impacts	President's Council, Division and Unit Leaders

Directions for Completing the Planning Process

(Annual Planning Form example follows Process explanation. MS Word document download site on GCC Intranet.)

Planning at the Unit Level (By Program or Department)

The activities that comprise planning at the Unit level (by program or department) allow every employee to become an integral part of the annual operational planning process. Faculty and staff who share a responsibility for a program or service have great insight for improving various aspects of their area. This process gives them a medium for communicating ideas, documenting success, and making continuous improvement. While the institutional goals and objectives and the division goals and objectives should influence each activity, the process allows and encourages new and innovative ideas to be introduced at this level.

The first year of the planning cycle required each Unit to develop:

- A mission statement (Section 1).
- A purpose statement (Section 1).
- Goals and objectives/outcome measures (Section 2).
- Actions/strategies/resources for implementation (Section 3).

At the end of the academic year (August 31), the Unit will:

1. Using SWOT analysis and/or current Program Review Report, evaluate Unit mission, purpose, and goal statements to ensure that they support the Institution's Mission, Purpose, and Goals (Section 1). Prepare new or updated Mission and Purpose for next year to use in Step 4 below.
2. Assess and evaluate each objective/outcome measure and action from the past year (Section 4).
3. Using assessment results from Section 4, prepare an improvement plan to address each objective or action, listing the impacts on the Unit (Section 5).

At the beginning of the academic year (September 1) (if not designated for current Program Review), the Unit will:

4. Using the evaluation from step 1 above, update Unit Mission and Purpose for the current year, if needed.
5. Using improvement plan from step 3 above, update (develop, revise, delete) Unit goals and objectives/outcome measures for the current year (Begin new Section 2).
6. Update (develop, revise, delete) appropriate actions and identify new required resources that will fulfill the goals and objectives (Begin new Section 3). (Note: If resources are not available during the current year, add action(s) to include in spring budget request for the next year.)
7. Submit completed plan from previous year (Sections 1-5) and draft Sections 1-3 for current year to Division Vice President and schedule a meeting to review, approve, and/or modify the plan(s).
8. After revisions, submit final plan to the Division Vice President.
9. Communicate and implement the actions from Section 3 during the current academic year.

Planning at the Division Level

The involvement of Vice Presidents creates the vital link between program and departmental annual planning and the College's Multi-Year planning. Once programs and departments complete the process of setting goals, objectives, actions, and measures, this information is collected by the division administrator who reviews, approves, and/or modifies the plan. The administrator is responsible for facilitating the development and implementation of program/department goals, objectives, actions, and measures. Further, an important responsibility of the Vice Presidents is the identification of existing or emerging issues and concerns that are revealed through analyses of submitted goals. The Vice Presidents represent these concerns in College planning and, as appropriate, with the President's Council.

The first year of the planning cycle required each Division to develop:

- A Mission Statement (Section 1)
- A Purpose Statement (Section 1)
- Division Goals, Objectives/Outcome Measures (Section 2)
- Actions/strategies/resources for implementation (Section 3)

At the end of the academic year (August 31), the Division will:

1. Using SWOT analysis and/or current Program Review Report, evaluate Division Mission and Purpose statements to ensure that they support the Institution's Mission and Purpose (Section 1). Prepare new or updated Mission and Purpose for next year.
2. Assess and evaluate each objective/outcome measure and action from the past year (Section 4).
3. Using assessment results from Section 4, prepare an improvement plan to address each objective or action, listing the impacts on the Division (Section 5).
4. Collect completed Annual Planning Form Sections 4 and 5 from each Unit for the previous year.
5. Use analyses of information provided in Sections 4 and 5 to identify issues and concerns that should be addressed at the Division and/or College level.
6. Represent emerging issues and concerns with President's Council.

At the beginning of the academic year (September 1), the Division will:

7. Using the evaluation from step 1 above, update the Division Mission and Purpose for the current year, if needed.
8. Using improvement plan from step 3 above, update (develop, revise, delete) goals and objectives/outcome measures for the current year (Begin new Section 2).
9. Update (develop, revise, delete) appropriate actions and identify new required resources that will fulfill the goals and objectives (Begin new Section 3). (Note: If resources are not available during the current year, add action(s) to include in spring budget request for the next year.)
10. Collect Annual Planning Sections 1, 2, and 3 from each Unit for current year.
11. Meet with each Unit to review, approve, and/or modify the Mission, Purpose, Goal, Objective/Outcome Measure, and Action statements to ensure that each clearly reflects the Mission and Purposes of the Division and the College.
12. Submit completed plan from previous year (Sections 1-5) and draft Sections 1-3 for current year to the Director of Institutional Effectiveness and schedule a meeting to review, approve, and/or modify the plans.
13. After revisions, submit final plans to the Director of Institutional Effectiveness.
14. Write end-of-year division assessment report and submit to Director of IE.
15. Collect from Section 3 information on required Resources that will be used in preparing the next year's budget.
16. Facilitate implementation of Unit plans during the current academic year.
17. Communicate and implement the Division actions from Section 3 during the current academic year.

Planning at the Institutional Level

The Planning Process at Grayson County College includes a full cycle of continuous improvement activities that begin and end with the College's Vision, Mission and Philosophy Statements and the Institutional Goals. These tools provide the foundation for the development of Unit (program/department) and Divisional statements, goals, and objectives/outcome measures. Each year, the results of the evaluation and assessment of the goals and objectives at each of these levels influence the College Statements of Vision, Mission and Philosophy, as well as its Institutional Goals, Objectives, and Outcome Measures.

The College's goals and objectives are detailed in the Multi-Year Plan, "Mapping the Future," which is written by the members of the President's Council. Division Vice Presidents provide input on emerging issues and concerns that are identified through analyses of program and departmental goals within the division. This information, combined with information obtained through regular environmental scanning, provides administrators insight for continuous improvement.

The first year of the planning cycle required the President's Council to:

- Establish Measures for each Institutional Goal and Objective.
- Identify person(s) responsible for facilitating the implementation of an action, documenting, and reporting progress for each measure.

At the end of each academic year (August Planning Retreat), the President's Council will:

1. Using SWOT analysis and the current Institutional Assessment Report, evaluate Institutional Mission and Goal statements. Prepare new or updated Institutional Mission and Goals for next year.
2. Assess and report progress on objective measures (OM) and performance measures (PM).
3. Evaluate assessment and report improvement plan(s) for inclusion and implementation into the following year's plan.
4. Submit achievements for inclusion in the College's Annual Report.
5. Receive input from the Board of Trustees on the Vision, Mission, Philosophy, and Goal Statements, and approve or modify these statements for the College.
6. Review for approval or modification the Institutional Goals, Objectives, and Measures.

At the beginning of the academic year (September 1), the President's Council will:

7. Update the Goals, Objectives, and Measures of the Multi-year Plan based on input from steps 1-3 above.
8. Update (develop, revise, delete) actions to be taken.
9. Write assessment report for past year and College's Annual Report.
10. Communicate and distribute reports to campus and community.
11. Facilitate implementation of plan during the current year.

GRAYSON COUNTY COLLEGE
Annual Planning Process *Insert Current Academic Year (2005-06)*
Planning Form With Instructions

- 1) *Complete sections 4 and 5 for 2004-05.*
- 2) *Change the Academic Year to 2005-06 and save as a new document and revise sections 1, 2, & 3 for 2005-06.*
- 3) *Delete all red italicized text (instructions).*
- 4) *Save and print copies for your unit.*
- 5) *Submit to your supervisor electronically for approval.*
- 6) *Supervisor submits approved plan to Director of Institutional Effectiveness.*

DIVISION: *Name of division*
DEPARTMENT/PROGRAM: *Name of department/program*
DATE: *Date submitted*
AUTHOR: *Name of author*

APPROVAL: *Electronically signed and dated by supervisor* _____ **DATE:** _____

1 Mission Statement:

Using information gathered in a scan for SWOT, review the Mission Statement for your division or unit. Ensure that each relates to the College's Vision, Mission, and Purpose.

Purpose Statement:

Using information gathered in a scan for SWOT, review the Purpose Statement for your division or unit. Ensure that each relates to the College's Vision, Mission, and Purpose.

Mission/Purpose changed from last year? [] No [] Yes If Yes, what factors influenced the change? *Answer and list factors.*

Develop one or more goals for your division or unit. For each goal statement, identify objective(s) and outcome measure(s) that fulfill the goal. There may be one or more objectives for each goal. Your Vice President will provide college-wide goals and objectives that may influence the creation of additional division or unit goals, objectives, and measures. Ensure that each goal relates to the College's Institutional Goals.

Goal A: *Write goal here* (linked to Institutional Goal(s) *List goal # here*).

2 OBJECTIVES/ OUTCOME MEASURES:	3 ACTIONS/STRATEGIES/ RESOURCES:	4 RESULTS/ EVALUATION OF ACTIONS:	5 IMPROVEMENT PLAN/ IMPACTS:
1. <i>Objectives have to be measurable and include a student outcome if possible. Instructional programs should include a student learning outcome.</i>	1.a. <i>List the actions, strategies, or steps, and new required resources that it will take to achieve your objective(s). These actions are the standards you will use to evaluate the performance of your division or unit.</i>	1.a. <i>List the results of your evaluation of your action(s) per action or objective. Was the action completed and successful? Did you meet or exceed your expected outcome measure? If not, describe partial results and/or any barriers that prevented</i>	1.a. <i>List improvement plan(s) as necessary per action or objective. Tell how results will be used to improve your program, what impact(s) they have on your division or unit. Did your results provide ideas for additional goals, objectives and/or actions?</i>

		<i>completion of the action or prevented success.</i>	<i>If yes, describe briefly. Use this information in preparing the next annual planning cycle's goals, objectives, and outcome measures.</i>
	1.b.	1.b.	1.b.
2.	2.a.	2.a.	2.a.
	2.b.	2.b.	2.b.
3.	3.	3.	3.

Goal B: *Write goal here* (linked to Institutional Goal(s) *List goal # here*).

2 OBJECTIVES/ OUTCOME MEASURES:	3 ACTIONS/STRATEGIES/ RESOURCES:	4 RESULTS/ EVALUATION OF ACTIONS:	5 IMPROVEMENT PLAN/ IMPACTS:
1. <i>Objectives have to be measurable and include a student outcome if possible. Instructional programs should include a student-learning outcome.</i>	1.a. <i>List the actions, strategies, or steps, and new required resources that it will take to achieve your objective(s). These actions are the standards you will use to evaluate the performance of your division or unit.</i>	1.a. <i>List the results of your evaluation of your action(s) per action or objective. Was the action completed and successful? Did you meet or exceed your expected outcome measure? If not, describe partial results and/or any barriers that prevented completion of the action or prevented success.</i>	1.a. <i>List improvement plan(s) as necessary per action or objective. Tell how results will be used to improve your program, what impact(s) they have on your division or unit. Did your results provide ideas for additional goals, objectives and/or actions? If yes, describe briefly. Use this information in preparing the next annual planning cycle's goals, objectives, and outcome measures.</i>
	1.b.	1.b.	1.b.
2.	2.a.	2.a.	2.a.
	2.b.	2.b.	2.b.
3.	3.	3.	3.

Repeat Goals and columns 2-5 as needed.