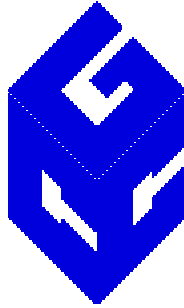


**Planning &  
Evaluation  
Handbook**

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**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.

*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 an Institutional Effectiveness Director 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 planning units are defined. These units represent the administrative organization (divisions) at Grayson County College and include the Executive Unit, Academic Instruction Unit, Applied Sciences Instructional Unit, Student Services Unit, Business Services Unit, Resource and Community Development Unit, and the Information Technology Unit. 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 sub-units (programs/departments) that are responsible for writing and implementing objectives designed to meet the institution's goals. Additionally, each planning unit and sub-unit is responsible for evaluating the effectiveness of the objectives and actions developed.

### EXECUTIVE PLANNING UNIT - President of the College

Athletics	Marketing/Public Information
Institutional Effectiveness	President's Office

### BUSINESS SERVICES PLANNING UNIT - Vice President for Business Services

Bookstore	Mailroom & Switchboard
Business Office/Fiscal Services	Maintenance
Financial Aid	Golf Course
Food Services	Grounds
Human Resources	

### STUDENT SERVICES PLANNING UNIT - Vice President of Student Services

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

### ACADEMIC STUDIES PLANNING UNIT - Dean of Academic Instruction

Adult Basic Education	Education-Secondary and Elementary
Art	Engineering
Biology	Foreign Language
Business	Geology
Business/Management	Humanities
Chemistry	Learning Assistance Center
Developmental Reading/Writing	Literature and Languages
Drama	Mathematics/Developmental Math
Economics	Music
Physics	South Grayson Center
Physical Education	Speech
Presidential Scholars	Reading & Writing Center
Psychology	Testing
Social Sciences	Viking Voice
Sociology	

### WORKFORCE EDUCATION PLANNING UNIT - Dean of Workforce Education

Accounting (WECM)	Electronics
Alcohol and Drug Abuse Counseling	Emergency Medical Services
Associate Degree Nursing	Heating, Air Conditioning & Refrig

Auto Body Repair  
Business  
Computer Science  
Consumer Electronics Servicing  
Continuing Education/SAVE  
Cosmetology  
Criminal Justice  
Dental Assisting  
Drafting / CADD

Medical Lab Technology  
Office and Computer Technology  
Police Academy  
Small Business Development Center  
Texoma Tech Prep  
Viticulture and Enology  
Vocational Nursing  
Welding  
Center for Workplace Learning

RESOURCE & COMMUNITY DEVELOPMENT PLANNING UNIT - Vice

President for Resource & Community Development  
Fannin Higher Education Foundation  
Center Grants  
Munson Vineyard & Center

INFORMATION TECHNOLOGY PLANNING UNIT - Dean of Information

Technology  
Computer Services  
Distance Learning  
Learning Resource Center

## 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 Sub-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 sub-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 (Planning Unit) Level involves two activities that create a vital link between sub-unit planning and the College's multi-year planning. First, as a supervisor for sub-unit, the administrator receives the plans written by his/her sub-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 Planning Unit administrator is to establish, implement, and evaluate division-wide goals and objectives. Both of these activities require the evaluation of each planning unit and sub-unit plan to document improvements, and ultimately, progress toward the accomplishment of mission.

### Multi-Year Planning

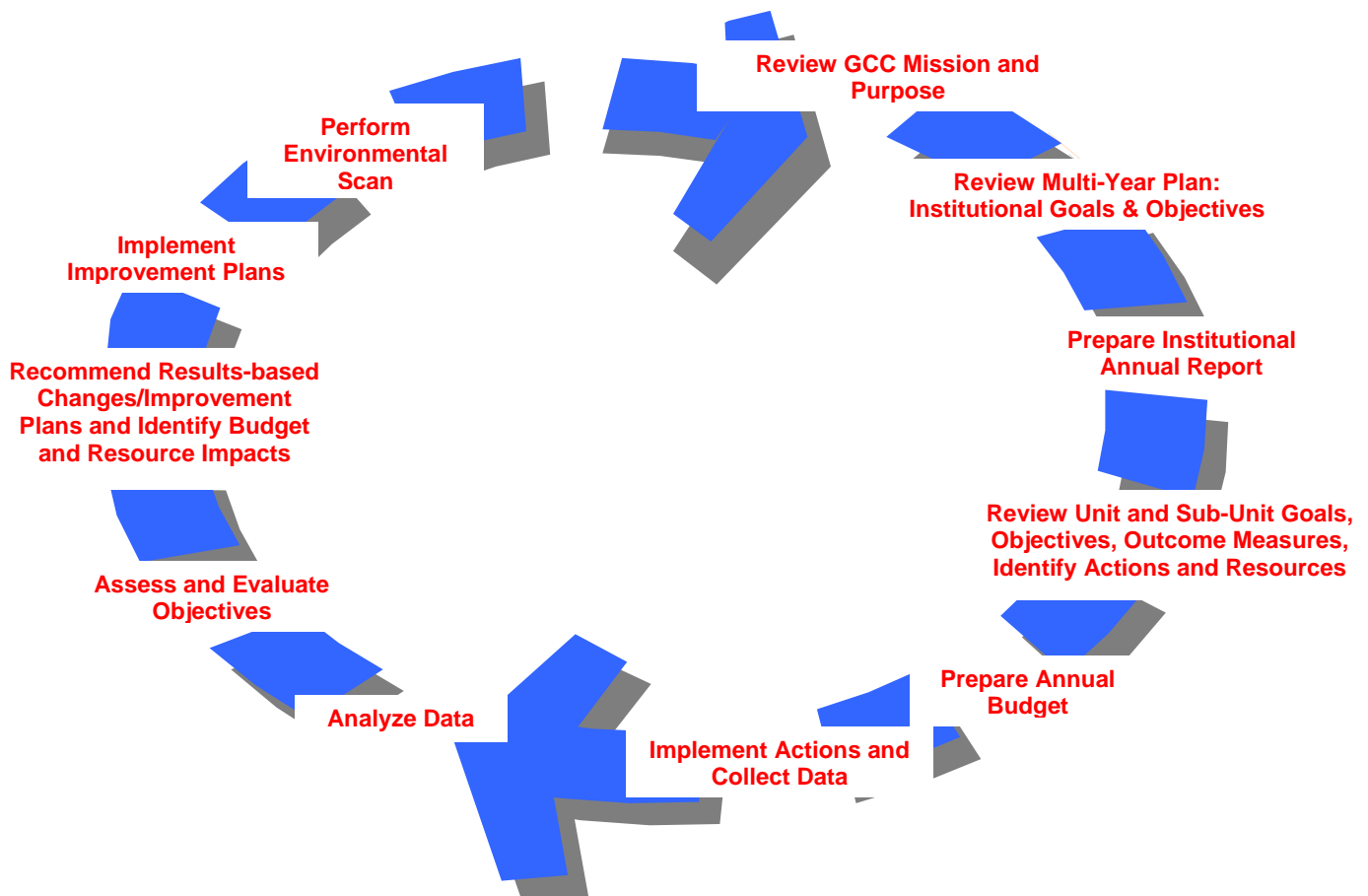
Planning at the institutional level provides direction for the future of the College. Based on Institutional Goals that are evaluated annually, College administrators and faculty representatives develop objectives and implement actions that can be measured to monitor progress toward achievement. Administrators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



## Directions for Completing the Planning Process

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

### Planning at the Program/Department (Sub-unit) Level

The activities that comprise planning at the program/department (sub-unit) level 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 program/department (sub-unit) to develop:

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

At the end of the academic year, the sub-unit will:

- Evaluate mission and purpose statements for the program/department to ensure that they respond to the Institution's Mission and Purpose (Section 1).
- Assess and evaluate each objective, measure, and action from the year (Section 4).
- Using the assessment results, prepare an improvement plan for each objective or action, listing the impacts on the sub-unit (Section 5).

At the beginning of the academic year, the sub-unit will:

- Update (develop, revise, delete) goals, objectives, and measures (Section 2).
- Update (develop, revise, delete) appropriate actions and identify new required resources that will fulfill the goals and objectives (Section 3).
- Submit completed forms to Planning Unit (division) administrator and schedule a meeting to review, approve, and/or modify the plan(s).
- Implement the actions, as appropriate.

## **Planning at the Division Level (Planning Unit)**

The involvement of Deans and 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 Deans and Vice Presidents is the identification of existing or emerging issues and concerns that are revealed through analyses of submitted goals. The Deans and 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, and Outcome Measures (Section 2)
- Actions for implementation (Section 3)

At the end of each academic year, the Division Dean or Vice President will:

- Assess and evaluate each objective, measure, and action from past year (Section 4).
- Using the assessment results, prepare an improvement plan for each objective or action, listing the impacts on the Division (Section 5).
- Collect completed Annual Planning Form Sections 4 and 5 from each program or department for the previous year.
- Meet with each program or department to review, approve, and/or modify the Mission and Purpose statements to ensure that each clearly reflects the Mission and Purposes of the Division and the College.
- 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.
- Represent emerging issues and concerns with President's Council.

At the beginning of the academic year, the Division Dean or Vice President will:

- Update (develop, revise, delete) Division mission, purpose, goals, objectives, and outcome measures (Sections 1 and 2).
- Update (develop, revise, delete) appropriate actions and identify new required resources that will fulfill the goals and objectives (Section 3).
- Collect completed Annual Planning Sections 1, 2, and 3 from each sub-unit for present year.
- Meet with each program or department 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.
- Collect from Section 3 information on required Resources that will be used in preparing the upcoming budget.
- Facilitate implementation of plan.

## 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 program/ departmental statements, goals, and objectives, and division statements, goals, and 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.

The College's goals and objectives are detailed in the Multi-Year Plan, which is written by the members of the President's Council. Division deans and 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, the President's Council will:

- Assess and report progress on institutional goal measures and objective measures.
- Evaluate assessment and report improvement plan(s) for inclusion and implementation into the following year's plan.
- Submit achievements for inclusion in the College's Annual Report.
- Receive input from the Board of Trustees on the Vision, Mission, Philosophy, and Purpose Statements, and approve or modify these statements for the College.
- Review for approval or modification the Institutional Goals and Measures, and Objectives and Measures.
- 

At the beginning of the academic year, the President's Council will:

- Update the Goals, Objectives, and Measures of the Multi-year Plan based on input from environmental scanning and deans and vice presidents.
- Update (develop, revise, delete) actions to be taken.
- Facilitate implementation of plan.

**GRAYSON COUNTY COLLEGE**  
**Annual Planning Process *Insert Academic Year(2004-05)***  
***Planning Form With Instructions***

- 1) *Complete sections 4 and 5 for 2003-04.*
- 2) *Change the Academic Year to 2004-05 and save as a new document and revise sections 1, 2, & 3 for 2004-05.*
- 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 department, program, or division. 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 department, program, or division. 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 department/program/division. 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 Dean/VP will provide college-wide goals and objectives that may influence the creation of additional department/programs/division goals, objectives, and measures.*

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

<b>2 OBJECTIVES/ OUTCOME MEASURES:</b>	<b>3 ACTIONS/STRATEGIES/ RESOURCES:</b>	<b>4 RESULTS/ EVALUATION OF ACTIONS:</b>	<b>5 IMPROVEMENT PLAN/ IMPACTS:</b>
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 department/program/division.</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 planning 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*).

<b>2 OBJECTIVES/ OUTCOME MEASURES:</b>	<b>3 ACTIONS/STRATEGIES/ RESOURCES:</b>	<b>4 RESULTS/ EVALUATION OF ACTIONS:</b>	<b>5 IMPROVEMENT PLAN/ IMPACTS:</b>
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>Identify the actions, strategies, and new required resources that it will take to achieve your department/program/division objectives. This is a listing of the steps or details of how you will accomplish your objective(s). These actions are the standards you will use to evaluate the performance of your department/program/division.</i>	1.a. <i>List the results of your evaluation of your action(s) by objective or by measure: Was the action completed and successful? If not, describe partial results and/or any barriers that prevented completion of the action.</i>	1.a. <i>List improvement plan(s) as necessary per objective or per action. Tell how results will be used to improve your program, what impact(s) they have on your planning 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.*