

## THE INSTITUTIONAL EFFECTIVENESS PLANNING MODEL

Our Lady of the Lake College employs an integrated and functional institutional effectiveness planning model. The comprehensive, integrated, systematic model addresses four planning goals:

To provide guidance and support of operational and strategic planning focused upon continuous improvement.

To integrate regional and program accreditation processes into the institution's continuous planning effort.

To link the development of the budget and curriculum as the means of articulating and realizing the planning efforts; and

To unify strategic and operational planning efforts at all levels of the institution.

Understanding of the planning model is facilitated through an appreciation of the College as a system. The College is viewed as a community system within the larger community that includes higher education, the health care system, and the religious community. As a system, the College is mission and goal centered. Constituent groups within the system cooperatively function to achieve the purpose and mission. These groups are the Board of Trustees, faculty, students, alumni, staff and administration. Bylaws of the Board of Trustees, the Faculty Senate, the Staff Council, the Alumni Organization, and the Student Government Association provide structure and organization. The system's functional organization supports the Mission and purpose achievement. The President's Office, Academic and Student Affairs, Finance and Administration, and the Health Career Institute provide this functional organization, and all functional units are responsible for achieving the Institutional Goals. Each organizational and functional unit is guided by purpose statements and goals derived from the Institutional Mission, Purpose, and Goals. All units are interactive and unified through the College's mission and purpose.

As an evolving system, the College is ever changing. To provide structure to its development, the College employs an agenda for evaluation and planning through a model incorporating the use of multi-year plans for growth and development. This strategy prevents haphazard and ineffectual growth and facilitates institutional effectiveness in achieving the mission and goals. The planning model represents a dynamic system supporting the College's development through the interaction of the planning, implementation, and evaluation processes. The model's core is the College Mission Statement and Institutional Goals.

The strategic plan's primary function is to direct the institution over, an extended period of time, in defining its position and relationship with and within the external environmental context. The external environment of Our Lady of the Lake College includes the higher education community, the health care community, the religious community, and the community at large. To determine if the institution is successful in achieving its plan (i.e., Institutional Effectiveness) shorter-term

operational processes for implementation and evaluation also must be constructed. Historically, the strategic plans of our Lady of the Lake College have integrated in one comprehensive document the strategic and operational plans for the purpose of accountability in determining institutional effectiveness.

The College evolved from a hospital-based diploma program in nursing to a free-standing degree granting institution in 1990. To provide structure to its development, the College employed an agenda for planning and evaluation through a model incorporating the use of five-year plans for growth and development. This strategy prevented haphazard and ineffectual growth and facilitated institutional effectiveness in achievement of the mission, purpose and goals. Each five year period was a phase/stage of maturation. Hence, the initial five year plan, entitled the Transition Plan: 1991-1995, was reviewed and revised in 1993 in response to rapid change and development of the College. The revision was entitled the Development Plan: 1993-1998. The subsequent revised five-year plan was entitled the Advancement Plan: 1999-2004. In 2003, the plan was evaluated, reviewed and revised as the Expansion Plan: 2004-2009.

Following evaluation of the Expansion Plan: 2004-2009 in 2007, the College constituency identified a need for a broader, more comprehensive vision to be cast over a longer period of time. The Centennial Compass summarized here.

Three overriding principles guide planning process development:

1. To be truly effective, planning must be imbedded within the functional operation of the College, with widespread participation, understanding, and accountability of the Board of Trustees, faculty, staff and administrators.
2. The planning effort must provide essential, valid, and longitudinal data by which the institution can measure itself and guide the critical decisions necessary for long-term growth and development, as well as, prepare the institution and its various departments for meeting accreditation requirements.
3. The process must provide a guide for action, a record of efforts and accomplishments, and the continuous process of reflection and reevaluation related to institutional goals, measured against established criteria and standards.

The Institutional Effectiveness Planning Model represents a dynamic system supporting the College's development through the interaction of the strategic and operational planning, implementation and evaluation processes. The model's core is the College Mission Statement, Purpose Statement, and Institutional Goals. The two tiers of the planning system, strategic planning and operational planning, are related by shared common institutional goals, a common core of performance indicators, and interrelated/integrated planning cycles. Each element of the integrated system has specific areas of focus, development cycle, structure, and control. Each element supports the other and the total institutional effort towards continuous improvement. Thus, the College's long-range and annual planning efforts are interrelated and connected within the overriding framework of the institution's vision, mission, purpose, and goals.

**Strategic planning** is centered at the institutional level, focusing on long-range projection, analysis and development. The strategic planning is organized in multi-year cycles and involves representative participation of all constituents of the institution. The Board of Trustees, upon recommendation of the college's President, must approve the final plan.

**Operational planning** is centered at the unit level on an annual cycle corresponding to the fiscal year. Operational planning involves the faculty and staff of the various instructional divisions, service departments, offices, and programs of the institution. The internal operational planning process controls annual budget and curricular development cycles.

The Strategic Planning Group is the focal point for strategic planning, serving as the nexus for environmental scanning, institutional research, program evaluation and development. The Administrative Council serves as the Institutional Effectiveness Committee at Our Lady of the Lake College and is responsible for strategic plan implementation and evaluation. The President's Council guides the annual operational planning effort, focusing upon development and monitoring of annual unit plans. All unit plans are directly related to strategic planning as they address the College's goals and objectives and the campus priority initiatives. The operational planning effort informs the strategic planning process and allows for incremental evaluation of the strategic plan's progress.

Central to the strategic planning process is an on-going effort to expand environmental scanning and improve the institutional research capability. Environmental scanning is interested in both internal and external trends, forces, and possibilities for which the institution might need to address, adjust or deal. Much of the internal scanning occurs as part of the annual operational planning effort. Several instructional programs have advisory committees, which provide on-going evaluation of changes in the needs within the workforce, community and academic and technical areas.

The Institutional Effectiveness Planning Model is cyclical and continuous in that objectives that derive from the Mission, Purpose, and Goals to guide the development process are identified, implemented, and evaluated at one and five year intervals. The model is information/data driven, relying on analysis of internal and external data to facilitate identification of needs, objectives, and strategies. Short and long term objectives evolve from the needs assessment data and goals established by the Administrative Council. Creating responsible and responsive goals/objectives and strategies requires careful consideration of internal and external factors, research data, survey results, trends and projections.

Evaluation, another step in the continuous cycle, culminates in April/May of each year. College units assess their efforts of the prior year and, based upon their evaluation of effectiveness, develop new plans and related budgets for the following fiscal year budget planning cycle, beginning in September/October. The Administrative Council analyzes reports to further evaluate the progress toward achievement of stated goals, objectives, and outcomes. The results of the evaluation process are used to improve institutional effectiveness, and when necessary, to refine the planning and evaluation process itself.

The College's effectiveness planning and evaluation system has the following characteristics:

Is cyclical and continuous

Is an information/data analysis driven system

Defines goals and expected outcomes

Stems from needs assessment

Ensures consistency with the institutional mission and purpose

Considers internal and external factors, institutional capabilities and resources

Ensures involvement of all College constituents

Integrates major institutional functions

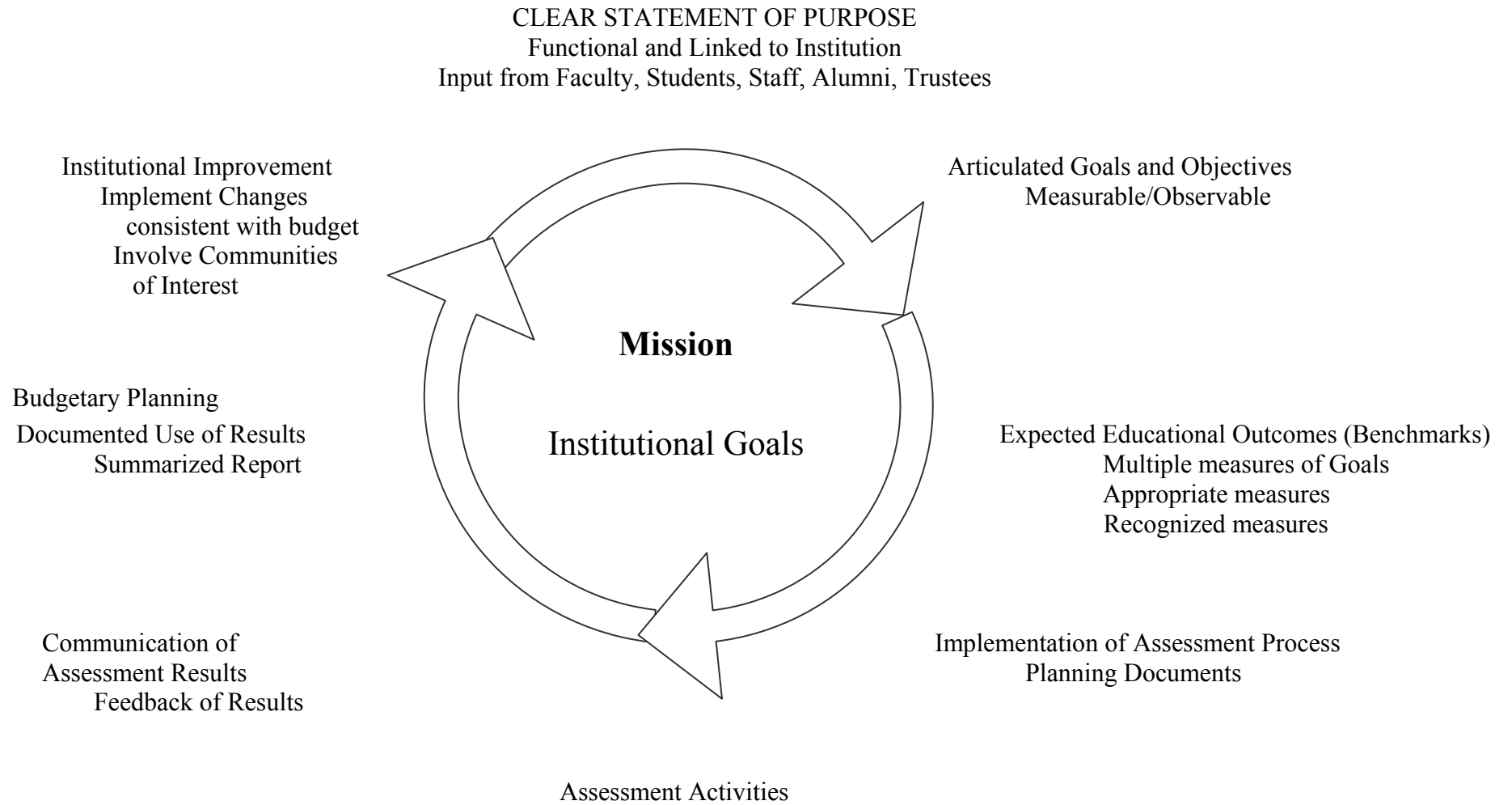
Provides for assessment of achievement of goals and outcomes

Ensures appropriate feedback and evaluation

Allows for modification of processes, resources, goals, and/or functions to improve institutional effectiveness

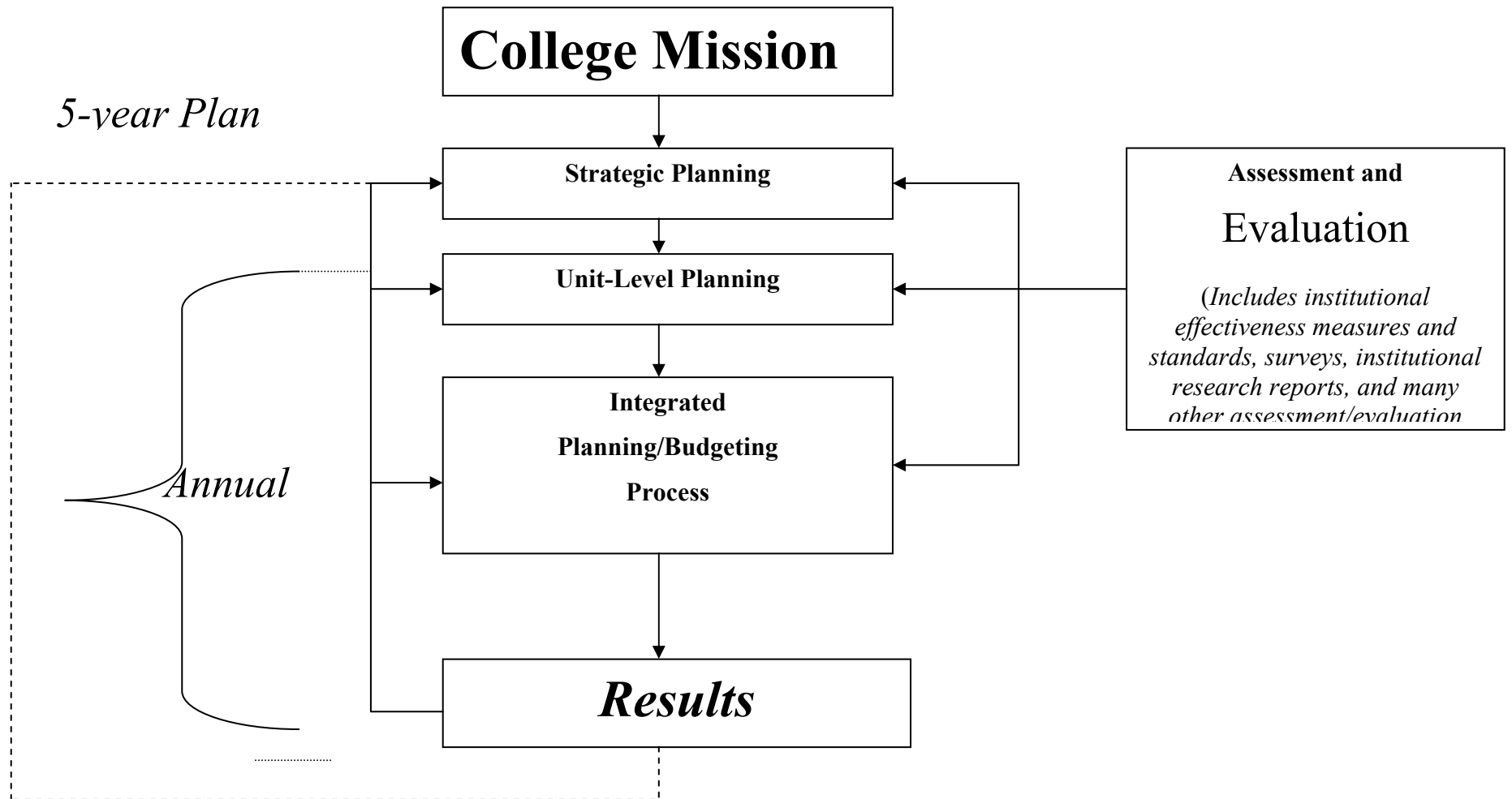
Allows for changes and improvements in the effectiveness planning and evaluation system

Institutional Effectiveness Model



### OLOLC Institutional Effectiveness Cycle

Schema showing relationship of IE components and Budgeting Process



### Annual Integrated Planning/Budget Cycle

April	Annual Summary Reports with recommendations by organizations and College-appointed committees to the President's Council.
May	Completion of evaluation cycle and effectiveness reports with recommendations to Functional Unit Vice Presidents and President by all academic, administrative, support services, and HCI sub-units.
June 30	End of Fiscal Year
July 1	Beginning of Fiscal Year
June - August	Analysis of Effectiveness Reports (Previous Academic Year) by Administrative Council and President's Council in relation to Strategic and Operational Plans in achieving the Mission, Purpose and Institutional Goals.
August	Beginning of Academic Year
September	President's Report to Board of Trustees re: Evaluation Report of Previous Academic Year with Recommendations (Operational and Strategic Plans) for next (not current) Academic Year
October - December	Begin budget planning for next Fiscal Year (not current); Review of effectiveness recommendations from previous academic year in relation to achievement of unit goals and objectives and strategic goals and objectives. Submission of recommendations/goals of unit for next (not current) Academic Year. Establish College Budget Planning Assumptions (Operational, Strategic, and Capital).
January	Receipt of Budget Assumptions from OLOLRMC. Review with College Planning Assumptions/ Recommendations/ Goals and revise as appropriate.
March	College Budget to College Board of Trustees
April	College Budget to OLOLRMC Board of Directors
May	College Budget to FMOL

## **Integrated Planning/Budget Cycle for 2008-2009**

April 2007	Annual Summary Reports with recommendations by organizations and College-appointed committees to the President's Council.
May 2007	Completion of evaluation cycle and effectiveness reports with recommendations to Functional Unit Vice Presidents and President by all academic, administrative, support services, and HCI sub-units.
June 30, 2007	End of Fiscal Year 2007
July 1, 2007	Beginning of Fiscal Year 2008
June - August, 2007	Analysis of Effectiveness Reports (Academic Year 2006 - 2007) by Administrative Council and President's Council in relation to Strategic and Operational Plans in achieving the Mission, Purpose and Institutional Goals.
August 2007	Beginning of Academic Year 2007 - 2008
September 2007	President's Report to Board of Trustees re: Evaluation Report of Academic Year 2006 - 2007 with Recommendations (Operational and Strategic Plans) for Academic Year 2008 - 2009).
October - December 2007	Begin budget planning for Fiscal Year 2009; Review of effectiveness recommendations for 2006 - 2007 in relation to achievement of unit goals and objectives and strategic goals and objectives. Submission of recommendations/goals of unit for Academic Year 2008- 2009. Establish College Budget Planning Assumptions (Operational, Strategic, and Capital).
January 2008	Receipt of Budget Assumptions from OLOLRMC. Review with College Planning Assumptions/ Recommendations/ Goals and revise as appropriate.
March 2008	College Budget to College Board of Trustees
April 2008	College Budget to OLOLRMC Board of Directors
May 2008	College Budget to FMOL

## ASSESSMENT AND PLANNING ACTIVITIES MATRIX

Month	Assessment Activity	Planning Activity	Report Deadlines
January	<ol style="list-style-type: none"> <li>1. Fall Course Evaluation Reports Sent VP, Deans, Faculty</li> <li>2. Class/section size analysis distributed</li> <li>3. Application Data Analysis (yield) report distributed</li> <li>4. Paid Counts, Students with Balances, other Financial Analysis</li> <li>5. ACT Scores Data Analysis Distributed</li> <li>6. Analysis of Fall Resign/withdrawing survey distributed</li> </ol>	<ol style="list-style-type: none"> <li>1. Executive Committee/Planning Committee planning session</li> </ol>	
February	<ol style="list-style-type: none"> <li>1. Analysis of Retention Data (1 year rate) distributed</li> <li>2. ACT ESS Entering Student Survey</li> <li>3. Financial aid recipient analysis</li> <li>4. 12<sup>th</sup> Class Day Report Distributed</li> <li>5. Fall Academic Status Report Distributed</li> <li>6. Faculty , part and full load analysis</li> </ol>	<ol style="list-style-type: none"> <li>1. Technology Committee Meets</li> <li>2. Executive Committee/Planning Committee planning session</li> </ol>	
March	<ol style="list-style-type: none"> <li>1. Obtain OLOLRMC employee file to determine employment rates</li> <li>2. Grade distribution for Fall Distributed</li> <li>3. Focus groups with enrolled students to review student satisfaction</li> <li>4. Spring classroom/lab utilization study conducted</li> </ol>	<ol style="list-style-type: none"> <li>1. Institutional Profile/Factbook updated on Web</li> <li>2. Executive Committee/Planning Committee planning session</li> </ol>	
April	<ol style="list-style-type: none"> <li>1. Course Evaluations</li> <li>2. Web-based satisfaction survey for Internet-enhanced courses and services</li> <li>3. ESS College Outcomes Survey</li> <li>4. ESS Student Opinion Survey</li> </ol>	<ol style="list-style-type: none"> <li>1. Technology Committee Meets/prepares annual status report</li> <li>2. Executive Committee/Planning Committee planning session</li> </ol>	
May	<ol style="list-style-type: none"> <li>1. Exit interviews</li> <li>2. Class/section size analysis distributed</li> <li>3. Application Data Analysis (yield) report distributed</li> <li>4. Support/student services personnel load analysis</li> </ol>	<ol style="list-style-type: none"> <li>1. Budget for next years' fiscal year completed</li> <li>2. Institutional Profile/Fact book updated</li> <li>3. Executive Committee/Planning Committee planning session</li> </ol>	

	conducted		
June	<ol style="list-style-type: none"> <li>1. Analysis of Spring Resign/withdrawing survey distributed</li> <li>2. 7<sup>th</sup> Class Day Report Distributed</li> <li>3. Spring Course Evaluation Reports Sent VP, Deans, Faculty</li> <li>4. Spring Academic Status Report Distributed</li> <li>5. Review of all course syllabi by program heads/deans</li> </ol>	<ol style="list-style-type: none"> <li>1. Planning Cycle begins</li> <li>2. Executive Committee/Planning Committee planning session</li> <li>3. Technology Committee Meets</li> </ol>	
July	<ol style="list-style-type: none"> <li>1. Analysis of Retention Data (graduation cohort rates) distributed</li> <li>2. Licensure examination results summarized for year</li> <li>3. Grade distribution for Spring Distributed</li> </ol>	<ol style="list-style-type: none"> <li>1. Budgets distributed to unit heads</li> <li>2. Executive Committee/Planning Committee planning session</li> </ol>	
August	<ol style="list-style-type: none"> <li>1. Analysis of Summer Resign/withdrawing survey distributed</li> <li>2. Summer Course Evaluation Reports Sent VP, Deans, Faculty</li> <li>3. Class/section size analysis distributed</li> <li>4. Focus Groups of new students to review student services</li> <li>5. Paid Counts, Students with Balances, other Financial Analysis</li> </ol>	<ol style="list-style-type: none"> <li>1. Executive Committee/Planning Committee planning session</li> <li>2. Prior year plan reviewed. Assessment of progress toward goals and objectives.</li> <li>3. Prior year survey, enrollment, retention and other data reviewed</li> <li>4. Technology Committee meets reviews technology needs priorities</li> <li>5. President State of the College Address</li> </ol>	
September	<ol style="list-style-type: none"> <li>1. Analysis of Retention Data</li> <li>2. ACT ESS Entering Student Survey</li> <li>3. Financial aid recipient analysis</li> <li>4. 12<sup>th</sup> Class Day Report Distributed</li> <li>5. Summer Academic Status Report Distributed</li> <li>6. Faculty , part and full load analysis</li> <li>7. Fall classroom/lab utilization study conducted</li> </ol>		
October	<ol style="list-style-type: none"> <li>1. Program Selection reports</li> <li>2. Grade distribution for Summer Distributed</li> <li>3. IPEDS Completers reports filed</li> <li>4. Noel-Levitz Student</li> </ol>	<ol style="list-style-type: none"> <li>1. Institutional Profile/Fact book updated on Web</li> <li>2. Technology Committee Meets</li> </ol>	

	Satisfaction Survey Administered (Alternate years) 5. SACS Financial Profile filed 6. IPEDS and CUPA-HR Salary Surveys Filed		
November	1. Course Evaluations 2. Web-based satisfaction survey for Internet-enhanced courses and services 3. ESS College Outcomes Survey 4. ESS Student Opinion Survey 5. Begin Association of Schools of Health Science Consortium Survey		<b>Institutional Profile/Fact book published</b>
<b>December</b>	<b>1. Noel-Levitz Satisfaction Survey Data distributed</b>	<b>1. Strategic/master plan reviewed</b> <b>2. Institutional Profile/Fact book updated on Web</b>	