



AP 3250 INSTITUTIONAL PLANNING

References:

Title 5 Sections 51008, 51010, 51027, 53003, 54220, 55080, 55190, 55510, and 56270 et seq.;

ACCJC Accreditation Standards I.B.9, III.B.4, III.C.2, III.D.2, IV.B.3, and IV.D.5
(formerly I.B)

The District's Mission and Core Principles, developed and refined through broad-based consultation with each of the institution's governance bodies (Academic Senate, Classified Governance Council, Advancing Leadership Committee, Associated Student Government, and the College Planning Council), inform all aspects of the planning process, including the institution's four major planning documents:

1. **The Educational Master Plan (EMP):** The District's Educational Master Plan (EMP) enacts its Mission and Core Principles by placing those statements of values and purpose at the forefront of the institution's planning efforts. Specifically, the EMP creates the context and structure through which the District identifies and pursues the strategic directions and goals which advance its mission and which ultimately support teaching, learning, and student success and goal attainment. The EMP integrates all planning processes at the District, guides decision making, and outlines a comprehensive, long-term strategy for the District.
2. **The Facilities Master Plan (FMP):** The FMP guides the District's future facilities modernization needs based on the goals established by the Educational Master Plan. The FMP addresses needs for high quality instructional, student support and work spaces, sustainable development and operations, and support of a campus environment conducive to learning.
3. **District Technology Plan (DTP):** The DTP documents processes for adopting new technology, as well as for optimally maintaining existing technology. Plans for integrating new technology take into account the impact on human, financial, and physical resources, including training needs for faculty and staff.
4. **Distance Education Plan (DEP):** The DEP focuses on teaching practices, professional development, and student success as it relates to the delivery of online instruction as one teaching modality. It links with the Educational Master Plan and the District Technology Plan to establish the role of online instruction within the District's overall course offerings.

All four of these plans require regular, consistent forms of evaluation, including but not limited to those in the State Chancellor's Office Student Success Scorecard, the District's Institutional Effectiveness Report, accreditation requirements, and other state



and federal legally mandated requirements. These plans serve as the focal point for broad-based, deep evaluation of all of the District's planning processes. The plans are reviewed and updated on an annual basis through the District's consultation process making each responsive to the institution's changing needs and circumstances.

The College Planning Council (CPC), chaired by the Superintendent/President with representation from administration, management, faculty, staff, and students, serves as the primary forum for this consultation process. These representatives communicate with and gather input from their respective constituent groups.

Program review is central to the institution's annual planning process. At the same time, program review allows departments, programs, and areas of the District to contribute new ideas to the four major planning documents in the institution's integrated planning model through input from the Program Evaluation Committee (PEC). This committee, with District-wide representation, analyzes and reports on all program reviews, identifies trends and accomplishments, and provides a mechanism for synthesizing the program review outcomes. Program review allows each department, program, and unit to define its mission, describe how it contributes to the mission of the District, identify particular goals it wants to achieve (largely but not exclusively tied to the Strategic Goals and Strategic Directions in the Educational Master Plan), outline the strategies it will use to accomplish those goals, and reflect upon progress made toward past goals.

Program review also provides an opportunity for departments, programs, and units to analyze data provided by the Office of Research, Planning and Institutional Effectiveness, that is relevant to their performance, thus linking to the ongoing cycle of assessment and improvement. The planning cycle is cyclical and iterative.

Regular evaluation and improvement at every level is a key element of the institution's integrated planning process. The primary components of the District's integrated planning process are shown in the following diagram.

INTEGRATED PLANNING

Access, Equity, and Student Success

SANTA BARBARA CITY COLLEGE



SANTA BARBARA CITY COLLEGE



Approved: April 4, 2016

(Replaces SBCC Appendix A titled College Committees)

Legal Reference Update #25: November 2014