

Planning by Design: An Integrated Planning Model



Approved by the College Council

September 5, 2017

Guide to Planning, Assessment, and Budget at College of the Siskiyous

Office of Research & Evaluation
College of the Siskiyous
800 College Avenue
Weed CA 96094

This Page Intentionally Blank

Table of Contents

Planning by Design: An Integrated Planning Model

I. A Common Vocabulary within College of the Siskiyous

- Mission and Vision
- Institutional Master Plan
- IMP Implementation Plan/Progress Report
- IMP Final Report
- Program Review
- Budget Development

II. Overview

- Figure 1: One Cohesive System
- Chart 1: College of the Siskiyous Timeline of Major Institutional Processes

III. Institutional Processes & Timelines

- Mission/Vision
- Institutional Master Plan
- Program Review
- Budget Development

IV. Appendices

1. Program Review: Academic and Institutional
2. Academic Program Review in Context
3. Budget Development Processes
4. IMP Detailed Timeline of Actions
5. Schedule of Evaluation for Major Institutional Processes
6. Links to Additional Resources

A Common Vocabulary

Vision: COS's Vision Statement outlines our ideal future. It is our dream of what we intend to be and what helps us improve to the best of our abilities.

Mission: COS's Mission Statement describes the way we will serve our community; it is the promise we make to the College's student population.

Institutional Goals: Developed as a foundation for the IMP, the Institutional Goals serve as a bridge between the College's mission and vision and the IMP. The College uses the Institutional Goals to assess its current status and anticipate future challenges in a long-term IMP.

Institutional Master Plan (IMP): The IMP is the College's official long-term (six-year) plan. The IMP serves as our California Master Plan, informs program review and budgeting and unifies every College employee around the top priority of student learning. The IMP is written with input and reviewed by all constituencies and approved through the College's governance system. The Planning Committee is the group responsible for creating and updating the IMP.

IMP Yearly Implementation Plans/Progress Reports: Each outcome of the IMP has an identified point person who is responsible for coordinating the implementation of the outcome including taking action to address the outcome and assessing the results.

- The point person, with input from those working on the outcome, provides the Planning Committee with an Implementation Plan each fall and a Progress Report based on that plan the following fall.
- Yearly Implementation Plans and Progress Reports are the annual tools used to keep the IMP on track and moving forward.
- The Implementation Plan outlines the strategies and activities that will be used and identifies where the evidence will be found to address the measurable objective(s) for the outcome.
- The Progress Report is a report of the yearly results. It is completed in the fall to allow for analysis and assessment of the results from the previous year.

IMP Final Report: At the end of a planning cycle, each IMP outcome is assessed based on the measurable objectives set forth in the plan. This assessment allows the College to reflect on its accomplishments, review progress toward the mission and vision, and evaluate next steps based on what was learned during the previous six years.

Program Review: Program review is the process by which the College assesses its actions. It is used as a tool to assess program alignment with the College's mission/vision and the effectiveness of the work that is done around student learning, student support, and institutional effectiveness. While program review is necessarily different for academic and non-academic areas, the basic principles of assessment are the same. As part of their program review process, faculty engage in the assessment of student learning outcomes.

Budget Development: The Budget Development Committee coordinates development of the annual budget with input from all employees. Beginning in February of each year, the Committee reviews inputs from program review, Implementation Plans, administrative offices (Human Resources, Business Services) and academic programs. For more information, see **Appendix 3**.

College of the Siskiyous

Planning by Design (PbD): An Integrated Planning Model

Overview

This handbook, named *Planning by Design (PbD)*, guides planning, assessment, and budgeting at College of the Siskiyous (COS). The handbook is written in layers of increasing detail, offering an overview, then definitions, and then descriptions of all phases and activities of planning at COS. As a result, when each employee has access to how planning works, the College has a much better capability to evaluate and to improve on our learning mission.

PbD explains how the College incorporates its mission, vision, Institutional Master Plan (IMP), program review, outcomes assessment, and budgeting processes into one cohesive system. By implementing its mission and vision through these key institutional processes, the College will continuously improve student learning.

Further, the handbook outlines how College **employees participate** in and contribute to each process.

Through this six-year model, ALL College planning is a shared, functional system unified by a common set of assumptions. COS's planning prioritizes collegial dialogue, effectiveness, and improvement, and utilizes such tools as measurement, analysis, and feedback to reach goals that have been set through college-wide processes.

The "overview" will provide a general introduction. The rest of the document and appendices will provide more specific details on college-wide processes. The PbD is updated annually by the Office of Research and Evaluation and is meant to be a document under continuous review and improvement.

The driving force for all College planning is to achieve improvements in student success. Therefore assessments focus on:

1. How well students are learning;
2. How well service areas support and enable, or improve student learning; and
3. The effectiveness of our management and governance functions in promoting student learning.

PbD emphasizes:

1. Integration of all planning efforts into one model;
2. A focus on program review/institutional effectiveness in a simple, understandable model;
3. Continuous dialogue that occurs in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

How College Employees Participate in Planning Activities

There are many different components within the planning process, so most employees will NOT be involved in every phase of planning, budgeting, and assessment. Nevertheless, every employee should become involved in at least one area of planning, budgeting, and assessment as a way to connect their day-to-day work with the larger efforts of learning and continuous improvement.

Faculty will be involved primarily in Academic Program Review, as this is where assessment and planning are most closely associated with improvement in student learning. Faculty also sit on the Budget Development Committee, College Council, Instruction Council, Planning, and Student Services Council. Faculty are collaborators and leaders in the development of the College's IMP.

Staff members are involved primarily through the Institutional Program Review, where annual focused assessments lead to continuous improvement in service and office units. Staff also serve on the Budget Development Committee, the Planning Committee, and support both development of and implementation of the IMP.

Administration, faculty, and staff collaborate, through the Accreditation Steering Committee, on all matters of the College's accreditation. This Committee collects, organizes, and submits all of the educational planning and evaluation efforts of the College.

What Makes Planning at College of the Siskiyous “One Cohesive System”?

The College's mission and vision are reviewed every six years for currency. Particular attention is given to addressing each when developing a new IMP. Figure 1 below illustrates how each activity is connected to long-term master-planning.

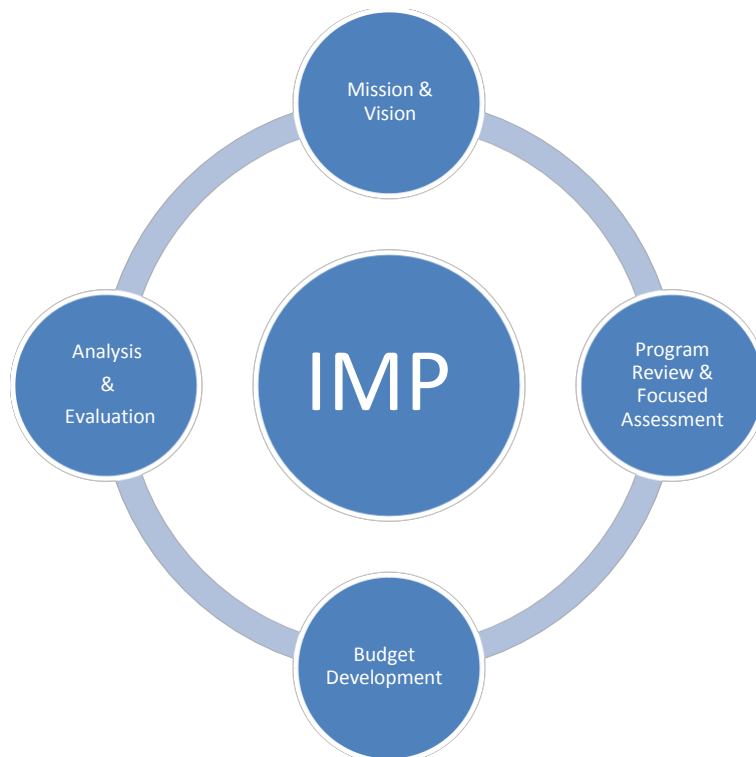


Figure 1 Planning & Improvement are ongoing activities.

Assessment, planning, budgeting and evaluation are interconnected. They often happen simultaneously, with activities within each influencing action by the others. As a result, a faculty or staff member can influence future activities by their involvement in any one of the three. For example, a member of the Planning Committee, by recommending changes to an Implementation Plan, can influence

- changes in the activities
- funding applied to future budgets
- revisions to the outcome or objectives in the next IMP
- closer inspection during program review
- attention from the Accreditation Steering Committee
- measureable improvements

The same could be said for a faculty or staff member on the Budget Development Committee, or on an area or department program review team. When everyone understands how assessment, planning, and budgeting occur at the College, each activity has stronger potential to influence improvement. When the system is at optimum performance, continuous improvement occurs in ways that can be measured, reported, and celebrated.

COS's planning cycle begins immediately after an accreditation visit, when the College Community develops and agrees to a new IMP. The IMP has within it the activities, objectives, and outcomes the College will work toward over six years. During the six-year cycle, faculty and staff undertake several assessment projects, plan and budget during each academic and fiscal year, and report out the results of those efforts. The results of program review, focused assessments, and budgeting activity all influence both the results of the current IMP as well as the data, ideas, and activities of the subsequent IMP. This is accomplished through the tracking that occurs within the Implementation Plan process.

The culmination of COS's planning is both a successful six-year accreditation cycle AND the data and results of one cycle applied to the next six-year cycle.

For a chart on the above, please see the following page.

The practices summarized above are detailed further through emphasis on:

- Definitions
- Processes and Timelines
- Visual References
- Sources for Additional Information
- Standard Forms and Templates

Chart 1: College of the Siskiyous Timeline of Major Institutional Processes

Process	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Accreditation Cycle		Follow up Report			Self-Study	Visit
Mission/ Vision and Institutional Goals			Review and Update M/V		Review and Update Institutional Goals	
Institutional Master Plan (IMP)						Year 2
Program Review	Update or Comprehensive	Update or Comprehensive	Update or Comprehensive	Update or Comprehensive	Update or Comprehensive	Update or Comprehensive
Budget Development & Revisions Process	Annual Budget Dev. Process (See Appx.5)	Annual Budget Dev. Process (See Appx.5)	Annual Budget Dev. Process (See Appx.5)	Annual Budget Dev. Process (See Appx.5)	Annual Budget Dev. Process (See Appx.5)	Annual Budget Dev. Process (See Appx.5)

See Appendix 5 for a Schedule of Evaluation Activities for these major institutional processes.

¹ Institutional Master Planning Cycles will be six years in length.

Processes and Timelines

Mission/Vision

The College reviews the mission and vision statements every third and fourth year in the six-year Master Planning cycle.

The current college Mission Statement is:

College of the Siskiyous promotes learning and provides academic excellence for the students of Siskiyou County, the State of California, the nation and the world. COS provides accessible, flexible, affordable, and innovative education leading to associate degrees, certificates, college transfer, career and technical education, workforce training, and basic skills preparation.

Timeline and Process for Reviewing the Mission (semesters and years are shown as examples of a complete cycle)

Fall

- College Council forms the Mission/Vision Statement Review Task Force.
- Mission/Vision Statement Task Force develops a review process to ensure college-wide feedback.
- Task Force submits the process plan to College Council for feedback and referral if needed.
- Task Force modifies the review process as appropriate.
- Task Force conducts the review so that input from the College Community is solicited regarding potential modifications to the College mission.

December

Mission/Vision Review Task Force submits draft to College Council. College Council may refer the draft to constituent groups or select any committees for further review to ensure college-wide review of any proposed revision.

Spring

College Council accepts the task force review process, makes any final revisions, and approves it for implementation in spring. The College implements the Mission Review Process as approved by College Council. College Council recommends the revised or reviewed mission to the Superintendent/President by June. The Superintendent/President submits the revised mission statement to the Board of Trustees for approval. Following this approval, the revised mission statement is shared on Orientation Day and circulated college-wide for use in all publications.

Institutional Master Plan (IMP)

The IMP projects the future of the College, and makes general recommendations that address current and foreseeable challenges. Above all, the Plan clearly identifies goals, outcomes, and measurable objectives that the College will work toward to achieve its mission.

The Plan's analysis of internal and external data and the resulting recommendations provide a common foundation for the dialogue about the College's effectiveness in fulfilling its mission. These recommendations serve as the basis for building the annual and unit plans and IMP updates in the years that follow a new IMP. As a result, a direction is established for the College under changing conditions and for the long-term stable development of programs and

services.

A normal cycle for the IMP is six years with one year for developing the Plan and five years for implementation. The current IMP will span 2015 to 2020. The College recognizes this first plan under a new process will be shortened, focusing on goals, processes, and building an integrated system. The shortened plan will allow the College to align its IMP with other key institutional processes. Revisions to the IMP occur through the annual update, major revisions may be warranted in any cycle if there is a significant change of internal or external conditions.

See **Appendix 4** for the IMP Detailed Timeline of Actions.

Timeline for Developing the Institutional Master Plan

Development of an IMP at COS is a year-long process that occurs once every six years. It includes a review of Institutional Goals based on the current mission and vision, an assessment of the current environment, and the needs around student learning. The process is inclusive and provides opportunities for the College Community to provide input and feedback into the development of the Plan. The focus of the IMP is on mid- to-long-range goals and outcomes that will move the College toward its vision. Outcomes are the primary driver of the IMP and each intended outcome will have one or more measurable objectives that can be used to assess our success.

Implementing the Institutional Master Plan – Basic Steps by Semester

Fall Semester

- Each point person submits an Implementation Plan for each of their outcomes to the Planning Committee. Copies of Plans are sent to the appropriate Cabinet Administrator.
- Planning Committee reviews Implementation Plans, considers Implementation Plans by Institutional Goal, and discusses any areas of concern and/or gaps with the appropriate point person(s) and/or Cabinet Members in order to resolve as many potential problems/areas of concern as possible.
- Planning Committee posts Yearly Implementation Plans for the departments and areas to use in developing Budget Requests.
- Cabinet Members check in with each point person in their area regarding progress to date on IMP **outcomes**.

Spring Semester

- Planning Committee sends out reminder regarding Progress Reports due in the fall and schedules meetings with each point person to check in on the progress of outcomes. (Additionally, final reports are written for each outcome at the end of the plan.)
- Planning Committee works with Budget Committee to offer budget priorities for the next year's budget.
- Planning Committee checks in with Cabinet Members and point persons regarding progress to date on IMP **outcomes**.

Program Review

COS operates two types of program review: Program review for instructional programs and

program review for non-instructional departments. Instructional programs include academic disciplines that offer courses leading to a degree or certificate in the discipline (such as Chemistry, History, and Nursing). Non-instructional departments include student support services that work directly with students (such as Counseling/Advising, Admissions and Records, and Learning Resources) and departments that support the work of the College but do not generally work directly with students (such as Human Resources, the Business Office, Information Technology, and Maintenance). The purpose of program review is to assess and continuously improve our work around student learning and support and to increase institutional effectiveness.

Timeline for Program Review

Program review occurs annually in both academic and non-academic areas. Each year faculty assess student learning and analyze identified data. Staff similarly develop and assess outcomes for improvement. Every third and/or sixth year in the cycle, faculty and staff do a more comprehensive review of their entire program or unit. The Comprehensive Program Review is timed to support the development of an IMP. See Chart 1.

For academic program review, faculty review and analyze data each fall and assess student learning outcomes each semester. For non-academic program review, areas review data, set outcomes, and develop assessment measures in the fall, implement their plans throughout the academic year, and report on their results the following fall.

Budget Development & Revisions Process

The budget development and revisions process identifies the steps the College takes each year to come to a budget. The budget development process includes links to both program review and planning. Program review can identify Budget Requests. The IMP is one of the key items used to help prioritize budget needs.

Timeline for Budget Development & Revisions Process

The budget development process is annual. It begins each year in September and concludes with a budget the following September. The process is spread out over the entire year to allow for a system that is informed by broad campus input including program review and the IMP. **See Appendix 3**

Appendix 1 – COS Planning by Design - Program Review

Program review is a systematic process involving the collection, analysis, and evaluation of quantitative and qualitative data about an academic program, student service or program, or an administrative area. Program review is an essential component of the College's dynamic cycle of planning, assessment, and improvement.

At COS, a program is an academic or service area that can be assessed. It may be a discipline (Math), a department (Sciences), or something with less defined borders (Arts). It is most often an academic or service unit of the College. In some cases, units, areas or programs may be combined for program review purposes; there is a need to achieve efficiency within the program review process. Disputes will be mediated through the Vice Presidents' offices, but may require governance channels where no immediate resolution is possible.

Academic Program Review

Academic program review is an important component in the teaching and learning process at COS. The purpose of academic program review is to take time to reflect on student learning and success and to evaluate the health of our academic programs. To accomplish this evaluative process, faculty:

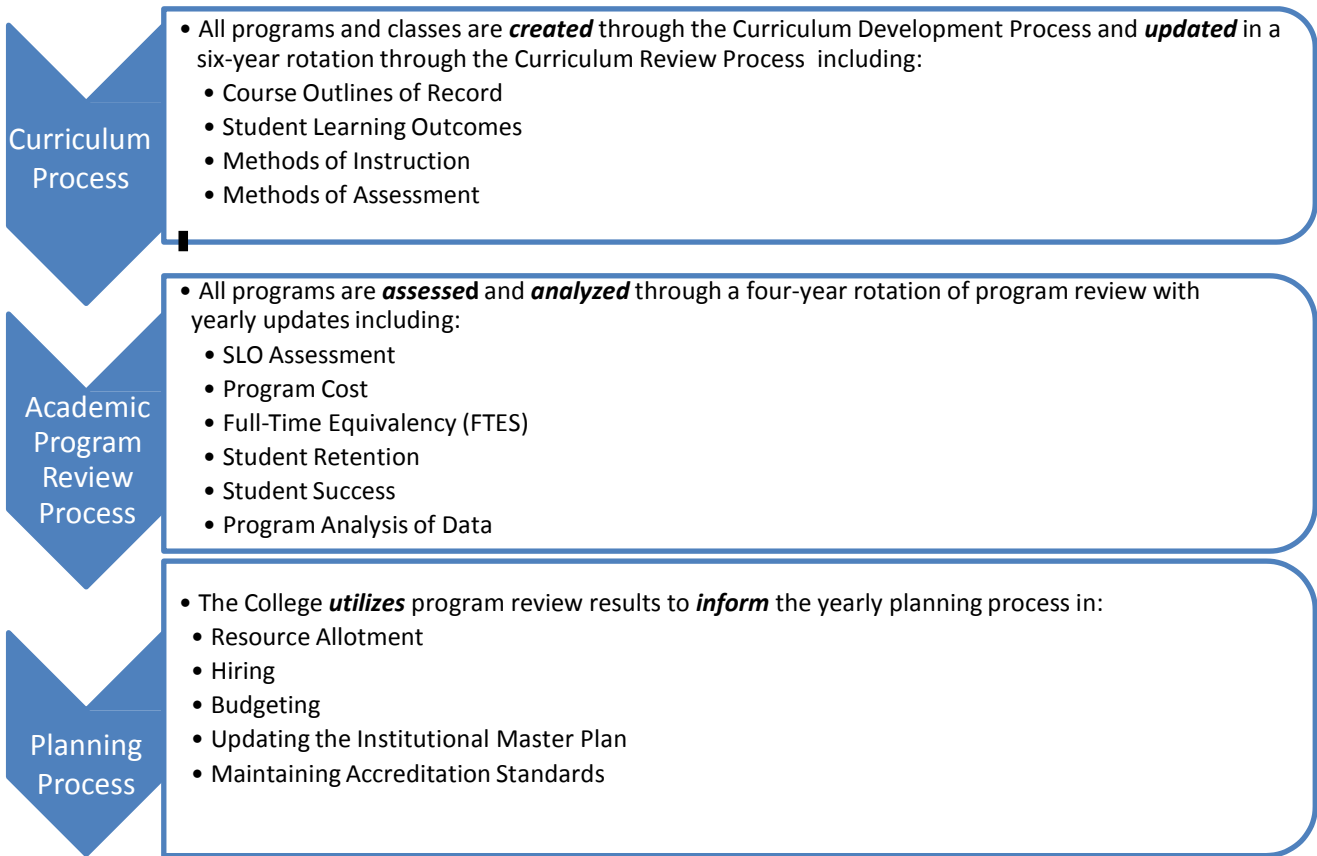
- Review and analyze data related to teaching and learning in their courses and programs.
- Engage in dialog with colleagues as they review the data
- Use assessment data and discussions to guide course and program improvements
- Report findings in writing to inform themselves, their colleagues, and rest of the College of the strengths and shortcomings of COS's programs
- Report findings in writing to provide evidence of our resource needs in the planning and budgeting cycle

Institutional (Non-Academic) Program Review

Each year administrative programs of the College engage in Focused Program Review. This process is designed to help each program assess and improve a few things they do as part of their function or to help them measure success as they work toward a new initiative. The idea behind Focused Program Review is a basic assessment model that requires setting a desired outcome, developing criteria on which to judge success, implementing activities for improvement, assessing the results and using them for further improvement. Focused Program Review allows administrative programs to adjust to changing needs, emerging technologies, best practices, and other advances.

Additionally, every three years, each administrative area engages in a more comprehensive review of the overall health and future direction of their program. This allows the program to look at a wide spectrum of data and information. A Comprehensive Program Review looks at how well the program is performing in a variety of areas and uses the results to inform future Focused Program Reviews.

Appendix 2 – COS Planning by Design - The Academic Program Review Process in Context



Appendix 3 - COS Planning by Design – Budget Development & Revision Process

Budget Committee Budget Development December 15, 2016

Program Reviews/Area Plans

Historical Budget Information to Department Heads/Managers **January 10, 2017**
(Actual expenditures from prior years)

Department Heads/Managers Develop Budget Requests
All Managers need to include their group in the discussion.

Budget Requests to VP's/President **February 6, 2017**

Review of Budget Requests with Vice President/President/Budget Manager
VP/President forwards augments to appropriate Council and Planning (if necessary)
VP sends list of augment requests to Controller and VP of Administrative Services

VP sends reviewed Budget Requests to Controller/Cabinet **March 3, 2017**

Controller compiles Augment List **March 10, 2017**

College Council reviews augment list for prioritization **March 14, 2017**

Controller compiles Tentative Budget **March 31, 2017**

<p>Review by Budget Committee Sent to Planning Committee Sent to College Council</p>	<p style="font-size: 2em;">}</p>	<p>possible joint meetings</p>	<p>April 2017</p>
---	----------------------------------	---------------------------------------	--------------------------

Recommendation to President/Cabinet **May 5, 2017**

Recommendation to Board of Trustees **June 6, 2017**

Adopted Tentative Budget **June 6, 2017**

Prioritized list kept for adjustment to Tentative Budget as a result of State budget
Adjustments to Budget Committee
Adjustments to Planning Committee
Adjustments to College Council **August 14 – August 25, 2017**

Recommendation to President for Final Budget **August 28, 2017**

Recommendation to Board of Trustees for Final Budget **September 12, 2017**

Appendix 4 – COS Planning by Design - IMP Detailed Timeline of Actions

Fall – Year 1

- Planning Day - Kick-off of IMP Planning Process
- IMP Steering Committee and area taskforces begin development of the next IMP.
- IMP Steering Committee/Taskforces seek input on draft chapters of the IMP and continues work on chapters.

Spring

- IMP Steering Committee seeks campus input on draft IMP and revises plan based on feedback from the college governing committees, college forums and the local community.
- IMP Steering Committee finishes the “draft” of the new IMP and sends it to College Council.
- College Council reviews the IMP and makes recommendation to President.
- President brings the new IMP to the Board of Trustees for consideration/adoption.

Summer

- The Planning Committee prepares a list of outcomes from IMP for implementation, works with Executive Cabinet to determine who will be responsible (point person) for each outcome and develops Year One Implementation Plan information.

Fall – Year 2

- The Planning Committee is formed to continue the work of the IMP Steering Committee.
- Planning Day IMP implementation begins
- Each point person submits a *Year One Implementation Plan* for each of their **outcomes** to the Planning Committee. Copies of plans will be sent to the appropriate Cabinet Administrator.
- Planning Committee reviews *Year One Implementation Plans*, considers Implementation Plans by Institutional Goal, and discusses any areas of concern and/or gaps with the appropriate point person(s) and/or Cabinet Members in order to resolve as many potential problems/areas of concern as possible.
- Planning Committee posts Year One Implementation Plans for the departments and areas to use in developing Budget Requests.
- Cabinet Members check in with each point person in their area regarding progress to date on IMP **outcomes**.

Spring

- Planning Committee provides Planning Update to College Council.
- Planning Committee sends out reminder regarding *Year One Progress Report* due fall and schedules meetings with each point person to check in on the progress of outcomes.
- Planning Committee works with Budget Committee to offer budget priorities for next year.
- Cabinet Members check in with each point person in their area regarding progress to date on IMP **Outcomes**.

Fall – Year 3

- Planning Day Activity
- Each point person submits the following to the Planning Committee for each **outcome** (copies go the appropriate Cabinet Administrator):
 - *IMP Year One Progress Report*
 - *IMP Year Two Implementation Plan*
- Planning Committee reviews *Year One Progress Reports and Year Two Implementation Plans*, considers them by Institutional Goal, and discusses any areas of concern and/or gaps with the appropriate point person(s) and/or Cabinet Members in order to resolve as many potential problems/areas of concern as possible.
- Planning Committee posts *Year One Progress Reports and Year Two Implementation Plans* for the departments and areas to use in developing Budget Requests.
- Cabinet Members check in with each point person in their area regarding progress to date on IMP **outcomes**.

Spring

- Planning Committee reports IMP Year One Progress to College Council.
- Planning Committee sends out reminder regarding *Year One Progress Report* due fall and schedules meetings with each point person to check in on the progress of outcomes.
- Planning Committee works with Budget Committee to offer budget priorities for year 4.
- Cabinet Members check in with each point person in their area regarding progress to date on IMP **outcomes**.

Fall – Year 4

- Planning Day Activity
- Each point person submits the following to the Planning Committee for each **outcome** (copies go the appropriate Cabinet Administrator):
 - *IMP Year Two Progress Report*
 - *IMP Year Three Implementation Plan*
- Planning Committee reviews *Year Two Progress Reports and Year Three Implementation Plans*, considers them by Institutional Goal, and discusses any areas of concern and/or gaps with the appropriate Cabinet Member and point person(s).

- Planning Committee posts *Year Two Progress Reports and Year Three Implementation Plans* for the departments and areas to use in developing Budget Requests.
- Cabinet Members check in with each point person in their area regarding progress to date on IMP **Outcomes**.

Spring

- Planning Committee reports IMP Year Two Progress to College Council.
- Planning Committee sends out reminder regarding *Final Report of Outcomes* due fall year 4 and schedules meetings with each point person to discuss progress/sustainability of outcomes.
- Planning Committee works with Budget Committee to offer budget priorities for year 5.
- Cabinet Members check in with each point person in their area regarding progress to date on IMP outcomes.
- Each point person wraps-up work on the existing IMP outcomes.

Fall – Year 5

- Planning Day Activity (Kick-off of planning process for next IMP)
- Each Point Person submits to Planning Committee:
 - *IMP Final Report of Outcomes*
- Planning Committee Reviews *IMP Final Report of Outcomes* and discusses any areas of concern and carry over issues with the appropriate point person(s) and/or Cabinet Members in order to assure sustainability and inform the next IMP.
- Planning Committee posts Final Planning Report for departments and areas to use in developing Budget Requests.
- Planning Committee provides Final Planning Report on existing IMP to College Council.
- President shares Final Report with Board of Trustees.

Appendix 5 – COS Planning by Design - Schedule of Evaluation for Major Institutional Processes

	2010 11	2011 12	2012 13	2013 14	2014 15	2015 16	2016 17	2017 18	2018 19	2019 20	2020 21	2021 22
Accreditation Report	Follow-Up	Follow-Up Report	Mid-Term Report		Self-Study Report	Team Visit			Mid-Term		Self-Study	Team Visit
Mission/Vision and Inst. Goals	Develop Inst. Goals			Review & Update M/V	Review & Update Inst. Goals					Review & Update M/V	Review & Update Inst. Goals	
Governance Revisions	Process Evaluation &	Implement Revised Gov. Process; Preliminary Assessment of Process	Governance Process Evaluation		Governance Process Evaluation			Governance Process Evaluation			Governance Process Evaluation	
Institutional Master Plan (IMP)	Process Evaluation & Revisions	Assess IMP Development Process; Implement IMP	Assess & Monitor Plan Progress	Assess Plan Progress	Evaluate Plan Results and Develop Next IMP	Assess IMP Development Process	Assess & Monitor Plan Progress	Assess & Monitor Plan Progress	Assess & Monitor Plan Progress	Assess & Monitor Plan Progress	Evaluate Plan Results and Develop Next IMP	Assess IMP Development Process
Academic Program Review	Process Evaluation & Revisions	Implement Revised Academic PR; Assess Process Efficacy	Assess & Use PR Results	Assess & Use PR Results; Conduct Comprehensive PR;	Assess & Use PR Results; Evaluate PR Process	Assess & Use PR Results	Assess & Use PR Results	Assess & Use PR Results	Assess & Use PR Results	Assess & Use PR Results; Conduct Comprehensive PR;	Assess & Use PR Results; Evaluate PR Process	Assess & Use PR Results
Non Academic Program Review	Process Evaluation & Revisions	Implement Non-Academic PR; Assess Implementation Process	Assess & Use PR Results	Assess & Use PR Results; Conduct Comprehensive PR;	Assess & Use PR Results; Evaluate PR Process	Assess & Use PR Results	Assess & Use PR Results	Assess & Use PR Results	Assess & Use PR Results	Assess & Use PR Results; Conduct Comprehensive PR;	Assess & Use PR Results; Evaluate PR Process	Assess & Use PR Results
Budget Process Revisions	Process Evaluation &	Implement Process	Implement Revised Process		Budget Process Evaluation			Budget Process Evaluation			Budget Process Evaluation	

Appendix 6 – COS Planning by Design - Links to Additional Resources

Planning Information:

Link	Purpose/Use
COS Planning Web Site	Main web page about planning at COS
Planning by Design Document	Guidebook on the Integrated System of Planning, Budgeting, and Program Review at COS
IMP Implementation Plan Form	An implementation form is completed for each active outcome in the IMP. The point person for each outcome “owns” the form and should be contacted with updates.
Instructions for the IMP Implementation Plan Form	How to complete an Implementation Plan.
IMP Implementation Plan Adjustment Form	Form completed by an IMP point person if significant modifications are required to an IMP outcome.

Integrated Budget Process Information:

Link	Purpose/Use
Budget Development Process (Appendix 3)	Steps for the development of the budget. NOTE: Document includes details on where/how planning and program review integrate with the budget process.

Program Review

Link	Purpose/Use
Academic Program Review Template	Program review form for faculty
Instructions for Academic Program Review Template	Information on how to complete academic program review
Institutional (Non-Academic) Focused Program Review Template	Program review form for non-academic areas (staff & administrators)
Instructions for Institutional (Non-Academic) Focused Program Review Template	Information on how to complete the Institutional Focused Program Review Template