

**Columbia State Community College**

**Planning and Evaluation Manual**

**Revised December 6, 2006**

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## **Introduction**

Columbia State Community College is a comprehensive, public community college serving nine-counties in southern middle Tennessee. It is one of thirteen two-year colleges in the State College and University System governed by the Tennessee Board of Regents (TBR). As part of the TBR system, the college is also subject to policies and procedures established by the Tennessee Higher Education Commission (THEC).

This manual describes Columbia State's planning and evaluation processes. These processes help the college demonstrate that it effectively accomplishes its mission; assess progress toward strategic goals; improve programs and services; and make informed budgetary decisions.

The manual includes sections on planning responsibilities, planning and evaluation foundations, planning history and philosophy, strategic planning, annual planning, departmental planning and institutional effectiveness.

## Planning Responsibilities

Planning is a participatory process that requires the involvement of all college constituencies. Participants include the president, vice-presidents, Planning Council, department heads, faculty, staff, students, and community stakeholders.

The **president and vice-presidents** provide central leadership for the planning process. The president has approval authority for plans and reports submitted by the Planning Council. The vice-presidents are responsible for implementing approved plans and monitoring progress and activities within their respective divisions.

The **Planning Council** reports to the president. The council coordinates the development of the college vision, core values and mission statements; recommends the five-year strategic plan and annual action plan to the president; and reviews the annual institutional effectiveness report. The Planning Council is a representative body with the following membership:

- Academic Services Representative
- Assistant to the President for Minority Affairs
- Business Manager (ex officio)
- Dean, Williamson County Center and Extended Services
- Director, Institutional Research (ex officio)
- Division Chair Representative
- Faculty Representative
- Faculty Senate President
- Finance and Administrative Services Representative
- Planning and Development Representative
- Professional Staff Representative
- Student Government Association President
- Student Services and Enrollment Management Representative
- Support Staff Representative
- Vice-President for Academic Services
- Vice-President for Finance and Administrative Services
- Vice-President for Planning and Development (chair)
- Vice-President for Student Services and Enrollment Management

**Department heads** develop department purpose statements, plans and evaluations. As part of the budget process, department heads and vice-presidents are responsible for identifying and requesting funding levels needed to achieve action items identified in the annual plans.

**Faculty, staff, students, and community stakeholders** have the opportunity to participate in the planning process through college and community forums, communication with Planning Council members, and attendance at Planning Council meetings.

## **Planning and Evaluation Foundations**

Columbia State's core values statement, vision statement and mission statement provide the foundation for the college's planning and evaluation processes. Of these, the mission statement is the "institution's principal reference for all its activities and undertakings, present and future" (Tennessee Board of Regents, Planning Guidance, 2004). It states the institution's purpose and provides a frame of reference for the relevance of both institutional and departmental goals.

### **Core Values Statement**

At Columbia State Community College, we place high value on...

- ...accessible college programs and facilities
- ...student academic achievement and personal development
- ...individual relationships with students
- ...commitment to community service and leadership
- ...excellence in instruction
- ...continuing professional development
- ...lifelong learning
- ...recognition of outstanding achievement
- ...effective communication
- ...cooperative working relationships
- ...a strong work ethic and personal accountability
- ...diversity

### **Vision Statement**

Columbia State Community College builds pathways to success for individuals and communities in a changing economic and social environment.

### **Mission Statement**

Columbia State Community College, a Tennessee Board of Regents institution in southern middle Tennessee, is dedicated to providing access to collegiate education, promoting lifelong learning and supporting community development.

In fulfilling its mission, Columbia State provides academic, student and administrative services to promote achievement of educational, professional and personal goals. The college works with other institutions to develop and implement articulation agreements that facilitate student transfer. The college supports workforce development by delivering education and training responsive to business and industry needs.

Columbia State provides general transfer and career degrees, technical certificates, developmental studies and continuing education opportunities at locations throughout the college's service area and online. The college promotes academic excellence with emphasis on student learning that builds knowledge, develops skills and broadens

perspectives. In addition, Columbia State initiates partnerships in support of economic and community development and contributes to intellectual, cultural, physical and social advancement in its service area.

Columbia State recognizes the merits of employees and supports their professional development activities. The college encourages mutual respect in interactions among employees, students and communities it serves, provides services in safe and secure environments, and is committed to maintaining a climate that promotes diversity and access without regard to race, gender, religion, national origin, age, disability, or veteran status.

## **Planning History and Philosophy**

The college has a long history of planning, due in part to TBR requiring each college to develop five-year strategic plans. Columbia State's first five year planning cycle was initiated in 1985. During the late 1980s and early 1990s, institutional plans consisted of five goals and related unit objectives that were assigned to each department. During the mid to late 1990s, strategic plans consisted of five-year goals and annual individual employee action plans.

During 1999-2000, the TBR and THEC staff worked together to align planning processes so that all public higher education institutions would be on the same five-year planning cycle. Columbia State Policy 07-02:00, updated in July, 2001, establishes institutional responsibilities and procedures for planning and evaluation. According to the policy, the college's Planning Council coordinates long-range strategic planning and annual operational planning. This planning process, initiated in 1998, moved the focus for achieving five-year goals from individual employee actions to college and department level plans. The Planning Council refined the planning process during the 2000-2005 planning cycle and continues to make minor modifications.

The current process calls for the Planning Council to develop a vision statement, core values statement, mission statement, five-year strategic plan and annual action plans. The vision, core values and mission statements provide guidance and parameters for college planning. The strategic plan consists of goals, measurable objectives, and annual outcomes. The action plan consists of specific action items that, when implemented, lead to the achievement of the stated objectives. The vice-presidents are responsible for implementing actions listed in the plan. Individual departments and vice-presidents are responsible for requesting additional funding in their annual budget requests if needed to achieve action items. College departments are responsible for developing department level plans that address department level functions and the college's strategic goals.

Four basic principles guide Columbia State planning:

- Plans must be participatory;
- Plans must be flexible;
- Plans must focus on results; and
- Plans must allow for a comparison of results with what was intended.

Planning occurs at two levels: long-term strategic planning and annual operational planning. Institutional effectiveness can be achieved only if planning at both levels is fully informed by a continuous, comprehensive evaluation process. Therefore, careful consideration of the appropriate evaluation results is included at every step of the planning process.

## Strategic Planning

TBR and THEC dictate the timeframe and general procedures for strategic planning. Historically, strategic planning has been on a five-year cycle, but the specific calendar and procedures have varied, depending on TBR and THEC parameters. Columbia State developed its 2005-2010 plan during the 2004-2005 year.

During the strategic planning process, the college's Planning Council focuses on defining the mission and identifying appropriate responses to future challenges and opportunities. In developing the strategic plan, the council:

- Reviews TBR strategic planning information and guidelines;
- Identifies and involves college and community stakeholders in the planning process through forums, discussions and surveys;
- Researches and defines planning assumptions that describe the college's operating environment for the next five years;
- Reviews internal and external factors expected to impact the college;
- Reviews and possibly revises the college's vision, core values and mission statements;
- Reviews the effectiveness of the college's existing programs and services;
- Considers alternative scenarios for the college's future;
- Develops and ranks general college priorities;
- Develops strategic goals, objectives and annual benchmarks; and
- Identifies THEC performance funding goals for possible inclusion in the plan.

The college conducts the strategic planning process in accordance with schedules and deadlines provided by TBR.

Columbia State's 2005-2010 Strategic Plan is located in the Planning Manual appendix.

## **Annual Planning**

Columbia State develops an annual action plan that coincides with the state fiscal year, beginning July 1 and extending through June 30. The annual action plan is based on the premise that routine college operations will consume the majority of resources and resources available for new actions will be limited. Annual action plans must realistically reflect the institution's mission, strategic goals, and capacity.

Each year, the Planning Council reviews and reaffirms the college mission statement; discusses evaluation results from the previous year; reviews the strategic plan, context and issues; selects actions that address strategic goals and objectives; and submits the results of this process to the president and vice-presidents for inclusion in budgeting decisions.

### **Review and Reaffirm Mission**

The Planning Council's first task is to review the college mission statement and reaffirm that it is still appropriate. If the council believes that the mission is no longer appropriate, it will recommend that the president appoint an *ad hoc* committee to review the statement and make revisions. Any revisions to the existing mission statement must be submitted to TBR for final approval. A more in-depth review is conducted every five years as part of the strategic planning process.

### **Discuss Evaluation Results**

The vice-presidents and president use department evaluations to determine whether specific actions identified in the previous year's plan were implemented and assess whether the college successfully addressed strategic goals, objectives and benchmarks. These assessments are compiled into an annual institutional effectiveness report that summarizes the results of the college's efforts to achieve its strategic goals and mission during the past year.

### **Review the Strategic Plan, Context and Issues**

The Planning Council next reviews the strategic plan's goals, objectives and benchmarks. In reviewing the strategic plan, the Planning Council considers the current planning context, reviews previous year progress toward strategic goals, and identifies key issues that the college will be facing in the upcoming year. To assist in this effort, the president makes an annual presentation to the Planning Council that summarizes the broad issues and concerns that may affect the college's future. In addition, the vice-presidents present information on issues and concerns identified in the previous year's evaluations that should be addressed in the current year's planning.

### **Select Actions**

The Planning Council then determines whether the current strategic plan's goals, objectives and benchmarks should remain in place for the upcoming year. The Planning Council submits modifications and additions to the president for approval. Revisions to the strategic plan must also be submitted to TBR for approval. The Planning Council next identifies specific actions that college divisions and departments should take to address strategic goals, objectives and benchmarks. Once approved by the president,

these actions designate where the college should concentrate financial and human resources during the next year.

### **Submit to President and Vice-Presidents**

The Planning Council submits the annual action plan to the president and vice-presidents for inclusion in the budgeting process. The vice-presidents are responsible for charging departments in their areas with implementing specific actions in the plan and addressing related benchmarks. This moves the planning process to the departmental level where departments identify their specific actions and needed resources.

### **Annual Planning Calendar**

The chair of the Planning Council develops an annual planning calendar each year. The following schedule approximates the calendar for the annual planning process. This annual process differs from the process that occurs every five years when the college is developing its strategic plan.

#### **June**

- Departments begin preparing department evaluations

#### **July**

- Planning Council chair submits strategic plan progress report to president for approval
- Planning Council chair submits approved progress report to TBR
- Departments submit evaluations to vice-presidents and president for approval
- Vice-presidents and president submit evaluations to Planning Council chair

#### **August**

- Planning council chair submits draft institutional effectiveness report to vice-presidents and president for review
- President approves institutional effectiveness report

#### **September**

- Planning Council reviews and approves mission statement
- Planning Council reviews strategic plan progress report and institutional effectiveness report

#### **October**

- President delivers message to Planning Council on issues and concerns affecting college's future
- Vice-presidents make presentations to Planning Council on issues and concerns identified in department evaluations and institutional effectiveness report

**November**

- Planning Council reviews planning context and identifies strategic priorities for upcoming year
- Planning Council identifies and approves actions for upcoming year

**December**

- Planning Council submits annual action plan for upcoming year to president for approval

**January**

- President presents annual action plan to college personnel for use in annual planning and budgeting

## **Departmental Planning**

There are two levels of departmental planning. One level addresses the department's role at the college. At this level, the department develops a purpose statement and identifies core functions, outcomes and performance standards. This plan is the departmental version of the institutional mission statement in that provides the principal reference for all departmental activities.

A second level of departmental planning is linked to the college's annual planning. At this level, departments use evaluation results to identify specific actions and justify funding requests for the upcoming year.

Departmental planning is an iterative and ongoing process as departments use evaluation results to periodically modify structures and functions to better fulfill the college mission and achieve strategic goals. The annual process of evaluating department performance requires directors and planning staff to continuously clarify outcomes, reassess standards, improve performance indicators and adopt better evaluation tools.

### **Department Purpose Statements, Functions and Outcomes**

The Planning Manual appendix includes two planning and evaluation forms. One form is used to identify a department's purpose statement, functions, and standards. A second form is used to evaluate department performance. Both forms are subject to ongoing review and improvement.

## **Institutional Effectiveness**

The effectiveness of an institution is indicated by how well it does what it says it will do. Columbia State uses a variety of tools to evaluate its effectiveness. Tools include an annual institutional effectiveness evaluation, annual department evaluations, academic program reviews, student evaluations, other performance indicators, and personnel evaluations. These tools provide useful information that helps the college compare results with intended standards and continually work toward improvement.

### **Annual Evaluation of Institutional Effectiveness**

This annual evaluation addresses the overall effectiveness of the college in achieving its mission and strategic goals. As part of the annual planning process, the Planning Council chair works with the president and vice-presidents to develop an institutional effectiveness report that incorporates department evaluations and various institutional assessments into a report that summarizes progress toward strategic goals and identifies problem areas. In that this is one of the first steps of the planning year, the report lays the basis for establishing next year's actions.

### **Department Evaluations**

Each department annually compares its actual results with standards that were set during its planning process. These results document annual performance, establish five-year trends, and identify significant problems that might require additional review or action. The evaluation focuses on performance indicators appropriate for each department, such as the number of clients served, services performed, or student satisfaction level. The department evaluation is flexible enough to allow departments to conduct in-depth investigations into operations and issues when needed. These more in-depth investigations include a review of department policies and procedures, compliance with SACS and other accrediting/governing agency requirements, and department-specific concerns.

### **Academic Program Review**

Columbia State reviews academic programs to assure quality, make improvements, and align resources. The process includes both annual and five-year reviews.

The annual (Level I) review identifies program trends, provides information for local and state level reviews, and identifies problems requiring adjustments or additional investigation. The review includes an assessment of enrollment trends, student performance, program support and past evaluations. It addresses whether the program meets acceptable levels of performance.

Level II reviews emphasize program improvement and result in recommendations from program faculty and an outside peer review team. A program has a level II review every five years or when required by the results of a level I review. The review addresses issues central to program quality and the teaching/learning process. It examines the program's relation to the college's mission, core values, enrollment trends, student performance, and student satisfaction. Level II reviews seek to improve a program by analyzing the curriculum, instruction, faculty development, student advisement, external relationships, adequacy of resources and progress in responding to previous evaluations.

**Student Evaluations**

All students seeking academic credit must meet mandatory assessment and placement requirements. Columbia State uses three measures to determine initial placement in mathematics, English, and reading courses: scores on appropriate ACT or SAT sections; grades in math or English courses taken at another college; or scores on ACT, COMPASS or ASSET tests.

Assessments of student achievement occur primarily through course evaluations. Faculty members identify appropriate measures and levels of achievement for their courses based on identified student learning outcomes. Individual instructors are responsible for identifying and implementing assessment methods used to assign students' grades and establish the level of achievement necessary for students to continue in their programs.

Nursing, radiologic technology, respiratory care, veterinary technology and emergency medical technology programs have national licensure/certification exams that provide an end-of-program assessment. Some programs without national exams use locally developed end of program exams.

**Other Performance Indicators**

Columbia State routinely uses numerous other performance indicators to measure institutional and academic department effectiveness. These include student, alumni, and employer satisfaction studies; attainment of general education outcomes; retention and attrition rates; job placement; persistence to graduation; student engagement; and faculty productivity.

## **Appendix**

- A. Summary of Planning and Evaluation Processes**
- B. 2005-2010 Strategic Plan**
- C. Relationship of Departments with Mission**
- D. Department Purpose Statement, Function and Outcome Form**
- E. Department Evaluation Form**

## Appendix A

### Summary of Planning and Evaluation Processes

<b>PROCESSES</b>	<b>DOCUMENTS/PRODUCTS</b>	<b>EFFECTIVENESS INDICATORS/ACTIONS</b>
<b>IDENTIFICATION OF ASPIRATIONS/PURPOSES</b>	<b>COMMUNICATION OF ASPIRATIONS</b>	<b>STANDARDS FOR ASSESSMENT</b>
<ul style="list-style-type: none"> <li>• What does the college say it is doing?</li> <li>• Who is responsible for doing it?</li> </ul>	<ul style="list-style-type: none"> <li>• Vision</li> <li>• Core Values</li> <li>• Institutional Mission</li> <li>• Departments' Purposes</li> </ul>	<ul style="list-style-type: none"> <li>• Expected outcomes &amp; performance standards</li> <li>• Expected outcomes &amp; performance standards</li> </ul>
<b>EVALUATION</b>	<b>COMPARISON OF ACTUAL OUTCOMES TO INTENDED OUTCOMES</b>	<b>ASSESSMENT OF:</b>
<ul style="list-style-type: none"> <li>• How well is the college doing?</li> <li>• How well are the departments doing?</li> </ul>	<ul style="list-style-type: none"> <li>• Annual Evaluation of Effectiveness Report</li> <li>• Annual reviews</li> <li>• 3 to 5-year evaluations</li> </ul>	<ul style="list-style-type: none"> <li>• Institutional effectiveness</li> <li>• Department effectiveness</li> </ul>
<b>PLANNING</b>	<b>PLANS</b>	<b>USE OF RESULTS TO IMPROVE</b>
<ul style="list-style-type: none"> <li>• Strategic Plan (5-year) <ul style="list-style-type: none"> <li>Where does the college need to change?</li> <li>What does the college need to improve or emphasize/expand?</li> </ul> </li> <li>• Action (annual/operational) <ul style="list-style-type: none"> <li>What needs to be done this year?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Revised mission</li> <li>• Strategic plan with 5-year goals</li> <li>• Annual planning actions with budget</li> </ul>	<ul style="list-style-type: none"> <li>• Adjustment to changing environment</li> <li>• Adjustment to changing expectations/aspirations</li> <li>• Implement actions to achieve strategic goals and objectives</li> </ul>

**Appendix B**

**Columbia State Community College  
2005-2010 Strategic Plan  
Revised August 30, 2006**

**Columbia State Community College builds pathways to success for individuals and communities in a changing economic and social environment.**

**Leadership**

**Advance the role of higher education in helping individuals and communities succeed in a changing economic and social environment.**

1. Partner with school systems and other stakeholders to implement regional P-16 actions that advance educational attainment in southern middle Tennessee.

<b>Year 0</b>	
<b>Year 1</b>	partner with P-16 council
<b>Year 2</b>	develop P-16 project 1
<b>Year 3</b>	develop P-16 project 2
<b>Year 4</b>	develop P-16 project 3
<b>Year 5</b>	develop P-16 project 4

2. Develop partnerships with business, industry and government that increase the region’s training resources in small business development, international business, technology-based training, and related areas.

<b>Year 0</b>	
<b>Year 1</b>	develop partnership 1
<b>Year 2</b>	develop partnerships 2
<b>Year 3</b>	develop partnership 3
<b>Year 4</b>	develop partnership 4
<b>Year 5</b>	develop partnership 5

3. Increase K-12 student participation in college sponsored programs that promote educational attainment, career choices, and civic responsibility.

<b>Year 0</b>	4,500
<b>Year 1</b>	4,600
<b>Year 2</b>	4,700
<b>Year 3</b>	4,800
<b>Year 4</b>	4,900
<b>Year 5</b>	5,000

**Access**

**Help individuals and communities succeed in a changing economic and social environment by increasing access to higher education.**

1. Develop the capacity to address enrollment growth and service needs in Williamson County.

<b>Year 0</b>	1,500 student capacity
<b>Year 1</b>	1,525 student capacity
<b>Year 2</b>	1,550 student capacity
<b>Year 3</b>	1,575 student capacity
<b>Year 4</b>	1,600 student capacity
<b>Year 5</b>	1,700 student capacity

2. Increase minority enrollment (spring headcount), with an emphasis on the recruitment and retention of African-American students.

<b>Year 0</b>	296
<b>Year 1</b>	299
<b>Year 2</b>	305
<b>Year 3</b>	311
<b>Year 4</b>	317
<b>Year 5</b>	326

3. Increase the number of dual enrollment students (spring headcount).

<b>Year 0</b>	180
<b>Year 1</b>	200
<b>Year 2</b>	220
<b>Year 3</b>	240
<b>Year 4</b>	270
<b>Year 5</b>	300

4. Develop articulation agreements with Tennessee Technology Centers and transfer universities.

<b>Year 0</b>	
<b>Year 1</b>	participate in TTC articulation task force
<b>Year 2</b>	refine, finalize agreements as needed (TTC)
<b>Year 3</b>	develop additional agreements (APSU, TTU)
<b>Year 4</b>	develop additional agreements (MTSU, TTU)
<b>Year 5</b>	develop additional agreements (UM, UTK, UTM)

5. Develop initiatives that address community-specific adult and workforce development needs.

<b>Year 0</b>	
<b>Year 1</b>	develop, fund project 1
<b>Year 2</b>	develop, fund project 2
<b>Year 3</b>	develop, fund project 3
<b>Year 4</b>	develop, fund project 4
<b>Year 5</b>	develop, fund project 5

**Quality**

**Demonstrate that Columbia State provides quality programs and services that prepare students for a changing economic and social environment.**

1. Perform equal to or above the national mean for the Community College Survey of Student Engagement (CCSSE) Active and Collaborative Learning benchmark.

<b>Year 0</b>	
<b>Year 1</b>	= > national mean
<b>Year 2</b>	
<b>Year 3</b>	
<b>Year 4</b>	=>national mean
<b>Year 5</b>	

2. Maximize the number of performance funding points received for the Tennessee Higher Education Commission (THEC) Student Persistence Standard.

<b>Year 0</b>	
<b>Year 1</b>	maximize points
<b>Year 2</b>	maximize points
<b>Year 3</b>	maximize points
<b>Year 4</b>	maximize points
<b>Year 5</b>	maximize points

3. Develop a revised academic program review process based on explicit student outcomes.

<b>Year 0</b>	
<b>Year 1</b>	plan, pilot review process
<b>Year 2</b>	20% programs with outcomes
<b>Year 3</b>	40% programs with outcomes
<b>Year 4</b>	60% programs with outcomes
<b>Year 5</b>	100% programs with outcomes

4. Identify a Southern Association of Colleges and Schools (SACS) Quality Enhancement Plan focus and process.

<b>Year 0</b>	
<b>Year 1</b>	
<b>Year 2</b>	
<b>Year 3</b>	
<b>Year 4</b>	assess student learning
<b>Year 5</b>	identify QEP focus & process

5. Develop a revised department evaluation process that documents department performance, employee development and relationship to annual budgets.

<b>Year 0</b>	
<b>Year 1</b>	plan revisions to process
<b>Year 2</b>	test preliminary evaluation process
<b>Year 3</b>	implement revised process
<b>Year 4</b>	assess improvements
<b>Year 5</b>	finalize department evaluation process

**Resourcefulness****Advance entrepreneurial and technological initiatives that demonstrate Columbia State's commitment to success in a changing economic and social environment.**

1. Increase the five-year total amount of private gifts and grant funds.

<b>Year 0</b>	
<b>Year 1</b>	\$1 million cumulative
<b>Year 2</b>	\$2 million cumulative
<b>Year 3</b>	\$3 million cumulative
<b>Year 4</b>	\$4 million cumulative
<b>Year 5</b>	\$5 million cumulative

2. Implement information technology infrastructure improvements.

<b>Year 0</b>	
<b>Year 1</b>	complete ERP financial & HR modules, plan telecommunications
<b>Year 2</b>	complete ERP student services module and telecommunications
<b>Year 3</b>	complete ERP advancement module, Luminus, revise website
<b>Year 4</b>	
<b>Year 5</b>	

3. Implement planned facility and equipment improvements to support programs and services.

<b>Year 0</b>	
<b>Year 1</b>	update Facility Master Plan & prioritize improvements
<b>Year 2</b>	complete 06-07 planned improvements
<b>Year 3</b>	complete 07-08 planned improvements
<b>Year 4</b>	complete 08-09 planned improvements
<b>Year 5</b>	complete 09-10 planned improvements

4. Incorporate Kansas Cost Study information into program reviews for all academic programs.

<b>Year 0</b>	
<b>Year 1</b>	incorporate into 100% of program reviews
<b>Year 2</b>	
<b>Year 3</b>	
<b>Year 4</b>	
<b>Year 5</b>	

## Appendix C

### College Mission and Department Responsibilities

The following chart shows the link between the college mission and department responsibilities.

Departments	Mission Component Supported by Dept.											
	1	2	3	4	5	6	7	8	9	10	11	12
Academic Support	x	x	x						x	x	x	x
Admissions and Financial Aid	x	x							x	x		x
Business Services	x	x							x	x		x
Development and Alumni	x							x	x	x		x
Economic and Community Development	x	x		x	x		x	x	x	x		x
Enrollment Services	x	x							x	x		x
Executive Leadership	x	x							x	x		x
Extended Campuses	x	x			x			x	x	x	x	x
Extended Services	x	x			x		x	x	x	x		x
Facilities Management	x	x						x	x	x	x	x
Grants Management	x								x	x		x
Human Resources	x	x							x	x		x
Information Technology	x	x							x	x		x
Institutional Research	x	x							x	x		x
Instruction	x	x	x	x	x	x		x	x	x		x
Library	x	x						x	x	x		x
Marketing and Public Relations	x	x						x	x	x		x
Minority Affairs	x	x						x	x	x		x
Planning	x	x						x	x	x		x
Student Development	x	x						x	x	x		x
Student Life	x	x						x	x	x		x
University Center	x	x			x			x	x	x		x

1. Dedicated to providing access to collegiate education, promoting lifelong learning and supporting community development
2. Provides academic, student and administrative services to promote achievement of educational, professional and personal goals.
3. Works with other institutions to develop and implement articulation agreements that facilitate student transfer.
4. Supports workforce development by delivering education and training responsive to business and industry needs.
5. Provides general transfer and career degrees, academic and technical certificates, developmental studies and continuing education opportunities at locations throughout the college's service area and online.
6. Promotes academic excellence with emphasis on student learning that builds knowledge, develops skills and broadens perspectives.
7. Initiates partnerships in support of economic and community development.
8. Contributes to intellectual, cultural, physical and social advancement in its service area
9. Recognizes the merits of employees and supports their professional development activities.
10. Encourages mutual respect in interactions among employees, students, and communities
11. Provides services in safe and secure environments
12. Committed to maintaining a climate that promotes diversity and access without regard to race, gender, religion, national origin, age, disability, or veteran status.

**Appendix D**

**Columbia State Community College  
Department Purpose, Outcomes and Standards  
2005-2010**

**Department:**

**Purpose:**

**Major Functions, Outcomes and Standards**

<b>Function 1.</b>	
<b>Outcome</b>	
<b>Standard</b>	
<b>Standard</b>	
<b>Outcome</b>	
<b>Standard</b>	
<b>Standard</b>	

<b>Function 2.</b>	
<b>Outcome</b>	
<b>Standard</b>	
<b>Standard</b>	
<b>Outcome</b>	
<b>Standard</b>	
<b>Standard</b>	

<b>Function 3.</b>	
<b>Outcome</b>	
<b>Standard</b>	
<b>Standard</b>	
<b>Outcome</b>	
<b>Standard</b>	
<b>Standard</b>	

<b>Function 4.</b>	
<b>Outcome</b>	
<b>Standard</b>	
<b>Standard</b>	
<b>Outcome</b>	
<b>Standard</b>	
<b>Standard</b>	

<b>Function 5.</b>	
<b>Outcome</b>	
<b>Standard</b>	
<b>Standard</b>	
<b>Outcome</b>	
<b>Standard</b>	
<b>Standard</b>	

**Other Functions**

(other functions not considered major)

**Evaluation Notes**

(comments and issues regarding the establishment of outcomes and standards, assessment of results, etc.)

**2005-10 Strategic Plan Responsibilities**

(objectives that will be impacted by department)

**Appendix E**

**Columbia State Community College  
Department Evaluation  
2005-2010**

**Department**

**Standards** *(state actual accomplishment versus standard taken from Major Functions, Outcomes and Standards)*

	<b>Standard</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

**Comments** *(list factors causing department to greatly exceed or not meet standard)*

**Actions Addressing Strategic Plan Responsibilities** *(list specific actions)*

**Major Achievements** (*list 2-3 major achievements*)

**Resource Needs** (*list additional funding, human resource, and space needs that may be required to meet unmet standards and/or fulfill strategic plan responsibilities*)

**Planned Actions** (*list planned actions for the upcoming year to address strategic plan and/or deficiencies in addressing standards*)

**External Reports** (*list any routine reports submitted to an external agency during the past year*)