

# The Gordon College Planning Model

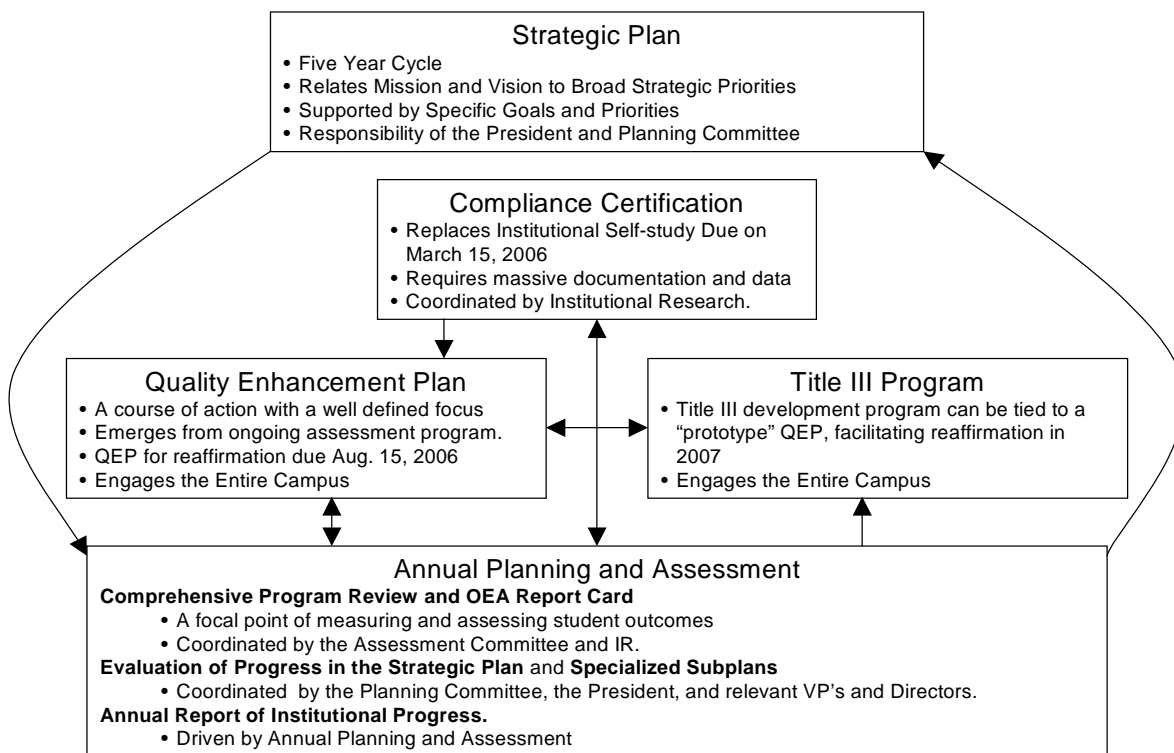
## Gordon College Office of Institutional Research

The Gordon College Planning Model, summarized by Exhibit 4, puts the various planning and effectiveness components into an integrated framework which specifies how the different pieces relate to each other, what the focus is of each, and who has responsibility for implementation and evaluation. The Planning Model specifies three different modes of activity: a **strategic planning** mode, an **annual planning** mode, and a **quality enhancement** mode.

Strategic Planning takes place every five years. A review of our mission statement, an environmental scan, a campus and community wide evaluation of our strengths and weaknesses come together to lay the foundation for the next five-year cycle of planning, implementation, and evaluation. The strategic plan in turn drives the specialized plans for various areas of the college.

Annual Planning keeps us on target toward our strategic goals. On an annual basis, each of the areas of finance, academic affairs, student affairs, technology, and facilities

## Gordon College Planning Model



evaluates the previous year's activities **and** plans for the next. At the same time, the Assessment Committee undertakes annual program evaluation and assessment. Information gathered by these annual activities feeds into the Annual Report on Institutional Progress, prepared each summer for submission to the Regents. The

Annual Report emphasizes the extent to which the previous year's activities have contributed to the realization of strategic and specialized goals.

Quality Enhancement Planning draws data from the annual planning process, focusing on specific aspects of the College's vision as set forth in the strategic plan. Motivation for quality enhancement planning as a separate activity, of course, stems partly from SACS' requirement for a Quality Enhancement Plan (QEP) tied to our next reaffirmation process. While the QEP is an integral part of reaffirmation, our planning model envisions quality enhancement planning as much more than a once-every-ten-year event. SACS itself requires a five year progress report on the QEP, and through our effort to secure a Title III Program Grant, we hope to go beyond the focus of our Quality Enhancement Plan to maximize utilization of our resources to promote quality at Gordon College.

Success of our planning process depends on widespread participation throughout campus. The following specific responsibilities are to ensure such participation.

**President**

Ensures that the planning process fosters widespread participation, engaging faculty, staff, students, and the community.

**President's Cabinet**

Prepares specialized sub-plans and evaluates their implementation and progress.

**Planning Committee**

Works with the President in strategic planning and Quality Enhancement Planning. Evaluates implementation and progress.

**Assessment Committee**

Works with faculty on evaluation and assessment tools. Designs and oversees implementation of Comprehensive Program Review.

**Office of Institutional Research**

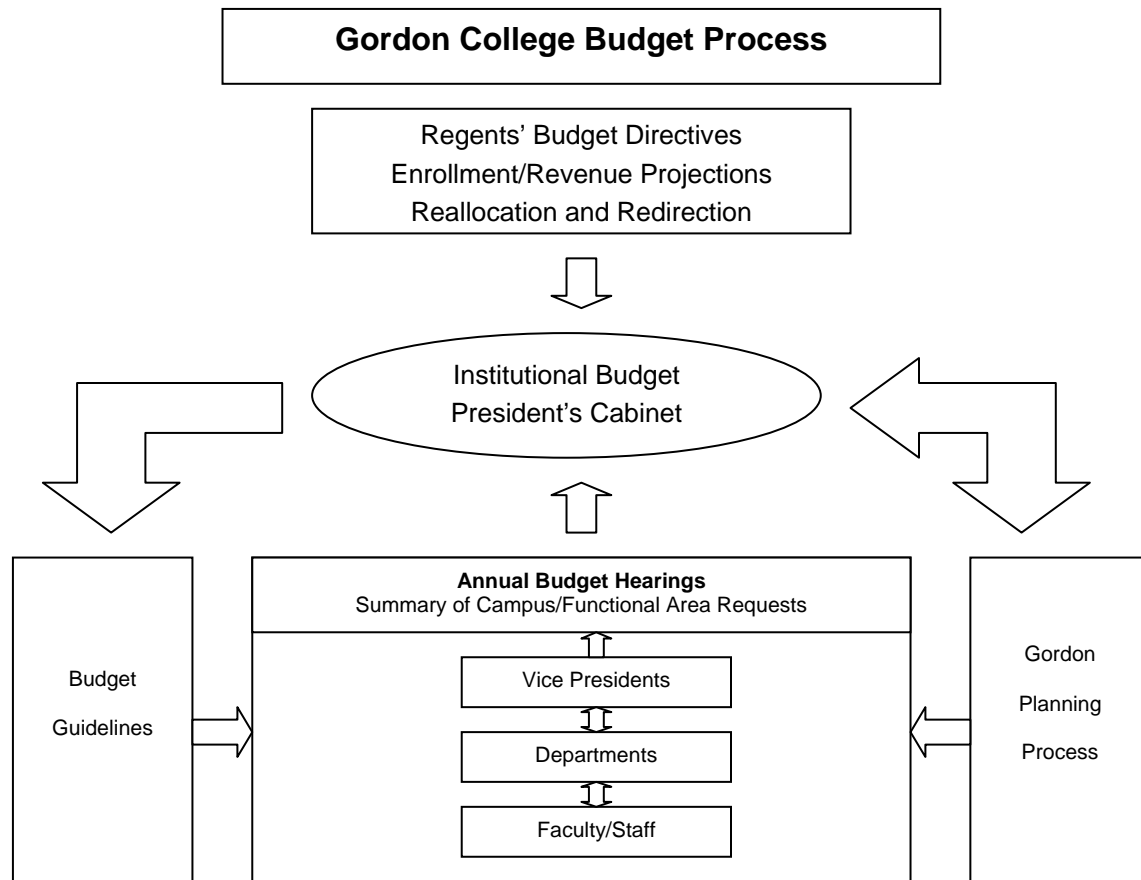
Ensures continuity of an ongoing measurement and assessment program and timely reporting of results to regents, SACS, and others. Coordinates composition of the Compliance Certificate and builds the data archives to support.

**Office of Institutional Advancement**

Coordinates the grant application process.

**Linkage between the Planning Process and the College Budget**

During Spring Semester 2003, Gordon's Business Affairs office carried out the process of updating and documenting the institutional budget process. The intent was to have an open process--inclusive, fully documented, and most importantly, linked to the planning process of the institution. The resulting budget process, illustrated by the chart below, allows more input from and balance with the departments and units and emphasizes that in all cases, the budget must be responsive to the initiatives of the institution.



Budget hearings, open and accessible to everyone, are normally scheduled during February and constitute a critical process for linking the budget to the College's strategic priorities. It is the responsibility of the Vice President or Director to include faculty and staff in the development of the budget request.

The purpose of the budget hearing is to request additional resources based on priority needs linked to the strategic priorities of the College. In conducting the budget hearings, it is assumed that presenters recognize resource constraints and monitor their requests accordingly. Although there is no formal limit on the number of requests that may be submitted, departments are encouraged to focus in terms of the highest priority. To this end, Vice Presidents and Directors are expected to propose five or fewer priorities requiring new resources in support of institutional objectives and strategic priorities. Only items of extraordinary need or opportunity relative to the College's strategic priorities will be considered for allocations of new funds. This is not an incremental budget process, and each department is expected to review current programs for potential improvements/reallocations prior to presenting a request for additional funds. Other items of request must be funded from within existing budgets through departmental reallocations. There are no limits imposed on reallocations, technology, or equipment; however, all requests should be reasonable.

Reallocations will occur at two levels, institutional and departmental. Departmental reallocations occur when current programs and/or activities are reduced, eliminated, or efficiencies are created, and the resulting resources are moved to serve higher priorities. Given the enrollment projections, it is critical that reallocations be used as a means of funding institutional strategic priorities.