

Integrated Planning and the Educational Master Plan

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Planning Integration: A Partial List of Categories

- Among plans/processes at the same institutional level (e.g., among major plans such as Educational Master Plan [EMP], Facilities Master Plan [FMP], and Technology Master Plan [TMP])
- Between plans/processes at different institutional levels (e.g., unit program reviews and improvement goals with those in divisional plans, with those in institutional plans)
- Between annual and multi-year planning cycles
- Between outcomes cycles and program review or equivalent processes
- Between strategic and/or operational planning and resource planning/allocations in all categories (financial, human, physical, technological)
- Between planning and other decision-making leading to improvements in institutional effectiveness and/or student learning (e.g., concrete program improvements or process revisions)
- Cycle completion: From data and measurement methods through assessment, analysis of results, and identification of improvements based on that analysis, to implementation of identified improvements and other decision-making, followed by measurable improvements subsequently reassessed (e.g., pedagogical or SLO changes based on SLO assessment; resource allocations traceable to departmental performance assessment results)
- Between planning processes and evaluation/improvement of those processes

Educational Master Plan

- The EMP should drive all other major plans, though not likely in every particular. To put it another way, all other major plans should be aligned with the EMP and with each other. Alignment means, at a minimum, the absence of contradiction.
- The EMP may function as the institution's strategic plan, if appropriately designed.
- Formulation of EMP goals and objectives should take into consideration not only institutional effectiveness and improving student learning overall, but also potential implications for planning facilities, technology, human resources, and both student and administrative support services.
- The EMP must include goals and objectives (or the equivalent) that are measurable, so that the college can gauge systematically both progress on and achievement of the goals.
- The EMP should be demonstrably data-driven, and geared to improvement of institutional effectiveness and student learning.
- The EMP can include unit-specific strengths, weaknesses, and planned improvements drawn from program reviews.
- The EMP should include explicit review and revision provisions.
- The EMP should be developed and coordinated by a college-wide body, with broad, effective representation and opportunities for input that include all constituency groups *and* all major Areas of the college. (In this context, the term "Area" means all operations under the supervision of a vice presidential position or equivalent.)
- See also *Essential Characteristics of Excellent Planning Processes*.