

Annual Institutional Effectiveness and Budgeting (AIEB) Process

Figure 1 below illustrates the AIEB Process similarly as depicted in the 2011-2012 IE Plan, but with additional elements to underscore planning and assessment processes executed via the Planning and Evaluation Worksheets and the Student Learning Outcomes Assessment Plans. The results of these assessments are input to the IE Committee review and/or updating of the College Goals, to the Executive Council development of the succeeding year planning prospectus, and to the deans, directors, coordinators, faculty and staff who participate in the development of succeeding year plans, budgets and assessments.

The rectangular text boxes in the top half of Figure 1 illustrate the development of annual College-wide planning and budgeting priorities, the establishment of final budget allocations, and the review of the College Mission, Goals and effectiveness processes at year-end. The Executive Council comprising the President, Vice Presidents, President's Staff, and a Faculty Council Representative establishes planning and budgeting priorities at the start of the planning cycle, based on recommendations provided by the IE Committee affirming or recommending updates to the College Mission and Goals, together with recommendations affirming or recommending changes to effectiveness processes (planning, assessment and evaluation) at the College. As the figure shows, these recommendations from the IE Committee are developed after review of assessment results reflecting the achievement of the College Mission, Goals, and outcomes at the end of the preceding year.

The rectangular text boxes at the left side of the bottom half of the figure illustrate the development and prioritizing of individual sub-division unit and division-level plans and budgets. The circular text boxes at the bottom right in the figure illustrate the development and implementation of sub-division Service Area Outcome (SAO) assessment plans included in the Planning and Evaluation Worksheets for service areas and educational program areas and the development of Student Learning Outcome (SLO) Assessment Plans for educational program areas. The assessment results are fed back to the Executive Council as input for the succeeding cycle of planning and budgeting, complementing the feedback addressing College goals from the IE Committee.

Figure 1

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