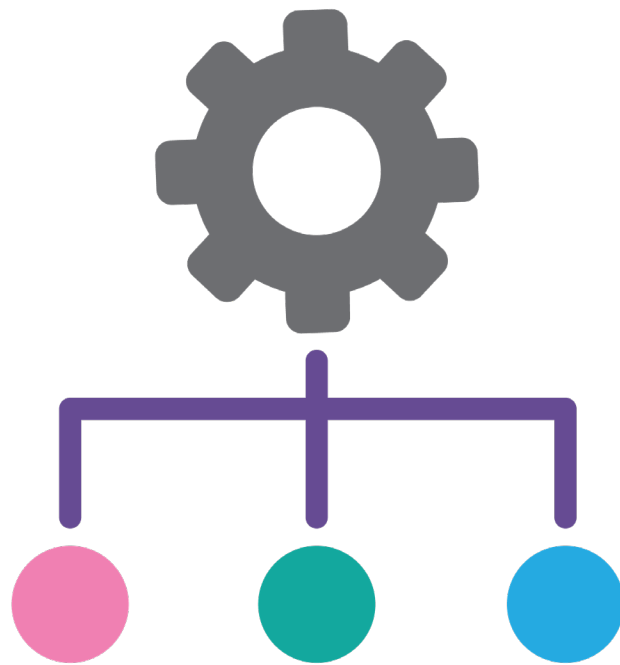# PARTICIPATORY GOVERNANCE AND INTEGRATED PLANNING MANUAL

Prepared by the Institutional Assessment Committee (IAC) and Approved by the Board of Directors

TABLE OF CONTENTS

I. MISSION

The mission of the Long Island Business Institute is to provide a culturally diverse student body with current and relevant career and technical training that leads to new employment opportunities. LIBI provides a well-rounded educational experience for the development of a broader range of skill sets required to succeed in today's complex and challenging business environment. LIBI strives to create a positive and empowering learning environment that supports the immediate efforts of our students and lays the foundation for life-long learning.

II. VISION

- The vision for LIBI is to be the pathway that connects our graduates to their professional goals.
- Reaching out to a diverse student population, LIBI will strive to provide support services that help students successfully meet their academic and professional growth goals.
- The college will integrate general education courses into a career-focused education.
- Students will receive training that is experientially based and focused on the real world, as well as industry-related training that will meet the needs of employers.
- Graduates will be ready and motivated to become assets to employers and contributing members of the community.

III. INSTITUTIONAL GOALS 2022-2025

- Engage in a continuous improvement process to support student success by increasing Student Retention and Completion Rates and improving academic performance and attainment of learning outcomes.

- Develop Institutional Effectiveness by strengthening Internal Processes, improving Resources allocation, and ensuring Financial Stability.

- Improve Academic Programs and Learning Assessment by conducting program reviews, enhancing analytical and assessment capabilities, and using assessment results to engage in a continuous improvement process.

- Enhance Education Access and Success by increasing graduation and job placement rates, establishing new partnerships, and improving current articulation agreements.

- Enrich Diversity, Equity, Inclusion, & Belonging by using analytical and assessment capabilities to identify gaps in equity, disaggregating data to better understand and serve African American students and address significant performance gaps, and providing related training to staff & faculty.

IV. INTRODUCTION

Institutional Integrated Planning is the cornerstone of decision-making processes and allocation of resources at the Long Island Business Institute. This manual provides broad guidelines for participatory governance and administrative functional heads to plan and execute institutional plans in accordance with the college mission and institutional goals. The process outlined in this document provides general guidelines for participative governance committees to participate in and contribute to short-term and long-term planning.

The Institutional Integrated Planning system is a comprehensive set of processes linked to institutional assessment and strategic goals. This cycle is a continuous process driven by the institutional mission and outlined in a periodic (every three years) master plan and annual plans (Institutional Effectiveness Plan).

The following processes and tasks define the integrated planning system, and participative governance committees and functional heads must use this document in combination with the Decision-Making and Planning document.

- Committees Responsibilities and tasks.
- Institutional Assessment Process: tasks and timeline.

- Analysis and Evaluation of Results: timeline and documentation of findings.
- Decision-making process: recommendations and strategic planning.
- Allocation of resources & Final Approval.
- Execute Strategic Plan: implementation of changes and recommendations.
- Continuous Improvement Process: collect data & evidence for the next planning cycle.

The Faculty Governance Council and the Board of Directors approved this process upon reviewing recommendations and comments from participatory governance and other constituent groups. The undersigned administrative, faculty, managerial, and participative committees of the Long Island Business Institute have agreed on the Institutional Integrated Planning System herein described.

DocuSigned by:

Dianne Orderson

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Chair of the Faculty Governance Council

DocuSigned by:

Stacey Johnson

8B862B3300A1470...

Provost

College President

DocuSigned by:

5DA548EA21664A4...

Board Chair - Boards of Directors

DOO & RAC Interim Chair

Resources Advisory Committee (RAC)

DocuSigned by:

181715685BA9484...

CFO

V. INTEGRATED PLANNING

LIBI's Mission is at the center of all college planning. It guides what we do at all levels of the institution. The Education Master Plan is the main institutional plan that ensures faithful fulfillment of the college Mission. The provost and the Institutional Assessment Committee (IAC) share the responsibility for developing the Education Master Plan every three years. The

Faculty Governance Council (FGC) has the responsibility of approving the Education Master Plan before it is presented to the president and to the Board of Directors for discussion and approval.
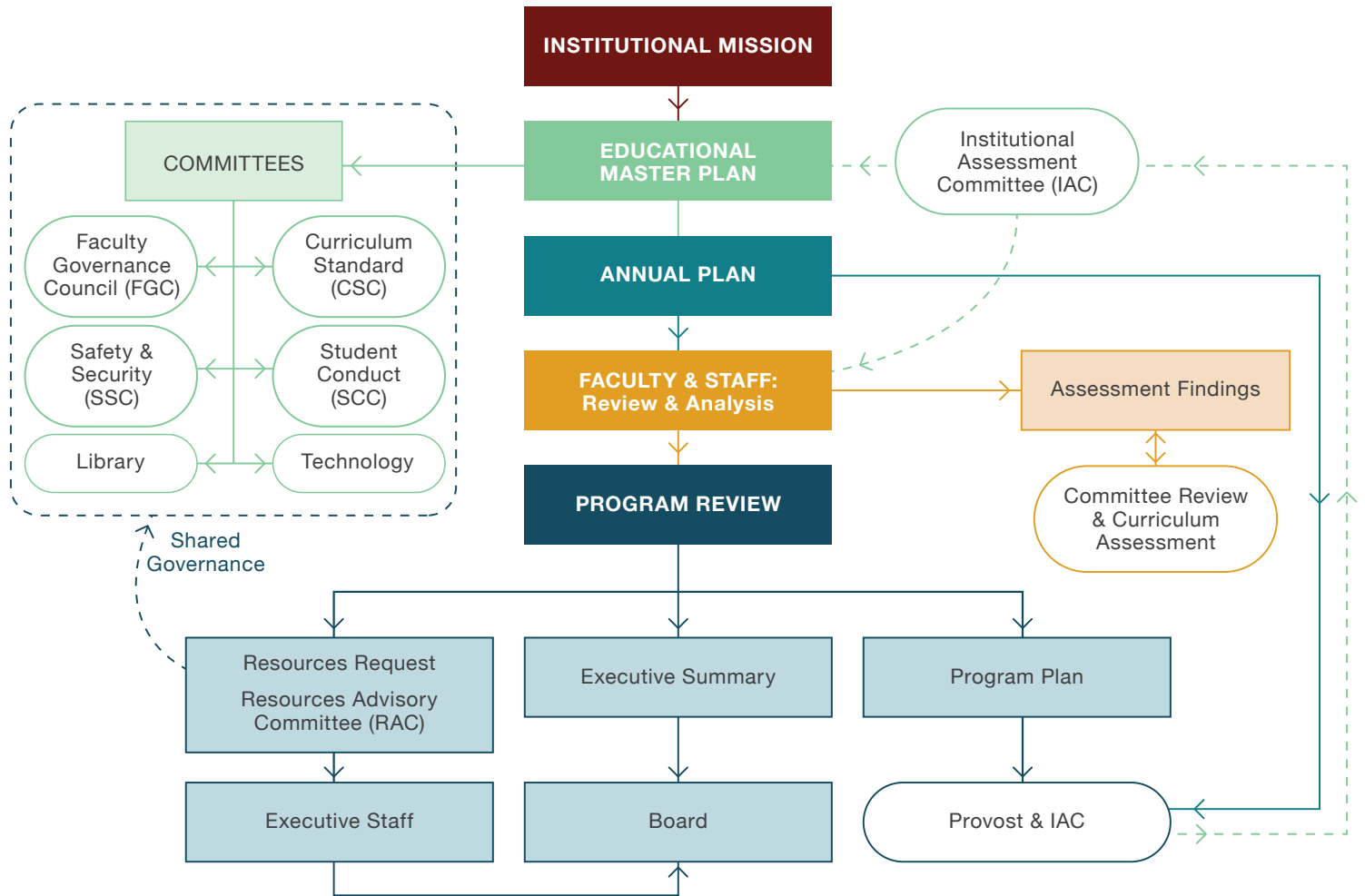
Once approved the Education Master Plan is used by the committees within the shared governance framework to inform their work in support of the plan. Some committees, such as the Technology, Library, and the Curriculum Standards, develop large portions of their own annual and operational plans based on the priorities identified in the Education Master Plan.

The IAC assists the committees in the development of their annual goals in support of the Education Master Plan. Committees determine the actions that will be feasible for them to accomplish while also sufficiently further the accomplishment of the Education Master Plan. The IAC is authorized to periodically assess progress toward identified annual goals.

Faculty and staff are presented with assessment findings and are asked to consider the results in the context of their classrooms and interactions with students and to provide feedback on how the college can improve. The IAC reviews the progress the college has made toward past planning items and shares the results in the IEP or in self-standing format, depending on the items being assessed. New program plans emerge for the upcoming year based on the assessment findings presented.

Program outcomes are assessed by mapping related course outcomes. Using the results of the assessment and any new trends that may be developing based on the data analyzed, the IAC compiles an executive summary to be shared with the executive staff and the Board of Directors. The summary is also made available to the campus community and forms the basis of deliberation for the Resources Advisory Committee (RAC) to help prioritize long-term and short-term budget needs. Resource requests will only be considered if they are directly tied to program plans (requests for resources not tied to assessment results will not be considered by the RAC). Resources requests may be for projects funding and/or personnel budget adjustments. The RAC is comprised of the chairpersons of each committee (or their designees), designated members of the IAC, the provost, and the president.

The RAC is advised by the CFO. This group discusses the needs that are apparent based on the assessment results and prioritizes the urgency of each proposed item based on the feasibility in the context of projected institutional finances. A proposal of priorities is put together and sent to the constituent committees for their discussion and majority approval. Upon receiving final feedback from constituent committees, a summary is prepared for presentation to the Board of Directors. Regular staffing or funding requests related to daily operations of departments should not be submitted to the RAC. Program reactivations will only be considered for prioritization if the process has been certified as completed by the Curriculum Standards Committee (CSC) and the provost.

INSTITUTIONAL MISSION

EDUCATIONAL MASTER PLAN

ANNUAL PLAN

FACULTY & STAFF: Review & Analysis

PROGRAM REVIEW

COMMITTEES

Faculty Governance Council (FGC)

Curriculum Standard (CSC)

Safety & Security (SSC)

Student Conduct (SCC)

Library

Technology

Shared Governance

Institutional Assessment Committee (IAC)

Assessment Findings

Committee Review & Curriculum Assessment

Resources Request

Resources Advisory Committee (RAC)

Executive Summary

Program Plan

Executive Staff

Board

Provost & IAC

VI. CONTINUOUS ASSESSMENT OF INSTITUTIONAL GOALS

CHALLENGES TO GENERAL EDUCATION ASSESSMENT

- Working with multiple faculty members in multiple departments
- Crossing disciplinary boundaries
- Ownership of the general education program is often unclear
- Multiple ways of satisfy ing general education requirements
- Facilitating a collabora tive process to assess general education learning goals

COLLECTIVE EVIDENCE
- Evaluate strengths and weaknesses
- Faculty and staff concerns - student learning
- Effectiveness of general education program
- Internal vs. external sources
- Course-embedded vs. outside influences and motivators
- Indirect evidence: methods of measurement inside the class and supervisor ratings
- Student/Faculty surveys
- Rubrics
- Student evidence of achievement

INTERPRET EVIDENCE
- Develop standards
- Examples: Rubric (direct) Indirect evidence (student survey)
- Making judgements
- Evaluating goals
  - Identifying strengths and weaknesses
  - Interpreting results

IDENTIFY, PLAN, AND IMPLEMENT CHANGES FOR IMPROVEMENT
- Obstacles
- Making improvements
- Sharing assessment results
- Making improvements
- Reassessment

ASSESS IMPACT OF CHANGES

**DOCUMENT FINDINGS IN REPORTS**
- How will assessments process be "Organized and Systematic" (who & how)
- Organizational structures
- Assessment structure
- Assessment schedule
- Evidence collection schedule
- Use faculty and administration expertise

SHARE FINDINGS
- Document results
- Sustainable documentation
- What should be included
- Feedback

VII. PARTICIPATORY GOVERNANCE STRUCTURE
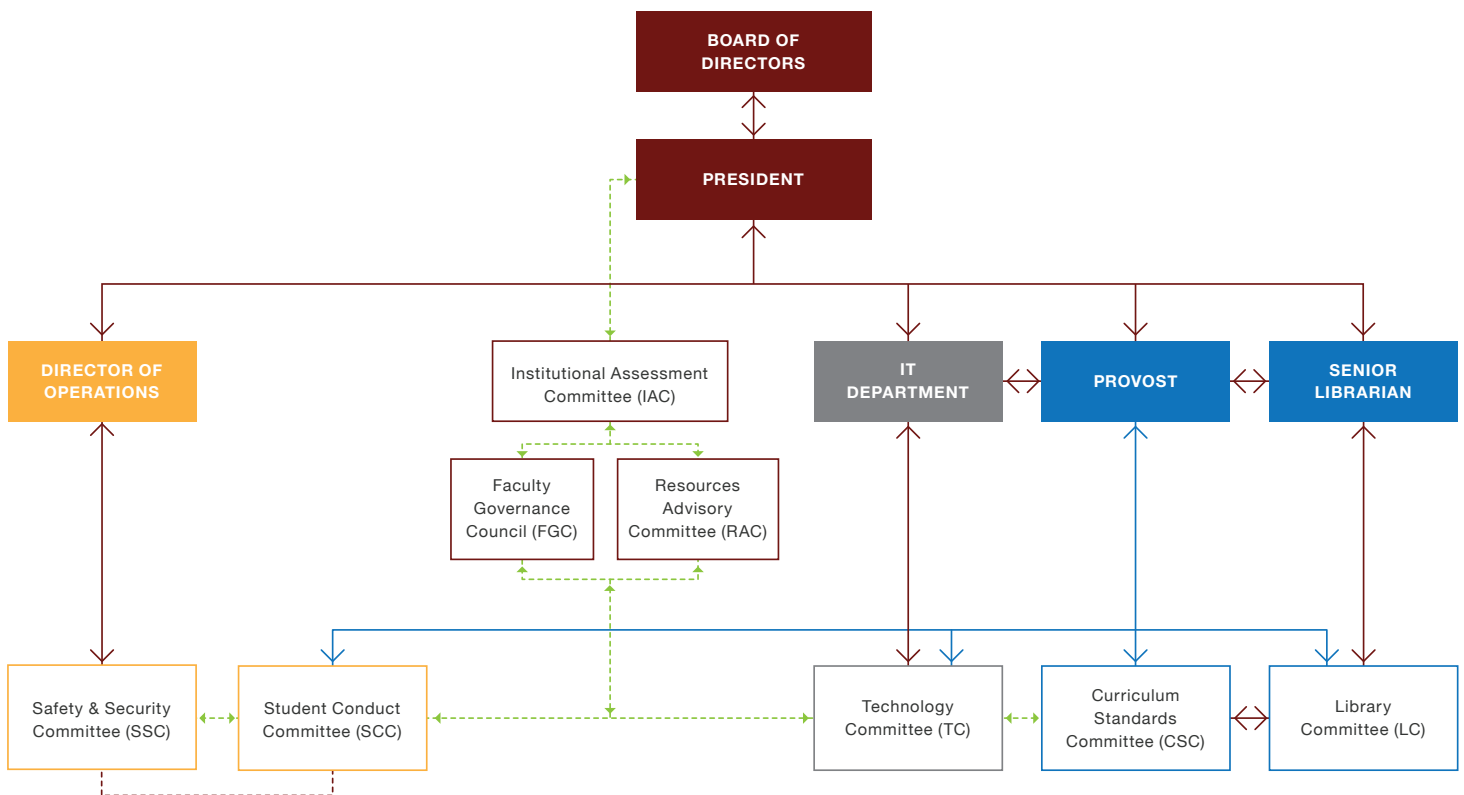
VIII. COMMUNITY REVIEW & GENERAL ASSESSMENT OF MISSION STATEMENT

A Community Review of LIBI's Mission Statement is completed to reevaluate the alignment of the institution's mission with its programs, goals, and activities. The organization must conduct periodic mission reevaluation to ensure institutional planning and activities continue to advance the mission and to ensure proper use of resources.

MISSION STATEMENT - REVIEW PROCESS & TIMELINE

Schedule

1. 2022
2. 2025
3. 2028
4. 2031

Process

1. **Gather feedback from all stakeholders of the college:**

   An Institutional Survey is completed to gather feedback from all stakeholders. This approach allows the Institutional Assessment Committee (IAC) to receive input from a fair representation of all stakeholders. Upon completion of this survey, the IAC conducts a data analysis of the information collected and shares the results with the appropriate Participatory Governance Committees for result validation, final review and recommendations.

2. **Ongoing Data Analysis:**

   This analysis aims to further investigate any possible concerns not expressed in the community review, and/or to support the effectiveness and appropriateness of the current mission statement. The following assessment tools/data are possible sources of information, but not an exhaustive list:

   A. **Student Success:**

      a. Graduation rates and related data: by previous education, race, and remedial level.

    b. Course completion rates and related data: by previous education, race, and remedial level.

    c. Job Placement rates and related data: by previous education, race, and remedial level.

B. Educational Access:

    a. Enrollment trends by previous education, race, and remedial level.

    b. Student Transfer Data.

    c. Program Reviews and related evaluations: job market analysis, program evaluation, assessment of student learning.

IX. ROLES OF CONSTITUENTS

At LIBI, committees work closely with the executive staff to ensure that diverse voices are represented in decision-making. Institutionally, we value the principles of shared governance, and we actively work to ensure that no constituent group or internal stakeholders are disenfranchised or discounted.

As a small institution, we frequently feel we can just email the executive staff or walk into their offices to discuss something that should be considered or changed. This informal system, although it expedites getting to the issues, is not the way things work in an inclusive, cohesive institution. *(Please see exhibit A – Decision Making & Planning document.)*

THE BOARD OF DIRECTORS

The Board establishes the policies of the college, works to support its academic achievements, oversees its finances, authorizes and supervises the expansion of programs, and consults with and advises the president of the college. The Board delegates to the president all powers and authority required for the orderly management and operation of LIBI, apart from those powers specifically reserved to the Board of Directors. The Board has the discretion to delegate some or all its powers to the president in an emergency depending upon the facts and circumstances of each case.

Members of the Board of Directors are selected based on their interest in the college, their areas of expertise, and their commitment to participating on the Board to enable LIBI to fulfill its purpose and mission.

Among its duties, the Board appoints the president of the college and sets student tuition and fees with a view to making college education available to all qualified individuals at a reasonable cost. The Board defines the role and mission of the college and establish institutional objectives.

The Board also monitors existing policies of the college to ensure their currency and updates policy as necessary and appropriate. If the Board or president proposes new or modified policies, the president will notify the appropriate college governance councils or committees of impending changes to existing policy, proposed new policy, or retired policy and where appropriate, seek input. The Board delegates to the president the responsibility (and the president is required) to develop, implement, propose, and modify procedures as necessary to carry out the Board's policies and actions. The President will seek input from stakeholders in the formulation of procedures.

CHAIRPERSON OF THE BOARD

The chairperson works with the president in defining the Board's responsibilities and setting the strategic direction for LIBI. The Board chair is expected to know and understand the policies and to make sure that the Board operates on a policy level. The chairperson serves as a liaison between the Board and the president outside of regularly scheduled Board meetings. The Board is responsible for strategic planning and oversight of the president, who is responsible for carrying out the plans of the Board.

Under the leadership of the chairperson, the Board offers advice and counsel to the president . The Board is responsible for reaffirming/approving the college mission, strategic goals and objectives, and establishing policies related to programs and services. The Board reviews and adopts an institutional budget, periodically reviews fiscal progress, hires external auditors, and reviews the findings of audits.

The Board has the responsibility of overseeing the president. In turn, the president delegates to executive management duties and powers necessary for the proper functioning of the college.

It is the responsibility of the chair to ensure that the Board refrains from interfering in the day-to-day administration or activities of the college. *(Please see exhibit A – Decision Making & Planning document.)*

THE PRESIDENT

LIBI's president is also our Chief Executive Officer, CEO. The president works very closely with the chairperson of the Board. The president is responsible for the administration of our programs and activities at the institution. In conjunction with the Board, the president makes policy recommendations on all matters that affect the college, including additions or changes in personnel and personnel policies. The Board gives the president broad guidelines for running the college, but the president has the authority to make day-to-day decisions according to personal discretion. The president works within the participative governance structure to ensure voices are not disenfranchised. *(Please refer to Employee Handbook, Section 2.4.2, Executive Staff, P. 24).*

THE PROVOST

LIBI's provost is also the Chief Academic Officer of the college. The provost works closely with the president and academic leaders and has the responsibility for administering all academic policies of the college. The provost oversees the academic budget. The provost also oversees all academic programs and the members of the faculty. The provost in consultation with faculty sets the standards for admission to the college and interprets student learning outcomes, shares the results with all constituent groups, and signals when existing academic policies need to be reviewed or when new academic policies need to be established. For detailed description of the rights and responsibilities of the provost, please refer to the Employee Handbook *(Please refer to Section 2.4.2, Executive Staff, P. 24).*

FACULTY GOVERNANCE COUNCIL (FGC)

The Council considers various policies, not just specifically academic ones, in detail for recommendations back to the executive staff and the Board. It is through the Council that the faculty have the direct opportunity to express their opinions and thoughts with the explicit assurance that those will be discussed and shared with the executive staff and the Board. The FGC ensures that faculty views and opinions are given every reasonable consideration. *(Please see exhibit A – Decision Making & Planning document)*

CURRICULUM STANDARDS COMMITTEE (CSC)

The Curriculum Standards Committee (CSC) assumes primary responsibility in the areas of curriculum and academic standards. This Committee draws its authority from the Board of Directors. The committee recommends resource allocation to support teaching and learning, and program-specific resources to support student learning *(Please see exhibit A – Decision Making & Planning document).*

SAFETY AND SECURITY COMMITTEE (SSC)

Members of the Safety and Security Committee (SSC) draw their authority from the Board of Directors. This committee is always chaired by a member of the faculty, and by mandate, at least half of this committee must be comprised of female members.

The SSC's work culminates in the production of the Annual Safety Report (ASR) and the Alcohol and Other Drugs (AOD) report distributed to the LIBI community by October 1st of each year. The SSC also conducts the biennial review of LIBI's alcohol and drug prevention programming. This committee allocates funding to safety programming for the members of the college community and ensures that faculty and student voices are prominently represented in safety policies. This committee originates and updates safety and security policies and works closely with the Conduct Officer and the Conduct Committee to draft student and employee conduct policies as they relate to the safety of the campus, the Clery Act, and NYS Enough is Enough legislature *(Please see exhibit A – Decision Making & Planning document).*

INSTITUTIONAL ASSESSMENT COMMITTEE (IAC)

This committee's focus is providing data to the executive staff and the Board of Directors for the purposes of strategic planning and institutional goal setting. The Institutional Assessment Committee (IAC) works to ensure that LIBI broadly disseminates the results of its assessment and evaluation activities. Assessment is a key factor in how we make decisions at LIBI; in fact, it is the driving factor for our decision-making. Assessment gives us a shared understanding of our strengths and weaknesses, and it compels us to face truths we may not always want to hear; but it is the process that allows us to set appropriate priorities based on the circumstances, whether good or not so good, that we find ourselves in. Philosophically, the college views data not as "good" or "bad," but as a barometer of where we are in relation to where we want to be. Assessment allows us to plan our institutional budgets and to place resources where we feel they are most needed based on what the data tells us.

CONDUCT COMMITTEE (CC)

The Conduct Committee (CC) derives its authority from the president, who is the person designated by the Board of Directors, to have this right. The CC periodically reviews the Student Code of Conduct to ensure that old policies have been deleted from published materials and updates have been distributed. The conduct process is managed by the conduct officer and the Conduct Committee. The conduct committee works with other committees to support strategic plans. The conduct committee conducts appropriate research to support systems and processes related to the enforcement of academic integrity.

TECHNOLOGY COMMITTEE (TC)

The Technology Committee (TC) derives its authority from the president, who is the person designated by the Board of Directors, to have this right. The TC works closely with the Curriculum Standards Committee (CSC) and the Institutional Assessment Committee (IAC).

This committee assesses the current state of technology utilization across the college and recommends areas where expansion is needed to enhance instructional delivery, academic programs, and more efficient operations of the college. The TC collects data across the institution and utilizes the data collected by the IAC to evaluate, prioritize, and recommend technology proposals for implementation. This committee drafts technology proposals to be included in LIBI's strategic plan.

PRESIDENTIAL ADVISORY COMMITTEE

The Presidential Advisory Board is made up of senior managers who oversee the institutional operations. This group meets regularly to go over the "institutional to-do list" to ensure all departments continue to work on pre-set priorities and that information is shared between departments. This group works very closely with the Institutional Assessment Committee (IAC) and the annual assessment process. This group discusses resources management, and student satisfaction with services. This group is charged with ensuring that feedback, recommendations, and policies that originate from the work of the various committees is integrated into daily operations, as applicable. This group plays an operational role in making sure that LIBI is carrying out its mission. In response to regulatory changes, this group reviews institutional policies that need to be referred to appropriate departments or committees within the governance structures. The members also provide status reports to the president regarding the operations of the college to be shared with the board of directors. In turn, this group determines how to most effectively translate board decisions into departmental actions.

PROFESSIONAL DEVELOPMENT COMMITTEE

Long Island Business Institute is committed to the professional growth of its faculty and staff. Through the Professional Development Committee, LIBI provides its personnel with an effective and engaging professional development curriculum, developed based on results from the performance evaluation systems, identified gaps, and strategic vision. This committee is designed to provide internal and external training, seminars, mentoring, and assessments based on pedagogy and content areas. Ultimately, the Professional Development Committee's goal is to assist LIBI's personnel with its commitment to lifelong learning, and to improve teaching, student learning and success, and all college operations.

Performance evaluations results inform the design of professional development activities and strategic improvement plans. The PD committee is responsible for gauging and analyzing information from performance evaluations, surveys, and units' self-evaluations to create strategic professional development plans based on results and identified gaps in assessments' findings. The professional development committee works in collaboration with the academic administration and HR department in gathering the aggregated results from different performance evaluation tools such as – employee performance evaluations, student surveys for instructors' evaluations, and classroom observations. The PD committee then uses this data to conduct analysis of correlations and descriptive statistics, noting observations for further analysis and/or recommendations.

The Professional Development Committee aims to ensure participation of faculty members from each academic department. Although there are regular members of this committee, all faculty members have a standing invitation to attend the meetings and to offer suggestions. The committee develops calendars for workshops, seminars, webinars, and guest speakers. In addition, the Committee organizes the annual Faculty Convocation.

X. PLANNING PROCESS

LIBI's strategic plan is developed to function with the organization's mission and goals. LIBI's Integrated Planning system is the foundation for the strategic planning of the organization and provides specific guidelines for the participative governance committees and administrative units in conducting assessment in order to use evaluation results to inform decisions and allocate resources. The Institutional Effectiveness Plan evaluates each administrative unit in function of meeting its responsibilities and gauges progress towards established goals in support of the mission of the college.

The following plans and assessments are part of a comprehensive planning process that engages participatory governance and other college constituencies in the holistic evaluation of the institution's infrastructure, services, and programs.

PLAN / ASSESSMENT	CYCLE
Education Master Plan	Three-year
Institutional Effectiveness Plan (IEP)	Annual
Information Technology Plan (ITP)	Two-year
Financial Management Program Review (FMPR)	Annual
Assessments of Administrative Units	Two-year
Students Survey	Annual / Term
Faculty and Staff Surveys	Annual
Evaluation of Courses and Instructors	Term-by-term
Program Review	Three to five-year
Assessment of Student Learning Outcomes	Term-by-term
College Scorecard	Annual
Policy Review and Update	Ongoing
State and Federal Compliance Evaluation	Ongoing
Climate Surveys	Annual
Educational Facilities Plan (EFP)	Two-year / Ongoing
Library Resources Evaluation	Annual / Ongoing
Curriculum Review and Update (Non-substantive)	Annual / Ongoing
Financial Statements and Title IV Audit	Annual
IPEDS Data Gathering and Reporting	Fall / Spring
Institutional Bugdet	Annual / Ongoing

XI. INTEGRATED PLANNING CYCLE COMMITTEES RESPONSIBILITIES & TASKS

DATE	PLAN/ASSESSMENT	TASKS	RESPONSIBILITY
June - July	Institutional Effectiveness Plan (IEP)	Conduct IEP Surveys	IAC
		Review College Scorecard	Financial Aid Functional Head and IAC
		Review IPEDS Data and Organize for Analysis	IAC
		Conduct Administrative Assessments	Departmental Functional Heads
		Student Success Data Analysis	IAC, CSC, and Functional Heads
August	Institutional Budget	Gather Recommendations Through Participatory Governance Processes	CFO
		Draft Initial Budget Based on Operating Ratios and FTE Expediture	CFO
		Submit Initial Draft to Resources Advisory Committee (RAC) and College President for Review and Final Recommendations	CFO and RAC
		Final Approval	Board of Directors
July	Information Technology Plan (ITP)	Administrative Assessment	Functional Heads and IAC
		Cybersecurity Program Review and Data Analysis	Functional Heads and IAC
		Review and Update Goals	Functional Heads and IAC
		Strategic Planning	Functional Heads and IAC

DATE	PLAN/ASSESSMENT	TASKS	RESPONSIBILITY
Dec - Jan	Financial Management Program Review (FMPR	Review Findings from Financial Statements and Title IV Audit	CFO and RAC
		Conduct Analysis for Expenditure per FTE	CFO and RAC
		Create Presentation with Performance Indicators and Budget vs. Actual Analysis	CFO and RAC
June - July	Assessments of Administrative Units	Review Objectives and Gauge Progress Towards Goals	Functional Heads and IAC
		Collect Evidence and Adjust Processes based on Recommendations	Functional Heads and IAC
		Adjust Unit's Strategic Plan Based on Resuts and Recommendations	Functional Heads and IAC
Term-by-term	Students Surveys	Freshmen Survey	IAC
Annual		Information Technology Survey	TC / IAC / IT Dept
Annual		Title IX Survey	SSC
Annual		AOD Survey	SSC
Annual		Academic Success Center Survey	IAC
Term-by-term		Graduate Satisfaction Survey	Career Services
Term-by-term		Senior Student Satisfaction Survey	Career Services
Annual		Academic Advising Survey	Advising Functional Head
Three-year Cycle		LIBI Mission Survey: Student	IAC
Annual	Faculty and Staff Surveys	Shared Governance	IAC
Annual		Faculty Survey: Instructional Staff	IAC
Annual		Title IX Survey	SSC
Annual		AOD Survey	SSC
Three-year Cycle		LIBI Mission Survey: Faculty	IAC
Annual		Faculty Survey of Student Engagement	IAC

DATE	PLAN/ASSESSMENT	TASKS	RESPONSIBILITY
Term-by-term	Evaluation of Courses and Instructors	Select Courses for Evaluation and Conduct Surveys	Academics / HR / IAC
Three-year Cycle: January	Program Review	Discuss Program Outcomes	CSC
		Collect and Analyze Institutional Data	CSC / IAC
		Curriculum Review	CSC / Academics
		Assess Appropriateness of Resources	IAC / Functional Heads
		Assessing Teaching and Learning	IAC / CSC / Functional Heads
Term-by-term	Assessment of Student Learning Outcomes	Review Student Learning Outcomes, Gauge Progress Towards Goals, and Make Recommendations	CSC and Learning Assessment Committee
Two-year Cycle: January	Educational Facilities Plan (EFP)	Review Institutional Goals and Assess Physical Resources to Determine Capacity and Suitability Based on Requirements	DOO / IAC
Fall	Library Resources Evaluation	Conduct Library Survey and Review Usage Statistics	Senior Librarian / Library Committee
Fall	Financial Statements and Title IV Audit	Complete Required Items for Audit, Provide Documents and Data to Independent Auditor, and Monitor Completion	Administration / CFO / IAC / DOO

XII. INTEGRATION OF ASSESSMENT RESULTS

Upon completion of assessment cycles each evaluating unit/committee prepares a final report outlining results. Results are published in the Faculty and Staff SharePoint for dissemination of data and information. Participative governance committees, administration, faculty, and staff use the results from these assessments to conduct analysis and further evaluation by drawing correlations with different metrics across the institution and disaggregating data for deeper analysis. Findings

are then discussed in the appropriate evaluating units/committees, and these discussions form the basis of participatory governance deliberations, providing the faculty and staff with key insights to inform strategic planning and issue recommendations.

INSTITUTIONAL METRICS

The following metrics have been identified as pivotal data points for the evaluation of student services, student success, and academic program effectiveness. This list is not an exhaustive list, and other metrics may be identified before the following update of this manual.

Student Success Predictive Model

- Third-week Welcome Risk Indicators
- First Graded Assignment (FGA) (disaggregated data)
- Early Referrals (disaggregated data)
- Mid-term Progress Report & Midterm Graded Assignment (MGA) (disaggregated data)
- End-Term Progress Report (disaggregated data)
- Academic Success Center attendance (Tutoring Center) (disaggregated data)

Student Learning Outcomes

- Curriculum mapping
- Students' Academic Performance in Capstone Courses disaggregated
- Students' Academic Performance - Disaggregated data

Completion Data

- Course completions by race, previous education, remedial level, & risk factors
- Graduation data by race, previous education, & remedial level
- Graduation rates by race, previous education, & remedial level

Retention and Persistence Data – disaggregated data

- Term-to-term Student Persistence Rate (LIBI's Retention metric)
- First-to-Second Term - Student Persistence Rate
- Graduation Rate Cohort – Midpoint Evaluation (For Intervention & Support purposes)

Student Success Data

- Job Placement Rate (disaggregated data)
- Academic Transfer Data – Four-year Degree Granting Institutions (disaggregated data)
- College Scorecard

Quality of Instruction

- Instructor & Course Evaluations Data
- Annual Performance Evaluation – Faculty
- Classroom Observations – Faculty
- Classroom Open Door Policy – Historical Data
- Faculty Mentorship Program Historical Data
- Course Completion by Faculty and Department

Student Services

- Completion of third-week welcome interviews
- Term-to-term student persistence by Academic Advisor using disaggregated data
- Academic Advising Survey Results
- Student Complaints by Department

Technical Support

- IT Support Ticket System Data by Service Category, Race, Remedial Level, and Program.
- IT Survey

XIII. EDUCATIONAL MASTER PLAN

The Education Master Plan is the main institutional plan that ensures faithful fulfillment of the college Mission. This plan is a comprehensive list of institutional strategies and academic plans that guide the development of student support services, academic programs, resource planning, and institutional effectiveness. This plan includes program-review schedules, institutional strategies, and plans for the development of services and programs, and a list of general improvements in support of advancing institutional mission.

The provost and the Institutional Assessment Committee (IAC) share the responsibility for developing the Education Master Plan every three years. The Faculty Governance Council (FGC) has the responsibility of approving the Education Master Plan before it is presented to the president and to the Board of Directors for discussion and approval.

Once approved the Education Master Plan is used by the committees within the shared governance framework to inform their work in support of the plan. Some committees, such as the Technology, Library, and the Curriculum Standards, develop large portions of their own annual and operational plans based on the priorities identified in the Education Master Plan.

The Educational Master Plan has at least the following components:

- Introduction & Overview
- Institutional Mission and Strategic Plan.
- Planning Process & framework.
- Analysis of previous cycle assessment results & institutional environment.
- Reevaluation of Institutional Goals and projected growth.
- Program reviews schedule.
- Educational Master Plan Goals and Strategies.
- Implementation Strategy.
- Monitor and control protocols: guidelines for annual IEP
- Endnotes

XIV. STRATEGIC PLAN SEQUENCE

1. Mission Review & Assessment

2. Educational Master Plan

3. Institutional Effectiveness Plan

4. Units' Institutional Plans and Administrative Assessments

5. Documentation and publication of findings.

6. Participatory Governance deliberations based on published results: issue recommendations.

7. Program Reviews.

8. Strategic plans for development & improvements.

9. Allocation of resources.

10. Monitoring and controlling protocols: assessment guidelines for implementations.

11. Documentation of findings and cycle restart: adjust Master Plan based on results.

XV. INSTITUTIONAL EFFECTIVENESS PLAN (IEP)

The Institutional Effectiveness Plan (IEP) stems directly from the College's mission, vision, strategic plans, and institutional values. The institution focuses its planning and assessment efforts on the goals and objectives identified in the Education Master Plan. Various aspects of the college goals are assessed cyclically by each department and the Institutional Assessment Committee ensures each administrative unit is contributing to the continuous improvement and development of the institution.

The IEP goals are also reviewed and amended as necessary to meet the evolving needs of the College, its students, and society. The participative governance committees work in collaboration with the Institutional Assessment Committee (IAC) in the administrative assessment of each unit and in the evaluation of programs and services. The IEP is the annual plan that serves as a monitoring and controlling tool to gauge progress towards institutional goals established in the Education Master Plan. The IEP evaluates current environmental conditions and industry challenges in order to adjust plans and strategies as deemed necessary, based on assessment results.

Once the Institutional Effectiveness Plan (IEP) is published, participatory governance structures, faculty, staff, and other constituent groups meet with their corresponding functional department head to discuss findings documented in the IEP. These discussions form the basis of participatory governance deliberations, providing the faculty and staff with key insights to inform strategic planning and issue recommendations. Each administrative unit updates its plans and goals in accordance with the institutional strategic plan outlined in the IEP, and benchmarks and targets are identified for each institutional metric (Please refer to section XII-Institutional Metrics). These benchmarks and targets are the focus of institutional planning and ensure that all plans of execution set forth by each department are guided by priorities identified in the IEP. Institutional Metrics are measured and analyzed each year in the IEP as part of a holistic evaluation to gauge progress towards institutional goals, review strategic plans, and issue executable improvement actions.

XVI. RESOURCE ALLOCATION & INSTITUTIONAL BUDGET

The organization's Integrated Planning System is the foundation for strategic planning. These guidelines drive the institution's process for financial planning and budget development. The CFO is the responsible individual who drafts the institutional budget based on enrollment projections, appropriate operating ratios, and resources requests that are prioritized based on institutional needs that have been properly assessed through the institutional assessment activities and processes. The participatory governance committees take part in the financial planning process by providing feedback based on assessment results and making recommendations accordingly. The Institutional Effectiveness Plan is completed at the end of the academic year (July 1-June 30), allowing sufficient time for the review of assessment results to inform the following fiscal year planning (September 1st – August 30th).

The initial draft for the institutional budget is completed prior to the beginning of the fiscal year (September 1st) and is shared with all administrative functional heads, who then provide updates to the committees connected to their corresponding units for final feedback. The initial draft for the institutional budget may be adjusted based on feedback received during the first 4 months of the fiscal year. The initial Institutional Budget prepared prior to the beginning of the fiscal year becomes the active document to monitor and report ongoing financial developments. The CFO

updates the Budget vs Actual Analysis for the ongoing fiscal year every 4 months, monitoring operating ratios, expected revenue, and fiscal capacity. This analysis is sent to each department head for review, and to determine budget adjustments as necessary based on enrollment trends, fiscal commitments, appropriate capacity, and recommendations. Participative Governance Committees are responsible for reviewing their budget, determining appropriateness of resources based on strategic planning.

XVII. PROGRAM REVIEW

An academic program is a sequence of prescribed courses that include general education courses that lead to an officially recognized associate degree that is registered with NYSED.

The general education component offered within an associate degree should be reviewed by faculty teaching general education courses using goals set by the general education department. Discussion should include information about pedagogical methods, use of presentation technology, and specific faculty development efforts pertinent to addressing concerns about student learning outcomes.

The Ability-to Benefit Pathway programs should be reviewed contextually within the parameters of the federal regulations. Program reviews should be conducted regularly to provide academic departments within LIBI the opportunity to critically examine how well they are meeting their objectives. There are three main goals of an academic review process:

1. Document what is being done well.
2. Identify areas where things need improvement.
3. Plan for the future.

Every academic program at LIBI uses program reviews to assess its effectiveness and to help enhance the quality and currency of its offerings.

- A program review must at minimum address the following areas:
- Discuss program outcomes.
- What aspects of the program are working well? How well? Is there a reason? Why?
- The quality of the program as defined by employment, transferability of credits, course completions, graduation rates, and other attainment goals set by the department.
- How can the program be improved? Is the improvement sustainable?

In order to address the minimum requirements of a program review, a Program Review Template has been developed. (Please see exhibit B – Program Review Template.)

XVIII. ADMINISTRATIVE ASSESSMENT GUIDELINES

Clarifying the focus and content of the assessment plan is a vital part of developing an administrative assessment. The assessment plan must be based on the administrative unit's needs and goals.

The administrative assessment approach must be focused on the unit's mission. Assessment should be ongoing, with data being collected throughout the year. Assessment results and data analysis are utilized to identify issues, and the unit should identify improvement strategies to correct these issues immediately (within the cycle, or a multi-year project as necessary).

Administrative assessments should be focused on improving departments/units. An assessment schedule must outline benchmarks and targets to gauge progress towards goals each year, and to provide evidence of continuous improvement within the administrative unit.

An Administrative Assessment must at minimum include the following:

1. **Define and review the Mission and goals of the Administrative Unit.**

   A mission statement is a description of what the department/unit does, and the goals and objectives that guide it. This statement must be concise and convey how the department/unit supports the mission of the institution. A mission statement should only be rewritten when a department/unit experiences a significant change.

2. **Define Objectives**

   The purpose of an administrative assessment is to assist a department/unit in making progress towards institutional goals and to improve internal processes and operations. Objectives are statements of intention, describing a task to accomplish or a goal to meet. They are specific, measurable, and quantifiable statements that can be used to determine progress towards the overall mission of the department/unit and the institution.

Objectives must be connected to institutional priorities. The following table must be included in each objective, indicating its connection to institutional goals/priorities.

- Enrollment, Retention & Completion Rate
- Institutional Effectiveness: Internal Processes, Resources, & Financial Stability
- Academic Programs and Learning Assessment
- Education Access and Success
- Diversity, Equity, Inclusion, & Belonging

3. **Benchmarks, and Targets.**

Benchmarks and targets must be established to ensure that all plans of execution set forth by each department are guided by priorities identified in the IEP. Benchmarks and targets must be connected to Institutional Metrics to gauge progress towards institutional goals, review strategic plans, and issue executable improvement actions.

4. **Identify Assessment Methods and Data Collection Tools.**

Identify data collection methods and schedules. The assessment plan must define how and when data will be collected, who will be responsible for collecting the data, and appropriate methods for research.

5. **Document and analyze findings.**

Spreadsheets utilized for Data Analysis must include a summary sheet with definitions of methods to obtain the data, assumptions considered, and steps performed to clean the data and identify dependent and independent variables.

Findings must be documented in a concise report, outlining results, and providing an explanation of observations. The dataset must be attached to the report and filed in the Institutional Assessment Committee (IAC) SharePoint for tracking and recording purposes.

6. **Evaluation of Unit's capacity and structure.**

Identify all job positions within the unit and conduct a capacity analysis to assess appropriateness of current design and structure. Outline all unit's requirements – unit's requirements are derived from the institutional mission and vision, and directly support college operations, institutional goals, and strategic vision.

Evaluate each position in function to the department's responsibilities, tasks, and requirements – measuring level of capacity utilization and identifying gaps between unit's requirements and design. Provide a summary of the unit's demand (e.g.: students serviced per unit: day/week/month) based on actual data and utilize a dataset to analyze unit's structure. Use analysis findings and/or observations to draft recommendations.

Review all job descriptions within the unit to align all essential job functions with the unit's responsibilities and tasks. To request job description changes, please submit a *Request Form to Change Job Descriptions* (*https://forms.office.com/r/ZqytVZdZyR*) to the HR department.

7. **Identify Improvement & Action Plans.**

   Identify an executable improvement plan with clear connections to Institutional Metrics. The plan must directly link each measured matric to institutional goals. The plan must also explain how improvements will support the department/unit's mission, and the direct benefits of the plan. Plans must be viable and sustainable. If additional resources are required, a resources request must be submitted to the Resources Advisory Committee before finalizing the plan.

8. **Compose and publish an assessment report.**

   Final Reports must be published in the Faculty & Staff SharePoint. The final reports must include the elements stated above. A proper schedule for assessment must be identified for the collection of data and evidence, and for project's controlling and monitoring purposes.