

## Planning Document Format and Definitions

WCC PLANNING DOCUMENT

YEAR-YEAR

Department - Units of the College as identified on the organizational chart.

### Long-Range Goal #?:

Institutional goal established for a five-year period, reviewed annually by the College Planning Council, and revised based on inputs from the entire institution. Long-Range Goals translate the broad philosophy of the mission statement into general, yet distinguishable, areas of intention. These statements are timeless and indicate a general sense of institutional direction.

### Short-Range Goal #?.?:

Institutional goal supporting the institution's Long-Range Goal but for a shorter period of time (usually one or two years). The Short-Range Goal is established by the College Planning Council through inputs from the entire institution. These statements are outcome oriented and traditionally provide the frame of reference for assessment. These goals provide a definitive direction that focuses on issues or priorities of the institution.

### Objective/Intended Outcome:

A departmental activity supporting the Short-Range Goal. Generally, these should be limited to three to five activities identified of as primary importance. Objectives may be for a one- year or two-year period. An objective describes the specific desired result. It should be as short, clear, concise, and understandable as possible. It should begin with the word "to" and be followed with an action verb.

(Choose one from below)

*Instructional:* Statements of intended student (educational) outcomes are descriptions of what departments intend for students to know (cognitive), think (attitudinal), or do (behavioral) when they have completed their degree programs, or general education "core" curricula.

*Administrative & Educational Support Units:* Statements of intended outcomes primarily describe what the department is going to do and what its impact (results) will be on clientele (students, industry, employers, faculty, staff, and public, etc.).

Justification: (Explain how this will impact on student learning, detailing time line to completion, and the number of students that will benefit.)

### Assessment Criteria:

The assessment or evaluation activity that will be utilized in measuring the success of the intended outcomes. Assessment may be quantitative and qualitative. Quantitative assessment is that form of evaluation characterized by its identification of individual components and provision of a quantitative measure. Qualitative assessment describes those evaluations in which a professional judgment concerning a subject is made.

Resources: Time, money, people, equipment, and/or facilities needed to accomplish the objective.

Target Date: Estimated date of completion normally falls within the one-year to two-year period of the plan. A target date could be less than one year.

-----  
Mid-Year Report, December: A brief statement or comment describing the progress achieved to-date.

End-of-Year Report, June: Results of the assessment are incorporated in future planning cycles.

Use of Results, June: A process used to document what was done with the objective. The Liberal Arts example on page 26 best describes the proper use of evaluation results. If no further action is required, then a statement indicating such is appropriate.