

Planning and SACS

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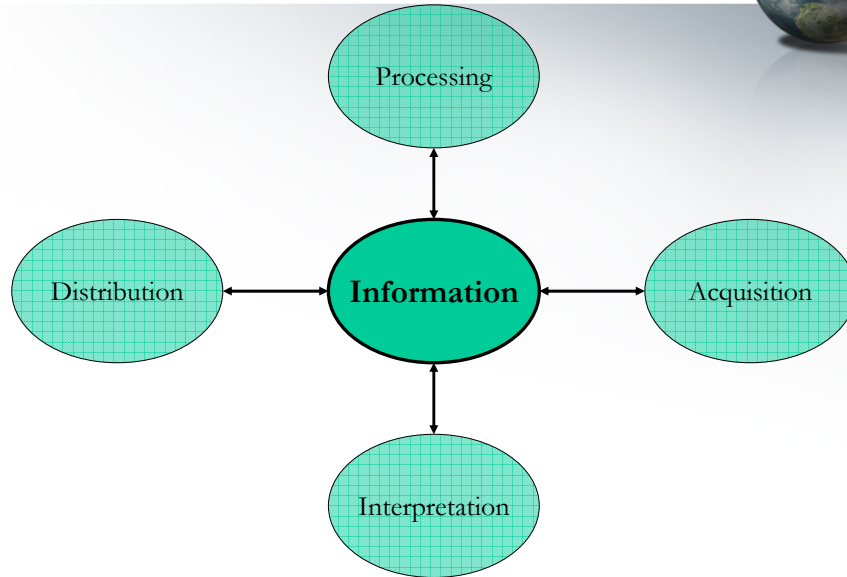


Presentation Outline

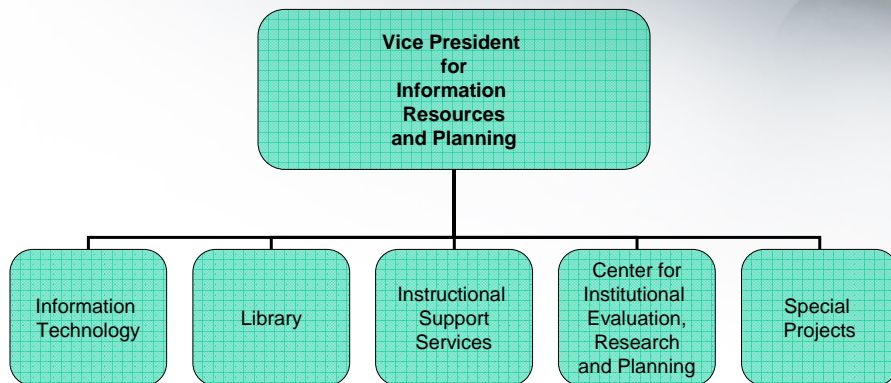
- Who we are?
- How we have organized ourselves?
- Link to SACS



Information-Driven System



Our Organization



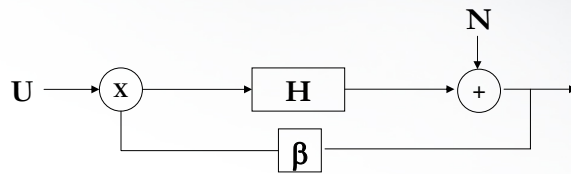
Compliance Report



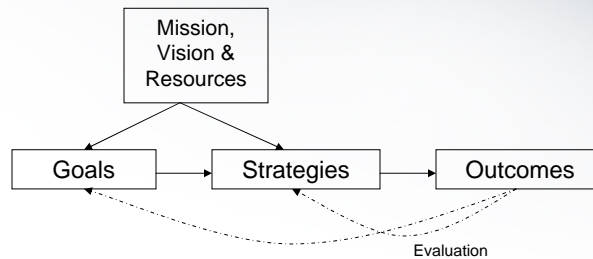
SACS Standards and Requirements

- Structural
- Resources
- Outcomes

Myth about Planning



Continuous Improvement Process

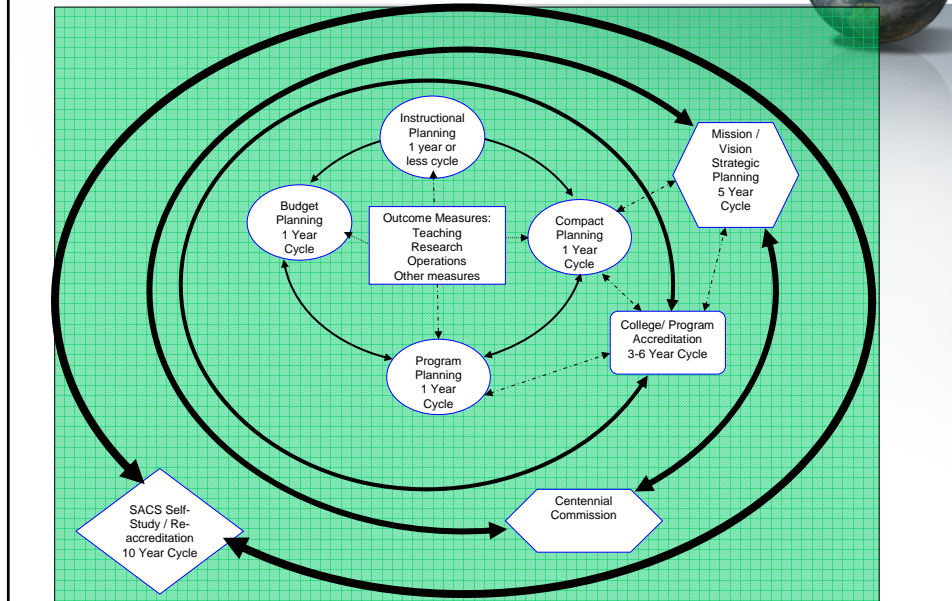
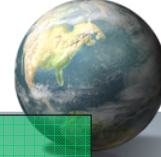


Planning Overload



- Institutional strategic plan
- College strategic plan
- Academic department strategic plan
- Unit strategic plan
- Administrative department strategic plan
- Master plan
- Instructional technology strategic plan
- Library strategic plan
- Research strategic plan
- College budget plan
- Academic department budget plan
- Administrative department budget plan
- Institutional budget plan
- Unit budget plan
- Institutional compact
- Unit compact
- Work plans (department and individual)
- Administrative department operational plan
- Academic department compact
- Administrative department compact
- Instructional outcomes assessment (college and department)
- Course planning and evaluation
- Accountability Report
- College Accreditation
- Institutional Accreditation
- Texas Accountability System
- Centennial Commission Report
- Institutional audit
- Compliance plan
- Enrollment management plan
- Tuition and fee plan

UTEP's Planning Context



Lessons Learned



- Self study of our planning system
 - Evaluate the current system and identify ways to improve it
- Be efficient and effective in your design
 - Don't overwhelm the reviewers; answer the question
 - Don't over-simplify the process – it is complex and we should acknowledge this

Lessons Learned



- Don't allow the procedures of planning to take over
 - Show how there is a continuous improvement process to achieve the major goals
 - Understand general planning framework, and the differences between short-term and long-term planning and how they fit together
 - Acknowledge that we continue to build knowledge through the continuous improvement processes, and that we have an evidence based approach

Lessons Learned



- QEP
 - Focus on a significant problem that affects student learning experience (the focus should be shaped by institutional, local, state and national factors)
 - Apply continuous improvement principles to address the problem
 - Link QEP to other planning activities