2012-13 Planning and Program Review Committee's Process for Prioritizing Objectives
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Figure 1: 2012 – 2013 Planning and Program Review Committee's Process for Prioritizing Objectives.

Step 1	Step 2	Step 3	Step 4
Identified objectives that had an institutional impact.	Identified Strategic Directions for each objective.	Prioritized the objectives that had an institutional impact.	Review objectives lower on the list that may or may not have an institutional impact and determine if any of the lower objectives need to move up to a higher priority.

Step 1: Identifying Objectives that have an Institutional Impact
Institutional impact was defined as anything that would impact the institution beyond a department or unit. This included any resource request because if a resource request is funded it allocates money to one area and possibly not to other areas. Department specific objectives like, "Reach out to Hispanic and other underrepresented students," is something that a department will do no matter where the PPRC prioritizes the objective. Accordingly, all of the objectives that did not have an institutional wide impact were moved to the end of the prioritization based on the original priority and the objectives that did have an institutional impact were moved to the top of the priority list based on the original priority.

There were 393 objectives. Of those, 200 or 51% have an institutional impact. These objectives were sorted to the top of the priority list and prioritized first by the PPRC.

Step 2: Identification of Strategic Directions (i.e. Themes) for each Objective
The Strategic Directions from the Crafton Hills College Educational Master Plan were used to assign themes to each objective. As a reminder, the strategic directions and a brief description of each are listed below.
1. **Student Access and Success** – Timely access to programs and services, alternative delivery modes, student success in courses and programs is the top priority, quality and quantity of programs and services are sufficient to assure students the opportunity for student success, and programs and services lay the foundation for success in students' post-CHC academic and vocational pursuits.
2. **Inclusiveness** – Structures and process are characterized by inclusiveness, openness to input, and respect for diverse opinions among individual students and employees, groups, and organizations.
3. **Best practices for Teaching and Learning** – Innovative and effective practices are used throughout the college, appropriate SLOs guide teaching and learning, and learning how to learn empowers students to succeed.
4. **Enrollment Management** – Ongoing process of balancing student and community needs with available funding and facilities, information driven, and the mission and vision guide enrollment management.

5. **Community Value** – Identify and serve key community needs, the community is aware of and values the College's contributions, and the college is actively engaged in the surrounding community.
6. **Effective, Efficient, and Transparent Process** – Effective processes, all planning and decision-making is transparent, evidence-based, efficient, clearly defined, and characterized by effective communication, includes appropriate input, planning and decision-making are integrated with the resource allocation process, information is accurate and timely, processes are consistent with applicable law, and college processes interact effectively with District and SBVC.
7. **Organizational Development** – College continuously improves the organization through professional development, managing change well, capacity enhancement, adherence to high standards, application of research findings, and recruitment and hiring of high-quality employees.
8. **Effective Resource Use and Development** – Resources are effectively maintained and used, the College actively seeks, advocates for, and acquires additional resources, and resources include, but are not limited to, funding, personnel, facilities, technology, and other infrastructure. Also includes safety.

The following table only includes the strategic directions identified for those objectives that had an institutional impact. (Note: The theme of safety is included in Effective Resource Use and Development.) In terms of frequency, the top four themes were Effective Resource Use and Development, Best Practices for Teaching and Learning, Student Access and Success, and Enrollment and Management.

Strategic Direction	#	%
8. Effective Resource Use and Development	48	24.0
3. Best Practices for Teaching and Learning	45	22.5
1. Student Access and Success	39	19.5
4. Enrollment Management	38	19.0
6. Effective, Efficient, and Transparent Processes	18	9.0
7. Organizational Development	11	5.5
5. Community Value	1	.5
Total	200	100.0

Step 3: Prioritized the Objectives that were identified as having an Institutional Impact.
During the process of reviewing the objectives identified as having an institutional impact, the PPRC thoroughly reviewed and prioritized approximately 60 objectives. The remaining objectives with a higher priority were very similar in nature and the priority in the original roll-up was used to prioritize the remaining objectives with an institutional impact.

Step 4: Reviewed the objectives that were lower on the list that may or may not have an institutional impact and determined if any of these objectives needed to move up to a higher priority.
The remaining objectives with a higher priority than approximately 60 were reviewed and a handful of these objectives were identified as having a higher priority and were moved up on the priority list.