

MANAGEMENT REVIEW SUBCOMMITTEE REPORT

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1 Annual Processes

There are several review processes in place within the College system. There are a number of one time only reviews, which tend to be issue driven reviews and the ones that have the most visible results. The Academic Reorganization paper written during the 1993/94 academic year is an example of an issue-driven review. This review resulted in a reorganization of the Academic side of the College, new reporting structures, and the formation of the Educational Administrative Team. Another example of an issue-driven review was the Community and Continuing Education framework paper. This paper resulted in the creation of the Community and Continuing Education Department in Prince George.

The following is a list of annual review processes within the College system:

1. Annual Report
2. Budget and Financial Reports
3. Education Administrative Team Planning review
4. Annual Planning Retreat of President's Advisory Committee
5. Annual College Board Planning and Goal Setting review
6. Program Advisory Committees (Appendix N)
7. Enrolment Reports

It was noted by this working group that the College does not have a strategic plan. However, there are four separate documents that do form a plan for the College. They are the EAT Planning document, the College Board Goals and Objectives, the PAC Goals and Action Plan, and the Annual Budget/Financial Reports.

The Operations Management side of the house reviews each department on a three year rotational basis. Senior Management meets on a quarterly basis with the Relationship by Objective Group, this is an issue-driven committee.

2 Schedule for Conducting Reviews

The working group found that the rationale behind the schedule of reviews varies by group. Some of the reviews are formal and, others as mentioned above, are more issue driven and conducted on an as-needed basis. Please see question one for a list of the annual reviews. Further examples of issue driven reviews are: the Prince George Facilities review, and the Burns Lake Management review. Since 1989, which was the

last formal institutional evaluation, a total of eight management reviews have taken place. They are: Student Services review, Academic review, Community and Continuing Education review, Facilities review, Quesnel Regional review, Burns Lake Management restructuring review, College Board Goals and Objectives review, Academic/Education Council review.

3 The Review Process

The Working Group found it difficult if not impossible to put time lines and costs to studies done in the past. We recommend that a process be put in place at the beginning of a review to track this information for the future.

4 Compliance with SCOEA's criteria for a review

Overall the group felt that the majority of reviews did meet the SCOEA's criteria. **The one area that could use improvement is the area of distribution and communication.** It was felt that even though most review processes were inclusive of stakeholders, distribution of the results and follow up processes were not clearly communicated to all groups. The other comment had to do with the fact the College does not have a strategic plan. What it has are four documents that are reviewed regularly and form the basis of a strategic plan.

5 Use of the findings and recommendations of the reviews

In our investigation we found evidence that the information provided in the reviews had been acted on. Given our time restraints we will only cite two examples of reviews that were clearly acted on. The facilities review that was conducted by British Columbia Building Corporation (BCBC) had some very clearly defined objectives and recommendations. Although at the time of writing of this report not all of the recommendations have been implemented, several have. The department has been reorganized, has a new name, created new positions, and is continuing to make changes to how they provide service to the College community. The other review cited is the Academic Reorganization. Clearly there has been visible significant change on this side of the house. The organization of the Education Administration Team as a group, the yearly planning document that is developed and reviewed on a monthly basis by EAT, and the fact that EAT provides support for several new educational initiatives such as the Learning Colloquium, PLA, and Learning Outcomes, are evidence of the results of studies being used. It should be noted that the recommendations from the 1989 review have all been implemented or acted on.

7 Additional Comments

The working group would like to make the following recommendations:

Recommendation 5.1: The College produce a single document called the Strategic Plan.

Recommendation 5.2: Ensure communication and distribution processes are clearly outlined and followed.

Recommendation 5.3: The list of College Advisory Committees be updated more regularly.

The working group also had a few comments on the evaluation materials presented by SCOEA.

- i The materials were poorly laid out, very confusing format.
- ii Working groups should be given information that pertains to their group only
- iii Materials on periodic, annual, and self evaluation were often redundant and confusing as to which section applied to this task.
- iv The use of a template was useful, however numbering should match the numbering system in the binder. Also we recommend deleting the question on how much time it takes for management reviews (#4 yellow section) from this part of the process.
- v Question 5 yellow page 27 is too detailed. You need to omit the last four points on that page.

References/Supporting Material

Student Services Review
Academic Reorganization Paper
Continuing Education Framework
Facilities Review
Board and Administration Goals
New Organizational Chart
Education Council Review
EAT Planning Document
RBO Minutes
Advisory Committees (Appendix N)

Annual Report