

Integrated Planning and Assessment

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Integrated Planning and the Standards

Accreditation Standards

Adopted June 2002

Revised June 2012

Edited November 2012

Integrated Planning is addressed in each of the four Standards.

Introduction to the Standards...

“The institution provides the means for students to learn, assesses how well learning is occurring, and strives to improve that learning through ongoing, systematic, and integrated planning.”

Standard I: Institutional Mission and Effectiveness

“The institution uses analyses of quantitative data in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.”

“The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of effectiveness in a ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation.”

Standard II. Student Learning Programs and Services

II. A. 2. f.

“The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes in courses, certificates, programs including general and vocational education, and degrees.”

Standard III: Resources

III. A. 6.

“Human resource planning is integrated with institutional planning.”

III. B. 2. b.

“Physical resource planning is integrated with institutional planning.”

III. C. 2.

“Technology planning is integrated with institutional planning.”

Financial resources planning is integrated with institutional planning at both college and district/system levels in multi-college systems.”

III. D. 1. a. “Financial planning is integrated with and supports all institutional planning.”

III. D. 4. “Financial resource planning is integrated with institutional planning.”

Standard IV. Leadership and Governance

IV. B. 2. b. “The president guides institutional improvement of the teaching and learning environment by the following:

“... ensuring that educational planning is integrated with resources planning and distribution to achieve student learning outcomes...”

What Do These All Have in Common?

- They require some level of assessment
- Much of that assessment should be done through program reviews
- Program reviews take on very different elements and structures depending on the department/division/area/college/district (you get the picture)
- Some examples of how program review works at different colleges, and how it is assessed

Program Review at Foothill College



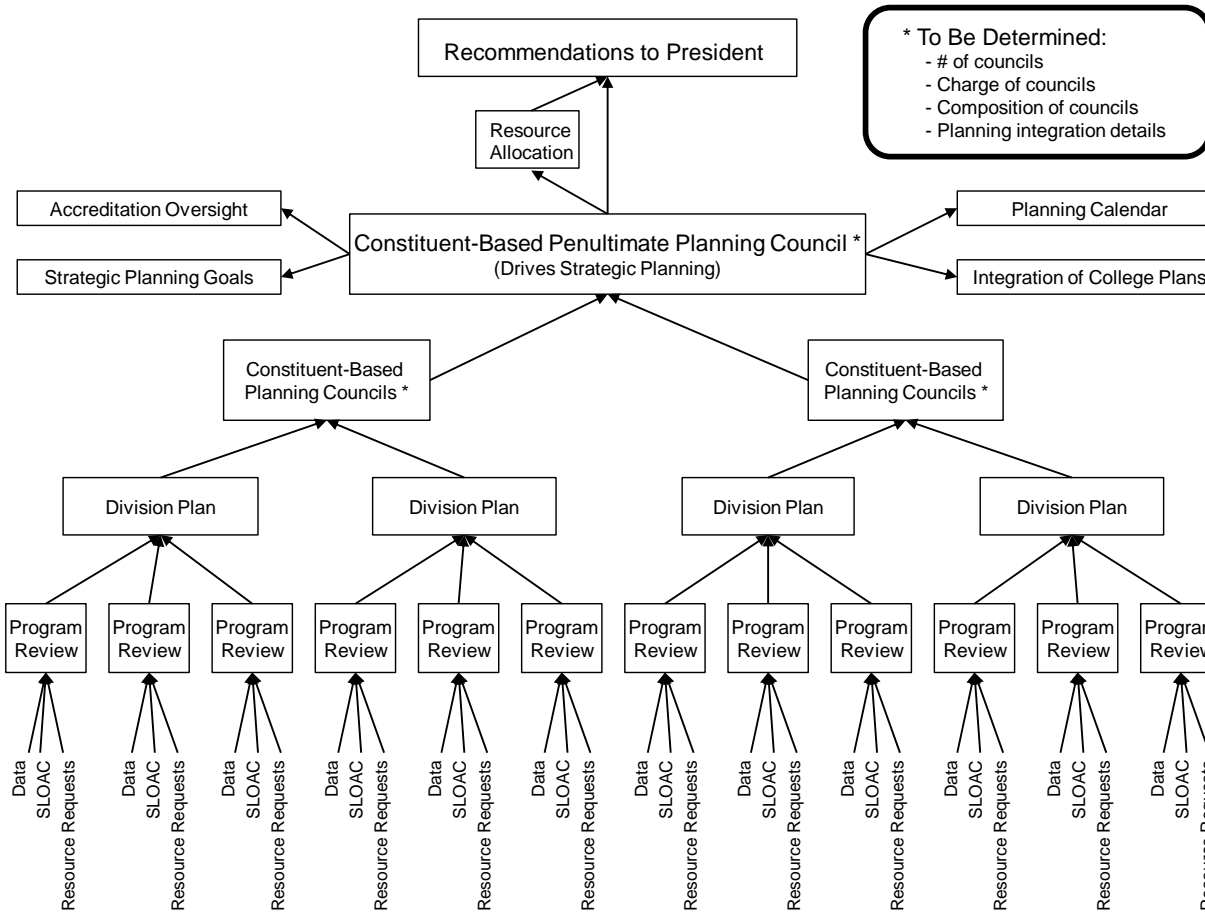
Foothill College, circa 2008

- Program reviews were read by deans...maybe
- Faculty and staff (and administrators) who participated in program review were not readily able to access data and make assessments; SLOACs were just being introduced; frustration levels about additional work load were high
- So...we introduced a new structure for governance, with program review directly involved in everything:

Integrated Planning in 2009 at Foothill College

DRAFT 2/13/09

Strategic Planning Structural Elements



And then...we refined our process

- Creation of a more streamlined and clear process
- Better understanding of how program review and assessment drives resource requests
- Clearer linkage between effective program reviews and resources (financial, personnel, technology)
- Which led to a new process:

Resource Allocation Process

Spring Quarter

ESMP Updated Version

President

PaRC
(Final resource allocation recommendations)

Winter Quarter

Core Mission Workgroups
(Objectives and funding updates)

Operations Planning Committee meets
(Prioritizes requests and identifies funding sources)

OPC and VPs Meet

Program Review Committee (PRC)

Fall Quarter

Division meetings

Vice Presidents
(Completion of section 7, return to program, then forward on)

Deans
(Completion of section 6)

Program Reviews
(Faculty and staff complete Annual/Comprehensive Program Reviews, including Student Learning Outcomes Assessment)

Prioritized resource requests

All resource requests

Comprehensive Program Reviews

Program Review Summary

Yes, it felt like this...

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"What's that boy?! A paradigm shift?!"

Program Reviews Drive Everything

- All resource requests must include program review data
- Every resource, including non-negotiated reassigned time, is based on program review
- Program Reviews are assessed by the direct supervisor(s) as well as the Program Review Committee (faculty, staff, administrators)
- Program reviews that raise concerns are given a yellow or red flag to denote areas that need improvement
- Failure to improve can result in reduction or elimination of the program

So now...

- We wait, and assess, how things work through this cycle, and refine as needed.
- We continue to discuss assessment, SLOAC, Program Review, and other issues at all levels of the constituent groups.
- Occasionally, we write snarky notes in our program reviews to see if administrators are reading them (and they are. Oooooops!)

Integrated Planning in a Multi-College District Sacramento City College (Los Rios CCD)



Critical functions coordinated under the district umbrella.

Human Resources

District Budget Committee

District Education Technology Committee

District Curriculum Coordinating Committee

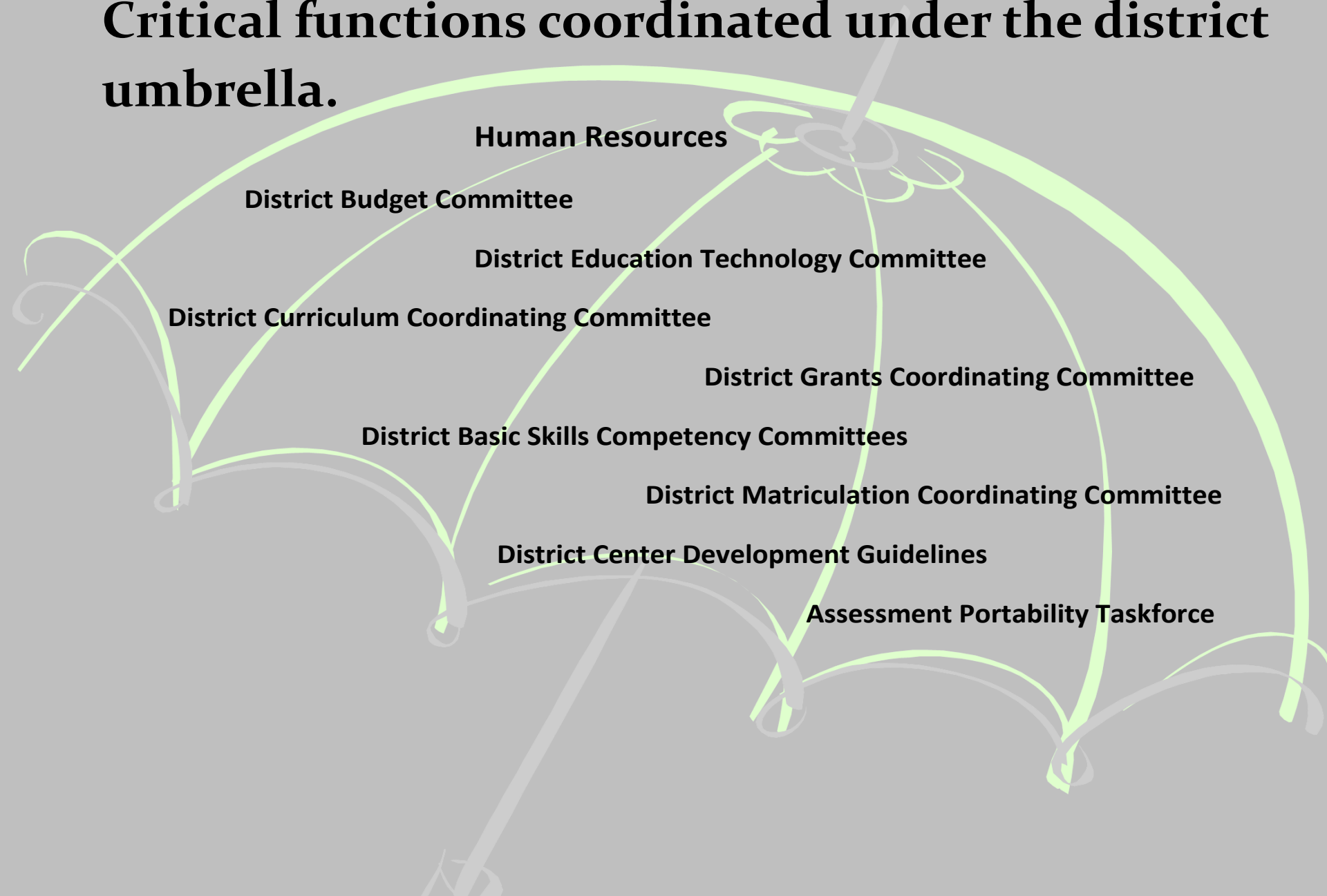
District Grants Coordinating Committee

District Basic Skills Competency Committees

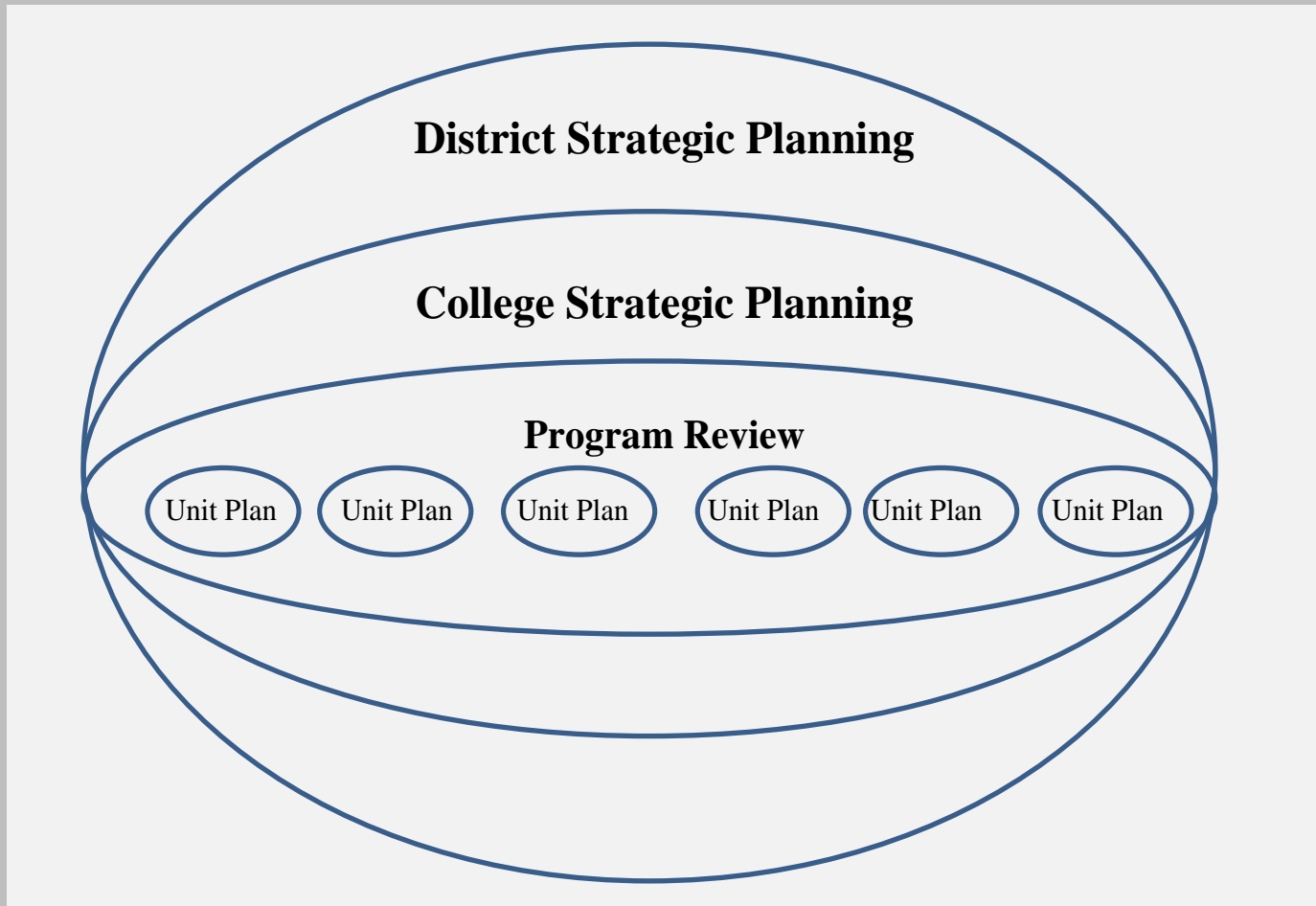
District Matriculation Coordinating Committee

District Center Development Guidelines

Assessment Portability Taskforce



Planning levels build upon one another



Sacramento City College Strategic Planning System

Purposeful planning process that results in:

Institutional effectiveness

Mission accomplishment

Continuous improvement

The system...

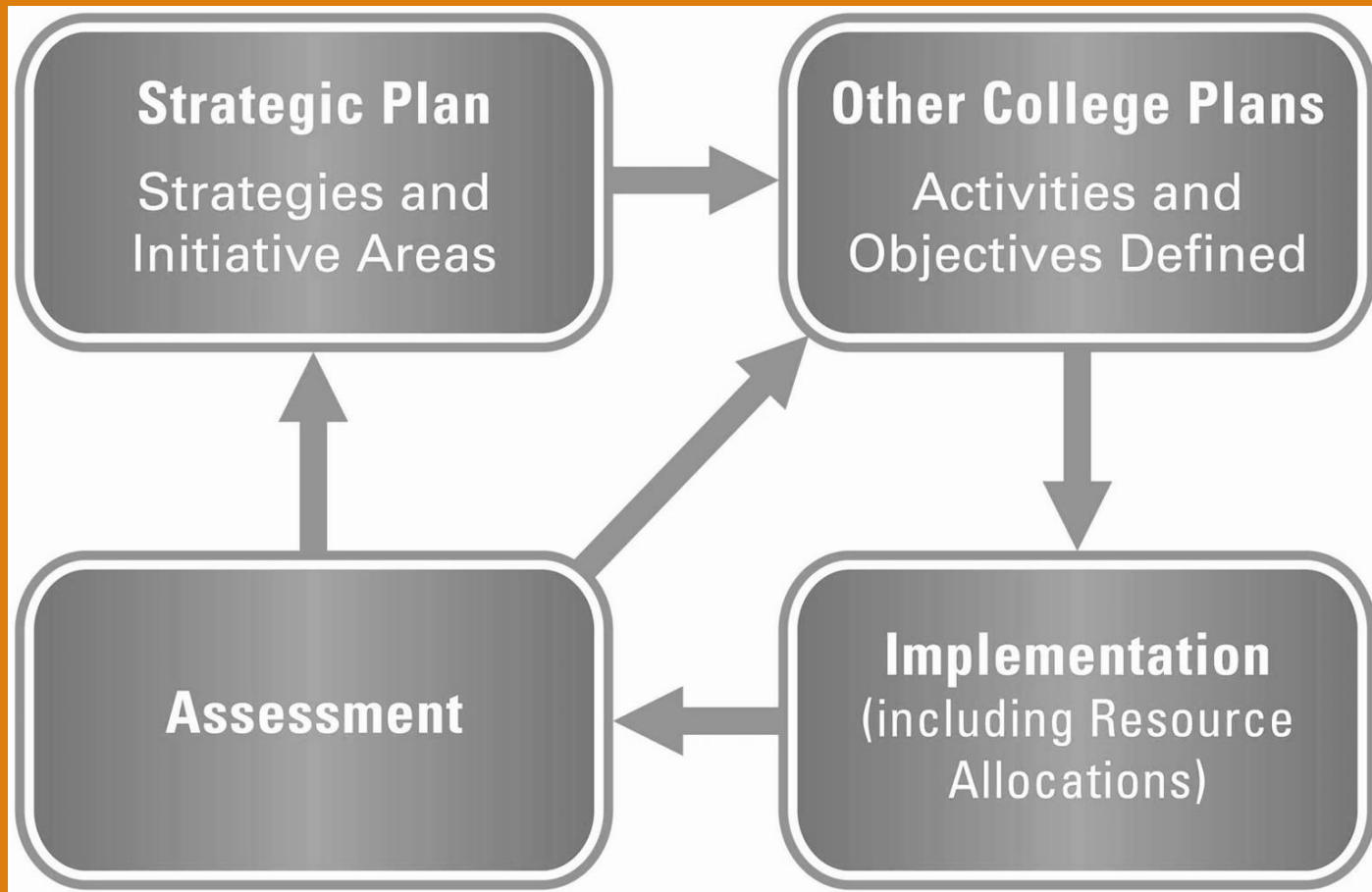
- Is integrated with District planning
- Consists of an integrated family of plans
- Includes numerous feedback loops between assessment and plans



College plan is mapped to district plan (example below)

LRCCD Future Direction	SCC Goal	SCC Strategy
Review district and college processes and procedures related to educational goal achievement; identify and address those that may act as obstacles to student goal completion.	Goal A: Deliver programs and services that demonstrate a commitment to teaching and learning effectiveness that supports student success in the achievement of certificates, degrees, transfers, jobs and other goals.	Review courses, programs and services and modify as needed to enhance student achievement
Assess course and program schedules to confirm that students can enroll in essential courses in order to complete their certificate or degree requirements within a specific time frame.	Goal B: Align enrollment management processes to assist all students in moving through programs from first enrollment to completion of educational goals.	Provide students with clear pathways to goal completion
Continue to exercise the prudent approach that has helped Los Rios maintain its current financial stability.	Goal C: Improve organizational effectiveness through increased employee engagement with the college community and continuous process improvement.	Continue to exercise transparent and fiscally sound financial management.

College Plans are integrated with resource allocation and assessment



SCC Family of Plans



Strategic Master Plan



Institutional Plans

Educational Plan

Resource Management & Capital Outlay Plan

Student Support Services Plan

Program Plans

Professional Development

Distance Education

Safety & Security

Tutoring Services

Matriculation Plan

Marketing

Foundation

Other Program Plans

Operational Unit Plans

Unit Plans

Resource Plans

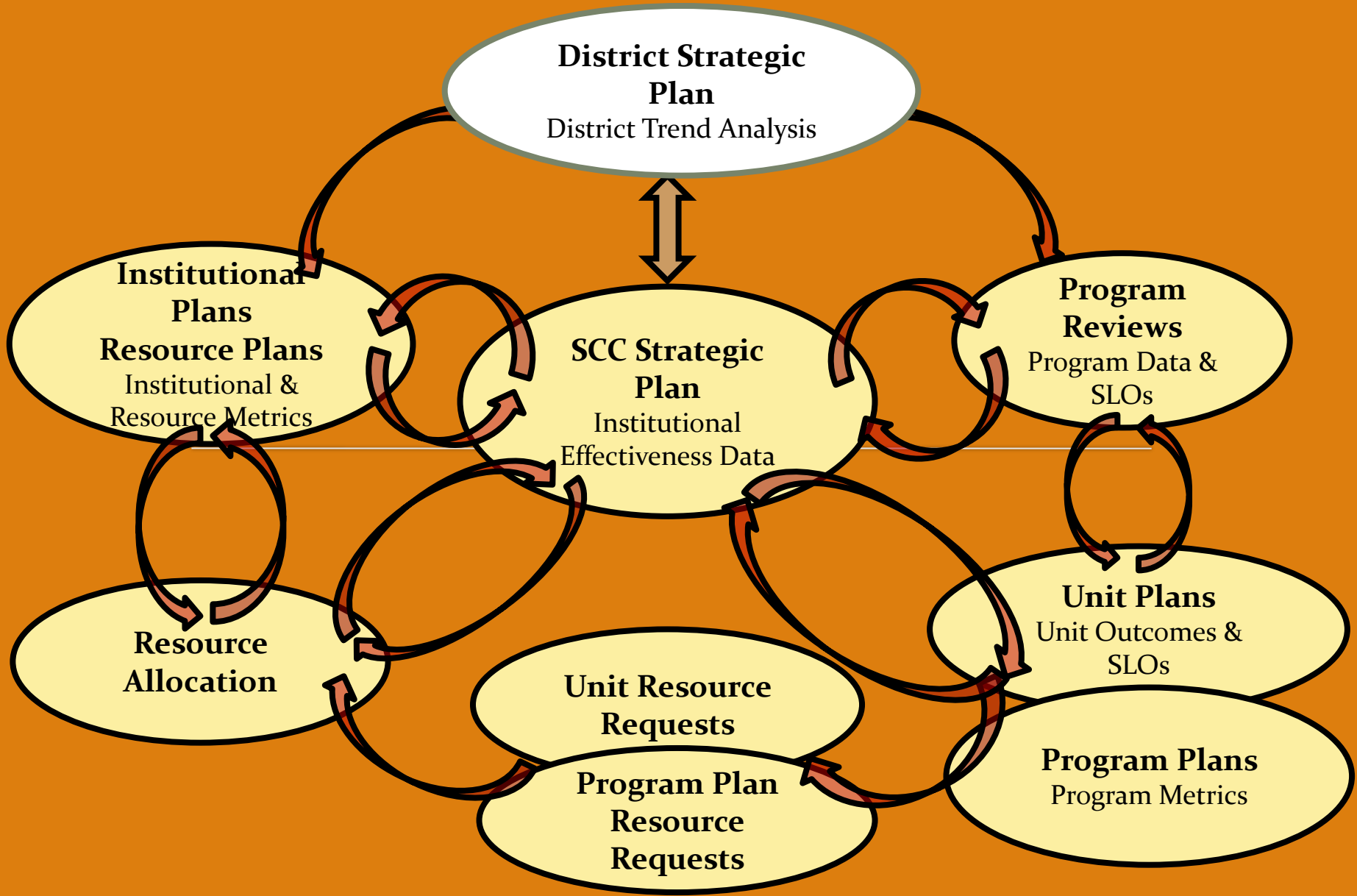
Financial

Facilities

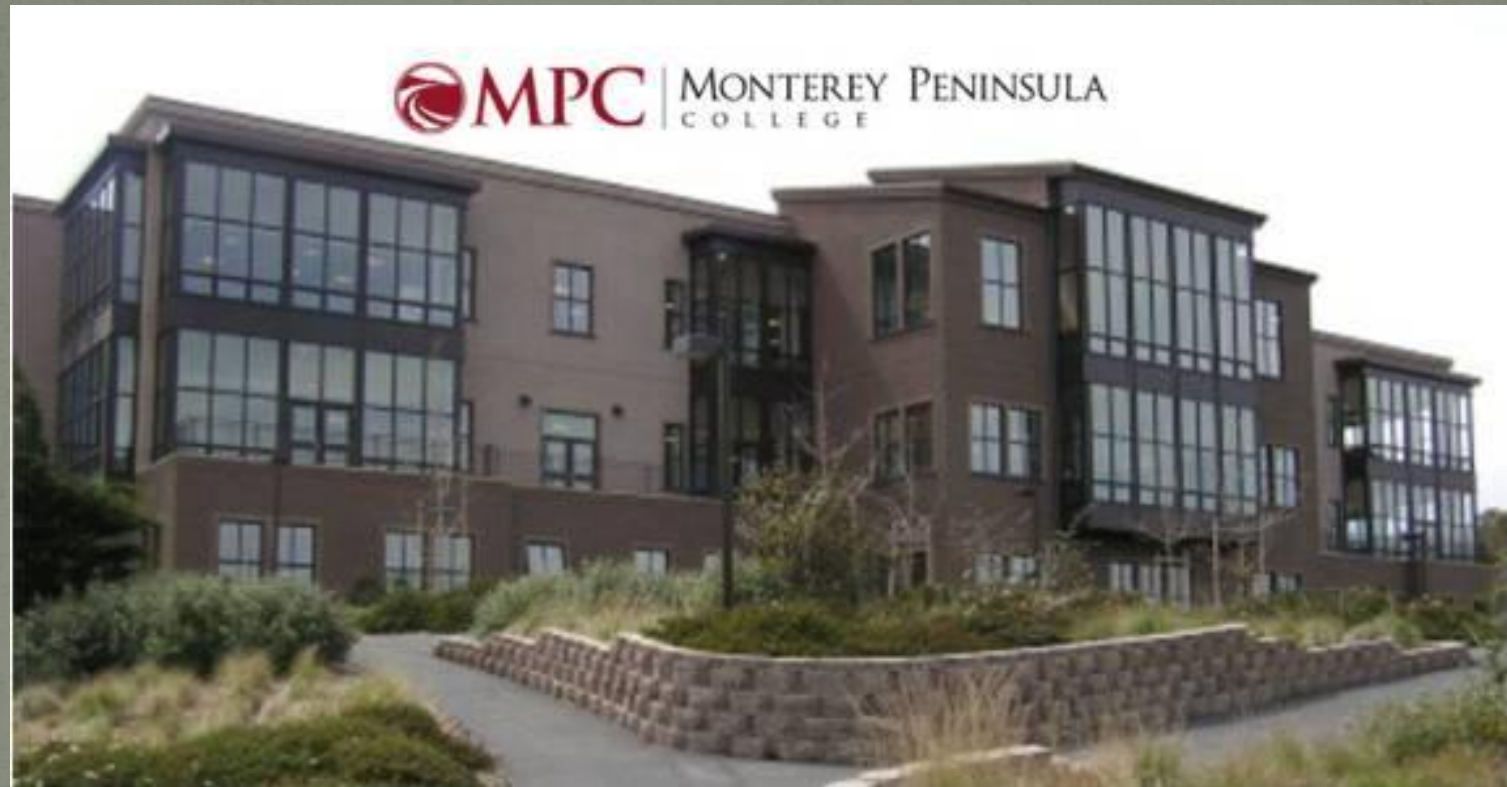
Faculty

Classified Staff

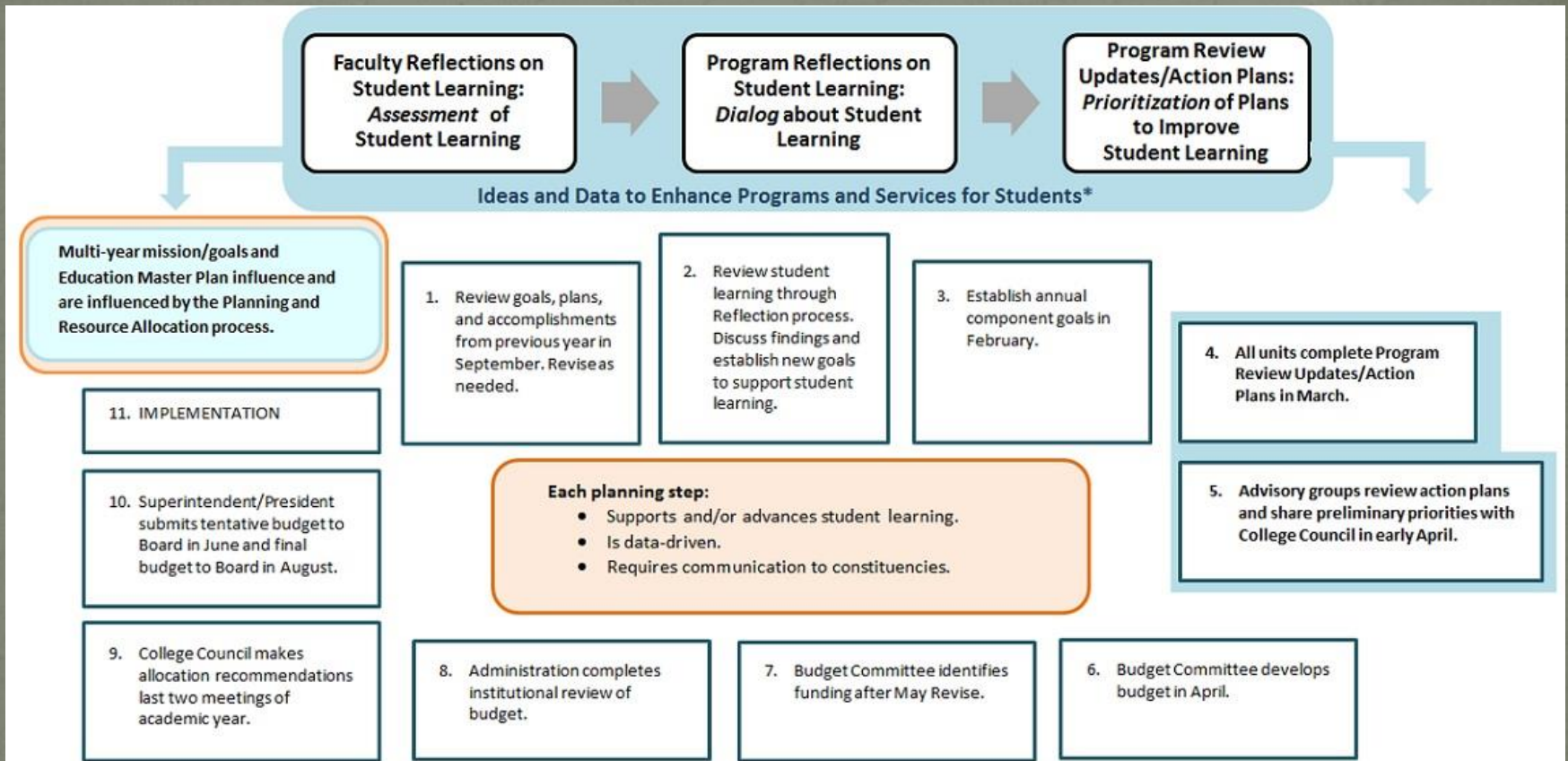
Information Technology



Planning and Assessment at MPC

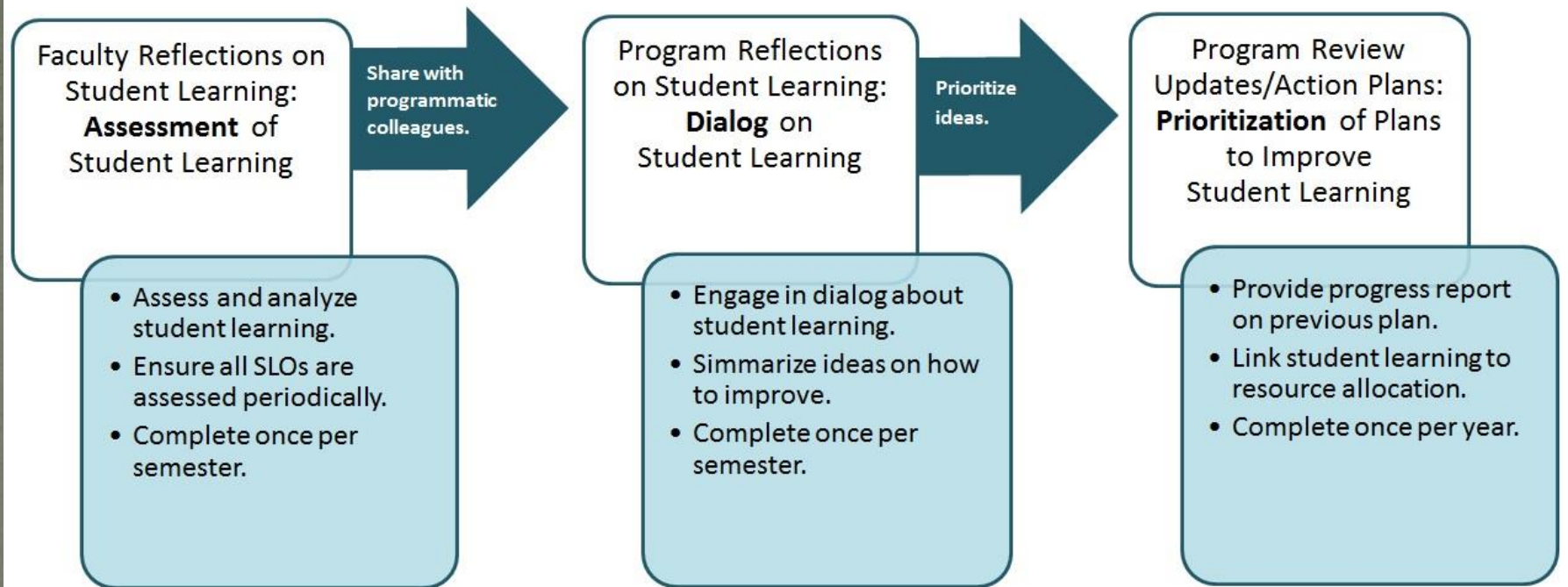


Monterey Peninsula College Planning and Resource Allocation Process



April 2013: Currently under review at Monterey Peninsula College

Student Learning: Foundational to Planning and Resource Allocation

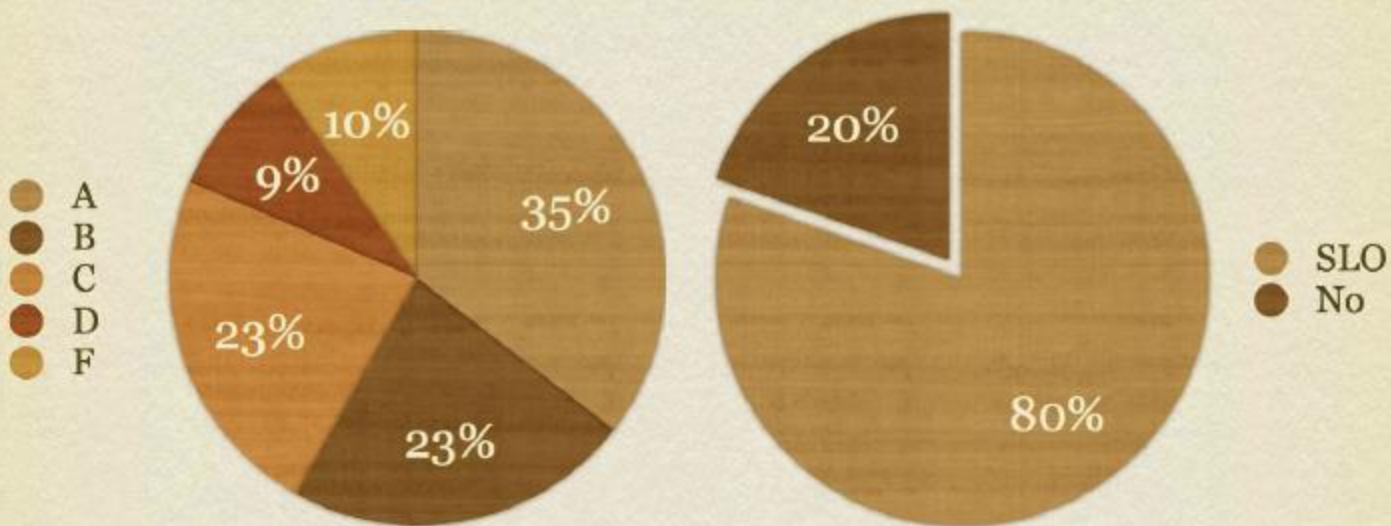


April 2013: Currently under review at Monterey Peninsula College

Integration of Student Learning
and Program Reflections into
all resource allocation
processes.

Excerpts from Anthropology Program Reflections “Before”

Grade Distribution and SLO Attainment:
Spring 2008, 2009, and 2010



* SLO: *Identify a Biocultural Theme in Human Evolution*

* writing assignment

* rubric

Excerpts from Anthropology Program Reflections

Utilizing Skeletal Indices

- Students measure the
- ① indices of various primates
- Students qualitatively
- ② explain comparative differences
- Students utilize
- ③ comparisons to examine the hominid fossil record



Excerpts from Anthropology Program Reflections

Title in bold.

Primate Skeletal Comparison: Indices for Three Monkeys to Determine Locomotive Patterns

Include a list of contributing authors.

Include a list of the representative institutions.

Keywords inform the reader of phrases central to the paper.

This should be a synopsis of your work. This should include general assumptions about the topic you are covering and why you decided to take on this project. It is helpful to write this after you have written the rest of the paper. Don't forget to include your thesis statement in the abstract!

Discuss the methods and materials used to conduct the study. How did you collect your data?

Elias S. Kary¹, Elias Kary²
¹Monterey Peninsula College, ² Monterey Peninsula College

Keywords: Primates, skeletal indices, locomotion

Abstract
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*sample paper

Excerpts from Anthropology Program Reflections

An Enriching Dialogue

- Students collaborate to produce lab reports
- Reports/data is shared via class presentations
- Students use peer data for the final project (SLO)

Primate Skeletal C
Three Monkeys to
Pa

Elias S. Ka
*Monterey Peninsula Coll

Keywords: Primates,

Abstract
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Materials and Methods
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Callout boxes:
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relative institutions.
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How did you collect your

*sample paper

Excerpts from Anthropology Program Reflections

Cost Breakdown

Option 1

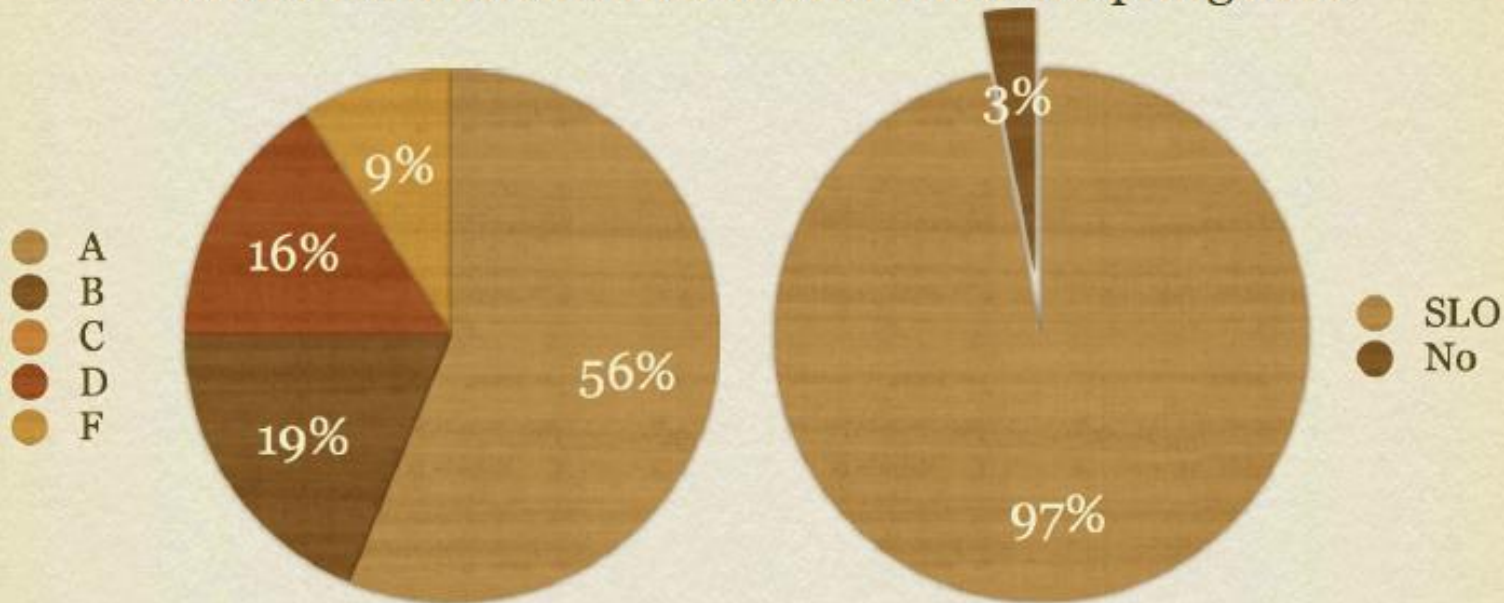
Materials	Price
Calipers, Osteometric Board	\$250-\$300
Bones	\$5000-\$7000
Total	\$5250-\$7300

Option 2

Materials	Price
Rulers	<\$1
Bones measured from a text	\$0
Total	<\$1

Excerpts from Anthropology Program Reflections “After”

Grade Distribution and SLO Attainment: Spring 2011



* SLO: *Identify a Biocultural Theme in Human Evolution*

* lab report and presentation, written final

* rubric

Questions ?