



Institutional Planning Manual

2013-2014



SAN DIEGO
MESA COLLEGE

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2013-2014 Institutional Planning Manual

Introduction

August 19, 2013

Mesa College Colleagues,

Congratulations on achieving so much over the last year as we once again assessed, reviewed, refined and implemented integrated planning at Mesa College. This year we were able to follow the process approved by the President's Cabinet in spring 2012, and follow another cycle through every step. We started 2012-2013 with a full cycle under our belts, and a few new items to achieve. One of those items was the launch of the Budget and Allocation Recommendation Committee (BARC), which replaced our Budget Committee.

In fall 2012, the Planning and Institutional Effectiveness Committee (PIE) and President's Cabinet held a day long assessment and dialogue session. The primary focus was on assessing the Mesa College Integrated Planning process as a whole, and refine if necessary relationships and responsibilities for all of our committees.

Over 40 faculty, staff and students gathered to assess our overall planning processes; from program review, to committee structures, to the functional groups who get the work done. The outcome was a set of recommendations as follows:

1. ***Approved*** a college *Institutional Effectiveness Statement*
2. ***Reviewed*** the outcomes of the Program Review summer working group, and its impact on the update to the PR process.
3. ***Expanded*** the outcomes assessment sections for reporting the impact of resources on learning outcomes
4. ***Clarified*** the new BARC process, including a roadmap of how the process works, the timeline, rubrics and responsible parties.
5. ***Identified*** communication as the chief factor in engagement of the college in the planning process. Outlined opportunities to increase dialog and communication of processes and outcomes.

During the winter break, the Learning Assessment Task Force (LATF) sponsored a flex day event focused on the assessment of Institutional Learning Outcomes (ILOs). The day began with a large group presentation on the ILOs, and then broke into smaller groups to review and assess outcomes data by ILO, provided by the Office of Institutional Effectiveness.

Faculty, staff and administrators facilitated the sessions, and outcomes were taken back to the LATF for further reflection and action. Major outcomes of the day were:

- More data are needed, mapping to program and college goals could be improved
- Faculty asked for a timeline for assessment of all SLOs at all levels
- The LATF was asked to consider melding the ILO's and the General Education Learning outcomes (GELOs) to provide a more streamlined assessment.

In the spring of 2013, the expanded President's Cabinet held its annual planning retreat. The goal of the spring retreat is to assess the College's progress towards its goals. The college utilized the key performance indicators rubric as presented by Bri Hays, campus researcher. Additionally, presentations and group discussions centered on:

- The Educational Master Plan process for 2012-2017
- Recommendations from the Participatory Governance Task Force
- Student Success Act Imperatives
- New Accreditation mandates regarding student achievement
- Results from our January convocation sessions on the assessment of Institutional Learning Outcomes (ILOS)
- Review and updating of the college goals

Outcomes from the retreat are:

- **Reached consensus** of the planning process for the Educational Master Plan
- **Accepted** the recommendations of the Participatory Governance Task Force, and the addition of asking them to continue their work to develop meeting templates and web recommendations.
- **Considered** and discussed the kinds of changes the college will make as it moves towards implementing the Student Success Act.
- **Acknowledged** and dialogued regarding the additional focus of the accrediting commission on student achievement.
- **Analyzed** the report from the LATF regarding the ILO workshops. Accepted the recommendation of the timeline for SLO assessment.
- **Evaluated** progress towards meeting the college-wide goals; **determined** that a new college goal was needed to focus more clearly on professional development and student engagement.
- **Amended** college goal #2, as so:
 - *Original:* To provide a learning environment that maximizes student access and success, and employee well-being.
 - *New:* To provide a learning environment that maximizes student access, success and equity.

- **Created** college goal #5, as so:
 - *To cultivate an environment for employee engagement, professional development, leadership, and personal well-being.*

It is with pleasure that I present to you the 2013-2014 San Diego Mesa College Institutional Planning Manual and commend the College on its dedication in achieving this level of integrated planning, evaluation, and resource allocation.

Best regards,

Pamela T. Luster, Ed.D.

President

Using the 2013-2014 Institutional Planning Manual

The 2013-2014 Institutional Planning Manual (IPM) provides the college an opportunity to understand and fully participate in the college-wide assessment and implementation of integrated planning. It builds on the prior work of the college and utilizes much of the structure from the previous manuals. As was true last year, this manual will be shorter, as we utilize electronic resources wherever possible to reference documents and actions already in evidence. In this way we can present the major revisions clearly, and provide a historical reference for continuity.

MISSION, VISION, VALUES

The college reviewed its Mission, Vision and Values in the last planning cycle, and they remain the same for this academic year. The college has scheduled a review this year to align with the Educational Master Planning process, guided by the Planning and Institutional Effectiveness Committee.

Institutional Goals

As described previously, the college has amended Goal #2 and created a new Goal #5.

San Diego Mesa College's Institutional Goals are:

GOAL 1- To deliver and support exemplary teaching and learning in the areas of transfer education, associate degrees, career and technical education and basic skills.

GOAL 2- To provide a learning environment that maximizes student access and success, and equity.

GOAL 3- To respond to and meet community needs for economic and workforce development.

GOAL 4- To cultivate an environment that embraces and is enhanced by diversity.

GOAL 5- To cultivate an environment for employee engagement, professional development, leadership, and personal well-being.

INTEGRATED PROCESSES FOR PLANNING

Major College Committees for Integrated Planning

The college has been discussing the relationship of major standing committees and their reporting structures for the planning process for several months. Figure 1 provides an

overview of the relational aspects of the integrated planning process as recommended through the participatory governance structure. Significant dialogue led to the re-engineering of the Budget Committee, creating a better flow of the resource allocation process. Dialogue centered on transparency, alignment, communication and assessment of outcomes for resource budgeting and allocation. The following provides an overview of each committee's outcomes and status.

President's Cabinet

As the major recommending body of the college, President's Cabinet is the centralized place where recommendations on integrated resource planning and institutional effectiveness take place. The President's Cabinet holds semi-annual retreats to assess the impacts on college effectiveness. Utilizing internal and external data, budget, outcomes assessment, and key performance indicators, the cabinet reviews and revises process and policy. At this year's President's Cabinet retreat the College made a number of recommendations, which are stated above in the President's Message. Primarily the President's Cabinet has been focused on increased communication of the planning cycles and outcomes for the past year.

Program Review

Under the leadership of Dean of Institutional Effectiveness, and the Program Review Committee, program review was revised, reviewed, implemented, and assessed. All college units completed program review for 2012-2013. Outcomes from this most recent program review process will be utilized as a foundation for resource allocation in the 2013-2014 process. Due to very limited availability of ongoing discretionary funds, the college will again be using a yearend allocation approach to fund these requests. The college has included opportunities for program review requests for ongoing funds if the colleges ongoing funding is segmented.

In its assessment the committee determined that the following improvements would be considered:

- Develop additional opportunities for training, including staggered, sequential, one-on-one, and hands-on instruction
- Incorporate online, module-based training materials into the Program Review process and integrate this within the online Program Review module
- Clarify the content and breadth of information required for Program Review
- Simplify the online Program Review module
- Create additional trainings on Program Review topics (e.g., research and data)

- Align the Program Review document with the information required for resource requests
- Clarify timelines for Program Review and resource allocation
- Develop communication plan for Program Review relative to integrated planning
- Revise Program Review website to make it more user-friendly and link to integrated planning and resource allocation

As part of its role in integrated planning, the Program Review Committee included evaluation of the resource request process embedded within it. The following recommendations were made based upon feedback from administrators, faculty, and staff:

- Offer resource request preparation workshops
- Assess and refine the resource allocation rubrics
- Assure that all resource allocation documents and processes are in place prior to the beginning of the Program Review cycle

Planning and Institutional Effectiveness Committee (PIEC)

PIEC had a highly effective year in 2012-13 with its second year of operation after its realignment from the Strategic Planning Committee in 2011-2012. The group took on all of the major planning processes, and provided a place for dialogue and action on matters of integrated planning. The committee utilized the SDMC Integrated Planning process to guide the college through its first true integrated planning implementation.

At its final two meetings of the year, PIEC conducted its self-assessment for 2012-2013. As a result, in 2013-2014, the committee plans to continue with practices proven effective in 2012-2013 and to focus on campus-wide communication and dissemination of information regarding all aspects of integrated planning. The College has come to embrace the practices of integrated planning as it affects their programs and service areas. However, the committee will focus on assuring that all faculty and staff are familiar with the entire integrated planning process.

Accomplishments in 2012-2013 include:

- Drafted the mid-term report for accreditation
- Convened the Budget and Allocation Recommendation Committee (BARC) and saw it through an entire iteration of allocation recommendation
- Created the Learning Assessment Task Force to coordinate learning assessment across campus

- Addition of Learning Assessment Facilitator position to coordinate campus efforts in assessment in conjunction with the already established position of Learning Assessment Coordinator, which addresses process
- Created the Taskstream Task Force to consider changes to assessment tools
- Collaborated with Program Review to align planning and resource needs with allocation recommendation

Budget and Allocation Recommendation Committee (BARC)

After review and evaluation by the College and recommendation by PIEC and President's Cabinet, with ultimate approval by the President, the Budget and Allocation Recommendation Committee (BARC) began its work as the central body coordinating and prioritizing resource requests. A participatory governance committee, BARC is comprised of administrators, faculty, and staff representing the breadth of the College's divisions and functions.

In 2012-2013 BARC completed its first allocation recommendation cycle. Following the completion of the fall 2012 Program Review cycle, BARC received all resource allocation requests from the Office of Institutional Effectiveness in spring 2013. Faculty and classified hiring requests were set aside for referral to the Faculty Hiring Priorities Committee and the Classified Hiring Priorities Committee in fall 2013.

In spring, 2013 BARC prioritized all supplies, equipment, and facilities requests. The committee considered all information provided by faculty and staff lead writers as they identified their plans, provided extensive supporting documentation for goals, and requested needed resources to achieve their goals. Each supply and equipment request was scored using a rubric to guide the analysis. A prioritized list was generated based upon the scores and forwarded to President's Cabinet for recommendation to the President. The President approved the list and directed the Business Services Office to work with the appropriate managers, faculty, and staff to begin the requisition process using year-end funds. Over \$100,000 was allocated to various programs and service areas; an additional \$250,000 was allocated for IT updates and replacements, consistent with the Mesa IT Strategic Plan replacement protocol.

Information Technology Committee

Committee serves as the central advisory on matters of instruction, administrative, and student services computing, telecommunications and other technologies. Creates, evaluates, and recommends updates to the IT Plan as integrated into the college's Institutional Planning Process.

Facilities Planning Committee

Committee reviews major facilities issues and planning, through a participatory governance process; recommends resource allocations for Facilities improvement projects emerging from program review.

Major College Processes Impacting Integrated Planning

Educational Master Plan

The College began development of the 2012-2017 Educational Master Plan (EMP) in 2012-2013. Co-chairs were named, including the President and a representative of the Deans' Council. An initial scope of work, based upon best processes, was created and discussed with possible consultants. Ultimately the College opted to conduct in-house research, analysis, and planning. Research included over 50 targeted focus groups regarding a variety of questions related to program review, including strengths, challenges, external influences, resource needs, program or service area needs, program or service area vision, and college vision for the next five years. Student focus groups targeted transfer students, career-technical students, special populations, basic skills, and student government. Student queries included questions on expectations and experiences as a Mesa College student.

Multiple sources of quantitative and qualitative data including the focus groups, program reviews, internal and external environmental scans, and other resources will be analyzed and processed during the fall semester, 2013. Once completed, the documents will be provided to the EMP Steering Committee for the purpose of creating the plan. The EMP will include program and service area profiles in addition to the overall plan. Completion is expected for late fall, early spring of the current academic year.

District-wide Budget Development

The college as part of a multi-college district works collaboratively with the Chancellor's Cabinet to align resources. The College has some influence on the process, however the major drivers of the budget are:

- Enrollment targets/FTEF allocations
- Mandated costs associated with benefits
- Discretionary accounts that emerge with resources (after) all other costs have been covered

Due to the shifting nature of budgets in California, there is little time to respond to the cuts that emerge, especially those that occur midyear. As a result it is difficult to predict revenues, and more importantly to build them into the budgeting process for integrated planning. The College President through the administrative staff and President's Cabinet keeps the college

up to date on developments of this nature. The information is disseminated through the participatory governance process and to the college committees impacted. While not optimal, the College recognizes the effect on its planning processes and makes adjustments as needed.

The Role of Research at Mesa College

The role of research is central to all of the College's planning efforts. This year, the College President re-organized the college administrative units, creating the Office of Institutional Effectiveness. This was in response to the faculty and staff feedback in Program Review centered around the need for better support and training to meet accreditation standards. Previously all of the planning efforts reported to the Vice President of Instruction, which created an imbalance in supporting student and administrative services in learning outcomes and planning. The new office reports directly to the President.

The campus-based researcher (CBR) has a dual role, one is with the district office as part of their institutional research department, and as the CBR for Mesa College. This year the CBR has primarily supported campus-wide research and particularly program review, PIEC, and college-wide endeavors. The College previously published a research and planning annual agenda; this has now been updated to align with the President's priorities and the integration of research into all facets of planning at Mesa College. Additionally, while the position formally resides in the district office of Institutional Research and Planning, at Mesa College the CBR now reports to the Dean of Institutional Effectiveness.

Participatory Governance

Mesa College has a very strong tradition of engaging in participatory governance, including robust dialogue regarding what the difference might be between utilizing the term shared vs. participatory. The college is in the final stages of implementing the outcomes of the Participatory Task Force and will be assessing the changes at its spring retreat.

The Year of Teaching and Learning

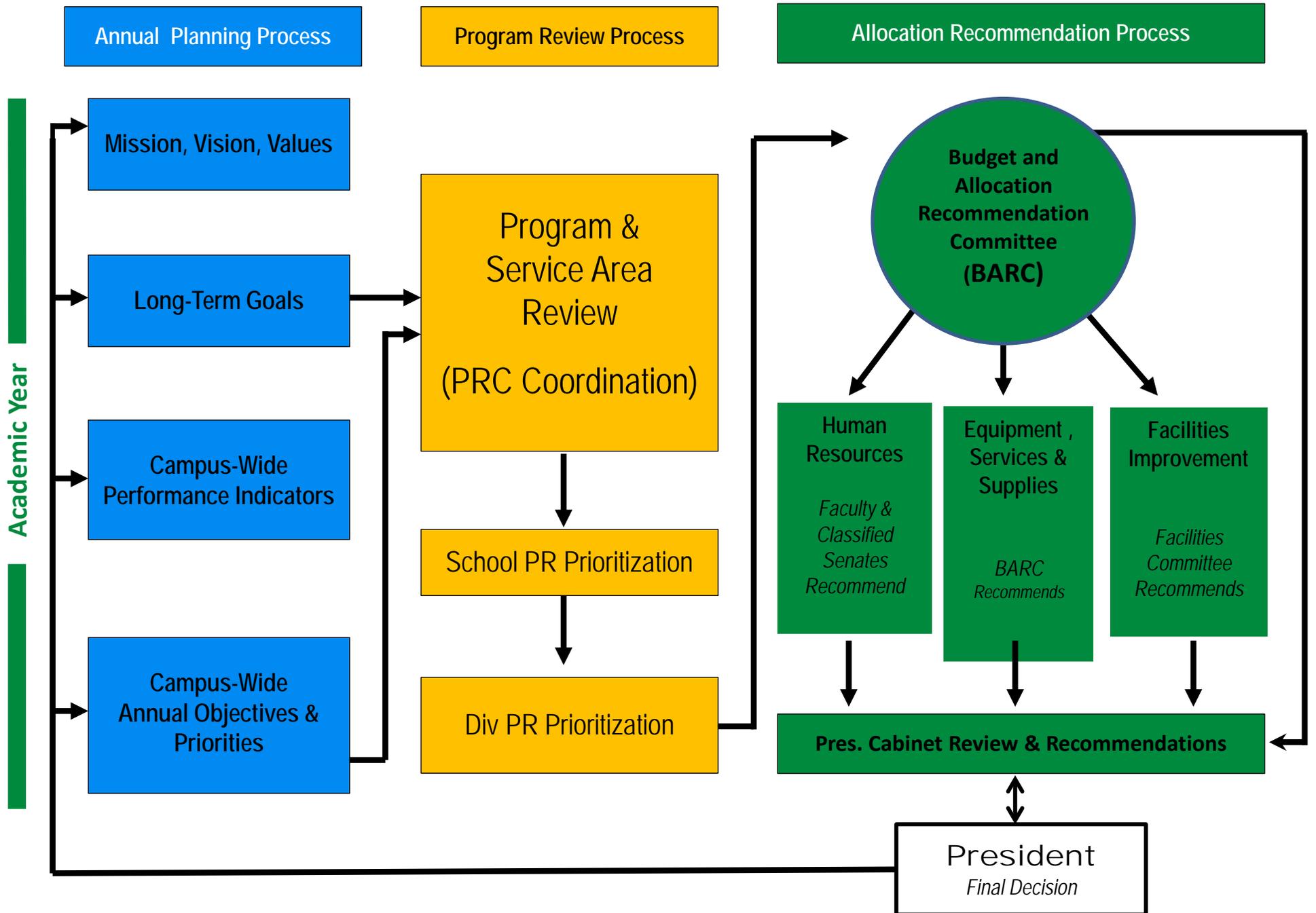
For the past several years the College has been intently focused on meeting accreditation regulations, SLO policy and processes, integrated planning, and assessment of institutional effectiveness. Last year the college reached sustainable, continuous improvement in nearly all aspects of planning and learning outcomes.

At convocation fall 2012 the College President made a proposal to use 2012-2013 as a Year of Teaching and Learning. We see this as an opportunity to apply the learning of the last several years to our direct work with students. The College will now create places and spaces where dialogue, formal and informal, can take shape; faculty to faculty, faculty to staff, staff to students and so on. The first two institutional goals of Mesa College directly impact this focus, and as such we will document our work towards assessing our institutional goals.

In the spring of 2013 the College President released “Teaching and Learning” monies. These resources were identified from the President’s Auxiliary account that is funded by the district auxiliary board. The monies have been used in the past to pay for college items, gatherings, events and breakfast costs for convocation. This year, the president funded all schools, senates, student services, and administrative groups to create meaningful gatherings to discuss teaching and learning at Mesa College, and its outcomes for students. The college has created a reporting system for the outcomes of these sessions and will map them in Taskstream to our other integrated planning efforts. By the end of 2013-2014 we will have reached our ongoing goal of continuously focusing on assessment of our efforts.

Attachment 1: 2013-2014 IPM Integrated Planning Chart

Mesa College Integrated Planning Process



San Diego Mesa College

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