Integrated Planning and Assessment

Dolores Davison, Foothill College
Fred Hochstaedter, Monterey Peninsula College
Ginni May, Sacramento City College
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.”
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.”
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.”
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
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

Strategic Planning Structural Elements

Recommendations to President

Resource Allocation

Accreditation Oversight

Strategic Planning Goals

Constituent-Based Penultimate Planning Council *
(Drives Strategic Planning)

# To Be Determined:
- # of councils
- Charge of councils
- Composition of councils
- Planning integration details

Planning Calendar

Integration of College Plans

Constituent-Based Planning Councils *

Constituent-Based Planning Councils *

Division Plan

Division Plan

Division Plan

Division Plan

Program Review

Program Review

Program Review

Program Review

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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:
Yes, it felt like this...

“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. Ooooops!)
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

District Strategic Planning

College Strategic Planning

Program Review

Unit Plan  Unit Plan  Unit Plan  Unit Plan  Unit Plan  Unit Plan
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
<table>
<thead>
<tr>
<th>LRCCD Future Direction</th>
<th>SCC Goal</th>
<th>SCC Strategy</th>
</tr>
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<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>Review courses, programs and services and modify as needed to enhance student achievement</td>
</tr>
<tr>
<td>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.</td>
<td>Goal B: Align enrollment management processes to assist all students in moving through programs from first enrollment to completion of educational goals.</td>
<td>Provide students with clear pathways to goal completion</td>
</tr>
<tr>
<td>Continue to exercise the prudent approach that has helped Los Rios maintain its current financial stability.</td>
<td>Goal C: Improve organizational effectiveness through increased employee engagement with the college community and continuous process improvement.</td>
<td>Continue to exercise transparent and fiscally sound financial management.</td>
</tr>
</tbody>
</table>
College Plans are integrated with resource allocation and assessment

- **Strategic Plan**: Strategies and Initiative Areas
- **Other College Plans**: Activities and Objectives Defined
- **Assessment**:
- **Implementation** (including Resource Allocations)
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

Resource Plans
- Financial
- Facilities
- Faculty
- Classified Staff
- Information Technology

Unit Plans
Planning and Assessment at MPC
Monterey Peninsula College Planning and Resource Allocation Process

April 2013: Currently under review at Monterey Peninsula College
April 2013: Currently under review at Monterey Peninsula College
Integration of Student Learning and Program Reflections into *all* resource allocation processes.
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

1. Students measure the indices of various primates
2. Students qualitatively explain comparative differences
3. Students utilize comparisons to examine the hominid fossil record
Primate Skeletal Comparison: Indices for Three Monkeys to Determine Locomotive Patterns

Elias S. Kary, Elias Kary

1Monterey Peninsula College, 2Monterey Peninsula College

Keywords: Primates, skeletal indices, locomotion

Abstract


Materials and Methods

Pellentesque habitant morbi tristique senectus et malesuada fames ac turpis egestas. Sed commodo lobortis luctus. Pellentesque habitant morbi tristique senectus et netus et malesuada fames ac turpis. Nulla leo nibh,
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)

*sample paper*
Excerpts from Anthropology Program Reflections

### Cost Breakdown

<table>
<thead>
<tr>
<th>Option 1</th>
<th>Option 2</th>
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<tbody>
<tr>
<td><strong>Materials</strong></td>
<td><strong>Materials</strong></td>
</tr>
<tr>
<td>Calipers, Osteometric Board</td>
<td>Rulers</td>
</tr>
<tr>
<td>Bones</td>
<td>Bones measured from a text</td>
</tr>
<tr>
<td>Total</td>
<td>Total</td>
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Total: $5250-$7300
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 ?