

MIRACOSTA COMMUNITY COLLEGE DISTRICT  
2011 INTEGRATED PLANNING MANUAL

October 18, 2011



## MISSION STATEMENT AND INSTITUTIONAL GOALS

### Mission Statement

*The MiraCosta Community College District mission is to provide educational opportunities and student-support services to a diverse population of learners with a focus on their success. MiraCosta offers associate degrees, university-transfer courses, career-and-technical education, certificate programs, basic-skills education, and lifelong-learning opportunities that strengthen the economic, cultural, social, and educational well-being of the communities it serves.*

*(Approved by the Board of Trustees September 20, 2011)*

### Institutional Goals 2011-2020

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- Institutional Goal I.** MiraCosta Community College District will become a vanguard educational institution committed to innovation and researched best practices, broad access to higher education, and environmental sustainability.
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- Institutional Goal II.** MiraCosta Community College District will become the institution where each student has a high probability of achieving academic success.
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- Institutional Goal III.** MiraCosta Community College District will institutionalize effective planning processes through the systematic use of data to make decisions.
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- Institutional Goal IV.** MiraCosta Community College District will demonstrate high standards of stewardship and fiscal prudence.
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- Institutional Goal V.** MiraCosta Community College District will be a conscientious community partner.

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## INTRODUCTION

This manual is the MiraCosta Community College District guide to integrated institutional planning. The processes described in this document identify the ways that constituent groups participate in and contribute to long-term and short-term planning.

This document begins with a description of the integrated planning model. Next is a description of each element in the integrated planning model that includes:

- ▶ Specific tasks to be accomplished.
- ▶ Processes by which decisions/recommendations will be developed.
- ▶ Timeline for each task.
- ▶ Offices or groups responsible for completing the tasks.
- ▶ Offices or groups that will receive the recommendations and render final decisions.

The undersigned faculty, student, administrative, and classified representatives of the MiraCosta Community College District have agreed upon the integrated planning model and the procedures described in this manual.

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Francisco C. Rodriguez, *Superintendent/President*

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Louisa Moon, *Academic Senate President*

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Sasha Tangherian, *Associated Student Government President*

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Jo Ferris, *Administrative Council*

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Melanie Seibert Haynie, *Classified Senate President*

In the MiraCosta Community College District integrated planning model, planning processes are based on a common set of assumptions and follow well-defined procedures. The ultimate goal of all planning is student learning and success. Assessments focus on how well students are learning and, based on those assessments, changes are made to improve student learning and success.

District planning policies and practices demonstrate institutional effectiveness and a cycle of continuous quality improvement. Dialogue regarding institutional improvement occurs in an ongoing and systematic cycle of evaluation, development of goals and objectives, resource allocation, plan implementation, and re-evaluation. This cycle and the processes used to link the components of the MiraCosta Integrated Planning Model to one another are described in this manual.

## INTEGRATED PLANNING MODEL

The **Mission Statement** describes the district's intended student population and the services the district promises to provide to the community. As such, this statement is the touchstone for the entire planning process.



The district compares its current status to the mission statement (internal scans) and analyzes anticipated challenges (external scans) to develop a long-term **Comprehensive Master Plan** that includes both educational and facilities plans.



Based on what is learned through the preparation of the Comprehensive Master Plan, the district develops **Institutional Goals** that articulate (1) how to advance the mission statement and (2) how to address anticipated challenges.



Projections of institutional growth in the Comprehensive Master Plan, as well as the **Institutional Goals**, are the basis for the district's three-year **Strategic Plan** and its annual **Institutional Program Review**.

- ▶ The **Strategic Plan** uses the institutional goals to derive institutional objectives. The **Institutional Objectives** identify the action plans that will be undertaken to achieve the institutional objectives and, ultimately the institutional goals.
- ▶ **Institutional Program Review** includes an analysis of and plan for each academic and student services program and administrative unit.



**Resources** are allocated based on:

1. Institutional objectives and action plans in the district strategic plan.
2. Plans developed at the program level (academic/student services) and the unit level (nonacademic, administrative) during institutional program review.

Refer to the section on resource allocation in this manual for an explanation of the link between the strategic plan and institutional program review.

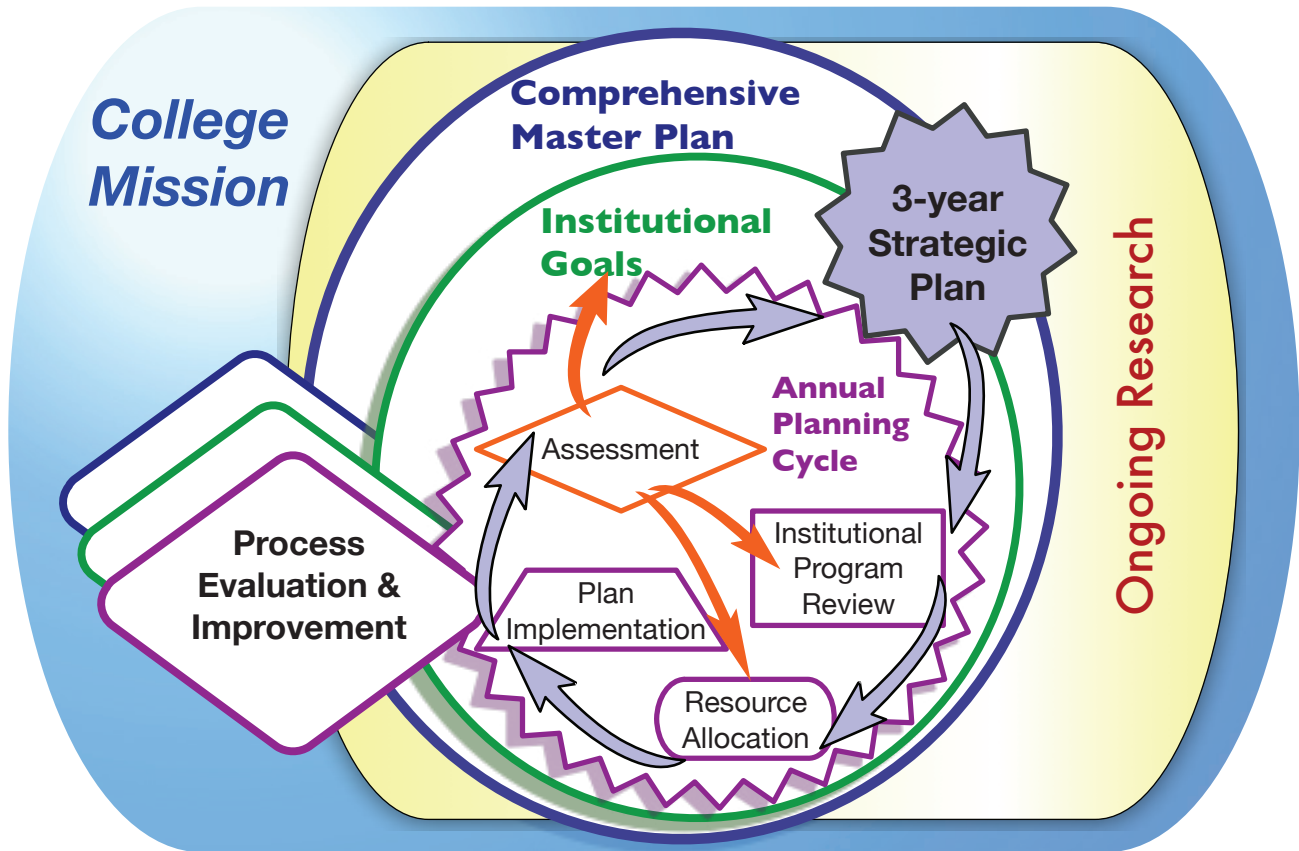


Once resources are allocated, the district **implements its plans**.



The district **assesses** in two ways: (1) **assesses progress** on the institutional goals and institutional objectives annually and (2) **assesses the planning processes** every two years. The results of these assessments are the basis for the progress report on the strategic plan and for the next year's institutional program reviews.





## MISSION STATEMENT

The mission statement is the touchstone for the entire planning process in that it describes the district's intended student population and the services the district promises to provide to the community.

The district reviews the mission statement every three years (see Board Policy 1200). Following a review and revision in early fall 2011, the revised mission statement was approved by the Board of Trustees in September 2011.

The MiraCosta Community College District mission statement is:

*The MiraCosta Community College District mission is to provide educational opportunities and student-support services to a diverse population of learners with a focus on their success. MiraCosta offers associate degrees, university-transfer courses, career-and-technical education, certificate programs, basic-skills education, and lifelong-learning opportunities that strengthen the economic, cultural, social, and educational well-being of the communities it serves.*

The Accrediting Commission for Community and Junior Colleges standard most relevant to the development and review of a college mission is:

► **I.A. Mission**

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.
2. The mission statement is approved by the governing board and published.
3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.
4. The institution's mission is central to institutional planning and decision making.



### Timeline and Process for Review of the Mission Statement

#### SEPTEMBER 2014, 2017

The Budget and Planning Committee (BPC) informs the superintendent/president that it is time in the three-year cycle for a review of the district mission statement.

The superintendent/president convenes a Mission Review Task Force.



#### OCTOBER 2014, 2017

The mission review task force develop a plan of how to solicit information for a district-wide review of the mission statement.

The mission review task force submits the process plan to the superintendent/president's cabinet for feedback.

The mission review task force modifies the review process based on the feedback from the superintendent/president's cabinet.



#### NOVEMBER 2014, 2017

The mission review task force implements the plan and solicits information district-wide regarding potential modifications to the mission statement.



#### DECEMBER 2014, 2017

Based on the feedback, the mission review task force proposes revisions to the current mission statement and submits the recommendation to the superintendent/president's cabinet.

Cabinet representatives distribute the recommended revisions to the councils for feedback.



#### JANUARY 2014, 2017

The superintendent/president's cabinet consolidates the feedback from the councils' comments and makes a recommendation to the superintendent/president.

The superintendent/president considers the recommendation and if s/he approves, the revised mission statement is recommended to the Board of Trustees for approval. If s/he does not approve, collaboration and compromise continues until s/he approves.

The superintendent/president recommends the revised mission statement to the Board of Trustees. Following board approval, the new mission statement is distributed district-wide for use in all publications.

The Comprehensive Master Plan (CMP) is the district's long-term plan and, as such, projects the future of the MiraCosta Community College District for the coming decade.

The planning process begins with an analysis of internal and external scans to provide a foundation for the dialogue about the district's effectiveness in advancing its mission and for identifying anticipated challenges. The result of this dialogue is the development of institutional goals that serve as the basis for the district's next three three-year strategic plans and for institutional program review. Through these processes, the CMP is linked to the mission statement

Mission Statement → CMP Analysis and Institutional Goals

as well as to the district's short-term plans:

CMP Institutional Goals → Strategic Plan Institutional Objectives

CMP Institutional Goals and Strategic Plan Institutional Objectives → Institutional Program Review

These links are further described in the subsequent pages of this *2001 Integrated Planning Manual* in the sections on strategic plan, institutional program review, and resource allocation.

The CMP that spans from 2011 to 2020 will be presented to the Board of Trustees in November 2011. Subsequent iterations of the CMP will be developed when the term of the existing CMP expires. An update of this CMP may be warranted if there are major changes in internal or external conditions.

The Accrediting Commission for Community and Junior Colleges standard most relevant to the development and implementation of the processes described in the remainder of this *MiraCosta Community College District 2011 Integrated Planning Manual* is:

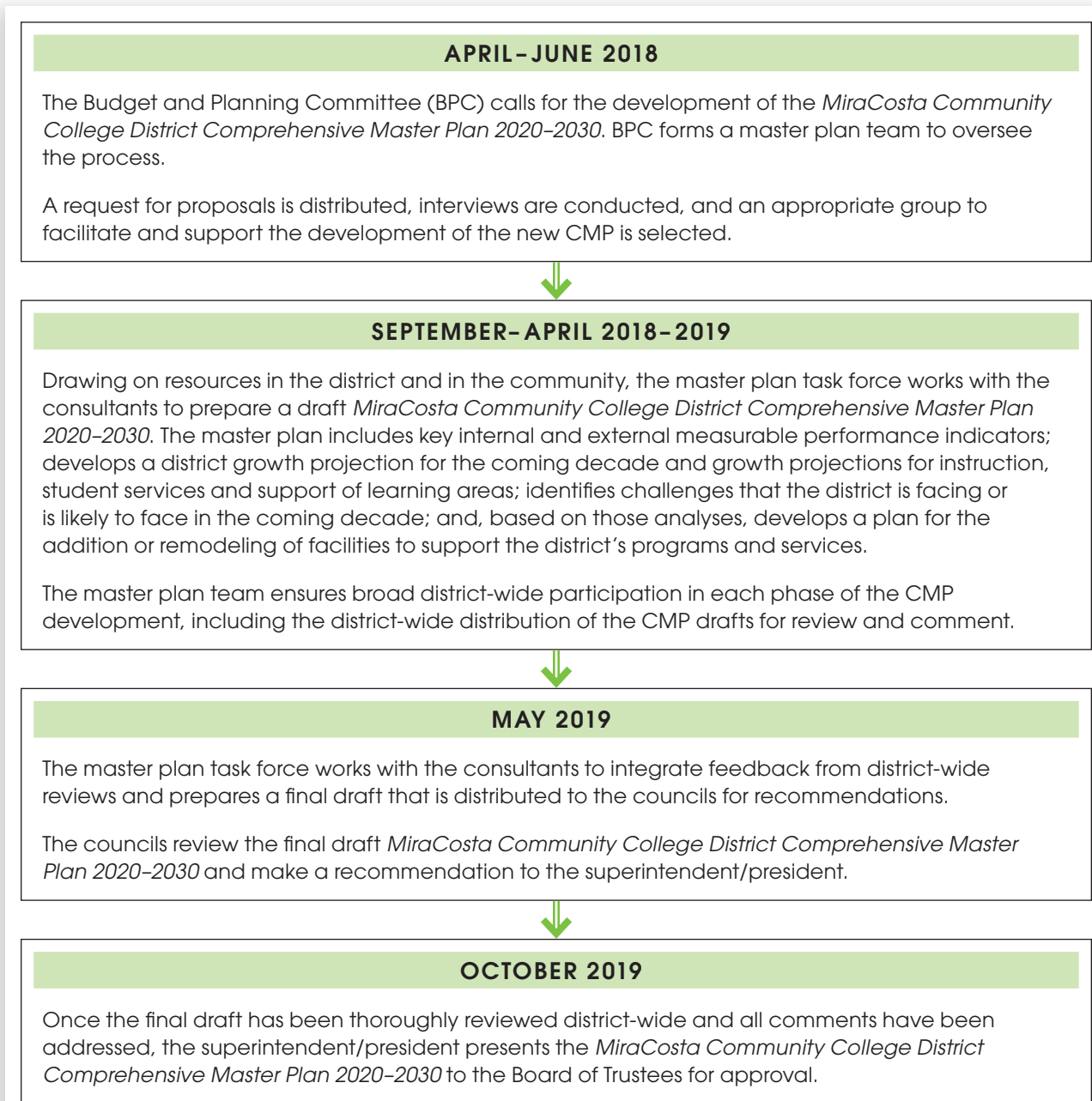
### ► I.B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.
2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.
3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.
4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.
6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.
7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

**Timeline and Process for the Comprehensive Master Plan**



## STRATEGIC PLAN

The strategic plan is the district's short-term plan. This plan identifies the specific actions that the district intends to take in order to achieve the institutional goals identified in the CMP.

Beginning with the institutional goals documented in the CMP, the first step in the development of the strategic plan is to craft institutional objectives that are SMART (specific, measurable, attainable, relevant and time-bound). The second step is to identify action plans that describe how the institutional objectives will be accomplished. Each action plan includes a timeline for completion and the assignment of parties responsible for implementing the action. Refer to the "Plan Implementation" section of this manual for a description of the duties of the responsible parties.

The strategic plan promotes continual improvement over time because the process calls for the prioritization of a reasonable number of institutional objectives for district-wide concentration. Each year the district prepares a progress report to document progress on the institutional objectives to reinforce and sustain district-wide dialogue on long-term goals and short-term objectives. See the section in this document titled "Assessment of the Planning Processes" for the timeline and steps in developing the annual progress report.

The *MiraCosta Community College District Strategic Plan 2011-2014* will be approved in October 2011. Subsequent iterations of the strategic plan will be developed when the term of this strategic plan expires. The schedule of strategic plans and progress reports for the coming decade follows.



**Timeline and Process for the Development of the Strategic Plan**

**FEBRUARY 2014, 2017**

The Budget and Planning Committee (BPC) informs the superintendent/president that it is time for the development of the *MiraCosta Community College District Strategic Plan 2014-2017 (or 2017-2020)*.

The superintendent/president convenes a strategic plan team.



**MARCH 2014, 2017**

The strategic plan team analyzes the institutional goals in the *MiraCosta Community College District 2011 Comprehensive Master Plan* and progress on the institutional objectives in the 2014 Progress Report. Based on these analyses, the strategic plan task force develops institutional objectives and action plans for the next three years. The institutional objectives follow the SMART rubric. The action plans identify specific tasks, timelines for completion, and the party/parties responsible for completing each task.



**APRIL 2014, 2017**

The strategic plan task force distributes the draft *MiraCosta Community College District Strategic Plan 2014-2017 (or 2017-2020)* for review and comment.

The strategic plan task force incorporates feedback from the district-wide review and prepares the final *MiraCosta Community College District Strategic Plan 2014-2017 (or 2017-2020)*, which is forwarded to the superintendent/president's cabinet.

The superintendent/president's cabinet distributes the *MiraCosta Community College District Strategic Plan 2014-2017 (or 2017-2020)* to the councils for their recommendations.

The superintendent/president considers the recommendations from the council reviews and if s/he approves, the *MiraCosta Community College District Strategic Plan 2014-2017 (or 2017-2020)* is presented to the Board of Trustees for information and is distributed district-wide. If s/he does not approve, collaboration and compromise continues until s/he approves.

The *MiraCosta Community College District Strategic Plan 2014-2017 (or 2017-2020)* is implemented beginning in the fall semester.

## INSTITUTIONAL PROGRAM REVIEW

Institutional program review is the annual process by which instructional and non-instructional programs (and combinations thereof) analyze program performance by comparing quantitative and qualitative data against state standards. Institutional program review includes the use of these reflective conclusions to formulate plans to sustain or improve the programs, to advance the mission of the district, and to support institutional goals and institutional objectives. Improving student learning and achievement is central to the analysis of program effectiveness for instructional disciplines and student services programs.

The institutional program review begins in fall semester to allow sufficient time for meaningful discussion among colleagues and supervisors. The process is summarized as *Review, Reflect, Plan*. Forms located in the plan section of the institutional program review contain areas for identifying links to institutional goals and institutional objectives; identifying responsible parties and needed resources; and reporting progress and outcomes. Refer to the "Resource Allocation" section of this manual for how these forms are used in that process.

The institutional program review process is, by policy, within the purview of the Institutional Program Review Committee (IPRC) with links to resource allocation through collaboration with the Budget and Planning Committee (BPC) and the maintenance of standards in collaboration with the Academic Affairs Committee. IPRC membership includes faculty, classified staff, students, divisional vice presidents, the Office of Institutional Planning, Research and Grants, and the coordinator of student learning outcomes.

The Accrediting Commission for Community and Junior Colleges standards most relevant to institutional program reviews are:

▶ **Standard I.B.5.**

The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

▶ **Standard II.A.2.e.**

The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

▶ **Standard II.B.4.**

The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

▶ **Standard II.C.2.**

The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

▶ **Standard III.A.6.**

Human-resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

▶ **Standard III.B.2.b.**

Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

▶ **Standard III.C.2.**

Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of the evaluation as the basis for improvement.

▶ **Standard III.D.3.**

The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

# INSTITUTIONAL PROGRAM REVIEW

## Timeline and Process for Institutional Program Review

### JUNE

Academic and student services programs and administrative units receive institutional program review data.



### SEPTEMBER–OCTOBER

The institutional program review author drafts the program review, which includes:

- ▶ Analysis of the data to identify strengths and weaknesses by comparing performance to standards.
- ▶ Identification of links to the district mission statement, institutional goals, and institutional objectives.
- ▶ Plans to address identified weaknesses, advance the mission, support institutional goals and institutional objectives, and if applicable, improve student learning and achievement.

The draft institutional program review document is shared with other members of the program or unit and discussed widely. The author reviews the feedback and revisions are incorporated as warranted.



### OCTOBER–NOVEMBER

The supervisor considers the program review draft and collaborates with the institutional program review author to revise the program review if warranted. A final revision of the institutional program review is submitted to Institutional Program Review Committee.

Institutional program reviews that support a request for growth faculty positions are processed in a parallel path where the Academic Affairs Committee develops a ranked list of requests for approval by the Academic Senate Council and the superintendent/president. (See "Timeline and Process of Resource Allocation for Full-time Faculty Positions" in this manual.)

The institutional program review author and supervisor evaluate the program on these criteria:

1. The program or unit is effectively meeting the district's mission in all areas of review. Program development plans appropriately address areas to improve or expand.
2. The program or unit is effectively meeting the district's mission in three or more areas of review. The program or unit needs significant improvements to performance against standards. Program development plans appropriately address areas to improve.
3. The program or unit is not effectively meeting the district's mission in three or more areas of review. Program development plans do not sufficiently address areas to improve.



### DECEMBER

Institutional program reviews are forwarded to the Institutional Program Review Committee to develop a recommendation for final validation and subsequently submitted to the Administrative and Academic Senate councils for approval.



Resource allocation processes link institutional program reviews and institutional objectives to the resources needed to accomplish the institutional goals identified in the CMP.

The guiding principles for all resource allocation processes are as follows:

1. Resources include all assets of the district including its fiscal resources, personnel, facilities, equipment, and the time and talents of its faculty, staff, and administrators.
2. The processes for allocating resources are transparent. All members of the district community are informed about the routines and components of planning that lead to resource allocations.
3. The resource allocation process begins with a review of the effectiveness of prior years' resource allocations and a forecast of potential funds for faculty, staff, and administrative positions and the institutional program review fund.
4. Priority is given to resource requests that support:
  - ▶ Achievement of institutional goals and institutional objectives
  - ▶ Health, safety, and accessibility

To ensure a clear link between planning and resource allocation, the responsible party for a specific action plan includes the request for funding in the program review for his/her program or unit. In addition, the Budget and Planning Committee assesses funding requests based on a rubric that requires funding requests to address the link between the request and:

- ▶ The district mission statement
- ▶ Institutional program review
- ▶ Institutional objectives and action plans
- ▶ Student learning outcomes, administrative unit outcomes, or service area outcomes
- ▶ Assessment measures/evaluation plan

There are two annual assessments related to resource allocation:

- ▶ The Budget and Planning Committee begins each cycle of resource allocations by reviewing the effectiveness of prior three years' resource allocations. This analysis is a holistic review that includes the effectiveness of resource allocations in advancing the district mission statement and institutional objectives. The timeline and process described in the chart for "Effectiveness Review of Prior Years' Resource Allocations" is an annual process that will begin in October 2012. In the absence of a progress report for 2011 (the year that the processes in this manual were established), the same review activities will be conducted but with an analysis of institutional program review plans funded during the prior year as the basis for the resource effectiveness review.
- ▶ The Budget and Planning Committee reviews the resource allocation process bi-annually (see "Timeline and Process for Assessing the Planning Processes" in this manual). The first review that took place in September 2011 resulted in a revision to the Governance Organization (GO) process and to the internal processes within the divisions and within the Budget and Planning Committee.

The three timeline/process charts related to resource allocations that follow are:

- ▶ Timeline and Process for Resource Allocations Other Than Full-time Faculty Positions
- ▶ Timeline and Process of Resource Allocations for Full-time Faculty Positions
- ▶ Timeline and Process for the Effectiveness Review of Prior Years' Resource Allocations

### Timeline and Process for Resource Allocations other than Full-time Faculty Positions

#### DECEMBER–JANUARY

The Budget and Planning Committee (BPC) reviews the effectiveness of the prior years' resource allocations, the funding requests in the institutional program reviews, and establishes an institutional program review fund amount.



#### FEBRUARY–MARCH

The technical review subcommittee of BPC conducts a technical review of the funding requests in the institutional program reviews before forwarding the requests to BPC.

BPC analyzes the funding requests (excluding requests for full-time faculty positions), establishes funding recommendations, and forwards the funding recommendations to the Vice President, Business and Administrative Services.



#### APRIL–MAY

The Vice President, Business and Administrative Services, forwards the recommendations to the superintendent/president.

The superintendent/president reviews the recommendations and approves funding requests.

The tentative budget is prepared.



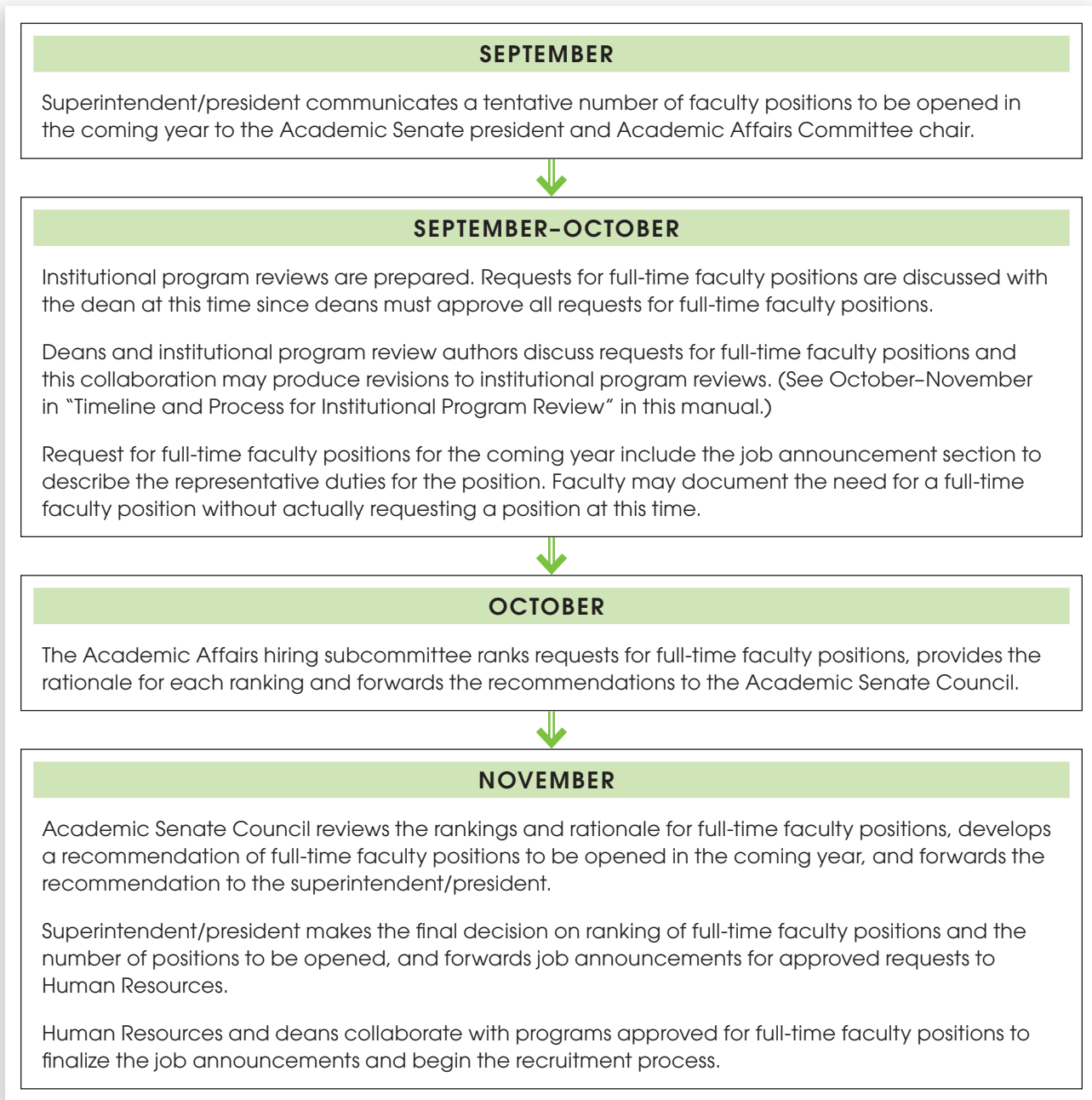
#### JUNE–SEPTEMBER

The superintendent/president and Vice President, Business and Administrative Services, present the tentative budget to the board for approval (June).

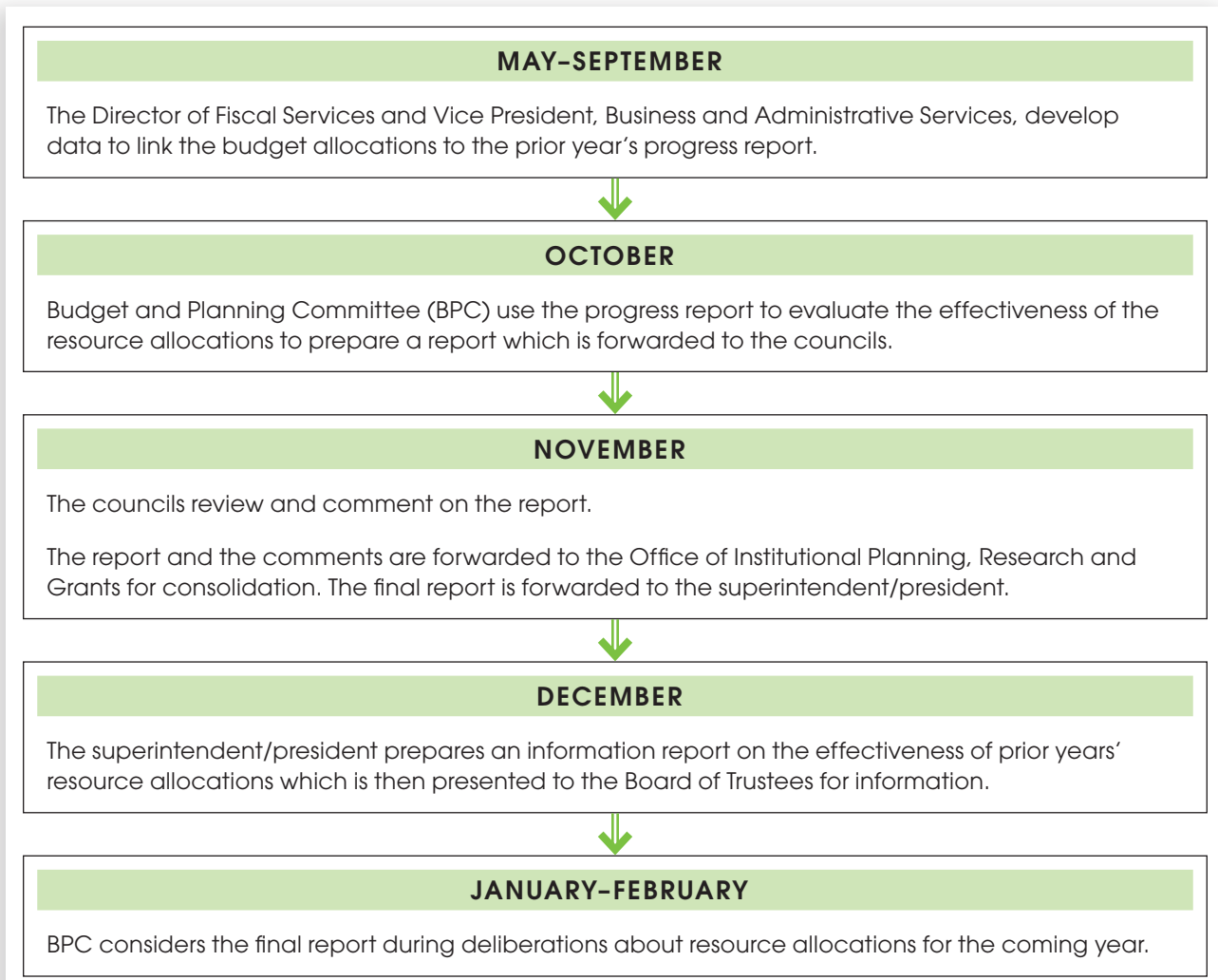
The final budget is prepared.

The superintendent/president and Vice President, Business and Administrative Services, present the final budget to the Board of Trustees for approval (September).

**Timeline and Process of Resource Allocations  
for Full-time Faculty Positions**



**Timeline and Process for the Effectiveness Review  
of Prior Years' Resource Allocations**



In the strategic plan, an office or group is assigned responsibility for action plans. The assignment of a responsible group or office is essential for accountability. This assignment means that the group or office has unique responsibilities to launch and oversee the action plan. This assignment does not mean that the group or office completes the action plans alone.

To ensure implementation of the identified activities that will move the district toward accomplishment of its institutional goals, the responsible parties shall:

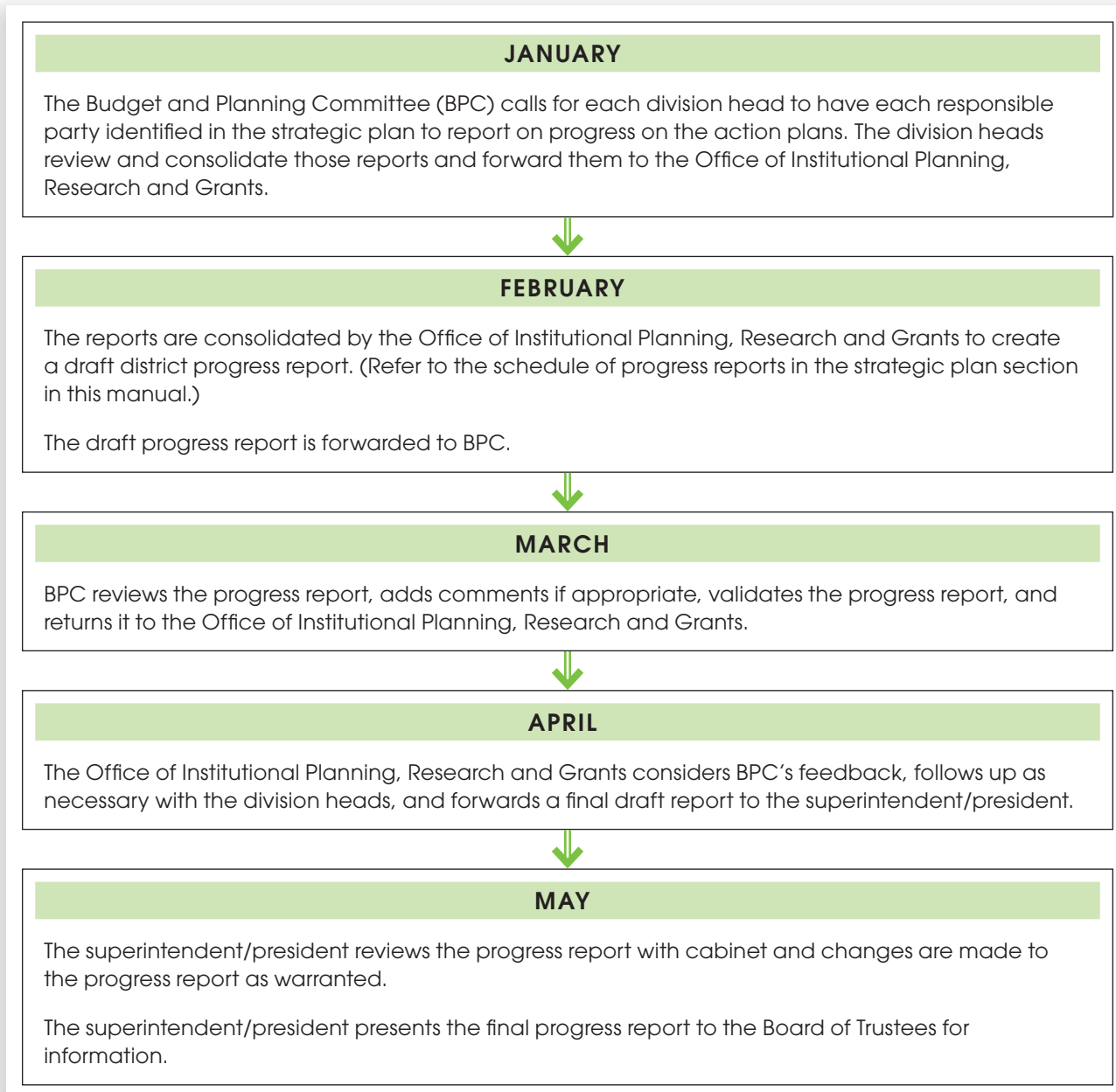
- ▶ Manage the timelines for the plan component.
- ▶ Develop appropriate processes.
- ▶ If needed, request funding for the action plans through the appropriate institutional program review.
- ▶ Provide data and other types of evidence to assess the levels of success following plan implementation.
- ▶ Document the activities and outcomes to contribute to the preparation of the annual progress report.

The annual progress report that is described in the next section informs the district-wide community about the progress of plan implementation.

## ASSESSMENT OF PROGRESS ON DISTRICT INSTITUTIONAL GOALS

A progress report is produced annually to document the status of the work on each institutional objective and action plan in the strategic plan. This document is an essential accountability tool in the MiraCosta College integrated planning process.

### Timeline and Process for Assessing Progress on District Institutional Goals



The district assesses its planning processes in keeping with the Accrediting Commission for Community and Junior Colleges standards on institutional effectiveness.

A formal assessment of the integrated planning cycle, processes, and timelines is conducted every two years. Planning processes will be revised as appropriate based on this review.

To serve as an ongoing resource for institutional planning, this integrated planning manual will be revised to accompany revisions to the planning processes.

The Accrediting Commission for Community and Junior Colleges standard most relevant to the assessment of planning processes is:

► **Standard I.B.6.**

The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

## Timeline and Process for Assessing the Planning Processes

### SEPTEMBER 2012, 2014, 2016, 2018, 2020

The Budget and Planning Committee (BPC) convenes a planning processes task force comprised of representatives from the BPC, the Institutional Program Review Committee, and the dean of Institutional Planning, Research and Grants.

The planning processes task force develops a process for soliciting feedback on the components of the integrated planning model from the groups and individuals who are directly involved in implementing these processes and presents this process to BPC.



### OCTOBER 2012, 2014, 2016, 2018, 2020

Feedback from BPC about the process for soliciting feedback is incorporated and the planning processes task force implements the process.



### NOVEMBER 2012, 2014, 2016, 2018, 2020

The planning processes task force considers the feedback from the groups and individuals who are directly involved in implementing planning processes and prepares a planning processes assessment report. This report may include recommended changes to the planning processes. The planning processes task force forwards the report to BPC for review and comment.

BPC forwards the planning processes assessment report and its comments, if any, to the councils.



### JANUARY 2013, 2015, 2016, 2017, 2021

The councils review and comment on the planning processes assessment report.



### FEBRUARY 2013, 2015, 2016, 2017, 2021

The councils forward the planning processes assessment report with comments, if any, to the superintendent/president.

The superintendent/president reviews the planning processes assessment report with cabinet and determines which changes will be made in the planning processes, if any.

The superintendent/president prepares an information report for the Board of Trustees on this assessment and the resulting changes to the planning processes, if any.

BPC prepares an updated version of the *Miracosta Community College District Integrated Planning Manual*, if needed.



Research is the centerpiece of the MiraCosta Community College District integrated planning model. As depicted in the graphic, data drive the key components of the process: the district mission statement, the Comprehensive Master Plan, the strategic plan, institutional program review, and the outcome assessments of both the progress on the institutional goals, as well as of the planning processes.

Given this central role, it is essential for the district to establish an annual research agenda that is focused on student learning, as well as supporting the various components of integrated planning.

The Research Advisory Committee meets quarterly to collaborate with the Dean of Institutional Planning, Research and Grants to develop the research agenda. This committee consists of the Vice President, Student Services or designee, the Vice President, Instructional Services or designee, one faculty representative, and the Dean of Institutional Planning, Research and Grants. The role of the committee is to review research requests, and assist the Dean of Institutional Planning, Research and Grants in setting priorities and developing strategies to disseminate research findings.

## Timeline and Process for Establishing the Research Agenda

### SEPTEMBER–MAY

The Research Advisory Committee meets quarterly to review the status of the projects on the research agenda and to set a priority ranking for any new requests received.

The Dean of Institutional Planning, Research, and Grants posts a quarterly research calendar of the tasks and reports. As reports are produced, they are posted online and the dean alerts the district community of the location and content of each report.



### JUNE–AUGUST

The Dean of Institutional Planning, Research and Grants prepares and distributes an annual summary of the prior year's research activities and products.



**MIRACOSTA COMMUNITY COLLEGE DISTRICT**

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