

MIRACOSTA COMMUNITY COLLEGE DISTRICT  
2014 INTEGRATED PLANNING MANUAL

Revised Fall 2014



# MISSION STATEMENT AND INSTITUTIONAL GOALS

## Mission Statement

The MiraCosta Community College District mission is to provide superior 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 February 19, 2014)*

## Institutional Goals 2011–2020

---

### 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.

---

### Institutional Goal II.

MiraCosta Community College District will become the institution where each student has a high probability of achieving academic success.

---

### Institutional Goal III.

MiraCosta Community College District will institutionalize effective planning processes through the systematic use of data to make decisions.

---

### Institutional Goal IV.

MiraCosta Community College District will demonstrate high standards of stewardship and fiscal prudence.

---

### Institutional Goal V.

MiraCosta Community College District will be a conscientious community partner.

## TABLE OF CONTENTS

MISSION STATEMENT AND INSTITUTIONAL GOALS.....	1
TABLE OF CONTENTS .....	2
INTRODUCTION.....	1
INTEGRATED PLANNING MODEL .....	2
MISSION STATEMENT .....	6
Timeline and Process for Review of the Mission Statement .....	7
COMPREHENSIVE MASTER PLAN.....	9
Timeline and Process for the Comprehensive Master Plan .....	11
STRATEGIC PLAN .....	12
Timeline and Process for the Development of the Strategic Plan .....	13
ACCREDITATION.....	16
Timeline and Process for Accreditation Self-Evaluation.....	17
INSTITUTIONAL PROGRAM REVIEW .....	19
Timeline and Process for Institutional Program Review .....	21
RESOURCE ALLOCATION .....	23
Timeline and Process for Resource Allocations other than Full-time Faculty Positions .....	25
Timeline and Process of Resource Allocations for Full-time Faculty Positions .....	26
STRATEGIC PLAN: ACTION PLANS IMPLEMENTATION .....	27
ASSESSMENT OF PROGRESS ON STRATEGIC PLAN: ACTION PLANS IMPLEMENTATION .....	28
Timeline and Process for Assessing Progress on District Institutional Goals.....	28
ASSESSMENT OF THE PLANNING PROCESSES .....	29
Timeline and Process for Assessing the Planning Processes.....	30
ANNUAL RESEARCH AGENDA.....	31
Timeline and Process for Establishing the Research Agenda.....	31
Appendices .....	32
Appendix A – Board Policy and Administrative Procedures Standard References .....	33

## 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.

---

Sunita V. Cooke, Ph.D, Superintendent/President

---

Mike Fino, Academic Senate President

---

Coco Brown, Associated Student Government President

---

Nikki Schaper, Administrative Council

---

Mimi Lively, Classified Senate President

## **INTEGRATED PLANNING MODEL**

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.

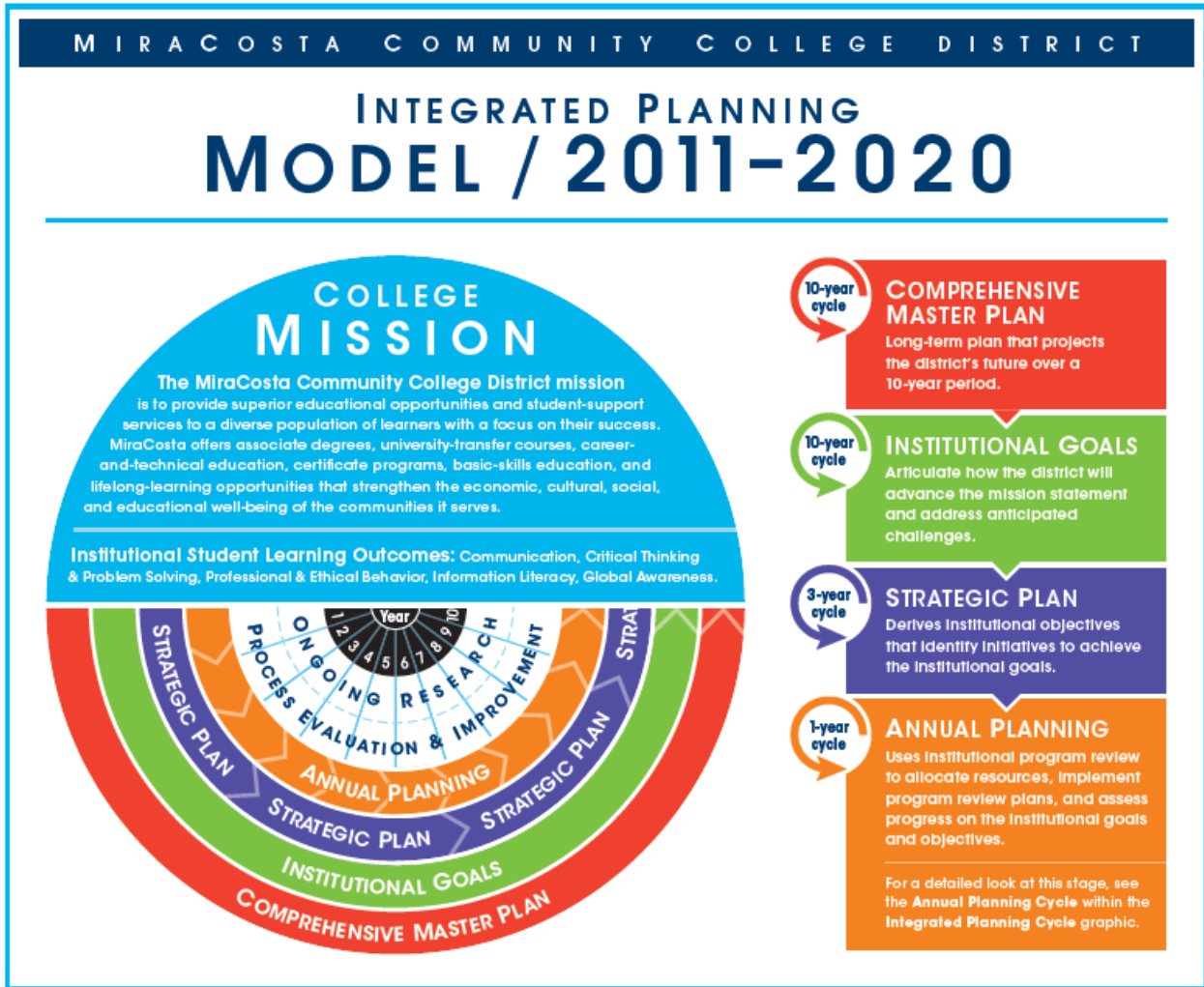


Once resources are allocated, the district **implements its plans**.



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.

# INTEGRATED PLANNING MODEL



# INTEGRATED PLANNING CYCLE





## 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 2015, 2017

The Budget and Planning Committee (BPC) informs the superintendent/president that it is time in the Comprehensive Master Planning cycle for a review of the district mission statement.  
The superintendent/president convenes a Mission Review Task Force.

### OCTOBER 2015, 2017

The mission review task force develops a process to solicit information for a district-wide review of the mission statement.  
The superintendent/president informs the board, through an agenda item, their role in the approval of the mission statement, including conducting any training to assist the board in meeting their responsibilities.

### NOVEMBER 2015, 2017

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.

### DECEMBER- JANUARY 2015-2016, 2017-2018

The mission review task force implements the plan, gathering and organizing evidence, both qualitative and quantitative, to determine the relevance and currency of the mission.  
The mission review taskforce will solicit data from internal and external sources to inform its decision.

### FEBRUARY 2016, 2018

The mission review task force examines the findings and makes recommendations to potential modifications to the mission statement.

### MARCH 2016, 2018

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.

**APRIL 2016, 2018**

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.

**MAY 2016, 2018**

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.

## COMPREHENSIVE MASTER PLAN

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

### APRIL - JUNE 2018

The Budget and Planning Committee (BPC) calls for the development of the *MiraCosta Community College District Comprehensive Master Plan 2020–2030*. BPC forms a master plan team to oversee the process.

A request for proposals is distributed, interviews are conducted, and an appropriate group to facilitate and support the development of the new CMP is selected.

### SEPTEMBER - APRIL 2018 - 2019

Drawing on resources in the district and in the community, the master plan task force works with the consultants to prepare a draft *MiraCosta Community College District Comprehensive Master Plan 2020–2030*. The master plan includes key internal and external measurable performance indicators; develops a district growth projection for the coming decade and growth projections for instruction, student services and support of learning areas; identifies challenges that the district is facing or is likely to face in the coming decade; and, based on those analyses, develops a plan for the addition or remodeling of facilities to support the district's programs and services.

The master plan team ensures broad district-wide participation in each phase of the CMP development, including the district-wide distribution of the CMP drafts for review and comment.

### MAY 2019

The master plan task force works with the consultants to integrate feedback from district-wide reviews and prepares a final draft that is distributed to the councils for recommendations.

The councils review the final draft *MiraCosta Community College District Comprehensive Master Plan 2020–2030* and make a recommendation to the superintendent/president.

### OCTOBER 2019

Once the final draft has been thoroughly reviewed district-wide and all comments have been addressed, the superintendent/president presents the *MiraCosta Community College District Comprehensive Master Plan 2020–2030* to the Board of Trustees for approval.

## 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

### OCTOBER 2013, 2016

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 to establish processes for developing the next three-year strategic plan.

### NOVEMBER 2013, 2016

The Strategic Plan team establishes a process to develop the next strategic plan.

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 most recent Progress Report. The team analyzes the stated program review plan connections to the institutional objectives.

### DECEMBER 2013, 2016

The Strategic Plan team brings to BPC for review and approval the process for developing the next strategic plan.

The strategic plan team continues to analyze the institutional goals in the *MiraCosta Community College District 2011 Comprehensive Master Plan* and progress on the institutional objectives in the most recent Progress Report. The team continues to analyze the stated program review plan connections to the institutional objectives.

### JANUARY 2014, 2017

The strategic plan team continues to analyze the institutional goals in the *MiraCosta Community College District 2011 Comprehensive Master Plan* and progress on the institutional objectives in the most recent Progress Report. The team continues to analyze the stated program review plan connections to the institutional objectives.

The strategic plan team begins the process of identifying the action plans, specific tasks, timelines for completion, and the party/parties responsible for completing each task for the Strategic Plan.

### FEBRUARY 2014, 2017

The strategic plan team continues the process of identifying the action plans, specific tasks, timelines for completion, and the party/parties responsible for completing each task for the Strategic Plan.



**MARCH 2016**

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 to establish processes for developing the next three-year strategic plan.

**APRIL 2016**

The strategic plan team establishes a process to develop the next strategic plan and identifies necessary data and evidence.

**MAY 2016**

The strategic plan team brings to BPC for review and approval the process for developing the next strategic plan.

**JUNE - JULY 2016**

The strategic plan team gathers and organizes data and evidence.

**AUGUST 2016**

The strategic plan team analyzes internal and external data, the institutional goals in the *MiraCosta Community College District 2011 Comprehensive Master Plan*, progress on the institutional objectives in the most recent Progress Report, and the stated program review plan connections to the institutional objectives.

The strategic plan team begins the process of identifying the action plans, specific tasks, timelines for completion, and the party/parties responsible for completing each task for the Strategic Plan.

**NOVEMBER - DECEMBER 2016**

The strategic plan team develops the strategic plan objectives for the next three years. The institutional objectives follow the SMART rubric.

### JANUARY- FEBRUARY 2017

The strategic plan team completes the analysis of internal and external data, the institutional goals in the *MiraCosta Community College District 2011 Comprehensive Master Plan*, progress on the institutional objectives in the most recent Progress Report, and the stated program review plan connections to the institutional objectives.

Based on these analyses, the strategic plan team develops the action plans for the next three years, associated with each objective. The action plans identify specific tasks, timelines for completion, and the party/parties responsible for completing each task.

### MARCH 2017

The strategic plan team distributes a draft *MiraCosta Community College District Strategic Plan 2017–2020* for district-wide review and comment.

### APRIL 2017

The strategic plan team incorporates feedback from the district-wide review and prepares the final *MiraCosta Community College District Strategic Plan 2017–2020*, which is forwarded to the Budget and Planning Committee for review. Once BPC approves the strategic plan, it is forwarded as a recommendation to the governance councils.

The governance councils review the *MiraCosta Community College District Strategic Plan 2017–2020*, and make their recommendations concerning it to the superintendent/president.

The superintendent/president consults with her/his cabinet concerning the recommended *MiraCosta Community College District Strategic Plan 2017–2020*.

### MAY 2017

The superintendent/president considers the *MiraCosta Community College District Strategic Plan 2017-2020* and, if s/he approves, presents it to the Board of Trustees for information and distributes the plan district-wide. If s/he does not approve, collaboration and compromise continue until s/he approves.

The *MiraCosta Community College District Strategic Plan 2017–2020* is implemented beginning in fall semester 2017.

## ACCREDITATION

MiraCosta College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC), 10 Commercial Boulevard, Suite 204, Novato, CA, 94949, (415) 506-0234, an institutional accrediting body recognized by the Commission for Higher Education Accreditation and the U.S. Department of Education.

The purpose of accreditation is to assure MiraCosta continues to provide the community it serves with a high quality education. The college embraces accreditation as an opportunity to sustain a process of continuous quality improvement.

Throughout its seven-year accreditation cycle, MiraCosta conducts and publishes several review instruments, including an annual and mid-term report, which are submitted to ACCJC.

## Timeline and Process for Accreditation Self-Evaluation

### SPRING 2014

The Institutional Effectiveness Committee (IEC) calls for the development of the Accreditation Self Evaluation. The superintendent/president, in consultation with IEC and the accreditation liaison officer (ALO), appoints an Accreditation Core Team (ACT). This team should represent membership across all constituencies. ACT coordinates the self-evaluation process.

### SUMMER 2014

ACT develops a plan to coordinate and produce the self-evaluation report and submits the plan to IEC for feedback.  
ACT identifies a lead for each accreditation standard. Each standard lead convenes a team or identifies contributors for that standard.

### FALL 2014

In August 2014, ACT conducts trainings for contributors and standard leads.  
In September through November, each standard team reviews the standards and guides for producing the narrative, gathers evidence, identifies possible improvement plans for the standards, and prepares a rough draft of the narrative for that standard.

### SPRING 2015

At the end of January, ACT reviews the completed working drafts for individual standards.  
In April, ACT combines the individual standards and evidence to create a complete draft of the self-evaluation report and shares it with IEC.  
ACT reviews the complete draft and determines the two-to-three areas of focus for the Quality Focus Essay and brings the recommendation to IEC for approval.  
The self-evaluation report and the Quality Focus Essay represent the Accreditation Response documents.

### SUMMER - FALL 2015

The technical writer converts the collaborative work into a cohesive, single-voiced final draft.  
ACT members write the Quality Focus Essay.

### JANUARY - APRIL 2016

IEC coordinates college-wide dialogue about the Accreditation Response documents, including an All-College Day presentation, town-hall meetings, and presentations to the councils for input and recommendations.  
Based on the feedback, IEC revises the Accreditation Response, as appropriate, and submits the revised documents to the governance councils for approval and recommendation to the superintendent/president.

**APRIL 2016**

The superintendent/president considers the Accreditation Response documents, and any changes are decided in a collaborative and collegial manner. The superintendent/president will recommend the Accreditation Response to the Board of Trustees for approval.

Following board approval, the Accreditation Response is completed in hard copy and digital formats for district-wide access.

**AUGUST - OCTOBER 2016**

The completed Accreditation Response is tendered to the Commission for consideration and distribution to accreditation visiting team members. Preparatory meetings for the site visit take place. College-wide meetings about the upcoming visit are conducted, including the creation of an accreditation primer to provide all college constituents a guide to understanding the standards and the process of quality assurance.

**OCTOBER 2016**

The ACCJC accreditation site visit takes place.

**FEBRUARY 2017**

The college reviews and evaluates the self-evaluation process.

## 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 (AAC). IPRC membership includes faculty, classified staff, students, divisional vice presidents, the Office of Institutional Effectiveness, 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.

## Timeline and Process for Institutional Program Review

### JULY-AUGUST

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

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 plan forms that drive resource allocation requests in program review include sections on the development of an assessment plan to evaluate the effectiveness of the overall plan and required resources. Further, annual updates to the plan form include sections on the plan *status* and *progress* against the assessment plan and overall plan.

- ▶ 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 two 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 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**

### **SEPTEMBER**

Superintendent/president communicates a tentative number of faculty positions to be opened in the coming year to the Academic Senate president and Academic Affairs Committee chair.

### **SEPTEMBER - OCTOBER**

Institutional program reviews are prepared. Requests for full-time faculty positions are discussed with the dean at this time since deans must approve all requests for full-time faculty positions.

Deans and institutional program review authors discuss requests for full-time faculty positions and this collaboration may produce revisions to institutional program reviews. (See October–November in “Timeline and Process for Institutional Program Review” in this manual.)

Request for full-time faculty positions for the coming year include the job announcement section to describe the representative duties for the position. Faculty may document the need for a full-time faculty position without actually requesting a position at this time.

### **OCTOBER**

The Academic Affairs hiring subcommittee ranks requests for full-time faculty positions, provides the rationale for each ranking and forwards the recommendations to the Academic Senate Council.

### **NOVEMBER**

Academic Senate Council reviews the rankings and rationale for full-time faculty positions, develops a recommendation of full-time faculty positions to be opened in the coming year, and forwards the recommendation to the superintendent/president.

Superintendent/president makes the final decision on ranking of full-time faculty positions and the number of positions to be opened, and forwards job announcements for approved requests to Human Resources.

Human Resources and deans collaborate with programs approved for full-time faculty positions to finalize the job announcements and begin the recruitment process.

## STRATEGIC PLAN: ACTION PLANS IMPLEMENTATION

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 STRATEGIC PLAN: ACTION PLANS IMPLEMENTATION

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

JANUARY
The Budget and Planning Committee (BPC) calls for each division head to have each responsible party identified in the strategic plan to report on progress on the action plans. The division heads review and consolidate those reports and forward them to the Office of Institutional Effectiveness.
FEBRUARY
The reports are consolidated by the Office of Institutional Effectiveness to create a draft district progress report. (Refer to the schedule of progress reports in the strategic plan section in this manual.) The draft progress report is forwarded to BPC.
MARCH
BPC reviews the progress report, adds comments if appropriate, validates the progress report, and returns it to the Office of Institutional Effectiveness.
APRIL
The Office of Institutional Effectiveness considers BPC's feedback, follows up as necessary with the division heads, and forwards a final draft report to the superintendent/president.
MAY
The superintendent/president reviews the progress report with cabinet and changes are made to the progress report as warranted. The superintendent/president presents the final progress report to the Board of Trustees for information.

## ASSESSMENT OF THE PLANNING PROCESSES

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.

## ANNUAL RESEARCH AGENDA

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 Effectiveness 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 Effectiveness. The role of the committee is to review research requests, and assist the Dean of Institutional Effectiveness in setting priorities and developing strategies to disseminate research findings.

### Timeline and Process for Establishing the Research Agenda

SEPTEMBER – MAY
<p>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.</p> <p>The Dean of Institutional Effectiveness 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.</p>
JUNE – AUGUST
<p>The Dean of Institutional Effectiveness prepares and distributes an annual summary of the prior year's research activities and products.</p>

## Appendices

## Appendix A – Board Policy and Administrative Procedures Standard References

### Policies/Procedures in Chronological Order with the New (Adopted June 2014) Accreditation Standard Sections

**Board Policy 1200** District Mission (Standard I.A)

**Board Policy 2200** Board Duties and Responsibilities (Standard IV)

**Board Policy 2410** Board Policy & Admin. Procedure 2410 (Standards I.B.7, I.C.5, IV.C.7 & IV.D.4)

**Administrative Procedure 2410** Bd Policy & Admin. Proced. (Standards I.B.7, I.C.5, IV.C.7 & IV.D.4)

**Board Policy 2430** Delegation of Authority to the CEO (Standards IV.B.5, IV.C.12 & IV.D.1)

**Administrative Procedure 2430** Delegation of Auth. to the CEO (Standards IV.B.5, IV.C.12 & IV.D.1)

**Board Policy 2431** CEO Selection (Standards IV.B & IV.C.3)

**Board Policy 2435** Evaluation of the CEO (Standard IV.C.3)

**Administrative Procedure 2435** Evaluation of the CEO (Standard IV.C.3)

**Board Policy 2510** Participation in Local Decision-Making (Standards IV.A & IV.D.7)

**Administrative Procedure 2510** Partic. in Local Decision-Making (Standards IV.A & IV.D.7)

**Board Policy 2715** Code of Ethics/Standards of Practice (Standard IV.C.11)

**Board Policy 2740** Board Education (Standard IV.C.9)

**Board Policy 2745** Board Self-Evaluation (Standard IV.C.10)

**Administrative Procedure 3050** Institutional Code of Ethics (Standard 111.A.13)

**Board Policy 3200** Accreditation (Standard I.C.12 & 13)

**Administrative Procedure 3200** Accreditation (Standard I.C.12 & 13)

**Board Policy 3250** Institutional Planning (Standards I.B.9, III.B.4, III.C.2, III.D.2, IV.B.3 & IV.D.5)

**Administrative Procedure 3250** Institutional Planning (Standards I.B.9, III.B.4, III.C.2, III.D.2, IV.B.3 & IV.D.5)

**Board Policy 3410** Nondiscrimination (Catalog Requirements and Accred. Eligibility Requirement 20).

**Administrative Procedure 3410** Nondiscrimination (Catalog Requirements and Accred. Eligibility Requirement 20)

**Board Policy 4020** Program, Curriculum & Course Development (Standard II.A & II.A.9)

**Administrative Procedure 4020** Program & Curriculum Development (Standard II.A)

**Board Policy 4025** Philosophy & Criteria for A.S. and GE (Standard II.A)

**Administrative Procedure 4025** Philosophy & Criteria for A.S. and GE (Standard II.A)

**Board Policy 4030** Academic Freedom (Standard I.C.7 & Accreditation Eligibility Requirement 20)

**Administrative Procedure 4030** Academic Freedom (Standard I.C.7 & Accreditation Eligibility Requirement 20)

**Board Policy 4040** Library & Learning Support Services (Standard II)

**Administrative Procedure 4040** Library & Learning Support Services (Standard II.B)

**Board Policy 4050** Articulation (Standard II.A.10)

**Administrative Procedure 4050** Articulation (Standard II.A.10)

**Board Policy 5500** Standards of Student Conduct (Standards I.C.8 & 10)

**Administrative Procedure 5500** Standards of Student Conduct (Standards I.C.8 & 10)

**Board Policy 6200** Budget Preparation (Standard III.D)

**Administrative Procedure 6200** Budget Preparation (Standard III.D)

**Board Policy 6300** Fiscal Management (Standard III.D)

**Administrative Procedure 6300** Fiscal Management (Standard III.D.9)

**Board Policy 6520** Security for District Property (Standard III.B.1)

**Administrative Procedure 6520** Security for Dist. Property (Standard III.B.1)

**Board Policy 7120** Recruitment and Hiring (Standard III.A.1)

**Administrative Procedure 7120** Recruitment and Hiring (Standard III.A.1)

**Administrative Procedure 7150** Evaluation (Standard III.A.5)

**Administrative Procedure 7160** Professional Development (Standard III.A.14)



**MIRACOSTA COMMUNITY COLLEGE DISTRICT**

► [www.miracosta.edu](http://www.miracosta.edu)

**Community Learning Center**

1831 Mission Avenue, Oceanside, CA 92058

► P 760.795.8710 ► F 760.795.8730

**Oceanside Campus**

1 Barnard Drive, Oceanside, CA 92056

► P 760.757.2121 ► F 760.795.6609

**San Elijo Campus**

3333 Manchester Avenue, Cardiff, CA 92007

► P 760.944.4449 ► F 760.634.7875