

Using the 2014-2015 Institutional Planning Guide

The 2014-2015 Institutional Planning Guide (IPG) provides the college an opportunity to understand and fully participate in the college-wide assessment and implementation of integrated planning. It builds on the prior work of the college and utilizes much of the structure from the previous manuals (available at www.sdmesa.edu/about-mesa/institutional-effectiveness). The current guide updates the College on the considerable amount of work that was accomplished over the past year and lays out directions for the new year as we work towards sustained continuous quality improvement in planning, program review, and outcomes assessment. The guide is brief, as we utilize electronic resources wherever possible to reference documents and actions already in evidence. In this way we can present the major revisions clearly, and provide a historical reference for continuity. You will see links throughout this document, which can be accessed from the electronic version of this guide.

MISSION, VISION, VALUES

The College mission was reviewed at President's Cabinet retreat, and participants provided insightful suggestions for updating, in light of the Educational Master Planning process. These suggestions were discussed within the Planning and Institutional Effectiveness Committee, and the revised Mission Statement was presented to President's Cabinet on May 20, 2014. The vision and values are unchanged but will be reviewed this year.

Mission: San Diego Mesa College empowers our diverse student body to reach their educational goals and shape the future. As a comprehensive community college committed to access and success, we promote student learning and achievement leading to degrees and certifications in support of transfer education, workforce training, and lifelong learning opportunities. Faculty and staff collaborate with our students to foster scholarship, leadership, and responsibility to effect positive change within our community.

Vision: San Diego Mesa College shall be a key force in our community to educate our students to shape the future.

Values: Access, Accountability, Diversity, Equity, Excellence, Freedom of Expression, Integrity, Respect, Scholarship, Sustainability.

During the Educational Master Planning process, as Mesa College community members shared their thoughts about the future of our institution, several clear strategic directions and goals emerged. These have been incorporated into the new **Strategic Directions and Goals** for the College, summarized below.

1. Deliver, advance, and support an inclusive teaching and learning environment that enables all students to achieve their educational goals.
2. Build and sustain a sense of community that extends across campus and constituencies, nurturing collaboration, learning, growth, and diversity.
3. Build and sustain pathways in support of the comprehensive community college mission.
4. Support innovation in our practices.
5. Support personal growth and professional development of our employees.
6. Serve as stewards of our resources and advance effective practices in support of accountability.

(Full text at

www.sdmesa.edu/01/assets/File/emp/EMP%20Preliminary%20Strategic%20Directions%20over%207%20Final%2005_20_14.pdf)

Over the course of 2014-2015, constituent bodies will discuss how to prioritize these goals and how to quantify the steps towards completion.

INTEGRATED PROCESSES FOR PLANNING

Major College Committees for Integrated Planning

The College continues to discuss the relationship of major standing committees and their reporting structures for the planning process. Figure 1 provides an overview of the relational aspects of the integrated planning process as recommended through the participatory governance structure. Dialogue centers on transparency, alignment, communication, and assessment of outcomes for resource budgeting and allocation. The following provides an overview of each committee's outcomes and status.

President's Cabinet (www.sdmesa.edu/index.cfm/about-mesa/presidents-page/agenda/)

As the major recommending body of the college, President's Cabinet is the centralized hub where recommendations on integrated resource planning and institutional effectiveness take place. The President's Cabinet holds semi-annual retreats to assess the impacts on college effectiveness. Utilizing internal and external data, budget, outcomes assessment, and key performance indicators, the cabinet reviews and revises process and policy.

At the Spring 2014 President's Cabinet retreat, the key findings of the College's new Educational Master Plan and new strategic goals and directions were presented, and the expanded Cabinet engaged in rich dialogue about the external scan, the College's key performance indicators, and new strategic directions, goals, and objectives. In addition, the expanded Cabinet analyzed the College's existing mission and vision statements and discussed

potential revisions to the mission statement based on the findings of the Educational Master Plan.

Program Review (www.sdmesa.edu/about-mesa/institutional-effectiveness/program-review/)

Under the leadership of Dean of Institutional Effectiveness and the Program Review Committee, program review was revised, reviewed, implemented, and assessed. All college units completed program review for 2013-2014. Outcomes from this most recent program review process will be utilized as a foundation for resource allocation in the 2014-2015 process. Due to limited availability of ongoing discretionary funds, the college will again be using a yearend allocation approach to fund these requests. The College has included opportunities for program review requests for ongoing funds if the College's ongoing funding is segmented.

Each year, the Office of Institutional Effectiveness conducts a comprehensive evaluation of the integrated planning process, including Program Review. The evaluation results included a summary of feedback from College administrators, faculty, and staff regarding the integrated planning process, as well as overarching recommendations for improvement in the program review process and resource allocation committee processes. Based on the findings from the comprehensive evaluation, the Program Review Committee determined that the following improvements would be considered:

- Separate budget request information from the program review New Goals Form
- Provide additional examples of program review and resource request documents
- Simplify the online program review module
- Tailor program review training to the needs and experience levels of lead writers
- Conduct a needs assessment for program review data and research support
- Begin the annual program review cycle in Summer
- Redesign the program review web site to improve access to resources
- Clarify the expectations for collaboration and communication during the program review process

As part of its role in integrated planning, the Program Review Committee included evaluation of the resource request process embedded within it. In addition to the resource request-related items above, administrators, faculty, and staff recommended that the resource allocation committees clarify the information required for the resource allocation rubrics.

Planning and Institutional Effectiveness Committee (PIEC) (www.sdmesa.edu/about-mesa/institutional-effectiveness/piec/)

PIEC had another highly effective year in 2013-14. As the overarching framework within which other committees do their work, the group took on all of the major planning processes and provided a place for dialogue and action on matters of integrated planning. The committee used the SDMC Integrated Planning process to guide the college through its second true integrated planning implementation cycle. The result was our first faculty hiring since 2008 and allocation of equipment to multiple programs on campus. These outcomes have reinforced the value of integrated planning to all sectors of the campus. The committee will continue to focus on communication and dissemination of information regarding all aspects of integrated planning and to evaluate the processes each year.

Accomplishments in 2013-2014 include:

- Accepted and sent to President's Cabinet the Educational Master Plan final draft
- Reviewed the internal and external scans data
- Revised the Mesa College Mission Statement
- Heard reports on preparations for the 2016 Accreditation Self Evaluation
- Accepted and sent to President's Cabinet a revised program review module and calendar
- Planned and facilitated President's Cabinet retreat on April 15, 2014
- Oversaw faculty hiring and resource allocation through FHP, CHP, and BARC
- Evaluated Taskstream software and recommended purchasing additional platforms for more user-friendly and better data collection and report management

Budget and Allocation Recommendation Committee (BARC)) (www.sdmesa.edu/about-mesa/institutional-effectiveness/barc/)

In 2013-2014 BARC completed its second full allocation recommendation cycle. Following the completion of the fall 2013 Program Review cycle, BARC received all resource allocation requests from the Office of Institutional Effectiveness in spring 2014. Requests for faculty and classified hiring are distributed to the appropriate committees (see below). The committee prioritized all supplies, equipment, and facilities requests, considering information provided by faculty and staff lead writers as they identified their plans, provided extensive supporting documentation for goals, and requested needed resources to achieve their goals. Each supply and equipment request was scored using a rubric to guide the analysis. A prioritized list was developed based upon the scores and forwarded to President's Cabinet for recommendation to the President. The President approved the list and directed the Business Services Office to work with the appropriate managers, faculty, and staff to begin the requisition process using year-end funds. A total of \$434,000 was allocated to various programs and service areas; included in this total was \$98,000 allocated for IT updates and

replacements, consistent with the Mesa IT Strategic Plan replacement protocol..

In late Spring 2014, BARC met to discuss improvements to the process which resulted in an improved request process more consistent with the Faculty Hiring Request. The requestor will provide information on the need for the item, linking to program review and program and college goals and outcomes while providing enough detail for the request to be properly prioritized. The request is tied to the rubric, which is available to the requestor. The revised question set will be used for the first time in the Fall 2014 program review, for which training will be provided.

Faculty Hiring Priorities Committee (FHP)

The FHP Committee had two opportunities to work this year. Faculty hiring requests were extracted from the 2012-2013 and 2013-2014 program review documents by the Office of Institutional Effectiveness and referred to the FHP for ranking, based on an established scoring rubric. The ranked lists from each year were forwarded to President's Cabinet. The prioritization process took place in the midst of a 5-year District-wide hiring freeze, but FHP felt it was important to maintain the process nonetheless. When the freeze was lifted in August 2013, the campus was immediately ready to hire. Fourteen new faculty members joined Mesa College in Spring 2014 and an additional 14 began in Fall 2014.

No changes were made to the faculty hiring request documents, but discussion was initiated on changing the composition and size of the FHP Committee itself.

Classified Hiring Priorities Committee (CHP)

The second year of the Classified Hiring Prioritization process was a success and proved to be a significant improvement upon the first year. Changes made to the application process and the accompanying training provided the lead writers with concrete directions and produced high quality requests that the committee could more easily evaluate using the established scoring matrix.

Upon reviewing year two, only minor revisions have been made to the CHP application for the 2014-2015 year. These include the modification of the staff matrix into a narrative question and further detailing the use of data to support requests. The committee encourages more lead writers to attend the training sessions.

The College has seen the effectiveness of having a prioritized classified position list, as three positions have been filled from the list. One position was filled as a result of a reclassification, and two new positions were supported through categorical funds.

Information Technology Committee (IT)

(www.sdmesa.edu/about-mesa/institution/information-technology-committee/)

This committee serves as the central advisory on matters of instructional, administrative, and student services computing, telecommunications, and other technologies. IT has their own strategic plan for providing technical support to the campus, professional development for its users, and a replacement cycle for computers.

Facilities Planning Committee

(www.sdmesa.edu/about-mesa/institution/administrative-services/facilities/)

This committee reviews major facilities issues and planning, through a participatory governance process. It oversees long-range planning for the maintenance, repair, and remodeling of facilities, as demonstrated in their master plan. The committee also recommends resource allocations for Facilities improvement projects emerging from program review.

Learning Assessment Task Force (LATF) (www.sdmesa.edu/about-mesa/institutional-effectiveness/latf/)

The Learning Assessment Task Force has the primary responsibility of supporting the campus in meeting the ACCJC SLO assessment mandates and incorporating learning assessment into everything that we do. Its members include a Learning Assessment Coordinator, who helps with entering the data into Taskstream, and a Learning Assessment Facilitator, who provides best-practice workshops and online tools for faculty and staff. Results of the assessments are used in a variety of ways to improve student success.

For the second year, the LATF worked with the Office of IE to develop an institutional learning outcomes (ILO) evaluative assessment survey given to those students filing a petition for graduation. Results of the spring 2013 survey revealed that the majority of students perceived that their learning experiences at Mesa College resulted in the achievement of most ILOs. There was, however, some confusion about the full meaning of some ILOs. To remedy that, the LATF held a retreat in January 2014 to revise the operational definitions of the six ILOs to better capture the students' learning experiences, and this work carried over throughout spring semester. These revised definitions were presented to President's Cabinet on May 6, 2014, and were used in the spring 2014 survey. Those survey results will be presented to the campus in early fall 2014.

Other actions from 2013-2014 include:

- Update the Learning Assessment website
- Facilitate assessment activities at Convocation
- Recommend changes to the Taskstream SLO platform to make data entry more user-friendly and less redundant

- Continue to work to meet the goals and objectives of the LATF Action Plan
- Develop a crosswalk of the new ACCJC Degree Graduate Competencies and the Mesa College ILOs

Major College Processes Impacting Integrated Planning

Educational Master Plan (www.sdmesa.edu/about-mesa/institutional-effectiveness/emp/documents/)

The College began development of the 2013-2019 Educational Master Plan (EMP) in 2012-2013. After initially pursuing an external organization to compile the EMP, the College opted to complete the plan internally with the guidance of the Educational Master Plan Steering Committee, which was co-chaired by the President and Dean of Institutional Effectiveness. In support of the EMP, the Office of Institutional Effectiveness conducted 48 focus groups and interviews with students, faculty, staff, and administrators to obtain feedback regarding unit-level strengths, challenges, external influences, and vision, as well as overall vision for the College. In addition, the Office conducted an extensive analysis of internal and external data to, along with the results of the College stakeholder focus groups, inform the College's master plan and new strategic directions, goals, and objectives.

The Educational Mater Plan Steering Committee presented the first draft of the EMP to College stakeholders in Spring 2014. The EMP findings and proposed strategic directions, goals, and objectives were discussed extensively in a number of college-wide forums and in a variety of participatory governance committees, including the Academic Senate, Classified Senate, Planning and Institutional Effectiveness Committee, and President's Cabinet. In addition, a series of community forums were facilitated by the President to obtain input from community members residing in the Mesa College service area regarding the key findings of the EMP research and the future direction of the College. Based on the feedback received from College and community stakeholders, the proposed strategic directions, goals, and objectives were updated and submitted to the PIE Committee and thereafter to the President's Cabinet. The EMP was received by the President's Cabinet and approved by the President in May 2014 and the final EMP documents, which include unit-level profiles for all College programs and service areas, were completed in Summer 2014. The full Educational Master Plan 2013-2019 will officially be published by the College's Communications Office in Fall 2014.

Budget Development & Institutional Planning Advisory Committee

(www.sdccd.edu/docs/employee/AdminGovHandbook.pdf)

The College, as part of a multi-college district, works collaboratively in the Budget

Development & Institutional Planning and Advisory Committee. The Committee is entrusted with the task of making recommendations to the Chancellor on districtwide budget and planning issues. This Committee comprises representatives from student, faculty, staff, and administration. The Committee does not address matters which are negotiable. Specifically, the Committee: shall limit its charge to budget and fiscal matters only and excludes personnel matters; shall collaborate on Board-approved capital construction and contractual matters; and shall establish cooperative working relationships with other college and district standing councils/committees, as is necessary in order that it may carry out its prescribed functions and fulfill its prescribed responsibilities. The function of the Committee is to: review and recommend to the Chancellor districtwide budgetary priorities; to meet as required; and to encourage full participation in the budget development process.

The Role of Research at Mesa College

The role of research is central to all of the College's planning efforts. In 2012-2013, the College President re-organized administrative units to create the Office of Institutional Effectiveness to better meet the support and training needs of the campus in its institutional effectiveness efforts. Within the Office of Institutional Effectiveness, the campus-based researcher (CBR) and College research office provide research services, support, training, and facilitation to the College community to support data-informed decision-making and improvement. Specific services and training topics include overall research design, program evaluation, survey design, and data collection, analysis, and interpretation.

In 2013-2014, the Mesa College research office has primarily supported campus-wide research, particularly for the Educational Master Plan, strategic planning, program review, PIEC, and other college-wide endeavors. In addition to college-specific duties, the CBR serves as the liaison between Mesa College and the SDCCCD Office of Institutional Research and Planning.

The College has previously published an annual research and planning agenda; however, the agenda was derived from the College's previous goals. With the approval of the new strategic directions, goals, and objectives, the research agenda will need to be updated to align with the new College priorities, as well as the requirements for the new Student Success and Support Program and Student Equity Plans. Additionally, while the position formally resides in the District Office of Institutional Research and Planning, at Mesa College the CBR reports to the Dean of Institutional Effectiveness.

Participatory Governance

Mesa College has a very strong tradition of engaging in participatory governance, by which administration, faculty, and staff are informed of College and District issues and encouraged to join the discussion in their respective Senates and Councils. Each constituent group understands the process and its role in that process. In this way, all stakeholders contribute to the decision-

making process, although the ultimate responsibility clearly rests with President's Cabinet and the President herself. The process is transparent and each group has a voice.

All faculty and staff have the responsibility of serving on a College or District committee in order to get as many people as possible involved and knowledgeable. Committee membership lists are posted online and updated annually, and notices of vacancies are circulated through Academic and Classified Senates.

The engaged Mesa College population brings different points of view to the table and allows robust discussions. The central focus is on our students and how we can make their college experience more successful. This common goal makes Mesa College a good place to work, teach, and learn.

We are Mesa.

Attachment 1: 2013-2014 IPM Integrated Planning Chart

Mesa College Integrated Planning Process



