



Integrated Planning in a Multi-College District

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Important note:

Some of the Slides in this PowerPoint come from the Accreditation Liaison Officer (ALO) Briefing & Training that was presented on September 23, 2011.

Those slides are the property of the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC/WASC). Reference to and/or use of the information provided in the PowerPoint must acknowledge the ACCJC/WASC.

Slides from ACCJC will be shown in blue.



Planning levels

Strategic

- 6+ year frame
- Broad strategic goals and strategic directions

Tactical

- 3-5 year view (may be a 'rolling' multiyear view)
- Implementation strategies and initiatives

Operational

- Annual plans
- Specific objectives and procedures



District strategic planning - District Strategic Plan. Input from across the district, College Presidents, BoT, etc.

District coordination of tactical planning - Coordinating function. Input from District Budget Committee, District Curriculum Coordinating Committee, Human Resources Office, etc.

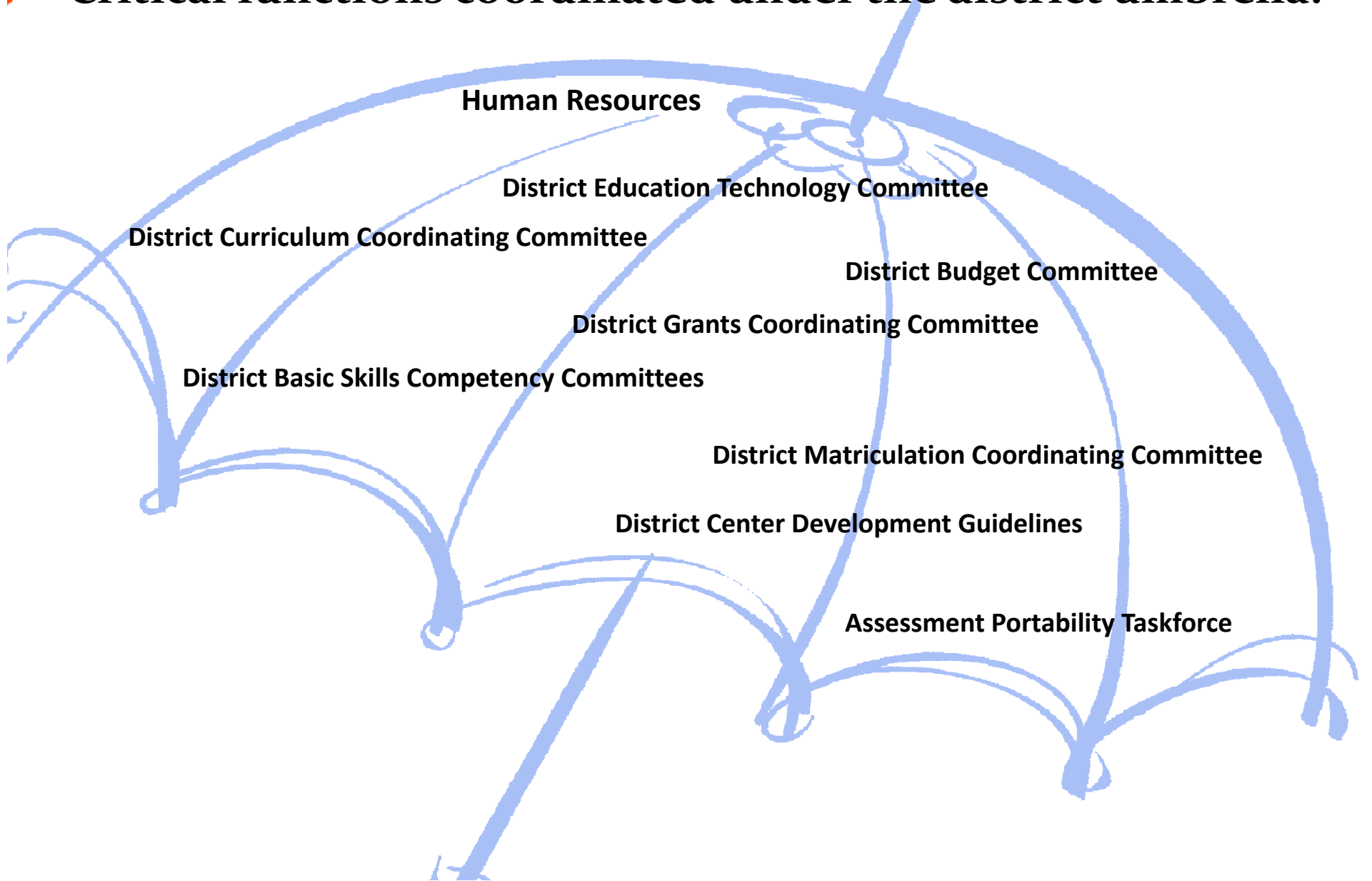
District operational planning - Annual budget allocations to colleges, HR functions, etc.

College strategic planning - College Strategic Plan, College Planning Committee, Executive Council. Input from across the college.

College tactical planning - College Master Plans, Program Plans, Program Reviews, Division Plans, etc. Input from constituency groups and Shared Governance Committees, etc.

College operational planning - Divisions, Departments, Unit plans, etc.

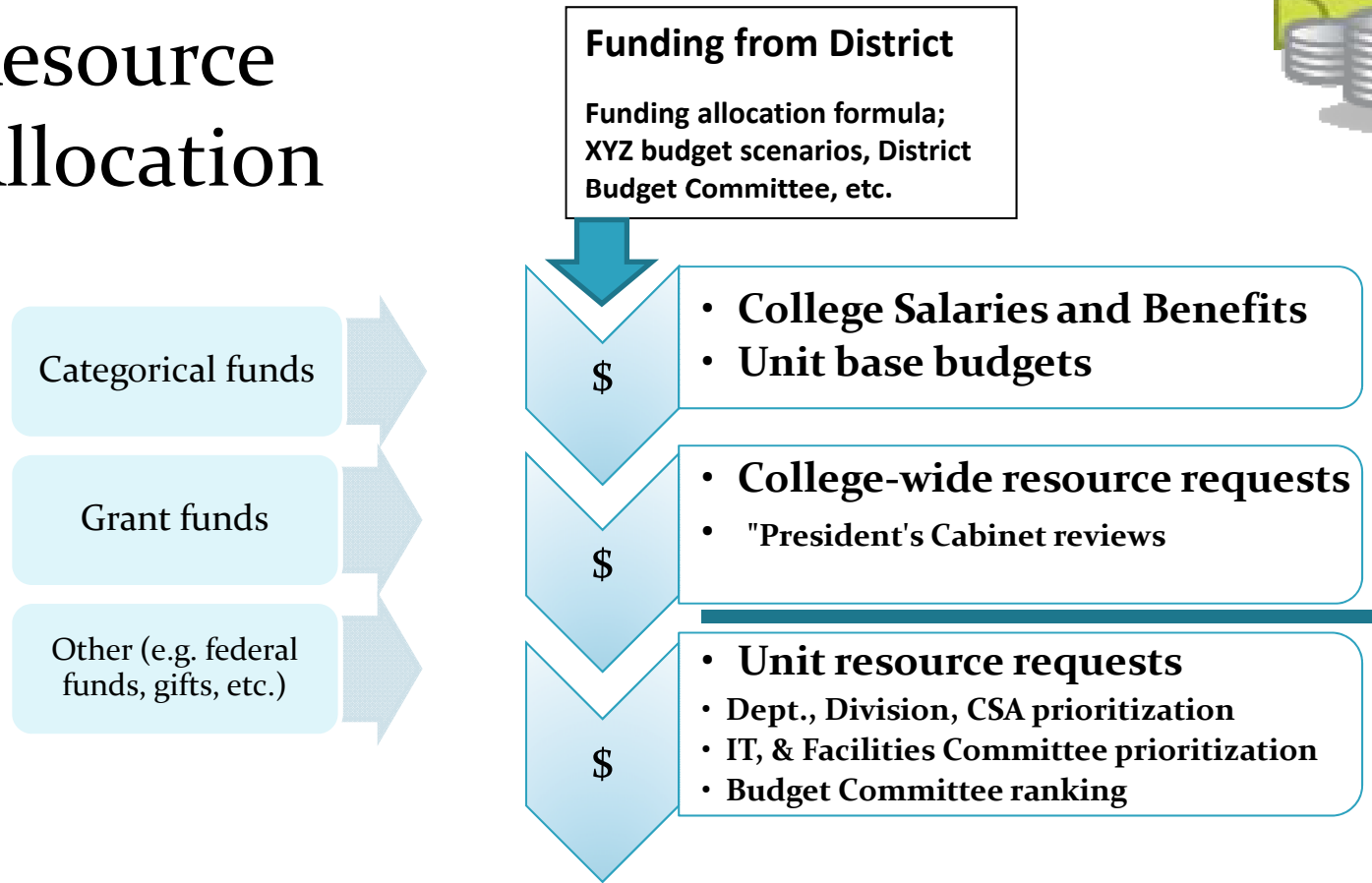
Critical functions coordinated under the district umbrella.



Example of College plan mapped to district plan

District Future Direction	College Goal	College Strategy
<p>Review district and college processes and procedures related to educational goal achievement; identify and address those that may act as obstacles to student goal completion.</p>	<p>Deliver programs and services that demonstrate a commitment to teaching and learning effectiveness that supports student success in the achievement of certificates, degrees, transfers, jobs and other goals.</p>	<p>Review courses, programs and services and modify as needed to enhance student achievement.</p>
<p>Assess course and program schedules to confirm that students can enroll in essential courses in order to complete their certificate or degree requirements within a specific time frame.</p>	<p>Align enrollment management processes to assist all students in moving through programs from first enrollment to completion of educational goals.</p>	<p>Provide students with clear pathways to goal completion</p>

Resource Allocation



District Strategic Plan and Tactical Coordination
District Trend Analysis

Institutional Plans
Resource Plans
Institutional & Resource Metrics

Resource Allocation

Input from Participatory Decision-Making

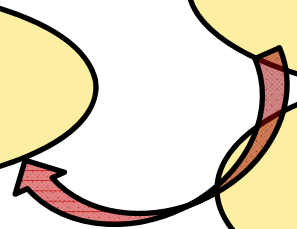
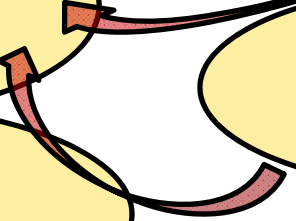
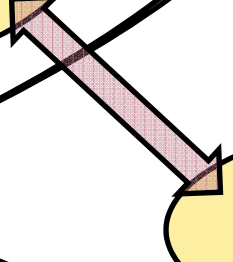
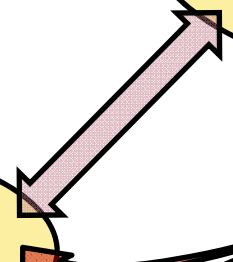
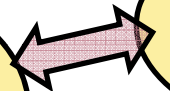
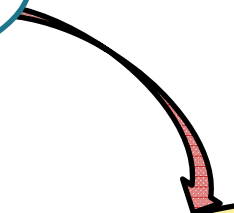
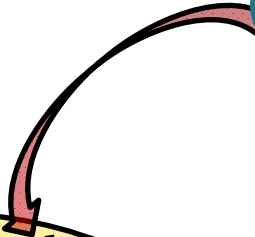
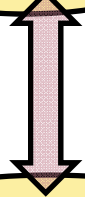
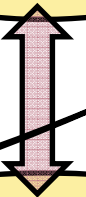
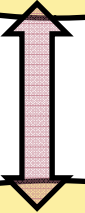
College Strategic Plan
Institutional Effectiveness Data

Unit/Program Resource Requests

Program Reviews
Program Data & SLOs

Unit/Program Plan
Unit Outcomes & SLOs

Input from Participatory Decision-Making





Participatory Decision-making and Planning

- Strategic Plans
 - Input from broad process and College Planning Committee
 - Align with District Strategic Directions
 - Based on college-wide data and information about the external environment
- College Master Plans (e.g. Education Master Plan)
 - Input from Departments
 - Based on college-wide information
- Tactical Plans (e.g. Student Equity Plan, Matriculation Plan)
 - Dialogue at Committees
 - Based on college-wide data
- Operational plans from departments, divisions, etc.
 - Dialogue in departments/divisions
 - Based on data related to specific departments



Participatory Decision-Making and Planning

- District formula for allocation of resources to the Colleges
 - Input from District Budget Committee
- Input into unit plan resource requests from departments, divisions, etc. (dialogue includes measures of effectiveness)
- College-level review/prioritization of resource requests
 - Department, Division, CSA
 - IT Committee
 - Facilities Committee
 - Budget Committee



Accreditation Notes

Accreditation requirements:

- Must be met at all times.
- Require the college to demonstrate “organizational effectiveness and educational quality”.
- Require “systematic assessments” that allow the college to improve.
- Apply to every college process, action, service and program.

The Accreditation Standards call for:

- Sustainable assessment of quality and effectiveness
- Sustainable integrated planning designed to improve educational quality and institutional effectiveness





Mapping College to District Functions

Examples from LRCCD

District primary, college secondary

- “The institution establishes and adheres to written policies ensuring fairness in all employment procedures.”
- “The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.”

College primary, district secondary

- “The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.”
- “The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity. “

Function shared equally

- “The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.”



Characteristics of Evidence

ACCJC notes that good evidence:

- Is intentional and purposeful
- Informs dialogue and has been reflected upon
- Has been interpreted and is presented in a context
- Is corroborated by multiple sources of information
- Is coherent



What things can constitute evidence?

- Institutional databases, research reports and fact books
- Faculty and student handbooks
- Catalogues
- Policy statements
- Program review documents
- Planning documents
- Minutes
- Syllabi, course outlines, rubrics and other class documents
- Etc.

Data should demonstrate the institution knows about:

- Its service area
- The needs of incoming students
- The needs of enrolled students
- What students are achieving
- What students are learning
- How students are being supported



In using evidence, the college should:

- Gather it routinely and systematically
- Analyze and reflect upon it
- Publish it and share it widely within the campus (research reports, fact books)
- Use it to plan and implement program improvements
- Use it to plan and implement institutional improvements



Reasons for sanction

The most common problems for the colleges on sanction as of Jan 2013 are:

- Board roles and responsibilities (17 colleges),
- Planning using assessment results (16)
- Financial management (13).

The ACCJC Spring 2013 newsletter also notes that deficiencies in the following areas are “emerging reasons for sanction” including:

- Student Learning Outcomes (9 colleges)
- Student Services (7)
- Employee Evaluation (7)
- Use of Research for Improvement (7)
- Mission (7)
- Miscellaneous HR deficiencies (8)
- Distance Education



Emerging Emphases

- Student Achievement measures
- Use of assessment results in integrated planning
- Making information available to the public
- Ensuring quality regardless of modality or location

Two year rule: ACCJC is being required to enforce the Federal “two-year rule” that requires accreditors to terminate the accreditation of an institution that is out of compliance for two or more years.



Measures of student achievement and assessment of learning outcomes

- College completion - Completion numbers, time to completion, etc.
- “Quality of graduates” –e.g. SLO achievement at the program and institutional level (PROLOs, GELOs, ISLOs)
- Assessment of course SLOs – a continuing emphasis
- “Institutionally-set standards” – course success, Fall to Fall persistence, numbers of degrees and certificates, number of transfers.

Use of assessment results in integrated planning –

Measures of student achievement and SLO assessment need to have a clear connection to planning processes.



Making information available to the public

- This includes making the information available ‘one click away’ from the college homepage.
- This is aligned with new emphases from the CCCCO (e.g. the ARCC 2.0 Scorecard data) and the Federal Government (e.g. Gainful Employment data)

Ensuring quality regardless of modality or location

- Student outcomes, student success, services available, etc. should be equivalent for all locations or modalities of a course or program.
- Substantive change reports and site visits are now required if more than 50% of a program is available at a new location.
- Substantive change reports are required when more than 50% of the units in a program are available by DE.

Group exercise

