

Monterey Peninsula College Integrated Planning Handbook



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Mission Statement

Monterey Peninsula College is an open-access institution that fosters student learning and achievement within its diverse community. MPC provides high quality instructional programs, services, and infrastructure to support the goals of students pursuing transfer, career training, basic skills, and lifelong learning opportunities.

Adopted by the Governing Board, October 22, 2014

Values Statement

To attain the mission of the College and enhance the intellectual, cultural, and economic vitality of our diverse community, MPC strives to:

1. Cultivate collaboration to promote student success
 2. Recruit and retain highly qualified faculty and staff
 3. Provide students and staff with clean, accessible, attractive, and safe facilities
 4. Provide equipment and training sufficient to support student learning and achievement
-

Institutional Goals

1. Help students achieve their educational goals.
2. Establish and maintain fiscal stability.
3. Review, revise, and communicate policies and procedures to support the College mission.
4. Establish and maintain effective infrastructure to promote student learning and achievement.

Please refer to the [MPC website](#) to view the specific objectives that support each Institutional Goal.

Monterey Campus
980 Fremont Street
Monterey, CA 93940

Public Safety Training Center
2642 Colonel Durham Street
Seaside, CA 93955

Education Center at Marina
289 12th Street
Marina, CA 93933

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Monterey Peninsula College

Integrated Planning Handbook

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INTRODUCTION

Purpose of the *Integrated Planning Handbook*

The purpose of this handbook is to document and communicate the integrated planning processes in place at Monterey Peninsula College (MPC). This handbook supports effective institutional planning by:

- Promoting a common understanding of processes, consistent application of practices, and clear documentation of roles and responsibilities;
- Communicating how different constituent groups participate in planning processes;
- Documenting the relationships between MPC's primary planning processes; and
- Setting expectations for how institutional plans support the accomplishment of the college mission.

For additional information about MPC's decision-making processes and specific committee roles in participatory governance, please consult the [Resource Guide to Institutional Decision-Making at MPC](#).

Overview of the *Handbook's* Contents

This handbook provides an overview of the interrelated planning processes in use at MPC. After a brief overview of MPC's integrated planning model, the *Handbook* provides a description of the major components of college-wide planning, including primary planning activities, processes, and documents. Each description includes the following information:

- Purpose of each planning activity or component;
- General process(es) by which MPC implements each major activity or component, with links to more specific process information where needed;
- General timelines¹ for each major activity or component;
- Individuals or groups responsible for initiating and completing the tasks associated with the activity or component; and
- Individuals or groups that will receive any recommendations generated by the activity or component and make final decisions regarding these recommendations.

Where relevant, references to other external standards or requirements (e.g., Accreditation Standards, Title 5, etc.) have also been provided.

Evaluation of Processes and the *Integrated Planning Handbook*

As part of the infrastructure that supports continuous quality improvement, this handbook includes a description of how MPC's planning processes will be evaluated for effectiveness and improvement. Where applicable, results of this evaluation will be made public in compliance with ACCJC Standards and Eligibility Requirements (e.g., I.B.7., I.B.9, I.C.3, ER 19). When planning processes are revised as a result

¹ In some situations, planning and decision-making processes may need to be expedited to address urgent issues. The general flow of the model will remain consistent in these situations (i.e., Plan-Implement-Evaluate), even as the timelines accelerate.

of this evaluation, the *Integrated Planning Handbook* will be updated in order to ensure that it remains a current, viable, and credible guide to institutional planning. The *Handbook* itself will be evaluated for effectiveness every three years by the Planning, Research, & Institutional Effectiveness (PRIE) Committee. More information about the general timelines and procedures for evaluation can be found in the “Ongoing Evaluation” section of this *Handbook*.

INTEGRATED PLANNING AT MPC

MPC’s Integrated Planning Model

The Society for College and University Planning defines integrated planning as “the linking of vision, priorities, people, and the physical institution in a flexible system of evaluation, decision-making, and action” that “shapes and guides the entire organization as it evolves over time and within its community.” Similarly, ACCJC Accreditation Standard I.B.9 requires colleges to integrate “program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality.” With these descriptions in mind, MPC has designed planning processes intended to systematically link priorities, people, and physical resources to support the institutional mission and goals, lead to continuous improvement, and address both short and long-range needs.

MPC’s integrated planning is designed to be a cycle of data-informed feedback and improvement. Within the cycle, planning, implementation, and evaluation activities are driven by the mission and Education Master Plan, and reflect progress towards MPC’s institutional goals. All planning processes at MPC, whether at the institutional or departmental level, follow the cycle of data-informed resource prioritization, allocation, implementation, evaluation, and improvement illustrated in the MPC Integrated Planning Model. Broadly speaking, the activities in the integrated planning process involve developing a plan, implementing a plan, and evaluating the results of the implementation. All integrated planning activities center around the College mission and link to the Institutional Goals and Education Master Plan. Planning activities include opportunities for stakeholder participation, as outlined in the [*Resource Guide for Institutional Decision-Making at MPC*](#).

In addition, data should be used to inform integrated planning activities and link program review, planning, and resource allocation. The specific type of data may vary based by activity, but should draw on student learning and achievement data wherever possible. For example, planning activities in instructional and learning support areas will draw on outcomes assessment results, student achievement data, and program review in order to develop action plans and resource allocation requests. During implementation of an action plan, outcomes assessment results and student achievement data may be examined in order to make course-corrections and/or document the effectiveness and utility of resources. Once a project or implementation has been completed, evaluation activities may draw on outcomes assessment results, student achievement data, and other summative data sources in order to draw conclusions about progress and/or identify areas for further

action. In each case, the data should be used to inform decisions and resource requests and support alignment with the College mission, Institutional Goals, and Education Master Plan. This practice supports continued assessment of institutional effectiveness and intentional, data-informed efforts to improve services to students.

MPC's Integrated Planning Model



Image courtesy of J. Dagdigan, MPC Graphic Arts Instructor

Overview of College-Wide Documents Involved in Integrated Planning

Each step in MPC's integrated planning processes relies on research and data. Planning begins with analysis of data (e.g., course and program-level learning outcome assessment results, program review, demographic projections, labor market trends, etc.) to identify strengths, challenges, and opportunities. These data inform action items and goals for any given plan. Data are also used to evaluate the outcomes of a plan or project. These evaluative measures could include both descriptive data, such as survey results, and quantitative data, such as the California Community Colleges Student Success Scorecard.

Integrated planning activities also align with the College mission, Educational Master Plan, Institutional Goals, program review, and EMP Support Plans, as outlined below. A more thorough description of each of these components can be found elsewhere in this *Handbook*.

- The MPC **Mission Statement** describes the MPC's broad educational purposes, intended student population, the types of degrees and credentials offered, and commitment to student learning and student achievement.
- MPC's long-term plan, the **Educational Master Plan**, begins with a scan of internal and external data that are then used to:
 - Assess the College's current effectiveness in meeting its mission statement, and
 - Forecast challenges and opportunities in the external environment
- The **Institutional Goals** flow from the Educational Master Plan, and serve to focus the College's energies and resources to advance its mission and successfully address current and anticipated challenges and opportunities. Specific steps that will be taken to meet the goals over the short-term are identified in the **Institutional Objectives**. Progress towards the Institutional Goals and Objectives is documented and monitored in the **Institutional Action Plan**.
- **Program Review** is the process for assessing unit-level performance and developing unit-level plans.
 - A Comprehensive Program Review is completed every six years by each instructional, student services, and administrative services unit in the College.
 - An Annual Program Review Update is completed each fall by all units in the College in order to identify emerging needs and inform annual budget development.
- **Educational Master Plan (EMP) Support Plans** include college-wide plans based on the directions established in the Education Master Plan. These include (but are not limited to):
 - The Facilities Plan
 - The Technology Plan
 - The Integrated BSI/Student Equity/3SP Plan

Overview of Funding Sources Typically Involved in Planning and Resource Allocation

MPC's annual budget draws from several revenue sources that support the annual resource prioritization and allocation process, including both **unrestricted** and **restricted** revenues. Unrestricted funds may be allocated to support the general purposes of college operations and educational programs. The majority of the resource requests that emerged through the resource allocation process are filled from unrestricted revenue.

Restricted funds, which include state categorical revenues, must be allocated to support specific programs and/or projects. These restrictions are specified in law, regulation, external agency, or donor requirements. The terms of the restrictions outline how the funds may be spent. Some of these revenues may only be spent on a specific program or department (e.g., TRIO or EOPS funds). Others may be spent in any program or department, but only on requests or activities that meet specific criteria (e.g., Basic Skills funds, Instructional Equipment & Library Materials funds).

A brief overview of the unrestricted and restricted revenue sources that are typically involved in the annual resource allocation processes are outlined below. Please note that this is not an exhaustive list. Additional information about sources of revenue may be found in the annual budget book, which is available on the [MPC Fiscal Services website](#).

Unrestricted General Fund Revenues

MPC's Unrestricted General Fund is used to finance the general operations of the College, including general needs in instruction, student services, administration, information technology, maintenance, and other broad areas of operations. The Unrestricted General Fund includes revenues received from local property taxes, enrollment fees and tuition, and state apportionment. The amount of apportionment revenue received from the state is determined by a formula that (as of fall 2018) includes consideration of total FTES served by the college, the number of students who qualify for financial aid, and the number of degrees, certificates, and transfers awarded each year.

Restricted General Fund Revenues

MPC's Restricted General Fund is issued to finance the operation of specific programs or activities, as outlined by the terms and conditions of specific laws, regulations, donors, or other external agencies connected to the funds. As noted above, some of these funds are restricted to specific programs or departments (e.g., TRIO, EOPS, CalWorks, etc.), and generally do not factor into the annual resource allocation process outside these specific areas. Other restricted revenues may be used to support specific categories of activities, such as those related to equity or some specific grants.

Depending on the category of need, some restricted funds may be available to support annual planning and resource requests. Restricted General Fund revenues are generally allocated by a specific group or committee on campus, and there may be a separate request form or process (in addition to the regular annual resource allocation and request process) to help the committees document and prioritize how these funds are spent. These revenue sources include (but are not limited to):

Funding Source	Oversight Provided By
Student Support & Success Program (3SP)	Student Success Committee
Student Equity	Student Success Committee
Basic Skills Initiative	BSI Committee
Strong Workforce	CTE Committee
Perkins	CTE Committee
Instructional Equipment & Library Materials (IELM)	Academic Affairs Advisory Group Student Services Advisory Group

Check with the individual committee leads (or your dean/manager) for more information about the processes for requesting restricted funds to support annual planning.

COMPONENTS OF INTEGRATED PLANNING AT MPC

The following section provides a general description of the components (i.e., processes and/or documents) of MPC’s system of integrated planning. For questions or clarification about any given component, contact the Dean of PRIE and/or the individual listed in the component’s “Accountability” section.

College Mission Statement

Purpose The Mission Statement describes the College’s broad educational purposes, intended student population, the types of degrees and credentials it offers, and its commitment to student learning and student achievement.

Accountability Superintendent/President

Process The Superintendent/President initiates a mission review process by appointing a Mission Review Task Force.

Following a review of the relevant ACCJC Standards and Eligibility Requirements related to mission, the Mission Review Task Force will develop and implement a review process that includes opportunities for input from all College stakeholders, including discussions in open, public meetings.

Based on college-wide feedback, the Mission Review Task Force makes a recommendation to the Superintendent/President that the mission statement either be reaffirmed or revised. The Superintendent/President reviews and discusses the recommendation with the President’s Advisory Group, and either accepts the recommendation or returns to the Mission Review Task Force for further revision.

Upon approval of the recommendation by the Superintendent/President, the recommended mission statement is presented to the Board of Trustees for

reaffirmation (in the case of no changes) or approval. Board Policy (BP 1200) is revised to reflect the Board's action.

In compliance with	Board Policy 1200 ACCJC Standard I.A, ER 6
Timeline	2014, 2020, 2026 and every six years thereafter
Task Assigned to	Mission Review Task Force
Final Document Delivered to	Superintendent/President
Final Approval	Board of Trustees

Educational Master Plan

Purpose The Educational Master Plan is MPC's long-term plan. This document compares existing conditions to the College mission and, based on that comparison, identifies the College's current strengths and weaknesses, and projects the College's future challenges and needs.

This process includes analyses of:

- The effectiveness and outcomes of the previous Educational Master Plan;
- Current state and national trends in higher education;
- Current internal and external conditions; and
- Ten-year projections of changes to relevant demographics and enrollment trends

Based on the results of these analyses, the Educational Master Plan should:

- Project the district's overall growth for the coming decade;
- Identify current and anticipated challenges; and
- Outline Institutional Goals that convey the College's response to these identified challenges.

The Institutional Goals guide the college's energies and resources for the term of the master plan, and serve as the basis for shorter-term planning processes such as the Institutional Action Plan and program review action plans.

Accountability Superintendent/President

Process The Superintendent/President initiates the development of the Educational Master Plan by appointing an Educational Master Plan Task Force.

The Educational Master Plan Task Force drafts a process for developing the EMP. This process outlines the specific tasks, timelines, and responsible parties that will be

involved. The process must also provide opportunities for all College stakeholders to provide input and feedback as the EMP is developed.

The Superintendent/President reviews the draft process with the President’s Advisory Group for feedback. Upon approval of the draft process by the Superintendent/President, the Educational Master Plan Task Force implements the process. The Task Force provides monthly progress updates to the Superintendent/President, who shares those updates college-wide.

Upon final approval of the Educational Master Plan by the Superintendent/President, the document is presented to the Board of Trustees for approval.

In compliance with	California Code of Regulations Title 5 § 51008 Board Policy 3250 ACCJC Standard I.B
Timeline	2018/2019 and every 6 years thereafter
Task Assigned to	Education Master Plan Task Force
Final Document Delivered to	Superintendent/President
Final Approval	Board of Trustees

Institutional Action Plan

Purpose	The Institutional Action Plan documents specific actions and progress taken toward the Institutional Goals and Objectives identified in the Education Master Plan.
Accountability	Dean of Planning, Research, & Institutional Effectiveness
Process	The Institutional Action Plan documents progress towards Institutional Goals and Institutional Objectives.

- **Institutional Goals** are broad statements articulating what the College intends to do to address its current and anticipated challenges. Institutional Goals are established during the development of the Educational Master Plan, and remain constant for the life of that document.
- **Institutional Objectives** articulate how the College will meet its Institutional Goals, and outline specific activities and strategies that will be employed. Institutional Objectives may be shorter in duration and scope, and may evolve in response to ongoing evaluation of progress toward the Goals.

Institutional Objectives should be SMART:

S = Specific, significant

M = Measurable, meaningful
 A = Attainable, achievable, action-oriented
 R = Realistic, reasonable & results-oriented
 T = Time-based, timely, tangible

The Institutional Action Plan identifies the individual(s) assigned the responsibility to launch, oversee, and complete the activities associated with each Institutional Objective. The responsible individual(s) may complete the activities, or may assign/may collaborate with others to accomplish associated tasks.

The Institutional Action Plan is updated by the Planning and Institutional Effectiveness (PRIE) Committee in early spring. The draft document is then distributed to the campus advisory groups (PAG, AAAG, ASAG, SSAG) and Academic Senate for review and discussion.

The PRIE Committee incorporates the feedback and presents the updated plan to the Superintendent/President and PAG as an information item at the end of each spring semester.

In compliance with	ACCJC Standard I.B
Timeline	Updated annually to include any status/progress updates for each Objective. These updates are used to evaluate progress toward Institutional Goals during the development of each Education Master Plan.
Task Assigned to	Planning and Institutional Effectiveness Committee
Final Document Delivered to	Superintendent/President and PAG
Final Approval	Presented to PAG as an information item

Program Review

Purpose	Program Review is a cyclical evaluation of all existing instructional areas, learning support services, and administrative services to assure their quality, vitality, and responsiveness. Program Review focuses on improving programs and services while making efficient use of resources.
Accountability	Dean of Planning, Research, and Institutional Effectiveness
Process	MPC's Program Review process involves both a Comprehensive Program Review (completed by each unit every six years) and an Annual Program Review Update.

The **Comprehensive Program Review** includes a description of the program and an analysis of data related to program vitality (e.g., learning outcome assessment

results, student achievement data, enrollment data, staffing data, etc.). Results of the analysis are used to develop long-term program goals and action plans, in order to build on strengths and address any gaps or other areas in need of improvement.

The **Annual Program Review Update** is completed each fall, and serves as the first step in the annual Resource Allocation and Prioritization process (see pg. 11-12).

The Annual Program Review Update process helps the College:

- Document progress towards goals and action plans identified in Comprehensive Program Reviews;
- Identify any emerging action items or areas of need;
- Identify, prioritize, and request resources needed to make continued progress towards goals and action items requests; and
- Document prioritization and allocation decisions during the annual resource allocation and budget development process.

The Planning, Research, and Institutional Effectiveness Committee establishes the master calendar for Comprehensive Program Reviews (see Appendices), serves as support and training for those completing the Comprehensive Program Review and Annual Program Review Update, and monitors completion to ensure that program needs are eligible for resource allocation.

In compliance with	ACCJC Standard I.B., II.A.16, II.B.3, II.C.1
Timeline	Annual Program Review Update completed each fall; Comprehensive Program Review completed on a six-year schedule unique to each division/unit (see Appendix)
Task Assigned to	Unit leads (e.g., Division Chairs, Student Services managers, etc.) and faculty/staff in each unit
Final Document Delivered to	Senior administrator of each Administrative unit Planning, Research, and Institutional Effectiveness Committee
Final Approval	Comprehensive Program Reviews presented to the Board of Trustees as an information item

Resource Prioritization & Allocation

Purpose The annual Resource Prioritization & Allocation process is intended to ensure that the resources of the College (including human resources, physical/facilities

resources, technology resources, and financial resources) are allocated in direct support of the Institutional Goals and Objectives.

All Institutional Goals reflect MPC's commitment to its mission and correspondingly, the purpose of the resource allocation process is to fund the programs and services that both directly and indirectly promote student success.

Accountability Vice President, Administrative Services

Process The resource prioritization process begins with the Annual Program Review Update. During the Annual Program Review Update, units identify needs for staffing, facilities, services, and equipment. These requests are consolidated and prioritized at the Division/Unit level through on-going discussion throughout the fall between unit members, unit lead (e.g., Division Chair, department supervisor, etc.), and dean/manager.

Simultaneously, committees with oversight for categorical funds (e.g., Student Success Committee, Basic Skills Committee, CTE Committee, etc.) consider needs and resource requests directly related to their charge and function. Specific processes for allocating categorical funds are determined by the committee or group with oversight for the funds, with the understanding that justification for resource requests should be tied to requestors' program review documents.

Each Division/Unit selects a set number of resource requests (i.e., those that could not or were not addressed through available categorical funds) to send forward to the Advisory Groups for college-wide prioritization. Requests are reviewed against a prioritization rubric (available on the Office of PRIE's [integrated planning page](#)). The PRIE Committee synthesizes and normalizes the three sets of prioritized scores and delivers the final prioritized list to the Budget Committee and President's Advisory Group at the end of the Fall semester.

Resource allocation and budget development begin with the development of budget assumptions to guide the allocation of resources. Information from a variety of sources is considered in the development of the budget assumptions, including:

- Institutional Goals and Objectives;
- Priorities identified through the Program Reviews;
- Mandates from external agencies;
- Status of long-term obligations.

With this context in mind, the Budget Committee determines how much General Fund revenue will be available to allocate towards the list of prioritized requests. The entire process is designed to result in a budget that reflects prioritized needs. A visual diagram of the Resource Prioritization and Allocation available on the Office of PRIE’s [integrated planning page](#).

In compliance with	ACCJC Standards I.B., III.D.1, 2, & 3
Timeline	Annually
Task Assigned to	Members of all college units participate in the process, as described above. The Vice President of Administrative Services and the Dean of Planning, Research, and Institutional Effectiveness shepherd the process through unit discussions and participatory governance as needed.
Final Document Delivered to	Tentative and final budget forwarded to Superintendent/President
Final Approval	Board of Trustees

EMP SUPPORT PLANS

Facilities Plan

Purpose	The Facilities Plan documents the existing conditions of the College’s facilities, identifies parts of the physical plant in need of improvement, and recommends facilities improvements.
Accountability	Vice President, Administrative Services ²
Process	The Superintendent/President assigns the Facilities Committee with the task of developing a Facilities Plan.

The Facilities Committee drafts a process for developing the facilities plan including specific tasks, timelines and responsible parties as well as opportunities for input from all College stakeholders.

The Superintendent/President reviews the draft process with the President’s Advisory Group to gather input and feedback. Upon approval of the draft process by the Superintendent/President, the Facilities Committee implements the process and provides monthly progress updates to the Superintendent/President who shares those updates College-wide.

² MPC currently does not have a Director of Facilities. Accountability for the Facilities Master Plan will stay with the VP, Administrative Services until this function is staffed.

Upon final approval of the Facilities Plan by the Superintendent/President, the document is presented to the Board of Trustees for approval.

In compliance with California Code of Regulations Title 5 § 51008
ACCJC Standard III.B.

Timeline 2019-2020 and every 6 years thereafter (i.e., in the year following the EMP)

Task Assigned to Facilities Committee

Final Document Delivered to Superintendent/President

Final Approval Board of Trustees

Technology Plan

Purpose The Technology Plan is one of MPC’s short-term plans. This plan sets a road map for technology enhancements at MPC that aligns with the Institutional Goals established in the Education Master Plan, identifies the current technology needs at MPC and, to the extent possible, anticipates future technology.

Accountability Director, Information Services

Process The Superintendent/President assigns the Technology Committee with the task of developing a Technology Plan.

The Technology Committee drafts a process for developing the technology plan including specific tasks, timelines and responsible parties as well as opportunities for input from all College stakeholders.

The Superintendent/President reviews the draft process with the President’s Advisory Group for feedback. Upon approval of the draft process by the Superintendent/President, the Facilities Committee implements the process and provides monthly progress updates to the Superintendent/President who shares those updates College-wide.

Upon final approval of the Technology Plan by the Superintendent/President, the document is presented to the Board of Trustees for approval.

In compliance with ACCJC Standard III.C.

Timeline 2017 and every three years thereafter

Task Assigned to Technology Committee

Final Document Delivered to Superintendent/President

Final Approval Board of Trustees

BSI / SEP/ 3SP Integrated Plan

Purpose The California Community College's Chancellor's Office has integrated the plans for the Student Success and Support Program (3SP), Student Equity (SE), and the Basic Skills Initiative (BSI). The Integrated Plan identifies goals for the general population and for identified student groups, disaggregated by gender, as well as activities designed to address disproportionate impact.

Education Code requires disaggregated data analysis of data for the following student groups and, if appropriate, development of subgroup-specific goals:

- gender
- ethnicity (American Indian or Alaskan Native, Asian students, black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, white, some other race, more than one race)
- current or former foster youth
- students with disabilities
- low-income students
- veterans

An additional requirement is review of success rates for students with basic skills needs using Basic Skills Cohort Tracker data that show (1) the number of students successfully transitioning to college-level mathematics and English courses, and (2) the time it takes students to successfully transition to college-level mathematics and English courses.

Accountability Director, Student Success & Equity

Process After the Chancellor's Office releases the template for the Integrated BSI/SE/SSSP Plan, the Office of Planning, Research, and Institutional Effectiveness provides updated student success (equity metrics) data. These data are used to evaluate progress and guide the formation of goals outlined in the plan.

The plan is drafted during summer writing workshops established around the questions outlined in the template. The BSI and Student Success committees review the drafts of the plan.

During the fall semester, the Integrated Plan is presented to participatory governance and other relevant campus committees, in order to generate discussion and gather campus feedback.

The Integrated Plan must be adopted by the Board of Trustees and signed by the Superintendent/President, the Chief Business Officer, the Chief Instructional Officer, the Chief Student Services Officer, and the Academic Senate President.

In compliance with	ACCJC Standards I.B., II.A, II.B, II.C
Timeline	Every other year beginning in 2017-2018
Task Assigned to	Student Success Committee
Final Document Delivered to	California Community Colleges Chancellor's Office
Final Approval	Board of Trustees

HR Staffing Plan

Purpose The HR Staffing Plan sets a road map for human resources planning that is aligned with the Institutional Goals established in the Education Master Plan. The plan presents information about current staffing and outlines areas where staffing may potentially be affected as the College works towards specific objectives tied to its Institutional Goals. Rather than suggesting specific positions, the HR Staffing Plan suggests the data points that may be relevant during decisions about faculty, staff, and management hiring.

Accountability Associate Dean, Human Resources

Process The Superintendent/President will create an HR Planning Task Force and appoint them with the task of developing a Human Resources Staffing Plan.

The HR Planning Task Force drafts a process for creating or updating the HR Staffing Plan that specifies the tasks, timelines, and responsible parties required for developing the plan. The process must include opportunities for input from College stakeholders.

The Superintendent/President reviews the draft process with the President's Advisory Group for feedback. Upon approval of the draft process by the Superintendent/President, the HR Planning Task Force implements the process and provides monthly progress updates to the Superintendent/President who shares those updates College-wide.

Upon final approval of the HR Staffing Plan by the Superintendent/President, the document is presented to the Board of Trustees for approval.

In compliance with	ACCJC Standard III.C.
Timeline	2018-2019 and every three years thereafter
Task Assigned to	HR Planning Task Force
Final Document Delivered to	Superintendent/President
Final Approval	Board of Trustees

ONGOING EVALUATION OF INTEGRATED PLANNING PROCESSES

Regular evaluations of the effectiveness of processes, policies, and procedures help to assure effectiveness and support continuous improvement of college services and operations. The process and timing for evaluation varies. Evaluation cycles for major institutional plans and processes are outlined in the 10-year Planning and Evaluation Calendar (available on the Office of PRIE's [integrated planning website](#)), and follow the processes outlined in this *Handbook* or the [Resource Guide to Institutional Decision-Making at MPC](#).

Evaluation Tools

The PRIE Committee has developed three tools that can be used in different types of institutional evaluations, as described below. Please contact the Office of PRIE (prie@mpc.edu) for assistance with any of the tools, to request a facilitator for evaluation discussions, or for assistance with gathering / analyzing data.

Pre-Implementation Checklist

The Process Readiness Checklist helps to confirm that elements critical to the success of the process (e.g., measurable goals, measures of success, evaluation plans, supporting documentation, communication plans, etc.) are in place prior to implementation. The checklist can be used with any campus process when it is first launched, or at the beginning of a new evaluation cycle. The checklist can be used as a tool for individual reflection, or as a framework for group discussion. It can also be distributed as a survey. You may access the checklist on the Office of PRIE's [Integrated Planning page](#). For assistance administering the checklist as a survey or to request a discussion facilitator, please contact the Office of PRIE.

Progress Evaluation Reflection Questions

The Progress Evaluation Reflection Questions serve as a frame for discussions of progress towards a measurable goal at any level of the institution (e.g., institutional goals, program goals, department goals, project goals, etc.). The reflection questions assume that specific measures have already been identified for the goal in question, and are intentionally open-ended to allow for evaluative reflection on the

specific goal under consideration. The questions provide a framework for documenting progress, as well as any lessons learned that could lead to improvements in future evaluation cycles. In this way, the College can learn from its experiences as it continues to make progress toward its goals. You may access the reflection questions from the Office of PRIE's [Integrated Planning page](#). For assistance facilitating a reflection discussion, please contact the Office of PRIE.

Process Evaluation Survey

The Process Evaluation Survey helps to identify aspects of a process that work and aspects of the process that could be improved. The survey is intended to be administered to individuals who participated in the process, shortly after the process has concluded. In this way, the college can learn from the experiences and suggestions of those most directly familiar with the process and its results. The results of the survey can then be used to frame discussions about how to improve. The survey can be used to evaluate any college process. Please contact the Office of PRIE for assistance contextualizing and administering the survey.

APPENDICES

Process Evaluation Calendar

MPC has established a 10-year planning calendar to ensure that the major components of its system of integrated planning are regularly evaluated for effectiveness and improvement. A portion of the schedule can be viewed in the graphic below.

For each plan or process to be evaluated, the calendar communicates:

- The length of the cycle for the plan or process (e.g., SLO Assessment Cycle lasts two years, the mission statement is reviewed every 6 years, etc.)
- Projected due dates for major reports (green boxes)
- Projected dates for progress evaluations (blue boxes)
- Projected dates for process evaluations (purple boxes)
- Consideration for ongoing performance and process monitoring (long arrows)

For more information and specific details about the planned evaluation, please contact the Office of PRIE. The full 10-year Planning and Evaluation Calendar can be viewed or downloaded from the Office of PRIE’s [integrated planning page](#).

Plan or Process	Process Length	2018/2019		2019/2020		2020/2021		2021/2022		2022/2023		2023/2024		2024/2025	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Annual Program Review / Resource Prioritization & Allocation	Annual														
Institutional Action Plan Monitoring	Annual														
SLO (Course) Assessment (see Assessment Cycle diagram)	2 years														
Integrated BSI/SE/SSSP Plan	2 years			Dec				Dec							
HR Staffing Plan	3 years	annual update		annual update				annual update		annual update				annual update	
Resource Guide to Institutional Decision Making	3 years	annual update				annual update		annual update				annual update		annual update	
Integrated Planning Handbook	3 years														
Technology Plan	3 years			2019-2022						2022-2025					
Educational Master Plan	6 years														
Facilities Plan	6 years														
PLO (Deg/Cert) Assessment (see Assessment Cycle diagram)	6 years														
Program Review (see Program Review calendar)	6 years														
Mission Statement Review	6 Years														
Accreditation	7 years			Follow-Up	Midterm							ISER	Visit		

- Key:**
- Report / Deliverable Due (at end of term, unless otherwise noted)
 - Progress evaluation for prior cycle (i.e., What progress was made towards the defined goals of the plan/process?)
 - Process evaluation for prior cycle (i.e., How can the effectiveness of the process be improved?)
 - Ongoing process or progress monitoring (i.e., Where do we need to course-correct to stay on track?)

Program Review Calendar 2015/2016 – 2020/2021

As of fall 2018, MPC follows a 6-year cycle for Comprehensive Program Review, outlined below. The cycle is staggered in order to distribute the institutional workload; each division and/or major unit completes its Comprehensive Program Review once per cycle. In the current cycle, there is some duplication in Student Services, in order to redistribute and realign these areas.

For any questions regarding the Program Review cycle, please contact the Dean of PRIE.

	Academic Affairs	Student Services	Admin. Services	S/P's Office
18-19	Physical Science Creative Arts	Counseling Student Health Services Job Placement Center Student Success & Support Veterans Center		PRIE
19-20	Social Science Business & Technology	Access Resource Center CTRC EOPS/CARE/CalWORKs Student Activities Student Financial Services		
20-21	Humanities Nursing	Admissions & Records Athletics Early Education Lab School Int'l Student Programs TRIO	Campus Security Fiscal	HR
21-22	Life Science Library Public Safety	Counseling Student Success & Support CTRC	Information Technology Facilities	
22-23	Physical Education	Access Resource Center EOPS/CARE/CalWORKs Student Financial Services		
23-24	Physical Science Creative Arts	Admissions and Records Int'l Student Programs Veterans Resource Center		