

**DRAFT**

**Monterey Peninsula College  
Integrated Planning Handbook**

**Draft: May 13, 2016**

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Monterey, CA 93940

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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

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### **Values Statement**

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

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

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**MONTEREY PENINSULA COLLEGE  
INTEGRATED PLANNING HANDBOOK 2016**

**INTRODUCTION**

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- Overview of this Handbook
- Purpose of this Handbook

**MPC 2016 INTEGRATED PLANNING MODEL**

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**ASSESSMENT OF PLAN OUTCOME**

**ANNUAL REPORT (ANNUAL UPDATE?)**

## INTRODUCTION

### Overview of MPC Planning

Monterey Peninsula College's (MPC's) systematic planning processes are designed to lead to continuous quality improvement college-wide.

MPC developed an integrated planning model to comply with the definition of integrated planning described in this accreditation standard:

*I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates 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. Institutional planning addresses short- and long-term needs for educational programs and services and for human, physical, technology, and financial resources.*

Integrated planning activities at MPC follow both a long-term and short-term cycle: a six-year cycle of strategic planning and an annual cycle of unit-level planning and resource allocation. All integrated planning activities, regardless of whether they fall within the multi-year or annual cycle, link directly to the Institutional Goals that are designed to lead to the achievement of MPC's institutional mission.

Long-term planning at MPC follows a six-year cycle of mission review and strategic planning. The multi-year cycle is designed to be a College-wide program review, parallel to the program review cycle followed by the College's individual divisions and service areas. Short-term planning and resource allocation follows an annual cycle that includes development of the budget for the upcoming fiscal year and implementation of short-term unit and Institutional Objectives.

### Overview of this Handbook

This manual begins with a brief description of the MPC model of integrated planning followed by a detailed description of each component in the planning model. The page on each component in the planning cycle includes:

- Purpose of each component;
- Processes by which MPC implements each component;
- Timeline for each component;
- Individuals or groups responsible for initiating and completing the tasks; and
- Individuals or groups that will receive the recommendations and render final decisions.

As part of the infrastructure that supports continuous quality improvement, this handbook includes a description of how MPC's planning processes will be assessed. When, as a result of this assessment,

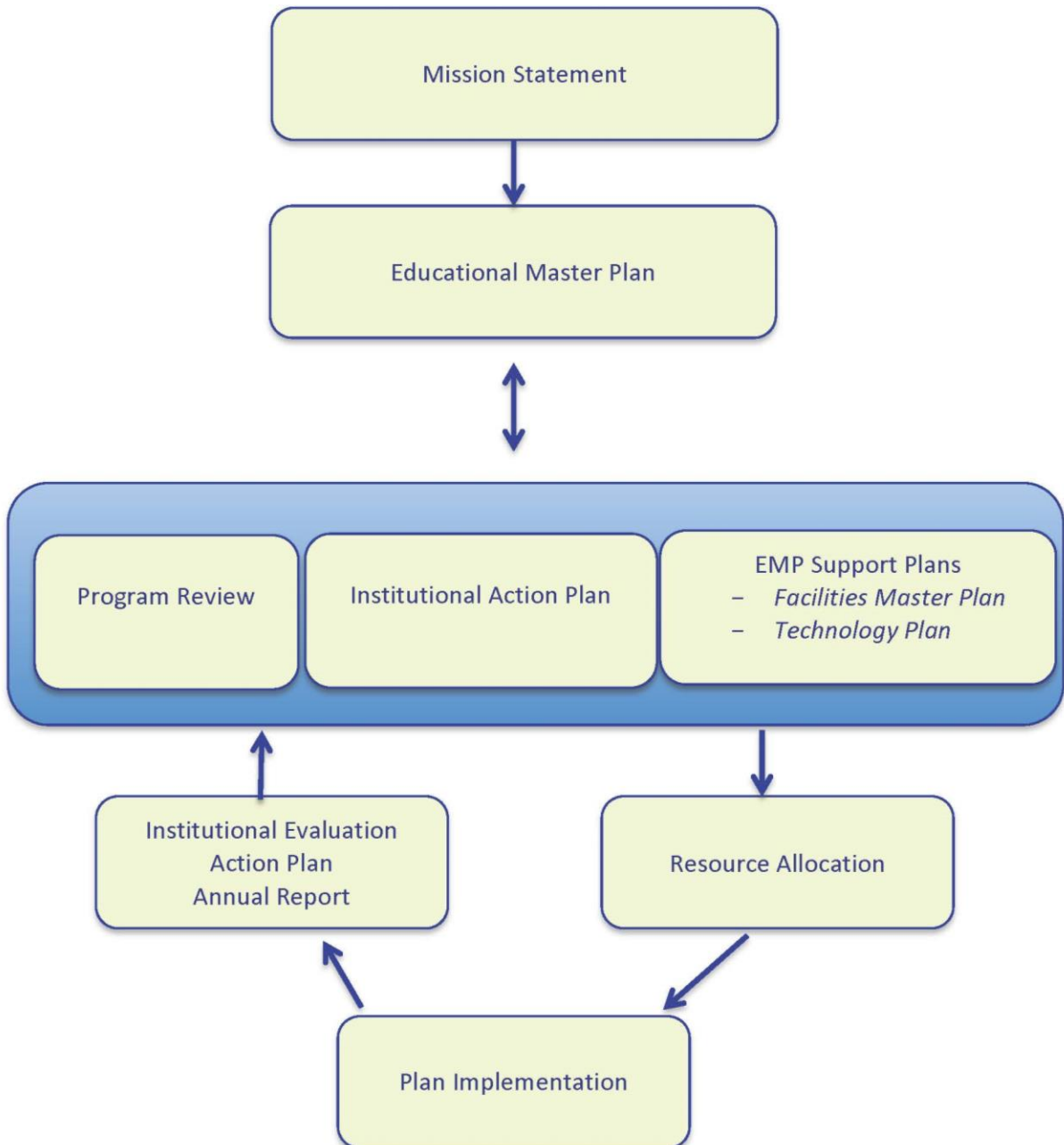
planning processes are revised, this handbook will be updated in order to continue its usefulness as a viable and credible guide to college planning.

**Purpose of this Handbook**

This handbook has been developed to improve institutional communication and trust by documenting MPC's integrated planning processes. This handbook supports broad participation in institutional planning by promoting a common understanding of planning processes, consistent application of planning practices, and broad participation in institutional plans.

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## MPC 2016 Integrated Planning Model



MPC's integrated planning is designed to be a cycle of continuous quality improvement. The graphic depicts how the elements in these planning processes link to one another in a cycle of evaluation, development of Institutional Goals and Institutional Objectives, resource allocation, plan implementation, and re-evaluation. These sequential planning steps are the methods used by MPC to assess institutional effectiveness and implement strategies to continually improve the College's services to students.

Each component in the MPC integrated planning model relies on research. Planning begins with analysis of data, such as demographic projections and labor market data, to identify challenges. Planning concludes with the assessment of plan outcomes using descriptive data, such as survey results, and quantitative data, such as the California Community College Student Success Scorecard.

With this foundation in research, the components of the MPC integrated planning model are briefly described below. Following this brief summary, each component in the MPC integrated planning model is described in greater detail on the subsequent pages of this handbook.

- The MPC **Mission Statement** describes the intended student population, the types of degrees and credentials offered, and a commitment to student learning and student achievement.
- MPC's long-term plan, the **Educational Master Plan**, begins with analyses of internal scan and external scan data that:
  - Assesses the College's current effectiveness in meeting its mission statement and
  - Forecasts challenges and opportunities in its communities' changing demographics.

Based on the analyses of these effectiveness and demographic data, MPC identifies and articulates its current and anticipated challenges, which are the basis for Institutional Goals. The purpose of Institutional Goals is to unify the College's energies and resources to advance its mission and successfully address current and anticipated challenges.

- The next steps in the MPC Integrated Planning Model are three forms of short-term planning.
  1. **Institutional Action Plan** sets forth the Institutional Objectives that describe the specific activities to be undertaken that will move the College toward achievement of its Institutional Goals.
  2. **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 and a Program Review Update is prepared annually.



3. **EMP Support Plans** include two short-term infrastructure plans that are both based on the directions established in the Educational Master Plan: the **Facilities Plan** and the **Technology Plan**.

- The Facilities Plan **xxx <the term and content of this plan?>**.
  - The Technology Plan, a three-year plan, sets a road map for technology enhancements at MPC that are aligned 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.
- **Resource Allocations** are based on the priorities established in the Institutional Action Plan and Program Reviews.
  - **Plan Implementation** is the phase of planning when the activities identified in the Institutional Action Plan and Program Reviews are completed.
  - The **Institutional Action Plan Evaluation** documents MPC's progress in achieving its Institutional Goals and Institutional Objectives. This annual progress report informs the internal and external community about the steps the College has taken to achieve its long-term goals. These annual progress reports inform the next year's Institutional Action Plan as well as the next Educational Master Plan.

MPC's integrated planning processes are assessed every three years. This assessment is to improve the planning processes. A description of this assessment of planning processes is included in this document.

## MISSION STATEMENT

<b>Purpose</b>	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.
<b>Accountability</b>	Superintendent/President
<b>Process</b>	<p>The Superintendent/President initiates a mission review process by appointing a Mission Review Task Force.</p> <p>Following a review of the relevant ACCJC standards on mission, the Mission Review Task Force will develop and implement a review process that includes opportunities for input from all College stakeholders.</p> <p>Based on College-wide feedback, the Mission Review Task Force will recommend either reaffirmation of the College’s mission statement or revisions to the mission statement.</p> <p>The recommendation is presented to the Superintendent/President who then reviews the recommendation with the President’s Advisory Group. The recommendation is either accepted or returned to the Mission Review Task Force for further editing.</p> <p>Upon approval by the Superintendent/President, a Board Policy revision is prepared and presented to the Board of Trustees for approval.</p>
<b>In compliance with</b>	ACCJC Standard I.A. Board Policy 1200
<b>Timeline</b>	2014, 2020, 2026 and every six years thereafter
<b>Task Assigned to</b>	Mission Review Task Force
<b>Recommendation forwarded to</b>	Superintendent/President
<b>Final Approval</b>	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:

1. Analysis of
  - The effectiveness and outcomes of the previous master plan;
  - Current state and national trends in higher education;
  - Current internal and external conditions; and
  - Ten-year projections of demographics changes.
2. Based on these analyses,
  - Project the district's overall growth for the coming decade;
  - Identify current and anticipated challenges; and
  - Develop 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 by serving as the basis for the College's two short-term planning processes, the Institutional Action Plan and Program Reviews.

### **Accountability**

Vice President, Academic Affairs and Vice President, Student Services

### **Process**

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

Educational Master Plan Task Force drafts a process for developing the educational master 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 Educational Master Plan Task Force implements the process and provides monthly progress updates to the Superintendent/President who shared 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 (new)  
ACCJC Standard I.B.

**Timeline** 2017 and every ten years thereafter

**Task assigned to** Educational Master Plan Task Force

**Final document forwarded to** Superintendent/President

**Final approval** Board of Trustees

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## INSTITUTIONAL ACTION PLAN

**Purpose** The Institutional Action Plan is one of MPC's short-term plans. Through the development of the Institutional Action Plan, Institutional Goals are used to derive Institutional Objectives and Activities that describe how the College intends to accomplish the Institutional Goals identified in the Educational Master Plan.

**Accountability** Administrative Co-chair of the Planning and Institutional Effectiveness Committee

**Process** The components of the Institutional Action Plan are:

- **Institutional Goals** included in the Educational Master Plan are broad statements that articulate how the College intends to address current and anticipated challenges.
- **Institutional Objectives** describe more specifically the activities that will be undertaken to achieve the Institutional Goals.

Institutional Objectives are SMART, meaning that they are:

S = Specific, significant

M = Measurable, meaningful

A = Agreed upon, attainable, achievable, action-oriented

R = Realistic, relevant, reasonable, rewarding, results-oriented

T = Time-based, timely, tangible

- **Responsibility** identifies the individual assigned the responsibility to launch, oversee, and complete the Activities. The responsible individual may complete the Action Steps or may collaborate with others to complete the Action Steps.

The Institutional Action Plan is updated by the Planning and Institutional Effectiveness Committee in early spring. The draft document is then distributed to the President's, Academic Affairs, Administrative Services, and Student Services Advisory Groups for review and comment.

The Planning and Institutional Effectiveness Committee incorporates the feedback and recommends that the Superintendent/President approve the final Institutional Action Plan at the end of each spring semester.

<b>In compliance with</b>	ACCJC Standard I.B.
<b>Timeline</b>	Annually
<b>Task assigned to</b>	Planning and Institutional Effectiveness Committee
<b>Final document forwarded to</b>	Superintendent/President Presented to the Board of Trustees as an information item

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## **PROGRAM REVIEW**

**Purpose** MPC Program Review is part of the College’s short-term planning. This process includes an evaluation of all existing programs and services to assure their quality, vitality, and responsiveness and with a focus on improving programs and services while making efficient use of resources.

**Accountability** Administrative Co-chair of Planning and Institutional Effectiveness Committee

**Process** MPC Program Review includes both a Comprehensive Program completed every six years and a Program Review Update completed annually.

The Comprehensive Program Review includes a description of the program and an analysis of the program mission, vitality, student learning outcomes assessment, and staffing. The process calls for the development of a Program Improvement Plan to address aspects identified as in need of improvement.

The Program Review Update is prepared annually for the purposes of

- Documenting the status of action plans identified in the Comprehensive Program Review and
- Advancing funding requests into the resource allocation process.

The Planning and Institutional Effectiveness Committee develops annual schedule for program reviews, serves as support and training for those completing the Comprehensive Program Review and 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** Annually and on a six-year schedule unique to each program

**Task assigned to** Division Chairs, faculty and staff

**Final document forwarded to** Senior administrator of each Administrative unit  
Planning and Institutional Effectiveness Committee

**EMP SUPPORT PLAN: FACILITIES PLAN**

**Purpose** The Facilities Plan is one of MPC’s short-term plans. This 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

**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 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 Facilities Plan by the Superintendent/President, the document is presented to the Board of Trustees for information.

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

**Timeline** 201? and every xx#? years thereafter

**Task assigned to** Facilities Committee

**Final document forwarded to** Superintendent/President

**Final approval** Superintendent/President



## EMP SUPPORT PLAN: TECHNOLOGY PLAN

<b>Purpose</b>	<p>The Technology Plan is one of MPC’s short-term plans. This plan sets a road map for technology enhancements at MPC that are aligned 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.</p>
<b>Accountability</b>	<p>Vice President, Administrative Services</p>
<b>Process</b>	<p>The Superintendent/President assigns the Technology Committee with the task of developing a Technology Plan.</p> <p>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.</p> <p>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.</p> <p>Upon final approval of the Facilities Plan by the Superintendent/President, the document is presented to the Board of Trustees for information.</p>
<b>In compliance with</b>	<p>ACCJC Standard III.C.</p>
<b>Timeline</b>	<p>2017 and every three years thereafter</p>
<b>Task assigned to</b>	<p>Technology Committee</p>
<b>Final document forwarded to</b>	<p>Superintendent/President</p>
<b>Final approval</b>	<p>Superintendent/President</p>

## RESOURCE ALLOCATION

<b>Purpose</b>	<p>Resource allocations align with the MPC mission and link Institutional Goals and Institutional Objectives to the resources needed to accomplish these Institutional Goals and Institutional Objectives.</p> <p>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.</p>
<b>Accountability</b>	Vice President, Administrative Services
<b>Process</b>	<p>The budget development process begins with the development of budget assumptions that guide the allocation of resources. Information from a variety of sources is considered in the development of the budget assumptions, including:</p> <ul style="list-style-type: none"><li>– Institutional Goals and Institutional Objectives;</li><li>– Priorities identified through the Program Reviews;</li><li>– Mandates from external agencies; and</li><li>– Status of long-term obligations.</li></ul> <p>Through the Program Review process, units identify needs for staffing, facilities, services, and equipment. These are consolidated and prioritized first at the Division level before being consolidated and prioritized again by the Academic Affairs, Administrative Services, and Student Services Advisory Groups. President’s Cabinet creates a consolidated list of institutional needs. Refer to the flow chart on the next page for a description of this process.</p>
<b>In compliance with</b>	ACCJC Standards I.B., III.D.1., 2., 3.
<b>Timeline</b>	Annually
<b>Task assigned to</b>	Vice President, Administrative Services
<b>Final budget forwarded to</b>	Superintendent/President
<b>Final approval</b>	Superintendent/President and Board of Trustees

## Resource Allocation Process

### Program Review Update

(Prepared by units: make requests in one of the following categories as needed to fulfill the mission, Institutional Goals, Institutional Objectives, and outcomes assessment)

staffing  
facilities  
technology  
equipment  
supplies  
professional development

### Deans/Divisions/Units

- Review all requests in Program Review Update except staffing
- Fund where possible
- Prioritize using a rubric to set the priorities based on criteria such as
  - Health and safety
  - Institutional Goals and Institutional Objectives
  - Outcomes assessment

### Staffing

See process flow

### Unit Advisory Group

- Review the PRU
- Fund where possible
- Prioritize using a rubric to set the priorities based on criteria such as
  - Health and Safety
  - Institutional Goals and Institutional Objectives
  - Outcomes Assessment

### President's Cabinet

- Review and confirm the prioritized lists using a rubric based on criteria such as
  - Health and safety
  - Institutional Goals and Institutional Objectives
  - Outcomes Assessment
- Identify funding
- Develop consolidated list of institutional priorities

### President's Advisory Group

- Review consolidated list of institutional priorities

## PLAN IMPLEMENTATION

<b>Purpose</b>	Plans are implemented by the individual(s) assigned responsibility to do so. When Institutional Objectives and Program Review plans are developed, an individual is assigned responsibility for each Activity. The responsible individual may complete the Activity alone or may collaborate with other individuals or groups to complete the Activity.
<b>Accountability</b>	The responsible parties identified in the Institutional Action Plan
<b>Process</b>	<p>To ensure that the identified Activities are implemented, the responsible party shall:</p> <ul style="list-style-type: none"><li>- Manage the timelines for the Activity;</li><li>- Develop appropriate processes;</li><li>- Identify and address funding needs through the resource allocation process;</li><li>- Provide data and other types of evidence to assess the levels of success following plan implementation; and</li><li>- Document the Activities and outcomes to contribute to the preparation of the <i>Institutional Action Plan Annual Report</i>.</li></ul>
<b>In compliance with</b>	ACCJC Standard I.B.
<b>Timeline</b>	Annually
<b>Tasks assigned to</b>	Responsible parties College-wide
<b>Documentation of completed activities forwarded to</b>	Administrative Co-chair of Planning and Institutional Effectiveness Committee

## INSTITUTIONAL ACTION PLAN EVALUATION

**Purpose**

The *Institutional Action Plan Evaluation* documents MPC’s progress toward achieving its Institutional Objectives and Institutional Outcomes. The purpose of this annual progress report is to inform the internal and external communities about the College’s progress in achieving its long-term Institutional Goals and Institutional Outcomes.

The *Institutional Action Plan Evaluation* is an essential accountability tool in MPC’s integrated planning model because it reinforces and sustains a College-wide dialogue on its long-term goals and short-term objectives.

The *Institutional Action Plan Evaluation* is the foundation for the development of the next year’s Institutional Action Plan. Cumulatively, the *Institutional Action Plan Evaluation* provide a track record of progress that serves as part of the internal data needed for the development of the next decade’s Educational Master Plan.

**Accountability**

Administrative Co-chair of Planning and Institutional Effectiveness Committee

**Process**

Individuals assigned responsibility for specific Activities document progress on those Activities at the end of each semester and submit these reports to the Planning and Institutional Effectiveness Committee. This committee consolidates the reports to prepare the *Institutional Action Plan Evaluation*.

The *Institutional Action Plan Evaluation* provides the following:

- Institutional Goals
- Institutional Objectives
- Activities
- Responsibility
- Progress
- if completed
- Next Steps

**In compliance with**

ACCJC Standard I.B.

**Timeline**

Annually

**Task assigned to**

Responsible parties College-wide

**Documentation of completed activities forwarded to**

Administrative Co-chair of Planning and Institutional Effectiveness Committee