THE HERCULEAN CHALLENGE:
MEANINGFUL INTEGRATED PLANNING
IN THE AGE OF PRESCRIPTIVE PLANS
AND ACCREDITATION STANDARDS

RAJINDER SAMRA, DIRECTOR, INSTITUTIONAL RESEARCH AND PLANNING, LAS POSITAS COLLEGE
HANNAH LAWLER, DEAN OF INSTITUTIONAL RESEARCH, SANTA MONICA COLLEGE
MALLORY NEWELL, SUPERVISOR, INSTITUTIONAL RESEARCH AND PLANNING, DE ANZA COLLEGE
ACCJC Guide to Evaluating Institutions
Each institution will set expectations for course completion, licensing examination passage rates, and job placement rates. Institutions also will set standards of student performance for other indicators pertinent to the institution’s mission, e.g., student persistence from term to term, degree and certificate completion, and transfer rates.” (page 9)

ACCJC Annual Report
Each institution is required to have an institution-set standard for successful student course completion, program completion, completion of degrees, certificates and transfer, licensure pass rates and vocational placement rates.

Institutional Effectiveness Partnership Initiative (IEPI)
IEPI has developed a Framework of Indicators focused on accreditation, fiscal viability, student performance and outcomes, and compliance with state and federal guidelines.

Equity Report
Success indicators are used to identify and measure areas for which disadvantaged populations may be impacted by issues of equal opportunity.
Tackling the Herculean Challenge at Las Positas College

Presentation by Rajinder Samra, Director of Research and Planning
Conditions and Context at Las Positas College With Regard to Integrated Planning

- Fall Student Headcount = 9,000
- 100 FT Faculty, 68 FT Classified, 13 Administrators
- 15 college committees, 6 task forces, 3 senates, 4 district committees
- Frequent Changes in Executive Leadership Between 2011 and 2013
- Creation of Planning Task Force in late 2012; the task force lasted until 2013
- Integrated Planning Committee created in Late 2013
- Creation of Flow Charts to Represent the Planning & Budget Cycle
- Comprehensive Accreditation Site Visit in Fall 2015
Previous LPC Integrated Planning and Budget Process

- **Aug**
  - College Budget (established)

- **Sept**
  - COLLEGE COMMITTEES
  - Annual Allocation Requests
  - Program Reviews
    - Instruct
    - Stud Svcs
    - Admin
  - Deans (PR summaries)
  - Division Meeting
  - Deans (review)
  - College Council

- **Oct**
  - Program Review Committee
  - IPC (recommends, communicates, college priorities)
  - Vice-Presidents (review)
  - Division Meeting
  - Deans (PR summaries)

- **Nov**
  - President & VPs (PR summaries)
  - Deans (review)
  - Program Reviews

- **Dec**
  - President (proposed allocations)
  - President (adopts priorities)
  - IPC (Reviews Allocation vs Priorities)

- **Jan**
  - President (adopts priorities)
  - College Council
  - Governor’s Proposed Budget

- **Feb**
  - RAC

- **Mar**
  - Governor’s Revised Budget

- **Apr**
  - Governor’s Tentative Budget
  - Board’s Tentative Budget
  - District

- **May**
  - Board Adopts Budget

- **Jun**
  - Admin Svcs VP (posts budget on banner)
  - IEC

- **Jul**
  - District
  - Program Reviews Committe
  - IPC
  - COLLEGE COMMITTEES
  - Admin Svcs VP
  - District

- **Aug**
  - COLLEGE COMMITTEES
  - Board Adopts Budget

- **Sept**
  - COLLEGE COMMITTEES
  - Annual Allocation Requests
  - Program Reviews
    - Instruct
    - Stud Svcs
    - Admin
  - Deans (PR summaries)
  - Division Meeting
  - Deans (review)
  - College Council

- **Oct**
  - Program Review Committee
  - IPC (recommends, communicates, college priorities)
  - Vice-Presidents (review)
  - Division Meeting
  - Deans (PR summaries)

- **Nov**
  - President & VPs (PR summaries)
  - Deans (review)
  - Program Reviews

- **Dec**
  - President (proposed allocations)
  - President (adopts priorities)
  - IPC (Reviews Allocation vs Priorities)

- **Jan**
  - President (adopts priorities)
  - College Council
  - Governor’s Proposed Budget

- **Feb**
  - RAC

- **Mar**
  - Governor’s Revised Budget

- **Apr**
  - Governor’s Tentative Budget
  - Board’s Tentative Budget
  - District

- **May**
  - Board Adopts Budget

- **Jun**
  - Admin Svcs VP (posts budget on banner)
  - IEC

- **Jul**
  - COLLEGE COMMITTEES
  - Board Adopts Budget
  - Program Reviews
    - Instruct
    - Stud Svcs
    - Admin
  - Deans (PR summaries)
  - Division Meeting
  - Deans (review)
  - College Council

- **Aug**
  - Program Review Committee
  - IPC (recommends, communicates, college priorities)
  - Vice-Presidents (review)
  - Division Meeting
  - Deans (PR summaries)

- **Sept**
  - President & VPs (PR summaries)
  - Deans (review)
  - Program Reviews

- **Oct**
  - President (proposed allocations)
  - President (adopts priorities)
  - IPC (Reviews Allocation vs Priorities)

- **Nov**
  - President (adopts priorities)
  - College Council
  - Governor’s Proposed Budget

- **Dec**
  - Governor’s Revised Budget

- **Jan**
  - Governor’s Tentative Budget
  - Board’s Tentative Budget
  - District
**College Mission, Goals, and Priorities**

**Assessments** (ongoing)

**College Council:** Assesses the degree of integration of planning, budget, and allocations; **Institutional Effectiveness Cmte.:** Assesses the effectiveness of the processes

---

**College Planning Process**

**Description:**
Integrated planning committee reviews planning documents, including dean program review summaries

**Outcome:**
College Planning Priorities

---

**Program Review Process**

**Description:**
Program reviews are written and summarized

**Outcome:**
Dean Division Summaries of Program Review

---

**Resource Allocation Process**

**Description:**
Resources are prioritized by committees and approved by the president

**Outcome:**
Allocation of Resources Aligned with College Planning Priorities

---

**Budget Development Process** (for next year)

**Description:**
Budget is developed, reviewed, and approved

**Outcome:**
Balanced Budget Aligned with College Planning Priorities

---

**Las Positas College Integrated Planning and Budget Cycle (Poster)**

- PR Summaries
- College Planning Priorities

---

**Resource Prioritization informs tentative budget**

Based on planning priorities identified by the President in May

---

- Jul Aug Sept Oct Nov Dec Jan Feb Mar Apr May Jun Jul Aug Sept

---
2015-16 and 2016-17 College Planning Priorities

• Establish regular and ongoing processes to implement best practices to meet ACCJC standards

• Provide necessary institutional support for curriculum development and maintenance

• Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes

• Expand tutoring services to meet demand and support student success in Basic Skills, CTE, and Transfer courses
How Santa Monica College is Tackling the Herculean Challenge

HANNAH LAWLER, DEAN OF INSTITUTIONAL RESEARCH
CHARACTERISTICS OF SANTA MONICA COLLEGE
(to help us contextualize the planning discussion)

- One full accreditation cycle of existing integrated planning & resource allocation model completed
- Remnants of “random acts of planning”
- Unions are part of the central planning body (DPAC)
- Academic senate joint committees are chaired by faculty, not administrators
- No central office or department responsible for planning
  - SSSP, Student Equity, Accreditation, IR housed under different Deans/VPs
  - IR reports to one of two CSSOs
- Strong culture of evidence-based planning
  - With growth of IR office, SMC has increased capacity to make evidenced-based decisions
  - Systematic and formalized process of data/assessment reporting
- Inclusiveness - Opportunity for new ideas to bubble up at any level/component of the planning cycle
MISSION, VISION, GOALS

Departments / Units

• Academic Senate Joint Institutional Effectiveness Committee
  - Comprehensive 6-Yr Program Review
  - Resource Needs Identification

• Academic Senate Joint Program Review Committee
  - Annual Program Review
  - Annual Budget Request
  - Personnel & Budget Augmentation Request

Senior Administration

District Planning Advisory Council (DPAC)

College Area Summary Reports

Institutional Effectiveness Dashboard (IEPI, Scorecard, etc.)

Institutional Recommendations

• College Area Recommendations
  - Institutional Recommendations
  - Resource needs report to DPAC Subcommittees (technology, facilities, etc.)

• Board of Trustees
  - Institutional Effectiveness Dashboard (IEPI, Scorecard, etc.)

• Board Goals & Priorities
  - Technology Master Plan
  - Facilities Master Plan

Annual resource requests to DPAC Subcommittees (technology, facilities, etc.)

DISCLAIMER: Chart is not inclusive of every planning component & process at SMC.
MISSION, VISION, GOALS

Departments / Units

Accreditation Steering Committee

Senior Administration

District Planning Advisory Council (DPAC)

Board of Trustees

Self-Evaluation Report & Accreditation Recommendations

MASTER PLAN FOR

• Technology Master Plan
• Facilities Master Plan

BOARD GOALS & PRIORITIES
### CHALLENGE FACED IN INTEGRATING PLANS

<table>
<thead>
<tr>
<th>IEPI*</th>
<th>Accreditation</th>
<th>Equity</th>
<th>SSSP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Research</td>
<td>VP, Academic Affairs (ALO)</td>
<td>Dean, Equity Initiatives &amp; STEM Programs (Academic Affairs)</td>
<td>Dean, Enrollment Services (Enrollment Development)</td>
</tr>
<tr>
<td>Institutional Effectiveness Committee</td>
<td>Accreditation Steering Committee</td>
<td>Student Equity Committee</td>
<td>SSSP Committee* / First Year Taskforce *</td>
</tr>
<tr>
<td>May</td>
<td>Every 6/7 Years</td>
<td>December</td>
<td>November</td>
</tr>
</tbody>
</table>

*IEPI* indicates the Institutional Effectiveness and Institutional Research Committee.

**Note:** The table summarizes the key roles and their responsibilities, along with their respective timelines.
College Planning Committee (CPC)

Role
Advisory to College Council

Charge
Review and update the Educational Master Plan
Review and update the Mission and Values statements
Assess institutional goals via an annual report
Evaluate the planning cycle within the context of the Educational Master Plan review
Evaluate governance and decision making structures and processes
Accreditation oversight

Members
College researcher (Chair)
College president
Member from the student learning outcomes team
Classified member of the Student Services Planning and Budget Team
Faculty member from the Instructional Planning and Budget Team
Administrative member of the Finance and Educational Resources Planning Team
Administrator
Classified Senate executive member
Academic Senate executive member
Student representative
2015-16
Year 5
- FORM TEAMS

2016-17
Year 6
- SELF STUDY

2017-18
Year 1
- SITE VISIT
- ACCREDITATION

2018-19
Year 2
- ANNUAL REPORT
- MISSION

2019-20
Year 3
- ANNUAL REPORT
- VALUES

2020-21
Year 4
- MIDTERM REPORT
- GOVERNANCE

2021-22
Year 5
- ANNUAL REPORT
- PLANNING CYCLE
- EDUCATIONAL MASTER PLAN

Department Equity Plans and Ongoing Equity Driven Change Model Assessment
- APRU #1
- APRU #2
- APRU #3
- APRU #4
- APRU #5
- COMPREHENSIVE
- REFLECTION

Institutional Core Competency and Institutional Metrics Assessment
- Outcomes Assessment
- Outcomes Assessment
- Outcomes Assessment
- Outcomes Assessment
- Outcomes Assessment
- Outcomes Assessment

5 Year cycle
- 5 Year cycle
- 5 Year cycle
- 5 Year cycle
- 5 Year cycle
- 5 Year cycle
- 5 Year cycle
The Educational Master Plan Taskforce discussed the following:

• Do any of the CCC Scorecard Metrics align with our mission?
  - 8 metrics align with the Scorecard

• Do any of the IEPI metrics align with our mission and overlap with Scorecard metrics?
  - 15 metrics align with the IEPI Framework
  - 7 of these metrics are both IEPI and Scorecard metrics

• Do any of these metrics align with our Equity plan?
  - 13 metrics are aligned with the Equity plan

• Does the ACCJC requirement to set a “Standard” meet our definition of quality and continuous improvement?
  - Standard is too low – we set additional goals
  - Added an Attainable and Aspirational goal
### Institutional Metrics

<table>
<thead>
<tr>
<th>EMP Area</th>
<th>Measure</th>
<th>5 Year Average</th>
<th>Current Rate</th>
<th>5-Year Trend</th>
<th>Master Plan Goal</th>
<th>Aspirational Goal</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basic Skills</strong></td>
<td>The basic skills English course completion rate will achieve 77% (Scorecard metric and IEPI indicator).</td>
<td>70%</td>
<td>73%</td>
<td>2004-05-2009-10 2006-07-2011-12 2008-09-2013-14</td>
<td>77%</td>
<td>79%</td>
<td>69%</td>
</tr>
<tr>
<td><strong>Basic Skills</strong></td>
<td>The basic skills Math completion rate will achieve 57% (Scorecard metric and IEPI indicator).</td>
<td>52%</td>
<td>55%</td>
<td>2004-05-2009-10 2006-07-2011-12 2008-09-2013-14</td>
<td>57%</td>
<td>59%</td>
<td>51%</td>
</tr>
<tr>
<td><strong>Basic Skills</strong></td>
<td>The basic skills ESL completion rate will achieve 50% (Scorecard metric and IEPI indicator).</td>
<td>42%</td>
<td>46%</td>
<td>2004-05-2009-10 2006-07-2011-12 2008-09-2013-14</td>
<td>50%</td>
<td>52%</td>
<td>41%</td>
</tr>
<tr>
<td><strong>Equity</strong></td>
<td>Targeted groups will persist from fall to fall at a rate within 5% of all other groups (Scorecard metric).</td>
<td>68% - Average of Targeted vs 71% Targeted vs 71% Non Targeted</td>
<td>73% - Average of Targeted vs 71% Non Targeted</td>
<td>2004-05-2009-10 2006-07-2011-12 2008-09-2013-14</td>
<td>75% - African America, Latino and Filipino</td>
<td>77% - African America, Latino and Filipino</td>
<td>67% - African America, Latino and Filipino</td>
</tr>
<tr>
<td><strong>Equity</strong></td>
<td>There will be no more than a 5 percentage point difference between the annual Course Completion Rate for targeted groups and all other groups (IEPI indicator).</td>
<td>68% - Average of Targeted vs 74% Targeted vs 77% Non Targeted</td>
<td>68% - Average of Targeted vs 74% Non Targeted</td>
<td>2010-11 2012-13 2014-15</td>
<td>72% - African America, Latino and Filipino</td>
<td>74% - African America, Latino and Filipino</td>
<td>67% - African America, Latino and Filipino</td>
</tr>
<tr>
<td><strong>Outreach</strong></td>
<td>Fall enrollment of students residing in geographical locations with historically low participation rates will increase to 47%.</td>
<td>43%</td>
<td>44%</td>
<td>2010 2012 2014</td>
<td>47%</td>
<td>49%</td>
<td>42%</td>
</tr>
</tbody>
</table>
## Equity Plan Metrics

### SUMMARY EVALUATION SCHEDULE AND PROCESS

<table>
<thead>
<tr>
<th>Student Equity Indicators</th>
<th>Institutional Metrics</th>
<th>Links to Other Report(s)</th>
<th>Target Populations</th>
<th>5-year Average</th>
<th>Current Rate</th>
<th>Standard Rate (floor)</th>
<th>Ed. Master Plan Goal (metric goal)</th>
<th>Aspirational Goal (hopeful)</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Access</td>
<td>Fall enrollment of underrepresented students residing in geographical locations with historically low participation rates will increase to 47%</td>
<td>N/A</td>
<td>African American, Filipino, &amp; Latina/o</td>
<td>43%</td>
<td>44%</td>
<td>42%</td>
<td>47%</td>
<td>49%</td>
<td>By 2020</td>
</tr>
<tr>
<td>B Course Completion</td>
<td>The college will achieve a rate of 77% for the annual course completion rate</td>
<td>IEPI</td>
<td>All</td>
<td>75%</td>
<td>76%</td>
<td>74%</td>
<td>77%</td>
<td>78%</td>
<td>By 2020</td>
</tr>
<tr>
<td>B Course Completion</td>
<td>There will be no more than a 5-percentage point difference between the annual course completion rate for targeted groups and non-targeted groups</td>
<td>IEPI</td>
<td>African American, Filipino, &amp; Latina/o</td>
<td>68%</td>
<td>68%</td>
<td>67%</td>
<td>72%</td>
<td>74%</td>
<td>By 2020</td>
</tr>
<tr>
<td>B Course Completion</td>
<td>The college will attain an overall persistence rate of 75%</td>
<td>Scorecard</td>
<td>All</td>
<td>74%</td>
<td>71%</td>
<td>73%</td>
<td>75%</td>
<td>78%</td>
<td>By 2020</td>
</tr>
<tr>
<td>B Course Completion</td>
<td>Targeted groups will persist from fall to fall at a rate within 5% of non-targeted groups</td>
<td>Scorecard</td>
<td>African American, Filipino, &amp; Latina/o</td>
<td>68%</td>
<td>73%</td>
<td>67%</td>
<td>75%</td>
<td>77%</td>
<td>By 2020</td>
</tr>
<tr>
<td>B Course Completion</td>
<td>The college will achieve a rate of 89% or the highest score within the peer group on the completion rate for prepared students</td>
<td>IEPI &amp; Scorecard</td>
<td>Prepared students</td>
<td>83%</td>
<td>84%</td>
<td>82%</td>
<td>89%</td>
<td>91%</td>
<td>By 2020</td>
</tr>
<tr>
<td>B Course Completion</td>
<td>The college will achieve a rate of 89% or the highest score within the peer group on the completion rate for unprepared students</td>
<td>IEPI &amp; Scorecard</td>
<td>Unprepared students</td>
<td>58%</td>
<td>60%</td>
<td>57%</td>
<td>62%</td>
<td>64%</td>
<td>By 2020</td>
</tr>
<tr>
<td>C ESL and Basic Skills</td>
<td>The college will achieve an ESL course completion rate of 50%</td>
<td>IEPI &amp; Scorecard</td>
<td>All</td>
<td>42%</td>
<td>46%</td>
<td>41%</td>
<td>50%</td>
<td>52%</td>
<td>By 2020</td>
</tr>
<tr>
<td>C Basic Skills English</td>
<td>The college will achieve a basic skills English course completion rate of 77%</td>
<td>IEPI &amp; Scorecard</td>
<td>All</td>
<td>70%</td>
<td>73%</td>
<td>69%</td>
<td>77%</td>
<td>79%</td>
<td>By 2020</td>
</tr>
<tr>
<td>C Basic Skills Math</td>
<td>The college will achieve a basic skills Math course completion rate of 57%</td>
<td>IEPI &amp; Scorecard</td>
<td>All</td>
<td>52%</td>
<td>55%</td>
<td>51%</td>
<td>57%</td>
<td>59%</td>
<td>By 2020</td>
</tr>
<tr>
<td>D Degree Completion</td>
<td>The number of associate degrees awarded will increase to 2,100</td>
<td>IEPI</td>
<td>All</td>
<td>1,444</td>
<td>1,701</td>
<td>1,500</td>
<td>2,100</td>
<td>2,300</td>
<td>By 2020</td>
</tr>
<tr>
<td>D Certificate Completion</td>
<td>The number of certificates awarded will increase to 675</td>
<td>IEPI</td>
<td>All</td>
<td>550</td>
<td>584</td>
<td>500</td>
<td>675</td>
<td>700</td>
<td>By 2020</td>
</tr>
<tr>
<td>E Transfer</td>
<td>The number of students who transfer to a four-year institution will increase to 2,800</td>
<td>IEPI</td>
<td>All</td>
<td>2,420</td>
<td>2,604</td>
<td>2,400</td>
<td>2,800</td>
<td>2,850</td>
<td>By 2020</td>
</tr>
</tbody>
</table>
Challenges and Lessons Learned
Questions?