

DESCRIPTION OF THE PLANNING AND REPORTING PROCESSES

1. Program Review as the Basis for Planning at Moreno Valley College

Annually across the College, representatives from academic disciplines, student services areas, and career technical education programs prepare Program Reviews and submit them to their appropriate administrators in May. During the summer months, those reports are read and evaluated by the heads of each administrative unit. During each fall semester they are compiled into Administrative Unit Program Review documents. This process has been refined and more clearly articulated recently to better serve the needs of the College.

The Instructional Program Review process was recently assessed utilizing feedback from individual departments. Department Chairs solicited input from faculty and forwarded that input via APC to the (work done through Annual Program Review Task Force) Thus, Annual Program Review is again in the process of, being more clearly articulated and refined through updated APR forms/templates and the integration and use of new technologies through TractDat. While Program review at the discipline level is in the process of being utilized and revised annually, Program Reviews at the administrative unit level are still not being completed by all units and are in need of revision. Establishment of a clear data driven process utilizing Administrative Program Reviews for the funding of administrative units is essential. However, MVC, has made significant improvements in the Program review process and its use in decision-making processes for short and long term planning. The task force is reconvening this academic year to improve the process.

RECOMMENDATION : Clearly defined and improved Annual and Comprehensive Program Review processes and cycles to meet the resources needs of disciplines/departments and divisions within the College and appropriately budget each academic year providing resource allocation which allows for the achievement of goals and objectives at the College and discipline/department levels.

In Fall 2011, the Dean of Instruction compiled two lists of resource requests; the first list contained strategic requests and the second contained resources deemed operational. The Dean, Technology and Instructional Support Services, prepared a list of technology needs from these annual Program Review documents. These lists were forwarded to the Standard III Resources subcommittee, the Grants Advisory Committee, and the Business Services office. At sessions of each of these groups, insightful discussions took place regarding the decision-making process and the setting of priorities. (Note to committee: the resource committee DID NOT see or discuss these lists)

Attached is the approved new process for “non-personnel” resource allocations. This process improves decision-making and planning and reporting processes. A clear and defined process driven from program review is now policy. Non- personnel resource allocations move through the participatory governance structure within strategic planning and allows for priorities and budgets to be set based on data driven determination of need.

Additional allocation processes are not as clear or easily accessible. Although MVC has made great strides in improving transparency and limiting disconnects in the various Strategic Planning processes and committees there is still room for improvement. Specifically, the decision-making process must be linked to institutional goals and objectives. Priorities in resource allocation should be approved college-wide and agreed to meet the ISP for MVC.

RECOMMENDATION: Clearly define and document ALL resource allocation processes that make up MVC's annual budget. Budget through strong and succinct resource allocation processes will provide MVC the opportunity to achieve and, in some cases, exceed College goals and objectives.

2. Dissemination of Administrative Program Review Summaries

As the Program Review documents moves through the strategic planning process, each level of review requires a sign-off based on a clearly articulated and published tracking system. In order to enhance transparency and planning, this sign-off form, also known as a flowchart, is widely circulated and posted on the college website. It mirrors the process of review and identifies specific individuals who are the responsible parties.

Program review documents (online) have not been updated and do not reflect changes in APR from 2012 with some process dated back to 2010 on the posted flowchart. The only process that clearly defines how APRs are used in strategic planning or any part thereof is the newly approved Non-personnel resource allocation model.

RECOMMENDATION: Update all documents and processes online to reflect changes and new processes developed since 2010 or prior. And planning processes based on Program Review

The Administrative Unit Program Review documents, with the strategic and operational requests and the technology needs identified, are submitted in Spring to the co-chairs of the Strategic Planning Committee (SPC) for dissemination to the appropriate, ACCJC-Standards- based subcommittees for review. The co-chairs of the four subcommittees discuss the assigned summary administrative reports with their groups and develop action items for the Spring semester agendas of the SPC based on them.

Administrative Program Reviews need to be more clearly defined in terms of review for checks and balances; i.e. resource allocation priorities (as taken from discipline/department level APRs); hiring priorities as requested by units; and meeting college goals and objectives while meeting division/unit goals and objectives. The process described above is not defined. ISP development building from Annual Administrative Program Reviews has not been "regular" or traditionally adhered to. Resource requests are reviewed by Business Services and included in requests, however, a formal process had not been developed based on admin program reviews or it is not transparent or well-defined in its process. This process should improve with new processes now in place for non-personnel allocation and the pending staffing model. However, those processes need to be reviewed and well defined in terms of recommending committees and administration. Who reviews the Administration Program Reviews and those requests? Are these requests prioritized at a higher priority vs other units and disciplines? Does the VP of the division prioritize their own resource and staffing needs and requests? Where are Admin Unit program Reviews maintained and how are the disseminated?

RECOMMENDATION: Develop clear-cut Program Review processes linking both discipline/department level APRs and Administrative APRs to strategic planning processes and the ISP.

3. Action Items Developed for Strategic Planning Committee

The voting members of the SPC discuss action items at the plenary sessions and ultimately make formal

recommendations to the President of the College. The Academic Senate participates in the Program Review decision-making process through its standing committees and has opportunities to develop action items related to its review of Program Review documents through its ongoing operations. Formal collaboration between the SPC and the Academic Senate and vice versa occurs regularly between the Academic Senate President and the faculty co-chair of the SPC.

RECOMMENDATION: Document or update established planning and development processes through the shared governance structure.

4. The Role of the President's Cabinet, Budget Approval, and Implementation

After the SPC has taken action on the recommendations of its subcommittees and the College President, in consultation with the Academic Senate, has made the final decision on priorities, the administrative units receive the approved list of strategic priorities. The President's Cabinet makes final decisions on funding for each unit based on recommendations received through the planning process.

Strategic planning at Moreno Valley College uses an integrated approach to planning and is influenced by District themes as presented in the District Strategic Plan (<http://www.rccd.edu/administration/educationalservices/ieffectiveness/Documents/RCCD%20Centennial%20Strategic%20Plan%202013-16%20final.pdf>). In addition to guidance received by the District the College Integrated Strategic Plan (ISP) is informed by the college's mission and vision as well as several college based strategic plans; e.g. Comprehensive Master Plan that consist of the Educational Plan and Facility Plan, Student Equity Plan, Student Support & Success Plan, and Staffing Plan, and Technology Plan. The strategic planning process is **NOW** supported by the annual program review process that includes goals/outcomes, assessment, and data analysis at the discipline level and department level for non-teaching areas. The annual program review process includes resource requirements necessary to achieve the desired outcomes that are based on strategic objectives as well as tactical action plans. Long and short term resource requests, prioritization, and allocation decisions are memorialized in the Integrated Resource Planning and Allocation Report (IRPA).

The planning and resource prioritization and approval process is **NOW** transparent, inclusive, and comprehensive and drives resource allocation requests, recommendations, and decisions. Strategic planning initiatives as advanced by the appropriate committees and councils are supported by the participation of students, faculty, staff and administration. With respect to prioritization of faculty positions the Academic Planning Council in conjunction with the Academic Senate provide a recommendation to the President. Other resource requests are submitted primarily through the annual program review and evaluated and prioritized by the respective Councils, i.e., Academic Services Council, Student Services Council, and Business Services Council. The Councils provide recommendations to the President's Cabinet through the respective vice president. The President receives resource allocation recommendations from the Cabinet and reports resource allocation decisions to the college community.

The Strategic Planning processes as reflected in the current approved SPC flow chart, reflects that the College President makes final decisions while the SPC; Academic Senate; and Presidents cabinet (VPs) may make recommendations and advise the College President. Additionally Academic Senate and Presidents Cabinet may bring agenda items directly to SPC for action and submission to College

President without recommendation or discussion at the subcommittee/standard level or consultation from each other. (based on current flow chart only). Current processes do not reflect what has been done or always done in bringing action items and decisions through SPC or for approval to the President. Additionally as stated above, the process is not transparent as needed nor clear to all constituents due to new processes and the tradition of APRs not being utilized appropriately from planning.

RECOMMENDATION: Revise and update flow charts and SPC structure to accurately reflect processes or complete revision of processes to more appropriately serve the College and its mission. SPC may consider revising the current organizational flow chart for Strategic Planning and clearly define terms, committees, and governing bodies that impact decisions and planning at MVC.

The Business Services unit develops a plan, including potential funding sources, and a timeline for implementing approved requests. Using a ranking system based on institutional and planning-based priorities and a preliminary rubric for decision-making on resource requests, Business Services compiles a list of requests that can be funded. Administrative units are notified of funding as soon as a budget has been adopted by the Board of Trustees, usually in September of the year following the initial request. Implementation of approved items begins approximately 16 months after the annual Program Review documents are first submitted.

The process lacks transparency and saturated knowledge of current budget; processes; and allocation models. Business Services has improved the non-personnel resource allocation model to better meet college needs at all levels and staffing models are in progress. Budget processes are in need of improvement to ensure priorities, in particular instructional needs, are funded at levels in which resources are available.

Faculty, Staff, Management Position Prioritization Process

The Strategic Planning Council uses MVC's Mission, Goals, and Educational Plan to inform decisions based upon its resources which include data, student learning effectiveness, and leadership. The Program Review document is developed based on MVC's Mission and uses goals, data, and relevant standards. The Academic Planning Council uses the Program Review to create a prioritized faculty hiring list which includes new tenure-track vacancies caused by retirements. The respective Academic Services/Student Service Council/Business Services Council creates a prioritized staff and management hiring list from the Program Review document. The supervising Vice President of Academic Affairs/Vice President of Student Services/Vice President of Business Services then reviews the proposed list for Cabinet consideration. Other position requests caused by grant funding, long-term temporary faculty needs, staff/management vacancies, or other mandated positions are immediately discussed within Cabinet. Cabinet affirms the integrated, prioritized hiring list for staff and faculty. The integrated list serves as a living document which the President approves and then, notifies the Strategic Planning Council.

The new faculty positions are more often necessary due to data driven need (i.e., excessive waitlists for courses, efficiencies, impacted courses due to new prerequisites, growth in FTEs) rather than retirement replacements.

The Academic Planning Council utilizes Program Review data to prioritize the need for hire of faculty positions. This prioritized list reflects the need for new faculty as well as filling faculty vacancies created by retirements.

Non-Personnel Resource Allocation Flowchart

The Strategic Planning Council uses MVC's Mission, Goals, and Educational/Technology/Facility/Mid-Range Financial/Student Success Plans to develop the Annual Program Review document. The Instructional and Student Services Deans use the Annual Program Review document to create prioritized resource request lists for Academic Services and the Student Services Council, respectively. The Business Services Council uses the Annual Program Review document to create a prioritized resource request list also. The request lists are submitted to the respective Vice President (i.e., Vice President of Academic Affairs, Vice President of Student Services, or Vice President of Business Services) who then presents the information to MVC's Cabinet. Other resource requests caused by emergency equipment needs, District initiatives, District contracts, or other circumstances are immediately discussed with Cabinet. Cabinet affirms the integrated, prioritized resource list. The integrated list serves as a living document which the President acts upon and notifies the college community with the advice and consent of the Academic Senate. The living document is shared with the Strategic Planning Council as well.

RECOMMENDATION: Establish allocation models or clearly document and share current models for all facets of annual budget development including prioritization models and processes for staffing; non-personnel; special programs and external funding; etc... Make all budget information and documentation accessible and easy to interpret.

5. Following the Process

Program Review documents, Assessment documents, minutes of the subcommittees, minutes of the SPC, and minutes of the Academic Senate, reflecting the decisions made throughout the planning process, are made available to the College on the Intranet or by email. Through the planning process, the Grants Advisory Committee works closely with the administrative units to align grant funding with the identified and approved needs of the College. The Grants Advisory Committee uses both the operational and strategic resource requests to review existing and proposed grants that would support resources identified by faculty and staff through annual program review.

GAC has very limited participation. The newly developed processes in planning and development of grant and resources at MVC have been finalized and updated. Implementation lacks administrative support, at all levels, and needs additional follow-up. GAC is not actively included in committee discussions and needs increased presence at planning level discussions. APRs now are to include a Grant Resource Needs form and has not been utilized enough to be effective in improving the processes. Furthermore, "following the process" must include assessment and outcomes of all strategic planning processes and goals and objectives. Assessment occurs and discipline level, program level, perhaps department level, however, the deficit lies in collecting and connecting that data to the ISP and it meeting those defined goals and objectives while serving MVC's mission.

RECOMMENDATION: Through MVC's newly established Office of Institutional Effectiveness, establish a college comprehensive assessment and evaluation plan joining outcomes from course level to college goals intended to document and reflect ISP goals and objectives are being met and achieved through work at each level. Persistent and constant communication and analysis of data at each level will improve documented and strategic outcomes and reporting of those outcomes. Increase and improve Grant and Resource Development at MVC through institutionalizing processes and building attainable and realistic goals in the ISP. Continue to seek external funds and opportunities as available if resource meets MVC's needs in direct relation to mission, goals, and objectives at all levels.

- a. **Assessment:** As part of the opening activities for the Fall 2011 semester, faculty presentations emphasized the ongoing assessment of Student Learning Outcomes (SLOs) in courses and programs offered at the College. Subsequently, the Faculty Assessment Coordinator worked with faculty on this effort, and the SLO Assessment Steering Committee prepared a survey for students enrolled in courses to gather data on student perceptions of their levels of SLO completion. The Standard I and Standard II subcommittees are charged with creating a process for communicating the results of assessment and using them to improve institutional effectiveness through improvements in teaching and learning.

All courses offered at Moreno Valley College have defined SLOs. Through Comprehensive Instructional Program Review, SLOs and PLOs are updated, and course and program assessment are reported. Annual assessment plans help to ensure completion of assessment activities. Templates that assist faculty in assessing their course SLOs are readily available through the College's assessment website. The template asks faculty what modifications to curriculum were made and to provide a description of re-inquiry strategies including times and results. All Associates degrees and certificates offered through the College have PLOs, which are listed in the College catalog. CTE programs have accomplished mapping of course SLOs to PLOs and these mappings will be used to develop assessment activities for program learning outcomes. Work has started on mapping course SLOs to PLOs for degrees, and once completed will be used for direct assessment of degree learning outcomes. The areas where we have completed program level assessments are in the CTE areas with external accrediting bodies: Dental Hygiene and Dental Assistant and Physical Assistant Programs.

All Student Services units have developed SLOs and/or Service Area Outcomes (SAOs) Indirect assessment of student services units has been conducted through student satisfaction surveys with plans to directly assess SLOs/SAOs in the coming year.

Business Services is in the process of developing SAOs and has conducted surveys and has made changes based on these survey results. General Education SLOs have been in place and assessed since 2006. A General Education Workgroup was formed in 2001, composed of faculty, counselors, and assessment coordinators from the three District Colleges, to consider the General Education Assessment data. This work led to the revision of the General Education SLOs in 2012. The Gen Ed Workgroup is currently using assessment data and results to recommend an update to the Gen Ed curriculum patterns.

Limited reporting out of SLO assessment results is not evident or not easily accessible. SLO assessments are to be completed at the course and/or discipline level. Program level SLO or SAO assessment is not easily found or often shared, unless specifically requested, throughout the college. Clear processes for disseminating assessment results are not established, or again, not accessible. Limited reports on department retention rates and limited college data is available on the College's Office of Institutional Research and Assessment web page. Reports did not include SLO or SAO assessment results.

RECOMMENDATIONS: Develop and implement processes to complete and disseminate SLO and/or SAO assessment results college-wide.

- b. Planning: Throughout the Fall 2011 semester, focus groups made up of volunteers representing administrators, faculty, staff, and contract employees met to analyze, discuss, and revise the College Goals as presented in the Integrated Strategic Plan 2010-2015. The results of those sessions form an integral part of the information presented here as the Integrated Strategic Plan 2010-2015 (Revised) and the College Goals (Revised).

Process was not documented.

RECOMMENDATION: Document all work and efforts that develops and defines any MVC policy or procedure.

Overall Assessment:

- Statements and processes are broad in nature and provide little "process" in planning and reporting at MVC.
- Items are not found easily online or in hard copy and sharepoint is password protected for all documents vs working documents. Please consider setting up a page on SPC where all "finished" docs are accessible (Equity Plan; Master Plan; ISP; APRs; etc...)
- Timeframes were not defined
- Processes are now becoming more defined. Within the next year MVC plans to have more defined processes and reporting in its planning.
- There is no accountability or defined department; unit; division; or position "in charge" for updating processes or how those updates occur or should occur.
- All planning and reporting processes need formal assessment and revision to support the College in its new mission and goals.
- MVC has made SIGNIFICANT improvements over the past year in developing policies and processes addressing gaps in Strategic Planning and meeting the institutions mission, goals, and objectives.

OVERALL RECOMMENDATIONS:

It is STRONGLY recommended the College website and associated pages be updated with more current processes and documentation. Most documents are from 2012 and prior. Though some of the work is reflected and up-to-date, in order to document and clearly provide evidence supporting planning and reporting processes, MVC must be more diligent in its documentation and move to data based, written evidence.

New processes and defined planning and reporting processes must be transparent and reach a certain level of saturation so that all constituents have the knowledge and understanding of Strategic Planning at MVC.

The workgroup also recommends newly approved non-personnel allocation processes be reviewed and revised to reflect current committees and advisory groups recommending resource allocation to SPC and ultimately the President. It is also recommended clear definitions of all categories in resource allocation models as it impacts planning; i.e. "other position requests"; "other resource requests"; what defines an "emergency" request; "other", etc...Additionally Councils on both allocation processes are not defined nor is it clear who those councils represent or the make-up of the councils. Student Services Council is under the wrong title while no information may be found for the Academic Services or Business Services Councils.