I.B.2

The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Descriptive Summary:

The College's formal strategic goals were last reviewed and approved in Spring 2010 and are based on the College's mission statement, vision statement, and values [**doc. 335**]. The planning process began in Spring 2009 with members of the Strategic Planning Committee having as their highest priority the formulation of goals that reflect the Kern Community College District strategic plan. Proposed revisions were developed with broad input that included faculty, classified staff, and management and were discussed at College Council through the spring and fall semesters [**doc. 337**]:

Goal One:	Improve our response to community needs through customized educational opportunities, area workforce development, transfer program, and quality student services
Goal Two:	Improve service to under-prepared students and increase their success rates
Goal Three:	Seek opportunities to enhance the acquisition and use of resources
Goal Four:	Build upon our culture of accountability, responsibility, and collegiality amongst all stakeholders
Goal Five:	Identify and implement principles of effective communication in support of our mission
Goal Six:	Recruit, retain and develop employees who uphold the Cerro Coso culture of excellence

As detailed more specifically in the College's 2010-2012 Strategic Plan, objectives derived from the goals are articulated in measurable terms. Each goal is composed of two or more specific objectives, which are further subdivided into even more specific action plans. The 2010-2012 goals include 22 separate objectives detailed in 68 action plans.

Evidence of how well the College is achieving these action plans is contained in both quantitative and qualitative forms. While some actions like "Integrate instruction and advising services [in basic skills]" (Goal 2.A.2) or "Develop measures and assess college climate and morale" (Goal 6.C.1) were completed by the doing of them, others were accomplished by the submission of formal documentation. "Developing and implementing a comprehensive Distance Education Plan" (Goal 1.C.1), for example, resulted in the Distance Education Task Force Report [**doc. 119**]. More broadly, the evaluation of how the college is progressing in many of its strategic goals is informed by quantitative data—both internal and external accountability measures. Plans like

"Improve the student success rates and productivity numbers in CTE programs and classes" (Goal 1.B.3) are evaluated by success and productivity (FTES/FTEF) calculations. Data about enrollment, productivity, workload, waitlist, course success and retention, awards, and course placement are commonly discussed at the course, program, and institutional levels. Reports extensively probing trends in distance education, career technical education (CTE) programs, basic skills, and special populations are made available, and both descriptive and prescriptive data have grown in the past year to help faculty and administrators assess problems and successes [**doc. 279, doc. 28**]. Reports, studies, and surveys have been created or conducted to address performance-related goals, providing information about the College's progress towards its goals [**doc. 55, doc. 345, doc. 154**]. A wide variety of external accountability measures are important sources of data that inform goal achievement, such as graduation rates, financial aid utilization, persistence, rates of student achievement of key milestones such as achieving 30 units, awards, or transfer. Government accountability metrics such as IPEDs, ARCC, Gainful Employment, basic skills accountability, Matriculation reports, distance education reports, state reports for Special Services special populations, and the ACCJC Annual Report are some of these sources [**doc. 1, doc. 152, doc. 44, doc. 181, doc. 14**].

The College's goals are published in numerous places, including printed in the catalog, incorporated in the Participatory Governance Model, and made available on the college website [**doc. 70, doc. 258, doc. 175**]. Internally, College Council, the Academic and Classified Senates, and the Student Senate are the key groups used to inform members of the College community of institutional priorities and explain the processes for implementing and changing these goals. (The vice president of Academic Affairs opens each first faculty chair meeting of the new semester with a review of the strategic goals, for instance.) College Council is the group primarily responsible for planning and advising the president. College Council representatives are responsible for keeping their constituents informed about the goal-setting process and how successful the College is in achieving its goals. For the first time, in spring 2012, the College produced a community report to inform the communities we serve on the college's progress on each one of the strategic goals. What will now be produced as an Annual Community Report on the institution's progress also fulfills one of the 2010-2012 Action Plans [**doc. 88, doc. 335**].

Self-Evaluation:

The College meets this Standard. There is broad-based understanding of the goals and the processes to implement them. Objectives and action plans are articulated so that the institution can later determine the degree to which they have been met. The College successfully pursues its goals, objective, and action plans.

One area for improvement is providing a ready way to track its successes in these areas. Currently, documentation and evidence to support the achievement of strategic goals are split out across units, sections, divisions, in formal reports, and as numbers in the ODS data warehouse. The College currently has no centralized location to pull all of this together. Such a

project would not only provide better recognition at a glance what has been achieved, but also what goals, objectives, and action plans require follow up.

Actionable Improvement Plan:

Develop a mechanism for more formally keeping track of institutional progress on Strategic Goals, objectives, and action plans, and develop a process for ensuring follow up.

I.B.3

The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic example of evaluation, integrated planning resource allocation implementation and re-evaluation. Evaluation is based on analysis of both quantitative and qualitative information.

Descriptive Summary:

Cerro Coso has an annual integrated planning cycle that is based in student learning achievement, involves all appropriate constituencies, leads to the allocation of necessary resources for the purpose of supporting student learning, and results in improvement of institutional effectiveness. As explained more fully in Standard I.A.4, the development of this cycle was in response to recommendations from the 2006 site visit and was first used in the 2011-2012 academic year.

Student Learning Data:

Program Review. Cerro Coso adheres to Title 5 requirements that all programs are reviewed once every six years, with CTE programs completing an occupational supplement every two years between major reviews [**doc. 285, doc. 289**]. As explained in more detail in section II.A.2.e, instructional program reviews analyze student achievement in SLO's and student performance data. They identify student need by citing such evidence as awards given, patterns of course scheduling and staffing, methods of delivery, and labor market demand [**doc. 279**]. Program reviews require three- and six-year goals to be written so departments have action plans to directly measure improvement against [**doc. 283**]. As explained in more detail in section II.B.4, Student Services program reviews analyze student achievement in student learning outcomes and service department outcomes. Student needs are analyzed through the evaluation of usage and satisfaction data. Three- and six-year goals similarly provide for evaluation of progress in an ongoing cycle.

SLO Assessment. All program-level student learning outcomes are assessed at least once during the program review cycle, and results are used for continued improvement to the