College Planning Report Card, 2013-14

Background to this New College Report Card

In February and March of 2014, as a final step in addressing an ACCJC recommendation from the 2012 self evaluation, the Institutional Effectiveness Committee (IEC) completed the design of a two-part instrument for annually evaluating the College's planning process. One part is a broad-based survey of the field intended to gauge the college community's understanding of and satisfaction with planning in the areas of "Mission and Institutional Goals," "College Planning," and "Budget and Resource Allocation."

The second part is a comprehensive self evaluation of each of the College's three major planning areas carried out by the steering groups responsible: the Institutional Effectiveness Committee for planning, the Program Review Committee for program review, and the Student Learning Outcome Committee for SLO's. In contrast to the survey, this part is designed to be an "insider's" view: a detailed, frank assessment of the college's performance carried out by those groups with specialized knowledge and institutional history. The results of these assessments are designed to contribute to an expanded College Report Card.

Rubrics were developed by the IEC to guide the self-evaluations. These documents were modeled closely on ACCJC's own rubrics for evaluating institutional effectiveness—the idea being that the College could and should be measuring itself against "Proficiency" in these areas. In carrying out the self evaluation, each steering group was asked to provide a narrative of no more than 300 words for each statement of the rubric. This was also modeled on a Commission assessment: the SLO-readiness survey of 2012. IEC found that survey and the report it yielded to be highly valuable in identifying the institution's progress in SLO implementation, so it designed its instrument to yield the same kind of feedback for all three major planning areas.

The IEC members scored the 300-word narrative responses on a 5-point scale:

    5 - exceeds norm of expected practice
    4 - solidly meets expected practice
    3 - meets expected practice
    2 - does not minimally meet expected practice
    1 - does not meet expected practice

Procedurally, each member of IEC scored the responses separately and submitted his or her ratings ahead of the meeting to the chair. The scores were aggregated and distributed at the meeting for discussion. Because no norming was possible on this single target, the initial raw scores were used to promote dialogue not just about the College's performance level but also what constitutes "expected

practice." When we say "dialogue about student learning is ongoing, pervasive, and robust," (SLO statement #2), just what do we mean by that?

Initial scores for 9 of the 13 rubric items fell either entirely within a one-point range (e.g., all 4's and 5's) or had a single outlier (all 4's and 5's with one 3). During the conversation, members were allowed to change scores if they felt the discussion had clarified an expectation and their initial score was no longer accurate. Two of the original 117 scores were changed, one down from a 5 to a 3 (Planning statement #2) and one up from a 2 to a 3 (SLO statement #1).

Final scores showed remarkable agreement by IEC on the College's performance level. Only three of the thirteen statements had a variance of more than one point (single outliers excepted), and two of these three (Planning statement #1 and Program Review statement #2) were in agreement that the college met expected practice, just in the degree respondents thought so. The one rubric statement that had a wider lack of consensus, even across the line about minimally meeting or not meeting expected practice, was SLO statement #4 ("Evaluation and fine-tuning of organizational structures to support student learning are ongoing"), which spanned scores from 2 to 5 even after discussion.

Results are being made public to internal and external constituents through this College Report Card, which is more detailed than it has been in the past. As for using the results to promote quality improvement, the SLO and the Program Review coordinators are both sitting members of IEC, and the expectation is for all three committees to review the results of the rating together with the results of the survey in order to directly inform goal-setting in each of their areas for 2014-15. This closing the loop through committee review and goal-setting is to be an annual practice.

Planning
Total Average Score: 3.97

SCQI Statement #1: The institution uses ongoing and systematic evaluation and planning to refine its key process and improve student learning.

Score: 4.0. The College solidly meets expected practice.

To exceed the norm of expected practice, the College needs to continue to run the evaluation and planning processes it has put into place so the flywheel of culture change can take hold. In these initial cycles, planning is determined and effortful, making up for lost ground. Documented refinements in organizational processes and student learning are happening but not always in the most conversant and precise way. Integrated evaluation and planning are in place, and in place solidly, but greater familiarity with the process and better facility by the faculty and staff will raise the results to a higher level.

SCQI Statement #2: There is dialogue about institutional effectiveness that is ongoing, robust, and pervasive; data and analysis are widely distributed throughout the institution.

Score: 3.44. The College meets expected practice.

To solidly meet expected practice, the College needs to do a better job keeping plans and planning visible for the internal college community. Although there is dialogue happening in all the places identified in the Planning self evaluation, results of the planning survey show that constituents' understanding of and a feeling of participating in planning is comparatively low. Low scores were received on questions such as "I have had sufficient opportunity to provide input into the college planning process" (56%), "I know where to participate and provide input into the college planning process" (57%), and "I am familiar with the college's planning webpages" (58%). The completed unit, section, and division plans can be better presented to the community as a whole. Data for planning can be made more widely available to internal constituents instead of kept in department files, archived in CurricUNET or distributed to chairs only.

SCQI Statement #3: There is ongoing review and adaptation of evaluation and planning processes.

Score: 4.22. The College solidly meets expected practice.

To exceed the norm of expected practice, the assessment instrument mentioned in the last paragraph needs to run several more cycles. This two-part self evaluation and survey provides an established systematic overview to go along with the more intuitive adjustments made by IEC from year to year.

SCQI Statement #4: There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes.

Score: 4.22. The College solidly meets expected practice.

To exceed the norm of expected practice, the College has to do more than make information available on the website; it has to actively communicate the results of its planning processes. It has to teach its internal constituents. This is confirmed by one of the lowest marks of the planning survey, on the question "I have an understanding of the college's strengths and weaknesses as identified in planning" (58%). This means not just a more easily accessible and understandable webpages but also a communication strategy for educational partners, industry partners, and the community as a whole.

Program Review

Total Average Score: 3.74

SCQI Statement #1: Program Review processes are ongoing, systematic and used to assess and improve student learning and achievement.

Score: 3.89. The College solidly meets expected practice.

To exceed the norm of expected practice, the College needs to continue to instruct faculty and staff in best practices. As with the first item under Planning, the College has all the components in place—documents and process. But some of the initial reviews in this first round of the new template have required major improvements in analysis, use of data, and strength of conclusions. Part of the problem may be indicated in the results of the survey that showed a 25 percentage-point difference between those who felt that their area's program review was well integrated into the planning process (86%) and those who reported contributing to the development of their area's most recent program review (61%), suggesting there is greater understanding of the *theory* of program review and less actual participation. The program review committee will continue to make high quality program reviews a major goal.

SCQI Statement #2: The institution reviews and refines its program review processes to improve institutional effectiveness.

Score: 4.0. The College solidly meets expected practice.

To exceed the norm of expected practice, the process that has been significantly improved over the past few years has to continue to undergo refinements and adjustments. This should happen as the new program review committee continues to develop an operational efficiency with the process and documents. But as with Planning, this area cannot be left up just to the committee's judgment but must be guided by the two-part planning assessment instrument—the self evaluation and survey.

SCQI Statement #3: The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.

Score: 3.33. The College meets expected practice.

To solidly meet expected practice, the College needs to begin seeing results from the program review process and start amassing actual changes and improvements. There has not been time to completely close the loop on gaps identified in the first cycle with the new template. The recent change in the annual unit plan will provide a place for documenting refinements and

improvements, which is a good start, but the cycle needs time to run. An additional challenge, when the program is not entirely within a single discipline, is generating disaggregated data for sub-populations to permit a program-specific analysis of equity gaps. The Program Review committee will investigate best practices in this area.

Student Learning Outcomes
Total Average Score: 3.72

SCQI Statement #1: Student Learning Outcomes and assessment are ongoing, systematic, and used for continuous quality improvement

Score: 3.78. The College solidly meets expected practice.

To exceed the norm of expected practice, the College must continue to use the process and documents it has in place to improve the percentage of outcomes assessed. In the instructional areas, SLO's and PLO's much reach the 85% level. This is even more crucial in 2014-15 as the next ACCJC annual report will require the denominator for this rate to be all courses in the catalog, not just the ones actively being offered in a rotation. As of the end of the 2013-14 academic year, the College was at 73.72% for SLO's and 71.43% for PLO's—well short of the 85% target. In non-instructional areas, student services must continue to maintain its high levels of assessment while operational units, which only recently identified administrative unit outcomes must complete a first cycle.

SCQI Statement #2: Dialogue about student learning is ongoing, pervasive, and robust.

Score: 3.67. The College solidly meets expected practice.

To exceed the norm of expected practice, the College must continue to embed into its culture the idea that outcomes assessment is driven by and in turn drives improvements in student learning. Despite the relatively high scores in the 2014 survey showing stakeholders' awareness of the *role* program review plays in the planning process, it is clear that respondents did not feel they knew how and where to participate in it. This is particularly true for operational units, which only in 2013-14 began identifying administrative unit outcomes. A next step for operational units is for groundskeepers, department assistants, library techs, network administrators, etc., to understand and appreciate how their daily work supports their unit's goals, the ways the goals are measured, and ultimately how it supports actual student learning. The College could also do a better job systematizing the feedback from students involved in the outcomes assessment process.

SCQI Statement #3: There is evaluation of student learning outcomes processes.

Score: 3.78. The College solidly meets expected practice.

To exceed the norm of expected practice, as with Planning and Program Review, the new two-part planning assessment instrument—particularly the survey—will provide input from the field about how knowledgeable constituent groups are about the process and how included they feel. The SLO committee already prepares an annual special comprehensive assessment report. But it will help the evaluation of the process to be connected to the survey. The survey of spring 2014 did not have any questions directly focused on SLO's, and the college already knows this will be an improvement in 2015.

SCQI Statement #4: Evaluation and fine-tuning of organizational structures to support student learning are ongoing.

Score: 3.44. The College meets expected practice.

To solidly meet expected practice, one outcome of using the survey and the more detailed self-evaluation will be using the results to drive goals for the SLO committee (actually, all three committees). These goals will not only help the committee refine its own internal processes but also identify where the College can fine-tune its organizational structure to support student learning.

SCQI Statement #5: Student learning improvement is a visible priority in all practices and structures across the college.

Score: 3.44. The College meets expected practice.

To solidly meet expected practice, the College needs to make use of the new Annual Unit Plan template and Program Review templates that report out results of SLO's. In tandem with that, it must look to redesign its public-facing webpages in this area, similar to what Planning and Program Review must do, so that SLO's and PLO's are a quite literally a visible priority to both the internal and external communities. As indicated, one step forward will be the comprehensive schedule showing SLO assessment, PLO assessment, and program review, which is an identified goal for 2014-15.

SCQI Statement #6: Learning Outcomes are specifically linked to program reviews.

Score: 4.22. The College solidly meets expected practice.

To exceed the norm of expected practice, the SLO and Program Review committees must assess and make any refinements in the linkage between program reviews and learning outcomes, which was first made explicit in the Program Review template change of 2013-14.

Cerro Coso Community College

Annual Assessment Report -- Planning

Instructions

Submit a brief narrative analysis demonstrating the committee's assessment of the status of Planning implementation at Cerro Coso Community College. This report is divided into sections representing the bulleted characteristics of ACCJC's Rubric for Evaluating Institutional Effectiveness. Part II of this Rubric comprises Planning. ACCJC expects all member colleges to be at the implementation level of 'Sustainable Continuous Quality Improvement', the Rubric's highest level, for Planning.

The committee is asked to provide a descriptive summary of how well the college meets the characteristics. Responses should be a concise explanation of what the college is currently doing in each of the identified areas. Concrete details can be referenced for illustrative purposes or qualitative or quantitative data cited as space permits. Responses should be written as if for an outside reader **and not exceed 300 words**.

In completing the report, the committee is asked to interpret the college's implementation level through the lens of Accreditation Standards cited for each characteristic. Language from these Standards is included under each section as appropriate.

Finally, provide a list of evidence that may be cited to support and verify the statements made in the descriptive summary. The actual evidence does not need to be provided, but the list should be compiled as if it were—that is, carefully and specifically, not the kitchen-sink approach.

Rubric Statement 1: The institution uses ongoing and systematic evaluation and planning to refine its key process and improve student learning

Relevant Standards Language

1. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement. (IA3)
2. The institution assesses accomplishment of its mission through program review and evaluation of outcomes, goals, and objectives through analyses of quantitative and qualitative data disaggregated by program type and mode of delivery. (IB5)
3. The institution engages in broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation that leads to accomplishment

of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (IB8)

Descriptive Summary

Since 2011-12, Cerro Coso Community College has had an annual integrated planning process that begins with the mission, college strategic goals, and operational performance as measured in outcomes assessment and program review. Each operational unit writes a unit plan that links its purpose to the mission and annual goals and resource requests to strategic goals and to outcomes assessment. Unit plans are reviewed and aggregated at section and division levels where more inclusive plans are written. A student success plan is compiled from success goals identified in the annual plans. These guide the development in February of resource requests analyses in physical resources, IT, marketing, professional development, and staffing that look for trends and commonalities. In March, all this information is used to build the college budget for the following year, one that very specifically ties allocation of resources to mission, strategic goals, and outcomes assessment.

The planning process incorporates a variety of quantitative and qualitative data. Every year instructional units are provided with student achievement data disaggregated by ethnicity, age, gender, and disability. Student support and administrative services units employ a mix of qualitative and quantitative data as identified in assessment plans—such as usage statistics or survey results. All operational entities at the unit level undergo a program review that calls for a comprehensive analysis of data results longitudinally as well as a snapshot in time.

Finally, goal-setting at the college is a mix of short- and long-term planning. Annual plans call for one-year goals to be set. Program reviews require two- and five-year goals. The college strategic goals and the mission statement are reviewed once every three years, as outlined in the Participatory Governance Manual, which is also reviewed once every three years. An Educational Master Plan is compiled once every five years.

Evidence

Annual Integrated Planning Cycle Timeline and Graphic, 2013-14
Sample Annual Unit Plans (Instructional, Student Services, and Administrative Services)
Sample Annual Section Plans
Sample Annual Division Plans
Sample Resource Request Analyses
Sample Budget
Sample AUP Data Provided to Departments
Sample Program Review (Instructional and Non-Instructional)
Cerro Coso Community College Mission Statement
Cerro Coso Community College Strategic Plan, 2012-15
Participatory Governance Manual, 2012-15
Cerro Coso Community College Educational Master Plan, 2012-17

Rubric Statement 2: There is dialogue about institutional effectiveness that is ongoing, robust, and pervasive; data and analysis are widely distributed throughout the institution

Relevant Standards Language

1. The institution demonstrates a substantive and collegial dialogue about student outcomes, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. (IB1)
2. The institution publishes institution-set standards for student achievement, appropriate to its mission, and assesses how well it is achieving them in pursuit of continuous improvement. (IB3)

Descriptive Summary

The planning cycle prompts dialogue at every step about institutional performance results and improvement strategies for instructional programs, support services, and administrative services. Dialogue takes place continuously on a variety of cycles: as often as weekly in Student Services staff meetings; monthly or bimonthly in committees such as Student Success and Support Council, Institutional Effectiveness, Student Learning Outcomes, and Program Review; at least twice a semester in instructional departments as part of required department meetings; annually for the development of the equity plan, the student success plan, and the budget, as well as for department, section, and division unit plans; once every three years at the whole-college level during the review of mission, strategic goals, participatory governance model, and institution-set standards; and once every five years for SLO assessment, COR renewal, program review, and the setting of the Educational Master Plan.

Dialogue goes on between and among all constituent groups: faculty to faculty in department meetings, COR renewal, and SLO assessment; faculty and administrators in program review, unit plan development, and committee meetings; classified staff and faculty in department meetings and unit plan development; classified staff and faculty and administrators in Student Services meetings, participatory governance committees, and mission, strategic goal, and institution-set standards review.

As a result of recent conversation, dialogue for institution-set standards now has a place and a process. As a measure of how well the college is fulfilling its mission, they are to be reviewed on the same cycle as the mission and strategic goals, once every three years. The College has institution-set standards for success rate, number of degrees and certificates awarded, number of students transferring, persistence rate, and, in the CTE areas, licensure pass rate and employment rate.

Evidence

Sample Agenda and Minutes from SSSP, IEC, SLO, and Program Review Committees
Sample Agenda and Minutes from Department Meetings
Sample Annual Unit Plans (Instructional, Student Services, and Administrative Services)
Sample Annual Section Plans
Sample Annual Division Plans
Sample Resource Request Analysis
Sample Agenda and Minutes from College Council Showing Review of Mission, Strategic Plan, and Participatory Governance Model
Sample Agenda and Minutes from Department Meetings Showing SLO Assessment
Sample Agenda and Minutes from CIC
Sample Agenda and Minutes from IEC Showing Program Review Discussion

Rubric Statement 3: There is ongoing review and adaptation of evaluation and planning processes

Relevant Standards Language

1. The institution regularly evaluates the efficacy and currency of its planning processes, plans for, and makes changes as needed. (IB9)

Descriptive Summary

Since 2011-12, the annual integrated planning cycle has undergone a number of adaptations and refinements as a result of evaluation and assessment:

- The completion of a new set of strategic goals that is far more focused and measurable than the prior set
- insertion of a student success plan into the cycle
- revision of the program review template to align resource categories directly with those in the annual unit plan
- revision of the program review template to more fully embed outcomes assessment
- revision of the unit plan template to require annual updates on program review goals
- revision of the unit plan template to prompt fuller reporting of 'closing the loop' actions on outcomes
- provision of more complete budgetary information to units at the beginning of the planning cycle and a prepopulated budget worksheet to simplify budget-building
- creation of mid-point progress checks on the achievement of annual unit plan goals
- adjustment of the deadlines of annual plans to enable fuller dialogue between levels of the planning cycle (units, sections, divisions)
- simplification and enhancement of the budget-building process whereby the budget development committee speaks to some but not all unit leaders
- headway on an institution-wide set of longitudinal measurements to form a bedrock for evaluating institutional effectiveness (Thoyote).
- development of a process for establishing and reviewing institution-set standards

- creation of an evaluation instrument to measure the effectiveness of the planning process

As an ongoing process, the planning cycle is evaluated annually by means of an assessment report completed by the committee (this document) and through a survey distributed to all internal stakeholders. Changes in the process are made between cycles, allowing thorough time for planning and implementation.

Evidence
Cerro Coso Community College Strategic Goals, 2012-15
Annual Integrated Planning Cycle, Timeline and Graphic, 2013-14
Program Review Template, 2013-14 (Instructional and Non-Instructional)
Annual Unit Plan Template, 2013-14
Sample Budget Worksheets Provided to Departments and Units, August 2013
Report of Mid-Point Progress Checks, March 2014
Sample Agenda and Minutes from Budget Development Committee Showing Dialogue with Unit Leaders
Thoyote *Draft*
Agenda and Minutes from IEC Showing Discussion of Evaluation Instrument for Institutional Planning
Annual Assessment Survey

Rubric Statement 4: There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes

Relevant Accreditation Standards Language
1. The institution communicates the results of all its assessments broadly so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities. (IB10)

Descriptive Summary
Commitment to student learning is embedded throughout the college's guiding statements. Improvement of student achievement underlies four of the college's strategic goals: fostering student success, enhancing engagement, connecting with the community, and achieving a level of sustainable continuous quality improvement. The college's vision, values, service philosophy, and general education philosophy all specifically identify student learning as a major goal and focus. And the mission directly states the institution's purpose of producing and supporting student learning.

Educational effectiveness is evidenced throughout the planning process. Program reviews and

annual unit plans codify the analysis of outcomes assessment and the goals that result from that analysis. Departments and units now provide mid-term progress checks during the year on the attainment of goals. The budget development process is designed so allocation of resources requires justification in planning documents. The student success plan, once it gets integrated into the cycle, will be a yearly statement of the specific goals planned by each department to improve educational effectiveness. Likewise, the equity plan, once *it* gets integrated, will identify where the college is falling short serving under-represented groups and set out plans for intervention.

Results of assessments are communicated to students, prospective students, and the community through the college website. The program review documents are posted on the main program review page. Outcomes assessments are linked from the SLO Assessment Results page (one click from the main page). To view SLO results, students click through to the CurricUNET site. PLO's for instructional programs are located on a separate page on the website, together with those for Student Services. ILO's are available at CurricUNET. GELO's are located at CurricUNET but show not having been assessed. A Comprehensive Annual Assessment Report is generated each year by the SLO committee and posted to the main SLO page.

Evidence
Cerro Coso Community College Strategic Plan, 2012-15
Cerro Coso Community College Values Statement
Cerro Coso Community College Vision Statement
Cerro Coso Community College Service Philosophy
Cerro Coso Community College General Education Philosophy
Cerro Coso Community College Mission Statement
Annual Unit Plan Template, 2013-14
Report of Mid-Point Progress Checks, March 2014
Sample Annual Unit Plans (Instructional, Student Services, and Administrative Services)
Annual Integrated Planning Cycle Timeline and Graphic, 2013-14
Screen Capture, Program Review Main Page
Screen Capture, SLO Assessment Results Page
Sample SLO Assessment Reports from CurricUNET
Sample PLO Assessment Reports Linked from SLO Assessment Main Page (Instructional and
    Student Services)
ILO Assessment Report from CurricUNET
Screen Capture, SLO Main Page
Comprehensive Annual Assessment Report, December 2013

Cerro Coso Community College

Instructions

Submit a brief narrative analysis demonstrating the committee's assessment of the status of Program Review implementation at Cerro Coso Community College. This report is divided into sections representing the bulleted characteristics of ACCJC's Rubric for Evaluating Institutional Effectiveness. Part I of this Rubric comprises Program Review. ACCJC expects all member colleges to be at the implementation level of 'Sustainable Continuous Quality Improvement', the Rubric's highest level, for Program Review. The section items below are the bulleted characteristics of the Sustainable Continuous Quality Improvement level.

The committee is asked to provide a descriptive summary of how well the college meets the characteristics. Responses should be a concise explanation of what the college is currently doing in each of the identified areas. Concrete details can be referenced for illustrative purposes or qualitative or quantitative data cited as space permits. Responses should be written as if for an outside reader **and not exceed 300 words**.

In completing the report, the committee is asked to interpret the college's implementation level through the lens of Accreditation Standards cited for each characteristic. Language from these Standards is included under each section.

Finally, provide a list of evidence that may be cited to support and verify the statements made in the descriptive summary. The actual evidence does not need to be provided, but the list should be compiled as if it were—that is, carefully and specifically, not the kitchen-sink approach.

Rubric Statement 1: Program Review processes are ongoing, systematic and used to assess and improve student learning and achievement

Relevant Standards Language
1. The institution defines and assesses learning outcomes for all instructional programs and student and learning support services (IB2)
2. The institution assesses accomplishment of its mission through program review and evaluation of outcomes, goals, and objectives through analyses of quantitative and qualitative data disaggregated by program type and mode of delivery. (IB5)
3. The institution regularly evaluates its policies and practices in educational programs and

student and learning and support services, resources management, and governance to assure their effectiveness in supporting academic quality and accomplishment of mission. (IB7)
4. Faculty and others responsible for instructional courses, programs and directly related services act to continuously improve instructional programs and services through systematic evaluation to assure currency, improve teaching and learning strategies, and achieve stated learning outcomes. (IIA2)
5. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (IIB1)
6. The institution defines and assesses learning and other intended outcomes for library and learning support services and uses assessment data to continuously improve programs and services. (IIB11)

Descriptive Summary
Program review is a key component to Cerro Coso's integrated planning cycle. The most current program review informs the annual planning cycle, along with student learning outcome assessment and strategic goals. The college has historically had a 6-year program review cycle, but in 2014, we are adopting a 5-year cycle.

Program review evaluates program relevance, appropriateness, currency, and student achievement, and it provides an action plan that is based on the evaluation of those areas. The formats for instructional and non-instructional program reviews address the same broad areas, but instructional program reviews serve to evaluate and improve instructional programs and services, whereas non-instructional program reviews serve to evaluate and improve student and learning support services.

All program reviews include definitions of student learning outcomes or, if applicable, administrative unit outcomes and describe the results of assessment. Program learning outcomes and administrative unit outcomes are assessed during the year prior to the completion of program review in order to provide a fresh assessment of student learning. In the program review, a summary of both course and program learning outcome assessment is provided, including the attribution of specific gaps where targets were not met and remediation plans to improve the result. Through the closing of this loop, faculty continuously evaluate the currency of curriculum and the application of teaching strategies in the classroom. Institutional research provides aggregated and disaggregated data about student demand, patterns of course offerings, and student performance.

Analysis of job development support and learning support services is used to identify student needs. Analysis of staffing, professional development, physical resources, technology, and marketing is used to assess whether the program has what is necessary to adequately promote and support the program.

Evidence
Annual Planning Cycle
Program Review Templates

Rubric Statement 2: The institution reviews and refines its program review processes to improve institutional effectiveness

Relevant Standards Language
4. The institution regularly evaluates the efficacy and currency of its planning processes, plans, and makes changes as needed. (IB9)

Descriptive Summary
Until Spring 2014, the Institutional Effectiveness Committee has been overseeing program review. Now, a Program Review Committee has been formed with broad representation of college constituents, including five to seven full time faculty members, two administrators, two classified staff members, and a student. The committee also is represented by multiple campus sites. The Program Review Committee Chair is also a member of the Institutional Effectiveness Committee and the Student Learning Outcome Assessment Committee.

The charge of the Program Review Committee is to promote and support the systematic self-assessment of instructional programs, student support services, and administrative/operational areas throughout the college. The Program Review Committee reads and evaluates the self-studies, provides feedback to units completing the review, and ensures results are used to refine and improve program practices. As part of a continuous quality improvement process, the committee engages in ongoing review and revision of templates and processes associated with Program Review.

The evaluation of program reviews involves a technical review and a committee review. Technical review includes feedback from the Faculty Chair (if the proposer is not also the Faculty Chair), to the Dean, and to an advisory committee representative if from a career technical education area. After parties in the technical review phase have signed off on the document, the Program Review Chair forwards the document to committee members for evaluation. A rubric is used to score the document for completeness, strength of analysis, evidence of student achievement, and overall impression. Members also provide recommendations for improvement if areas score below outstanding. Recommendations must be resolved before the document obtains final approval.

The Program Review Committee itself will be evaluated annually by the Institutional Effectiveness Committee using the ACCJC's criteria for sustainable continuous quality improvement for program review.

Evidence
Program Review Process
Program Review Committee Charge/Composition
Program Review Rubric

Rubric Statement 3: The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.

Relevant Standards Language
2. The institution demonstrates a substantive and collegial dialogue about student outcomes, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. (IB1)
3. The institution disaggregates and analyzes outcomes for subpopulations of students important to its mission. When the institution identifies performance gaps, it implements strategies, which may include human and fiscal resources, to mitigate those gaps and evaluates the efficacy of those strategies. (IB6)
4. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve outcomes for students. (IIA17)

Descriptive Summary
Student achievement is evaluated from several sources of data. Student learning outcome assessment is completed during the year prior to program review. These data cannot be disaggregated for subpopulations because a premise of student learning outcome assessment is that we don't track individual students. Rather, student work comprises a sample, often randomly selected. However, assessment data is regularly disaggregated by delivery mode—especially important for the college's substantial online offerings. The District Research office provides a packaged set of student achievement data from the Banner MIS, and this data could potentially disaggregate for subpopulations, but this level of disaggregation has not been provided for Program Reviews thus far. Career Technical Education programs can cite Perkins IV Core Indicators of Performance, which includes performance data for non-traditional genders in the discipline.

Identification of gaps is an important component of program review. In the Student Achievement section of the Program Review template, student performance data, employment data, and student learning outcome assessment data is cited and interpreted. Where gaps are identified, strategies are developed to address and correct those gaps. Needs for staffing, professional development, facilities and physical resources, technology, and marketing are also described in the Currency section. As a result of all program needs and gaps in student achievement that are identified, a summary analysis of Program Review is followed

by three-year and six-year strategies, which are folded into the annual planning cycle. As Program Review informs the annual planning cycle, steady progress is made on the implementation of strategies and goals. Annual Unit Plans are also the vehicle for making specific budget requests for staffing, professional development, facilities and physical resources, technology, and marketing. The loop is closed when the next Program Review documents completion of the goals that were set.

Evidence
Program Review Template
Perkins IV Core Indicators
Annual Planning Cycle
Annual Unit Plans

Cerro Coso Community College

Annual Report -- Student Learning Outcomes

Instructions

Submit a brief narrative analysis demonstrating the committee's assessment of the status of Student Learning Outcomes implementation at Cerro Coso Community College. This report is divided into sections representing the bulleted characteristics of ACCJC's Rubric for Evaluating Institutional Effectiveness. Part III of this Rubric comprises Student Learning Outcomes. ACCJC expects all member colleges to be at the implementation level of 'Sustainable Continuous Quality Improvement', the Rubric's highest level, for Student Learning Outcomes.

The committee is asked to provide a descriptive summary of how well the college meets the characteristics. Responses should be a concise explanation of what the college is currently doing in each of the identified areas. Concrete details can be referenced for illustrative purposes or qualitative or quantitative data cited as space permits. Responses should be written as if for an outside reader **and not exceed 300 words**.

In completing the report, the committee is asked to interpret the college's implementation level through the lens of Accreditation Standards cited for each characteristic. Language from these Standards is included under each section.

Finally, provide a list of evidence that may be cited to support and verify the statements made in the descriptive summary. The actual evidence does not need to be provided, but the list should be compiled as if it were—that is, carefully and specifically, not the kitchen-sink approach.

Rubric Statement 1: Student Learning Outcomes and assessment are ongoing, systematic, and used for continuous quality improvement

Relevant Standards Language
5. The institution assesses accomplishment of its mission through program review and evaluation of outcomes, goals, and objectives through analyses of quantitative and qualitative data disaggregated by program type and mode of delivery. (IB5)
6. The institution disaggregates and analyzes outcomes for subpopulations of students important to its mission. When the institution identifies performance gaps, it implements strategies, which may include human and fiscal resources, to mitigate those gaps and evaluates the efficacy of those strategies. (IB6)

7. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved course outlines that include student learning outcomes. (IIA4)

Descriptive Summary

Learning outcomes are assessed at the course, program, service and institution level. Outcomes are aggregated and analyzed to identify themes and inform instruction and services. Programs connect learning and resource requests direction to the college's mission and strategic goals. Departments and programs are continuing to fine-tune analysis of outcomes and more are beginning to consider course learning outcome data in a disaggregated manner, related to course offerings (days/time), online/on-ground, and full time/part time faculty. SLO and PLO data is used to identify resources needed to enhance or scaffold student learning, including remediation and intervention, and is reported in the AUP. The SLO Committee reviews each AUP and identifies common themes across courses, programs, services and the institution. This information is used to inform discussions and training at all levels.

The SLO Coordinator is a member of the Curriculum and Instruction, and the Institutional Effectiveness Committees. This ensures continuous monitoring of quality and consistency from identification of learning outcomes in the course outlines through the assessment cycle. The course outlines are entered into CurricUNET and the active course student learning outcomes are populated into the assessment module. This process ensures accuracy in the assessment process as learning outcomes are reviewed and revised. The SLO Committee has recommended each program assess SLOs in the first three years of the program review cycle, assess PLOs in the fourth year and complete the program review in the fifth year. If gaps are detected, appropriate remediation will be implemented and the learning outcome will be reassessed prior to the program review. Over the next year, the SLO Coordinator in collaboration with faculty chairs, will solidify this process and specific assessment schedules will be developed. This process will ensure learning outcomes are assessed in a regular cycle and consistency for units.

Evidence

College Council, IEC, SLO minutes, SLO annual report
Annual Unit Plans

Rubric Statement 2: Dialogue about student learning is ongoing, pervasive, and robust

Relevant Standards Language
3. The institution demonstrates a substantive and collegial dialogue about student outcomes,

academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. (IB1)

Descriptive Summary

The College maintains a planning section on the website, where SLO resources and data is housed. Formal and informal resources are available for faculty, staff, students and the public. These resources highlight best practice and effective strategies in learning outcome assessment and can provide guidance for faculty and staff, and a context through which to interpret the information for students and the public. The SLO Coordinator is available to meet with groups of faculty or staff and is an active member of the curriculum instruction, student learning outcome and institutional effectiveness committees, effectively connecting and ensuring consistency. The AUP and Program Review templates require programs and units to link SLO and PLO data to budget requests. SLOA information and results directly impact student behavior and achievement as faculty and staff identify best practices and collaboration opportunities both internally and externally with colleagues. The College's 2012 Institutional Self Evaluation Report identified the need to develop a schedule creating a cohesive plan connecting SLO and PLO assessment. In fall 2013, faculty chairs submitted a schedule for PLO assessment, illustrating how assessments connect within the program. This will help programs increase productivity in assessing outcomes in a consistent and systematic manner, providing necessary data for PLO assessment and Program Review.   The information gathered in these reports help to improve programs and courses and in turn, student learning and success.

Evidence

Rubric Statement 3: There is evaluation of student learning outcomes processes

Relevant Standards Language
2. The institution regularly evaluates the efficacy and currency of its planning processes, plans for, and makes changes as needed. (IB9)

Descriptive Summary

The SLO Coordinator, in consultation with the SLO Committee prepares a Comprehensive Annual Assessment Report, addressing ILO, PLO and SLO progress. Programs have historically

addressed SLO and PLO data in their AUP, however, in fall 2013, more intentional language was added to encourage discussion of significant assessment findings, specifically requiring programs to address "progress made" on previous assessment goals, along with identification of gaps and planned improvements, towards outcome assessment. The Committee reviews each AUP, identifies gaps and overarching themes and the results are aggregated and reported out. Additionally, a course matrix is used to track SLO assessment for both current and newly developed courses. In fall 2013, faculty chairs submitted a schedule for PLO assessment, illustrating how assessments connect within the program. This will help programs increase productivity in assessing outcomes in a consistent and systemic manner, providing necessary data for PLO assessment and Program Review. The information gathered in these reports help to improve programs and courses and in turn, student learning and success. Beginning Spring 2014, this annual assessment report will be completed and the information used to inform planning. Additionally, it would be beneficial to develop and implement a survey as another measure of awareness, engagement and identification of training and support needed.

Evidence
AUP, SLO comprehensive annual report, faculty chairs

Rubric Statement 4: Evaluation and fine-tuning of organizational structures to support student learning is ongoing

Relevant Standards Language
5. The institution uses assessment data, organizes its institutional processes and allocates resources to support student learning and student achievement. (IB4)

Descriptive Summary
Intentional dialogue related to SLO data and student success takes place across the college, including venues such as College Council; monthly Faculty Chairs meetings; the Institutional Effectiveness, Student Learning Outcome and Curriculum and Instruction Committees, Department and Advisory meetings. The various levels work to identify themes from reporting instruments such as the AUP and Program Review, which them directly inform institutional planning and resource allocation. Divisions, Units, Programs and Departments must directly correlate SLO assessment and student success to requests for resources. The Student Learning Outcome Committee's 2012 and 2013 Comprehensive Annual Reports identified that the primary theme for SLO gaps between target and goal is attributed to "specific instructional techniques." This theme does not include course content, but rather connects with the need for professional development both within the Department and also for the faculty as a whole. The 2013-2014 Professional Development Resource Request identifies the goal of, "provide training to enhance student success with teaching techniques and technologies." This is only

one example of how the institutional planning and effectiveness directly connects between SLO/PLO assessment and resource allocation.

Evidence
Student Learning Outcome Comprehensive Annual Reports, College Council, faculty chairs, IEC, SLO and CIC minutes, department and advisory meeting minutes, professional development resource request

Rubric Statement 5: Student learning improvement is a visible priority in all practices and structures across the college

Relevant Standards Language
1. The institution communicates the results of all its assessments broadly so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities. (IB10)
2. In every class section students receive a course syllabus that specifies at minimum learning outcomes associated with those in the institution's officially approved course outline. (IIA4)

Descriptive Summary
The AUP and Program Review templates require programs and units to link SLO and PLO data to budget requests. SLOA information and results directly impact student behavior and achievement as faculty and staff identify best practices and collaboration opportunities both internally and externally with colleagues. The College's 2012 Institutional Self Evaluation Report, identified the need to develop a schedule creating a cohesive plan connecting SLO and PLO assessment. In fall 2013, faculty chairs submitted a schedule for PLO assessment, illustrating how assessments connect within the program. This will help programs increase productivity in assessing outcomes in a consistent and systemic manner, providing necessary data for PLO assessment and Program Review.   The information gathered in these reports help to improve programs and courses and in turn, student learning and success. Future goals include a more intentional communication with faculty and staff regarding the current progress in assessment, identified gaps and themes, and specific goals for the academic year. This, in conjunction with a schedule that incorporates Program Review, PLO and SLO assessment, will help to ensure sustainable and continuous quality improvement, particularly in areas that have fluctuating leadership and staffing. In 2012-2013 the Academic Senate approved a syllabus template for all faculty to use, which includes highlighting Student Learning Outcomes associated with the course, as indicated in the Course Outline of Record.

Evidence
AUP and Program Review, SLO annual report, SLO minutes, Faculty chair minutes, Academic Senate

Rubric Statement 6: Learning outcomes are specifically linked to program reviews

Relevant Standards Language

Descriptive Summary
Learning outcomes directly influence curriculum and program review. The instructional and non-instructional program review template requires detailed and specific analysis of learning outcomes, including how well students are achieving the learning outcomes, along with identification and analysis of trends and gaps. The faculty and staff directly involved in the program are encouraged to actively participate in the analysis of data and writing of the program review. Program review serves as both a reflective tool and a catalyst for change. Course and program learning outcomes are analyzed to ensure they align with the goals of the program, including, desired knowledge and/or skills. The student learning outcomes and competency levels for degrees, certificates, programs, and courses must correlate and assessment data is examined to ensure pathways and learning outcomes are appropriate.

Evidence
Program Reviews, Program Review Committee minutes, SLO Committee minutes, IEC minutes

Cerro Coso Community College
Strategic Planning Survey
Spring 2014
Report on Survey Results

Introduction and Methodology

In the spring of 2014, Cerro Coso Community College determined a need for a strategic planning survey that would assess employee opinion regarding how well the college is doing on issues of planning, setting and tracking of goals, and budget and resource allocation. The Institutional Effectiveness Committee (IEC), working with the Kern Community College District Office of Institutional Research and Reporting, put together a survey instrument based on questions used at other colleges and modified them to the needs of Cerro Coso. The survey was conducted online and was open from April 1st, 2014 through Friday, April 18th, with a survey notice sent to all employees on the 1st along with two reminders during the survey time period. A total of 101 employees responded during that time.

The instrument asked Cerro Coso employees a total of 29 questions about the strategic planning process, addressing their knowledge of the process, their belief in its efficacy, and their perceptions of their place in the process. These questions were asked in a 4-point Likert scale format, with responses ranging from 'strongly agree' to 'strongly disagree' and were divided into three categories: Mission & Institutional Goals, College Planning, and Budget & Resource Allocation. Additionally, we asked three questions about the employees: their employee type (classified, faculty or management), whether they work for the college full or part-time, and their length of service. Lastly, we asked one open-ended question, allowing employees to provide unstructured feedback to the committee. The survey instrument is provided as Appendix A, beginning on page 7.

Results

In this section, we provide an overview and summary of the results. A total of 101 employees responded to the survey. The pie chart below shows a distribution of the respondents by employee type.

Chart 1: Number of Respondents by Employee Type
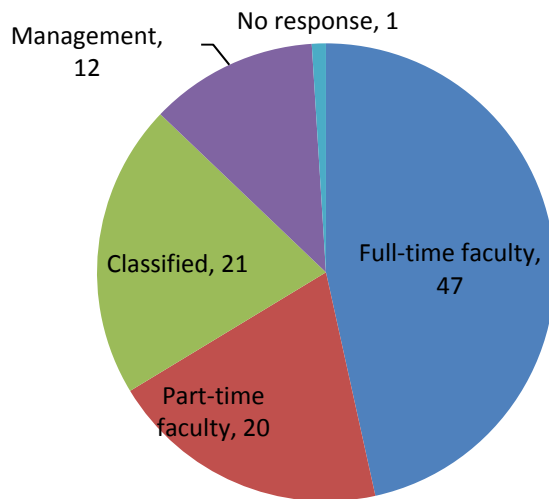
To provide as simple as possible view of the results, the next three charts show the results of each of the three sets of questions with the 'strongly agree' and 'agree' response options combined. Chart 2 shows the percentage of employees responding either "agree" or "strongly agree" to each question regarding Mission and Institutional Goals.

Responses varied to these questions. More than ninety percent of employees report being familiar with the college mission and that they believe it is appropriate to students in the service area. A somewhat smaller percentage, though still more than three quarters, agreed with most of the other questions in the group. The striking difference appeared on question h which asks about whether employees know what progress has been made toward achieving the college's strategic goals and objectives. Only 58% agreed that they do know this.

Chart 2: Percent Responding 'Agree' or 'Strongly Agree' to Questions on Mission & Institutional Goals

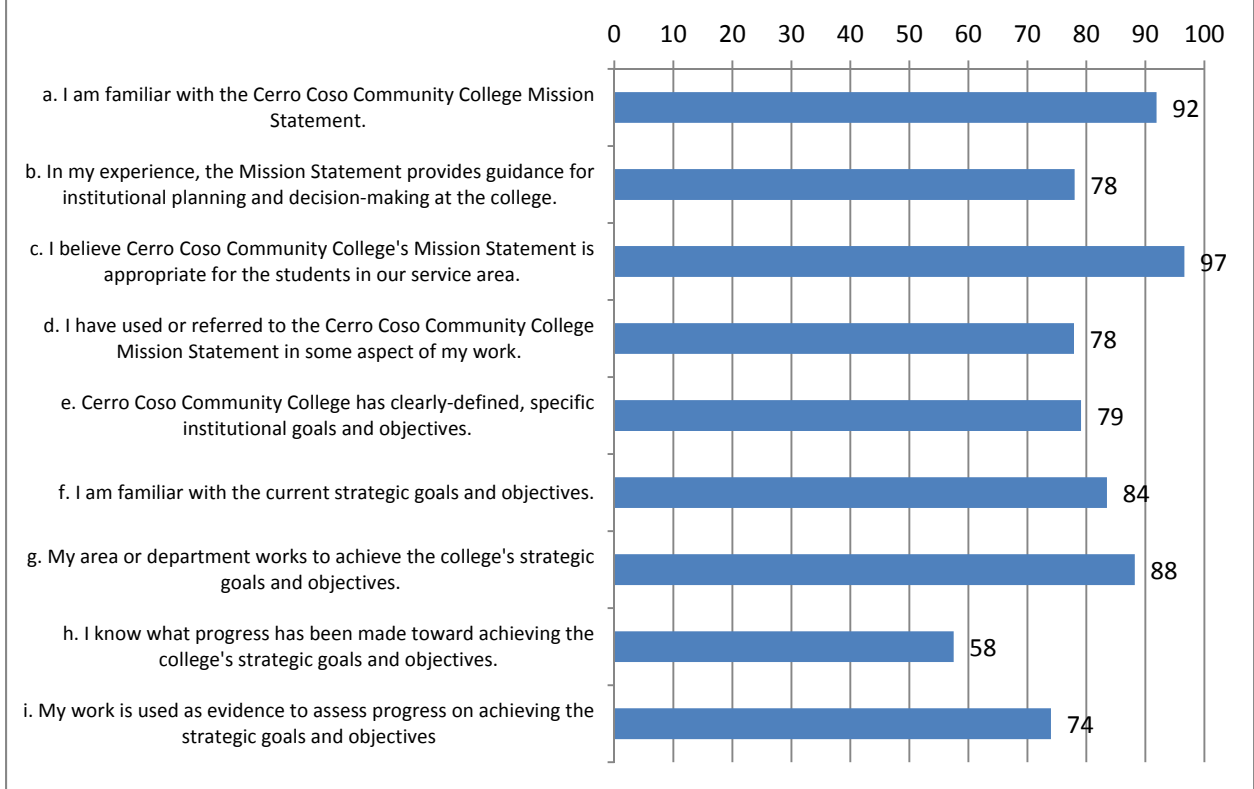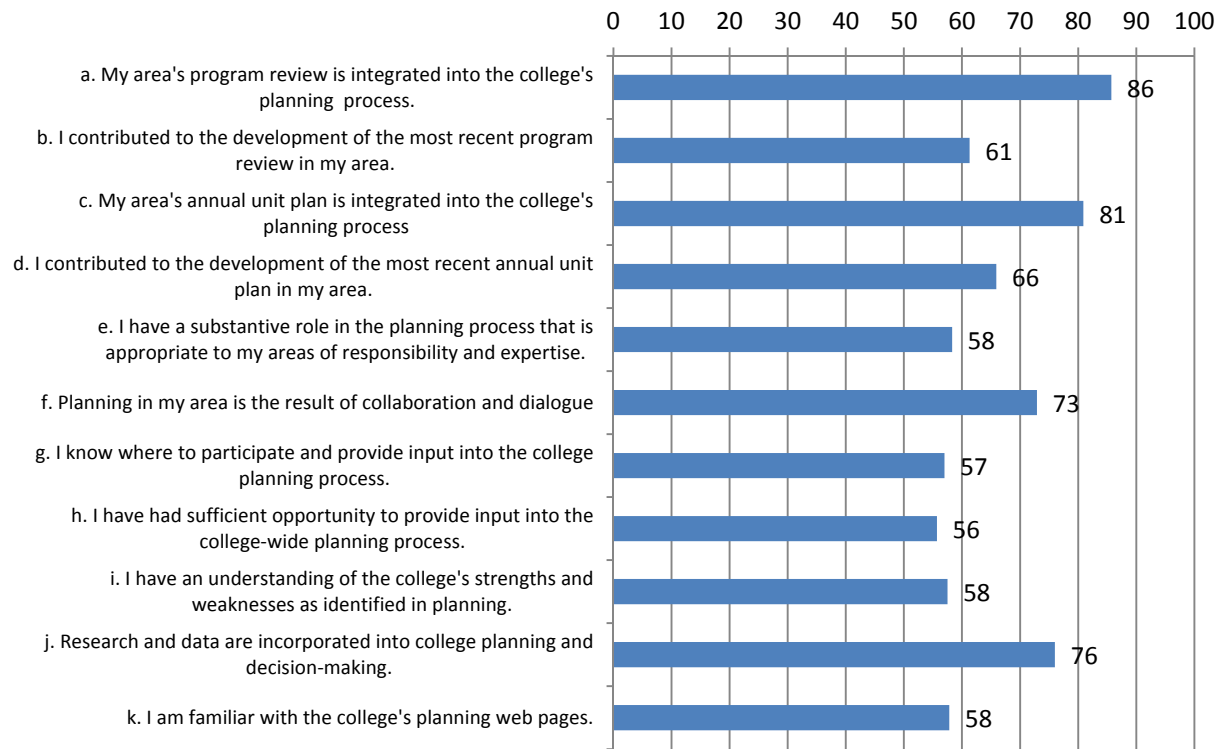| Question	Percent
a. I am familiar with the Cerro Coso Community College Mission Statement.	92
b. In my experience, the Mission Statement provides guidance for institutional planning and decision-making at the college.	78
c. I believe Cerro Coso Community College's Mission Statement is appropriate for the students in our service area.	97
d. I have used or referred to the Cerro Coso Community College Mission Statement in some aspect of my work.	78
e. Cerro Coso Community College has clearly-defined, specific institutional goals and objectives.	79
f. I am familiar with the current strategic goals and objectives.	84
g. My area or department works to achieve the college's strategic goals and objectives.	88
h. I know what progress has been made toward achieving the college's strategic goals and objectives.	58
i. My work is used as evidence to assess progress on achieving the strategic goals and objectives	74

Chart 3 provides the results for the College Planning section of questions. The strongest areas involved program review and unit planning with more than eighty percent of respondents believing that their program reviews and unit plans were integrated into the college planning process. About three quarters of respondents agreed that there is collaboration and dialogue in the planning in their areas and that research and data are incorporated into college planning and decision-making.

The other questions in this section got agreement rates between 56 and 66 percent. Most of these involve respondent understanding of and participation in the college planning process.
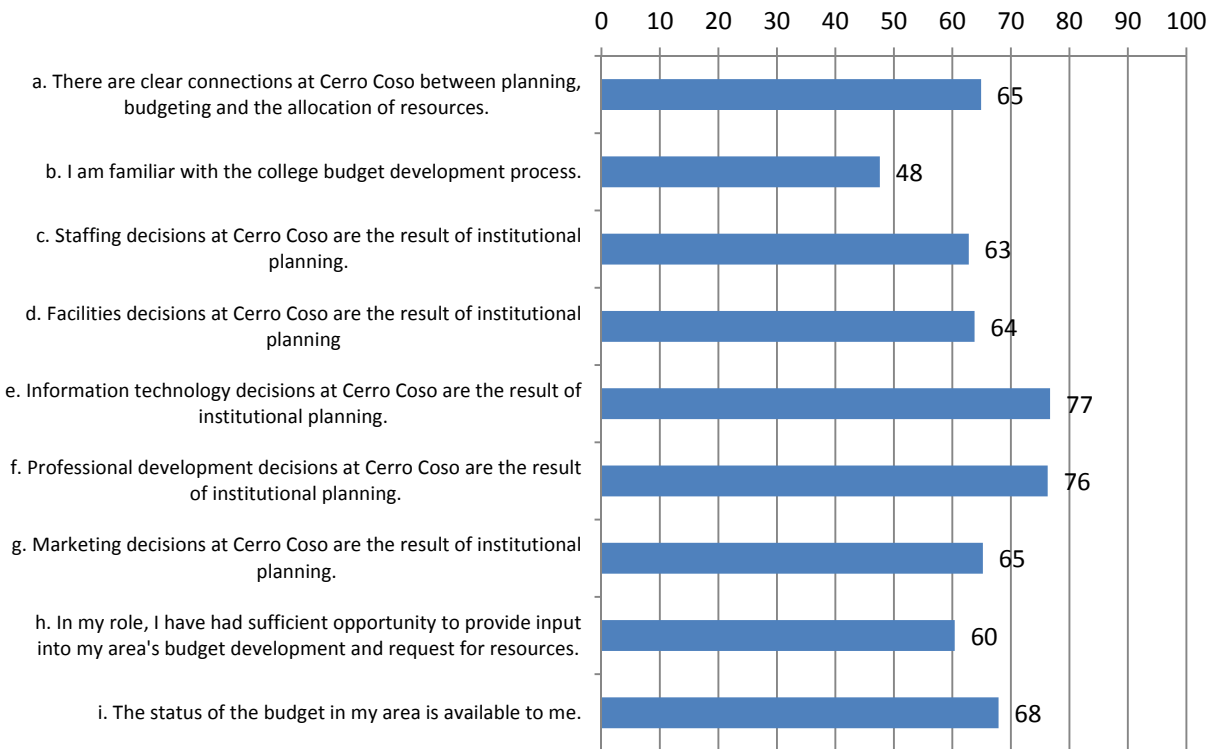
Chart 3: Percent Responding 'Agree' or 'Strongly Agree' to Questions on College Planning

Question	Percent
a. My area's program review is integrated into the college's planning process.	86
b. I contributed to the development of the most recent program review in my area.	61
c. My area's annual unit plan is integrated into the college's planning process	81
d. I contributed to the development of the most recent annual unit plan in my area.	66
e. I have a substantive role in the planning process that is appropriate to my areas of responsibility and expertise.	58
f. Planning in my area is the result of collaboration and dialogue	73
g. I know where to participate and provide input into the college planning process.	57
h. I have had sufficient opportunity to provide input into the college-wide planning process.	56
i. I have an understanding of the college's strengths and weaknesses as identified in planning.	58
j. Research and data are incorporated into college planning and decision-making.	76
k. I am familiar with the college's planning web pages.	58

Responses to questions in the section on budget and resource allocation are provided in Chart 4. Again, most respondents agreed with most of these statements. The two questions with highest agreement—over three quarters each—related to the links between planning and technology and professional development. Most other questions relating to the questions about how the college links its planning, budgeting and staffing decisions got between sixty and sixty-eight percent agreement.

One question does stand out. Item b which asks if the respondent is familiar with the college budget development process got just forty-eight percent agreement, the only question in the survey to come in below the fifty percent mark.

Chart 4: Percent Responding 'Agree' or 'Strongly Agree' to Questions on Budget & Resource Allocation

Question	Percent
a. There are clear connections at Cerro Coso between planning, budgeting and the allocation of resources.	65
b. I am familiar with the college budget development process.	48
c. Staffing decisions at Cerro Coso are the result of institutional planning.	63
d. Facilities decisions at Cerro Coso are the result of institutional planning	64
e. Information technology decisions at Cerro Coso are the result of institutional planning.	77
f. Professional development decisions at Cerro Coso are the result of institutional planning.	76
g. Marketing decisions at Cerro Coso are the result of institutional planning.	65
h. In my role, I have had sufficient opportunity to provide input into my area's budget development and request for resources.	60
i. The status of the budget in my area is available to me.	68

Lastly, we turn to the open-ended question. Question 4 asked respondents to "Please elaborate on any of your responses to the questions above or provide any other comments about the strategic planning process that you would like to share." This question was included to allow for unstructured feedback that might provide planning committees to see issues that had not been considered before or that could not easily be included in a scaled question. The responses to this question are provided as Appendix B beginning on page 11. These responses are provided verbatim (with one exception, noted in the text) with grammatical and other errors included. Of the 101 respondents to the survey, 23 made a comment. Because of the limited number of responses, caution must be used when drawing definitive conclusions. The one area where a clear pattern is visible is in communication. At least five of the twenty-three respondents suggested a need for improved communication.

Conclusions

This survey was rather simple and straightforward: gather feedback on the college's planning processes and use that feedback to improve.

It appears from these data that the employees surveyed are largely happy with many aspects of the planning processes and strongly supportive of the college mission. Some areas have more understanding and support than others among respondents.

If there is one weakness to be noted, it appears to be in the areas of involvement and communication. While many employees noted that they are familiar with most parts of the planning processes, some remain a mystery. Understanding of planning processes was lower than other questions on the survey and the one question with less than majority agreement was about familiarity with the college budget development process.

Appendix A: Survey Instrument

Cerro Coso Community College Strategic Planning Evaluation Survey

Hello Faculty and Staff,

The Cerro Coso Community College Institutional Effectiveness Committee is tasked with evaluating the current planning process. Please take a few minutes to respond to the brief survey below. Your answers are completely anonymous and will help us improve our strategic planning efforts in the future.

1. Mission and Strategic Goals.

Please tell us how much you agree or disagree with each of the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know/Not applicable
a. I am familiar with the Cerro Coso Community College Mission Statement.	☐	☐	☐	☐	☐
b. In my experience, the Mission Statement provides guidance for institutional planning and decision-making at the college.	☐	☐	☐	☐	☐
c. I believe Cerro Coso Community College's Mission Statement is appropriate for the students in our service area.	☐	☐	☐	☐	☐
d. I have used or referred to the Cerro Coso Community College Mission Statement in some aspect of my work.	☐	☐	☐	☐	☐
e. Cerro Coso Community College has clearly-defined, specific institutional goals and objectives.	☐	☐	☐	☐	☐
f. I am familiar with the current strategic goals and objectives.	☐	☐	☐	☐	☐
g. My area or department works to achieve the college's strategic goals and objectives.	☐	☐	☐	☐	☐

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know/Not applicable
h. I know what progress has been made toward achieving the college's strategic goals and objectives.	⊙	⊙	⊙	⊙	⊙
i. My work is used as evidence to assess progress on achieving the strategic goals and objectives	⊙	⊙	⊙	⊙	⊙

2. College Planning.

Please tell us how much you agree or disagree with each of the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know/Not applicable
a. My area's program review is integrated into the college's planning process.	⊙	⊙	⊙	⊙	⊙
b. I contributed to the development of the most recent program review in my area.	⊙	⊙	⊙	⊙	⊙
c. My area's annual unit plan is integrated into the college's planning process	⊙	⊙	⊙	⊙	⊙
d. I contributed to the development of the most recent annual unit plan in my area.	⊙	⊙	⊙	⊙	⊙
e. I have a substantive role in the planning process that is appropriate to my areas of responsibility and expertise.	⊙	⊙	⊙	⊙	⊙
f. Planning in my area is the result of collaboration and dialogue	⊙	⊙	⊙	⊙	⊙
g. I know where to participate and provide input into the college planning process.	⊙	⊙	⊙	⊙	⊙
h. I have had sufficient opportunity to provide input into the college-wide planning process.	⊙	⊙	⊙	⊙	⊙
i. I have an understanding of the college's strengths and weaknesses as identified in planning.	⊙	⊙	⊙	⊙	⊙
j. Research and data are incorporated into college planning and decision-making.	⊙	⊙	⊙	⊙	⊙
k. I am familiar with the college's planning web pages.	⊙	⊙	⊙	⊙	⊙

3. Budget and Resource Allocation.

Please tell us how much you agree or disagree with each of the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know/Not applicable
a. There are clear connections at Cerro Coso between planning, budgeting and the allocation of resources.	☐	☐	☐	☐	☐
b. I am familiar with the college budget development process.	☐	☐	☐	☐	☐
c. Staffing decisions at Cerro Coso are the result of institutional planning.	☐	☐	☐	☐	☐
d. Facilities decisions at Cerro Coso are the result of institutional planning	☐	☐	☐	☐	☐
e. Information technology decisions at Cerro Coso are the result of institutional planning.	☐	☐	☐	☐	☐
f. Professional development decisions at Cerro Coso are the result of institutional planning.	☐	☐	☐	☐	☐
g. Marketing decisions at Cerro Coso are the result of institutional planning.	☐	☐	☐	☐	☐
h. In my role, I have had sufficient opportunity to provide input into my area's budget development and request for resources.	☐	☐	☐	☐	☐
i. The status of the budget in my area is available to me.	☐	☐	☐	☐	☐

4. Please elaborate on any of your responses to the questions above or provide any other comments about the strategic planning process that you would like to share. (Please be specific and constructive. Limit 1,024 characters (about 150 words or so).

5. What is your main employee type?

☐   Faculty

9

☐   Classified

☐   Management

6. Are you currently working full or part-time?

☐   Full-time

☐   Part-time

7. How long have you worked for Cerro Coso Community College?

☐   Less than 2 years

☐   More than 2, but less than 5 years

☐   More than 5, but less than 10 years

☐   More than 10 years

[Reset]   [Submit]

Appendix B: Responses to Open-Ended Question

Question 4: Please elaborate on any of your responses to the questions above or provide any other comments about the strategic planning process that you would like to share. (Please be brief, on topic, and constructive. Limit 1,000 characters--about 150 words or so).

ID	Response
8	I believe that the district office has significant control over some information technology decisions.
13	The planning process was developed by the Academic Senate but was changed many times. The actual implementation of the plan has not fully occured.
15	We need more staff in the student services areas - A&R, Counseling/Ed Advising, Scheduling - in order to serve students in a more timely fashion.
22	There seems to be no real planning in the CTE area. Programs that provide the highest FTE and meets the needs of the communities are often set aside and new programs are being developed to provide jobs for certain faculty with no real community input or needs established. Those programs serving the communities that are successful receive very little CTE support, they are successful due to the instructors and the individual departments.
23	Adjunct faculty, especially online, is often out of the loop of information & decision-making unless we travel to Ridgecrest.
24	Strategic planning should be focused on student needs and accommodations for learning, creating a comfortable and welcoming learning environment, not purely on data and numbers, as these (FTES and data) will decline with the morale of the facility.
28	"I'm not sure I understand: How Mission Statement is linked to Strategic Goals. The progress made in achieving the Stategic Goals. How the president's ""staffing plan"" was forumalted (was it a result of institutional planning? what committees got together and provided input into that plan? What is the status of that plan now? etc.). I don't feel confident that department AUPs get intentionally integrated into Division Plans and Site Plans (there is no dialogue between Chairs and Directors to discuss how the AUPs inform--or don't inform--Section Plans, etc.) We just turn them in and assume. I feel we are just now embarking on using data more into decision making. The status of my current budget is available to me...however, the decision made by the Budget Committe on whether to accept my budgeting requests outlined in my AUP is never communicated to me with justification prior to me being presented with my next year's budget."
30	As adjunct faculty at a satellite campus, I'm not generally in the loop on planning or budget discussions. I will say that I am periodically afforded the opportunity to provide input and any concern I've had has been addressed to my satisfaction by my bosses.
31	There are areas of service that need improvement, but the budget seems to take priority. When suggestions are made that wouldn't strain the budget, they don't seem to be given much consideration.

39	There is so much planning going on there is little time to do my job.
41	Complete lack of communication at this school.
45	I have little idea how decisions are made at the college. I think that there is still a budget group but they have always acted as if they are some kind of secret group and no info gets shared. Nor is info passed down from college council, department chairs or other groups at the college. Mostly decisions seem to be made by admin and saying anything against them just gets you in trouble. Not worth it.
46	Needed is more collaboration and communication within and between service areas.
51	In my position, I am not involved in institutional planning or budgeting, although I have been asked for my opinion on purchasing specific materials in my department.
61	Other than the few staff that are selected to serve on the above committees, staff members are typically not be involved in goal setting, college planning, or budget/resource allocation.
65	Institutional planning needs to be communicated on a consistent basis to all staff. Research/data and marketing related to institutional planning needs better development.
67	"Though the planning process is supposedly ""data driven"" the data is unreliable and therefore not a true representation of the needs of the college. A full time institutional research who understands the needs of Cerro Coso specifically and how to set up reliable and valid collection of data is a MUST before any valid conclusions can be made. Unnecessary time and resources are allocated to obtaining of data and the hands on teaching of students is neglected in the process."
72	I assume the college's planning process and documents are somewhere on the website, but I've never looked or been asked to look.
80	I feel disconnected, and not a part of many decisions---which seem to be made at an administrative level.
90	"Regarding 2d. The process is one way. I contributed but have not seen the final plan, and have not been informed regarding approved or disaproved budget requests. Regarding 2g. My feeling is that the only place to participate is with ""input"" into the unit plan."
91	Let's hire some more administrators to write more surveys! I'm sure that will help with planning. Planning another 2 week junket perhaps.
96	Planning and budgeting seem to be done in an echo chamber with the same small handful of ppl both proposing and approving where the money goes.Little of this is ever discussed in my department meetings.I do know that many of the faculty and classified are unhappy with the way things are going. Especially at the moment money spent on a new admin position when the last half dozen or so VPs did just fine without another layer. Now doesn't seem to be the time when classes have been cut to hire a new dean. Why can't the current VP keep up? Also, the 2 week conference for admins was ill timed, it's doubtful that the money invested will pay off in student success, there is a lot of anger about that. Some of it may just be that we have ***(inappropriate content deleted)***, a source of simmering anger, but I think a lot of it is just the direction of the college - money for admin but not staff and students.
101	Each year, with this past year, being the strongest, Cerro Coso has worked to improve the planning and decision making process and to make those decisions open and available to all faculty, staff, and management.