



# Cerro Coso Community College

## Annual Assessment Report 2016 Institutional 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 processes 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)

### **Status**

Cerro Coso Community College has 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. 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. In 14-15, student equity became a focus, and district IR generated a system to provide data for instructional departments annually.

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. In 14-15, the ability to analyze student equity data for access and success has been a missing piece of college planning and will help it accomplish its mission and improve institutional effectiveness and academic quality. By being embedded in the annual plans, it gives the college one more tool for determining short- and long-range needs for educational programs and services

In 14-15, two new external planning requirements were addressed. Institution-set standards, required by ACCJC, were reviewed and revised at the same time the college underwent its mission, vision, values, and strategic goal review. This now has a clear place in the college's integrated planning process. And the Chancellor's Office Institutional

# 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. In my experience, the Mission Statement provides guidance for institutional planning and decision-making at the college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I believe Cerro Coso Community College's Mission Statement is appropriate for the students in our service area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I have used or referred to the Cerro Coso Community College Mission Statement in some aspect of my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Cerro Coso Community College has clearly-defined, specific institutional goals and objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

f. I am familiar with the current strategic goals and objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. My area or department works to achieve the college's strategic goals and objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I know what progress has been made toward achieving the college's strategic goals and objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. My work is used as evidence to assess progress on achieving the strategic goals and objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I contributed to the development of the most recent program review in my area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My area's annual unit plan is integrated into the college's planning process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I contributed to the development of the most recent annual unit plan in my area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I have a substantive role in the planning process that is appropriate to my areas of responsibility and expertise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Planning in my area is the result of collaboration and dialogue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I know where to participate and provide input into the college planning process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I have had sufficient opportunity to provide input into the college-wide planning process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. I have an understanding of the college's strengths and weaknesses as identified in planning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I am familiar with the college budget development process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Staffing decisions at Cerro Coso are the result of institutional planning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Facilities decisions at Cerro Coso are the result of institutional planning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Information technology decisions at Cerro Coso are the result of institutional planning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Professional development decisions at Cerro Coso are the result of institutional planning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Marketing decisions at Cerro Coso are the result of institutional planning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. In my role, I have had sufficient opportunity to provide input into my area's budget development and request for resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. The status of the budget in my area is available to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Outcomes and Assessment

This section includes questions about outcomes and assessment. For those teaching classes, the term would be Student Learning Outcomes (SLOs) for the course-level and Program Learning Outcomes for the program (degree and certificate) level. For others, we would refer to Administrative Unit Outcomes (AUOs). A couple of questions apply only to courses and programs (degrees and certificates). In these cases, if you are not

teaching, please choose not applicable.

**4. 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 aware of the Student Learning Outcomes or Administrative Unit Outcomes in my department or area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I have been involved in discussing assessment results (SLOs, PLOs, AUOs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I have been involved in discussing course-level SLO assessment results (teaching faculty only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I have been involved in discussing program-level PLO assessment results (teaching faculty only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I have a clear understanding of how my activities connect to the SLOs or AUOs in my area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I know where to find the latest SLO or AUO assessment results for my area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I have received training in SLOs, AUOs and how to assess them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**5. Which of the following has your department or area done in reviewing assessment results (select all that apply)**

- Identified gaps in learning or service and attributed them to specific factors
- Adjusted teaching/learning or operational strategies based on assessment results
- Identified meaningful trends that informed teaching or service strategies

6. 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).

A rectangular form field with a scroll bar on the right and navigation arrows at the bottom.

7. What is your main employee type?

- Faculty
- Classified
- Management

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

- Full-time
- Part-time

9. 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

## 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 Comment**

- 7 As counselors we get together to see what SLO's are working and which SLO's we need to adjust to meet the outcome.
- 10 Our department assesses course annually. We use the results to revise SLO or develop methods to help students successfully meet specific SLOs.
- 15 There is no training for faculty chairs. Our campus is sink or swim no support.  
"The status of the budget in my area is available to me"--I agree, but the budget committee needs to be more prompt of letting chairs know if their budget requests were approved or denied. In terms of the clear link between planning and allocation of resources, it seems that the college can quickly decide to spend \$100,000 on a new platform with no link to planning, yet require faculty and staff to justify and plan for paltry supplies.
- 17 I wonder why Cerro Coso does not provide certain foundational skills courses (i.e. ESL courses, ENGL 40, MATH 20, etc.) at regional sites where the data indicates that such courses are a community need.
- 19
- 21 My department may talk about the items in number five, but does not do any of these. I know where to find basic information on the website and through Inside CC, however, it is not always current. I am also not part of the decision making process in my
- 27 department so I had to disagree with many of the questions.
- Collaboration and clarity not a strong suit at Cerro Coso. Administrative decision making less reliant on shared governance than other colleges. Administrative heavy staff has not made decisions about academic or student services more manageable for staff, students or faculty.
- 30
- I am unsure if IT decisions at Cerro Coso are driven by our college needs or those of the district and the combination of all 3 colleges.
- 31
- As adjunct faculty with some personal health and other issues, I have not been able to attend the last few meetings in Ridgecrest. I believe that this lack has resulted in my unfamiliarity with some of these issues.
- 32
- It would help to understand what happens to equipment requests between submitting the AUP and the final budget. We don't hear if anything is approved or disapproved but eventually see that nothing is budgeted under Equipment so assume it was disapproved. It would help if someone were allowed to "make a case" for needed equipment if Administration does not feel that we are spending college funds responsibly and if we could get an explanation for disapproval. Or as we save money and have some left at the end of the year, it would be wonderful if we could transfer that to the following year to help make equipment purchases. It would be nice to feel trusted with purchasing items that Faculty knows will enhance student learning or prevent OSHA problems or whatever. Thank you for the survey opportunity.
- 34



Although I'm an adjunct faculty way out in East Kern, my department chair includes me in department discussion and planning. Additionally, I've had the opportunity to draft SLO assessments for a couple of classes for the department's review. I greatly  
36 appreciate the opportunity to contribute and learn more about the teaching profession.

Seems like scheduling is an important part of our job that requires planning. Currently, schedules are submitted then changes are made by the VP without notifying the department chair. When schedules go live there are many changes as the departments realize changes were made. If department chairs were informed about changes and counseling was part of the decision process we could have a better schedule without all  
38 the additional work of editing after the fact.

Based on past SLO assessments' results, I have made some changes to certain Spanish language assignments due to "unclear" instructions to students. It is clear that when students have been exposed to a foreign language acquisition at an early age, then they can easily make the transition to our college level foreign language courses. Besides, they improve their own language: English by making grammatical construction comparisons between both languages. Therefore, we need to put emphasis on the importance of learning a second language at the elementary, middle and high school level. Collaborate with the Latin instructor in exchanging data results and identifying problems and providing a solution. For example, we will have to revise one particular  
40 SLO.

45 We have adjusted SLOs as needed.

50 Relatively new at Cerro Coso so I have not had the chance to be involved with the planning of several of the above questions.

While I have received training in writing SLOs, there is no training in how to design assessments that are appropriate. We just randomly try to figure out what is going to work and often the assessments do not seem to address what we are trying to get at. The numbers for success are arbitrary and the SLO assessments seem uninformative - although we have had great discussions about how to best support our students because of this process. It would be useful to have institutional support in what assessments look like and appropriate ways to assess different types of SLOs. Even information on how to identify and write multiple choice questions, what an assessment of higher order verbs looks like. Can we really assess an SLO that uses  
53 analyze with a multiple choice test?

Lack of communication from chairs and other administrators. It seems we are told that something needs to be done without any discussion or evaluation of why we are doing things a certain way. For example, I have been told to do my SLO's once a year. No discussion regarding this. Is it necessary once a year? What about reassessment of  
57 SLO's? My opinion is never asked. The attitude is "This is just how we do things"

I sincerely wish that construction and renovation projects were based upon planning and feedback. While I realize that there is a contract that is controlled by the State, there appears to be so many articles in the contract that protect the contractor and not the college. Furthermore, the last construction projects were performed by contractors (the lowest bid obviously) and the results were barely adequate, and the construction process left very much to be desired--the contractor failed to follow clear instructions. It's very frustrating when we have to submit plans and documents to justify spending \$15 and to see all the issues that arise with construction/renovation. Also, the budget process for purchasing supplies is being severely micromanaged. A line item for every discipline and every geographic site--is this necessary? There is no clear process (or no process at all) for the purchase of equipment. We are one breakdown away from not

58 being able to offer some classes because of this.

Because of all the planning I have a better understanding of the inter workings of the college. For years it didn't make since to me but now that I'm directly involved I can see

59 why we do what we do during these planning cycles. Thank you,

I have only been an Adjunct instructor now for 3 semesters; so some of my replies might seem disjointed. I am still learning what my Dept. heads want in the long-term,

62 and I am attempting to meet those goals. They are supportive of my goal- achievement.

My sense is that my very late start this semester has limited my ability to take advantage of the processes discusses. Therefore, my answers may be far from

63 representing the true average response.

67 No Comments

68 None.

69 I am a new employee, so I don't know about a lot of the planning process(es).

The latest decision to remodel did not appear to be the result of integrated planning or

72 collegial dialogue and did not factor in FTES decline.