

[Add on the first page the Mission, Vision, and Values]

Cerro Coso Community College employs a variety of plans as part of a comprehensive evaluation and planning effort. These plans work together to provide a complete picture of the short- and long-range needs for educational programs and services.

College-Wide Planning

Mission and Other Guiding Principles

The following documents comprise Cerro Coso Community College's Guiding Principles:

- Mission statement
- Vision
- Values
- Institution-set standards
- Strategic goals

The mission, vision, and values of Cerro Coso Community College define the college's purpose and identity and are the basis for institutional planning and the evaluation of institutional effectiveness. Institution-set standards are established, annually assessed, and published with respect to student achievement in relation to the institution's mission. Institutional priorities are for the purpose of continuously improving equitable student learning and achievement and are established once every three years and published as the college's strategic goals.

Systematic Three-Year Review

The mission statement, vision, values, institution-set standards, and strategic goals are reviewed once every three years. The college president calls an ad hoc committee to accomplish this task to ensure a broad base of input from engaged stakeholders representing all divisions, all campus locations, all constituent groups, and any other group with insight into the students and communities served by the college. College Council receives the report from the committee, moves it through the collegial consultation process for feedback, and votes to recommend to the president. Note that this process can take some time.

Triggered Review

An off-cycle review and revision may be called at any time by the president if recommended to do so by College Council or if, in the president's judgment, circumstances warrant it. Examples of such a triggering event might be:

- change in the California community college system direction or focus,
- sudden or profound demographic shifts in the service area,
- significant local or state-wide economic developments, or

- other substantial variation in system status or student or community need

Once an off-cycle review is triggered, the process used is the same as that for a systematic review.

Educational Master Plan

Cerro Coso Community College produces a comprehensive or master plan **once every five years**. The purpose of educational master plan is to identify long-range needs of the college and provide a context for decision-making regarding academic affairs, student services, and administrative services, with the outcomes of driving the planning of capital expenditures in the areas of facilities and establishing a vision and projections for more near-term institutional goal setting. A central component of the plan is an external environmental scan that analyzes the service area's demographic trends, community profiles, and labor market trends. Typically, the development of an educational master plan is contracted to a third party who provides objective data gathering, fair trend analysis, and neutral recommendations for program action without bias or "turf-guarding." This partner may or may not desire to work with a steering committee, but in any case, College Council receives regular updates during the process, including the final review and recommendation to the president for acceptance. The educational master plan is not official until it has been board approved.

Facilities Master Plan

A companion to the educational master plan, the facilities master plan is also completed once every five years as soon as practicable after the approval of the educational master plan and also requires College Council recommendation, the president's acceptance, and board approval. The purpose of the facilities master plan is to ensure that the college's facility resources align with its academic and student support plans over the designated five-year planning period. While the educational master plan outlines the educational vision and growth areas for the college, the facilities master plan details the facility resources to support that vision.

Strategic Plan

In the context set by the educational master plan, institutional priorities are reviewed and revised **once every three** years and published as goals and objectives in the Strategic Plan. This is done at the same time and on the same cycle as the institution's mission, vision, values, and institution-set standards.

The institutional priorities established as strategic goals are integrated with and based on the mission and the context established by the educational master plan. Goal setting relies on data analysis from the mission review, performance on the institution-set standards, and successful accomplishment of prior strategic goals as measured by a variety of student learning, student achievement, equity, and operational metrics.

Best practices for strategic planning

In order to produce institutional priorities that effectively guide college initiatives for the improvement of equitable student learning and achievement, the following are adhered to as best practices:

- Goals and objectives (sub-goals) are developed in context of the college's mission and other

guiding principles.

- Goals and objectives **are few and focused** so they can guide effective action.
- Goals and objectives **are specific and measurable**.
- To the extent possible, each objective is associated with **an already developed data point** in use at the college or district level.
- If no data point currently exists, one will be developed as part of the goal setting process so that **every goal and objective has a metric** assigned to it.

Department and Unit Planning

Program Review

A second layer of assessment and planning at the college is carried out at the department and unit levels. The most comprehensive of these is the program review, which is completed **once every five years**. Different from the institutional focus of the educational master plan and strategic plans, program reviews are focused on the long-term assessment and improvement of individual units and departments.

At Cerro Coso Community College, program reviews are completed for all instructional degrees and certificates, all student services, and all administrative and operational units. Program review processes are a 10+1, for which the college relies primarily upon the advice and judgement of the academic senate. Operationalizing the program review processes—across all instructional and non-instructional programs—is done by the college’s Program Review Committee, a participatory governance committee, headed by a faculty program review coordinator.

[Cite Program Review Handbook]

Outcomes Assessment

Also taking place at the individual department and unit level are the assessments of student learning outcomes or administrative unit outcomes, which are on a set schedule of **up to five years**. Although not a type of planning per se, outcomes assessment feeds planning documents like program review and annual planning. The program review template requires departments and units to report the results of outcomes assessment during the prior cycle; annual planning requires departments and units to track their assessments annually and report any assessments missing the target. Instructional and non-instructional units are expected to complete all outcomes assessments at least once every five years. Like program review, outcomes assessment across the college is guided by a participatory governance committee, the Outcomes Assessment Committee, headed by a faculty coordinator.

[Cite Outcomes Assessment Handbook]

Annual Planning Process

The annual planning cycle takes place **every year** and is the shortest-term planning undertaken at the college. It leads directly to department, section, and division initiatives for continuous quality improvement, equitable student achievement, and, through the development of budget worksheets,

resource allocation. Each level of plan has the same basic structure: a gap analysis followed by the setting of specific and measurable initiatives for the upcoming year followed by resource requests needed to implement the initiatives and undertake improvements based on, going back down the ladder, the areas of improvement identified in the gap analysis.

Unit Plans, due October 15

The cycle begins in the fall semester, as departments and operational units meet to plan for the next academic year. For instructional departments, disaggregated student performance and achievement data from the previous five years is provided by the Office of Institutional Research at the beginning of the semester. The annual unit plan template requires the department to review and address its connection to the college mission, its progress on equity gaps, its progress on program review goals, its progress on outcomes assessment, and its progress on prior-year initiatives. Departments then use that analysis to develop initiatives to be attempted for the following year. The template ends with an opportunity for the department to request resources in the areas of facilities, information technology, professional development, marketing, staffing—including classified and certificated personnel—and other.

For non-instructional units, the data used is what is relevant to that program, such as usage or satisfaction statistics or any operational data that is specific to the unit's core function. Non-instructional units meet with the Office of Institutional Research to identify the metrics that serve as key performance indicators, particularly those that can be gathered and analyzed yearly and those that reflect equity considerations. While these measures could be the same as those for administrative unit outcomes the periodicity of some AUO measures (for example, survey results gathered once every three years as part of a student survey) may not be suitable as the sole measure of annual performance. As with instructional departments, non-instructional units reflect on their connection to the mission, analyze the year's performance as indicated by the data, dialogue about current gaps, plan goals for the next academic year, and request resources in the areas of facilities, information technology, professional development, marketing, staffing, and other.

In addition to the unit plan template, departments and units also complete a budget spreadsheet preloaded with the current adopted budget and three years of actuals. Based on their planning conversations about ongoing needs and resources requested in the unit plan, the departments and units enter recommended budget amounts in the spreadsheet line-item by line-item. A column for notes is available to capture explanations for increases or decreases.

Note that resources requested in the unit plan may or may not show up in the budget spreadsheet and vice versa depending on particular line-items. An unchanged supply budget of \$500 would not necessarily be reflected in the unit plan but still show up in the worksheet while a new faculty position would show up in the unit plan but not the worksheet (faculty salary and benefits being expended in a different account).

For the transparency of the process and to increase college-wide understanding of institutional strengths and weaknesses, all unit plans are presented at College Council in late October/early November.

Section Plans, due November 15

During the next two months, wider circles of planning are accomplished. The first of these is annual section plans. These are the plans for operational entities that typically take their cue from multiple departments and units and so rely to some degree on first level planning to inform their own, such as Letters and Sciences, a campus location like East Kern, or a functional areas like Marketing.

The section plans provide a functional review at the next level up. Deans, site directors, and functional managers review the unit plans that comprise or affect their areas, dialogue with unit leaders as appropriate, give input into and receive input from resource requests, and write plans that capture goals the section can commit to for the following year.

For the two sections of Letters and Sciences and Career Technical Education, a special piece of this review involves the deans directly supporting or not supporting resource requests and budget items. First level budget requests are analyzed in context of the gaps and initiatives identified in the unit plans and discussed with the departments. In addition to the dean's own budget area, the spreadsheet includes all the first-level budget areas, with the dean supporting or not supporting recommendations and using columns in the worksheets to explain. Whether the dean supports a request or not, the worksheet passes along the request and its denial for further stages of review.

For the transparency of the process and to increase college-wide understanding of institutional strengths and weaknesses, all section plans are presented at College Council in late November/early December.

Division Plans, due December 1

After the section plans come the annual division plans, which is the final layer of review and aggregate planning. There are four division plans completed at the college: instruction, student services, administrative services, and the president's office. The chief officer of each division carries out this final review in the same manner as the deans above: analyzing lower-level plans; supporting or not supporting requests in the five areas of facilities, information technology, marketing, professional development, and staffing; and completing final comprehensive budget spreadsheets with explanations entered as needed in another column added for that purpose.

For the transparency of the process and to increase college-wide understanding of institutional strengths and weaknesses, all section plans are presented at College Council in late January/early February.

Resource Request Analyses, due February 15

By the start of December, each unit, section, and division has identified areas of improvement, goals have been set, and resources have been requested in the areas of facilities, information technology, marketing, professional development, and staffing. It now becomes possible to see the totality of resources requested across the college at all levels of plans. Resource request analyses are written by leads in the five areas working together with associated participatory governance committees:

- Facilities – executive director, maintenance and operations with the Facilities Committee
- Information Technology - director, information technology with the Technology Resource Team
- Marketing – director, communications and community relations with the Marketing Committee

- Professional Development – vice president, instruction and faculty flex coordinator with the Professional Development Committee
- Staffing - the college president with College Council

The purpose of the resource request analyses is to look at requests across the college and determine where trends, commonalities, and trade-offs exist; where duplications are present; and where efficiencies can be gained. It is also the time that resource experts can fill in or correct information from the plans—do research as necessary, gather quotes, and put specific dollar amounts on requests ahead of the budget conversations starting soon. The resource request analyses have no set template; they take their form from what makes sense in the different areas—for example, marketing and professional development tend to list major themes for the upcoming year; facilities and information technology list out items one at a time with commentary and recommendations; staffing includes considerable narrative to explain reasoning behind positions recommended to be hired and not hired.

Recommended College Budget, due May 1

The last piece of the integrated cycle is developing the general fund budget for recommendation to the president. To this point, all units, sections, and divisions have completed budget worksheets, all budget requests have been reviewed at successive levels of planning, and commonalities and trends have been analyzed in the resource request analyses and dollar amounts provided. The budget spreadsheets now come to the Budget Development Committee, a participatory subcommittee of College Council that is comprised of the college's vice presidents, three faculty representatives, three classified representatives, and a student representative.

In the meantime, prior to this, an important step has been taken to determine just how much money there is to start with. This is done largely in two phases. First, the college receives its tentative allocation as determined through the KCCD Budget Allocation Model. This happens typically in February. Separately, a review of the college's permanent labor is carried out by the president and vice presidents, also usually in February, taking into account every employee's step or column increase, increases or decreases in grant or categorical funding, prospective raises, prospective benefit increases, and other impacts that are known at the time and that affect labor, such as faculty chair reassigned time adjustments. This gives the Budget Development Committee a working bottom line for general fund discretionary spending—total allocation minus permanent labor commitments.

The committee reviews all budget items in light of this bottom line. In a typical year, the committee does not consider existing line-items if the proposed dollar amounts are less than the previous year, the same as the previous year, or augmented by less than 5%—it is assumed that deans and vice presidents have reviewed these items and support the proposed amount. Instead, the committee reviews one-time expenditures and all line-items augmented by more than 5%. This typically runs into the hundreds of items.

The first step of review is prioritization, which is done through a scoring system that considers such factors as the request's connection to planning, justification by data, relevancy to the unit's core function, and operational efficiency. The current scoring rubric is contained in Appendix B. If needed, the committee will ask plan proposers to provide additional information—for example, if there is a question about a line-item or if a disagreement exists about support at the different levels.

Once all members have scored the items, the committee discusses the results, makes any adjustments (by consensus), determines how far down the list requests can be funded given the bottom line, and completes a draft of the following year's tentative budget. The recommended budget is presented at College Council prior to the end of the spring semester; College Council in turn recommends it to the president for acceptance.

The final tentative budget is then taken forward by the president for approval by the board of trustees, generally in July or August. Once approved, the tentative budget is entered into the Banner system and distributed back to budget managers and faculty chairs over the summer prior to the start of the new academic year.

[Add in here when and how faculty chairs and budget managers are notified of the approved tentative budget amount.]

Targets and Tactics

Finally, to close the loop between longer- and shorter-term planning, and to set the annual unit, section, and division goal setting in context of the Student-Centered Funding Formula, the college executive team compiles an Enrollment and Student Success with Equity Targets and Tactics document **twice each year**. This report is generated over the summer with a date of June 30 and then also prior to winter break with a date of December 31.

It arrays the initiatives coming out of the planning cycle under the three main segments of the SCFF, providing a playbook for the upcoming semester: what unit, section, and division initiatives are likely to have what impact on what portions of the SCFF. The “targets” are where the college expects to land one year and two years out for each component of FTES, supplemental, and student success, (regular FTES, incarcerated FTES, number of Pell recipients, or associate degree graduates, etc.)

The December version is a mid-year update, considering the initiatives that have already been implemented and also, because the prior year has now been closed out, the adjusting/setting of new targets for the next one and two years out.

In an effort to *completely* close the loop and pull together layers of integrated planning, the Targets and Tactics “playbook” is cross walked back to the current strategic plan so that the college can continually evaluate the degree to which its end points are relevant to its starting point ... and vice versa.

The new Targets and Tactics document is shared with College Council at the first available opportunity in the fall and spring.

Other Items

Mid-Cycle Staffing Replacements

When a staff member retires or resigns from a position mid-year, it is sometimes not possible to wait for the next planning cycle for a replacement position to be requested—and then wait another nine months for the next academic year to start.

In these cases, if the position is classified staff or management, and if the supervisor consulting with appropriate stakeholders believes the vacancy should be filled immediately with the same position, a recommendation is brought to President's Cabinet for discussion and a decision made by the president. This decision is brought to College Council as an information item at the first available opportunity.

If the supervisor consulting with appropriate stakeholders believes the unit would be better served with a different position, the proposed new position is discussed at President's Cabinet (with the supervisor as needed) and a consensus recommendation made. The consensus proposal is then brought to College Council for discussion, feedback, and a recommendation to the president, who makes the final decision.

Full-time faculty replacements do not happen mid-cycle. If a position suddenly becomes vacant, it is backfilled with adjunct instructors or with a temporary full-time hire until the cycle is run again, the need for a tenure-track position is demonstrated, and faculty positions are ranked as a prerogative of the academic senate.

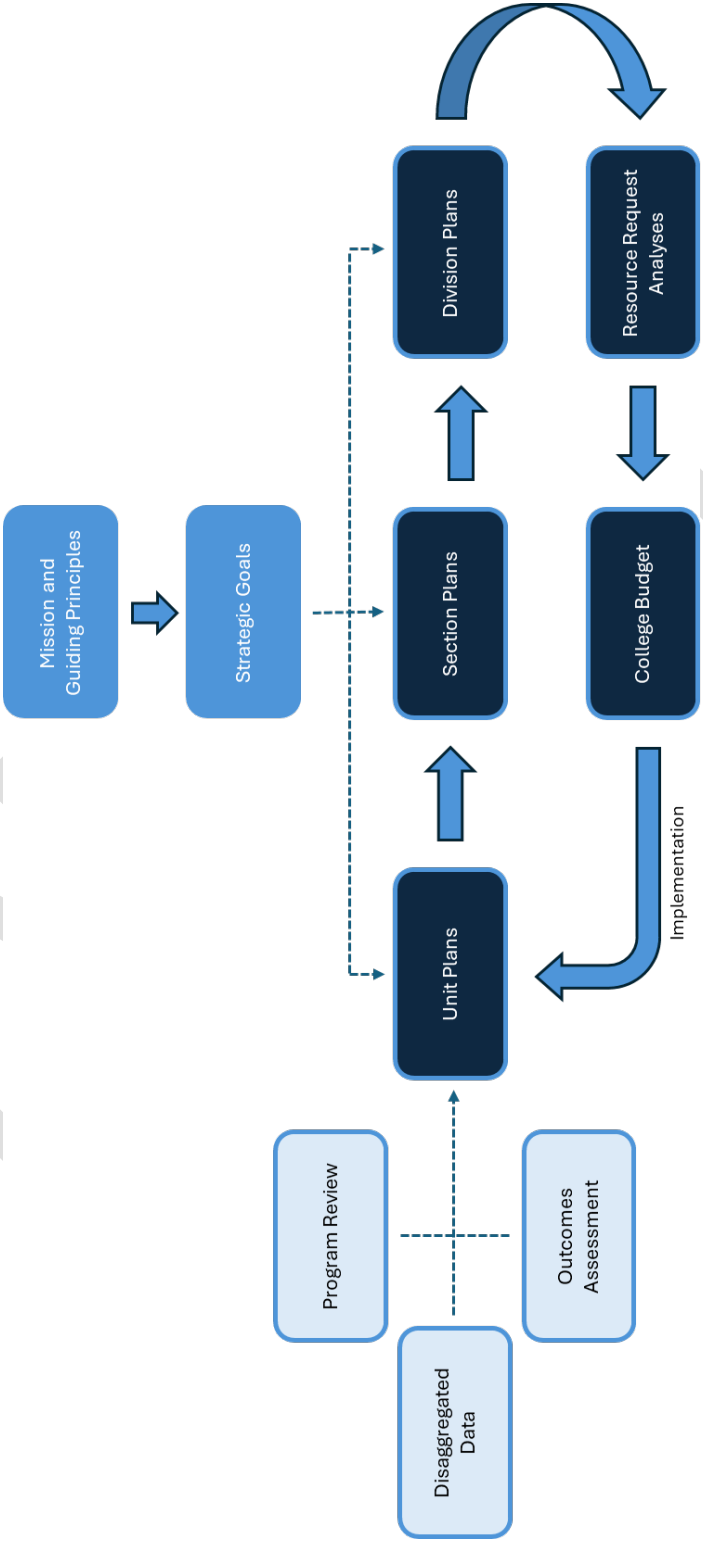
Faculty Prioritization

During annual unit planning, instructional departments may consider requesting new full-time tenure track faculty positions, either as a replacement for a vacant position or as a new addition to the department. Both types of requests follow the same process (strictly speaking, there is no faculty "replacement" position, all requests go through the planning cycle and the justification for a new position in the annual unit plan, except under highly unusual circumstances). These faculty position proposals are reviewed by the academic senate in the late fall semester, typically in November, discussed and prioritized.

In the meantime, the college presidents have been in dialogue with the district chancellor regarding the district's faculty obligation number, and a decision is reached about how many positions each college is to be allocated for the upcoming year. When the academic senate has completed its prioritized list, the list is shared with the college president, who reviews the information contained in the unit plans, discusses the prioritization with the vice presidents, seeks additional information from faculty chairs as needed, and makes the final college recommendations to the KCCD chancellor.

Appendix A

Annual Integrated Planning Process



Appendix B

Schedule of Committee Review of Reports (rev. 5/24)

Reporting Document	College Council	IEC	SEAC	EM	OAC	PR	BDC	FAC	TRT	Other	How Often
Nation-wide Scorecard		IEC	SEAC	EM							annually
Student Success Metrics	CC	IEC	SEAC	EM							annually
First Time Degree-Seeking Cohort	CC	IEC	SEAC	EM							annually
KCCD High School Yield Report			SEAC	EM							annually
KCCD SCFF Report		IEC	SEAC	EM			BDC				annually
KCCD Climate Survey	CC	IEC									2 years
Strategic Plan Annual Review	CC	IEC	SEAC	EM							annually
Student Profiles			SEAC	EM							annually
College Council Survey	CC										annually
College Planning Survey		IEC			OAC	PR	BDC				2 years
Student Experience Survey		IEC	SEAC					FAC	TRT		2 years
AUP Presentations	CC				OAC		BDC				annually
ASP Presentations	CC						BDC				annually
ADP Presentations	CC						BDC				annually
Program Review Presentations	CC									ASCC	annually

Appendix C

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