

Annual Integrated Planning

Rubric Statement 1: The College's planning efforts are ongoing and systematic

Continued Progress

In AY 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. They will be reviewed every three years along with these other documents. And the Chancellor's Office Institutional Effectiveness Partnership Initiative (IEPI) required the college to adopt short-term and long-term goals in a variety of institutional effectiveness annually. AY 17-18 was the Year of the Plan: not only was the accreditation document finalized for the visit in October 2018 (including two quality focus action projects), but the Educational Master Plan was also wrapped up, the Strategic Plan was started and completed, the Participatory Governance Model Handbook revised and updated, the guided pathways self-assessment and work plan written, and the first integrated planning document for equity, SSSP, and basic skills submitted.

AY 18-19 was a mini "Year of the Plan": following the Educational Master Plan, the Facilities Master Plan was completed, as well as a variety of other documents requiring systematic evaluation and planning, including the (new) Student Equity plan, the (new) Guided Pathways self-assessment, the AB705 Adoption Plan, and the certification that local Strategic Goals are tied to the Vision for Success. In 19-20 progress was made on creating and presenting the first assessment of the 2018-2021 Strategic Plan: a workflow, report format, and timeline were all established although a couple of measures remained stubborn to produce, and no progress was made on goal 2. In 20-21, considerable progress was made in the Office of Institutional Research on self-training in infographics. One result was the posting of the 2018-2021 Strategic Plan concluding results in April 2021 sent out to the college community through the OIR's first formal newsletter.

In AY 21-22, the Cerro Coso Community College 2021-2024 Strategic Plan was completed by the task force. It was posted to the website in April for college-wide feedback and then reviewed by College Council in May, recommended to the president, and forwarded to the board of trustees for approval in June. The ACCJC midterm report was drafted, reviewed, revised, posted for feedback, and finalized for board approval. And in 21-22, the president convened a Participatory Governance Task Force to carry out a thorough review and revision of the model. In AY 22-23, the College's 2022-27 Educational Master Plan was begun and completed; in contrast to prior EMP's that were largely based on external and internal environment scans, the College went this time with Gray and Associates, who performed a detailed market analysis, showing what programs are more viable than others to meet the employment needs of communities in the service area. Overall, the College was pleased with the completeness and level of detail provided through the process. In AY 23-24, a first

draft of the 2025 ISER was completed and many of the Standard drafts were distributed to committees and work groups for discussion and feedback. As well, the 2024-29 Facilities Master Plan was also completed, a partnership again with Gray and Associates that was deemed valuable and efficient; the new FMP was approved by the board in June 2024.

Goals

- Complete a review and revision of the Participatory Governance Model Handbook and publish the next edition (held over from the previous year)
- Complete the creation of a stand-alone Institutional Planning Handbook as a split off from Participatory Governance Handbook and vet through appropriate committees and constituent groups
- Complete the next college strategic plan in a process coordinated with the development of the next district strategic plan
- Complete a final draft of the 2025 ISER and ship off to ACCJC

Rubric Statement 2: Planning systems are informed by data and analysis; dialogue about institutional effectiveness is ongoing, robust, and pervasive.

Continued Progress

A result of College Council's satisfaction survey delivered in spring of 2014 revealed College Council was not as effective as it thought it was. This led to changes in both College Council and Academic Senate to improve the flow of information up and down the ladder of representation—Academic Senate in scheduling specific committee reports each meeting and College Council in relocating constituent reports at the beginning of the agenda rather than the end, and a one-stop governance tab created on the college website with agendas, minutes, and meeting schedules for all participatory governance committees. An additional improvement in 15-16 was turning the Student Success and Support Council into a participatory governance committee, which immediately set about deepening institutional dialogue about student success by creating four inquiry groups in spring 2017 to research best practices around the Student Success Factors of “Directed,” “Focused,” and “Connected.”

Also in AY 16-17, the college applied for and was awarded an IEPI technical assistance grant with the area of focus being the development of an institutional research office. In 17-18, the college implemented the work of the inquiry groups with a set of “plug and play” strategies that full-time and adjunct instructors were asked to employ in their classes, and also carried out the work of establishing an institutional research office. In 19-20, the OIR reported out on declining enrollment at the IWV campus, with the result of making changes to the IWV block schedule: sessions were conducted for classified staff, managers, and faculty through presentations at committee and all-staff meetings, at lunch-n-learns, and at flex day activities. Also in 19-20, the college applied for a second round of IEPI technical assistance funding to build out a “Phase 2” of the OIR with the goal of expanding the availability and use of data for the college community.

In AY 20-21, with the roll-out of district-wide dashboards, the college OIR pivoted to infographics as part of the IEPI grant's goal of developing increasingly tailored and customized reports and summaries that are interactive, easy to use, and visually appealing. In addition, research was conducted on data governance structures at other colleges, with the outcome that IEC should be the entity to advise the college on matters relating to data governance. In AY 21-22, a comprehensive data set formatted for easy embedding into program review documents was developed by OIR.

AY 22-23 saw the hiring of a new college director of institutional research, and one immediate improvement was the development of the first generation of Student Profiles, aggregating important data points about defined populations (e.g., Hispanic women, all Hispanic students, first-generation students, etc.) based on annual cohorts—data points like average age, percent seeing a counselor, percent on financial aid, retention rate, persistence rate from fall to spring, etc. A spring flex day presentation received rave reviews. In AY 23-24 comprehensive data sets for annual unit planning were curated by the OIR, who also volunteered to meet with individual departments to facilitate dialogue around department and unit achievements.

Goals

- Complete a redesign of the Office of Institutional Research website to provide data—including disaggregated data— more visibly to the college community in a single central easy-to-find location.

Rubric Statement 3: The institution reviews and refines its integrated planning processes.

Continued Progress

Since 2011-12, the annual integrated planning cycle has undergone improvements 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,
- 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),