DOCUMENT RESUME

ED 415 941 JC 980 104

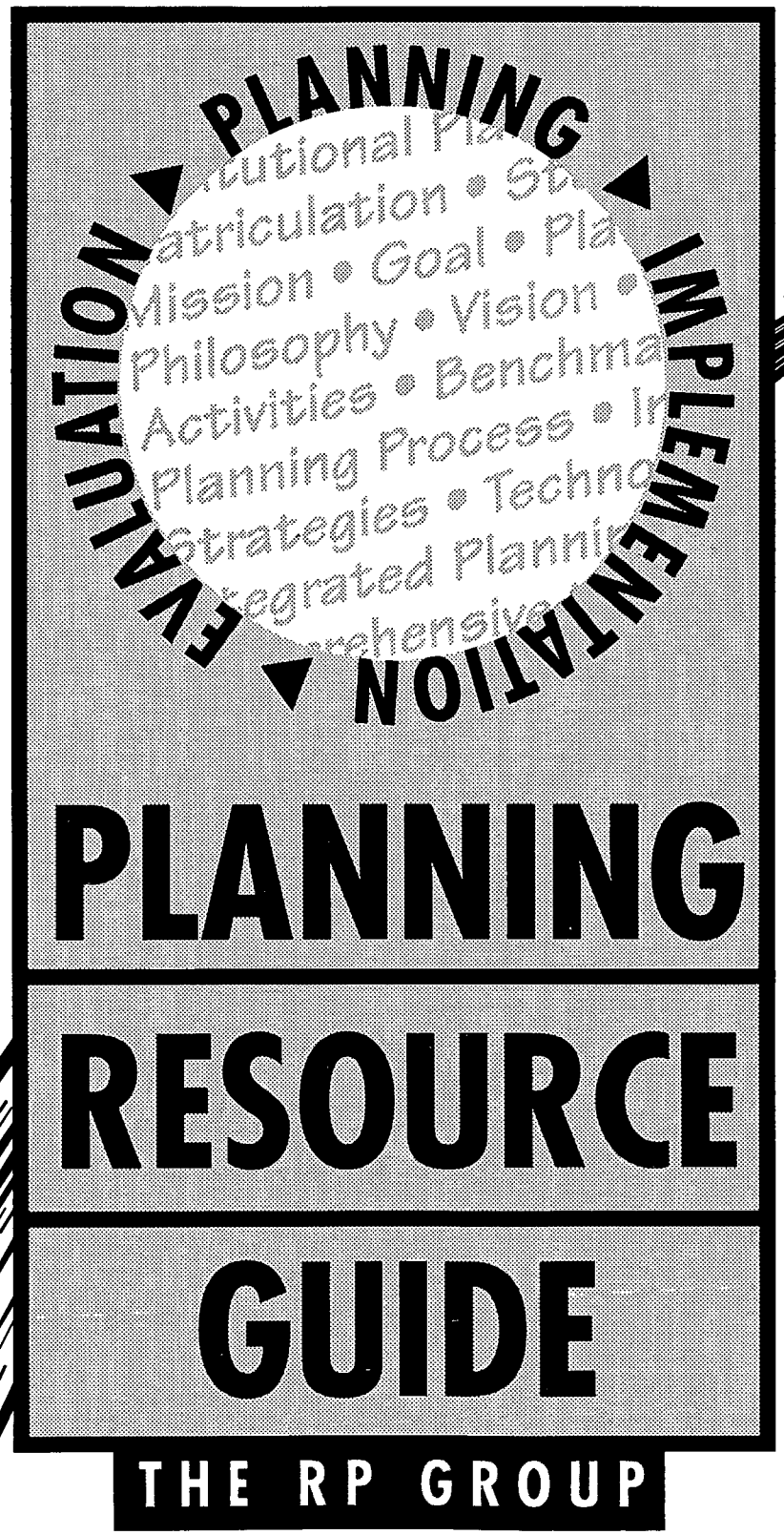
TITLE	Planning Resource Guide.
INSTITUTION	RP Group of California Community Colleges, Santa Ana.
PUB DATE	1997-09-00
NOTE	106p.
PUB TYPE	Guides - Non-Classroom (055) -- Reports - Evaluative (142)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Administrator Guides; *College Planning; Community Colleges; Cooperative Planning; Definitions; Educational Change; *Educational Improvement; Educational Planning; Integrated Activities; Long Range Planning; Organizational Effectiveness; Program Effectiveness; Program Implementation; Resource Materials; *School Effectiveness; Strategic Planning; Two Year Colleges
IDENTIFIERS	*California Community Colleges

ABSTRACT

The Planning Resource Guide by the RP Group of California Community Colleges was created to provide practical planning assistance. It contains four sections, including: (1) a basic conceptual framework for planning; (2) common planning definitions for colleges; (3) planning steps and samples of planning structures; and (4) suggestions for linking a variety of planning-related college functions. Chapter 1 identifies an effective planning process as one that deals with critical issues for improvement, fits the culture of the college, balances reflection and information analysis for significant impact on outcomes, is directed towards student and community, builds on strengths, and articulates new opportunities. Chapter 2 provides key definitions of planning terms on the institutional, subject, and unit levels. Chapter 3 describes the steps in the planning process: planning, researching and analyzing, creating plans, implementing plans, and evaluation. Chapter 4 offers guidelines and examples for integrating steps in the planning process. Appendices include sample planning structures, planning calendars, planning-related requirements for California Community Colleges, ACCJC/WASC Accreditation standards, and planning definitions. (YKH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 415 941



"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. Slark

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

TC 980 104

BEST COPY AVAILABLE

Planning Resource Guide

The RP Group of
California Community Colleges
September 1997

"If any one idea about leadership has inspired organizations for thousands of years, it's the capacity to hold a shared picture of the future we seek to create. One is hard pressed to think of any organization that has sustained some measure of greatness in the absence of goals, values, and missions that become deeply shared throughout the organization . . . Where there is a genuine vision (as opposed to the all-too-familiar 'vision statement'), people excel and learn, not because they are told to, but because they want to." Peter Senge, The Fifth Discipline.

Table of Contents

	Page #
Preface	i
List of Participants	iii
Introduction	iv
Chapter I: Effective Planning	1
Chapter II: Definitions of Planning Terms	5
Chapter III: Steps in the Planning Process	15
Chapter IV: Integrated Planning	22
Appendices	29
◆ Samples of planning structures	30
◆ Samples of planning calendars	37
◆ Samples of plans	47
◆ Planning-related requirements for California Community Colleges	54
◆ ACCJC/WASC Accreditation Standards	67
◆ Planning definitions	83

"If you do not think about the future, you cannot have one."

John Galsworthy

Preface

"The future belongs to those who believe in the beauty of their dreams."

Eleanor Roosevelt

Provoked by unpredictable and unstable revenue conditions, accreditation agency encouragement, and demographic and economic imperatives, greater numbers of California community colleges are engaged in planning activities now than at any time before. This is, indeed, a positive development in terms of ensuring sound educational practices and a solid future for our colleges. However, now that the community colleges' faculty and staff leadership have become convinced that they need to plan for the future and are investing time and energy in planning efforts, many find it difficult to create *effective* planning processes and to refine their planning structures to accommodate a complex planning environment.

We have asked ourselves, for example, "What should a college mission statement include?" "How should college goals and objectives relate to resource allocations?" "What should the relationship be between, say, our Student Equity Plan and our strategic plan; between our accreditation self-study and other planning; between program review and our college mission? And, how do we design and implement those relationships?"

Recognizing the importance and challenges of planning, the RP Group convened a broad-based work group in Fall 1996 in order to develop a planning resource guide specifically to assist California community colleges to address these issues. The group included representation from:

- The RP Group of professional research and planning officers
- The Academic Senate for California Community College
- The California Community College Chancellor's Office
- The Accrediting Commission for Community and Junior Colleges
- The Community College League of California
- The Chief Instructional Officers of the California Community Colleges

Of the many who provided invaluable contributions to this Guide, I want to acknowledge the principal authors: Bill Scroggins, Linda Umbdenstock, Katrin Spinetta and Jon Kangas.

While the guide is not intended to provide an in-depth discussion of planning theory, the reader will be able to recognize consistent themes throughout the document: **the planning process should be cyclic; plans and planning steps must be linked; and plans need to be action-oriented.**

The guide is intended to provide practical assistance to promote effective planning. The guide includes 1) a basic conceptual framework for planning (Chapter I); 2) common planning definitions for colleges (Chapter II); 3) planning steps and samples of planning structures (Chapter III and Appendices); and 4) suggestions for linking a variety of planning-related college functions (Chapter IV).

Because of the interest expressed in this publication and the additional topics that presented themselves during its development, it is likely that this publication will be the first in a series of models of good practice.

Regardless of the planning processes, structures and definitions selected by a college, it is most important that college leaders remain fixed on the ultimate outcome of planning: ***action*** to create organizational enhancements in order to maximize student learning. Becoming overly transfixed on planning logistics can threaten the efficiency of planning and effectiveness of planning outcomes. An important key to effective planning is streamlined processes that focus on future students' learning needs. We think that this guide provides the mechanisms for such planning.

Julie Slark

List of Participants

Name	Title	College/Organization
William M. Andrews	Vice President/Instruction	Saddleback College
Barbara Beno	President	Vista Community College
Kirk Brettschneider	Director/Information Services	Taft College
Terry Burgess	Vice President/Instruction	Irvine Valley College
Rita Burleigh	Vice President/Student Learning	Mt. San Antonio College
May Chen	Director/Research & Planning	Los Angeles Community College District
Sara Crespo	Assistant Administrative Analyst	Los Angeles Community College District
Douglas Houston	Planning Director	Barstow College
Jon Kangas	District Dean/Academic Standards	San Jose/Evergreen Community College District
Jing Luan	Director/Institutional Research	Cabrillo College
Rita Mize	Director/State Policy & Research	Community College League of California
Bill Scroggins	President (1997-98)	Academic Senate for California Community Colleges
Julie Slark, Convener	Exec Dir/Research, Planning, & Resource Development	Rancho Santiago Community College District
Ling Song	Director/Research & Planning	College of Marin
Katrin Spinetta	Director/Institutional Development	Peralta Community College District
Linda Umbdenstock	Dean/Planning	Long Beach Community College
Judy Walters	Vice Chancellor/Policy Analysis and MIS Division	Chancellor's Office of the California Community Colleges
Judith Watkins	Associate Executive Director	Accrediting Commission for Community and Junior Colleges

Acknowledgments

This much needed planning document would not have been possible without the enthusiastic and visionary leadership of Julie Slark, 1996-97 President of the RP Group. Julie recognized the need for this handbook, convened the group, and ably supported and guided us through the development and writing process. The group wishes to acknowledge her efforts in what promises to be an excellent and most useful resource in assisting the California Community Colleges in planning for the future.

Introduction

This Planning Resource Guide is intended to assist all persons involved in decision making at your institution in developing, implementing, and evaluating a planning process.

Among the groups and individuals who may find this guide especially helpful in their planning efforts are:

- Boards of Trustees
- Chief Executive Officers
- Academic Senate & faculty
- Fiscal Officers
- Administrators
- Research & planning officers
- Accrediting teams
- Accreditation self-study participants
- Grant writers
- Support staff
- College committees
- Advisory boards
- Foundation boards & staff
- Student leaders
- Community partners
- Shared governance teams

"Even if you're on the right track, you'll get run over if you just sit there."

Will Rogers

The purpose of planning is to:

- Support the institutional mission & vision
- Provide clear, shared direction for action
- Ensure fulfillment of goals & objectives
- Allocate resources effectively
- Encourage meaningful participation of faculty & staff
- Strengthen organizations
- Provide opportunities for teamwork & collaboration
- Communicate shared information
- Facilitate forecasting to maintain currency, relevance, & accountability
- Anticipate change, future opportunities, & trends
- Fulfill state, federal, & accreditation requirements

This guide provides:

- Definitions of common planning terms
- Characteristics of effective planning processes
- Steps in the planning process
- Strategies for integrating plans
- Samples of various types of plans
- Reference materials

Creating plans is just the beginning. After you have developed a process and identified major players, you must implement and continually review and update your plans.

Chapter I
Effective Planning

Chapter I

Effective Planning

An effective planning process provides stakeholders with the necessary tools, motivation, morale, knowledge, insights and teamwork necessary to take on challenges and to ensure a bright future for the college.

An effective planning process:

- Deals with critical issues and provides for ongoing improvement
- Fits the unique culture of a college
- Balances thoughtful reflection, analysis of information, and determination for outcomes to produce significant impact
- Is directed towards students and the community rather than focused on the needs of staff, although staff are thoughtfully considered in the development of a shared learning environment.
- Builds on identified strengths and articulates new opportunities

Sample planning structures and calendars in the appendices demonstrate:
- *unique approaches*
- *simple approaches*
- *inclusiveness*
- *necessary reflection and study*
- *planning linkages*
- *and much more*

Principles for Participation:

- Stakeholders. Multiple points of view are valuable. The perspectives of the communities and students, whether or not they are represented on committees, are actively sought.
- Involvement. Active processing with feedback loops (either at different stages of the process or at some critical point in each cycle) is encouraged. Discussion of the most important issues must be open and honest.
- Roles. The unique responsibilities of the Board of Trustees, Academic Senate, management, support staff, and professional expertise are respected.

- Ownership. The more the insights and concerns of every group have been heard, the more likely it is that the plan will be accepted and implemented. The means of participation and collaboration reflect a concern for the whole to emerge rather than being a battleground of one segment over another. Shared information, resources, and strategies result in a more vibrant college.

Principles for Organization:

- The Planning Cycle deals with breadth and depth issues, study, reflection and action, looking back on what has been done but mostly forward to what needs to happen next.
- Planning Relationships deal with *integrating* functions and focusing efforts of the college across departments, major activities, strategies, operations, and resources.
- Planning Steps structure roles, resource allocation and expected outcomes on a timeline.
- Planning Information brings rationales rooted in concrete, actual data to bear on decisions in combination with institutional values.
- Planning Resources and Support ensure that the task is feasible because there is leadership commitment, realistic timelines, and appropriate staff support.

Principles for Results:

- *Focus on students and community* versus convenience and habit
- Be *future-oriented,* considering the critical impact of emerging needs, direction, roles versus the way things always were
- Be *action-oriented* with respect to decision-making and allocation of resources versus creating a tome that sits on a shelf
- Provide *evidence of improvement in outcomes* versus maintaining the status quo

An effective planning process enables the college to be more successful and increase its capacity to meet any challenge.

The checklist on the next page will enable you to periodically assess the planning process and make adjustments for its improvement.

How Do You Know You Have an Effective Planning Process?

Planning Is About Participation (WHO)

- ❒ The planning process is equitably shared by all groups and factions. Collaborative efforts are constructive, without withholding, stalling, or sabotaging.
- ❒ People want to participate in the planning process.
- ❒ Attendance at meetings and events is strong and consistent.
- ❒ Participants demonstrate responsibility for the outcomes.

Planning Is About an Organized Process (HOW)

- ❒ The process can be easily and clearly described. It is simple.
- ❒ Planning uses external reality checks (such as external changes, community and student needs) and internal reality checks (such as feedback from other groups, processes, and resources). Issues are faced honestly.
- ❒ The process uses feedback from the previous cycle to improve the process.
- ❒ The process is flexible; it accommodates the unexpected and incorporates critical information as it occurs.
- ❒ Information use and distribution is efficient, timely and, when possible, uses technology to increase participation and decrease paperwork burden
- ❒ Planning fits the institutional culture and its level of complexity is appropriate to the college (large/small, single/multiple setting). While planning takes effort, participants are not overwhelmed.
- ❒ Planning tasks can be accomplished with a reasonable amount of resources.
- ❒ Action and thoughtfulness are well balanced and linked.

Planning Is About Making a Difference (SO WHAT)

- ❒ The plan gets funded and implemented; it makes progress toward its goals; students and the community benefit demonstrably.
- ❒ Prior to beginning the next cycle, some of the previous plan has been implemented.
- ❒ The college is guided by the plan (for example, to make decisions; to allocate resources; to establish priorities; to seek grants, partnerships, and other opportunities; and to provide cohesion to multiple efforts).
- ❒ As a result of the process, all groups are aligned (they have clear roles in the process; they share a common sense of direction/priorities; they do not work at cross-purposes).
- ❒ Plans are linked to another.
- ❒ Staff are knowledgeable of plans' objectives.
- ❒ Staff are empowered with the means to be effective.

Chapter II
Definition of Planning Terms

Chapter II

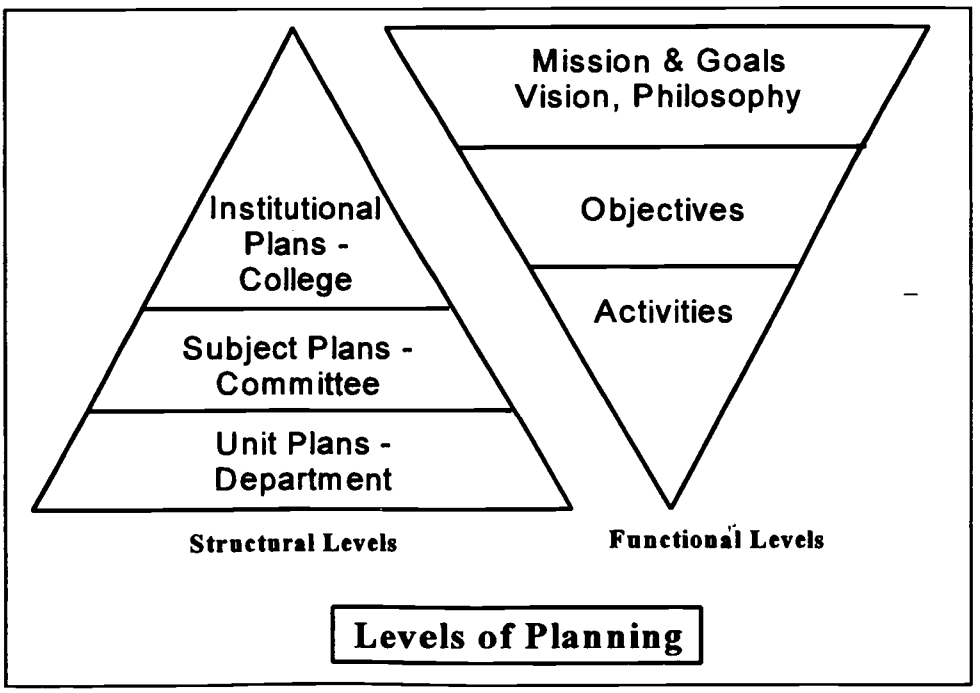
Definition of Planning Terms

There are many terms used in planning. From planning textbook to textbook and from college to college, the terms are often defined differently. For example, the debate about the difference between a goal and an objective is still going on.

The definitions presented here are not intended to be the definitive or proper definitions of planning terms but rather a set of terms that have internal consistency, and that, when used together, can help in the difficult task of integrating the many kinds of plans characteristic of the California Community Colleges. If adopted widely, it is also hoped that this arrangement and definition of terms will facilitate planning discussions within the California Community College system and between colleges and the accrediting teams in their review of planning activities at a given college.

Key definitions will be presented that relate to:

- the *structural* level within the college and
- the *function* of the activities within the planning process.



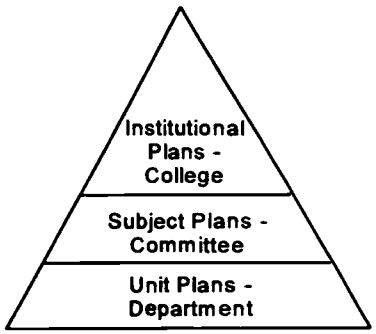
Levels of Planning

Definition of Terms by Structural Level Within the College

It can be useful to consider plans in relation to their *scope* within the institutional structure. Most plans can be categorized as belonging to one of three levels:

1. Institutional Level
2. Subject Level
3. Unit Level

The nature of each of these levels is described and the kinds of plans common to each is listed.



Structural Levels

Institutional Level

Scope: Plans at this level typically:

- provide planning direction for all aspects of the college
- respond to statutory imperatives
- are influenced in their development by directions deemed important by the governing board as well as by the college community as a whole
- combine, synthesize or prioritize objectives from the Subject Plans and Unit Plans
- are initiated and/or reviewed by a college-wide shared governance group
- are forwarded to a governing board for review, comment, and approval
- are shaped in their general direction by town hall type meetings with broad participation

Examples: Comprehensive Master Plan, Strategic Plan, Educational Master Plan, and Facilities Master Plan are common examples of Institutional Plans. See the Appendices for specific definitions.

Definition: An Institutional Plan is:

- a document that outlines the major directions for a college over short and long terms
- extends the Mission, Vision, and Philosophy of the college into institutional goals and objectives.

- creates or builds upon college goals which are relatively stable over time
- functions both to create specific objectives for college goals and to synthesize the objectives of the many Subject Plans in a way which sets the direction for further development and refinement of those plans.
- is reviewed and updated each year

Subject Level

Scope: Plans at this level typically:

- cut across more than one unit and often have college-wide impact
- have a single focus such as matriculation or student equity
- may combine, synthesize or prioritize elements from the Unit Level plans
- are formulated by committees with representation appropriate to the focus of the plan
- are a series of objectives which may be organized around the college goals as well as having their specific focus
- may be presented to a college governance group and to a governing board for review, comment and/or approval[1]

Examples: Matriculation, student equity, technology, affirmative action, staff development, and staffing plans are common examples of Subject Plans. See the Appendices for specific definitions.

Definition: Subject Plans have a unifying theme which combines aspects of many Unit Level responsibilities, with such themes often directly related to carrying out specific objectives of the Master Plan through college-wide committees formed for that task.

---

[1]Some plans such as the Student Equity Plan require board approval. Some plans such as Matriculation require signatures from many campus positions.

Unit Level Plans

Scope: Plans at this level:

- pertain to a single unit such as a department, discipline or student service area
- correspond to the smallest budget and accountability unit
- are evaluated as the fundamental unit of program review
- are typically prepared by the members of the unit and their respective supervising administrators

Examples: Five-year plans, program reviews, and evaluations of individual student service units such as EOPS and DSPS are common examples of Unit Plans. See the Appendices for specific definitions.

Definition: Unit Plans are based on the smallest organizational unit of the college, for budget, planning, accountability, and administrative purposes, and contain the goals and objectives of that unit, as identified by unit members and organized around the college goals in the Master Plan. Examples of Units include disciplines or departments in instructional areas, operational units such as counseling and tutorial center in student services, and the business office and custodial services in administration services.

Definition of Terms by Function in the Planning Process

Plans can also be organized in relationship to their role in the planning process. Some documents set general directions while some give specifics. Some lay a foundation while others overlay exact steps to take. All of these types of plans help to organize the overall planning process. A series of definitions is provided here for the major planning terms that are used to organize community college plans. The terms include:

- Mission
- Philosophy
- Vision
- Goals
- Objectives
- Activities
- Targets or Benchmarks
- Evaluation

Functional Levels

Mission

- is a statement designed to inform the public of the purpose of the organization
- distinguishes the community college from other kinds of educational institutions
- defines the population to be served (see accreditation standards in the Appendices)
- is reflective of the college philosophy
- outlines the primary focus of the college as outlined in Title 5, such as offering:
  - lower division transfer courses in arts and sciences
  - vocational and technical courses
  - general or liberal arts courses
  - adult noncredit courses
  - community services classes
  - economic development
  - basic skills instruction
  - support services
- may be stated with a set of goals that reflect the above categories and that may function as the organizational outline for college plans
- is congruent with the California Community College mission defined in Title 5

ACCJC/WASC Accreditation Standard 1.2: "The mission statement defines the students the institution intends to serve as well as the parameters under which programs can be offered and resources allocated."

- is to be reviewed regularly (see accreditation standards in the Appendices) but is relatively stable over time[2]
- is published in the college catalog and other publications aimed at students and the public

Philosophy

- is a statement of the values and beliefs that influence the objectives chosen by the college
- creates a unique and distinctive tone or climate for the college
- can be reviewed regularly and changed as the collective values of the college change
- is not used as the organizing structure of the various college plans
- is not required by Title 5 or accreditation
- is often published in class schedules, college catalogs, brochures and other communications with the public

Vision

- is a statement that paints a picture of where the college intends to be in the future
- is often a positive description of a college's intended student outcomes
- can be reviewed annually and changed as the collective vision of the college changes
- is often tailored to the specific nature of the community or job market
- is not used as the organizing structure of the various college plans
- is not required by Title 5 or accreditation
- is often published in class schedules, college catalogs, brochures and other communications with the public

---

[2]The recent addition of economic development by the legislature as an obligation of the community college is an example of an event that will cause mission statements to be revised.

The Unique Role of Goals

Goals identify what the organization intends to accomplish. Goals are typically used in plans large and small, each time tailored to the needs of the group at hand. This paper proposes a unified, integrated model for the use of goals:

- A unique set of goals are developed by involving all members of the college community.
- These goals are adopted at all levels, from college down to individual units.
- The varied objectives at each level and for each group are organized under these over-arching goals.
- These goals become unifying and integrating factors for all groups.

Goals

- are relatively permanent statements of the major accomplishments that the college will achieve
- reflect the entire scope of college activities
- are reviewed annually but not changed frequently
- can be listed in the catalog with a brief mission statement and together are labeled "Mission and Goals"
- are very useful in organizing the objectives in all levels of plans (Institutional, Subject, and Unit Plans) to increase the integration of college planning. Examples of overarching goals include:
  - "increase student access"
  - "increase student success"
  - "increase institutional effectiveness"

Objectives

- are created to achieve the college goals
- are organized in written plans at all levels around college goals
- direct action
- are measurable
- connect a set of activities
- are at a precise level of specificity such as:
  - "creating a computerized basic skills reading lab by the end of the next Spring semester"
  - "increasing the number of high school graduates in the college by 10% by the end of the next academic year"[3]
- are often stated with timelines for achievement
- should include the costs associated with them
- may be divided into short and long term

[3] Note that this objective incorporates a numerical *benchmark* outcome.

- are often listed with a single person, committee or group to be held responsible for completion
- are often prioritized according to their level of importance, feasibility, etc.
- are best reviewed annually but may be reviewed less often in plans having longer review cycles such as program review plans
- are relevant objectives of the Unit Plans that will be reviewed by the Subject planning committees in a planning process that is well integrated
- are most useful when stated in a way that completion can be demonstrated or observed

"Ends"

John Carver has developed the concept of Ends policies. Ends policies define the intended value added of the college to the community. In essence, they represent goals for the college of a board. An example:

Have an employable adult population with work-force skills necessary for employment.

CCLC 1997 Trustee Handbook

Targets or Benchmarks

- are an anticipated level of achievement associated with objectives, usually in numerically measurable terms
- are specific outcomes that one is "aiming" for such as:
  - "increase success rate in arithmetic classes by 10% by the end of the next academic year"
  - "increase the number of transfers by 100 by the end of the next academic year"
  - "increase the number of students enrolled in Web Site Construction 101 by 20% by the end of the next academic year"
- can be included within an objective statement

Activities

- are the very specific steps to achieve an objective
- are usually not a component of Master Plans but are an essential component of Strategic Plans and are especially useful for Subject Plans and Unit Plans
- are often listed with the person indicated who will perform the activity

- are at the level of, for example, who will prepare purchase orders to buy the equipment, or who will set up a meeting to get a committee together, or who will do the research on a particular kind of software to go in the basic skills lab
- usually contain a timeline for accomplishing the tasks
- often contain benchmarks to gauge progress, such as:
  - "arithmetic faculty will hold one office hour per week in the tutorial center next semester and will compare performances of those who do and do not make use of tutorial services"[4]
  - "the transfer center director and advisory committee will increase by 25% the number of colleges at Career Day and will measure student satisfaction among participants"[4]

Evaluation

- is an essential component of plans and the planning process at all levels
- comprises the methods by which it will be determined that the goals, objectives and activities have been met or completed
- may include information from:
  - focus groups
  - presentations of completed documents
  - memos or minutes verifying that some activity has been scheduled or has taken place
  - data showing that something has happened more or less frequently
  - documentation of physical equipment or purchases
  - budget expenditure reports
  - research demonstrating achievement of the projected outcome
- will be used to influence new and revised/updated objectives in a well-integrated planning process
- may take place in the forms of program review, institutional effectiveness assessment, and measurement of progress towards objectives

---

[4]Note that these activities include an evaluation component.

Chapter 3
Steps in the Planning Process

Chapter III

Steps in the Planning Process

Structure the Planning Process
- Form the planning team within the shared governance structure of the college. Identify scope of work, due dates, and coordination responsibilities.

Step 1

Plan to Plan
- clarify planning task
- plan timelines
- identify needed resources
- finalize planning structure
- examine existing plans, their outcomes and relationship to this plan
- articulate or clarify values and/or guidelines

Step 2

Research & Analyze
- identify needed information
- obtain needed information
- incorporate evaluation information from prior planning efforts
- from information, develop assumptions and forecasts, and identify issues
- derive implications and potential impacts

Step 3

Create Plans
- from implications and impacts, identify priorities for your plan
- create mission, goals, or objectives
- create action plan (strategies and activities to meet goal(s), resources, timelines, responsibilities)

PLANNING

Step 4

Implement Plans
- integrate action plans into appropriate operational processes
- conduct strategies and activities

Step 5

Evaluate
- evaluate progress towards goals on a specified ongoing basis
- modify goal strategies and activities appropriately

IMPLEMENTATION

EVALUATION

Communication, Consultation, & Building Awareness

Follow-up to the Planning Process
- Evaluate the effectiveness of the planning process accordingly.
- Assure alignment of all related plans.

BEST COPY AVAILABLE

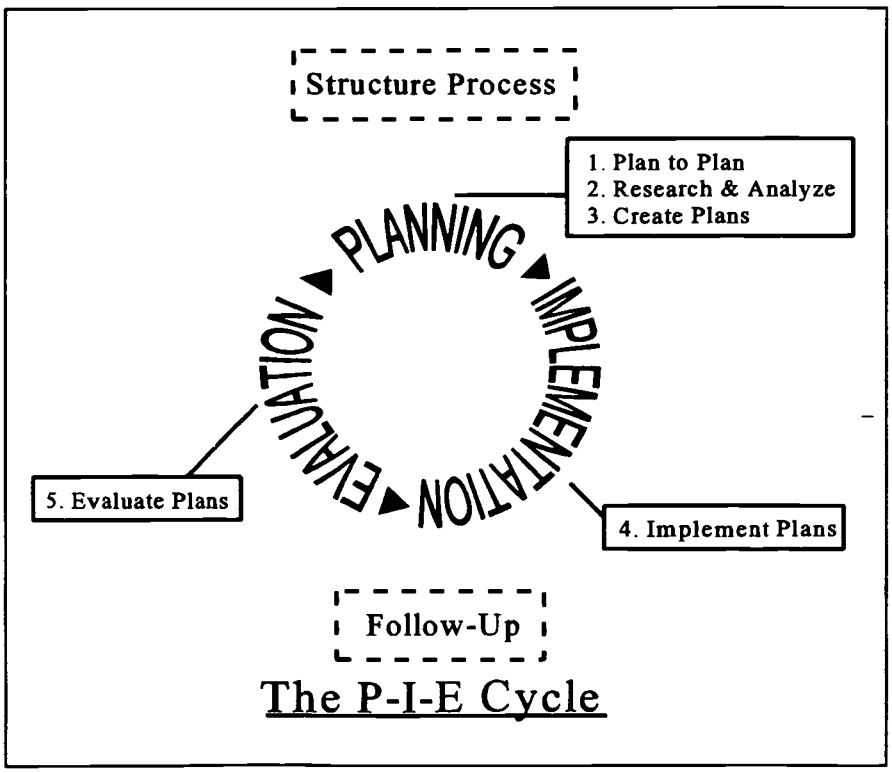
"ALICE: Would you tell me which way I ought to go from here? CHESHIRE CAT: That depends on where you want to get to."

Lewis Carroll

Steps in the Planning Process

The *planning process* includes Planning, Implementation, and Evaluation components and planning steps should be continuous and cyclic in sequence. After the creation of plans, implementation takes place, followed by evaluation of the process and evaluation of progress towards goals and objectives. Evaluation results affect subsequent planning, and so forth. Specific steps of the planning process are outlined in this chapter. Samples in the Appendices exemplify some of the steps. **Once developed, your college's planning processes should be documented in a publication accessible to all.**

The planning process should be preceded with a structuring activity during which planning participants and parameters are identified. It is important at this time to consider the appropriate role of the Board of Trustees.



The P-I-E Cycle

Step 1: Plan

Clarify planning task: What is the product or outcome of the planning effort desired, including level of specificity and future time period to be addressed in the plan? Determine the level of the planning in terms of "Institutional Plan," "Subject Plan," or "Unit Plan;" this will guide the extent of detail required for the plan.

Sample planning calendars can be found in the appendices on pages 37 to 46.

Plan timelines: Working backwards from plan due date, establish planning calendar, considering other related events (e.g., accreditation cycles) and schedules (e.g., school calendar). Allow adequate time for communication, consultation, and building awareness.

Identify needed resources: Resources include appropriate participants, e.g.,

1) planning and research officers,
2) representation from employee groups and college segments,
3) leadership,
4) individuals with expertise,
5) writers.

Other resources include

1) examples of similar planning models from other colleges or agencies,
2) technical support (e.g., clerical support, consultants, data sources),
3) event/meeting resources (e.g., facilities, facilitators).
4) communication mechanisms

Finalize planning structure: Is the planning team complete? Have all stakeholders been identified and involved? Have timelines, meeting schedules, and meeting protocols been developed? Have the means of communication and consultation been established?

Examine existing plans: Use existing and previous plans and definitions wherever possible. For example, student outcomes objectives should be standardized and coordinated. The multitude of college plans should complement each other; for example, staff development and technology plans should be supportive of each other's objectives.

Articulate or clarify values: This includes both institutional, core values and the development of guidelines for the planning activity being addressed. Values and guidelines help maintain unified efforts. An example of a value is, "We are a learning organization."

An example of a guideline is, "We are going to leave no stone unturned for this planning" or "We will streamline this planning process."

Step 2: Research and Analyze

"The use of data for decision-making is becoming commonplace."

Identify needed information: Think of contextual information as well as specific information, information external to the college as well as internal, trends and future information as well as current. This step is particularly important for community colleges, which are mandated to serve the needs of the community. Types of information include:

- environmental scanning, both internal and external [such as gathering population demographic projections for your service area (external), or level of technology expertise of current faculty and staff (internal)]
- SWOTS (strengths, weaknesses, opportunities, and trends) [for example, the college is located in an area of economic, growth (strength), the college's vocational programs do not represent high growth vocations (weakness), large businesses in the area are very supportive of the college (opportunity), local businesses are increasingly owned by women entrepreneurs (trend)]
- key performance indicators (such as successful course completion rates for instructional units)
- critical issues (such as continual reduction in services provided by city, county, state, and federal governments)
- cross-impact analysis (for example, to what extent will welfare reform, the CSU policy on remediation, and federal testing guidelines affect curriculum and enrollment management)

Use the expertise of a research professional to streamline this step. The more you "think outside of the box" for this step, the better your planning outcome will be.

Obtain needed information: Consider brainstorming, benchmarking, external sources, Internet, community forums, especially with non-traditional "voices," students, staff, retreats, as well as surveying and research studies. Remember that the Board of Trustees officially represent the external community interests and must be involved. Don't get bogged down at this step, however.

Incorporate evaluation information from prior planning efforts: What has been successful in past planned activities and what has not been successful? This is important when reviewing and updating plans as well as when creating entirely new plans.

Develop assumptions: This is the synthesis step which allows the planning team to focus the gathered information. Information must be appropriately summarized, combined, contrasted, and displayed in order to inform. For example, you may find that participation rates for your service area have remained stable overall but have declined for a particular segment of the community. What would such a finding suggest to you? That the educational needs of the declining segment have changed? That the college needs to enhance access for this segment?

Derive implications: A variety of perspectives is necessary to identify potential implications and significance of a given issue. Identify relationships among the gathered information, the topics being considered, and the influence on the future. Classify information for types of use as it relates to the future of your college or your planning task; for example, group information by categories such as barriers to overcome, changes to be addressed, improvements to be made.

Step 3: Create Plans

Identify priorities: Identify possible responses to the implications identified above and then, to prioritize, consider feasibility, desirability, importance, and timelines of those possible responses. This step requires substantial discussion to ensure consensus and focus. This is perhaps the most important step in the planning process.

Create mission, goals or objectives: Depending on the level of the plan, translate the priorities established in the preceding step into mission, goal or objective statements. The statements should be action oriented and specify the nature of the expected results in terms of "who," "what" and/or "how." Consider coordination needed with other existing plans and transition from previous plans.

Create action plan: Specify the activities and their timelines, and the sequence necessary to achieve the level of goal attainment. Include benchmarks, measurable objectives, and an evaluation component. Realistically, in coordination with resource allocation

processes, identify the start up and ongoing staff time, facilities, equipment, and other resources, such as training, necessary to achieve the objectives. Include resources needed for each objective in the plan. Identify who is responsible for coordinating and who is actually doing the activity. Assure appropriate collaboration. This step represents the major role and work of the college.

Ask: Is this a new activity or a revised way to address a current activity? Will this represent a new and additional staff responsibility, or a change in current responsibilities and resources? Is this a new long-term commitment? Is the activity a set of tasks within a given area of the college or a comprehensive strategy across the college with an annual sequence of steps?

At this point, a written plan is produced, appropriate approvals are obtained, and needed resources are appropriated.

"The best plan is only a plan--that is, good intentions--unless it degenerates into work."

Peter Drucker

Step 4: Implement Plans

Monitor that activities are underway and that unforseen hurdles do not interfere with them. Monitor for critical interfaces with approval processes, budget, potential new processes and policies needed. Make mid-course refinements and corrections along the way. Be careful not to micromanage or strangle emerging opportunities. Incorporate new information as it arises while maintaining focus.

Step 5: Evaluate

You become what you measure!

This step is really the beginning of a new cycle. An evaluation strategy should have been developed as part of the action plan. Depending on whether the expected result is a college outcome or a measurable objective, gather and publish results on a specified timeline. Provide evaluation information to the planning team, everyone involved in the implementation, and college leadership. Use the evaluation information for modification and refinement of plans and mid-course corrections.

Chapter 4
Integrated Planning

Chapter IV

Integrated Planning

One of the most common criticisms of colleges made by accreditation teams is that planning is not *integrated*; that is, planning is often fragmented. This section suggests several ways to increase the level of integration of planning.

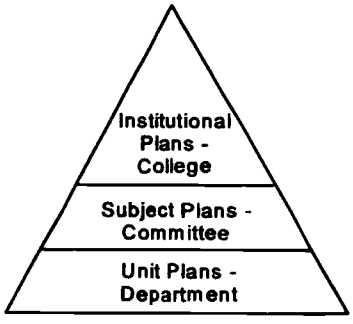
Greater integration is necessary within the:

- 3 *levels* of plans - both horizontally and vertically
- steps in the planning process: "research & analyze" and "create plan" (i.e., between *research* and *planning*)
- plans and resource allocation

Integrating the Three Levels of Plans

Strategies

Greater integration among the three planning levels (Institutional, Subject, and Unit), horizontally and vertically, can be achieved by:



Structural Levels

- having plans at all levels organized around college goals such that Subject Plans and Unit Plans begin with those goals and list their specific objectives under them (see examples in the Appendices)
- reviewing plans and objectives from each level when forming plans and objectives at each of the other levels with appropriate give-and-take to assure consistency and coherence
- creating a planning calendar that coordinates related activities, such as submission of the Educational Master Plan, accreditation activities, and program review cycles
- having a group responsible for major planning activities and planning coordination

- publishing a description of the college's planning processes with demonstrates the strategies of coordination and planning processes

Examples

- The Technology Plan has an objective of computer literacy for all students completing programs. In reviewing the Technology Plan, the library staff adopts specific objectives related to computer literacy such as establishing standards for information competency, for their Unit Plan. (Strategy: Unit reviews Subject Plans.)
- The physics and chemistry departments in their Unit Plans have objectives to integrate computer modeling into lab curriculum. In reviewing the various Unit Plans, the Technology Committee incorporates integrating computer applications within existing curriculum as an objective in the Technology Plan. (Strategy: Committee reviews Unit Plans.)
- The counseling department establishes an objective to acquire a computer to support its on-site assessment of high school students. This objective is incorporated by the Matriculation Committee into the Student Equity Plan aimed at increasing access of students from high schools and into the Matriculation Plan as part of the assessment component; it is incorporated by the Planning Committee into the capital equipment plan as part of the computer acquisition program. (Strategy: Horizontal review of Subject Plans by Committees.)

Activities which support these strategies include:

- adopting common planning processes and definitions for use throughout the college
- identifying one individual, such as a Planning Officer or Director of Planning, who participates in all planning activities and provides continuity
- storing all coded objectives in a database accessible to everyone who is developing or revising a plan
- storing all plans in a file cabinet or computer file to which everyone has access

Integrating Steps in the Planning Process: "Research and Analyze" and "Create Plans"

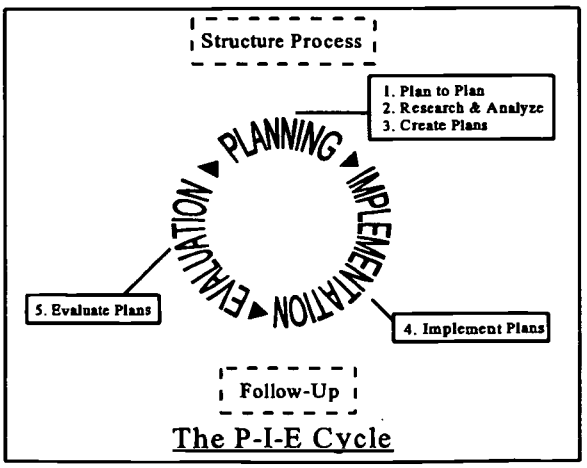
Develop a pervasive "strategic-thinking" environment.

Strategies

Greater integration between "research and analyze" and "create plans" can be achieved by:

- creating ongoing awareness of information as a basis for planning
  - regularly publish trends information and distribute to all faculty and staff
  - bring "futures" speakers to the college
  - post trends information on web sites of public computer folders
  - routinely present research information to key leadership and planning groups
- using information as a basis for plans
  - offer kick-off planning sessions in which trends information is reviewed and discussed
  - structure discussions of the possible impacts and implications of trends
  - discuss the possible concrete responses to those trends
  - incorporate advisory committee and community members more fully in planning processes
  - use local institutional research and institutional effectiveness assessments to inform planning
  - provide all planners with a uniform set of key college and demographic data
  - include a section in all plans where relevant background data is cited

Remember the Cycle:



The P-I-E Cycle

- assuring that all plans include an evaluation component which
  - has objectives stated in measurable terms
  - identifies the evaluation strategy for each objective
  - provides feedback mechanisms to planners which are used routinely in the formulation of new and revised objectives
  - directs planners to report evaluation results from Institutional Plans to the Board of Trustees

ACCJC/WASC Accreditation Standard 3.B.2: "The institution defines and integrates its evaluation and planning processes to identify priorities for improvement."

- establishing a research function
  - have research professional(s) on the college and/or district staff and include them in planning processes
  - create a college research agenda
  - use a research advisory committee to integrate research and planning, prioritize research activities, and disseminate research
  - combine the research and planning functions at the institutional level
  - ensure that research information is provided in such a way that recommendations can be easily identified (i.e., clear, synthesized, attractive, simple, user-friendly)

Examples

- The college has a research advisory committee made up of research staff and key individuals in the planning process such as faculty leadership, the senior administrative staff, grant writer, staff development coordinator, and management information system director. The committee assists the research staff in identifying and prioritizing research tasks and in the dissemination and interpretation of research results.
- The college has integrated mandated planning documents such as the Matriculation Plan, Student Equity Plan, and accountability report into a unified publication.
- The college has an annual planning calendar which sets dates for program review steps, due dates for Unit Plans, timelines for integration of Unit and Subject Plans into the Institutional Plan, due dates for facilities proposals, presentation of plans to the governing board for review or approval, and timelines for progress reports.
- The college has a multi-year planning calendar, which incorporates the accreditation cycle, identifies which units are to undergo program review each year, plans out steps in the facilities planning process, prioritizes deferred maintenance year-to-year, and culminates in the preparation of the accreditation self-study report.
- The college has a layered reporting style such that each Institutional Plan is disseminated in marketing format (for public consumption), progress format for the Board of Trustees, functional format (to assist planners within the institution), and in-depth format (with full statistical data).

Integrating Plans and Resource Allocation

Strategies

Greater integration between planning and resource allocation can be achieved if:

- plans include a description of resources needed and source of resources
- the budget is prioritized on the basis of objectives developed in the planning process
- the planning and budgeting cycles are coordinated through a widely published calendar in a way that the plans developed in year 1 serve as the source for budget priorities developed in year 2 for funds to be expended in year 3
- planning and budget units and the flow of information are aligned, particularly through a link between the groups overseeing planning, budgeting, and allocation of staff and facilities (when the same people are responsible for both planning and resource allocation, the link is stronger)
- the Board of Trustees expects and requires that connections between goals and resource allocation are explicated
- resources and budgeting are thought of in the broader sense that includes staff time and facilities as well as monetary income, e.g., college goals are met by devoting staff time according to planning priorities both within existing staff assignments and by shifting of staff assignments from one unit to another as college priorities shift
- the college engages in long term financial planning
- enrollment management is recognized as a critical component of planning and resource allocation

Remember:
Resources include more than annual discretionary funds. Resource also include
- *staff*
- *facilities*
- *existing allocations*
- *categorical revenue*

Examples

- A process is constructed for the designation of disciplines which will receive new faculty position allocations, with criteria based on college goals and objectives, and with a prioritization system that allows the disciplines to be chosen once the budget process determines the number of full-time faculty positions that can be funded.

- During times of financial retrenchment, college goals and objectives are prioritized to determine areas in which funding will be cut back (rather than an across-the-board cut which does not reflect college goals and objectives).
- The budget committee prioritizes unit requests based on the college goals and the unit objectives within those goals, using the basic rule that, "If it's not in the plan, you don't even get on the list!".
- The prioritized list of budget requests is used both to allocate revenues and, for those not funded, to seek additional monies from the college foundation, businesses, grant agencies, etc.
- "Soft" money (revenues which may or may not materialize) are carried in the budget as reserves and then allocated when they are received by looking at the prioritized college objectives.
- Categorical funds are specifically addressed in Unit Plans and unit budget requests, with these requests prioritized on the basis of college objectives; e.g., with instructional equipment funds: each unit requests equipment to carry out its objectives, a college committee prioritizes those requests, the budget process determines the expected revenue available for instructional equipment, and the equipment is funded as far down on the list as money allows (if soft money is held in reserve, the equipment at the top of the list is funded when the money is received).

ACCJC/WASC Accreditation Standard 9.A.1: "Financial planning supports institutional goals and is linked to other institutional planning efforts."

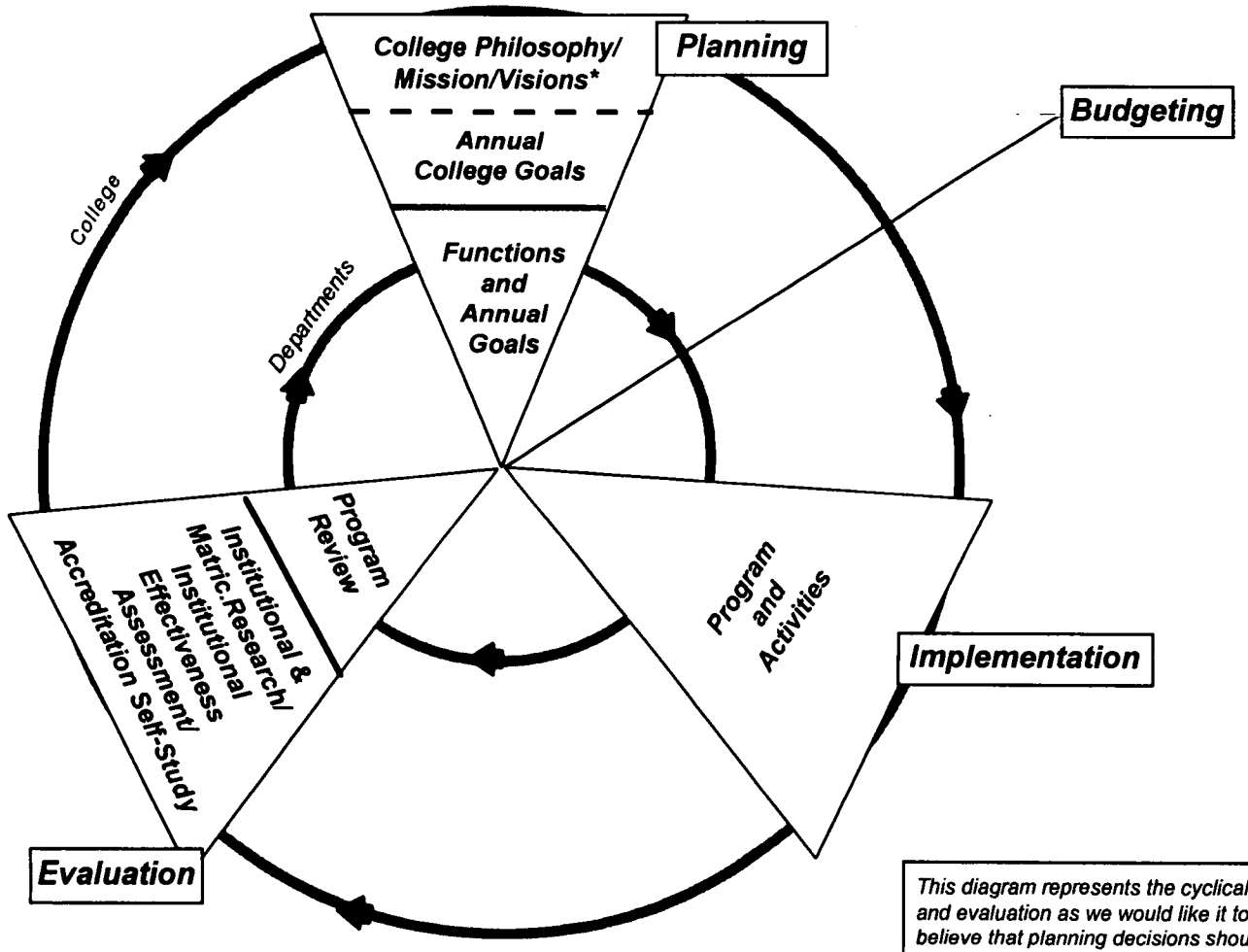
- As a transitional strategy for colleges which are working toward fully integrating planning and budgeting, a certain portion of the revenues are set aside and used to fund projects based on the prioritized college objectives.
- Budget and planning integration is assisted by either having the same committee do both tasks or, if separate committees are used, their activities are coordinated by joint meetings in which the college plans developed that year are "handed-off" to serve as budget priorities.
- Fund balances at the end of the fiscal year are carried over for use by the unit to achieve their on-going objectives in the next year (rather than sweeping ending balances into the general fund thus encouraging random spending at the end of the fiscal year just to keep the money in the unit).

Appendices

- Sample planning structures
- Sample planning calendars
- Sample plans
- Planning-related requirements for California Community Colleges
- ACCJC/WASC Accreditation standards
- Planning definitions

Sample Planning Structures

RSCCD Planning-Implementation-Evaluation (P-I-E) Model

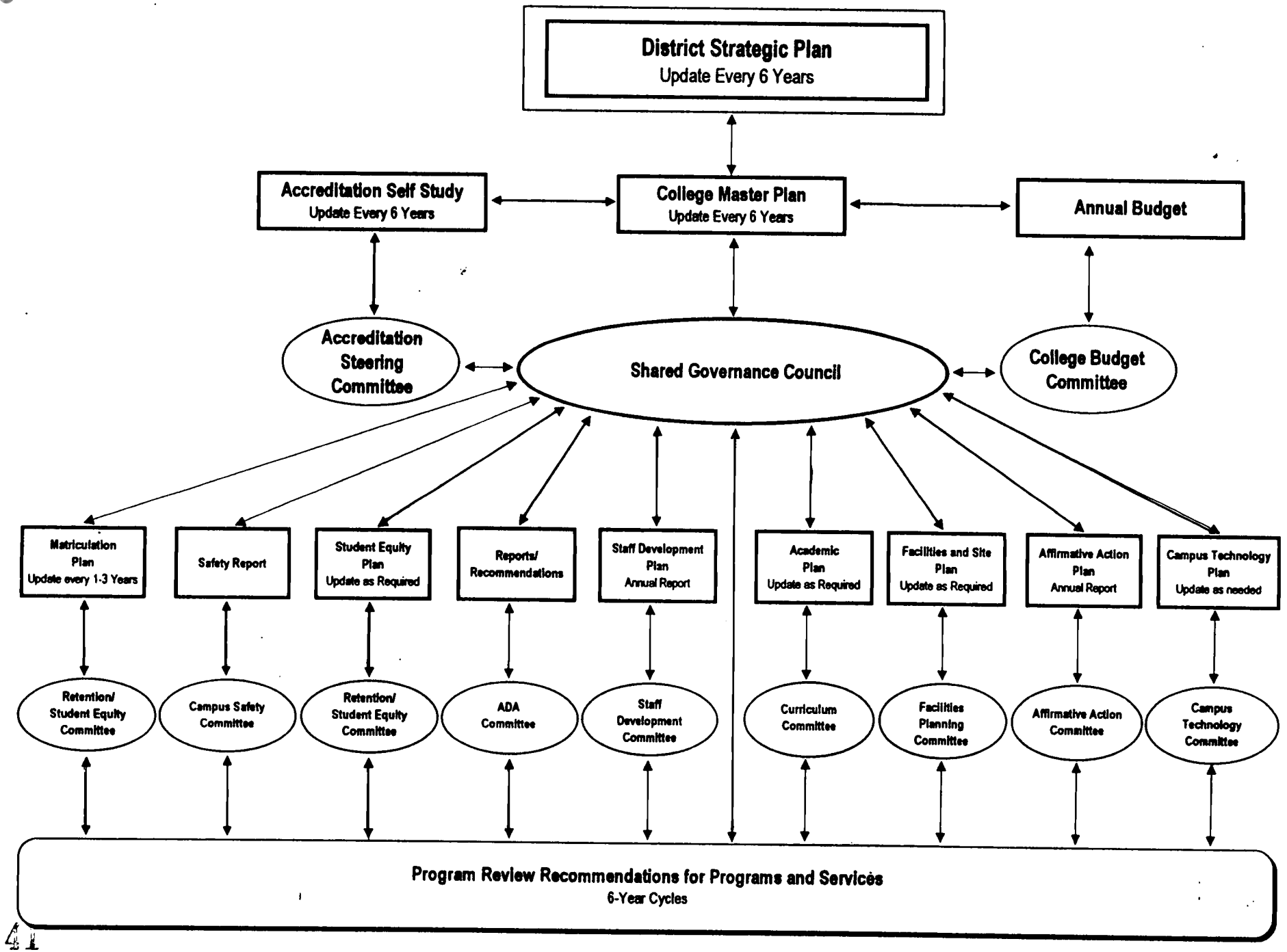


*Also includes: Affirmation Action Plan
Student Equity Plan
VATEA, EOPS Plans
5-Year Facilities Plan
District Master Plan of Programs and Facilities

This diagram represents the cyclical nature of planning and evaluation as we would like it to be carried out. We believe that planning decisions should be reflected in budgeting, and that after planning decisions are implemented, evaluation should take place. Further planning then reflects evaluation findings.

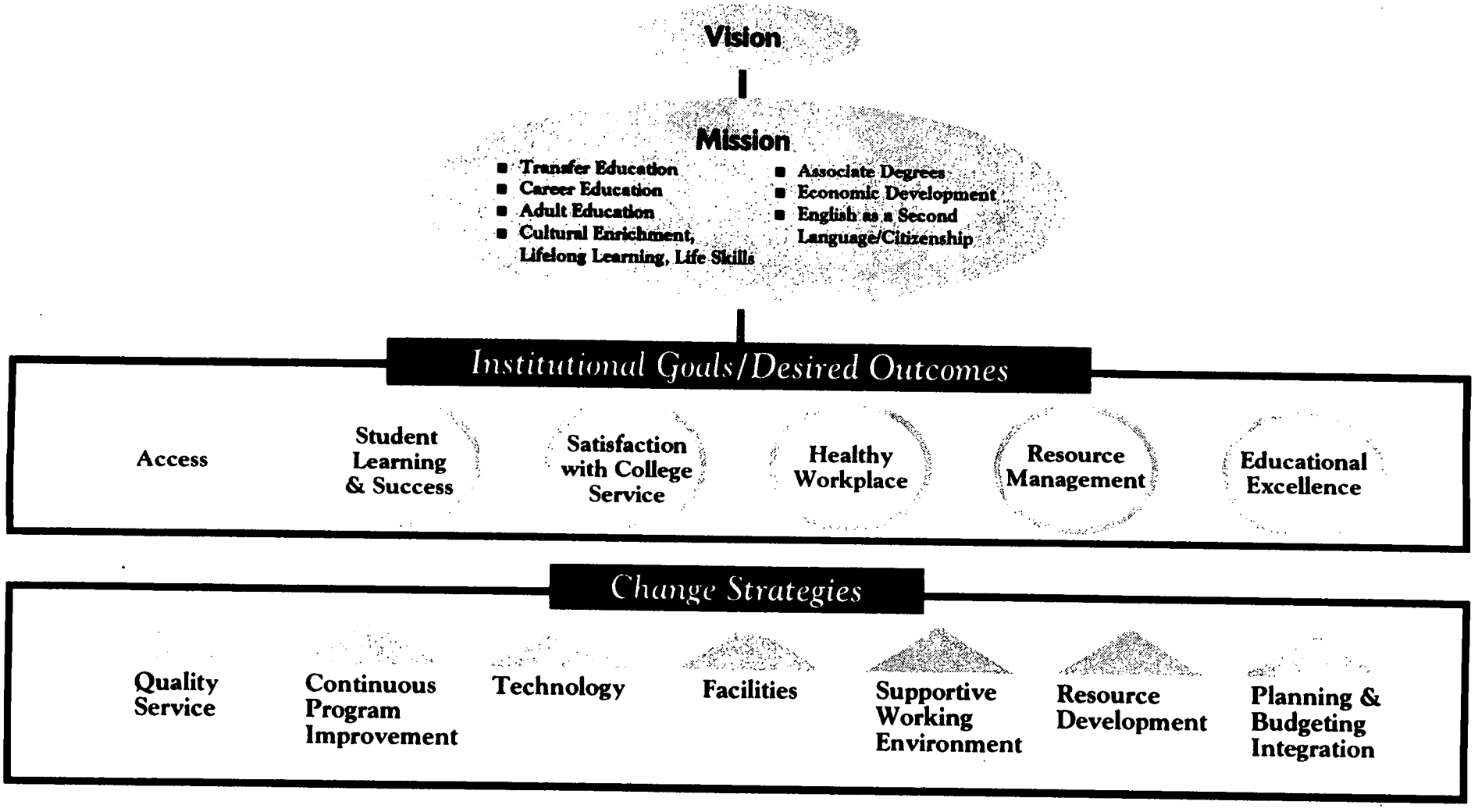
Additionally, planning, budgeting, implementation, and evaluation occurs in a coordinated fashion throughout the college at the college, service area, division, and department, and department levels.

h:\nguyen_h\1996docs\julie\graphs\pie.ppt



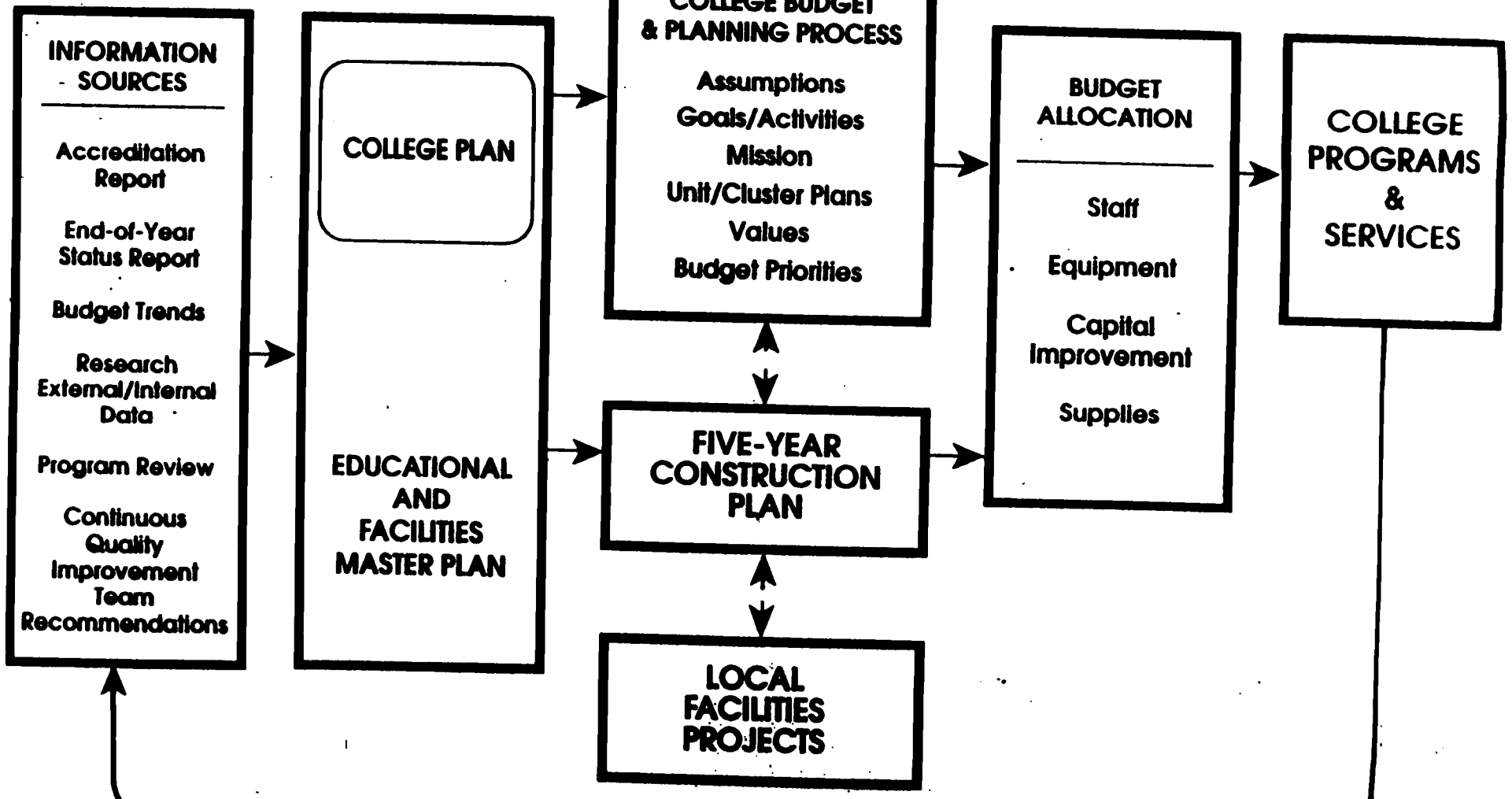
Revised: 10/04/93; 10/07/93; 10/28/93; 11/04/93; 11/16/93; 2/15/94, 12/15/95; 6/17/96

Strategic Plan Framework

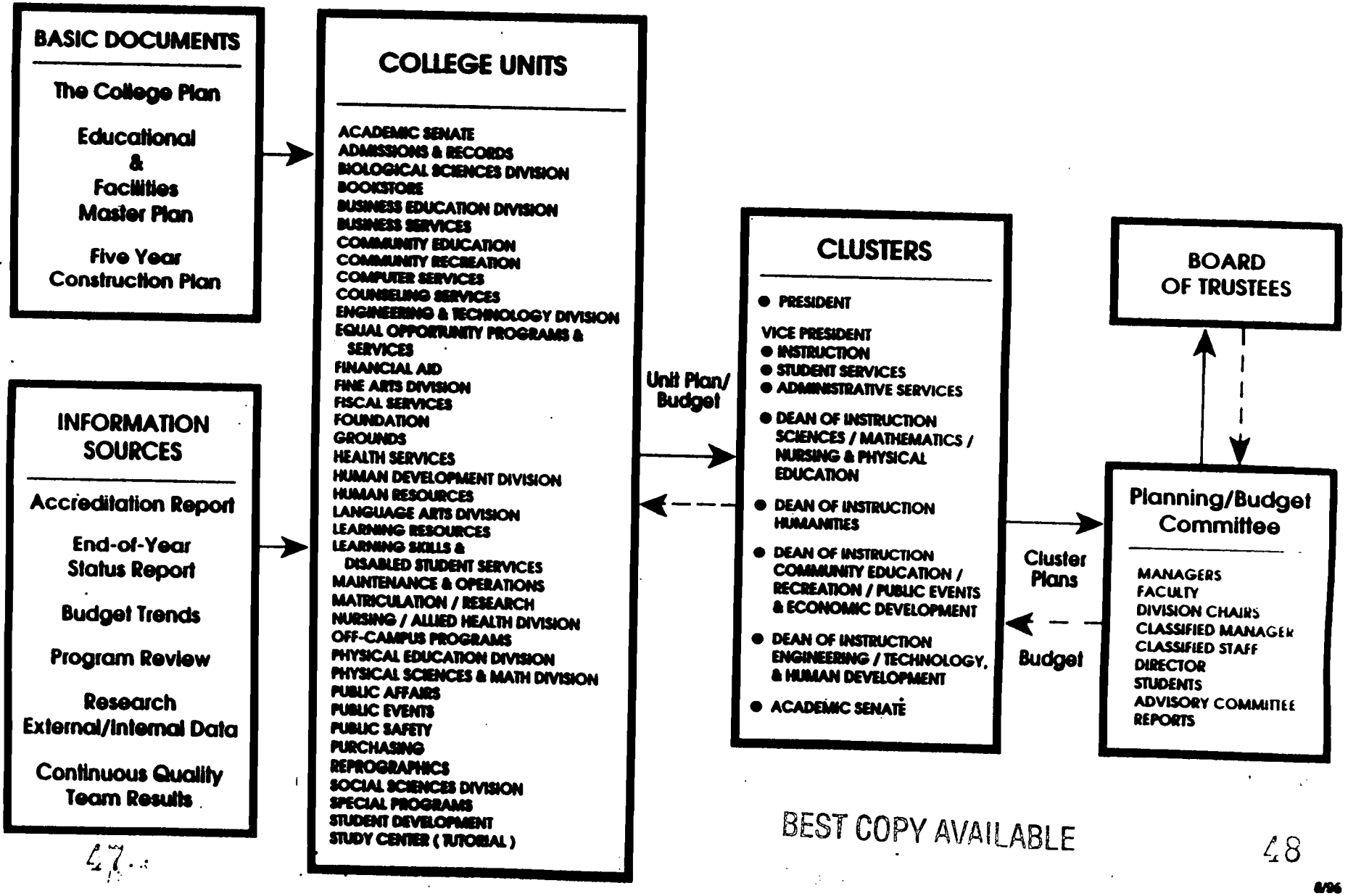


Graphics by MIG, Inc., Berkeley, California

Cuesta College
Planning Components

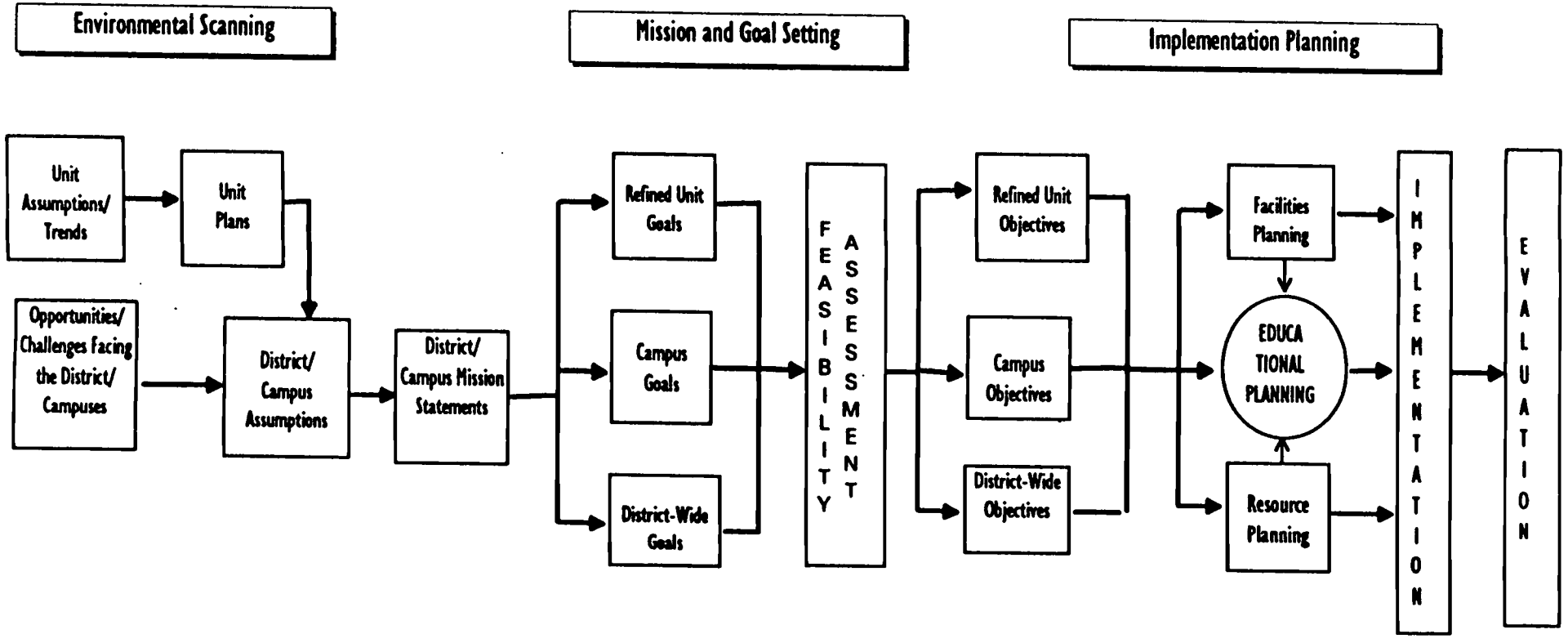


Cuesta College
Planning and Budget Process



BEST COPY AVAILABLE

RIVERSIDE COMMUNITY COLLEGE
PLANNING PROCESS
1994 - 2005



BEST COPY AVAILABLE

Sample Planning Calendars

A Strategic Planning Timeline for the San Jose/Evergreen Community College District

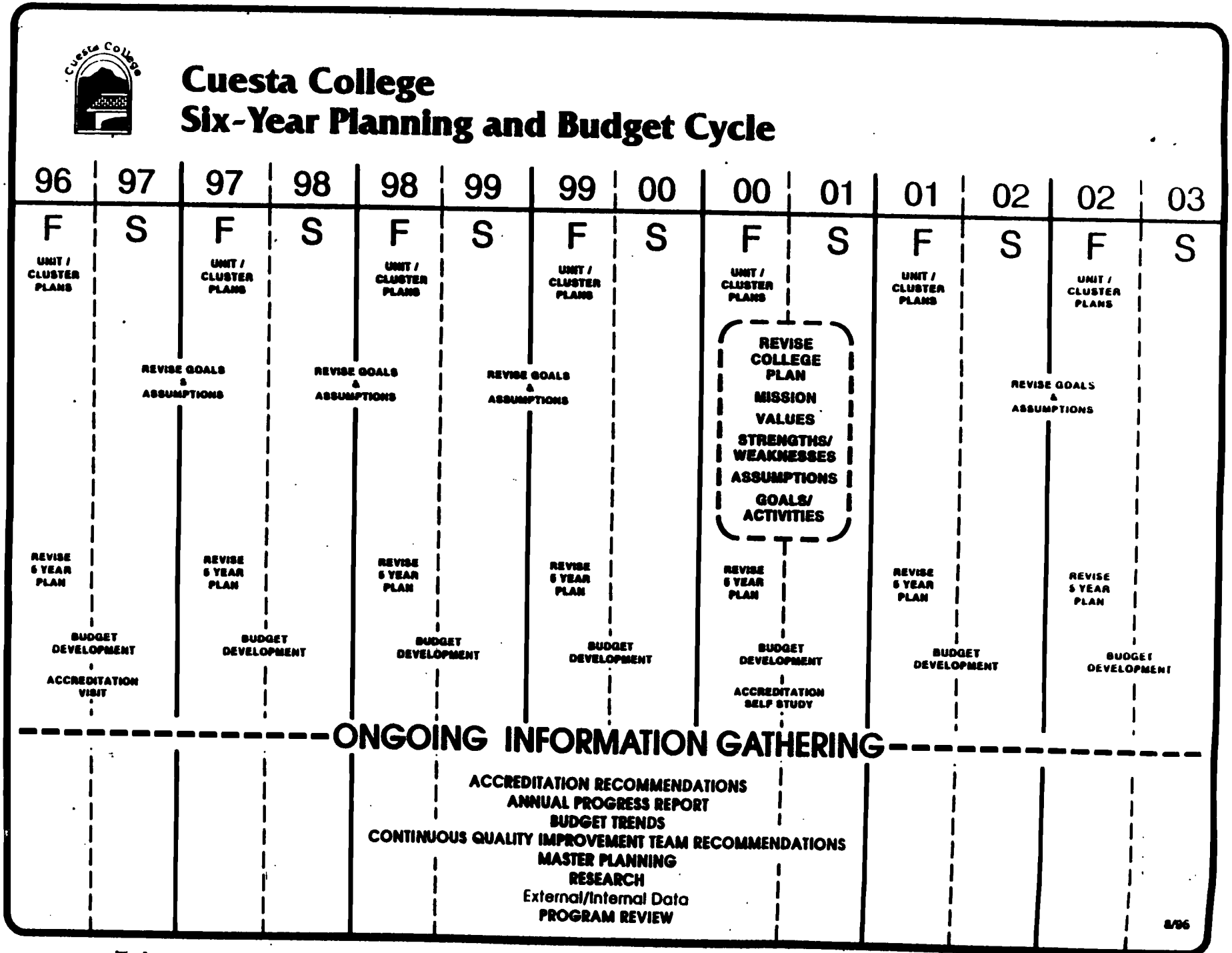
Normal Cycle

Final Version 6/25/97

	Apr	*May*	*Jun*	*July*	*Aug*	*Sept*	*Oct*	*Nov*	*Dec*	*Jan*	*Feb*	*Mar*	*Apr*	*May*	*Jun*	*July*	*Aug*
Deans and faculty complete program review executive summaries to inform the campus and district planning process	X																
College review college's mission, philosophy and vision statements	X																
Environmental scanning						X					X						
Colleges review and revise strategic planning objectives for subsequent fiscal year	X																
Colleges provide input to Board priorities via a district-wide shared governance group for subsequent fiscal year		X															
Board workshop to develop draft of priorities for subsequent fiscal year						X											
Collective Bargaining starts						X											
Colleges provide feedback to the Board on its priorities							X										
Board adopts priorities for subsequent fiscal year								X									
Dean of Academic Standards/VPs distribute Program Review data to Deans to assist in their planning efforts for subsequent fiscal year							X										
Colleges adopt goals, objectives and activities addressing strategic plan and Board priorities for subsequent fiscal year									X	X	X						
District and colleges set general budget parameters and colleges proceed with budget development process for subsequent fiscal year incorporating college goals and Board priorities										X							
Governor proposes subsequent fiscal year budget										X							
District submits an analysis of Governor's proposed budget to the Governing Board											X						
Colleges submit college budget to District for preparation of study budget												X					
Governor revises state budget based on new state economic date (May revise)														X			
District prepares study budget and presents it to Governing Board														X			
Collective Bargaining completed														X			
District prepares tentative budget for Governing Board (recommendations for use of innovation funds to be included)															X		
Governor signs state budget																X	
Board approves adopted budget for current fiscal year																	X

6/25/97 STGPLN (Fiscal - Normal Cycle).doc

Note: This is a planning guide. The dates may need to be adjusted in response to major changes



Cuesta College
Six-Year Planning and Budget Cycle

96	97	97	98	98	99	99	00	00	01	01	02	02	03
F	S	F	S	F	S	F	S	F	S	F	S	F	S
UNIT / CLUSTER PLANS		UNIT / CLUSTER PLANS		UNIT / CLUSTER PLANS		UNIT / CLUSTER PLANS		UNIT / CLUSTER PLANS		UNIT / CLUSTER PLANS		UNIT / CLUSTER PLANS	
	REVISE GOALS & ASSUMPTIONS		REVISE GOALS & ASSUMPTIONS		REVISE GOALS & ASSUMPTIONS			REVISE COLLEGE PLAN MISSION VALUES STRENGTHS/ WEAKNESSES ASSUMPTIONS GOALS/ ACTIVITIES			REVISE GOALS & ASSUMPTIONS		
REVISE 5 YEAR PLAN		REVISE 5 YEAR PLAN		REVISE 5 YEAR PLAN		REVISE 5 YEAR PLAN		REVISE 5 YEAR PLAN		REVISE 5 YEAR PLAN		REVISE 5 YEAR PLAN	
BUDGET DEVELOPMENT ACCREDITATION VISIT		BUDGET DEVELOPMENT		BUDGET DEVELOPMENT		BUDGET DEVELOPMENT		BUDGET DEVELOPMENT ACCREDITATION SELF STUDY		BUDGET DEVELOPMENT		BUDGET DEVELOPMENT	

ONGOING INFORMATION GATHERING

ACCREDITATION RECOMMENDATIONS
ANNUAL PROGRESS REPORT
BUDGET TRENDS
CONTINUOUS QUALITY IMPROVEMENT TEAM RECOMMENDATIONS
MASTER PLANNING
RESEARCH
External/Internal Data
PROGRAM REVIEW

8/96

BEST COPY AVAILABLE

CUESTA COLLEGE

Planning and Budget Calendar

DATE	*ACTIVITY*	*RESPONSIBILITY*
September	College Plan Review	Board of Trustees
	Budget Forms to Units	Business Office
October	Unit Plans Completed	Staff
December	Cluster Plans Completed	Administrator
	Cluster Plans to Committee	Administrator
January-March	Cluster Plan Presentations	Committee
	College Plan Revised	Staff
March-May	Discussion of Budget Priorities & Reductions	Committee
	Final List of Budget Priorities & Reductions	Committee
	Committee Recommendations to Board	President
	Board of Trustees Budget Workshop	Board of Trustees
June	Adopt Tentative Budget	Board of Trustees
September	Adopt Final Budget	Board of Trustees

August 1996

Santa Barbara Community College District

Planning, Resource Allocation, Evaluation, And Assessment Cycle

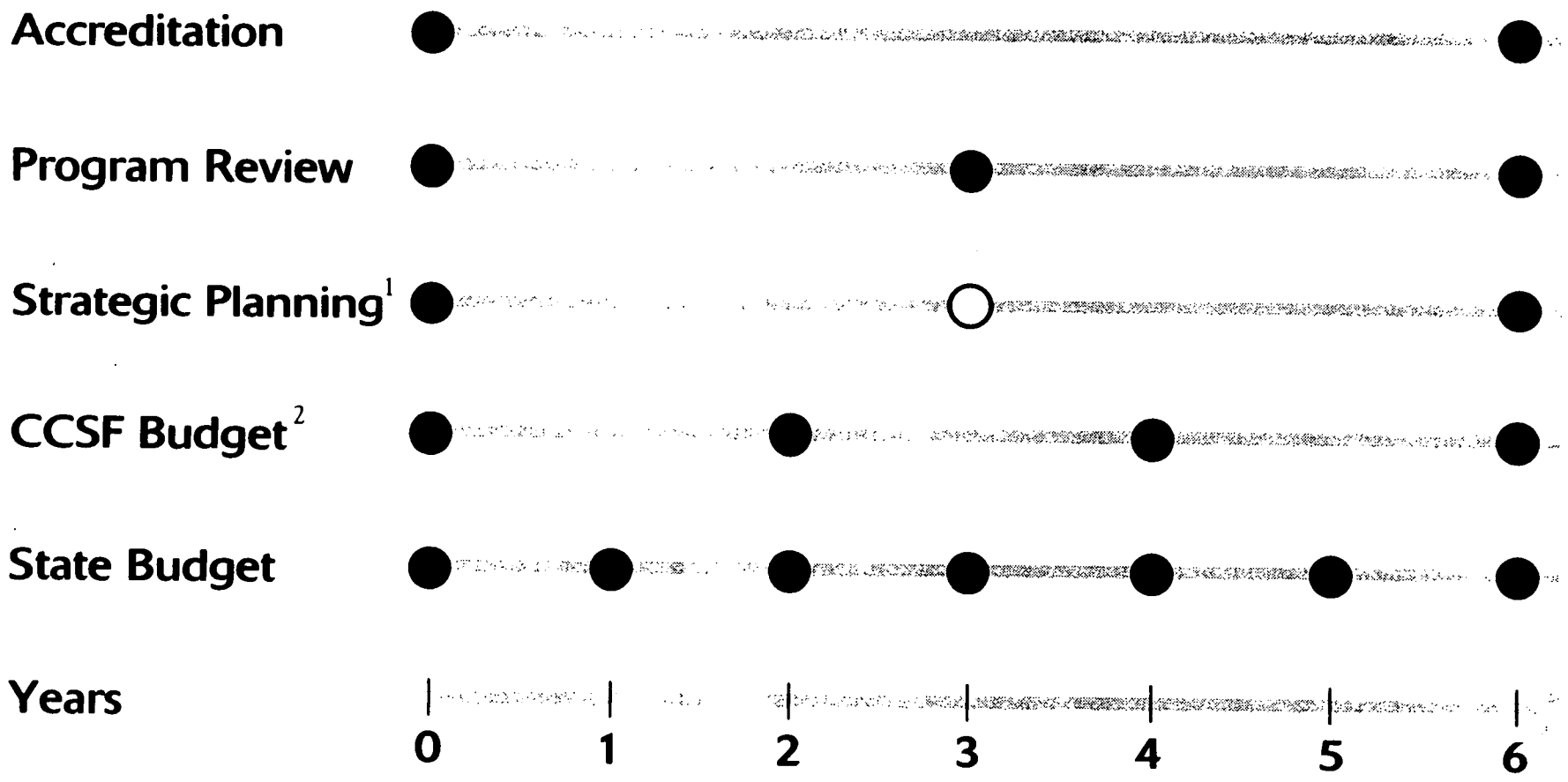
	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Statement Of Institutional Directions									
- Development		<====>		<====>			<====>		
- Implementation			<=====	====>	<====	=====	====>	<====	=======
Departmental Plans									
- Development			<====>		<====>			<====>	
- Implementation				<=====	====>	<====	=====	====>	<=====
Resource Allocation (Budget)	<====>	<====>	<====>	<====>	<====>	<====>	<====>	<====>	<====>
Institutional Assessment/Evaluation									
- Annual Assessment Of Inst. Effect.				<====>	<====>	<====>	<====>	<====>	<====>
- Institutional Research Agenda	<====>	<====>	<====>	<====>	<====>	<====>	<====>	<====>	<====>
- Comprehensive Assessment						<====>			
Accreditation									
- Self Study	<====>						<====>		
- Site Visit		<====>						<====>	
- Mid Term Report					<====>				

* This chart depicts the annual and long-term relationships among the parts of SBCC's model for integrating an assessment of institutional affectiveness into college practices.

* The six-year cycle is coordinated with the AACJC accreditation process.

* The intent of the process is to minimize duplication, coordinate activities, and improve College performance.

Coordination of Assessment, Planning and Budgeting Cycles



1 Strategic Plan is updated every 6 years with a 3 year "mid-course" correction.
2 Two year budget cycle is proposed.

San Francisco City College

BEST COPY AVAILABLE

Graphics by MIG, Inc., Berkeley, California

ANNUAL SCHEDULE FOR PLANNING, IMPLEMENTING, EVALUATING PROGRESS

	College Integration		College Operations	Cross College Views/Team Coordination				
	College Planning Council	Budget Process	Unit/Dept/ Division Process	Professional Development Team	Physical Team (Fac/Equip)	Outreach & Marketing Team	Program Team	Student Support Team
Previous Year's Work	■ Vision Statement ■ Long Term Directions ■ Annual Overview							
August	Leadership review above	95/96 Budget Adopted*						
September	Launch process		←		Snapshot			→
October Before Thanksgiving	Master Snapshot of Strategic Issues 96-97	Alt. resource appraisal & strategies	96-97 Dept. plan & Div. plan updates	96-97 Plan: ■Professional Development* ■HR*	96-97 Plans: ■Maintenance ■Modernization (including IS & capitol issues)	96-97 Plans: ■Outreach/ Marketing ■Community Development Partnerships	96-97 Plans: ■T/L Strategies ■Curricula ■Student Equity* →	96-97 Plans: ■Matriculation*
Before Winter Break	Alignment process to bring into focus all aspects	Begin budget development process						
January	Annual priorities 96-97 draft				■Capitol Outlay Plan*			
Before Spring Break	Alignment of operational issues	96-97 Fiscal Snapshot & Fiscal Issues	Program Review: Dept. Reports				■VATEA Plan*	
Before Graduation	Recommend Annual priorities 96-97	96-97 Tentative Budget	←		Annual Highlights & Accomplishments	→	Program Review: Implications	→
Summer	Annual Review preparation							

*Externally mandated plans

BEST COPY AVAILABLE

OVERALL ROLES & ENABLING STRUCTURES
Overarching Timelines, Interactive Plans and Coordinated Strategies

Previous Year's Work		▬ Board Policy & College Procedure (draft) ▬ Vision Statement ▬ Long Term Directions ▬ Annual Overview ▸ Critical Goals--College Effectiveness ▸ Key Context Changes -external/internal ▸ Accomplishments ▸ Key Operational Trends ▬ Annual priorities
August	Leadership	▬ Review "Annual Overview" ▬ Reaffirm directions/priorities for year in light of vision and long term direction (operations) ▬ Check process for the year (planning)
September	Planning Council	▬ Review Accreditation "plans" ▬ Request Teams respond to any special concerns from overview ▬ Review "Plans" to state (Oct - Jan)
	College-wide Teams & Departments/Divisions	▬ Prepare/update Snapshots
October to Thanksgiving	Planning Council	▬ Review Annual Data & Snapshots ▬ Initiate Master Snapshot of Strategic Issues
	College-wide Teams & Departments/Divisions	▬ Develop macro strategies for next FY Plans
Thanksgiving to end of semester	Planning Council	▬ Lead alignment process (relationship across all areas: concurrence on master snapshot)
January	Planning Council	▬ Identify set of strategic priorities and initial implications
February to Spring break	Planning Council	▬ Lead review process of implications and adjustments of priorities
	Budget Committee	▬ Take Fiscal Snapshot and identify fiscal issues/options
Spring break to Graduation	Planning Council	▬ Recommends Annual Priorities linked to Long Term Directions
	Budget Committee Teams & Divisions	▬ Recommend Tentative Budget ▬ Prepare brief Annual Highlights & Cooperative Accomplishments
Summer	Staff	▬ Prepare Annual Review/Overview

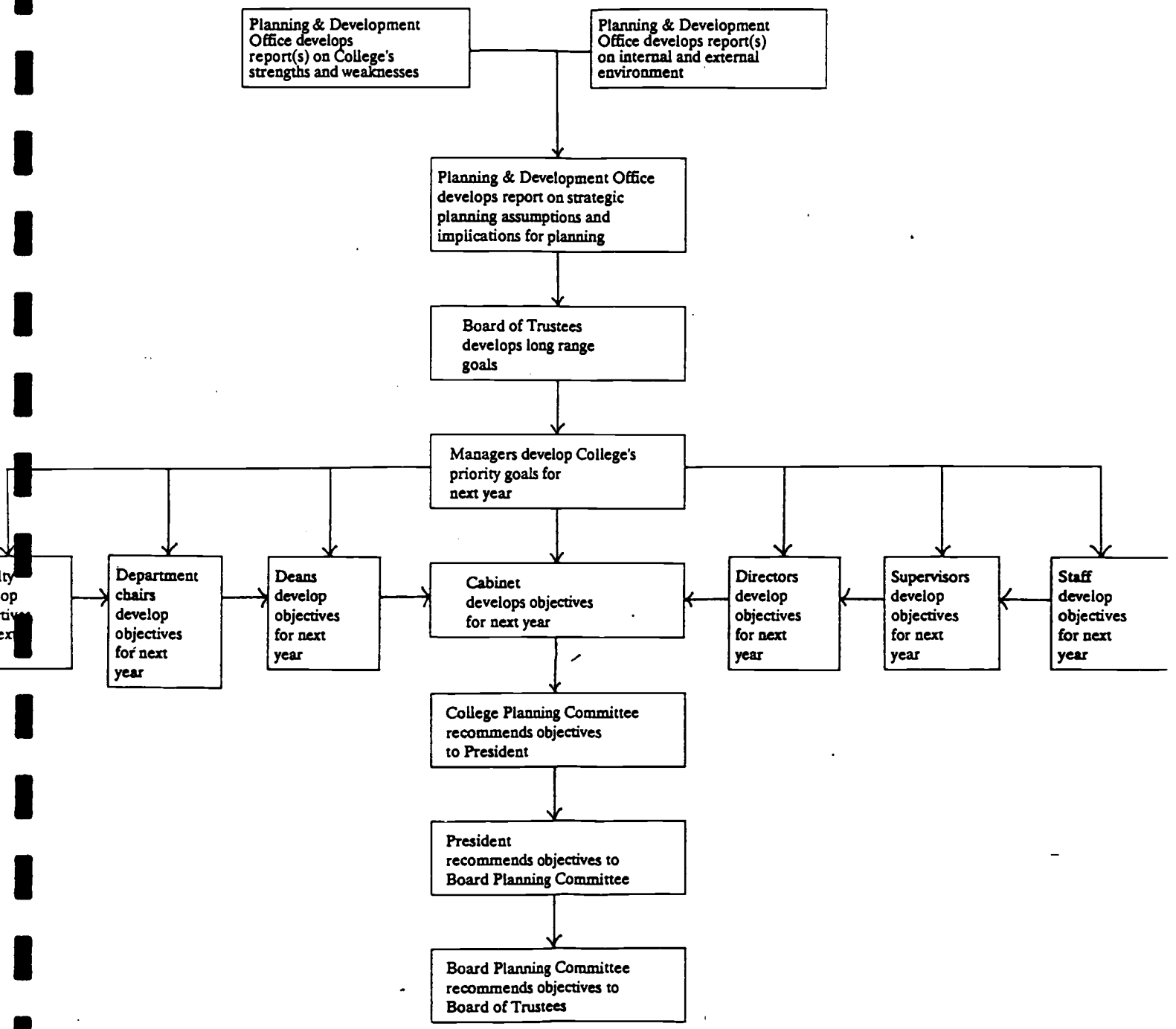
BEST COPY AVAILABLE

ANNUAL PLANNING AND EVALUATION CALENDAR

MONTH	TASK
JUNE	Develop progress report for *current* year using results of any program evaluations/reviews conducted and final report on *current* year's objectives. Identify College's strengths and weaknesses, and scan internal and external environments.
JULY	Conduct management evaluations for *previous* year. Develop strategic planning assumptions, implications for planning, and Board's long range goals.
AUGUST	Review mission and college community's on-going goals and develop college community's priority goals for *next* year. Departments (faculty and staff) develop *next* year's objectives and recommend to Deans/Directors.
SEPTEMBER	First quarter review of *current* year's objectives. Deans/Directors develop *next* year's objectives and recommend to appropriate Cabinet members.
OCTOBER	Cabinet members develop *next* year's objectives, review as a group, and recommend to President. College Planning Committee and Board Planning Committee review mission, goals and objectives.
NOVEMBER	Board receives *next* year's plan for information; College Budget Committee receives recommended plan.
DECEMBER	Board approves *next* year's plan; College Budget Committee receives approved plan. Second quarter review of *current* year's objectives.
JANUARY	College plan is used as basis for five-year construction plan and *next* year's budget.
FEBRUARY TO MAY	Conduct annual program evaluations/reviews. Conduct annual surveys of employees, students, community. Third quarter review of *current* year's objectives. Conduct CEO evaluation for *current* year.

1-92

ANNUAL PLANNING PROCESS



7/11/90

BEST COPY AVAILABLE

Sample Plans

American River College

Our Vision

American River College will be a premier community college. Through a shared commitment to excellence, the staff will create an environment that fosters the best in teaching and learning, that enriches the lives of students so they will be prepared to meet the challenges of a diverse, global society.

Our Philosophy

We believe that:

- Students must be placed first, since they are the reason we are here.
- The desire to learn must be encouraged and inculcated as a lifelong process.
- The college community is a family in which every person is capable of growth in an atmosphere of mutual respect and trust.
- This community is enriched by a diversity of cultures and opinions that add significantly to the transmission of a shared body of knowledge.
- Education plays an essential role in cultivating critical and creative thinking, and in fostering responsible citizenship.
- The college serves as a resource for improving the life and culture of the greater community.

Our Mission

We will:

- Introduce students to those broad areas of human knowledge and understanding that contribute to purposeful and meaningful lives.
- Prepare students to transfer to a four-year institution.
- Provide education and training to prepare students for employment or to enhance career skills.
- Provide basic skills education.
- Offer opportunities for lifelong learning and continuing education.
- Provide counseling and other support services to help students identify their goals and achieve their potential.
- Maintain an educational environment that respects and accommodates a diversity of individual backgrounds, abilities, interests and opinions.
- Work in partnership with students, business, the community, government, and other schools, in order to foster constructive change.

DISTRICTWIDE GOALS

ARC OBJECTIVES
1992-93, 1993-94, 1994-95

GOAL 1: ***Support the historic community college commitment to open access.*** Educational opportunities will be open to all who are able to benefit from them, and will be combined with support services that enhance student motivation and success.

Objective 1 Continue to foster a "user friendly" college climate to promote student access and success.

Objective 2 Increase student involvement to enhance educational success.

GOAL 2: ***Provide a meaningful, quality program of instruction to meet the transfer, general, occupational and developmental education needs of the community.*** Programs will relate to the needs of students, respond to the economics and demographics of the service area, reflect new technologies, and be offered through different instructional approaches in a variety of locations. Programs will promote critical thinking skills and ethics, and will prepare students to move into the work place or on into higher education. Review processes will determine the need for new programs and justify the continuation of existing ones.

Objective 1 Update curriculum in response to community and student needs, multicultural perspectives, and matriculation processes.

Objective 2 Establish support programs and services focusing on new instructional technologies.

GOAL 3: ***Offer support services that promote access and help students achieve success.*** The district and colleges will establish and maintain an environment that fosters intellectual and personal development. A variety of services will be offered to help our diverse students achieve their chosen goals and relate positively to others in our college community. To ensure student success in the broader community, the district and colleges will continue to articulate programs and services with our local K-12 districts, with other community colleges, with the universities to which our students transfer, and with business and industry.

Objective 1 Continue to augment holdings and services of the Library and Learning Resource Center.

Objective 2 Strengthen activities that attract and support diverse student populations in areas where they are underrepresented.

*GOAL 4: **Foster a harmonious community of diversity which includes, responds to, and recognizes the achievements and needs of all people.*** Recognizing the emerging cultural diversity within the state and the district, and the strength which that diversity brings, the district and colleges will exert every effort to enhance educational opportunities for all persons from many different backgrounds. Experiences of different groups, cultures and nationalities will be provided for students through the curriculum, faculty and student exchanges, and opportunities for study abroad. The district and colleges will also demonstrate their commitment to increasing the diversity of the college community through recruitment of persons from varied backgrounds and experiences as applicants for employment and promotion.

Objective 1 Attract new staff members from diverse backgrounds and provide opportunities for interaction with existing staff to perpetuate and enhance the college culture.

*GOAL 5: **Provide and maintain facilities, equipment and grounds that help foster a positive environment for teaching and learning.*** Planning for the physical facilities and environment will be linked to educational planning and will consider both short- and long-range student needs, resource availability, and community involvement as key factors in determining the most appropriate physical configurations for providing educational opportunities.

Objective 1 Expand use of high technology and continue emphasis on campus infrastructure such as facilities, security, maintenance, waste reduction, energy conservation, and attractiveness of building and grounds.

*GOAL 6: **Maintain financial stability and fiscal resources sufficient to achieve, maintain and enhance the educational programs, services and facilities of the district.*** To ensure the best use of public funds, the district will strive to maintain a reasonable expectation of financial viability and cost effectiveness. Fiscal resources shall be devoted to services and facilities of the district that enhance the excellence of educational programs. Financial planning will be based on educational planning, taking into account long-range projections of enrollments, programs, services, costs and resources.

BEST COPY AVAILABLE

AMERICAN RIVER COLLEGE
Planning Assumptions

1. Quality and Excellence will continue to be the guiding principles of American River College.

2. Sacramento will continue to be one of the fastest growing regions in the state, and students seeking educational services from ARC will continue to increase. However, these students will be older, more will attend part-time and greater percentages will be minority, particularly Asian and Hispanic, and have limited English skills. More students will be working and have families; there will be an increase in single parents. Curriculum, methods of delivery and services will need to be reviewed in terms of the needs of these students.

3. Changes in technology will continue to occur at an increasingly rapid rate. Pressures for the college to keep pace and to offer students state-of-the art equipment for employment training or preparation for transfer will increase. The capabilities for using technology to enhance the learning process and to improve administrative processes will expand. Equipment repair and maintenance will be a continuing problem.

4. The average worker will change careers three to five times in his/her lifetime. The needs for job retraining and skill upgrading will increase, as will training at the job site and other locations convenient to the worker.

5. Matriculation will continue to be a statewide priority and will influence ARC instructional programs and student services.

6. ARC will continue to have an older staff, but some new faculty will be hired as retirement replacements and to accommodate growth. Soon the college will have a large group of veteran staff and a large group of new hires.

7. Rapidly changing needs of the clientele and changes in educational delivery will result both in the need to hire new staff with special skills and to provide training for existing staff to develop new skills.

8. Changes in the governance process, as mandated by AB 1725, will result in increased participation at all levels. This will place greater time demands on both faculty and staff. Continued cooperative approaches and flexibility will be required for effective resolution of issues and implementation of reform legislation. The roles of the Faculty Senate and other advisory bodies will need to be clarified vis-a-vis those of bargaining agents.

9. Demands for accountability of educational institutions will increase. Capacities for data collection, analysis, research and evaluation and reporting will need to be expanded.

10. Cooperative relationships with other educational institutions and with business and industry will be increasingly important. Closer ties with many segments of the community can enhance programs and provide supplemental financial support.

11. Continuing competition for students from both public and proprietary schools will require continuous efforts to assure ARC draws its fair share. Geographic boundaries, both within and without the district, will continue to pose problems until clarified.

12. ARC's budget will reflect the funding crisis being experienced by the state of California. Only slight increases in overall funding are projected but reductions may occur in some areas due to categorical funding. Revenues received in recent years, for example instructional equipment, capital outlay, deferred maintenance and staff development, may not be funded. However, last minute legislative action on the budget will continue to make planning difficult.

13. ARC's budget will also be affected by district decisions relating to growth and expansion, as well as by intradistrict competition for resources.

14. ARC's facilities will continue to age faster than they can be maintained and repaired. ARC's enrollments are not likely to justify state funding for new buildings. Facilities needs that meet the $250,000 minimum for state funding will have to compete with needs of other districts; lower cost projects will have to compete with other Los Rios needs or be funded from ARC's block grant funds.

15. ARC and the district will continue to play a leadership role in the Sacramento area and the state.

In the light of the above assumptions, diversity of students and diversity of needs will characterize ARC in the 90's. Accommodating such diversity, in an era of heightened expectations of student performance, will be a major challenge. As resources continue to be scarce, it will be necessary to constantly review the college systems, programs, organizational structure and the use of human and technological resources.

Research Office/July 1990/Revised July 1991

TABLE OF CONTENTS

I. INTRODUCTION x
II. THE PROCESS 1
BACKGROUND: THE STRATEGIC PLANNING PROCESSS 1
OBJECTIVES OF THE PLANNING PROCESS 1
THE PLANNING PROCESS 2
III. CONCEPTUAL OVERVIEW 3
CHALLENGES FACING COMMUNITY COLLEGES 3
EMERGING NATIONAL AND STATE TRENDS 6
ECONOMIC TRENDS 6
DEMOGRAPHIC TRENDS 6
SOCIAL TRENDS 7
POLITICAL TRENDS 7
EDUCATIONAL TRENDS 8
ISSUES FOR COLLEGE OF THE SISKIYOUS 8
IV. MISSION 9
MISSION STATEMENT 9
GUIDING PRINCIPLES 11
GUIDELINES 11
VALUES 12
V. THE VISION 14
THE LEARNING ENVIRONMENT 14
SERVICE TO THE COMMUNITY 15
TECHNOLOGY AGENDA 15
THE STUDENT POPULATION 16
SUPPORT OF ECONOMIC DEVELOPMENT 16
VI. KEY DIRECTIONS AND STRATEGIC INTENTS 17
EDUCATIONAL NEEDS 17
ACADEMIC AND TRANSFER 17
VOCATIONAL 17
COMMUNITY SERVICE 18
INFRASTUCTURE NEEDS 18
PHYSICAL PLANT 18
TECHNOLOGY 19
HUMAN CAPITAL 19
SERVICES 20
CONCLUSION 20

Planning-related Requirements For California Community Colleges

Planning-Related Requirements for California Community Colleges

Required by State Law or Regulation

1. Matriculation Plan
2. Transfer Center Plan
3. EOPS Plan
4. DSPS Plan
5. Student Equity Plan
6. Staff Diversity/Affirmative Action Plan
7. Prerequisite Review
8. Vocational Program Two-Year Review
9. College/District Comprehensive Plan
10. Safety Plan/Disaster Plan/Hazardous substance (CalOSHA)
11. Staff Development Plan
12 Cooperative Work Experience Plan, if program exists

Required for State Funding Eligibility

1. Capital Outlay Plan (Facilities 5 Year Plan)
2. Educational Master Plan
3. Deferred Maintenance Plan

Required for Accreditation

1. Institutional Self-Study
2. Program Review

Other Typical Plans (not required)

1. Accountability (recommended by Board of Governors)
2. Technology Plan
   - Academic Computing
   - MIS
   - Student Services
   - Facilities
3. Telecommunications Plan
   - Infrastructure
   - Networking of computers
   - Distance Education/Technology-Mediated Instruction
   - Teleconferencing

Barclays Official
CALIFORNIA CODE OF REGULATIONS

Title 5. Education

Division 6. California Community Colleges

§ 51008. Comprehensive Plan.

(a) The governing board of a community college district shall establish policies for, and approve, comprehensive or master plans which include academic master plans and long range master plans for facilities. The content of such plans shall be locally determined, except that the plans shall also address planning requirements specified by the Board of Governors.

(b) Such plans, as well as any annual updates or changes to such plans, shall be submitted to the Chancellor's Office for review and approval in accordance with Section 70901(b)(9) of the Education Code and with regulations of the Board of Governors pertaining to such plans.

NOTE: Authority cited: Sections 66700, 70901 and 81805, Education Code. Reference: Sections 70901, 70902, 71020.5, 81820, 81821 and 81822, Education Code.

HISTORY

1. Amendment filed 3–4–91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4–5–91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
2. Amendment filed 9–6–94; operative 10–6–94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94, No. 38).
3. Editorial correction of HISTORY 1 (Register 95, No. 15).

§ 51010. Affirmative Action.

The governing board of a community college district shall:

(a) adopt a district policy which describes its affirmative action employment program and meets the requirements of Section 53002;

(b) develop and adopt a district faculty and staff diversity plan which meets the requirements of Section 53003;

(c) ensure that its employment patterns are annually surveyed in the manner required by Section 53004;

(d) ensure that a program of recruitment is carried out as required by Section 53021; and

(e) ensure that screening and selection procedures are developed and used in accordance with Section 53024;

(f) ensure that, where necessary, corrective action is taken consistent with the requirements of Section 53006;

(g) ensure that the pattern of hiring and retention, when viewed over time, furthers the goals established in the district's faculty and staff diversity plan; and

(h) substantially comply with the other provisions of Subchapter 1 (commencing with Section 53000) Chapter 4.

NOTE: Authority cited: Sections 70901 and 87105, Education Code, and Section 11138, Government Code. Reference: Article 4 (commencing with Section 87100) of Chapter 1, Part 51, Education Code, and Sections 11135–11139.5, Government Code.

HISTORY

1. Amendment filed 3–4–91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4–5–91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
2. Amendment filed 3–26–92; operative 4–24–92 (Register 92, No. 17).
3. Amendment filed 9–6–94; operative 10–6–94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94, No. 38).
4. Editorial correction of HISTORY 1 (Register 95, No. 15).
5. New subsection (f), subsection relettering and amendment of newly designated subsection (g) and NOTE filed 5–31–96; operative 6–30–96. Submitted to OAL for printing only (Register 96, No. 23).

BEST COPY AVAILABLE

§ 51024. Matriculation Services.

The governing board of each community college district shall:

(a) adopt and submit to the Chancellor a matriculation plan as required under Section 55510;

(b) evaluate its matriculation program and participate in statewide evaluation activities as required under Section 55512(c);

(c) provide matriculation services to its students in accordance with Sections 55520 and 55521;

(d) establish procedures for waivers and appeals in connection with its matriculation program in a manner consistent with Section 55534; and

(e) substantially comply with all other provisions of Subchapter 6 (commencing with Section 55500) of Chapter 6 of this Division.

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 78210–78218, Education Code.

HISTORY

1. New section filed 6–5–90 by the Board of Governors, California Community Colleges, with the Secretary of State; operative 7–5–90. Submitted to OAL for printing only pursuant to Education Code section 70901.5(b) (Register 90, No. 37).
2. Amendment of first paragraph and subsection (e) filed 4–3–92; operative 5–4–92 (Register 92, No. 15).

Article 2. Planning and Administration

§ 55510. Matriculation Plans.

(a) Each community college district shall adopt a matriculation plan describing the services to be provided to its students. The plan shall include, but not be limited to:

(1) a description of the methods by which required services will be delivered;

(2) the district's budget for matriculation;

(3) plans for faculty and staff development;

(4) computerized information services and institutional research and evaluation necessary to implement this Chapter;

(5) criteria for exempting students from participation in the matriculation process;

(6) procedures for establishing and periodically reviewing prerequisites pursuant to Article 2.5 (commencing with Section 55200) of Subchapter 1 of Chapter 6 of this Division;

(7) procedures for considering student challenges to prerequisites established pursuant to Article 2.5 (commencing with Section 55200) of Subchapter 1 of Chapter 6 of this Division; and

(8) in districts with more than one college, arrangements for coordination by the district of the matriculation plans of its various colleges.

(b) The plan shall be developed through consultation with representatives of the academic senate, students, and staff with appropriate expertise, pursuant to Section 51023 et seq.

(c) Such plans shall conform to the requirements of this Chapter and shall be submitted to the Chancellor for review and approval. Plans submitted prior to the effective date of this Section need not be revised or resubmitted if the Chancellor finds that they meet the requirements of this Chapter. Regardless of when plans are initially submitted, the Chancellor may require periodic updates of such plans.

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 78216, Education Code.

HISTORY

1. New section filed 6–5–90 by the Board of Governors, California Community Colleges, with the Secretary of State; operative 7–5–90. Submitted to OAL for printing only pursuant to Education Code section 70901.5(b) (Register 90, No. 37).
2. Amendment filed 10–5–93; operative 11–4–93. Submitted to OAL for printing only pursuant to Education Code section 70901.5(b) (Register 93, No. 42).
3. Amendment of subsection (a)(6), new subsection (a)(7) and subsection renumbering filed 9–6–94; operative 10–6–94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94, No. 38).

§ 55512. Evaluation and Audits.

(a) Each community college district shall establish a program of institutional research for ongoing evaluation of its matriculation process to ensure compliance with the requirements of this chapter.

As part of this evaluation, all assessment instruments, methods or procedures shall be evaluated to ensure that they minimize or eliminate cultural or linguistic bias and are being used in a valid manner. Based on this evaluation, districts shall determine whether any assessment instrument, method or procedure has a disproportionate impact on particular groups of students described in terms of ethnicity, gender, age or disability, as defined by the Chancellor. When there is a disproportionate impact on any such group of students, the district shall, in consultation with the Chancellor, develop and implement a plan setting forth the steps the district will take to correct the disproportionate impact. The evaluation shall include, but not be limited to, an analysis of the degree to which the matriculation program:

(1) impacts on particular courses, programs, and facilities;

(2) helps students to define their educational goals;

(3) promotes student success, as evidenced by outcome and retention data such as student persistence, goal attainment, skill improvement, and grades;

(4) assists the district in the assessment of students' educational needs;

(5) matches district resources with students' educational needs; and

(6) provides students with the support services described in section 54552(g).

(b) Each district shall also, as part of its annual financial audit, provide for a review of the revenue and expenditures of the matriculation program.

(c) The Chancellor shall establish a system for evaluation of the matriculation program on a statewide basis, including procedures for monitoring compliance with the requirements of this chapter.

NOTE: Authority cited: Sections 66700, and 70901, Education Code. Reference: section 78214 and 78217, Education Code.

HISTORY

1. Amendment filed 6–5–90 by the Board of Governors, California Community Colleges, with the Secretary of State; operative 7–6–90. Submitted to OAL for printing only pursuant to Education Code section 70901.5(b) (Register 90, No. 37).

§ 55514. Data Collection.

Each community college district shall submit an annual report describing the district's efforts to implement its matriculation plan and expenditures made for that purpose. In this report, or through the established management information system or otherwise, the data to be collected for evaluation purposes pursuant to Education Code section 78214 and section 55512 of this part. Such data shall specifically include, but is not limited to, the information necessary to permit the Chancellor to determine the following:

(a) the proportion of students from various ethnic, gender, age or disability groups, as defined by the Chancellor, who are placed in pre–collegiate, associate–degree applicable, or transfer level courses in reading, writing, computation or English as a Second Language.

(b) the proportion of students from various ethnic, gender, age or disability groups, as defined by the Chancellor, who enter and complete pre–collegiate basic skills courses.

(c) The proportion of students from various ethnic, gender, age or disability groups, as defined by the Chancellor, completing pre–collegiate basic skills courses who subsequently enter and complete courses applicable to the associate degree;

BEST COPY AVAILABLE

§ 51027. Transfer Centers: Minimum Program Standards.

(a) The governing board of each community college district shall recognize transfer as one of its primary missions, and shall place priority emphasis on the preparation and transfer of underrepresented students, including African–American, Chicano/Latino, American Indian, disabled, low–income and other students historically and currently underrepresented in the transfer process.

(b) Each community college district governing board shall direct the development and adoption of a transfer center plan describing the activities of the transfer center and the services to be provided to students, incorporating the provisions established in the standards outlined below. Plans shall identify target student populations and shall establish target increases in the number of applicants baccalaureate institutions from these populations, including specific targets for increasing the transfer applications of underrepresented students among transfer students. Plans shall be developed in consultation with baccalaureate college and university personnel as available.

Plan components shall include, but not be limited to: services to be provided to students; facilities; staffing; advisory committee; and evaluation and reporting.

(1) Required Services. Districts shall:

(A) Identify, contact, and provide transfer support services to targeted student populations as identified in the transfer center plan, with a priority emphasis placed on African–American, Chicano/Latino, American Indian, disabled, low–income, and other underrepresented students. These activities shall be developed and implemented in cooperation with student services departments and with faculty.

(B) Ensure the provision of academic planning for transfer, the development and use of transfer admission agreements with baccalaureate institutions where available and as appropriate, and the development and use of course–to–course and major articulation agreements. Academic planning and articulation activities shall be provided in cooperation with student services, with faculty, and with baccalaureate institution personnel as available.

(C) Ensure that students receive accurate and up–to–date academic and transfer information through coordinated transfer counseling services.

(D) Monitor the progress of transfer students to the point of transfer, in accordance with monitoring activities established in the Transfer Center Plan.

(E) Support the progress of transfer students through referral as necessary, to such services as ability and diagnostic testing, tutoring, financial assistance, counseling, and to other instructional and student services on campus as appropriate.

(F) Assist students in the transition process, including timely completion and submittal of necessary forms and applications.

(G) In cooperation with baccalaureate institution personnel as available, develop and implement a schedule of services for transfer students to be provided by baccalaureate institution staff.

(H) Provide a resource library of college catalogs, transfer guides, articulation information and agreements, applications to baccalaureate institutions, and related transfer information.

(2) Facilities. Each district governing board shall provide space and facilities adequate to support the transfer center and its activities. Each district shall designate a particular location on campus as the focal point of transfer functions. This location should be readily identifiable and accessible to students, faculty, and staff.

(3) Staffing. Each district governing board shall provide clerical support for the transfer center and assign college staff to coordinate the activities of the transfer center; to coordinate underrepresented student transfer efforts; to serve as liaison to articulation, to student services, and to instructional programs on campus; and to work with baccalaureate institution personnel.

(4) Advisory Committee. Each district shall designate an advisory committee to plan the development, implementation, and ongoing operations of the transfer center. Membership shall be representative of campus departments and services. Baccalaureate institution personnel shall be included as available.

(5) Evaluation and Reporting. Each district governing board shall include in its transfer center plan a plan of institutional research for ongoing internal evaluation of the effectiveness of the college's transfer efforts, and the achievement of its transfer center plan.

Each community college district shall submit an annual report to the Chancellor describing the status of the district's efforts to implement its transfer center(s), achievement of transfer center plan targets and goals, and expenditures supporting transfer center operations.

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 66010.4 and 70901, Education Code.

HISTORY

1. New section filed 7–22–91; operative 8–21–91 (Register 92, No. 4).
2. Amendment filed 9–6–94; operative 10–6–94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94, No. 38).

BEST COPY AVAILABLE

History

1. Repealer and new section filed 3–26–92; operative 4–24–92 (Register 92, No. 17).
2. Amendment filed 9–6–94; operative 10–6–94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94, No. 38).

§ 53003. District Plan.

(a) The governing board of each community college district shall develop and adopt a district-wide written faculty and staff diversity plan to implement its affirmative action employment program. Such plans and revisions shall be submitted to the Chancellor's Office for review and approval.

(b) This plan shall include the goals and timetables, as appropriate, for hiring and promotion of members of historically underrepresented groups developed pursuant to Section 53006 for each college in the district and for the district as a whole. Such plans shall be reviewed at least every three years and, if necessary, revised and submitted to the Chancellor's Office for approval. Each community college district shall notify the Chancellor at least 30 days prior to adopting any other amendments to its plan.

(c) In particular, the plan shall include all of the following:

(1) the designation of the district employee or employees who have been delegated responsibility and authority for implementing the plan and assuring compliance with the requirements of this Subchapter pursuant to Section 53020;

(2) the procedure for filing complaints pursuant to Section 53026 and the person with whom such complaints are to be filed;

(3) a process for notifying all district employees of the provisions of the plan and the policy statement required under Section 53002;

(4) a process for ensuring that district employees who are to participate on screening or selection committees shall receive appropriate training on the requirements of this Subchapter and of state and federal nondiscrimination laws;

(5) a process for providing annual written notice to appropriate community organizations concerning the district's plan and the need for assistance from the community in identifying qualified members of historically underrepresented groups for openings with the district;

(6) an analysis of the number of persons from historically underrepresented groups who are employed in the district's work force and those who have applied for employment in each of the job categories listed in Section 53004(a);

(7) an analysis of the degree to which women, ethnic minorities, and persons with disabilities are underrepresented in comparison to the numbers of persons from such groups whom the Chancellor determines to be available and qualified to perform the work required for each such job category and whether or not the underrepresentation is significant;

(8) the steps the district will take to achieve diversity in its work force;

(9) goals for addressing any underrepresentation identified pursuant to Subparagraph (7); and

(10) a plan of corrective action consistent with Section 53006, including goals and timetables for hiring and promotion, if necessary, to remedy any significant underrepresentation identified in the plan by achieving expected representation for all historically underrepresented groups in all job categories listed in Section 53004(a).

(d) The plans submitted to the Chancellor shall be public records.

(e) Each community college district shall make a continuous good faith effort to comply with the requirements of the plan required under this Section.

(f) In developing the availability data called for in Subsection (c)(7), the Chancellor shall work through the established Consultation Process.

Note: Authority cited: Sections 70901 and 87105, Education Code. Reference: Sections 87100 et seq., Education Code.

History

1. Repealer and new section filed 3–26–92; operative 4–24–92 (Register 92, No. 17).
2. Amendment of subsections (c)(4) and (7) filed 9–6–94; operative 10–6–94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94, No. 38).
3. Amendment of subsections (b), (c) and (c)(7), new subsections (c)(8)–(9) and subsection renumbering, amendment of newly designated subsection (c)(10) and new subsection (f) filed 5–31–96; operative 6–30–96. Submitted to OAL for printing only (Register 96, No. 23).

§ 53004. District Evaluation and Report to Chancellor.

(a) Each district shall annually survey its employees and shall monitor applicants for employment on an ongoing basis in order to evaluate its progress in implementing its faculty and staff diversity plan and to provide data needed for the analyses required by Sections 53003, 53006, 53023, and 53024. Each district shall annually report to the Chancellor, in a manner prescribed by the Chancellor, the results of its annual survey of employees at each college in the district. Each employee shall be reported so that he or she may be identified as belonging to one of the following seven job categories:

(1) executive/administrative/managerial;
(2) faculty and other instructional staff;
(3) professional nonfaculty;
(4) secretarial/clerical;
(5) technical and paraprofessional;
(6) skilled crafts; and
(7) service and maintenance.

(b) For purposes of the survey and report required pursuant to Subsection (a) of this Section, each applicant or employee shall be afforded the opportunity to identify his or her gender, ethnicity and, if applicable, his or her disability. Chinese, Japanese, Filipinos, Koreans, Vietnamese, Asian Indians, Hawaiians, Guamanians, Samoans, Laotians, and Cambodians are to be counted and reported as part of the Asian/Pacific Islander group as well as in separate subcategories. However, in determining whether corrective action is necessary, analysis of the separate subgroups is not necessary.

Note: Authority cited: Sections 70901 and 87105, Education Code. Reference: Sections 87100 et seq., Education Code; and Section 8310.5, Government Code.

History

1. Repealer and new section filed 3–26–92; operative 4–24–92 (Register 92, No. 17).
2. Amendment of subsections (a) and (b) filed 5–31–96; operative 6–30–96. Submitted to OAL for printing only (Register 96, No. 23).

§ 53005. Advisory Committee.

Each community college district shall establish a Faculty and Staff Diversity Advisory Committee to assist the district in developing and implementing the plan required under Section 53003. This advisory committee shall include members of all historically underrepresented groups whenever possible.

Note: Authority cited: Sections 70901 and 87105, Education Code. Reference: Sections 87100 et seq., Education Code.

History

1. Repealer and new section filed 3–26–92; operative 4–24–92 (Register 92, No. 17).

§ 53006. Corrective Action.

(a) Continuation of Existing Goals. If a district established a goal prior to the effective date of this Section and significant underrepresentation still exists, it shall update that goal, set a new target date for achieving expected representation for that group in the category or categories in question, and concurrently do the following:

(1) review its recruitment procedures and identify and implement any additional measures which might reasonably be expected to attract candidates from the significantly underrepresented group;

(2) consider various other means of reducing the underrepresentation which do not involve taking underrepresented group status into account, and implement any such techniques which are determined to be feasible and potentially effective; and

(3) Comply with Subsection (c) of this Section.

(b) New Goals. If a district determines, pursuant to Section 53003(c)(7), that a particular group is significantly underrepresented with respect to one or more job categories, and no goal has previously been set, the district shall take corrective action consistent with this Section. At a minimum, the district shall:

BEST COPY AVAILABLE

Subchapter 4. Student Equity

§ 54220. Student Equity Plans.

(a) In order to promote student success for all students, the governing board of each community college district shall adopt, by July 1, 1993, a student equity plan which includes for each college in the district:

(1) Campus-based research as to the extent of student equity and as to institutional barriers to equity in order to provide a basis for the development of goals and the determination of what activities are most likely to be effective;

(2) Goals for access, retention, degree and certificate completion, ESL, and basic skills completion, and transfer; for each of the historically underrepresented groups as appropriate;

(3) Implementation activities designed to attain the goals, including a means of coordinating existing student equity related programs;

(4) Sources of funds for the activities in the plan;

(5) Schedule and process for evaluation; and

(6) An executive summary that includes, at a minimum, the groups for whom goals have been set, the goals, the initiatives that the college or district will undertake to achieve these goals, the resources that have been budgeted for that purpose, and the district official to contact for further information.

(b) These plans should be developed with the active involvement of all groups on campus as required by law, and with the involvement of appropriate people from the community who can articulate the perspective and concerns of the historically underrepresented groups.

(c) The Board-adopted plan shall be submitted to the Office of the Chancellor, which shall publish all executive summaries, sending copies to every college and district, the chair of each consultation group that so requests, and such additional individuals and organizations as deemed appropriate.

Subchapter 3. Cooperative Work Experience Education

§ 55250. Approved Plan Required.

Any program of Cooperative Work Experience Education conducted by the governing board of a community college district pursuant to sections 55250.2-55250.7, 58051, and 58009.5 shall conform to a plan adopted by the district. The plan adopted by the district shall set forth a systematic design of Cooperative Work Experience Education whereby students, while enrolled in college, will gain realistic learning experiences through work. This plan shall be submitted to and approved by the Chancellor.

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901, 70902 and 78249, Education Code.

HISTORY

1. Amendment filed 4-26-74; effective thirtieth day thereafter (Register 74, No. 17).
2. Amendment of section and NOTE filed 11-4-77; effective thirtieth day thereafter (Register 77, No. 45).
3. Amendment filed 9-29-78; designated effective 1-2-79 (Register 78, No. 39).
4. Amendment filed 4-27-83; effective thirtieth day thereafter (Register 83, No. 18).
5. Amendment filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
6. Editorial correction of HISTORY 5 (Register 95, No. 20).

Subchapter 5. Educational Master Plans

§ 55400. Definitions.

The definitions provided in the Student Attendance Accounting Manual issued by the Chancellor shall apply to the provisions of this chapter.

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

HISTORY

1. New chapter 5 (sections 55400 through 55405) filed 7-1-71; effective thirtieth day thereafter (Register 71, No. 27).
2. Amendment of section and NOTE filed 11-4-77; effective thirtieth day thereafter (Register 77, No. 45).
3. Amendment filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
4. Amendment of section filed 6-11-91; operative 7-11-91. Submitted to OAL for printing only pursuant to Government Code section 11343.8 (Register 91, No. 45).
5. Amendment of NOTE filed 6-11-91; operative 7-11-91. Submitted to OAL for printing only pursuant to Government Code section 11343.8 (Register 92, No. 1).
6. Editorial correction of HISTORY 3 (Register 95, No. 20).

§ 55401. Current and Long Range Plans.

The governing board of each Community College district shall establish policies for, and approve, current and long range educational plans and programs for each Community College which it maintains and for the district as a whole.

§ 55402. Educational Master Plans.

On or before January 1, 1972, the governing board of each Community College district shall submit to the Chancellor an educational master plan for each Community College which it maintains and for the district as a whole. Each plan shall be modified and brought up to date annually and shall be submitted to the Chancellor on or before November 1 of each year thereafter.

§ 55403. Form.

Each plan shall be submitted on a form provided by the Chancellor and shall contain such information as the Chancellor shall require.

§ 55404. Contents.

Each plan shall contain the educational objectives of the Community College or district and the future plans for transfer programs, occupational programs, continuing education courses, and remedial and developmental programs. On the basis of current and future enrollment, it shall contain plans for the development and expansion of ancillary services, including services in the library and for counseling, placement, and financial aids.

§ 55405. Review and Approval.

The Chancellor shall review each master plan. On or before February 1 following the submission of each plan, the Chancellor shall send a copy of the approval of it to the superintendent of each district.

HISTORY

1. Amendment filed 11-4-77; effective thirtieth day thereafter (Register 77, No. 45).

BEST COPY AVAILABLE

§ 56270. Contract Plan.

(a) Districts wishing to participate in EOPS shall submit for approval by the Chancellor a plan which conforms to the provisions of this chapter for each college within the district which intends to conduct an EOPS program. A college plan approved by the Chancellor shall constitute a contract between the district which operates the college and the Chancellor. Changes to the program plan may be made only with the prior written approval of the Chancellor.

(b) The Chancellor will notify in writing those districts which submit plans on or before the deadline set pursuant to section 56274 of this part within ninety (90) days of that deadline whether the district's plan is complete and whether the plan is approved or disapproved. If the plan is disapproved, the Chancellor will notify the district how the plan is deficient. If a district plan is disapproved, the district may resubmit the plan and the Chancellor will approve or disapprove the resubmitted plan within ninety (90) days of its receipt.

(c) The Chancellor's median, minimum and maximum times for approving district plans for EOPS, from the receipt of the initial plan to final approval of the plan, for fiscal years 1984–85 and 1985–86 are 245 days, 43 days and 610 days respectively. These times may include repeated resubmissions of plans by some community college districts. The estimated time lapse from initial receipt to the first action of approval or disapproval is estimated to be 87 days.

NOTE: Authority cited: Sections 69648, 69648.7 and 71020, Education Code. Reference: Sections 69640–69655, Education Code.

HISTORY

1. New section filed 9–24–87; operative 10–24–87 (Register 87, No. 40). For prior history, see Register 83, No. 18.
2. Editorial correction of printing error restoring section heading (Register 91, No. 29).

§ 56271. Approved Programs and Services.

NOTE: Authority cited: Sections 69648, 69652 and 71020, Education Code. Reference: Chapter 2, Article 8 (commencing with Section 69640) of Part 42, Education Code.

HISTORY

1. Repealer filed 9–24–87; operative 10–24–87 (Register 87, No. 40). For prior history, see Register 83, No. 18.

§ 56272. Outline.

Each plan shall address the following:

(a) the long–term goals of the EOPS program in supporting the goals of the college and the goals adopted for EOPS by the Board of Governors.

(b) the objectives of the EOPS program to be attained in the fiscal year for which EOPS funds are allocated.

(c) the activities to be undertaken to achieve the objectives, including how the college plans to meet the standards set forth in Articles 3, 4, and 5 of this Chapter.

(d) an operating budget which indicates the planned expenditures of EOPS funds, and of other district funds to be used to finance EOPS activities.

(e) the number of students to be served.

(f) an evaluation of the results achieved in the prior year of funding.

NOTE: Authority cited: Sections 69648, 69648.7 and 71020, Education Code. Reference: Sections 69640–69655, Education Code.

HISTORY

1. Repealer and new section filed 9–24–87; operative 10–24–87 (Register 87, No. 40). For prior history, see Register 83, No. 18.

§ 56274. Deadlines.

The Chancellor's Office shall annually establish a final date for the submission of EOPS plans and shall notify districts of this date and distribute the forms for the submission of the plan not less than 90 days prior to that date. Applications and plans received after that date shall be returned to the applying district without evaluation or consideration.

NOTE: Authority cited: Sections 69648, 69648.7 and 71020, Education Code. Reference: Sections 69640–69655, Education Code.

HISTORY

1. New section filed 9–24–87; operative 10–24–87 (Register 87, No. 40).

§ 56276. Review and Approval of District Plans.

All plans and requests for funding submitted on or before the deadline shall be reviewed and evaluated by the Chancellor. The Chancellor shall approve plans for funding in whole or in part.

NOTE: Authority cited: Sections 69648, 69648.7 and 71020, Education Code. Reference: Sections 69640–69655, Education Code.

HISTORY

1. New section filed 9–24–87; operative 10–24–87 (Register 87, No. 40). For prior history, see Registers 83, No. 18 and 81, No. 3.

§ 56277. Necessity of Subchapter.

NOTE: Authority cited: Sections 69648, 69652 and 71020, Education Code. Reference: Chapter 2, Article 8 (commencing with Section 69640) of Part 42, Education Code.

HISTORY

1. Repealer filed 1–16–81; effective thirtieth day thereafter (Register 81, No. 3).

§ 56278. Program Evaluation by the Chancellor.

Each college having an approved plan shall participate annually in an evaluation of the effectiveness of the program which shall be conducted by the Chancellor. The annual evaluation may include on–site operational reviews, audits, and measurements of student success in achieving their educational objectives.

NOTE: Authority cited: Sections 69648, 69648.7 and 71020, Education Code. Reference: Sections 69640–69655, Education Code.

HISTORY

1. Repealer and new section filed 9–24–87; operative 10–24–87 (Register 87, No. 40). For prior history, see Register 83, No. 18.

§ 56279. Accrual Basis.

NOTE: Authority cited: Sections 69648, 69652 and 71020, Education Code. Reference: Chapter 2, Article 8 (commencing with Section 69640) of Part 42, Education Code.

HISTORY

1. Repealer filed 9–24–87; operative 10–24–87 (Register 87, No. 40). For prior history, see Register 83, No. 18.

§ 56280. Priorities in Serving Students.

Each plan shall incorporate the priorities of this Section in the order presented when serving students from among those who are eligible pursuant to Section 56220. The purpose of these priorities is to ensure that colleges strive to achieve and maintain a racial, ethnic, and gender composition among income eligible students served which matches the racial, ethnic, and gender composition by income group of eighteen years and above who reside in the college service area.

(a) priority in outreach and recruitment services shall be directed towards correcting the greatest underrepresentation among students served. Additional priority among underrepresented students shall be given to serving individuals who are the first in their family to attend college.

(b) priority in serving students enrolled at the college shall be:

(1) serving continuing EOPS students with the lowest income.

(2) serving continuing EOPS students with the lowest income who are transferring from another EOPS program conducted by a community college.

(3) serving first–time EOPS students with the lowest income.

NOTE: Authority cited: Sections 69648, 69648.7 and 71020, Education Code. Reference: Sections 69640–69655, Education Code.

HISTORY

1. Repealer and new section filed 9–24–87; operative 10–24–87 (Register 87, No. 40). For prior history, see Register 83, No. 18.

§ 56281. Accounting Procedures.

NOTE: Authority cited: Sections 69648, 69652 and 71020, Education Code. Reference: Chapter 2, Article 8 (commencing with Section 69640) of Part 42, Education Code.

HISTORY

1. Repealer filed 9–24–87; operative 10–24–87 (Register 87, No. 40). For prior history, see Register 83, No. 18.

§ 56282. State Sources.

NOTE: Authority cited: Sections 69648, 69652 and 71020, Education Code. Reference: Chapter 2, Article 8 (commencing with Section 69640) of Part 42, Education Code.

HISTORY

1. Repealer of Article 2 heading filed 4–27–83; effective thirtieth day thereafter (Register 83, No. 18).
2. Repealer filed 9–24–87; operative 10–24–87 (Register 87, No. 40).

ERIC Full Text Provided by ERIC

BEST COPY AVAILABLE

California Education Code Sections

57201. Each community college district applying to receive funds pursuant to this chapter shall:

(a) Prepare and submit to the Chancellor a current five-year maintenance plan. The plan shall be consistent with the district's five-year capital outlay plan, but shall not duplicate that plan. The plan shall provide for ongoing as well as deferred maintenance.

(b) Maintain a level of ongoing maintenance during the year for which funds are requested commensurate with the level of activity in prior years.

66003. It is the intent of the Legislature to outline in statute the broad policy and programmatic goals of the master plan and to expect the higher education segments to be accountable for attaining those goals. However, consistent with the spirit of the original master plan and the subsequent updates, it is the intent of the Legislature that the governing boards be given ample discretion in implementing policies and programs necessary to attain those goals.

66010.4. The missions and functions of California's public and independent segments, and their respective institutions of higher education shall be differentiated as follows:

(a) (1) The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level of both younger and older students, including those persons returning to school. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree.

(2) In addition to the primary mission of academic and vocational instruction, the community colleges shall offer instruction and courses to achieve all of the following:

(A) The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.

(B) The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges.

(C) The provision of community services courses and programs is an authorized function of the community colleges so long as their provision is compatible with an institution's ability to meet its obligations in is primary missions.

(3) A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.

(4) The community colleges may conduct to the extent that state funding is provided, institutional research concerning student learning and retention as is needed to facilitate their educational missions.

66071. In enacting this article, it is the intent of the Legislature to urge the continued development and implementation of assessment processes whereby institutions of higher education establish mechanisms, through program review and improvement, for the assessment of their performance in attempting to improve student learning and comprehension and achieving the expressed state policy goals for higher education of quality, educational equity, employee diversity, student transfer, and student retention. The primary purposes of assessment shall be to improve teaching and learning as well as academic advising. Assessment programs shall be focused on activities that are campus-based, faculty-centered, and student-responsive. Faculty, students, and academic administrators are encouraged to work together in developing assessment programs.

66072. It is the intent of the Legislature to monitor the performance of the University of California, the California State University, and the community colleges in the following areas:

(a) Diversification of student bodies.

(b) Improved student transfer rates.

(c) Improved student retention rates.

(d) Diversification of faculty, nonfaculty academic staff, and administrative positions.

(e) As a part of program review, enhanced student learning, as demonstrated through mechanisms designed to explore improvements in knowledge, skills, and abilities.

(f) Review and approve comprehensive plans for each community college district. The plans shall be submitted to the board of governors by the governing board of each community college district.

66722. It is the intent of the Legislature that the transfer function shall be a central institutional priority of all segments of higher education in California, and that the segments shall have as a fundamental policy and practice the maintenance of an effected transfer system.

70901. (10) Review and approve all educational programs offered by community college district, and all courses that are not offered as part of an educational program approved by the Board of governors.

(11) Exercise general supervision over the formation of new community college districts and the reorganization of existing community college districts, including the approval or disapproval of plan therefor.

70902. (a) Every community college district shall be under the control of a board of trustees, which is referred to herein as the "governing board."

(1) Establish policies for, and approve, current and long-range academic and facilities plans and programs and promote orderly growth and development of the community colleges within the district. In so doing, the governing board shall, as required by law, establish policies for, develop, and approve, comprehensive plans. The governing board shall submit the comprehensive plans to the board of governors for review and approval.

78016. (a) Every vocational or occupational training program offered by a community college district shall be reviewed every two years by the governing board of the district to assure that each program, as demonstrated by the California Occupational Information System, including the State-Local Cooperative Labor Market Information Program established in Section 10533 of the Unemployment Insurance Code, or if this program is not available in the labor market area, other available sources of labor market information, does all of the following:

(1) Meets a documented labor market demand.

(2) Does not represent unnecessary duplication of other manpower training programs in the area.

(3) Is of demonstrated effectiveness as measured by the employment and completion success of its students.

(b) Any program that does not meet the requirements of subdivision (a) and the standards promulgated by the governing board shall be terminated within one year.

(c) The review process required by this section shall include the review and comments by the local Private Industry Council established pursuant to Division 8 (commencing with Section 15000) of the Unemployment Insurance Code, which review and comments shall occur prior to any decision by the appropriate governing body.

(d) This section shall apply to each program commenced subsequent to July 28, 1983.

81820. The governing board of each community college district shall prepare and submit to the Board of Governors of the California Community Colleges and plan for capital construction for community college purposes of the district. The plan shall reflect capital construction for community college purposes of the district for the five-year period commencing with the next proposed year of funding. The five-year plan shall be subject to continuing review by the governing board and annually shall be extended one year, and there shall be submitted to the board of governors, on or before the first day of February in each succeeding year, a report outlining the required modifications or changes, if any, in the five-year plan.

81821. The five-year plan for capital construction shall set out the estimated capital construction needs of the district with reference to elements including at least all of the following:

(a) The plans of the district concerning its future academic and student services programs, and the effect on estimated construction needs which may arise because of particular courses of instruction or subject matter areas or student services to be emphasized.

(b) The enrollment projections for each district formulated by the Department of Finance, expressed in terms of weekly student contact hours. The enrollment projections for each individual college and educational center within a district shall be made cooperatively by the Department of Finance and the community college district.

(c) The current enrollment capacity of the district expressed in terms of weekly student contact hours and based upon the space and utilization standards for community college classrooms and laboratories adopted by the board of governors in consultation with the California Postsecondary Education Commission and consistent with its standards.

(d) District office, library, and supporting facility capacities as derived from the physical plant standards for office, library, and supporting facilities adopted by the board of governors in consultation with the California Postsecondary Education Commission and consistent with its standards.

(e) An annual inventory of all facilities and land of the district using standard definitions, forms, and instructions adopted by the board of governors.

(f) An estimate of district funds which shall be made available for capital outlay matching purposes pursuant to regulations adopted by the board of governors.

81822. The board of governors shall review and evaluate the plan for capital construction submitted by the governing board of each community college district in terms of the elements of the capital construction program specified in Section 81821, and shall, on the basis of the review and evaluation, make the revision and changes therein as are appropriate, and notify the district. A similar review and evaluation of continuing five-year plans for capital construction submitted by the governing board of each community college district shall be made. The board of governors shall, promptly after review, notify the governing board of each community college district of the content of the district's revised plan for capital construction.

81823. (a) If a community college district maintains colleges, or one college and one or more educational centers, it may additionally submit the plan required by Section 81820 on the basis of each college or educational center maintained by the district, if either of the following circumstances is present such that students will be better served by evaluating the capital outlay program for the district on that basis: (1) the isolation of students within a district in terms of the distance of students from the location of an educational program, or inadequacy of transportation, and student financial inability to meet costs of transportation to an educational program; or (2) the inability of existing colleges and educational centers in the district to meet the unique educational and cultural needs of a significant number of ethnic students.

(b) If a district elects to submit such a plan, it shall include therewith justification and documentation for so doing.

(c) When a district so elects, the evaluation of the plan pursuant to Section 81822 shall include an evaluation of both of the following:

(1) The justification and documentation for so doing, including enrollment projections for individual campuses and centers.

(2) The plan as thus submitted.

ACCJC/WASC
Accreditation Standards

Accrediting Commission For Community & Junior Colleges

Handbook Of Accreditation And Policy Manual

1996 Edition

BEST COPY AVAILABLE

STANDARD ONE: INSTITUTIONAL MISSION

The institution has a statement of mission that defines the institution, its educational purposes, its students, and its place in the higher education community.

1. The institution has a statement of mission, adopted by the governing board, which identifies the broad-based educational purposes it seeks to achieve.

2. The mission statement defines the students the institution intends to serve as well as the parameters under which programs can be offered and resources allocated.

3. Institutional planning and decision making are guided by the mission statement.

4. The institution evaluates and revises its mission statement on a regular basis.

STANDARD TWO: INSTITUTIONAL INTEGRITY

The institution subscribes to, advocates, and demonstrates honesty and truthfulness in representations to its constituencies and the public; in pursuit of truth and the dissemination of knowledge; in its treatment of and respect for administration, faculty, staff, and students; in the management of its affairs and in relationships with its accreditation association and other external agencies.

1. The institution represents itself clearly, accurately, and consistently to its constituencies, the public, and prospective students through its catalogues, publications, and statements, including those presented in electronic formats. Precise, accurate, and current information is provided in the catalog concerning (a) educational purposes; (b) degrees, curricular offerings, educational resources, and course offerings; (c) student fees and other financial obligations, student financial aid, and fee refund policies; (d) requirements for admission and for achievement of degrees, including the academic calendar and information regarding program length; and (e) the names of administrators, faculty, and governing board.

2. The institution has a readily available governing board-adopted policy protecting academic freedom and responsibility which states the institutional commitment to the free pursuit and dissemination of knowledge and fosters the integrity of the teaching-learning process.

BEST COPY AVAILABLE

3. Faculty and other college staff distinguish between personal conviction and proven conclusions and present relevant data fairly and objectively to students and others.

4. Institutions which strive to instill specific beliefs or world views, or to require codes of conduct of faculty, administrative and support staff, or students, give clear prior notice of such policies.

5. The institution provides faculty and students with clear expectations concerning the principles of academic honesty and the sanctions for violation.

6. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

7. The institution demonstrates honesty and integrity in its athletic programs.

8. The institution demonstrates honesty and integrity in its relationships with the Commission and agrees to comply with Commission standards, policies, guidelines, public disclosure, and self study requirements.

9. The institution regularly evaluates and revises institutional policies, practices, and publications to ensure integrity in all representations about its mission, programs, and services.

STANDARD THREE: INSTITUTIONAL EFFECTIVENESS

The institution, appropriate to its mission and purposes as a higher education institution, develops and implements a broad-based and integrated system of research, evaluation, and planning to assess institutional effectiveness and uses the results for institutional improvement. The institution identifies institutional outcomes which can be validated by objective evidence.

A. Institutional Research and Evaluation

A.1 Institutional research is integrated with and supportive of institutional planning and evaluation.

A.2 The institution provides the necessary resources for effective research and evaluation.

A.3 The institution has developed and implemented the means for evaluating how well, and in what ways, it accomplishes its mission and purposes.

A.4 The institution provides evidence that its program evaluations lead to improvement of programs and services.

B. Institutional Planning

B.1 The institution defines and publishes its planning processes and involves appropriate segments of the college community in the development of institutional plans.

B.2 The institution defines and integrates its evaluation and planning processes to identify priorities for improvement.

B.3 The institution engages in systematic and integrated educational, financial, physical, and human resources planning and implements changes to improve programs and services.

C. Institutional Outcomes Assessment

C.1 The institution specifies intended institutional outcomes and has clear documentation of their achievement.

C.2 The institution uses information from its evaluation and planning activities to communicate matters of quality assurance to the public.

C.3 The institution systematically reviews and modifies, as appropriate, its institutional research efforts, evaluation processes, institutional plans, and planning processes to determine their ongoing utility for assessing institutional effectiveness.

STANDARD FOUR: EDUCATIONAL PROGRAMS

The institution offers collegiate-level programs in recognized fields of study that culminate in identified student competencies leading to degrees and certificates. The provisions of this standard are broadly applicable to all educational activities offered in the name of the institution, regardless of where or how presented, or by whom taught.

A. General Provisions

A.1 The institution seeks to meet the varied educational needs of its students through programs consistent with its institutional mission and purposes and the demographics and economics of its community.

BEST COPY AVAILABLE

A.2 Programs and courses leading to degrees are offered in a manner which provides students the opportunity to complete the program as announced, within a reasonable time.

A.3 When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

A.4 The institution provides sufficient human, financial, and physical (including technological) resources to support its educational programs and to facilitate achievement of the goals and objectives of those programs regardless of the service location or instructional delivery method.

A.5 The institution designs and maintains academic advising programs to meet student needs for information and advice and adequately informs and prepares faculty and other personnel responsible for the advising function.

B. Degree and Certificate Programs

B.1 The institution demonstrates that its degrees and programs, wherever and however offered, support the mission of the institution. Degree and certificate programs have a coherent design and are characterized by appropriate length, breadth, depth, sequencing of courses, synthesis of learning, and use of information and learning resources.

B.2 The institution identifies its degrees and certificates in ways which are consistent with the program content, degree objectives, and student mastery of knowledge and skills including, where appropriate, career preparation and competencies.

B.3 The institution identifies and makes public expected learning outcomes for its degree and certificate programs. Students completing programs demonstrate achievement of those stated learning outcomes.

B.4 All degree programs are designed to provide students a significant introduction to the broad areas of knowledge, their theories and methods of inquiry, and focused study in at least one area of inquiry or established interdisciplinary core.

B.5 Students completing degree programs demonstrate competence in the use of language and computation.

BEST COPY AVAILABLE

B.6 The institution documents the technical and professional competence of students completing its vocational and occupational programs.

C. General Education

C.1 The institution requires of all degree programs a component of general education that is published in clear and complete terms in its general catalog.

C.2 The general education component is based on a philosophy and rationale that are clearly stated. Criteria are provided by which the appropriateness of each course in the general education component is determined.

C.3 The general education program introduces the content and methodology of the major areas of knowledge: the humanities and fine arts, the natural sciences, and the social sciences. The general education program provides the opportunity for students to develop the intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity that will make them effective learners and citizens.

C.4 Students completing the institution's general program demonstrate competence in oral and written communication, scientific and quantitative reasoning, and critical analysis/logical thinking.

D. Curriculum and Instruction

D.1 The institution has clearly defined processes for establishing and evaluating all of its educational programs. These processes recognize the central role of faculty in developing, implementing, and evaluating the educational programs. Program evaluations are integrated into overall institutional evaluation and planning and are conducted on a regular basis.

D.2 The institution ensures the quality of instruction, academic rigor, and educational effectiveness of all of its courses and programs regardless of service location or instructional delivery method.

D.3 The evaluation of student learning and the award of credit are based upon clearly stated and published criteria. Credit awarded is consistent with student learning and is based upon generally accepted norms or equivalencies.

D.4 The institution has clearly stated transfer of credit policies. In accepting transfer credits to fulfill degree requirements, the institution certifies that the credits accepted, including those for general education, achieve educational

BEST COPY AVAILABLE

objectives comparable to its own courses. Where patterns of transfer between institutions are established, efforts are undertaken to formulate articulation agreements.

D.5 The institution utilizes a range of delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the needs of its students.

D.6 The institution provides evidence that all courses and programs – both credit and non-credit – whether conducted on or off-campus by traditional or non-traditional delivery systems, are designed, approved, administered, and periodically evaluated under established institutional procedures. This provision applies to continuing and community education, contract and other special programs conducted in the name of the institution.

D.7 Institutions offering curricula through electronic delivery systems operate in conformity with applicable Commission policies and statements on "Principles of Good Practice in Distance Education."

D.8 Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with applicable Commission policies and guidelines.

STANDARD FIVE: STUDENT SUPPORT AND DEVELOPMENT

The institution recruits and admits students appropriate to its programs. It identifies and serves the diverse needs of its students with educational programs and learning support services, and it fosters a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, and success.

1. The institution publishes admissions policies consistent with its mission and appropriate to its programs and follows practices that are consistent with those policies.

2. The institution provides to all prospective and currently enrolled students current and accurate information about its programs, admissions policies and graduation requirements, social and academic policies, refund policies, student conduct standards, and complaint and grievance procedures.

3. The institution identifies the educational support needs of its student population and provides appropriate services and programs to address those needs.

93

BEST COPY AVAILABLE

4. The institution involves students, as appropriate, in planning and evaluating student support and development services.

5. Admissions and assessment instruments and placement practices are designed to minimize test and other bias and are regularly evaluated to assure effectiveness.

6. The institution provides appropriate, comprehensive, reliable, and accessible services to its students regardless of service location or delivery method.

7. The institution, in keeping with its mission, creates and maintains a campus climate which serves and supports its diverse student population.

8. The institution supports a co-curricular environment that fosters intellectual, ethical, and personal development for all of its students and encourages personal and civic responsibility.

9. Student records are maintained permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained.

10. The institution systematically evaluates the appropriateness, adequacy, and effectiveness of its student services and uses the results of the evaluation as a basis for improvement.

STANDARD SIX: INFORMATION AND LEARNING RESOURCES

Information and learning resources and services are sufficient in quality, depth, diversity, and currentness to support the institution's intellectual and cultural activities and programs in whatever format and wherever they are offered. The institution provides training so that information and learning resources may be used effectively and efficiently.

1. Information and learning resources, and any equipment needed to access the holdings of libraries, media centers, computer centers, databases and other repositories, are sufficient to support the courses, programs, and degrees wherever offered.

2. Appropriate educational equipment and materials are selected, acquired, organized, and maintained to help fulfill the institution's purposes and support the educational program. Institutional policies and procedures ensure faculty involvement.

BEST COPY AVAILABLE

3. Information and learning resources are readily accessible to students, faculty, and administrators.

4. The institution has professionally qualified staff to provide appropriate support to users of information and learning resources, including training in the effective application of information technology to student learning.

5. The institution provides sufficient and consistent financial support for the effective maintenance, security, and improvement of its information and learning resources.

6. When the institution relies on other institutions or other sources for information and learning resources to support its educational programs, it documents that formal agreements exist and that such resources and services are adequate, easily accessible, and utilized.

7. The institution plans for and systematically evaluates the adequacy and effectiveness of its learning and information resources and services and makes appropriate changes as necessary.

STANDARD SEVEN: FACULTY AND STAFF

The institution has sufficient qualified full-time and part-time faculty and staff to support its educational programs and services wherever offered and by whatever means delivered. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse ethnic, social, and economic backgrounds by making positive efforts to foster such diversity.

A. Qualifications and Selection

A.1 The institution has sufficient faculty and staff who are qualified by appropriate education, training, and experience to support its programs and services.

A.2 Criteria, qualifications, and procedures for selecting all personnel are clearly stated, public, directly related to institutional objectives, and accurately reflect job responsibilities.

A.3 Criteria for selecting faculty include knowledge of the subject matter or service to be performed, effective teaching, and potential to contribute to the mission of the institution.

BEST COPY AVAILABLE

A.4 Degrees held by faculty and administrators are listed in the institution's primary catalog. All U.S. degrees are from institutions accredited by recognized accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

B. Evaluation

B.1 The evaluation of each category of staff is systematic and conducted at stated intervals. The follow-up of evaluations is formal and timely.

B.2 Evaluation processes seek to assess effectiveness and encourage improvement.

B.3 Criteria for evaluation of faculty include teaching effectiveness, scholarship, or other activities appropriate to the area of expertise, and participation in institutional service or other institutional responsibilities.

C. Staff Development

C.1 The institution provides appropriate opportunities to all categories of staff for continued professional development, consistent with the institutional mission.

C.2 Planning and evaluation of staff development programs include the participation of staff who participate in, or are affected by, the programs.

D. General Personnel Provisions

D.1 The institution has and adheres to written policies ensuring fairness in all employment procedures.

D.2 The institution regularly assesses and reports its achievement of its employment equity objectives, consistent with the institutional mission.

D.3 Personnel policies and procedures affecting all categories of staff are systematically developed, clear, equitably administered, and available for information and review.

D.4 The institution makes provision for the security and confidentiality of personnel records. Personnel records are private, accurate, complete, and permanent.

BEST COPY AVAILABLE

STANDARD EIGHT: PHYSICAL RESOURCES

The institution has sufficient and appropriate physical resources to support its purposes and goals.

1. The institution ensures that adequate physical resources are provided to support its educational programs and services wherever and however they are offered.

2. The management, maintenance, and operation of physical facilities ensure effective utilization and continuing quality necessary to support the programs and services of the institution.

3. Physical facilities at all site locations where courses, programs, and services are offered are constructed and maintained in accordance with the institution's obligation to ensure access, safety, security, and a healthful environment.

4. Selection, maintenance, inventory and replacement of equipment are conducted systematically to support the educational programs and services of the institution.

5. Physical resource planning and evaluation support institutional goals and are linked to other institutional planning and evaluation efforts, including district or system planning and utilization where appropriate.

STANDARD NINE: FINANCIAL RESOURCES

The institution has adequate financial resources to achieve, maintain, and enhance its programs and services. The level of financial resources provides a reasonable expectation of financial viability and institutional improvement. The institution manages its financial affairs with integrity, consistent with its educational objectives.

A. Financial Planning

A.1 Financial planning supports institutional goals and is linked to other institutional planning efforts.

A.2 Annual and long-range financial planning reflects realistic assessments of resource availability and expenditure requirements. In those institutions which set tuition rates, and which receive a majority of funding from student fees and tuition, charges are reasonable in light of the operating costs, services to be rendered, equipment, and learning resources to be supplied.

BEST COPY AVAILABLE

A.3 Annual and long-range capital plans support educational objectives and relate to the plan for physical facilities.

A.4 Institutional guidelines and processes for financial planning and budget development are clearly defined and followed.

A.5 Administrators, faculty, and support staff have appropriate opportunities to participate in the development of financial plans and budgets.

B. Financial Management

B.1 The financial management system creates appropriate control mechanisms and provides dependable and timely information for sound financial decision-making.

B.2 Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support institutional programs and services. Institutional responses to external audit findings are comprehensive and timely.

B.3 The institution practices effective oversight of finances, including management of financial aid, externally-funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments.

B.4 Auxiliary activities and fund raising efforts support the programs and services of the institution, are consistent with the mission and goals of the institution, and are conducted with integrity.

B.5 Contractual agreements with external entities are governed by institutional policies and contain appropriate provisions to maintain the integrity of the institution.

B.6 Financial management is regularly evaluated, and the results are used to improve the financial management system.

C. Financial Stability

C.1 Future obligations are clearly identified and plans exist for payment.

C.2 The institution has policies for appropriate risk management.

C.3 Cash flow arrangements or reserves are sufficient to maintain stability.

C.4 The institution has a plan for responding to financial emergencies or unforeseen occurrences.

STANDARD TEN: GOVERNANCE AND ADMINISTRATION

The institution has a governing board responsible for the quality and integrity of the institution. The institution has an administrative staff of appropriate size to enable the institution to achieve its goals and is organized to provide appropriate administrative services. Governance structures and systems ensure appropriate roles for the board, administration, faculty, staff, and students and facilitate effective communication among the institution's constituencies.

A. Governing Board

A.1 The governing board is an independent policy-making board capable of reflecting the public interest in board activities and decisions. It has a mechanism for providing for continuity of board membership and staggered terms of office.

A.2 The governing board ensures that the educational program is of high quality, is responsible for overseeing the financial health and integrity of the institution, and confirms that institutional practices are consistent with the board-approved institutional mission statement and policies.

A.3 The governing board establishes broad institutional policies and appropriately delegates responsibility to implement these policies. The governing board regularly evaluates its policies and practices and revises them as necessary.

A.4 In keeping with its mission, the governing board selects and evaluates the chief executive officer and confirms the appointment of other major academic and administrative officers.

A.5 The size, duties, responsibilities, ethical conduct requirements, structure and operating procedures, and processes for assessing the performance of the governing board are clearly defined and published in board policies or by-laws. The board acts in a manner consistent with them.

A.6 The governing board has a program for new member orientation and governing board development.

A.7 The board is informed about and involved in the accreditation process.

B. Institutional Administration and Governance

B.1 The institutional chief executive officer provides effective leadership to define goals, develop plans, and establish priorities for the institution.

B.2 The institutional chief executive officer efficiently manages resources, implements priorities controlling budget and expenditures, and ensures the implementation of statutes, regulations, and board policies.

B.3 The institution is administratively organized and staffed to reflect the institution's purposes, size, and complexity. The administration provides effective and efficient leadership and management which makes possible an effective teaching and learning environment.

B.4 Administrative officers are qualified by training and experience to perform their responsibilities and are evaluated systematically and regularly. The duties and responsibilities of institutional administrators are clearly defined and published.

B.5 Administration has a substantive and clearly-defined role in institutional governance.

B.6 Faculty have a substantive and clearly-defined role in institutional governance, exercise a substantial voice in matters of educational program and faculty personnel, and other institutional polices which relate to their areas of responsibility and expertise.

B.7 Faculty have established an academic senate or other appropriate organization for providing input regarding institutional governance. In the case of private colleges, the institution has a formal process for providing input regarding institutional governance.

B.8 The institution has written policy which identifies appropriate institutional support for faculty participation in governance and delineates the participation of faculty on appropriate policy, planning, and special purpose bodies.

B.9 The institution clearly states and publicizes the role of staff in institutional governance.

B.10 The institution clearly states and publicizes the role of students in institutional governance.

C. Multi-College Districts and/or Systems

C.1 The district/system chief executive officer provides effective leadership to define goals, develop plans, and establish priorities for the institution.

C.2 The district/system chief executive officer efficiently manages resources, implements priorities controlling budget and expenditures, and ensures the implementation of statutes, regulations, and board policies.

BEST COPY AVAILABLE

C.3 The district/system has a statement which clearly delineates the operational responsibilities and functions of the district/system and those of the college.

C.4 The district/system provides effective services that support the mission and functions of the college.

C.5 The district/system and the college(s) have established — and utilize — effective methods of communication and exchange information in a timely and efficient manner.

C.6 The district/system has effective processes in place for the establishment and review of policy, planning, and financial management.

Planning Definitions

Academic Master Plans (See Educational Master Plans)

Activities are the very specific steps to achieve an objective and are often listed with the person indicated who will perform the activity, usually contain a timeline for accomplishing the tasks. For multi-year tasks, activities often contain benchmarks to gauge progress. Activities are usually not a component of Master Plans but are an essential component of Strategic Plans and are especially useful for Subject Plans and Unit Plans.

Benchmarks are anticipated levels of achievement associated with objectives, that is, specific outcomes for which one is "aiming."

Comprehensive Plans (Master Plans) are institution wide plans which usually begin with governing board adopted documents such as Mission, Philosophy, and Vision statements, include both the institutional goals and objectives, usually in the form of a strategic plan, and incorporate other institution wide plans, particularly Educational Master Plans, Facilities Master Plans, and Deferred Maintenance Plans, as well as Subject Plans. Such plans are required by Title 5 **Section** 51008 as a minimum condition for receiving state aid.

Educational Master Plans (Academic Master Plans) are institution wide plans which project the anticipated changes in the institution's instructional programs, including growth, decline, and new programs. Such plans address the source of the need for such changes and lay out the resources which must be acquired to make those changes, including personnel, facilities, equipment, instructional support, and student services. Educational Master Plans are detailed and concrete, specifying the objectives, activities, and timeline for the programmatic changes. Such plans are required by Title 5 §55401-405. Educational Master Plans are also required as part of the application process for district use of Capital Outlay Funds.

Evaluation comprises the methods by which it is determined that the goals, objectives and activities have been met or completed. It is one of the three components in the planning cycle: Planning, Implementation, and Evaluation. In a well integrated planning process, evaluation will be used to influence new and revised objectives.

Facilities Master Plans are institution wide plans which project the needs for new sites, development of existing sites, new buildings, and renovation of existing buildings. Such plans use as their basis

the Educational Mater Plan which projects programmatic needs. Facilities Master Plans are detailed and concrete, specifying the use of each facility to the degree that comprehensive working drawings for each project can be based on the plan. Such plans are required by Title 5 **Section** 51008 as a component of the Master Plan, which is a minimum condition for receiving state aid. (See "Master plan" for the citation.) Facilities Master Plans are the basis for the district's application for use of Capital Outlay Funds.

Goals are relatively permanent statements of the major accomplishments to be achieved. College goals are part of the Master Plan and reflect the entire scope of college activities and the Title 5 requirements describing the purpose of the college. College goals are reviewed regularly but not changed frequently, and are often used to organize the objectives in Subject and Unit Plans.

Institutional Plans are documents that outline the major directions for a college over short and long term and extends the Mission, Vision, and Philosophy of the college into institutional goals and objectives. Institutional Plans create or build upon college goals which are relatively stable over time and function both to create specific objectives for college goals and to synthesize the objectives of the many Subject Plans in a way which sets the direction for further development and refinement of those plans. "Institutional Plan" is a generic term which includes the Comprehensive Master Plan, Strategic Plan, Educational Master Plan, and Facilities Master Plan.

Master Plans (See Comprehensive Plans)

Mission Statements put forth the major purpose of the institution, form the institution's *raison d'etre* (reason for being), provide guidance to the college community, and are simple statements, are congruent with the California Community College Mission defined as in Title 5, and are approved and regularly reviewed by the local governing board.

Objectives are created to achieve the college goals and are organized in written plans at all levels around college goals. They are the specific things that the college will do to meet its goals, both long and short term, and are expressed at a precise level of specificity including timelines for achievement, associated costs, and those to be held responsible for completion. Objectives are often prioritized according to their level of importance, feasibility, etc. They are best reviewed annually but may be reviewed less often in plans having

longer review cycles such as program review plans. Objectives are integrated among levels (Institutional, Subject, and Unit) and are most useful when stated in a way that completion can be demonstrated or observed.

Philosophy is a conceptual statement that describes the unique values and beliefs that shape decisions made in the service of mission. Such a statement serves as the basis for institutional actions, states values sincerely and comprehensively, and includes a motivating summary of those values, usually in paragraph format, focused on a single topic. An example is the general education philosophy required by Title 5 **Section** 55805 to be adopted by the board.

> 55805. Philosophy and Criteria for Associate Degree and General Education
>
> (a) The governing board of a community college district shall adopt a policy which states its specific philosophy on General Education. In developing this policy governing boards shall consider the following policy of the Board of Governors:
>
> The awarding of an Associate Degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights.
>
> Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding. In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest.
>
> Central to an Associate Degree, General Education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture and the society in which they live. Most importantly, General Education should lead to better self-understanding. In establishing or modifying a general education program, ways shall be sought to create coherence and integration among the separate requirements. It is also desirable that general education programs involve students actively in examining values inherent in proposed solutions to major social problems.
>
> (b) The governing board of a community college district shall also establish criteria to determine which courses may be used in implementing its philosophy on the associate degree and general education.
>
> (c) The governing board of a community college district shall, on a regular basis, review the policy and criteria established pursuant to subsections (a) and (b) of this section.

Planning Process is the structure given to the ongoing, cyclical components of Planning, Implementation, and Evaluation, planning steps, and planning calendar. It also includes the creation and

monitoring of the planning organizational structure, i.e., the participants and their roles. The planning process supports the institutional mission and gives clear direction for action. **Planning** is the ongoing development, review, communication, and evaluation of short- and long-term objectives and activities.

A Strategic Plan extends Master Plan goals and objectives to specific activities, with accompanying timelines and assigned responsibilities. Strategic plans are contextual and thematic in nature. They include multi-year strategies to address change, issues, and needs, and typically have designated benchmarks against which progress can be measured. (Many institutions create a Master Plan with this level of specificity; such plans are often referred to as Strategic Master Plans.)

Subject Plans have a unifying theme which combines aspects of many Unit Level responsibilities, with such themes often directly related to carrying out specific objectives of the Master Plan through college-wide committees formed for that task. Examples include matriculation, student equity, technology, affirmative action, staff development, and staffing plans.

Targets (See Benchmarks.)

Unit Plans are based on the smallest organizational unit of the college, for budget, planning, accountability, and administrative purposes, and contain objectives of that unit, as identified by unit members and organized around the college goals in the Master plan. Examples of Unit Plans are five-year plans and program reviews. Examples of Units are disciplines or departments in instructional areas, operational units such as counseling, tutorial center, EOPS, and DSPS in student services, and the business office in administrative services.

Vision Statements are optimal, charismatic, future-oriented, optimistic statements that paint a picture of where the college intends to be, a description of an intended future, and a visualization of completing a mission well. They identify institutional uniqueness, state what the institution hopes to become, communicates broad purpose to the public in visual terms, and, as outcome statements, show the expected outcomes toward which institutional goals lead. They should also be short and to the point.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)

REPRODUCTION RELEASE

(Specific Document)

ERIC

JC 980 104

I. DOCUMENT IDENTIFICATION:

Title: Planning Resource Guide	
Author(s): RP Group	
Corporate Source:	Publication Date: Sept. 97

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic/optical media, and sold through the ERIC Document Reproduction Service (EDRS) or other ERIC vendors. Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce the identified document, please CHECK ONE of the following options and sign the release below.

☒ ← **Sample sticker to be affixed to document**

Check here

Permitting microfiche (4" x 6" film), paper copy, electronic, and optical media reproduction

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Level 1

Sample sticker to be affixed to document → ☐

"PERMISSION TO REPRODUCE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Level 2

or here

Permitting reproduction in other than paper copy.

Sign Here, Please

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed at Level 1.

"I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce this document as indicated above. Reproduction from the ERIC microfiche or electronic/optical media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries."

Signature: Julie Slark	Position: ~~Exec. Director~~ Past President
Printed Name: Julie Slark	Organization: RP Group
Address: 17th at Bristol Santa Ana, CA 92706	Telephone Number: (714) 564-6460
	Date: 3-3-98

OVER

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, *or*, if you wish ERIC to cite the availability of this document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents which cannot be made available through EDRS).

Publisher/Distributor:	
Address:	
Price Per Copy	Quantity Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name and address of current copyright/reproduction rights holder:

Name:

Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

ERIC® Clearinghouse
for Community Colleges
3051 Moore Hall
University of California
Los Angeles, CA 90024-1564 EE 45

If you are making an unsolicited contribution to ERIC, you may return this form (and the document being contributed) to:

ERIC Facility
1301 Piccard Drive, Suite 300
Rockville, Maryland 20850-4305
Telephone: (301) 258-5500

ERIC