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Integrated Planning Guide

2017-18

~~2016-17~~

Prepared by

The Planning, Institutional Effectiveness, and Accreditation Committee (PIEAC)

Fall 2017

~~Fall 2016~~

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# ~~Overview~~

~~Coastline Community College is guided by the principles of participatory governance and embraces a culture of learning and planning based on evidence. The college began the task of improving its planning process in 2010 with the renewal of its Education Master Plan and vision and mission statements.~~

~~In 2011 the college continued this improvement effort by restructuring the framework for planning and data-driven decision making, in order to realize the goals of the College vision, mission, and Education Master Plan, including its Technology Plan, Staffing Plan, Facilities Plan, Program and Department Reviews, and the Student Learning Outcomes (SLOs) work being done in instruction, student support, and administrative services wings of the college. Entrepreneurial efforts and other related matters that are applicable to the budget allocation model were also part of the restructuring.~~

~~The mandate (mission) and membership of the lead team, the Planning, Institutional Effectiveness, and Accreditation Committee (PIEAC), is identified in Section I. The members are expected to participate in review and discussion of institutional planning and to take information back to their constituency groups for discussion and feedback. All constituency groups are represented within PIEAC. Balance of the committee membership and assessment of the committee mandate will be ongoing and will be evaluated on an annual basis.~~

~~This guide is designed and developed by PIEAC. It offers details on the planning processes at Coastline Community College. The purpose of the guide is to document the planning framework the college has adopted for integrated planning. The guide is intended to be used by all constituent groups on campus to assist in linking planning and decision making in a more integrated and meaningful manner.~~

~~This planning guide contains seven critical components of the planning process:~~

1. ~~The planning oversight group and its planning responsibilities.~~
2. ~~The various integrated planning processes and coordinating timelines and cycles.~~
3. ~~A description of both primary plans and secondary plans and procedures used for completing these plans.~~
4. ~~Details on how the various plans link to budget decision-making.~~
5. ~~An inventory of key performance indicators used to evaluate the progress made on the college-wide goals and initiatives.~~
6. ~~A list of concrete strategies for engaging and informing the college community in the planning process.~~
7. ~~A plan for how the planning process will be regularly evaluated.~~

# Overview

This planning guide is designed, developed, and updated regularly by the Planning, Institutional Effectiveness, and Accreditation Committee (PIEAC). It offers details on the planning processes at the College. The purpose of the guide is to explain the integration of primary and secondary plans, their alignment to mission and college goals, and the way overall planning process is evaluated. The guide is intended to be used by all constituent groups on campus as a reference to ensure clarity with planning and decision-making.

The College is guided by participatory governance and a culture of evidence-based planning. In 2016-2017, the College renewed its Education Master Plan, Mission, and Vision. This allowed for an opportunity to revisit the overall planning and resource allocation process. The aim was to ensure alignment among the various College plans and Program/Department Review so that all major wings of the College (i.e., Instruction, Student Services, Administrative Services, and President’s Office) operate in clear support of the Mission.

PIEAC is charged with providing direct oversight and guidance for institutional planning. PIEAC is comprised of representatives across the College to provide leadership and disseminate policy and decisions and facilitate dialog in the instructional or student service areas they represent.

This guide is divided into the following sections:

1. Mission, Goals, and Objectives
2. College Plans
3. Institution Set Standards (Key Performance Indicators)
4. Planning Cycle
   1. Planning Drives Budgeting
   2. PIEAC
   3. Budget Committee
   4. Communication
   5. Evaluation
   6. Timeline

# College Mission Statement, Vision Statement, and Goals

**~~Mission Statement~~**

~~Coastline Community College offers degrees and certificates to local, global, traditional, and non-traditional students through accessible, flexible, and innovative education and services with a commitment to excellence at all academic levels demonstrated by student learning achievement outcomes.~~

**~~Vision Statement~~**

~~Creating Opportunities for Student Success~~

**~~Coastline Education Master Plan Goals 2016-2020~~**

**~~Student Success, Completion, and Achievement~~**~~: Increase student academic success, and completion of basic skills and academic pathways leading to the attainment of degrees, certificates, and transfer to four-year universities.~~

**~~Instructional and Programmatic Excellence:~~** ~~Continually assess and improve the quality of instructional courses and programs to support student success, completion, and achievement.~~

**~~Access and Student Support~~**~~: Increase student access to obtain a high quality education and provide adequate learning support services to enhance the learning experience and to advance student success, completion, and achievement.~~

**~~Student Retention and Persistence~~**~~: Increase student course retention and term-to-term persistence leading to the timely completion of basic skills, degree, certificate, and transfer pathways.~~

**~~Culture of Evidence, Planning, Innovation, and Change:~~** ~~Continually build, strengthen, and advance the College planning culture and strategies around evidence-based and governance structures to create significant positive change.~~

**~~Partnerships and Community Engagement:~~** ~~Strengthen collaborative activities through partnerships with the business, industry, government agencies, educational institutions, and the public to enhance the College's capabilities and opportunities for students.~~

**~~Fiscal Stewardship, Scalability, and Sustainability~~**~~: Advance and sustain the College’s capacity for student success and achievement through the efficient use of resources as well as expanded, diverse, and responsive programs and services.~~

# Mission, Goals, and Objectives

The ultimate driver behind all planning at the College is the mission. The College Goals are an expression of the Mission. The 2020 Objectives provide a means to measure progress toward College Goals. Together, the Mission, Goals, and Objectives provide an overarching structure to realize planning, decision-making, and evaluation.

### Mission (Approved Spring 2017)

Coastline Community College steadfastly focuses on providing access and supporting student success and achievement. Inspired by an innovative and student-centered mindset, Coastline delivers flexible courses and services that cultivate and guide diverse student populations across the globe to complete pathways leading to the attainment of associate degrees, certificates, career readiness, and transfer to four-year colleges/universities.

Below, the revised 2016-2020 Educational Master Plan details seven goal areas that serve as a link between the College Mission and resource requests that occur through the annual program/department review cycle.

### 2016-2020 College Goals (From 2016-2020 Educational Master Plan)

**Student Success, Completion, and Achievement**: Increase student academic success and completion of basic skills and academic pathways leading to the attainment of degrees, certificates, and transfer to four-year universities.

**Instructional and Programmatic Excellence:** Continually assess and improve the quality of instructional courses and programs to support student success, completion, and achievement.

**Access and Student Support**: Increase student access to obtain a high quality education and provide adequate learning support services to enhance the learning experience and to advance student success, completion, and achievement.

**Student Retention and Persistence**: Increase student course retention and term-to-term persistence leading to the timely completion of basic skills, degree, certificate, and transfer pathways.

**Culture of Evidence, Planning, Innovation, and Change:** Continually build, strengthen, and advance the College planning culture and strategies around evidence-based and governance structures to create significant positive change.

**Partnerships and Community Engagement:** Strengthen collaborative activities through partnerships with business, industry, government agencies, educational institutions, and the public to enhance the College's capabilities and opportunities for students.

**Fiscal Stewardship, Scalability, and Sustainability**: Advance and sustain the College’s capacity for student success and achievement through the efficient use of resources as well as expanded, diverse, and responsive programs and services.

The Educational Master Plan Objectives are restatements of the College Goals with specific outcomes to achieve by 2020.

### 2020 Educational Master Plan Objectives

By 2020, the College will:

1. Increase student success, retention, and persistence across all instructional delivery modalities with emphasis in distance education.
2. Provide universal access to student service and support programs.
3. Strengthen post-Coastline outcomes (e.g., transfer, job placement).
4. Explore and enter new fields of study (e.g., new programs, bachelor’s degrees).
5. Foster and sustain industry connections and expand external funding sources (e.g., grants, contracts, and business development opportunities) to facilitate programmatic advancement.
6. Strengthen community engagement (e.g., student life, alumni relations, industry and academic alliances).
7. Maintain the College’s Asian American and Native American Pacific Islander Serving Institution (AANAPISI) designation and pursue becoming a designated Hispanic Serving Institution (HSI).

Progress toward the achievement of the Objectives is measured through a combination of quantitative and qualitative measures such as key performance indicators and the program/department review process.

# ~~Planning Cycles and Processes~~

~~Planning at Coastline comprises a planning cycle with linked plans and decision-making processes. Each is described briefly in this section of the guide with details about each and the various steps, timelines, and procedures described in Section IV of this guide (see table 1).~~

**~~Education Master Plan Development~~**

~~The planning and decision making process for Coastline is dependent on the College golas, objectives and key performance indicators established in the Education Master Planning process. Development of the Education Master Plan occurs on a five-year cycle with input from and participation by the entire College. The Education Master Plan guides priorities, decisions, and recommendations from committees and constituency groups to College Council. The College Council also relies on the Education Master Plan in making final recommendations to the College President. The President, in making decisions and informing the College, also relies upon the Education Master Plan.~~

~~Although Education Master Plan development occurs on a five-year cycle, there are also annual planning processes that occur within each wing of the college and the various departments. Critical elements of the planning and decision making processes are program review validation reports and annual department and program reports. The Program Review Committee ensures that program goals and priorities align with the Education Master Plan. In-depth review of each program occurs every 5 years with annual reports providing updates and information about new trends, events, or changes impacting the program.~~

~~Planning, Institutional Effectiveness, and Accreditation Committee (PIEAC)~~

~~This committee leads the development of College goals, initiatives, programs, and projects and makes recommendations to the President through College Council regarding college priorities and budget allocations.~~

~~Budget Process~~

~~The Budget Committee relies on prioritization that is established by PIEAC to match funding for programs, initiatives, projects, and services with available financial resources.~~

# ~~Primary and Secondary Plans~~

**~~Primary Plans~~**

~~District Education Master Plan~~

~~The planning committee for the District Vision 2020 Plan was led by an outside consultant group; it consisted of representatives from all constituent groups, the three colleges, and the District.~~

~~Coastline Education Master Plan~~

~~The development of the most recent Education Master Plan was led by the Planning, Institutional Effectiveness, and Accreditation Committee (PIEAC) in 2015-16. The Education Master Plan used information gathered from internal and external scans and utilized information from all constituency groups via forums, workshops, and surveys and used information gathered from 5-year Program Review reports, secondary plans, and annual program/department reports. Although the Master Plan is written on a five-year cycle, it is reviewed and progress updates are made on a yearly basis as needed. The Education Master Plan reflects the college mission, establishes Coastline standards, and conveys the College's priorities as objectives, goals, and initiatives.~~

~~Coastline currently has four Wings: Administrative Services, Instruction, Student Services, and President Services. Each wing is responsible for the Program/Department plans underneath it. Each Wing leader presents Wing prioritizations and resource requests to PIEAC during the spring semester. All wing and ancillary requests for resources should be related to the Master Plan goals in support of the College mission and initiatives and supported through evidence from Program/Department Reviews.~~

**~~Secondary Plans~~**

~~The following secondary wing plans are College plans that receive input from all programs and departments through the appropriate Wing.~~

* ~~Enrollment Management Plan~~
* ~~Facilities Plan~~
* ~~Marketing Plan~~
* ~~Professional Development Plan~~
* ~~Staffing Plan~~
* ~~Student Success and Support Program Plan~~
* ~~Student Equity Plan~~
* ~~Technology Plan~~

# College Plans

The College Mission drives the College Goals, which are embedded throughout all College planning and focused to achieve the 2020 Educational Master Plan Objectives. Secondary College plans serve to operationalize the College Mission and Goals and are integrated across the 2017-2020 Wing Plans.

*Figure 1* Mission Drives College Goals and Plans

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| College Mission Statement | | | | | | | | |
| 2016-2020 College Goals | | | | | | | | |
| 2017-2020 Integrated Wing Plans | | | | | | | | |
| 2017-2020 Enrollment Management Plan | 2017-2020 Facilities Plan | 2017-2020 Finance Plan | 2017-2020 Human Capital Plans  (Staffing Plan, Professional Development Plan) | 2017-2020 Marketing Plan | 2017-2020 Integrated Basic Skills Plan, Student Success and Support Plan, Student Equity Plan | 2017-2020 Technology Plan | Program and Department Reviews (Initiatives from Annual and Comprehensive) |
| Leads to the achievement of the 2020 Educational Master Plan Objectives and affirmation of the College Mission | | | | | | | |

Mission > 2016-2020 College Goals > Integrated Wing Plans / Secondary Plans > Achievement of 2020 Educational Master Plan Objectives and affirmation of the College Mission

### Educational Master Plan

The College utilizes the Educational Master Plan as a resource to support recommendations to the College president. The development of the 2016-2020 Educational Master Plan was led by PIEAC in 2015-2016. The Educational Master Plan uses information gathered from internal and external scans and utilized information from all constituency groups via forums, workshops, and surveys. Although the plan is written on a four-year cycle, it is reviewed and updated on an as-needed basis. The Educational Master Plan provides an overarching direction to inform decision-making within College Council, which conducts a final review of all requests made by PIEAC and Budget Committee. Further, all College plans are written to align with the goals described in the Educational Master Plan. This plan also serves to link the College Goals with District Goals and ACCJC Standards.

Wing Planning Councils

Although 2016-2010 Educational Master Plan development occurs on a four-year cycle, there are also annual planning processes that occur within each Wing of the College and the various departments. Critical elements of the planning and decision making processes are program review validation reports and annual department and program reports. The Program and Department Review Committee ensures that program initiatives and priorities align with the College Goals and support Educational Master Plan Objectives.

The College utilizes the Wing Planning Councils to create, review, and update secondary plans. Each Wing also creates a three-year plan that summarizes the larger trends and plans for each major areas of the College. The following integrated model represents the operational secondary plans, which support the Educational Master Plan and College Mission.

# 

# ****~~Ongoing and Systematic Assessment of Key Performance Indicators (KPIs)~~****

~~The purpose of the Key Performance Indicators (KPI) is to have a centralized area of focus on essential measures that best support the mission of the college. These measurements support an evidence-based approach towards increase institutional effectiveness. The report includes a review of the current KPI metrics and a planning map to draw connects between the metrics and planning documents.~~

**~~Institutional Set Standards~~**

~~The institutional set standards are developed and updated annually by calculating 85% of the previous year’s performance. A selection of the KPI measurements are mandated by the ACCJC accrediting commission and are required to be reported annually.~~

**~~Goal Rationale~~**

~~Course-level and student-progression performance KPIs will be estimated at a 1% increase of the previous year’s performance. For instance, in 2014-2015 the overall course 65.2%, success rate was 65.2% the goal for the upcoming year would be 65.9% (65.2% \* 101%). These KPI metrics include course success, course retention, fall-to-fall persistence, and progression of all basics skills tracks.~~

~~Student outcomes performance KPIs will be estimated at a 3% increase of the previous year’s performance. These KPI metrics include degrees awarded, certificates awarded, transfer rate, transfer volume, job placement rates and Institutional Student Learning Outcome (ISLO) results.~~

~~Operational performance KPIs will be estimated at a 5% increase of the previous year’s performance. These KPI metrics include partnerships, governance performance, Service Area Outcome (SAO) results, number of significant outcomes related to planning, and Program/Department Review completion rate.~~

~~The expectation will be found with the KPIs related to growth and efficiency as many of the numbers such as FTES, financial revenue, and enrollments are subjective based on external climates or have been set by College or District.~~

# ****Institution-Set Standards: Key Performance Indicators (KPIs)****

The Key Performance Indicators serve as a primary means to measure and evaluate progress toward College Goals and Mission. The purpose of key performance indicators (KPIs) is to have a centralized area of focus on 96 measures that support the mission. These metrics are tied to the different programs and departments at the college. These measurements support an evidence-based approach towards increasing institutional effectiveness. The KPI Scorecard is a summary of the 96 KPIs and is reviewed by PIEAC annually. The KPIs are also reviewed by different committees to facilitate dialog about student achievement and institutional effectiveness metrics.

Most KPI goals are set to improve by 1% annually. PIEAC reviews this annually for appropriateness. Student performance KPIs include success, retention, basic skills and ESL progression, persistence, completion, degrees awarded, certificates awarded, transfer rate and volume, and job placement rates. Student access and student support KPIs include AAPI and HIS percentages, number of applications, percent of full-time students and first-time students in the fall term and the number of student assessments administered, education plans developed, students’ use at library databases, and students’ use of tutoring. Institutional Effectiveness performance KPIs include partnerships, governance performance, service area outcome (SAO) results, institutional student learning outcomes (ISLOs), new Program/Department Review initiatives, Program/Department Review completion rate, and number of Student Life and Outreach events, number of courses reviewed, and number of Professional Development events. The KPIs related to fiscal stewardship, scalability, and sustainability include FTES, financial revenue, and enrollments as well as full-time obligation number, 50% law, student loan default rate, and accreditation standing. The annual goals of these metrics are subjectively based on external climates or have been set by the College or District.

The institutional set standards (minimum baseline) are developed and updated annually by calculating 85% of the previous year’s performance. Included in the KPI measurements are ACCJC accrediting commission metrics, CCCCO Scorecard metrics, and CCCCO institutional effectiveness metrics, all of which are required to be reported annually.

# Planning Cycles

Planning at the College consists of a planning cycle with linked plans and decision-making processes. College planning is described briefly in this section of the guide, including details about each plan and the various steps, timelines, and procedures described in following sections. The following table presents the planning timeline from 2015 to 2025.

*Figure 1* Planning Timeline

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **College Planning** | **15-16** | **16-17** | **17-18** | **18-19** | **19-20** | **20-21** | **21-22** | **22-23** | **23-24** | **24-25** |
| College Mission | Review and update annually | | | | | | | | | |
| Educational Master Plan | Update | Adopt |  |  | Update | Adopt |  |  | Update | Adopt |
| Wing Plans |  |  | Develop and implement | | |  | Develop and implement | | |  |
| Program/Department Review | Review and update annually | | | | | | | | | |
| Curriculum Review | Aligned with comprehensive program review in five-year cycles | | | | | | | | | |
| Accreditation Self Evaluation | Plan, Outline, Write | | | Submit |  |  | Plan, Outline, Write | | | Submit |
| Comprehensive Accreditation Team Visit |  |  |  | Visit |  |  |  |  |  | Visit |
| Accreditation Mid-term Report |  |  |  |  |  | Write | Submit |  |  |  |

* The College Mission is reviewed annually.
* The Educational Master Plan is updated every four years and is a direct reflection of the Mission.
* The Wing Plans are the operationalization of the Educational Master Plan.
* Through annual Program/Department Review, all units at the College ensure alignment to the Educational Master Plan.
* Curriculum Review is tied to comprehensive program review on a five-year cycle*.*

**~~Planning Drives Budget~~**

~~The Education Master Plan is the basis for all planning and budgeting within the College. The plan was created, vetted, and approved by the entire College during the 2010-2011 academic year and is integrated into all other planning functions within the College. Objectives and goals derived from the Facilities Plan and the Technology Plan are to be incorporated into the overall plan to provide seamless integration of the planning process. The goals and initiatives in the Education Master Plan are provided to all programs and departments for use in their particular planning components.~~

**~~Program and Department Review Planning~~**

~~The Program and Department Review process is an effective vehicle for accountability and provides an opportunity for employees of CCC to actively participate in the growth of their own programs, departments, and the growth of the college as a whole. Institutional planning and budget considerations will be based on the recommendations and justifications provided by this process.~~

~~Program and Department Review has been outlined by the Western Association of Schools and Colleges (WASC) and the Accrediting Commission for Community and Junior Colleges (ACCJC) as a mechanism to build awareness and to develop strategies to increase proficiency and sustainability through continuous quality improvement.~~

~~The Program and Department Review process at CCC follows the same pattern. All instructional programs and non-instructional departments at CCC will be reviewed comprehensively once every five years, followed with annual program/department review. All reviews follow a similar comprehensive and annual report format and instruments.~~

~~The annual and comprehensive program and department review teams are composed of administration, full-time and part-time faculty and staff members of the program or department being evaluated. In order to develop a cohesive planning document, the review teams are encouraged to have the majority of program and department members actively participate. The review team will utilize a broad range of qualitative and quantitative data as a basis for preparing and writing the review.~~

~~The Program and Department Review process follows a five year calendar for comprehensive reviews followed with four annual reviews across all areas. The Annual Program and Department Reviews will not be due during the same year as the comprehensive reviews.~~

~~As means to meet the Title V standard of two-year assessments of CTE programs, the programs give a presentation to the Coast Community College District Board of Trustees, which is an aggregate of research on market trends and advisory board recommendations.~~

~~The format of Comprehensive and Annual Program and Department Reviews consist of four sections, which address program/department planning, human capital planning, facilities planning, and technology planning. The review ends with two sections related to creating new initiatives and prioritizing planning/budgetary request(s).~~

~~Section 1: Program/Department Planning~~

~~The Program/Department Planning section provides a description of the program/department, draws attention to a range of data trends (e.g., student enrollment, student academic performance, efficiency, and operational performance), metrics (e.g., survey results, CTE market data, curriculum review) and outcomes assessment (Student Learning Outcomes (SLOs), Program Student Learning Outcomes (PSLOs), Service Area (SAOs). Additionally, this section presents a reflection on current and previous initiatives, Program and Department Review Committee recommendations, and external compliance. The section closes with a summary of the findings and a five-year plan for the operations of the program/department.~~

~~Section 2: Human Capital Planning~~

~~The Human Capital Planning section provides a description of organizational structure of the program/department and delivers a reflection and annual five-year projection on personnel needs to create a living staffing plan. A summary is provided about professional development participation within the program/department. The section closes with a summary of the findings and a five-year plan for the staffing and professional development planning of the program/department.~~

~~Section 3: Facilities Planning~~

~~The Facilities Planning section provides a description of the physical working environment and locations of the program/department. It delivers a reflection and a five-year projection on facilities needs that align with the Facilities Master Plan.~~

~~Section 4: Technology Planning~~

~~The Technology Planning section provides a description of the evolution of technology across the program/department and provides a five-year projection on technology needs that align with the Technology Master Plan.~~

~~Section 5: New Initiatives~~

~~The New Initiative(s) section provides a venue for participant(s) to support the five-year planning strategies with evidence-based actionable initiative(s). Additionally, this mechanism will be the basis for linking initiatives across master planning documents.~~

~~Section 6: Prioritization~~

~~The Prioritization section is the venue used by the program/department to identify a prioritization of the planning/budgetary request(s) related to the initiatives.~~

**~~Validation~~**

~~The validation process ensures that the comprehensive review meets a standard of rigor that addresses and responds to trends with performance metrics and longitudinal data sets as a means to effectively support planning for continuous improvement. The validation of the comprehensive reviews follows a three step process of technical assessment, content assessment/interview, and validation reporting.~~

**~~Annual Report~~**

~~An annual report will be completed by the end of October and sent to the Program and Department Review Committee for technical evaluation and validation. The plans provide updates on the progress of the five-year plan as well as significant changes that impact resource allocation.~~

~~Program and Department Review Committee evaluation, validation, and recommendations from each review provides the basis for informed decision making on programs, personnel, facilities, equipment, and budget, contributing to evidence based planning. In this way, the results of comprehensive and annual reviews are integrated into the college planning and budgeting process.~~

# Planning Drives Budget

The Educational Master Plan is the basis for all planning and budgeting within the College. The plan was created, vetted, and approved by the entire College during the 2015-2016 academic year and is integrated into all other planning functions within the College. Objectives and goals derived from the Facilities Plan and the Technology Plan are to be incorporated into the overall plan to seamlessly implement the planning process. The goals and initiatives in the Educational Master Plan are provided to all programs and departments for use in their particular planning components.

In addition, each Planning Wing Council is responsible for the Program/Department plans underneath it. Each Wing leader presents wing prioritizations and resource requests to PIEAC during the spring semester. All wing and ancillary requests for resources should be related to the College Goals in support of the College mission and initiatives and supported through evidence from Program/Department Reviews.

### Program and Department Review Planning

The Program and Department Review process is an effective vehicle for accountability and provides an opportunity for employees of CCC to actively participate in the growth of their own programs, departments, and the growth of the college as a whole. Institutional planning and budget considerations will be based on the recommendations and justifications provided by this process.

Program and Department Review has been outlined by the Western Association of Schools and Colleges (WASC) and the Accrediting Commission for Community and Junior Colleges (ACCJC) as a mechanism to build awareness and to develop strategies to increase proficiency and sustainability through continuous quality improvement.

The Program and Department Review process at CCC follows the same pattern. All instructional programs and non-instructional departments at CCC will be reviewed comprehensively once every five years, followed with annual program/department review. All reviews follow a similar comprehensive and annual report format and utilize similar instruments.

The annual and comprehensive program and department review teams are composed of administration, full-time and part-time faculty and staff members of the program or department being evaluated. In order to develop a cohesive planning document, the review teams are encouraged to have the majority of program and department members actively participate. The review team will utilize a broad range of qualitative and quantitative data as a basis for preparing and writing the review.

The Program and Department Review process follows a five-year calendar for comprehensive reviews, followed by four annual reviews across all areas. The Annual Program and Department Reviews will not be due during the same year as the comprehensive reviews.

As means to meet the Title V standard of two-year assessments of CTE programs, the programs give a presentation to the Coast Community College District Board of Trustees, which includes aggregate research on market trends and advisory board recommendations.

The format of Comprehensive and Annual Program and Department Reviews consist of four sections, which address program/department planning, human capital planning, facilities planning, and technology planning. The review ends with two sections related to creating new initiatives and prioritizing planning/budgetary request(s).

Section 1: Program/Department Planning

The Program/Department Planning section provides a description of the program/department, draws attention to a range of data trends (e.g., student enrollment, student academic performance, efficiency, and operational performance), metrics (e.g., survey results, CTE market data, curriculum review) and outcomes assessment (Student Learning Outcomes (SLOs), Program Student Learning Outcomes (PSLOs), Service Area (SAOs). Additionally, this section reflects on current and previous initiatives, Program and Department Review Committee recommendations, and external compliance. The section closes with a summary of the findings and a five-year plan for the operations of the program/department.

Section 2: Human Capital Planning

The Human Capital Planning section provides a description of organizational structure of the program/department and delivers a reflection and annual five-year projection of personnel needs to create an evolving staffing plan. A summary is provided about professional development participation within the program/department.

Section 3: Facilities Planning

The Facilities Planning section provides a description of the physical working environment and the location of the program/department. It delivers a reflection and a five-year projection of facilities needs that align with the Facilities Master Plan.

Section 4: Technology Planning

The Technology Planning section provides a description of the evolution of technology across the program/department and provides a five-year projection of technology needs that align with the Technology Master Plan.

Section 5: New Initiatives

The New Initiative(s) section provides a venue for participants to support the five-year planning strategies with evidence-based actionable initiative(s). Additionally, this mechanism is the basis for linking initiatives across master planning documents.

Section 6: Prioritization

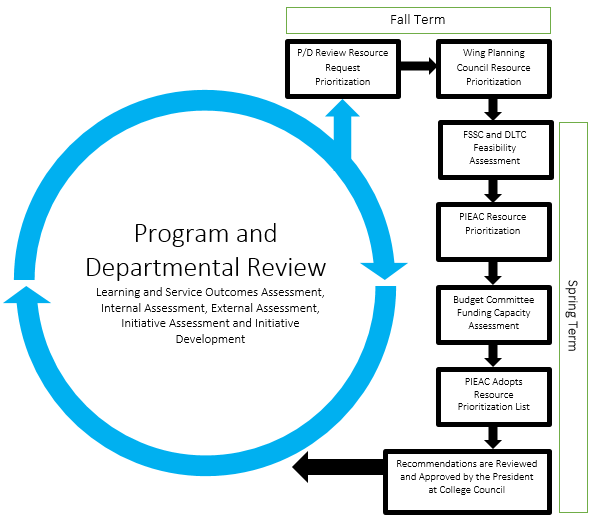
The Prioritization section is the venue used by the program/department to identify a prioritization of the planning/budgetary request(s) related to the initiatives.

### Validation

The validation process ensures that the comprehensive review meets a standard of rigor and addresses trends with performance metrics and longitudinal datasets as a means to effectively support planning for continuous improvement. The validation of the comprehensive reviews follows a three step process of technical assessment, content assessment/interview, and validation reporting.

**~~Evidence-Based Resource Allocation Process~~**

~~Figure 2 Evidence-Based Resource Allocation Process~~

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~~Figure 2 outlines the budget allocation prioritization process, which begins with the Program and Department Review. Through the review process initiatives/ action plans are developed to facilitate change. These initiatives are primarily evidence-based (i.e., outcomes assessment, internal research, and/or external research) and are aligned with the College mission, plans, and goals. These initiative(s) are prioritized at the program and department level. Information of initiative(s) that request resources outside of the program or department budget’s capacity are forwarded to the respective wing planning council. The Wing Planning Councils collectively review the plans and requests to prioritize and determine any external funding sources that may be applicable to procuring the prioritized resources. The Wing Planning Council prioritized lists are forwarded to the Department of Institutional Research, Effectiveness, and Planning and are combined into a comprehensive list. Table 1 outlines the criteria used by the Wing Planning Council to help support the discussion of prioritization in planning. The technology and facilities related request(s) with the comprehensive prioritization list are forwarded to the Facilitates, Safety, and Sustainability Committee (FSSC) and the Distance Learning and Technology Committee (DLTC) to ensure that the requests are feasible and align with the Facilities Master Plan and the Technology Master Plan. Once, feasibility assessment is conducted, the final list of prioritized requests is compiled and sent to PIEAC for prioritization.~~

~~Table 1 Comprehensive Prioritization Planning Rubric~~

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **~~Resource(s)~~** | **~~Category~~** | **~~Est. Cost~~** | **~~Fund~~** | **~~HSC~~** | **~~50% LAW~~** | **~~OA/RES~~** | **~~CP~~** | **~~KPI~~** | **~~MIS~~** | **~~PWCR~~** | **~~Total~~** | **~~Rank~~** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |

**~~Comprehensive Prioritization Allocation Rubric Acronyms and Scores~~**

**~~HSC~~** ~~Health/ Safety Compliance: (Yes) 100, (No) 0~~

**~~50% LAW~~** ~~Positive Impact 5, Negative Impact 0~~

**~~OA/RES~~** ~~Outcome Assessment (SLO, PSLO, SAO)) 10, (Internal Data) 10, (External Data) 10~~

**~~CP~~** ~~Alignment with College Plans: Educational (EMP) 5, Facilities (FMP) 5, Staffing (SMP) 5, Technology (TMP) 5~~

**~~KPI~~** ~~Alignment with College Goals/KPIs: Goal 1 (Success) 5, Goal 2 (Access, Persistence, Retention) 5, Goal 3 (Innovation) 5, Goal 4 (Partnerships) 5, Goal 5 (Culture of Planning, Evidence, & Inquiry) 5, Goal 6 (Growth & Efficiency) 5~~

**~~MIS~~** ~~Alignment with College Mission 5~~

**~~PWCR~~** ~~Planning Wing Council Rank (Number 1) 5, (Number 2-3) 4, (Number 4-5) 3, (Number 6-7) 2, (Number 8 and higher) 1~~

~~A discussion between the members occurs to discuss final ranks based on assessment of college climate and overall impact to the College and its mission. A final ranking list is generated and forwarded to the Budget Committee.~~

# Evidence-Informed Initiative and Resource Allocation Process

*Figure 2* Evidence-Informed Resource Allocation Process

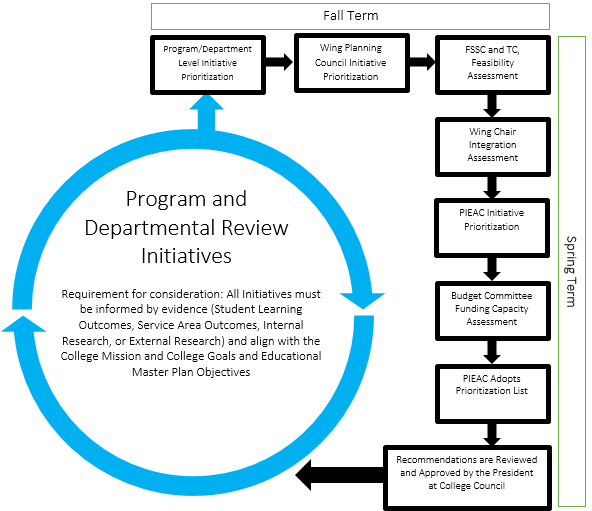


Figure 2 outlines the budget allocation prioritization process, which begins with the Program and Department Review. Through the review process, initiatives are developed to facilitate change. Initiatives use evidence (i.e., outcomes assessment, internal research, and/or external research) to support change and are aligned with the College Mission and College Goals and Educational Master Plan Objectives. Initiative(s) that require resources outside of the program or department budget’s capacity are forwarded to the respective Wing Planning Council. The Wing Planning Councils collectively review all prioritized requests to prioritize and determine any external funding sources that may be applicable to procuring the prioritized resources. The Wing Planning Council prioritized list of initiatives is forwarded to the Department of Institutional Research, Effectiveness, and Planning and are compiled into a comprehensive list. The technology and facilities related request, along with the comprehensive prioritization list, are forwarded to the Facilitates, Safety, and Sustainability Committee (FSSC) and the Technology Committee (TC) to ensure that the requests are feasible and align with the Facilities Master Plan and the Technology Master Plan. The Wing chairs meet to review the prioritized initiatives to determine if any overlap if integration exists. Once the integration assessment is conducted, the final list of prioritized requests is compiled and sent to PIEAC for prioritization.

### Planning Report (Closing the Loop and Looking Forward)

The Annual Planning Report consists of two sections that focus on closing the loop on planning and new plans moving forward.

The focus of the closing the loop report is to highlight the progress made across all program and department initiatives and the impact they have made on the performance of the College. Again, these initiatives are tied to the 2016-2017 College Goals. Once the Program and Department Reviews are submitted in the fall term, the Department of Institutional Effectiveness collects the progress reports within the documents and compiles the information into the report by each planning wing council.

The looking forward section of the Annual Planning Report presents all program and department initiatives developed during the academic planning year. Once the Program and Department Reviews are submitted in the fall term, the Department of Institutional Effectiveness collects the initiatives developed and compiles the information into the report by each planning wing council.

The report is presented to PIEAC and disseminated to the College prior to the initiative prioritization event.

### Initiative Prioritization Activity

Prior to forwarding the prioritized lists to PIEAC, the Wing Planning Council chairs meet to share their prioritized initiative lists to determine if overlap exists between the initiatives. All the prioritized initiatives are compiled into a comprehensive list for PIEAC to prioritize. The process of prioritization involves an activity that utilizes an anonymous voting strategy, which allows the PIEAC members to listen to initiative presentations and cast their vote based on College need. The need criteria is listed below.

* Mandate (Required due to health or safety)
* Immediate Need (Required to continue operating at current level)
* Need (A requirement for initiative implementation and demonstrates a clear outcome)
* Want (Not urgently needed, but it would support the implementation of the initiative; other options may be available)

Once all initiatives are presented and voted on, the results are presented, discussed, and forwarded to the Budget Committee. The Budget Committee assesses the funding capacity of the prioritized requests through the review of general, categorical, and external funding sources to determine which source best operationally aligns with the request. After the Budget Committee has deliberated and matched resource requests with funding sources, it returns its report to PIEAC, which then forwards the recommendations to College Council for final budget approval. College Council then forwards the budget recommendations directly to Administrative Services by mid-April for development of the College budget. Administrative Services will submit the proposed budget to the College President in timely fashion and will forward a copy of the budget to PIEAC as an information item for dissemination to College constituency groups.

At the last PIEAC meeting of the spring term, a college-wide planning event is held to provide a reflection on what occurs across all planning and provides opportunity for College discussion and feedback for improvement. Additionally, a summary report of the event is developed and distributed college-wide.

# ~~Planning Oversight: PIEAC~~

~~PIEAC will provide oversight and leadership in support of institutional effectiveness and, through ongoing intentional College-wide evaluation, dialogue, planning, coordination, and use of systematic data, ensure student learning ensure the College fulfills its mission and meets or exceeds institutional and accreditation standards and submit reports and information to and seek approval from College Council.~~

**~~Membership~~**

* ~~Academic Senate President,~~ *~~Co-Chair PIEAC and Budget Committees~~*
* ~~Academic Senate Vice President~~
* ~~Administrative Director/ Dean, Institutional Research, Effectiveness and Planning~~
* ~~Classified Senate President~~
* ~~Classified Senate Vice President or designee~~
* ~~Classified Senate representative~~
* ~~Dean, Instruction~~
* ~~Dean, Counseling & Matriculation~~
* ~~Executive Dean, Executive Dean of Military Education, Corporate Training, and Business Development~~
* ~~Faculty – Accreditation Liaison~~
* ~~Faculty – Counseling~~
* ~~Faculty – Curriculum~~
* ~~Faculty – CTE~~
* ~~Faculty – Technology/DL~~
* ~~Faculty – General Education~~
* ~~Faculty – General Education~~
* ~~Faculty – Basic Skills/ESL~~
* ~~Faculty – Special Programs~~
* ~~Coastline President or designee~~
* ~~Director, Technology~~
* ~~ASG President or designee~~
* ~~Vice President Administrative Services,~~ *~~Co-Chair Budget Committee~~*
* ~~Vice President Instruction, Accreditation Liaison Officer (ALO), Co-Chair PIEAC Committee~~

# Planning Oversight: PIEAC

PIEAC will provide oversight and leadership in support of institutional effectiveness through ongoing intentional college-wide evaluation, dialogue, planning, coordination, and use of systematic data to ensure the College fulfills its Mission and meets Institutional and Accreditation Standards. PIEAC meets twice monthly during the regular academic calendar for fall and spring term.

### Membership

PIEAC is comprised of faculty (12), management (10), classified (4) and student (1) representatives drawn from all constituency groups and areas of the College:

1. Academic Senate President; Co-chair, Budget
2. Academic Senate Vice President
3. Accreditation Liaison Officer
4. Administrative Director, Institutional Effectiveness & Planning (Aeron Zentner)
5. Associated Student Government President or Designee
6. Classified Senate President or Designee
7. Classified Senate Vice President or Designee
8. Classified Senate Representative
9. CFE Representative (union)
10. CCA Representative (union)
11. Dean, Instruction (Rotation Among Three Campus Deans)
12. Dean, Counseling
13. Executive Dean, Extended Learning
14. Faculty, Accreditation
15. Faculty, Counseling
16. Faculty, Curriculum
17. Faculty, CTE
18. Faculty, Technology/DL
19. Faculty, General Education
20. Faculty, General Education
21. Faculty, Basic Skills/ESL
22. Faculty, Special Programs
23. IT Director
24. Vice President, Admin Services; Co-Chair, Budget
25. Vice President, Instruction

Non-Voting Members

1. President
2. Director Business Services

# ~~PIEAC Charge~~

**~~Data Collection~~**

~~During the fall semester, PIEAC gathers data from the College in the form of Education Master Plan Objectives and Goals, Facilities Plan Goals, Technology Plan Goals, District’s 20/20 plan, Chancellor’s directives, Legislative directives, College President’s directives, and proposals, and budget information from Administrative Services to help create informed and evidence driven decisions.~~

**~~Mission Assessment~~**

~~The College annually reviews and updates its mission statement to ensure it accurately describes our broad educational purpose, intended student population, types of degrees and other credentials offered, and commitment to student success. PIEAC forms an annual task force of volunteers from its membership to conduct an initial review of the mission statement and recommend changes.~~

**~~Integration into Planning and Budgeting~~**

~~PIEAC oversees the resource prioritization process, which is a product of Program and Department Review initiatives that are reviewed, discussed, and prioritized at the Planning Wing Councils. PIEAC provides recommendations to the president for final approval.~~

**~~Strategic Planning~~**

~~In late spring, using the Education Master Plan as the starting point for discussions related to planning, PIEAC develops goals/objectives for the following year. These goals/objectives are sent to the Academic Senate, Classified Senate, Student Associated Government, and Coastline Management Team for discussion and approval.~~

**~~Town Halls/Forums~~**

~~Following approval from constituency groups, PIEAC will hold town-hall meetings to share the goals/objectives that have been approved and to get feedback and buy-in from the College as a whole.~~

**~~Revision of Plans~~**

~~Utilizing the feedback from the town-hall meetings and constituency-group discussions, the PIEAC reviews and approves the annual goals/objectives and sends them to College Council.~~

**~~New Ventures for Consideration~~**

~~When new ideas for programs or projects arise, the ideas will be discussed at length within the wing that will host the program or project to determine the relevance to the Mission Statement and/or Vision Statement, costs associated with the project in terms of budgetary items and personnel costs, curriculum development required, and implementation timeline. Once the plans for the new program or project have been discussed and approved by participants to be within the Mission of the College, the plan will be taken at any time of year to PIEAC for discussion and possible referral to the Budget Committee and College Council. If PIEAC determines that the program/project aligns itself with the Mission Statement, PIEAC will forward the program/ project plans to College Council for discussion and approval. The outcome from the discussions at College Council will be sent to PIEAC and the Budget Committee for information and budgetary consideration. Funding for the new program or project will need to be addressed during the budgetary process or, if out of cycle, at the time of acceptance. Following approval at PIEAC, the constituency representatives will take the program/project idea back to their constituencies as an informational item.~~

# PIEAC Charge

### Data Collection

During the academic year, PIEAC discusses various data and reports that inform progress toward meeting College goals and the 2020 Objectives.

### Mission Review

The College annually reviews and updates its mission to ensure it accurately describes its broad educational purpose, intended student population, types of degrees and other credentials offered, and commitment to student success. PIEAC forms an annual task force of volunteers from its membership to conduct an initial review of the Mission statement.

### Integration into Planning and Budgeting

PIEAC oversees the initiative and resource prioritization process, which is a product of Program and Department Review initiatives that are reviewed, discussed, and prioritized at the Wing Planning Councils. PIEAC provides recommendations to the president for final approval.

### Town Halls/Forums

Following approval from constituency groups, PIEAC will hold town-hall meetings to share the goals/objectives that have been approved and to get feedback and buy-in from the College as a whole.

### New Initiatives for Consideration

When initiatives programs or projects arise, the ideas will be discussed at length within the Wing Planning Council to determine the relevance of the program or project to the College Mission, College Goals, and Educational Master Plan Objectives costs associated with the project.

Once the initiative has been discussed and approved by the Wing Planning Council, the initiative will be presented to PIEAC for discussion at any time of year and possibly referred to the Budget Committee and College Council.

If PIEAC determines that the initiative aligns itself with the Mission Statement and the strategic direction of the College, PIEAC will forward the approved initiative to College Council for consideration and approval. The outcome from the decision at College Council will be sent to PIEAC and the Budget Committee.

**~~Budget Committee~~**

**~~Data Collection~~**

~~Administrative Services provides the committee with budget information and funding sources.~~

**~~PIEAC Directives~~**

~~The Budget Committee receives the prioritizations from PIEAC. The Budget Committee is charged with making recommendations regarding funding sources matched to resource needs/requests. The Budget Committee may recommend full, partial, or no funding depending upon the resource priority as established by PIEAC.~~

**~~Budget Rollover~~**

~~Administrative Services takes the budget from the prior year and rolls it over to begin the budget process. Administrative Services reviews the directives/prioritization from PIEAC, Wing resource augmentation requests, current budget predictions from the District, and directives from the College President and determines whether there are ample resources available to meet these requests and reports back to the Budget Committee. If the funds are not sufficient to meet the needs of the requests, the Budget Committee sends a request for clarification of needs to the PIEAC. PIEAC will respond with a recommendation prioritizing directives that request budgetary expenditures.~~

**~~Budget Development~~**

~~Administrative Services works with the Wings to develop balanced budgets based on the directives of PIEAC. Budget recommendations are presented to the Budget Committee in the spring.~~

**~~Budget to PIEAC~~**

~~The final budget is sent to PIEAC and then is forwarded on to the College President for approval and implementation.~~

**~~Ending Balance Requests~~**

~~Each Wing will develop a prioritized list of requests for ending balance funds based on the Education Master Plan goals and initiatives as well as yearly plans. These requests will be combined and prioritized during the March PIEAC meeting. Funding approval for summer expenditures will be completed at the last April meeting with final disbursement for the remaining requests to be completed in the fall after the final budget is approved.~~

**~~Adjustments after Ending Balance is Finalized~~**

~~In October of the following year, the Vice President of Administrative Services will provide final ending balance data to PIEAC and the Budget Committee. The Budget Committee will review the information to consider recommendations to increase ending-balance resource-allocations funding if there are significant increases in the actual ending balance. If the Budget Committee recommends increasing funds available for resource-allocations requests from the prior year, additional expenditure will be based on prioritization from the prior year.~~

# Budget Committee Charge

### Data Collection

Administrative Services provides the committee with budget information and funding sources.

### PIEAC Directives

The Budget Committee receives the prioritizations from PIEAC. The Budget Committee is charged with making recommendations regarding funding sources matched to resource needs/requests. The Budget Committee may recommend full, partial, or no funding depending upon the resource priority as established by PIEAC.

### Budget Rollover

Administrative Services takes the budget from the prior year and rolls it over to begin the budget process. Administrative Services reviews the resource requests associated with prioritized initiatives from PIEAC, current budget predictions from the District, and directives from the College President and determines whether there are ample resources available to meet these requests and reports back to the Budget Committee. If the funds are not sufficient to meet the needs of the requests, the Budget Committee sends a request for clarification of needs to PIEAC. PIEAC then responds with a recommendation for prioritizing initiatives with budgetary expenditures.

### Budget to PIEAC

The final budget is sent to PIEAC and is then forwarded to College Council for the President’s approval and implementation.

### Ending Balance Requests

Each Wing develops a prioritized list of requests for ending balance funds based on the Educational Master Plan goals and initiatives, as well as yearly plans. These requests are combined and prioritized during the March PIEAC meeting. Funding approval for summer expenditures are completed at the last April meeting, with final disbursement for the remaining requests to be completed in the fall term after the final budget is approved.

### Adjustments after Ending Balance is Finalized

In October of the following year, the Vice President of Administrative Services provides final ending balance data to PIEAC and the Budget Committee. The Budget Committee reviews the information to consider recommendations to increase ending-balance resource allocations funding if there are significant increases in the actual ending balance. If the Budget Committee recommends increasing funds available for resource allocations requests from the prior year, additional expenditure will be based on prioritization from the prior year.

**~~Communication, Collaboration, and Participation in Planning Process~~**

~~The planning processes at Coastline are intended to be inclusive with multiple opportunities for all constituency groups to participate, dialogue, and provide input. Some of the strategies are listed here:~~

**~~Strategies~~**

* + ~~PIEAC will maintain a page on the College website that will include agendas, minutes, and planning documents~~**~~.~~**
  + ~~All PIEAC meetings will be open to the College community, and members of the community are encouraged to attend, especially in the spring when prioritization and budget discussions take place.~~
  + ~~All Program Review summaries and reports will be available online to the College community.~~
  + ~~Each constituency group will be responsible for discussion and exchange of information and ideas during the Wing Planning Council planning process.~~
  + ~~All PIEAC reports will be posted online during the prioritization and budget process.~~
  + ~~Members of PIEAC will share planning infrastructure and processes with their respective constituency groups, gathering input and feedback for PIEAC to make ongoing modifications.~~

**~~Communications of Planning Process~~**

~~At the beginning of each academic year, PIEAC will send out the planning time line College-wide. PIEAC will maintain a page on the College website that will include agendas and minutes, the planning time line, notices of special meetings and town halls, and notes from discussions that take place at special meetings and town- halls. In addition, there will be a bulletin board for web discussion. As each milestone approaches, a notice will be sent out suggesting ways to participate in the process.~~

# Communication, Collaboration, and Participation in Planning Process

The planning processes at the College are intended to be inclusive with multiple opportunities for all constituency groups to participate, dialogue, and provide input. Below are a few examples of communication, collaboration, and participation strategies used at the College:

### Strategies

* + PIEAC will maintain a page on the College website that will include agendas, minutes, and planning documents**.**
  + All PIEAC meetings will be open to the College community, and members of the community are encouraged to attend, especially in the spring when prioritization and budget discussions take place.
  + All Program Review summaries and reports will be available online to the College community.
  + Each constituency group will be responsible for discussion and exchange of information and ideas during the Wing Planning Council planning process.
  + All PIEAC reports will be posted online during the prioritization and budget process.
  + Members of PIEAC will share planning infrastructure and processes with their respective constituency groups, gathering input and feedback for PIEAC to make ongoing modifications.
  + Individuals are encouraged to attend PIEAC as guests and to request the opportunity to bring items for discussion to the committee for review.

### Communications of Planning Process

At the beginning of each academic year, PIEAC will send out the planning timeline College-wide. PIEAC will maintain a page on the College website that will include agendas and minutes, the planning timeline, notices of special meetings and town halls, and notes from discussions that take place at special meetings and town halls. In addition, there will be a bulletin board for web discussion. As each milestone approaches, a notice will be distributed with suggestions on ways to participate in the process.

# ~~Evaluation of the Planning Process~~

~~The planning process will be evaluated as follows:~~

* 1. ~~Survey planning committee members~~ 
     1. ~~Survey will be deployed mid-spring to record self-evaluation of committee and member effectiveness~~
     2. ~~Survey will be deployed in person~~
     3. ~~Results will be made available to committees in summary form in late spring~~
  2. ~~Track completion (% completed) of planning initiatives and activities~~
     1. ~~Develop criteria and format for tracking report during the fall semester~~
     2. ~~Report completion of activities and initiatives mid-spring~~
  3. ~~Evaluate and revise each committee’s goals/objectives for the past year~~
     1. ~~Results and comments will be collected via the Year-End Progress Summary Report~~
     2. ~~Information will be incorporated in upcoming year goals and initiatives~~
  4. ~~Survey the College community to determine satisfaction with planning process and participation in the planning process~~
     1. ~~Survey all employees every three years in late spring~~
     2. ~~Collect and analyze data during the summer~~
     3. ~~Report results of survey at the beginning of the fall semester~~

# Evaluation of the Planning Process

The planning process will be evaluated as follows:

* Survey planning committee members through the governance assessment process, which is a peer evaluation of the five levels of governance effectiveness as outlined in the College KPIs.
* Track completion of planning initiatives and activities from the Program and Department review through the development of the closing-the-loop section of the annual planning report.
* Evaluate and revise each committee’s goals/objectives for the past year and provide a follow up report to the College Council.
* Survey the College community to determine satisfaction with the planning process and participation in the planning process through the bi-annual Personal Assessment of the College Environment (PACE) survey and annually through the service are outcome (SAO) survey.
* Host a planning event at the final PIEAC meeting in the spring term to reflect upon, highlight key aspects of planning, and conduct an assessment on how to strengthen engagement and involvement in College planning.

**~~College Planning Timeline~~**

~~Table 3 Planning Calendar~~

|  |  |
| --- | --- |
| ~~Month~~ | ~~Activity~~ |
| ~~June/July~~ | ~~Summer~~ |
| ~~August~~ | ~~Summer~~ |
| ~~September~~ | 1. ~~Give orientation for new members.~~ 2. ~~Review mandate and charge for College committees.~~ 3. ~~Review the Educational Master Plan and other college plans and track progress on achieving goals and objectives~~ 4. ~~Establish a task force to review the college mission and vision statements (every even fall semester).~~ 5. ~~Receive updated college statistics and external data.~~ 6. ~~Review previous year’s budget report, including ending balance reports for general and ancillary funds.~~ 7. ~~Review unfunded requests from previous year and forward additional resource allocation recommendations, if applicable, to the Budget Committee.~~ |
| ~~October~~ | 1. ~~Present final ending balance update to PIEAC and Budget Committee.~~ 2. ~~Consider ending balance funding increases by PIEAC and Budget Committee.~~ 3. ~~Review final additional resource allocations and forward to College Council and President.~~ 4. ~~Receive enrollment management report.~~ 5. ~~Receive update on funded current year one-time requests.~~ 6. ~~Review and modify, if necessary, identified Key Performance Indicators.~~ |
| ~~November~~ | 1. ~~Receive semi-annual update on general and ancillary operations.~~ 2. ~~Finalize review of mission and vision statements (every even fall semester).~~ |
| ~~December~~ | ~~1. Receive Institutional Effectiveness Report.~~  ~~2. Hold public forum and/or town hall.~~ |
| ~~January~~ | ~~Intersession~~ |
| ~~February~~ | 1. ~~Receive a planning report from all of the Wing Planning Councils.~~ 2. ~~Receive ISLO and SAO assessment reports.~~ |
| ~~March~~ | 1. ~~Prioritize resource requests based on Wing input, stakeholder concerns/issues, and recommendations from Program Review (1~~~~st~~ ~~meeting in March).~~ 2. ~~Submit prioritized resource request to the Budget Committee, which returns allocation recommendations to PIEAC (2~~~~nd~~ ~~meeting in March).~~ 3. ~~Review and approve recommendations from Budget Committee and forward them to College Council (by the end of March).~~ |
| ~~April~~ | 1. ~~College Council approves the recommendations and forwards them to Administrative Services for development into a proposed budget.~~ 2. ~~Administrative Services submits the proposed budget to the president for final approval, and a copy of the tentative budget is sent to PIEAC as an information item.~~ 3. ~~PIEAC analyzes and discusses the Institutional Effectiveness score card and prepares IE summary report.~~ 4. ~~Review and evaluate PIEAC processes and revise as necessary.~~ 5. ~~Present IE report to Academic Senate, Classified Senate, and the Management Team.~~ |
| ~~May~~ | ~~Emergency meetings only~~ |

**College Planning Timeline**

Table 1 *Planning Calendar*

| Month | Activity |
| --- | --- |
| June, July,  August | Summer |
| September | 1. Give orientation for new members. 2. Review mandate and charge for College committees. 3. Establish a task force to review the College Mission (every fall semester). 4. Receive updated College statistics and external data. 5. Review previous year’s budget report, including ending balance reports for general and ancillary funds. 6. Review unfunded requests from previous year and forward additional resource allocation recommendations, if applicable, to the Budget Committee. |
| October | 1. Present final ending balance update to PIEAC and Budget Committee. 2. Consider ending-balance-funding increases by PIEAC and Budget Committee. 3. Review final additional resource allocations and forward to College Council and President. 4. Receive update on funded current year one-time requests. 5. Review Key Performance Indicators. 6. Review the Educational Master Plan and other College plans and track progress on achieving goals and objectives. |
| November | 1. Receive semi-annual update on general and ancillary operations. 2. Finalize review of Mission Statement (every fall semester). |
| December | 1. Receive Institutional Effectiveness Report.  2. Present initial Wing Planning Council initiatives. |
| January | Intersession |
| February | 1. Receive a planning report from all of the Wing Planning Councils. 2. Receive ISLO, PLSO and SAO assessment reports. 3. Review the annual Planning Report. |
| March | 1. Prioritize resource requests based on Wing Planning Council input, stakeholder concerns/ issues, and recommendations from the Program and Department Reviews. 2. Submit prioritized resource request to the Budget Committee, which returns allocation recommendations to PIEAC. 3. Review and approve recommendations from Budget Committee and forward them to College Council. |
| April | 1. College Council approves the recommendations and forwards them to Administrative Services for development into a proposed budget. 2. College Council submits the proposed budget to the President for final approval, and a copy of the tentative budget is sent to PIEAC as an information item. 3. Review and evaluate PIEAC processes and revise as necessary. 4. Develop Planning summary and host a College-wide planning reflection event. |
| May | Emergency meetings only |