College Integrated Planning Handbook
2019-20

Prepared by the Planning, Institutional Effectiveness, and Accreditation Committee (PIEAC) Fall 2019

Presented to Academic Senate on Oct. 15, 2019

Contents

Overview

This planning handbook 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 handbook 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 handbook 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, student service, and administrative service areas they represent.

This handbook is divided into the following sections:

1. Mission, Goals, and Objectives
2. College Plans
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4. Planning Cycle
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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 2019)

Coastline College guides diverse populations of students toward the attainment of associate degrees and certificates leading to career advancement, personal empowerment, and transfer. By meeting students where they are, Coastline provides innovative instruction and services designed to achieve equitable outcomes.

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.

2020 Educational Master Plan Objectives

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

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 2020 Objectives is measured through a combination of quantitative and qualitative measures such as key performance indicators and the program/department review process.

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								
Enrollment Management Plan	Equity Plan	Facilities Plan	Finance Plan	Marketing Plan	Professional Development Plan	Staffing Plan	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 five-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 Mission, College Goals with District Goals and ACCJC Standards.

Wing Planning Councils

Although 2016-2010 Educational 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 and Department Review Committee ensures that program initiatives and priorities align with the Mission, 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 Mission, College Goals with District Goals and ACCJC Standard.

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, California Community College Chancellor's Office (CCCCO) Scorecard metrics, and CCCCO Vision for Success Goals, all of which are required to be reported annually. If the College falls below the standard, PIEAC will provide recommendations to the College Council for intervention.

Vision for Success Goals

In 2018-19 the College adopted the Vision for Success Goals to align with the California Community College Chancellor's Office (CCCCO) Vision for Success Plan and student-centered funding formula. Below is the list of recommended goals from the CCCCO.

- Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- Increase by 35 percent the number of CCC students transferring annually to a UC or CSU.
- Decrease the average number of units accumulated by California Community College students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.
- Increase the percent of existing CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure.
- Reduce equity gaps across all the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.
- Reduce regional achievement gaps across all the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the goal of fully closing regional achievement gaps within 10 years

Goal	Measure	Baseline	California Community College Chancellor's Office Vision for Success Goals Recommendation	Coastline's 2021-22 Goals	Number of Equity Gaps
Goal 1: Completion	Students completing transfer-level math and English courses within the student's first academic year of enrollment	72	Increase 20%	86	No data
	Students earning an Associate Degree or an Associate Degree for Transfer	1,286	Increase 20%	1,543	6
	Students earning an Associate Degree (A.A., A.S.)	1,210	Increase 20%	1,452	6
	Students earning a Chancellor's Office approved credit certificate	431	Increase 20%	517	6
	Students who attain the Vision Goal for Completion	1,389	Increase 20%	1,667	6
Goal 2: Transfer	Students earning an Associate Degree for Transfer	76	Increase 35%	103	9
	Students transferred to a 4-year	2,109	Increase 35%	2,847	No data
	All Students who transferred to a CSU or UC institution	960	Increase 35%	1,296	7
Goal 3: Unit Accumulation	Average number of units accumulated by Associate Degree earners	86	Decrease to 79	79	0
	Students earn 9 or more CE units	1,085	Increase 20%	1,302	No data
Goal 4: Workforce	Post-grad median annual earnings of all students	$34,744	Increase 20%	$41,730	0
	Students who attain a living wage	47%	Increase to 69%	69%	2
	Students who are employed in a job closely related the their field of study	72%	Increase to 69%	75%	0
Goal 5: Equity	Number of equity gaps in Vision for Success Goals	42	Decrease by 40%	25	N/A

Note: These are all based on the pre-populated data in the CCCCO Launchboard and NOVA reporting system. The required Vision for Success Goals targets are based on Chancellor's Office recommendations.

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 handbook, including details about each plan and the various steps, timelines, and procedures described in following sections. The following table presents the planning timeline from 2018 to 2026.

Figure 1 Planning Timeline

College Planning	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26
College Mission	Review	Adopt				Review	Adopt	
Educational Master Plan		Update	Adopt				Update	Adopt
Wing Plans/ Strategic Plans			Develop	Implement				Develop
Program/Department Review	Review, Plan, Implement, and Assess Annually							
Curriculum Review	Review over a five-year period in tandem with 5-year Comprehensive Program Review							
Student Learning Outcomes	Conduct an initial and follow-up assessment over a five-year period in tandem with 5-year Comprehensive Program Review							
Program Student Learning Outcomes	Conduct annual assessments and provide a 5-yeart summary for planning in the 5-year Comprehensive Program Review							
Service Area Outcomes	Conduct annual assessments and include an include in Department Review annually							
Institutional Self Evaluation Report	Submit				Plan, Outline, Write			Submit
Comprehensive Accreditation Team Visit	Visit							Visit
Accreditation Mid-term Report				Write	Submit			

- The College Mission is reviewed every four years

- The Educational Master Plan which includes the College Goals is updated every five years and is a direct reflection of the Mission

- The Wing Plans and Strategic Plans are the operationalization of the Educational Master Plan are updated after the adoption of the Educational Master Plan

- Five-year Comprehensive and Annual Program/Department Review develop unitary level activities/initiatives that are directly aligned to the Educational Master Plan, College Goals, and Mission Statement

- Curriculum Review follows the five-year Comprehensive Program Review cycle

- All student learning outcomes (SLOs) are assessed for all courses. SLOs are reported in the SLO Cloud twice over a five-year period in tandem with 5-year Comprehensive Program Review cycle

- All program student learning outcomes (PSLOs) are collected and assessed annually. The results of the 5-year assessments are aggregated in the 5-year Comprehensive Program Review to support programmatic planning

- All service area outcomes (SAOs) are collected and assessed annually and included in the Department Reviews

- The development of the institutional self-evaluation report (ISER) occurs every seven-years

Planning Drives Budget

The mission and Educational Master Plan is the basis for all planning and budgeting within the College. The Educational Master 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. The goals and initiatives in the Educational Master Plan are provided to all programs and departments for use in their particular planning components.

The prioritization of resources is associated with planning initiatives which emerge from the Program and Department Review process. Each Wing Planning Council is responsible for the Program/Department plans underneath it. Each Wing leader presents wing prioritizations and resource requests to the college and PIEAC during the fall and spring semesters. 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 Coastline 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 Coastline follows the same pattern. All instructional programs and non-instructional departments at Coastline 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).

Program and Department Review Sections

Below is a list of the sections which are included in the Program and Department Review.

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, industry/ market data, curriculum review) and outcomes assessment (Student Learning Outcomes (SLOs), Program Student Learning Outcomes (PSLOs), Service Area Outcomes (SAOs). Additionally, this section reflects on current and previous initiatives, Program and Department Review Committee recommendations, and external compliance. The section emphasizes the utilization of internal and external data and outcomes assessment (i.e., SLOs, PSLOs, SAOs) to identify opportunities for innovation and change.

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 three-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: Initiatives
The Initiative(s) section provides a venue for participants to support the planning strategies with evidence-informed 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 and outcomes assessment (i.e., SLOs, PSLOs, SAOs) 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-Informed Initiative and Resource Allocation Process

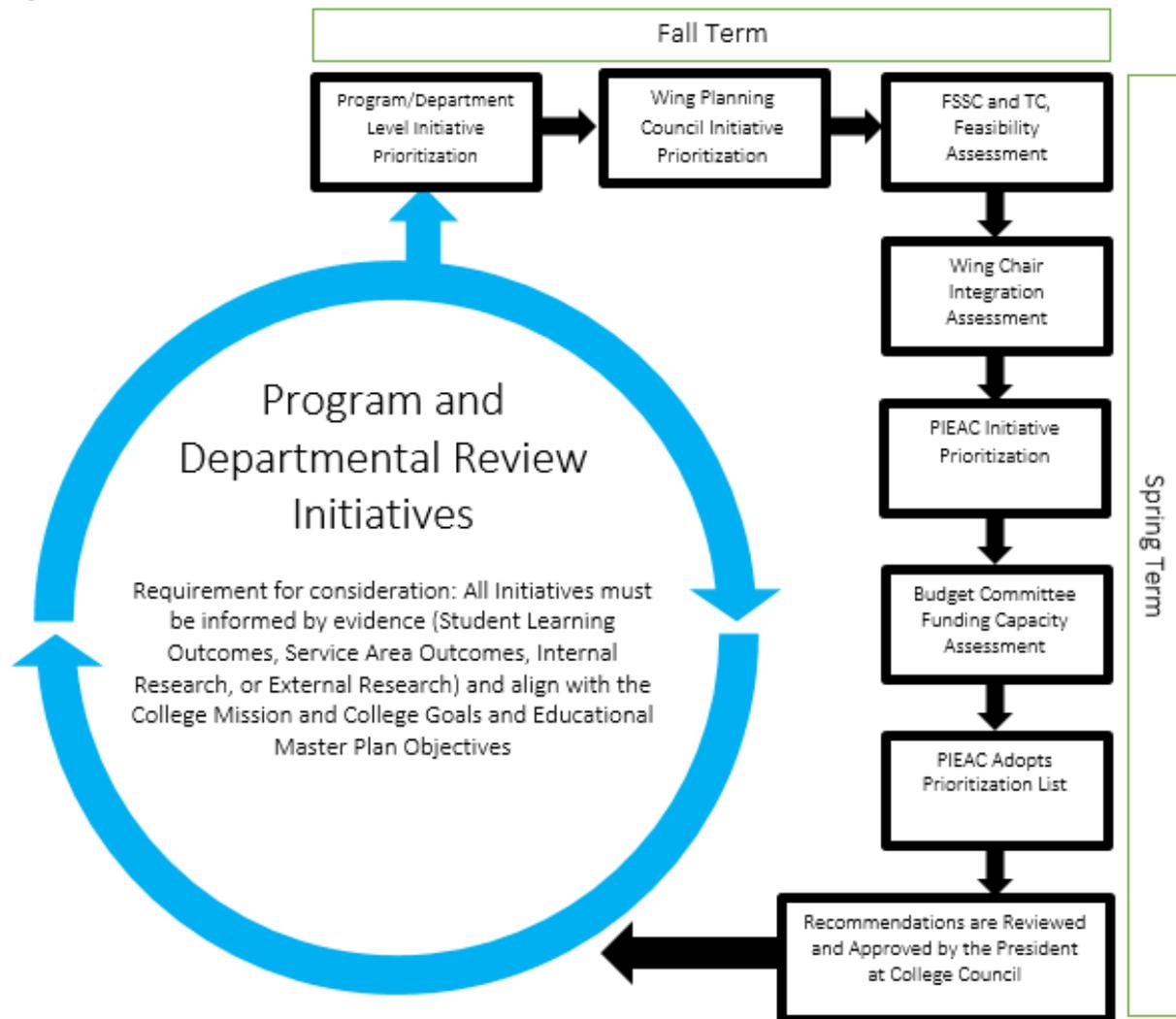*Figure 2* Evidence-Informed Resource Allocation Process

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., student learning and service area outcomes assessment (i.e., SLOs, PSLOs, SAOs), internal research, and/or external research) to support initiatives that are aligned with the College Mission, College Goals, Educational Master Plan. 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 Feasibility

The College conducts a feasibility assessment to support college planning and determine if the estimates for total cost of ownership are accurate, the initiative is feasible, and that it aligns with college plans.

September 1	All Program and Department Reviews drafts are submitted
September 15	All initiatives with resources related to facilities and technology are extracted and sent to the Vice President of Administrative Services, the Director of Business Services, Director of Facilities, and the Director of Information Technology, and the chairs of the chairs of the Facilities, Safety, and Sustainability Committee and to the Technology Committee
October to November	Directors complete the validation of total cost of ownership and feasibility
November	The assessment is presented to the wing planning councils in November for feedback
February	Any final adjustments or recommendations (no new items) on feasibility assessment

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 2016-2020 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 under each planning wing council.

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

The report is presented to PIEAC and disseminated to the College at the college-wide planning summit.

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 prioritization focuses on rating the initiatives, not the budget, therefore budget estimates will not be included in the rating process. 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 provides oversight and leadership in support of institutional effectiveness and through ongoing intentional College-wide evaluation, dialogue, planning, coordination, and use of systematic data to ensure student learning, ensure that the College fulfills its mission and meets or exceeds institutional accreditation standards. PIEAC makes recommendations to the President through College Council.

Membership

PIEAC is comprised of faculty (13), management (9), classified (4) and student (1) representatives drawn from all constituency groups and areas of the College:

1. Academic Senate President; Co-chair, PIEAC and Budget
2. Academic Senate President Elect
3. Associated Student Government President or Designee
4. Classified CFCE Representative (Union)
5. Classified CFCE Representative (Union)
6. Classified Senate President or Designee
7. Classified Senate Representative
8. Coastline Pathways Representative
9. Dean, Counseling
10. Dean, Extended Learning
11. Dean, Institutional Research, Planning, Effectiveness, and Grant Development Co-chair, PIEAC
12. Dean, Instruction (Annual Rotation Among the Four Instructional Campus Deans)*
13. Director, Information Technology
14. Faculty, Accreditation
15. Faculty CCA Representative (union)
16. Faculty CFE Representative (union)
17. Faculty, Counseling
18. Faculty, Curriculum
19. Faculty, Career Education (CE)
20. Faculty, Technology
21. Faculty, General Education
22. Faculty, General Education
23. Faculty, Basic Skills/ESL
24. Faculty, Special Programs
25. Vice President, Administrative Services; Co-Chair, Budget
26. Vice President, Instruction/Accreditation Liaison Officer
27. Vice President, Student Services

    Non-Voting Members
28. President
29. Director, Business Services

*Dean Rotating Schedule

Year	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Dean	Garden Grove	Newport Beach	Westminster	Virtual College	Garden Grove	Newport Beach

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 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 a 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.

Initiatives

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 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 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 and Department 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.
- PIEAC will host annual planning summits to disseminate information related to planning across the college

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. 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:

- 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 1 *Planning Calendar*

Month	Activity
June, July, August	Summer
September	- Give orientation for new members - Review mandate and charge for College committees - Establish a task force to review the College Mission (every four years) - Review previous year's budget report, including ending balance reports for general and ancillary funds - Review unfunded requests from previous year and forward additional resource allocation recommendations, if applicable, to the Budget Committee
October	- Present final ending balance update to PIEAC and Budget Committee - Consider ending-balance-funding increases by PIEAC and Budget Committee - Review final additional resource allocations and forward to College Council and President - Receive update on funded current year one-time requests - Review Key Performance Indicators
November	- Receive semi-annual update on general and ancillary operations - Review of Mission Statement (during sequence)
December	- Receive Institutional Effectiveness Report. - Present initial Wing Planning Council initiatives at the planning summit (1st week of December)
January	Intersession
February	- Receive a planning report from all of the Wing Planning Councils - Receive ISLO, PLSO and SAO assessment reports - Review the annual Planning Report
March	- Prioritize resource requests based on Wing Planning Council input, stakeholder concerns/ issues, and recommendations from the Program and Department Reviews - Submit prioritized resource request to the Budget Committee, which returns allocation recommendations to PIEAC - Review and approve recommendations from Budget Committee and forward them to College Council
April	- College Council approves the recommendations and forwards them to Administrative Services for development into a proposed budget - 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 - Review and evaluate PIEAC processes and revise as necessary - Develop a planning summary and host a College-wide planning reflection event
May	Emergency meetings only

Program and Department Review Schedule

Table 1 *Program Review Calendar*

Last Review	Academic Program	19/20	20/21	21/22	22/23	23/24
2016-17	Building Codes Technology			Fall		
2017-18	Business (Accounting, Business, Economics, Management)				Fall	
2014-15	Business Computing	Fall				
2015-16	Communication Studies		Fall			
2014-15	Computer Information Systems (Computer Information Systems, Computer Networking, Cybersecurity)	Fall				
2015-16	Education/TEACh3		Fall			
2014-15	Digital Graphic Applications	Fall				
2015-16	Electronics Technology		Fall			
2017-18	Emergency Management/Homeland Security				Fall	
2017-18	English as a Second Language (ESL)				Fall	
2015-16	English and Humanities (English, Humanities, Reading)		Fall			
2018-19	Health Science (Foods & Nutrition, Gerontology, Health, Kinesiology)					Fall
2015-16	International Languages (Arabic, Chinese, French, Japanese, Spanish, Vietnamese)		Fall			
2014-15	Mathematics	Fall				
2017-18	Paralegal				Fall	
2015-16	Philosophy		Fall			
2016-17	Psychology and Human Services			Fall		
2016-17	Process Technology			Fall		
2017-18	Real Estate				Fall	
2017-18	Sciences (Astronomy, Biology, Chemistry, Ecology, Geology, Marine Science, Physics)				Fall	
2018-19	Social Sciences (Anthropology, Geography, History, Political Science, Sociology)					Fall
2017-18	Special Programs and Services for the Disabled			Fall		
2017-18	Visual and Performing Arts (Art, Music, Theater Arts)				Fall	
Totals		**4**	**6**	**4**	**7**	**2**

Table 2 *Department Review Calendar*

Last Review	Department	19/20	20/21	21/22	22/23	23/24
2014-15	Administrative Services (Campus Safety & Emergency Services, Fiscal Services, Human Resources, Information Technology, Maintenance & Operations)	Fall				
	Adult Education		Fall			
2018-19	Admissions and Records					Fall
2017-18	CalWORKs, Cooperating Agencies Foster Youth Educ. Support (CAFYES), Cooperative Agencies Resources for Education (CARE), Extended Opportunity Programs & Services (EOPS)				Fall	
2018-19	Distance Learning and Study Aboard					Fall
2015-16	Dual Enrolled Program (Credits for College, Early College High School (ECHS))		Fall			
2017-18	Educational Centers (Garden Grove, Le Jao, Newport Beach)				Fall	
2016-17	Extended Learning: Military Education, Corporate Training, Business Development, & Veterans Resource Center			Fall		
2018-19	Faculty Success Center					Fall
2015-16	Financial Aid		Fall			
2016-17	Foundation			Fall		
2018-19	Intercultural Resource Center					Fall
2017-18	Library				Fall	
2014-15	Marketing, Public Relations, Graphics	Fall				
2014-15	Office of Instruction	Fall				
2014-15	Office of Student Services	Fall				
2014-15	Office of the President	Fall				
2014-15	Research, Planning, Effectiveness, and Grant Development	Fall				
2015-16	Counseling /Matriculation/SSSP (Assessment Center, Career Center, Counseling, Information Center, Transfer Center)		Fall			
2018-19	Student Transfer Acceleration Roadmap (STAR)					Fall
2016-17	Student Life and Outreach			Fall		
2018-19	Student Success Centers					Fall
	Title IX and Equity		Fall			
Totals		**6**	**5**	**3**	**3**	**6**