

Coastline Community College
Integrated Planning Guide
2015-2016



Prepared by
The Planning Institutional Effectiveness and Accreditation
Committee (PIEAC)
Fall 2015

Approved by PIEAC 12/2/2015
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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 2011-2016

Goal 1- Student Success: Coastline will make student success its core focus

Goal 2 - Access, Persistence, and Completion: Coastline will increase student access and improve persistence, retention, and completion with a particular focus on Basic Skills.

Goal 3 – Innovation and Improvement: Coastline will continue to create and nurture innovative programs, services, and technology solutions that respond to the needs and expectations of its learning community.

Goal 4 – Partnerships: Coastline will strengthen and expand its entrepreneurial, grant-development, and collaborative activities through partnerships with business and industry, government agencies, educational institutions, and the public to enhance the College’s capabilities and opportunities for students.

Goal 5 – Culture of Planning, Inquiry, and Evidence: Utilizing participatory governance processes, Coastline will improve its collection, analysis, and use of data to enhance teaching, learning, and institutional effectiveness.

Goal 6 – Growth and Efficiency: Coastline will purposefully advance and sustain the College’s capacity for student success through efficient use of resources as well as expanded, diverse, and responsive programs and services.

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.

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
- Associate Dean, Institutional Research and Planning
- Classified Senate President
- Classified Senate Vice President or designee
- Classified Senate representative
- Dean, Instruction
- Dean, Instruction
- Dean, Instruction
- Dean, Counseling & Matriculation
- Executive Dean, Executive Dean of Military Education, Corporate Training, and Business Development
- Faculty – Accreditation Liaison
- Faculty – SLO Coordinator
- Faculty – Program Review
- Faculty – Appointed by Academic Senate
- 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 Student Services
- Vice President Instruction, Accreditation Liaison Officer (ALO), *Co-Chair PIEAC Committee*

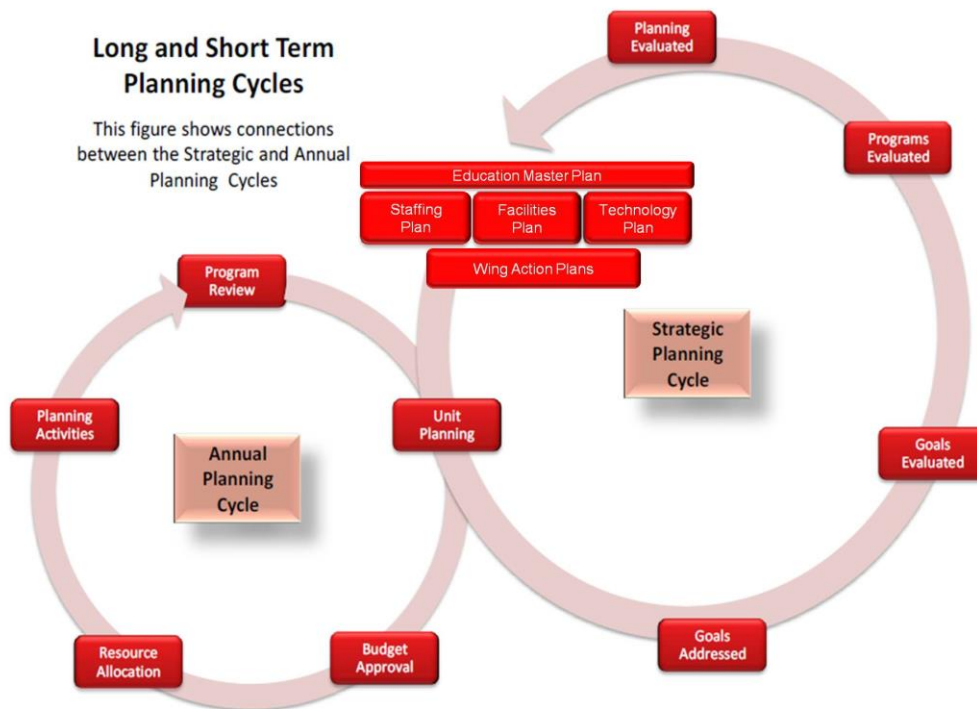
Planning Cycles and Processes

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 objectives, goals, initiatives, and key performance indicators established in the Education Master Plan. Development of the Education Master Plan occurs on a six-year cycle with input from and participation by the entire College (see figure #1). 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 (see table 1).

Figure #1 Long and Short Term Planning Cycles



Although Education Master Plan development occurs on a six-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 initially by the Research and Planning Group (RP Group) and then directed by the Planning, Institutional Effectiveness, and Accreditation Committee (PIEAC) in 2011. The Education Master Plan used information gathered 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 six-year cycle, it is reviewed and updated 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

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.

Evidence-Based Resource Allocation Process

Figure #2 Evidence-Based Resource Allocation Process

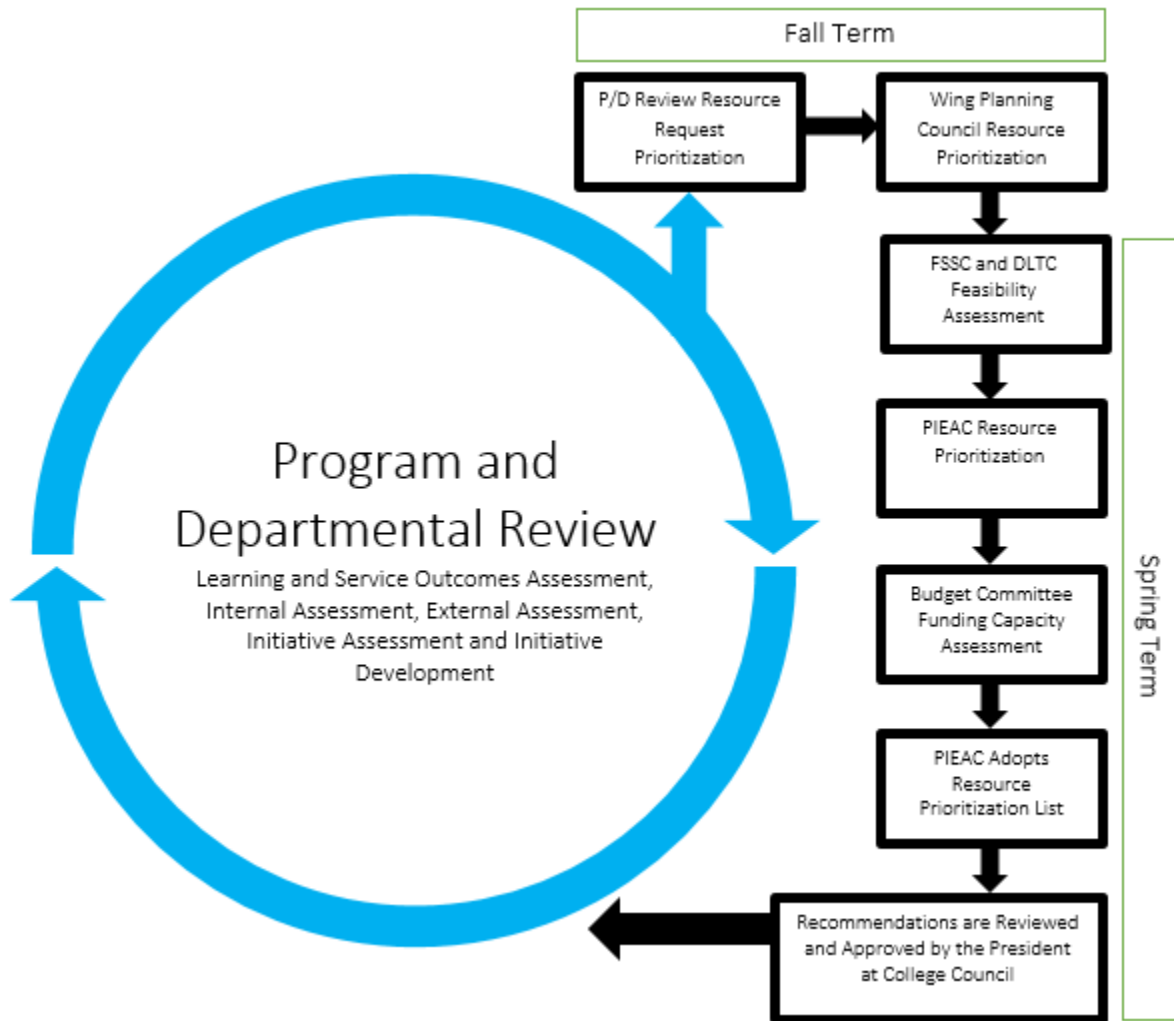


Figure 2 outlines the budget allocation prioritization process, which begins with the Program and Department Review. Through the review process initiatives/ action plans are developed to facilitate change. These initiatives are primarily evidence-based (i.e., outcomes assessment, internal research, and/or 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 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. The technology and facilities related request(s) with

the comprehensive prioritization list are forwarded to the Facilities, 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 ranked based on five metrics.

Table 1 Comprehensive Prioritization Allocation Rubric

Resource(s)	Category	Est. Cost	Fund	HSC	OA/RES	CP	KPI	MIS	PWCR	Total	Rank

Comprehensive Prioritization Allocation Rubric Acronyms and Scores

- HSC** Health/ Safety Compliance: (Yes) 100, (No) 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) 25, (Number 2) 20, (Number 3) 15, (Number 4) 10, (Number 5) 5

The associated score of each metric is aligned, the scores are summed, and each item is ranked according to the total score. The totals are sorted from high to low and categorized in two categories of human capital and resources. The evidence-ranked document is brought forward to PIEAC for discussion. Prior to the discussion at PIEAC, each planning wing council chair provides a presentation summary of the requests. 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.

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 will return its report to PIEAC, which then forwards the recommendations to College Council for final budget approval. College Council forwards the budget recommendations directly to Administrative Services by April 15 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.

PIEAC

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.

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.

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 past three year performance average. 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.

KPI Alignment with College Goals and Plans

The KPIs and College goals are incorporated as an encompassing and integrated strategy, which spans across all College plans. Therefore, each plan is working in sync and support of the College goals and measured by the KPIs. Table 3 provides a systematic map of the integration point of College goals and KPIs across College plans.

Table 2 KPI Alignment with College Goals and College Plans

Planning Documents at Coastline	Educational Master Plan	Program/Department Review	College Fact Book	CCCD Institutional Effectiveness Report	Institutional Effectiveness Planning Initiative (IEPI)	ACCIC Annual Report	Enrollment Management Plan	Facilities Plan	Staffing Plan	Technology Plan	SSSP Plan	Student Equity Plan
Student Success												
Course Success	X	X	X	X	X	X	X		X	X	X	X
Traditional Course Success	X	X	X	X	X	X	X		X	X	X	X
Online Course Success	X	X	X	X		X	X		X	X	X	X
Telecourse/Cable/Other DL Course Success	X	X	X	X		X	X		X	X	X	X
Number of Degrees	X	X	X	X	X	X			X		X	X
Number of Certificates	X	X	X	X	X	X			X		X	X
Transfer Volume	X		X	X		X			X			
Transfer Rate	X		X	X	X	X			X			X
Job Placement Rate	X	X				X						
Access, Persistence and Completion:												
Course Retention	X	X	X	X	X	X	X	X	X	X	X	
Fall to Fall Persistence	X	X	X	X	X	X	X	X				X
Basic Skills English Progression	X	X	X	X	X	X	X					X
Basic Skills Math Progression	X	X	X	X	X	X	X					X
ESL Progression	X	X	X	X	X	X	X					X
Innovation and Improvement												
Number of significant planning outcomes	X	X					X	X	X	X		
Partnerships												
Educational Partnerships	X	X								X		
Business Partnerships	X	X										
Grant Partnerships	X	X										
Foundation Partnerships	X	X										
Culture of Planning, Inquiry and Evidence												
Overall Governance Performance Rating	X											
Program/Department Review Completion Rate	X	X										
ISLO Results	X					X						
SAO Results	X	X				X						
Growth and Efficiency												
FTES (CA Resident)	X	X	X	X		X	X	X	X	X		X
WSCH/FTEF Efficiency Ratio	X	X	X				X					
Annual Awarded Grant Dollars	X	X		X								
Annual Foundation Revenue	X	X										
Annual Contract/Military Education Revenue	X	X		X								
Contract/Military Education Enrollments	X	X		X			X		X	X		

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.

Evaluation of the Planning Process

The planning process will be evaluated as follows:

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

Sample Survey Questions:

- Select your position (Co-Chair or Member) in this Committee or Task Force.
- How well do you understand the charge of your committee or task force?
- Please rate the usefulness of the charge in directing the work of the committee or task force.
- How satisfied are you with the progress your committee or task force has made towards fulfilling its charge *over the course of the year?*
- How adequate is the membership structure of your committee / task force?
- How adequate is the size of your committee / task force?
- If you asked other people outside the committee for their expertise/input, how effective was this process?
- How effective was the communication within your committee or task force?
- How effective was the communication between you and the group you represent (both directions)?
- How effective was the communication between you and the College Planning Council?
- If you attended the orientation for co-chairs, how well did it help you to be effective in your role? (for co-chairs only)

College Planning Timeline

Table 3 Planning Calendar

Month	Activity
June/July	Summer
August	Summer
September	<ol style="list-style-type: none"> 1. Give orientation for new members. 2. Review mandate and charge for College committees. 3. Review the Educational Master Plan and other college plans. 4. Track progress on achieving goals and objectives 5. Establish a task force to review the college mission and vision statements (every even fall semester). 6. Receive updated college statistics and external data. 7. Create a plan of work for the school year, including presentations from programs, departments, and other groups through the fall semester. 8. Develop a planning calendar and distribute college-wide. 9. Review previous year's budget report, including ending balance reports for general and ancillary funds. 10. Review unfunded requests from previous year and forward additional resource allocation recommendations, if applicable, to the Budget Committee.
October	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Receive semi-annual update on general and ancillary operations. 2. Finalize review of mission and vision statements (every even fall semester).
December	<ol style="list-style-type: none"> 1. Receive Institutional Effectiveness Report. 2. Hold public forum and/or town hall.
January	Intersession
February	<ol style="list-style-type: none"> 1. Receive report from Program Review (first meeting in spring). 2. Receive 3 Wing plan presentations. 3. Receive SLO assessment reports.
March	<ol style="list-style-type: none"> 1. Prioritize resource requests based on Wing input, stakeholder concerns/issues, and recommendations from Program Review (1st meeting in March). 2. Submit prioritized resource request to the Budget Committee, which returns allocation recommendations to PIEAC (2nd meeting in March). 3. Review and approve recommendations from Budget Committee and forward them to College Council (by the end of March).
April	<ol style="list-style-type: none"> 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

