# Table of Contents

**Introduction** ........................................................................................................................................... 3

**Overview of Integrated Planning Model** .................................................................................................. 4

**Description of Components** ....................................................................................................................... 5

- District Strategic Plan ................................................................................................................................. 6
- College Mission, Vision & Values .................................................................................................................. 7
- College Strategic Plan ..................................................................................................................................... 9
- Program Review (PrOF) ................................................................................................................................. 11
- Unit Plan ...................................................................................................................................................... 12
- Resource Allocation ....................................................................................................................................... 13
- Goal Setting .................................................................................................................................................. 14

**Appendices**

- Appendix 1 – LRCCD Mission and Vision (2011) ......................................................................................... 15
- Appendix 2 – LRCCD Strategic Goals (2011) ............................................................................................... 17
- Appendix 4 – CRC Strategic Plan Goals (2012) .......................................................................................... 19
- Appendix 5 – Mission Mapping Document ................................................................................................. 20
- Appendix 6 – Integrated Planning Timeline ................................................................................................. 23
- Appendix 7 – ACCJC Program Review Rubric ............................................................................................. 24
- Appendix 8 – ACCJC’s Integrated Planning Rubric ....................................................................................... 25
- Appendix 9 – Planning Document Reference Guide .................................................................................... 27
Introduction

This Planning Guide provides information about the College’s integrated planning and budgeting processes. The processes in this document identify ways the constituent groups participate in and contribute to the College’s long-term and short-term planning. This document begins with a description of the College’s Integrated Planning Model. A description of the process and timeline for each component in the model follows the overview.

It is important to note that College-level planning links to District-level planning in four ways:

- The structure of the College’s Strategic Plan is the same as the District’s Strategic Plan
- Through the shared governance process, many members of the College participate:
  - in the generation of both the District and College Strategic Plans and
  - on District Committees whose responsibilities are to implement the District plan and to identify and respond to issues that arise.
- The District’s Strategic Plan is one of the major inputs into the College’s Strategic Planning Process.

The District’s Mission and Values Statement and Strategic Goals are in Appendices 1 and 2. The College’s Mission and Strategic Goals are in Appendices 3 and 4. Links to the major College and District plans are in Appendix 9.

It is important to note that College-level planning is integrated by the following processes:

- The Strategic Plan, College Outcomes, and Shared Governance Processes are all mapped to the College’s Mission (Appendix 5).
- All planning and resource allocation processes are informed by and linked to the strategies in the Strategic Plan.
- The assessment of all college plans contributes to the assessment of the College’s Strategic Plan.
- The schedule of the processes has been aligned to facilitate integration (Appendix 6).

The CRC Integrated Planning Manual has been approved through the College’s Shared Governance Process and will be reviewed and updated annually by the Dean of College Planning and Research in concert with the College Planning Committee to maintain its relevance. In addition to the annual review of this document, each component of the College’s Integrated Planning process is evaluated immediately after its implementation. The entire structure of the College’s planning process is evaluated by the College Planning Committee using the Accrediting Commission for Community & Junior Colleges (ACCJC) Rubrics regarding Program Review Rubric (Appendix 7) and Integrated Planning Rubric (Appendix 8) at least once every six years to provide data to the College’s self-study process.
The diagram below illustrates the major components and processes in the College’s Integrated Planning Model. A description of each of these components follows.
Description of Components (in alphabetical order)

Administrative Goal Setting responds to the strategic directions in the College’s Strategic Plan most relevant to the administrator’s job description, the PrOFs of programs they supervise, and relevant shared governance committee goals. These plans are assessed and reported semi-annually and contribute to the assessment of the College’s Strategic Plan.

CRC Mission, Vision and Values articulate the College’s overarching purpose and is the touchstone for all of the College’s planning processes.

CRC Strategic Plan responds to the College’s Mission, the District’s Strategic Plan and internal and external data to identify the long term goals and strategies needed to strengthen the College’s ability to achieve its mission. These goals and strategies are organized in the areas of Student Success, Teaching and Learning Effectiveness, Access and Growth, Community and Economic Development and Organizational Effectiveness. The Strategic Plan is assessed and reported annually.

Educational Master Planning responds to data from PrOF and input from advisory and other committees to identify new programs that are needed in order for the College to accomplish its mission.

Facilities Planning responds to data from PrOF, the Strategic Plan, the Educational Master Plan, facilities usage, population growth projections, and the relevant District and State Policies and Regulations to identify long- and short-term facilities plans to support the College’s ability to accomplish its mission.

Program Review (PrOF) responds to program-level internal and external data (including student achievement and assessment results) to identify program strengths and weakness. This leads to the creation of short- and long-term plans to improve the program and the identification of resources needed to implement these plans. Program plans must align with one or more strategies in the College’s Strategic Plan. This review informs the unit planning and allocation processes described below. Data from PrOF also informs the development and assessment of the College’s Strategic Plan.

Resource Allocation Plans (Capital Outlay, Instructional Technology and Media and the Annual Operating Budgets, Supplies, Personnel) respond to data from PrOF/Unit Planning and the College’s strategic directions to identify how to best allocate resources in support of the College’s Mission. These plans and processes are assessed every two years.

Shared Governance Planning responds to the committee charge and an internal scan of the college’s processes resulting in the identification of annual goals that support the committee’s areas of responsibility. This scan includes the review of relevant college-wide outcomes assessments when appropriate. All shared governance committees support the College’s Mission and Strategic Plan (Appendix 1). Shared governance goals are assessed and reported annually and contribute to the assessment of the College’s Strategic Plan. Some shared governance committees have also created longer term plans to guide their efforts.

Technology Planning responds to data from PrOF, unit plans, and other internal and external sources to identify the long- and short-term technology needs of the College.

Unit Planning is a process by which each operational unit prioritizes the equipment, software, computers and permanent personnel needs from the PrOFs in their area. Criteria for the ranking includes: urgency, potential for impact on program improvement, quality of the data/analysis in PrOF and the degree to which the proposal supports the Strategic Plan. This ranking provides valuable information to the committees and groups who review and prioritize budget-related requests (such as personnel, equipment, and instructional technology). The information in the Unit Plans also informs facilities and technology decisions and planning, professional development planning, and the development of the College’s grants and research agendas.
Role of the LRCCD Strategic Plan: The LRCCD Mission and Strategic Plan are the foundation for the College’s planning processes because they provide a context and framework for the College’s Mission and Strategic Plan.

LRCCD Strategic Plan Development Process: The LRCCD Mission and Strategic Plan are reviewed and updated/generated on a six year cycle, unless conditions in the organization or the environment necessitate a shorter cycle. The following diagram illustrates the general process that is used. The implementation of the LRCCD Strategic Plan is assessed annually.
Role of the Mission Statement: The Mission Statement summarizes the College’s purpose and reason for existence. It defines the student population and summarizes the services and programs provided to the community. The Mission affirms the overarching purpose, articulates aspirations, and enumerates the values that guide the delivery and development of the College’s programs and services.

Mission Development Process: The College Planning Committee is the primary body responsible for the review and renewal/modification of the College’s Mission, Vision and Values Statement. The Mission is updated on a six year cycle as the first step in the College’s Strategic Planning Process. The following diagram provides an overview of the process used to develop a new Mission Statement.
If there are significant changes in the internal and/or external environment, the College Planning Committee may decide that it is appropriate to review/update the Vision/Mission statement to ensure its relevance. The following diagram provides an overview of this process.

**CRC Vision / Mission Update Process**

1. **College Planning Committee identifies need to update Vision/Mission**
2. **College Planning Committee reviews the nature of and scope of the changes necessitating the update**
3. **College Planning Committee reviews the current Mission to identify areas needing updating**
4. **College Planning Committee gathers input about the aspects of the Mission affected by the change(s)**
5. **College Planning Committee synthesizes input to generate an updated draft Mission Statement**
6. **College review of initial draft of the updated Mission Statement**
7. **Planning Committee edits and forwards proposed new Mission statement to college for constituency review and approval**
8. **Mission forwarded to the Board for approval**
Role of the Strategic Plan: The Strategic Plan articulates the overarching goals for the College and identifies strategies the College will implement to fulfill its mission and realize its vision. The Strategic Plan is the foundation for all of the College’s Planning and Resource Allocation Processes.

Strategic Plan Development Process: The CRC Strategic Plan is reviewed and updated/generated on a six year cycle, unless conditions in the organization or the environment necessitate a shorter cycle. The following diagram provides an overview of the process used to generate the College’s Strategic Plan. The implementation of the Strategic Plan is assessed annually.

* Relevant Data includes, but is not limited to, Outcomes Data, Achievement data, college-wide planning implications for PrOF, the LRCCD Environmental Scan, the LRCCD Mission and Goal Areas and the Accreditation Self-Study
If there are significant changes in the internal and/or external environment, the College Planning Committee may decide that it is appropriate to conduct an expedited review/updating process to ensure relevance of the Strategic Plan. The following diagram provides an overview of this process.

**CRC Strategic Plan Update Process**

1. College Planning Committee identifies need to update Strategic Plan
2. College Planning Committee reviews the nature and scope of the changes necessitating the update
3. College Planning Committee reviews the current Strategic Plan in light of the change(s) to identify areas needing updating
4. College Planning Committee facilitates dialog about the aspects of the Strategic Plan affected by the change(s)
5. College Planning Committee synthesizes input to generate an updated Strategic Plan
6. Planning Committee makes changes in response to input and forwards proposed new Strategic Plan to President for constituency review and approval
Role of Program Review: The purpose of Program Review is to periodically evaluate the impact of internal and external changes and assess various indicators of program effectiveness to proactively plan for the future. Although many of these plans can be implemented at the program level, many of the plans need institutional support or have college-wide impact. For this reason, the PrOF process also informs unit planning, college-wide planning and all college resource allocation processes.

PrOF Process: The full PrOF process (occurs every four years, since 2009) includes the following components:

• Reviewing and updating (as needed) program purpose(s), outcomes, and outcomes mapping
• Creating program and course/activity assessment and curriculum review (instructional programs only) cycles
• Reviewing and recording what has been accomplished over the PrOF cycle
• Reviewing and dialoging about achievement and outcomes data to identify strengths and opportunities
• Identifying planning ideas that would improve the program
• Selecting action items for the next four years, mapping these action items to the college’s strategic plan, and describing the scope and potential impact of these items
• Identifying resources that are needed to support these plans
• Identifying college-wide and/or long-term planning implications

Halfway through the cycle, program faculty and staff review and update their PrOFs to ensure program plans are on track and that resource requests considered in the College’s budget allocation processes are responsive to changes at the College.

The full and mid-term PrOF are intended to be collaborative processes that are completed during the fall semester in preparation for the next cycle of unit planning and budget allocation at the College. The following timelines are provided as a guide, and can be modified as needed to meet program needs.

Phase One: Evaluation of Program Mission, Outcomes, Accomplishments, Strengths and Challenges (September/October); Initial review and feedback by responsible administrator

Phase Two: Planning and resource needs (November)

Phase Three: Finalization and final review by responsible administrator (December/January)
Role of Unit Plan: The Unit Plan is a critical component in the College’s integrated planning model. This process ranks all resource requests from the PrOFs from the programs in each operational unit of the College. This ranking provides valuable information to the committees and groups who review and prioritize all of the College’s budget-related requests (such as personnel, equipment, and instructional technology). The information in the Unit Plans also informs facilities, professional development and technology decisions and planning and the development of the College’s grants and research agendas.

Unit Planning Process: Unit Planning, which occurs every two years during the spring semesters following a PrOF cycle, is a process by which each operational unit reviews and prioritizes the equipment, software, computers and permanent personnel needs for the programs in their areas. This prioritization process includes the following steps:

- The identification of individuals to participate in the process
- Dialog about the interests and process that will be used to establish the unit rankings
- A review of the PrOFs for all departments with resource requests
- Dialog about the resource requests
- The determination of unit rankings within each resource category

Interests: Unit Plan rankings are informed by the following interests:

- Urgency,
- Potential for impact on program improvement, student learning and student success,
- Quality of the data/analysis in PrOF related to the item, and
- The degree to which the proposal supports one or more of the top five strategies in the Strategic Plan.

The rubric below illustrates one way these interests can be applied to the Unit Planning process.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Low (1)</th>
<th>Medium (2)</th>
<th>High (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urgency</td>
<td>There are relatively few negative consequences of not funding this project</td>
<td>There are some negative consequences of not funding this project</td>
<td>There are significant negative consequences of not funding this project</td>
</tr>
<tr>
<td>Student Success and Student Learning Supports</td>
<td>Weak links to student success/learning</td>
<td>Adequate links to student success/student learning</td>
<td>Strong links to student success/student learning</td>
</tr>
<tr>
<td>Strategic plan</td>
<td>Weak linkage to Strategic Plan</td>
<td>Adequate linkage to Strategic Plan</td>
<td>Strong support of strategic plan</td>
</tr>
<tr>
<td>Data based</td>
<td>Data and analysis of need or feasibility is weak.</td>
<td>Data and analysis of need or feasibility is adequate.</td>
<td>Data and analysis of need or feasibility is strong.</td>
</tr>
<tr>
<td>Total Score</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suggested Ranking</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Resource Allocation: For Discretionary and Operating Funds

Role of the Resource Allocation Processes: The College’s Resource Allocation processes evaluate the resource needs of the College and make a recommendation to the College President about how the College can best allocate its resources in support of program and college-wide planning.

Capital Outlay Budget (COB): The Budget Committee facilitates the COB Process. The COB process includes the following steps:

1. Collecting requests: COB Requests include the justification, desired outcomes, priorities, and strategic plan strategies supported by the request from PrOF; additional details about what is needed, a brief description of how the need is being met currently, the Unit Plan ranking (or justification of why the item is not in the Unit Plan), and select program data (such as WSCH, FTE, etc.)

2. Individual Evaluation and Ranking: Committee members evaluate and rank requests in response to the stated and published interests which include the following:
   a. Does the request align with one or more of the College’s key strategies from its strategic plan?
   b. Is the request tied to the current Unit Plan/PrOF? What is the level of importance identified in these documents. If the item is not in the current Unit Plan/PrOF, is sufficient rationale given to consider the request?
   c. What is the relative priority of the request among all the other requests in light of the College’s key strategies from its Strategic Plan?
   d. What is the division priority for the request?

3. Overall Ranking: The individual rankings are combined to obtain a prioritized list

4. Forwarding to College President: The ranked list is forwarded as a recommendation to the President for editing and final approval

Instructional Technology and Media Budget (ITMB). The Distance Education and Information Technology Committee facilitates the ITMB process. This process mirrors the COB process described previously. The budget for ITMB is determined by Budget Committee as part of the COB process.

Annual Operating Budget: Annual Operating Budget modifications are made by the Vice President of Administration in consultation with the President and the Deans overseeing the unit. These dialogs and decisions are informed by and respond to resource needs identified in PrOFs/Unit Plans, discussions with Department Chairs and/or Supervisors, a review of previous expenditures, and the strategies in the Strategic Plan.

Personnel Needs: Requests for permanent personnel occur on an annual basis, contingent on available funding. The faculty and classified prioritization processes are parallel. The faculty prioritization process occurs each fall. The classified prioritization process occurs each summer. The prioritization process includes the following steps:

1. Collecting requests: Personnel requests include details about what is needed, a brief description of how the need is being met currently, the Unit Plan ranking (or justification of why the item is not in the Unit Plan), the justification and desired outcomes for the item(s) from PrOF, the identification of the strategies supported by the request, and select program data (such as WSCH, FTE, etc.)

2. Individual Ranking of Requests: Members of the Administration and the appropriate Senate leadership review and rank the requests in response to interests that are forwarded by the College and Faculty/Classified Senate Presidents

3. Overall Ranking: The individual rankings are combined to obtain a prioritized list

4. Forwarding to College President: The prioritized list is forwarded to the President for editing as needed and final approval
SHARED GOVERNANCE PLANNING AND GOAL SETTING

Role of Shared Governance Committees: The College’s Shared Governance Committees have been designed and implemented to ensure there is collegial consultation in all areas outlined in AB 1725. All shared governance committees support the achievement of the College’s Mission and Strategic Plan, as evidenced by the Mission Mapping document in Appendix 5.

Annual Goal Setting Process: Every shared governance committee submits annual goals each fall to the Academic Senate. These goals respond to their committee charge, a review of data and/or planning documents related to their committee, and their internal scan of the environment. These goals frame the work of the committee and help orient new members to the goals and role of the committee. Reports on the achievement of their goals are submitted each spring to the Academic Senate. Information from these reports contributes to the annual assessment of the implementation of the Strategic Plan.

Shared Governance Long Term Planning: Several shared governance committees have created and/or respond to longer term plans that guide their efforts. This includes the following:

- Curriculum (Educational Master Plan)
- Cultural Competence and Equity (Cultural Competence and Equity Plan)
- Distance Education and Information Technology (Distance Education Master Plan)
- Facilities Committee (Facilities Master Plan)
- Foundations for Academic Success (Basic Skills Plan)
- Matriculation/Student Success (Matriculation/Student Success Act)
- Professional Development (Professional Development Plan)

ADMINISTRATIVE GOAL SETTING

Goal of Administrative Goal Setting: Administrative Goal setting identifies annual goals and metrics for each administrator. These goals provide focus to their work and are used in the administrative evaluation process.

Goal Setting Process: Each fall every administrator identifies goals for the upcoming year. Their goals respond to:

- The strategic directions in the College’s Strategic Plan
- Their job description
- Information from the PrOFs/Unit Plans of programs in their area
- Relevant shared governance committee goals
- Internal scan of needs within their unit
- Input from their immediate supervisor
- Other initiatives (such as grants in their area, related external obligations, etc.)

Administrative goals are assessed and reported two times per year and contribute to the Annual Report and the assessment of the College’s Strategic Plan.
Vision Statement: We, the Los Rios community colleges, provide outstanding programs and services so that all students meet and exceed their personal, educational, career, and social goals. We meet the social and economic needs of the community.

Mission Statement: Relying on their professional and organizational excellence, the Los Rios community colleges:

- Provide outstanding undergraduate education, offering programs that lead to certificates, associate degrees, and transfer;
- Provide excellent career and technical educational programs that prepare students for job entry and job advancement through improved skills and knowledge, including the demands of new technologies;
- Provide a comprehensive range of student development programs and services that support student success and enrich student life;
- Provide educational services that address needs in basic skills, English as a second language, and lifelong learning; and
- Promote the social and economic development of the region by educating the workforce and offering responsive programs such as service learning, business partnerships, workforce literacy, training, and economic development centers.

Values: We value students, community, academic excellence, diversity, relationships, and participatory governance. The District’s values provide the guidance and inspiration for implementing and maintaining programs to promote student success.

Students As Our Highest Priority

- Student Access: We are committed to providing educational opportunity to all who can benefit in the Greater Sacramento region.
- Student Success: We strive to help our students achieve success in their educations, in their careers, and as contributing members of society.
- Lifelong Learning: We inspire a spirit of openness and intellectual curiosity as enduring pursuits.

Serving the community: We serve the needs and goals of our communities.

Social and Economic Development of the Community: Los Rios supports the social and economic development of our region.

Academic Excellence

- Quality: We strive for the highest quality in all programs, services, and activities.
- Academic Rigor: Los Rios’ educational standards emphasize critical thinking and high quality educational experiences. Faculty members challenge themselves and their students to prepare for the future by expanding the body of knowledge in an atmosphere of thoughtful, unfettered expression, discussion, testing, and proof of ideas.
- Career and Professional Development: We encourage and promote the continuous professional development of all administrators, staff, and faculty.
- Academic Integrity: Los Rios exhibits academic integrity by demonstrating forthright, honest and ethical behavior in all interactions.
Diversity

- **Building Community:** We recognize and value the strengths of our diverse backgrounds and perspectives and seek to build a community in which all constituencies are highly qualified.

- **Social Justice:** Because diverse perspectives support the District’s commitment to equality, equity, and justice, our communities are best served by ensuring that all populations are represented equitably throughout the Los Rios community colleges.

Relationships: We believe productive working relationships are central to achieving our mission.

- **Respect, Civility, Collegiality, and Ethical Integrity:** These hallmarks of a collegial environment enhance our cooperative efforts and shared use of resources for providing education, training, student services, and community service.

- **Blame-Free Culture:** Los Rios strives to create a supportive, problem-solving culture, and we recognize the proven usefulness of an interest-based approach (IBA) for achieving cooperation and effective problem solving.

Participatory Governance

- **The Contributions of All Our Members:** All members of the Los Rios community are encouraged to contribute to our organizational success.

- **Informed and Decentralized Decision Making:** We value informed decisions made by people close to the issues.

- **Democratic Practices:** We observe democratic practices in our internal governance.

- **Financial Stability:** Our continuing success is based on careful management of our resources.
Our primary goal is to promote student success. We define success as students achieving their educational goals. This success is reflected in students’ performance at our colleges as well as in their later achievements in education and the workplace. We also look at the intellectual skills that students develop while at Los Rios, such as critical thinking and the ability and desire to engage in lifelong learning. Student success also measures the education of the whole person for engaging in an increasingly complex and interconnected world.

We are committed to providing the highest quality instructional programs in transfer, vocational and general education, using the best current and emerging instructional methods and technologies. The District promotes flexible teaching and learning methods to support the success of its diverse student population.

As a community-based institution, the District strives to be responsive to the growing communities of the Greater Sacramento Region. To meet the challenges of population growth, we pursue new delivery approaches to provide a high level of access to education. We also provide comprehensive support services to assure access by reducing or eliminating significant barriers and by promoting diversity. We are committed to ensuring that students from a wide variety of backgrounds have an equal chance to achieve their educational goals.

We seek to promote the health and economic vitality of the region. As a community resource, the District and its colleges contribute to community life through partnerships, staff involvement in civic affairs, and programs that are open to the public. The District and colleges also support economic development through their occupational programs and partnerships with business, labor, and industry.

Our organizational processes play a critical role in student success and overall institutional effectiveness. Los Rios will continually improve its organizational processes in order to enhance its institutional effectiveness and ensure its fiscal accountability and integrity.

VISION STATEMENT
Cosumnes River College is an innovative educational and community center that prepares and empowers students to realize their unique potential to transform their lives and contribute to a just and democratic society as global citizens. CRC strengthens the cultural, social, and economic well-being of the region through its development of an educated and engaged citizenry whose decisions are informed by intellectual inquiry and scholarship, a pluralistic world view, and respect for humanity and the environment.

MISSION STATEMENT
Cosumnes River College is an open access, student-centered, comprehensive community College that prepares students to realize their educational and career aspirations through exemplary transfer, general, and career education in an academically rigorous and inclusive environment. CRC also offers exceptional instruction in basic skills and English for non-native speakers, as well as a broad array of life-long learning, community service, and workforce development programs.

VALUES STATEMENT
As a community of scholars and practitioners with a deep commitment to equity and social justice, CRC values teaching and learning excellence and high academic standards sustained by academic integrity, fairness and mutual respect, and an ethic of care. The College’s core values of cultural competence and diversity, continuous learning and assessment, exceptional student services, and innovation are central to our collegial and environmentally responsible academic setting.
As an institution that serves a diverse community, CRC strives to support student success, promote educational equity, and offer programs that empower students to achieve their educational goals and contribute to a just and democratic society as global citizens. CRC provides students with access to high quality services that support their success and facilitate their transition to work or further educational opportunities. CRC also offers instructional programs designed to meet the changing needs of industry and our global economy and programs that enhance student learning and promote educational equity. Finally, CRC supports and provides opportunities for student learning outside the classroom.

CRC strives to provide the highest quality instructional programs in transfer, career technical education, basic skills, and general education, using the best current and emerging instructional methods and technology. CRC promotes collegiality, data-driven decision making, continuous improvement, innovation, and flexibility to support teaching excellence, facilitate educational equity, and promote the success of its diverse student population.

As a community-centered institution, CRC strives to be responsive to the needs of its growing and changing community. To meet the challenges of a highly competitive postsecondary educational market, CRC pursues every opportunity to enhance the student experience and increase community awareness of our teaching excellence, student success, and educational leadership. To respond to the challenges of population growth, CRC is committed to expanding capacity through outstanding facilities management, the development of new facilities, the implementation of new instructional technologies, and the development of programs and services that improve student success. To facilitate educational equity, CRC assures access by reducing barriers, promoting diversity, and offering programs and services that provide equal opportunity for all of our students.

CRC seeks to promote the health and economic vitality of the region. As a community resource, CRC contributes to community life through partnerships, involvement in civic affairs, and programs that serve the community. CRC also supports economic development through career technical programs and partnerships with business, labor and industry.

CRC endeavors to be responsive to its changing and increasingly complex environment and enhance institutional effectiveness by continually assessing and improving its organizational processes. CRC also implements practices that are consistent with its values of collegiality, sustainability, fairness and mutual respect, innovation, participatory decision-making, fiscal responsibility and continuous learning.
<table>
<thead>
<tr>
<th>Elements of the Mission Statement</th>
<th>Related Initiative Areas in the Strategic Plan</th>
</tr>
</thead>
</table>
| Empowers students to contribute to a just and democratic society as global citizens. | O1.a Support for College and community service, O1.b recognition of service, O1.c participatory and collegial decision-making, O1.d sustainable and environmentally sensitive practices, O1.e ethical and culturally competent practices.  
S3.a Spaces that support learning outside the classroom, S3.b Access to activities, S3.c Enhanced outside of class learning opportunities, S3.d Improve communication.  
C1.a. Dialog with community about educational needs, C1.b communication with community-based organizations, C1.c enhanced understanding of environment.  
C2.a Responsive programs, services, and delivery methods, C2.b Reciprocal relationships with community. |
| Develops an educated and engaged citizenry whose decisions are informed by intellectual inquiry and scholarship, a pluralistic world view, and respect for humanity and the environment. | S1.b 21st century skills  
S3.c Enhanced outside of class learning opportunities  
T2.c Expanded use of best teaching practices.  
T3.a Collaboration among employee groups and disciplines, T3.b enhanced discipline and interdisciplinary collaboration. |
| CRC is an open access, student-centered, comprehensive community college. | A1.a Understand and adapt to changing student needs, A1.b effective enrollment management, A1.c timely completion of programs, A1.d access to financial support for students, A1.e cost savings for students, A1.f assess and improve enrollment experience.  
A2.a Partnerships with community, A2.b outreach activities  
A3.a Facilities, A3.b educational technologies  
S2.a Service-orientation, S2.b. stream-line and co-locate services, S2.c expand awareness of support programs, S2.d data-driven program improvement, S2.e Expanded use of best practices. |
| CRC prepares students to realize their educational and career aspirations through exemplary transfer, general and career education. | S1.a Integration of instruction and student services and implementation of best practices, S1.b twenty-first century skills, S1.c process improvement, S1.d support services for DE students  
S2.a Service-orientation, S2.b. stream-line and co-locate services, S2.c expand awareness of support programs, S2.d data-driven program improvement, S2.e Expanded use of best practices. |
### Mapping of College Mission, Strategic Plan, College-wide Learning Outcomes and Shared Governance Committees

<table>
<thead>
<tr>
<th>Related College Learning Outcome(s)</th>
<th>Related Shared Governance Committee(s)</th>
</tr>
</thead>
</table>
| College-wide Outcomes: Area 4 and 5. | • Campus Sustainability (level 1)  
• Cultural Competence and Equity (level 1)  
• Social Responsibility (level 1)  
• Academic Integrity (level 2)  
• Curriculum (level 2)  
• Distance Education and Information Technology (level 2) |

| College-wide Outcomes  
General Education Outcomes  
General Skills (Areas I, II and III) and Discipline Specific Areas II, IV, X | • Campus Sustainability (level 1)  
• Cultural Competence and Equity (level 1)  
• Curriculum (level 1)  
• Distance Education and Information Technology (level 1)  
• Social Responsibility (level 1)  
• Academic Integrity (level 2)  
• Honors (level 2) |

| College–wide Outcomes  
General Education Outcomes  
General Skills (Areas I, II and III) and Discipline Specific Areas I, III, V, VI, VII, VIII, IX, X | • Academic Success (level 1)  
• Distance Education and Information Technology (level 1)  
• Health and Facilities (level 1)  
• Matriculation (level 1)  
• Planning (level 1)  
• Budget (level 2)  
• CC and E (level 2)  
• Curriculum (level 2)  
• Learning Outcomes Dialog (level 2)  
• Professional Development (level 2) |

| GE Outcomes  
College–wide Outcomes | • Curriculum (level 1)  
• Foundations for Academic Success (level 1)  
• Matriculation (level 1)  
• Distance Education and Information Technology (level 2)  
• Honors (level 2)  
• Learning Outcomes Dialog (level 2)  
• Professional Development (level 2) |
<table>
<thead>
<tr>
<th>Elements of the Mission Statement</th>
<th>Related Initiative Areas in the Strategic Plan</th>
</tr>
</thead>
</table>
| CRC provides students with an academically rigorous and inclusive environment. | S1.d Support services for DE students  
S2.a Service-orientation, S2.b. stream-line and co-locate services, S2.c expand awareness of support programs, S2.d data-driven program improvement, S2.e Expanded use of best practices  
S3.a Spaces that support learning outside the classroom, S3.b access to activities, S3.c enhanced outside-of-class learning opportunities, S3.d improve communication  
T3.b enhanced discipline and interdisciplinary collaboration T3.c enhanced collective understanding of students, T3.d increased participation of faculty and staff in events, T3.e enhanced collaboration |
| CRC also offers exceptional instruction in basic skills and English for non-native speakers, as well as a broad array of workforce development programs. | S1.a Integration of instruction and student services and implementation of best practices, S1.b twenty-first century skills  
T1.a Resources and facilities, T1.b support for instructional activities, T1.c assess and modify practices, T1.d enhance professional development  
T2.a Research and assessment, T2.b alternative delivery methods, T2.c expanded use of best teaching practices, T2.d changes to better support the needs of basic skills students  
T3.a Collaboration among employee groups and disciplines, T3.b Enhanced discipline and interdisciplinary collaboration, T3.c Enhanced collective understanding of students. |
| CRC values teaching and learning excellence and high academic standards sustained by academic integrity, fairness and mutual respect, and an ethic of care. | A1.a Understand and adapt to changing student needs, A1.b effective enrollment management, A1.c timely completion of programs, A1.d access to financial support for students, A1.e cost savings for students, A1.f assess and improve enrollment experience  
A3.a Facilities, A3.b educational technologies  
S1.a Integration of instruction and student services and implementation of best practices, S1.c process improvement  
S2.a Service-orientation, S2.b. stream-line and co-locate services, S2.c expand awareness of support programs, S2.d data-driven program improvement, S2.e Expanded use of best practices  
T1.a Resources and facilities, T1.b support for instructional activities, T1.c assess and modify practices, T1.d enhance professional development  
T2.a Research and assessment, T2.b alternative delivery methods, T2.c expanded use of best teaching practices, T2.d changes to better support the needs of basic skills students  
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Mapping of College Mission, Strategic Plan, College-wide Learning Outcomes and Shared Governance Committees

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## Appendix 7 – ACCJC Program Review Rubric

| Levels of Implementation | Characteristics of Institutional Effectiveness in Program Review  
\(\text{Sample institutional behaviors}\) |
|--------------------------|---------------------------------------------------------------|
| **Sustainable Continuous Quality Improvement**  
**Current Requirement**  
(Step 4) | • Program review processes are ongoing, systematic and used to assess and improve student learning and achievement.  
• The institution reviews and refines its program review processes to improve institutional effectiveness.  
• The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning. |
| **Proficiency**  
(Step 3) | • Program review processes are in place and implemented regularly.  
• Results of all program reviews are integrated into institution-wide planning for improvement and informed decision-making.  
• The program review framework is established and implemented.  
• Dialogue about the results of all program reviews is evident throughout the institution as part of discussion of institutional effectiveness.  
• Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes; college can demonstrate or provide specific examples.  
• The institution evaluates the effectiveness of its program review processes in supporting and improving student achievement and student learning outcomes. |
| **Development**  
(Step 2) | • Program review is embedded in practice across the institution using qualitative and quantitative data to improve program effectiveness.  
• Dialogue about the results of program review is evident within the program as part of discussion of program effectiveness.  
• Leadership groups throughout the institution accept responsibility for program review framework development (Senate, Admin, etc.)  
• Appropriate resources are allocated to conducting program review of meaningful quality.  
• Development of a framework for linking results of program review to planning for improvement.  
• Development of a framework to align results of program review to resource allocation. |
| **Awareness**  
(Step 1) | • There is preliminary investigative dialogue at the institution or within some departments about what data or process should be used for program review.  
• There is recognition of existing practices and models in program review that make use of institutional research.  
• There is exploration of program review models by various departments or individuals.  
• The college is implementing pilot program review models in a few programs/operational units. |
# Appendix 8 – ACCJC Planning Rubric

| Levels of Implementation | Characteristics of Institutional Effectiveness in Planning  
| Sample institutional behaviors |
|---------------------------|--------------------------------------------------------|
| **Sustainable Continuous Quality Improvement**  
*Current Requirement*  
(Step 4) | - The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.  
- There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution.  
- There is ongoing review and adaptation of evaluation and planning processes.  
- There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes. |
| **Proficiency**  
(Step 3) | - The college has a well documented, ongoing process for evaluating itself in all areas of operation, analyzing and publishing the results and planning and implementing improvements.  
- The institution's component plans are integrated into a comprehensive plan to achieve broad educational purposes and improve institutional effectiveness.  
- The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes.  
- The college has documented assessment results and communicated matters of quality assurance to appropriate constituencies (documents data and analysis of achievement of its educational mission).  
- The institution assesses progress toward achieving its education goals over time (uses longitudinal data and analyses).  
- The institution plans and effectively incorporates results of program review in all areas of educational services: instruction, support services, library and learning resources. |
| **Development**  
(Step 2) | - The institution has defined a planning process and assigned responsibility for implementing it.  
- The institution has identified quantitative and qualitative data and is using it.  
- Planning efforts are specifically linked to institutional mission and goals.  
- The Institution uses applicable quantitative data to improve institutional effectiveness in some areas of operation.  
- Governance and decision-making processes incorporate review of institutional effectiveness in mission and plans for improvement.  
- Planning processes reflect the participation of a broad constituent base. |
| **Awareness**  
(Step 1) | - The college has preliminary investigative dialogue about planning processes.  
- There is recognition of case need for quantitative and qualitative data and analysis in planning.  
- The college has initiated pilot projects and efforts in developing systematic cycle of evaluation, integrated planning and implementation (e.g. in human or physical resources).  
- Planning found in only some areas of college operations.  
- There is exploration of models and definitions and issues related to planning.  
- There is minimal linkage between plans and a resource allocation process, perhaps planning for use of “new money”  
- The college may have a consultant-supported plan for facilities, or a strategic plan. |
Appendix 9 – Planning Document Reference Guide

Strategic Plans (District and College)
http://www.crc.losrios.edu/Faculty_and_Staff/Planning/District_and_College_Strategic_Plans.htm

Strategic Plan Annual Reports
http://www.crc.losrios.edu/Faculty_and_Staff/Planning/College_Strategic_Plan_Reports.htm

Other College Plans
http://www.crc.losrios.edu/Faculty_and_Staff/Planning/Other_College-wide_Plans.htm

Unit Plans (archive)
http://www.crc.losrios.edu/Faculty_and_Staff/Planning/Unit_Plans.htm

Program Reviews and Current Unit Plans
https://gateway.crc.losrios.edu/cips/

Annual Goals and Objectives Reports and Templates (CRC administrator access only)
S:\CRC Administrators\Goals and Objectives

Accreditation Self Study

Shared Governance Committee Portal
http://www.crc.losrios.edu/Faculty_and_Staff/Shared_Governance_Other_Committees_and_Groups.htm
Los Ríos Community College District Board of Trustees

Pamela Haynes, President
Robert Jones, Vice President
Kay Albani
Terry Cochran
Dustin Johnson
Deborah Ortiz
Ruth Scribner
Brian King, Chancellor