
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.

Affirmed by the Academic Senate and the College Planning Committee (11/28/14)
Approved by the EXEC Council (2/13/14)
Approved by the LRCCD Board (5/14/14)
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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 an 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.

The 2015 update reflects the changes that have occurred since 2013 including the update of the Mission, Strategic Plan and Unit Planning Process; changes in the Accreditation Standards; and modifications to the planning timeline.
Overview

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.

The Unit Plan is a document that reflects the resource requests (e.g. equipment, software, computers, personnel, and other) identified in the PrOFs of each program in the Unit (e.g. Division, Unit, Area, etc.). The Unit Plan also contains the relative importance of the items (A (Urgent), B (High), or C (Important)); information about the intended impact of the items; and how each item supports one or more of the college’s strategy areas. This information is used to develop unit priorities for each of the College’s resource allocation processes. These unit priorities provide valuable information to the committees and groups who review and prioritize budget-related requests (such as personnel, equipment, instructional technology, supplies). The information in the Unit Plans also informs facilities decisions and planning, professional development planning, and the development of the college’s grants and research agendas.
District Strategic Plan

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.

LRCCD Vision / Mission and Strategic Planning Process

1. Cross-campus and constituency Strategic Planning Committee formed
2. Previous process evaluated and new process/timelines established
3. Environmental scan conducted and Summary of Accomplishments formulated
4. Internal scan conducted (via surveys, campus focus group meetings, etc.)
5. District-wide cross-constituency review of data, identification of gaps, discussion of initiatives
6. Draft Mission and Strategic Plan generated by Steering Committee
7. College and District review of draft Mission and Strategic Plan
8. Finalization and presentation to Board for final approval
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.

CRC Strategic Planning Process

- College Planning Committee uses data from the previous process to develop process and timeline
- Relevant data* identified, collected and synthesized
- Internal scan conducted (via surveys, campus focus group meetings, etc.)
- College-wide cross-constituency review of data, identification of gaps, discussion of initiatives
- College Planning Committee synthesizes input and formulates an initial draft of a new Strategic Plan
- College-wide review of draft Strategic Plan
- Draft plan finalized in response to input and presented to President for review and approval

* Relevant Data includes, but is not limited to, Outcomes Data, Achievement data, college-wide planning implications for PR/OM, 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 Plan contains an aggregated list of the resource requests from each program in the Unit (aka Area) for each resource type (e.g. equipment, technology, faculty, classified staff, supplies, facilities, etc.). The Unit plan also contains information related to these resources, such as the related planning agenda item and college strategic goals, the departmental priority, brief rational, and desired outcome. The information in the Unit Plan informs the identification and prioritization of resource requests from the Unit that will be submitted in the areas of permanent personnel, equipment, and instructional technology. The Unit Plans also inform dialogs and decision-making in the area of facilities, professional development, technology, and the development of the College’s grants and research agenda.

**Unit Prioritization Process:** Throughout the year in support of the College’s resource allocation processes, each Unit engages in a process that identifies and prioritizes the most important resource requests in their Unit Plan in the given resource category. Although the specifics of this step vary across the units, the essential components of these prioritization processes include the following:

- A review of the requests identified in the Unit Plan.
- The identification of the requests that will be forwarded into the current allocation process.
- A process by which representatives of the each department/program in the Unit work together to obtain a prioritized list of resource requests based on the criteria used in the associated resource allocation process.
- The communication of the prioritization process and outcome to all Unit members.

**In general, Unit rankings are informed by:**

- The degree to which the proposal will improve program or service effectiveness
- The degree to which the proposal supports the Strategic Plan
- Quality of the data and rationale provided
- Urgency

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>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potential to impact and improve the program or service</td>
<td>Minimal evidence provided to support potential impact on program/service</td>
<td>Adequate evidence provided to support potential impact on program/service</td>
<td>Strong evidence provided to support potential impact on program/service</td>
<td></td>
</tr>
<tr>
<td>Supports Strategic Plan</td>
<td>Weak linkage to the Strategic Plan</td>
<td>Adequate linkage to the Strategic Plan</td>
<td>Strong linkage to the Strategic Plan</td>
<td></td>
</tr>
<tr>
<td>Quality of the data and rationale</td>
<td>Data and rationale is weak</td>
<td>Data and rationale is adequate</td>
<td>Data and rationale is strong</td>
<td></td>
</tr>
<tr>
<td>Urgency</td>
<td>There are relatively few negative consequences of not funding the project in the budget cycle*</td>
<td>There are some negative consequences of not funding this project in the budget cycle*</td>
<td>There are significant negative consequences to not funding this project in the budget cycle*</td>
<td></td>
</tr>
<tr>
<td>Comments/Recommended Ranking</td>
<td></td>
<td></td>
<td></td>
<td>Total</td>
</tr>
</tbody>
</table>

*Budget cycles vary depending on the resource category
Role of Resource Allocation Processes: The College's resource allocation processes evaluate and prioritize the resource needs of the College, resulting in a recommendation to the President about how resources can be most effectively used to achieve the College's goals and mission.

Foundation for Resource Allocations: Resource needs to accomplish strategic initiatives are identified by departments in PrOF and prioritized by divisions in Unit Plans, which become the foundation for the college-wide resource allocation processes identified below. Resource allocations are evaluated and prioritized considering the following interests:

- Urgency
- Potential for impact on program or service improvement
- Quality of data/analysis supporting the need
- Degree of linkage to the key priorities identified in the CRC Strategic Plan

Financial Resource Allocations: Financial resources are allocated through district and campus processes. District processes are used to allocate resources for regular personnel, facilities and various fixed operating costs such as utilities. College processes used to allocate resources follow:

- Annual Operating Budgets (AOBs): AOBs support the annual operating costs of college programs and services (such as supplies, temporary staff, and recurring equipment and facility maintenance costs). AOBs may be used for sinking and emergency funds required to repair, maintain or replace facilities and equipment necessary for general college operations. AOBs are reviewed annually by Supervisors, Deans and Vice Presidents. Requests for new allocations for AOBs identified and prioritized in the PrOF/Unit Plans are prioritized on a college-wide basis by the Vice Presidents based on the above interests and submitted as a recommendation to the President for review, editing and final approval.

- Capital Outlay Budgets (COBs): COBs support the equipment costs of college programs and services, including the replacement of existing equipment used by specific departments/units and the acquisition of all new equipment. Replacement of equipment critical to college operations is funded through sinking funds set aside for this purpose. General reserves may be used for unplanned (emergency) equipment replacement when necessary to meet critical needs. General equipment and non-instructional technology requests are prioritized on a college-wide basis by the Budget Committee. Instructional Technology and Media (ITM) equipment is prioritized by the Distance Education and Information Technology (DEIT) Committee. Prioritized lists are submitted as a recommendation to the President for review, editing and final approval.

- Personnel Resource Allocations: Regular personnel needs identified and prioritized in the PrOF/Unit Plans are submitted for college-wide prioritization annually basis contingent on availability of funds. Voting members from the respective Academic or Classified Senates and campus administration rank the requests resulting in a prioritized list of positions, which is forwarded as a recommendation to the President for review, editing and final approval.

- Facilities Resource Allocations: Facilities needs identified and prioritized in the PrOF/Unit Plans are evaluated on a college-wide basis by the Vice Presidents with input from division managers to develop prioritized short and long-range facilities needs plans for the College. Short-term facilities plans address needs the college can accomplish within four years using existing resources and space. A long-range capital needs plan is maintained by LRCCD Facilities Management based on the campus Facilities Master Plan, Five-year Construction Plan and list of approved state and local bond projects, each of which is developed collaboratively in response to facilities conditions, maintenance history, and program and service needs.
Goal Setting

**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.
Appendix 1 – LRCCD Mission and Vision (2011) (cont.)

**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.
Appendix 2 – LRCCD Strategic Goals (2011)

A. STUDENT SUCCESS

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.

B. TEACHING AND LEARNING EFFECTIVENESS

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.

C. ACCESS AND GROWTH

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.

D. COMMUNITY, ECONOMIC AND WORKFORCE DEVELOPMENT

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.

E. ORGANIZATIONAL EFFECTIVENESS

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.
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.
### Elements of the Mission Statement

| 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)  
 | General Education Outcomes General Skills (Areas I, II and III) and Discipline Specific Areas II, IV, X | • 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 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) |
### Elements of the Mission Statement

- CRC provides students with 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 workforce development programs.
- CRC values teaching and learning excellence and high academic standards sustained by academic integrity, fairness and mutual respect, and an ethic of care.

### Related Initiative Areas in the Strategic Plan

| 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  
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.b Enhanced discipline and interdisciplinary collaboration, T3.c Enhanced collective understanding of students.  
C1.a Dialogue 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  
C3.a Foundation development, C3.b new partnerships, C3.c grants and contract development, C3.d governmental relations and advocacy |
| 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  
T3.a Collaboration among employee groups and disciplines, T3.b Enhanced discipline and interdisciplinary collaboration, T3.c Enhanced collective understanding of students. |
### Mapping of College Mission, Strategic Plan, College-wide Learning Outcomes and Shared Governance Committees

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<tr>
<th>Related College Learning Outcome(s)</th>
<th>Related Shared Governance Committee(s)</th>
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<td>• Social Responsibility (level 2)</td>
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<td>• Foundations for Academic Success (level 1)</td>
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## Appendix 5

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## Integrated Planning Process Timeline

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Appendix 6 – ACCJC Standards Related to Planning

CCJC Standard I: Institutional Mission and Effectiveness: The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

ACCJC Standard I.B. Improving Institutional Effectiveness: The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

ACCJC Standard I.B.2.: The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

ACCJC Standard I.B.3.: The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

ACCJC Standard I.B.4.: The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

ACCJC Standard I.B.6.: The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

ACCJC Standard II.A.2.f: The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Standard III.A. Human Resources: The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

Standard III.A.6.: Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.
Appendix 6 – continued

**Standard III.B. Physical Resources:** Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. **Physical resource planning is integrated with institutional planning.**

**Standard III.B.2.b.:** Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

**Standard III.C. Technology Resources:** Technology resources are used to support student learning programs and services and to improve institutional effectiveness. **Technology planning is integrated with institutional planning.**

**Standard III.C.2.:** Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

**Standard III.D. Financial Resources:** Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. **Financial resources planning is integrated with institutional planning.**

**Standard III.D.1.:** The institution relies upon its mission and goals as the foundation for financial planning.

- Financial planning is integrated with and supports all institutional planning.
- Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

**Standard IV.B.2.b:** The president guides institutional improvement of the teaching and learning environment by the following:

- establishing a collegial process that sets values, goals, and priorities;
- ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
- ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes;
- ensuring that the allocation of resources supports and improves student learning and achievement; and
- establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.
Appendix 7 – Planning Document Reference Guide

Strategic Plans (District and College)
http://www.crc.losrios.edu/facstaff/planning/district_and_college_strategic_plans

Strategic Plan Annual Reports
http://www.crc.losrios.edu/facstaff/planning/college_strategic_plan_reports

Other College Plans
http://www.crc.losrios.edu/facstaff/planning/other_college-wide_plans

Unit Plans (archive)
http://www.crc.losrios.edu/facstaff/planning/unit_plans

Program Reviews and Current Unit Plans
http://gateway.crc.losrios.edu/cips_d7/

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/facstaff/sharedgov
Appendix 8

Values & Principles

Program Planning at Cosumnes River College should:

1. Value all constituents, with primary focus on the diverse needs of students.

2. Be coordinated across the college (including the Elk Grove Center).

3. Be responsive to program and college-wide data, which may include:
   - Student needs, viewed holistically across the institution
   - Community needs
   - Enrollment
   - Degree, certificate, GE pattern completion, and transfer
   - Students’ ability to access GE courses
   - Students’ ability to complete programs
   - Program demand

4. Support all areas of our mission (Basic Skills, Transfer, and Career Technical Education).

5. Provide clear paths for timely program completion and access for all students (e.g. morning, afternoon, evening, DE, etc.)

6. Provide students with the ability to access instructional and student support services.

7. Be informed by program and college-wide dialog about FTE and program completion barriers and should not be prescribed by what we have done in the past.
Los Rios Community College District Board of Trustees

Kay Albani
Pamela Haynes
Dustin Johnson
Robert Jones
Brian King
John Knight
Deborah Ortiz
Ruth Scribner