October 30, 2013

To:  **CRC Administrators, and Faculty and Classified Leaders**

Re:  **Print copies of CRC’s Planning Guide Extract**

We are pleased to present you with a print copy of the extract of CRC’s Planning Guide. This extract contains the information in the College’s Planning Guide with the exception of the appendices. As you know, the full Planning Guide was disseminated to and endorsed by the College community through its shared governance process in fall 2013. Although the full Planning Guide, which is available online at [http://www.crc.losrios.edu/Faculty_and_Staff/Planning/Overview_of_College_Planning_Processes.htm](http://www.crc.losrios.edu/Faculty_and_Staff/Planning/Overview_of_College_Planning_Processes.htm) has been disseminated electronically to the college community, we thought a print copy of the extract would help you provide leadership and support for the various components of our planning processes.

The information in this document communicates the roles, functions and relationships between the various components of the college’s integrated planning processes. This contextual information should help you understand the big picture questions you have, or might get from your colleagues. It is hoped that this broader perspective will be a valuable counterpart to the operational and procedural information provided to support the various components in our planning process.

As always, if you have questions or concerns about this document or the College’s planning processes, please don’t hesitate to contact us.

Sincerely,

**Rhonda Farley, Chair**  
College Planning Committee

**Katherine McLain, Dean**  
College Planning and Research
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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 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.

*Note: Appendices for the Planning Guide extract are online at:
http://www.crc.losrios.edu/faculty_and_staff/planning/Overview_of_College_Planning_Processes.html
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.

**Overview of the CRC Integrated Planning Model**

- **LRCCD Mission, Vision and Values and Strategic Plan**
- **CRC Mission, Vision and Values and Strategic Plan**
- **Campus Plans**
  - Basic Skills
  - Cultural Competence and Equity
  - Distance Education and Information
  - Educational Master Plan
  - Facilities
  - Matriculation/Student Success
  - Professional Development
  - Technology
- **Campus Processes**
  - Accreditation Self-Study
  - Administrative Goal Setting
  - Curriculum Review
  - Grants Agenda
  - Outcomes Assessment
  - Program Review (PrOF)
  - Research Agenda
  - Resource Allocation
  - Shared Governance Goal Setting
  - Unit Planning
- **Implementation and Evaluation**
  - Outcomes Data
  - Achievement Data
  - Survey Data
  - Accomplishment Data
  - Accreditation Standards
  - Process Review
  - Environmental Scans
  - Other
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.
**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.
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**
College Strategic Plan Development

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

1. College Planning Committee uses data from the previous process to develop process and timeline
2. Relevant data* identified, collected and synthesized
3. Internal scan conducted (via surveys, campus focus group meetings, etc.)
4. College-wide cross-constituency review of data, identification of gaps, discussion of initiatives
5. College Planning Committee synthesizes input and formulates an initial draft of a new Strategic Plan
6. College-wide review of draft Strategic Plan
7. 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 POF, 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.
Program Review (PrOF)

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 and service improvement,
- 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 Processes

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.
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.
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
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

Pamela Haynes, President
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