

**Appendix B to Academic Senate Executive
Council Minutes of September 7, 2011**



**Annual Plan
2011 – 2012**

**COPY MARKED BEFORE AND DURING ACADEMIC
SENATE EXECUTIVE COUNCIL DISCUSSION WITH
SUGGESTED EDITS FROM MULTIPLE SOURCES**

DRAFT:

**Note: This Plan will remain in draft status until approved by
the College's Board of Trustees**

Introduction

Dear Colleagues, Community Partners, and Friends,

As described in our Mission and Vision, City College strives to provide superior and affordable educational experiences for all students within a supportive, caring, inclusive, and diverse College culture that fosters student success. The Draft Strategic Plan for 2011-2016 identifies six Strategic Priorities which will move the College closer to this vision of excellence. These six Strategic Priorities are:

- A. EXCELLENCE IN TEACHING, LEARNING, AND SUPPORT SERVICES.
Strengthen and improve academic and student development programs to enhance student learning outcomes and promote access, progress, and success for all students.
- B. COMMUNICATION AND INFORMATION
Improve communication among all CCSF constituencies, including students, alumni, and community partners. Coordinate the dissemination of information to these groups.
- C. CAMPUS FACILITIES AND COMMUNITIES
Respond to the changing academic, CTE, student service, cultural and personal goals and needs of students and communities throughout San Francisco.
- D. DIVERSITY AND INCLUSIVENESS
Promote diversity and inclusiveness at all levels of the College.
- E. TECHNOLOGY
Update technology infrastructure, hardware, and software to support the College's vision and mission.
- F. RESOURCES AND STAFFING
Support workforce practices that put students first and that are economically, socially, and environmentally sustainable for the College and its employees.

This Draft Annual Plan for 2011-2012 serves as a key integration point for the College's planning, budgeting, and assessment processes. Building upon the framework provided by the Strategic Priorities, it draws from the College's other long-range plans and reflects priorities identified through the Program Review process.

This year's Annual Plan focuses on developmental objectives and the College's collective efforts to make progress in these areas. The Draft Annual Plan for 2011-2012 specifies many different measures the College will use to gauge such progress. The achievement of these developmental objectives is of course partly dependent upon the resources that will be available this Fiscal Year. But, as is generally the case, some progress can be achieved even in the face of diminished resources. Toward the end of the Fiscal Year, the College's Planning and Budget Council, as well as the Board's Planning and Budget Committee, will review the data collected to measure progress on the objectives contained in this plan. Information regarding operational objectives, as well as more detail about developmental initiatives, can be found in the program reviews conducted by all College departments.

Statement about commitment to operational objectives??

Paragraph about what will be addressed in future years?

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1. EXCELLENCE IN TEACHING, LEARNING, AND SUPPORT SERVICES: During fiscal year 2011-2012, the College will Strengthen and improve academic and student development programs to enhance student learning outcomes and promote access, progress, and success for all students, including the development and promotion of programs, services and strategies that narrow the achievement gap and support student preparedness and success, teaching and learning, multicultural infusion and exchange, and a global learning perspective. These efforts include a focus on gateway courses in math and English and services/programs that target underserved, educationally disadvantaged and first generation college students. Additional focus includes professional development covering the relevant areas of GED and adult basic education, basic and developmental skills, English as a Second Language, cohort based learning communities, career technical education, interdisciplinary and intersegmental pathways and connections, immigrant and multicultural populations.

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Add objective here about Academic freedom and professionalism.

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- 1.1 To assess whether the implementation of a centralized learning lab, or reading and writing center, for the English Department has a positive effect on retaining students, achieving desired learning outcomes, strengthening college readiness, making better use of the lab budget, and improving the clarity and morale of students, faculty, and staff.
- 1.2 To assess whether the implementation of a central learning lab for all instructional components of the English departmental program has a positive effect, we will compare the number of students across all ethnic groups who use the lab and complete the English sequence and achieve transfer level status in 2012 as compared to 2011. (??) Develop or leverage existing data collected from students using labs to provide assessment tools for lab use. (e.g. hours spent in labs compared to grades achieved)
- 1.3 To assess whether the implementation of dedicated lab hours for the Math/Stat program has a positive effect, we will compare the number of students across all ethnic groups who use the lab while completing the Math 45-Math 80/Psych 5 sequence and achieve transfer level status in 2012 as compared to 2011. (A.II, D.IV)
- 1.4 To assess whether professional development activities on effective pedagogical strategies that target the needs of our student population have been offered, we will compare the number of sessions held during flex days and throughout the year with the number of sessions from previous years. (A.XIII) Need stronger, more appropriate metric.
- 1.5 To determine whether we have increased opportunities for self supporting study abroad programs; general and theme based, and local venues for international exchange, we will compare the number of such events scheduled and the level of participation in such events in 2012 as compared to 2011. (A.XV)
- 1.6 Assess our ability to facilitate transfer opportunities for students, we will measure the number of additional transfer programs approved in by the State Chancellor's Office in 2011/2012 under Senate Bill 1440 and the number of students transferring using any of the SB 1440 approved degrees. We will also measure the number of 2012 Transfer Admission Guarantees (TAG) applications and acceptances as compared to 2011. (A.II)
- 1.7 To assess our effectiveness in implementing and assessing the inventory of collaborative student learning outcome projects that integrate counseling with instruction, we will compare the change in student retention and success rates from 2011 to 2012, by project. (F.VIII, A.XIV?)
- 1.8 To assess our effectiveness in expanding experiential learning opportunities, we will compare the number of new internship, service learning, and mentoring courses developed by

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departments, the number of such courses scheduled, and their corresponding enrollments in 2012 as compared to 2011. Qualitative analysis needed to assess this. Doesn't match Strategic Plan objective.

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1.9 We will assess the career and technical education, as well as student services needs by continuing to request the input of students and community partners. (A.IV) [from 3, with wording change]

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1.10 We will assess our outreach efforts to respond to the changing needs of students and communities and our success in identifying and advocating for viable career technical education programs and services that are identified by the different communities. (A.IV?, B.VII?) [from 3]

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1.11 We will assess the collaborative work of the Student Development Division in initiating new internships and distributing employment opportunities information to students who successfully complete their programs. (A.IV, A.VII?) [from 3]

1.12 We will assess the support services needs and financial aid literacy level of our career and technical education students. (A.VII, A.VIII) [from 3]

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1.13 To assess our effectiveness in providing Career and Technical Education students with tools for employment, we will work with the Student Job Placement Task Force to determine the success of pilot of employment portal software in some Career and Technical Education departments. Input will be provided from this Task Force for assessment on how to better serve our students with post-CCSF employment. (?)

1.14 To assess our effectiveness in promoting student employment, we will evaluate and assess the data accessed through the Employment Outcomes Project, which CCSF will be involved with along with the Bay Area Community College Consortium (BACCC) during Fall 2011-Spring 2012. This project will use completer and leaver surveys to assess the outcomes of the CTE programs at Bay Area community colleges, including CCSF, and will consider whether students became employed within their field of study, if their community college coursework positively affected their earning potential, and why students dropped out of CTE programs. (B.VI, B.VII)

1.15 To assess our effectiveness promoting program improvement in CTE departments, evaluate the research conducted in the Perkins-funded Student Success Initiative. In its second year, this initiative has been supporting program improvement in career and technical education departments through conducting qualitative and quantitative research with student and faculty and supporting professional development activities. (A.III, B.VI)

1.16 Implement and assess the effectiveness of degree audit software to drive more completion in certificates and degrees. (A.II)

1.17 Assess the effectiveness of bridge and academy programs in Career and Technical Education departments that strive for higher transfer and completion rates while focusing on students' long-term employment goals. (A.II)

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1.18 To assess our effectiveness in developing remaining program student learning outcomes (that reflect critical skills and competencies for student success and completion) and finalizing their corresponding assessment plans we will compare our 2012 percent completion of program SLOs to that of 2011. (A.III)

1.19 1.9 To assess our expansion of online distance learning offerings to include more courses and programs and our ability to provide more faculty with the skills necessary to incorporate technology in their delivery mode, we will compare the number of 2012 online offerings, by department, and the number of students completing the courses to that of 2011 and the cumulative number of faculty, by department, trained by the year 2012 to the number trained by the year 2011. (D.VIII)

2. COMMUNICATION AND INFORMATION: During fiscal year 2011-12, the College will improve communication among all CCSF constituencies, including students, alumni, and community partners, and coordinate the dissemination of information to these groups. The College will increase the number of opportunities for constituency groups to engage in communication and collaboration that will provide consistent and complete information about college programs, resources, and policies. These efforts will use electronic forms of communication in order to reach and inform the greatest numbers of constituent groups, including faculty, staff, administration, Board members, current and future students, alumni, members of the community, and employers. A major focus of this coming year will include identifying and disseminating online information, particularly promoting easy access to the location of program, resource, and policy information. This will also support the college's commitment to environmentally sustainable practices. Email blasts, City Currents, and CCSF's website will also be used to inform the community of new or revised policies and new and existing resources.

- 2.1 Develop an inventory of publications, websites, and other forms of communication used by the college. Provide this inventory to constituent groups for review, update and further dissemination to inform the greatest number of users. (B.I)
- 2.2 Identify existing CCSF Facebook and other social media pages and include in inventory other forms of communication used by CCSF. (B.II)
- 2.3 Identify methods to inform college community of shared governance process to increase greater college wide participation. Survey faculty, staff, and students to determine the level of participation and understanding of shared governance and to identify factors that motivate participation. (B.V)
- 2.4 Continue to coordinate and collaborate the work of the Office of Research & Planning and the Office of Technology in order to provide easily accessible and accurate data regarding programs, outcomes, enrollment patterns, etc. Review inventory of requested reports and compare to previous year's output. (B.VI)
- 2.5 Reinvigorate the Office of Marketing and Public Information. By hiring a Dean of Marketing and Public Information CCSF will improve marketing, promotional materials, and communication. The new Dean would ensure that information resources will be inventoried, standardized, and centralized. (B.III) Question, will approval of the plan definitely lead to the hiring of this position?
- 2.6 Update Department and program webpages and promotional materials. Provide an update on the number of sites on CCSF's webpage that have been updated or revised. (?)
- 2.7 Review and update the Office of Grants and the Office of the Controller websites to include reporting procedures, fundraising protocols and resources, and information on local, state, and federal regulations. (B.VI?)
- 2.8 Work with the Foundation of CCSF to increase online communication with alumni to provide opportunities to stay in touch with CCSF, participate in CCSF activities, and support CCSF fundraising campaigns. Compare to previous year donations. (B.III?, F.II?)
- 2.9 Provide centralized repository of surveys conducted and assistance in the use of Survey Monkey. (B.VI, B.VII?)

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3. CAMPUS FACILITIES AND COMMUNITIES: During fiscal year 2011-2012, the College will continue to respond to the changing needs of students and communities throughout San Francisco. We will work with community-partners to identify the career and technical education, as well as the student services needs of the adults in the communities. We will enhance, as needed, the physical and operational structure of the College campuses. To support the College’s mission we will work to improve access to the College, to offer relevant education, and to outreach to underrepresented populations and increase student satisfaction.

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3.1 [Move to 1]

3.2 [Move to 1]

3.3 We will identify the physical and operational structure of all College campuses and in particular assess our success at enhancing the programs and services offered at the Civic Center, Evans, and Southeast Campuses. (C.V)

3.4 We will assess student satisfaction as we decentralize the Financial Aid Office. (E.V)

3.5 We will document the utilization and student satisfaction of a Pilot “One Stop” Enrollment Services Centers that will integrate Admissions, Financial Aid and New Student Counseling Services at John Adams, Mission, Evans and Southeast Campuses. (C.II, E.V)

3.6 [Move to 1]

3.7 [Move to 1]

3.8 We will continue to assess the implementation of the document imaging system program. (E.V)

3.9 Increase and document the effects of additional financial aid staffing in the Chinatown Campus. (C.II, D.XII)

3.10 We will develop and assess a Pilot Web-Registration process for noncredit business students at the Downtown, Mission and Civic Center Campuses. (?)

3.11 We will evaluate our collaboration with PUC to remodel the Southeast Campus and the intra-campus shuttle transportation program being developed. (C.V, C.VII?)

Deleted: We will assess our outreach efforts to respond to the changing needs of students and communities and our success in identifying and advocating for viable vocational programs and services that are identified by the different communities.

Deleted: We will assess the career and technical education, as well as student services needs by continuing to request the input of students and the community-based organization with whom we partner.

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Deleted: We will assess the collaborative work of the Student Development Division in initiating new internships and distributing employment opportunities information to students who successfully complete their programs.

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4. DIVERSITY AND INCLUSIVENESS: During fiscal year 2011-12, the College will continue to promote diversity and inclusiveness at all levels of the College. implement initiatives to close student achievement gaps by increasing support for underrepresented populations through improved registration and placement test processes, expanded peer mentoring and tutoring opportunities, greater access to quality counseling services at all campuses, targeted outreach at San Francisco high schools, and increased support for retention-based programs and services assisting underrepresented students. The College will continue to make multicultural perspectives and civic engagement the norm for all disciplines. The College will continue to tie all programs and services to ADA compliance and increase data collection for additional at-risk populations. The College will i[not in objectives below] increase the success of underrepresented students in meeting certificate, degree and transfer goals.

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- 4.1 Assess strategies (such as priority registration for high school students and accelerated sequencing in English and math courses) for reducing the achievement gap by measuring the following (from 2008-09 baseline data): (D.II, D.X)
 - a. the number of underrepresented students taking and passing transfer-level English and Math course sequences
 - b. the number of high school graduates successfully transitioning to City College full time attendance (12 units).
 - c. persistence in enrollment for underrepresented student groups from fall to spring semesters
 - d. increases in the number of underrepresented students with a first semester passing GPA (min. 2.0)

e. demographic data about the numbers of students in S.F. high schools, the number graduating, etc.

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- 4.2 To continue closing the digital divide, open an additional academic computer lab. (D.IX?)
- 4.3 Begin to expand the gathering of demographic information for institutional research reports to include additional at-risk populations. (D.III)
- 4.4 Provide additional support for underrepresented students through current retention programs and other retention initiatives to assist students in meeting transfer goals. (D.II, D.III?, D.IV, D.V)
 - a. Define and begin implementation of measures to assess the effectiveness of current CCSF retention policies, programs and initiatives, particularly in the areas of increased access, persistence and transfer readiness by establishing a baseline for future comparison.
 - b. Write a comprehensive retention plan to create a data-driven, college-wide retention strategy to increase persistence and retention.
- 4.5 To continue efforts to diversify the curriculum and promote instructional and counseling methods that optimize student success and close the achievement gap across the College: (A.9)
 - a. Evaluate and assess the effectiveness of the Multicultural Infusion Project as a model for the college through surveying faculty participants about their satisfaction with the training and its perceived impact on student learning in the classroom.
 - b. Expand the number of sections of accelerated English and math and compare student passing rates to those of students in standard English and math courses.

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- c. Measure increases in opportunities for students to engage in out-of-classroom learning activities (including service learning, internships, tutoring, mentoring, and cultural and recreational activities at all campuses.)
- d. Measure the participation of faculty and staff in professional development opportunities related to diversity issues and multicultural perspectives.
- e. Promote contextualized and experiential learning strategies, especially in English, ESL, and math and begin collecting data to measure and assess the impact on student learning.

f. Promote and assess Writing Across the Curriculum and other programs in departments other than English that promote language skills.

4.6 To assess access to financial resources for AB540 students, measure increases in the number of students receiving scholarship awards and participating in the book loan program. (D.12)

4.7 To assess the effectiveness of outreach efforts to underrepresented and low-enrolling, first generation students currently enrolled in San Francisco high schools, measure the number of graduating seniors completing the five matriculation steps compared to past averages. (D.X)

4.8 Support efforts to increase hiring of a diverse faculty by expanding the Faculty Diversity Internship Program, sustaining the Grow Your Own program, and by pursuing additional strategies to cultivate and support a future corps of diverse faculty for CCSF. Compare the number of current year participants in FDIP with the number of 2010-2011 participants. (F.VI)

4.9 Improve advertising of the college's new placement retest policies, continue to explore alternative testing methods and modalities that promote improved student success, and pursue test preparation options for high school students to better inform them about the importance and implications of test results. (D.XI)

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4.10 Explore potential for accepting SAT scores and/or other assessments in lieu of placement testing.

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4.11 Increase concurrent enrollment participation and explore options for AB540 students to participate without having to pay prohibitive non-resident tuition fees. (D.X??)

4.12 Expand the Peer mentoring program, and assess its effectiveness by ??? (D.VI)

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5. TECHNOLOGY: During fiscal year 2011-12, the College will seek to update technology infrastructure, hardware, and software to support the College’s vision and mission. The College will continue to provide technology that enhances the student’s learning environment and allows greater informational access. The College will continue to provide online training opportunities for faculty in how to use the College’s learning management system (Insight) to tech-enhance face-to-face courses. The use of Insight will continue to be promoted for greater efficiencies and waste reduction. Technological support for distance learning and tech-enhanced learning modalities will be provided through a Distance Learning and Teaching Specialist and by working creatively to maintain student support for Insight. The College will ensure equitable student access to library resources for distance learning and other outside-the-classroom learning modalities. The College will increase efficiency in response to technology project and maintenance requests. The College will ensure technical systems’ availability will remain high for equitable access for all students.

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Deleted: Technological support for distance learning and tech-enhanced learning modalities will be provided through a Distance Learning and Teaching Specialist and by working creatively to maintain support for Insight. One-on-one mini training sessions will be created to teach instructors how to effectively use technology-mediated instructional equipment in the classroom.

Deleted: In addition, the College will increase the efficiency of its use of technological resources and operate with fewer filled positions for technology classified staff, as well as less funding for non-personnel costs.

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- 5.1 To measure accessibility of online training opportunities, we will report by campus the number of faculty who participate in a new six hour online class. To measure effectiveness, we will compare completion rates with faculty completing the face to face training. (E.VI, E.VIII)
- 5.2 To assess the degree to which Insight has promoted sustainability goals, we will determine the number of faculty who in face-to-face sections use Insight to provide digital versions of course materials, thereby decreasing paper consumption. This will provide a baseline to compare to in subsequent fiscal years. (E.VI?, EVII)
- 5.3 To measure improved support for distance learning, we will identify the number of faculty who used this technology for the first time in 2011-12, compared to the number of faculty who started use of the technology in 2010-11. (E.VIII)

5.3A Support for distance learning and tech-enhanced learning modalities will be provided through a Distance Learning and Teaching Specialist and by working creatively to maintain student support for Insight. (E.VIII)

- 5.4 To improve student access to courses, we will install equipment that will allow for the production and distribution of content via EATV and online. (E.IV?, E.VIII)
- 5.5 To determine whether library resources are accessible to students enrolled in distance learning classes, we will track the number of students who access the new library block in Insight and the number of instructors who keep the block active. This will provide a baseline to compare to in subsequent fiscal years. (?? not E.IX)
- 5.6 To measure and promote efficient use of resources we will:
 - a. monitor and evaluate monthly work request productivity trends for a continuing reduction in mean time to repair (E.III)
 - b. compare the return on investment and to the total cost of ownership for newly emerging technologies (E.III)
 - c. establish a contract by December 2011 which standardizes computer hardware purchases (F.III, E.III)
- 5.7 To better ensure availability of technological systems, construction on the District’s data center remodel will begin by January 2012 and be completed by September 2012. The remodel will

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install new power circuits, connect the data center to the Cloud emergency generator, provide for an uninterruptable power supply, remove and replace the data center's HVAC unit. (E.1)

Annual Objectives: 2011-2012

Draft 8/17/11

6. RESOURCES AND STAFFING: During fiscal year 2011-12, the College will support workforce practices that put students first and that are economically, socially, and environmentally sustainable for the College and its employees. The College will continue to maintain overall solvency and seek funding streams that will support operations and innovation. The College will increase the efficiency of its use of resources and operate with fewer filled positions for administrators and classified staff, as well as less funding for non-personnel costs. Objective, Staff development needs will be assessed and professional development opportunities will be made available to all employees. Recruitment efforts for hiring will be used to increase diversity of the College's workforce. The viability of a college-owned bookstore will be assessed.

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- 6.1 To assess efforts to maintain the district's solvency we will compare total spending with total available resources for Fiscal Year 2011-12 to determine whether the college is continuing to spend no more than it receives. We will also compare the balance in the Board Designated Reserve on June 30, 2012 with the amount in the Reserve on June 30, 2011. (F.I)
- 6.2 To determine whether efforts to raise funds to support operations have been successful we will compare total funds raised for supporting operations for FY 2011-12 with the amounts raised during previous years. (F.II)
- 6.3 To measure the efficiency with which resources are used we will compare total expenditures per full time equivalent student (FTES) for FY 2011-12 with previous years. (F.III)
- 6.4 To measure the efficiency with which resources are used we will compare total non-personnel spending per FTES for FY 2011-12 with previous years. (F.IV)
- 6.5 To measure the efficiency with which resources are used we will compare 311 Report data related to the 50 per cent rule (direct expense of education) for FY 2011-12 with previous years. (F.III)
- 6.6 To determine whether staffing levels are equitable across departments and programs, we will assess the number of FTE for each major employee group within departments and programs for FY 2011-12 compare it with other departments and programs of similar size (or serving similar numbers of students). (F.V)

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6.6A The College will share resources across departments, including staff. (F.V)

6.6B A comprehensive effort will be conducted to assess historic classified staffing levels and to guide decisions for limited hiring with a goal of rebalancing human resources. This effort will be coordinated by senior management and the Human Resources Department (F.IV, F.V)

6.7 To determine which professional development opportunities are most needed we will conduct a survey of the college workforce and compare the results with data on current and past staff development offerings. (F.X)

6.8 To assess the effectiveness of efforts to increase the diversity of the College's workforce we will compare demographic data for all employees hired during FY 2011-12 with similar data for previous years. (F.VI)

6.9 To assess the viability of the college continuing to own its own bookstore, financial statements for the bookstore for FY 2010-11 will be compared with previous years, and forecasts for FY's 2011-12 and 2012-13 will be reviewed to determine if action is needed. (F.III)

6.10 The College will make available a modest amount of funding to support innovative efforts to enhance student learning. (A.XIII, D.IV)

6.11 Add one or two no cost or low cost objective here to support College's sustainability/green efforts (F.IX)

Overview of Annual Planning Processes

Annual Planning with Biennial Program Review	Spring Term - Prior						Spring Term - Following					
	Jan	Feb	Mar	Apr	May	June	Jan	Feb	Mar	Apr	May	June
Annual Plan (Prior)	VC / IR	VC / IR	PBC	PBC	☀	√						
Annual Budget (Prior)			PBC	PBC	☀	√*						
Program Review (Biennial) *							DC / IR	PRC / VC	PBC	☀		
End-of-Year Assessment (EYA) **							IR	VC / IR	PBC	☀		
Annual Plan (Following)								VC / IR	PBC	PBC	☀	√
Annual Budget (Following)									PBC	PBC	☀	√*

Legend:

☀ = Shared with Board or Board Committee(s)

√ = Board Approval Needed

√* = Board Adopts Preliminary Budget in June; Adopts Final Budget in August/September

IR = Institutional Research (Office of Research & Planning); DC = Department Chairs; VC = Vice Chancellors;
PBC = College Planning & Budgeting Council; PRC = Program Review Committee; CAC = College Advisory Council

Notes:

* Program Review is integral to Annual Planning--informed by prior Annual Plan and informs following Annual Plan.

** As of 2011-12, the EYA will combine the following items which have previously been reported separately (listed from most broad to most detailed):

- a new dashboard depicting College Performance Indicators (CPI) in a streamlined format;
- performance indicators from Accountability Reporting for the Community Colleges (ARCC) available in February;
- summary figures from the Student Achievement Gap & Social Equity Report(s);
- annual metrics specific to Annual Plan objectives (formerly the entirety of the EYA);
- the most recent program review summary report with access to all department- and unit-level program reviews.

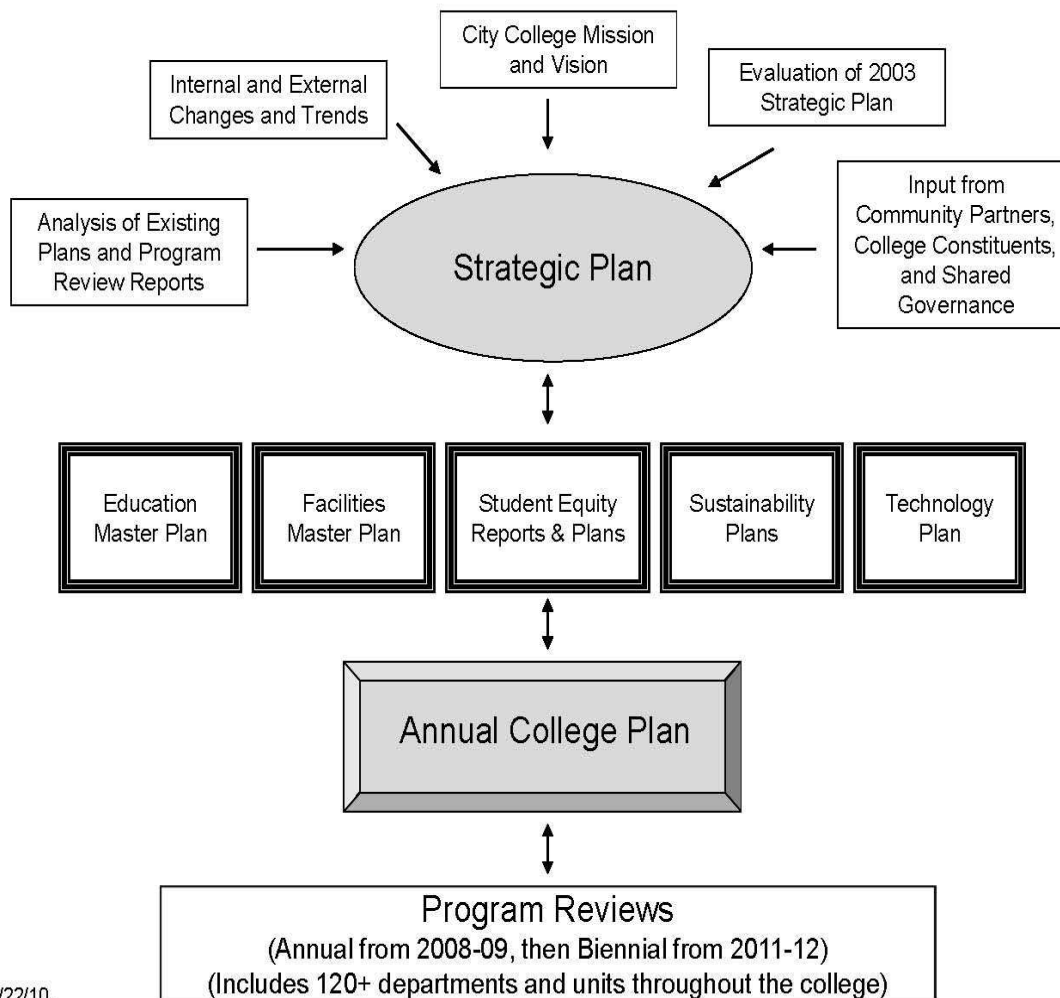
Not Shown in Gantt Above:

Each Fall Term, implementation of new Annual Plan Objectives begins. In addition, Program Review Plans and Objectives are reviewed and implemented. Every-other-year, during the Fall Term, Program Review Data Packets and Templates are assembled per the Biennial Cycle.

Each Spring Term, the Plan for Five-Year Capital Outlay is updated and adopted.

Updated 8/17/2011 for Biennial Program Review (prior revisions per CPBC 2/1/11, 4/6/10, 10/20/09, 9/21/09).

Flowchart of Long-Range and Annual Planning



ver 8/22/10,
amended 8/22/11

This flowchart depicts the relationships between the College's long-range plans, Annual Plan, and Program Review. As suggested by the double-headed arrows, the various "levels" of planning are interdependent, e.g., Program Reviews are informed by the prior Annual Plan as well as inform the subsequent Annual Plan.

Not depicted here but shown via the Gantt chart on the previous page are two essential components to the planning, budgeting, and assessment system: Annual Budget and End-of-Year Assessment. These components are critical to maintaining a robust cycle where planning leads to institutionally-supported action via budget allocations and where assessment leads to the review and refinement of planning objectives based on evidence.