



INTEGRATED  
PLANNING

VISALIA • HANFORD • TULARE

2014

# **College of the Sequoias 2014 Integrated Planning Manual**

## **College of the Sequoias Community College District**

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## **College of the Sequoias District Mission**

**College of the Sequoias** is a comprehensive community college focused on student learning that leads to productive work, lifelong learning, and community involvement.

**College of the Sequoias** affirms that our mission is to help our diverse student population achieve its transfer and/or occupational objectives and to advance the economic growth and global competitiveness of business and industry within our region.

**College of the Sequoias** is committed to supporting students' mastery of basic skills and to providing programs and services that foster student success.

## Table of Contents

Introduction.....	4
Overview of the College of the Sequoias Model for Integrated Planning.....	5 – 7
Mission.....	8 – 10
Master Plan.....	11 – 14
Strategic Plan.....	15 – 18
Program Review.....	19 – 21
Resource Allocation.....	22 – 23
Plan Implementation.....	24
Outcomes Assessment.....	25 – 27
Annual College Report on the Master Plan.....	28 – 30
Assessment of Planning and Decision-making Process.....	31 – 33
Appendices	
California Code of Regulations.....	34 – 39
Board Policy and Administrative Procedure 2510: Participation in Local Decision.....	40 – 43
Board Policy and Administrative Procedure 2510: Policy and Administrative Procedures....	44 – 47

## Introduction

*College of the Sequoias Integrated Planning Manual* describes institutional planning in the district and the ways that the District's constituent groups participate in and contribute to planning.

This document is a description of planning processes as well as a commitment to implement planning processes that are linked to one another as described in the Accrediting Commission of Community and Junior Colleges standards.

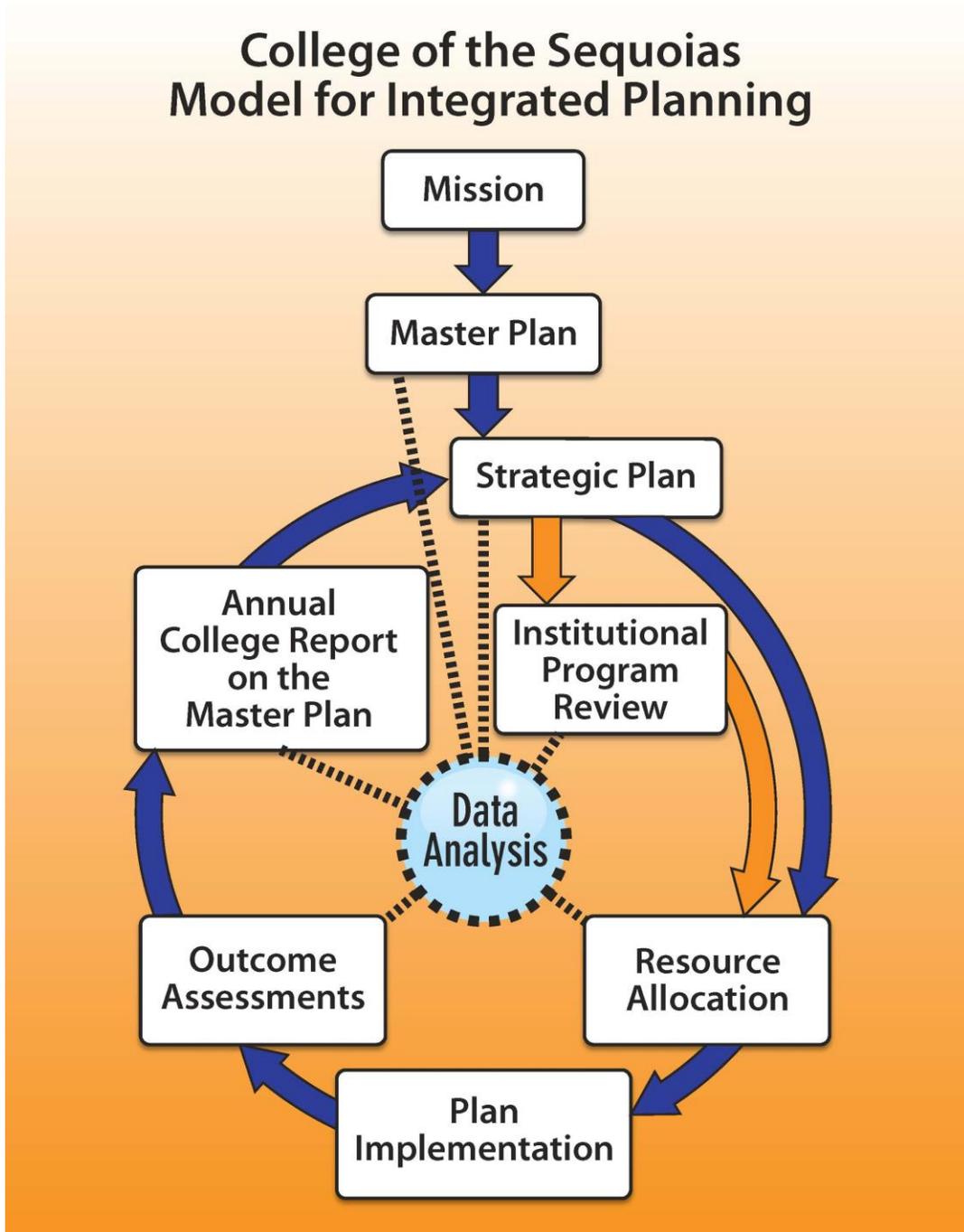
This manual begins with a description of the College of the Sequoias Model for Integrated Planning followed by a detailed description of the each component in the planning model including:

- Specific tasks to be accomplished;
- Processes by which decisions/recommendations will be developed;
- Timeline for each task;
- Individuals or groups responsible for completing the tasks; and
- Individuals or groups that will receive the recommendations and render final decisions.

As part of the infrastructure that supports continuous quality improvement, this document includes a description of how the District's planning processes themselves will be assessed. When, as a result of this assessment, planning processes are revised, this manual will be updated in order to continue its usefulness as a viable and credible guide to district planning.

## Overview of the College of the Sequoias Model for Integrated Planning

College of the Sequoias Model for Integrated Planning depicts how the components of planning link to one another in a cycle of evaluation, development of goals and objectives, resource allocation, plan implementation, and reevaluation. The District demonstrates institutional effectiveness and practices a cycle of continuous quality improvement through the systematic and routine implementation of specific planning processes. Following the graphic is a narrative explanation of the planning processes summarized in the graphic.



As shown in the graphic, the analysis of data is central to the College of the Sequoias Model for Integrated Planning and serves as an important tool in each of the District's planning processes. The specific ways that the District uses data in each planning process is included in the description of that planning process.

- The District's **Mission** is the foundation of all planning processes because it describes the intended student population and the services that the college provides to the community.



- The first step in preparing the District's **Master Plan** (educational and facilities) is an analysis of effectiveness in which the District compares its current status to its mission (internal scans) and an analysis of projected demographics, legislative, and economic changes (external scans). These data, along with other relevant college documents, are used to identify challenges and opportunities. Based on these data, the District develops a long-term **Master Plan**. Through the process of developing the comprehensive master plan, the District develops District Goals that describe how it intends to address the identified current and anticipated challenges.



- The District Goals are the foundation for College of the Sequoias' short-term plan called the **Strategic Plan**. This three-year plan identifies District Objectives that describe specific activities intended to move the college toward achievement of the District Goals. In addition to the District Objectives, the District's Strategic Plan identifies the specific Actions, Responsible Parties, and Target Completion Date for each District Objective.



- **Program Review** captures unit-level planning for instructional, student service, and administrative units. These Program Reviews describe how each unit will contribute to achievement of the District Objectives and includes an analysis of unit-specific data, the identification of strengths and weaknesses, a report on prior year Actions, a link to the assessment of student learning, the development of Actions for the coming year, and the identification of resources, if any, that is needed to support the initiatives. If a District Objective or Action requires funding, the responsible party for that Action includes the funding request through program review and/or through a process which connects to the Strategic Plan.



- **Resource Allocation** follows the development of the short-term plans. This process ensures that Actions identified in the Strategic Plan and the Program Review are funded to the extent possible.



- The next step in the College of the Sequoias Model for Integrated Planning is **Plan Implementation**, which is work by the Responsible Parties to complete the District Objectives identified in the Strategic Plan and the unit-level work required to complete the Actions identified in Program Review.



- **Outcome Assessments** occurs annually through the documentation and analysis of progress made toward achieving the District Goals.



- These Outcome Assessments are consolidated and documented in the **College of the Sequoias Annual Report on the Master Plan**. This document summarizes the current year's achievements, analyzes progress toward achievement of the District Goals, and directs the District's Actions in the coming year.

The specific elements in the College of the Sequoias Model for Integrated Planning summarized in this overview and described in this document are evaluated on a three-year cycle along with the evaluation of the District's collaborative Decision-making processes. The final section of this document describes the process for evaluating the District's planning and Decision-making processes.

## Mission

The District's mission describes the intended student population and the services that College of the Sequoias promises to provide to the community. As such, all district planning processes begin with the mission, as shown in the College of the Sequoias Model for Integrated Planning.

The District reviews its mission every three years and either reaffirms or revises the mission. The review process solicits feedback District-wide and the District Governance Senate considers all comments before preparing the final recommendation to the Superintendent/President.

The current District Mission reaffirmed by the Board of Trustees in November 2011 is:

*College of the Sequoias is a comprehensive community college focused on student learning that leads to productive work, lifelong learning, and community involvement.*

*College of the Sequoias affirms that our mission is to help our diverse student population achieve its transfer and/or occupational objectives and to advance the economic growth and global competitiveness of business and industry within our region.*

*College of the Sequoias is committed to supporting students' mastery of basic skills and to providing programs and services that foster student success.*

The Accrediting Commission for Community and Junior Colleges standards most relevant to the development and review of a district mission statement are:

Standard I.A. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

Standard I.A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Standard I.A.2. The mission statement is approved by the governing board and published.

Standard I.A.3. Using the institution's governance and Decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Standard I.A.4. The institution's mission is central to institutional planning and Decision-making.

### Timeline and Process for Reviewing the District Mission

<p>September 2014 September 2017 September 2020</p>	<p>The Superintendent/President requests that the District Governance Senate Co-chairs initiate a review of the District Mission.</p> <p>The Co-chairs convene a task force and directs them to:</p> <ol style="list-style-type: none"> <li>1. Develop a process to solicit District-wide feedback about the current mission;</li> <li>2. Review relevant quantitative and qualitative data as well as emergent trends in higher education and/or recent legislation; and</li> <li>3. Based on that feedback and new information make recommendations regarding the current mission statement.</li> </ol> <p>The task force:</p> <ol style="list-style-type: none"> <li>1. Develops a process for gathering District-wide feedback and submits the proposed process to the District Governance Senate for review and comment and</li> <li>2. Identifies the specific data elements and information for the District Governance Senate to review.</li> </ol>
<p>October 2014 October 2017 October 2020</p>	<p>The District Governance Senate reviews the proposed process for soliciting District-wide feedback on the current mission and either approves or revises the process.</p> <p>The Co-chairs of the District Governance Senate:</p> <ol style="list-style-type: none"> <li>1. Implement the process for gathering District-wide feedback;</li> <li>2. Charge Institutional Research with gathering needed data; and</li> <li>3. Gather information on emergent trends in higher education and/or recent legislation.</li> </ol>
<p>November 2014 November 2017 November 2020</p>	<p>The task force compiles the District-wide feedback, reviews the relevant data, and considers emergent trends in higher education and/or recent legislation.</p> <p>The task force develops a recommendation to revise or reaffirm the District Mission and submits the recommendation to the District Governance Senate.</p>
<p>December 2014 December 2017 December 2020</p>	<p>The District Governance Senate reviews the task force recommendation as well as a summary of the District-wide feedback, reviews the relevant data, and considers emergent trends in higher education and/or recent legislation.</p> <p>Members of the District Governance Senate distribute the recommendation to their constituent groups for feedback.</p>
<p>January 2015 January 2018 January 2021</p>	<p>District Governance Senate considers the feedback from that review; makes final changes as warranted; and recommends the document to the Superintendent/President.</p> <p>The Superintendent/President considers the District Governance Senate's recommendation. If he/she supports the proposed reaffirmation or revisions to the mission statement, he/she recommends the reaffirmed or revised mission to the Board of Trustees.</p> <p>If the Superintendent/President does not approve, collaboration and compromise between the Superintendent/President and the District Governance Senate continues until the Superintendent/President approves. Once agreement is reached, the Superintendent/President recommends the revised mission to the Board of Trustees for approval.</p>

If the Board of Trustees does not approve, the Board will recommend that the Superintendent/President charge the District Governance Senate with restarting the process.
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## Master Plan

The master plan is the District's long-term plan.

In the process of developing this document, the District compares existing conditions to the District Mission. Based on that comparison, the District identifies its current strengths and weaknesses and projects the District's future challenges and needs.

The District currently has two master plans: 2005 – 2006 Educational Master Plan and 2013 – 2017 Five-year Construction Plan. In the next planning cycle, the District intends to develop an integrated master plan that includes both educational and facilities plans in one document.

The District intends to use the master planning process as an opportunity to create District-wide dialogue about the future. The steps in this dialogue will include the following:

1. Analysis of
  - Current state and national trends in higher education;
  - Current internal and external conditions; and
  - Ten-year projections of demographics changes.
2. Based on these analyses,
  - Project the District's overall growth for the coming decade;
  - Identify current and anticipated challenges; and
  - Develop District Goals that convey the District's response to these identified challenges.
3. Analyze the current status of each instructional discipline and student service based on District-wide growth to project the anticipated growth rate of each.
4. Based on these analyses and projections related to the educational plan, develop a facilities plan that will add or remodel the facilities needed to support current and anticipated changes in the District's programs and services.

The District Goals set during the development of the master plan articulate how the District intends to address current and anticipated challenges. As such, these District Goals guide the allocation of district energies and resources by serving as the basis for short-term plans (strategic plans and program reviews) that will be developed during the 10-year term of the master plan. Through this process, both the master plans and the short-term plans are linked to the mission:

Mission → Data analysis to assess the District's effectiveness in meeting the mission →  
Identification of challenges → District Goals → District Objectives

The Accrediting Commission for Community and Junior Colleges standards most relevant to the development of planning are:

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.

Standard I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

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.

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 reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.

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.

Standard I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

### Timeline and Process for Developing the Master Plan

<p>January 2014</p>	<p>The Co-chairs of the District Governance Senate charge the Institutional Planning and Effectiveness Committee to develop the <i>College of the Sequoias Master Plan 2015 – 2025</i>.</p> <p>The Institutional Planning and Effectiveness Committee proposes a process for preparing the master plan that includes:</p> <ul style="list-style-type: none"> <li>• Clear linkages between the educational and facilities portions;</li> <li>• Membership for a Master Plan Task Force;</li> <li>• Strategies for including feedback from all district constituencies including District-wide workshops and open forums;</li> <li>• An outline of the desired content for the master plan; and</li> <li>• A timeline for the development of the master plan.</li> </ul>
<p>February – October 2014</p>	<p>The District Governance Senate reviews, revises as warranted, and approves the proposed master plan process and table of contents.</p> <p>Using the steps outlined in the narrative accompanying this timeline and process chart, the Master Plan Task Force drafts the educational plan and begins work on the facilities plan.</p> <p>The Master Plan Task Force submits the draft educational plan to the Institutional Planning and Effectiveness Committee for review and approval to circulate for feedback. Drafts of the educational plan section and updates on the facilities plan section are distributed District-wide for review and feedback. This circulation of drafts occur a minimum of four times during this period to promote broad participation.</p> <p>Feedback from District-wide reviews is integrated into the documents to create a final draft of the educational plan that is submitted to the Institutional Planning and Effectiveness Committee for approval.</p> <p>Once the educational plan section has been developed, that information is used to complete the facilities plan that outlines how facilities can be added or remodeled to support current and anticipated changes in the District’s programs and services.</p>
<p>November – December 2014</p>	<p>The facilities plan is drafted and is distributed District-wide for review and feedback.</p> <p>The Master Plan Task Force integrates feedback from District-wide reviews to create a final draft of the <i>College of the Sequoias Master Plan 2015 – 2025</i> which is forwarded to the Institutional Planning and Effectiveness Committee for approval.</p> <p>Upon approval, the Institutional Planning and Effectiveness Committee submits the master plan to the District Governance Senate for final review and approval.</p>
<p>January 2015</p>	<p>Once the final draft of the <i>College of the Sequoias Master Plan 2015 – 2025</i> has been thoroughly reviewed District-wide and all comments have been addressed, it is presented to the Superintendent/President for his/her approval.</p> <p>If the Superintendent/President approves the document, he/she recommends the <i>College of the Sequoias Master Plan 2015 – 2025</i> to the Board of Trustees for approval.</p> <p>If the Superintendent/President does not approve, collaboration and compromise</p>

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between the Superintendent/President and the District Governance Senate continues until the Superintendent/President approves. Once agreement is reached, the Superintendent/President recommends the revised *College of the Sequoias Master Plan 2015 – 2025* to the Board of Trustees for approval.

If the Board of Trustees does not approve, the Board will recommend that the Superintendent/President charge the District Governance Senate with restarting the process.

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## Strategic Plan

The strategic plan is the District's short-term plan.

As depicted in the College of the Sequoias Model for Integrated Planning, the District's long-term plan is the foundation of its short-term plan. District Goals identified in the *College of the Sequoias Master Plan 2015 – 2025* are used to derive specific objectives that describe how these long-term goals will be achieved.

The current strategic plan is *College of the Sequoias 2010 – 2015 Strategic Plan*. The district intends to prepare a new 10-year master plan in 2014 – 2015. This process will include the development of District Goals for the coming decade. The next strategic plan will be developed after the *College of the Sequoias Master Plan 2015 – 2025* is completed.

The District intends to revise both the term and the format of its strategic plan. Beginning in 2015, the term of the strategic plan will be three years and the new format will include the following components:

- **District Goals** that were developed as part of the *College of the Sequoias Master Plan 2015 – 2025* are broad statements that articulate how the District intends to address current and anticipated challenges.
- **District Objectives** describe more specifically the Actions that will be undertaken to achieve the District Goals.
- **Assessment of District Objectives** describes how effective the Actions were in moving the District toward achievement of the District Objectives. These results will be consolidated in the *College of the Sequoias Annual Report on the Master Plan*.
- **Actions** describe in step-by-step sequence how the District Objectives will be accomplished. Each Action includes these components:
  1. **Responsible party** identifies the group or office assigned with the responsibility to launch, oversee, and complete the Actions. The responsible group or office may complete the Actions or may collaborate with others to complete the Actions. The assignment of a responsible group or office is essential for accountability.
  2. **Target completion date** conveys the timeline for completion. As such, the target completion date also conveys the District's priority for effort to be dedicated to the District Objective.
  3. **Estimated budget** identifies approximately how much new funding will be needed, if any, to complete the Actions. Personnel costs for current employees are not included in this estimate.

- **Progress** is a brief statement describing the results of the Actions. The information in this column is used to prepare the *College of the Sequoias Annual Report on the Master Plan*.
- **Implications for Next Year's Action Plans** describe adjustments that may be needed if the progress described in the previous column requires changes to subsequent Actions. The information in this column is included in the *College of the Sequoias Annual Report on the Master Plan*.

The Accrediting Commission for Community and Junior Colleges standards most relevant to the development of planning are:

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.

Standard I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

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.

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 reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.

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.

Standard I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

**THIS IS A SAMPLE WHICH ILLUSTRATES HOW DISTRICT OBJECTIVES IN THE STRATEGIC PLAN MAY BE OUTLINED.**

**District Goal:** *A District Goal from the Master Plan will be listed here.*

**District Objective 1.1**

*The specific strategies to be implemented to work toward achievement of the District Goals. District Objectives are measurable, specific, and attainable.*

**Assessment of District Objective 1.1:**

**2012 Fall Assessment**

*Identify the specific way that this District Objective will be assessed during this semester.*

**2013 Spring Assessment**

*Identify the specific way that this District Objective will be assessed during this semester*

**2013 Fall Assessment**

*Identify the specific way that this District Objective will be assessed during this semester.*

**2014 Spring Assessment**

*Identify the specific way that this District Objective will be assessed during this semester*

<b>Action for District Objective 1.1</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Estimated Budget</b>	<b>Progress</b>	<b>Implications for Next Year's Actions</b>
<i>1.1.1. The information in this column identifies the specific steps to be taken to fulfill the District Objective.</i>	<i>The information in this column identifies the group or office responsible to launch and oversee completion of the Action.</i>	<i>The information in this column sets the target date for completing this Action.</i>	<i>The information in this column estimates new resources that may be needed in order to complete the Action.</i>	<i>The information in this column will be completed as part of the development of the Annual College Report on the Master Plan and is a brief statement describing the status of the Action.</i>	<i>This column is completed during the development of the Annual College Report on the Master Plan when the outcome described in the previous column requires an adjustment to subsequent Actions.</i>
<i>1.1.2. etc.</i>					

### Timeline and Process for Developing the Strategic Plan

<p>January 2015 January 2018 January 2021</p>	<p>The Co-chairs of the District Governance Senate charge the Institutional Planning and Effectiveness Committee with developing the next <i>College of the Sequoias Strategic Plan</i>.</p> <p>The Institutional Planning and Effectiveness Committee follows these steps in drafting the next strategic plan:</p> <ol style="list-style-type: none"> <li>1. Review the District Goals in the <i>College of the Sequoias Master Plan 2015 – 2025</i>;</li> <li>2. Review progress on achieving the objectives described in the <i>College of the Sequoias 2010 – 2015 Strategic Plan</i> as documented in the 2013 and 2014 <i>College of the Sequoias Annual Report on the Master Plan</i>; and</li> <li>3. Based on these reviews, develop District Objectives, assessments for those objectives, and Actions for the next three years. The Actions identify specific tasks, target completion dates, and the group or office responsible for completing each task.</li> </ol>
<p>March 2015 March 2018 March 2021</p>	<p>The Institutional Planning and Effectiveness Committee distributes the draft <i>College of the Sequoias Strategic Plan 2015 – 2018 (or 2018 – 2021 or 2021 – 2024)</i> District-wide for review and comment.</p> <p>The Institutional Planning and Effectiveness Committee incorporates feedback from the District-wide review to prepare the final draft of the <i>College of the Sequoias Strategic Plan 2015 – 2018 (or 2018 – 2021 or 2021 – 2024)</i>.</p> <p>The Institutional Planning and Effectiveness Committee forwards the final draft the <i>College of the Sequoias Strategic Plan 2015 – 2018 (or 2018 – 2021 or 2021 – 2024)</i> to the District Governance Senate for final review and approval.</p>
<p>April 2015 April 2018 April 2021</p>	<p>District Governance Senate members distribute the final draft of the <i>College of the Sequoias Strategic Plan 2015 – 2018 (or 2018 – 2021 or 2021 – 2024)</i> to their constituents for final review and comment.</p> <p>District Governance Senate considers the feedback from that review; makes final changes as warranted; and recommends the document to the Superintendent/President.</p>
<p>May 2015 May 2018 May 2021</p>	<p>If the Superintendent/President approves, the final draft of the <i>College of the Sequoias Strategic Plan 2015 – 2018 (or 2018 – 2021 or 2021 – 2024)</i> is presented to the Board of Trustees for information.</p> <p>If the Superintendent/President does not approve, collaboration and compromise between the Superintendent/President and the District Governance Senate continues until the Superintendent/President approves.</p> <p>The final draft of the <i>College of the Sequoias Strategic Plan 2015 – 2018 (or 2018 – 2021 or 2021 – 2024)</i> is implemented beginning in fall 2015 (2018 or 2021).</p>

## Program Review

Program Review will be completed annually by all units in academic, student services and administrative services. Program reviews will support planning and resource allocation processes as described in this manual and in the Resource Allocation Manual.

The program review process is outlined below:

Step 1- Data collection and analysis- identify data needs and submit requests for data.

Step 2- Area overview- identify the strengths, needs, and opportunities/challenges of the area based on Step 1.

Step 3- Review Outcome results for previous year(s) including both standard achievement data (i.e., awards, completion rates, course success) and assessments (i.e., Course Outcomes, Service Area Outcomes, Program Outcomes and Institutional Outcomes).

Step 4- Create new Actions

Step 5- Identify resources needed for each new Action.

Step 6- Link Actions to Institutional Goals and Objectives or to Outcomes.

Step 7- Status of Previous Actions- Finalize and evaluate previous Actions (beginning 2015); including an evaluation of the impact of any resource allocation

The role of program review in the District's planning processes is documented in Board Policy 3260. Program reviews are the basis for resource allocations, including requests for personnel, facilities, and equipment. The Resource Allocation Manual and Administrative Procedures 3261, 3262, 3263, and 6300 outline the sequence of approvals in these resource allocation processes.

The Accrediting Commission for Community and Junior Colleges standards most relevant to Institutional Program Planning and Reviews are:

Standard I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Standard II.A.2.e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Standard II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Standard II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

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.

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.D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

**Timeline and Process for Institutional Program Review**

<p>December 2014 <i>and each year thereafter</i></p>	<p>The Institutional Program Review Committee evaluates its process for that year and uses that assessment to improve the process for the next year’s Program Reviews, including the calendar, template, training, and data.</p> <p>Based on the evaluation of the previous year’s processes, the Institutional Program Review Committee proposes changes as warranted and forwards the proposal to the appropriate senates.</p>
<p>February 2014 <i>and each year thereafter</i></p>	<p>The Institutional Program Review Committee conducts training for faculty, staff, and administrators who will complete an program review</p> <p>Faculty, staff, and administrators complete program reviews, circulate the drafts within the program, and revise as warranted.</p> <p>For those academic units that are composed of only adjunct faculty, the appropriate division chair and unit manager will complete the program review with input from and after consulting with those adjunct faculty members.</p>
<p>September 1- October 15, 2014 <i>and each year thereafter</i></p>	<p>Units will submit a program review.</p> <p>The unit administrator reads the program reviews and provides feedback to the unit.</p>
<p>October 15, 2014 <i>and each year thereafter</i></p>	<p>Units complete their final program review incorporating feedback from unit administrator.</p>
<p>October 15 - November 2014 <i>and each year thereafter</i></p>	<p>Program reviews are reviewed by the Superintendent/President or appropriate Vice President.</p> <p>Contents of the program reviews will be utilized by the Budget Committee during its process of above-base budget allocation recommendations.</p>

## Resource Allocation

Resource allocations align with the District Mission and link District Goals and District Objectives to the resources needed to accomplish these institutional goal and objectives.

Generally speaking, all District Goals reflect a commitment to the District's mission. Correspondingly, the purpose of the resource allocation process is to fund the programs and services that both directly and indirectly promote student success.

The budget development process begins with the development of budget assumptions. The budget assumptions are central to the budget development process and guide the allocation of resources. Information from a variety of sources is considered in the development of the budget assumptions, including:

- District Goals (Master Plan) and District Objectives (Strategic Plan);
- Priorities identified through the program review process;
- Mandates from external agencies; and
- Status of long-term obligations.

Units identify and prioritize needs for staffing, facilities, services, and equipment through the program review process. Using these prioritizations, programs identify resources needed to complete actions connected to the District's strategic plan. These resource requests originating either in the District's strategic plan or program review then are introduced to the resource allocation process.

The Accrediting Commission for Community and Junior Colleges standards most relevant to resource allocation processes are:

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 reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Standard III.D.1.a. Financial planning is integrated with and supports all institutional planning.

Standard III.D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

**Timeline and Process for Base Budget Development**

<p>January 2014 <i>and each year thereafter</i></p>	<p>Board of Trustees and District Governance Senate review the Governor’s January Budget and establishes Board priorities aligned with the District Objectives in the Strategic Plan for the coming fiscal year.</p> <p>Fiscal Administrators draft budget assumptions and forward them to the Budget Committee.</p>
<p>February – May 2014 <i>and each year thereafter</i></p>	<p>On a monthly cycle, the Budget Committee:</p> <ul style="list-style-type: none"> <li>• Reviews and revises the budget assumptions as warranted based on new information;</li> <li>• Updates the District Governance Senate on the status of the budget assumptions for the next fiscal year; and</li> </ul> <p>Fiscal Services builds a tentative budget and provides the District’s area managers with tentative allocations for the coming fiscal year.</p> <p>The Vice President of Administrative Services schedules annual meetings at each campus during the spring budget development period to communicate the District’s anticipated budget for the ensuing year.</p>
<p>June 2014 <i>and each year thereafter</i></p>	<p>The Vice President of Administrative Services presents the tentative budget to the Board of Trustees for approval. The presentation includes links between the resource allocations and the District Goals and District Objectives.</p>
<p>July – August 2014 <i>and each year thereafter</i></p>	<p>The Superintendent/President, Vice President of Administrative Services, and Dean of Fiscal Services adjust the proposed budget assumptions and the tentative budget as needed based on changes in the state budget.</p> <p>Fiscal administrators analyze year-end results and incorporate these results into local planning processes.</p>
<p>September 2014 <i>and each year thereafter</i></p>	<p>The Superintendent/President presents the final budget to the Board of Trustees and includes a description of the relationship between resource allocations and the District Goals and Objectives.</p> <p>The Board of Trustees approves the final budget.</p>

## Plan Implementation

Plan implementation refers to completing the Actions that are identified in the District's strategic plan.

In the strategic plan, an administrative office or a group, such as a committee, is assigned responsibility for each Action. The responsible party may complete the Action or may collaborate with others to complete the Action.

To ensure implementation of the identified Actions that will move the District toward accomplishment of the District Objectives, the responsible parties shall:

- Manage the timelines for the plan component;
- Develop appropriate processes;
- Identify and address funding needs through the unit-level or institutional-level resource allocation processes;
- Provide data and other types of evidence to assess the levels of success following plan implementation; and
- Document the activities and outcomes to contribute to the preparation of the *College of the Sequoias Annual Report on the Master Plan*.

The *College of the Sequoias Annual Report on the Master Plan* described in the next section informs the internal and external community about the outcomes of plan implementation.

Given that a unique timeline is identified for each Action in the strategic plan, there is no District-wide timeline and process chart for the plan implementation component of the College of the Sequoias Model for Integrated Planning.

## Outcome Assessments

Outcome assessments include both the District's evaluation of the Actions taken to achieve District Objectives as well as the measurement of student learning.

Strategic Plan Outcomes: The strategic plan identifies how District Objectives will be assessed. The measurements to assess the effectiveness of District Objectives are as varied as the objectives themselves. The assessment occurs at two levels:

- Was the Action completed by the target completion date?
- Were the Action and District Objective effective in advancing the District toward achievement of the District Goals?

The assessments are consolidated in the *College of the Sequoias Annual Report on the Master Plan* that is described in the next section.

Outcomes and Assessment: Outcomes and assessments are documented in the District's software management system and in program review.

These outcomes are assessed annually and the results are reported in the next program review.

The Accrediting Commission for Community and Junior Colleges standards most relevant to the production of a report of strategic plan outcomes are:

### 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.

Standard I.B.4. 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 reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.

The Accrediting Commission for Community and Junior Colleges standards most relevant to the assessment of student learning are:

### Standard II.A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improving teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

Standard II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Standard II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

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 II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Standard II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline.

### Standard II.B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Standard II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results to these evaluations as the basis for improvement.

Standard II.C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students to that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

Standard II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results to these evaluations as the basis for improvement.

Standard III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

## Annual College Report on the Master Plan

The purpose of the *College of the Sequoias Annual Report on the Master Plan* is to inform the internal and external communities on the progress of District Goals through achievement of the District Objectives.

The development of the Annual College Report on the Master Plan accomplishes four tasks that are central to the College of the Sequoias Model for Integrated Planning:

- Consolidates the reports of progress on the Actions;
- Analyzes the progress report in achieving the District Objectives;
- Edits or augments the Actions for the coming year as needed based on the assessment of the outcomes of the current year's work; and
- Identify improvements in district policies and procedures that resulted from these Actions.

The *College of the Sequoias Annual Report on the Master Plan* is prepared each spring to summarize the work of the academic year that is concluding and to serve as the foundation for the work that will begin in the subsequent fall semester.

This report is an essential accountability tool in the College of the Sequoias Model for Integrated Planning because it reinforces and sustains a District-wide dialogue on its progress on District Objectives.

The annual reports for the next three years will report progress on the District Objectives identified in the *College of the Sequoias 2010 – 2015 Strategic Plan*. Therefore, these documents will be/are titled:

- *College of the Sequoias Annual Report 2013 on the 2010 – 2015 Strategic Plan* distributed in fall 2013,
- *College of the Sequoias Annual Report 2014 on the 2010 – 2015 Strategic Plan* that will be completed and distributed in spring 2014, and
- *College of the Sequoias Annual Report 2015 on the 2010 – 2015 Strategic Plan* that will be completed and distributed in spring 2015.

The term of the College of the Sequoias 2010 – 2015 Strategic Plan ends in June 2015, therefore, the subsequent annual reports will be based on the District's educational master plan, which is scheduled for completion in January 2015. The title of subsequent annual reports will be *College of the Sequoias Annual Report 20xx on the COS Master Plan 2015 – 2025*.

The Accrediting Commission for Community and Junior Colleges standards most relevant to the production of a report of strategic plan outcomes are:

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.

Standard I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

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 reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Standard I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

**Timeline and Process for Preparing the Annual College Report on the Master Plan**

<p>February 2014 <i>and each year thereafter</i></p>	<p>The Institutional Planning and Effectiveness Committee requests that parties responsible for Actions identified in the strategic plan submit progress reports.</p>
<p>March 2014 <i>and each year thereafter</i></p>	<p>Responsible parties submit progress updates to Institutional Planning and Effectiveness Committee.</p> <p>The committee:</p> <ul style="list-style-type: none"> <li>• Consolidates the reports of progress on the Actions;</li> <li>• Analyzes the progress report in achieving the District Objectives;</li> <li>• Edits or augments the Actions for the coming year as needed based on the assessment of the outcomes of the current year’s work; and</li> <li>• Identify improvements in district policies and procedures that resulted from these Actions.</li> </ul> <p>Based on this analysis, the Co-chairs of the Institutional Planning and Effectiveness Committee draft the <i>College of the Sequoias Annual Report on the Master Plan</i>.</p>
<p>April 2014 <i>and each year thereafter</i></p>	<p>The Institutional Planning and Effectiveness Committee submits the draft of this annual report to the District Governance Senate for review and comment. This feedback is incorporated into the draft which is then distributed District-wide for review and comment.</p>
<p>May 2014 <i>and each year thereafter</i></p>	<p>The District Governance Senate incorporates feedback from the District-wide review to prepare a final draft and submits the final draft to the Superintendent/President.</p> <p>After his/her review and approval, the Superintendent/President compiles data and information for the <i>College of the Sequoias Annual Report on the Master Plan</i> to share with the Board of Trustees.</p>
<p>July – August 2014 <i>and each year thereafter</i></p>	<p>The <i>College of the Sequoias Annual Report on the Master Plan</i> is presented to the Board of Trustees and distributed as appropriate to both internal and external constituencies online and/or in print.</p>

## Assessment of Planning and Decision-making Processes

The District assesses its planning and Decision-making processes in alignment with the Accrediting Commission for Community and Junior College's standards.

The District's planning and decision-making processes are evaluated both annually and every three years. Annually, Decision-making processes are assessed through self-reflection. This annual self-reflective assessment is augmented every three years with an evaluation of both the planning and decision-making processes. The entire District community participates in this more formal assessment.

- Annual: All governance groups (specifically senates, committees, and councils) are required to complete a Year-end Governance Evaluation. The questions include confirmation that scheduled meetings occurred and reports of committee members' attendance and committee accomplishments. These evaluations are submitted to their respective Senate by May 30. . The District Governance Senate/Academic Senate consolidates these reports to create a District Year-end Governance Report that may include recommendations for improvements in the coming academic year. These reports are posted online for District-wide distribution and are included in the superintendent/president's information report to the Board of Trustees.
- Every three years: In addition to the annual Year-end Governance Evaluation, the District Governance Senate conducts a formal assessment of the District's planning and decision-making processes every three years. Following this more formal assessment, the District Governance Senate may recommend revisions to decision-making processes to address issues raised in the assessment. The results of this formal assessment, including recommendations for process changes, are posted online for District-wide distribution and are included in the superintendent/president's information report to the Board of Trustees. If the recommended changes are approved District-wide, the *College of the Sequoias Integrated Planning Manual* and/or the *College of the Sequoias Governance and Decision-making Manual* will be revised to reflect these changes.

The Accrediting Commission for Community and Junior Colleges standards most relevant to the assessment of planning processes are:

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.

Standard IV.A.5. The role of leadership and the institution's governance and Decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

### Timeline and Process for Annual Assessment of Decision-making Processes

By September 30	<ul style="list-style-type: none"> <li>• Review prior year’s evaluation and initiatives</li> <li>• Develop current year’s initiatives, if any. When appropriate, district goals and district objectives should be integrated into initiatives. Initiatives need to support integrated planning and the district’s goals when applicable.</li> <li>• Enter routine business and initiatives into TracDat.</li> </ul>
By April 30	<ul style="list-style-type: none"> <li>• Each individual member completes the confidential survey of their respective governance group’s work during the academic year.</li> <li>• Surveys are submitted to the Office of Research, Planning and Institutional Effectiveness.</li> <li>• Compiled survey results are sent to the co-chairs of each governance group.</li> </ul>
By May 30	<ul style="list-style-type: none"> <li>• Governance group co-chairs enter the Year-End Governance Evaluation into TracDat.</li> <li>• Co-chairs review the Year-End Governance Evaluation and survey results with the respective governance group.</li> <li>• Year-End Governance Evaluations and survey results are forwarded to the respective senate.</li> </ul>
By August 15	<ul style="list-style-type: none"> <li>• District Governance Senate and Academic Senate consolidate the evaluations to create their Year-End Governance Reports. The final reports may include recommendations for improvements in processes.</li> <li>• District Governance Senate and Academic Senate post the Year-End Governance Reports online and the superintendent /president distributes the reports to the Board of Trustees for information.</li> </ul>

**Timeline and Process for Assessing Planning and Decision-making Processes**

<p>January 2015 January 2018 January 2021</p>	<p>The Institutional Planning and Effectiveness Committee</p> <ul style="list-style-type: none"> <li>• Develops a process to gather District-wide feedback on the District’s planning and governance/decision-making processes and</li> <li>• Submits the process to the District Governance Senate for review and comment.</li> </ul> <p>The Institutional Planning and Effectiveness Committee revises the process for gathering feedback as warranted.</p>
<p>February 2015 February 2018 February 2021</p>	<p>The Institutional Planning and Effectiveness Committee gather District-wide feedback on the District’s planning and governance/decision-making processes.</p>
<p>March 2015 March 2018 March 2021</p>	<p>The Institutional Planning and Effectiveness Committee consolidates the feedback to prepare an assessment report. This report may include recommended revisions to one or more of the components in the District’s model of integrated planning and/or the governance and decision-making processes.</p> <p>The Institutional Planning and Effectiveness Committee submits the assessment report to the District Governance and Academic Senates for review and comment.</p> <p>Members of the District Governance and Academic Senate distribute the assessment report to their constituencies for review and comment.</p>
<p>April 2015 April 2018 April 2021</p>	<p>The District Governance and Academic Senates consider the feedback from constituencies and recommend reaffirmation of or revisions to planning and/or governance and decision-making processes.</p> <p>The Superintendent/President reviews the assessment report and reaches agreement with the District Governance and Academic Senates regarding which changes will be made in planning and governance/decision-making processes, if any.</p> <p>The Superintendent/President prepares an information report on this assessment for the Board of Trustees and the resulting changes to the planning and governance and decision-making processes, if any. The Superintendent/President also distributes this information report District-wide.</p>
<p>May 2015 May 2018 May 2021</p>	<p>The Co-chairs of the Institutional Planning and Effectiveness Committee revise the <i>College of the Sequoias Integrated Planning Manual</i> and the Co-chairs of the District Governance Senate revise the <i>College of the Sequoias Governance and Decision-making Manual</i> to reflect all approved changes and ensure that the revised documents are widely distributed.</p>

## APPENDIX: CALIFORNIA CODE OF REGULATIONS FOR COLLEGIAL CONSULTATION

### Title 5 § 53200. Definitions.

For the purpose of this Sub chapter:

- a “Faculty” means those employees of a community college district who are employed in positions that are not designated as supervisory or management for the purposes of Article 5 (commencing with Section 3540) of Chapter 10.7 of Division 4 of Title 1 of the Government Code, and for which minimum qualifications for hire are specified by the Board of Governors.
- b “Academic senate,” “faculty council,” and “faculty senate” means an organization formed in accordance with the provisions of this Sub chapter whose primary function, as the representative of the faculty, is to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters. For purposes of this Sub chapter, reference to the term “academic senate” also constitutes reference to “faculty council” or “faculty senate.”
- c “Academic and professional matters” means the following policy development and Implementation matters:
  - 1 curriculum, including establishing prerequisites and placing courses within disciplines;
  - 2 degree and certificate requirements;
  - 3 grading policies;
  - 4 educational program development;
  - 5 standards or policies regarding student preparation and success;
  - 6 district and college governance structures, as related to faculty roles;
  - 7 faculty roles and involvement in accreditation processes, including self-studies and annual reports;
  - 8 policies for faculty professional development activities;
  - 9 processes for program review;
  - 10 processes for institutional planning and budget development; and
  - 11 other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.
- d “Consult collegially” means that the district governing board shall develop policies on academic and professional matters through either or both of the following methods, according to its own discretion:
  - 1 relying primarily upon the advice and judgment of the academic senate; or
  - 2 agreeing that the district governing board, or such representatives as it may designate, and the representatives of the academic senate shall have the obligation to reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.

**Title 5 § 53201. Academic Senate or Faculty Council**

In order that the faculty may have a formal and effective procedure for participating in the formation and implementation of district policies on academic and professional matters, an academic senate may be established at the college and/or district levels.

**Title 5 § 53202. Formation; Procedures; Membership.**

The following procedure shall be used to establish an academic senate:

- a The full-time faculty of a community college shall vote by secret ballot to form an academic senate.
- b In multi-college districts, the full-time faculty of the district colleges may vote on whether or not to form a district academic senate. Such vote shall be by secret ballot.
- c The governing board of a district shall recognize the academic senate and authorize the faculty to:
  - 1 Fix and amend by vote of the full-time faculty the composition, structure, and procedures of the academic senate.
  - 2 Provide for the selection, in accordance with accepted democratic election procedures, the members of the academic senate.
- e The full-time faculty may provide for the membership and participation of part-time faculty members in the academic senate.
- f In the absence of any full-time faculty members in a community college, the part-time faculty of such community college may form an academic senate.

**Title 5 § 53203. Powers.**

- a The governing board of a community college district shall adopt policies for appropriate delegation of authority and responsibility to its college and/or district academic senate. Among other matters, said policies, at a minimum, shall provide that the governing board or its designees will consult collegially with the academic senate when adopting policies and procedures on academic and professional matters. This requirement to consult collegially shall not limit other rights and responsibilities of the academic senate which are specifically provided in statute or other Board of Governors regulations.
- b In adopting the policies and procedures described in Subsection (a), the governing board or its designees shall consult collegially with representatives of the academic senate.
- c While in the process of consulting collegially, the academic senate shall retain the right to meet with or to appear before the governing board with respect to the views, recommendations, or proposals of the senate. In addition, after consultation with the administration of the college and/or district, the academic senate may present its views and recommendations to the governing board.

- d The governing board of a district shall adopt procedures for responding to recommendations of the academic senate that incorporate the following:
  - 1 in instances where the governing board elects to rely primarily upon the advice and judgment of the academic senate, the recommendations of the senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted. If a recommendation is not accepted, the governing board or its designee, upon request of the academic senate, shall promptly communicate its reasons in writing to the academic senate.
  - 2 in instances where the governing board elects to provide for mutual agreement with the academic senate, and agreement has not been reached, existing policy shall remain in effect unless continuing with such policy exposes the district to legal liability or causes substantial fiscal hardship. In cases where there is no existing policy, or in cases where the exposure to legal liability or substantial fiscal hardship requires existing policy to be changed, the governing board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons.
- e An academic senate may assume such responsibilities and perform such functions as may be delegated to it by the governing board of the district pursuant to Subsection (a).
- f The appointment of faculty members to serve on college or district committees, task forces, or other groups dealing with academic and professional matters, shall be made, after consultation with the chief executive officer or his or her designee, by the academic senate. Notwithstanding this Subsection, the collective bargaining representative may seek to appoint faculty members to committees, task forces, or other groups.

**Title 5 § 53204. Scope of Regulations.**

Nothing in this Subchapter shall be construed to impinge upon the due process rights of faculty, nor to detract from any negotiated agreements between collective bargaining representatives and district governing boards. It is the intent of the Board of Governors to respect agreements between academic senates and collective bargaining representatives as to how they will consult, collaborate, share, or delegate among themselves the responsibilities that are or may be delegated to academic senates pursuant to these regulations.

**Title 5 § 53205. Duties Assigned by Administration and Governing Board.**

No content included in this Regulation other than:

Note: Authority cited: Sections 66700, 71020, 71062 and 71079, Education Code. Reference: Sections 71079 and 72292, Education Code.

**Title 5 § 53206. Academic Senate for California Community Colleges.**

- a An Academic Senate for the California Community Colleges has been established through ratification by local academic senates or faculty councils so that the community college faculty of

California may have a formal and effective procedure for participating in the formation of state policies on academic and professional matters.

- b The Board of Governors recognizes the Academic Senate of the California Community Colleges as the representative of community college academic senates or faculty councils before the Board of Governors and Chancellor's Office.

**Title 5 § 51023.5. Staff.**

- a The governing board of a community college district shall adopt policies and procedures that provide district and college staff the opportunity to participate effectively in district and college governance. At minimum, these policies and procedures shall include the following:
  - 1 Definitions or categories of positions or groups of positions other than faculty that compose the staff of the district and its college(s) that, for the purposes of this section, the governing board is required by law to recognize or chooses to recognize pursuant to legal authority. In addition, for the purposes of this section, management and non-management positions or groups of positions shall be separately defined or categorized.
  - 2 Participation structures and procedures for the staff positions defined or categorized.
  - 3 In performing the requirements of subsections (a)(1) and (2), the governing board or its designees shall consult with the representatives of existing staff councils, committees, employee organizations, and other such bodies. Where no groups or structures for participation exist that provide representation for the purposes of this section for particular groups of staff, the governing board or its designees, shall broadly inform all staff of the policies and procedures being developed, invite the participation of staff, and provide opportunities for staff to express their views.
  - 4 Staff shall be provided with opportunities to participate in the formulation and development of district and college policies and procedures, and in those processes for jointly developing recommendations for action by the governing board, that the governing board reasonably determines, in consultation with staff, have or will have a significant effect on staff.
  - 5 Except in unforeseeable, emergency situations, the governing board shall not take action on matters significantly affecting staff until it has provided staff an opportunity to participate in the formulation and development of those matters through appropriate structures and procedures as determined by the governing board in accordance with the provisions of this Section.
  - 6 The policies and procedures of the governing board shall ensure that the recommendations and opinions of staff are given every reasonable consideration.
  - 7 When a college or district task force, committee, or other governance group, is used to consult with staff regarding implementation of this section or to deal with other issues which have been determined to significantly affect staff pursuant to subdivision (a)(4), the appointment of staff representatives shall be made as follows:
    - A The exclusive representative shall appoint representatives for the respective bargaining unit employees, unless the exclusive

representative and the governing board mutually agree in a memorandum of understanding to an alternative appointment process.

- B Where a group of employees is not represented by an exclusive agent, the appointment of a representative of such employees on any task force, committee or governance group shall be made by, or in consultation with, any other councils, committees, employee organizations, or other staff groups that the governing board has officially recognized in its policies and procedures for staff participation.
  - C When the task force, committee or governance group will deal with issues outside the scope of collective bargaining, any other council, committee or staff group, other than an exclusive agent, that the governing board has officially recognized in its policies and procedures for staff participation may be allowed to designate an additional representative. These organizations shall not receive release time, rights, or representation on such task forces, committees, or other governance groups exceeding that offered to the exclusive representative of classified employees.
  - D In all cases, representatives shall be selected from the category that they represent.
- b In developing and carrying out policies and procedures pursuant to subsection (a), the district governing board shall ensure that its actions do not dominate or interfere with the formation or administration of any employee organization, or contribute financial or other support to it, or in any way encourage employees to join any organization in preference to another. In addition, in order to comply with Government Code sections 3540, et seq., such procedures for staff participation shall not intrude on matters within the scope of representation under section 3543.2 of the Government Code. Governing boards shall not interfere with the exercise of employee rights to form, join, and participate in the activities of employee organizations of their own choosing for the purpose of representation on all matters of employer-employee relations. Nothing in this section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing boards. It is the intent of the Board of Governors to respect lawful agreements between staff and exclusive representatives as to how they will consult, collaborate, share, or delegate among themselves the responsibilities that are or may be delegated to staff pursuant to these regulations.
- c Nothing in this section shall be construed to impinge upon the policies and procedures governing the participation rights of faculty and students pursuant to sections 53200-53204, and section 51023.7, respectively.
- D The governing board of a community college district shall comply substantially with the provisions of this section.

#### **Title 5 §51023.7 Students**

(a) The governing board of a community college district shall adopt policies and procedures that provide students the opportunity to participate effectively in district and college governance. Among other matters, said policies and procedures shall include the following:

- (1) Students shall be provided an opportunity to participate in formulation and development of district and college policies and procedures that have or will have a significant effect on

students. This right includes the opportunity to participate in processes for jointly developing recommendations to the governing board regarding such policies and procedures.

(2) Except in unforeseeable, emergency situations, the governing board shall not take action on a matter having a significant effect on students until it has provided students with an opportunity to participate in the formulation of the policy or procedure or the joint development of recommendations regarding the action.

(3) Governing board procedures shall ensure that at the district and college levels, recommendations and positions developed by students are given every reasonable consideration.

(4) For the purpose of this Section, the governing board shall recognize each associated student organization or its equivalent within the district as provided by Education Code Section 76060, as the representative body of the students to offer opinions and to make recommendations to the administration of a college and to the governing board of a district with regard to district and college policies and procedures that have or will have a significant effect on students. The selection of student representatives to serve on college or district committees, task forces, or other governance groups shall be made, after consultation with designated parties, by the appropriate officially recognized associated student organization(s) within the district.

(b) For the purposes of this Section, district and college policies and procedures that have or will have a “significant effect on students” includes the following:

- 1 Grading policies;
- 2 Codes of student conduct;
- 3 Academic disciplinary policies;
- 4 Curriculum development;
- 5 Courses or programs which should be initiated or discontinued;
- 6 Processes for institutional planning and budget development;
- 7 Standards and policies regarding student preparation and success;
- 8 Student services planning and development;
- 9 Student fees within the authority of the district to adopt; and
- 10 Any other district and college policy, procedure, or related matter that the district governing board determines will have a significant effect on students.

(c) The governing board shall give reasonable consideration to recommendations and positions developed by students regarding district and college policies and procedures pertaining to the hiring and evaluation of faculty, administration, and staff.

(d) Nothing in this Section shall be construed to impinge upon the due process rights of faculty, nor to detract from any negotiations or negotiated agreements between collective bargaining agents and district governing boards. It is the intent of the Board of Governors to respect agreements between academic senates and collective bargaining agents as to how they will consult, collaborate, share or delegate among themselves the responsibilities that are or may be delegated to academic senates pursuant to the regulations on academic senates contained in Sections 53200-53206.

(e) The governing board of a community college district shall comply substantially with policies and procedures adopted in accordance with this Section.

## APPENDIX: BOARD POLICY 2510: PARTICIPATION IN LOCAL DECISION-MAKING

The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board is committed to its obligation to ensure that appropriate members of the District have the opportunity to participate in developing recommended policies for board action and administrative procedures for Superintendent/President action under which the District is governed and administered. The *College of the Sequoias Governance and Decision-making Manual* describes roles/responsibilities, process, protocols and authority for decision-making. If any group or individual fails to participate in the opportunities provided for input in local decision-making, the Superintendent/President will note such actions and will complete the participatory process and present final recommendations to the Board.

The Board of Trustees is the legal entity accountable to the Accrediting Commission for Community and Junior Colleges, the State Chancellor for Community Colleges, the State Department of Education and the Federal Department of Education. As such, no part of any policy or administrative procedure can abdicate their sole authority to govern in accordance with all state and federal laws and regulations and the collective bargaining agreements by and between the employee associations and the District. The Board may take action to reject recommendations or outcomes achieved through the process described in Board Policy 2510 and Administrative Procedure 2510 when they determine that there are compelling legal, fiscal or organizational reasons.

Each of the following shall participate as required by law in the decision-making processes of the district:

### Staff (Title 5, Section 51023.5.)

Staff shall be provided with opportunities to participate in the development and revision of (non-Ten Plus One) district policies and administrative procedures in accordance with BP/AP 2410. The opinions and recommendations of staff in governance and decision making are represented through staff participation in District Governance Senate and processes set forth in the *College of the Sequoias Governance and Decision-making Manual*.

### Students (Title 5, Section 51023.7.)

The Student Senate shall be given an opportunity to participate effectively in the development and revision of district policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Student Senate will be presented to the superintendent/president in accordance with the process set forth in BP/AP 2410 the *College of the Sequoias Governance and Decision-making Manual* and given every reasonable consideration. The selection of student representatives to serve on District senates, committees or task forces shall be made in consultation with the Student Senate.

### Academic Senate (Title 5, Sections 53200-53206.)

The Board or its designee will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law. Under the Ten Plus One provision of Title 5, AB 1725, Academic Senate has the right to present recommendations directly to the superintendent/president for presentation to the Board. Recommendations for Ten Plus One items should be presented to the superintendent/president for proposal to the Board of Trustees.

The methods by which the Board of Trustees and its designee will consult with the Academic Senate on Ten Plus One items are specified below:

- A. Primarily rely upon the advice and judgment of the Academic Senate on:
  - 1. Degree and certificate requirements
  - 2. Grading policies
  - 3. Policies for faculty professional development activities
  - 4. Curriculum, including establishing prerequisites and placing courses within disciplines
  
- B. Mutually Agree on:
  - 1. Educational program development
  - 2. Standards or policies regarding student preparation and success
  - 3. District and college governance structures, as related to faculty roles
  - 4. Faculty roles and involvement in accreditation process, including self-study and annual reports
  - 5. Processes for program review
  - 6. Processes for institutional planning and budget development
  - 7. Other academic and professional matters as are mutually agreed upon between the governing board and the Academic Senate.

Procedures to implement this section are carried out in accordance with BP/AP 2410 the *College of the Sequoias Governance and Decision-making Manual*.

Except for unforeseeable emergency situations, the Board shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate.

Nothing in this policy will be construed to interfere with the formation or administration of employee organizations or with the exercise of rights guaranteed under the Educational Employment Relations Act, Government Code Sections 3540, et seq.

See Administrative Procedure 2510

Reference: Educ. Code Section 70902(b)(7); Title 5, Sections 53200 et seq., (Academic Senate), 51023.5 (staff), 51023.7 (students); Accreditation Standard IV.A

Adopted: October 8, 2007  
Revised: June 19, 2013  
Revised: May 12, 2014

## Administrative Procedure 2510: Participation in Local Decision-making

- I. Key Terms: (Based upon Title 5, Section 53200 & Community College League of California Guidelines for Implementation of Title 5, Section 53200-53204.)
  - A. Primary, but not exclusive of Board approval: describes the Academic Senate's role in making recommendations with respect to academic and professional matters listed under Ten Plus One.
  - B. Consult collegially with the Academic Senate: describes how the Board of Trustees is to seek faculty input for recommendations on policies listed under Ten Plus One through either of the following methods:
    1. Rely primarily upon the advice and judgment of the Academic Senate
      - a. Senate recommendations will normally be accepted.
      - b. Only in exceptional circumstances and for compelling reasons will a recommendation not be accepted.
      - c. The Board of Trustees can receive advice from others.
    2. Mutual agreement with the Academic Senate
      - a. If no agreement, existing policy remains in effect unless policy exposes District to legal liability or fiscal hardship.
      - b. If there is no existing policy or when legal liability or fiscal hardship requires that the existing policy be changed, the Board of Trustees may do so, after a good faith effort to reach agreement and only for compelling legal, fiscal, or organizational reasons.
  - C. Compelling legal, fiscal or organizational reasons: which relate to matters determined by the Board of Trustees to have a significant effect on students. These may include but are not limited to:
    1. Complying with the law.
    2. Protecting District solvency.
    3. Complying with recommendations to remain fully accredited.
    4. Improving organizational planning, efficiency and effectiveness concerning matters that have a significant effect on students.
- II. Ten Plus One - Mutual Agreement Process
  - A. The Academic Senate, or Superintendent/President identifies issues or problems with existing Board Policy, or written process agreements. When the Superintendent/President or the Academic Senate seeks to consult collegially, the party seeking consultation shall initiate consultation in writing (email is acceptable). The parties shall then collegially consult in accordance with Board Policy 2510, Administrative Procedure 2510 and the participatory governance process described in the *College of the Sequoias Governance and Decision-making Manual* and strive to develop mutually agreed upon recommendations to the governing board regarding policy.

- B. Any data that needs to be collected and/or issues to be resolved will be defined through the governance roles/responsibilities described in the College of the Sequoias Governance and Decision-making Manual. In these matters the Academic Senate shall appoint faculty to serve on college task forces or other groups.
- C. Responsible parties for writing a document or policy are defined by Board Policy 2410 and Administrative Procedure 2410 and governance roles/responsibilities described in the *College of the Sequoias District Governance and Decision-making Manual*.
- D. The finished document or policy is reviewed by Academic Senate in accordance with Board Policy 2410 and Administrative Procedure 2410 and the *District Governance and Decision-making Manual*.
- E. The Superintendent/President presents the document or policy recommendation to the Board of Trustees for final approval. Academic Senate President has the opportunity to address the Board.
- F. After reasonable collegial consultation, if the parties cannot reach mutual agreement on an academic and/or professional matter, alternative recommendations may be brought before the Board for action with written rationale from the Superintendent/President. If there is no existing policy and the parties cannot reach mutual agreement, the Board of Trustees may act if there are compelling legal, fiscal, or organizational reasons to do so.

The Board of Trustees may act without reaching mutual agreement with Academic Senate only in cases of compelling legal, fiscal or organizational reasons as described in Title 5, Section 53203, and I.C above, and will provide a written explanation of those reasons.

Ref: Title 5, Section 53200; Community College League of California Guidelines for Implementation of Title 5, Sections 53200-53204

Adopted: May 20, 1996 as Board Policy 1110  
Revised: as Administrative Procedure 2510, October 8, 2007  
Revised: June 19, 2013  
Revised: April 7, 2014

## **APPENDIX: BOARD POLICY 2410: POLICY AND ADMINISTRATIVE PROCEDURES**

The Board may adopt such policies, not inconsistent with the regulations of the Board of Governors and the laws of this State that are determined by the Board to be necessary for the efficient operation of the District. Board policies are intended to be statements of intent by the Board on a specific issue within its subject matter jurisdiction.

The policies have been written to be consistent with provisions of law, but do not encompass all laws relating to district activities. All district employees are expected to know of and observe all provisions of law pertinent to their job responsibilities.

Policies of the Board may be adopted, revised, added to or amended at any regular board meeting by a majority vote. Proposed changes or additions shall be introduced not less than one regular meeting prior to the meeting at which action is recommended.

Administrative procedures are to be issued by the Superintendent/President as statements of method to be used in implementing Board Policy. Such administrative procedures shall be consistent with the intent of Board Policy. Administrative procedures may be revised as deemed necessary by the Superintendent/President.

The Superintendent/President shall, annually, provide each member of the Board with any revisions of Administrative Procedures since the last time they were provided. The Board reserves the right to direct revisions of the administrative procedures should they, in the Board's judgment, be inconsistent with the Board's own policies.

Copies of all policies and administrative procedures shall be readily available to District employees through the Superintendent/President.

See Administrative Procedure

Reference: Educ. Code Section 70902; Accreditation Standard IV.B.1.b & e  
Adopted: October 8, 2007

## **Administrative Procedure 2410: Policy and Administrative Procedures**

### Board Policy and Administrative Procedure Review:

Board Policies (BP) and Administrative Procedures (AP) are regularly reviewed by the Superintendent/President's Office and Senior Management to remain current and to ensure compliance with state and federal laws. Any changes in the law which require updates or changes in either BP or AP will be done so in a timely manner.

Additionally, the District will review all of its BP and AP on a five-year cycle. Guided by the annual updates from the Community College League of California's Board Policy and Procedure Service, District Board Policy Chapters will be individually reviewed and revised as needed.

The Superintendent/President's Office will track all BP and AP for progress during the review cycle through Board notification and/or approval. Once the BP or AP has been to the Board for notification or approval, the Superintendent/President's Office will maintain the approved document(s) and make the revised or new BP/AP available to the public on the COS website.

Any employee, student, or member of the public may initiate a review of any policy and/or procedure or propose a new policy or procedure by submitting a request or recommendation and a draft document to the Superintendent/President's Office.

1. Any BP or AP in question will be brought to Senior Management for review and discussion.
2. If the Senior Management decides that the proposed new or revised policy or procedure is necessary, the policy and/or procedure will be assigned to a senior manager of the appropriate department (Student Services, Academic Services, Administrative Services, or Human Resources Office) to facilitate review and/or modification. At this time, the draft will be included on the BP/AP Control Form for tracking purposes. If Senior Management decides that the proposed new policy or procedure or revision of an existing policy or procedure is not necessary, the Superintendent/President, or designee, will notify the requesting party in writing.
3. Drafts of newly proposed or revised BP and/or AP will be distributed to senior administrators, presidents or designees of Academic Senate, District Governance Senate, CSEA, COSTA, COSAFA, Student Senate, District Governance Senate Committee co-chairs, Instructional Council, Management Council for a 30-day review/feedback period. The intent of this 30-day period is to allow for draft revisions to be on senate/committee/council agendas for first and second readings and comprehensive feedback and proposed substantive change if desired.
4. Responses and/or proposed revisions from #3 above are sent by senate/council/committee co-chairs to the senior administrator originator for a second review by Senior Management. Thirty (30) additional days may be approved by Senior Management if needed.

Final revisions to all Administrative Procedures (AP) are at the discretion of the Superintendent/President in accordance with BP 2410 and BP 2510 and will be completed in Step #4. Upon completion by the Superintendent/President, copies of new/revised administrative procedures will be sent to the president of Academic Senate and co-chairs of the District Governance Senate. Copies will be provided to the Superintendent/President's

administrative assistant for the Board of Trustees for information.

5. At step #5 the proposal for new/revised BP will be presented to either District Governance Senate or Academic Senate for a final public reading and approval (up to two consecutive readings if needed). BP topics falling under the statutory Ten Plus One listing will be approved by Academic Senate. Non-Ten Plus One items will be approved by District Governance Senate.
6. Following District Governance Senate or Academic Senate approval, the superintendent/president, or designee, will present the proposal for revised or newly created BP to the Board of Trustees for public reading(s) and action.
7. No BP will be forwarded to the Board of Trustees for review/approval during the months between spring and fall semesters without respective approval of District Governance Senate or Academic Senate.
8. All draft documents, new or revised, will have the author's name, file name, and date of the draft at the end of the document.

Reference: Educ. Code Section 70902; Accreditation Standard IV.B.1.b & e

Adopted: September 9, 2008

Revised: June 11, 2012

Revised: April 8, 2013

Revised: April 7, 2014

## AP 2410 Flow Chart: Board Policy and Administrative Procedure Review

