

# Integrated Planning Guide

CONTINUOUS QUALITY IMPROVEMENT IN PLANNING,  
ASSESSMENT AND BUDGET

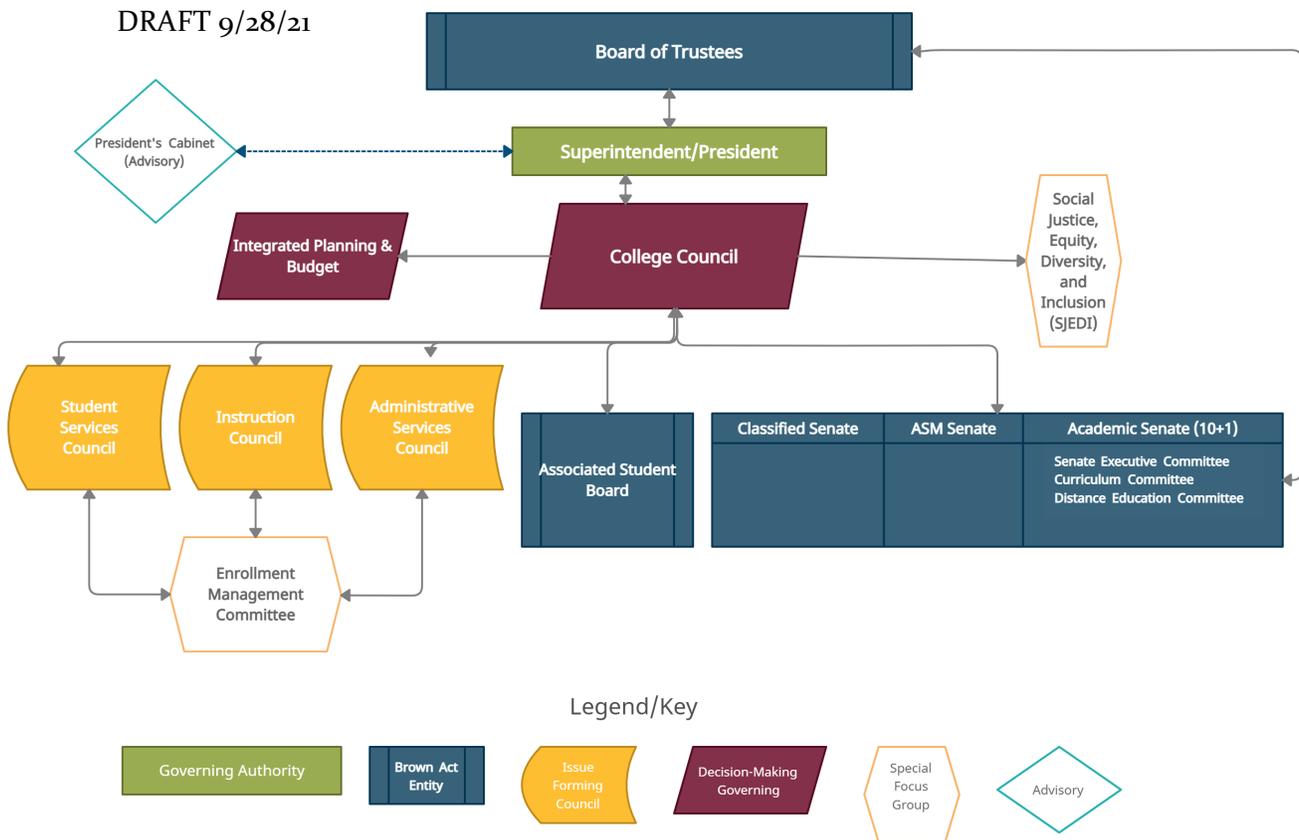
College of the Siskiyous | 800 College Ave. Weed, CA | Fall 2021

# Overview

This guide is a revision and update to the June 2017 College of the Siskiyous Planning by Design Handbook. The guide demonstrates the College’s planning, assessment and resource allocation process which are aligned with the College’s mission, vision and Institutional Master Plan. It also includes how participatory governance decisions are communicated and provides a timeline of the College’s major institutional processes associated with the cycle of continuous quality improvement.

## College Employee Participation & Communication

The following governance flow chart identifies all of the College’s participatory governance committees. Each committee consists of representatives from Classified, Faculty, Administrative Support Management, Students and Administration. Representatives are appointed by their constituency groups and provide updates at their constituency meetings. Agendas and minutes are easily accessed by the public via BoardDocs.



## Key Institutional Processes

Currently, the College engages in the following key institutional processes:

- Accreditation
- Mission and Vision
- Institutional Master Plan and Goals
- Program and Curriculum Review
- Budget Development & Revisions

Since the last Accreditation visit in 2016, the College has been actively developing its Strategic Enrollment Management Plan and updating its Facility Master Plan, Technology Master Plan and Educational Master Plan (see Chart 1 on page 4 for the College's timeline of current key institutional processes).

## Cycle of Continuous Quality Improvement

The College's key institutional processes are vetted through the participatory governance process. Any requests for resources are submitted through Continuous Quality Improvement Proposals (CQIP) which proposers are asked to align justifications with the College's vision, mission and/or strategic goal within the Institutional Master Plan (See **Appendix A**). CQIPs are then processed through the established cycle of continuous quality improvement:



CQIP prioritization occurs during the month of tentative budget development. After approval of the final budget, approved CQIPs are made available on the Administrative Services website. For more detail, please see page 13 detailing the Budget Development Timeline.

## Mission, Vision and Goal Alignment

The College's planning process is grounded in the College's mission and vision which, in conjunction with the California Community College's Vision for Success, informed the development of the Institutional Master Plan (IMP) goals. IMP goals have been used as a foundation in the development of District, Strategic Enrollment Management and Stretch Goals:

*The Institutional Master Plan (IMP) outlines focus areas in which the objective is to achieve the Vision for Success Goals:*

- Goal 1: By the end of the 2021-2022 academic year, College of the Siskiyous will increase the number of students earning a certificate or degree by 20%.
- Goal 2: By the end of the 2021-2022 academic year, College of the Siskiyous will increase the number of students transferring to a four-year institution by 35%.
- Goal 3: By the end of the 2021-2022 academic year, College of the Siskiyous will lower the average number of units for degree completion to 79.
- Goal 4: By the end of the 2021-2022 academic year, College of the Siskiyous will maintain the percentage of students from career and technical education programs receiving employment closely related to their field of study at higher than 75%.
- Goal 5: By the end of the 2021-2022 academic year, College of the Siskiyous will reduce the equity gaps in performance metrics by 40%, with an additional goal for full elimination of equity gaps by the end of the 2026-2027 academic year.

*Applicable 21-22 District Goals:*

- Continue to direct the implementation of enrollment and retention strategies to maintain FTES throughout the challenges of the global pandemic.
- Support efforts to increase student success in alignment with the Chancellor's Office and District's own Vision for Success goals.
- Support the District's efforts to promote social justice and equity for all students, staff and faculty; and student success for all student populations – regardless of background, preparation, or resources.
- Support the sustainability and diversity of programs that meet the needs of the communities we serve.

*19-23 Strategic Enrollment Management (SEM) Target Outcomes:*

- Increase in enrollment by 5%
- Increase living wage attainment by 5%
- Increase in Retention by 20%

*SEM Target Goals (cont.) and indicated Stretch Goals:*

- Increase in Outcomes as indicated in the College's ACCJC Midterm Report *Stretch Goals*:

Student Course Completion – 20% or 78

Degree Completion – 20% or 192

Certificate Completion – 20% or 120

Transfer – 20% or 168

These goals inform our planning processes and provide the College with benchmarks which allow the College to assess services and programs and determine needs for improvement/advancement. Requested resources, based on assessment results, then navigate through the CQIP process.

As detailed above, integrated planning is an interrelated cohesive system:

IMP goals inform key institutional processes which are then vetted through participatory governance and prioritized through the cycle of continuous quality improvement:





## *A Common Vocabulary*

**Vision:** COS's Vision Statement outlines our ideal future. It is our dream of what we intend to be and what helps us improve to the best of our abilities.

**Mission:** COS's Mission Statement describes the way we will serve our community; it is the promise we make to the College's student population.

**Institutional Goals:** Developed as a foundation for the IMP, the Institutional Goals serve as a bridge between the College's mission and vision and the IMP. The College uses the Institutional Goals to assess its current status and anticipate future challenges. IMP Goals are aligned with the California Community College Chancellor's Office Vision for Success Goals and inform the College's Strategic and Master Plans.

**Institutional Master Plan (IMP):** The IMP is the College's official long-term (six-year) plan. The IMP is written with input and reviewed by all constituencies and approved through the College's governance system.

**Program Review:** Program review is the process by which the College assesses its actions. It is used as a tool to assess program alignment with the College's mission/vision and the effectiveness of the work that is done around student learning, student support, and institutional effectiveness. While program review is necessarily different for academic and non-academic areas, the basic principles of assessment are the same. As part of their program review process, faculty engage in the assessment of student learning outcomes/service area outcomes and request resources based on identified needs.

**Budget Development:** The Integrated Planning and Budget Committee coordinates development of the annual budget with input from all employees. Beginning in February of each year, the Committee reviews input from program review, Strategic Plans, administrative offices (Human Resources, Business Services) and academic programs. For more information, see **Appendix B**.



# Processes and Timelines

## Mission/Vision

The College reviews the mission and vision statements every third and fourth year in the six-year Master Planning cycle.

### **The current college mission statement (adopted June 2019):**

*We are a comprehensive community college serving the economic, educational, lifelong learning, and workforce needs of Siskiyou County and the other communities our programs reach. We understand the transformative power of higher education and seek to inspire students by offering inclusive and practical learning experiences that are relevant in today's global economy and environment. We strive to prepare our students to align their newly-gained skills and experiences with those best suited to the work they wish to pursue and the lives they wish to lead. At the same time, we aim to inspire our students to engage actively, question deeply, reason critically, think boldly, communicate effectively, act innovatively, work collaboratively, and live ethically.*

### **Timeline and Process for Reviewing the Mission (semesters and years are shown as examples of a complete cycle):**

#### *Fall*

- College Council forms the Mission/Vision Statement Review Task Force.
- Mission/Vision Statement Task Force develops a review process to ensure college wide feedback.
- Task Force submits the process plan to College Council for feedback and referral if needed.
- Task Force modifies the review process as appropriate.
- Task Force conducts the review so that input from the College Community is solicited regarding potential modifications to the College mission.

#### *December*

Mission/Vision Review Task Force submits draft to College Council. College Council may refer the draft to constituent groups or select any committees for further review to ensure college-wide review of any proposed revision.

#### *January*

College Council accepts the task force review process, makes any final revisions, and approves it for implementation in spring.

*Spring*

The College implements the Mission Review Process as approved by College Council. College Council recommends the revised or reviewed mission to the Superintendent/President by June. The Superintendent/President submits the revised mission statement to the Board of Trustees for approval. Following this approval, the revised mission statement is shared on Orientation Day and circulated college-wide for use in all publications.

## **Institutional Master Plan (IMP)**

The IMP projects the future of the College, and makes general recommendations that address current and foreseeable challenges. Above all, the Plan clearly identifies goals, outcomes, and measurable objectives that the College will work toward to achieve its mission.

The Plan's analysis of internal and external data and the resulting recommendations provide a common foundation for the dialogue about the College's effectiveness in fulfilling its mission. These recommendations serve as the basis for building the annual and unit plans and IMP updates in the years that follow a new IMP. As a result, a direction is established for the College under changing conditions and for the long-term stable development of programs and services.

A normal cycle for the IMP is six years with one year for developing the Plan and five years for implementation. The current IMP spans from 2019 to 2024. The College recognizes this first plan under a new process will be shortened, focusing on goals, processes, and building an integrated system. The shortened plan will allow the College to align its IMP with other key institutional processes. Revisions to the IMP occur through the annual update, major revisions may be warranted in any cycle if there is a significant change of internal or external conditions.

### **Timeline for Developing the Institutional Master Plan**

Development of an IMP at COS is a year-long process that occurs once every six years. It includes a review of Institutional Goals based on the current mission and vision, an assessment of the current environment, and the needs around student learning. The process is inclusive and provides opportunities for the College Community to provide input and feedback into the development of the Plan. The focus of the IMP is on mid- to long-range goals and outcomes that will move the College toward its vision. Outcomes are the primary driver of the IMP and each intended outcome will have one or more measurable objectives that can be used to assess our success.

The Institutional Master Plan informs the development of the College's Strategic Enrollment Management Plan, Facilities Master Plan, Technology Master Plan and Educational Master Plan.

## Implementing the Institutional Master Plan

Institutional Master Plan (IMP) goals are engrained in the College's planning processes. They are referenced in the College's Master Plans and, each Master Plan consists of implementation strategies. Master Plans are vetted through the participatory governance process as follows:

- Indicated Master Plans are developed/ revised in the appropriate council or committee:
  - Strategic Enrollment Management Plan: Enrollment Management Committee
  - Facilities Master Plan: Administrative Services Council
  - Technology Master Plan: Technology Advisory Committee
  - Educational Master Plan: Instruction Council
- The council or committee reviews and approves each plan which then goes to the next appropriate council or committee for review and approval.
- Once approved, plan strategies are implemented and, towards the end of the plan's cycle, strategies are assessed to determine achievement of target goals.
- Results from plan assessment can be used in the Program Review process to request additional resources.

## Program Review

COS operates two types of program review: Program review for instructional programs and program review for non-instructional departments. Instructional programs include academic disciplines that offer courses leading to a degree or certificate in the discipline (such as Chemistry, History, and Nursing). Non-instructional departments include student support services that work directly with students (such as Counseling/Advising, Admissions and Records, and the Academic Success Center) and departments that support the work of the College but do not generally work directly with students (such as Human Resources, the Business Office, Information Technology, and Maintenance). The purpose of program review is to assess and continuously improve our work around student learning and support and to increase institutional effectiveness.

### Timeline for Program Review

Program review occurs annually in both academic and non-academic areas. Each year faculty assess student learning and analyze identified data. Staff similarly develop and assess outcomes for improvement. Every third and/or sixth year in the cycle, faculty and staff do a more comprehensive review of their entire program or unit. The Comprehensive Program Review is timed to support the development of the IMP. **See Appendix C**

For academic program review, faculty review and analyze data each fall and assess student learning outcomes each semester. For non-academic program review, areas review data, set outcomes, develop assessment measures in the fall, implement their plans throughout the academic year, and report on their results the following fall. Non-academic Program review is currently being revised to incorporate a non-instructional data dashboard to help inform goals and resource requests. See **Appendix D** for the current Non-Instructional Program Review form.

## Budget Development

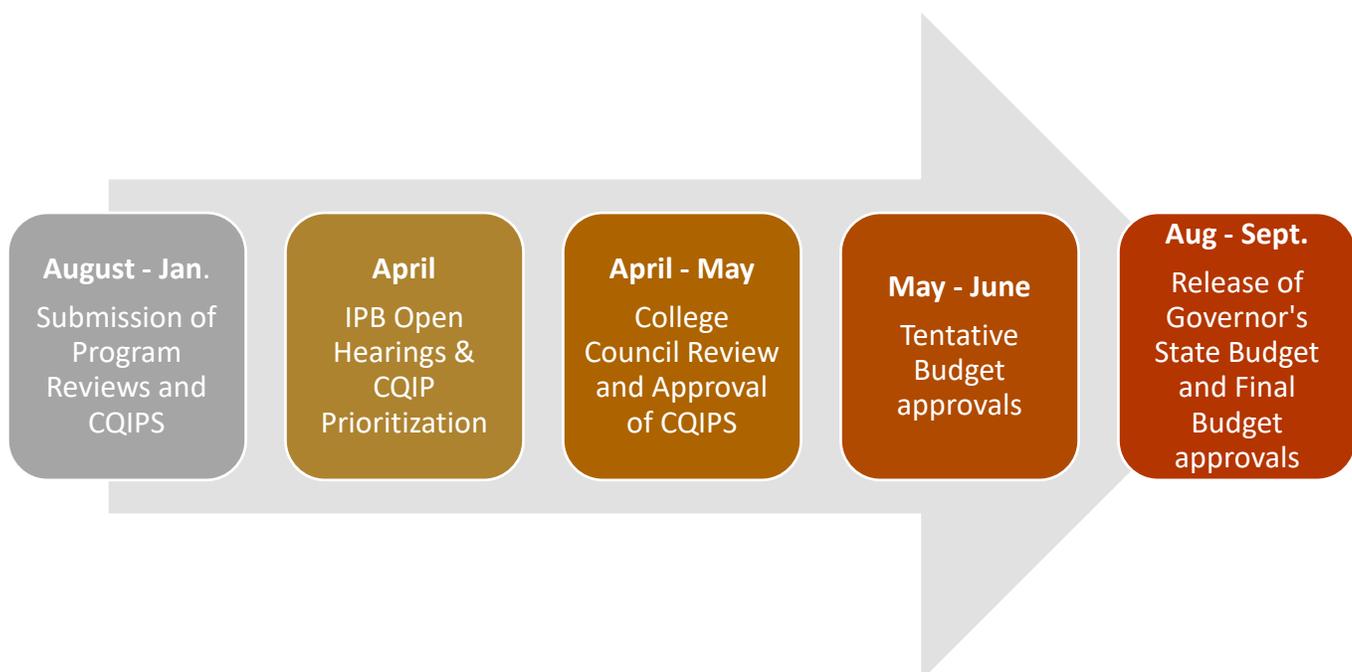
The budget development and revisions process identifies the steps the College takes each year to develop a budget. This process incorporates the cycle of continuous quality improvement through the Program review and CQIP proposals. CQIP proposals are presented to IPB in Open Hearing Sessions scheduled each April and prioritized.

All budget development by the different departments, which may include budget managers, vice presidents, deans, supervisors, directors, and the superintendent/president, takes into consideration resource requests, reviewed and recommended through the participatory governance process. During the development process, budgets are shared at Instruction Council, Administrative Services Council, Student Services Council, Integrated Planning and Budget, and College Council with a recommendation to the superintendent/president and finally to the board for approval. Tentative Budget and Final Budget information is made available through BoardDocs, the college website and Fiscal Service

### Timeline for Budget Development & Revisions Process

The budget development process is annual. It begins each year in September and concludes with a budget the following September. The process takes place over the entire year to allow for a system that is informed by broad campus input (**See Appendix B**).

Emergency requests and/or requests for use of categorical funds can be presented to IPB throughout the year. Individuals making off-cycle requests prepare a CQIP which is then presented at an IPB meeting. IPB members vote to approve/deny CQIP proposals.



# Appendices

## Appendix A: Continuous Quality Improvement Proposal (CQIP)



Operational Unit Program Review  
Continuous Quality Improvement Proposal (CQIP)  
**Resource:** \_\_\_\_\_

**Operational:**

Board Policy?  Yes  No Administrative Procedure?  Yes  No

**Fiscal:**

One-time Funds  Ongoing Funding

**Issue:** *Briefly describe the issue.*

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**Vision/Mission/Institutional Master Plan Alignment:** *Address if this proposal is aligned with the College's vision, mission, and/or a strategic goal within the Institutional Master Plan. Usually these proposals have quoted a portion of one or more of areas being aligned with.*

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**Program Review Objective:** *Identify Program Review Objective/Effort if applicable.*

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**Background:** *Describe the background on this issue – where we are at the present time and how we got here.*

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**Rationale:** *Explain the reasoning behind the proposed improvements.*

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**Budgetary Impact:** *Detail any funding impact to the proposed improvements; sometimes this is a reduction in expenses, and sometimes there is increased spending needs to accomplish the improvements (e.g., a capacity issue within a programmatic area). However, sometimes the proposed improvement has no budgetary impact as it is a process or procedure improvement that does not have a financial component to it. Please explain and justify the extent of the impact(s) here.*

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**Resource Allocation Adjustments (if any):** *Like with fiscal impacts, process and procedure improvements can require changes in how resources on campus are allocated; it could be streamlining people's time, or tasks, or workflows, etc. Or the CQIP is addressing capacity issues for a programmatic area; in these circumstances there is likely both a budgetary impact AND resource allocation adjustment. These adjustments are detailed here.*

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**Recommendation:** *The recommendation is usually to implement the proposed improvement, and this gives a chance to briefly summarize the issue and its positive impact. In matters of budgetary increase requests this is a good place to reiterate and document the justification.*

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Submitted By: \_\_\_\_\_ Date: \_\_\_\_\_

Action Taken: \_\_\_\_\_

Appendix B: Timeline for Budget Development

**College of the Siskiyous  
Timeline for Budget Development  
2021 - 2022**

**Definitions**

- **Current Year** is the current fiscal year, running from July 1<sup>st</sup> to June 30<sup>th</sup>.
- **Coming Year** is the next fiscal year in planning.
- Integrated Planning and Budget Committee meets the 1<sup>st</sup> and 3<sup>rd</sup> Friday of each month.
- College Council meets on the 2<sup>nd</sup> and 4<sup>th</sup> Wednesday of each month.

**Development of Program Reviews**

Months	Current Year Activities	Coming Year Activities
<b>August 2020 to January 2021</b>		College Program Reviews and CQIPs are submitted by: <ul style="list-style-type: none"> <li>• Academic Affairs</li> <li>• Student Services</li> <li>• President’s Office (inc. PIO, IR, Athletics)</li> <li>• Administrative Services</li> </ul> Managers, directors, faculty, and staff participate in development of their respective plans ~

**College Budget Development Timeline**

Month	District-wide Activity	College Budget Activity
<b>January 2021 To March 2021</b>	<b>January 8<sup>th</sup></b> Governor’s state budget proposal made public  Start development of “Draft” Tentative Budget for 2021-22	<b>February 11<sup>th</sup></b> Distribute Position Reports for review to budget managers ~ <b>January through March</b> Budget Managers set up meetings with departments to develop the 2021-22 budgets utilizing Program Reviews to identify additional resource needs ~ CQIP forms are prepared as part of the resource request process and presented at “Open Hearings” ~ Share state budget updates with IPB and College Council on the current forecast and impact to the budgeting process ~

Appendix B: Timeline for Budget Development

Month	District-wide Activity	College Budget Activity
<b>February 2021</b>	<p>Monitor state budget forecast</p> <p>Continue college planning for “Draft” Tentative Budget 2021-22</p>	<p><b>February 19<sup>th</sup></b> IPB reviews and approves “Draft” Budget Assumptions for 2021-22, document forwarded to College Council ~</p> <p><b>February 24<sup>th</sup></b> College Council reviews and approves “Draft” Budget Assumptions for 2021-22, document forwarded to the President ~</p> <p><b>March 1<sup>st</sup></b> Distributed Position Reports due back from budget managers ~</p> <p><b>March 2<sup>nd</sup></b> <b>Banner Unlocked for Budget Data Input</b> ~</p> <p><b>March 2<sup>nd</sup> through March 5<sup>th</sup></b> Banner Training for Budget Managers ~</p>
<b>March 2021</b>	<p>Continue development of “Draft” Tentative Budget 2021-22</p>	<p><b>March 16<sup>th</sup></b> “Draft” Budget Assumptions presented to Board of Trustees for approval ~</p> <p><b>March 26<sup>th</sup></b> <b>Banner Locked</b> Budget Managers are locked out of Banner for data entry on 2021-22 Budget Development ~</p> <p><b>March through April</b> CQIP resource requests are reviewed and prioritized at Administrative Council, Student Services Council, Instruction Council and President’s Office ~</p> <p>Business Services starts audit of proposed departmental budgets for accuracy and in preparation for review by IPB and College Council ~</p> <p>CQIP resource requests will be compiled in a categorical method ~</p>

Appendix B: Timeline for Budget Development

Month	District-wide Activity	College Budget Activity
<p><b>April 2021</b></p>	<p>Continue development of “Draft” Tentative Budget 2021-22</p> <p><b>IPB Open Hearings 2020</b></p> <ul style="list-style-type: none"> <li>• <b>April 2<sup>nd</sup></b> <ul style="list-style-type: none"> <li>– Academic Affairs (incl. General Fund, Grants and Categorical Funds)</li> </ul> </li> <li>• <b>April 9<sup>th</sup></b> <ul style="list-style-type: none"> <li>– President’s Office (incl. PIO, IR, Athletics)</li> <li>– Administrative Services/HR</li> <li>– Student Services (incl. General Fund, Grants and Categorical Funds)</li> </ul> </li> </ul> <p>College spending for the fiscal year concludes in April</p>	<p><b>April</b></p> <p>IPB holds “Open Hearings” for departmental budgets and prioritization of resource requests in group format</p> <p>~</p> <p>Business Services continues to audit proposed 2021-22 departmental budgets for accuracy</p> <p>~</p> <p><b>April 16<sup>th</sup></b> <b>Year-end purchasing cut-off</b></p> <p>~</p> <p><b>April 16<sup>th</sup></b></p> <p>IPB prioritizes CQIP requests, reviews and approves, forwards to College Council</p> <p>~</p> <p><b>April 28<sup>th</sup></b></p> <p>College Council reviews and approves CQIP request forwarded by IPB, forwards to college president</p> <p>~</p>
<p><b>May 2021</b></p>	<p>Governor’s May Budget Revise</p> <p>The “Draft” Tentative Budget 2021-22 is reviewed at various councils and committees</p>	<p><b>May 7<sup>th</sup></b></p> <p>“Draft” Tentative Budget sent to committees in preparation for joint meeting and to address questions at AS, CS and ASM meetings.</p> <p>~</p> <p><b>May 19<sup>th</sup></b></p> <p>Joint IPB and College Council meeting to review and approve the “Draft” Tentative Budget 2021-22, forwards to college president</p> <p>~</p>
<p><b>June 2021</b></p>	<p><b>June Board Meeting</b></p> <p>“Draft” Tentative Budget approved by the Board of Trustees. “State law requires the Tentative Budget be in place by June 30, 2021</p> <p><b>By June 30<sup>th</sup></b></p> <p>Governor’s Final Budget released on or before June 30<sup>th</sup></p>	<p><b>June 15<sup>th</sup></b></p> <p>“Draft” Tentative Budget 2021-22 presented to Board of Trustees Meeting for approval</p> <p>~</p> <p><b>By June 30<sup>th</sup></b></p> <p>Tentative Budget posted to Banner and website within two weeks of Board approval</p> <p>~</p>

Appendix B: Timeline for Budget Development

Month	District-wide Activity	College Budget Activity
<b>July 2021 to August 2021</b>	Preparation of “Draft” Final Budget begins	Work on “Draft” Final Budget continues ~
<b>August 2021</b>	Preparation of “Draft” Final Budget 2021-22 continues	<p><b>By August 13<sup>th</sup></b>            “Draft” Tentative Budget sent to committees in preparation for joint meeting and to address questions at AS, CS and ASM meetings.            ~</p> <p><b>August 27<sup>th</sup></b>            Joint meeting with IPB and College Council to present the Governors State Budget and review of “Draft” Final Budget 2021-22            ~</p>
<b>September 2021</b>	Recommendation to Board of Trustees for approval of 2021-22 “Draft” Final Budget	<p><b>September 3<sup>rd</sup></b>            Joint meeting with IPB and College Council for final review/approval of “Draft” Final Budget 2021-22, forward to college president            ~</p> <p><b>September 14<sup>th</sup></b>            Present “Draft” Final Budget 2021-22 to Board of Trustees for approval            ~</p> <p><b>By September 30<sup>th</sup></b>            Post Final Budget to Banner, college website, and send out to campus constituents within two weeks of Board approval            ~</p>

## Appendix C – Program and Curriculum Review Calendar



<b>Program Review and Curriculum Review Calendar</b>						
2017 – 2023						
(AU=Annual Update PR=Comprehensive Program Review & Curriculum Review Due)						
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Administration of Justice	AU	PR	AU	PR	AU	PR
Alcohol and Drug/ Human Services	AU	PR	AU	PR	AU	PR
Business and Computer Sciences	AU	PR	AU	PR	AU	PR
Counseling	AU	AU	AU	PR	AU	AU
Early Childhood Education	AU	PR	AU	PR	AU	PR
Fine and Performing Arts	AU	AU	PR	AU	AU	AU
Emergency Medical Services	AU	PR	AU	PR	AU	PR
Fire	AU	PR	AU	PR	AU	PR
Health, Physical Education and Recreation	AU	PR	AU	AU	AU	PR
Humanities and Social Sciences	AU	PR	AU	AU	AU	PR
Library	AU	AU	PR	AU	AU	AU
Math	AU	AU	PR	AU	AU	AU
Modern Languages	AU	AU	AU	PR	AU	AU
Nursing	AU	PR	AU	PR	AU	PR
Sciences	AU	AU	AU	PR	AU	AU
Welding	AU	AU	PR	AU	AU	AU

Appendix D – Non Instructional Program Review Form



## *Non-Academic Program Review*

*Program Area:* \_\_\_\_\_ *Year: September* \_\_\_\_\_ *to September* \_\_\_\_\_

<b>Goal/Strategy/Theme (Based on Master Plan)</b>			
<b>Measurable Service Area Outcomes (Criteria for Success)</b>	<b>Indicators of Success (Data/Tools/Thresholds)</b>	<b>Results</b>	<b>Improvement Actions (Based on Results)</b>

*Contact Persons:* \_\_\_\_\_