

## AP 3225 Institutional Effectiveness and Planning

Reference: ***Education Code Sections 78210 et seq. and 84754.6; Title 5, Sections 51008, 51010, 51027, 53003, 54220, 55080, 55190, 55510, 56270 et seq., ACCJC Accreditation Standards I.B.5-9, III.B.4, III.C.2, III.D.2, IV.B.3, and IV.D.5***

Date Issued: October 20, 2015

Updated: ~~July 20, 2021~~

The Grossmont-Cuyamaca Community College District and colleges shall ensure that district and college committee structures are in place to facilitate ongoing, collegial, self-reflective dialog in the spirit of continuous improvement of student learning and achievement as well as institutional structures and processes.

The Governing Board will inform the general institutional mission and goals for the comprehensive plans through a variety of means, including, but not limited to, the District Chancellor's evaluation process, Governing Board Strategic Priorities for the District, annual Governing Board evaluation and planning workshops, and joint Governing Board/~~DSP&BC~~Districtwide Budget Council (DBC) workshops.

### Institutional Effectiveness

**NOTE: This procedure is legally advised for districts that receive funds under the Seymour-Campbell Student Success Act of 2012, Education Code Sections 78210 et seq.**

~~Each college in the District shall develop, adopt, and publicly post goals that address the following: (1) student access; (2) student performance and outcomes; (3) student equity; and (4) other goals as required by state and federal guidelines.~~

Each college in the District shall develop, adopt, and publicly post goals that addresses all of the following: (1) accreditation status; (2) fiscal viability; (3) student performance and outcomes; and (4) programmatic compliance with state and federal guidelines.

These goals should be ~~aspirational~~challenging and quantifiable, address ~~equity~~achievement gaps for ~~historically marginalized and excluded populations, including Black, LatinX, and Indigenous students, and align the educational attainment of California's adult population to the workforce and economic needs of the state.~~underrepresented populations, and align the educational attainment of California's adult population to the workforce and economic needs of the state.

**[ Optional: Include language linking effectiveness to equity and inclusion. For example: Institutional effectiveness includes the assessment of goals and objectives with respect to the District's commitment to equity and inclusion. ]**

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**Local:**

The Grossmont-Cuyamaca Community College District Office (District) and Colleges , through established committees with representation from faculty, administration, classified professionals, and students, will review and recommend planning decisions related to educational, human, physical, technology, and financial resources through a broad-based, comprehensive, systematic, and integrated planning process.

District and college planning will result in specific goals, objectives, and strategies which have measurable outcomes and specific accountability. The planning process will use institutional effectiveness data and research, program reviews, and individual unit plans to inform decision-making and resource allocation processes. In addition, the District will establish and publish goals and performance information related to fiscal stability.

**District Strategic Planning**

- The planning process will be guided by adopted vision, mission, and core values statements.
- The District shall maintain a strategic planning committee that is advisory to the Chancellor. The committee is responsible for the development and implementation of a district strategic plan. The plan shall be informed by an environmental scan conducted periodically to align with the beginning of the planning cycle. College data on institutional effectiveness and college strategic directions will inform District strategic planning.
- In developing the plan, the committee ensures that the plan is aligned with the college planning cycles and Governing Board annual goals. The committee ensures the plan is vetted through college governance structures and is widely disseminated. The committee submits the plan to the Chancellor for submission to the Governing Board.

**College Strategic Planning**

- The planning process will be guided by adopted vision, mission, and core values statements.
- To ensure implementation and ongoing assessment of college planning processes, each college maintains a planning/institutional effectiveness committee that guides the planning process to ensure it is broad-based, provides opportunities for input by appropriate constituencies, and leads to improvement of institutional effectiveness, equity, and ultimately student learning and achievement.
- College plans are documented on college planning and institutional effectiveness websites. The college planning/institutional effectiveness committees maintain websites that document committee processes and procedures.
- Membership of the college planning/institutional effectiveness committees includes administration, faculty, classified professionals, and students.
- College planning/institutional effectiveness committees facilitate the development of college strategic plans. College strategic plans follow an established planning cycle and include goals and action steps informed and measured by key performance indicators and other student success and equity research.
- Strategic planning cycles are aligned between the two colleges and the District, such that the college and district strategic plans are developed concurrently.
- College plans are vetted with appropriate college constituencies and are approved by the College Council and College President.

- Committees conduct a review of college plans on an annual basis and reports on progress are disseminated to the broader college community.
- Action plans will be reviewed and revised on a regular and systematic basis and approved by the individual planning/institutional effectiveness committees or councils for each college.

**Facilities Planning**

- The District updates Facilities Master Plans for District Services and each College approximately every 6 years. Facilities Master Plans are developed with input from key constituents and are informed by current and anticipated, based on research and institutional effectiveness data, equity considerations, and instructional needs as identified in the strategic planning process.
- College qualitative and quantitative data on institutional effectiveness and college strategic directions will inform district-wide facilities planning.
- Facilities staff meet with President's Cabinet members at each College on a regular basis to review critical facilities issues and needs.

**Technology Planning**

- The District Information Technology (IT) Department is a centralized service department providing information technology support, training, policies, and procedures related to technology, strategies for effective implementation and utilization of information technology, and assisting the colleges with local technology initiatives, projects, and planning for future technologies.
- The IT Department collaborates with the colleges to develop college and district-wide technology plans that reflect the roles and responsibilities of each college and the IT Department. IT Department representatives participate in college discussions of operational issues and project plans for the implementation of technology in support of teaching and learning, district-wide communications, research, and other operational systems.
- District-wide technology planning shall be informed by college technology planning and priorities and institutional effectiveness data and college strategic goals.
- The District updates the Technology Plan for District Services and each College approximately every 6 years.

**Student Equity Planning**

- The Chancellor and College Presidents ensure that the colleges comply with California Community College Board of Governors' regulations related to Student Equity Policy, which is intended to ensure that students from historically marginalized and excluded groups in higher education have an equal opportunity for access, success, transfer, and career outcomes.
- Each college has a Student Equity Plan developed in collaboration with representatives from faculty, staff, administration, and students. The Student Equity Plan includes research/data, goals, activities, implementation timelines, and evaluation measures.
- In alignment with the California Community Colleges mission, the plan shall be centered on racial equity and social justice and align with the college and district mission, vision, and values.
- The Student Equity Plan shall be reviewed and updated under the guidance of each college's appropriate participatory governance body.
- Student Equity Plans will be updated every three years.

**Categorical Program Planning**

- The Chancellor and College Presidents ensure that college program staff develop, implement, and monitor plans for categorical programs, such as EOPS, DSPS, and CalWORKs, according to the processes and requirements established by the California Community Colleges Chancellor's Office.

**Equal Employment Opportunity Planning**

- The Human Resources Department ensures that every Screening Committee has been trained in equal employment opportunity, non-discrimination in employment, implicit bias, and inclusiveness when considering candidates for positions.
- The Human Resources Department tracks all hiring for equal employment opportunity, evaluates the diversity of newly hired employees, and reports its findings to administration.