



Planning Guide

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Taft College Planning Guide: 2015

West Kern Community College District
Taft College
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Taft CA 93268

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Introduction

Best practices for educational institutions and accreditation standards require integrated planning. Taft College uses best practices as a means of accomplishing the mission of the college. Integration of plans and activities throughout the college requires an intentional process of communication, evaluation, and improvement. This document provides a record of how Taft College achieves integrated planning.

The Taft College *Integrated Planning Manual* documents the structure, components, and processes used for integrated institutional-wide planning at Taft College.

The manual begins with an overview of the planning process. Subsequent sections provide detailed descriptions of the elements used throughout the process along with specific information to develop the individual plans.

Taft College Mission Statement

Our Vision

Taft College instills a passion for learning, leading to success for all.

Our Mission

Taft College is committed to creating a community of learners by enriching the lives of all students we serve through Career Technical Education, transfer programs, foundational programs, and student support services. Taft College provides an equitable learning environment defined by applied knowledge leading to students' achievement of their educational goals.

Our Values

- Students and their success.
- A learning community with teaching excellence.
- An environment conducive to learning, fairness, dialogue, and continuous improvement.
- A communicative, collaborative, collegial, and respectful culture.
- A partnership of students, faculty, support services, and community.
- Innovation, diversity, creativity, and critical thinking.
- Academic, financial, personal, and professional integrity.
- Employees and their professional development.
- A transparent, accessible, participative governance structure.

I. Overview

Taft College integrated planning uses a multi-layers system of plans. Plan development works from the top down for institution level plans and from the bottom up for unit level plans. In this manner, both institution level plans and unit level plans work in conjunction to direct activities at all levels of the College.

Institution level plans consist of the Educational Master Plan (EMP) and the Strategic Action Plan (SAP). The EMP defines the long-term goals and direction for the College while the SAP documents broad efforts to achieve the goals through movement in the identified direction. The institution level plans are supplemented by five area plans specific to broad areas within the College:

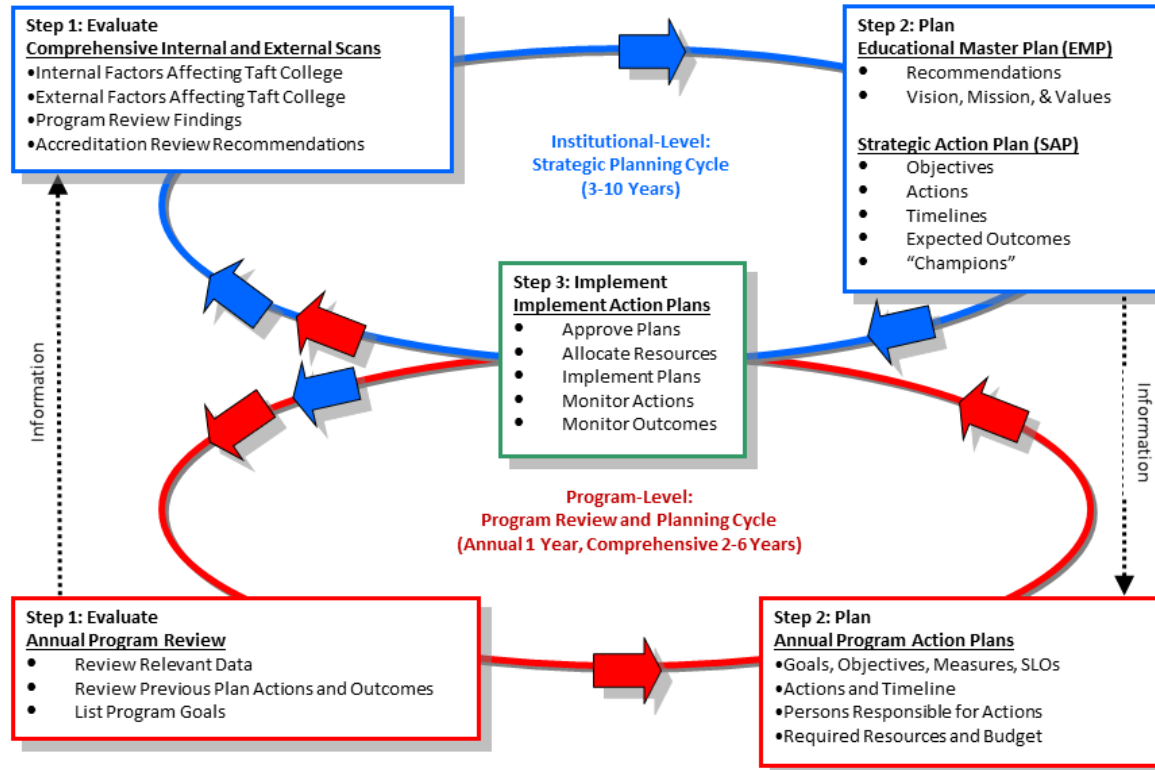
- Technology Master Plan
- Facilities Master Plan
- Student Equity Plan
- Student Success Support Plan
- Human Resource Plan (EEO plan – in development)

Each of the area plans link to elements of the SAP. The institutional area plans include details intended to move subcomponents of the college forward in line with the EMP. Information from program and unit reviews drives the creation of these plans. The plans include area specific data including budgetary components. Thus, these plans provide broad operational goals and actions for the College and units within the College.

Area plans are evaluated for usefulness and value added over time. Addition or deletion of area plans occurs as needed, making this list responsive to the needs of the College. For example, current committee discussions include the value of adding an Enrollment Master Plan.

Action plans derive from programs reviews. These plans document actions to increase or sustain the effectiveness of the programs. Action plans include requests for resources. Information derived from program reviews move through committee structures and provide a bottom-up element to the planning mechanism.

Diagram Depicting Institutional-Level and Program-Level Planning Cycles



II. Mission

Taft College’s Mission Statement defines the overall purpose of the institution and identifies the community served by the College. The Mission Statement also includes a Vision Statement, which sets the context for the Mission Statement by stating a singular vision for the entire college, and a set of values, or guiding principles, which employees of the College hold as they go about their daily business. The college’s mission, vision, and values are the starting point for integrated planning at Taft College.

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.

Process for Mission Statement Review/Revision

Timeline – every 3 years	Action – last completed in January 2015
August	College community review during college-wide In-Service Welcome Breakfast. Board of Trustees reviews the Mission statement during Board retreat.
September	Institutional Research (IR) compiles results of community meeting and results of the Board review. Strategic Planning Committee (SPC) develops recommendations for action based on the compiled information. Recommendation may include revision. SPC forwards recommendations to the Governance Council (GC)
October - November	GC reviews from the SPC. GC may provide direction to SPC for additional consideration or accept recommendation(s). GC makes recommendation to the Board of Trustees. SPC sends recommendations to College community for final comment
November	GC finalizes revisions and forwards recommendation to the Board of Trustees
December	Board of Trustees first reading
January	Board of Trustees approval Update of Mission statement in all publications

III. Educational Master Plan

The Educational Master Plan (EMP) is the primary vehicles of Institutional-Level planning at Taft College is the Educational Master Plan, a broad, comprehensive plan covering all aspects of campus functioning Taft College's 2014-2024 Educational Master Plan makes general recommendations for the next ten years that address the needs of the college, its students, and the community it serves. The EMP reflects the data from internal and external environmental scans and follows the Western Association of Schools and Colleges Commission's standards. The plan identifies the needs of the College and the students and community it serves and then provides broad recommendations for the College for the next ten years. The EMP provides the foundation for other long-range master plans and is the central reference point for program plans and reviews, student learning outcomes, and resource allocation. All College planning efforts are informed by, and link back to, the College Educational Master Plan. The EMP addresses the five broad areas of Student Learning and Success, Access, Business, Industry, and Community, Facilities and Infrastructure, and Institutional Planning and Effectiveness.

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.

Process for Developing the Educational Master Plan

Timeline – every 5 to 7 years	Action – last completed in AY 2013-2014
September	Formation of the Educational Master Plan Committee (EMPC). Membership includes faculty, classified staff, educational administrators, and management representatives. Board approves consultant firm
October	Consulting agency - Internal and external scans, growth forecasts, future academic space needs, and other space needs
November	Consulting agency - Survey college community.
December – January	Consulting agency - Interviews with members of the Taft College community, including faculty, classified staff, managers, administrators, students, members of the Board of Trustees, and community residents leaders
February	EMPC – develops consensus on planning assumptions, prioritizes needs, develops broad planning recommendations, develops recommendations in the areas of: <ul style="list-style-type: none"> • Student Learning/Success • Access • Business/Industry/Community • Facilities and Infrastructure • Institutional Planning/Effectiveness IR - Posts draft version for comment by the college community GC - reviews draft of EMP Academic Senate - review draft EMP
March – April	EMCP – revises EMP based on comments. Finalizes recommendations Consulting agency – edits and formats final version
May	EMPC – approves EMP final draft GC - approves EMP final draft; recommendation to Superintendent/President
June – July	Superintendent/President – recommendation to Board of Trustees Board of Trustees - adoption

IV. Strategic Action Plan

As noted in the overview earlier, Taft College's Strategic Action Plan (SAP) presents prioritized recommendations from the EMP and, for each recommendation in the SAP, lists objectives, actions to be taken, timelines, expected outcomes, and a "champion" responsible for shepherding the actions and monitoring the outcomes. The SAP is a shorter 3-year implementation plan of selected, prioritized recommendations from the EMP. Whereas the EMP presents a broader, long-term, more global perspective of recommendations, the SAP presents specific details meant to move the recommendations in the EMP forward.

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.

Process for Developing the Strategic Action Plan

Timeline – every 3 years	Action – last completed in AY 2013-2014
August	SPC – presents overview of the SAP development process to GC
September - October	SPC –workshops: <ul style="list-style-type: none"> • Identify and prioritize EMP recommendations to be addressed in the next three years • Draft specific actions to be implemented year by year • Identify measureable outcomes • Identify “champions” to facilitate the actions and collect data on the outcomes • Write SAP draft IR – SAP draft posted for public comment, comments compiled for SPC
November	SPC – final revisions of SAP GC – recommend SAP approval to Superintendent/President

V. Institutional Area Plans

Area plans link to elements of the SAP. The institutional area plans include details intended to move the college forward in line with the EMP. Information from the EMP, SAP, and program and unit reviews drives the creation of these plans. The plans include area specific data including budgetary components. Thus, these plans provide broad operational goals and actions for the College and units within the College.

Technology Master Plan

The Technology Master Plan details the institution-wide plan to achieve and maintain the technology and technology support across all college activities.

Process for Developing the Technology Master Plan

Timeline – 5 years	Action – last completed in AY 2013 updated every 2 years
September	Superintendent/President – Notifies Information Services (IS) Director to initiates planning process IS Director - Forms stakeholders group consisting of stakeholders knowledgeable about student/faculty/system needs.
October - January	IS Director – works with stakeholder group to: <ul style="list-style-type: none"> • Identify and prioritize technology needs to be addressed in the next 5 years • Draft specific actions to be implemented year by year • Identify measureable outcomes • Write Technology Plan draft
February - April	ITC and Stakeholders– review Technology Plan draft
May	IS Director – presents Technology Plan to GC as information item
June	IS Director – presents Technology Plan to Board of Trustees as information item

Facilities Master Plan

The Facilities Master Plan (FMP) details the institution-wide plan to achieve and maintain the facilities needs to support all college activities.

Process for Developing the Facilities Master Plan

Timeline – up to 20 years	Action – last completed in AY 2015
May	Superintendent/President - Initiates planning process Executive VP of Administrative Services – identifies consulting agency Facilities Committee (FC) – reviews planning process, identifies and prioritizes EMP recommendations
June - August	Consulting Agency – Drafts specific actions to be implemented year by year
August - November	FC – Identifies measurable outcomes and “champions” to facilitate the actions and report on outcomes, reviews Facilities Plan draft
December	FC – final revisions of Facilities Plan GC – recommend plan approval to Superintendent/President Board of Trustees – approval of plan

Student Equity Plan

The Student Equity Plan (SEP) details the institution-wide plan to achieve equity in achievement of student learning.

Process for Developing the Student Equity Plan

Timeline – 3 years	Action – Annually
March	VP of Instruction - Initiates planning process
March - April	IR – data analysis Access Committee (AC) – reviews process and outcomes
May - September	AC–workshops: <ul style="list-style-type: none"> • Identify and prioritize Equity plan recommendations to be addressed in the next 3 years • Draft specific actions to be implemented year by year • Identify measureable outcomes • Identify “champions” to facilitate the actions and collect data on the outcomes • Write Equity Plan draft
November	VP of Instruction – presentation to stakeholder groups for comment AC - final revisions of Equity Plan based on stakeholder comments GC – recommend plan approval to Superintendent/President
December - January	Board of Trustees – 1 st reading; approval of Student Equity Plan

Student Success Support Plan

The Student Success Support Plan (3SP) details the institution-wide plan for support of student success.

Process for Developing the Student Success Support Plan

Timeline – 1 year	Action – Annually
March	VP of Student Services - Initiates planning process
March - April	IR – data analysis
April - August	Student Success Committee–workshops: <ul style="list-style-type: none"> • Identify and prioritize 3SP recommendations • Draft specific actions to be implemented year by year • Identify measureable outcomes • Identify “champions” to facilitate the actions and collect data on the outcomes • Write 3SP draft
September - October	VP of Student Services – presentation to stakeholder groups for comment Presentation to GC Presentation/Information item to Board of Trustees

Human Resource Plan

The Human Resource Plan details the institution-wide plan for addressing staffing needs across the institution.

Process for Developing the Human Resource Plan

Timeline – 5 years	Action – 5 years
December - January	Human Resources Director – notifies Superintendent/President of planning needs Superintendent/President - Initiates planning process; identifies consulting agency Equal Employment Opportunity Advisory Committee (EEOAC) – reviews process
February	Board of Trustees – approves consulting agency contract
March - May	Consulting agency – environmental scans, data collection, surveys, and draft plan development, delivery of draft plan
June	Review of draft plan. Board of Trustees first reading
July	Board of Trustees – approval of plan

VI. Program-Level Planning

A. Annual Program Review Update and Planning

Annual program reviews are conducted by all programs on campus. Each Annual Program Review Report contains among other things a summary of major findings, an update on the previous year's program goals, and a set of new goals based on empirical data. The Taft College program review processes involves members of all programs. Program review is integrated into strategic planning processes and is tightly linked to budgeting and resource allocation.

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.

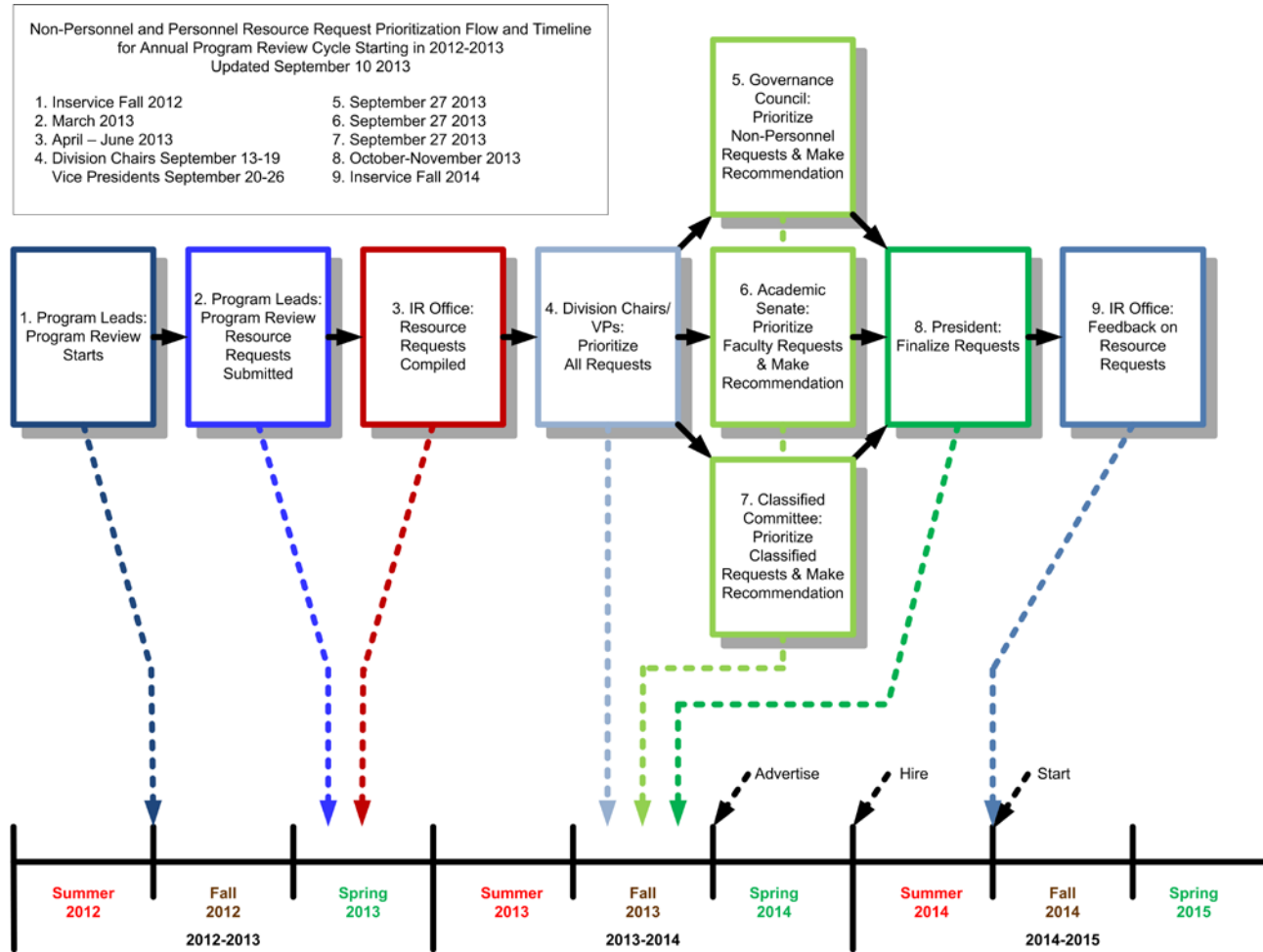
Process for Annual Program Review

Timeline –Annually	Action – last completed in AY 2014-2015
August	IR – program review and student achievement/students learning achievement data packets to program review leads
August - March	Program leads –guide program review analysis and writing process; submit Annual Program Review Report, and Annual Program Goals; submit evaluation of the program review process
May	GC – Review list of programs for accuracy in preparation for next Program Review cycle
April - July	IR – edits and posts program reviews on IR website goals and sends to appropriate committees: GC, AC, Budget Committee, CSEA

Prioritization of Goals and Allocation of Resources

Annual Program Goals requiring allocation of additional resources may result from the program review process. Resource requests are filtered into the institutional planning process each spring semester (see Timeline on next page).

Timeline for Program Review Generated Resource Requests to Filter through the Planning Process*



*This timeline is being revised to fit the entire “annual” process steps 1-9 into 12 months.