

INTEGRATED PLANNING 2024-2025



**Sequoias Community
College District**



College of the Sequoias

College of the Sequoias Integrated Planning Manual

College of the Sequoias Community College District

Visalia Campus
915 South Mooney Boulevard
Visalia, CA 93277

Hanford Educational Center
925 North 13th Avenue
Hanford, CA 93230

Tulare College Center
4999 East Bardsley Avenue
Tulare, CA 93274

College of the Sequoias District Mission

Sequoias Community College District, as a designated Hispanic-Serving Institution, provides excellent, accessible, and equity-minded higher education to our diverse student population, regardless of background. We believe in students achieving their full educational potential and support teaching, student learning, and success in attaining a variety of degrees and certificates, from basic skills to transfer education and workforce development.

Table of Contents

Introduction.....	4
Overview of the College of the Sequoias Model for Integrated Planning.....	5
Mission.....	8
Master Plan.....	10
Strategic Plan.....	14
Program Review.....	20
Resource Allocation.....	23
Plan Implementation.....	25
Outcomes Assessment.....	26
Annual College Report on the Master Plan.....	29
Assessment of Planning and Decision-making Process.....	23
Appendices.....	35
• Appendix A: California Code of Regulations	
• Appendix B: Board Policy and Administrative Procedure 2510 – Participation in Local Decision-making	
• Appendix C: Board Policy and Administrative Procedure 2410 – Policy and Administrative Procedures	
• Appendix D: Administrative Procedure 3255 – District Governance Structure and Manual Modifications	

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.

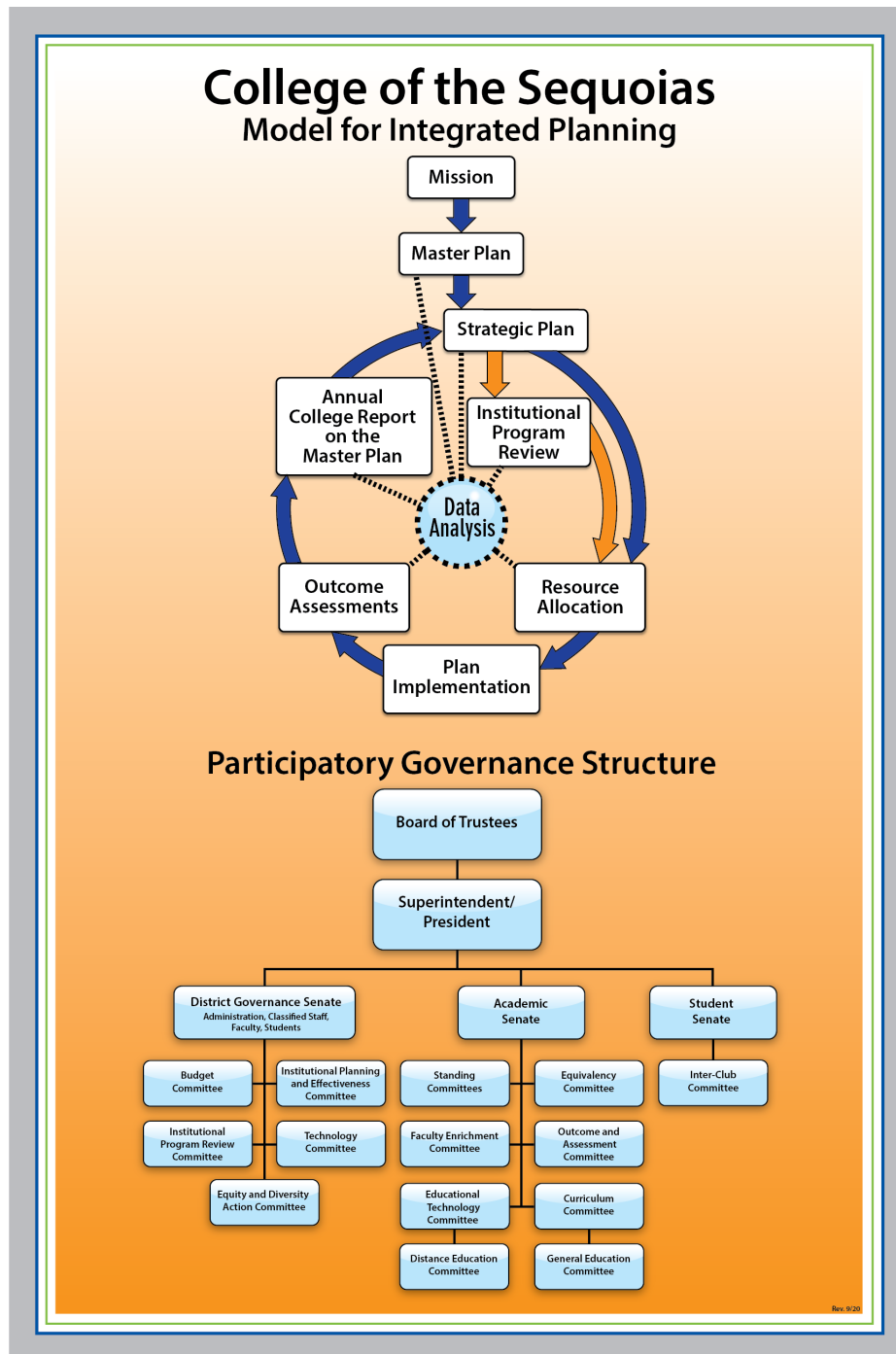
This manual begins with a description of the College of the Sequoias Model for Integrated Planning followed by a detailed description of each component in the planning model including:

- 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 Actions, a link to the assessment of student learning, the development of future Actions, 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 worked on 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 adopted by the Board of Trustees is:

College of the Sequoias is dedicated to student learning, success, and equity by providing transfer education, basic skills, and workforce development for our diverse student population.

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.1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.

Standard I.A.2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Standard I.A.3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Standard I.A.4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.

Timeline and Process for Reviewing the District Mission

September 2017 September 2020 September 2024	<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 (which includes a member from the Office of Research, Planning, and Institutional Effectiveness) and directs them to:</p> <ol style="list-style-type: none"> 1. Review relevant quantitative and qualitative data as well as emergent trends in higher education and/or recent legislation; and 2. Based on that information make recommendations to revise or reaffirm the current mission statement.
October 2017 October 2020 October 2024	<p>The District Governance Senate reviews the recommendations to revise or reaffirm the current mission.</p> <p>The Co-chairs of the District Governance Senate:</p> <ol style="list-style-type: none"> 1. Charge the Office of Research, Planning, and Institutional Effectiveness with soliciting constituent feedback and gathering additional data as desired in 3 below; and 2. Gather information on emergent trends in higher education and/or recent legislation.
November 2017 November 2020 November 2024	<p>The task force compiles the District-wide feedback, reviews the relevant data, and considers emergent trends in higher education and/or recent legislation and submits a final recommendation to District Governance Senate.</p>
December 2017 December 2020 December 2024	<p>District Governance Senate considers the feedback and final task force recommendation; makes final changes as warranted; and recommends the document to the Superintendent/President.</p>
January 2018 January 2021 January 2025	<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> <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.</p>

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 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 demographic 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.1. The institution demonstrates a sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Standard I.B.3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.

Standard I.B.4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Standard I.B.5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Standard I.B.6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Standard I.B.8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Standard I.B.9. The institution engages in continuous, broad-based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

Timeline and Process for Developing the Master Plan

January 2024	<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 2025 – 2035</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"> • Clear linkages between the educational and facilities portions; • Membership for a Master Plan Task Force; • Strategies for including feedback from all district constituencies including District-wide workshops and open forums; • An outline of the desired content for the master plan; and • A timeline for the development of the master plan.
February – October 2024	<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 occurs 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>
November – December 2024	<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 2025 – 2035</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>
January 2025	<p>Once the final draft of the <i>College of the Sequoias Master Plan 2025 – 2035</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 2025 – 2035</i> to the Board of Trustees for approval.</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 <i>College of the Sequoias Master Plan 2025 – 2035</i> to the Board of Trustees for approval.</p> <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.</p>
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Strategic Plan

The College of the Sequoias 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 term of the strategic plan is three years and 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*.

- Modifications will not be made to the Strategic Plan mid-cycle except in emergency situations. The District will determine what constitutes an emergency and respond accordingly.

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

Standard I.B.1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Standard I.B.3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.

Standard I.B.4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Standard I.B.5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Standard I.B.6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Standard I.B.8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Standard I.B.9. The institution engages in continuous, broad-based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

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:

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

Action for District Objective 1.1	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Actions
<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 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>August 2017 August 2020 August 2024</p>	<p>August Convocation: Present the Strategic Plan in the context of the Master Plan and Integrated Planning Model with all staff. Review the Goals of the Master Plan and explain how objectives are developed using the data and analysis in the Master Plan. Announce the formation of four task-forces, one for each goal.</p> <p>Task-forces are formed, one for each goal in the Master Plan. Co-chaired by faculty and administration; members come from all constituent groups and include (and if possible, co-chaired by) members of Institutional Planning and Effectiveness Committee. Members solicit feedback from their constituents.</p> <p>Members for an Academic Senate summit task-force are identified to plan for the September Summit on the Strategic Plan. Members will primarily come from the Academic Senate and Institutional Planning and Effectiveness Committee.</p>
<p>September 2017 September 2020 September 2024</p>	<p>Each task-force reviews its assigned District Goal from the College of the Sequoias Master Plan 2015 – 2025; and</p> <p>Each task-force reviews progress on achieving the objectives from the previous Strategic Plan as documented in the College of the Sequoias Annual Report on the Master Plan.</p> <p>A summit on the Strategic Plan is held to gather feedback from all participants in the District.</p>
<p>October 2017 October 2020 October 2024</p>	<p>Each task-force develops/revises District Objectives, as well as rationales. A draft is forwarded to the Institutional Planning and Effectiveness Committee and Senior Management for feedback.</p>
<p>November 2017 November 2020 November 2024</p>	<p>Each task-force discusses feedback from the Institutional Planning and Effectiveness Committee and Senior Management and revises objectives;</p> <p>Develops actions for the revised District Objectives; and</p> <p>Forwards the completed draft, which includes District Objectives, a rationale for each District Objective, and actions for each District Objective, to the Institutional Planning and Effectiveness Committee.</p>
<p>December 2017 December 2020 December 2024</p>	<p>The Institutional Planning and Effectiveness Committee combines the components completed by the task-forces into a draft and revises;</p> <p>Develops assessments for the objectives;</p> <p>Forwards the revised draft to Senior Management for input; Senior Management makes revisions and includes responsible parties.</p>

January 2018 January 2021 January 2025	The Board discusses and provides feedback on the Strategic Plan draft at its retreat.
February 2018 February 2021 February 2025	Institutional Planning and Effectiveness Committee, Institutional Program Review Committee, Senior Management, Deans Council, Budget Committee and the Academic Senate Executive Board hold a joint meeting to provide feedback on the Strategic Plan draft; and Institutional Planning and Effectiveness Committee incorporates feedback into the draft and forwards to Senior management for review.
March 2018 March 2021 March 2025	The Institutional Planning and Effectiveness Committee reviews and edits the Strategic Plan draft.
March/April 2018 March/April 2021 March/April 2025	The Institutional Planning and Effectiveness Committee forwards the draft to the District Governance Senate and Academic Senate.
April/May 2018 April/May 2021 April/May 2025	District Governance Senate members distribute the final draft of the College of the Sequoias Strategic Plan to their constituents for final review and comment. District Governance Senate considers the feedback from that review; makes final changes as warranted; and recommends the document to the Superintendent/President.
May/June 2018 May/June 2021 May/June 2025	<p>If the Superintendent/President approves, the final draft of the College of the Sequoias Strategic Plan 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 College of the Sequoias Strategic Plan is implemented beginning in the subsequent fall.</p>

Institutional Planning and Effectiveness Committee Reports Timeline and Processes													
	JUL	AUG	SEP	OCT	NOV	DEC	JAN*	FEB	MAR	APR	MAY	JUN	
2015-2016								Annual Report on the Master Plan					
2016-2017	Annual Report							Annual Report on the Master Plan					
2017-2018	Annual Report							Annual Report and End-of Cycle Report					
	Writing the 2018-2021 Strategic Plan												
2018-2019	Annual Report and End-of Cycle Report							Annual Report on the Master Plan					
2019-2020	Annual Report							Annual Report on the Master Plan					
2020-2021	Annual Report							Annual Report and End-of Cycle Report					
	Writing the 2021-2025 Strategic Plan												
2021-2022	Annual Report and End-of Cycle Report								Annual Report on the Master Plan				
2022-2023	Annual Report on the Master Plan								Annual Report on the Master Plan				
2023-2024	Annual Report on the Master Plan								ARMP, End-of Cycle Report, & 10-Year Report				
	Writing the 2025-2035 Master Plan												
2024-2025	ARMP, End-of Cycle Report, & 10-Year Report												
	Writing the 2025-2028 Strategic Plan												
2025-2026									2026 Annual Report on the Master Plan				

Program Review

Program Review will be completed biennially (every two years) by units in academic, student services and administrative services. Alternatively, units may submit a program review as needed. 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 - Status of Previous Actions: Finalize and evaluate previous Actions; including an evaluation of the impact of any resource allocation.
- Step 2 - Data collection and analysis: identify data needs and submit requests for data.
- Step 3 - Area overview: identify the strengths, needs, and opportunities/challenges of the area based on Step 1.
- Step 4 - 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). Units are encouraged to include disaggregated data wherever appropriate (e.g. analysis of success rates by race, ethnicity, enrollment patterns by campus, etc.).
- Step 5 - Create new Actions.
- Step 6 - Identify resources needed for each new Action.
- Step 7 - Link Actions to Institutional Goals and Objectives or to Outcomes.

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.8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Standard I.B.9. The institution engages in continuous, broad-based, systematic evaluation, and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

Standard I.C.3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.

Standard II.A.2. Faculty, including full-time, part-time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Standard II.A.16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Standard II.B.3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Standard II.C.1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.

Standard III.D.5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision-making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Timeline and Process for Institutional Program Review

June – August of <i>each year</i>	<p>The Institutional Program Review Committee conducts training for faculty, staff, and administrators who will complete a 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>
September 15 of <i>each year</i>	<p>Units will submit a program review to the appropriate area/unit administrator.</p> <p>The unit administrator reads the program reviews and provides feedback to the unit.</p>
October 15 of <i>each year</i>	<p>Units complete their final program review incorporating feedback from the unit administrator.</p>
November of <i>each year</i>	<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>
December – February of <i>each year</i>	<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>

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 priorities, 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.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

Standard III.D.2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Standard III.D.5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision-making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Timeline and Process for Base Budget Development

<p><i>January of each year</i></p>	<p>Board of Trustees and District Governance Senate review the Governor's January Budget and establish Board priorities aligned with the District Objectives in the Strategic Plan for the coming fiscal year.</p> <p>District Governance Senate reviews the District Goals in the Master Plan, and District Objectives documented in the Strategic Plan.</p> <p>Fiscal Administrators draft budget assumptions to reflect District Objectives external realities, such as the level of state apportionment, and forward the budget assumptions to the Budget Committee.</p>
<p><i>February – May of each year</i></p>	<p>The Budget Committee reviews and revises the budget assumptions monthly as warranted based on new information.</p> <p>The Budget Committee will update the District Governance Senate on the status of the budget assumptions for the next fiscal year as needed.</p> <p>Fiscal Services builds a tentative budget and provides the District's area managers with tentative allocations for the coming fiscal year.</p> <p>Departments or divisions may request budget transfers between account lines within their program.</p> <p>Departments or divisions may request additional ongoing base budget augmentations according to AP 3261.</p> <p>Additional staffing positions requested through program review are considered for funding according to AP 3261.</p> <p>The Vice President of Administrative Services schedules annual meeting(s) during the spring budget development period to communicate the District's anticipated budget to all District constituencies.</p>
<p><i>June of each year</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><i>July – August of each year</i></p>	<p>The Superintendent/President, Vice President of Administrative Services, and Fiscal Services Director/Officer adjust the proposed budget assumptions and the tentative budget as needed based on changes in the state budget.</p>
<p><i>September of each year</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 District Objectives. The Board of Trustees approves the final budget.</p>

Strategic 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 and service areas.

Strategic Plan Outcome Assessment: 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*.

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.3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.

Standard I.B.4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Standard I.B.6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Standard I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources

Student Learning and Service Area Outcome 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 assessment of student learning and service areas are:

Standard I.B.2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.

Standard I.B.4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Standard I.B.5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Standard II.A.1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.

Standard II.A.2. Faculty, including full-time, part-time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Standard II.A.3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Standard II.A.8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Standard II.A.10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Standard II.B.1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.

Standard II.B.3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Standard II.C.1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.

Standard II.C.2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Standard III.A.6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning. (*Currently under review by the ACCJC during the 2017-18 school year. Any modifications to language or placement of this standard will be reflected in the 2018 College of the Sequoias Governance and Decision-making manual.)

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 Strategic Plan 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
- Identifies 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 year to summarize the work that is concluding and to serve as the foundation for the work that will begin in the subsequent fall semester.

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

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.1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Standard I.B.4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Standard I.B.5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Standard I.B.8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

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

March of each year	The Institutional Planning and Effectiveness Committee requests that parties responsible for Actions identified in the strategic plan submit progress reports.
May of each year	<p>Responsible parties submit progress updates to Institutional Planning and Effectiveness Committee.</p> <p>The committee:</p> <ul style="list-style-type: none"> • Consolidates the reports of progress on the Strategic Plan 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. <p>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>
October of each year	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.
November of each year	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 for review and approval.
December of each year	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.
<i>Note: The final year of the Strategic Plan cycle will follow the "Timeline and Process for Preparing the End-of-Cycle Report on the Strategic Plan"</i>	

Timeline and Process for Preparing the End-of-Cycle Report on the Strategic Plan

March	The Institutional Planning and Effectiveness Committee requests that parties responsible for Actions identified in the strategic plan submit progress reports by end of May.
May	Responsible parties submit progress updates to Institutional Planning and Effectiveness Committee.
September	<p>The Institutional Planning and Effectiveness Committee:</p> <ul style="list-style-type: none"> • Consolidates the reports of progress on the Strategic Plan Actions; • Analyzes the progress reports in achieving the District Objectives; <p>The Co-chairs of the Institutional Planning and Effectiveness Committee draft the <i>College of the Sequoias End-of-Cycle Report on the Strategic Plan</i></p>
October	The Institutional Planning and Effectiveness Committee submits the draft of this End-of-Cycle 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.
November	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 for review and approval.
December	The <i>College of the Sequoias End-of-Cycle Report on the Strategic Plan</i> is presented to the Board of Trustees and distributed as appropriate to both internal and external constituencies online and/or in print.

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 annually. Annually, Decision-making processes are assessed through self-reflection.

- 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 1. 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 information and are included in the Superintendent/President's information report to the Board of Trustees.
- The District Governance Senate may recommend revisions to decision-making processes to address issues raised in the assessment. If the recommended changes are approved by Superintendent/President, 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.A.3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Standard I.B.4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Standard I.B.7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Standard I.B.8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Standard I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of

institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources

Standard IV.A.7. Leadership roles and the institution's governance and decision-making policies, procedures, 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 Planning and Decision-making Processes

By September 15	<ul style="list-style-type: none"> • Review prior year's evaluation and initiatives. • 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. • Enter routine business and initiatives into TracDat.
By May 1	<ul style="list-style-type: none"> • Each individual member completes the confidential survey of their respective governance group's work during the academic year. • Surveys are submitted to the Office of Research, Planning and Institutional Effectiveness. • Compiled survey results are sent to the co-chairs of each governance group.
By May 30	<ul style="list-style-type: none"> • Governance group co-chairs enter the Year-End Governance Evaluation into TracDat. • Co-chairs review the Year-End Governance Evaluation and survey results with the respective governance group. • Year-End Governance Evaluations and survey results are forwarded to the respective senate.
By August 15	<ul style="list-style-type: none"> • District Governance Senate and Academic Senate co-chairs consolidate the evaluations to create their respective Year-End Governance Reports. The final reports may include recommendations for improvements in processes. • 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.

APPENDIX A

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.

BOARD POLICY

2510

SEQUOIAS CCD

Board of Trustees

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
Revised: November 13, 2023

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 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
Revised: November 13, 2023

BOARD POLICY**2410**

SEQUOIAS CCD

Board of Trustees

POLICY AND ADMINISTRATIVE PROCEDURES

The Sequoias Community College District (“District”) Board of Trustees 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.

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 regularly 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.

All policies and administrative procedures are readily available to District employees and the public on the COS website.

See Administrative Procedure 2410.

Reference:	Educ. Code Section 70902; Accreditation Standard IV.B.1.b & e
Adopted:	October 8, 2007
Revised:	December 12, 2022

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 six-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 BPs and APs 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 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. 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. Senior Management will determine whether each BP or AP is a 10+1 or Non 10+1. However, during the review process, Academic Senate may request that a Non 10+1 BP or AP be considered as a 10+1.
4. Drafts of newly proposed or revised BPs and/or APs will be distributed to senior administrators, presidents or designees of Academic Senate, District Governance Senate, CSEA, COSTA, COSAFA, and Student Senate for a 30-day review/feedback period. The intent of this 30-day period is to allow for draft

revisions to be on senate agendas for comprehensive feedback and proposed substantive change if desired. BPs and APs designated as 10+1 will be approved by Academic Senate during this 30-day period.

5. Responses and/or proposed revisions are sent by senate 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.
6. Final revisions to all BPs and APs are at the discretion of the Superintendent/President in accordance with BP 2410 and BP 2510. If the revisions concern a 10+1 issue, the proposal will be sent back to Academic Senate for consent.
7. 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. APs are approved by the Superintendent/President and do not require Board approval.
8. 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.
9. 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
Revised: September 20, 2018
Revised: December 12, 2022

ADMINISTRATIVE PROCEDURE

3255

SEQUOIAS CCD

General Institution

DISTRICT GOVERNANCE STRUCTURE AND MANUAL MODIFICATIONS

Proposed changes to the governance structure may be recommended to Senior Management for review and discussion by any of the district's governance groups: District Governance Senate, Academic Senate, or Student Senate.

1. Senior Management will decide which governance group has purview over the proposed modification with the consent of the governance groups and assign a senior manager to facilitate the review process.
2. Proposed modifications to the governance structure 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, and Management Council for a 30-day review/feedback period. The intent of this 30-day period is to allow for proposed changes to be on senate/committee/council agendas for first and second readings for comprehensive feedback and proposed substantive change if desired.
3. Responses and/or proposed revisions from #2 above are sent by senate/council/committee co-chairs to the senior manager facilitator for a second review by Senior Management.
4. The proposal for modifying the governance structure will be presented to District Governance Senate, Academic Senate, or Student Senate for a final public reading and approval (up to two consecutive readings if needed). Approved modifications to the governance structure are at the discretion of the Superintendent/President in accordance with BP 2510.
5. Following District Governance Senate, and Academic Senate approval (or Student Senate when appropriate), the Superintendent/President, or designee, will present the proposal(s) to the Board of Trustees for public reading(s) and action. Changes will be presented to the Board of Trustees by the May board meeting each year, and upon approval, be implemented the following fall.

Modification of Governance Manuals

The governance manuals are reviewed and updated annually. This assessment occurs as part of the District's assessment of its planning processes. Following this assessment, the District Governance Senate reviews the results and may recommend revisions to decision-making processes when changes would address issues raised in the assessment. If the changes are approved District-wide, the *College of the Sequoias Governance and Decision-making Manual*, *Resource Allocation Manual*, and/or *Integrated Planning Manual* will be updated to reflect these changes. Through this review process, these manuals are maintained to reflect the inevitable changes in the decision-making processes that are to be expected as part of the District's cycle of continuous quality improvement. The request for modifications will be announced through the Senates each Spring, with the final recommended modifications to the Senates by the first meeting in April.

Adopted: February 12, 2020