



Administrative Procedures

Data, Planning and Decision Making

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EXPECTED OUTCOME:

Use and analysis of data in planning and decision making at the College.

RATIONALE:

Build a strong culture of data-based decision making and evaluation. Ensure processes for using data in planning, program review and resource allocation are ongoing and sustainable.

INTENDED PARTICIPANTS:

College wide, participatory governance representatives.

CALENDAR:

Ongoing and dependent upon specific plans and processes.

DESCRIPTION OF PROCESS:

Planning activities serve as a vehicle for data-driven discussions and decision making. The Educational Master Plan is the primary planning guide for the College for the next several years and incorporates analysis of longitudinal institutional data in order to determine strategic goals and objectives and plans of action for future direction. The Educational Master Plan includes student demographic data, institution-set standards, student learning outcomes and service area outcomes data, Program Review Summaries, California Community College Chancellor's Office Scorecard findings, and internal and external environmental scans. The Educational Master Plan captures activities outlined in grant-funded planning documents and program and service area reviews. The College Educational Master Planning Committee (CEMPC), a governance body, composed of faculty, administrators, staff and students representatives leads the Educational Master Plan update.

While the College updates the Educational Master Plan on a five-year cycle, other planning initiatives occur annually.

Basic Skills Initiative: The plan analyzes success rates in basic skills English and Math and ESL courses and uses cohort tracking methods to measure success rates in subsequent transfer level courses.

Student Success and Support Services: The plan analyzes disaggregated enrollment, success, Basic Skills completion, Degree and Certificate and Completion and transfer data. The plan outlines activities for improvement based upon this data and the identified target groups.

Student Equity Plan: The plan analyzes disaggregated student outcomes and success indicators and identifies gaps in achievement among high-needs student groups. The plan outlines evidence-based activities to help students and the college meets the goals for access, completion, basic skills improvement, transfer, and degree or certificate completion.

These grant-funded plans foster college-wide dialogue and activities intended to enhance and improve student learning and opportunities for success.

Planning within the programs and service areas occurs every three years in Program Review reports with updates reported through Annual Program Updates (APUs). These planning activities rely on institutional data, like enrollment, class size and offerings, productivity, retention, success, awards and labor market information, as well as student learning outcome or service area outcome assessment data.

The program or service area establishes goals, objectives, plans activities for improvement or programmatic changes and resource requests based on the analysis of data compiled from the previous one year or three year cycle. The program or service area evaluates changes or resource allocations the following year using the same data-driven process to close the loop.

The College utilizes shared governance for both planning and decision making. Shared governance committees provide input for the plans outlined above and review and approve final drafts before they are recommended to College Council and submitted to the College President for approval. The College Budget Committee along with CEMPC reviews resource allocations and budget related requests to verify alignment with documented plans, Program Review and Annual Program Updates (APUs).

REFERENCE:

- **BOARD POLICY:** BP 3250 Institutional Planning and BP 5300 Student Equity
- **ADMINISTRATIVE PROCEDURES:** AP 3250 Institutional Planning and AP 5300 Student Equity
- **TITLE 5:** N/A
- **CALIFORNIA EDUCATION CODE:** N/A
- **ACCJC ELIGIBILITY REQUIREMENT:** 11 and 19
- **ACCJC STANDARD:** I.A.2, I.B.1, I.B.2, I.B.3, I.B.4, I.B.5, I.B.6, and I.B.9

OTHER:

- 2016 Education Master Plan Outline
- 14-15 Basic Skills Initiative Plan
- 15-16 SSSP Plan
- 15-16 EQUITY Plan
- 2015 Program Review template and example
- 2014 Annual Program Update template and example