CENTRAL OREGON
community college

Chapter Three:

Institutional Planning
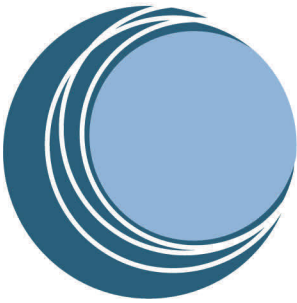
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CHAPTER 3: INSTITUTIONAL PLANNING

Standard 3.A: Institutional Planning

3.A.1

COCC's institutional planning process moves recursively through two primary levels:

> Level One: Board-approved mission, vision, goals, and Board priorities primarily focus on strategic outcomes and goals, rather than means. (Goals are referred to as ends in governing documents quoted below.)

> Level Two: Administrative and organizational unit operational plans identify initiatives and planned indicators of success. Many of these initiatives and assessment processes are multi-constituent efforts benefiting from the insights, interests, and experiences of diverse institutional perspectives.

Various level one and level two plans include assessment components that establish processes and outcome data to assess institutional success and progress, as well as needed adjustments to goals, priorities, and initiatives.

Level One Planning

Comprehensive, integrated, strategic institutional planning at COCC starts with the Board of Directors setting the mission and culminates with operational and assessment plans that administrators and staff use to fulfill that mission. Under COCC's policy governance model, the Board has primary responsibility for the mission, vision, goals, and priorities of the College. These are described in the Board Policies, published on the College's website, as noted below.

> Governing Policy (GP 2.5)[1] The Board will focus chiefly on intended long term impacts on the world outside the organization (ends), not on the administrative or programmatic means of attaining those effects.

> Board Job Description (GP 3)[2] The contributions of the board shall be:
> 2. Written governing policies which, at the broadest levels, address:
>   A. Ends: Organizational products, impacts, benefits, outcomes.

Board policies also clarify that the board establishes the governing policies and delegates to the College president the implementation of the policies and outcomes (ends) (Board/President Relationship (BPR 1) Delegation to President).[3]

As noted in the 2010-13 Strategic Plan,[4] the planning for the College is driven by four key features:

- Mission: Defining institutional purpose
- Vision: Defining the institution's aspirational impact on its community
- Goals: Defining the institution's key areas of emphasis, core themes
- Board Priorities: Stating the initiatives and outcomes needed to reach goals, meet vision and achieve the mission

As noted at the end of this chapter, the structure of the Strategic Plan are under an eighteen-month review and may be modified to strengthen the links among environmental scanning, Board level directives, the accreditation core themes, implementation priorities, and assessment parameters.

Mission, Vision & Goals
COCC's mission, vision, and goals[5] are global in nature and work together to define the overall direction of the College.

> Mission: Central Oregon Community College will be a leader in regionally and globally responsive adult, lifelong, postsecondary education for Central Oregon.
>
> Vision Statement: Because of COCC, Central Oregonians will…
> - be a district-wide community that holds and promotes lifelong postsecondary education and ongoing professional growth and personal development for adults as values;
> - be able to connect actively with other communities, the state, the nation, and the world in order to attain both locally strong and globally responsible perspectives;
> - view education as integral to a sense of well-being, security, and responsibility; and
> - look to COCC to lead the region in the achievement of these ends.

The mission is published widely in print and online communications and affirms the College's community connection and its focus on Central Oregon.

The vision statement articulates the targeted impact that COCC intends to have on the Central Oregon community. The statement emphasizes the importance of ongoing education and personal growth to the well-being of adults in our region. It also recognizes the importance of developing and maintaining active connections with regional, state, and national communities. In these ways, COCC aspires to be a regional leader for Central Oregonians.

The Board goals are more specific and bridge to COCC's core themes: (1) transfer and articulation, (2) workforce development, (2) basic skills, and (2) lifelong learning. To clarify better the connection between Board goals and core themes, and to respond to May 2011 NWCCU feedback, these Board goals were formally revised by the Board in December 2011. Revisions were made based on discussion at the fall 2011 Board retreat and input and recommendations in fall 2011 from a range of constituency groups including the College Affairs Committee, which has responsibility for general recommendations to the president.

Revised Board Goals
Recently revised and approved (December 2011), COCC Board goals connect directly with the core themes discussed in this report:

> Central Oregon Community College students will
> - have academic achievements and learning skills necessary to transfer and articulate successfully beyond the community college level (Core Theme 1: Transfer and Articulation),
> - have the workforce knowledge and skills necessary for their careers (Core Theme 2:

Workforce Development),
- have academic achievements and basic learning skills necessary to successfully pursue education at the community college level (Core Theme 3: Basic Skills), and
- have access to and participate in wide-ranging lifelong learning opportunities to enhance wellness, quality of life, and cultural appreciation (Core Theme 4: Lifelong Learning).

COCC as an institution will support the values of
- working collaboratively to achieve shared purposes, and
- supporting diversity, and interacting effectively with state, regional, national, and global communities.

The recent notation of the core theme related to each goal represents the strengthened relationship between goals and themes.

Board Priorities
The COCC Board Priorities,[6] revised every two years, provide the primary link between mission, vision, goals, and operational plans. These priorities guide institutional activity as well as Board and institutional review of outcomes over the ensuing two years.

The most recent iteration of these priorities–the 2011-13 Board priorities–was approved by the Board at the May 2011 Board meeting. The 2011-13 Board priorities are structured with five areas of emphasis: (1) access, (2) success, (3) strategic partnerships and response to regional needs, (4) continual improvement, and (5) institutional viability. The Board priorities relate to core themes with initiatives impacting outcomes connected to several of the core themes. For instance, the Board's emphasis on increasing access through new campuses, new teaching/learning strategies, support for traditionally under-represented demographic groups, and financial accessibility are critical to institutional success related to all four core themes: (1) transfer and articulation, (2) workforce development, (3) basic skills, and (4) lifelong learning.

Board priorities also link specifically to outcomes assessment, which is reviewed by the Board through Institutional Effectiveness Reports. These reports are available to the internal and external stakeholders on the COCC website.[7] Findings of the Institutional Effectiveness Reports, such as successes and progress as well as identified deficiencies, the need for additional data, and opportunities for specific initiatives, often become part of subsequent Board priorities and/or operational plans. Details of these Institutional Effectiveness Reports are discussed in greater detail in Chapter Four.

Based on internal review and NWCCU feedback, the Board and staff will assess the effectiveness of the connection between Board priorities and core themes and consider whether a core-theme-oriented planning structure best serves institutional needs as well as effectiveness in the accreditation process.

Level Two Planning
Specific units of the College have primary responsibility for implementing particular operational plans, but development and key priorities within these plans are increasingly the product of multi-constituency and multi-stakeholder input and involvement. To fulfill the administrative responsibility of

implementing Board priorities, several operational plans have been developed and are regularly assessed.

Academic/Instructional Plans

- *General Education Planning and Review*[8] (Strategies linked to Workforce Development, Transfer and Articulation core themes): COCC has identified the general education knowledge and competencies required for transfer and workforce degrees. Systematic planning has also produced faculty-generated rubrics for assessing achievement of these areas, and course-level planning includes direct attention to revisions that better reinforce general education competencies. Additional details are provided in Chapter Four, which addresses Accreditation Standard 4.A.3 and Eligibility Requirement 22.

- *Instructional Outcome Priorities*[9] (Strategies linked to all four core themes): Based on College mission, vision, goals, and board priorities, the Instructional Team (composed of the vice president for instruction and the academic deans, advised by the departmental chairs), develops an annual set of priorities. The 2011-12 plans emphasize outcomes achievement, improved data systems for outcome tracking, academic program development and revision, career-technical program linkage with advisory committees, as well as other curriculum and student success initiatives. On a quarterly basis, the Instructional Team reviews progress on these priorities.

- *Academic Program Planning* (Strategies linked to all four core themes): Stemming from the annual Instructional Team Outcome Priorities described above, the Instructional Team is formalizing a consistent process to explore and analyze new program development.

  Program considerations are the product of environmental scanning, advisory committee input, dialogue with upper-division partners (OSU-Cascades in particular), local chambers of commerce, economic development agencies, internal faculty and staff, and other groups. Programs under consideration are assessed for sufficient continuing enrollment potential, facility/equipment needs and impacts, current and needed faculty expertise, and fiscal viability. Academic program plans are impacted by feedback provided in the new Student Success by Program[10] assessment tool, which allows users to view registration trends and successful course completions by course and program area. This system will become part of a process that "closes the loop" between assessment and planning. Mechanisms to improve how we assess viability of existing academic programs (including necessary program revisions that maintain viability) are underway. This instructional priority to strengthen assessment systems for academic programs will extend to the 2012-13 academic year.

- *Adult Basic Skills Planning* (Strategies focused on Basic Skills and Lifelong Learning core themes): Detailed plans, outcome targets, and assessment of progress have been developed for Adult Basic Skills and are further discussed in Chapter Four.

The Adult Basic Skills plan is significantly shaped by the once-in-seven-year Title II program review which is based on the Oregon Indicators of Program Quality model. The most recent Title II program review was completed in April 2011. This model (and the related program review) focuses on instruction, program administration, recruitment, orientation, assessment for accountability, retention, transition and completion, and support services. The Strategic Framework of the Oregon Title II program review guides institutional planning in this area.

From the Title II program review commendations, recommendations, and ratings on Indicators of Program Quality, COCC has identified the following as primary outcome targets over the next three years: (a) development of a comprehensive curriculum plan that incorporates the Oregon ABS Learning Standards and creates educational bridges to postsecondary level coursework; (b) increased intensity and duration of classroom instruction across the district to align with national best practices; (c) redesign of student orientation and placement plan; and (d) identification and definition of how assessment will be closely linked to instructional planning and student placement into appropriate courses. Refinements of this plan and extensions beyond this three-year window will be based on assessment of progress and emerging mandates and regional needs.

- *Continuing Education Instructional Planning* (Strategies linked to Workforce Development and Lifelong Learning core themes):   COCC's Community and Continuing Education programs are a key part of the College's comprehensive mission and central to the Lifelong Learning core theme. The noncredit arm of College planning happens on two levels:

    1. Continuing Education Business Plan:[11] Enriching our Communities through Lifelong Learning - A multi-year framework for guiding outreach, program offerings, and activities.
    2. Community Learning Business Plan:[12] Enriching our Communities through Lifelong Learning - A focused set of short-term initiatives within the multi-year framework.

As noted in this section, each of these instructional plans relate directly to one or more of the College's core themes and are updated regularly as circumstances require.

Student Services and Administrative Operational Plans

- *Strategic Enrollment Management (SEM) Plan*[13] (Strategies linked to all four core themes): The SEM Plan was developed following multi-constituency input. In contrast to many strategic enrollment plans, the College's SEM plan reaches beyond defining a targeted enrollment number and developing initiatives to reach that target. The SEM plan identifies specific cohorts and outcomes that measure institutional success. It includes noncredit as well credit programs and results. The SEM Plan is a key feature of strategic priority outcomes assessment. The SEM Plan has assisted COCC to improve its focus on student-centered outcomes and establish data-driven feedback on progress toward those outcomes.

- *Financial (Budget) Plan* (Strategies linked to all four core themes): COCC's annual budget process includes a ten-year analysis, both retrospective and prospective. This system provides COCC with early warning of fiscal challenges. Most importantly, the Financial Plan includes a highly detailed list of operational and fiscal assumptions ranging from enrollment to state funding to staffing size, and others. Over twenty different factors are identified, tracked, and modified through the various versions of budget development. In the 2010-11 budget development cycle, COCC developed a new tool, the Quick Projections Spreadsheet, that allows quick modification of eleven primary financial variables and quickly projects the potential impact of changes in these variables. This planning tool assists the Board, administration, and other College units to understand issues, consider options, and delineate between current and long-term thinking.

  As noted above, COCC fiscal planning reaches far beyond the annual budget. COCC has established a broad range of dedicated reserve funds which recognize and respond to planned, likely, or potential future fiscal impacts. This system of anticipatory planning has served COCC well in turbulent economic times and buffered the need for massive reorganization or program elimination that has challenged many other institutions. COCC's regular planning and system for contingency planning is further outlined in the review of institutional sustainability in Chapter Five.

  In addition to internal financial oversight mechanisms such as the budget and Financial Plan, COCC is audited annually by an independent CPA firm that selects areas of the College for heightened scrutiny each year. The College has had a long history of fiscal responsibility, always having achieved a clean audit.

- *Site and Facility Plans* (Strategies linked to all four core themes): Several plans are included under this banner. The Master Plan[14] is developed with campus-wide input and is integrated with new academic and student services programming, city and other governing agency mandates, and resource planning and allocation models. This plan establishes a general framework for new construction projects, including remodels and renovations. Along with construction, the Master Plan lays out projects related to facilities and grounds development and maintenance as well as parking and circulation. The 2002–12 Master Plan also guided specific planning such as (1) College submission to the state for facility funding, (2) projects featured in the construction bond approved by voters in fall 2009, (3) projects completed under Federal economic stimulus, (4) the COCC Foundation's successful capital campaign related to the public/private partnership development on the Bend campus, (5) College funded construction projects, and (6) annual maintenance priority plans. This current plan has helped inform decisions on facility projects over the past decade including extensive renovations and major new construction:

  - Campus Center (completed fall 2009)
  - Mazama Gym addition (completed fall 2011)
  - Culinary Center (completed fall 2011)
  - New campus facilities in Madras (completed fall 2011)

- New campus facilities in Prineville (completed fall 2011)
- Health Careers Building (scheduled for fall 2012 completion)
- Science Building (scheduled for fall 2012 completion)
- Redmond Technology Education Center (scheduled for fall 2013 completion)

Approximately every ten years, COCC contracts with an external agency to assess the integrity and conditions of COCC facilities as a foundation for establishing new maintenance and construction priorities. The most recent facilities audit was completed in fall 2011 and presented to the Board at its October 2011 Meeting. This facility audit will inform the next iteration of the Master Plan to begin development in the summer of 2012 and will be completed in 2013.

The Master Plan guides more detailed tactical plans for facility maintenance and repair, renovation, expansion, and new construction to sustain instruction and other support services.

The COCC Construction Project Summary Plan contains a list of committed and potential projects. This plan identifies targeted start and completion dates for committed projects and guides selection of projects for requested state or other special funding. More specifically, an annual Facility Maintenance Plan addresses more immediate needs. Each year, the Institutional Support Committee reviews requests and recommends priorities for maintenance and renovation of College buildings and grounds. Recommendations from the Committee are forwarded to the president, but may also be reviewed by the College Affairs Committee and presented to the Board.

The COCC Construction Project Summary Plan also integrates the facility projects with financial planning. This dynamic, real-time document is updated as project costs evolve from projected costs to contracts to final expenditures. The plan helps balance resource planning and facility project expectations and assists in long-term decisions on fund raising, allocations for construction, and/or bonding for projects.

As an example, the 2002-12 Master Plan identified the southwest edge of the campus as an area for a private/public business/education partnership. The construction of the new Jungers Culinary Center (with the support of a $3M capital campaign by the COCC Foundation) and agreement with William Smith Properties, Inc. is a creative implementation of this envisioned partnership. It blends academic and community uses and will create an alternative revenue stream for the College, generating additional resources to COCC through use of its real estate assets.

- *Technology Plan*[15] (Strategies linked to all four core themes): The Technology Plan guides the ongoing development and evolution of technology in support of the College's mission and strategic initiatives. The three-year plan describes technology-related activities through the 2011-12 academic year and beyond and ensures that the planned use of technology is effectively embedded within the broader campus strategy. The plan is created by the Technology Advisory Committee with input from stakeholders throughout the College.

Instructional, student services, library resources, and other potential initiatives that have technology impact or needs are referred to the committee. This process facilitates standardized solutions; consolidates potentially overlapping initiatives; and prioritizes hardware, software, implementation, and training needs.

3.A.2

Though operational plans have significant input from departments or units most closely aligned with the focus of specific operational plans, they generally reflect the involvement and input for broader segments of the institution. These systems coupled with governance involvement listed below provide broad opportunity for input on plans. While much of COCC's planning occurs in the core documents and processes discussed above, there is also a dynamic and flexible planning process through COCC's governance system. Academic governance committees–many of which include representatives outside of instruction–complete formal and informal environmental scanning, receive information on state and national mandates, and receive ongoing input from academic and other departments. Subsequently, these governance groups identify initiatives and track progress on plans. Several academic governance committees contribute to this kind of planning:

- Academic Affairs
- Curriculum Committee
- Tenure
- Promotions
- Professional Improvement Resource Team (PIRT)
- Review and Support Committee (RSC)
- ChairMoot (department chairs and instructional administrators)
- InSync (student services, instructional leadership, and staff)
- Organizational Development Committee (ODC)
- Diversity
- Student Affairs
- College Affairs

The Student Affairs Committee fulfills a similar function relative to potential future student support services, as well as policies that affect students or the quality of life at Central Oregon Community College. The Organizational Development Committee (ODC) assists in planning the annual All-College Retreat and is the keeper of College tradition and culture. In partnership with the Diversity Committee, the ODC has recently formally codified "six principles for personal and academic excellence" and "COCC Values and Future Directions," statements which highlight guiding principles for COCC action and decision making.

Issues that transcend specific units of the College (such as the recent debate over the campus smoking policy) are referred to the College Affairs Committee for review and input. College Affairs functions as the committee of final recommendation to the president, drawing representation from across campus including a non-voting Board representative.

The comprehensive nature of COCC governance is demonstrated through the committee roster matrix (Appendix E), which ensures broad campus representation.

While institutional planning involves many individuals directly affected by the plans discussed here, other individuals and groups have access to details of them. The COCC Board of Directors receives regular progress reports such as Institutional Effectiveness reports, SEM reports, and institutional enrollment reports, all of which develop out of specific plans. Information from various plans is included in the College catalog and posted to the College's website via the College Planning[16] pages. Within the College, information about various plans is communicated through Staff Commlines, a regularly updated email posting considered COCC's primary employee communication tool. Finally, plans are also communicated through announcements and discussion at committee and department meetings.

In addition to these internal communications, the College produces several community publications that address institutional mission and goals, elements of the campus master plan, and related areas. These community pieces include "Connecting with Our Community," an annual publication sent to all district residents; "Together," an annual shared publication with the City of Bend, Deschutes County, Bend-La Pine Schools, Bend Park and Recreation District, and Deschutes Public Library; regular, community-specific newsletters to various geographic areas throughout the College district; and focused media relations efforts throughout the district.

Building Bridges through Planning

All institutions must cope with their silos, real or imagined, and many of the plans discussed above are structured to build connections across potential organizational silos. Two other planning and governance activities at COCC help transcend the potential isolation of units within the College.

- InSync: This committee brings student services, instructional leadership, and staff together to understand perspectives and to reinforce collaborative planning, particularly in areas where activity or initiatives in one area impact another or when increased cooperation can bring greater efficiency.

- University Partnership: COCC has a distinctive partnership with Oregon State University-Cascades Campus, an upper-division and graduate program branch of Oregon State University located on the COCC Bend Campus. Under the agreement between the two institutions, COCC has sole responsibility for lower-division courses and both institutions work to support transfer from COCC to OSU-Cascades. This partnership includes a dual-enrollment program through which students are admitted to OSU-Cascades, are advised by OSU advisors but take their first two years of courses through COCC. The Joint Curriculum Committee (JCC), composed of faculty and administrators of both institutions, is key to an effective partnership between OSU-Cascades and COCC. The JCC identifies potential degree programs, works to create effective articulation between the two institutions, and identifies issues and challenges to be resolved. Additionally, instructional administration representing COCC and OSU-Cascades also meet frequently outside of JCC on innovative program planning.

    First, this JCC leadership team formed an inter-institutional task force that developed a new learning community targeted for dually enrolled students. This learning community was designed to strengthen students' connections with the university and build cohort

relationships among these students. Second, this team brought together appropriate stakeholders (including faculty at OSU Corvallis) and initiated a collaborative process that helped guide development of a new Exercise Science bachelor's degree closely linked to the COCC Exercise Science lower-division program. Third, the team recently developed a clear process to encourage faculty exchanges between COCC and OSU-Cascades referred to as the "Release to Teach" program. Similar planning continues to build other collaborative initiatives.

Next Steps for Institutional Strategic Planning
With recent additions to the Board as well as to key faculty, staff, and administrative positions, and having experienced unprecedented growth in recent years, the Board and College leadership believe that now is an opportune time to create the next version of the COCC Strategic Plan. To that end, over the next two years, a Strategic Planning Committee made up of faculty, student, staff, and administration representatives will work with the Board to update the Institutional Strategic Plan through a collaborative and comprehensive process.

In fall 2011, COCC introduced the planning opportunity at the Annual Retreat and established a multi-constituent process[17] for creating a new Strategic Plan to guide Board strategic direction and College operational initiatives. In the first of this four-phase process, the Strategic Planning Committee initiated a wide-spread environmental scan f cultural, economic, societal, and other influences by engaging a broad cross-constituency sampling of internal and external stakeholders. Using surveys, focus groups, individual interviews, and more, the Committee is developing a diverse bank of ideas regarding the strategic direction the College might take. When the first phase is completed, the Committee will then incorporate the information generated by the scan into phase two: the review and revision of the College mission, vision, values, and goals/core themes. In the third phase of the process, strategic objective/Board priorities goals will be reviewed to ensure their link to the mission, vision, values, and goals/core themes. The fourth phase of the strategic planning process is to strengthen the link between operational plans and the updated strategic plan and develop an overall systematic assessment plan. Outcomes will be reported to the Board, president, and College stakeholders using Institutional Effectiveness Reports and a Scorecard system. When completed, this inclusive process should yield achievable goals and objectives culminating in an updated Strategic Plan that builds the critical connections necessary for mission fulfillment in support of student success.

The Strategic Planning Committee's environmental scan seeks the input from an expansive list of stakeholders, with the goal of acquiring a comprehensive perspective of community needs and expectations of the College. Constituencies invited to participate in the collaborative process include internal stakeholders (the Board, students, faculty, and staff) and external stakeholders (local city and county elected officials and administrators, school board chairs, superintendents, and counselors of K-12 districts located in the College District, and employers in the region relying on COCC students to expand their employee base, Chambers of Commerce in the College District, and other regional agencies partnering with the College).

3.A.3
The Institutional Effectiveness (IE) office is leading the adoption of a data-based decision making process for the College. The IE office generates data-based analytical reports on the College's progress

in addressing College priority areas. This reporting and analysis inform those charting the College's future direction and results in better-informed decision making. The best examples of this work, are the Institutional Effectiveness reports, with additional feedback, enrollment and completion reports continually updated and available on COCC's IE Web page.[18] Critical analysis of data takes place across all levels of the College—Board, SEM, Instruction, Executive Team, Fiscal Services, Information Technology—with a commitment to becoming better informed and ultimately better decision makers.

The use of data to plan for core theme programs and services permeates the institution. Data gathered as part of assessment inform planning and decision making throughout the institution offers evidence of the quality of learning, teaching, and service the College supports and provides. At COCC, assessment occurs in four key areas: institutional, academic, student support services, and administrative.

Using many of the sources listed below, faculty, staff, and administration regularly rely on data to best inform how program and service objectives are met, as well as how those programs and services contribute to core theme objectives. Detail of how these data are used across the core themes is provided in subsequent core theme sections.

The following are the primary data sources used in institution-wide planning efforts. It is important to note, however, that additional, specific data sources are used for project-specific needs.

- General Education Outcomes Data Exchange (GEODE):[19] Using COCC's GEODE system, faculty enter data twice each year regarding student progress toward general education outcomes, allowing faculty and instructional administration to use both qualitative and quantitative data to inform courses and programs around the transfer and articulation theme.
- Community College Survey of Student Engagement (CCSSE):[20] Data from the CCSSE are compared with state and national norms, providing information to improve program and service outcomes.
- Institutional Effectiveness Reports:[21] Institutional Effectiveness Reports focus on progress toward Board priorities and are provided to COCC's Board of Directors throughout the year. Similar to CCSSE, these reports are used to improve program and service outcomes.
- COCC Graduate Survey:[22] The College administers a survey to all graduates on an annual basis. This provides information from students' perspectives on their experience at COCC; faculty and staff use the data to better inform assessment of program or service objectives.
- Strategic Enrollment Management (SEM):[23] Data from the institution's SEM process are used to determine institutional enrollment goals, targets, and initiatives.
- Institutional enrollment data[24] (wait list, headcount, FTE, and program-specific reports): Enrollment data are evaluated each term in order to adjust course offerings to increase student access and progress toward certificates and degrees.
- Qualitative data, in the form of advisory committees, industry feedback, and state and national best practices are frequently used in the development and assessment of programs and services.

3.A.4
The Fiscal Budget Plan cited above and the COCC budgeting process ensure the connections between mission, goals, priorities, resources, institutional capacity, and institutional sustainability. The Board's delegation of responsibility to the president for outcomes achievement also carries the charge of finding resources for activities and plans to achieve College goals. Budget presentations, Board Retreats,

and regular Board meetings highlight resource needs and allocations to achieve goals and outcomes. As cited in Chapter Five (discussion of institutional sustainability), COCC has conducted fiscal planning for anticipated long term needs.

Six separate debt service funds are established to meet these dedicated commitments. Twenty-three separate grant and contract funds are in place for similarly restricted commitments. Two reserve funds totaling over $3 million are allocated for retiree health benefit obligations and to provide a pool that can adjust to the unpredictability of the state retirement system obligations.

Specific funds are allocated for restricted financial aid obligations, trusts, and construction projects. Reaching beyond restricted obligations, 56 separate auxiliary funds are in place for anticipated or contingent needs. These include separate funds for employee contact obligations, an Innovation Fund available to seed entrepreneurial and transformational initiatives independent of the General Fund, and many other funds linked to Transfer and Articulation for special purposes or income generated for specific fees.

This system of budget design and management ensures adequate resources for College goals and outcomes and strengthens the institution's ability to adjust to opportunities and challenges.

3.A.5

COCC developed an Institutional Continuity Plan[25] (ICP) in 2009. The ICP is intended to help COCC prepare for events that might jeopardize the institutional and/or instructional continuity of the College. The goal is to maintain–or regain as quickly and efficiently as possible–the infrastructure needed to allow classes and other critical components of the College to operate. The Institutional Continuity Plan provides a general outline for College continuity of operation in emergency situations.

The College also maintains additional specific plans, including the Emergency Action Plan[26](which includes Emergency Procedures, Active Assailant, Evacuation Procedures, and Fire Prevention Plan) and Crisis Communication Plan[27.] The Crisis Communications Plan is established to assist the College during those first critical hours of a crisis–from the time the crisis is first discovered through the time when the management team is able to organize and plan a response–and to outline strategies for communication throughout the duration of a crisis. This plan assists with both situations and puts into place communication lines for the administration on less dramatic instances as well.

Endnotes

[1]   Governing Policy (GP 2.5): http://visitors.cocc.edu/About/Board+Policies/Default.aspx#Governing%20Style

[2]   Board Job Description (GP 3): http://visitors.cocc.edu/About/Board+Policies/Default.aspx#Board%20Job%20Description

[3]   Board/President Relationship (BPR 1) Delegation to the President: http://visitors.cocc.edu/About/Board+Policies/Default.aspx#Delegation%20to%20the%20President

[4]   Strategic Plan: http://assessment.cocc.edu/Institutional/StrategicPlan/default.aspx

[5]   Mission, Vision, Goals: http://visitors.cocc.edu/About/Mission/default.aspx

[6]   COCC Board Priorities: http://visitors.cocc.edu/About/Mission/Priorities/Default.aspx

[7]   Institutional Effectiveness Reports: http://rap.cocc.edu/InstEffect/default.aspx

[8]   General Education Plan: http://assessment.cocc.edu/instr/GenEd/default.aspx

[9]   Instructional Outcome Priorities: http://rap.cocc.edu/Strategic+Planning/Instructional/default.aspx

[10]   Student Success by Program: http://rap.cocc.edu/IR/EnReport/EnrollbyProgram/26760.aspx

[11]   Continuing Education Business Plan: Enriching Our Communities through Life Long Learning: http://rap.cocc.edu/Strategic+Planning/conted/default.aspx

[12]   Community Learning Business Plan: Enriching our Communities through Life Long Learning: http://rap.cocc.edu/Strategic+Planning/commlearn/default.aspx

[13]   Strategic Enrollment Management Plan: http://rap.cocc.edu/UserData/Documents/rap/COCC_SEM_Full_Report_8-09.pdf

[14]   Master Plan: http://rap.cocc.edu/UserData/Documents/rap/COCC%20Campus%20Master%20Plan%202007.pdf

[15]   Technology plan: http://rap.cocc.edu/UserData/Documents/rap/Technology%20Plan.pdf

[16]   College Planning: http://rap.cocc.edu/Strategic+Planning/default.aspx

[17]   Setting Strategic Direction for 2013: http://rap.cocc.edu/Strategic+Planning/StratPlan2013/default.aspx

[18]   Institutional Effectiveness Web page: http://rap.cocc.edu/IR/default.aspx

[19]   General Education Outcomes Data Exchange (GEODE): http://assessment.cocc.edu/instr/GEODE/default.aspx

[20]   Community College Survey of Student Engagement (CCSSE) at COCC: http://rap.cocc.edu/IR/Survey/CCSSE/default.aspx

[21]   Institutional Effectiveness Reports: http://rap.cocc.edu/InstEffect/default.aspx

[22]   COCC Graduate Survey: http://rap.cocc.edu/IR/Survey/GradSurvey/default.aspx

[23]   Strategic Enrollment Management (SEM) Plan: http://rap.cocc.edu/UserData/Documents/rap/COCC_SEM_Full_Report_8-09.pdf

[24]   Institutional enrollment data: http://rap.cocc.edu/IR/default.aspx

[25]   Institutional Continuity Plan: http://rap.cocc.edu/UserData/Documents/rap/SPlan/Institutional%20Continuity%20Spring%202011.pdf

[26]   Crisis Communications Plan: http://rap.cocc.edu/Strategic+Planning/crisis/default.aspx