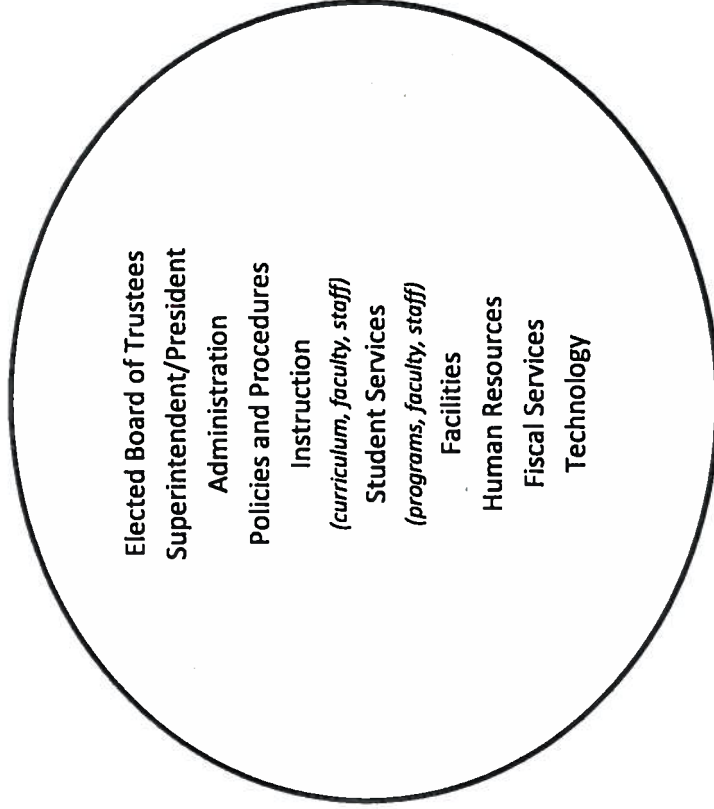


**What do the ACCJC standards mean when they refer to “an institution”?**

A Community College District is the fiscal and legal entity designated to receive state funding to provide higher education to a specific geographic area. The Community College District develops the necessary infrastructure to provide those services.

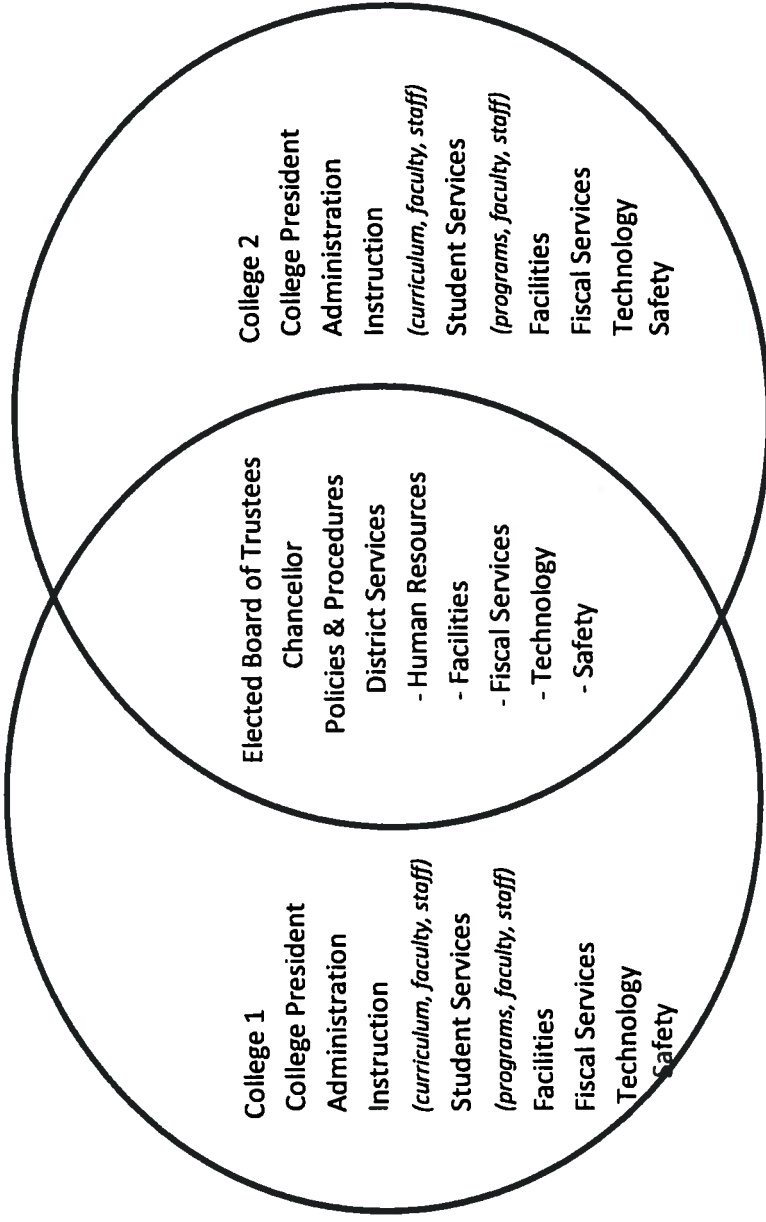
A Single College Community College District exists when a Community College District establishes one college to serve a community. Even if that District establishes centers to provide instruction and student services in locations distant from the College, it is still a Single College District.

**One Institution: A Single-College Community College District**



When a Community College District determines that comprehensive colleges on two or more different sites would better serve a community, then a Multi-college Community College District is formed. In multi-college districts “an institution” refers to each College plus the Board, the District administration, and all other District Services necessary to carry out the legal, fiscal, and educational obligations of the Community College District. While it is true that ACCJC accredits colleges rather than districts, a college in a multi-college district is considered to be a complete institution only when it includes the Board, Chancellor and district services that support student learning and the legal and fiduciary responsibilities of such a public education institution. This is why district-level planning and district services are included in the colleges’ accreditation reports.

Two Institutions: A Multi-college Community College District



## Elements in the Planning Cycle

### Phase 1: The Foundation

- Mission: Reviewed/revised as needed on a regular cycle, such as every 5 years
- Data: Analysis of existing conditions (internal and external scans) and development of implications for planning

### Phase 2: Long-term and short-term plans

- Long-term plans: Develop master plans (5 – 10 - 15 year span) that use district-wide data to identify anticipated challenges and develop institutional goals to address those challenges. The institutional goals are used as the basis for the development of measurable objectives for the district strategic plan and the colleges' strategic plans.
- Short-term plans: There are two types of short-term plans.
  - Strategic Plan
    - Develop a strategic plan (3-5 year span) using the institutional goals to derive measurable objectives, responsible parties, and timelines
    - A district strategic plan includes those objectives that require district-wide collaboration; the colleges are also developing strategic plans that include site-specific objectives
  - Program review
    - An analysis of district services at the unit-level using a common template that includes (1) analysis of program-specific data, (2) strategies for contributing to the achievement of institutional goals or objectives, (3) strategies to correct weaknesses identified in the data, and (4) identification of what is needed to implement plans, such as supplies, staffing, and facilities

Phase 3: Resource Allocation and Plan Implementation

- Resource allocation: Develop processes to link the allocation of resources (faculty, staff, supplies, facilities, equipment) to support institutional goals and objectives
- Plan implementation: Assign the responsibility to achieve the objectives in the strategic plan. The tasks of these responsible parties (individuals or groups) are to (1) manage the timelines for the objective; (2) assess the levels of success following plan implementation; and (3) report the activities and results to the appropriate individual and/or group.

Phase 4: Assessment of the Plan Outcomes and Planning Process

- Assessment of the Plan Outcomes: Prepare an annual report to document progress on the objectives identified in the strategic plan and to evaluate progress toward achieving the institutional goals
- Assessment of the Planning Process: Periodically evaluate the processes in the planning cycle to ensure that the processes meets district/college needs

Phase 5: Program Improvement

- Improve programs and processes by institutionalizing what has been learned through the implementation of strategic plan objectives. This institutionalization will occur by whatever means is appropriate and necessary, such as changes to policies, procedures, and curriculum. These program improvement changes are documented in the strategic plan annual progress report.

Culmination: An integrated planning model that depicts

- (1) What planning elements are included in the planning process;
- (2) How these planning elements link to one another; and
- (3) How the planning processes constitute an ongoing cycle of continuous quality improvement.