

Palo Verde Community College District  
**2015 INTEGRATED PLANNING MANUAL**

March 6, 2015



**PALO VERDE COLLEGE**

WHERE KNOWLEDGE TAKES ROOT AND OPPORTUNITY GROWS



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## Mission Statement and Institutional Goals

### Mission Statement

Palo Verde College is a California community college that supports an exemplary learning environment with high quality educational programs and services. The College promotes student success and lifelong learning for a diverse community of learners.

(Approved by the Board of Trustees, March 12, 2013)

### Institutional Goals 2014 – 2016

- Goal 1** Palo Verde Community College District will deliver and continuously improve upon quality educational programs, emphasizing student learning leading to certification, conferral of associate degrees, transfer to four-year institutions, and personal growth and career enhancement.
- Goal 2** Palo Verde Community College District will provide quality student support services to a diverse student population, providing opportunities for student success.
- Goal 3** Palo Verde Community College District will create and sustain an institutional environment of transparent collegiality in which college personnel have an understanding of the functions, roles, and responsibilities of their colleagues and college organizations and committees which support the mission of the institution.
- Goal 4** Palo Verde Community College District will ensure that state-of-the-art information technology and media are available and used by a highly skilled college community.
- Goal 5** Palo Verde Community College District will enhance district fiscal and physical resources with strategic and transparent stewardship.
- Goal 6** Palo Verde Community College District will use the analysis of quantitative and qualitative data in an ongoing and systematic cycle of evaluation, integrated planning, and reevaluation for accountability and continuous quality improvement of the college mission, programs, and services.

## Introduction

This manual is the Palo Verde Community College District guide to integrated institutional planning. The processes described in this document identify the ways that constituent groups participate in and contribute to long-term and short-term planning.

This document begins with a description of the integrated planning model. Next is a description of each element in the integrated planning model that includes:

- Specific tasks to be accomplished
- Processes by which decisions and recommendations will be developed
- Timeline for each task
- Offices or groups responsible for completing tasks
- Offices or groups that will receive the recommendations and render final decisions

The undersigned administrative, faculty, classified, management/confidential, and student representatives of the Palo Verde Community College District have agreed upon the integrated planning model and the procedures described in this manual.

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Donald G. Wallace, *Superintendent/President*

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Biju Raman, *Academic Senate President*

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Derek Cople, *CTA/NEA Faculty Association President*

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Richard Soto, *CSEA Classified Association President*

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Shelley Hamilton, *Classified Management/Confidential Association President*

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Alexa Salazar, *Associated Student Government President*

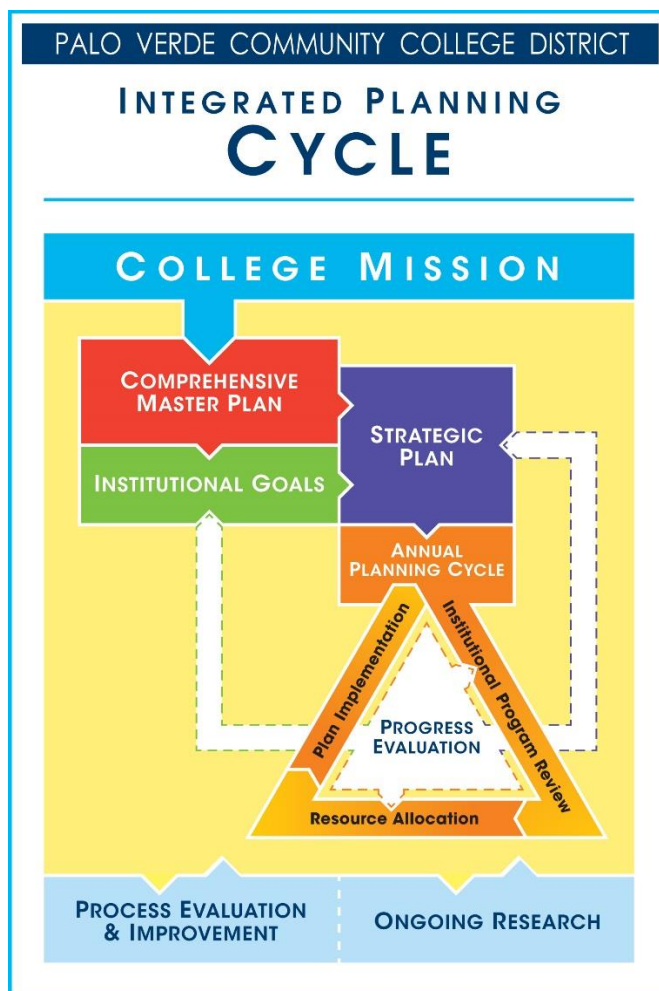
## Integrated Planning Model

### Integrated Planning Model

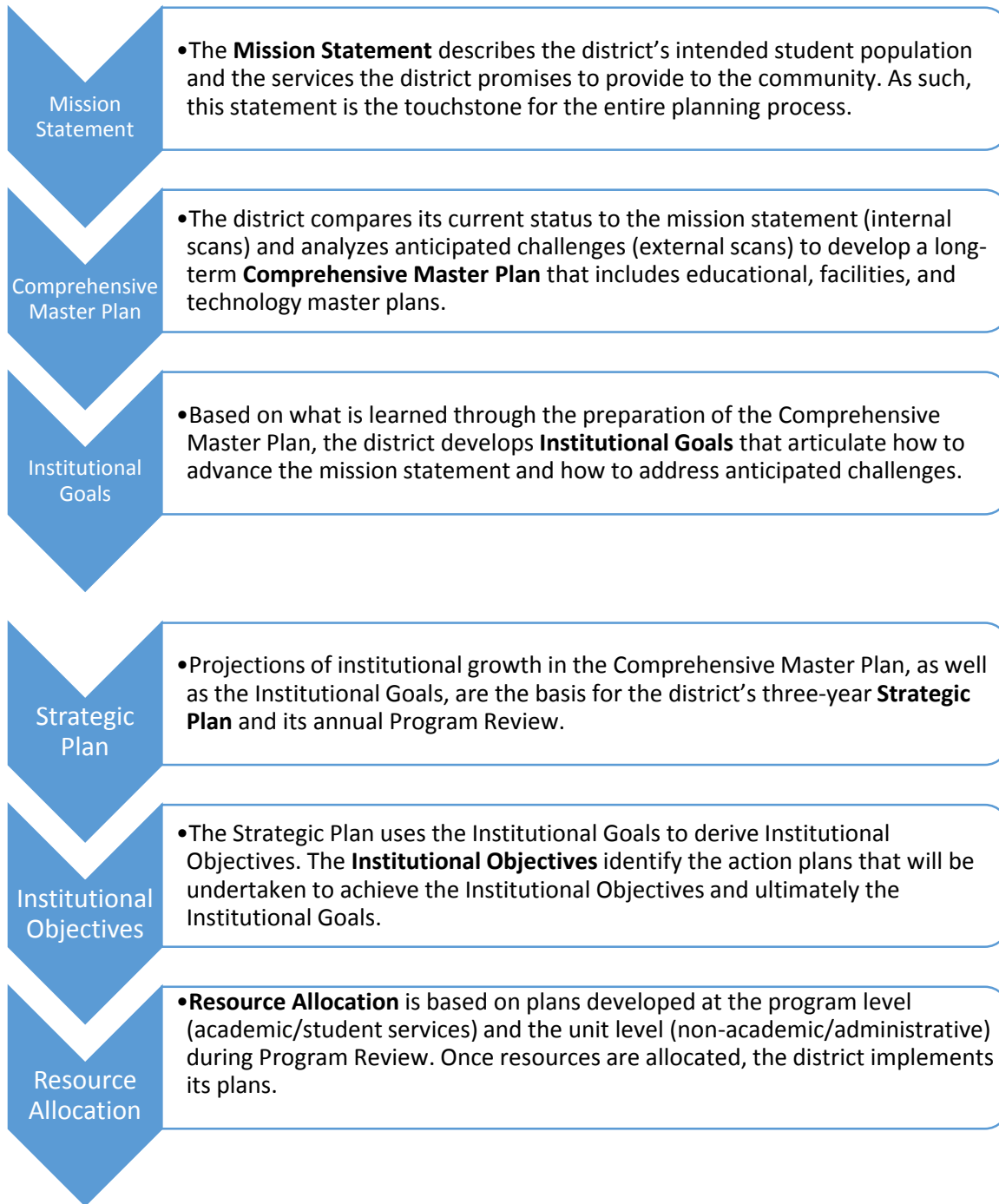
In the Palo Verde Community College District integrated planning model, planning processes are based on a common set of assumptions and follow well-defined procedures. The ultimate goal of all planning is student learning and success. Assessments focus on how well students are learning, and based on those assessments, changes are made to improve student learning and success.

District planning policies and practices demonstrate institutional effectiveness and a cycle of continuous quality improvement. Dialogue regarding institutional improvement occurs in an ongoing and systematic cycle of evaluation, development of goals and objectives, resource allocation, plan implementation, and reevaluation. This cycle and the processes used to link the components of the Palo Verde Community College District Integrated Planning Model to one another are described in this manual.

The following graphical representation of the integrated planning model shows the interconnectedness of each part of the plan into an integrated whole. The college Mission Statement is shown as the cornerstone of the entire process, and the other parts of the plan are interwoven on their various timelines and schedules. The model will become clearer as we examine each part in greater detail, which we will begin to do next by showing the logical progression of each of step of the process.



## Integration of Planning and Resource Allocation



## Integrated Planning Model

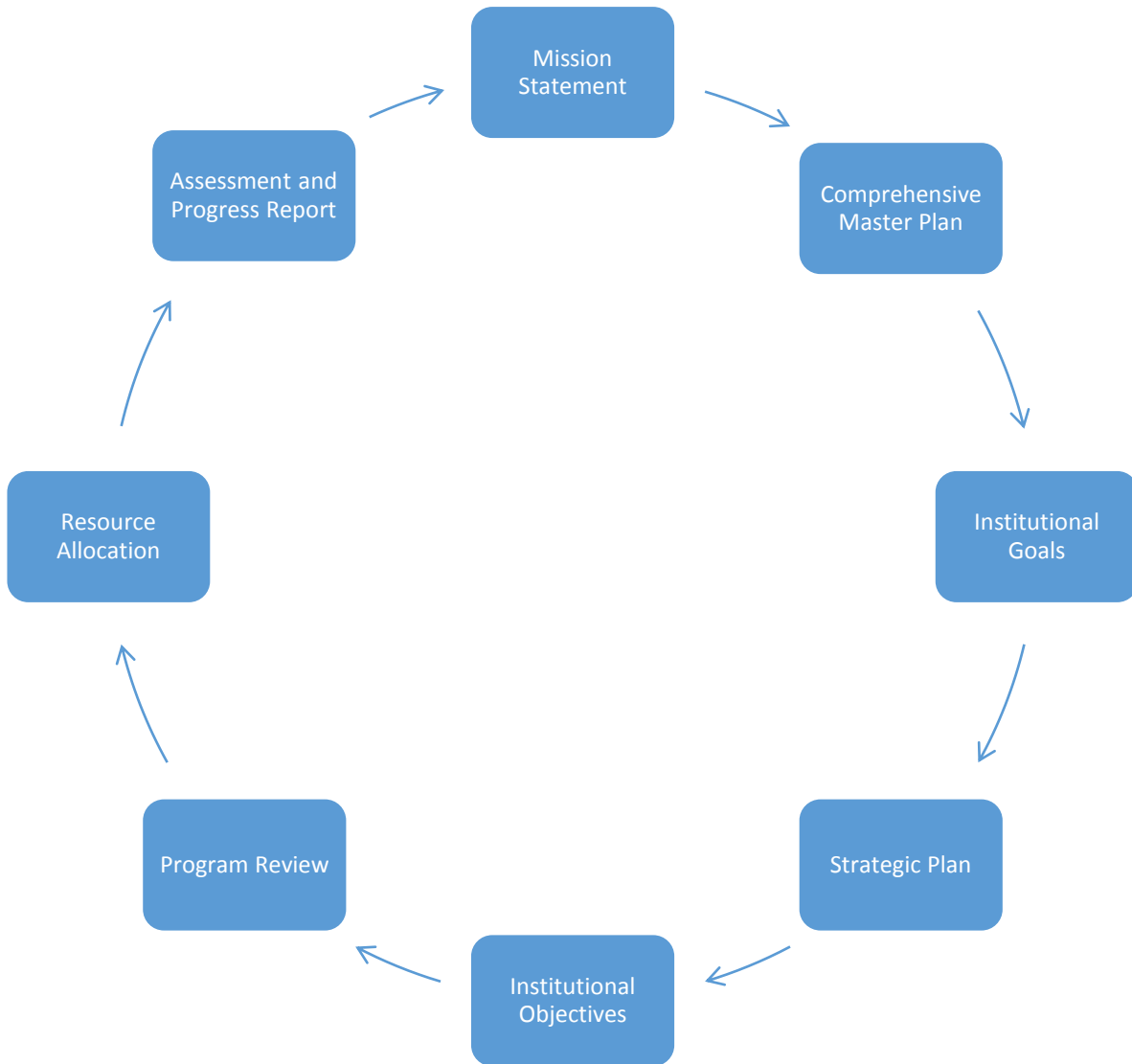
### Assessment

The district assesses progress on institutional goals and objectives annually, and assesses the planning processes every two years. The results of these assessments are the basis for the progress report on the strategic plan and for the next year's program reviews.





**Integration of Planning, Budgeting, and Assessment**



## Mission Statement

### Mission Statement

The mission statement is the cornerstone for the entire planning process in that it describes the district's intended student population and the services that district promises to provide to the community.

The district reviews the mission statement every three years (see Board Policy 1200). Following a review and revision of the mission statement in early spring 2013, the revised mission statement was approved by the Board of Trustees on March 13, 2013.

The Palo Verde Community College District mission statement is:

*Palo Verde College is a California community college that supports an exemplary learning environment with high quality educational programs and services. The College promotes student success and lifelong learning for a diverse community of learners.*

The Accrediting Commission for Community and Junior Colleges standard most relevant to the development and review of a college mission is:

#### **Standard I.A. Mission**

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.
2. The mission statement is approved by the governing board and published.
3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.
4. The institution's mission is central to institutional planning and decision making.

### Timeline and Process for Review of the Mission Statement

#### September 2015, 2018

- The Budget and Planning Committee (BPC) informs the superintendent/president that it is time in the three-year cycle for a review of the district mission statement.
- The superintendent/president convenes a mission review task force.

#### October 2015, 2018

- The mission review task force develops a plan of how to solicit information for a district wide review of the mission statement.
- The mission review task force submits the process plan to the superintendent/president's cabinet for feedback.
- The mission review task force modifies the review process based on the feedback from the superintendent/president's cabinet.

#### November 2015, 2018

- The mission review task force implements the plan and solicits information district wide regarding potential modifications to the mission statement.

#### December 2015, 2018

- Based on feedback, the mission review task force proposes revisions to the current mission statement and submits the recommendation to the superintendent/president's cabinet.
- Cabinet representatives distribute the recommended revisions to College Council for feedback.

#### January 2016, 2019

- The superintendent/president's cabinet consolidates the feedback from College Council comments and makes a recommendation to the superintendent/president.
- The superintendent/president considers the recommendation and if he or she approves, the revised mission statement is recommended to the Board of Trustees for approval. If he or she does not approve, collaboration and compromise continues until he or she does approve.
- The superintendent/president recommends the revised statement to the Board of Trustees. Following Board approval, the new mission statement is distributed district wide for use in all publications.

### Comprehensive Master Plan

The Comprehensive Master Plan (CMP) is the district's long-term plan and, as such, projects the future of the Palo Verde Community College District for the coming decade.

The planning process begins with an analysis of internal and external scans to provide a foundation for the dialogue about the district's effectiveness in advancing its mission and for identifying anticipated challenges. The result of this dialogue is the development of institutional goals that serve as the basis for the district's three-year strategic plans for the next three years and for program review. Through these processes, the CMP is linked to the mission statement as well as the district's short-term goals and objectives (see diagram on page 7).

These links are further described in the subsequent pages of this *2015 Integrated Planning Manual* in the sections on strategic plan, program review, and resource allocation.

The CMP that spans from 2015 to 2025 is currently being developed and will be presented to the Board of Trustees in December 2015. Subsequent iterations of the CMP will be developed when the term of the 2015 CMP expires. An update of this CMP may be warranted if there are some major changes in internal or external conditions.

The Accrediting Commission for Community and Junior Colleges standard most relevant to the development and implementation of the processes described in the remainder of this *Palo Verde Community College District 2015 Integrated Planning Manual* is:

#### **Standard I.B. Improving Institutional Effectiveness**

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.
2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.
3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.

4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.
5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.
6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.
7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

# Comprehensive Master Plan

## Timeline and Process for the Comprehensive Master Plan

### April-June 2023

- The Budget and Planning Committee (BPC) calls for the development of the Palo Verde Community College District Comprehensive Master Plan 2025-2035. BPC forms a master plan team to oversee the process.
- A request for proposals is distributed, interviews are conducted, and an appropriate group to facilitate and support the development of the new CMP is selected.

### September-April 2023-2024

- Drawing on resources in the district and in the community, the master plan task force works with the consultants to prepare a draft Palo Verde Community College District Comprehensive Master Plan 2025-2035. The master plan includes key internal and external measurable performance indicators; develops a district growth projection for the coming decade and growth projections for instruction, student services, and support of learning areas; identifies challenges that the district is facing or is likely to face in the coming decade; and, based on those analyses, develops a plan for the addition or remodeling of facilities to support the district’s programs and services.
- The master plan team ensures broad district wide participation in each phase of the CMP development, including the district wide distribution of the CMP drafts for review and comment.

### May 2024

- The master plan task force works with the consultants to integrate feedback from district wide reviews and prepares a final draft that is distributed to College Council for recommendations.
- College Council reviews the final draft Palo Verde Community College District Comprehensive Master Plan 2025-2035 and makes a recommendation to the superintendent/president.

### October 2024

- Once the final draft has been thoroughly reviewed district wide and all comments have been addressed, the superintendent/president presents the Palo Verde Community College District Comprehensive Master Plan 2025-2035 to the Board of Trustees for approval.

### Strategic Plan

The strategic plan is the district’s short-term plan. This plan identifies the specific actions that the district intends to take in order to achieve the institutional goals identified in the CMP.

Beginning with the institutional goals documented in the CMP, the first step in the development of the strategic plan is to craft institutional objectives that are SMART (**S**pecific, **M**easurable, **A**ttainable, **R**elevant, and **T**ime-bound). The second step is to identify action plans that describe how the institutional objectives will be accomplished. Each action plan includes a timeline for completion and the assignment of parties responsible for implementing the action. Refer to the “Plan Implementation” section of this manual for a description of the duties of the responsible parties.

The strategic plan promotes continual improvement over time because the process calls for the prioritization of a reasonable number of institutional objectives for district wide concentration. Each year, the district prepares a progress report to document progress on the institutional objectives to reinforce and sustain district wide dialogue on long-term goals and short-term objectives. See the section in this document titled “Assessment of the Planning Process” for the timeline and steps in developing the annual progress report.

The Palo Verde Community College District Strategic Plan 2016-2019 will be approved in May 2016. Subsequent iterations of the strategic plan will be developed when the term of this strategic plan expires. The schedule of strategic plans and progress reports for the coming decade follows.



## Strategic Plan

### Timeline and Process for the Development of the Strategic Plan

#### March 2016

- The Budget and Planning Committee (BPC) informs the superintendent/president that it is time for the development of the *Palo Verde Community College District Strategic Plan 2016-2019* (or 2019-2022, etc.).
- The superintendent/president convenes a strategic plan task force.

#### April 2016

- The strategic plan task force analyzes the institutional goals in the *Palo Verde Community College District 2015 Comprehensive Master Plan* and progress on the institutional objectives in the 2016 Progress Report. Based on these analyses, the strategic plan task force develops institutional objectives and action plans for the next three years. The institutional objectives follow the SMART rubric. The action plans identify specific tasks, timelines for completion, and the party or parties responsible for completing each task.

#### May 2016

- The strategic plan task force distributes the draft *Palo Verde Community College District Strategic Plan 2016-2019* (or 2019-2022, etc.) for review and comment.
- The strategic plan task force incorporates feedback from the district wide review and prepares the final *Palo Verde Community College District Strategic Plan 2016-2019* (or 2019-2022, etc.), which is forwarded to the superintendent/president's cabinet.
- The superintendent/president considers the recommendations from the College Council review and if he or she approves, the *Palo Verde Community College District Strategic Plan 2016-2019* (or 2019-2022, etc.), is presented to the Board of Trustees for approval and is distributed district wide. If he or she does not approve, collaboration and compromise continue until he or she does approve.
- The *Palo Verde Community College District Strategic Plan 2016-2019* (or 2019-2022, etc.), is implemented in the fall semester.



## Program Review

Program review is the annual process by which instructional and non-instructional programs (and combinations thereof) analyze program performance by comparing quantitative and qualitative data against state standards. Program review includes the use of these reflective conclusions to formulate plans to sustain or improve the programs, to advance the mission of the district, and to support institutional goals and institutional objectives. Improving student learning and achievement is central to the analysis of program effectiveness for instructional disciplines and student services programs.

The program review begins in fall semester to allow sufficient time for meaningful discussion among colleagues and supervisors. The process is summarized as *Review, Reflect, Plan*. Forms located in the plan section of the program review contain areas for identifying links to institutional goals and objectives; identifying responsible parties and needed resources; and reporting progress and outcomes. Refer to the “Resource Allocation” section of this manual for how these forms are used in that process.

The program review process is, by policy, within the purview of the Program Review Committee (PRC) with links to resource allocation through collaboration with the Budget and Planning Committee (BPC) and the maintenance of standards in collaboration with the Academic Senate. PRC membership includes faculty, classified staff, students, managers, administrators, the institutional researcher, and the coordinator of student learning outcomes.

The Accrediting Commission for Community and Junior Colleges standards most relevant to program reviews are:

### **Standard 1.B.5.**

The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

### **Standard II.A.2.e.**

The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

### **Standard II.B.4.**

The institution evaluates student support service to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

### **Standard II.C.2.**

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

## Program Review

### **Standard III.A.6.**

Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

### **Standard III.B.2.b.**

Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

### **Standard III.C.2.**

Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of the evaluation as the basis for improvement.

### **Standard III.D.3.**

The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

## Timeline and Process for Program Review

### August

- Academic and student services programs and administrative units receive program review data including a review/assessment of the prior three years' of program reviews and the actions that were taken as a result of those reviews.

### September - October

- The program review author drafts the program review, which includes:
  - Analysis of the data to identify strengths and weaknesses by comparing performance to standards.
  - Identification of links to the district mission statement, institutional goals, and objectives.
  - Plans to address identified weaknesses, advance the mission, support institutional goals objectives, and if applicable, improve student learning and achievement.
- The draft program review document is shared with other members of the program or unit and discussed widely. The author reviews the feedback and revisions are incorporated as warranted.

### October - November

- The Division chair or unit supervisor considers the program review draft and collaborates with the program review author to revise the program review if warranted. A final version of the program review is submitted to the Program Review Committee (PRC).
- Program reviews that support a request for budget augmentation are processed in a parallel path (see the "Resource Allocation" section of this manual).
  - The program review author and Division chair or unit supervisor evaluate the program on whether the program or unit is effectively meeting the district's mission in all areas of the review, and whether program development plans appropriately address areas to improve or expand.

### December

- Program reviews are forwarded to the Program Review Committee (PRC) to develop a recommendation for final validation, and subsequently submitted to the College Council for review and comment.

### December - January

- Subsequent to being reviewed by College Council, program reviews are forwarded to the superintendent/president who forwards them to the Board of Trustees for approval.

### Resource Allocation

Resource allocation processes link program reviews and institutional objectives to the resources needed to accomplish the institutional goals identified in the CMP.

The guiding principles for all resource allocation processes are as follows:

1. Resources include all assets of the district including its fiscal resources, personnel, facilities, equipment, technology, and the time and talents of its faculty, staff, managers, and administrators.
2. The processes for allocating resources are transparent. All members of the district community are informed about the routines and components of planning that lead to resource allocations.
3. The resource allocation process begins with a review of the effectiveness of prior years' resource allocations and a forecast of potential funds for faculty, staff, and administrative positions and the program review fund.
4. Priority is given to resource requests that support:
  - a. Achievement of institutional goals and objectives
  - b. Health, safety, and accessibility

To ensure a clear link between planning and resource allocation, the responsible party for a specific action plan includes the request for funding in the program review for his or her program or unit. In addition, the Budget and Planning Committee (BPC) assesses funding requests based on a rubric that requires funding requests to address the link between the request and:

1. The district mission statement
2. Program review
3. Institutional objectives and action plans
4. Student learning outcomes, administrative unit outcomes, or service area outcomes
5. Assessment measures or evaluation plan

There are two annual assessments related to resource allocation:

1. The Budget and Planning Committee begins each cycle of resource allocations by reviewing the effectiveness of the prior three years' resource allocations. This analysis is a holistic review that includes the effectiveness of resource allocations in advancing the district mission statement and institutional objectives. The timeline and process described in the chart for "Effectiveness Review of Prior Years' Resource Allocations" is an annual process that will begin in October 2016. In the absence of a progress report for 2015 (the year that the processes in this manual were established), the same review activities will be conducted but with an analysis of program review plans funded during the prior year as the basis for the resource effectiveness review.
2. The Budget and Planning Committee reviews the resource allocation process biennially (see Timeline and Process for Assessing the Planning Process" in this manual).

The three timeline process charts related to resource allocations that follow are:

1. Timeline and Process for Resource Allocations Other than Full-time Faculty Positions
2. Timeline and Process for Resource Allocations for Full-time Faculty Positions

### 3. Timeline and Process for the Effectiveness Review of Prior Years' Resource Allocations

#### **Timeline and Process for Resource Allocations (Non-personnel)**

##### December - January

- The Budget and Planning Committee (BPC) reviews the effectiveness of prior years' resource allocations, the funding requests in the program reviews, and establishes a program review fund amount.

##### February - March

- The technical review subcommittee of BPC conducts a technical review of the funding requests in the program reviews before forwarding the requests to BPC.
- BPC analyzes the funding requests (excluding requests for personnel), establishes funding recommendations, and forwards the funding recommendations to the Chief Business Officer.

##### April - May

- The Chief Business Officer forwards the recommendations to the superintendent/president.
- The superintendent/president reviews the recommendations and approves funding requests.
- The tentative budget is prepared.

##### June - September

- The superintendent/president and the CBO present the tentative budget to the Board of Trustees for review and approval (June).
- The final budget is prepared.
- The superintendent/president and the CBO present the final budget to the Board of Trustees for approval (September).

### Timeline and Process of Resource Allocations for Full-time Faculty Positions

#### September

- The superintendent/president communicates a tentative number of full-time faculty positions to be opened in the coming year to the Academic Senate President.
- 

#### September - October

- Program reviews are prepared. The analysis of FT faculty positions includes the assessment of prior years' program reviews and the Strategic Plan.
- Requests for full-time faculty are discussed with the Vice President of Instruction and Student Learning who must approve all requests for full-time faculty.
- The Vice President of Instruction and Student Learning and program review authors discuss requests for full-time faculty positions, and this collaboration may produce revisions to program reviews.
- Requests for full-time faculty positions for the coming year include the job announcement section to describe the representative duties of the position. Faculty may document the need for a full-time faculty position without actually requesting a position at this time.

#### October

- The Academic Senate ranks requests for full-time faculty positions and provides the rationale for each ranking.

#### November

- The Academic Senate develops a recommendation of full-time faculty positions to be opened in the coming year and forwards that recommendation to the superintendent/president.
- The superintendent/president makes the final decision on ranking of full-time faculty positions and the number of positions to be opened, and forwards job announcements for approved requests to Human Resources.
- Human Resources and the Vice President of Instruction and Student Learning collaborate with programs approved for full-time faculty positions to finalize the job announcements and begin the recruitment process.

**Timeline and Process for the Effectiveness Review  
Of Prior Years' Resource Allocations**

May – September

- The Chief Business Officer develops data to link the budget allocations to prior years' progress report.

October

- The Budget and Planning Committee (BPC) members use the progress report to evaluate the effectiveness of the resource allocations to prepare a report which is forwarded to College Council.

November

- College Council reviews and comments on the report.
- The report and the comments are forwarded to the superintendent/president.

December

- The superintendent/president prepares an informational report on the effectiveness of prior years' resource allocations which is then presented to the Board of Trustees for information.

January – February

- The BPC considers the final report during deliberations about resource allocations for the coming year.

## Plan Implementation

### Plan Implementation

In the strategic plan, an office or group is assigned responsibility for action plans. The assignment of a responsible group or office is essential for accountability. This assignment means that the group or office has unique responsibilities to launch and oversee the action plan. It does not mean that the group or office completes the action plans alone.

To ensure implementation of the identified activities that will move the district toward accomplishment of the institutional goals, the responsible parties shall:

1. Manage the timelines for the plan component.
2. Develop appropriate processes.
3. If needed, request funding for the action plans through the appropriate program review.
4. Provide data and other types of evidence to assess the levels of success following plan implementation.
5. Document the activities and outcomes to contribute to the preparation of the annual progress report.

The annual progress report that is described in the next section informs the district wide community about the progress of plan implementation.



## Assessment of Progress on District Institutional Goals

### Assessment of Progress on District Institutional Goals

A progress report is produced annually to document the status of the work on each institutional objective and action plan in the strategic plan. This documentation is an essential accountability tool in the Palo Verde Community College District integrated planning process.

#### Timeline and Process for Assessing Progress on District Institutional Goals

##### January

- The BPC calls for each responsible party identified in the strategic plan to report on progress on the action plans. The division heads (i.e., division chairs, managers, administrators) review and consolidate those reports and forward them to the Institutional Researcher.

##### February

- The reports are consolidated by the Institutional Researcher to create a draft district progress report.
- The draft progress report is forwarded to BPC.

##### March

- BPC reviews the progress report, adds comments if appropriate, validates the progress report, and returns it to the Institutional Researcher.

##### April

- The Institutional Researcher considers BPC's feedback, follows up as necessary with the division heads, and forwards a final draft report to the superintendent/president.

##### May

- The superintendent/president reviews the progress report with cabinet and changes are made to the progress report as warranted.
- The superintendent/president presents the final progress report to the Board of Trustees for information.

## Assessment of the Planning Processes

### Assessment of the Planning Processes

The district assesses its planning processes in keeping with the Accrediting Commission for Community and Junior Colleges standards on institutional effectiveness.

A formal assessment of the integrated planning cycle, processes, and timelines is conducted every two years. Planning processes will be revised as appropriate based on this review.

To serve as an ongoing resource for institutional planning, this integrated planning manual will be revised to accompany revisions to the planning processes.

The Accrediting Commission for Community and Junior Colleges standard most relevant to the assessment of planning processes is:

#### **Standard I.B.6.**

The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

## Timeline and Process for Assessing the Planning Process

September 2016, 2018, 2020, 2022, 2024

- The Budget and Planning Committee (BPC) convenes a planning processes task force comprised of representatives from the BPC, the Program Review Committee (PRC), and the Institutional Researcher.
- The planning processes task force develops a process for soliciting feedback on the components of the integrated planning model from the groups and individuals who are directly involved in implementing these processes and presents this process to BPC.

October 2016, 2018, 2020, 2022, 2024

- Feedback from BPC about the process for soliciting feedback is incorporated and the planning processes task force implements the process.

November 2016, 2018, 2020, 2022, 2024

- The planning processes task force considers the feedback from the groups and individuals who are directly involved in implementing planning processes and prepares a planning processes assessment report. This report may include recommended changes to the planning processes. The planning processes task force forwards the report to BPC for review and comment.
- BPC forwards the planning processes assessment report and its comments, if any, to College Council.

January 2017, 2019, 2021, 2023, 2025

- College Council reviews and comments on the planning processes assessment report.

February 2017, 2019, 2021, 2023, 2025

- College Council forwards the planning processes assessment report with comments, if any, to the superintendent/president.
- The superintendent/president reviews the planning processes assessment report with cabinet and determines which changes will be made in the planning processes, if any.
- The superintendent/president prepares an information report for the Board of Trustees on his assessment and the resulting changes to the planning processes, if any.
- BPC prepares an updated version of the Palo Verde Community College District Integrated Planning Manual, if needed.



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