

**Norco College
Strategic Planning Retreat
December 3, 2014**

MINUTES

Participants:

Natalie Aceves	Beth Gomez	Barbara Moore
Melissa Bader	Monica Green	Damon Nance
Celia Brockenbrough	Lyn Greene	Gustavo Ocegueda
Patti Brusca	Vivian Harris	Ana Marie Olaerts
Sarah Burnett	Dan Lambros	Jason Parks
Peggy Campo	Ruth Leal	Paul Parnell
Diane Dieckmeyer	Leticia Martinez	Jim Thomas
Kevin Fleming	Julie Mendez	Diann Thursby
Arend Flick	Ana Molina	Koji Uesugi
		Debra Creswell (recorder)

Dr. Dieckmeyer opened the meeting at 12:45 pm and welcomed the group which is comprised of ISPC members, committee and council co-chairs, and strategic personnel.

Responding to Recommendation #1: Reflective Dialogue

The purpose of this discussion is to focus on this portion of Recommendation #1:

..."develop a process to assess the evaluation mechanisms used in integrated planning and resource allocation to ensure that those evaluations are effective in improving programs, processes, and decision-making structures..."

"Evaluation mechanisms": Reviewed the eight evaluation procedures in the Self Evaluation.

1. Annual Survey of the Effectiveness of the Planning Councils (Academic, Business and Facilities, Student Services, ISPC)
 - Discussion on what is actually in the surveys
 - Greg collects data via Survey Monkey
2. Senate Standing Committee Surveys
 - Do you know what your committee is doing?
 - Do you know if it's effective?
3. Annual Memorandum from President
 - Report out on the decisions made in the spring after the prioritizations have been completed. Either supports the recommendations, or offers rationale on a deviation. "Closing the loop" and demonstrating shared government.

4. Annual Progress Report on Educational Master Plan Goals, Objectives and “Dashboard Indicators”
 - How we are progressing toward the targets
5. Survey of the Committee of the Whole Membership
 - Distributed at the last COTW meeting of the year in the spring.
6. Report of Resource Allocation
 - By the VP Business Service; need to follow up on the impact to student learning.
7. Annual Open Dialogue Session
 - During May, toward the end of the spring term
 - Opportunity to bring up topics that may not have been brought up in other committees.
 - Open agenda; documented conversation
8. Annual Evaluation Report
 - Prepared by Greg; here’s what we did, and here’s the evidence
 - Justification and analysis of the previous evaluation procedures
 - Doesn’t really assess them

Framework – how do we think about the 8 evaluation mechanisms?

- Make some meaning – do they impact programs, processes, decision-making?
- Programs – need to be more stringent on what is really a *program*; not just in name only (Summer Advantage, Honors, Puente, etc).
- Processes—curriculum approval, assessment, strategic planning, resource allocation
- Decision-making—strategic planning

The 8 mechanisms—do they impact programs, processes, decision-making? One, two, or all three? Look at the whole process, not just the mechanism. Separate the mechanism from the work of the committee. The process, anything that is impacted by the process, make decisions, make recommendations. The real evaluation is what we do with the survey – using it for improvement.

1. Annual Survey of the Effectiveness of the Planning Councils (Academic, Business and Facilities, Student Services, ISPC)
 - Impact processes, decision-making
 - The feedback can may change the way you “do business”
 - ISPC reviewed their survey, item by item
2. Senate Standing Committee Surveys
 - Professional Development—process, no decision-making, merging of faculty and staff; inclusion

- Student Success – effected programs
 - There is room for opinion on the surveys
 - Academic Senate – definitely decision-making
3. Annual Memorandum from President
 - Decision-making; because the President knows he is accountable for decisions made throughout the year/always cognizant to the President and Vice Presidents during discussion
 4. Annual Progress Report on Educational Master Plan Goals, Objectives and “Dashboard Indicators”
 - All 3; becoming more of our vocabulary
 5. Survey of the Committee of the Whole Membership
 - Results are not discussed
 6. Report of Resource Allocation
 - All 3
 - Decision-making (same logic as applied to the Annual Presidential Memo)
 - Processes; has effected the way APC scheduled classes; development of the Budget Allocation Model/the way the District was allocating FTES/efficiency (an ongoing process, not just a one-time occurrence)
 7. Annual Open Dialogue Session
 - Report out an executive summary to ISPC and COTW (not consistently)
 - Processes – provides an open forum for anyone to speak what is on their mind
 - Has value, more of a democratic process rather than decision-making
 - Left blank for now
 8. Annual Evaluation Report
 - None for now, will ultimately influence all 3
 - Great exercise in transparency

Mechanism	Programs	Processes	Decision-Making
Annual Survey of Effectiveness of the Planning Councils		x	x
Annual Survey of Effectiveness of Academic Senate and Senate Standing Committees		x	x
Memorandum from College President			x

Annual Progress Report on Educational Master Plan Goals, Objectives and "Dashboard Indicators

x

x

x

Survey of Committee of the Whole Membership

Report of Resource Allocation

x

x

x

Annual Open Dialogue Session

Annual Evaluation Report

The Effectiveness of the Evaluation Mechanisms

This exercise utilized technology where individuals could vote anonymously with a hand-held clicker and rate the effectiveness of the evaluation mechanisms.

- Perspectives from outside of the Planning Councils is valuable. The voting is based on experience, whether or not you are a member.
- Rate your experience from 1 (worst) to 10 (best). A non-vote reflects "I don't know."
- Greg will use the means as a baseline.
- Both can actually exist.

The captured data from the exercise is attached.

Planning Inquiry Groups

Meeting participants broke into small groups to discuss the goals and ask the following:

1. What stands out as you review the data?
2. What questions do you have?
3. How could we use this data to improve the institution?

Note cards were provided at each table for adding comments about the goals and offering suggestions for possible evidence.

Following 20 minutes of discussion, a representative from each small group reported to the whole group.

Majority indicated this is the first time that they have engaged with this data (looking at the report).

Goal 1: Increase Student Achievement and Success

- Group got through 6 of the 10 objectives.
- Transfer prepare rates had a 22% increase over the past year; need to continually monitor; one data change doesn't tell us a whole lot.
- Both English and Math pipelines are coming up. Not sure about the significance of the math increase. Students in a 6-year cohort can complete math in 1 ½ years or 6 years.
- Reading is down. Where is the leak? Why are they exiting? One reason may be that it is not required for graduation.
- ESL – going up; but not understanding the growth.
- Persistence –86 sections were added; may have had an impact.
- Students in the baseline went through both the recession and the recovery.

Goal 2: Improve the Quality of Student Life

- Objective 1; based on the Community College Survey of Student Engagement. Overall national benchmark is 50; did not hit 50 on any of the benchmark activities; have some work to do.
- Objective 2; considering the commuter and part-time students; perhaps can't engage as much.
- A lot of questions—are we offering the activities, most students can't attend? Using college hour used for meetings; not much offered for students
- Satisfaction with services; rated high interested, but satisfaction rate is low. Are we doing enough?
- Will take a while to see the impact of the SSSP.

Goal 3: Increase Student Access

- The development of ed plans exceeded the target phenomenally; may be because of Summer Advantage.
- Objectives 1, 2, 3; exceeded the goals, doubled the target; can we increase the target rate to give us a challenge? It's up to the committee that set the target.
- Distribution of population versus service area—currently serving more Hispanics and fewer whites than are in our service area.

Goal 4: Create Effective Community Partnerships

- Only four of the eight objectives have data. There are missing action plans and data points about industry and community partnerships.
- There is no one in charge, no funding stream, no committee assignment. Not a prime area of focus.
- The four objectives with data are doing well.
- Could turn into another action plan.
- Came up with 11 index cards with questions, ideas, opportunities for improvement

Goal 5: Strengthen Student Learning

- Just because we increase assessment, does not mean we increase student learning.
- The outcome of assessment may not effect student learning; it's not always adequate.
- Regarding Objective 5 (workshops); need to know what pedagogy faculty use already with discipline specific approaches before workshops are scheduled; make sure they are needed and will benefit faculty.
- Online courses –how do we make it consistent between face to face and classroom; what works best in both; engaging directly with the professor; Blackboard doesn't support that kind of interaction.

Goal 6: Demonstrate Effective Planning Processes

- Objective 5; the Facilities Master Plan has been revised
- Objective 4; the Technology Plan is complete
- Objective 3; we are good with resource allocation being tied to planning
- Objective 2; regarding assessing the effectiveness of committees and councils
 - We need to include external assessment, not just internal
 - Proposing to include focus groups during Flex days; use different modes for external assessment
 - As the question "Why waste your time if it doesn't count?"
 - We don't use the information we gather from the COTW survey.

- Objective 1; Enrollment Management Strategy
 - We drive our classes on the campus with data; feeling that we are somehow “punished” by the District for being effective.
 - Our effectiveness needs to be tied to student success in the sense that we are taking care of pipeline problems efficiently; providing the classes that students want.
 - We don’t do an effective job in communicating how good we are.

Goal 7: Strengthen our Commitment to our Employees

- Can’t change the goal, but regarding unfair treatment, experiencing is very import, whether they are experiencing themselves or witnessed others.
- Unfair treatment, note strategy or approach by management; can have professional development workshops on the subject. Need to further define “unfair.”
- Define “inclusiveness.” Can be linked to Legacy, Ally, Read to Succeed, for example.

The goals and objectives are set through the strategic planning process; however the targets could be fluid and possibly change (action plans and activities).

The data and questions should be taken back to the committees and councils.

Accreditation Update

A follow-up report is due to ACCJC in the fall of 2015 to address the recommendations. One of the areas that the faculty are stuck on is the syllabi course SLO template issue. Some faculty do not support it. Diane will work with the Senate in the spring to try to resolve the issue.

Arend will work on the follow-up report during the winter. The report will be taken through our strategic planning process and presented to the Board in June. It will be sent to ACCJC by mid-September. A lot of work will take place on the report in the spring.

Recommendation 1: Strategic Planning

- Strategic planning timeline created and soon to be published with standardized naming protocols for all evaluations
- Institution Set Standards reconsidered and methodology revised
- Broad communication methods are still under discussion
- Strategic planning retreat to evaluate our evaluation mechanisms

Recommendation 2: Outcomes Assessment

- Syllabus template still under discussion. Must be finalized in Spring and be implemented by Fall 2015.

- Program assessment guidelines being revised with a focus on direct assessment measures.
- Modified four-year cycle for assessing all programs.
- GE outcome involving information competency and technology literacy assessed in fall 2014 with report completed in early 2015.
- APR assessment rubric modified to ensure assessment loops are closed regularly.
- Assessment data will now be collated annually in terms of Key Indicators to ensure systematic evaluation of assessment processes

Recommendation 3: Business Services

- Annual Administrative program reviews completed in each area of Business Services
- Measurable outcomes identified and documented in each program review
- Assessment of all outcomes done annually in summer
- Evaluation of assessment data and methodology done annually and included in next year's program review

Recommendation 4: Technology

- Technology replacement / refresh plan completed by Technology Committee and approved by ISPC/COTW.
- Total Cost of Ownership (TCO) process developed and approved. Implementation in Spring 2015
- Spring 2014 survey to assess technology resources being evaluated by college committees in fall 2014 in order to suggest needed improvements

Questions:

- Don't have to report on the planning agenda items; deal just with the recommendations.

Good of the Order

No items

Session Name
New Session 12-3-2014 2:24 PM-first

Date Created
12/3/2014 12:00:12 PM

Average Score
0.00%

Active Participants
27

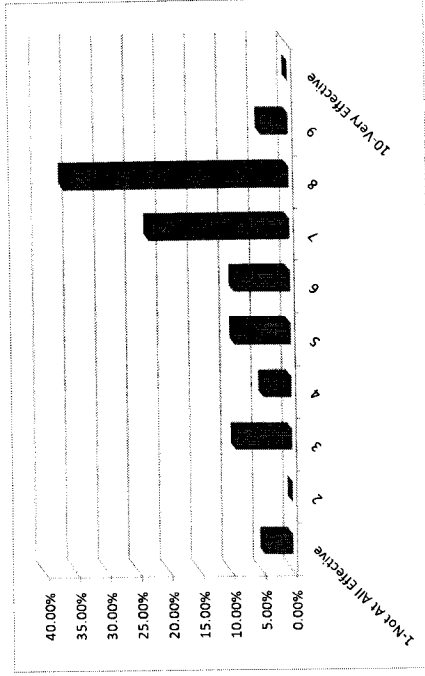
Total Participants
27

Questions
9

Results by Question

1. How effective was the Annual Survey of Effectiveness of the Planning Councils in improving processes: (Multiple Choice)

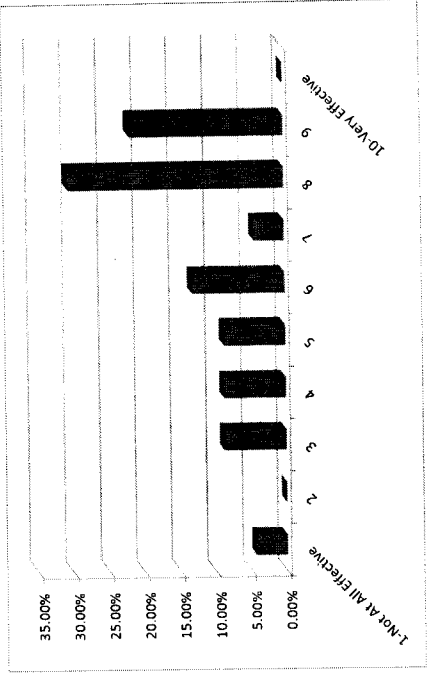
Responses		
	Percent	Count
1-Not At All Effective	4.55%	1
2	0.00%	0
3	9.09%	2
4	4.55%	1
5	9.09%	2
6	9.09%	2
7	22.73%	5
8	36.36%	8
9	4.55%	1
10-Very Effective	0.00%	0
Totals	100%	22



Question Statistics	
Mean	6.41
Median	7.00
Variance	4.15
Standard Deviation	2.04

2. How effective was the Annual Survey of Effectiveness of the Planning Councils in improving decision-making structures. (Multiple Choice)

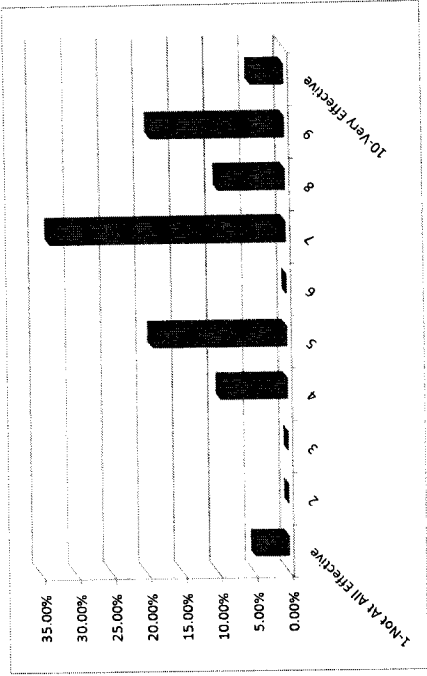
Responses		
	Percent	Count
1-Not At All Effective	4.35%	1
2	0.00%	0
3	8.70%	2
4	8.70%	2
5	8.70%	2
6	13.04%	3
7	4.35%	1
8	30.43%	7
9	21.74%	5
10-Very Effective	0.00%	0
Totals	100%	23



Question Statistics	
Mean	6.57
Median	8.00
Variance	5.20
Standard Deviation	2.28

3. How effective was the Annual Survey of Effectiveness of Academic Senate and Senate Standing Committees in improving processes: (Multiple Choice)

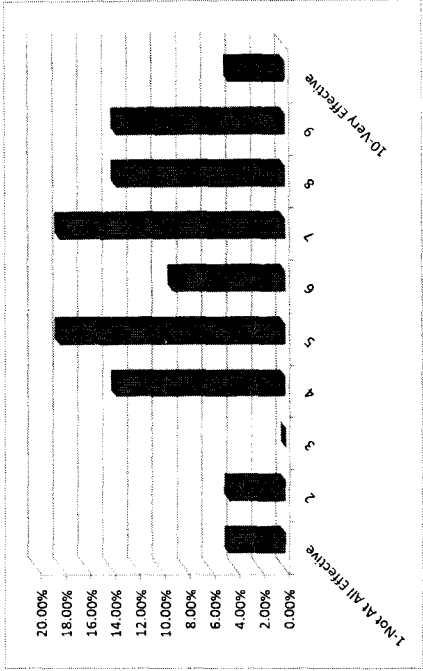
Responses		
	Percent	Count
1-Not At All Effective	4.76%	1
2	0.00%	0
3	0.00%	0
4	9.52%	2
5	19.05%	4
6	0.00%	0
7	33.33%	7
8	9.52%	2
9	19.05%	4
10-Very Effective	4.76%	1
Totals	100%	21



Question Statistics	
Mean	6.67
Median	7.00
Variance	4.51
Standard Deviation	2.12

4. How effective was the Annual Survey of Effectiveness of Academic Senate and Senate Standing Committees in improving decision-making structures: (Multiple Choice)

Responses		
	Percent	Count
1-Not At All Effective	4.55%	1
2	4.55%	1
3	0.00%	0
4	13.64%	3
5	18.18%	4
6	9.09%	2
7	18.18%	4
8	13.64%	3
9	13.64%	3
10-Very Effective	4.55%	1
Totals	100%	22

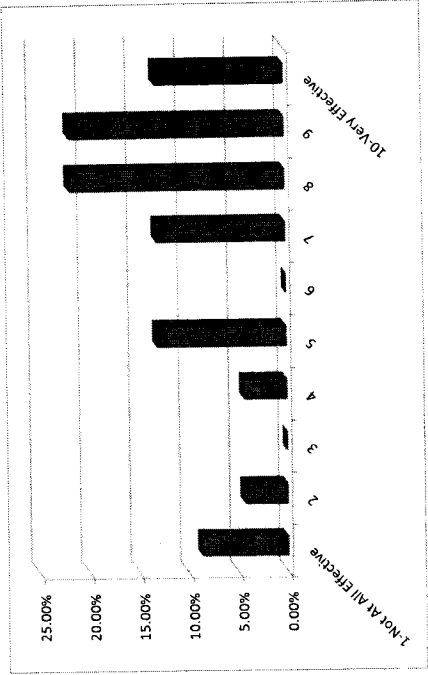


Question Statistics	
Mean	6.18
Median	6.50
Variance	5.24
Standard Deviation	2.29

5. How effective was the Memorandum from College President in improving decision-making structures: (Multiple Choice)

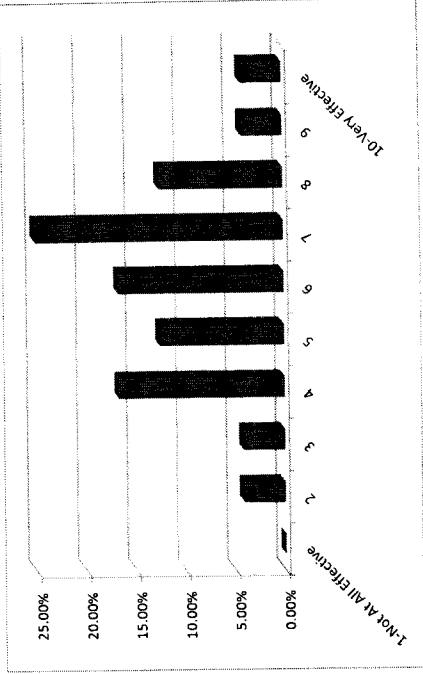
Responses		
	Percent	Count
1-Not At All Effective	8.70%	2
2	4.35%	1
3	0.00%	0
4	4.35%	1
5	13.04%	3
6	0.00%	0
7	13.04%	3
8	21.74%	5
9	21.74%	5
10-Very Effective	13.04%	3
Totals	100%	25

Question Statistics	
Mean	6.91
Median	8.00
Variance	7.38
Standard Deviation	2.72



6. How effective was the Annual Progress Report on Educational Master Plan Goals, Objectives and "Dashboard Indicators" in improving programs: (Multiple Choice)

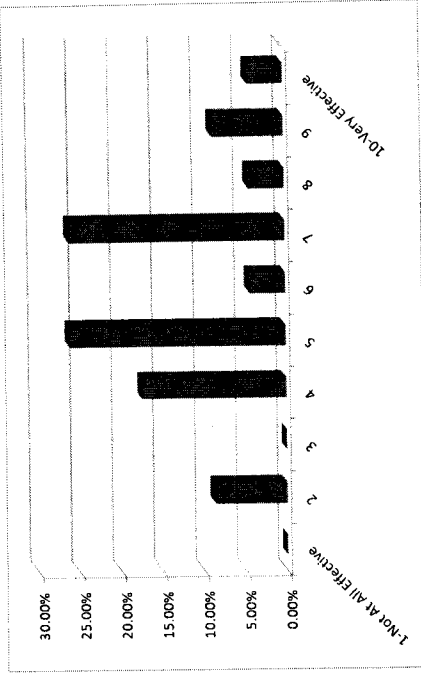
Responses		
	Percent	Count
1-Not At All Effective	0.00%	0
2	4.17%	1
3	4.17%	1
4	16.67%	4
5	12.50%	3
6	16.67%	4
7	25.00%	6
8	12.50%	3
9	4.17%	1
10-Very Effective	4.17%	1
Totals	100%	24



Question Statistics	
Mean	6.04
Median	6.00
Variance	3.62
Standard Deviation	1.90

7. How effective was the Annual Progress Report on Educational Master Plan Goals, Objectives and "Dashboard Indicators" in improving processes: (Multiple Choice)

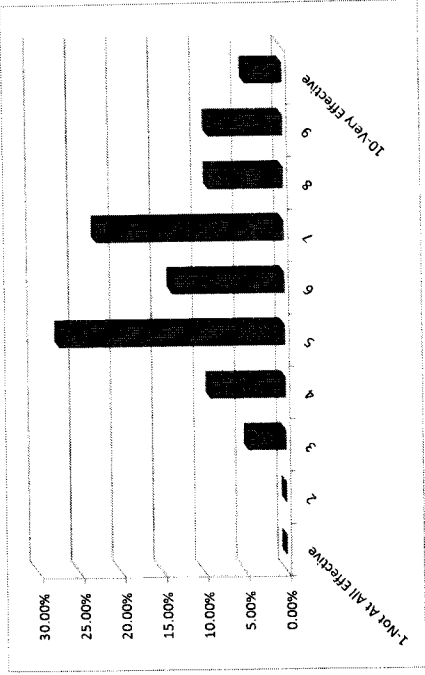
Responses		
	Percent	Count
1-Not At All Effective	0.00%	0
2	8.70%	2
3	0.00%	0
4	17.39%	4
5	26.09%	6
6	4.35%	1
7	26.09%	6
8	4.35%	1
9	8.70%	2
10-Very Effective	4.35%	1
Totals	100%	23



Question Statistics	
Mean	5.83
Median	5.00
Variance	4.23
Standard Deviation	2.06

8. How effective was the Annual Progress Report on Educational Master Plan Goals, Objectives and "Dashboard Indicators" in improving decision-making structures: (Multiple Choice)

Responses		
	Percent	Count
1-Not At All Effective	0.00%	0
2	0.00%	0
3	4.55%	1
4	9.09%	2
5	27.27%	6
6	13.64%	3
7	22.73%	5
8	9.09%	2
9	9.09%	2
10-Very Effective	4.55%	1
Totals	100%	22

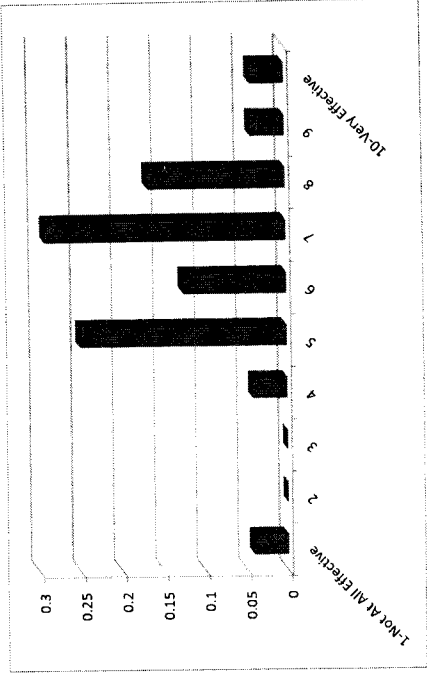


Question Statistics	
Mean	6.27
Median	6.00
Variance	3.11
Standard Deviation	1.76

9. How effective was the Report of Resource Allocation in improving programs: (Multiple Choice)

Responses		
	Percent	Count
1-Not At All Effective	4.17%	1
2	0.00%	0
3	0.00%	0
4	4.17%	1
5	25.00%	6
6	12.50%	3
7	29.17%	7
8	16.67%	4
9	4.17%	1
10-Very Effective	4.17%	1
Totals	100%	24

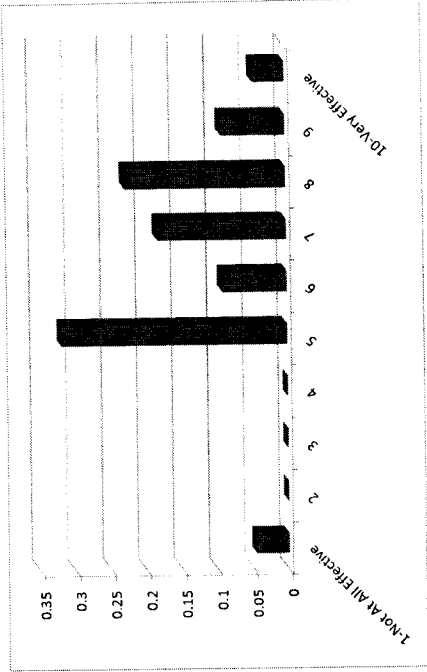
Question Statistics	
Mean	6.38
Median	7.00
Variance	3.32
Standard Deviation	1.82



10. How effective was the Report of Resource Allocation in improving processes: (Multiple Choice)

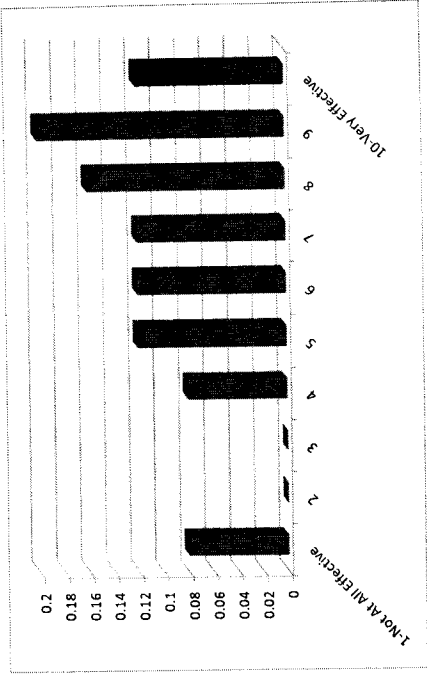
Responses		
	Percent	Count
1-Not At All Effective	4.55%	1
2	0.00%	0
3	0.00%	0
4	0.00%	0
5	31.82%	7
6	9.09%	2
7	18.18%	4
8	22.73%	5
9	9.09%	2
10-Very Effective	4.55%	1
Totals	100%	27

Question Statistics	
Mean	6.55
Median	7.00
Variance	3.79
Standard Deviation	1.95



11. How effective was the Report of Resource Allocation in improving decision-making structures: (Multiple Choice)

Responses		
	Percent	Count
1-Not At All Effective	8.00%	2
2	0.00%	0
3	0.00%	0
4	8.00%	2
5	12.00%	3
6	12.00%	3
7	12.00%	3
8	16.00%	4
9	20.00%	5
10-Very Effective	12.00%	3
Totals	100%	25



Question Statistics	
Mean	6.84
Median	7.00
Variance	6.21
Standard Deviation	2.49

Strategic Planning Retreat

Reflecting on Recommendation 1

December 3, 2014

Recommendation 1

In order to meet the Standards, the team recommends that the College consistently evaluate all parts of the planning and resource allocation cycle; develop a standard assessment instrument for all participatory governance committees; **develop a process to assess the evaluation mechanisms used in integrated planning and resource allocation to ensure that those evaluations are effective in improving programs, processes, and decision-making structures**; and develop strategies to broadly communicate the results of these evaluations to the entire College community. (Standards I.B.6; I.B.7; IV.A.5)

Do what?

- Develop a process
- To assess the evaluation mechanisms
- To assure they are effective
- In improving programs, processes, decision-making structures

Eight “evaluation mechanisms”

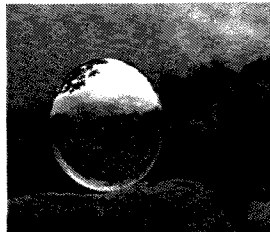
- ✓ Annual Survey of Effectiveness of the Planning Councils
- ✓ Annual Survey of Effectiveness of Academic Senate and Senate Standing Committees
- ✓ Memorandum from College President
- ✓ Annual Progress Report on Educational Master Plan Goals, Objectives and “Dashboard Indicators”
- ✓ Survey of Committee of the Whole Membership
- ✓ Report of Resource Allocation
- ✓ Annual Open Dialogue Session
- ✓ Annual Evaluation Report

Our Framework

John Dewey ...

“We do not learn from our experience, we learn from reflecting on experience.”

John Dewey



Reflection

- Meaning-making
- Systematic, rigorous thinking
- In community
- Valuing personal and intellectual growth

Making Meaning

Do these evaluation mechanisms impact:

Programs

Processes

Decision-making structures

Mechanism	Programs	Processes	Decision-Making
Annual Survey of Effectiveness of the Planning Councils		X	X
Annual Survey of Effectiveness of Academic Senate and Senate Standing Committees		X	X
Memorandum from College President			X
Annual Progress Report on Educational Master Plan Goals, Objectives and "Dashboard Indicators"	X	X	X
Survey of Committee of the Whole Membership			
Report of Resource Allocation	X	X	X
Annual Open Dialogue Session			
Annual Evaluation Report			

ACCREDITATION FOLLOW-UP REPORT

UPDATE

Strategic Planning Retreat

December 3, 2014

WHAT METAPHOR BEST CAPTURES THE ESSENCE OF AN ACCJC FOLLOW-UP REPORT?

Mountain Biking?



Or, Thanksgiving Leftovers?





THE RECOMMENDATIONS

(IN REASONABLY PLAIN ENGLISH)

1. Evaluate your planning and resource allocation process systematically, evaluate your method(s) of evaluating this process, and communicate results of those evaluations regularly to everyone.
2. Develop a system to ensure all course syllabi contain the correct SLOs, assess your programs using direct methods, complete your cycle of GE assessment, evaluate your outcomes assessment process, and evaluate your method(s) of evaluating this process.
3. Assess service area outcomes in Business Services and use results for improvement.
4. Create a systematic technology replacement plan, evaluate it, and use results for improvement.

FOLLOW UP REPORT TIMELINE

- Fall 2014
 - Discuss recommendations
 - Determine what we're ALREADY doing
 - Determine what we NEED to do
 - For example: today's retreat is a way to evaluate our evaluation mechanisms for planning and resource allocation.

2015

- Winter
 - Draft the report (by mid-Feb)
- Spring
 - First readings by senate, ISPC, COTW (March)
 - Revise report (April)
 - Approval by senate, ISPC, COTW (May)
 - Chancellor's cabinet review (May)
 - BOT approval (June)
 - Final draft completed (by late June)

2015 (CONTINUED)

- Summer
 - Evidence links finalized, remaining edits completed
 - Draft to graphics for formatting and printing

- Fall
 - Copies sent to ACCJC (by mid-September)
 - Follow-up visit (October)

RECOMMENDATION 1 (STRATEGIC PLANNING)

- Strategic planning timeline created and soon to be published with standardized naming protocols for all evaluations
- Institution Set Standards reconsidered and methodology revised
- Broad communication methods are still under discussion
- Strategic planning retreat to evaluate our evaluation mechanisms

RECOMMENDATION 2: OUTCOMES ASSESSMENT

- Syllabus template still under discussion. Must be finalized in Spring and be implemented by Fall 2015.
- Program assessment guidelines being revised with a focus on direct assessment measures.
- Modified four-year cycle for assessing all programs.
- GE outcome involving information competency and technology literacy assessed in fall 2014 with report completed in early 2015.
- APR assessment rubric modified to ensure assessment loops are closed regularly.
- Assessment data will now be collated annually in terms of Key Indicators to ensure systematic evaluation of assessment processes.

RECOMMENDATION 3: BUSINESS SERVICES

- Annual Administrative program reviews completed in each area of Business Services
- Measurable outcomes identified and documented in each program review
- Assessment of all outcomes done annually in summer
- Evaluation of assessment data and methodology done annually and included in next year's program review

RECOMMENDATION 4: TECHNOLOGY

- Technology replacement / refresh plan completed by Technology Committee and approved by ISPC/COTW.
- Total Cost of Ownership (TCO) process developed and approved. Implementation in Spring 2015
- Spring 2014 survey to assess technology resources being evaluated by college committees in fall 2014 in order to suggest needed improvements

WE'RE ON OUR WAY, BUT NOT THERE YET ...

