

## PLANNING AGENDA ITEMS

### Summary of Planning Agenda Responses Summer and Fall 2009 Responses limited to actions taken by September 30<sup>th</sup> 2009

#### Standard One: Institutional Mission and Effectiveness

1. Incorporate regular review of the mission statement and values statement into the institutional planning cycle.

**Response:** The College completed its review and approval of the 2008/2009 mission statement, with College Council approval in Spring of 2009. Both can be found on the new Las Positas website and will be included on all future publications. The college mission statement, strategic goals and vision have all been board approved June, 2009.

2. Develop an instrument for tracking links between institutional decisions and the college mission.
3. Train committee chairs on the character and use of dialogue as a tool for continuous improvement of programs and processes.

**Response:** The staff development committee has several themes for professional development in the year 2009/2010 and one theme is leadership. As a part of that theme, the committee is developing and offering leadership training for all interested committee chairs, discipline coordinators or any other leadership position beginning fall 2009. This training includes the use of dialogue within a meeting context and infusion of dialogue techniques within committee discussion. Also in response, the Academic Senate has offered training August, 2009 on consensus building tools, training on the Conversation Feedback Meter, and in Fall of 2009 will work with administration and classified Senate on future shared governance trainings all of which include the use of dialogue.

4. Work with committees on the process for communicating committee outcomes and information to campus constituents. Work with campus constituents on communicating needs or concerns through committee representation.

**Response:** Both the Academic Senate and the Academic Services deans are using communication bullets to identify areas of information in a consistent and timely manner. Committee outcomes discussion is planned for a College Council agenda in October.

5. Develop and update institutional strategic goals.

**Response: Please refer to planning agenda one response. Institutional strategic goals were approved by College Council in Spring 2009 and again by the District board in May 2009. Strategic goals are on the President's Place website and will be included in 2009/2010 publications.**

6. Make updates to the educational master plan systematic, and include in updates an assessment of progress made toward college goals.

**Response: The College is evaluating its Educational Master Plan as a part of its fall 2009 visioning process. Assessment of Master Plan goals and effectiveness continues through the student services program review, the academic services program review, and the piloted non-instructional program review. Revised strategic planning and visioning were presented to the college at large at Convocation on August 13<sup>th</sup>, 2009 with time lined focus group meetings for continued development in fall. Updates to the discussion have been included in each governance constituency group including Academic Senate, Classified Senate and Administrative Council.**

7. Create an annual report summarizing assessment data collected and indicating how and where this data is disseminated to the community.
8. Conduct an institutional review of the college's major planning and allocation processes in coordination with program review.
9. Assess the effects of changes made to existing process at the college on a regular basis.
10. Develop and implement a review process for non-instructional units.

**Response: The College is currently piloting a non-instructional program review for one unit in each college sector. These reviews will be incorporated into the college strategic plan, with all further unit reviews implemented in fall 2010.**

11. Develop an integrated planning model that shows district links to program review and the educational master plan.

## **Standard Two: Student Learning Programs and Services**

1. Improve the orientation and assessment process for increased student success by working with math and English faculty on consistent validation of assessment cutoff scores.

**Response: Both the English and math departments have reviewed and are in process of validating new assessment scores for each of the respective disciplines. The English department has completed its review for its transferable courses and is currently reviewing data for its pre-collegiate and basis skills courses. With the increase in degree requirements for math statewide, the math department is beginning its initial student/instructor survey for validation. This agenda to be completed by fall 2010.**

2. Make orientation for new students mandatory.

3. Discuss and review planning to offer technical support to online students on Saturdays and Sundays since many students take online courses because they work full-time during the week.
4. Identify certificate and major SLOs.

**Response:** The Student Learning Outcomes Committee has developed a timeline for completion for each of the agendas noted. The college has developed course outcomes that may apply to certificate outcomes and is beginning its development of outcomes for majors. Since each of the planning agendas noted continued completion of student learning outcomes under separate standard sections, the college will put completion of these planning agendas at the top of its list for each year and will continue to implement the student learning outcomes timeline throughout both the student learning outcome portion of the academic program review and student services program review cycle.

5. Assess the alignment of major and certificate SLOs with core competencies.
6. Articulate the role of SLOs in college policies, processes, and resource allocation.
7. Identify and query advisory committees to determine if any are inactive.

**Response:** The Academic Services deans and Student Services deans have created a timeline for: active/inactive committees and elimination of inactive committees; and, is working with the Associated Student Body on possible student participation on advisory committees; increased posting of advisory minutes on division websites. This will be completed by the end of fall 2009.

8. Seek consistent student representation on advisories.

**Response:** The Academic Services deans and Student Services deans have created a timeline for: active/inactive committees and elimination of inactive committees; working with the Associated Student Body on possible student participation on advisory committees; increased posting of advisory minutes on division websites. This will be completed by the end of fall 2009.

9. Monitor the regular posting of advisory committee minutes.

**Response:** The Academic Services deans and Student Services deans have created a timeline for: active/inactive committees and elimination of inactive committees; working with the Associated Student Body on possible student participation on advisory committees; increased posting of advisory minutes on division websites. This will be completed by the end of fall 2009.

10. Create opportunities for increasing the number and scope of learning communities and interdisciplinary courses.

**Response:** The college has sent a team of faculty and administrators to the Evergreen Learning Communities training/workshop provided this summer 2009 in the state of Washington. The Basic Skills Committee, in collaboration with Staff

Development, is offering training on learning communities models September, 2009 with the College Foundation and Evergreen materials as a part of the discussion for an LPC program.

11. Develop student learning outcomes for all majors and certificates.

**Response:** The Student Learning Outcomes Committee has developed a timeline for completion for each of the agendas noted. The college has developed course outcomes that may apply to certificate outcomes and is beginning its development of outcomes for majors. Since each of the planning agendas noted continued completion of student learning outcomes under separate standard sections, the college will put completion of these planning agendas at the top of its list for each year and will continue to implement the student learning outcomes timeline throughout both the student learning outcome portion of the academic program review and student services program review cycle.

12. Complete the SLO development for courses, certificates, and majors.

**Response:** The Student Learning Outcomes Committee has developed a timeline for completion for each of the agendas noted. The college has developed course outcomes that may apply to certificate outcomes and is beginning its development of outcomes for majors. Since each of the planning agendas noted continued completion of student learning outcomes under separate standard sections, the college will put completion of these planning agendas at the top of its list for each year and will continue to implement the student learning outcomes timeline throughout both the student learning outcome portion of the academic program review and student services program review cycle.

13. Develop a process for evaluating SLO assessment data for currency and achievement.

14. Investigate the correlation between outcome achievement and the awarding of credit as SLO data becomes available.

15. Develop major and certificate SLOs.

**Response:** The Student Learning Outcomes Committee has developed a timeline for completion for each of the agendas noted. The college has developed course outcomes that may apply to certificate outcomes and is beginning its development of outcomes for majors. Since each of the planning agendas noted continued completion of student learning outcomes under separate standard sections, the college will put completion of these planning agendas at the top of its list for each year and will continue to implement the student learning outcomes timeline throughout both the student learning outcome portion of the academic program review and student services program review cycle.

16. Assess the alignment of GE course SLOs with core competencies, and establish a cyclical process whereby the alignment of GE course SLOs with core competencies is regularly reviewed.
17. Review a feasible vehicle for tracking student employment following graduation as well as for tracking success rates on licensure/certification exams.
18. Assess policies and processes for reviewing student documents and where appropriate create written procedures for consistent actions.
19. Identify resources to provide sufficient counseling services.
20. Use SLO data to modify practices, as the data becomes available.
21. Combine the program review outcomes from Academic Services with those of Student Services to create a more integrated college approach to planning and resource development.

**Response: Student services has reviewed and duplicated the current academic services program review with minor edits to ensure consistency of planning and resource allocation planning. Outcomes from all three reviews (academic, student services, and non-instructional unit) will be equally identified through an institutional process for planning and resource development and is under discussion at the College Council meetings in the fall, 2009.**

22. Determine appropriate planning based on the student services site visit report (categorical).

**Response: Student Services personnel begins its review of the categorical matriculation report and prioritize agendas according to available budget and leverage of resources. Any planning that can be incorporated into standard plans will be added. Prioritized planning will be completed by the end of October 2009.**

23. Plan and develop a library budget that is part of the institutional process that ensures library funds that are stable and consistent which will allow for better planning to meet student and faculty resource needs; ensure student access to resources both on and off campus and provide a suitable physical environment for both student learning and a growing collection.

**Response: A review of the library budget will occur in response to possible budget reductions for 09/10. Prioritization of budget requests will occur through the library program review with appropriate resource allocations allotted to requests when budget is available. Library program review begins in fall 2009, with specific attention to increased student and faculty need along with rising costs of existing resources. Stability of library resources will continue to be discussed as part of the larger institutional budget development plan as well as will the need to institutionalize Measure B monies into a general fund budget for the library. The library will begin these discussions with administration following the program review process.**

24. Begin the college dialogue on Information Competency (IC), and develop a formalized plan that includes both Library-based information competency courses and an interdisciplinary approach.

**Response: The Library developed curriculum in spring, 2009, for both online and traditional Information Competency classes. Fall, 2009 the library faculty will begin the dialogue with English, ESL and Basic Skills faculty (as major stakeholders in the information competency skills) to further explore extended curriculum or projects.**

25. Plan and design a dedicated hands-on instructional lab for Library orientations, workshops, and research skills classes.

**Response: The library staff, along with the IT and M and O staff, has planned a renovated instructional area with increased computer access and student accommodation with upgrades to be completed fall, 2009.**

26. Work with Campus Security and Health & Safety Committee to create a plan to address the increasing security and safety needs of Library staff, students and other patrons.

**Response: The facilities plan and emergency plan have included emergency phone systems in classrooms as well as new fire alarm systems. The college is implementing its new classroom security phone system in prioritized classrooms and will be extending the implementation throughout 09/10. The library is part of this institutional response. The library also worked with Campus Security to establish a health and safety policy and to update the evacuation policy for the library.**

27. Continue to plan and explore remodel ideas in preparation for the future remodel to ensure that an appropriate infrastructure and environment adequately accommodates the needs of library services and staff, student access, and information competency instruction.

28. Work with the Director of Institutional Research and Planning to develop a survey tool that can be administered on a regular basis to provide more quantifiable data for Library purposes.

29. Collaborate with the Director of Institutional Research and Planning to improve Library questions for the campus wide student / faculty satisfaction surveys.

### **Standard Three: Resources**

1. Approve the consultative contract faculty hiring procedure for implementation in 2009.

**Response: The district and college Academic Senates agreed on a 2009 hire procedure that is a previously approved hiring process updated to include mandated language. Continued dialogue regarding a new faculty hiring procedure, reviewed by both college Academic Senates and district, goes to the District Council in fall, 2009.**

2. Provide consistent information and training for the college when hiring processes change.
3. Develop and adopt a code of ethics for staff and administration.
4. Assess the impact of growth and changing service demands as outlined in program reviews and the educational master plan in comparison to staffing levels for faculty, staff, and administrators.
5. Develop and disseminate HR policies and procedures that are clear and accessible to the college on a continued basis. Provide opportunity for college personnel feedback on effectiveness of procedures and forms.

**Response: The district began Human Resources Forums at each college in spring 2009 to inform staff regarding new policies and procedures at the district level. Procedures, processes and related forms are available on the district Human Resources website.**

6. Work with the district on developing a regular assessment of employment equity and diversity in relation to the college mission, and communicate that assessment to the college.

**Response: Through the informal working of the Campus Change Network, the college has begun staff development on employment and equity hiring as part of its professional responsibility to college staff. The first opportunity for such professional development is set for September, 2009.**

7. Develop a well-coordinated and appropriately funded staff development program that incorporates faculty, classified, and administration professional development into a centralized program with a centralized location.

**Response: The Staff Development Committee developed and proposed a model Staff Development Program to the president in spring 2009. Upon approval, several of the recommendations within that model program have been accomplished. The college has increased the release time for the Staff Development Coordinator so that increased centralization of service and support can be achieved. The college has also integrated its Innovation Center into the formal Staff Development Program. This also increases the centralization of service and support. The college has also developed a facility/space within the existing Innovation Center to provide technology support, a professional resource library, a reading/reflection area and an area for professional development training. In fall 2009, the Staff Development Committee will review a new name for the Innovation Center that better reflects the program, the five thematic strands of available development for 09/10 and an assessment survey designed for faculty and staff to give feedback on future professional development opportunities. A revised Staff Development weblink for faculty and staff has been developed that includes a monthly calendar of events and training as well as an opportunity to reserve attendance for these opportunities.**

8. Systematically evaluate staff development committee processes and opportunities, and link staff development to increased program and service effectiveness.

**Response: As with the previous academic program review cycle, staff development opportunities requested by faculty will continued to be reviewed by the Staff Development Committee. With the integration of the Student Services program review and the non-instructional unit review in fall 2009, all staff development requests from any institutional program review process will be reviewed by the Staff Development Committee. Fall, 2009 included the integration of agreed upon professional development opportunities from the administrator as well.**

9. Ensure that all faculty and staff position needs are identified in respective program reviews and that revisions to the educational master plan include long-term projections for staffing in faculty, staff, and administrator positions. Encourage classified staff participation to this process.
10. Develop a long-term projection for staffing in administrative, classified, and faculty positions, in conjunction with budget development.
11. Include a process for requesting new administrator positions into the request cycle outlined by the Planning and Budget Committee.
12. Review, revise, and streamline existing policies and procedures related to the District Human Resources Office. Work in consultation with the district on revised processes.

**Response: The district began Human Resources Forums at each college in spring 2009 to inform staff regarding new policies and procedures at the district level. Procedures, processes and related forms are available on the district Human Resources website.**

13. Resolve instances of wheelchair inaccessibility caused by technical difficulties or construction delays.

**Response: The college is reviewing all accessibility needs within newly constructed facilities through the user group process and through the Administrative Executive team and have committed resources to ensure that construction does not prohibit access for disabled students. The college has worked with its Disabled Students program for suggestions and student feedback on this issue.**

14. Install an emergency communication system in each classroom.

**Response: The facilities plan and emergency plan have included emergency phone systems in classrooms as well as new fire alarm systems. The college is implementing its new classroom security phone system in prioritized classrooms and will be extending the implementation throughout 09/10.**

15. Provide a collaborative and transparent process for the consideration of what facilities/programs to defer.

**Response: Deferred facilities is part of the participatory governance process, and currently resides with the Facilities Committee. An example of the process was demonstrated by the recent deferral of one of the college physical education phases**



to make way for the renovated science extension. Additional discussions regarding all facilities are part of the committee agenda and can be reviewed by all college personnel.

16. Develop a TCO business plan for each new facility to accurately estimate true costs.

**Response:** The Program Introduction process associated with the Academic Senate includes a minimal cost analysis of new academic programs but does not meet the need of new programs associated with new and renovated facilities. Beginning in 2008 the college has requested business plans for all new programs. Business plans for the Child Development Center, the Swimming/Aquatics Program, the Health Sciences program, and the Veterans Program have all been developed and reviewed by the administration. Future business plans will be formally reviewed by the participatory governance committee, Planning and Budget Committee beginning Fall 2009.

17. Provide faculty training related to how institutional research is integrated and supportive of institutional planning and evaluation at the college and through that training assist faculty in determining what the data demonstrates.

**Response:** Beginning Fall 2009 the college will integrate into its Staff Development planning a workshop for college personnel on interpreting data. The workshop for faculty and staff in the Student Services program review is scheduled for November. The workshop for the faculty and staff working on Academic Services program review and non-instructional unit review is scheduled for spring, 2009.

18. Evaluate the need for increased staffing in the college information technology area to accommodate college growth.

19. Research and initiate disaster preparedness and recovery procedures.

**Response:** Both the district and the college are working together to provide training for NIMS and SEMS training for the college. All college training is currently occurring and will continue through fall 09. Emergency and recovery procedures are developed, communicated and implemented through a collaborative effort between district Human Resources and the college Security division.

20. Establish a transparent process, with documentation, regarding the college's internal technological prioritizations, purchases and requests.

**Response:** The technology prioritization and subsequent purchase stems from the Technology Plan. This plan is developed and reviewed by the participatory governance committee, Technology Committee, and serves as the transparent documentation from which purchase and requests are initiated. Some additional technology may be requested through the Planning and Budget process under Instructional Equipment requests.

21. Evaluate the current program review processes of the college to ensure that goals and plans are completely and clearly linked to budgetary needs and planning.

**Response: Currently the Academic Program Review is reviewing and updating its program review process for the next four year cycle of program review. Assurance that the results of the Academic Program review are closely linked to the budget process is one of the key elements discussed by the faculty. The college is also beginning its non-instructional unit review in fall 09. Selected units will be completing the pilot so that continued coordinated efforts can occur on an institutional level. The final piece of the program review process lies within Student Services. This sector has begun its four year review cycle beginning in fall 09. Concurrently, the president is working with College Council on the creation of an institutional effectiveness committee whose responsibilities will include the coordination of all reviews, review application to budget and clearly identified benchmarks that link planning to institutional effectiveness. Discussions on institutional effectiveness and the planning necessary began in College Council in the spring of 2009.**

22. Ensure that timelines and processes for resource opportunities are consolidated and posted in a central area so all faculty, staff, and students are adequately informed.

**Response: Currently a template for possible resource allocation opportunities resides in the Academic Services program review model. All college resource timelines and processes are placed within the area of responsibility and can be found on the Planning and Budget website, the Foundation website, the Bookstore Committee website. These are updated annually. In 09/10, discussion regarding consolidation of timeline, process and resource occurs in College Council as a part of the institutional effectiveness model.**

23. Request increased efforts by district IT to improve user training in Banner software and to provide access to secure areas to more staff with appropriate clearance and accountability.

24. Devote district resources to additional user-friendly financial applications.

**Response: The district has provided the colleges a web interface for business services (Web for Finance) that has assisted college personnel in accessing a more user friendly application. This application was implemented in Fall 2008 with training for division personnel completed by Spring 2009.**

25. Increase communication levels between college and district regarding progress reports on changes and enhancements to Banner software.

26. Ensure that a prudent reserve is established at the college for contingencies and emergencies, and communication between the district and the college should include planning for these contingency funds.
27. Evaluate the district approach to collective bargaining to ensure that business office personnel are included in costing out the short term and long term consequences of negotiated issues.
28. Establish a district task force to outline processes and procedures that could achieve improvements. Process mapping and other evaluative work should be utilized to ensure appropriate review of systems.
29. Work with the district in reinstating the Banner Finance (and other) users' group to maximize the software system's capabilities in support of college needs.
30. Develop a financial management training program for budget managers at the college.
31. Establish an evaluation system or scoring process for measuring and communicating performance at reaching goals, evaluating those goals and the strategies used to reach them, and responding to both shortfalls and surpluses in funding.

#### **Standard Four: Leadership and Governance**

1. Work with college processes to integrate evaluation measures through the use of research and dialogue.

**Response: Campus workshops on data for all program review sectors beginning in fall, 2009 integrates research and evaluation through a dialogue with faculty and staff on meaningful data.**

2. Develop links between completed institutional goals and institutional effectiveness.
3. Review and evaluate annually the District Strategic Plan to determine completed goals and appropriate input, revisions or improvements. This should be done in collaboration with the district.

**Response: The district has internally reviewed its updated strategic plan with the college administrative team in spring, 2009.**

4. Communicate guidelines and processes for financial planning and budget development, and evaluate those processes to ensure they are followed. This should be done in collaboration with the district.

**Response: The district office reconvened its District Budget Study Group at the beginning of spring 2009. At this time, the group is studying budget information but no process evaluation has occurred.**

5. Work with the district on a new formula and allocation model for fiscal resources that more accurately reflects college needs and that can provide for a more transparent budget allocation process.

6. Use the newly created District Delineation of Functions Map as a foundation for discussion between the college and the district to review primary and secondary roles and to promote improvement of processes related to those roles.

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