PALOMAR COLLEGE
Learning for Success

STRATEGIC PLANNING COUNCIL AGENDA

Date:	October 4, 2011
Starting Time:	2:00 p.m.
Ending Time:	3:45 p.m.
Place:	**AA-140**

CHAIR: Deegan

MEMBERS: Barton, Brannick, Cater, Cerda, Claypool, Cuaron, Dean, Dimmick, Furch, Halttunen, Hoffmann, Jimenez, Laughlin, Martinez, Maunu, Newmyer, Sivert, Stewart, Talmo, Titus, Tortarolo, Vernoy, Wick

RECORDER: Ashour

	Attachments	**Time**

A. MINUTES   5 min
   1. Approve Minutes of September 20, 2011

B. ACTION ITEMS/FIRST READING   10 min
   1. Board Policies 3440, 3502, 3505, 3550, 3560, 4020   Exhibit B1
      5010, 5130, 5510, 6550, 6700, 7100, 7120, 7130
   2. Administrative Procedures 3440, 3550, 3560, 4020   Exhibit B2
      5010, 5013, 5130, 6700

C. ACCREDITATION RECOMMENDATIONS AND PROGRESS   40 min
   1. Accrediting Commission Actions and Policy Updates
   2. Accreditation Update
   3. Midterm Report: Review: Exhibit C3
      Recommendation #3-SLOACs
      Planning Agendas #1, 5-SLOACs, Professional Development
      Planning Agenda #6-Staffing Plan)-75/25 Workgroup
      Planning Agenda #7-Staffing Plan)-Staffing Plan

D. INTEGRATED PLANNING MODEL   40 min
   1. SPC Timeline Check-in
   2. Objectives 1.2, 3.1, and 3.2   Exhibit D2
   3. IPM Figure   Exhibit D3
   4. SPPF update

E. REPORTS OF PLANNING COUNCILS   10 min.
   1. Finance & Administrative Services Planning Council – Joe Newmyer
   2. Human Resource Services Planning Council – John Tortarolo
   3. Instructional Planning Council – Berta Cuaron
   4. Student Services Planning Council – Mark Vernoy

F. REPORT FROM PC3H COMMITTEE   5 min

G. OTHER ITEMS

A regular meeting of the Palomar College Strategic Planning Council scheduled October 4, 2011, was held in AA-140. President Robert Deegan called the meeting to order at 2:00 p.m.

<u>ROLL CALL</u>
Present: Barton, Brannick, Cater, Cerda, Claypool, Cuaron, Dean, Deegan, Furch, Halttunen, Lucero, Maunu, Newmyer, Sivert, Stewart, Vernoy
Absent: Dimmick, Hoffmann, Laughlin, Martinez, Talmo, Titus, Tortarolo, Wick
Recorder: Cheryl Ashour
Guests: Kathy Davis for Wick, Joan Decker, Brent Gowen, Glynda Knighten

A.   <u>MINUTES</u>
    1.   <u>Approve Minutes of September 20, 2011</u>
        MSC (Cater/Cuaron) to approve the Minutes of September 20, 2011 as written

B.   <u>ACTION ITEMS/FIRST READING</u>
    1.   <u>Board Policies 3440, 3502, 3505, 3550, 3560, 4020, 5010, 5130, 5510, 6550, 6700, 7100, 7120, 7130</u>
        President Deegan presented the following Board Policies **(Exhibit B1)** for a first reading:
            BP 3440-Service Animals
            BP 3502-Campus Security and Access
            BP 3505-Emergency Response Plan
            BP 3550-Drug Free Environment and Drug Prevention Program
            BP 3560-Alcoholic Beverages
            BP 4020-Program, Curriculum, and Course Development
            BP 5010-Admissions and Concurrent Enrollment
            BP 5130-Financial Aid, Veterans' & Scholarships Services
            BP 5510-Off Campus Student Organizations
            BP 6550-Disposal of District Personal (Listed) Property
            BP 6700-Other Facilities Use (Civic Center Act)
            BP 7100-Commitment to Diversity
            BP 7120-Recruitment and Hiring
            BP 7130-Compensation and Benefits

        A discussion ensued regarding BP 3560 – Alcoholic Beverages and selling of alcohol on campus. Concerns were expressed regarding the liability for the District if someone attending a function were to drink and drive, and the health and safety of our students and staff with serving Alcohol. A point was made that the campus is a smoke and tobacco free campus, yet the District is considering selling alcohol at foundation functions. President Deegan asked constituents to discuss this policy with their members. The Board Policies will return at the next SPC meeting for second reading/action.

    2.   <u>Administrative Procedures 3440, 3550, 3560, 4020, 5010, 5013, 5130, 6700</u>
        President Deegan presented the following Administrative Procedures **(Exhibit B2)** for a first reading.
            AP 3440-Service Animals
            AP 3550-Drug Free Environment and Drug Prevention Program
            AP 3560-Alcoholic Beverages
            AP 4020-Program, Curriculum, and Course Development
            AP 5010-Admissions and Concurrent Enrollment
            AP 5013-Students in the Military
            AP 5130-Financial Aid, Veterans' & Scholarships Services
            AP 6700-Other Facilities Use (Civic Center Act)

The Administrative Procedures will return at the next SPC meeting for second reading/action.

C.   ACCREDITATION RECOMMENDATIONS AND PROGRESS

    1.   Accrediting Commission Actions and Policy Updates
      There were no items.

    2.   Accreditation Update
      There were no items.

    3.   Draft Midterm Report: Recommendation #3-SLOACs; Planning Agendas #1, 5—SLOACs, Professional Development; Planning Agenda #6-Staffing Plan-75/25 Workgroup; Planning Agenda #7-Staffing Plan
      Vice President Cuaron requested that members read the Report **(Exhibit C3)** and provide input. She discussed the data on the second page, and the work that has been completed which will move the College to proficiency by the end of spring, 2012.   She stated that the 75/25 workgroup has been reconvened.

D.   INTEGRATED PLANNING MODEL

    1.   SPC Timeline Check-in
      Michelle Barton reviewed the upcoming tasks.

    2.   Objectives 1.2, 3.1 and 3.2
      Michelle Barton distributed and discussed the following Strategic Plan 2013-Year 2 objectives **(Exhibit D2)**:
- 1.2: Communicate the College's planning models, vision, mission, values, and goals.
  - A workgroup was formed to identify ways to communicate the College's planning models, vision, mission, values, and goals. The goal is to continuously communicate the College's planning process to the rest of the College campus community. Phil Cerda and Evelyn Lucero volunteered to be part of the workgroup.
- 3.1: Create a centralized archive documenting institutional history: major planning council recommendations, precedent-setting decisions, and the evolution of shared governance structures.
  - President Deegan will speak to the chair of the workgroup and a progress report will be given in a future SPC meeting.
- 3.2: Develop and implement a method for assessing the effectiveness of the shared governance process.
  - A workgroup was established consisting of the constituent leaders, or their designee, President Deegan, and a Vice President. Michelle Barton will assist with resources.

    3.   IPM Figure
      Michelle Barton distributed a copy of a revised IPM Model **(Exhibit D3)**. She stated that the group assigned to write the midterm report recommends that the IPM model be revised as follows:
- Take out the words "Equipment Plan" from the list of plans at top, because the equipment plan is addressed in the PRPs
- In the red circle, change the word "review" to "evaluation" to match accreditation language. The Palomar College meaning of the word "review" is the same as the ACCJC meaning of the word "evaluation"
- Change the shadow figures

The following additional revisions were suggested by members:
- Add the words "Palomar College" to the document
- Place a hyphen between the words "College" and "Wide" (inside the red circle)
- Capitalize "community" and "students" under the shadow figures

Revisions will be made to the document and it will come to SPC at the next meeting as a first reading.

    4.   SPPF Update
      Michelle Barton updated members on the progress of the SPPF Update process.

E.   **REPORTS OF PLANNING COUNCILS**
   1.   **Finance and Administrative Services Planning Council**
       Interim Vice President Joe Newmyer reported that FASPC is working on its SAOs and plan to have them
       completed by the end of the month.   A survey will be distributed regarding the work of the Division.

   2.   **Human Resource Services Planning Council** – no report

   3.   **Instructional Planning Council**
       Vice President Cuaron reported that each IPC council member was assigned to review seven or eight PRPs. It
       developed criteria for the PRP reviews and began developing criteria for proposals that will come in for
       Objective 2.7.

   4.   **Student Services Planning Council**
       Interim Vice President Mark Vernoy reported that SSPC was given a presentation by a group that represents
       the Mental Health Services Act. The Director of Research and Planning gave direction on how SSPC could
       modify its PRP process.

F.   **REPORT FROM PC3H COMMITTEE**
   Monika Brannick reported that the wall between ST70 and ST72 came down and the area is now one big room.
   The Pride at the Beach event is this Saturday, from 11:00 am to 6:00 pm, at the Oceanside Pier.

G.   **OTHER**
   1.   **Parking**
       President Deegan invited Kelley Hudson-MacIsaac to today's meeting to speak on the issue of providing
       additional faculty and staff parking spaces in lot 12. Ms. Hudson-MacIsaac stated that when construction
       projects are planned, logistical issues are seriously considered, including parking. She discussed the concerns
       of adding additional parking in lot 12. President Deegan emphasized that there are parking spaces in lots 1
       and 2 to accommodate faculty and staff who are displaced by the closure of lot 11. The Facilities Review
       Committee will discuss the request for additional parking in lot 12 at their next meeting. Ms. Hudson-
       MacIsaac discussed the location of additional student parking that will be available in the future.

   2.   **Revenue from Grants**
       President Deegan stated that Palomar College will receive approximately $25 million, spread over five to
       eight years, from the following grants: GEAR UP, NSF, Title III, STEM, and TRIO.

   3.   **Student Success Strategies**
       Berta Cuaron stated that the Chancellor's Office has released the recommendations of the California
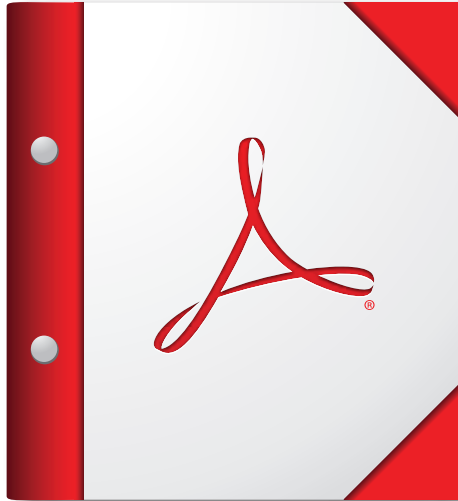   Community Colleges Student Success Task Force. She will distribute the document at the next meeting.

H.   **ADJOURNMENT**
   There being no further business, the meeting was adjourned at 3:05 p.m.
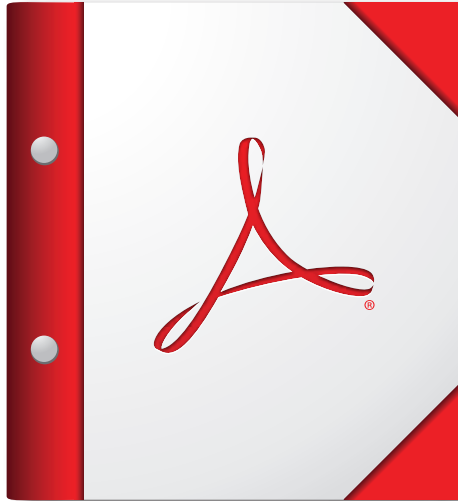
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Midterm Report 2012

PALOMAR COLLEGE
Learning for Success

Submitted by

Palomar College
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Submitted to

The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

March 15, 2012

Palomar Community College District
Midterm Report 2012- COVER DRAFT 10.06.11
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Recommendation #3 – Student Learning Outcomes

In order to meet the standards by 2012, the team recommends that the College identify assessment methods and establish dates for completing student learning outcomes assessments at the institutional level and for all of its courses, programs[,] and services. This process should also include the development of performance measures to assess and improve institutional effectiveness of all programs and services. The College should disseminate the outcomes widely and use these results in the strategic planning and resource allocation process (IIA.1.a, c; II.A.2.a, h; II.B.4; II.C.2; III.A.1.c) [Planning Agenda #1]

Progress and Analysis

In the 2010 "Site Team Exit Report" the Commission's Evaluation Team described the College's "considerable progress in developing, implementing and assessing" Student Learning Outcomes Assessment Cycles (SLOACs) and Service Area Outcomes Assessment Cycles (SAOACs). In its June 30, 2010, Action Letter, the Commission stated that the College had "fully resolved" Recommendation #3.

Accordingly, the College's current SLOAC activities are concentrated on achieving the "Proficiency" level as defined by the Commission's Rubric for Evaluating Institutional Effectiveness by Fall 2012 and then the "Sustained Continuous Improvement" level by Fall 2014. These activities are led by the Learning Outcomes Council (LOC) and its faculty coordinators. Unifying faculty members' considerable efforts, the LOC reports to the Faculty Senate and works collaboratively with the Curriculum Committee, the academic department chairs and directors, the Instructional Planning Council (IPC), and the Strategic Planning Council (SPC), and the Office of Institutional Research and Planning (IRP).

The College's SAOACs are developed, implemented, and assessed through the divisional areas of Finance and Administrative Services, Human Resource Services, Instructional Services, and Student Services and their respective planning councils.

The Strategic Plan and the Program Review and Planning (PRP) processes integrate discussion of Student Learning Outcome and Service Area Outcome assessment results at the department/unit and council levels. Based on these discussions, the College develops priorities that inform the resource allocation process.

<u>**Student Learning Outcomes.**</u> This section of the report is organized by the seven characteristics associated with the "Proficiency" level as defined by the Commission's "Rubric for Evaluating Institutional Effectiveness—Part III: Student Learning Outcomes."

1. **Student learning outcomes and authentic assessment are in place for courses, programs and degrees.**

[The numbers that follow are place-keepers. We will continue to update the data throughout the Fall. As of August 2011 (as per POD):

- Courses with at least one SLO identified: 87%
- Courses with a SLO assessment plan: 83%
- Courses with assessment results entered: 25%
- Programs with at least one SLO identified: 40%
- Programs with an assessment plan: 25%
- Programs with assessment results entered: 13%
- GE/ILOs assessed by Fall 2012: 5

2. **There is widespread institutional dialogue about the results of assessment and identification of gaps.**

The LOC reports to the Faculty Senate and the Strategic Planning Council and has named positions on the Faculty Senate, Curriculum Committee, and the Accreditation Steering Committee. Dialogue about the results of assessment and the identification of gaps in assessment cycles occurs on an ongoing basis among these groups. These groups post the minutes of their meetings on the College's website to inform the college community and prompt further dialogue. Moreover, the representatives of these groups are charged with stirring dialogue on the subject among their constituents. Members of these groups join, as necessary, into special workgroups. **[For example?]** *Summer Institute, GE/ILO Assessment workgroup, Student SLO website*

The foundation of this institutional dialogue is Program Review and Planning (PRP). PRP processes direct departments/units to report the results of outcome assessments collected in the Palomar Outcomes Database (POD) and then to reflect upon these findings, including noteworthy trends or areas of concerns, such as gaps. The PRP process was expanded in 2009 to require direct linkage of data analysis to assessment results to planning and resource requests. When in order to implement a plan for improvement a department/unit enters a resource request on the PRP form, it must provide a detailed rationale by referring to its analysis of data and SLOAC results. In this way, the connection among outcome results, planning, and resource requests is complete at the department or unit level. **[Provide an example of a budget request linked to a plan to improve outcomes.]** *Reading*

The PRP forms are reviewed by the Planning Councils, which consider the department/unit's assessment results and consequent plans and prioritize requests for resources. The Planning Councils report their actions to the Strategic Planning Council. In this way, the circle of dialogue among the department or unit, Planning Council, and institutional levels is complete.

3. **Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning.**

As described above, decision-making dialogue occurs at and among the department/unit, Planning Council, and institutional levels. Departments/units analyze SLOACs as part of Program Review and Planning (PRP) processes. The Planning Councils evaluate the department/unit's PRP documents and prioritize requests for resources. These requests must be tied to improving SLOs (or SAOs) or to a Strategic Plan objective. **[Add an example.]**

4. **Appropriate resources continue to be allocated and fine-tuned.**

The College gives strong support to the Learning Outcomes Council (LOC), including providing (100% in total) assigned-time for the positions of Coordinator and Assistant Coordinator. The College also has allocated Strategic Plan Priority Funding to the LOC (see #5 below). Moreover, part-time family and off-contract full-time faculty are compensated for their participation in the development of SLOACs. *Funding for Learning Outcomes coordinators, full-time accreditation support staff position, funding for Learning Outcomes Council members to attend conferences and workshops.*

The LOC and individual departments/units receive ongoing support from the Office of Institutional Research and Planning. **[Describe this support?]** *The Director of Institutional Research and Planning is a named member of the Strategic Planning Council, the Learning Outcomes Council, and the Accreditation Steering Committee.*

The Professional Development Office works closely with the LOC to provide faculty workshops, training, and mentoring on SLOAC activities. **[Add an example or examples.]**

5. **Comprehensive assessment reports exist and are completed and updated on a regular basis.**

To collect and systematize the results of the College's SLOACs and SAOACs, the college is utilizing TracDat, also known as the Palomar Outcomes Database (POD). To help faculty post information into the POD, the LOC developed "POD Squads" – mentors who work with faculty and staff, funded by a Strategic Plan Priority Funding (SPPF) allocation. The LOC runs POD reports regularly in order to monitor the progress of course, program, and institutional assessment cycles, identify gaps, and to prompt dialogue among College groups. From this POD, the LOC Coordinators generate a list of all SLOs and publish them on the LOC website every semester.

6. **Course student learning outcomes are aligned with degree student learning outcomes.**

   [This material under #6 needs to be composed:

The LOC also runs POD reports regularly in order to analyze the mapping of course to program to degree outcomes. (Marty/Katy: "We use the POD to identify courses where we can assess GE outcomes.")

Entering course and program data into the POD requires faculty to map these outcomes to degrees. The LOC's goal is for faculty to map every SLO to a GE outcome. If an SLO doesn't map, then there is a "gap." Written guidelines for mapping course and programs to GE/ILOs are included in a FAQ document posted to the LOC website; in addition, POD Squad mentors assist faculty and staff in mapping course and program SLOs to GE/ILOs.

The LOC approved two assessment plans (course embedded and ePortfolios) for assessing the following GE/ILOs during the 2011-2012 academic year:
- Written and Oral Communication,
- Critical Thinking, and
- Information Literacy.

Faculty Senate Minutes of 8.22.11: "Marty Furch indicated that members of the Learning Outcomes Council held a successful Summer Institute. The Council has discussed plans to submit a proposal to the Strategic Planning Council to fund a Pilot Assessment Program of the first set of GE/Institution Learning Outcomes."]

[Gap? How do we assess the outcomes of students in Liberal Arts and University Studies degree programs?]

7. **Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.**

Faculty must include SLOs on course syllabi (i.e., "course descriptions"), ensuring that students are made aware of the goals and purposes of their courses from the first day of class.

[How does the College ensure that students are aware of the purposes of their programs?]

The Learning Outcomes Council designed a website on SLOs specifically for students: A *Student Guide to Learning Outcomes*. Here students learn about outcomes in general – and in particular about course SLOs, GE SLOs, the LOC, and the many resources available to them. In addition to informing students, this website serves as a teaching tool for faculty.

Service Area Outcomes.

[The following two paragraphs are mainly a carry-over from *FUR 2010*. Do we want to instead say something new in this section?]

The Finance and Administrative Services, Human Resource Services, and Student Services divisions and their respective Planning Councils have established structures, timelines, and assessment methods for Service Area Outcomes (SAOs).

Each division/council has approached this process differently, but each has developed SAO structures and assessment methods to improve the effectiveness of the service areas and of the institution. Service Area Outcomes are the products of specific administrative activities and projects that directly or indirectly support the teaching and learning environment, provide a service to students, and advance the overall mission of Palomar College. The assessment methods for many of the SAOs involve evaluating how the completion and implementation of a given activity or project has improved a service to students or to the college. SAO assessment results are used in the Strategic Planning and in the Program Review and Planning processes for the development of service and program area priorities and for resource allocation decisions through the budget development process.

Additional Plans

Evidence

Palomar College Planning Agenda # 1

The Learning Outcomes Council (LOC) will guide and support the college's completion of the Development phase of Student Learning Outcomes Assessment Cycles (SLOACs) at the course, program, general education, and institutional levels. In this process, the LOC will move the college toward the Proficiency phase of SLOACs (I.B, II.A, II.B). [*Recommendation #3 – SLOACs*]

Progress

[We discuss this Planning Agenda in our report on Recommendation #3.]

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Palomar College Planning Agenda # 5

In the area of Professional Development, the college will

    a. offer broader and more comprehensive professional development activities for faculty, staff, and administrators on Student Learning Outcomes Assessment Cycles, students' basic skills needs, and students' diverse learning styles;

Progress

Annually the College offers many and varied activities on Student Learning Outcomes Assessment Cycles (SLOACs), students' basic skills needs, and students' diverse learning styles. The Learning Outcomes Council focuses on professional development as it relates to the SLOAC process; the Professional Development (PD) Coordinator, as it relates to basic skills and learning styles. Based on Needs Assessment Surveys, the PD Coordinator also considers the kinds of workshops and trainings that faculty request and adds activities accordingly. The PD Coordinator has a named position on the Learning Outcomes Council, the Strategic Planning Council, and the Basic Skills/Title V, HSI Steering Committee.

On <u>Student Learning Outcomes Assessment Cycles</u>, activities in 2010-2011 included, for example, a number of Palomar Outcomes Database training sessions, an assessment workshop for faculty led by Bob Pacheco of Barstow College, and the program-level Student Learning Outcomes workshops for faculty and administrators.

In addition, two new Professional Development Self-Designed Activities codes were added in the 2010-2011 academic year to support faculty members' participation in the SLOAC process.

On <u>students' basic skills needs</u>, activities in 2010-2011 included "The Latina/o Experience at Palomar: A Student Roundtable presented by MEChA Students" and "Learning Theory and Neuroscience: Teaching Students to REALLY Learn" with guest speaker Janet Fulks of Bakersfield College.

On <u>students' diverse learning styles</u>, activities in 2010-2011 included "Addressing Multiple Learning Styles in Your Classroom" with guest speaker Lynn Wright of Pasadena City College and "Creating an Active Learning Environment in Your Classroom" with guest speaker Joan Cordova of Orange Coast College.

Evidence

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  b. **develop professional development opportunities for faculty, staff, and administrators to learn about their colleagues' academic and career/technical programs;**

Progress

The Professional Development program provides faculty, staff, and administrators frequent and diverse opportunities to learn about the College's academic and career/technical programs. These opportunities include participation in Learning Communities and integrative learning, the Palomar Academy for Collaborative Teaching (PACT), the On Course I Workshop, and the many activities sponsored by the Basic Skills Initiative/Hispanic Serving Institution grant.

Evidence

  c. **concentrate on engaging part-time faculty in these activities and opportunities (II.A, III.a, IV.A).**

Progress

The College actively engages part-time faculty in Professional Development activities. As a result, part-time faculty make up the majority of participants in PD workshops. At the beginning of each semester, the College provides plenary meetings for part-time faculty, including a number of breakout sessions that ensure that part-time faculty are aware of the College's evolving nature and needs. The PD Coordinator also solicits ideas directly from part-time faculty on the types of breakout sessions they want. Because part-time faculty often have diverse teaching schedules that make it difficult for them to attend workshops at popular class times, the College offers events in the late afternoons, on Fridays (including back-to-back events so that part-time faculty can maximize their attendance), and online.

During this past academic year, the PD Office offered two training sessions at the start of each semester that familiarize part-time faculty with the PD process and that aid them with the submission of their contract proposals.

Importantly, the College has moved the PD Office into the Part-time Faculty Workroom, giving part-time faculty direct access to the Office and the guidance of its staff.

Evidence
Professional Development Workshops

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Palomar College Planning Agenda # 6

The "75/25" Workgroup will develop a plan to improve the ratio of credit hours taught by full-time faculty to the credit hours taught by part-time faculty while also increasing the number of full-time faculty (II.A, III.A). *[Recommendation #2.1.d – Staffing Plan]*

Progress

[The College has reconvened this workgroup. At present it is reviewing *Staffing Plan 2016* to determine whether it adequately addresses this Planning Agenda.]

Evidence

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Palomar College Planning Agenda # 7

The college will develop a systematic process based on discussion among constituent groups to identify and plan for the staffing levels and flexibility necessary for continuity of services in support of students (II.C, III.A, III.B). [*Recommendation #2.1.d – Staffing Plan*]

Progress

[We discuss this Planning Agenda in our report on Recommendation #2.1.]

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Palomar College Strategic Plan 2013 - YEAR 2 Action Plan 2011-2012 - SPC Assigned Objectives Working on as of 10-4-11

Goal 1:Implement an integrated planning, review & evaluation model that provides for the allocation of resources on the basis of department/unit & college-wide priorities.				
Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome
Objective 1.2: Communicate the college's planning models, vision, mission, values, and goals.				
Supt / President	SPC	1. Identify strategies for communicating planning models. 2. Implement strategies.	1. Fall 2011 2. Spr 2012	* Communication strategies defined and carried out. * Follow up indicates that college community is aware of planning models and documents.

Goal 3: Ensure that the college's shared governance structure operates effectively and that the processes for decision-making are clearly defined and participatory.				
Person Responsible	Group	Project Steps	Timeline	Objective Measurable Outcome
Objective 3.1 Create a centralized archive documenting institutional history: major planning council recommendations, precedent-setting decisions, and the evolution of shared governance structures.				
Supt / President	SPC	1. Review current practices and determine methods for centralizing documentation of major planning council recommendations, precedent-setting decisions, and the evolution of shared governance structures. 2. Develop archive.	1. Fall 2011 2. Spr 2012	Archive developed.
Objective 3.2 Develop and implement a method for assessing the effectiveness of the shared governance process.				
Supt / President	SPC	1. Review current survey for assessing effectiveness of planning councils and governance groups. 2. Establish working group. 3. Review process, revise survey instrument if necessary. 4. Implement. 5. Integrate results into orientation program. 6. Evaluate, modify if necessary. *Current evaluation will be conducted until this work is completed*	1. Fall 2011 2. Fall 2011 3. Fall 2011 4. Spr 2012 5. Fall 2012 6. Spr 2013	* Initial assessments, evaluation, and reflection completed. * Responsive steps taken to address results.

Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model

community

Educational Master Plan

Facilities Plan   Staffing Plan   Technology Plan

Strategic Plan

Annual Implementation

Evaluation

Evaluation

College Wide Priorities

Resource Allocation

Council Priorities

Annual Implementation

EVALUATE & INFORM

EVALUATE & INFORM

Program Review & Planning

students