

Compilation of Planning Agendas

Planning Agendas in the self study are constructed in accordance with the ACCJC/WASC “Self Study Manual,” which indicates that Planning Agenda statements should include three elements:

1. Statements of the plans, activities, and processes (as opposed to tasks) the institution expects to implement as a statement of what the institution thinks it will do.
2. Discussion of the ways the areas identified in need of improvement will be or have been incorporated into the ongoing, systematic evaluation and planning processes of the institution.
3. Discussion of how the outcomes of these plans, activities and processes are expected to improve student learning and foster institutional improvement in general.

Since it is difficult to talk about outcomes without including tasks, it was decided to include both in the Planning Agenda statements. This allows tasks to be discussed, while maintaining the focus on the identified outcome. Thus, Planning Agendas in standards section of the Self Study will include four elements: 1) Outcome; 2) Tasks; 3) Ensuring ongoing compliance; and 4) Impact on student learning.

Where the college is not fully meeting a standard, a Planning Agenda is presented. For many of the standards the college is deemed to be meeting the standard and no Planning Agenda is required. Also, there are some instances where the college is found to be meeting a standard, but a Planning Agenda is presented to move beyond meeting the standard.

This compilation presents the “Outcome” element of each of the Planning Agenda. The specific standard for each is identified and those planned for going beyond meeting the standard are also noted.

I: Institutional Mission/Effectiveness

- The President’s Institutional Research and Assessment Team will be an active and well acknowledged group that continually assesses the college’s evaluation mechanisms. [I.B.7]
- The ACCJC/WASC “Rubric for Evaluating Institutional Effectiveness” will be incorporated into the college planning and evaluation process as an ongoing tool for assessing institutional effectiveness in Program Review, Planning, and Student Learning Outcomes. [I.B.7]

II.A. Instructional Programs

- An ongoing system of assessment of student learning outcomes at the program level will be in place for all programs. (Beyond meeting the standard) [II.A.1.c]
- The Student Learning Outcomes and Assessment Committee will be an active leadership body, which will engage the college in ongoing development, review and assessment of student learning outcomes. (Beyond meeting the standard) [II.A.2.f]
- A system of assessment of learning outcomes at the program level will be in place to indicate more clearly that all degrees and certificates are awarded based on achievement of student learning outcomes. [II.A.2.i]
- A structured assessment process that can be individualized by each General Education area will be developed and faculty will be encouraged to complete their own assessment plan through course and/or program review. (Beyond meeting the standard) [II.A.3.a]
- An ongoing review of assignments and assessment/evaluations that correlate with course-level student learning outcome (on Official Course Outlines) will be in place and faculty will be encouraged to create assignments that promote active, collaborative learning and use of technology. (Beyond meeting the standard) [II.A.3.b]
- An ongoing review of assignments and assessment/evaluations that correlate with course-level student learning outcome (on Official Course Outlines) will be in place and faculty will be encouraged to create assignments that promote student learning related to ethical issues within the Social Science, Humanities, and/or Cultural Diversity areas. (Beyond meeting the standard) [II.A.3.c]

II.B. Student Support Services

- The Student Services Curriculum, incorporating the five student development learning concepts of Responsibility, Respect, Integrity, Leadership and Purpose, will be consistently applied to the program reviews of all student services, thereby ensuring a standardized approach and an improved delivery of services to students. (Beyond meeting the standard) [IIB.1]
- The review and dissemination of all college publications will be managed under one team of individuals to ensure college publications remain an excellent source of information for faculty, staff, students, and the public. (Beyond meeting the standard) [II.B.2]
- The appropriate, comprehensive, and reliable Student Services available to students on the Fremont Campus will be expanded to students on the Newark campus. Through the use of technology, improved Student Services will be available to students either in person or electronically any time they are attending classes on either campus.(Beyond meeting the standard) [II.B.3.a]
- A College culture that encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development among students will be created at the Newark campus. (Beyond meeting the standard) [II.B.3.b]
- Adequate counseling and Student Services support staff will be available to support student development and success. (Beyond meeting the standard) [II.B.3.c]
- All student records will be electronically recorded and stored. (Beyond meeting the standard) [II.B.3.f]
- A process and schedule for regular, ongoing student evaluation of Student Services will be established so that the college can measure achievement of the Student Learning Outcomes. (Beyond meeting the standard) [II.B.4]

II.C. Library/Learning Support Services

- Improve the currency, quality, and quantity of library book collection to support instruction and student success across the curriculum. Analysis of the collection shows that an increase in the overall annual book budget from \$25,000 to \$50,000 is necessary to meet the expressed student and faculty need, and to approach compliance with Title V minimum standards. [II.C.1.a]
- Increase student mastery of Information Competency Standards, as defined by the Academic Senate of the California Community Colleges in 2002, and measured through a systematic implementation of data collection and analysis to track continued progress. [II.C.1.b]
- Provide adequate access to the LRC and LRC learning support services for both campuses, regardless of student or faculty location or means of delivery. [II.C.1.c]
- Achieve long-term maintenance and capital improvements necessary to increase effectiveness of learning support services. [II.C.1.d]
- Contribute to the achievement of student learning outcomes by providing adequate LRC and other learning support services. Provide evidence of this goal through the on-going evaluation practices currently employed, and development of new strategies to increase value of user input. [II.C.2]

III.A. Human Resources

- Complete the design and testing of the new managerial performance evaluation. Complete managerial training on the new managerial performance evaluation. [III.A.1.b]
- Educate managers about the classified evaluation processes, the importance of feedback to individual and operational effectiveness, and bargaining unit compliance. [III.A.1.c]
- Reach agreement with CSEA defining the New Ways to Work model and implementation of the model beginning April 2008. [III.A.2]
- Create new ways for the college to engage diversity and culture in core operations and structure. (Beyond meeting the standard) [III.A.4.b]
- All administrators and managers will participate in training to update their knowledge and understanding of collective bargaining processes and labor practices. [III.A.4.c]

- Improve the selection of training opportunities for all employees. (Beyond meeting the standard) [III.B.5.a]
- The Staff Development Committee will revise the evaluation process for fixed flex and floating flex workshops. Human Resources and Business Services staff will identify and allocate additional money to be used for staff development. (Beyond meeting the standard) [III.A.5.b]
- Complete an analysis of staffing needs and develop a comprehensive plan to fund the needs. The plan will include an assessment of current staffing needs and projected staffing needs and consider new work models. By June 2009, the college will begin hiring staff to fill the necessary positions. [III.A.6]

III.B. Physical Resources

- The District will increase the overall waste diversion rate to 75% in five years and will increase recycling efforts throughout the District. (Beyond meeting the standard) [III.B.1.a]
- The frontage property will be developed to provide lease revenues to assist in meeting the significant capital improvement needs of the District. [III.B.2.b]

III.C. Technology Resources

- Complete a five-year Technology Master Plan that integrates with educational, fiscal and facilities master planning, and provides direction for a sustainable technology infrastructure to facilitate the teaching and learning process and the student development and administrative services that support student learning success. [III.C.2]

III.D. Financial Resources

- The budget planning process will provide more opportunities for wider participation in the shared governance process. (Beyond meeting the standard) [III.D.1.a]
- Alternative sources of information and planning tools will be more readily usable leading to increased staff and faculty understanding of the budget process and their ability to participate in the planning and operations of the budget. [III.D.1.d]
- A report that combines all of the statistical data about each program in one report including average cost, positive outcomes, FTES generation per FTEF, as well as financial information by program, will be available for use in program review. (Beyond meeting the standard) [III.D.2.a]
- The District will make appropriate financial information more accessible by implementing the Colleague web interface to budget reports and through regular emails to staff and faculty that will inform, educate, train and solicit feedback. (Beyond meeting the standard) [III.D.2.b]

IV. Leadership and Governance

- Surveys of adjunct faculty will show improvement in their sense of involvement in the college community, including awareness of and access to the shared governance work of the College Council and Faculty Senate. [IV.A.3]

Distance Learning

- A resource website will offer faculty more tools/assistance with various needs towards online teaching. Under consideration are guidelines similar to those used by Mt. San Jacinto College. (Beyond meeting the standard) [DL 1-3]
- The current Enterprise Resource System, Web Advisor, will directly interface with the Course Management System (WebCT). This would not only speed up the process of getting students into the course management system, but allow them earlier access to their class(es) and instructors. (Beyond meeting the standard) [DL 9]
- Student evaluation of faculty will be done using an online system for all courses to show more clearly if faculty members are using /have adequate technical skills. This will allow online students to participate more fully in the faculty evaluation process. [DL 13]
- A system of ongoing research on student retention in online classes will be in place. [DL 15-16]