Institutional Effectiveness and Governance Report

2015-2016

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Spring 2016
Office of Institutional Research
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2015-2016

MENDOCINO COLLEGE-LAKE COMMUNITY COLLEGE DISTRICT

MISSION, VISION, VALUES, AND GOALS

Mission:

Mendocino College partners with a dynamic community of diverse students to help them achieve their educational goals. Informed by research, reflection and dialogue, the College offers programs in Basic Skills, Transfer Preparation and Career and Technical Education as well as Workforce Improvement. The College demonstrates its commitment to student success through high-quality and innovative instruction, providing individual attention to student needs in an inclusive and accessible learning environment. Mendocino College embraces its role as an intellectual, economic and cultural anchor for the region.

Vision:

Mendocino College faculty, staff and students inspire each other to engage in quality educational experiences to achieve student success.

Within this partnership, all members share a mutual accountability for student success. Faculty and staff serve as the catalyst for students actively engaged in the learning process; students accept their responsibility to define their goals and to work actively toward them.

Values:

Student Success: We are committed to helping students achieve their educational goals.

Collaboration: We participate in our communities to become informed about and engaged in local and global issues. We work and communicate collegially, both on campus and in our communities.

Respect: We recognize the worth of individuals by encouraging active participation, open exchange of ideas and collaborative decision making.

Integrity: We maintain public trust by being honest, fair and equitable and by honoring our commitments to our students, staff and communities.

Diversity: We respect the dignity of each individual; we value the creativity and insight that emerge from individual differences; and we recognize the importance of diversity in achieving our goals.

Continuous Improvement: We work to integrate the best practices in education and to ensure progress toward achieving our goals by operating in a culture of evidence.

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Sustainability: We embrace sustainable practices and recognize our responsibility as global citizens.

GOALS:

1. **Foster** student success and learning as measured by outcomes and with consideration for diversity, equity and the individual needs of each student.

2. **Promote** student access to college programs and services.

3. **Support and enhance** a diverse student experience while addressing the needs of under-represented and culturally diverse student population through a vibrant, inclusive, equitable student-centered experience in the classroom, campus and community.

4. **Maximize** the efficient, sustainable and student-centered use of financial, human, physical and technology resources.

5. Through effective partnerships, **increase** our involvement in community economic development activities that include workforce development, small business development, and business incubation.

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Introduction

Purpose

This document will serve as Mendocino College's first annual Institutional Effectiveness and Governance report. The purpose of this report is to provide the college community with a written summary of the college planning process and committee actions designed to fulfill our college mission. The report will inform our college's assessment of our institutional effectiveness and help assess our college governance and decision-making processes.

The report presents three important aspects reflecting our commitment to evaluating our planning and governance practices. The assessments include the following: **1)** The assessing of goals and accomplishments of each of the seven Mendocino College 2015-2016 planning committees through planning committee goal reports; **2)** Annual Survey of all 2015-2016 planning committee members; **3)** Review of the annual (Fall 2015) strategic planning retreat from participant survey results.

Summary

2015-2016 Committees: Mendocino College has seven (7) established planning committees which provide the structure to the college planning and decision making process. The committees are:

1. Student Learning Outcomes Committee
2. Professional Development Committee
3. Educational Action Plan Committee
4. Outreach and Marketing Committee
5. Technology Committee
6. Staffing Committee
7. Facilities Committee

The seven (7) college planning committees identified thirty-four objectives for the 2015-2016 academic year. Of those objectives, **73% were successfully completed** within the given timeframe with 27% of the objectives being carried over to the 2016-2017 academic year.

Fall 2015 Planning Retreat: Mendocino College has an annual strategic planning retreat, during which college employees from the three constituency groups and current students participate in an all day workshop in which the college mission, vision, values and goals are revisited and if need be, revised. In addition, participants assess and are surveyed regarding our planning and governance processes.

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During the Fall 2015 strategic planning retreat, nineteen (19) Mendocino College faculty, staff and students attended and fully engaged in discussing, assessing, and evaluating institutional decision-making and budget allocation processes. The group dialogued about the mission, vision, and board priorities. After some discussion, the group worked collaboratively to revise the institutional strategic goals and set broad parameters for developing strategic activities. While reflecting on the college planning process and engaging in a broad discussion of institutional goals, participants were given a discussion template about institutional processes, governance and overall institutional operations.

Following the Fall Strategic Planning Retreat, a post survey was administered, which measured the overall effectiveness of the retreat. The survey included opportunities to provide feedback on recommendations on improving the retreat, institutional processes and increasing constituent group participation. Overall, 100% of the participants indicated that they were satisfied with the retreat. A majority of participants, 67%, indicated that that there was appropriate campus representation at the retreat. However, 33% indicated that there was not enough representation and provided feedback on how to broaden and diversify employee participation.

2015-2016 Committee Member Survey: Members of the 2015-2016 planning committees were surveyed regarding institutional planning and governance processes. Overall, 93% of committee members were satisfied with the 2015-2016 planning structure of the committees in which they participated. Concerning respondents' knowledge of the overall planning and budgeting process, 61% indicated that they felt they were familiar with the processes. However, 77% of respondents indicated that other college employees do not fully understand the planning and budgeting structure.

In an effort to improve institutional processes as well as governance, respondents suggested the following:

- More diverse employees, i.e., classified, part time faculty
- Perhaps it was the right group if we do the next step of getting a larger representation of college staff/students to work on objectives. But in addition to the student equity group; maybe more from Student Success.
- Would have been nice to have participation from more classified and management staff from various departments
- I thought there were fewer faculty than usual. Faculty leaders from curriculum, Basic Skills, etc. normally attend.
- Representation from the foundation (perhaps not scheduling the retreat the same weekend as the gala), perhaps a couple more students; faculty & administrators were well represented, but more would be welcome. Perhaps more trustees.
- To decrease general disgruntlement among faculty, processes need to be better described and decisions justified/explained

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- I would like to have the opportunity to discuss areas of strength and areas of improvement. Also, decisions that are made about work flow often times affect areas not realized and these work flow decisions are made without input or explanation.
- The process for planning and budgeting is clear and has been implemented consistently.

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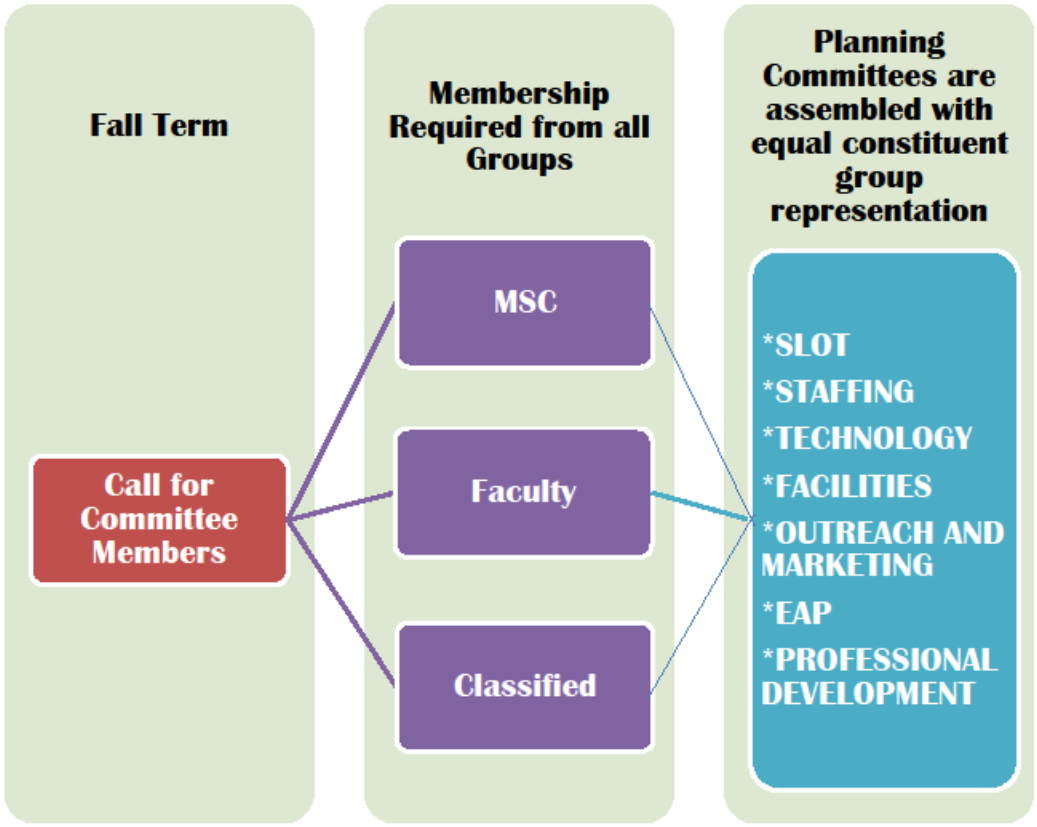
Governance Process



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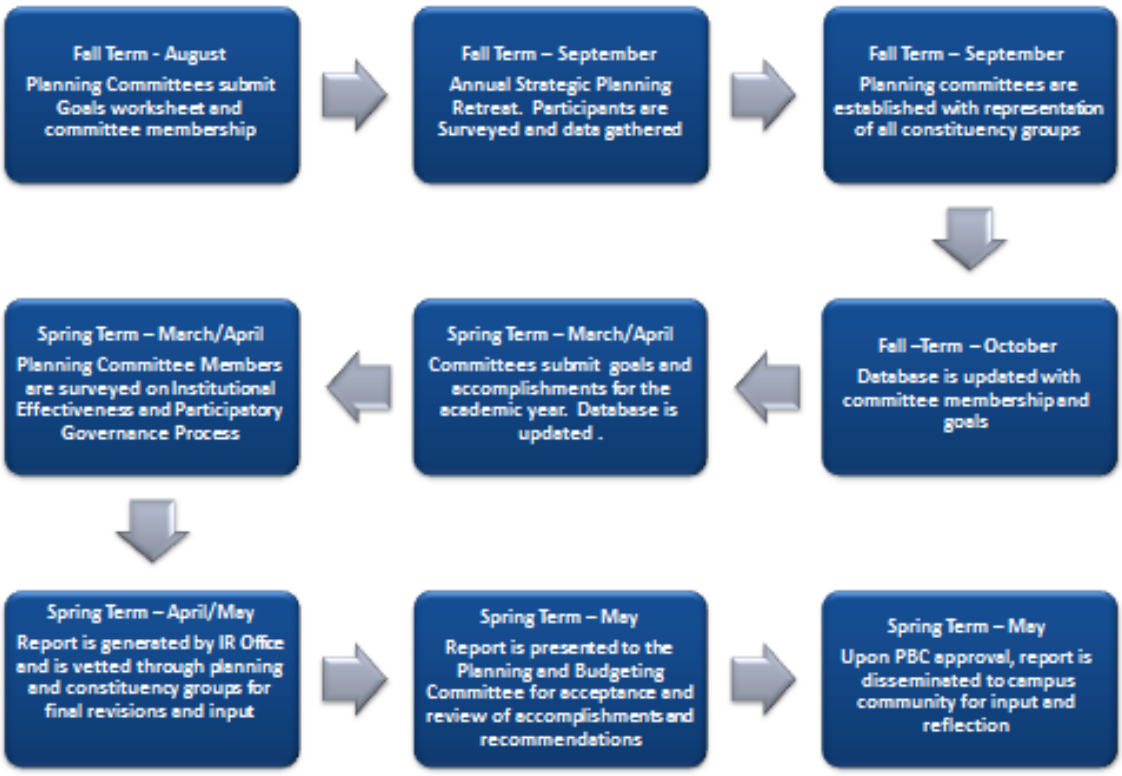
Institutional Assessment Timeline



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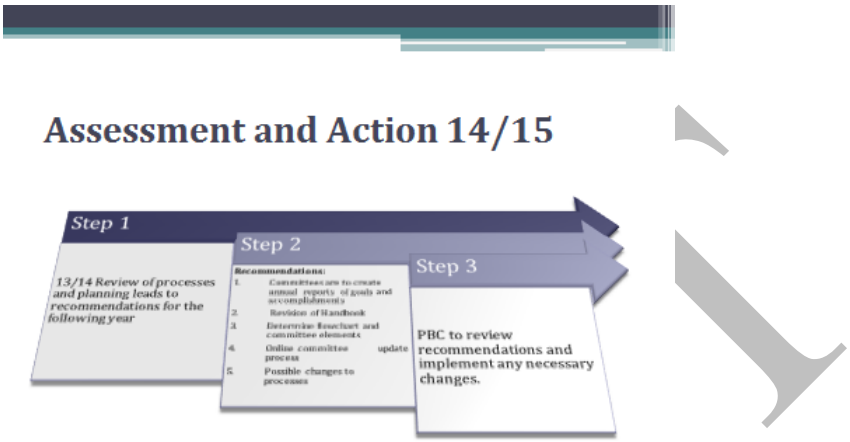
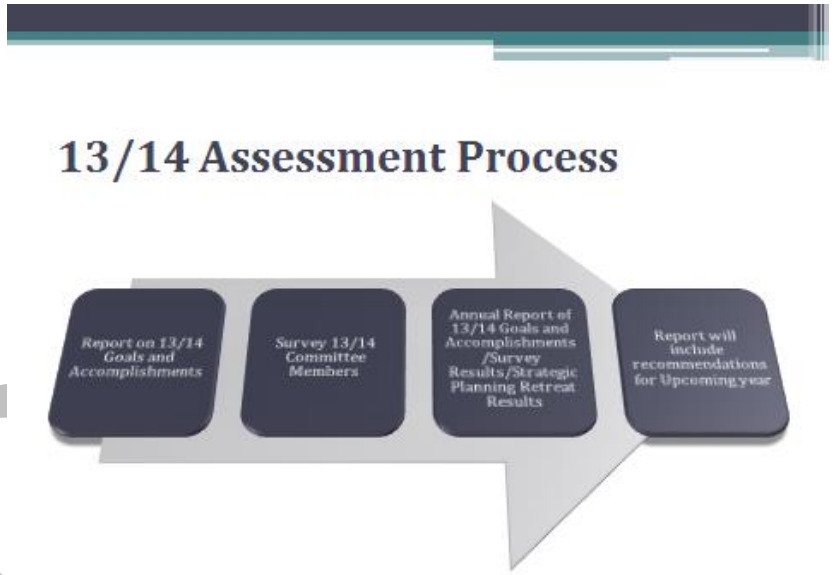
Assessment Process and Assessment and Action





2015-2016

Mendocino College | Committee Summary Report | Goals and Accomplishments

Mission

Mendocino College partners with a dynamic community of diverse students to help them achieve their educational goals.

Vision

Mendocino College faculty, staff and students inspire each other to engage in quality educational experiences to achieve student success.

Values

- **Student Success**
- **Collaboration**
- **Respect**
- **Integrity**
- **Diversity**
- **Continuous Improvement**
- **Sustainability**

Goals

1. **Foster** student success and learning Promote student access to college programs and services.
2. **Support and enhance** a vibrant, inclusive, equitable and culturally diverse student-centered experience in the classroom, campus and community.
3. **Maximize** the efficient, sustainable and student-centered use of financial, human, physical and technology resources.
4. **Develop new and strengthen** existing relationships with educators, business, public agencies and other constituents of our communities and regionally.

Overview

In 2015-2016, all of the Mendocino College standing committees established and monitored progress of committee goals. Committees established anywhere from 3-6 annual goals, which incorporated Mendocino Colleges' Mission, Vision, Values and Strategic Goals in their purpose. By the end of the 2015-2016 academic year, committees, overall, had completed approximately 73% of their stated goals, with ongoing progress expected for the 2016-2017 academic year.

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GOALS	PROGRESS
PROFESSIONAL DEVELOPMENT 2015-2016	
1. **Identify** the current professional development needs of staff and faculty. 2. **Update** list of professional development needs for planning. 3. **Provide** recommendations to PBC and Superintendent/President in the annual Professional Development Report.	1. **Completed 2014 (2012-2013 Goals)** 2. **Completed 2014 (2012-2013 Goals)** 3. **Completed 2014 (2012-2013 Goals)** ***NOTE: DUE TO STAFFING, OUTREACH AND MARKETING WAS NOT ACTIVE UNTIL SPRING 2016 AND THEREFORE DID NOT HAVE CURRENT OBJECTIVES TO MEASURE.**
STUDENT LEARNING OUTCOMES 2015-2016	
1. **All faculty and staff involved with programs and/or service areas will be aware of SLOs/PSLOs/SAOs scheduled for assessment will be offered assistance as needed. The results will be evaluated, and themes and issues will be communicated to planning committees** 2. **ISLOs will be mapped with PSLOs. and assessed based on PSLO assessment results** 3. Assist service areas, as needed, to complete SAO documents. 4. **Clarify procedures for supporting institutional dialogue and integration of SLO assessment results.**	1. **All faculty were notified by email if they were teaching courses scheduled for assessment. Approximately 87% of courses in the inventory have been assessed.** 2. No progress; this will be addressed in fall 2016 3. Complete 4. The Program Review document has been updated to incorporate SLO assessment results. The evaluation of course-SLO assessments was shared with PBC.
FACILITIES 2015-2016	
1. **Develop** a plan for utilization of space made available due to the occupancy of the student center. 2. **Plan** for space for a Soccer field. 3. **Review** and address facility needs of instructional, student service and other district programs and services, utilizing program review. 4. **Review** space to maximize space utilization. 5. **Maintain** a comprehensive five year facilities plan for State and District funded capital outlay projects. 6. **Maintain** a plan for scheduled maintenance of District facilities. 7. **Increase** security to insure safe and secure campus environment that provides a minimum of 2 security staff at all times the campus is open. 8. **Upgrade** communications equipment to meet security needs on campus. 9. **Repair** tennis courts. 10. **Develop** campus police department.	1. Spring 2015 2. Spring 2018 3. **Annual Completed** 4. **Annual Completed** 5. **Annual Completed** 6. **Annual Completed** 7. Completed 8. Fall 2016 9. Fall 2019 10. Fall 2016

GOALS	PROGRESS
OUTREACH AND MARKETING 2015-2016	
1. **Advise** on the annual college marketing plan. 2. **Assist** in the setting of priorities of marketing and communication activities. 3. **Identify** activities to increase public awareness of College activities. 4. **Connect** marketing with enrollment management efforts (Program Review Requests). 5. **Identify** student outreach and recruitment priorities and activities to include identified audiences. 6. **Review** and explain marketing and communication activities to the respective constituencies represented by the membership of the committee. 7. **Review** institutional research data and District demographics as a basis for decision making.	1. 78% completed 2. 65% completed 3. 72% completed 4. 73% completed 5. 76% completed 6. 63% completed 7. 63% competed ***NOTE: DUE TO STAFFING, OUTREACH AND MARKETING WAS NOT ACTIVE UNTIL SPRING 2016 AND THEREFORE DID NOT HAVE CURRENT OBJECTIVES TO MEASURE.**
EAP 2015-2016	
1. Revise Guidelines for Program Management Assist with the development of new programs. **2. Review** program review screens. **Rewrite** the users manual for program review. **3. Consider** actions relating to programs & educational matters. **4. Read and Analyze Program Reviews**. Consider actions relating to programs & educational matters.	1. Not completed. Roll over into 2016-17 goals. 2. New screens have been created and were used in this year's Program Reviews. The user manual still needs further work and development. 3. Ongoing, including review of current PATs for International Students Program, Culinary Arts, Music, Digital Arts & Media, Paramedic Program and others. 4. Completed
TECHNOLOGY 2015-2016	
1. Advise on technology needs for Fort Bragg Center / both admin and instructional **2. Ensure that Coast Field Station retains internet/network connectivity** **3. Establish Open Computer Lab**	1. In progress; assessment of current equipment is complete. Additional tech needs still being assessed. 2. Local ISP Further Reach is proposing free wireless connectivity. Will update if agreement is reached. **3.** Limited hrs. available in Computer Classrooms. This is not adequate. Please see IT and CSC 16-17 Program Review requesting new open lab and staffing.
STAFFING 2015-2016	
1. Provide PBC with results of scoring of requestedpositions from Program Review **2. Assess the effectiveness of the scoring rubrics/process** **3. Provide feedback to requestors based on rubrics**	1. Goal completed 12/16/15 2. Ongoing 3. Ongoing

Fall 2015 Planning Retreat Survey Results

The Fall 2015 Strategic Planning Retreat took place on September 25, 2015 from 8-4pm at the Ukiah Unified School District office. Participants included full-time faculty, management, classified staff and current Mendocino College students. Approximately 19 participants attended the retreat during which they engaged in a revision of the college mission, vision and strategic goals; ACCJC follow-up report recommendations; assessment of institutional planning and governance processes; as well as creating an equitable learning environment for students of diverse backgrounds.

After the Strategic Planning Retreat, participants were given a link to an online survey to assess the overall retreat itself as well as to solicit suggestions on how to increase retreat participation from all constituency groups. Overall, 100% of respondents were satisfied with the strategic planning retreat with 67% indicating that there was enough campus representation from constituency groups. Below are the post-planning retreat survey results:

Q1 - How satisfied were you with the schedule and topics covered?

Answer	%	Count
Very Satisfied	40.00%	6
Satisfied	60.00%	9
Neutral	0.00%	0
Dissatisfied	0.00%	0
Very Dissatisfied	0.00%	0
Total	100%	15

Q2 - How satisfied were you with the planning retreat materials provided/presented?

Answer	%	Count
Very Satisfied	33.33%	5
Satisfied	60.00%	9
Neutral	6.67%	1
Dissatisfied	0.00%	0
Very Dissatisfied	0.00%	0
Total	100%	15

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Q3 - Overall, how satisfied were you with the speakers/presenters?

Answer	%	Count
Very Satisfied	50.00%	7
Satisfied	50.00%	7
Neutral	0.00%	0
Dissatisfied	0.00%	0
Very Dissatisfied	0.00%	0
Total	100%	14

Q4 - Did you feel the length of the planning retreat sessions were too long, just about right, or too short?

Answer	%	Count
Too long	0.00%	0
Just about riight	100.00%	15
Too short	0.00%	0
Total	100%	15

Q6 - The content of the planning retreat sessions was appropriate and informative.

Answer	%	Count
Strongly Agree	46.67%	7
Agree	53.33%	8
Neither Agree nor Disagree	0.00%	0
Disagree	0.00%	0
Strongly Disagree	0.00%	0
Total	100%	15

Q7 - The planning retreat was well organized.

Answer	%	Count
Strongly Agree	46.67%	7

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Agree	53.33%	8
Neither Agree nor Disagree	0.00%	0
Disagree	0.00%	0
Strongly Disagree	0.00%	0
Total	100%	15

Q8 - Planning retreat staff/student/management was helpful and courteous.

Answer	%	Count
Strongly Agree	66.67%	10
Agree	33.33%	5
Neither Agree nor Disagree	0.00%	0
Disagree	0.00%	0
Strongly Disagree	0.00%	0
Total	100%	15

Q9 - Do you feel the planning retreat had adequate campus representation?

Answer	%	Count
Yes	66.67%	10
No	33.33%	5
Total	100%	15

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2015-2016 Committee Member Survey Results

In addition to the 2015-2016 planning committee summary of accomplished goals and objectives, 2015-2016 planning committee members were surveyed regarding institutional processes and governance. Overall, 92% of committee members were satisfied with 2015-2016 planning structure of committees in which they participated. Concerning respondents' knowledge of the overall planning and budgeting process, 62% indicated that they felt they were familiar with the processes. However, 77% of respondents indicated that other college employees do not fully understand the planning and budgeting structure. The survey was structured with ACCJC guidelines regarding institutional planning which grouped questions in three major areas: *Awareness, Development and Proficiency.*

Awareness

Excluding respondents who indicated that they neither agreed or disagreed, 52% indicated that there is enough awareness on campus regarding how the planning and budget allocation process works, with the highest disagreement being on the sufficiency of dialogue and discussion regarding planning and processes (20% of respondents).

Development

Excluding respondents who indicated that they neither agreed nor disagreed, 82% indicated that the college follows proper protocol during its planning and implementation process, with the highest disagreement being that there is not enough constituency group representation (5% of respondents).

Proficiency

Excluding respondents who indicated that they neither agree nor disagreed, 82% indicated that there exists enough documentation of the planning and allocation processes, with the highest disagreement being that there is not enough quality information being presented regarding the budget and allocation process (5% of respondents).

In an effort to improve institutional processes as well as governance, respondents suggested the following:

- Have clear objectives for each committee and distribute that information prior to committee participation.
- Provide feedback to the college community regarding program review requests.
- Improve communication on campus regarding what decisions are being made and what is the constituency representation.
- Explain the responsibilities that committee members have when participating in planning committees.

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- The documents for the planning committees need to be better organized, and kept up to date.
- Consolidate committees where possible.
- The committee handbook needs to be kept up to date, with robust information on duties and objectives, as well as listed terms, AND this information needs to be easily accessible and found.

Below are the 2015-2016 committee planning members' survey results:

Q1 - What constituency group do you belong to?

Answer	%	Count
Management	38.46%	5
Full-Time Faculty	30.77%	4
Classified	23.08%	3
Student	0.00%	0
Adjunct Faculty	7.69%	1
Temp Hourly	0.00%	0
Total	100%	13

Q2 - What committees did you serve on during the 2015-2016 Academic Year? (Mark all that apply)

Answer	%	Count
Facilities Committee	7.69%	1
Information Technology Committee	15.38%	2
Educational Action Plan Committee (EAP)	23.08%	3
Professional Development Committee	0.00%	0
Student Learning Outcomes Team (SLOT)	15.38%	2
Staffing Committee	30.77%	4
Outreach and Marketing Committee	23.08%	3
Total	100%	13

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Q3 - What was your overall satisfaction with the planning structure of the committees you served on during the 2015-2016 Academic Year?

Question	Very satisfied		Satisfied		Dissatisfied		Very Dissatisfied		Not part of Committee		Total
Facilities Committee	7.69%	1	0.00%	0	0.00%	0	0.00%	0	92.31%	12	13
Information Technology Committee	0.00%	0	15.38%	2	0.00%	0	0.00%	0	84.62%	11	13
Educational Action Plan Committee (EAP)	7.69%	1	15.38%	2	0.00%	0	0.00%	0	76.92%	10	13
Professional Development Committee	0.00%	0	0.00%	0	0.00%	0	0.00%	0	100.00%	13	13
Student Learning Outcomes Team (SLOT)	0.00%	0	7.69%	1	7.69%	1	0.00%	0	84.62%	11	13
Staffing Committee	7.69%	1	23.08%	3	0.00%	0	0.00%	0	69.23%	9	13
Outreach and Marketing Committee	15.38%	2	7.69%	1	0.00%	0	0.00%	0	76.92%	10	13

Q4 - You indicated you are dissatisfied or very dissatisfied with the planning structure of the committee(s) you served on during the 2015-2016 Academic Year. In an effort to improve institutional effectiveness and planning, could you elaborate more on your answer?

You indicated you are dissatisfied or very dissatisfied with the planning s...

Q5 - On a scale from 1-5, how familiar are you with the planning and budgeting structure of the college? (1 - very familiar, 5 -very unfamiliar)

Answer	%	Count
1	15.38%	2
2	38.46%	5
3	7.69%	1
4	30.77%	4
5	7.69%	1
Total	100%	13

Q6 - Do you feel other college employees understand the planning and budgeting process?

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Answer	%	Count
Yes	23.08%	3
No	76.92%	10
Total	100%	13

Q15 - You indicated that you feel other college employees do not understand the planning and budgeting process. Where do you believe the confusion lies?

Answer	%	Count
Committee level - confusion on what committees are to do and what role they have in planning and budgeting	33.33%	3
Constituency level - confusion on who can participate in planning and budgeting	33.33%	3
Administrative level - confusion on what role administration has in final decisions	11.11%	1
Overall Process level - confusion on what the structure is and how it is adhered to	100.00%	9
Other	11.11%	1
Total	100%	9

Other

Other

I feel that the faculty are very busy with many duties and this leaves them little time to understand this very intricate part of the process. The budget is gone over often times very quickly and it is difficult for those of us without budgetary expertise to understand (though questions are answered when asked!) In general, I feel that there needs to be better communication at all levels considered.

Q7 - As committees serve an integral part in the overall planning process for the college, how would you rate the importance of the committees you served on, during the 2015-2016 Academic Year, in affecting institutional planning?

Question	Very Important		Important		Not too Important		Not at all Important		Not part of Committee		Total
Facilities Committee	0.00%	0	8.33%	1	0.00%	0	0.00%	0	91.67%	11	12
Information Technology Committee	0.00%	0	8.33%	1	0.00%	0	0.00%	0	91.67%	11	12
Educational Action Plan Committee (EAP)	16.67%	2	8.33%	1	0.00%	0	0.00%	0	75.00%	9	12
Professional Development	0.00%	0	0.00%	0	0.00%	0	0.00%	0	100.00%	12	12

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Committee											
Student Learning Outcomes Committee (SLOT)	0.00%	0	0.00%	0	8.33%	1	8.33%	1	83.33%	10	12
Staffing Committee	16.67%	2	8.33%	1	8.33%	1	0.00%	0	66.67%	8	12
Outreach and Marketing Committee	0.00%	0	25.00%	3	0.00%	0	0.00%	0	75.00%	9	12

Q8 - AWARENESS: Is there enough awareness on campus concerning the structure of college planning and budget implementation processes? Please indicate your level of agreement on the following points:

Question	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
There is sufficient dialogue and discussion about planning and processes	8.33%	1	25.00%	3	25.00%	3	41.67%	5	0.00%	0	12
There is a clear connection between planning/processes and budget allocation	8.33%	1	8.33%	1	58.33%	7	16.67%	2	8.33%	1	12
There is sufficient opportunity for participation in the planning and implementation processes	8.33%	1	50.00%	6	8.33%	1	16.67%	2	16.67%	2	12

Q9 - DEVELOPMENT: Does the college follow proper protocol when developing its planning and implementation? Please indicate your level of agreement on the following points:

Question	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
The college has a defined planning process and assignment of responsibilities	33.33%	4	41.67%	5	16.67%	2	8.33%	1	0.00%	0	12
The college uses identified quantitative and qualitative data during the development	16.67%	2	50.00%	6	25.00%	3	8.33%	1	0.00%	0	12
Planning is directly linked with institutional mission, vision, values and goals	33.33%	4	33.33%	4	16.67%	2	8.33%	1	8.33%	1	12
In the planning and implementation	16.67%	2	41.67%	5	16.67%	2	16.67%	2	8.33%	1	12

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development, there is enough constituency representation and participation

Q10 - PROFICIENCY: Does college have well documented and published documentation regarding its planning and processes? Please indicate your level of agreement on the following options:

Question	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
The college planning and implementation processes provides quality information regarding outcomes	8.33%	1	41.67%	5	33.33%	4	8.33%	1	8.33%	1	12
The college utilizes Program Review information in its planning and implementation processes	25.00%	3	41.67%	5	25.00%	3	0.00%	0	8.33%	1	12

Q11 - How can we improve participatory governance in the planning and budgeting process? (Mark all that apply)

Answer	%	Count
Have clear objectives for each committee and distribute that information prior to committee participation	58.33%	7
Improve communication on campus regarding what decisions are being made and what is the constituency representation	83.33%	10
Explain the responsibilities that committee members have when participating in planning committees	58.33%	7
Other	25.00%	3
Total	100%	12

Other

Other
None
utilize shared governance rather than executive fiat
The documents for the planning committees need to be better organized, and kept up to date. Also, look into consolidating committees where possible. Finally, the committee handbook needs to be kept up to date, with robust information on duties and objectives, as well as listed terms, AND this information needs to be easily accessible and found.

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Q12 - How can we improve the overall planning and budgeting process? (Mark all that apply)

Answer	%	Count
Provide better communication regarding how planning and budgeting works annually	83.33%	10
Distribute committee goals and accomplishments to all employees and indicate how this contributed to budget and planning	83.33%	10
Review the planning and budgeting process each semester to all employees	50.00%	6
Other	8.33%	1
Total	100%	12

Other

Other
Offer professional development on what is expected for each committee (training.)

Q13 - Is there anything else you would like to add concerning your planning committee participation during the 2015-2016 Academic Year?

Is there anything else you would like to add concerning your planning committee...
I would like to have the opportunity to discuss areas of strength and areas of improvement. Also, decisions that are made about work flow often times effect areas not realized and these work flow decisions are made without input or explanation.
The process for planning and budgeting is clear and has been implemented consistently.
To decrease general disgruntlement among faculty, processes need to be better described and decisions justified/explained

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Analysis of Institutional Planning and Budget Allocation Processes

Concerning the college's institutional planning and budget allocation processes, 100% of the **Fall 2015 strategic planning retreat** participants were in agreement that the process adequately reflects the college's mission, vision and strategic goals. Of the seven (7) **2015-2016 planning committees**, 73% of committee goals were successfully completed for the 2015-2016 academic year. However, 77% of **2015-2016 planning committee members** indicated that college employees do not fully understand the planning and budgeting processes.

Moving Forward

Although Mendocino College now has an updatable electronic committee handbook, not all committees submit descriptions and goals in a timely manner. This, in turn, affects the accuracy of the committee handbook. A database is now available to filter and sort committees, constituency members and term expirations. However, only committee information that has been submitted will upload into the document. In addition, Mendocino College has recently purchased an integrated database platform, eLUMEN, which will house and map student learning outcomes, program review, and curriculum documents. There is a strong possibility that committee goals and descriptions can now be further automated with this new platform. Below are the outlined steps for the 2016-2017 academic year:

- Revision of committee handbook – consolidating committees and mapping committee responsibilities.
- Revisit annual presentation of institutional planning, budgeting and governance processes to all committees.
- Integrate accurate committee goals, descriptions and accomplishments in eLUMEN.
- Clarity on budgeting and planning processes through committee participant trainings.
- Possibility of presenting planning and budgeting structure during in-service.

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Analysis of Institutional Governance

Concerning the college's Governance process, 67% of the **Fall 2015 Strategic Planning Retreat** respondents indicated that there was sufficient constituency group representation. However, 77**% 2015-2016 committee member respondents** indicated that they believe college employees do not fully understand the institutional processes, with 82% indicating that there needs to be more clarity on how the college adheres to the overall process. Also, retreat participants indicated that there is not enough clear information concerning committee responsibilities, which may impede constituency group representation. A committee handbook and participatory governance handbook would aid in addressing what is governance, how committees ensure constituency group representation, and how constituency groups affect the overall institutional planning and budgeting processes.

Moving Forward

Although Mendocino College now has an updatable electronic committee handbook, not all committees submit descriptions and goals in a timely manner. This, in turn, affects the accuracy of the committee handbook. Committee description and goals are all online, however, not all committees have active descriptions and goals. A database is now available to filter and sort committees, constituency members and term expirations. However, only committee information that has been submitted will upload into the document. In addition, Mendocino College has recently purchased an integrated database platform, eLUMEN, which will house and map student learning outcomes, program review, and curriculum documents. There is a strong possibility that committee goals and descriptions can now be further automated with this new platform. Below are the outlined steps for the 2016-2017 academic year:

- Annual revision of committee handbook – consolidating committees and mapping committee responsibilities as well as indicating what is governance.
- Improve communication on campus regarding what decisions are being made and what is the constituency representation.
- A district handbook on participatory governance – tied with the committee handbook.
- Explain how the planning and budgeting process affects each employee and how each employee contributes to the decision making process.
- Revisit annual presentation of institutional planning, budgeting and governance processes to all committees.
- Integrate committee goals, descriptions and accomplishments in eLUMEN.

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