

Institutional Effectiveness and  
Participatory Governance  
Report

**DRAFT**  
**2013-2014**

Spring 2015  
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## 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.

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**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.

**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 2013-2014 planning committees through planning committee goal reports; **2)** Annual Survey of all 2013-2014 planning committee members; **3)** Review of the annual (Fall 2014) strategic planning retreat from participant survey results.

### Summary

**2013-2014 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 forty-two objectives for the 2013-2014 academic year. Of those objectives, **seventy-one percent (71%) were successfully completed** within the given timeframe with 10% of the objectives are being carried over to the 2014-2015 academic year.

**Fall 2014 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.

During the Fall 2014 strategic planning retreat, eighteen (18) Mendocino College faculty, staff and students attended and fully engaged in discussing, assessing, and evaluating institutional decision-making and the 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.

During the retreat, a survey was completed by participants that demonstrated a close to seventy-six (76) percent agreement that the college's institutional decision and budget allocation processes adequately represented the mission and vision of the college. A similar number agreed that the college processes encourage adequate and sufficient constituency group participation. Participants fully agreed that the planning and budget allocation process itself is transparent. However, some participants commented that not everyone on campus has adequate or accurate knowledge of how the college's decision and budget allocation processes work. Some participants also noted that there may be some repetitiveness in committee tasks and goals. As a result of this assessment, it became evident that the college should better inform its constituency group members of the roles, responsibilities, and functions for all committees. Consequently, the participants determined that the college committee handbook needed to be updated.

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 to improve the retreat, institutional processes and how to increase constituent group participation. Overall, 92% of the participants indicated that they were satisfied with the retreat. A majority of participants, 83%, indicated that that there was appropriate campus representation at the retreat. This is an indication that the retreat participants agree that the event was productive and a success.

**2013-2014 Committee Member Survey:** The College determined that attaining data from active participants in the college planning and governance process would shed light on the effectiveness of the planning, budgeting, and governance process and strengthen our assessment process. Consequently, members of the 2013-2014 planning committees were surveyed regarding their perceptions of the institutional planning and governance processes. The results showed that, overall, ninety-six percent (96%) of committee members were satisfied with the 2013-2014 planning structure of the committees in which

they participated. Concerning respondents' knowledge of the overall planning and budgeting process, eighty-two percent (82%) indicated that they felt they were familiar with the comprehensive College processes. Sixty-nine percent (69%) of respondents indicated that they perceived other college employees may not fully understand the planning and budgeting structure. This perception was taken seriously by the participants and future efforts will seek to corroborate or invalidate this perception. The initial finding moved the College to take initial action to address this potential issue.

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

- Improve communication on campus regarding what decisions are being made and constituency representation.
- Provide feedback to the college community regarding program review requests.
- Develop a district handbook on governance.
- Distribute committee goals and accomplishments and information on how the committees contributed to the budget allocation, planning and governance processes.
- Review the planning and budgeting process each semester with all college employees.
- Show how program review is tied to facilities, staffing and technology requests.
- Show a clearer connection between program review and budget allocations.
- Explain how the planning and budgeting process affects each employee and how each employee contributes to the decision making process.

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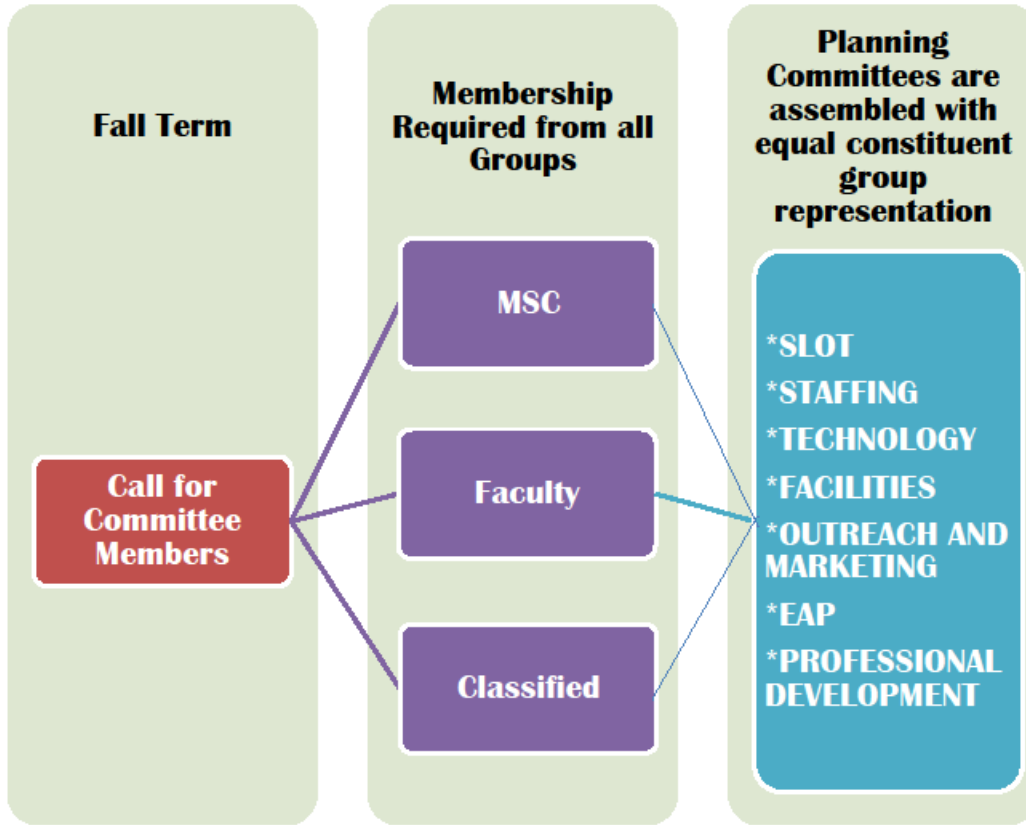
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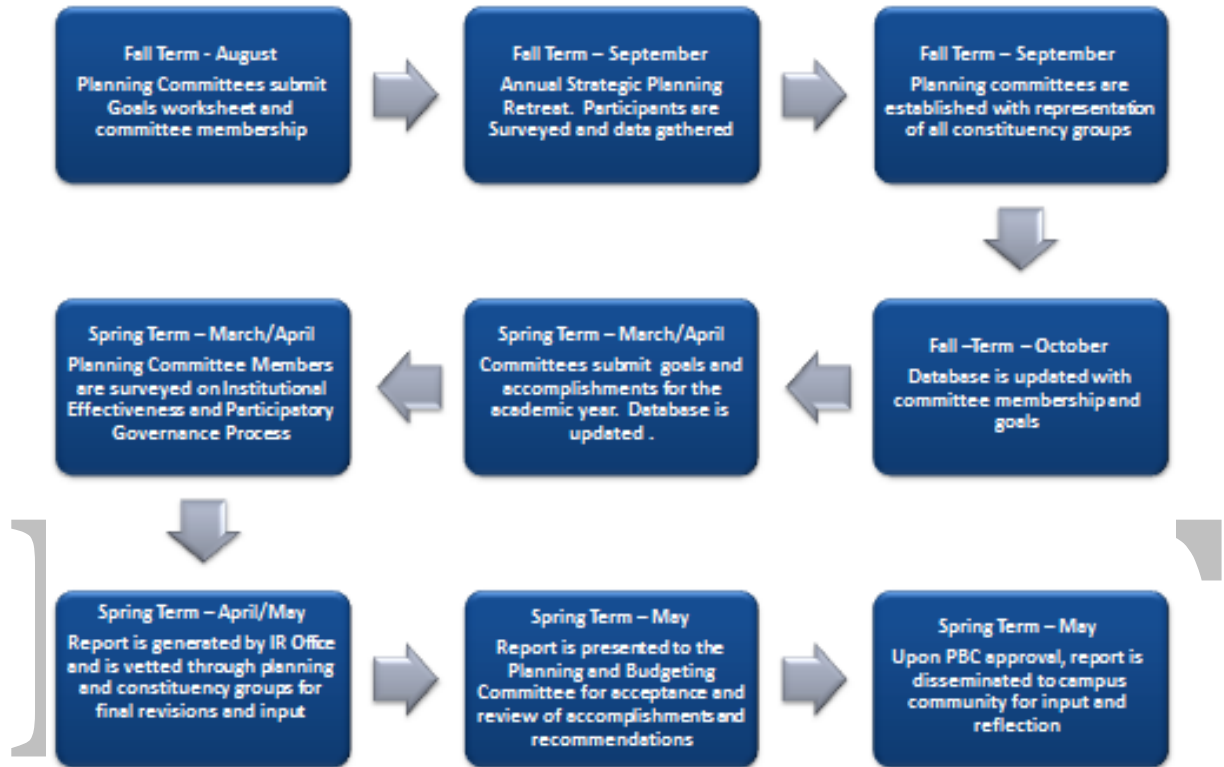
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## Governance Process



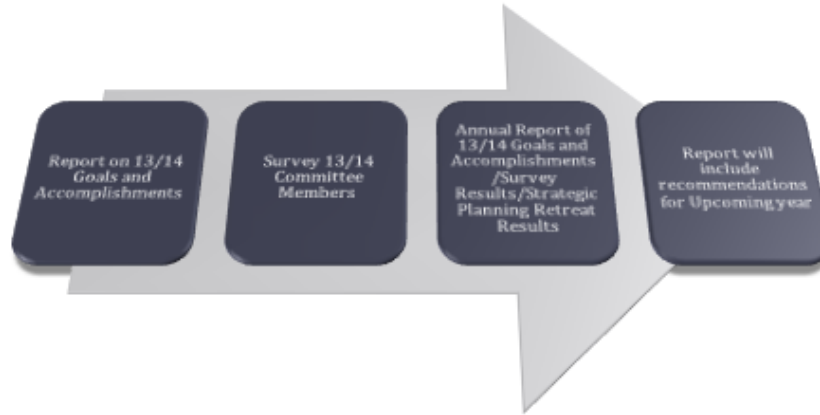


## Institutional Assessment Timeline



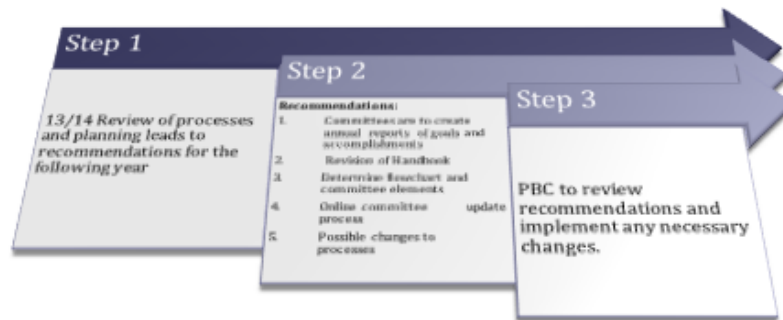
## Assessment Process

### 13/14 Assessment Process



**Assessment and Action**

### Assessment and Action 14/15



# 2013-2014

## 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

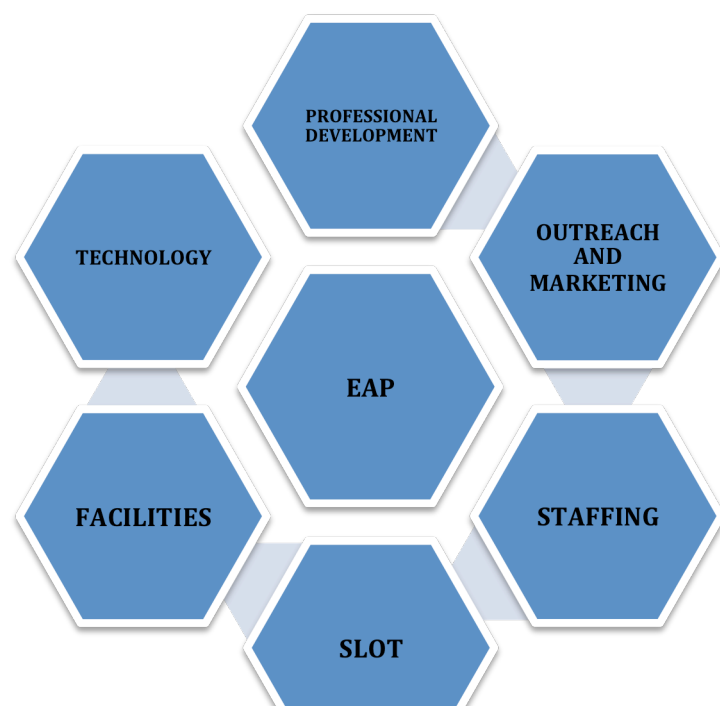
- **Student Success**
- **Collaboration**
- **Respect**
- **Integrity**
- **Diversity**
- **Continuous Improvement**
- **Sustainability**

### 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 2013-2014, 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 2013-2014 academic year, committees, overall, had completed approximately 71% of their stated goals, with ongoing progress expected for the 2014-2015 academic year.



GOALS	PROGRESS
<b>PROFESSIONAL DEVELOPMENT 2013-2014</b>	
<ol style="list-style-type: none"> <li>1. <b>Identify</b> the current professional development needs of staff and faculty.</li> <li>2. <b>Update</b> list of professional development needs for planning.</li> <li>3. <b>Provide</b> recommendations to PBC and Superintendent/President in the annual Professional Development Report.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Completed 2014</b></li> <li>2. <b>Completed 2013</b></li> <li>3. <b>Completed 2014</b></li> </ol>
<b>STUDENT LEARNING OUTCOMES 2013-2014</b>	
<ol style="list-style-type: none"> <li>1. <b>Maintain</b> access to SLO information Establish</li> <li>2. All service areas will <b>have</b> student outcomes that are appropriate, current and publicly available.</li> <li>3. All course SLOs will be <b>assessed</b> per assessment schedule.</li> <li>4. Transfer degree PSLOs will be <b>developed/revised</b> and contained in CurricUnet and on college website.</li> <li>5. All Program-specific PSLOs will be <b>assessed</b>.</li> <li>6. ISLOs will be <b>reviewed</b> and revised if necessary.</li> <li>7. <b>Evaluate</b> assessment process/results; identify “themes”.</li> <li>8. <b>Develop/purchase</b> integrated SLO database.</li> <li>9. <b>Align</b> SLO assessment/curriculum update/program review cycles.</li> <li>10. <b>Improve/document</b> institutional dialogue pertaining to SLO assessments.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Ongoing</b></li> <li>2. 12/15/2013</li> <li>3. 12/15/2013</li> <li>4. 12/15/2013</li> <li>5. 12/15/2013</li> <li>6. <b>Completed 10/15/13</b></li> <li>7. <b>Completed 10/15/13</b></li> <li>8. 12/15/2013</li> <li>9. 11/15/2013</li> <li>10. <b>Ongoing</b></li> </ol>
<b>FACILITES 2013-2014</b>	
<ol style="list-style-type: none"> <li>1. <b>Develop</b> a plan for utilization of space made available due to the occupancy of the student center.</li> <li>2. <b>Plan</b> for space for a Soccer field.</li> <li>3. <b>Review</b> and address facility needs of instructional, student service and other district programs and services, utilizing program review.</li> <li>4. <b>Review</b> space to maximize space utilization.</li> <li>5. <b>Maintain</b> a comprehensive five year facilities plan for State and District funded capital outlay projects.</li> <li>6. <b>Maintain</b> a plan for scheduled maintenance of District facilities.</li> <li>7. <b>Increase</b> security to insure safe and secure campus environment that provides a minimum of 2 security staff at all times the campus is open.</li> <li>8. <b>Upgrade</b> communications equipment to meet security needs on campus.</li> <li>9. <b>Repair</b> tennis courts.</li> <li>10. <b>Develop</b> campus police department.</li> </ol>	<ol style="list-style-type: none"> <li>1. Spring 2015</li> <li>2. Spring 2018</li> <li>3. <b>Annual Completed</b></li> <li>4. <b>Annual Completed</b></li> <li>5. <b>Annual Completed</b></li> <li>6. <b>Annual Completed</b></li> <li>7. Fall 2015</li> <li>8. Fall 2016</li> <li>9. Fall 2019</li> <li>10. Fall 2016</li> </ol>

2013-2014

GOALS	PROGRESS
<b>OUTREACH AND MARKETING 2013-2014</b>	
<ol style="list-style-type: none"> <li>1. <b>Advise</b> on the annual college marketing plan.</li> <li>2. <b>Assist</b> in the setting of priorities of marketing and communication activities.</li> <li>3. <b>Identify</b> activities to increase public awareness of College activities.</li> <li>4. <b>Connect</b> marketing with enrollment management efforts (Program Review Requests).</li> <li>5. <b>Identify</b> student outreach and recruitment priorities and activities to include identified audiences.</li> <li>6. <b>Review</b> and explain marketing and communication activities to the respective constituencies represented by the membership of the committee.</li> <li>7. <b>Review</b> institutional research data and District demographics as a basis for decision making.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>78% completed</b></li> <li>2. <b>65% completed</b></li> <li>3. <b>72% completed</b></li> <li>4. <b>73% completed</b></li> <li>5. <b>76% completed</b></li> <li>6. <b>63% completed</b></li> <li>7. <b>63% completed</b></li> </ol>
<b>EAP 2013-2014</b>	
<ol style="list-style-type: none"> <li>1. <b>Form</b> Program Advisory Teams to evaluate program health</li> <li>2. <b>Assist</b> with the development of new programs.</li> <li>3. <b>Review</b> the Educational Master Plan.</li> <li>4. <b>Review</b> the Program Review process.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Accomplished</b></li> <li>2. <b>Accomplished</b></li> <li>3. <b>In progress</b>; to be completed Fall 2015</li> <li>4. <b>In progress</b></li> </ol>
<b>TECHNOLOGY 2013-2014</b>	
<ol style="list-style-type: none"> <li>1. <b>Review</b> the Technology Action Plan 2010-2015</li> <li>2. <b>Conduct</b> SMART Classroom Training</li> <li>3. <b>Review</b> Accreditation Report for Standard IIIC plus other standards related to technology</li> <li>4. <b>Review</b> Technology Refresh cycle and Program Review requests</li> <li>5. <b>Plan</b> for remodel of classroom labs as part of bond projects</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Reviewed annually</b> but 14/15 goal will be to update the Tech Action Plan</li> <li>2. <b>Complete; need to get on staff dev. schedule</b></li> <li>3. <b>Complete</b></li> <li>4. Committee <b>needs</b> a standard rubric for analyzing program review</li> <li>5. Classroom labs will be ready for <b>Fall 2014</b> classes</li> </ol>
<b>STAFFING 2013-2014</b>	
<ol style="list-style-type: none"> <li>1. <b>Provide</b> PBC with results of scoring of requested positions from Program Review</li> <li>2. <b>Assess</b> the effectiveness of the scoring rubrics/process</li> <li>3. <b>Provide</b> feedback to requestors based on rubrics</li> </ol>	<ol style="list-style-type: none"> <li>1. The scoring process was <b>completed</b> and used by PBC for hiring recommendations</li> <li>2. PBC and requestors <b>expressed satisfaction</b> with the rubrics. The Staffing Committee has also identified further quantitative measures to assess the effectiveness of the scoring process for implementation in 2014-15.</li> <li>3. All requestors were <b>provided</b> a copy of the scores for each employee group as well as the text from all of the requests.</li> </ol>

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## Fall 2014 Planning Retreat Survey Results

### Survey (Pre-survey)

The Fall 2014 Strategic Planning Retreat took place on September 19, 2014 from 9-4pm at the Ukiah Unified School District offices. Participants included full-time faculty, management, classified staff and current Mendocino College students. Approximately 18 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.

Part of the retreat included a current assessment of the college's institutional planning and governance processes. Below is a sample of the survey instrument:

**FALL 2014 PLANNING RETREAT - SURVEY**

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*Below is a brief survey to facilitate discussion in your groups regarding our college institutional planning processes. Please include comments as appropriate.*

1. Is there an established and functioning planning process in place at Mendocino College?  
**YES NO**  
Comment:
2. Do you, or members of your constituency group, have the opportunity to participate in the college planning process?  
**YES NO**  
Comment:
3. Do you think we have an appropriate number of college committees to consider all areas of the college?  
**YES NO**  
Comment:
4. Do the committees meet an appropriate number of times per year?  
**YES NO**  
Comment:
5. Are the discussions and outcomes of the committee meetings meaningful?  
**YES NO**  
Comment:
6. Do the college planning committees (PBC, Staffing, Marketing, PPAC, Facilities, etc.) include opportunities for all constituent groups to participate?  
**YES NO**  
Comment:

**FALL 2014 PLANNING RETREAT - SURVEY**

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7. Do you agree that the college planning process is consistently followed regarding budget, staffing, facilities, and other college resource allocation decisions?  
**YES NO**  
Comment:
8. Do you know how certain institutional recommendations (including hires, facility use changes, budget allocations, etc.) are made through the planning process?  
**YES NO**  
Comment:
9. Do you believe the college planning process is effective and helpful in making recommendations regarding all planning and budget matters?  
**YES NO**  
Comment:
10. Over the past year, have college committee recommendations to PBC or from PBC to administration been fully considered?  
**YES NO**  
Comment:
11. Is there anything else you would like to add?  
Comment:

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FALL 2014 PLANNING RETREAT – Planning Process DISCUSSION TEMPLATE

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QUESTION	Please work in pairs to complete this assignment. We ask that you work with a member of another constituency group to listen, share and document your thoughts on the process.
What is working in planning?	
What areas can be improved?	
How do you suggest we improve these areas of our college planning process?	

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### Planning Retreat Survey Results

Approximately seventy-six percent (76%) of participants were in agreement that the college’s institutional decision and budget allocation processes adequately represent the mission and vision of the college; have adequate and sufficient constituency group participation; and that the process itself is transparent. Participants commented that not everyone on campus has adequate or accurate knowledge of how the college’s decision and budget allocation processes work. Participants also agreed that there is repetitiveness in committee tasks and goals. From the dialogue and data it was evident that the college planning committee handbook needed to be updated. Below is a summary of the responses:

Question	YES	NO	BLANK	QUESTION	SUMMARY OF RESPONSES
1	18	0	0	What is working in planning?	The committee agrees that most planning works. They can be heard if they choose to talk. In other words, it is an open discussion. The meetings that the committee members attend are also respectful, engaged in, follow up, and are flexible throughout the entire process.
2	18	0	0		
3	8	7	3		
4	13	1	5		
5	14	2	2		
6	14	2	4		
7	13	3	2		
8	15	4	0		
9	15	2	3		
10	10	3	8		
<b>Total</b>	<b>138</b>	<b>24</b>	<b>27</b>	What areas can be improved?	Some of the committee members suggest a handbook. The majority of them also suggest better structures to report after topics were discussed within groups. Also, more training is a suggestion by one group of the members.
				How do you suggest we improve these areas of our college planning process?	Some of the committee members suggest a handbook. The majority of them also suggest better structures to report after topics were discussed within groups. Also, more training is a suggestion by one group of the members.

Fall 2014 Planning Retreat

- 1.) There is not much that the members added. A few said that the process is acceptable, but there are times where they lack. However, much was not clarified after that. One suggested an improvement on strategic planning.
- 2.) The majority of the members agree that there is not much participation. It can be very limited. With the limitation, a member states that it can be unclear. The member did not give much of an explanation.
- 3.) The members were on different sides of the number of committees we have in our college. Some say that we have a few committees, but too much staff. Others say we have too many committees, which most agree that some of these committees are repetitive. Half of members ask for fewer committees and to combine those that are repetitive. On the other hand, the other half says that there can be confusion if there is a combination.
- 4.) The majority of the members agree that they are not sure if there are enough of these meetings. One suggests that there should be a master calendar. The minority of members declare for fewer meetings. Their reasons are all similar; it can be repetitive.
- 5.) The members do agree that there is an outcome. One member has recommended that the committees should do more work rather than talking. There is also an agreement that they focus on educational goals. Another recommendation is more training for the committees.
- 6.) For the most part, the members say there are opportunities for the college planning committees. However, one member feels that decisions are not reflected by the groups who participate. Another member feels there is a challenge due to many committees. There are some questions in this, but the majority of the members agree to yes.
- 7.) Most are unsure about how the planning process makes decisions. Most agreed to it, but some do not know much about it.
- 8.) Most of the members are all on board on how institutional recommendations are made. One does suggest that it should be on a level that everyone can understand. For the most part, members did not really question on how unsure they are.
- 9.) The majority agree that the college planning process is effective, but there is always room for improvement.
- 10.) There is more agreement on this, but some members feel unaware of this. A staff member felt like the faculty is unaware of the process which can confuse many.
- 11.) Suggestions that the members have thought of were to follow templates. However a big suggestion was to encourage more participants to the committees.



## Post-Planning Retreat Survey Results

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, 92% of respondents were satisfied with the strategic planning retreat with 83% indicating that there was enough campus representation from constituency groups. Below are the post-planning retreat survey results:

1. How satisfied were you with the schedule and topics covered?

#	Answer	Bar	Response	%
1	Very Satisfied		5	38%
2	Satisfied		7	54%
3	Neutral		1	8%
4	Dissatisfied		0	0%
5	Very Dissatisfied		0	0%
Total			13	

Statistic	Value
Min Value	1
Max Value	3
Mean	1.69
Variance	0.40
Standard Deviation	0.63
Total Responses	13

2. How satisfied were you with the planning retreat materials provided/presented?

#	Answer	Bar	Response	%
1	Very Satisfied		3	23%
2	Satisfied		9	69%
3	Neutral		1	8%
4	Dissatisfied		0	0%
5	Very Dissatisfied		0	0%
Total			13	

3. Overall, how satisfied were you with the speakers/presenters?

#	Answer	Bar	Response	%
1	Very Satisfied		3	25%
2	Satisfied		6	50%
3	Neutral		3	25%
4	Dissatisfied		0	0%
5	Very Dissatisfied		0	0%
Total			12	

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

#	Answer	Bar	Response	%
1	Too long		0	0%
2	Just about riight		12	92%
3	Too short		1	8%
	Total		13	

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

#	Answer	Bar	Response	%
1	Strongly Agree		4	36%
2	Agree		6	55%
3	Neither Agree nor Disagree		1	9%
4	Disagree		0	0%
5	Strongly Disagree		0	0%
	Total		11	

6. The planning retreat was well organized.

#	Answer	Bar	Response	%
1	Strongly Agree		5	42%
2	Agree		7	58%
3	Neither Agree nor Disagree		0	0%
4	Disagree		0	0%
5	Strongly Disagree		0	0%
	Total		12	

7. Planning retreat staff/student/management was helpful and courteous.

#	Answer	Bar	Response	%
1	Strongly Agree		8	67%
2	Agree		4	33%
3	Neither Agree nor Disagree		0	0%
4	Disagree		0	0%
5	Strongly Disagree		0	0%
	Total		12	

8. Do you feel the planning retreat had adequate campus representation?

#	Answer	Bar	Response	%
1	Yes		10	83%
2	No		2	17%
	Total		12	

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9. You indicated that the retreat did not have adequate campus representation. How can we improve participation?

**Text Response**  
 The student representatives were not prepared. We need to work on that in the future.  
 Have in on a weekend or close the campus for that day

10. Did you participate in accomplishing the goals of the retreat?

#	Answer	Bar	Response	%
1	Yes		11	100%
2	No		0	0%
Total			11	

11. What did you like most about the retreat? Mark all that apply

#	Answer	Bar	Response	%
1	Location		6	50%
2	Topics presented		7	58%
3	Dialogue and discussion		12	100%
4	Other		1	8%

**Other**  
 Working with student focused people.

12. In what ways could this planning retreat be improved? Mark all that apply

#	Answer	Bar	Response	%
1	Have increased participation from all constituent groups		3	25%
2	Offer the retreat on campus		3	25%
3	Have more presentations to facilitate group discussion		5	42%
4	Have breakout sessions with themes		6	50%
5	Other		2	17%

**Other**  
 I thought it was excellent as it was.  
 It was really great as it was.

13. Will you plan to attend this planning retreat again next year?

#	Answer	Bar	Response	%
1	Yes		12	100%
2	No		0	0%
Total			12	

14. How would you rate this planning retreat compared to other planning retreats of this type that you have attended?

#	Answer	Bar	Response	%
1	Very Good		7	64%
2	Good		3	27%
3	Average		1	9%
4	Poor		0	0%
5	Very Poor		0	0%
Total			11	

15. Do you have anything else you would like to add concerning the Strategic Planning Retreat?

**Text Response**  
 IN general this retreat was far more focused and relevant than most strategic planning retreats and had a broad diversity of support and contribution.  
 I am looking forward to seeing how this all comes together for our students.

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## **2013-2014 Committee Member Survey Results**

In addition to the 2013-2014 planning committee summary of accomplished goals and objectives, all 2013-2014 planning committee members were surveyed regarding institutional processes and governance. These committees are made up of representatives from all constituency groups. The survey was structured with ACCJC guidelines regarding institutional planning which grouped questions in three major areas: *Awareness, Development and Proficiency*. Overall, ninety-six percent (96%) of committee members were satisfied with 2013-2014 structure and effectiveness of the committees in which they participated. Concerning respondents' knowledge of the overall planning and budgeting process, eighty-two percent (82%) indicated that they felt they were familiar with the processes. Sixty-nine percent (69%) of respondents indicated that other college employees do not fully understand the planning and budgeting structure.

### ***Awareness***

Excluding respondents who indicated that they neither agreed or disagreed, sixty-five percent (65%) indicated that there is enough awareness on campus regarding how the planning and budget allocation process works. Respondents indicated uncertainty on how the connections are made between institutional decisions and the final allocation of monies for certain line items in budgets.

### ***Development***

Excluding respondents who indicated that they neither agreed nor disagreed, 85% indicated that the college follows proper protocol during its planning and implementation process, with the highest disagreement being that there may not be sufficient constituency representation in the process.

### ***Proficiency***

Excluding respondents who indicated that they neither agree nor disagreed, 77% 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.

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

- Improve communication on campus regarding what decisions are being made and the constituency representation.
- Provide feedback to the college community regarding program review requests.

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- Develop a district handbook on participatory governance.
- Distribute committee goals and accomplishments and information on how the committees contributed to budget allocation and planning.
- Review the planning and budgeting process each semester with all employees.
- Show how program review is tied to facilities, staffing and technology requests.
- Show a clearer connection between program review and budget allocation.
- Explain how the planning and budgeting process affects each employee and how each employee contributes to the decision making process.

Below are the 2013-2014 committee planning members survey results:

1. What constituency group do you belong to?

#	Answer	Bar	Response	%
1	Management		6	35%
2	Full-Time Faculty		9	53%
3	Classified		1	6%
4	Student		0	0%
5	Adjunct Faculty		1	6%
6	Temp Hourly		0	0%
	Total		17	

2. What committees did you serve on during the 2013-2014 Academic Year?  
(Mark all that apply)

#	Answer	Bar	Response	%
1	Facilities Committee		2	12%
2	Information Technology Committee		0	0%
3	Educational Action Plan Committee (EAP)		8	47%
4	Professional Development Committee		3	18%
5	Student Learning Outcomes Team (SLOT)		6	35%
6	Staffing Committee		5	29%
7	Outreach and Marketing Committee		5	29%

3. What was your overall satisfaction with the planning structure of the committees you served on during the 2013-2014 Academic Year?

#	Question	Very satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Not part of Committee	Total Responses	Mean
1	Facilities Committee	0	0	1	0	15	16	5.88
2	Information Technology Committee	0	0	0	0	16	16	6.00
4	Educational Action Plan Committee (EAP)	5	2	0	0	9	16	3.94
5	Professional Development Committee	0	3	0	0	13	16	5.25
6	Student Learning Outcomes Team (SLOT)	3	2	0	0	11	16	4.56
7	Staffing Committee	3	3	0	0	10	16	4.31
8	Outreach and Marketing Committee	2	3	0	0	11	16	4.63






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4. You indicated you are dissatisfied or very dissatisfied with the planning structure of the committee(s) you served on during the 2013-2014 Academic Year. In an effort to improve institutional effectiveness and planning, could you elaborate more on your answer?

**Text Response**






5. 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	Bar	Response	%
1	1		7	44%
2	2		2	13%
3	3		4	25%
4	4		2	13%
5	5		1	6%
	Total		16	

6. Do you feel other college employees understand the planning and budgeting process?

#	Answer	Bar	Response	%
1	Yes		5	31%
2	No		11	69%
	Total		16	

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

#	Answer	Bar	Response	%
1	Committee level - confusion on what committees are to do and what role they have in planning and budgeting		3	27%
2	Constituency level - confusion on who can participate in planning and budgeting		3	27%
3	Administrative level - confusion on what role administration has in final decisions		1	9%
4	Overall Process level - confusion on what the structure is and how it is adhered to		9	82%
5	Other		3	27%

**Other**

The question is too broad. Those who are involved in planning committees have a better understanding of the process than those who don't. I think many faculty and classified are familiar with the process, but are not fully informed of how decisions are actually made. I think many people, including myself, are a little in the dark when it comes to what happens after a PBC discussion concludes.

constituent members do not understand the different funding streams

not interested until it concerns them personally

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8. 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 2013-2014 Academic Year, in affecting institutional planning?

#	Question	Very Important	Important	Not too Important	Not at all Important	Not part of Committee	Total Responses	Mean
1	Facilities Committee	1	3	2	0	10	16	3.94
2	Information Technology Committee	2	1	2	0	11	16	4.06
3	Educational Action Plan Committee (EAP)	7	3	2	0	4	16	2.44
4	Professional Development Committee	2	1	5	0	8	16	3.69
5	Student Learning Outcomes Committee (SLOT)	6	2	2	0	6	16	2.88
6	Staffing Committee	3	2	1	0	10	16	3.75
7	Outreach and Marketing Committee	2	4	2	0	8	16	3.50

9. 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 Responses	Mean
1	There is sufficient dialogue and discussion about planning and processes	3	5	4	4	0	16	2.56
2	There is a clear connection between planning/processes and budget allocation	3	5	2	6	0	16	2.69
3	There is sufficient opportunity for participation in the planning and implementation processes	5	7	2	2	0	16	2.06

10. 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 Responses	Mean
1	The college has a defined planning process and assignment of responsibilities	6	8	2	0	0	16	1.75
2	The college uses identified quantitative and qualitative data during the development	4	8	2	2	0	16	2.13
3	Planning is directly linked with institutional mission, vision, values and goals	4	9	1	2	0	16	2.06
4	In the planning and implementation development, there is enough constituency representation and participation	5	4	3	4	0	16	2.38

11. 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 Responses	Mean
1	The college planning and implementation processes provides quality information regarding outcomes	1	7	2	6	0	16	2.81
2	The college utilizes Program Review information in its planning and implementation processes	5	8	3	0	0	16	1.88

## Mendocino College Institutional Effectiveness and Governance Report

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

#	Answer	Bar	Response	%
1	Have clear objectives for each committee and distribute that information prior to committee participation		11	69%
2	Improve communication on campus regarding what decisions are being made and what is the constituency representation		16	100%
3	Explain the responsibilities that committee members have when participating in planning committees		12	75%
4	Other		3	19%

**Other**

Give feedback to everyone on what happens to their requests or needs from Program Review. There is a large disconnect between Program Review and some of the allocation of resources.

ensure that accjc standards, college mission and strategic goals, and committee goals are in alignment and complementary, and that decisions are standards and goals and are based on data and clearly target student success and achievement of learning outcomes

The District needs a handbook or a revision to the existing guidelines for participatory governance for a better understanding of AB 1725 / 10+1 and the roles of the recommending bodies of the college.

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

#	Answer	Bar	Response	%
1	Provide better communication regarding how planning and budgeting works annually		11	69%
2	Distribute committee goals and accomplishments to all employees and indicate how this contributed to budget and planning		13	81%
3	Review the planning and budgeting process each semester to all employees		13	81%
4	Other		2	13%

**Other**

Show how Program Review is linked to staffing, facilities, equipment and technology requests. Have a clearer connection between Program Review and the budget allocation processes.

I like "Distribute committee goals and accomplishments to all employees and indicate how this contributed to budget and planning"; but also, explain how the planning/budgeting process affects each employee, and how each employee contributes (or not) to the decision-making process

14. Is there anything else you would like to add concerning your planning committee participation during the 2013-2014 Academic Year?

**Text Response**

our planning process reflects the district's strong belief in participatory governance and providing a voice for all constituency groups. The planning process at Mendocino College is inclusive and transparent.

N/A

It is critical that we automate processes in such as way as to link standards, goals, etc. and lessen the burden on those inputting and gathering data

I am concerned that the District members in general do not seem to understand the seriousness of the budget situation. We have a decline in FTES coupled with an increase in STRS /PERS. Even if the District meets 2900 next year, there is still a million dollar problem...

Most people who complain about our processes really don't pay attention to how they work, they just like to complain.



## **Analysis of Institutional Planning and Budget Allocation Processes**

Concerning the college's institutional planning and budget allocation processes, seventy-six percent (76%) of the **Fall 2014 strategic planning retreat** participants were in agreement that the process adequately reflects the college's mission, vision and strategic goals. Of the seven (7) **2013-2014 planning committees**, seventy-one percent (71%) of committee goals were successfully completed for the 2013-2014 academic year. However, **2013-2014 planning committee members also** indicated that college employees may not fully understand the planning and budgeting processes. While the college feels that these results affirm the effectiveness of our planning process and confirm the inclusive, collaborative, and participatory nature of the process, the report also identifies area for improvement.

### ***Moving Forward***

Based on this data, analysis, and dialogue, Mendocino College is taking action to enhance its institutional planning and budget allocation process as well as its communication to all constituency groups. The recently established President's Newsletter to the College community will share actions that resulted from the institutions planning and budgeting process. One example of this improved communication is the announcement of the Planning and budget Committee recommendations and the President's college staffing decisions for the current year. Perhaps more importantly, the College is engaging in a broad process to fully revise its College Planning Committee Handbook. This process will include participation from all constituency groups and will add clarity to the student, staff, faculty, and management understanding of our planning and budget process and decision-making. This effort will also serve to inform the college community about the importance of each committee and the role of each committee in the broader effort to meet the college mission and ensure best practices in college planning and budgeting. The College Planning Committee Handbook will now be an online updatable document that will be accessible to all college constituents. This document will allow for the creation of an annual database that will store committee constituency representation, objectives and annual accomplishments, thus improving the college's ability to further assess our process and provide yearly opportunities to review our effectiveness. These documents will provide summaries for an annual Institutional Effectiveness and Governance Report, which will be disseminated to the campus community, further informing employees of college processes and linking outcomes to objectives. Below are the outlined steps for the 2014-2015 academic year:

- Creation of online committee forms that link to an internal database.

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- Creation of an online committee handbook.
- Revision of committee handbook – consolidating committees and mapping committee responsibilities.
- Creation of Institutional Effectiveness and Governance Report.
- Annual presentation of institutional planning, budgeting and governance processes.

DRAFT

## **Analysis of Institutional Governance**

Concerning the college's Governance process, 76% of the **Fall 2014 Strategic Planning Retreat** respondents indicated that there was sufficient constituency group representation. However, 69% **2013-2014 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***

Utilizing this information, Mendocino College is revising its committee handbook, which will now be an online updatable document. This document will allow for the creation of an annual database that will store committee constituency representation, objectives and annual accomplishments. These documents will provide summaries for an annual Institutional Effectiveness and Governance Report, which will be disseminated to the campus community, further informing employees of college processes and linking outcomes to objectives. Below are the outlined steps for the 2014-2015 academic year:

- Creation of online committee forms that link to an internal database – storing and measuring governance.
- Revision of committee handbook – consolidating committees and mapping committee responsibilities as well as indicating what is governance.
- Creation of Institutional Effectiveness and Governance Report.
- 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.