Institutional Effectiveness and Governance Report

2016-2017

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Spring 2017
Office of Institutional Research
1000 Hensley Creek Rd
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2016-2017

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 2016-2017 planning committees through planning committee goal reports; **2)** Annual Survey of all 2016-2017 planning committee members; **3)** Review of the annual (Fall 2016) strategic planning retreat from participant survey results.

Summary

2016-2017 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

Of the seven (7) college planning committees, four (4) successfully documented goals, totaling 20 objectives for the 2016-2017 academic year. Of those objectives, **55% were successfully completed** within the given timeframe with 45% of the objectives being carried over to the 2017-2018 academic year.

Fall 2016 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 2016 strategic planning retreat, nineteen (14) 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, 93% of the participants indicated that they were satisfied with the retreat. A majority of participants, 79%, indicated that that there was appropriate campus representation at the retreat. However, 21% indicated that there was not enough representation and provided feedback on how to broaden and diversify employee participation.

2016-2017 Committee Member Survey: Members of the 2016-2017 planning committees were surveyed regarding institutional planning and governance processes. Overall, 79% of committee members were satisfied with the 2016-2017 planning structure of the committees in which they participated. Concerning respondents' knowledge of the overall planning and budgeting process, 65% indicated that they felt they were familiar with the processes. However, 71% 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:

- Communication on what shared governance is and is not.
- Send out surveys like this for specific issues that are being considered, and don't rely on constituency leaders to query their groups and relay that information.
- A very big cloud over the college. Lots of retaliation toward those who disagree. Employees are disenfranchised from decision making.
- Show the process/hierarchy, the outputs from each committee and how that information is used or why it is not used at the next level.
- Have an independent, outside expert review our processes and outcomes every few years (other than ACCJC) and give us feedback.
- Align Strategic Goals with Committee Goals
- Honor the work done at the committee level.
- Elicit buy-in before making decisions.
- Monthly Newsletter like the one from the President

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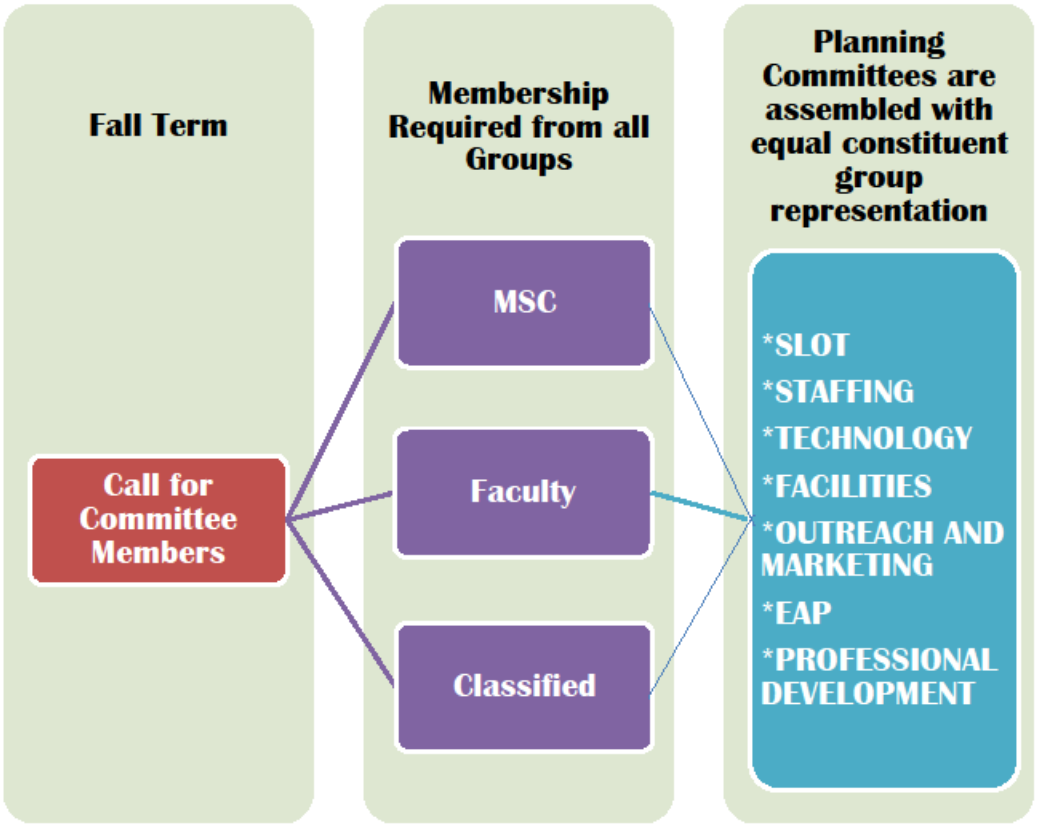
Governance Process



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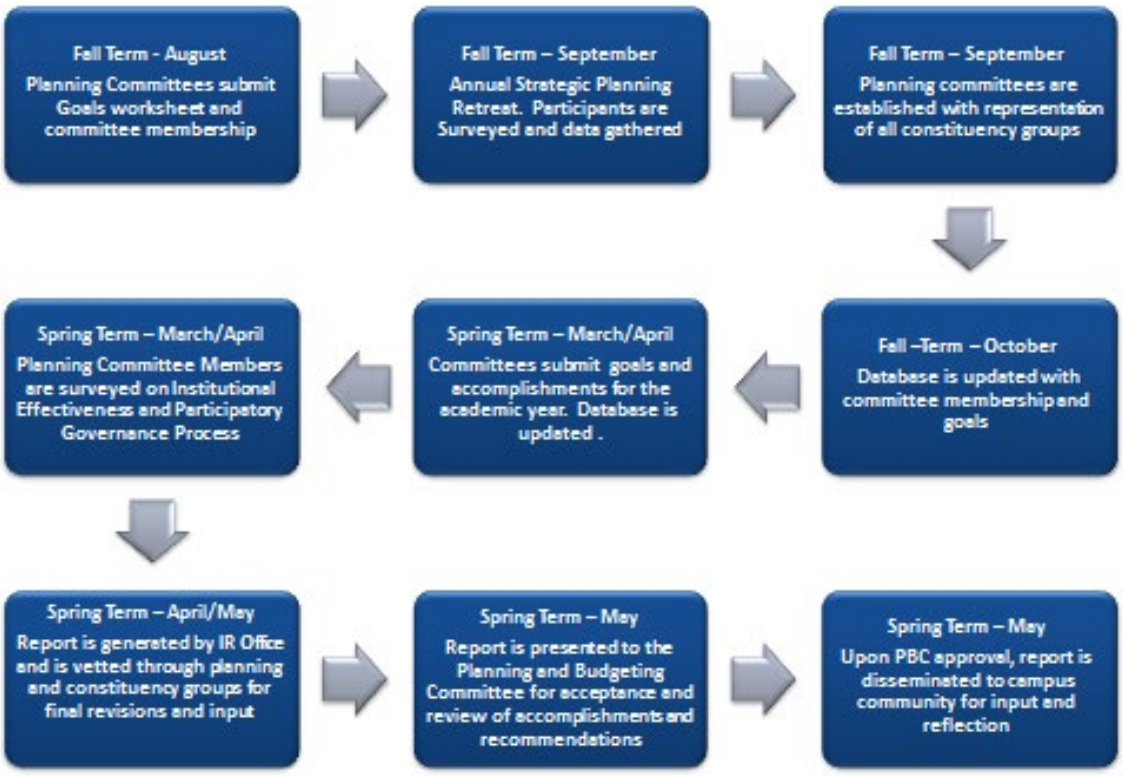
Institutional Assessment Timeline



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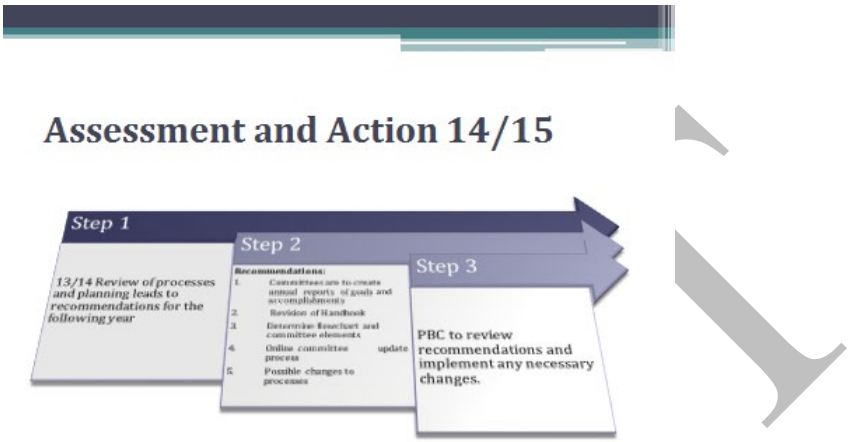
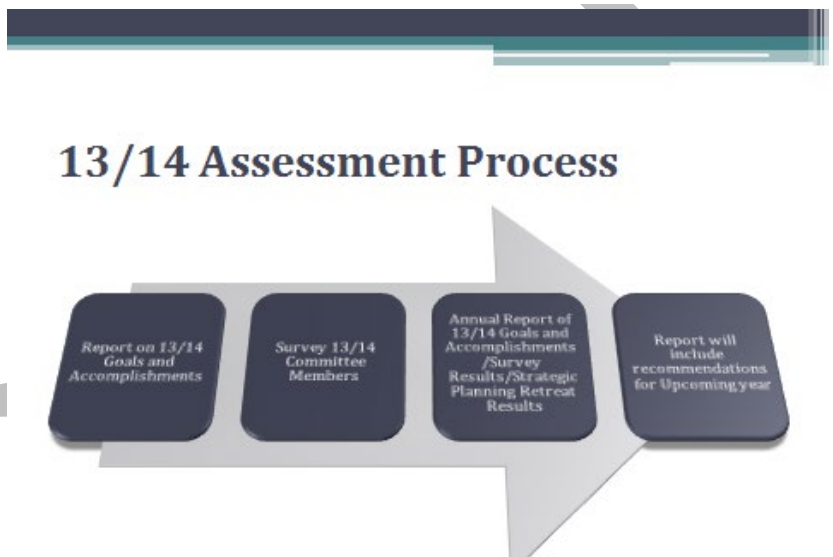
Assessment Process and Assessment and Action





2016-2017

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 2016-2017, 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 2016-2017 academic year, committees, overall, had completed approximately 55% of their stated goals, with ongoing progress expected for the 2016-2017 academic year.

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GOALS	PROGRESS
PROFESSIONAL DEVELOPMENT 2016-2017	
1. **Finalize** the process for evaluating Professional Development Requests **2.** **Explore** the merging of flex, professional development leave and professional development committees. **3.** **Score** and recommend professional development activities. **4.** **Change** the way PD requests appear on Program Review	1. Completed 2. Completed Spring 2017 3. Completed October 2016 4. Completed, December 2016
STUDENT LEARNING OUTCOMES 2016-2017	
1. **Maintain and communicate** the SLO, PSLO and ISLO schedule and collect evaluation assessments and results. **2.** ISLOs will **reflect the** nature and purpose of our education programs and intended learning outcomes for graduates **3.** **Institutional dialogue** concerning educational programs and student services will include SLO/SAO assessment results **4.** There will be **increased faculty** and staff engagement in the SLO/SAO process, with a resulting improvement in performance	1. Assessment scheduling, communication and recording was accomplished. The PSLO spreadsheets were prepared but not used in anticipation of the eLumen implementation 2. ISLOs were mapped to CSLOs in the CSU competency areas as relating to the ISLOs. The CSLO assessments were reviewed to determine the degree to which the ISLOs were achieved, and a report on the results was prepared. A report summary was prepared for PBC 3. A randomized sampling of CSLO assessments in each department was completed and a summary report was written. Summary details were provided in a report to PBC. No such review of SAO results was completed. We are still waiting on eLumen to implement the SLO assessment integration. 4. In-service training on assessment methods were provided in fall and spring semesters. The SLO Handbook was completed and is available on the portal. In the interest of improving the quality and validity of CSLO assessments, all SLOs in our curriculum inventory were reviewed for best practice language, and the results were shared with faculty.
FACILITIES 2016-2017	
1. Missing Goal Documentation	1. Missing Goal Documentation

GOALS	PROGRESS
OUTREACH AND MARKETING 2016-2017	
1. **Complete** a Social Media Policy to be approved through PPAC and BOT 2. **Complete** a Marketing Plan that effectively outlines annual goals and objectives, ending each academic year with an implementation plan for the following year. 3. **Implement** a Branding Guide that drives the Mendocino College message and consistent colors/styles/fonts to provide a cohesive nature to all marketing and advertising. 4. **Create** a portion of our website for templates, photos, and other marketing collateral that is available to all staff and faculty consistently	1. Completed by 1/31/17 2. Completed 16-17 Plan 3. Completed by 1/31/17 **4.** Completed by 2/28/17
EAP 2016-2017	
1. Missing Goal Documentation	1. Missing Goal Documentation
TECHNOLOGY 2016-2017	
1. **Establish** open lab to support student success in all curriculums in the District. **2.** **Upgrade** District Network to support emerging needs in DE; video conferencing; and wireless **3.** **Upgrade** wifi to support instructional programs **4.** **Install** a system that allows students to interact/respond in classroom activities	1. None/Goal from 15-16 2. Engaged vendors 3. Engaged vendors 4. None
STAFFING 2016-2017	
2. Missing Goal Documentation	2. Missing Goal Documentation

Fall 2016 Planning Retreat Survey Results

The Fall 2016 Strategic Planning Retreat took place on September 23, 2016 from 8-4pm at the Ukiah Unified School District office. Participants included full-time faculty, management, classified staff and current Mendocino College students. Approximately 20 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, 93% of respondents were satisfied with the strategic planning retreat with 79% 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	35.71%	5
Satisfied	50.00%	7
Neutral	7.14%	1
Dissatisfied	7.14%	1
Very Dissatisfied	0.00%	0
Total	100%	14

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

Answer	%	Count
Very Satisfied	30.77%	4
Satisfied	46.15%	6
Neutral	23.08%	3
Dissatisfied	0.00%	0
Very Dissatisfied	0.00%	0
Total	100%	13

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

Answer	%	Count
Very Satisfied	57.14%	8
Satisfied	35.71%	5
Neutral	7.14%	1
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	7.69%	1
Just about right	92.31%	12
Too short	0.00%	0
Total	100%	13

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

Answer	%	Count
Strongly Agree	42.86%	6
Agree	42.86%	6
Neither Agree nor Disagree	0.00%	0
Disagree	14.29%	2
Strongly Disagree	0.00%	0
Total	100%	14

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Q7 - The planning retreat was well organized.

Answer	%	Count
Strongly Agree	42.86%	6
Agree	42.86%	6
Neither Agree nor Disagree	14.29%	2
Disagree	0.00%	0
Strongly Disagree	0.00%	0
Total	100%	14

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

Answer	%	Count
Strongly Agree	64.29%	9
Agree	35.71%	5
Neither Agree nor Disagree	0.00%	0
Disagree	0.00%	0
Strongly Disagree	0.00%	0
Total	100%	14

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

Answer	%	Count
Yes	78.57%	11
No	21.43%	3
Total	100%	14

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2016-2017 Committee Member Survey Results

In addition to the 2016-2017 planning committee summary of accomplished goals and objectives, 2016-2017 planning committee members were surveyed regarding institutional processes and governance. Overall, 79% 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, 65% indicated that they felt they were familiar with the processes. However, 71% 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, 67% 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 (23% of respondents).

Development

Excluding respondents who indicated that they neither agreed nor disagreed, 61% 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 (9% of respondents).

Proficiency

Excluding respondents who indicated that they neither agree nor disagreed, 61% 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 (2% of respondents).

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 what is the constituency representation.
- Explain the responsibilities that committee members have when participating in planning committees.
- Send out surveys like this for specific issues that are being considered, and don't rely on constituency leaders to query their groups and relay that information.

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- Actually listen and use the information developed in committees. We have good processes and practices, but they are not followed.
- Show the process/hierarchy, the outputs from each committee and how that information is used or why it is not used at the next level.

Below are the 2016-2017 committee planning members' survey results:

Q1 - What constituency group do you belong to?

Answer	%	Count
Management	36.84%	7
Full-Time Faculty	31.58%	6
Classified	26.32%	5
Student	0.00%	0
Adjunct Faculty	5.26%	1
Temp Hourly	0.00%	0
Total	100%	19

Q2 - What committees did you serve on during the 2016-2017 Academic Year? (Mark all that apply)

Answer	%	Count
Facilities Committee	7.41%	2
Information Technology Committee	11.11%	3
Educational Action Plan Committee (EAP)	14.81%	4
Professional Development Committee	14.81%	4
Student Learning Outcomes Team (SLOT)	14.81%	4
Staffing Committee	22.22%	6
Outreach and Marketing Committee	14.81%	4
Total	100%	27

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Q3 - What was your overall satisfaction with the planning structure of the committees you served on during the 2016-2017 Academic Year?

Question	Very satisfied		Satisfied		Dissatisfied		Very Dissatisfied		Not part of Committee		Total
Facilities Committee	11.76%	2	0.00%	0	0.00%	0	0.00%	0	88.24%	15	17
Information Technology Committee	0.00%	0	11.76%	2	5.88%	1	0.00%	0	82.35%	14	17
Educational Action Plan Committee (EAP)	0.00%	0	17.65%	3	0.00%	0	0.00%	0	82.35%	14	17
Professional Development Committee	0.00%	0	0.00%	0	5.88%	1	11.76%	2	82.35%	14	17
Student Learning Outcomes Team (SLOT)	0.00%	0	17.65%	3	5.88%	1	0.00%	0	76.47%	13	17
Staffing Committee	11.76%	2	23.53%	4	0.00%	0	0.00%	0	64.71%	11	17
Outreach and Marketing Committee	5.88%	1	11.76%	2	0.00%	0	0.00%	0	82.35%	14	17

Q4 - You indicated you are dissatisfied or very dissatisfied with the planning structure of the committee(s) you served on during the 2016-2017 Academic Year. In an effort to improve institutional effectiveness and planning, could you elaborate more on your answer?

There was one meeting the whole academic year where we spent time developing a rubric. After that, we never met again.
the committee never met
The committee structure was dictated by the committee chair mainly and did not feel like a collaborative efforts to improve student learning, as much as a committee to generate an accreditation report. They was an overall lack of desire to work.
Too many IT personnel and not enough end users on the committee

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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	17.65%	3
2	29.41%	5
3	17.65%	3
4	29.41%	5
5	5.88%	1
Total	100%	17

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

Answer	%	Count
Yes	29.41%	5
No	70.59%	12
Total	100%	17

Q17 - 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	21.43%	6
Constituency level - confusion on who can participate in planning and budgeting	17.86%	5
Administrative level - confusion on what role administration has in final decisions	14.29%	4
Overall Process level - confusion on what the structure is and how it is adhered to	42.86%	12
Other	3.57%	1
Total	100%	28

Other

Other - Text
Communication on what shared governance is and is not.

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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	11.76%	2	0.00%	0	0.00%	0	0.00%	0	88.24%	15	17
Information Technology Committee	0.00%	0	5.88%	1	11.76%	2	0.00%	0	82.35%	14	17
Educational Action Plan Committee (EAP)	17.65%	3	0.00%	0	0.00%	0	0.00%	0	82.35%	14	17
Professional Development Committee	5.88%	1	5.88%	1	5.88%	1	0.00%	0	82.35%	14	17
Student Learning Outcomes Committee (SLOT)	5.88%	1	5.88%	1	5.88%	1	5.88%	1	76.47%	13	17
Staffing Committee	29.41%	5	5.88%	1	0.00%	0	0.00%	0	64.71%	11	17
Outreach and Marketing Committee	0.00%	0	17.65%	3	0.00%	0	0.00%	0	82.35%	14	17

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	0.00%	0	12.50%	2	25.00%	4	43.75%	7	18.75%	3	16
There is a clear connection between planning/processes and budget allocation	6.25%	1	25.00%	4	25.00%	4	37.50%	6	6.25%	1	16

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There is sufficient opportunity for participation in the planning and implementation processes	0.00%	0	31.25%	5	31.25%	5	25.00%	4	12.50%	2	16

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	0.00%	0	60.00%	9	26.67%	4	6.67%	1	6.67%	1	15
The college uses identified quantitative and qualitative data during the development	0.00%	0	40.00%	6	33.33%	5	13.33%	2	13.33%	2	15
Planning is directly linked with institutional mission, vision, values and goals	13.33%	2	20.00%	3	46.67%	7	6.67%	1	13.33%	2	15
In the planning and implementation development, there is enough constituency representation and participation	6.67%	1	33.33%	5	6.67%	1	26.67%	4	26.67%	4	15

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	6.67%	1	40.00%	6	20.00%	3	20.00%	3	13.33%	2	15

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The college utilizes Program Review information in its planning and implementation processes	0.00%	0	60.00%	9	20.00%	3	13.33%	2	6.67%	1	15

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	25.00%	9
Improve communication on campus regarding what decisions are being made and what is the constituency representation	36.11%	13
Explain the responsibilities that committee members have when participating in planning committees	27.78%	10
Other	11.11%	4
Total	100%	36

Other

Other - Text
Send out surveys like this for specific issues that are being considered, and don't rely on constituency leaders to query their groups and relay that information.
Actually listen and use the information developed in committees. We have good processes and practices, but they are not followed.
A very big cloud over the college. Lots of retaliation toward those who disagree. Employees are disenfranchised from decision making. Their input is thwarted and disregarded.
Show the process/hierarchy, the outputs from each committee and how that information is used or why it is not used at the next level.

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	29.41%	10
Distribute committee goals and accomplishments to all employees and indicate how this contributed to budget and planning	26.47%	9
Review the planning and budgeting process each semester to all employees	26.47%	9
Other	17.65%	6
Total	100%	34

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Other

Other - Text
Have an independent, outside expert review our processes and outcomes every few years (other than ACCJC) and give us feedback. More of a broad overview - not so much getting into the weeds - and then sharing the observations of what works and what needs improving with the all employees
Align Strategic Goals with Committee Goals
Honor the work done at the committee level. There are too many to-down decisions that are made and then manipulated into the process - rather than the other way around
Elicit buy-in before making decisions. Where was the planning for space prior to the sudden recent upheaval? Did anyone plan before hiring more people?
Monthly Newsletter like the one from the President
See answer to previous question - needs to be an open process

Q13 - Is there anything else you would like to add concerning your planning committee participation during the 2016-2017 Academic Year?

I think we have well intentioned employees who are willing to work hard and participate in governance of the college if they clearly can see how what they do makes a meaningful contribution to the welfare of the institution and education and general support for our students.
Thanks for all the work on improving the process; and understanding of the process!
Not really.
Committee need to meet, not just be "on-the-books". Members need to understand their participation is essential. Agendas, supporting documentation etc needs to be provided in time to review and prepare for discussion. Meeting notes - not reviewed and approved by the committee are not minutes - make this clear. make notes available
Thanks for the opportunity to provide feedback on our college's processes
I believe that the College has a very inclusive and participatory process for planning and decision-making. It may help to educate the general population that at some point "in the process" a decision must be made. Just because that decision doesn't appease every person on campus it does not mean that a participatory process was not followed.
I think having a survey is an important step in continuous improvement. Overall feedback concerning committees is that a lack of feedback exists for requests made in program review at a systematic level.
I feel the chairs of the committees did a good job describing the role of the committee and the responsibilities of the committee members. However, it is sometimes hard to see the follow-through, how it relates to the whole institution.

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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 2016 strategic planning retreat** participants were in agreement that the process adequately reflects the college's mission, vision and strategic goals. Of the seven (7) **2016-2017 planning committees**, 73% of committee goals were successfully completed for the 2015-2016 academic year. However, 77% of **2016-2017 planning committee members** indicated that college employees do not fully understand the planning and budgeting processes.

Analysis of Institutional Governance

Concerning the college's Governance process, 67% of the **Fall 2016 Strategic Planning Retreat** respondents indicated that there was sufficient constituency group representation. However, 77**% 2016-2017 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

The college will engage in a community and campus Strategic Planning Workshops in the Fall of 2017 to solicit more feedback on improving processes and goals for the college. In addition, the college will look into a possible student and staff survey to get additional information on areas of improvement, that will hopefully further inform the work to be completed through the Fall 2017 Strategic Planning Workshops.

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