College Strategic Planning Committee Meeting
September 11, 2009, 1:30-4:00pm, RN 258
Agenda

Present: Marybeth Buechner, Kathy Chenu-Campbell, Anne Danenberg, Melvin Duval, Kelly Irwin, Steve Macias, Bob Martinelli, Michael Poindexter, John Ruden, Daniel Styer, Connie Zuercher

Review of data
1. Qualitative data: A review of what you, as the representatives of the constituency groups, see as the most important information from your constituencies that is relevant to the charge of the CSPC.
   o Daniel reports receiving no new feedback at this time from the department chairs. It was noted that last spring the Council of Chairs had concerns regarding the clarity and consistency in the instructions and emphases coming from various sources and related to addressing the goals and filling out the unit plans.
   o Connie (with input from Mel and Cathy) reported that the Academic Senate had several comments, many from last spring. Overall they felt that the goals were OK but needed clarity on processes. There were a few suggestions from the AS, including…
   o Goal 7 will need revision as we move through the accreditation cycle
   o Goal 9 can be seen as a catch-all by some. On the other hand, perhaps it should be a commonly used goal as it applies widely across the college.
   o The ability to check more than one goal for a given objective may be useful, but we will need to be clear in the message that checking many goals is not required, nor is it always appropriate to check more than one goal for a given objective.
   o There is a need for “smart” and focused training in the processes, including training on the processes and training on how the goals map to instructional processes.
   o Mel noted that the CTE faculty expressed their concern that the following be captured in our discussions:
     o Our CTE students, as prospective employees, must be able to produce and to follow instructions in clear English.
     o The CTE programs deliver usable skills that contribute immediately to the business community
     o CTE students need to have the skills and knowledge that leads to continuing education after employment and to career ladders.
   o Additional suggestions sent in by Alan were incorporated into the group work when reviewing the goals.
   o Thomas sent notes via email with comments from the Senior Leadership Team. These notes included the need to continue to distinguish between a goal and an objective and the suggestion that we limit the number of goals rather than let them proliferate. Additional suggestions from Thomas were incorporated into the group work when reviewing the goals.
   o John noted that enrollment trend data is useful, but that we also need to know who registers first and most effectively. He noted the tension between budget constraints that limit class sections, the large number of students enrolling, and the need for students to complete requirements.
   o Michael noted that the goals work for Student Services, however not all achievements related to the goals area captured in the unit plan outcomes reports.
   o Bob noted that goal #9, as well as goals 4 and 6, applies to the work of Administrative Services as they implement continuous process improvement.
   o The group noted that currently goals 7 and 9 overlap.
   o Kelly reported for the Classified Senate since Parrish was unable to attend today’s meeting. She noted that not everyone providing input for the unit plans was fully conversant with the goals and their meaning. The committee agreed that in many areas there are “people who are doing this stuff who don’t know that they’re doing it”, in
other words, people who are involved in planning and continuous improvement who don’t use that vocabulary to describe what they are doing.

- The committee noted that there are times and groups who focus on the tactical level, rather than thinking strategically, due to current needs/stresses. Accreditation processes require that everyone should be thinking strategically and we are moving toward this.
- Mel noted that an effective team needs to understand and work toward shared goals. He suggests that we need to present more information at carefully chosen times, with targeted emphases. One suggestion was to use print documents (e.g. a “magazine”) rather than just online docs and email.

2. Planning data documents: Questions or comments about the data in the reports.

- There was a brief discussion of the planning data in the documents provided, led by Anne.
- The group felt that there were no big surprises in the data and that it seems to support continuing the goals that we have.
- Anne noted that the use of quantitative data can be to support other information and professional judgment.

Revision of the goals as needed

1. Work in groups to identify possible revisions

- The committee worked in groups to suggest revisions to the goals. The groups were:
  - Goals 1, 2, 3 = Anne, Daniel, Bob
  - Goals 4, 5, 6 = Steve, Kelly, John, Michael
  - Goals 7, 8, 9 = Mel, Connie, Cathy

2. General discussion to delineate specific language for any revisions

Much discussion led to the following draft suggestions for the 2010-2011 goals. Outcomes measures were not addressed today due to time constraints, although the groups had talked about them.

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<tr>
<th>2009-2010 Goal</th>
<th>Suggested 2010-2011 Goal</th>
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<td>1. Develop and implement processes to promote engagement and success of first-year students.</td>
<td>No change</td>
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<td>2. Implement a systematic enrollment management process that aligns student outreach and recruitment with scheduling of classes, programs, and services based on student interest, demand, time, convenience, and culture.</td>
<td>2. Develop an enrollment management process that (1) uses internal and external data to support long-term schedule planning and (2) implements processes that align student outreach and recruitment with scheduling of classes, programs, and services based on student interest, demand, time, convenience, and culture.</td>
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<td>3. Improve basic skills competencies in reading, writing, and math and improve preparedness for degree applicable courses through developing skills in reading, writing, math, and information competency across the curriculum and throughout the college.</td>
<td>3. Improve basic skills competencies in reading, writing, and math and improve preparedness for degree and certificate applicable courses, and for employment, through developing skills in reading, writing, math, and information competency across the curriculum and throughout the college.</td>
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<td>4. Improve processes, services, curriculum, and instructional design to ensure equivalent student outcomes for alternative modalities and locations (i.e., off campus sites, distance education, etc.).</td>
<td>4. Examine and improve processes, services, curriculum, and instructional design for all programs to ensure equivalent student outcomes for alternative modalities and locations (i.e., off campus sites, distance education, etc.).</td>
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<td>5. Revise or develop new courses, programs and services based on assessment of emerging community needs.</td>
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<td>6. Improve staff processes for all classifications including hiring, orientation, mentoring, customer service, training, evaluation, and exit processes, with attention to the selection and retention of staff that reflect the diversity of our students and community.</td>
<td>No change.</td>
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<td>7. Engage the college community in the process of ongoing institutional evaluation and continuous improvement, in the analysis and review of data, and in ongoing activities related to accreditation.</td>
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<td>8. Identify and respond to the needs of the college community that is growing increasingly diverse in terms of demographics and culture.</td>
<td>No change.</td>
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<td>9. Deliver programs and services that demonstrate a commitment to learner-centered education and training and institutional effectiveness through continuous process improvement.</td>
<td>9. Deliver programs and services that demonstrate a commitment to learner-centered education and training and student success, with a focus on student achievement of goals including certificates, degrees, transfer, and jobs.</td>
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**Review of Mission statement**
This item was tabled until a later meeting