Step 1: Decide how many programs your department has

- *Does my department have any degrees and certificates?*

- *Why do students take the courses in my department?*
Step 2: Consider the purpose/goals of each program

- When trying to write a program SLO, it is often helpful to think about the purpose of the program.

- What will a student who completes this program be able to do?
Step 3: What kind of program do your courses lead?

- Some programs have an **overlapping skill** that ties all the courses together.

- Some programs consist of courses that all develop a single skill through various topics.
Example of Overlapping Single Skill SLO Programs

- **English** – Program SLO – *Analyze literary texts*.

  - **English 102**
    - Analyze American literary texts.
  - **English 150**
    - Analyze British literary texts.
  - **English 175**
    - Analyze Vulcan literary texts.
Step 3: What Kind of Program Do Your Courses Lead?, Con’t

- Some programs have a capstone course.

- Some programs have a capstone course that ties together elements from all of the other courses.
Example of Capstone SLO Programs

- **Paralegal Studies** – the Program SLO is one of the Capstone Course’s SLO – Construct a portfolio of work samples to be used as a reference when working as a paralegal.
Step 3: What Kind of Program Do Your Courses Lead?, Con’t

- Other programs may have strands of skills that lead to one of a few SLOs.
- Some programs’ courses may develop two or more “strands” of knowledge or skills within the program.
- Some programs may have a split focus between content knowledge or theory and the application of that knowledge.
Examples of Stand SLO Programs

**PSLO₁**: Lecture: Integrate the perspectives of the provider of care, manager of care, and member of the nursing profession into patient care situations.

**PSLO₂**: Function in the roles of provider of care, manager of care, and member of the nursing profession.

<table>
<thead>
<tr>
<th>Course</th>
<th>SLOs</th>
<th>PSLO₁</th>
<th>PSLO₂</th>
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<tr>
<td><strong>N112: Foundations of Nursing</strong></td>
<td><strong>Lecture</strong>: Summarize the foundational roles and responsibilities of the professional nurse</td>
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<tr>
<td></td>
<td><strong>Lab</strong>: Demonstrate the use of foundational skills</td>
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</tr>
<tr>
<td><strong>N114: Fundamentals of Nursing</strong></td>
<td><strong>Lecture</strong>: Summarize the roles of the provider of care, the manager of care, and the member of the nursing profession at the fundamental level</td>
<td></td>
<td>×</td>
</tr>
<tr>
<td></td>
<td><strong>Lab</strong>: Manage the care of 1-2 medical surgical patient(s) at the fundamental level.</td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>
Step 4: Draft your program SLOs

- Writing program SLOs is very similar to writing course-level SLOs

  - Keep the SLOs focused on the students (what will the student be able to do?) as opposed to the teacher (what will be taught?)

  - Use critical thinking verbs

  - Avoid verbs that are not readily observable (such as “understand” or “know” or “feel”)

Step 5: Double check your SLO with assessment in mind

- Make sure that the program SLO is something that is readily *observable* and *measurable* – in other words, build in assessment from the beginning.
Step 6: Map Your Courses & Your Program SLO

- Make sure that the courses all lead to the program SLO in the appropriate way, not leaving any course out.
DISTRICT AND DEPARTMENT PLANNING AND RESEARCH TOOLS THAT CAN HELP INFORM DECISION-MAKING FOR YOUR PLANS

Daylene Meuschke
Director, Institutional Research
LEAP 2010 - March 5, 2010
AGENDA

- Planning at the District Level
- Planning at the Department Level
- Planning Processes
- Research tools and data sources to help you plan
PLANNING AT COC
THE BIG PICTURE

MISSION, VALUES AND BELIEFS

Departmental Planning
• Annual Academic Program Reviews
• Non-Instructional Program Reviews

Budget Programs Services

College-wide Planning
• Strategic Plan
• Education and Facilities Master Plan
• Technology Master Plan
• Staffing-Diversity Plans
• Five-Year Construction Plan
• Enrollment Management Strategies
• Individual Facilities Plans
• Marketing Plans

Research • Resources

Research, resources, and institutional mission values and beliefs influence all components of the planning process.
COC’S 2008-2011 STRATEGIC GOALS

- Teaching and Learning
- Student Support
- Cultural Diversity
- Human Resources
- Institutional Advancement
- Institutional Effectiveness
- Financial Stability
- Technological Advancement
- Physical Resources
- Innovation
- Campus Climate
- Leadership
PLANNING AT THE DISTRICT LEVEL

- Strategic Plan
- Educational and Facilities Master Plans
- Technology Master Plan
- Five Year Construction Plan
- Enrollment Management
- College Planning Team
- Skills4Success (Basic Skills Initiative)
- Accreditation Self-Study
- Accreditation Mid-Term Report
- Student Equity Plan
- Needs Studies for New Programs and Educational Centers

All documents except accreditation available at: https://intranet.canyons.edu/Information/MasterPlans.asp
Accreditation documents available at: http://www.canyons.edu/Offices/PIO/Accreditation/
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</tr>
<tr>
<td>Technology Master Plan</td>
<td>2006</td>
<td>2011</td>
</tr>
<tr>
<td>Accreditation Self-Study</td>
<td>Began in Fall 2007 and finalized in September 2008 (site visit in October 2008)</td>
<td>Complete by Summer 2014</td>
</tr>
<tr>
<td>Accreditation Mid-Term Report</td>
<td>N/A</td>
<td>Fall 2011 (due the third year following the site visit)</td>
</tr>
<tr>
<td>Annual Accreditation SLO Survey</td>
<td>Jun-09</td>
<td>Typically April</td>
</tr>
</tbody>
</table>
REGULAR SURVEYS

- Annual Student Survey - Spring
- Survey of Online Students - Spring
- Career Technical Education - Fall and Spring
- CWEE (employers and students) - all terms
- Supplemental Instruction (fall and spring)
- Nursing Alumni (summer and winter)
- Faculty / Staff survey (fall terms as needed)
Research Briefs

- RB#29 - Impact of Proposed Changes to Concurrent Enrollment Policy
- RB #30 - Community of Residency by Campus - Winter 2009
- RB #31 - High School Graduates Projection
- RB #32 - Impact of Proposed Changes to Concurrent Enrollment Policy for 9th and 10th Graders
Evaluation Briefs

- EB #31 - Title III Grant Evaluation
- EB #32 - Academy of the Canyons
- EB #33 - CREATE Grant
- EB #34 - TEACH Pipeline Grant
RESEARCH REPORTS SINCE SPRING 2009

- #219 - Basic Skills Initiative Training Needs Survey
- #220 - CWEE Employer Survey 2007-08
- #221 - CWEE Student Survey 2007-08
- #222 - The Zone Student Survey - Spring 2009
- #223 - Math 025 and 026 Student Learning Outcomes Survey- Spring 2009
- #224 - English Department Reading and Writing Center Student Survey-Summer 2009
- #225 - 6th Annual Student Survey: Spring 2009
- #226 - Small Business Training Needs Survey-September 2009
- #227 - Adult Re-Entry Mentor Program Survey - Fall 2009
AD HOC REPORTS SINCE SPRING 2009, CONTINUED

- Enrollment Management Student Profile: Fall 2008
- Profile and Enrollment Patterns of Noncredit ESL Students
- English 071 and 071L Success Comparison: Fall 2008
- English Progression Analysis
- English Retention and Success Rates: Fall Terms (2004-2008)
- Hart District Math Placement Report for 2008 High School Graduate
AD HOC REPORTS SINCE SPRING 2009, CONTINUED

- Math-025 Profile of Students: Fall 2008
- Course Capacity
- Canyon Country Campus Library: Student Focus Groups - Spring 2009
- College of the Canyons Foundation Business Symposium Follow-Up: Focus Group - Spring 2009
Math Placement Comparison of Hart District Students and Students from High Schools Outside the District

Courses Taken by Transfer Students


Supplemental Instruction Needs Assessment: Spring 2009

The Impact of The Zone on Student Athletes’ Academic Performance
Creative Writing and Literature Course Offerings: Summer 2004 to Fall 2009
Math Placement, Enrollment, and Success Rates for 2007-2008 Wm. S. Hart Union High School Graduates
Plumbing Program Needs Assessment - Fall 2009
Student Equity Plan Progress Report
OTHER EXAMPLES OF RESEARCH AT COC

- Needs Assessments for New Programs
  - Insurance
  - Plumbing
  - Paralegal
  - Automotive
  - American Sign Language
  - Culinary Arts

- Justifications for Grants
  - Nursing Collaborative - common first year curriculum
  - Adult Re-entry
  - TRIO
  - Title V Eligibility
Why do we do them?
It drives institutional direction and priorities within a broader strategic context.
PLANNING AT THE PROGRAM LEVEL

- Department program reviews (academic and non-instructional)
  - 3 year plans with annual updates
  - Connects program plans, SLOs, AUOs, budget
- Manager Self-Evaluations (classified managers and administrators)
- Action Implications from research reports
PROGRAM REVIEW DEMO
Role of Departmental Planning: Essential Characteristics of a Successful Department

- Facilitates/Coordinates/Communicates
- Creates a Functional Team
- Recognizes the Need for a User-Friendly Structure
- Evolves Together
- Provides Bridges
- Decentralizes
- Empowers/Encourages/Supports
- Promotes Collective Ownership: Ours Versus Mine
- Understands Where It (the Department) Fits in—Its Role in College and Community
Better coordination and integration of curriculum within the department.
Better coordination and integration of curriculum between the department and other departments.
The courses offered and number of sections of each will more closely respond to student needs.
Planning can strengthen the articulation of COC lower division courses to four-year colleges.
Transfer rate of students in XYZ major to four-year colleges will improve.
WSCH/FTE can be monitored & improved.
Fewer course cancellations will occur thus resulting in fewer disappointed students.
New markets in expanded programs and facilities can be served.
Arbitrary barriers to student access can be identified, eliminated and or avoided.
Integrated planning...

- Is an interactive process
- Allows departments and the college to leverage and maximize resources
- Helps identify where there are contradictions in plans
- Results in more effective plans for effecting change

Research, resources, and institutional mission values and beliefs influence all components of the planning process.
Two of the most common reasons for sanctions against colleges by the Accrediting Commission (WASC) in fall 2009:

- Lack of planning linked to resource allocation
- Failure to complete a full cycle of program review, planning and improvement
PLANNING PROCESSES AND TOOLS

- Discrepancy Analysis - What is it?
- Environmental Scanning - What is it and how is it done?
- STEEP-D
- S.W.O.T. Analysis
- S.M.A.R.T. Goals
WHAT IS DISCREPANCY ANALYSIS?

- AKA “Gap Analysis”
- Answers these questions:
  1. Where are we now?
  2. Where do we want to be?
  3. What is the difference?
ENVIRONMENTAL SCANNING

- Purpose - To assess and monitor the environment in which your program or unit functions.

- What is it?
  - Identifies issues and trends of strategic importance that affect the future of programs or units.
  - Involves gathering information from a variety of sources about issues and trends to inform planning and decision-making.
  - Analyzing data about issues and trends to determine their importance and implications for your program’s planning and decision-making processes.
STEEP-D: 6 CATEGORIES OF INFORMATION

S = Social

T = Technological

E = Environmental

E = Economic

P = Political

D = Demographic
S = SOCIAL

- Trends relating to changes regarding
  - Religion
  - Arts
  - Education
  - Entertainment
  - Socializing
  - Language
  - Family
  - Leisure Activities
T = TECHNOLOGICAL

Trends relating to changing technologies that can influence the workplace, the home, leisure activities and education:

- Computers
- Engineering
- Chemicals
- Transportation
- Biomedicine
- Engineering
Trends relating to resources, ecosystems, species and habitats:

- Air
- Urbanization
- Global warming
- Mineral Resources
- Land Use
- Biodiversity
E = Economic

- Trends relating to national and regional economies, including inflation rates, money supply, global competition:
  - Currency exchange rates
  - Inventory levels
  - Trade balance
  - Mergers
  - Stock performance
Changing composition of governmental bodies and changes in:

- Laws
- Treaties
- Public education
- Taxes
- Terrorism
- Political party representation in federal and state government
D = DEMOGRAPHIC

- Changing mix of population including age cohorts, racial and gender mix within a region:
  - Population
  - Birth rate/death rate
  - Aging
S.W.O.T. Analysis

- Must begin with a clearly defined objective or goal
- S - Strengths
- W - Weaknesses
- O - Opportunities
- T - Threats

Internal Factors
External Factors
S.M.A.R.T. GOALS

- **S - Specific**
  - Who, What, Where, When, Which, Why?
- **M - Measurable**
  - How will you know you accomplished your goal?
- **A - Attainable**
- **R - Realistic**
- **T - Timely**
  - With no timeframe there’s no sense of urgency
RESEARCH TOOLS AND DATA SOURCES
Surveys (e.g., Annual Student Survey, Non-instructional program reviews, English Reading & Writing Center)

Focus Groups

Labor Market Data (e.g., EMSI, EDD, Economic Forecasts-Los Angeles and Santa Clarita Valley)

Needs assessments for new programs

Demographic Data (e.g., Claritas, SCAG, Census Bureau)

Educational Research (e.g., RP Group, NCES, CPEC, CBEDS, Chronicle of Higher Education, Program Inventory-CCCCCO, Data Mart-CCCCCO, WebCMS, CalPASS)
DATA SOURCES, CONTINUED

- Program Reviews
- SLOs and AUOs
- Strategic Plan
- Educational and Facilities Master Plans
- Fact Book
- Institutional Research Reports
- Community College League of California
- Community College Week
- Legislative Analysts Office
HOW DO I GET ADDITIONAL DATA?

- Contact the research office (daylene.meuschke@canyons.edu)
- Copy your department chair/manager and dean.
- Instructional departments should copy the Office of Instruction (Audrey and/or Mitjl).
- When you send us the request, please include
  - The purpose (i.e. what decision(s) you’re trying to inform),
  - Specific questions(s) / data needed, and
  - Timeline - when do you need it by?
COLLEGE PLANNING TEAM
MEETING—FEBRUARY 4, 2011
MINUTES—DRAFT

The annual CPT retreat was held on campus in Pico Hall 101 (8:30am—1:00pm).

1. Overview of Planning; Including Timelines of Major Plans (B. Gribbons)
   a. Dr. Gribbons welcomed the retreat attendees and guest speakers for the morning.
   b. He reviewed the major planning documents produced by the College, including the Strategic Plan, the Educational Master Plan, the Technology Plan, Student Equity Plan, EEO Plan and others. Many of the major plans are produced on a 3-year cycle.
   c. Dr. Gribbons stressed the importance of academic and administrative program reviews in the strategic planning process. The departmental goals and accomplishments called out in departmental program review will feed directly into the overall Strategic Plan.

2. Review of CPT Planning Themes Since 2008 (D. Fiero)
   a. Diane Fiero briefly reviewed the last two CPT Themes. She distributed a handout with the wording of the previous and current theme and an explanation for the tradition of CPT themes. The themes offer a way for the college to focus goals, develop, acknowledge and celebrate activities and programs.
   b. The current theme report is available on the CPT website. It will be rolled into program reviews and into the Master (should be Strategic?) Plan.

3. Panel Presentations:
   a. Jonas Peterson (Targeted Industry Survey and Enterprise Zone)
      i. Jonas represents the Santa Clarita Valley Economic Development Corporation (which is a little more than a year old). Jonas expressed his appreciation for the quality of leadership in the SCV, which has supported the SCV EDC.
      ii. The SCV EDC is the only significant program remaining in California. It has expanded from a City project to cover the entire Valley.
      iii. 2010 was a big year for the group, entailing lots of behind the scenes program planning and development.
      iv. On April 28 the SCV EDC will hold an Economic Forecasting/Real Estate event.
      v. The group has developed a strong web presence.
      vi. A GIS system has been implemented, which will enable site selection, demographic studies, track businesses online and serve as a tool to attract venture capital.
      vii. One of the key goals is to push development to unincorporated areas of the Valley.
      viii. Jonas presented the Market Assessment and Target Industry Report (linked to the CPT web site). Some highlights:
         1. The report was prepared by an outside consulting group using a set of benchmark communities in California (and one in Arizona);
2. We are competitive with benchmark communities in California; not competitive with our out-of-state comparison community;
3. A large part of our population is in the desirable age range of 25-44;
4. Our median income is higher than any of the benchmark communities (including San Francisco).
5. Our education level is high, but not the highest among the benchmark communities.
6. Among the challenges faced by the Santa Clarita Valley are attracting venture capital, developing regional public research and development efforts, and developing more jobs that will keep the people that live here working here.
7. The group will improve our economic outlook by concentrating on developing target industry sectors.

ix. The six recommended target industries identified in the report are:
   1. Digital Media and Entertainment
   2. Aerospace and Defense
   3. Medical Devices
   4. Advanced Manufacturing
   5. Information Technology
   6. Tourism

x. Barry asked Jonas if there were any training implications from the Targeted Industry Analyses that stood out to him. Jonas will think about the question and get back to Barry.

xi. The question of “executive bias” against locating entertainment businesses was raised. Dianne thinks that it is likely that younger executives will be more open to relocating in the SCV. The current bias may be age-related; stemming from ignorance of the rapid development that has taken place here.

xii. Dena Maloney asked how other cities attract venture capital. Jonas answered that often venture capital firms look for businesses located close to their home offices.

xiii. Dianne noted that Al Mann funds his own research now. We should try to attract government money for clinical trials as a hedge against the time when Al Mann may no longer be in charge of his companies.

xiv. Russ Waldon asked about the outlook for the Aerospace industry. Jonas answered that it is contracting in general, but holding its own in our region.

b. Jim Backer and Glenn Adamick (Canyon Country Development)
   i. Jim Backer and Steve (Valenziano?), JSB Development, shared information about the Vista Canyon planned community currently under development. The location is off the 14-north, close to the Santa Clara riverbed in Canyon Country (near Jake’s Way).
   ii. The mixed-use community will feature single and multi-family housing; retail space, office space, a large park, a hotel, and a network of walking/riding trails.
iii. The developers have consulted with local community groups repeatedly to address their concerns. The plans for the development have been modified in response to community concerns and suggestions. Community desires included restaurants, a hotel, a specialty market; corporate jobs, a park, trails, mixed development housing, reduced building heights and architectural design that honors local heritage.

iv. The design philosophy for the project is:
   1. Commitment to local history
   2. Addressing community needs
   3. “Smart” community design
   4. Environmentally friendly/sustainable development
   5. Creation of an important place

v. The aim is to put jobs and people close to each other. Approval of this project will depend on creating an acceptable job/housing ratio. The City requires the creation of two jobs per housing unit. The developers hope to attract major employers like Princess Cruises and other employers that draw a high percentage of their labor force from the Antelope Valley.

vi. The entire project will be about one mile long. Residents will be able to walk anywhere in the community and will be able to take advantage of a relocated Metrolink station inside the development.

vii. Dena Maloney asked if the developers have considered adding an amphitheatre to the plan. Jim answered that an outdoor performance area is a planned part of the nature center by the riverbed.

viii. Diane Stewart asked about child care centers. Jim answered that they are part of the plan.

ix. Russell Waldon asked about the project timeline. Jim answered that groundbreaking is planned for next year, but might take longer depending on the permitting process. The housing portion of the project will take two-three years to complete; the commercial development will take longer.

c. Jason Crawford (Economic Outlook for SCV)
   i. Jason presented information on the state of the Santa Clarita economy and the City’s role in economic development.
   ii. He echoed Jonas Peterson’s comment that we are house-rich and job-poor. One-half of resident workers have to leave the Valley for their jobs.
   iii. The City is requiring that development projects have to create jobs as a condition of approval.
   iv. Jason covered the City’s three-part economic strategy:
      1. Jobs/housing balance
      2. Retail/restaurant development
      3. Economic Wealth (external monies)
   v. The City’s business attraction campaign includes an Enterprise Zone and a series of SC Business one-minute videos. In addition, SC was featured in a Southwest
Airlines magazine recently and is now going to be featured in a US Airways magazine (next month).

vi. The City’s retail and industrial occupancy rates are rising. The vacancy rate has dropped from 7% to 4%. In a time when many car dealers are contracting their businesses, we have added car dealers to our auto center.

vii. Unemployment is at 7.8% in the SCV, higher than our normal 3%, but much lower than other areas in Southern California.

viii. The City’s 21-point business plan includes a business-building $21 million in federally-secured stimulus funds.

ix. The recent $130 million mall expansion is complete.

x. Jason talked about the impacts of Film and Tourism on the City’s economy.
   1. The Disney project and other back-lot projects in development will have a huge impact on the local economy.
   2. Tourism provides two of our largest local employers: Magic Mountain and Princess Cruises.
   3. The City is trying to attract more major “events” to the area (such as the AMGEN race, ATT Golf Tournament, and Cowboy Poetry Festival) because they bring lots of dollars to the city through food, lodging, rentals, and other costs.
   4. The City also works to attract television shows to the area for long-term arrangements, which bring a steady source of income to the City over several years (as opposed to one-day movie and TV shoots). Over the years, a television show that shoots locally will hire more and more local people each year.
   5. Santa Clarita is the only city to have a Film Incentive Program in place, which rebates part of filming costs to the production companies that choose to use the SCV.

xi. Jason finished by listing the six new businesses (creating 750 jobs locally) that have been attracted by the 21-point business plan for progress (including Quillion, Quest, and Advanced Bionics).

Dianne Van Hook (Commission on the Future Report)

i. Due to the morning presentations running long, Dr. Van Hook made only a brief comment about the report of the Commission on the Future, so that the Team could segue into the small group work planned for the morning. She has shared comments about the report at a couple of recent meetings (FLEX presentation and Administrative retreat).

ii. Dianne’s key concern, arising from the Commission’s Report, is the poor rate of success (retention, persistence to educational goals, etc.) that is plaguing the CCCs now. She would like the upcoming strategic planning sessions to focus on this concern. Dianne mentioned the example of the high percentage of students that don’t complete the grad-check and therefore don’t get their A.A.s or certificates, even though they’ve completed all the requirements.
iii. She suggested that we try to find the people in that situation and help them complete the necessary paperwork to get their degrees/certificates. We need to communicate to them the importance of attaining their degrees.

iv. Dianne is also worried about the effect of the proposed 100-unit limit for community college students that are seeking retraining after a break from school.

4. Review Accomplishments by Strategic Goal (all)
   a. The Team sat at tables together based on their interest in working on a particular Strategic Goal. Each table was provided with a handout with the current wording of the Strategic Goal; the teams brainstormed a list of 5-6 key objectives for their assigned goal.
   b. The teams reported out to the whole group. The results were collected by Dr. Gribbons for compilation.

5. Data Review (B. Gribbons)
   a. Dr. Gribbons distributed a booklet from the California LAO called Cal Facts. An online version of the booklet will be linked to the CPT website. The booklet addresses many recent changes in California demographics and current budget/economic facts.
   b. Barry walked the retreat participants through the document Data Review for Strategic Plan. The Data Review brings together statistics and reports that should be of interest to the campus community as we complete academic and administrative program reviews.
   c. The Data Review is linked to the CPT website.
   d. The first section of the Data Review is tables listing jobs by level of education required and giving the numbers of openings for those jobs, hourly wage levels, etc. The tables have local Santa Clarita Valley data, state data, and national data.
   e. The Data Review also recaps the results of the 2010 Annual Student Survey. Dr. Gribbons covered some of the key findings of this survey that will inform strategic planning, such as the ethnic shift to 35% Latino students.
      i. Another important finding is that 67% of our students work (most part-time).
      ii. The most important perceived barrier to student success at COC is the lack of available course sections (at the time of day when the student wants to take the course). Dianne would like the survey to go into more detail on this question.
      Were you able to enroll in any section of the class you need? Were you able to enroll in the class you need at the time/day you wanted?

6. Discuss Changes to Goals for 2011—2014 (all)
   i. The small groups reconvened to make changes to their former lists, based on the data presented. The results were handed in to Dr. Gribbons for compilation.
   ii. Suggestions for changes to major goal statements:
      1. Call out Enrollment Management in the description of one or more goals;
      2. Call out SLOs in Teaching/Learning or Institutional Effectiveness; and
      3. Focus on “completion” (i.e. completion of educational goals, degrees, or certificates) in Teaching/Learning or Institutional Effectiveness.
7. Next Steps and Timeline (B. Gribbons)
   a. Take back the Goals that pertain to your area and make sure they are incorporated in your Program Review.
   b. Barry will send out a draft of the Strategic Plan before Spring Break; as you review this draft, try to look at how the objectives can be balanced among the goals. Now there are some goals that have very few objectives and accomplishments.
   c. Send your feedback to Barry before the summer break.
   d. The document will go to the PIO for editing and formatting over the summer. CPT will have another chance to review the document before it goes to the Board for approval in the fall.
   e. Dianne asked if there is a way that we can report to the campus community electronically when an objective is completed. If someone could send an update once a month concerning completed objectives, it would serve as a conversation starter.

The meeting adjourned at approx. 12:25pm.
District and Department Planning and Research Tools That Can Help Inform Decision-Making for Your Plans

Barry Gribbons
Daylene Meuschke
LEAP 2012 – March 23, 2012
Agenda

• Planning at the District Level
• Planning at the Department Level
• Research tools and data sources to help you plan
Planning at COC

The Big picture

MISSION, VALUES AND BELIEFS

Departmental Planning
- Annual Academic Program Reviews
- Non-Instructional Program Reviews

Budget
- Programs
- Services

College-wide Planning
- Strategic Plan
- Education and Facilities Master Plan
- Technology Master Plan
- Staffing-Diversity Plans
- Five-Year Construction Plan
- Enrollment Management Strategies
- Individual Facilities Plans
- Marketing Plans

RESEARCH • RESOURCES

Research, resources, and institutional mission values and beliefs influence all components of the planning process.
Planning at the District Level

• COC is a statewide leader in many areas.
• What can we do to build on our strengths to provide even better educational experiences for our students? E.g.
  • Math 075
  • Gamification of Progress Indicators
  • Communication management: Application to graduation
  • Data on employment of department’s graduates
  • Preparation of students taking 4 yrs HS math vs. 3 yrs.
  • Title V grant
• What do we need to inform our plans?
Types of District-level Plans

• Strategic Plan
• Educational and Facilities Master Plans
• Technology Master Plan
• Five-Year Construction Plan
• Enrollment Management
• College Planning Team
• Skills4Success (Basic Skills Initiative)
• Accreditation Self-Study
• Accreditation Mid-Term Report
• Student Equity Plan
• Needs Studies for New Programs and Educational Centers

All documents except accreditation available at: https://intranet.canyons.edu/Information/MasterPlans.asp
Accreditation documents available at: http://www.canyons.edu/Offices/PIO/Accreditation/
## Planning Timelines

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</tr>
<tr>
<td>Accreditation Self-Study</td>
<td>September 2008 (site visit in October 2008)</td>
<td>Complete by Summer 2014</td>
</tr>
<tr>
<td>Accreditation Mid-Term Report</td>
<td>Fall 2011</td>
<td>2017</td>
</tr>
<tr>
<td>Annual Accreditation SLO Survey</td>
<td>April 2011</td>
<td>March 2012</td>
</tr>
</tbody>
</table>
Regular Surveys

- Annual Student Survey – Spring
- Survey of Online Students – Spring
- Career Technical Education – Fall and Spring
- CWEE (employers and students) – all terms
- Nursing Alumni (summer and winter)
- Faculty / Staff survey (fall terms as needed)
Research Briefs Since Spring 2011

- Transfer Volumes, Rates, Definitions and Issues Affecting Transfers
- Supplemental Learning: Analysis of Success and Retention Rates-Spring 2010
- Courses with the Highest Number of Repeats
- Math Placement Comparison of Hart District Students and Students from High Schools Outside the District- Fall 2010
- English Placement Comparison of Hart District Students and Students from High Schools Outside the District- Fall 2010
- Supplemental Learning: Analysis of Success and Retention Rates-Fall 2010
- First Year Experience: Comparison of Success, Retention, and Persistence: Fall 2010-Fall 2011
- UCEN Interest in Biology Degree Program
- Comparison of Self-Efficacy in Traditional and Applied Math-060 Courses: Fall 2010
Evaluation Briefs Since Spring 2011

- ADN to BSN Program Survey – Spring 2010
- AOC
- RN Specialty Course
- LVN to RN
Research Reports Since Spring 2011

- Supplemental Learning Workshop Student Survey – Spring 2010
- Guided Learning Activity Survey – Spring 2010
- Supplemental Instruction Faculty Survey – Spring 2010
- Community Business Survey: Spring 2010
- First Year Experience (FYE) Cougar Days Survey – 2010
- Adult Re-Entry Success Workshop Survey – Spring 2010
- Adult Reentry Information Session Survey: Fall 2008-Spring 2010
- Aerospace Defense Coalition – Santa Clarita Valley Survey: Fall 2010
- Tutoring/Learning/Computing (TLC) Lab Faculty Survey
- Tutoring/Learning/Computing (TLC) Lab Tutor Survey English Tutoring Services: Fall 2010
- Tutoring/Learning/Computing (TLC) Lab Student Survey English Tutoring Services
- College Hour Interest Survey: Spring 2011
Research Reports Since Spring 2011 (continued)

- 8th Annual Student Survey: Spring 2011
- First Year Experience (FYE) Orientation Days Survey – 2010
- APICS Training: Fall 2010
- 4th Annual Student Survey – Online Classes: Spring 2011
- First Year Experience (FYE) Cougar Days Survey – 2011
- Math-025 In-Class Tutor Survey: Spring 2011
- JHSI Survey Summer 2011
- Supplemental Learning Workshop Student Survey – Fall 2010
- Guided Learning Activity Survey – Fall 2010
- First Year Experience (FYE) Orientation Days Survey – 2011
- Admissions and Records (A&R) Point of Service Survey: Spring 2011
- Writing Center Faculty Survey FA11
- IT Faculty Staff Survey SP11
Ad Hoc Reports Since Spring 2011

- Analysis of Concurrent Enrollment and New Applicant Patterns
- Hart District English Placement
Other Examples of Research at COC

• Needs Assessments for New Programs
• Needs Statements for Grants
• Enrollment Management
Research in Progress

• Annual Student Surveys
• Survey of Online students
• Nursing alumni survey
• CTE Spring 2012 survey
• BIOSCI-107
• FYE focus groups
• Emergency ICS Table Top Exercise Survey
• Sustainable Development Committee focus group with community groups
• MLT grant evaluation survey.
• Placement Tutorial survey
Research in Progress

- Hart District math/English placement update
- Hart District/COC English Learning Consortium
- Hart Inquiry project. Like above but also for Math.
- Seats per hour.
- ISLOs for language and rationality.
- Analysis of success rates for alternate delivery programs, including distance learning, GO, PAL, NOW, etc.
- Grant evaluation for HSI CSUN grant to be defined.
- Faculty / Staff Survey-Fall 2011.
- A&R Point-of-Service
- Math-060 Applied survey brief
- Writing Center surveys
District Planning

• How can you help?
Department Planning: Program Reviews

Why do we do them?
How does department planning fit in?

It’s the meat in planning.
Planning at the Program Level

• Department program reviews (academic and non-instructional)
  • 3 year plans with annual updates
  • Connects program plans, SLOs, AUOs, budget
• Manager Self-Evaluations (classified managers and administrators)
• Action Implications from research reports
Program Review Demo
Role of Departmental Planning: Essential Characteristics of a Successful Department

- The Big 3 things. The WOW Factor.
- A Team
- Use Data!
- Avoid “Continue....”
Tying it all Together

Integrated planning...

- Is an interactive process
- Allows departments and the college to leverage and maximize resources
- Helps identify where there are contradictions in plans
- Results in more effective plans for effecting change

Research, resources, and institutional mission values and beliefs influence all components of the planning process.
Common Reasons for Sanctions Against Colleges

Two of the most common reasons for sanctions against colleges by the Accrediting Commission (WASC):
Planning Processes and Tools

• Discrepancy Analysis – What is it?
• Environmental Scanning – What is it and how is it done?
• STEEP-D
• S.W.O.T. Analysis
• S.M.A.R.T. Goals
What is Discrepancy Analysis?

• AKA “Gap Analysis”
• Answers these questions:
  1. Where are we now?
  2. Where do we want to be?
  3. What is the difference?
Environmental Scanning

• Purpose – To assess and monitor the environment in which your program or unit functions.
• What is it?
  • Identifies issues and trends of strategic importance that affect the future of programs or units.
  • Involves gathering information from a variety of sources about issues and trends to inform planning and decision-making.
  • Analyzing data about issues and trends to determine their importance and implications for your program’s planning and decision-making processes.
STEEP-D: 6 Categories of Information

S = Social

T = Technological

E = Environmental

E = Economic

P = Political

D = Demographic
S = Social

- Trends relating to changes regarding
  - Religion
  - Arts
  - Education
  - Entertainment
  - Socializing
  - Language
  - Family
  - Leisure Activities
T = Technological

- Trends relating to changing technologies that can influence the workplace, the home, leisure activities and education:
  - Computers
  - Engineering
  - Chemicals
  - Transportation
  - Biomedicine
  - Engineering
E = Environmental

• Trends relating to resources, ecosystems, species and habitats:
  • Air
  • Urbanization
  • Global warming
  • Mineral Resources
  • Land Use
  • Biodiversity
E = Economic

- Trends relating to national and regional economies, including inflation rates, money supply, global competition:
  - Currency exchange rates
  - Inventory levels
  - Trade balance
  - Mergers
  - Stock performance
P = Political

- Changing composition of governmental bodies and changes in:
  - Laws
  - Treaties
  - Public education
  - Taxes
  - Terrorism
  - Political party representation in federal and state government
D = Demographic

- Changing mix of population including age cohorts, racial and gender mix within a region:
  - Population
  - Birth rate/death rate
  - Aging
S.W.O.T. Analysis

- Must begin with a clearly defined objective or goal
- S – Strengths
- W – Weaknesses
- O – Opportunities
- T - Threats

Internal Factors

External Factors
S.M.A.R.T. Goals

• S – Specific
  • Who, What, Where, When, Which, Why?

• M – Measurable
  • How will you know you accomplished your goal?

• A – Attainable

• R – Realistic

• T – Timely
  • With no timeframe there’s no sense of urgency
Research Tools and Data Sources
Data sources

• Surveys (e.g., Annual Student Survey, Non-instructional program reviews, English Reading & Writing Center)
• Focus Groups
• Labor Market Data (e.g., EMSI, EDD, Economic Forecasts-Los Angeles and Santa Clarita Valley)
• Needs assessments for new programs
• Demographic Data (e.g., Claritas, SCAG, Census Bureau)
• Educational Research (e.g., RP Group, NCES, CPEC, CBEDS, Chronicle of Higher Education, Program Inventory-CCCCCO, Data Mart-CCCCCO, WebCMS, CalPASS)
Data sources, continued

- Program Reviews
- SLOs and AUOs
- Strategic Plan
- Educational and Facilities Master Plans
- Fact Book
- Institutional Research Reports
- Community College League of California
- Community College Week
- Legislative Analysts Office
How do I get additional data?

- Contact the research office (daylene.meuschke@canyons.edu)
- Copy your department chair/manager and dean.
- Instructional departments should copy the Office of Instruction (Audrey and/or Joe).
- When you send her the request, please include
  - The purpose (i.e. what decision(s) you’re trying to inform),
  - Specific questions(s) / data needed, and
  - Timeline – when do you need it by?
“When we spend our lives waiting until we’re perfect or bulletproof before we walk into the arena, we ultimately sacrifice relationships and opportunities that may not be recoverable, we squander our precious time, and we turn our backs on our gifts, those unique contributions that only we can make,” says Brown. “Perfect and bulletproof are seductive, but they don’t exist in the human experience.”
Overview of AUOs
Why are we doing this?
AUOs and integration with other plans
AUO template
AUO Examples
Dialogue about AUOs
Small Group Activity
Budget Module
Wrap-Up/Q&A
WHY IS THIS IMPORTANT?

- It helps us measure how well we’re achieving the mission of our programs & services.
- It’s required by ACCJC:
  - ACCJC Standard I.B. - *The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.*
  - Each year we have to report on our progress on AUOs (ACCJC Annual Survey - Spring)
WHERE WE’VE BEEN AND WHERE WE’RE HEADED

2007 -
- AUO Retreat at the Paseo Club
- 2007 - Integrated in Program Review

2011 -
- AUO workshops in spring to ensure progress towards ACCJC’s proficiency level on the rubric

2013 -
- AUO retreat Fall 2013

Our Goal:
To be at the Sustainable Quality Improvement level of ACCJC’s rubric for all AUOs
<table>
<thead>
<tr>
<th>Mission &amp; Goals</th>
<th>Intended Objectives</th>
<th>Means of Assessment and Criteria for Success</th>
<th>Number of Cycles and Summary of Data Collected</th>
<th>Use of Results</th>
</tr>
</thead>
</table>
| College Mission Drive | What will the unit provide, improve, increase, or decrease? Or What will the clients be satisfied with, receive, or understand? | What are the specific assessment tools that will establish the degree and extent of what is to be achieved? *Assessment tool / measurement examples:*  
- Satisfaction surveys  
- Datatel or other tracking method used to document the number of students or customers accessing services  
What are the criteria for success? (e.g., Increase grant revenue by 10 percent over previous year) | Indicate the number of cycles you have completed for each AUO (assessed, analyzed and identified action priorities as a result of the data). Summarize findings vis-à-vis outcomes, means of assessment, and criteria for success. | What do the data tell us about our process:  
- Goals  
- Objectives  
- Means of assessment  
- Criteria for success  
- Implementation process  
- Data collection and analysis  
What do the data tell us about our service improvement:  
- What, if anything, do we need to do at the department or unit level to improve our service?  
- What resources are necessary? |
| College Goals Drive | | | | |
| Unit Mission Drive | | | | |
| Unit Goals (or overarching AUOs) | | | | |
| AND / OR | | | | |
| Unit Goals Drive | | | | |
The “Shoulds” and “Should Nots”

It’s not an AUO if it’s…
- Not measurable
- Not feasible to collect the information / data
- Vague

AUO’s should…
- Be clear objectives
- Identify who’s collecting the data / who’s responsible for measuring the outcome
- Identify the criteria for success and how the AUO will be measured
- State the timeline in which the AUO will be accomplished
- State how the results will be used
MISTAKES IN SETTING GOALS

too BIG
not SPECIFIC
not WRITTEN

too MANY

Make your goals
S.M.A.R.T.
Specific, Measurable, Achievable, Relevant, Time-bound
www.FitnessMotivationalQuotes.com
AUO SHOWCASE

- Refer to handout for details.
- Now...a word from our panelists
USE OF RESULTS: AFTER THE DATA COLLECTION

- What process does your department use to review the results and discuss the implications of the data?

- “Use of Results” column should...
  - Include information on how the department reviewed the results.
  - Include action items or planning impacts resulting from the data.
USE OF RESULTS: “SHOULD” AND “SHOULD NOT”

“Use of Results” column **should**...
- Include information on how the department reviewed the results.
- Include action items or planning impacts resulting from the data.

“Use of Results” column **should not**...
- Say “N/A”.
- Begin with “Continue”
- Be blank unless it is a new AUO. In that case, some narrative should reflect that no data is available due to the newness of the AUO.
GROUP ACTIVITY

- Review AUOs from your department’s most recent program review with your table.

Questions to answer:
- How well do the AUOs capture your department’s efforts?
- What changes have been made as a result of your AUOs?
- What’s missing from your AUOs?
- What changes to AUOs need to be made?
- What changes in the process for using your AUOs do you want to make?
RETREAT TAKEAWAYS

- As a result of today’s retreat...
  - What changes will you make to your AUOs?
  - What changes will you make to your AUO process?

- Any “Aha” moments?

- Have you identified an AUO buddy?

- Are there any baseline data you need to collect?

- How will you ensure that there is ongoing dialogue about the department’s progress towards its AUOs?

- Other takeaways?
People often say that motivation doesn’t last.

Well, neither does bathing. That’s why we recommend it daily.  

zig ziglar
**Up Next:** Program Review Budget Module

![Diagram showing the cycle of Plan, Evaluate, Implement, and Dialogue]

- **Plan**
  - Dialogue
- **Evaluate**
  - Dialogue
- **Implement**
  - Dialogue