

Cañada College The Evaluation of the Participatory Governance Process & The College Benchmarks

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Purpose of the Participatory Governance Process Survey

1. To evaluate the impact of our process on planning
2. To meet the accreditation standards
3. To make changes based on the survey results

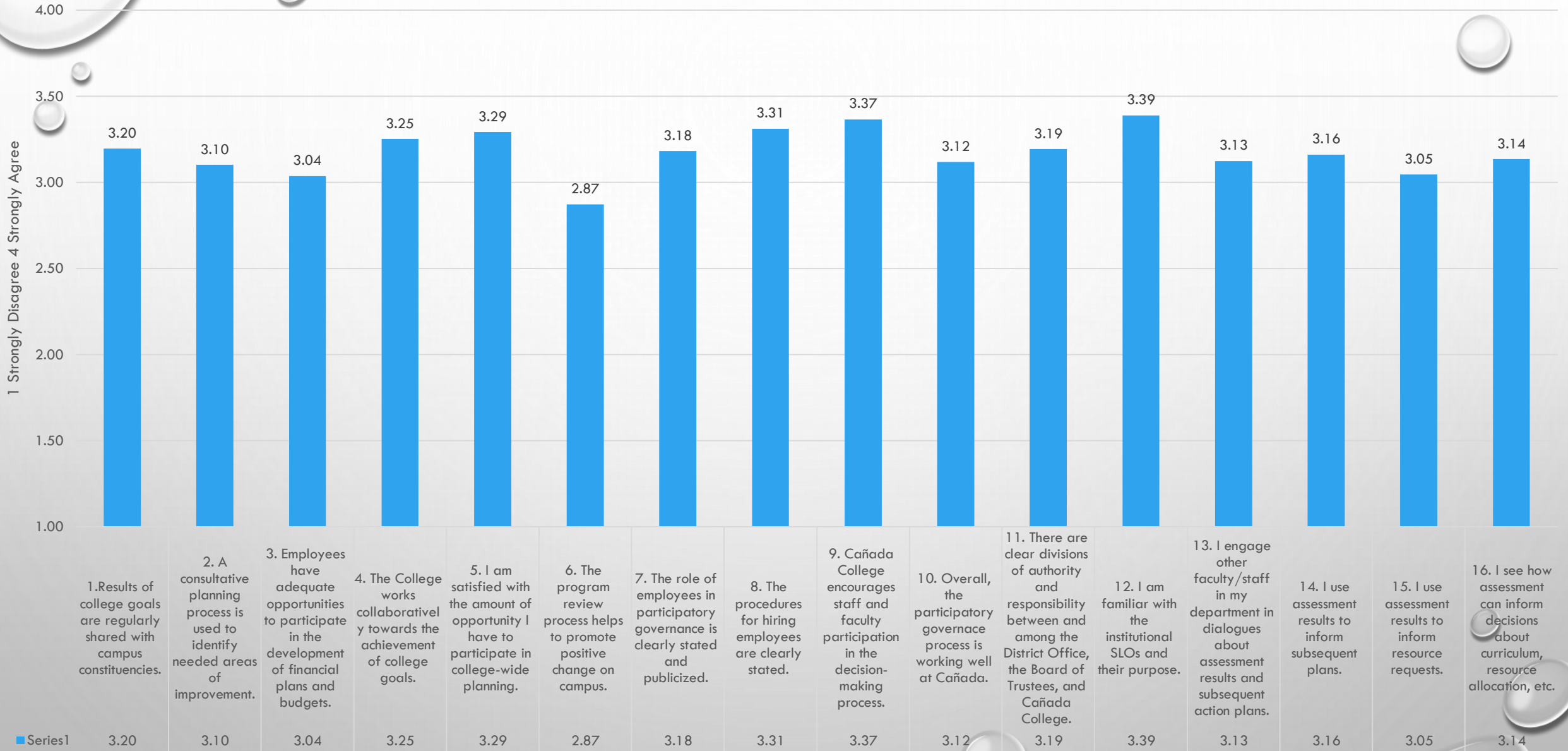
Survey Process

- Survey was emailed to Cañada Employees on April 23, 2014 and closed on May 2, 2014.
- One follow-up reminder was made and planning committees' chairs also reminded committee members to complete the survey.
- There were a total of 85 surveys completed.

Participants' Demographics

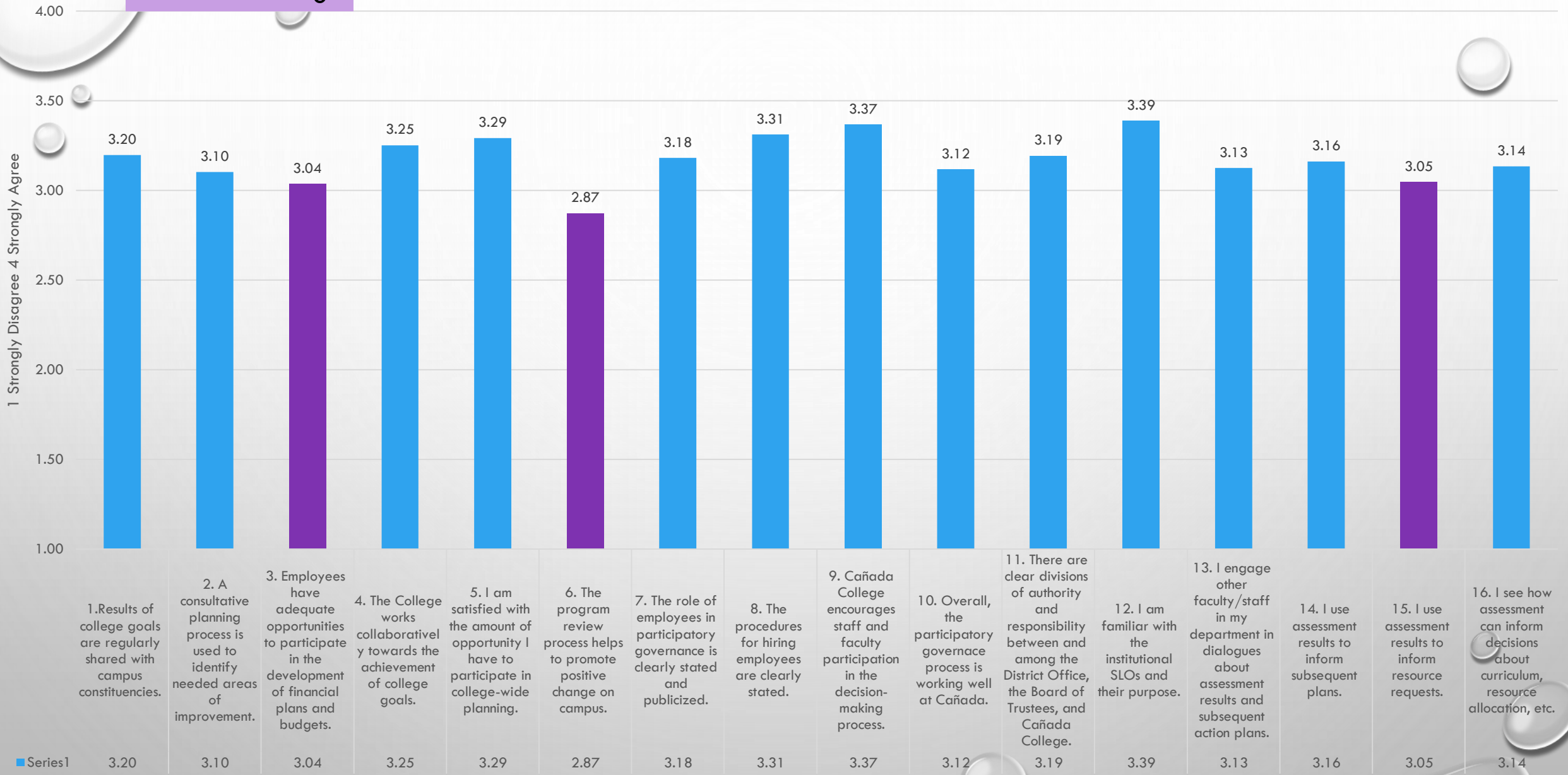
Employment Status	#	%	Membership	#	%	Gender	#	%
Full-time Classified	28	34%	Participatory Governance Members	31	38%	Male	22	27%
Part-time Classified	5	6%	Non Participatory Governance Members	51	62%	Female	60	73%
Full-time Faculty	27	33%	<i>Total</i>	82	100%	<i>Total</i>	82	100%
Part-time Faculty	10	12%						
Student	5	6%	Committee	#	%	Ethnicity	#	%
Administrator/Supervisor	8	10%	Planning & Budgeting Council	12	34%	African American	4	5%
<i>Total</i>	83	100%	Instructional Planning Council	10	29%	Asian	8	10%
			Student Services Planning Council	12	34%	Hispanic	17	22%
			Administrative Planning Council	5	14%	White	34	43%
			Academic Senate	6	17%	Other	16	20%
			Classified Senate	5	14%	<i>Total</i>	79	100%

Participatory Governance Process Survey Results Spring 2014



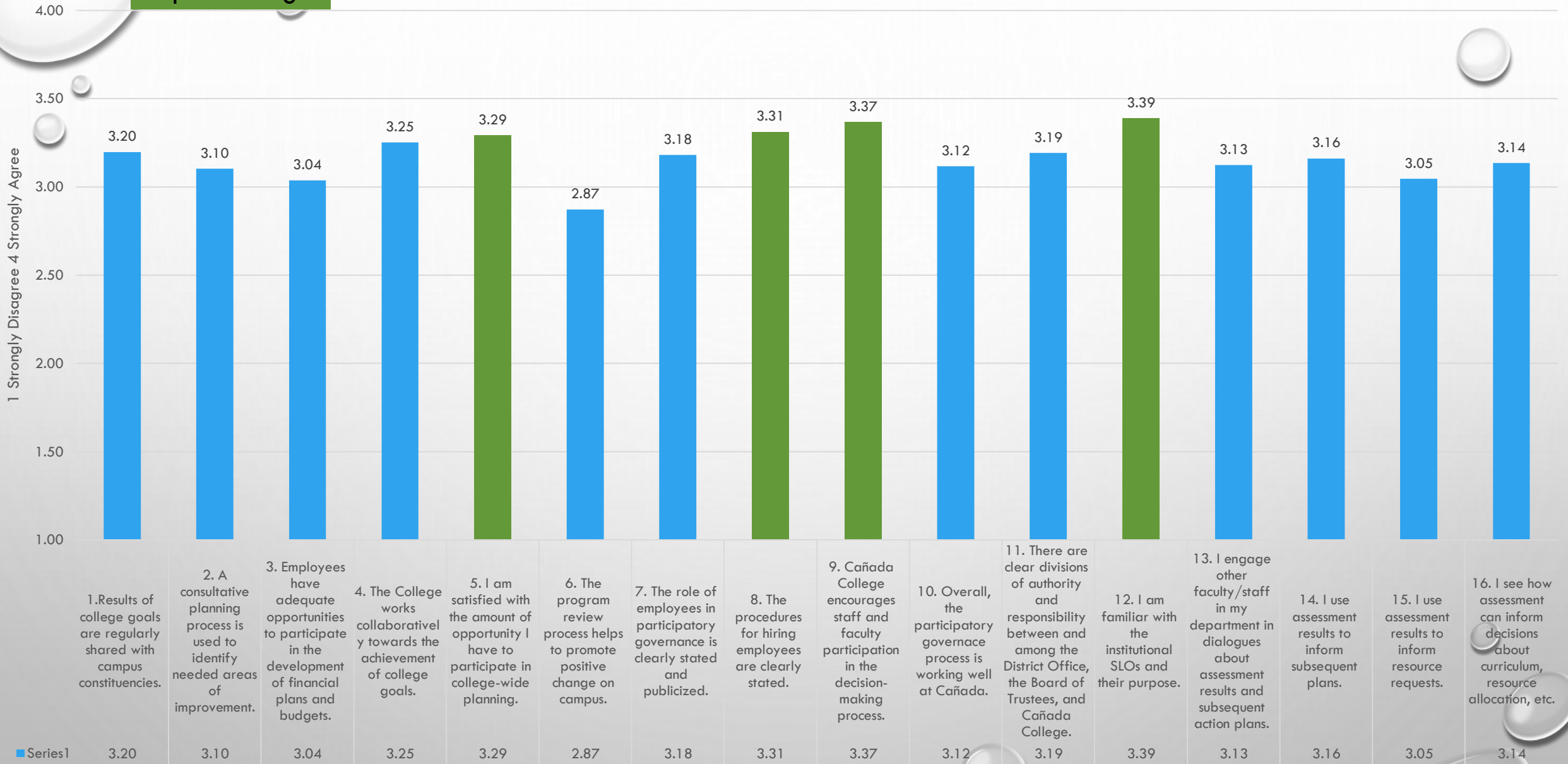
Bottom 3 Ratings

Participatory Governance Process Survey Results Spring 2014



Top 4 Ratings

Participatory Governance Process Survey Results Spring 2014

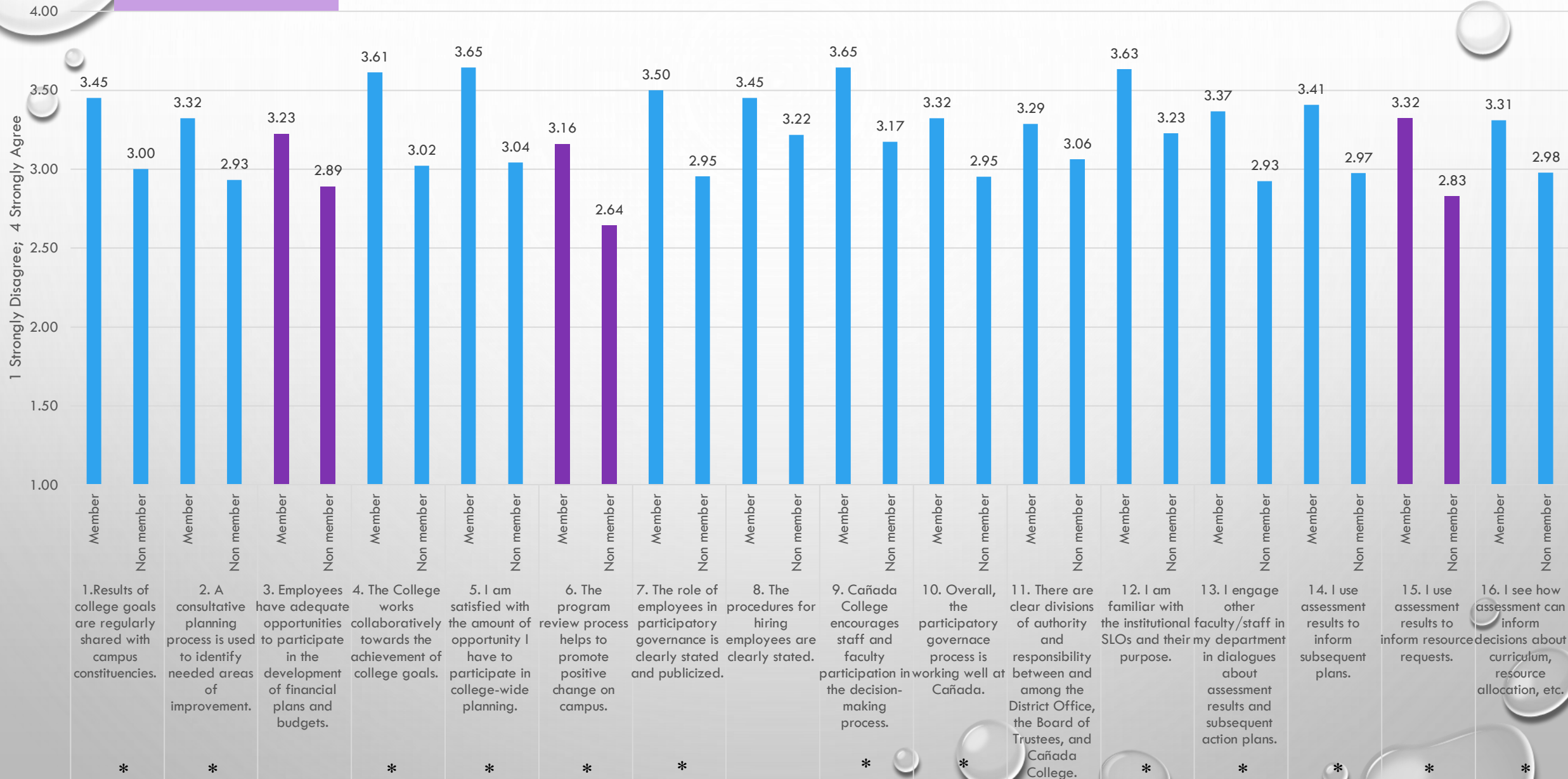


Participatory Governance Process Survey Results Spring 2014

Members vs. Non Members

* statistically significant between members and non members

Bottom 3 ratings

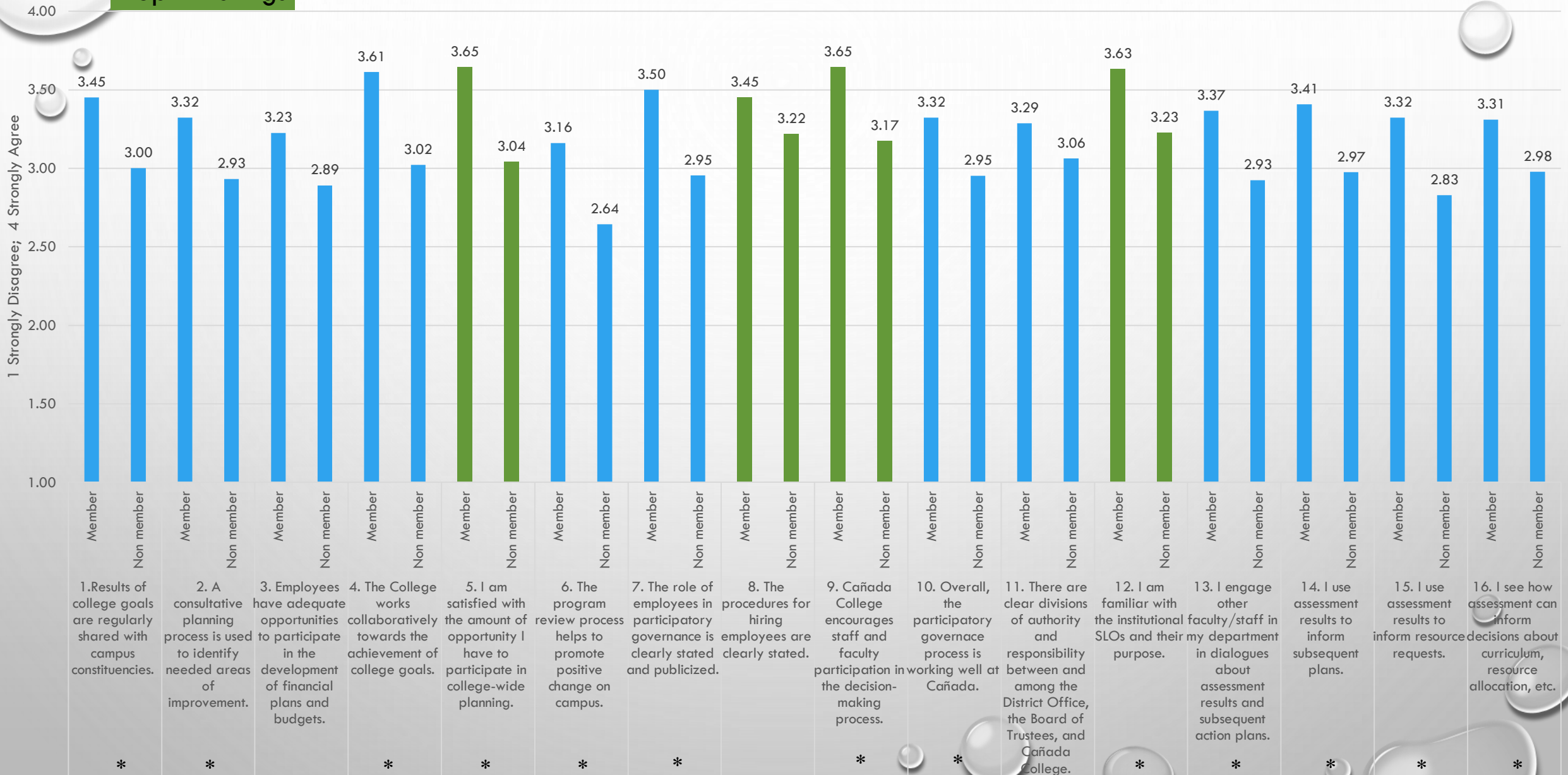


Participatory Governance Process Survey Results Spring 2014

Members vs. Non Members

* statistically significant between members and non members

Top 4 Ratings



Summary of Comments

Recommendations

- Greater clarity about the “need and purpose” of various college plans
- More (but brief) reporting about committees
- Need for improvement of Program Review process and forms
- Better communication of connection between goals and decisions
- More effective reporting of PBC actions / agendas back to constituent committees
- Easier path for adjunct participation
- Improve ways in which faculty and staff who cannot / do not attend various meetings can remain informed about their goings-on.
- More transparency of classification and reclassifications
- More transparency of decision making process
- Need more time for reflection and consideration

Commendations

- Ability to participate is easy
- Great Committee leadership
- Administrative leadership transparency

Highlights of Comments

- *“This is the best participatory governance I have ever seen...”*
- *“There are still too many committees and now there are too many plans. Our next moves should focus on streamlining and efficiency in the shared governance processes...”*
- *“...fewer meetings, narrower agendas, and more focused goals would help... There are too many plans and time spent writing...not enough time and resources spent doing.”*
- *“The program review forms and process should be simpler.”*
- *“I believe individuals serving on committees do not report back or consult with the entities that they are suppose to represent...”*
- *“...I don’t often get to hear what is going on at PBC in division meetings or at senate meetings...”*
- *“It is my perspective that I have substantial opportunity to engage in Participatory Governance. I regret that I do not participate much.”*
- *“...If there are public minutes, they should be regularly share...”*

Specific Recommendations from the Key Participatory Governance Groups Spring 2014

	Completed	Revised	Not Completed	Not Needed
From Planning and Budgeting Council (PBC)				
1. Start meetings on time – look at starting at 2:10 as faculty have classes	XX			
2. Purchase new tables for 2-10	XX			
3. Set goals for the 2013-14 academic year – maybe at the last meeting of the year				XX
4. Review annual plan/program review process	X			X
5. Revise the hiring process “discussion” time to add a priority setting process, change group leaders, and determine best way to provide information to the president	XX			
From Instruction Planning council (IPC)				
1. Continue to meet regularly and have additional meetings as necessary	XXX			
2. Use taskforce committees, as needed.	XXX			
3. Change timeline for hiring – move earlier.	XXX			
From Student Services Planning Council (SSPC)				
1. Share more information among the groups – e.g. have IPC reports at SSPC	XXX			
2. APC needs to distribute agendas and minutes if they are not already doing so.	XXX			
3. All Participatory Governance Group Agendas and Minutes should be on Inside Cañada	XXX			
4. Keep annual plan/program review form the same (it works)	XXX			
5. Possibly set a few overall SSPC Goals	X			XX
From Administrative Planning Council (APC)				
1. Develop a general calendar of APC meetings for the year.	XX			
2. Change hiring timeline to end by February 28	XX			
3. Allow new hire discussion groups to prioritize				XX
4. Change the group leaders to have faculty/staff facilitators	XX			
5. Add reports from SSPC/IPC/APC/Academic Senate/Classified Senate to the PBC agendas	XX			
From Academic Senate				
1. Perhaps rearrange the agenda, but no real changes necessary.	XXX			
2. Define what the ‘desired level’ for participation is—is it 100% of FT Faculty, 75%, or what?—and measure it. This would help to understand how much participation is really there, and to set goals for the future.		X	X	
3. PT Faculty—it might help to have a PT Faculty Senate, especially as a way to increase PT Faculty awareness of Participatory Governance (that it exists, that it’s important, and <i>why</i> it’s important to participate), and even change the <i>culture</i> of PT Faculty ‘buy in’ of Cañada being a ‘home campus’. However, it was noted that it also might not work.		X		X

Specific Recommendations from the Key Participatory Governance Groups

	Completed	Revised	Not Completed	Not Needed
From Academic Senate				
4. FT Faculty—need more participation from those who don’t tend to serve on committees.		X	X	
5. Perhaps a newsletter, such as the Accreditation Newsletter, would be a good idea in order to disseminate information better, and perhaps encourage participation from all sectors.	XX			X
6. Moving the hiring process up is key.	XXX			
From Classified Senate				
1. “Agendize” reports from the other groups similar to what Academic Senate does (e.g. reports from PBC, SSPC, APC, IPC and Academic Senate) so there is more communication; reps would be assigned reports to make	XX	X		
2. Identify ways in which Classified Senate can be proactive rather than reactive	XXX			
3. Set goals at the end of the semester for the upcoming year or at the beginning of the semester for the year with a calendar of what is to be done each month	XXX			
4. Work on the “image” of the group as to what they do so others will know (e.g. advocacy, classified voice, etc.)	XXX			
5. Consider sending out the Classified Senate agenda campus-wide	XXX			
6. Have voting for the New Hire Process	X		X	X
7. Identify a mix of group leaders for the small group discussions (not all supervisors)	XX	X		
From Associated Students (ASCC)				
1. Ensure minutes have more details on what occurred	XX			
2. Create program assessment to assess what attendees learned at Spirit Thursdays	X	X		
3. Post all agendas and minutes on the ASCC/College Webpage and repost to social media	XX			
4. Create SLOs for each program, ensuring events have more structure and can be evidence based	X in progress			
5. Set goals at the retreat, and throughout the year so that all can participate	XXX			
6. Create more advertising/presence of ASCC	XXX			
7. Train more efficiently on Participatory Governance Manual	XX			
8. Create an orientation to ASCC that can be utilized campus-wide (possibly collaborating with orientation/ambassadors)	XX			

Recommendations from this Process

APC suggests

- PBC reviews/updates Participatory Governance Manual
- PBC creates one calendar—monthly tasks for planning committees including PBC, IPC, SSPC, and APC.

IPC suggests

- The Canada calendar could be improved by not only announcing ALL events on campus, but by including direct links to that committee's web page with agendas and minutes posted there.
- IPC will have a brief "training manual" for new members to get them up to speed quickly. Mission, by-laws, membership will all be highlighted.
- IPC will meet once per month, scheduled to avoid district Manager's meetings at the district as well as Curriculum Committee at Canada.
- IPC will work more closely with ASGC on Program Review.
- IPC should be involved in the process of new program approval, especially since resources are involved.
- IPC should have joint meetings with Curriculum Committee/Academic Senate on Big Picture topics. Beyond hiring decisions.

Purpose of the College Benchmark

1. To evaluate the impact of our College Benchmark (institutional set standards)
2. To meet the accreditation standards (IB2 and IB3)
3. To make changes based on the feedback

Cañada College Benchmarks and Goals

	2011/2012	2012/2013	Met Benchmark	Benchmark/Standard for ACCJC	Inspirational Goal
1. Successful course completion rate (%)	70%	70%	√	70%	72%
2. Fall-to-fall persistence rate (%)	37%	40%	√	37%	40%
3. Degree completion (total #)	319	342	√	300	330
4. Transfer (total #)	237	Not available		275	300
4.a. UC/CSU Transfer #	158	169	√	165	170
5. Certificate completion (total #)	280	337	√	280	300
6. Licensure Pass Rate: Radiological Technology—National Exam	100%	100%	√	100%	100%
7. Job Placement	NA	NA		NA	NA
8. Fall-to-spring persistence rate (%)	59%	61%	√	59%	62%
9. Student success rates during their first year*	66%	65%		66%	68%
10. Success in GE	69%	70%		71%	73%
11. Success in DE	53%	63%	√	53%	56%
12. Success in CTE	79%	77%		80%	82%
13. Success in Pre-transfer	57%	58%	√	57%	59%
14. Success in Non-CBET ESL	63%	66%	√	65%	67%
15. % of students placed in pre-transfer math that take pre-transfer math	48%	43%		65%	70%
16. % of students placed in pre-transfer English that take pre-transfer English	40%	34%		55%	65%
17. % of students place in pre-transfer reading that take pre-transfer reading	32%	26%		50%	55%
18. FTES (Total #)	4420	4402		4500	5000
19. LOAD (Year)	499	504		525	550

College Benchmark Evaluation Questions

- Are the benchmarks we set to achieve as a college appropriate?
 - SSPC
 - How accurate is our transfer numbers? Are they realistic goals? Should we adjust the benchmarks for transfer?
 - SSPC suggests changing Benchmark/Standard for ACCJC and Inspirational Goals:
 - #3. Degree completion (total #) *Inspirational Goal* from 330 to 350
 - #4. Transfer (total #) *Benchmark/Standard* from 275 to 240
 - #4. Transfer (total#) *Inspirational Goal* from 300 to 250
 - #4.a. UC/CSU Transfer # *Benchmark/Standard* from 165 to 160
 - #4.a. UC/CSU Transfer # *Inspirational Goal* from 170 to 165
 - #5. Certificate completion (total #) *Inspirational Goal* from 300 to 350
 - APC
 - APC suggests changing Benchmark/Standard:
 - #4 Transfer Benchmark from 275 to 250.
 - #4a UC/CSU Transfer Benchmark from 165 to 150.
 - The reason of suggesting changes was that our enrollment was decreasing over the years and expected high transfer rate might be unreasonable. The committee asked to continue monitoring our benchmark and evaluating the appropriateness of the benchmarks.

College Benchmark Evaluation Questions

- **Are the benchmarks we set to achieve as a college appropriate?**
 - Academic Senate
 - In general the ASGC feels that the college benchmarks are appropriate with the exception of items 15-17 (concerning pre-transfer statistics). We would like additional research and discussion about these statistics since the current benchmarks seem unlikely to be achieved in any reasonable timeframe.
 - IPC
 - Classified Senate
 - PBC

College Benchmark Evaluation Questions

- **How well does the College implement its goals? Suggestions?**
 - Committee members did not evaluate how well the College implemented its goals (benchmark).
 - Members focused on the appropriateness of the goal (benchmark).

Comments and Questions