

NOTES

6. Articulate the role of SLOs in college policies, processes, and resource allocation.
7. Identify and query advisory committees to determine if any are inactive.
8. Seek consistent student representation on advisories.
9. Monitor the regular posting of advisory committee minutes.
10. Create opportunities for increasing the number and scope of learning communities and interdisciplinary courses.
11. Develop student learning outcomes for all majors and certificates.
12. Complete the SLO development for courses, certificates, and majors.
13. Develop a process for evaluating SLO assessment data for currency and achievement.
14. Investigate the correlation between outcome achievement and the awarding of credit as SLO data becomes available.
15. Develop major and certificate SLOs.
16. Assess the alignment of GE course SLOs with core competencies, and establish a cyclical process whereby the alignment of GE course SLOs with core competencies is regularly reviewed.
17. Review a feasible vehicle for tracking student employment following graduation as well as for tracking success rates on licensure/certification exams.
18. Assess policies and processes for reviewing student documents and where appropriate create written procedures for consistent actions.
19. Identify resources to provide sufficient counseling services.
20. Use SLO data to modify practices, as the data becomes available.
21. Combine the program review outcomes from Academic Services with those of Student Services to create a more integrated college approach to planning and resource development.
22. Determine appropriate planning based on the student services site visit report.
23. Plan and develop a library budget that is part of the institutional process that ensures library funds that are stable and consistent which will allow for better planning to meet student and faculty resource needs; ensure student access to resources both on and off campus and provide a suitable physical environment for both student learning and a growing collection.
24. Begin the college dialogue on Information Competency (IC), and develop a formalized plan that includes both Library-based information competency courses and an interdisciplinary approach.

- 25. Plan and design a dedicated hands-on instructional lab for Library orientations, workshops, and research skills classes.
- 26. Work with Campus Security and Health & Safety Committee to create a plan to address the increasing security and safety needs of Library staff, students and other patrons.
- 27. Continue to plan and explore remodel ideas in preparation for the future remodel to ensure that an appropriate infrastructure and environment adequately accommodates the needs of library services and staff, student access, and information competency instruction.
- 28. Work with the Director of Institutional Research and Planning to develop a survey tool that can be administered on a regular basis to provide more quantifiable data for Library purposes.
- 29. Collaborate with the Director of Institutional Research and Planning to improve Library questions for the campus wide student / faculty satisfaction surveys.

STANDARD THREE: RESOURCES

- 1. Approve the consultative contract faculty hiring procedure for implementation in 2009.
- 2. Provide consistent information and training for the college when hiring processes change.
- 3. Develop and adopt a code of ethics for staff and administration.
- 4. Assess the impact of growth and changing service demands as outlined in program reviews and the educational master plan in comparison to staffing levels for faculty, staff, and administrators.
- 5. Develop and disseminate HR policies and procedures that are clear and accessible to the college on a continued basis.. Provide opportunity for college personnel feedback on effectiveness of procedures and forms.
- 6. Work with the district on developing a regular assessment of employment equity and diversity in relation to the college mission, and communicate that assessment to the college.
- 7. Develop a well-coordinated and appropriately funded staff development program that incorporates faculty, classified, and administration professional development into a centralized program with a centralized location.
- 8. Systematically evaluate staff development committee processes and opportunities, and link staff development to increased program and service effectiveness.
- 9. Ensure that all faculty and staff position needs are identified in respective program reviews and that revisions to the educational master plan include long-term projections for staffing in faculty, staff, and administrator positions. Encourage classified staff participation to this process.

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10. Develop a long-term projection for staffing in administrative, classified, and faculty positions, in conjunction with budget development.
11. Include a process for requesting new administrator positions into the request cycle outlined by the Planning and Budget Committee.
12. Review, revise, and streamline existing policies and procedures related to the District Human Resources Office. Work in consultation with the district on revised processes.
13. Resolve instances of wheelchair inaccessibility caused by technical difficulties or construction delays.
14. Install an emergency communication system in each classroom.
15. Provide a collaborative and transparent process for the consideration of what facilities/programs to defer.
16. Develop a TOC business plan for each new facility to accurately estimate true costs.
17. Provide faculty training related to how institutional research is integrated and supportive of institutional planning and evaluation at the college and through that training assist faculty in determining what the data demonstrates.
18. Evaluate the need for increased staffing in the college information technology area to accommodate college growth.
19. Research and initiate disaster preparedness and recovery procedures.
20. Establish a transparent process, with documentation, regarding the college's internal technological prioritizations, purchases and requests.
21. Evaluate the current program review processes of the college to ensure that goals and plans are completely and clearly linked to budgetary needs and planning.
22. Ensure that timelines and processes for resource opportunities are consolidated and posted in a central area so all faculty, staff, and students are adequately informed.
23. Request increased efforts by district IT to improve user training in Banner software and to provide access to secure areas to more staff with appropriate clearance and accountability.
24. Devote district resources to additional user-friendly financial applications.
25. Increase communication levels between college and district regarding progress reports on changes and enhancements to Banner software.
26. Ensure that a prudent reserve is established at the college for contingencies and emergencies, and communication between the district and the college should include planning for these contingency funds.

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27. Evaluate the district approach to collective bargaining to ensure that business office personnel are included in costing out the short term and long term consequences of negotiated issues.
28. Establish a district task force to outline processes and procedures that could achieve improvements. Process mapping and other evaluative work should be utilized to ensure appropriate review of systems.
29. Work with the district in reinstating the Banner Finance (and other) users' group to maximize the software system's capabilities in support of college needs.
30. Develop a financial management training program for budget managers at the college.
31. Establish an evaluation system or scoring process for measuring and communicating performance at reaching goals, evaluating those goals and the strategies used to reach them, and responding to both shortfalls and surpluses in funding.

**STANDARD FOUR:
LEADERSHIP AND GOVERNANCE**

1. Work with college processes to integrate evaluation measures through the use of research and dialogue.
2. Develop links between completed institutional goals and institutional effectiveness.
3. Review and evaluate annually the District Strategic Plan to determine completed goals and appropriate input, revisions or improvements. This should be done in collaboration with the district.
4. Communicate guidelines and processes for financial planning and budget development, and evaluate those processes to ensure they are followed. This should be done in collaboration with the district.
5. Work with the district on a new formula and allocation model for fiscal resources that more accurately reflects college needs and that can provide for a more transparent budget allocation process.
6. Use the newly created District Delineation of Functions Map as a foundation for discussion between the college and the district to review primary and secondary roles and to promote improvement of processes related to those roles.

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