

Person Interviewed: Dean Sally Jahnke
Interviewer: Debra Howell
Date: March 5, 2008

B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. 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.

1. **DIALOGUE** The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Does the college engage in broad-based continuous dialogue about student learning and institutional processes? If so, how?

Yes, in pockets such as hallways, CEMC, IPBC, SLOAC committees, etc. The dialogue starts and stops. The college has not decided to have a continuous dialogue about student learning.

What impact has the dialogue had on student learning?

Student learning is improved in some pockets where people have been cooperating. For example, a group in the Math subdivision meets and discusses developmental math which has resulted in some changes in the curriculum. English and Early Childhood Development units also frequently discuss student learning and make changes.

2. **GOALS** The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

What criteria does the college use to determine its priorities and set goals?

The strategic planning process begins with Unit Plans. The Deans/Managers summarize the Unit Plans for their division or area. The division/area determines its priorities and goals. IPBC gathers the information. The administration looks at trends and funding and makes decisions.

Is there broad-based understanding of the goals and the processes to implement them? Is there institutional commitment to achieve identified goals?

There is a medium level of understanding of the goals and the processes to implement them. Many people don't pay attention to how goals are set or decisions are made.

How well does the college implement its goals?

10 years ago the college was trying to do too much. Now, with the Strategic Planning Process the college is able to focus on a few goals which can be accomplished. For example, the building project, the change in General Education requirements, and the change in tutoring through establishment of the learning center are goals that have been implemented.

3. CYCLE OF PLANNING The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.

How does college budgeting of resources follow planning? How is planning integrated?

The Budget committee requires that units address Strategic Goals in their unit plans. The college makes corrections in course as the year progresses. The college tries to put funding where the needed to produce enrollment. The process has been somewhat scattered and there has been some breakdown in response. There is a need for greater coordination between Business Services and other parts of the institution.

The college has been successful in budgeting resources to follow planning. For example, the IPBC strategic plan made basic skills a primary objective. The college then used grants and state funding to implement basic skills programs.

4. PLANNING BROAD-BASED/LEADS TO IMPROVEMENT The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

How is broad involvement in college planning guaranteed?

Everyone has the opportunity to participate in writing their unit plans although not everyone does participate. The governance structure provides the opportunity to participate in planning by serving on committees (Facilities, IPBC, CEMC, College Council, etc). Meetings are often poorly attended and don't have participants from many areas of the college. The college has done what it can to encourage participation.

To what extent does the college allocate resources to fulfill its plans?

The college does its best to allocate resources to fulfill plans, but not much money is available.

What changes have occurred as a result of implemented plans?

Basic skills, building, etc.

6. SYSTEMATIC REVIEW OF PLANNING CYCLE The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

What mechanisms does the institution use to assess the effectiveness of its cycle of evaluation, integrated planning, resource allocation, implementation, and evaluation?

IPBC is charged with evaluation of the cycle. Check the Education Master Plan for Dr. Carlson's flow chart.

How effective is the college planning process for fostering improvement?

The college plods. It is slow, but effective overall. The college tries to involve everyone in making changes which tends to slow the process. Some people don't choose to participate, but often complain that they weren't involved which also slows the process.

7. SYSTEMATIC REVIEW OF EVALUATION PROCESS The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

What mechanisms does the institution use to gather evidence about the effectiveness of programs and services?

Ask Melinda Matsuda and Bob Carlson. Program review is one process that is supposed to provide evidence regarding effectiveness of programs and services.

How effectively do evaluation processes and results contribute to improvement in programs and services?

There are many processes that automatically renew. Discipline plans, strategic plans, unit plans, and program review all are designed to find errors and fix them.

CEMC uses Discipline plan spreadsheets to modify schedules. The courses are taught then rechecked to determine whether enrollment matched predictions. Then a new Discipline plan is generated.

Math has been concerned about success rates so they have implemented new strategies to try to increase student success. They assess the effectiveness of the new strategies then modify them as needed.