

**Santa Barbara City College  
College Planning Council  
Tuesday, March 17, 2009  
3:00 pm – 4:30 pm  
A218C  
Minutes**

PRESENT: A. Serban (Chair), I. Alarcon, O. Arellano, L. Auchincloss, P. Bishop, S. Broderick, S. Ehrlich, J. Friedlander, T. Garey, M. Guillen, J. Meyer, K. Molloy, C. Ramirez, J. Sullivan

GUESTS: M. Lin (for C. Avendano), A. Scharper, L. Stark, B. Partee

ABSENT: C. Avendano, S. Knotts

**Call to Order**

Superintendent/President Dr. Serban called the meeting to order.

1. Approval of the minutes of the March 3, 2009 CPC meeting

**M/S/C [Ehrlich/Guillen] to approve the March 3, 2009 CPC meeting minutes.**

**Information Items**

1. Update on state budget – Superintendent/President Dr. Serban discussed the main points of the campus-wide email containing information from the Legislative Analyst's Office regarding the state's fiscal outlook and implications for 2009-10. The prior assumptions that were made have changed due to the importance of the outcome of the May 19<sup>th</sup> ballot which will be a major factor in determining the 09 -10 budget. The LAO identified \$8 billion additional shortfall for 09 – 10 and the implication is that this shortfall will translate into an apportionment shortfall of nearly \$80 million for community colleges. When they say an \$80 million reduction for the system, which means 1.47% of \$80 million is the shortfall transferred to us as a deficit factor, would be approximately \$1.2 million. Every time a system figure is mentioned, the share for SBCC is 1.47% of the number for the system.
  - a. VP Sullivan reported some of the main issues discussed at the latest ACBO meeting he attended in Sacramento.
    - i. One of the bigger concerns for next year was PERS and STERS because they have taken a big hit in the market. PERS can pass costs onto to the community colleges without any legislative action. STERS takes legislative action. Costs will be passed on to the Community Colleges before Fall 2009. There will be an increase in contributions expected from community colleges by July 2009.
    - ii. Deficit Factor was a big topic. It is a compounding deficit with the prediction that it will increase. Dean Sharper asked "Will the May revise reflect the outcome of the election in terms of the deficit?" VP Sullivan reported that the May revise has been

postponed until June 10<sup>th</sup>, so now we refer to it as the June Revise. He went on to say that we will have some projections from the Legislative Analysts Office immediately after the election that will give us an idea of what the impact of the election is.

- iii. Budget Workshop on May 26<sup>th</sup> for all the Community Colleges. That might be postponed until after they get the Governor's revise.
  - iv. How the Districts are coping and planning to cope was a big topic.
- b.** CSEA President Auchincloss asked, on behalf of staff, about the lifting of the hiring freeze and how it will impact those newly filled jobs if the propositions in the May election do not pass. The units are happy about the decision to lift the freeze but they also are concerned about what will happen next year. Superintendent/President Serban answered that the decision to lift the freeze was based on the strong case made in the reports from the VPs and deans regarding the very severe negative impact on the students, faculty and staff at the college. The decision was also based on the fact that we are operating on a budget number that includes those people as if they were here for the entire year, so you look at that budget numbers and they are already included. The vacant positions plus the deductions in hourly workers for these past months have materialized significant savings. All of this was discussed thoroughly with the Board of Trustees and brought to the Board Meetings. In response to CSEA President Auchincloss' question regarding furlough discussions or lay offs, Superintendent/President Serban stated that at this point there is such great uncertainty in terms of the budget that she cannot promise anything. Superintendent/President Serban reiterated that we need to continue to be frugal and save money. She said we need to maintain the reductions we made in Spring, \$4.2 million until we at least know the results of the May 19 election, and then we will have more information to develop the budget for next year. The only bright side is – if there is one – that the a most of the reductions that occurred in 2008-09 were absorbed in Spring 2009, whereas now they can be spread over the entire year 2009-10, so it is somewhat less of an impact.
- c.** Superintendent/President Serban brought up another point that has been talked about before, which is that we are determining what revenue producing measures we can implement in 2009 -10. There are quite a few ideas that the college community has been proposed. With the extra revenue from some of these ideas, we can offset some of the increases in fixed costs, in software licenses as well and in contribution to PERS. COLA helps pay for some of that, but if we do not get COLA, these revenue producing measures will help. CSEA President Auchincloss asked if the reduction in hourlies will continue. Superintendent/President Serban answered that by the June 2009 revise we will know what budget cuts can be restored. Vice President Sullivan added that even with the deficit factor that we now know is going to happen, we would still be at break even for the year approximately. So that is part of the basis for the decision.
- d.** CSEA Member Ramirez asked if there would be an overlap time for an outgoing retiree to train the new incoming hire. Vice President Ehrlich responded that unfortunately the need to be very economical works against what ideally Ramirez described which is that the

current employee in many instances is the best trainer of their successor. Right now we need to be economical.

## Discussion Items

2. Master Calendar for Planning and Budgeting 2009-10 and Beyond – Detail by Area and Month. (distributed at the March 3 meeting; attached again)
  - a. Superintendent/President Serban asked for a review, discussion and reaction to the Master Planning Calendar. She noted that the accreditation standards require documentation and evidence that show we are doing what we say we are going to do. This is a way to show what actions are going to be taken during the year to make it happen. She reported that there are two new listings on the plan: 1) Review of the Basic Skills and Expenditure Plan. CPC should know how the money is being used. Past Academic Senate President Molloy said she has been the one reporting the Basic Skills Expenditures since the inception of the Basic Skills and she has brought it to Senate and said the next report will be in September or October. She will bring it to CPC. 2) The development of the Educational Master Plan. Superintendent/President Serban would like to discuss how we will approach this task and what do we want in our Educational Master Plan. We established as a goal is to have it done by October. She will bring examples from different colleges to the next meeting so we can have a model to see what we would like to do.
  - b. Vice President Ehrlich brought the members of CPC up to date on Faculty hiring: Several positions have been filled, and there will be a few more by the time we have our Board Agenda next Thursday. She reported that we have had a top rate applicant pool with high levels of education and experience, including some with post-doctoral training. They are interested in the educational opportunity that teaching at a community college provides for them and see this as a rewarding occupation for them. She said she thinks our students are in for some very exciting educational opportunities. The reports from the Faculty Committees are that the process is good. Our Faculty takes this opportunity to help add a new member very seriously and she is extremely impressed with the work that the Deans do in supporting this along with the Department Chairs. Executive Vice President Friedlander pointed out that many of the committees have met Fridays and Saturdays because they need that block of time to get all the interviews in and reiterated what VP Ehrlich said that the Faculty are serious about whom they will be adding to our college. Academic Senate President Alarcon shared that he was on a hiring committee and many applicants expressed the level of anxiety about the funding at so many colleges. Some of the finalists are teaching part time at three or four colleges and explained what that is like plus how painful it is and how much they would appreciate being at one place for once. Vice President Ehrlich talked about Campus Diversity Director Rodriguez-Kiino instituting meetings with area graduate students to this campus to talk with them about the excitement and opportunities of teaching at a community college. The College Faculty and

Administrators gave inspired speeches and presentations along with the nuts and bolts of how to apply.

3. Discussion of program reviews resource requests

- a. Human Resources and Legal Affairs – Vice President Ehrlich conveyed what HR/LA, the smallest division of the college, is and then presented a few of their projects. She talked about how they serve the mission of the College. The HR/LA staff wrote collaboratively the mission of the unit. “The Human Resources unit serves the mission of the institution through our commitment to equal employment opportunity and a work environment free from discrimination. We support employee satisfaction through dissemination through current employment information at the fair and consistent application of labor agreements, legally mandated, practices clear and consistent, employment related policies and procedures and through the offering of employee development opportunities. Then we also provide legal support for the college.” She continued to say that the HR/LA Department is detail and process oriented. They deal with the four “u’s”: the unexpected, the unplanned, the unlovely and the urgent.
  - b. Information Technology – Vice President Bishop went through the “Ranked IT Resource Requests for 09-10” from his department. He explained each request and answered all questions.
  - c. Continuing Education – Vice President Arellano explained the process used in Continuing Education to develop the program reviews and rank resource requests. She met with the two interim Deans and all Program Directors. They looked at what was in program reviews and went over the objectives of the College Plan and they had over 30 requests. They refined the list and came up with seven requests. She went through and explained each item on the list, and answered questions.
  - d. Funding sources for requests identified through program reviews for 2009-10  
Superintendent/President Dr. Serban reported that some of requests can be funded through matriculation funding, if not cut, and through the block grant: the Physical Plant allocation (\$168,794.00) and Instructional Equipment Allocation: \$168,779.00. Separate from that we have a settlement from a law suit, \$129,002 which can also be used for physical plant and instructional equipment. More detailed information was discussed and will need to be discussed further at our summer meeting: **Monday, July 27, 2009 - meet 3 – 5pm.**
  - e. Re-instatement of some of the budget reductions – dependent on the results of the May 19 elections and growth funding received at the end of the 2008-09 fiscal year.
4. Discussion of Draft #4 of the Institutional Self Study – Superintendent/President Serban reported that in reading Draft #4 there were too many planning agendas. Whatever is written in this section is a commitment and absolutely has to be done. Some of the plans have actually been accomplished, so we can take them out of the Draft. At the next meeting, we will collate the planning agendas and go through them. We will invite editors for the standards to be here to clarify what they actually want to do. At the April 7 meeting, we will continue Program Reviews.

5. Student Senate Member Linn reported that the Student Senate noticed and appreciated how HR and the Payroll Department has improved with student worker's payroll being centralized and streamlined. Vice President Ehrlich said that was their intention, she is glad it is working and will share that with her department.
6. Tom Garey announced the opening of the SBCC Theatre Arts Dept.'s play, *MoonChildren* at the Interim Theater tomorrow night, March 18<sup>th</sup> which will close March 26<sup>th</sup> at 8pm.

**Meeting was adjourned.**

**Next meeting:** Tuesday, April 7, 2009; 3:00-4:30pm; A218C

**SANTA BARBARA CITY COLLEGE  
INSTITUTIONAL SELF STUDY PLANNING AGENDAS**

STANDARD	SUB-STANDARD	PLANNING AGENDA
<b>Standard I: Institutional Mission and Effectiveness</b>	A. 1	1. The College will develop and administer a student questionnaire for Continuing Education to determine student satisfaction.
	B. 1	1. The recommendations resulting from the analysis of the responses to the Workplace Environment Assessment will be reviewed, discussed and implemented beginning in 2009-2010.
	B. 2	1. The Educational Master Plan will be completed by October 2009.
	B. 3	<p>The following initiatives will be taken during the 2009-10 academic year to enhance the effectiveness of the College's planning processes described in the self-evaluation section of this standard:</p> <ol style="list-style-type: none"> <li>1. Implement improvements to the College's decision support system to provide users with the information they need to conduct their planning and assessment processes</li> <li>2. Evaluate the effectiveness of the first full year of the SLO Implementation Cycle by May 2010</li> <li>3. Evaluate the College's new planning and resource allocation process and, where needed, identify modifications needed for its improvement by June 2010</li> </ol>
	B. 4	1. In Spring 2010, evaluate the effectiveness of the program reviews and the planning processes the College implemented in 2008-09. The results of these evaluations will be used to improve the effectiveness of the College's planning processes.
	B. 5	1. Evaluate by February 2010 the extent to which eLumen is providing the SLO performance data reports needed to help inform discussions for improving student learning and achievement. The results of this assessment will be used by the SLO Coordination Group, in consultation with the Academic Senate, the Committee on Teaching and Learning, and the Student Services SLO Coordination Group, to identify changes that could be made to improve the effectiveness of this software for capturing and reporting the data needed to document and improve student learning.
	B. 6	1. During the 2009-10 academic year, CPC evaluate the degree to which the changes made to

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STANDARD	SUB-STANDARD	PLANNING AGENDA
		<p>its planning and resource allocation processes are achieving their intended purposes and as needed make changes in these processes for the 2010-11 academic year.</p>
<b>Standard IIA: Instructional Programs</b>	B. 7	<ol style="list-style-type: none"> <li>1. In Spring 2010, evaluate the extent to which the department/program implementation of its SLOs is contributing to the improvement of student learning.</li> </ol>
	A. 1. b	<ol style="list-style-type: none"> <li>1. Faculty on the Committee for Online Instruction (COI) in collaboration with the Dean of Educational Programs, Technology and the Co-Director of the Faculty Resource Center will review SLO data of student achievement in online courses in Fall 2009.</li> <li>2. Faculty in individual departments will review SLO data comparing students in online sections with those in face-to-face sections when this data first becomes available in 2009-10. Improvement plans will be developed based on the data collected by Spring 2010.</li> </ol>
	A. 1. c	<p>The College will address the challenges noted in the Self-Evaluation section above:</p> <ol style="list-style-type: none"> <li>1. By the end of the Fall 2009 semester an on-line SLO training site for adjunct faculty will be completed. The Superintendent/President and EVEP have set aside a fund to compensate adjunct faculty who are the sole teachers of courses to develop SLOs (???)</li> <li>2. In September, 2009, the SLO Project Coordinator will work closely with the Student Senate to involve more students in the dialog, the improvement planning process and the evaluation of SLO performance measures. The president of the Student Senate will be asked to appoint one or two students to serve as members of the SLO Coordinating Group and an additional one or two students to serve on the Student Services SLO Coordinating Group.</li> <li>3. The SLO Coordinating group will be analyze data from both instructional and student support SLOs and make recommendations for improvement.</li> <li>4. In 2008-09, the Continuing Education Division will use the Curriculum Oversight Committee (COC) to plan and implement the SLO Cycle for Continuing Education courses.</li> <li>5. Continuing Education directors and deans, in consultation with the CEVP, will implement a consistent faculty evaluation plan by Fall 2009</li> </ol>
A. 2. b	<p>The Continuing Education Division Objective 2.5 in the 2008-2011 College plans states that “the Division will Initiate the Student Learning Outcomes cycle in all non-credit courses eligible for</p>	

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		<p>enhanced funding and complete the SLO cycle in 1/3 of the courses per year beginning academic year 2009-10.” Strategies to achieve this goal include:</p> <ol style="list-style-type: none"> <li>1. Expand the role of the Curriculum Oversight Committee, creating a working group of CE administrators and faculty to coordinate and schedule the SLO cycle</li> <li>2. Form faculty committees in each program to develop SLOs and lead training workshops for colleagues</li> <li>3. Work with Continuing Education and District instructional technology departments to create a system for SLO reporting that will interface with the Continuing Education Lumens software</li> </ol>
	A. 6. a	<ol style="list-style-type: none"> <li>1. By June 2011, the College will develop and implement a plan to certify that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses when such information is available.</li> <li>2. In 2009-10, the Dean of Educational Programs who oversees Student Development, Counseling and Matriculation will explore opportunities for more efficient and timely evaluation of external transcripts including the use of DARS, use of Optical Character Recognition (OCR) technology to convert hardcopy transcripts to data files and participation in the development of emerging electronic transcript exchange systems.</li> </ol>
<b>Standard IIB: Student Support Services</b>	B. 1	<ol style="list-style-type: none"> <li>1. The Institutional Technology and the Institutional Assessment, Research and Planning departments will expand options for timely and accurate data extraction and reporting tools available to credit and CE student support service departments by December 2010.</li> </ol>
	B. 2. d	<ol style="list-style-type: none"> <li>1. By Spring 2012, the Board Policies and Administrative Procedures committee (BPAP) will complete the process of reviewing all existing policies and procedures, separate policies from procedures as appropriate, revoke obsolete policies and procedures, format and number all existing policies according to CCLC guidelines, and post all current policies and procedures to one location on the College Web site, accessible from a common Webpage. All electronic access to College policies will be derived from a common source and multiple versions will be eliminated.</li> </ol>
	B. 3	<ol style="list-style-type: none"> <li>1. The Institutional Technology and the Institutional Assessment, Research and Planning</li> </ol>



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STANDARD	SUB-STANDARD	PLANNING AGENDA
		<p>departments will expand options for timely and accurate data extraction and reporting tools available to credit and CE student support service departments by December 2010. – This is repetitive from B1, need to take out. We do not need to repeat the same agenda in multiple standards.</p>
	B. 4	<p>2. The Institutional Technology and the Institutional Assessment, Research and Planning departments will expand the options for timely and accurate data collection, data extraction and research reports available to all credit and CE student support service departments by December 2010. This is repetitive from B1, need to take out. We do not need to repeat the same agenda in multiple standards. Rather say See planning agenda under B1</p>
<b>Standard IIC: Library and Learning Support Services</b>	C. 1. c	<p>1. The Dean of Educational Programs, Technology and the Committee for Online Instruction (COI) will develop a survey of online students to determine the resources students need to successfully complete their courses by Fall, XXXX. Need to specify year</p> <p>2. The COI will also look to other two-year institutions to see how they are meeting the tutorial needs of online students by Fall 2010</p>
<b>Standard IIIA: Human Resources</b>	A. 3	<p>1. SBCC subscribes to the California Community College League Model Policy and Procedure service. Its index of required policies and procedures will be utilized by the BPAP Committee during 2008-09 and 2009-10 to delineate the basic requirements for college policies and procedures.</p> <p>2. An index of existing policies and procedures will be cross referenced by the BPAP Committee with the Model Policy index to identify gaps in required policies during 2008-09 and 2009-10.</p> <p>3. The BPAP Committee tasks will include development of an overall time frame for development of all required policies (currently estimated to take approximately three years, completion estimated 2012).</p> <p>4. BPAP Committee members will be asked to suggest additional critical policy needs based on their areas of responsibility. A tentative schedule of policies to be developed will be produced by April 2009. A separate schedule for regular policy review will be developed by Fall 2009 as more policies are updated.</p>
<b>Standard IIIB: Physical Resources</b>		None

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<b>STANDARD</b>	<b>SUB-STANDARD</b>	<b>PLANNING AGENDA</b>
<b>Standard IIC: Technology Resources</b>	C. 1. b	<p>1. To exceed the standard, Educational Programs will form a task force to collect and gather baseline data by 2010 on the diverse training needs of the campus community, analyze this data, and develop training improvement plans in 2011. In conjunction with this task force, communication and planning will proceed from instructional and administrative departments to the Instructional Technology Committee, the District Technology Committee, and the College Planning Council. Educational Programs staff will also study the efficacy of expanding its existing support for students and faculty from a 5-day per week, 8:30 a.m. – 4:30 p.m. service to one that includes nights and weekends in recognition of the 24/7 nature of the 21<sup>st</sup> century community college.</p>
<b>Standard IIID: Financial Resources</b>		None
<b>Standard IV: Leadership and Governance</b>	A. 2. 5	<p>1. Complete the two objectives in the College Plan 2008-09</p> <p>Objective 5.1 In 2008-09, develop a framework for regular evaluation and improvement of institutional shared governance and decision-making structures and processes and conduct the evaluation (College Plan 2008-11).</p> <p>Objective 5.2 In 2009-10, develop and implement a plan that responds to the evaluation of each constituency group's effectiveness in the shared governance process (College Plan 2008-11).</p>
	B.1.e	<p>2. In order to fully meet this standard, the Superintendent/President will bring BPAP's recommendations for policy revisions or new policies to the Board for review and approval on a regular basis. In addition, by Spring 2012, through BPAP, the College will complete the process of 1) reviewing all existing policies and procedures; 2) separating policies from procedures, as appropriate; 3) revoking obsolete policies and procedures; and 4) formatting and re-numbering, as appropriate, all existing policies and procedures using the CCLC format and numbering system. Proposed new Board policies and administrative procedures will follow the CCLC format and numbering system.</p>

**Evaluation of the  
Institutional Governance and Decision Making Structure and Processes  
DRAFT FOR DISCUSSION  
April 7, 2009**

The College Plan 2008-11 includes two objectives aimed at establishing a regular evaluation and improvement of institutional shared governance and decision-making structures and processes, conduct the evaluation and using the results to make changes as needed. The results of this survey will help the College to achieve these two objectives,

Please complete this survey reflecting on your experience while participating in the institutional governance committees. Melanie Rogers will distribute, collect and then tabulate and summarize the results. Responses will remain confidential and anonymous. **Please complete only one survey even if you serve on more than one committee.** Thank you.

Direct questions to Melanie Rogers.

**Please make your marks as follows:**

Like this:  Not like this:

1. Today's Date: \_\_\_\_\_

**Participant Profile**

2. What is your position in the college?

Position       Administration       Dept. Chair       Faculty       Staff       Student

Hours       Full time       Part time

Primary Campus       Main       Schott       Wake

3. How many different institutional governance committees have you served on in during the 2008-09 academic year?

1       2       3       4       5 or more

4. Check each committee you served on during the 2008-09 Academic year?

- |   |  |
|---|--|
| <input type="radio"/> College Planning Council      | <input type="radio"/> Student Senate         |
| <input type="radio"/> District Technology Committee | <input type="radio"/> Planning and Resources |
| <input type="radio"/> Academic Senate               | <input type="radio"/> Curriculum             |
| <input type="radio"/> Instructional Technology      |  |
| <input type="radio"/> Other (please specify)        |  |

6. Did you receive an orientation on how the governance system functions when you started serving on a committee?

Yes       No       Don't recall       Did not require an orientation

If no, what would you recommend?

7. Did you receive adequate or specialized training to make decisions when you started serving on a committee?

- Yes       No       Don't recall       Did not require special training

If no, what would you recommend?

8. What training would you like to receive or would recommend for a new member?

- Budgeting                                       Conflict Resolution                                       Consensus Decision Making  
 How to chair a meeting                                       Leadership                                       Meeting Management  
 Parliamentary Procedures                                       Other (Comment below)

Comment:

9. Check the committee you are evaluating today.

- College Planning Council                                       Student Senate  
 District Technology Committee                                       Planning and Resources  
 Academic Senate                                       Curriculum  
 Instructional Technology  
 Other (please specify)

10. How often do (did) you attend committee meetings?

- Occasionally (approx. half the meetings or fewer)                                       All the time (missed two meetings at most)  
 Regularly (more than half the meetings)                                       Perfect Attendance

11. Consider your experience on the Committee selected above. For each statement below please mark: Strongly Agree, Agree, Neutral, Disagree or Strongly Disagree.

<u>Task</u>	<u>Statement</u>	<u>SA</u>	<u>A</u>	<u>N</u>	<u>D</u>	<u>SD</u>
1.	Agendas, minutes and ancillary materials were provided electronically prior to the committee meetings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	In general, the objectives of each committee meeting were clear and understood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	The discussions usually followed the agenda.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	Committees completed the agenda in an efficient and timely manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	Action items and parties responsible were clearly articulated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- |  |                       |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 6. Action items were assigned and completed in a timely fashion.     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Standardized procedures were identified and followed.             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. Committee chair or co-chairs were effective in managing meetings. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Information Adequacy**

- |  |                       |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 9. The committee members had appropriate information to make informed decisions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. Discussion and decisions were data driven and supported by sound evidence.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Participation**

- |   |                       |                       |                       |                       |                       |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 11. All constituent groups had an opportunity to participate on College committees. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. All members attended regularly.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. All members were encouraged to be actively involved.                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. All members participated in the discussion and decision making process.         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15. Decisions were made by consensus.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Statement**

**SA      A      N      D      SD**

**Professional Conduct & Respectful Dialogue**

- |  |                       |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 16. Different opinions and values were respected.            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17. Committee members were always respectful of all members. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Overall**

- |  |                       |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 18. Participation in the committee was important and valuable to the college.                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 19. The committee charge was understood and the members worked toward fulfilling the charge. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20. Committees have means to evaluate the effectiveness of its decisions and actions.        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 21. Meetings were positive and constructive.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 22. Committees acted in accordance with Title 5 Participatory Governance guidelines.         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 23. Overall, I am satisfied with the Committee's   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

performance.

24. I was an effective participant.

**12. Please use the space below to provide any written comments about the institutional governance and committee structure in general and any specific committees. Include general comments, specific observations regarding positive or negative occurrences, suggestions for improvement. Use the other side as needed. Thank you.**