



PROAC

PLANNING, PROGRAM REVIEW AND OUTCOMES ASSESSMENT COMMITTEE
A Standing Committee of the College Council

Thursday, March 27, 2009, 4:15PM-5:00PM
Rm, D-1, As Terlaje Campus

MINUTES of Regular Meeting

PROAC Meeting 03/27/2009
4:20PM-6:20PM

- James with video of dialogue
- Frankie Eliptico with photos of dialogue
- Dean Papadopoulus had 1 on 1
- Robert Armstrong had 1 on 1
- Motion for minutes
- November 3-5 report, pages 4,6,and 8, college's need to step back and evaluate what we just did:
 - Process and Outcomes
 - Difficult time to come up a systematic way of capturing discussions or any kind of data related to process and outcomes
 - Looking at scoring the results: told a story
 - Wrestled for about 9 hours with rubric or means to get to the heart of what WASC wanted to know which is what is our story and how we came out of program review and planning in terms of impact of process and outcomes

Program Review

- Preliminary Results: An Evaluation of the Process and Outcomes of Assessment and Program Review
- PROAC Dialogue with Programs regarding program review and assessment process and outcomes
 - Robert Armstrong: Group A&B: share the “spirit” of the conversations with the team
 - Looked at what we've done on how to quantify these dialogues: enlightening
 - Spirit of conversations: Communication among departments was awarding

- PR process was overwhelming, painful, time consuming, lack of resources, difficult to complete
- Looks like the language of one of the recommendations: There's a system in place now to do this regardless of who the players are, so in other words it meets the basics if not, complete system to do assessment and PR and most of these cases can be done even if there is new whole set of players in place; there will be consistency in the process
- Commentary for Robert:
 - Larry Lee: not all programs had the opportunity to dialogue
 - Wil Castro: for the purposes of this discussion We'll go ahead and accept the results; produce a draft and reach out to those programs
 - Robert: a lot of programs moving to inactive status, maybe 1 or 2 programs were missed
 - We'll definitely reach out to them next week
 - Dean Papadopoulus: appreciate all the formats that came in, the thoroughness
- Adrian Atalig: Group C findings
 - Broke down discussions into a few sessions
 - Discussions between staff, faculty, and management
 - Findings: interesting comments what it reflects: What actions have been taken to date, impact, process and outcomes from PR
 - Satisfaction of services rendered: how were going to improve services of each program
 - Greater clarity of the program review processes
 - How they are going to use PR to make sure they are aligned to the NMC mission
 - Prioritize department needs and justify those needs
 - Process
 - Made it difficult for one individual's agenda to dominate resource allocation
 - Outcomes
 - Finance:
 - Prioritize hiring an Acct. Receivable person
 - Implementing cash receipt modules
 - HR
 - Professional Development being tracked

- Use this information to plan
 - Concerns
 - Tracking information was tedious
 - Requesting 1 to 1 meetings with PROAC
 - Need of more training for staff in terms of the PR process
 - There is excitement and communication about PR amongst everybody
 - No feedback from PROAC
 - More feedback to staff and faculty
 - Larry: it would have been helpful to know which groups in the taxonomy were at the dialogue/work sessions
- Wil Castro: couple of folks spoke frankly
 - One group difficulty: one person who authored the program's Form 2
 - One participants said it is a shame that it took probation and show cause for us to take these actions
 - What's to stall us from moving forward?
 - Larry Lee: now we have an institutionalized system and it works
 - Ida Debrum: challenge in drafting the Bookstore's mission statement
 - Difficult to connect what we do with the college's mission statement and our AUO's
 - Wil Castro: that's an example of PR: connect what you do in a day-to-day basis
- Robert Armstrong: could there be a source that you can go to get a list of mission statements, professional development
 - What is PROAC's role in answering those questions?
 - Wil Castro: Lexicon: glossary/index of terms
 - OIE has been updating the collections in the library, TRACDAT
 - Clarity of PROAC's role: One of PROAC's role: Go out and educate others?
 - Management/OIE team to educate
 - Institutionalize terms of PR
- Dean Papadopoulus:
 - Ask 4 or 5 questions to staff and faculty regarding skills knowledge they need
 - Invite those concerned to PROAC meetings to discuss concerns and gaps in knowledge of PR
- Dean Papadopoulus: Group D findings
 - Met with ABE, SSS, ETS, and Upward Bound: enthusiasm is electrifying

- People love what they do and this has to be reflected into the report
- Everyone enjoys to be asked what they do
- Innate desire to share what they do in a daily basis: share a value of themselves; the more we know about each other the more we respect each other
- There is more quality to what teachers provide
- Seems to be a more scientific push for a correlation or causal association between assessment activities and improvement in instruction or services
- Enthusiasm for what people have for their work
- Joy in sharing what they do
- Each group said: “We love to share what we share with you with everyone else”
- You get a sense of a calling, mission, to participate in people’s lives and to make a positive impact toward student to help them achieve their academic
- Human growth development that the process has produced
- Maybe WASC expects the development of processes that “break down walls” and creates an environment of teamwork and communication within and among different departments
- Wil Castro: share how programs reflecting on a recommendation decided they did not want to proceed
 - Dean: looking at those focused on improvements to the program: there is a natural natured reaction to say let’s do all of this, but after some scrutiny they would choose 1 to 3 to getting the greatest amount of impact
 - Contributes to quality improvement
 - Increase in interaction within and among other departments
 - Deconstruct the commissions purpose in putting together this assessment processes: Tear down the “walls” and the compartmentalization of knowledge and skills: create a process which forces us to come together
 - Dean: “I understand how the services side add value to what I do and how they prepare students that will be in my classroom in 2 years”
- Tee Abraham: NDU Math: recommendations from Comp. Report: They have been tracking progression of students.
 - Eric Johnson has been tracking his students in his classroom.

- They have been collecting their own student achievement data even before the start of PR
 - Talking with counselors and advisors to encourage students who pass a math course to continue and not take a break or schedule these course at the end of the semester because they end up staying longer because there are prerequisites for math courses
 - Enrollment 3.5
 - They feel they should not be teaching Developmental Math through VTC
 - Issues
 - Titles and terminology of Forms are sometimes confusing
 - Format of Composite Report
 - Comments
 - Debra Cabrera: “I just loved how you (Tee) as a Dean of Compass met and spoke to an APS program”
 - Your recognition of the need to communicate the work they’ve done for years
- Wil Castro: feedback for the process: renaming the documents
- Wil Castro: We have and had a culture of evidence
 - Highlight use of data for reports
 - “We dialogue/shared information compared to before when we limited ourselves to the Memos and Forms
- Adrian Atalig: we should help each other in the completion of recommendations, PR help us go back to our recommendations to modify it to best fit the department’s needs
- Debra Cabrera: What does a program do when there is a conflict between a supervisor and PROAC?
 - Who has the ultimate authority?
 - Dean: Planning and Budget process addresses a part of this
 - There is a prioritization list based on funding
 - Dean: “Just because I hand over Santa a wish list does not mean I get everything in that wish list”
 - Wil Casto: when there is a conflict between management and PROAC we should think about:
 - Advisory
 - Shared Governance Model
- Wil Castro: provide an example where an action or recommendation was implemented and had an impact upon the program or institution:
 - Dean Papadopoulus:

- ABE decision to hand out certificates to ensure the instructors were qualified and train instructors in the Cassus system
- Upward Bound: created survey/forms for services they provide: find out what they need to do and continue to do and what to do to improve services
 - Evidence that the culture of evidence has been absorbed
- Academic programs to visit services and services to visit academics
- Comment: PR dialogue
 - Dean Papadopoulus: one of the understandings that come out of the interviewing/dialogue process is that it wasn't just a step of finding information for the report, but also in learning more of the program and PR process.
 - We wish we could stay in the meetings/interviews because it was so enjoyable
 - Janice Tenorio: Established packages and the networking within the college and partnerships outside the college
 - Recruitment at World Resort: Had a direct impact on the operations in the program and an anticipated impact on future enrollment and retention
 - Cindy DLG: Counseling Conference
 - It was really nice to see people from counseling take the lead
 - Not only for recruitment but to tell students what this institution is all about
 - Long-term goal of working closely on the curriculum
 - Prepare students for college experience
 - This is one venue to forge partnerships
 - Robert Armstrong:
 - Some people stated: "We have the dialogue, but we have not heard back yet on how we did"
 - How do we react to this?
 - Dean Papadopoulus: this is cyclical, there is no finish line
 - Internal Reward: a sense of doing a good job and improving what we do
 - External Reward: concrete examples that we see that reflect that improvement, mental model needs to readjust itself
 - My senses: let the conditioning happen: they get assignments, they do assignments, they get feedback

- and discuss with PROAC and let the conditioning occur
 - Dr. Cabrera: explain what it means to dialogue, it is not a debate, there is no grade or rating or win or lose in dialogue
 - Dean Papadopoulos
 - Everyone was intense
 - This is a discussion amongst people who care about students, who have the best interest for students
 - Janice Tenorio: the directors realize the change and improvement in their program. Within the departments they realize they have gained something from Program Review
- Wil: we would share the results of the assessment survey
 - This would be a really good take away to share with the respective programs
- Robert Armstrong: people also want to share how hard they work
- President:
 - To what extent do we want to ensure that adjuncts support and assess their courses and the workload of the faculty.
 - Programs will be able to identify their base FTE requirements
 - Key for success: make sure we give the proper support that is needed and do what we can to provide training and development
 - Sat in with Tee and wished we had more hours in the interviews
 - FUN!!
- Wil Castro: **Motion to accept preliminary results of record of dialogue sheets**
 - **Motion from Jennifer Barcinas**
 - **Second Motion from Cindy**
- Wil Castro: **March 27 to April 16: Motion to modify due date for Memo 2**
 - **Move from Tee Abraham**
 - **Second from Debra Cabrera**
 - Debra Cabrera: I would like good time to give programs great feedback
 - Dean Papadopoulos: insist they do it right the first time
 - Wil Castro: approve Form 1 Rubric on April 3?
- Dean Papadopoulos: we need a needs assessment to find out what they need training in
 - Need a standardize definition of what an SLO is
 - Comment

- President:
 - 1st cycle we were so rushed that we did not talk about quality of submission; we accepted everything and worked with it
 - Need to make sure that everyone has the training and guidance
 - Educational Campaign
 - We have to make sure everyone knows what Program Review is
 - We have to ensure that all of the groups have time to get the education
 - Manuals are being done
 - We have to drive what gets put into the document
 - May 1-2: campus-wide student learning and assessment
 - TRACDAT: Budget and Finance approved purchase, approved SMA training, and approved to get the manuals going
 - Modules to implement for POWERCAMPUS: advancement of self-service: track job placement, portal: students look at their own records
 - Propose training for TRACDAT in May 19-20
 - Charter Day looked at for May 8 or 15
- Discussion on due dates for Memos and Forms
 - Dean Papadopoulus: data can be collected from the previous semester and not obligated to wait until the end of the present semester to collect data.
- Comment:
 - Jack Kiyoshi: it is fascinating to see that the college and community is really connecting now
 - Bertha Leon Guerrero: we do have the NMC online/discussion forums for communication
- Cyndi DLG: recommend that we begin discussion on what the Form 2 template is going to look like
 - Debra Cabrera: Dr. Amadore liked the existing Form 2 template, but we may need to “tighten it”, make it a better template
- President: were overlapping cycles right now and we need to give guidance to how programs are to handle that
 - Wil Castro: reporting on the success criteria (3rd piece), quantification of results (2nd piece), talk of an evaluation report to close the loop

- President: Any recommendations will incorporate to the 2nd cycle, has PROAC decided which one of the recommendations we will act on
 - Debra Cabrera: yes, the Form 1 Rubric
 - President: document that in the comprehensive report; programs take their work from the 1st cycle and improving it

* Status Update: April 1st Show Cause Report