Feedback/Constituents Theme – Charles Perkins Theme Leader – 12/05/2018

Based on the **Feedback/Constituents (Initial Focus Handout)** this workgroup will focus on the bold item below.

•   Advisory Boards
•   **CCSSE, Graduation Survey, PACE, etc.**
•   External Constituents – Alumni, Community

Information from the Feedback/Constituents Theme Conversation document list the following Synthesis: (*italics* indicate ACT team comments)

- 1.D core Component Final Report, pg.9
  - The institution may wish to explore other resources as a means for collecting feedback in responding to its external constituencies and communities.
- *We need more pro-active ways of gathering feedback from customers and stakeholders.*
- 1.B.1 pg. 6 Mission – review process to identify the intended constituents of the College
  - *Do we have a process or schedule to identify the intended constituents?*
- 1.D pg 9 Theme: External Constituents and community's surveys for determining stakeholder needs.
  - Community perception survey/Economic Impact Study
    - Response to these findings is not evident and/or limited.
  - *Unable to target Barton's service areas successfully/adequately.*
  - *Need to explore other resources as a means for collecting feedback*
  - *How are the results of the surveys reviewed, shared, incorporated into planning/action?*
- 2.C.2 pg 22 Economic Impact Report
  - *Check on the continued availability of the economic impact report – if we no longer conduct a study, has any process taken its place?*
- 5.B.2 Page 89-90 – Policies and Procedures to Engage Internal Constituencies in Governance
  - *Strengthen evidence*
  - *Consideration of more opportunities for faculty, staff, and student engagement*
- 5.D.1 pg 97 Evidence of Performance in Operations
  - *Economic Impact Study? Other?*
  - *How are data evaluated and analyzed for information into college planning and quality improvement efforts?*
  - *Why/how we collect data; how we analyze/share data*
  - *How do we use the constituent input/data for planning and quality improvement?*

Next steps
- Create a workgroup to address theme whose purpose is to: **Identify a theme process or target that can be measurably improved**.
- Create goals coupled with data (possible goals)
  - Develop comprehensive list of surveys
  - Identify constituent groups
  - Develop schedule to collect feedback from internal and external stakeholders
  - Create 'rules of the road' for college surveys
  - Student Course Evaluations – assist leadership in establishing a complete process which make a complete circle from students taking surveys – faculty evaluations – administrator evaluations – course changes

Examples of evidence relating to this theme (https://www.hlcommission.org/Policies/criteria-and-core-components.html)

1.B. The mission is articulated publicly.
Examples
- Information about where the mission statement, purpose, vision, values, plans and goals are located and their accessibility to staff, faculty, students and the general public.
- Documentation of the policies and actions implemented or discontinued to achieve clearer alignment between an institution's practices and its mission.
- Recruitment materials.

1.D. The institution's mission demonstrates commitment to the public good.
Examples
- The institution's mission documents, if it specifically addresses the institution's role in the community.
- List of efforts, programs and certificates that meet community or constituent needs.
- Information about the institution's sustainability program.
- A list of partnerships and consulting arrangements with local businesses.
- Documentation of public events and series the community is able to attend.
- Documentation of the utilization of campus facilities by community.
- Engagement of faculty, staff, and students in community (i.e., community service, service-learning, etc.).

2.C. The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.
Examples
- Board manual, policies and bylaws, including a conflict of interest policy.
- List and bios of board members.
- Documentation of the selection process for board members and for selection of chair, vice-chair, etc.
- Dates, agendas and minutes of board meetings for multiple years (and town hall or community meetings with the board).
- On-boarding and orientation process for new board members.
- Information about professional development and training for board members.
- Board approval of planning and budgeting documents.
- Board selection, evaluation, and right to terminate president of institution.
- Board self-evaluation.

5.B. The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.
Examples
- List of campus committees and teams, such as faculty or university senate, assessment committee, general education committee, library committee, etc.
- Bylaws, policies, procedures and schedules for the institution's faculty or university senate, student government association, staff senate or council, and governing board.
- Documentation outlining the organizational structure.
- Document resolutions and meeting minutes of different constituent groups.
- Agendas and minutes of governing board demonstrating knowledge and oversight of finances and academic functions.

5.D. The institution works systematically to improve its performance.
Examples
- Retention and completion data and reports.

- Student success data and reports.
- Documentation of institutional effectiveness plans and strategies, including goals and measureable outcomes for identified functional areas.
- Student learning and academic program assessment documentation.
- Documentation regarding assessments of and satisfaction with facilities, libraries, technology, human resources, security, and other services (e.g., counseling, dining, residence life, student recreation, student activities, parking, etc.).
- Key performance indicators/dashboard.
- Meeting minutes, agendas and/or task lists indicating review and analysis of data to inform improvements of operational activities (e.g., counseling, residence life, IT, parking, student activities).