

**LANEY COLLEGE GOALS
2011-12**

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As we approach the 2011-12 academic year, Laney College will identify goals surrounding four broad areas: Student Success, Accreditation, Assessment and Resources. In this two-day period, the retreat activities are designed to facilitate dialogue about these areas, identify measurable goals, determine objectives and activities, and finally, define measurements and timelines. Last, the goals and its associated objectives and activities, must clearly show alignment within the Laney College Educational Master Plan and Student Equity Plan.

- GOAL AREA 1: STUDENT SUCCESS
- GOAL AREA 2: ACCREDITATION
- GOAL AREA 3: ASSESSMENT
- GOAL AREA 4: RESOURCES

ESPA

					ALIGNMENT		
MEASURABLE GOALS	OBJECTIVES & ACTIVITIES	ASSESSMENT & TIMELINE	EDUCATIONAL MASTER PLAN	STUDENT EQUITY PLAN	ACCREDITATION STANDARD		
MG1: <i>what learned?</i>	<i>much about students' desires</i>						
MG2: <i>what worked? everything</i>							
MG3: <i>what to do? improve</i>	<i>add light, variety, excitement</i>						



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meet §

- GOAL AREA 1: STUDENT SUCCESS ② Opportunity to participate at the leadership level retreat
- GOAL AREA 2: ACCREDITATION ① learn about the big picture of the college § how it impact faculty + students,
- GOAL AREA 3: ASSESSMENT ③ attach powerpt handouts via email before the retreat
- GOAL AREA 4: RESOURCES

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MG1:						
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*I learned students want to be involved
I loved the relaxed attitude + atmosphere + openers
I think it could be shorter although I appreciate all your efforts to keep things short + effective*

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GOAL AREA 2: ACCREDITATION

GOAL AREA 3: ASSESSMENT

GOAL AREA 4: RESOURCES

I learned that the apportionment and cuts are not currently distributed equitably. I appreciate the efforts of the administration to advocate for us (faculty & students). THANK YOU!

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Finger's keeping religiously to time schedule - work body will -

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- GOAL AREA 2: ACCREDITATION
- GOAL AREA 3: ASSESSMENT
- GOAL AREA 4: RESOURCES

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GOAL AREA 2: ACCREDITATION
GOAL AREA 3: ASSESSMENT
GOAL AREA 4: RESOURCES

Day 2 was fabulous - the framing of interactive exercises helped envision the whole thing - I recommend this kind of framing for the whole experience.

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*IN GENERAL,
I WOULD LIKE TO SEE FROM COLLEGE TO ACTIVITY/OBJECTIVES
AT SOME Pt. THE GOAL MUST TURN INTO A PLAN THAT CAN
BE EXECUTED.*

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- GOAL AREA 1: STUDENT SUCCESS** *Feed back: What did you learn? what did you like and what improvements needed.*
- GOAL AREA 2: ACCREDITATION** *I learned much more about Laney's planning process, the details of the budget process and source of funding and current status.*
- GOAL AREA 3: ASSESSMENT** *I liked the templates used to collect the data, the processes used, and the competency demonstrated by the facilitators.*
- GOAL AREA 4: RESOURCES** *I think it would be helpful to have a "folder" to collect material and demonstrate participation*

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- GOAL AREA 1: STUDENT SUCCESS *SUB GOAL X2*
- GOAL AREA 2: ACCREDITATION *||*
- GOAL AREA 3: ASSESSMENT *||*
- GOAL AREA 4: RESOURCES *||*

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WORKING DEFINITIONS:

Institutional Priority – An area of focused goals, objectives, activities, and responsible parties whose cycle of planning, implementation, and assessment result in the improvement of the college's institutional effectiveness in achieving its mission.

Goals - Statements of goals are connections between the mission and the intended outcomes. These statements provide a picture of the expectations of each program, service, or unit, and may be educational in nature or a service and support for students.

Objectives - Statements objectives are descriptions of the work that will be done. These generally are results-oriented statements. Both objectives in academic and student must describe what departments and programs intend for students to know (cognitive), think (attitudinal), or do (behavioral). Three to five statements of the most important intended objectives is a typical number, and they should not be considered as set in stone, as they may undergo refinement in the process of identifying the means for assessing accomplishments.

Assessment - The means of assessment are the strategies with which information will be collected in order to validate each objective. These may include such techniques as comprehensive exams; student portfolios, projects, or theses; exit interviews, alumni surveys, graduating student surveys, employer surveys; or student satisfaction levels. Three to five methods of measurement (including alternate strategies) are suggested for each outcome or objective.

Criteria for Success - The criteria for success serve as the benchmarks for judging the results of the assessment. Criteria should neither be set unrealistically high nor so modestly low that anyone can meet them, for without criteria based on what a program or service "ought" to be able to expect and that can be measured against actual performance, it would be difficult to make use of the data to improve the program or service.

Note: In an attempt to develop a shared language and meaning of terms, the Working Definitions above were developed. These definitions were derived and adjusted based from terms used in other higher education institutions (i.e. Old Dominion University, Clark Atlanta University, and Thomas M. Cooley Law School)

Good energetic presentations
Honest ~~presentation~~ with situation
Width and breadth of people involved and care about the results
Confab opportunity to find consensus on issues

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- GOAL AREA 1: STUDENT SUCCESS *What I learned → This is a lot work. Learned about different college concepts.*
- GOAL AREA 2: ACCREDITATION *What I like about the retreat → My group nice mix of faculty & student body + classified get all sides*
- GOAL AREA 3: ASSESSMENT *Improvements → Perspectives*
- GOAL AREA 4: RESOURCES *Future retreats to begin talking the challenges more about student services + that our face when working frontlines with students.*

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Peace -