

## All College Meeting Evaluation Office of Institutional Effectiveness

### Executive Summary

On September 12, 2014 Golden West College had its first All College Meeting with the purpose of using one day to plan for a year of success. The day was divided into two meetings: The morning meeting focused on updating the College on accreditation, campus safety, new student services and facilities, and strategies for student success. The afternoon meeting was dedicated to departments discussing student equity, educational planning, student learning outcomes planning, and/or strategic planning for the year. A survey was sent out to all college employees to solicit feedback on the day and how the event could be improved for next year.

A total of 164 employees responded to the survey. 74 (45.1%) of the survey respondents were classified staff, 70 (42.7) were faculty and 17 (10.4%) were managers.

#### Rating of Presentations Effectiveness & Usefulness

Employees were asked to rate the effectiveness and usefulness of morning presentations on a scale from 1 (Very Ineffective/Not Useful) to 5 (Very Effective/Useful). A Safer Campus presentation had the highest rating for effectiveness and usefulness.

**Figure 1.**

<b>Presentations</b>	<b>Effectiveness Avg.</b>	<b>Usefulness Avg.</b>
ACCJC Warning	3.71	3.63
A Safer Campus	4.23	4.15
New Student Services & Planning New Facilities	3.87	3.69
Student Success	3.86	3.73

#### Ratings of Afternoon Activities

The afternoon activities were divided based on their areas. Respondents were asked to rate the effectiveness of each afternoon activity on a scale from 1 (Very Ineffective) to 5 (Very Effective).

For Instructional areas, *Time to Completion* had the highest effectiveness rating (2.93). However, instructional employees rated all activities, on average, as “ineffective” or “somewhat effective.”

For Student Services areas, *Student Success Pathway* had the highest effectiveness rating (3.42). Student Services employees rated all activities, on average, as “somewhat effective” or “effective.”

For Administrative Services areas, *Developing Goals and Activities* had the highest effectiveness rating (3.86). Administrative Services employees rated all activities, on average, as “somewhat effective” or “effective.”

### **Overall Evaluation of the Day and Food Services**

Overall evaluation of the day and food services were positive. Almost 57% of respondents felt the day was excellent or good and 58% of respondents indicated that the food services were excellent or good. In addition, employees thought updates on campus safety and facilities as well as the ability to interact with colleagues were valuable aspects of the All College Meeting.

### **Topics to Cover for Next All College Meeting**

Suggestions for future topics at the next All College meeting include: (1) Student Success, (2) Professional Development, (3) College Long-Term Plans and Goals, (4) Budget and Financial Information, and (5) Positive Work Environment.

### **Improvement Suggestions**

Suggestions on how the meeting can be improved for next year include shortening the day, having all employees in one location, and providing discussion materials ahead of time.

### **Conclusion**

Responses from the survey suggested that overall rating of All College Meeting was positive. Information such as promoting student success, professional development and College status updates are useful. In an effort to improve the next All College Meeting, a task force with representatives from different constituent groups will be convened to ensure that the discussions and presentations useful and meaningful for college employees. Survey suggestions on date and time and location will be considered for planning of next year All College Meeting.

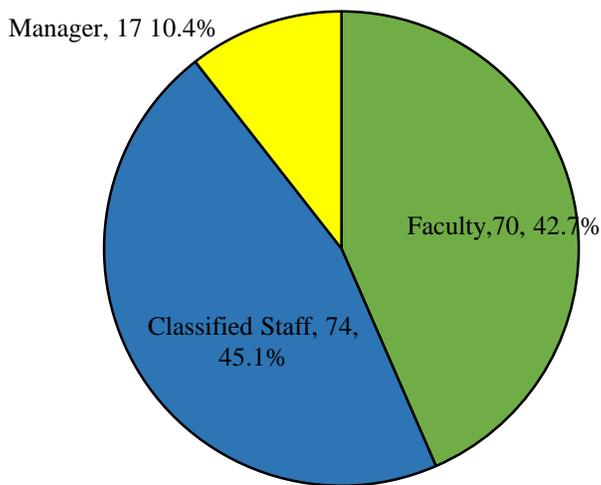
## All College Meeting Evaluation Office of Institutional Effectiveness

### Background

On September 12, 2014 Golden West College had its first All College Meeting with the purpose of using one day to plan for the year success. The day was divided into two meetings: The morning meeting focused on updating the College on accreditation, campus safety, new student services and facilities, and strategies on student success. The afternoon meeting was dedicated for departments to discuss student equity, educational planning, student learning outcomes planning, and/or strategic planning for the year. A survey was sent out to all college employees to solicit feedback on the day and how the event could be improved for next year.

### Respondents Profile

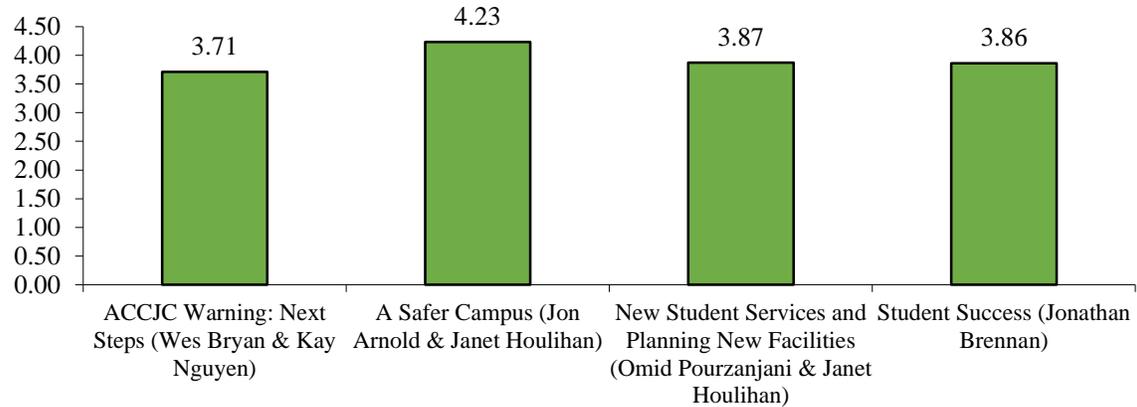
**Figure 1.**



A total of 164 employees responded to the survey. 74 (45.1%) of the survey respondents were classified staff, 70 (42.7%) were faculty and 17 (10.4%) were managers. Three (1.5%) respondents skipped the question.

## Effectiveness of Morning presentations

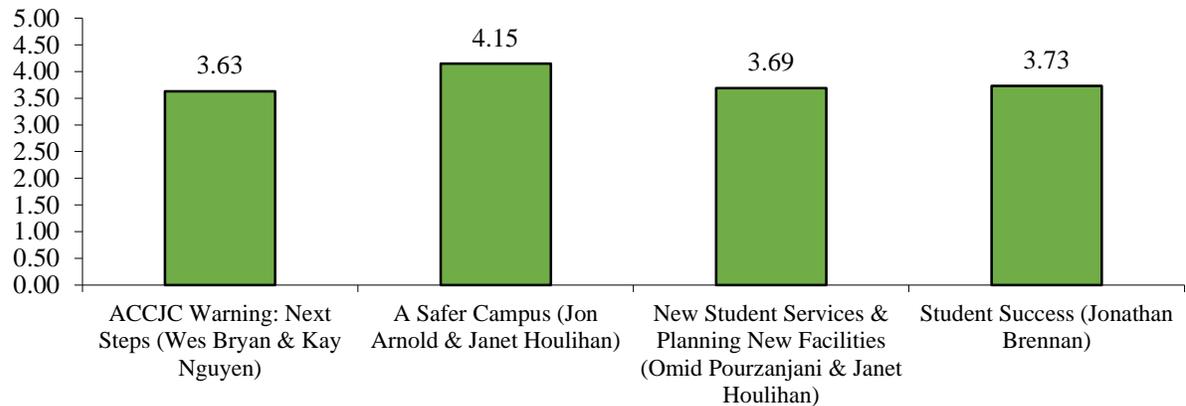
Figure 2.



Employees were asked to rate the effectiveness of the morning presentations. Effectiveness was rated on a scale from 1-5 with 5 being “very effective” and 1 being “very ineffective.” A Safer Campus had the highest rating of (4.23), indicating that attendees thought the presentation was “effective” or “very effective.” ACCJC Warning presentation was rated at 3.71, indicating that attendees thought the presentation was “somewhat effective” or “effective.”

## Usefulness of information

Figure 3.



Employees were asked to rate the usefulness of the information provided in the morning presentations. Usefulness was rated on a scale from 1-5 with 5 being “very useful” and 1 being “not useful at all.” A Safer Campus had the highest rating of (4.15), indicating that attendees thought the presentation was “useful” or “very useful.” ACCJC Warning presentation was rated at 3.63, indicating that attendees thought the presentation was “somewhat useful” or “useful.”

## Evaluation of Afternoon Activities

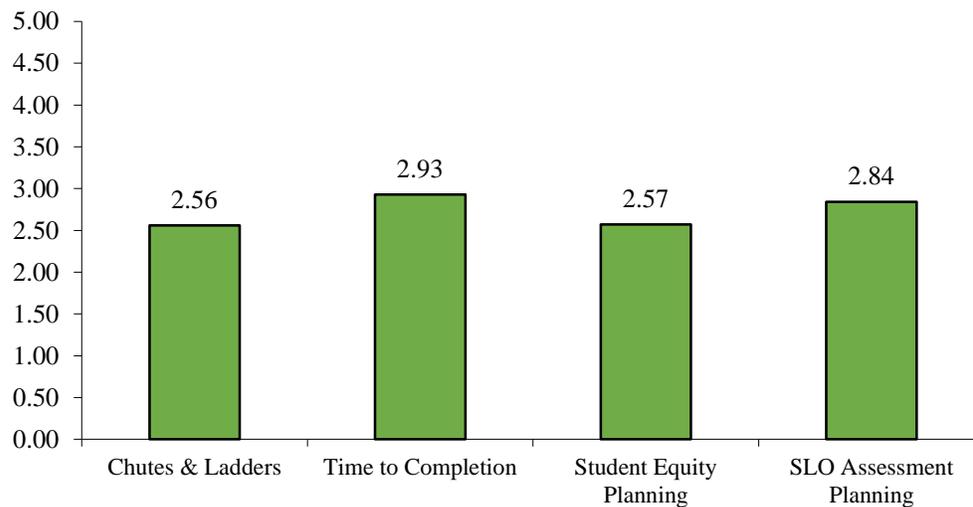
The afternoon activities were divided based on employees' areas of services. All areas were tasked with engaging in the student on-boarding process activity (Chutes & ladders) to understand students' experiences and challenges with college onboarding process.

In addition to Chutes and Ladders, instructional departments also tasked with reviewing student education pathway (time to completion), student equity planning, and SLO assessment planning. Student services areas were asked to engage in activities relating to student success pathway, student equity, and program goals planning. Finally, Administrative services areas participated in a workshop to develop their strategic goals and activities.

Employees were asked to evaluate the afternoon activities they took part in on a scale from 1 (Very Ineffective) to 5 (Very Effective). The results are split by college areas (instructional, student services, and administrative services).

### Instructional Evaluation of Afternoon Activities

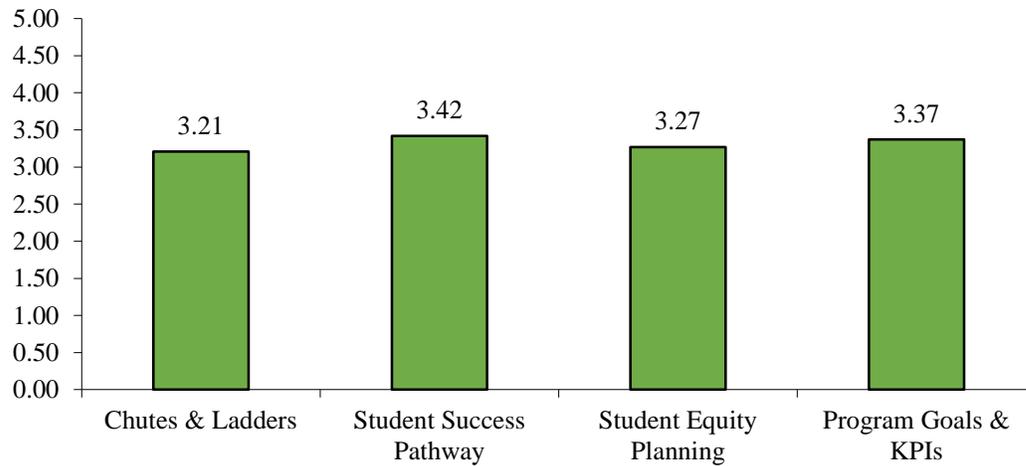
**Figure 4.**



Instructional employees rated all four activities in the range of “ineffective” to “somewhat effective” on average, with the Time to Completion and SLO Assessment Planning activities rating higher than Chutes and Ladders and Student Equity Planning.

## Student Services Evaluation of Afternoon Activities

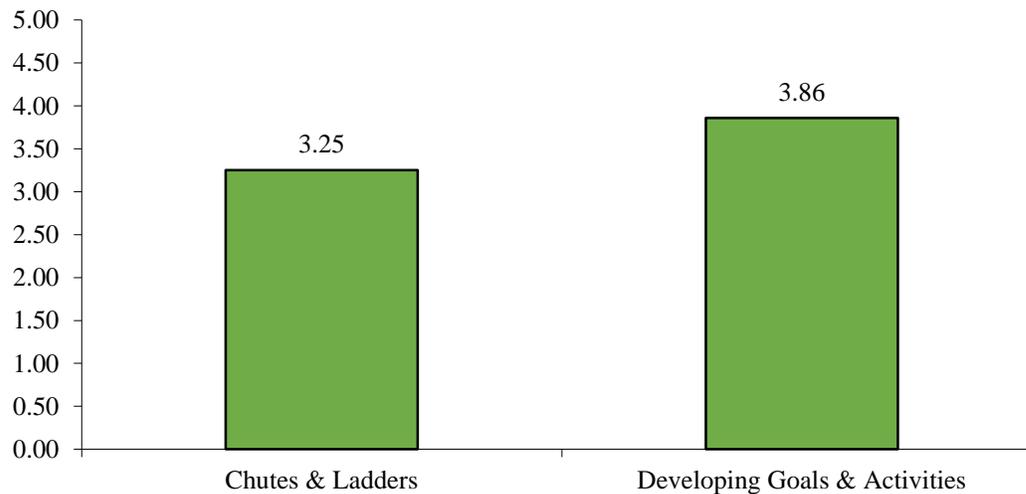
**Figure 5.**



The average ratings for Student Services all fell in the “somewhat effective” to “effective” range. Student Services employees rated the Student Success Pathways and Program Goals and KPIs activities slightly higher than the Chutes & Ladders and Student Equity Planning activities.

## Administrative Services Evaluation of Afternoon Activities

**Figure 6.**



The average ratings for Administrative Services activities fell in the “somewhat effective” to “effective” range. Administrative services employees rated the Developing Goals & Activities activity higher than the Chutes & Ladders activities.

Overall, Student Services and Administrative Services employees rated the afternoon activities more highly, on average, than instructional employees. The Chutes & Ladders and Student Equity Planning activities were consistently rated lowest across all employee groups, while the activities regarding student success and SLO/goal planning were rated more highly.

### Overall Evaluation of the Day

Rating	Percent	Count
Excellent	19.5%	32
Good	37.2%	61
Fair	18.3%	30
Poor	11.6%	19
Very poor	7.9%	13
Not Applicable/Did Not Attend	4.3%	7
Did not respond	1.2%	2
Total	100.0%	164

Almost 57% of respondents felt the day was excellent or good

### Overall Evaluation of Food Services

Rating	Percent	Count
Excellent	18.3%	30
Good	40.2%	66
Fair	16.5%	27
Poor	8.5%	14
Very poor	4.3%	7
Not Applicable/Did Not Attend	11.0%	18
Did not respond	1.2%	2
Total	100.0%	164

Fifty-eight percent of respondents indicated the food services were excellent or good.

### Open-Ended Responses

Employees were asked three open-ended questions to facilitate general feedback about the strengths and weaknesses of the All College Day meeting.

### Question 1: What other topics would you like to see covered at our next All College Day meeting?

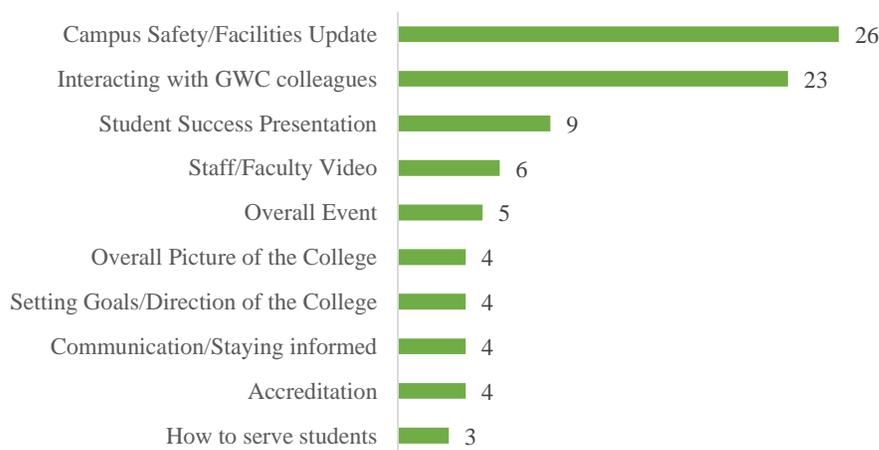
Figure 7.



Employees were asked what other topics they would like to see covered at the next All College Day meeting. Sixty employees responded to the question. The top 5 suggested topics were student success, professional development, college long-term plans and goals, updates on College budget, and developing and sustaining positive work environment.

### Question 2: What was MOST VALUABLE about the All College Day meeting?

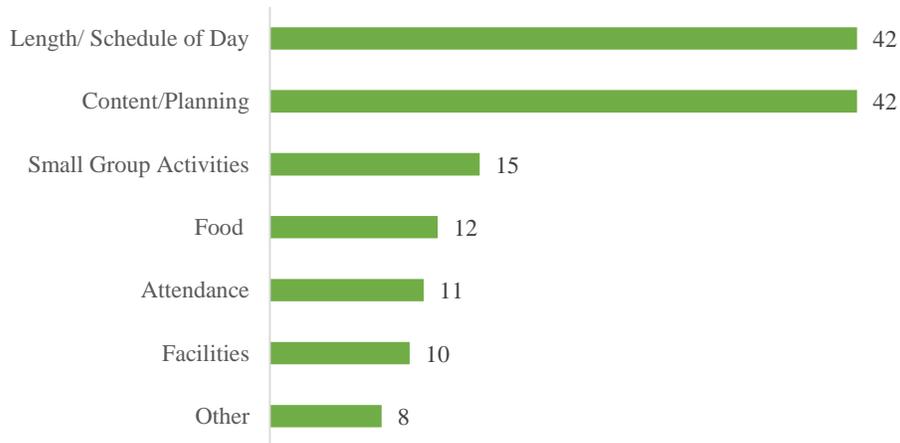
Figure 8.



Employees were asked what was most valuable about the All College Day meeting. Ninety-nine employees responded to the question. Overwhelmingly, employees indicated that the Campus Safety and Upgrades presentations were the most valuable part of the day, followed closely by interaction with colleagues and the GWC community. Other items include Student Success presentation, introduction videos of staff and faculty, and overall updates on Campus directions, goals, and accreditation status.

### Question 3: What can we improve for next time?

Figure 9.



Employees were asked what could be improved for the next All College Day meeting. A hundred and two employees responded to the question. Two categories dominated the responses to this question: Content/Planning of the meeting and Length/Schedule of the day. In the Content/Planning category, respondents made suggestions such as splitting up faculty and classified to provide targeted content to each group, delivering materials to division deans ahead of time so that employees would be more prepared for the activities, and building more interaction into the presentations. In the category of length/schedule of the day, the dominant suggestions included shortening the day and not waiting until the end of the day to complete division-specific, interactive activities. The two dominant categories were followed by suggestions related to the small-group afternoon activities, food, attendance, the physical environment of the meeting, and other.

### Conclusion and Planning for Next Year

Responses from the survey suggested that overall rating of All College Meeting was positive. Information such as promoting student success, professional development and College status updates are useful. In an effort to improve the next All College Meeting, a task force with representatives from different constituent groups will be convened to ensure that the discussions and presentations useful and meaningful for college employees. Survey suggestions on date and time and location will be considered for planning of next year All College Meeting.