



OFFICE OF STRATEGIC PLANNING,  
EFFECTIVENESS & ACCREDITATION

# **Council on College Planning (COCP) 2016**

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# Welcome

- Innovation
- Housekeeping





# Leadership Style Activity

## Leadership Style Activity

1.	I always retain the final decision making authority within my department or team.	5	4	3	2	1
2.	I always try to include one or more employees in determining what to do and how to do it. However, I maintain the final decision making authority.	5	4	3	2	1
3.	My employees and I always vote whenever a major decision has to be made.	5	4	3	2	1
4.	I do not consider suggestions made by my employees, as I do not have the time for them.	5	4	3	2	1
5.	I ask for employee ideas and input on upcoming plans and projects.	5	4	3	2	1
6.	For a major decision to pass in my department, it must have the approval of each individual or the majority.	5	4	3	2	1
7.	I tell my employees what has to be done and how to do it.	5	4	3	2	1
8.	When things go wrong and I need to create a strategy to keep a project or process running on schedule, I call a meeting to get my employee's advice.	5	4	3	2	1

# Strategic Plan Update and CCSSE Status Report

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# 2014/2015 Planning Overview

## **SACSCOC Accreditation Requirement**

*The Institution identifies expected outcomes, assesses the extent to which it achieves these outcome, and provides evidence of improvement based on analysis of the results in the following area:*

- *3.3.1.1 Educational Programs to include student learning outcomes*
  - *3.3.1.2 Administrative Support Services*
  - *3.3.1.3 Academic and Student Support Services*
  - *3.3.1.5 Community/Public Service within its Mission*
  - 100% of 2014 Assessment Plans are complete
    - Total of 142 plans with 349 Outcomes
  - 100% of 2015 Assessment Plans are complete
    - Total of 171 plans with 456 Outcomes
-



# TVCC 2015 Strategic Planning Dashboard

## TVCC Goals

## Status

### 2015 Strategic Planning Goals



Enhance Learning



Enhance the College



Enhance Community Life



### General Education Goals



Communication Skills



Personal Responsibility



Social Responsibility



Empirical & Quantitative Skills



Critical Thinking Skills



Teamwork



### Legend

### Closing the Gaps Goals



Participation



Success



Excellence



90-100% Completion of Annual Outcomes



65-89% Completion of Annual Outcomes



< 65% Completion of Annual Outcomes



↑  
100%












↗  
75-99%

→  
50-74%

↘  
25-49%

↓  
0-24%

# TVCC 2015 Strategic Planning Dashboard

TVCC Goals			Status	
2015 Strategic Planning Goals				
Enhance Learning: 71 Outcomes Initiated 71 Outcomes Successfully Completed	Enhance the College: 37 Outcomes Initiated 37 Outcomes Successfully Completed	Enhance Community Life: 25 Outcomes Initiated 25 Outcomes Successfully Completed		
General Education Goals With Outcomes Initiated/Completed (Outcomes may be duplicated by applying to more than one goal)				
Communication Skills 88/88	Personal Responsibility 19/19	Social Responsibility 19/19		
Empirical & Quantitative Skills 29/29	Critical Thinking Skills 91/91	Teamwork 49/49		
Closing the Gaps Goals				Legend
Participation: (Percentage of 2015 Enrollment goals) Total Enrollment - 81.5% White Enrollment - 72.6% African American Enrollment - 99.9% Hispanic Enrollment - 165.0%	Success: (Percentage of 2015 goals for STEM degrees and certs) Engineering - 85.1% Computer Science - 166.0%	Excellence: (Licensure Rate) Overall - 91.18% Cosmetology - 76.09% EMT - 100% LVN - 100% Patient Care - 87.69% RN - 100%		 100%
				 75-99%
				 50-74%
				 25-49%
				 0-24%
90-100% Completion of Annual Outcomes 	65-89% Completion of Annual Outcomes 	< 65% Completion of Annual Outcomes 		



# Community College Survey of Student Engagement (CCSSE) Analysis

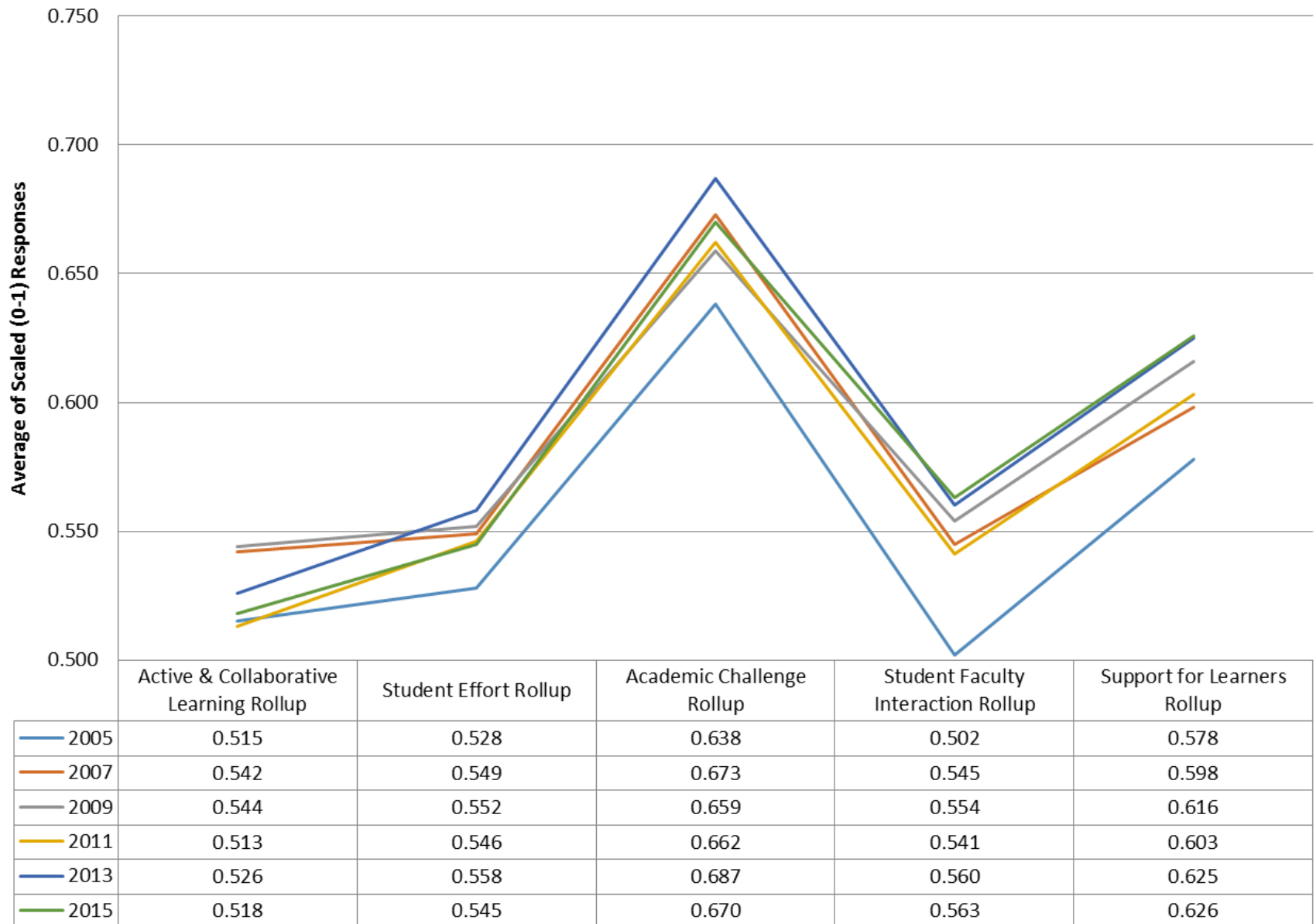
- TVCC as a whole showed declines over 2013 results
  - TVCC scored higher than the medium-sized colleges and national average for Support for Learners. TVCC scored lower in all other areas.
  - Baseline survey was in 2005
-



# Community College Survey of Student Engagement (CCSSE) Analysis (cont.)

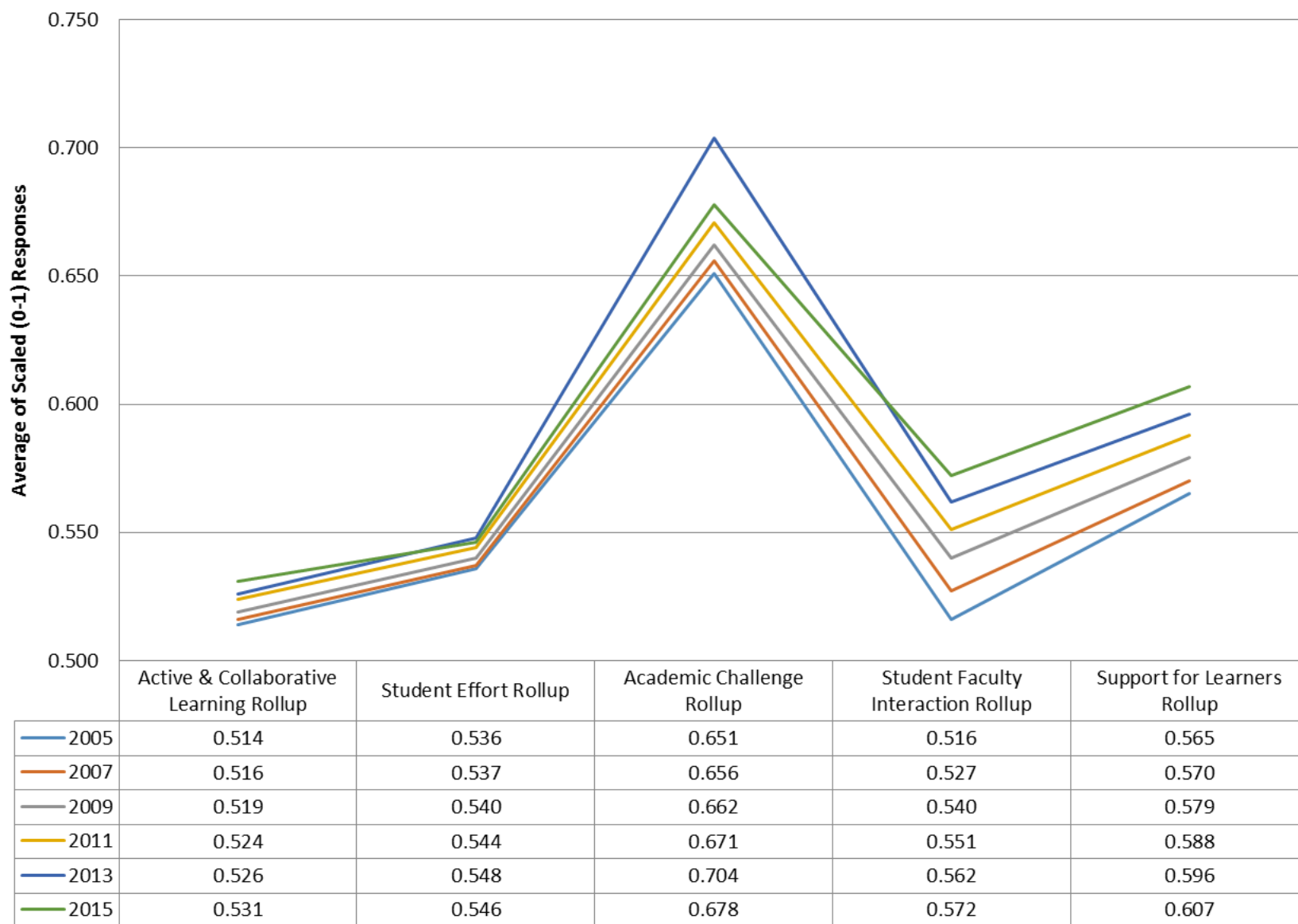
- CCSSE has 5 Benchmark Areas
    - Active and Collaborative Learning (7 Survey Questions)
    - Student Effort (8 Survey Questions)
    - Academic Challenge (10 Survey Questions)
    - Student Faculty Interaction (6 Survey Questions)
    - Support for Learners (7 Survey Questions)
-

## TVCC CCSSE Benchmark Rollup 2005-2015

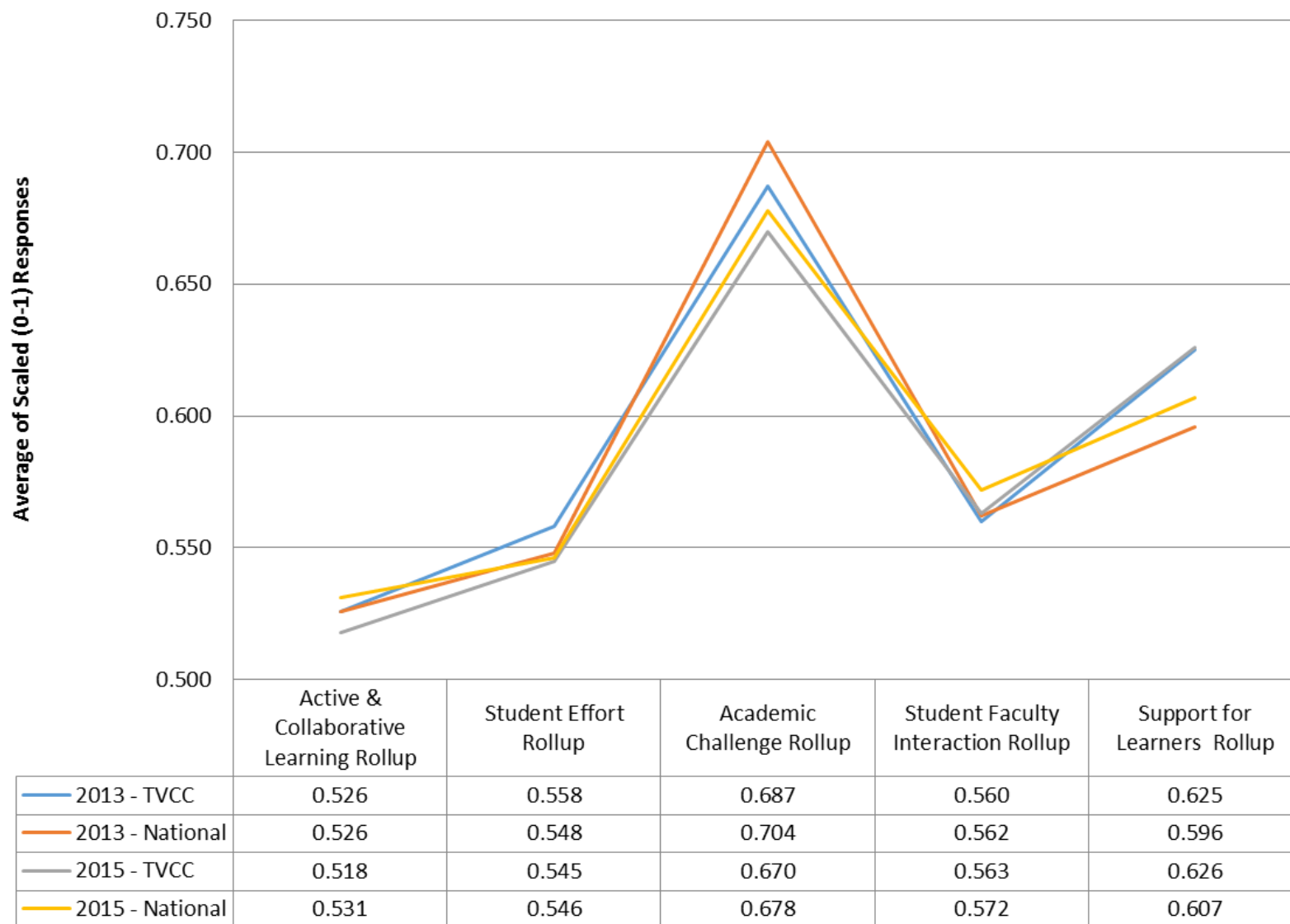




## National CCSSE Benchmark Rollup 2005-2015

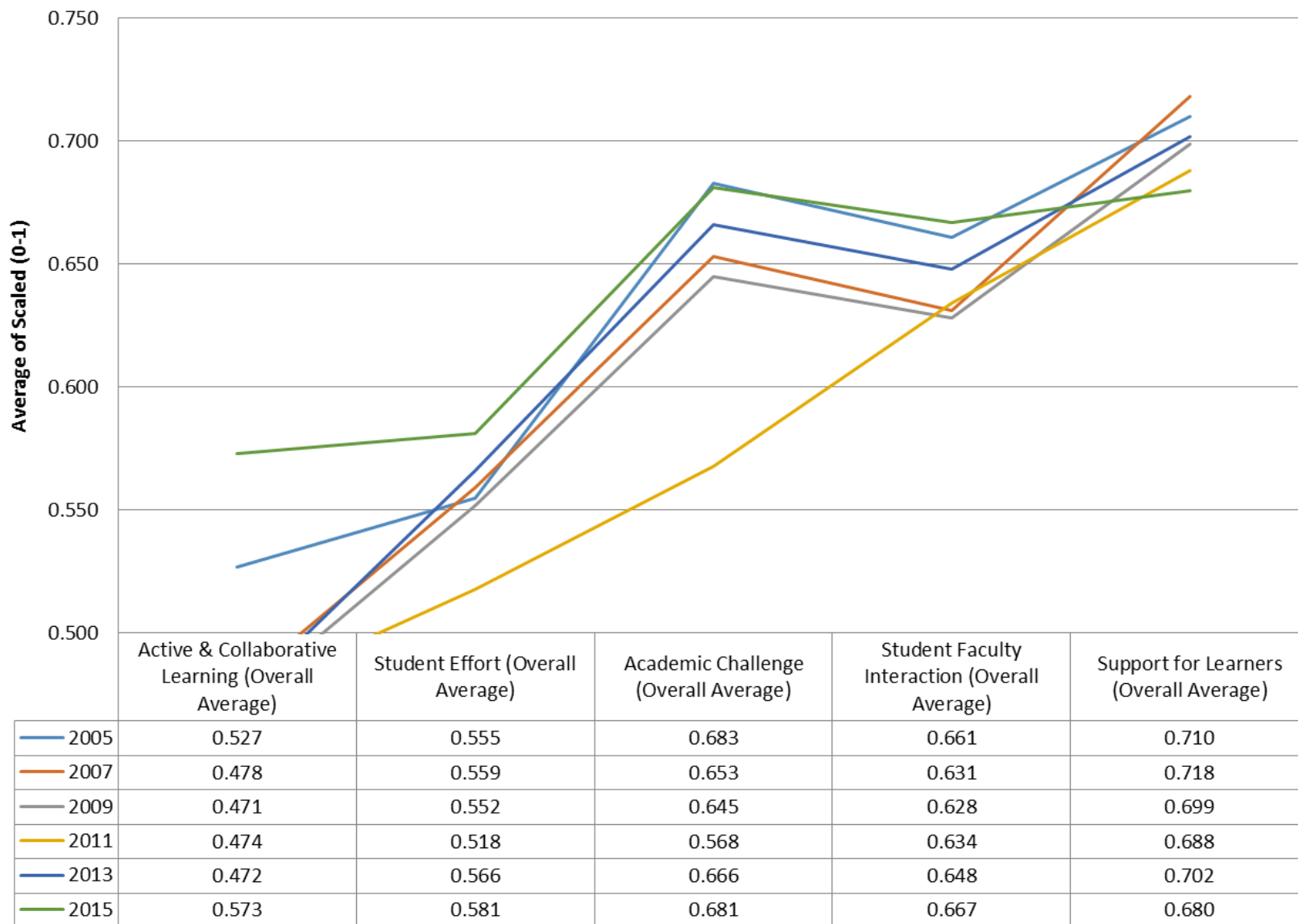


## CCSSE Benchmark Comparison (TVCC/National) 2013-2015

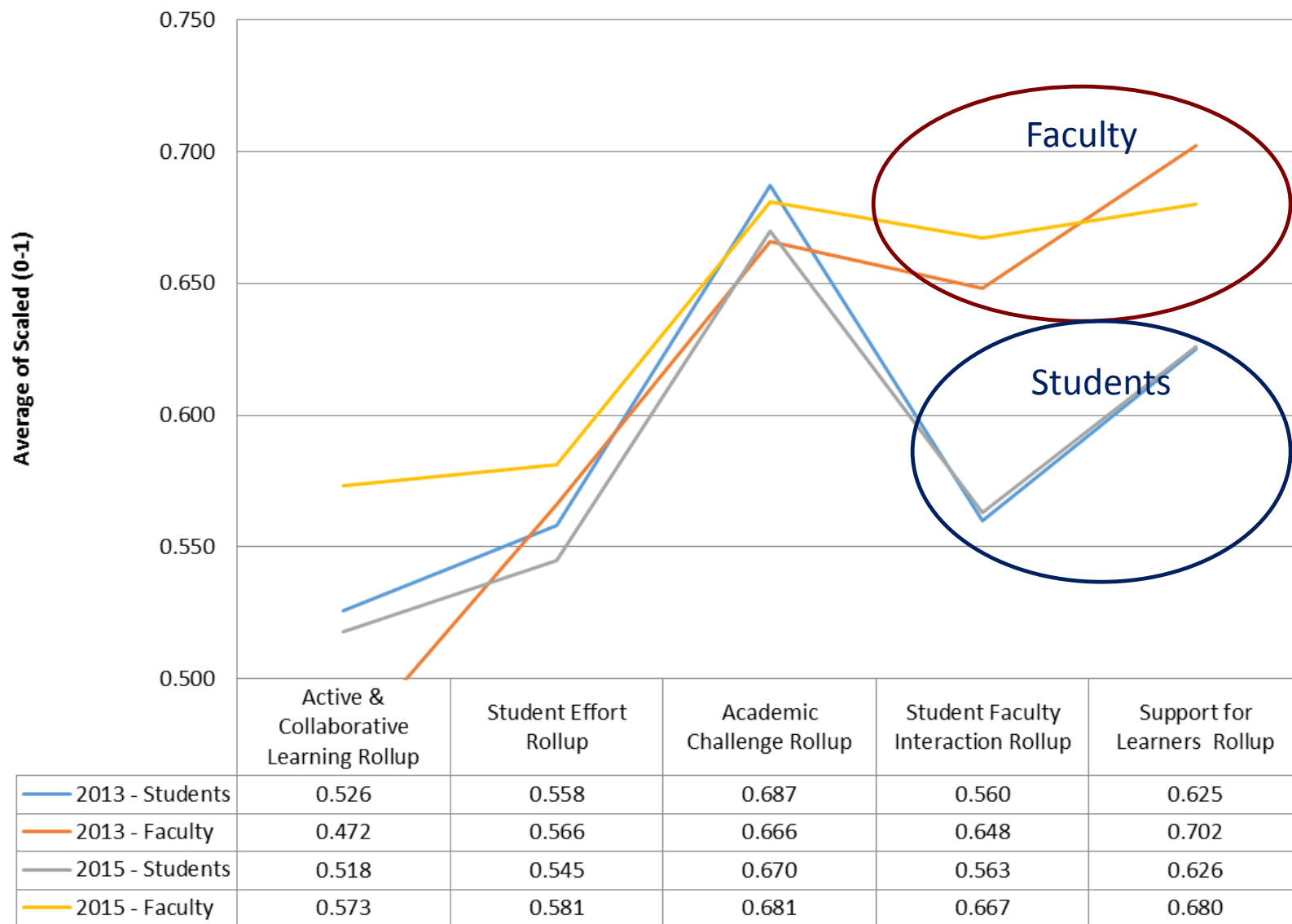




## TVCC Instructor Perceptions of Student Engagement 2005-2015



## CCSSE Benchmark Faculty-Student Comparison 2013-2015





## Comparison of TVCC to National Average Responses for Benchmark Related CCSSE Survey Items

Legend: (significantly higher or lower has a difference of 3% or more)

Significantly Lower	Lower	Even	Higher	Significantly Higher
---------------------	-------	------	--------	----------------------

Item #	Description	CCSSE Code	TVCC Overall					
			2005	2007	2009	2011	2013	2015
Active and Collaborative Learning								
4a	Asked questions in class or contributed to class discussions (ACTCOL)	CLQUEST						
4b	Made a class presentation (ACTCOL)	CLPRESEN						
4f	Worked with other students on projects during class (ACTCOL)	CLASSGRP						
4g	Worked with classmates outside of class to prepare class assignments (ACTCOL)	OCCGRP						
4h	Tutored or taught other students (paid or voluntary) (ACTCOL)	TUTOR						
4i	Participated in a community-based project as a part of a regular course (ACTCOL)	COMMPROJ						
4r	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) (ACTCOL)	OOCIDEAS						
Student Effort								
4c	Prepared two or more drafts of a paper or assignment before turning it in (STUEFF)	REWROPAP						
4d	Worked on a paper or project that required integrating ideas or information from various sources (STUEFF)	INTEGRAT						
4e	Came to class without completing readings or assignments (STUEFF)	CLUNPREP						
13.1d	Frequency: Peer or other tutoring (STUEFF)	USETUTOR						
13.1e	Frequency: Skill labs (writing, math, etc.) (STUEFF)	USELAB						
13.1h	Frequency: Computer lab (STUEFF)	USECOMLB						
6b	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment (STUEFF)	READOWN						
10a	Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activites related to your program) (STUEFF)	ACADPR01						

## Comparison of TVCC to National Average Responses for Benchmark Related CCSSE Survey Items

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Item#	Description	CCSSE Code	TVCC Overall					
			2005	2007	2009	2011	2013	2015
Academic Challenge								
4p	Worked harder than you thought you could to meet an instructor's standards or expectations (ACCHALL)	WORKHARD						
5b	Analyzing the basic elements of an idea, experience, or theory (ACCHALL)	ANALYZE						
5c	Synthesizing and organizing ideas, information, or experiences in new ways (ACCHALL)	SYNTHESZ						
5d	Making judgments about the value or soundness of information, arguments, or methods (ACCHALL)	EVALUATE						
5e	Applying theories or concepts to practical problems or in new situations (ACCHALL)	APPLYING						
5f	Using information you have read or heard to perform a new skill (ACCHALL)	PERFORM						
6a	Number of assigned textbooks, manuals, books, or book-length packs of course readings (ACCHALL)	READASGN						
6c	Number of written papers or reports of any length (ACCHALL)	WRITEANY						
7	Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work	EXAMS						
9a	Encouraging you to spend significant amounts of time studying (ACCHALL)	ENVSCHOL						
Student Faculty Interaction								
4k	Used email to communicate with an instructor (STUFAC)	EMAIL						
4l	Discussed grades or assignments with an instructor (STUFAC)	FACGRADE						
4m	Talked about career plans with an instructor or advisor (STUFAC)	FACPLANS						
4n	Discussed ideas from your readings or classes with instructors outside of class (STUFAC)	FACIDEAS						
4o	Received prompt feedback (written or oral) from instructors on your performance (STUFAC)	FACFEED						
4q	Worked with instructors on activities other than coursework (STUFAC)	FACOTH						



## Comparison of TVCC to National Average Responses for Benchmark Related CCSSE Survey Items

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Support for Learners								
9b	Providing the support you need to help you succeed at this college (SUPPORT)	ENVSUPRT						
9c	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds (SUPPORT)	ENVDIVRS						
9d	Helping you cope with your non-academic responsibilities (work, family, etc.) (SUPPORT)	ENVNACAD						
9e	Providing the support you need to thrive socially (SUPPORT)	ENVSOCAL						
9f	Providing the financial support you need to afford your education (SUPPORT)	FINSUPP						
13.1a	Frequency: Academic advising/planning (SUPPORT)	USEACAD						
13.1b	Frequency: Career counseling (SUPPORT)	USECACOU						

## Comparison of TVCC to Mid-Sized College Average Responses for Benchmark Related CCSSE Survey Items

Legend: (significantly higher or lower has a difference of 3% or more)

Significantly Lower	Lower	Even	Higher	Significantly Higher
---------------------	-------	------	--------	----------------------

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# CCSSE

- TVCC scored lower than the national average in all five areas.
- The largest difference between TVCC and the national average is in Active & Collaborative Learning and Student Faculty Interaction.

	Active & Collaborative Learning	Student Effort	Academic Challenge	Student Faculty Interaction	Support for Learners
TVCC - 2013	0.526	0.558	0.687	0.56	0.625
National 2013	0.526	0.548	0.704	0.562	0.596
Delta - 2013	0	0.01	-0.017	-0.002	0.029
Delta - 2013 Percent	0.00%	1.82%	-2.41%	-0.36%	4.87%
TVCC - 2015	0.518	0.545	0.67	0.563	0.626
National 2015	0.531	0.546	0.678	0.572	0.607
Delta - 2015	-0.013	-0.001	-0.008	-0.009	0.019
Delta - 2015 Percent	-2.45%	-0.18%	-1.18%	-1.57%	3.13%



# 2015-2020 Strategic Plan

- Administrative Outcomes
  - Operational Outcomes
  - Dashboard
-



# Institution-Wide Effectiveness Test

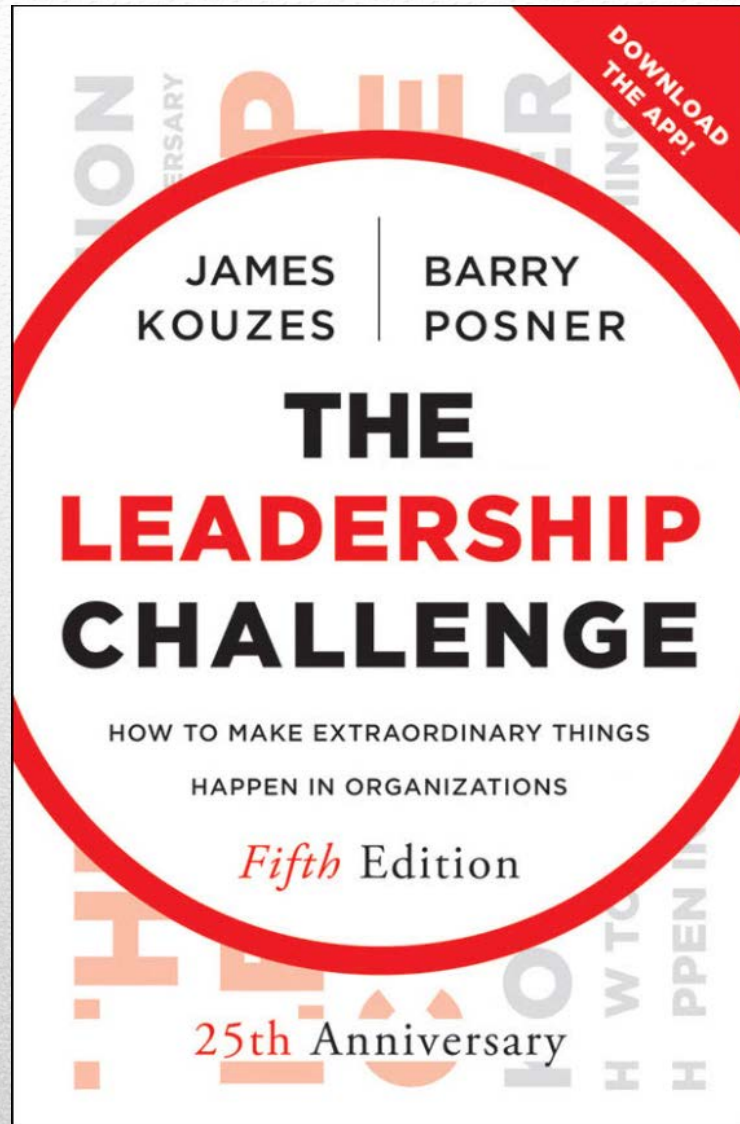
## Job Description Activity

### DUTIES AND RESPONSIBILITIES:

- Coordinate the academic, occupational, and continuing education programs in cooperation with the appropriate division chairperson, dean, campus provost, assistant vice president, vice president of instruction, and other administrators.
- Assist the vice president of instruction and the president in evaluating personnel employed on the Palestine Campus and recommend the employment, assignment, or dismissal of personnel.
- Supervise all instructional programs, all teaching personnel, and all non-teaching personnel at the Palestine Campus.
- Prepare class schedules in cooperation with the vice president of instruction.
- Prepare the budget in cooperation with the vice president of instruction.
- Provide leadership in organizing and meeting with the various occupational committees.
- Remain alert to the community's educational needs.
- Maintain visibility in the community and promote a positive public image of TVCC.
- Other duties as assigned by the vice president of instruction or the president.

### PHYSICAL REQUIREMENTS:

- Within the general range of an office or classroom environment.
-





# “TEAM THINK TANK” PRESENTATION

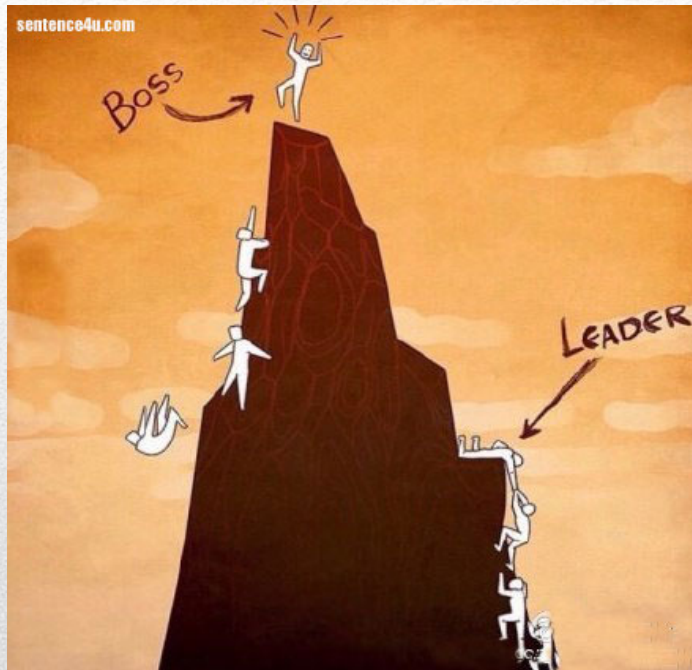
## Introduction: Making Extraordinary Things Happen in Organizations

Chapter 1:-When Leaders are at Their Best, pp. 9-42





# ARE YOU A BOSS OR A LEADER?



## Boss vs Leader

Drives employees	... Coaches them
Depends on authority	... On goodwill
Inspire fears	... Generates enthusiasm
Say "I"	... Say "We"
Knows how it is done	... Show how it is done
Uses people	... Develops people
Takes credit	... Gives credit
Commands	... Asks
Says "Go"	... Says "Let's go"

# The Five Practices of Exemplary Leadership

- Model the Way
  - Inspire a Shared Vision
  - Challenge the Process
  - Enable Others to Act
  - Encourage the Heart
-



*Leadership is not about who you are;*



*it's about what you DO.*

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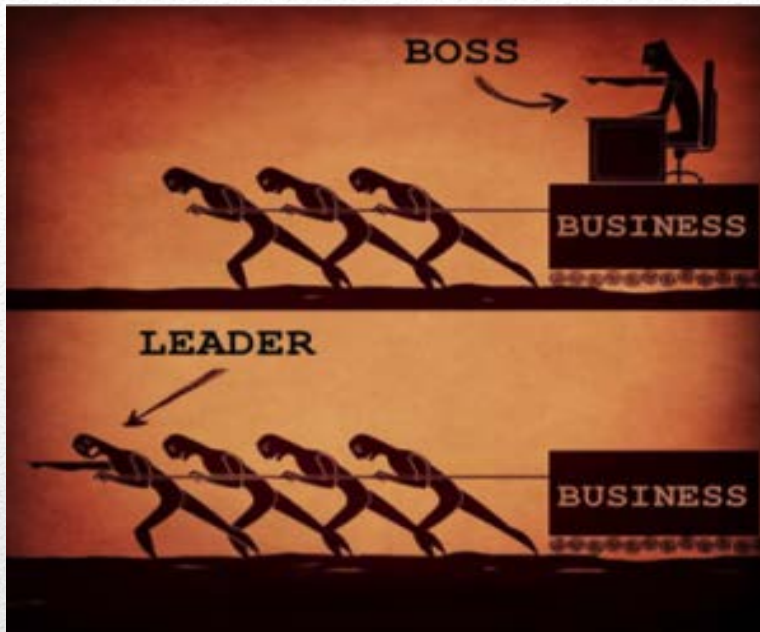
# Lollipop Moment 5-Minute Activity



# MODEL THE WAY

- Titles are granted, but **BEHAVIOR** earns **RESPECT**.
  - Exemplary leaders know that in order to gain commitment and achieve the highest standards, they must be models of behavior that they **EXPECT** of others.
  - Leaders' deeds are more important than their words.
  - Leading by example is more effective than leading by command.
-





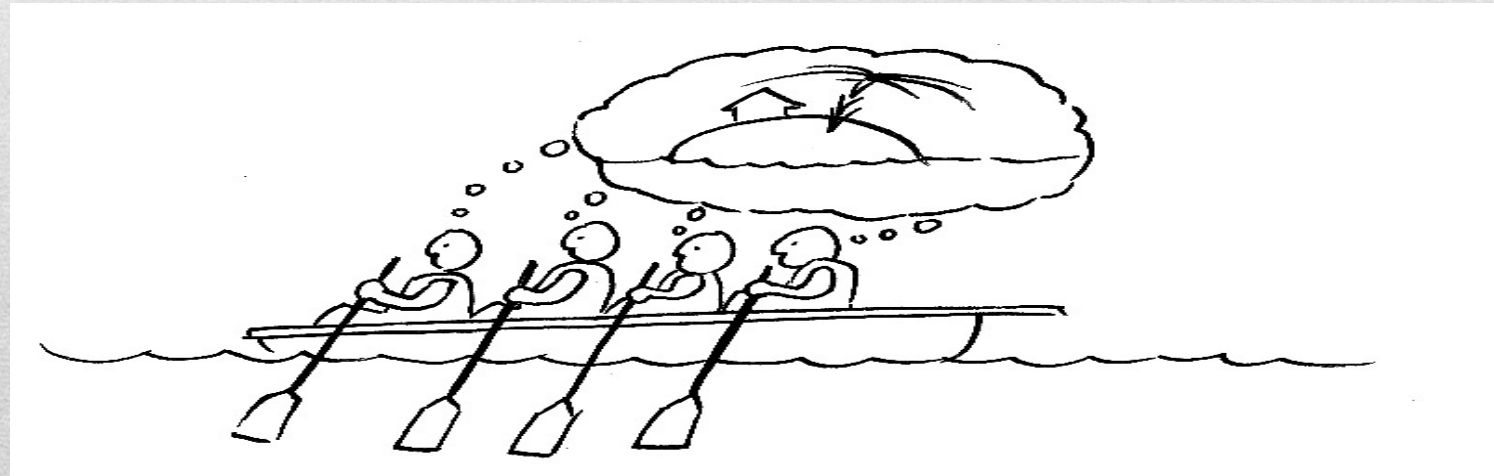


# INSPIRE A SHARED VISION

- Leaders envision the future by **IMAGINING** exciting possibilities.
  - Leaders can't command commitment; they must **INSPIRE** it.
  - Leaders who express enthusiasm and excitement for the vision **ignite** passion in others.
-



## *Inspiring a Shared Vision*





# CHALLENGE THE PROCESS

- Leaders are **PIONEERS**, willing to step out into the unknown.
  - Leaders search for opportunities by seizing initiatives and looking outward for **INNOVATIVE** ways to improve.
  - Leaders create a climate for experimentation in which there is **RECOGNITION** of good ideas, **SUPPORT** of those ideas, and **WILLINGNESS** to challenge the system.
-



# INNOVATIVE QUIZ (TRUE OR FALSE)

Everyone knows that innovation means coming up with the next great idea in your industry, right? Actually, there's a lot more to it than that. Test your ability to separate innovation fact from fiction by answering the following questions true or false:

1. Innovation is the act of coming up with new and creative ideas.
2. Innovation is a random process.
3. Innovation is the exclusive realm of a few naturally talented people.
4. The biggest obstacle to innovation is a lack of organizational resources and know.
5. The most important type of innovation involves bringing new products and services to the market.
6. Teaching employees to think creatively will guarantee innovation.
7. The most powerful way to trigger your brain is simply to ask it a question.
8. Most companies pursue incremental rather than disruptive innovation.
9. Most companies are not structured to innovate.
10. Listening to your customers is a great way to innovate.

<http://www.forbes.com/sites/work-in-progress/2011/12/06/test-your-innovation-iq/#756276993364>

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# INNOVATIVE QUIZ ANSWERS

- 1) **FALSE.** In business, innovation is the act of applying knowledge, new or old, to the creation of new processes, products, and services that have value for at least one of your stakeholder groups. The key word here is applying. Generating creative ideas is certainly part of the process. But in order to produce true innovation, you have to actually do something different that has value.
- 2) **FALSE.** Innovation is a discipline that can (and should) be planned, measured, and managed. If left to chance, it won't happen.
- 3) **FALSE.** Everyone has the power to innovate by letting their brain wander, explore, connect, and see the world differently. The problem is that we're all running so fast that we fail to make time for the activities that allow our brains to see patterns and make connections. Such as pausing and wondering....what if?
- 4) **FALSE.** In most organizations, the biggest obstacle to innovation is what people already know to be true about their customers, markets, and business. Whenever you're absolutely, positively sure you're right, any chance at meaningful innovation goes out the window.
- 5) **FALSE.** It's certainly important to bring new products and services to market. But the most important form of innovation, and the #1 challenge for today's business leaders may really be reinventing the way we manage ourselves and our companies.
- 6) **FALSE.** New ideas are a dime a dozen. The hard part is turning those ideas into new products and services that customers value and are willing to pay for — a process that requires knowledge about what your customers want and need, coupled with implementation.

<http://www.forbes.com/sites/work-in-progress/2011/12/06/test-your-innovation-iq/#756276993364>

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# INNOVATIVE QUIZ ANSWERS

- 7) **TRUE.** Ask a question and the brain responds instinctually to get closure. The key with innovation is to ask questions that open people to possibilities, new ways of looking at the same data, and new interpretations of the same old thing.
- 8) **TRUE.** Most companies focus on using internally generated ideas to produce slightly better products (incremental innovation). Then they strive to get those slightly better products to market as quickly and as cost-effectively as possible. This approach is quicker and cheaper than disruptive innovation. But it rarely generates the results that lead to sustainable market leadership.
- 9) **TRUE.** Most organizations are physically set up with accounting in one area, marketing in another, and management off by itself. Employees rarely interact with other departments unless they need something to get their jobs done. And leaders and departments often withhold information, believing that it puts them in a position of power. Innovation requires teamwork, communication and collaboration, not isolated silos.
- 10) **TRICK QUESTION!** The answer is “it depends.” Research shows that customers can be a good source of ideas for improving existing products and services — if you’re looking to achieve incremental innovation. However, by itself, customer research is not sufficient for generating disruptive innovation because it only uncovers expressed, or known, customer needs. Disruptive innovation solves problems that customers didn’t even know they had or were unable to clearly articulate to themselves or their vendors. It redefines the market at a very fundamental level or, in many cases, creates a new market.
- If you got 8 or more correct answers, give yourself a pat on the back. (LED Light)
  - If you scored between 4 and 7, I recommend some more research and work on these critical leadership skills. (Lantern)
  - If you scored less than 4, wake up and smell the burnt coffee! Get some help.(Box of Matches)

<http://www.forbes.com/sites/work-in-progress/2011/12/06/test-your-innovation-iq/#756276993364>

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# ENABLE OTHERS TO ACT

- Leaders foster collaboration by **building** trust and **facilitating** relationships
  - Leaders focus on **serving** the needs of **others** and not their own while building trust
  - When people within an organization are **trusted** with more direction, authority and information, they're much more likely to produce extraordinary results
-



*How can you enable others to act?*





# ENCOURAGE THE HEART

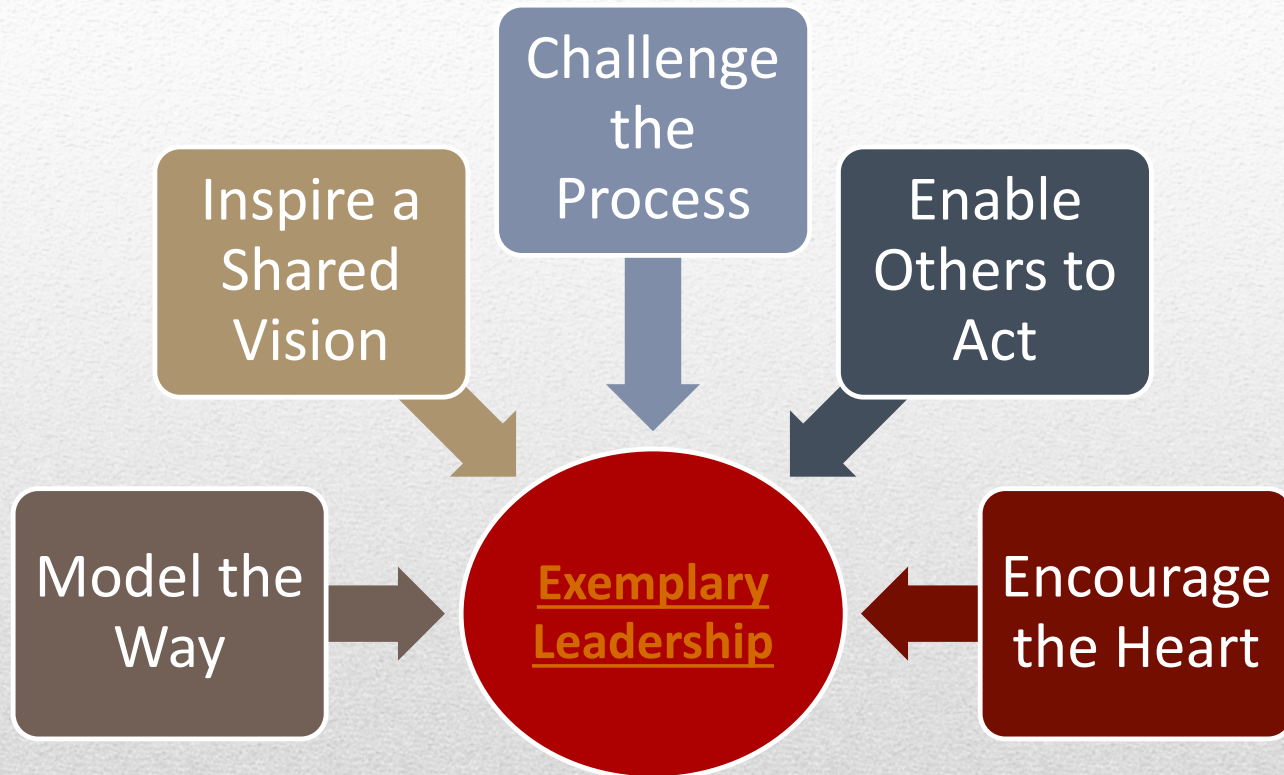
- Genuine acts of **caring** draw people **forward**
  - Leaders **recognize** contributions by showing **appreciation** for individual excellence
  - Leaders create a culture of **celebrating** the values and **victories** and by creating a **spirit** of community
-





Encourage the heart







# “TEAM MODEL” PRESENTATION



## **Model the Way**

Leaders establish principles concerning the way people (constituents, peers, colleagues, and customers alike) should be treated and the way goals should be pursued. They create standards of excellence and then set an example for others to follow. Because the prospect of complex change can overwhelm people and stifle action, they set interim goals so that people can achieve small wins as they work toward larger objectives. They unravel bureaucracy when it impedes action; they put up signposts when people are unsure of where to go or how to get there; and they create opportunities for victory.

**Chapter 2 – Clarify Values, pp. 43-69**

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# “TEAM INSPIRE” PRESENTATION



## **Inspire a Shared Vision**

Leaders passionately believe that they can make a difference. They envision the future, creating an ideal and unique image of what the organization can become. Through their magnetism and quiet persuasion, leaders enlist others in their dreams. They breathe life into their visions and get people to see exciting possibilities for the future.

**Chapter 4 – Envision the Future, pp. 101-126**

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# LUNCH & LEARN

- Ray Raymond, TVCC Board of Trustee President
  - Discuss and Vote on Administrative Intern
  - Video: <https://youtu.be/Wn9L4CxAaQY>
-



# “TEAM CHALLENGE” PRESENTATION



## **Challenge the Process**

Leaders search for opportunities to change the status quo. They look for innovative ways to improve the organization. In doing so, they experiment and take risks. And because leaders know that risk taking involves mistakes and failures, they accept the inevitable disappointments as learning opportunities.

**Chapter 6 – Search for Opportunities, pp. 157-183**

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# “TEAM ENABLE” PRESENTATION



## **Enable Others to Act**

Leaders foster collaboration and build spirited teams. They actively involve others. Leaders understand that mutual respect is what sustains extraordinary efforts; they strive to create an atmosphere of trust and human dignity. They strengthen others, making each person feel capable and powerful.

**Chapter 8 – Foster Collaboration, pp. 215-240**

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**BREAK**



# CONTINUOUS IMPROVEMENT ACTIVITIES

- Best Team Leadership Challenge Presentation Award
- “The Valley Way” Value Awards





# SACSCOC/QEP UPDATE

- SACSCOC Submission
  - SACSCOC Timeline
  - QEP Update
    - QEP Purpose
    - Timeline
    - Course Description
-