



APPRECIATIVE INQUIRY SELF-EVALUATION REPORT

Budget Years 2005-06 and 2006-07

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BACKGROUND/PURPOSE

In 2008, the Accreditation Team recommended that San Joaquin Delta College (SJDC) develop and implement a comprehensive strategic plan that focused on assessing institutional effectiveness. In response to this recommendation, one of the plans to create a cycle of feedback and evaluative improvement was to create a self-evaluation form for Appreciative Inquiry (AI) projects that were funded by the college and an assessment rubric for future AI project proposals.

Previously, projects proposed through the AI process only required proposers to submit an application. Reviewers then prioritized projects based on their impacts on the college's mission, vision, strategic goals and program review evaluation process. After the funding of these projects, no follow-up work was done to inquire on the status of the project and to evaluate the effectiveness of those projects in meeting the listed goals and objectives.

In order to create a systematic action plan for the AI budgeting process at SJDC, a self-evaluation form was created for AI project managers to complete as an evaluation of their progress and to assess the success of the projects the college provided funding. In addition, an assessment rubric was created for future AI project reviewers to use when prioritizing funding for new projects. The data presented below are the results of the self-evaluation process for AI projects funded for the fiscal years 2005-06 and 2006-07.

METHOD

Between 2005-06 and 2006-07, a total of 38 projects were funded by the college. Each organizational unit that received funding was asked to complete a self-evaluation form that was designed by staff in the Office of Instruction and Office of Planning, Research, and Regional Education and the Assistant Superintendent/Vice President of Instruction (see Appendix A). The self evaluation instrument required individuals to describe the purpose of their project, the goals and objectives of the program, the status of the project and whether goals had been met, the types of measures used to track progress or successful completion, and recommendations for change in the program and the Appreciative Inquiry budget process. The form also asked individuals to describe how their program addressed the strategic goals of the College or the mission statement.

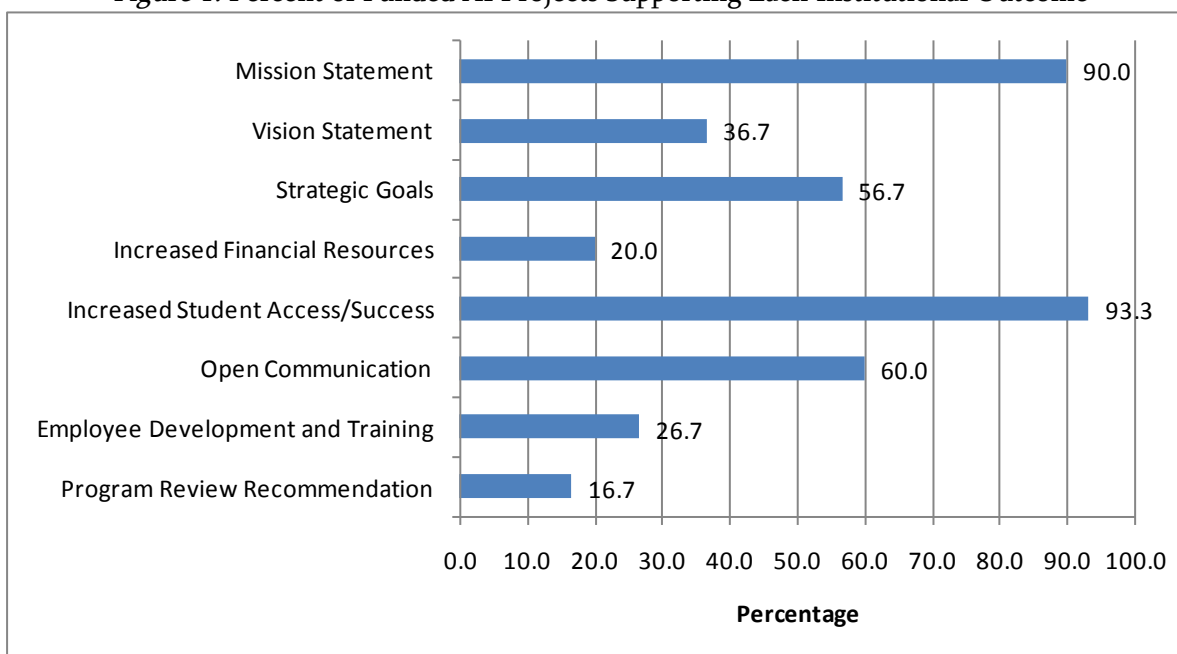
Division deans and program managers were given roughly a month to complete their evaluations. By the deadline date of August 22, 2008, 30 self evaluations had been returned (see Appendix B for list of projects without self-evaluations). Staff in the Office of Planning, Research, and Regional Education reviewed the reports and created data figures and tables to summarize the findings from the evaluations.

RESULTS

Self-Evaluation Summary

Based on the information from the self-evaluations returned, most of the AI projects were funded to increase student access and success (96%) [see Figure 1].

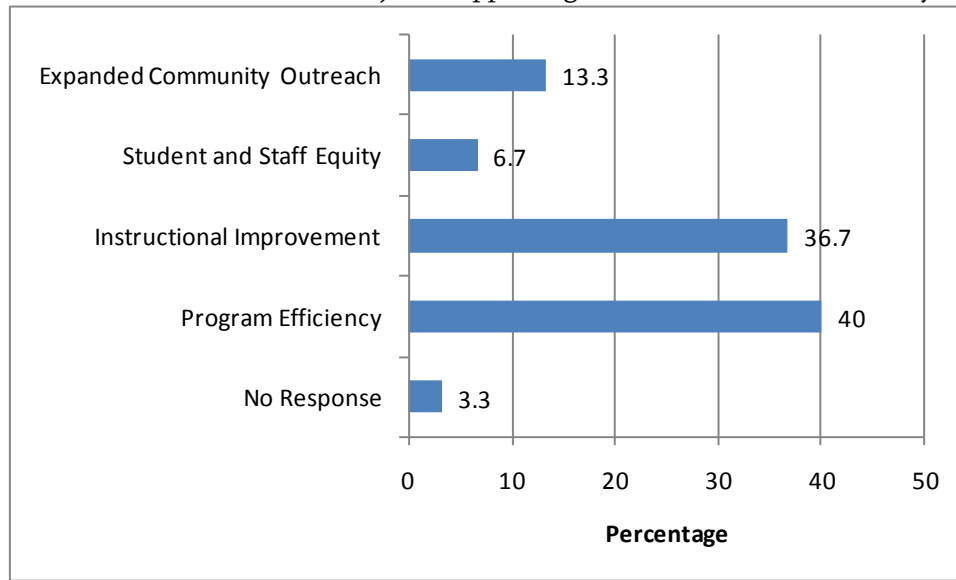
Figure 1. Percent of Funded AI Projects Supporting Each Institutional Outcome



Note: AI Project proposals could address more than one funding criteria

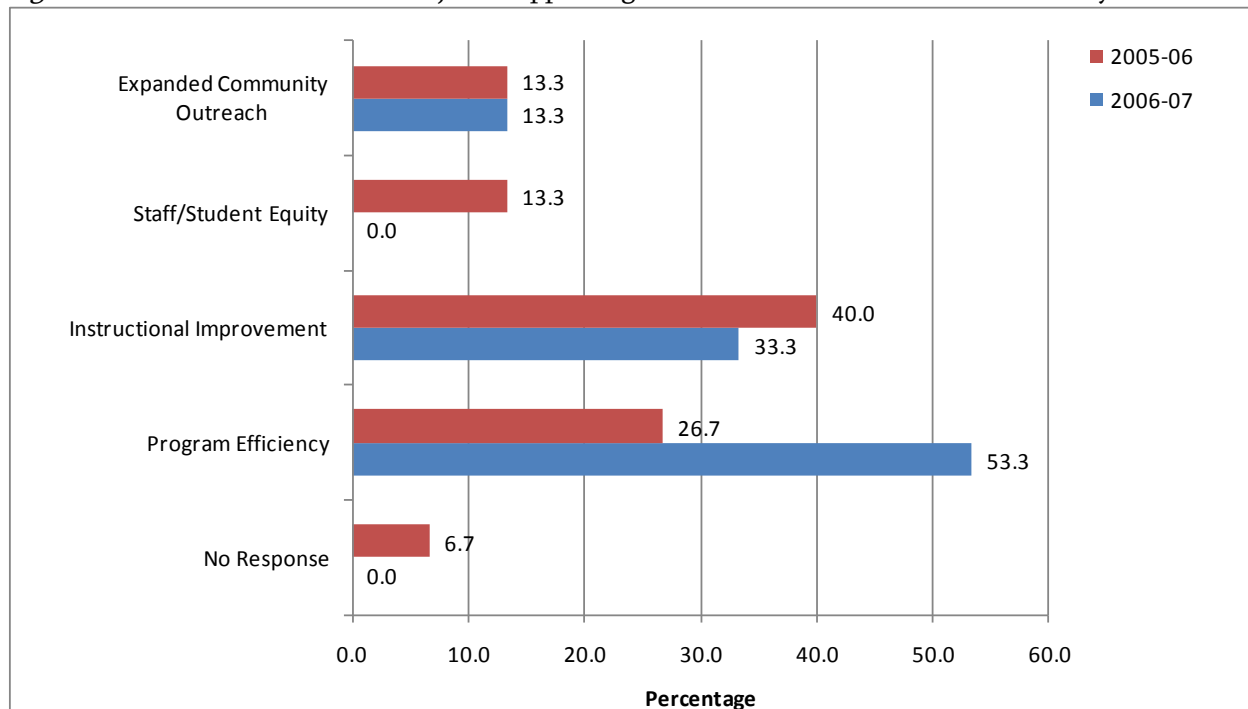
Projects that were funded addressed several significant themes of institutional improvement. We categorized the programs as fostering instructional improvement, improvements in efficiency, improvements in student or staff equity and expanded community outreach (see Figure 2). For example, 37 percent of the projects could be classified as addressing themes of instructional improvement. These projects included such projects as funding for field trips in geology and geography classes, the hiring of an on-line instructional support coordinator, and training for instructors on the creation and assessment of student learning outcomes (SLOs). Another 40 percent of the projects were geared toward improving services for students and establishing more efficient operations at the college. These projects included ideas such as upgrading the software and hardware used to track receipt and delivery of instructional materials, the implementation of computerized assessment testing and counseling to improve student services at the admissions stage, and financing for the KUALI financial system development. Equity projects were less common in the AI process, representing 7 percent of those funded in the 2005-07 budget years. AI funds also supported several significant outreach efforts, including the use of student ambassadors for high school visits and a staff member to increase K-8 contacts with Delta College.

Figure 2. Percent of Funded AI Projects Supporting Each Institutional Efficiency Theme



Funded projects were examined by fiscal year to determine whether priorities differed depending on the fiscal year. As seen in Figure 3, projects funded for instructional improvements appeared to be of high priority in both 2005-06 and 2006-07 fiscal years; while projects funded for program efficiency increased by a 100 percent between 2005-06 and 2006-07. What this suggests is that many AI reviewers perceived the need for program efficiency to be of high priority in 2006-07 and that projects designed to improve instruction were always of top priority.

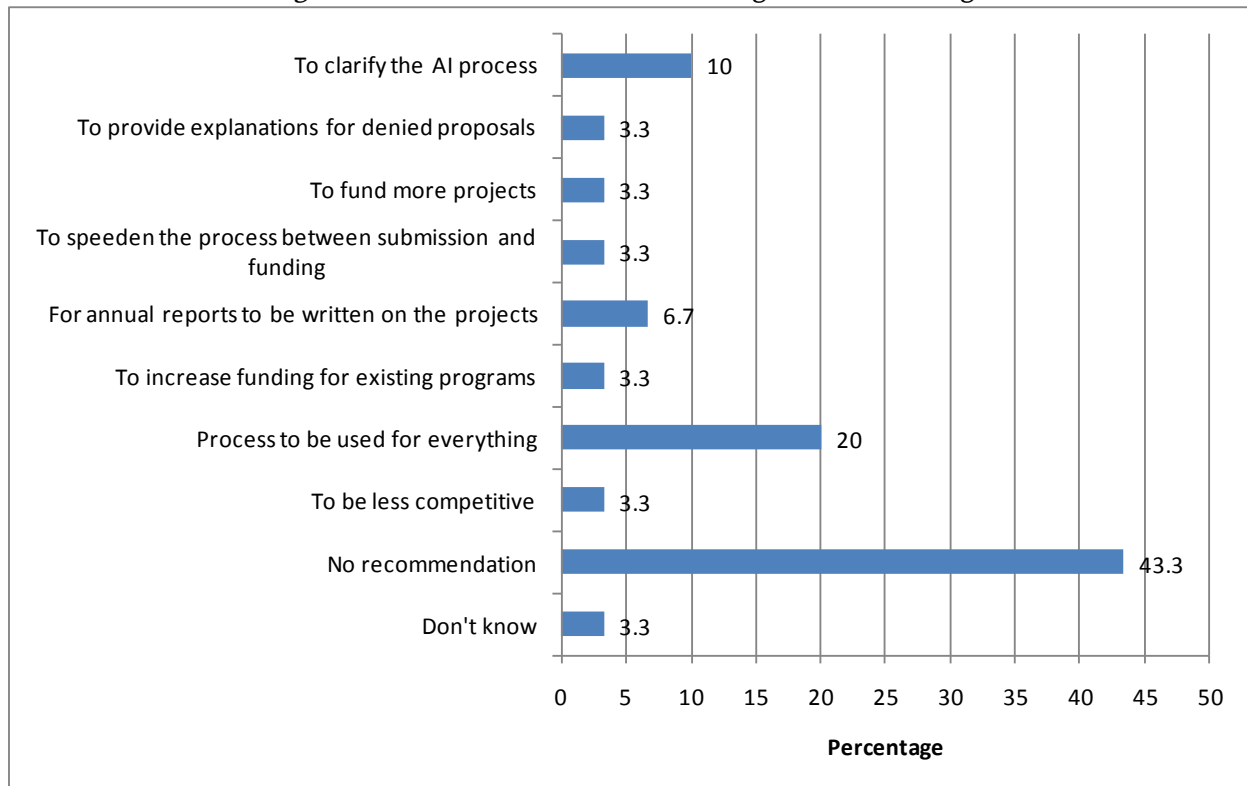
Figure 3. Percent of Funded AI Projects Supporting Each Institutional Outcome Theme by Fiscal Year



Recommendations for Change

In addition to items about the funded projects, one item was included asking respondents what they would change about the AI Budget Process in order to gauge how proposers felt about the process. This was also done to provide AI Budget Committee Members with a few ideas on how to improve the process. The item was asked in an open-ended fashion so that respondents could freely write what they thought. The responses were then coded into eight distinct recommendations. Figure 4 reveals that many respondents had no recommendations for change in regards to the AI process and many suggested for the AI process to be used for everything.

Figure 4. Recommendations for AI Budget Process Change



Summary of Funded Projects.

Listed below in Tables 1-4 are summaries of the AI funded projects for which a self-evaluation form was received, categorized by the institutional efficiency theme they support.

Table 1. Summary of Funded AI Projects between 2005-06 and 2006-07 Supporting Instructional Improvement

Program	Goals/Purpose	Measured Objectives	Status	Recommendations For Program Changes
Molecular Biology	Provide student access to molecular biology techniques	Students' abilities to perform DNA separation tests	Complete	None
Chem 3A Supplies and Equipment	Provide chemistry classes to Tracy Center students	Number of chemistry courses offered every semester	Complete	None
Student Learning Outcomes (SLOs) 2005	To use Flex-Day to introduce Student Learning Outcomes and assessment cycle to faculty	Number of course-level SLOs	Complete	For training to be continuous
Adjunct Academy	To provide quality online and face-to-face training for adjunct faculty	Number of workshops offered	In progress	More human resources and time needed for project
Faculty Academy	To provide all faculty with a comprehensive orientation and introduction to SJDC	Workshop Evaluations to get feedback and suggestions	In progress	Better course scheduling to make it possible for all first-year faculty to attend
eCollege Units	Support additional eCollege units for Distance Learning	eCollege units being offered to faculty as an incentive to switch to ETUDES	Complete	All faculty to use the same platform
Online instructional support coordinator	To provide full-time online support for distance education	Hired position	Complete	None
Horton Gallery Annual Funding	To support and secure the programming and general operations of gallery	Continuous programming and general operations at gallery	In progress	Offer more programs and workshops at gallery
Geology Field Trips	Develop field trips for geology/oceanography classes to actively involve students	Grades of students who participated in field trips compared to grade of students who did not participate	In progress	Offer full-term field-based classes
Discipline Colloboration	Provide funds for inservice and professional development travel to improve student success	Curriculum revisions	In progress	More faculty support
US Constitution Symposium	Fulfill federal mandate, increase FTES and improve public relations	FTES figures	In progress	More faculty support

Table 2. Summary of Funded AI Projects between 2005-06 and 2006-07 Supporting Student/Staff Equity

Program	Goals/Purpose	Measured Objectives	Status	Recommendations For Program Changes
Internship Project	Recruit 10 potential faculty interns from diverse academic and ethnic backgrounds	Number of interns recruited	In progress	Need a full-time recruiter
Annual Classified Retreat	To increase the ability to pay for high quality speakers to increase attendance	Event evaluations	In progress	Continuous funding

Table 3. Summary of Funded AI Projects between 2005-06 and 2006-07 Supporting Expanded Community Outreach

Program	Goals/Purpose	Measured Objectives	Status	Recommendations For Program Changes
Student Ambassador Program	Help potential students relate better to college	Evaluations	In progress	Increase funding for project
Athletic Express	Increase retention rate of student athletes	Retention rate of student athletes that participated	In progress	More support from students and staff
K-8 Outreach Program	Hire K-8 specialist and establish more contact and relations with K-8 schools and expand outreach to parents	Hired position and number of school presentations and attendance at events	In progress	None
Quality Radio Marketing	Use quality radio marketing to increase enrollment	Increased media presence increasing enrollment	In progress	Department collaborations to streamline process

Table 4. Summary of Funded AI Projects between 2005-06 and 2006-07 Supporting Program Efficiency

Program	Goals/Purpose	Measured Objectives	Status	Recommendations For Program Changes
Vehicle for First Responder	Purchase an emergency response vehicle for better protection of campus	Response rates to emergency situations with the addition of the vehicle	Complete	None
Mobile Radios	Purchase new radios for better communication	Time Savings	Complete	None
Kuali Financial System Development	Develop and implement an advanced financial system	Completion of phases needed to complete project	In progress	Have a more accurate estimation of time and resources
Transfer Opportunity Program UCD	Reinstate UC Davis's presence of TOP on our campus	Number of student contacts/appointments with UCD representative	In progress	None
Articulation Initiative	Fund articulation process and activities to improve transfer process	Attendance to relevant events and updated information provided to students on website	In progress	Increase direct student contact
Web services coordinator	To develop and enhance the college website	Improvements on website	In progress	None
Upgrade Receiving Tracking System	Upgrade receiving and tracking system to increase response times for deliveries	Productivity of delivery person	Complete	None
Digital Imaging	Replace microfilming to save space	Room space	In progress	Hire additional staff member
Computers/COMPASS	To provide computer-based assessment	Number of computers and students who take COMPASS	Complete	None
Rapid Service Operator	Improve overall counseling services to students	Number of complaints from students and staff	Complete	Expand the project
Research Analyst for Special Programs	To provide additional research support required for new grants	Research productivity	In progress	None
Counseling Scanning Project	Purchase of hardware/software to digitize documents	Room space and accessibility to documents	Complete	Include a staffing component

CONCLUSIONS/RECOMMENDATIONS

Based on the submitted self-evaluations, it appears that projects promoting instructional improvement were prioritized in 2005-06 and 2006-07 and projects promoting program efficiency gained importance in 2006-07. Information regarding the status of these projects revealed that most of these projects were still in progress (63%) and that most self-recommendations included requests for continuous funding and increased time and human resources (27%).

When asked how the AI Budget Process could be improved, many evaluators alluded to a need for more information and clarification such as providing explanations for denied proposals, providing annual written reports about the projects, and clarification of the AI funding process. Discussion within the Planning and Budget Committee has led to the recommendation that perhaps two or more cycles of proposal and evaluation could be implemented, with funds set aside to accommodate project proposals at two different time periods (or three).

Based on the information provided by the submitted self-evaluations, a few immediate recommendations are suggested for implementation:

Recommendations	Responsible Party
1. The AI website should be updated to make it more user-friendly	Dean of PR & RE
2. The updated website should include clear and concise directions for proposers. This material should include a copy of the AI evaluation rubric that will be used for prioritizing project proposals.	Dean of PR & RE
3. An AI denial form should be created to provide proposers' with a general explanation of why their projects were not accepted.	Dean of PR & RE
4. All funded AI project managers should complete a self-evaluation approximately one year after being funded to provide constituents with a "status report" on the progress of the projects	Dean of PR & RE
5. These self-evaluations should be used to write-up as annual summary reports so that recommendations can be used to improve the next fiscal year	Dean of PR & RE
6. The Planning and Budget Committee should review the proposed recommendations from the program directors to determine whether any recommended changes should be endorsed and funding options explored.	Planning and Budget Committee
7. The Planning and Budget Committee should consider more than one cycle of annual proposal submissions, allowing for more regular development and review of funding proposals.	Planning and Budget Committee

APPENDIX A

Proposer's Name: _____	Date: _____
Project Title: _____ Project Year: _____	AI Project Number: _____

Note: For those who have multiple projects, please complete one (1) self-evaluation for each project.

Please briefly describe the purpose of the project:

Please list the objectives/goals of the project:

What is the current status of the project? In progress Complete

Were the objectives/goals met? Yes No Unsure

How was this measured?

This project supports which of the following:

<input type="checkbox"/> Mission Statement	<input type="checkbox"/> Strategic Goals	<input type="checkbox"/> Employee Development & Training	<input type="checkbox"/> Open Communication
<input type="checkbox"/> Vision Statement	<input type="checkbox"/> Program Review	<input type="checkbox"/> Increased Student Access/Success	<input type="checkbox"/> Increased Financial Resources

Please provide a brief statement supporting how the project supports the item(s) checked:

RECOMMENDATIONS FOR CHANGE

1. If there was anything you could change about your program, what would it be? _____
2. If there was anything you could change about the AI Budget Process, what would it be? _____

APPENDIX B

LIST OF FUNDED AI PROJECTS WITHOUT SELF-EVALUATIONS

BUDGET YEAR	PROJECT NAMES
2005-06	Management Development Program
	Survey Feedback Action Program
	Send Senators to Classified Leadership
	Delta Dollars
2006-07	Passport to College
	Very Basic Physics Equipment
	Risk Manager Position
	Modified Duty Program