

*DRAFT*

**Data and Situational/Needs Analysis Task Force  
Agenda  
October 20, 2006  
2:00 p.m.  
West – HSB- 211**

(In the style of the College Planning Council, agendas are planned with estimates of the time needed for each item. These estimates are simply that: estimates. They may be reduced or exceeded as the task force members may wish, to ensure full discussion and flow of the meeting. If the Task Force meets the time estimates below, the meeting will last 2 hours and 50 minutes, including a 15-minute break, enabling us to adjourn at 4:50 p.m.)

Susan Kelley and Fitzroy Farquharson will serve as facilitators for this meeting.

**GOALS FOR THIS MEETING:**

To review the data gathered and analyzed, and identify any missing data required for our analysis,

To list data we would like to review but were unable to obtain,

To review the data analysis using the taxonomies, and

To conduct a SWOT analysis.

*The draft agenda is structured to achieve those goals.*

**1. Introductions**

(Estimated time - 5 minutes)

**2. Action on the Task Force Minutes of October 6**

(Estimated time – 5 minutes)

### **3. Review of the Data Analysis Experience of the Task Force Members**

(Estimated time – 20 minutes)

Discussion:

What challenges did we each face in analyzing the data?

What data do we wish we had had access to, but have not been able to obtain to date? (Generate a list.)

### **4. Review of Data through the Lens of the Taxonomies**

(Estimated time – 30 minutes) *See the taxonomies on pages 6 and 7 of this document.*

A list of the task force members' major conclusions related to each category in the taxonomies will be reviewed, with 20 minutes set aside for each person to read and consider the summary document individually. If at all possible, the document will be emailed to the Task Force late on Thursday, October 19, enabling review that evening or earlier in the day on October 20 for those who can make the time.

The following questions will be addressed by the group:

How effective were the taxonomies in obtaining data and categorizing it in a useful way?

Are any changes in the taxonomies suggested at this point?

(We will plan to revisit these questions at future meetings as we continue to evaluate our work.)

### **5. Review of Learning Day Activity**

(Estimated time: 10 minutes)

The Vision, Values, and Mission Task Force has designed an activity for learning day to launch the collegewide discussion of our vision, values, and mission statements, based on a review of key points emerging in the situational analysis for which this Task Force is responsible.

## **BREAK - 15 minutes**

### **6. SWOT Analysis**

(Estimated time: 70 minutes)

Based on the review of the qualitative and quantitative data, the Task Force will conduct a SWOT Analysis (Strengths, Weaknesses, Opportunities, and Threats).

We will identify Opportunities and Threats in the external environment. To complement that we will identify Strengths and Weaknesses in the internal environment.

As much as possible, we will use the Kaufman model in this analysis, speaking about Strengths, Weaknesses, Opportunities, and Threats in terms of results or gaps in results.

We will look for intersections of:

- Strengths and Opportunities (Points of leverage)
- Strengths and Threats (Points of vulnerability)
- Weaknesses and Opportunities (Constraints)
- Weaknesses and Threats (Problems)

### **Small group discussion – 40 minutes**

The Task Force will split into four small groups, and each group will list the strengths, weaknesses, opportunities, and threats that the data reveal, based on their analysis and reading. Points of intersection will be identified as noted above. Each team should wrap up the small group discussion in 40 minutes (allowing around 10 minutes for each of the SWOT areas).

### Large group discussion – 30 minutes

All strengths, weaknesses, opportunities, and threats lists, and proposed points of intersection, will be reviewed by the Task Force as a whole, and any differences noted and/or addressed.

## **7. Next Steps and Assignments**

(10 minutes)

The Task Force agreed to the following time line at its September 15 meeting, with amendments proposed as noted:

- a. Data gathering and analysis completed – by Friday, October 20
- b. *Amendment*: Any missing data identified at the October 20 meeting that is available should be gathered and analyzed by the Task Force by October 24
- c. First draft situational/needs analysis completed – by Friday, October 27 (We will involve the College Planning Council in this analysis as a major part of its October 26 meeting in order to have broader participation, beyond the task force. *Amendment*: We will ask the College Planning Council to follow the same SWOT process used at the October 20 Task Force meeting.
- d. “Highlights” report of the Situational Analysis to be presented to the College for Learning Day completed – by end of day on Friday, October 27
- e. Final situational/needs analysis report to the College Planning Committee completed – by Friday, December 1

- f. Evaluation of task force work completed – by Friday, December 15 (*Note: The Evaluation Task Force will assist us with this evaluation.*)

In order to meet this timeline, the following steps are required:

- a. Task force members will obtain any additional data identified at this meeting that are available to us and that the Task Force believes to be critical to the situational analysis, and send it to Susan Kelley for receipt by Tuesday, October 24.
- b. A small Writing Team of task force volunteers will summarize the findings by the end of the day, October 24, and share electronically with the task force. (*Volunteers to date include Susan, Liz, Thomas, Fiona*)
- c. A SWOT team will design an activity for the College Planning Council to review and suggest additions or amendments to the SWOT analysis at its meeting of October 26. (*Fitzroy, Susan, Fiona, and Thomas serve on the CPC and have volunteered to design and facilitate the SWOT activity.*)
- d. Drawing on the data analysis and the SWOT activities, the Writing Team will finalize a draft Situational Analysis in narrative format on October 27, for sharing with the College on Learning Day, October 31.

## **8. Meeting dates**

(Estimated time: 5 minutes)

The full task force is scheduled to meet on Thursday, November 30, at 2:00 p.m., and Thursday, December

14, at 2:00 p.m., in order to complete the work needed to meet our deadlines.

## **TAXONOMIES**

**For the External Environment**, the Task Force agreed to the standard taxonomy provided by the Society for College and University Planning (SCUP), with areas of focus provided by four data analysis questions developed by the Task Force and approved by the College Planning Council and the College Planning Task Force.

The SCUP external taxonomy includes: Societal/Cultural; Political/Legal; Competition; Technology; Economy.

### **External Focus Questions (Our Community, Economic Development, Competitors and Partners)**

1. What are the potential changes to our community and its needs between 2000 and 2013? What are the most significant changes that will impact the programs and services Valencia delivers to the community to meet those needs?
2. How might our relationships with community partners (including business, non-profit, and government partners) support, enhance, and detract from our ability to meet needs arising from community changes?
3. Who are our current competitors and how might they change by 2013? What are our competitors' targeted populations and programs, who are their successful recruits, and what is the volume of their enrollment?
4. What is our current and projected public policy environment, our strategy for navigating that environment, and the results we wish to achieve in garnering resources to serve our employees, clients, and students?

**For the Internal Environment**, the Task Force agreed to use the following four questions as the taxonomy:

### **Internal Focus (Access, Student Success, Resources)**

1. How does Valencia currently invite or restrict access to higher education?
2. What are the perceptions of students (current and prospective) about access to the college and their experiences in attending Valencia?
3. How do the experiences and characteristics of successful and unsuccessful students differ, beginning with their initial contact with Valencia? To what extent can we demonstrate "value added," and what measures of learning are available to us?
4. How do our fiscal, facility, technological, student affairs, and human resource capabilities, policies, and strategies support and/or hinder students in meeting their learning goals?