MIDTERM REPORT

PORTERVILLE COLLEGE

Submitted by:

Porterville College

100 E. College Avenue
Porterville, CA 93257

Submitted to:

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

October 15, 2009

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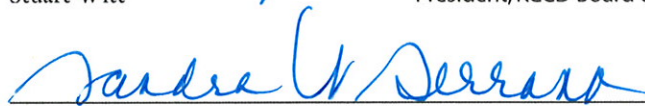# Certification of the Midterm Report

CERTIFICATION OF THE MIDTERM REPORT

TO: Accrediting Commission for Community and Junior Colleges
                Western Association of Schools and Colleges

FROM: Porterville College
                100 E. College Avenue
                Porterville, CA 93257

This Midterm Report is submitted per the requirements of the Accrediting Commission.
We certify that there was broad participation by the campus community and we believe that this report
accurately reflects our response to date to the recommendations of the 2006 accreditation visiting team.

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Stuart Witt   President, KCCD Board of Trustees
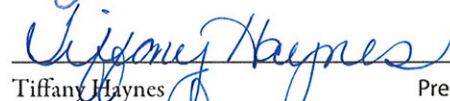
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Sandra Serrano   Chancellor, KCCD

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Rosa Carlson   President, Porterville College

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Steve Schultz   Vice President, Student Services

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Ann Beheler   Vice President, Academic Affairs

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Jeff Keele   President, Academic Senate

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Tiffany Haynes   President, CSEA

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Jose Lopez, President   Student Senate Representative

Statement on
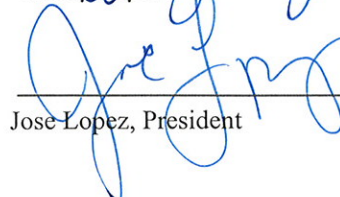# Report Preparation

STATEMENT ON REPORT PREPARATION

Planning for the Completion of the Midterm Report

Shortly after the accreditation team provided its report and findings to the general campus during the exit interview, the College began its work on responding to the various issues, concerns, and recommendations of the team.

As evidenced by the minutes, the College Learning Council (CLC) had numerous discussions regarding the recommendations from the visiting team, and strategies were considered to implement a campus-wide response to the recommendations. Note that the CLC has membership from all stakeholder groups, including faculty, staff, administrators, and students.

As with the development of the self-study, the College felt that all stakeholders should also be given the opportunity to participate in the development of the midterm progress report. A subcommittee of the CLC called AMTRAC (Accreditation MidTerm Report Advisory Committee) was created to gather information for the midterm report, and this subcommittee met monthly throughout the year. The Vice President of Student Services and the Vice President of Academic Affairs both participated in writing the report.

Timelines for Completion of Midterm Report

The following timelines were established to complete the Midterm Report:

2008

Friday, August 22	Presented to faculty and staff at Flex Days on work that needed to be done during 2008-09 academic year to complete midterm report
Monday, September 15	Discussed report and process at College Learning Council (CLC)
Monday, November 3	Established subcommittee at CLC. Subcommittee met during month to strategize, establish report timelines, etc.
Monday, December 1	Subcommittee report to CLC on 2009 expectations, etc.

2009

Friday, January 16	Subcommittee chair presented to Flex Days on report completion timelines, expectations, etc.
February	Subcommittee began compilation of data, information for each of the standards and planning agendas, etc.
Monday, March 2	Presented subcommittee progress report to CLC – continued work
Monday, April 6	Presented subcommittee progress report to CLC – continued work
Monday, May 4	Presented subcommittee progress report to CLC – finalized work
Friday, May 15	DUE DATE for all data and information for compiling final report
Friday, May 29	Submitted first draft to District
June	Updated report based on District comments

July	Presented to College Learning Council for feedback; incorporated feedback as provided
Thursday, August 13	Finished second draft and sent to CLC
Monday, August 24	Third draft to district and to CLC
Thursday, September 3	CLC meeting approved Midterm report
Thursday, September 10	Sent draft to print for binding for Board of Trustees approval at next meeting
Thursday, October 1	Board of Trustees approval. Obtained signatures on signature page of Board president, chancellor, and others.
Friday, October 2	Sent report to graphics for printing and binding of one copy for final review prior to final print
Tuesday, October 6	Reviewed final report in finished format
Wednesday, October 7	Printed final copies
Thursday, October 8	Sent report to Commission (hard copy and email)
Thursday, October 15	REPORT DUE at Commission

Completion of District Recommendations

The Porterville College Vice President of Student Services and Vice President of Academic Affairs coordinated with the district Vice Chancellor, Educational Services, in the completion of the responses to District recommendations. They worked with respective district staff and related district committees to provide information on each of the district recommendations. Similarly, the Vice Presidents worked with appropriate campus staff regarding these responses. The responses to these recommendations were then reviewed by district and college staff and included in the progress report.

The following table highlights the status regarding implementation of the District recommendations.

Recommendation	Status
District Recommendation 1: *The team recommends that the colleges, working with appropriate district leaders and with the consideration of the unique conditions of each of the four sites in the district, complete the development, implementation, and assessment of the budget allocation model.*	Implemented
District Recommendation 2: *The team recommends that the colleges, in conjunction with district leaders, complete an organizational map that clearly delineates the roles and responsibilities between entities and identifies an evaluation process that will provide for ongoing improvement (Standard IVB.3; Policy and Procedures for the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems).*	Implemented

District Recommendation 3: *The team recommends that the board adopt and implement the self evaluation process being developed and routinely administer the process. In addition, the current ethics policy should be revised to include a procedure for dealing with violations of the policy.*	Implemented
District Recommendation 4: *The team recommends that to ensure a coordinated and integrated approach to achieving the goals and priorities adopted by the governing board, a District Strategic Plan be used to direct the colleges' strategic focuses and Educational Master Plan.*	Implemented
District Recommendation 5: *The team recommends that the colleges follow the Kern Community College District Policy 7D by evaluating adjunct faculty in a consistent, timely manner with procedures that assess current performance and promote improvement (Standard IIIA.1b).*	Implemented
District Recommendation 6: *The team recommends that the colleges, with appropriate district-wide input, develop a written code of ethics for all employees (Standard IIIA.1d).*	Implemented

Completion of College Recommendations

Work on the college recommendations was accomplished through guidance of the CLC over the period from the initial accreditation report through the present day. During the course of the 2008-09 academic year, key staff on campus were assigned the responsibility of discussing and planning the response to each of the recommendations. The group began meeting regularly to work on their respective recommendation areas.

As the term progressed and work was being completed, accreditation progress reports were presented at the bi-weekly meetings of the CLC. These reports provided continued review of the progress in responding to the recommendations and allowed for input into the process.

The following table highlights the status regarding implementation of the College recommendations.

Recommendation	Status
College Recommendation 1: Institutional Commitments *The college must reframe its mission to include the educational goals that may be fulfilled at the college and describe the primary student population for which the college is designing programs. The revised mission statement must then be used as the driving document for institutional planning.*	Implemented

College Recommendation 2: Evaluation, Planning, and Improvement *As required in the comprehensive accreditation visit six years ago, the college must shift to the use of data as the basis for making decisions by developing and implementing planning that:*	
• *Integrates all aspects of planning, evaluation, and resource allocation (Standards IB.3, IB.4, IB.5, IIA.1, IIA.2, IIB.4, IIC.2, IIA.6, IIB.2b, IIIC.2, IIID.1a, IIID.1c, IIID.2g, IIID.3, IVA.5, IVB.2b, Eligibility Requirement 19).*	Implemented
• *Is based on an analysis of community workforce needs and uses that research to plan and evaluate educational programs (Standard IIA.1a)*	Implemented
• *Incorporates research and data in a strategic plan which is the foundation for assessing action plans with measurable objectives (Standard IB.3, IIA.2f, IIC.2).*	Implemented
• *Includes a resource plan that compares current college staffing and resource allocation to the college's strategic plan, and then assigns (or reassigns) resources as needed to ensure that financial, human, and physical resources are driven by an integrated college plan (Standards IIC, IIA.6, IIIB.2, IIID.3).*	Partially implemented - see details in narrative
• *Includes a technology plan that evaluates, supports, and plans for the future of instructional, student services, and administrative functions at the college and is integrated with a current district technology plan (Standards IIIC.1c, IIIC.2).*	Implemented
• *Relies on involvement of faculty, staff, students, and administrators (Standards IB.4, IVA.1, IVA.2, IVA.3).*	Implemented
• *Uses data for decision-making both as an indicator of issues and needs as well as an indicator of accomplishments and effectiveness (Standard IB).*	Partially implemented – see narrative for details
• *Results in specific action plans with assignment of responsibility, timelines, and status reports, such that college plans provide focus on important strategic issues and improvement of college effectiveness (Standards IB.4, IB.5).*	Implemented
• *Includes a periodic review of the planning process (Standards IB.6, IB.7)*	Implemented

College Recommendation 3: Student Learning Outcomes *As also required in the comprehensive accreditation visit six years ago, the college must develop and implement student learning outcome processes that:*	
• *Focus on students – what they learn in instructional programs and how they are supported in that learning (Standards IIA.1, IIA.2),*	Partially implemented – see narrative for details
• *Include dialogue as a way to develop, document, implement, and evaluate assessment plans of student learning outcomes in both instruction and student services (Standards IB. 1, IB.5, IIA.1c, IIB.4, IIC.2),*	Partially implemented – see narrative for details
• *Assess instructional programs at course, program, degree and certificate levels (Standards IIA.2a, IIA.2e, IIA.2f, IIA.2i, Eligibility Requirements 10,11),*	Partially implemented – see narrative for details
• *Assess student services throughout the students' matriculation at the college (Standards IIB, IIB.3, IIB.4),*	Implemented
• *Use these assessments to improve courses, programs, and services (Standards IIA.1c, IIA.2e, IIA.2f, Eligibility Requirement 19),*	Partially implemented – see narrative for details
• *Link student learning outcomes, planning, and resource allocation (Standard IB),*	Partially implemented – see narrative for details
• *Create a cycle of continuous assessment of the effectiveness of college programs and services on student learning (Standard IB.7).*	Partially implemented – see narrative for details

College Recommendation 4: Institutional Integrity *The college must standardize student services across the college to ensure that students taking courses through distance education, during the summer, or evening hours have the same access to consistent and reliable information as on-campus day students.* • Evening Student Services Established • Online Counseling Service Implemented • Summer Student Services Provided	Implemented
College Recommendation 5: Organization *To meet the standards related to ethical, effective, and empowered leadership, the college must identify the roles, scope of authority, and responsibilities of faculty, staff, students, administrators, and committees in the decision-making processes. The college/district is encouraged to review and evaluate if the number of administrators is commensurate with the size of the institution.* • Roles and Responsibilities Reviewed and Agreed Upon • College Learning Council Description and Responsibilities Revised • Management Structure Modified and New Administrative Support Hired	Implemented

Final Completion of the Midterm Report

At the conclusion of the academic year, the Vice President of Student Services was given the responsibility to incorporate all work completed on the various recommendations into a progress report draft. In June 2009, the primary responsibility for this work was transferred to the Vice President of Academic Affairs. The drafts were reviewed by the Administrative Council, classified staff, selected faculty members who were available during the summer, and District staff. The final draft was reviewed and approved by the CLC on September 3, 2009, and forwarded to the president for approval.

A working draft was then presented to the Kern Community College District (KCCD) Board of Trustees for review. At the October 1, 2009 meeting of the KCCD Board of Trustees, the progress report received final approval.

The approved report was then mailed to the Commission on October 8, 2009.

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Dr. Rosa Carlson, President

Analysis of Progress on Rubrics for Evaluating Institutional Effectiveness

Rubric for Evaluating Institutional Effectiveness – Part I: Program Review

Program Review is vital to the on-going continuous improvement of the College. Since the initial Accreditation Team review, the forms for program review have been significantly improved, and each division or other unit being reviewed is provided with data upon which to base the review. Both quantitative and qualitative data are used in the program review process. Additionally, each division and unit is scheduled on a master program review calendar to complete their program reviews and to present them to the major planning body, the College Learning Council.

The institutional researcher is proactive in providing data needed by various stakeholders so that decisions are made in a data-informed manner. Since modifications have been made to the program review and budget/staffing request process requiring data to support requests and claims, the staff understands the relationship between data and its use in the support of their requests. Without such data validating the need of the request, proposals are either not approved or are modified according to the data provided.

Further, the creation of the Program Review document for each Division or unit is a collaborative process that is based on dialogue among the members of the unit. This dialogue encompasses a discussion of the data as well as unit members' knowledge of the service demands for the unit.

Additionally, in September and October 2009, extensive strategic planning meetings with each Division are scheduled with the President, Vice-President of Academic Affairs, and the Vice President of Student Services. These meetings will encompass both academic services and student services.

During these meetings, all the faculty and staff of each area will work with the key administrators to review a wide variety of data with the goal of collaboratively planning the future of each Division. Data includes but is not be limited to financial, student retention and success, student learning outcomes, enrollment trends, etc. These plans will contribute to a revision of the Strategic Plan of the college.

The program review process is continuously being reviewed and revised as needed. The process and timeline are now fully implemented and data is consistently updated and available to each department, division and program. The data available is current and relevant to each division. For the past four years, a complete cost analysis for each division has been developed in order that everyone knows the total cost of the FTES in their division. These program reviews will be used and reviewed by the budget committee when funding requests from the division is requested. The program review process is at the "Proficiency" level with respect to the Rubric for Evaluating Institutional Effectiveness.

Rubric on Evaluating Institutional Effectiveness – Part II: Planning

At Porterville College, planning is an on-going, continuous-improvement process. The College Learning Council (CLC) is the top-level planning council for Porterville College. It has representation from faculty (all divisions), classified staff, and administrators from across the campus. All planning subcommittees, and indeed individuals and other committees responsible for planning, funnel plans and suggestions through the CLC. These plans include, but are not limited to, the Information Technology Plan, the Educational Master Plan, and the Facilities Plan.

The Vice Presidents, Accreditation Report Team, Facilities Planning Advisory Committee, Safety and Security Committee, Information Technology Committee, Academic Senate, Associated Students at PC, Institutional Research, and the three official subcommittees of the CLC, Budget, Strategic Planning, Enrollment Management, and Grants Oversight Committee, present their plans to the CLC for approval. An initiative, report, or other plan, once approved by the CLC, is then presented to the President. (Note, a graphic describing this interrelationship is in the section with the College response to College Recommendation 2.)

Explanations of planning in specific areas that contribute to overall College planning are included in the College responses to District Recommendations 1, 2, and 4; College Recommendations 1, 2, 4, and 5; and responses to the College's Planning Agendas. Additionally, highlights of the College's improved planning process are mentioned below.

The College (and the other two colleges in the district) worked with the District to create a budget allocation to more fairly distribute funding to the colleges. This model is an evolving model that is due for further evaluation in fall 2009; however, it is a vast improvement over previous models. Additionally, the colleges, in collaboration with the District, have created an organizational map as well as a document entitled "A Process of Decision-Making" that better delineates college and District responsibilities and interactions. Further, Porterville College has created its own organizational map that delineates roles and responsibilities on campus.

With respect to Strategic Planning, the District has a plan that was created with representation from faculty, staff, and administrators from the colleges and the District. This plan guides the District. Further, Porterville College has created a Strategic Plan in alignment with the District plan, which encompasses the goals of the College and guides the College. The planning body addressing progress and updating of the Porterville Strategic Plan is the Strategic Planning Subcommittee of the College Learning Council. This subcommittee reports regularly through the CLC.

The Porterville College mission, vision, and philosophy statements are defined and being used to guide all college planning as well as resource allocation. Resource allocation for the College is also linked to planning in that the new budget request form links requests to the Mission, Strategic Plan, and Program Review. Further the college has a process for requesting and prioritizing the requests for new faculty, classified staff, and administrators. These requests are based on data from the institutional researcher as well as program review information.

Progress on the recommendations mentioned as well as general planning work on the college Planning Agenda are contributing factors to our claim that the College is at the "Proficiency" level with respect to the Rubric for Evaluating Institutional Effectiveness – Part II: Planning.

Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes

From the 2007-08 academic year forward, the Student Learning Outcomes Committee, the Curriculum Committee, the College Learning Council (CLC), and the Academic Senate have been focusing institutional attention on how students learn. This focus has prompted a number of institutional changes in thought, forms, and processes.

Faculty developed a Student Learning Outcomes matrix to be added to each course being reviewed by the College Curriculum committee. The form requires faculty to document intended student learning outcomes, context and tasks to achieve the outcomes, and evidence of success by which the SLO can be assessed. Similar work is underway for program-level SLOs and institutional-level SLOs.

Numerous workshops have been held, both to train faculty and for faculty experienced with SLOs and assessment to assist their peers. The rapid progress made in academic year 2008-09 is largely a result of faculty collegially helping faculty.

As of May 2009, the faculty have identified course-level SLOs (approved, or submitted to the Curriculum Committee for review and approval) and have included the Student Learning Outcomes matrix as part of the total rewriting of approximately eighty-nine percent (89%) of all courses. The progress of the faculty and the support of related committees on campus in this regard is notable, moving from thirty-four percent (34%) of courses with SLOs identified to eighty-nine percent (89%) in the spring semester, 2009. Assessment has begun on 11% of the courses with Science Math and Health Careers having made the most progress with respect to assessment.

Student Learning Outcomes for programs on campus are identified for approximately 48% of the programs, with identification of program-level SLOs in process for the remaining 52% of campus programs. Additionally, assessment and modification of programs based on assessment has already begun on 26% of our programs.

Further, draft Institutional level SLOs were also identified in January, 2009, and were further discussed, including how to assess these SLOs, at a campus-wide meeting during Flex Day in August, 2009. It is expected that college draft institutional SLOs will be formally approved in fall 2009 with assessment beginning in spring 2010.

Details regarding this work are addressed primarily under College Recommendation 3. As a result of the work on each sub-item of this recommendation, Porterville College is between the "Development" level and "Proficiency" level with respect to Rubric for Evaluating Institutional Effectiveness - Part III: Student Learning Outcomes.

 Given that the faculty have made such remarkable progress in identifying SLOs in spring 2009, it is expected that all course-level SLOs, all program-level SLOs, and the institutional-level SLOs will be fully identified in fall 2009. Further, at least one SLO per course, one per program and the institutional level SLOs will be assessed during academic year 2009-10, and the results will be used for improvement in student learning. The college expects to be at the "Proficiency" level by academic year 2010-11 and at the "Sustainable Continuous Quality Improvement" level by academic year 2011-12.

District
Recommendations

District Recommendation 1:

The team recommends that the colleges, working with appropriate district leaders and with the consideration of the unique conditions of each of the four sites in the district, complete the development, implementation, and assessment of the budget allocation model.

Planning Process for Resolution of Recommendation

The Kern Community College District's (KCCD) Consultation Council, formerly the KCCD Chancellor's Cabinet, undertook the task of creating a new allocation model for its unrestricted general funds in the fall of 2006. A subcommittee of the KCCD District Consultation Council, consisting of faculty, classified staff and administrative representation from each of the district's colleges, district office and collective bargaining units, was formed to develop proposals for a new model for the 2007-08 budget allocation and development process. The subcommittee had broad representation from faculty, classified staff, and administrators from each of the three colleges, the KCCD District office and collective bargaining units.

Actions and Achievements to Date

The subcommittee completed the development of a new District-wide unrestricted fund allocation model in March 2007, forwarding its recommendations to the Chancellor. The model closely follows the California Community College allocation model resulting from the passage of California Senate Bill 361. The district budget model development included forums for comment/input from all district faculty, classified staff, and administrators. The model was adopted and utilized to allocate projected unrestricted income for the District office and the three colleges for development of the adopted 2007-08 tentative and final budgets.

Review and Analysis of Actions and Achievements to Date

The model was discussed in the KCCD District Consultation Council, formerly Chancellor's Cabinet, on March 25, 2008, and September 16, 2008. Evaluation was completed by the Budget Allocation Model (BAM) Evaluation Committee, which had representatives from each employee group, including faculty, classified staff and administration from all three colleges and the district office. The committee met several times to develop tools for evaluating the model; however, the committee decided it was not feasible to evaluate the effectiveness of the budget allocation model until after it had been implemented for a full year.

In April, 2008 members of the BAM Evaluation Committee agreed that a preliminary survey would be conducted in May, 2008 regarding the KCCD Budget Allocation Model, and the results of the survey would be used to guide evaluation. As a result of the survey, BAM Evaluation Committee members decided that it was important for faculty, classified staff, and administrators of the district office and all three colleges to understand the State of California budget cycle, the California Community College System (CCC) and Kern Community College District (KCCD) allocation models for unrestricted funding. To achieve this goal, the BAM Evaluation Committee invited everyone to attend a district wide session called "Finance 101" in October 2008. At this session, the evaluation committee's work, the

survey results, the CCC allocation model, the KCCD budget allocation model, and possible next steps were reviewed.

Plans for Continued Response to Recommendation

This recommendation has been implemented, though the budget allocation model will continue to be refined. The budget allocation model is a component part of that contributes to college planning.

For academic year 2008-09, the same budget allocation model was used, and during this time period, many KCCD financial reports were posted regularly on the district's website and discussed at KCCD District Consultation Council meetings. As a result of this transparency and the discussions that resulted, the Chancellor identified several issues with the budget allocation model and asked the BAM Evaluation Committee to reconvene to consider modifications to the model. The chief financial officer of the District will reconvene the BAM Evaluation Committee by November, 2009.

The Porterville College budget subcommittee of the CLC feels that the budget allocation model is an improvement over the older approach to allocation, but the committee also feels that the model can be refined to better represent the unique budget requirements for a smaller college without centers. The PC budget subcommittee, therefore, supports the continuation of the work of the BAM Evaluation Committee.

Evidence
KCCD Budget Allocation Model Task Force Roster
KCCD Budget Allocation Model
KCCD Budget Allocation Model (BAM) Evaluation Committee Meeting Minutes
Preliminary Survey to Guide the Evaluation of the KCCD Budget Allocation Model
Finance 101 PowerPoint Presentation
KCCD Chancellor's Cabinet Minutes
KCCD Consultation Council Minutes
Budget Committee Minutes from Porterville College

District Recommendation 2:

The team recommends that the colleges, in conjunction with district leaders, complete an organizational map that clearly delineates the roles and responsibilities between entities and identifies an evaluation process that will provide for ongoing improvement (Standard IVB.3; Policy and Procedures for the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems).

Actions and Achievements to Date

To clarify the governance and decision making process for Kern Community College District, a document entitled A Process of Decision Making was developed 2006 and was introduced into the district consultation process in September 2007. The document introduces and describes the processes for creating and revising governing board policy and procedure. It also details the district wide committee structure for participation in decision making. Further, the document includes a diagram, A Functional Mapping for Decision-Making Matrix, that depicts the Kern Community College District governance and decision making process.

This document was shared with the KCCD Chancellor's Cabinet on September 25, 2007 and again on October 23, 2007, and December 4, 2007. It was also shared with the KCCD District Consultation Council on May 28, 2009.

The members of the KCCD District Consultation Council, which has representation from Porterville College faculty, classified staff, and administrators, were responsible for taking this document to their constituency groups on campus for review and discussion to clarify the governance and decision making process across the district. Input was sought from all constituents.

Note that several related maps from various colleges and districts within the community college system (primarily Ventura Community College and West Hills Community College District) were reviewed, and the organizational mapping document that was finally developed was modeled after the functional map document utilized by West Hills Community College District.

Each constituent group had the opportunity through its respective governance group to provide input to the final version. Recommendations were directed to the KCCD District Consultation Council for further discussion. In 2008, it was agreed that the KCCD Functional Map for Decision making would be reviewed and evaluated annually for the first two years and every three years thereafter. The district chancellor and the college presidents in consultation with district office and college constituencies conduct these reviews.

Review and Analysis of Actions and Achievements to Date

The development and implementation of this functional map went through a deliberate and extensive consultative review process including the KCCD Chancellor's Cabinet, KCCD District Consultation Council, and, subsequently, the related constituency groups among the colleges.

The map is broad-based and identifies which functions are centralized, decentralized, or decentralized with coordination at the district office. It also names the specific individuals, by title, who have direct or lead responsibilities at each entity. Feedback received in discussions at Porterville College indicates that decision-making steps are clearer than they have been in the past.

Plans for Continued Response to Recommendation

This recommendation has been implemented.

The Process of Decision Making document is posted on the KCCD Intranet and is available for all employees and committees for use. At Porterville College, the document has been highlighted at the College Learning Council to ensure that members of this council are familiar with it. The Porterville College organizational map will be reviewed and updated yearly by the Administrative Council and then presented to CLC. Additionally, the district chancellor, in consultation with the college presidents, is scheduled to review the document yearly in 2009 and 2010 and every three years thereafter. This review will take into account the input from the campus constituencies.

Evidence

KCCD Process for Decision Making document on KCCD website
KCCD Chancellor's Cabinet Minutes (formerly Chancellor's Executive Council)
KCCD District Consultation Council (formerly KCCD Chancellor's Cabinet)
KCCD Functional Mapping for Decision-Making
Porterville College Administrative Council Agendas
Porterville College Organization Chart

District Recommendation 3:

The team recommends that the board adopt and implement the self evaluation process being developed and routinely administer the process. In addition, the current ethics policy should be revised to include a procedure for dealing with violations of the policy.

Planning Process for Resolution of Recommendation

In January 2006, at their annual retreat, the members of the KCCD Board of Trustees committed themselves to conducting an annual self evaluation process. The chancellor was charged with developing an evaluation instrument, which was completed in October 2006.

The instrument includes statements of 34 standards of expected knowledge and behavior, which are rated on a scale of 1 to 5, a rating of 1 being minimal and a rating of 5 being exceptional. The Trustee Evaluation Procedure allows each individual board member to self evaluate a particular factor of board knowledge or behavior. It also provides the board member an opportunity to evaluate the perception of the knowledge or behavior of the board as a whole. Additionally, the instrument includes two open ended questions: (1) "What does our board do well?", and (2) "What could our board improve upon?" The board's own Code of Conduct and Code of Ethics (passed October, 2007) are used as the basis of the evaluation. This policy also includes details regarding how violations are handled in section 2G2

Actions and Achievements to Date

The members of the KCCD Board of Trustees responded to the evaluation instrument in December 2006, and the tabulated results were reviewed and discussed in January 2007 and the governing board's annual retreat. As a result of their self-evaluations, several training sessions were planned and conducted in 2007.

Though the Kern Community College District (KCCD) Board Policy Statement of Ethics had been in existence since 1995, the existing board policy on Board of Trustee Statement of Ethics was revised and the KCCD board policy was expanded to include the Board of Trustees Self-evaluation, Standards of Good Practice, and Violations of Standards in August 2007. The KCCD Chancellor's Cabinet and the KCCD District Consultation council reviewed the policy prior to recommending it for adoption by the Board of Trustees.

The KCCD Board of Trustees was presented with Policy 2 at the September 6, 2007 Board of Trustees meeting, and the Board of Trustees adopted Board Policy Two on October 4, 2007.

The Board of Trustees has followed the policy as established. The policy called for self evaluation to occur in October of odd-numbered years with the next evaluation in October 2009. Additionally, the policy calls for Board-review of the policy itself every five years. The KCCD Board of Trustees uses the standards in their statement on ethics currently in board policy as criteria in the board self evaluation process, and the section on handling of violations will be followed should violations or alleged violations occur.

Review and Analysis of Actions and Achievements to Date

The members of the Board of Trustees believe that the self evaluation is an important process in their ongoing efforts to provide the most effective service possible to the District, its Colleges, employees,

students and the surrounding communities. They support this process and agree that it be administered routinely, as evidenced by Board Policy.

Plans for Continued Response to Recommendation

This recommendation has been implemented.

The KCCD District Board Policies in this area have been created and a five-year review cycle for the policy is in place. The next self-evaluation will begin in October, 2009.

Evidence

KCCD Board of Trustees Policy Section 2 (2E, 2F, 2G, 2G2)
KCCD Chancellor's Cabinet Meeting Minutes (formerly KCCD Chancellor's Executive Council)
KCCD District Consultation Council Meeting Minutes (formerly KCCD Chancellor's Cabinet)
KCCD Board of Trustees Minutes September 2007 and October 2007

District Recommendation 4:

The team recommends that to ensure a coordinated and integrated approach to achieving the goals and priorities adopted by the governing board, a District Strategic Plan be used to direct the colleges' strategic focuses and Educational Master Plan.

Planning Process for Resolution of Recommendation

The Kern Community College District initiated a strategic planning process in early 2004 with the appointment of the Strategic Planning Working Group (SPWG), which met regularly throughout the spring and into the fall of that academic year. Its function was to develop the KCCD process and define the parameters of the Environmental Scan, a document completed in September, 2004. The KCCD District Consultation Council, formerly the KCCD Chancellor's Cabinet, took over responsibilities for the KCCD Strategic Planning Initiatives. After consultation with the colleges and review of a survey sent to employees and students, a list of six strategic initiatives was established and approved by the KCCD District Consultation Council. The KCCD Strategic Plan was adopted by the KCCD Board of Trustees on September 7, 2006.

Actions and Achievements to Date

In April, 2007 the President of the KCCD Board of Trustees sent a copy of the adopted KCCD Strategic Plan to every employee in the District. The KCCD Strategic Plan included the Vision, Mission, Values, Initiatives and Strategies. It also contained a table aligning the District plan with the California Community College (CCC) system strategic goals. The adopted KCCD District Strategic Plan is also available by clicking the link on the KCCD home page.

Teams comprised of administrators, faculty, and staff from the three colleges and the District office were formed for each of the six KCCD initiatives. Each of the teams met to discuss completion of the objectives within their assigned initiative. Beginning in 2007 and continuing in 2008, each of the teams began meeting to work on the initiatives.

In addition, Porterville College has a Strategic Plan, created by the Strategic Planning subcommittee of the College Learning Council, which links to the KCCD plan. The plan was approved by the College Learning Council on April 20, 2007 and was presented along with the Mission, Vision, and Philosophy statements for Board of Trustee approval in June 2007.

Review and Analysis of Actions and Achievements to Date

The District Strategic plan, including a statement of the District's Vision, Mission and Values, is complete. In the development of the College Strategic Plan, a concerted effort was made to link the college plan to various aspects of the KCCD plan and also to the California Community College plan as well. This linkage provides direction to the campus in integrating College services, goals, and objectives with our District and State. The College Strategic plan was created by the Porterville College Strategic Planning Committee in alignment with the District Strategic Plan and was vetted through the College Learning Council. The Porterville College Strategic Plan is being used as a guide for the updating of the Educational Master plan for the College.

Plans for Continued Response to Recommendation

This recommendation has been implemented although strategic planning is an ongoing process. The Porterville College Strategic Plan will continue to evolve and will continue to be aligned with the District strategic plan.

The District strategic planning initiative committees worked toward the implementation of the strategic initiatives. Various employees of the College are members on all of the initiative committees. The KCCD chancellor through the KCCD District Consultation Council will review the progress of the district initiative work groups annually and will revise the district strategic plan as needed.

In addition, an evaluation process for the Porterville College Strategic Plan is being developed in fall 2009 and will be implemented shortly thereafter.

Evidence
KCCD District Strategic Plan Working Group Minutes
KCCD District Strategic Plan
KCCD District Strategic Plan Survey
Porterville College Strategic Plan
Minutes from Strategic Plan Committee at Porterville College
Minutes from College Learning Council at Porterville College

District Recommendation 5:

The team recommends that the colleges follow the Kern Community College District Policy 7D by evaluating adjunct faculty in a consistent, timely manner with procedures that assess current performance and promote improvement (Standard IIIA.1b).

Actions and Achievements to Date

There are two factors that currently impact adjunct faculty evaluations within the Kern Community College District.

- Based on a petition submitted by the Community College Association/National Education Association to modify the existing bargaining unit, the Public Employees Relations Board ruled that as of April 4, 2007, adjunct faculty are represented by the Community College Association. As a result of that decision, the KCCD and the Community College Association recognized that the evaluation procedure is a negotiable item that must be addressed as part of the faculty contract negotiations which commenced in fall 2007. The previous collective bargaining agreement expired on June 30, 2008, and the KCCD and the Community College Association used an interest-based bargaining process to seek mutual agreement on a successor agreement prior to that date. That document was ratified by both the Community College Association and the KCCD Board of Trustees in April 2009.

- KCCD Human Resources has secured an outside consultant to facilitate the reimplementation of the Human Resources module of our Enterprise Resource Planning system, known as Banner. One of the identified outcomes of that project is the tracking of all evaluations within the system of record and the automated generation of evaluation lists. These lists will help deans and chairs better monitor hourly adjunct evaluations.

During spring 2007, the current KCCD Board Policy Manual section 7D was reviewed with vice presidents from Bakersfield, Cerro Coso and Porterville colleges, and efforts were made to increase the number of hourly faculty evaluations taking place each semester. Part of this process was to ensure that new adjunct faculty members are evaluated in their first semester as well as every sixth semester thereafter.

The evaluation of adjunct faculty began in earnest in 2007-08. During that year, by the end of the fall 2007 term, all twelve newly-hired adjunct faculty were evaluated. In addition, all newly hired adjuncts in spring 2008 as well as those sixth semester adjuncts needing evaluation were evaluated for a total of 29 evaluations. With the appropriate administrators and faculty division chairs working cooperatively, Porterville College completed the evaluation of 73 adjunct faculty in 2008-09 according to KCCD policy 7D.

Review and Analysis of Actions and Achievements to Date

Detailed adjunct faculty evaluations were completed by appropriate full-time faculty division chairs and Deans for those adjunct faculty who were to be evaluated in 2008-09. Each evaluation included student surveys, observations, and a formal written evaluation that was discussed with the adjunct. The evaluation was forwarded for review to the Vice President of Student Learning (before February, 2009) or the Vice President of Academic Affairs (after February, 2009), then to the President, and then to the Vice Chancellor of Educational Services.

Plans for Continued Response to Recommendation

This recommendation has been implemented.

The College will continue its scheduled review of adjuncts according to board policy and the CCA contract.

Evidence

MOU with KCCD and the Community College Association
CCA Contract
Notice of evaluation sent to adjunct instructors
Adjunct faculty evaluations are on file with District Human Resources.
Division Chair Meeting Minutes
Schedule of adjunct and full-time faculty evaluations

District Recommendation 6:

The team recommends that the colleges, with appropriate district-wide input, develop a written code of ethics for all employees (Standard IIIA.1d).

Actions and Achievements to Date

A draft employee code of ethics was developed with the assistance of a Cerro Coso Community College faculty member who expressed interest in taking the lead to develop a district employee ethics policy in 2004-05 and was contracted to lead the effort to conduct research and develop a draft policy.

Beginning in December 2006, a review of books, articles and other references was conducted. In addition, area agency chief executive officers were interviewed and higher education ethics policies were studied. Based on this research, a draft Code of Ethics was written for the KCCD.

The next step in the process was to take the draft code through the consultation process. The consultation process began in August 2007 when the draft was introduced to the KCCD District Consultation Council (formerly Chancellor's Cabinet). The KCCD District Consultation Council is comprised of faculty, classified staff, management and students from all three colleges and the KCCD district office. This group was directed to present to and discuss the draft with members of their constituency groups and to collect comments and recommendations.

The initial vetting process illustrated the need to discuss the KCCD Code of Ethics in additional venues in order to refine the code before forwarding it to the KCCD Board of Trustees for consideration and ultimate approval. The policy was shared and discussed on October 23, 2007, November 20, 2007, February 19, 2008, March 25, 2008, April 29, 2008, and May 20, 2008 with the KCCD District Consultation Council.

The policy was presented to the KCCD Board of Trustees on May 8, 2008 and was approved on June 12, 2008. The code includes a general introduction and the following sections (with various sub-sections under each): Respect for Persons and Academic Freedom; Fairness and Honesty; Competence; and a conclusion. Note also that the Chancellor's assistant notifies all members of each college when the KCCD Board Action Report is complete, and this report highlights approved policies for all employees to see. The Board Policies are also posted in their entirety on the KCCD website.

The overall development of a Code of Ethics uncovered the need to develop additional policies, processes and training. Training is essential to developing employee and student understanding of ethical expectations, prohibitions and consequences of actions associated with violations of the KCCD Code of Ethics.

Review and Analysis of Actions and Achievements to Date

This recommendation has been addressed through Board Policy 11, available on the KCCD Intranet.

Plans for Continued Response to Recommendation

This recommendation has been implemented.

After thorough review and at the conclusion of the consultative process, the Code of Ethics for all employees of the District was approved and adopted by the Board of Trustees in June, 2008, and it is now being followed.

Evidence
KCCD Board Policy 11 (Employee Code of Ethical Conduct)
KCCD District Consultation Council Minutes (formerly KCCD Chancellor's Cabinet)
KCCD Board of Trustee Meeting Minutes

College
Recommendations

College Recommendation 1:   Institutional Commitments

The college must reframe its mission to include the educational goals that may be fulfilled at the college and describe the primary student population for which the college is designing programs. The revised mission statement must then be used as the driving document for institutional planning.

Planning Process for Resolution of Recommendation

During the fall 2006 term, shortly after the team visit had concluded, the College Learning Council (CLC) began to discuss the accreditation recommendations. Since institutional planning was, at that time, one of the major charges of the Budget, Enrollment Management and Planning committee (BEMAP), and since the mission statement is the driving document for institutional planning, BEMAP originally assumed the overall coordination of the research and writing of the response.

BEMAP began by discussing and evaluating the accreditation team response regarding the mission statement and their recommendation for improvement. Various mission statements from other California community colleges were obtained and reviewed.

As these mission statements were being reviewed, members of BEMAP felt that in addition to the revision of the mission statement this was also an opportunity to expand and enhance our general public statements about the goals and objectives of the College. Therefore, vision, values, beliefs, and philosophy were also reviewed.

During this review process, it was decided to develop a mission statement that included a broad, general or introductory statement followed by specific statements of mission. In addition, it was also decided to include statements about the values and philosophy of the College. It was felt that these added statements would enhance and further delineate the public's understanding of the College's mission and service to our students and community.

Actions and Achievements to Date

Several drafts were written and reviewed in BEMAP. A final draft was completed and presented to the College Learning Council (CLC) for review, discussion, and final approval on May 4, 2007. The new Mission, Values, and Philosophy statement was approved by the president and incorporated into the Strategic Plan that was submitted to and approved by the KCCD Board of Trustees at their June 2007 meeting.

The Mission, Values, and Philosophy Statements are:

Mission

With students as our focus, Porterville College provides our local and diverse communities an excellent educational experience that fosters intellectual curiosity and growth, lifelong learning, and prepares our students for personal and academic success.

In support of our values and philosophy, Porterville College will:
- Provide quality academic programs to all students who are capable of benefiting from com-

munity college instruction.

- Provide comprehensive support services to help students achieve their personal, vocational and academic potential.
- Prepare students for transfer and success at four-year institutions.
- Provide courses and training to prepare students for employment or to enhance skills within their current careers.
- Provide developmental education to students who need to enhance their knowledge and understanding of basic skills.
- Recognize student achievement through awarding degrees, certificates, grants, and scholarships.

Our Values

Porterville College's core values define the character of the institution and are active ingredients in all that the College does. Through our commitment to these values the College can better serve and be more responsive to its students, staff, and community:

- *Collaboration* - working together to encourage input and dialogue in a collegial and cooperative manner.
- *Respect* - treating each other with respect, trust, and dignity.
- *Innovation* - nurturing and supporting exploration of new ideas, programs, and services to enhance our service to the community.
- *Accountability* - continuously assessing where we are as a College in order to assume responsibility for all that we do.
- *Participation* - fostering and encouraging the involvement of staff and students in campus activities and the various aspects of the College decision-making process.

Our Philosophy

In support of our mission and values, Porterville College will base its decisions and actions upon the following beliefs:
- All students at Porterville College will be treated with respect and dignity regardless of who they are or the goals they have established for themselves.
- The College staff will provide the best service possible to its students in order for them to meet their individual academic or vocational goals.
- The College will encourage innovation, creativity, and new ideas and will support professional development opportunities for its staff.
- As an integral part of the community, the College will interact with and be responsive to local business and industry.
- As an integral part of the Kern Community College District, the College will participate in and be actively involved with all district-wide committees and governance structures.

The mission statement has been placed on the program review template to reinforce the concept that it must guide departmental and divisional planning, program reviews and budget requests. It has also been placed on the College website and related planning documents are being updated to include this

statement. Additionally, budget request forms have been modified to require requests to be tired to the Mission statement and to Strategic Plan Initiatives.

In addition, campus committees and participatory governance bodies are committed to the utilization of the mission, values, and philosophy statement as the driving document in their specific planning processes.

Review and Analysis of Results and Actions

The mission statement and supporting values and philosophy statements appropriately delineate and highlight the College in terms of its service to students and community. A link to these statements is readily available on the Porterville College home page. The revised mission statement addresses the recommendation of the accreditation team in which the mission of the College must include the educational goals that may be fulfilled and describes the population for which programs are designed. It is used as the driving document for institutional planning. With the 2009-10 budget planning documents, each budget request is tied to the appropriate mission statement and to the appropriate initiative in the Strategic Plan. The mission statement was discussed by CLC in the spring 2009 and was officially reviewed by the CLC at the July 6, 2009 meeting.

Plans for Continued Response to Recommendation

This recommendation has been implemented, and the mission, vision, and philosophy statements will continue to be reviewed annually.

The mission statement will continue to be highlighted and emphasized in all the College does; it will continue to be included on plans, documents and advertisements where appropriate; and it will continue to be the driving document in all college-wide planning.

Evidence
Porterville College Web site
Porterville College Program Review forms are available on the PC web site at
 http://www.portervillecollege.edu/research/Program%20Review.htm
College Learning Council Minutes
Porterville College Budget Request Forms 2009-10
Porterville College Catalog

College Recommendation 2:   Evaluation, Planning, and Improvement

As required in the comprehensive accreditation visit six years ago, the college must shift to the use of data as the basis for making decisions by developing and implementing planning that:

- *Integrates all aspects of planning, evaluation, and resource allocation (Standards IB.3, IB.4, IB.5, IIA.1, IIA.2, IIB.4, IIC.2, IIA.6, IIB.2b, IIIC.2, IIID.1a, IIID.1c, IIID.2g, IIID.3, IVA.5, IVB.2b, Eligibility Requirement 19).*

Actions and Achievements to Date

In its response to this recommendation, the College implemented a Strategic Planning Committee whose charge was to develop a Strategic Plan, incorporate all aspects as noted in this recommendation within this plan, and to develop a process for review of this plan in an effort to enhance ongoing planning and improvement of our college. The Strategic Planning Committee, a subcommittee of the College Learning Council, was specifically charged with "defining and evaluating the process of college-wide planning, monitoring the completion of the goal and objectives within the College's Strategic Learning Plan, and recommending modification to the Strategic Plan as appropriate to the College Learning Council (CLC)."

After much discussion, review, and evaluation, a Strategic Plan was developed and implemented in the spring 2007 term. This plan was reviewed by the College constituency groups and related campus governance bodies, approved by the College Learning Council on April 20, 2007, and submitted to the KCCD Board of Trustees for review and approval in June 2007.

In 2008-09, the Strategic Planning subcommittee completed the Strategic Planning Process Graphic (Flowchart,) a general college Planning Calendar, and reviewed and reported on the progress of the Short Term and Long Term Strategic Goals.

Review and Analysis of Actions and Achievements to Date

As noted in the November 2007 team review and Progress Report, the College has made significant progress in addressing this sweeping recommendation.

The Strategic Plan incorporates and integrates all aspects of planning, evaluation, and resource allocation by including, within the overall planning process, the review and use of internal and external data, program reviews, staffing plans, facilities plans, the Technology Plan, Educational Master Plan, budget allocation, etc.

During its scheduled once-monthly meetings, the Strategic Planning committee discusses and reviews various aspects of general college planning in an effort toward overall improvement of all college programs and services, as documented in the Strategic Planning Committee minutes. Additionally, the College Learning Council minutes document the Strategic Planning Committee's regular reports to the CLC.

As noted in the plan, the five short term strategic initiatives (with a total of twenty-two objectives) were taken from the recommendations of the October 2006 accrediting team. Eighteen of the twenty-two short-term objectives were complete by spring 2008. The long term strategic goals are long term efforts

as developed through campus governance discussions during the past two years and have a longer horizon for completion.

Plans for Continued Response to Recommendation

This recommendation has been implemented.

The Strategic Planning committee is now an established subcommittee of the College Learning Council (CLC) and will continue to meet regularly and will report to CLC to ensure the initiatives and goals within the plan are being addressed and accomplished. Revisions to the plan will be recommended to the CLC as appropriate.

Evidence
Porterville College Strategic Plan
Strategic Planning Subcommittee Charge
Planning Calendar
Strategic Planning Committee Minutes
Strategic Plan Progress Report
Strategic Planning Process Graphic (Flowchart)
College Learning Council Minutes

- ***Is based on an analysis of community workforce needs and uses that research to plan and evaluate educational programs (Standard IIA.1a)***

Actions and Achievements to Date

An integral part of the planning process as indicated in the Strategic Plan is a review of external data that includes an analysis of community needs and the needs of our local K-12 school district. Any information gathered through these ongoing reviews is used in our consideration of program improvements and offerings. The College recognizes its role within the community and the need to continue to evaluate and respond to the needs of our community.

In an effort to better analyze and respond to community workforce needs, the district office employed the services of Jess Carreon and Associates who conducted an economic and workforce analysis of our district service area and Tulare County specifically. The work of this firm resulted in its report titled "Career and Technical Education and Economic Development Programs" that was presented to the colleges and district on February 26, 2008. College administration, related faculty, and our institutional researcher were present for this report presentation. Data from this report are being used in evaluating our CTE programs. Additionally, the College President sits on the Economic Development Board of Tulare County and provides labor market data on a regular basis to the Vice Presidents and Deans for use in program creation and modification.

For example, during the 2008-09 academic year, the College began the research and development of a nursing program based on community demand. This included extensive community involvement in terms of establishing need, ability of local agencies to help support such a program, and providing ongoing assistance for long term sustainability. The Board of Registered Nurses has approved the Porterville

College program with beginning implementation planned for academic year 2010-11. Further, the College has submitted a proposal for a new Title V grant to implement a needed solar technology program based on the demand for solar technicians. The Title V grant proposal also addresses the need for online advising.

Review and Analysis of Actions and Achievements to Date

The report from Jess Carreon and Associates was reviewed by appropriate staff on campus with the goal of incorporating its findings into our Strategic Plan and general efforts of the College. Those who participated in the presentation of this report have considered its findings and how these can be used by the College to respond to the workforce needs of our community and have used this research base for program modification and review.

Plans for Continued Response to Recommendation

This recommendation has been implemented.

The results of the Jess Carreon and Associates Economic and Workforce Analysis report, as well as other information that is derived from community needs assessments, will continue to be reviewed and utilized by the Strategic Planning committee, the CLC, key administrators, and other related groups in our ongoing efforts to improve our workforce efforts to meet the needs of our community. In addition, the College's Educational Master Plan is currently being updated, and related information from this workforce report will be incorporated as appropriate into the Educational Master Plan as well as the Strategic Plan.

Evidence
Jess Carreon and Associates Economic and Workforce Analysis
Environmental Scan for Nursing Needs
Strategic Planning Committee Minutes
College Learning Council Minutes

- ***Incorporates research and data in a strategic plan which is the foundation for assessing action plans with measurable objectives (Standard IB.3, IIA.2f, IIC.2).***

Actions and Achievements to Date

A Strategic Plan was developed and implemented in the spring of 2007. The plan includes a general planning process that incorporates research data to be used in the development, completion and review of the College's short term initiatives and long term goals. Research used includes both external, i.e. community, and internal, i.e. college, data.

After several drafts and revisions, the Strategic Planning committee developed a document titled "The Strategic Plan Progress Report" that lists the objectives under each of the initiatives and goals within the Strategic Plan, defines the current and proposed activities, includes a timeline for completion of the objective, and lists to whom the objective is assigned, the progress to date, and resources needed to

complete the objective. This document is reviewed at the meetings of the Strategic Planning committee and progress is monitored during the course of the year.

Review and Analysis of Actions and Achievements to Date

The document cited above provides the College with clear understanding of the measurable objectives to be achieved, those responsible for the completion of each objective, and a timeline for their completion. Regular reporting to the CLC provides monitoring of progress and communication to stakeholders.

Plans for Continued Response to Recommendation

Strategic Planning at Porterville College is based on data and research, and the Porterville College Strategic Plan will continue to be refined in a data-informed manner. This recommendation has been met.

The Strategic Planning committee will continue to monitor the progress toward the completion of the short term initiatives, long term goals, and the objectives listed within each. At the meetings of the CLC, the chair of the Strategic Planning committee reports on the committee's progress and makes recommendations to ensure timely completion of the initiatives, goals, and objectives.

Evidence
Strategic Planning Committee Minutes
College Learning Council Minutes
Porterville College Strategic Plan
Porterville College Strategic Plan Progress Report

- ***Includes a resource plan that compares current college staffing and resource allocation to the college's strategic plan, and then assigns (or reassigns) resources as needed to ensure that financial, human, and physical resources are driven by an integrated college plan (Standards IIC, IIA.6, IIIB.2, IIID.3).***

Actions and Achievements to Date

In response to the initial accreditation team report relating to college governance, the Administrative Council (membership list shown in evidence) recommended the implementation of a revised governance structure that included the addition of new administrative and classified support staff. This staffing plan and revised structure were reviewed and prioritized in the campus governance bodies and began being implemented during the 2007-08 academic year. In addition, the faculty divisions submitted to the Academic Senate their proposed new faculty positions to be hired, and the Academic Senate prioritized these request before forwarding them to the President. These proposals were based on a review of FTES data, productivity, and long term needs within their specific program reviews. The classified staff submitted similar prioritized proposals.

Each year, to support the requested new positions, the Administrative Council has reviewed the budget allocation to ensure that resources could be assigned to support these positions and to support the ancillary facility and support needs that accompany added positions.

As emphasized by the College president to the respective groups working on staffing requests, the requests must be supported by data, and be linked to the mission statement, the Educational Master Plan and the Strategic Plan.

Review and Analysis of Actions and Achievements to Date

The Budget committee has developed processes for review and allocation of funds to meet the priority needs of the College, including staffing. Modifications to the resource allocation, program review, and staffing request processes were made to ensure that the decisions regarding the allocation of resources, i.e. financial, human, and physical, are linked with the College's mission statement, Educational Master Plan, and Strategic Plan. A copy of the new budget request form is evidence of this link.

Plans for Continued Response to Recommendation

This recommendation has been partially implemented. Processes and forms exist, and data needs have been identified. Planning efforts are linked to the institutional mission and goals. Assessment will begin in academic year 2009-10.

The College will continue with its current efforts to improve the resource plan and budget allocation process to ensure they are driven by the mission statement, Strategic Plan and the Educational Master Plan. The ongoing review of this process will be the responsibility of the Budget subcommittee with approval from the College Learning Council.

Evidence

Academic Senate Minutes showing staffing priorities based on division data submitted
Academic Senate position ranking form
Administrative Council membership list
Administrative Council notes
College Learning Council Minutes
Budget Request form and process for 2009-10 (with columns linking to Strategic Plan, Mission, and Program Review)

- ***Includes a technology plan that evaluates, supports, and plans for the future of instructional, student services, and administrative functions at the college and is integrated with a current district technology plan (Standards IIIC.1c, IIIC.2).***

Actions and Achievements to Date

In January 2008, the first draft of the "Porterville College Technology Department Strategic Plan" was completed. This plan describes the current state of campus technology, the department's vision and mission statements, an external and internal environmental analysis, and identified practices used by other colleges.

In February 2009, a second more comprehensive technology plan was drafted, titled "Porterville College Information Technology Plan ," that addressed the shortcomings of the original technology plan. This new plan clearly describes the deficiencies in the current state of campus technology, the department's

vision and mission statements, identifies short and long term objectives, provides financial projections, includes a staffing plan, and defines acceptable use policies that link to the KCCD Information Technology Plan.

College's needs, and it is being reviewed through the participatory governance bodies on campus. It will also be used to support budget requests in this area.

Plans for Continued Response to Recommendation

This recommendation has been implemented.

The updated Technology Plan has been developed and will be reviewed by the respective governance bodies of the College during the fall 2009 term. After thorough review and related modifications, the plan will be officially adopted and implemented by the spring 2010 term.

Evidence
Porterville College draft Information Technology Plan
KCCD Information Technology Plan
College Learning Council Minutes

- ***Relies on involvement of faculty, staff, students, and administrators (Standards IB.4, IVA.1, IVA.2, IVA.3).***

Actions and Achievements to Date

Porterville College is committed to participatory governance and is proud of its history and current efforts in this regard. All governance committees on campus are comprised of representation of each of the constituency groups, i.e. faculty, staff, students and administrators. The committees listed in the diagram below report through the College Learning Council, which makes recommendation to the College president.
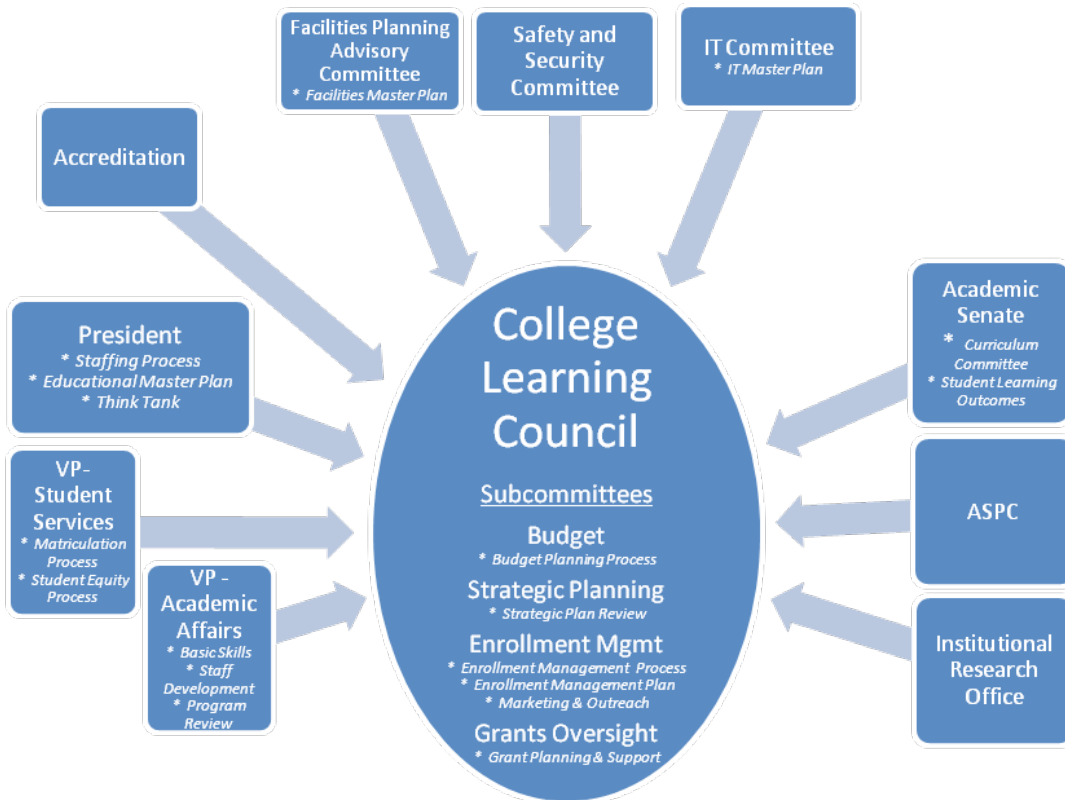
Review and Analysis of Actions and Achievements to Date

The College takes great efforts in ensuring that the constituency groups are appropriately represented and involved within the large framework of general college planning. To ensure participation on committees or task forces, representation where appropriate often occurs with the College president assigning administrators, the Academic Senate president assigning faculty, the CSEA president assigning classified, and the Associated Student body president assigning students where available.

Plans for Continued Response to Recommendation
This recommendation has been implemented.
The College will continue with its efforts to include appropriate constituency groups in the discussions relating to campus planning and budgeting.

Evidence
Membership lists for major participatory governance committees
Diagram of participatory governance committees shown above
Strategic Planning Committee Minutes
College Learning Council Minutes
Porterville College Strategic Plan

- *Uses data for decision-making both as an indicator of issues and needs as well as an indicator of accomplishments and effectiveness (Standard IB).*

Actions and Achievements to Date

The institutional researcher provides necessary data to the appropriate staff that may need such information to support making decisions such as staffing, budget requests, facility requests, etc. For example, during the process in which staffing requests are being considered for hiring, instructional divisions and/or campus programs/departments are required to provide data to validate their specific requests. This data includes FTES, productivity ratios, etc. In addition, when any department/program or faculty division requests an increase in its budget, this request must be accompanied by an updated program review. Part of this program review includes related data to support or validate the request being made.

Review and Analysis of Actions and Achievements to Date

The institutional researcher is proactive in providing data needed by various stakeholders so that decisions are made in a data-informed manner. Since modifications have been made to the program review and budget/staffing request process requiring data to support requests and claims, the staff understands the relationship between data and its use in the support of their requests. Without such data validating the need of the request, proposals are either not approved or are modified according to the data provided.

Plans for Continued Response to Recommendation

This recommendation has been partially implemented.

The College will continue with its current efforts to ensure data is used as an indicator of need to support all requests, especially those requests requiring budget allocation. In addition, the institutional researcher is working on the development and implementation of an evaluation process that will show accomplishments and overall effectiveness of the planning process and decision-making efforts.

Note: ASPC is the Associated Students of Porterville College

Evidence
Program Review Process
Program Review forms can be found on the web along with the revised calendar.
Sample data reports
Staffing request documentation
College Learning Council Minutes

- *Results in specific action plans with assignment of responsibility, timelines, and status reports, such that college plans provide focus on important strategic issues and improvement of college effectiveness (Standards IB.4, IB.5).*

Actions and Achievements to Date

The Strategic Planning Committee developed the Strategic Plan Progress Report document that provides an update on current and proposed activities regarding each of the goals and objectives listed in the Strategic Plan. Porterville College top-level goals include:

Goal 1:   Expand Technology Services for Students, Faculty, and Staff.

Goal 2:   Upgrade Facilities and Grounds.

Goal 3:   Utilize Effective Enrollment Management Strategies to Increase Access.

Goal 4:   Utilize Effective Enrollment Management Strategies to Increase Retention.

Goal 5:   Assess and Improve Organizational Effectiveness.

In the Strategic Plan Progress Report, each goal is listed with a number of specific, measurable objectives, the person assigned as the lead for that objective and the timeline for completions.

Review and Analysis of Actions and Achievements to Date

The Strategic Planning committee meets monthly to review the progress of each of the objectives. Status reports are then presented to the CLC for review and discussion. Some of the objectives have already been completed, especially those within the short term initiatives, while others are being or will eventually be addressed, i.e. the long term goals.

Plans for Continued Response to Recommendation

This recommendation has been implemented.

The Strategic Planning committee will continue reviewing and monitoring the completion of each objective and provide status reports to the CLC monthly.

Evidence
Strategic Planning Committee Minutes
Strategic Plan Progress Report
College Learning Council Minutes

- *Includes a periodic review of the planning process (Standards IB.6, IB.7)*

Actions and Achievements to Date

Since the Strategic Planning committee was assigned overall responsibility to complete the Strategic Plan, this committee is also responsible for the continuing review of the general college-wide planning process. This review is an ongoing topic of discussion during the meetings of the committee and is addressed in the

Planning Calendar developed by the Strategic Planning Committee for 2008-09. The Strategic Planning committee report is a standing agenda item for the College Learning Council, ensuring discussion and involvement from all constituency groups.

Review and Analysis of Actions and Achievements to Date

As a result of the annual review in 2007-08, new planning documents were developed that explain the planning process and ensure that the various necessary documents, student learning outcomes, etc. are integral parts of this process. Also, parts of the initial Strategic Plan were modified. For example, some assignments were reassigned and timelines adjusted based on feedback from responsible parties.

Plans for Continued Response to Recommendation

This recommendation has been implemented.

The Strategic Planning committee will continue to monitor the effectiveness of the planning process and make modification recommendations as appropriate. Status reports will continue to be made at the College Learning Council meetings, and the Council will recommend to the President any necessary changes in the planning process.

Evidence
Strategic Planning Committee Minutes
Porterville College Strategic Plan
Planning Calendar
College Learning Council Minutes

College Recommendation 3:   Student Learning Outcomes

As also required in the comprehensive accreditation visit six years ago, the college must develop and implement student learning outcome processes that:

- *Focus on students – what they learn in instructional programs and how they are supported in that learning (Standards IIA.1, IIA.2),*

Actions and Achievements to Date

From the 2007-08 academic year forward, the Student Learning Outcomes Committee, the Curriculum Committee, the College Learning Council (CLC), and the Academic Senate have been working aggressively to focus institutional attention on how students learn. This focus has prompted a number of institutional changes in thought, forms, and processes.

With a strong focus on student learning, a new Student Learning Outcomes reporting form was developed and implemented which requires faculty to document the following information for every course which goes through the College curriculum process:

> *intended student learning outcomes;*
> *context and tasks to achieve the outcomes; and*
> *evidence of success.*

Creation of this matrix has shifted attention of faculty from the simple listing of course objectives to a discussion of what students are expected to learn as a result of taking the course. The revision of course outlines to include this focus on student learning is taking place in all divisions and student services areas. Additionally, faculty provide syllabi with student learning outcomes to all students.

The fall 2008 flex day presentation on assessment and program-level SLOs proved to be pivotal for many staff in understanding the purpose and cyclical results-orientation of the SLO process. Thus, the staff began to apply their training to writing measureable SLOs for their course outlines. For several divisions, this produced discussion among staff as they focused their efforts on student learning rather than instruction. This shift in focus is evidenced by the massive efforts of all the divisions' faculty in identifying course-level SLOs in spring 2009.

The fall 2009 flex day presentations again focused on SLOs and the authentic assessment of SLOs. First, the 2009-10 SLO coordinator, Susan Regier, held a working session in which all faculty, by division, provided feedback on the draft institutional-level SLOs previously developed. Additionally, faculty provided methods for assessing each institutional-level SLO. The institutional-level SLOs and the assessment plan will be submitted to the College Learning Council for approval in fall 2009 with implementation of assessment in spring 2010.

Following the session on institutional-level SLOs, Janet Fulks, noted expert on SLOs and their assessment, presented a luncheon talk on authentic assessment. She then worked with the entire full-time faculty on solidly documenting their individual plans for course-level assessment to be implemented in fall 2009.

Review and Analysis of Actions and Achievements to Date

As of May 2009, the College has identified (approved, or submitted to the Curriculum Committee for review and approval) the rewriting of approximately eighty-nine percent (89%) of all course outlines, including course-level SLOs. The progress of the faculty and the support of related committees on campus in this regard has been remarkable, moving from thirty-four percent (34%) of courses with SLOs identified to eighty-nine percent (89%) in the spring semester, 2009. Assessment has begun on 11% of the courses.

With the support of the members of the Student Learning Outcomes Committee, each division has held workshops to discuss the appropriate creation of SLOs, what constitutes evidence of success in the assessment of student learning, and how to develop measurement criteria. Further, the faculty has participated in several all-day Friday workshops to identify their own SLOs and to assist their fellow faculty members in creating SLOs.

Student Learning Outcomes for programs on campus are identified for approximately 48% of the programs, with identification of program-level SLOs in process for the remaining 52% of campus programs. Primary emphasis through the academic year 2008-09 was on identifying course-level SLOs for all courses. Additionally, assessment and modification of programs based on assessment has already begun on 26% of our programs. Further draft Institutional level SLOs were also identified in January, 2009, and were further discussed, including how to assess these SLOs, at a campus-wide meeting during Flex Day in August, 2009. It is expected that institutional SLOs will be formally approved in fall 2009 with assessment beginning in spring 2010.

Course and Program SLO Progress

	% Identified Fall 08	Number Identified/ Total	% Identified Spring 09	Number Identified/ Total	% with Assessment begun Spring 09	Number Identified/ Total
Course SLO's	34%	172 of 522	89%	384 of 433 (note that 78 courses were inactivated in spring 2009)	11%	48 of 433
Program SLO's	0%	0 of 31	48%	15 of 31	26%	8 of 31

Plans for Continued Response to Recommendations

This recommendation has been partially implemented because the faculty of the College have made remarkable progress in identifying course-level and program-level SLOs, and they have begun assessing student learning outcomes on courses and programs. Additionally, assessment plans are created along with the SLOs when they are added to the Course Outlines of Record, and several departments have begun to use the results of the assessment process to make meaningful changes in instruction to better achieve the

stated student learning outcomes. Additionally, institutional-level outcomes and an assessment plan for these outcomes have been identified in draft form and are going through review and implementation in academic year 2009-10.

As faculty assess more SLOs, they have committed to continue revising their course outlines, including the approved SLO matrix which identifies learning outcomes and evidence of success. The faculty continue to be committed to collegially helping one another to finish the remaining course outlines for which SLOs are yet to be identified and to helping one another in the assessment process as evidenced by discussions in the Academic Senate regarding SLOs and assessment. This constitutes a critical mass of faculty not only committed to finishing the identification of the SLOs and curriculum review process, but also to the on-going process of dialoguing with each other to share information about how students learn, how to assess that learning, and how to improve learning as a result of modifying instruction as a result of such assessment.

Evidence
SLO Committee Report
SLO Committee Membership and Minutes
SLO Status Report
Curriculum Committee Minutes
Flex Day Schedules

- ***Include dialogue as a way to develop, document, implement, and evaluate assessment plans of student learning outcomes in both instruction and student services (Standards IB. 1, IB.5, IIA.1c, IIB.4, IIC.2),***

Actions and Achievements to Date

The heightened institutional awareness referenced above is obvious in the dialogue which is taking place formally at college-wide meetings such as the Student Learning Outcomes Committee, the Curriculum Committee, Academic Senate, and the College Learning Council. In addition, dialogue is also taking place informally at workshops facilitated by the members of the Student Learning Outcomes Committee with individual divisions. At these workshops, faculty review course outlines and make revisions based on defining anticipated student learning outcomes. For those courses and programs already in the assessment phase, faculty members are actively adjusting courses and programs to improve student learning. In addition, resource material provided by the Student Learning Outcomes Committee provides a common language for discussing learning and the assessment of learning.

This dialogue is not limited to faculty within a discipline or division. Interdisciplinary dialogue is on-going in which faculty articulate common concerns and share with one another assessment methods they have used. Discussions of this nature have become much more commonplace within division meetings and in interdisciplinary meetings, such as the division chairs meetings.

Additionally, a faculty engagement survey was administered in 2008. This survey deals with faculty dialogue regarding SLO development. Differences in results between the 2005 and 2008 surveys show progress made. The survey report can be found at

http://www.portervillecollege.edu/research/Files/survey%20reports/Fall%202008%20Faculty%20 Engagement%20Survey%20Report.pdf

Another example of the dialogue which is taking place across campus is the fact that student learning outcomes are no longer viewed as an issue in isolation from other college priorities. Members of the Basic Skills Initiative Committee have found common threads between their efforts to improve the success of underprepared college students and the need to define and assess student learning outcomes. Members of both groups recognize that strengthening efforts on one area will improve the likelihood of success in the other.

This type of discussion is also evident with members of the Enrollment Management Committee as faculty and support staff look at ways to retain current students. Faculty members recognize that the more successful students are at achieving their learning outcomes, the greater the likelihood that they will persevere in school.

Review and Analysis of Actions and Achievements to Date

Because Porterville College is a small college, many disciplines have only one full-time member or rely heavily on adjunct faculty. This presents a challenge as faculty within a division grapple with ways to stimulate dialogue in order to come to a consensus about anticipated student learning outcomes and how to assess whether those outcomes have been achieved. As seen in the faculty engagement survey, adjunct knowledge of SLO processes lags behind that of full-time faculty. To deal with this challenge, faculty have volunteered to help one another as peers. Workshops designed by members of the Student Learning Outcomes Committee are examples of these support structures. With the assistance of division chairs, faculty has formed work teams where common issues are discussed and strategies are developed.

Plans for Continued Response to Recommendation

This recommendation has been partially implemented.

Faculty continually looks for ways they can facilitate dialogue even when faculty are not in physical proximity with one another. A FOCUS on Student Learning newsletter was begun in an effort to communicate with staff on SLO issues, the process of campus implementation of SLOs, and success stories. As already mentioned, the SLO committee held "Fiesta Friday" workshops during spring 2009 to work one-on-one with staff in identifying course level SLOs. Progress on course and program level SLOs was and will continue to be reported regularly to both the Academic Senate and the College Learning Council (CLC). Additionally, the SLO Committee plans to implement a channel on our Luminus portal called "Inside PC." Planned for implementation in spring 2010, this channel will be a centralized repository for SLOs and the assessment data submitted by faculty.

Evidence
SLO committee report
A Focus on Student Learning newsletter
College Learning Council Minutes
Academic Senate Minutes
SLO Status Report
Division documentation on use of assessment data
Faculty engagement survey: http://www.portervillecollege.edu/research/Files/survey%20reports/Fall%202008%20Faculty%20Engagement%20Survey%20Report.pdf

- ***Assess instructional programs at course, program, degree and certificate levels (Standards IIA.2a, IIA.2e, IIA.2f, IIA.2i, Eligibility Requirements 10,11),***

Actions and Achievements to Date

In addition to listing the learning outcomes on the course outlines, faculty members are required to identify how they will assess those outcomes. Course outlines have been revised to include both the learning outcomes and the assessment methodologies. The Student Learning Outcomes Committee scheduled workshops throughout the spring 2008 semester to assist faculty in revising their course outlines and implementing assessment strategies. The focus of these workshops was completion of SLOs and a discussion about how to assess student learning. Committee members shared sample rubrics and other assessment devices during these workshops.

The Student Learning Outcomes Committee recognizes that staff development is a major part of helping faculty understand the variety of ways learning can be assessed. Committee members attended workshops at Bakersfield College devoted to understanding the assessment process. In addition, the Chair of the Student Learning Outcomes Committee met with representatives from the Kern Community College District and the other two colleges to coordinate the sharing of best practices. One of the outcomes of this coordination was the Assessment Workshop that was provided at the August 2008 flex day.

Learning outcomes at the institutional level have also been drafted. Discussion has focused on what core competencies students should have when they complete their studies at Porterville College. Additionally, program-level (degree level) outcomes have been created for 48% of our programs, and assessment of these programs has begun.

Review and Analysis of Actions and Achievements to Date

Recent faculty discussions have focused largely on the assessment of learning outcomes at the course level. Their familiarity with assessment strategies has increased significantly as they work toward gathering evidence to demonstrate student achievement. Full-time and adjunct faculty are collaborating to make certain that the learning outcomes identified in course outlines are being fairly and consistently measured. In several areas, faculty have reported to the SLO committee that curricular changes have been made as a result of this evaluation.

For Science/Math, for example, all program SLO's are identified and are in the assessment process. Program SLOs were developed through several discussions in division meetings and emails. In addition,

discipline specific meetings were held to discuss and finalize the Program SLOs. Science/Math faculty discovered that the method of assessment needed to be changed, as it provided data that was not specific enough. Assessment methods were revised for spring 2009 with results scheduled for division discussion in fall 2009.

Plans for Continued Response to Recommendation

This recommendation has been partially implemented and will be fully implemented in academic year 2009-10 as all SLOs are identified and assessment begins.

The Student Learning Outcomes Committee is focusing on helping programs in identifying student learning outcomes at the program level in academic year 2009-10. Additionally, the SLO Committee is focusing on assisting divisions/faculty with implementing assessment strategies and using assessment results in a continuous improvement model. Further, the SLO Committee is helping faculty to identify remaining course-level SLOs and will assist faculty with implementation of assessment of at least one course-level and one program-level SLO for each course and program in 2009-10.

Evidence
SLO Committee Report
SLO Status Report
Division documentation of use of assessment data
Draft Institutional-level SLOs
Program-level SLOs

- ***Assess student services throughout the students' matriculation at the college (Standards IIB, IIB.3, IIB.4),***

Actions and Achievements to Date

As part of the Student Services' division spring 2009 program review, each of the student services programs identified student learning outcomes for their respective programs. This included all programs involved in the matriculation of our students from outreach to graduation. Under the direction of the Vice President of Student Services, an assessment process for each of the student learning outcomes within each program was developed and implemented in an effort to use these assessments to improve our services to students.

Review and Analysis of Actions and Achievements to Date

The student services programs have moved aggressively toward the development and assessment of student learning outcomes for each of its programs. Just a year ago, only a handful of the programs had established student learning outcomes. Now, each of them have developed outcomes and are those programs that have already assessed their SLOs have begun using the assessment of these outcomes for program and service improvement.

Each program has a variety of SLOs that are or will be assessed each academic year. As stated in the comprehensive program review, the SLOs assessed within the academic year as listed in the assessment

plan may be adjusted due to the results of ongoing assessments, changes in programs goals, etc. Some programs will have SLOs assessed each year, while others will not. The proposed four-year cycle for the assessment of the various SLOs within each program is:

2007-08   CalWORKs; EOPS/CARE

2008-09   Admissions and Records; Advising/Counseling/Matriculation; CalWORKs; EOPS/ CARE; Disability Resource Center (DRC); Tansfer Center

2009-10   Office of Student Serivces general SLO; Admissions and Records; Advising/Counseling/ Matriculation; Athletics; CalWORKs; DRC; Financial Aid; Student Programs; Transfer Center; Veterans' Services

2010-11   Office of Student Serivces general SLO; Admissions and Records; Advising/Counseling/ Matriculation; Athletics; CalWORKs; DRC; Financial Aid; Student Programs; Transfer Center; Wellness Center

Thus far, a few examples of the changes made resulting from the various assessments that have been completed include: EOPS workshops being modified to improve and enhance the information presented; the delivery method of the CalWORKs orientation was changed to PowerPoint as a result of student assessment of two different delivery types, i.e. lecture/handouts vs. PowerPoint; and the Wellness Center Health Faire was improved to include a better variety of vendors and increased outreach and marketing.

For example, Career Assessment workshops were changed to provide additional information requested by students during the assessment of these services.

Examples (not inclusive) of assessment and use of assessment data for student services programs include:

EOPS – Test Anxiety Workshop The student pre- and post-tests showed overall satisfaction with the information presented at these workshops; however, the length of the workshop was indicated as a concern to students so that more time could be allowed for questions, completion of SLO assessment, etc. It also showed that these workshops should be presented more often. As a result of this feedback, the length of the workshops has been increased, information presented has been modified to allow more time for discussion and completion of SLOs, and the number of workshops is being increase as budgets will allow as a result of student interest.

EOPS – Take Charge of Your Finances workshop Although student survey results showed the information presented was deemed useful, there was indication that the information provided could be updated and improved. In addition, students felt that the workshops were too long, given the nature of the topic. As a result, the content and the length of the workshops are being modified.

CalWORKs orientation - Two orientations were scheduled – one with a PowerPoint presentation and the other through basic lecture and handouts. The assessment results showed that the PowerPoint presentation was better received. More students understood the information presented via this method of delivery than through the traditional lecture approach. As a result, all orientations will now include the PowerPoint presentation.

Wellness Center Health and Career Fair- Although the results of the assessment were positive overall, results indicated that additional areas of interest should be included in an effort to broaden the information available to students. In addition, the assessment showed that better outreach and advertisement of the fair should be considered. As a result, additional topics were added to the list of topics covered. The

coordinator will contact additional staff in growing fields of study and employment, such as pharmacy, and she will work with the campus Public Information Officer to increase the marketing and outreach for this event.

Plans for Continued Response to Recommendation

This recommendation has been implemented.

A four-year assessment timeline has been established in which all of the SLOs in student services will be assessed by 2011. As the programs continue to add or modify the services and activities they offer in order to meet the ongoing needs of our students, the SLOs and assessment plan may be modified accordingly. These assessments, as they are concluded, will be discussed within the student services division's ongoing staff meetings and programs and services will be modified as a result of these assessments.

At the conclusion of each academic year, the Vice President, Student Services, will compile the results of these assessments into and discuss at the various meetings of the student services staff in the ensuing academic year to ensure that assessments are being utilized to improve our services to students.

Evidence
Student Services Comprehensive Program Review Document with Program SLOs

- *Use these assessments to improve courses, programs, and services (Standards IIA.1c, IIA.2e, IIA.2f, Eligibility Requirement 19),*

Actions and Achievements to Date

As more and more faculty dialogue about how student learning occurs and as they search for reliable methods for assessing student learning, they realize that the real value of their assessment is the information it provides to make course and/or program modifications which help to make students more successful. This realization is supported by division reports on their use of assessment data. The following are just some of the examples of how evidence from the assessments has been used to improve courses and services.

The EOPS/CARE orientations were modified to include recommendations from the student surveys and focus group comments; Transfer Center activities were enhanced to better ensure that students understand the transfer process; Career Assessment workshops were changed to provide additional information requested; the Wellness Center Health Fair activities and invited organizations were modified to better meet the needs of participating students; the collaboration among the Learning Resource and English faculty was increased in order to improve student learning support; and the Art faculty modified departmental SLOs and the assessment process to improve course learning. Again, these are just samples of how assessments are being used, and these examples are becoming more commonplace as assessments are being implemented.

Review and Analysis of Actions and Achievements to Date

Faculty from across campus are sharing assessment experiences. The resulting dialogue has led to a greater understanding of the on-going value of assessing the degree to which the planned learning outcomes are being accomplished. As faculty become more comfortable with the terminology used to describe learning and assessment, they have begun to ask questions which probe more deeply into how we know that learning has occurred. In addition, as the topic of student learning outcomes is addressed in more settings across campus, faculty and staff understand its relationship to other campus-wide initiatives. They have realized that assessing student learning outcomes is critical because it ultimately leads to improved services and instruction.

Plans for Continued Response to Recommendation

This recommendation has been partially implemented because we have begun assessing student learning outcomes on courses and programs, and we have an assessment plan for assessing Institutional-level outcomes.

An attitudinal shift regarding assessment has begun across campus and more faculty are beginning to implement assessment strategies as a way to measure student learning effectiveness. This attitude shift will continue as faculty members analyze the results of the learning outcomes they've developed and make revisions as necessary. In addition, planned workshops, peer support, and dialogue will continue to assist in supporting faculty in their move to assessment.

Evidence
Program and course changes as a result of assessment
Division reports on use of assessment data
Student Services Department Student Surveys

- ***Link student learning outcomes, planning, and resource allocation (Standard IB),***

Actions and Achievements to Date

During the past several years, staff development for faculty has focused on the development of student learning outcomes and the assessment of the outcomes. The Budget Committee has refined the institutional processes by which planning is linked to resource allocation. When individuals request funds to support campus-wide projects or initiatives, they are asked to identify how the proposed funding will contribute to student learning, and each request must be linked to the appropriate item in the Strategic plan and the College Mission. Consequently, the resource allocation process has been formalized to include evidence to document need and, therefore, links student learning to resource allocation.

Review and Analysis of Actions and Achievements to Date

The College recognizes that an important part of increased student learning and success includes the ability to assess student learning outcomes. Institutionally, the College has a process in place that links student learning outcomes with planning and budget. The Budget Committee continuously monitors

the allocation process to ensure there is the connection or link between outcomes, planning, and resource allocation.

Plans for Continued Response to Recommendation

This recommendation has been partially implemented.

The College has continued to support staff development in the area of student learning outcomes. The Title V grant was the original source of funding for such training, but that grant ended in September 2008. However, staff development continues. For example, a fall 2008 flex day workshop added significantly to faculty understanding of assessing student learning. Plans for continued staff development will be ongoing discussions within the SLO committee, Academic Senate, and College Learning Council.

The College recognizes that linking planning with budgeting is an important step in demonstrating that resources which support student learning must be supported. Efforts will be ongoing to make it clear to everyone that resources are allocated based on evidence, as evidenced by the recent budget for 2009-10 that was created using the new budget forms with links to the Strategic Plan and Mission Statement. Items funded were linked while those not funded were not. With that, needs based on the assessment of student learning will provide convincing evidence.

Evidence
Budget request forms and process
Budget for 2009-10
Budget templates included in program review

- ***Create a cycle of continuous assessment of the effectiveness of college programs and services on student learning (Standard IB.7).***

Actions and Achievements to Date

During the spring of 2007, the College adopted a Strategic Plan which identified several short-term and long-term initiatives. Short-term initiative 3 is "Institutionalize and Assess Student Learning Outcomes". This initiative's expected outcome is "Student learning outcomes will become an institutionalized effort that will help the College improve its services to students through an ongoing assessment of its effectiveness." The initiative's implementation plan included creating a cycle of continuous assessment to ensure the effectiveness of college programs and services in relationship to student learning as well as linking student learning outcomes with planning and resource allocation.

The Academic Senate has worked collaboratively with administration to provide leadership toward achieving this outcome. The Academic Senate created a Student Learning Outcomes Committee and receives reports and recommendations from this group on a regular basis. The administration of the College provided the faculty chair of the Student Learning Outcomes Committee with reassigned time to oversee the work of SLO creation and assessment of SLOs. The current chair has an extensive background in assessment methodologies as does the incoming chair for 2009-10.

The short-term plans identified above are in the process of being implemented. The SLO representatives from each division sit on the SLO committee and are responsible for facilitating the creation and

assessment of SLOs. SLOs will be identified for and assessment will be done for at least one SLO for each course and one SLO for each program by fall 2009.

Additionally, in spring 2009, Student Services completed a comprehensive program review report, available in the office of the Vice President for Student Services. An SLO assessment plan was included that schedules assessment of all student services program SLOs over a four-year continuous timeline.

Review and Analysis of Actions and Achievements to Date

Ongoing review of progress achieving student learning outcomes has already resulted in changes to some programs and services. Some of those changes are referenced in examples above. In addition, cumulative assessments are being compiled.

Since course level student learning outcomes are imbedded in course outlines and course outlines must be revised every three years, faculty will, at minimum, review their assessments and will update their student learning outcomes every three years. It is expected that analysis of assessment data will result in modifications to course content, delivery methods and possibly modifications to the expected learning outcomes themselves with the goal of providing more effective learning for students.

The development in the Health Careers division of a process for presenting and documenting assessment of student learning outcomes is a model which is being considered by other divisions on campus. It represents a major step forward in acknowledging not only that assessment must be made on a regular basis, but also for the need to document the discussion and the subsequent changes to outcomes at the course or program level.

Plans for Continued Response to Recommendation

This recommendation has been partially implemented.

The changes which the College has made in both its planning processes and its organizational structure focused on student learning outcomes assures continued progress in both areas. With the leadership provided by the Academic Senate and the College's administration, focus will remain on institutionalizing the identification and assessment of learning. This will occur by refining the ways in which faculty dialogue about how learning takes place and by developing a system of accountability for reporting on both progress and changes brought about by evidence gathered during the review process. Budget requests will continue to be evaluated based on their related program reviews as well as links to the Strategic Plan and Mission statement.

Evidence
SLO Committee Report
SLO Status Report
Student Services Comprehensive Program Review
Budget request form

Budget for 2009-10

College Recommendation 4:   Institutional Integrity

The college must standardize student services across the college to ensure that students taking courses through distance education, during the summer, or evening hours have the same access to consistent and reliable information as on-campus day students.

Planning Process for Resolution of Recommendation

The Dean of Learning (now Dean of Academic Affairs) responsible for student services was assigned the responsibility of working with the related staff to discuss and plan for the standardization of student services as indicated in this recommendation. The Vice President of Learning (now Vice President, Student Services) also met with the student services staff to discuss the recommendation and suggested plans to address the findings of the accreditation visiting team. The student services staff then began meeting regularly during the spring 2007 term to implement this recommendation and develop plans for future improvements in the delivery of student services to evening, online, and summer students.

The staff modified their respective work schedules to ensure evening services are available until 6:30 p.m. (just prior to when evening classes start), provided a link on the home page so that students can have email access to a counselor for any question they may have, developed a specific and organized student services section on the homepage, and strengthened summer services.

- **Evening Student Services Established**

In our efforts to increase evening availability, the counselors and related student services staff have adjusted their work hours during the academic year to ensure service availability until 6:30 p.m., Monday through Thursday evenings. During the past several years, and as indicated in our accreditation site visit report, most student services previously closed at 5:30 p.m.

A new part-time, evening assistant position for the counseling desk was hired. This position is at the counseling desk until 6:30 p.m. to provide referral assistance to evening students, answer basic questions, take appointments for the counseling staff, and assist the evening counselors as needed. Based on mid-term budget cuts to categorical programs for 2008-09, however, counseling services were significantly reduced with respect to evening services during the summer months.

- **Online Counseling Service Implemented**

To begin the initial phase in the development of comprehensive online student services, one of the counselors was assigned the responsibility to serve as an "online counselor." A link on the college webpage entitled "Ask a Counselor a Question" was incorporated and implemented that allows any student to ask the online counselor a question and a response to the email is provided within 24 hours. During the year ending June 30, 2009, over 500 students took advantage of the email counseling option. Additionally, the EOPS/CARE program also implemented a similar online counseling effort.

Further, the District and College have been collaborating in the planning, development, and implementation of Luminus. This portal platform will greatly expand online assistance in terms of student services information and should be available to students during the 2009-10 academic year.

In addition, the College has submitted a Title V grant proposal to implement online advising and orientation. As part of this grant, a student services lab is being proposed for one of the lab rooms adjacent to

the student services area vacant since the fall 2009 completion of The Learning Resource Center remodel. This lab will be used for online advising, online orientation, assistance with online registration, and other online services that may be provided by the various programs in student services.

- **Summer Student Services Provided**

Since the full-time counselors are not on campus during the majority of the summer, part-time adjunct counselors were hired to provide counseling services during summer school and throughout most of the summer when classes were not in session. A line item in the college budget was established to provide for summer adjunct counselors. In addition, the other student service programs, i.e. financial aid, admissions and records, etc. remained and will continue to remain open and operational during the summer.

Review and Analysis of Actions and Achievements to Date

Online counseling has been a popular addition to the webpage, as evidenced by the fact that there have been 506 students helped in the period August 1, 2008 through July 31, 2009. The online/email counselor has indicated that the types of questions asked have been varied in terms of basic advising questions, referrals, transfer concerns, etc. As the student services webpage is implemented on the Luminus platform, it is anticipated that students will visit this site regularly and it will provide online students with access to information to which they may currently not have access. The College will be able to collect web statistics to record the number of visits.

During the summer school sessions the counseling and student services programs are utilized extensively by students. Student enrollment has increased the past couple of summer sessions, and the adjunct counselors have been busy with student advising, though such advising was somewhat limited during summer 2009 due to mid-year budget cuts.

Unsolicited feedback from employees at the College has been universally positive in regards to the expansion of evening hours. The staff has been supportive of this change in work hours to better serve our evening students.

Plans for Continued Response to Recommendation

This recommendation has been implemented.

Student usage of the various evening services will continue to be recorded and monitored to ascertain if modifications are necessary. The hours of some services may need to be adjusted to better meet the needs of our students and the availability of staff. The implementation of Luminus and the proposed Title V grant will greatly increase and expand online services and information for students.

Now that summer adjunct counseling has now been implemented, the costs for this activity must be funded by the College.

Evidence
Documentation of Student Service hours in the schedule
Documentation on number of students served through email counseling
Title V Grant Proposal

College Recommendation 5:   Organization

To meet the standards related to ethical, effective, and empowered leadership, the college must identify the roles, scope of authority, and responsibilities of faculty, staff, students, administrators, and committees in the decision-making processes. The college/district is encouraged to review and evaluate if the number of administrators is commensurate with the size of the institution.

Planning Process for Resolution of Recommendation

In response to this recommendation, shortly after the visit of the accreditation team the Administrative Council began to review the organizational structures and size of management staff at community colleges that are like-size to Porterville College. In addition to determining if the current administrative staff is commensurate with the size of our institution, the Administrative Council also reviewed the responsibilities and work process flow to determine if the blending of instruction and student service responsibilities in our current structure is an effective and efficient management structure for our campus.

Since the accreditation visiting team expressed concerns about the decision-making responsibilities of various committees, most specifically the College Learning Council, the president of the College presented to the Administrative Council and CLC various definitions and differences between councils, committees, subcommittees, and task forces. These definitions were reviewed and discussed in response to the recommendations of the accreditation visiting team in an effort for the College to know and understand the roles and responsibilities of each constituency group and our various campus committees.

During the spring 2007 term, approximately 60 of our faculty, staff, students, and administrators attended a participatory governance workshop coordinated by the District office. This workshop presented the legal definitions and intent of the Education Code and Title 5 and the various programmatic issues dealing with the roles and responsibilities of administrators, faculty, staff, and students in the decision-making process.

- **Roles and Responsibilities Reviewed and Agreed Upon**

After various discussions within CLC regarding the responsibilities and scope of authority among employee groups, committees, councils, and task forces, a better understanding regarding the functions of each was reached and agreed upon. A review of all campus committees was completed and these committees were appropriately assigned as committees, subcommittees, councils, or task forces. Resulting from this review, it was decided to write a new "Participatory Governance at Porterville College" statement that replaced the old statement. Additionally, the President holds a retreat of the Administrative Council prior to the fall semester to officially review, revise, and delineate roles and responsibilities among Administrative Council members.

- **College Learning Council Description and Responsibilities Revised**

The description and responsibilities of the CLC were revised and appropriately assigned as a council with recommending, not decision-making, responsibilities. This revised description properly delineates its responsibilities and charges, i.e. that most CLC actions are recommendations to the president and not the final decisions of the CLC.

- **Management Structure Modified and New Administrative Support Hired**

Upon review of the management structures of other colleges in the system, the Administrative Council recommended that the College should begin to build back its administrative staff in an effort to better serve the campus and provide effective leadership. A new administrative structure was developed and presented to CLC for review and discussion.

The organizational structure was revised to incorporate a delineation of administrative responsibilities and reporting lines between instruction and student services to include a Vice President of Academic Affairs (VP/AA) and a Vice President of Student Services (VP/SS). Then, the deans and related programs and academic divisions were reassigned under the responsibilities of the vice presidents accordingly to their service areas.

Once the revised organizational structure was implemented, an interim VP/AA was hired and the search process began for the permanent position. After a lengthy search and selection process, the new VP/AA began full-time in spring 2009.

In an effort to better manage the athletic programs of the College in addition to increasing student involvement and activities on campus, a new Director of Student Programs and Athletics was hired in spring 2008. This is an administrative position with staff and budgetary responsibilities. This person serves as the Athletic Director and also coordinates all student related programs and activities.

Review and Analysis of Actions and Achievements to Date

The discussions within CLC regarding the roles and responsibilities of administrators, faculty, staff, students, and committees significantly assisted all College constituency groups in our efforts to understand and effectuate the decision-making process. There is now a better understanding of the appropriate levels of responsibility and, especially, accountability among appropriate employees or campus committees.

The addition of a new vice president has greatly assisted the College in the timely completion of the myriad of administrative functions and responsibilities, including leadership for the completion of course-level SLOs for over half the curriculum and audits of curriculum compliance with Title V regulations. This position has allowed the College to begin to improve upon its services to the campus through better attention to the issues, increased administrative interaction with the campus and community, and increased effectiveness in the completion of duties with better and added focus on the specific tasks at hand.

The Director of Student Programs and Athletics has done an exceptional job in managing the athletic programs and in ensuring that all sports are complying with local and state requirements athletic rules and regulations. In addition, there has been a noticeable increase in student activities due to his leadership in this area as documented by the Student Calendar for 2008-9.

The management reorganization, in which the functions of instruction and student services are no longer blended among the administrators, has also helped the administrators to be more effective in what they do because their specific duties and responsibilities will now be within their areas of knowledge, interest, and expertise. For example, the Vice President of Student Services no longer has curricular responsibility, and the Vice President of Academic Affairs is not responsible for special programs such as EOPS and DSP&S.

Plans for Continued Response to Recommendation

This recommendation has been implemented.

The addition of the new Vice President of Academic Affairs and the Director of Student Programs and Athletics were the first steps in the reorganization of the management structure and expansion of the administrative staffing of the College. The next steps will include moving some director positions currently held by faculty on release time into management positions to better serve their respective programs and to be able to provide the appropriate administrative functions necessary. However, this will require discussion with the faculty union and plans will need to be made regarding this impact on our budget and full-time faculty obligation.

Now that the new VP/AA has been hired, a review of the administrative structure and responsibilities within this management organization will be undertaken during the 2009-10 academic year. If necessary, further refinement to the structure and assigned responsibilities of the administrators will be made.

Evidence
Administrative Council Membership
Administrative Council Organizational Map
College Learning Council Description
Participatory Governance Statement:
http://www.portervillecollege.edu/research/Files/Planning%20Documents/Participipatory%20governance%20statement%202008.pdf
College Learning Council Minutes
Student Activities Calendar for 2008-9

Response to Self-identified Issues (Planning Agendas)

Standard 1 – Institutional Mission and Effectiveness

A. The CLC will conduct an annual review of its mission statement each spring term beginning in 2007 (A).

Brief Description of Progress Made

In response to the accreditation recommendation, the College revised its mission statement in spring 2007. This revised mission statement was approved by the KCCD Board of Trustees in June 2007. To follow the review process as indicated above in the planning agenda, the mission statement was reviewed in spring 2008 and spring/summer 2009. During those reviews, the College Learning Council felt no further changes to the mission statement were necessary.

Timelines to Completion

This planning agenda has been completed; consistent reviews will be ongoing as indicated.

Responsible Parties

Steven Schultz, Vice President of Student Services - College Learning Council co-chair

Evidence

College Learning Council Minutes

B. The CLC will begin dialogue in fall 2006 regarding the process for establishing institutional student learning outcomes (A.1).

Brief Description of Progress Made

Interim institutional SLOs had been drafted in preparation for the November 2007 follow-up visit. However, since that time it became clear that a process was needed to mesh institutional outcomes with the course-level and program SLOs. During fall 2008, the Curriculum Committee spent much of its retreat working on what learning students needed to demonstrate as graduates of the College. At this retreat they developed a draft of graduation-level SLOs. After review by the SLO committee, the draft was sent to all divisions for comment and returned with a consensus from staff that we needed more measurable learning outcomes.

Wishing to continue the process, the Curriculum Committee adopted what had been prepared and sent them to the Academic Senate. In December 2008 the Senate voted to support the six graduation-level SLOS and to support that the College should continue to develop them campus-wide. During the spring 2009 flex day program, the SLO committee involved faculty participants in proposing and drafting measurable leaning outcomes as subcategories of each of the proposed general outcomes. For the remainder of the spring 2009 semester, the SLO committee edited the subcategories to better link with the College's mission statement and philosophy. Institutional-level SLOs and their methods for assessment

were revisited during Flex Days 2009. These SLOs and the planned assessment will be submitted for review by CLC during spring 2010.

Timelines to Completion

This planning agenda has been implemented, and work is ongoing.
The institutional SLOs continued to be discussed and reviewed during fall 2009 flex days, committee and Academic Senate meetings in fall 2009, and will be formally adopted in the spring 2010 term.

Responsible Parties

Jay Hargis - SLO coordinator 2008-09 and Susan Regier – SLO coordinator 2009-10
Ann Beheler – Vice President, Academic Affairs

Evidence

Draft Institutional level SLOs
SLO Committee Reports
Flex Day agenda
Curriculum Committee Minutes

C. The Office of Institutional Research will distribute the faculty engagement survey every three years (A.4).

Brief Description of Progress Made

The cycle for the distribution of the faculty engagement survey is on schedule. The survey was distributed in fall 2005 and then again in fall 2008.

Timelines to Completion

This planning agenda item is complete. The next scheduled distribution is fall 2011.

Responsible Parties

Michael Carley – institutional researcher

Evidence

Faculty Engagement Survey Report

D. *During the spring 2006 term, the CLC will revise the process and set goals for program review so that planning can be better linked to budget and student learning outcomes (B.1).*

Brief Description of Progress Made

During the 2005-06 academic year the CLC focused many of its discussions on the issue of overall planning and how to better link program reviews, SLOs, etc. with budget. One result of these discussions was that the program review process was modified to ensure that any request for an increase in a budget area or a request for additional staff must be accompanied by an updated program review that justifies the request. In addition, these requests now must support the college mission statement and indicate what affect this request will have on student learning.

Timelines to Completion

Initial work on this planning agenda is essentially complete, and the new program review process is in use. However, the President and the appropriate Vice President will conduct strategic planning sessions with each division in fall 2009 to review the effectiveness of the program review and overall college planning process to ensure linkage between program reviews, SLOs, etc. with the budget allocation. The program review process and resulting document will continue to be refined with the goal of making the document more data-informed.

Responsible Parties

Rosa Carlson – President
Ann Beheler – Vice President, Academic Affairs
Steve Schultz – Vice President, Student Services
Michael Carley – Institutional Researcher

Evidence

Revised Program Review document

Minutes from Strategic Planning Sessions with each Division in fall 2009

E. *The CLC will continue discussing the college efforts and begin to set goals in enrollment management so that enrollment planning can be linked to budget and student learning outcomes (B.1).*

Brief Description of Progress Made

During the 2006-07 academic year, upon a recommendation from the Budget Enrollment Management and Planning (BEMAP) Committee, the CLC implemented three separate subcommittees: 1) Strategic Planning; 2) Budget, and 3) Enrollment Management. Each of these subcommittees has a specific charge to focus primarily on the planning and implementation of processes and activities that relate to their specific responsibility. During spring 2009, the Enrollment Management subcommittee has been

gathering data upon which to base a detailed enrollment management plan that focuses on student need while also focusing on faculty productivity.

Timelines to Completion

The Enrollment Management Committee plans to create a detailed Enrollment Management plan in fall 2009 and will review it with and obtain approval from the CLC. Due to the fact that enrollments drive much of the business of the College, it is expected that on-going college-wide planning and review of enrollments as linked to budget and SLOs will be a continuing important activity.
Note that the Vice President for Academic Affairs has recently been given access to very detailed enrollment management reports that will aid in the creation of an Enrollment Management plan solidly based on data.

Responsible Parties
Ann Beheler – Vice President, Academic Affairs - Enrollment Management subcommittee co-chair

Evidence
Enrollment Management Committee Minutes
College Learning Council Minutes

F. *During the spring 2006 term, a Budget Planning and Review subcommittee of the CLC will be established to begin discussion on restructuring budget development so that the budget can be more clearly linked to planning and student learning outcome (B.1)*

Brief Description of Progress Made

After the CLC further considered the implementation of this new committee, rather than a new committee that focused just on the budget, the CLC decided to formulate a committee (BEMAP) that will coordinate and link the efforts of budget planning with enrollment management and strategic planning.

Timelines to Completion

This planning agenda has been completed.

In an effort to provide more focused attention and discussions, BEMAP was eventually divided into three separate committees, i.e. Budget, Enrollment Management, and Strategic Planning, and these committees report directly to the CLC. Budget requests are now linked to the Strategic Plan and Mission Statement, as well as program review. Once the budget committee has approved the draft budget, it is then presented to the College Learning Council for approval. It is then forwarded to the Board of Trustees for approval. The linked process, including forms and documentation, will continue to be reviewed.

Responsible Parties
Donna Berry, Director of Administrative Services

Evidence
Program Review template with budget worksheet
Porterville College Budget subcommittee Minutes
College Learning Council Minutes

G. *Establish yearly institutional goals each spring term starting in 2007 (B.2).*

Brief Description of Progress Made
In the College's efforts to better effectuate overall campus-wide planning, the CLC decided to develop a strategic plan that includes both short-term and long-term goals and initiatives. This plan is reviewed at the regular meetings of the Strategic Planning subcommittee and any modifications or recommendations are submitted to the CLC for review and discussion.

Timelines to Completion

This initial planning agenda has been completed, though new goals are being considered annually. With each goal added, the method for assessment is also determined.

Responsible Parties
Steven Schultz, Vice President, Student Services – CLC co-chair

Evidence
College Learning Council Minutes

H. *When goals are established, determine how the achievement of these goals will be measured (B.2).*

Brief Description of Progress Made

Each of the goals and initiatives that are listed in the Strategic Plan has stated expected outcomes. When each of these outcomes has been completed, then the goal has been achieved. The process for evaluation and measurement of these goals has and continues to be discussed within the Strategic Planning subcommittee and within the College Learning Council. The achievement of many of the goals is easily measured, i.e. when all of the objectives have been met, and some 18 of 22 short-term objectives and 7 of 21 long-term objectives have already been completed. The remaining short-term goals and the long-term goals will be continuously monitored and updated as to their achievement.

Timelines to Completion

This planning agenda item is complete because assessment methods are also determined when goals are created. Since the goals in the strategic plan are both short- and long-term, the timelines to ensure completion of these goals is dependent on the goals themselves. Some of the goals have already been

completed while others, i.e. the long term goals, will not be completed for some time. Progress toward completion of goals is reviewed with the CLC yearly.

Responsible Parties
Michael Carley, institutional researcher
Steven Schultz, Vice President, Student Services – Strategic Planning subcommittee chair

Evidence
Strategic Planning Committee Minutes
College Learning Council Minutes

I. *At the end of each academic year, the CLC will evaluate each of the established goals and determine if the goals have been met (B.2).*

Brief Description of Progress Made
The established goals are now part of the Porterville College Strategic Plan. These goals are both short-term and long-term. As part of its oversight responsibilities, the Strategic Planning subcommittee developed a timeline and responsibility document that indicates when each goal is to be accomplished and who is responsible for that goal. Progress is monitored during the regular meetings of the subcommittee. Following these discussion, the subcommittee then reports back to the CLC regarding goal completion and any recommendations regarding modifications to the plan.

Timelines to Completion

The monitoring and review of goal completion and the related objectives is an ongoing process in the overall evaluation of the strategic plan.

Responsible Parties
Steven Schultz, Vice President, Student Services – CLC co-chair and Strategic Planning subcommittee chair

Evidence
Strategic Planning Committee Minutes
Strategic Planning Progress Report
College Learning Council Minutes

J. During the spring 2006 term, a Budget Planning and Review subcommittee of the CLC will be established to develop a consistent budget planning process. This process will be implemented in 2006-07 (B.3)

Brief Description of Progress Made

The Budget Enrollment Management and Planning (BEMAP) committee was established as planned. A budget planning process that better linked budget with enrollment management, program review, and student learning outcomes was implemented. This process continues to be reviewed and improved accordingly.

As previously mentioned, during the 2006-07 academic year, upon a recommendation from BEMAP, the CLC implemented three separate subcommittees: 1) Strategic Planning; 2) Budget, and 3) Enrollment Management. Each of these subcommittees has a specific charge to focus primarily on the planning and implementation of processes and activities relating to their responsibility. It is also notable that the budget subcommittee has implemented a new budget request form that has been used for budget planning for 2009-10. This form links budget requests to our mission statement and program review. This is our first year to use these forms to support allocation of budgets based on such planning linkages.

Timelines to Completion

This planning agenda has been completed (note that the name and charge of this committee was later changed to the "Budget Committee"), but ongoing review and improvement continues.

Responsible Parties
Donna Berry, Director of Administrative Services –Budget Committee chair

Evidence
Budget Committee Minutes
College Learning Council Minutes

K. During fall 2007, the CLC will review and evaluate the revised program review process to ensure its usefulness and effectiveness in institutional planning (B.7).

Brief Description of Progress Made

Program review was placed as a standing report item on the agendas for the CLC meetings. Therefore, at every CLC meeting the issue of program review is brought to the floor and discussed as appropriate. So rather than just during a fall 2007 review, program review is monitored consistently and the process modified as necessary. The process was modified again in 2008-09 to establish a 3-year cycle and revised calendar and to improve the SLO section.

Timelines to Completion

Although this planning agenda has been completed, reviews and updates will be on-going.

Responsible Parties

Michael Carley, Institutional researcher

Evidence

Program Review forms
Revised 3-year calendar

College Learning Council Minutes

Standard II – Student Learning Programs and Services

A. During the 2007-08 academic year, the Office of Institutional Research will develop a data tracking report to better track students through the progression of sequential courses, especially in the developmental program area (A.1.a).

Brief Description of Progress Made

Due to a number of other research-related priorities that occurred during the 2007-08 academic year, this planning agenda was postponed until the 2008-09. In fall 2008, the Office of Institutional Research began working on tracking cohorts of students through series of developmental programs, beginning with the English writing sequence.

Timelines to Completion

The initial draft of this report is expected to be available in fall 2009, and it will be reviewed primarily by faculty in the Language Arts Division. It will then be modified appropriately to ensure its effectiveness and usefulness.

Responsible Parties

Michael Carley, institutional researcher

Evidence

Enrollment Management Committee Minutes
College Learning Council Minutes

B. As SLOs continue to be developed at the course level, the programs and divisions will begin to focus on the development of outcomes at the program level starting in the fall 2006 term (A.1.a)

Brief Description of Progress Made

Program SLOs have been identified for 48% of the programs, and the remaining 52% are in process. However, as noted in the accreditation follow-up report the College was critically behind in the whole area of SLO development. Therefore, the College spent a considerable amount of time in course-level SLOs development, curriculum process modifications, training, etc. By the end of the spring 2009 term, the College had made considerable progress in the general areas of course-level SLOs (89% identified and either approved by the Curriculum Committee or finalized and submitted to the Curriculum Committee for review, up from 34% the end of the previous year). Once the course-level SLOs were finished in a given division, the heavy focus moved on to program-level SLOs as well as assessment of course-level and program-level SLOs. For example, the Science Math Division has identified all their course-level SLOs as well as their program-level SLOs, and they have assessed at least one SLO for each course and one SLO

for each program during 2008-09. The Health Careers Division has made similar progress, with the other five divisions also in process.

As part of its spring 2009 comprehensive program review, each of the programs within the Student Services division identified SLOs for their respective programs.

Timelines to Completion

This planning agenda is partially complete, and work on program SLOs will continue during 2009-10 with plans to have all program-level SLOs identified and at least one program-level SLO will be assessed by the end of the spring 2010 term.

Responsible Parties

Ann Beheler, Vice President, Academic Affairs
Jay Hargis, SLO coordinator 2008-09 and Susan Regier, SLO coordinator 2009-10

Evidence

Program level SLOs identified
Documentation regarding assessment and use of assessment data by each division

C. Beginning in fall 2006, the Office of Institutional Research will provide retention and successes data on the students enrolled into the various methods of delivery (A.1.b).

Brief Description of Progress Made

Although college, division, and department-level retention and success data have routinely been provided for program review, this new report was first created in fall 2008. It was made available on the research web page. Entitled "retention and success", it provides a 5-year history of course retention and success rates overall for the College and disaggregated into several areas including basic skills, vocational classes, transferable classes, and course taught via distance education. The report will be updated annually. It is reviewed by participatory governance committees, including the College Learning Council.

Timelines to Completion

Although this planning agenda has been completed, the refinement and production of related research reports regarding retention and success will be ongoing.

Responsible Parties

Michael Carley, institutional researcher

Evidence

Retention and Success reports

D. *Faculty training regarding student learning outcomes will continue via the Title V grant (A.1.c)*

Brief Description of Progress Made

The Title V grant provided significant training, but the Title V grant is finished. Training regarding SLOs is now an integral part of campus operations and not dependent on the Title V grant. One of the more significant accomplishments in 2008-09 was that faculty came together to work with their fellow faculty to identify remaining course-level SLOs in a collaborative fashion via "Fiesta Friday" workshops in which experienced faculty who had already identified their course and program-level SLOs helped their colleagues one on one.

Timelines to Completion

Although this planning agenda has been completed and the Title V grant is over, training has and will continue through various staff development means including Flex Day and faculty-to-faculty mentoring. Opportunities for faculty collaboration in the area of SLO creation, SLO assessment, and the use of assessment data to improve student learning will continue to be provided.

Responsible Parties

Jay Hargis, SLO coordinator 2008-09 and Susan Regier, SLO coordinator 2009-10
Ann Beheler, Vice President, Academic Affairs

Evidence

Flex day agenda
SLO Workshop materials

E. *The CLC will begin developing institutional student learning outcomes (A.1.c).*

Brief Description of Progress Made

During Spring 2009 Flex Days, work began on the institutional-level student learning outcomes. Draft institutional-level student learning outcomes and the draft assessment plan for these SLOs were completed during Fall Flex Day 2009. These drafts will be vetted through the College Learning Council in fall 2009 and will be implemented in spring 2010.

Timelines to Completion

This planning agenda items is partially complete. The institutional SLOs will continue to be reviewed in fall 2009, with formal adoption in spring 2010 through the College Learning Council.

Responsible Parties

Jay Hargis - SLO coordinator 2008-09 and Susan Regier, SLO coordinator 2009-10
Ann Beheler, Vice President, Academic Affairs

Evidence

Draft Institutional level SLOs

F. *During the 2006-07 academic year, each division will begin discussion, development and implementation of program level outcomes (A.1.c)*

Brief Description of Progress Made

Program-level SLOs have been created for 48% of the programs. At this time, 26% of all programs are being assessed. This effort has been somewhat delayed due to the need to finish identifying course-level SLOs.

During the 2008-09 academic year, once most of the course-level SLOs were identified, the programs and divisions began to focus more on the development and implementation of program level SLOs. Each division has, in fact, begun discussions regarding development and implementation of program level outcomes. The creation and assessment processes for program-level SLOs are being developed concurrently.

Additionally, as part of its spring 2009 comprehensive program review, each of the programs within the Student Services division completed and began implementing and assessing SLOs for their respective programs.

Timelines to Completion

This planning agenda item is partially complete in that two divisions are well on their way to using assessment data to make improvements to their programs. Other divisions are also dedicated to finishing their program-level SLOs, assessing them, and using the results for program improvement. The work on program SLOs will continue during 2009-10 with plans to have all programs with program-level SLOs identified and assessment begun by the end of the spring 2010 term.

Responsible Parties

Jay Hargis, SLO coordinator 2008-09 and Susan Regier, SLO coordinator 2009-10
Ann Beheler, Vice President, Academic Affairs

Evidence

Documented Program level SLOs
Documented Assessment results and program modifications as a result

G. *The Curriculum Committee will evaluate the curriculum review process on a yearly basis to ensure that divisions are adhering to the timetable. (A.2)*

Brief Description of Progress Made

Since the accreditation visit and resulting report, the Curriculum Committee has implemented a variety of modifications to the course development and review process. In addition to timetables and process, these

modifications have also focused on the integration of SLOs into course outlines, forms, and procedures. These modifications are documented in the Draft Curriculum Handbook. Additionally, we, as a District, have adopted Curricunet to assist in tracking our curriculum work; implementation is planned for spring 2010.

Additionally, the CIO now distributes a list, by division, identifying status on course outlines, course-level SLOs, and program-level SLOs. This SLO Status Report is updated at each Curriculum Committee meeting.

Timelines to Completion

This planning agenda item is reviewed yearly and is an integral aspect of the Curriculum Committee's responsibilities.

Responsible Parties

Ann Beheler, Vice President, Academic Affairs
Miles Vega, Curriculum Committee chair

Evidence

Draft Curriculum Handbook
SLO Status Report

H. *The Curriculum Handbook will be updated annually beginning in 2006-07 (A.2).*

Brief Description of Progress Made

In spring 2008 the Curriculum Committee held a retreat to review the Curriculum Handbook. During the fall 2008 term the draft of the revised handbook was distributed to all divisions for feedback and appropriate revisions were made. The handbook is now finalized and being utilized by the Curriculum Committee. It will be reviewed each academic year and modifications made as necessary.

Timelines to Completion

In order to ensure the handbook is kept current and up-to-date, a yearly review is done by the Curriculum Committee.

Responsible Parties

Ann Beheler, Vice President, Academic Affairs
Miles Vega, Curriculum Committee chair

Evidence

Curriculum Handbook

I. *The CLC and Curriculum Committee will continue to review the process of developing, implementing, evaluating and revising student learning outcomes at the course and program level (A.2.a).*

Brief Description of Progress Made

The CLC and the Curriculum Committee do continue to review the process of developing, implementing, evaluating, and revising student learning outcomes at the course and program level. Please see response under Standard I, Planning Item F for a more-detailed explanation.

Timelines to Completion

This planning agenda is an ongoing process and will continue to be a regular focus of the College. The SLO subcommittee is now an established subcommittee of the Academic Senate and meets regularly to ensure the objectives of this planning agenda are being implemented.

Responsible Parties

Ann Beheler, Vice President, Academic Affairs
Jay Hargis, SLO coordinator 2008-09 and Susan Regier SLO coordinator 2009-10
Miles Vega, Curriculum Chair

Evidence

Curriculum Committee Minutes
CLC Minutes

J. *Faculty training regarding student learning outcomes will continue via the Title V grant (A.2.b)*

Brief Description of Progress Made

The faculty training aspect of the Title V grant was completed. Training regarding SLOs and their assessment is now an integral part of campus operations and not dependent on the Title V grant. Fall Flex Days 2009 will focus on Assessment.

Timelines to Completion

Although this planning agenda has been completed, training will continue through various means such as Flex Day workshops.

Responsible Parties

Jay Hargis, SLO coordinator 2008-09 and Susan Regier, SLO coordinator 2009-10
Ann Beheler, Vice President, Academic Affairs

Evidence

Training schedules

Fall Flex Day 2009 agenda

K. ***During the 2006-07 academic year, the College Learning Council will discuss and develop institutional student learning outcomes, while each division will begin discussion, development and implementation of program level outcomes (A.2.b).***

Brief Description of Progress Made

Please see discussion on Standard I, Item B and Standard II, Item B.

Timelines to Completion

The Institutional SLOs and the assessment plan for the institutional SLOs have been drafted will be reviewed again in fall 2009 and formally adopted in spring 2010. It is also planned that all programs and divisions will have drafted program SLOs by spring 2010.

Responsible Parties

Jay Hargis, SLO coordinator 2008-09 and Susan Regier, SLO coordinator 2009-10
Ann Beheler, Vice President, Academic Affairs

Evidence

SLO Committee report
SLO Status Report
Course Outlines of Record
College Learning Council Minutes

L. ***Depending on the budget allocation, the College will investigate including a staff development line item in the 2006-07 budget (A.2.c).***

Brief Description of Progress Made

In preparation for the 2006-07 budget, the inclusion of a staff development line item in the budget was discussed at BEMAP and also in CLC. The College supports staff development and recognizes the importance of such an effort. However, due to budget difficulties, no line item for staff development was included in the 2006-07 or the 2007-08 general fund budgets. However, a line item for staff development was included in the 2008-09 budget. Additionally, faculty competent in various areas have held seminars and workshops, and the College has used Basic Skills and other grant funds for professional development for faculty and staff.

Timelines to Completion

The current plans are for the inclusion of staff development in all subsequent years, while also taking advantage of grant funding wherever possible.

Responsible Parties

Donna Berry, Director of Administrative services; Budget committee chair (formerly BEMAP)
Rosa Carlson, President

Evidence

Documentation of Staff Development activities

M. *Beginning in fall 2007 and in consultation with the College Learning Council, the Human Resources office will investigate alternatives to increase the pool of adjunct instructors (A.2.c).*

Brief Description of Progress Made

During 2008-09, the Human Resources office began transitioning all recruitment functions to the District Office and migrating to an online application and tracking system. The online application system makes it easier for an adjunct to submit an application and allows the College to have easy access to the applications database. This process is already streamlining existing methods and has potential to extend reach to interested parties beyond our geographical boundaries. We expect the use of the online system to assist us in expanding our pool of adjuncts, especially with respect to online instruction.

Timelines to Completion

Although some recent positions have followed this new online application and tracking system, the total transition of recruiting functions will be completed by fall 2009.

Responsible Parties

Angelia Roberson, Human Resources manager

Evidence

Statistics on the number of adjunct applicants in the pool to be provided

N. *Because of the increasing number of assignments requiring technology, a student production area where students could have access to a scanner, powerful computers, and video equipment to make presentations for assignments will be planned for implementation during 2007-08 (A.2.d).*

Brief Description of Progress Made

Due to the construction of the new library and the remodeling of the old library, the completion of this planning agenda was postponed until all library-related construction was completed. With the remodel now complete for the Learning Resource Center, the new high tech center and computer lab will provide students with increased use of technology in fall 2009.

Timelines to Completion

Major work is complete on this planning agenda item with the opening of the new Computer Commons in the new Learning Resource Center. Since our students' needs for technology continue to change, this will be an ongoing emphasis.

Responsible Parties
Bill Henry, Dean, Career and Technical Education

Evidence
Learning Resource Center labs

O. During the 2007-08 academic year, the Office of Institutional Research will develop a data tracking report to better track students through the progression of sequential courses, specifically in developmental program areas (A.2.e).

Brief Description of Progress Made

This work is scheduled for fall 2009. For a more-detailed discussion, please see discussion on Standard II, Planning Item A.

P. During the spring 2006 term, the CLC will implement the Budget Planning and Review subcommittee and this subcommittee will begin meeting formally in the fall 2006 term (A.2.f).

Brief Description of Progress Made, Timelines to Completion, Responsible Parties, Evidence

This committee has been created and is meeting regularly. For a more-detailed discussion, please see discussion on Standard I, Planning Item F.

Q. During fall 2006, the CLC will further discuss the development and implementation of an Enrollment Management subcommittee (A.2.f).

Brief Description of Progress Made

During the 2006-07 academic year under the recommendation of CLC the BEMAP committee reviewed and evaluated its overall responsibilities and tasks and decided to form three separate subcommittees: 1) Enrollment Management; 2) Strategic Planning; and 3) Budget. The development of these separate subcommittees allowed for more focused discussions relating to each and then these discussions and any related recommendations were reported back to BEMAP and ultimately to CLC. The Enrollment Management subcommittee meets regularly and addresses all aspects of enrollment planning. A new Comprehensive Enrollment Management Plan will be created in 2009 –10.

Timelines to Completion

This planning agenda has been completed, though the work of the Enrollment Management subcommittee is on-going.

Responsible Parties

Ann Beheler, Vice President, Academic Affairs - Enrollment Management subcommittee chair

Evidence

Enrollment Management Committee Minutes

R. The CLC and Curriculum Committee will continue to discuss and coordinate the development of student learning outcomes for all course offerings (A.2.i).

Brief Description of Progress Made

In an effort to provide effective and ongoing overall campus coordination in all areas of student learning outcomes, a new Student Learning Outcomes subcommittee of the Academic Senate was approved by the senate in May 2006. The SLO subcommittee, chaired by the newly created faculty SLO coordinator, began meeting in fall 2007 and its ongoing charge is to review the overall process of developing, implementing, evaluating and revising SLOs.   All course-level SLOs are submitted to and approved by the Curriculum Committee.

The College has made significant progress in the development of SLOs at the course level (89% identified and either approved by the Curriculum Committee or submitted to the Curriculum Committee for approval.) In addition, a minimum of two SLO committee members review each course outline as part of the course outline approval process. Additionally, the SLO committee makes reports to the College Learning Council.

Timelines to Completion

This planning agenda item is ongoing. This focus will continue to be a regular emphasis for the College. The SLO subcommittee is now an established subcommittee of the Academic Senate and meets regularly to ensure the objectives of this planning agenda are being implemented.

Responsible Parties

Ann Beheler, Vice President, Academic Affairs
Jay Hargis, SLO coordinator 2008-09 and Susan Regier, SLO coordinator 2009-10
Miles Vega, Curriculum Committee Chair

Evidence

SLO Status Report
Curriculum Committee Minutes
College Learning Council Minutes

S. *During the 2006-07 academic year, the College Learning Council will discuss and develop institutional student learning outcome, while each division will begin discussion, development and implementation of program level outcomes (A.2.i).*

Brief Description of Progress Made

This work is in progress and is ongoing. For a more-detailed discussion, please see discussion on Standard I, Planning Item B and on Standard II, Planning Item F.

Timelines to Completion

The Institutional SLOs that have been drafted will be reviewed again in fall 2009 and formally adopted in spring 2010. It is also planned that all programs and divisions will have drafted program SLOs by spring 2010.

Responsible Parties

Jay Hargis, SLO coordinator 2008-09 and Susan Regier, SLO coordinator 2009-10
Ann Beheler, Vice President, Academic Affairs

Evidence

College Learning Council Minutes
SLO Status Report

*T. **During 2006-07, the Curriculum Committee will discuss and develop a process that will utilize SLOs in analyzing each course for inclusion in the general education curriculum (A.3).***

Brief Description of Progress Made

In its efforts to integrate SLOs into all courses, not just general education, the Curriculum Committee revised its course review and approval process to require that all courses must have SLOs within them or the course will either not be approved (new courses) or will not be offered in the class schedule (continuing courses).

At the fall 2008 Curriculum Committee retreat, graduation-level SLOs were drafted. These were then distributed to the divisions for feedback and forwarded to the Academic Senate for adoption. The Senate adopted the graduation SLOs in December 2008 with the recommendation that they continued to be discussed and reviewed.

Timelines to Completion

This planning agenda has been completed. However, the Curriculum and SLO committees will continue to review and modify as appropriate. After several reviews and modifications, it is planned to formally adopt the institutional SLOs in spring 2010.

Responsible Parties

Miles Vega, Curriculum Committee Chair
Ann Beheler, Vice President, Academic Affairs

Evidence

Curriculum Committee Minutes

*U. **During the 2006-07 academic year, all vocational advisory committees will be contacted and staff will schedule meetings on a regular basis in their efforts to provide needed dialogue among the college and local employers (A.5).***

Brief Description of Progress Made

The Dean of Career and Technical Education communicated with all vocational advisory committees and encouraged them to meet regularly. All committee memberships were reviewed and some were revised accordingly. Although not all committees have been meeting regularly, the dean continues to encourage and support their efforts.

Additionally, the College is participating with the City of Porterville and the Tulare County Workforce Investment Board in pursuing Green Jobs for the region. Part of this effort includes a community focus group in which businesses specified their needs. The College is working with the other partners of the region to address these needs through a Green Jobs grant proposal.

Timelines to Completion

This planning agenda has been partially completed. All advisory committees have been contacted, but not all have been meeting regularly. This work will continue to be a task of the responsible dean as one of his stated goals for the academic year 2009-10.

Responsible Parties

Bill Henry, Dean, Career and Technical Education

Evidence

Advisory Committee Meeting Minutes

V. *Faculty training regarding student learning outcomes will continue, and all faculty will be encouraged to include outcomes in each of their syllabi (A.6).*

Brief Description of Progress Made

The faculty training aspect of the Title V grant was completed in summer 2008; however, training regarding SLOs is now an integral part of campus operations and is not dependent on the Title V grant. Much of this training has been previously described. Additionally, beginning with Summer Syllabi 2009, SLO's are being included in syllabi with electronic copies provided to the Curriculum Assistant.

Timelines to Completion

Although this planning agenda has been completed, training and encouragement will continue through various means, such as colleague to colleague mentoring through Fiesta Friday SLO Workshops and Flex Days.

Responsible Parties

Jay Hargis, SLO coordinator 2008-09 and Susan Regier, SLO coordinator 2009-10
Ann Beheler, Vice President, Academic Affairs

Evidence

Flex day workshops
File of syllabi with SLOs included

W. During the 2006-07 academic year, the CLC will develop institutional student learning outcomes (A.6).

Brief Description of Progress Made, Timelines to Completion, Responsible Parties, and Evidence

Institutional-level SLOS and an assessment plan for institutional SLOs were completed in draft form during Fall Flex Days 2009. For a more-detailed discussion, please see discussion on Standard I, Planning Item B

X. During 2006-07 academic year, each division will begin discussion, development, and implementation of program level outcomes (A.6)

Brief Description of Progress Made, Timelines to Completion, Responsible Parties, and Evidence

Divisions are working hard to finish identifying and fully assess program-level outcomes. For a more-detailed discussion, please see discussion on Standard II Item B.

Y. By fall 2006, the college will implement the Hershey Digital Imaging System that will expedite the evaluation of student transcripts (A.6.a).

Brief Description of Progress Made

The Hershey Digital Imaging System was implemented in academic year 2006-07.

Timelines to Completion

This planning agenda has been completed.

Responsible Parties

Virginia Gurrola, Director of Admissions and Records/Financial Aid

Evidence
System implemented

Z. During the 2006-07 academic year, the Academic Senate will propose its "Academic Program Discontinuation" process to the CLC for implementation as a college policy (A.6.b).

Brief Description of Progress Made

Originally, the Academic Senate was going to propose this discontinuation process as model for the district; therefore discussions with the Academic Senates of the other colleges needed to occur. The timeline to complete this planning agenda was delayed while this policy was being discussed district-wide. Even though the other colleges have not yet adopted the model, Porterville College adopted a model for program discontinuation during the 2008-09 academic year. It will be reviewed and evaluated in 2009-10.

Timelines to Completion

The planning agenda has been completed.

Responsible Parties

Susan Regier, Academic Senate president 2008-09 and Jeff Keele, Academic Senate president 2009-10

Evidence

Porterville College Academic Program Discontinuation document

AA. By fall 2007, the college will have assigned the responsibility of reviewing handbooks, brochures, posters and advertisements to one office or individual (A.6.c).

Brief Description of Progress Made

This responsibility was assigned to our Public Information Officer.

Timelines to Completion

The planning agenda has been completed.

Responsible Parties

Monte Moore, Public Information Officer

Evidence

All handbooks, brochures, posters, and advertisements are reviewed by Monte Moore.

AB.   Each year when the college is developing its staffing plan, the counseling staff will have the opportunity to submit proposals to the CLC to hire another counselor (B.3.c).

Brief Description of Progress Made

As with any program or division on campus, the counseling department has the opportunity to submit position requests when the ranking process for new faculty hires commences. Although new faculty hires have been minimal during the past few years, the counseling department has submitted requests and these requests have been ranked accordingly.

Timelines to Completion

Although this planning agenda has essentially been completed, the counseling department will continue to submit new positions during the regular request and ranking process.

Responsible Parties

Mercy Herrera, Student Learning Services Division faculty chair

Evidence

Staffing requests for counseling positions

AC.   By fall 2006, a new placement instrument will be in effect (B.3.e).

Brief Description of Progress Made

The College replaced ASSET with a new placement instrument - Accuplacer.

Timelines to Completion

This planning agenda has been completed, but the use of Accuplacer, including various "cut scores" continues to be evaluated and refined.

Responsible Parties

Steven Schultz, Vice President, Student Services
Mercy Herrera, Matriculation coordinator/counselor

Evidence

Accuplacer is in use
Evaluation report regarding "cut scores", completed by consultant

AD. *During the 2007-08 academic year, the college will develop a staffing plan and a collections acquisition plan for the expanded library (C.1.a).*

Brief Description of Progress Made

During 2007-08 when reviewing the expanded library and the facility blueprints in terms of staff location, layout, etc., it was suggested that existing staff would not be sufficient to maintain the student traffic flow in the new library. As part of the regular staffing process, the library staff submitted a Library Director Position request during the ranking process, but other positions have received higher rankings. As a result, the current staff is managing the activities and services of the library. To ensure standardized student services, reference librarians are present when the library is open for evenings, summers, intersessions, and Saturdays.

In addition, collections were increased in the new library. NetLibrary's holdings of full text electronic books increased to over 22,000 from over 19,000. The library will also be offering three new databases in fall 2009 providing online information on U. S. History, the sixties, and cancer. An increase in budget for book collections was included in the 2008-09 and the 2009-10 budgets.

Timelines to Completion

Although this planning agenda has essentially been implemented, ongoing staffing and collections review will continue to be an integral aspect of overall planning in terms of the library expansion.

Responsible Parties
Antonia Ecung, Dean, Academic Affairs
Lorie Barker, reference librarian

Evidence
Library Staffing request
College Learning Council Minutes with respect to faculty positions

AE. *During the 2006-07 academic year, the old volumes will be removed from the collection, and an accurate assessment will be completed (C.1.a).*

Brief Description of Progress Made

As the library staff was preparing for the move into the new library in 2008, old volumes that were considered outdated were removed. Further assessment of the collection will be made now that the library has an accurate picture of its book holdings from the collection data received in July, 2009, from Backstage, the company that converted the library's card catalog to the Library of Congress system.

Timelines to Completion

This planning agenda has been largely completed, but keeping the book collection updated is an ongoing task that can better be handled now that the College has an accurate inventory.

Responsible Parties

Antonia Ecung, Dean, Academic Affairs
Lorie Barker, reference librarian

Evidence

Library Program Review Goal #6 (10-2008)

AF. *During 2006-07, a plan will be developed to get the library catalog online for public access (C.1.c).*

Brief Description of Progress Made

Discussions took place regarding the online library catalog and the appropriate system to use for our campus and our students. It was decided to utilize the same system the other colleges in the district use in an effort to maintain consistency, and that system is part of the SIRSI/DYNIX automation system. Note also that 22,000 of the 47,000 books in our current college are in eBook format, further helping students to have easy access to what they need.

Timelines to Completion

The online catalog is planned and will be fully implemented in 2009-10.

Responsible Parties

Antonia Ecung, Dean, Academic Affairs
Lorie Barker, reference librarian

Evidence

Online catalog operational

AG. *As the 2007-08 budget is developed, library staff will create a schedule for converting current videos in the library collection to text-read format (C.1.c).*

Brief Description of Progress Made

Rather than a conversion schedule, the College established a policy that no new videos would be purchased that did not include captioning. Any videos in the library that do not have captioning that an instructor would still like to use in class must be captioned by sending out the video to be captioned with the cost

borne by the requestor's department or a request made for a captioned copy from the College's Disability Resource Center.

Timelines to Completion

This planning agenda has been completed.

Responsible Parties

Antonia Ecung, Dean, Academic Affairs
Lorie Barker, reference librarian

Evidence

Library policy

AH. *During 2007-08, as the new library is being completed, the library staff will develop a plan to increase information and computer access through the upgrading and enhancement of existing labs and the development of new ones (C.1.c).*

Brief Description of Progress Made

This work has been accomplished with the old library remodel. With the completion of the new library, the remodeled old library became the Learning Resource Center, and the Computer Commons became the technology center in fall 2009. This center provides students with increased access to computer labs and technology. Students will continue to have access to computers in the new library when working with librarians, having class tours and working sessions, and other times as needed.

Timelines to Completion

This planning agenda has been completed.

Responsible Parties

Bill Henry, Dean, Career and Technical Education
Lorie Barker, reference librarian

Evidence

Draft Porterville College Information Technology Plan
Library Program Review Goal #14 (10/08)

AI. *During the 2006-07 academic year, the Safety and Security Committee will evaluate all areas of campus security and develop a plan to address future security needs (C.1.d).*

Brief Description of Progress Made

The public safety officer took the leadership in reviewing various aspects of campus security and made recommendations regarding safety improvements. An Incident Response Team was formulated and an Incident Response Plan was updated. During the 2007-08 academic year, the district office employed a consultant to review all college safety plans and visit all colleges in the district to develop and implement a district-wide safety and security response plan. The final draft of this plan was completed in fall 2008. This plan is currently being reviewed by District Office for standardization and implementation district wide. Additionally, during 2008-09 all employees were requested to complete training for ICS-100, which is currently in progress.

Timelines to Completion

The Porterville College Incident Response Plan is complete, and the Incident Response Team has been identified.

Responsible Parties
Bob Leppert, public safety officer
Donna Berry, Director of Administrative Services and Interim Director of Maintenance, Operations, and Auxiliary Services

Evidence
Porterville College Incident Response Plan 10/28/2008

AJ. *During budget planning and development for 2008-09, resources to increase maintenance and security will be directed to the newly-completed facilities (C.1.d).*

Brief Description of Progress Made

During the 2007-08 academic year, the college employed two new custodians. These positions will greatly assist the college in adequately addressing custodial needs for the new facilities. As part of the construction of the new library and the remodeling of other buildings on campus, a new blue emergency phone and security cameras on the new and remodeled buildings have been installed.   Additionally, the district is in the design process for establishing a college-wide security system program using Porterville College as the pilot location. The implementation for this security program is planned for 2010-11. The need for additional maintenance and security will be monitored and addressed.

Timelines to Completion

This planning agenda has been partially implemented; however, the college will continue to plan for the maintenance and security needs each year in budget planning and will address the needs as the College budget permits.

Responsible Parties

Donna Berry, Director of Administrative Services and Interim Director of Maintenance, Operations, and Auxiliary Services

Evidence

Visual evidence of the Blue phone and security cameras on and in the building
Plans and Working Drawings for Security System

AK.   The Learning Center coordinator and faculty will continue to examine other software packages (C.1.e).

Brief Description of Progress Made

A committee comprised of the Learning Center Coordinator, faculty in developmental reading and writing, and the Learning Center Technician, under the supervision of the Dean of Instruction, investigated several of competitors to the PLATO Learning Pathways, the software that has been used in the developmental reading, writing, and math labs at Porterville College for many years. A decision was made in spring of 2009 to adopt MyReadingLab and MyWritingLab to replace PLATO for the majority of PC's reading and writing lab needs. Math faculty members are engaged in similar comparisons and decisions.

Timelines to Completion

This planning agenda item is essentially complete, though reviews are ongoing with the goal of continuous improvement.

In response to student surveys, faculty input, and reports of inadequate service from PLATO, investigation of alternative software products to PLATO began in academic year 2005-06 and continued in 2006-07. In 2007-08, the Learning Center Coordinator piloted Pearson's MyReadingLab and MyWritingLab for stand-alone developmental reading and writing labs (English 79 and 80). These labs received a positive response from students and the faculty related that the software was easy to customize and manage.

In May, 2008, the Learning Center Coordinator arranged for PLATO and Pearson representatives to present their products to faculty for purposes of comparison. (Although we own 32 PLATO site licenses, we wanted to be sure we were maximizing the potential of the software.) The consensus was that Pearson was the superior product for our campus and the representatives were much better attuned to the particular needs of our students.

In fall 2008, four sections of English 81 and 72, taught by the Reading Specialist, were linked with a MyReadingLab (Pearson) rather than PLATO. Positive student and instructor feedback was given at end of semester.

In spring 2009, all English 81 and 72 sections were linked with MyReadingLab, and one section of English 83 was linked with MyWritingLab. Again, positive end-of-semester feedback was received. The decision was made to discontinue payment to PLATO for their service agreement. (Note: we still own the 32 site licenses for PLATO and use that software for some purposes.) In May, 2009, Pearson representatives provided training for all language arts faculty teaching developmental reading and writing. In fall 2009, all developmental reading and writing classes with lab components will use Pearson labs.

Additionally, math faculty members decided to adopt ALEKS, an internet-based mathematics program, to replace PLATO at the basic skills level. Originally purchased through a Title 5 grant in 2003, ALEKS has been used successfully in beginning and intermediate algebra lab classes at Porterville College for the past 6 years. ALEKS requires a student to take an initial assessment to determine his or her mastery level. Once this is determined, ALEKS targets only those areas that the individual is ready to learn. Through a combination of practice, tutorials, and periodic assessments to confirm progress, the individual advances toward mastery of the program.

After piloting ALEKS in the summer of 2009 at the pre-algebra level, it was found that approximately 2/3 of the class achieved at least 80% mastery of the ALEKS program in 20 hours or less. In addition, student feedback was generally positive. In response to this, beginning in the fall of 2009, ALEKS will be used for approximately 170 pre-algebra students, and the required masterly level will be 100%.

Responsible Parties

Antonia Ecung, Dean, Academic Affairs
Catherine Hodges, Learning Center coordinator

Evidence

Email documentation of the meetings and decisions

AL. *During the development of the 2007-08 budget, the library budget proposal will include requests for additional subscription databases (C.1.e).*

Brief Description of Progress Made

No additional subscription databases were funded in 2007-08. With the new library construction just completed in summer 2008 and the old library being remodeled, we were fortunate to be able to add three new databases.

Timelines to Completion

In fall 2008 the library staff completed an updated program review to include a request for an increase in their budget to fund such new databases. This planning item, as written, is essentially complete; however, funding for future years may be curtailed due to state budget cuts.

Responsible Parties

Antonia Ecung, Dean, Academic Affairs
Lorie Barker, reference librarian

Evidence

Program Review for the Library

AM. *During the 2007-08 academic year, library and Learning Center staff will work with the Office of Institutional Research to develop measurable standards by which to evaluate the effectiveness of those areas (C.2).*

Brief Description of Progress Made

The library now includes an extensive program review document, which was most recently updated in fall 2008. The Learning Center was added to the program review process, having previously been mistakenly left out of the list of programs to be reviewed. The program completed its first program review in spring 2007.

The program review includes a mission statement for the program, an analysis of program strengths and weaknesses, goals, and a budget. This program review will be updated based on current research data and reviewed at least once every three years. In academic year 2009-10, the President and Vice President of Academic Affairs will meet with the faculty and staff of the library to examine library needs related to the campus as a whole and the budget in particular.

The Learning Center adopted Time Keeper software to track student use of, and traffic patterns in, the center for lab classes, peer tutoring appointments, and drop-in from instructors. This software provides additional valuable data.

Timelines to Completion

This planning agenda item is ongoing.

The timelines were adjusted, and initial work on this planning agenda has begun. Evaluation of effectiveness and refinement of the process will continue.

The next Student Satisfaction survey will be conducted by the College's Office of Institutional Research in spring 2011. Questions about Library resources and services were included in the last survey in 2007 and will be included in the next survey. The Library will use these survey results to update its evaluation of its resources and services.

Responsible Parties

Antonia Ecung, Dean, Academic Affairs
Lorie Barker, reference librarian
Catherine Hodges, Learning Center coordinator

Evidence

Library Program Review (10/2008)
Student Satisfaction Survey 2007

Standard III - Resources

A. By the end of fall 2007, HR, in coordination with the Academic Senate, will have developed a list of acceptable Foreign Transcript Evaluation Services to be made available for prospective applicants to assure uniformity (A.1.a).

Brief Description of Progress Made

During 2007-08, the overall organization and coordination of HR efforts district-wide was being reorganized. All support services related to faculty recruitment and screening, including the development of a list of foreign transcript evaluation services, are still under evaluation.

Timelines to Completion

The review of all support services will be completed by spring 2010.

Responsible Parties

Angelia Roberson, Human Resources manager

B. By the end of the 2007-08 academic year, the Community College Association (CCA), administration and HR will have developed procedures and timelines to evaluate adjunct faculty (A.1.b).

Brief Description of Progress Made

The adjunct faculty are now part of the bargaining unit and the adjunct evaluation process, i.e. timelines, forms, etc. is defined in the contract covering July 1, 2008 – June 30, 2011.

Timelines to Completion

This planning agenda has been completed, but since adoption of the CCA agreement was delayed until April 2009, fall 2009 will be the first full semester in which the adjunct faculty have been reviewed according to this contract.

Responsible Parties

Angelia Roberson, Human Resources manager
Karen Bishop, Porterville College instructor and negotiator for faculty
Leif Syrdahl, Porterville College adjunct instructor and negotiator for adjunct

Evidence

CCA contract

C. *When faculty contract negotiations resume in fall 2006, the faculty management negotia-*
   tions teams will review the evaluation process to ensure effectiveness in producing SLOs is
   an integral part of the evaluation process (A.1.c).

Brief Description of Progress Made

Evidence of student learning outcomes in faculty syllabi, course materials, etc. is part of the portfolio required of each faculty member during the evaluation process. This portfolio is reviewed by the evaluation committee and discussed with the faculty member during an evaluation review meeting.

Timelines to Completion
This planning agenda has been completed.

Responsible Parties
Ann Beheler, Vice President, Academic Affairs
Karen Bishop, Porterville College instructor and negotiator for faculty

Evidence
CCA contract

D. *During 2006-07, based on information received through program review, the CLC will*
   develop a staffing plan to be implemented during 2007-08 (A.2).

Brief Description of Progress Made

A staffing process has been developed in which new position requests must be accompanied by a program review that provides evidence to support each request. These positions are then ranked by their respective constituency group, i.e. management, faculty, and classified, reviewed in CLC, and then presented to the president for approval. Each constituency group submitted recommendations for new positions that were assembled on a staffing plan for future consideration. According to the process, this plan, or at least the list of constituency group requests, are then reviewed and then presented to CLC for consideration during the next request and ranking process.

Timelines to Completion

This planning agenda item is largely completed, but it will be reviewed and updated as the process is used.

Responsible Parties
Rosa Carlson, President
Steve Schultz, Vice President, Student Services – CLC co-chair

Evidence

Program Review documents showing priorities for staffing requests
Academic Senate Minutes showing staffing priorities
Administrative Council Agenda
Porterville College Staffing Process document

E. *The college will continue to review communication of, and access to fair and equitable application of personnel policies (A.2.a).*

Brief Description of Progress Made

During 2007-08 the KCCD implemented a reorganization of district-wide Human Resources in which a manager was hired for each college in the district and this person reports directly the Vice Chancellor, Human Resources at the district office. The new manager for the College began in spring 2008. This review of personnel policies is an ongoing process and is a coordinated effort between each of the three colleges. As new issues arise, they are researched thoroughly and evaluated against both historical and best practices. If needed, adjustments are made and implemented.

Timelines to Completion

Although this planning agenda has essentially been completed, the review of personnel policies will be an ongoing and integral aspect of this office.

Responsible Parties

Angelia Roberson, Porterville College Human Resources manager

Evidence

HR documentation

F. *The HR Office will complete the process of updating the Equal Opportunity Plan which is based on the State Chancellor's Office model plan by the end of the fall 2007 term (A.4.a).*

Brief Description of Progress Made

Due to the district-wide reorganization of the Human Resources, along with the previous campus manager taking a new position and the hiring of a replacement, the completion of this planning agenda has been delayed. The district HR office has been working on the revision and development of a revised plan, and will be making changes to the recruitment and selection process as well as the manner in which issues are evaluated and resolved on campus. This is being coordinated across the district in an effort to maintain high consistency and quality standards.

Timelines to Completion

The Equal Opportunity Plan will be completed and submitted by spring 2010.

Responsible Parties

Angelia Roberson, Porterville College Human Resources manager

Evidence

HR documentation

G. ***During the budget planning process for 2007-08, the college will consider including a line item for staff development to fund conferences, courses and other professional growth opportunities for its employees (A.5.a).***

Brief Description of Progress Made

In preparation for the 2006-07 and 2007-08 budgets, the inclusion of a staff development line item in the budget was discussed at BEMAP and also in CLC. The College supports staff development and recognizes the importance of such an effort.   However, no line item for staff development was included in the 2006-07 or the 2007-08 budgets. However, a line item for staff development was included in the 2008-09 budget. Funding for 2009-10 is limited.

Timelines to Completion

This planning agenda has been completed. The current plans are for the inclusion of staff development in all subsequent years. However, the effects of potential state budget cuts may limit the amount available for staff development.   However, the Vice Presidents are identifying free training available through a variety of state and federal grants.

Responsible Parties

Donna Berry, Director of Administrative Services – Budget committee chair (formerly BEMAP)
Rosa Carlson, President

Evidence

Budget reports

H. During summer 2006, a room-by-room evaluation will be conducted by the Director of Maintenance and Operations and Auxiliary Services to provide specific evidence of need and priority for upgrading (B.1).

Brief Description of Progress Made

In addition to a room-by-room evaluation, a whole campus walk-around was conducted during the summer of 2006 to determine needs across the campus. Priorities were established and documented. Progress has been on-going regarding the completion of these upgrades.

Timelines to Completion

This planning agenda was completed, though progress continues to be monitored. This item is truly ongoing as we see continuous improvement.

Responsible Parties

Donna Berry, Director of Administrative Services and Interim Director of Maintenance, Operations, and Auxiliary Services

Evidence

Priority lists for upgrades are identified in our Scheduled Maintenance Programs

I. During 2006-07, the Director of Maintenance, Operations and Auxiliary Services will present recommendations to the CLC on facility needs and improved use of space (B.1.a).

Brief Description of Progress Made

In addition to inventory and space needs, the Director of Maintenance, Operations and Auxiliary Services has a standing report to the CLC regarding facilities. This way, the CLC is consistently updated regarding campus facility and maintenance needs. With the retirement of our previous director and the reorganization of the area, the Director of Administrative Services will now be making these standing reports.

Timelines to Completion

This planning agenda has been completed.

Responsible Parties

Donna Berry, Director of Administrative Services and Interim Director of Maintenance, Operations, and Auxiliary Services

Evidence

College Learning Council Minutes noting facilities updates

J. *During the development of the 2007-08 budget, the Director of Maintenance, Operations and Auxiliary Services will request additional custodial assistance (B.1.a).*

Brief Description of Progress Made

The requests were made and two custodial positions were hired during 2007-08.

Timelines to Completion

This planning agenda has been completed. However, with the addition of the new library and proposed new construction projects in the near future, the hiring of additional custodian or grounds keepers will continue to be considered.

Responsible Parties

Donna Berry, Director of Administrative Services and Interim Director of Maintenance, Operations, and Auxiliary Services

Evidence
Two custodians hired

K. *The Director of Maintenance, Operations and Auxiliary Services will coordinate with the DRC Director to ensure the installation of the accessible tactile campus map by spring 2009 (B.1.b).*

Brief Description of Progress Made

The tactile map was purchased in fall 2007. Discussions took place regarding the installation of this map; however, the college had to wait for the completion of the new library to be done before the map could be installed.

Timelines to Completion

The installation of this map will be addressed in fall 2009.

Responsible Parties
Donna Berry, Director of Administrative Services and Interim Director of Maintenance, Operations, and Auxiliary Services
Carol Wilkins, DRC Director

Evidence
Tactile map has been designed and is awaiting installation due delays in building remodeling

L. During the development of the 2007-08 budget, M&O will build into its budget the purchase of three 12-passenger vans to replace the three 15-passenger vans that have been lost.

Brief Description of Progress Made

Three new 12-passenger vans were purchased.

Timelines to Completion

This planning agenda has been completed.

Responsible Parties

Donna Berry, Director of Administrative Services and Interim Director of Maintenance, Operations, and Auxiliary Services

Evidence

Three 12-passenger vans

M. During 2006-07, the IT committee will develop and present to the CLC a consistent process for providing new technology equipment or repairing current equipment (C.1.a).

Brief Description of Progress Made

Requests for new / upgraded technology equipment and software must go through the IT department before it is ordered to ensure the product meets all district and campus compatibility and minimum standard requirements. The procedure for requesting such purchases has been documented on the Porterville College web site and is on file with the Dean of Career and Technology Education. Products purchased outside these procedures are not installed or supported by the Porterville College IT department.

Additionally, Porterville College technology repair requests are handled through the District office help desk. All work to be performed on Porterville College technology equipment must first be entered into the District approved work order system known as Issue Track. Work orders can be submitted via email at helpdesk@kccd.edu or over the phone at 5197. IT does not work on any equipment that has not been officially entered into the Issue Track system. The procedure for entering and tracking repair requests is documented on the Porterville College web site and is on file with the Dean of Career and Technology Education who supervises the IT department.

Timelines to Completion

This planning agenda has been completed.

Responsible Parties

Bill Henry, Dean, Career and Technical Education

Evidence

Procedure for requesting new or upgraded technology equipment and software
Procedure for requesting repair of technology equipment

N. Because of accessibility and the Title V HSI grant application obligation to appeal to a broader student population, the CLC will continue to discuss ways to promote online and hybrid classes in an effort to increase enrollment (C.1.a).

Brief Description of Progress Made

The list of online courses, an online tutorial, etc. are now linked off the college webpage. Students can access this link to find the online classes being offered, suggestions for how to be successful in the online environment, etc. In addition, online classes are listed separately in the class schedule preceding the section on regular face-to-face classes.

Timelines to Completion

Although this planning agenda has essentially been completed, the CLC and instructional divisions continue to discuss ways to increase enrollment in online and hybrid courses.

Responsible Parties

Ann Beheler, Vice President, Academic Affairs
Faculty division chairs

Evidence

Porterville College Web Site

O. During the 2006-07 academic year, the IT committee will present to the CLC recommendations on how to increase training to students and staff in the use of information technology and also make recommendations for the development of SLOs in the application of technology (C.1.b).

Brief Description of Progress Made

Since part of the responsibilities of the Educational Media Design Specialist is training and support of employees in technology, the overall intent of this planning agenda was delegated to that person. During the course of the academic year, she advertises and provides various workshops and training sessions. In addition, she is available for individual assistance to any employee who may need assistance with information technology.

Timelines to Completion

The Educational Media Design Specialist provides training to faculty and staff so that they can better train and assist students. This training is ongoing.

Responsible Parties

Sarah Phinney, Educational Media Design Specialist
Bill Henry, Dean, Career and Technical Education

Evidence

Training records

P. *Due to the growing needs for technology at the college, during 2006-07, the IT Committee will develop a campus-wide plan for software and hardware upgrading to ensure that purchases will be of consistent quality and will integrate appropriately with existing hardware and software (C.1.c).*

Brief Description of Progress Made

A campus-wide plan for software and hardware upgrades was delayed as the district technology audit was being completed. It was anticipated that recommendations for standardized hardware, software, processes and procedures would result from this audit. In 2007, the district conducted an audit of technology services across the district that resulted in various recommendations district-wide and specifically among the colleges. One result of this audit was the formulation and implementation of the Technology Leadership Council (TLC) whose charge it is to develop, review, and recommend policies, procedures, standards and guidelines as they relate to technology priorities and goals. Representatives from each college and the district office sit on this committee. The college IT committees continue to meet but the college representatives on the TLC are the points of contact for bringing the needs identified from faculty represented groups and committees to TLC.

Timelines to Completion

The IT committee ensures that any upgrades or purchases are consistent with the district-wide technology efforts and processes. After review of the audit recommendations, and in coordination with TLC, a draft IT plan has been written and will be reviewed with the goal of approval by the College Learning Council in fall 2009. This plan addresses standardization and upgrading procedures for both hardware and software.

Responsible Parties

Bill Henry, Dean, Career and Technical Education

Evidence

Draft IT Plan
KCCD District Technology Audit

Q. *During the 2007-08 budget planning process, the college will build into the budget the purchase of a firewall to prevent crippling virus attacks in the future (C.1.c).*

Brief Description of Progress Made

The firewall was purchased and implemented.

Timelines to Completion

This planning agenda has been completed.

Responsible Parties

Bill Henry, Dean, Career and Technical Education

Evidence

Firewall was purchased and installed

R. *In fall 2006, the IT Committee will present a program review to the CLC to assess the College use of technology resources and recommend areas for improvement (C.2).*

Brief Description of Progress Made

The IT Committee presented its program review to CLC. This program review was evaluated and discussed within BEMAP when the budget planning and staffing processes are underway. According to our schedule for program reviews, the IT program review will be updated in academic year 2009-10.

Timelines to Completion

This planning agenda has been completed.

Responsible Parties

Bill Henry, Dean, Career and Technical Education

Evidence

The IT program review was completed. It can be found at http://www.portervillecollege.edu/research/Files/program%20review/Information%20Technology%20Program%20Review%20Spring%202006.pdf

S. *During the spring 2006 term, the BPRC will be re-established as a sub-committee of the CLC (D.1.a)*

Brief Description of Progress Made

Years ago, the Budget Planning and Review Committee (BPRC) was an established committee that was disbanded when the College Learning Council (CLC) was formulated. The CLC has recognized the necessity of having a committee that can more effectively review the budget and make recommendations to the larger CLC. As the re-formulation of this budget committee was being discussed, the CLC felt that since budget is linked with all campus-wide planning, that the new committee established should also discuss issues of enrollment management and overall college planning. Therefore, the new Budget Enrollment Management and Planning committee was formed that reports directly to the CLC.

During the 2006-07 academic year, upon a recommendation from BEMAP, the CLC implemented three separate subcommittees: 1) Strategic Planning; 2) Budget, and 3) Enrollment Management. Each of these subcommittees has a specific charge to focus primarily on the planning and implementation of processes and activities that relate to their specific responsibility.

Timelines to Completion

This planning agenda has been completed.

Responsible Parties

Donna Berry, Director, Administrative Services – Budget committee chair (formerly BEMAP)

Evidence

College Learning Council Minutes
Budget Subcommittee Minutes

T. *The college will continue to ensure that financial planning is integrated with and supports all institutional planning (D.1.a).*

Brief Description of Progress Made

To ensure that financial planning in integrated into all institutional planning, the College implemented the Budget Enrollment Management and Planning committee (BEMAP) – and then revised this committee to form a separate Budget Committee. The discussions within this committee link budget to enrollment management and campus-wide strategic planning.

Timelines to Completion

Initial work on this planning agenda has been completed, though processes and forms continue to be refined.

Responsible Parties

Donna Berry, Director, Administrative Services – Budget committee chair (formerly BEMAP)

Evidence

Budget subcommittee Minutes
College Learning Council Minutes

U. *During the 2006-07 academic year, the modified program review process will be implemented to ensure that program reviews are better integrated into the financial planning of the CLC (D.1.a).*

Brief Description of Progress Made

The program review process was modified to ensure the integration of program reviews with budget planning. Now, whenever a request is made for additional resources or personnel, an updated program review must be submitted that justifies the request.

Timelines to Completion

This planning agenda item has been completed, through the process will continue to be refined.

Responsible Parties

Donna Berry, Director, Administrative Services
Michael Carley, institutional researcher

Evidence

Program Review Documents
Budget Request documents

V. *The college will continue to ensure that institutional planning reflects a realistic assessment of the availability of funds, the development of financial resources, and ongoing expenditure requirements (D.1.b).*

Brief Description of Progress Made

Since the charge of Budget, Enrollment Management, and Strategic Planning committees is to incorporate and link enrollment management and overall college strategic planning with the budget, the College is better able to ensure planning reflects the availability of funds and understanding of the ongoing expenditure requirements.

Timelines to Completion

Initial work on this planning agenda item has been completed, though refinement continues.

Responsible Parties

Donna Berry, Director, Administrative Services – Budget Committee chair
Ann Beheler, Vice President Academic Affairs – Enrollment Management committee chair
Steve Schultz, Vice President, Student Services – Strategic Planning committee chair

Evidence

Budget Committee Minutes
College Learning Council Minutes
Budget Request forms

W. Working through the CLC and Grants Oversight Subcommittee, the college will continue to obtain additional grants in an effort to increase the levels of local revenue to assist in the development of students, staff, and equipment (D.1.b).

Brief Description of Progress Made

During the past few years the College has received a variety of grants to support new instructional programs or services and activities for our students. The Grants Oversight subcommittee meets regularly to review, discuss, and support grant development.

Timelines to Completion

Meeting this planning agenda is an on-going process. The Grants Oversight subcommittee will continue to meet and support the grants development process. In June 2009, for example, the College submitted a proposal for another Title V grant to support development of a solar program and student support through online advising.

Responsible Parties

Donna Berry, Director, Administrative Services
Michael Carley, Grants Oversight Subcommittee Chair

Evidence

Grants Oversight Priorities List and List of Current Grants found at http://www.portervillecollege.edu/research/grants.htm

X. During the 2006-07 academic year, the Business Director will coordinate with the newly re-established BPRC to complete the Budget Development Process document (D.1.c).

Brief Description of Progress Made

The BPRC was revised and renamed the BEMAP in order to link budget development with enrollment management and overall strategic planning. The Director of Administrative Services (formerly Business Director) is the chair of the Budget Committee (formerly part of BEMAP). A new budget development process that also incorporates the use of program reviews was implemented and is now ongoing.

Timelines to Completion

This planning agenda has essentially been completed, though the budget request form and process will continue to be refined.

Responsible Parties

Donna Berry, Director, Administrative Services

Evidence

Budget Request Form and Process

Y. During 2006-07, the Business Director will coordinate the completion of a financial analysis to determine the true college reserves, including individual and division reserves, and w hat levels should be maintained by the college (D.2.c).

Brief Description of Progress Made

This financial analysis was completed and used by the college and the respective divisions in budget review and planning for the subsequent year budget.

Timelines to Completion

This planning agenda has been completed, but work in this area is on-going, especially in light of State budget cuts.

Responsible Parties

Donna Berry, Director, Administrative Services

Evidence

Budget Committee Minutes
Carryover/Reserves Analysis Report

Z. *The college Business Services Office will continue to coordinate the training of first level management positions on budget approval processes in Banner (D.2.d).*

Brief Description of Progress Made

Training regarding all aspects of budget approvals, purchase order input, etc. is ongoing through the Business office. As new staff is hired, or as forms or processes within Banner are changed, the Business office coordinates individual or group training sessions as appropriate.

Timelines to Completion

Although this planning agenda has been completed, training is ongoing and is an integral aspect of Business Services responsibilities.

Responsible Parties
Donna Berry, Director, Administrative Services
Sonia Huckabay, Accounting Manager

Evidence
Training Templates for various Banner processes

AA. *The college Business Services office will continue to monitor restricted funding expenditures to ensure that all applicable expenditures allowed are paid with restricted funding, not unrestricted funds (D.2.d).*

Brief Description of Progress Made

In addition to college oversight of expenditures, the district auditor monitors expenditures to ensure compliance. Currently, expenditures continue to be appropriate as to their categorization.

Timelines to Completion

Although this planning agenda has essentially been completed, the college continues to monitor expenditures.

Responsible Parties
Donna Berry, Director, Administrative Services

Evidence
Audit Report

AB. During 2006-07, the College Business office will again coordinate training sessions for all budget managers and emphasize the need for double-checking data. This training and review will then be offered more frequently and those trained monitored more often.

Brief Description of Progress Made

Training sessions have been offered in group settings, such as at Flex Days, Administrative Council meetings, etc. and individually as requested. The appropriate double-checking of data continues to be stressed.

Timelines to Completion

Although this planning agenda has essentially been completed, training is ongoing and an integral aspect of Business Services responsibilities.

Responsible Parties

Donna Berry, Director, Administrative Services

Evidence

Training Templates

Standard IV – Leadership and Governance

A.   *The President will continue open forums on a monthly basis (A.1).*

Brief Description of Progress Made

The President's open forums continue regularly; however, they are not always on a monthly basis. New "Think Tank" forums have been implemented and held periodically to allow staff an opportunity to "think out of the box" and provide input into various issues affecting the College. Most recently, the "Think Tank" forum was used to brainstorm regarding possibilities for budget reductions.

Timelines to Completion

This planning agenda has been completed, though "Think Tank" sessions continue.

Responsible Parties

Rosa Carlson, President

Evidence

Minutes/notes from Think Tank sessions

B.   *During 2006-07, the CLC will discuss and develop a process for evaluating committees and decision-making processes (A.5).*

Brief Description of Progress Made

Although the overall process for decision-making is often discussed in CLC, a process for evaluating committees and decision-making processes was not accomplished during 2006-07. This discussion will occur in 2009-10.

Timelines to Completion

The timeline has been revised so that this process will be discussed in CLC during the 2009-10 academic year, a draft completed during the summer of 2010, and presented to CLC in fall 2010.

Responsible Parties

Steven Schultz, Vice President, Student Services – CLC co-chair
Michael Carley, Institutional Researcher

Evidence

CLC Minutes

C.   *The Board will develop and implement a self-evaluation process (B.1.g).*

Brief Description of Progress Made

This was part of a district recommendation. For a detailed discussion, please see response to District Recommendation 3.

D.   *The Board will consider developing a policy for dealing with behavior from members who may violate the Statement of Ethics (B.1.h).*

Brief Description of Progress Made

This was part of a district recommendation. For a detailed discussion, please see response to District Recommendation 3

E.   *During the development of the 2007-08 budget, the college will consider increasing its administrative staff (B.2.a)*

Brief Description of Progress Made

An evaluation was conducted by the president and the Administrative Council in which the administrative structures of like-size institution were reviewed. In an effort to improve the administrative oversight that is necessary for a campus our size, it was decided to add a Vice President of Academic Affairs while the current Vice President of Learning, who had responsibility for instruction and student services, now is exclusively in charge of student services. This new vice president was hired in spring 2009. In addition, a new Director of Student Programs and Athletics was approved and hired in spring 2008.

Timelines to Completion

This planning agenda has been completed, though needs for administrative staff will continue to be monitored.

Responsible Parties

Rosa Carlson, President

Evidence
Administrative Council Minutes
College Learning Council Minutes
Vice President of Academic Affairs was hired

F. The review and modification to the program review process will be completed in spring 2006.

Brief Description of Progress Made

The program review process was reviewed and modified, though the process will continue to be refined.

Timelines to Completion

This planning agenda has been completed.

Responsible Parties

Steven Schultz, Vice President, Student Services – CLC co-chair
Michael Carley, institutional researcher

Evidence

Program review documents

G. During fall 2006, the CLC will discuss the process for updating the Educational Master Plan (B.2.b).

Brief Description of Progress Made

The Educational Master Plan was updated in fall 2007 and is currently being updated for the period 2009-2014.

Timelines to Completion

This planning agenda was completed in 2007, but the work is ongoing to update the plan for the period 2009-2014. This update will be completed in fall 2009 and will be vetted through the College Learning Council by December 2009.

Responsible Parties

Rosa Carlson, President
Ann Beheler, Vice President, Academic Affairs

Evidence

Educational Master Plan 2002-2012 (updated in 2008)
Educational Master Plan 2009-2014

H. *During 2007-08, the CLC will discuss developing a standard procedure for evaluating institutional planning and implementation efforts (B.2.b).*

Brief Description of Progress Made

This responsibility was delegated to the Strategic Planning (SP) subcommittee of BEMAP. This subcommittee continues to discuss methods to evaluate and measure the goals and objectives of the college strategic plan.

Timelines to Completion

This planning agenda item will be one that will receive attention for many years to come as we hone our procedures. We expect to administer the first evaluation instrument, most likely a survey, in academic year 2009-10.

Responsible Parties

Steven Schultz, Vice President, Student Services – SP chair
Michael Carley, institutional researcher

Evidence

Strategic Planning Subcommittee Minutes

I. *During spring 2006, the College Learning Council will re-institute the Budget Planning and Review subcommittee (B.2.d).*

Brief Description of Progress Made

The new Budget Enrollment Management and Planning (BEMAP) committee was established. This committee, rather than focusing on just the budget, initially focused on enrollment management and college strategic planning and linked these areas to budget review and development. To provide more focused attention and discussions on related issues, the BEMAP was divided into three separate committees, i.e. Budget, Enrollment Management, and Strategic Planning. Each of the committees reports directly to the CLC.

Timelines to Completion

This planning agenda has been completed.

Responsible Parties

Donna Berry, Director, Administrative Services

Evidence

College Learning Council Minutes

J.   By December 2006, a new District-wide allocation model will be identified and approved by the Board of Trustees (B.3.c).

Brief Description of Progress Made

A new districtwide budget allocation model has been created. For a detailed discussion, please see response to District Recommendation 2

K.   The District's Chancellors Cabinet will consider developing a systematic process to evaluate the governance structures and process.

Brief Description of Progress Made

The Cabinet has discussed the evaluation of the governance structures and processes and some modifications have resulted from these discussions. However, no formal systematic evaluation process was developed.

Timelines to Completion

Although this planning agenda has essentially been completed, the Cabinet continues to review the governance structures and makes modifications as appropriate.

Responsible Parties

Sandra Serrano, KCCD Chancellor

Evidence

KCCD Process of Decision Making

MIDTERM REPORT SUMMARY

The recommendations from the accreditation visiting team provided the College an opportunity to re-evaluate and improve upon our continued service to our students and community. We believe that this report is evidence of our positive and aggressive efforts in responding to the recommendations in an effort to further enhance our College's programs and services.

The College is committed to continuing to use these recommendations as opportunities for growth and will remain committed to ensure that these recommendations and our responses to them become and remain institutionalized efforts.

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