

**SAN BERNARDINO VALLEY COLLEGE  
PROGRESS REPORT, DRAFT #9, 1/14/04  
RESPONSES TO RECOMMENDATIONS  
OF THE 2002 TEAM**

**Recommendation #1**

**The team recommends that the college move beyond its current planning efforts toward an integrated, inclusive, and systematic approach to providing the educational, financial, physical, and human resources needed for the continuous improvement of its programs and services.**

**1. A The use of the mission statement to drive planning and decision-making. (Standard 1.3)**

- Managers at San Bernardino Valley College, along with Crafton Hills and the district office met for a retreat on August 8, 2003. The mission statements and tenets of the district and the respective colleges were discussed. Follow up on the SBVC mission and tenets occurred in fall 2003 at management roundtable. **(1.3)**
- Faculty, staff, and students will be asked to develop ways to include the mission statement in their work, classes, and decision-making processes. For example, in the revised Program Review forms, Department Chairs and Division Deans were asked to state how their current and planned goals and activities reflect the college mission and the Board of Trustee goals. The mission of the college is now incorporated into the rubric of the Program Review Committee's recommendation process. **(See Appendix A, "College Mission within Program Review Rubric"). (1.3)**
- The Director of Public Relations, Coordinator of Professional Development and the Dean, Organizational Development has submitted to the College Council a recommendation that posters and banners be prepared and disseminated throughout campus to expand campus awareness of the college's mission statement. College Council is in support of this recommendation and plans are underway to prepare and fund poster and banner development for implementation during spring, 2004. **(1.3)**
- College Council will re-examine the mission and its tenets annually. **(1.3)**

**#1 B. The effective use of research and data to promote effective planning and decision-making. (Standards 3.A.1, 3.C.3)**

- Prior to the commencement of Program Review, each reviewer was given data to support any recommendations made by a committee member. Instructional Services has been able to develop a set of criteria to capture its data. **(See Appendix B, "Program Review Data)**. Some areas of Student Services have collected data for a period of time, however, increasing attention is also being given to various methods to collect data in their area. The Program Review

Committee evaluated their process during January 2004 in order to establish an even more effective review for the following year. **(3.A.1)**

- The Director of Institutional Research has always been supportive of departments needing his assistance. However, what has been missing is an overall integration of the research process and planning. The Director is working with the Dean, Organizational Development to develop a comprehensive plan that incorporates the college mission, major yearly efforts (i.e. campus climate survey), long-range (i.e. PFE goals) and short range (i.e. discrete departmental requests) research projects tied to an implementation and evaluation component. This plan will be presented to the President and constituent groups in March 2004. **(3.A.1)**
- The College Council will review a draft of the Comprehensive Institutional Research Plan for any gaps in service and make recommendations. The final Comprehensive Research Plan will be placed on the Institutional Research website. **(3.A.1)**
- Currently, the Director of Institutional Research is finalizing an Institutional Effectiveness Report that contains trend data and narrative for the past three years. For example, chapters include “Student Learning, Achievement and Development,” “Outreach and Responsiveness to the Community,” “Faculty and Staff,” “Governance and Administration,” “Applications of Technology,” “Facilities,” and “Fiscal Support” **(See Appendix C for Outline, “Institutional Effectiveness Report”)**. The Institutional Effectiveness Report will be mailed electronically to the entire campus for any feedback. Once feedback has been obtained, a final report will be issued. The report should be available by July 1, 2004, portions of the report will be made available, prior to the completion of the final report. It will be printed so that hard copies are available to each department/division on campus. It will also be a part of the Institutional Research website. This document will be updated on a yearly basis, but when necessary, biannual updates will also appear. **(3.C.3)**
- The Research and Evaluation Committee is charged with reviewing the institutional research efforts and making its recommendations by April 2004 to the appropriate divisions/departments as well as the College Council. **(3.C.3)**
- Although SBVC continues to make progress in the completion rates of basic skills courses in Math, English and ESL, there are still areas of concern. The Institutional Effectiveness Report will be helpful to the Basic Skills Committee in targeting its efforts to further monitor student progress through the basic skills courses and into college-level work. **(3.C.3)**
- The College Council and the Strategic Planning Steering Committee is instrumental in coordinating a review process as it relates to institutional planning such as institutional research efforts, the evaluation processes, and institutional plans. It will work with the appropriate committees to determine the ongoing, systematic assessment of institutional effectiveness. **(3.C.3, 3.B.1)**
- The President and College Council began work in September on the structure of the planning process within the organization. Several drafts of the organizational chart were discussed and refined into the final document **(See Appendix D, “Organizational Planning Flow Chart”)**. The President met with the Academic Senate to review the final draft proposal and College Council voted to accept the model as finalized at its December, 2003 meeting. The goal of this

process is to integrate educational, financial, physical and human resources planning in order to implement changes to improve programs and services. (3.C.3, 3.B.1)

- The College Council began a discussion on institutional goals in January 2004. Goals from the management retreat in August 2003 were distributed for review. The Dean of Organizational Development will provide a summary of goals from various community colleges in California for review purposes. (3.C.3)

### **#1 C. The need to develop and improve assessments of program effectiveness and services to students (5.10)**

- Student Support Services continues to conduct focus groups to identify program effectiveness as well as gaps in services. (5.10)
- In the fall, 2003 Student Support Services introduced ‘point of contact’ student satisfaction surveys i.e. “We Care”...How Are We Doing! (5.10)
- In the fall, 2003 a committee was appointed to implement the ‘Phantom Shopper’ student assessment program. The purpose of the program is to “shop” student services to find refine information and student contacts with all the areas in Student Support Services. (5.10)
- During 2003 intervention programs for students who have received probation letters was implemented. This program connects early alert student with the counseling faculty. (5.10)
- During 2003 WEB Tracking and SARS tracking systems in EOPS; Counseling; Transfer; Career Center; STAR; DSPS was implemented. (5.10)
- During the Fall, 2003, monthly Student Services updates focused on the following themes: Technology improvement; data collection/outcome measures; assessment updates; partnerships; outreach efforts; retention and persistence efforts were implemented. (5.10)

### **#1 D. The need to improve assessments of learning resources and support services (Standard 6.7)**

#### **A. STATUS OF PROGRESS ON THIS STANDARD**

All of the units within the Learning Resources division collect information with which to appraise their services. There are various methods listed below by which Learning Resources evaluate how they are doing presently, and how data is collected to improve services.

#### **B. FUTURE INITIATIVES TO IMPROVE ASSESSMENTS**

The Innovative Interfaces and Destinations software packages are continually improving their capabilities to allow the division to retrieve more detailed and useful data.

Learning Center: Usage statistics for computers and software are collected electronically via the capabilities of the library automation system. Statistics for more esoteric materials (e.g. cat bones, dictionaries, etc.) are collected by hand. By analyzing these data sets, the division can project into the future for such

things as growth of workstations and/or numbers of computers needing specialized resources (such as ergonomic keyboards or specific software packages) to ensure that labs and equipment are serving the needs of students across the curriculum, since many services are open-access computer laboratories offering services to all students on campus.

#### Library

As stated in the Evaluation Report, “The Library has done an excellent job of using data provided by their automation system to analyze use patterns to alter staffing patterns...[and] the Library relies on data from its online management system for such measurements as facilities use, utilization of materials, numbers of materials, etc.” The Library’s automated management system provides the capability to track statistics on usage by numbers of circulations; patron types; usage by collection type (Reserve, Circulation, etc.); peak traffic periods; patron requests; frequency of circulation by individual classification area; and by material type, to name a few. Librarians are then able to look at circulation statistics to plan collection development in specific areas. They can also depend on circulation statistics to enable them to systematically weed the collection of little used, outdated, misleading, and otherwise unneeded materials.

#### Audiovisual

The Audiovisual department maintains spreadsheets to collect data on all of its services, including classroom deliveries, setups, retrieval of materials and equipment; media purchases and rentals for classroom faculty; media viewing setups for students on individual bases; classroom computer projection setups; and videotaping of lectures, speeches, and various campus events.

#### Academic

#### Advancement

Through the capabilities of the Destinations software components, the Academic Advancement department is able to track student enrollment, persistence, and completion statistics.

### **#1 E. The need to integrate educational, financial, facilities planning. (Standards 8.5, 9.A.)**

- One of the President’s purposes for developing the organizational models for both decision-making through the College Council, and for Institutional Strategic Planning was to integrate educational, financial, facilities, and physical resources in a manner that the campus understood. Although the President believes that integration of these components had been successfully completed previously in an informal manner, the campus needed a more formal structure for this integration. This has been accomplished and there now exists a formal structure that allows for dialog, communication, and constituent interaction via College Council and Institutional Strategic Planning. **(3.B.3, 8.5, 3.B.1)**
- In the past, the President was not a member of College Council. The new President believes her involvement to be essential for effective college leadership, constituent involvement, and for addressing campus issues. Thus shortly upon her arrival, she requested of the College Council and they supported her request that she be permitted to temporarily serve as Chair. The involvement of the President at the College Council level has brought direction and continuity to resolving and addressing campus issues, including planning and the on-going review of campus mission and goals. **(3.B.3, 8.5, 3.B.1)**

- The President meets weekly with the Vice Presidents of Administrative Services, Instruction, and Student Services to further coordinate and integrate educational, financial, and facilities planning. This was not a standard practice of former administrations; in fact, the vice presidents did not meet with the President as a group. The change in this process has also facilitated greater integration of campus elements into the planning process. **(3.B.3, 8.5)**
- The college is involved in a massive FEMA project to replace five buildings and retrofit three others, which are located on or near one of California's earthquake faults. At the present time, a new building is anticipated to be completed every six months beginning in March 2004 and through June 2006. Currently, construction is being completed on the new Learning Center/Library, Life Sciences building, Administration/Student Services building, with the new Student Center construction beginning mid-spring semester 2004. In addition, major construction alterations for the Student Health Center, Child Care Center, and Athletics, to name a few, are planned during the next year and result in a continuum of change and chaos, especially in the areas of parking and campus access. To mitigate the impact of these changes, the College Council is in the process of identifying a Construction Task Team that will work with Administrative Services staff and construction crews to ensure minimum disruption to the instructional program. The Task Team will be responsible for providing the campus with regular construction updates and will apprise the President regarding concerns and construction issues. **(3.B.3, 8.5, 3.B.1)**
- FEMA meetings are held on a weekly basis and campus leadership provides information from the meeting. FEMA construction updates are emailed to the campus from various offices such as VP Instruction, Marketing & Public Relations, and Administrative Services. **(3.B.3, 8.5)**
- Evacuation safety drills were conducted throughout the campus in mid-October 2003. Team captains were provided training on their roles for the mock drills and in case of an actual crisis. The drills were conducted in support of a citywide effort as a preparedness response after 9/11. After the drills the Interim Vice President, Administrative Services worked with groups on campus to evaluate the effectiveness of our evacuation drills and to correct any deficiencies (i.e. the alarm system could only be tripped one building at a time; some staging areas, due to construction, were inaccessible). These problems have been addressed. An evening college evacuation drill is scheduled for April 2004. **(3.B.3)**
- In light of the massive construction/demolition projects occurring on campus, there was a "sense of loss" being experienced by faculty and staff. In response, the College Council appointed the campus Preservation Committee. The purpose of the Preservation Committee is to: 1) identify building and campus relics/foilage for preservation; 2) make proposals as to the future use of such relics; 3) assist in identifying salvage and storage space; and 4) work with the President and District staff in identify costs associated with such measures. **(See Appendix E "Preservation Committee Report) (3.B.3)**
- Passage of the Bond, known as Measure P, created the need for planning and evaluation of the current facilities plan. After the certification of the election on December 12, 2002 an Oversight Committee was formed. The committee consisted of individuals from each campus and the district. Proposals for expenditure of Measure P Funds and priorities were established **(See Appendix F for District Administrative Services Advisory Council Final List of Projects)**. The final list of projects was approved at the August 14, 2003 Board meeting. **(8.5)**

- The Facilities Committee and the original campus oversight committee were fused for the purpose of informing and making recommendations to the campus on Measure P issues. **(8.5)**
- The Interim Vice President of Administrative Services worked with the Facilities Committee during fall, 2003, to assess the physical facilities needs of each of the remaining buildings, not part of a retrofit or construction project, to ensure that a short-term and long-term plan exists for the maintenance and integrity of existing structures. (See Attachment 10-Year Construction Plan). This plan (primarily using Measure P or State funds) will be merged into an overall short and long-term plan of campus construction projects, regardless of funding source, and submitted to College Council in spring 2004 for inclusion in the Institutional Strategic Plan. **(8.5)**
- The Technology Committee is currently working on a campus-wide assessment of technology beginning with an evaluation of each classroom that is not part of the retrofit or construction project. A short and long-term plan for addressing technology issues will be submitted to the College Council in spring 2004 for inclusion in the Institutional Strategic Plan. **(8.5)**
- During the Fall 2003, the President developed an organizational flow chart that was presented to the College Council. Discussion at College Council, along with several drafts of the chart, clarified the relationship between the College Council, the Program Review Committee, the Budget Committee, the Technology Committee, and the Partnership for Excellence Committee, Professional Development, and a new Enrollment Management Committee. **(9.A.1)**
- College Council members provided feedback from their constituents, changes were made in a series of draft documents, and a final flow chart for how the planning process relates to the budget development process was agreed upon and is in the process of being fully implemented. **(9.A.1)**
- The new President has developed a new structure for Institutional Strategic Planning that began in the fall 2003, and will result in a final Strategic Planning Document in spring 2004. As shown in the Institutional Strategic Planning organizational model, planning at the College is influenced by Accreditation Standards, the District Master Plan, and the College’s Mission, Vision, and Tenets. It includes specific planning components, each of which will present prioritized recommendations, in the following areas:
  - Program Review (for each of the major areas of Administrative Services, Instruction, and Student Services)
  - Facilities and Construction Plan
  - Professional Development Plan
  - Enrollment Management Plan
  - Technology Plan
  -

The intent of this process is to ensure that “planning” exists outside of funding constraints and that the “planning” drives the budget, not that the budget drives planning. Prioritized recommendations will be presented to the Budget Development Committee and it is their responsibility is to identify funding sources and to submit their recommendations accordingly to the President. The President upon making her final determination will make a presentation to the College Council accordingly. If she disagrees with the prioritized list, she will provide justification for her altering decision. All of the components of the Institutional Strategic Planning process include a relationship between District goals and the College’s

mission. The institutional budget will be designed accordingly. Modifications will be made to the planning process as needed from this first application. (9.A.2, 9.A.3, 9.A.4, 3.B.1)

- Upon the recommendation of College Council regarding the planning flow chart, council members will help campus management and department heads understand the relationship between planning and budgeting as it has been established. The first opportunity to institute the link between planning and Program Review will occur upon the conclusion of the 2003 Program Review cycle when it makes its recommendations to the president. (9.A.5)
- The Budget Committee, under the direction of the Interim Vice President of Administrative Services, is in the process of redefining the budget development process so that clear guidelines and processes for financial planning and budget development are created. Under the direction of the president, this process will be provided in writing and disseminated through the College Council to constituent groups. (9.A.5)
- The Budget Committee understands that they will obtain the final Institutional Strategic Plan document in spring, 2004, and will then identify sources of funding to meet strategic planning goals. They will make recommendations as to funding of institutional priorities to the president. (9.A.5, 3.B.1)
- The President will provide a report to College Council as to the funding recommendations and make the final determination regarding planning priorities through the consultative process established. (9.A.5)
- A district budget schedule has been published (See Appendix G for Timelines). All campus divisions are asked to provide information for the developmental budget in each year. Division deans follow up with the VP Administrative Services to review these budgets. (9.A.5)
- The VP of Instruction provides allocations for FTES for the following term and works with division deans and department heads to meet instructional needs. However, beginning in Spring 2005 Instructional Deans and Department Heads are to prepare the initial section proposal for the Vice President's review and approval. (9.A.5)
- During California's financial and legislative crisis, the campus received regular updates from the VP Administration, the state, and campus Academic Senate, the District Chancellor and other legislative agencies. (9.A.5)

#### **#1 F. The need for increased support and assistance for the college from the district office. (Standards 10.C.3, 10.C.4, 10.C.5)**

- The Board of Trustees authorized three studies intended to focus the District on a broad-based educational master plan, namely the Five-Year Facilities Master Plan, a Strategic Technology Plan and an environmental scan. These plans continue support priorities and planning on campus. (10.C.3, 10.C.4, 10.C.5)
- Communication with the campus from the District regarding the study session with the Board on the District Educational Master Plan and the creation of the Educational Master Plan Committee lends guidance to the College for the development of their strategic planning process. Faculty,

staff, and management representatives from Valley College participate on the District Educational Master Planning Committee. The District Educational Master Plan will serve as a guide for Valley College in developing their own Institutional Strategic Plan and is anticipated to be completed by the end of the spring 2004 semester. (See Attachment H, "District Assembly Newsletter, December 2003). **(10.C.3, 10.C.4, 10.C.5)**

- The Husing Study, an independent study conducted as an environment scan document (2001), identified five goal areas for discussion between the district and its constituent groups and is used by the president, the research office, and campus leadership for further analysis of trend data, used in the strategic planning process. (See **Appendix H, "District Assembly Newsletter, December 2003, Five Goals of the Husing Study**). **(10.C.3, 10.C.4, 10.C.5)**
- The District supported the development of learning outcomes, accountability and learning-centered institutions by bringing a keynote speaker from the League for Innovation to address both campuses at the Opening Day Flex Activity. As a follow-up, the College Council and the Academic Senate have discussed what the "learning-centered environment" means and the Academic Senate is designing an appreciative inquiry session in spring 2004 to further advance understanding and commitment to this District value. **(10.C.3, 10.C.4, 10.C.5)**
- Employees have been encouraged to attend a variety of workshops offered via video-conferencing at the District office. The workshops have been presented by a local law firm and encompass issues such as diversity, harassment, campus safety, and faculty evaluation and hiring procedures. **(10.C.3, 10.C.4, 10.C.5)**
- The District Assembly newsletter updates the campus on projects and issues. **(10.C.3, 10.C.4, 10.C.5)**
- The Distributive Education Coordinating Committee of the district is another example of support and assistance from the district. The committee has worked on a number of projects providing new services for faculty and students via technology (i.e. ETUDES – electronic management evaluation, on-line final grades submittal, expansion of e-services for counseling and student support, expansion of the on-line Associate Degree program, and web expansion of the College's home page). **(10.C.3, 10.C.4, 10.C.5)**
- Recognition and assistance is available by the district regarding expectations that influence goals such as accreditation standards, state and federal legislative mandates. **(10.C.3, 10.C.4, 10.C.5)**
- Communication with the campus through an increased web presence--posting of the documents such as the educational master plan, minutes of meetings, Board policies, and District human resource information is continually expanding. **(10.C.3, 10.C.4, 10.C.5)**
- Establishment of a District Educational Master Planning Committee to obtain input from constituent groups (campus and community representatives) for the development of a district-wide educational master plan that will be used as a guide to Valley College in developing their own goals and strategic plans. **(10.C.3, 10.C.4, 10.C.5)**
- District established Principles and Strategies for Budget Reductions (See **Appendix I, "Principles and Strategies for Budget Reductions in the Newsletter, February 2003)** and

District Budget Development Timeline for 2004 (**Refer to Appendix G, Timeline**). (10.C.3, 10.C.4, 10.C.5)

- Leadership from the district office helped to generate discussion and decisions on the review of the hiring policy, management evaluations, collegial consultation and student discipline as well as well as the review of board policies and administrative regulations. (previously described in (10.C.3)
- The District Budget Committee was establish spring 2003 and has representation from all constituencies and meets regularly on the day of Board meetings. The purpose of the committee is to provide communication on all budget matters in the same open way that items are shared with the Board of Trustees. Minutes are posted on the Web site for the District and all meetings are open to any who wish to attend in addition to the members. The committee is not a decision making body, but is instead a body to share all information on the budget and to encourage dialog. (10.C.3)
- The Chancellor produced a position paper was prepared for purposes of the prior accreditation visit, clearly delineating the operational responsibilities in a multi-college district. This document has since been used by other colleges and agencies for clarity in understanding the district/college roles. (See **Appendix J “SBCCD Organizational Map of Functional Services”**) (10.C.3)
- The College and the District have clear lines of operational responsibilities and functions and there has not been little confusion regarding District / College functions. District operations include:
  - Human Resources, Health Benefits, and Labor Relations
  - Accounting, purchasing, and payroll
  - Distributive Education (campus computing services)
  - Government Relations
  - FEMA and major construction projects
  - Contract Education, Training, & Economic Development
- If there has been any area where the lines are sometimes crossing over, it is in the area of Contract Education and Economic Development. Most, if not all of the District's contract education projects involve an educational component of the College. The District has been careful to include the Vice President of Instruction and area Deans in the development of such projects as they ultimately often depend on the campus to provide the training. Aside from the District pursuing education opportunities, Valley College also independently develops appropriate contract education and economic development programs. There have been no organizational problems with this model. (10.C.3)
- The District hired a consultant to review Board Policies and Administrative Regulations. In June 2003 the District received material reviewing the Board Policies and Administrative Regulations. Sections of the policies and administrative regulations were sent to the campus for review. An initial review is being completed by the campuses and the District’s administrative units. A team of both Valley College and Crafton Hills College administrators, faculty, and staff was established during the fall semester, 2003, to address Instructional, Student Service, and Administrative policies. To date, a final review of instructional policies has been completed and changes will be submitted through the consultation process this spring as applicable.

Student Service and Administrative policy and regulation review is still in process. In most cases the Board Policy will not change but will be modified to meet statute and reference sources. It is intended that full policy and regulation review will be completed by fall, 2004, with changes being submitted to the Board of Trustees at that time. Where substantive changes are being made or where academic and professional standards are being addressed, the documents will be taken through the consultation process. **(10.A.3, 10.C.3)**

- The Educational Master Plan Committee for the District has been charged with identifying the goals for the District. Committee members include not only representatives from the various constituent groups from the college and the business community but also representatives from the unified schools, the county office of education, and university and community representatives. As of December 2003 the committee has reviewed the process of educational master planning, reviewed the strategic planning process at Valley College, received the working documents developed by the district, and reviewed the goals of the external organizations. Meetings in early 2004 will focus on narrowing a set of District goals that can be used for establishing the college's educational master plans. The purpose of this process is to align District goals not only with community college goals, but also to be responsive to K-12, community, and higher education needs, attempting to connect our goals with those who we serve to assure a connectivity of purpose that is effective and not counter-productive. **(10.C.4)**
- The Chancellor works with the President to support college needs and to facilitate resolution of campus or District/College concerns. The District assists the college through coordination for marketing, distributive learning and economic development. Efforts on the campus to fully develop an online college have been supported by leadership from the district and the team in Distributive Education. The Transportation Initiative, working on a new consortium of metropolitan transportation agencies, is another example of project support between the functions of the campus and the district. **(10.C.4)**
- The Board of Trustees authorized three studies intended to focus the District on a broad-based educational master plan, namely the Five-Year Facilities Master Plan, a Strategic Technology Plan and an environmental scan. These plans continue support priorities and planning on campus. **(10.C.4)**
- The Chancellor's newsletter, District Assembly newsletter, the three documents of the educational master plan as well as minutes of meeting are made available to the campus on a regular basis on the district's website. **(10.C.5)**
- Communication with the campus from the District regarding the study session with the Board on the District Educational Master Plan and the creation of the Educational Master Plan Committee lends guidance to the College for the development of their strategic planning process. The District has also provided support for the campus in creating a learning-centered environment. The District expectations are communicated in its newsletter which in turn impact goals for accreditation, adherence to state and federal legislative mandates, Partnership for Excellence, and progress on cultural diversity. **(10.C.5)** District Assembly (SBVC, Crafton and the District) has a wide representation of management, faculty, staff, and students who report back to their constituent groups. **(10.C.5)**
- Information from the campus to the Board of Trustees and the District is forwarded each month by the SBVC President. The President requests information on a monthly basis to communicate newsworthy items with the board. **(See Appendix K, "SBVC President's Newsletter) (10.C.5)**

- The District presented its Collegial Consultation document to the February 13, 2003 Board for its first reading and subsequent readings on April 10, 2003. The policy and administration regulation clarify the District and campus procedures for Collegial Consultation (**See Appendix L for Collegial Consultation Document**). The College Council at Valley College will be submitting changes to Board Policy 1660 related to the changes made to collegial consultation process as demonstrated in the College Council flow chart. A draft of the changes to this policy is included in **Appendix M. (10.C.5)**
- SBVC Managers and the Academic Senate President have a breakfast meeting with District Computing Services to review technology needs of the campus. **(10.C.5)**
- The SBVC President meets weekly with the Chancellor to review campus issues. **(10.C.5)**
- The SBVC President meets weekly with the President of Crafton to resolve mutual issues. **(10.C.5)**

**#1 G The need for consistent and timely adherence to performance evaluation procedures for all groups of employees. (Standards 7.B.1, 7.B.2, 10.A.3)**

- Faculty and adjuncts continue to be evaluated in a timely manner and on a regular rotation as required by the contract. Evaluations are provided to the Vice President of Instruction for her review. A timeline is produced by the Instruction Office and is followed each semester for new full-time and part-time faculty as well as with contract guidelines for tenured and adjunct faculty (**See Appendix N for “Instructional Office, Evaluation Timeline for Faculty, Fall 2003”**). This portion of the CTA contract is currently being reviewed through the contract negotiation process. **(7.B.1, 7.B.2. 10.C.3)**
- The President has met with the Vice Chancellor, Human Resources to ensure a timely and effective manner for evaluation of classified staff in accordance with the CSEA contract. **(7.B.1, 7.B.2, 10.C.3)** There continues to be confusion as to how and when classified evaluations are disseminated on the campus. Managers express that they do not receive notification in a timely manner whereas the District believes they are distributed in April for the following year. The President is in the process of meeting with district staff to ensure the timely notification and completion of classified evaluations. A list of classified evaluations to be completed was provided for 2003-04 and the President and the managers involved are in the process of reviewing the list to assess the status of completion. This endeavor will be completed by February 2004 with a firm handle on classified evaluations by April 2004.
- The President values the employee evaluation process and has emphasized to all managers the importance of adhering to classified employee timelines. A review of the classified contract as it applies to employee evaluations took place in January 2004 to further emphasize the continued importance of evaluation. The President will work with District personnel in May 2004 to acquire a summary document of classified evaluations scheduled and completed in 2003-2004, and will follow-up directly with any manager who failed to complete an evaluation as scheduled. **(7.B.1, 7.B.2. 10.C.3)**
- The District and College have committed to scheduling and completing management evaluations in a timely manner. A major change has occurred in this area, which began in the spring 2003, and continues to date. Board Policy 2070, Management Evaluation, was recently approved by the Board of Trustees, providing a refined process and clear timelines. ETUDES, an electronic

management evaluation system, is functioning well and provides evaluators with the opportunity to file their evaluation electronically. This system then tallies results quickly, facilitating the timely completion of the management evaluation process. (7.B.1, 7.B.2, 10.C.3)

- The Vice President of Instruction continues to explore and review models of faculty evaluation with instructional deans in order to obtain an instrument that can better assess effectiveness and encourage improvement. (7.B.2) Previously responded to in 10.C.3

#### **#1 H. The need to promote appropriate involvement of students in the development and assessment of programs and services. (Standards 3.B.1, 5.4)**

- Addressed in items previously noted. 3.B.1 was added to those sections as appropriate.
- The new President has made an aggressive attempt to improve student participation on campus committees. She has met with Student Government and the Inter-Club Council in a training setting, emphasizing the importance of their participation. She meets every three weeks with the Student Government President and has emphasized at each meeting the importance of student participation. Student leaders have indicated that they are ready to participate but are unaware of committee meeting times. Most committees meet "as needed" and therefore there is no standard meeting time. The President is working with student leadership and managers to ensure that student representative names are included on the campus committee lists, and that they are contacted when meetings are scheduled. The President has also indicated to managers and committee chairs that it is incumbent upon them to look at the student representative class schedule to ensure their availability to attend such meetings. (5.4)
- Student Government and Inter-Club Council were very involved in a recent decision to move commencement to an off-campus site (due to construction, lighting, size, and parking problems related to the on-campus outside theatre). Although faculty indicated a reluctance to move off-campus, when hearing that students supported the recommendation from the Commencement Committee, accepted the proposal in support of students. (5.4)
- Student Government was also involved in providing feedback to the President and College Council regarding the consideration to increase student fees, including parking. Student leaders informed the President that they could not support such fee increases and the College Council concurred. (5.4)
- The student newspaper, *The Arrowhead*, has agreed to include a column beginning in January 2004 entitled "The President's Corner". The President will use this opportunity to inform students of student issues and to solicit input as needed. This is the first time in the history of the student newspaper that the President of the College will have an opportunity such as this to interact with students. The President is very appreciative of the student newspaper staff for their willingness to support such a project. (5.4)
- Although some progress has been made, the College continues to struggle overall with participation of students in the college planning process and committee work despite a number of requests for their involvement. The highest degree of student involvement occurs through the Associated Students and the Student Assistance Program (SAP). Limited participation has occurred on some search committees, student services committees, monthly Student Service Council meetings, focus groups, and the Phantom Shopper assessment programs. The President,

in amending Board Policy 1660 (Collegial Consultation) in spring 2004, will work with student leaders during the spring 2004 to add a component that will allow the President to appoint students in the absence of student participation through Student Government. **(5.4)**

- The Office of Institutional Research worked with the management, faculty and staff of the Campus Gateway and Student Support Divisions in Spring 2002 to design a survey instrument that measures student satisfaction with existing services and identifies unmet student needs. Students will be surveyed once during the year during the spring semester (commencing Spring 2004), however, subsets of students may be interviewed at various times during the year. **(5.4)**
- Prompted by survey results, workshops and seminars on student mental health concerns continue to be adjusted annually to respond student requests for service. **(5.4)**
- A peer-mentoring program was developed within EOPS, STAR, Transfer, and the Counseling departments. In addition, a Student Leader Mentoring Program, designed to build and maintain a formal mentor/mentee relationship between campus leaders and student leaders, was initiated in fall 2003. **(5.4)**
- During the fall semester 2003, advisory programs with student leaders and within the DSPS; Career Center; EOPS; and Transfer Center were implemented. **(5.4)**

### **Recommendation #3**

**The team recommends that the college ensure that appropriate learning outcomes are established for all of its degree and certificate programs and that these outcomes are stated in the college catalog and other appropriate college publications.**

- A resolution (See Appendix O “Resolution on Student Outcomes”) was presented before the Academic Senate in October 2003 for first and second readings and subsequent adoption. The resolution urged “the formulation of a statement of student outcomes for each certificate, diploma, and degree and that these statements be included in the College Catalog for 2004-2005.” **(4.B.3)**
- Copies of the initial draft of the program level learning outcomes for all certificate programs were distributed to the Instructional Deans on January 8, 2004. The document is now ready for departmental review and revision. Deans are to review the draft outcomes with the department heads and make necessary changes and revisions by late February 2004. The finalized outcomes will be included in the college catalog, per the recommendations of the recent visiting Accreditation team. **(4.B.3)**
- Learning Outcomes Workshops were conducted for all faculty in late October 2003. **(4.B.3)**
- The Vice President of Instruction reported to College Council in February 2004 on the publication status of learning outcomes for the campus. **(4.B.3)**
- Student Services and Instructional Services representatives were selected to attend the Learning Outcomes Workshops at Mt. San Antonio in February 2004. These representatives will compose the core of individuals to conduct training at the Spring Teaching Symposium. **(4.B.3)**
- The President will work with the Vice President of Instruction and the Professional Development Coordinator in spring 2004 to assess whether further faculty training is needed in the area of "learning outcomes." **(4.B.3)**
- In-service was provided to adjuncts regarding classroom assessment in January 2004. **(4.B.3)**
- Some of the topics included: higher-order thinking skills, basic academic success skills, discipline-specific knowledge and skills, liberal arts and academic values, work and career preparation and personal development. **(4.B.3)**

## Recommendation #6

**The team recommends that the college, working with appropriate district personnel and through the participatory governance structure, review, reaffirm, and implement the hiring procedures for full-time and adjunct faculty. (Standards 7.A.2, 7.A.3, 7.D.1, 7.D.3)**

- In the draft of the administrative regulations of desirable qualifications for full-time and part-time instructors are stated as follows “These desirable qualifications should describe characteristics that support the functional responsibilities of the position.” “The combination of the minimum qualifications and the job-related desirable qualifications will be used as the basis for decision-making through the screening, interviewing and recommendation of applicants.” In addition, the announcement of the position must include a “brief description of the position and the relationship of the position to college offerings and activities.” (7.A.2)
- Job announcements are widely distributed to the campus community and other educational institutions and publications. (7.A.2)
- The policy on recruitment and hiring was reviewed fall 2003 and adopted through the consultation process. (See **Board Policy Attachment P “Recruitment and Hiring” and “Administrative Regulations”**) The regulations are in place for the spring semester. (7.D.1, 7.A.2, 7.A.3)
- The draft of the district administrative regulations reference the Minimum Qualifications for Faculty and Administrators in California Community Colleges for positions requiring a master’s degree and for those disciplines for which the master’s degree is not generally expected or available, the appropriate, valid certification or licensure is stipulated based on instructional responsibilities. (7.A.3)
- Minimum and desirable qualifications are identified by discipline faculty in consultation with the immediate supervisor and/or the appropriate Vice President. Drafting of the minimum and desirable qualifications are reviewed by the full-time faculty who currently teach the discipline covered by the job announcement in consultation with the immediate supervisor. Consideration is given to an individual’s potential to contribute to the mission of the college. (7.A.3)
- According to the selection procedure as described in the Faculty Hiring Procedures, a description is included of any other selection activities that are anticipated at the time of the announcement (e.g. a sample teaching demonstration) may be required. The President and Vice Presidents concur that a faculty demonstration is a critical component of the hiring process and at present, most full-time faculty interviews includes this component. A move will be made to include this component for all full-time faculty interviews commencing in the spring 2004 semester. (7.A.3)
- A Statement of Equal Employment Opportunity, including reference to “encouraging applications from underrepresented minorities and the disabled” appears on every job announcement prepared by the District. (7.D.1)

- The college continues to integrate awareness of diversity issues through its Student Services retreats to deal with values and themes such as teamwork, compassion, integrity, and flexibility. Personnel from Student Services presented their codified work on “Themes and Values” (**See Appendix Q for Pamphlet: Student Services, Themes and Values**) to the Board at its September 2003 meeting. **(7.D.2)**
- The Comprehensive Institutional Effectiveness Report includes data on employment equity issues as reflected in the mission statement. Data is also available through the Management Information System (MIS). **(7.D.2)**
- Included in the changes to the Collegial Consultation Process as it applies to Valley College, when the President made changes to College Council, she defended and it was accepted that an institutional committee be formed to address staff and student diversity issues. This committee will provide guidance for activities, discussion, awareness, and involvement of diverse groups on campus and will commence no later than fall, 2004. **(7.D.2)**

## Recommendation #7

**The team reaffirms the 1997 recommendation that the college, working with appropriate district personnel and through the participatory governance structures, review and revise the evaluation procedures and instruments used for management/administrative personnel in order to establish a consistent, fair, thorough, and timely process. (Standards 7.B.1, 7.B.2, 7.D.1.7.D.3)**

- (See 7.B.1 on page 11)
- Addressed on page 11, referencing 7.B.1, and B.2 and 10.C.2)
- Workshops on “Probationary and Community College Faculty: Evaluation, Discipline and Non-reemployment, and Adjunct Faculty.” were conducted at the District Office in the fall 2003. The President required that all managers attend these training sessions which were made available to all college personnel **(7.D.1)**
- Workshops on topics such as Cultural Diversity have been conducted at the District Office. In addition, Professional Development sponsored the following workshops on diversity to increase campus sensitivity on the topic and related fairness issues ("Towards a Model for Diversity - Shaping the Valley Dialogue" (Fall, 2002), Great Teachers Seminar in February 2003 included the following related topics: Cross-cultural/Multi-cultural classrooms, Bringing diversity into discipline specific content; Discussion Forums (Spring, 2003) - Accommodating students with disabilities, Cultural Communication Styles; New Faculty Orientation (Fall, 2003) Session on cultural diversity in the classroom- opportunities and challenges) **(7.D.1)**
- The newly adopted Faculty Hiring Procedures ensure fairness in all faculty hiring procedures from committee selection to evaluation of equivalencies and job announcements. **(7.D.1)**
- The Management Evaluation policy has been reviewed and developed through the consultation process **(See Appendix R, “Board Policy 2070, Management Evaluation”)**. There was a conflict between the academic senate recommendation and the managers regarding the number and selection of the faculty representatives on the Management Evaluation Team. However, the chancellor discussed this with the senate presidents with the differences presented at the October SBVC Academic Senate meeting. The senate agreed with the changes made by the chancellor, who presented the policy to the board for its first reading in October, and final approval in November 2003. **(7.D.3. 10.D.3)**
- Please refer to discussion 7.B.2 on page 11.

## **Recommendation #8**

**The team recommends that the college implement the participatory governance policy and process, as well as the committee structure as quickly as possible and facilitate a training process for all constituent groups. (Standard 10.B.6).**

- The College Council has been working, under the direction of President Denise Whittaker, on a revised structure for participatory governance. In the past, the President of the College did not attend College Council, nor was its structure clearly understood. Shortly after arriving in July 2003, the new President met with the Academic Senate President to redefine the role of College Council. At its first meeting in August 2003, the President requested that she temporarily chair College Council and that a first order of business was to put the collegial consultation structure, as described in Board Policy 1660, into a document that could be understood by the campus community. This process not only involved a close review of BP 1660, but also resulted in a few modifications that improved the collegial consultation process for Valley College. The final product, including a clear role for faculty, staff, students, and managers, was approved in November 2003 and is currently in operation as approved. College Council will amend BP 1660 in spring 2004 to reflect changes made accordingly. This has led to clarification of responsibility, reporting lines, and processes. **(10.B.6)**
- The President met with CSEA leadership early fall 2003 in an attempt to orchestrate the revitalization of a Classified Senate, supported by CSEA. The CSEA President agreed that the College President initiate a meeting for classified employees to discuss the creation of a Classified Senate once again at Valley College. The CSEA President requested that she be present to provide support and input to the group. A general classified meeting will be scheduled during the spring 2004 to assess whether classified employees desire further involvement in the collegial consultation process as made available through the Classified Senate. **(10.B.6)**
- It is necessary to continue to provide training for all constituent groups, and to develop a process for training future leaders within the organization.
  - The academic senate sponsored training for faculty on the language of AB 1725, the shared governance or collegial consultation guidelines, and appropriate processes. This training was provided by the state-wide academic senate, and facilitated by Hoke Simpson and David Viar in February 2003. **(10.B.6)**
  - The academic senate coordinated a round-table training session in January 2004, to include management, faculty members, and classified staff as regards to the different roles and policies in place for collegial consultation. **(10.B.6)**
  - As previously described, the President will continue to work with The Associated Students (student government) to ensure their active involvement at SBVC. An assessment of training needs will be conducted. **(10.B.6)**

- Additional training is to be scheduled annually to include training for the management team, department and committee chairs. These trainings will be scheduled for spring, 2004.  
**(10.B.6)** The process for continued training is as follows:
  - The Academic Senate has amended its by-laws to allow for a winter election, providing the president elect with one semester of training with the current president.
  - There will be a transition meeting of all senates at which time new senators will be trained in the collegial consultation policy and procedures. All senators (academic, classified, and student) will be made aware of their responsibilities and areas of primacy as relates to collegial process.
  - One module of Department Chair Training and New Employee Orientation will be devoted to the collegial consultation structures.
  - Training for adjuncts is held at the start of each fall and spring term.