

PROGRESS REPORT

PORTERVILLE COLLEGE

Submitted to:

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



October 2007

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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 2007

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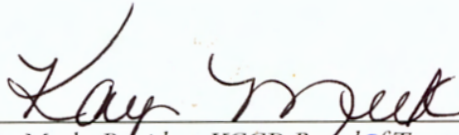
CERTIFICATION OF THE PROGRESS REPORT

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

FROM: **Porterville College**
100 E. College Avenue
Porterville, CA 9257

This Progress 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.



Kay Meek, *President KCCD Board of Trustees*



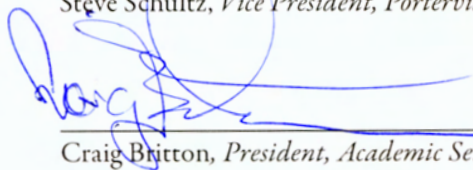
Sandra Serrano, *Chancellor, KCCD*



Rosa Carlson, *President, Porterville College*



Steve Schultz, *Vice President, Porterville College/ALO*



Craig Britton, *President, Academic Senate*



Classified Representative



Student Representative

STATEMENT ON REPORT PREPARATION

- **Planning for the Completion of the Recommendations**

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.

The College Learning Council (CLC) had numerous discussions regarding the recommendations from the visiting team and strategies were considered in an effort to implement a campus-wide response to the recommendations. As with the development of the self-study, the College felt that all employees should also be given the opportunity to participate in the development of the progress report.

At flex days on January 19, 2007 the Vice President of Learning provided a presentation on the accreditation recommendations in a general session. Breakout sessions followed this introductory presentation in which the staff was divided into working groups to discuss their group's assigned recommendation and to develop a plan of action to respond to the recommendation. These reports were gathered and utilized in the college's efforts to implement a responsive plan of action to be submitted to the president.

- **Completion of College Recommendations**

During the course of the spring 2007 term, key staff met to address the college recommendations. The following were the primary persons involved with each recommendation. It must be noted, however, that additional staff may have been involved with the efforts and activities within each of the recommendations; however, the following are the primary individuals responsible:

Recommendation 1: *Institutional Commitments*

Donna Berry – Director, Business Office*

Steve Schultz – Vice President, Student Services

Gary Wallace – Director, Auxiliary Services, Maintenance, Operations, and Facilities

Antonia Ecung – Dean of Instruction

Bill Henry – Dean of Career and Technical Education

Craig Britton – Faculty, Agriculture - Academic Senate President

Richard Osborn – Faculty, Social Science

Carol Wilkins – Faculty, Disability Resource Center (DRC) Director

Virginia Gurrola – Faculty, Director of Admissions and Records and Financial Aid

Chris Craig – Classified, Technology

Randy Morgan – Classified, Website Coordinator/Graphic Designer

Baldomero Garcia – Classified, Extended Opportunity Programs and Services (EOPS)

Recommendation 2: *Evaluation, Planning, and Improvement*

Steve Schultz – Vice President, Student Services (formerly Vice President of Learning)*
Ann Marie Wagstaff – Faculty, Language Arts
David Bezayiff – Faculty, Social Science
Lorie Barker – Faculty, Library
Michael Carley – Faculty, Institutional Researcher
Chris Craig – Classified, Technology
Michelle Hart – Classified, LISTO coordinator

Recommendation 3: *Student Learning Outcomes*

Bill Henry – Dean of Career and Technical Education*
Antonia Econg – Dean of Instruction
Craig Britton – Faculty, Agriculture - Academic Senate President
Sara French-Unser – Faculty, Language Arts
Susan Regier – Faculty, Language Arts

Recommendation 4: *Institutional Integrity*

Antonia Econg – Dean of Instruction*
Miles Vega – Faculty, Counselor
Mercy Herrera – Faculty, Matriculation Coordinator
Carmen Martin – Faculty, EOPS Counselor
Carol Wilkins – Faculty, DRC Director
Frances Carrera – Faculty, Counselor

Recommendation 5: *Organization*

Rosa Carlson – President*
Steve Schultz – Vice President, Student Services
Antonia Econg – Dean of Instruction
Virginia Gurrola – Faculty, Director of Admissions and Records and Financial Aid
Donna Berry – Director, Business Office
Gary Wallace – Director, Auxiliary Services, Maintenance, Operations, and Facilities

**The administrator with primary responsibility for the completion of this recommendation.*

As work plans were 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.

- ***Completion of District-wide Recommendations***

The Porterville College Vice President of Learning coordinated with Dr. Greg Chamberlain, Vice Chancellor, Educational Services, in the completion of the district responses. Dr. Chamberlain worked with respective district office staff and related district committees to address each of the district-wide recommendations. Similarly, the Vice President worked with appropriate campus staff regarding these responses. The responses to these recommendations were then reviewed by district and college staff and included into the progress report.

- ***Final Completion of the Progress Report***

The Vice President of Learning incorporated all work completed on the various recommendations into a progress report draft. The drafts were reviewed by the Administrative Council, classified staff, faculty members, and district office staff. The final draft was reviewed by the CLC and forwarded to the president for approval.

A draft Progress Report was presented to the Kern Community College District (KCCCD) Board of Trustees for a first reading at its meeting on September 6, 2007. At the following meeting of the Board on October 4, 2007, the final Progress Report received approval.



Dr. Rosa Carlson, *President*

PORTERVILLE COLLEGE

Progress Report on College and District-wide Accreditation Recommendations

COLLEGE RECOMMENDATIONS

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

Since institutional planning is one of the major charges of the Budget, Enrollment Management and Planning committee (BEMAP), and because the mission statement is the driving document for institutional planning, BEMAP assumed the overall coordination for leading the research and writing of a new mission statement.

BEMAP reviewed various mission statements from other California community colleges. As a result of this review, members of BEMAP decided this was also an opportunity to expand and enhance our general public statements about the goals and objectives of the college.

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.

Results and Actions Achieved to Date

- ***Mission Statement Rewritten***

After several drafts, BEMAP presented a final draft to the College Learning Council (CLC) for review and discussion. The following new Mission, Values, and Philosophy statement was approved by the president and incorporated into the Strategic Plan that was submitted to and accepted by the Kern Community College District (KCCD) Board of Trustees at their June 2007 meeting.

PORTERVILLE COLLEGE

Mission, Values, and Philosophy

OUR 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 community 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 and 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 should be at the forefront of 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.

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 Achieved to Date

The mission statement and supporting values and philosophy statements appropriately delineate and highlight the college in terms of its service to our students and community. The revised mission statement addresses the recommendation of the accreditation team in which the mission statement includes the educational goals that may be fulfilled at the college, describes the population for which programs are designed, and is used as the driving document for institutional planning.

Plans for Continued Response to Recommendation

Supporting college plans, documentation, and publications will continue to be modified to include the mission, values, and philosophy statements. The mission statement will continue to be the driving document in all college-wide planning. As stated in the self-study planning agenda, the mission statement will be reviewed annually by the CLC .

Evidence

- Mission Statement
 - Administrative Council minutes
 - College Learning Council (CLC) minutes
 - Budget Enrollment Management and Planning (BEMAP) minutes
 - Program Review document
-

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 to make decisions by developing and implementing college-wide planning that:

Integrates all aspects of planning, evaluation, and resource allocation; is based on an analysis of community workforce needs and uses that research to plan and evaluate education programs; incorporates research and data in a strategic plan which is

the foundation for assessing action plans with measurable objectives; 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; 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; relies on involvement of faculty, staff, students, and administrators; uses data for decision-making both as an indicator of issues and needs as well as an indicator of accomplishments and effectiveness; 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 and includes a periodic review of the planning process.

Planning Process for Resolution of Recommendation

During the 2006-07 academic year the BEMAP committee reviewed and evaluated its overall responsibilities and tasks and decided to form three separate subcommittees: 1) Strategic Planning, 2) Budget, and 3) Enrollment Management.

The response to this accreditation recommendation and the college's on-going efforts in this area were referred to the Strategic Planning (SP) subcommittee for discussion and planning. In order to accomplish the specific charges within this recommendation, the SP subcommittee focused its initial work on developing a plan that integrates all aspects of college-wide planning including research, staffing, technology, facilities, budget, and evaluation.

The strategic plans from the KCCD and state system were reviewed to guide the college's plan. One of the goals of the subcommittee was to develop a college plan that is integrated in part with the goals and objectives of the district and state plans.

Results and Actions Achieved to Date

- ***Formulation of the Strategic Planning Subcommittee***

BEMAP established the Strategic Planning (SP) subcommittee with a charge to coordinate and review all college-wide planning efforts. To this end, the subcommittee was charged with developing a strategic plan, monitoring the completion of the plan's objectives, evaluating its effectiveness and accountability, and recommending to the president, BEMAP, and CLC as appropriate, modifications to the planning process or the plan itself.

Essential to the planning process was the collection of information to be used for decision-making. The SP subcommittee identified criteria for data collection and reporting by the institutional researcher. Some of the current data being reviewed by the SP subcommittee include a cost analysis for each department and program, historical and current FTES data, and productivity reports.

- ***Implementation of a Strategic Planning Process***

During the fall 2006 term, BEMAP began working on the development of a campus-wide strategic planning process that would integrate all aspects of college planning in an effort to

provide focus and improve effectiveness.

After various discussions within BEMAP a strategic planning process was developed that integrates campus plans, program reviews, budget allocations, etc. This planning process incorporates data, student learning outcomes, and relevant information from the various college and program related plans and program reviews.

As the college works through this planning process, periodic evaluation and review of its effectiveness will continue and these evaluations may result in future modifications to the process.

- ***Development of a College Strategic Plan***

The SP subcommittee began meeting weekly to complete and submit a Strategic Plan draft to BEMAP and CLC for approval by the president prior to the end of the spring 2007 term.

The Strategic Plan was completed and it includes a general planning process, short term priorities (to be completed within two years), long term goals (to be completed within five years), and specific objectives and expected outcomes within each priority or goal. The plan was submitted to BEMAP and CLC for discussion and then forwarded to the president for approval prior to the end of the spring 2007 term.

The complete Strategic Plan is included on the college website and will be available for the team visit; however, the short-term strategic priorities and the long term goals as listed in the plan are provided below:

Short Term Strategic Priorities – to be completed by Spring 2008

Initiative 1 – Define and Embrace the Mission of the College

Initiative 2 – Improve and Integrate the College Planning Process

Initiative 3 – Institutionalize and Assess Student Learning Outcomes

Initiative 4 – Enhance and Expand Evening and Online Student Services

Initiative 5 – Evaluate and Understand Roles and Responsibilities in College
Governance

Long Term Strategic Goals – to be completed by Spring 2012

Goal 1 - Expand Technologies 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

The development and implementation of a planning process and strategic plan was the first major phase in the completion of this recommendation. The process and plan have been completed, approved by the college, and presented as an information item to the KCCD Board of Trustees at their July 2007 meeting.

The next phase will be to complete the assignments of responsibilities to key staff on campus and establish timelines in which to complete these strategic priorities and goals. The final stage will

be the implementation and then evaluation of the accomplishments and effectiveness of each of these priorities, goals and objectives.

Review and Analysis of Results and Actions Achieved to Date

The Strategic Plan is a comprehensive plan that will greatly assist the college in its planning and evaluation efforts during the next several years. The plan addresses the short-term priorities and long-term goals of the college.

The college is committed to ensuring that this planning process and strategic plan are integrated, ongoing and integral aspects of all campus planning. All related documents, budget, plans, program reviews, and research are now integrated into a process in an effort to enhance the decision-making and overall improvement and planning processes of the college.

Plans for Continued Response to Recommendation

With the strategic priorities, long-term goals, and objectives established, during the fall 2007 term the college will finalize the assignment of responsibility for completing these aspects of the plan to key management staff in order to ensure accountability.

Specific timelines will then be developed to ensure the completion of the various aspects of the plan by the deadlines established. In addition, the institutional researcher will develop a monitoring and evaluation process during the 2007-08 academic year to assess accomplishments and highlight improvement areas in an effort to improve college effectiveness.

Evidence

- Porterville College Strategic Plan
- Porterville College Strategic Planning Process
- Administrative Council minutes
- College Learning Council (CLC) minutes
- Budget Enrollment Management and Planning (BEMAP) minutes
- Strategic Planning subcommittee minutes

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 process that: focus on students – what they learn in instructional programs and how they are supported in that learning; include dialogue as a way to develop, document, implement, and evaluate assessment plans of student learning outcomes in both instruction and student services; assess instructional programs at course, program, degree and certificate levels; assess student services throughout the students' matriculation at the college; use these assessments to improve courses, programs, and services; link student learning outcomes, planning, and resource allocation; and create a cycle of continuous assessment of the effectiveness of college programs and services on student learning.

Planning Process for Resolution of Recommendation

A working group comprised of administration, faculty, and classified staff was formulated to address college plans for continuing implementation of student learning outcomes. In an effort to encourage and effectuate broader involvement from the faculty, the Academic Senate leadership met with representatives of the working group, the college president and administration to discuss the development and implementation of student learning outcomes and to incorporate a process that would ensure these are used to improve courses, programs, and services. Simultaneously, the Curriculum Committee continued to implement student learning outcomes and modified the course approval process to require student learning outcomes.

Results and Actions Achieved to Date

- ***Assignment of a Student Learning Outcomes Coordinator***

In an effort to better coordinate the multitude of aspects in the development and implementation of campus-wide student learning outcomes, the administration assigned a full-time faculty member fifty-percent (50%) reassigned time to serve as the general student learning outcomes coordinator and to also chair the newly formed Student Learning Outcomes subcommittee of the Academic Senate.

The core responsibilities of this faculty assignment are to: recommend policies and set timelines in consultation with Senate and administration; coordinate continued campus-wide training; work with faculty and departments on an individual level to write and develop student learning outcomes and assessment; work with administration to ensure resources and time to develop are available and adequate; serve as a liaison with the Academic Senate and Curriculum Committee; and coordinate efforts with the accreditation liaison officer, institutional researcher, student leadership, and various other staff.

- ***Formulation of a Student Learning Outcomes Subcommittee of the Academic Senate***

As noted above, in an effort to provide overall campus coordination in the area of student learning outcomes development and implementation, a subcommittee of the Academic Senate was established in their May 2007 meeting. The faculty student learning outcomes coordinator is the chair of this subcommittee.

At the beginning of the fall 2007 term, staff assignments to the Student Learning Outcomes subcommittee were finalized. The SLO subcommittee had its first meeting on Wednesday, September 19, 2007.

- ***Student Services Student Learning Outcomes Being Developed***

The development and implementation of student service student learning outcomes at the time of the visit were almost nonexistent. Since that time, the student services staff has been engaged in the development of non-instructional student learning outcomes.

During the spring 2007 term, the Vice President of Learning provided an in-service to the counseling staff on the development of student services student learning outcomes. In addition, one of the counselors coordinated and provided training sessions for all the student services

staff. Four of the student services programs, i.e. CalWORKS, Financial Aid, Admissions and Records, and EOPS have developed student learning outcomes and the others are working on them. These training sessions by the counselor will be continuing.

- ***Miscellaneous Student Learning Outcomes Development***

Since the accreditation visit, the Curriculum Committee has actively addressed processes to ensure student learning outcomes are addressed on all course approval forms and outlines.

A modification was made to the course outlines templates that included a section on student learning outcomes so that all courses have this as a required part of the class. New courses are not approved without the inclusion of student learning outcomes on the outline. Other curriculum-related forms were also modified to include student learning outcomes. In addition, student learning outcomes must now be included on all course syllabi.

A student learning outcomes training and overview session was also held during fall 2007 flex days.

- ***Draft of Institutional Student Learning Outcomes Completed***

Years ago the college began its development of student learning outcomes by focusing on course level outcomes. As a result of our response to this recommendation, the first draft of Porterville College's institutional learning outcomes was completed this summer. This draft was submitted to the SLO chair and subcommittee for review. After discussion and review within the SLO subcommittee these will be presented to the CLC and then to the president for final approval.

Review and Analysis of Results and Actions Achieved to Date

Prior efforts to implement student learning outcomes lacked coordination and was a sporadic effort on the part of a few. Today, the college has identified leadership to coordinate the college's student learning outcome efforts, and the Academic Senate has implemented a Student Learning Outcomes subcommittee. These two actions will greatly assist in focusing our efforts to fully implement student learning outcomes college-wide. In addition, the college also recognizes that the president, senior administration, and related faculty must also take the lead to institutionalize student learning outcomes so that everyone is focused on this important goal.

The student services staff is more actively involved in the development of learning outcomes, the Curriculum Committee is ensuring that course outlines and syllabi have student learning outcomes delineated, and various other actions are being accomplished to institutionalize student learning outcomes. Moreover, the development of institutional student learning outcomes will provide general direction for the college and all of its programs and divisions.

Plans for Continued Response to Recommendation

As work toward the implementation of course level student learning outcomes continues the college will focus more extensively on the development of program level student learning outcomes, finalize the institutional level student learning outcomes, and develop an assessment process to be used toward improving services, courses and programs. The responsibilities of the new Student Learning Outcomes subcommittee will be to monitor, discuss, develop and recommend

plans, processes, and evaluation procedures regarding the institutionalization of student learning outcomes.

In addition, the Student Learning Outcomes subcommittee chair will coordinate the development and implementation of a formal, institutionalized, and ongoing process of evaluation and training relating to the development of course, program, and institutional student learning outcomes.

Evidence

- Academic Senate minutes
 - Student Learning Outcomes subcommittee minutes
 - Revised curriculum-related forms
 - President's Message
-

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 for student services and the Vice President of Learning met with the student services staff to address the recommendation of the accreditation visiting team. The student services staff met regularly during the spring term 2007 to standardize services and hours of operation. Additionally, plans were developed for future improvements in the delivery of student services to evening, online, and summer students.

The staff focused on the modification of their respective work schedules to ensure evening services are available at least until 7:00 p.m. when evening classes start; providing a link off the home page so that students can have access to a counselor for any question they may have; development of a specific and organized student services section on the homepage; and provision of summer services.

Results and Actions Achieved to Date

- ***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 7:00 p.m., Monday through Thursday evenings. During the past several years, and indicated in our accreditation site visit report, most student services have closed at 5:30 p.m. These extended hours offer service availability to students who may be taking evening classes that normally begin at 7:00 p.m. In addition, the administrative staff on a rotational basis will be on call during the evening hours.

A new part-time, evening assistant position for the counseling desk was approved and the selection process has begun to have this position hired and on-duty during the early part of

the fall term 2007. This position will be at the counseling desk until 7:00 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.

- ***Online Counseling Service Implemented***

To begin the initial phase in the development of comprehensive online student services, one of the general 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 will be expected within twenty-four (24) hours.

This same counselor is also taking the lead on working with the webmaster to develop a coordinated and organized student services webpage. The development of this website will continue with full implementation expected by the end of the fall 2007 term.

The EOPS office has also initiated online counseling in the similar manner as noted above. One of the EOPS counselors has been designated as the online counselor for their program participants and EOPS students are encouraged to email her with any questions.

- ***Summer Student Services Provided***

Adjunct counselors were hired to provide counseling services during summer school and throughout most of the summer when classes were not in session. In addition, the other student service programs remained open and operational during the summer.

Review and Analysis of Results and Actions Achieved to Date

Online counseling has proved to be a popular addition to the webpage as evidenced by the increasing number of hits to the site. As the student services webpage is being developed, it is anticipated that students will visit this site regularly and it will provide students with online access to student services information.

During the 2007 summer session enrollment was up in comparison to last summer and the counseling and student services programs were utilized extensively by students. The administration has determined that adjunct counseling needs to be included in ongoing budget allocations to ensure that the college will provide adequate resources for summer counseling.

Unsolicited feedback from employees at the College has been universally positive in regards to the expansion of evening hours beginning in the fall term. With minor adjustments to their work schedules, the staff has been quite supportive of this change in our ongoing efforts to better serve our evening students.

Plans for Continued Response to Recommendation

Working with the institutional researcher, the counseling staff will discuss developing a process to record and monitor student usage of the various evening services during the academic year to ascertain if modifications are necessary to better meet the needs of our students and the availability of staff.

The online counseling link is only one aspect of the planned webpage for student services. The complete student services webpage will be finished and implemented during the fall 2007 term. Matriculation services such as online assessment and orientation will be reviewed for possible inclusion into the webpage and, if utilized, recorded in the system as completing matriculation requirements for priority registration.

Evidence

- College website
 - Evening work schedules
 - Revised office hours
-

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

Shortly after the accreditation visit in fall 2006, the Administrative Council began a review of the organizational structures and size of management staff at community colleges that are like-size to Porterville College. In addition, the Administrative Council reviewed responsibilities and work 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.

Additionally, the decision-making authority of various committees, most specifically the College Learning Council (CLC) was clarified. The president of the college presented to the Administrative Council and CLC various definitions and differences among the roles and authority of councils, committees, subcommittees, and task forces. These definitions were reviewed and discussed in an effort to learn and understand the roles and responsibilities of each constituency group and our various campus committees. During the spring 2007 term, some of college 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.

Results and Actions Achieved to Date

• ***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 understood and agreed upon. A review of all campus committees was completed and these committees were appropriately designated as committees,

subcommittees, councils, or task forces. Resulting from this review, it was decided to write a new Introduction to Participatory Governance statement that will replace the old statement. The first draft of this statement will be completed during the fall 2007 term and then presented to the CLC for review and discussion.

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

The description and responsibilities of the CLC were revised and the CLC was 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***

Based on a comparative review of the management structures of other colleges in the system, the Administrative Council recommended that the college 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 the 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). The deans and related programs and academic divisions were reassigned under the responsibilities of the vice presidents accordingly to their service areas.

The first step in building the administrative staff under this revised organizational structure will be the hiring of a new Vice President of Academic Affairs (VP/AA). The current Vice President of Learning will become the VP/SS. An interim VP/AA was selected in the summer and began in August. The process for the selection and hiring of the permanent position began in the fall 2007 term with an initial deadline for the first reading of applications by October 29, 2007. The anticipated start date for the new vice president is January 2, 2008.

The college has also started the search process for a Director of Student Programs and Athletics. This is a new administrative position that will provide leadership in the areas of student activities, government, and intercollegiate athletics.

Review and Analysis of Results and Actions Achieved to Date

The discussions within CLC regarding the roles and responsibilities of administrators, faculty, staff, students, and committees have 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 employees or campus committees.

The addition of a new vice president will greatly assist the college in the timely completion of the myriad of administrative functions and responsibilities. The new position will allow 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 management reorganization in which the functions of instruction and student services are no longer blended among the administrators will assist 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.

Plans for Continued Response to Recommendation

The addition of the new vice president is the first step in the reorganization of the management structure and expansion of the administrative staffing of the college. The next steps will include moving some faculty directors into the management classification to foster appropriate administrative leadership and oversight. However, this will require negotiations with the faculty union.

Since this coming academic year will be the first in quite some time with two vice presidents, a review of the administrative structure and responsibilities within this new management organization will be undertaken during the 2007-08 academic year. If necessary, further refinement to the structure and assigned responsibilities of the administrators will be made.

Evidence

- Administrative Council minutes
- Budget Enrollment Management and Planning (BEMAP) committee minutes
- College Learning Council (CLC) minutes
- Revised organizational chart
- Definitions: Campus Committees, Sub-committees and Task Force handout
- Revised Introduction to Participatory Governance statement

DISTRICT-WIDE RECOMMENDATIONS

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) Chancellor's Cabinet undertook the task of creating a new allocation model for its unrestricted general funds in the fall of 2006. A task force of the cabinet, 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 to be utilized for the 2007-08 budget.

Results and Actions Achieved to Date

The task force 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 new state allocation model resulting from the passage of SB 361. The model development process included forums for comment and input from all district faculty and staff. The model was adopted and utilized to allocate projected unrestricted income for the district office and the three colleges' 2007-08 tentative budgets.

Review and Analysis of Results and Actions Achieved to Date

Since the new budget allocation model has only recently been adopted, this will be the first year of implementation. The college feels that the model may be more favorable to the college in comparison to previous allocation models and/or processes and review of the model will be ongoing.

Plans for Continued Response to Recommendation

The KCCD Chancellor's Cabinet will evaluate the impact the allocation model had on the district office operations and budget development in 2007-08, prior to the development of the budget in 2008-09.

In addition, the BEMAP will continue to review the model during this academic year as the college budget cycle and expenditures progress. If appropriate, BEMAP will make necessary recommendations to the CLC, college president and Chancellor's Cabinet for improvements to the model and allocation process.

Evidence

- KCCD Budget Allocation Task Force Roster
- KCCD Budget Allocation Model
- KCCD Board of Trustees Minutes
- KCCD Chancellor's Cabinet Minutes

Recommendation 2:

The team recommends that the colleges, in conjunction with district leaders, complete an organization map that clearly delineates the roles and responsibilities between the entities and identifies an evaluation process that will provide for ongoing improvement.

Planning Process for Resolution of Recommendation

For the purposes of clarifying the governance and decision making process for the Kern Community College District (KCCD), a document entitled *A Process of Decision Making* was developed in 2006. This document includes an introduction and describes the process for creating or revising governing board policy and procedure and identifies the district-wide committee structure for participatory governance in decision making. Included in the document is a diagram of the KCCD governance process.

Based on the recommendations of the accreditation teams, the district office searched for an existing, effective college model for an organizational map for decision making. Only two models were identified, one at the West Hills Community College District and another for the Ventura Community College District.

Results and Actions Achieved to Date

The matrix for decision making developed by West Hills CCD was adapted for the KCCD. The draft organization map for decision making in the KCCD was created in July 2007 by the district's Executive Council, which includes the three college presidents. The draft was introduced into the consultation process in September 2007 and input will be sought to finalize the document by February 2008. The consultation process will commence with the KCCD Chancellor's Cabinet. The membership of the Chancellor's Cabinet includes faculty, staff, students, and administrators representing all constituent groups at each college and the district office.

Review and Analysis of Results and Actions Achieved to Date

Since the draft has only just been completed, the consultation process at the college and input to the Chancellor's Cabinet will provide an extensive review and analysis of the draft. Recommendations will be made through college representatives to the Chancellor's Cabinet.

Plans for Continued Response to Recommendation

Each constituent group of the college will examine the document through their respective governance groups and provide input to the final document. Recommendations will be directed to the Chancellor's Cabinet for further discussion until a final document is prepared for dissemination district-wide by spring 2008.

Evidence

- KCCD Process for Decision Making document
- KCCD Executive Council Minutes
- KCCD Organizational Mapping draft document

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 the annual retreat of the governing board, the members of the board 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 are used as the basis of the evaluation.

Results and Actions Achieved to Date

The members of the governing board responded to the evaluation instrument in December 2006 and the tabulated results were reviewed and discussed in January 2007 at the governing board's annual retreat. The governing board uses the standards in their statement on ethics that was added to board policy in April 1995 as criteria in the board self evaluation process. As of September 2007, the district policy on ethical expectations is provided to all trustees at each board meeting as a means of fostering an awareness of ethical expectations.

Review and Analysis of Results and Actions Achieved to Date

The members of the governing board feel 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 agreed that it be administered routinely. Based on the results, each board member is encouraged to attend community college forums and workshops, especially those designed for community college trustees.

Plans for Continued Response to Recommendation

The members of the governing board will complete the self evaluation instrument annually in December and review and discuss the results each January. The results are used to determine needs for board training.

The Chancellor was charged with revising the existing board ethics statement to include consequences for infraction. The Community College League of California, Board Focus,

Volume 8, No. 1, winter 2006, was utilized as a resource to revise the current board's statement of ethics policy. The board's president or vice president will ensure that allegations of ethical violations are examined and appropriate sanctions are imposed.

The draft revisions were presented to the governing board in September 2007 and adoption is expected by December 2007. This timeframe will provide for appropriate study, review, and consultation.

Evidence:

- KCCD Statement of Ethics Policy, draft document
 - KCCD Chancellor's Cabinet Minutes
 - KCCD Board of Trustees Minutes
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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 KCCD 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 year. Its function was to develop the KCCD process and define the parameters of the Environmental Scan, a document completed in September 2004. The Chancellor's Cabinet subsequently became the KCCD Strategic Planning Steering Committee and met numerous times, sometimes with the SPWG, to develop and approve the KCCD vision, mission and values statements. After consultation with the Colleges and a survey sent to employees and students, a list of six strategic initiatives was established and approved by the Chancellor's Cabinet.

Results and Actions Achieved to Date

In December, 2007 the Chancellor scheduled a district-wide management team meeting that focused on leadership and management roles. The key exercise for the training was to develop a plan to implement the KCCD strategic plan district wide.

In April, 2007 the president of the KCCD Board of Trustees sent to every employee in the district a brochure of the recently adopted KCCD Strategic Plan that included the Vision, Mission, Values, Initiatives and Strategies. It also contained a table aligning the district plan with the CCC system strategic goals. This adopted plan is also available on the KCCD home page.

Teams comprised of administrators, faculty, and staff from each college and the district office have been formed for each of the six KCCD initiatives. Each of the teams has already begun meeting and developing plans regarding the completion of the objectives within their assigned initiative.

In addition, Porterville College and Cerro Coso College have recently completed new Strategic Plans that link to the KCCD plan.

Review and Analysis of Results and Actions Achieved to Date

The work of the various district-wide strategic initiative committees commenced spring term 2007, but participation and involvement across the district has been excellent. The final documents produced will have resulted in broad-based participation across the district and its constituency groups.

In the development of the college's strategic plan a concerted effort was made to link various aspects of the KCCD plan and also the system-wide plan. This linkage provides direction to our campus in our efforts to integrate the services, goals, and objectives with our district and state.

Plans for Continued Response to Recommendation

The district strategic planning initiative committees will continue their work toward the implementation of the various strategic initiatives. Various employees of the college are members on all of the initiative committees and will continue to participate in their work. In addition, an evaluation process for the College Strategic Plan is being developed and will be implemented during the 2007-08 academic year.

Evidence

- KCCD Management Workshop Agenda
 - KCCD Board of Trustee Letter to All Employees
 - KCCD Strategic Initiative Committees Roster
 - Porterville College Strategic Plan
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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.

Planning Process for Resolution of Recommendation

During the spring 2007 term, the topic of adjunct evaluations was discussed in the monthly division chair meetings. The Vice President and both Deans of Learning also attend these divisional meetings. The discussions regarding an adjunct evaluation process took place not only as a response to the accreditation recommendation, but also in response to the recognized desire of the divisional faculty to provide an evaluation process for their fellow adjunct faculty members. To facilitate the evaluation process, the college identified administrative and clerical support to annually initiate implementation.

From a broader, district-wide perspective, it should also be noted that there are several factors that are currently impacting adjunct faculty evaluations within the Kern Community College District.

Based on a petition submitted by the full-time faculty association (CCA/NEA) to modify the existing bargaining unit, the Public Employees Relations Board (PERB) ruled that as of April 4,

2007, adjunct faculty are represented by CCA. As a result of that decision, the district and CCA recognize that evaluation procedure is a negotiable item and it must be addressed as part of the full faculty contract negotiations scheduled to commence in fall 2007.

In July 2007, KCCD and CCA conducted several discussions regarding the applicability of the current collective bargaining agreement to hourly, adjunct faculty based upon the PERB ruling. Among the topics discussed between the parties was the topic of evaluation procedures. The discussions culminated in mutual agreement between the KCCD and CCA that current board policy will be followed for the remainder of the current contract (through June 30, 2008) while negotiations on a successor contract take place.

Results and Actions Achieved to Date

During the spring term 2007, the current KCCD Board Policy 7D was emphasized with each college Vice President and efforts were made to increase the number of hourly faculty evaluations taking place.

Because the clerical function of the current evaluation process is very time consuming, the college decided to divide the responsibilities of the evaluation process between three offices. The Vice President of Student Services' office will focus on non-instructional full-time and adjunct faculty that report to him; and the offices of the Dean of Instruction and Dean of Career and Technical Education will focus on the evaluations of all full-time and adjunct faculty that report to each of them respectively.

Until otherwise negotiated, the adjunct evaluation process will follow the same format and process for full-time faculty as outlined in the current CCA contract.

Review and Analysis of Results and Actions Achieved to Date

The college process as outlined above will commence in fall 2007; however, the related staff feels that the process should be more easily managed and will provide an effective and efficient adjunct evaluation process.

The division chairs have expressed support for the process and are looking forward to its implementation so that instruction can be improved through a better process of evaluation.

Plans for Continued Response to Recommendation

In accordance with board policy, Human Resources will provide notice to new adjunct faculty of the evaluation process that will be applicable to them during fall 2007 and spring 2008. In addition, KCCD Human Resources identified adjunct faculty that should have been evaluated in spring 2007, and these names are being added to the list to be evaluated in fall 2007. Those evaluations will be conducted in accordance with Board policy criteria of the first year of employment.

The process will be further discussed in the contract negotiations process as indicated above since the adjuncts are now represented by CCA.

Evidence

- PERB Ruling Regarding Adjunct Faculty
- Porterville College Division Chair meeting minutes

Recommendation 6:

The team recommends that the colleges, with appropriate District-wide input, develop a written code of ethics for all employees.

Planning Process for Resolution of Recommendation

Two years ago, a faculty member from Cerro Coso College, one of three colleges in the Kern Community College District (KCCCD), expressed interest in taking the lead to develop a district-wide employee ethics policy. Following receipt of the accreditation recommendation, this faculty member was contacted in December 2006 to lead the effort to conduct research and to develop a draft policy.

Commencing in February 2007, a review of books, articles and other references was conducted, agency chief executive officers were interviewed, and higher education ethics policies were studied.

Results and Actions Achieved to Date

Based on this research, a draft Code of Ethics was written for the KCCCD. The draft Employee Code of Ethical Conduct was submitted to the Chancellor in July 2007.

Review and Analysis of Results and Actions Achieved to Date

The draft of the Code of Ethics has not yet gone through the consultation process; therefore, a review and analysis of this statement cannot be adequately provided until the consultation process has been completed.

Plans for Continued Response to Recommendation

The next step in the process is to take the draft code through the governance consultation process. The consultation process was commenced in September 2007, when the draft was introduced at the Chancellor's Cabinet. The constituent group members of the Cabinet, which includes faculty, classified staff, management and students from each of the three colleges and District office, will be directed to present and discuss the draft with members of their constituency and to collect comments and recommendations.

Depending on the response to the initial vetting of the Employee Code of Ethical Conduct, additional venues for discussion and input will be established in order to foster understanding and refine the code before forwarding the code as policy to the Board of Trustees for its consideration and ultimate approval. It is expected that the Employee Code of Ethical Conduct will be presented to the governing board by March 2008 and adopted by May 2008.

The development of a draft code of ethics has also uncovered the need to develop additional policies, processes, and training. Other possible policies to develop include areas such as nepotism, progressive discipline, and fitness for duty. Training will be essential to developing employee

and student understanding of ethical expectations, prohibitions, and consequences of actions associated with the KCCCD Employee Code of Ethical Conduct.

Evidence

- Employee Code of Ethical Conduct draft document
 - KCCCD Chancellor's Cabinet Minutes
 - KCCCD Board of Trustees Minutes
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PROGRESS 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 using 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.