FOLLOW-UP REPORT
TO THE
ACCREDITING COMMISSION FOR COMMUNITY
AND JUNIOR COLLEGES OF THE
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

By

Palo Verde College
One College Drive
Blythe, CA 92225

October 15, 2008

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The development of this report has been a collaborative effort both as to the whole and as to the responses to each of the recommendations. In preparing this report we attempted to achieve very broad involvement by the various constituent groups at the College. However, the timeline faced by the College limited some of our options. For example, there was not time to bring together the very large team which was involved in preparing the original report.

The College received the Commission's Action Letter at the beginning of the second week of July 2008. Almost immediately, the President, the Vice Presidents (who comprise the Administrative Cabinet) and the Accreditation Liaison Officer (who has a summer contract because of his institutional research responsibilities) met to plan a course of action that would lead to a completed report in a little more than three months. As a result of that meeting, assignments were made and timelines were established. At the same meeting, a process for seeking broad input into a report which was due in a relatively short time was established. Much of the work in preparing the final report could not be completed until after our faculty returned to the campus in mid-August.

In the process of preparing this report the following groups and committees have been involved:

- The District's Board of Trustees has met on the report twice. The first meeting was a study session to assure that the Board was comfortable with the way the report was being developed. The second meeting was a special meeting held specifically so that the Board of Trustees could approve the report as it is submitted today.

- The College Council/Strategic Planning Steering Committee is Palo Verde College's major vehicle for shared governance. It has held meetings specifically devoted to the preparation of the report and at other meetings has reviewed progress on the report. Ultimately, this committee approved the report.

- The Program Review Committee, the Budget Committee and the Curriculum Committee have met to formulate plans and solutions to problems identified in the report. The work of those committees is reflected in the body of this report.

- Discussions about pertinent recommendations have taken place between the College and the Palo Verde College Chapter of the CTA/NEA since the day the College received the Commission's Action Letter.

What follows is a partial chronology of meetings of various campus groups involved in preparing this report:

July 8:   Administrative Steering Committee organized response effort.

August 20:	College Council met to discuss response (date staff returned for 2008-2009 Academic Year)
August 20:	Presented Recommendations and Process for report preparation to the Faculty as part of Flex Day.
September 2:	Outline of Report approved by College Council.
September 2:	Outline of Report presented at College Staff Meeting.
September 9:	Board of Trustees Study Session on Recommendations and outline of report.
September 23:	College Council reviewed and approved first draft of this report.
October 1:	Draft of Report presented to entire staff at Institute Day.
October 7:	Final Draft of Report reviewed and approved by College Council.
October 14:	Board of Trustees approved this report in a Special Meeting.

Brevity does not permit an enumeration here of the individuals who were responsible for developing the response or plan for a response to each recommendation. They are identified with the recommendations.

Sincerely,

James W. Hottois
Superintendent/President

PALO VERDE COLLEGE
FOLLOW UP REPORT FOR OCTOBER 15, 2008
SHARED GOVERNANCE APPROVALS

_____
Lincoln Edmond, President, Board of Trustees, PVCCD

_____
James W. Hottois, Superintendent/President

_____
Brian Thiebaux, Accreditation Liaison Officer

_____
Peter Martinez, President, Academic Senate

_____
Robert Robertson, President, Palo Verde College Chapter CTA/NEA

_____
Richard Soto, President, Palo Verde College Chapter, CSEA

_____
Ramiro Mendez, President, Palo Verde College Associated Student Body

FOLLOW-UP REPORT
To The
ACCREDITING COMMISSION FOR COMMUNITY
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WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
PALO VERDE COLLEGE

October 15, 2008

Team Recommendation 1

The team recommends that the College engage in systematic educational program planning guided by strategic dialogue and data. This planning should include the following:

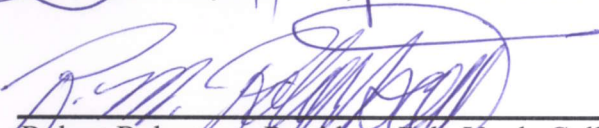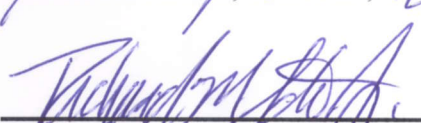1. **Planning course offerings so students can complete a program in a timely manner (II.A.2)**

Key contributors to this response:

> Willie Smith, Vice President of Instructional Services
> Lisa Holmes, Instructional Services Manager

Response to Team Recommendation 1.1:

Beginning Fall semester 2008, the Office of Instructional Services changed significantly the manner in which courses and programs are planned and offered. This change was announced after the March 2008 team visit. Up until then, courses were scheduled by faculty members through their academic divisions; the schedules were subsequently reviewed and approved by the Office of Instructional Services. The process worked moderately well, but there is now a process involving a systematic overview of the entire class schedule, an overview that might have uncovered class conflicts and class omissions that delayed student progress.

With the change in scheduling procedures, the Office of Instructional Services is taking a proactive approach in assembling the class schedule from a "bird's-eye" view, avoiding class conflicts and taking into more careful consideration the need for students to fulfill program requirements expeditiously. The new process begins by organizing the class schedule using the published educational plans to avoid scheduling conflicts for students. We believe that this new process led to a notable increase in the number of full-time students in face-to-face classes in the first semester it was used—Fall 2008.

The new scheduling procedure will be evaluated at the end of the 2008-09 school year and at the end of each subsequent school year to assess progress in helping students complete programs in a more timely manner.

Beginning Fall semester 2008, associate in arts degrees will be displayed in the 2008-09 College Catalog and in education plan templates as two-year programs, just as is currently being done for the College's associate in science degrees. Class scheduling each semester will be guided by the course sequences established in the two-year plan for each program. Ultimately, the Office of Instruction intends to have in place a rolling two-year class schedule for the College.

2. **Educational program planning based on data about community and student needs (II.A.2)**

Key contributors to this response:

Diana Rodriguez, VP of Student Services
Sarah Frid, Outreach and Events Coordinator

Response to Team Recommendation 1.2:

The College's institutional researchers conducted focus groups during the past year with participants from the greater Blythe and Needles communities. The College will conduct additional focus groups in Fall 2008 and Spring 2009 with the objective of identifying the knowledge and skills local employers expect of their employees. In order to incorporate the data into our educational program planning the focus groups' specific areas of interest are: course/program of study desired, forecasting employment needs, demographic information of local communities and support services needed.

Apart from the focus groups, Palo Verde College will continue its demographic research to further explore industry needs in regards to knowledge and skills. In preparation for the college marketing plan, additional data has been purchased and is in the process of being analyzed. These reports include Electronic & Internet Usage Market Potential, Age by Income, Blythe Market Profile, and Needles Market Profile. The information then received from additional focus groups, paired with the previous focus groups and data analysis will be presented college-wide. The purpose for the college-wide dissemination of the report will be to foster productive discussions on appropriate action to be taken. The data will be used as justification for changes in program offerings and degree requirements.

Career Day continues to be an important outreach event. High school juniors and seniors are invited to the College to spend the day in intensive workshops aimed at helping guide them in their education and career paths. For several years, the College has collected survey data from Career Day participants to help guide the College's outreach, recruitment and educational program planning efforts.

In the summer 2008, the office of Student Services hired a part-time career advisor to assist in developing career portfolios for students enrolled in the technical programs. As budget permits, Student Services will expand counseling and advising services to meet the growing needs of online, Distant Education and Needles Center students.

3. Clearly disseminating information about procedures to approve and evaluate courses and programs (II.A.2.a, II.A.2.e)

Key contributors to this response:

      Lisa Holmes, Instructional Services Manager
      Brian Thiebaux, Accreditation Liaison Officer

Response to Team Recommendation 1.3:

The College is in the process of revising the Curriculum Handbook and other supporting materials, with completion expected by the end of Fall semester 2008. The revision involves the participation of the Curriculum Committee, Academic Senate and Office of Instructional Services. When completed, the revised Handbook and materials will be published on the College Web site.

To ensure that the faculty and others are acquainted with current College practices in curriculum development and assessment, the College will conduct a curriculum training session on Flex Day in Spring semester 2009. Additionally, the Curriculum Committee will devote one meeting each year to an assessment of its own processes and for the training of new and returning committee members.

<u>**Commission Recommendation 1**</u>

The college should analyze and discuss the impact of current enrollment patterns, specifically the overreliance on a single ISA, on the fiscal stability of the college and develop a contingency plan for fiscal stability should the ISA be reduced or lost.

<u>**Key contributors to this response:**</u>

>   Geri Butler, Vice President of Administrative Services
>   Willie Smith, Vice President of Instructional Services
>   Brian Thiebaux, Accreditation Liaison Officer

Response to Commission Recommendation 1:

The College has analyzed and discussed broadly its reliance on FTE generated through various Instructional Service Agreement (ISAs) for some time and has taken action to limit its reliance on a single partnership. Since receiving the Commission's recommendations we have had discussions of this issue at various levels in the organization and in a variety of venues.

The College wishes to clarify an ambiguity which is reflected in Commission Recommendation #1. The College maintains not one but <u>several</u> instructional services agreements, or ISAs, with organizations to provide instruction to students, both within and outside the College's service area. One ISA, the partnership between PVC and the Industrial Emergency Council (IEC) has been in effect for more than twenty years. Most of these courses are in the field of public safety. The agreements have proven to be effective means of delivering instruction; they provide important benefits to the students served, to the communities in which instruction is delivered and to Palo Verde College.

Nonetheless, the ISA with IEC, is large, producing nearly a quarter of the College's FTES in 2006-07. The College has taken, and will continue to take, steps to reduce its reliance on IEC.

Since 2005-06, the College has increased the number of individual adjunct instructors teaching public safety courses, reducing the College's reliance on IEC and other ISA programs. In 2005-06, FTES generated by IEC constituted 79.5% of the total FTES produced by all ISAs (see the table next page). In 2006-07, FTES generated by IEC, as a percentage of all ISAs, dropped to 70.1%, this as a result of increased use of individual adjunct instructors not affiliated with IEC.

Since 2002, moreover, ISA programs have received administrative guidance from the Office of Instructional Services. Such support subsequently evolved into annual site visits and more intensive academic counseling of students enrolled in these programs. Academic counseling, together with the College's efforts to expand online registration and courses with the newly-acquired Datatel system, is intended to encourage such students to enroll in associate degree programs at Palo Verde College, thereby reducing reliance on IEC and other ISA programs.

The College was recently awarded a major federal Title III (Strengthening Developing Institutions) grant to help develop online courses; the grant will help the College reach new students, including students whose initial contact with the College was through an ISA course.

The intent is to decrease College FTES coming from ISAs, and replace them with full-time students taking courses at a distance via the internet. A copy of the proposal which was funded is available at the College's website under the heading "Title III".

The College is continuously expanding and diversifying its student base to 1) better serve the community educationally; and 2) help build immunity to adverse fiscal impact resulting from a reduction in enrollment and FTES.   These efforts include: expanding the distance education program; developing new programs (e.g., computer animation, pharmacology); formalizing a fee reciprocity agreement with Arizona community colleges for persons residing near the Arizona-California border; and expanding Needles Center classes and programs.

The College monitors enrollment and FTES growth patterns continuously. During the past four years, overall FTES has grown slowly but steadily. Nonetheless, the College is prepared to take steps to protect its fiscal stability in the event, however unlikely, that such a reduction occurs. These steps include measures designed to reduce expenditures and may include: implementing reduction-in-force plans, including RIF procedures set forth in employee collective bargaining agreements; imposing a hiring freeze; and reducing department budgets and spending.

	2004-05	2005-06	2006-07
FTES Produced by IEC	370.29	503.5	448.43
FTES Produced by All ISAs and Individual Adjuncts	456.58	633.16	639.94
% IEC Compared to All ISAs	81.1%	79.5%	70.1%
FTES Produced by IEC	370.29	503.5	448.43
FTES Produced by the College	1623.53	1779.32	1809.96
%	22.8%	28.3%	24.8%
# College districts cooperating with PVC on ISA program	n/a	28	21

Team Recommendation 2

The team recommends that the College more systematically evaluate its processes using both quantitative and qualitative data. The following processes are especially in need of systematic assessment:

1. **Professional development programs (III.A.5.b)**

Key contributors to this response:

      Willie Smith, Vice President of Instructional Services
      Brian Thiebaux, Accreditation Liaison Officer

Response to Team Recommendation 2.1:

In Fall 2008, the College developed a system to evaluate its professional development programs, which include the Staff Development Committee Fund, the CSEA Professional Development Fund, and Flex Day programs. The evaluation of each program would be prepared annually by the Human Resources Manager in cooperation with each of the three professional development committees; the evaluation report would be discussed with the College Council/Strategic Planning Steering Committee; and comments and recommendations for change and improvement would be reported back to each committee. See Attachment A, Professional Development Processes—Report and Evaluation.

2. Effective use of human resources—allocation of human resources (III.A.6)

Key contributors to this response:

> Geri Butler, Vice President of Administrative Services
> Debbie Mitchell, Human Resources Manager

Response to Team Recommendation 2.2:

In Fall 2008 the College developed a system to evaluate its allocation of human resources. The Human Resources Utilization Report (see Attachment B) will be prepared annually by the Human Resources Manager and presented to the College Council/Strategic Planning Steering Committee for review and comment. The report compares the current and preceding year in terms of full-time and part-time faculty, full-time and part-time staff and administrators, reclassifications and position terminations. The report will also identify justifications for human resource allocations in terms of the College's Strategic Plan elements. The College Council/Strategic Planning Steering Committee will evaluate the current and proposed allocation of human resources, formulate courses of action to address unmet faculty and staff manpower needs and recommend changes to the Strategic Plan, where needed, to accommodate those needs.

3. Strategic planning and budgeting processes (I.B.6, III.D.2)

<u>**Key contributors to this response:**</u>

>   Geri Butler, Vice President of Administrative Services
>   Willie Smith, Vice President of Instructional Services
>   Brian Thiebaux, Accreditation Liaison Officer

Response to Team Recommendation 2.3:

The College will continue its long-standing practice of requiring departments and divisions to incorporate Strategic Plan references in their budget proposals as part of the justification for hiring of new personnel and new equipment. The practice integrates strategic planning with budgeting decisions and provides the basis for the evaluation of each function.

As noted in the College's response to Commission Recommendation 4, "the College inserted an additional step in the program review process by requiring Budget Committee review of all program review reports with fiscal impact. The additional step will ensure that the program review process is fully integrated with budgeting (Budget Committee) and planning (College Council/Strategic Planning Steering Committee). The Budget Committee approved this amendment at its meeting of August 28, 2008. The Program Review Committee approved the amendment at its meeting of September 8, 2008."

Additionally, the Budget Committee will prepare a summary annual report to the College Council/Strategic Planning Steering Committee. The report will cover two key areas: the effectiveness of the budget process in fulfilling Strategic Plan goals and the overall effectiveness of the budget process. The latter assessment will be based on comments by Budget Committee members and by results of a survey of individuals who submitted budgets to the Committee. (See Attachment C, Budget Review Process—Evaluation.)

4. **Financial management practices (III.D.2g)**

Key contributors to this response:

> Geri Butler, Vice President of Administrative Services
> Brian Thiebaux, Accreditation Liaison Officer

Response to Team Recommendation 2.4:

The College's conversion to Datatel's "Colleague Software" has necessitated that <u>all</u> College practices and processes to be re-evaluated, including financial management systems.

It is expected, for example, that payroll will continue to be processed by Riverside County but the steps taken to get us to the point of asking the county to prepare payroll checks will change dramatically. College personnel will have online access to their departments' budget accounts, including grant projects, resulting in more informed budget control. Datatel, though its Colleague program, will also eliminate the need for repetitive financial entries since all transactions, such as for purchasing, accounts receivable and accounts payable, will automatically update the general ledger, reducing the potential for mistakes.

These changes will result in more intense and timely scrutiny of the financial systems by the College's faculty, staff and administrators.

Moreover, the College will take the following steps to improve the evaluation of its financial management systems:

> a. Beginning in 2008-09, it will broaden the role of the Budget Committee to include oversight of the College's financial management systems as Datatel is implemented.
>
> b. In 2010-11, conduct a comprehensive program review of the Administrative Services department taking into account the full financial management of the College.

<center>**Commission Recommendation 2**</center>

The College should provide evidence that faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes (III.A.1.c).

Key contributors to this response:

> Robert Robertson, President, Palo Verde College Association, CTA/NEA
> Brian Thiebaux, Accreditation Liaison Officer

Response to Commission Recommendation 2:

As noted in the visiting accreditation team report, the College has made progress in identifying student learning outcomes, particularly at the course and degree levels and has begun evaluating learning using a variety of assessment methods. Faculty members of several academic divisions have conducted learning assessment projects in a collaborative fashion and have engaged in dialogue to interpret the results. These collaborative efforts demonstrate the commitment of the College and its faculty in attempting to satisfy accreditation standards associated with student learning outcomes assessment.

During the past two years, the College and the CTA have focused a significant amount of their collective bargaining efforts on Faculty and Counselor Evaluation Procedures. As part of those efforts, the College has sought to integrate its commitment to student learning outcomes assessment with the evaluation processes of faculty and others directly responsible for student progress in achieving stated learning outcomes. The preamble to the Faculty Evaluation procedure, for example, states, in part, that "the primary purposes of evaluation are: to enhance faculty performance; to promote excellence…; and to further institutional goals and *student learning outcomes* [emphasis added]." (District-CTA Agreement, 2007-10, Article V, Section I, Paragraph A.)

Moreover, the College's program review system, as noted in the visiting accreditation team report, was revised in 2006 to incorporate extensive assessment of student learning outcomes as part of the program evaluation process.

The College has demonstrated more than adequate commitment to student learning outcomes assessment, but in light of the present Commission recommendation, will examine further how it might satisfy this standard more fully.

The examination will be conducted by the Student Learning Outcomes Committee, a committee of the Academic Senate, whose charge is to stay abreast of statewide and regional trends in student leaning outcomes policies, research and practices, and to relay information regarding such trends to Palo Verde College faculty.

As for the Commission's recommendation that the connections among SLOs, teaching practices, and student success are made part of the faculty evaluation process as described in the District/CTA Agreement, we would first underline that this is precisely what has happened as an

integral part of the ongoing discussions among Administration, faculty organizations and committees, and faculty members since the last Accreditation seven years ago. Student learning and student success are currently listed as an explicit goal at the start of the Agreement's description of the evaluation process, included in revised student evaluation forms for all faculty, inscribed into both Peer Observation Narratives and Professional Self-Development Self-Disclosure Statements, and written down as the concluding criterion of the Administrative Evaluation Self Assessment.

The CTA/NEA leadership and rank-and-file, together with the Academic Senate and a wide range of faculty organizations, has been centrally engaged (and indeed has welcomed) an ongoing discussion, planning and action with regard to student success that is described elsewhere in this document. This process of improving planning, teaching and accountability will continue, as the newly-formed Student Learning Outcomes Committee consults with the Statewide Academic Senate, CCA/CTA, and other California community colleges, deliberates with College faculty, and formulates new recommendations to the College Administration, Academic Senate, and the CTA. Inasmuch as this matter has direct bearing on the faculty evaluation procedure, it remains an issue for collective bargaining. Any further changes to the evaluation procedure are dependent upon the outcome of future bargaining between the District and the Association and applicable only after 2010, the year of expiration of the current District-CTA Agreement.

Team Recommendation 3

As noted by the 2002 team, the College should ensure that the College catalog provides clear and precise program and course description information about their degrees and certificates in terms of their purpose, content, course requirements, and expected SLOs (II.A.6, II.B.2, ER 20).

Key contributors to this response:

> Willie Smith, Vice President of Instructional Services
> Lisa Holmes, Instructional Services Manager

Response to Team Recommendation 3:

Since the accreditation team visit, the 2008-09 College Catalog has been reviewed by College staff and by an outside consultant. The errors, inconsistencies and omissions noted in the visiting team accreditation report have been corrected. The Student Learning Outcomes (SLOs) for each course are incorporated into the Catalog by reference to the College website and accessible to everyone. We do not believe it is fiscally feasible to include SLOs for each course in the printed Catalog.

The 2008-2009 Palo Verde College Catalogue is available at the College's website and in printed form.

<div align="center">**Commission Recommendation 3**</div>

The College should ensure its compliance with standards relating to the evaluation of administrators. (III.A.1.b, III.A.5, IV.B.1.j).

Key contributors to this response:

     James Hottois, Superintendent/President
     Debbie Mitchell, Human Resources Manager

Response to Commission Recommendation 3:

The administrator evaluations that had not been completed at the time of the accreditation team visit have now been completed.

To ensure that, in the future, administrator evaluations are conducted in a consistent manner, Board of Trustees policy pertaining to administrator evaluations was amended to clarify the deadlines for the completion of evaluations and to require Board review of all administrator contracts by February of each year to ensure that evaluations are completed on time. See Attachment D, Board Policy 7262, Administrative/Management Evaluation, approved September 23, 2008.

Commission Recommendation 4

The College should demonstrate that its Program Review processes are fully integrated with the budget and planning processes and at the proficiency level as described in the Commission's Rubric for Evaluating Institutional Effectiveness Parts I and II (I.B.3, I.B.4, I.B.6, II.A.2.e, II. A.2.f., III.A.6, III.B.2.a-b, III.C.2, III.D.3)

Key contributors to this response:

      Geri Butler, Vice President of Administrative Services
      Willie Smith, Vice President of Instructional Services
      Brian Thiebaux, Accreditation Liaison Officer

Response to Commission Recommendation 4:

The College's program review process is systematic and fully implemented. Program review reports, when approved by the Program Review Committee are, in turn, reviewed by the College Council/Strategic Planning Steering Committee in the light of Strategic Plan elements and goals.

In addressing Commission Recommendation #4, the College inserted an additional step in the process by requiring Budget Committee review of all program review reports with fiscal impact. The additional step will ensure that the program review process is fully integrated with budgeting (Budget Committee) and planning (College Council/Strategic Planning Steering Committee). The Budget Committee approved this amendment at its meeting of August 28, 2008. The Program Review Committee approved the amendment at its meeting of September 8, 2008.

The revised portion of the *Program Review Guide* is included in Attachment E to this report. The entire Program Review Guide is available through the College's Office of Instruction.

INSTITUTIONAL SELF-ASSESSMENT
OF
PALO VERDE COLLEGE'S STANDING
VIS-À-VIS
PARTS I AND II OF THE COMMISSION'S RUBRIC
FOR
EVALUATION OF INSTITUTIONAL EFFECTIVENESS

What follows is a self-assessment of Palo Verde College's current standing vis-à-vis the proficiency-level criteria of Parts I and II of the Commission's Rubric for Evaluating Institutional Effectiveness. The bulleted items below are the Commission's criteria; the responses in italics are the College's self-assessment.

Part I, Program Review—Proficiency Level:

• Program review processes are in place and implemented regularly.

> *Program review has been conducted by College departments and divisions for many years, and has followed an established schedule. The Program Review Guide, updated in 2006, describes the process for program review, contains templates for instructional and non-instructional programs, and has a schedule for all programs through 2010- 2012.*

• Results of all program reviews are integrated into institution-wide planning for improvement and informed decision-making.

> *All program reviews, once completed, are reviewed by the College Council/Strategic Planning Steering Committee, the key shared governance and planning organization of the College. Program reviews are also presented to the Board of Trustees by program representatives.*

• The program review framework is established and implemented.

> *The program review process has been in effect for many years and is described in detail in the* Program Review Guide.

• Dialogue about the results of all program reviews is evident throughout the institution   as part of discussion of institutional effectiveness.

> *Dialogue about each program review takes place at the College Council/Strategic Planning Steering Committee, the shared governance organization of the College, and with the Board of Trustees.*

• Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes; college can demonstrate or provide specific examples.'

> *With the revision in the program review process in Fall 2008 and described above— which includes review and comment by the Budget Committee of all program review reports that have budget impact—the College is integrating program review processes with resource allocation processes.*

• The institution evaluates the effectiveness of its program review processes in supporting   and improving student achievement and student learning outcomes.

> *The instructional and non-instructional templates contained in the* Program Review Guide *require each reporting division or department to describe its accomplishments in supporting and improving student achievement and student learning outcomes.*

<u>Part II, Planning—Proficiency Level:</u>

• The college has a well documented, ongoing process for evaluating itself in all areas of operation, analyzing and publishing the results and planning and implementing improvements.

> *The College's program review process is an effective tool for program self-evaluation. Its results are reviewed by the College Council/Strategic Planning Steering Committee, the Board of Trustees, published on the College Website and held in the College Library.*

• The institution's component plans are integrated into a comprehensive plan to achieve broad educational purposes and improve institutional effectiveness.

> *Program review findings and recommendations are reviewed by the College Council/Strategic Planning Steering Committee, and will, in the future, be integrated more effectively into the College Strategic Plan.*

• The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes.

> *The College requires all departments and divisions (including Human Resources, Maintenance and Operations, Informational Technology, and Administrative Services) to conduct program review, and to address how each supports and encourages student achievement and student learning outcomes.*

• The college has documented assessment results and communicated matters of quality assurance to appropriate constituencies (documents data and analysis of achievement of its educational mission).

> *Program reviews are written documents that are reviewed and discussed by various constituencies, published on the College website, and held in the College Library, as described above. Each program is required to describe areas needing improvement and how and when improvement will occur. Each program is required to state how each fulfills the educational mission of the College.*

• The institution assesses progress toward achieving its education goals over time (uses longitudinal data and analyses).

> *Program reviews are required to incorporate analyze various types of data, including budget, manpower levels, and (if applicable) enrollment and course and program completion.*

• The institution plans and effectively incorporates results of program review in all areas of educational services: instruction, support services, library and learning resources.

> *Program reviews are required of all academic and vocational divisions, all student services departments, the College Library and the Student Learning Center.*

PROFESSIONAL DEVELOPMENT PROCESSES—REPORT AND EVALUATION

Procedure:

> 1. HR Manager prepares annual report on professional development activity, after June 30, in cooperation with the Staff Development Committee, CSEA Professional Development Committee, and the Flex Day Committee.
>
> 2. Presents report to College Council the following Fall Semester, receives comments and recommendations.
>
> 3. HR Manager reports back comments and recommendations to the applicable committees.

Staff Development Committee Fund Report

List professional development proposals that received funding this year, providing name of professional development activity, amount awarded, department or division employing the successful applicant, and applicable professional development goals as identified in the December 10, 2007 memorandum from the PVC Staff Development Committee:

Activity	Amount Funded	Department or Division	Goal
Example: Student Retention Conference	$1,000	Communications	retention

Professional Development Committee comments:

CSEA Professional Development Fund

List professional development proposals that received funding this year, listing name of professional development activity, amount awarded, department or division employing the successful applicant, and applicable professional development goals as identified in the CSEA-District agreement:

Activity	Amount Funded	Department or Division	Goal
Example: ENG 099 course	$250	Admissions and records	AA degree

CSEA Professional Development Committee comments:

Flex Day Programs

Attach agendas of each Flex Day program presented during the academic year, and summaries of participant evaluations of each program.

Flex Day Committee comments:

HUMAN RESOURCES UTILIZATION REPORT

Procedure: 1. HR Utilization Report is prepared annually by the HR Manager, after June 30
        2. Report is presented to College Council for review and recommendations the
          following Fall Semester
        3. College Council recommendations are presented to the HR Manager and
VP of Administrative Services as part of upcoming year's HR planning.

	Year Ending 6/30/XX	Year Ending 6/30/XX
Number of Full-Time Faculty		
Number of New Full-Time Faculty Positions Created This Year (1)		
Number of Part-Time Faculty		
Number of Full-Time Faculty Positions Terminated This Year (2)		
Number of Full-Time Classified		
Number of New Full-Time Classified Positions Created This Year (3)		
Number of Part-Time Classified		
Number of Full-Time Classified Positions Terminated This Year (4)		
Number of Full-Time Administrators		
Number of New Full-Time Administrative Positions Created This Year (5)		
Number of Administrative Positions Terminated This Year (6)		

For the current year:

(1)   Departments or Divisions Affected:
         Justification:
         Strategic Plan References:

(2)   Departments or Divisions Affected:
         Justification:
         Strategic Plan References:

(3)   Departments or Divisions Affected:
         Justification:
         Strategic Plan References:

(4)   Departments or Divisions Affected:
         Justification:
         Strategic Plan References:

(5)   Departments or Divisions Affected:
         Justification:
         Strategic Plan References:

(6)   Departments or Divisions Affected:
         Justification:
         Strategic Plan References:

Employee Category Full-time Equivalency (FTE) Distribution

	Educ. Admin.	Tenured Tenure	Acad. Temp.	Classified Admin.	Classified Professional	Classified Support	Total
Fall 2007	8.8	46.1	33.1	12.3	3.5	47.6	151.4
% of total FTE	5.8 %	30.4 %	21.9 %	8.1 %	2.3 %	31.4 %	100 %
Fall 2006	9.7	46.7	30.9	11.8	0.5	53.5	153.1
% of total FTE	6.3 %	30.5 %	20.2 %	7.7 %	0.33 %	34.9 %	100 %

Other Measures of HR Utilization

HR Manager's Comments:

1. Unmet faculty and staff needs as of June 30 of the current academic year:

2. Plans for addressing unmet staffing needs:

3. Recommendations for changes to the Strategic Plan

4. Other HR recommendations for the next academic year:

College Council Comments:

BUDGET REVIEW PROCESS—EVALUATION

Your name (optional) _____

Dear Colleagues:

The Budget Committee members would like to have your comments and suggestions on the budget approval process. Please complete this questionnaire and return it to Cecy Garcia in the Administrative Services office by [date].

1. Were you given sufficient advance notification as to when your budget proposal was to be submitted?

     Yes _____
     No _____ Explain:

     How might this aspect of the budget process be improved?

2. Were the budget forms clear and self-explanatory?

     Yes ____
     No ____ Explain:

     How might this aspect of the budget process be improved?

3. Were you notified when your proposed budget was to be reviewed by the Budget Committee?

     Yes ____
     No ____ Explain:

     How might this aspect of the budget process be improved?

4. Were you given the opportunity to discuss your budget proposal with the Budget Committee?

     Yes ____
     No ____ Explain:

     How might this aspect of the budget process be improved?

5. Please describe other areas of strength and areas needing improvement in the budget review process.

     Areas of strength:

     Areas needing improvement (and your suggestions to improve the process):

PALO VERDE COMMUNITY COLLEGE DISTRICT
BOARD POLICY   **7262**

ADMINISTRATIVE/MANAGEMENT EVALUATION
Academic Administrators
Classified/Management
Confidential Employees

Reference:Accreditation Standard

Philosophy and Policy

The performance of all Palo Verde Community College District administrators/managers shall be evaluated periodically. Evaluations shall be thorough, fair, and objective. The evaluation shall be designed to improve the overall operation of the District and to assist the administrator/manager in the growth and development of professional abilities, as well as to identify areas of strengths and weaknesses. This process promotes and supports management and leadership skills.

The evaluation process has been developed to include an on-going communication and dialogue to support and assist the employee to meet their individual goals as well as the District goals and objectives.

Contracts for the Vice Presidents shall be issued as follows:

Vice President in first or second year of satisfactory service as VP: 1 year contract
Vice President in third through fifth year of satisfactory service as VP: 2 year contract
Vice President with more than five years of satisfactory service as VP: 3 year contract

02/27/08 College Council Approval
08/26/08 Board First Read
09/23/08 Board Second Read and Approval

PALO VERDE COMMUNITY COLLEGE DISTRICT
ADMINISTRATIVE PROCEDURE **7262**

<u>**ADMINISTRATIVE/MANAGEMENT EVALUATION**</u>
Academic Administrators
Classified/Management
Confidential Employees

Reference: Accreditation Standard

Philosophy and Policy

The performance of all Palo Verde Community College District administrators/managers shall be evaluated periodically as indicated below. Evaluations shall be thorough, fair, and objective. The evaluation shall be designed to improve the overall operation of the District and to assist the administrator/manager in the growth and development of professional abilities, as well as to identify areas of strengths and weaknesses. This process promotes and supports management and leadership skills.

The evaluation process has been developed to include an on-going communication and dialogue to support and assist the employee to meet their individual goals as well as the District goals and objectives.

Evaluation of performance with recommendations, self-evaluation and goals should cover at a minimum the following areas:

- communication (oral and written)
- leadership
- professional knowledge and expertise
- teamwork and organizational effectiveness
- administrative skills
- achievement of annual goals
- commitment to student success and shared governance

Evaluation Timetable

Evaluations shall be conducted as follows:

A. New Academic Administrative hires shall be evaluated six months after the start of employment and again at the first anniversary of their hiring. Evaluations after the first year of employment shall be conducted annually and reviewed by the board during January of each year.

B. Classified/Management and Confidential Employees hires shall be evaluated six months after the start of employment and again at the first anniversary of their hiring. Evaluations after first year of employment shall be conducted annually.

C. Unscheduled evaluations may be conducted whenever such is determined to be necessary by the Superintendent/President.

Evaluation Process

1. Evaluations of:

   A. Academic Administrators shall be finished by December 20th during the periods when evaluations are due. The Board of Trustees will review evaluations of Academic Administrators at its January meeting each year.

   B. Classified/Management and Confidential Employees shall be finished by April 1st. The Board of Trustees will consider evaluations for Classified/Management and Confidential Employees at its April meeting each year.

2. Human Resources shall keep a schedule of when evaluations are due and distribute Confidential Employee Performance Review questionnaires to supervisors at least 45 days before their due date.

3. The supervisor will distribute a survey to:

   A. All permanent employees supervised by the person to be evaluated. The results of those surveys will be complied by Human Resources and provided to the Supervisor of the individual being evaluated.

   B. For the Vice President of Instruction, in addition to item A listed above, Human Resources will randomly select and distribute to a sample of seven to ten faculty members an evaluation survey. The results of those surveys will be complied by Human Resources and provided to the Superintendent/President.

4. After reviewing the compiled results of evaluations of the subordinates, the supervisor will complete the Evaluation Report. Subordinate surveys are for use by the supervisor only and will not become a part of the evaluation document. Surveys will be retained until the entire evaluation process has been completed, and then they will be destroyed.

5. The supervisor and employee will meet to review the Evaluation Report and develop objectives for the next evaluation period. The employee and supervisor will sign the Evaluation Report and attach a copy of the new objectives. Signing the Evaluation Report is simply acknowledgment of receipt and not an endorsement of its contents. The employee may submit a written response to the Evaluation Report which will become part of the evaluation document.

6. Evaluation materials will be forwarded to Human Resources for inclusion in the Employee's personnel file.

The evaluation forms are attached to this procedure.

See Administrative Procedure 7260-0 and 7260-1

Palo Verde Community College District
Administrative/Management/Confidential Evaluation

EMPLOYEE NAME:						
EVALUATOR:		EVALUATION DATE:				

		Strongly Agree	Agree	Neutral	Disagree	Strongly	Don't Know –Not Applicable
1.	Encourages people to excel.						
2.	Considers others' opinions or perspectives before making decisions						
3.	Knows how to get things done						
4.	Is a credible leader						
5.	Shows concern for issues that affect others						
6.	Takes initiative to get the job done						
7.	Shows mastery of his or her job content						
8.	Is helpful						
9.	Regularly meets commitments						
10.	Follows through and delivers on his/her commitments						
11.	Leads and motivates staff to accomplish program goals						
12.	Gets tasks accomplished, no matter how difficult						
13.	Is approachable						
14.	Is able to get results						
15.	Sets a good example for the institution						
16.	Ensures that policies and plans are established with others' best interest in mind						
17.	Stays current in his or her field						
18.	Is able to integrate new ideas with current approaches						
19.	Gets along well with others						
20.	Has vision and brings up ideas and possibilities for the future						
21.	Seeks information about the needs of those from whom the position impacts						
22.	Is willing to take on difficult and complex assignments						
23.	Is viewed as an expert in his or her field						
24.	Is easy to work with						
25.	Is able to pull people together to accomplish a common goal						
26.	Considers both internal and external factors when setting priorities						
27.	Demonstrates respect for others						
28.	Advances the College or District's goal and objectives						

		Strongly Agree	Agree	Neutral	Disagree	Strongly	Don't Know –Not Applicable
29.	Considers both internal and external factors when making decisions						
30.	Is aware of other's needs and issues						
31.	Is aware of new approaches and developments in his or her area of expertise						
32.	Is skilled at relating to many different types of people						
33.	Takes into account the whole organization when making decisions						
34.	Is able to motivate people						
35.	Collaborates well with others						
36.	Keeps others' needs in mind when making decisions						
37.	Is sought out for advice and input on his or her area of expertise						
38.	Is viewed as a team player						
39.	Sets high personal and institutional standards						
40.	Has others' best interests in mind						
41.	Listens well						
42.	Is able to analyze objectively a situation and to evaluate the pros and cons of any course of action						

What do you consider to be this employee's greatest strengths?

In what areas do you think this employee could improve?

Recommendations: _____

Contract renewal recommendation: ☐ yes   ☐ no

My signature below is an acknowledgment that I have seen and discussed this evaluation, but does not necessarily imply agreement with the conclusion of the supervisor.

Signature of Employee   Date

Signature of Supervisor   Date

Goals and Objectives for next review period:

The signature below acknowledges that the above goals and objectives for year _____ have been mutually agreed upon by:

_____

Signature of Employee   Date

_____

Signature of Supervisor   Date

Palo Verde Community College District
Administrative/Management Staff Survey

Manager:	Survey Due:
Position:	**Department:**

Please record your response to the survey by marking an "X" in the appropriate box. You are not required to sign the form. If you wish, you may include additional comments on a separate sheet of paper. When you have completed this form, please forward it with any additional information to Human Resources.

Thank you for your assistance.

LEADERSHIP Survey Rating	A Excellent	B Very Good	C Good	D Poor	E N/A
1. Practices effective planning, budgeting and organizing skills.					
2. Demonstrates the ability to facilitate conflict resolutions.					
3. Helps create a climate of support for innovation, new approaches and new ideas.					
4. Keeps abreast of the current issues, methods, policies, and practices related to the assignment.					
5. Anticipates problems/facilitates development of solutions to those problems.					
6. Participates in activities that promote professional growth and development.					
HUMAN RESOURCES Survey Rating	A Excellent	B Very Good	C Good	D Poor	E N/A
7. Demonstrates the ability to motivate staff and colleagues.					
8. Demonstrates effective team-building skills.					
9. Is accessible to others.					
10. Demonstrates the ability to systematically develop the skills of staff and colleagues.					
11. Recognizes staff accomplishments effectively.					
12. Demonstrates the ability to work cooperatively and harmoniously with staff.					
13. Demonstrates a commitment to the diversity of staff and students					
14. Establishes a service orientation to those who are directly affected by the office.					

COMMUNICATION Survey Rating	A Excellent	B Very Good	C Good	D Poor	E N/A
15. Encourages openness and two-way communication.					
16. Demonstrates effective listening skills.					
17. Provides clear direction, expectations and feedback to staff and colleagues as projects/activities progress.					
18. Demonstrates effective verbal and written communications skills.					
19. Develops effective time-lines, meets deadlines, and prepares accurate reports and records appropriate to the operation of the unit. Assists staff, as appropriate, to do the same.					
PERSONAL QUALITIES Survey Rating	A Excellent	B Very Good	C Good	D Poor	E N/A
20. Demonstrates good judgment and common sense in dealing with non-routine or unanticipated situations.					
21. Demonstrates the ability to arrive at sound decisions based on available data.					
22. Produces work products of high quality.					
23. Demonstrates stability in mentally and emotionally stressful situations.					
24. Uses sound management principles resulting in consistent, non-capricious decisions.					
25. Demonstrates effective time-management and priority-setting skills.					
26. Demonstrates an appropriate balance between the operational responsibilities and the innovative responsibilities of current assignment.					

Employment status of respondent (Optional):
☐ **Academic Administrator** ☐ **Classified Management** ☐**Confidential**
☐ **Faculty**
☐ **Other:** _____

Comments:

Attachment E

Program Review Guide
(revised portion only)
Steps In Completing Program Review

Note: The program review process should begin in the Fall Semester and be ready for final presentation at the Board of Trustees early in the following Spring Semester.

The office of the Vice President of Instructional Services is responsible for monitoring this process:

1. *Familiarize yourself with the template appropriate to your division or program— Instructional or Non-Instructional.*

2. *Schedule periodic meetings with members of your division or program and begin the process of completing the program review report consistent with the appropriate template.*

3. *When the program review report is completed, arrange to meet and present findings to the Program Review Committee.*

4. *Once the Program Review Committee approves the report, schedule presentations with the College Council/Strategic Planning Steering Committee and, if the report has fiscal impact, with the Budget Committee for comment, and subsequently, with the Board of Trustees.*

5. *When approved, program review reports are maintained as reference documents in the College Library.*