PALO VERDE COLLEGE

MIDTERM ACCREDITATION REPORT

Submitted by:

PALO VERDE COLLEGE
One College Drive
Blythe, CA 92225

Submitted to:

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

March 15, 2011

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STATEMENT OF REPORT PREPARATION

The Midterm Accreditation Report describes the progress the College has made in addressing recommendations of the 2008 visiting team, visiting team findings of two return visits—November 2008 and November 2009, recommendations of the Commission, and College-identified Action Plans listed in the 2008 Self-Study.

Report preparation was coordinated by the College's Accreditation Liaison Officer in conjunction with College personnel identified in the responses to each team and Commission recommendation. Responses to the Action Plans were developed through research of records and documents and in discussions with various College personnel.

The draft report was posted on the College website on February 8, 2011 for general comment by the College community. The report was formally reviewed and approved by the College Council/Strategic Planning Steering Committee, the College's key planning committee, on February 8, 2011, and reviewed and approved by the Board of Trustees at its regularly scheduled meeting, on February 15, 2011.

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Dr. James Hottois, Superintendent/President

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Mr. Edmundo Gonzalez, President, Board of Trustees

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Ms. Dennese Lilley-Edgerton, President, Academic Senate

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Mr. Derek Copple, President, Faculty Association (CTA)

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Mr. Rich Soto, President, Classified Association (CSEA)

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Ms. Secilie Rodriguez, President, Associated Student Government

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Mr. Brian Thiebaux, Accreditation Liaison Officer

BOARD OF TRUSTEES' APPROVAL

The Palo Verde College Board of Trustees reviewed and approved the Midterm Accreditation Report at its regularly scheduled meeting on February 15, 2011.

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Edmundo Gonzalez, President, Palo Verde College Board of Trustees

RESPONSES TO TEAM AND COMMISSION RECOMMENDATIONS
FROM THE 2008 COMPREHENSIVE EVALUATION

Team Recommendation 1-1

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:

> William Smith, Vice President, Instructional Services
> Lisa Holmes, Educational Services Manager

The College's Office of Instructional Services has continued the process of centralized course scheduling and planning initiated in Fall Semester 2008. The results have shown a significant reduction in course conflicts, and the opportunity for more expeditious completion of certificate and degree programs by students.

The procedure, while centralized in the Office of Instructional Services, nonetheless gives faculty members some latitude in choosing the classes and sections they wish to teach among the options provided to them. The result is a sharing of responsibility between faculty and the Office of Instructional Services in determining scheduling arrangements that best serve students' needs.

The College is conducting ongoing evaluations of the new scheduling procedure and is making adjustments as needed. In Fall Semester 2010, for example, instructors of basic skills courses—mathematics, English and reading—collaborated in course planning with the Office of Instructional Services and the coordinator of the basic skills learning communities program. They improved scheduling for basic skills classes over what had been done in preceding semesters; they plan to develop Fall and Spring semester scheduling templates that will help facilitate effective and expeditious course planning in the future.

The College will continue to evaluate the scheduling process for effectiveness and make changes where needed.

<u>**Team Recommendation 1-2**</u>

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

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

Key contributors to this response:

Carina Lin, Cooperative Work Experience/Vocational Career Specialist
Sarah Frid, Outreach and Events Coordinator
June Turner, College Librarian, Flex Committee Chair
Brian Thiebaux, English/Business Professor; Accreditation Liaison Officer

The College conducts ongoing research and assessment of community and students' educational needs, discusses findings and takes appropriate action to address those needs. The research and assessment has taken various forms. Here are some illustrative examples of activity in recent years:

1. In 2009-10, the College formed the Fine and Performing Arts Council to advise the College on uses of the Fine and Performing Arts Center facility, which is expected to be open in July 2011. The Council consists of faculty, students and community volunteers and has developed recommendations for the management and use of the facility on matters such as instructional programs, community and College productions and exhibits and professional productions and exhibits.

2. In 2009, the College created a new counseling position to assist students in academic and career planning, with emphasis in technical education. Apart from counseling, the individual in this position also teaches high school students about career and academic options. The position provides important services to students and offers the College valuable insights into students' needs.

3. In 2009-10, the Educational and Facilities Master Plan was reviewed and discussed in its draft form in the October 2009 Institute Day program, involving all College personnel and students.[1] The Master Plan was subsequently finalized and adopted by the Board of Trustees. The writing of the Master Plan was performed by outside consultants, but involved the participation of virtually every segment of the College community. The Master Plan provided the College with valuable insight in planning the growth of current educational programs, the development of new educational programs and the effective utilization of facilities.

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[1] The College's Follow-Up Accreditation Report, dated October 15, 2009, discussed the Educational and Facilities Master Plan at the time it was still in draft form. The Plan was approved by the Board of Trustees early in 2010.

4. In August 2010, the College conducted an Institute Day event on the topic, "Using Technology to Promote Student Learning and Success." The program consisted of discussion and training to enhance instructional technologies, with emphasis in the delivery of online courses and the use of the Internet to enhance face-to-face and correspondence courses. In February 2011 the College conducted a Flex Day which was devoted, in part, to best practices in web-based learning. These programs are the most recent of several efforts by the College to boost faculty and staff skills in educational technologies.

5. In 2010, a Website Advisory Committee was formed recently to evaluate the College website and online registration procedures, and to recommend improvements. The committee administered a survey of students in February 2011 to identify, from the students' perspective, what the College can do to improve the website and online registration. The results were tabulated and are under review by the Web Advisory Committee.

6. Each year the College hosts 250 to 300 high school students from Blythe and Needles in its Career Day program. The program consists of presentations by faculty members, staff and representatives from military services, four-year institutions, and local business. The purpose of Career Day is to acquaint prospective students with the College while presenting to them with information and guidance on future career opportunities.

   As part of the program, students are asked to complete a survey questionnaire on their interests and needs.[2] The information gathered from the survey assists in planning future Career Days, provides ideas for potential educational programs and provides a contact list to assist in outreach activities. The results from each Career Day are discussed and evaluated by the College Council/Strategic Planning Steering Committee, student services committees and others; the results are also posted on the College's website.

7. The College is currently administering the Noel-Levitz Student Satisfaction Inventory and Institutional Priorities Survey. The College has administered this pair of surveys every five years since 1995. The surveys address virtually all aspects of the College—student support services, educational programs, physical environment, technology support, scheduling, and more. The results and analysis of the current survey will be reviewed by the College Council/Strategic Planning Steering Committee and the Board of Trustees, and presented to the College community both on the College website and in the Institute Day in Fall 2011.

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[2] Career Day Survey Instruments, 2009 and 2010

<u>**Team Recommendation 1-3**</u>

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

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:

> William Smith, Vice President, Instructional Services, Curriculum Committee Co-Chair
> Lisa Holmes, Educational Services Manager
> Mickey Miranda-Copple, CNA/Allied Health Nursing Professor, Curriculum Committee
>   Co-Chair

As of the Follow-Up Accreditation Report, dated October 15, 2009, the College had significantly revised the *Curriculum Guide* for clarity and comprehensiveness. The revised *Guide* contains step-by-step instructions on how to develop and revise courses, programs and associate degrees.[3] It also contains portions of the California Education Code relevant to community college curriculum for reference. In January 2009, the College conducted a training session on Flex Day for faculty members on the *Curriculum Guide* and on developing and revising curriculum.

At the beginning of the Fall Semester 2010, the *Curriculum Guide* was reviewed by the Curriculum Committee at its first meeting of the semester to acquaint new Committee members with the *Guide* and with procedures to approve courses and programs.

As part of the College efforts to expand distance learning courses and programs, especially those delivered online, in Fall Semester 2010 the Academic Senate and Curriculum Committee, reviewed and approved a draft statement of academic standards for distance learning courses, including correspondence, interactive television, online and hybrid courses. The standards are based primarily on guidelines established by the ACCJC's Guide to Evaluating Institutions and Distance Education Programs. The statement was further reviewed by faculty in the February 2011 Flex Day. The Academic Senate and Curriculum Committee approved in December 2010 a revised course outline template which requires disclosure of teaching procedures and standards relevant to distance learning courses as well as to face-to-face courses.[4]

In Fall 2010, the Program Review Committee made minor changes to the *Program Review Guide*, which outlines procedures and for evaluating instructional and non-instructional programs. The *Guide*, developed in 2006 in its present form, is used by all academic, vocational, administrative

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[3] *Curriculum Guide*
[4] Course Outline Template, revised December 9, 2010

and operations departments and divisions in their program review reports, required every five years.[5]

Commission Recommendation 1

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.

Key contributors to this response:

> George Walters, Associate Dean, Career, Technical and Continuing Education
> Vicki Attaway, Associate Dean of Distance Learning
> Diana Rodriguez, Vice President, Student Services, Enrollment Management Committee
>   Chair
> Louise Gallan, Coordinator, Learning Skills Center, Enrollment Management Committee

As discussed in the College's response to this recommendation in the October 15, 2008 Follow-Up Accreditation Report, the College continues to monitor all of its instructional services programs (ISAs) in terms of the quality of instructional services, enrollments, and FTES production. The program is closely managed by the office of the Associate Dean of Career, Technical and Continuing Education located at the Blythe main campus.

The 2008 Follow-Up Accreditation Report points out that the College has taken steps to reduce its reliance on Inland Emergency Council (IEC) and other ISAs by hiring more individual adjunct instructors. Other actions undertaken by the College are site visits of ISA programs, instructor evaluation, and, where needed, the terminating of ineffective ISA programs.

As pointed out in the response to Team Recommendation 1-3, the College is expanding its distance learning courses and programs, especially courses and programs delivered online. Since many students affiliated with ISA programs reside and work at locations outside the College's district, they provide a potential source of new enrollments for distance learning programs—another way to reduce the College's reliance on ISAs and increase the enrollment base.

As a result of this recommendation, and particularly in light of growing budget concerns, the College Council/Strategic Planning Committee, and its subcommittee, the Enrollment Management Committee, is taking proactive steps to monitor all of its FTES-producing activities, especially the major ones such as the ISA programs and the incarcerated student programs.

It should be noted that because of the mix of its enrollments, Palo Verde College was identified as a "winner" by the Community College League of California should the State of California adopt an end-of-term census reporting model.

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[5] *Program Review Guide*

Team Recommendation 2-1

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:

Debbie Mitchell, Human Resource Manager
Geri Butler, Vice President, Administrative Services

The Human Resources Manager prepared and delivered to the College Council/Strategic Planning Steering Committee on February 1, 2011, a 2-year report on the College's professional development programs.[6] Upon hearing the report, the Committee agreed to examine the professional development process more closely to ensure full and fair utilization of the available funds. The Human Resources Manager was asked to continue preparing annual reports in this area. The Human Resources Manager is responsible for reporting back comments and recommendations to the appropriate committees and departments.

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[6] Professional Development Programs, 2008-09 and 2009-10, report by the Human Resources Manager

<u>**Team Recommendation 2-2**</u>

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:

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

Key contributors to this response:

  Debbie Mitchell, Human Resource Manager
  Geri Butler, Vice President, Administrative Services

The Human Resources Manager prepared and delivered to the College Council/Strategic Planning Steering Committee on February 1, 2011, a 2-year report on certificated, classified and administrator staffing changes.[7]   The Human Resources Manager was asked to continue preparing annual reports in this area.

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[7] Changes in Staffing, 2008-09 and 2009-10, report by the Human Resources Manager

Team Recommendation 2-3

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:

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

Key contributors to this response:

> Geri Butler, Vice President, Administrative Service
> Brian Thiebaux, English/Business Professor; Accreditation Liaison Officer

As reported in the 2008 Follow-Up Accreditation Report, the College is continuing 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 new personnel and equipment. The practice integrates strategic planning with budgeting decisions.

The Budget Committee consists of representatives from all College constituents. The representatives are charged with reporting budget information and news back to their respective groups. At the staff meetings, generally held monthly, the Superintendent/President or Vice President, Administrative Services, provides budget updates, with emphasis on the state budget and its impact on the College.

Additionally, the College initiated in 2008-09 the practice of integrating the program review process with the budget review process. As reported in the 2008 Follow-Up Accreditation Report, all program review reports must be reviewed by the Budget Committee, commented on by that committee, and returned to the Program Review Committee for its final assessment. This process— the inclusion of Budget Committee review of program review reports—was incorporated in the *Program Review Guide*, the document that details the program review process for all departments and divisions.[8] This practice is also discussed in the response to Commission Recommendation 4, both in the 2008 Follow-Up Accreditation Report and in this Midterm Accreditation Report.

During the 2008-09 budget review cycle, the Budget Committee administered a survey to personnel responsible for budget preparation in their respective departments; the purpose was to evaluate the effectiveness of the budget process. Unfortunately, the number of survey responses was small, but the responses nonetheless provided some suggestions for improvement, which were acted upon by the Budget Committee in 2009-10:

1. Early notification of all departments and divisions as to the date their proposed budgets would be reviewed by the Budget Committee

2. Invitation to budget preparers to present their budget in person to the Budget Committee

3. Revision of some budget forms for clarity and succinctness

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[8] *Program Review Guide*, page 4.

4. Allowing ample time for full review and discussion of all budgets, and, when needed, the scheduling of follow-up meetings to ensure all proposals are given a fair and thorough assessment

<u>**Team Recommendation 2-4**</u>

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:

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

Key contributors to this response:

Geri Butler, Vice President, Administrative Services
Brian Thiebaux, English/Business Professor; Accreditation Liaison Officer

The College's conversion to the Datatel software system, initiated in 2008, has been a gradual process, focusing initially on student online registration, and secondarily on financial management. While the conversion has been slow, once integrated, the system will allow the District to eliminate the need for repetitive financial entries, thus reducing the potential for errors. All this is based on Riverside County Office of Education approval for data exchange.

Once all the financial processes have been incorporated into the Datatel system, college personnel will have online access to their departments' budget accounts. For now, the College continues to provide department heads and division chairs with monthly ledger reports on paper.

As reported in the 2008 Follow-Up Accreditation Report, the schedule for program reviews was amended to include a comprehensive review of the Administrative Services department in 2010-11. The Administrative Services program review is currently underway.

Commission Recommendation 2

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:

> William Ponder, Business/CIS Professor; Chief Negotiator
> Derek Copple, Nursing Professor; President, Palo Verde College CTA
> James Hottois, Superintendent/President, Palo Verde College

As noted in the 2010 Follow-Up Accreditation Report, during Spring Semester 2011, the inclusion of student learning outcomes assessment in faculty evaluations will be among the topics considered in collective bargaining between the Palo Verde College Association CTA/NEA and the Palo Verde Community College District Board of Trustees.[9] The District's administration has prepared a proposal on this in anticipation of those negotiations.

The College's program review process requires evidence of both instructional and non-instructional departments and divisions of participation in and support of student learning outcomes. Faculty members, staff, and administrators in their program review reports must disclose their roles in identifying, assessing and supporting student learning.[10]

Please note that the Commission requested in an action letter dated January 31, 2011 a Follow-Up report response to Commission Recommendation 2. The College obtained permission from the Commission staff to include its response to this recommendation in the present Midterm Accreditation report, since both the reports are due the same date.[11]

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[9] Follow-Up Accreditation Report, November 17, 2010
[10] *Program Review Guide,* see Instructional and Non-Instructional Report Templates
[11] ACCJC action letters dated January 31, 2011 and February 3, 2011

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:

>   William Smith, Vice President, Instructional Services
>   Lisa Holmes, Educational Services Manager

As was reported in the 2008 Follow-Up Accreditation Report, the 2008-09 College catalog was reviewed intensively by College staff and by an outside consultant to correct errors, inconsistencies and omissions noted in the visiting team's 2008 Evaluation Report. The result of the review was a College catalog exhibiting a high standard of accuracy, clarity and thoroughness in its degree, program and course descriptions and requirements.

The College has maintained, and in some cases improved upon, that standard in the two subsequent editions of the catalog: 2009-10 and 2010-11. In 2009-10, the degree section was revised to reflect mandated changes in degree requirements, specifically, the termination of the AA degree in Liberal Studies, and the creation of new degrees with emphasis in certain disciplines.

The College is again preparing for further degree changes with the implementation of SB 1440 and the creation of new degrees with major areas of study. Such changes will be reflected in the 2011-12 Catalog.

Because it is not fiscally feasible to list course level student learning outcomes in the Catalog, users are directed to the College's Curriculum Committee web site, which displays course outlines with SLOs listed.[12]

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[12] *College Catalog, 2010-2011*, p. 82

Commission Recommendation 3

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

In 2008, to ensure consistency and timeliness in conducting administrator evaluations, the College amended Board Policy 7262 to clarify deadlines for the completion of administrator evaluations and to require Board of Trustees review of all administrator contracts by February of each year.

This practice has improved the administrator evaluation process, and has been followed each year since.

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:

> William Smith, Vice President, Instructional Services; Program Review Chair
> Brian Thiebaux, English/Business Professor; Accreditation Liaison Officer

The College has now completed two full cycles of program review utilizing the revised *Program Review Guide* and fully integrating program review with the budget and planning process. In 2008-09, seven instructional and non-instructional program review reports were reviewed by the Program Review Committee, Budget Committee and College Council/Strategic Planning Steering Committee, and comments were incorporated into each of the reports. In 2009-10, ten reports were reviewed by these same committees. In the current year, 2010-11, sixteen programs have been or are in the process of being reviewed.[13]

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[13] Some of the reports are vocational programs, which require review every two years; non-instructional and most other instructional programs require review every five years.

UPDATES TO SELF-IDENTIFIED ACTION PLAN ITEMS
FROM THE 2008 SELF-STUDY

Action Plan: Standard I.A.: Mission

The College will continue its practice of periodically reviewing the statement of Vision, Mission and Values and Strategic Plan and refining it to reflect the College's evolving educational purposes, its changing student populations and, most importantly, the learning needs of its students.

College 2011 Update: Originally developed in 2002, the College's statement of Vision, Mission and Values and Strategic Plan was subsequently reviewed and updated in 2004, 2005, and 2007.[14] The most recent revision took place at the College Council/Strategic Planning Steering Committee and subsequently at a college-wide staff meeting March 1, 2011.

Action Plan: Standard 1.B.1

Continue efforts in encouraging dialogue among all constituents about student learning and improving institutional processes.

College 2011 Update: The College continues to encourage dialogue about student learning among all constituent groups and in various venues, including the College Council/Strategic Planning Steering Committee, monthly staff meetings, division and department meetings, Institute Days, and Flex Days. The College also encourages dialogue among constituents through its many committees and organizations that meet regularly.

Action Plan: Standard I.B.2

The College will continue to make progress in identifying and implementing measures of student learning outcomes at the program and degree levels. It will continue to ensure that all areas establish measurable goals to the extent that progress in achieving those goals may be evaluated and widely discussed. The Academic Senate resolution, "Plan for Developing and Implementing Measures of Student Learning Outcomes," Resolution 06-07-03, ratified March 27, 2007, established target dates for implementing and evaluating student learning outcomes for programs and degrees. The Academic Senate will continue to assess progress in meeting this goal.

College 2011 Update: The College, through its faculty, Academic Senate and Curriculum Committee has made significant progress by establishing student learning outcomes for all courses. The Student Learning Outcomes Committee is, in the Spring 2011 semester, developing institutional learning outcomes and will present them to the faculty at the April 2011 Flex Day.

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[14] Strategic Plan

<div align="center">**Action Plan: Standard I.B.3**</div>

Conduct ongoing, rigorous follow-up of existing programs and services to ensure their effectiveness. Apply the same kind of continuous evaluation to new programs and services as they emerge. Focus more aggressively on developing systems for enrollment management, emphasizing forecasting and planning for growth, particularly at the Blythe main campus, the distance education program and the Needles Center.

College 2011 Update: The College has a well-established program review process that systematically examines all programs and services—instructional and non-instructional—regularly and thoroughly. The program review process is integrated with budget and strategic planning, as described in the response to Commission Recommendation 4 in this report. In 2010, the College produced, with assistance from external consultants, the Educational and Facilities Master Plan. The Master Plan provided the College with valuable insight in planning the growth of current educational programs, the development of new educational programs and the effective utilization of facilities for the next 10 years. It has become an important resource for planning of future educational programs and facilities use.

<div align="center">**Action Plan: Standard I.B.4**</div>

Continue to evaluate the effectiveness of the organization and committee structure of the College, encourage collaboration among College constituencies, and establish goals that are measurable and achievable and that bring benefits consistent with the College's mission and purpose.

College 2011 Update: The College continuously evaluates the effectiveness and usefulness of committees and organizations, and takes steps to create, merge or eliminate committees when necessary. For example, in 2009-10, the Technology Committee was restructured to establish a faculty chair and to change its status to a free-standing committee. A new committee emerged—the Instructional Technologies Committee. In 2011, the Academic Senate created a new committee, the SB 1440 Committee, to assist the College in developing new AA degrees consistent with the term of the new legislation.

<div align="center">**Action Plan: Standard I.B 5**</div>

The College will continue its practice of keeping an open campus environment, providing important campus information to College constituents, as well as to the general public.

College 2011 Update: The College continuously evaluates the effectiveness of its communications with students and the general public. In 2009, for example, the College established the Bridge, which provides improved online communications channels between instructors and students enrolled in both online and face-to-face courses. In 2010, furthermore, the College formed the Website Advisory Committee to evaluate the College website and online registration procedures, and to recommend improvements. The committee administered a survey of students in February 2011 to identify, from the students' perspective, what the College can do to improve the website and online registration. The results were tabulated and are under review by the Web Advisory Committee.

<h1 align="center">Action Plan: Standard I.B 6</h1>

The College will continue to review and evaluate all institutional processes to ensure they advance student learning and success, and to take steps to improve them when necessary.

College 2011 Update: The College is continuing its efforts to review all institutional processes. Here are some examples: formation in 2010 of the Compressed Calendar Task Force to evaluate the benefits to student success of a shorter semester[15]; formation of the Web Advisory Committee to review the College's website; formation in 2009 of the Fine and Performing Arts Advisory Committee to begin the planning of academic programs and performances the opening of the Fine and Performing Arts Center[16]; formation in 2011 of the SB 1440 Committee to establish new associate degree programs consistent with the terms of the new legislation; and ongoing refinements to the existing program review process, budget review process, and course approval process.

<h1 align="center">Action Plan: Standard I.B.7</h1>

The College will continue reviewing the effectiveness of the processes that evaluate instructional and student support services and continue to use the results of such reviews to make improvements.

College 2011 Update: The implementation of online course registration in 2009 greatly improved the efficiency of the registration process; and the development of the Bridge helped promote better communication between instructors and their students by providing secure, online access.   The newly-formed Web Advisory Committee will recommend further improvements to the College website, including the Bridge and online registration procedures. The College, furthermore, is currently administering the Noel-Levitz Institutional Priorities Survey and Student Satisfaction Inventory to help pinpoint areas of strength and weakness in the College's services.

<h1 align="center">Action Plan: Standard II.A</h1>

The College needs to continue its progress in identifying, measuring and implementing improvements that affect student learning outcomes in its courses and programs. It needs to continue its rigorous course and program review processes. It needs to make sure that its faculty evaluation procedure is applied with equal rigor to all part-time faculty.

College 2011 Update: The College has made significant improvements in helping faculty identify methods to continuously evaluate student learning, at the course and institutional levels.   The Student Learning Outcomes Committee is, in the Spring 2011 semester, developing institutional learning outcomes and will present them to the faculty at the April 2011 Flex Day.

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[15] Should Palo Verde College Change to a Compressed Academic Calendar? September 15, 2010
[16] Palo Verde College's Fine and Performing Arts Center: Getting Ready, January 8, 2011

Action Plan: Standard II.A.1

Maintain the existing processes of program review and Curriculum Committee oversight of all instructional programs.

College 2011 Update: Since 2008 Self-Study, the College has improved the process of program review by incorporating budget and strategic planning into the process in accordance with Commission Recommendation 4, addressed earlier in this report. The Curriculum Guide has been revised significantly, and implemented as the key reference document for courses, certificates and degree. The Curriculum Committee recently approved revision of the course outline template, incorporating provisions for online and correspondence learning.

Action Plan: Standard II.A.1.a

Continue the practice of assessing students' learning needs through research, and continue seeking ways to enhance student learning. Act on the Noel-Levitz findings and Strategic Plan objectives enumerated above, and evaluate progress in those efforts.

College 2011 Update: The findings of the 2005 Noel-Levitz Student Satisfaction Inventory and Institutional Priorities Survey were fully evaluated and changes were made accordingly. The College is presently in the midst of administering the 2010-11 Noel-Levitz surveys and will evaluate the results and act accordingly, as well. The College continuously evaluates students' learning need as evidenced, for example, by: research and recommendations on conversion to a compressed academic calendar; development of recommendations for instructional and community programs for the soon-to-be open Fine and Performing Arts Center; annual surveys of high school students participating in the College's Career Day program; and research on students' course completion patterns in basic skills classes[17].

Action Plan: Standard II.A.1.b

Continue utilizing various instructional methods that fulfill the objectives of the curriculum, accommodate students' learning needs and help them complete programs of study successfully.

College 2011 Update: The College, through its Academic Senate and Curriculum Committee, established in 2010 new academic standards for its correspondence and online courses, including the recent revision of the course outline template.[18] These accomplishments will help pave the way for more online instructional delivery that will accommodate students' learning needs and help them complete programs of study. Also, the College, through its SB 1440 Committee, is developing new degree programs in accordance with the recent legislation, with the objective of facilitating student transfer to the California State University.

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[17] Baseline Measures for Basic Skills Classes, Fall 2005-Fall 2008
[18] Course Outline Template, revised December 9, 2010

<div align="center">**Action Plan: Standard II.A.1.c**</div>

Continue work started to date in course and degree learning outcomes and expand it to all academic and vocational departments. Implement a process that identifies, measures, and makes improvements in learning outcomes for certificate programs.

College 2011 Update: The College faculty developed student learning outcomes for all courses; the faculty, through the Student Learning Outcomes Committee, is currently preparing institutional learning outcomes and will present them to the faculty on a Flex Day in April 2011. The program review process includes templates for instructional and non-instructional programs and operations that require College faculty, staff and administrators to address how student learning outcomes are supported or achieved in their respective areas.

<div align="center">**Action Plan: Standard II.A.2**</div>

Maintain the development and review process for all courses and programs; make continuing improvements in them and continue to ensure all courses and programs offered in the name of the College remain of high quality.

College 2011 Update: All courses and programs are subject to review and revision every five years. Course review is conducted by faculty members and approved by the academic division and Curriculum Committee. The process ensures all courses are current and of high quality. Programs, likewise, are reviewed by faculty and divisions and approved by the Program Review Committee, in tandem with the Budget Committee and the College Council/Strategic Planning Steering Committee. The *Curriculum Committee Guide* and *Program Review Guide* define the processes of course and program review.

<div align="center">**Action Plan: Standard II.A.2.a**</div>

With faculty playing a central role, maintain the timeliness of established procedures to develop courses and programs, identify learning outcomes, and evaluate academic quality.

College 2011 Update: Faculty play a central role in all matters of course and program review in the course and program processes described in the response to Standard II.A.2, above. Learning outcomes are identified in all course outlines, and are evaluated in the program review process.[19]

<div align="center">**Action Plan: Standard II.A.2.b**</div>

Continue utilizing faculty expertise and, for vocational and occupational programs, the suggestions of advisory groups in identifying learning outcomes. Continue making progress in measuring and assessing learning at the levels of courses, programs and certificates, and

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[19] Course Outline Template, revised December 9, 2010; *Program Review Guide*, see Instructional and Non-Instructional Templates

associate degrees. Continue the practice of incorporating into course and program requirements, where appropriate to accommodate transfer and articulation, academic standards established by four-year institutions.

College 2011 Update: Vocational programs offered by the College have advisory groups that meet once every one-to-years to review courses and programs and offer advice from the perspective of business and industry. Learning is measured primarily at the course level by individual instructors. The College has an active Articulation Officer, who sits on the Curriculum Committee, and offers important advice to faculty as to the changing requirements of transfer and articulation.

Action Plan: Standard II.A.2.c

Continue the work being done to achieve this standard, including work on certificate and degree level learning outcomes. Expand educational plans for the AA in Liberal Arts, AS in General Studies, and IGETC, showing projected time to completion for each of these programs.

College 2011 Update: The College is presently focusing on meeting the requirements of SB 1440, which helps facilitate the transfer of students to California State University campuses. The SB 1440 Committee is currently developing several new AA degrees that are consistent with the requirements of the legislation. Improved course scheduling procedures, by reducing the incidence of course scheduling conflicts, have helped reduce the amount of time required to complete associate degree and IGETC requirements.

Action Plan: Standard II.A.2.d

The College will continue to encourage innovation and creativity in teaching approaches and boost its efforts in researching the impact of different teaching methods on learning outcomes.

College 2011 Update: Assessing learning outcomes on a regular basis has encouraged instructors to experiment with innovative teaching techniques. Several faculty members have implemented nine-week courses—the semester length at the College is 17 ½ weeks—with promising results. The Academic Senate is exploring "writing across the curriculum" options. The College is offering more courses in distance learning, including online, correspondence and interactive television modes.

Action Plan: Standard II.A.2.e

Continue the existing evaluation process of courses and programs, with special emphasis on the examination of learning outcomes: focus on better methods to measure learning, and on steps taken to improve learning.

College 2011 Update: The SLO Committee is charged with the responsibility, among other things, of keeping the faculty apprised of best practices in the area of learning assessment. The Committee meets regularly and reports back to the faculty, primarily in Academic Senate meetings and Flex Day programs, on methods that all faculty, as well as others responsible for student learning, might

use to assess learning in their own classes and in their interaction with students.[20] These methods include the use of rubrics; pre-and post-tests; portfolios, and other methods for teaching faculty, qualitative and quantitative measures by non-teaching faculty (e.g., counselors), and other practices that support and promote student learning by administrators and managers.

Action Plan: Standard II.A.2.f

The College will continue its present integrated approach to evaluating and planning, with ongoing emphasis on developing increasingly more effective assessments of student learning among all College divisions and departments, instructional and non-instructional.

College 2011 Update: The program review process includes specific procedures for evaluating programs, instructional and non-instructional, codified in the *Program Review Guide*.[21] The *Guide* includes templates for assessing—or supporting, in the case of non-instructional programs and operations—student learning. The Program Review Committee, Budget Committee and College Council/Strategic Planning Steering Committee review all program review reports, and offer suggestions for improving the assessing and support of student learning.

Action Plan: Standard II.A.2.g

Continue the practice of validating results of the basic skills assessment test with faculty members. Expand the assessment process among academic and vocational divisions in the context of evaluating degree-level learning outcomes. Encourage changes in teaching or curriculum, where appropriate, to enhance learning.

College 2011 Update: The Coordinator of the Learning Skills Center validates the assessment test every four years with faculty members in math, English and reading. The Student Learning Outcomes Committee is currently developing a proposal on institutional learning outcomes for presentation at the April 2011 Flex Day. Faculty members are always encouraged to make changes in their teaching or curriculum to enhance student learning.

Action Plan: Standard II.A.2.h

Continue the College's current practices in awarding academic credit.

College 2011 Update: The College maintains its practice of investing authority in faculty members to ensure academic integrity and rigor in its courses and adheres to the policies of the California Education Code and the California Community Colleges Chancellor's Office in awarding units of credit.

Action Plan: Standard II.A.2.i

Continue making progress in developing effective measures of degree-level learning outcomes. Apply the same efforts to developing effective measures for certificate programs.

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[20] SLOs: Let's Talk, presented to Academic Senate, February 23, 2010
[21] *Program Review Guide*

College 2011 Update: The Student Learning Outcomes Committee is currently at work developing institutional-level learning outcomes.[22]

<div align="center">

Action Plan: Standard II.A.3

</div>

Continue the current practice with regard to associate degree general education requirements.

College 2011 Update: There has been no change in current practices with regard to associate degree general education requirements since the writing of the 2009 Self-Study. The advent of SB 1440 has required the College to change some associate degree requirements to accommodate major areas of study; however, the core requirements of CSU-GE, IGETC and general education requirements remains largely unchanged, except for revisions and upgrades in course outlines when needed.

<div align="center">

Action Plan: Standards II.A.3.a, II.A.3.b, and II.A.3.c

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Continue to develop effective measures of degree-level learning outcomes of courses that constitute the general education content areas of the College's associate degrees.

College 2011 Update: The Student Learning Outcomes Committee is currently at work developing institutional-level learning outcomes.

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Action Plan: Standard II.A.4

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In response to recent revisions in Title 5, Division 6, Chapter 6 of the California Code of Regulations, College faculty and administrators are presently collaborating on making further, substantial changes in the College's associate degree programs. The changes will affect students enrolling in the College in Fall Semester 2009.[23]

College 2011 Update: Since the writing of the 2008 Self-Study, a further legislative change—SB 1440—has made it necessary for the College to develop new AA degrees with areas of major emphasis. The SB 1440 Committee is currently working on those new degrees, with implementation expected by the Fall 2011 semester.

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Action Plan: Standard II.A.5

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[22] Student Learning Outcomes Committee, agenda, January 25, 2011

[23] Associate degree revisions were completed; however, they will be superceded by the associate degree requirements of SB 1440

The College will continue its current vocational practices in teaching students technical competencies that will prepare them for employment and external licensure and certification.

College 2011 Update: Since the writing of the 2008 Self-Study, the College created a new counseling position to assist students in academic and career planning, with emphasis in technical education. The counselor works closely with students and vocational faculty to prepare them for technical careers. The Associate Dean, Career, Technical and Continuing Education, together with the career and technical education advisory groups, provide guidance to assist students in career preparation.

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Action Plan: Standard II.A.6

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The College will continue its current method of explaining courses and programs and transfer policies in the Catalog. The College will list learning outcomes for all degrees and certificate programs once the process for measuring such outcomes has been refined. The College will provide a time-to-completion plan for IGETC, AA in Liberal Arts and AS in General Studies.

In response to recent revisions in Title 5, Division 6, Chapter 6 of the California Code of Regulations, College faculty and administrators are presently collaborating on making further, substantial changes in the College's associate degree programs. The changes will affect students enrolling in the College in Fall Semester 2009.[24]

College 2011 Update: The Catalog explanation of courses, programs and certificates has improved significantly since the writing of the 2008 Self-Study, as noted in the College response to Team Recommendation 3, earlier in this report.

Also since the writing of the 2008 Self-Study, a further legislative change—SB 1440—has made it necessary for the College to develop new AA degrees with areas of major emphasis. The SB 1440 Committee is currently working on those new degrees, with implementation expected by the Fall 2011 semester.

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Action Plan: Standard II.A.6.a

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Continue with the current practice in transfer-of-credit practices and policies.

College 2011 Update: Transfer-of-credit policies and procedures have remained largely unchanged since the writing of the 2008 Self-Study. The Articulation Officer advises faculty on changes in articulation requirements and ensures the Colleges CSU-GE and IGETC courses are consistent with four-year college requirements; the Matriculation Committee periodically reviews transfer-of-credit policies and practices; the Registrar, who sits on the Matriculation Committee and the Curriculum Committee, keeps faculty and others up to date on policies and practices recommended by the California Community College Chancellor's Office.

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[24] The College completed these associate degree revisions; however, they will be superceded by the requirements of SB 1440.

<u>**Action Plan: Standard II.A.6.b**</u>

The College will continue to abide by its policy on Catalog rights when programs are terminated or substantially changed.

<u>**College 2011 Update:**</u> The College's policy on catalog rights has remained unchanged since the 2008 Self-Study, and the policy is published in the College catalog.

<u>**Action Plan: Standard II.A.6.c**</u>

The College will continue its current practices in the way it represents itself to students, current and prospective, and to the general public.

<u>**College 2011 Update:**</u> The College has a regular practice of reviewing and improving upon the its publications and has maintained that practice. In 2009, the College significantly improved the accuracy and presentation of the College catalog and Schedule of Classes for clarity, accuracy and timeliness. Both the Catalog and Schedule of Classes can be accessed on the College website. In 2010, the College formed the Web Advisory Committee, consisting of faculty, staff and students, and whose charge is to evaluate the College website and recommend improvements. The committee conducted a survey on the website's effectiveness in February 2011 and is reviewing the results.

<u>**Action Plan: Standard II.A.7**</u>

Continue the College's current policies and practices with regard to academic freedom, students' rights and responsibilities, and student conduct. Maintain a continuing commitment to the free pursuit of knowledge.

<u>**College 2011 Update:**</u> Academic freedom is a highly valued concept at the College, as evidenced by Academic Senate resolutions and policy of the Board of Trustees. The resolutions are: "Resolution on Academic Freedom—Faculty," approved March 27, 2007; and "Resolution on Academic Freedom," approved March 27, 2007. The Board of Trustees adopted policy statements on academic freedom based on those resolutions in November 2008.[25]

<u>**Action Plan: Standard II.A.7.a**</u>

The College will continue its policies and practices in the areas of academic freedom and faculty objectivity.

<u>**College 2011 Update:**</u> Please see update to Standard II.A.7, above.

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[25] Board Policies and Administrative Procedures 4030 and 4030-1

Action Plan: Standard II.A.7.b

The College will continue with its current policies and practices in the area of published expectations of student academic honesty and consequences for dishonesty.

College 2011 Update: The policies on academic honesty are published in the College catalog and have remained unchanged since the 2008 Self-Study.

[No stated Action Plan for Standard II.A.7.c]

Action Plan: Standard II.B

The College, through its Student Services function, will continue implementing plans to measure student learning outcomes in the student support services area, and will assess results in order to bring about continuing improvements in services. The College will continue its efforts to resolve student services problems disclosed in the 2005 Noel-Levitz student survey.

College 2011 Update: The College has taken steps to resolve the student services challenges—and challenges affecting other functions of the College—identified in the 2005 Noel-Levitz survey, including timely notification of students as to academic deficiencies, expansion of transfer and career advisement, and provision for tutoring services for incarcerated students. The Student Services' 2010 program review report demonstrates the activities undertaken by its various departments in the assessment of student learning outcomes.[26]

Action Plan: Standard II.B.1

The College will continue its current practices in the area of providing quality support services regardless of the location or mode of course delivery, emphasizing the continuing efforts to resolve student services problems disclosed in the 2005 Noel-Levitz student survey (see response to Standard II.B, page 104). The College will evaluate the support needs of students enrolled in courses through instructional services agreements with the assistance of a newly-hired College counselor.

College 2011 Update: As noted in the College update to Standard II.B, above, the College has resolved the student services—and other—problems identified in the 2005 Noel-Levitz survey. The College provides ongoing support services, including academic counseling, to students enrolled in instructional services agreements programs taught outside the district.

Action Plan: Standard II.B.2

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[26] Student Services Program Review, 2010

Although the terms of this standard are essentially met, the College seeks to improve Catalog organization and content continuously. The College will incorporate the statement on academic freedom in the 2008-09 Catalog.

College 2011 Update: The Board of Trustees adopted policy statements on student and faculty academic freedom in November 2008. Reference to those statements was inadvertently omitted from the College Catalog, but will appear in the 2011-12 Catalog.

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Action Plan: Standard II.B.3

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The College will continue the process of researching student learning needs, and taking steps to address them.

College 2011 Update: The College continuously evaluates students' learning needs in various ways. Here are some examples: faculty review and assessment of student learning outcomes in their academic courses and programs; formation in 2010 of the Compressed Calendar Task Force to evaluate the benefits to student success of a shorter semester; formation in 2009 of the Fine and Performing Arts Advisory Committee to begin the planning of academic programs and performances the opening of the Fine and Performing Arts Center; continuous exploration of new academic and vocational programs; and administration of the 2010-11 Noel-Levitz Student Satisfaction Inventory to evaluate the effectiveness of services and programs in achieving student learning.

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Action Plan: Standard II.B.3.a

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The College will continue its current practices in maintaining equitable access for all students to support services regardless of location or mode of delivery through its monitoring and performance evaluation processes.

College 2011 Update: The student services area continues to maintain equitable access for all student to support services at its many locations—Blythe main campus, Spring Street campus Needles Center, inmate populations at certain California correctional facilities and instructional service agreement sites. In 2010, student Services conducted a program review study on evidence, of its effort to continually monitor it programs and support services for students. Maintaining sufficient counseling contact in the various off-campus sites is among the continuing goals of student services.

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Action Plan: Standard II.B.3.b

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The College will continue with its current programs in this area [personal and civic responsibility].

College 2011 Update: The College continues in its efforts to promote personal and civic responsibility as well as intellectual, aesthetic and personal development for all its students. These objectives are among the values and goals described in the College's Strategic Plan, which is periodically updated—most recently in March 2011. College activities for students include participation in, for example, the Associated Student Government, the Palo Verde College Talent

Contest (initiated in 2010), Discussion and Debate Club, Desert Voices literary magazine, Phi Theta Kappa, AVID, Adopt-A-Family, and Blythe Christmas Parade.

Action Plan: Standard II.B.3.c

The College will continue with its current practices in evaluating and continuously improving student support services.

College 2011 Update: Student Services, which consists of eight major programs—Admissions and Records, CalWORKS, Counseling, Disabled Student Programs and Services, Extended Opportunities Program and Services, Financial Aid, Outreach and Events, and Transfer—completed its 5-year program review in 2010. Apart from conducting program review, the various individual departments meet frequently to review policies and operations and to make changes to improve services.

Action Plan: Standard II.B.3.d

The College will continue with its current practices and policies to support students' understanding and appreciation of diversity.

College 2011 Update: Many faculty members encourage an understanding of the diversity of our regional and global population in their courses through reading and discussion. Apart from academic emphasis on diversity, the College provides a variety of cultural enrichment programs offered by the Associated Student Government, such as Women's History Month, Cinco de Mayo, and the Multicultural Festival.

Action Plan: Standard II.B.3.e

Continue the current practice of evaluating admissions and placement policies, and continue to achieve goals outlined in the Matriculation Plan.

College 2011 Update: The College continues the process of evaluating all matriculation services, including admissions and placement, and revised its Matriculation Plan in 2010.[27]

Action Plan: Standard II.B.3.f

By virtue of its adherence to FERPA rules and guidelines, and in light of its data backup procedures, the College complies with this standard and will continue its current practices in this area. The College will be re-evaluating its records storage policies and procedures as the new management information system is phased in and becomes operational.

 College 2011 Update: With the conversion to online registration in 2009, records management is becoming more manageable for the College. The Admissions and Records department, which handles registration, is now in the process of implementing a system that when completed, will help in the conversion from paper to digital storage. The system will eventually improve on the efficiency of records management and provide improved security for those records.

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[27] Matriculation Plan, 2010

<div align="center">**Action Plan: Standard II.B.4**</div>

The College will keep the various processes in place that regularly evaluate the effectiveness of student support services, emphasizing the ongoing assessment of student learning outcomes in all aspects of student services.

College 2011 Update: Student services completed its 5-year program review in 2010.   In the report, each of the eight departments within student services describes ongoing efforts to identify and assess student learning outcomes in their respective areas.[28]

<div align="center">**Action Plan: Standard II.C**</div>

The College will continue to provide learning support services to students through the library and the Learning Skills Center regardless of location and will continue to assess the effectiveness of these services and make changes and improvements in accordance with changes in students' learning support needs. With the variety of environments through which services are offered, the College will continue to evaluate new methodologies and technologies to expand and improve instructional support services.

College 2011 Update: The library and Learning Skills Center continue to improve their support services to students, regardless of location and continue to assess the effectiveness of their programs. As described in its 2010 program review report, the library, for example, has increased its electronic database resources (that are available to students at campus and off-campus locations) and increased the frequency of information competency workshops.[29] The Learning Skills Center, likewise, improved learning support services by expanding tutoring services, offering students more online resources, implementing online assessment at the Needles Center and conducting periodic validation studies of assessment tests with the assistance of faculty. [30]

<div align="center">**Action Plan: Standard II.C.1**</div>

The College will continue providing academic support to students and continue evaluating and improving these services in step with changing conditions and student learning needs.

College 2011 Update: See update to Standard II.C above.

<div align="center">**Action Plan: Standard II.C.1.a**</div>

The College, through the library and Learning Skills Center, will continue its current practices in maintaining ongoing contact with faculty and other learning support professionals in the acquisition and use of educational support materials and equipment.

College 2011 Update: Both the librarian and the Learning Skills Center coordinator are very active on many College committees and organizations and frequently participate as presenters for Flex

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[28] Student Services Program Review, 2010
[29] Library Program Review, 2010
[30] Learning Skills Center Program Review, 2010

Day programs. They both stay current with new developments in learning support materials and resources and share their findings with faculty regularly.

Action Plan: Standard II.C.1.b

The College, through its library and Learning Skills Center, will continue to provide ongoing instruction to students and others in information competency.

College 2011 Update: While both the library and Learning Skill Center provide students with tutoring and workshops utilizing current technologies, the library regularly conducts workshops for students on information competency in cooperation with teaching faculty. Such workshops are conducted by the College librarian, who administers a pre- and post-test to evaluate the progress in student learning. The workshops were initiated several years ago and the librarian continues to expand and perfect her presentations through systematic assessment of learning. The Learning Skills Center offers time management, test taking skills and "how to get the most out of your textbook" seminars each semester. The LSC Coordinator meets individually with students each semester to assess the requirements for specific courses and to demonstrate research techniques appropriate for individual course needs at the appropriate level for the student.

Action Plan: Standard II.C.1.c

The College understands the importance of ensuring that support of instructional services is available to all students regardless of their location, or the means by which such services are delivered. The College will continue to evaluate the needs of all students and will continue to improve the quality and extent of learning support.

College 2011 Update: The College implemented online assessment testing specifically for the Needles Center and other off-campus locations. The library makes extensive use of online research databases, available to enrolled students at any location.

Action Plan: Standard II.C.1.d

The library and Learning Skills Center will continue their current practices in maintaining and securing instructional materials and equipment under their control.

College 2011 Update: There has been no change in the methods for maintaining and securing the instructional materials and equipment under their control of the library and Learning Skills Center.

Action Plan: Standard II.C.1.e

The College's library and Learning Skills Center will continue its practice of documenting, maintaining and periodically reviewing all contractual agreements.

College 2011 Update: The library and Learning Skills Center practices of documenting, maintaining and periodically reviewing contractual documents have remain unchanged. All College contracts and agreements, including those involving the library and Learning Skills Center, with

external vendors and suppliers are documented and processed by the College's office of Administrative Services, using purchase orders.

Action Plan: Standard II.C.2

The Librarian and Learning Skills Center Coordinator will continue current practices in evaluating the effectiveness of their learning support services, will continue to measure and evaluate student learning outcomes, and will use the results of such evaluations to continuously improve services.

College 2011 Update: As evidenced in 2010 program review reports for both the library and the Learning Skills Center, both directors actively track and evaluate student learning outcomes in their respective department.[31] The librarian, for example, evaluates learning outcomes based on the results of periodic workshops on library usage and information competency. The Learning Skills Center coordinator, similarly, tracks student use of tutoring services, assessment results, assessment validation, and other measures to evaluate learning and improve services.

Action Plan: Standard III.A Human Resources

The College will continue on its present course in human resources management.

College 2011 Update: In response to Team Recommendations 2.1 and 2.1, addressed earlier in this report, the Human Resources Manager prepares annual reports on the utilization professional development funds by faculty and staff, and on changing in staffing levels for faculty, staff and administrators, including part-time employees. The report is presented to the College Council/Strategic Planning Steering Committee for review and comment and the results are incorporated into the planning and updates of the College's Strategic Plan.

Action Plan: Standard III.A.1

The College will continue with its current practice of recruiting and selecting only the most qualified applicants among those applicants that meet or exceed the stated minimum qualifications for the position.

College 2011 Update: The College has established policies and procedures for developing and revising job descriptions, and for recruiting, screening, interviewing and selecting only the most qualified candidates. The Human Resources department oversees the process and provides advice, when needed, to faculty, staff and administrators involved in such matters as interview questions, composition of interview panels, evaluation of applicants' background and placement on the salary schedule, among others.

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[31] Learning Skills Center Program Review, 2010

Action Plan: Standard III.A.1.a

The College will continue it current practices in recruitment and selection of qualified candidates.

College 2011 Update: See update to Standard III.A.1, above.

Action Plan: Standard III.A.1.b

The College will continue in its current practice in employee evaluations.

College 2011 Update: The College's evaluation process is administered by the Human Resources Manager in cooperation with the each of the Vice Presidents and department managers. The College has been consistent in evaluating all personnel at regular intervals in accordance with terms spelled out in the two employee contracts—CTA and CSEA. The agreements call for periodic performance evaluations of both full- and part-time employees, conducted by employee peers and direct supervisors.

Action Plan: Standard III.A.1.c

The College will continue the present systems of formal evaluations and program review, and will continue to make progress in evaluating student learning at the course, program/certificate and degree levels in accordance with timelines established by the faculty and College.

College 2011 Update: As noted in the response to Commission Recommendation 2, the College's program review process requires evidence of both instructional and non-instructional departments and divisions of participation in and support of student learning outcomes. Faculty members, staff, and administrators in their program review reports must disclose what they are doing to identify, assess and support student learning.

The Student Learning Outcomes Committee is currently developing institutional learning outcomes for presentation to the faculty at the April 2011 Flex Day.

Negotiations are currently underway for the inclusion of student learning outcome assessment in faculty evaluations.

Action Plan: Standard III.A.1.d

The College will complete work on the institutional code of ethics, obtain approval by the Board of Trustees, and implement the code.

College 2011 Update: The College completed work on the "Institutional Code of Ethics," which was approved by the Board of Trustees, October 28, 2008.[32]

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[32] Board Policies and Administrative Procedures 3050

<div align="center">**Action Plan: Standard III.A.2**</div>

The College will continue its current practices in assessing staffing needs, while developing policies that help govern assessment on a regular basis.

College 2011 Update: The current practice in reviewing and assessing staffing needs is a consultative process that involves all key constituents of the College. The process originates in the divisions and departments of the College, and frequently results in a recommendation in a program review report. All recommendations are examined by the Program Review Committee; those involving staff increases are evaluated by the Program Review Committee and Budget Committee. The recommendations for staffing changes are ultimately reviewed and approved by the College Council/Strategic Planning Steering Committee and the Board of Trustees, with the endorsement of the Superintendent/President.

<div align="center">**Action Plan: Standard III.A.3**</div>

The College will continue its current practices in administering human resources policies equitably and consistently and in making such policies available to employees.

College 2011 Update: The College's Employee Handbook and Policies and Procedures is published on the College website, making this information available to employees. Increasing the dissemination of human resources policies was a goal of the Human Resources department in its previous program review report, five years earlier, and this goal has been met.

<div align="center">**Action Plan: Standard III.A.3.a**</div>

The College will complete its review and update of all College policies, including policies governing human resources administration by the end of the current academic year.

College 2011 Update: The review and updating of College policies, including human resources administration, was managed by the College Council/Strategic Planning Steering Committee in cooperation with the relevant departments and divisions and with the assistance of an internal consultant employed by the College. The updates were completed in 2009, and they were, in turn, approved by the Board of Trustees and posted on the College website. The consultant has attended training and workshops on policies with the Community College League of California, and is prepared to recommend further updates when the need arises.

<div align="center">**Action Plan: Standard III.A.3.b**</div>

The College will continue its current practices in maintaining the security and confidentiality of employee personnel and other information.

College 2011 Update: The College continues its practices in maintaining the security and confidentiality of personnel and other information. Such information is maintained in a secure file under the control of the Human Resources Manager, Vice-President of Administrative Services and the Superintendent/President.

Action Plan: Standard III.A.4

The College will continue its current practices in demonstrating through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

College 2011 Update: The College has a "Commitment to Diversity" policy in place, approved by the Board of Trustees.[33] See also the update to Standard III.A.4.a, following.

Action Plan: Standard III.A.4.a

The College will continue in its present course in supporting and maintaining programs, practices, and services that support its diverse personnel.

College 2011 Update: The College has an ongoing commitment to supporting diversity evidenced in its various annual programs (Cinco de Mayo, Black History Month), in its development of an EEO Plan and in its hiring policies and practices, which are supervised by the College's Human Resources Manager. The College library has contributed to greater awareness and understanding of cultural diversity by creating informative displays on various subjects, such as for example, a recent display on Islamic culture.

Action Plan: Standard III.A.4.b

The College will continue to assess regularly its record in employment equity and diversity consistent with its mission.

College 2011 Update: The College continues to regularly assess its record in employment equity and diversity in a manner outlined in the 2008 Self-Study, namely, by reviewing applicant pools prior to interviewing, selecting screening panels representative of College constituencies, and periodically reviewing hiring trends in the hiring of personnel from under-represented groups.

Action Plan: Standard III.A.4.c

The College will continue its commitment to the fair treatment of all employees and students.

College 2011 Update: The College continues it commitment to fair treatment to all employees and students; it has clearly written and published policies on discrimination, harassment and right to privacy, with descriptions of the process for registering and resolving complaints.

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[33] Board Policies and Administrative Procedures 7100, approved April 29, 2009.

Action Plan: Standard III.A.5

The College will continue its current practices in providing professional development opportunities to its employees.

College 2011 Update: The Human Resources Manager prepared and delivered a report on the practices of the professional development programs to the College Council/Strategic Planning Steering Committee on February 1, 2011. Upon hearing the report, the Committee agreed to examine the professional development process more closely to ensure full and fair utilization of the available funds. The Human Resources Manager is responsible for reporting back comments and recommendations to the appropriate committees and departments.

Action Plan: Standard III.A.5.a

The College will continue with its current practices in professional development planning.

College 2011 Update: See the College response to Team Recommendation 2-1 and the update to Standard III.A.5, above.

Action Plan: Standard III.A.5.b

The College will continue its practices in evaluating the effectiveness of its professional development programs.

College 2011 Update: The Human Resources Manager prepared and delivered to the College Council/Strategic Planning Steering Committee on February 1, 2011, a 2-year report on the College's professional development programs.[34] The report was commented on by the Council members, and the Human Resources Manager was asked to continue preparing annual reports in this area. The Human Resources Manager is responsible for reporting back comments and recommendations to the appropriate departments and groups.

Action Plan: Standard III.A.6

The College will continue its current practices in integrating human resources planning with overall College planning for the effective utilization of its personnel.

College 2011 Update: Human resources planning is an ongoing part of the agenda for the College Council/Strategic Planning Steering Committee, the College's key planning body. Human resources planning is incorporated into the goals and Vision statement of the Strategic Plan. Human resources planning is also part of all instructional and non-instructional program review templates; and program review reports are reviewed by the College Council/Strategic Planning Committee.

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[34] Professional Development Programs, 2008-09 and 2009-10, report by the Human Resources Manager

<div align="center">**Action Plan: Standard III.B**</div>

The College will continue its current practices in the areas of maintaining existing buildings, grounds, and equipment, encouraging personnel recommendations on safety and maintenance issues, constructing new facilities and planning academic programs and support services for the new facilities.

College 2011 Update: Facilities and Operations department is responsible for maintaining existing buildings and grounds and equipment, making recommendations on safety and maintenance to personnel, constructing new facilities and planning support services for new facilities. The department Director regularly reports buildings and grounds issues at Administrative Council meetings. The meetings provide a venue for discussions with other campus managers and administrators. The department completed a program review report in 2011, enabling broad campus discussion of the College's physical resources.

<div align="center">**Action Plan: Standard III.B.1**</div>

The College will continue its current practices in providing facilities that support the quality and integrity of its instructional programs and support services.

College 2011 Update: The Facilities and Operations department continues to do an effective job in maintaining a clean, safe and well-maintained campus environment that supports instructional programs and support services and is conducive to student learning.

<div align="center">**Action Plan: Standard III.B.1.a**</div>

The College will continue its current policies and practices dealing with maintenance, upgrades, and repair of its existing facilities.

College 2011 Update: The Facilities and Operations department has continued it policies and practices in dealing with maintenance, upgrades and repair of existing facilities, as well as its handling of set-ups and take-downs at College functions. In its 2011 program review report, the Facilities and Operations department enumerates a significant number of accomplishments together with plans for further improvements. The department director sees the need for additional staffing, training and equipment to handle the demands of the campus as it continues to grow.

<div align="center">**Action Plan: Standard III.B.1.b**</div>

The College will continue in its current practices of assuring access, safety, security and a healthful learning and working environment at all its locations.

College 2011 Update: The College, through the Facilities and Operations department continue to assure access, safety, security and a healthful learning and working environment a all its locations through regular inspections by staff, acting on reports and recommendations from building occupants, and through discussions with members of the Facilities Committee, Security Task Force and other campus committee.

Action Plan: Standard III.B.2

The College will continue with its current processes in planning for and evaluating facilities use, continuously seeking ways to improve those processes.

College 2011 Update: The College has a highly capable maintenance and facilities staff that is responsive to the recommendations of College personnel in terms of facilities maintenance and upgrades and is continuously seeking ways to improve upon the effectiveness and efficiency of its services.

Action Plan: Standard III.B.2.a

The College will continue with its current practices in planning and projecting the full cost of ownership of new facilities, including not only maintenance and operational costs but program delivery costs as well. To do an effective job in those cost projections, the College is integrating construction planning with instructional program and support planning. Such integrated planning is evident in the discussions and actions of the College Council/Strategic Planning Steering Committee, Budget Committee and Administrative Council.

College 2011 Update: There has been no change in the College's commitment to this standard, or in its practices. The organizations and committees for planning and evaluating the use of new facilities are in place and effective. These include the College Council/Strategic Planning Steering Committee, Budget Committee and Administrative Council.

Action Plan: Standard III.B.2.b

The College will continue on its present course in integrating physical resource planning with other College planning, emphasizing expanding and emerging instructional and support needs in relation to the new facilities now under construction, and buildings projected to be constructed.

College 2011 Update: The Facilities and Operations department is making preparations for the opening of the Fine and Performing Arts Center, the newest addition to the College's campus. The Facilities and Operations department is evaluating future staffing needs to adequately maintain the facility, as evidenced in the department's 2011 program review report.[35]

Action Plan: Standard III.C

The College will continue to maintain, through its IT department, current levels of technology support and training while implementing Datatel. Following basic implementation, the IT department will focus on training of College personnel—faculty, staff and administration—in using the new system, and on additional technology needs.

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[35] Facilities and Operations Program Review Report, 2011

College 2011 Update: The Information Technology department continues to provide valuable technical support and training to faculty and staff in the area of instructional technology while assisting in the implementation of the Datatel system. To date, Datatel online registration and the Sakai course management system are completed and operating. Meanwhile, other components of Datatel implementation are still in progress.

Action Plan: Standard III.C.1

The IT department will continue to provide sufficient levels of technology support for teaching, learning, communications, research and operations while working with key College personnel and with the Datatel project manager in implementing the new system. Full implementation of Datatel is expected to take two years.

College 2011 Update: The IT department, particularly through its Help Desk personnel, provides ongoing support of student learning at multiple physical locations as well as online. The implementation of the Datatel Colleague system was expected to take two years, and this has been accomplished. However, some integration of other systems, analytics and reporting and projects remain ongoing. In some cases this was expected; others are just taking longer due to lack of staffing increases as well as extremely ambitious goals of implementing all these components in such short time frame.

Action Plan: Standard III.C.1.a

The IT department will maintain the services currently provided in the communications systems (telephone, voice mail, email, web site and internet). The College, through the IT department, will implement the conversion to Datatel starting with student records, financial aid, state reporting, and online services for students. The department will request an additional IT staff member whose principal function will be to support Datatel. The current arrangement with the Riverside County Superintendent of Schools is expected to continue after Datatel is fully in operation although the College will continue to explore options on the potential for data sharing between Datatel and the Riverside County Superintendent of Schools.

The IT department will implement a systematic process for evaluating equipment use and for scheduling replacements and upgrades.

College 2011 Update: The IT department continues to provide effective support for communications systems such as telephone, voice mail, email, web site and internet. Conversion to Datatel has included student online registration and the Sakai course management system (i.e., the Bridge), enabling faculty to communicate online with students enrolled in both face-to-face and distance learning courses. However, some Datatel functions, such as document imaging and course scheduling, are still in progress. The College's financial system, including payroll and financial reporting, is still handled by the Office of the Riverside County Superintendent of Schools and is expected to remain this way for some time. While the IT department is effective in replacing aging equipment as needed, the department intends to develop a model plan for funding systematic replacements and upgrades, an important goal in light of dwindling financial resources.

Because no additional personnel have been hired, the department is working to develop a technology staffing plan to address technology support needs cross-departmentally. The department is now in the data-gathering and interviewing stages and is evaluating the potential for support funding from the Title III grant.

Action Plan: Standard III.C.1.b

The College will proceed with campus-wide training in the Datatel system while maintaining other training services, programs and opportunities, such as the help-desk, Flex days and faculty-staff meetings, classroom instruction and priorities of the various staff development programs.

College 2011 Update: See the updates to Standards III.C 1, III.C.1.a, and III.C.1b, above.

Action Plan: Standard III.C.1.c

The IT department will develop a plan for the systematic addition and replacement of technology equipment.

College 2011 Update: According to the IT department's 2011 program review report, "a model for funding the replacement of staff, faculty and classroom equipment on an ongoing basis in order to ensure adequate modern information technology resources are available for accomplishing district objectives."[36]

Action Plan: Standard III.C.1.d

The IT department will continue its current services to the College; moreover, it will increase its involvement with the Technology Committee. The Technology Committee will assist the IT department in planning and implementing the effective distribution and utilization of technology resources for the College.

College 2011 Update: The College Council/Strategic Planning Steering Committee, in cooperation with the Academic Senate, revamped the Technology Committee and created the Instructional Technologies Committee, which consists of faculty members, IT department representatives, and Title III representatives. The purpose of the Instructional Technologies Committee is to facilitate communication between faculty members and technical support personnel in addressing student learning needs that can be addressed with instructional technologies.

Action Plan: Standard III.C.2

The IT department will proceed with the Datatel training and implementation plan, continue its participation in College committees, and increase its involvement in the Technology Committee as part of the department's integrated planning efforts.

College 2011 Update: The re-organization of the Technology Committee into the Instructional Technologies Committee is expected to assist in integrating the planning efforts of the IT

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[36] Information Technology Program Review Report, 2011

department with evolving instructional needs among faculty. The participation of the IT Director on the Administrative Council, likewise, helps integrate the department's planning and goals with the College's.

Action Plan: Standard III.D

The College will continue with its current budgetary practices, with emphasis on ongoing review and self-evaluation in order to continuously improve.

College 2011 Update: The budget and financial management process is under the control of the Office of Administrative Services, headed by the Vice President of Administrative Services. The Office has changed some procedures in the budgeting process during the past few years to improve its effectiveness.

As noted in the response to Team Recommendation 2-3 earlier in this report, the Budget Committee, administered a survey of College personnel responsible for budget preparation for their departments and divisions; as a result, the Budget Committee implemented these improvements: 1) early notification of all departments as to the dates their budgets would be reviewed; 2) invitation to budget preparers to appear in person; 3) revision of budget forms for clarity and succinctness; and 4) allowing ample time for review of all budgets, with extra meetings if needed.

The Office of Administrative Services participated in the program review process every five years. The Office is conducting a program review during the current semester, Spring 2011. The program review provides for wide-ranging review of budgetary practices by various committees, including the Program Review Committee and College Council/Strategic Planning Steering Committee.

Action Plan: Standard III.D.1

The office of Administrative Services will continue in its reliance on the College's mission as the foundation for financial planning.

College 2011 Update: The Office of Administrative Services, through its fiscal services department, supports the mission of the College by ensuring the College remains financially stable, compliant with all state and federal laws; issues timely and accurate financial reports, internally and externally; and supports learning and instructional practices through timely purchasing procedures.

Action Plan: Standard III.D.1.a

The College will continue its current practices in integrating financial planning with other College plans.

College 2011 Update: By way of integrating financial planning with other College plans, the Budget Committee requires that all proposals for new equipment and additional personnel cite the specific Strategic Plan objective relevant to the budget request.

Additionally, the Office of Administrative Services prepares a program review report describing its goals and accomplishments every five years; the report is reviewed by a the Program Review

Committee, Budget Committee and College Council/Strategic Planning Steering Committee, ensuring campus-wide commentary on the Office's policies and practices.[37]

Action Plan: Standard III.D.1.b

The office of Administrative Services will continue its current practices in ensuring that College plans are informed by realistic assessments of College financial resources and expenditures.

College 2011 Update: All proposals and College plans are reviewed by the College Council/Strategic Planning Steering Committee, of which the Vice President of Administrative Services is a member. This ensures that proposals and plans receive an realistic assessment from the standpoint of College financial resources.

Action Plan: Standard III.D.1.c

The College will continue its practice in making provisions for long-term obligations in its financial planning.

College 2011 Update: The College's Office Administrative Services and Fiscal Services department is careful to set aside funds to anticipate future expenditures. In recent years, these planned-for expenditures included: retirement incentives offered in 2002; actuarial studies of retiree health liabilities; civil litigation; chiller plant replacement; certificates of participation to ensure timely payment of building projects currently underway; and tax revenue anticipation notes in anticipation of delays and interruptions of state apportionment payments to the College.

The Office continues its practice of making provisions in its financial planning for long-term financial obligations.

Action Plan: Standard III.D.1.d

The College will continue its current practices of the budget preparation process. It will examine the budget proposal forms and, once the Datatel system is in place and operating, revise them to permit comparison with the previous years budgeted-and-actual expenditures. The office of Administrative Services will continue to make available the College budget, tentative and adopted versions, available for general review at the College library.

College 2011 Update: The College's conversion to Datatel is still in progress: the financial system has not yet been converted over, although the Budget Committee has made several improvements in the way division and department budgets are reviewed and approved (see the response to Team Recommendation 2-3, earlier in this report), and the Office of Administrative Services continues to make available monthly ledgers in paper copy to all division chairs and department heads.

Action Plan: Standard III.D.2

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[37] Administrative Services Program Review Report, 2011

The mechanisms currently in place are sufficient to ensure the integrity of the College and the responsible use of its financial resources.

College 2011 Update: See the response to Team Recommendation 2-3, earlier in this report.

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Action Plan: Standard III.D.2.a

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The College will continue its current practices in allocating resources to learning programs and services in accordance with standards established by the Education Code and other state mandates.

College 2011 Update: Reports of independent auditors verify consistently the College is allocating appropriate financial resources to support student learning programs and services in accordance with the Education Code and other applicable laws and regulations.[38]

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Action Plan: Standard III.D.2.b

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The College will continue its current practice of providing timely and appropriate financial information to College personnel. Once Datatel is operating, the College is expected to provide, at a minimum, the same kind of information it currently provides, using online portal technology.

College 2011 Update: The Datatel system implementation has not yet reached the area of financial management. In the meantime, the College has continued its practice of providing timely and appropriate financial information to College personnel.

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Action Plan: Standard III.D.2.c

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The College will continue its current practices in maintaining stable cash flow, adequate insurance coverage, and adequate preparation for unforeseen occurrences.

College 2011 Update: The College continues its current practices in this area: reserves in excess of required minimums; adequate liability coverage; and ready availability of cash reserves on hand at the Riverside County Treasurer's office.

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Action Plan: Standard III.D.2.d

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The College will continue its current practices in providing continuous, responsible oversight of the various grant, externally-funded, auxiliary and fund-raising programs and services described in the standard.

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[38] Independent Audit Reports 2008, 2009, and 2010

College 2011 Update: The College remains thorough in its oversight of the operations and finances of all College organizations and functions, including financial aid, grants, EOPS/CalWORKS, contracts, Palo Verde College Foundation, Associated Student Government, Bookstore and Child Development Center. These programs are all managed day-to-day by a program manager or supervisor, who receives monthly budget reports. Each of these organizations produces a program review report every five years and is reviewed annually by independent auditor.

Action Plan: Standard III.D.2.e

The College will continue its current practice of providing oversight of the use of financial resources to help ensure that such resources are used effectively and with integrity.

College 2011 Update: The College continues its current practices in this area. See also the update to Standard III.D. 2.e, above.

Action Plan: Standard III.D.2.f

The College will continue its practice in incorporating in its contracts and agreements appropriate provisions designed to uphold its mission and goals and to maintain its integrity.

College 2011 Update: The College continues its current practices in this area. See also the update to Standard III.D.2.e, earlier in this report.

Action Plan: Standard III.D.2.*g*

The College will continue to review its financial management practices through various means, including program review, independent audit and the recommendations of other College personnel expressed in the context of campus committees and organizations.

College 2011 Update: See the response to Team Recommendation 2-4, earlier in this report.

Action Plan: Standard IV.A

The College will continuously improve ethical and effective leadership throughout the organization. The Board of Trustees, Superintendent/President and administrators are encouraged to formulate their annual goals with broad collegial participation.

College 2011 Update: The College revised the Board policy and administrative procedure governing evaluations of administrators and managers by imposing specific deadlines for the completion of evaluations, this to ensure their timely completion.[39] The evaluations are conducted annually and are prepared by the administrator's immediate supervisor and, additionally, in the case of the Vice President of Instructional Services, by a randomly selected group of seven to ten faculty members. Administrators are encouraged to formulate goals and objectives for the upcoming year

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[39] Board Policies and Administrative Procedures 7262

as part of their evaluations. The Superintendent/President is evaluated annually by the Board of Trustees.[40]

Two policies governing ethical behavior have been approved by the Board of Trustees during the past several years. One governs the ethical behavior of Board members themselves; the other is an institutional code of ethics, approved in October 2008.[41]

Action Plan: Standard IV.A.1

College leadership—including administrators, faculty, staff and students—will continue efforts to encourage collegial participation of all constituencies in College decisions.

College 2011 Update: Collegial participation of all constituencies continues to be among College's strongest attributes, with campus-wide commentary and suggestions invited on virtually all major College decisions or initiatives. The central organization charged with key decision-making is the College Council/Strategic Planning Steering Committee, consisting of representatives of all constituent groups.

Action Plan: Standard IV.A.2

The College will continue its implementation of written policies on collegial governance and principles.

College 2011 Update: The College has completed updates on all Board policies and administrative procedures, including "Collegial Governance: Participation in Local Decision Making."[42]

Action Plan: Standard IV.A.2.a

The College will continue to support clearly defined roles of faculty, administrators, staff and students in participative governance.

College 2011 Update: The roles of faculty, staff and students in participative governance are clearly delineated in Board policies.[43]

Action Plan: Standard IV.A.2.b

The College will continue its current practice in relying on faculty and faculty organizations for recommendations on student learning programs and services.

College 2011 Update: The College, including administrators, staff and Board of Trustees has consistently recognized the faculty and the Academic Senate as having central roles in establishing quality learning programs and services and improving instructional courses and programs

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[40] Board Policies and Administrative Procedures 2435
[41] Board Policies and Administrative Procedures 2715 and 3050
[42] Board Policies and Administrative Procedures 2510
[43] Board Policies and Administrative Procedures 2510 and 3105

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Action Plan: Standard IV.A.3

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The College will continue its support of established governance structures, processes, and practices that enable the governing board, administrators, faculty, staff, and students to work together for the good of the College.

College 2011 Update: The College has demonstrated ongoing support of its various organizations, committees, processes and practices, and continuously evaluates their effectiveness to ensure they work together for the good of the College. Changes in certain committees (e.g., Instructional Technologies Committee) and procedures (e.g., integration of program review with budgeting and planning) in recent years testify to the College's commitment to make changes in order to improve.

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Action Plan: Standard IV.A.4

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The College will continue its practice of complying with accreditation procedures, standards, policies and guidelines established by external accrediting agencies.

College 2011 Update: The College faculty, administrators, staff and Board of Trustees have demonstrated consistent support and willingness to comply with accreditation procedures, standards and guidelines as evidenced by the College's history on these matters.

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Action Plan: Standard IV.A.5

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The College will continue its current practices in reviewing and evaluating leadership and governance processes, and where necessary, implementing improvements.

College 2011 Update: Since the 2008 revisions in administrators' evaluation process to improve the timeliness of their completion, the College has been consistent in evaluating the leadership effectiveness of its administrators and managers. The College has been consistent in ensuring that governance processes are inclusive of all constituents.

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Action Plan: Standard IV.B

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The College achieves this standard and will continue its current practices in recognizing the authorities and designated responsibilities of the Board of Trustees.

College 2011 Update: The Board of Trustees continues well-established practices in recognizing its authorities and designated responsibilities, which include setting and periodically reviewing the policies governing the College, and selecting, appointing and evaluating the Superintendent/President, as defined in Board policy.[44]

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[44] Board Policies and Administrative Procedures 2429-PVC, 2431, 2435

Action Plan: Standard IV.B.1

The College meets this standard and will continue its current practices in recognizing the role and responsibilities of the Board of Trustees in the areas addressed in the standard.

College 2011 Update: The Board of Trustees continues its current practices in recognizing its role and responsibilities in ensuring the quality, integrity, and effectiveness of the College's student learning programs and services, the College's financial stability, and the selection and evaluation of the Superintendent/President, as defined in Board policy.[45]

Action Plan: Standard IV.B.1.a

The College meets this standard and will continue its current practices in supporting the responsibilities and actions of the Board of Trustees in the areas addressed in the standard.

College 2011 Update: The Board of Trustees continues its practices in exercising its responsibilities in acting as an independent body free of influence or financial interest, reflecting the public interest, acting as a whole once an action is decided, and defending the College and protecting it from undue influence or pressure, as defined by Board policy.[46]

Action Plan: Standard IV.B.1.b

The College meets this standard and will continue its current practices in supporting the Board of Trustees' policy-making and resource-allocation roles vis-à-vis student learning programs.

College 2011 Update: The Board of Trustees continues its practice in exercising responsibilities in policy-making and resource allocation for student learning programs, as defined in Board policy.[47]

Action Plan: Standard IV.B.1.c

The College meets this standard and will continue its current practices in supporting the Board of Trustees' responsibility for educational quality, legal matters, and financial integrity.

College 2011 Update: The Board of Trustees continues its practice in exercising responsibilities in educational quality, legal matters and financial integrity, as defined in Board policy.[48]

Action Plan: Standard IV.B.1.d

The College meets this standard and will continue its current practices in publishing Board bylaws and other policies.

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[45] Board Policies and Administrative Procedures 2429-PVC and 2510
[46] Board Policies and Administrative Procedures 2710 and 2715
[47] Board Policies and Administrative Procedures 2429-PVC and 2510
[48] Board Policies and Administrative Procedures 2429-PVC, 2510, and 2612-PVC

College 2011 Update: Board of Trustees' Policies and Administrative Procedures are published on the College website, www.paloverde.edu.

Action Plan: Standard IV.B.1.e

The College will complete the current revision of College policies, and then implement a process to continually update them.

College 2011 Update: The review and updating of College policies was completed in 2009 with the assistance of an internal consultant employed by the College.   They were, in turn, approved by the Board of Trustees and posted on the College website. The consultant has attended training and workshops on policies with the Community College League of California, and is prepared to recommend further updates as the need arises.

Action Plan: Standard IV.B.1.f

The Board of Trustees has effective programs of new-member orientation and professional development and will maintain these practices.

College 2011 Update: The Board of Trustees continues its practice in exercising responsibilities in new Board member orientation and ongoing training for all members and for continuity of Board membership through staggered terms of office and procedures for filling unexpected vacancies, as defined in Board policy.[49]

Action Plan: Standard IV.B.1.g

The Board of Trustees will continue its annual practice of self-evaluation as part of the overall process of improving performance.

College 2011 Update: The Board of Trustees continues its annual practice of self-evaluation as part of the overall process of improving performance, as defined by Board policy.[50]

Action Plan: Standard IV.B.1.h

The College will continue its practices in the area of ethics as they apply to the members of the Board of Trustees and to the College community.

College 2011 Update: The Board of Trustees has a code of ethics for the Board members themselves with a clearly defined policy for dealing with behavior that violates its code, a conflict of interest statement governing Board members, and an institutional code of ethics applying to the College as a whole, as defined in Board policy.[51]

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[49] Board Policies and Administrative Procedures 2100, 2110, and 2740
[50] Board Policies and Administrative Procedures 2745 and 2429
[51] Board Policies and Administrative Procedures 2710, 2715, and 3050

<div align="center">**Action Plan: Standard IV.B.1.i**</div>

The College will continue its current practices in keeping the Board of Trustees informed of and involved in accreditation processes.

College 2011 Update: The Board of Trustees is kept fully informed—by the Superintendent/President, Accreditation Liaison Officer, and others—of accreditation issues and processes as they apply to the College.

<div align="center">**Action Plan: Standard IV.B.1.j**</div>

The College will continue its current practices in supporting the Board of Trustees in their authority to select and evaluate the Superintendent/President, to delegate certain powers and duties to the Superintendent/President and to hold him accountable for the administration of those powers and duties.

College 2011 Update: The Board of Trustees continues its practice in exercising responsibilities in selecting and evaluating the Superintendent/President, to delegate certain powers and duties to the Superintendent/President and to hold him accountable for the administration of those powers and duties, as defined by Board policy.[52]

<div align="center">**Action Plan: Standard IV.B.2**</div>

The College will continue its current practices in supporting the Superintendent/President as the key leader of the College, whose responsibilities include upholding the College mission, administering policies on behalf of the Board of Trustee, and ensuring the quality of the College and its programs and services.

College 2011 Update: The Superintendent/President is the key leader of the College, whose responsibilities include upholding the College mission, administering policies on behalf of the Board of Trustees, and ensuring the quality of the College and its programs and services.

<div align="center">**Action Plan: Standard IV.B.2.a**</div>

The Superintendent/President has assembled an effective management team and delegates to the team members appropriately in a manner that meets this standard.

College 2011 Update: The Superintendent/President maintains a team of vice presidents who know their jobs and who understand the duties and responsibilities with which the Superintendent/President has charged them. The Superintendent/President is an effective delegator: he invests the three vice presidents with sufficient authority and resources to administer College programs and services effectively.

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[52] Board Policies and Administrative Procedures 2430, 2431, and 2435

Action Plan: Standard IV.B.2.b

The Superintendent/President, by virtue of his active support of collegial governance, research, integrating educational planning with resource planning, and ongoing evaluation as the basis for making improvements, enables the College to achieve this standard. Beyond the requirements of the standard, moreover, the Superintendent/President will consider formulating his annual goals in the context of broad-based, collegial participation by the College's constituents.

College 2011 Update: The Superintendent/President continues actively to support collegial governance, research, integrating educational planning with resource planning, and ongoing evaluation as the basis for making improvements, thereby enabling the College to continue to attain this standard.

Action Plan: Standard IV.B.2.c

The College, through the Superintendent/President, follows practices that assure the implementation of policies and regulations required of the College by the Board of Trustees and by statewide policies and regulations. His practices ensure that the College meets this standard.

College 2011 Update: Through his continuing affiliation with statewide organizations and agencies, the Superintendent/President stays current on policies and regulations affecting the College and keeps the College and the Board of Trustees informed of such policies and regulations and ensures that they are fully implemented.

Action Plan: Standard IV.B.2.d

The Superintendent/President's effective control of the budget and expenditures enables the College to meet this standard.

College 2011 Update: The Superintendent/President continues to effectively control the budget of the College, enabling the College to continue to achieve this standard. He confers regularly with the Vice-President of Administrative Services on budget matters, including the Tax Revenue Anticipation Note and Certificate of Participation agreements, and reviews monthly cash flow and other reports. He represents the College in contract negotiations and is responsible for all contract items that have potential financial impact on the College. He reviews the auditor's annual report and ensures that the College implements the auditor's recommendations.

Action Plan: Standard IV.B.2.e

The Superintendent/President will continue his work in the communities of Blythe and Needles—including having other administrators represent him, especially in Needles—and will consider developing one or more personalized publications for the College and its communities.

College 2011 Update: The Superintendent/President continues to be active in the Blythe community as service club member and as a board member of the chamber of commerce. Because of the distance between the main campus in Blythe and the Needles Center, it is not feasible for him to participate regularly in Needles' community events, although he has been a guest speaker at the chamber of commerce and service club meetings in recent years. The Superintendent/President and Board of Trustees, moreover, hold board meetings in Needles several times throughout the year, in addition to their meetings in Blythe. The Superintendent/President continues his work in the communities the Colleges serves, and on those occasions when he himself is unable to be present, delegates to other administrators, such as the Director of the Needles Center, to represent him.

Standards IV.B.3a through IV.B.3.g deal with multi-college districts and do not pertain to Palo Verde College, which consists of one college in Blythe and a center in Needles.

UPDATE ON SUBSTANTIVE CHANGE PROPOSAL PLANNED

The College is currently making plans for a substantive change proposal in the area of distance learning, which in the case of Palo Verde College consists of correspondence, online, interactive television, and hybrid modes of course delivery. While having not yet filed a formal proposal, the College is preparing documents, such as a statement of standards for distance learning courses and programs, and a revised template of the course outline of record in support of the proposal. The College expects to submit the formal substantive change proposal to the ACCJC in the next 1-2 years.

DOCUMENTS CITED

(Full texts are available on the CD enclosed with this report)

ACCJC Action Letters, January 31, 2011 and February 3, 2011
Administrative Services Program Review Report, 2011

Baseline Measures for Basic Skills Courses, Fall 2005-Fall 2008
Board Policies and Administrative Procedures

Career Day Survey Instruments, 2009 and 2010
Changes in Staffing, report by HR
College Catalog, 2010-2011
Course Outline Template, revised December 2010
Curriculum Guide

Facilities and Operations Program Review Report, 2011
Follow-Up Accreditation Report, November 17, 2010

Independent Audit Reports, 2008, 2009, 2010
Information Technology Program Review Report, 2011

Learning Skills Center Program Review Report, 2010
Library Program Review Report, 2010

Matriculation Plan, 2010

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Professional Development Programs, report by HR
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Should Palo Verde College Change to a Compressed Academic Calendar?
SLOs: Let's Talk, Presented to Academic Senate, 2010
Strategic Plan
Student Learning Outcomes Committee, agenda, January 25, 2011
Student Services Program Review, 2010