

FOCUSED MIDTERM ACCREDITATION REPORT

PALO VERDE COLLEGE

One College Drive

Blythe, CA 92225

SUBMITTED TO

THE ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES

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FOCUSED MIDTERM ACCREDITATION REPORT PALO VERDE COLLEGE

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STATEMENT ON REPORT PREPARATION

Preparation of the Palo Verde College Focused Midterm Accreditation Report took place over a period of six months, beginning September 2004 when the College's accreditation liaison officer formed the Focused Midterm Accreditation Committee representing key campus constituencies. Members of the Committee, as well as numerous other members of the College community, contributed responses to each recommendation in the Focused Midterm Accreditation Report. The Committee met monthly, reviewing and, where appropriate, revising, those responses. The Committee produced a new report draft after each meeting and posted it on the campus Web site discussion forum. The report was presented and discussed at two faculty staff general meetings in November 2004 and February 2005, reviewed by the Academic Senate in January 2005, and presented for approval to the Board of Trustees February 2005.

Dr. James W. Hottois, Superintendent/President

MEMBERS OF THE MIDTERM ACCREDITATION COMMITTEE

Brian Thieboux, English/Business Professor (Accreditation Liaison Officer)
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EXECUTIVE SUMMARY

The Focused Midterm Accreditation Report is presented in three major parts. Part I addresses a recommendation of the Accreditation Commission for Community and Junior Colleges (“Commission”) and the Evaluation Team Report that the College ensure the use of data in its institutional planning processes. Part II addresses eleven recommendations (ten by the Evaluation Team, one by the Commission) presented in the Evaluation Team Report, March 2002. Part III addresses the seventy-two recommendations presented in the Planning Agendas of the College’s Report of the Institutional Self-Study for Reaffirmation of Accreditation, 2001-02 (“Self-Study Report”).

Part I addresses a single recommendation, namely, that the College “immediately redefine the institutional planning process to ensure the use of comprehensive, reliable, and relevant data for setting strategic priorities...” The College acknowledges its commitment to the use of data for planning and decision-making, citing four key areas in which progress is being made: 1) development of the Technology Master Plan 2004-05 which outlines goals and strategies consistent with the College’s mission, including support for the College’s information needs; 2) hiring of key technical personnel, including an assistant director of information technology and part-time institutional researcher; 3) establishing the goal of comprehensive and reliable data resources, accessible to all, to ensure consistency among College plans; and 4) encouraging special surveys and studies to collect data not otherwise captured by the Jenzabar system, and urging publication of the results of such studies campus-wide. The College’s plans for future action include: continuously reviewing and updating the goals for the institutional researcher and information technology department; continuously re-evaluating collegial governance structures for their effectiveness in promoting dialogue; encouraging independent studies and surveys; and setting a timetable for the implementation of the Jenzabar information management system.

Part II responds to eleven recommendations presented in the Evaluation Team Report, March 2002. In the Progress Report, April 1, 2004, the College had previously addressed three of these recommendations, namely, that the College: intensify its use of data in strategic planning (also addressed in Part I of the present report); implement an effective enrollment management plan; and undertake a comprehensive review of faculty professional qualifications. The remaining eight recommendations describe progress the College has made to: clarify program review structure and process; improve the completeness of the College Catalog; delineate the roles of counselors and paraprofessionals; review learning support services for off-campus sites; ensure legal and fair hiring practices; implement a performance evaluation system for administrators; address staff development needs more effectively; and implement processes allowing for broad input from the all constituent groups and organizations. The responses to each recommendation in Part II (as in Part I) are presented on three levels: Accomplishments to Date; Analysis of Accomplishments; and Plans for Further Action.

Part III responds to seventy-two recommendations originating from members of the College community and incorporated in the Planning Agendas of the Self-Study Report. While the recommendations in this section are too numerous to discuss individually, there are recurring

themes whose examination offers a useful summary of the College's thinking and progress in important accreditation principles:

Institutional research is among the most frequently cited issues in the Self-Study Report, emphasizing the need for a strong research function to provide data-driven grounding for, in particular, program review, grant programs, planning and assessment of student needs and preferences. The College reports that during the past two years, the institutional research function has been plagued by lack of funding and access to data, and staff turnover. With the recent assignment of institutional research responsibilities to the economic development director, however, the College has made progress in stabilizing this function. Recognizing the close connection between technology and institutional research, the College created a new position, assistant director of informational technology, to assist in bridging the gap between the collectors of data and the users of data. (See Part III, Planning Agenda items 12, 13, 17, 19, 21, 22, 28, 35, 36, 50 and 53.)

Strategic planning emerges as a key need for the College, particularly as it must be grounded in research and reliable data, and involves the participation of all key College constituencies. The College developed a Strategic Plan in 2002 and reviewed it twice since—September 2004 and January 2005. During each review the Strategic Plan was updated to address evolving College needs, and each review involved the participation of the entire campus community. (See Part III, Planning Agenda items 1, 2, 3, 17, 25, 57, 62 and 66.)

Shared governance is an important collegial practice in which the College has made much progress. A few examples are: combining the College Council and Strategic Planning Committee to achieve greater efficiency and inclusiveness in decision-making; re-organizing monthly faculty and staff meetings into a “spotlight on” format, permitting various College organizations and units to discuss their functions and responsibilities; conducting campus-wide discussions of the Strategic Plan; and forming academic and vocational divisions to promote effective planning among faculty, and between faculty and administration. The College has also completed the revision of the collegial governance chart, in which all College mission, policies, and committees and work units belong to a flow chart process leading to measurable and observable student outcomes. (See Part III, Planning Agenda items 6, 36, 66, 67, 69, 70 and 71.)

Program review needed to be re-structured to assure that all divisions, departments, and work units performed a self-study at least every six years. With the development of a program review schedule matrix, all College functions will have conducted program review at least once prior to the next accreditation College self-study and team visit in 2008. The College is examining the program review template with the goal of bringing it in line with the requirements of the new accreditation standards. (See Part III, Planning Agenda items 11, 12, 15, 24, 25, 29 and 36.)

Technology has grown to be of tremendous importance for the College in recent years, going beyond the Self-Study Report's emphasis on library technology, records security and the need for a management information system to facilitate program evaluation. Now, particularly with the implementation of the Jenzabar registration and advising modules, technology has a pervasive influence in College business: measuring student learning outcomes, instruction,

program review, institutional research, data collection and application, planning, and shared governance, to name a few. The recent writing and dissemination of the Technology Master Plan 2004-05 reflects the College's commitment to build and sustain an effective technology function, on which the College has become increasingly reliant. (See Part III, Planning Agenda items 16, 40, 49, 52, 53, 54 and 55.)

FOCUSED MIDTERM ACCREDITATION REPORT

PART I

College Report on the recommendation presented in the ACCJC Accreditation Letter to Dr. James Hottois, Superintendent/President, Palo Verde College, June 25, 2004 (See Appendix A):

That the institutional Planning Committee [i.e., College Council/Strategic Planning Committee] [should] immediately redefine the institutional planning process to ensure the use of comprehensive, reliable, and relevant data for setting strategic priorities, for defining the intended outcomes of planning efforts, and for linking other college plans. Planning developments should be shared with the college and community at large.

Accomplishments to Date:

Palo Verde College, through its constituency-based advisory committee, the College Council/Strategic Planning Committee, understands and appreciates the value of comprehensive, reliable and relevant data in planning and decision-making and is committed to creating an environment in which appropriate data is accessible and useable to the College community.

The College understands, furthermore, that the keys to success in achieving this objective are to ensure that: 1) A plan is in place for sustaining system of data and information collection and management; 2) Qualified technical and professional personnel are in place to implement the plan; 3) Data and informational resources are accessible to, and used consistently by, the College community in formulating plans and decision-making; and 4) College personnel are encouraged to design and implement specialized surveys and studies and to publish results and findings for the College community.

Toward these ends the College has taken the following steps:

1. Technology Master Plan: 2004-2005. In January 2005 the Information Technology Department released the Technology Master Plan, outlining goals and strategies consistent with the College's mission and objectives, including support for the College's data and information needs. The Technology Master Plan is attached as Appendix C.

An increasingly important source of College data and information for planning is the Jenzabar system. Acquired by the College in 2001, Jenzabar, consisting of registration, advising, administrative services, and instructional services modules, is partially implemented. To date, the registration module is in operation, and the advising module is in the testing phase.

Although not all of the modules are yet operational, the Jenzabar registration module alone has greatly increased the availability of data for planning and decision-making. The module records enrollment and attendance information for courses offered each semester, providing data that is used to forecast demand and facilitate class planning. The registration module also captures key student demographic information. The module assists College planners in understanding the backgrounds and educational needs of students to effectively develop and structure programs of learning compatible with their backgrounds and needs.

2. Qualified technical and professional personnel. The College created a new position, assistant director of information technology, beginning Fall 2004. Among the responsibilities of the position is maintaining the currency of educational plan information in the Jenzabar advising module, keeping it consistent with changes approved by the Curriculum Committee and other College authorities. Another responsibility of the position is to provide technical support to the institutional research function.

The College assigned institutional research responsibilities to the executive director of economic development beginning Fall 2004. During the past two years, the institutional research function has been plagued by lack of funding and access to data, as well as by turnover in staff. With the recent assignment, the function of institutional research has been stabilized. One of the first projects of the institutional researcher is to implement the Noel-Levitz Institutional Priorities Survey and Student Satisfaction Inventory Spring 2005, the results of which will be published on the College web site.

3. Comprehensive and reliable data resources. The College's objective is to continue to develop and sustain comprehensive and reliable data resources, including most significantly information generated by Jenzabar, to support planning and decision-making among College organizations and units. During the past two years, there is evidence of increasing use of Jenzabar registration and enrollment data in program review reports and other College plans.
4. Encourage special surveys and studies. College committees and organizations are encouraged to conduct surveys and studies on particular issues affecting the College. Here are a few examples:

The College has a long history monitoring the progress of at-risk students, exemplified by the Progress Report system for students enrolled in Extended Opportunity Programs and Services (EOPS). In the fall of 2004, moreover, counselors in the College's Achieving a College Education (ACE) program initiated an early alert project in which faculty members are asked to identify students who are lagging behind in class work and attendance. The purpose of these data collection efforts is to detect and address signs of problems early enough to allow for remediation.

In Spring 2002, the Business division conducted survey of student scheduling and course preference resulting in adjustments in scheduling and course offerings.

In Fall 2004, the Communications and Language Arts division researched division enrollment trends over the past three years of as part of the program review report.

In Fall 2004, the Library conducted a survey of student satisfaction with library services and published the results campus-wide.

The transfer center director regularly administers questionnaires to her advisees as to their transfer objectives and career goals.

Careful examination of enrollment trends has resulted in more effective course planning and scheduling during the past two years. Faculty, working within the academic division structures established in 2003, are reviewing enrollment trends jointly with the Office of Instructional Services and the Office of Student Services, and scheduling course offerings more consistent with evolving enrollment patterns and with needs identified in students' educational plans. The implementation of scheduling time blocks in Fall 2003, additionally, has enabled more courses to be offered at optimum times with fewer conflicts.

Examining distance education trends has led to another use of data for planning. The faculty and the Office of Instructional Services are by now well aware of the positive, substantial impact that distance education enrollments, largely from the inmate populations, are having on course planning. As a result of this examination, there has been a significant increase in the scheduling of courses as face-to-face and distance education companion sections. Should the face-to-face section fail to achieve sufficient enrollment to justify a class and the section is cancelled, students may enroll in the companion distance education section and stay in the course.

Analysis of Accomplishments:

The College understands the importance of using reliable and comprehensive data for planning and decision-making, and has made good progress toward achieving this goal. The challenge is that Jenzabar, the central information collection and management system for the College, is a complex system to learn. Understanding Jenzabar and using it effectively requires time and training, and progress toward full implementation has been gradual. The advising module, for example, is of critical importance to the College, and is now in the early stages of implementation.

Moreover, much more data is available from the Jenzabar database and other College information sources than is actually being utilized in planning and decision-making. The situation suggests there is insufficient communication between data collectors (i.e., Registrar, Admissions and Records) and on-campus potential data users (i.e., teaching faculty, counselors, administrators). The ultimate data users—those who might extract, analyze and apply available data to planning and decision-making—do not yet have an understanding of the Jenzabar system, nor have they formulated a planning strategy sufficient to articulate requests of data from those who collect, manage and store it. At present, the Registrar's Office is bearing the brunt of requests from faculty and administrators, interpreting and translating those requests to data reports.

A promising example of the use of data for planning and decision-making is going on now in the researching and writing of Communications and Language Arts division program review. The research effort will produce important recommendations not only to division faculty, but as well, to the Jenzabar software programmers to design customized report templates enabling more expeditious data collection for future program review reports.

The College's commitment to the utilization of data is reflected in the creation of the new position of assistant director of information technology, and in the clarification of job objectives for the institutional researcher. These two positions, together with the campus-wide commitment to the use of data in planning and decision-making, are expected to help bridge the gap between data collectors and on-campus data users, and to produce results that positively impact programs of study and student outcomes.

Plans for Future Action:

The College is on the right track in fulfilling the goal of full utilization of available data for planning and decision-making. To realize this goal the College will focus on several key areas in the immediate future:

1. Through processes of collegial participation, establish project goals and objectives information and data collection, analysis and application, such that:
 - a) Existing and new data sources shall be rigorously explored.
 - b) Data shall be evaluated and assessed for its accuracy, comprehensiveness and reliability.
 - c) Data shall be applied in planning, policy development and decision-making to be consistent with the College Strategic Plan and to advance student learning and learning outcomes.
 - d) The results of inquiries, analysis, planning and decision-making shall be disseminated for campus-wide review, comment, and utilization.
2. Continuously re-evaluate the effectiveness of collegial governance structures, including monthly staff meetings, to maintain ongoing dialogues between collectors of data and on-campus users of data. This would include the participation of the institutional researcher and the assistant director of information technology on the College Council/Strategic Planning Committee, and other key College committees and organizations.
3. Encourage inquiries into new data collection methods, and encourage the analysis and campus-wide dissemination of the results of such inquiries. Develop effective and innovative methods for disseminating information campus-wide.

4. Formalize the processes described in items 1 through 3 in the review and update of the Technology Master Plan, incorporating management elements that would:
 - a) Prioritize technology projects and establish completion timetables;
 - b) Monitor and evaluate the progress and completion of technology projects;
 - c) Re-evaluate continuously the assignment of technology job responsibilities;
 - d) Establish capital purchase plans for technology;
 - e) Develop systems for technology budget projections, monitoring and analysis;
 - f) Evaluate technology training needs of College personnel and address them;
 - g) Re-evaluate continuously technology performance and accountability measures.
5. Complete implementation of Jenzabar modules:

Registration (Completed)

Advising (Currently in place, fully operational by June 2005)

Administrative services

Instructional services—ASTRA

On-line registration

PART II

College Report on recommendations of Evaluation Team, March 20-22, 2002 and ACCJC, Letter to Dr. Hottois, June 14, 2002 (See Appendix B):

1. Recommendation 1 is addressed in PART I, above.
2. **The Program Review Committee [should] evaluate its overall structure and process to ensure that all units or appropriate functions are consistently and systematically evaluated and that the results are utilized for decision-making and allocating resources at all levels.**

Accomplishments to Date:

In response to this accreditation team recommendation, the Program Review Committee, a constituency-based committee, took the lead in developing a schedule matrix establishing a six-year cycle in which all College programs, instructional and non-instructional, would be reviewed at least once prior to the next accreditation

review in 2007-08. The schedule was reviewed by College constituents and by the Board of Trustees Spring 2004. The schedule was further refined by the Academic Senate in Fall 2004 to accommodate the California Educational Code requirement that vocational programs receive an update assessment every two years, in addition to the intensive review every six years. The matrix is attached to this report as Appendix D.

Analysis of Accomplishments:

The College has a program review scheduling matrix in place in which all College organizational units and functions are accounted for and are expected to accomplish program review reports by 2007-08, the year of the next accreditation self-study and evaluation team visit.

Plans for Further Action:

The schedule will be reviewed periodically by the Academic Senate, CTA, College Council/Strategic Planning Committee and other campus organizations to ensure that it is responsive to evolving College and student needs and conditions. The Program Review Committee, working in concert with the Academic Senate, CTA and other College constituents, is revising the current Program Review report template for consistency with the terminologies and principles of the new accreditation standards.

- 3. The College [should] review the catalog to insure that all programs and courses are described in clear and complete terms, that course descriptions and requirements are provided to students, and that those descriptions are consistent with the course outlines of record.**

Accomplishments to Date:

The Catalog Committee in conjunction with other constituent organizations and with full cooperation from the Superintendent/President and Vice President of Instructional Services revised substantial portions of the College Catalog for the 2003-04 edition. Course descriptions and requirements were checked for consistency with course outlines of record, guidelines for student conduct were revised and clarified, and where appropriate, obsolete courses were removed. Furthermore, the 2003-04 edition saw the publication of a one-year (vs. two-year) Catalog. Finally, in 2004-05, the Catalog was issued, for the first time, on CD-ROM (in addition to paper copies) and published on the College Web site.

Analysis of Accomplishments:

The return to a one-year Catalog reduced the number of addenda, thereby improving the timeliness and accuracy of critical College information to the College community. The production of the CD-ROM resulted in substantial cost savings in printing and in mailing.

Plans for Further Action:

Continue producing a one-year Catalog in both paper and CD-ROM versions, and continue annual reviews of the draft Catalog for accuracy, timeliness and completeness.

- 4. The college [should] develop and implement an effective enrollment management plan based on current and projected data about the college service area and students served. The plan should address declining and/or increasing student enrollments, changing demographics, current instructional needs of the community, and excessive cancellation of the printed course offerings in the schedule of classes.**

Accomplishments to Date:

This recommendation was addressed by the College in the April 1, 2004 Progress Report to the ACCJC, outlining the following accomplishments: formed an Enrollment Management Task Force designed to address ways to better serve a changing student population; implemented the annual multi-cultural and Women's Day conferences to address diversity issues; improved library student support services for a growing distance education population; implemented academic divisions to facilitate communication between faculty and counselors; and increased the use of local radio, television and theater media to promote the College and its programs.

In December 2004, the Board of Trustees approved the reclassification of the current director position for the Needles Center, to the position of Assistant Dean, and created a new position of Assistant Coordinator of Special Programs. The Assistant Dean position requires experience and credentialing in academic advising and is designed to better address the academic needs of Palo Verde College students attending at the Needles Center.

In Fall 2004, the College completed the Student Equity Plan, which examines student demographic trends at the College and compares them with comparable trends in the community. The Plan was approved by the Board of Trustees and transmitted to the Chancellor's office.

Analysis of Accomplishments:

The College has made progress in managing enrollment more effectively and tracking community and student demographic trends.

Plans for Further Action:

Once the new positions are in place at the Needles Center, the College plans to conduct additional surveys in Needles and surrounding communities to evaluate their instructional needs.

- 5. The college [should] develop policies and procedures that delineate the roles of counselors and paraprofessional advisors and formalize selection standards, training and referral mechanisms for advisors and counselors to improve student support.**

Accomplishments to Date:

A Counselor Handbook for counselors and advisors was developed and distributed to all student services staff as a training tool for advisors and counselors. Additionally, all new staff members, upon hire, receive training in their respective jobs, with duties and functions clearly delineated. Meetings for counselors, as well as for all student services staff, are held regularly, and new procedures are reviewed with all staff to ensure that the various functions of advisors, counselors and staff are clearly defined. The Matriculation Committee, similarly, meets regularly to review policies and procedures related to matriculation.

Analysis of Accomplishments:

A formal referral process is now partially accomplished with the Title V, Achieving a College Education program. Informal referral processes are in place with other special support programs, including EOPS, DSPS, CalWorks, and Financial Aid.

Plans for Further Action:

Counselors and advisors are currently discussing this question: "Should we formalize the referral process for other special support programs?"

- 6. The college [should] review its learning support services for students at off-campus sites, in order to provide comparable access to information and learning resources to support the courses programs and degrees offered at these sites.**

Accomplishments to Date:

The College has improved the level of student support services for key off-campus functions, namely, the Needles Center and the distance education program in which community students, as well as students at the two nearby state prisons, participate.

To address the need for better counseling and advising services in Needles, the College recently approved the reclassification of the current director position for the Needles Center, creating a full-time Assistant Dean and an Assistant Coordinator of Special Programs. The Assistant Dean position requires experience and credentialing in

academic advising and is designed to better address the academic advising needs of Palo Verde College students attending at the Needles Center.

Counseling and advising services for all distance education students, including students at the two prisons, are provided by professional staff from the Blythe main campus. Moreover, the Office of Distance Education, which is staffed by an Assistant Dean and clerical personnel, provides instructional support services to all distance education students.

The College's degree and certificate programs, as well as its library resources, are accessible to students in Needles as well as to students—in the community and in the prisons—participating in the distance education program.

Analysis of Accomplishments:

The College is systematically addressing the need for increased support services both in Needles and for the distance education program as enrollments in continue to rise in these instructional areas. The change from a director position to an academic dean position with counseling credentials marks a significant improvement in the level of commitment to achieve student advancement and outcomes at the Needles Center. The reorganization of the Office of Distance Education and the hiring of a new Assistant Dean with adequate support staff also reflect the College's commitment to ensure the continuing success for the distance education program and its students.

Plans for Further Action:

There is an immediate need to establish Jenzabar and SARS (scheduling program for counselors/advisors) connections at the Needles Center. The existing staff at the Needles Center has received some training to date in Jenzabar, but more training will be needed as new personnel are hired.

An application for a student support services grant to cover staffing costs was completed and submitted, with notification expected in April, 2005.

The College's distance education program is expected to expand with course offerings at additional prison locations, and with courses offered online.

A first-time teleconferenced course will be implemented in the Spring Semester 2005, with transmission from the main campus in Blythe to the Needles Center. The course is as a trial effort to test the feasibility of this mode of course delivery.

- 7. The college [should] develop a strategy to ensure legal, fair, and effective hiring practices and further the diversity of faculty and staff so that they more closely mirror the diversity of the larger community and the students they serve.**

Accomplishments to Date:

The College uses advertising media, including electronic media, to reach all ethnicity groups. The list of potential interviewees is reviewed by the Affirmative Action Officer and certified to ensure that a diverse pool of candidates has been compiled prior to starting the paper screening process. If the list does not reflect a diverse pool, the position is re-advertised.

The college uses interview panels representative of all campus constituents to screen and interview all qualified candidates. The Affirmative Action Officer reviews and certifies the interview questions, and each candidate is asked the same questions by the hiring panel, which makes recommendation for hiring.

Analysis of Accomplishments:

Since the Evaluation Team visit in March 2002, the College hired 25 faculty members, of which 16 were from under-represented groups. Three administrators were hired of which 2 were from under-represented groups; twenty-four classified positions were filled of which 22 were from under-represented groups.

In Fall 2004 the College was recognized by the Chancellor's Office as one of the California community colleges which had done the most to diversify its faculty during the past decade.

Plans for Further Action:

The College will continue to use the processes in place to ensure diversity within among its employees and to ensure our hiring practices are fair by following established practices and any updates mandated by California law.

- 8. The college [should] develop a clear process for the evaluation of academic administrators that is conducted at stated intervals, and, where appropriate includes the participation of faculty and staff.**

Accomplishments to Date:

The Superintendent/President has established a task force of classified and certificated administrators chaired by the Vice President, Administrative Services, with the task of developing a process by the end of the 2004-2005 year. The Task Force has issued a preliminary report and expects to complete its work by June 2005.

Analysis of Accomplishments

In response to other recommendations, the College changed a number of positions from classified to classified administration. At about the same time it increased the number of certificated administrators in response to the growing complexity of its operations and the size of its staff. These changes made even more evident the need for a revised

policy in this area. The fairly rapid changes in administrative structure made it difficult for the College to move in this area until now.

Plans for Further Action

The Task Force is continuing its efforts as this Focused Midterm Accreditation Report being written.

- 9. The college, through the Staff Development committee, [should] work to address the expressed training needs of faculty and staff.**

Accomplishments to Date:

During the past two years, staff development funding has been significantly reduced as a result of statewide budget reductions. In response, the College inserted in-service training, when possible, into the regularly-scheduled Flex and Institute days scheduled during the school year. Recent Flex and Institute sessions have dealt with topics such as: how to read and interpret the College's financial reports; defining and implementing student learning outcomes; revising the College's Strategic Plan; and developing and implementing effective faculty evaluations.

Moreover, in 2004-05, regularly-scheduled monthly campus-wide general meetings have shifted focus away from an administrative report format to a new approach, namely, spotlighting one or more organizations and units (for example, maintenance department, financial aid, registrar) with the aim of improving understanding across various campus functions and resolving recurring problems.

One area of ongoing training is in operating the various modules of the Jenzabar management information system. As Jenzabar modules and updates are implemented, personnel are continuing to receive training directly from Jenzabar personnel.

Analysis of Accomplishments:

Despite the absence of funding for staff development, the College has filled the breach by offering faculty and staff training on topics beneficial to the effective performance of their jobs. This approach has saved travel and lodging expenses, utilized days and time already scheduled for training and development, and, in many cases, utilized in-house expertise and talent in managing and delivering the training.

Plans for Further Action:

Until the funding picture for staff development improves, the College expects to continue utilizing flex days, institute days, and campus-wide general meetings as the key forums for training and development. The College has established priority needs for future training in: sexual harassment, computer information security, and hazardous materials management.

- 10. The college [should] develop a comprehensive process for soliciting broad input from the campus on issues and providing opportunities for the campus to respond to decisions while they are being formed. This process should include provisions for continuous feedback to all constituent groups regarding the status of decisions. It is equally important that these processes be formed in a manner that facilitates efficient and timely decision-making.**

Accomplishments to Date:

The College has four key forums that facilitate dialogue among campus constituencies. They are:

1. The College email and Web site systems provide immediate and timely information to all campus personnel on virtually any issue affecting the campus. These systems are most effective in keeping personnel apprised of late-breaking issues, decisions, meetings, and problems, but without the provision for extensive discussion and debate. Focused online discussion about a particular subject (e.g., the Focused Midterm Accreditation Report) occurs at discussion forums, a new feature of the College Web site.
2. Monthly general meetings are open to all campus personnel, and provide the opportunity to discuss and debate key problems and issues facing the campus. In 2004-05, general meetings shifted focus away from an administrative report format to a new approach, namely, spotlighting one or more organizations and units (for example, maintenance department, financial aid, registrar) with the aim of improving understanding across various campus functions and resolving recurring problems.
3. The Division structure and division chair system was implemented in 2002-03 and facilitated better communication among faculty in related disciplines, resulting in more efficient class scheduling, more effective program review reports, and more effective development of policies affecting instruction. The division chair system has helped focus faculty problems and facilitated better dialogue with the Vice President of Instructional Services and other administrators.
4. The College Council/Strategic Planning Committee was, until 2004-05, two separate committees. Because of their similarities in function and membership, members of each agreed to combine into one. The result has been the elimination of at least one (duplicative) meeting per month, more efficient dialogue among the constituent groups that make up the newly combined committee, and more timely dissemination of information and issues to the committee members and to the organizations and groups they represent.

Analysis of Accomplishments:

The College has made improvements such that its constituents maintain effective dialogue with one another and continue to evaluate the effectiveness of its current organizational structures and forums.

The College Council/Strategic Planning Committee revised the collegial governance chart (dating from 1998) in an effort to describe graphically the College's collegial governance process. The revised version, rather than a static organization structure, is a flow chart process in which the functions of all campus organizations lead ultimately to the production of student outcomes. The chart provides not only a picture of campus organizations working together collegially, but as well, demonstrates that the mission of the College is to maintain a learning environment that facilitates student success. The chart is found in this report in Appendix E.

Plans for Further Action

The College has established an effective mix of venues—Web site, monthly general meetings, division structure, and College Council/Strategic Planning—facilitating dialogue among its various constituent groups. The continuing effectiveness of these venues will depend largely upon their ability to evaluate themselves and to make changes when needed.

11. Commission Recommendation. (See Evaluation Team and ACCJC Recommendations, March 20-22, 2002—found in this report in Appendix B):

The Commission recommends the following: The qualifications of faculty, especially new faculty, should be adequate to meet the needs of students and programs.

Accomplishments to Date: This recommendation was addressed by the College in the April 1, 2004, Progress Report to the ACCJC. The Progress Report described the following action:

In 2003, a comprehensive review was undertaken of the qualifications of all faculty members, part-time and full-time by the College Superintendent/President, acting in place of the Vice President of Instructional Services. Where there was any question as to meeting minimum qualifications, the instructor's file was referred to the Equivalency Committee for further evaluation and action. The Equivalency Committee is a committee of the Academic Senate and consists of the Vice President of Instructional Services, the Academic Senate President, a representative of relevant academic discipline, and a faculty keeper of records.

Analysis of Accomplishments:

The College acted promptly and effectively in addressing this important issue and resolving it satisfactorily. The Vice President of Instructional Services regularly calls upon the Equivalency Committee when there is any question as to the qualifications of prospective part-time faculty members. When hiring new full-time faculty, the screening committee is instructed by the Vice President of Instructional Services and by the relevant division chair as to the minimum qualifications required for that position.

Plans for Further Action

The College, through its Vice President of Instructional Services, division chairs and Equivalency Committee, will continue to rigorously scrutinize the qualifications of prospective faculty members.

PART III

College Report on Planning Agenda issues identified in the Report of the Institutional Self-Study for Reaffirmation of Accreditation, 2001-02 (“Self-Study Report”) Page numbers following each Planning Agenda item refer to the Self-Study Report:

1. **The updating of the college mission statement will take place as part of a strategic planning process of the College.** (p. 3)

Self-Evaluation:

Development of the College’s mission statement and strategic plan took place Spring 2002. The plan was updated at the College’s Institute Day, September 8, 2004, and again at the flex day January 18, 2005. Each review and update of the strategic plan involved full participation of all College constituents. The updating of the mission statement will continue as an ongoing process. The January 18, 2005 update is attached as Appendix F.

2. **The new Superintendent/President is committed to undertaking a needs assessment for the District, which changed significantly since the adoption of the current mission statement with the addition of eastern San Bernardino and the City of Needles. The needs assessment and subsequent updating of the mission statement to reflect different modalities and locations of students will be undertaken as a part of a larger strategic planning process to be undertaken by the college.** (pp. 4-5)

Self-Evaluation:

The needs assessment was undertaken as part of the data collection project, which accompanied the development of a new Strategic Plan during the 2001-2002 academic year. With some significant changes taking place in Blythe, it will be necessary to complete a new needs assessment within two to three years.

- 3. The new Superintendent/President is planning to undertake a thorough review of the College's mission statement as part of a larger strategic planning process.** (p. 6)

Self-Evaluation:

The College's mission statement has been reviewed twice since this was written. It was significantly changed as part of the strategic planning processes during the 2001-2002 academic year. The statement, along with the Strategic Plan, was revised at the beginning of the current (2004-2005) year in a continuing process involving all college staff.

- 4. The college is developing a process that will insure that all printed materials will be updated and reflects current and relevant information about Palo Verde College. This process will include developing a data base of publications listing the items that are covered in each and the date of publication. In addition each item should have a date on it so that all out of date items can be easily identified and discarded.** (p. 8)

Self-Evaluation:

At the time of the 2001 Self-Study Report some College publications were seriously out of date. All publications are now up-to-date. The College does not have the resources and does not believe it is necessary to develop or maintain a "database of publications."

- 5. The Academic Senate will review the Board Policy governing academic freedom on a regular basis and will seek Board of Trustees' approval on any revisions. In addition, the college will publish the Academic Freedom Policy in the next revised edition of the faculty handbook. Finally, the Academic Senate will review the impact of new learning technologies on questions of academic freedom to assess how effectively the institution adheres to emerging guidelines.** (p. 9)

Self-Evaluation:

In 2002, in an amendment to the District-Faculty Association contract, the faculty and administration addressed the issue of new learning technologies and came to agreement on the impact of new learning technologies on academic freedom. The

agreement delineates ownership rights of instructional materials produced by faculty members.

- 6. The college will continue to conduct surveys on a regular basis and the Academic Senate through shared governance and with the cooperation of the PVC chapter of the CTA as well as from administration, will strive to create an institutional framework that promotes responsible professional conduct on the part of faculty. All aspects of the college will continually work towards fostering and maintaining professionalism and collegiality at Palo Verde College. (p. 10)**

Self-Evaluation:

In February 2005, the Noel-Levitz Student Satisfaction inventory Survey and Institutional Priorities Survey was administered to the College. This is significant in that the same survey was conducted in November 2000, thus providing a firm benchmark for comparison. Evaluating the results of the same survey administered at intervals provides useful measures of changes in student needs and attitudes, as well as changes in perceived institutional priorities among constituent groups. The information gathered from this survey will clarify the planning process and enhance decision-making.

In 2001-02, the Academic Senate developed a statement on ethics, establishing a code of professionalism for all employees of the College. The statement was subsequently adopted by the Board of Trustees.

- 7. All revised policies will appear in the 2000-2002 catalogs and updated Student Handbook. (p. 11)**

Self-Evaluation:

Each department submitted its revised policies, where relevant, to the Catalog Committee for inclusion in the College Catalog, 2004-05. The revisions also appear in the current Student Handbook.

- 8. Palo Verde College will develop and implement additional courses which focus on diversity. In addition, it will continue to recruit and hire employees who reflect a diverse work force. (p. 12)**

Self-Evaluation:

The college has developed a variety of courses which focus on diversity, and those courses appear in the 2004-5 College Catalog. While these courses have been developed and approved through the curriculum process, however, very few of them appear in the Schedule of Classes in any given semester. The implementation of the courses under discussion needs to be expanded. The College has also hosted an annual multi-cultural festival, which has a good deal of community support.

9. **Palo Verde College District plans to develop an athletic program once the athletic facilities at the new campus are completed.** (p. 13)

Self-Evaluation:

Construction drawings are being completed at this time for the Clancy Osborne Athletic Complex.

Although the College does not yet have a physical education building, a wide variety of physical education courses are regularly offered. Physical education courses are conducted at locations throughout the Blythe community, including the high school, golf course, Spring Street facility, as well as the main campus.

10. **Palo Verde College plans to continue its organized systematic approach to meeting all requirements of the accreditation process.** (p. 13)

Self-Evaluation:

The College is committed to continuing its organized, systematic approach to meeting all requirements of the accreditation process, particularly, the new accreditation standards established in 2002. The College has sought broad campus participation in preparing accreditation studies and reports, and has submitted them in a timely manner.

The responsibilities of the accreditation liaison officer have been assigned to a qualified faculty member. As a member of the College Council/Strategic Planning Committee, the accreditation liaison officer plays an integral role in helping the College promote a climate of continuous self-evaluation and improvement in its instructional programs and support services.

Looking forward to its next regular visit and the challenges attending to the new accreditation standards, the College has been conducting a number of campus-wide activities with a focus on moving to an outcomes-bound model.

11. **Palo Verde College will ensure that the regular review and revision of the District's Educational Master Plan begins as the first cycle of program review concludes and will also ensure that regular evaluations and revisions of institutional policies, practices, and publications are therefore in place guarantee integrity in all representations of the mission, programs, and policies of the college.** (pp. 14-15)

Self-Evaluation:

The College developed a Strategic Plan in 2002 and regularly reviews and updates it.

Moreover, the College has a program review schedule in place, ensuring all instructional and non-instructional programs will have been reviewed at least once

prior to 2007-08, the year of the next accreditation self-study and evaluation team visit.

In 2004, the Student Services Office, Instructional Services Office and Administrative Services Office worked with faculty and staff, and with the California Community College Chancellor's Office, to ensure that all College policies and practices were in compliance with provisions established in the California Educational Code.

The College is currently in the process of further reviewing policies and aligning them with the language and numbering system established for California community colleges by the Community College League of California.

12. **The college has just moved to a new location. The [Superintendent-] President is in the process of developing a Strategic Plan that will address the shortcomings of the current planning process. A special section in the new library has been set aside for housing data publications such as the Fact Book and Surveys generated from the Office of Institutional Research. A college web site is being developed by the newly hired web master, where the college Fact Book is available for all stakeholders to read. These two processes alone will further the dissemination of data to faculty, staff, and the community. Ensure that all faculty are appropriately notified and given sufficient time to work on program review. Integrate the results of program review more fully and effectively in the planning, approval, and allocation processes of the college. (p. 18)**

Self-Evaluation:

The College Strategic Plan was developed Spring 2002, and subsequently updated September 8, 2004 and January 18, 2005. See Part III, Item 1 (page 19), and Appendix F.

The College Library is the repository of numerous campus publications and documents, including program review reports, surveys and studies.

A College Web site has been established and is regularly updated.

The institutional research function has been assigned to the economic development director.

The Program Review schedule matrix is in place. See Part II, Item 2 (page 10), and Appendix D.

13. **Develop processes that encourage a research presence on campus by completing the construction of the research website. Insure that an adequate ongoing budget is available to the Research Office for workshops, equipment and personnel. (p. 19)**

Self-Evaluation:

The College recognizes the need for a strong research presence along with accessible data base. While the institutional research position is part time, the need to upgrade it to full time is becoming readily apparent by the individual currently assigned to the position. The College also recognizes that in order for the greatest benefit to be realized from the work of institutional researcher, full transparency and access to data, reports, and findings must be the rule. While the budget issue has been addressed, the construction of a Web site, attendance at workshops, and adequate personnel to support this effort are still being determined.

- 14. Implement the Strategic Plan process. Participate in workshops, conferences, and projects as available to improve the College's knowledge of and ability to measure student outcomes. (p. 22)**

Self-Evaluation:

The College is developing a culture in which achieving student outcomes is becoming one of the key institutional objectives. This trend is evidenced as follows:

During 2002-03 the course outline template was revised to allow for the inclusion of learning outcomes, and faculty subsequently revamped outlines for all active courses, incorporating measurable and achievable student outcomes for each.

The Council/Strategic Planning Committee revised the collegial governance chart (dating from 1988) in an effort to describe graphically the College's collegial governance process. The revised version, rather than a static organization structure, is a flow chart process in which the functions of the all campus organizations lead ultimately to the production of student outcomes. The chart provides not only a picture campus organizations working together collegially, but as well, demonstrates that the mission of the College is to maintain a learning environment that facilitates student success. The chart is attached to this report as Appendix E.

The College has, in recent years, conducted several flex and institute days devoted, at least in part, to the understanding and implementation of measurable student outcomes. Among the documents that have been studied is the College Strategic Plan, which, for example, states that to achieve student success, the College seeks to "increase the number of graduates, knowledge of services, percent of transfers, employment, program completions and retention." (Strategic Plan, Initiative 3, Student Success). Objective 1 of this Initiative states that the College shall "coordinate class schedules and educational plans more effectively to ensure achievement of student learning and outcomes."

- 15. Develop strategies for more consistently measuring and providing evidence of improvement resulting from program evaluations. Institute processes that**

ensure the integration of program review results with planning and decision-making by the Planning and Budget Committees. (p. 23)

Self-Evaluation:

The College has begun to examine its present program review templates, for instructional as well as non-instructional programs. The goal is to bring the templates in line with the new accreditation standards, with emphasis on data-driven analysis and planning and on student and institutional outcomes. With better access to institutional data and with a more rigorous application of institutional research, the College expects to achieve better measures of progress in its programs.

16. Review and document the process for developing the Strategic Plan 2002-2005, the Facilities Plan and Technology Plan. (p. 25)

Self-Evaluation:

The development and subsequent updating of the Strategic Plan is continuously documented by the Office of the Superintendent/President. Minutes and other documents produced by the College Council/Strategic Planning Committee are part of the College record

The Facilities Plan is reviewed on a regular basis.

The Technology Master Plan was finalized February 2005 and is included as Attachment A.

17. Make sure that all stakeholders have an opportunity to participate in the Strategic Planning process. Develop guidelines to strengthen the planning process through systematic research to identify and establish priorities. (p. 26)

Self-Evaluation:

The Strategic Planning process involves all campus constituencies by virtue of the fact that Strategic Plan updates have taken place during flex and institute days, which include the entire College community. See Part II, Item 10 (page 17) and Part III, Item 1 (page 19).

The College has a demonstrated commitment to institutional research as evidenced in the writing and dissemination of the Technology Master Plan, the systematic implementation of the Jenzabar data management system, the provision for professional and technical personnel to manage Jenzabar and to manage institutional research, the goal to establish comprehensive, reliable and accessible data resources, and encouragement of special surveys and studies. See Part I (page 6).

18. Continue to advance the college through increased enrollments. Continue to develop contingency plans that address the possibility of discontinued funding

for out of the area contracts. Develop contingency plans that address the possibility of withdrawal of funding for inmate students. (p. 28)

Self-Evaluation:

Enrollment in distance education courses has been growing steadily since the inception of the program in 2002. While distance education sections are open to all students, the majority of enrollees are housed in the two local state prisons, Ironwood and Chuckawalla. Additionally, a few other prisons in California are participating in the College's program. Because prison policy prohibits inmates' online access, distance education courses are necessarily handled much like correspondence courses: materials are transmitted, via courier, to and from the prisons in paper form. The Distance Education staff is working to develop teleconferenced and online courses to meet the needs of community (other than inmates) students. In the event the Department of Corrections should withdraw from the program, the enrollment loss would be compensated for by gains in teleconferenced and online enrollments. From a political standpoint, the new statewide director of the Department of Corrections favors inmate education programs, thus giving some degree of stability to Palo Verde's program.

19. **Further develop an institutional outcomes and assessment plan. Review external models for adaptation to meet PVC needs. Get the new MIS system up and running. Instigate an electronic enrollment process which will enable counselors to help students succeed by having more efficient Ed Plans, enable administrators [to] control class offerings and curb teacher shortages and teacher overloads while maximizing course scheduling, and again, promoting student success by eliminating student disenchantment when class [es] don't "make," and by promoting valid and current research and planning. (pp. 29-30)**

Self-Evaluation:

The Jenzabar advising module is installed, and students' educational plans can be accessed by advisors and counselors. However, before electronic enrollment process can be fully implemented, both the office of instruction and the office of administrative services need to add modules to connect to student enrollment. See Part I (page 6).

20. **The Public Information Office will continue to develop resources to communicate the College's activities, status of its programs and information regarding its status to the public. Appropriate documents and information will be placed on the College web site. (p. 30)**

Self-Evaluation:

The Public Information Office maintains ongoing communication with the community through the local newspaper, local cable channel and radio stations. Articles, notices, announcements and other informational items regarding college activities and

programs are regularly disseminated using these resources. The PIO is currently developing an ongoing advertisement for the College to be shown daily on the local movie screen, and should be appearing early in 2005. In addition, the college's Web site is being continually expanded and updated to reflect all aspects of the College in ever-increasing detail, including relevant documents.

21. Purchase and use a data management tool such as SPSS in the research office.

Continue to participate in the RP Group workshops and seminars as available.

(p. 32)

Self-Evaluation:

The Institutional Researcher is encouraged to attend RP Group workshops and seminars as they are available. He attended the November 18-20, 2004 RP Group workshop held in Anaheim. Recently, he attended workshop on student learning outcomes sponsored by the Chancellor's Office January 2005. Another Chancellor's workshop on student learning outcomes is planned for May—this time for faculty.

22. Matriculation is a process which is designed to assist students in planning, selecting and achieving educational goals. The process brings the college and students into agreement for the purpose of realizing the student's educational goals. The College, through the Matriculation services, provides campus-specific assessment test results to appropriate college constituents and the Vice President/Assistant Superintendent of Instruction. The Vice President/Superintendent of Instruction, Director of Research, Counseling and Educational Planning will conduct new educational assessment needs to help determine the educational needs of the community each campus serves. The Title V grant director will be added as a key member to a number of committees [to] keep the college focused on the needs of the targeted population. The Institution will continue its research efforts to better define the varied needs of its students. (pp. 34-35)

Self-Evaluation:

The matriculation process continues to assist students in achieving their educational goals through counseling, assessment, orientation and registration. The college continues to use the Accuplacer assessment instrument to facilitate appropriate placement in English and math classes, and is in the process of developing surveys and other tools (outreach programs, workshops) to assess the educational needs of the community.

The Title V, Achieving a College Education (ACE) director sits on several College committees and has identified the population which this grant is designed to serve. A program counselor meets individually with ACE students on a regular basis to ensure that their needs are being met.

Effective research methods to better define the needs of the students still need to be developed by the College.

- 23. The Vice President/Assistant Superintendent of Instruction [now the Vice President of Instructional Services] and faculty members will review course sequencing and scheduling to ensure that students meet degree and certificate requirements in a reasonable amount of time. The Dean of Student Services [now Vice President of Student Services] will work with the Registrar and MIS director to better identify and monitor the progress of students towards degrees and make appropriate recommendation to Instruction regarding course offerings. (p. 36)**

Self-Evaluation:

The Jenzabar advising module allows the Registrar's Office and Counselors to monitor students' progress toward degrees. Modules need to be added in the Office of Instruction to fully review course offerings. Counselors and advisors are very supportive of the Jenzabar system.

The implementation of academic divisions in 2002 has had a positive impact on the process of course scheduling and sequencing. The scheduling of courses is now accomplished by faculty acting as a division team, rather than individually. The result is more an offering of courses each semester more consistent with student needs and enrollment trends.

Self-Evaluation:

- 24. The Program Review Committee will review the Institution policy on program elimination and make recommendations to the Academic Senate and Instruction Office. (p. 37)**

Self-Evaluation:

At this time, no action has been taken on program elimination. Some programs have been restructured as to credit, scheduling, availability to boost enrollments and retention. Title V has also improved assessment of the effectiveness and boosted resources the remedial math and English areas.

- 25. The institution will continue to address the various needs of each location and program as part of program review and educational master/strategic planning process. (p. 38)**

Self-Evaluation:

The Academic Senate developed and approved a program review schedule matrix establishing the dates required for program review reports (and updates for vocational programs) for instructional as well as non-instructional programs. The schedule

includes all College locations, including the main campus, Needles Center, distance education programs, and non-credit (Spring Street) programs. The College is currently working on revisions of the program review templates for instructional and non-instructional programs to bring them in line with the new accreditation standards.

The Academic Senate, working in concert with the CTA and other College constituents, is revising the current program review report template for consistency with the terminologies and principles of the new accreditation standards. See Part II, Item 2 (page 10).

- 26. As a result of the student satisfaction survey and other indicators, the College added the position – Assistant Dean of Evening Programs for Fall 2001. The position assists instruction and also serves a counseling function for evening students. The College also recognizes that it needs to have a stronger career and transfer center. There are a number of personnel changes being made, as well as facility changes that impact this function. Counseling staff and academic advisors have been encouraged to take part in workshops and to stay up-to-date on program changes, particularly those that relate to transfer requirements. A more flexible MIS system is being developed that should allow students and counselors to view graduation, matriculation requirements so that everyone is in agreement as to the student’s program requirements. (p. 39)**

Self-Evaluation:

The Student Services Office is currently conducting program review, and as part of this process, is administering the Community Colleges Student Experience Questionnaire during the Spring 2005. The results are expected to provide the College with current indicators of the needs and preferences of students regarding student support services.

In order to more effectively meet the counseling needs of students attending evening classes, the College arranged to have counseling staff available during evening hours. The arrangement proved to be more effective and cost-efficient than having an assistant dean on duty; therefore, the position of assistant dean of evening programs was eliminated.

New staff has been hired to coordinate the Career and Transfer Center. All Counseling staff are encouraged and have participated in various conferences and workshops on transfer and career-oriented subjects, such as UC and CSU transfer and training in the Myers-Briggs assessment test.

The new MIS system is the Jenzabar data management system on which training is being conducted continuously. See Part I (page 6).

- 27. The Non-Credit Division of Palo Verde College will continue to advance the above-mentioned policies. New goals will constantly be established as successes and failures are observed or perceived in immediate classroom situations as well as in situations observed over a period of time.**

Some goals for the future (short term):

- To offer more weekend seminars directed to the development of personnel needs and to the needs of the business community.**
- To offer course work directed to personal skills development.**
- To improve remedial, developmental, occupational, and other skills.**
- To emphasize course work for older adults.**
- To provide educational opportunities to handicapped persons.**
- To provide health and safety education.**
- To provide vocational programs with high employment potential.**
- To provide educational programs in home economics.**

Short term goals will be provided by qualified and certified personnel to a degree allowing the student/participant to apply the acquired knowledge in the workplace or at home in home beautification projects.

Instruction will help to develop the participant's self-concept by providing success in the academic pursuit. The non-credit concept assumes that all participants/students can learn. Some can learn faster than others, but all persons can learn when given enough time and proper instruction to do so. The non-credit concept allows open entry/open exit enrollment. This concept allows the participants to participate and to prepare at their own speed or time.

Some goals for the future (long term):

- To expand the non-credit program to include updated equipment and proper maintenance.**
- To enlarge or procure a facility that allows and encourages growth of the non-credit program.**
- To hire some full-time instructors to assure the citizens of Blythe and the Palo Verde area that the program will always be here for their welfare and growth.**
- To improve and expand the vocational program allowing either entry into the workforce or matriculation to the full-time credited program. (pp. 43-44)**

Self-Evaluation:

The College's non-credit programs (operated at Spring Street in Blythe) offer weekend seminars directed to the development of personal and business needs in the community, including vocational programs to facilitate entry into the workforce. We are expanding course offerings to fill unmet needs in the community. Local high schools have requested noncredit customer service classes. We will offer non-credit courses in the Big River area, near Needles.

28. [This item refers to the Needles Center.] To implement a research and information system which utilizes the techniques of research to keep the college informed with the changing needs of its population in the service areas.

To establish educational opportunities and facilities partnerships with community-based organizations, agencies, and service providers that will permit the PVCC Needles Site to respond more efficiently to community needs.

To increase the instructional capability (academic, occupational, and transitional) to permit incoming students to obtain jobs in industry, business, and service occupations.

To develop a master plan for identification and construction of a building and facilities for programs and services to meet the current and changing education and training requirements of the population in the service area.

To develop and operate a comprehensive student personnel and instructional support services program aimed at recruiting, enrolling, and retaining students at the Needles Site/Campus.

To offer individually prescribed instruction in traditional, standard academic, and supplemental enrichment work for students whose educational, occupational, and personal needs are not met by the standard college curriculum. (pp. 46-47)

Self-Evaluation:

1. Research and information system at the Needles Center:
 - a. Gather and maintain enrollment figures from Needles High School and River Valley High School.
 - b. Participate in the Needles Economic Development Corporation, following population trends for the area.
 - c. Coordinate with the PVC Economic Development Director.
 - d. Maintain contact with Indian Tribes and their needs.
 - e. Maintain contact with service areas, such as, Big River education needs in that area.

2. Establish education opportunities and facilities partnerships:
 - a. As in 1. above and in the partnership with the City of Needles
 - b. With local businesses, such as the Claypool Building owners
 - c. With Indian tribes, such as the Chemehuevi Tribe, the Fort Mojave Tribe, and the C.R.I.T. in Big River.
 - d. Representation and dialogue with Needles Board of Trustees

3. Increase instructional capability:

- a. Continue programs with strong employment potential: HVAC, welding, building trades, computers, and culinary arts as well as academic courses
 - b. Develop and enhance classes for casinos, hospitality and service
 - c. As need exists full time instructors should be added
4. Master plan for building and facilities:
- a. Continue program of facilities for continued growth including the due diligence report for facility in Needles
 - b. Continue activities that will lead to financing of said facilities
 - c. Continue education opportunities in effect and continue to analyze needs and offer education programs to meet expanding needs
5. Develop and operate comprehensive student personal and instructional support services for recruiting, enrolling and retaining students:
- a. Employ Director/Counselor to meet above services
 - b. Employ full time EOPS, Financial Aid, DSPS employee, and tutors
 - c. Continue marketing: advertising, promotions, publicity and public relations
6. Offer instruction in various ways to meet personal needs of students:
- a. Continue present academic and vocational teaching programs
 - b. Evaluate by Director/Counselor and students effectiveness of instruction
 - c. Offer new methods of instruction: on line courses, telecommunication courses, short term special need courses, field trips to larger university libraries for research and to familiarize students with the university, and continue present correspondence programs

29. The Program Review process needs to be reviewed to insure that programs, not just courses are appropriately reviewed. The institution will soon be hiring a new Vice-President of Instruction who will have the responsibility for developing a structure that will address program responsibilities. (p. 51)

Self-Evaluation:

The Program Review process was significantly changed during the 2002-2003 Academic Year to assure a focus on programs rather than courses. At the same time, the college began the development of “divisions” to assure more program focus. That process is continuing and is reflected in the most recent contract between the District and the CTA, which formalizes the positions of program chairs and recognizes the importance and time commitment for program review.

Now that the program review schedule matrix is in place (see Appendix D) the Academic Senate, working in concert with the CTA and other College constituents, is revising the program review report template for to bring it in line with the terminologies and principles of the new accreditation standards.

These organizations are also developing a process by which program review findings and recommendations are: a) fully disseminated to the College community; and b) monitored and evaluated to ensure they are implemented.

- 30. The College will seek ways to insure that all publications are up-to-date, including publishing and applicable date on all brochures. The College will seek ways to insure that each certificate program have at least one annual meeting and seek input from the appropriate advisory committees. (p. 52)**

Self-Evaluation:

At the time of the Self-Study Report some College publications were seriously out of date. All publications are now up-to-date.

The Office of Instructional Services updates the rosters of advisory committees for vocational certificates and programs each year, and follows up with the appropriate faculty members and divisions to ensure that they have at least one annual meeting with their advisory committees.

- 31. The College will review the standards for passing grades for certificates and degrees as well as pre- and co-requisite requirements in English and math and clarify the statements in the catalog. (p. 53)**

Self-Evaluation:

In 2003-04, the Curriculum Committee completed review of course outlines for all active courses and verified that that each outline contains appropriate justification for pre-requisites or co-requisites, if any. Entries for courses in the College Catalog have been amended to reflect the changes approved by the Curriculum Committee.

- 32. The institution needs to develop a mechanism, on-line or electronic of updating student information more readily. (p. 55)**

Self-Evaluation:

Student information via electronic means is now updated every semester for continuing students. Information for new students is maintained electronically as well. All information is stored in the Registrar's office.

- 33. Devise and publish a clearly stated philosophy and rationale for the general education requirements included in the Associate Degree. (p. 56)**

Self-Evaluation:

The College demonstrates its commitment to offering a general education program leading to AS and AA degrees in the Strategic Plan, which states, in part:

“[The College will] implement a well-defined two-year programs leading to certification, graduation, transfer, and personal growth and career enhancement, defined by departments and advisory committees and supported by the institution and its technology.” (Strategic Plan, Initiative 1, Instructional Programs)

“[The College strives to achieve] increased number of graduates, knowledge of services, percentage of transfers, employment, program completions and retention.” (Strategic Plan, Initiative 3, Student Success)

- 34. The College is seeking ways to expand its ability to offer a wider variety of general education courses. One of the ways that we will be able to expand this area is through distance education, attracting more students, allowing more classes and a wider variety to be offered.**

A three-year plan needs to be developed/implemented to provide students with a sufficient variety of courses in timely manner for both day and evening.

Students need to be exposed to “cultural diversity” through appropriate courses, workshops and presentations. The recently awarded Title V grant will allow us to develop and implement curriculum emphasizing cultural diversity.
(p. 57)

Self-Evaluation:

Starting in 2002-03, faculty have implemented many new general education courses, most of which are transferable, and many are IGETC certified.

In addition to the distance education class offerings, the College offers face-to-face classes throughout the day and in the evenings.

Diversity Festival and Women’s Conference were implemented in Spring 2002 and continue to be popular programs.

The Student Equity Plan is completed and contains updated information and demographics for the College service area. Both the Title V, ACE grant and the Student Support Services grant, if funded, will continue to expose students to cultural diversity through the activities described in the plans.

- 35. The institution needs to strengthen its ability to measure outcomes and will focus on this as part of its strategic plan and research requirements. (p. 59)**

Self-Evaluation:

The College will conduct a general survey in Fall 2005 based on an instrument developed at UCLA. The study, which surveys incoming freshmen and follows up in their second year, is designed to measure changes in preferences and attitudes of students between their first and second years in college.

In addition, some individual faculty members (i.e. Bill Ponder, CIS) are conducting benchmark surveys of their students at the start of each course and then using that to measure learning outcomes among the same students at end of the semester.

- 36. A process used for program review needs to be evaluated by a shared governance task force of the college. It was the original intent of the college that after one complete round of evaluations that the process be thoroughly reviewed and a more streamlined, meaningful and efficient process be developed.**

A review process for Non-Credit needs to be developed and implemented.

A review process for lo-tech distance education needs to be refined.

The Research department of the college needs to fully assume the responsibility for data generation relevant to program review.

The new college's MIS system needs to expand to include direct on the spot registration of students, on-line development of educational plans which also prepare recommended class schedules, complete direct access by the Instruction office to class scheduling and cancellation as well as report generation in support of the curriculum and program review processes of the college. (pp. 61-62)

Self-Evaluation:

The Program Review Committee, a constituency-based organization, is in the process of revising the program review template to accommodate all instructional and non-instructional programs, including non-credit programs and to incorporate the terminologies and principles of the new accreditation standards.

Educational plans are currently available and accessible to counselors and advisors through the College's on-line Jenzabar advising module. The College Catalog, which identifies course requirements for all degrees and certificate programs, is also available on the College's Web site.

The institutional research function is staffed, but is in the process of being defined with regard to responsibilities and work products.

- 37. Training for curriculum committee members is on an ongoing basis. No additional activities are planned at this time. (p. 63)**

Self-Evaluation:

While there is no formal training program for Curriculum Committee members, there is sufficient member carryover from year to year to ensure that the committee is productive and well-informed.

The College's Web site now has a Curriculum Committee page, which contains current course outlines, links to other community colleges' curriculum sites and current regulations and policies from Education Code and statewide Chancellor's Office.

38. The instruction office will be more persistent at collecting and filing class syllabi. (p. 64)

Self-Evaluation:

The Office of Instructional Services requires all instructors to provide copies of their course syllabi at the beginning of each semester and keeps the syllabi on file.

39. The college is interested in articulating our classes with the CAN numbering system. This process is scheduled to begin during the Spring 2002 semester.

Self-Evaluation:

The College began implementing the CAN system for course numbering in Fall 2004. The College's articulation goal is the expand campus-to-campus articulation agreements, thereby expanding the number of CAN courses.

40. As the MIS system goes into full implementation, more information will be available to assist in the self-evaluation process. (p. 66)

Self-Evaluation:

The Student Services area will be conducting a program review in 2004-05, and Admissions and Records (which manages the MIS System) will be part of the review.

41. Palo Verde College will continue to adhere to the principles stated in its mission statement. All segments of the college will work collaboratively to ensure that the college's mission of providing access to education is achieved. Admission policies will be publicized on the College Web site. (p. 67)

Self-Evaluation:

Admissions policies and procedures are presented in the College Catalog, an electronic version of which on the College Web site. There also exists a link to the admission application and the form for continuing students.

The College will be duplicating the admissions policies and procedures in an additional Web site location in order to improve access by students.

- 42. Palo Verde College will continue to ensure that information pertaining to its programs and services is current and made readily available to all prospective and current students. The College will review electronic means of publishing information to students and prospective students. (p. 69)**

Self-Evaluation:

The College has made excellent progress in improving the student access to information about College programs and services. The College Catalog, schedule of classes and course outlines are posted to the College Web site. The Catalog is also available on CD as well as in paper version. Increasingly, faculty members are posting their syllabi and course information on the College Web site, as well.

- 43. Palo Verde College will continue to develop and distribute surveys to the students on a regular basis.**

The categorical programs will continue to recruit students in order to increase enrollment both at the college and in those programs and in order to continue to serve those populations.

Results of the surveys will be evaluated and used as a basis for making changes necessary to meeting student and staff needs.

The new campus currently under construction will help to provide an educational environment conducive to student success.

To meet the needs of Evening students, a Dean of Evening Students has been hired and is in place for Fall 2001.

Students at Needles and other distance education classes as well as those in prison have unique needs that the institution will address. (p. 71)

Self-Evaluation:

The College maintains an extensive array of student support services at all its locations, including CalWorks, EOPS, DSPS and financial aide, to name a few. Most recently, the College approved new positions for the Needles Center: an assistant dean assistant coordinator of special programs. The assistant dean position requires experience and credentialing in academic advising and is designed to better address the academic needs of Palo Verde College students attending at the Needles Center.

- 44. Due to the difficulty in accommodating everyone's schedule when planning meetings which will ensure maximum participation, the dean of student services**

and officers of the associated student body will determine and implement ways to improve student notification of college committee meetings and to reduce logistical issues where possible. (p. 72)

Self-Evaluation:

As part of the solution to this problem, the Office of Instruction and faculty beginning in the Spring 2003 implemented class scheduling blocks keeping Tuesdays and Thursdays free of classes between 3 p.m. and 5 p.m. and reserving those time blocks for campus committee meetings. This approach has facilitated faculty and student attendance at college meetings.

45. Palo Verde College will continue to use and validate assessment instruments for effectiveness and bias. (p. 73)

Self-Evaluation:

The coordinator of the Learning Skills Center evaluates, for effectiveness and bias, the assessment test in basic English and math skills at least every other year.

46. The college plans to develop more correspondence courses in order to provide instruction at Ironwood State Prison.

The college plans to add additional inmate students from Chuckawalla State Prison.

The college will hire more staff to meet the needs of the increased population resulting from the Ironwood project.

Student services also plans to institute a program of night counseling services in order to best serve the evening population at Palo Verde College.

Services for the Needles site need to be expanded as that student population grows. (p. 74)

Self-Evaluation:

As part of the College's distance education program, there are 400 students at the Ironwood prison facility and 50 students at Chuckawalla, in addition to community students enrolled in one or more distance education section.

The staff of the Distance Education, consisting of an Assistant Dean and clerical support, is sufficient to manage the program effectively.

To better serve evening students, counselors are available on campus Monday through Thursday until 6:30 p.m.

To better serve students enrolled at the Needles Center, the College approved a new full-time position of Director/Counselor and a full-time EOPS/DSPS /Financial Aid employee and additional tutors.

- 47. The Academic Senate, Curriculum Committee, and Office of Instruction will work together to ensure that courses reflecting diversity continue to be included in the course offerings.**

The Transfer Center will continue to emphasize the preparation of under-represented students for transfer.

The Associated Student Body will explore, and arrange, various events and activities which focus on multiculturalism. (p. 75)

Self-Evaluation:

The new Transfer and Career Center Coordinator is bilingual and continues to encourage and emphasize the preparation of underrepresented students for transfer. The ASB is participating in various activities focusing on multiculturalism, such as the annual Multicultural Festival.

- 48. With the opening of the new college, Palo Verde College plans to address the issue of an organized co-curricular environment.**

The Associated Student Body, Office of Instruction, Academic Senate, and the Office of Student Services will work together to develop a plan to expand the extra curricular opportunities for students at Palo Verde College.

The facilities at the new campus will help to expedite the development of an expanded co-curricular environment. (p. 76)

Self-Evaluation:

The annual Women's Conference and Multicultural Festival and the College newspaper, literary magazine, book club, debate club and film showings are examples of co-curricular activities that have been implemented during the past two years.

The ASB, Student Services, Office of Instruction, and Academic Senate work together collegially to expand extra-curricular opportunities. The annual Career Day has been expanded to include students in Needles. New staff has been hired to expand our extra-curricular opportunities for students at the Blythe main campus and the Needles Center.

- 49. Investigate ways to use additional technology to ensure that student records are maintained in a permanent, secure, and confidential manner.**

Insure that all new staff, whether part-time, temporary or permanent are appropriately trained. (p. 77)

Self-Evaluation:

The conversion to the Jenzabar MIS system is completed, and the registration module is in full use. An additional module, advising, has since been added and is currently in use, but in the testing stages. This module along with registration will allow the counseling staff to assist students, while reducing the need to circulate paper files containing confidential student information.

Paper copies of student records are maintained in fireproof, locked filing cabinets, access to which is limited to authorized personnel. However, the College is seeking an imaging database program that will scan current and archived paper files containing student information. The data would be stored on a secure server and would greatly reduce the excessive paper records now in storage.

The Financial/Identity Security Committee, composed of College officials, is in the final stages of adopting an Information Security Plan. This plan has designated specific employees to implement and manage safeguards of confidential information campus wide. The committee has identified and assessed various risks and will apply safeguards to protect the information maintained by the College. Eventually, each employee will receive and sign that they have read and understand the basic guidelines of the Family Education Rights to Privacy Act (FERPA).

Training for current and new staff is an ongoing process. Regular reinforcement on the importance of confidentiality is stressed, and a campus wide training on FERPA is planned.

With regard to computer security, the following steps have been taken:

1. Desktop Security. Anti-virus software is deployed system-wide.
2. Network Security. The main campus network is currently protected by Firewall systems and Intrusion Detection software. The campus is also currently being divided into separate systems in order to segregate traffic between groups of computers and that have no need to communicate, such as administrative systems and computer labs. The Non-credit facility is connected to the main campus LAN via a private fractional T1 so access to database systems can be provided in a secure manner. The Needles facility will soon have a Cisco Virtual Private Network (VPN) connection to the main campus LAN to allow secure access over the Needles DSL connection to these databases as well.
3. Physical security. All server equipment is located in one of two locked server rooms to which the Information technology and Maintenance department have access.

4. Data integrity and backup. The backup system is structured around the fact that most computing resources are located in two physically separated buildings at the main campus. Desktops and servers within each building are backed up to an automated tape library, in addition to the SQL Server databases. Tapes are rotated out of the tape library to a fire safe and then the old sets are moved to the opposing building to protect against an event compromising that building. SQL Server backup files are also copied several times per week to network storage in the opposing building to aid in rapid recovery and ensure against tape drive problems. These databases are also copied weekly to DVD-RAM media and stored off-site.
5. Business Continuity / System Availability. We are currently in the process of server virtualization combined with fiber storage. Server virtualization will allow for running more than one complete server system on one piece of hardware. In addition to better utilization of computing resources, this has the added benefit of making recovery from hardware failure much easier. This virtualization will allow building a non-stop storage pool to not only provide data protection but allow for the increased availability needed to support future projects such as 24/7 on-line registration or online courses hosted by the College.

50. Palo Verde College plans to expand its research capabilities through the Office of Institutional Research.

Internal evaluation of categorical programs will continue by means of surveys sent to students in those programs.

The office of Student Services at Palo Verde College will continue to use the results of evaluation in order to provide the most effective service possible to students.

The office of Institutional Research will develop a plan to ensure valid and useful assessment of college programs and services. (p. 78)

Self-Evaluation:

The institutional research function has been plagued by lack of funding and access to data, as well as turn over in staff. However, the registrar's office has continued to support institutional research with information and access to data. Recent research has been primarily analyzing enrolled student data. Program review has utilized student surveys, and enrollment management has incorporated data on previous semester classes into each semester's planning. Student Services is currently utilizing the new advising function of the data management system, but has not tested its ability predict student course and degree need yet.

Beginning Fall 2004 the position duties were revised and clarified as part-time, and the position was filled. The program goals for this year are incorporated into this report and included in Appendix G.

- 51. As new equipment is purchased, technical training for staff as well as staffing support shall be provided.**

Additional staff will be hired as funding allows for Learning Skills Center, Computer Labs, Library, Distance Learning, Media Operations, and Information Services.

Additional library, tutoring and learning resources will be needed to support the Inmate Education program as well as Needles site. (p. 81)

Self-Evaluation:

A new automation system and on-line periodical databases were acquired last school year and have now been implemented. The library staff is receiving training in the new systems.

Research requests from inmates enrolled in distance education courses keep the part-time evening librarian busy. As the distance education program continues to grow and research requests increase, the library may need additional reference support personnel.

- 52. Once it has a new student information system in place and operating the College will undertake a study to determine whether it should keep the current vendor or move to a new vendor. If the decision is made to remain with the current vendor, the College will most likely begin to add modules to the basic student information package that it is currently implementing. Basic to that will be a WEB registration module. The Technology Committee will be the primary vehicle in making these decisions. (p. 82)**

Self-Evaluation:

Since 2001, the College has invested much in the way of time and money in the implementation of the Jenzabar database management system and is satisfied with the performance of the two principal modules installed to date, registration and advising. The College is committed to completing full implementation of the Jenzabar modules expeditiously.

- 53. The College will update the Library Technology Plan as needed.**

The College is taking active steps to make student data more accessible and has included the Office of Institutional Research in the process of data acquisition. (p. 83)

Self-Evaluation:

Due to the rapid changes in technology, it is doubtful that a library technology plan will have relevance more than a few years. In fact, the 2000-2004 Library Technology Plan, a one-time requirement for TTIP funding, is mostly outdated, and is no longer required.

A neighboring community college, Imperial Valley College, developed a campus-wide technology plan and their library falls under it. Perhaps this is a better way to go.

54. The Staff Development Committee will facilitate an assessment of training needs of library and related staff.

Learning Skills Center material will be properly cataloged and added to the Library Public Access Catalog.

The Library will develop reference services availability for students away from the Blythe campus.

In cooperation with Staff Development, the Library will develop more training opportunities for all employees to learn how to use Internet databases and other technological resources.

Consideration will be given to adding a second full time MLS trained librarian.

Consideration will be given to adding support staff for the Learning Skills Center.

The College will closely monitor its ability to support the technology it has acquired. (pp. 84-85)

Self-Evaluation:

A second part-time or full-time MLS librarian might be helpful some day to provide consistent reference services and additional outreach to faculty and students.

Learning Skills Center material will be properly cataloged and added to the Library Public Access Catalog: This goal has changed, and is no longer feasible. The Learning Skills Center and the Library are in two separate buildings.

Reference services availability for students away from the Blythe campus: A full-text periodical and newspaper database, on-line encyclopedias (both English and Spanish), dictionary, and other subscription databases are accessible from the library Web page to anyone with Internet access. In addition, reference services can always be provided by telephone, e-mail or regular mail.

College support of existing technology: The College approved a new full-time position of assistant director of information technology. This will bring the number of full-time Information Technology staff members to four.

55. The Library and Media Services Staff will seek long-term and increased funding for their respective areas by working with established planning and budget committees.

The College will continue to monitor the changes in sources of information technology and students' patterns of access to information. (p. 86)

Self-Evaluation:

Monitor the changes in sources of information technology and students' patterns of access to information: As stated above in Item 51, many subscription databases are available on-line from the library Web page. Also, the library catalog is available on-line. Anyone with internet access can utilize the catalog and databases. When library tours are given, training is given in utilizing the databases and library catalog.

56. Joining the OCLC cooperative will be investigated and evaluated for cost effectiveness and benefit. (p. 86)

Self-Evaluation:

The Library joined the OCLC cooperative and began using the OCLC cataloging service, Cat Express, December 2004. Because OCLC is a world-wide service, the system contains more records and contains a broader array of subject headings. Also, the service is less expensive than the current vendor.

57. The Library will ask students for an evaluation of their services and collections.

The Library will contribute to the development of the services review instrument so that it is more useful for non-classroom centered units.

The Learning Skills Center will evaluate different ways to elicit student input.

Strategic Planning Process will address information management needs as appropriate. (p. 87)

Self-Evaluation:

The Library Director and staff developed and administered a student satisfaction survey Fall 2004 and will publish results Spring 2005.

58. To mitigate that problem that occurred in significant number of overloads in 2000-2001 the District will need to hire several additional full time faculty members. Those faculty members will be expected to teach primarily in the

distance education program. However, they will be available to provide additional depth within the faculty in general.

Decrease in reliance on equivalency in recruiting new full time faculty

Reorganization of Instruction Office.

Increase education and experience level of staff. (p. 91)

Self-Evaluation:

With the significant growth in enrollments in distance education programs during the past three years, the College grew more confident in hiring more full-time instructors to serve the increasing student population.

Furthermore, with regard to faculty qualifications, the College acted promptly and effectively in addressing this important issue and resolving it satisfactorily. The Vice President of Instructional Services regularly calls upon the Equivalency Committee when there is any question as to the qualifications of prospective part-time faculty members. When hiring new full-time faculty, the screening committee is instructed by the Vice President of Instructional Services and by the relevant division chair as to the minimum qualifications required for that position.

The problem of faculty overloads has been addressed by the hiring of additional full-time faculty in the face of increasing enrollments.

- 59. As noted above, administrative evaluation has been spotty at best. The new Superintendent/President intends to develop a system of performance-based review for his administrative team. That process will include setting annual goals that are in concert with the goals of the Board and the Superintendent/President and which are related to the District's strategic objectives. At present that process is not in place. (p. 96)**

Self-Evaluation:

See Item 8 above. The Superintendent/President remains committed to establishing a review process which is goal oriented. The Board's annual performance review of the Superintendent/President is based upon goal accomplishment.

- 60. The new campus has resolved many of the new problems inherent with the old site. However, for the immediate future, planning is needed to:**

In the short term, find some alternative location (s) for the automotive program as well as the welding program.

In the long run, do the necessary lobbying in Sacramento to insure that funding is available for the Phase 2 (vocational building) as well as phase 3 (Physical Education Facility) at the new campus site on the Mesa.

Rather than wait six or seven years for Phase 3 funding and construction, see it at least some of the outdoor facilities (i.e., tennis courts) can be constructed at the new campus before then.

Additional classroom space is needed at Spring Street, and expansion of the building is unfeasible. If that program is going to be allowed to grow, space should be acquired by relocating either the SBEDC activities or the credit physical education facilities to some other location within the community.

A critical review of the current facilities and support being provided in the City of Needles should be made to determine a course of action which will of benefit to the entire district and its student needs. (pp. 108-09)

Self-Evaluation:

Construction is expected to begin for automotive, welding and building trades in 2005.

Construction should begin on the physical education complex in 2006.

The District has been offered a former retail structure, the Claypool Building in Needles, as a gift. Our facilities consultants have determined that the Claypool Building can meet the College's needs in Needles for at least twenty years. Preliminary architectural and engineering studies have concluded that the building can be modified for community college use at a cost significantly less than the cost of new construction. The District has created a School Facilities Improvement District encompassing the San Bernardino County part of its geographic service area. The District is presently exploring the feasibility of a bond election to pay for renovation of the Claypool Building. The District cannot secure state funding for facilities in Needles. Thus, it will be up to the people of Needles to decide whether or not they wish to have a community college facility in their community.

61. The long range educational and facilities master plan determines the direction and priority of new college facilities.

The budget development committee allocates funds annually for all capital outlay projects. All full-time faculty have the opportunity to periodically purchase a personal computer and software, taking advantage of the institutional discounts the college negotiates. (p. 110)

Self-Evaluation:

With the move to the new location in Fall 2001, all faculty were provided personal computers in their offices. Additionally, each classroom is equipped with a fixed,

multimedia projector for instructional use. There are adequate VCRs and monitors, as well as other instructional tools, available for classroom use.

62. It is imperative that the college annually allocate time and attention to provide for the long term planning process. The college must:

Improve the strategic planning process by scheduling monthly meetings of the Strategic Planning Committee and ensure that students and classified staff provide adequate input in developing a new long-range plan (2001-2006) for the district. The plan must be budgeted and allocated to implement approved recommendations.

Expand the involvement of the Strategic Planning Committee in this process to insure the implementation of Phase 2 and 3 of the Master Plan.

Continue to obtain the services of the consulting firm to insure smooth development of Phase 2 and 3 architectural plans, funding, and construction.

Explore and select the options providing additional classroom and office space for vocational programs, as well as the non-credit programs, both short-term and long-term, in the event Phase 2 and 3 are not built in a timely fashion. Since use of current campus site is grandfathered in under the requirements of the Field Act, reconsideration of this site should be reviewed for housing these programs since the time needed for additional new construction on the mesa may be a lot longer than anticipated. (pp. 111-12)

Self-Evaluation:

Since September, 2003, the Strategic Planning Committee has met on a monthly basis to review progress on the Strategic Plan. It was also decided that any new positions would be routed through that committee to assure that changes at the college are consistent with the Strategic Plan. During the Fall of 2004, it was decided to combine the Strategic Planning Committee with the College Council since all members of the College Council were also members of the Strategic Planning Committee. That change has streamlined the operation of the college without compromising the status of strategic planning.

The Strategic Planning Committee has been appropriately involved with the development of plans for Phases II and III of the campus.

The college continues to work with its long-time facilities planning consultant and with the architectural firm which developed the campus master plan. Most recently, both firms advised the college on the viability of the Claypool Building as a college center for Needles.

The College's Chanslorway campus does not have suitable facilities to serve any of its vocational programs. That campus is under long-term lease to the Palo Verde Unified

School District which is using it as a temporary site for an elementary school. The School District has offered to purchase the college's former campus. As this is written, Phase II, which includes classrooms, shops and offices for the college's existing vocational programs is in the bidding phase. We have been challenged by the current bid climate in California which has seen some community college building projects bid at over 100% more than the project budget. Phase III of the Mesa Campus is undergoing architectural design and Phase IV, the Fine and Performing Arts Complex is in the very early stages of architectural design.

63. The following items are included in the financial planning for the future:

The budgeting process encourages participation from all critical parts of the college community.

Seek other sources of funding through writing grants for federal and other sources, public and private.

Insure that budget plans consider the need for periodic replacement of equipment which is not technologically adequate to meet the ever changing instructional needs of the college. (pp. 116-17)

Self-Evaluation:

The budgeting process continues to have participation and representation from all College constituencies. This is a vital step in the budgeting process to fairly and accurately incorporate each department's budget. PVC will continue this important process.

While the College does not have a designated grant writer, we have employed consultants to develop grant proposals. We have been successful in using outside resources as is evidenced by our Title 5 grant. We recently hired a person to oversee our VTEA/Tech Prep programs and to follow up on grants of this nature. Also our Economic Development person has written several grants. We have had successes but our grants have been limited. This is an area that we need to build upon.

Each year, the Administrative Services office receives requests from various departments to update equipment. These requests are carefully considered by the Budget Committee; if funds are available for the purpose requested, the equipment is purchased. Also, the informational technology staff has just updated the computers and instructional aids to meet ongoing changes in technology.

64. One of the primary tools of financial management is development of the budget. Input from college employees and students are part of the process in making

budget allocations. The budget development process begins in February during the previous year in preparation of the following year's budget.

The budget development process and budget information is computerized to provide greater capacity to monitor and control financial matters. This has improved the timeliness of reports and documents which, in turn, has aided the financial management process.

Campus-wide instruction on emergency procedures shall be conducted annually.
(p. 119)

Self-Evaluation:

As stated in comment Item 63 above, considering the recommendations from College constituencies is an important part of the budgeting process, and will continue.

Administrative Services receives monthly ledger reports from the Riverside County Superintendent of Schools for each department on campus. These reports are passed on to each department head monthly, so they have documentation and can help in tracking their budgets for the year. This practice will continue. If clarification is needed, personnel in Administrative Services are available to address issues.

The College recently formed a security task force, which is now developing specific procedures and disseminate the information campus wide. Annual meeting should take place at the beginning of each school year. We do have available security service to intervene in the event of an emergency. Signs are also posted in key locations for exits during emergencies.

65. No change is contemplated in the processes for selecting and evaluating the chief executive officer. As part of its policy manual review, the Board needs to consider whether it should differentiate between major and other administrative positions and possibly rewrite 4140B. (p. 125)

Self-Evaluation:

Since the last visit, the college has completed several administrative searches. The experience gained from those searches will be used in the ongoing process of updating all of the Board's policies in line with the recommendations of the Community College League of California.

66. The Superintendent/President will continue to lead in strategic planning for the District. He will continue the development of a collegial administrative process that links to the institutions of shared governance for the District. (p. 129)

Self-Evaluation:

The Superintendent/President chairs the Strategic Planning/College Council and continues to lead the strategic planning process. The development of collegial governance is a continuous process.

- 67. The Superintendent/President will work with the appropriate Vice Presidents and institutions of shared governance to develop a more rational administrative structure for the District that both clarifies lines of authority and provides spans of control that encourage leadership. The District will be vigilant in watching the growth of new programs, Distance Education and the programs in Needles in particular, to assure that there is sufficient administrative time devoted to them to assure their success. (p. 131)**

Self-Evaluation:

The College's organizational chart continues to evolve. Since the Evaluation Team visit in 2002 several administrative changes have taken place.

- Most notably, the college developed a divisional structure within the instruction area which somewhat simplified span of control issues.
- Distance education is managed by a Dean who is also responsible for a reorganized Non-credit division.
- Administrative Services has been re-organized with a full-time human resources function and a full-time payroll position.
- The Registrar is now an administrative position with commensurate authority and responsibility.
- Staffing has changed and is increasing in Needles.
- Instructional Service Agreements are all under the supervision of a position which reports to the Vice President of Instructional Services.
- As at many colleges, Information Technology has grown dramatically in responsibility and staff. A working Assistant Director position was recently created and filled.
- The increased size of the new campus compared to the former campus required an increase in the size of the Physical Plant staff. A working Supervisor position to back up the Director was created.

To the extent possible, the College seeks to fill positions from within.

- 68. Develop a process for the regular review of the performance of administrative officers of the District. The process should be goal or performance based to assure the continuation of the dynamic growth and development of the District. (p. 131)**

Self-Evaluation:

See # 8 and # 59 above.

69. The District needs to continue to refine its policy-making process to assure that there is effective shared governance. (p. 132)

Self-Evaluation:

The College has accomplished much in the way of improving shared governance among its constituencies. Here are some examples:

The College combined the College Council and Strategic Planning Committee to achieve greater efficiency and more inclusiveness in its decision-making.

In order to help promote understanding and cooperation the College reorganized its monthly faculty and staff meetings into a “spotlight on” format in which one or more departments are invited to discuss their roles and responsibilities within the College family.

The College has conducted several campus-wide Flex Day and Institute Day sessions devoted to review and update of the Strategic Plan.

The College has reorganized its academic and vocational functions into divisions, facilitating better communication among faculty and between faculty and administration.

70. The College needs to continue to delineate the boundary between the responsibilities of the Academic Senate and the faculty union. This is especially important because a fuzzy boundary can discount the effectiveness of both organizations in shared governance. (p. 133)

Self-Evaluation:

The Academic Senate and the CTA recognize that each of these organizations performs a distinct and separate function for the College. Each has a separate roster of officers and committees, each conducts meetings at separate times, and each has a Constitution outlining its purpose. At the same time, however, each works together in a spirit of collegial governance, particularly on matters of mutual interest.

71. The District needs to find means to have high levels of participation in District governance by its faculty members while, at the same time, using faculty members’ time and energy efficiently. (p. 134)

Self-Evaluation:

The faculty has increased involvement in College governance through the Academic Senate and its various committees. In the past two years, the Academic Senate created three additional committees: distance education, transfer and articulation, and scholarship. In 2003, the Academic Senate created the Academic Scholarship Fund.

Faculty has also demonstrated stronger participation on the technology and budget committees. The curriculum committee now maintains a page on the College Web site.

Other faculty initiatives include the monthly publication of the *Oasis* student newspaper, the start-up and regular publication of the *Desert Winds* literary magazine, and the formation of the Astronomy Club and the Debate Club

72. The District will continue its efforts to strengthen student government and to assure continuity in it. (p. 135)

Self-Evaluation:

The student body has become much more active in campus organizations and events in the past three years. Examples include: more involvement in Cal SAC (the statewide student body association), the sponsoring of one major student activity per month, the bringing back of the College yearbook, the annual welcome back, and the multicultural conference.