

## **Responses to Recommendations from the Most Recent Comprehensive Review Site Visit, March 2011**

### **Team Recommendation 1. Mission**

In order to meet the Standards, the College should revise its planning documents to reflect the current mission so that the mission is central to institutional planning and decision making. Furthermore, the College should adhere to its policy of annually reviewing its mission statement and update its Educational Master Plan using its current mission statement (I.A.3, I.A.4).

### **College Response to Team Recommendation 1. Mission**

Pursuant to the Visiting Team Report of November 7, 2012 based on the College's Follow-Up Report #2, the College resolved Team Recommendation 1 with the revision of the following documents to reflect the current mission statement. Educational Master Plan in 2012, Technology Master Plan in 2013 (currently under revision), Facilities Master Plan in 2012 (with annual updates), and the publication of the PRAISE Handbook in 2012. The College's mission remains central to its program review and planning processes as authorized by Board Policy and guided by relevant Administrative Procedures.

- BP 3250 (Institutional Planning)
- BP & AP 1202 (Institutional Effectiveness/Implementing Institutional Effectiveness)
- BP & AP 4000 (Standards of Educational Excellence/Sustaining Standards of Educational Excellence)
- BP & AP 6200 (Budget Preparation/Budget Development)

Institutional efforts to ensure a relevant mission remains central to planning are sustained through the adoption of Administrative Procedure 1200, Review of District Vision, Values, Mission and Goals.

### **Team Recommendation 2. Integrated Planning and Continuous Improvement**

As noted in recommendations 1 and 6 of the 2005 Accreditation Evaluation Report, and in recommendations from the reports of 1993 and 1999, and in order to meet the Standards and the Eligibility Requirements, the College should establish and maintain an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes (I.B.1, ER19). This process should include:

- Goals to improve effectiveness that are stated in measurable terms so that the degree to which they are achieved can be determined and widely discussed (I.B.2).
- An evaluation of all programs throughout the College so that it assesses progress toward those goals and ensures that participation is broad-based throughout the College (I.B.3, I.B.4).
- Documented assessment results for all courses, programs, and the institution (I.B.5, II.A.1.a, II.B.4).
- Formal processes to evaluate the effectiveness of its ongoing planning and resource allocation processes (I.B.6, I.B.7).
- Integration of planning with decision-making and budgeting processes to ensure that decisions to allocate staff, equipment, resources, and facilities throughout the College are based on identified

strategic priorities and to ensure a continuous cycle of evaluation and improvement based upon data. (I.B.2, I.B.3, I.B.6, III.C.2, IV.B.2.b)

- An integration of the total cost of facilities ownership in both the short-term and long-term planning processes (III.B.1.c). [NOTE. III.B.1.c does not exist; the team probably meant III.B.2.a, given context]
- An assessment of physical resource planning with the involvement of the campus community (III.B.1.a, III.B.2.a, III.B.2.b).
- A systematic assessment of the effective use of financial resources, with particular regard to meeting the needs of library materials and technological resources, and the use of the results of this assessment as the basis for improvement (II.C.1, II.C.2, III.D.3).

### **College Response to Team Recommendation 2. Integrated Planning and Continuous Improvement**

Pursuant to the Visiting Team Report of November 23, 2013 based on Follow-Up Report #3, the College resolved this recommendation and was “commended for the very substantial work” accomplished at the time. Such work included clarifying the definition of “program,” which enabled the College to make significant progress in the continuous refinement of its well-established annual program review and planning processes. Instructional programs adopted a shorter cycle for comprehensive review (3 years as opposed to 6 years) with annual updates between comprehensive reviews to enable monitoring of progress and budget augmentations where needed. Moreover, the reporting of learning outcomes assessments became an integral part of program review. Compliance for all instructional and non-instructional program reviews has been consistent following the improvements made in 2013-2014; more importantly, program reviews include defined outcomes, assessment results, and planning for improvement to justify requests for budget augmentations. With the lessons learned from the last 2 cycles (and the concomitant arrival of 2 indicate a clear need to make adjustments to the process, the College’s approach to integrated planning and continuous improvement has matured enough to evaluate and address the needed changes within existing governance and administrative procedures.

### **Team Recommendation 3. Integrated Planning and Continuous Improvement**

As noted in recommendation 2 of the 2005 Accreditation Evaluation Report, and in order to meet the Standards and the Eligibility Requirements, the College should complete the development of student learning outcomes for all programs and ensure that student learning outcomes found on course syllabi are the same as the student learning outcomes found on the approved course outlines of record. The institution must accelerate its efforts to assess all student learning outcomes for every course, instructional and student support program, and incorporate analysis of student learning outcomes into course and program improvements. This effort must be accomplished by fall 2012 as a result of broad-based dialog with administrative, institutional and research support. Student learning outcomes need to become an integral part of the program review process, including incorporating detailed documented analysis from SLO assessments and data-based research. Additionally, faculty and others directly responsible for student progress toward achieving stated learning outcomes should have, as a component of their evaluation, effectiveness in producing those learning outcomes (I.B.1-7, II.A.1.c, II.A.2.a-b, II.A.2.e-f, II.B.4, II.C.2, III.A.1.c, Eligibility Requirement 10).

### **College Response to Team Recommendation 3. Student Learning Outcomes**

Pursuant to the Visiting Team Report of November 23, 2013 based on Follow-Up Report #3, the College fully addressed the recommendation and the significant amount of work demonstrated at that time was deemed “commendable” by the visiting team. The College still needed to demonstrate further work on increasing institution-wide dialogue and was to demonstrate sustained compliance with this recommendation in its Midterm Report. The visiting team concluded that the College continued to meet the first four sections of the recommendation but needed to complete the work on meeting the final section of the recommendation regarding the inclusion of student learning outcomes as a component of faculty evaluations. A year later, the College was able to demonstrate that faculty and administrators responsible for student learning outcomes have, as a component of their evaluation, participation in student learning outcomes assessment.

The College continues with its practices of validating that the course-level student learning outcomes are consistent on syllabi every term, assessment reports are an integral part of program review, and faculty and administrator evaluations continue to include participation in assessment as a component. Currently, the College is refining its use of a content management system to improve upon its integrated program review and assessment reporting strategy for its instructional programs. The new tool will be launched this Fall for instructional programs with development in support of non-instructional programs to follow.

### **Team Recommendation 4. Campus Climate**

As noted in recommendation 6 of the 2005 Accreditation Evaluation Report, and in order to meet the Standards, the College should cultivate a campus environment of empowerment, innovation, and institutional excellence by creating a culture of respect, civility, dialogue and trust (I.B.1, I.B.4, II.A.2.a, II.A.2.b, II.C.1.a, III.A, III.A.1.d, III.A.4.c, IV.A.1, IV.A.2, IV.A.3, IV.A.5, IV.B.2.b [emphasis on "collegial process"]).

### **College Response to Team Recommendation 4. Campus Climate**

Pursuant to the Visiting Team Report of November 7, 2012 based on Follow-Up Report #2, the College fully addressed this recommendation through its efforts to broaden participation in committee work across campus and improve communication. Since that time, the College has experienced replacement of its senior administrators—most notably, the Superintendent/President has infused the campus culture with the principles of servant leadership he espouses and strives to exemplify daily. Through multiple presentations to the College workforce, students, community members, and most recently during orientation of new faculty, the Superintendent/President conveys a clear message of a new campus environment of empowerment through innovation, excellence, respect, civility, dialogue and trust. More information about the effects of his leadership on campus climate is reported under Standard IVB.

### **Team Recommendation 5. Distance Education**

In order to meet the Standards, the College should examine and provide evidence that appropriate leadership ensures the accessibility, quality and eligibility of online and hybrid courses and programs and that such programs demonstrate that all services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution (I.A, II.B, IV.A.1).

### **College Response to Team Recommendation 5. Distance Education**

Pursuant to the Visiting Team Report of November 7, 2012 based on Follow-Up Report #2, the College fully resolved this recommendation. At that time, the College established a Distance Education Advisory Task Force to develop a Distance Education Plan and also submitted a Substantive Change Proposal for distance education that was approved by the Commission.

The Distance Education Plan was most recently updated in Spring 2017. Additionally, a revised educational administrator position, Dean of Instruction, Distance Education, and Library Services, was approved by the Board of Trustees on September 14, 2016 to ensure adequate administrative leadership and support of the College's distance education programs.

### **Team Recommendation 6. Financial Management**

In order to meet the Standards, the College should develop long-term fiscal plans that support student learning programs and services that will not rely on using unrestricted reserves to cover deficits. Additionally, the College should provide timely, accurate and comprehensive financial data and budget projections for review and discussion throughout the institution (III.D, III.D.1.a, III.D.1.c, III.D.2.b, III.D.2.c, Eligibility Requirement 17).

### **College Response to Team Recommendation 6. Financial Management**

Pursuant to the Visiting Team Report of March 25, 2015 based on Follow-Up Report #5 and the Special Financial Review Report, the College fully resolved this recommendation. Deficit spending has been addressed, sufficient reserves are in place if needed, and the College has adopted balanced budgets for fiscal years 2015-2016 and 2016-2017 without reliance on unrestricted reserves to cover deficits. More detailed information about the College's continuing efforts related to this recommendation can be found under Standard IIID.

### **Team Recommendation 7. Leadership and Participation in Governance**

In order to meet the standards, the team recommends that the College build and maintain a system for effective, stable and sustainable leadership, to include:

- Creating a process for succession planning in order to avoid gaps in leadership.
- Assisting all employees and students to grow professionally by developing their leadership skills and encouraging their participation in governance groups.
- Addressing leadership needs in the key campus areas of student services and distance learning (IV.A, IV.A.1, IV.A.2, IV.A.2.a, IV.A.2.b, IV.A.3, IV.A.5, IV.B.1, IV.B.1.j, IV.B.2, IV.B.2.a).

### **College Response to Team Recommendation 7. Leadership and Participation in Governance**

Pursuant to the Visiting Team Report of April 19, 2012 based on Follow-Up Report #1, the College fully resolved this recommendation. The College brought in a consultant to hold a training session on succession planning on May 7, 2012. Gaps in leadership across key areas of student services and distance

learning have been filled—including the most recent revision of Dean, Instruction, Distance Education, and Library Services. The College has provided funding for professional development for all its workforce members in its annual budgets. Additionally, under the new Superintendent/President management development sessions were held two times a month on a variety of topics. This year, the sessions have been held to once a month and are mandated to ensure participation by all.

### **Team Recommendation 8. Board Practices and Evaluation**

In order to meet the Standards, members of the Board of Trustees must limit their role in governing the College to those responsibilities established in Board Policy, including delegating power and authority to the Superintendent/President to lead the District and to make administrative decisions regarding the effective implementation of Board Policies without Board interference. Trustees must avoid micromanaging institutional operations including their participation in campus committees and governance groups. Additionally, the Board must establish and follow a specific, regular time interval for evaluating its performance (IV.B, IV.B.1, IV.B.I.a-e, IV.B.I.g, IV.B.I.j, IV.B.2, IV.B.2.a-e).

### **College Response to Team Recommendation 8. Board Practices and Evaluation**

Pursuant to the Visiting Team Report of November 11, 2012 based on Follow-Up Report #2, the College fully resolved this recommendation. The College brought in a consultant on the subject of Board roles and responsibilities, members ceased the practice of attending shared governance meetings, and Board members self-evaluate annually pursuant to Board Policy 2745, Board Self-Evaluation—the most recent of which was completed July 2016.

### **Commission Recommendation 1. Board Practices and Evaluation**

In order to meet the Standards, the Commission recommends that the Board of Trustees amend its ethics policy (Board Policy 2717) to include a clearly defined policy for dealing with behavior that violates the policy (IV.B1.h).

### **College Response to Commission Recommendation 1. Board Practices and Evaluation**

Pursuant to the Visiting Team Report of April 19, 2012 based on Follow-Up Report #1, the College has fully resolved this recommendation. Board Policy 2717, Code of Ethics/Standard of Practice, includes language on the consequences of behavior that violates the policy.