

# **INTERIM ACCREDITATION REPORT**

**PORTERVILLE COLLEGE**

**100 E. College Avenue**

**Porterville, California 93257**

April 1, 2002

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## INTRODUCTION

Porterville College, as part of the Kern Community College District, was visited in October of 2000 for purposes of accreditation. During the two years prior to that visit, all constituencies of the College had been involved in the preparation of an extensive self-study. The self-study and visitation resulted in continuation of the College's accreditation by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges. Confirmation of affirmation by the accrediting agency was received in spring of 2001. Although Porterville College was commended in many areas, included in the visitation team's report were eleven (11) recommendations addressing issues of institutional effectiveness, educational programs, faculty and staff, finances, and governance:

1. The college should build on its current planning efforts, with particular attention to strategic planning, institutional research and documentation, and institutional effectiveness core indicators. Included in the college effort should be the establishment of a college-wide agreement on a planning and evaluation process linking planning, evaluation, assessment of outcomes, and budgeting. The process should be made available to everyone within the college community. (Standard 3A.1, 3A.3, 3B.1, 3B.2, 3B.3, 3C.1, 5.10, 6.7, 8.5, 9A.1, 9A.4, 9A.5, 10B.8)
2. The college should further develop and implement an integrated planning and budgeting management system that links planning to institutional goals and outcomes that are clearly communicated to the entire college community. (Standard 3B.1, 9A.1, 9A.4)
3. The college should continuously assess the extent to which its educational programs are meeting community needs through appropriate data collection, analysis of that data with respect to local demographics and economics, and effective communication with the Porterville community. Specific attention should be paid to what degree and certificate programs are offered and how courses within these programs are scheduled during days, evenings, and weekends. (Standard 4A.1, 4A.5, 4B.2, 4D.1, 4D.5, 5.3, 5.6, 5.10)
4. The college should ensure that appropriate learning outcomes are established for all of its degree and certificate programs and that these outcomes are stated in the *College Catalog* and in other appropriate college publications. Students completing these programs should be able to demonstrate appropriate achievement of these learning outcomes. (Standard 4B.3)
5. The college should formalize its procedures for the evaluation of transfer credit into a policy statement and publish that policy statement in the *College Catalog*. (Standard 4D.4)

6. The college should immediately develop and implement a comprehensive affirmative action plan to include goals, timetables, and strategies for compliance. The team noted that three previous accreditation teams cited this deficiency. (Standard 5.7, 7D.1, 7D.2)
7. The Board of Trustees should develop a sound financial plan that would include a prudent reserve and insure that dependable and timely financial information is made available to the Board, the District, and the colleges for effective financial decision making. (Standard 9A.2, 9A.4, 9B.1, 9C.3)
8. The Board of Trustees should adopt and distribute policies covering its mission statement, CEO evaluation, Board self-evaluations, and policy review. It is recommended that these provisions be incorporated into the *District Policy Manual*. (Standard 10A.2, 10A.3, 10A.4, 10A.5)
9. The District and college leadership should clarify procedures and outcome expectations for shared or participatory governance and assure that they are widely understood, workable, and used. (Standard 10B.5, 10B.6, 10B.8, 10B.9, 10B.10)
10. The Board of Trustees should clearly define and widely disseminate the roles and responsibilities assigned to District administrators and those assigned to college administration so that the appropriate responsibilities and authority are identified and related accountability standards are established. (Standard 10A.3, 10B.3, 10B.5, 10C.3, 10C.4, 10C.5)
11. The college should stabilize its administrative leadership and review its management structure to insure that all administrative/management positions are effective, necessary, and supportive of the college's mission and size. (Standard 10B.1, 10B.3, 10B.4, 10B.5)

Porterville College recognizes the validity of these recommendations. In addition to the accreditation team visit, the District and its colleges have been evaluated by an independent consulting organization that reported many of the same recommendations. As a result, Porterville College has made efforts to address the recommendations of both groups.

The material presented in this report outlines the efforts of Porterville College since spring of 2001 to address the issues covered by the recommendations. Because of a strong campus desire to optimize the effectiveness of its efforts, Porterville College has made significant strides toward these goals.

## **PREPARATION OF THE INTERIM ACCREDITATION REPORT**

In December 2001, the Porterville College Learning Council formed eleven committees, one for each recommendation, to oversee the Interim Accreditation Report. A Division Chair chaired each of the committees, and an administrator was assigned to each committee as well. A complete list of participants is included in this report.

The eleven committees met during December of 2001 and January and February of 2002 to collect data and prepare a response regarding efforts to date to address the issues involved. In March of 2002, drafts of these reports were presented to the President's Cabinet for review and revision. The two Deans of Learning were given responsibility for producing a draft for presentation to President's Cabinet for approval.

Porterville College now forwards this Interim Accreditation Report to the Commission with the belief that it reveals the commitment of Porterville College to address the recommendations of the visitation team. This report demonstrates that Porterville College has been and will continue to be at work on issues regarding institutional effectiveness, educational programs, faculty and staff, finances, and governance. The college expects to provide evidence of even more significant progress by the time of the Midterm Accreditation Report, as we strive to be "the best small community college in California."

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William Andrews, President

## **PARTICIPANTS—ACCREDITATION INTERIM REPORT**

- Recommendation 1:  
Bret Davis—Division Chair, Athletics and Physical Education  
Bill Andrews—Porterville College President
- Recommendation 2:  
Val Lombardi—Division Chair, Health Careers  
Linc Hall—Interim Vice President
- Recommendation 3:  
Mike Carley—Institutional Researcher  
Linda Denny—Director, CalWORKS and Workforce Development  
Kathy Bennett—Interim Dean of Learning  
Lyle Martin—Network Manager
- Recommendation 4:  
Jacinto Gardea—Division Chair, Language Arts  
Kathy Bennett—Interim Dean of Learning  
Monte Moore—Public Information Officer
- Recommendation 5:  
Teresa Minter-Procter—Division Chair, Math/Science  
Steve Schultz—Dean of Learning
- Recommendation 6:  
Richard Osborne—Division Chair, Social Sciences  
Ken Robinson—Director, Human Resources
- Recommendation 7:  
Mercy Herrera—Division Chair, Counseling  
Gary Wallace—Director, Bookstore and Auxiliary Operations
- Recommendation 8:  
Young Kim—Division Chair, Business Education  
Linda Prentiss—Director, Development and Community Services
- Recommendation 9:  
Tom Howell—Division Chair, Fine and Applied Arts  
Ann Marie Wagstaff—Academic Senate President  
Pete Hauk—Director, Maintenance and Operations
- Recommendation 10:  
Craig Britton—Division Chair, Applied Technology  
Judy Pearson—Director, Admission and Records

- Recommendation 11:  
Jeff Spalsbury—Director of Library  
Steve Schultz—Dean of Learning

## RESPONSE TO RECOMMENDATION ONE

**The college should build on its current planning efforts, with particular attention to strategic planning, institutional research and documentation, and institutional effectiveness core indicators. Included in the college effort should be the establishment of a college-wide agreement on a planning and evaluation process linking planning, evaluation, assessment of outcomes, and budgeting. The process linking planning, evaluation, assessment of outcomes, and budgeting. The process should be made available to everyone within the college community. (Standard 3A.1, 3A.3, 3B.1, 3B.2, 3B.3, 3C.1, 5.10, 6.7, 8.5, 9A.1, 9A.4, 9A.5, 10B.8).**

### INTERIM REPORT

Porterville College received the Evaluation Report on December 8, 2000, and many efforts have been taken to address this recommendation.

- 1.1 In the spring of 2001, the Budget Planning and Review Committee was provided with more information and broader powers. Up to this point in time, the faculty Division Chairs had not been allowed to have copies of their divisional budgets, and all fiscal information was closely controlled by the administration. These changes were made to move planning and decision making as close to the point of need as possible. The Committee agreed to use the college's Educational Master Plan as the basis for budget planning for the 2001-2002 fiscal year.
  
- 1.2 In March of 2001, the Kern Community College District received a final report from the KH Consulting Group titled "An Organizational and Operations Effectiveness Study." The reports contained 72 recommendations for change for the District and its Colleges. Each College began preparation of Action Plans to address the recommendations with the intent of Action Plan implementation beginning in fall 2001. Many of the recommendations addressed the concerns enumerated by the ACCJC Evaluation Team in the above recommendation. (Exhibits)
  
- 1.3 In April of 2001, the Institutional Planning and Review Committee approved "Indicators of Effectiveness and Student Success." The purpose of the document is to define and categorize those items by which the College can measure its level of success and effectiveness in meeting stated educational goals. (Exhibit)
  
- 1.4 In the spring of 2001, it was the consensus of the members of the President's Cabinet that a new organizational structure be adopted. The structure focused on student learning and was intended to blend the traditional instruction and student services units into a single cohesive unit. A Vice President position and a Dean position were eliminated. The new organizational structure with a single Vice President of Learning and two Deans of Learning became effective as of July 1, 2001. (Exhibit)

- 1.5 In the spring of 2001, it was the consensus of the members of the President's Cabinet that the Instructional Council, the Institutional Planning and Review Committee and the College Budget Planning and Review Committee be combined to form a new College Learning Council (CLC). The CLC is co-chaired by the Vice President of Learning and an elected faculty member. The President serves in an ex officio capacity. All constituencies of the College are represented on the 33-member council. The general charge of the CLC is to coordinate and communicate the College-wide planning, budgeting and reporting processes. The CLC interfaces with all segments of the College to provide the highest quality learning services to students and communities served by Porterville College.
- 1.6 During the fall of 2001, the College Learning Council, working with the Academic Senate, studied the program review process and expanded it to include all support services of the College. The Council has approved a four-year cycle for program review that includes all instructional and non-instructional areas of the College. Porterville College realizes that a quality program review process is essential for solid planning and decision-making.
- 1.7 In February 2002, the College Learning Council undertook the task of updating the Educational Master Plan with a planned deadline for completion of April 2002.

Porterville College has Action Plans in place to fully develop and implement a comprehensive strategic planning effort. (Exhibits) Given a major administrative restructuring with new personnel, difficult budget issues concerning 50% Law compliance, and a significant budget problem projected for the 2002-03 fiscal year, Porterville College has made significant strides concerning this recommendation, and we are confident that major progress will occur by the time of the Midterm Report.

#### Documentation:

- President's Cabinet agendas, minutes, and related materials
- Instructional Council agendas, minutes, and related materials
- Institutional Planning & Review Committee agendas, minutes, and related materials
- College Budget Planning & Review Committee agendas, minutes, and related materials
- Indicators of Effectiveness and Student Success
- KH Action Plans

## RESPONSE TO RECOMMENDATION TWO

**The college should further develop and implement an integrated planning and budgeting management system that links planning to institutional goals and outcomes that are clearly communicated to the entire college community. (Standard 3B.1, 9A.1, 9A.4)**

### INTERIM REPORT

Discussions about the implementation of Recommendation #2 were initiated early in the spring 2001 semester. A budget development procedure under which the President and selected administrators played the key role in preparing the budget proposal for submission to the district office had been in place prior to November 2000. The new President engaged key members of the faculty and staff in developing the 2001-02 budget with the understanding that a more detailed process would be in place for developing the 2002-03 budget proposal.

- 2.1 Early in the fall 2001 semester, the functions of the three major planning bodies on campus, the Budget Planning and Review Committee, the Institutional Planning and Review Committee and the Instructional Council, were consolidated into one body, the College Learning Council (CLC). The CLC has a broad based membership of 33 representatives from all of the college stakeholders: administration, faculty, classified support staff and students. In addition, other interested members of the campus community may attend CLC meetings when issues of interest to them are being discussed.
- 2.2 Meetings are scheduled at least three times a month and occasionally occur in every week of the month when the workload so dictates. Meetings are co-chaired by a faculty member and an administrator. The CLC currently is overseeing the completion of an Educational Master Plan revision and is working with the Academic Senate and classified staff bargaining unit in the development of a new program review procedure.
- 2.3 Revision of the Educational Master Plan will be completed by the end of the spring 2002 semester. The program review procedures and schedule will be completed in adequate time for program reviews to begin in the fall 2002 semester on a four-year rotational basis.
- 2.4 During the first month of the spring 2002 semester, the CLC initiated a review of the college's mission statement and goals and the Educational Master Plan. Upon completion of the review process, those persons with budget oversight responsibility will begin development of the 2002-03 budget. In accordance with directives from the College President, initiation of budget proposals has been delegated to staff members who are closest to the point of need. All budget managers are members of the CLC. The College President provided CLC members with a copy of the current (2001-02) year's budget and has requested

that budget proposals be submitted to appropriate administrators by the end of April 2002. It is understood that the budget for 2002-03 will be constructed so as to provide maximum support to the College's mission, goals and Educational Master Plan.

- 2.5 The CLC is reviewing a proposed budget development procedure under which the Educational Master Plan will serve as the primary point of reference for prioritizing spending proposals. The procedure will reflect the participatory governance philosophy under which the College has been operating for the past sixteen months. Budget information will be openly shared with the College constituency. Responsibilities of those persons who are involved in preparing the initial budget proposal will be clearly defined. A preliminary college budget will be reviewed in the CLC as will the final budget proposal. In addition, the budget will be reviewed and discussed in the President's Extended Cabinet prior to submission to the Learning Services Center.

Porterville College has made impressive gains in the implementation of a participatory governance process that will involve all College stakeholders in the development of educational and financial plans. A financial and educational plan that reflects the needs and opinions of all elements on campus is currently being developed. Consistent with those plans, future years' budgets will be developed by a participatory process in which proposed expenditures reflect the College's accepted long term financial and educational plans. It is believed that these plans and processes will be in operation and available for review by the time of the midterm report.

Documentation:

- President's Cabinet agendas and minutes
- College Learning Council agendas and minutes

### RESPONSE TO RECOMMENDATION THREE

**The College should continuously assess the extent to which its educational programs are meeting community needs through appropriate data collection, analysis of that data with respect to local demographics and economics, and effective communication with the Porterville community. Specific attention should be paid to what degree and certificate programs are offered and how courses within these programs are scheduled during days, evenings and weekends. (Standard 4A.1, 4A.5, 4B.1, 4B.2, 4D.1, 4D.5, 5.3, 5.6, 5.10).**

### INTERIM REPORT

Porterville College received the Evaluation Report on December 8, 2000, and many efforts have been taken to address this recommendation.

- 3.1 In fall 2001 and spring 2002, Porterville College expanded its voc/tech programs with the hiring of an agri-business coordinator and the development of a fire academy. There is also a greater focus on transfer, with more time allocated to the position of transfer coordinator.
- 3.2 Advising services are still operating poorly, but current budget constraints will prevent significant change in the near future. Both lack of staff and funds for training contribute to the situation, but increased funding could significantly reduce the problem.
- 3.3 During spring semester, 2002, the Porterville College Mission Statement and Educational Master Plan are being revised. After a period of dormancy, in spring 2002, a new 4-year cycle for program review has been drafted.
- 3.4 A 4-year cycle for program review has been drafted.
- 3.5 The 4-year cycle for program review defines the processes for establishing and evaluating all of Porterville College's educational programs.
- 3.6 Porterville College currently offers several delivery systems and modes of instruction, including online distance education, hybrid classes, traditional classes, and videoconferencing classes. Work is currently being done on the Palomar Satellite distance education system.
- 3.7 Porterville College has excellent financial aid and disability resource services. However, the Learning Center needs a renewed focus and updated software.
- 3.8 Porterville College needs to improve access to specialized counseling at all times and increase support services in evenings and on weekends. At the present time, however, budget constraints prohibit the expansion of these services.

3.9 Program review (described above) will incorporate for the first time all non-instructional areas including Admissions and Records, CalWORKS, Counseling/Education courses, Disabled Students Services, Financial Aid/EOPS, Matriculation, Student Support Services (TRIO), Student Activities (including student government), Transfer Center, and Wellness Center. This will be an ongoing process for Porterville College.

Documentation:

Program Review procedures and schedule

**RESPONSE TO RECOMMENDATION FOUR**

**The College should ensure that appropriate learning outcomes are established for all of its degree and certificate programs and that these outcomes are stated in the *College Catalog* and in other appropriate College publications. Students completing these programs should be able to demonstrate achievement of these learning outcomes.**

## **INTERIM REPORT**

Porterville College has made significant progress in complying with this recommendation. The recommendation has three separate components, and each, with the appropriate plan of action, will be discussed separately below.

4.1 Appropriate learning outcomes should be established for all Porterville College degree and certificate programs. Although the Team recognized (p. 14 of the Evaluation Report) that “Some occupational and vocational programs have learning outcomes that are established by and assessed through external regulatory agencies,” other Porterville College programs do not have clearly defined and published outcomes. After a period of dormancy, in spring 2002, a new 4-year cycle for program review has been drafted. The 4-year cycle for program review defines the processes for establishing and evaluating all of Porterville College’s educational programs.

4.2 Learning outcomes should be stated in the *College Catalog* and in other appropriate College publications. Porterville College should publish the compiled learning outcomes of each degree and certificate program in the next edition of the catalog.

4.3 Students completing these programs should be able to demonstrate appropriate achievement of these learning outcomes. Porterville College should establish for each degree and certificate program some way of officially recognizing that the students have demonstrated/mastered the program learning outcomes after the students complete all the required courses with a grade of C or better.

At this time, the learning outcomes deficiencies in our degree and certificate programs have not been rectified. However, with the implementation of the newly-revived program review cycle, we can begin to take appropriate steps in the coming months to comply with the Evaluation Team’s fourth recommendation.

Documentation:

- College Learning Council agendas and minutes

- Revised Program Review schedule

**RESPONSE TO RECOMMENDATION FIVE**

**The College should formalize its procedures for the evaluation of transfer credit into a policy statement and publish that policy statement in the College Catalog (Standard 4D.4).**

## **INTERIM REPORT**

- 5.1.1 In January 2001, the Dean of Learning and the articulation officer evaluated related statements in various College catalogs to draft a policy to address the recommendation of the accreditation team.
- 5.1.2 Once the draft was written, it was shared with the Director of Admissions and Records for input, and further modifications were made.
- 5.3 In February 2001, after various reviews, the following statement regarding acceptance of transfer courses was agreed upon:

*Porterville College grants credit for lower division work from accredited colleges or universities. Transferred courses may count towards completion of general education, majors, certificates, electives, and developmental or prerequisite requirements. Before an evaluation of courses from other colleges and universities can be completed, students must submit official copies of transcripts from each college or university attended showing all attempted work. Unofficial copies of transcripts cannot be used to officially evaluate courses for transfer.*

*When a degree evaluation application has been submitted, the campus evaluator will complete an official evaluation of the transferred courses. Students wishing to have transcripts evaluated prior to the formal degree evaluation process may do so by special request to the Admissions and Records office. For courses taken from out-of-state or private colleges where a catalog and course description is not on file at the college, the student will be responsible for providing a copy of the course description to the campus evaluator.*

*Failure to provide official transcripts will delay and possibly prevent graduation. Transcripts should be sent directly from the college or university to the Porterville College Admissions and Records office. All transcripts become the property of the college and will not be returned or released to other institutions.*

This statement will be published in the next printing of the *College Catalog*. Therefore, this recommendation of the accreditation team has been completed.

### Documentation:

- 2002-02 *College Catalog* currently being developed

- Transfer Evaluation form

## RESPONSE TO RECOMMENDATION SIX

**The College should immediately develop and implement a comprehensive affirmative action plan to include goals, timetables and strategies for compliance. The team noted that three previous accreditation teams cited this deficiency. (Standard 5.7, 7D.1, 7D.2)**

### INTERIM REPORT

Porterville College received the Evaluation Report on December 8, 2000. Efforts to comply with this recommendation had already been undertaken and are ongoing. Recommendation Six is particularly important since the student population at Porterville College is extremely diverse, both ethnically and socioeconomically. Student data for fall of 2001 clearly reflect the ethnic diversity of the institution.

- 6.1 The Affirmative Action Committee, which had been essentially moribund for five or six years, was reactivated in fall of 1999 and renamed the Staff Diversity/Affirmative Action Committee (SD/AA Committee). A schedule of bi-monthly meetings was established and adhered to with few exceptions. The Committee was co-chaired by the Dean of Student Services (at that time the school was without a Director of Human Resources) and an Associate Professor of Sociology. Additional classified and certificate members were recruited and added to the Committee.
- 6.2 With the assistance of two interim Directors of Human Resources, a comprehensive affirmative action plan was developed and approved in the spring of 2001. The plan includes goals, timetables, and strategies for compliance with state and federally mandated regulations.
- 6.3 In the spring of 2001, the SD/AA Committee conducted a series of mandatory training sessions for all individuals who were going to be involved in the hiring process. These workshops stressed the value of diversity on our campus and the policies surrounding the Affirmative Action program

6.4 In October of 1999, 2000, and 2001 the SD/AA Committee sponsored a Campus Dialogue on Diversity. This is a weeklong series of events that focuses on all aspects of diversity. Guest speakers, videos, and student panels explore topics such as hate-speech, racism, and tolerance. In February of 2002, the SD/AA Committee sponsored an extensive array of events in recognition of Black History Month. Over the past two and one half years, members of SD/AA Committee have attended out-of-area workshops designed to enhance their knowledge of hiring and recruitment practices, training, etc. The information garnered has then been disseminated to interested parties on campus.

In summary, the specific recommendation pertaining to the development of a comprehensive affirmative action plan has been accomplished. Additionally, it appears that sufficient momentum has been generated to insure that the SD/AA Committee will continue to be a dynamic entity at Porterville College.

Documentation:

- Staff Diversity/Affirmative Action Committee agendas and minutes
- Student data for fall 2001

## **RESPONSE TO RECOMMENDATION SEVEN**

The Board of Trustees should develop a sound financial plan that would include a prudent reserve and insure that dependable and timely financial information is made available to the Board, the District, and the colleges for effective financial decision making.

### **INTERIM REPORT**

7.1 The Kern Community College District is currently in its first year of utilizing a new Budget Allocation Model developed by a subcommittee of the District's participatory governance process. The model is intended to be student centered, fair and stable while allowing for efficient and effective planning for accountability and growth. This new model enhanced the District's ability to monitor and direct the financial resources of the District. In addition, new financial reports have been developed in order to provide timely financial information, particularly for monitoring 59% compliance and operational results. The Board of Trustees has established a finance subcommittee to further enhance its oversight role.

Documentation:

- Budget Allocation Model flowchart
- KCCCD Board of Trustees agendas and minutes

## **RESPONSE TO RECOMMENDATION EIGHT**

**The Board of Trustees should adopt and distribute policies covering its mission statement, CEO evaluation, Board self-evaluation and policy review. It is recommended that these provisions be incorporated into the *District Policy Manual* (Standard 10A.2, 10A.3, 10A.4, 10A.5).**

## **INTERIM REPORT**

Porterville College received the Evaluation Report on December 8, 2000, and many efforts have been taken to address this recommendation.

- 8.1 Incorporated into the District Policy Manual are Board-adopted statements of Educational Philosophy, Educational Values, and Goals of Community College Education (Policies 1B1, 1B2, and 1B3). The Board of Trustees also has adopted and disseminated a Statement of District Goals for 2001-02 (exhibit), which includes nine core objectives for the Board.
- 8.2 A subcommittee of the Board of Trustees was established in September 2001 to design and direct the process for the evaluation of the District Chancellor. The Chancellor was evaluated in the fall of 2000, late fall 2001, and will be evaluated again in the spring of 2002, after which Chancellor evaluations will be conducted annually each spring.
- 8.3 In October 2001, the Board of Trustees established a subcommittee to direct the educational activities of the Board of Trustees. The following educational activities have been implemented: The Board has scheduled annual workshops with facilitators from ACCT and CCLC to strengthen its knowledge of the role of community college boards and enhance its ability to work together effectively. The Board has disseminated a calendar of conferences and workshops for 2002, and at Board meetings, several Board members report on those conferences.
- 8.4 The Board of Trustees also has included in Section 2F of the District Policy Manual a Statement of Ethics, with which all Board members must comply. Evaluation of the Board members actually occurs by the voters through the election process.
- 8.5 Policies regarding policy development and approval are presented in Section 1C, Purpose of Board Policy Manual, and 2A, General Functions of the Board of Trustees.

### Documentation:

- District Board Policy Manual
- Statement of District Goals

## **RESPONSE TO RECOMMENDATION NINE**

The District and college leadership should clarify procedures and outcome expectations for shared or participatory governance and assure that they are widely understood, workable, and used. (Standard 10B.5, 10B.6, 10B.8, 10B.9, 10B.10)

## **INTERIM REPORT**

Dr. Andrews became president of Porterville College in November 2000. Since that time, participatory governance processes at the College and within the District have expanded and revised in significant ways, and many steps have been taken to clarify outcome expectations and “assure that they are widely understood, workable, and used.”

### **Porterville College**

- 9.1 In November 2000, Dr. William Andrews was selected as the new President for Porterville College. There was a clear mandate from the College community to initiate open, participatory governance. Dr. Andrews initiated regular Open College Forums to discuss any topic concerning the College and its mission.
- 9.2 On February 9, 2001, the President’s Cabinet, the ultimate participatory governance group for Porterville College, was expanded from a membership of eight to a membership of 39. Membership includes all managers, all Academic Senators, all faculty Division Chairs, the Associated Students of Porterville College leadership, classified staff, and CSEA and CCA representatives. The purpose of the expanded membership was to ensure broad participation from all constituencies of the College and to improve communication. The President’s Cabinet is the primary source through which College communications are developed, and it serves as the College committee for short and long-range master planning.
- 9.3 In the fall of 2001, the College Learning Council was created to replace three former standing committees: the Institutional Planning Committee, the Budget Planning and Review Committee, and the Instructional Council. The Learning Council is co-chaired by the Vice-President and an elected faculty member. It includes all of the Division Chairs, the Academic Senate President and President-elect, all administrators and program directors, and representatives from CCA, CSEA, and the Associated Students. The tasks of this committee are delineated in writing and were approved by the Senate, the President’s Cabinet, and the three committees that the Learning Council replaced. Among its most important tasks is to coordinate and communicate the college-wide planning, budgeting and reporting processes.

Participatory governance at Porterville College now takes place through three governing bodies: the Academic Senate, the College Learning Council, and the President’s Cabinet.

All meetings are open. Meeting dates, agendas and minutes are published campus-wide via e-mail and/or the Web.

The strength of participatory governance at Porterville College can be measured by the College's success in resolving difficult issues including major restructuring with new personnel, budget issues concerning 50% law compliance, and a failing campus network infrastructure. In short, the College's progress in strengthening and clarifying its participatory governance process is remarkable, particularly given the state of confusion it was in at the time of our accreditation visit.

### **Kern Community College District**

- 9.1 On March 3, 2001, at a KCCD Strategic Planning workshop, representatives of all three campuses and the District office adopted the following statement of principle: "We commit ourselves to the transformation of our District to a learning-centered cooperative."
- 9.2 In the fall of 2001, Chancellor Packard, following the model established by Porterville College, expanded his cabinet in both membership and responsibilities. He did this by combining three groups: the previous Chancellors Cabinet (made up of administrators from the three Colleges), the district-wide participatory governance committee, and the Academic Senate committee.
- 9.3 In response to Recommendation III-2 of the KH institutional audit, the Chancellor's Cabinet set up a subcommittee to develop an action plan to help foster mutual respect and formally define a participatory governance structure. This committee proposed, and the Cabinet subsequently approved, a statement of purpose and operating guidelines. Other components of the action plan yet to be completed include developing the skills to be effective Chancellor's Cabinet members through providing training and workshops to Cabinet members, developing a matrix for decision-making, and developing and using a tool to evaluate the effectiveness of the structure and process of the Chancellor's Cabinet.

As a result of the above steps, the Kern Community College District has moved decisively to "clarify procedures and outcome expectations" for district-wide participatory governance and to assure that those procedures are understood and used. While KCCD has much to learn about being a learning-centered cooperative, we have made significant progress and anticipate further progress by the time of the Midterm Report.

Documentation:

- Academic Senate minutes and related materials
- College Learning Council description
- Strategic Planning Declaration and Photograph
- KH Action Plan for Recommendation III-2
- Chancellor's Cabinet: Purpose and Operational Procedures

## **RESPONSE TO RECOMMENDATION TEN**

**The Board of Trustees should clearly define and widely disseminate the roles and responsibilities assigned to District administration and those assigned to college administration so that the appropriate responsibilities and authority are identified and related accountability standards are established.**

#### **INTERIM REPORT**

- 10.1 In Section Ten of the District Board Policy Manual, there are policies related to the administrative organization (10A) and policies that delineate the responsibilities of the Chancellor, College Presidents, and Management staff (10A5).
- 10.2 Policies 10A5C and 10A6B require that all confidential and management position descriptions are maintained on a current basis with the District Chancellor. All confidential and management position descriptions are updated on an annual basis.
- 10.3 A KH Action Team has been formulated to address recommendation V-17 relative to the implementation of “a meaningful performance appraisal process for increased accountability and defined performance expectations and outcomes.

#### Documentation:

- District Board Policy Manual
- KH Action Plan

#### **RESPONSE TO RECOMMENDATION ELEVEN**

**The College should stabilize its administrative leadership and review its management structure to insure that all administrative/management positions are**

**effective, necessary, and supportive of the College's mission and size. (Standard 10B.1, 10B.3, 10B.4, 10B.5)**

**INTERIM REPORT**

During the past year, the College has implemented many of the findings relating to administrative reorganization from the recent audit by the KH consulting group that directly related to the recommendations of the accreditation team:

- 11.1 Since arriving in November, 2000, the Chief Executive Officer has taken a very proactive approach in redefining his role in providing effective leadership, including instituting a President's Cabinet composed of a cross-section of members from every segment of the College's population. The charge of the President's Cabinet was to be better informed regarding the needs of various campus elements and to ensure effective communication throughout the campus; to reorganize the administrative structure of the College following the suggestions made by the KH study; to have an open forum once a month to allow open dialogue with all segments of the College including students, faculty, staff and public; and to have an open door policy so individual problems can be discussed and resolved quickly and fairly.
- 11.2 During the spring of 2001, following the suggestions made in the KH audit study, the College reorganized its administrative structure and has transformed to a learning-based structure of service in order to more effectively meet the needs of the College. This reorganization resulted in the consolidation of the previous two Vice President positions, one for instruction and one for student services, into one Vice President of Learning. In addition, the two previous Deans of Instruction and one Dean of Students were consolidated into two Deans of Learning. Currently, the Vice President of Learning and one of the Deans of Learning positions are being filled by interim appointments while the application and selection process for these two positions continues. In addition, the Director of Learning Support Services position is currently vacant, and the process for selection is also in process.
- 11.3 With these three critical administrative positions currently needing to be filled, the College Human Resources office, in coordination and with the input of all the segments of the College, completed new revised job descriptions during the spring of 2001 to ensure that these positions are filled by professionals with the necessary qualifications and experience to successfully perform their responsibilities. In addition, each administrator is evaluated according to the policies as established in the district board policy manual.
- 11.4 With the implementation of the recommendations of the KH study and through the increased efforts toward participatory governance on campus, the administrative position job responsibilities were developed during the spring of 2001 through shared input from all segments on campus during this semester.

These positions now have clearly defined and understood roles in the governance of the College. In addition, various district wide committees are currently reviewing all elements of our College and District response to the recommendations of KH to ensure compliance with this study.

Porterville College has gone through significant management reorganization since the visit of the accreditation team and has satisfied the recommendation above. Through a participatory approach, the College will continue to evaluate the reorganization and modify as appropriately to the missions and goals of our student-learning model.

Documentation:

- President's Cabinet agendas and minutes
- KH Action Plan
- Revised College Management flowchart
- Vice President and Deans of Learning job descriptions