

# ACCREDITATION MIDTERM REPORT

A Midterm Report Prepared for  
the Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

SEPTEMBER, 2003



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100 East College Avenue  
Porterville, California

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## **STATEMENT OF REPORT PREPARATION**

The College Learning Council (CLC), whose responsibility includes assuming the periodic role as the College's accreditation self-study steering committee, formulated a sub-committee during the spring of 2003 to begin development of the midterm report. The composition of the sub-committee included two staff from management, two faculty, two classified, and one student.

During the summer, the sub-committee began an analysis of the progress the College has made on addressing each of the recommendations from the previous review team and the areas the College identified in the planning agenda in its self-study. Upon completion of their analysis, a draft was completed for initial review. Modifications of the original draft were made after various reviews and discussions of the sub-committee.

Final recommendations were submitted to the chair of the sub-committee during the second week of August and the draft completed that was to be presented to the CLC at its first meeting of the fall term. On August 25<sup>th</sup>, the chair of the sub-committee presented the draft of the midterm report to the CLC for discussion and review. The members of the CLC were then asked to review the midterm report draft and return any recommendations or modifications to the chair prior to its next meeting. The recommendations received from the CLC members were included and the final report was completed and approved by the CLC at its meeting on September 8th.

The College efforts in the completion of the self-study, mid-year, and mid-term reports demonstrate our commitment towards a comprehensive institutional review. In a spirit of participatory governance, we will continue to address all areas recommended in an effort to improve our effectiveness in serving our students, staff, and community.

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William Andrews, President

## MIDTERM REPORT VERIFICATION AND SIGNATURE PAGE

September 2003

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

FROM: Porterville College  
100 E. College Avenue  
Porterville, CA 93257

This Midterm Report is submitted to provide the Commission with an evaluation of the progress made regarding the completion of the October 2000 accreditation team recommendations and those of the April 2002 interim team visit. In addition, progress toward the completion of each of the planning agenda items in the self-study is also addressed.

The signatures below certify that this Midterm Report accurately reflects the efforts made toward meeting the recommendations from the site and interim visits, and verifies that this report was submitted for review and approval to the College President's Cabinet and College Learning Council, and the Kern Community College Board of Trustees.

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Dr. Jerry Young Interim Chancellor, KCCD

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Dr. William Andrews President, Porterville College

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Steven Schultz Vice President of Learning

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John Etcheverry Director, Business Services

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Susan Regier Academic Senate President

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Laurie Buchholz CCA Site Representative

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Diane Thompson CSEA Site Representative

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Vincent Velasquez ASB President

# ACCREDITATION MIDTERM REPORT

In October 2000 a comprehensive accreditation site visit was conducted at Porterville College. The following year, the Accrediting Commission required the College to submit an Interim Report. On April 16, 2002, a team visited the College to validate the accuracy of the Interim Report regarding the progress made toward completion of the recommendations.

The findings of the team's visit as presented in the "Interim Visit Report" are listed below under "Observations from the Interim Visit Report" and "Conclusions from the Interim Visit Report" for each of the recommendations. Any further progress made since the receipt of the team's interim visit report is also listed below.

## Interim Report Recommendations, Observations, Conclusions and Progress

**Recommendation 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.*

**Recommendation 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.*

### Summary of College Efforts to Address Recommendations:

- In the spring 2001, the Budget Planning and Review Committee was provided with more information and broader powers.
- In March 2001, the district received the final report from the KH Consulting Group. Many of the recommendations addressed concerns of the accreditation site team visit.
- In April 2001, the Institutional Planning and Review Committee approved the "Indicators of Effectiveness and Student Success."
- In the spring 2001, it was the consensus of the members of the President's Cabinet that a new organizational structure be adopted.
- In the spring 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).

- During the fall 2001, the CLC, working with the Academic Senate, studied and modified the program review process.
- In February 2002, the CLC began the task of updating the Educational Master Plan.
- During the spring 2002, the CLC began reviewing a proposed budget development procedure under which the Educational Master Plan will serve as the primary point of reference for prioritizing spending proposals.

### **Observations from the Interim Visit Report:**

Partial progress toward fulfilling the provisions of these two recommendations has been made. Consistent with the college's interim report, the team observed broad-based participation in the development of the budget and planning process. In addition to the broad-based participation, restructuring and consolidation of the various participatory governance committees resulted in the creation of a College Learning Council (CLC), which coordinates and consults on matters of budget and planning which in turn are shared with the expanded President's Cabinet for further development, implementation, and communication. Additionally, the administration consults with the Academic Senate on academic matters. Representatives of the Associated Students sit on both the CLC and the President's Cabinet. It appears that this process is successful and has garnered campus-wide support. There is clearly an attempt being made to link budget to the educational master plan for the 2002-03 fiscal year. Pending the approval of the program review process by the Academic Senate, a program review of all units will occur in a four-year cycle beginning in fall 2002 and ending in fall 2006.

Additionally, the administrative structure for the college has changed with the consolidation of student services and learning under the vice president of learning. It should be noted that there is a broad-based participation in the development of the budget and planning process. Information regarding budget and other academic planning issues has become more available.

### **Conclusions from the Interim Visit Report:**

The college has made substantial progress in addressing the major issues contained in these two recommendations. Implementation of the program review process and completion of the college's master plan will provide final evidence of the institution's success.

### Continued Progress Toward Completion of Recommendations:

The program review process has been implemented. At the conclusion of the Spring 2003 term, a small group of members from the CLC completed a review of the process. It was decided to modify the process slightly to allow for the reviews to be completed over the course of the academic year, rather than during only one term. This will allow for a more comprehensive review in a time that is not as condensed.

During the 2001-02 academic year, the Educational Master Plan was updated to cover the years from 2002-09. In light of the current budget situation facing Porterville College and all community colleges throughout the state, including recent retirements and layoffs that have occurred, the Educational Master Plan will be further reviewed during the 2003-04 academic year for any modifications or revisions that may be necessary.

**Recommendation 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.*

### Summary of College Efforts to Address Recommendations:

- During 2001-02, Porterville College expanded its voc/tech programs with the hiring of an agri-business coordinator and the development of a fire academy.
- Evaluation shows that budget constraints will prevent significant change in improvement of advising services.
- During spring 2002 the Porterville College Mission Statement and Educational Master Plan are being revised and a new 4-year cycle program review process drafted.
- The College increased its variety of modes of offering instruction, including online and distance education, hybrid classes and videoconferencing.
- Although the College has excellent financial aid and disability resource services, a renewed effort was begun in Spring 2002 to review and update software in the Learning Center.
- Although recognized as a need, evaluation shows that budget constraints prohibit expansion of counseling services on the weekends.

### **Observations from the Interim Visit Report:**

The college has employed a full-time researcher who is providing demographic information for their educational plan. Additionally they have expanded their vocational education program by hiring an Agri-business coordinator and developing a fire academy. A transfer coordinator has been assigned additional time for the promotion of transfer to the college community. With the revision of the educational master plan, the college will utilize demographic information to evaluate the success of its educational programs. By the college's own admission, student advisement remains deficient and due to budget constraints remains inadequately staffed. However, during peak times, the college has improved its services, including admissions, CalWorks, disabled students, financial aid, student activities, transfer center, and wellness center.

### **Conclusions from the Interim Visit Report**

Some effort has been made to address this recommendation. However, there appears to be a need for additional effort to gather demographic information to assist the college in addressing the educational needs of the community. This may be difficult in light of pending budget constraints but should continue to be an important focus of the college in updating of their educational master plan.

### **Continued Progress Toward Completion of Recommendation:**

The institutional researcher continues to make efforts to gather appropriate demographic data necessary to assist in evaluating the needs of the community. However, due to the recent budget situation his days of service have been reduced. This will create some additional difficulty in his ability to address the ongoing research needs of the college. In order to help in assessing community needs, efforts will be made this year towards working more closely with the campus/community occupational advisory groups made up of college staff and community members.

**Recommendation 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.*

### Summary of College Efforts to Address Recommendations:

- After a period of dormancy, in spring 2002 a new 4-year cycle for program review was drafted. This program review defines the process for establishing and evaluating all of the College's educational programs.
- The College recognizes that learning outcomes should be published in the College Catalog and all publications. Once established, these will be published in the next edition of the catalog.
- Although learning outcomes have not yet been established, the process for implementation of these outcomes has begun with the development of the program review process and hiring of an institutional researcher.

### **Observations from the Interim Visit Report**

The college anticipates that the implementation of their program review process will provide a foundation for the determination of learning outcomes. The college researcher is actively involved in providing data concerning traditional measures of student success.

### **Conclusions from the Interim Visit Report**

The college has not yet fully addressed this recommendation but is attempting to address the issue of the development of learning outcomes by relying on research data as well as the newly revived program review process. It is expected that they will incorporate the learning outcomes in their college publications.

### Continued Progress Toward Completion of Recommendation:

During the Fall 2002 term, a group of five faculty members attended a statewide conference on learning outcomes. Then during the following spring term, the College sent a group of fifteen administrators and faculty to a learning outcomes workshop designed for community colleges and presented by a statewide research organization. This group of staff will serve as a resource to programs and divisions working on the development of learning outcomes. During the 2003-04 academic year, a learning outcomes working group reporting to the College Learning Council and comprised of individuals who attended this workshop or others who may have an interest or expertise in learning outcomes, will develop a process to assist programs and divisions in establishing learning outcomes measures. Once developed, the college will publish these outcomes in all relevant college publications.

**Recommendation 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.*

### Summary of College Efforts to Address Recommendations:

- In January 2001, the Dean of Learning, Director of Admissions and Records, and the articulation officer evaluated related statements in various College catalogs to draft a policy to address the recommendation of the accreditation team.
- To reduce expenditures, the College has decided upon a new 2-year catalog, rather than a yearly one. Therefore, this statement will be included into the supplement printing of the 2003-05 catalog.

### **Observations from the Interim Visit Report**

A review of the draft copy of the college catalog confirmed the development of a policy for the evaluation of transfer credit and that said policy will be published in the college catalog for 2002-03.

### **Conclusions from the Interim Visit Report**

This recommendation has been met.

**Recommendation 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.*

### Summary of College Efforts to Address Recommendations:

- The Affirmative Action Committee, which had been essentially moribund for five or six years, was reactivated in the fall of 1999 and renamed the Staff Diversity/Affirmative Action (SD/AA) Committee.
- A comprehensive affirmative action plan was developed and approved in the spring of 2001.
- The SD/AA began conducting a series of mandatory training sessions for all individuals who were going to be involved in the hiring process.
- In October 1999, 2000, and 2001 the SD/AA Committee sponsored a Campus Dialogue on Diversity.

### **Observations from the Interim Visit Report**

The college prepared and adopted a comprehensive affirmative action plan in spring 2001. They have reinstated the Affirmative Action Committee with a schedule of bimonthly meetings co-chaired by a faculty member and the Director of Human Resources. They continue to offer

diversity workshops and systematically inform selection committees of their responsibilities concerning affirmative action. The campus appears to be more open to discussing issues of diversity, including annual celebrations of the traditionally scheduled cultural events. It appears they are more actively seeking diversity in pools for selecting faculty and staff.

### **Conclusions from the Interim Visit Report**

Satisfactory progress has occurred in response to this recommendation with development of the affirmative action plan and efforts to open the campus community to dialog to cultural diversity. However, it should be noted that the administrative changes recently undertaken did not include the employment of any minority applicants with the exception of the Director of Human Resources, who may soon be transferred to the district office.

#### **Continued Progress Toward Completion of Recommendation:**

In the summer of 2002 the college employed an African-American female to one of the two Deans of Learning positions. In addition, with the reorganization of administrative responsibilities due to recent layoffs, the Director of Admissions and Records has now been assigned to an Hispanic female. The Staff Diversity/Affirmative Action committee is currently reviewing the affirmative action plan as part of an ongoing effort to update the plan as appropriate. The committee is also scheduling training sessions for committee members in various aspects relating to diversity, equal opportunity guidelines, etc.

**Recommendation 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.*

#### **Summary of College Efforts to Address Recommendations:**

- The Kern Community College District developed and began utilizing a new budget allocation model developed by a subcommittee of the district's participatory governance process.
- New financial reports were developed in order to provide timely and useful financial information.
- The Board of Trustees established a finance subcommittee to further enhance its oversight role.

## **Observations from the Interim Visit Report**

The district is currently in the first year of a newly developed budget allocation model, a product of the district's participatory governance process. The district was recently audited for compliance with the 50 Percent Law. The result of this audit has required the district to pay a penalty in excess of \$2 million. However, because the projected budget balance is less than 1 percent, payment of the penalty is not required at this time and may be waived due to "hardship." The Board of Trustees has set an immediate goal of a 3 percent reserve and has set a goal of a 5 percent reserve by 2005.

The district is in its last year of the negotiated salary agreement for faculty that was concluded at the time of the 2000 accreditation visit. At the time of the team's interim visit, a tentative agreement had been reached on a new three-year agreement on faculty salaries, calling for increases of 5.5 percent, 6.5 percent, and 7.5 percent annually.

## **Conclusions from the Interim Visit Report**

Although the Board has set an immediate goal of a 3 percent reserve and a goal of 5 percent reserve by 2005, it appears to be unlikely that in an environment of potentially diminishing revenue a prudent reserve can be maintained with the substantial salary increase granted for the next three consecutive years. The district has not met this recommendation.

### Continued Progress Toward Completion of Recommendation:

Given the state's present fiscal environment and the high likelihood of further reductions in income from the state in the coming year, the district is working to maintain its current reserve level. As budgetary concerns alleviate, the district goals for reserve levels will be re-examined. In addition, the district's tentative budget in regards to compliance with the 50% Law calculation demonstrates a continuing struggle by the district to meet this legal requirement. Despite increases in faculty salaries, the district's tentative budget only achieved 49.55%. This has been caused primarily by significant increases in non-instructional costs, e.g. PERS contributions, health care, and worker's compensations rate increases, etc., and reduction in section offerings to align our FTES growth with corresponding funding from the state.

**Recommendation 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 in the District Policy Manual.*

### Summary of College Efforts to Address Recommendations:

- Statements of Educational Philosophy, Educational Values, and Goals of Community College Education are now incorporated into the District Policy Manual.
- The Board of Trustees adopted and disseminated a Statement of District Goals for 2001-02, which includes nine core objectives for the Board.
- In September 2001, a subcommittee of the Board was established to design and direct the process for the evaluation of the Chancellor. The Chancellor was evaluated in the fall 2000, 2001, and will be evaluated again in the spring of 2002. Thereafter, the Chancellor will be evaluated annually each spring.
- In October 2001, the Board established a subcommittee to direct the educational activities of the Board. A number of educational activities have been implemented.
- The Board developed and has included in the Policy Manual a Statement of Ethics with which all Board members must comply.

### **Observations from the Interim Visit Report**

The Board has adopted and implemented policies for its educational philosophy, educational values, and goals of community college education. It also adopted and disseminated a *Statement of District Goals for 2001-02*. The Chancellor is now evaluated on an annual basis. The Board established a subcommittee to direct its educational activities, including conferences and workshops, to strengthen its knowledge of the role of community college boards and enhance its ability to work together effectively. Board members report on their conference activities at Board meetings. A *Statement of Ethics*, to which all Board members must comply, is included in the *Policy Manual*. Policies regarding policy development and approval are presented in the *Manual*.

### **Conclusions from the Interim Visit Report**

This recommendation has been met.

**Recommendation 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.*

## Summary of College and District Efforts to Address Recommendations:

- In November 2000, Dr. William Andrews was selected as the new President at Porterville College. Dr. Andrews initiated regular Open College Forums to discuss any topic concerning the College and its mission.
- In Spring 2001, the President's Cabinet was expanded from a membership of eight to a membership of thirty-nine.
- In Fall 2001, the College Learning Council was created to replace three former standing committees: the Institutional Planning and Review Committee, the Budget Planning and Review Committee, and the Instructional Council.
- In March 2001, a district-wide strategic planning workshop was held and a statement was drafted that committed the district to transform itself to a learning-centered cooperative.
- In Fall 2001, the Chancellor, following the model established by Porterville College, expanded his cabinet in both membership and responsibility.
- In response to the KH audit recommendations, the Chancellor's Cabinet set up a subcommittee to develop an action plan to help foster mutual response and formally define a participatory governance structure.
- The district has moved decisively to clarify procedures and outcome expectations for district-wide governance and to assure that those procedures are understood and used.

### **Observations from the Interim Visit Report**

With the arrival of President Andrews in November 2000, participatory governance was distributed among three separate bodies, the President's Cabinet, the College Learning Council, and the Academic Senate. The **President's Cabinet** has a membership of 39 (formerly 9) that includes all managers, all academic senators, all faculty division chairs, Associated Students leadership, and representatives from classified staff, CSEA, and CCA. The Cabinet is the primary source through which college communications are developed and serves as the committee for short-term and long-term master planning. The **College Learning Council (CLC)** has 33 members and is co-chaired by a faculty member and the Vice President of Learning. All of the faculty division chairs, the Academic Senate president and president-elect, all administrators and program directors, and representatives from CCA, CSEA, and the Associated Students serve on the CLC. The CLC's primary task is to coordinate and communicate the college-wide planning, budgeting, and reporting processes. These three groups worked in concert to resolve such issues as the major restructuring of the administrative personnel, budget issues, and a failing campus network infrastructure. All meetings are open, and meeting dates, agenda, and minutes are published via e-mail and on the College web site.

The district adopted a similar district-wide participatory governance structure in the form of the Chancellor's Cabinet in fall 2001. The current cabinet is a combination of the previous Chancellor's Cabinet, the district-wide participatory governance committee, and the Academic Senate Committee. Components of the Cabinet's action plan are still being developed.

### **Conclusions from the Interim Visit Report**

This recommendation has been met.

**Recommendation 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.*

#### **Summary of District Efforts to Address Recommendations:**

- Section Ten of the District Board Policy Manual includes policies that relate to the administrative organization and delineate the responsibilities of the Chancellor, college presidents, and management staff.
- Section Ten policies also require that all confidential and management position descriptions be maintained on a current basis with the Chancellor. All confidential and management position descriptions are updated on an annual basis.
- A KH Action team was formulated to address the recommendation relative to the implementation of a meaningful performance appraisal process for increased accountability and defined performance expectations and outcomes.

### **Observations from the Interim Visit Report**

The district has adopted and published in its Board Policy Manual a delineation of responsibilities for the Chancellor, college presidents, and management staff. They have employed KH Consulting Group in an effort to develop meaningful performance appraisal process for increased accountability and defined performance outcomes. With the installation of a new district-wide participatory governance process, college staff and faculty are participating in the development of district-wide budgets and are obtaining information about budget and operational structures at the various campuses. This new structure has assisted the district in more clearly defining the responsibilities of district operations to provide college support.

## **Conclusions from the Interim Visit Report**

It appears that the concerns expressed by faculty, staff, and administration at the college regarding the relationship of district administration and college governance have been adequately addressed.

### Continued Progress Toward Completion of Recommendation:

It should be noted that a new interim Chancellor has recently been hired. The previous Chancellor during the accreditation visit resigned to take another position out-of-state. The interim Chancellor has addressed his support of participatory governance and has thus far maintained the current practices, committees and structure. Therefore, this recommendation has been met.

**Recommendation 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.*

### Summary of College Efforts to Address Recommendations:

- During the Spring 2001, following the suggestions made in the KH audit study, the College reorganized its administrative structure and was transformed to a learning-based structure of service.
- 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.

## **Observations from the Interim Visit Report**

The administrative structure of the college has been significantly reorganized. One Vice President of Learning replaced the Vice President of Instruction and Vice President of Student Services. 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 Dean of Learning are serving in interim capacities, and the Director of Learning Support Services position is vacant. These three positions are expected to be filled soon.

## **Conclusions from the Interim Visit Report**

The college has undertaken a significant reorganization of its administrative leadership. It appears that the new structure has been favorably received. With the permanent employment of the three administrative positions, they will have completely addressed this recommendation.

### Continued Progress Toward Completion of Recommendation:

The three positions have been filled with permanent employees; therefore, this recommendation has now been met.

## **Planning Agenda Items**

The following lists the progress towards the individual standards and sub-standards for which there was one or more planning agenda items listed. Those standards and/or sub-standards that did not have a planning agenda item are not included below.

- **Standard One – Institutional Mission**

### Sub-standard 3:

Beginning in the spring of 2001, the College will publish its mission statement and goals in all faculty, staff, and student handbooks, as well as any outside publications and public relations materials that could appropriately accommodate them. The President's office, the Office of Instruction, and the Office of Student Services will be primarily responsible for accomplishing this task.

Progress:

The College Catalog, faculty handbook, and website currently have the College mission statement included. Efforts are continuously being made to ensure that all other relevant materials also include this statement.

- **Standard Two – Institutional Integrity**

### Sub-standard 1:

- The Vice President of Instruction, the Vice President of Student Services, and the Public Information Officer will begin discussion in fall 2001 on

developing a coordinated policy regarding development and distribution of campus publications.

Progress:

With the change in the administrative structure, the Public Information Officer is now the primary staff person responsible for all non-program related campus publications. The respective program manager develops all other publications that are related to a particular program with overview from the appropriate Dean of Learning.

- The Vice President of Instruction and the Vice President of Student Services will meet with the Information Technology Committee in fall 2001 to begin development of a policy for website management.

Progress:

The Dean of Learning currently is the management representative on the Information Technology Committee. Issues regarding website management are discussed within this committee, and we currently have a staff person assigned to the management of the website. This person coordinates and manages all aspects of the website.

#### Sub-standard 2:

The Academic Senate will work cooperatively with the Vice President of Student Services to include questions regarding issues related to academic freedom on the student opinion survey being planned for the 2001-02 academic year.

Progress:

The student opinion survey planned for the 2001-02 academic year was not distributed. Due to budget constraints and the number of tasks currently required of the institutional researcher this survey has been postponed to a later time.

#### Sub-standard 3:

- During the new faculty orientation class beginning fall 2000, the Vice President of Instruction will include academic responsibility as one of the discussed topics and provide a handout on academic freedom.

Progress:

Academic freedom is now one of the topics currently discussed within the course outline of the faculty orientation class.

- The Vice President of Student Services will incorporate a question regarding the area of faculty academic responsibility on the student survey being considered for distribution to all continuing and graduating students beginning in the 2001-02 academic year.

Progress:

The student survey planned for the 2001-02 academic year was not distributed. Due to budget constraints and the number of tasks currently required of the institutional researcher this survey has been postponed to a later time.

Sub-standard 5:

- The Vice President of Instruction and the Academic Senate will revise the Faculty Handbook during the 2001-02 year to clearly define the issue of academic honesty, specifically plagiarism and cheating.

Progress:

The KCCD Board Policy Manual section relating to academic honesty was included into the updated Faculty Handbook.

- During the fall 2000 term, a video outlining plagiarism currently being produced will be made available to faculty and students.

Progress:

The video has been completed and is available for viewing. In addition, the Academic Senates at the three colleges and the Board of Trustees approved a new KCCD board policy regarding plagiarism and cheating in 2003.

Sub-standard 6:

The Staff Diversity/Affirmative Action committee, in cooperation with the Academic Senate and the Institutional Planning and Review Committee (IPRC), will develop a plan of action during the 2001-02 term regarding issues of diversity.

Progress:

The Affirmative Action Plan was completed and approved by the campus and district governing bodies. Diversity issues are being addressed in various forums and methods across the campus.

Sub-standard 7:

During the 2001-02 academic year, the Athletic Director will investigate the feasibility of implementing the following: an all sport study table; a letter award program; a college-wide tracking of graduation rates of student-athletes.

Progress:

Although an all-sport study table was not implemented, efforts have been made with the coaches to ensure participation of their respective student-athletes into the learning center services. It was decided that a letter award program would not be implemented at this time. During the 2001-02 academic year the Eligibility Coordinator conducted an evaluation and report of grade point averages and academic progress per sport. A consistent college-wide tracking system has not been developed. A college-wide tracking system is, however, one of the items of consideration by the institutional researcher when his other priorities have been accomplished.

Sub-standard 9:

- During the 2000-01 academic year, the Vice President of Instruction, in cooperation with the Academic Senate, will revise the Faculty Handbook and distribute it to all full-time and adjunct faculty.

Progress:

The Faculty Handbook has been revised and distributed. Due to the current budget crisis, however, there have been discussions about the possibility of having the handbook only available via web to save on costs.

- During the 2001-02 academic year, the President, in cooperation with the Administrative Council, will discuss a process that will enable the College to review its publications.

Progress:

No formal process has been developed; however, for all non-program related publications, the Public Information Officer has been given responsibility for

development, review, and dissemination. For all program-related publications, the respective area manager, in coordination with the appropriate Dean of Learning, has been given the responsibility for related publications.

- **Standard Three – Institutional Effectiveness**

Sub-standard A1:

A full-time, on-site institutional researcher will be hired no later than the first of August 2000.

Progress:

A full-time, on-site institutional researcher was hired in the fall 2000.

Sub-standard A2:

The College will develop a Fact Book that includes pertinent and relevant information regarding the overall operation of the College and the students it serves. The Fact Book will be available to faculty, staff, and the community no later than the end of August 2001.

Progress:

A Fact Book was developed and made available during the fall 2001 semester. Since that time, however, time and budget constraints of the institutional researcher have placed the development and distribution of this report on hold.

Sub-standard A4:

During the 2000-01 academic year, the IPRC will reevaluate the program review process and discuss ways to ensure these reviews are being utilized to promote improvement in College programs and services.

Progress:

A sub-committee of the new College Learning Council was formulated to evaluate and refine the program review process. A new process was developed and approved and is currently in place and operational.

### Sub-standard B1:

Each committee Chair will be responsible to provide an annual report beginning spring 2001 to the Academic Senate, IPRC, and the President's Cabinet.

Progress:

On-going committee reports are presented during each meeting of the bi-weekly College Learning Council meetings. Annual reports are not provided.

### Sub-standard B2:

The President's Cabinet will develop, beginning fall 2001, a process for evaluating the responsibilities and accomplishments of each College committee and the accomplishments of the College in its interaction with the local community.

Progress:

During spring 2002 term, a process for modification and/or development of committees was developed. It was subsequently approved by the President's Cabinet and is currently operational. However, this process focused only on the development or modification of a committee, not the accomplishments on how committees interact with the local community.

### Sub-standard C1:

By fall 2001, the IPRC and Instructional Council will discuss ways to better use Program Reviews throughout the academic year.

Progress:

A sub-committee of the new College Learning Council was formulated to evaluate and refine the program review process. A new process was developed and approved and is currently in place and operational. Discussions are continuing within the CLC on how to more effectively utilize the information gathered during the program review process.

## ▪ **Standard Four – Educational Programs**

### Sub-standard A1:

- The Instructional Council will annually discuss and evaluate gender equity issues surrounding the development and implementation of traditional vocational programs.

#### Progress:

The Instructional Council has been discontinued and its representatives incorporated into the new College Learning Council that has as one of its charges the discussion of program development. In terms of diversity specifically, the new Staff Diversity/Affirmative Action committee has been diligent in their efforts to increase diversity both in terms of hiring and in our course offerings. With current budget constraints, however, no new vocational programs are being developed with the exception of the expansion of our nursing program.

- During 2000-01 academic year, the Director of DSPS will work with the Information Technology Committee to develop a plan to increase learning software for disabled students.

#### Progress:

The Disability Resource Center (DRC – formerly DSPS) hired a full-time person to work on ensuring our campus resources meet the requirements of disability laws (this position was then reduced to a fifty-percent position due to the recent budget cuts). This person works on placing campus resources, books and related campus materials on tape, Braille, etc. In addition, the DRC has increasingly expanded its hardware and software services for disabled students.

### Sub-standard A3:

The Vice President of Instruction will work with the Instructional Council during the 2001-02 academic year to develop a consistent procedure for the discontinuation of programs and courses.

#### Progress:

During the 2002-03 academic year, a “Criteria and Policy Considerations Regarding Low Enrollment Classes” guideline was developed in cooperation with administration and the Academic Senate. These criteria were subsequently reviewed and approved by the CLC. This discontinuation policy dealt only with courses, not programs.

#### Sub-standard A4:

During the 2000-01 academic year, the staff from the Library Media Center and the Computer Lab will work with the President to develop a plan to expand times when students can have individual access to computers.

#### Progress:

During the fall 2002 term, a computer lab technician was hired in an effort to expand the computer lab hours. However, due to the recent budget crisis this position has been eliminated. If positions are restored, this will be the first position brought back since it provides direct instructional support services to students.

#### Sub-standard B6:

Beginning in the spring of 2001, the Institutional Researcher will coordinate a plan with division chairs to track the progress of students receiving certificates in order to evaluate how these certificates are accepted and perceived by employers.

#### Progress:

At this time, no tracking with employers has occurred. This is, however, an area being considered by the institutional researcher, but other priorities are planned to be accomplished first.

#### Sub-standard C3:

During the 2000-01 academic year, the Curriculum Committee will investigate ways to include and promote cultural diversity within its general education courses.

#### Progress:

Our campus has an Ethnic Studies general education graduation requirement. In addition, our campus, including the Curriculum Committee, diligently promotes diversity in our services and course offerings wherever possible. The Curriculum Committee continues to encourage each instructional division to include courses relating to diversity into its specific curriculum.

#### Sub-standard D4:

During the 2000-01 academic year, the Articulation Officer and the Director of Admissions and Records will work to develop a policy statement regarding accepting transfer credit to be published in the 2001-02 catalog.

Progress:

The policy statement regarding accepting transfer credit has been developed and approved and will be included in our college catalog supplement.

Sub-standard D5:

- During the 2000-01 academic year, the ad hoc Informational Technology Committee will investigate methods to address the need for additional computer hardware, software, and technical support.

Progress:

During the spring 2003 term, the Network Manager made a budget presentation to the College Learning Council in relationship to the need for additional hardware and software support. At this time, the college is under severe budget constraints and is providing resources to maintain our current technology. During the November 2002 elections, a local bond measure was passed that will provide for some support for the enhancement of our technological infrastructure.

- The IPRC will annually evaluate and discuss expanding online courses in all disciplines.

Progress:

The number of online courses the College offers has been expanding each term. Although the College Learning Council has general oversight, much of the discussion regarding online course expansion occurs at the division level.

Sub-standard D7:

- During the 2000-01 academic year, the Office of Instruction will work with Division Chairs to determine a solution to the issue of giving faculty members release time to participate in California Virtual Campus program.

Progress:

Release time for participation in California Virtual Campus was decided and a faculty person selected to coordinate.

- Once the issue of release time is decided, the President's designee will begin to train faculty members in the delivery and designing of distance education courses for the California Virtual Campus.

Progress:

Training and technical support has been ongoing.

- **Standard Five – Student Support and Development**

Sub-standard 2:

- During the fall 2001 term, the Dean of Students will assemble a committee of related outreach and orientation staff to better coordinate outreach and recruitment activities in an effort to ensure information being distributed is accurate and current.

Progress:

A committee was established and coordination of related activities was accomplished. This work of this committee has now been incorporated into the biweekly meetings of the counseling and outreach staff to ensure a more consistent and comprehensive discussion and review.

- Since they are not currently included, the Dean of Students will ensure that student conduct and discipline procedures as well as the student grievance procedures will be printed in the 2001-02 College Catalog.

Progress:

Due to the amount of space these procedures would require, the topics of grievance and conduct were referenced in a condensed format, rather than the large inclusion into the catalog. The discipline and grievance procedures have been printed in the Student Handbook and included on the College website.

Sub-standard 4:

During the spring 2001 term, the Vice President of Student Services, the Director of Student Activities, and the ASB faculty advisor will cooperatively develop an orientation session for students serving on committees as to how to be an effective member of a campus committee and how to publicize the activities of the committee. This orientation will also serve to educate the students specifically to the nature of their assignment, the current and historic issues facing the

committee they have been assigned to and other issues they need to be aware of prior to starting their assignment.

Progress:

The special orientation session has not been established; however, it is encouraged that each staff committee chair provide a brief introduction on the related historic and current issues of the committee to the students at their meeting of the committee.

#### Sub-standard 6:

During the 2001-02 academic year, the Vice President of Student Services will conduct a needs assessment to ascertain the demand of providing counseling and other services on Saturdays.

Progress:

Due to budget and staff constraints, no counseling or other services can be provided on Saturdays.

#### Sub-standard 7:

- The Vice President of Student Services and the Director of Student Activities will develop a comprehensive student survey specifically related to campus climate and diversity issues that will be distributed each spring term beginning in 2001.

Progress:

No student survey was developed or distributed. Although still a desired activity to be accomplished, the time constraints of the institutional researcher do not allow this survey to be accomplished at this time.

- During the fall 2001 term, the Director of Student Activities will begin discussions with the ASB to establish a multi-cultural club to provide activities for a greater diversity of student populations across campus.

Progress:

A multi-cultural club has been developed and activities ongoing.

#### Sub-standard 8:

- During the fall 2001 term, the Director of Student Activities, working with the Vice President of Student Services, will identify alternate methods to better inform students regarding co-curricular activities.

Progress:

The student senators have been active in identifying ways to promote and encourage student involvement in co-curricular activities. A display case has been placed in the student center near the ASB office where information, etc. is posted. In addition, the website is being used to promote and advertise related activities.

- The Director of Student Activities will begin discussions with the ASB during the fall 2001 term to investigate increasing the diversity of programs and activities offered and the variety of clubs and organizations on campus.

Progress:

This has become an integral effort of the ASB. The diversification of programs, activities, and variety of clubs is evident and ongoing.

#### Sub-standard 9:

During the spring 2001 term, the Vice President of Student Services will discuss with each program director the need to secure an office or workstation within Student Services with a door lock to house non-Banner related files currently in the open space.

Progress:

Upon review it was found that facility limitations do not allow for a secure office at this time; however, all files have been placed under lock and key in their respective program areas.

#### Sub-standard 10:

- An academic year Student Services evaluation survey will be distributed to staff and students each spring term beginning in 2001 and will be coordinated by the Vice President of Student Services and the Director of Student Activities.

Progress:

Due to staffing reorganization and time constraints, the evaluation survey was not developed or distributed.

- The Matriculation Coordinator will coordinate the development and distribution of student evaluations regarding their placement into English and math courses beginning in the fall 2001 term.

Progress:

Student evaluations regarding placement were conducted, but have been discontinued. The surveys were labor intensive and staff limitations make it difficult to continue these surveys in the future.

▪ **Standard Six – Information and Learning Resources**

Sub-standard 1:

The Library Director will annually identify additional sources of funding, including donations and grants, in an effort to improve and rebuild the library's book collection.

Progress:

The identification and requests for additional sources of funding has been an ongoing exercise of the Library Director. With the budget crisis the community college system is currently facing, these efforts will need to intensify. To this date, it has been difficult securing resources outside the regular budget.

Sub-standard 5:

Beginning in spring 2001, the Library Director will investigate opportunities to supplement the library's capital budget with external funds, both public and private, by contacting the California State Library to determine what funds may be available and the requirements for applying.

Progress:

As noted above, efforts have been made to secure outside funding with limited success to date.

▪ **Standard Seven – Faculty and Staff**

Sub-standard A1:

- On an annual basis, the Budget Planning and Review Committee (BPRC) and the Instructional Council will work closely to ensure that the teaching faculty growth parallels the FTES growth and stays with the recommendation of the program reviews as identified in the Educational Master Plan and brought forward from the governing committees.

Progress:

The College Learning Council and the President's Cabinet consistently receive reports from the district office in relationship to our full-time faculty obligation. Currently, the College has consistently met its obligation. The College continues to address through the program review process the growth patterns of divisions and where to plan on additional faculty.

- The Institutional Planning and Review Committee (IPRC) and Instructional Council will annually monitor the ratio of full-time faculty to adjunct faculty, with the goal of reaching the state-mandated minimum 75/25 ratio.

Progress:

As noted previously, the CLC and President's Cabinet are made aware of our ratios through consistent reports generated by the district office. Although we have not met the 75/25 ratio, this continues to be a goal of the College.

Sub-standard A2:

The Staff Diversity/Affirmative Action Committee will implement a plan for continuous training in Affirmative Action changes and updates for all employees beginning in the fall 2001 term.

Progress:

The Affirmative Action Plan was adopted and training is ongoing.

Sub-standard B1:

During the 2001-02 academic year, the ad hoc Participatory Governance Committee will discuss the administrative evaluation process and the forms used in evaluating all employees and make recommendations to the President as appropriate.

Progress:

The administrative evaluation process is outlined in the Board Policy Manual. All administrators are on a specific cycle for evaluation. The forms used are generally at the discretion of the administrator with approval from the President. In addition, the Academic Senate is involved in developing a new faculty evaluation procedure. This revised procedure is to be presented to the faculty union for approval with implementation projected during the 2004-05 academic year.

Sub-standard B2:

The Director of Human Resources will conduct annual training to all employees regarding the goals, objectives and methodologies used in the evaluation process.

Progress:

This training by the Director of Human Resources has not been accomplished. Each evaluation committee, however, has an introductory orientation session provided by the chair of the committee prior to the evaluation process.

Sub-standard B3:

During the 2000-01 academic year, faculty will work with their union representatives and the negotiation process to address timeline difficulties and the peer review component for first-year instructors.

Progress:

Faculty evaluations have been discussed and the timelines, processes, etc. are addressed in the contract.

Sub-standard C1:

The Human Resources Office will encourage more participation in staff development opportunities by developing and distributing an annual schedule of staff development activities.

Progress:

With the elimination of the staff development budget from the state's budget, staff development activities have been considerably reduced. If funds become available the College is committed to providing additional staff development activities.

Sub-standard D1:

During the 2000-01 academic year, the Staff Diversity/Affirmative Action Committee will complete its review of the College's Affirmative Action plan and present this at the fall 2001 Flex Days activities.

Progress:

Although not presented at flex day activities, the plan has been completed and the Committee has greatly increased its outreach to the general campus community in comparison to years past.

Sub-standard D2:

At the beginning of each academic year, starting in the fall 2001, the Staff Diversity/Affirmative Action Committee will distribute an annual report to the faculty and staff regarding College-specific achievements in its employment objectives during the previous year.

Progress:

The annual reports have not been generated; however, as noted above the Committee has taken a very proactive role in its outreach to the general campus community.

Sub-standard D3:

During the 2001-02, the Director of Human Resources and the Vice President of Instruction will ensure the inclusion of personnel policies into the Faculty Handbook.

Progress:

These related policies have been included into the new Faculty Handbook.

- **Standard Eight – Physical Resources**

Sub-standard 2:

The Director of Facilities Planning/Maintenance and Operations will request additional custodial assistance for the 2001-02 budget year.

Progress:

These requests have been made. At this time, however, the budget crisis has resulted in layoffs within the custodial staff. In an effort to minimize the impact of these layoffs a reorganization has been presented to and approved by the College president to ensure coverage of the essential custodial services.

Sub-standard 4:

- The Director of Facilities Planning/Maintenance and Operations will request for the 2001-02 budget to contain funding for the hiring of a sufficient number of M&O personnel.

Progress:

As noted above, although requested the current budget situation does not allow for the hiring of additional personnel.

- The Director of Facilities Planning/Maintenance and Operations will coordinate the implementation of the Banner system in the inventory of College physical resources beginning spring 2001.

Progress:

Due to staffing limitations and the training, development, and testing time required to implement the Banner inventory system, this is not yet operational. There still are, however, plans to utilize this system once the staffing situation allows for adequate time for development and implementation.

- **Standard Nine – Financial Resources**

Sub-standard A1:

During the 2000-01 academic year, the Budget Planning and Review Committee will review its traditional approach and look for methods to more closely link the Educational Master Plan to each facet of the planning task.

Progress:

The College Learning Council has integrated all aspects of college governance and oversight into this comprehensive body. With this committee restructure the CLC, as part of its planning responsibilities, continues to link together the Educational Master Plan with the wide variety of College programs and services.

#### Sub-standard A2:

In the fall 2002 term, the Director of Administrative Services will analyze and discuss with the President, President's Cabinet, and the BPRC a comprehensive analysis of the current funding projections for the current fiscal year.

Progress:

This analysis is evident and ongoing.

#### Sub-standard A3:

- If state funding becomes available, the BPRC will reinstitute the active use of the Facilities Master Plan in concert with the Educational Master Plan.

Progress:

In response to the passage of the recent bond measure, a campus Facilities Advisory Committee, which includes both campus and community members, has been established to provide oversight of the construction and modifications to the College's facilities as approved in the bond measure. As part of its review, each committee member was provided a copy of the Educational Master Plan as a reference to be used for prioritization of the construction and remodel projects.

- The College President, California School Employee's Association (CSEA) and Academic Senate president will meet in the fall 2001 term to investigate ways to involve more of the faculty and staff in the budgetary process.

Progress:

Since the CLC has primary responsibility for the review and development of the budget, and since the CLC has broad and extensive representation of all

constituency groups on campus, staff involvement in the budget process is comprehensive. In addition, the Budget Reduction Task Force (BRTF), a sub-committee of the CLC, was recently formed to evaluate all budget-related issues and make recommendations regarding expenditures and reductions. The BRTF is comprised of an equal number of classified, faculty, students, and administrators.

#### Sub-standard A4:

During the 2000-01 academic year, the College BPRC will develop written guidelines for budget review and recommend to the College president areas that need further consideration regarding their effectiveness in meeting College goals and objectives.

#### Progress:

From the district-wide perspective, the district's Budget Allocation Task Force is comprised of representatives from each campus and continues to work on the process of budget development across the district. Although no actual campus-specific guidelines have been written, the CLC continues to review and recommend to the College president all issues related to the budget. As a sub-committee of the CLC, the campus BRTF provides a thorough review of all budget expenditures and makes recommendations to the CLC regarding issues relating to the budget.

#### Sub-standard B1:

- The President, the Director of Administrative Services, and the Vice Presidents of Instruction and Student Services will develop a plan of action during 2001-02 to better coordinate with the BPRC in an effort to ensure solid financial management and assign the BPRC a larger role in budget planning and management.

#### Progress:

The role of budget planning and management is now the responsibility of the larger and more representative CLC.

- The chair of the BPRC will coordinate the publication of dates, agendas and minutes of its meetings beginning with the fall 2000 term.

Progress:

Via email to each staff person on campus the Vice President of Learning distributes the meeting dates, agendas, and minutes of the CLC.

Sub-standard C3:

The President of Porterville College, working with the KCCCD Chancellor and the Board of Trustees, will seek to maintain a more substantial financial reserve over the next three fiscal years.

Progress:

Due to the impact of the current state budget crisis on the community college system, a substantial financial reserve over the next three fiscal years will not be possible.

▪ **Standard Ten – Governance and Administration**

Sub-standard B4:

During the 2000-01 academic year, the President's Cabinet will investigate ways to make administrative job descriptions more accessible.

Progress:

All administrative job descriptions are now available upon request in the President's office.

Sub-standard B8:

The President of the Academic Senate, in cooperation with the College President, will explore a means to change the Academic Senate FTE formula and increase the budget allocation beginning fall 2001.

Progress:

The FTE and budget allocation for the Academic Senate have both been increased.

## **GENERAL ACTIVITIES EXPECTED PRIOR TO NEXT ACCREDITATION VISIT**

Listed below are some of the general activities the College will be addressing during the time preceding the next accreditation visit:

- Budget

Since the state budget continues to present difficult challenges to the California community college system in general, the College will continue to actively address in a participatory fashion the budgetary challenges it faces. The BRTF will continue its general review of all expenditures and provide direction to the CLC and president. In anticipation of further reductions and using the College mission statement as its guide, the BRTF is working on a process for campus-wide input as to which budgetary priorities the College should be addressing.

- Title V Grant

The College recently received notification it was awarded the Title V grant it submitted last academic year. This grant will expand student advising services, improve the math and English labs, assist the College in assessing learning outcomes, develop a diesel technology program, and increase our distance education efforts. During the next few months, final plans will be in place for the initial implementation stages and efforts will be ongoing thereafter to ensure the activities of the grant are met during the five-year course of the grant.

- Health Careers Facility and Library Expansion

The bond measure that was recently passed will provide many facility changes during the next few years. Currently, a new, portable Health Careers facility is under construction and will soon be completed. This new facility will allow for the planned expansion of our nursing and health care programs. In addition, the construction for expansion of the library will begin in the summer of 2004. This expansion will double the size of the current library. During the two-year construction phase, additional space will need to be improvised to house the labs and library resources in the current facility.

- Student Learning Outcomes

As indicated previously in this report, a concerted effort toward the development of campus-wide learning outcomes will be addressed with a plan toward implementation prior to the next self-study. The team of participants who attended the initial planning workshops on learning outcomes will be attending the follow-up workshops planned for this academic year. The CLC will then

provide general oversight regarding campus-wide implementation of student learning outcomes.

## **Conclusion**

As the College continues its planning under the uncertainties of the state and local budget situation, the staff will continue to work together in a participatory governance approach to ensure that all constituency groups have input into the general planning of the campus.

The recent bond measures and receipt of the Title V grant will provide many exciting opportunities for the College during the next few years. The service improvements and facility expansions resulting in these bonds and grant will assist our College to meet the growing needs of our students and local community.