

ACCREDITATION

MID-TERM REPORT

SEPTEMBER 1995

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GENERAL RECOMMENDATIONS

Responses to Recommendations

Recommendation 1.

The roles of the major campus committees be more clearly defined, the scope and function of each committee be more clearly delineated, and this information then be communicated to the College community.

Response to the Recommendation:

During the 1993 academic year, the Superintendent/President of Merced College asked that the Director of Research and Planning develop a comprehensive document delineating the role and relationship between each of the five (5) master planning committees (see chart) and share the document within the College community. The five committees include: 1) the Educational Master Planning Committee, 2) the Facilities Master Planning Committee, 3) the Instructional Master Planning Committee, 4) the Student Services Master Planning Committee, and 5) the Staff Master Planning Committee. Other committees that are providing input to the planning process include Faculty and Classified Senates, Program Review Task Force, ASMC, Vision, and Budget Development Committee.

Recommendation 2.

Every effort be undertaken to enhance stability and consistency within the Office of Instruction.

Response to the Recommendation:

The Office of Instruction has become stabilized with the hiring of a permanent Vice President of Instruction, and the appointment of a Dean of Instruction at the Merced Campus and a replacement for the Dean of Instruction at the Los Banos Campus. With these appointments, and the leadership provided by the incumbents in these positions, a sense of stability has developed. As a result of these appointments, there has been a significant improvement in the development and implementation of policies and procedures in a consistent manner.

Recommendation 3.

Effective evaluation procedures for faculty and staff (full- and part-time) be developed, implemented, and communicated to the College community. (This is an ongoing recommendation from the previous accreditation visit).

Response to the Recommendation:

Through negotiated collective bargaining agreements with the Faculty Association and CSEA, this recommendation has been addressed (see attached evaluation procedures).

Recommendation 4.

The College re-examine its budgeting priorities in relation to the Library and Learning Resources Standard to see if Library objectives are adequately funded.

Response to the Recommendation:

The College has experienced a decrease in base funding the past three years. This has made it difficult to increase any division's budget beyond the current levels. The District has not formally re-examined its budgeting priorities in relation to the Library or any other area. The Educational Master Plan notes how far below comparable community colleges the Lesher Library is but makes no specific proposal to address this matter. Program Review also recommended placing the Library higher in funding priorities.

Recommendation 5.

In the future the Educational Master Plan, in concert with the Budget Development Committee, determine the equipment and facilities priorities for the campus.

Response to the Recommendation:

At the Budget Development Committee meetings thought has been given to how budget priorities may be aligned to educational and facilities needs on campus. In addition, the development of a comprehensive Educational Facilities Master Plan has provided the framework for focusing discussions of both the Educational Master Plan and the Budget Development committees.

STANDARD ONE

INSTITUTIONAL INTEGRITY, PURPOSES, PLANNING, AND EFFECTIVENESS

Recommendation 1.

The roles, purposes, and interrelationships of the master planning, shared governance, and operational committees be defined and communicated to the College constituencies so that a clear understanding of the interdependency of these committees in the achievement of the institution's goals is understood.

Response to the Recommendation:

During the 1993 academic year, the Superintendent/President of Merced College asked that the Director of Research and Planning develop a comprehensive document delineating the role and relationship between each of the five (5) master planning committees (see chart) and share the document within the College community. The five committees include: 1) the Educational Master Planning Committee, 2) the Facilities Master Planning Committee, 3) the Instructional Master Planning Committee, 4) the Student Services Master Planning Committee, and 5) the Staff Master Planning Committee. Other committees that are providing input to the planning process include Faculty and Classified Senates, Program Review Task Force, ASMC, Vision, and Budget Development Committee.

Recommendation 2

The Educational Master Plan be refined to reflect the human, financial, and physical priorities of the College, as well as the costs of these priorities to the District.

Response to the Recommendation:

The Educational Facilities Master Plan, which was completed during the 1994-95 academic year (see attached), now provides the framework for the determination of District priorities and costs.

Recommendation 3

The College continue ongoing research and Program Review to assess its educational and student services programs, and the Educational Master Plan, Program Review, and Facilities planning recommendations be integrated with the budget

development process in order to aid the Budget Development Committee in short- and long-term planning.

Response to the Recommendation:

Linking these planning committees activities has begun, particularly with respect to the relationship between the Educational Facilities Master Plan, the Facilities Master Plan and, to a lesser degree, the Budget Development Committee. With the Educational Facilities Master Plan serving as the overall framework for District growth, the other Master Planning bodies will be in a position to utilize the assumptions and recommendations from this planning document to shape their recommendations for the future.

Responses to Self Plans

Standard 1.A.1 - 1A.5

Plan 1

The issue of academic freedom needs to be clarified through College-wide discussion, and specifically addressed in College/District policies.

Progress:

Academic freedom is specifically addressed in appropriate Board of Trustees Policy 2501 (attached).

Plan 2

Faculty organizations (the Faculty Association, Academic Senate, etc.) should adopt positions to ensure the protection of academic freedom at Merced College.

Progress:

The Academic Senate continues to discuss these matters as part of their responsibility to be primarily relied upon as required by AB 1725.

Standard 1A.6

Plan 1

Include student and staff honesty, along with sanctions for violations, in the course outline for Guidance 40 and Guidance 80.

Progress:

Students are advised, by individual faculty, of the standards of honesty expected within the respective classrooms. The Student Handbook also refers to the Student Code of Conduct as it relates to "honesty."

Honesty, as it relates to faculty, is most comprehensively addressed by the Faculty Code of Ethics and the Senate Resolution on Professional Matters (see Faculty Handbook).

Plan 2

Finish revising the Faculty Handbook and distribute it to all Merced College Faculty, both part-time and full-time.

Progress:

The Faculty Handbook has been revised and was distributed to all Merced College Faculty.

Standard 1A.7, 1A.8, 1A.9

Plan 1

Brochures on academic majors, programs, services and activities should be reviewed annually. Obsolete brochures should be removed from circulation.

Progress:

Working with the Division Chairs, the Public Information Assistant provides an annual review of these materials to determine when updated material is required.

Standard 1A.10, 1A.11

Plan 1

The Athletic Director should ensure that information regarding new rules and regulations for the athletic program will be available for faculty and students.

Progress:

The Athletic Director now serves as the primary individual responsible for the dissemination of this information on a routine basis.

Plan 2

The new rules governing student athletes warrant a review of staffing in the Athletic Department.

Progress:

Staffing continues to be reviewed in light of Title IX requirements for gender equity.

Standard 1B

Plan 1

Staff should complete and publish the College Vision Statement and distribute it widely.

Progress:

The College Vision Statement has been made a part of material reviewed by governance committees, and in other forums of shared governance (Academic Senate, Classified Senate).

Plan 2

The College needs to continue to educate staff about the master planning process and how this process can help everyone reach common goals through a shared vision.

Progress:

Education of this type continues to take place in most areas of shared governance and through the continuing efforts of the Academic and Classified Senates.

Standard 1C

Plan 1

Continue to provide information to staff about shared governance and the planning process.

Progress:

Education of this type continues to take place in most areas of shared governance and through the continuing efforts of the Academic and Classified Senates.

Plan 2

Ensure that various interest groups on campus feel empowered by encouraging their participation in the planning process.

Progress:

As shared governance and planning continue to mature, an increasing number of faculty and staff have participated in various planning activities. The continuing involvement of all constituencies in the planning process is considered to be the most effective strategy to achieve this objective.

Standard 1D

Plan 1

Complete the Merced College institutional Fact Book during the Fall of 1992.

Progress:

The Fact Book was completed (see attached).

Plan 2

The Program Review Planning Committee should develop and implement an effective model for use in reviewing the College's programs. This model should have "meat and teeth" in it and not be an exercise in futility for its participants.

Progress:

The Program Review Committee has been reorganized to provide for more timely review of both instructional and non-instructional programs. Whether this restructuring will have a positive effect on the usefulness of the committee's activities awaits to be seen.

Plan 3

The College will make a commitment to institutional research as evidenced by: 1) completion of the institutional fact book, 2) funding for relational data base, and 3) productive activity by the College's Research Committee.

Progress:

The Fact Book was completed and is updated, annually. A relational database was developed; however, it is infrequently used due to its complexity. The College no longer has an active Research Committee.

STANDARD TWO

EDUCATIONAL PROGRAMS:

Responses to Recommendations:

Recommendation 1

The faculty investigate the need to infuse a multicultural component into all aspects of the curriculum, and that staff development resources be used in support of this effort.

Response to the Recommendation:

Merced College has a diverse student body with a large percentage of students of Hispanic, Hmong, Laotian, Indian, and Pakistani backgrounds. Instructors are encouraged, and in many instances, required to use this diversity in their instruction to enrich the many topics they are teaching. Staff development workshops have focused on teaching students who are representative of many cultural, and ethnic backgrounds and other underrepresented populations.

Recommendation 2

The College attempt to establish a greater degree of stability and consistency in the Instruction Office in order to provide more effective leadership and a clearer sense of direction in the development of educational programs. The Instructional Master Plan, in conjunction with Program Review and an Enrollment Management Process, should establish clear priorities so that educational programs and the curriculum will develop in coherent ways rather than simply in response to external factors.

Response to the Recommendation:

The Office of Instruction has become stabilized with the hiring of a permanent Vice President of Instruction, and the appointment of a Dean of Instruction at the Merced Campus, and a replacement for the Dean of Instruction at the Los Banos Campus. With these appointments, and the leadership provided by the incumbents in these positions, a sense of stability has developed. As a result of these appointments, there has been a significant improvement in the development and implementation of policies and procedures in a consistent manner.

During the 1994-95 academic year, the Vice President of Instruction formed the Enrollment Analysis Team, which is a committee designed to analyze enrollment trends and to

make recommendations on the development of strategies or responses to the enrollment management needs of the College. The Instructional Master Plan continues to serve as the primary document for the continued development of educational programs, and for the allocation of resources, for the College's instructional programs.

Responses to Self Study Plans

Standard 2A

Plan 1.

With increased pressure on enrollments in the CSU and UC campuses, it is important that Merced College continue to offer a full program of instruction for transfer students to ensure their acceptance at these institutions.

Progress:

The College's educational program continues to provide a wide variety of transfer curriculum to all four-year colleges and universities (see 1995-96 Merced College Catalog).

Plan 2.

To meet the changing demographics of students in the College's service area, the Developmental Education Program should expand its offerings.

Progress:

In response to the increasing number of students who require developmental education, this division has continued to expand the number of course sections to meet the identified student needs (see 1995-96 Merced College Schedule of Classes).

Plan 3.

The College should explore methods for funding a greater variety of vocational programs which lead to gainful employment.

Progress:

Through public\private\industry partnerships, the College

continues to investigate an expansion of its vocational programs. This is particularly evident with the recent addition of training in Heating, Ventilation and Air Conditioning (HVAC), the Non-Traditional Educational program for Women (NEW) and the restructuring of the Industrial Technology program to include electricity\electronics options. In the credit program, a new paralegal program was also started.

Plan 4.

The College should further investigate the adequacy of its curriculum as it relates to cultural diversity, ethnic variations, and other underrepresented populations.

Progress:

Merced College has a diverse student body with a large percentage of students of Hispanic, Hmong, Laotian, Indian, and Pakistani backgrounds. Instructors are encouraged, and in many instances, required to use this diversity in their instruction to enrich the many topics they are teaching. Staff development workshops have focused on teaching students who are representative of many cultural, and ethnic backgrounds and other underrepresented populations.

Plan 5.

The College should evaluate the success of the Partnership-Mentor program to determine if it is achieving its goals.

Progress:

The Partnership-Mentorship Program appears to be very loose, with mentor instructors provided flex-time credit in exchange for working with new instructors. The Vice President of Instruction has, however, developed some additional structure to this program which is expected to enhance the relationship between new faculty and their mentors. At this time, classified employees do not have a partnership/mentor program. The Classified Senate Executive Board is in the planning process of a "New Hire Handbook" and a mentoring program.

Plan 6.

A consistent and effective plan for evaluating all staff should be developed and put into operation.

Progress:

The Program Review Committee has been reorganized to provide for more timely review of both instructional and noninstructional programs. Whether this restructuring will have a positive effect on the usefulness of the committee's activities awaits to be seen.

Plan 7.

The Tutorial Center needs more space if the quality of this program is not to deteriorate.

Progress:

The Tutorial Center is still working from the same space.

Plan 8.

All student services should be located in the same building.

Progress:

Long-range facility plans include the build-out of a Student Services building. Administration is currently exploring the feasibility of the relocation of various Student Services programs into one facility.

Standard 2B

Plan 1.

The Procedure Handbook for the Curriculum Committee should be completed and disseminated. The handbook should be expanded into one that can be used as a guide by any new faculty member desirous of initiating revised or new curriculum.

Progress:

The College has been waiting for the State Curriculum Handbook before publishing their own written policies and procedures for the Curriculum Committee. The previous chair of the Academic Senate has appointed a committee to work on a Merced College Curriculum Handbook (which is now in draft form).

Plan 2.

Decisions made by the Curriculum Committee should be published and distributed on campus in order that faculty and staff are informed of Curriculum Committee activity.

Progress:

The dissemination of information to faculty is provided for by division representatives on the Curriculum Committee who disseminate such information at division meetings. There is a current plan to make the Academic Senate a clearinghouse for curriculum information.

Standard 2C

Plan 1

The College should continually strive to improve general education courses to ensure that they encompass the many diverse areas and sources of human knowledge.

Progress:

The General Education program remains stable with its offerings of Hmong language classes, sections of African-American and Hispanic-American history and sections of psychology, history and guidance for transfer and nontransfer students. (see College Catalog)

Standard 2D

Plan 1

College staff should work closely with the Joint Powers Castle Air Force Base Re-Use Committee.

Progress:

Regular credit classes stopped being offered at Castle Air Force Base as of August 1995, but off-campus classes to replace these classes were moved to Winton Middle School. The College has continued to maintain contact with the Joint Powers Committee to determine mutually beneficial opportunities.

Plan 2

The College's contract instructional program (the Employer-Focused Training Center) should pursue the development of additional contracts with employers in need of providing education and training for their staff. Smaller employers with similar training needs can be put together to offer courses for combined staffs.

Progress:

The contract instructional program continues to pursue the development of contracts with employers based on need.

Standard 2E

Plan 1

Faculty members should be encouraged to hand out a written syllabus, specifying course requirement and grading policies, at the beginning of the semester.

Progress:

Faculty members are encouraged to hand out a written syllabus, and orientation for part-time instructors and new instructors emphasize this. Faculty evaluation now include an emphasis on providing students with this information.

Standard 2F

Plan 1

Matriculation programs should be evaluated each year. The College should continue to support articulation programs at all levels.

Progress:

The responsibility for evaluation of the College's Matriculation program falls, primarily, on the Matriculation Advisory Committee. This body, which is comprised of instructional faculty, counselors, and other College staff annually reviews the Matriculation Plan, and provides feedback on modifications to the plan to increase student success.

Plan 2

The College should track transfer and occupational students in order to determine the long-range effect of the College's educational programs and services.

Progress:

Follow-up on transfer students is provided for, primarily, through annual reports from the University of California and from the Office of the Chancellor for the California State Universities. Follow-up on occupational students is conducted by divisional faculty, as well as through the Job Placement office. The College is currently pursuing some possibilities with the Employment Development Department in order to increase the follow-up on occupational students.

Standard 2G

Plan 1

The College should attempt to locate funds to finance non-credit classes that have been cut due to budget constraints, particularly classes for seniors,

Progress:

The non-credit program continues to provide valuable educational opportunities for senior citizens. There has been an overall increase in non-credit classes over the past several years. Funding for these classes continues to come, primarily, from the State of California.

Plan 2

The College should relocate the Downtown Center to a facility with sufficient parking and a more accessible entrance.

Progress:

As of this date the programs housed at the Downtown Center have not been relocated due to limitations in available space and funding. However, consideration is being given to other alternatives which may "free up" needed space for programs currently housed in the existing facility.

Plan 3

The College should improve the coordination of planning between credit and non-credit programs, emphasizing the importance of non-credit programs as they related to the mission of the College.

Progress:

The Vice President of Instruction and the Dean of Extended Education, along with the Deans of Instruction at both the Merced Campus and Los Banos Campus, now meet on a weekly basis to address all issues relating to instruction, including those which originate from the non-Credit program area.

Standard 2H

Plan 1

The College should seek to provide more vocational education opportunities for those vocations and professions that have continuing education requirements.

Progress:

The College's Contract Education Office continues to identify those areas of vocational or professional development which have continuing education requirements, and where additional curriculum may be offered.

Plan 2

The College should provide additional avocational classes and activities for the general community to enhance the quality of life.

Progress

Through the College's non-credit division, there are a wide range of courses offered for this purpose. In addition, the College's Community Services office provides fee-based special interest seminars, workshops, courses, and related activities.

Plan 3

The College should continue its current economic development and business stimulation activities through the organization of consortia, grants, and innovative instructional approaches.

Progress:

The College's Employer-Focused Training Center continues to be the focal point for these activities. Significantly, the College has been successful in obtaining grants for the development of such programs as Workplace Literacy and is a member of a consortium of institutions focusing on International Trade.

STANDARD THREE

STUDENT SERVICES AND THE CO-CURRICULAR ENVIRONMENT

Responses to Recommendations

Recommendation 1.

The College consider ways to upgrade its financial aid services in order to accommodate the increased number of applications and to accelerate the processing of student awards. Such considerations may include, but not be limited to, expanding the existing computerized network for financial aid, review appropriate/comparable financial aid staffing levels, and exploring alternatives to meet the immediate space needs of the Financial Aid Office and the counseling intake area.

Response to the Recommendation:

Since the accreditation report, the Financial Aid computer system has been updated to include a total of 10 work stations. Plans currently exist to install the latest computer-based Financial Aid system, Power-Faids. Consideration is also being given to a relocation of the Financial Aid office to alternative facilities which will provide for increased space, and opens the possibility for additional staffing.

Recommendation 2.

The College address its student loan default rate with a Default Management Plan.

Response to the Recommendation:

The Financial Aid Office implemented a Loan Default Management Plan in 1992. By correcting some previous erroneous loan figures, and by discontinuing participation in the Stafford Loan Program, the College has reduced its default rate to 11.75 percent.

Merced College currently participates in the Direct Loan Consortium with Fresno City College, Heald College, Kings River Community College, and California State University, Fresno. Under this pilot program, under the auspices of the Department of Labor, direct loans are made to applicants who are over the age of 25, and who are incumbent workers (defined as having worked longer than 12 months). Merced College is not responsible for students who default on these loans.

Recommendation 3.

The College develop a method to ensure the continuity of Matriculation services and leadership, as well as the involvement of faculty in all areas of matriculation.

Response to the Recommendation:

A new Matriculation coordination model has been implemented. Matriculation planning and implementation is shared by two co-coordinators: a faculty member representing Student Services and a faculty member representing Instruction. These faculty members are provided six (6) units of release-time to participate in required activities. Each term is for four (4) years, with the terms staggered and overlapped to ensure continuity in leadership.

Flex in-service activities have been made available to all faculty by both Co-coordinators through the Faculty Senate, the Curriculum Committee, the Matriculation Advisory Committee, and the Prerequisite Task Force. Instructional and Student Services faculty participation in these activities has generally increased the awareness of faculty regarding matriculation services and requirements.

Response to Self Study Plan

Standard 3A

Plan 1

The College should work to increase the involvement of students in shared governance.

Progress:

Members of Student Government 33 class are required to sit on a Merced College committee. This, as well as a general movement towards the inclusion of students in shared governance, has created student representation on all College committees with the exception of Hiring\ Selection committees. There is only one committee where students do not have a vote, the Budget Development Committee. Students attend meetings held approximately 70 percent of the time. It is encouraging to note that non-Executive Board members are participating on committees and the President of the Associated Students is on comparatively few committees. Faculty reaction to student involvement in shared governance has been positive and encouraging in nature.

Plan 2

The College should work with student leaders to develop plans on how to get information to students and how to encourage students to become more involved in the student government process and activities.

Progress:

Students demonstrate a greater involvement in the student government process. In the last election, there were 63 write-in candidates. While total voter turnout was poor (200 voters), this was the second highest turn-out on record.

Two new clubs, Students for Social Justice and the Merced College Republicans, should encourage additional political activity. With a total of 28 active clubs on campus it is expected that student involvement in campus activities will continue to increase.

Plan 3

The College should review the potential impact of assigning the duties of Matriculation Coordinator to the Guidance Division Chair.

Progress:

The College has created two positions to plan and implement Matriculation: the Co-Coordinator of Matriculation for Student Services and the Co-Coordinator of Matriculation for Instruction. The College continues to review the assignment of Student Services Matriculation Coordination to the Guidance Division Chair. The incumbent Guidance Division Chair sees little difference in the two roles, at this time.

Due to recent funding of a Title III grant, the Guidance Division Chair has been assigned to coordinate a number of grant activities. The Matriculation coordinating responsibilities formerly assigned to this position have been reassigned to the Dean of Student Services.

Standard 3B

Plan 1

The College should establish a means of easily accessing mainframe (computer) data.

Progress:

The College continues to struggle in this area using band-aid methodology to deal with an antiquated, inadequate mainframe system. Our mainframe computer is not capable of receiving new software systems, which limits the ability to create more meaningful reporting.

A distributed network which would allow for the use of a relational database is needed. However, this network is at least three years in the future. Planning for the expansion and/or enhancement of data processing systems continues to be a College priority.

Plan 2

The College should pilot the student card tracking system for Matriculation services and implement the system as appropriate.

Progress:

The College has a Management Information System reporting format which involves the completion of a "bubble sheet" indicating the services received by a student. These forms are forwarded to Data Processing for data entry.

A new, magnetic card based system is being studied; however, cost of implementation may require a delay in movement to a more sophisticated solution to this problem.

Plan 3

The College should provide additional secure space for Admissions and Records in order to continue the high level of service required.

Progress:

There has been no significant progress made, to date, to address this issue.

Standard 3C

Plan 1

Continue to emphasize a planning and review process for student services which operates from an institutional perspective.

Progress:

The Student Services Program Review Committee has been charged with the responsibility to perform a comprehensive review of all Student Services programs. It is comprised of seven members, with one position assigned to an instructional faculty member and another to a student. As part of the overall program review process of the College, this committee provides for a comprehensive evaluation of student services, which is then incorporated into overall institutional planning.

Plan 2

Continue to evaluate the processes used to distribute information about student services.

Progress:

The College continues to strive to improve in this area. Since the original report, there have been many improvements. During registration each student is provided with a student handbook\calendar which contains information for the current semester (see attachment).

A Student Services Newsletter is also being developed and will be published four to six times per year. This publication is intended to present helpful information from various Student Services departments.

Communication between Student Services and Instruction has been increased through participation on the part of the Dean of Student Services on the Instructional Council. The Dean provides routine updates on instructional matters to Student Services administrators\managers. Conversely, an Instructional Dean attends meetings of the Student Personnel Executive Committee for the same purposes.

Plan 3

The College should develop a process to review services and delivery systems available for evening students, veteran students, and international students.

Progress:

No evaluation system has been developed for this purpose. However, changes have been made in several areas of concern. The Guidance Division now provides two counselors to be available between 5 and 7 p.m.

A Multicultural Center has been established to provide services to the College's international students. A counselor who acts in the role of the Coordinator of Services for International Students is assigned to the Center six hours per week.

Standard 3D

Plan 1

The College should explore the implementation of "real time" registration for the Los Banos Campus and feeder high schools.

Progress:

The College has put into place "real-time" registration for the Los Banos Campus. Their registration process is now part of the main campus system.

At present, the College has neither the staffing nor the technology which would allow for registration at the feeder higher schools.

Plan 2

The College should look at its population growth trends and develop a feasible plan of facility expansion to meet the current needs of both staff and students.

Progress:

The College has completed a comprehensive Educational Facilities Master Plan (see attachment) which addresses the facility needs of the College District, as a whole, through the year 2020.

Plan 3

The College should explore providing additional counseling services to evening students, including CAFB and the Los Banos Campus sites.

Progress:

In an effort to respond to this issue, there have been a number of different configurations of counselor availability in an attempt to meet the periods of greatest student demand. There is counseling available to evening students between the hours of 4-7 p.m. It has been suggested that the College work on making students more aware of evening service. With the closure of CAFB, counseling services are no longer an issue at that site. The Los Banos Campus has a continuing need for an additional counselor during their registration periods.

Plan 4

The College should develop a plan to provide adequate appointment desk coverage in the Counseling area.

Progress:

There continues to be concern in this area. While there is appointment desk coverage until 7 p.m., the position which provides this coverage is a temporary one. There seems to be agreement that this is a needed position. It has been ranked #1 or #2 on the staff priorities list; however, there has been no action taken to make this a permanent 19-hour position.

Standard 3E

Plan 1

Merced College should continue working closely with the Associated Students of Merced College to ensure student representatives are identified for key student services committees.

Progress:

Student representatives do take an active role on student services committees. They are currently participating on the Matriculation Advisory Committee, the Student Equity Committee, and the Educational Facilities Master Plan Committee. It is hoped that students will have a voice on a task force designed to plan facilities for student services.

Plan 2

Merced College should review the issue of student representation on the Student Personnel Executive Committee.

Progress:

The Advisor to the Associated Students of Merced College currently presents students' concerns to this committee. The perspective is, however, somewhat slanted towards student government issues, since the Advisor does not work with Student Activities. The Dean of Student Services is now serving in the capacity of Director of Student Activities, and, as a member of SPEC, can also offer student input. However, actual student representation on SPEC should be reviewed by the College.

Plan 3

The College should address ongoing support for research and evaluation of matriculation services.

Progress:

The Vice President of Student Personnel Services will be assuming responsibility for research and evaluation of matriculation services. The College's inability to extract information easily from the its data processing system relates to technological deficiencies.

STANDARD 4

INSTITUTIONAL INTEGRITY, PURPOSES, PLANNING AND EFFECTIVENESS

Response to Recommendations:

Recommendation 1.

The College formally assess the effectiveness of its current affirmative action/staff diversity efforts and ensure that staff diversity goals are reflected in the master plan and budget development for the institution.

Response to the Recommendation:

The Office of Human Resources has developed the Faculty and Staff Diversity Plan which includes a well-constructed workforce and applicant analysis to continually evaluate employment patterns based on established Affirmative Action goals. Although efforts to recruit qualified faculty from underrepresented groups has increased the selection pool, the current salary level, and rural location of the College have been factors in not attracting qualified faculty from these groups.

The Master planning process at the College incorporates input from various instructional planning committees. The committees identify institutional priorities and influence the acquisition and allocation of human, financial, and physical resources.

The Instructional Master Planning Committee provides input to the Staff Priorities Task Force concerning full-time faculty staffing needs. The Goal of the Staff Priorities Task Force is to prioritize staffing needs in coordination with the College's overall staff master plan.

Recommendation 2.

The College implement a system of hiring and evaluation for all employees that include consistent standards and procedures, constructive and timely feedback, a clear statement of purpose, and a delineation of responsibilities throughout the evaluation process.

Response to the Recommendation:

A task force has been created to develop criteria for selection and appointment of adjunct faculty. The task

force is currently in the final stages of drafting the standards and procedures for selection and appointment of adjunct faculty.

The faculty has approved a new evaluation process that consists of a team approach with student evaluations. The present plan delineates the process and the lines of responsibility clearly for full-time and part-time faculty. The Vice President of Instruction is responsible for the overall coordination of faculty evaluation scheduling and the Vice President of Student Services for the coordination of the Guidance Division evaluation scheduling.

The classified employees' negotiated evaluation process has not changed. The classified staff leadership did not indicate a concern over the negotiated evaluation process, although there did seem to be a concern over the format of the generic classified evaluation report used for all staff evaluations. The Office of Human Resources is responsible for the coordination of timely classified personnel evaluations.

Response to Self Study Plans

Standard 4A

Plan 1

The College should continue to review and revise the current Affirmative Action Plan.

Progress:

The Faculty and Staff Diversity Plan was revised September, 1994 (see attached plan).

Plan 2

The College should continue to expand its efforts to recruit and select qualified applicants to meet the educational goals of the College and to reflect the diversity of the population it serves.

Progress:

The College continues to participate in a number of activities, consistent with its Faculty and Staff Diversity Plan, to increase the diversity of its staff (see attached).

Plan 3

The College should develop written hiring procedures for management employees, classified employees, and part-time faculty.

Progress:

Board Policies 4002 and 4603 address the hiring procedures for management and classified employees. A task force was created to develop the policy and procedures for the selection and appointment of adjunct faculty. The document is currently in the last stages of review before it will come up for final approval. The policy addresses hiring practices and affirmative action issues.

Plan 4

The College should develop a training manual for employee selection and continue to improve its formal training for selection committee members on hiring practices and procedures.

Progress:

The Office of Human Resources ensures that all members of a screening committee receive Title 5/Affirmative Action training prior to beginning the selection process. Written guidelines have been developed for consistency and efficiency in providing this training.

Plan 5

The College should consider exploring alternative methods for measuring teaching effectiveness as part of the selection process.

Progress:

The hiring process allows some flexibility in setting the parameters of what will be asked of every interviewee. This gives the screening committee an opportunity to consider the most appropriate approach in determining teaching effectiveness for a particular discipline.

Plan 6

Maintenance of sufficient numbers of support services staff should be considered when determining replacement, nonreplacements, and staff reassignments in order to ensure adequate services for effective instruction, student services, and learning resources.

Progress:

The Staff Priorities Committee reviews all staffing requests, hears justification for additional staffing from divisions and departments, and prioritizes those positions recommended for hire. The Instructional Master Planning Committee provides input to the Staff Priorities Committee concerning full-time staffing needs.

Standard 4B

Plan 1

To ensure that the College avoids any disruption in course scheduling, part-time faculty, whose credentials will expire soon, should submit appropriate evidence to the Equivalency Committee to determine if they meet minimum qualifications.

Progress:

All individuals that needed to go through the equivalency process to continue their instructional assignment have done so.

Standard 4C

Plan 1

The Faculty Association and the District, in consultation with the Academic Senate, should establish a reasonable overall time frame for the entire evaluation process, with clear and precise timeliness for each step.

Progress:

The recently negotiated evaluation policy addresses this issue (see attached).

Plan 2

The Faculty Association and District should develop a formal process for making the evaluator(s) accountable to the faculty-evaluated and the President for the proper implementation of the agreement's evaluation criterion, procedures, and timeliness.

Progress:

See attached evaluation policy.

Plan 3

Part-time faculty should have a formal evaluation process (including timeliness and evaluator's accountability) and standardized evaluation instruments. This evaluation process should be part of the negotiated agreement between the Faculty Association and the District. Part-time faculty should be consulted in the development of this process.

Progress:

See attached evaluation policy.

Plan 4

The classified association and the District should amend the existing evaluation process to include clear and precise definitions of the purpose and scope of the regular classified staff evaluation.

Progress:

This matter has been addressed through collaboration with CSEA (see attached Classified Evaluation policy).

Plan 5

The evaluation process for classified staff should include clear and precise timeliness and a well-defined procedure for making the supervisor/evaluator(s) accountable to the individual being evaluated and the Superintendent/President accountable for the proper implementation of the agreement's evaluation article.

Progress:

See attached Classified Evaluation policy.

Plan 6

Certificated and classified managers should have a formal evaluation process that incorporates broader representation of individuals, in addition to administrators.

Progress:

No formal action has been taken to address this issue.

Plan 7

A formal process for evaluation of administrators should be developed that incorporates a broad representation of College staff.

Progress:

No formal action has been taken to address this issue.

Standard 4D

Plan 1

The College should review the Human Resources Development Plan with a focus on institutional goals and objectives.

Progress:

This issue was addressed with the revision to the Faculty and Staff Diversity plan.

Plan 2

The College should continue to review the scheduling and content of flex activities.

Progress:

The College is in the process of reorganizing its approach toward the implementation of Staff Development activities.

Plan 3

A plan should be considered to coordinate staff development activities with funds available to the District from all sources, including, but not limited to, AB 1725, District funds, grants, and other categorical funds.

Progress:

This matter may be addressed through the reorganization of Staff Development activities.

Standard 4E

Plan 1

A written description of the procedures involved in developing Board policy should be prepared and shared with all College staff.

Progress:

The policy manual is currently undergoing a major rewriting and updating process which involves all constituents.

Plan 2

The College should consider establishing criteria for determining equitable workloads for classified staff.

Progress:

With the implementation of Program Review, a formal approach towards ensuring that all departments and divisions on campus are fairly evaluated based on a complete review of their performance and effectiveness has been established. Recommendations by the Program Review Committee have been seriously considered and changes have occurred based on the Committee's recommendations.

Plan 3

It is recommended that, at the beginning of each year, staff should be notified and/or reminded of the location of College policies and procedures.

Progress:

All divisions are provided with policy manuals and updates.

Plan 4

It is recommended that the District and bargaining units explore ways to make negotiations less stressful.

Progress:

The classified bargaining unit has entered into interest-based negotiations with the District. The Faculty is still considering this option.

Plan 5:

It is suggested that a periodic review, revision, and identification of the last revision date for all policies be instituted to ensure the maintenance of viable policy.

Progress:

Board Policy updates are periodically completed to ensure a viable policy. The revision dates are included at the bottom of all policies to indicate action concerning each policy.

STANDARD FIVE

LIBRARY AND LEARNING RESOURCES

Response to the Recommendations:

Recommendation 1.

The College re-examine its budgeting priorities in relation to the Library and learning resources standard to see if library objectives are adequately funded. Such a re-examination may likely involve comprehensive data on the funding for new instructional materials, including books, periodicals, and non-producer media, by other community colleges of comparable size.

Response to the Recommendation:

The College has experienced a decrease in base funding the past three years. This has made it difficult to increase any division's budget beyond the current levels. The District has not formally re-examined its budgeting priorities in relation to the Library or any other area. The Educational Master Plan notes how far below comparable community colleges the Lesher Library is, but makes no specific proposal to address this matter. Program Review also recommended placing the Library higher in funding priorities.

Recommendation 2.

The College provide staffing resources necessary for the coordination of services for its computer laboratories. Such services could include, but not be limited to, the installation, training, and trouble-shooting of computer hardware and software and the design of programs to meet special needs.

Response to the Recommendation:

No coordination of services for computer laboratories is presently available at the College. Each lab is run by separate divisions with separate divisional staff. There is no formal coordination; however, divisional staff do communicate on issues of mutual concern. Each lab has separate hours, rules, funding sources, and levels of updating of software and hardware. There is a frustration on campus by the students that in order to use a computer in the computer labs, the student must be enrolled in a particular class. Only four computers are available on campus for word processing by the general student population; these are in the Learning Resources Center and are available when the Library is open.

Response to Self Study Plans

Standard 5A

Plan 1

The District should provide adequate funding to maintain and improve all essential aspects of the Lesher and Los Banos Campus Libraries and the AV Department.

Progress:

The budget for the Libraries does not meet ACRL standards. Staffing levels are half of standard, the collection is half of what it should be to meet the needs of the student population. The Audio-Visual Department has had no increase to the budget since the original report. The Lesher Library has added one full-time faculty librarian.

Plan 2

The District should consider reinstating the book budget and increasing the square footage of the Los Banos Campus Library.

Progress:

The District funding for the LRC book budget has remained fairly consistent for the past three years at \$7,244. The book budget for the Los Banos Campus Library has not been reinstated.

With receipt of Title III funding, it is expected that a relocatable facility will be leased or purchased for the Los Banos Campus which will provide for additional library space.

Plan 3

The College should pursue grants for remedial and ESL Learning Resources.

Progress:

The Title III grant includes funding for this purpose. No other grants have been applied for at this time.

Plan 4

The District should budget for printed and audio visual materials to support the development of new programs.

Progress:

The Audio Visual Department receives no funding for new materials. All AV materials added come through division purchases with Instructional Materials funds. Funds were made available in 1994-95 to update a portion of the legal library collection to support the new paralegal program. These funds were not available in the 1995-96 budget. No additional funds have been allocated for the distance learning classes at Los Banos.

Plan 5

The College should provide additional space for the AV Department.

Progress:

No additional space has been made available.

Plan 6

The AV Department should update their catalogs at least once a semester, rather than once a year.

Progress:

The catalog is maintained on a computer. The data in the computer is updated as soon as new material is received. The entire catalog is printed once a year for distribution to Divisions. The catalog for each Division is printed in the updated version immediately if faculty request it.

Plan 7

The College should replace aging AV hardware and equipment and update or replace old equipment in the Duplicating Center.

Progress:

New equipment has been purchased as one-time funds have become available. VATEA funds have purchased new equipment, but the use of that equipment is restricted to vocational program faculty, only. Currently, there is no budget for the replacement of existing AV hardware and equipment. It is possible, however, that the 1995-96 Instructional Equipment\Deferred Maintenance grant may be used to address some of these needs.

Standard 5B

Plan 1

The College should maintain a level of funding to support the stated goals of Board Policy for the Learning Resource Center.

Progress:

The funding level for the Learning Resource Center has remained static since 1991-92 with the exception of staffing. One full-time librarian position, vacant since 1986, was filled.

Plan 2

The College should provide a technician for one-time training, ongoing instruction, and for distribution of information to staff members.

Progress:

Staff Development funds are now under the direction of the Faculty and Classified Senates, respectively. Faculty has had Flex Day activities available the past three years for training on the Internet and CD-ROM resources in the Learning Resources Center. This training was provided by the staff of the Center. A technology tour of the computer labs on campus was also offered in order to acquaint faculty with the range of equipment and software available on campus. Title III and District funding provide for hiring an educational technology specialist in 1995.

Plan 3

The Librarian should articulate decision making with faculty regarding the removal of published materials.

Progress:

The Director of the Learning Resources Center notifies division chairs in writing with a copy to the Vice President of Instruction and appropriate supervising Deans of Instruction when published materials are being removed from the collection. This letter includes the types of books being considered for weeding, and a window of time is provided for the faculty to come into the Library and advise the Librarian.

Plan 4

The Librarian should implement a mechanism to allow for a more timely acquisition of published material to reflect the needs throughout the year.

Progress:

The Librarian purchases materials as they become available in print throughout the school year, as funds allow. When additional special one-time funds have become available, she solicits requests from Division Chairs for materials. The Faculty Librarians choose to evaluate the Library's own needs with the current limited budget. The Librarians are committed to meeting the curriculum needs to the highest possible degree within the funding available.

Standard 5C

Plan 1

The College should print instructional materials and brochures on the Library for ESL students.

Progress:

No progress has been made on addressing this issue pending College-wide action.

Plan 2

Library hours should be expanded.

Progress:

Library hours have been expanded at the Lesher Library to include a full day, open rather than closing for a dinner hour as a result of hiring a full-time librarian. The

Library is also open until 2 p.m. on Fridays. No later evening hours or weekend hours have been added. The Los Banos Campus Library has not added hours to its schedule.

Plan 3

The College should ensure that all learning resources are accessible and meet the needs of traditional and non-traditional students.

Progress:

The Learning Resources Center, at this time, attempts to meet the needs of only traditional students as funding allows. However, with the use of Title III funding, it is expected that additional resources will be available.

Standard 5D

Plan 1

The College should increase staffing in the Library so that the reference desk may have adequate coverage and so that Library hours, especially on weekends, can be expanded.

Progress:

The College filled a faculty librarian position in 1994-95 which had been vacant for eight years. The Library reference desk is now staffed 8:30-11:30 a.m., 12-3:30 p.m., and 4-9 p.m., Monday through Thursday, and from 8:30 a.m. to 2 p.m. on Fridays. The Library is not open on weekends. The Los Banos Campus Library reference desk continues to be staffed by classified personnel rather than faculty.

Standard 5E

Plan 1

The College should explore the feasibility of utilizing new information technology and services for distance learning, individualized instruction, and support in all areas of education.

Progress:

Three classes have been offered using distance learning technology via leased equipment. The College has received a Title III grant for 1995-96 which includes funding to upgrade some information technology resources.

Plan 2

The College should address immediate student needs regarding computer access and ensure that all learning resources are accessible to students.

Progress:

The Learning Resources Center has increased the number of CD-ROM stations in the Lesher Library and is using networked technology to provide more access points to this information. Open access to most computer labs on campus is prohibited, but the Learning Resources Center has added four personal computers for word processing with open access to students during Library hours.

Plan 3

The College should increase faculty awareness of information technology issues and their potential impact on students.

Progress:

Flex Day activities for the past three (3) years have included training on new information technology issues. Three of these sessions, taught by the LRC staff, included Internet and CD-ROM technology.

STANDARD 6

PHYSICAL RESOURCES

Recommendation 1

The Educational Master Plan be used to determine the basis for facilities master planning and for acquisition and replacement of equipment.

Response to the Recommendation:

The College completed, in 1994-95, and Educational Facilities Master Plan (see attachment). This document now serves as the short- and long-term facilities plan for the College and will form the basis for facilities development through the year 2020.

Annually, the Vice President of Instruction requests that Division Chairs update the Educational Master Plan, with one aspect of that update being the identification of the need for new equipment and/or equipment replacement. These updates are then used for the allocation of available funds for the purchase of new equipment or equipment replacement.

Responses to Self Study Plans

Standard 6A

Plan 1

The storage and work space shortage in the Audio Visual Department should be addressed.

Progress:

The need to address the issue of space allocation to the Audio Visual Department continues as a need to be addressed.

Plan 2

An extensive facilities and growth plan should be established for the Los Banos Campus.

Progress:

The completion of the Educational Facilities Master Plan includes a detailed analysis of the needs for the Los Banos Campus.

Plan 3

To curb the rapidly deteriorating facilities and grounds at the Los Banos Campus, additional maintenance time is needed.

Progress:

To a significant degree, the maintenance and grounds needs of the Los Banos Campus have been addressed by the use of R.O.P. students and through a more regularly scheduled use of District O&M personnel in the maintenance of that facility.

Plan 4

Increasing the number of police and security employees should be a priority.

Progress:

The College's Security force has been increased through the use of part-time hourly security personnel. There is, now, 24-hour security coverage at the Merced Campus site.

Plan 5

A written energy conservation plan should be developed and put in place.

Progress:

While there is no formal energy conservation plan in place, the College continues to invest in energy conservation strategies. Most recently, the College entered into a comprehensive agreement with Honeywell Corporation for the purpose of retrofitting much of the heating and cooling systems of the College to achieve increased energy efficiency. There are, also, additional deferred maintenance plans to continue the retrofit of other energy systems which will also achieve a higher level of efficiency.

Plan 6

A general policy on buying and accepting chemicals should be written.

Progress:

The College has a hazardous waste material procedure which is in compliance with Federal, State, and local requirements.

Plan 7

The disaster plan should be tested by a mock disaster exercise.

Progress:

A mock disaster exercise was completed in 1994. Future exercises of this type are scheduled for the 1995-96 academic year.

Plan 8

The College should address the need to establish designated areas for part-time faculty.

Progress:

Part-time faculty are provided with access to divisional facilities. Some, although not all, have been assigned individual offices depending upon the nature of the individual's instructional assignment and the number of hours taught at the College.

Standard 6B

Plan 1

Equipment purchases should be coordinated between departments to avoid duplication.

Progress:

The Office of Instruction coordinates and approves the purchase of all instructional equipment. Where possible, and where consistent with instructional needs, equipment which is required by several instructional areas will be shared. Similarly, within the area of Administrative Services, attempts are made to purchase general use equipment which can be used by various personnel in the completion of their assigned duties.

Plan 2

A process should be developed whereby equipment purchases are cataloged and made public so that there can be some sharing of equipment between departments.

Progress:

The Director of Purchasing maintains a comprehensive inventory of all equipment owned by the District. This inventory is available to College personnel, upon their request. In addition, before equipment is disposed of, notice is sent to all College divisions of the equipment available and an opportunity is provided to interested parties to request that one or more of these items be designated for reassignment to the requesting division or operational area.

Plan 3

The College should purchase additional equipment in support of new and continuing programs.

Progress:

Within the limits of its budget, the College continues to purchase needed instructional equipment. In addition, every effort is made to develop special agreements with private industry for the donation of equipment which is needed to continue specific instructional programs. This is particularly true in some of the technical programs such as Mechanized Agriculture and the Automotive program.

Standard 6C

Plan 1

Continue to develop the Five-Year Plan and long-range facilities plan based on the development of an Educational Master Plan.

Progress:

The recent completion of the Educational Facilities Master Plan (see attached) addresses this issue.

Plan 2

Encourage active participation of all staff, students, and divisions in the planning process.

Progress:

The Educational Facilities Master Planning process involved all campus constituents. In addition, the ongoing activities of the Facilities Committee provides for representation of faculty, classified staff, students, and administration in this process.

STANDARD SEVEN

FINANCIAL RESOURCES

Response to Recommendations:

Recommendation 1

The team recommends that the College establish a process to monitor the successful implementation of all proposed fiscal plans in a timely fashion.

Response to the Recommendation:

The Vice President of District Administrative Services is responsible for tracking the completion of these fiscal plans. All such plans have been monitored and completed in a timely fashion.

Recommendation 2

The team recommends that the Educational Master Plan and the Program Review Report directly influence the budget development process and aid the BDC in both its short- and long-term planning.

Response to the Recommendation:

The Educational Master Plan and Program Review reports are used during the budget development process. As the financial status of the District improves, and more discretionary funds are available, the consideration will be given to implementation of recommendations from these reports.

Response to Self Study Plans

Standard 7A

Plan 1

A separate trust fund to meet the need of unfounded health benefits should be established.

Progress:

The Retiree Health Benefits Fund was established with an initial transfer of \$250,000. Since then, an additional \$400,000 has been transferred to this account. With interest accrued, the current fund balance is \$686,266.

Plan 2

The College community should be informed about changes in the College's fiscal situation caused by state and local conditions.

Progress:

The District disseminates information through a variety of channels including the Instructional Council, the Management Team, President's Staff, the Budget Development Committee, Board of Trustees meetings, and the opening day convocation. Representatives of these various groups are requested to pass the information along to their constituents. Newsletters have also been published and distributed to all staff with updated information.

Standard 7B

Plan 1

The College should continue its strong commitment to follow the financial regulations set out in the Education Code.

Progress:

The District continues to follow the financial regulations and standards as set forth in the Education Code.

Plan 2

The Budget Development Committee (BDC) should work on more clearly defining and developing the processes and procedures it uses.

Progress:

The Budget Development Committee has revised and updated its procedures manual (see attachment).

Plan 3

The recommendations of the BDC should be more widely available and their advisory nature stressed. Changes to the recommendations should also be widely dispersed to the College community.

Progress:

The recommendations of the BDC are published and are disbursed at various meetings of campus groups (Academic Senate, Classified Senate, and both unions).

Plan 4.

The BDC should continue to work on making the budget process more understandable to other members of the College community.

Progress:

Budget forums (information meetings) are held at various times during the budget development process to provide the College community with an opportunity to hear how the budget is developed and to participate in this process, where appropriate.

Plan 5:

The BDC should make connections with other planning committees as the institutional planning process matures.

Progress:

The BDC has incorporated the recommendations of other committees on campus (Facilities, Staff Priorities, and the Reclassification Committee) in developing their budget recommendations.

Plan 6

The BDC should continue to work on its charge of involving all members of the College community in the budget process. In particular, representation by one or more of the Division Chairs on the BDC should be made possible.

Progress:

The makeup of the BDC has been defined to assure representation of all constituencies on campus, including the senates and bargaining units. No changes in the representational composition of the BDC is considered necessary at this time.

Standard 7C

Plan 1

The District should complete its Safety Plan as required by law and complete the work on the proposed Campus Safety Policy so that it can be discussed and examined by the Board of Trustees.

Progress:

The District has completed its Campus Safety Plan and Policy (see attached).

Plan 2

The District should plan to allow financial managers on-line access to the accounts for which they have responsibility.

Progress:

As the financial situation for the District improves, funding will be set aside to add an additional user to the mainframe computer which provides on-line access to financial data.

Plan 3

The annual audit and the choice of auditors should continue to meet legal requirements. The District should inform the College community about the audit process and advertise the availability of the audit's findings.

Progress:

The District has chosen a new audit firm which completes the annual audit and meets all legal requirements. The availability of the audit report and its findings is announced in the Staff Bulletin and discussed at the Board of Trustees meeting.

Plan 4

The Merced College Foundation should complete its reorganization plans and accomplish its goal of changing from an independent foundation to an auxiliary foundation.

Progress:

The Merced College Foundation has completed its reorganization, and now has status as an auxiliary of the District.

Plan 5

The Agriculture Management Board should exist and operate as outlined in Board Policy. Board Policy 3810 should be updated as soon as possible.

Progress:

Board Policy 3810 has been revised and is now being followed by the Agriculture Management Board.

STANDARD EIGHT

GOVERNANCE AND ADMINISTRATION

Response to Recommendations:

Recommendation 1

As the Board broadens its leadership in the shared governance process, an effort be made to clarify and update policies and procedures, including the revision of the Board policy manual and the continued development of their ethics statement.

Response to the Recommendation:

The College has made significant strides in clarifying and updating policies and procedures in recent months. Vice Presidents have been drafting changes, Board retreats have been held to review the changes, and a significant portion of one staff member's time has been devoted to facilitating the process. The changes have affected all areas of policy, ranging from auditing of classes to donations of equipment.

Board Policy 1615 includes the tenets of Merced Community College District Trusteeship. It describes the fundamental values and responsibilities of Trustees. The Board has been comparing their ethics statement with the latest CCLC ethics directive to determine if they wish to make any changes. These were reviewed at a Board of Trustees retreat in September, 1995, and the Board reconfirmed its ethics statement.

Recommendation 2

The policy manual include policies on shared governance, reflecting Title 5 and Board and CEO evaluations. These revisions and clarifications should be accomplished in accordance with the shared governance model.

Response to the Recommendation:

The Board of Trustees conducts an annual "self-evaluation." The President/Superintendent also is evaluated, annually. The President's contract clearly specifies that she will be evaluated, and that continuation of her contract is dependent on this evaluation. The Board does not believe Board policy is necessary. Board Policy 3700 (attached) addresses this issue.

Responses to Self Study Plans

Standard 8A

Plan 1

Although the Board has formally supported shared governance in concept, it should more fully explore how it can effectively operationalize it in practice, in order to facilitate trust and cooperation within the College community as a whole.

Progress:

The Board of Trustees has adopted a major new policy that supports and implements shared governance, specifically Board Policy 3700 - Shared Governance (see attachment). Representatives of the Academic and Classified Senates, the Faculty Association and C.S.E.A. are present at each Board Meeting.

Plan 2

How individual Board members vote on issues should be identified in Board minutes.

Progress:

The Board of Trustees has chosen to follow the Brown Act, which does not require recording of individual votes, except in the case of closed session decisions.

Standard 8B

Plan 1

The President should continue to expand the institutionalization of shared governance by supporting processes that:

- a. maintain an open door policy,
- b. include more part-time faculty and staff,
- c. encourage more full-time faculty and staff participation,
- d. inform faculty and staff of the importance of shared governance as a mechanism to enhance institutional success.

Progress:

The President includes representatives of each of the major employee groups at the President's Staff meetings that are held each week. Most of the major campus committees, including Facilities, Instructional Council, and Staff Development, are chaired by faculty. The faculty chose not to chair the Budget Development Committee. The faculty was highly involved with the development of the Educational Facilities Master Plan, one of whom co-chaired the group that created the plan.

The President is not able to maintain a completely open door policy due to her required off-campus schedule and workload demands. She often holds informal early morning meetings when people can visit. All employees may meet with her by appointment. However, the leaders of each of the major employee groups are well aware that the President's door is always open to them.

Standard 8C

Plan 1

Investigate and review the structural organization of the Office of Instruction.

Progress:

Major progress has been made in this area. At the time of the accreditation visit, the Office of Instruction had been experiencing frequent turnover of administrators and a resulting lack of continuity. All administrative positions now have been filled permanently by staff who have been employed by the College for many years. In addition, an intern dean program was created three years ago that has been very successful.

Plan 2

Revise Board Policies and establish a procedural manual. An administrative manual is also needed, but probably not until the College completes the planning process.

Progress:

Each of the Vice Presidents has reviewed policies and procedures pertinent to their areas and a number of changes have been made. For example, in some cases policies were

found to be mostly procedure. In these cases, appropriate policies have been written. In other cases, procedures were lacking and these have been established. In addition, some policies were outdated or were not strong enough. In these cases, the policy has either been rewritten or revised. The number of policies affected are too numerous to list here, as they cover all areas of the College.

Plan 3

Clearly define the roles of administrators and division chairs and communicate those roles to the faculty and staff.

Progress:

The issue of defining the role of division chairs seems to have become less of a concern. This is due to the hiring of permanent administrators, the extensive involvement of division chairs in the hiring and evaluation processes, changes in division chairs, and the generally improved relationships with the Office of Instruction. Nevertheless, division chairs continue to operate in a quasi-managerial role, and discussion occasionally is needed to clarify their responsibilities.

Standard 8D

Plan 1

The faculty organizations should continue to work to define the roles and responsibilities of the faculty through the Senate. They should also develop a written delineation of functions between the Academic Senate and the Faculty Association.

Progress:

Written delineation of functions between the Senate and the bargaining unit has not occurred, but it was felt that the two groups are much more collaborative.

Plan 2

All faculty should be encouraged to participate in committees and the governance structure.

Progress:

The Senate Leadership believes that all faculty should participate on committees as part of their professional responsibilities.

Plan 3

The role of faculty in shared governance, through participation in College committees, should be carefully reviewed to analyze the effectiveness of committee work and to develop clear objectives and goals for each committee.

Progress:

The Academic Senate is currently working on its goals and objectives, with an emphasis on defining specific desired outcomes from their participation on shared governance committees.

Plan 4

The College should continue to improve communications between the faculty and staff.

Progress:

The Academic Senate has defined, as one of its goals, that it serve as the "focal point" for communication on issues of shared governance.

Plan 5

The College should clarify the role of division chairs.

Progress:

The need for such clarification has been reduced due to strengthening of the Office of Instruction staffing.

Standard 8E

Plan 1

With the assistance of the Office of Human Resources, job specifications should be updated to clarify activities and responsibilities.

Progress:

Job specifications have not yet been updated. The leadership in the Office of Human Resources was filled by an interim director for two years, and was only recently filled on a permanent basis. The new director plans to update the job specifications by the time the next accreditation visit occurs.

Plan 2

Continue to provide information about the activities of the Classified Senate and CSEA so that staff will develop a better understanding of their separate functions.

Progress:

The delineation of CSEA and Classified Senate roles continues to be debated, but to a lesser degree. The Senate leadership has attempted to remain uninvolved in any areas related to compensation, but occasionally "grey zones" develop, particularly in the area of staff development.

Plan 3

Develop improved avenues of communication between line staff and managers so that employees feel more positive about their roles and future at the College, as well as their ability to foster change. The existing Job Rep program might serve as a resource.

Progress:

The Job Representative program received praise from all concerned. Meetings are attended by staff representing geographical areas on campus and the Director of Human Resources. The atmosphere seems to be open, with staff feeling free to raise a variety of concerns and to address rumor control. The Job Representatives believe that the Director has been prompt in providing information to this body.

Plan 4

Provide communication and interpersonal skills training for all levels of management.

Progress:

Several different types of staff development programs have taken place over the past three years. Some have been specifically for management, some for staff, and in some cases, the groups have met together. These include annual retreats sponsored by the Higher Education Consortium of Central California (HECCC), special flex-days for classified employees, monthly management training programs, and interest-based decision making training. This last event was viewed as highly instrumental in making negotiations with CSEA a much more productive and harmonious process.

Plan 5

Implement specific staff development programs for support staff to help in the areas of communication, self-esteem, and sharing responsibility for a productive working environment. This should not be an addition to faculty flex days but should, instead, address the specific needs of classified workers.

Progress:

Several changes have been made which will address this issue. First, the College now has an annual staff development day program for classified staff. The program is established by members of the staff and is reflective of the identified needs for classified employees. This funding will provide the College with the opportunity to develop programs which are increasingly responsive to the needs of the classified employees.

Standard 8F

Plan 1

The Board of Trustees and the ASMC Executive Board should explore whether motions by the student trustee would be beneficial. California Education Code, Section 72023.5 states that students may "make and second motions at the discretion of the governing board." The two groups should discuss whether this would enhance the relationship between the Board and the student body, as well as embody the spirit of shared governance.

Progress:

Recent student trustees have not felt the need to make motions. They have had a very positive relationship with other Trustees and believe that their concerns are being presented to the Board. As a result, the issue has not required any further action.

Plan 2

College personnel should continue working with students to ensure their participation and effectiveness on campus committees.

Progress:

Student involvement on committees has improved. More effort has been made to make sure that students have the necessary background information prior to being placed on a committee, and to provide a mentor to each student representative. Students are routinely represented on all standing committees of the College.