

Palo Verde College

COLLEGE COUNCIL'S  
SHARED PLANNING &  
DECISION-MAKING  
HANDBOOK

DRAFT FOR REVIEW BY COLLEGE COUNCIL

ON AUGUST 18, 2013

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# **COLLEGE COUNCIL**

## **Guiding Principles & Operating Procedures**

### **I. GENERAL PURPOSE**

Consistent with AB1725 and Board Policy 2510, the purpose of the Palo Verde Community College District's College Council is to serve:

- As the primary advisory body to the Superintendent/President
- As the primary College District shared planning and decision-making body
- As the primary body for communicating action and/or discussion to constituent groups
- In addressing college issues in a timely manner
- In developing and reviewing college policies and procedures

All College District constituencies are represented on the College Council and have a voice in identifying, reviewing and addressing College District needs and priorities. All planning and operational committees and task forces provide information and make recommendations to the College Council to ensure unity of purpose and efficiency of operations. The PVCC makes its recommendations directly to the Superintendent/President. The actions of the College Council are guided by the operating principles set forth herein and are based on the College District's Strategic Plan, Mission Statement, Accreditation Standards, Governing Board goals and constituency leaders' input. These Operating Principles apply to all committees.

### **AB 1725 COLLEGIAL GOVERNANCE**

Source: *Excerpted from City College of San Francisco as prepared by Robert Gabriner, Director, Office of Institutional Development, Research and Planning with experts from a monograph entitled "Evolving Community College Shared Governance To Better Serve the Public Interest" written by Tom Nussbaum, Vice Chancellor and General Counsel, California Community Colleges.*

#### **1. The Governance Issue As Addressed by AB 1725**

In 1988, the Legislative enacted the Community College Reform Act (chapter 973, Status of 1988), popularly known as AB 1725.

#### **2. The Collegial Governance Mandate in AB 1725**

The Legislative required the Board of Governors to adopt: ...*"minimum standards governing procedures established by governing boards of community college districts to ensure faculty, staff and students the right to participate effectively in district and college governance, and the opportunity to express their opinions at the campus level, and to ensure that these opinions are given every reasonable consideration, and the **right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards,**"*(Education Code Section 70901(b)(1)(E)."

**3. The Role of the Academic Senate** The Board is to *"Develop policies and guidelines for strengthening the role of the academic senate with regard to be the determination and administration if academic and professional standards course approval and curriculum, and other academic matters."* (see Section 61 of AB 1725).

The regulations require that the governing board or its designees will “consult collegially” with the academic senate when adopting policies and procedures on “academic and professional matters” (Section 53200). In terms of “consulting collegially”, the regulations requires that governing board choose either or both of the following, according to its own discretion: (1) *Rely primarily on the advice and judgment of the academic senate*, or (2) *Reach mutual agreement with the academic senate*.

#### 4. The Role of Staff and Students

District governing boards are essentially obligated to provide these constituencies an opportunity for participation and involvement, and are generally prohibited from acting unless there has been such an opportunity; however, there is no obligation to reach mutual agreement before a governing board can act. Specifically, Section 51023.7 of Title 5 essentially requires a governing boards to provide students with the opportunity to participate in the formulation and development of district and college policies and procedures that have or will have a significant effect on students.” The regulation lists the kinds of matters that will have a significant effect on students, including: grading policies, codes of student conduct, academic disciplinary policies, curriculum development, courses or programs which should be initiated or discontinued, student fees etc.

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  1. Curriculum, including established prerequisites and placing courses within disciplines;
  2. Degree and certificate requirements;
  3. Grading policies;
  4. Educational program development;
  5. Standards or policies regarding student preparation and success;
  6. District and college governance structures, as related to faculty roles;
  7. Faculty roles and involvement in the accreditation processes, including self-study and annual reports;
  8. Policies for faculty professional development activities;
  9. Processes for program review;
  10. Processes for institutional planning and budget development;
  11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate.

Section 51023.5 of Title 5 essentially requires governing boards to define the categories of “staff” (other than faculty) that exists in the district, and to develop participation structures for each of these categories of staff. In general, staff must be provided with an opportunity to participate in the formulation and development of district and college policies and procedures that have a significant effect on staff.

## **II. COLLEGE COUNCIL MEMBERSHIP**

### **CONSTITUENCY LEADERS:**

*Academic Senate Representative President*  
*Associated Student Body Representative:*  
*President or designee*  
**Classified Emp. Representative**  
*CSEA President*  
**Classified Mgt. Representative**  
*President*  
**Confidential Representative**  
**CTA Representative**  
*President*  
**Administrative Representative**  
*Chief CIO, CSSO, or CBO*

### **PLANNING COMPONENTS**

#### **REPRESENTATIVES::**

- Accreditation & Strategic, Planning, Program Review
- Budget/ Enrollment Mgt.
- Facilities/Security/Safety Chair
- Information Technology Chair
- IPRC Representative
- Staff Development Representative
- Enrollment Management Chair or Representative

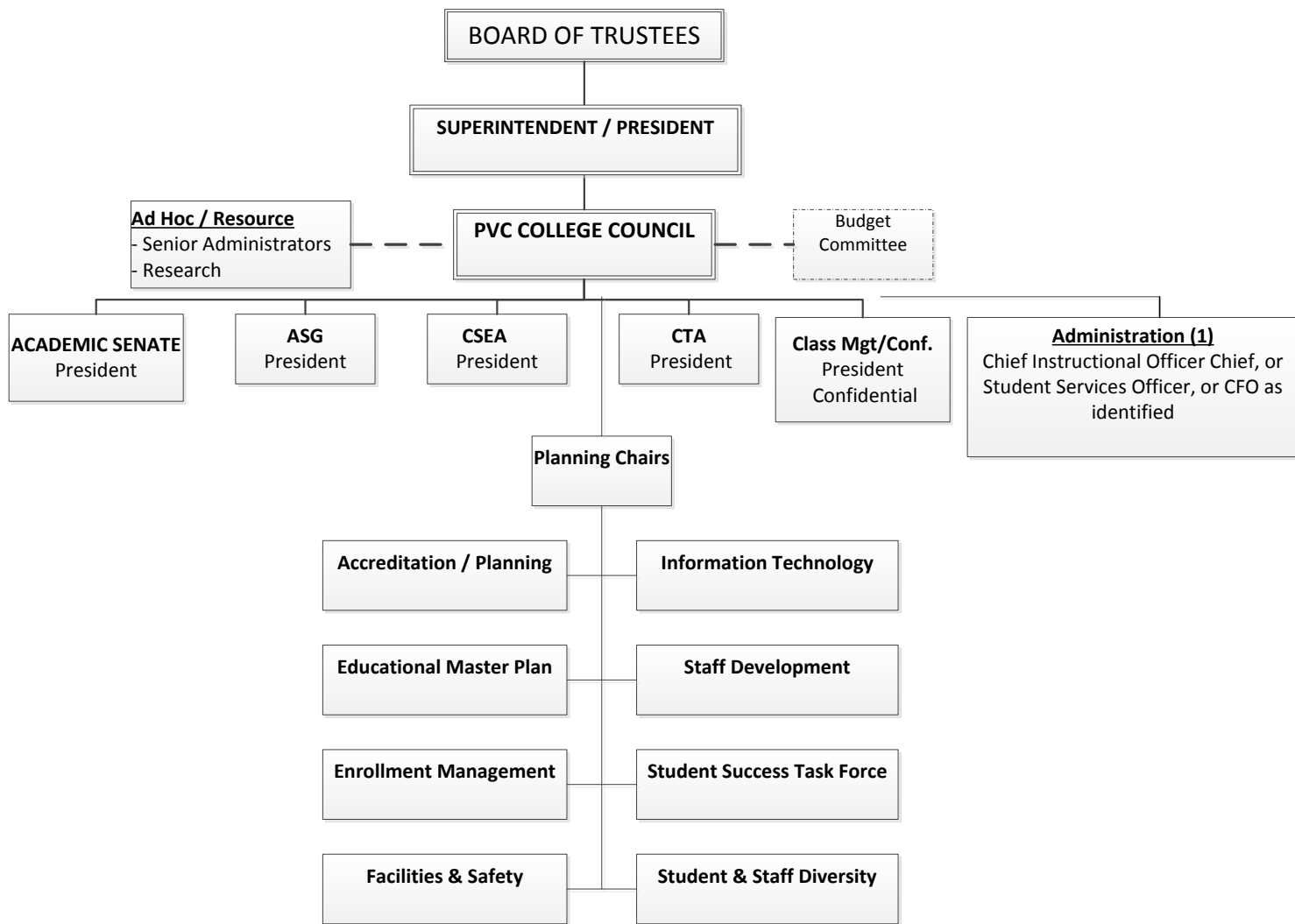
### **RESOURCE STAFF:**

❖ *Chief Business Officer*  
 ❖ *Vice President/s or Senior Staff*  
 ❖ *Research*  
**Chair**  
*Superintendent/President*

### **ALTERNATES:**

College Council representatives are permitted to send voting substitutes or alternates to attend meetings. Long-term absences, family leave, or medical emergencies may require an interim substitute for the duration and also require written notification to the Chair.

### III. COLLEGE COUNCIL STRUCTURE



### IV. GENERAL RESPONSIBILITIES

All members of the College Council shall work together to:

1. Create a positive and effective council which makes data-driven, meaningful recommendations to the Superintendent/President.
2. Resolve issues of the present while developing a vision for the future.
3. Foster a climate of trust and respect.
4. Ensure that all members of the College Council are able to freely express their opinions on all key issues.
5. Communicate accurately and regularly with College District staff, constituent groups, and students regarding College Council matters.

## **V. SPECIFIC RESPONSIBILITIES**

All members of the College Council will be expected to:

1. Represent and advocate for a specific constituency while maintaining commitment to the College District as a whole.
2. Promote the shared planning & decision-making principles of College Council and support its recommendations to all constituent groups.
3. Participate actively (including being punctual and attending regularly).
4. Prepare well prior to meetings and complete outside assignments in a timely manner.
5. Make a concerted effort to ensure that the College Council works effectively and efficiently.
6. Treat other College Council members with professionalism (see Ground Rules below).
7. Be open to all views on a subject before reaching a conclusion.
8. Support decisions of the College Council once a vote has been made and recorded.
9. Ensure accurate and timely communication with all members of one's respective constituency.

## **VI. FUNCTIONS OF COLLEGE COUNCIL**

The College Council is the primary shared planning & decision-making body for institution-wide issues, including strategic planning, goals, accreditation, student success, and budget priorities. In addition, the College Council is the designated body entrusted with facilitating and ensuring integrated planning. Major functions of the College Council include, but are not limited to:

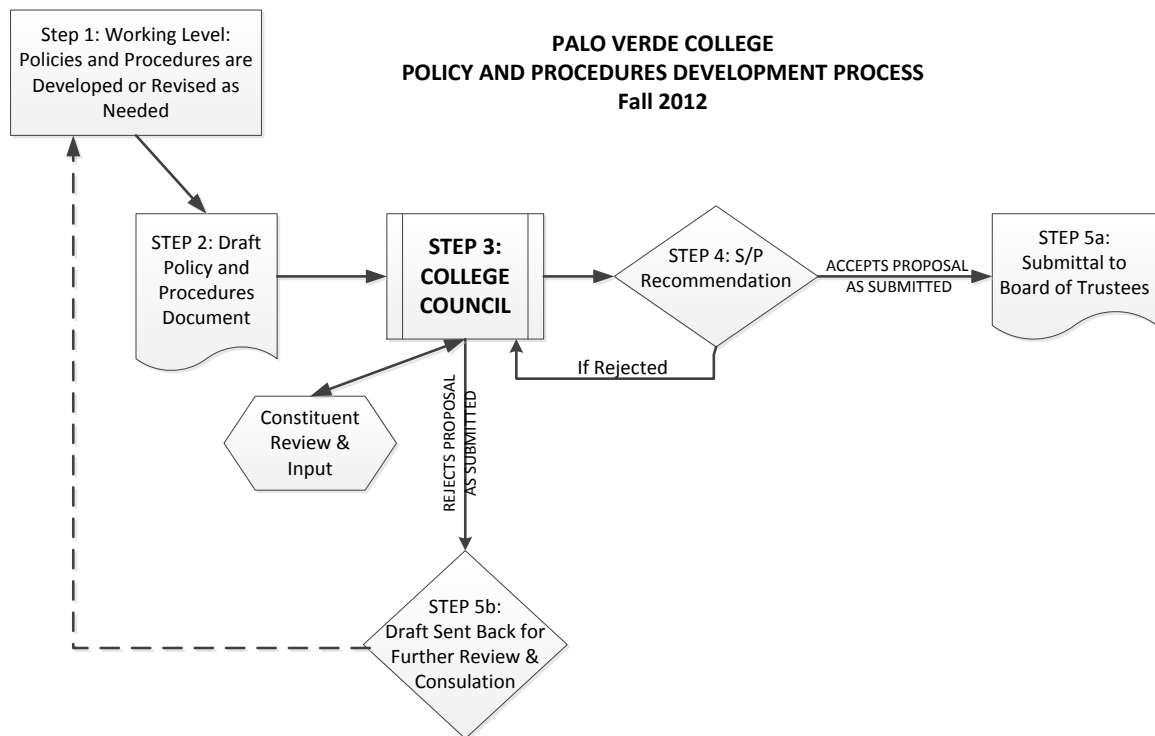
1. Annually review the College's Mission Statement.
2. Receiving information from all College District committees and task forces.
3. Establishing subcommittees and task groups as deemed necessary.
4. Periodically reviewing the Shared Planning & Decision-Making Handbook and recommend modifications if necessary to improve institutional effectiveness.
5. Receiving, reviewing and establishing institutional priorities and goals based on program review data.
6. Systematically evaluating progress being made by college committees to achieve agreed-upon institutional goals in alignment with the College Mission Statement.
7. Oversight function and responsible for integrating all institutional plans and documents, and communicating these to the campus community.
8. Review and approve comprehensive and annual snapshot program reviews and generate annually the prioritized list of one-time and on-going needs.

## VII. Policy & Procedures Development:

The process for the development and review of policies is straightforward as follows:

1. New or revised policies and procedures are initiated at the senior management level whereby draft documents are formulated;
2. College Council reviews, discusses, seeks constituent input, and recommends to the Superintendent/President, acceptance or denial of the submittal.
3. a. Acceptance: If the Superintendent/President accepts the recommendation, the policy is submitted to the Board of Trustees for 1<sup>st</sup> and 2<sup>nd</sup> reading before final approval.  
a. Denial: If College Council recommends denial, the policy/procedures draft document goes back to the initiating manager for revision and further discussion.

The diagram below depicts the policy and procedure development and review at Palo Verde College:



## VIII. MEETING NORMS & GROUND RULES

The Superintendent/President chairs College Council meetings. The recommendation of the College Council will normally be accepted while the Superintendent/ President retains the authority to make recommendations independent from those of the College Council. If the Superintendent/ President disagrees with a recommendation or action of the College Council, a written justification for the differing action is presented by the Superintendent/President to the College Council, prior to Board of Trustees action if possible. When Superintendent/President recommendations differ from those of the

College Council, the Superintendent/ President will present both recommendations to the Governing Board and outline the differences between the recommendations as well as the rationale for the difference to both the College Council members and the Governing Board in writing within a reasonable amount of time.

All Council action will be made primarily through deliberate process of respect whereby all members have an opportunity to voice their opinion in an environment that respects differing opinions. Although a vote is taken to accept or reject a proposed action, every attempt will be made to acquire consensus prior to the vote.

College Council meetings are open meetings and are not required to follow The Brown Act. College Council meetings follow a modified version of agreed-upon parliamentary procedures, such as Robert's Rules; standing committees may also opt to use Robert's Rules or they may develop their own procedures to allow for full representative voice and participation.

The College Council participates in an annual self-evaluation process during the month of May to assess its progress and identify areas needing modification. Revision of any area of its Operating Principles will be revised and approved at the last College Council meeting in May. Based upon its self-evaluation, the College Council will provide an annual report, which shall be a public document, to the Governing Board at its June meeting.

The Chair is responsible for planning a summer retreat to review the College District's Mission, environmental scans, and establish College Council goals for the upcoming year, as well as provide training for members when needed.

## **IX. MEETINGS**

### **A. Frequency**

Meetings are scheduled for at least an hour and half at least twice a month on a day designated by the College Council including during the summer as needed. Additional meetings may be called as deemed necessary. Exact dates for the summer and for the following academic year shall be determined at the last College Council meeting in May.

### **B. Development of Agenda**

Agenda items for meetings are submitted through a representative member or directly to the Chairs one (1) week prior to the meeting at which action would like to be taken. A requested agenda item may be acted upon, assigned to a task force created by the Council, or referred to another appropriate committee or body, and will be placed on the next available College Council agenda as time permits. All agendas will include the Palo Verde College Mission Statement.

### **Meeting Ground Rules for Collegiality**

- ◆ Once a decision is made by the group, the decision is final and represents the voice of the body.
- ◆ Stay on task. No side conversations. Avoid distractions. Be present.
- ◆ Focus on the issue, not the person.
- ◆ Thoughtful and respectful communication.



- ◆ No rank in the room; everyone has an equal voice.
- ◆ Be unconditionally principled in all matters.
- ◆ Assume the best intentions and go to the source.
- ◆ Call for a process check at anytime.
- ◆ Represent your constituent group with integrity.
- ◆ Honor timelines for starting, ending and breaks.
- ◆ Use an agenda agreed upon by the group.
- ◆ Use a facilitator, note taker, and time-keeper as needed.
- ◆ Acknowledge an 'elephant in the room' (unspoken issues) that may impede communication, with an agreed upon process by the committee.

## RESOLUTION ON CIVIL AND COLLEGIAL CONDUCT

WHEREAS, we, the faculty, staff and administration of Palo Verde College, seek to uphold the highest standards of civil and collegial conduct; and

WHEREAS, we recognize that civil and collegial conduct are demonstrated by respect for others; and

WHEREAS, we recognize that uncivil and non-collegial behavior adversely affects the rights of others, and detracts from the stature of the College; and

WHEREAS, we recognize that civility and collegial conduct are essential cultural components of an effective community college; and

WHEREAS, we affirm that civility and collegial conduct are necessary to:

- Retain talented and productive employees;
- Maintain ethics and integrity;
- Preserve continuous improvement;
- Promote employee loyalty and commitment; and

WHEREAS, we, in spirit of professionalism, will maintain high standards of civility and collegial conduct through a process of self-regulation,

THEREFORE, we will uphold the highest standards of civil and collegial conduct in with one another, with students and with the public.



## ***Palo Verde College Mission, Vision, Values Statement***

**MISSION:** *Palo Verde College is a California community college that supports an exemplary learning environment with high quality educational programs and services. The College promotes student success and lifelong learning for a diverse community of learners.*

**VISION:** *Palo Verde College will be known for excellence—educationally, socially, economically and culturally.*

### **VALUES:**

#### **◆ Excellence**

Palo Verde College is committed to excellence. The College expects quality instruction and services, and applauds the achievement of its students, faculty and staff.

#### **◆ Learning**

Palo Verde College facilitates lifelong learning and encourages scholastic achievement. The College believes that knowledge, understanding, and their application are keys to a better future.

#### **◆ Integrity and Ethics**

Palo Verde College maintains the highest standards of ethics and integrity. The College consistently demands respect, honesty and fairness in its educational programs, professional interactions and community relations.

#### **◆ Diversity**

Palo Verde College celebrates diversity in its students, in its faculty and staff, and in its community. Diversity enriches us all and strengthens our community.

#### **◆ Creativity**

Palo Verde College supports and encourages creativity and innovation.

#### **◆ Civic Responsibility**

Palo Verde College supports the continuous development of civic responsibility.



## ***2012-14 Board of Trustees Institutional Goals***

*Approved December, 2012*

- GOAL 1:** Through conscientious collegiality and transparency, ensure that the College District's budget effectively addresses the current fiscal crisis, provides fiscal stability to maintain instructional, student support, and operational integrity, and provides planning for long-term financial stability.
- GOAL 2:** Ensure full restoration of Accreditation status and continue to use Accreditation Standards to guide integrated strategic planning, program review, SLO assessment, and college operations.
- GOAL 3:** Ensure the acquisition of sufficient FTES to meet targeted goals.
- GOAL 4:** Explore options for the optimization of facilities at the main campus in Blythe, and at the Needles Center, including but not limited to, classroom and college facilities, college properties, land development, and advancements in utilizing the Fine and Performing Arts Center.
- GOAL 5:** Taking into consideration continued fiscal challenges, develop a plan to identify the PVCCD focused educational Mission for the Blythe and Needles' sites which meet the needs of the citizenry served while maintaining enrollment stability.
- GOAL 6:** Optimize resources through continued and conscientious energy and product conservation efforts.
- GOAL 7:** Consider options for the generation of new sources of revenue for and through programs, partnerships, and grants.
- GOAL 8:** Continue development of integrated data systems that provide information for measurable and data-driven decision-making.
- GOAL 9:** To support instructional, student support, and operational effectiveness, ensure a state-of-the-art teaching, learning, and work environment, including but not limited to technological advancements.
- GOAL 10:** Ensure the effective and efficient provision of instructional, student support, and operational programs and services by qualified faculty, staff, and managers, through a deliberate model of human resource management.



Palo Verde College

**INTEGRATED STRATEGIC PLAN 2013-2016**

*Approved by College Council May 20, 2013*

**MISSION:** *Palo Verde College is a California community college that supports an exemplary learning environment with high quality educational programs and services. The College promotes student success and lifelong learning for a diverse community of learners.*

**INITIATIVE 1: INSTRUCTIONAL PROGRAMS and STUDENT SUCCESS**

**GOAL:** *Deliver and continuously improve upon quality educational programs, emphasizing student learning leading to certification, conferral of associate degrees, transfer to four-year institutions, and personal growth and career enhancement.*

- Objective 1.1 Identify, measure and assess student learning outcomes at the course, program and degree levels, and institutional SLOs and provide adequate support services to ensure the effectiveness of learning programs.
- Objective 1.2 Develop two-year course planning and scheduling procedures to minimize conflicts that delay students’ progress toward program completion.
- Objective 1.3 Continuously assess the quality and availability of courses and programs offered in the various modes of delivery—face-to-face, online, correspondence, ITV and hybrid forms, through program review and other processes, to maintain their academic rigor and currency and to ensure they provide the means to achieve identified student learning outcomes.
- Objective 1.4 Support student learning by expanding tutorial resources and other supportive educational services for all students needing these services.
- Objective 1.5 Continuously assess student learning and support needs, as well as community needs, and make improvements to College educational and support services as necessary.
- Objective 1.6 To meet student needs and FTES targets, assess the need for course offerings taking into consideration multiple modalities of instruction including face-face, online and correspondence.
- Objective 1.7 Identify program opportunities for Blythe and Needles and continuously assess to ensure financial and programmatic stability.
- Objective 1.8 Continuously monitor enrollment patterns and trends in order offer optimally scheduled combinations of courses as to semester rotation, days of the week, number and type of sections, day vs. evening and mode of delivery.

## **INITIATIVE 2: STUDENT SUPPORT SERVICES**

**GOAL:** *Provide quality student support services to a diverse student population, providing opportunities for student success.*

- Objective 2.1 Consistent with the Student Success Task Force recommendations, increase student participation in orientation, assessment, counseling and advising, and development of education plans.
- Objective 2.2 Increase college visibility and community involvement by publicizing the College's educational programs and services, ASG activities, and cultural events in the Fine and Performing Arts Center.
- Objective 2.3 Increase college readiness by identifying and minimizing barriers to educational programs and opportunities.
- Objective 2.4 Provide counseling and guidance to ensure students declare a program of study and are informed of career and continuing education opportunities.
- Objective 2.5 Assess and evaluate enrollment, retention, and completion data to determine strategies for promoting student success.
- Objective 2.6 Develop and disseminate an institutional Enrollment Management Plan which includes the components of data review, recruitment and outreach, retention, and student success.

## **INITIATIVE 3: ORGANIZATIONAL EFFECTIVENESS**

**GOAL:** *Create and sustain an institutional environment of transparent collegiality in which College personnel have an understanding of the functions, roles and responsibilities of their colleagues and College organizations and committees which support the Mission of the institution.*

- Objective 3.1 Review and update the collegial governance chart annually.
- Objective 3.2 Provide all new employees with a College orientation program and information specific to their role.
- Objective 3.3 Invite participatory governance in planning and decision-making by encouraging constituent representation on committees, and promoting effective dialog among constituencies and the Board of Trustees.
- Objective 3.4 Publicize all College reports, by having them available for examination in the College library or College website.
- Objective 3.5 Develop and disseminate an institutional faculty, management, and classified staffing plan that takes into consideration planning for areas of demonstrated need or deficiencies, 50% Law compliance, and administrative leadership capacities.
- Objective 3.6 Employ qualified faculty and staff and provide opportunities for continued professional and staff development, consistent with the mission and based on identified teaching, learning, and operational needs.

#### **INITIATIVE 4: TECHNOLOGY AND SUPPORT**

**GOAL:** *Ensure that state-of-the-art information technology and media are available and used by a highly-skilled college community.*

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- Objective 4.1 Ensure that there is training for faculty and staff that is cost-effective and directly applicable to immediate needs and long range needs.
- Objective 4.2 Update and disseminate the 2004-07 Technology Master Plan which includes ensuring a state-of-the-art learning, teaching, and operational environment, and incorporate the goals into the College's Integrated Strategic Plan.
- Objective 4.3 Continue maintenance and needed expansion of Student, ERP and other reporting systems, as well as associated staff training.
- Objective 4.4 Provide technical support for the on-going acquisition of data required for effective data-driven decision-making.
- Objective 4.5 Develop a cycle for the annual replacement of obsolete software and equipment.

#### **INITIATIVE 5: FINANCIAL AND OPERATIONAL STABILITY**

**GOAL:** *Enhance district fiscal and physical resources with strategic and transparent stewardship.*

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- Objective 5.1 Consistent with Accreditation Standards and Chancellor's Office financial directives, address budget issues in a manner that preserves instructional, student support, and operational integrity.
- Objective 5.2 Develop a plan for the identification and generation of new sources of revenue.
- Objective 5.3: Develop and review an integrated budgeting and planning process that increases employee participation, and preserves institutional integrity and compliance with the ACCJC Standard III.
- Objective 5.4 Enhance the transparency of the budgeting and planning process by providing training to the board, budget committee, and institutional constituencies.
- Objective 5.5 Develop a plan for the identification and generation of non-traditional sources of revenue.
- Objective 5.6 Update the Educational and Facility Master Plan through a collegial consultation process.
- Objective 5.7: Develop and implement comprehensive facility maintenance, sustainability and replacement plans.
- Objective 5.8: Develop and implement plans to increase the involvement of the Palo Verde College Foundation.

## **INITIATIVE 6: INSTITUTIONAL EFFECTIVENESS and ACCOUNTABILITY**

**GOAL:** *Use the analysis of quantitative and qualitative data in an on-going and systematic cycle of evaluation, integrated planning, and re-evaluation for accountability and continuous quality improvement of the College Mission, programs and services.*

- Objective 6.1 Consistent with Accreditation Standards, develop and implement a process for the overall delivery, monitoring, and oversight of the Integrated Strategic Planning process.
- Objective 6.2 Establish a process for the coordination and oversight of Accreditation, including but not limited to, report submittals as required, data collection, compliance, and general integration of Accreditation Standards in college operations.
- Objective 6.3 Demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning.
- Objective 6.4 Demonstrate institutional effectiveness by providing evidence of the achievement of student learning outcomes.
- Objective 6.5 Demonstrate institutional effectiveness by providing evidence of institution and program performance.
- Objective 6.6 Use ongoing and systematic evaluation and planning to refine college processes and improve student learning.
- Objective 6.7 Maintains ongoing, collegial, self-reflective dialog about the continuous improvement of student learning and institutional processes.
- Objective 6.8 Documents ongoing process for evaluating itself in all areas of operation, analyzing and publishing the results and planning and implementing improvements.
- Objective 6.9 Provides for an integrated comprehensive planning process to achieve broad educational goals and improve institutional effectiveness.
- Objective 6.10 Consistent with Accreditation Standards, identify a mechanism for the on-going collection, analysis, and reporting of information to support informed decision-making.
- Objective 6.11 Consistent with Accreditation Standards, develop and implement a process for the overall delivery, monitoring, and oversight of Student Learning Outcome assessment and evaluation.
- Objective 6.12 Consistent with Accreditation Standards, develop and implement a process for the overall delivery, monitoring, and oversight of the Program Review process.



## ***Palo Verde College Institutional Learning Outcomes***

*Developed by the SLO Committee in 2010 and Formally Approved by the Academic Senate & Accepted by the College Council, May 2013*

Institutional Learning Outcomes were developed several years ago by the SLO Committee and reviewed by the Academic Senate and the College Council. They were recently modified to including technology updates.

1. **Critical and Creative Thinking**

Students will identify problems and collect data in order to analyze, interpret, explain and evaluate texts, ideas, works of art and scientific, technological, and mathematical problems.

2. **Communication**

Students will communicate effectively and interactively in written, electronic, spoken or signed, and artistic forms.

3. **Community and Global Awareness**

Students will understand and empathize with diverse cultural, social, religious and linguistic differences within and across societies.

4. **Personal and Professional Growth and Development**

Students will develop personal, educational and career goals that promote self-reliance; lifelong learning; and physical, mental, and social well-being.

5. **Information Competency**

Students will identify and collect information effectively from a variety of sources and analyze, evaluate and apply information appropriately.

6. **Technological Competency**

Students will effectively use contemporary technology relevant to their personal and career choices.





## Palo Verde College Integrated Strategic Planning Model (Presented in 2012-13, Discussed but not formally adopted)

Chart 3 provides on the following page a visual for the flow of strategic planning, resulting in continuous quality improvement. In 2002, Palo Verde College participated in comprehensive strategic planning training which resulted in the PVC Strategic Master Plan. The review of the process has continued annually.

Because there has been some confusion understanding “integrated” planning and how Program Review and budget development link to the master plan, the P-I-E graphic was created (but has not been formally approved or accepted as the model by College Council or the Board).

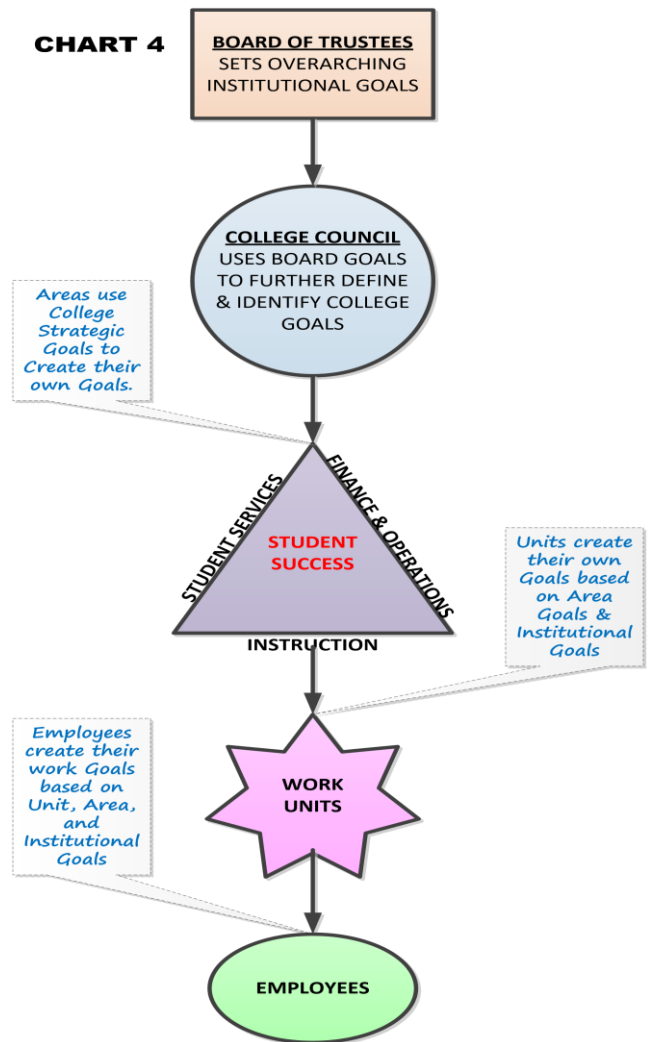
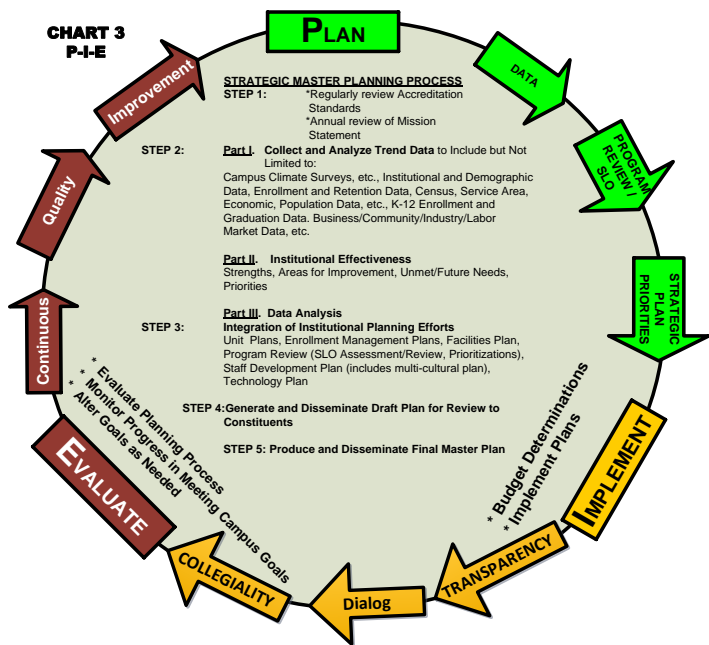


Chart 4 depicts how strategic planning includes layers and emanates throughout the entire organization. Although provided to the College Council as a view of how the planning process goals eventually work their way down to each employee, this flow chart was not formally approved by College Council as a model.

The ultimate goal would be to take the strategic goals at the institutional level and apply them at each area and unit levels, with eventually applying them to each employee. While this would be a zealous undertaking, it was important for College Council to visually relate the trickle-down effect of the strategic planning process, reinforcing its importance at every level.

To put all of the pieces together and for college-wide understanding of the integrated strategic planning process, College Council is in the process of formally defining their current Integrated Strategic Planning as exemplified in Chart 5 shown on the following page.

Palo Verde College reinforces that its financial planning processes are continually being reviewed and refined, but integrated with and supporting all institutional planning efforts as required in Standard III D. 1a.

## **Shared Planning & Decision Making**

Consistent with AB1725 and Board Policy 2510, shared planning and decision-making requires collaboration and full constituency consultation through College Council. Collegial consultation is defined as formally bringing an item in a timely fashion for input and recommendation to a constituent body leader for review with the full constituent body to allow full participation by all constituents. As noted in the Appendices, Board Policy 2510 and the College Council's Guiding Principles and Operating Procedures provides structure to the College Council.

## **Institutional Effectiveness**

Palo Verde College recognizes that effective decision-making necessitates a systematic process of the on-going collection and analysis of data. Research, integrated strategic planning, Program Review, and SLO Assessments have been assigned to a faculty member with release time to provide data and analysis support to the Superintendent/President, senior administration, and to the College Council for informed decision-making.

The College Researcher is charged with maintaining PVC in alignment with WASC Accreditation Standards, ensuring that Strategic priorities are implemented, providing data and support for the Institutional Program Review process, and for ensuring that learning outcomes are created, implemented and assessed cyclically.

### **❖ The Institutional Program Review Process**

The Institutional Program Review Committee (IPRC) is charged with implementing the comprehensive and annual snapshot Program Review process each year and for providing oversight to assure the process is carried out in accordance with WASC standards and established Program Review procedures. This role includes, but is not limited to establishing and disseminating the timeline and forms for the yearly process, receiving, reviewing, accepting, and archiving the completed comprehensive Program Review reports, distributing the reports to the College Council for their approval and submittal to the Board of Trustees, and submitting a summary of the annual snapshot report's list of unmet needs for prioritization by the College Council.

Program Review is a process for continuous improvement of programs and student learning. The PVC Institutional Program Review model provides a successful foundation for Institutional planning and allocation of human, physical, technological and fiscal resources. This process includes an annual and integrated review of all programs/units. Institutional Program Review is aligned with the District's Strategic Plan, budget development, facilities planning, personnel hiring and technology acquisition processes as it proceeds through all levels of the institution culminating in the WASC Self-Study.

Program Reviews are conducted annually by all PVC programs and administrative units. The program/area completes an annual program review (comprehensive or snapshot) that is integrated with students learning outcomes/administrative unit outcomes and is based on reliable evidence and analysis of data.

To ensure that all program reviews are data-driven and evidence-based, a classified manager has been assigned the responsibility to work with the faculty member responsible for internal research and data. At the present time, there is no formal process in place for placing a program/area on a “program improvement plan”, nor has there been developed a Program Discontinuance Policy and Procedures to provide a means for shared planning and decision-making when dealing with the discontinuance of programs no longer viable. However, discussion has surfaced where this item has been identified as a need and will be addressed in Fall, 2013 by the Academic Senate.

The Institutional Program Review Cycle adopted for 2013 was presented to College Council in May, 2013 and is noted below.

PROGRAM REVIEW SCHEDULING 2007-2008 TO 2029-2030 DEGREES AND CERTIFICATES - INSTRUCTIONAL PROGRAMS																											
DIVISIONS	PROGRAM OF STUDY	DEGREE	CERT		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030					
BUSINESS	Business Management (CTE)	AS	2		FR		2		FR		2		FR		2		FR		2		FR		2		FR		
	Computer Information Science (CTE)	AS	5		FR		2		FR		2		FR		2		FR		2		FR		2		FR		
	Business & Technology (CTE)	AA			FR		2		FR		2		FR		2		FR		2		FR		2		FR		
PROFESSIONAL TECHNOLOGIES	Automotive Technology - (CTE)	AS	2		2		FR		2		FR		2		FR		2		FR		2		FR		2		
	Building Construction Technology - (CTE)	AS	1		2		FR		2		FR		2		FR		2		FR		2		FR		2		
	Welding Technology - (CTE)	AS	2		2		FR		2		FR		2		FR		2		FR		2		FR		2		
ALLIED HEALTH	Criminal Justice (CTE)	AS	1		2	FR		2		FR		2		FR		2		FR		2		FR		2		FR	
	Hazardous Materials Specialist (CTE)	AS	5		2	FR		2		FR		2		FR		2		FR		2		FR		2		FR	
	Nursing (CTE)		4		2	FR		2		FR		2		FR		2		FR		2		FR		2		FR	
HISTORY, SOCIAL & BEHAVIORAL SCIENCES		AA					FR			FR			FR			FR			FR			FR			FR		
	ADS - (CTE)		3		2		FR		2		FR		2		FR		2		FR		2		FR		2		
	CHD - (CTE)	AS	3		2		FR		2		FR		2		FR		2		FR		2		FR		2		
	Psychology	AA-T					FR			FR			FR			FR			FR			FR			FR		
LANGUAGE ARTS & COMMUNICATIONS	Sociology	AA-T					FR			FR			FR			FR			FR			FR			FR		
		AA					FR			FR			FR			FR			FR			FR			FR		
MATH & SCIENCE		AA					FR			FR			FR			FR			FR			FR			FR		

KEY:  
FR= FULL REVIEW  
2 = TWO YEAR UPDATE

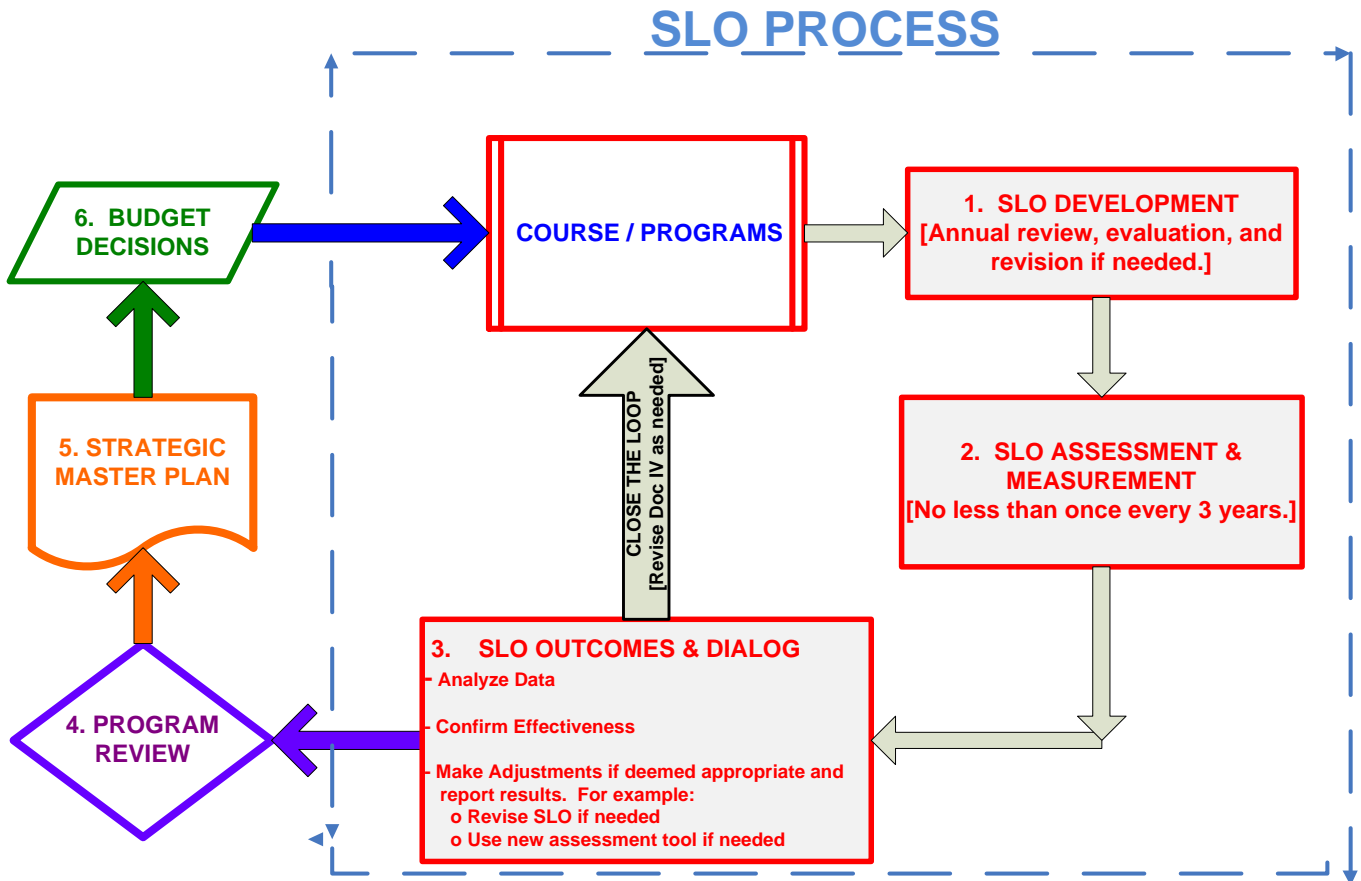
❖ **The Institutional Student Learning Outcomes, Assessment, and Dialog**

The Institutional SLO Committee is charged with implementing and monitoring the on-going assessment, follow-up, and documentation of Student Learning Outcomes. An SLO Coordinator, hired as an extra-duty assignment, monitors and coordinates all instructional SLO efforts. The Office of Institutional Effectiveness serves as the oversight coordinator for all non-instructional SLO assessment, follow-up, and documentation to assure the process is carried out in accordance with WASC standards and established SLO assessment and follow-up procedures. This role includes, but is not limited to establishing and disseminating the timeline and forms for a systematic assessment process, receiving, reviewing, accepting, and archiving the completed assessments, and documenting and providing the information in a public venue (web-based accessibility).

PVC understands the SLO process as presented to College Council and to the college community at various college-wide presentations including Flex Day in spring 2012 and Institute Day, fall, 2012. The diagram provided on the following page depicts what has been previously presented to the College community, although not formally approved as the SLO model for PVC.



# SLO/ASSESSMENT PROCESS & LINKS TO PROGRAM REVIEW, STRATEGIC MASTER PLAN, AND BUDGET ALLOCATIONS (Presented 2012-13, Discussed, but Not Officially Adopted)

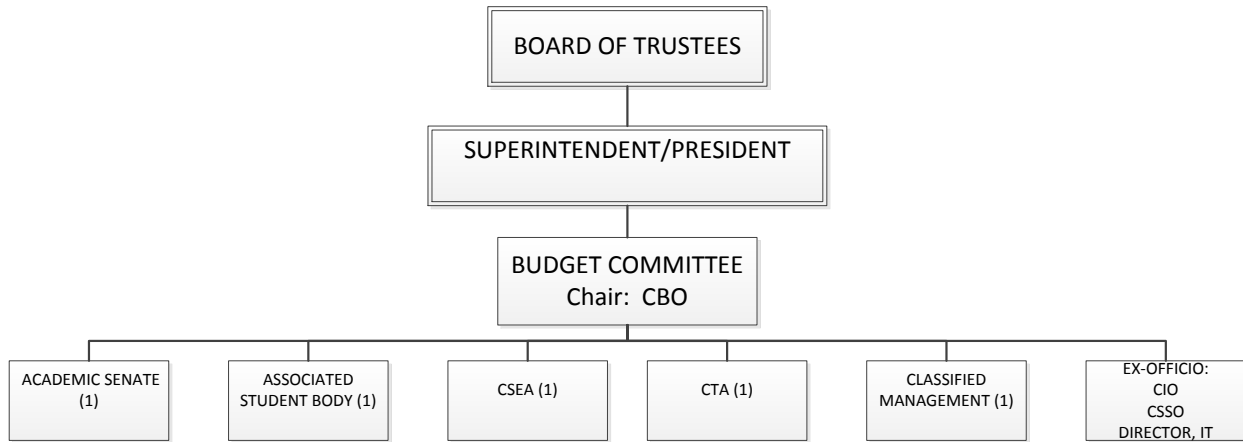




## Budget Development Process

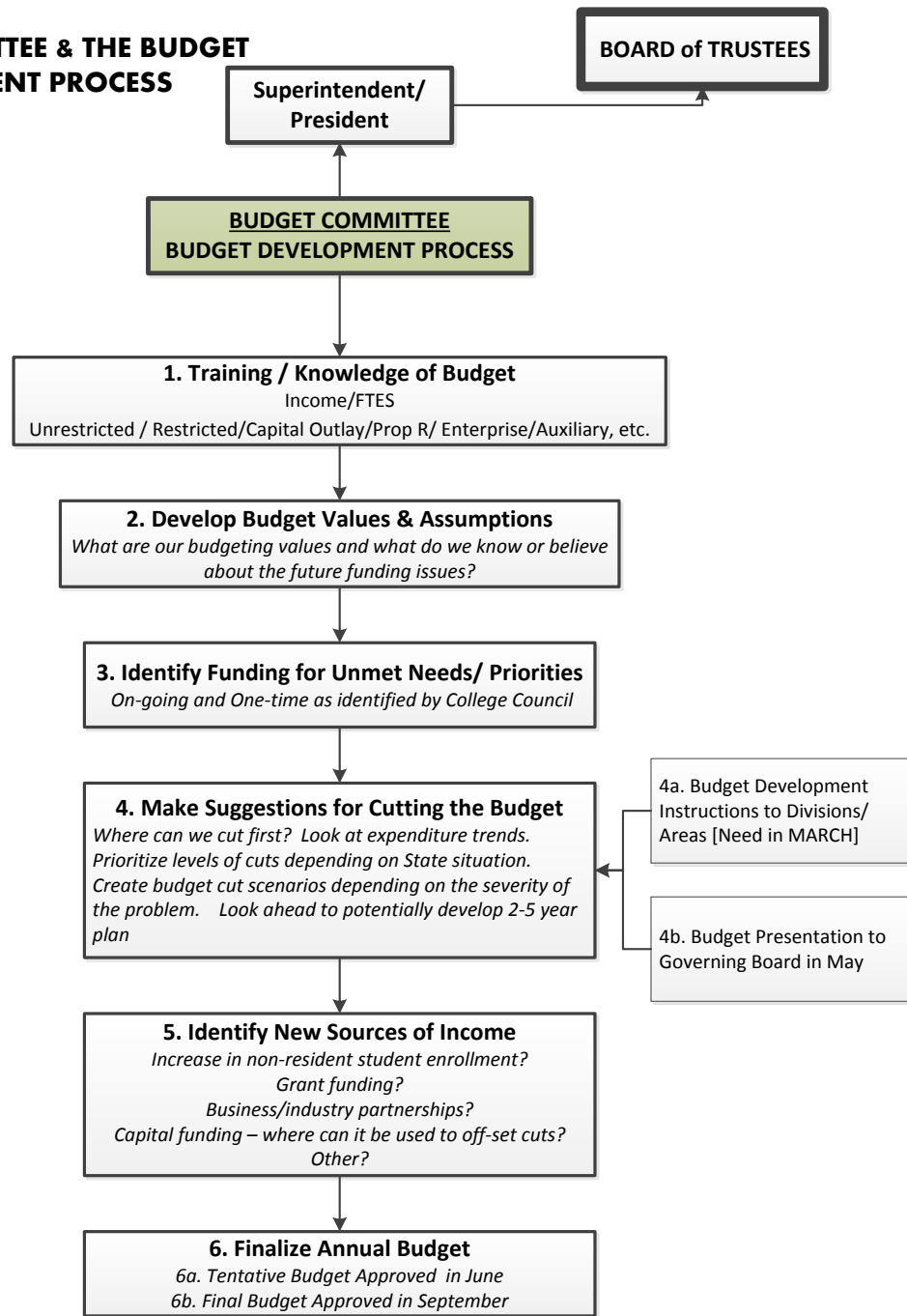
The Budget Committee, which reports to the Superintendent/President with representation on College Council, works as a shared planning and decision-making committee to fund the priorities developed by College Council.

The Budget Committee is comprised of the following constituent representatives as noted in the organizational chart below:



The Budget Committee is a constituent-based group who reviews budgetary conditions, and makes recommendations as to items related to the budget development process. They are also involved in the identification of one-time and on-going funds that may be used for unmet needs as prioritized by the College Council. The Budget Committee is also responsible for identifying budget values (preserve employees, preserve classes/instruction, preserve support services, and preserve resources and college environment). They review data and state information to formulate a college plan for the identification of funds for the development of a balanced budget. The Budget Committee is chaired by the CBO.

**BUDGET COMMITTEE & THE BUDGET DEVELOPMENT PROCESS**



❖ Presented, Discussed, but not formally Adopted by the Budget Committee during 2012-13

## PVC College Council Glossary of Terms

**Council:** The parent body of all its standing committees, committee, ad hoc committees and/or task forces. It is composed of a constituent group or shared governance group for a specific purpose. A council meets regularly and provides communiqués to the campus community.

**Standing Committee:** An official committee of the council with a representative constituent group of individuals. Standing committees are constituted to perform a continuing functions, remain in existence permanently, and meets on a regular basis. By this definition, standing committees have ongoing responsibilities that are necessary for the operation of the District.

**Committee:** Composed of a variety of individuals whose scope of work is specific to serve a temporary need or address a narrowly defined topic, a committee reports its recommendations to a Standing Committee, Vice Presidents, a constituency leader (e.g., CSEA President) or a Council. A committee can be long term in nature and may meet on a regular basis.

**Subcommittee:** A subset of a standing committee or committee, meetings may be less regular or on an as-needed basis. Subcommittees report to their specified parent assigned committee.

**Task Force/Task Team:** Composed of a variety of individuals, which may include administrators, and representatives of student, faculty and staff, a Task Forces/Task Teams are created by a subcommittee or organizational council to address a specific issue and meets until its charge has been completed. It is characterize by being focused on a single issue and is usually short-term in nature. Upon conclusion of the task, the task force is disbanded.

**Ad Hoc Committee** – is comprised of a small group of committee or subcommittee members for a specific task and meet only as needed.

**Quorum** – 50% of membership + 1

## COMMONLY USED ACRONYMS

*Updated 6-27-13*

1099	IRS Misc Reportable Income	EPA	Educational Protection Act
501C3	Tax Exemption Non-Profit Organization	FA	Financial Aid
A&R	Admissions & Records	FAFSA	Free Application for Federal Student Aid
AB1725	Shared Decision Making	FCCC	Foundation for California Community Colleges
ACA	Affordable Care Act	FCMAT	Fiscal Crisis & Management Assistance Team
ACBO	Association of Chief Business Officials	FON	Faculty Obligation Number
ACCCA	Association of California Community Colleges Administrators	FPAC	Fine & Performing Arts Center
ACCE	Association of Community and Continuing Education	FTES	Full Time Equivalent Student
ACCJC	Accrediting Commission for Community and Junior Colleges	GASB	Governmental Accounting Standards Board
ACCT	Association of Community College Trustees	H&W	Health & Welfare
ACHRO	Association of Chief Human Resource Officers	HACU	Hispanic Association of Colleges & Universities
ADS	Alcohol & Drug Studies	HR	Human Resources
ALO	Accreditation Liaison Officer	H.S.A	Health Savings Account
AS	Academic Senate	IEC	Industrial Emergency Council
ASG	Associated Student Government	IPEDS	Integrated Postsecondary Education Data System
ASL	American Sign Language	ISA	Instructional Service Agreements
BOT	Board of Trustees	ISP	Ironwood State Prison
BSI	Basic Skills Initiative	IT	Information Technology
BVNPT	Board of Vocational Nursing & Psychiatric Technicians	LAIF	Local Agency Investment Fund
CAACRO	California A&R Officers Association	LAO	Legislative Analyst Office
CAPPO	California Association of Public Purchasing Officials	M&O	Maintenance & Operations
CARE	Cooperative Agency Resources to Education	MIS	Management Information System
CBO	Chief Business Officer	OP&B	Other Post-Employment Benefits
CCCCO	California Community College Chancellor's Office	OVL	Overload
CCLC	Community College League of California	PERS	Public Employees Retirement System
CDC	Child Development Center	PIO	Public Information Officer
CEO	Chief Executive Officer	R2T4	Return to Title Four
CHRO	Chief Human Resources Manager	RCOE	Riverside County Office of Education
CIO	Chief Instructional Officer	RDA	Redevelopment Act
CL	Classroom Building	REEP	Riverside Employers/Employees Partnership
COPs	Certificates of Participation	SBEDC	Small Business Economic Development Center
COR	Course Outline of Record	SCE	Southern California Edison
CSEA	California State Employees Association	SERP	Supplemental Early Retirement Plans
CS	College Services Building	SLO	Student Learning Outcomes
CSSO	Chief Student Services Officer	STRS	State Teachers Retirement System
CTA	California Teachers Association	TRANS	Tax and Revenue Anticipation Notes
CTE	Career Technical Education	VA	Veterans Administration
CTLC	Classroom Teaching Load Calculation	VTEA	Vocational & Technical Education Act
CVSP	Chuckawalla Valley State Prison	WASC	Western Association of Schools and Colleges
DSPS	Disabled Student Programs & Services	WASFAA	Western Association Student Financial Aid Admin
EEO	Equal Employment Officers		
EOPS	Extended Opportunity Programs & Services		



# APPENDICES

## SPRING 2013 - PROGRAM REVIEW ANNUAL SNAPSHOT REPORT PILOT PROJECT

***SUBMIT BY FRIDAY, MARCH 1, 2013***

**PURPOSE:** Accreditation Standards require that there is a process for linking Program Review needs to the Strategic Plan and ultimately to the budget process. To do this, PVC is piloting the *Program Review Annual Snapshot Report* for all Divisions and college-wide Areas.

**PROCESS:**

1. Meet as a group in your Division or Area to respond to questions #1 - #4. Items # 1-4 will be used by you to build your eventual comprehensive Program Review every 3 years, and to provide the institution with information for an annual report overall.

2. For Item #5, identify ***IF*** you have any critical unmet or unfunded needs (***those items that cannot be funded within your current budget***) and that if not funded, will impact your ability to maintain instructional, student support, or operational integrity. These items will be collated and provided to College Council for prioritization for funding. The Budget Committee will identify 2013-14 funds to be used in funding as many items as possible in the prioritized list. This process is a demonstration of how Program Review drives the decision-making process for budget development. The Form and process will be evaluated and revised as needed at the end of the entire process.

Questions: Email Deni ([denise.whittaker@paloverde.edu](mailto:denise.whittaker@paloverde.edu)) or call at x5499

**TO BE COMPLETED IN CONSULTATION WITH AREA STAFF BY DIVISION CHAIRS/AREA REPRESENTATIVES**

For the Academic Year: 2012-13 DEADLINE SUBMITTAL: **MARCH 1, 2013**

Division or Area: \_\_\_\_\_ Division Chair/Area

Rep. \_\_\_\_\_

*To provide continuity between comprehensive Program Review cycles, and to identify unmet/unfunded on-going and one-time needs, please complete this form as it applies to your particular area.*

*[Instructions: Provide a brief narrative of 3-5 sentences in each response to Items #1 - #4.]*

1. Briefly describe the **key functions** of the Division or Area, including the number of employees, full-time and part-time.
2. Describe **changes** (i.e. accomplishments or challenges), if any, during the preceding twelve months that have had either beneficial or adverse impact on the Division or Area.

3. Describe any changes that are anticipated in the upcoming twelve months that might have either beneficial or adverse impact on the Division or Area.
4. Describe Division or Area **goals** for the upcoming twelve months, including addressing any of the changes described above.
5. **CRITICAL UNMET OR UNFUNDED PROGRAM NEEDS:** *Please describe any unmet/unfunded needs that cannot be met within your regular budget and will have an adverse impact on your ability to maintain program integrity if not funded. If you have none, you may STOP here as you do not need to complete the next Section. If you have unmet and unfunded critical needs, also specify in the column provided which of the Institutional Strategic Initiatives your request is related to (see pages 5-6 of this document for a listing of the Institutional Strategic Initiatives).*

**NOTE:** This is NOT a budget document for next year. Separate from this form, you will be given the opportunity to take your current budget and tell us how you want your current dollars to be spent in 2013-14. You will be able to move money around to meet some or all of your needs.

**IF** you have critical items impacting program integrity that simply cannot be funded within your current budget, then you will complete the form shown below. [Note: Your current budget for review is available via GALAXY or through Russi Egan.]

**IF you have no critical items to request, STOP - YOU ARE FINISHED!**

## # 5. Identification of Critical, Unmet/Unfunded Program Needs

**Part I: Unbudgeted On-Going Needs** (those requiring on-going/annually budgeted dollars);

**Part II: Unbudgeted Computers/Technology One-Time Needs** (those technology-related unfunded needs identified as a one-time expense); and

**Part III: Unbudgeted One-Time Other Needs** (i.e. Supplies/Materials, Equipment, Contracts for Services, Travel/Conferences, or Other unfunded needs identified as a one-time expense).

While we are in the process of stabilizing the PVC budget, **please describe only those critical unfunded needs that will have an adverse impact on your ability to maintain program integrity if not funded.**

**PART 1 – ON-GOING NEEDS** [Those requiring on-going budgeted dollars and, if not funded, negatively impacts your ability to maintain program integrity.]

### **PART I-A: New/Additional STAFFING NEEDS**

Need additional lines? Hit the “Tab” key in the last box.

<b>Staffing Need Description:</b> <i>List in PRIORITY Order of Importance with #1 being the highest, or skip to next section if you have no unmet staffing needs.</i>	<b>BRIEF EXPLANATION OF NEED OR JUSTIFICATION:</b>	<b>STRATEGIC INITIATIVES</b> [List which Strategic Initiative your Unfunded Need Pertains To – See last page for list of PVC Initiatives & Goals]					<b>Cost Estimate</b> <b>[Leave Blank]</b>
		1	2	3	4	5	
1.							
2.							

**PART I-B: SOFTWARE OR OTHER ON-GOING ANNUAL EXPENSE** (Those items that impact your ability to maintain program integrity if unfunded or cannot be funded within your current budget).

Need additional lines? Hit the “Tab” key in the last box.

<b>ITEM DESCRIPTION:</b> <i>List in PRIORITY Order of Importance with #1 being the highest.</i>	<b>BRIEF EXPLANATION OF NEED OR JUSTIFICATION:</b>	<b>STRATEGIC INITIATIVES</b> [List which Strategic Initiative your Unfunded Need Pertains To – See last page for list of PVC Initiatives & Goals]					<b>Cost Estimate</b> <b>[Leave Blank]</b>
		1	2	3	4	5	
1.							
2.							

**PART II – COMPUTERS /TECHNOLOGY-RELATED NEEDS** (Those items that impact your ability to maintain program integrity if unfunded or cannot be funded within your current budget).

Need additional lines? Hit the “Tab” key in the last box.

<b>COMPUTERS / IT ONE-TIME COST</b> <i>List in PRIORITY Order of Importance with #1 being the highest.</i>	<b>BRIEF EXPLANATION OF NEED OR JUSTIFICATION:</b>	<b>STRATEGIC INITIATIVES</b> [List which Strategic Initiative your Unfunded Need Pertains To – See last page for list of PVC Initiatives]					<b>Cost Estimate</b> <b>[Leave Blank]</b>
		1	2	3	4	5	
1.							
2.							

**PART III – ONE-TIME NEEDS** (Please describe any unmet/unfunded needs that will have an adverse impact on your ability to maintain program integrity if not funded).

**PART III-A: SUPPLIES AND EQUIPMENT** (If unfunded or cannot be funded within your current budget AND the item impacts your ability to maintain program integrity)

Need additional lines? Hit the "Tab" key in the last box.							
<b>SUPPLIES or EQUIPMENT ONE-TIME COST</b> <i>List in PRIORITY Order of Importance with #1 being the highest.</i>	<b>BRIEF EXPLANATION OF NEED OR JUSTIFICATION:</b>	<b>STRATEGIC INITIATIVES</b> [List which Strategic Initiative your Unfunded Need Pertains To – See last page for list of PVC Initiatives & Goals]					<b>Cost Estimate [Leave Blank]</b>
		1	2	3	4	5	
1.							
2.							

<b>PART III-B: CONTRACTS/SERVICES</b> (If unfunded or cannot be funded within your current budget AND the item impacts your ability to maintain program integrity).							
Need additional lines? Hit the "Tab" key in the last box.							
<b>CONTRACTS ONE-TIME COST</b> <i>List in PRIORITY Order of Importance with #1 being the highest.</i>	<b>BRIEF EXPLANATION OF NEED OR JUSTIFICATION:</b>	<b>STRATEGIC INITIATIVES</b> [List which Strategic Initiative your Unfunded Need Pertains To – See last page for list of PVC Initiatives & Goals]					<b>Cost Estimate [Leave Blank]</b>
		1	2	3	4	5	
1.							
2.							

<b>PART III-C: TRAVEL/CONFERENCES</b> (If unfunded or cannot be funded within your current budget AND the item impacts your ability to maintain program integrity).							
Need additional lines? Hit the "Tab" key in the last box.							
<b>TRAVEL / CONFERENCES ONE-TIME COST</b> <i>List in PRIORITY Order of Importance with #1 being the highest.</i>	<b>BRIEF EXPLANATION OF NEED OR JUSTIFICATION:</b>	<b>STRATEGIC INITIATIVES</b> [List which Strategic Initiative your Unfunded Need Pertains To – See last page for list of PVC Initiatives & Goals]					<b>Cost Estimate [Leave Blank]</b>
		1	2	3	4	5	
1.							
2.							

<b>PART III –D: OTHER</b> (If unfunded or cannot be funded within your current budget AND the item impacts your ability to maintain program integrity).							
Need additional lines? Hit the "Tab" key in the last box.							
<b>OTHER ONE-TIME COST</b> <i>List in PRIORITY Order of Importance with #1 being the highest.</i>	<b>BRIEF EXPLANATION OF NEED OR JUSTIFICATION:</b>	<b>STRATEGIC INITIATIVES</b> [List which Strategic Initiative your Unfunded Need Pertains To – See last page for list of PVC Initiatives & Goals]					<b>Cost Estimate [Leave Blank]</b>
		1	2	3	4	5	

1.							
2.							

**E-MAIL or Return Hard Copy to Sheri Jones: [sheri.jones@paloverde.edu](mailto:sheri.jones@paloverde.edu) BY**

**MARCH 1 to ensure your items will be considered in the prioritization list for funding for 2013-14.**

**PALO VERDE COLLEGE 2011 STRATEGIC PLAN**

**INITIATIVE 1: INSTRUCTIONAL PROGRAMS AND SUPPORT SERVICES**

**Goal:** Deliver and continuously improve upon quality educational programs, emphasizing student learning and leading to certification, conferral of associate degrees, transfer to four-year institutions, and personal growth and career enhancement.

Objective 1: Identify, measure and evaluate student learning outcomes at the course, program and degree levels, and provide adequate support services to ensure the effectiveness of learning programs.

Objective 2: Develop multi-year course planning and scheduling procedures to minimize conflicts that delay students' progress toward program completion.

Objective 3: Continuously evaluate the quality and availability of courses and programs, through program review and other processes, to maintain their academic rigor and currency and to ensure they provide the means to achieve student learning outcomes.

Objective 4: Expand counseling and advisement services to provide students with timely and informative guidance as to careers and continuing education.

**INITIATIVE 2: STUDENT RECRUITMENT AND ENROLLMENT**

**Goal:** Increase awareness of the College as a viable educational and career opportunity.

Objective 1: Maintain a diverse student population

Objective 2: Evaluate student and community educational needs

Objective 3: Publicize College's educational services, opportunities and activities.

Objective 4: Minimize barriers to educational opportunities offered by the College.

**INITIATIVE 3: STUDENT SUCCESS**

**Goal:** Establish programs that enable students to achieve their educational and career goals.

Objective 1: Support student learning by expanding tutorial resources and other supportive educational services for all students needing these services.

Objective 2: Increase student participation early in their College careers in activities, such as orientation and career and educational counseling.

- Objective 3: Increase student active participation in campus activities to help build a sense of belonging to the College community.
- Objective 4: Implement a system to track student progress during and after their college experience, and use the results and feedback to improve the effectiveness of programs.
- Objective 5: Develop a College Writing Lab

#### **INITIATIVE 4: ORGANIZATIONAL EFFECTIVENESS**

**Goal:** Create an institutional environment in which College personnel have an understanding of the functions, roles and responsibilities of their colleagues and College organizations and committees.

- Objective 1: Review and update the collegial governance chart annually.
- Objective 2: Provide all new employees with a College orientation program.
- Objective 3: Invite participatory governance in College planning and decision-making by encouraging constituent representation on College committees and organizations.
- Objective 4: Encourage adjunct faculty participation in College functions.
- Objective 5: Integrate all College plans, and have them available for examination in the College library or College website.

#### **INITIATIVE 5: TECHNOLOGY AND SUPPORT**

**Goal:** Ensure that state-of-the-art information technology and media are available and used by a highly-skilled college community.

- Objective 1: Ensure that there is training for faculty and staff that is cost-effective and directly applicable to immediate needs
- Objective 2: Update the 2004-07 Technology Master Plan and incorporate the goals into the College's Strategic Plan.
- Objective 3: Complete installation of the Datatel system and associated staff training.