

Note: Recommendation text and Standards in boldface are those most directly related to the work of the Facilities Committee.

Team Recommendation 1: Mission and Educational Master Plan

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

- I.A.3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.
- I.A.4. **The institution's mission is central to institutional planning and decision making.**

Observations: Progress to Date

1. The College began a review of the mission, vision, values, and goals with a Special Meeting of the Board devoted in part to that subject on September 28, 2011. The nature and content of the discussion at that meeting are unknown to me; production of the minutes has been delayed due to a technical problem. To my knowledge, no other steps have been taken to date in the review and revision of the mission.

Observations: Issues Requiring Action

1. The evaluation team pointed out that the institutional mission statement had not been reviewed since 2007, despite the fact that BP 3250 and AP 1200 both require annual review and update. The team also noted with disapproval that some planning documents had not been updated to reflect even that three-year-old mission. The Educational Master Plan and the **Facilities Master Plan**, both of which were published in 2007, are in that category. The Matriculation Plan and Student Equity Plan, both of which were published in 2008, do contain the 2007 mission statement. The Technology Master Plan, the Library Information Technology Plan, the Equal Employment Opportunity Plan, and the Five-Year Construction Plan contain no mention of the College mission.

Consultant Recommendations: Actions to Close the Gap

Note: The consultant recommendation text in boldface should be an immediate focus of the Committee.

1. **Mission Review, Revision, and Consistency**
 - a. The College, with the assistance of the PPL consultant under the provisions of PPL's existing contract if desired, should fully implement the mission review process set forth in AP 1200, confirm or revise the mission statement, and publish it if at all possible in time to include it in the evidence files for the March 15, 2012 Follow-Up Report. (Priority 1)
 - b. To the extent feasible, the **committees responsible for the College's major planning documents should incorporate the confirmed or revised mission statement** in those documents in time to include documentation of those actions in the evidence files for the March 15, 2012 Follow-Up Report. (Priority 1)
 - c. The College Council, in consultation with the responsible committees, should develop and publish a **schedule for incorporating the confirmed or revised mission statement in the next updates** of the remaining major planning documents, adhere closely to that schedule, and document the results. (Priority 3)

Note: Recommendation text and Standards in boldface are those most directly related to the work of the Facilities Committee.

Team Recommendation 2: Integrated Planning and Continuous Improvement

As noted in recommendations 1 and 6 of the 2005 Accreditation Evaluation Report, and in recommendations from the reports of 1993 and 1999, and in order to meet the Standards and the Eligibility Requirements, the College should establish and maintain an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes. (I.B.1, E.R. 19) This process should include:

- *Goals to improve effectiveness that are stated in measurable terms so that the degree to which they are achieved can be determined and widely discussed. (I.B.2)*
- *An evaluation of all programs throughout the College so that it assesses progress toward those goals and ensures that participation is broad-based throughout the College. (I.B.3, I.B.4)*
- *Documented assessment results for all courses, programs, and the institution. (I.B.5, II.A.1.a, II.B.4)*
- *Formal processes to evaluate the effectiveness of its ongoing planning and resource allocation processes. (I.B.6, I.B.7)*
- *Integration of planning with decision-making and budgeting processes to ensure that decisions to allocate staff, equipment, resources, and facilities throughout the College are based on identified strategic priorities and to ensure a continuous cycle of evaluation and improvement based upon data. (I.B.2, I.B.3, I.B.6, III.C.2, IV.B.2.b)*
- *An integration of the total cost of facilities ownership in both the short and long term planning processes. (III.B.1.c) [NOTE: III.B.1.c does not exist; the team probably means III.B.2.a, given context]*
- *An assessment of physical resource planning with the involvement of the campus community. (III.B.1.a, III.B.2.a, III.B.2.b)*
- *A systematic assessment of the effective use of financial resources, with particular regard to meeting the needs of Library materials and technological resources, and the use of the results of this assessment as the basis for improvement. (II.C.1, II.C.2, III.D.3)*

ER19. Institutional Planning and Evaluation: The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

- I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.
- I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.
- I.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.
- I.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.
- II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.
- II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.
- II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.
- II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.
- III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.**
- III.B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.**
- III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.**
- III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.
- III.D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.
- IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:
 - establishing a collegial process that sets values, goals, and priorities;
 - ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
 - ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
 - establishing procedures to evaluate overall institutional planning and implementation efforts.

Observations: Progress to Date

2. **Physical Resources Planning:** The shared-governance Facilities Committee is responsible for planning for most physical resources at the College. (Planning for equipment below a certain level occurs through other processes and structures, such as PRAISE.) Among all the shared-governance committees, it was acknowledged by interviewees as functioning the most effectively. It is chaired at present by the Director of Facilities and Construction.

Observations: Issues Requiring Action

3. Physical Resources Planning

- a. The Facilities Master Plan (FMP), which does not include any provision for review and revision, has not been formally updated since 2007.
- b. Judging from a review of the minutes from the last year, although the Facilities Committee has suggested revisions to projects that are in the FMP, it has not assessed the FMP as a whole, nor recommended such an assessment. I have seen no documentation that it has ever assessed the process of facilities planning, nor sought feedback from the campus community regarding facilities planning.
- c. Seven questions on the Fall 2010 Campus Climate Survey dealt with facilities. Responses to the two that related most directly to facilities planning indicated some dissatisfaction with the relevance of the FMP, and more dissatisfaction with the amount of attention given to campus and community feedback in decisions related to facilities.
- d. The evaluation team found that Total Cost of Ownership was not sufficiently integrated into short-term and long-term facilities planning. For example, the cost of maintaining what is now the Regional Safety Training Center was not built into the planning for that building.

Consultant Recommendations: Actions to Close the Gap

Note: The consultant recommendation in boldface will be the focus of most of the consultant's work with the Committee.

5. Physical Resources Planning

- a. **The Facilities Committee, with the assistance of the PPL consultant under the provisions of PPL's existing contract, should undertake an assessment of the effectiveness of physical resource planning. The assessment should include input from the campus community.** (Priority 1)
- b. The Facilities Committee should prepare for approval by the President and the Board a formal update of or addendum to the Facilities Master Plan that reflects significant changes and initiatives that have occurred since its adoption, that incorporates the Public Safety Training Center and the Workforce Development Center, and that provides for regular review and revision of the Plan. (Priority 2)
- c. Administrative Services, the FBPC, and the Facilities Committee should collaborate to analyze the Total Cost of Ownership of every capital project now in progress; the Facilities Committee should ensure that the results are incorporated into the next update of the Facilities Master Plan; and the FBPC should ensure that the results are incorporated into the current and future budgets and budget projections. (Priority 2)
- d. Administrative Services, the FBPC, and the Facilities Committee should collaborate on an ongoing basis to ensure that the Total Cost of Ownership is built into the planning and budgeting for every future capital project in the District. (Priority 3)

ACCJC Eligibility Requirements and Standards Related to Physical Resources

- III. Resources: The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.
- III.B. Physical Resources: Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.
- III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.
- III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.
- III.B.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.
- III.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.
- III.B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.
- III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.