Chancellor’s Message

Dear Colleagues,

It is a pleasure to present the first round of program review documents from the District Office. This effort has been a labor of love that has included participation from every employee in every functional area at the district office. I want to thank everyone who played a role in this effort, including those at the colleges, the workforce institute, and the district office who completed the District Office Institutional Effectiveness Survey. The results of this survey have helped each of the departments within the District Office determine what they are doing well and what they could be doing better. I cannot stress enough the commitment that it takes for such an endeavor to be successful. It has truly taken the hard work of a lot of people.

We are not finished with this work. In order for our district to realize its vision of creating an environment focused on student success, we must be diligent in our commitment to improve our programs and services. It is not good enough to say we are going keep the status quo. We need to be about the business of improving, so that we can continue to provide the quality services that our community and our students deserve. Therefore, we will take the results of this program review and use the next year to make our services even better. The San Jose/Evergreen Community College District is a leader in the area of equity and excellence for student success. As we move forward into future cycles of program review, we will be sure to continue to improve our services, communication, work processes, and governance so that our district continues to be a great place to work and learn.

Rita M. Cepeda, Ed.D.
Chancellor
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Purpose

In an effort to assess and improve its programs and services, the District Office embarked on a comprehensive review of its offices and functions. The intent of this effort is to begin cycles of improvement that includes program review for the work areas specifically assigned to the District Office. The work areas that participated in the program review include the Chancellor’s Office/RIE, Human Resources, Maintenance, Fiscal Services, Payroll, Workforce Institute, ITSS, Campus Stores, Reprographics, Facilities & Operations, and Police. Each of these areas took part in a professional development meeting designed to train the entire unit on the elements of program review. This binder is a compilation of the results of the program review efforts for 2011-2012.

Methodology

The results of a customer satisfaction survey were used along with other data that may be collected by the unit to measure effectiveness. The survey, entitled the District Office Institutional Effectiveness Survey was sent via email to staff and faculty on May 2012. The survey was designed to assess the services of the various functional areas at the District Office from the perspective of the staff and faculty at the colleges, the district office and the workforce institute. In addition to analysis of survey results, participants reviewed their area mission and vision as well as developed goals and objectives for improvement. These results will be found on the following pages.

Summary

District office functions exist to be of service to the students, faculty, staff, and stakeholders of the district which includes the colleges, the workforce institute, and other district office units. As such, each unit was to include at least one objective in response to their analysis of the customer satisfaction survey. Most units also used data that had been collected at the unit level, such as productivity data or fiscal data as appropriate to performance measures that each unit agreed upon. After analyzing the data, each unit reflected on its strengths and weaknesses in fulfilling its mission and vision. Since this is a baseline year, each unit was asked to determine a set of targets that would indicate their goals for improvement over the coming year. These targets will be evaluated annually and modified as needed.

Next Steps

Each area will implement an action plan for improvement through-out the 2012-13 academic year and submit an annual report in spring 2013 and each year thereafter. In Spring 2015, the units will undergo another comprehensive program review. This cycle will continue every three years. This packet contains the comprehensive reviews for each office along with the action plans for the 2012-13 school year including performance measures with targets for improvement.
Campus Stores
Provide tools for student success by servicing and supporting students’ educational needs.

Measures and Analysis

Effectiveness Measure A: Improve textbook requisitions process.
 Results:
- Text requisitions at 40%, not 60%.

Effectiveness Measure B: Overall monthly sales will increase.
 Results:
- Last year’s month sales were $253,139.92. Will compare to next year’s monthly sales in our Spring 2013 program review annual report.

Effectiveness Measure C: Decrease freight costs.
 Results:
- Last year’s month freight charges were $9657.65, quarterly $28,972.95 and annually $115,891.82.

Summary of Results

Vision

- Full service website: more user-friendly, more products on site to sell, and make textbook requisitions available to faculty online.
- Decrease in textbook sales is offset by; increase in general merchandise sales in store.
- Work with faculty so that they create custom books/bundles specific to each campus, so students have to purchase books at the Campus Stores.
- Fill Director’s position to provide leadership and support.

Goals

Goal #1: Increase net revenue for Campus Stores.
Goal #2: Adopt a stronger and more unified direction for the department.
I. Mission of Unit

Core Purpose:
- Provide tools for student success.
Core Business:
- Service and support students’ educational needs.
Mission Statement:
- Provide tools for student success by servicing and supporting student’s educational needs.

II. Brief Description of Unit

Main Functions:
- Provide service and supplies
- Promote college spirit
Main Clientele:
- Colleges
- Staff
- Faculty
- Community
- Students
- District
- Vendors
- Departments

III. Unit’s Impact on the Colleges and the District

Principal relationships with other major District and College operations:
- Financial Aid: Sell textbooks and school supplies to financial aid recipients.
- Reprographics: Interact and purchase materials for sale in stores.
- Graduation
- Human Resources
- Work together with other student services: EOP&S, Business Services, Student Life, Calworks, Athletics

Contribution to District mission, vision, strategic directions, and/or goals:
- Provide tools for student success and thus promote such success by maintaining an environment that respects the backgrounds and life experiences of the students.
- Promote diversity with a staff that comes from different backgrounds and life experiences.

Contribution to College mission, vision, strategic directions, and/or goals:
- Assist students and campus community in achieving academic, educational goal by providing supplies and services.
## IV. Unit Outcomes/Objectives and Measures of Effectiveness

### Effectiveness Measure A

**Service** [ ] Objective (What are you trying to do?) or [x] Outcome (What will result from what you do?):

Improve textbook requisitions process.

**Measure** (What evidence will show how effective you are in accomplishing it?):

Percentage of requisitions turned in by due date.

**Assessment Method** (How will you obtain that evidence?):

- Manually measure.

**Criterion** (What level on this measure will signify sufficient effectiveness?):

Increase proportion of requisitions turned in by due date to 60% (currently at 40%) over the next 12 months.

Clearly related to supporting the colleges in their missions, functions, and/or goals? [x] Yes [ ] No

---

### Effectiveness Measure B

**Service** [ ] Objective (What are you trying to do?) or [x] Outcome (What will result from what you do?):

Overall monthly sales will increase.

**Measure** (What evidence will show how effective you are in accomplishing it?):

- End of the month sales report.

**Assessment Method** (How will you obtain that evidence?):

- Analyze Sales Report.

**Criterion** (What level on this measure will signify sufficient effectiveness?):

Want to improve sales over last year by 5%.

Clearly related to supporting the colleges in their missions, functions, and/or goals? [x] Yes [ ] No

---

### Effectiveness Measure C

**Service** [x] Objective (What are you trying to do?) or [ ] Outcome (What will result from what you do?):

Decrease freight costs.

**Measure** (What evidence will show how effective you are in accomplishing it?):

Annual, quarterly, and monthly freight costs.
Assessment Method (How will you obtain that evidence?):

Track and report total freight costs by month, with subtotals for quarter and total for 2011-12 year.

Criterion (What level on this measure will signify sufficient effectiveness?):

Reduce total freight cost by 5% for 2012-13 compared to 2011-12.

Clearly related to supporting the colleges in their missions, functions, and/or goals? [ ] Yes [X] No

V. External Factors: Opportunities and Challenges Outside the Unit

External opportunities that might lead to improvement in the unit:
- Financial Aid filtered to stores
- Standardized textbooks for classes
- Work with other departments to promote sales and relations
- Charge departments for late book orders

External challenges, including constraints and requirements that might limit operations:
- Staff reduction
- Internet sales
- Reduced amount of classes
- Increase in freight costs
- Textbook publisher costs, pricing

VI. Progress Report on Last Cycle’s Unit Goals, Objectives, and Action Plans

N/A

VII. Analysis and Evaluation

- Effectiveness Measure A
  - Results: Text requisitions at 40%, not 60%.
  - Conclusion (Was criterion met?): No, needs improvement.

Effectiveness Measure B
- Results: Last year’s month sales were $253,139.92. Will compare to next year’s monthly sales in our Spring 2013 program review annual report.
- Conclusion (Was criterion met?): No, needs improvement.

Effectiveness Measure C
- Results: Last year’s month freight charges were $9657.65, quarterly $28,972.95 and annually $115,891.82. Will compare 2012-13 to these figures in our Spring 2013 program review annual report.
- Conclusion (Was criterion met?): No, needs improvement.

Applicable District-wide survey results not already reported: N/A, survey for Campus Stores not conducted.

Interpretation: Implications of the assessment results, other evidence, external factors, and prior progress for
improving or at least maintaining the unit’s effectiveness:
Create incentives for customers to purchase textbooks and supplies at the Campus Stores rather than from other sources.

Unit strengths in light of the results and interpretation:
Management and staff work together to implement cost effective policies and procedures based on business trends. This year the stores purchased testing supplies vending machines to accommodate sales for after hour purchases due to reduction of staff and operational hours. These machines increased 2012 sales ($2,469.94) over last year 2011 sales ($1,687.68) by $782.26.

Unit weaknesses in light of the results and interpretation:
Sales are weaker than they should be due to lack of support from faculty and campuses, lack of interaction with faculty and customers, and lack of insufficient influence over textbook pricing, when faculty turn in textbook requisitions, etc. Freight costs are also excessive.

VIII. Unit’s Three-to-Five-Year Vision

Main features of the unit as unit members would like it to be in three to five years:
• Full service website: more user-friendly, more products on site to sell, and make textbook requisitions available to faculty online.
• Decrease in textbook sales is offset by; increase in general merchandise sales in store.
• Work with faculty so that they create custom books/bundles specific to each campus, so students have to purchase books at the Campus Stores.
• Fill Director’s position to provide leadership and support.

IX. Other Pertinent Information

• Keep bookstore dollars in bookstores so that we can pay invoices on time (not on credit hold) and so that the stores may continue to provide books, other products and services to students.
• Limit money given to district based on meeting criteria for faculty requisitions turned in on time, creating custom books, etc. This will help to help increase sales and decrease freight costs.
• Create incentives to thank departments that partner with Campus Stores.
X. **Unit Goals, Objectives, and Action Plans, with Resource Requests**

- Be sure that every entry in these tables is demonstrably related to information presented in sections VI-VIII above.
- Enter the overall goals for the next three years in priority order, with Goal 1 being most important.
- For each goal, enter the measurable objectives or milestones that will mark progress toward the goal.
- For each objective, enter:
  - The overall priority of this objective among all unit objectives, regardless of goal
  - The person responsible for coordinating progress on this objective
  - The timeline for completing it
  - The resources (if any) necessary to achieve it, together with the rationale and cost/savings per year associated with each resource
  - A coherent set of specific actions, tasks, or steps that must be accomplished to achieve the objective
- Copy and paste as needed to add more goal and objective sections.
- See the Integrated Planning and Program Review Handbook for more detailed instructions.

---

**Goal 1: Increase net revenue for Campus Stores**

<table>
<thead>
<tr>
<th>Objective 1.1: Increase monthly sales.</th>
<th>Overall Priority:</th>
<th>Person Responsible:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 1</td>
<td>Gina Bonanno</td>
</tr>
</tbody>
</table>

Timeline: 2012-2013

<table>
<thead>
<tr>
<th>Resources (if any):</th>
<th>Rationale for Resources (if any):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Copier, scanner, fax machine needed to obtain information relevant to increasing sales.</td>
<td>The copier and exposure in social media will increase traffic to the store, increase customer service and promote merchandise that the store carries.</td>
</tr>
<tr>
<td>Student employee to maintain social media.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cost/Savings per Year (if any)</th>
<th>$1200.00/equipment</th>
<th>$300.00/paper &amp; equipment</th>
<th>$300.00/paper &amp; equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-13 14-15</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Actions/Tasks:**

- Update website to include more products and to be more user-friendly.
- Create an incentive plan with faculty and departments.
- Charge departments for late requisitions.
- Update technology services to students (examples - stamps, copier, fax, scanners).
- Expand exposure in social-media (examples - Twitter, Facebook, QR codes, etc).
- Evaluate effectiveness of initiatives and make modifications as needed.

<table>
<thead>
<tr>
<th>Objective 1.2: Decrease expenses</th>
<th>Overall Priority:</th>
<th>Person Responsible:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 2</td>
<td>Gina Bonanno</td>
</tr>
<tr>
<td>Timeline: 2012-2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resources (if any):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Employee to monitor expense costs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Reports to monitor expense costs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rationale for Resources (if any):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improve cash flow and run a more cost-effective business.</td>
<td>$17,174.46 (decrease in freight expense)</td>
<td>$14,807.60 (decrease in freight expense)</td>
</tr>
<tr>
<td>Actions/Tasks:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Research all expenses to determine what and how costs can be reduced.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Research other freight carriers to decrease freight expenses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Textbook buyers coordinate together with shipping/receiving coordinator textbook returns to decrease freight expenses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Coordinate with financial aid department to hire work-study students to decrease student employee payroll expense.</td>
<td></td>
<td></td>
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<tr>
<td>- Evaluate effectiveness of initiatives and make modifications as needed.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Goal 2: Adopt a stronger and more unified direction for the department.

<table>
<thead>
<tr>
<th>Objective 2.1: Improved communications and procedures.</th>
<th>Overall Priority: Priority 3</th>
<th>Person Responsible: Gina Bonanno &amp; Joe Vigliecca</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeline: 2012-2013</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Cost/Savings per Year (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-13</td>
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<tr>
<td>13-14</td>
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<tr>
<td>14-15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources (if any): Additional travel budget/funds</th>
<th>Rationale for Resources (if any): Improve staff development through attendance at regional meetings.</th>
<th>Cost/Savings per Year (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$200-$1,000 depends on location</td>
<td>$200-$1,000 depends on location</td>
<td>$200-$1,000 depends on location</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actions/Tasks:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hold all stores monthly meetings</td>
</tr>
<tr>
<td>Update operations manuals</td>
</tr>
<tr>
<td>Conduct “What’s new” meetings</td>
</tr>
<tr>
<td>Attend regional meetings to stay informed.</td>
</tr>
<tr>
<td>Network with other campus stores and resources for bookstore updates, news to keep informed and develop staff.</td>
</tr>
<tr>
<td>Evaluate effectiveness of initiatives and make modifications as needed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective 2.2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Priority:</td>
</tr>
<tr>
<td>Person Responsible:</td>
</tr>
<tr>
<td>Timeline:</td>
</tr>
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<td>Cost/Savings per Year (if any)</td>
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<table>
<thead>
<tr>
<th>Resources (if any):</th>
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</thead>
<tbody>
<tr>
<td>Rationale for Resources (if any):</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actions/Tasks:</th>
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</thead>
</table>
XI. Description of Program Review Process in This Unit

Main Steps in the Process:
Department attended workshop one, revised draft with data and received feedback, attended workshop two, made revisions and received feedback, submitted final draft.

Participants in the Process:
Douglas Smith, Vice Chancellor-Administrative Services
Greg Nelson, Vice President – Administrative Services- SJCC
Gina Bonanno, Supervisor Bookstore Operations EVC
Joseph Vigliecca, Bookstore Operations Coordinator SJCC
Patricia Romero, SJCC Bookstore Sales Associate
Eugene Heck, SJCC Bookstore Sales Associate
Kathleen Araki, EVC Bookstore Sales Associate
Colleen Hattman, Merchandise Coordinator
Jason Daley Shipping/Receiving Coordinator
Sylvia Bellinghausen, Accounting Technician
Juliana Jalaan, Accounting Technician

Plan for Future Program Review Cycles:
Annual Report in Spring 2013 and 2014,
Three-year cycle will repeat thereafter.
Chancellor’s Office/RIE
Meet community educational needs through visionary leadership and strategic planning.

Measures and Analysis

Effectiveness Measure A: Respondents’ rating of timely response turnaround.
• Results: RIE 57%; Chancellor’s office 55%

Effectiveness Measure B: The percentage of positive ratings of the clarity and consistency of procedures for both the Chancellor’s Office and RIE.
• Results: RIE 41%; Chancellor’s office 48%

Effectiveness Measure C: Satisfaction with opportunities to provide input
• Results: RIE 30%; Chancellor’s office 35%
• Conclusion (Was criterion met?): This is a baseline year. The goal is to increase by 10 percentage points next year.

Effectiveness Measures D: Number of hits on website.
• Results: RIE 180 hits; Chancellors office 200 hits.
• Conclusion (Was criterion met?): This is a baseline year. The goal is to increase by 10 percent next year.

Summary of Results

• Only 30% of respondents to the customer satisfaction survey indicated that they had used the services of RIE or the Chancellor’s Office.
• Two-thirds of the respondents thought the staff in the chancellor’s office was helpful, courteous, and competent.
• Only a fifth of the respondents thought the information provided by RIE was helpful, clear and understandable.

Vision

• We will be known as the most courteous, responsive and communicative office in the District in service to our learning centers.
• Procedures will be clear, transparent and accurate.
• Restore budget to a level that will allow for a staff that is highly talented, helpful, courteous, hardworking, and team-driven.
• Fully implement a communications Strategic Plan.
• Fully implement a district-wide Strategic Plan.
• Team cohesiveness will be outstanding.

Goals

Goal #1: Promote culture of civility and respect.
Goal #2: Establish a clearinghouse to communicate and document policies and procedures “That provide specific guidance to all District and College Personnel.”
Goal #3: Improve customer service at the District level.
I. Mission of Unit

Core Purpose: Meet community educational needs.

Core Business: Provide visionary leadership and strategic planning.

Mission Statement: Meet community educational needs through visionary leadership and strategic planning.

Tag line-

- Providing visionary leadership
- Education for our community
- Education one degree at a time

II. Brief Description of Unit

Main Functions:

- Policy and governance
- Data-based decision-making
- Compliance and accountability with state, local and federal regulations
- Communication
- Planning
- Representing the District to the external community
- Governmental relations and public information

Main Clientele(s):

- Board of Trustees
- Community members
- District Offices
- Colleges
- Workforce Institute
- Students
- Faculty
- Staff
III. Unit’s Impact on the Colleges and the District

Principal relationships with other major District and College operations:

- Facilitation
- Leadership/guidance

Contribution to District mission, vision, strategic directions, and/or goals:

- Strengthen district through sustainable resources
- Extracting information for facilitation/program implementation
- Training

Contribution to College mission, vision, strategic directions, and/or goals:

- Strengthen district through sustainable resources
- Extracting information for facilitation/program implementation
- Training

Representing the District to the External Community

- National, State, County and Local Government
- Intersegmental Relations (K-12, UC, CSU, Private Postsecondary)

Governmental Relations and Public Information

- Legislative Advocacy
- Media Relations

IV. Unit Outcomes/Objectives and Measures of Effectiveness

<table>
<thead>
<tr>
<th>Effectiveness Measure A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service Objective (What are you trying to do?) or Outcome (What will result from what you do?):</td>
</tr>
</tbody>
</table>

Increase satisfaction of stakeholders with response time for requests for services.

Measure (What evidence will show how effective you are in accomplishing it?):

Respondents’ rating of timely response turnaround.

Assessment Method (How will you obtain that evidence?):

Annual survey

- District Institutional Effectiveness Survey
- Point of Service surveys

Criterion (What level on this measure will signify sufficient effectiveness?):

Ten percentage points increase on annual survey by Spring 2013.

Clearly related to supporting the colleges in their missions, functions, and/or goals?  x Yes  □ No
### Effectiveness Measure B

**Service** [x] Objective (What are you trying to do?) or **Outcome** (What will result from what you do?):

Personnel will rate the clarity and consistency of procedures and information from District Office more positively.

**Measure** (What evidence will show how effective you are in accomplishing it?):

The percentage of positive ratings of the clarity and consistency of procedures for both the Chancellor’s Office and RIE.

**Assessment Method** (How will you obtain that evidence?):

- Annual survey
  - District Institutional Effectiveness Survey
  - Point of Service surveys

**Criterion** (What level on this measure will signify sufficient effectiveness?):

Respondents’ positive ratings of clarity and consistency of procedures increases by ten percentage points by Spring 2013.

Clearly related to supporting the colleges in their missions, functions, and/or goals?  [x] Yes  [ ] No

### Effectiveness Measure C

**Service** [x] Objective (What are you trying to do?) or **Outcome** (What will result from what you do?):

Improve opportunity to provide input by strengthening the effectiveness of the shared governance process.

**Measure** (What evidence will show how effective you are in accomplishing it?):

- Satisfaction with opportunities to provide input
- Adherence to the published Policy Review Schedule.
- District Council Minutes

**Assessment Method** (How will you obtain that evidence?):

- District Institutional Effectiveness Survey
- Point of Service surveys
- Comparison of policies reviewed with Policy Review Schedule

**Criterion** (What level on this measure will signify sufficient effectiveness?):

Satisfaction with opportunities to provide input increases by ten percentage points by Spring 2013.

At least 90% of policies scheduled for review are reviewed each year.

Clearly related to supporting the colleges in their missions, functions, and/or goals?  [x] Yes  [ ] No
**Effectiveness Measure D**

<table>
<thead>
<tr>
<th>Service</th>
<th>Objective (What are you trying to do?)</th>
<th>Outcome (What will result from what you do?):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Establish a clearinghouse to communicate and document policies and procedures.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Measure (What evidence will show how effective you are in accomplishing it?):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of hits on clearinghouse website.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Method (How will you obtain that evidence?):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review the web-based counter tool.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criterion (What level on this measure will signify sufficient effectiveness?):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ten percentage points increase in number of hits on [specified] website.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clearly related to supporting the colleges in their missions, functions, and/or goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

**V. External Factors: Opportunities and Challenges Outside the Unit**

External opportunities that might lead to improvement in the unit:

- Better utilization of the District website tools
- ITSS Strategic Services Plan (increase web presence)
- Public Information Officer is being procured
- Brown-Bag lunch
- Implement Strategic Communication Plan (Developed by outside consultant)

External challenges, including constraints and requirements that might limit operations:

- Staffing and resources
- Unclear/inconsistent use of application
- Flow of information to and from labor groups

**VI. Progress Report on Last Cycle’s Unit Goals, Objectives, and Action Plans**

NA
VII. Analysis and Evaluation

Effectiveness Measure A: Respondents’ rating of timely response turnaround.

- Results: RIE 57%; Chancellor’s office 55%
- Conclusion (Was criterion met?): This is a baseline year. The goal is to increase by 10 percentage points next year.

Effectiveness Measure B: The percentage of positive ratings of the clarity and consistency of procedures for both the Chancellor’s Office and RIE.

- Results: RIE 41%; Chancellor’s office 48%
- Conclusion (Was criterion met?): This is a baseline year. The goal is to increase by 10 percentage points next year.

Effectiveness Measure C: Satisfaction with opportunities to provide input

- Results: RIE 30%; Chancellor’s office 35%
- Conclusion (Was criterion met?): This is a baseline year. The goal is to increase by 10 percentage points next year.

Effectiveness Measures D: Number of hits on website

- Results: RIE 180 hits; Chancellors office 200 hits.
- Conclusion (Was criterion met?): This is a baseline year. The goal is to increase by 10 percent next year.

Applicable District-wide survey results not already reported:

RIE: Only about 30% of survey respondents indicated that they had used RIE services; Only about 20% of the respondents said that the data provided by RIE is helpful; less than 20% of the respondents said that information provided is clear and understandable; only 11% of respondents said that they would rather get data from somewhere else (which indicates that they would love to use RIE services if they were better).

Chancellor’s Office: Only about 30% of respondents said they have used the services in the Chancellor’s office; about 63% of respondents rated the staff as helpful; about 60% of respondents rated the staff as courteous; about 65% of respondents rated the staff as competent.

Interpretation: Implications of the assessment results, other evidence, external factors, and prior progress for improving or at least maintaining the unit’s effectiveness:

Unit strengths in light of the results and interpretation:

1. Committed to serving the colleges and Workforce Institute.
2. Anticipate and interpret the regulatory, governance, policy, legislative and legal accountability functions of the District as the local governmental education agency.
3. The ability to connect to and impact inter-segmental partners; regional, state and national systems.

Unit weaknesses in light of the results and interpretation:
1. Clarity of information  
2. Communication  
3. Customer Service  
4. Visibility  

**VIII. Unit’s Three-to-Five-Year Vision**

Main features of the unit as unit members would like it to be in three to five years:

- We will be known as the most courteous, responsive and communicative office in the District in service to our learning centers.
- Procedures will be clear, transparent and accurate.
- Restore budget to a level that will allow for a staff that is highly talented, helpful, courteous, hardworking, and team-driven.
- Fully implement a communications Strategic Plan.
- Fully implement a district-wide Strategic Plan.
- Team cohesiveness will be outstanding.

**IX. Other Pertinent Information**
X. **Unit Goals, Objectives, and Action Plans, with Resource Requests**

- Be sure that every entry in these tables is demonstrably related to information presented in sections VI-VIII above.
- Enter the overall goals for the next three years in priority order, with Goal 1 being most important.
- For each goal, enter the measurable objectives or milestones that will mark progress toward the goal.
- For each objective, enter:
  - The overall priority of this objective among all unit objectives, regardless of goal
  - The person responsible for coordinating progress on this objective
  - The timeline for completing it
  - The resources (if any) necessary to achieve it, together with the rationale and cost/savings per year associated with each resource
  - A coherent set of specific actions, tasks, or steps that must be accomplished to achieve the objective
- Copy and paste as needed to add more goal and objective sections.
- See the *Integrated Planning and Program Review Handbook* for more detailed instructions.

**Long Term Goal 1: Promote culture of civility and respect.**
* Language should match Rita’s recommendation language on civility.

<table>
<thead>
<tr>
<th>Objective 1.1: Hold District Planning Retreat</th>
<th>Overall Priority: 3</th>
<th>Person Responsible: Chancellor/Executive Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeline: July 13-14, 2012</td>
<td></td>
<td>Cost/Savings per Year (if any)</td>
</tr>
<tr>
<td>Resources (if any): Off-site location</td>
<td>Rationale for Resources (if any): Accreditation</td>
<td></td>
</tr>
</tbody>
</table>

**Actions/Tasks:**
**Objective 1.2:** Follow through on the District Planning Retreat results

- **Overall Priority:** 4
- **Person Responsible:** Sam Ho

**Timeline:** July 2013

**Cost/Savings per Year (if any):**

<table>
<thead>
<tr>
<th>Year</th>
<th>12-13</th>
<th>13-14</th>
<th>14-15</th>
</tr>
</thead>
</table>

**Resources (if any):**

**Rationale for Resources (if any):**

**Actions/Tasks:**
- Implement Dr. Judy Rookstool's recommendations for a district-wide culture and civility task force.
- Evaluate the effectiveness of the task force and make modifications as needed.

**Goal 2:** Establish a clearinghouse to communicate and document policies and procedures “That provide specific guidance to all District and College Personnel”

*Source: Accreditation recommendation #6*

**Objective 2.1:** Establish an Intranet web-based clearinghouse

- **Overall Priority:** 1
- **Person Responsible:** Sam Ho, Lead

**Timeline:** 18 months

**Cost/Savings per Year (if any):**

<table>
<thead>
<tr>
<th>Year</th>
<th>12-13</th>
<th>13-14</th>
<th>14-15</th>
</tr>
</thead>
</table>

**Resources (if any):** District Webmaster

**Rationale for Resources (if any):** Accreditation.

**Actions/Tasks:**
- Review the Communication Consultant Report;
- Gather internal user input,
In consultation with the District Webmaster, redesign and execute a new web-site.

Evaluate the new clearinghouse and make modifications as needed.

<table>
<thead>
<tr>
<th>Objective 2.2: Redesign the District website.</th>
<th>Overall Priority:</th>
<th>Person Responsible:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>CTO</td>
</tr>
<tr>
<td>Timeline: 1 year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resources (if any): District Webmaster</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rationale for Resources (if any):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accreditation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Actions/Tasks:**

Gather internal/external user input;

In consultation with the District Webmaster, redesign and execute a new District web-site.

Evaluate the new website and make modifications as needed.
**Goal 3: Improve customer service at the District level**

<table>
<thead>
<tr>
<th>Objective 3.1: Establish opportunities for staff to meet across department lines for training in customer service.</th>
<th>Overall Priority: 1</th>
<th>Person Responsible: Ruth Villasenor RIE Administrative Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeline: 1 year</td>
<td>Cost/Savings per Year (if any)</td>
<td>12-13 13-14 14-15</td>
</tr>
<tr>
<td>Resources (if any): Human Resources training and delivery resources</td>
<td>Rationale for Resources (if any): Accreditation.</td>
<td></td>
</tr>
</tbody>
</table>

**Actions/Tasks:** Work with Human Resources to establish a learning environment for staff to communicate.

Evaluate the effectiveness of training opportunities and make modifications as needed.
Main Steps in the Process:

1. Work Shop #1
2. Review Meeting #1
3. Homework
4. First submission
5. Work Shop #2
6. Review Meeting #2
7. Final submission

Participants in the Process:

Rita Cepeda, Chancellor
Tamela Hawley, Executive Director of Research and Institutional Effectiveness
Rosalie Ledesma, Executive Director of Government and External Affairs
Sam Ho, Director Employment Services & Diversity
Joy Pace, Executive Administrative Assistant to the Chancellor
Ruth Villasenor, District Curriculum Coordinator
Maria Duran, Human Resources Assistant

Plan for Future Program Review Cycles:

Spring 2013/2014; Annual Reports- document update

- Look at new updated District Survey results
- Revisit Measures for any changes/updates
- Budget review

Comprehensive – Spring 2015

Three-year cycle will repeat thereafter.
Facilities and Operations
Ensure optimal working/studying environments through building planning, construction, improvement, safety, and operations.

Measures and Analysis

Effectiveness Measure A: Personnel will rate the clarity and consistency of our procedures positively.

Results:
- District-wide survey currently shows Excellent + Good ratings on Clarity and Consistency of Procedures at 60%.

Effectiveness Measure B: Members of the campus communities will be satisfied with campus design, new construction, and facility improvements.

Results:
- District-wide survey currently shows Strongly Agree + Agree ratings on Facilities Grounds Appealing at 61%.

Effectiveness Measure C: Provide accurate space inventory submittals to State.

Results:
- Current data shows lack of accuracy for building layouts and data interpretation.

Summary of Results

Vision

- Allow opportunities to fill vacant positions such as Director of Facilities as liaison between current construction management and the District.
- Fully staffed.
- Implementation of software applications for effective space inventory/control.
- System integration between State, Facilities, Maintenance and Campus.

Goals

Goal #1: Implement basic floor plans with accurate dimensions.
Goal #2: Standardize department procedures for consistency.
Goal #3: Improve performance for building projects.
I. Mission of Unit

Core Purpose: Ensure optimal working/studying environments.

Core Business: Building planning, construction, improvement, safety, and operations.

Mission Statement: Ensure optimal working/studying environments through building planning, construction, improvement, safety, and operations.

II. Brief Description of Unit

Main Functions: Building information, space inventory, safety compliance, program reporting, facilities planning and construction management.

Main Clientele(s): Faculty, administration, staff, students and external agencies.

III. Unit’s Impact on the Colleges and the District

Principal relationships with other major District and College operations:

- Facilities Operations works in partnership with Maintenance, Grounds, & Custodial Departments to support and provide services for campuses and district office functions.
- Facilities Construction works in partnership with the college campus administrations.

Contribution to District and College mission, vision, strategic directions, and/or goals:

- Develop, and manage capital funds for, educational facilities, building upgrades, safety upgrades and equipment to beautify our surroundings and provide a safe environment in which all employees can focus on pursuing the goals of the District and colleges, and students can focus on successfully achieving their educational goals.

IV. Unit Outcomes/Objectives and Measures of Effectiveness

Effectiveness Measure A

Service [ ] Objective (What are you trying to do?) or [x] Outcome (What will result from what you do?):

Personnel will rate the clarity and consistency of our procedures positively.
**Effectiveness Measure A**

| Measure (What evidence will show how effective you are in accomplishing it?): |
| Percent of surveyed customers who rate the Clarity & Consistency of Procedures as Good or Excellent. |
| Assessment Method (How will you obtain that evidence?): |
| Districtwide survey. |
| Criterion (What level on this measure will signify sufficient effectiveness?): |
| We want at least 70% within 12 months. |
| Clearly related to supporting the colleges in their missions, functions, and/or goals? | x Yes | No |

**Effectiveness Measure B**

| Service | Objective (What are you trying to do?) or x Outcome (What will result from what you do?): |
| Members of the campus communities will be satisfied with campus design, new construction, and facility improvements. |
| Measure (What evidence will show how effective you are in accomplishing it?): |
| Percent of surveyed campus facility and staff satisfied with new and renovated campus buildings and facilities grounds. |
| Assessment Method (How will you obtain that evidence?): |
| Campus satisfaction survey. |
| Criterion (What level on this measure will signify sufficient effectiveness?): |
| We want at least 70% within 12 months. |
| Clearly related to supporting the colleges in their missions, functions, and/or goals? | x Yes | No |

**Effectiveness Measure C**

| Service | Objective (What are you trying to do?) or | Outcome (What will result from what you do?): |
| Provide accurate space inventory submittals to State. |
| Measure (What evidence will show how effective you are in accomplishing it?): |
| Actual observed square footage and changes of space function compared to information in existing space inventory. |
| Assessment Method (How will you obtain that evidence?): |
| Personal accurate assessment of each actual building layout |
Criterion (What level on this measure will signify sufficient effectiveness?):

By Spring 2014, we want a 100% match between observed square footage and room usage, and square footage and room usage as recorded in the space inventory, for all District and college buildings.

Clearly related to supporting the colleges in their missions, functions, and/or goals?  

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td></td>
<td>x</td>
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</tr>
</tbody>
</table>

V.  **External Factors: Opportunities and Challenges Outside the Unit**

Opportunities:
- Hoping to have the capacity to expand department manpower for many time-consuming tasks.
- With the rise of building sustainability, innovative construction techniques and State requirements, software support for space inventory management would be an advantage to our district.
- The need to establish a district staffed Facilities Department.

Challenges:
- Without having departmental peer support, it is difficult to manage tasks. Under limited budget constraints for outsource services, tasks completion timeframe is prolonged.

VI.  **Progress Report on Last Cycle’s Unit Goals, Objectives, and Action Plans**

N/A

VII.  **Analysis and Evaluation**

**Effectiveness Measure A**

- Results: District-wide survey currently shows Excellent + Good ratings on Clarity and Consistency of Procedures at 60%
- Conclusion (Was criterion met?): 2012 is the baseline year; criterion of 70% has not yet been met.

**Effectiveness Measure B**

- Results: District-wide survey currently shows Strongly Agree + Agree ratings on Facilities Grounds Appealing at 61%
- Conclusion (Was criterion met?): 2012 is the baseline year; criterion of 70% has not yet been met.

**Effectiveness Measure C**

- Results: Current data shows lack of accuracy for building layouts and data interpretation
- Conclusion (Was criterion met?): Criterion of 100% accuracy in the space inventory has not yet been met. Work in progress to establish basic building floor plans.

Applicable Districtwide survey results not already reported: None

Interpretation: Implications of the assessment results, other evidence, external factors, and prior progress for improving or at least maintaining the unit’s effectiveness:
Unit strengths in light of the results and interpretation:
1. Strong consideration for customers’ needs and requests
2. Enthusiastic and skilled staff ready to oblige and serve
3. Thoroughness of task completion
4. Teamwork
5. Communications
6. Strong motivation to learn and adapt

Unit weaknesses in light of the results and interpretation:
1. Lack of opportunity for customers to provide input or suggestions
2. Lack of effective equipment to perform tasks on time or provide accurate data
3. Diminished department staff support
4. Inconsistency of department procedures
5. Workload administration

VIII. Unit’s Three-to-Five-Year Vision

Main features of the unit as unit members would like it to be in three to five years:
1. Allow opportunities to fill vacant positions such as Director of Facilities as liaison between current construction management and the District.
2. Fully staffed.
3. Implementation of software applications for effective space inventory/control.
4. System integration between State, Facilities, Maintenance and Campus.

IX. Other Pertinent Information
## X. Unit Goals, Objectives, and Action Plans, with Resource Requests

- Be sure that every entry in these tables is demonstrably related to information presented in sections VI-VIII above.
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- Copy and paste as needed to add more goal and objective sections.
- See the Integrated Planning and Program Review Handbook for more detailed instructions.

### Goal 1: Implement basic floor plans with accurate dimensions.

<table>
<thead>
<tr>
<th>Objective 1.1:</th>
<th>Overall Priority:</th>
<th>Person Responsible:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gather and review current available campus floor plans in various formats.</td>
<td>1</td>
<td>Rachel</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Timeline:</th>
<th>Cost/Savings per Year (if any):</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>12-13 13-14 14-15</td>
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<thead>
<tr>
<th>Resources (if any):</th>
<th>Rationale for Resources (if any):</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Actions/Tasks:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify missing files/floor plans.</td>
</tr>
<tr>
<td>2. Request digital files with responsible architects.</td>
</tr>
<tr>
<td>3. Review all floor plans.</td>
</tr>
<tr>
<td>Objective 1.2:</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>Verify plans to existing space configuration</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Timeline:</th>
<th>Cost/Savings per Year (if any)</th>
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<tbody>
<tr>
<td>2012-13</td>
<td>12-13 13-14 14-15</td>
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<thead>
<tr>
<th>Resources (if any):</th>
<th>Rationale for Resources (if any):</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Actions/Tasks:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Conduct walk-throughs and verify dimensions and changes.</td>
</tr>
<tr>
<td>2. Make corrections as needed.</td>
</tr>
</tbody>
</table>
**Goal 2: Standardize department procedures for consistency.**

<table>
<thead>
<tr>
<th>Objective 2.1:</th>
<th>Overall Priority:</th>
<th>Person Responsible:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate current procedures.</td>
<td>6</td>
<td>Doug</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Timeline:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>2012-13</td>
<td></td>
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<tr>
<th>Cost/Savings per Year (if any):</th>
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<td>14-15</td>
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<thead>
<tr>
<th>Resources (if any):</th>
<th>Rationale for Resources (if any):</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Actions/Tasks:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Gather/review existing procedures</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective 2.2:</th>
<th>Overall Priority:</th>
<th>Person Responsible:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify team players and possible missing/problematic areas.</td>
<td>7</td>
<td>Doug</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Timeline:</th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>2012-13</td>
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<table>
<thead>
<tr>
<th>Cost/Savings per Year (if any):</th>
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<tr>
<td>12-13</td>
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<td>13-14</td>
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<td>14-15</td>
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<table>
<thead>
<tr>
<th>Resources (if any):</th>
<th>Rationale for Resources (if any):</th>
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</table>

<table>
<thead>
<tr>
<th>Actions/Tasks:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare assigned team players to current staff members &amp; evaluate changes in procedures.</td>
<td></td>
</tr>
</tbody>
</table>
### Objective 2.3:
Make improvements in all procedures as needed, including adding steps and components that were missing, and document the changes.

<table>
<thead>
<tr>
<th>Overall Priority</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Doug</td>
</tr>
</tbody>
</table>

**Timeline:**
2012-13

**Cost/Savings per Year (if any):**
12-13 13-14 14-15

**Resources (if any):**

**Rationale for Resources (if any):**

**Actions/Tasks:**
Add or delete steps as discovery of current methods of processes.

### Objective 2.4:
Train and communicate with affected staff on new procedures.

<table>
<thead>
<tr>
<th>Overall Priority</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Doug</td>
</tr>
</tbody>
</table>

**Timeline:**
2012-13

**Cost/Savings per Year (if any):**
12-13 13-14 14-15

**Resources (if any):**

**Rationale for Resources (if any):**

**Actions/Tasks:**
Conduct training sessions for affected staff.

Disseminate information on the improved procedures Districtwide.

Evaluate the effectiveness of the training and communication, and modify as needed.
### Goal 3: Improve performance for building projects

<table>
<thead>
<tr>
<th>Objective 3.1:</th>
<th>Overall Priority: 3</th>
<th>Person Responsible: Doug</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide leadership for regular construction meetings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timeline: 2013-14</td>
<td>Cost/Savings per Year (if any)</td>
<td>12-13 13-14 14-15</td>
</tr>
<tr>
<td>Resources (if any):</td>
<td>Rationale for Resources (if any):</td>
<td></td>
</tr>
<tr>
<td>Actions/Tasks:</td>
<td></td>
<td>Ensure projects meet district’s guidelines and campus requirements for all decisions made in each construction meetings.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective 3.2:</th>
<th>Overall Priority: 4</th>
<th>Person Responsible: Doug</th>
</tr>
</thead>
<tbody>
<tr>
<td>Become more involved with each campus to understand its needs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timeline: 2013-14</td>
<td>Cost/Savings per Year (if any)</td>
<td>12-13 13-14 14-15</td>
</tr>
<tr>
<td>Resources (if any):</td>
<td>Rationale for Resources (if any):</td>
<td></td>
</tr>
<tr>
<td>Actions/Tasks:</td>
<td></td>
<td>Attend campus events and get familiarized about how student and staff interact.</td>
</tr>
<tr>
<td>Objective 3.3:</td>
<td>Overall Priority:</td>
<td>Person Responsible:</td>
</tr>
<tr>
<td>----------------</td>
<td>-------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Keep up with regular building maintenance.</td>
<td>5</td>
<td>Doug</td>
</tr>
<tr>
<td>Timeline:</td>
<td>Cost/Savings per Year (if any):</td>
<td></td>
</tr>
<tr>
<td>2013-14</td>
<td>12-13  13-14  14-15</td>
<td></td>
</tr>
<tr>
<td>Resources (if any):</td>
<td>Rationale for Resources (if any):</td>
<td></td>
</tr>
<tr>
<td>Actions/Tasks:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regular meetings or updates from Maintenance, Grounds, and Custodial Departments.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audit for task completeness.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
XI. Description of Program Review Process in This Unit

Main Steps in the Process:
1. Workshop I
2. Initial review with supervisor
3. Refined Program Review
4. Submitted to HR for feedback
5. Workshop II
6. Further refinement of program review based on feedback
7. Produced and completed Program Review

Participants in the Process:
Rachel Chow-Lucas, Facilities Planner
Doug Smith, Vice Chancellor, Administrative Services

Plan for Future Program Review Cycles:
1. Anticipate annual updates and review for goals established this year: Spring 2013 & Spring 2014
2. Comprehensive review, Spring 2015
3. Three-year cycle will repeat thereafter.
Fiscal Services

The Fiscal Services Team for San Jose/Evergreen Community College District is committed to provide expedient, accurate, transparent, and courteous fiscal services to our customers, inclusive of students and faculty, through teamwork employee empowerment, communication, and collaboration.

Measures and Analysis

Effectiveness Measure A: Customers will be satisfied with the overall quality of our services.
Results:
• 61% according to the district-wide survey.

Effectiveness Measure B: Customers will be satisfied with the follow-through on their requests for services.
Results:
• 57% according to the district-wide survey.

Effectiveness Measure C: Maintain accurate financial records to ensure fiscal integrity and accountability.
Results:
• Clean and unqualified opinion with significant deficiency.
• One finding in 09-10.
• Six findings in 10-11.

Summary of Results

• We need to provide complete follow-through and regularly communicate status to customers to improve our performance on Measures A and B.
• We need to perform systematic review of internal controls and enhance policies and procedures to meet the criterion on Measure C.

Vision

• We want survey results to be at 95% and not have audit findings within 5 years.
• We want to be able to respond to requests for service within 24 hours.
• We want our ERP (Datatel) integrated with our business practices.
• We want to have access to Datatel user training.
• We want to enhance our cross training capabilities.
• We want to develop comprehensive policies and procedures for standardization/consistency.
• We want to update our desk manuals.
• We want to be adequately staffed to be able to fully execute our mission.

Goals

Goal #1: Improve policies and procedures.
Goal #2: Improve customer services.
Goal #3: Optimize System Integration.
I. Mission of Unit

Core Purpose: Deliver district-wide fiscal support services.

Core Business: Provide Accounting, Budget, Payroll, Purchasing, and Financial Reporting.

Mission Statement: The Fiscal Services Team for San Jose/Evergreen Community College District is committed to provide expedient, accurate, transparent, and courteous fiscal services to our customers, inclusive of students and faculty, through teamwork, employee empowerment, communication, and collaboration.

II. Brief Description of Unit

Main Functions: To provide accounting, budget, payroll, purchasing, and financial reporting services.

Main Clientele(s): Students, faculty, staff, general public, and other external agencies.

III. Unit’s Impact on the Colleges and the District

Principal relationships with other major District and College operations:

1. Support financial/business functions through interactions with the Business Services Offices at campuses, Workforce Institute, Financial Aid Offices, Admissions and Records Offices, and Facilities.

Contribution to District mission, vision, strategic directions, and/or goals:

1. Deliver Fiscal Services thereby supporting the infrastructure for the District to be able to pursue its organizational objectives.

Contribution to College mission, vision, strategic directions, and/or goals:

1. Deliver Fiscal Services thereby supporting the infrastructure for the Colleges to be able to pursue their organizational objectives.

IV. Unit Outcomes/Objectives and Measures of Effectiveness

Effectiveness Measure A

Service [ ] Objective (What are you trying to do?) or [x] Outcome (What will result from what you do?):

Customers will be satisfied with the overall quality of our services.
<table>
<thead>
<tr>
<th>Measure (What evidence will show how effective you are in accomplishing it?):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of surveyed customers who rate the overall quality of our services as Excellent or Good.</td>
</tr>
<tr>
<td>Assessment Method (How will you obtain that evidence?):</td>
</tr>
<tr>
<td>One question on the District-wide Survey on the overall quality of our services.</td>
</tr>
<tr>
<td>Criterion (What level on this measure will signify sufficient effectiveness?):</td>
</tr>
<tr>
<td>75% within 12 months; thereafter, continued improvement towards 95% within five years.</td>
</tr>
<tr>
<td>Clearly related to supporting the colleges in their missions, functions, and/or goals?</td>
</tr>
</tbody>
</table>

### Effectiveness Measure B

<table>
<thead>
<tr>
<th>Service Objective (What are you trying to do?) or Outcome (What will result from what you do?):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Customers will be satisfied with the follow-through on their requests for services.</td>
</tr>
<tr>
<td>Measure (What evidence will show how effective you are in accomplishing it?):</td>
</tr>
<tr>
<td>Percent of surveyed customers who rate the follow-through for their services as Excellent or Good.</td>
</tr>
<tr>
<td>Assessment Method (How will you obtain that evidence?):</td>
</tr>
<tr>
<td>One question on the District-wide Survey on the follow-through for their services.</td>
</tr>
<tr>
<td>Criterion (What level on this measure will signify sufficient effectiveness?):</td>
</tr>
<tr>
<td>70% within 12 months; thereafter, continued improvement towards 95% within five years.</td>
</tr>
<tr>
<td>Clearly related to supporting the colleges in their missions, functions, and/or goals?</td>
</tr>
</tbody>
</table>

### Effectiveness Measure C

<table>
<thead>
<tr>
<th>Service Objective (What are you trying to do?) or Outcome (What will result from what you do?):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain accurate financial records to ensure fiscal integrity and accountability.</td>
</tr>
<tr>
<td>Measure (What evidence will show how effective you are in accomplishing it?):</td>
</tr>
<tr>
<td>Annual Audit Report.</td>
</tr>
<tr>
<td>Assessment Method (How will you obtain that evidence?):</td>
</tr>
<tr>
<td>Clean unqualified opinion from external independent auditors.</td>
</tr>
</tbody>
</table>
Criterion (What level on this measure will signify sufficient effectiveness?):

No audit findings pertaining to financial records, fiscal integrity, or accountability within five years.

Clearly related to supporting the colleges in their missions, functions, and/or goals?  [x] Yes  [ ] No

V. External Factors: Opportunities and Challenges Outside the Unit

External opportunities that might lead to improvement in the unit: The ability to fill the vacant Controller position; fund and fill the vacant budget analyst position; create, fund, and fill a part-time risk manager position or pressure the BACCD JPA/Keenan to provide these services; enhanced systems integration; and Datatel training.

External challenges, including constraints and requirements that might limit operations: Staff has a full workload; therefore, it is difficult to meet the increasing demand to perform special projects and/or requests without additional staff support.

VI. Progress Report on Last Cycle's Unit Goals, Objectives, and Action Plans

N/A

VII. Analysis and Evaluation

Effectiveness Measure A
- Results: 61% according to the district-wide survey
- Conclusion (Was criterion met?): We are not functioning as well as we expected (75%).

Effectiveness Measure B
- Results: 57% according to the district-wide survey
- Conclusion (Was criterion met?): Criterion not met (70%).

Effectiveness Measure C
- Results: Clean and unqualified opinion with significant deficiency; one finding in 09-10; six findings in 10-11.
- Conclusion (Was criterion met?): Criterion not met.

Applicable Districtwide survey results not already reported:

Interpretation: Implications of the assessment results, other evidence, external factors, and prior progress for improving or at least maintaining the unit’s effectiveness:

- We need to provide complete follow-through and regularly communicate status to customers to improve our performance on Measures A and B.
- We need to perform systematic review of internal controls and enhance policies and procedures to meet the criterion on Measure C.

Unit strengths in light of the results and interpretation:
1. Team work, cooperativeness
2. Staff meetings; communications
3. Effective leadership  
4. Courtesy & friendliness  
5. Willingness to learn and exchange roles / responsibilities  
6. Volume of work accomplished

Unit weaknesses in light of the results and interpretation:  
1. System/data integration, uploading journals should be automatic  
2. Limited Datatel training  
3. Procedures, standardization/consistency  
4. Workload management, prioritization  
5. Follow-through  
6. Response time

**VIII. Unit’s Three-to-Five-Year Vision**

Main features of the unit as unit members would like it to be in three to five years:  
1. We want survey results to be at 95% and not have audit findings within 5 years  
2. We want to be able to respond to requests for service within 24 hours  
3. We want our ERP (Datatel) integrated with our business practices  
4. We want to have access to Datatel user training  
5. We want to enhance our cross training capabilities  
7. We want to develop comprehensive policies and procedures for standardization/consistency  
8. We want to update our desk manuals  
9. We want to be adequately staffed to be able to fully execute our mission

**IX. Other Pertinent Information**

We would like to be able to participate in the development of future survey questions.
X. **Unit Goals, Objectives, and Action Plans, with Resource Requests**

- Be sure that every entry in these tables is demonstrably related to information presented in sections VI-VIII above.
- Enter the overall goals for the next three years in priority order, with Goal 1 being most important.
- For each goal, enter the measurable objectives or milestones that will mark progress toward the goal.
- For each objective, enter:
  - The overall priority of this objective among all unit objectives, regardless of goal
  - The person responsible for coordinating progress on this objective
  - The timeline for completing it
  - The resources (if any) necessary to achieve it, together with the rationale and cost/savings per year associated with each resource
  - A coherent set of specific actions, tasks, or steps that must be accomplished to achieve the objective
- Copy and paste as needed to add more goal and objective sections.
- See the *Integrated Planning and Program Review Handbook* for more detailed instructions.

### Goal 1: Improve procedures & policies

<table>
<thead>
<tr>
<th>Objective 1.1: Gather &amp; review all existing policies and procedures.</th>
<th>Overall Priority: 7</th>
<th>Person Responsible: Hoa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeline:</td>
<td>Cost/Savings per Year (if any):</td>
<td>12-13</td>
</tr>
<tr>
<td>Resources (if any):</td>
<td>Rationale for Resources (if any):</td>
<td></td>
</tr>
<tr>
<td>Actions/Tasks:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective 1.2:</td>
<td>Overall Priority: 8</td>
<td>Person Responsible: Richard</td>
</tr>
<tr>
<td>----------------</td>
<td>---------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>Identify problem areas and missing components.</td>
<td>Timeline:</td>
<td>Cost/Savings per Year (if any)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12-13</td>
</tr>
<tr>
<td>Resources (if any):</td>
<td>Rationale for Resources (if any):</td>
<td></td>
</tr>
<tr>
<td>Actions/Tasks:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective 1.3:</th>
<th>Overall Priority: 9</th>
<th>Person Responsible: Saloshni, Marilyn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Produce and maintain updated manuals.</td>
<td>Timeline:</td>
<td>Cost/Savings per Year (if any)</td>
</tr>
<tr>
<td></td>
<td>June 30, 2013</td>
<td>12-13</td>
</tr>
<tr>
<td>Resources (if any):</td>
<td>Rationale for Resources (if any):</td>
<td></td>
</tr>
<tr>
<td>Actions/Tasks:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solicit team for various manuals, review, edit, solicit feedback, and publish revised manuals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective 1.4:</td>
<td>Overall Priority:</td>
<td>Person Responsible:</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>-------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Establish periodic assessment schedule.</td>
<td>10</td>
<td>Linda</td>
</tr>
</tbody>
</table>

**Timeline:**
June 30, 2013

**Cost/Savings per Year (if any):**
12-13 13-14 14-15

**Resources (if any):**

**Rationale for Resources (if any):**

**Actions/Tasks:**

Develop a schedule and responsible party(ies) to review and edit, as necessary, all manuals.

<table>
<thead>
<tr>
<th>Objective 1.5:</th>
<th>Overall Priority:</th>
<th>Person Responsible:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate the effectiveness of policies &amp; procedures.</td>
<td>11</td>
<td>Arlene, Margaret</td>
</tr>
</tbody>
</table>

**Timeline:**
December 31, 2013

**Cost/Savings per Year (if any):**
12-13 13-14 14-15

**Resources (if any):**

**Rationale for Resources (if any):**

**Actions/Tasks:**

Interview team and customers.
### Objective 2.1:
Develop reasonable response time for service requests.

<table>
<thead>
<tr>
<th>Overall Priority:</th>
<th>Person Responsible:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Team</td>
</tr>
</tbody>
</table>

**Timeline:**
November 30, 2012

**Cost/Savings per Year (if any):**
- 12-13
- 13-14
- 14-15

**Resources (if any):**

**Rationale for Resources (if any):**

**Actions/Tasks:**
Meet as a team to list types of service requests and develop reasonable response times for each.

### Objective 2.2:
Establish cross training program within department.

<table>
<thead>
<tr>
<th>Overall Priority:</th>
<th>Person Responsible:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Peter, Amanda</td>
</tr>
</tbody>
</table>

**Timeline:**
December 31, 2012

**Cost/Savings per Year (if any):**
- 12-13
- 13-14
- 14-15

**Resources (if any):**

**Rationale for Resources (if any):**

**Actions/Tasks:**
Review job specifications, develop a schedule, receive feedback from the rest of the team.
<table>
<thead>
<tr>
<th>Objective 2.3:</th>
<th>Overall Priority:</th>
<th>Person Responsible:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate protocols /changes to the community.</td>
<td>3</td>
<td>Peter</td>
</tr>
<tr>
<td><strong>Timeline:</strong></td>
<td></td>
<td><strong>Cost/Savings per Year (if any):</strong></td>
</tr>
<tr>
<td>December 31, 2012</td>
<td></td>
<td>12-13 13-14 14-15</td>
</tr>
<tr>
<td><strong>Resources (if any):</strong></td>
<td><strong>Rationale for Resources (if any):</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Actions/Tasks:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Send District-wide email and solicit feedback.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective 2.4:</th>
<th>Overall Priority:</th>
<th>Person Responsible:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prioritize urgency of customer requests.</td>
<td>4</td>
<td>Yolanda</td>
</tr>
<tr>
<td><strong>Timeline:</strong></td>
<td></td>
<td><strong>Cost/Savings per Year (if any):</strong></td>
</tr>
<tr>
<td>December 31, 2012</td>
<td></td>
<td>12-13 13-14 14-15</td>
</tr>
<tr>
<td><strong>Resources (if any):</strong></td>
<td><strong>Rationale for Resources (if any):</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Actions/Tasks:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>List types of service requests, develop a prioritization matrix, solicit feedback from the team, incorporate feedback, and send District-wide email.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective 2.5:</td>
<td>Overall Priority:</td>
<td>Person Responsible:</td>
</tr>
<tr>
<td>--------------</td>
<td>------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Evaluate the effectiveness and improvement regularly.</td>
<td>5</td>
<td>Rachel</td>
</tr>
</tbody>
</table>

**Timeline:**

June 30, 2013

**Cost/Savings per Year (if any):**

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-13</td>
<td></td>
</tr>
<tr>
<td>13-14</td>
<td></td>
</tr>
<tr>
<td>14-15</td>
<td></td>
</tr>
</tbody>
</table>

**Resources (if any):**

**Rationale for Resources (if any):**

**Actions/Tasks:**

Develop survey questions more specific to the fiscal services functions.

---

**Goal 3: Optimize System Integration**

<table>
<thead>
<tr>
<th>Objective 3.1:</th>
<th>Overall Priority:</th>
<th>Person Responsible:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess capabilities of current Datatel System</td>
<td>6</td>
<td>Linda/Amanda</td>
</tr>
</tbody>
</table>

**Timeline:**

June 30, 2013

**Cost/Savings per Year (if any):**

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-13</td>
<td></td>
</tr>
<tr>
<td>13-14</td>
<td></td>
</tr>
<tr>
<td>14-15</td>
<td></td>
</tr>
</tbody>
</table>

**Resources (if any):**

**Rationale for Resources (if any):**

Without ITSS, we cannot implement any change to Datatel

**Actions/Tasks:**

Research automating input of journal entries and budget transfers.

Research system capabilities with respect to online invoice approval.

Work with ITSS to implement.
XI. Description of Program Review Process in This Unit

Main Steps in the Process:
1. Workshop I
2. Homework and refinement of program review document
3. Workshop II
4. Further refinement of program review document based on feedback
5. Final submission

Participants in the Process:
Rachel Chow-Lucas, Facilities Planner
Peter Fitzsimmons, Director, Fiscal Service
Penny Garibay, Executive Secretary
Amanda Ikner, Account Clerk
Saloshni Lata, District Staff Accountant
Marilyn Morikang, District Staff Accountant
Hoa Pham, Staff Accountant
Arlene Rapinan, Account Clerk, Senior
Richard Su, District, Staff Accountant
Yolanda Talavera, Account Clerk, Senior
Margaret Tow, Account Clerk, Senior
Linda Wilczewski, Staff Accountant

Plan for Future Program Review Cycles:
1. Annual updates in each of the next two years
2. Comprehensive review in 2015
3. Three-year cycle will repeat thereafter.
Human Resources
Meet individual and group needs by providing information and supporting workforce development.

Measures and Analysis

Effectiveness Measure A: Clarify and communicate the roles and responsibilities of staff, forms, procedures, policies, and informational documents in all Human Resources functional areas.
Results:
- Number of forms, procedures, policies, informational documents, and staff contacts for each Human Resources functional area that have been inventoried, reviewed, revised, and posted on the HR Web site.
- 90 forms, 14 procedures, 3 policies, 0 information documents, 0 staff contacts.

Effectiveness Measure B: Increased satisfaction levels for: clarity and consistency of forms, procedures, policies, and informational documents, accuracy of information, and overall quality of human resources services.
Results:
- Clarity = 58%
- Accuracy = 68%
- Overall quality = 72%

Summary of Results

Results from the spring 2012 semester-end District Institutional Effectiveness Survey show the following percentage of about 185 respondents who rated the common characteristics of Human Resources departmental services as good or excellent:

a. Helpfulness of staff: 77%
b. Courtesy of staff: 84%
c. Competence of staff: 77%
d. Follow through of staff: 75%
e. Accuracy of information: 68%
f. Met needs: 73%
g. Timeliness of initial response: 65%
h. Clarity and consistency of procedures: 58%
i. Opportunity to provide input: 41%
j. Overall quality: 72%

Vision

- Better technology, more staff, better facility, experts in all that we do.

Goals

Goal #1: Build an accessible electronic resource that houses all pertinent information for individuals and organizations.
Goal #2: Fortify the organization’s & employees’ knowledge-base of HR functions, personnel, and information.
San José/Evergreen Community College District  
District Operations  
Program Review and Planning, Summer 2012  

Unit:  
Human Resources  

I. Mission of Unit  

Core Purpose: Meet individual and group needs.  

Core Business: Provide employee information and support workforce development.  

Mission Statement: Meet individual and group needs by providing information and supporting workforce development.  

II. Brief Description of Unit  

Main Functions: Benefits, employment, personnel services, training, compliance, and contract administration  

Main Clientele(s): Employees and the public  

III. Unit’s Impact on the Colleges and the District  

Principal relationships with other major District and College operations:  

Interact with all employees, prospective employees, student workers, and departments to address human resources needs.  

Contribution to District mission, vision, strategic directions, and/or goals:  

Human Resources services help the District address day-to-day individual and departmental human resources needs in order to effectively serve the students and the community. Our services strengthen the District’s personnel infrastructure, which is critical for achieving the District’s mission and goals and advancing the District’s values of Opportunity, Equity, and Social Justice.  

Contribution to College mission, vision, strategic directions, and/or goals:  

Human Resources services help the colleges address day-to-day individual and departmental human resources needs in order to effectively serve the students and the community. Our services strengthen the colleges’ personnel infrastructure, which is critical for achieving their missions, strategic goals and initiatives and advancing the colleges’ and District’s values of Opportunity, Equity, and Social Justice.
### IV. Unit Outcomes/Objectives and Measures of Effectiveness

<table>
<thead>
<tr>
<th>Effectiveness Measure A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Service X</strong> Objective (What are you trying to do?) or <strong>Outcome</strong> (What will result from what you do?):</td>
</tr>
</tbody>
</table>

Clarify and communicate the roles and responsibilities of staff, forms, procedures, policies, and informational documents in all Human Resources functional areas.

**Measure** (What evidence will show how effective you are in accomplishing it?):

1. Number of forms for each Human Resources functional area that have been inventoried, reviewed, revised, and posted on the HR Web site.
2. Percentage of Human Resources staff contact information specifying roles and responsibilities that has been created and posted on the HR Web site.
3. Number of Human Resources procedures that have been inventoried, reviewed, updated, and posted on the HR Web site.
4. Number of policies for each Human Resources functional area that has been inventoried, reviewed, revised, and posted on the HR Web site.
5. Number of informational documents for each Human Resources functional area that have been inventoried, reviewed, revised, and posted on the HR Web site.

**Assessment Method** (How will you obtain that evidence?):

Use or establish current inventory and status report on specified forms, staff contact information, procedures, policies, and informational documents.
**Criterion** (What level on this measure will signify sufficient effectiveness?):

1. Half the forms for each Human Resources functional area will have been inventoried, reviewed, revised, and posted on the HR Web site by June 2013, and the other half will follow by June 2014. Thereafter, all forms will be reviewed, revised as needed and posted annually.

2. All Human Resources staff contact information specifying roles and responsibilities will have been created and posted on the HR Web site by December 2012.

3. Half the Human Resources procedures will have been inventoried, reviewed, updated, and posted on the HR Web site by June 2013, and the other half will follow by June 2014. Thereafter, all procedures will be reviewed, revised as needed and posted at least biennially.

4. Half the Human Resources policies will have been inventoried, reviewed, updated, and posted on the HR Web site by June 2013, and the other half will follow by June 2014. Thereafter, all policies will be reviewed, revised as needed and posted at least biennially.

5. Half the Human Resources informational documents will have been inventoried, reviewed, updated, and posted on the HR Web site by June 2013, and the other half will follow by June 2014. Thereafter, all informational documents will be reviewed, revised as needed and posted at least biennially.

---

Clearly related to supporting the colleges in their missions, functions, and/or goals?  

X Yes  

No

---

**Effectiveness Measure B**

Service  

Objective (What are you trying to do?) or  

X Outcome (What will result from what you do?):

Survey responders, by June 2013, shall indicate increased satisfaction levels for: clarity and consistency of forms, procedures, policies, and informational documents; accuracy of information; and overall quality of human resources services.

---

**Measure** (What evidence will show how effective you are in accomplishing it?):

Percentage of surveyed responders who rate clarity and consistency of forms, procedures, policies, and informational documents excellent + good % (pos).

Percentage of surveyed responders who rate accuracy of information excellent + good % (pos),

Percentage of surveyed responders who rate the overall quality excellent + good % (pos).
**Assessment Method** (How will you obtain that evidence?):

Conduct annual surveys (including pre-survey and a post-survey as applicable) to assess satisfaction with the forms, policies, informational documents, staff contact information specifying roles and responsibilities, and procedures that have been posted on the HR Web site.

**Criterion** (What level on this measure will signify sufficient effectiveness?):

85% of survey responders will rate the clarity and consistency of forms, procedures, policy, and informational documents; the accuracy of information provided; and the overall quality of services as excellent or good. Each year, we will aim for an increase of 15 percentage points on each measure until we reach the criterion level.

Clearly related to supporting the colleges in their missions, functions, and/or goals?  

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

V. **External Factors: Opportunities and Challenges Outside the Unit**

External opportunities that might lead to improvement in the unit:

- Sufficient staff levels and technology would lead to improvement in the unit’s effectiveness.
- HR recommendations being supported by the Board and constituency groups would lead to improvement in the unit’s effectiveness.
- Physical move of District HR location, if it enhances interactions and communication with the college campuses, would lead to improvement in the unit’s effectiveness.

External challenges, including constraints and requirements that might limit operations:

- Insufficient staff levels and technology would limit the unit’s effectiveness.
- HR recommendations not being supported by the Board and constituency groups would limit the unit’s effectiveness.
- Physical move of District HR location, if does not enhance interactions and communication with the college campuses, would limit the unit’s effectiveness.

VI. **Progress Report on Last Cycle’s Unit Goals, Objectives, and Action Plans**

Not applicable.

VII. **Analysis and Evaluation**

**Effectiveness Measure A**
- Results: Number of forms, procedures, policies, informational documents, and staff contacts for each Human Resources functional area that have been inventoried, reviewed, revised, and posted on the HR Web site.
- 90 forms, 14 procedures, 3 policies, 0 information documents, 0 staff contacts.
- Conclusion (Was criterion met?): We need to make improvements.

**Effectiveness Measure B**
- Results:
  - Clarity = 58%,
  - Accuracy = 68%,
• Overall quality = 72%
• Conclusion (Was criterion met?): We need to make improvements.

Effectiveness Measure C (Not applicable)
• Results:
• Conclusion (Was criterion met?):

Applicable District wide survey results not already reported:
Interpretation: Implications of the assessment results, other evidence, external factors, and prior progress for improving or at least maintaining the unit’s effectiveness:

Results from the spring 2012 semester-end District wide Survey conducted by the RIE Office show the following percentage of about 185 respondents who rated the common characteristics of Human Resources departmental services as good or excellent:

a. Helpfulness of staff: 77%
b. Courtesy of staff: 84%
c. Competence of staff: 77%
d. Follow through of staff: 75%
e. Accuracy of information: 68%
f. Met needs: 73%
g. Timeliness of initial response: 65%
h. Clarity and consistency of procedures: 58%
i. Opportunity to provide input: 41%
j. Overall quality: 72%

The above results are valuable for HR staff to have a better grip on areas of strengths and areas of weaknesses as HR staff strives to continuously improve services to the District community.

Unit strengths in light of the results and interpretation:

Three major areas of strength in Human Resources Department are: helpfulness, the fact that we are team players, and ability to provide services with limited staff.

Unit weaknesses in light of the results and interpretation:

Three major areas of weakness in Human Resources Department are: Web site; limited staff; and clarity of staff roles and responsibilities, forms, and procedures.

VIII. Unit’s Three-to-Five-Year Vision

Main features of the unit as unit members would like it to be in three to five years: Better technology, more staff, better facility, experts in all that we do.

IX. Other Pertinent Information

Development of expertise will require staff development opportunities, new tools, cross training, and commitment to quality. The new director of HR will provide an opportunity to blend the HR functions more cohesively.
**Unit Goals, Objectives, and Action Plans, with Resource Requests**

- Be sure that every entry in these tables is demonstrably related to information presented in sections VI-VIII above.
- Enter the overall goals for the next three years in priority order, with Goal 1 being most important.
- For each goal, enter the measurable objectives or milestones that will mark progress toward the goal.
- For each objective, enter:
  - The overall priority of this objective among all unit objectives, regardless of goal
  - The person responsible for coordinating progress on this objective
  - The timeline for completing it
  - The resources (if any) necessary to achieve it, together with the rationale and cost/savings per year associated with each resource
  - A coherent set of specific actions, tasks, or steps that must be accomplished to achieve the objective
- Copy and paste as needed to add more goal and objective sections.
- See the *Integrated Planning and Program Review Handbook* for more detailed instructions.

**Goal 1: Build an accessible electronic resource that houses all pertinent information for individuals and organizations.**

<table>
<thead>
<tr>
<th>Objective 1.1: Revolutionize the departmental website.</th>
<th>Overall Priority: 1</th>
<th>Person Responsible: Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Timeline:</strong></td>
<td><strong>Cost/Savings per Year (if any):</strong></td>
<td>12-13</td>
</tr>
<tr>
<td>One year</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Resources (if any):</strong> Technical resources needed</td>
<td>Rationale for Resources (if any):</td>
<td>We do not have the expertise to revolutionize the website</td>
</tr>
<tr>
<td><strong>Actions/Tasks:</strong> Identify model practices on those websites that would fit our needs. In consultation with webmaster, build those practices into the redesign. Execute and test the redesign. Implement the redesigned website. Evaluate the effectiveness of the redesigned website quarterly and make improvements as needed.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Goal 2: Fortify the organization’s & employees’ knowledge-base of HR functions, personnel, and information.**

<table>
<thead>
<tr>
<th>Objective 2.1:</th>
<th>Launch a communication campaign.</th>
<th>Overall Priority:</th>
<th>Person Responsible:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeline:</td>
<td>One year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resources (if any):</td>
<td>Printing materials budget</td>
<td>Rationale for Resources (if any):</td>
<td>$1500.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To educate and demonstrate</td>
<td>0 0 0</td>
</tr>
<tr>
<td>Actions/Tasks:</td>
<td>Identify model practices for communication campaign.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Build those practices into the communications plan.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Test components of the campaign on focus groups.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Implement the campaign.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evaluate the effectiveness of the campaign and make improvements as needed.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
XI. Description of Program Review Process in This Unit

Main Steps in the Process: On June 11, 2012 staff commenced with first workshop. On June 18, 2012 staff received the first draft of the “Program Review and Planning” worksheet, sections I through VI. On June 21, 2012, staff received the recommendations for modifications to the draft. On June 28, 2012 staff gathered to review information from the first workshop. Staff reviewed all 6 sections (I – VI) in order to make modifications. On July 2, 2012 we received revised document covering the first 6 sections and template to complete the process. By July 11, 2012 we submitted our inventory of forms, policy, procedures, and information documents in order to prepare for the second workshop on July 12, 2012.

Participants in the June 11, 2012 workshop are:
- Kim Garcia, Vice Chancellor of HR
- Sam Ho, Director of Employment Services
- Maricela Disch, Director of Employee Services
- Arleene Miranda, HR Specialist
- Eileen Luna, HR Specialist
- Elvira Valderrama, HR Specialist
- Samantha Vo, HR Technician I
- Sonya Solorzano, Employment Services Coordinator

On July 12, 2012, staff attended the second workshop to complete sections VII through XI. HR Participants in this workshop include:
- Kim Garcia, Vice Chancellor of HR
- Sam Ho, Director of Employment Services
- Arleene Miranda, HR Specialist
- Eileen Luna, HR Specialist
- Elvira Valderrama, HR Specialist
- Michelle McKay, Benefits Analyst
- Samantha Vo, HR Technician I
- Sonya Solorzano, Employment Services Coordinator

On July 25, 2012 staff received from Dr. Lee and the coordinating committee their recommendations for modifications to the draft. On July 28, 2012, staff submitted the revised draft accepting all modification recommendations.

Information Technology Systems Services
Support students and employees by providing District information and technology services.

Measures and Analysis

Effectiveness Measure A: Improve timeliness of initial response to a service request.

Results:
- Based upon district wide survey results, we are at 79% satisfaction.

Effectiveness Measure B: Improve the degree to which ITSS meets user’s needs.

Results:
- Based upon district wide survey results, we are currently at 14% negative responses.

Summary of Results

- The District Institutional Effectiveness Survey showed that there still exists confusion about the role of the Workforce Institute.

Vision

- Hire a permanent Chief Information Systems Officer (CISO) / Chief Technology Officer (CTO).
- Hire sufficient specialized permanent staff to meet the district’s technological needs.
- Establish a permanent location and data center where all ITSS personnel are in close proximity to the data center.
- Update all hardware and software support agreements to include 24x7, 4 hour response time.
- Acquire and assign latest/updated equipment to each ITSS staff member (iPads, smart phones, etc.).

Goals

Goal #1: Strengthen customer service.
Goal #2: Build and improve communications both internally and externally.
Goal #3: Create and implement the District Technology Master Plan.
San José/Evergreen Community College District
District Operations
Program Review and Planning, Summer 2012 Report

Unit: Information Technology System Service

I. Mission of Unit

Core Purpose: Support students and employees.

Core Business: Provide District information and technology services.

Mission Statement: Support students and employees by providing District information and technology services.

II. Brief Description of Unit

Main Functions:
Collect and disseminate information, maintain systems and maintain reliable access to District technology, communication, and information services.

Main Clientele(s): Students, Employees, External agencies

III. Unit’s Impact on the Colleges and the District

Principal relationships with other major District and College operations:

Contribution to District mission, vision, strategic directions, and/or goals:
Contribution to College mission, vision, strategic directions, and/or goals:

ITSS empowers all District wide technology services to function, which in turn supports all departments in their pursuit of District and College mission, vision and goals.

IV. Unit Outcomes/Objectives and Measures of Effectiveness

Effectiveness Measure A

Service Objective (What are you trying to do?) or Outcome (What will result from what you do?):

Improve timeliness of initial response to a service request.

Measure (What evidence will show how effective you are in accomplishing it?):

Increase satisfaction of average initial response time.
### Effectiveness Measure A

**Service** Objective (What are you trying to do?) or **Outcome** (What will result from what you do?):

Users will rate the timeliness of our initial response to service requests positively.

**Measure** (What evidence will show how effective you are in accomplishing it?):

Percentage of surveyed users who rate our initial response time as Excellent or Good.

**Assessment Method** (How will you obtain that evidence?):

District wide and TrackIt surveys.

**Criterion** (What level on this measure will signify sufficient effectiveness?):

By Spring 2013, 85% of surveyed users will rate our initial response time as Excellent or Good.

Clearly related to supporting the colleges in their missions, functions, and/or goals?  **X** Yes  **No**

### Effectiveness Measure B

**Service**  **Objective** (What are you trying to do?) or **Outcome** (What will result from what you do?):

Improve the degree to which ITSS meets user’s needs.

**Measure** (What evidence will show how effective you are in accomplishing it?):

Reduce the percentage of surveyed users who negatively rate the degree to which their needs are met.

**Assessment Method** (How will you obtain that evidence?):

District wide survey and internal Track-It survey (including students)

**Criterion** (What level on this measure will signify sufficient effectiveness?):

Negative responses should be 15% or less.

Clearly related to supporting the colleges in their missions, functions, and/or goals?  **X** Yes  **No**
Effectiveness Measure B

<table>
<thead>
<tr>
<th>Service</th>
<th>Objective (What are you trying to do?) or</th>
<th>Outcome (What will result from what you do?):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Users will rate the degree to which ITSS meets their needs positively.</td>
<td></td>
</tr>
</tbody>
</table>

Measure (What evidence will show how effective you are in accomplishing it?):

Percentage of surveyed users who rate our ability to meet their needs as Fair or Poor.

Assessment Method (How will you obtain that evidence?):

District wide and TrackIt surveys.

Criterion (What level on this measure will signify sufficient effectiveness?):

By Spring 2013, no more than 10% of surveyed users will rate our ability to meet their needs as Fair or Poor.

Clearly related to supporting the colleges in their missions, functions, and/or goals?  Yes  No

V.  External Factors: Opportunities and Challenges Outside the Unit

External opportunities that might lead to improvement in the unit:

Unfilled permanent staff vacancies; evaluate based upon departmental needs

External challenges, including constraints and requirements that might limit operations:

Lack of adequate funding
Staff training
Limited staffing
Improve both internal and external communications
Proposed reorganization of IT management and reporting structure

VI.  Progress Report on Last Cycle’s Unit Goals, Objectives, and Action Plans

None to report.
VII. Analysis and Evaluation

Effectiveness Measure A
- Results: based upon district wide survey results, we are at 79%.
- Conclusion (Was criterion met?): No. Work in progress.

Effectiveness Measure B
- Results: based upon district wide survey results, we are currently at 14% negative responses.
- Conclusion (Was criterion met?): No. Work in progress.

Applicable District wide survey results not already reported:

Interpretation: Implications of the assessment results, other evidence, external factors, and prior progress for improving or at least maintaining the unit’s effectiveness:

Unit strengths in light of the results and interpretation: ITSS staff members are stable, knowledgeable, and dependable.

Unit weaknesses in light of the results and interpretation: Lack of service level agreements.

VIII. Unit’s Three-to-Five-Year Vision

Main features of the unit as unit members would like it to be in three to five years:
1. Hire a permanent Chief Information Systems Officer (CISO) / Chief Technology Officer (CTO)
2. Hire sufficient specialized permanent staff to meet the district’s technological needs.
3. Establish a permanent location and data center where all ITSS personnel are in close proximity to the data center.
4. Update all hardware and software support agreements to include 24x7, 4 hour response time.
5. Acquire and assign latest/updated equipment to each ITSS staff member (iPads, smart phones, etc.)

IX. Other Pertinent Information

1. Compensation survey has not been updated or performed in 14 years for ITSS personnel and it is outdated.
2. ITSS has vacant positions which have not been filled for 4 years.
X. Unit Goals, Objectives, and Action Plans, with Resource Requests

- Be sure that every entry in these tables is demonstrably related to information presented in sections VI-VIII above.
- Enter the overall goals for the next three years in priority order, with Goal 1 being most important.
- For each goal, enter the measurable objectives or milestones that will mark progress toward the goal.
- For each objective, enter:
  - The overall priority of this objective among all unit objectives, regardless of goal
  - The person responsible for coordinating progress on this objective
  - The timeline for completing it
  - The resources (if any) necessary to achieve it, together with the rationale and cost/savings per year associated with each resource
  - A coherent set of specific actions, tasks, or steps that must be accomplished to achieve the objective
- Copy and paste as needed to add more goal and objective sections.
- See the Integrated Planning and Program Review Handbook for more detailed instructions.

Goal 1: Strengthen Customer Service

<table>
<thead>
<tr>
<th>Objective 1.1: Develop and implement Service Level Agreements (SLAs)</th>
<th>Overall Priority:</th>
<th>Person Responsible:</th>
<th>CTO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeline: Within one year.</td>
<td></td>
<td></td>
<td>Cost/Savings per Year (if any)</td>
</tr>
<tr>
<td>Resources (if any): None</td>
<td>Rationale for Resources (if any):</td>
<td>12-13</td>
<td>13-14</td>
</tr>
</tbody>
</table>

Actions/Tasks:
1. Educate and train ITSS staff members on the contents and usage of SLA(s).
2. Instruct and train end-users on the contents and usage of SLA(s).
<table>
<thead>
<tr>
<th>Objective 1.2: Hire vacant and new positions</th>
<th>Overall Priority:</th>
<th>Person Responsible:</th>
<th>CTO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeline: Within two years.</td>
<td>Cost/Savings per Year (if any)</td>
<td>12-13</td>
<td>13-14</td>
</tr>
<tr>
<td>Resources (if any): ≈ $1.2 million</td>
<td>Rationale for Resources (if any):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actions/Tasks:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establish a new permanent position of Network and Systems Manager</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establish a new permanent position of Network Engineer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establish a new permanent position of Help Desk Technician</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establish three new permanent positions of Applications Analyst</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establish a new permanent position of Web Master</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institute on-going training for all ITSS staff members.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective 1.3: <strong>Restore user groups for each Colleague functional area.</strong></th>
<th>Overall Priority:</th>
<th>Person Responsible:</th>
<th>CTO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeline: Within one year.</td>
<td>Cost/Savings per Year (if any)</td>
<td>12-13</td>
<td>13-14</td>
</tr>
<tr>
<td>Resources (if any): None</td>
<td>Rationale for Resources (if any):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actions/Tasks:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Create user groups.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Schedule regular meetings</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Goal 2: Build and improve communications both internally and externally.

#### Objective 2.1: Develop an internal communications plan.

<table>
<thead>
<tr>
<th>Overall Priority:</th>
<th>Person Responsible:</th>
<th>CTO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Timeline:</strong></td>
<td><strong>Within the next six months.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Resources (if any):</strong></td>
<td><strong>None</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Rationale for Resources (if any):**

**Actions/Tasks:**
1. Establish regular monthly interactive staff meetings.

2. Solicit agenda items from ITSS staff members in advance of the meeting.

#### Objective 2.2: Develop an external communications plan.

<table>
<thead>
<tr>
<th>Overall Priority:</th>
<th>Person Responsible:</th>
<th>CTO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Timeline:</strong></td>
<td><strong>Within the next six months.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Resources (if any):</strong></td>
<td><strong>None</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Rationale for Resources (if any):**

**Actions/Tasks:**
3. Establish regular meetings with each College’s technology staff in attendance.

4. Create and distribute a technology newsletter for all users and employees.
### Goal 3: Create and implement the District Technology Master Plan

<table>
<thead>
<tr>
<th>Objective 3.1: Analyze the District Technology Master Plan for possible impact on ITSS operations.</th>
<th>Overall Priority: Top or Highest!</th>
<th>Person Responsible: CTO (CampusWorks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeline: Three months for draft. Six months to 1 year for implementation.</td>
<td>Cost/Savings per Year (if any)</td>
<td>12-13 13-14 14-15</td>
</tr>
<tr>
<td>Resources (if any): Included in CampusWorks’ Contract</td>
<td>Rationale for Resources (if any):</td>
<td></td>
</tr>
<tr>
<td>Actions/Tasks:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Read the District Technology Master Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Create individual project plan(s)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
XI. Description of Program Review Process in This Unit

Main Steps in the Process:
1. Workshop #1
2. Homework
3. Workshop #2
4. Refining based upon feedback
5. Final submission of program review

Participants in the Process:

Dolly Zen, Applications Manager  
Barbara Fregona, Senior Applications Analyst  
Karolyn Nguyen, Senior Applications Analyst  
Kha Nguyen, Senior Systems Administrator  
David Lo, Lead Applications Analyst  
Reneé Lyons, Database Administrator  
Ernesto Bermudez, Network Technician  
Cathy Beyer, Senior Administrative Assistant  
Danny Hawkins, Senior Systems Administrator  
Irene Gutierrez, Senior Help Desk Technician  
William Wells, Help Desk Technician  
Elizabeth Juarez, Telecommunications Systems Technician

Plan for Future Program Review Cycles:
1. Annual Report, Spring 2013  
2. Annual Report, Spring 2014  
4. Three-year cycle will repeat thereafter
**Maintenance**
Meet operational needs; maintain all buildings/maintaining and servicing equipment and vehicles.

**Measures and Analysis**

Effectiveness Measure A: Clients will report less dissatisfaction with HVAC services.
- Results: Reduce the negative survey results to 50%. **44% of respondents were dissatisfied in Spring 2012 or Reduction of negative feedback by 10 percentage points each year for the next two years.**

Effectiveness Measure B: Work order completion will be improved.
- Results: Work orders will be completed in a timely manner. With a goal of 3 weeks or less. Currently we have 194 work orders and 90 are overdue.
- Conclusion (Was criterion met?): Back log report will be run in 4 months.

**Summary of Results**

**Vision**
- Improved communication, increased resources, budget, and training.

**Goals**
- Goal #1: Improve Work Order response time.
- Goal #2: Create a team building plan.
I. Mission of Unit

Core Purpose: Meet operational needs.

Core Business: Maintain all buildings/equipment and vehicles.

Mission Statement: Meet operation needs, maintain all buildings/maintaining and servicing equipment and vehicles.

II. Brief Description of Unit

Main Functions: Ensure a safe environment through maintenance & repairs of District property.

Main Clientele (s): All personnel; i.e., Faculty, Staff, Students and Visitors

III. Unit’s Impact on the Colleges and the District

Principal relationships with other major District and College operations: Provide support, interact & provide information.

Contribution to District mission, vision, strategic directions, and/or goals: Provide a safe work environment for all employees so that they can focus on pursuing the District and college mission, vision and goals.

Contribution to College mission, vision, strategic directions, and/or goals: Continue and ensure to keep the wellness of the environment in mind.

IV. Unit Outcomes/Objectives and Measures of Effectiveness

Effectiveness Measure A

Service Objective, What are you trying to do? or Outcome, What will result from what you do?:

Clients will report less dissatisfaction with HVAC services. Improve HVAC response time & performance.

Measure, What evidence will show how effective you are in accomplishing it?:

Percentage of negative feedback on HVAC services. Reduction of negative feedback on HVAC services.
### Effectiveness Measure B

**Service**

**Objective**, What are you trying to do? or **Outcome**, What will result from what you do?:

Work order completion will be improved. Improve work order response time and completion.

**Measure**, What evidence will show how effective you are in accomplishing it?:

Reduce back log and customer response to work orders not completed. Reduction of requestor negative feedback & back log.

**Assessment Method**, How will you obtain that evidence?:

Run back log report. District survey & work order system data analysis.

**Criterion**, What level on this measure will signify sufficient effectiveness?:

Reduce back logs overall in 2012-13, compared to 2011-12.

<table>
<thead>
<tr>
<th>Clearly related to supporting the colleges in their missions, functions, and/or goals?</th>
<th>X Yes</th>
<th>No</th>
</tr>
</thead>
</table>

---

### V. External Factors: Opportunities and Challenges Outside the Unit

External opportunities that might lead to improvement in the unit: Budget for training.

External challenges, including constraints and requirements that might limit operations: Budget & resources.

---

### VI. Progress Report on Last Cycle’s Unit Goals, Objectives, and Action Plans

---
VII. Analysis and Evaluation

Effectiveness Measure A
- Results: Reduce the negative survey results to 50%. 44% of respondents were dissatisfied in Spring 2012 or Reduction of negative feedback by 10 percentage points each year for the next two years.
- Conclusion (Was criterion met?): Will not have results until 2013 District survey results are in.

Effectiveness Measure B
- Results: Work orders will be completed in a timely manner. With a goal of 3 weeks or less. Currently we have 194 work orders and 90 are overdue.
- Conclusion (Was criterion met?): Back log report will be run in 4 months.

Effectiveness Measure C
- Results:
- Conclusion (Was criterion met?):

Applicable District-wide survey results not already reported:

Interpretation: Implications of the assessment results, other evidence, external factors, and prior progress for improving or at least maintaining the unit’s effectiveness: Need to prioritize Work Orders more efficiently & foster open communication rapport with requestors/clientele.

Unit strengths in light of the results and interpretation: Positive response to emergency situations, good team work, and one on one communication with requestor/s.

Unit weaknesses in light of the results and interpretation: Lack of budget, resources.

VIII. Unit's Three-to-Five-Year Vision

Main features of the unit as unit members would like it to be in three to five years: Improved communication, increased resources, budget, and training.

IX. Other Pertinent Information
X. Unit Goals, Objectives, and Action Plans, with Resource Requests

- Be sure that every entry in these tables is demonstrably related to information presented in sections VI-VIII above.
- Enter the overall goals for the next three years in priority order, with Goal 1 being most important.
- For each goal, enter the measurable objectives or milestones that will mark progress toward the goal.
- For each objective, enter:
  - The overall priority of this objective among all unit objectives, regardless of goal
  - The person responsible for coordinating progress on this objective
  - The timeline for completing it
  - The resources (if any) necessary to achieve it, together with the rationale and cost/savings per year associated with each resource
  - A coherent set of specific actions, tasks, or steps that must be accomplished to achieve the objective
- Copy and paste as needed to add more goal and objective sections.
- See the Integrated Planning and Program Review Handbook for more detailed instructions.

**Goal 1: Improve Work Order response time.**

<table>
<thead>
<tr>
<th>Objective 1.1: Communicate, plan, and work order execute procedure/s</th>
<th>Overall Priority:</th>
<th>Person Responsible: Gail Mathis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeline: 6 months</td>
<td>Cost/Savings per Year ,if any)</td>
<td>12-13 13-14 14-15</td>
</tr>
<tr>
<td>Resources ,if any):</td>
<td>Rationale for Resources ,if any):</td>
<td></td>
</tr>
<tr>
<td>Actions/Tasks: Make point of contact with work order requestor/s. Run quarterly reports.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective 1.2:</th>
<th>Overall Priority:</th>
<th>Person Responsible:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeline:</td>
<td>Cost/Savings per Year ,if any)</td>
<td>12-13 13-14 14-15</td>
</tr>
<tr>
<td>Resources ,if any):</td>
<td>Rationale for Resources ,if any):</td>
<td></td>
</tr>
<tr>
<td>Actions/Tasks:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Goal 2: Create a team building plan.

<table>
<thead>
<tr>
<th>Objective 2.1: Improve team communication within the department</th>
<th>Overall Priority:</th>
<th>Person Responsible: Gail Mathis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeline: 6 months</td>
<td>Cost/Savings per Year, if any)</td>
<td>12-13</td>
</tr>
<tr>
<td>Resources, if any): Human Resources</td>
<td>Rationale for Resources, if any):</td>
<td>$1,000.00</td>
</tr>
<tr>
<td></td>
<td>Provide team building training</td>
<td></td>
</tr>
<tr>
<td>Actions/Tasks:</td>
<td>Build team building spirit through intradepartmental events</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Team building training through Human Resources.</td>
<td></td>
</tr>
</tbody>
</table>
XI. Description of Program Review Process in This Unit

Main Steps in the Process: Attended both work shops

Participants in the Process:
Gail Mathis, Maintenance Supervisor
Mario Quinonez, Maintenance Worker
Ernesto Monarrez, Maintenance Worker
Emanuel Andrade, Maintenance Mechanic
Arnold Juntado, Electrician
Faustino Villa, HVAC
Rene Corral, HVAC
Randy Durbin, Painter
Peter Chiodo, Maintenance Worker
Jose Efren Valencia, Carpenter
Juan Olivas, Maintenance Worker
Jose Garza, Locksmith
Elaine Chapman, Senior Administrative Assistant

Plan for Future Program Review Cycles: Review program spring 2013 and 2014
Payroll

The Fiscal Services Team for San Jose/Evergreen Community College District is committed to provide expedient, accurate, transparent, and courteous fiscal services to our customers, inclusive of students and faculty, through teamwork employee empowerment, communication, and collaboration.

Measures and Analysis

Effectiveness Measure A: Improve the accuracy of payroll runs to avoid the need of manual corrections.
Results:

Effectiveness Measure B: Our customers will rate the overall quality of our services highly.
Results:
- Current survey has positive/negative ratio of 3.1.

Effectiveness Measure C: Our customers are confident with our security to protect employees’ identities.
Results:
- Current survey has positive/negative ratio of 10.6.

Summary of Results

Vision

- Allowing more online access, such as online tax status changes and Web time entry.
- Budget responsibilities of Assistant Director of Fiscal Services are reassigned so that Payroll department can be more innovative with new projects and other general operational improvements.
- Have a designated IT person to make payroll in Datatel more user-friendly.
- Reports in Datatel to have uniformity of data.
- Scanning W2’s and past timesheets to save space in warehouse and allow employees direct access.

Goals

Goal #1: Implement Web Time Entry.
Goal #2: Reduce the number of manual checks generated.
I. Mission of Unit

Core Purpose: To pay employees for services provided to District.

Core Business: Provide timely and accurate payroll management.

Mission Statement: The Fiscal Services Team for San Jose Evergreen Community College District is committed to provide expedient, accurate, transparent, and courteous fiscal services to our customers, inclusive of students and faculty, through team work, employee empowerment, communication, and collaboration.

II. Brief Description of Unit

Main Functions:
- Accurate computation of gross and net pay.
- Distribute employee compensation in accordance with published pay dates.
- Report regulatory tax withholding and retirement contributions.
- Coordinate with HR to adhere to district policy, the requirements of outside agencies and the Education Code.

Main Clientele(s): Districtwide employees.

III. Unit’s Impact on the Colleges and the District

Principal relationships with other major District and College operations:
- Human Resources, Campus Business Services and IT

Contribution to District mission, vision, strategic directions, and/or goals:
- Properly pay employees so that they can focus on the District’s mission, vision, strategic directions and/or goals.

Contribution to College mission, vision, strategic directions, and/or goals:
- Properly pay employees so that they can focus on College missions, vision, strategic directions and/or goals.
## IV. Unit Outcomes/Objectives and Measures of Effectiveness

### Effectiveness Measure A

<table>
<thead>
<tr>
<th>Service</th>
<th>Objective (What are you trying to do?) or Outcome (What will result from what you do?):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve the accuracy of payroll runs to avoid the need of manual corrections.</td>
<td></td>
</tr>
</tbody>
</table>

| Measure (What evidence will show how effective you are in accomplishing it?): |
| Evaluate FY to FY activity to determine whether the number of manual corrections has declined. |

| Assessment Method (How will you obtain that evidence?): |
| Annual review of Payroll register and Accounts Payable register. |

| Criterion (What level on this measure will signify sufficient effectiveness?): |
| 10% decrease from prior FY. |

| Clearly related to supporting the colleges in their missions, functions, and/or goals? | Yes | No |

### Effectiveness Measure B

<table>
<thead>
<tr>
<th>Service</th>
<th>Objective (What are you trying to do?) or Outcome (What will result from what you do?):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our customers will rate the overall quality of our services highly.</td>
<td></td>
</tr>
</tbody>
</table>

| Measure (What evidence will show how effective you are in accomplishing it?): |
| Proportion of service users who rate the overall quality of our services as good or excellent. |

| Assessment Method (How will you obtain that evidence?): |
| Districtwide survey |

| Criterion (What level on this measure will signify sufficient effectiveness?): |
| 4.0 positive/negative ratio by FYE 2012-2013 under “Overall Quality” |

| Clearly related to supporting the colleges in their missions, functions, and/or goals? | Yes | No |

### Effectiveness Measure C

<table>
<thead>
<tr>
<th>Service</th>
<th>Objective (What are you trying to do?) or Outcome (What will result from what you do?):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our customers are confident with our security to protect employees’ identities.</td>
<td></td>
</tr>
</tbody>
</table>
Measure (What evidence will show how effective you are in accomplishing it?):
Proportion of service users who agree or strongly agree with the statement, “I feel confident that my personal payroll information is handles securely and professionally.”

Assessment Method (How will you obtain that evidence?):
Districtwide survey

Criterion (What level on this measure will signify sufficient effectiveness?):
4.0 positive/negative ratio by FYE 2012-2013 under “Payroll Confident Secure”

Clearly related to supporting the colleges in their missions, functions, and/or goals?  X Yes  No

V. External Factors: Opportunities and Challenges Outside the Unit

External opportunities that might lead to improvement in the unit:
- Gradual evolution of web time entry (online timesheets).

External challenges, including constraints and requirements that might limit operations:
- Current staffing level is minimal, making resources to oversee and implement projects, such as training and implementing online timesheets, difficult.
- Late submittal of timesheets.

VI. Progress Report on Last Cycle’s Unit Goals, Objectives, and Action Plans

N/A

VII. Analysis and Evaluation

Effectiveness Measure A
- Results: 58 manual checks issued to employees during FY 2011-2012
- Conclusion (Was criterion met?): This is first year of analysis. Goal is to have a 10% reduction by FYE 2012-2013.

Effectiveness Measure B
- Results: Current survey has positive/negative ratio of 3.1
- Conclusion (Was criterion met?): Goal has not yet been met. Anticipated to meet criterion of 4.0 by FYE 2012-2013, as shown through the usage of District wide survey.

Effectiveness Measure C
- Results: Current survey has positive/negative ratio of 10.6
- Conclusion (Was criterion met?): Goal has been met. Continued goal is to maintain a minimum 4.0 positive/negative ratio into future FYs.

Applicable District wide survey results not already reported: None at this time.
Interpretation: Implications of the assessment results, other evidence, external factors, and prior progress for improving or at least maintaining the unit’s effectiveness:

Direct payroll staff over the last couple of FYs declined from 4.00 FTE to 2.00 FTE.

Reduce unnecessary manual checks due to late submittal of timesheets.

Reduce stale dated checks and the need to reissue due to lost or damaged pay checks.

Unit strengths in light of the results and interpretation:

Overall Quality is a very respectable positive/negative ratio of 3.1, considering the declined direct payroll staff over the last couple FYs from 4.00 FTE to 2.00 FTE.

Security of employees’ information is critical to Payroll. Positive/negative ratio of 10.6 is outstanding. Payroll would like to maintain a minimum positive/negative ratio of 4.0. Protection of employees’ identity is paramount.

Unit weaknesses in light of the results and interpretation:

With existing staffing levels, it is difficult to administer new projects that can perhaps improve Overall Quality rating, such as online time reporting, more user friendly reports, and other general operational improvements.

VIII. Unit’s Three-to-Five-Year Vision

Main features of the unit as unit members would like it to be in three to five years:

1. Allowing more online access, such as online tax status changes and Web time entry.
2. Budget responsibilities of Assistant Director of Fiscal Services are reassigned so that Payroll department can be more innovative with new projects and other general operational improvements.
3. Have a designated IT person to make payroll in Datatel more user-friendly.
4. Reports in Datatel to have uniformity of data.
5. Scanning W2’s and past timesheets to save space in warehouse and allow employees direct access.

IX. Other Pertinent Information
X. **Unit Goals, Objectives, and Action Plans, with Resource Requests**

- Be sure that every entry in these tables is demonstrably related to information presented in sections VI-VIII above.
- Enter the overall goals for the next three years in priority order, with Goal 1 being most important.
- For each goal, enter the measurable objectives or milestones that will mark progress toward the goal.
- For each objective, enter:
  - The overall priority of this objective among all unit objectives, regardless of goal
  - The person responsible for coordinating progress on this objective
  - The timeline for completing it
  - The resources (if any) necessary to achieve it, together with the rationale and cost/savings per year associated with each resource
  - A coherent set of specific actions, tasks, or steps that must be accomplished to achieve the objective
- Copy and paste as needed to add more goal and objective sections.
- See the *Integrated Planning and Program Review Handbook* for more detailed instructions.

<table>
<thead>
<tr>
<th>Goal 1: Implement Web Time Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 1.1:</strong> Provide support to develop the system.</td>
</tr>
<tr>
<td><strong>Timeline:</strong> In FY 2013 -2014</td>
</tr>
<tr>
<td>Resources (if any): Fund and hire Controller position</td>
</tr>
<tr>
<td>Create, fund and hire ITSS support staff assigned to Payroll at minimum 0.50 FTE</td>
</tr>
<tr>
<td>Rationale for Resources (if any): To reassign budget responsibilities to permit system development.</td>
</tr>
<tr>
<td>ITSS Analyst who understands capabilities of Payroll side of system so that Analyst can provide needed changes/implementation with quick turnaround time.</td>
</tr>
<tr>
<td>Actions/Tasks: Design system to calculate and flag discrepancies.</td>
</tr>
</tbody>
</table>


### Objective 1.2:
Pilot program to roll out web time entry. Start District Office staff and roll out to other departments.

<table>
<thead>
<tr>
<th>Overall Priority:</th>
<th>Person Responsible:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Anthony Oum, Connie Hilbert and Lan Bui</td>
</tr>
</tbody>
</table>

**Timeline:**
In FY 2013-2014.

**Cost/Savings per Year (if any):**
| 12-13 | 13-14 | 14-15 |

**Resources (if any):**
[Assumes Controller position has been funded and hired under 1.1]

<table>
<thead>
<tr>
<th>Rationale for Resources (if any):</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

**Actions/Tasks:**

### Objective 2.1:
Establish an enforcement mechanism for not meeting deadlines

<table>
<thead>
<tr>
<th>Overall Priority:</th>
<th>Person Responsible:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Anthony Oum</td>
</tr>
</tbody>
</table>

**Timeline:**
In FY 2012-2013

**Cost/Savings per Year (if any):**
| 12-13 | 13-14 | 14-15 |

**Resources (if any):**
Unknown at this time.

<table>
<thead>
<tr>
<th>Rationale for Resources (if any):</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

**Actions/Tasks:**

Research enforcement or incentive mechanisms used at other community colleges. After appropriate consultation, adopt a mechanism that meets SJ ECCD needs. Evaluate the effectiveness of the mechanism, and make modifications as needed.
<table>
<thead>
<tr>
<th>Objective 2.2:</th>
<th>Overall Priority: 4</th>
<th>Person Responsible: Connie Hilbert</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reduce our error rate</td>
<td>Cost/Savings per Year (if any)</td>
<td>12-13 13-14 14-15</td>
</tr>
<tr>
<td>Timeline:</td>
<td>Implementation of web time entry (see Objective 1.1).</td>
<td></td>
</tr>
<tr>
<td>In FY 2012-2013</td>
<td>Resources (if any):</td>
<td></td>
</tr>
<tr>
<td>Actions/Tasks:</td>
<td>Rationale for Resources (if any):</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective 2.3:</th>
<th>Overall Priority: 4</th>
<th>Person Responsible: Connie Hilbert and Lan Bui</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase direct deposit enrollment to all staff</td>
<td>Cost/Savings per Year (if any)</td>
<td>12-13 13-14 14-15</td>
</tr>
<tr>
<td>Timeline:</td>
<td>Resources (if any):</td>
<td></td>
</tr>
<tr>
<td>In FY 2012-2013</td>
<td>Rationale for Resources (if any):</td>
<td>0 0 0</td>
</tr>
<tr>
<td>Actions/Tasks:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Form already exists, however option needs to be offered to all levels of employees.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
XI. Description of Program Review Process in This Unit

Main Steps in the Process:

1. Workshop I
2. Refined data and develop Sections I - VI
3. Sent draft to HR/Matthew Lee
4. Received revisions and suggestions from HR/Matthew Lee
5. Incorporated revisions and suggestions
6. Sent to listed participants below for final review before Workshop II
7. Workshop II
8. Refined data and develop Sections VII – XI
9. Send draft to HR/Matthew Lee
10. Incorporate revisions and suggestions
11. Send to listed participants below for final review
12. Final submission

Participants in the Process:

Anthony Oum, Assistant Director of Fiscal Services
Connie Hilbert, Payroll Coordinator
Lan Bui, Senior Accounting Technician

Plan for Future Program Review Cycles:
Police

The mission of the San Jose/Evergreen District Police Department, in partnership with the community, is to deliver quality service with commitment, compassion, and professionalism. This provides a safe and secure environment, ensuring a better quality of life. We accomplish this through knowledge, integrity, and high ethical standards.

Measures and Analysis

Effectiveness Measure A: Personnel will rate the consistency and clarity of police procedures being provided by police personnel positively.

Results:
- 72% of District wide survey respondents rated the clarity and consistency of Police Procedures as Excellent or Good in Spring 2012.

Effectiveness Measure B: Provide better opportunities for District community to avail themselves of safety and law enforcement workshops.

Results:
- Not yet available; survey has not yet been developed.

Effectiveness Measure C: Decrease reported crimes on the campuses.

Results:
- 200 total crimes were reported in 2011.

Summary of Results

* Crime statistics have fluctuated in recent years instead of showing a decrease in crime.

* Budget constraints have adversely affected the Police Department’s ability to allocate resources to help educate District community.

* Lack of police staffing has hindered the Police Department’s ability to show more presence and thus take a more active role in crime suppression.

Vision

- Fully-staffed, 24/7 police operation; Staffing will include a F/T Records Coordinator, Two (2) additional police officers, one (1) line supervisor (Lieutenant) per shift, and two (2) Dispatchers per shift. In addition, the flexibility not only to train the personnel initially, but to continue in-service training and updated refresher courses. Also, the ability to keep necessary equipment updated and serviceable as needed.

Goals

Goal #1: Provide better opportunities for the District Community to participate in campus safety and law enforcement educational workshops.

Goal #2: Decrease crime on campus.

Goal #3: Improve community relations
I. Mission of Unit

Core Purpose:
- Provide Safety and build Trust within the Community

Core Business:
- Have a Compassionate Understanding for the specific safety needs of the Community

Mission Statement: The mission of the San José/Evergreen District Police Department, in partnership with the community, is to deliver quality service with commitment, compassion, and professionalism. This provides a safe and secure environment, ensuring a better quality of life. We accomplish this through knowledge, integrity, and high ethical standards.

II. Brief Description of Unit

Main Functions: Protect life and property of the College Communities, the District Office, and Adjacent Neighborhoods

Main Clientele(s): College District Community and adjacent San Jose Neighborhoods

III. Unit’s Impact on the Colleges and the District

Principal relationships with other major District and College operations:

Internal: Chancellor’s Office; President’s Offices; VPs Offices for Student Affairs; Counseling; DSP; Health Services; Maintenance; Office of Student Life;

External: Mutual Aid of law enforcement services, sharing of Intelligence / Information with other District Law Enforcement on Shared Issues; Coordinate Law Enforcement Activities with Municipal/County Agencies, Courts and the District Attorney’s Office.

Contribution to District mission, vision, strategic directions, and/or goals:

The Police Department’s values of compassion, ethics and integrity foster the District’s goals of equity, social justice and opportunity for members of the community;

Assist in providing for a student-centered approach to campus safety through effective community policing by: Empowering the community the ability of empowerment to determine their own safety requirements and formulate ideal solutions to these issues;
Building better dialogues and cooperation with the Police Department in developing the responses to these requirements;

Contribution to College mission, vision, strategic directions, and/or goals:
Improving campus safety will facilitate student success by minimizing safety threats on campus thus developing a heightened sense of security and well-being among students

IV. **Unit Outcomes/Objectives and Measures of Effectiveness**

<table>
<thead>
<tr>
<th>Effectiveness Measure A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Service</strong></td>
</tr>
<tr>
<td>Personnel will rate the consistency and clarity of police procedures being provided by police personnel positively</td>
</tr>
<tr>
<td><strong>Measure</strong> (What evidence will show how effective you are in accomplishing it?):</td>
</tr>
<tr>
<td>Percentage of surveyed users who rate the consistency and clarity of our procedures as <em>Excellent</em> or <em>Good</em></td>
</tr>
<tr>
<td><strong>Assessment Method</strong> (How will you obtain that evidence?):</td>
</tr>
<tr>
<td>District-wide survey</td>
</tr>
<tr>
<td><strong>Criterion</strong> (What level on this measure will signify sufficient effectiveness?):</td>
</tr>
<tr>
<td>By Spring 2013, 80% of surveyed users will rate our initial response as <em>Excellent</em> or <em>Good</em></td>
</tr>
<tr>
<td>Clearly related to supporting the colleges in their missions, functions, and/or goals?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effectiveness Measure B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Service</strong></td>
</tr>
<tr>
<td>Provide better opportunities for the District community to avail themselves of safety and law enforcement workshops</td>
</tr>
<tr>
<td><strong>Measure</strong> (What evidence will show how effective you are in accomplishing it?):</td>
</tr>
<tr>
<td>Percentage of District members who report that they have received adequate information on campus safety and law enforcement programs</td>
</tr>
<tr>
<td><strong>Assessment Method</strong> (How will you obtain that evidence?):</td>
</tr>
<tr>
<td>Future annual survey questions, asked of both District personnel and students</td>
</tr>
<tr>
<td><strong>Criterion</strong> (What level on this measure will signify sufficient effectiveness?):</td>
</tr>
<tr>
<td>By Spring 2013, 80% of surveyed students and District personnel will agree or strongly agree that they have received adequate information on campus safety and law enforcement programs</td>
</tr>
<tr>
<td>Clearly related to supporting the colleges in their missions, functions, and/or goals?</td>
</tr>
</tbody>
</table>
Effectiveness Measure C

<table>
<thead>
<tr>
<th>Service</th>
<th>Objective (What are you trying to do?) or Outcome (What will result from what you do?):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decrease reported crimes on the campuses</td>
<td></td>
</tr>
</tbody>
</table>

Measure (What evidence will show how effective you are in accomplishing it?):

Number of reported crimes by classification

Assessment Method (How will you obtain that evidence?):

CAD crime data statistics

Criterion (What level on this measure will signify sufficient effectiveness?):

Reduce reported total reported crimes from 200 in 2011 to no more than 150 in 2012

Clearly related to supporting the colleges in their missions, functions, and/or goals?  Yes  No

V. External Factors: Opportunities and Challenges Outside the Unit

External opportunities that might lead to improvement in the unit:
* Large pool of trained candidates from police academies
* City layoffs of its trained police personnel
* District commitment in support of public safety
* Federal, State and local Grants providing for personnel funding

External challenges, including constraints and requirements that might limit operations:
* State budget decrease
* Municipal police cutbacks lessen District PD’s ability to become proactive around the adjacent communities

VI. Progress Report on Last Cycle’s Unit Goals, Objectives, and Action Plans

N/A

VII. Analysis and Evaluation

Effectiveness Measure A
- Results: 72% of District wide survey respondents rated the clarity and consistency of Police Procedures as Excellent or Good in Spring 2012.
- Conclusion (Was criterion met?): 2011-2012 is a baseline year, and 80% criterion has not yet been met.

Effectiveness Measure B
- Results: Not yet available; survey has not yet been developed.
- Conclusion (Was criterion met?): We will not know until the survey is developed and administered in Spring 2013.
Effectiveness Measure C

- Results: 200 total crimes were reported in 2011.
- Conclusion (Was criterion met?): 2011 is a baseline year; we will not know 2012 results until 2013.

Applicable District wide survey results not already reported:

Interpretation: Implications of the assessment results, other evidence, external factors, and prior progress for improving or at least maintaining the unit’s performance:

*Crime statistics have fluctuated in recent years instead of showing a decrease in crime.
*Budget constraints have adversely affected the Police Department’s ability to allocate resources to help educate District community.
*Lack of police staffing has hindered the Police Department’s ability to show more presence and thus take a more active role in crime suppression.

Unit strengths in light of the results and interpretation:
*Ability to achieve goal given limited resources
*Ability to communicate effectively with a wide variety of individuals
*Flexibility in using limited resources to achieve a presence in the community

Unit weaknesses in light of the results and interpretation:
*Due to understaffing, crime suppression is not at optimal levels, which yields higher crime rates
*Due to budget cuts, the Police Department is unable to adequately provide the District community with consistent community and law enforcement workshops/information
*A lack of staffing has adversely affected the pro-activity and availability of police services in the community
*Community demands for police services results in forced overtime due to mandated responsibilities, resulting in higher police expenditure beyond what the District provides the Department

VIII. Unit’s Three-to-Five-Year Vision

Main features of the unit as unit members would like it to be in three to five years:
Fully-staffed, 24/7 police operation; Staffing will include a F/T Records Coordinator, Two (2) additional police officers, one (1) line supervisor (Lieutenant) per shift, and two (2) Dispatchers per shift. In addition, the flexibility not only to train the personnel initially, but to continue in-service training and updated refresher courses. Also, the ability to keep necessary equipment updated and serviceable as needed.

IX. Other Pertinent Information

It is the objective of the District Police Department to ensure safety to the community by providing professional and personalized police services as best as possible. We a collectively committed to this goal.
X. Unit Goals, Objectives, and Action Plans, with Resource Requests

- Be sure that every entry in these tables is demonstrably related to information presented in sections VI-VIII above.
- Enter the overall goals for the next three years in priority order, with Goal 1 being most important.
- For each goal, enter the measurable objectives or milestones that will mark progress toward the goal.
- For each objective, enter:
  - The overall priority of this objective among all unit objectives, regardless of goal
  - The person responsible for coordinating progress on this objective
  - The timeline for completing it
  - The resources (if any) necessary to achieve it, together with the rationale and cost/savings per year associated with each resource
  - A coherent set of specific actions, tasks, or steps that must be accomplished to achieve the objective
- Copy and paste as needed to add more goal and objective sections.
- See the *Integrated Planning and Program Review Handbook* for more detailed instructions.

| Goal 1: Provide better opportunities for the District Community to participate in campus safety and law enforcement educational workshops |
|---|---|---|
| Objective 1.1: Provide “Campus Safety Orientation” to students and staff every semester | Overall Priority: To provide general safety information to students | Person Responsible: Chief Aguirre and entire Department staff |
| | | |
| Timeline: Fall semester 2012 | Cost/Savings per Year (if any) 12-13 13-14 14-15 |
| Resources (if any): Police staff to serve as resource persons/speakers | Rationale for Resources (if any): Expertise in the field of public safety |
| Actions/Tasks: Evaluate effectiveness of programs and make modifications as needed |
**Objective 1.2:**
Provide District community with information through documents in printed and email form to ensure better personal safety on and off campus

<table>
<thead>
<tr>
<th>Overall Priority:</th>
<th>Person Responsible:</th>
</tr>
</thead>
<tbody>
<tr>
<td>To empower community to have the information to make sound safety decisions</td>
<td>Chief Aguirre and entire Department staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Timeline:</th>
<th>Cost/Savings per Year (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall semester 2012</td>
<td>12-13 13-14 14-15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources (if any):</th>
<th>Rationale for Resources (if any):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase of flyers/brochures/print of information on website</td>
<td>To spread the information</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actions/Tasks:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distribute booklets/flyers.</td>
</tr>
<tr>
<td>Evaluate the effectiveness of the booklets/flyers and make modifications as needed.</td>
</tr>
</tbody>
</table>

**Goal 2: Decrease crime on campus**

**Objective 2.1:**
Increase police personnel presence throughout the District

<table>
<thead>
<tr>
<th>Overall Priority:</th>
<th>Person Responsible:</th>
</tr>
</thead>
<tbody>
<tr>
<td>More uniformed presence will act as crime deterrence and quicker response times to calls</td>
<td>Chief Aguirre, President Yong, Chancellor Cepeda and Executive Team</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Timeline:</th>
<th>Cost/Savings per Year (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year</td>
<td>12-13 13-14 14-15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources (if any):</th>
<th>Rationale for Resources (if any):</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Hiring committees for additional police officer positions</td>
<td>Committees will facilitate the hiring process for new police positions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actions/Tasks:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reorganize the Police Department in prioritizing the need for sworn police personnel vs. non-sworn in order to meet the community’s demands for added police presence.</td>
</tr>
<tr>
<td>Reorganize the Police Department so that such moves maximize expenditure for these additional positions with the increased scope of work and responsibilities sworn positions can assume</td>
</tr>
<tr>
<td>Objective 2.2: Provide education to District community regarding crime reporting procedures</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Timeline: Fall semester 2012</td>
</tr>
<tr>
<td>Resources (if any): District Police Department staff members</td>
</tr>
<tr>
<td>Actions/Tasks: Add information at Campus Safety Orientation presentation; therefore providing instruction on necessary information required for reporting of crimes</td>
</tr>
</tbody>
</table>

**Goal 3: Improve Community relations**

<table>
<thead>
<tr>
<th>Objective 3.1: Improve customer service through Department personnel training and workshop attendance</th>
<th>Overall Priority: To ensure higher level of customer satisfaction</th>
<th>Person Responsible: Chief Aguirre and entire Department staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeline: 6 months</td>
<td>Cost/Savings per Year (if any) 12-13 13-14 14-15</td>
<td></td>
</tr>
<tr>
<td>Resources (if any): Training within and outside the District</td>
<td>Rationale for Resources (if any): Customer service experts</td>
<td></td>
</tr>
<tr>
<td>Actions/Tasks: Evaluate effectiveness of programs and make modifications as needed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective 3.2: Decrease response times for calls</td>
<td>Overall Priority: Suppress/deter crimes before they occur and give the community a higher level of confidence for the Police Department</td>
<td>Person Responsible: Chief Aguirre and entire Department staff</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Timeline: 1 year</td>
<td>Cost/Savings per Year (if any)</td>
<td>12-13 13-14 14-15</td>
</tr>
<tr>
<td>Resources (if any): Increase Department personnel (i.e. police officers, CSOs, and Dispatchers)</td>
<td>Rationale for Resources (if any):</td>
<td></td>
</tr>
<tr>
<td>Actions/Tasks: Get collective agreement from the District leadership on the need to urgently increase staffing levels. Embark on a hiring campaign to attract as many best-suited candidates as possible who can become integral in team’s collective effort to professionalize services</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
XI. Description of Program Review Process in This Unit

Main Steps in the Process:
Workshop 1
Homework: Research and development of Plans
Workshop 2
Homework: Refinement of Plans
Final Submission

Participants in the Process:
Ray Aguirre, Chief of Police
Cynthia Tejero, Dispatch and Records Coordinator
Joshua Lewis, Officer
Eric Burton, Officer
Thinh Khuc, Officer, Traffic & Campus Services
Rodrigo Valle, Dispatcher

Plan for Future Program Review Cycles:
Three year cycle will repeat thereafter
Purchasing/Warehouse

The Fiscal Services Team for San Jose/Evergreen Community College District is committed to provide expedient, accurate, transparent, and courteous fiscal services to our customers, inclusive of students and faculty, through teamwork employee empowerment, communication, and collaboration.

Measures and Analysis

Effectiveness Measure A: Personnel will rate the clarity and consistency of our procedures positively.
- Current result is 2.6 positive/negative ratio based on latest District-wide survey results.

Effectiveness Measure B: Purchasing approval time.
- Current results is 1.4 positive/negative ratio based on latest District-wide survey result.

Effectiveness Measure C: Our customers are confident with our security to protect employees’ identities.
Results:
- Current result is 4.6 positive/negative ratio based on latest District-wide survey results.

Summary of Results

Direct purchasing staff over the last couple of FYs declined from 4.00 FTE to 2.00 FTE.

Vision

- Budget responsibilities of Assistant Director of Fiscal Services are reassigned so that Purchasing/Warehouse department can be more innovative with new projects and other general operational improvements.
- Full staff in Purchasing.
- Surplus reduction.
- Implementation of commodity codes and more robust information in vendor database.
- Implementation of scanning for attachments to POs, W-9s, Business Enterprise Certification (BEC), certificate of liability insurance and other contracts and miscellaneous forms.

Goals

Goal #1: Update and clarify policies and procedures.
Goal #2: Train requestors.
**San José/Evergreen Community College District**  
**Unit:**  
**District Operations**  
**Purchasing-Warehouse**  
**Program Review and Planning, Summer 2012**

---

### I. Mission of Unit

**Core Purpose:** To procure goods and services for the District so that employees can meet their objectives and goals.

**Core Business:** Provide Districtwide procurement services and logistical support.

**Mission Statement:** The Fiscal Services Team for San Jose Evergreen Community College District is committed to provide expedient, accurate, transparent, and courteous fiscal services to our customers, inclusive of students and faculty, through team work, employee empowerment, communication, and collaboration.

---

### II. Brief Description of Unit

**Main Functions:**
- Interpret California Education Code, Public Contract Code, Administrative Procedures
- Communicate and coordinate with internal customers (employees) and external customers (vendors) promoting sound business practices, conducted with fairness, dignity, honesty and truth in buying.
- Facilitate procurement process so that the District adheres to multiple laws, rules and regulations.
- Customer service
- Procurement of goods and services
- Receiving, delivering and storage of goods in a secure but accessible fashion.

**Main Clientele(s):**
- Vendor relationships - external
- Departments/divisions administrative staff and managers - internal

---

### III. Unit’s Impact on the Colleges and the District

**Principal relationships with other major District and College operations:**
- Districtwide procurement
- Collaboration with Accounting so that payments are made timely and recordkeeping is transparent.

**Contribution to District mission, vision, strategic directions, and/or goals:**
- Properly procure goods and services so that employees can focus on District’s mission, vision, strategic directions and/or goals.

**Contribution to College mission, vision, strategic directions, and/or goals:**
- Properly procure goods and services so that employees can focus on the colleges’ missions, vision, strategic directions and/or goals.
### Effectiveness Measure A

<table>
<thead>
<tr>
<th>Service</th>
<th>Objective (What are you trying to do?) or <strong>Outcome</strong> (What will result from what you do?):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Personnel will rate the clarity and consistency of our procedures positively.</td>
</tr>
</tbody>
</table>

**Measure** (What evidence will show how effective you are in accomplishing it?):

Proportion of personnel who rate clarity and consistency of our procedures as Excellent or Good.

**Assessment Method** (How will you obtain that evidence?):

Districtwide survey

**Criterion** (What level on this measure will signify sufficient effectiveness?):

4.0 positive to negative ratio by FYE 2012-2013

Clearly related to supporting the colleges in their missions, functions, and/or goals?  

<table>
<thead>
<tr>
<th></th>
<th><strong>Yes</strong></th>
<th><strong>No</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Effectiveness Measure B</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Service</th>
<th><strong>Objective</strong> (What are you trying to do?) or <strong>Outcome</strong> (What will result from what you do?):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Purchasing Approval Time</td>
</tr>
</tbody>
</table>

**Measure** (What evidence will show how effective you are in accomplishing it?):

Using survey measure.

**Assessment Method** (How will you obtain that evidence?):

Districtwide survey

**Criterion** (What level on this measure will signify sufficient effectiveness?):

3.0 positive/negative ratio by FYE 2012-2013

Clearly related to supporting the colleges in their missions, functions, and/or goals?  

<table>
<thead>
<tr>
<th></th>
<th><strong>Yes</strong></th>
<th><strong>No</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Effectiveness Measure C</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Service</th>
<th><strong>Objective</strong> (What are you trying to do?) or <strong>Outcome</strong> (What will result from what you do?):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Customers will perceive the overall quality of our services positively.</td>
</tr>
</tbody>
</table>

**Measure** (What evidence will show how effective you are in accomplishing it?):

Using survey measure
Assessment Method (How will you obtain that evidence?):
Districtwide survey

Criterion (What level on this measure will signify sufficient effectiveness?):
4.0 positive/negative ratio

Clearly related to supporting the colleges in their missions, functions, and/or goals?  X Yes  ☐ No

V. External Factors: Opportunities and Challenges Outside the Unit

External opportunities that might lead to improvement in the unit:
- Another purchasing agent (using Measure G 2010)
- Implementing special projects to streamline operations.

External challenges, including constraints and requirements that might limit operations:
- Understaffed to take and implement special projects
- Untimely or last-minute requests due to lack of planning by requesting department.
- Delay in the routing of supporting documentation by initiator of requisition.
- Space constraints
- Lack of follow-through from other departments
- Budget constraints

VI. Progress Report on Last Cycle’s Unit Goals, Objectives, and Action Plans

N/A

VII. Analysis and Evaluation

Effectiveness Measure A
- Results: Current result is 2.6 positive/negative ratio based on latest Districtwide survey results.
- Conclusion (Was criterion met?): Goal has not yet been met. Anticipate meeting criterion by FYE 2012-2013, as shown through the usage of Districtwide survey.

Effectiveness Measure B
- Results: Current results is 1.4 positive/negative ratio based on latest Districtwide survey result.
- Conclusion (Was criterion met?): Goal has not yet been met. Anticipate meeting criterion by FYE 2012-2013, as shown through the usage of Districtwide survey. However, to better identify delay in the conversion of encumbrances from perspective of campus versus DO Purchasing, are delays due to:
  1. Routing of supporting documentation such as quotes, contracts and invoices from initiator to Purchasing
  2. Approval queue in Datatel
  3. Insufficient budget to support encumbrance which may involve Budget Transfers/Journal Vouchers

Above issues will add on to the delay of encumbrances, however it is not within the control of Purchasing.
Effectiveness Measure C

- Results: Current result is 4.6 positive/negative ratio based on latest Districtwide survey results.
- Conclusion (Was criterion met?): Goal has been met. Continued goal is to maintain a minimum 4.0 positive/negative ratio into future FYs.

Applicable Districtwide survey results not already reported:

Questions are more centered to Purchasing. Warehouse seems to be excluded in survey results.

Interpretation: Implications of the assessment results, other evidence, external factors, and prior progress for improving or at least maintaining the unit’s effectiveness:

Direct purchasing staff over the last couple of FYs declined from 4.00 FTE to 2.00 FTE. Need occasional departmental meetings.

Updating Public Folders.

Unit strengths in light of the results and interpretation:

1. Overall Quality currently reflects a positive/negative ratio of 4.6, which is strong considering the direct purchasing staff, has declined over the last couple of FYs from 4.00 FTE to 2.00 FTE.
2. Thoroughness of the implementation of the purchasing warehouse procedures
3. Commitment to getting work done in a timely and effective manner.
4. Customer Service
5. Surplus sales (such as yard sales, internet sales and recycling) generate income for the District and being environmental responsible.

Unit weaknesses in light of the results and interpretation:

1. Staffing level is lower than past FYs which may contribute to positive/negative ratio of 2.6 under Clarity & Consistency of Procedures. Current personnel resources are limited, so that there is less training and staff assistance for new hires and light users.
2. Due to limited direct purchasing staff, implementation of new projects and operational improvements is difficult.

VIII. Unit’s Three-to-Five-Year Vision

Main features of the unit as unit members would like it to be in three to five years:

1. Budget responsibilities of Assistant Director of Fiscal Services are reassigned so that Purchasing/Warehouse department can be more innovative with new projects and other general operational improvements.
2. Full staff in Purchasing.
4. Implementation of commodity codes and more robust information in vendor database.
5. Implementation of scanning for attachments to POs, W-9s, Business Enterprise Certification (BEC), certificate of liability insurance and other contracts and miscellaneous forms.

IX. Other Pertinent Information

Implementation of inventory software. Training on newly acquired software is scheduled for Tuesday, July 17th and Wednesday, July 18th. Staff time is limited to make sure this is successfully implemented.
X. Unit Goals, Objectives, and Action Plans, with Resource Requests

- Be sure that every entry in these tables is demonstrably related to information presented in sections VI-VIII above.
- Enter the overall goals for the next three years in priority order, with Goal 1 being most important.
- For each goal, enter the measurable objectives or milestones that will mark progress toward the goal.
- For each objective, enter:
  - The overall priority of this objective among all unit objectives, regardless of goal
  - The person responsible for coordinating progress on this objective
  - The timeline for completing it
  - The resources (if any) necessary to achieve it, together with the rationale and cost/savings per year associated with each resource
  - A coherent set of specific actions, tasks, or steps that must be accomplished to achieve the objective
- Copy and paste as needed to add more goal and objective sections.
- See the Integrated Planning and Program Review Handbook for more detailed instructions.

Goal 1: Update and clarify policies and procedures.

<table>
<thead>
<tr>
<th>Objective 1.1: Provide support to update policies and procedures</th>
<th>Overall Priority: 1</th>
<th>Person Responsible: Anthony Oum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeline: In FY 2013-2014</td>
<td>Cost/Savings per Year (if any)</td>
<td></td>
</tr>
<tr>
<td>Resources (if any): Fund and hire Controller position</td>
<td>Rationale for Resources (if any): To reassign budget responsibilities to permit more time for updating policies and procedures.</td>
<td></td>
</tr>
<tr>
<td>Actions/Tasks: Streamline policies and procedures to make more user friendly</td>
<td>Cost</td>
<td>Cost</td>
</tr>
<tr>
<td></td>
<td>12-13</td>
<td>13-14</td>
</tr>
</tbody>
</table>
### Objective 1.2:

Stay current on rules and regulations through training and networking opportunities with other community college districts.

**Overall Priority:** 3

**Person Responsible:** Anthony Oum, Peggy Graham and Carlos Marques

**Timeline:**

FY 2012-2013

**Cost/Savings per Year (if any):**

<table>
<thead>
<tr>
<th>Year</th>
<th>12-13</th>
<th>13-14</th>
<th>14-15</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Resources (if any):**

Conferences, workshops, training

**Rationale for Resources (if any):**

Staff need regular outside training on changing rules and regulations.

<table>
<thead>
<tr>
<th>Year</th>
<th>5K (Cost)</th>
<th>5K (Cost)</th>
<th>5K (Cost)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Actions/Tasks:**

Purchasing personnel to attend annual networking opportunities such as CASBO, CAPPO, FCCC, etc.

---

### Goal 2: Train requestors

### Objective 2.1:

Provide training to new hires. Refresher courses to light users.

**Overall Priority:** 2

**Person Responsible:** Carlos Marques and Peggy Graham

**Timeline:**

In FY 2013-2014

**Cost/Savings per Year (if any):**

<table>
<thead>
<tr>
<th>Year</th>
<th>12-13</th>
<th>13-14</th>
<th>14-15</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Resources (if any):**

Hiring of new Purchasing Agent at 0.80 FTE

**Rationale for Resources (if any):**

80K (Cost) 80K (Cost) 80K (Cost)

**Actions/Tasks:**

This new position will reduce some of the workload on current staff level of 2.00 FTE, allowing time to conduct trainings.
<table>
<thead>
<tr>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 2.2:</td>
<td>Annual training for approvers</td>
</tr>
<tr>
<td>Overall Priority:</td>
<td>3</td>
</tr>
<tr>
<td>Person Responsible:</td>
<td>Anthony Oum</td>
</tr>
<tr>
<td>Timeline:</td>
<td>In FY 2013-2014</td>
</tr>
<tr>
<td>Cost/Savings per Year</td>
<td>12-13 13-14 14-15</td>
</tr>
<tr>
<td>Resources (if any):</td>
<td>Review other Datatel campuses</td>
</tr>
<tr>
<td>Rationale for Resources</td>
<td>To properly route approval path in Datatel</td>
</tr>
<tr>
<td>Resources (if any):</td>
<td>0 0 0</td>
</tr>
<tr>
<td>Actions/Tasks:</td>
<td>Evaluate other Datatel campuses to see if approval can be more robust.</td>
</tr>
</tbody>
</table>
XI. Description of Program Review Process in This Unit

Main Steps in the Process:

1. Workshop I
2. Refined data and develop Sections I - VI
3. Sent draft to HR/Matthew Lee
4. Received revisions and suggestions from HR/Matthew Lee
5. Incorporated revisions and suggestions
6. Sent to listed participants below for final review before Workshop II
7. Workshop II
8. Refined data and develop Sections VII – XI
9. Send draft to HR/Matthew Lee
10. Incorporate revisions and suggestions.
11. Send to listed participants below for final review.
12. Final submission.

Participants in the Process:

Anthony Oum , Assistant Director of Fiscal Services
Peggy Graham, Purchasing Agent
Carlos Marques, Purchasing Agent
Steve Hulse, Warehouse/Distribution Coordinator
Luis Juarez , Warehouse/Distribution Specialist II

Plan for Future Program Review Cycles:
Reprographics
Enable campuses to serve students by providing quality duplicating, mail and graphics design – in a timely fashion.

Measures and Analysis

Effectiveness Measure A: High proportion of incoming jobs having deadlines met.

Results:
• Data suggests fewer than one-in-twenty did not meet deadline (at least 95% deadline met).

Effectiveness Measure B: To provide quality reprographics services satisfactory to our customers.

Results:
• No customer complaints during the period tracked suggests that a high percentage of satisfaction.

Summary of Results

Vision

• Bigger staff; up-to-date technology and equipment.

Goals

Goal #1: Improve customer service during all hours of operation.
Goal #2: Develop a self-evaluation process.
I. **Mission of Unit**

Core Purpose: Enable campuses to serve students  

Core Business: Provide quality duplicating, mail and design services.  

Mission Statement: Enable campuses to serve students by providing quality duplicating, mail and graphics design in a timely fashion.

II. **Brief Description of Unit**

Main Functions: Duplicating, finishing, graphic design & mailing services  

Main Clientele(s): Faculty, staff, administration and students (everyone)

III. **Unit’s Impact on the Colleges and the District**

Principal relationships with other major District and College operations: Material support for all departments.  

Contribution to District mission, vision, strategic directions, and/or goals:  

Support our diverse student population by producing printed materials for class, and providing design and mailing services.  

Contribution to College mission, vision, strategic directions, and/or goals:  

Production of materials for curriculum and programs, enabling completion of educational goals and, consequently, student success.

IV. **Unit Outcomes/Objectives and Measures of Effectiveness**

**Effectiveness Measure A**  

Service [ ] Objective (What are you trying to do?) or [x] Outcome (What will result from what you do?):  

High proportion of incoming jobs having deadlines met.
Measure (What evidence will show how effective you are in accomplishing it?):
Proportion of jobs completed on-time

Assessment Method (How will you obtain that evidence?):
Track entries for missed deadline and retain copies of job requests whose deadlines were NOT met.

Criterion (What level on this measure will signify sufficient effectiveness?):
95% on-time competition – within one year of tracking onset.

Effectiveness Measure B

Service Objective (What are you trying to do?) or Outcome (What will result from what you do?):

To provide quality reprographics services satisfactory to our customers.

Measure (What evidence will show how effective you are in accomplishing it?):
Track proportion of customers satisfied with services.

Assessment Method (How will you obtain that evidence?):
Poll customers using additional section of district-wide email survey

Criterion (What level on this measure will signify sufficient effectiveness?):
80% customers satisfied with overall services provided

Effectiveness Measure C

Service Objective (What are you trying to do?) or Outcome (What will result from what you do?):

Measure (What evidence will show how effective you are in accomplishing it?):

Assessment Method (How will you obtain that evidence?):

Criterion (What level on this measure will signify sufficient effectiveness?):

Clearly related to supporting the colleges in their missions, functions, and/or goals?  ✗ Yes  ☐ No

Clearly related to supporting the colleges in their missions, functions, and/or goals?  ✗ Yes  ☐ No

Clearly related to supporting the colleges in their missions, functions, and/or goals?  ☐ Yes  ☐ No
V. **External Factors: Opportunities and Challenges Outside the Unit**

External opportunities that might lead to improvement in the unit: New copiers

External challenges, including constraints and requirements that might limit operations: Reduced staff size (budgetary constraint).

VI. **Progress Report on Last Cycle’s Unit Goals, Objectives, and Action Plans**

VII. **Analysis and Evaluation**

Effectiveness Measure A
- Results: Data suggests fewer than one-in-twenty blown deadline (at least 95% deadline met)
- Conclusion (Was criterion met?): Yes

Effectiveness Measure B
- Results: No customer complaints during the period tracked suggests that a high percentage of satisfaction
- Conclusion (Was criterion met?): Probable, but precise percentage will not be known until Spring 2013 administration of District-wide survey with Reprographics section.

Effectiveness Measure C
- Results: None yet – need district-wide survey with Repro data included
- Conclusion (Was criterion met?): Not yet

Applicable District-wide survey results not already reported: None – not included in survey

Interpretation: Implications of the assessment results, other evidence, external factors, and prior progress for improving or at least maintaining the unit’s effectiveness: Data implies that the unit’s effectiveness, while high, might be improved further through increase of staff and/or technological update.

Unit strengths in light of the results and interpretation: High percentage of client satisfaction; friendly, team-oriented staff

Unit weaknesses in light of the results and interpretation:
Too small a staff to adequately cover long hours-of-operation; infrequent technology updates (hardware and software); unforeseen equipment down-time

VIII. **Unit’s Three-to-Five-Year Vision**

Main features of the unit as unit members would like it to be in three to five years:
Bigger staff; up-to-date technology and equipment

IX. **Other Pertinent Information**
X. Unit Goals, Objectives, and Action Plans, with Resource Requests

- Be sure that every entry in these tables is demonstrably related to information presented in sections VI-VIII above.
- Enter the overall goals for the next three years in priority order, with Goal 1 being most important.
- For each goal, enter the measurable objectives or milestones that will mark progress toward the goal.
- For each objective, enter:
  - The overall priority of this objective among all unit objectives, regardless of goal
  - The person responsible for coordinating progress on this objective
  - The timeline for completing it
  - The resources (if any) necessary to achieve it, together with the rationale and cost/savings per year associated with each resource
  - A coherent set of specific actions, tasks, or steps that must be accomplished to achieve the objective
- Copy and paste as needed to add more goal and objective sections.
- See the Integrated Planning and Program Review Handbook for more detailed instructions.

### Goal 1: Improve customer service during all hours of operation

<table>
<thead>
<tr>
<th>Objective 1.1: Review and adjust personnel schedules as compared to hours of operation.</th>
<th>Overall Priority:</th>
<th>Person Responsible:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#1</td>
<td>All staff depending upon whose schedule needs alteration</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Timeline:</th>
<th>Cost/Savings per Year (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing – reviewed by semester and adjustments made to personal schedules or hours of operation</td>
<td>12-13 13-14 14-15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources (if any):</th>
<th>Rationale for Resources (if any):</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBD, based on results of review.</td>
<td>TBD, based on results of review.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actions/Tasks:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review personnel schedules as compared to hours of operation. Evaluate data and propose long-term solution.</td>
</tr>
<tr>
<td>Reduce hours of operation OR increase staffing</td>
</tr>
<tr>
<td>Evaluate effects of changes on customer service, and make modifications as needed.</td>
</tr>
<tr>
<td>Objective 1.2:</td>
</tr>
<tr>
<td>---------------</td>
</tr>
<tr>
<td>Timeline:</td>
</tr>
<tr>
<td>Resources (if any):</td>
</tr>
<tr>
<td>Actions/Tasks:</td>
</tr>
</tbody>
</table>

**Goal 2: Develop a self-evaluation process**

<table>
<thead>
<tr>
<th>Objective 2.1:</th>
<th>Overall Priority:</th>
<th>Person Responsible:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a customer service survey to be incorporated into the District-wide survey.</td>
<td>#2</td>
<td>Jeff Fasbinder</td>
</tr>
<tr>
<td>Timeline:</td>
<td></td>
<td>Cost/Savings per Year (if any)</td>
</tr>
<tr>
<td>Before Spring semester 2013</td>
<td></td>
<td>12-13 13-14 14-15</td>
</tr>
<tr>
<td>Resources (if any):</td>
<td>None</td>
<td>Rationale for Resources (if any):</td>
</tr>
<tr>
<td>Actions/Tasks:</td>
<td>Develop survey questions in consultation with Office of Research and Institutional Effectiveness.</td>
<td>Implement email survey of clients.</td>
</tr>
</tbody>
</table>
**XI. Description of Program Review Process in This Unit**

Main Steps in the Process: Participate in two process improvement workshops, examine ways to improve customer service, gather data, refine improvement process, submit program review, gather data for next cycle.

Participants in the Process:
- Khanh Vo, Coordinator, Production
- Jason Broggi, Technician, District Mail Services
- Jeff Fasbinder, Graphics Designer, District
- David Corley, FIG Consultant, Network Manager
- Art Partida, Reprographic Assistant
- Nam Nguyen, Technician, Reprographics
- Nam Vo, Technician, Reprographics

Plan for Future Program Review Cycles: Annual review (Spring 2013 and 2014), then comprehensive review (Spring 2015). Repeat cycle every three years ad infinitum.
Workforce Institute
Advance the region’s economic vitality by providing customized workforce solutions.

Measures and Analysis

Effectiveness Measure A: The District and college communities will gain greater awareness and understanding of WI.
- Results:
  - 66% selected “Don’t Know/Does Not Apply,” in response to “Understands Workforce.”
  - 63% selected “Don’t Know/Does Not Apply,” in response to “WI External.”
  - 64% selected “Don’t Know/Does Not Apply,” in response to “WI Approachable.”
  - 68% selected “Don’t Know/Does Not Apply,” in response to “WI Economic Development.”
  - 74% selected “Don’t Know/Does Not Apply,” in response to “WI Used BI.”

Effectiveness Measure B: Number of new WI clients as a result of outreach to business and industry.
- Results:
  - 700 outreach emails sent to business located within District boundaries over the last six months. 20% response rate.
  - 5% call/appointment rate.
  - 2 Breakfast Briefings held (industry breakfasts); follow-up ongoing.
  - 6 new client contracts as of May 31st 2012 (to be confirmed by year-end report).

Effectiveness Measure C: Client satisfaction with WI services will be maintained and/or increased.
- Results:
  - Participant evaluations have been completed for all training in the last six months. Initial participant results have not been evaluated to produce an analytical report.
  - Follow-up activities will be initiated in the new fiscal year.

Summary of Results

- The District Institutional Effectiveness Survey showed that there still exists confusion about the role of the Workforce Institute.

Vision

- Sufficient staff and resources to allow more organizational growth.
- More integrated with the college campuses.
- Robust online presence.
- Fiscally robust.
- Industry standard IT practices implemented at WI.

Goals

  Goal #1: Innovate for Sustainability.
  Goal #2: Increase revenue by 30%.
VI. Mission of Unit

Core Purpose:
- Advance the region’s economic vitality.

Core Business:
- Provide customized workforce solutions.

Mission Statement:
Advance the region’s economic vitality by providing customized workforce solutions

NOTE:
The role of Contract Education: A primary mission of the California Community Colleges is to advance California’s economic growth and global competitiveness through education, training, and services that contribute to continuous workforce improvement. – Education Code Section 66010.4. (a) (3)

II. Brief Description of Unit

Main Functions:
- Develop and provide professional training programs onsite and offsite.
- Provide case management and training for youth.
- Provide resources for colleges, District, and community.
- Provide leadership and executive coaching.
- Work with employers to identify industry trends and gaps.
- Develop partnerships.
- Provide link from District/colleges to community.
- Generate revenue through grants and contracts as a cost recovery center.
- Generate reports.

Main Clientele(s):
- Private business and public agencies.
- Community-based organizations.
- Job seekers.
- At-risk youth.
- Workforce Investment Boards.
- Incumbent workers.
- College students.
- College departments.
- District office.
- State Chancellor’s Office (reports and data).
III. Unit’s Impact on the Colleges and the District

Principal relationships with other major District and College operations:
- Layoff services for district/college employees.
- Partner with SJCC and EVC on grants and program development.
- Provide financial, operational, and material resources.
- Turn over curriculum to colleges for further program/certificate/degree development.

Contribution to District mission, vision, strategic directions, and/or goals:
- Community Outreach.
- Business Linkages.
- Provide services to unemployed, dislocated workers, and at-risk-youth.
- Create innovative partnerships that bring resources back to the District.

Contribution to College mission, vision, strategic directions, and/or goals:
- Provide services to unemployed, dislocated workers, and at-risk-youth to initiate life-long learning.
- Produce industry-validated curricula and offer them to colleges for implementation in their programs (courses built to credit standards).
- Focus on career ladders and stackable credentials to create a pipeline to higher education.
- Bring resources to enhance college program offerings.

IV. Unit Outcomes/Objectives and Measures of Effectiveness

Effectiveness Measure A

<table>
<thead>
<tr>
<th>Service</th>
<th>Objective (What are you trying to do?) or</th>
<th>Outcome (What will result from what you do?):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(based on survey)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The District and college communities will gain greater awareness and understanding of WI.</td>
<td></td>
</tr>
</tbody>
</table>

Measure (What evidence will show how effective you are in accomplishing it?):
- Percentage of District and college communities who demonstrate awareness and understanding of WI.

Assessment Method (How will you obtain that evidence?):
- District wide survey/WI-specific questions.

Criterion (What level on this measure will signify sufficient effectiveness?):
- Reduce Don’t Know/Does Not Apply’s for all five questions to 45% or less (55% will understand and respond to questions about WI) by spring 2013.

Clearly related to supporting the colleges in their missions, functions, and/or goals? [ ] Yes [ ] No

Effectiveness Measure B

<table>
<thead>
<tr>
<th>Service</th>
<th>Objective (What are you trying to do?) or</th>
<th>Outcome (What will result from what you do?):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• External awareness and adoption of WI workforce solutions will increase.</td>
<td></td>
</tr>
</tbody>
</table>

Measure (What evidence will show how effective you are in accomplishing it?):
- Number of new WI clients as a result of outreach to business and industry.
Assessment Method (How will you obtain that evidence?):
- Sales report.
- Outreach Activities including contacts.

Criterion (What level on this measure will signify sufficient effectiveness?):
- Outreach events result in 10 new WI clients resulting in contracts by spring 2013.

Clearly related to supporting the colleges in their missions, functions, and/or goals?  ✔ Yes  ☐ No

Effectiveness Measure C

Service  ☐ Objective (What are you trying to do?) or  ✔ Outcome (What will result from what you do?):
- Client satisfaction with WI services will be maintained and/or increased.

Measure (What evidence will show how effective you are in accomplishing it?):
- Repeat client rate.
- Follow-up continuous quality improvement satisfaction forms provided to clients at the end of services.

Assessment Method (How will you obtain that evidence?):
- End of program evaluations that provide feedback on potential follow-up services.
- In-person client personal follow-up.

Criterion (What level on this measure will signify sufficient effectiveness?):
- 85% repeat client rate.
- 90% satisfaction rate.

Clearly related to supporting the colleges in their missions, functions, and/or goals?  ✔ Yes  ☐ No

V. External Factors: Opportunities and Challenges Outside the Unit

External opportunities that might lead to improvement in the unit:
- Potential grants.
- Economy (down economy may benefit WIA activities, grant opportunities and need for service).
- Economy (strong economy may benefit corporate sales).
- Professional grant company to vet and write potential grants.
- Workforce demographics.

External challenges, including constraints and requirements that might limit operations:
- WIA model change (work2future).
- Economy (converse of opportunities).
- Less large grant funding available.

VI. Progress Report on Last Cycle’s Unit Goals, Objectives, and Action Plans

N/A
VII. Analysis and Evaluation

Effectiveness Measure A

- Results:
  - 66% selected “Don’t Know/Does Not Apply,” in response to “Understands Workforce.”
  - 63% selected “Don’t Know/Does Not Apply,” in response to “WI External”
  - 64% selected “Don’t Know/Does Not Apply,” in response to “WI Approachable.”
  - 68% selected “Don’t Know/Does Not Apply,” in response to “WI Economic Development.”
  - 74% selected “Don’t Know/Does Not Apply,” in response to “WI Used BI.”

- Conclusion (Was criterion met?):
  - This performance measure was just implemented and criterion has not yet been achieved.

Effectiveness Measure B

- Results:
  - 700 outreach emails sent to business located within District boundaries over the last six months. 20% response rate.
  - 5% call/appointment rate.
  - 2 Breakfast Briefings held (industry breakfasts); follow-up ongoing.
  - 6 new client contracts as of May 31st 2012 (to be confirmed by year-end report).

- Conclusion (Was criterion met?):
  - This performance measure was just implemented and criterion has not yet been achieved.

Effectiveness Measure C

- Results:
  - Participant evaluations have been completed for all training in the last six months. Initial participant results have not been evaluated to produce an analytical report.
  - Follow-up activities will be initiated in the new fiscal year.

- Conclusion (Was criterion met?):
  - This performance measure was just implemented and criterion has not yet been achieved.

Applicable District wide survey results not already reported: Confusion about the role of WI.

Interpretation:

- Implications of the assessment results, other evidence, external factors, and prior progress for improving or at least maintaining the unit’s effectiveness: WI is on track with external customers and needs to more fully communicate with internal customers, using methods such as a quarterly District wide newsletter.

Unit strengths in light of the results and interpretation:
1. Dedicated, creative, and expert staff.
2. Positive working relationships with internal and external customers.
3. Positive working environment.

Unit weaknesses in light of the results and interpretation:
1. Lack of staff to carry out the work.
2. Underdeveloped connection with the District and college campuses.
3. Lack of resources.
VIII. Unit’s Three-to-Five-Year Vision

Main features (unit services) of the unit as unit members would like it to be in three to five years:
- Sufficient staff and resources to allow more organizational growth.
- More integrated with the college campuses.
- Robust online presence.
- Fiscally robust.
- Industry standard IT practices implemented at WI.

IX. Other Pertinent Information

- Diversified revenue sources are critical.
- WI reports on activities through an annual report to the BOT. Need to develop ongoing, systematic process to disseminate information to district.
- WI must reinvest its annual profits in WI operations and thereby create new opportunities.
X. **Unit Goals, Objectives, and Action Plans, with Resource Requests**

- Be sure that every entry in these tables is demonstrably related to information presented in sections VI-VIII above.
- Enter the overall goals for the next three years in priority order, with Goal 1 being most important.
- For each goal, enter the measurable objectives or milestones that will mark progress toward the goal.
- For each objective, enter:
  - The overall priority of this objective among all unit objectives, regardless of goal
  - The person responsible for coordinating progress on this objective
  - The timeline for completing it
  - The resources (if any) necessary to achieve it, together with the rationale and cost/savings per year associated with each resource
  - A coherent set of specific actions, tasks, or steps that must be accomplished to achieve the objective
- Copy and paste as needed to add more goal and objective sections.
- See the Integrated Planning and Program Review Handbook for more detailed instructions.

### Goal 1: Innovate for Sustainability (Develop innovative cutting-edge programs and services for sustainability)

<table>
<thead>
<tr>
<th>Objective 1.1: Develop online and social media presence and sustainability plan.</th>
<th>Overall Priority: 5</th>
<th>Person Responsible: Jason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeline: July – December 2012</td>
<td>Cost/(Savings) per Year (if any)</td>
<td></td>
</tr>
<tr>
<td>Resources (if any):</td>
<td>12-13</td>
<td>13-14</td>
</tr>
<tr>
<td>• Staff expertise, time</td>
<td>($25,000)</td>
<td>($10,000)</td>
</tr>
<tr>
<td>• $2,500 for tools/visual aids for website and social media (photos and videos) and host server and domain leasing</td>
<td>($10,000)</td>
<td></td>
</tr>
<tr>
<td>Rationale for Resources (if any):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• By using existing staff to create the website WI will save money.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Videos, photos, and graphics are needed to create an appealing website.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• WI does not have the resources to host the website in-house, so the host server must be leased.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Actions/Tasks:
Lease domain and host server.
Purchase visual aids
Create and populate social media sites
Populate website
Create sustainability plan with roles/responsibilities/accountability
Evaluate effectiveness of these innovations and make adjustments as needed.

<table>
<thead>
<tr>
<th>Objective 1.2: Build a robust online and hybrid training catalog.</th>
<th>Overall Priority: 6</th>
<th>Person Responsible: Bill, Jason, Linda, Ingrid, Cres</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeline: July 2012– June 2013</td>
<td>12-13</td>
<td>13-14</td>
</tr>
<tr>
<td>Cost/Savings per Year (if any)</td>
<td>$25,000</td>
<td>$20,000</td>
</tr>
</tbody>
</table>

Resources (if any):
- VelSoft.
- Ed2Go.
- Virtualization software and server (Citrix = free).
- Curriculum developers.
- Professional development for Senior Networking Technician

Most of these resources are already available.

Rationale for Resources (if any):
- VelSoft and Ed2Go contracts pre-existing (pay for use)
- Virtualization foundation was created using funding from previous grant
- Curriculum developers needed to develop and maintain relevant curriculum offerings (buy expertise)
- Senior Network Technician professional development needed to ensure proper implementation of virtualization

Actions/Tasks:
Hybrid training development/launch plan w/timeline
Sales/Marketing Plan
Roles/Responsibility/Accountability Plan with Lead Responsibility
Evaluate the effectiveness of the catalog and make modifications as needed.
<table>
<thead>
<tr>
<th><strong>Objective 1.3: Energize internal/external outreach efforts</strong></th>
<th><strong>Overall Priority:</strong> 4</th>
<th><strong>Person Responsible:</strong> Bill, Ingrid, Jason, Linda (all hands on deck)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Timeline:</strong> July 2012 – June 2013</td>
<td><strong>Cost/Savings per Year (if any)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12-13</td>
<td>13-14</td>
</tr>
<tr>
<td><strong>Resources (if any):</strong></td>
<td><strong>Rationale for Resources (if any):</strong></td>
<td></td>
</tr>
</tbody>
</table>
| • Graphic designer - $15,000 | • Graphic designer is needed to ensure quality marketing material is created. | $
| • Staff time to write copy and review design products | • Staff time is needed to ensure copy and designed products are accurate. | $24,500 |
| • Staff time to develop and publish quarterly newsletter | • Networking events and association memberships allow WI staff to interface with the community and create external linkages and partnerships. | $14,500 |
| • Networking events - $1,000 | • Food catering is needed to host networking events at WI. | No need to redo all graphic design work. | 19,500 |
| • Association memberships - $1,000 |  | Bi-Annual review and update of designed material included here. |
| • Food catering - $2,500 |  |  |

**Actions/Tasks:**
Develop internal (District and Colleges) communication strategy
Evaluate effectiveness of initiatives and make modifications as needed.

<table>
<thead>
<tr>
<th><strong>Objective 1.4: Achieve industry standard infrastructure (capitalization plan)</strong></th>
<th><strong>Overall Priority:</strong> 7</th>
<th><strong>Person Responsible:</strong> Cres, Ingrid</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Timeline:</strong> July 2012 – June 2013</td>
<td><strong>Cost/Savings per Year (if any)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12-13</td>
<td>13-14</td>
</tr>
<tr>
<td><strong>Resources (if any):</strong></td>
<td><strong>Rationale for Resources (if any):</strong></td>
<td></td>
</tr>
<tr>
<td>• Staff Time – $0 (on Senior Network Tech job description)</td>
<td>$0</td>
<td>Depends on results of capitalization plan</td>
</tr>
</tbody>
</table>

**Actions/Tasks:**
### Goal 2: Increase revenue by 30%

#### Objective 2.1: Create diverse funding source strategic plan that aligns with WI strategic priorities.

<table>
<thead>
<tr>
<th>Overall Priority:</th>
<th>Person Responsible:</th>
<th>Cost/Savings per Year (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ingrid, Jason, Bill, Linda</td>
<td>12-13 13-14 14-15</td>
</tr>
</tbody>
</table>

**Timeline:** July 2012 – October 2012

**Resources (if any):**
- Staff time - $0

**Rationale for Resources (if any):** Part of Supervisor job description

**Actions/Tasks:**

#### Objective 2.2: Implement various aspects of the funding source strategic plan.

<table>
<thead>
<tr>
<th>Overall Priority:</th>
<th>Person Responsible:</th>
<th>Cost/Savings per Year (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Bill, Jason, Ingrid</td>
<td>12-13 13-14 14-15</td>
</tr>
</tbody>
</table>

**Timeline:** Late October 2012 – March 2013

**Resources (if any):**
- Grant writing company (California Consulting) $30,000
  - Total annual cost is $60,000
  - $30,000 was paid in June 2012.
- Staff time
  - Corporate Account Supervisor (Contract Education)
  - Project Supervisors (Professional Development)
  - Associate Director

**Rationale for Resources (if any):**
- Grant professionals will enhance the number of grants submitted per year.
- Multiple staff needed to achieve revenue goal.

**Actions/Tasks:**
Develop partnership in anticipation of grant strategic directions (such as a Veteran’s Collaborative)
<table>
<thead>
<tr>
<th>Objective 2.3: Initiate Quarterly Review of funding source strategic plan effectiveness</th>
<th>Overall Priority: 3</th>
<th>Person Responsible: Bill, Jason, Ingrid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeline: December 2012 – June 2013</td>
<td>Cost/Savings per Year (if any)</td>
<td>12-13</td>
</tr>
<tr>
<td>Resources (if any):</td>
<td>Rationale for Resources (if any):</td>
<td></td>
</tr>
<tr>
<td>• Staff time</td>
<td>• Staff to review outcomes of their activities</td>
<td></td>
</tr>
<tr>
<td>o Corporate Account Supervisor (Contract Education)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Project Supervisors (Professional Development)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Associate Director (Oversight and Coordination)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actions/Tasks:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluate outcomes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adjust and adapt plan for success</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
XI. Description of Program Review Process in This Unit

Main Steps in the Process:

- **Workshop One**
  - Review with Vice Chancellor
  - Submit to District Coordinating Team
  - Corrections made and resubmitted to District Coordinating Team
  - Preparation for workshop two

- **Workshop Two**
  - Review and completion of form
  - Submission to District HR Team

Participants in the Process:

Carol Coen, Vice Chancellor of Workforce, Economic and Resource Development
Ingrid Thompson, Associate Director, Workforce Institute
Loretta Krouse, Business Services Supervisor
David Mirrione, Project Supervisor
Jason Cameron, Project Supervisor
Linda Higgins, Project Supervisor
Bill (Harry) Dahl, Corporate Accounts Supervisor
Tiffany Le, WIA Employment Specialist
Jeff (Yuan) Lin, WIA Employment Specialist
Sara (Siaopin) Hser, WIA Employment Specialist
Lilia Gutierrez, WIA Employment Specialist
Victoria Martinez, WIN Assessment Laboratory Coordinator
Taffy Nguyen, Program Assistant
Corrine Gonzales, Program Assistant
Judy Wessler, Contracts Assistant
Fareha Bakre, Accounting Technician
Cres Nolasco, Senior Network Technician
Heather Saito, SJECCD Foundation Director

Plan for Future Program Review Cycles:

- Annual for the first two years (12-13, 13-14)
- Comprehensive in third year (2015)
- Three-year cycle will repeat thereafter.