Program Review Self-Study: Non-Instructional Programs and Services

Please respond to the following statements in order. They are designed to create a thread of narration.

If your program has assessment standards particular to your field or area (e.g., standards developed by professional associations), please document this where appropriate in your report.

**I. General Information**

A. Program/Service Area

Building Services and Mail/Warehouse operations

A. Areas

Building Services

Reedley College is comprised of three sites, the Reedley College campus is comprised of 70 buildings totaling 317,172 square feet, the Madera Center is comprised of 27 buildings totaling 86,494 square and the Oakhurst Center is comprised of 10 buildings totaling 9,660 square feet.

Mail/Warehouse

This department handles both incoming and outgoing mail, supplies and surplus materials.

B. Mission and Strategic Plan

The Building Services staff maintains all three campuses in a clean safe condition made up of 11 full time and staff and one permanent part time staff member. This staff is supported with federal work study students, at the Reedley campus and five at the Madera Center.

B1. Describe how your program supports the College/Centers Mission Statement. Give a few specific examples.

The Building Services and Mail/warehouse Departments assure that the college’s students and staff have a clean staff environment to study and work in and materials and supplies are readily available.

The campuses interiors are cleaned using a rotational system that addresses each area’s needs.

Mail and materials are delivered in the majority of cases on the same day they are received.

B2. Describe how your program supports the College/Centers Strategic Plan. Give a few specific examples.

How the Building Services and Mail/Warehouse Departments supports the college’s Mission, Philosophy and Strategic Plan

The Reedley College, Madera Center and Oakhurst Center’s Building Services Departments support the college’s mission by providing effective and efficient support services to our faculty, staff, and students. While many of our “services” are provided after normal working hours, we still remain committed to providing exceptional service.

The Mail/Warehouse Department provides an efficient means handling the college’s mail and supplies by creating an operation that is stress-free for staff and students to use. This facilitates a stream line approach in providing these materials to our students.

C. General description of program and/or service(s) that are offered in department or sub-department. Include:

C1. Current staffing;

The Building Services and Mail/Warehouse staff maintains all three campuses in a clean safe condition and makes material readily available is made up of 17 full time and 1 permanent part time staff members. Over the past three the use of federal work study students utilized to preform project work has decrease from 6 to8 down to 2.

C. Building Services Staff Positions and Schedules

 NAME Location JOB TITLE WORK SCHEDULE

Jim Burgess RC,MC,OC Bldg. Svcs. Mngr. 8:00 am – 4:30 pm

|  |  |  |  |
| --- | --- | --- | --- |
| NAME | Location | JOB TITLE | WORK SCHEDULE |
| Jim Burgess | RC,MC,OC | Bldg. Svcs. Mngr. | 8:00 am – 4:30 pm |
| Jim Allen | RC | Custodian | M-Th 10:30 pm – 7:00 amFri 5:00 pm – 1:30 am |
| Rene Hernandez | RC | Custodian | M-F 2:00pm – 10:30pm |
| Joe Bravo | RC | Custodian | M-Th 8:00 pm – 4:30 amFri 5:00 pm – 1:30 am |
| Addam Cogdell | RC | Gen. Utility Wkr. | M-Th 9:30 pm – 6:00 amFri 5:00 pm – 1:30 am |
| Mike Graffigna | RC | Custodian | M – F 5:00 am – 1:30 pm |
| Larry Haines | RC | Custodian | M-F 5:00 pm – 1:30 am |
| Craig Henderson | RC | Custodian | M-Th 8:00 pm – 4:30 amFri 5:00 pm – 1:30 am |
| Evan Jones | RC | Custodian | M-F 5:00pm – 1:30am |
| Vacant Position | RC | Custodian | M – F 5:00 am – 1:30 pm |
| Matt Laney | RC | Custodian | M-Th 8:00 pm – 4:30 amFri 5:00pm – 1:30am |
| Tom Martinez | RC | Gen. Utility Wkr. | M-F 6:00am – 2:30pm |
| Mark Morales | RC | Lead Custodian | M-Th 10:30 pm – 7:00 amFri 5:00 pm – 1:30 am  |
| Larry Simpson | RC | Mail/Warehouse | M-F 7:00am – 3:30pm |
| Fernando Jimenez  | MC | General Utility Worker | 5:00 am – 1:30 pm |
| Jimmy Castro | MC | Custodian | 2:00 pm – 10:30 pm |
| Edward MaCaine  | MC | Custodian | 2:00 pm – 10:30 pm |
| John Mayhew | OC | General utility Worker-PPT | 2:00 pm – 10:30 pm |

C2. Brief facilities overview;

The Reedley College campus is comprised of 70 buildings totaling 317,172 square feet.

The Madera Center campus is comprised of 27 buildings totaling 133,768 square feet.

The Oakhurst campus is comprised of 7 buildings totaling 5,841 square feet.

C3. Equipment requirements including ongoing maintenance requirements and costs;

• Provide staff with the training in the latest technologies offered in custodial field. This is accomplished utilizing online training offered through an online organization specializing in the most current custodial practices, BETCO and the districts IIPP program. As new buildings come online assure that adequate equipment needs are identified in the total project scope

The equipment requirements of the three campuses are being met through furniture and equipment funding which has accompanied the recent building projects for the campuses. In addition, Lottery funding has been used for custodial equipment. Below identifies the methods of procurement.

Departmental Equipment:

• As equipment meet the end of its lifecycle

• As modifications are made to existing buildings requiring specialized equipment.

• New systems that will increase the department effectiveness.

• Additional equipment to meet the needs of new buildings.

Interior finishes:

• Window coverings

• Flooring replacement

• Lighting upgrades

• Restroom fixture and replacement

• Restroom partition replacement

• PE locker replacement

• White board replacement

• Interior and exterior floor mats

Interior furnishings:

• Seating replacement

• Classroom desk and table replacement

• Teaching station upgrade and replacement

Event equipment:

• Seating

• Shade covers

• Barricades

• Tables

• Storage containers

Exterior furnishings:

• Picnic tables

• Umbrellas

C5. Supply requirements, if any

The Building Services Department will utilize past trends and competitive pricing among vendors to maintain its budget driven supply chain. Once a year vendor are asked to bid on a bulk purchase of paper products and chemicals.

The Madera and Oakhurst centers supply requirements have been met with funding from the NC’s general fund budget allocation and also supplemented with lottery funds.

The addition of new facilities to the NC sites has brought about additional demand for daily maintenance supplies. This need has not been addressed through the current budget allocation process. Traditionally, growth funds have not been allocated to the sites for the necessary facility supply requirements.

D. In the table below, list only the recommendations deemed substantiated by the Program Review Committee from the previous Program Review and the implementation status of each. Include in the status column any barriers encountered. Add/delete rows as needed.

Previous Program Recommendations

|  |  |  |
| --- | --- | --- |
| **Recommendation** | **Status**  | **Outcome**  |
| * + 1. Increase Reedley College’s and the Madera and Oakhurst centers staff per the staffing plan and industry standards (28,000 sq. ft. per one staff custodian). These additional positions will address the campuses increase in responsibilities and areas of service over the past few years.
 | Ongoing | One additional staff member (Custodian) needed at the Reedley campus and an additional position that will be in the capacity of a Lead Custodian will meet the needs of the new management of the Madera and Oakhurst centers. |
| * + 1. Increase available funding for supply items for upkeep of facilities while keeping in mind the most cost effective measures and new technologies offered
 | On going | The purchase a KiVac system that give our staff the ability to sanitize restrooms in the most cost effective manner. |
| * + 1. As additional duties are assumed and coverage areas increase assure the staffing level is increased to accommodate these additional labor requirements.
 | Ongoing |  The need for additional staff has been identified. |
| * + 1. As the service requirements increase assure that the operations areas also adjust and grow;
 | On going  | An evaluation process is in place. |
| * + 1. At the Reedley campus, investigate and develop an alternate location for the main shop area. This new location should allow not only for the growth of the campus needs for increased services but be inclusive of the other units directly functioning with this department.
 | Complete | This has been met through the restructuring of the departments current facilities. |

E. If applicable, in the table below, list the recommendations from the previous accreditation report and the status of each. Include in the status column any barriers encountered.

Previous ACCJC or Other Accreditation Recommendations

|  |  |  |
| --- | --- | --- |
| **Recommendation** | **Status**  | **Outcome**  |
| **NA** |  |  |
|  |  |  |
|  |  |  |

**II. Quantitative Analysis**

A. How many students served by program/service area in the past year? How does this compare with past years?

Every student enrolled at Reedley College will, in some manner, be a recipient of services provided by the Reedley College Building Services. Approximately 6,772 students enrolled at Reedley College for the 2013 - 2014 year. Our Chancellor has identified this has made it a priority for all management staff.

The growth of students at the Madera, Oakhurst Centers is up as documented by the headcount of 8,798 for Fall 08 as compared to 9,567 for Fall 09. The Madera and Oakhurst Centers continue to experience unprecedented growth that is impacting the facilities. Classrooms are routinely in use from 8:00am -10:00pm Monday through Friday. In addition, classes are held at the Willow International Center on Saturday from 8:00am-2:00pm. The challenge of keeping the facilities up to standard is ever present due to overuse and limited Building Services’ staff. In addition, resources to provide supplies in order to maintain the facilities have been significantly reduced due to the state budget reductions.

B. Identify and describe the processes and procedures that the program/services area uses to assess and measure outcomes. List the best ways to measure the quality and success of your program. If a student or staff questionnaire has been developed, validated by institutional researcher, and administered, please report results. Use the following as suggestions:

* Satisfaction (students, staff, and community)
* Success
* Participation
* Retention
* Demographics (age, gender, ethnicity)
* Additional data (assess program/services to the standards for the area)

“Building Services is responsible for the **custodial and housekeeping services** of buildings as opposed to **maintenance/repair** of the building. Building Services plans, organizes, and sets up on and off campus events, and manages mail and supply distribution. The department also organizes the campus warehouse and surplus equipment”.

C. If your program offers online services, use the collected data to evaluate your online services in comparison to your face-to-face services.

A new online work order system has been recently implemented, due to the short period of time this system has been in operation does not allow enough data to be compiled to complete evaluation of its function at this time.

D. Provide a short analysis of the process and procedures identified in B above.

This is accomplished with faculty and staff surveys and general requests and complaints received by all staff and students utilizing our services. As issues are identified, measures are developed that not only take immediate actions to correct but also plans on how they can be avoided in the future.

We use several existing plans to assist in identifying and measuring outcomes in our area. According to the Madera and Oakhurst centers Educational Master Plan, openness of our campus and facilities is addressed. Safety is also addressed in our Madera and Oakhurst centers Strategic Plan. In Area 5 Resource Optimization we have the following goal:

To assess these goals, we used a Customer Service Survey that was given to students, faculty, and staff at all three sites of the Madera and Oakhurst centers. According to this survey, there were no major areas of improvement that needed to be addressed.

E. Analyze how the program’s historical funding patterns have impacted the program.

**Budget Summary**

**(to be completed by Manager)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|   | **2010-2011** | **2011-2012** | **2012-2013** | **2013-2014** | **2014-2015** | **Total Division Budget**For the 5th year  **2014-2015** | **Percent of Division 2014-2015** |
| **Salaries** | 838,791 | 777,267 | 773,861 | 816,146 | 813,342 | 1,569,384 | 51.83% |
| **Benefits** | 416,586 | 400,881 | 387,289 | 390,137 | 402,913 | 713,426 | 56.48% |
| **Instructional Supplies** |       |       |       |       |       |       |       |
| XX0 |       |       |       |       |       |       |       |
| LT0 |       |       |       |       |       |       |       |
| Perkins |       |       |       |       |       |       |       |
| Grant Funded |       |       |       |       |       |       |       |
| **Non-Instructional Supplies** |       |       |       |       |       |       |       |
| XX0 | 6,834 | 1,718 | 25,631 | 45,262 | 76,640 | 115,840 | 66.16% |
| LT0 | 75,097 | 68,868 | 49,974 | 37,003 | 0 | 0      | 0% |
| Perkins |       |       |       |       |       |       |       |
| Grant Funded |       |       |       |       |       |       |       |
| **Operating Expenses** |       |       |       |       |       |       |       |
| XX0 | 25,261 | 15,865 | 39,012 | 44,220 | 61,386 | 175,126 | 35.05% |
| LT0 | 3,396 | 34,124 | 15,190 | 2,326 |  | 136,551 | 0% |
| Perkins |       |       |       |       |       |       |       |
| Grant Funded |       |       |       |       |       |       |       |
| **Equipment** |       |       |       |       |       |       |       |
| XX0 | 9,805 |  |  | 21,778 |  | 20,000 | 0% |
| LT0 |  |  |  | 3,642 | 1,600 | 1,600 | 100% |
| Perkins |       |       |       |       |       |       |       |
| Grant Funded |       |       |       |       |       |       |       |
| Total | 1,375,770 | 1,298,723 | 1,290,957 | 1,360,514 | 1,355,881 | 2,731,927 | 49.63% |

**III. Student Learning Outcomes**

A. An accreditation standard requires that the institution makes public expected learning outcomes. In what ways are the courses/program/degree/certificate outcomes made public?

[ ] Catalog [ ] Brochure

[x] Website [ ] Other: Click here to enter text.

B. Include the hyperlink for the program to GELO mapping grid as it is stored in your Blackboard SLO Assessment folder here.

|  |
| --- |
| **Student Learning Outcome Mapping Grid for Non-Instructional Programs and Service Areas (PLOs to GELOs)** |
| **Program or Service Area: Building Services** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | GELO 1 | GELO 2 | GELO 3 | GELO 4 | GELO 5 | GELO 6 | GELO 7 | GELO 8 | GELO 9 | GELO 10 | GELO 11 |  |  |  |  |  |
| PLO 1 |   |   |   |   |   |   |   | X |   |   | X |  |  |  |  |  |
| PLO 2 |   |   |   |   |   |   |   |   |   |   |   |  |  |  |  |  |
| PLO 3 |   |   |   |   |   |   |   |   |   |   |   |  |  |  |  |  |
| PLO 4 |   |   |   |   |   |   |   |   |   |   |   |  |  |  |  |  |
| PLO 5 |   |   |   |   |   |   |   |   |   |   |   |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Program Learning Outcomes (PLOs):** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Utilizing onsite training and management to assure the Building Services staff address the many diverse needs of the campuses students, staff and visitors. This is accomplished with utilizing ongoing surveys and area inspections. |
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|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Reedley College General Education Learning Outcomes (GELOs):** |  |  |  |  |  |  |  |  |  |  |  |
| 1. Interpret various types of written, visual, and verbal information. 2. Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing. 3. Analyze quantitative information and apply scientific methodologies. 4. Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions. 5. Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion. 6. Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives. 7. Apply historical and contemporary issues and events to civic and social responsibility. 8. Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds. 9. Assess current knowledge, skills, and abilities to further develop them and apply them to new situations. 10. Incorporate physical and emotional principles to make healthy lifestyle choices. 11. Make ethical personal and professional choices.  |
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C. Give a brief overview of the program assessment completed during the last five years, highlighting any results and action plans that have been particularly helpful in improving student learning and your program. Provide all Non-instruction Program SLO Assessment Report Forms for your program in appendix B.

The Building Services Department was a component of a survey given by the Reedley College Administrative Services Division, this survey was given to faculty, staff, and random students during the spring 2014 term for a total of approximately 2,000 survey requests. The survey was modified slightly this year and included wording and clarification to some items. It was also modified so that students and faculty/staff had slightly different questions to respond do.

The survey was administered through Survey Monkey and yielded a return of 402 surveys (20%) which is a 4% increase in return from fall 2012, however, due to the question logic applied, the questions are not able to be disaggregated by who responded (students compared to faculty, staff, and administration).

In the past and because the sites are so different in terms of services, the results are typically site specific. During this survey period, Reedley college is undergoing a restructuring that includes the separation of Clovis Community College Center as it branches to become a separate college and the immersion of Madera Center and the Oakhurst site back into the Reedley community. While acknowledging the vast differences in services, for the purposes of this report, Madera Center and Oakhurst will be combined due to sample sizes.

One hundred ninety three (48.0%) of survey respondents indicated they used Building Services at least once a semester.

Table 8: Frequency of use of Building Services by location

|  |
| --- |
| How often do you specifically use the identified service each semester?  |
| Responses were inadequate and incomplete due to the flawed survey design |

Table 9: Are you aware of the process to request services?

|  |  |  |
| --- | --- | --- |
|  | Yes | % Yes |
| MC/OC | 25 | 71.43% |
| RC | 100 | 78.13% |

Table 10: Overall impression of quality of service

|  |  |  |  |
| --- | --- | --- | --- |
|  | Exceeds Standards | Meets Standards | Needs Improvement |
|  | # | % | # | % | # | % |
| MC/OC | 8 | 21.05% | 26 | 68.42% | 4 | 10.53% |
| RC | 25 | 17.36% | 91 | 63.19% | 28 | 19.44% |

Improvement Goals:

* The implementation of the new online work order system will expedite the turnaround time of services requested.

Table 11: Approachability/courtesy of staff

|  |  |  |  |
| --- | --- | --- | --- |
|  | Exceeds Standards | Meets Standards | Needs Improvement |
|  | # | % | # | % | # | % |
| MC/OC | 14 | 37.84% | 19 | 51.35% | 4 | 10.81% |
| RC | 46 | 33.33% | 77 | 55.80% | 15 | 10.87% |

Table 12: Promptness of service (i.e. trash removal and spills)

|  |  |  |  |
| --- | --- | --- | --- |
|  | Exceeds Standards | Meets Standards | Needs Improvement |
|  | # | % | # | % | # | % |
| MC/OC | 14 | 36.84% | 20 | 52.63% | 4 | 10.53% |
| RC | 31 | 21.38% | 84 | 57.93% | 30 | 20.69% |

Improvement Goals:

* The implementation of the new online work order system will expedite the turnaround time of services requested.
* The as requests for serves are needed, a direct cell phone number is available that will allow the requestor contact with the day custodial. (779-5446) .

Table 13: Condition of room furnishings

|  |  |  |  |
| --- | --- | --- | --- |
|  | Exceeds Standards | Meets Standards | Needs Improvement |
|  | # | % | # | % | # | % |
| MC/OC | 12 | 32.43% | 20 | 54.05% | 5 | 13.51% |
| RC | 23 | 16.67% | 81 | 58.70% | 34 | 24.64% |

Improvement Goals:

* The goals established in this program review identify the funding needs that will facilitate the replacement and upgrade plan of the campus furnishings.

Table 14: Rooms are neat and clean.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Exceeds Standards | Meets Standards | Needs Improvement |
|  | # | % | # | % | # | % |
| MC/OC | 15 | 40.54% | 17 | 45.95% | 5 | 13.51% |
| RC | 25 | 17.73% | 71 | 50.35% | 45 | 31.91% |

Improvement Goals:

* A scheduled area inspection plan will be implemented.
* Building Services staffs are to receive ongoing training in the areas of up to date cleaning processes.

Table 15: Mail and inter-district communications are handled promptly and with limited inaccuracies.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Exceeds Standards | Meets Standards | Needs Improvement |
|  | # | % | # | % | # | % |
| MC/OC | 12 | 31.58% | 24 | 63.16% | 2 | 5.26% |
| RC | 55 | 38.46% | 80 | 55.94% | 8 | 5.59% |

Comments related to building services spoke mostly to Reedley college campus. 1. There were several complaints as to the process of requesting services and also the lack of cleanliness in buildings, bathrooms, offices, and classrooms. 2. Several spoke to items not being refilled or emptied on a regular basis (i.e. paper towels and recycling). 3. It was suggested that a plan B come into effect so that there is someone to call if a staff member is out.

Corrective Goals and Comments:

1. The implantation of the new School Dude work order system will stream line the process of requesting services. Planed area inspections will be implemented.
2. The services of high use restrooms and will be checked throughout the day by the day custodian and the empting of the recycling will be incorporated into the duties of the general cleaning processes. Currently recycling has been coordinated and completed by ASB clubs.
3. The current UBC limits this type of activity. Without further explanation of what a “plan B” makes it difficult to address this concern.

 Providing a department that is in tune with the college’s needs, this accomplished through the modification of staffing schedules to meet these needs.

Assume operational responsibilities for the Madera and Oakhurst centers that include budget management, staff support and overall department operations.

Replacement and repair of lighting in the campuses interior general areas.

Implementation of the purchase of cleaning products and equipment that meet the guidelines for environmentally safe products and practices.

D. Based on your assessments, have you identified additional resources needed to support the improvement of student learning or remedy any gaps you have found within your program (eg. staff development/training, equipment, technology, etc.)? Be sure to include these in your goals.

Our staffing level is does not meet the industry standard of 28,000 sf pre custodian, we are currently operating at 32,730 sf per staff member. With the increasing responsibilities and area coverage additional staff will assure are students a clean and safe environment. CONNECT THIS STATEMENT TO

Comments related to building services survey spoke mostly to Reedley college campus. 1. There were several complaints as to the process of requesting services and also the lack of cleanliness in buildings, bathrooms, offices, and classrooms. 2. Several spoke to items not being refilled or emptied on a regular basis (i.e. paper towels and recycling). 3. It was suggested that a plan B come into effect so that there is someone to call if a staff member is out.

Corrective Goals and Comments:

1. The implantation of the new School Dude work order system will stream line the process of requesting services. Planed area inspections will be implemented.
2. The services of high use restrooms and will be checked throughout the day by the day custodian and the empting of the recycling will be incorporated into the duties of the general cleaning processes. Currently recycling has been coordinated and completed by ASB clubs.
3. The current UBC limits this type of activity. Without further explanation of what a “plan B” makes it difficult to address this concern.

**IV. Qualitative Analysis**

Please note that these data should be integrated with the qualitative analysis, and Program Learning Outcome assessment to help support your Summary Statements and Goals.

A. Describe future trends unique to your area that are likely to influence your program. How will students be affected by these trends?

* Political (local ordinances, state or federal legislation, Title 5, Ed Code)
* Economic (Labor Market Data, District Fact Book, Advisory Committees)
* Sociological (migrant population, single parents, aging population trends)
* Technological (access, security, ethics)
* Educational (High School Graduation Rates, competition from other public and private postsecondary institutions, online education)

The departmental staff receives ongoing training in the areas of equipment and chemical safety. Along with this the chemicals utilized in the department are reviewed throughout the year assuring that they continue to be the most environmentally safe product on the market.

**V. Summary Statement**

A. Describe the major conclusions reached based on this report’s quantitative and qualitative analyses and evaluation of the assessment of program learning outcomes.

The need for additional staff. Develop a defined role of the District’s Maintenance and Grounds departments, and how they will affect the future of the Colleges Building Services Departments

B. Based on the conclusions above, complete the table below. List goals in priority order, including learning outcomes-related goals.

|  |  |  |  |
| --- | --- | --- | --- |
| **Goal(s)\***(please provide the page number(s) where this goal is substantiated) | **Activities/Facilities/Curriculum/****Equipment Necessary to Accomplish Goals**  | **Resources Needed, Include Estimate Costs** | **Proposed Timeline** |
| 1 Strive in the development of a supply chain that will utilize venders that are influenced by volume purchasing and will show overall savings for these products. Also maintain an equipment inventory that identifies and replaces equipment that has met its effective service life and identify new equipment that will improve the department’s abilities to meet our campuses standards.Page 4 and 10 | Funding Source TBDInterior Finishes, Interior Furnishings, Event equipment, Exterior furnishings and departmental equipment.  | 45,000 | TBD |
| 2.    Utilize bench marking techniques in the development of a means of identifying and adjusting to campuses and centers common needs throughout the district.   Page 10 |      Consistent inspections and rounds. Attending conferences throughout the year. | 1,500.00 | 2015-2016 Finical year |
| 3.Influence staff to participate in training and courses that will give them the knowledge needed to understand and address our departmental goals. Page 10 | Posting educational opportunities in shopReinforcing the training opportunities offer in online courses.  | 1,200 | 2015-2016 Finical year |
| 4. Utilize techniques in the procurement of new and replacement equipment that assure the college meets the standards identified in the departmental operational manual. Page 4 and 10 |      Funding Source TBD |      25,000 |      This budget year |
| 5.  Influence personal contact with local vendors and visitors as the opportunity arises.     |      Attend local vendor shows. |       |      On going |
| 6.      |       |       |       |

\* As supported by the report’s quantitative and qualitative analyses and evaluation of the assessment of student learning outcomes

**VI. Student Learning Outcome Timeline**

Complete the following chart indicating which year program outcomes will be completed. Each outcome must be assessed at least once during this timeframe. The program may conduct as many assessments of a single outcome as is meaningful.

|  |  |  |
| --- | --- | --- |
| Year | Program outcome to be assessed | Person responsible for heading assessment and completing Reporting Form |
| Year 12014\_\_-2015\_\_ | Clarify the departmental responsibilities between the District’s Support Services and the campus Building ServicesThis will be accomplished by distributing, through a general e-mail, a brief description of services offered. | James Burgess |
| Year 22015\_\_-2016\_ | Assure campus restrooms are sanitized on scheduled bases and are in good repair.This will be accomplished utilizing increased Inspections by Building Services’ staff during the day and an expanded reporting system of damage and repair needs to the District Maintenance Department utilizing the new School Dude online work order system. | James Burgess |
| Year 320\_\_-20\_\_ | Click here to enter text. | Click here to enter text. |
| Year 420\_\_-20\_\_ | Click here to enter text. | Click here to enter text. |
| Year 520\_\_-20\_\_ | Click here to enter text. | Click here to enter text. |