INSTITUTIONAL PROGRAM REVIEW 2012 – 2013
Program Efficacy Phase: Administrative Services

Purpose of Institutional Program Review

Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs and to make informed decisions about budget and other campus priorities.

The Institutional Program Review Committee is authorized by the Academic Senate to develop and monitor the college Program Review process, receive unit plans, utilize assessments as needed to evaluate programs, recommend program status to the college president, identify the need for faculty and instructional equipment, and interface with other college committees to ensure institutional priorities are met.

The purpose of Program Review is to:
- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to or requesting information from appropriate committees

Our Program Review process is two-fold. It includes an annual campus-wide needs assessment in the fall, and an in-depth review of each program every three years that we call the Program Efficacy phase. Instructional programs are evaluated the year after content review, and every three years thereafter, and other programs are placed on a three-year cycle by the appropriate Vice President.

Two or three committee members will be meeting with you to carefully review and discuss your document. You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals. The rubric that the team will use to evaluate your program is embedded in the form. When you are writing your program evaluation, you may contact efficacy team assigned to review your department or your division representatives for feedback and input. The list of readers is being sent to you with these forms as a separate attachment.

Draft forms are due to the Committee Chair and Division Dean by Thursday, February 28, 2013, so that your review team can prepare comments for the draft review meeting (March 1 and/or March 8). Final documents are due to the Committee Chair by Friday, March 29, 2013 at midnight.

It is the writer's responsibility to be sure the Committee receives the forms on time.

In response to campus-wide feedback that program review be a more interactive process, the committee piloted a new program efficacy process in Spring 2010 that included a review team who will provide feedback and/or tour a program area during the efficacy process. Another campus concern focused on the duplication of information required for campus reports. The efficacy process will incorporate the Educational Master Plan One-Page Summary (EMP Summary) and strive to reduce duplication of information while maintaining a high quality efficacy process.

Program Efficacy
2012 – 2013

Complete this cover sheet as the first page of your report.

Program Being Evaluated

Custodial Maintenance

Name of Division

Administrative Services

Name of Person Preparing this Report   **Extension**

Scott Stark

Names of Department Members Consulted

Memo Parra, Johnny Kates, Melodie Jollie, Jerry Ohigashi

Name of Reviewers

Andee Alsip and Michael Mayne

| Work Flow	Due Date	Date Submitted
Date of initial meeting with department		
Final draft sent to the dean & committee		
Report submitted to Program Review Team		
Meeting with Review Team		
Report submitted to Program Review co-chair		

Staffing

List the number of full and part-time employees in your area.

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short-term, hourly
Managers	1		
Faculty			
Classified Staff	23		
Total	24		

Custodial Maintenance

SBVC FTES--Reporting Years 2000-2009

Campus Section Count - Fall and Spring Terms

Custodial Maintenance Staff Levels

Current Staffing Level Comparison January 2010
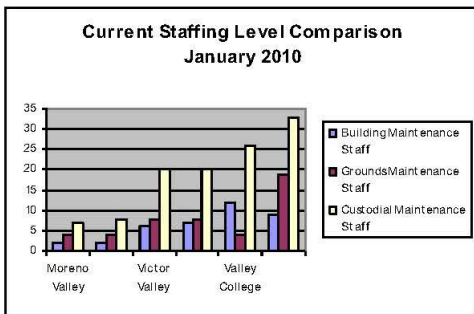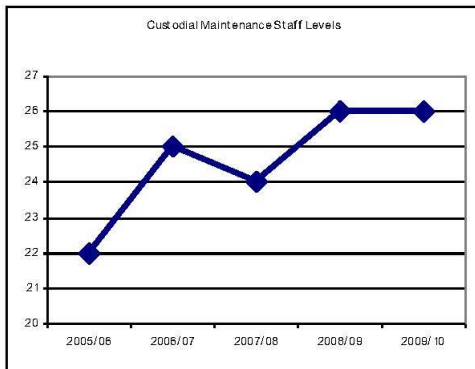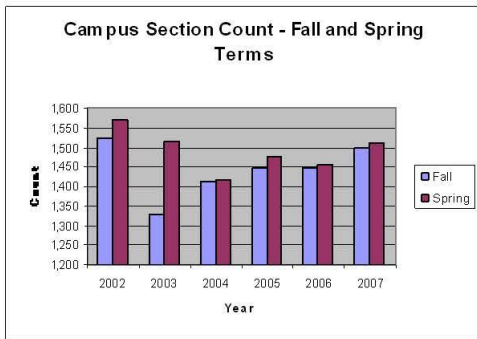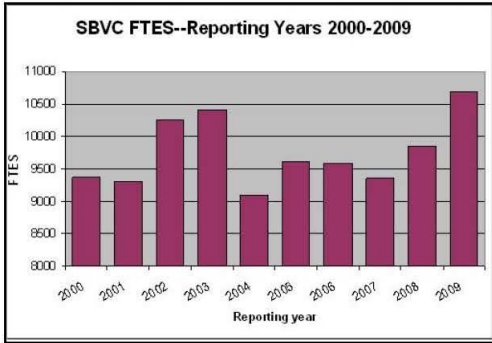
Description:
The Custodial Maintenance Department is staffed by one supervisor, three lead custodians and 22 custodians. The department currently staffs two separate shifts. In addition to cleaning all the campus facilities, the department is asked to provide necessary set-ups for campus special events and outside user groups.

Assessment:
Assessment of Custodial programs is based on campus surveys, direct customer feedback, and Community suggestion boxes located at the department service desk.

Program Goals:
- To maintain campus facilities for functionality and aesthetics
- Develop funding strategies based on essential campus needs
- Develop staff training opportunities and improve overall department efficiency

Challenges and Opportunities:
- Annual custodial maintenance budgets have been inadequate to fund essential supplies
- Funding to maintain existing custodial equipment is non-existent and no funding is available to procure new and more efficient custodial equipment
- The volume and cost of custodial supplies continues to escalate without additional fiscal support

Action Plan:
SBVC Custodial Maintenance will continue to assess the quality of service provided to the community, ensuring that outstanding customer service will be provided at a reasonable cost. New cleaning methods and equipment will be evaluated for improving program efficiencies.

Part I: Questions Related to Strategic Initiative: Access

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part I: Access		
Demographics	The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population	The program provides an <u>analysis</u> of the demographic data and provides an interpretation in response to any identified variance. If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.
Pattern of Service	The program's pattern of service is not related to the needs of students.	The program provides <u>evidence</u> that the pattern of service or instruction meets student needs. If warranted, plans or activities are in place to meet a broader range of needs.

*Program: Custodial Maintenance	Demographics Fall 2009 – Fall 2012	Campus
6.2%	**Asian**	6.2%
20.3%	**African-American**	20.3%
48.6%	**Hispanic**	48.6%
1.0%	**Native American**	1.0%
0.7%	**Pacific Islander**	0.7%
21.0%	**White**	21.0%
2.1%	**Other/Unknown**	2.1%
54.6%	**Female**	54.6%
45.2%	**Male**	45.2%
5.4%	**Disability**	5.4%
Min: 15	**Age**	Min: 15
Max: 88		Max: 88
Avg: 29.47		Avg: 29.47

*Program's demographics are the campus' demographics.

Provide an analysis of how internal demographic data compare to the campus population. Alternatively provide demographics relative to the program that are collected. If internal data is not collected, describe plans to implement collection of data.

Pattern of Service
How does the pattern of service and/or instruction provided by your department serve the needs of the community? Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

Background: The campus offers coursework throughout the week and on Saturdays. Athletics and other activities, including community use of our facilities occur at various hours during the week and on weekends. Additionally, Student Services and other administrative activities are in operation throughout the year, even when classes are not in session.

Pattern of Service/Scheduling: The Custodial Program is flexible in scheduling, providing the necessary daily routine cleaning services around campus operations and classes in session. Standard scheduling for daily cleaning is Monday through Thursday 5pm – 1:30am, allowing for custodial personnel to remain productive by cleaning common areas without interrupting evening classes, and then entering classrooms and cleaning as classes finish at various times in the evening.

Friday of each week is typically very light in terms of classes in session, so the schedule shifts earlier: 2pm – 10:30pm. This allows custodial staff to perform weekly deep cleaning tasks during daylight hours, because many classrooms are not in use, and/or have not been disturbed since the previous evening cleaning.

Three custodians are assigned to the day shift from 7am to 3:30 pm. The primary assignment for these custodians is to maintain well stocked and clean restrooms throughout heavy use during the day. These custodians perform multiple rounds of the restrooms throughout the day, restocking and cleaning as necessary. They are also on-call for spills and cleanups as they occur. These custodians also provide setup services for scheduled events.

One custodian is scheduled Tuesday – Friday 5pm-1:30am and Saturdays 10am-6:30pm. This provides restroom and on-call custodial service for Saturday classes, as well as support for Saturday events on campus.

Custodial service for campus activities or community facilities use (Civic Center Act) requiring off hours (overtime) are provided on a rotational basis to the custodial workforce.

When one custodian is absent due to illness, vacation, etc., the services are covered with alternative/additional task assignments from the supervisor to the available workforce on a given day, and implemented through the lead custodians. This is accomplished without significant impact to the other areas. When more than one custodian is absent however, this alternative delivery method cannot be accomplished without some negative impact to other areas.

Weakness:
Available funding and personnel for substitute custodians. As discussed above, when more than one custodian is absent, there is a negative impact to overall campus cleaning, leaving some less critical tasks done in a hurry or not at all, unless substitute custodians are brought in. The pool of "qualified,

available, and ready for duty" substitutes has not been maintained, and funding has not been adequately budgeted. The weakness is being addressed by setting aside adequate budget for substitute personnel for the next budget year FY 13-14 and aggressively advertising and soliciting for part time help in this area. The list will be reviewed monthly for qualified, available, and ready for duty substitutes, and maintained at a threshold level of at least 5.

Part II: Questions Related to Strategic Initiative: Student Success

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part II: Student Success - Rubric		
Data demonstrating achievement of instructional or service success	Program does not provide an adequate *analysis* of the data provided with respect to relevant program data.	Program provides an <u>analysis</u> of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed.
Student Learning Outcomes and/or Student Achievement Outcomes	Program has not demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.	Program has demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.

Explain how the services in the program support student success.

The Custodial Program supports student success and quality education through service that provides a safe, clean, and functional campus environment for a diverse community of learners. The following goals were established in 2013 to improve our service and efforts to maintain a clean and safe campus:
1. **Address issues that lower morale**: Improving department morale will improve the efficiency and effectiveness of the department through increased productivity and lower rate of illness-call outs. While Morale is difficult to measure, it expected to improve through achieving the following objectives, because these issues were specifically identified as "morale busters" during program-wide meetings:
   a) Establishing and maintaining a qualified pool of ready to work substitute custodians and create an appropriately funded account. This will minimize disruptions to the custodial schedule and routine when personnel are absent, which distract and stretch the staff thin, inhibiting their ability to clean to standards within a reasonable timeframe. *Progress: Actively building a pool of ready to work substitutes and building an adequate budget for this in the next fiscal year.*
   b) Employ and follow through with progressive discipline as necessary. A lack of discipline in the program to repeat offenders has brought down the morale of the hard workers who pick up the slack. *Progress: Discipline has been actively employed since September 2012, working with the supervisor, CSEA, and Human Resources and is evidenced by confidential files documenting this.*

c) Provide training to the program supervisor in order to more effectively supervise the staff in a fair and equitable manner. *Progress: Supervisor has attended 2 days of training, the first he has received since becoming a supervisor. Supervisor is receiving direct guidance from VP Admin the area of treating employees fairly and equitably, management techniques, and progressive discipline.*

d) Complete a workload distribution analysis. Distribution of workload amongst the workforce has not used a data-driven objective method to assure equal workload, and has caused unsettling among employees. *Progress: In recent months, management has performed time studies of custodians performing their assigned tasks and is currently reducing the data collected to a time/sq-ft basis for each type of space. This metric will be used to evaluate the work load by task and building in order to distribute equally.*

2. **Increase Accountability:** Improving accountability through achievement of the following objectives:

   a) Develop cleaning standards for each task. *Progress: Standards were developed through a series of 4 program-wide interactive work sessions (2 hours each). The new standards are in use now, and provide both consistency between custodians and their assignments as well as clear expectations. Management is developing the SBVC Custodial Handbook including procedures, standards, tasks, frequency of cleaning etc.*

   b) Inspections. Lead personnel are now assigned to spend a minimum of 30 minutes each night inspecting work. They must inform the custodian if work is missed or not to standard. *Progress: The last several months have included supervisor and lead custodians coaching, and providing positive and constructive instruction to the custodial staff regarding techniques to achieve standard cleaning, as "documented standards" are a new concept to the program.*

   c) Follow- up on cleaning issues by Vice President and Custodial supervisor. Complaints from the campus community regarding custodial services are now addressed in the Vice President Administrative Services office with the custodian, the lead custodian, supervisor, and VP Admin in attendance. *Progress: Initially there was an inrush of visits to the VP office, but this has fallen off dramatically as this action is considered something to avoid.*

   d) Progressive discipline. This process was extremely weak in past administrations, and almost non-existent. *Refer to Addressing issues that lower Morale 1b) above. Progress: Progressive discipline is being actively pursued. Accountability is increasing as employees are held accountable with consequences to their actions.*

   e) Radio call in for day custodians*. The 3 day custodians have roved the campus throughout the day, with little to no accountability. Newly established procedures require radio call-in at the beginning and end of each assigned task. *Progress: Because a study of workload distribution equity, and acceptable durations for each task was recently completed for the day custodians, this call-in provides accountability for their productivity and whereabouts on campus. Call-ins are occasionally followed up with a management spot check from the VP office or Maintenance Coordinator.*

3. **Reduce Customer Complaints:** Reduce customer complaints through achievement of the following objectives:

   a) Cleaning Standards. Refer to 2a. above. *Progress: Cleaning standards and clear expectations are established.*

   b) Inspection. Refer to 2b. above. *Progress: Nightly inspection of work by the leads and supervisor catch incomplete or below standard work so that it can be corrected prior to customer complaint.*

   c) Accountability. Refer to 2 a-e above. *Progress: Accountability procedures and actions are now in place, and support the goal of reducing customer complaints, by providing incentive to complete work to standards.*

   d) Communication Plan. In addition to inspections, and communication plan/directive was established to insure missed or incomplete work is caught and corrected prior to classes beginning in the morning. *Progress: Custodians are directed to notify their lead person as soon as they realize they might not complete their work within the allotted time frame, regardless of the reason. Leads are directed to take action to correct by the end of the shift. If they do not have the means, they are directed to contact the supervisor so that he can reconfigure resources and/or take other appropriate action to complete the work. If it is not possible, the supervisor is directed to contact the Maintenance and Operations Coordinator, so that day custodians can be assigned the task prior to classes. If this is not possible, the Coordinator is directed to contact the VP Administrative Services, so that he may proactively contact the department/program and/or instructor to inform them we are aware of the situation and will correct asap. All of this, prior to the customer filing a complaint.*

   e) Repair requests. The mode of operation for repairing most facility issues and/or changing burnt light bulbs was to wait for a customer complaint, or the customer was required to "notify maintenance" with a work order. Proactive maintenance repairs and light bulb changes did not exist. A new procedure was put in place requiring

custodians, who literally visit every square inch of the campus interior each night and day, to perform their own inspections as they move through the facility, and complete and submit work requests for repairs and light bulb changes on behalf of the customer, and hopefully prior to the customer noticing there is a problem. A half-sheet form was developed for this purpose and is now included in the standard supply of each custodial cart. *Progress: Custodians now submit work requests as needed, and light bulb changes are performed by custodians and leads proactively, and repair items are forwarded to the Maintenance Supervisor, who turns them into system work orders for immediate action.*

Progress overall: In September 2012, our office received an average of 3 calls per day that custodial responsibilities were missed, not clean, or not to the standard of the customer. Calls have reduced to several per week.

4. **Develop Cleaning Standards:** Quality of cleaning varied by custodian, and expectations were unclear and unpublished. A series of meetings was held with the entire custodial program staff to identify the various custodial tasks and develop standards for cleaning. *Progress: Standards are established and there is consistency across the department of how the finished product should look and smell. Clear expectations are in place, and there is accountability. We are nearing the end of a transitional phase as custodial personnel are being coached and trained to clean to the new standards. We are currently developing a custodial handbook.*

5. **Organize Custodial Closets:** Unorganized equipment and supply closets contribute to inefficiency in custodial operations. Supplies sit on floors because of inadequate shelf space, and become wet, or must be continuously moved to get the cart in and out. Organization of the spaces through addition of shelving and cabinets in addition to standardizing closet inventory will support student success via a more efficient work space. *Progress: Standardizing inventory of equipment and supplies is underway. Materials are being procured for installation of cabinets and shelving.*

6. **Inventory Management:** Develop and employ a system to account for supply inventory, in order to track from delivery, to inventory storage, delivery to custodial closets, and use. This will assist in managing supplies, the rate of use by building/custodian, and will minimize theft and account for it. Components include appropriate budgeting and supply estimating, tracking and accounting for deliveries, security of storage locations, reviewing and scrutinizing the entire delivery and chain of custody to installation of the product, tracking and accounting for delivery to custodial closets, tracking rate of use at each building, developing a metric for measuring normal and average use, and taking periodic inventory. *Progress: Custodians have begun signing for their deliveries. We will take our first inventory in April 2013.*

7. **Increase training of custodial staff to 8 hours/year:** Plan and schedule a more rigorous training program for the custodial staff based on our cleaning standards, equipment, supplies, and facilities. Professional training has been limited to approximately 2 hours per year. Determine areas of training via interview with supervisor, lead custodians, and custodial staff. Schedule 8 hours of professional training to be followed up with regularly scheduled training by supervisor. *Progress: Summer is an optimal time to train custodial staff because of the campus down time. Planning and scheduling will begin in April.*

Demonstrate that your program has continued to make progress on Student Learning Outcomes (SLOs) and/or Service Area Outcome (SAOs) based on the plans of the college since the program's last efficacy report. Describe how the SLOs/SAOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). If your program offers neither a degree nor a certificate, describe how the SLOs/SAOs are mapped to the core competencies.

See Strategic Initiative 5.1

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part III: Institutional Effectiveness - Rubric		
Mission and Purpose	The program does not have a mission, or it does not clearly link with the institutional mission.	The program has a mission, and it links clearly with the institutional mission.
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.
Relevance, Currency, Articulation	The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.	The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.

Mission and Purpose

SBVC Mission: San Bernardino Valley College provides quality education and services that support a diverse community of learners.

What is the mission statement of the program?

The Custodial Program supports quality education through service that provides a safe, clean, and functional campus environment for a diverse community of learners.

How does this purpose relate to the college mission?

The purpose is integral to the college mission of providing quality education and services that support a diverse community of learners; in that custodial services is the first step of facilities maintenance. Facilities that are maintained to a safe and functional standard are a fundamental requirement of providing quality education and services to the scale, schedule, and complexity being offered here at Valley College. Classes and the many student services could not be offered without safe and functional facilities. Safe facilities also include clean and hygienic restrooms, classrooms, food services, and other areas that service our students. The custodial program maintains the safe cleanliness of these service areas.

Productivity

Explain how your program defines and measures satisfaction and productivity. What do these measures reveal about your program over a three year period?
Include data that is relevant to your program. Examples of data may include:
- Relative status of the department at SBVC in comparison to the same department at other multi-campus districts in terms of
    i. staffing levels
    ii. compliance with state, local, and federal regulations
- Average time to respond to requests for service
- Average time to respond to complaints
- Results of user satisfaction surveys
- Results of employee satisfaction/staff morale surveys
- Additional identified benchmarks of excellence for the department, and department standing relative to these benchmarks of excellence

Satisfaction is measured by the following:
  a) The number of complaints received from our customers as compared to the number of complaints received in September 2012. The number of complaints in September 2012 totaled 52. 52 is the established baseline for progress. The number of complaints in January was 6 and February 2013 was 10, indicating a significant drop in complaints and increased customer satisfaction.
  b) Custodial cleaning to established standards as determined by inspection. Cleaning standards were not in place prior to December 2012. As indicated by progress towards our goals 2,3, and 4 above, the establishment of cleaning standards and expectations, combined with accountability measures, communication plan, and inspections, has contributed to fewer complaints as well as a higher standard of cleaning achieved consistently across the campus. We are still in process of coaching our custodial staff to achieve a higher level of success i.e. while complaints have reduced, we are still "catching" much with our inspections and communication plan.

Productivity is measured by the following:
  a) Cleaning to standards within the allotted timeframe as determined by inspection.
     Lead Custodians and Supervisor spot check/inspect the work of the custodians each night, with restrooms being the priority. Cleaning the entire area of responsibility to the standard within the allotted timeframe equals satisfactory productivity. While the workload distribution study is still underway for night custodians, it is complete for the day custodians. Meetings were held with the day custodians and CSEA to review and direct the new productivity schedule, which was data-driven and based on actual time and motion studies with each of the custodians in their areas of responsibility.
     Day Custodian Benchmark: No accountability to a supervisor for time spent or productivity; non-scheduled restroom checking and restocking, 1 round/day maximum was achieved; day operations were <u>reactive,</u> the majority of time was spent responding to calls for service instead of providing the service initially.
     Progress: Each custodian now reports to the day maintenance and operations supervisor, and in his absence the VP Admin. Each custodian has a daily schedule based on 8.5 hours. Workload distribution was adjusted slightly to equalize the workload. Based on the established workload, each custodian has time allotted for spills/clean ups, event setup, 3 complete rounds per day of their assigned restrooms for restocking, individual building cleaning assignments, 2 breaks (maximum 15 minutes each -travel included), 30 min. lunch travel included, and 15 minutes for clean-up. Average time for each work item was established per the time-motion work load study. Productivity is monitored as custodians are now required to call in and report at the beginning and end of each round or work item and this is followed up with spot checks by the supervisor and VP Admin. As measured by custodial reporting, inspections, and number of complaints, productivity has increased significantly from the benchmark. The new system has been in place since January 2013.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum (e.g., seminars, workshops, presentations, classes, etc. for Administrative Services).

If applicable, describe your formal curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

Note: Content Review Summary not applicable for this program.

The Content Review Summary from Curricunet indicates the program's current curriculum status. If curriculum is out of date, explain the circumstances and plans to remedy the discrepancy.

Articulation and Transfer

List Courses above 100 where articulation or transfer is **not** occurring	With CSU	With UC

Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

Currency

Follow the link below and review the last college catalog data.
http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx

Is the information given accurate? Which courses are no longer being offered? (Include Course # and Title of the Course). If the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

Part IV: Planning

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part IV: Planning - Rubric		
Trends	The program does not identify major trends, or the plans are not supported by the data and information provided.	The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.
Accomplishments	The program does not incorporate accomplishments and strengths into planning.	The program incorporates substantial accomplishments and strengths into planning.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

Trends in Custodial Services:

1. Facilities are constantly aging, even the new ones. Regular and routine custodial services are necessary to keep the facilities in good repairable condition. Routine inspection by our custodial staff will keep us abreast of small issues needing attention before they grow to large issues. We invested public dollars to buy buildings that will provide a useful life of 50 years, and custodial services is the first step in yielding that lifespan from the building. Custodial care will be incorporated into the long range facilities maintenance plan.
2. Budgets are tight, both for supplies and staffing, although FY 13-14 is cautiously optimistic. Aging equipment must be replaced, and budgeted appropriately. The inventory management goal is crucial to determine if we have been budgeting appropriately for supplies, and for more accurate planning.
3. Workers Compensation Claims: Reports from our Environmental & Safety Office indicate an upswing in custodial workforce injuries and WC claims. Continued workplace safety training and practice is important to keep this loss minimized. This supports the need for better budget planning for substitute workers to insure we are adequately covered.
4. Sustainability is playing a larger role in community college operations across the state. We recently converted all of our cleaning supplies to environmentally "green" products. Recycling will become higher profile in the coming year, not only from a global sustainability perspective, but financially with our college. A projected annual savings of $25,000 can be achieved by recycling our paper products, and the Custodial Program plays a key role. Additional and different equipment for the program must be purchased to see it through.

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. <u>In what way does your planning address accomplishments and strengths in the program?</u>

The primary strength of the program is a core of dedicated and hard-working individuals, who are ready, willing, and able to accept and implement positive change. In fact, they have done so in recent months, and thus contributed to the initial and continuing move towards becoming an efficient and effective custodial program. Actively involving our staff in program-wide meetings, and engaging in dialogue and soliciting input for change has proven to be an effective medium for moving in the right direction with buy in and at the right speed. Change is difficult.

Our accomplishments since September 2012 are well documented in the *progress* section of our stated goals 1-7 above, the increased productivity of our day custodians, and decline in customer complaints. As we engage in planning for next year and in the long range maintenance plan, because of our progress to date, it is reasonable to assume that these goals will be accomplished within the next fiscal year. To track our gain towards a more efficient effective program and our ability to meet our mission and progress toward our vision, it is important to collect and track measurable data that can be used to determine where we've been, and to correct our course as necessary.

High morale is critical to a high quality work environment where employees feel good about coming to work and doing their best on the job. While we are addressing issues that are known to lower morale as a start, this needs to be aggressively pursued to the next level - not only eliminating morale busters, but taking on activities/policy that build morale while achieving our mission. Many of our listed goals, including "morale" above, have a next step, a higher level of achievement that can be attained, and should be as we plan for the coming year and decade.

 The biggest accomplishment of the last 7 months that will be used in our planning is that the program is moving and gaining momentum in the right direction. A program with momentum can be "steered" with good planning and action. We will begin multi-year planning to get out in front and anticipate future demands of the program and our ability to meet them using our strengths and momentum gained this year.

Challenges

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding planning for the program. <u>In what way does your planning address trends and weaknesses in the program?</u>

Each of the goals 1-7 was established to overcome a weakness in the program.

Low morale; low or no accountability for substandard work performance; many complaints for substandard work; no standards to work towards or have accountability for; unorganized custodial closets that reduce efficiency; no inventory management for budgeting, planning, theft reduction, or accountability; very low training hours for custodial staff. These are significant weaknesses of first order magnitude.

Our progress towards achieving our goals (mitigating the weakness identified) will be monitored

in the coming year. As discussed above, many of these goals have another level of achievement that we can take action on when the first level is attained.

We will actively plan for trends in the industry that negatively impact our ability to perform our mission here at the college. The trends indicated above; aging facilities, tight budgets, increasing worker compensation claims, and trends in sustainability all have impact on the custodial program and will be addressed in discussions and planning meetings with staff, yielding appropriate procedures, budgeting, and equipping. We will anticipate the impact for next FY and take appropriate action, as well as perform a multi-year projection with appropriate plan.

V: Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part V: Technology, Partnerships & Campus Climate		
	Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.	Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.
	Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate	Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

Custodial is a go-to partner that responds almost immediately to daily requests from across the campus to fix or improve the environment and campus climate in some way due to a spill or mess that needs cleaning, through transport of materials or equipment, and/or through one of the many event set-ups that custodial performs. Custodial "partners" with the many programs of instruction and student services, as well as outside entities using our facilities. As close as the telephone or radio, custodial services lubricate the college operations. As of this writing, our plan is to become a more efficient and effective partner through achievement of our goals and momentum in that direction. We are working with the district office and Crafton Hills to improve our facilities use process, the technology interface with our department for event setup and facilities use.

VI: Previous Does Not Meets Categories

Reference your most recent Program Efficacy document, and list below those areas which previously received "Does Not Meet." Then, either describe below how your program has remedied these deficiencies, or, if these areas have been addressed elsewhere in this current document, provide the section where these discussions can be located.

Part II Student Success: Refer to same section this document- new established goals 1-7 and progress reports.

Part III Productivity: Refer to same section this document- Satisfaction and Productivity

Part IV Planning for Weaknesses- Refer to same section this document-Challenges

Part V Partnerships- Refer to same section this document- discussion of our campus community partnership and plans to further implement.