

# **INSTITUTIONAL PROGRAM REVIEW 2014 – 2015**

## **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.

For regular programmatic assessment on campus, the Program Review Committee examines and evaluates the resource needs and effectiveness of all instructional and service areas. These review processes occur on one-, two-, and four-year cycles as determined by the District, College, and other regulatory agencies. Program review is conducted by authorization of the SBVC Academic Senate.

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 appropriate committees

Our Program Review process includes an annual campus-wide needs assessment each Fall, and an in-depth efficacy review of each program on a four-year cycle. All programs are now required to update their Educational Master Plan (EMP) narrative each Fall. In addition, CTE programs have a mid-cycle update (2 years after full efficacy) in order to comply with Title 5 regulations.

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. As you are writing your program evaluation, feel free to contact the efficacy team assigned to review your document or your division representatives for feedback and input.

Draft forms should be written (and submitted to the Dean) so that your review team can work with you at the small-group workshops (Feb 13, Feb 27, Mar 27, and Apr 10, 2015).

*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 work with the writer as they draft their documents during the efficacy process. Another campus concern focused on the duplication of information required for campus reports. As such, the efficacy process now incorporates the EMP sheet, a curriculum report, SLO/SAO documentation already generated elsewhere. The committee continues to strive to reduce duplication of other information while maintaining a high-quality efficacy process.

## Program Efficacy 2014– 2015

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

**Program Being Evaluated**

Campus Business Office, Mail Room, Switchboard

**Name of Division**

Administrative Services

**Name of Person Preparing this Report**

**Extension**

Scott Stark	384-8958
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**Names of Department Members Consulted**

Roslin Halim  
 Robyn Bender  
 Karol Pasillas (Admin Services Oversight)  
 Gwen Blizzard  
 Heidi Walker

**Name of Reviewers**

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			
Faculty			
Classified Staff	3	1	
<b>Total</b>	3	1	

**CBO, MAILROOM, SWITCHBOARD EMP DATA PROVIDED BY RESEARCH AND DEV.**

<b>SBVC Employee Headcount</b>	<b>10-11</b>	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>	<b>14-15</b>
Adjunct Faculty	364	309	336	344	386
Tenured Faculty	154	151	148	146	147
Classified	219	219	218	199	193
Administrator	18	18	17	15	17
Total Employees	755	697	719	704	743

<b>Student Headcount</b>	<b>10-11</b>	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>	<b>14-15</b>
Unduplicated Enrollment	19,169	16,593	15,441	16,080	17,044
Enrolled in Day Classes*	9,789	9,158	8,781	9,220	9,639
Enrolled in Evening Classes*	3,343	2,606	2,502	2,350	2,408

\*Reporting period is fall term only of the academic year.

<b>Student Campus Climate Survey Results</b>					
<b>Students' Overall Impression of the Reputation of SBVC</b>					
<b>Rating %</b>	<b>10-11</b>	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>	<b>14-15</b>
Excellent	31	26	30	36	29
Good	48	39	44	49	45
Average	15	19	17	10	18
Below Average	2	5	5	3	5
Very Inadequate/ Poor	1	1	3	2	3

The data above indicate increasing student enrollment, faculty, and staff since 2013. This program serves the entire campus population. A description of services (and related statistics) provided to the expanding demographic above is enumerated below in part 1 and 2 of this document.

## 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
<b>Part I: Access</b>		
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 (%)	Demographics Spring 2010 – Spring 2013	Campus (%)
4.5	Asian	4.5
19.1	African-American	19.1
1.9	Filipino	1.9
50.0	Hispanic	50.0
1.0	Native American	1.0
0.7	Pacific Islander	0.7
20.6	White	20.6
2.2	Other/Unknown	2.2
54.3	Female	54.3
45.7	Male	45.7
5.7	Disability	5.7
29.2	Average Age	29.2

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.

**CBO, MAILROOM, SWITCHBOARD STAFF DEMOGRAPHIC**

White	2	50%
Black	1	25%
Asian	1	25%
Total Staff	4	100%

Analysis: The CBO, Mailroom, Switchboard program represents too small of a sample to adequately reflect the demographics of the large population sample of the college.

The PROGRAM serves the entire campus community of students, staff, and faculty, in addition to the external community at large. Access to college courses is supported through high quality services provided by this PROGRAM. Distribution of services is illustrated in the tables below:

<b>Students</b>	<b>Faculty</b>	<b>Staff</b>
Parking Permits	Parking Permits	Parking Permits
Provide Temp Parking Permits	Provide Temp Parking Permits	Provide Temp Parking Permits
Financial Aid Checks distribution		
Walk-in over the counter support	Walk-in over the counter support	Walk-in over the counter support
Collect and record Fees-financial transactions	Collect and record Fees-financial transactions	Collect and record Fees-financial transactions
	Mail receiving and distribution/ internal and USPS	Mail receiving and distribution/ internal and USPS
Club Deposits		
	Outgoing Pre-sort and USPS Mail	Outgoing Pre-sort and USPS Mail
	Prepare outgoing bulk mailings	Prepare outgoing bulk mailings
Switchboard connect/transfers	Switchboard connect/transfers	Switchboard connect/transfers
Information and assistance via switchboard inquiries	Information and assistance via switchboard inquiries	Information and assistance via switchboard inquiries

<b>Community</b>	<b>General Campus Benefits</b>
Telephone Inquiries	Collect and deposit revenues
Switchboard connections/transfers	Internal Auditing
Over the counter walk in support	Provide account information
	Maintain Petty Cash
	Provide "Change" for operations
	Process 3 <sup>rd</sup> party invoices
	Maintains Student "hold" system
	Deposits to bank accounts

## 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.

The PROGRAM provides consistent and scheduled service hours to serve the needs of the campus and community. Online parking decal purchase on sales dates is available 24/7.

**CBO Office Hours:** M-Th 8:15 a.m. to 4:45 p.m. and Friday 8:15 a.m. to 4:30 p.m. Staff works until 5 p.m. M-Th but final minutes are used to close out financial systems, secure cash, and close down the office.

**Mail Room Hours:** 7:30 a.m. to 4 p.m. M-F

**Telephone Switchboard Hours:** 7:30 a.m. to 4:30 p.m. M-Th and Friday 8 a.m. to 4:30 p.m.

The account clerk positions are cross trained to provide customer support on the telephone and for walk-in over the counter service. The telephone switchboard operator is part time, working M-Th 7:30 -1pm. The balance of coverage, each afternoon and on Fridays is provided by the account clerk positions, as is service to customers who walk in to the counter.

The majority of classes on campus are offered during normal business hours, The majority of faculty and staff and students are on campus during these hours, and the PROGRAM office hours match this schedule to provide service to the greatest number of students, faculty, and staff. Much service/information is provided over the telephone for people who are not on campus during normal business hours.

The PROGRAM offers an online method for parking decals and financial aid checks (mail). Substitutes are used when available for Mail Room Clerk and Switchboard Operator absences. CBO staff covers for these positions when substitutes are not available. Administrative Services management and staff assist during peak loads or when staffing is down.

## Part II: Questions Related to Strategic Initiative: Student Success

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
<b>Part II: Student Success – Rubric</b>		
Data/analysis demonstrating achievement of instructional or service success	Program does not provide an adequate <u>analysis</u> 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.
Service Area Outcomes (SAOs)	Program has not demonstrated that they are continuously assessing Service Area Outcomes (SAOs) based on the plans of the program since their last program efficacy.  Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is missing or incomplete.	Program has demonstrated that they are continuously assessing Service Area Outcomes (SAOs) based on the plans of the program since their last program efficacy.  Evidence of data collection, evaluation, and reflection/feedback, and connection to area services is complete.

Explain how the services in the program support student success.

The PROGRAM supports student success by providing support in three critical areas: Financial, Parking, and Communication. Financial services and transactions, parking decals and temporary permit support, and information and communication support through mail and telephone switchboard services. These services are provided in collaboration with Administrative Services, Student Services, and support the instructional program.

The PROGRAM disburses all financial aid checks, including scholarship, loan, grants, and a variety of other disbursements and credits. This allows students to obtain the necessary resources to support their learning experience.

From R&D Data	2010-2011	2011-2012	2012-2013
GRANTS	5390	4374	4471
LOANS	30	48	42
SCHOLARSHIPS	230	57	218

2013-2014	# checks processed/distributed	Value of Checks
Financial Aid Checks	20,034	\$20,493,747

Services provided to faculty directly support the instructional program and students. Services provided to staff and management are in support of other programs and college operations that in turn support student success. Refer to the table below for additional data/statistics:

Services Provided	2013-2014	2014-2015 to date

Walk-in customers served/day average.		30/day
Walk-in customers served/day-beg. semester		75
Telephone calls answered or transferred/day avg.		150
Parking Permits Processed	8,911	4501
Cash accounting and deposits from parking lots- cash received and accounted daily.	\$55,721	\$21,175
Fees processed through the <i>Credentials</i> system for parking permit decals.	\$189,817	\$71,487
Pre-sort pieces of mail processed	102,838	24,234
Outgoing (OG)Certified envelopes processed	370	
OG Bulk Mail Processed/metered/flat pkgs.	191,948	3,511
OG First Class packages/envelopes processed	6,172	
OG Book/Media mail packages processed	718	
Incoming mail- although measurable data is not collected on this, incoming mail volume is approximately 2X the outgoing mail volume.		
ASG and Club Funds accounted and deposited	\$245,000	\$24,000

#### **SURVEY DATA RESULTS**

##### **The 2014 Student Climate Survey:**

90% of respondents stated they were totally satisfied by the customer service they received from the offices they visited. 80% agreed or strongly agreed that in general, office workers were knowledgeable. The PROGRAM is a group of knowledgeable people working in offices providing customer service, and therefore can share in the student satisfaction of these services.

##### **The 2014 Classified Staff Climate Survey:**

Classified: 81% satisfied or totally satisfied with CBO services.

Classified: 89% satisfied or totally satisfied with Mail Room services.



Demonstrate that your program is continuously assessing Service Area Outcomes (SAOs) based on the plans of the program since the program’s last efficacy report; **refer to the data provided. Include evidence of data collection, evaluation, and reflection/feedback, and** describe how the SAOs are being used to maintain and improve area services (e.g., discussions, revisions, assessments, etc.).

The components of this program were recently consolidated into a single program. As such, this new program SAO was recently developed in collaboration with the program staff through a short series of specific meetings (attached as evidence). As we move forward with this program, the assessment tool and criteria will be used continuously to evaluate our effectiveness toward delivering on our outcomes.

### Program SAO Summary Evaluation Form

Division/Program: Administrative Services: CBO, Mailroom & Switchboard Semester Evaluated: Fall 2015 Next Evaluation: Fall 2018	<b>Lead Evaluator:</b> Scott Stark <b>Participants:</b> Robyn Bender, Roslin Halim, Liliana Molina, Heidi Walker, Gwen Blizard, Karol Pasillas, Scott Stark
Service Area Outcome Statement	To provide accurate and timely financial transactions and reporting service to those we serve.  To facilitate effective written communication between the community and the college.  To connect the caller with the appropriate department, employee or service which results in student success and/or great customer service for student, caller, staff and faculty.
Strategic Initiatives aligned with the SAO.	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Facilities <input checked="" type="checkbox"/> Communication, Culture, & Climate <input type="checkbox"/> Leadership & Professional Development <input type="checkbox"/> Effective Evaluation and Accountability
SAO Assessment Tool	<ol style="list-style-type: none"> <li>1. Number of transactions not completed or customers that were not served as a percentage of all requests for service or transactions.</li> <li>2. Number of customers requesting service that were not served expressed as a percentage of all service requests.</li> <li>3. Number of annual complaints expressed as a percentage of overall service requests.</li> </ol>
Criteria – What is “good enough”? Rubric	On the three assessments above, less than 0.5% failure rate is good enough.
What are the results of the assessment? Are the results satisfactory?	The CBO, Mailroom, and Switchboard program have a 0% failure rate with the assessments listed above. The results are satisfactory. While the customer is not always satisfied, the dissatisfaction is not related to our service i.e. the caller is not always successfully connected to the program because the program may not be available to answer the call, or the student wanting the financial aid check may not receive the check because of lack of identification. Our program strives to serve the

	customer while staying within compliance of board policy and college procedure.
Were trends evident in the outcomes? Are there gaps?	The SAO's are successful and static. Gaps are not evident at this time. FTES is trending up and if this continues beyond 10,500 staffing may not be sufficient to handle customer contacts in a timely manner, particularly in the CBO.
What content, structure, strategies might improve outcomes?	Through this very SAO assessment staff interview process it was discovered that some of the queuing control features in our attendant console (switchboard operator console) were not being used. We held a meeting with DTS and were immediately trained on these features which are now employed, allowing even more efficient and timely handling of customers over the telephone during high traffic periods. Continued monitoring with the assessment tool criteria and attention to increasing FTES correlated with timely service. We have determined to review of all of our processes and procedures this fiscal year for effectiveness and efficiency and adjust as necessary for improvement.
Will you change evaluation and/or assessment method and or criteria?	Not at this time.
Evidence of Dialogue (Attach representative samples of evidence)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty <input type="checkbox"/> Staff</p> <p>Date(s):</p> <p><input checked="" type="checkbox"/> Department Meeting. Date(s): 9/18/15, 9/21/15, 9/22/15</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation &amp; SLOs)</p> <p>SLO Dialogue focused on: SAO outcome statements, assessment tools, criteria rubric, our performance, complaints and kudos, trends, gaps, and potential improvements. We also discussed our ability to sustain quality and timely service given the increasing customer contacts and the fact that technology has improved our efficiency.</p>
Will you rewrite the SAOs	Mailroom component of the SAO needs to be revised to include not just service to the community, but to the campus and district as a whole. Written communication will be changed to "mail".
Response to program outcome evaluation and assessment? How were/are results used for program improvement.	<p><input type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services</p> <p><input type="checkbox"/> Program Planning /Student Success</p> <p>We determined that we are operating efficiently given the level of service provided by such a small number of employees. This is attributed to the high morale maintained in our office, and cross-training. We will pay close attention to our service as FTES increases, and conduct a review of all our procedures and change as necessary for improvement.</p>

**Evidence of Dialogue**

**Administrative Services SBO, Switchboard, and Mailroom**

September 18, 2015

Meeting with CBO staff Karol Pasillas, Liliana Molina, Robyn Bender, and Roslin Halim.

Discussed SAO outcome statements, assessment tools, criteria rubric, our performance, complaints and kudos, trends, gaps, and potential improvements.

September 21, 2015

Meeting with Switchboard operator staff Gwen Blizard, Karol Pasillas, and Scott Stark

Discussed SAO outcome statements, assessment tools, criteria rubric, our performance, complaints and kudos, trends, gaps, and potential improvements.





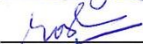

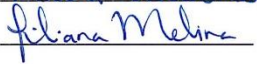
September 22, 2015

Meeting with Mailroom staff Heidi Walker, Karol Pasillas, and Scott Stark

Discussed SAO outcome statements, assessment tools, criteria rubric, our performance, complaints and kudos, trends, gaps, and potential improvements.

September 22, 2015

Follow up meeting with all staff to review the SAO Summary Evaluation together.

Scott Stark	
Karol Pasillas	
Gwen Blizard	
Robyn Bender	
Roslyn Hamlin	
Heidi Walker	
Liliana Molina	

### Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
<b>Part III: Institutional Effectiveness – Rubric</b>		
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	<p>The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.</p> <p>Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.</p>	<p>The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program.</p> <p>Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.</p>

#### 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 PROGRAM supports student success by providing support in three critical areas: Financial, Parking, and Communication. Financial services and transactions, parking decals and temporary permit support, and information and communication support through mail and telephone switchboard services. These services are provided in collaboration with Administrative Services, Student Services, and support the instructional program.

How does this purpose relate to the college mission?

*San Bernardino Valley College provides quality education and services that support a diverse community of learners.*  
*The PROGRAM provides quality services that support a diverse community of learners, and specifically, services that support the quality education that SBVC provides. These services are enumerated in part I and Part II of this report.*

*Additionally:*

*90% of students attending SBVC receive some form of financial aid (Research and Planning Data). This is reflected in the data presented in part II of this report. The CBO role in accounting for and distributing financial aid checks to students is critical to their success at the college.*

*Student Life and the associated clubs are an important component of student engagement in campus activities. The data shows (available in Research and Planning) that engaged students are more successful in obtaining their educational goals. The PROGRAM collects and deposits club and ASG revenue, which contributes to their success, and the participating students' success*

## **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

The data indicates that the student full time equivalent student population has increased 5%, approximately 500 FTES in the last 2 years, yet the PROGRAM budget has essentially remained flat, and staffing has reduced by a full position or approximately 22%. The PROGRAM lost a switchboard operator, transferring the entire workload to the remaining CBO staff (2).

Productivity is determined:

The productivity of the PROGRAM has increased significantly by continuing to provide all of the services while maintaining satisfactory customer service, as indicated by student and classified campus survey data, with reduction in staff by one full time position. This was accomplished by a combination of: cross-training, implementation of technology to streamline or reduce workload, and most importantly, maintenance of morale with the staff-everyone jumps in to help. What a TEAM!

Satisfaction is measured from survey results:

### **CLIMATE SURVEY DATA RESULTS**

#### **The 2014 Student Climate Survey:**

90% of respondents stated they were totally satisfied by the customer service they received from the offices they visited. 80% agreed or strongly agreed that in general, office workers were knowledgeable. The PROGRAM is a group of knowledgeable people working in offices providing customer service, and therefore can share in the student satisfaction of these services.

#### **The 2014 Classified Staff Climate Survey:**

Classified: 81% satisfied or totally satisfied with CBO services.

Classified: 89% satisfied or totally satisfied with Mail Room services.

### Part IV: Planning

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
<b>Part IV: Planning - Rubric</b>		
Trends	The program does not identify major trends, or the plans are not supported by the data and information provided.	The program <u>identifies and describes</u> 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?

Multi-year budget forecasting indicates revenues and growth funding to be flat and potentially running a deficit by the year 2020. (*SBCCD Final Budget FY 14-15*)

Potentially continued unfunded FTES at SBVC, which allows for adjunct faculty funding, but not for support services to handle the increased load- this includes the PROGRAM. Classified staffing numbers have continued to drop in recent years, and FTES is on the rise, creating a significant gap in appropriate staffing levels to support the mission.

Technology advancements allow moving to card type disbursements instead of check, potentially reducing some workload of check handling and distribution.

Given the financial outlook, adding staff may prove difficult. The PROGRAM will need to utilize short-term employees, student workers, and federal work-study students and if budgets permit, hire short-term help to get us through the peak periods especially during the first two weeks of school and during the major financial aid disbursements. Maintaining a high level of service over long periods or indefinitely while understaffed cannot be maintained with an increasing volume of customers. Replacement of staffing lost to budget cuts is necessary to continue serving students in a high quality manner.

Financial aid disbursements via credit card type system should reduce workload in this area, freeing staff during peak disbursement periods to maintain effectiveness in other areas of the PROGRAM operation, providing a partial offset to staffing deficiency.

Will continue to evaluate processes and services for efficiency and continue to make improvements using technology, and other tools to streamline operations.

### 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. In what way does your planning address accomplishments and strengths in the program?

Cross trained staff. CBO went from 4 account clerks to 2 account clerks and the supervisor position was eliminated with the Administrative Services Coordinator taking over the responsibilities of coordinating the CBO, Mailroom, Switchboard and assisting the VP in all areas of Administrative Services.

Incorporating this strength into our planning includes reclassifying the Account Clerk I to an Account Clerk II position so that the two positions performing the same work have the same classification. This will also help with maintaining morale.

The *Credentials* system was implemented for parking decal sales, which streamlined the process immediately so that Faculty & Staff would not have to stand in line to purchase their parking decal. This accomplishment has reduced the workload, the effects of which are included in our staffing plan considerations.

The PROGRAM implemented the annual payroll deduction for fulltime staff in 2011.

Installed an IPAD in the lobby for the campus community to purchase parking permits on-line with CBO staff assistance. This has been so successful that planning includes installation of another at wheelchair height- not necessarily in the lobby of CBO but somewhere at ADSS building to increase service to the disabled student population.

Collaborated with District Police to move the citation payment and appeals process to a paperless on-line system. This accomplishment has reduced the workload, the effects of which are included in our staffing plan considerations.

Implemented *Contact Center* software to improve customer service in a pilot program with Student Services. Planning to expand this campus-wide.

CBO has an excellent accounting system for all of its functions. Another major accomplishment is that we did not experience any audit exceptions per the SBCCD Audit Report in the last 3 years, indicating our accounting procedures are sound. Planning to maintain these procedures and this excellent record.

Maintaining services provided to a campus community that is increasing in size, with 22% less staff.

This trend is not sustainable, and is considered in our staffing plan. Current plan requires filling account clerk I vacancy.

## Challenges

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

Increasingly understaffed as enrollment rises. This is not a sustainable condition, as it affects morale if allowed to continue long term. Planning includes filling vacancy, and lobbying to limit unfunded FTES, as this strains both student services and administrative services in efforts to provide quality support to students and the instructional program.

The lobby is very small and becomes crowded quickly, limiting ingress and egress of office employees. Planning includes working with student services to find another location on campus for the on-line parking permit IPad(s). This is a service that does not require CBO oversight. This would free up the lobby for over the counter inquiries and financial transactions.



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

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

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?

The PROGRAM uses technology to prepare and post financial information and to process mail allowing the campus to have access in a timely manner. This includes computers, an iPad, PayPal, Brinks, Pitney Bowes Mailing Machines and copy scan email capabilities.

Online and iPad technology are utilized to allow faculty/staff and students to purchase their parking permit without standing in line. This also allows the full-time employees an opportunity at the beginning of the Fiscal Year to purchase their annual decals via pay check deduction.

Several software programs are used: Datatel, EduReport, Credentials, Cisco Attendance Console and MS Office. Customer service is very important so for those that are unable to purchase their decal online, we do have administrative access to do it for them. All district offices or departments can request by email temporary permits for visitors or vendors, which they receive electronically.

Implemented Contact Center Software Pilot Program– see *plans to augment* below.

All department procedures are being saved in an electronic file and a hardcopy in an accessible office binder.

Worked with the District Police to develop and implement system for citations to be paid online.

Plan to install a second iPad at a height to accommodate our disabled student population.

Worked with Administrative Services and District Technology Services to purchase and implement *Contact Center* software to increase call volume capacity without increasing staffing, and improve customer service in this area. Pilot program was implemented with Student Services this year. Will obtain statistics on system success later in the year, and will use in decision process to expand campus-wide.

Administrative Services is our closest partner. Administrative Services is in the same office suite, and jump in to provide support when there are workload spikes. We also work together to provide coordinated and accurate data for reporting. We are able to ensure financial reports are completed accurately and timely. The PROGRAM steps in to assist Administrative Services when they are understaffed or have workload spikes.

Financial Aid, as close coordination is required for timely disbursement of checks, to anticipate a spike in workload. Good communication is necessary to resolve problems for the students quickly.

District Police as partners for secure receipt of cash deposits from other areas of campus. Also worked with them to implement the online citation payment and appeals process.

We are all working together to meet the goals and mission of the college.

External partners include SBCCD Fiscal Services Department. We work together to resolve financial issues on a daily and weekly basis, and coordinate reconciliations and accounting.

SBCCD Business Services and the courier service for incoming and outgoing parcels, and inter-district mail deliveries.

Credentials service for processing parking permit process on-line, and receipt of revenues.

United States Postal Service for incoming and outgoing mail.

Inland Presort for handling of all presorted and bulk mail.

High quality of accountability, continuous improvement in processes and management of resources. Maintaining continuous quality services with less staff and more customers, partly through use of technology and partly through cross-training and a motivated team.

Reputation – getting checks out on time, managing student club & trust funds.

Information for students regarding parking citations, permits, deadlines.

Customer service oriented front line staff who are empowered to resolve customer service concerns.

A management style that encourages staff Involvement in campus activities and events.

**CLIMATE SURVEY DATA RESULTS**

**The 2014 Student Climate Survey:**

90% of respondents stated they were totally satisfied by the customer service they received from the offices they visited. 80% agreed or strongly agreed that in general, office workers were knowledgeable. The PROGRAM is a group of knowledgeable people working in offices providing customer service, and therefore can share in the student satisfaction of these services.

**The 2014 Classified Staff Climate Survey:**

Classified: 81% satisfied or totally satisfied with CBO services.

Classified: 89% satisfied or totally satisfied with Mail Room services.

## VI: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received “Does Not Meet.” Address each area, by either describing below how your program has remedied these deficiencies, or, if these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

**SPECIFIC DETAILS TO BE PROVIDED BY PROGRAM REVIEW COMMITTEE**

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