

# #16

**COMPLETE**

**Collector:** Email Invitation 1 (Email)  
**Started:** Monday, February 10, 2020 5:39:20 PM  
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**Time Spent:** 05:34:22  
**First Name:** Nicole  
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**Custom Data:** Administrative Services  
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Page 1: I. Service Area Overview and Update

**Q1** Department(s) Reviewed:

Administrative Services

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**Q2** Lead Author and Collaborators:

Nicole Salgado, Francisco Gonzalez

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**Q3** Dean/Manager:

Dr. Julianna Barnes

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Page 2: II. Service Area Reflection and Description

**Q4** Provide your service area's mission statement:

Strive for excellence in support of educational services; utilize sustainable and cost effective measures; ensure high quality finished products; and streamline business practices to enhance the experience of students, staff, faculty, and the community in conjunction with the college's mission, vision, and values.

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**Q5** Describe how your service area supports the College's mission:

The Admin Services division supports the organization health of the college and the mission through the following efforts:

-- Fiscal Stability: Admin Services ensures the fiscal stability of the college by preparing and monitoring the budget. Ensure monies are adequately allocated to support programs, increasing salary/benefit costs, funding resource requests, and on-going facility upgrades.

--Facilities: Ensures the grounds, classrooms, and work areas are safe and functioning. Supports campus events, provides preventative maintenance, and completes day to day workorders.

--Provides faculty, staff, and students with services related to duplicating, cashiers, travel requests, bookstore, switchboard, mailroom, and catering/food services.

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**Q6** Is the service area description in the current college catalog up to date and accurate? **Yes**

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Page 3: III. Curriculum Review, Assessment, and Student Success

**Q7** Does your service area offer any credit courses? **No**

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Page 4: III. Curriculum Review, Assessment, and Student Success

**Q8** Access the Five Year Curriculum Review Cycle. Have all of your active course outlines been reviewed within the last five years? **Respondent skipped this question**

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Page 5: III. Course Curriculum, Assessment, and Student Success

**Q9** Do you have a course Student Learning Outcomes (SLO) assessment plan on file with Student Learning Outcomes & Assessment Committee (SLOAC)? If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at [tania.jabour@gcccd.edu](mailto:tania.jabour@gcccd.edu). **Respondent skipped this question**

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**Q10** OPTIONAL: You may upload a copy of your SLO assessment plan for SLOAC here. If you have an Excel sheet, please convert to one of the supported files listed below before submission. **Respondent skipped this question**

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**Q11** Please provide an analysis of your SLO findings and what changes, if any, were made as a result. **Respondent skipped this question**

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**Q12** What student learning-related successes and challenges have SLO results revealed for your department? Note: If SLO data are not offering useful feedback regarding student learning, and are not currently informing program improvements, please instead discuss the specific steps you plan to take to make learning outcomes and assessments more meaningful.

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Respondent skipped this question

Page 6: III. Course Curriculum, Assessment, and Student Success

**Q13** How has the department or discipline's success rate across all courses changed over the past 5 years?

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Respondent skipped this question

**Q14** The College has set a 2024 goal of reaching a 77% course success rate (students passing with a grade of A, B, C, or P out of those enrolled at census) for the College as a whole. Consider how your department or discipline will help the College reach its long-term goal of increasing the course success rate to 77%. What is your department or discipline's one year (2020-21) goal for success rate across all courses in the department or discipline?

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Respondent skipped this question

**Q15** Please describe any equity gaps, in which specific groups (e.g., by gender and ethnicity) have success rates lower than that of the department or discipline overall?

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Respondent skipped this question

**Q16** What department/discipline (or institutional) factors may be contributing to these lower rates of success for these groups of students?

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Respondent skipped this question

**Q17** What specific steps will the department or discipline take to address these equity gaps in the 2020/21 academic year?

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Respondent skipped this question

**Q18** How do these steps inform the long-term department or discipline goals that you are setting in this comprehensive program review?

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Respondent skipped this question

Page 7: III. Course Curriculum, Assessment, and Student Success

**Q19** Does your service area/program have distance education (online) courses?

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Respondent skipped this question

Page 8: III. Course Curriculum, Assessment, and Student Success

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**Q20** Are there differences in success rates for distance education (online) versus in-person sections? **Respondent skipped this question**

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Page 9: III. Course Curriculum, Assessment, and Student Success

**Q21** If there are differences in success rates for distance education (online) versus in-person classes, what will the program do to address these disparities? **Respondent skipped this question**

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**Q22** What mechanisms are in place to ensure regular and effective contact within online courses across the discipline or department? **Respondent skipped this question**

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Page 10: IV. Degree and Certificate Programs

**Q23** Does your service area offer any degree/certificate programs? **No, and it does not have PLOs**

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Page 11: IV. Degree and Certificate Programs

**Q24** For each degree and certificate, indicate how many awards were conferred in the past five years? Please upload a summary document. If you have an Excel spreadsheet, please convert to the supported files listed below before submission. **Respondent skipped this question**

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Page 12: IV. Degree and Certificate Programs

**Q25** Degree/certificate #1: **Respondent skipped this question**

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**Q26** Degree/certificate #2: **Respondent skipped this question**

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**Q27** Degree/certificate #3: **Respondent skipped this question**

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**Q28** Degree/certificate #4: **Respondent skipped this question**

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**Q29** Do you need to include more degrees and/or certificates? **Respondent skipped this question**

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Page 13: IV. Degree and Certificate Programs

**Q30** Degree/certificate #5: Respondent skipped this question

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**Q31** Degree/certificate #6: Respondent skipped this question

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**Q32** Degree/certificate #7: Respondent skipped this question

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**Q33** Degree/certificate #8: Respondent skipped this question

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**Q34** Do you need to include more degrees and/or certificates? Respondent skipped this question

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Page 14: IV. Degree and Certificate Programs

**Q35** Degree/certificate #9: Respondent skipped this question

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**Q36** Degree/certificate #10: Respondent skipped this question

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**Q37** Degree/certificate #11: Respondent skipped this question

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**Q38** Degree/certificate #12: Respondent skipped this question

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Page 15: IV. Degree and Certificate Programs

**Q39** How are these degrees/certificates meeting the needs of students, and/or articulation with four-year institutions? Respondent skipped this question

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**Q40** Are there any changes planned if the degrees/certificates are not meeting these needs? Respondent skipped this question

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**Q41** Can students complete the degree/certificate requirements within a two-year period? \*\*requirement of Title 5, California Code of Regulations Respondent skipped this question

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Page 16: IV. Degree and Certificate Programs

**Q42** How are you currently assessing you PLOs within a 4-year cycle? Respondent skipped this question

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**Q43** Are the PLOs in the catalog an accurate reflection of the department or discipline's current learning objectives? **Respondent skipped this question**

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**Q44** Are the PLOs mapped to the course SLOs? If you require assistance, please contact Madison Harding in the IESE Office at madison.harding@gcccd.edu **Respondent skipped this question**

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Page 17: IV. Degree and Certificate Programs

**Q45** Does your service area directly serve students? **No**

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Page 18: V. Student Service Area Assessment & Data Analysis

**Q46** How does the service area student population differ from the College's overall student population, if at all? **Respondent skipped this question**

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**Q47** How does the service area ensure it is addressing the needs of its student population? **Respondent skipped this question**

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**Q48** Service areas are collecting data in many different ways. Please discuss the access, success, and/or other data relevant to your service area. **Respondent skipped this question**

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**Q49** What steps is your service area taking to advance the college's student success and equity goals? **Respondent skipped this question**

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**Q50** OPTIONAL Upload 1: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF. **Respondent skipped this question**

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**Q51** OPTIONAL Upload 2: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF. **Respondent skipped this question**

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**Q52** OPTIONAL Upload 3: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF. **Respondent skipped this question**

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**Q53** OPTIONAL Upload 4: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF. **Respondent skipped this question**

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Page 19: V. Student Service Area Assessment & Data Analysis

**Q54** Does your service area have a SLO/SSO\* assessment plan on file with SLOAC?\*Student Learning Outcome/Student Services Outcome

Respondent skipped this question

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Page 20: VI. Service Area Assessment and Institutional Effectiveness

**Q55** In what way does your service area work across the college to advance the college's student success & equity goals? Please contact the Institutional Effectiveness & Student Equity Office (brianna.hays@gcccd.edu or 619-660-4060) for assistance in collecting data to inform your program review.

The Administrative Services division is aware of and advocates an equity mindedness culture in what they do and strives to include all staff in the college's work and programs. The division provides the fiscal stability, functioning facilities, and other support services necessary to advance the college's goals. The division provides direct support to faculty, students, and staff through services related to duplicating, cashiers, travel requests, bookstore, switchboard, mailroom, and catering/food services.

Admin Services also oversees all the restricted funds which includes federal, state and local grants, categorical programs, and special funds. The budget for the restricted funds has increased from \$8.9 million in 2013-14 to \$17.3 million in 2018-19, which equates to 94% increase. The division oversees the unrestricted funds which has increased from \$25.9 million in 2013-14 to \$35.1 million, which equates to 35.5% increase. Administrative Services prepares the budget, monitors, reconciles, researches, analyzes, processes billing, files reports, assists program coordinators and projects year end balances for all the restricted funds.

As part of the Administrative Services division, the facilities department ensures safe and functioning buildings by maintaining the grounds, performing regular maintenance, and custodial work. The Facilities department is fully integrated with the College and is aligned with fulfilling the College's vision and mission. Facilities is fully committed in maintaining the campus at the highest level possible and by default assist the teachers and students in their educational learning activities.

Facilities also understands that it's unique and diverse in talent and have devoted themselves in supporting the college in the multiple student services programs. Facilities is part of the planning committees and participates in supporting the PowWow, Encuentros Leadership, the Spring Garden Festival, the Martin Luther King Parade Float, and other college activities as needed. The Facilities department views themselves as value added to the educational goals of the many departments that it serves and is meshed into the fabric of the college and its culture.

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**Q56** Please review any research data and/or reports for your service area and summarize the findings and implications for practice. Please use the "choose file" button below to upload any supporting documentation for this question.

Respondent skipped this question

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Page 21: VI. Service Area Assessment and Institutional Effectiveness

**Q57** Please describe your service area strengths.

The Admin Services division values customer service and prides itself on serving the college. For instance, the Business Office and Cashier's departments seek to be a "one-stop" center to faculty, staff, or students by providing assistance and information on the college and/or district processes. Similarly, the facilities department is dedicated to maintaining the campus at the highest level possible while supporting campus events. Many departments within the division are dedicated to continuous improvement and actively seek feedback from stakeholders on how to improve services.

**Q58** Please describe your service area challenges.

-One of the main challenges within the service area has been communicating changes or updates to processes/procedures. Some processes/procedures are driven by the district and the colleges rely on the district to share accurate and timely information.

-There is also a lack of clarity on some district processes and procedures (e.g. Procedures on facility emergencies or purchasing).

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**Q59** Please describe external influences that affect your service area (both positively and negatively).

- As mentioned above, some processes/procedures are driven by the district and the colleges rely on the district to share accurate and timely information. However, the district does not always opt to send out a district-wide communication when one aspect of a process/procedure is changed. Instead, they rely on the college Business Office to learn about the change and communicate it to the college. Other times, there is a lack of clarity with the district processes which makes it difficult to quickly and efficiently complete our work.

- Many of our departments serve as a resource and support system for the campus. However, we have a finite number of staff and limited capacity. We prefer that departments submit requests or inquiries several days or 1-2 weeks in advance. This allows us to complete all work on time while providing adequate coverage in our service area. Unfortunately, some departments frequently make last minute requests or provide information shortly before a deadline which has negatively impacted our entire departments. This creates a domino effect which impacts other staff members and stakeholders on campus.

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**Q60** Given these factors, what opportunities exist for the service area to advance student success and institutional effectiveness in the next 4 years?

-We plan to provide share accurate and timely information when there is a change to college processes or procedures. We may prepare new documents, update forms, or prepare FAQ's which will help faculty and staff. We are also considering ways to share information with new faculty/staff which may include information or training sessions.

-Our service area is looking for ways to streamline processes and become more efficient. We are currently evaluating specific processes and looking for ways to improve the experience for our stakeholders. For instance, we are in the process of reviewing our work order process to determine how/if we can move to an online system rather than a paper process. An online system would allow us to complete work orders quickly and the software may have the capability to offer a feedback survey for all stakeholders. We are also looking at processes within the Business Office that can help speed up wait times for faculty/staff requests and minimize paper waste.

-The division is also dedicated to customer service and we plan to conduct a division-wide assessment. This will give us the opportunity to hear directly from stakeholders to learn how we can better serve the college.

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Page 22: VII. Previous Goals: Update (If Applicable)

**Q61** Would you like to provide an update for your previous program review goal(s)? **Yes**

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Page 23: VII. Previous Goals: Update (If Applicable)

**Q62** Previous Goal 1:

Ensure Fiscal Stability of the College

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**Q63** Which College Strategic Goal does your service area most directly support?

**Organizational Health**

**Q64** Please describe how this goal advances the college strategic goal identified above.

This will be an ongoing goal for the division to ensure the College has sufficient resources to support its programs and services. By ensuring the fiscal stability of the college, we are able to continue to pay all salaries/benefits, support student programs, continue instructional programs, and maintain facilities.

**Q65** Goal status:

**In Progress - will carry this goal forward into next year**

Page 24: VII. Previous Goals: Update (If Applicable)

**Q66** Please describe the results or explain the reason for the deletion/completion of the goal:

**Respondent skipped this question**

**Q67** Do you have another goal to update?

**Respondent skipped this question**

Page 25: VII. Previous Goals: Update (If Applicable)

**Q68** Please describe action steps for the year:

-Increase the contingency reserve

-Increase the STRS/PERS reserve

-Continue to have a positive ending balance after all commitments

**Q69** How will this goal be evaluated?

-The amount increased in the the contingency reserve

-The amount increased in the STRS/PERS reserve

-The total positive ending balance after all commitments

**Q70** Do you have another goal to update?

**Yes**

Page 26: VII. Previous Goals: Update (If Applicable)

**Q71** Previous Goal 2:

Support and provide oversight to the college-wide facilities projects

**Q72** Which College Strategic Goal does your service area most directly support?

**Organizational Health**

**Q73** Please describe how this goal advances the college strategic goal identified above.

The facilities department ensures safe and functioning buildings by maintaining the grounds, performing regular maintenance, and custodial work which, in turn, allows us to provide instructional and student services programs.

**Q74** Goal status:

**In Progress - will carry this goal forward into next year**

Page 27: VII. Previous Goals: Update (If Applicable)

**Q75** Please describe the results or explain the reason for the deletion/completion of the goal:

**Respondent skipped this question**

**Q76** Do you have another goal to update?

**Respondent skipped this question**

Page 28: VII. Previous Goals: Update (If Applicable)

**Q77** Please describe action steps for the year:

- Create a system to track preventative maintenance for all buildings and site
- Conduct a water/fire assessment for all buildings
- Provide on-going training to staff
- Budget funds for repairs and maintenance of college wide facilities.
- Develop a multi year plan to replace college wide old roofs, lighting, signage, and emergency preparedness plan
- Develop a college-wide preventative maintenance plan
- Develop a multi year plan to fund Prop V shortage

**Q78** How will this goal be evaluated?

- Compare budget to actuals for facilities projects. Ensure projects stay on schedule and within budget
- Ensure that all water/fire assessments are complete
- Ensure system for tracking maintenance is created and complete
- All staff attend a minimum of one training per year

**Q79** Do you have another goal to update?

**Yes**

Page 29: VII. Previous Goals: Update (If Applicable)

**Q80** Previous Goal 3:

Improve communication to the college community for facilities and processes/procedures.

**Q81** Which College Strategic Goal does your service area most directly support?

**Organizational Health**

**Q82** Please describe how this goal advances the college strategic goal identified above.

Facilities: There will be several projects under construction this next year so a continuous communication is highly needed to ensure the campus is aware of facilities use changes and ensure safety of the college campus.

Business Services: As changes are made to processes/procedures, it will be important to communicate with faculty/staff so that wait times for forms are reduced.

**Q83** Goal status:

**In Progress - will carry this goal forward into next year**

Page 30: VII. Previous Goals: Update (If Applicable)

**Q84** Please describe the results or explain the reason for the deletion/completion of the goal:

**Respondent skipped this question**

**Q85** Do you have another goal to update?

**Respondent skipped this question**

Page 31: VII. Previous Goals: Update (If Applicable)

**Q86** Please describe action steps for the year:

To provide an on-going campus-wide communications regarding facilities projects or changes in processes/procedures.

**Q87** How will this goal be evaluated?

The number of updates included in the Weekly Digest and the number of communication emailed to the college.

**Q88** Do you have another goal to update?

**Yes**

Page 32: VII. Previous Goals: Update (If Applicable)

**Q89** Previous Goal 4:

Improve the structure of the Division to improve the operations of the college

**Q90** Which College Strategic Goal does your service area most directly support?

**Organizational Health**

**Q91** Please describe how this goal advances the college strategic goal identified above.

Over the last twelve years, the college has expanded the square footage of the campus and built buildings B, E, H, and I. The new buildings represent approximately 100,000 additional square feet and no additional maintenance staff were added to service the additional areas. The result has been that the college has fallen significantly behind in preventative maintenance and regular work orders. We predict that with current staffing, it would take us two years or more to catch up on all the preventative maintenance that needs to occur across campus. Without regular maintenance, the buildings are at risk for mechanical, plumbing, and waterproofing failure which could impact the college on a fiscal level but more importantly, could displace classes and negatively impact educational goals of the college.

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**Q92** Goal status: **In Progress - will carry this goal forward into next year**

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Page 33: VII. Previous Goals: Update (If Applicable)

**Q93** Please describe the results or explain the reason for the deletion/completion of the goal: **Respondent skipped this question**

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Page 34: VII. Previous Goals: Update (If Applicable)

**Q94** Please describe action steps for the year:

In order to get up-to-date with maintenance and ensure all buildings are safe and functioning, we are hoping to add an additional maintenance position to the Facilities department.

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**Q95** How will this goal be evaluated?

Initial Admin Services satisfaction survey will be administered this spring as a base line and then an annual or bi-annual survey will be conducted to measure improvement for the division.

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Page 35: VIII. New Goals

**Q96** Would you like to propose any new goal(s)? **No**

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Page 36: VIII. New Goals

**Q97** New Goal 1: **Respondent skipped this question**

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**Q98** Which College Strategic Goal does this service area goal most directly support? **Respondent skipped this question**

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**Q99** Please describe how this goal advances the college strategic goal identified above: **Respondent skipped this question**

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**Q100** Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data: Respondent skipped this question

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**Q101** Action steps for this year: Respondent skipped this question

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**Q102** How will this goal be evaluated? Respondent skipped this question

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**Q103** Do you have another new goal? Respondent skipped this question

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Page 37: VIII. New Goals

**Q104** New Goal 2: Respondent skipped this question

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**Q105** Which College Strategic Goal does this service area goal most directly support? Respondent skipped this question

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**Q106** Please describe how this goal advances the college strategic goal identified above: Respondent skipped this question

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**Q107** Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data: Respondent skipped this question

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**Q108** Action steps for this year: Respondent skipped this question

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**Q109** How will this goal be evaluated? Respondent skipped this question

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**Q110** Do you have another new goal? Respondent skipped this question

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Page 38: VIII. New Goals

**Q111** New Goal 3: Respondent skipped this question

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**Q112** Which College Strategic Goal does this service area goal most directly support? Respondent skipped this question

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**Q113** Please describe how this goal advances the college strategic goal identified above: Respondent skipped this question

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**Q114** Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data: Respondent skipped this question

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**Q115** Action steps for this year: Respondent skipped this question

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**Q116** How will this goal be evaluated? Respondent skipped this question

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**Q117** Do you have another new goal? Respondent skipped this question

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Page 39: VIII. New Goals

**Q118** New Goal 4: Respondent skipped this question

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**Q119** Which College Strategic Goal does this service area goal most directly support? Respondent skipped this question

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**Q120** Please describe how this goal advances the college strategic goal identified above: Respondent skipped this question

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**Q121** Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data: Respondent skipped this question

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**Q122** Action steps for this year: Respondent skipped this question

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**Q123** How will this goal be evaluated? Respondent skipped this question

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Page 40: IX. Executive Summary

**Q124** One-page summary: Respondent skipped this question

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**Q125** OPTIONAL: Select the "choose file" button if you wish to upload your one-page summary rather than utilizing the text box above.

**Executive Summary.docx (14.7KB)**

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**Q126** OPTIONAL: Please upload any additional documentation for your program review using the "Choose File" button below. Respondent skipped this question

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Page 41: X. Resources Needed to Fully Achieve Goal(s)

**Q127** Is the program requesting resources this year to achieve your service area goal(s)? (Faculty Resource Needs, Classified Staff Resource Needs, Technology Resource Needs, Supplies, Equipment & Other Resource Needs, Facilities Resource Needs) **Yes**

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Page 42: XI. Faculty Resource Needs

**Q128** Are you requesting one or more faculty positions to achieve this goal(s)? **No**

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Page 44: XIII. Classified Staff Resource Needs

**Q129** Are you requesting one or more classified positions to achieve your service area's goal(s)? **Yes**

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Page 46: XV. Technology Resource Needs

**Q130** Are you requesting technology resources to achieve your service area's goal(s)? **No**

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Page 48: XVII. Supplies, Equipment, & Other Resource Needs

**Q131** Are you requesting supplies and/or equipment resources to achieve your service area's goal(s)? **No**

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Page 50: XIX. Facilities Resource Needs

**Q132** Are you requesting facilities resources to achieve your service area's goal(s)? **Yes**

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Page 52: Final Check

**Q133** If you would like to go back and review parts of your program review, select a section and click "Next." **I am ready to submit my program review**

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