FOLLOW-UP REPORT

Submitted to the
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

October 15, 2013

CERRO COSO COMMUNITY COLLEGE
3000 COLLEGE HEIGHTS BLVD.
RIDGECREST, CA 93555

Certification of Institutional Follow-Up Report

DATE: October 2013

TO: Accrediting Commission for Community and Junior Colleges
                 Western Association of Schools and Colleges

FROM: Cerro Coso Community College
                 3000 College Heights Blvd.
                 Ridgecrest, CA 93555

This institutional Follow-Up Report is submitted to fulfill the requirement from the February 11, 2013 ACCJC letter to the college president.

We certify that there were opportunities for broad participation by the campus community in the development of this report and we believe the report accurately reflects the progress made in responding to the recommendations of the October 2012 ACCJC Evaluation Team.

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Sandra Serrano, Chancellor, KCCD

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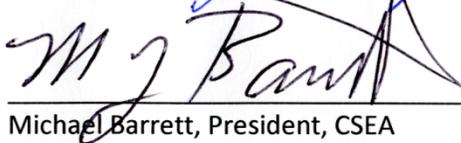John Corkins, Board President, KCCD

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Jill Board, President, Cerro Coso Community College

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Corey Marvin, Accreditation Liaison Officer

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Laura Vasquez, President, Academic Senate

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Michael Barrett, President, CSEA

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Note: this entire document and evidence can be accessed electronically at
http://www.cerrocoso.edu/accreditation/followup2012.asp

Statement of Report Preparation

On February 11, 2013, the college president received a letter from Dr. Barbara Beno, President of ACCJC, indicating that at its meeting on January 9-11, 2013, the Institutional Self Evaluation Report and the report of the Evaluation Team that visited Cerro Coso Community College were reviewed and considered. It further stated that the Commission took action to reaffirm accreditation with a requirement that the College complete a Follow-Up Report that must be submitted by October 15, 2013. The contents of this letter were immediately released to the College and discussion began regarding the planning and development of the report.

The Vice President of Academic Affairs, who served as Accreditation Liaison Officer (ALO) during the time of the development of the 2012 Self Evaluation and through the team visit, was designated as the coordinator for the Follow-Up Report.

On February 20th, the ACCJC action letters were discussed in the Kern Community College District (KCCD) Vice Presidents' Leadership Team meeting, which included the College Presidents, Vice Presidents, and District Vice Chancellor. The team discussed and considered developing a standard format to be used by all three district colleges as they developed their respective Follow-Up Reports. The Porterville College ALO wrote a draft template for the colleges to review and consider and submitted it to the leadership team.

Consistent with the preparation of the Institutional Self Evaluation Report, dialogue took place across the college but particularly within the committees, operational units, and working groups that had provided review and revisions of the original document. These committees and discussions included representation from all constituency groups on campus, in addition to the lead faculty, classified staff, and administrators of campus governance.

Cerro Coso Community College was required to respond to all four of the team's College Recommendations, and all four of the District Recommendations. While dialogue ensued throughout the spring and while action plans were formed, area administrators assumed responsibility for the writing the first draft of responses in their respective areas. Responses to the District Recommendations were assigned to the Associate Chancellor, Economic and Workforce Development.

Upon the return of faculty in the fall, the operational units, committees, and working groups responsible for addressing the recommendations met to review drafts, make changes, and finalize action plans:

College Recommendation 1:   College Council
College Recommendation 2:   Institutional Effectiveness Committee
College Recommendation 3:   Institutional Effectiveness Committee
College Recommendation 4:   Faculty Chairs working group
College Recommendation 5:   College Council
College Recommendation 6:   Facilities Committee; Safety Committee

Throughout the process, progress in the development of the Follow-Up Report was reviewed by College Council. A preliminary draft was submitted at its September 5 meeting. In mid-September, the final report was approved and submitted to the board for review. At its meeting in October, the KCCD Board of Trustees officially approved the Follow-Up Report. The report was then sent to the ACCJC as required.

College Recommendation 1   **Mission**

To fully meet the Standards, the team recommends the College establish a regular cycle by which to review the mission statement. (I.A, I.A.3, I.A.4)

This recommendation was referenced in Standard I.A. The evaluation team arrived at the tail end of the mission review process. The new mission statement was undergoing its final adjustments prior to being sent to the Kern Community College District Board of Trustees for approval. The team noted that Cerro Coso had not completed a regular or systematic review of its mission since 2007 and that the College appeared to lack any formal procedure for systematically reviewing the mission and for making revisions that would be approved by the board (**doc. 25, pgs. 18-19**).

Progress in Addressing Recommendation

A regular cycle by which to review the mission statement has been explicitly established. The College had always periodically reviewed its mission statement and other guiding principles—vision, values, and strategic plan—but had never written down the process. In spring 2013, as part of the periodic review and revision of the Participatory Governance Model, a section was added describing the College's practice. The revised Model was last reviewed by College Council on April 18, 2013, and sent forward for printing (**doc. 18**).

The College follows a three-year mandatory review and revision cycle **(doc. 46, pgs. 29-30)**. This is done in concert with long-range planning undertaken at the district level. Cerro Coso begins its mission and guiding principles review at the same time KCCD's mission, vision, values, and strategic plan are undergoing their own review and revision. Once KCCD's documents are completed, the College finalizes its mission statement, vision, and values. And then, in a second step, it finalizes its strategic goals based on the prior planning documents. This sequence is followed for the purpose of reaffirming the relevance of the mission and service statements to the district and college communities served and of optimizing the dialogue surrounding integration of long-range plans. Moreover, the new section now describes how an off-cycle review might be triggered by unforeseen events of a substantial enough nature. Examples are listed in the Participatory Governance Model. Also described are the steps to be undertaken if either the three-year or triggered review calls for a revision of the mission statement.

The Participatory Governance Model document was edited over the summer, formatted and graphically designed, and then presented to College Council at its September 2013 meeting (**doc. 19**).

Conclusion

The College has fully addressed this recommendation.

Future Plans

None

List of Evidence

Doc. 18   College Council Minutes, April 18
Doc. 19   College Council Minutes, September 5
Doc. 25   External Evaluation Report of Educational Quality and Institutional Effectiveness, February 2013
Doc. 46   Participatory Governance Model, 2012-2015

College Recommendation 2   **Improving Institutional Effectiveness**

To fully meet the Standard, the team recommends that the College further improve and integrate all of its planning activities, including the development of a clear linkage of planning to college mission, program review, resource allocation, identified goals, and a means to evaluate planning processes for effectiveness. (I.B.1, I.B.2, I.B.3, I.B.4, I.B.5, I.B.6, I.B.7, II.A.2.f, II.B.3, III.A.6, IV.A.5, IV.B.2, IV.B.2.b)

Recommendation 2 was referenced at three places in the External Evaluation Report. In Standard I.B, it was noted that while the College had made significant progress in increasing the effectiveness of its planning, further work was necessary **(doc. 25, pgs. 20-21).** At the time of the site visit, the College's annual integrated planning cycle had run one time and was still not fully integrated; different components of planning had independent timelines and triggers that appeared not to line up well. There were also some instances when plans were not completed as called for in the cycle, including the Strategic Plan. Formal evaluation processes remained to be put into place to ensure that the integrated planning efforts are fruitful and continue to be improved.

In Standard III.D, the team concluded that a weak link in the planning process was that assessment/ evaluation of the allocation of resources needs to be formalized and improvements from the assessment communicated to all constituent groups **(doc. 25, pg. 50).** In Standard IV.A, it was stated that a formal process of evaluation must be developed to assess the effectiveness of the governance and decision-making model **(doc. 25, pgs. 52, 54-55).**

Progress in Addressing Recommendation

Standard I.B

Further improvements have been made in the annual integrated planning cycle to increase the effective incorporation of documents and processes:

- The College completed drafting of its 2012-2015 Strategic Goals, which were approved by the Board of Trustees in February 2013; the new set of goals are more focused and in a much more measurable form than the prior set, each with an identified assessment indicator or set of indicators **(doc. 10)**.
- The College's Student Success Plan, which had been on an independent track since its creation in 2011 as a result of the dialogue surrounding the Student Success Task Force, has now been combined with the Student Equity Plan and is fully integrated into the annual process. In 2013, Cerro Coso Community College—together with Bakersfield College and Porterville College—joined the Achieving the Dream initiative, and a key element of the planning has been to establish the Student Success Plan centrally within the cycle as the culmination and focal point of the year's educational direction-setting **(doc. 5)**.
- The annual unit plan template was revised to identify strategies related to the Student Success Plan **(doc. 7).**
- The administrative service units of Maintenance and Operations, Information Technology, and Marketing have now been fully integrated as operational units within the planning cycle; in spring 2013, these units wrote administrative unit outcomes (AUO's); beginning fall 2013, they will write unit plans and be on the program review timeline for periodic evaluation **(doc, 6; doc. 48**).
- As detailed more fully below in Recommendation 5, the college human resources office is also being integrated as a full operational unit within the planning cycle, writing AUO's, an annual unit plan, and a program review.
- As detailed more fully below in Recommendation 3, the program review template was revised to better align the 6-year process with the annual planning cycle **(doc. 49).**
- As detailed more fully in Recommendation 3, the annual unit plan template was revised to more explicitly tighten the connection to program review, including annual updates on every unit's progress in achieving program review goals **(doc. 7)**.
- Mid-point progress reports for annual unit plans have been instituted to keep better track of goal completion **(doc. 5)**.

In addition, as both the Self Evaluation Report and the External Evaluation Report indicate, one of the College's self-identified action items to come out of the last Institutional Effectiveness Review was to develop a mechanism for more formally keeping track of institutional progress on strategic goals and objectives as well as enabling follow-up **(doc. 11)**. In spring 2013, the Institutional Effectiveness Committee created a crosswalk of goals to specific measures. Every goal now has an identified assessment indicator or set of indicators, ranging from specific data points already found within our MIS system, to periodic accountability reports, to specially created reports written for and maintained solely at the College. Moreover, a chart showing this crosswalk has been created and posted to the college planning website, including persons responsible and timelines for the data gathering **(doc. 61).**

Standard III.D

At the time of the writing of the Institutional Self Evaluation Report and the visit by the Evaluation Team, the newly adopted planning cycle was in the middle of its second run. Subsequent changes have been made that greatly enhance the tie between planning and resource allocation:

- In the 2012 planning cycle for academic year 2013-14, the annual unit plan template budget worksheet was redesigned so that resource requests were directly linked to second-level resource plans (staffing, professional development, facilities, information technology, and marketing); this made it vastly easier for the developers of these plans to identify and analyze requests.
- In preparation for the 2013 planning cycle for academic year 2014-15, the budget manager provided a spreadsheet for each unit pre-populated with line-item budgets, the current-year adopted budget, and 3-year actuals; this greatly simplified the unit's ability to plan and the budget committee's ability to pull together the requests for a first-draft budget **(doc. 56)**.
- The entire list of college budgets was charted out by the Institutional Effectiveness Committee and each one incorporated into an annual plan at the unit, section, or division level; this means every org from which money is spent on resources is now integrated at some point in the annual planning cycle **(doc. 46, pgs. 31-33)**.
- The budgeting procedure as it exists in the current integrated planning cycle was formalized in an official Academic Senate-recommended budget process pursuant to AB 1725 **(doc. 46, appendix C**).

Further revisions are designed for the 2013-14 year. One greatly anticipated change, by faculty chairs and the budget committee alike, is the development of a web form that will simultaneously serve to capture the information in a database and automate the creation of the spreadsheets and budget committee reports. Another very important improvement planned for 2013-14 is the formation of an effective evaluation instrument for the budget process. In fall 2013, the budget committee will dialogue with the Institutional Effectiveness Committee about creating assessment measures, a timeline, and an official report-out mechanism. This instrument will specifically address the Evaluation Team's concern with formalizing an assessment regarding resource allocation and address the College's own self-identified action plan from the Self Evaluation Report **(doc. 12)**.

Standard IV.A

Progress has been made on evaluating planning processes for effectiveness. In its Self Evaluation Report, the College identified two areas where it needed to implement a more formalized evaluation related to its planning and decision-making models. One was College Council **(doc. 14)**. In spring 2013, the Institutional Effectiveness Committee developed a rubric for assessing College Council through its representative function—how well it performs as a conduit of effective dialogue between stakeholder

groups and the president for informed decision making **(doc. 20)**. The rubric was distributed to College Council members at the final meeting of 2012-2013, a self-assessment completed, and the results shared at the first College Council meeting of 2013-14 **(doc. 21; doc. 19)**. A similar rubric to be distributed to stakeholders is in development for fall 2013. This is especially important for students since another of the self-identified action items from the last self evaluation was to develop a formalized evaluation of the effectiveness of student representation on College Council and its sub-committees **(doc. 15)**. Another improvement is that a statement of College Council's periodic evaluation is now formally embedded in the Participatory Governance Model **(doc. 46, pg. 17)**.

The second area of planning and decision-making that the College determined needed a formalized evaluation is the work of the Institutional Effectiveness Committee itself **(doc. 16)**. In spring 2013, dialogue ensued about evaluating the Institutional Effectiveness Committee that resulted in a series of proposed changes to existing committees **(doc. 28)**. Since the Institutional Effectiveness Committee's charge is institutional planning, it was determined that it could and should work together with the SLO Committee and the (long defunct) Program Review Committee. The Program Review Committee is to be resuscitated and broadened to include all college operational units, not just instructional. The SLO Committee, which is currently a sub-committee of Academic Senate, would be similarly broadened. This proposal was introduced to College Council in May 2013 **(doc. 19)**.

In terms of evaluation, these three committees would each provide guidance for improving the College's performance on the ACCJC institutional effectiveness rubrics: the SLO Committee for student learning outcomes, Program Review Committee for program review, and the Institutional Effectiveness Committee for planning. These rubrics would, in turn, be the measure of their effectiveness—the extent to which the college achieves and maintains Sustainable Continuous Quality Improvement. As of the filing of this follow-up report, the proposal has been approved by College Council and is moving forward with implementation **(doc. 17)**.

Conclusion

The College has made considerable progress on this recommendation. In its External Evaluation Report, the team noted that the creation of the integrated planning cycle was the consequence of a rich culture of broad-based dialogue **(doc. 25, pg. 21).** The College continues to use this culture to improve the quality of its planning activities and evaluation processes. With the integration of the Student Success Plan into the annual planning cycle, every college planning document is now part of the cycle, completing the project begun two years ago to find a place for all plans in one yearly process.

What remains to be truly consolidated, however, is a comprehensive and integrated evaluation process. As indicated above, the College currently has assessment instruments for individual parts of its planning: an assessment matrix for strategic goals, standardized evaluation forms for professional development activities, a rubric to assess College Council and the Participatory Governance Model, the College Report Card, etc. But the pieces have not been brought together into one integrated system. In effect, the College is currently at the same place in its *assessment* of planning that it was in the planning process

itself two years ago: all the pieces more or less present but not pulled together systematically. The goal of doing so has already begun with an initiative by the Institutional Effectiveness Committee to establish a more diversified set of data points that can be used for multiple planning purposes. This clarity of identification will sharpen the data points being selected while simultaneously making them more meaningful and enable more timely completion of plans. This is to be the Institutional Effectiveness Committee's major goal for 2013-14.

Future Plans

- *Goal*: Formulate an evaluation instrument for the budget process to measure the effectiveness of resource allocation. *Expected Completion Date*: March 30, 2014. *Position Responsible*: Director, Administrative Services (Budget Development Committee chair).
- *Goal*: Develop a comprehensive and integrated means for evaluating planning processes for effectiveness. *Expected Completion Date:* May 15, 2014. *Position Responsible:* Vice President, Academic Affairs (Institutional Effectiveness Committee chair)

List of Evidence

Doc. 5	Annual Integrated Planning Cycle Graphic and Timeline
Doc. 6	Annual Integrated Planning Work Page, 2014-15
Doc. 7	Annual Unit Plan Template for Planning Year 2014-15
Doc. 10	Cerro Coso Community College 2012-2015 Strategic Goals
Doc. 11	Cerro Coso Community College Self Evaluation Report of Educational Quality and Institutional Effectiveness, Standard I.B.2
Doc. 12	Cerro Coso Community College Self Evaluation Report of Educational Quality and Institutional Effectiveness, Standard I.B.4
Doc. 14	Cerro Coso Community College Self Evaluation Report of Educational Quality and Institutional Effectiveness, Standard IV.A.1
Doc. 15	Cerro Coso Community College Self Evaluation Report of Educational Quality and Institutional Effectiveness, Standard IV.A.2.a
Doc. 16	Cerro Coso Community College Self Evaluation Report of Educational Quality and Institutional Effectiveness, Standard IV.B.2.b
Doc. 17	College Council Minutes and SLO/IEC/PR Proposal Materials, May 16, 2013
Doc. 19	College Council Minutes, September 5, 2013
Doc. 20	College Council Self Evaluation Instrument (Participatory Governance Effectiveness Rubric)
Doc. 21	College Council Self Evaluation Results, 2013
Doc. 25	External Evaluation Report of Educational Quality and Institutional Effectiveness, February 2013
Doc. 28	Institutional Effectiveness Committee Minutes, March 25, 2013
Doc. 46	Participatory Governance Model, 2012-2015
Doc. 48	Program Review Schedule
Doc. 49	Program Review Template, 2013-14

Doc. 56   Sample Budget Worksheets for 2014-15 Integrated Planning
Doc. 61   Strategic Goals Assessment Matrix

College Recommendation 3   **Improving Institutional Effectiveness**

To fully meet the Standards, the team recommends that the College ensure that all courses and programs are evaluated through an ongoing systematic review and that Student Learning Outcomes, Service Department Outcomes, Program Level Outcomes, and Institutional Learning Outcomes assessment results are integrated into the planning and allocation process. (I.B.2, I.B.3, I.B.4, I.B.6, I.B.7, II.A.2.e, II.A.2.i, II.C.2, II.B.4, IIIA.1.c)

Recommendation 3 was referenced at two places in the External Evaluation Report. In Standard I.B, it was noted that program review has not been completed for some programs in the expected time (**doc. 25, pg. 21**). In Standard II.A, the relationship between the program reviews and the integrated planning process was questioned, especially as time lapses between the program review (on a six-year cycle) and the annual unit plan. The site team was concerned that no direct tie-back to program review was present within the annual planning cycle to guide such yearly parts of the process as resource allocation, for instance (**doc. 25, pgs.23, 25-26**).

Progress in Addressing Recommendation

Standard I.B

The College is now fully up to date on its program reviews. Within the last year, the College has completed the following program reviews:

- Art (**doc. 51**)
- Kinesiology (**doc. 54**)
- Computer Science (**doc. 52**)
- General Education (**doc. 53**)

The College is now completely current with its program reviews. Every instructional program listed in the college catalog—degree and certificate—either has been assessed within the last six years or is within its first cycle and too new to be assessed **(doc. 47; doc. 48)**.

In addition, one of the programs completing its assessment this year was the general education pattern. It was an action item from the Institutional Self Evaluation process to complete the College's first-ever

general education program review. A task force composed of faculty and administrators was convened in September 2012. This group met throughout the fall and spring semesters and completed its work in April 2013, submitting the final document to the Academic Senate for approval **(doc. 1)**. The report contained several recommendations for the senate to consider and take action on in fall 2013.

Standard II.A

Program review has now been made a more explicit part of the integrated planning cycle. In spring 2013, the Institutional Effectiveness Committee made revisions to both the annual unit plan and the program review templates to bring them into closer alignment. Based on feedback from the External Evaluation Report as well as from dialogue with the team during its October visit, the annual unit plan template now calls for an explicit tie-back to the last program review and a direct statement of the unit's progress during the prior year on achieving program review goals **(doc. 7)**. The program review template now aligns directly with the second-level resource analyses of the planning cycle, with the "Currency" section having been reorganized into the subsections of staffing, professional development, facilities, technology, and marketing **(doc. 49)**. Another tighter integration is that specific student learning outcome improvements in both courses and programs are now listed on the program review. These would be the same SLO improvements that are to be captured later in the annual unit plan template as having been accomplished.

The end result is a closer integration between program review and annual unit planning which will be first in evidence in the 2013 planning cycle for 2014-15. Not only are the program review recommendations kept continually in front of those responsible for unit planning but also in front of section, division, and resource leaders who develop subsequent plans based on the unit plans. Since budget is the last step in the planning process, there is now a direct link from program review to resource allocation.

To strengthen that integration, IEC designed and delivered a comprehensive program review training in September 2013. It was the first of its kind for the College and covered such topics as knowing the template, understanding continuous quality improvement, analyzing data, generating productive dialogue, drawing conclusions/setting proper goals, and maintaining consistent tone **(doc. 50)**. Faculty chairs whose programs are undergoing review in 2013-14 were required to attend; all discipline faculty members were also invited. On the unit planning side, faculty chairs are trained yearly in changes in the annual unit plan template. This year's training—which takes place annually at the first faculty chair meeting of the new academic year—stressed the relation between program review and the annual unit plan. An additional training was provided in early September for all those who are not faculty chairs but responsible for completing an annual unit plan in student services and administrative services areas **(doc. 8)**.

Conclusion

Cerro Coso has substantially addressed this recommendation. For the first time in a long time, possibly since the beginning of program review accountability, the College is entirely caught up in its reviews. Moreover, the revisions made to the annual unit plan and the program review templates forge a stronger connection between the two planning processes, allowing program reviews to act as long-term planning guides that are, in effect, updated every year with the annual unit plans.

A concern of the evaluation team during its visit was the 6-year cycle. Some members conveyed that they felt it was too long, and although the External Evaluation Report stopped short of recommending a shorter timeframe, these concerns appeared in the report as questions about time lapse and how the 6-year program review can be incorporated into annual resource allocation. The College, however, is wary of having too short a time span for the comprehensive review. With the side-by-side revisions of the unit plan and program review templates in spring 2013, the College believes it has found the right mix of long-term goal-setting guiding short-term decision-making.

One area the College intends to make progress on is the integration of Institutional Learning Outcomes (ILO's) with the rest of the planning process. Although not a requirement in the Accreditation Standards, ILO's were adopted by the College in September 2009, mapped to the College's course inventory in August 2010, and assessed by means of the Community College Survey of Student Engagement in spring 2011 **(doc. 60)**. But ILO's have never become a shaping force in institutional planning, self-reflection, or decision-making. It is one of the goals of the Institutional Effectiveness Committee in 2013-14 to dialogue about ILO's, their role in the college's identity, their relation to the college mission, and integration with other parts of the planning cycle.

Future Plans

- *Goal*: Determine the proper role of institutional learning outcomes in the College's planning and self-assessment processes and establish a plan for moving forward. *Expected Completion Date:* May 15, 2014. *Position Responsible:* Vice President, Academic Affairs (Institutional Effectiveness chair)

List of Evidence

Doc. 1   Academic Senate Minutes, May 9, 2013
Doc. 7   Annual Unit Plan Template for Planning Year 2014-15
Doc. 8   Annual Unit Plan Training Materials, September 2013
Doc. 25   External Evaluation Report of Educational Quality and Institutional Effectiveness, February 2013
Doc. 47   Program Review Main Page
Doc. 48   Program Review Schedule
Doc. 49   Program Review Template, 2013-14

Doc. 50   Program Review Training Materials, September 2013
Doc. 51   Program Review, Art
Doc. 52   Program Review, Computer Science
Doc. 53   Program Review, General Education
Doc. 54   Program Review, Physical Education
Doc. 60   SLO Comprehensive Annual Assessment Report, 2011-12

College Recommendation 4   **Resources – Human Resources**

To fully meet the Standards, the team recommends that the College develop and implement appropriate policies and procedures that incorporate effectiveness in producing student learning outcomes into the evaluation process that includes Adjunct faculty and others directly responsible for student progress toward achieving student learning outcomes. (III.A.1.b, III.A.1.c, III.A.3)

Recommendation 4 was referenced in Standard III.A. It was noted that while the team found evidence of full-time faculty members being evaluated in terms of their participation in SLO efforts via a teaching portfolio, it found no such evidence for any personnel beyond full-time faculty members who are evaluated for their effective contributions to student progress toward achieving stated student learning outcomes **(doc. 25, pg. 37)**.

Progress in Addressing Recommendation

The faculty collective bargaining agreement already contains within it language that adjunct faculty members are to provide, as part of their evaluation, sample assignments/assessment activities for each learning environment that will be evaluated **(doc. 44)**. However, historically this language had never been taken to mean SLO assessments.

Upon receiving the recommendation in February 2013, dialogue ensued between management and the faculty collective bargaining unit. The result was an agreement that human resources will work with the Colleges to ensure that the evaluation criteria includes a statement indicating that the adjunct faculty member provide assessment information to their faculty chair, and a brief summary of this information **(doc. 27)**.

As a follow-up, the substance of this clarification/agreement was shared with faculty chairs and educational administrators at the first faculty chair meeting of the fall 2013 semester **(doc. 26)**. Expectations were established that all adjunct faculty evaluations starting fall 2013 are to include this evidence of contributions to student progress toward achieving SLO's.

Conclusion

Cerro Coso has fully addressed this recommendation.

Future Plans

None

List of Evidence

Doc. 25   External Evaluation Report of Educational Quality and Institutional Effectiveness, February 2013
Doc. 26   Faculty Chair Meeting Minutes, August 20, 2013
Doc. 27   Human Resources Memorandum Regarding Faculty Contract Article 7C
Doc. 44   Kern Community College District Board Policy, Section 5.7.c.5.b

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College Recommendation 5   **Resources – Human Resources**

To fully meet the Standards, the team recommends that student and staff equity and diversity plans be fully integrated with the College's planning processes and include strategies geared toward attracting a diverse pool of qualified applicants able to contribute to the success of the College's student population. (II.A.1.a, II.A.2.d, II.B.3.d, III.A, III.A.4.b)

Recommendation 5 was referenced in Standard III.A. It was noted that the team was not able to identify any active program in support of, or strategy to support, diversity and equality operating at the College. Moreover, while it was felt that the College is satisfied with its record in equity and diversity for hiring diverse faculty and administrators, a review of classified employees by ethnicity shows the current employee/student body representation ratio to be disparate **(doc. 25, pgs. 36, 38-39)**.

Progress in Addressing Recommendation

In spring 2013, human resources drafted a Kern Community College District EEO/Diversity Plan **(doc. 37)**. This plan adheres closely to the California State Chancellor's Office "Model Equal Employment Opportunity Plan and Guidelines for California Community Colleges" (2007) for compliance with Title 5 regulations on equal employment hiring and for guidance in improving the equality of opportunity. The draft plan contains a policy statement, a determination of roles and responsibility, guidelines for the

establishment of an advisory committee, definitions, and a complaint procedure. The second half of the document discusses data points for analyzing staff diversity—including workforce and applicant pools—as well as methods to address underrepresentation. The district's own data is analyzed in these areas. The draft is being readied for board approval in November or December 2013.

At the college level, the decision was made in spring 2013 to treat the college human resources office like any other operational unit, requiring it to establish goals and outcomes, assess them yearly, and write an annual unit plan—as well as to complete a periodic program review. This decision was in response to the self-identified action item in the last Institutional Effectiveness Review to develop a formalized evaluation of the effectiveness of college human resources procedures and programs **(doc. 13)**. Although human resources is a centralized district function, the local office has always played a guiding role in providing information to the College about available data, job positions, job classifications, and employee diversity during the institutional planning process. Treating it like any other operational unit will result in more clearly delineated outcomes and goals—especially those related to equity and diversity—that will be much more firmly tied to the institution's annual integrated planning cycle **(doc. 6; doc. 48)**. Moreover, these goals and outcomes will be assessed annually.

During the spring 2013 semester, Cerro Coso, along with the other colleges within Kern Community College District, applied and was accepted to become an Achieving the Dream school. Participation in Achieving the Dream indicates the commitment of the College to a focus on developing a culture of inquiry, a consistent focus on using data to inform decision making and to identify achievement gaps. The Achieving the Dream process assists the College in reviewing disaggregated and cohort student achievement data with the particular aim of identifying equity gaps in student achievement, groups who are disproportionately unsuccessful in achieving successful student outcomes and, further, identifying barriers that contribute to these equity gaps.

Cerro Coso assembled the faculty leadership team and attended the Achieving the Dream Kick-off Conference in June 2013. During this conference, the team developed the initial work plan for the first year of participation, with the assistance of the Achieving the Dream Leadership and Data Coaches assigned to Cerro Coso **(doc. 2)**. In the context of the broad goal of improving student success, the team chose "Improving the Student Experience" as the theme for the year.

Finally, in support of diversity and equity at the College the Cerro Coso Community College Professional Development Committee has created a professional development plan for all employees that has, as one of its five goals for 2013-14, developing cultural awareness **(doc. 55)**. Activities planned for the year include workshops and diversity and cultural awareness events. At the fall opening Flex Day, the Achieving the Dream leadership team provided a presentation to faculty and administration on the commitment to Achieving the Dream, the broad based participation required by faculty, and the plan for the year **(doc. 4)**. In February, the College is preparing to host Shakti Butler, an educator in the field of racial equity, for an evening lecture open to all staff and the general public as well as a focused discussion with College Council.

Conclusion

The College has partially addressed this recommendation. The College and District have made significant progress in developing a district-wide EEO/diversity plan. Upon approval of the plan, the District will re-vitalize the District Equal Employment Opportunity and Diversity Committee that will provide guidance in helping the college develop strategies for attracting more applicants in underrepresented groups during the recruitment and screening process.

At the college level, what remains to be done is establish diversity as a centrally important component of the annual human resources planning. Now that expectations are clear about how and when HR engages in the planning cycle, the next step to fulfill the recommendation is to make sure diversity is a perpetual focus of those documents—such as a permanent subheading. In this way, consistent data points will be generated and analyzed, and college human resources will have a better, more consistent mechanism for monitoring staffing needs and making suggestions to college administration and department faculty and staff about employee diversity during the institutional planning process.

Achieving the Dream is a major step forward in addressing this recommendation and one that promises to pay dividends for students and staff alike. On October 7 and 8, Cerro Coso will host the first district wide convergence with leadership at all levels of the Colleges and District and the Achieving the Dream Coaches **(doc. 3)**. Cerro Coso will host a data summit to review with the various segments of campus leadership some initial analysis of the Achieving the Dream disaggregated and cohort data. The second day will be dedicated to a structured dialogue and interaction on student diversity and equity. In preparation, the team is administering the Achieving the Dream Inventory on Diversity and Equity to all administration, faculty and staff, which will inform the development of the day's activities. This focus is intended to set the context for the work that the College will be doing over the course of the year to review the data, identify achievement gaps with a particular focus on equity, identify possible explanations for gaps and develop strategies for addressing them.

Future Plans

- *Goal*: Develop administrative unit outcomes and assessment measures for the college human resources office, at least one of which will relate to equity and diversity planning. *Expected Completion Date*: October 1, 2013. *Position Responsible:* Manager, Human Resources
- *Goal*: Write an annual unit plan establishing a goal for equity and diversity planning for 2014-15. *Expected Completion Date*: October 15, 2013. *Position Responsible:* Manager, Human Resources.
- *Goal*: Complete the college's first comprehensive program review for college human resources. *Expected Completion Date*: May 15, 2014. *Position Responsible:* Manager, Human Resources
- *Goal*: Complete 2013-14 Year of Inquiry to facilitate a process of data review and investigation, institutional dialogue and input, and strategy development for increasing student achievement and reducing equity gaps. *Expected Completion Date*: May 15, 2014. *Position Responsible:* Vice President, Student Services

List of Evidence

Doc. 2   Achieving the Dream 2013 Planning Year Work Plan
Doc. 3   Achieving the Dream Convergence on Diversity and Equity, Materials
Doc. 4   Achieving the Dream Flex Day Presentation, August 2013
Doc. 6   Annual Integrated Planning Work Page, 2014-15
Doc. 13   Cerro Coso Community College Self Evaluation Report of Educational Quality and
             Institutional Effectiveness, Standard III.A.6
Doc. 25   External Evaluation Report of Educational Quality and Institutional Effectiveness, 2013
Doc. 37   KCCD Equal Employment Opportunity/Diversity Plan -- *DRAFT*
Doc. 48   Program Review Schedule
Doc. 55   Resource Request Analysis, Professional Development for 2013-14

College Recommendation 6   **Resources – Physical Resources**

To fully meet the Standards, the team recommends the College develop and implement a process which allows the public, students, and employees to report safety conditions and other issues of disrepair to physical resources. Process should include tracking to ensure all necessary repairs are made promptly and follow up action is possible to assure that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security and a healthful learning and working environment. (III.B.1.a, III.B.1.b)

Recommendation 6 was referenced in Standard III.B. It was noted that the current procedure for reporting and tracking incidents of disrepair or safety concerns to physical resources is not well defined or publicized. While the Evaluation Team acknowledged the tracking software "SchoolDude" had been implemented, the system was in the testing phase and not well publicized or commonly used as the primary method of submitting work orders **(doc. 25, pg. 42)**.

Progress in Addressing Recommendation

After a testing period, the College moved to full implementation of SchoolDude in January 2013. The previous method of sending emails to the Maintenance and Operations listserv was eliminated at that time. To help with the transition, an operations procedure guide sheet was created to assist customers through the process of submitting a work request **(doc. 58)**. The guide lists six action stages, the last of which has eight steps to help the user navigate requests through the system. The guide is available to all students and staff directly on the portal main page **(doc. 57)**.

To publicize and promote the use of the system, an informational forum was held during spring faculty flex day at which the guides were distributed. This was followed up with a mass distribution for all staff through the campus mail.

Since implementation, SchoolDude has become widely used throughout the College to address everything from small custodial issues to safety concerns to event set up and tear down. At the time of the writing of this follow-up report, the system shows 450 work requests of various types having been entered. Out of these requests, 286 were completed in a timely manner, 95 are still in progress at various stages, 13 were voided due to duplication, 2 are pending additional funding, and 27 are awaiting assignment.

SchoolDude provides a variety of reports to ensure that all necessary repairs are made promptly and that follow-up action has been accomplished. It provides needed feedback to the initiator as well as the supervisor assigning the work requests. It outlines where work requests are in the steps of completion. It shows who the work was assigned to and what the estimated time of completion will be. It shows how many work requests are assigned to each person on the staff. It shows total requests opened and closed and average time of completion **(doc. 59)**.

Conclusion

The College has mostly addressed this recommendation. SchoolDude has proven to be a comprehensive work-order tracking system to ensure the College is maintaining its physical resources for access, safety, security, and a healthful learning and working environment. The program is available to students and to staff at any time with the click of a button. The College will continue to promote the visibility of the program to both students and staff through announcements, flyers, and reminders. Plans are underway, for example, to place a paragraph about how to report safety conditions and issues of disrepair into the Student Handbook.

One challenge discovered is that some members of the maintenance staff are not so knowledgeable about computer entry as the system requires for proper functionality. Ongoing training is required to improve the staff's ability to navigate the software and thereby maintain the accuracy of the data being provided to the customer and to the management staff.

While SchoolDude works well for students and staff, where the College can continue to improve in this area is extending the reporting ability to the public. In fall 2013, the facilities committee will examine options for members of the public who are not students or employees and who therefore have no account access to InsideCC—for example, through signage around campus giving a reporting phone number. The goal is to establish and implement a formalized process before the end of the 2013-14 academic year.

It should be noted that in addition to providing communication and tracking, SchoolDude is also promoting the College's ability to assess strategic goal and administrative unit outcomes. Reports from SchoolDude have been identified as measures to aid in assessing Strategic Goal 2.2 ("Improve facilities and maintenance as measured by climate surveys and operational reports compared to 2010-11 baseline") and Goal 2.3 ("Improve student and employee safety as measured by Clery and OSHA reports through climate surveys as compared to 2011-12 baseline") **(doc. 61)**. Additionally, they are identified as measures for assessing Maintenance and Operations' Administrative Unit Outcome 2, that Maintenance and Operations responds to work requests in a timely manner **(doc. 45)**.

Future Plans

- *Goal:* Implement a training sessions with maintenance staff for the proper use of SchoolDude; set up an extra work station in the M&O building for input and training. *Expected Completion Date:* October 1, 2013. *Position Responsible:* Manager, Maintenance and Operations.
- *Goal:* Establish, implement, and publicize a formalized process by which the public can report safety and disrepair conditions. *Expected Completion Date*: June 2014. *Position Responsible*: Manager, Maintenance and Operations.

List of Evidence

Doc. 25   External Evaluation Report of Educational Quality and Institutional Effectiveness, 2013
Doc. 45   Maintenance and Operations Assessment Plan
Doc. 57   SchoolDude Links on InsideCC
Doc. 58   SchoolDude Operations Procedure Work Sheet
Doc. 59   SchoolDude Sample Reports
Doc. 61   Strategic Goals Assessment Matrix

District Recommendation 1   **Review and Update Board Policies on a Periodic Basis**

In order to comply with the Standards, the team recommends that the Board of Trustees establish a process to ensure the Board's policies and procedures are evaluated on a regular basis and revised as appropriate (IV.V.1.e).

Progress in Addressing Recommendation

The governing board has updated board policies and procedures as needed, however there has not been a scheduled recurring evaluation of KCCD Board Polices. Beginning November, 2012, KCCD initiated a

formal process to ensure that the KCCD Board Policies and Procedures are evaluated periodically and revised as appropriate **(doc. 33)**.

Effective January 2013 each section of the Board Policy Manual will be systematically reviewed every two years. The KCCD Board Policy includes eleven sections, including sections 5, 7, and 9, which are collective bargaining agreements that are negotiated every three years. In odd-numbered years, board policy sections 1, 3, and 11 will be reviewed and revised as appropriate. In even-numbered years, board policy sections 2, 4, 6, 8, and 10 will be reviewed and revised as appropriate.

In July 2013, KCCD General Counsel recommended removing the two collective bargaining unit agreements from the KCCD Board Policy Manual. The bargaining unit contracts are legally binding without being included in board policy. These two agreements are negotiated periodically and will open for negotiations in fall 2013. Therefore, KCCD Board Policy sections 5, 7, and 9 will not be included in the periodic reviews and revisions as described in the previous paragraph. Instead, sections 5, 7, and 9 will be recommended to be deleted from the KCCD Board Manual during the 2013-2014 academic year, following consultation with the collective bargaining units.

Initially, a calendar was created to facilitate the review of section 1, 3, 5, 7, 9, and 11. The calendar was revised in July 2013 to complete the review and revisions as appropriate limited to sections 1 and 3. The Chancellor and Chief Financial Officer are charged with coordinating the evaluation of Section 1 and Section 3 of the Board Policy Manual and to process recommended revisions by the October KCCD Board of Trustees meeting. The review of even numbered sections will commence in January 2014.

Conclusion

The District has defined a process for the periodic review and appropriate revision of the KCCD Board Policy Manual to ensure an ongoing and systematic review of Board policies and revisions where appropriate. This process began in January 2013 and will be evaluated for its efficacy and needed modifications by May 2014.

Future Plans

- *Goal:* The process begun January 2013 to evaluate one-half of the Board policies and resulting revisions will yield recommended governing board action beginning in October 2013. The remaining half of the Board policies will commence to be reviewed and revised as appropriate in January 2014. *Expected Completion Date:* January 2014 and every year thereafter. *Position responsible:* Chancellor

List of Evidence

Doc. 33   KCCD Chancellor's Administrative Council Minutes, November 2012, December 2012, January 2013, February 2013, March 2013, and May 2013, July 2013, and August 2013 (confidential document)

District Recommendation 2   **Board Development Program**

In order to comply with the Standards, the team recommends that the Board of Trustees, in consultation with the Chancellor, develop and implement a development program that meets the needs of the newer board members as well as those board members who have considerable experience as a governing board member. (IV.B.1.f)

Progress in Addressing Recommendation

The members of the KCCD Board of Trustees annually participate in a professional development program that is informed by current state and national community college issues, by changing needs of the district, and by the results of the board evaluation, which takes place in the fall of each odd-numbered year **(doc. 30; doc. 40)**. In addition, new board members participate in an orientation that occurs immediately following their election **(doc. 9)**.

In response to the recommendation, the current trustee self-evaluation and professional development program will be expanded into a comprehensive Trustee Development Plan **(doc. 39)**. This plan is scheduled to be drafted based on the 2013 board evaluation results. Following the every-odd-year board evaluation process, board performance areas receiving the lowest ratings on the evaluation are targeted as board development topics **(doc. 32)**. The Trustee Development Plan will also incorporate topics that are trending community colleges issues and those related to student success, legal and legislative issues, accreditation, facilities planning, budget planning, and accountability and institutional effectiveness. In addition, this professional development plan will codify existing procedures for new trustee orientation.

A revision to KCCD Board Policy has been drafted for presentation at the September 2013 board meeting **(doc. 42)**. This revision specifies that new trustees will participate in an orientation no later than six months following their election. Currently, when new trustees are elected to the Board, they undergo an orientation prior to assuming office at the December board meeting to acquaint them with the KCCD, California Community Colleges, and the impact of community colleges across the nation. The orientation, conducted by the Chancellor, includes topics such as general trustee information, planning

and governance structures, district-wide data, and support mechanisms for board member effectiveness **(doc. 9)**. New trustees learn of the structures that support their governance, including the district-wide annual meeting schedule and subcommittee structures, the KCCD Strategic Plan, and the annual district budget. Understanding available data is critical to trustees, and the orientation includes a presentation of KCCD's demographic, enrollment, financial aid, and completion data by college and district-wide, as well as student progress and success accountability reports.

Outside support services are also made known in the new trustee orientation. These include available publications such as the Community College League of California Fiscal Responsibility Handbook, a calendar of conferences for trustee orientation such as those co-sponsored by California Community College Trustees and Community College League of California, and KCCD workshops related to emergency preparedness and sexual harassment and discrimination **(doc. 22; doc. 23)**. Additionally, new governing board trustees are required to attend the annual Community College League of California Effective Trustee Workshop that is conducted each January **(doc. 24)**.

During annual KCCD Board retreats, trustees review the KCCD Strategic Plan and annual institutional effectiveness outcomes **(doc. 31)**. They also discuss reports on the status of each College and the District. The retreat culminates with a delineation of annual priorities, which will be incorporated in the development plan.

Conclusion

KCCD has made substantial progress on this recommendation. When the revised board policy has been adopted in September 2013, and the Trustee Development Plan is implemented in the 2013-14 academic year, the recommendation will have been fulfilled. Nonetheless, KCCD will continue to address related issues pertaining to board member professional development as appropriate.

Future Plans

- *Goal*: Following the 2013 trustee self-evaluation and the 2014 board retreat, the Trustee Development Plan is scheduled to be drafted for final review to ensure effectiveness, relevancy and to incorporate new goals that respond to the findings of the ongoing board evaluations. *Expected Completion Date*: January 31, 2014. *Position Responsible*: Associate Vice Chancellor, Governmental and External Relations.

List of Evidence

Doc. 9   Binder for Each New Board Member
Doc. 22   Community College League of California, Introduction to Fiscal Responsibilities Handbook, Table of Contents
Doc. 23   Community College League of California, Schedule of Training Opportunities
Doc. 24   Community College League of California, Trustee Effectiveness Workshop, January 2014

Doc. 30   KCCD Board Meeting Agendas, September 2012, December 2012, February 2013, March
            2013, April 2013 (two meetings), May 2013, June 2013
Doc. 31   KCCD Board Retreat Agendas (confidential document)
Doc. 32   KCCD Board Self Evaluation Summaries (confidential document)
Doc. 39   KCCD Trustee Development Plan Table of Contents -- *Draft*
Doc. 40   Kern Community College District Board Policy, section 2E
Doc. 42   Kern Community College District Board Policy, Proposed Revision, 2F

District Recommendation 3   **Evaluate the Board of Trustees Self Evaluation Process**

In order to comply with the Standards, the team recommends that the Board of Trustees review the elements of its Self Evaluation Process and ensure that the Standards' minimum requirements for a Self Evaluation which: 1) have clearly defined processes in place, 2) have processes implement and 3) have processes published in the Board's policy manual which are included in the Self Evaluation Process. The Board's policy 2E2 prescribes additional requirements when conducting the Board's Self Evaluation. (IV.B.1.g)

Progress in Addressing Recommendation

Accreditation visiting team members indicated the need for additional evidence to "verify the Board's compliance with Accreditation Standards regarding self evaluation. The team's conclusion (contained in the External Evaluation Team Report to Bakersfield College, pgs. 72-73) was that there is insufficient evidence to verify compliance. To respond to the request and recommendation, the following detail and citations are offered.

The board self-evaluation process is conducted every two years with the next evaluation scheduled October 2013. The policy and process for evaluation of the governing board was adopted and added to the KCCD Board Policy in October 4, 2007, including Standards of Good Practice and a Statement of Ethics **(doc. 29; doc. 41; doc. 43)**. In addition, the trustees established a biennial schedule for Board evaluation **(doc. 40)**. The confidential evaluation process is designed to provide constructive feedback to governing board members about their individual performance, as well as the performance of the board as a whole, including board effectiveness and decision making. The trustees identify past accomplishments and annual goals, clarify roles, and take actions based on the evaluation summaries to improve effectiveness and efficiency of board meetings. The process is clearly defined in the KCCD Board Policy as well as the KCCD Governing Board Self Evaluation instrument **(doc. 38)**.

The Board of Trustees reviews and approves procedures for self-evaluation in the fall of each odd-numbered year **(doc. 40)**. In October of the evaluation year, the Secretary of the Board provides the board members an agreed-upon evaluation instrument. In the past, when evaluations took place in consecutive years, the trustees compared and analyzed the results of the consecutive evaluation processes. This analysis revealed that differences between one year and the next year were insignificant. The trustees changed the self-evaluation process to take place every two years. Additionally, the analysis by the trustees of the evaluation instrument resulted in removal of duplicative evaluation questions to create a more focused evaluation instrument.

Once the board members complete the evaluation instrument, they submit their responses to the Secretary of the Board. A summary of the evaluations is presented to the Board in a written communication no later than December of the evaluation year **(doc. 32)**.

Conclusion

A clearly defined self-evaluation process is in place. To address the recommendation, preceding the distribution of the evaluation instrument, trustees will evaluate the instrument and the process to ensure its continued effectiveness, making any changes deemed appropriate.

Future Plans

- *Goal*: The next board self-evaluation will be conducted in October 2013 in accordance with the procedure described above. At that time, the trustees will review the evaluation instrument to determine its effectiveness or need for reform. This process will continue henceforth as stated in Board policy. *Expected Completion Date*: November 30, 2013. *Position Responsible*: Chancellor

List of Evidence

Doc. 29   KCCD Board Meeting Minutes, October 2007
Doc. 32   KCCD Board Self Evaluation Summaries (confidential document)
Doc. 38   KCCD Governing Board Self Evaluation Instrument
Doc. 40   Kern Community College District Board Policy, section 2E
Doc. 41   Kern Community College District Board Policy, section 2F
Doc. 43   Kern Community College District Board Policy, section 2G

District Recommendation 4   **Evaluation of Role Delineation and Decision-Making Process for Effectiveness**

In order to comply with the Standards, the team recommends the District conduct an evaluation of the new decision-making process and evaluates the effectiveness of the new processes in decision-making and in communicating the decisions to affected users. (IV.B.3.g)

Progress in Addressing Recommendation

For the past several years, the Kern Community College District has revised and modified accordingly the "Functional Mapping for Decision-Making" document that was originally developed in 2006. This document has been reviewed periodically by staff, and their input has been used to modify and improve the process of making decisions district-wide. This ongoing and systematic evaluation of the process has resulted in various process changes and helped to continue to refine and improve decision-making practices. The latest modification to the document and its resulting processes was in April 2012 **(doc. 35; doc. 36)**. The document was revised after review of data received from a KCCD climate survey that was distributed to all employees in the district in fall 2011 **(doc. 34)**.

During April 2012, Consultation Council—which consists of the district chancellor, college Academic Senate presidents, and various leaders from the constituency groups on each college campus and the district office—began to discuss how to better and more effectively evaluate and improve upon the current process of decision making district-wide and how to better communicate decisions made to respective employees.

After discussion within the Consultation Council, it was decided to begin this evaluation process by scheduling a participatory governance workshop offered through the League and statewide Academic Senate. This workshop will provide the foundation for understanding, improvement and enhancement of district-wide decision making. As part of this workshop, the decision-making document and related processes will also be reviewed and discussed to determine their effectiveness. The workshop is planned for fall 2013. Input received from these discussions will be utilized to improve decision-making processes and communication of decisions and, if appropriate, another modification to the current document will be made.

In addition, "Elements of Decision-Making" will be evaluated by the Consultation Council 2013 via a survey. The survey is being drafted by the Institutional Research Office and is planned for implementation in September 2013. That survey will assess the degree to which the processes and structure described in the document are efficient and effective.

Conclusion

The KCCD is committed to providing an effective and transparent decision-making process and will utilize input from all constituency groups to ensure that the process is continuously evaluated effectively and resulting data reviewed consistently. The additional efforts noted above will ensure that KCCD fully complies with the standard**.**

Future Plans

- *Goal:* Members of the Consultation Council will be surveyed to assist in the evaluation process. *Expected Completion Date*: September 2013. *Position Responsible:* Director, Institutional Research.
- *Goal:* Participatory Governance Workshop will be offered. *Expected Completion Date:* October 2013. *Position Responsible:* Chancellor
- *Goal*: Consultation Council will review and evaluate the practices and policies that impact district-wide decision making. *Expected Completion Date*: January 2014. *Position Responsible:* Interim Vice Chancellor, Educational Services.

List of Evidence

Doc. 34   KCCD Climate Survey Report
Doc. 35   KCCD Consultation Council Minutes, April 2012
Doc. 36   KCCD Elements of Decision Making