PALO VERDE COLLEGE
WHERE KNOWLEDGE TAKES ROOT AND OPPORTUNITY GROWS

FOLLOW-UP REPORT

SUBMITTED BY:

PALO VERDE COLLEGE
ONE COLLEGE DRIVE
BLYTHE, CA 92225

SUBMITTED TO:

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

MARCH 1, 2016

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Certification of the Follow-Up Report

We have reviewed the Follow-Up Report and certify that there was broad campus participation in the preparation of the Report, and that the Report is an accurate reflection of the nature and substance of Palo Verde College.
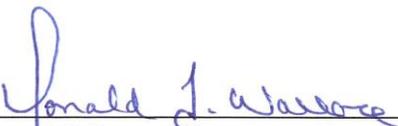
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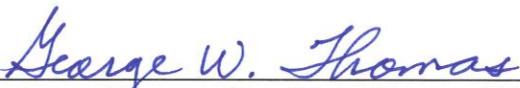
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Dr. George Thomas, President, Board of Trustees   Date

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Biju Raman, President, Academic Senate   Date

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Derek Copple, President, CTA/NEA   Date
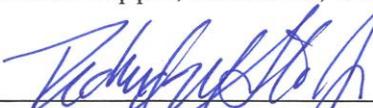
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Rich Soto, President, CSEA   Date

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Dr. Sean C. Hancock, Vice President of Instruction and Student Services/ALO   Date
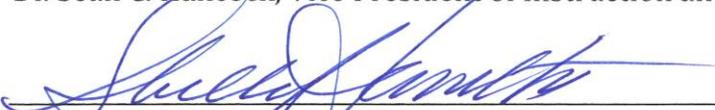
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Shelley Hamilton, Management/Confidential Representative   Date
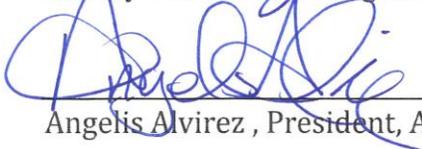
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Angelis Alvirez , President, Associated Student Government   Date

Statement of the Report Preparation

Upon receiving the Commission's Action Letter dated June 29, 2015 (A.1), the administration, faculty, and staff, remobilized the various committees to address the remaining deficiencies from the Palo Verde College Follow-Up Visit Team Report May 11, 2015 (A.2). The Board of Trustees was apprised of the Commission's Action Letter and was kept abreast of the progress throughout the process. The present Follow-Up Report describes the collaborative efforts of the College constituencies taken since the receipt of the most recent ACCJC Action Letter.

Palo Verde College recognizes that it has made significant progress towards meeting ACCJC Eligibility Requirements, Policies, and Standards, as evidenced by the removal of Probation, and the issuance of Warning by the Commission. Over the past nine months, the SLO Committee, Program Review Committee, and Budget Planning Committee, with the assistance of numerous faculty, staff, and administrators, completed those tasks outlined within the Palo Verde College Follow-Up Report March 15, 2015 (A.3). We believe these actions demonstrate the College's commitment to ensuring a sustainable continuous cycle of quality improvement, and seek reaffirmation of our accreditation.

During the January 19, 2016 Board of Trustees meeting, the Vice President of Instruction and Student Services/Accreditation Liaison Officer provided the Board with a spreadsheet (A.4) as a quick reference as to the progress made to date in addressing the Commission's remaining recommendations, and a timeline for the actual writing of the report (A.5). The timeline, and an initial outline for the Report, was delivered to the College Council/Strategic Planning Steering Committee on February 2, 2016 (A.6), at which time the committee accepted the proposed structure.

An update was submitted by the Vice President of Instruction and Student Services/Accreditation Liaison Officer (ALO) to members of the College Council/Strategic Planning Steering Committee on February 16, 2016. Subsequently, Superintendent/President Wallace provided suggestions for the Report with the assistance of senior administrators, the Vice President of Instruction and Student Services/Accreditation Liaison Officer, and members the College Council/Strategic Planning Steering Committee. A final draft of the Report was completed and posted to the College website following approval by the Board of Trustees during a special meeting on February 23, 2016 (A.7).

Following approval by the Board of Trustees, the final Report was presented to the College community at the February 25, 2016 All Staff Meeting (A.8).

Responses to the Commission's Action letter

RECOMMENDATION 1: INTEGRATED PLANNING

In order to meet the Standards and as noted in Team Recommendations #1 and #2 and Commission Recommendation #4 (2008), the team recommends the College create and complete a blueprint for planning that includes regular review of the mission statement and current institutional plans that collectively describe how the College will achieve its goals. The mission statement should inform overarching plans, such as the education master plan or strategic plan. Overarching plans should drive other long-term institutional plans such as the technology plan and enrollment management plan. These long-term plans should include institution set standards for student achievement and be used to inform annual planning as part of the program review process. Assessment of student learning outcomes and related dialogue should be integral to the planning process, such as by embedding SLO dialogue into program review. (Standards I.A.3-4; I.B.1-6; II.A.2.f; II.B.1;III.C.2; III.D.1; ER.10; ER.19)

Palo Verde College Follow-Up Visit Team Report May 11, 2015 Conclusion

The team found that Palo Verde College is in the process of correcting this deficiency. The College has made substantial progress in developing planning processes to satisfy this recommendation, but the Standards have not yet been fully met. The College developed an Integrated Planning Manual which was adopted in March 2015. The mission statement is reviewed every three years, with the last review conducted in the spring of 2013. The Integrated Strategic Plan for 2013-2016 specifies the objectives necessary to achieve College goals, and the program review process was revised to include program SLO assessment results and planned actions for improvement. In order to fully satisfy this recommendation and meet the Standards, the College must complete one or more full cycles of evaluation, assessment, program review, integrated planning, resource allocation, implementation and re- evaluation.

Evaluation and Assessment

Resolution and Analysis

Multiple stakeholder groups participate in the evaluation and assessment of institutional set standards. The College Council/Strategic Planning Steering Committee, consisting of representatives of all College constituencies, has a process for periodic review and

evaluation of institution set standards, specifically for: course completion/success; student progress and attainment; transfer; and CTE achievement. Following its assessment and evaluation of progress towards meeting institutional set standards, the College Council/Strategic Planning Steering Committee recommends steps to improve performance. The next review is scheduled to coincide with ACCJC Annual Report deadline, March 31, 2016. The Program Review Committee, has completed its evaluation and revision of its processes and report templates (R1.1), and has incorporated institutional set standards as part of its program review process. Each year, the College Council/Strategic Planning Steering Committee will continue its evaluation of the effectiveness of the institution set standards and recommend changes where needed.

Detailed timelines and processes for the ongoing review and revision of the mission statement are also outlined in the PVC 2015 Integrated Planning Manual (R1.2, pg. 9). The schedule indicates that the mission statement is reviewed once every three years. In accordance with the steps and timelines outlined within the PVC 2015 Integrated Planning Manual (R1.2, pg. 9), the college has completed the process of reviewing the College mission statement as follows.

In September 2015, the Budget and Planning Committee (BPC) informed the superintendent/president that is was time to review the District's mission statement per the three-year cycle outlined within the PVC 2015 Integrated Planning Manual (R1.2, pg. 9). Upon receipt of this notice, the president convened a Mission Review Task Force (R1.3). The Mission Review Task Force decided upon the use of an institutional survey (R1.4) to solicit district-wide review of the existing mission statement. Based on feedback captured from the survey (R1.4), the Mission Review Task Force recommended revisions to the mission statement to the president's cabinet, and subsequently to the College council (R1.5). Upon the recommendation of the superintendent/president, the revised mission statement was approved by the Board of Trustees on January 19, 2016 (R1.6), after which all College material publications were updated.

The Palo Verde Community College mission statement prior to the revisions:

> *Palo Verde College is a California community college that supports an exemplary learning environment with high quality educational programs and services. The College promotes student success and lifelong learning for a diverse community of learners.*

The revised Palo Verde College mission statement approved by the Board of Trustees:

Palo Verde College provides opportunities for personal and professional growth to a diverse community of learners in an academic environment committed to student success and equity by supporting student achievement of basic skills, certificate, degree, university transfer, and career goals.

The Accrediting Commission for Community and Junior Colleges standard most relevant to the development and review of a college mission is:

Standard I.A. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

2. The mission statement is approved by the governing board and published.

3. Using the institution's governance and decision making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

4. The institution's mission is central to institutional planning and decision making.

Next Steps

The College will follow the integrated planning process as outlined in the PVC 2015 Integrated Planning Manual in addition to the processes incorporated into the revised Program Review Guide (R1.1). The Program Review Committee will develop and deliver a comprehensive training plan to the campus community to ensure a shared understanding of the various components of the revised Program Review Guide and associated templates (R1.1). The newly adopted mission statement will serve as the touchstone for the entire planning process, beginning with the current development of a new Comprehensive Master Plan, which is now underway (R1.7).

RESPONSES TO THE COMMISSION'S ACTION LETTER

Program Review

Resolution and Analysis

The Program Review Committee completed its revisions to the Program Review Guide (R1.1) on January 12, 2016 (R1.8), presenting to the Academic Senate on January 26, 2016 (R1.9, pg. 1), and the College Council on February 2, 2016 (R1.5, pg. 3). The Program Review Committee further revised the templates presented as evidence for the Palo Verde College Follow-Up Report March 15, 2015 (R1.10). The revised templates (R1.1, pgs. 10,17) expand upon the capture, analysis, and planning that take place based upon a thorough review of SLO data. The Board of Trustees approved the revised Program Review Guide on February 9, 2016 (R1.11, pg. 3).

During the 2015-2016 year, the Program Review Committee has approved eight program reviews, with five more in process (R1.12). Although there were two that had begun the program review process prior to the 2015-2016 year, therefore utilizing the former template, the remaining program reviews have used the revised program review templates, consequently incorporating SLO data into their program reviews.

Next Steps

The Program Review Committee will develop and deliver a comprehensive training plan to the campus community to ensure a shared understanding of the various components of the revised Program Review Guide and templates (R1.1). As part of the continuous cycle of improvement, the Program Review Committee will finalize a survey (R1.13) in Spring 2016 (currently in draft format) to be completed by each member of the division responsible for a program review, upon completion the program review process.

Integrated Planning

Resolution and Analysis

The College has implemented the integrated planning process as outlined in the PVC 2015 Integrated Planning Manual (R1.7). Upon acceptance of the Comprehensive Master Plan (CMP) (R1.7), the College will begin the process of updating the existing 2013-2016 Integrated Strategic Plan (R1.14). The new document will be titled Palo Verde College District Strategic Plan 2016-2019, and will identify the specific actions that the District intends to take in order to achieve the institutional goals identified within the CMP.

With the adoption of the PVC 2015 Integrated Planning Manual in 2015, the College has implemented the timelines and processes described in the Manual, including the provision for systematic evaluation of all processes with the goal of continuous quality improvement.

Next Steps

Throughout the development of the CMP, the District will ensure that all plans align with the revised mission statement, addressing the current status of the College in meeting its obligations to the communities it serves, and anticipating external challenges to the fulfillment of that mission.

The College will follow the integrated planning process as outlined in the PVC 2015 Integrated Planning Manual.

Resource Allocation

Resolution and Analysis

The Budget and Planning Committee has completed the 2015-2016 budget cycle. As described within the PVC 2015 Integrated Planning Manual (R1.2, pg. 19) resource allocation begins with the initial review of prior years' resource allocations by the Budget and Planning committee (BPC). In the following months (February-March), the BPC Technical Review Subcommittee reviews funding requests, rating them on numerous variables, including whether or not the budget request is found in program review. The BPC had formerly utilized a prioritization report prepared by the Program Review Committee, but has now formalized the process through the use of forms developed by the BPC to better demonstrate the ongoing integration of program review with resource allocation (R1.15). This process was most recently employed for the purposes of distributing one-time funds through the use of Budget Enhancement Request Forms (R1.16)

Next Steps

The Budget and Planning Committee will continue to review its processes in line with the PVC 2015 Integrated Planning Manual,

Implementation

Resolution and Analysis

The College is in the process of updating its current Educational and Facilities Master Plan (Comprehensive Master Plan) (R1.7). Cambridge West Partnership (CWP), a consulting company with extensive experience with California community colleges, is facilitating this work, with completion expected by June 30, 2016. CWP has completed and presented on the results of their environmental scans, both internal (R1.17) and external (R1.18), and will be presenting a draft of their comprehensive findings in a report to the campus community on March 24, 2016.

The Educational and Facilities Master Plans form the core of the new Comprehensive Master Plan, which is described in the PVC 2015 Integrated Planning Manual (R1.2, pg.10). The Comprehensive Master Plan (CMP) is the College's long-term plan and as such, projects the future of the Palo Verde Community College District for the coming decade. The CMP, 2015 to 2025 (R1.7), will be presented to the Board of Trustees prior to July of 2016, following institutional review and comment. Subsequent iterations of the CMP will be developed when the term of the 2015 CMP expires in 2025. In keeping with the College's goal of continuous quality improvement in everything it does, an update of the CMP may be warranted if there are major changes in internal or external conditions.

Next Steps

In consultation with Cambridge West Partnerships, the College will complete its Comprehensive Master Plan (CMP), and subsequently update and evaluate the College's 2013-2016 Integrated Strategic Plan to meet those objectives identified through the process. In accordance with the PVC 2015 Integrated Planning Manual, the next review of the Comprehensive Master Plan will begin April 2023.

Re-Evaluation

Resolution and Analysis

The College, in having completed the PVC 2015 Integrated Planning Manual (R1.2), has already demonstrated the completion a cycle of re-evaluation. Within the PVC 2015 Integrated Planning Manual (R1.2), is a timeline and process for assessing the planning process itself (pg. 25). This process for re-evaluation of the planning process is completed

every two years. This process is next scheduled to begin in September of 2016, completing in February 2017.

Next Steps

The College will follow the integrated planning process as outlined in the PVC 2015 Integrated Planning Manual.

Conclusion

The College has addressed this recommendation. The College has demonstrated the completion of multiple cycles of evaluation, assessment, program review, integrated planning, resource allocation, implementation and re-evaluation as outlined in the PVC 2015 Integrated Planning Manual. Eligibility Requirements 10 and 19, as well as Standards I.A.3-4; I.B.1-6; II.A.2.f; II.B.1;III.C.2; III.D.1, have been met.

Supporting Evidence/Documentation

R1.1	2016 Program Review Guide
R1.2	PVC 2015 Integrated Planning Manual
R1.3	Mission Review Task Force
R1.4	Mission Statement Institutional Survey
R1.5	February 2, 2016 College Council Meeting Minutes
R1.6	January 19, 2016 Board of Trustees Minutes
R1.7	2015-2025 Comprehensive Master Plan
R1.8	January 12, 2016 Program Review Committee Minutes
R1.9	January 26, 2016 Academic Senate Minutes
R1.10	2015 Program Review Templates
R1.11	February 9, 2016 Board of Trustees Approved Actions
R1.12	Program Review Website
R1.13	Program Review Survey Draft
R1.14	2013-2016 Integrated Strategic Plan
R1.15	BPC Enhancement Evaluation Criteria
R1.16	BPC Enhancement Evaluation Worksheet
R1.17	Cambridge West Partnership External Scan Presentation
R1.18	Cambridge West Partnership Internal Scan Presentation

RECOMMENDATION 2: STUDENT LEARNING OUTCOMES ASSESSMENT

In order to meet the Standards, the team recommends that the College develop and implement a sustainable assessment plan that ensures the College completes a full cycle of student learning outcome (SLO) assessment that includes discussion of results and action planning at all levels [course SLOs, program SLOs, general education (GE) SLOs, and Institutional SLOs] to move to the Sustainable Continuous Quality Improvement Level of the ACCJC Rubric for Evaluating Institutional Effectiveness. To complete a full assessment cycle, the College must accelerate its efforts to assess all student learning outcomes for every course, and must demonstrate the following:

- *All SLOs included in official course outlines of record are the same SLOs being assessed by faculty and that assessment of all SLOs is completed on a regular basis.*
- *Faculty are engaged in ongoing dialogue about methods of assessment, results of assessment and plans for quality improvement based on assessment.*
- *The College maintains records of assessment tools and methods used, assessment samples, assessment results, assessment dialogue and action planning based on assessments, and makes these records easily available.*
- *Course, program, GE, and institutional SLO assessment data and analysis are integral parts of the program review process and drive efforts to improve course, program and institutional effectiveness.*

(Standards I.B; I.B.2-3; II.A.1.a, c; II.A.2.a, b, e; ER.8; ER.10; ER.19)

Palo Verde College Follow-Up Visit Team Report May 11, 2015 Conclusion

The team found that Palo Verde College is in the process of correcting this deficiency. The College has developed the infrastructure to reach the Sustainable Continuous Quality Improvement Level of the ACCJC rubric for evaluating institutional effectiveness. The College is making rapid progress and if it continues on this trajectory, will soon completely resolve this deficiency. <u>The College must continue the cycle of assessment, dialogue and evaluation of CLOs, PLOs and ILOs in order to meet the Standards and improve institutional effectiveness.</u>

Cycle of Assessment, Dialogue and Evaluation of CLOs, PLOs and ILOs

Resolution and Analysis

Since the March 2015 site team visit, the College has completed two additional cycles of assessment, dialogue, and evaluation of the CLOs, as well as the corresponding PLOs and ILOs. As noted in the Palo Verde College Follow-Up Report March 15, 2015 (R2.1), the College implemented its revised SLO processes for the Fall 2014 semester. Faculty were called upon during the January 21-23, 2015 Flex Days (R2.2) to execute the process of capturing dialogue related to their CLOs, map courses to the PLOs, and PLOs to ILOs, and provide feedback on the process. Given the success of these guided efforts during Flex Days, the College made the decision to suspend the SLO Task Lists, and continue its use of Flex Days to bring divisions together to discuss the prior semester's CLOs, aggregate the data, and dialogue on challenges, successes, and areas for improved student success. Faculty reviewed SLO data for the Spring 2015 semester during the August 13-14, 2015 Flex Days (R2.3), and again for the Fall of 2015 during the January 21-22, 2016 Flex Days (R2.4).

Palo Verde College has continued its accelerated efforts to assess all student learning outcomes for every course, and is engaged in processes that ensure a sustainable continuous cycle of quality improvement across programs and across the institution. The characteristics of ACCJC's Rubric for Evaluating Institutional Effectiveness in Student Learning Outcomes are now represented at the sustainable continuous quality improvement level of implementation. Through the efforts detailed above, the College is now able to provide evidence of the ongoing accomplishments of its faculty and staff.

Faculty continue to be fully engaged in the assessment of SLOs at the course, program, and institutional levels, as evidenced by the work generated from the January 21-23, 2015 August 13-14, 2015, and January 21-22, 2016 Flex Day activities (R2.5). A memo outlining the outcomes for the January 21-22, 2016 Flex Days, provided direction to faculty and divisions chairs (R2.6). Additional materials were provided to support the collection of SLO data (R2.7). The Office of Instruction and Student Services, in partnership with the SLO Committee and Program Review Committee, continue to review the College's SLO processes through ongoing dialogue as to how the processes might be improved. At the request of the SLO Committee and the Office of Instruction and Student Services, a survey was conducted to capture information on the effectiveness of utilizing Flex Days for

program/division level dialogue (R2.8). Faculty indicated that the use of Flex Days is helpful, illustrating their understanding of their role with assessment, mapping exercises, and the connection between CLOs, PLOs, and ILOs.

The College continues to utilize the system put into place in 2015 to store the information collected through the Flex Day activities. Having created a shared network folder specific to SLO assessment data (R2.9), faculty, staff, and their respective divisions have easy access to information needed to inform program review and ensure quality improvement.

In February 2016, the Program Review Committee completed a revised Program Review Guide (R2.10), further revising the program review templates (R2.10, pgs. 10,17), ensuring that SLOs remain an integral part of the program review process. The revised templates align with work completed on an ongoing basis by the divisions as part of the College's SLO assessment process, capturing dialogue and action plans based on assessment results. These discussions and division/program plans will serve to inform institutional effectiveness as the information from program review is presented, analyzed, and used for decision-making, resource allocation, and institutional outcomes assessment at College Council and the Board of Trustees meetings.

Next Steps

As noted in the Palo Verde College Follow-Up Report March 15, 2015, the SLO Committee was presented with information on existing software programs and applications, and provided a demonstration of the newly developed product known as the SLO Cloud (R2.11). The SLO Committee will continue its review of recommended platforms for the capture and analysis of SLO data to inform decision-making and institutional planning. During the Spring 2015 Calendar Committee Meeting, a three-year Academic Calendar (R2.12) was created that provided for two Flex Days immediately preceding each semester in order to leverage the time for programs and divisions to complete systematic cycles of assessment and evaluation of SLOs; thusly, spring 2016 SLO data will be analyzed during the August 2016 Flex Days. The SLO Committee will continue to monitor the process of SLO assessment to identify areas of improvement, as part of the planning process review outlined with the PVC 2015 Integrated Planning Manual (R2.13, pg. 17).

Conclusion

The College has completed two additional cycles of assessment, dialogue and evaluation of CLOs, PLOs and ILOs in order to meet the Standards and improve institutional effectiveness. This recommendation has been fulfilled, and Standards I.B; I.B.2-3; II.A.1.a, c; II.A.2.a, b, e, in addition to Eligibility Requirements 8, 10, and 19, have been addressed.

Supporting Evidence/Documentation

R2.1	Palo Verde College Follow-Up Report March 15, 2015
R2.2	January 21-23, 2015 Flex Days
R2.3	August 13-14, 2015 Flex Days
R2.4	January 21-22, 2016 Flex Days
R2.5	Program/Division CLO Data Collection Worksheet Examples
R2.6	January 21-22, 2016 Flex Day Memo
R2.7	January 21-22, 2016 Flex Day Materials
R2.8	January 21-22, 2016 Flex Day Survey
R2.9	SLO Assessment Data Shared Network Folder
R2.10	2016 Program Review Guide
R2.11	SLO Cloud
R2.12	Academic Calendar
R2.13	PVC 2015 Integrated Planning Manual

RECOMMENDATION 3: PROCESS EVALUATION

In order to meet the Standards, as noted in Team Recommendations #1 and #2 and Commission Recommendation #4 (2008), the team recommends that the College regularly evaluate and assess all of its processes. Information about the processes used in planning and institutional improvement should be widely disseminated to the campus and community. Sufficient research support and delegation of responsibility is needed to inform the research and planning process and ensure regular implementation of all elements of the process, and to inform decision making at all levels of the college. (Standards I.B.1-6; II.A.1.a, c; II.A.2.a, e, f; II.B.4)

Resolution

In is action letter dated June 29, 2015, the Accrediting Commission for Community and Junior Colleges communicated that Recommendation 3 was resolved.

RECOMMENDATION 4: EVALUATION OF INSTRUCTIONAL MODALITIES

In order to meet the Standards, the team recommends that the College implement a data-informed process to systematically evaluate the methods of teaching of all courses and programs, including all instructional modalities (DE, CE, F2F), to ensure student learning experience and outcomes are comparable regardless of the method of instruction or delivery. (Standards II.A.l.b-c; II.A.2.a, c, d, e, f)

Palo Verde College Follow-Up Visit Team Report May 11, 2015 Conclusion

The team found that Palo Verde College is in the process of correcting this deficiency. Data-informed processes are in place to evaluate the majority of courses regardless of mode of delivery. <u>To fully satisfy this recommendation, the College needs to complete the development of CLOs for all courses, gather data for all courses, and document the dialogue regarding the differences in assessment results from the differing modes of delivery.</u>

Resolution and Analysis

As noted in the Palo Verde College Follow-Up Report March 15, 2015 (R4.1), of the active 563 Course Outline of Record forms, there were 188 where the student learning outcomes had been identified and distinguished from course objectives as of September 2014. As of January 21-23, 2015, there were 371 Course Outline of Record forms that had updated student learning outcomes identified, distinct from course objectives. At that time, of the remaining 192 active Course Outline of Record forms on file with Palo Verde College, 70 represented Fire Science Technology (FST) courses (Instructional Service Agreement courses), 25 are Adult Basic Education (ABE) courses, and 47 are Non-Credit Basic Education (NBE) courses. Of the 50 courses not represented within these three categories, there remained 50 Course Outline of Record forms to update. Since the 2015 site team visit, Palo Verde College has deactivated 11 courses, bringing down the number of active courses to 552. A total of 415 courses now have updated SLOs identified. Of the remaining 137 courses, 15 are Adult Basic Education (ABE) courses, 58 are Fire Science Technology courses (FST), and 33 are Non-Credit Basic Education (NBE) courses. All of the remaining 116 courses are under review by their respective divisions, upon which the determination will be made as to whether the course should be inactivated or updated to meet standard. Courses that do not have updated SLOs on the COR, will not be scheduled until they meet this compliance standard. (R4.2)

This has been the result of a continuation of work spearheaded by the SLO Committee, made up of division chairs, the SLO Coordinator/Institutional Researcher, an instructor on additional assignment to provide research support, and the Vice President of Instruction and Student Services acting as chair of the committee. As part of Recommendation #5, the Palo Verde College Institutional Researcher continues to work closely with the Industrial Emergency Council (IEC) to update FST Course Outlines of Record to meet this standard, and ensure that instructional quality be of the same depth, breath, and rigor of courses offered on the Palo Verde College campus. To date, an additional 12 FST courses now have updated SLOs identified on their COR. This work is evidenced by the use and collection of Instructor CLO Data Collection Worksheets submitted by the Industrial Emergency Council with whom the College has an Instructional Service Agreement. These 12 additional courses reflect those courses most frequently offered. It is the intent of the College to not schedule any course for which SLOs have not been identified.

SLO data are captured on both the Instructor CLO Data Collection Worksheet (R4.3), as well as the Program/Division CLO Data Collection Worksheet (R4.4) for all courses offered every semester, irrespective of instructional modality. These worksheets are placed within each division's respective folder maintained on the shared drive (R4.5). The Program/Division Data Collection Worksheet provides the divisions with the mechanism by which to capture dialogue related to assessment results for courses offered through varying modalities (e.g. correspondence education, distance education, and face-to-face) (R4.6). This dialogue is captured on the form where prompted to discuss the CLO assessment results (R4.4). Having completed two additional cycles of assessment and evaluation of SLO data, the College has demonstrated its commitment to the SLO assessment processes currently in place to inform the College on the effectiveness of instruction for all courses and programs across the varying modalities.

Next Steps

Under the guidance of the SLO Committee, and in partnership with the Curriculum Committee, the College will continue to update the Course Outlines of Record for those courses that are to remain active. The committees will ensure that all active courses have updated course outlines, understanding that courses not meeting this standard will not be placed on the schedule. The College will continue its review of NBE, ABE, and FST courses for their relevance to the College's mission, and the likelihood that each may be offered within the foreseeable future. If these courses do not contribute to the College mission, or

if they will not be offered in the near term, they will be inactivated. As part of its ongoing review of the SLO processes, the SLO Committee will review the existing CLO Data Collection Worksheets, and discuss opportunities for revising the prompts to better guide discussion around assessment results by instructional modality.

Conclusion

This recommendation has been resolved; Standards II.A.1.b-c, and Standards II.A.2.a, c-f, have been fully addressed.

Supporting Evidence/Documentation

R4.1	Palo Verde College Follow-Up Report March 15, 2015
R4.2	Updated COR Spreadsheet
R4.3	Instructor CLO Date Collection Worksheet
R4.4	Program/Division CLO Data Collection Worksheet
R4.5	SLO Assessment Data Shared Network Folder
R4.6	Program/Division CLO Data Collection Worksheet Examples (2)

RECOMMENDATION 5: EVALUATION OF ISA COURSES AND PROGRAMS

In order to meet the Standards, the team recommends that the College implement a data-informed process to systematically evaluate the instruction methods for all instructional service agreement (ISA) courses and programs to ensure the student learning experience and outcomes meet college standards. (Standards II.A.l.b-e; II.A.2.a, c, d, e, f)

Palo Verde College Follow-Up Visit Team Report May 11, 2015 Conclusion

The team found that Palo Verde College is in the process of correcting this deficiency. A process has been designed and implemented to evaluate the ISA programs and courses. This process includes faculty evaluations, student evaluations, student learning outcomes included on course outlines of record, and CLO and program level Data Collection Worksheets. The College needs to ensure that this process is routinely followed and systematically evaluated in order to fully comply with the Standards.

Resolution and Analysis

Following the initial development of processes related to faculty evaluations, student evaluations, and SLOs for CORs, and the collection of CLO Data Collection Worksheets, the

College has worked with the Industrial Emergency Council (IEC) to fully implement these processes as described in the Palo Verde College Follow-Up Report March 15, 2015 (R5.1). The Vice President of Instruction and Student Services again met with the IEC on November 30, 2015 to review the processes, and answer any questions (R5.2). Subsequent to this meeting, examples of completed forms were provided to IEC to serve as reference when completing the forms on their end.

Evaluations of faculty have begun as agreed upon, and include the IEC Observation Report (R5.3) and an IEC Administrative Evaluation Part-Time Faculty form (R5.4), which are completed by a member of IEC administration. In addition to the evaluation forms completed by the IEC, students are provided an IEC Course Evaluation template (R5.5) for completion. Completed instructor evaluation forms, along with course evaluation forms completed by students, are maintained within the Office of Instructional Services by the Vice President of Instruction and Student Services.

The IEC has begun submitting the required Instructor CLO Data Collection Worksheets as agreed, assessing the achievement of student learning outcomes identified for the courses (R5.6). The institutional Researcher, in partnership with the IEC, completes the Program/Division CLO Data Collection Worksheets (R5.7), which are then stored on the shared drive within the program's respective electronic folder. In addition, course maps (R5.8) are completed along with the Program/Division CLO Data Collection Worksheets for those courses not already mapped to PLOs. These processes mirror that of the College, in that courses' Instructor CLO Data Collection Worksheets, Program/Division CLO Data Collection Worksheets, and associated CLO to PLO mapping are required for each course offered.

Next Steps

The College recognizes that there are still official Course Outline of Record forms requiring updating, including the identification of CLOs for courses provided through the IEC. The Institutional Researcher continues to work with the IEC to complete this task for all courses that are to remain active. Moving forward, course offerings must have CLOs identified on the official COR before they are scheduled. This will apply to any and all future Instructional Service Agreements that the College may enter into beginning with the 2016-2017 academic year.

Conclusion

The College has followed through on the execution of the agreed upon processes. The College has demonstrated that this recommendation has been resolved, meeting ACCJC Standards II.A.l.b-e, and II.A.2.a, c, d, e, f.

Supporting Evidence/Documentation

R5.1	Palo Verde College Follow-Up Report March 15, 2015
R5.2	November 30, 2015 IEC Meeting
R5.3	IEC Observation Report
R5.4	IEC Administrative Evaluation Part-Time Faculty
R5.5	IEC Course Evaluation Template
R5.6	Instructor CLO Data Collection Worksheet Examples
R5.7	Program/Division CLO Data Collection Worksheet Examples (3)
R5.8	CLO to PLO Map Examples

RECOMMENDATION 6: ACADEMIC HONOR CODE

In order to meet the Standards and comply with the Commission's Policy on Distance Education and on Correspondence Education, the team recommends that the College establish a policy and process to authenticate the identity of students enrolled in distance education and correspondence education. The process should ensure that a student who registers and receives credit for a course is the same student who participates regularly in and completes work for the course. (Standards II.A.7.b-c; II.B.2.c; ACCJC Policy on Distance Education and Correspondence Education)

Resolution

In its action letter dated June 29, 2015, the Accrediting Commission for Community and Junior Colleges communicated that Recommendation 6 was resolved.

RECOMMENDATION 7: EVALUATION OF PART-TIME FACULTY

In order to meet the Standards, the team recommends that the College develop, implement and evaluate an effective part-time faculty evaluation process. (Standard III.A.l.b)

Palo Verde College Follow-Up Visit Team Report May 11, 2015 Conclusion

The team concludes that Palo Verde College is in the process of correcting this deficiency. The process has been negotiated, forms developed, and the evaluation cycle has commenced. The College is making rapid progress and the first cycle of this process will be completed by the end of the current semester. *The College must continue on this trajectory in order to improve and ensure institutional effectiveness.*

Resolution and Analysis

Evaluation of part-time faculty, beginning with those newly hired, began during the Spring 2015 semester, utilizing the negotiated process (R7.1) outlined in the Palo Verde College Follow-Up Report March 15, 2015 (R7.2). The process calls for a three-year evaluation cycle of part-time faculty, conducted each spring. For the Spring 2016 evaluations, all part-time instructors who would be due for a three-year evaluation this cycle, or are new to Palo Verde College, have been notified, and will be evaluated accordingly (R7.3). This process will continue over the next two years, by which time all part-time faculty will have been evaluated.

Next Steps

The effectiveness of the evaluation of part-time faculty will be assessed throughout the newly agreed-upon process, and will continue to be addressed in negotiations between the District and the CTA, concluding prior to June 30, 2016.

Conclusion

Part-time faculty evaluations have been implemented on a regular and sustained process. This recommendation has been resolved, and Standard III.A.1.b has been fully addressed.

Supporting Evidence/Documentation

  R7.1   Memorandum of Understanding Between District and CTA
  R7.2   Palo Verde College Follow-Up Report March 15, 2015
  R7.3   Part-Time Faculty Evaluation Notification Spring 2016

RECOMMENDATION 8: EVALUATION OF FACULTY INVOLVEMENT IN SLOS

In order to meet the Standard, the team recommends that the College fully implement the agreed-upon process that faculty involvement in SLOs be included as part of the faculty evaluation process and that the college provide evidence that this self-disclosure is effective in producing student learning outcomes. (Standard III.A.l.c)

Palo Verde College Follow-Up Visit Team Report May 11, 2015 Conclusion

The team concludes that Palo Verde College is in the process of correcting this deficiency. The College has implemented the negotiated amendment to the faculty collective bargaining agreement by including faculty involvement in the SLO process as part of the full-time faculty evaluation. <u>In order to fully satisfy this requirement and meet the Standards, part-time faculty evaluations must also include a component regarding effectiveness in producing learning outcomes. Additionally, documentation should be maintained that verifies that through the faculty evaluation process, faculty are effective in producing learning outcomes.</u>

Resolution and Analysis

In order to ensure that the evaluation process is effective in producing student learning outcomes, the Office of Instruction and Student Services, in partnership with the Academic Senate and CTA, continues to document faculty's active participation in the continuous cycle of SLO review, assessment, and action planning. This is accomplished through the requirement that faculty complete the Instructor CLO Data Collection Worksheets (R8.1) for all assigned courses, contributing to the dialogue captured on the Program/Division CLO Data Collection Worksheets (R8.2). As negotiations between the District and CTA continue on additional topics of interest, the District and Association have taken the opportunity to strengthen language in support of the SLO process on instructor evaluations (R8.3).

Following the recent Fall 2014 evaluation cycle with full-time faculty, faculty recommended to the Office of Instruction and the Academic Senate that evaluations be the topic during a future Flex Day activity. The Vice President of Instruction and Student Services presented on the topic of evaluations during the August 13-14, 2015 Flex Day activities, emphasizing the areas relevant to producing SLOs (R8.4). The College had already expanded SLO language in faculty evaluations and has increased faculty

engagement in SLO assessments, as evidenced by the revised evaluation forms (R8.3), revision of Course Outlines of Record, and most importantly, the assessment work produced during the January 21-23, 2015, August 13-14, 2015, and January 21-22, 2016 Flex Day activities (R8.2).

Although part-time faculty are not required to complete the Self-Disclosure Statement as part of their evaluation, many part-time faculty have voluntarily completed the statement (R8.5), allowing for the Vice President of Instruction and Student Services to comment on the Self-Disclosure Statement. In order to encourage part-time faculty's participation in producing SLOs, the Office of Instruction and Student Services has modified the Part-Time Faculty Agreement, adding the completion of the Instructor CLO Data Collection Worksheet to the duties required under the contract (R8.6). The completed Instructor CLO Data Collection Worksheets contribute to the dialogue that takes place within the division when completing the Program/Division CLO Data Collection Worksheets, and in this way contribute to producing SLOs. This part-time faculty contract, combined with the process of evaluating all part-time faculty per the most recent agreement between the District and the Association, combine to provide for a systematic approach to the evaluating and documenting part-time faculty's effective participation in producing learning outcomes.

Next Steps

Faculty are aware of their role in maintaining a sustainable continuous cycle of quality improvement for SLO assessment, per ACCJC's institutional effectiveness rubric, and understand that they are being evaluated on their level of engagement in the process. The District and the Association are currently engaged in negotiations, and will incorporate language that reinforces the role of faculty in producing SLOs for both full-time and part-time faculty.

Conclusion

The faculty evaluation forms were modified in support of faculty's involvement in the development of SLOs. Documentation supports the increased participation by both full-time and part-time faculty. This recommendation has been resolved, and Standard III.A.1.c has been fully addressed.

Supporting Evidence/Documentation

R8.1   [Instructor CLO Data Collection Worksheet Examples (2)](#)
R8.2   [Program/Division Data Collection Worksheet Examples (4)](#)
R8.3   [Faculty Evaluation Forms](#)
R8.4   [August 13-14, 2015 Flex Day Evaluations Presentation](#)
R8.5   [Professional Development Self-Disclosure Statement](#)
R8.6   [Part-Time Faculty Agreement](#)

Additional Evidence/Documentation