

Potential Problem Areas for Accreditation, to be discussed at Institute Day, August 30, 2013  
With Reference to Applicable Accreditation Standards<sup>1</sup>, and College Policies and Agreements

1. Performance evaluations do not address the requirement that faculty, and others responsible for the attainment of student learning, address SLOs and how they assess them.  
III.A.1.c

Work is done. Forms need to be finalized.

2. Faculty performance evaluation procedures need to be updated to reflect changes in modes of delivery, e.g. correspondence, online, hybrid, etc.  
I.B.7  
III.A.1.a-b

Academic Senate appointed group to revise process, with target date of December 2014.

3. Performance evaluations of adjunct teaching faculty have not been carried out consistently, as required by the CTA-District agreement and by accreditation standards.  
I.B.7  
III.A.1b  
CTA-District Agreement, Article V, Section III.M.

Academic Senate appointed group to revise process, with target date of December 2013.

4. There is presently no written policy or procedure for evaluating equivalency in faculty qualifications.  
I.B.7  
II.A.2 a-b  
III.A.1a-b  
ER 13

Academic Senate and Equivalency Committee are developing a proposal.

5. Several courses, programs, learning support SLOs and institutional SLOs have yet to be assessed and assigned action plans for improvement.  
I.B.1

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<sup>1</sup> *Guide to Evaluating Institutions*, ACCJC, June 2012

II.A.1.c  
II.A.2.a, b, f, i  
II. A. 6  
II.B.4  
II.C.2  
III. A.1.c  
III.B.1a-b  
III.C  
IV.A.2.b  
IV.B.1.b

**SLO Coordinator working with individual faculty to complete assessments.**

6. Plans have not yet been fully developed to handle the changeover to full college support for projects initiated under the Title 3 “Virtual Campus” grant (which ends September 30, 2013), specifically: maintenance of the Bridge, classroom software and equipment, and continuation of faculty training in technology.

II.A.6.b  
II.B.4  
II.C.1.c, d, 2  
III.C.1-2

**Two part-time education technology positions approved by Board Sept. 2013 to carry on Title 3 work.**

7. Not all class syllabi specify expected student learning outcomes consistent with outcomes in the officially approved course outline of record.

II.A.6

8. There is no policy and procedure in place to manage the termination, when needed, of academic and support programs.

II.A.6.b

9. The budget processes are not clearly defined, specifically, the “Snapshot” process and the regular budget approval process, and how these integrate with program review and strategic planning.

III. D. d

III. D. 4

Process under review by Program Review Committee and Budget Committee (see draft Integrated Work Flow).

10. Is a systematic cycle of planning, implementation and evaluation for all decision-making part of PVC's culture?

I.B.3

II.A.2.e-f

11. "The college should analyze and discuss the impact of current enrollment patterns, specifically the overreliance on a single ISA, on the fiscal stability of the college and develop a contingency plan for fiscal stability should the ISA be reduced or lost." (Commission Recommendation 1, from 2008 comprehensive visit and subsequent Commission letter in June 2008)

The recommendation could also be expanded to apply to overreliance on incarcerated student enrollments. Does the college have any contingency plans?

12. Are all course-outlines-of-record for active courses current and complete?

II.A.2.e

13. With the elimination of the Transfer and Career Center and Learning Skills Center, are we providing adequate student support in these areas?

II.B.3

II.B.3a, c

II.B.4

There was virtually unanimous support for reinstating the Learning Skills Center, specifically for tutoring.

14. Are teaching faculty and counselors (as well as other student services staff) effective in providing students with guidance for success, e.g., attending class regularly, participating

in class, completing course work on time, demonstrating basic courtesies, acquiring good study habits and work ethics, and asking for help when needed and knowing where to find help?

II.B.3

II.B.3a, c

II.B.4