PALO VERDE COLLEGE

WHERE KNOWLEDGE TAKES ROOT AND OPPORTUNITY GROWS

FOLLOW-UP REPORT

SUMMITTED BY:

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SUBMITTED TO:

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

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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.

Dr. Don Wallace, Superintendent/President Date

Dr. George Thomas, President, Board of Trustees Date

Biju Raman, President, Academic Senate Date

Derek Copple, President, CTA/NEA Date

Rich Soto, President, CSEA Date

Dr. Sean C. Hancock, Vice President of Instruction and Student Services/ALO Date

Shelley Hamilton, Management/Confidential Representative Date

Alexa Salazar, President, Associated Student Government Date

Statement of the Report Preparation

The present Follow-Up Report is a response to the ACCJC Action Letter, July 3, 2014 (A.1).

A timeline for the Report preparation was first delivered to the Board of Trustees on January 20, 2015 (A.2). Members of the College constituency were identified by administration for their specific knowledge of areas identified within the Commission's July 3, 2014 Action Letter (A.1). The initial outline for the Report was delivered to the College Council/Strategic Planning Committee on February 3, 2015 (A.3), at which time the committee affirmed the proposed structure.

First draft submissions were delivered to the Vice President of Instruction and Student Services/Accreditation Liaison Officer (ALO) on February 6, 2015. On February 10, 2015, the ALO met with Ms. Julie Slark, an accreditation consultant employed by the College, to review the structure and content of the information submitted by those asked to contribute to the drafting of the report. During the February 10, 2015 Board of Trustees meeting, the Vice President of Instruction and Student Services provided the Board with a spreadsheet (A.4) as a quick reference as to the progress made to date in addressing the Commission's recommendations. The first draft of the Report was completed February 24, 2015. The first draft was distributed to members of the College Council/Strategic Planning Steering Committee and the Board of Trustees on February 24, 2015 (A.5), inviting comment.

Subsequently, Dr. Wallace edited the report with the assistance of senior administrators, the Accreditation Liaison Officer, and members the College Council/Strategic Planning Steering Committee. A subsequent draft of the Report was completed, posted to the College website with notice to the College community. The College Council/Strategic Planning Steering Committee reviewed and approved the Report at its regular meeting, March 3, 2015 (A.6).

The Board of Trustees approved the final Report during at its regular meeting, March 10, 2015 (A.7).

Responses to the Commission's Action letter

RECOMMENDATION 1

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)

Blueprint for Planning

Resolution and Analysis

As was noted in the self-evaluation report and during the comprehensive site visit, the College has integrated its planning processes to a large degree. Key College plans include the Integrated Strategic Plan 2013-2016 (R1.1), the Educational and Facilities Master Plan 2009 (R1.2), Program Review Guide (R1.3), Budget Committee Guidelines and Principles (R1.4), and program review reports produced by each instructional and non-instructional program (R1.5). These processes are loosely integrated by virtue of the fact that all processes lead to the College Council/Strategic Planning Steering Committee, the College's primary participatory governance body, for review and comment prior to implementation.

However, as was noted by the ACCJC's Action Letter (R1.6) and Recommendation #1, what is missing is a blueprint for planning that, in a single document, combines all of the College's key planning processes, demonstrates their interconnectedness and provides for their implementation and assessment systematically. To that end, the College has created and adopted the PVC 2015 Integrated Planning Manual (R1.7). The Manual follows a systematic regimen for each planning process by defining:

- Specific tasks to be accomplished
- Processes by which decisions and recommendations will be developed
- Timeline for each task
- Offices or groups responsible for completing tasks
- Offices or groups that will receive the recommendations and render final decisions

The PVC 2015 Integrated Planning Manual (R1.7) addresses the following key planning processes:

- Mission statement review and update
- Comprehensive master plan development and scope
- Strategic plan development and scope
- Program review process
- Resource allocation process

The PVC 2015 Integrated Planning Manual is governed by a common set of assumptions, namely, that the ultimate goal of planning is student learning and success; that data-informed assessment results in continuous quality improvement; and that the success of all planning depends upon institution-wide participation and dialog. These fundamental assumptions are incorporated in the College's mission statement and institutional goals Statement, both of which are quoted at the beginning of the PVC 2015 Integrated Planning Manual (R1.7).

Next Steps

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

The College is in the process of updating its current Educational and Facilities Master Plan (R1.2). Cambridge West Partnership, a consulting company with extensive experience with California community colleges, is facilitating this work, with completion expected by November 2015. The Educational and Facilities Master Plan forms the core of the new comprehensive master plan, which is described in the PVC 2015 Integrated Planning Manual (R1.7). 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, will be presented to the Board of Trustees in December 2015, 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 some major changes in internal or external conditions.

Regular Review of Mission Statement and Institutional Plans

Resolution and Analysis

The College has a mission statement, which is reviewed on a regular basis and which describes the College's intended student population and the services the College promises to provide to the community (R1.8). Following a review and revision of the mission statement in early spring 2013, the Board of Trustees approved the revised mission statement on March 13, 2013 (R1.9).

The Palo Verde Community College mission statement is:

> *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 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

Detailed timelines and processes for the ongoing review and revision of the mission statement are outlined in the PVC 2015 Integrated Planning Manual (R1.7). The schedule indicates that the mission statement is reviewed once every three years. The next review cycle will begin in September of 2015 and will follow the steps as outlined in the manual.

Mission Statement Informs Overarching Plans

Resolution and Analysis

As described in the PVC 2015 Integrated Planning Manual (R1.7), the mission statement is the cornerstone for the entire planning process and informs all overarching plans. Supporting an "exemplary learning environment" with "high quality educational programs and services," as called for in the mission statement, requires ongoing, systematic planning, assessment, and program review. These practices are defined in detail in the PVC 2015 Integrated Planning Manual (R1.7) for each key planning process of the College. Commitment to "student success and lifelong learning," likewise, requires extensive forward planning as evidenced in the College's comprehensive master plan, as well as in the shorter-term Strategic Plan 2013-16 (R1.1). Projections of institutional growth in the comprehensive master plan, as well as the institutional goals, are the basis for the College's Integrated Strategic Plan (R1.1) and its annual program review (R1.3). The strategic plan uses the institutional goals to derive institutional objectives. The institutional objectives identify the action plans that will be undertaken to achieve the institutional objectives and ultimately the institutional goals. Resource allocation is based on plans developed at the program level (academic/student services) and the unit level (non-academic/administrative) during program review. Once resources are allocated, the College implements its plans. The College assesses progress on institutional goals and objectives annually, and assesses the planning processes every two years. The results of these assessments are the basis for the progress report on the strategic plan and for the next year's program reviews.

Next Steps

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

Overarching Plans Inform Long-Term Institutional Plans

Resolution and Analysis

As described in the PVC 2015 Integrated Planning Manual (R1.7), the College compares its current status to the mission statement and analyzes anticipated challenges to develop a long-term comprehensive master plan that comprises an Educational and Facilities Master Plan (R1.2). Based on what is learned through the preparation of the comprehensive master plan, the College develops institutional goals that articulate how to advance the mission statement and how to address anticipated challenges.

Next Steps

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

Institutional Set Standards for Student Achievement for Planning and Program Review

Resolution and Analysis

In accordance with ACCJC and Department of Education guidelines, as well as the College mission, PVC has developed Standards of Performance with Respect to Student Achievement (R1.10), consisting of institution-set standards that measure student performance and success. The document identifies four elements of student achievement across the institution: course completion/success; student progress and attainment (SPAR); transfer; and career training and education (CTE) achievement. Each element is defined in detail in the accompanying document, Explanation of Standards of Performance with Respect to Student Achievement (R1.11). The selection of these measures was based on review of the College mission, as well as the specific initiatives identified in the Integrated Strategic Plan 2013-2016 (R1.1).

The institution-wide measures address, in varying ways, the College's commitment to "student success" (course completion, SPAR, CTE, transfer) "lifelong learning" (CTE, transfer) and "a diverse community of learners" (SPAR, CTE, transfer), as these goals are

expressed in this excerpt from the mission statement: "The College promotes student success and lifelong learning for a diverse community of learners."

The four institution-wide elements also help fulfill one of the goals of the Integrated Strategic Plan: "Deliver and continuously improve upon quality educational programs, emphasizing student learning leading to certification, conferral of associate degrees, transfer to four-year institutions, and personal growth and career enhancement" (Initiative I, Goal, Instructional Programs and Student Success, Integrated Strategic Plan 2013-2016 [R1.1]).

The College established completion standards for each associate degree and certificate, consistent with the Integrated Strategic Plan 2013-2016 (R1.1) goal cited above and consistent with the College mission to provide "high quality educational programs and services." The College has tabulated licensure examination pass rates of the Vocational Nursing program, the only College program resulting in licensure. In its institution standards for the Vocational Nursing program, the College follows pass rate standards established by the California Board of Vocational Nursing and Psychiatric Technicians.

The document Standards of Performance with Respect to Student Achievement (R1.10) is incorporated as a planning resource in the PVC 2015 Integrated Planning Manual (R1.7) and will be used by the College Council/Strategic Planning Steering Committee to evaluate student achievement in the areas of course completion/success, SPAR, transfer and CTE. It will also be incorporated into the program review cycle, specifically for the Program Review Committee to evaluate degree and certificate completion vis-à-vis actual performance reported in instructional program reviews.

Next Steps

The College Council/Strategic Planning Steering Committee, consisting of representatives of all College constituencies, establishes a process for periodic review and evaluation of institution-set standards, specifically for course completion/success; student progress and attainment; transfer and CTE achievement, and recommends steps to improve performance where needed. The Program Review Committee, which is currently evaluating and revising its processes and report templates, will incorporate institutional-set standards as part of its 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.

SLOs Embedded in Program Review

Resolution and Analysis

Assessment of student learning outcomes and related dialogue is integral to the planning process, as evidenced by the embedding SLO dialogue into program review. SLOs have been embedded in the program review process since the Program Review Committee's 2010 revision of the program review templates (R1.3). Recently, the Program Review Committee began work on revising the Program Review Guide (R1.12) and the associated templates (R1.13) to ensure greater emphasis on data collected throughout the recently implemented SLO processes, as reflected in the Program Review Committee meeting minutes (R1.14).

The Program Review Committee has completed the program review templates (R1.13) to align with the Program/Division CLO Data Collection Worksheet (R1.15). The revised templates require both quantitative and qualitative analysis of the student learning outcomes over the three-year evaluation cycle common of most program offerings. In addition, the new templates include a section tying SLOs at the program level (PLOs) to identified gaps in performance, action plans, resources used and/or needed to implement the plan, outcomes, and the years in which the various plans were addressed. These additional data will better inform decision making at each stage of institutional planning outlined in the above referenced PVC 2015 Integrated Planning Manual (R1.7).

Next Steps

The Program Review Committee will complete its revisions to the Program Review Guide prior to the completion of this academic year, presenting to College Council for approval. The Program Review Committee will provide training and support to facilitate fall 2015 implementation of the revisions.

Conclusion

The College has addressed this recommendation by establishing institution-set standards, and by incorporating the standards into the PVC 2015 Integrated Planning Manual and into the program review process; Standards I.A.3-4; I.B.1-6; II.A.2.f; II.B.1;III.C.2; III.D.1; in addition to Eligibility Requirements 10 and 19, have been met.

Supporting Evidence/Documentation

R1.1. Integrated Strategic Plan 2013-2016
R1.2. Educational and Facilities Master Plan 2009
R1.3. Program Review Guide (2010)
R1.4. Budget Committee Guidelines and Principles
R1.5. Program Review Reports
R1.6. July 2, 2014 ACCJC Action Letter
R1.7. PVC 2015 Integrated Planning Manual
R1.8. Palo Verde College Mission Statement
R1.9. March 13, 2013 Board of Trustees Minutes
R1.10. Standards of Performance With Respect to Student Achievement, 2015
R1.11. Explanation of Standards of Performance With Respect to Student Achievement
R1.12. Program Review Guide (2015)
R1.13. Program Review Templates (2015)
R1.14. Program Review Committee Minutes
R1.15. Program/Division CLO Data Collection Worksheet

RECOMMENDATION 2

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 intuitional 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)

Course Outlines of Record and SLO Assessment

Resolution and Analysis

At the time of the site team's visit in the spring of 2014, the College had only recently updated the official Course Outline of Record (R2.1) to ensure the distinction between student learning outcomes and course objectives, and to make the form more user friendly by creating the form in a fillable PDF format. Prior to this time, faculty and administration had worked to identify and distinguish student learning outcomes from course objectives, and had created a form that was subsequently appended to the course outlines of record. Since this process had not been completed for all course outlines of record, there appears to have been confusion with regard to the process of identifying student learning outcomes, and where the most recently approved student learning outcomes were to be found. As a result, there were instances where departments had updated their student learning outcomes in order to improve student learning, without these changes having been reflected on the course outline of record or on an addendum to the course outline of record. Instead, these changes were noted on the PVC SLOs webpage (R2.2), indicating to the site team that instructors were actually assessing different student learning outcomes from those listed on the course outline of record or its addendum.

The College, upon review of its previous efforts to develop student learning outcomes, assess these outcomes, and ensure a sustainable continuous cycle of improvement, embarked on an initiative to update all out-of-date course outline of records, and address the process by which the College captures and disseminates student learning outcome information to the various stakeholders. During the September 9, 2014 Institute Day, Dr. Sean C. Hancock, Vice President of Instruction and Student Services/ALO, hosted an in-

service training (R2.3). During the training, he outlined the team's recommendations from the July 3, 2014 ACCJC Action Letter (R2.4), reviewed the development, assessment, and mapping of student learning outcomes, and explained the process of updating all course outline of record forms to reflect current student learning outcomes. It was also emphasized that the course outline would be the single source for student learning outcome information, and it would be from this source that instructors would pull when updating their syllabi. Upon reflection, dialogue, and the results of assessment data within a program or division, it may be determined that a change to the student learning outcomes would better serve the process of student learning. If a change is to be made to a student learning outcome, the change must be represented on an updated course outline of record, and submitted to the curriculum committee as a non-substantial change. Once the course has been approved by the curriculum committee, and accepted by the California Community College Chancellor's Office, it will be forwarded to the Information Technology Department for updating on the PVC SLOs webpage.

In September 2014, 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 January 21-23, 2015, during the Faculty Flex Days, there were 371 Course Outline of Record forms that had updated student learning outcomes identified, distinct from course objectives. 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 remain 50 Course Outline of Record forms to update. All of the remaining forms 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. This has been the result 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. The SLO Committee agreed to a PVC SLO Committee Plan for ACCJC Success (R2.5), which identified the updating of the course outline of record for courses as the first phase of the plan (R2.6 – minutes). This plan included a Division/Program SLO Task List (R2.7), breaking out the various components of each phase identified within the plan (R2.5). 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.

Next Steps

Throughout the spring 2015 semester, the College, under the guidance of the SLO Committee, and in partnership with the Curriculum Committee, will continue to update its Course Outlines of Record. The committees will ensure that all active courses have updated course outlines, and that the student learning outcomes reflected on the course outlines are those both listed on instructors' syllabi and the PVC SLOs webpage, and that those are the student learning outcomes being assessed. In addition, NBE, ABE, and FST courses will be reviewed for their relevance to the College's mission, and the likelihood that each may be offered within the near future. If these courses do not contribute to the College mission, or will not be offered in the near term, they will be inactivated.

Through a strong partnership among the administration, the curriculum committee, and the SLO Committee, this process will provide consistent information on which the various stakeholders can rely.

Faculty Engagement in SLO Assessment Processes

Resolution and Analysis

During the fall of 2014, the SLO Committee identified a need to demonstrate the College's commitment to faculty participation in the development, assessment, and improvement of student learning outcomes. As noted above, staff and faculty were provided a recap during the September 9, 2014 annual Institute Day of the processes by which the College measures its effectiveness, expanding on those specific areas of the Commission's concerns.

While the site team recognized that faculty were assessing student learning outcomes, it was suggested that the College further demonstrate that there is a process through which faculty are regularly assessing student learning outcomes, engaging in dialogue about the results of their assessment, and developing plans around the student learning outcome data. The SLO Committee developed the PVC SLO Execution Plan for ACCJC Success (R2.5), to guide the committee's efforts to address the Commission's recommendation. As part of

the PVC SLO Execution Plan for ACCJC Success (R2.5), the second through fifth stages of the plan focused on the faculty's role. Again, the specifics as to how this was to be accomplished were outlined on the Division/Program SLO Task List (R2.7), provided to each division chair on the SLO Committee. Forms were created to provide direction to faculty and division chairs as to what information to include in their assessment of student learning outcomes at the course level (CLOs); instructors were provided with an Instructor CLO Data Collection Worksheet (R2.8), and division chairs where assigned responsibility for the Program/Division CLO Data Collection Worksheet (R2.9).

Under the direction of the SLO Committee, the faculty were instructed to complete the Instructor CLO Data Collection Worksheet (R2.8) for each of their course sections taught during the fall 2014 semester, and turn this form in to their division chair prior to scheduled January 21-23, 2015 professional development Flex Days. This form directs faculty to include a copy of their student learning outcome assessment tool with the completed form.

It was during the January 21-23, 2015 Flex Days that divisions were tasked with the division level discussion of CLO assessment, and the mapping of CLOs to program learning outcomes (PLOs), and PLOs to institutional learning outcomes (ILOs). The Flex Day agendas (R2.10) provided several breakout sessions, whereby divisions and/or programs were asked to complete the Program/Division CLO Data Collection Worksheet (R2.9) for each of the courses offered during the fall 2014 semester. The program and/or division aggregated the data captured across sections and instructors, and engaged in a dialogue around the data obtained from the individual Instructor CLO Data Collection Worksheets (R2.8). Throughout the Flex Day activities, the Vice President of Instruction and Student Services, visited each division breakout to provide guidance where needed. All attendees were brought back to together numerous to discuss the process, answer questions, address concerns, and share best practices.

Upon the completion of the Program/Division CLO Data Collection Worksheets (R2.9), the focus turned to the mapping of SLOs across the various levels (CLOs, PLOs, and ILOs). Each division was provided with Palo Verde College Course to Program Learning Outcome Assessment and Map (R2.11) and Palo Verde College Program to Institutional Learning Outcome Assessment and Map (R2.12) forms. The agenda followed the same format, allowing for division breakouts, followed by all attendees coming together to again

dialogue on the process, address concerns, and share best practices. Divisions submitted all completed work upon completion of the final day, January 23, 2015.

These occasions and processes provided structured opportunities for rich dialogue and enhanced faculty engagement about student learning outcomes

Next Steps

The SLO Committee, when establishing an improved process by which to capture evidence of faculty's participation in ongoing dialogue about methods of assessment, the results of assessment, and plans for quality improvement, developed the following forms: SLO Checklist (R2.13) at the instructor level, and the SLO Checklist at the program level (R2.14). These forms outline the ongoing, systematic review of CLOs at both the instructor and program level, with instructions as to how these processes contribute to the College's program review cycle. The instructor SLO Checklist (R2.13) outlines the tasks to be performed each semester for courses completed the prior semester; tasks include: incorporating revisions from the previous cycle, ensuring current information taken from the COR is listed on the course syllabus, and the completion of the Instructor CLO Data Collection Worksheet. The program level SLO Checklist (R2.14) provides a timeline within which the data from the previous semester is aggregated, discussion on the course assessment data is captured on the Program/Division CLO Data Collection Worksheet (R2.9), a review of the status of SLOs for the program, incorporation of agreed upon revisions into planning for the subsequent semester. The SLO Committee will continue to monitor the process of SLO assessment to identify areas of improvement.

Assessment Data Management

Resolution and Analysis

As part of the newly established process of SLO data collection and assessment protocols, the College Information Technology department was tasked with creating a shared network folder. This shared folder will allow the Office of Instruction to maintain records of assessment tools and methods employed by faculty, samples of these assessments, assessment data, and the resulting assessment dialogue and action planning based on the assessments. In order to preserve the integrity of the information contained within the shared network folder, access to editing will be limited to those designated to maintain the folder within the Office of Instruction, while providing faculty with read-only access to

the data. The hierarchy of the shared network folder allows the data to be stored by division and term for ease of reference. Completed documents not already captured electronically will be scanned into the appropriate folder and returned to the division.

All the work completed during the January 21-23, 2015 Flex Days has been uploaded to their respective folders within the shared network folder created to provide easy access to these records.

Next Steps

The Office of Instruction, in partnership with the SLO Committee and Program Review Committee, will ensure timely access to new information created through the College's SLO processes, and engage in dialogue as to how the processes might be improved. 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 (R2.15). The Committee will review recommended platforms for the capture and analysis of SLO data to inform decision making and institutional planning.

SLO Assessment Data, Program Review, and Institutional Effectiveness

Resolution and Analysis

Given that data is now made readily available to faculty, staff, and administrators, the divisions will be better positioned to have constructive dialogue and utilize SLO assessment data as an integral part of the program review process. While SLO dialogue is included in the current program review templates (R2.16), the Program Review Committee has developed a new program review template (R2.17) for future use, aligning the template with the Program/Division CLO Data Collection Worksheet (R2.9). The aggregated data from the Program/Division CLO Data Collection Worksheet will inform the SLO section of the new program review template (R2.17), providing for discussion of outcomes assessment results. The revised template has been expanded to ensure that plans developed as a direct result of SLO assessment at the course and program level are captured. This will allow program review data to inform decision making at the College Council/Strategic Planning Committee level, contributing to institutional effectiveness.

Next Steps

The Program Review Committee will complete the Program Review Guide and program review templates, moving for approval by the College Council by the end of the spring 2015 semester. The template will be implemented for all program reviews scheduled for the 2015-2016 academic year.

Conclusion

Palo Verde College has accelerated its efforts to assess all student learning outcomes for every course, and is now 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. This is being accomplished through the improvements detailed above through which the College is now better equipped to provide evidence of the work being accomplished by its faculty and staff.

Faculty are now 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 Flex Day activities. Faculty now have clear direction as to their role with assessment, and through mapping exercises, have a better understanding of the connection between CLOs, PLOs, and ILOs.

The College now has a system in place to store the information collected through the Flex Day activities. By having created a shared network folder specific to SLO assessment data, faculty, staff, and their respective divisions will be provided easy access to information needed to inform program review and ensure quality improvement.

The Program Review Committee is near the completion of a revised Program Review Guide and program review templates that will ensure that SLOs are 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, and aim to capture dialogue and action plans. 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 and institutional outcomes assessment at College Council and the Board of Trustees meetings.

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 Course Outline of Record
R2.2 Palo Verde College SLO Webpage
R2.3 September 9, 2015 Institute Day Presentation
R2.4 July 3, 2014 ACCJC Action Letter
R2.5 Palo Verde College SLO Committee Plan for ACCJC Success
R2.6 SLO Committee Minutes
R2.7 Division/Program SLO Task List
R2.8 Instructor CLO Data Collection Worksheet
R2.9 Program/Division CLO Data Collection Worksheet
R2.10 January 21-23, 2015 Flex Day Agendas
R2.11 Palo Verde College Course to Program Learning Outcome Assessment and Map
R2.12 Palo Verde College Program to Instructional Learning Outcome Assessment and Map
R2.13 Instructor Level SLO Checklist
R2.14 Program Level SLO Checklist
R2.15 SLO Assessment Shared Network Folder
R2.16 SLO Cloud
R2.17 Program Review Templates (2010)
R2.18 Program Review Templates (2015)

RECOMMENDATION 3

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)

Evaluation of Processes

Resolution and Analysis

While the College evaluates its various institutional processes, its evaluation process lacked a system providing for ongoing and systematic review. This deficiency was noted by the 2014 visiting team, which in its evaluation report states, "While the College can document that it has evaluated and assessed planning processes, programs and courses, it has not made it a routine, systematic review of institutional effectiveness" (R3.1).

To address this deficiency the College has developed the PVC 2015 Integrated Planning Manual (R3.2), which outlines key institutional processes—mission statement; comprehensive master plan; strategic planning; program review; and resource allocation—and provides for a systematic assessment of the effectiveness of those processes every two years. The assessment process calls for a task force with representatives of planning, budget, and program review, and the inclusion of the College institutional researcher. The task force solicits feedback from the groups and individuals who are directly involved in the implementation of each component, and formulates changes where needed.

As described in the PVC 2015 Integrated Planning Manual (R3.2), going forward the district assesses its planning processes in keeping with the Accrediting Commission for Community and Junior Colleges standards on institutional effectiveness. Accordingly, the district assesses progress on institutional goals and objectives annually, and assesses the planning processes every two years. The results of these assessments are the basis for the progress report on the strategic plan and for the next year's program reviews. In the strategic plan, an office or group is assigned responsibility for action plans. The assignment of a responsible group or office is essential for accountability. This assignment means that the group or office has unique responsibilities to launch and oversee the action plan. It does not mean that the group or office completes the action plans alone.

To ensure implementation of the identified activities that will move the district toward accomplishment of the institutional goals, the responsible parties shall:

1. Manage the timelines for the plan component.
2. Develop appropriate processes.

3. If needed, request funding for the action plans through the appropriate program review.
4. Provide data and other types of evidence to assess the levels of success following plan implementation.
5. Document the activities and outcomes to contribute to the preparation of the annual progress report.

A formal assessment of the integrated planning cycle, processes, and timelines is conducted every two years. Planning processes will be revised as appropriate based on this review. To serve as an ongoing resource for institutional planning, the integrated planning manual will be revised to accompany revisions to the planning processes.

Next Steps

The College will fully implement the assessment processes as outlined in the PVC 2015 Integrated Planning Manual. Every two years, the College will evaluate the effectiveness of each of the planning processes outlined in the PVC 2015 Integrated Planning Manual, and make changes where needed.

Dissemination of Review Process Information

Resolution and Analysis

With the development and pending implementation of the PVC 2015 Integrated Planning Manual (R3.2), the College has formalized various college planning processes and brought them together into a single document for dissemination to the College and the community. The planning processes, each with its own timeline and procedure, are: periodic review of the mission statement; update of the comprehensive master plan; review and update of strategic planning; program review; and resource allocation.

Prior to the development of the PVC 2015 Integrated Planning Manual, the College had long been engaging in the various planning processes named above; however, the College had not done a thorough job communicating these processes and incorporating them as part of a sustained effort of self-improvement. The PVC 2015 Integrated Planning Manual (R3.2) addresses this deficiency.

The College mission statement, for example, was first developed in 2002, and has been reviewed and revised several times over the years in various settings in which participation by the members of the College community was welcome; however, the process was handled somewhat irregularly and was not codified. The PVC 2015 Integrated Planning Manual (R3.2) now provides a detailed timeline and process for regular review of the mission statement.

Similarly, the most recent comprehensive master plan, The Educational and Facilities Master Plan 2009 (R3.3), was developed with the participation of the College community, and was subsequently discussed during at least one general staff meeting; however, there was no provision for follow-up of the plan or for its integration with other College plans. The PVC 2015 Integrated Planning Manual (R3.2) provides for development of two, consecutive ten-year comprehensive master plans—2015 to 2025 and 2025 to 2035—calling for extensive College and community participation, providing detailed explanations of the process by which the plans are to be written and ensuring integration with the strategic planning and institutional program review processes.

For strategic planning, program review, and resource allocation, the PVC 2015 Integrated Planning Manual (R3.2), likewise, provides detailed, systematic, and clearly defined processes that can be understood and acted upon by the College and community. A progress report is produced annually to document the status of the work on each institutional objective and action plan in the strategic plan. This annual progress report informs the district wide community about the progress of plan implementation. This documentation is an essential accountability tool in the Palo Verde Community College District integrated planning process.

Next Steps

Implement the assessment processes as outlined in the PVC 2015 Integrated Planning Manual and publish the planning processes outlined in the document. Every two years, evaluate the effectiveness of each of the planning processes outlined in the PVC 2015 Integrated Planning Manual, and make changes where needed.

Research Support and Delegation

Resolution and Analysis

As described in the PVC 2015 Integrated Planning Manual (R3.2), the Budget and Planning Committee (BPC) calls for each responsible party identified in the strategic plan to report on progress on the action plans. The division heads (i.e., department chairs, managers, administrators) review and consolidate those reports and forward them to the Institutional Researcher. The reports are consolidated by the Institutional Researcher to create a draft district progress report. The draft progress report is forwarded to BPC. BPC reviews the progress report, adds comments if appropriate, validates the progress report, and returns it to the Institutional Researcher. The Institutional Researcher considers BPC's feedback, follows up as necessary with the division heads, and forwards a final draft report to the superintendent/president. The superintendent/president reviews the progress report with cabinet and changes are made to the progress report as warranted. The superintendent/president presents the final progress report to the Board of Trustees for information.

The College is now studying an expanded institutional research function that would evaluate and assess all College processes and inform decision making at all levels. The accompanying document, Proposed Model Institutional Research Function (R3.4), describes an institutional research function with emphasis in: analysis of course, program, learning support and institutional student learning outcomes, and the analysis of institution-set standards (Team Recommendations #1 and #2); analysis of institutional processes identified in the PVC 2015 Integrated Planning Manual to assist planning and decision making (Team Recommendation #3); analysis of ACCJC/U.S. Department of Education compliance and instructional integrity issues, including but not limited to distance education, correspondence education, and instructional services agreements (Team Recommendations #4, #5, and #6); and analysis of the College's progress in achieving goals established in its Student Success and Support Plan (R3.5) and Student Equity Plan (R3.6).

The objective of the expanded institutional research function is to provide sufficient support to the College in achieving Sustainable Continuous Quality Improvement in all its processes, particularly in planning, student learning outcomes, and program review.

Next Steps

The College will complete its review of the expanded institutional research function, assess available resources to support the function, and implement its decision.

Conclusion

The College has addressed the need to evaluate more thoroughly its various planning processes, as well as the need to disseminate these planning processes. The College has accomplished this by bringing together the College's planning processes into a single document, the PVC 2015 Integrated Planning Manual, outlining in detail the processes of each plan and making the document available to the College and community.

The College has further addressed this recommendation by expanding the current institutional research function to provide research support to inform decision making for all College processes at all levels. The objective is that the College achieves Sustainable Continuous Quality Improvement in all its processes, particularly in planning, student learning outcomes and program review.

This recommendation has been resolved; Standards I.B.1-6; II.A.1.a, c; II.A.2.a, e, f; and II.B.4 have been fully addressed.

Supporting Evidence/Documentation

R3.1. April 11, 2014 External Evaluation Team Report
R3.2. PVC 2015 Integrated Planning Manual
R3.3. Educational and Facilities Master Plan 2009
R3.4. Proposed Model Institutional Research Function
R3.5. Student Success and Support Plan
R3.6. Student Equity Plan

RECOMMENDATION 4

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)

Resolution and Analysis

The April 11, 2014 External Evaluation Team Report (R4.1) suggests a need for the College to provide "evidence of a systematic data-collection process that would facilitate assessment of and dialogue about the effectiveness of different delivery/instruction modes." In order to address this recommendation, and ultimately ensure that the "student learning experience and outcomes are comparable regardless of the method of instruction or delivery," the College has made changes to its faculty evaluation forms. In addition, the College has revised its SLO processes whereby every course, regardless of modality, is included as part of the College's systematic assessment of SLO data.

The Palo Verde Community College District (the District) and the Palo Verde College Faculty Association (CTA) have concluded two years of negotiations aimed at resolving questions of teaching faculty evaluation in all educational modalities (face-to-face, Interactive Television, correspondence, and online) for all full and part-time faculty. Specifically, Memoranda of Understanding (R4.2) have now been signed and ratified by the District and CTA. Student evaluation forms are now in place for all teaching modalities (R4.3). In addition to capturing student perceptions of teaching effectiveness for the different educational modalities offered by the College, the Peer Observation Report (R4.4) evaluation form was modified to allow the capture of information regarding the instructor's performance, regardless of modality. Examples of these changes include, "responds in a timely, appropriate, and supportive fashion to student inquiries, questions, and criticisms, while employing the appropriate range of technical support devices, program, and services," and, "is thorough in preparation and organized in presentation of materials (classroom, online, ITV, correspondence, as applicable)." These concepts are expanded upon within the Peer Observation Narrative portion of the Peer Observation Report (R4.4).

As described in in the College's response to Recommendation #2 above, the college is engaged in a systematic assessment of SLO data as part of a sustainable continuous cycle of quality improvement. Having begun with the fall 2014 semester, faculty completed an Instructor CLO Data Collection Worksheet (R4.5) for each course they taught, including those taught via correspondence and/or distance education. The quantitative and qualitative data captured on these forms contributed towards the completion of the Program/Division CLO Data Collection Worksheet (R4.6), prompting dialogue regarding student learning outcomes assessment results, methods, and resulting action plans.

Student learning outcomes are identified at the course level and are consistent regardless of the method/modality of instruction. It was observed during the January 21-23, 2015 Flex Days that discussion amongst instructors included the topics of varying methods of assessment by instructor and modality. The resulting dialogue ultimately contributes to the process of quality improvement across all modalities as instructors naturally begin to norm assessments methods.

Next Steps

The college will continue to collect data from faculty evaluations and the SLO assessment processes now in place to inform the College on the effectiveness of instruction for all courses and programs across the varying modalities.

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 April 11, 2014 External Evaluation Team Report
R4.2 Memorandum of Understanding Between District and CTA
R4.3 Faculty Evaluation Forms
R4.4 Peer Observation Report
R4.5 Instructor CLO Data Collection Worksheet
R4.6 Program/Division Data Collection Worksheet

RECOMMENDATION 5

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)

Resolution and Analysis

In collaboration with the Industrial Emergency Council (IEC), the College's primary instructional service agreement provider, the College has adapted an existing faculty evaluation instrument for use in evaluating those instructors employed by the IEC. IEC

administrators will use the Faculty Observation Report (R5.1) to evaluate instructors during their first course of instruction, and subsequently every three years, aligning with the part-time faculty evaluation process recently agreed upon between the District and the CTA. Additionally, the IEC has a Course Evaluation form (R5.2) completed by students. The College has proposed to the IEC that the Course Evaluation form (R5.2) be administered upon the completion of each course. The Vice President of Instruction and Student Services visited the IEC headquarters and met with IEC administration on March 2, 2015 as part of an annual review. At that time, the implementation of these evaluation processes, and the collection, storage, and analysis of the evaluation data was finalized.

In addition to the evaluation of the instructor by both the students and administration, the IEC will be required to assess course learning outcomes and complete the Instructor CLO Data Collection Worksheet. While the Fire Science Technology (FST) courses are not offered on campus, and are not part of a defined program through which students can obtain a certificate or degree, the assessment of SLOs by the IEC instructors will serve to demonstrate the College's commitment to ensuring the quality, integrity, and continuous improvement cycle of the College.

Next Steps

In addition to the evaluation of the instructor by both the students and the IEC administration, the IEC will be required to fill out the Instructor CLO Data Collection Worksheet in order to assess the achievement of student learning outcomes identified for the courses. The target date for full implementation of these processes is the end of the 2014-2015 academic year.

The College recognizes that there are still official Course Outline of Record forms requiring updating, including the identification of CLOs, for these courses provided by IEC. The Institutional Researcher/SLO Coordinator has been working with the IEC to complete this task. To date, 20 Course Outlines of Record have been updated, with approximately 40 remaining. Completion of this task is anticipated during the Fall 2015 Semester.

During the current academic year, the College entered into an additional instructional service agreement with FIELD (R5.3), whereby FIELD will offer non-credit ESL courses to migrant farm workers. The College intends to implement the same processes outlined above for IEC should the College and FIELD continue their contractual agreement into the next academic year.

Conclusion

The College has demonstrated that this recommendation has been resolved, and with the processes to be implemented this academic year, has met ACCJC Standards II.A.l.b-e, and II.A.2.a, c, d, e, f.

Supporting Evidence/Documentation

R5.1 Faculty Observation Report
R5.2 IEC Course Evaluation
R5.3 FIELD Contract

RECOMMENDATION 6

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 and Analysis

Mechanisms for verification of students enrolled in distance education and correspondence education courses take many forms. All students, whether face-to-face (ITV included), correspondence, or online, are assigned secure student username IDs and passwords.

Correspondence education requires the use of proctors for specified assignments, quizzes and/or exams. Incarcerated students who are enrolled in correspondence education have a counselor assigned to them who assists with the enrollment process, which includes the assignment of an individual student identification. These students complete assignments, quizzes, and exams under the direction of a proctor, who performs under the supervision of the California Department of Corrections and Rehabilitation in consultation with Palo Verde College. These proctors maintain a log of students performing assigned tasks, and ensure compliance with testing protocol. Non-incarcerated students can also enroll and register online for correspondence courses, whereby they are assigned a secure username

ID and password. Non-incarcerated students are provided with a Non-Local Student Guide (R6.1), and are required to submit a Proctor Agreement (R6.2) in order to maintain the academic integrity of the grades awarded.

Students enrolled in distance education courses (online) participate in the course via "The Bridge," the College's course management system. Students must use their secure username and password to access these courses. Within "The Bridge," there is a high security feature referenced as a "Secondary ID and Password," that allows an instructor to require the entry of a specified user name and password, different from the students' individual user names and passwords, in order to perform that assigned task.

The April 11, 2014 External Evaluation Team Report expressed the following concern: "the policy on academic honesty… does not address the authentication of identity for students enrolled in distance education and correspondence education." In direct response to this concern, the Office of Instruction has provided the following policy for addition to the student academic honor code, to the Academic Senate for approval:

> Academic Honesty in Online and Correspondence Courses
>
> As a Palo Verde College student, when you are given access to The Bridge, our online course software, you are expected to keep confidential your username and password and to never allow anyone else to login to your account. Sharing access or passwords to The Bridge is considered a breach of academic integrity and could result in you being removed from your class.
>
> When you login to The Bridge, you do so with the understanding and agreement to produce your own work, to complete course activities yourself, and to take course exams, tests, or quizzes without the assistance of others.
>
> Allowing others to complete your course work or to take your quiz, test, and exams is considered cheating and could subject you to receiving an "F" for the course. In addition, this type of dishonesty can result in formal disciplinary action being taken against you by the college. Please take time to review the following policy on Student Conduct. If you have questions about your work in an online course, be sure to ask your instructor.

The Office of Instruction submits that this statement fits nicely within the existing Academic Honor Code (R6.3), and has recommended that this statement be added to the 2015-2016 catalog, and included on all syllabi for correspondence and online courses. Note that PVC's existing Academic Honor Code clearly indicates PVC's commitment to academic honesty and integrity, and to what constitutes cheating.

Next Steps

This item, which is intended to augment the existing student policy on academic honesty, has been placed on the agenda for the March 10, 2014 Academic Senate meeting.

Conclusion

With the existing secure username ID and password required for distance education, proctoring for correspondence education, and the augmented student honesty policy, this recommendation has been resolved. The college has demonstrated that Standards II.A.7.b-c, Standards II.B.2.c, and the ACCJC Policy on Distance Education and Correspondence Education have been addressed.

Supporting Evidence/Documentation

R6.1 Non-Local Student Guide
R6.2 Proctor Agreement
R6.3 Academic Honor Code

RECOMMENDATION 7

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)

Resolution and Analysis

In response to the Commission's recommendation that the College "develop, implement and evaluate an effective part-time faculty evaluation process," the District and the Palo Verde College Faculty Association (CTA) contract negotiations establishing the final nature of that process, together with its documenting forms, have been concluded successfully and are being implemented during the spring semester of 2015. A good deal of work has been concluded to bring part-time faculty into compliance with College standards.

Pursuant to the negotiated Memoranda of Understanding (MOU) (R7.1), part-time faculty are now scheduled for evaluation during their first semester of employment, and during the spring semester every three years thereafter, a schedule modelled after the procedures for full-time faculty. Additionally, forms for part-time evaluation in all instructional modalities have been developed and agreed upon (R7.2); in large part, these forms are reduced versions of the full-time faculty evaluation forms.

Beginning with this spring 2015 semester, those part-time instructors whose employment with Palo Verde College began either Fall 2014 or Spring 2015 are being evaluated. Notification has gone out to affected employees and their respective division chairs. The first group of part-time faculty evaluations will be completed by the sixteenth week of the Spring 2015 semester. Beginning with the Spring 2016 semester, those adjunct faculty that have been instructing for Palo Verde College for some time now, will be evaluated pursuant to the MOU (R7.1) contract language regarding part-time faculty evaluations.

Next Steps

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

Conclusion

This recommendation has been resolved, and Standard III.A.1.b has been fully addressed. The part-time faculty evaluation process will be implemented on a regular and sustained process.

Supporting Evidence/Documentation

R7.1 Memorandum of Understanding Between District and CTA
R7.2 Part-Time Faculty Evaluation Forms

RECOMMENDATION 8

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)

Resolution and Analysis

It would be fair to say that faculty have been engaged in an ongoing dialogue concerning SLOs, their development, and their uses, since the Commission's Recommendation from 2008, and again discussed in the April 11, 2014 External Evaluation Team Report (R8.1). At first, to be sure, this dialogue revolved around the early concerns of faculty for balancing academic freedom against their responsibility for assessment and planning, as well as the CTA's concerns that added work should be additionally compensated. However, the majority of faculty agreed that SLO work was an integral part of their professional responsibilities, and that SLO assessment was clearly a part of the faculty evaluation process.

Memoranda of Understanding (R8.2) have now been signed and ratified by the District and CTA guaranteeing that SLO development, assessment, and planning are integrated into faculty evaluation. Not only are SLOs now integral to evaluation of all faculty, but the timelines for the faculty evaluation process have been shortened in order to make participation in the SLO assessment and planning cycle a condition of success, and indeed of the faculty remediation process where necessary. During these negotiations, SLO language was added to the Peer Observation Report form, item #1 (R8.3), the Peer Observation Narrative, item #1 (R8.3), and Student Evaluation of Faculty Member form, item #1 (R8.4). These additions can be partially attributed to faculty's increased understanding and acceptance of their role in the SLO processes; having previously agreed to SLOs being included on the Professional Development Self-Disclosure Statement, item #7 (R8.5), the CTA was agreeable to SLOs being added to other evaluation tools. This is one example of the effectiveness of the previous changes to the Professional Development Self-Disclosure Statement (R8.5).

The CTA and Academic Senate have been instrumental in bringing the institution into compliance with both College expectations, and the Commissions Standards. Specifically, the Senate, in partnership with Office of Instruction, has again organized an effective and well-staffed SLO Committee made up of division chairs, the SLO Coordinator/Institutional Researcher, and the Vice President of Instruction and Student Services. The Senate has passed Resolutions (R8.6) ensuring that faculty members are aware of their responsibilities, engaged in educating themselves and others in terms of SLOs and their attendant processes, and committed to developing methods of assessment and data

collection that can play a part in improving courses and programs, as well as achieving student learning and institutional goals.

During the evaluation process concluded during the fall 2014 semester, the Vice President reviewed instructors' Professional Development Self-Disclosure Statement responses when assessing their adherence "to established State, College, and division academic standards…" item of the Administrative Evaluation (R8.7), assigning points as appropriate based partially on the faculty member's statements of involvement in the SLO process. This prompted dialogue between individual faculty members and the Vice President of Instruction and Student Services regarding the College's expectations regarding their role in the process, and the importance of clearly communicating their participation in SLO development and assessment. The inclusion of SLO dialogue on the self-disclosure statement also provided the opportunity for SLO development and assessment to be added to the Administrative Evaluation (R8.7) under "Areas Needing Improvement," or "Areas of Strength" accordingly.

Next Steps

In order to continue to ensure that the evaluation process is effective in producing student learning outcomes, the Office of Instruction, in partnership with the Academic Senate and CTA, will continue to document faculty's active participation in the continuous cycle of SLO review, assessment, and action planning. As negotiations between the District and CTA continue on additional topics of interest, the District and Association will take the opportunity to strengthen language in support of the SLO process.

Following the recent Fall 2014 evaluation cycle with full-time faculty, faculty have recommended to the Office of Instruction and the Academic Senate that evaluations be the topic during a future Flex Day activity. The College is currently finalizing the academic calendar, and upon completion, the Office of Instruction will work with the Flex Day Committee to include the faculty evaluation process as an agenda item.

Conclusion

The College has demonstrated the success of adding SLO language to faculty evaluations in producing student learning outcomes through the increase in faculty engagement during the September 9, 2014 Institute Day (R8.8), the resulting dialogue with faculty as part of their evaluation process, the updating of Course Outlines of Records (R8.9), and

the significant progress made in SLO assessment data during the January 21-23, 2015 Flex Days (R8.10). Faculty are aware of their role in maintaining a sustainable continuous cycle of quality improvement, and understand that they are being evaluated on their level of engagement in the process.

Supporting Evidence/Documentation

R8.1	April 11, 2014 External Evaluation Team Report
R8.2	Memorandum of Understanding Between District and CTA
R8.3	Peer Observation Report
R8.4	Faculty Evaluation Forms
R8.5	Professional Development Self-Disclosure Statement
R8.6	Academic Senate Minutes
R8.7	Administrative Evaluation
R8.8	September 9, 2014 Institute Day Presentation
R8.9	Course Outline of Record Webpage
R8.10	SLO Assessment Shared Network Folder

Additional Evidence/Documentation

A.1 July 3, 2014 ACCJC Action Letter
A.2 January 20, 2015 Board of Trustees Minutes
A.3 February 3, 2015 College Council Minutes
A.4 Quick Reference Recommendations Spreadsheet
A.5 February 24, 2015 Board of Trustees Minutes
A.6 March 3, 2015 College Council Minutes
A.7 March 10, 2015 Board of Trustees Minutes