# Reflections on Continuous Improvement Since Last Comprehensive Review

1. **Briefly describe major improvements or innovations since the time of the last comprehensive peer review, focusing on areas where your institution is excelling or showing significant improvement with regard to equitable student outcomes, educational quality, and/or mission fulfillment.**

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| Improvement Plans as per previous ISER | Status of implementation |
| 1. Ensure the most current mission statement is presented in all College planning documents. | Palo Verde College reviewed and approved the existing mission statement November 2021. The mission statement is incorporated in all college planning documents agendas, including those for [college council](https://www.paloverde.edu/accreditation/midterm-report-files/SPVC_Execut23101214320.pdf) and [full admin meetings](https://www.paloverde.edu/accreditation/midterm-report-files/SKM_C650i23092914300.pdf). This ensures that the mission of the college remains the center focus for all college wide deliberations. |
| 1. Maintain currency of Institutional Effectiveness reports. | The institutional effectiveness reports are updated annually, for the past five years, five years they have been available at the following site: <https://www.paloverde.edu/accreditation/annual-reports.aspx>. |
| 1. The College will begin, in 2020, developing new goals for institution-set standards extending beyond 2023. | The discussion of the six institution set standards began with faculty deliberation during the Academic Standards Committee meetings in February 2022, followed by a discussion by all faculty at their Senate meeting in March 2022. These recommendations were forwarded to the College Council for further discussion and ratification in March of 2022. The results were then disseminated college wide during the all-staff meeting in May 2022. [Palo Verde College Follow-Up Report - October 2022](https://www.paloverde.edu/accreditation/midterm-report-files/Palo%20Verde%20College%20Follow-Up%20Report-August%204%20-%202022-new.pdf) (p31-37). |
| 1. Continue the Snapshot review to identify patterns of student performance over time. | The program review cycle is typically every four years for the academic programs and two years for the career technical education or vocational programs. To ensure that student completion data is regularly followed and disaggregated by key demographic characteristics including gender, ethnicity, incarceration, foster youth and veteran status, the snap shots for all six academic divisions is conducted yearly and reviewed for allocation of physical, fiscal, human and technology resources: <https://www.paloverde.edu/accreditation/pr.aspx>. |
| 1. Complete update to Budget and Planning policies and practices. | The budget and planning manual which is the timeline and flowchart of the various processes tied to the governance of the institution was completed in July of 2021. [2021 integrated planning manual](https://www.paloverde.edu/accreditation/midterm-report-files/PVC%202021%20Integrated%20Planning%20Manual%20-%20presented%20to%20BOT%20-%20September%2014%20-%202021%20%281%29.pdf) |
| 1. Complete the schedule for the regular review and update of Board of Trustees’ policies and administrative procedures. | Our review process for the board policies and administrative procedures incorporates two triggers. Firstly, following the biannual legal update revisions issued in the fall and spring by CCLC; and secondly a [six-year review cycle](https://www.paloverde.edu/accreditation/midterm-report-files/Review%20Plan%20for%20Policies%20and%20Procedures.xlsx) of all policies/procedures. These were submitted for board approval in May 2023 and pulled back based on faculty concerns. They will be placed back on the board agenda in December 2023. |
| 1. Ensure that the budget review process is understood and followed by college personnel. Revitalize budget process and coordinate the process with the Integrated Strategic Plan. | To ensure that the budgeting process is transparent and inclusive of all constituent groups, the Budget and Planning committee uses the [BERF](https://secure.na1.echosign.com/public/esignWidget?wid=CBFCIBAA3AAABLblqZhAdY_Ul1HaHvr9WC2iuDE5fp-zSAYrCRuetjhwc0uQcJ-B4R18ajMaG9_CORtpayak*) (Budget Enhancement Request for funding) form. This document ties the need for funding with the mission, strategic plans, and goals of the college along with the health and safety of students and community at large. |
| 1. Continue ongoing changes in the College’s committee and organization structure to improve dialog and decision making. | The college’s committee and reporting structure were completely reviewed and redone to include the latest positions and facilitate dialog and discussion with all constituent group members during June 2021. This process was conducted in accordance with AB 1725: 10 +1 wherein the academic and professional matters were appropriately delegated to the Academic Senate ([AP 2510](http://go.boarddocs.com/ca/pvccd/Board.nsf/goto?open&id=C2VN8J5DBEBC)) and this was ratified by the Board in June 2021. |
| 1. Consider developing a formal policy and administrative procedure on program discontinuance | A formal process for the program evaluation and discontinuation was also developed in consultation with the academic senate ([BP 4020](http://go.boarddocs.com/ca/pvccd/Board.nsf/goto?open&id=B4B79G1877DD), [AP4020](http://go.boarddocs.com/ca/pvccd/Board.nsf/goto?open&id=B4B6WB16E440)).  BP 4020 was last updated in May 2018, and AP 4020 was last updated in July 2011. No updates or revisions have occurred since these updates. Both policies were in existence at the time of the 2020 Accreditation Visit.  The current policies are not serving faculty or the existing programs well. Academic Divisions have identified several programs that should be up for program discontinuance – but the AP is too vague to be especially helpful as to how faculty (or administration) should go about processing/discussing/evaluating discontinuance.  The program discontinuance steps were put on the October 2023 Curriculum Agenda to outline the criteria, input, and thresholds to consider for a recommendation for discontinuance. The Academic Senate approved the recommendation from the curriculum committee on November 14, 2023. |
| 1. The librarian will conduct annual student and faculty surveys of library services to evaluate the effectiveness of library services more consistently. Include library and tutoring services in college-wide surveys. | To include student voices (or opinions) in college planning, the college will conduct scheduled (or periodic) Student Satisfaction Surveys, which will include questions related to library services. A Student Satisfaction Survey will be developed and distributed during Spring, 2024. |
| 1. Evaluate Student Success Lab services, especially writing and English, and develop ways to complement and augment existing tutoring and student support services. | Academic Achievement Center: The Center will be in a central location preferably in the CS or CL buildings where students can come for meetings with coaches, tutors, mentors and advisors. This will also be the place on campus where students, faculty and staff can access other wraparound services associated with The ALOE Project (HSI Grant) which will include resources like mental health information, food and clothing banks, transportation and childcare information. The Academic Achievement Center will be a welcoming space for underserved students where they can interact with faculty, staff and other students as they navigate their college experience. |
| 1. Continue to refine the recently initiated annual program review process with emphasis on data collection, analysis and future planning | The completion of the various service area program reviews which are conducted over a three-year cycle can be found at <https://www.paloverde.edu/accreditation/pr.aspx> These program reviews are staggered over three years, for the sixteen service areas that have been identified by the program review committee. |
| 1. Continue the process underway to keep Board of Trustees’ policies and procedures up to date on an ongoing basis. | When a change to board policy or administrative procedure is initiated by a problem or question the following [flowchart](https://www.paloverde.edu/accreditation/midterm-report-files/PVCCD%20PP%20Process%20Timeline%20and%20Cycle%202023%20%281%29.pptx) for decision making is followed. |
| 1. Improve the process of collaboration between the Budget and Planning Committee and the Program Review Committee to ensure that funding needs and requests resulting from department self-evaluations are fully considered by the Budget and Planning Committee. | The [BERF](https://secure.na1.echosign.com/public/esignWidget?wid=CBFCIBAA3AAABLblqZhAdY_Ul1HaHvr9WC2iuDE5fp-zSAYrCRuetjhwc0uQcJ-B4R18ajMaG9_CORtpayak*) form is tied to resources allocation by linking the request for resources based on the department program review, snapshot to the various goals of the institution. The money for the BERF is allocated from the deferred maintenance/instructional equipment money that is apportioned yearly by the Chancellor’s office. The quantum of this money varies and the ratings of the various BERF’s submitted are voted upon by the Budget committee. Faculty are also part of the budget committee and once the rating is completed it is sent to the President/Superintendent for approval. |
| 1. Arrange more frequent budget workshops and Galaxy training to ensure all College personnel are well acquainted with financial processes and procedures and can interpret financial reports more effectively | Every year, when the divisions need to submit their budget, training is provided to all managers and Division chairs to help advocate for the best possible use of resources. The last cycle of training occurred during the March/April months of 2023 leading up to the submission of the budgets for the various departments/Divisions. |
| 1. Complete revisions and updates on AP 2510 Collegial Governance: Participation in Local Decision Making. | The revision to the AP 2510 has been completed and codified. <http://go.boarddocs.com/ca/pvccd/Board.nsf/goto?open&id=C2VN8J5DBEBC>  Faculty did agree to the current AP 2510 language in the Spring of 2021. It was voted upon and approved by the Senate on May 11, 2021. |
| 1. Require that key performance indicator reports and analyses of the College as a whole be presented to the Board of Trustees at least annually | During next year's Board cycle this review will be presented on a periodic basis during the study sessions. The anticipated date for this presentation will be in the new year tentatively scheduled for January 2024. |

**2. Briefly describe actions taken in response to any recommendations for improving institutional effectiveness or feedback noted in the Peer Review Team Report for the last comprehensive peer review.**

Recommendations to Meet Standards:

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| Recommendation 1: In order to meet the Commission’s policy, the team recommends the institution widely communicate its formal student grievance process so that all students are aware of their rights and responsibilities (Policy on Student and Public Complaints Against Institutions). | Access to initiate the student grievance process is published as an icon on the website for our community students on our main landing web page at [www.paloverde.edu](http://www.paloverde.edu) and distributed to the Rising Scholar Students in hard copy format. The dissemination is done every semester to our Rising Scholar students. |
| Recommendation 2: In order to meet the Commission’s policy, the team recommends the institution establish a policy defining regular and substantive instructor-initiated contact with students for Distance Education courses. The college must provide professional development opportunities for faculty teaching online to ensure Distance Education courses include regular and substantive instructor-student interaction (Policy on Distance Education and Correspondence Education). | [AP 4105](http://go.boarddocs.com/ca/pvccd/Board.nsf/goto?open&id=CNUQW863A219) has been developed in consultation with faculty to meet this requirement. The latest iteration of this administrative procedure was reviewed by the College Council and then sent to the Board as an information item during February of 2023. This AP includes the provision for faculty to recommend the @one certification as the standard platform for approval to teach online. The faculty have formed an online teaching council to determine equivalencies on a case-by-case basis. The academic senate has also discussed and voted upon the rubric for determining the requirements for the continuation of the certification after the initial three years. |
| Recommendation 3: In order to meet the standard, the team recommends the institution regularly assess student learning outcomes for course, program and institutional levels and use assessment data to support student learning and achievement (I.B.2. I.B.4, II.A.3). | Palo Verde Community College District prioritizes the safety and security of the students and faculty. [Follow-up report](https://paloverdecollege-my.sharepoint.com/:b:/r/personal/braman_paloverde_edu/Documents/Palo%20Verde%20College%20Follow-Up%20Report-August%204%20-%202022-new.pdf?csf=1&web=1&e=beiOaf) – Based on the feedback provided by the CTE departments for WEL (welding), BCT (Building construction trades) the exhaust ducting for the WEL department was redone and for BCT is underway. The college has recently hired a campus resource office to bolster the response time and safety at the Blythe location. Keenan our insurance agents perform periodic audits that are followed up by recommended corrective actions to provide for a safe working environment. |
| Recommendation 4: In order to meet the standard, the team recommends the institution consistently use institution-set standard data to address student achievement gaps (I.B.3). | [Follow-up report](https://paloverdecollege-my.sharepoint.com/:b:/r/personal/braman_paloverde_edu/Documents/Palo%20Verde%20College%20Follow-Up%20Report-August%204%20-%202022-new.pdf?csf=1&web=1&e=beiOaf) – The division level meetings discuss the outcomes of the SLOs for the various courses and modalities. Based on their deliberations, there are investment changes made to the budgeting process at the college. For example, we are investing in the makerspace virtual reality project to augment the student learning outcomes for the automotive and the nursing departments. |
| Recommendation 5: In order to meet the standard, the team recommends the institution assess accomplishment of its mission through program review by consistently and systematically evaluating programs and services (I.B.5, II.A.2, II.C.1). | <https://www.paloverde.edu/accreditation/pr.aspx> - Program reviews for the academic and the CTE areas are conducted by the designated faculty and presented by the Division Chair to the Program Review Committee, then to the college council and then to the Board of Trustees. The program reviews are all up to date and for the current year 23-24 they are under preparation. |

1. **How are the actions described above helping your institution deepen its practices for continuous improvement and transformation in relation to the 2024 Accreditation Standards?**

In following the practices as described above, Palo Verde College is focusing on closing the loop whether from SLO (Student Learning Outcomes) to program review to planning and budgeting for both the academic and service area programs. Continuous monitoring and training are always provided to keep faculty current in the latest practices. Reflections on Institution-Set Standards and Other Metrics of Student Achievement are encouraged during the Council of Chairs/SLO committee meetings.

Provide a brief response to each question below, referring to Standards 1.3 and 2.9 for additional context. You may insert graphs, charts, or other similar visuals as needed to support your narrative. Suggested length for Section B (not counting any visuals) is 3 pages.

# Review the most recent ACCJC Annual Report and other meaningful metrics of student achievement. Has the institution met its floor standards? Exceeded its stretch goals? Describe any patterns or trends you see in performance against your institution-set standards and other metrics of student achievement.

* The institution, PVC, has shown commendable performance in terms of student achievement metrics over the last five years. PVC's successful completion rate consistently exceeded both its standard goal of 70% and stretch goal of 77%. This achievement is impressive and indicative of the institution's commitment to academic excellence. However, a closer look at disaggregated data reveals some important patterns and trends[. Data file used for narrative.](https://www.paloverde.edu/accreditation/midterm-report-files/ACCJC%20Institutional-Set%20Standards%2011%2012%2023.xlsx)
* It's noteworthy that Asian and white students have consistently outperformed the college's annual success rates. This is a positive trend and reflects the institution's ability to provide effective support to these student groups.
* On the other hand, African-American and Hispanic students consistently perform lower than the college's average successful completion rates. This equity gap is a matter of concern and requires further attention and intervention.
* The data also highlights that younger students between the ages of 18-29 and females tend to perform lower than the college's average. Identifying the underlying reasons behind these disparities is crucial for addressing them effectively.

**2. When you disaggregate the data for the institution-set standards and other meaningful metrics of student achievement, what do you see related to equitable student achievement outcomes (i.e., equity gaps)? What patterns or trends excite you? What patterns or trends concern you?**

Disaggregating the data has shed light on equity gaps in student achievement outcomes at PVC. While there are exciting trends, such as the success of Asian and white students, there are also concerning patterns that need to be addressed.

Exciting Trends: The success of Asian and white students is an encouraging pattern. It suggests that the institution may have implemented effective strategies or support systems that benefit these groups. Understanding and replicating these strategies for other demographic groups could lead to more equitable outcomes.

Concerning Trends: The persistent achievement gaps for African-American and Hispanic students, as well as for younger students and females, raise concerns about equity and inclusivity. These disparities indicate that certain student populations may face barriers that hinder their academic success. Addressing these gaps is a top priority for the institution.

**3. What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions in order to inform future improvements and innovations in support of equitable student achievement?**

To address the patterns and trends identified above, PVC should take several actions:

Strategically develop and implement targeted support programs designed to address the needs of underperforming student groups, including African-American and Hispanic students, younger students, and females. These programs should provide academic assistance, mentorship, and resources to help close the achievement gaps. The student success center will also provide support and services to these underperforming student groups.

Data-driven interventions: PVC will continuously monitor and analyze data to assess the effectiveness of these support programs. We will adjust strategies based on real-time data to ensure that interventions are yielding positive results.

Inclusivity and diversity initiatives: PVC attempts to foster a campus culture that promotes inclusivity and diversity. We encourage dialogue and initiatives that promote a sense of belonging for all students, regardless of their demographic background.

Collaborate with external partners: The college collaborates with local K-12 schools, community organizations, and other stakeholders to address educational disparities at an earlier stage and improve college readiness.

Long-term planning: PVC will develop a long-term plan to track progress in closing the equity gaps and achieving equitable student achievement outcomes. We will regularly update institutional goals and strategies based on the outcomes of monitoring and assessment.

# Reflections on Assessments of Student Learning

Provide a brief response to each question below, referring to Standards 1.3, 2.1, 2.2, and 2.9 for additional context. You may insert graphs, charts, or other similar visuals as needed to support your narrative. Suggested length for Section C (not counting any visuals) is 3 pages.

1. **Review the results of learning outcomes assessment. Describe any patterns or trends related to attainment of learning outcomes observable in these data that may be relevant as you implement improvements and innovations in the design and delivery of academic programs?**

In reviewing [the results of our learning outcomes assessment at PVC](https://www.paloverde.edu/accreditation/midterm-report-files/PVC%20SLO%20Comparison%20and%20Summary%2011%2014%2023%20.xlsx), we have observed several notable patterns and trends that are crucial for informing improvements and innovations in our academic programs. These trends align with Standards 1.3, 2.1, 2.2, and 2.9.

Firstly, over the past three years, we have consistently surpassed the 70% goal set for each of our six Institutional Student Learning Outcomes (ISLOs). This achievement indicates that our academic programs have been effective in achieving their intended learning outcomes, reflecting on the dedication and hard work of our faculty and students.

However, it is crucial to note that when we disaggregate the assessment data by different ethnic groups, we identify fluctuations and disparities that require further investigation and action. For example:

Asian and Pacific Island students' performance was highest in the 2020-21 academic year but saw a significant dip of almost 20 percentage points in the following year (2021-22). Fortunately, this group of students has shown some recovery in the 2022-23 academic year. These fluctuations warrant a closer examination to understand the underlying causes and ensure consistent performance.

Hispanic students, one of the largest population groups at PVC, performed at or around the college's overall averages, indicating a relatively equitable attainment of learning outcomes.

Native American/Hawaiian/Alaskan students performed well in the 2020-21 and 2021-22 academic years but experienced a decline of at least 20% in achievement for each ISLO. This decline is concerning and requires targeted interventions to address the performance gap.

African American students consistently performed below the college's averages, while white students performed at the highest levels. This persistent achievement gap is a matter of concern that demands immediate attention and tailored strategies to support equitable learning outcomes for all student groups.

To improve these disparities and address the concerns raised by these trends, PVC will consider implementing targeted interventions and support mechanisms. These may include culturally responsive teaching strategies, mentorship programs, and academic support services specifically designed to assist underperforming student groups.

1. **How (i.e., for what subpopulations, modalities, etc.) does your institution disaggregate its assessment results? When you review disaggregated assessment results, what patterns or trends do you see related to equitable attainment of student learning? What patterns or trends excite you? What patterns or trends concern you?**

At PVC, we disaggregate our assessment results for various subpopulations and modalities to gain a comprehensive understanding of equitable attainment of student learning. This practice aligns with Standards 2.1, 2.2, and 2.9.

We disaggregate our assessment data by the following subpopulations:

Ethnic groups: We examine performance data for different ethnic groups, as highlighted in the previous section, to identify disparities and trends related to equitable attainment of learning outcomes.

Gender: We analyze the performance of male and female students separately to identify any gender-based disparities in achievement.

Age groups: We categorize students into different age groups to understand if there are variations in learning outcomes based on age.

Course delivery mode: We assess whether there are differences in learning outcomes between students in traditional classroom settings and those in online or hybrid modalities.

Patterns and trends that excite us include:

Consistently exceeding the 70% goal for ISLOs over the past three years, demonstrating overall program effectiveness.

The absence of performance gaps between general "community" students and those who are incarcerated indicates that equitable learning outcomes are being achieved across these diverse student populations.

Patterns and trends that concern us include:

Fluctuations in performance among certain ethnic groups, particularly the significant dip observed among Asian and Pacific Island students in the 2021-22 academic year.

Persistent disparities in performance between African American students and white students, highlighting an urgent need for targeted interventions.

The decline in achievement among Native American/Hawaiian/Alaskan students, which signals a potential gap in support.

1. **What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions in order to inform future improvements and innovations in support of equitable student learning?**

In response to the patterns and trends identified in our assessment data, PVC is taking a proactive approach to address disparities and ensure equitable student learning, in line with Standards 1.3, 2.1, 2.2, and 2.9. Some of the actions we are taking include:

Conducting further research: We will conduct in-depth research to understand the root causes of fluctuations and disparities in performance among ethnic groups. This research will involve surveys, focus groups, and interviews with students to gather qualitative data.

Developing targeted interventions: Based on our research findings, we will design and implement targeted interventions aimed at addressing the specific needs of underperforming student groups. These interventions may include culturally responsive pedagogical practices, mentoring programs, and academic support services.

Continuous monitoring and assessment: We will establish a systematic process for ongoing monitoring and assessment of the effectiveness of our interventions. This includes tracking the progress of students in underperforming groups and evaluating the impact of support programs.

Faculty development: We will invest in professional development opportunities for faculty to enhance their skills in culturally responsive teaching and pedagogical approaches that promote equitable learning outcomes.

Data collection for other special populations: In line with the recommendation to collect assessment data for other special populations, we will expand our data collection efforts to ensure equity across all student groups.

By implementing these actions and closely monitoring their results, PVC aims to improve equity in student learning outcomes and promote a more inclusive and supportive academic environment. We are committed to using data-driven insights to inform future improvements and innovations in our academic programs to ensure all students have an equal opportunity to succeed.

# Looking Ahead to the Next Self-Evaluation and Comprehensive Review

Provide a brief response to the question below. Suggested length for Section D is 2 pages.

**Your institution will begin its next comprehensive self-evaluation in 1-2 years. What opportunities, changes, or other internal or external factors do you see on the horizon that are likely to affect the context of your self-evaluation and/or comprehensive peer review?**

As we look ahead to the next comprehensive self-evaluation and peer review of our institution, several opportunities, changes, and internal/external factors are likely to affect the context of this process. These factors will play a significant role in shaping the direction and focus of our self-evaluation:

**External Regulatory Changes:** One of the most prominent factors affecting our next self-evaluation will be any changes in external regulatory requirements or accreditation standards. Accrediting bodies like ACCJC are updating their standards or expectations, necessitating adjustments in our institution's practices and documentation to align with new criteria.

**Emerging Educational Technologies:** The rapid advancement of educational technologies, such as online learning platforms, AI-driven assessment tools, and virtual reality, will likely impact how we deliver education and assess student learning. We will need to evaluate how these technologies enhance or change our instructional methods and student support services.

**Shifts in Educational Models:** Changes in educational models, such as competency-based education, micro-credentials, or stackable certificates, may gain prominence. We should anticipate how these models could influence our curriculum, credentialing, and student success strategies.

**Diversity, Equity, and Inclusion:** The national and global conversations around diversity, equity, and inclusion will continue to influence higher education. Our institution must stay committed to promoting diversity and ensuring equitable access and outcomes for all students. This focus will be central to our self-evaluation and efforts to create an inclusive learning environment.

**Globalization and Internationalization:** Increasing globalization in higher education may lead to greater international collaboration, study abroad opportunities, and the need to assess global competencies among our students. Preparing students for a globalized world will be a critical aspect of our self-evaluation.

**Student Data Privacy and Security:** As data breaches and privacy concerns become more prevalent, safeguarding student data will be paramount. We will need to evaluate our data management practices and ensure compliance with evolving data protection regulations.

**Financial Sustainability:** Financial challenges in higher education could persist or intensify. Preparing for potential budgetary constraints and identifying strategies to maintain financial sustainability will be part of our self-evaluation.

**Environmental and Sustainability Initiatives:** Sustainability and environmental concerns are gaining importance. Evaluating our institution's commitment to sustainability, energy efficiency, and environmental stewardship may become a part of our self-evaluation process.

**Faculty and Staff Development:** As the landscape of higher education evolves, faculty and staff development will remain crucial. Assessing our professional development programs and support for faculty and staff will be integral to enhancing institutional effectiveness.

**Pandemic Recovery and Resilience:** The ongoing impact of the COVID-19 pandemic and the potential for future disruptions will necessitate a thorough assessment of our institution's resilience and preparedness. Our self-evaluation should consider lessons learned from the pandemic.

**Community Engagement:** Strengthening community partnerships and engagement will be important for our institution's relevance and impact. Evaluating our outreach and collaboration with local and regional communities should be part of our self-evaluation efforts. Palo Verde College for example is including the Palo Verde Unified school district personnel as community members in the screening and selection of our next President/Superintendent.

In conclusion, the next comprehensive self-evaluation and peer review of our institution will take place in a dynamic and evolving higher education landscape. By proactively addressing these opportunities, changes, and external factors, we can ensure that our institution remains responsive to the needs of our students and stakeholders and continues to meet the highest standards of quality and effectiveness in education.