

ACCJC Recommendation

ACCJC Recommendation	Assignment	Standard/ER	PVC Progress	PVC Next Steps
<ul style="list-style-type: none"> • Create a complete blueprint for planning. • Regular review of mission statement and current institutional plans that collectively describe how the college will achieve its goals. • Mission statement should inform overarching plans. • Overarching plans should inform other long-term institutional plans. • Plans should include institutional set standards for student achievement, informing annual planning as part of program review. • Assessment of SLOs should be integral part of planning process, by embedding SLO dialogue into program review. 	Dr. Wallace Dr. Hancock Brian Thieboux	I.A.3-4 I.B.1-6 II.B.1 III.C.2 III.D.1 ER.10 ER.19	Integrated planning manual drafted, and presented to the College Council/Strategic Planning Committee. Ideas regarding the development of institutional set standards have been presented. Program review template being revised to better integrate SLOs into program review.	Complete Integrated Planning Manual. Complete Program Review Template.
<p>Develop and implement a sustainable assessment plan ensuring that the College completes a full cycle of SLO assessment that includes discussion of results and action planning at all levels (CLOs, PLOs, ILOs, GE SLOs). College must accelerate its efforts to assess all student learning outcomes for every course, demonstrating:</p> <ul style="list-style-type: none"> • 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, 	Dr. Hancock SLO Committee Program Review	I.B I.B.2-3 II.A.1.a,c II.A.2.a,b,e ER.8 ER.10 ER.19	September 9, 2014 Institute Day training on accreditation, ACCJC Action Letter, assessments, mapping, and the importance of establishing a sustainable cycle of continuous improvement. Most CORs have been revised with identifiable SLOs. SLO	Integrate SLO assessment at all levels into program review. Load all updated CORs onto website. Re-post all SLOs back to website, ensuring SLOs taken from COR. Create shared folders for divisions assessment data. Fully integrate assessment of SLOs

<p>and institutional effectiveness.</p>			<p>committee has established a process to ensure regular assessment of CLOs and PLOs. During Flex Days 2015, faculty engaged in dialogue on the assessment of their CLOs at the division level. FA2014, all courses assessed, with assessment tool examples collected.</p>	<p>into program review.</p>
<ul style="list-style-type: none"> • The College regularly evaluates its processes. • Processes used in planning and institutional improvement widely disseminated. • Sufficient research support and delegation of responsibility, ensuring regular implementation of all elements of the process, and to inform decision making at all levels of the college. 	<p>Dr. Wallace Dr. Hancock</p>	<p>I.B.1-6 II.A.1.a,c II.A.2.a,e,f II.B.4</p>	<p>Integrated Planning Manual outlines this process. Currently under consideration by the College Council. IR plan developed, and being reviewed.</p>	<p>Once approved, ensure distribution of Integrated Planning Manual. Insure appropriate resources in place for research support.</p>
<p>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.</p>	<p>Dr. Robertson Dr. Hancock Brian Thieboux</p>	<p>II.A.1.b-c II.A.2.a,c-f</p>	<p>The District and the CTA have signed an MOU whereby faculty evaluation forms were modified to ensure the effective evaluation of all instructional modalities.</p>	<p>Identify how this process lends itself to that of being “data-informed.”</p>
<p>Implement data-informed process to systematically evaluate the instruction methods for all instructional service agreement courses and programs to ensure the student learning experience and outcomes meet college standards.</p>	<p>Dr. Hancock Brian Thieboux</p>	<p>II.A.1.b-c II.A.2.a,c-f</p>	<p>Have received evaluation form from IEC. Visiting IEC on March 3rd to review evaluation of instructional methods.</p>	<p>Identify how this process lends itself to that of being “data-informed.”</p>

<p>Establish a policy and process to authenticate the identity of students enrolled in distance education and correspondence education. Student who registers and receives credit for a course is the same student who participates regularly in and completes work for the course.</p>	<p>Kevin Eoff Dr. Hancock</p>	<p>II.A.7.b-c II.B.2.c DE Policy</p>	<p>Various CCC policies are being reviewed against best practices.</p>	<p>Establish policies. Dissiminate to all constituencies. Include in syllabi. Include in College Catalog</p>
<p>Implement and evaluate an effective part-time faculty evaluation process.</p>	<p>Dr. Robertson Dr. Hancock</p>	<p>III.A.1.b</p>	<p>MOU signed by District and CTA providing for part-time faculty evaluation process.</p>	<p>Process beginning now, SP2015.</p>
<p>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.</p>	<p>Dr. Robertson Dr. Hancock</p>	<p>III.a.1.c</p>	<p>MOU signed by District and CTA providing for increased expectations and evaluation of faculties participation with the development and assessment of SLOs. Peer and student teacher assessment tools have been updated to serve this purpose. Faculty attended, and participated in SLO assessment review and mapping of SLOs at all levels.</p>	<p>Continue to review effectiveness of evaluation measurements in producing greater involvement from faculty, and improved assessment data over time.</p>