* = Results of discussions

2008 Recommendations:

1. Team Recommendation 1-1

**The team recommends that the College engage in systematic educational program planning guided by strategic dialogue and data. This planning should include the following:**

**Planning course offerings so students can complete a program in a timely manner (II.A.2)**

* Compare ed plans with actual course offerings
* Is student progress delayed as a result of insufficient course offerings?

2. Team Recommendation 1-2

**The team recommends that the College engage in systematic educational program planning guided by strategic dialogue and data. This planning should include the following:**

**Educational program planning based on data about community and student needs (II.A.2)**

* Noel-Levitz survey 2010
* Results of Career Day surveys
* Advisory committee input
* Other surveys
* FPAC

3. Team Recommendation 1-3

**The team recommends that the College engage in systematic educational program planning guided by strategic dialogue and data. This planning should include the following:**

**Clearly disseminating information about procedures to approve and evaluate courses and programs (II.A.2.a, II.A.2.e)**

* Better program review training
* Better program review template
* Course outline of record revision, September 2012

4. Commission Recommendation 1

**The college should analyze and discuss the impact of current enrollment patterns, specifically the overreliance on a single ISA, on the fiscal stability of the college and develop a contingency plan for fiscal stability should the ISA be reduced or lost.**

* Spread risk among more ISA providers
* Convert to more individual faculty members to teach ISA courses

5. Team Recommendation 2-1

**The team recommends that the College more systematically evaluate its processes using both quantitative and qualitative data. The following processes are especially in need of systematic assessment:**

**Professional development programs (III.A.5.b)**

* Annual reports produced by HR manager

6. Team Recommendation 2-2

**The team recommends that the College more systematically evaluate its processes using both quantitative and qualitative data. The following processes are especially in need of systematic assessment:**

**Effective use of human resources—allocation of human resources (III.A.6)**

* Re-evaluation of staffing needs as a result of fiscal crisis

7. Team Recommendation 2-3

**The team recommends that the College more systematically evaluate its processes using both quantitative and qualitative data. The following processes are especially in need of systematic assessment:**

**Strategic planning and budgeting processes (I.B.6, III.D.2)**

* Refine integrated planning, program review and budgeting processes

8. Team Recommendation 2-4

**The team recommends that the College more systematically evaluate its processes using both quantitative and qualitative data. The following processes are especially in need of systematic assessment:**

**Financial management practices (III.D.2g)**

* Integrated budget, planning and program review
* Greater transparency
* Revise budget proposal process

9. Commission Recommendation 2

**The College should provide evidence that faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes (III.A.1.c).**

* Should be settled in collective bargaining by Fall 2012

10. Team Recommendation 3

**As noted by the 2002 team, the College should ensure that the College catalog provides clear and precise program and course description information about their degrees and certificates in terms of their purpose, content, course requirements, and expected SLOs (II.A.6, II.B.2, ER 20).**

11. Commission Recommendation 3

**The College should ensure its compliance with standards relating to the evaluation of administrators. (III.A.1.b, III.A.5, IV.B.1.j).**

* Performance evaluations on track

12. Commission Recommendation 4

**The College should demonstrate that its Program Review processes are fully integrated with the budget and planning processes and at the proficiency level as described in the Commission’s Rubric for Evaluating Institutional Effectiveness Parts I and II (I.B.3, I.B.4, I.B.6, II.A.2.e, II. A.2.f., III.A.6, III.B.2.a-b, III.C.2, III.D.3)**

* Integrated budget, program review, planning processes
* Review ACCJC rubric

2014 Attainment of Standards

Standard I: Institutional Mission and Effectiveness

*The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.*

1. 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.*

* Current mission statement: “Palo Verde College is a California community college that provides an exemplary learning environment with high quality educational programs and services. It promotes student success, lifelong learning, and community development. Our goal is to create better futures for our students and our communities.”
* Proposed (Coll Council, Nov. 6): “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.” [reviewed 4 or 5 times since 2002]
* Refer to statements of mission, values and vision, part of strategic plan
* Statements are part of the strategic plan, updated every several years along with the mission statement
1. *The institution establishes student learning programs aligned with its purposes, its character, and its student population.*
* Learning, focus on student learning outcomes in teaching and student services
* Diverse populations: Blythe, Needles, prisons, ISAs, noncredit
* Degree, certificate completion
* Transfer
* CTE programs
1. *The mission statement is approved by the governing board and is published.*
* Document approval by Board (last approval was Sept. 4, 2007)
* Published widely: catalog, agendas, schedule of classes, web site
1. *Using the institution’s governing and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.*
* Document review and approval dates, setting in which is was reviewed (e.g., institute day): Sept 2004, January 2005, Sept 2007, [current approval]
1. *The institution’s mission is central to institutional planning and decision-making.*
* Mission is component of strategic plan
* A component of program reviews
* A component of budget planning/proposals (references to strategic plan)
* Mission is published widely
* “learning environment,”

* “high quality learning and support,”

* “student success”
* “lifelong learning”
* “diverse community of learners”
1. Improving Institutional Effectiveness

*The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.*

* SLO committee, SLO coordinator, SLO inclusions in faculty and admin evaluations
* Performance evaluations: Self-disclosure statement as reflective of institutional values
* Program review, SLOs (currently being revised to improve it, annual program review?
* Review cycle being refined, process chart of budget, program review, integrated planning: program review, budget, strategic planning, refer to Commission rubric
* Institutional research providing data to program review

* Update of strategic plan, 2010-11
* Other college plans, Ed Master Plan
1. *The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.*
* Venues, forums for dialogue: committees, Flex, Inst, staff mtgs, divisions, board
* Committees and organizations: college council, curriculum, program review, budget, SLO committee
* Divisions
* Flex, Institute, staff meetings
* Board of trustees
* Performance evaluations as reflections of institutional goals, values, mission
1. *The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.*
* Strategic plan goals, how often reviewed, evaluated, documented?
* Do we “widely discuss” strategic plan goals and accomplishments?
* Other college plans: Ed Master Plan, Matriculation, Technology
* Schedule for update of college plans
* Board goals
* Committee and organization goals, documentation?
1. *The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analysis of both quantitative and qualitative data.*
* Is evaluation cycle followed by all organizations, committees, and divisions? Is a Flex day presentation on this topic/process in order?
* Budget crisis, make it a case study for effective evaluation, dialogue and problem-solving involving all constituencies
1. *The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.*
* College council has reps from all constituent groups
* Budget (resources) is discussed in program review, budget committee, college council, and staff meetings
* How to measure and document improvements in institutional effectiveness?
1. *The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.*
* SLOs: course, program, certificate, degree
* Institutional SLOs
* Program reviews
* Institutional research, Noel-Levitz
1. *The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.*
* Show evidence of changes and improvements: planning /budget cycle, program review, institutional SLOs, strategic plan, document how improvements were made and disseminated
* Course outline template, program review, curriculum,
1. *The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving programs, student support services, and library and other learning support services.*
* Program: program review, educational program completion
* Student support services: program review, counseling and advisement effectiveness
* Library: program review
* Student Learning Center—status?

Standard II: Student Learning Programs and Services

*The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides and environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.*

1. Instructional Programs

*The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions of programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all institutional activities offered in the name of the institution.*

1. *The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.*
2. *The institution identifies and sees to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving student learning outcomes.*
3. *The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.*
4. *The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.*
5. *The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.*
6. *The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.*
7. *The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress toward achieving those outcomes.*
8. *High-quality instruction and appropriate breadth, depth and rigor, sequencing, time to completion, and synthesis of learning characterize all programs.*
9. *The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.*
10. *The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of student learning outcomes, currency, and future needs and plans.*
11. *The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.*
12. xx
13. xxx
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21. xx
22. xx
23. xx
24. xx
25. xxxx
26. Student Support Services
27. xx
28. xx
29. Xx
30. Xx
31. xxx
32. xx
33. xx
34. xxx
35. xx
36. Library and Learning Support Services