ACCJC Recommendation	Assignment	PVC Progress	PVC Next Steps
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 a complete 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)* **The team found that Palo Verde College is in the process of correcting this deficiency. The College has made substantial progress in developing planning processes to satisfy this recommendation, but the Standards have not yet been fully met. The College developed an Integrated Planning Manual which was adopted in March 2015. The mission statement is reviewed every three years, with the last review conducted in the spring of 2013. The Integrated Strategic Plan for 2013-2016 specifies the objectives necessary to achieve College goals, and the program review process was revised to include program SLO assessment results and planned actions for improvement. In order to fully satisfy this recommendation and meet the Standards, the College must complete one or more full cycles of evaluation, assessment, program review, integrated planning, resource allocation, implementation and re- evaluation.**	Dr. Wallace Dr. Hancock Brian Thiebaux	• Educational Master Plan in progress. This plan will inform the integrated strategic plan, the technology plan, and the enrollment management plan. • Forms developed by the BPC to better demonstrate the ongoing integration of program review with resource allocation. • BPC completed the resource allocation cycle for the 2015-2016 budget. • Mission Statement Review process is underway. • The program review committee has further enhanced the Program Review Guide to incorporate Institutional Set Standards.	• Finalize the Educational Master Plan, Integrated Strategic Plan, and Technology Plan. • Approve new Mission Statement. • Present updated Program Review Guide to Academic Senate and College Council. • BOT to approve new Program Review Guide.

		• Numerous Program Reviews have been completed, and more are nearing completion before the end of the 2015-2016 year. Those Program reviews that had not been started prior to the 2015-2016 year are to utilize the new program review template.	
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 institutional 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)* **The team found that Palo Verde College is in the process of correcting this deficiency. The College has developed the infrastructure to reach the Sustainable Continuous Quality Improvement Level of the ACCJC rubric for evaluating institutional**	Dr. Hancock SLO Committee Program Review Committee	• Since the March 2015 Site Team Visit, PVC has completed an additional cycle of assessment, dialogue, and evaluation of CLOs and corresponding PLOs and ILOs for courses taught during the Spring 2015 semester, and is scheduled to complete another cycle during the January 2016 Flex Days.	• Conduct program/division cycle of assessment on January 21, 2016. • Ensure mapping of CLOs to PLOs for courses not previously captured. • Load assessment data onto shared drives for both Spring 2015 and Fall 2015.

effectiveness. The College is making rapid progress and if it continues on this trajectory, will soon completely resolve this deficiency. The College must continue the cycle of assessment, dialogue and evaluation of CLOs, PLOs and ILOs in order to meet the Standards and improve institutional effectiveness.			
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 [distance education (DE), correspondence education (CE) and face-to-face] to ensure the student learning experience and outcomes are comparable regardless of the method of instruction or delivery.* *(Standards II.A.1.b-c; II.A.2.a,c,d,e,f)* **The team found that Palo Verde College is in the process of correcting this deficiency. Data- informed processes are in place to evaluate the majority of courses regardless of mode of delivery. To fully satisfy this recommendation, the College needs to complete the development of CLOs for all courses, gather data for all courses, and document the dialogue regarding the differences in assessment results from the differing modes of delivery.**	Dr. Hancock	• All courses, regardless of mode of delivery are assessed during flex days. • Divisions have continued to update CORs for all courses that will remain active, and inactivate those that are no longer scheduled. • The SLO Committee members, as well as instructors, have been asked to ensure they capture dialogue related to any differences in assessment results	• No courses without updated CORs reflecting CLOs will be scheduled until compliant. • Review submitted Program/Division Data Collection worksheets for evidence of dialogue on differences in assessment data by modality. • Remind faculty/divisions to ensure next round of assessment review during the January 21, 2016 Flex Day capture this dialogue, and mark these sheets as evidence of our process.
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.1.b-c; II.A.2.a,c,d,e,f)* **The team found that Palo Verde College is in the process of correcting this deficiency. A process has been designed and implemented to evaluate the ISA programs and courses. This process includes faculty evaluations, student evaluations, student learning outcomes included on course outlines of record, and CLO and program level Data Collection Worksheets. The College needs to ensure that this process is routinely followed and systematically evaluated in order to fully comply with the Standards.**	Dr. Hancock Brian Thiebaux	• Developed policies and procedures, and related forms in order to implement the following: faculty evaluations; student evaluations; CLOs on the course outlines of record (CORs); CLO data collection, and	• Evidence of implementation and subsequent review of completed faculty evaluations. • Evidence of implementation and subsequent review of completed student evaluations. • Collect Evidence of the collection of course learning outcomes and related dialogue (Instructor CLO Data Collection Worksheet).

		mapping of CLOs to PLOs. • Met with IEC on November 30, 2015 to develop an action plan for the collection of required evidence.	• Collect evidence of aggregation of CLO and related dialogue (Program/Division CLO Data Collection Worksheet).
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.1.b)* **The team concludes that Palo Verde College is in the process of correcting this deficiency. The process has been negotiated, forms developed, and the evaluation cycle has commenced. The College is making rapid progress and the first cycle of this process will be completed by the end of the current semester. The College must continue on this trajectory in order to improve and ensure institutional effectiveness.**	Dr. Hancock	• Evaluations of part-time faculty began during the Spring of 2015 with those faculty who were new to PVC. This same was true for Fall of 2015.	• Spring 2016 evaluations of part-time faculty will be conducted for all those who would be due for a 3-year evaluation (to include any new part-time faculty).
Recommendation #8: *In order to meet the Standards and as noted in Commission Recommendation #2 (2008), the team recommends that the College fully implement the negotiated amendment to the faculty collective bargaining agreement requiring that a Professional Self-Disclosure Statement regarding 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.1.c)* **The team concludes that Palo Verde College is in the process of correcting this deficiency. The College has implemented the negotiated amendment to the faculty collective bargaining agreement by including faculty involvement in the SLO process as part of the full-time faculty evaluation. In order to fully satisfy this requirement and meet the Standards, part-time faculty evaluations must also include a component regarding effectiveness in producing learning outcomes. Additionally, documentation should be maintained that verifies that through the faculty evaluation process, faculty are effective in producing learning outcomes.**	Dr. Hancock	• Part-time faculty are encouraged to complete the self-disclosure statement, however this is voluntary. • Expectations of part-time completing Instructor CLO Data Collection Worksheets has been included on part-time contracts.	• Identify opportunities to increase involvement of part-time faculty in the development and producing student learning outcomes. • Work with CTA on incorporating SLO dialogue into part-time evaluations.