Palo Verde College

Follow-Up Report

Submitted by:

Palo Verde College
One College Drive
Blythe, CA 92225

Submitted to:

Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

October 1, 2022

To:

Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From:

Donald G. Wallace, Ph.D., Superintendent/President

Palo Verde College

One College Drive, Blythe, CA 92225

I certify there was broad participation and review by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signatures:

_____
Stella C. Styers, President, Board of Trustees

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Donald G. Wallace, Ph.D., Superintendent/President

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William Smith, Asst. Supt./Interim Vice President, Instruction and Student Services/ALO

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Richard Castillo, President, CTA

_____
Sarah Frid, President, Academic Senate

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Cason Rice, President, Associated Student Government

_____
Richard Soto, President, CSEA

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1.Report Preparation

Palo Verde College began preparing its response immediately upon receiving the January 27, 2022, Commission Action Letter. The Asst. Supt./Interim Vice President of Instruction and Student Services/ALO, under the direction of the Superintendent/President, was delegated the task of coordinating the response effort.

Because the two remaining deficiencies had been previously addressed in the College's Follow-Up Report dated October 1, 2021, and in the Visiting Team Reports, dated March 2-5, 2020, and November 17, 2021, the Vice President of Instruction and Student Services/ALO sought guidance from ACCJC officials to help pinpoint the specific reasons behind the recurring adverse findings.

Two Zoom meetings on February 9 and April 7, 2022, with Dr. Catherine Webb of the ACCJC proved extremely helpful for the College to define the problems and identify actions to correct the two remaining deficiencies. These actions are detailed in the following pages of this report.

During Spring Semester 2022, the Asst. Supt./Interim Vice President of Instruction and Student Services/ALO conducted periodic meetings with appropriate College representatives and organizations, including but not limited to the Academic Senate President, the Dean of Instruction and Student Services, faculty members experienced in the accreditation process, the Academic Standards Committee, Program Review Committee, SLO/Division Chairs Committee and College Council.

Preparation of this report also consisted of extensive review of the ACCJC Guide to Institutional Improvement and Peer Review, Part II Review of Criteria and Possible Sources of Evidence for each standard relevant to the outstanding deficiencies.

A date was set for late July to complete the report, allowing time for institution-wide review and Board of Trustees first and second readings, to meet the October 1, 2022, Follow-Up Report submission deadline.

Throughout this time, the Asst. Supt./Interim Vice President of Instruction and Student Services/ALO kept the College informed of progress in the preparation of the response, including updates during meetings of the Academic Senate, Academic Standards Committee, College Council, College staff and the Board of Trustees.

2. Responses to Commission Action Letter dated January 27, 2022

The following sections are Palo Verde College's responses to the Commission Action Letter dated January 27, 2022 referring to action the College needed to take to address Requirement 3 (Standards I.B.2. I.B.4, II.A.3) and Requirement 4 (Standard I.B.3).

3. History of Accreditation Findings on Requirement 3

From the June 29, 2020, Commission Action Letter:

Standard I.B.2. I.B.4, II.A.3 (Requirement 3): In order to meet the Standards, the Commission requires the institution regularly assess student learning outcomes for course, program and institutional levels and use assessment data to support student learning and achievement.

From the November 17, 2021 Follow-Up Visit Peer Team Report:

The college has addressed the requirement [Requirement 3], corrected the deficiencies, and now meets the Commission's Standards.

From the January 27, 2022, Commission Action Letter:

The Commission found continued non-compliance with Standards I.B.2, I.B.4, and II.A.3 (Requirement 3) and Standard I.B.3 (Requirement 4).

3.A. College Response to Requirement 3

In view of the apparent discrepancy between the Commission's findings and that of the Visiting Team on the subject of Requirement 3, the College sought the assistance of ACCJC staff to help define the problem and to determine a course of action to rectify it.

During a Zoom meeting on February 9, 2022, the College in consultation with Dr. Catherine Webb determined that it needed to: 1) Provide better evidence of assessment of institutional learning outcomes (ILOs); 2) Provide evidence of efforts to improve ILO results; and 3) Utilize existing committees with broad constituency representation, such as the Program Review Committee, to review ILO results and encourage suggestions for improvement. A follow-up meeting with Dr. Webb was held on April 7, 2022.

3.B. Mapping of PLOs and ILOs for Academic Programs

Inasmuch as program level outcomes (PLOs) for academic programs are already mapped to one or more ILOs in the College's eLumen system, the data showing ILO results already exists and can be retrieved, reported, and discussed. Prior to this year, the data had not been brought forward for discussion; therefore, the College is committed to creating more opportunities for institution-wide dialogue.

The College will add to each academic program review report a section displaying applicable ILO results. The SLO Committee, with the assistance of the Dean of Institutional Research, would provide analysis and interpretation of ILO results. Such analysis would pinpoint specific course or program level areas that could be improved to strengthen ILO results. The review would take place annually in the College Council, a constituent-based committee that has final review of all program review reports, prior to presentation to the Board of Trustees.

In the following pages are three examples of academic programs showing the mapping and achievement of PLOs and ILOs: AAT English, AS Welding and AA Emphasis in History and Social Sciences. The examples are meant to illustrate that mapping has been completed in academic programs and that assessments have been computed at the PLO and ILO levels.

Should the accreditation Visiting Team wish to examine the PLO and ILO results of other academic programs in eLumen, the Visiting Team chair may arrange with the Asst. Supt./Interim Vice President of Instruction and Student Services/ALO for temporary passwords and permissions prior to their visit.

AAT English, PLO mapping and results:

Associate in Arts in English

Associate in Arts in English

	Add PSLO						
					SLO Performance		
	PSLO	**Start Date**	**End Date**	**Expected**	**2021-22 Fall (2021FA)**	**SLO Explorer**	
☐	1. Acquire fundamental grounding in communication, critical thinking, scientific inquiry, and quantitative reasoning, the arts, literature and humanities, social, political and economic institutions, and self-development.	08/10/2020	Not specified	70 %	88.4 %	⊘	
☐	2. Acquire a broad understanding and appreciation of writing, literature and the humanities.	08/10/2020	Not specified	70 %	88.4 %	⊘	

AAT English, ILO mapping and results:

English

ISLOs

					SLO Performance		
	ISLO	**Start Date**	**End Date**	**Expected**	**2021-22 Fall (2021FA)**	**SLO Explorer**	
☐	Communication: Students will communicate effectively and interactively in written, electronic, spoken or signed, and artistic forms.	08/12/2019	Not specified	70 %	80.7 %	⊘	
☐	Community and Global Awareness: Students will understand and empathize with diverse cultural, social, religious and linguistic differences within and across societies.	08/12/2019	Not specified	70 %	81.1 %	⊘	
☐	Critical and Creative Thinking: Students will identify problems and collect data in order to analyze, interpret, explain and evaluate texts, ideas, works of art and scientific, technological, and mathematical problems.	08/12/2019	Not specified	70 %	81.6 %	⊘	
☐	Information Competency: Students will identify and collect information effectively from a variety of sources and analyze, evaluate and apply information appropriately.	08/12/2019	Not specified	70 %	80.9 %	⊘	
☐	Personal and Professional Development: Students will develop personal, educational and career goals that promote self-reliance; lifelong learning; and physical, mental, and social well-being.	08/12/2019	Not specified	70 %	81 %	⊘	
☐	Technological Competency: Students will effectively use contemporary technology relevant to their personal and career choices.	08/12/2019	Not specified	70 %	80.6 %	⊘	

AS Welding, PLO mapping and results:

Welding Technology Associate of Science

Welding Technology Associate of Science

Add PSLO

	PSLO	Start Date	End Date	SLO Performance		SLO Explorer
				Expected	2021-22 Fall (2021FA)	
☐	1. Acquired fundamental grounding in communications, science, mathematics, humanities, the social sciences and self-development in preparation for an occupation, and possible transfer to a four-year institution.	08/12/2019	Not specified	70 %	77.1 %	⊘
☐	2. Acquired knowledge and skills in WEL 201, demonstrating the proper procedure and techniques for welding mild steel plates and tubing.	08/12/2019	Not specified	70 %	83.3 %	⊘

AS Welding, ILO mapping and results:

Welding

ISLOs

	ISLO	Start Date	End Date	SLO Performance		SLO Explorer
				Expected	2021-22 Fall (2021FA)	
☐	Communication: Students will communicate effectively and interactively in written, electronic, spoken or signed, and artistic forms.	08/12/2019	Not specified	70 %	80.7 %	⊘
☐	Community and Global Awareness: Students will understand and empathize with diverse cultural, social, religious and linguistic differences within and across societies.	08/12/2019	Not specified	70 %	81.1 %	⊘
☐	Critical and Creative Thinking: Students will identify problems and collect data in order to analyze, interpret, explain and evaluate texts, ideas, works of art and scientific, technological, and mathematical problems.	08/12/2019	Not specified	70 %	81.6 %	⊘
☐	Information Competency: Students will identify and collect information effectively from a variety of sources and analyze, evaluate and apply information appropriately.	08/12/2019	Not specified	70 %	80.9 %	⊘
☐	Personal and Professional Development: Students will develop personal, educational and career goals that promote self-reliance; lifelong learning; and physical, mental, and social well-being.	08/12/2019	Not specified	70 %	81 %	⊘
☐	Technological Competency: Students will effectively use contemporary technology relevant to their personal and career choices.	08/12/2019	Not specified	70 %	80.6 %	⊘

AA Emphasis Social and Behavioral Sciences, PLO mapping and results:

Associate of Arts in Liberal Arts, Emphasis in Social and Behavior Science

Associate of Arts in Liberal Arts, Emphasis in Social and Behavior Science

Add PSLO

| | PSLO | Start Date | End Date | SLO Performance | | SLO Explorer |
				Expected	2021-22 Fall (2021FA)	
☐	1.Acquired fundamental grounding in communication, critical thinking, scientific inquiry, and quantitative reasoning, the arts, literature and humanities, social, political and economic institutions, and self-development.	06/14/2021	Not specified	70 %	96.2 %	⊘
☐	2. Acquired fundamental knowledge and skills in various disciplines constituting the social sciences.	06/14/2021	Not specified	70 %	96.2 %	⊘

AA Emphasis Social and Behavioral Sciences, ILO mapping and results:

Social and Behavior Sciences

ISLOs

Add ISLO

| | ISLO | Start Date | End Date | SLO Performance | | SLO Explorer |
				Expected	2021-22 Fall (2021FA)	
☐	Communication: Students will communicate effectively and interactively in written, electronic, spoken or signed, and artistic forms.	08/12/2019	Not specified	70 %	80.7 %	⊘
☐	Community and Global Awareness: Students will understand and empathize with diverse cultural, social, religious and linguistic differences within and across societies.	08/12/2019	Not specified	70 %	81.1 %	⊘
☐	Critical and Creative Thinking: Students will identify problems and collect data in order to analyze, interpret, explain and evaluate texts, ideas, works of art and scientific, technological, and mathematical problems.	08/12/2019	Not specified	70 %	81.6 %	⊘
☐	Information Competency: Students will identify and collect information effectively from a variety of sources and analyze, evaluate and apply information appropriately.	08/12/2019	Not specified	70 %	80.9 %	⊘
☐	Personal and Professional Development: Students will develop personal, educational and career goals that promote self-reliance; lifelong learning; and physical, mental, and social well-being.	08/12/2019	Not specified	70 %	81 %	⊘
☐	Technological Competency: Students will effectively use contemporary technology relevant to their personal and career choices.	08/12/2019	Not specified	70 %	80.6 %	⊘

3.C. Mapping of SAOs and ILOs for Learning Support Programs

For learning support programs, the problem of mapping service area outcomes (SAOs) to ILOs was more complicated since the eLumen system used to map and assess academic programs to ILOs, does not accommodate the various qualitative and quantitative measures used in assessing SAOs and mapping them to ILOs. Moreover, many of the SAOs tend to be written as management goals, which often have only indirect applicability to student learning as captured in the College's ILOs.

To map SAOs with ILOs it was necessary to convene a series of meetings with learning support department heads to examine SAOs drawn from the various program review reports. A chart entitled Palo Verde College SAOs Mapped to ILOs was prepared that brought together in a single document from program review reports the following information:

- **Department**—Name of learning support department

- **SAO**—Student learning outcomes drawn from recent program review reports

- **Map to ILO**—Possible mapping to one or more institutional learning outcomes

- **SAO Metrics & Results**—Measures used to perform assessments of SAOs

- **Changes and initiatives undertaken during the review period to improve SAO outcomes**

- **Major weaknesses/gaps or issues identified in Program Review and proposed solutions**

- **Action Step to Address SAO and ILO**—Step that could be taken in the next year to improve achievement of at least one SAO and its related ILO.

The chart is located as a separate document, Appendix A Palo Verde College SAOs Mapped to ILOs, accompanying this Follow-Up Report.

The Asst. Supt./Interim Vice President of Instruction and Student Services/ALO and Dean of Instruction and Student Services asked the administrative head of each learning support program to examine the SAOs and data in their respective areas and to identify at least one SAO that could be mapped to one or more ILOs and to recommend at least one action step that could be taken in the next year to improve achievement of at least one SAO and its related ILO.

The review process took place on May 12, 19 and 26, 2022, at meetings of the Program Review Committee, a committee representing campus-wide constituencies.

In a few cases, the tasks had to be completed via phone calls between the Dean of Instruction and Student Services and department heads. The review process was at the May 26, 2022, Program Review Committee at which time the chart was completed with SAOs mapped to ILOs and action steps identified.

After the review was completed, the Dean of Instruction and Student Services asked learning support department heads to follow-up in their next program review reports on progress in achieving their areas' SAOs, evaluate the extent to which selected ILOs were achieved and discuss success in accomplishing identified action steps.

The following charts are four examples of the work that was accomplished in the SAO to ILO mapping process. They are slightly abbreviated versions of the fuller chart which may be found in Appendix A Palo Verde College SAOs Mapped to ILOs, located in a separate document accompanying this Follow-Up Report.

Department	SAO	Mapped to ILO	SAO Metrics & Results		Action Step to Address SAO and ILO
COUNSELING	1. As a result of the counseling session, students will be able to formulate an educational plan to help them reach their academic goal(s).	ILO #4 Personal and Professional Growth and Development: Students will develop personal, educational and career goals that promote self-reliance; lifelong learning; and physical, mental, and social well-being.	A) Student formulated the educational plan by themselves B) Student needed assistance in formulating the educational plan C) Student did not complete the educational plan D) Not applicable		Increase the number of students able to formulate an educational plan by themselves.
			Fall 2019 – 62 students responded:	**Spring 2020 – 48 students responded:**	
			A) 8 (13%)	A) 1 (2%)	
			B) 32 (52%)	B) 19 (40%)	
			C) 18 (29%)	C) 13 (27%)	
			D) 4 (6%)	D) 15 (31%)	

Department	SAO	Mapped to ILO	SAO Metrics & Results	Action Step to Address SAO and ILO
FINANCIAL AID	1. Students will have a better comprehension of the federal rules and regulations pertaining to their federal awards. Decrease the number of students that are processed for Return to Title 4	ILO #5 Information Competency: Students will identify and collect information effectively from a variety of sources and analyze, evaluate and apply information appropriately.		Implement Campus Logic, financial aid software that impacts access, enrollment and retention rates by providing resources to streamline efficiencies, secure financial aid data, and simplify compliance.
	2. Financial Aid Department will provide services to the maximum number of eligible students. Number of students filtered through the PVC Choice program, number of students' ISIR records downloaded, number of students awarded FA, total annual amount of financial aid awarded within the district.	ILO #4 Personal and Professional Growth and Development: Students will develop personal, educational and career goals that promote self-reliance; lifelong learning; and physical, mental, and social well-being.		Implement Campus Logic to make the financial aid verification process more accessible for students.

Department	SAO	Mapped to ILO	SAO Metrics & Results	Action Step to Address SAO and ILO
LIBRARY	1. Resources: All students will have ample access to library information and technological resources, both in the physical library and online, that support and supplement the college curriculum, course assignments, student success, and lifelong learning. In addition, the library provides physical spaces that support both collaborative and independent research and learning.	SLO #5 Information Competency: Students will identify and collect information effectively from a variety of sources and analyze, evaluate and apply information appropriately.		Offer MLA workshops to all students campus-wide next academic year in conjunction with an English faculty member. This action plan supports ILO #5 (Information Competency).

Department	SAO	Mapped to ILO	SAO Metrics & Results	Action Step to Address SAO and ILO
NEEDLES EDUCATIONAL CENTER	1. Needles students attain their educational goals as a result of appropriately scheduled courses, taught by highly qualified faculty.	ILO #4 Personal and Professional Growth and Development: Students will develop personal, educational and career goals that promote self-reliance; lifelong learning; and physical, mental, and social well-being.	3 certificates and 2 degrees were awarded to Needles students in 2019-20. 2020-21 data will be provided upon availability.	Implement Building Trades Program at the Needles High School CTE facility to complement the Automotive and Welding programs already in place. Re-establish the EMT certificate program.
	2. Generate sufficient FTE to maintain funding for college center status.		Academic year / Credit / Non-Credit / Total 2019-20: 160.39 / 2.72 / 163.11 2020-21: TBA / TBA Goal: Meet or exceed the required 100 Annual FTE.	Schedule regular outreach and counseling events at the Center for Needles residents. Increase dual enrollment with regularly scheduled counseling events for planning, registration, and financial aid at the high school.

3.D. What the College Learned from Work on Standards I.B.2. I.B.4, II.A.3 (Requirement 3), and Plans for Further Improvement

For academic programs, the College learned that while assessments are, in fact, being completed at the course (SLO), program (PLO) and institutional (ILO) levels, more work needs to be done in terms of reflection of ILO results and plans for improvement. As noted earlier, the SLO Committee and the Dean of Institutional Research will collaborate to identify SLO and PLO assessment results that impact ILO results and recommend areas needing improvement.

For learning support programs, the College learned that support SAOs, at least for now, could not be accommodated by the eLumen system in the same way it is used for academic programs. The SAOs as they stand now tend to be written as management objectives and goals rather than as goals pertaining to student learning, consequently making it challenging to tie in such goals with institutional learning outcomes. Nonetheless, most learning support staff were able to identify at least one SAO in their area and link it effectively with an ILO. Staff also established action steps to improve achievement of the selected ILO.

While the College believes it has met the Requirement 3 Standards, as presented in this Follow-Up Report, the College recognizes there is still room for further improvement and has established the following Improvement Plan.

Improvement Plan for Requirement 3:

- Training shall begin Fall Semester 2022 on writing and revising SAOs that better address ILO expectations, recognizing that not all SAOs will link to an ILO. Initial training would be for learning support departments responsible for program review reports in 2022-23, namely, Admissions and Records, DSPS and Counseling.

- Training shall begin Fall Semester 2022 to address the need for better metrics and assessment methodologies enabling learning support departments to identify what needs to be improved, to implement effective assessments of areas needing improvements, and to use the results of assessment for improvement, keeping ILOs in mind and how their departments can serve students better.

- Review in Fall Semester 2022 all academic and learning support program review templates to ensure the reports provide room for ample discussion of the relationships between PLOs and ILOs, on the one hand, and SAOs and ILOs, on the other, with the intention of improving student learning. With assistance from the SLO Committee and the Dean of Institutional Research, the College Council will review all program review reports at least annually to identify SLO and PLO assessment results that could be improved.

4. History of Accreditation Findings on Requirement 4

From the June 29, 2020, Commission Action Letter:

> **Standard I.B.3 (Requirement 4): In order to meet the Standard, the Commission requires the institution consistently use institution-set standard data to address student achievement gaps**.

From the November 17, 2021 Follow-Up Visit Peer Team Report:

> **In order to meet Standard I.B.3, the Commission requires the institution consistently use institution-set standard data to address student achievement gaps. The college has not fully addressed this requirement and does not meet the Commission Standard.**

From the January 27, 2022, Commission Action Letter:

> **The Commission found continued non-compliance with Standards I.B.2, I.B.4, and II.A.3 (Requirement 3) and Standard I.B.3 (Requirement 4).**

4.A. College Response to Requirement 4

In addressing Requirement 4, referring to noncompliance with Standard I.B.4, the College sought the assistance of ACCJC staff to help define the problem and to determine a course of action to rectify it.

In the February 9, 2022 Zoom meeting with Dr. Catherine Webb, it was determined that the College needed to: 1) Add at least two more standards to the current list of standards to ensure reporting compliance with federal regulations, namely, standards for job placement and licensure; 2) Bring data current on all standards; 3) Implement mechanisms, such as program review and the ACCJC Program Annual Report, to systematically monitor performance and identify when gaps occur between set standards and actual performance; 4) Encourage campus-wide discussion to consider ways to improve performance where gaps occur utilizing existing forums, such as College Council, Flex Day, Institute Day and monthly All-Staff Meetings.

During February and March 2022, the College arranged a series of meetings with key campus organizations to: 1) revise the list of institution-set standards for compliance with federal requirements; 2) agree on a baseline for each standard; and 3) decide how actual performance against each standard baseline would be reviewed with college-wide participation.

Organizations that met to review the institution-set standards were Academic Standards Committee (February 28, 2022), Academic Senate (March 8, 2022), and College Council (March 10 and 15, 2022). On May 26, 2022, the College personnel met in an All-Staff meeting to review the six institution-set standards and to recommend steps that could be taken to improve the College's performance in each.

Because each of the institution-set standards is reported in the ACCJC Program Annual Report, it was decided that the Annual Report would be the basis of future discussions with the College Council and in All-Staff meetings. Each organization would review actual vs. baseline data for each standard. In cases in which actual performance fell below the standard, attempts would be made to determine the reasons for the shortcoming and to prescribe remedies.

The following chart shows the College's institution-set standards categories, with both standards and stretch goals as decided during the first half of 2022 by the Palo Verde College community.

Standard	Actual 2018-19	Actual 2019-20	Actual 2020-21	Standard	Stretch Goal
Course Completion	77%	74%	74%	70%	76%
Certificate Completion	43	63	12	39	60
Degree Completion	219	233	270	233	280
Transfers	39	40	43	39	52
Licensure Exam Rates	[No data] CNA 80% VN	76% CNA 83% VN	86% CNA 100% VN	*75%	
Employment Rates	[No data] Bus 54% Auto 39%Welding 60% VN	26% Bus 50% Auto 57% Welding 100% VN	23% Bus 59% Auto 45%Welding 50% VN	38%	41%

*75% is the minimum examination pass rate, established by the California Department of Health for the CNA, and by the Board of Vocational Nursing and Psychiatric Technicians for the VN.

The following pages present graphical representations of institution-set standards data with comments for improvement resulting from the May 26, 2022, college-wide discussion.

4.B. Graphical Representations of Institution-Set Standards Data, with Accompanying All-Staff Comments and Recommendations for Improvement

COURSE COMPLETION RATES
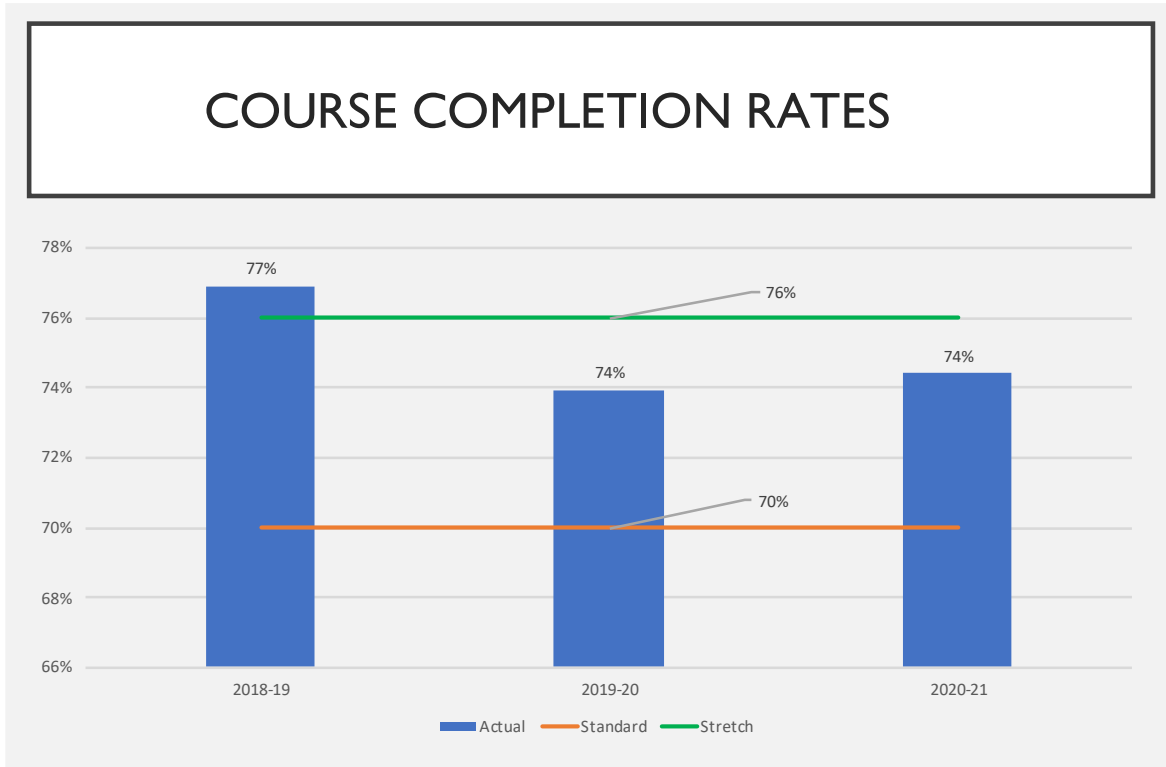
While actual course completion rates are above the institution-set standard of 70%, the College is committed to reaching the stretch goal of 76%. Some strategies provided at the All-Staff meeting include:

- Provide earlier interventions when student problems arise
- Evaluate students achievement in class in light of demographic data
- Adjust support to better meet course and student needs
- Reinstate students after census while maintaining academic integrity
- Accept late work under certain conditions, while maintaining academic integrity
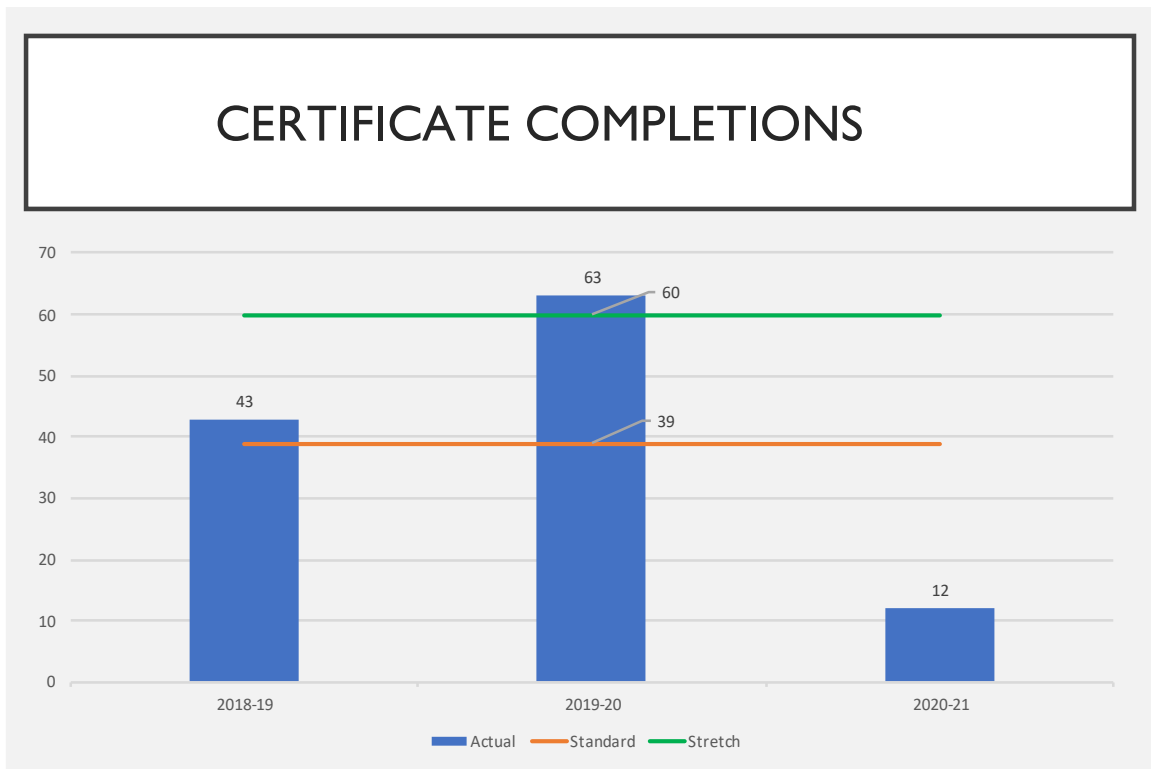
CERTIFICATE COMPLETIONS

Most of the comments arising in the All-Staff meeting emphasized the importance of increasing awareness of the certificate and degree programs. Further discussion might focus on strategies to not only heighten awareness, but to encourage completion:

- Avoid canceling courses too soon in the semester
- Increase advertising for courses and programs
- Mention in course syllabus relevant certificates
- Mention certificate opportunities to students during class sessions
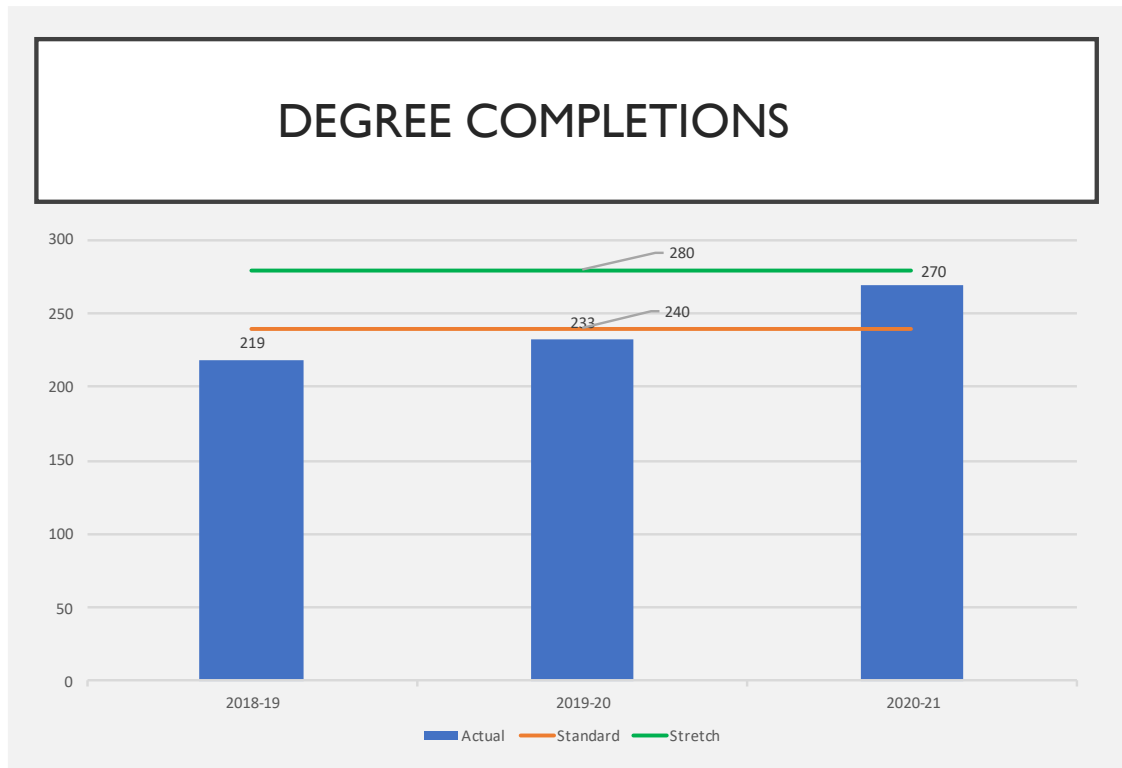
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DEGREE COMPLETIONS

Most of the comments arising in the All-Staff meeting emphasized the importance of increasing awareness of the certificate and degree programs. Further discussion might focus on strategies to not only heighten awareness, but to encourage completion:

- Avoid canceling courses too soon in the semester
- Increase advertising for courses and programs
- Mention in course syllabus relevant degrees
- Mention degree opportunities to students during class sessions
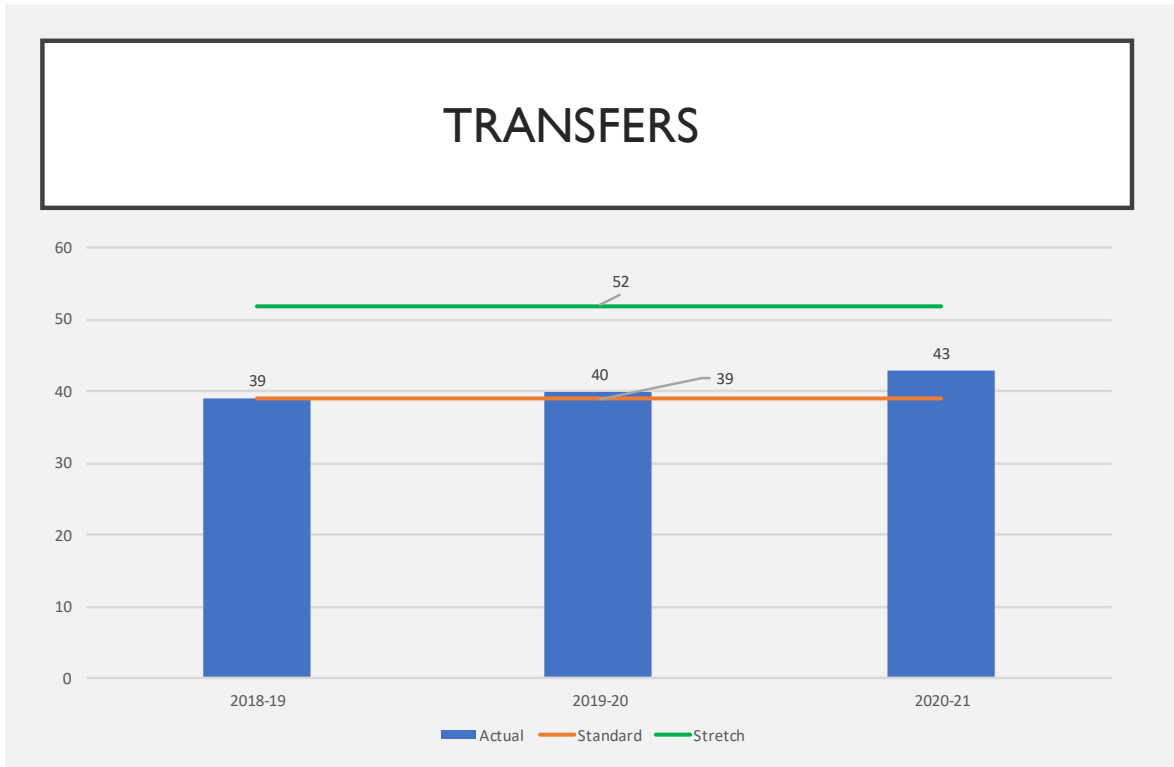
TRANSFERS

The stretch goal established for Transfer is realistic especially given the recent offering of CSU and UC courses at the local prisons, as noted in the All-Staff commentary:

- With UC and CSU courses offered in local prisons also served by PVC, coordinate with UC and CSU to facilitate transfer
- Continue student field trips to other colleges
- Continue campus career fairs that include other colleges

LICENSURE EXAMINATION RATES
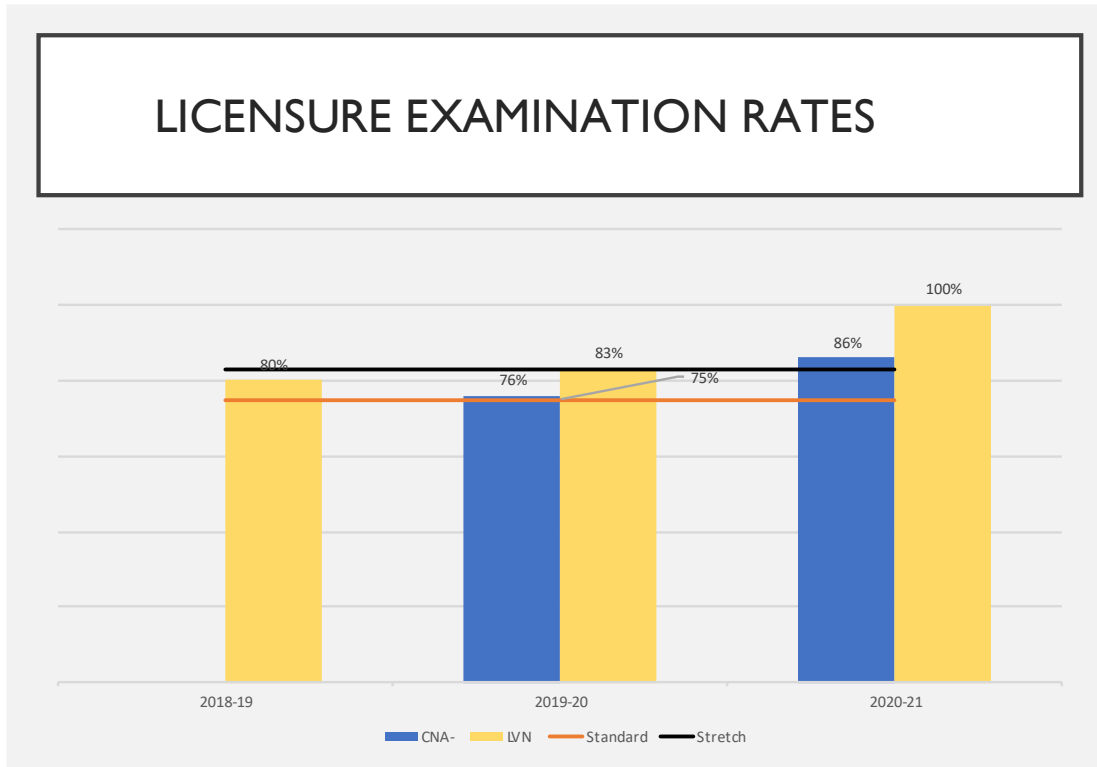
The data indicates that the College has achieved the pass rate standard of 75%, set externally by the California Department of Health and the Board of Vocational Nursing and Psychiatric Technicians. With instructional improvements discussed in the All-Staff meeting, the stretch goal of 83% is achievable:

- Continue study sessions and practice tests to help improve test performance
- Adopt better textbook suitable to certain nursing courses

EMPLOYMENT RATES
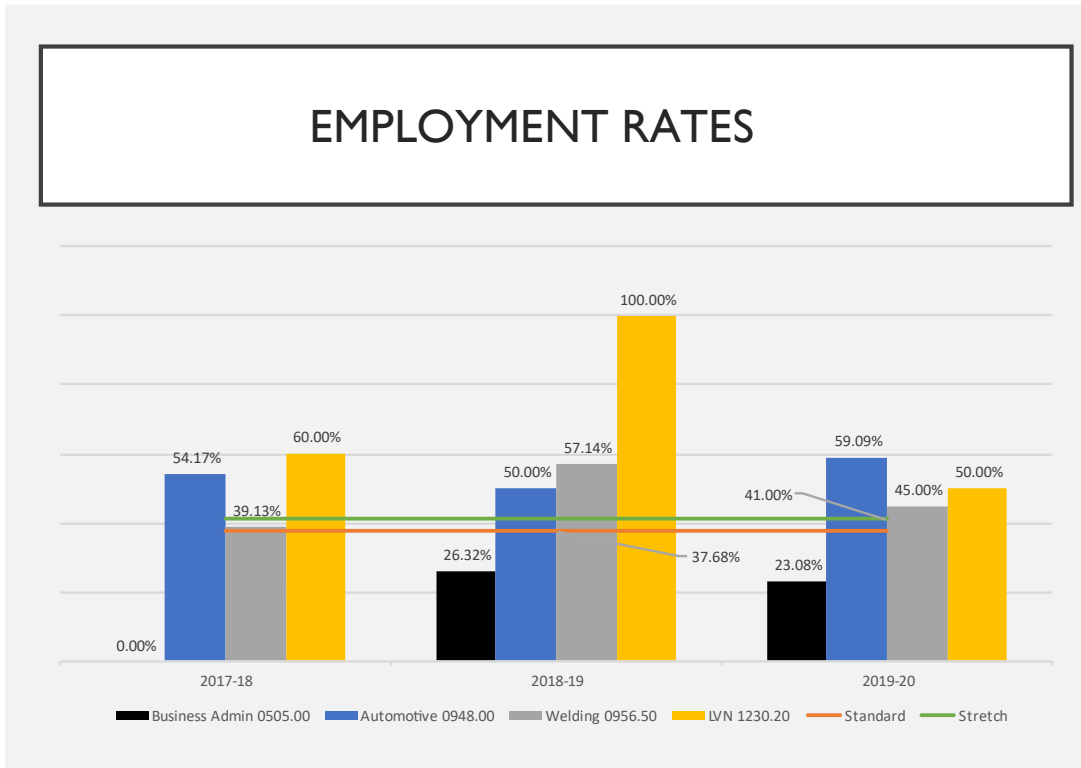
The standard and stretch goals are clearly achievable by Automotive, Welding and the Vocational Nursing program. The comparatively lower job placement rate for Business is likely attributable to the large number of incarcerated students enrolled in Business. Nonetheless, All-Staff suggestions for enhanced job placement are useful not only for CTE courses, but all majors:

- Develop stronger internship opportunities
- Continue campus career fairs that include area employers

4.C. What the College Learned from Work on Standard I.B.3 (Requirement 4), and Plans for Further Improvement

While the process of defining, setting standards, and suggesting ways to improve on those standards was accomplished with a high degree of energy and commitment on the part of College staff, it is recognized that the energy needs to be sustained year after year.

The recent hiring of a Dean of Research, Planning and Institutional Effectiveness will greatly assist in providing regular assessments of institution-set standards. This is especially true since the six identified standards are captured in the Annual Program Report required by the ACCJC. The preparation of that report will be the responsibility of the Dean of Research, Planning, and Institutional Effectiveness.

As has been noted in at least one of the reports from the visiting team, Palo Verde College culture is such that personnel are able to meet together easily and eagerly in open forums and discuss issues of institution-wide significance. It is expected that the College will formalize annual reviews of institution-set data and continue making and implementing plans for improvement.

Improvement Plan for Requirement 4:

- Ensure that the Dean of Research, Planning and Institutional Effectiveness gathers data on the College's institution-set standards and distributes findings college-wide at least annually.

- Set aside at least one All-Staff meeting annually to review and comment on the College's institution-set standards and to provide recommendations for improvement.

5. List of Evidence

5.A. Requirement 3 Evidence

Program Review Committee: Charge, Membership and Reporting, excerpt from BP 2510 Collegial Governance: Participation in Local Decision Making

PROGRAM REVIEW COMMITTEE

Charge
The Program Review Committee will oversee the program review process for both instructional and non-instructional programs. The Program Review Committee shall complete a review of all instructional, student services, and administrative services programs on a regular cycle in coordination with the college accreditation process. Finalized reports, including any recommendations based on the findings from the Program Review are forwarded to the College Council.

Membership
The Asst. Supt./Interim Vice President of Instruction and Student Services shall serve as the chair of the Program Review Committee. Each of the constituency organizations shall select one (1) member to serve on the Committee: CTA, Academic Senate, CSEA, Classified Management, Confidential, and ASG. Membership shall also include:

- Dean of Instruction and Student Services
- Associate Dean of Counseling
- One Faculty member from the Student Learning Outcome Committee
- Dean of Institutional Research
- An Instruction Technician I will serve (non-voting) as recorder and will post agendas and minutes to the committee's site on BoardDocs.

Reporting
All members are responsible for making regular reports to their respective constituent groups. The administrators responsible for Board Policy recommendations that come from the standing committees will forward recommendations to the College Council Committee for review and the Superintendent/President will forward the final recommendations to the Board of Trustees.

Minutes of Program Review Committee meeting of May 12, 2022, SAOs and ILOs

PALO VERDE COLLEGE
Program Review Committee

__Minutes__

May 12, 2022
11:00 a.m.
Via Zoom

I.   Call to Order

Meeting called to order at 11:01 a.m. with the following members in attendance:

Timothy Bolin	P	Silvia Lainez	P	Jade Torres	A
Alejandro Clark	A	Biju Raman	P	Vanja Velickovska	P
Institutional Researcher (vacant)	-	William Smith	A		
Laura Kramer	P	Brian Thiebaux	P		

Guest(s): J. Thomas, M. Hale, G. De La Pena, S. Hamilton, I. Dagnino, M. Lopez, S. Lee, L. Lujano, M. Kehl, J. Randall, and C. Garcia

II.   Acceptance of Agenda   Information/Action Items

B. Raman announced that we would also be discussion the Service Area Outcome scheduling.
L. Kramer motioned to accept May 12ᵗʰ agenda; T. Bolin seconded the motion. Motioned carried.

III.   Acceptance of the Minutes   Information/Action Items

B. Thiebaux motioned to accept April 28th minutes; T. Bolin seconded the motion. Motion carried.

IV.   New Business   Information/Action Items

1. Service Area Outcomes and Connections to the ILOs, B. Raman discussed the connections of ILOs to each Service Area Dept. Departments will work on these ILOs and return with the results in a week (next Program Review meeting, May 19). Department chairperson not able to attend, it essential to email the results to B. Raman or send someone in their place to the PR meeting.

2. Service Area Reports scheduling discussed by B. Raman:
   - **Maintenance** – M. Hale; **EOPS** – M. Rivera; **Child Deve. Center**- M. Kehl; **Financial Aid**- G. De La Pena; **Fiscal Services**- S. Slagan; **IT**- E. Placencia; **Needles**-L. Cilenti; **Library** – J. Turner; **Corr. Ed.** – M. Kehl; **President's Office** – B. Raman
     All reports mentioned above will be presented at the May 17th College Council meeting and these reports will not be due for another 3-yrs.
   - Reports due next year by December 2022, 2 yr. report (July 1, 2020 – June 30, 2022): **CalWORKS** – S. Lee; **DSPS & Counseling**; M. Lopez; **A & R**- S. Hamilton
   - Reports due December 2023, a 3-yr. report (July 1, 2020-June 30, 2023): **HR**- C. Garcia; **Instruction/Student Services**; W. Smith

V.   Old Business   Information/Action Items

VI.   Discussion/Action Item   Information/Action Items

VII.   Next Meeting: Thursday, May 19, 2022, at 11:00 a.m. via Zoom.

VIII.   Meeting adjourned at 11:41 a.m.

Minutes of Program Review Committee meeting of May 19, 2022, SAOs and ILOs

PALO VERDE COLLEGE
Program Review Committee
Minutes

May 19, 2022
11:00 a.m.
Via Zoom

I. Call to Order

Meeting called to order at 11:00 a.m. with the following members in attendance:

Timothy Bolin	P	Silvia Lainez	P	Jade Torres	A
Alejandro Clark	P	Biju Raman	P	Vanja Velickovska	P
Institutional Researcher (vacant)	-	William Smith	P		
Laura Kramer	P	Brian Thiebaux	P		

Guest(s): L. Cilenti, J. Turner, C. Garcia, M. Kehl, J. Thomas, G. De La Pena, I. Gonzalez and S. Lee

II. Acceptance of Agenda   Information/Action Items

V. Velickovska motioned to accept the agenda as changed by B. Raman; L. Kramer seconded the motion. Motion carried.
B. Raman is requested to add to the agenda Annual Program Review report that will be remove from the Service Area Outcomes and Connections list.

III. Acceptance of the Minutes   Information/Action Items

B. Thiebaux motioned to accept May 12, 2022, minutes; V. Velickovska seconded the motion. Motion carried.
B. Raman reviewed Service Area Reports as indicated in the minutes. L. Cilenti might not be at the BOT meeting, B. Raman will meet with L. Cilenti to review the report in case he needs to present to the BOT.

IV. New Business   Information/Action Items

a. B. Raman requested to remove some of the areas from the Annual Program Review

b.　Report cycle such as ASG, Educational Technology, Institutional Research, Outreach and Marketing, Tutoring and VP of Student Services and Instruction (VP of Student Services is NOT the same as VP office).
B. Thiebaux motioned to remove the areas of services from the Service Areas Outcome list; V. Velickovska seconded the motion. Motion carried.

c.　Service Area Outcomes and Connections to the ILOs
B. Raman informed the committee that B. Thiebaux will discuss the linkages between the departments and their SAOs and ILOs and we need to create an action step. The action result will have a quantifiable to establish a measurable step to be taken by every department in order to meet the ILO.

Admission & Records- no representation
Fiscal Services (J. Thomas) Suggest was made, J. Thomas will review with S. Slagan and connect B. Thiebaux with the findings.
CalWORKS (S. Lee) B. Thiebaux reviewed the action steps and completed the action step, report is completed.
Human Resources (C. Garcia) B. Thiebaux suggested an improvement action step and to add a 5% in the recruitment pool. Report is complete.
Child Development Center (M. Kehl) -B. Thiebaux went over some suggestion items in the action step area, items were completed for CDC connection.
Information Technology (no rep.) B. Raman and B. Thiebaux will work on the action step for the IT Dept.
Correspondence Education (M. Kehl) B. Thiebaux will work with M. Kehl to complete the action steps.
Instruction and Student Services (W. Smith) Accepted the suggestion completed action steps.
Counseling (I. Gonzalez) – Action step were review and finding areas. B. Thiebaux suggested that one or two be selected and increase the percentage.
Library **(J. Turner)** Action steps were completed.
DSPS (I. Gonzalez) B. Thiebaux went over some data and suggested expanding to other institute, they will work together to complete the report.
Maintenance & Operations (no rep.) M. Hale was unable to attend the meeting. B. Thiebaux will work with M. Hale on action steps.
EOPS   (no rep.)   B. Raman will work with M. Rivera to complete the action step with B. Thiebaux suggestions.
Needles Center **(L. Cienti)** Action steps were completed.
Financial Aid **(G. De La Pena)** B. Thiebaux review the 2 SAO that were submitted; both statements will be add to the action step, report is completed.
Superintendent/President's Office – no representation

V.　**Old Business**　　　　　　　　　　　　　　　　　　Information/Action Items

VI.　**Discussion/Action Item**　　　　　　　　　　　　　Information/Action Items

VII. **Next Meeting:** Thursday, May 26, at 11:00 a.m. on via Zoom

VIII. Meeting adjourned at 11:58 a.m.

Agenda of Program Review Committee meeting of May 26, 2022, SAOs and ILOs

PALO VERDE COLLEGE
Program Review Committee

Agenda (May 26 Minutes not available)

May 26, 2022
11:00 a.m.
Via Zoom

I. **Call to Order**

Meeting called to order at _____ with the following members in attendance:

Chair: Interim VP of Instruction and Student Services…...........................William Smith
Ex Officio: Dean of Instruction and Student Services……………………….Biju Raman
Ex Officio: Institutional Researcher……………………………………Brian Thiebaux
Ex Officio: Dean of Institutional Research…………. …………………….….**Vacant**
Academic Senate Representative……………………………………...Timothy Bolin
Associated Student Body Representative……………………………….Jade Torres
Classified Employee Representative………………………………………Silvia Lainez
California Teachers Association Representative………………………… Laura Kramer
Management Representative……………………………………………Alejandro Clark
Students Learning Outcomes Representative…………………………..Vanja Velickovska
Guest(s): _____

II. **Acceptance of Agenda**   Information/Action Items

Agenda for Thursday, May 26, 2022

III.   **Acceptance of the Minutes**   Information/Action Items

Minutes from May 19th meetings.

IV.   **Old Business**   Information/Action Items

V.   **New Business**   Information/Action Items

<mark>Service Area Outcomes and Connections to the ILOs</mark>

Admission & Records	Correspondence Education
Counseling	DSPS
EOPS	Fiscal Services
Information Technology	Maintenance & Operations
Superintendent's/President's Office	

VI.   **Discussion/Action Item**   Information/Action Items

VII.   **Next Meeting** TBA

VIII.   **Adjournment of Meeting**

5.B. Requirement 4 Evidence

Agenda Detail, Academic Standards Committee, February 28, 2022

Agenda Item Details
Meeting

Feb 28, 2022 - Academic Standards Committee Meeting
Category: New Business
Subject: Institutional Set Standards, presented by Sarah Frid
Type: Action

Recommendation from Program Review Committee for Institutional Set Standards:

- The base goals (except for Licensure and Job Placement) are based on past three years average for which the data is available.
- The stretch goals were based on mean + 1 standard deviation for all except degree completion.
- For degree completion the stretch goal was mean plus more than one standard deviation based on actual performance recorded.

	Standard	**Stretch**
Course Completion Rates	70%	76%
Certificate Completions	39	60
Degree Completions	240	280
Transfers	39	52
Licensure Examination Rates	75%	Required State Average
Employment Rates	73%	Perkins Core 4 Data Used

Minutes, excerpt, Academic Senate, March 8, 2022

Minutes, excerpt, from Academic Senate, March 8, 2022

Action: 3.1 Academic Standards - Institutional Set Standards

Institutional Set Standards are set on an annual basis through shared governance discussions regarding institutional data. This is the first time Palo Verde College is engaging this dialog, it won't be perfect - but the intention is to hold annual discussions to make improvements on how we set our standards and stretch goals to facilitate appropriate growth for our institution.

Recommendation from Academic Senate Committee to College Council for Institutional Set Standards:

A motion to accept the Institutional Standards and Stretch Goals (with exception of the Licensure Examination Rates and Employment rates from the Stretch Goals Table), as presented.

Kevin Eoff moved

Brian Thiebaux seconded

Discussion: Questions on how the degree completions have been estimated, clarification on the proposed numbers of the employment rates.

Objections: Peter Martinez objects on setting the 73% employment rates as a Standard goal as it seems very high, as the source for this estimate is not clear. Clarification is needed on how the employment rates have been obtained and why this number is suggested.

A roll call has been instigated:

29 Yes votes: Anjela Bavaro-Ricci, Timothy Bolin, Sergio Cano, Christopher Cardona, Richard Castillo, Derek Copple, Kim Dieu, Kevin Eoff, Jennifer Faux-Campbell, Sarah Frid, Maria Gamez, Jeanette Garrett, Laura Kramer, Esmeralda Lopez, Maria Lopez, Rene Lopez-Roedel, Sandra Loureiro, Lorenzo Lujano, Rosa Martin, Jorge Martinez, Juan (Carlos) Medina, Graciela Milke, Ilona Missakian, Nidhi Patel, Sarafina Redwine, Dana Rethwisch, Juliette Singler, Gregory Snider, Brian Thiebaux,

5 No votes: Michael Gale, Cesar Lozoya, Peter Martinez, Scott Peterson, Vanja Velickovska

6 Abstained: Adrian Casas, Lukas Gunderson, Chaminda Hettige, Paul Shibalovich, David Silva, June Turner

The motion carried.

Minutes, College Council, March 10, 2022

Palo Verde Community College District

College Council Special Meeting

<u>Minutes</u>

Thursday, March 10, 2022
4:00 p.m. – CS 209

<u>*PVC Mission Statement – Approved 11/9/2021*</u>
Palo Verde College provides opportunities for personal and professional growth to a unique community of learners in an academic environment committed to student success, diversity, equity and inclusion by supporting student achievement of basic skills, certificate, degree, university transfer, and career goals.

NOTICE: All meetings of the College Council/Strategic Planning Steering Committee are recorded to use when compiling minutes and reports.

A.   <u>Call to Order</u> - the meeting was called to order at 4:00 p.m.

B.   <u>In Attendance</u> – Donald Wallace, Richard Castillo, Sarah Frid, Irma Gonzalez, Shelley Hamilton, Denise Hunt (Member/Recorder), Biju Raman, Stephanie Slagan, and William Smith.

        Absent – Lale Cilenti, Cecilia Garcia, ASG Rep., Richard Soto, and Brian Thiebaux.

        Guest – Lisa Holmes (on standby).

C.   <u>Approval of this meeting Agenda</u> – It was moved by Ms. Frid, second by Ms. Slagan, to approve the agenda

D.   <u>Accreditation (Note: the following excerpt is verbatim from the official meeting minutes. Bracketed words are inserted for clarity.)</u>

Mr. Smith spoke on the deficiencies that were received from the ACCJC some [of which] are on Institutional Set Standards. [Mr. Smith] Stated [that] Ms. Holmes has put together a program for the District and [that it] was discussed at Program Review. There was agreement of numbers at that meeting and in discussion with Ms. Frid, it was sent forth to Academic Standards meeting, Ms. L. Martin chaired that meeting. At that meeting there was agreement to use the numbers that Ms. Holmes presented, and this information was moved forward to Academic Senate, at that meeting there was consensus on the numbers presented. This is evidence for the ACCJC. Ms. Frid informed the members what took place at the Academic Senate meeting and a handout was provided of the Senate Recommendation for Institutional Set Standards. There was lengthy discussion.

Ms. Frid reviewed the Stretch Goals that the Senate Recommended and in discussion with Ms. Holmes. There was lengthy discussion.

It was moved by Ms. Slagan, second by Ms. Hamilton, to change the District Negotiated rate to 37.68% for Stretch Goals and Institutional Set Standards for Employment Rates.

There was discussion on and agreement to a formula to the Stretch Goals.

E. ILO's (Instructional Learning Outcomes) for ACCJC-

Mr. Raman informed the attendees that currently the college has six ILOs and is recommending that they are kept the same for now and be looked at in the future. There was discussion on ILOs and SAOs (Service Area Outcomes).

It was moved by Ms. Frid, second by Dr. Wallace, to keep the current ILOs for the next year and then complete [the] mapping of SAOs to ILOs and to calculate what the ILOs standards are.

F. Good of the Order –
There were no items for the Good of the Order.

G. Next Meeting – March 15, 2022

H. Adjournment – The meeting was adjourned at 4:44 p.m.

Minutes, College Council, March 15, 2022

Palo Verde Community College District

College Council

<u>Minutes</u>

Tuesday, March 15, 2022
3:00 p.m. – CS 209

<u>PVC Mission Statement – Approved 11/9/2021</u>
Palo Verde College provides opportunities for personal and professional growth to a unique community of learners in an academic environment committed to student success, diversity, equity and inclusion by supporting student achievement of basic skills, certificate, degree, university transfer, and career goals.

NOTICE: All meetings of the College Council/Strategic Planning Steering Committee are recorded to use when compiling minutes and reports.

E.   <u>Call to Order</u> - the meeting was called to order at 3:03 p.m.

F.   <u>In Attendance</u> – Donald Wallace, Lale Cilenti, Sarah Frid, Irma Gonzalez, Shelley Hamilton, ASG Rep., Denise Hunt (Member/Recorder), Biju Raman, Stephanie Slagan, William Smith, and Richard Soto.

   Absent – Richard Castillo, Cecilia Garcia, and Brian Thiebaux. Guest-

   None.

G.   <u>Approval of this meeting Agenda</u> – It was moved by Ms. Frid, second by Mr. Smith, to approve the agenda.

H.   <u>Approval of meeting minutes</u> – February 15, 2022
   It was moved by Mr. Raman, second by Ms. Gonzalez, to approve the minutes.

D.   <u>Good of the Order</u> –
   Ms. Frid questioned the motion on Institutional Set Standards and the steps that would be taken to disseminate that decision to the district from the Special College Council last Thursday, March 10, 2022. Ms. Frid stated she would like to report back to Academic Senate. There was lengthy discussion. It was agreed that the committee is in agreement with the Standards and will add additional lines (CNA, Auto, etc.).

	Institutional Set Standards	Stretch Goal
Course Completion Rates	76	77
Certificate Completions	60	43
Degree Completions	280	264
Transfers	52	43
Licensure Examination Rates	75	83
Employment Rates	38	41

Mr. Raman spoke on Institutional Learning Outcomes and Service Area Outcomes and stated the mapping is such that he will have to sit with each of the divisions, the constituent groups and other service areas and questioned how we would go about grading this. There was discussion. It was suggested to speak with Ms. Holmes for the process she is using

Mr. Raman stated that he attended a webinar from ACCJC on distance education and sharded the information from the webinar and the United States Department of Education. There was discussion.

Dr. Wallace informed the attendees that the Dean of Research Planning and Institutional Effectiveness position was approved by the Board of Trustees and has been posted and spoke on the Programmer Analyst position. Stated that he will be proposing the change to the Vice President's job descriptions to add Assistant Superintendent/Vice President of … (their title) and add fourteen new job duties that would be performed in his absence and there would not be a pay increase for the title change and this will be a budget neutral move. The only increase will be is their entitled increase.

Adjournment – The meeting was adjourned at 3:56 p.m.

Agenda, All-Staff meeting, May 26, 2022, presentation of institution-set standards

All-Staff Meeting
May 26, 2022

- 2022 Graduation Update (Staci Lee)
- 75th Anniversary Celebration
  - Wednesday, Nov. 16
    - CDC Performance in the Theater/Children's Art Show
    - Golf Tournament
  - Thursday, Nov. 17
    - Multicultural Event
  - Friday, Nov. 18
    - Gala
  - Saturday, Nov. 19
    - Basketball Game
    - Tail Gating Event with Booths, Food Trucks, Car Show
  - Planning Committees
- RN Program Status Update
- Baccalaureate Degree – BUS, CRJ, ADS, NUR – all CTE programs
- Child Development Center Funding
  - Assy. Member Eduardo Garcia- $4M from State Budget (Total $8M)
  - DOF letter to legislature- statutory changes to allow CCDs who are operating a preschool program on behalf of, or in lieu of, a school district to apply for a grant through the California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program.
- Rich Soto
  - IT Help Desk
  - Service Desk Portal
- Cecy Garcia
  - Update on Recruitments
- Brian Thiebaux
  - Institutional Set Standards
- Irma Gonzalez
  - Summer Pop-up events
  - Basic Needs Center/Coordinator
  - Upward Bound Grant funded
  - Applying for HSI grant– Achievement Center/Rising Scholars/Main Campus
  - Trio – Upward Bound Grant Award- 5 years @$287,537 ($1.4M+)

Appendix A Palo Verde College SAOs Mapped to ILOs (located in a separate document accompanying this Follow-Up Report)