## Accreditation recommendations to the College and year of recommendation

**Year 7 visit (Spring 2016):**

1. The evaluation committee recommends that the College document, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete educational courses, programs and degrees, wherever offered and however delivered, achieve identified course, program and degree learning outcomes (Standard 4.A.3).

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<th>Actions taken by the college to address recommendations</th>
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| The following steps have been taken to address this recommendation:  
Annual Teaching Improvement Practice (TIPs) Report documenting student learning at the course, program and college outcomes level submitted to the Office of Instruction.  
Provide professional development opportunities for faculty to learn best practices for outcomes teaching and assessment and how to document this through TIPs and Program Review instruments.  
Expand on opportunities for faculty to share their lessons learned through the TIPs process and how the revised curriculum or pedagogical practices improved student learning.  
Embed outcomes assessment lessons in the college’s faculty orientations.  
Increase the number of Master Course Outlines (MCOs) that address the college’s Essential Learning Outcomes (ELOs). |
<p>| This recommendation has been “fulfilled” as of the Mid-Cycle Visit and Report in Spring 2019. |</p>
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| Year 7 visit (Spring 2016):  
2. The evaluation committee recommends the College results of core theme assessments and results of assessments of programs and services are used for improvement by informing planning, decision making and allocation of resources and capacity (Standard 4.B.1). | The following steps have been taken to address this recommendation:  
Since the Year 7 visit we have completed two 3 year cycles of Instructional Program Review and are in the middle of the current cycle. Faculty Program Review continues to be very engaged and departmental faculty continue to compile reports and present findings to the committee.  
Participation in District-wide Program Viability process for Instructional Programs  
Since Spring 2020, 12 instructional support areas have completed the Instructional Support Program Review process. After reviewing initial feedback about the review cycle, the committee decided to use Fall Quarter 2021 to focus on improving the goal-setting and assessment process with specific attention to equity, diversity and inclusion (EDI); developing training on the report and presentation process; and establishing bylaws for the committee.  
Meta-level meetings with the Chairs of assessment, program review, curriculum committees to discuss the results of institutional assessments and make resource allocation recommendations.  
The College Council and Budget Advisory Committee reviewed and affirmed our guiding principles for making budget decisions. In a budget downturn, we have reaffirmed our commitment to continue with all instructional and instructional support assessment activities. | This recommendation has been “fulfilled” as of the Mid-Cycle Visit and Report in Spring 2019. |
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| Year 7 visit (Spring 2016): 3. The evaluation committee recommends that the College use the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievement; and that results of student learning assessments are made available to appropriate constituencies in a timely manner (Standard 4.B.2). | The following steps have been taken to address this recommendation:  
Annual Teaching Improvement Practice (TIPs) Report documenting student learning at the course, program and college outcomes level submitted to the Office of Instruction.  
Instructional programs continue to submit instructional Program Reviews in which they consider assessment results and revisions to curriculum and pedagogical practices.  
Results of TIPs and annual TIPs Report, as well as all instructional Program Reviews are available to faculty through a variety of means. Faculty are actively encouraged to use the results to inform changes to their teaching and assessment practices.  
The College Council and Budget Advisory Committee reviewed and affirmed our guiding principles for making budget decisions. In a budget downturn, we have reaffirmed our commitment to continue with all instructional and instructional support assessment activities.  
The Equity, Diversity, and Inclusion Office produces an annual diversity report, which compares student achievement by ethnicity / race on outcomes such as retention and completion to identify achievement gaps. Results of this report have been used to guide the creation of programs to help eliminate student achievement gaps by ethnicity / race. | This recommendation has been described as “Continued as Needs Improvement” as of the Mid-Cycle Visit and Report in Spring 2019.  
As a result, we continue to work on the recommendation and actions taken to improve the college. |
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| Year 7 visit (Spring 2016): 4. The evaluation committee recommends that the College engage in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments and uses assessment results to make determinations of quality, effectiveness, and mission fulfillment (Standard 5.A.1 and 5.A.2). | The following steps have been taken to address this recommendation:  
Reviewed measures for determining fulfillment of objectives in the Institutional Effectiveness Plan.  
Instructional Program Review Committee completed a process review and began a new cycle of Program Reviews. Although this work was affected by pandemic conditions, it continued.  
Participation in District–wide program viability process for Instructional Programs  
Since Spring 2020, 12 instructional support areas have completed the Instructional Support Program Review process. After reviewing initial feedback about the review cycle, the committee decided to use Fall Quarter 2021 to focus on improving the goal-setting and assessment process with specific attention to equity, diversity and inclusion (EDI); developing training on the report and presentation process; and establishing bylaws for the committee.  
Reviewed the mid-cycle accreditation visit and report for suggestions from the evaluators. | This recommendation has been described as “Continued as Needs Improvement” as of the Mid-Cycle Visit and Report in Spring 2019.  
As a result, we continue to work on the recommendation and actions taken to improve the college. |
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| Year 7 visit (Spring 2016):  
5. The evaluation committee recommends the College document and regularly evaluate its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment and effectiveness; and use the results of its evaluation to make changes, as necessary, for improvement. (Standard 5.B.2). | The following steps have been taken to address this recommendation:  
Conducted surveys of student and employee engagement to identify changes in institutional performance in Spring Quarter compared to previously administered internally developed surveys.  
Reviewed the results of the CCSSE and incorporated feedback into the planning and allocation practices.  
Participation in District–wide program viability process for Instructional Programs  
The College Council and Budget Advisory Committee reviewed and affirmed our guiding principles for making budget decisions. In a budget downturn, we have reaffirmed our commitment to continue with all instructional and instructional support assessment activities. | This recommendation has been described as “Continued as Needs Improvement” as of the Mid-Cycle Visit and Report in Spring 2019.  
As a result, we continue to work on the recommendation and actions taken to improve the college. |