

Recommendations from September/October 2015 Accreditation Site Visit**With Status Update as of October, 2016****Recommendation 1**

In order to increase effectiveness, the team recommends that student and learning support services and administrative units actively participate in regular program review cycles including outcomes assessment. Results should be evaluated and used as a basis for improvement. (I.B.3, I.B.6, II.B.4, II.C.2, IV.A.2.b, IV.A.5)

- Focused on incorporating Student Services on SLO day during Fall in-service to ask the “What If” and “I Wonder” questions and brainstorming.
- Student Services selected a theme to focus on within the program review process. The theme centers around the RP Group Six Success Support Factors that Support Student Achievement: Directed Theme; students have a goal and know how to achieve it.
- An entire Counseling/Student Services meeting was dedicated to creating/focusing on one SLO in the division under the “Directed” theme facilitated by Dr. Robert Pacheco
- Implemented working meetings from Student Services direct reports to work with Dr. Robert Pacheco on the development of SLOs, data collecting methods and assessment.
- Implemented a Student Services timeline with momentum goals each month for the division to work towards with program review and the development of a SLO.
- Implemented APR annual master planning schedule and evaluation rubric
- sequenced academic and service area APRs to inform and feed into administrative APRs;
- created feedback loops for planning committees to assess planning work, goals and objectives in APRs
- [NOTE: by March the rubric and feedback will have been tested on 2015-16 plans, and implemented on 2016-17 plans]

Recommendation 2

In order to increase effectiveness and address the needs of online students, the team recommends that the College expand, diversify, and provide technology-related workshops that are based upon identified needs of distance education faculty. (II.A.1.c, II.A.2.a, II.A.2.b, II. A.2.e, II.A.2.f, II.B.4, III.A.5.a, III.A.5.b, III.C.1.c)

- Annual “Needs Assessment Survey” has been implemented
- Professional Development activities being identified and offered on-campus and online
- Numerous workshops being conducted to facilitate communication and training (Canvas, Zoom, CCC Confer, Grovo, Lynda.com)
- Annual Online Teach Conference sponsored by Chancellor’s Office

Recommendation 3

In order to increase effectiveness of distance education, the team recommends the College develop and implement a Distance Education Plan, which addresses issues of student achievement and faculty training that is consistent with AP 4105 - Distance Learning, and that this plan is incorporated into college governance dialog and the integrated planning process. (II.A.2, III.C.1.c)

- A Distance Education Plan is being developed by the Distance Education Coordinator and will be rolled out by the end of the Fall 2016 semester. (see attached)

Recommendation 4

In order to meet the standards, the team recommends the College fully integrate the assessment of course and program student learning outcomes (SLOs) into the program review process, including analysis and dialog of results at the department/program level. The team also recommends the College systematically assess the effective use of financial resources and the impact of program changes as a result of implemented program review recommendations. (I.B.1, I.B.3, I.B.6, II.A.1.c, II.A.2.a, II.A.2.e, II.A.2.f, II.B.4, II.C.2, IV.A.2.b, IV.A.5)

- Governance Council/Campus retreat facilitated by Dr. Robert Pacheco in February 2016 on analysis of data
- Modification of Annual Program Review Report and Goal Forms to integrate the assessment of course and program SLOs into the program review process, with form fields to include analysis and dialog of results.
- Modified rubric for evaluating Annual Program Review resource requests
- Additional "SLO Day" added to fall in-service to focus on relevant SLO issues
- Extended Program Review session in fall in-service focusing on new Annual Program Review procedures
- Annual program review process to include an evaluation of the effectiveness of program changes resulting from financial resource allocations; changes in timeline and process of higher-level administrative program review to incorporate impact of financial resources

Recommendation 5

In order to meet the standards and comply with the ACCJC Substantive Change Policy, the team recommends that the College submit a substantive change proposal for the discontinuation of the campus automotive program and a substantive change proposal for the re-established Welding Program offered at an off-site location. (Policy on Substantive Change, II.A.6.b, IV. A.2.b)

- Proposal for Discontinuation of Automotive Program submitted to ACCJC in December 2015; No Substantive Change Report Required
- Draft proposal for the Re-Establishment of the Welding Program at an Off-Site Location submitted to ACCJC in September 2016; Pending decision on whether full report is required

Recommendation 6

In order to meet the standards, the team recommends that the College consistently assess, analyze, and evaluate student learning outcomes for all academic programs and courses. Meaningful SLO data and dialog should be used for continuous improvement of student learning. (I.B.3, II.A.1.c, II.A.2.a, II.A.2.e, II.A.2.f, IV.A.2.b)

- Renowned expert on SLOs Dr. Robert Pacheco has been retained to assist Taft College in the development of procedures addressing SLO assessment, analysis, and associated activities
- Addition of SLO day to fall in-service where specific SLO issues can be addressed
- Training on analysis and interpretation of data provided by Dr. Robert Pacheco during fall 2016 in-service
- Academic Senate and Governance Council discussions of Institutional SLOs procedures and results
- Timelines being developed for assessment of ISLOs
- eLumen software tweaked to add resource allocation report
- “Faculty Fridays” think tank discussions on SLOs and related topics
- Assessment Guide being developed
- Course to program SLOs are being mapped
- Administrative Procedures for SLOs completed
- Assessment timeline for Institution SLOs completed
- Resource allocation model being refined at all steps to improve effectiveness

Recommendation 7

In order to meet the standards, the team recommends that student learning outcomes (SLOs) be communicated to students, including listing them consistently on all course syllabi and approved course outlines. (II.A.1.a, II.A.1.c, III.A.1.c, IV.A.2.b)

- System developed and implemented for Spring 2017 to ensure that every syllabus has correct CSLOs
 - Standard syllabus templates established for Spring 2017 – by dept and/or discipline
 - CSLO data extract created from eLumen
 - Data extract and syllabus templates merged to create reference set for every course
- Division Chairs engaged to track and ensure that all faculty/adjunct are aware of, and use the appropriate template(s)
- Office of Instruction engaged to review all syllabi and coordinate with Division Chairs where completions or corrections are needed