

PALO VERDE COLLEGE

Proficiency Rubric Statement 2

2.1 Meetings, emails, correspondences

2.2 Data collected from pre- and post-test assessments, Business Division, 2006

2.3 Referenced in the Language Arts and Communications Program Review, 2009, p. 16, faculty conducted in 2007 and 2008 group reading assessments of sample student essays: early semester vs. late semester; produced division grading rubric

2.4 Additional examples of assessments: ESL (2006-07), English-Library (2006), mathematics (2007), institution-wide “problems, interventions and assessments” (2010), and EOPS (2006-07)

2.5 *Program Review Guide*, pages 11-13

2.6 Examples of program review initiatives resulting in institutional action:

- Program Review in Automotive Technology, 2008-09, recommendation to hire a vocational counselor to improve counseling services and enhance student success, accomplished, p.12
- Student Services Program Review, 2010, called for better training in DataTel and for implementation of Image Now and Degree Audit, programs that are now used in counseling, p 10
- Language Arts and Communications Program Review, 2010, resulted in improved, coordinated scheduling of basic skills sections in English, math and reading, p. 15
- Alcohol and Drug Studies Program Review, 2009, called for full-time faculty member to manage the program, accomplished, p. 8

2.7 Program review scheduling matrix; draft proposals for template revisions; annual snapshot, implemented as a pilot March 2013

2.8 Sampling of agendas, Flex Days and Institute Days, with SLO presentations

2.9 Evaluation Report, Palo Verde College, March 16-20, 2008, see pages 17, 18

A SAMPLING OF MEETINGS REGARDING SLOS

Thursday, December 13, 2012	Thiebaut, Whittaker and Jones discuss plan for finalizing SLO assessments
Tuesday, January 15, 2013	Business Division, program SLOs
Wednesday, January 16, 2013	Lupita Andrade, ADS course SLOs
Friday, January 18, 2013	A-Team discussion of SLOs and accreditation standards
Tuesday, January 29, 2013	Suzi Woods, Financial Aid learning support SLOs
Wednesday, January 30, 2013	David Silva, SASS division chair, division SLOs
Thursday, January 31, 2013	SASS division, learning support SLOs
Friday, February 01, 2013	Flex day dialogue and breakout into divisions to discuss program SLOs
Tuesday, February 05, 2013	College Council, presentation and discussion of SLOs and other matters
Friday, February 08, 2013	A-Team discussion of SLOs and accreditation standards
Monday, February 11, 2013	Shelley Hamilton, A and R learning support SLOs
Tuesday, February 12, 2013	Academic Senate regular meeting, report on SLO progress
Tuesday, February 12, 2013	Meet with Mike Rhoades and Joe Boire, Professional Technologies
Tuesday, February 12, 2013	Meet with Business Division faculty, program review and SLOs
Wednesday, February 13, 2013	Tench Rivera, DSPS learning support SLOs
Thursday, February 21, 2013	SLO Committee reviews SLO assessment progress
Tuesday, February 26, 2013	Kevin Eoff, Chair, History and social sciences, program and course SLOs
Thursday, February 28, 2013	Faculty staff meeting to review and finalized institutional SLOs

2.2

PROCEDURE TO ASSESS DEGREE- AND PROGRAM-LEVEL STUDENT LEARNING OUTCOMES IN THE BUSINESS DIVISION

Objective: To measure student learning of the Business Division degree- and program level SLO:

- 1. Describe and evaluate critically the role and significance of business in the community and the world. [Alternative SLO: Demonstrate an understanding of basic business principles and processes.]**
- 2. Exhibit multiple skills, including written and oral communication, problem-solving, teamwork and leadership.**

Method: Administer pre-test at the beginning of Spring Semester 2007 and post-test at the end of Spring Semester 2007 in these disciplines: ACC, BUS, MAN, CIS, OFA, and ECO.

Division faculty members will design a scoring rubric for each question and score students' tests. The test assessments will have no effect on students' grades.

Scores at the beginning of the semester will provide division faculty with indications of what components of the degree- and program SLO to emphasize in his or her courses during the semester.

Scores at the end of the semester will be compared to scores at the beginning of the semester to measure learning, and to identify areas on which faculty will focus in future courses.

Directions to Student:

On the lined paper provided you, answer each question to the best of your knowledge. Your participation in this test is required; however, the results will not affect your grade in this course. (Time to Complete: 1 hour)

1. Discuss what is meant by this statement: "Accounting is the language of business."
2. Describe how knowledge of bookkeeping can benefit you in your personal life.
3. Describe the benefits and drawbacks of the computer in business and personal applications.
4. Suppose large reserves of oil were suddenly discovered under the cornfields of Kansas, Nebraska and Iowa. How might this discovery potentially affect the price of gasoline, and why?
5. Read the following sentences and revise them according to effective business standards:
 - a. Congratulations! This is the third time this month the people in Shipping have mixed up a big order. Isn't this a new record?

Revise:

- b. The writer would like to take this opportunity to express special appreciation for the cooperation received from various and sundry staff members in the Human Resources department.

Revise:

- c. The focus of these studies have been in the reduction of turnover.

Revise:

6. What personal attributes make an effective leader?
7. Name three (3) examples of government regulation of business activity, and for each, describe the purpose of such regulation.
8. ABC Company produces a total of 5,000 widgets per month using 3 aging machines that are beginning to show their age, with frequent breakdowns. ABC wants to replace the old machines with 2 new ones that will produce 4,000 widgets each and require less maintenance. The problem is that employees will have to be trained on the new machines, a process that takes valuable time. It is estimated that for each machine it will take employees 4 to 6 weeks during the machine changeover period to be fully trained to operate the machines efficiently.

What would you recommend to the management of ABC Company to maintain maximum productivity during the changeover period?

9. Describe the ethical conflict in this situation and offer a solution to resolve it:

You and Mary are both employees at a company and are friends. Both of you report to Mr. Green, the boss. One day, Mr. Green speaks to you privately. He says that he suspects Mary is cheating on her expense claims and asks you to check on her activities on a day she claims she was at a conference. He asks you not to say anything to Mary about his suspicions. What would you do? Explain why you would choose this course of action.

10. How would you solve the following problem:

The Sales Department of a medium-size company frequently becomes backlogged with orders due to large seasonal fluctuations in the volume of orders during certain times of the year. The company cannot afford to hire new people for the Sales Department, and hiring part-timers (who often lack sufficient training) has not helped the problem. Most orders are handled by telephone, although the company has begun to process orders online. Sales Department personnel prefer working with customers personally on the telephone because they can “work the customer” and thus boost their own sales and commissions.

As the sales manager, you are receiving numerous complaints from customers about long waits on the telephone and slowness in getting orders processed and filled. Many customers are threatening to go to competitor businesses.

Business Division Pre-Test and Post-Test

Assessment Scale

0 = No answer, or answer is unresponsive to the question

1 = Minimum acceptable answer

2 = Adequate answer, with some examples or details

3 = Good answer, complete with examples or details

TO: _____

BUSINESS DIVISION POST-TEST ASSESSMENT

Spring Semester 2007

Directions

1. On the Score Sheet, place your name as the "Reader"
2. Score each question on each test, using the Scoring Rubric indicated on the Score Sheet, that is: 0, 1, 2 or 3.
3. Return tests and completed Score Sheet in the envelope to Brian Thiebaut

Tests # _____ through # _____

Thank you for your valuable help!

BUS DIVISION SLO ASSESSMENT

ID	Student Name	1-Acctg Lang	2- Bookkeep	3- Computer	4-Oil	5-Revise	6-Leader	7-Govt Reg	8- Productive	9-Ethical	10- Compliant	Instructor	Reader	Course	Date
1		2	2	2	3	3	2	3	3	2	2	Martin	Thiebaux	BUS 101	1/31/07
2		3	2	3	2	3	1	3	2	2	3	Martin	Thiebaux		
3		1	1	0	1	0	1	0	2	1	1	Martin	Thiebaux		
4		2	1	1	1	2	2	2	1	1	2	Martin	Thiebaux		
5		1	1	1	2	2	2	1	2	1	3	Martin	Thiebaux		
6		2	1	2	2	3	2	3	2	3	3	Martin	Thiebaux		
7		3	2	1	3	3	2	3	3	3	3	Martin	Thiebaux		
8		2	2	3	2	2	2	3	2	1	1	Martin	Thiebaux		
9		3	3	1	2	2	3	3	2	3	3	Martin	Thiebaux		
10		1	1	3	3	3	2	2	3	2	3	Martin	Thiebaux		
11		1	1	2	1	2	1	3	3	3	2	Martin	Thiebaux		
12												Martin			
13												Martin			
14												Martin			
15												Martin			
16												Martin			
17												Martin			
18												Martin			
19												Martin			
20												Martin			
21												Martin			
22												Martin			
23												Martin			
24												Martin			
25												Martin			
26												Martin			
27												Martin			
28												Martin			
29												Martin			
30												Martin			
31												Martin			
32												Martin			
33												Martin			

BUS DIVISION SLO ASSESSMENT

ID	Student Name	1-Acctg Lang	2- Bookkeep	3- Computer	4-Oil	5-Revise	6-Leader	7-Govt Reg	8- Productive	9-Ethical	10- Complaint	Instructor	Reader	Course	Date
34												Martin			
35												Martin			
36												Martin			
37												Martin			
38		1	1	2	1	2	1	0	1	2	1	Gaubeca	Thiebaux	ACC 101	
39		1	2	2	1	0	2	2	3	0	0	Gaubeca	Thiebaux		
40		1	2	2	2	2	1	3	1	2	1	Gaubeca	Thiebaux		
41		3	2	2	1	2	1	0	2	2	2	Gaubeca	Thiebaux		
42		1	1	1	1	1	1	0	1	1	0	Gaubeca	Thiebaux		
43		2	3	2	2	1	2	3	3	2	3	Gaubeca	Thiebaux		
44		1	1	2	1	2	2	1	1	2	2	Gaubeca	Thiebaux		
45		3	2	3	2	0	3	3	1	3	0	Gaubeca	Thiebaux		
46		2	1	3	3	3	2	3	3	3	3	Gaubeca	Thiebaux		
47												Gaubeca			
48												Gaubeca			
49												Gaubeca			
50												Gaubeca			
51												Gaubeca			
52												Gaubeca			
53												Gaubeca			
54												Gaubeca			
55												Gaubeca			
56												Gaubeca			
57												Gaubeca			
58												Gaubeca			
59												Gaubeca			
60												Gaubeca			
61												Gaubeca			
62												Gaubeca			
63												Gaubeca			
64												Gaubeca			
65												Gaubeca			

BUS DIVISION SLO ASSESSMENT

ID	Student Name	1-Acctg Lang	2- Bookkeep	3- Computer	4-Oil	5-Revise	6-Leader	7-Govt Reg	8- Productive	9-Ethical	10- Complaint	Instructor	Reader	Course	Date
66												Gaubeca			
67												Gaubeca			
68												Gaubeca			
69												Gaubeca			
70															
71															
72															
73															
1		2	2	3	3	3	3	2	3	2	2		Jones		
2															
3															
4															
5															
6															
7															
8															
9															
10															

Draft: April 14, 2010

LANGUAGE ARTS AND COMMUNICATION STUDIES DIVISION
PROGRAM REVIEW 2009-10

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Division Faculty Members:

Sioux Stoeckle, Division Chair, English
Teh-Min Brown, Reading, English
Richard Castillo, English
Leticia Guilin, ESL, Spanish
Dennese Lilley-Edgerton, Speech, English
Carlos Medina, Spanish
Robert Robertson, English
Brian Thieboux, English, Business

the day. However, the Writing Lab is open at least one evening per week to accommodate students who have other daytime obligations.

B. How Scheduling Optimizes Student Learning

1. The Basic Skills students generally do poorly when taking courses via correspondence or ITV. For this reason, the ENG 080, 081, and 082 classes in Blythe and Needles are only offered face-to-face. The Distance Education version of ENG 081 (ENG 095) has been discontinued, and community students are discouraged from enrolling in ENG 096, the DE version of ENG 082.

2. By carefully planning the schedule of reading, writing, lab, and math courses, the college is able to group Basic Skills students into cohorts. Such groupings are labeled learning communities, which may optimize student learning. However, the college cannot force students to take all of the listed courses in a learning community, and it does not possess the resources nor enrollment to provide both learning community sections and non-learning community sections of these classes. At a minimum, the cooperatively created schedule of Basic Skills courses does result in closer attention to and tracking of student progress by faculty in the different disciplines.

✓ VI. Student Learning Outcomes

A. Process

1. Faculty members have participated in multiple Flex Day and other internal/external workshops and discussions concerning Student Learning Outcomes following the start of the College's Accreditation process in 2007.

2. The program faculty members have incorporated learning outcomes into all course syllabi. The learning outcomes match those in the approved course outline of record.

3. Faculty have assessed student learning in various ways, including the use of grading rubrics for essays submitted throughout the semester and evaluated for trends in various rubric components, i.e., thesis statement, grammar and punctuation, unity. As learning deficiencies become evident, teaching emphasis may adjust to address those deficiencies.

4. Division faculty conducted, in 2007 and 2008, two group readings of sample student essays per semester, and evaluated results as per division-adopted grading rubric. The essays represented work done early in the selected semester and work done late in the same semester. Assessment aimed at improvements in various aspects, such as thesis, grammar, unity, in student writing. First readings examined samples from developmental as well as college-level courses. In this case, the wide range of writing ability appeared too great to permit meaningful assessment. Second readings focused exclusively on samples from ENG 101 and above. ✓

B. Program Improvements

1. Because the division faculty seeks to identify writing as a degree-level learning outcome and to encourage other departments and divisions to incorporate writing more rigorously into their curricula, continuous improvement in teaching methods and assessment is considered of particular importance.
2. Division faculty continue to improve techniques at the course level for teaching and assessing writing.
3. Division faculty routinely collect writing samples for all course levels for use in evaluating student learning outcomes.

VII. Program and Course Coverage

A. Course Coverage by Full- and Part-Time Faculty

1. There are sufficient full-time faculty at the Blythe main campus to cover developmental writing courses.
2. The Needles Center has no full-time faculty members at this time; however, each semester the Center offers at least one pre-collegiate level writing course taught by local adjunct instructors. ENG099 has been successfully offered via ITV, taught by full-time faculty based in Blythe.

A. Plans to Improve Coverage

1. Current fiscal conditions have resulted in reliance on part-time/adjunct faculty, particularly at the Needles Center. If enrollment grows at the Needles Center, the College must evaluate the need for additional instructors.
2. The division has begun to move actively towards development of on-line ENG 099 courses. Faculty members have determined that students enrolled in classes below ENG 099 should remain in the classroom environment for improved access to teacher assistance.

VIII. Professional Development

A. Specific Activities

1. Currently, Division members are conserving college resources by participating in professional development activities that do not require travel. Examples are web seminars ("webinars") and on-campus Flex Day and Institute Day events. Most instructors maintain membership in state and national organizations dedicated to the improvement of instruction in language arts.

B. Areas of Unmet Professional Development Needs

The continuing absence of state funds for professional development continues to represent a challenge, with division members being forced to sharply curtail conference attendance and other types of professional development activities.

IX. Student Performance and Completion

INITIAL ESSAY ASSESSMENT FOR SPRING 2009					5	5	5	5	5	5	25	5.00	100.00%	FINAL ESSAY ASSESSMENT FOR SPRING 2009		5
Student	Instructor	Course	I.D.	Thesis	Evidence	Organization	Unity	Grammar	Total	Scale	Average	Student	Instructor			
Adame Alexia	Brown	ENG 101	Student 1	4	3	3	4	2	16	3.20	64.00%	Adame Alexia	Brown			
Alvarado Patricia	Brown	ENG 101	Student 2	3	4	4	5	2	18	3.60	72.00%	Alvarado Patricia	Brown			
Bejarano Carmen	Stoeckle	ENG 101	Student 3	2	2	3	3	2	12	2.40	48.00%	Bejarano Carmen	Stoeckle			
Braxmeier Kurt	Brown	ENG 101	Student 4	5	4	4	5	3	21	4.20	84.00%	Braxmeier Kurt	Brown			
Caballero Marissa	Brown	ENG 101	Student 5	2	3	3	3	2	13	2.60	52.00%	Caballero Marissa	Brown			
Douglas Atanasia	Stoeckle	ENG 101	Student 6	3	2	2	4	2	13	2.60	52.00%	Douglas Atanasia	Stoeckle			
Escobedo Erik	Stoeckle	ENG 101	Student 7	5	5	4	5	3	22	4.40	88.00%	Escobedo Erik	Stoeckle			
Farmer Calandra	Brown	ENG 101	Student 8	5	3	3	4	3	18	3.60	72.00%	Farmer Calandra	Brown			
Farrance Amy	Stoeckle	ENG 101	Student 9	5	3	1	2	2	13	2.60	52.00%	Farrance Amy	Stoeckle			
Garcia Julieta	Brown	ENG 101	Student 30	NS	NS	NS	NS	NS	NS	NS	NS	Garcia Julieta	Brown			
Gonzalez Juan	Stoeckle	ENG 101	Student 10	4	4	4	3	2	17	3.40	68.00%	Gonzalez Juan	Stoeckle			
Gracia Adriana	Brown	ENG 101	Student 11	4	4	4	4	2	18	3.60	72.00%	Gracia Adriana	Brown			
Huerta Dolores	Stoeckle	ENG 101	Student 12	5	4	4	5	4	22	4.40	88.00%	Huerta Dolores	Stoeckle			

Langevin Kara	Stoeckle	ENG 101	Student 13	5	3	5	4	22	4.40	88.00%	Langevin Kara	Stoeckle
Lind Sara	Stoeckle	ENG 101	Student 14	4	4	4	3	20	4.00	80.00%	Lind Sara	Stoeckle
Lomax Whitney	Stoeckle	ENG 101	Student 15	5	4	3	3	20	4.00	80.00%	Lomax Whitney	Stoeckle
Mendez Cassie	Stoeckle	ENG 101	Student 16	4	3	4	2	18	3.60	72.00%	Mendez Cassie	Stoeckle
Morris Britton	Stoeckle	ENG 101	Student 17	4	3	4	4	20	4.00	80.00%	Morris Britton	Stoeckle
Munoz Claudia	Brown	ENG 101	Student 18	4	5	5	1	18	3.60	72.00%	Munoz Claudia	Brown
Pham Johnny	Brown	ENG 101	Student 19	4	3	4	3	19	3.80	76.00%	Pham Johnny	Brown
Rodriguez Leticia	Stoeckle	ENG 101	Student 29	NS	NS	NS	NS	NS	NS	NS	Rodriguez Leticia	Stoeckle
Rogers Brandon	Brown	ENG 101	Student 20	3	2	4	3	14	2.80	56.00%	Rogers Brandon	Brown
Soto Alicia	Stoeckle	ENG 101	Student 21	5	4	5	3	21	4.20	84.00%	Soto Alicia	Stoeckle
Spears Brandon	Stoeckle	ENG 101	Student 22	5	3	4	2	18	3.60	72.00%	Spears Brandon	Stoeckle
Tellez Gabrielle	Stoeckle	ENG 101	Student 23	5	3	5	2	18	3.60	72.00%	Tellez Gabrielle	Stoeckle
Tenorio Michael	Stoeckle	ENG 101	Student 24	5	4	5	3	21	4.20	84.00%	Tenorio Michael	Stoeckle
Tipton Dustin	Stoeckle	ENG 101	Student 25	2	3	4	2	14	2.80	56.00%	Tipton Dustin	Stoeckle
Uribe Erin	Stoeckle	ENG 101	Student 26	5	3	4	2	18	3.60	72.00%	Uribe Erin	Stoeckle
Williams Emily	Brown	ENG 101	Student 27	5	3	4	3	20	4.00	80.00%	Williams Emily	Brown
Zarate Edward	Stoeckle	ENG 101	Student 28	5	4	4	1	18	3.60	72.00%	Zarate Edward	Stoeckle

ENG 103 Summer 2009	Essay 1	Essay 2	Essay 3	Essay 4	Essay 5	Essay 6
DeSantiago	80	96	84	92	100	100
Douglas	76	76	76	80	80	92
Campbell	100	100	80	100	96	
Flores	96	96	92	72	88	80
Mendoza	96	100	96	100	100	100
Niccoli	100	100	100	100	100	100
Ortega	84	88	92	92	96	92
Prieto	88	96	80	76	76	80
Rey	84	84	100	96	100	100
Rodriguez	68	88	80	84	96	80
St. Rose	60	76	76	72	92	84
Strickland	80	88	80	100	92	100
Velasco	96	100	96	92	96	100
	1108	1188	1132	1156	1212	1108
Average	85.23	91.38	87.08	88.92	93.23	92.33

Name--Essay 1	Thesis		Ev/Supp		Org		Unity		Gramm	
	Draft	Final	Draft	Final	Draft	Final	Draft	Final	Draft	Final
Aguayo, Claudia	5	5	3	4	3	4	3	4	3	3
Brown, Timothy	5	5	4	5	4	5	4	5	4	4
Castillo, Monica	5	4	3	5	3	4	4	4	3	3
Crane, Mario	5	5	4	5	3	4	4	5	2	3
Dicini, Sharene	4	5	5	5	4	5	5	5	4	4
Farfan, Edgar	5	5	4	5	4	5	4	5	4	4
Gomez, Karina	5	5	5	5	5	5	4	5	3	4
Pena, Kiralina	5		3		4		4		3	
Rodriguez, Rafael	4	4	4	4	3	4	3	4	3	4
Vallin, Daniel	5	5	4	5	5	5	4	5	3	4
Yoakum, Justin	4	5	4	4	4	5	4	5	4	3
Youso, Jessica	5	5	4	5	5	5	4	5	3	4

Name--Essay 2	Thesis		Ev/Supp		Org		Unity		Gramm	
	Draft	Final	Draft	Final	Draft	Final	Draft	Final	Draft	Final
Aguayo, Claudia	4	4	4	4	4	5	3	4	3	4
Brown, Timothy	5	5	5	5	5	5	5	5	4	5
Castillo, Monica	4	4	3	4	3	4	4	4	3	4
Crane, Mario	5	5	4	5	3	4	3	4	3	4
Dicini, Sharene	4	5	3	4	4	5	4	4	3	4
Farfan, Edgar	5	5	4	5	5	5	4	4	3	5
Gomez, Karina	5	5	5	5	4	5	4	5	3	4
Pena, Kiralina	3	5	3	4	4	4	4	4	3	4
Rodriguez, Rafael	3	4	3	4	3	4	4	4	3	4
Vallin, Daniel	5		5		5		5		4	
Yoakum, Justin	3	3	4	4	4	5	5	5	4	4
Youso, Jessica	5	5	4	5	4	5	5	5	3	4

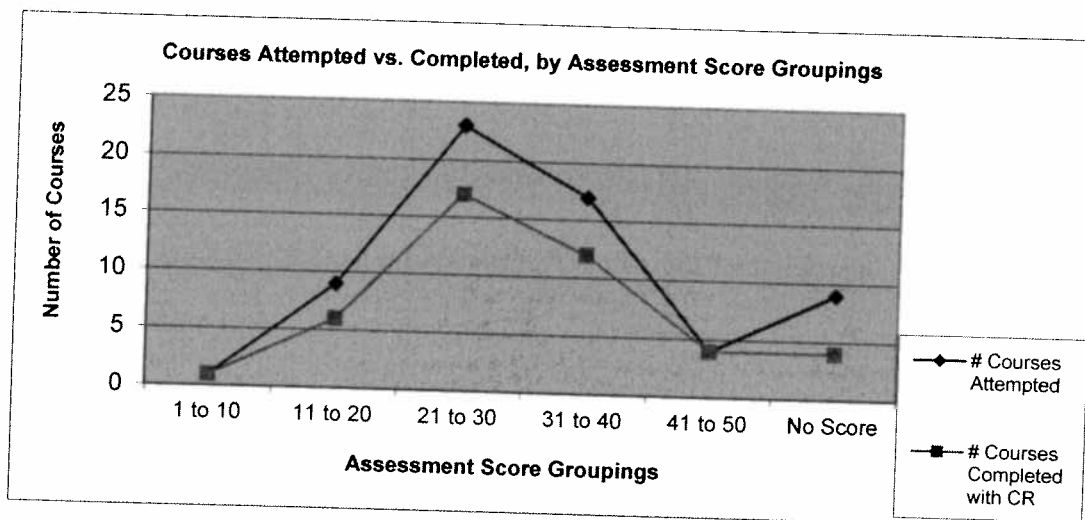
Name - Essay 3	Thesis		Ev/Supp		Org		Unity		Gramm	
	Draft	Final	Draft	Final	Draft	Final	Draft	Final	Draft	Final
Aguayo, Claudia	4	4	4	4	5	5	5	5	3	4
Brown, Timothy	5	5	5	5	5	5	5	5	5	5
Castillo, Monica	3	4	4	4	4	4	4	4	3	4
Crane, Mario	5	5	4	5	4	5	4	5	3	5
Dicini, Sharene	4	4	3	4	4	4	3	4	4	5
Farfan, Edgar		5		5		4		5		4
Gomez, Karina	5	5	5	5	5	5	5	5	4	5
Pena, Kiralina	4	4	3	4	4	4	4	4	3	4
Rodriguez, Rafael	4	4	3	4	4	4	4	5	3	4
Vallin, Daniel	5	5	4	5	5	4	5	5	4	5
Yoakum, Justin	4	4	4	4	3	4	4	4	3	5
Youso, Jessica		5		5		5		5		5

ESL PROGRAM, 2006-07
PRELIMINARY SUMMARY OF DATA

2.4

# Students in the study	102	
# Students with assessment scores	85	
# Students with scores not attempting a course	29	
# Students attempting at least one course	71	
# Students attempting two courses		
# Students attempting more than two courses		
# Students not attempting any course	31	
Fall 06--Courses attempted	63	100%
Fall 06--Courses completed with CR	44	70%
Fall 06--Courses completed with NC	16	25%
Fall 06--Courses completed with W	3	5%

Assessment Score Groupings	# Courses Attempted	# Courses Completed with CR	# Courses with W
1 to 10	1	1	0
11 to 20	9	6	0
21 to 30	23	17	1
31 to 40	17	12	1
41 to 50	4	4	0
No Score	9	4	1



Pre-test. This will not be graded. Do this BEFORE class.

Name: _____

For S. Stoeckle's English 99 class, October 17, 2006, Librarian: J. Turner

- 1) When conducting online research, the word "or" placed between keywords will broaden or narrow a search?

Broaden _____ Narrow _____ Don't know _____

Answer: Broaden

- 2) The word "and" between keywords will narrow or broaden a search?

Broaden _____ Narrow _____ Don't know _____

Answer: Narrow

- 3) I may look up books in the library's online catalog from any computer on campus or off campus.

True _____ False _____ Don't know _____

Answer: True

- 4) If I need a certain book that's unavailable in the library, the library staff will try to borrow it from another library through the inter-library loan service.

True _____ False _____ Don't know _____

Answer: True

- 5) From the Palo Verde College Library's website, I can access...

- a) the library's online catalog
- b) online journal articles
- c) online reference books
- d) online databases
- e) only a and b
- f) all of the above

Answer: F (which I should have put before e)

- 6) When I'm not on campus, I can still access the online library resources if I have the passwords.

True _____ False _____

Answer: True

Date of library seminar: October 17, 2006

Student ID	Pre-test						Overall
	1-or	2-and	3-look up	4-inter-loan	5-access	6-passw	
1	0	0	1	1	0	1	3
2	1	1	1	1	1	1	6
3	1	0	1	1	1	1	5
4	0	0	0	1	1	1	3
5	1	0	1	1	0	1	4
6	0	1	1	1	1	1	5
7	1	0	1	1	1	1	5
8	0	0	1	1	1	0	3
9	0	0	0	1	1	0	2
10	1	1	1	1	1	1	6
11	1	1	1	1	1	1	6
12	1	1	1	1	1	1	6
13	1	1	1	1	1	1	6
14	0	0	0	1	1	0	2
15	1	1	0	1	1	0	4
16	0	1	1	1	1	1	5
Tot	9	8	12	16	14	12	54
Div by 16	56%	50%	75%	100%	88%	75%	56%
Student ID	Post-test						Overall
	1-or	2-and	3-look up	4-inter-loan	5-access	6-passw	
1	0	0	1	1	1	1	4
2	0	0	0	0	0	0	0
3	1	1	0	1	0	1	4
4	1	1	1	1	1	1	6
5	1	1	1	1	1	1	6
6	1	1	1	1	1	1	6
7	1	1	1	1	1	1	6
8	1	1	1	1	1	1	6
9	1	1	1	1	1	1	6
10	1	1	1	1	1	0	5
11	1	1	1	1	1	1	6
12	1	1	1	1	1	1	6
13	1	1	1	1	1	1	6
14	1	1	1	1	1	1	6
15	1	1	1	1	1	1	6
16	0	0	0	1	1	1	3
Tot	13	13	13	15	14	14	82
Div by 16	81%	81%	81%	94%	88%	88%	85%

Spring, 2007 -- MAT 084 Sec. 1, 12:00p-2:50p TTh
Elementary Algebra w/lab

Student No.	Names	Pre-test Questions													
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14
1	5446 Anderson, Camrron														
2	71463 Bordenave, Cassaundra														
3	12452 Burrola, Michelle	1.0	1.0	1.0	1.0	1.0	0.0	0.0	1.0	1.0	0.0	1.0	0.0	1.0	1.0
4	50132 Coleman, Toshun														
5	74295 Greene, Donnie	0.0	1.0	1.0	1.0	1.0	0.0	1.0	1.0	1.0	0.0	1.0	0.0	0.0	1.0
6	26364 Johnson, Ezat	0.0	1.0	1.0	0.0	0.0	1.0	1.0	0.0	0.0	1.0	1.0	0.0	1.0	0.0
7	15125 King-Hemstreet, Carol	1.0	1.0	1.0	0.0	1.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.0
8	13654 Lopez, Linda														
9	6443 Lule, Leslie	1.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	1.0	1.0	0.0	0.0
10	69776 McCracken, Christa														
11	16719 Mendez III, Ramiro	1.0	1.0	1.0	1.0	1.0	0.0	0.0	0.0	1.0	1.0	1.0	0.0	0.0	0.0
12	16649 Pena, Martin	1.0	1.0	1.0	0.0	1.0	1.0	0.0	1.0	1.0	1.0	1.0	0.0	1.0	1.0
13	13905 Pinon, Angelica	1.0	1.0	1.0	1.0	1.0	0.0	1.0	0.0	1.0	1.0	1.0	1.0	0.0	0.0
14	499 Pinon, Elsa	1.0	1.0	1.0	1.0	0.0	0.0	0.0	0.0	1.0	0.0	1.0	0.0	0.0	0.0
15	52292 Reed, Gracie	1.0	0.0	1.0	1.0	0.0	0.0	1.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0
16	3365 Vargas, Arianna														
17	14049 Vibanco, Christine	1.0	1.0	1.0	1.0	0.0	1.0	0.0	0.0	1.0	0.0	1.0	0.0	0.0	0.0
18	63598 Walker, DaiJunae														
19	66233 Williams, Josette	0.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.0	1.0	1.0	0.0	0.0
Average by question		75.0%	83.3%	91.7%	66.7%	58.3%	41.7%	41.7%	33.3%	83.3%	33.3%	83.3%	25.0%	33.3%	25.0%

[illegible]

9	6443 Lule, Leslie	1.0	0.0	1.0	0.0	1.0	1.0	1.0	1.0	0.0	0.0	1.0	0.0	1.0	1.0
10	69776 McCracken, Christa														
11	16719 Mendez III, Ramiro	1.0	0.0	1.0	1.0	1.0	0.0	0.0	1.0	1.0	1.0	1.0	0.0	0.0	0.0
12	16649 Pena, Martin														
13	13905 Pinon, Angelica	1.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	1.0	1.0
14	499 Pinon, Elsa														
15	52292 Reed, Gracie	1.0	0.0	1.0	1.0	1.0	1.0	0.0	1.0	1.0	1.0	1.0	0.0	1.0	0.0
16	3365 Vargas, Arianna	1.0	0.0	1.0	1.0	1.0	1.0	0.0	1.0	1.0	0.0	1.0	0.0	0.0	1.0
17	14049 Vibanco, Christine	1.0	0.0	1.0	1.0	1.0	1.0	0.0	1.0	1.0	0.0	1.0	0.0	1.0	0.0
18	63598 Walker, DaiJunae														
19	66233 Williams, Josette	0.0	0.0	1.0	1.0	1.0	0.0	0.0	1.0	1.0	0.0	0.0	0.0	0.0	1.0
Average by question		88.9%	11.1%	####	88.9%	####	77.8%	22.2%	####	88.9%	55.6%	77.8%	11.1%	66.7%	44.4%

Those that took both tests

Pre-test Questions

		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14
3	12452 Burrola, Michelle	1.0	1.0	1.0	1.0	1.0	0.0	0.0	1.0	1.0	0.0	1.0	0.0	1.0	1.0
9	6443 Lule, Leslie	1.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	1.0	1.0	0.0	0.0
11	16719 Mendez III, Ramiro	1.0	1.0	1.0	1.0	1.0	0.0	0.0	0.0	1.0	1.0	1.0	0.0	0.0	0.0
13	13905 Pinon, Angelica	1.0	1.0	1.0	1.0	1.0	0.0	1.0	0.0	1.0	1.0	1.0	1.0	0.0	0.0
15	52292 Reed, Gracie	1.0	0.0	1.0	1.0	0.0	0.0	1.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0
17	14049 Vibanco, Christine	1.0	1.0	1.0	1.0	0.0	1.0	0.0	0.0	1.0	0.0	1.0	0.0	0.0	0.0
19	66233 Williams, Josette	0.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.0	1.0	1.0	0.0	0.0
Average by question		85.7%	71.4%	85.7%	85.7%	57.1%	28.6%	42.9%	28.6%	####	28.6%	85.7%	42.9%	14.3%	14.3%

Post-test Questions

		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14
3	12452 Burrola, Michelle	1.0	1.0	1.0	1.0	1.0	1.0	0.0	1.0	1.0	1.0	0.0	0.0	1.0	0.0
9	6443 Lule, Leslie	1.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	1.0	1.0	0.0	0.0
11	16719 Mendez III, Ramiro	1.0	0.0	1.0	1.0	1.0	0.0	0.0	1.0	1.0	1.0	1.0	0.0	0.0	0.0
13	13905 Pinon, Angelica	1.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	1.0	1.0
15	52292 Reed, Gracie	1.0	0.0	1.0	1.0	1.0	1.0	0.0	1.0	1.0	1.0	1.0	0.0	1.0	0.0
17	14049 Vibanco, Christine	1.0	0.0	1.0	1.0	1.0	1.0	0.0	1.0	1.0	0.0	1.0	0.0	1.0	0.0
19	66233 Williams, Josette	0.0	0.0	1.0	1.0	1.0	0.0	0.0	1.0	1.0	0.0	0.0	0.0	0.0	1.0

Average by question

85.7% 14.3% ##### ##### ##### 71.4% 28.6% ##### ##### 57.1% 71.4% 14.3% 57.1% 28.6%

Percent change

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14
0.0%	-80.0%	16.7%	16.7%	75.0%	#####	#####	#####	0.0%	100.0%	#####	-66.7%	#####	100.0%

Q15	Q16	Q17	Q18	Q19	Avg.
0.0	0.0	0.0	0.0	1.0	57.9%
1.0	0.0	0.0	0.0	0.0	52.6%
1.0	0.0	0.0	0.0	1.0	47.4%
0.0	0.0	0.0	0.0	0.0	31.6%
1.0	0.0	0.0	0.0	1.0	63.2%
1.0	0.0	0.0	0.0	0.0	47.4%
0.0	0.5	0.0	0.0	1.0	65.8%
1.0	0.0	0.0	0.0	1.0	63.2%
0.0	0.0	0.0	0.0	0.5	34.2%
0.0	0.0	0.0	0.0	1.0	31.6%
1.0	0.0	0.0	0.0	0.0	42.1%
1.0	0.0	0.0	0.0	0.0	26.3%
58.3%	4.2%	0.0%	0.0%	54.2%	

Q15	Q16	Q17	Q18	Q19	Avg.
1.0	0.0	1.0	0.0	0.0	68.4%
1.0	1.0	0.0	0.0	1.0	68.4%

1.0	1.0	0.0	0.0	1.0	63.2%
1.0	0.0	0.0	0.0	0.0	47.4%
1.0	0.0	0.0	0.0	1.0	73.7%
0.0	0.0	0.0	0.0	0.5	55.3%
1.0	0.0	0.0	0.0	1.0	57.9%
0.0	0.0	0.0	0.0	0.5	50.0%
0.0	0.5	0.0	0.0	0.5	36.8%
66.7%	27.8%	11.1%	0.0%	61.1%	

Q15	Q16	Q17	Q18	Q19	Avg.
0.0	0.0	0.0	0.0	1.0	57.9%
1.0	0.0	0.0	0.0	1.0	63.2%
1.0	0.0	0.0	0.0	0.0	47.4%
1.0	0.0	0.0	0.0	1.0	63.2%
0.0	0.0	0.0	0.0	1.0	31.6%
1.0	0.0	0.0	0.0	0.0	42.1%
1.0	0.0	0.0	0.0	0.0	26.3%
71.4%	0.0%	0.0%	0.0%	57.1%	

Q15	Q16	Q17	Q18	Q19	Avg.
1.0	1.0	0.0	0.0	1.0	68.4%
1.0	0.0	0.0	0.0	1.0	63.2%
1.0	0.0	0.0	0.0	0.0	47.4%
1.0	0.0	0.0	0.0	1.0	73.7%
0.0	0.0	0.0	0.0	0.5	55.3%
0.0	0.0	0.0	0.0	0.5	50.0%
0.0	0.5	0.0	0.0	0.5	36.8%

57.1% 21.4% 0.0% 0.0% 64.3%

Q15	Q16	Q17	Q18	Q19
####	#DIV/0!	####	####	12.5%

Pre-test




Pretest & Post-test Data

Math - 083

Spring 07

Pre-test Data

Name	Q1	Q2	Q4	Q5	Q6	Q11	Q3	Q7	Q8	Q9	Q10	Q12	Q13	Q14	Q17	Q18	Q15	Q16	Q19	Q20	Total	Results			
																						Comp.	Reas.	Applic.	Score
1 Alicia	2	0	0	2	0	0	2	2	0	2	2	2	2	0	0	0	0	2	0	1	19	33.3%	50.0%	25.0%	39.6%
2 Amy	2	0	0	2	0	0	2	0	0	0	0	2	2	0	0	0	0	0	0	0	10	33.3%	25.0%	0.0%	20.8%
3 Arthur	2	0	0	2	0	0	2	0	0	0	0	2	2	0	0	0	0	2	0	3	15	33.3%	25.0%	41.7%	31.3%
4 Bridget	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	4	6	8.3%	0.0%	41.7%	12.5%
5 Cecilia	2	0	0	2	0	0	2	0	0	0	0	2	2	2	0	0	0	2	0	0	14	33.3%	33.3%	16.7%	29.2%
6 Chris	2	0	0	0	0	0	2	0	0	2	0	0	0	0	0	0	0	2	2	0	10	16.7%	16.7%	33.3%	20.8%
7 Christina	1	0	0	2	0	0	0	2	0	2	0	0	0	0	0	0	0	0	1	0	8	25.0%	16.7%	8.3%	16.7%
8 Justin	2	0	0	2	0	0	2	2	2	0	0	2	0	0	0	0	0	0	0	4	16	33.3%	33.3%	33.3%	33.3%
9 Lupe	2	2	0	2	0	0	2	2	0	2	0	0	0	0	0	0	0	0	0	0	12	50.0%	25.0%	0.0%	25.0%
10 Miranda	2	0	0	2	2	0	2	2	0	0	0	2	0	0	0	0	0	0	0	0	12	50.0%	25.0%	0.0%	25.0%
11 Nora	2	0	0	0	0	0	2	0	2	0	0	2	0	0	0	0	0	0	0	0	12	16.7%	33.3%	16.7%	25.0%
12 Olga	1	0	2	2	0	0	2	0	0	0	2	0	0	0	0	0	0	2	0	0	11	41.7%	16.7%	16.7%	22.9%
13 Saul	2	0	2	0	0	0	2	0	0	2	0	0	0	0	0	0	2	2	0	0	12	33.3%	16.7%	33.3%	25.0%
14 Tawni	2	0	0	2	0	0	2	2	0	2	0	2	0	0	0	0	0	2	0	0	14	33.3%	33.3%	16.7%	29.2%
15 Yesenia	1	2	2	0	0	2	0	2	0	0	0	2	0	0	0	0	0	2	0	0	13	58.3%	16.7%	16.7%	27.1%
Poss. points	2	2	2	2	2	2	2	2	2	2	2	2	2	2	4	4	2	2	4	4	48	12	24	12	

Legends:  - Computational skills
 - Reasoning skills
 - Application skills

Note: Results are defined as (earned points) / (possible points).

Mean--: 33.3% 24.4% 20.0% 25.6%

Post-test




Pretest & Post-test Data

Math - 083

Spring 07

Post-test Data

Name	Q1	Q2	Q4	Q5	Q6	Q11	Q3	Q7	Q8	Q9	Q10	Q12	Q13	Q14	Q17	Q18	Q15	Q16	Q19	Q20	Total	Comp.	Reas.	Applic.	Score
1 Alicia	2	0	2	2	2	0	2	0	0	2	2	2	0	2	0	4	0	0	1	3	26	66.7%	58.3%	33.3%	54.2%
2 Amanda	0	2	2	2	2	2	2	2	2	2	2	0	2	2	0	1	0	2	0	3	30	83.3%	62.5%	41.7%	62.5%
3 Amy	2	0	2	2	0	0	2	0	0	2	2	2	0	2	4	0	2	0	1	0	23	50.0%	58.3%	25.0%	47.9%
4 Arthur	2	2	0	2	2	2	0	0	0	0	2	2	0	2	0	3	0	2	0	4	25	83.3%	37.5%	50.0%	52.1%
5 Cecilia	2	2	0	2	2	0	0	0	0	0	2	0	2	0	0	2	0	2	0	4	20	66.7%	25.0%	50.0%	41.7%
6 Christina	2	0	2	0	2	0	0	0	0	2	2	0	2	0	1	1	0	0	0	0	14	50.0%	33.3%	0.0%	29.2%
7 David	2	2	2	2	0	2	2	0	2	2	2	2	0	2	2	2	0	2	1	4	33	83.3%	66.7%	58.3%	68.8%
8 Lupe	2	2	2	2	0	2	2	0	2	2	2	0	2	2	2	0	2	2	1	4	33	83.3%	66.7%	58.3%	68.8%
9 Miranda	0	0	2	0	0	0	2	0	0	0	0	2	0	2	4	0	2	2	0	0	28	83.3%	58.3%	33.3%	58.3%
10 Nora	2	0	2	2	2	0	2	0	2	0	2	0	0	2	0	4	0	2	0	4	18	16.7%	41.7%	50.0%	37.5%
11 Richard	2	0	0	2	2	0	2	0	2	2	0	2	0	2	3	0	0	2	0	4	22	66.7%	41.7%	33.3%	45.8%
12 Twini	2	0	2	2	2	0	2	0	0	2	0	0	0	0	0	3	0	0	0	1	25	50.0%	54.2%	50.0%	52.1%
Poss. points	2	2	2	2	2	2	2	2	2	2	2	2	2	2	4	4	2	2	4	4	48	66.7%	29.2%	8.3%	33.3%
																						12	24	12	

Legends:  - Computational skills
 - Reasoning skills
 - Application skills

Note: Results are defined as (earned poits) / (possible points).

Mean--> 63.9% 47.2% 36.1% 48.6%

Performance

Pretest & Post-test Data

Math - 083

Spring 07

	Name	Pre-Test				Post test				Improvement			
		Comp.	Reas.	Appl.	Total	Comp.	Reas.	Appl.	Total	Comp.	Reas.	Appl.	Total
1	Alicia	4	12	3	19	8	14	4	26	100%	17%	33%	37%
2	Amy	4	6	0	10	6	14	3	23	50%	133%	300%	130%
3	Arthur	4	6	5	15	10	9	6	25	150%	50%	20%	67%
4	Cecilia	4	8	2	14	8	6	6	20	100%	-25%	200%	43%
5	Christina	3	4	1	8	6	8	0	14	100%	100%	-100%	75%
6	Lupe	6	6	0	12	10	14	4	28	67%	133%	400%	133%
7	Miranda	6	6	0	12	2	10	6	18	-67%	67%	600%	50%
8	Nora	2	8	2	12	8	10	4	22	300%	25%	100%	83%
9	Bwni	4	8	2	14	8	7	1	16	100%	-13%	-50%	14%

Note: Improvement is defines as $[(\text{post-test}) - (\text{pre-test})] / (\text{pre-test})$.

Division of History, Social/Behavioral Sciences Research Competency
Rubric CHD 140 Fall 2006 n=14

5= exemplary, 4 = good, 3= adequate, 2 = fair, 1= needs improvement, 0 = not evident

Planning 5 4 3 2 1 0

2.75 Researcher(s) formulated a clearly stated hypothesis, question, or tentative thesis.

Gathering 5 4 3 2 1 0

2.0 Researcher(s) gathered information from a full range of quality electronic and print sources

3.0 used effective search strategies for locating information

2.50 used appropriate search tools, data bases, and primary sources

0.0667 consulted balanced resources (print, journals, and web sites)

Organizing 5 4 3 2 1 0

1.917 Researcher(s) processed and synthesized ideas and information from various sources to answer question or prove thesis.

1.50 paraphrased effectively

1.417 integrated researcher's ideas, "quotable" quotations, and paraphrased smoothly

1.50 synthesized information to convey new understanding (researcher's voice)

1.833 used effective supporting evidence

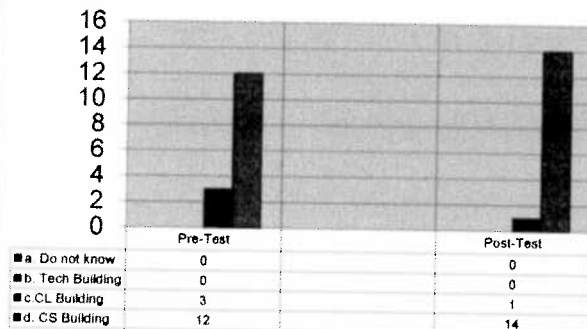
Documenting 5 4 3 2 1 0

2.417 Researcher(s) used information ethically

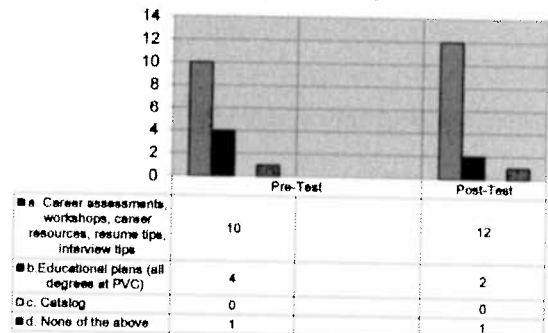
0.0667 credited ideas, text, graphics, media to source

TRANSFER AND CAREER CENTER SLO'S FOR FALL 2007

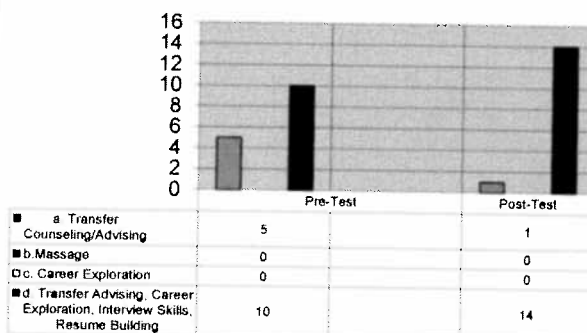
Where is the Transfer & Career Center Located?



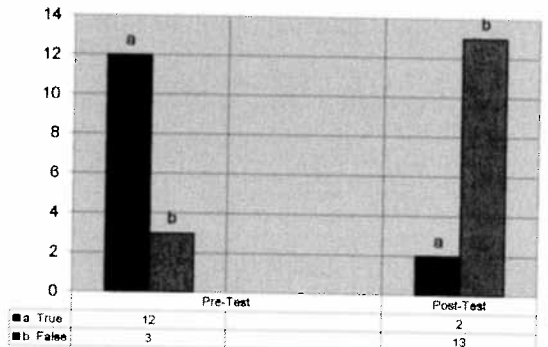
The Transfer & Career Center website offers information on the following



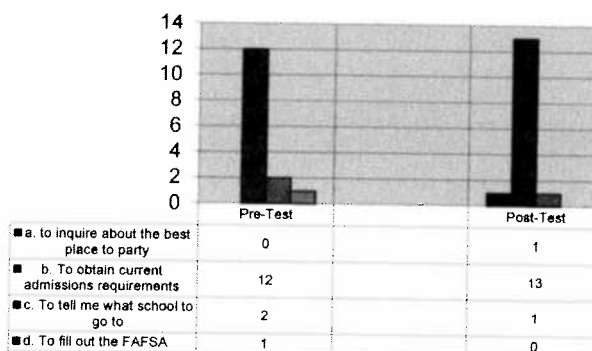
What services does the Transfer & Career Center provide?



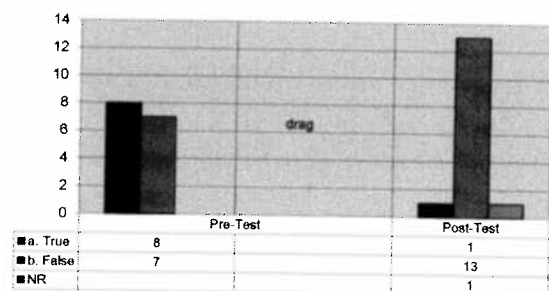
Students who plan to transfer into a California State University must complete an Associates degree



Why is it important to meet with a counselor if you plan to transfer?



Students who plan to transfer into a University of California must complete an Intersegmental General Education Transfer Curriculum (IGETC) certification



[illegible]

1 What minimum GPA is required to maintain good academic standing and avoid probation?

Pre:
 Post:

	A. 1.5	B. 2.0	C. 1.8
10			
10			

2 How many semesters may a student be on probation before being dismissed?

Pre:	A.1	B.2	C.3
Post:	(N/A)	8	9

3 Academic Probation is:

	A. tardiness	B. GPA less than 2.0	C. absences
Pre:		9	1
Post:		10	

4 Once on probation, a student is required to:

	Pre:	Post:
A. attend Counseling appointments and sign a probation Contract.	1	
B. take at least 12 units	0	
C. repeat unsatisfactory courses	1	
D. both A and C.	8	

5 May a student be reinstated after being dismissed?

	A. no	B. yes
Pre:	2	8
Post:	1	9

SLO #2 **Students will understand the requirements for our Certificates and Associate Degrees**

1 What are the minimum required units for an associate degree?

A. 72	1	B. 60	8	C. 45	1
Pre:	1				
Post:	1		9		

2 An Associate in Arts Degree is:

A. vocational	1	B. transferable	5	C. a Certificate	4
Pre:			8		2
Post:					

3 An Associate of Arts Degree is:

A. CSU -GE Certification	3	B. occupational	2	C. credential	5
Pre:	6		3		
Post:					

(N/A)

4 Are Certificates required for all Palo Verde College Students?

A. yes	3	B. no	7
Pre:	2		7
Post:			

(N/A)

SLO #3 **Students will identify a variety of support services to help them achieve their educational goal.**

1 Which of the following is not a service provided by Student Services:

A. CARE	1	B. DSPS	1	C. syllabus	8	D. CalWORKS	2
Pre:							
Post:							

2 Which support service can help you waive your tuition:

A. ASB	1	B. Financial Aid	9	C. DSPS	1
Pre:			9		
Post:					

3 What types of Counseling are available for students:

A. Transfer	1	B. DSPS	1	C. General	1	D. EOPS	1
Pre:							
Post:							

E. all of the above
8
9

[illegible]

Problems, Interventions and Assessments--Learning Outcomes Plans, January 11, 2010 Flex Day

INSTRUCTOR	DISCIPLINE	STUDENT LEARNING HURDLE	INTERVENTION	ASSESSMENT METHOD
Brown	Reading	Paraphrasing texts	Rubric distinguishing good, fair, poor paraphrase	Journal entries
Burgeson	Nursing	Impact of nutrition and health on individuals	1) individual assessment; 2) Define health and nutrition goals	Re-assess through questionnaire changes in knowledge
Clinton	Geology, Geography	Reading text prior to class	Preview chapters, labs; show text website; discussions	Mind dump, rubric to grade lab questions and tests
Eoff	History	Lack of class participation, engagement in class	Group assignment in class	
Gaubeca	Economics	(Reading) comprehension of technical sections of textbook	Select one chapter, and develop strategy for reading it with comprehension	Performance on exam covering selected chapter compared to average of previous exams
Guilin	ESL	Limited vocabulary	Vocabulary cards, lists from newspapers, mags	Pre-test, post-test
Huynh	Career Planning	Need for career direction	One-on-one career counseling session for every CTE student	Follow-up with another one-on-one counseling session to identify students' career direction
Lilley-Edgerton	English, Speech	Active learning	Students pose questions, short writings, or collaborative works	
Osayande	Biology	Lack of class participation	Award points to participants	Monitor level of participation
Ponder	CIS-BUS	Awareness of certs and degrees available; what students need to do to get to cert or degree	Tell them; show catalog; help with ed plan; plan 3 years ahead; assist in filling out certificate application	Monitor certificate, degree completions
Rhodes, Boire, Rinaldi, Peterson	Professional Technologies	Reading	How to survey text; pre-quiz, post-quiz on chapters	Chapter tests compared to previous year

Problems, Interventions and Assessments--Learning Outcomes Plans, January 11, 2010 Flex Day

INSTRUCTOR	DISCIPLINE	STUDENT LEARNING HURDLE	INTERVENTION	ASSESSMENT METHOD
Rivera, Machi	Counseling	Retention, student contact	Support groups; 1 on 1 counseling; rehab counselor on campus	Monitor student completions
Robertson	English	1) No cultural literacy; Poor notetaking skills; Inability to write basic essays	1) Top 10 lists explain ideas like evolution; 2) Require writer's journal with set questions; 3) Require 1 hours per week lab dedicated to essay writing	1) Surveys; 2) Grades; 3) Success rates
Sher	Math	Not enough reading and writing requirements in transferable courses	Require writing assignments in each transfer level course in Spring 2010; involve reading and English instructors to assist	Monitor student performance
Shibalovich	Math	Math phobia	Align math problems with real world problems	Develop specific worksheets/problems
Shibalovich-Raman	Math	Math background, preparation	Use compare-contrast assessment worksheet to identify students' preparation	Review compare-contrast worksheets; compare student class performance with compare-contrast worksheet
Snider	PE	Wasting time in gym just to accumulate hours to earn a grade	Change the way the grade is obtained: students pick a goal; monitor the goal; have them assessed	1) How many reached their goal? 2) Did more students pass the class without sitting around?
Stoeckle	English	Distance Ed students not passing due to end-of-term due dates	Change how assignments are constructed so that "huge" assignments are not due close to the end of the term	
Thiebaux	English	Students not reading assigned reading	1) Use TM's lesson on reading; 2) Closer connection between readings and writing assignments; 3) Compare and contrast among readings	Quizzes,

Problems, Interventions and Assessments--Learning Outcomes Plans, January 11, 2010 Flex Day

INSTRUCTOR	DISCIPLINE	STUDENT LEARNING HURDLE	INTERVENTION	ASSESSMENT METHOD
Wallace	GES-Child Development	Improve reading of text for Child Development classes	Incorporate TM's method of introducing the text, layout, format, etc.	Conduct a timed open-book test that would be impossible to complete without using TM's techniques

2006-2007
EOPS OUTCOMES

The EOPS Program set course towards meeting four important goals to accomplish for the academic year. To increase its probability of meeting these tasks, it was equally important to design an organizational plan, an action plan that needed to be the instrumental source and guideline to initialize the framing for our foundation. As a result, the (1) instrument was the development of explanation of services and mission, (2) a calendar of events for internal and external (community) use to follow, (3) the need for an organizational chart, (4) task plan-these are assignments devoted to each member within the department, (5) development of an SLO to determine how we were going to achieve our goals, and (6) a time-line to achieving our tasks.

Department Goals:	Method used	3 contacts per/term	Evaluation tool: Pre-test & Post-test	Improvements/Needs
Provide services to eligible students in Blythe and Needles and surrounding areas. Including ISP and CVSP.	Outreach, orientation services, and media (Radio, and TV)	Educational Plan: Mutual Agreement on developing road map	Beginning & End of term	Achieved effective reviews
Provide personal attention to the population being served.	Individualized sessions/meetings	Educational Plan: updated each semester	Beginning & End of term	Achieved effective reviews
Keep our Advisory informed of our services.	2 Scheduled Meetings; 1 per/term	Report and Data: Progress update	Not Applicable	Advisory Meets regularly each term to provide leadership and guidance
Create an environment and understanding at achieving individualized goal(s).	3 Contacts: Initial Contact 2 nd Contact: Progress Period Exit: End of Term	Educational Plan: Mutual Agreement on developing road map	Beginning & End of term	Achieved effective reviews

2007-08

Improvements for the new fiscal year:

1. Reach more effectively to students in Needles by means of doing community outreach.
2. Provide Needles students more face to face contact time.
3. Provide EOPS students with a higher volume of transportation tickets (service) and have them readily available at their disposal.
4. Reach out to students on probationary status by making regular bi-weekly contact.

POST-TEST INSTRUMENT
EXTENDED OPPORTUNITY PROGRAM SERVICES
PALO VERDE COMMUNITY COLLEGE

Not Applicable N/A	Unsatisfactory 1	Fair 2	Satisfactory 3	Good 4	Excellent 5	
	1	2	3	4	5	N/A
1. Did the EOPS Counselor fully explain and developed your Student Education Plan?	3	4	15	45	109	2
2. Did the EOPS Counselor assist you with the essential transfer information – IGETC and UC/CSU General Education Transfer Requirements, etc?	2	4	12	39	96	21
3. Did the EOPS Counselor/CARE Coordinator provide you a clear understanding of the EOPS/CARE requirements? (Responsibilities and 3 mandatory Contact Activities)	0	6	12	42	114	1
4. How effective was the EOPS Counselor/CARE Coordinator with providing you assistance in dealing with any of our personal matters related to stress and anxiety...etc?	3	3	13	44	107	3
5. Did the EOPS Counselor/CARE Coordinator assist you personally or refer you to on-campus programs or activities or any community organizations such as DSPS, tutoring, support groups, clubs..etc?	3	5	13	43	97	19
6. Did the EOPS Counselor/CARE Coordinator provide you with effective career and vocational guidance services? Example: fieldtrips, and workshops..etc.	4	5	12	42	96	13
7. Did the EOPS Counselor/Care Coordinator expose you to identify your personal outcomes and enhance your desired needs.	1	4	14	45	103	5
8. What is your overall rating of the effectiveness and satisfaction in your interaction with the Program?	2	5	12	44	108	3

Pos-test Recording: _____

Program Review Guide

Palo Verde College

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Program Review Template for Non-Instructional Programs and Operations,
Revised October 19, 2010

Program Evaluation Summary—To be completed by the Program Review Committee members	<p>The Program Review Committee shall, after reviewing each program review report, prepare a Program Evaluation Summary, which shall be made a part of the program review report and shall address these items:</p> <ol style="list-style-type: none"> 1. Program Strengths: 2. Program Weaknesses: 3. Recommendations for Program Improvement: 4. Committee Determination: <ol style="list-style-type: none"> a. Report is accepted and may proceed to the next step in the process. b. Report is returned to the department for further work, as follows:
1 Support of the College Mission	<ol style="list-style-type: none"> A. Summarize the program in terms of key functions and responsibilities. B. Describe how the program supports the overall mission of the College as adopted by the Board of Trustees. C. Describe, in qualitative and quantitative terms, the population served by the program.
2 Accomplishments in Achieving Goals Outlined in the Previous Program Review.	<ol style="list-style-type: none"> A. Describe progress in achieving goals outlined in the previous program review, including evidence documenting such achievements. B. Explain modifications of goals outlined in the previous program review, including evidence documenting such modifications. C. Describe specific, documented accomplishments that support and facilitate the achievement and assessment of student learning outcomes, including measures employed to evaluate program effectiveness in achieving such outcomes.
3 New Goals	Outline new goals including an explanation how the program supports the achievement of student learning outcomes, and state timelines for completion, measures for evaluating achievement of such goals, and a process for implementing improvements.
4 Personnel Summary	<ol style="list-style-type: none"> A. Provide an organizational chart of the program, showing personnel coverage of key functions and responsibilities. B. Are current management and staff adequate to perform functions and responsibilities satisfactorily and to achieve program goals? Explain. C. Describe organizational changes that will improve program performance, provide timelines for the achievement of such changes, and describe measures that will assess the effectiveness of such changes.
5 Staff Development	<ol style="list-style-type: none"> A. Describe specific professional development activities in which program members participate, and explain how such activities benefit or enhance the program and support and facilitate student learning outcomes. B. Describe areas of unmet professional development needs among personnel in this program, if applicable, and outline plans to address those needs.
6 Facilities and Equipment	<ol style="list-style-type: none"> A. Are current facilities, such as classrooms, offices and equipment, adequate to support the program? Explain. B. Is available dedicated space adequate to support the program? Explain. C. Is available equipment adequate to support the program? Explain. D. Describe plans for future changes in support facilities or equipment.
7 Financial Resources	<ol style="list-style-type: none"> A. Provide a financial report showing, for each year of the preceding 3 years, budgeted vs. actual expenditures for each of these line items, at a minimum: Personnel Salaries, Personnel Benefits, Supplies, Contract Services, and Capital Expenditures. Explain deviations from budget exceeding 10% of any line item. B. Describe plans for future budget changes.
8 Strengths and Weaknesses	<ol style="list-style-type: none"> A. List and comment on the major strengths of the program. B. List and comment on the major weaknesses of the program. C. List recommendations for improving and correcting identified weaknesses.

Program Review Template for Instructional Programs,
Revised October 19, 2010

Program Evaluation Summary To be completed by the Program Review Committee members	<p>The Program Review Committee shall, after reviewing each program review report, prepare a Program Evaluation Summary, which shall be made a part of the program review report and shall address these items:</p> <ol style="list-style-type: none"> 1. Program Strengths: 2. Program Weaknesses: 3. Recommendations for Program Improvement: 4. Committee Determination: <ol style="list-style-type: none"> a. Report is accepted and may proceed to the next step in the process. b. Report is returned to the department for further work, as follows:
1. Support of the College Mission	<ol style="list-style-type: none"> A. State the purpose of program. B. Describe how the program supports the overall mission of the College as adopted by the Board of Trustees. C. Describe the unique institutional goal the program achieves.
2 Accomplishments in Achieving Goals Outlined in the Previous Program Review	<ol style="list-style-type: none"> A. Describe progress in achieving goals outlined in the previous program review, providing evidence documenting such achievements. B. Explain modifications of goals outlined in the previous program review, providing evidence documenting such modifications.
3. Populations Served	<ol style="list-style-type: none"> A. Describe the populations served by the program, including special populations. B. Describe other populations that should be served by the program, and describe plans to serve them in the future.
4. Curriculum History	List the courses constituting the program. Of the courses constituting the program, list those courses that have not been successfully offered at least once during the preceding six (6) semesters. Explain why such courses were not successfully offered. Provide a strategy for improving their success, or explain why they should not be removed from the program.
5. Course Scheduling and Availability	<p>Describe how effectively the scheduling process of classes in the program:</p> <ol style="list-style-type: none"> A. Optimizes class availability for day students, evening students and distance education students. B. Optimizes student learning.
6. Student Learning Outcomes	<ol style="list-style-type: none"> A. Describe the process by which the program identifies, measures and evaluates student learning outcomes at the course, program and degree levels, and provide evidence that this process is being followed. B. Describe the process by which program improvements are made, and provide evidence that this process is being followed.
7. Program and Course Coverage	<ol style="list-style-type: none"> A. Describe how effectively courses in the program are covered by: <ol style="list-style-type: none"> 1) Full-time faculty; 2) Part-time (adjunct) faculty B. Describe ongoing or projected deficiencies in faculty coverage of courses in the program. C. Describe plans to improve program and course coverage, if applicable.
8. Professional Development	<ol style="list-style-type: none"> A. Describe specific professional development activities in which faculty members in the program participate, and explain how such activities benefit or enhance the program and support and facilitate student learning outcomes. B. Describe areas of unmet professional development needs among faculty in the program, if applicable, and outline plans to address those needs.

9. Student Performance and Completion	<p>A. Display and comment on semester-by-semester course completions in the program over the preceding six (6) semesters. (Course completion rate = A, B, C or CR divided by A, B, C, D, F, CR, NC, W, MW, IP)</p> <p>B. Display and comment on annual degree or certificate completions, if applicable, over the preceding three (3) academic years.</p>
10. Enrollment and Financial Trends	<p>A. Display and comment on semester-by-semester enrollments in program courses over the preceding six (6) semesters.</p> <p>B. Display and comment on annual program expenditures over the preceding three (3) years, as to: supplies, contracts, capital outlay and other non-salary expenses.</p>
11. Facilities and Equipment	<p>A. Are current facilities, such as classrooms, offices and equipment, adequate to support the program? Explain.</p> <p>B. Is available dedicated space adequate to support the program? Explain.</p> <p>C. Is available equipment adequate to support the program? Explain.</p> <p>D. Describe plans for future changes in support facilities or equipment.</p>
12. Strengths and Weaknesses	<p>A. List and comment on the major strengths of the program.</p> <p>B. List and comment on the major weaknesses of the program.</p>
13. Plans to Remedy Weaknesses	Identify specific steps to correct identified weaknesses and provide the timeline by which they are to be corrected.
14. Plans to Advance the Program	Describe other plans that will advance the program.

2.6

BOARD APPROVED 4/7/09

AUTOMOTIVE

PROGRAM REVIEW 08-09

ONE COLLEGE WAY
BLYTHE, CA 92225

- The partnership with the I-10 Speedway has provided a hands-on training experience for PVC students.
- Automotive Technology courses are directed toward the Automotive Technology Certificate and Degree and meet ASC standards.
- Course Outlines are updated on a regular basis to meet the industry and ASC standards.
- Advisory Committee meetings are held on a regular basis to obtain direction on equipment purchases and keeping classes updated.
- Enrollments are steady.
- Purchased new textbooks, workbooks and videos.

List and comment on the major weaknesses of the program.

Departmental weaknesses include:

- Limited community business support for on-the-job training.
- Lack of adjunct faculty pool.
- Lack of A.S. degree completers.

PART 13: PLANS TO REMEDY WEAKNESSES

Identify specific steps to correct identified weaknesses and provide the timeline by which they are to be corrected.

- Aggressively market an internship program to the business community.
- Use HR and Instructional Services resources to build up an adjunct faculty pool.
- Update the A.S. degree program.

PART 14: PLANS TO ADVANCE THE PROGRAM

Describe other plans that will advance the program.

- Updated A.S. Degree
- Discussions are underway for dedicated counseling ✓
- Continued partnerships with Lucas Oil and I-10 Speedway and other business partnerships.
- Research is being conducted on getting ASE certifications in the Automotive field available for students

Palo Verde College

Student Services: 2010 Program Review

Programs:

Admissions & Records (A & R)

CalWORKs

Counseling

Disabled Student Program and Services (DSPS)

Extended Opportunities Programs and Services (EOPS)

Financial Aid

Outreach & Events

Transfer & Career Center (TCC)

See organizational chart located on page 2.

Registrar responsibilities include but are not limited to the following: admissions applications; registration; record keeping, storage and destruction; reporting; verification of degrees, certificates and honors' recipients; policy drafting; regulations interpretation (FERPA); academic progress and dismissal; correspondents with students, faculty and staff.

Assistant to the Registrar responsibilities include but are not limited to the following: admissions applications; registration; record keeping and storage; reporting; verification of degrees, certificates and honors' recipients; regulations interpretation (FERPA); transcript evaluations; international students; and correspondents with students, faculty and staff.

Admissions & Records Specialist responsibilities include but are not limited to the following: admissions applications; registration; record keeping and storage; Veterans services; regulations interpretation (FERPA); and correspondents with students, faculty and staff.

Admissions & Records Technician II responsibilities include but are not limited to the following: admissions applications; registration; record keeping and storage; transcript and enrollment verifications; regulations interpretation (FERPA); and correspondents with students, faculty and staff.

Admissions & Records Technician I position remains vacant/not funded. The responsibilities include but are not limited to the following: Admissions & Records Technician II support, typing, filing, and other clerical duties as assigned.

b. Are current management and staff adequate to perform functions and responsibilities satisfactorily and to achieve program goals? Explain.

A & R currently needs additional staff to satisfactorily perform functions and responsibilities. A & R played a vital role in the Datatel conversion (new information system) campus wide implementation. Further implementation demands will continue to strain the department. Specifically, Image Now and Degree audit implementations (in 2010). For example, Image Now will require the scanning of all documents, cataloging and attaching each document to the student record. Degree Audit will include the module setup, training and maintaining the product.



c. Describe organizational changes that will improve program performance, provide timelines for the achievement of such changes, and describe measures that will assess the effectiveness of such changes.

Draft: April 14, 2010

LANGUAGE ARTS AND COMMUNICATION STUDIES DIVISION

PROGRAM REVIEW 2009-10

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Division Faculty Members:

Sioux Stoeckle, Division Chair, English
Teh-Min Brown, Reading, English
Richard Castillo, English
Leticia Guilin, ESL, Spanish
Dennese Lilley-Edgerton, Speech, English
Carlos Medina, Spanish
Robert Robertson, English
Brian Thiebaut, English, Business

The division has discontinued offering ENG095, the Distance Education version of ENG081. Faculty determined that students assessed as having writing skills three levels below ENG 101 should receive face-to-face instruction as they generally have great difficulty in completing such courses on their own via correspondence. Incarcerated students pursuing certificates or degrees must place at ENG 082/096 or higher in order to enroll in such programs.

III. Populations Served

A. Describe Populations

The program delivers pre-collegiate level English courses to students attending the Blythe main campus and the Needles Center. The program also provides (via correspondence) such courses to eligible inmates incarcerated at two state prison facilities near Blythe, as well as inmates located at eleven other correctional facilities in California.

B. Other Populations

None of the PVC ENG courses are designed for second-language students, nor are they taught by instructors with credentials in Teaching English as a Second Language (TESL). However, second language students are often enrolled in ENG 080 or ENG 081 simply because no advanced ESL courses are offered. This population has needs unique to students acquiring English as a foreign language, and those needs are currently not being met by enrolling them in ENG Basic Skills courses.

IV. Curriculum History

Courses in the Program:

- ENG 080 Introduction to Writing
- ENG 089 Supplementary Instruction for Introduction to Writing
- ENG 081 Basic Writing I
- ENG 087 Supplemental Instruction for Basic Writing I
- ENG 082 Basic Writing II
- ENG 088 Supplemental Instruction for Basic Writing II
- ENG 095 Writing Improvement I (Distance Education version of ENG081)*
- ENG 096 Writing Improvement II (Distance Education version of ENG082)
- ENG 099 Basic Composition

* ENG 095 is not currently offered.

V. Course Scheduling and Availability

A. How Scheduling Optimizes Class Availability

The program is part of a larger College effort to reduce course scheduling conflicts and facilitate the completion of degrees and certificates. Since the Basic Skills students also require remediation in reading and mathematics, scheduling of these courses requires coordination with Math and Reading faculty, as well as assistance from the Learning Skills Center Director. Such coordination has resulted in students being able to take courses in all three subject areas each semester. Given that there are only so many students and teachers available, ENG 080, 081, and 082 are currently offered only during

ALCOHOL AND DRUG STUDIES

PROGRAM REVIEW 08-09

ONE COLLEGE WAY
BLYTHE, CA 92225

ADS 101 03	Introduction to Addiction Studies	3	21
ADS 102 01	Pharmacology and Physiological Effect of Addict	3	26
ADS 102 02	Pharmacology and Physiological Effect of Addict	3	26
ADS 103 01	Case Management and Documentation	3	18
ADS 103 02	Case Management and Documentation	3	16
ADS 104 01	Addiction Prevention Education and Outreach	3	25
ADS 104 02	Addiction Prevention Education and Outreach	3	6
ADS 105 01	Dual Diagnosis and Mental Health Issues	3	26
ADS 105 02	Dual Diagnosis and Mental Health Issues	3	11
ADS 107 01	Group and Family	3	0
ADS 107 02	Group and Family	3	24
ADS 150 01	Practicum for Alcohol and Drug Studies	3	23

2007-2008	Salaries	Benefits	Supplies	Contracts	Capital	Total	FTEs
ADS	\$45,865.08	\$4,710.49	\$ -	\$320.76	\$ -	\$50,896.33	58
2008-2009	Salaries	Benefits	Supplies	Contracts	Capital	Total	FTEs
ADS	\$98,439.02	\$10,722.26	\$ -	\$ -	\$ -	\$109,161.28	95

PART 6: TWO-YEAR PLAN

- We need to expand our ability to offer ADS 150, so that all students in the Drug and Alcohol Studies Program can complete the requirements for the Certificate of Achievement. We plan to accomplish this by cooperatively working with the California Department of Corrections and Rehabilitation, or by contracting with qualified individuals within the prison system to provide the supervision component of the course.
- Addiction Prevention Education and Outreach/Referral (ADS 104) should be renamed Law and Ethics in order to more accurately convey the content of the course, and be consistent with other Alcohol and Drug Studies Programs
 - Prerequisites should be established for the ADS courses because strong reading and writing skills are necessary in order to be successful in the program. Eligibility for English 099 is recommended, since it is the current prerequisite for the psychology courses required for the ADS certificate programs.
 - A full-time faculty member in this discipline is warranted due to the popularity of the program. ✓

**PROGRAM REVIEW SCHEDULING 2007-2008 TO 2029-2030
DEGREES AND CERTIFICATES - INSTRUCTIONAL PROGRAMS**

DIVISIONS	PROGRAM OF STUDY	DEGREE	CERT	2012- 2013	2013- 2014	2014- 2015	2015- 2016
BUSINESS							
	Business Management (CTE)	AS	2	FR		2	
	Computer Information Science (CTE)	AS	5	FR		2	
	Business & Technology (CTE)	AA		FR		2	
PROFESSIONAL TECHNOLOGIES							
	Automotive Technology - (CTE)	AS	2	2		FR	
	Building Construction Technology - (CTE)	AS	1	2		FR	
	Welding Technology - (CTE)	AS	2	2		FR	
ALLIED HEALTH							
	Criminal Justice (CTE)	AS	1	2	FR		2
	Hazardous Materials Specialist (CTE)	AS	5	2	FR		2
	Nursing (CTE)		4	2	FR		2
HISTORY, SOCIAL & BEHAVIORAL SCIENCES		AA				FR	
	ADS - (CTE)		3	2		FR	
	CHD - (CTE)	AS	3	2		FR	
	Psychology	AA-T				FR	
	Sociology	AA-T				FR	
LANGUAGE ARTS & COMMUNICATIONS		AA				FR	
MATH & SCIENCE		AA				FR	

KEY:

FR= FULL REVIEW

2 = TWO YEAR UPDATE

2.7

PROGRAM REVIEW SCHEDULING 2007- DEGREES AND CERTIFICATES - INSTRUCT		2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026	2026- 2027	2027- 2028	2028- 2029	2029- 2030
DIVISIONS	PROGRAM OF STUDY														
BUSINESS	Business Management (CTE)	FR		2		FR		2		FR		2		FR	
	Computer Information Science (CTE)	FR		2		FR		2		FR		2		FR	
	Business & Technology (CTE)	FR		2		FR		2		FR		2		FR	
PROFESSIONAL TECHNOLOGIES															
	Automotive Technology - (CTE)	2		FR		2		FR		2		FR		2	
	Building Construction Technology - (CTE)	2		FR		2		FR		2		FR		2	
ALLIED HEALTH	Welding Technology - (CTE)	2		FR		2		FR		2		FR		2	
	Criminal Justice (CTE)		FR		2		FR		2		FR		2		FR
	Hazardous Materials Specialist (CTE)		FR		2		FR		2		FR		2		FR
	Nursing (CTE)		FR		2		FR		2		FR		2		FR
HISTORY, SOCIAL & BEHAVIORAL SCIENCES			FR			FR			FR			FR			FR
	ADS - (CTE)	2		FR		2		FR		2		FR		2	
	CHD - (CTE)	2		FR		2		FR		2		FR		2	
	Psychology		FR			FR			FR			FR			FR
	Sociology		FR			FR			FR			FR			FR
LANGUAGE ARTS & COMMUNICATIONS			FR			FR			FR			FR			FR
MATH & SCIENCE			FR			FR			FR			FR			FR

KEY:

FR= FULL REVIEW

2 = TWO YEAR UPDATE

PROGRAM REVIEW SCHEDULING MATRIX 2007-2020

NON-INSTRUCTIONAL PROGRAMS/OPERATIONS

AREA	PROGRAMS	2007- 2008	2008- 2009	2009- 2010	2010- 2011	2011- 2012	2012- 2013	2013- 2014	2014- 2015	2015- 2016
BUSINESS SERVICES										
	Budgeting									
	HR									
	Payroll									
	Purchasing/AP/Receiving									
	Student Receivables									
INSTRUCTIONAL SERVICES										
	Child Development									
	Distance Learning									
	Learning Skills Center									
	Needles									
	Non-Credit									
M&O										
	Custodial & Groundskeeping									
	Maintenance									
PRESIDENT										
	Board									
	Foundation									
	Institutional Technology									
	Sup.									
STUDENT SERVICES										
	CALWORK/ASG									
	DSPS/DSSS									
	EOPS/CARE									
	Financial Aid									
	Library									

KEY:
FR = FULL REPORT

PROGRAM REV															
NON-INSTRUC															
AREA	PROGRAMS	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026	2026- 2027	2027- 2028	2028- 2029	2029- 2030
BUSINESS SERVICES															
	Budgeting														
	HR														
	Payroll														
	Purchasing/AP/Receiving														
	Student Receivables														
INSTRUCTIONAL SERVICES															
	Child Development														
	Distance Learning														
	Learning Skills Center														
	Needles														
	Non-Credit														
M&O															
	Custodial & Groundskeeping														
	Maintenance														
PRESIDENT															
	Board														
	Foundation														
	Institutional Technology														
	Sup.														
STUDENT SERVICES															
	CALWORK/ASG														
	DSPS/DSSS														
	EOPS/CARE														
	Financial Aid														
	Library														

KEY:
FR = FULL REPORT

THE NEW PROGRAM REVIEW FOR INSTRUCTIONAL PROGRAMS
(to be completed every 3 years consistent with the attached schedule)

1. Program Background Information

For each AA degree and certificate (hereinafter referred to as “program”) your division sponsors review the attached list of degrees and certificates and sponsoring divisions, and respond to each of these items:

- a. State the purpose of the program and intended student population
- b. State the relevance of each program to the College’s Mission Statement

2. Student Learning Outcomes (SLOs) and Assessments

- a. Name the SLOs for each program
- b. Describe methods to assess each SLO for each program and provide the date assessment was performed
- c. Describe results of assessments
- d. Describe action plans implemented to address results of assessment, and projected date of next assessment

3. Program Data

- a. Provide the number of awards for each program during the preceding three years
- b. Comment on unusual fluctuations or changes in the number of awards

4. Course Data: For the preceding three years for each course show

- a. The degree (s) and certificate(s) for which they are either required or elective
- b. Completion rates
- c. Success rates

5. Program Support: For each program, describe

- a. The number of faculty, full-time and part-time teaching courses supporting the program
- b. The adequacy of financial resources supporting the program, apart from salaries and benefits
- c. Changes that would improve the program, other than the assessments and action plans described earlier

6. Additional Activities: Describe other program and division activities that enhance the learning experiences of students. Examples: clubs, organizations, special programs, grant awards, special recognitions, etc.

Draft

**PALO VERDE COLLEGE
PROGRAM REVIEW TEMPLATE FOR INSTRUCTIONAL PROGRAMS
Revised September 2012**

Please answer fully each of the following items.

I. Support of the College Mission – “Palo Verde College 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.”

A. State the purpose of program.

B. How does the program support the College Mission?

C. Describe the unique institutional goal(s) the program supports.

2. Accomplishments in Achieving Goals Outlined in the Previous Program Review Report

A. Describe progress in achieving each goal outlined in the previous program review, providing evidence documenting such achievements.

B. Explain modifications, if any, of goals outlined in the previous program review, providing evidence documenting such modifications.

3. Population(s) Served

A. Describe the populations served by the program, identifying special populations, if any.

B. Describe other populations that should be served by the program and identify plans for serving them in the future.

4. Curriculum History

- A. List all the courses in the program. Of the courses constituting the program, identify those that have not been successfully offered at least once during the preceding six (6) semesters.
- B. Explain in specific terms why these courses were not successfully offered. Provide a strategy for improving their success, or explain why they should not be removed from the program.

5. Course Scheduling and Availability

- A. Describe how the scheduling of classes in the program optimizes class availability for day, evening and distance learning students.
- B. Describe how the scheduling of classes optimizes student learning.

6. Student Learning Outcomes (SLOs)

- A. Describe the process that identifies and evaluates student learning outcomes at the course, program and certificate levels, and provide evidence that this process is being followed.
- B. State the number of courses in the program.
- C. State the number of courses in the program with identified SLOs, as documented in the course outlines of record.
- D. State the number of courses in the program whose SLOs have been assessed.
- E. Provide specific examples of course improvements resulting from the assessment of course SLOs.
- F. List the program and certificate SLOs.
- G. Identify the program and certificate SLOs that have been assessed.
- H. Provide specific examples of program and certificate improvements resulting from the assessment of program SLOs.

7. Course Currency

- A. List the courses in the program and the year in which the course outline of each was most recently reviewed and approved by the Curriculum Committee.
- B. Describe plans to revise and update course outlines of record that have not been reviewed and approved by the Curriculum Committee within the four (4) years preceding this program review report.

8. Program and Course Coverage

- A. List the courses in the program and identify which are taught by full-time faculty only, which are taught by adjunct faculty only, and which are taught by both.

Example:

Course	Full-Time Only	Adjunct Only	Both Full-Time and Adjunct
ENG 101			x
ENG 080	x		

- B. Explain how effectively the program is served with the current coverage.
- C. Describe plans to correct deficiencies, if any, in course and program coverage.

9. Professional Development

- A. Describe specific professional development activities in which faculty members in the program have participated over the past five (5) years, and explain how such activities benefited the program and supported and facilitated student learning outcomes.
- B. Describe areas of unmet professional development needs among faculty in the program and identify specifically plans to address those needs.

10. Student Successful Completion and Retention **Note: the Program Review Committee will research the required completion and retention data and provide it to program faculty members for their review and analysis for this report.**

Completion is defined as number of grades of A,B,C,CR divided by A,B,C,D,F,CR,NC,W,MW, IP

Retention is defined as number of grades of A,B,C,D,F,CR,NC, MW, IP divided by A,B,C,D,F,CR,NC,W,MW, IP

- A. Assess semester-by-semester course completion performance in the each course in the program over the preceding eight (8) semesters.
- B. Assess semester-by-semester course retention performance in each course in the program over the preceding eight (8) semesters.
- C. List each program certificate and degree, and indicate the number of annual awards of each over the preceding four (4) years.

Example:

Name of Award	20xx-xx	20xx-xx	20xx-xx
AA Business and Technology	4	2	6
Certificate in Computer Technology	6	3	8

11. Enrollment Trends **Note: the Program Review Committee will research the required enrollment data and provide it to program faculty members for their review and analysis for this report.**

Comment on semester-by-semester enrollments, providing explanation of increases, declines or erratic fluctuations in enrollment.

12. Financial Trends **Note: the Program Review Committee will research the required financial and FTES data and provide it to program faculty members for their review and analysis for this report.**

A. Comment on annual planned-vs.-actual program expenditures as to personnel salaries, benefits, supplies, contract services, capital outlay and other expenditures. Explain deviations from budget exceeding 10% of any line item. Describe plans for future budget changes.

B. Comment on the FTES produced by the program.

13. Facilities and Equipment

A. Are current facilities, such as classrooms, offices and equipment adequate to support the program? Explain.

B. Describe plans for future changes in facilities or equipment that would better support the program.

14. Strengths and Weaknesses

A. List and comment on the major strengths of the program. Identify specific goals that will further advance the program.

B. List and comment on the major weaknesses of the program. Identify the specific steps that will be taken to mitigate the weaknesses.

Thank you. The Program Review Committee will study the report and provide a preliminary response to the program faculty, with recommendations on strengthening the report. Once program faculty have completed the report and submitted it to the Program Review Committee for final review, the Committee will prepare its evaluation, as follows:

1. Program Strengths:

2. Program Weaknesses:

3. Recommendations for Program Improvement:

4. Committee Determination:

a. Report is accepted and may proceed to the next step in the program review process

b. Report is returned to the division or department for further work, as follows:

**PALO VERDE COLLEGE PROGRAM REVIEW TEMPLATE FOR
NON-INSTRUCTIONAL PROGRAMS AND OPERATIONS**

Revised September, 2012

Please answer fully each of the following items.

1. Support of the College Mission –“Palo Verde College 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.”

- A. Summarize the program in terms of key functions and responsibilities.
- B. Describe how the program supports the College Mission.
- C. Describe, in qualitative and quantitative terms, the population served by the program.

2. Accomplishments in Achieving Goals Outlined in the Previous Program Review Report

- A. Describe progress in achieving each goal outlined in the previous program review, providing evidence documenting such achievements.
- B. Explain modifications, if any, of goals outlined in the previous program review, providing evidence documenting such modifications.

3. New Goals

List new goals. Describe activities to achieve the new goals, timelines to complete the new goals, and measures for evaluating success in achieving them.

4. Student Learning Outcomes

Describe specific, documented accomplishments that support and facilitate the achievement and assessment of student learning outcomes, including measures employed to evaluate program effectiveness in achieving such outcomes.

5. Personnel Summary

- A. Provide an organization chart of the program, showing personnel coverage of key functions and responsibilities.
- B. Are current management and staff adequate to perform functions and responsibilities satisfactorily and to achieve program goals? Explain.
- C. Describe organizational changes that would improve program performance. Provide timelines for the achievement of such changes, and describe measures that assess the effectiveness of such changes.

6. Staff Development

- A. Describe specific professional development activities in which program members participate and explain how such activities benefit or enhance the program and support and facilitate student learning.
- B. Describe areas of unmet professional development needs among personnel in this program, if applicable, and outline plans to address these needs.

7. Facilities and Equipment

- A. Are current facilities, such as offices and equipment, adequate to support the program? Explain.

B. Is available dedicated space and equipment adequate to support the program? Explain.

C. Describe plans for future changes to support facilities or equipment.

8. Financial Resources **Note: the Program Review Committee will research the required financial data and provide it to program managers for their review and analysis for this report.**

A. Provide a financial report showing, for each of the preceding four (4) years, budgeted vs. actual expenditures for each line item, at a minimum: personnel salaries, personnel benefits, supplies, contract services and capital expenditures. Explain deviations from budget exceeding 10% of any line item.

B. Describe whether the current budget is adequate to carry out the responsibilities of the program or operation.

C. Describe plans for future budget changes, if any.

9. Strengths and Weaknesses

A. List and comment on the major strengths of the program.

B. List and comment on the major weaknesses of the program.

C. List steps to correct the identified weaknesses.

SPRING 2013 - PROGRAM REVIEW ANNUAL SNAPSHOT REPORT PILOT PROJECT

SUBMIT BY FRIDAY, MARCH 1, 2013

PURPOSE: Accreditation Standards require that there is a process for linking Program Review needs to the Strategic Plan and ultimately to the budget process. To do this, PVC is piloting the *Program Review Annual Snapshot Report* for all Divisions and college-wide Areas.

PROCESS:

1. Meet as a group in your Division or Area to respond to questions #1 - #4. Items # 1-4 will be used by you to build your eventual comprehensive Program Review every 3 years, and to provide the institution with information for an annual report overall.
2. For Item #5, identify ***IF*** you have any critical unmet or unfunded needs (***those items that cannot be funded within your current budget***) and that if not funded, will impact your ability to maintain instructional, student support, or operational integrity. These items will be collated and provided to College Council for prioritization for funding. The Budget Committee will identify 2013-14 funds to be used in funding as many items as possible in the prioritized list. This process is a demonstration of how Program Review drives the decision-making process for budget development. The Form and process will be evaluated and revised as needed at the end of the entire process.

Questions: Email Deni (denise.whittaker@paloverde.edu) or call at x5499

TO BE COMPLETED IN CONSULTATION WITH AREA STAFF BY DIVISION CHAIRS/AREA REPRESENTATIVES

For the Academic Year: 2012-13 **DEADLINE SUBMITTAL: MARCH 1, 2013**

Division or Area: **Communications Division** Division Chair/Area Rep. **Carlos Medina**

To provide continuity between comprehensive Program Review cycles, and to identify unmet/unfunded on-going and one-time needs, please complete this form as it applies to your particular area.

[Instructions: Provide a brief narrative of 3-5 sentences in each response to Items #1 - #4.]

1. Briefly describe the **key functions** of the Division or Area, including the number of employees, full-time and part-time.
 - **Provide instruction in these areas: ART, ENG, THA, SPA, SPE, RDG, and MUS**
 - **Full-time instructors: 7**
 - **Interim full-time instructors: 1**
 - **Adjuncts: 0**

2. Describe **changes** (i.e. accomplishments or challenges), if any, during the preceding twelve months that have had either beneficial or adverse impact on the Division or Area.

- **Increase in online course offerings**
Beneficial Impact: Reach more students
Adverse Impacts: Increased need for technical support; lack of SPE adjunct; grading papers via Bridge requires more time
- **Reduced staffing in Distance Learning slows transmittal of assignments, to/from students**
- **Having additional classes increases some burden on faculty, especially grading ENG papers**
- **New part-time music instructor a beneficial change to the division**

3. Describe any changes that are anticipated in the upcoming twelve months that might have either beneficial or adverse impact on the Division or Area.

- **Move toward online degrees a beneficial anticipated change**
- **Need for programs in art, theater, music and dance for the FPAC**
- **Increased technological needs, e.g., move toward digital textbooks**

4. Describe Division or Area **goals** for the upcoming twelve months, including addressing any of the changes described above.

- **Develop art, music theater and dance programs**
- **Provide Kindle readers to faculty**
- **Provide training and support to basic skills instructors**

5. **CRITICAL UNMET OR UNFUNDED PROGRAM NEEDS:** *Please describe any unmet/unfunded needs that cannot be met within your regular budget and will have an adverse impact on your ability to maintain program integrity if not funded. If you have none, you may STOP here as you do not need to complete the next Section. If you have unmet and unfunded critical needs, also*

specify in the column provided which of the Institutional Strategic Initiatives your request is related to (see pages 5-6 of this document for a listing of the Institutional Strategic Initiatives).

NOTE: This is NOT a budget document for next year. Separate from this form, you will be given the opportunity to take your current budget and tell us how you want your current dollars to be spent in 2013-14. You will be able to move money around to meet some or all of your needs.

IF you have critical items impacting program integrity that simply cannot be funded within your current budget, then you will complete the form shown below. [Note: Your current budget for review is available via GALAXY of through Russi Egan.]

IF you have no critical items to request, STOP - YOU ARE FINISHED!

5. Identification of Critical, Unmet/Unfunded Program Needs

Part I: Unbudgeted On-Going Needs (those requiring on-going/annually budgeted dollars);

Part II: Unbudgeted Computers/Technology One-Time Needs (those technology-related unfunded needs identified as a one-time expense); and

Part III: Unbudgeted One-Time Other Needs (i.e. Supplies/Materials, Equipment, Contracts for Services, Travel/Conferences, or Other unfunded needs identified as a one-time expense).

*While we are in the process of stabilizing the PVC budget, **please describe only those critical unfunded needs that will have an adverse impact on your ability to maintain program integrity if not funded.***

PART 1 – ON-GOING NEEDS [Those requiring on-going budgeted dollars and, if not funded, negatively impacts your ability to maintain program integrity.]

PART I-A: New/Additional STAFFING NEEDS

Need additional lines? Hit the "Tab" key in the last box.

Staffing Need Description: <i>List in PRIORITY Order of Importance with #1 being the highest, or skip to next section if you have no unmet staffing needs.</i>	BRIEF EXPLANATION OF NEED OR JUSTIFICATION:	STRATEGIC INITIATIVES [List which Strategic Initiative your Unfunded Need Pertains To – See last page for list of PVC Initiatives & Goals]					Cost Estimate [Leave Blank]
		1	2	3	4	5	
1. Full-time instructor in art, music, theater or dance	Increased demand for courses and degrees in these disciplines resulting from programs in the FPAC	X					
2.							

PART I-B: SOFTWARE OR OTHER ON-GOING ANNUAL EXPENSE (Those items that impact your ability to maintain program integrity if unfunded or cannot be funded within your current budget).

Need additional lines? Hit the "Tab" key in the last box.

ITEM DESCRIPTION: <i>List in PRIORITY Order of Importance with #1 being the highest.</i>	BRIEF EXPLANATION OF NEED OR JUSTIFICATION:	STRATEGIC INITIATIVES [List which Strategic Initiative your Unfunded Need Pertains To – See last page for list of PVC Initiatives & Goals]					Cost Estimate [Leave Blank]
		1	2	3	4	5	
1.							
2.							

PART II – COMPUTERS /TECHNOLOGY-RELATED NEEDS (Those items that impact your ability to maintain program integrity if unfunded or cannot be funded within your current budget).

Need additional lines? Hit the "Tab" key in the last box.

COMPUTERS / IT ONE-TIME COST <i>List in PRIORITY Order of Importance with #1 being the highest.</i>	BRIEF EXPLANATION OF NEED OR JUSTIFICATION:	STRATEGIC INITIATIVES [List which Strategic Initiative your Unfunded Need Pertains To – See last page for list of PVC Initiatives]					Cost Estimate [Leave Blank]
		1	2	3	4	5	
1. Increased bandwidth for ITV courses in SPE	Need to improve transmission quality of ITV courses, especially SPE courses					X	
2. Motion-sensitive cameras for ITV sections	Motion-sensitive cameras useful especially to capture speaker's movement and actions during speeches					X	

PART III – ONE-TIME NEEDS (Please describe any unmet/unfunded needs that will have an adverse impact on your ability to maintain program integrity if not funded).

PART III-A: SUPPLIES AND EQUIPMENT (If unfunded or cannot be funded within your current budget AND the item impacts your ability to maintain program integrity)

Need additional lines? Hit the "Tab" key in the last box.

SUPPLIES or EQUIPMENT ONE-TIME COST <i>List in PRIORITY Order of Importance with #1 being the highest.</i>	BRIEF EXPLANATION OF NEED OR JUSTIFICATION:	STRATEGIC INITIATIVES [List which Strategic Initiative your Unfunded Need Pertains To – See last page for list of PVC Initiatives & Goals]					Cost Estimate [Leave Blank]
		1	2	3	4	5	

		1	2	3	4	5	
1.							
2.							

PART III-B: CONTRACTS/SERVICES (If unfunded or cannot be funded within your current budget AND the item impacts your ability to maintain program integrity).

Need additional lines? Hit the "Tab" key in the last box.

CONTRACTS ONE-TIME COST <i>List in PRIORITY Order of Importance with #1 being the highest.</i>	BRIEF EXPLANATION OF NEED OR JUSTIFICATION:	STRATEGIC INITIATIVES [List which Strategic Initiative your Unfunded Need Pertains To – See last page for list of PVC Initiatives & Goals]					Cost Estimate [Leave Blank]
		1	2	3	4	5	
1.							
2.							

PART III-C: TRAVEL/CONFERENCES (If unfunded or cannot be funded within your current budget AND the item impacts your ability to maintain program integrity).

Need additional lines? Hit the "Tab" key in the last box.

TRAVEL / CONFERENCES ONE-TIME COST <i>List in PRIORITY Order of Importance with #1 being the highest.</i>	BRIEF EXPLANATION OF NEED OR JUSTIFICATION:	STRATEGIC INITIATIVES [List which Strategic Initiative your Unfunded Need Pertains To – See last page for list of PVC Initiatives & Goals]					Cost Estimate [Leave Blank]
		1	2	3	4	5	
1.							
2.							

PART III –D: OTHER (If unfunded or cannot be funded within your current budget AND the item impacts your ability to maintain program integrity).

Need additional lines? Hit the "Tab" key in the last box.

OTHER ONE-TIME COST <i>List in PRIORITY Order of Importance with #1 being the highest.</i>	BRIEF EXPLANATION OF NEED OR JUSTIFICATION:	STRATEGIC INITIATIVES [List which Strategic Initiative your Unfunded Need Pertains To – See last page for list of PVC Initiatives & Goals]					Cost Estimate [Leave Blank]
		1	2	3	4	5	
1.							
2.							

***E-MAIL or Return Hard Copy to Sheri Jones: sherjones@paloverde.edu BY MARCH 1
to ensure your items will be considered in the prioritization list for funding for 2013-14.***

PALO VERDE COLLEGE 2011 STRATEGIC PLAN

INITIATIVE 1: INSTRUCTIONAL PROGRAMS AND SUPPORT SERVICES

Goal: Deliver and continuously improve upon quality educational programs, emphasizing student learning and leading to certification, conferral of associate degrees, transfer to four-year institutions, and personal growth and career enhancement.

Objective 1: Identify, measure and evaluate student learning outcomes at the course, program and degree levels, and provide adequate support services to ensure the effectiveness of learning programs.

Objective 2: Develop multi-year course planning and scheduling procedures to minimize conflicts that delay students' progress toward program completion.

Objective 3: Continuously evaluate the quality and availability of courses and programs, through program review and other processes, to maintain their academic rigor and currency and to ensure they provide the means to achieve student learning outcomes.

Objective 4: Expand counseling and advisement services to provide students with timely and informative guidance as to careers and continuing education.

INITIATIVE 2: STUDENT RECRUITMENT AND ENROLLMENT

Goal: Increase awareness of the College as a viable educational and career opportunity.

Objective 1: Maintain a diverse student population

Objective 2: Evaluate student and community educational needs

Objective 3: Publicize College's educational services, opportunities and activities.

Objective 4: Minimize barriers to educational opportunities offered by the College.

INITIATIVE 3: STUDENT SUCCESS

Goal: Establish programs that enable students to achieve their educational and career goals.

Objective 1 Support student learning by expanding tutorial resources and other supportive educational services for all students needing these services.

- Objective 2: Increase student participation early in their College careers in activities, such as orientation and career and educational counseling.
- Objective 3: Increase student active participation in campus activities to help build a sense of belonging to the College community.
- Objective 4: Implement a system to track student progress during and after their college experience, and use the results and feedback to improve the effectiveness of programs.
- Objective 5: Develop a College Writing Lab

INITIATIVE 4: ORGANIZATIONAL EFFECTIVENESS

Goal: Create an institutional environment in which College personnel have an understanding of the functions, roles and responsibilities of their colleagues and College organizations and committees.

- Objective 1: Review and update the collegial governance chart annually.
- Objective 2: Provide all new employees with a College orientation program.
- Objective 3: Invite participatory governance in College planning and decision-making by encouraging constituent representation on College committees and organizations.
- Objective 4: Encourage adjunct faculty participation in College functions.
- Objective 5: Integrate all College plans, and have them available for examination in the College library or College website.

INITIATIVE 5: TECHNOLOGY AND SUPPORT

Goal: Ensure that state-of-the-art information technology and media are available and used by a highly-skilled college community.

- Objective 1: Ensure that there is training for faculty and staff that is cost-effective and directly applicable to immediate needs
- Objective 2: Update the 2004-07 Technology Master Plan and incorporate the goals into the College's Strategic Plan.
- Objective 3: Complete installation of the Datatel system and associated staff training.

Flex Day Agenda

Friday, February 1st, 2013



8:25- 8:30 am	Sign in	Auditorium
8:30 -9:00 am	A few words from Sharon Jones Interim VP of Instructional & Student Services	Auditorium
9:00 – 10:45 am	Brian Thiebaux SLO's	Auditorium
10:45 – 11:00 am	BREAK!!!	
11:00 – 12:00 noon	Keenan and Associates Training on safety procedures	Auditorium
12:00 – 12:55 pm	Lunch – on your own After lunch please sign in for afternoon session also	
1:00 – 1:50 pm	Sharon Jones Learning Styles	Auditorium
1:50 – 2:00 pm	BREAK!!!	
2:00 – 2:30 pm	Hortensia DeLeon DSPS services update	Auditorium
2:30 – 3:00 pm	Lorenzo Lujano Distance Education Updates & Discussion	Auditorium
3:00 – 3:15 pm	Biju & Bruce Faculty Handbook revision – Presentation	Auditorium
3:15	Collect feedback and close	

THANK YOU FOR ATTENDING

Palo Verde College

Flex Day, February 1, 2013

SLO Presentation—Brian Thiebaux

9 am. to 11 a.m.

1 p.m. to 2 p.m.

AGENDA

1. What is required by the ACCJC by March 15?

Review ACCJC report template

2. What we have accomplished to date, as of January 31, 2013?

- a. 145 courses offered Fall 2012
- b. 136 courses have identified SLOs, 94%
- c. 87 courses assessed, 60%

3. What do we have left to do? Need to establish program SLOs and assess them:

- a. 14 associate degrees
- b. 31 certificates
- c. 3 basic skills programs
- d. 3 general education programs
- e. 25 learning support programs and services
- f. 6 institutional learning outcomes

4. Resources for developing and assessing program SLOs:

- a. Aligning, or integrating, course SLOs and assessments with program SLOs and assessments
- b. “Proposed SLOs for Degrees, Certificates, and Learning Support Programs”—list of suggested program SLOs compiled by Brian Thiebaux to help “jumpstart” the process
- c. Program Review Reports from prior years with stated program SLOs
- d. Other colleges

AS Automotive Technology

Program Emphasis SLO: Demonstrate in-depth technical skill in diagnosing and repairing basic automotive malfunctions.

Based on SLOs and assessments of these representative courses:

AUT 100 SLO#2 Troubleshoot simple malfunctions in an automobile's mechanical and electrical systems.

AUT 111 SLO #2 Perform minor repairs to automotive electrical systems.

AA CSU General Education Breadth (Option B) AA IGETC (Option C)

SLO #1 (CSU-GE and IGETC): Acquire a fundamental grounding in communication, critical thinking, scientific inquiry and quantitative reasoning, the arts, literature and humanities, social, political and economic institutions, and self-development.

Based on SLOs and assessments of these representative courses:

ENG 103 SLO #1 Employ sophisticated tools for interpretation, critique and contextualization in the active reading of texts.

SOC 101 SLO #2 Analyze society and social groups using a sociological perspective.

BIO 100 SLO #1 Describe and compare plants as producers and animals as consumers.

Breakout Session, by Division:

1. Make sure all courses are assessed
2. Develop all degrees and certificates SLOs, sponsored by your division, based on the SLOs of the representative courses required for that degree or certificate (align, map, integrate course SLOs with program SLOs).
3. Work up assessments of program SLOs based on the assessments of representative course SLOs
4. Reconvene in the auditorium for questions, observations, success stories

Brian Thiebaut

From: Denise Whittaker
Sent: Thursday, August 23, 2012 12:52 PM
To: Pvc-faculty
Cc: Pvc-Board
Subject: College Council Retreat

The PVC College Council is holding its annual retreat on Friday, August 31 from 8:30am – 1pm in CS123, with their regular meeting immediately following from 1 – 2:30pm. If you would like to participate, and if your attendance does not create a major problem for your area, please obtain approval from your supervisor and then let me know so I can add your name to the list.

The tentative Agenda is as follows:

- 8:30am Continental Breakfast
- 9:00am College Council /Membership/ Structure/ Planning / Decision-Making Process / Relationship to budget development
- 10:15 – break
- 10:30 Understanding Institutional Program Review and SLO requirements and cycles
- 11:00 Understanding Integrated Strategic Planning
- 12:00 Handbook for Shared Decision-Making – Draft / Meeting Guidelines / Rules for Civility
- 12:30 Lunch
- 1:00 - 2:30pm College Council Meeting
 - Accreditation Update
 - Budget Update
 - Reorganizations (VP and other management)
 - VP Report on FTES and Enrollment
 - PVC Mission Statement review per Accreditation Standards
 - Needles Update

In preparing this agenda, there will be a volume of supporting documentation which I apologize for since we are trying to conserve paper but these are complex topics and I am trying to present the big picture in what we are supposed to be doing consistent with Accreditation Standards.

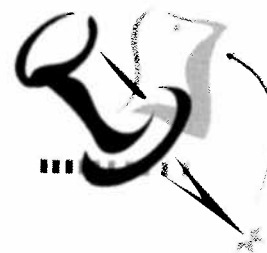
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Denise Whittaker
Interim Superintendent/President
Palo Verde College
One College Drive
Blythe, CA 92225



Flex Day Agenda

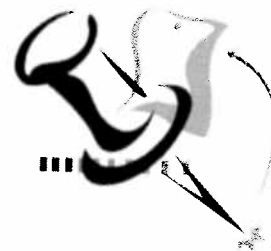
Friday, April 20, 2012



8:20- 8:30 a.m.	Sign in & a few words from Mr. Smith	Auditorium
8:30 – 9:00 a.m.	BSI & Technology <i>Presented by Biju Raman</i>	Auditorium
9:00 a.m. – 12 noon	<p>SLO Assessment Workshop: Includes discussion of accreditation requirement in SLO assessment, along with hands-on breakout session to review course outlines and develop assessment processes. Faculty: please bring a course outline of record for one course you are planning to teach Fall 2012. Student Services faculty: please bring SLOs for your areas, and/or bring copy of 2010 Student Services Program Review.</p> <p>-----</p> <p>9:00-10:00 a.m.: SLO topics, presented by Denise Whittaker 10:00-10:15 a.m.: Break 10:15-11:00 a.m.: Breakout session by division – Pick a room! Use your classroom keys or ask to have a door unlocked. 11:15 – 12 noon: Report back to full assembly</p>	Auditorium/ Classrooms
12 noon – 1 p.m.	Lunch – The DEN will remain open until 1 p.m.	On your own
1 – 1:45 p.m.	Tips for working with DSPS students <i>Presented by Steve La Vigne with tip by D. Lilley-Edgerton and general discussion</i>	Auditorium
1:45 – 2:00 p.m.	Course Outline Updates and Pre-requisites, New Title V Language <i>Presented by Hortensia Rivera</i>	Auditorium
2 p.m. – 2:45 p.m.	Senate Issues <i>Facilitated by Richard Castillo</i>	Auditorium
2:45 – 3:30 p.m.	Locus of Control <i>Sheri Jones & Tara Perkins</i>	Auditorium
3:30 p.m.	Survey	Thanks to all participants!

Flex Day Agenda

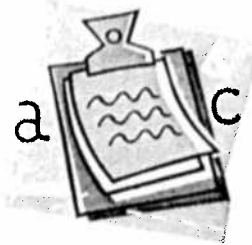
Thursday, April 21, 2011



8:00-8:25 a.m.	Faculty breakfast (breakfast burritos, fruit and coffee)	Outside auditorium
8:25- 8:30 a.m.	Sign in	Auditorium
8:30 -8:40 a.m.	Agenda changes	Auditorium
8:45– 10:45 a.m.	Bridge training: Tests and Quizzes. Dropbox. <i>Presentation & hands-on training led by Cristen Mann with M.L. Bettino and David Gunn from Cerritos College</i>	CL 127 & CL130
10:45 -11:00 a.m.	Break	
11 a.m. – 12 noon	Bridge training: Assignments, Calendar	CL127 & CL130
12 noon -1 p.m.	Lunch (Den will be open)	On your own
1- 2 p.m.	Institutional Learning Outcomes <i>M. Gaubeca, S. Burgeson, S. Sher, J. Turner</i>	Auditorium
Close	Flex day survey	Auditorium
Thanks to special guests M.L. Bettino and David Gunn from Cerritos College!		Thank you

Flex Day Agenda

Friday, August 21, 2009



8:00– 8:30 a.m.	<u>Sign In & Networking</u> Faculty Breakfast	Outside Auditorium
8:30 - 8:45 a.m.	Flag Salute led by Dennese Lilley-Edgerton A few words...Willie Smith	Auditorium
8:45– 9:45a.m.	<u>WebAdvisor and You</u> <i>Presented by Dennese Lilley-Edgerton & Irma Dagnino</i>	Auditorium
9:45 – 10:15a.m.	<u>Title III Update</u> <i>Presented by Larry Turner</i>	Auditorium
10:15- 10:30 a.m.	Break	
10:30-11:10a.m.	<u>Scotopic Sensitivity Syndrome</u> <i>Presented by Sheri Jones</i>	Auditorium
11:10a.m.-11:20	<u>Learning Express database, library update</u> <i>Presented by June Turner</i>	Auditorium
11:20a.m. – 12 noon	<u>PVC Organizations 101</u> <i>Facilitated by Jason Bram</i>	Auditorium
12 noon – 1p.m.	Lunch	CS123/124
1:00-1:15p.m.	<u>Survey</u> <i>Kevin Eoff</i>	Auditorium
1:15-1:45p.m.	<u>Self Defense</u> <i>Presented by Victor Hernandez</i>	Auditorium
1:45 - 2:15p.m.	<u>Research Findings on Success Patterns of Basic Skills Students</u> <i>Presented by Louise Gallan and Brian Thiebaux</i>	Auditorium
2:15 – 2:45 p.m.	<u>SLO's</u> <i>Facilitated by Brian Thiebaux with presentations by Steve La Vigne, Jason Bram and Richard Castillo</i>	Auditorium
2:45-3:00 p.m.	<u>Flex Day Survey</u>	Auditorium
<i>Thanks to all presenters and the flex committee!</i>		<i>Thank you</i>

Flex Committee Assignments: Presenter Introductions: Jason Bram; Time Keeper: Bruce Wallace; Survey: Derek Copple; Food: Paul Shibalovich; Coordinator: June Turner; Input: All
Thanks to the IT department!

(2.9)

JUN 30 2008

EVALUATION REPORT

PALO VERDE COLLEGE

One College Drive
Blythe, CA 92225

A Confidential Report Prepared for
The Commission for Community and Junior Colleges
Western Association of Schools and Colleges

This report represents the findings of the evaluation team that visited Palo Verde College from
March 16 through March 20, 2008.

Dr. W. David Pelham, Chair

Palo Verde College
Comprehensive Evaluation Visit Team Roster
March 16-20, 2008

Dr. W. David Pelham (Chair)
Superintendent/President
Cuesta College

Ms. Michelle Van Aalst (Team Asst.)
Instructor, English
College of the Siskiyous

Ms. Marilyn McBride
Vice President of Instruction
Canada College

Mr. Alvin Tagomori
Vice Chancellor, Student Services
Maui Community College

Dr. Frederick 'Fritz' Wenck
Trustee
Lake Tahoe Community College

Dr. Mary Beth Buechner
Professor, Biology
Cosumnes River College

Dr. Linda Rose
Instructional Dean, Liberal Arts
Cerritos College

Mr. Lawrence Serot
Vice President, Admin. Services
Glendale Community College

Dr. Chui Tsang
Superintendent/President
Santa Monica College

Ms. Lisa Gray
Executive Assistant, President's
Office
Cuesta College

General Observations

Palo Verde College offers a variety of instructional courses and programs including collegiate degrees and certificates, developmental/pre-collegiate courses, noncredit community education, and "in-service training" (specialized instructional programs in police, fire, and hazardous materials handling delivered in areas outside of the district). These programs prepare students for further academic study or entry into the work force. They are of appropriate quality and rigor to serve students well. Program review is completed for each program on a five-year cycle. The program review template was revised in 2006, so some programs have not been reviewed under the new process at this time. Educational opportunities are available at two off-site centers as well as the main campus. A variety of instructional modes are used to provide distance education to students who are not able to come to one of the centers.

The College has developed student learning outcomes at the course, program, and degree level. Most course outlines contain SLOs and faculty members are beginning assessment efforts. These early assessment results are being used to inform pedagogy in some cases. Program outcomes are identified for programs that have undergone program review since 2006 when the program review template was revised. Degree SLOs are identified as outcomes that focus on general education requirements. The College requires that all associate degrees include a component of general education.

The College strives to provide student support services to address the identified needs of students and contribute to a supportive learning environment. The student handbook supplements the catalog. The College offers comprehensive and diverse student support services to meet the varied student needs. These include preparation for transfer to a four-year institution, certificate and degree programs for professions, and opportunities for personal and professional enrichment in credit and noncredit courses and programs. Beyond the core services, student support services may vary from site to site to accommodate the unique needs of students at each site. PVC library and Learning Skills Center employees and student workers provide the college community, including those students in remote locations, with extensive access to services and resources. The staff is friendly and helpful and students are provided with individual attention to help them achieve their learning goals. Information is clearly posted on the web page for library services, and flyers and brochures describing the types of services available in the Learning Skills Center are easily accessible to all who enter the Center. There is also easy access to the open computer area in the LSC at the Blythe campus for students with physical disabilities, and there are an adequate number of computer stations available for student use. Classrooms are located in the area of the Learning Skills Center that provides a level of access by faculty to further assist them in helping students achieve academic success.

Standard II A Instructional Programs

Findings and Evidence

Palo Verde College offers a limited number of Associate degrees: one Associate of Arts degree in Liberal Arts intended to prepare students to transfer to a four-year college or university, an Associate of Science degree in General Studies as a terminal liberal arts degree, and ten Associate of Science degrees that prepare students for careers directly. In addition, the College offers 25 certificate programs to students that prepare them to go directly into the workforce. The curriculum committee is the body charged with ensuring all curricular offerings are of high quality and serve the needs of the community. The large majority of courses have student learning outcomes identified as part of the course outline of record (Standard II.A.1).

The College has an extensive program designed to offer educational programs to inmates in local prisons through correspondence materials. All students in the community have the ability to participate in this program, but exceptional processes are in place to specifically serve the needs of the inmates. A large in-service training program in Police, Fire, and Hazardous Material Handling is also offered in other service areas. The Curriculum Committee has recently approved new certificates to support the Fire Science offerings (Standard II.A.2).

The College has made significant progress in identifying student learning outcomes at the course level, moderate progress at the program level and has identified degree level outcomes that focus on general education requirements. There are varying degrees of progress being made in assessing outcomes at all levels. Assessments have been defined for many courses, and there is evidence that some faculty have completed course level assessments, specifically in Mathematics, English, Chemistry, Biology, Accounting and Business. A variety of modes for assessment have been developed in departments to measure outcomes. These assessments include pre/post tests, rubrics, and imbedded questions in examinations. Some faculty members have looked at the results of the assessments and are engaging in dialog with their colleagues at the department level to interpret the results. A few departments have devised rubrics to assess the degree-level outcomes. The Language Arts and Communications Division and the Mathematics and Science Division have completed one cycle of evaluation. It is not yet clear whether they have interpreted the results to make improvements.

The College requires students to complete a series of general education course work that addresses the major areas of knowledge including oral and written communication, humanities and fine arts, natural sciences, and social sciences. However, there are no specified procedures that define the process by which courses are placed in College GE areas. Every course that is included in the College General Education offerings has been accepted by the CSU system as meeting a GE requirement. The College has identified degree-level student learning outcomes and identified the specific courses in which the outcomes could be assessed and validated. Every degree that is awarded requires students to have completed appropriate course work in the specific area of study including courses for which the SLOs can be verified (Standard II.A.3).

The College Catalog specifies that all degrees include a focused core of study in at least one area of inquiry, with the exception of the Associate in Arts Degree (CSU-UC) degree and the General Studies Degree, which follow the General Education Requirements of CSU or UC. The College is aware that these two degrees need to be modified to include a focused area of study or and interdisciplinary core of courses. Faculty is in the process of modifying these two degrees to be

Reflect cost considerations.

Not duplicate existing courses, except for co-listed courses.

Be limited to lower division.

Established practices are effective but are not always captured in the policy documents currently available (note: the Curriculum Handbook is currently being revised). The Curriculum Handbook does not include detailed policies or procedures for some areas, most notably placement of courses into GE areas, specific approval of courses for the DE format, technical review procedures, or strategic program planning. In practice, the college also follows informal course and program evaluation procedures that result in courses and programs with appropriate breadth, depth, and rigor. This is evident from course outlines and was supported by conversations with faculty and visits to some classes. However, discussions with various faculty members, including Curriculum Committee members, demonstrated that not all were fully cognizant of the current college policies related to the development and evaluation of courses and programs (Standard II.A.2.a,e).

The institution uses newly developed procedures to design, identify, and assess learning outcomes for courses, programs (certificates and degrees), and General Education requirements (GE). General Education outcomes were developed and the assessment of these outcomes was assigned to specific divisions under the leadership of the Academic Senate (Academic Senate resolution no 06-07-03). The institution recognizes the central role of its faculty for improving instructional courses and programs. This commitment is evidenced in Academic Senate resolutions (Standards II.A.1.c; II.A.2.a,h,i).

Student learning outcomes have been written for each course and program that has undergone review in the last two years. The Academic Senate resolution has general guidelines for this development. The curriculum committee has few written policies regarding the implementation of SLOs but provides models of good practice. During the development of SLOs the Academic Senate led a dialogue concerning the quality and level of College programs (Standards II.A.1.c; II.A.2.a).

Faculty members in GE areas have accepted responsibility for assessing GE outcomes that align with the course and programs in their areas and are piloting assessment tools. Faculty members from each division are developing and piloting course-embedded models of assessment procedures for GE outcomes. The college Internal Researcher provides data that assists these pilot processes. Program reviews also reflect that some departments have undertaken assessment of course SLOs. For example, the program review for the Business Department states, "We have developed entrance and exit exams for the information technology classes as well as standardized exams for the department as a whole." However, the results of these assessments of course outcomes are not presented in all program reviews since some program reviews were conducted prior to the development of program outcomes and assessment procedures (Standard II.A.1.c; II.A.2.a; II.A.3).

The institution relies on faculty expertise, industry standards, and the assistance of advisory committees to identify competency levels and measurable student learning outcomes for courses, certificates, and programs where appropriate. Faculty-based disciplinary expertise is guided by