



Accreditation Evidence Collection

ASSESSMENT COMMITTEE

MAY 18, 2021

Possible Sources of evidence recommended by the ACCJC: Planning handbook, curriculum handbook, and/or budget development handbook that refer to the mission as a guide for decision-making; Institutional plans that demonstrate that the mission guides planning; Budget assumptions that are tied to the mission and that guide resource allocation decisions; Minutes from meetings when budget assumptions or resource allocations are decided; And/or other documents that demonstrate the institution is aligned with this Standard.

I.A.3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

- **SEMP Goals, Guidebook (SLOs assessed, diagrams, resource allocation), Sample Program Review/Unit Plan, Resource Allocation (Rubric), SEA funding (SEA retreat)**

Possible Sources of evidence recommended by the ACCJC: Procedures that document institutional evaluation and planning processes, such as an Institutional Planning Handbook; Documents that demonstrate how achievement data are used in planning and how planning is intended to support student learning and student achievement; And/or other documents that demonstrate the institution is aligned with this Standard.

I.B.4 The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

- **SLO Assessment Process – link to assessment action plans (program review/unit plan), multiple measures metrics for AB705, professional development activities, pathways to improve achievement**

Possible Sources of evidence recommended by the ACCJC: Procedures that document the program review process, such as a Program Review Handbook, including instructions or expectations how student learning data and student achievement data are used to plan program improvements; Program review template, including analysis of past goals and objectives, and analysis of student learning and student achievement data; The process includes disaggregation of data by program type and mode of delivery, as appropriate to the college's practices; Completed program review reports that include all of the above; Reports present both quantitative and qualitative data; And/or other documents that demonstrate the institution is aligned with this Standard.

I.B.5 The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

▪ **Program review sample**

Possible Sources of evidence recommended by the ACCJC: Documentation of the process for curriculum development, review, and approval—the workflow and persons responsible—for courses and for programs; Approved course outlines of record that contain course descriptions, expected course learning outcomes, and course content at appropriate educational levels (pre-collegiate, lower division, or upper division); Documentation of a rigorous review process for DE courses to ensure they meet expectations for effective DE teaching methods and regular and substantive interactions; Documentation of a regular program review process, with timelines, workflow, and persons responsible; Completed program review reports, with analysis of student learning assessment results and analysis of student achievement data, leading to improvement plans, and requests for resource allocations if needed; Minutes from departmental, divisional, or other meetings where program reviews, program data, and improvement plans are discussed; And/or other documents that demonstrate the institution is aligned with this Standard.

II.A.2 Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

- **Curriculum handbook, Program Review snapshot, District Discipline Day, Division Meeting (Minutes), eLumen Dashboards, professional development, completion data (ADTS), employment data, pass rates (national board exams) – CTE program reviews, # of TAG agreements, data from UC/CSU track number changes**

Possible Sources of evidence recommended by the ACCJC: Program review calendar and schedule for report submissions; Program review reports that document plans for improvements and improvements that have been accomplished; Institutional planning and evaluation documents that include plans for improvements and reports on improvements that have been accomplished, with accompanying data on student learning and student achievement; And/or other documents that demonstrate the institution is aligned with this Standard.

II.A.16 The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

- **Updating curriculum (skills certificates, certificates of achievement), CID approvals, guided pathways program mapping, program review samples, curriculum minutes/senate approval of curriculum (minutes)**