Copper Mountain College

Institutional Self-Evaluation Follow-up Report

Submitted by

Copper Mountain College

6162 Rotary Way

Joshua Tree, CA 92252

Submitted to

Accrediting Commission of Community and Junior Colleges,

Western Association of Schools and Colleges

Date Submitted

30 September 2020

Institutional Self-Evaluation Follow-up Report Certification Page

To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

From: Daren Otten, Superintendent/President
Copper Mountain College
6162 Rotary Way
Joshua Tree, CA 92252

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

Signatures:

Daren Otten	9/22/2020
Daren Otten	**Date**
Superintendent/President	

Dick Rogers	9/22/2020
Richard Rogers	**Date**
President, Board of Trustees	

Michael Reese	9/22/2020
Michael Reese	**Date**
Accreditation Liaison Officer	

signature	9/22/2020
Joe DeSantis	**Date**
President, Academic Senate	

Jared Zwicker	9/22/2020
Jared Zwicker	**Date**
President, Classified Senate	

Leila Smith	9/23/2020
Leila Smith	**Date**
President, Associated Students	

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Report Preparation

At its meeting on 5-7 June 2019, the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, reviewed the Institutional Self-Evaluation Report (ISER) and evidentiary materials submitted by Copper Mountain College (CMC). The Commission also considered the External Evaluation Team Report prepared by the peer review team that conducted its onsite visit to CMC on 4-7 March 2019. The Commission acted to reaffirm accreditation for 18 months and require this follow-up report, due 1 October 2020.

The Commission determined that CMC must demonstrate compliance with the following Standards as identified in the College recommendations, to be addressed in this follow-up report.

> **Standards I.B.2, II.A.3, and II.A.11:** In order to meet the standard, the team recommends that the College complete its course-, program-, and institutional-level learning outcomes assessment cycle.

During the preparation of the 2019 ISER, it became clear that CMC had poor levels of participation in outcomes assessment. In spring 2018, the Academic Senate began discussions around how to improve participation rates. Over the next year, a new student learning outcomes (SLO) assessment report form was proposed and the reporting timeline was reconsidered. The Senate continued to develop and refine assessment processes through spring 2020, including the following [01].

- New SLO assessment report form
- New program learning outcomes (PLO) assessment report form
- Change in PLO assessment reporting due date
- SLO assessment review rubric
- Discussion on linking programs with pathways and making SLO assessments more student centered.
- Addition of SLO assessment history to report form
- Proposal of Administrative Procedure to document the SLO cycle

The Institutional Effectiveness Committee met early in the summer of 2019 to discuss how best to address the Commission's compliance recommendation. Overall SLO assessment rates prior to spring 2019 had been in the 30% range. The committee determined that the addition of a third faculty Student Learning Outcomes Coordinator (SLOAC) position would help to ensure ongoing oversight and compliance for the SLO process [02]. The three SLOAC positions were staffed in fall 2019. The SLOACs presented workshops on the SLO process during fall 2019, spring 2020, and fall 2020 professional development weeks, and since their inception, they have worked to train and coach faculty in SLO assessment and to track SLO and PLO report submissions. By fall 2019, SLO assessment rates jumped to above 95%.

In spring 2020, the Chief Instructional Officer (CIO) and the executive assistant to this position obtained the template for follow-up reports from the Commission website and began to complete

the required sections of the report, with input from the SLOACs. When COVID-19 caused the campus to close in March 2019, work on the follow-up report suspended for several months.

In summer 2020, the CIO met with the SLOACs to compile and collate evidence and complete this report, to be submitted to the Governing Board for consideration on 21 September 2020.

Personnel involved in the preparation of this report include the following.

- Jane Abell, CSSO and former acting CIO
- Brad Berger, SLOAC for Mathematics and Sciences
- Matthew Betts, Research and Planning Specialist
- LeeAnn Christensen, SLOAC for Career Technical Education and non-instructional areas
- Alma Correa, Dean of Planning, Research, and Institutional Effectiveness
- Joe DeSantis, full-time Faculty Member and Academic Senate President
- Tony DiSalvo, former CIO
- Shannon Frechette, Curriculum Specialist
- Heidi Gibbons, SLOAC for Arts and Humanities
- Lisa Hinton, Executive Assistant to the CIO and the Dean of PRIE
- Crisandra Kauffmann, Executive Assistant to the Superintendent/President
- Jacob Kevari, former interim CIO
- Jennifer O'Donnell, Dean of Student Services
- Daren Otten, Superintendent/President
- Michael Reese, interim CIO
- Melynie Schiel, full-time Faculty Member and former Dean of Instruction
- Leila Smith, Student and ASCMC President
- Jared Zwicker, Fiscal Services Accountant

Response to the Commission Action Letter

The Commission determined that the College must demonstrate compliance with the following.

> **Standards I.B.2, II.A.3, and II.A.11:** In order to meet the standard, the team recommends that the College complete its course-, program-, and institutional-level learning outcomes assessment cycle.

I.B.2. The institution defines and assesses student learning outcomes for all instructional programs and student learning support services. (ER 11)

CMC defines and assesses student learning outcomes for all instructional programs and student learning support services. This is done at the institutional level, the program level, and the course and student support service unit level.

The college catalog defines the following five institutional student learning outcomes (ILOs) as a general combination of competencies that will enable CMC students to be successful in furthering their education, in their career, as citizens, and in their personal lives [03].

- Communication skills
    - Express ideas and information effectively
    - Demonstrate effective listening skills
    - Utilize persuasive skills in both written and oral forms
- Critical thinking skills
    - Analyze problems and conceptualize theses
    - Develop arguments, weigh evidence, and derive conclusions
    - Use inductive, deductive, and recursive reasoning and methodological processes
    - Differentiate facts from opinions
- Ethics
    - Demonstrate respect, integrity, and tolerance
    - Practice fair treatment, civility, and commitment to civic engagement
    - Exhibit responsibility for oneself, the community, and the environment
- Personal development
    - Recognize personal strengths and weaknesses and embrace a lifelong learning process that perpetuates personal growth
    - Demonstrate cooperation, tolerance, flexibility, and curiosity
    - Cultivate an awareness and appreciation for diversity
    - Demonstrate leadership skills
- Information competency
    - Demonstrate proficiency in the use of technology
    - Utilize appropriate skills to locate and evaluate information
    - Apply research and writing methodologies to information

The Planning, Research, and Institutional Effectiveness Office (PRIE) distributes an ILO survey at the graduation ceremony each spring [04]. The 85 responses from spring 2018 show that students improved significantly in all ILO areas during their time at CMC [05]. PRIE measured ILOs indirectly through the 2019 student survey [06] and the 2019 graduation ceremony survey. An analysis of ILO-related questions included in the 2019 student survey showed that the majority of respondents reported improvement in all five ILO areas [07]. Results of the 2019 graduation survey also demonstrated improvements as measured by student responses. Overall, the majority of students graduating from CMC in 2019 reported moderate to strong improvement along with an increase in positive responses within all five ILO areas. The *Institutional Student Learning Outcomes Indirect Assessment Report* from June 2019 compares ILO survey results over four years, from spring 2016 through spring 2019 [07]. The ILO survey was not distributed in spring 2020 because the graduation ceremony was canceled due to COVID-19.

The college catalog defines program student learning outcomes as the cumulative skills, knowledge, and competencies developed over all the courses required to earn a degree or certificate [03]. The college catalog lists PLOs for each instructional program under the corresponding program description [08, 09]. In developing new or revising existing programs, discipline faculty determine the PLOs for each program. The SLOACs review and provide feedback on the PLOs [02], then the discipline faculty submit the program and PLOs to the Curriculum Committee for review and approval [10].

All programs assess and report PLOs each spring semester [11] following the timeline indicated by the integrated planning model [12]; however, due to disruptions in operations because of COVID-19, the PLO assessment reports for 2019-2020 are being collected this fall [13]. Full-time faculty complete and submit the PLO assessment instruments for their instructional programs [14] to plosubmission@cmccd.edu. The PLO submission rate for 2019-2020 is at least 61%, and we are still receiving PLO assessment reports [15]. This percentage may be artificially low because of the granularity of the defined programs at CMC. For example, because Automotive Technology offers a degree and six Certificate of Achievement areas, but all seven awards share PLOs, a missing PLO assessment in Automotive Technology acts as if it were seven missing assessments in the ratio of *Number of PLOs Assessed* to *Number of PLOs Scheduled to be Assessed*. The College is currently in discussions on how to best define programs and their associated PLOs, including defining a PLO assessment cycle. CMC will revise its PLO assessment instrument as it did its SLO assessment instrument to include a section on assessment history. This will ensure that all PLOs for each program are assessed at least once during the assessment cycle. We had hoped to have this done by late March 2020, but we lost momentum due to COVID-19.

The college catalog defines student learning outcomes as the knowledge, skills, and competencies specific to course content that students will develop during a course of study [03]. In developing new or revising existing courses, discipline faculty determine the SLOs for each course and list them on the new or revised course outline of record (COR). The SLOACs review and provide feedback on the SLOs [02, 16], then the discipline faculty submit the COR to the Curriculum Technical Review Advisory Committee (CTRAC) which assesses each element of the COR, including the SLOs [10].

Every COR lists the SLOs for the course [17, 18, 19]. Faculty are directed to include SLOs in all of their syllabi [20] via the *Required Elements of the Syllabus* document [21] available on the faculty portal, the syllabus template [22], and a welcome letter from the Dean of Instruction each semester [23, 24]. The welcome letter also directs faculty to submit their syllabi to syllabi@cmccd.edu during the first week of the semester. The Office of Instruction receives and reviews syllabi to ensure that the SLOs are identical to those listed in the COR.

The job description for full-time faculty states that they are responsible for strategies to assist students in achieving published SLOs and periodically assessing and advising students of their progress toward meeting course objectives [25]. Instructional faculty assess at least one SLO in each scheduled course every term [26] using the SLO assessment instrument [27, 28, 29, 30, 31]. A new version of the assessment instrument includes a section on SLO assessment history to ensure that all SLOs for the course are assessed at least once during the six-semester assessment cycle [32, 33, 34]. The Office of Instruction sends email reminders about the need to complete SLO and PLO assessments by the due dates. Faculty submit fall assessments each spring and spring and summer assessments prior to the program review due date each fall [35]. SLO assessments are submitted to slosubmission@cmccd.edu. The SLOACs track SLO assessment submissions, encourage faculty to perform their assessments and submit their results, and report missing assessments to the Academic Senate and the Office of Instruction [02].

SLO assessments may be used to develop PLO assessments, or PLOs may be assessed directly. PLOs are then used to inform program review, as shown in the integrated planning model [12]. The program review templates for instructional and non-instructional faculty include a discussion of assessments [36, 37]. Although we no longer use TaskStream to collect assessment information as described in the *Student Learning Outcomes Assessment Handbook*, the *Handbook* is still a valuable resource for training faculty on how to define and assess SLOs for their courses [38]. When requested, the SLOACs provide feedback on assessments submitted by faculty to help them continuously improve the SLO definition and assessment process. The SLOACs train faculty during professional development week each spring and fall [39, 40, 41, 42].

SLO assessment submission rates for spring 2019, summer 2019, fall 2019, spring 2020, and summer 2020 were 92%, 76%, 96%, 77%, and 62%, respectively [43]. Reports are still coming in for spring and summer 2020, and we suspect that many SLOs were assessed but not reported for those terms because of increased faculty workloads resulting from the pivot to online modality due to COVID-19. CMC enrollments are down, which means that some of our spring part-time faculty are not teaching this fall. This makes it difficult to obtain their spring SLO assessment reports. With only 39 full-time faculty and 141 part-time faculty, not receiving SLO assessment reports from even a few faculty members can have a significant impact on our submission rates.

CMC defines administrative unit outcomes (AUOs) for each student learning support services area, including ACCESS (Disabled Student Programs and Services), Counseling, EOPS (including CalWORKs and Foster Youth), Library, and Tutoring (Learning Resource Center) [44, 45, 46, 47, 48]. AUOs are assessed regularly via a Counseling survey, the annual student survey, and Data Warehouse success rate information [06, 49, 50].

The Quality Focus Essay (QFE) [51] introduced in the 2019 ISER lists the following goals related to assessment.

- Provide a system with the end user in mind
- Provide additional support to SLOACs
- Review and update mapping of SLOs, PLOs, and ILOs
- Report assessment results in the Institutional Effectiveness Report

The College is working toward these goals.

The SLOACs have created and implemented a Google Docs-based reporting system for SLO assessments to replace TaskStream, the prior software used for this purpose. The system is being evaluated for ease of use and effectiveness of its reporting capabilities.

The SLOACs have begun to develop an online Canvas course to serve as the handbook on assessment so that all faculty will have ILO, PLO, SLO, and AUO resources at their fingertips. It will be easy to update and improve, and it will provide clear definitions of assessment terms and processes, assessment results and best practices, and due dates for tasks over the assessment cycle. It will be a useful resource for onboarding new instructors so they quickly become well versed in assessment at CMC.

The SLOACs, PRIE, and the Academic Senate are conducting conversations on the appropriate definition of a program and improving the alignment of SLOs to PLOs to ILOs to the Commission's desired outcomes. Part of this effort will be to revise the PLO assessment instrument, as was done with the SLO instrument, to include a section on assessment history, thereby ensuring that all PLOs for each program are assessed at least once during the assessment cycle.

Through professional development offered during flex week each semester, the SLOACs and other campus leaders are working to develop a culture of assessment and improvement informed by data. CMC desires that its faculty members utilize the assessment process to better their craft and improve their positive impact on students, not just to comply with the Standards.

II.A.3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Per the discussion in the previous section, CMC identifies and regularly assesses PLOs and SLOs following established procedures. Certificate and degree programs are included in the identification and regular assessment of PLOs [08].

Each CMC course has an officially approved COR listing the SLOs for the course [17, 18, 19, 52]. At least 74% of CORs are current, but the College has some work to do to update the

remaining 101 CORs that may be older than six years [53]. The Curriculum Committee chair keeps track of CORs that need updating [54]. In every section students receive a course syllabus that includes SLOs from the officially approved COR [20]. All instructors turn in their syllabi to syllabi@cmccd.edu. These are due the first week of the semester, as indicated in the faculty welcome letter [23, 24] and the faculty handbook [26]. The Dean of Instruction and administrative assistant receive the syllabi and review them to ensure that the required syllabus elements are present [21], including the official SLOs from the COR. Each semester, all evaluation committees for part-time and full-time faculty review the evaluees' syllabi to ensure that SLOs are included and that they match the official SLOs listed on the COR [55, 56].

II.A.11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

The five CMC ILOs map directly to the Commission's program outcomes.

- Communication skills → Communication competency
- Critical thinking skills → Quantitative competency and analytic inquiry skills
- Ethics → Ethical reasoning
- Personal development → Ability to engage in diverse perspectives
- Information competency → Information competency

Every CMC instructional program includes PLOs that map to each of the ILOs [57]. Thus, all programs include PLOs that map to each of the Commission's program outcomes via the ILOs. For each program, the PLOs include outcomes specific to that program [08].

All SLOs map to PLOs, which map to ILOs, hence all SLOs map to the Commission's program outcomes. The SLO-to-PLO and SLO-to-ILO mappings are reported on the SLO assessment instrument [27, 28, 29, 30, 31].

Copper Mountain College has had issues in the past with low SLO assessment rates. Realizing this as it developed its ISER, the college designed its QFE to tackle the problem. Prior to the Commission's recommendation, SLO assessment rates were often below 40%; however, the semester after receiving the Commission's recommendation, SLO assessment rates had risen to over 90%. Due to COVID-19, the college has had only a single full semester to address the Commission's recommendation; however, accomplishing the work of the QFE will build an institutional structure and a culture of utilizing data for improvement that will ensure that CMC continues to complete its course-, program-, and institutional-level learning outcomes assessment cycle. In particular, CMC will continue to do the following:

1. Identify, define, and regularly assess ILOs, PLOs, SLOs, and AUOs for all instructional programs and student learning support services, including courses, programs, certificates, and degrees, using established institutional procedures.

2. Ensure that all CORs are current, they include official SLOs, and in every class section, students receive a course syllabus with the official SLOs from the COR.

3. Include, in all of its programs, PLOs in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Appendices

Evidence in order of first appearance

[01] Senate assessment discussions
[02] SLOAC job description
[03] ILOs in college catalog
[04] ILO survey
[05] ILO survey results
[06] Student survey
[07] ILO assessment
[08] PLOs in college catalog
[09] Programs and PLOs
[10] Curriculum summary
[11] PLO assessment assignments
[12] Integrated planning model
[13] PLO assessment instructions
[14] PLO assessment instrument
[15] PLO assessments
[16] SLO assessment rubric
[17] HIST-003
[18] CH-004
[19] AUTO-004
[20] Sample syllabi
[21] Required syllabus elements
[22] Syllabus template
[23] Welcome letter FA2018
[24] Welcome letter SP2020
[25] Faculty job description
[26] Faculty handbook
[27] SLO AUTO-018
[28] SLO CD-075
[29] SLO ENG-003A
[30] SLO PSY-020
[31] SLO SPAN-002
[32] SLO assessment instrument
[33] SLO HS-001
[34] SLO MATH-014
[35] SLO submissions due
[36] Instructional PR template
[37] Non-instructional PR template
[38] SLO handbook
[39] SLO workshop
[40] PLO workshop
[41] ILO workshop
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[43] SLO tracking
[44] AUO ACCESS
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[47] AUO EOPS
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[49] ACCESS
[50] EOPS
[51] QFE
[52] COR SLO list
[53] COR dates
[54] CTRAC agenda
[55] Instructional faculty evaluation form
[56] Non-instructional faculty evaluation form
[57] PLOs mapped to ILOs

Evidence in alphabetical order