FOLLOW-UP VISIT PEER REVIEW TEAM REPORT

Copper Mountain College
6162 Rotary Way
Joshua Tree, CA 92252

This report represents the findings of the Peer Review Team that conducted a virtual visit to Copper Mountain College November 16, 2021. The Commission acted on the accredited status of the institution during its January 2022 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Dr. Santanu Bandyopadhyay
Team Chair

Introduction

A Follow-Up peer review team conducted a virtual visit to Copper Mountain College on November 16, 2021. The purpose of the team was to determine whether the College has addressed the requirement of the Commission as stipulated in the Commission Action Letter of February 1, 2021.

The team was comprised of the following two members:

Dr. Santanu Bandyopadhyay
President
Modesto Junior College

Ms. Melissa Reeve
Instructor, English and ESL
Solano Community College
The team was impressed with the work done by the College to address the issues on non-compliance. The team met with several members of the campus community and reviewed the evidence provided by the College. The team met with the following individuals during the virtual visit:

1. Dr. Daren Otten, President
2. Jane Abell (VPSS)
3. Leila Smith (ASCMC President)
4. Brad Berger (Faculty, SLOAC for Math and Sciences)
5. Alma Correa (Dean of PRIE)
6. Michael Danza (Academic Senate President - current)
7. Joseph DeSantis (Academic Senate President - past)
8. Shannon Frechette (Curriculum Specialist)
9. Melynie Schiel (VPAA, CIO and ALO)
10. LeeAnn Christensen (Faculty)
11. Heidi Gibbons (Faculty Coordinator)
12. Jared Zwicker (Classified Senate President)

The follow-up report and the virtual visit focused on resolving the following compliance requirement:

Standards I.B.2, II.A.3, and II.A.11 (College Requirement 1): In order to meet the standard, the team recommends that the College complete its course-, program-, and institutional level learning outcomes assessment cycle.

Team Analysis of College Responses to the 2019 compliance requirements

Findings and Evidence

The team found that the College has established a methodical approach to assess SLOs, and a robust process to ensure timely submission of SLO assessments. A SLO assessment form has been developed that faculty are required to submit by each semester's grade submission deadline (Evidence 35). Requiring the SLO assessment submission to concur with grade submission ensures there are no missing

SLO assessment forms. Each instructor is required to assess all SLOs connected to a course within a period of six semesters. This approach ensures course SLOs are assessed and reported in a periodic manner. In addition, faculty generate follow-up plans related to each assessment, and report on these plans in subsequent assessment cycles. The team confirmed the implementation of the SLO Assessment Form with several faculty members and administrators. Having a six-semester timeline ensures the College will complete all its SLOs within the time cycle. The Academic Affairs Office ensures all SLOs are clearly stated in the syllabi that are given to the students. The faculty- driven process is supported by the instructional deans by random spot checks of continuing faculty, and as part of the evaluation process for all new faculty. So far, no syllabus has gone out without SLOs.

The team examined the Program PLOs mapping to ILOs document to validate the College is approaching the PLO and ILO assessment in a structured manner. The mapping process links programs and their individual learning outcomes to institutional learning outcomes (Evidence 36). The institutional research department conducts a survey during the Spring semester. Classes are selected at random for the survey. The College has been able to collect returned surveys at a response rate of 20%. The information obtained from the survey is used for validation of achievement of ILOs. The survey data is shared with campus constituents to encourage a robust dialog across the campus (Evidence 09).

The College is already using the information gathered from SLO, PLO and ILO assessment to drive the resource allocation process. The integration of resource allocation process with the assessment cycle ensures continuity of the activities started by CMC. After reviewing the evidence, and talking to several members of the campus community, the team observed that significant improvement has been achieved in the assessment of learning outcomes. The campus has used innovative approaches such as the use of flex hours to address PLO/ILO assessment for small programs.

Conclusion
The institution has addressed the requirement, corrected the deficiencies, and now meets Standards I.B.2, II.A.3, and II.A.11.