California Preparatory College

FOUNDED 2007

Follow-Up Report

In support of Initial Accreditation

March 26, 2020

Submitted by:

California Preparatory College

1250 East Cooley Dr.

Colton, CA 92324

http://www.calprepcollege.com

To:

Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

Follow-Up Report - Certification Page

To:

Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

From:

Gene Edelbach, President/CEO
California Preparatory College
1250 East Cooley Dr.
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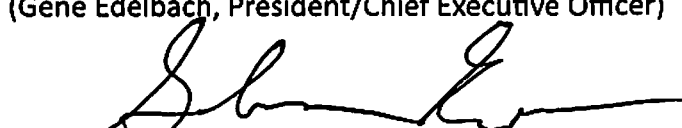http://www.calprepcollege.com

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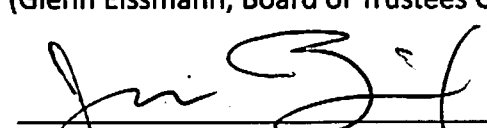
Signatures:

March 26, 2020

(Gene Edelbach, President/Chief Executive Officer)
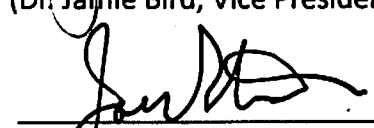
March 26, 2020

(Glenn Elssmann, Board of Trustees Chair)

March 26, 2020

(Dr. Jamie Bird, Vice President/Academic Dean)

March 26, 2020

(Joel Peterson, JD, Vice President/Legal Counsel/ACCJC Liaison)

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REPORT PREPARATION

Any properly done institutional self-evaluation or follow-up report is not the work of only one or two individuals. This report is no exception. Primary contributors to this follow-up report were Gene Edelbach, Jankel Cadavid, Joel Peterson, Pauline Mendoza and Jamie Bird. In addition to the work and writing of the primary contributors, there were many other CPC team members who spent significant time in committees such as Anthony Cadavid, Carol Remigio, Ester Oyoyo and Mana Manoukian. What became increasingly apparent, especially during the write-up of historical evidence of meeting the standard, was that this report represents nearly thirteen years of work. Thirteen years of review, meetings, discussions and communication from many original team members who are no longer part of the team and a few team members who have passed on but all seeking to provide educational excellence. This report represents more than just the work of a small group of writers, it is a CPC team report.

The actual preparation of this report began prior to and during the Peer Review Team's visit beginning on October 15, 2020. Some mid-term evaluations had already taken place allowing for the updating of several documents that are included in this report. During and following the Site Visit, based on questions by the Peer Review Team and clarifications to questions, Gene Edelbach, Jamie Bird and Anthony Cadavid met to discuss how to provide historical evidence for course improvements and program review at CPC. In addition, in mid-November each of the institution's four academic programs submitted program learning outcomes assessment reports. Annual Reports (ARRAPs) for each program were submitted in early January with program learning outcomes assessment reports provided as documentation.

On January 17, 2020 the ACCJC Commission voted to grant CPC candidacy. CPC was notified of this decision in writing in late January and in February the above-named individuals began working in earnest preparing this follow-up report. In February, the CPC Board of Trustees met and approved the submission of this report in order for CPC to be included on the Commission's summer agenda. The Board further approved and/or ratified many of the recommendations for improvement in the courses and programs based on the SLO and PLO data that was presented to them.

I. INTRODUCTION

This Follow-Up Report, in support of Initial Accreditation, focuses on evaluation and providing supporting evidence to meet the Commission's Revised Requirements related to ACCJC Standard II.A.3. As such, the evaluation and evidence that is outlined in this report endeavors to show: 1) an implementation of the learning outcomes assessment and tracking framework, 2) a regular and systematic assessment of those learning outcomes, and 3) documentation of resulting improvements to courses and programs based on those learning outcomes.

This report will first outline Standard II.A.3, the ACCJC Standard at issue, and discuss the requirements of this Standard that the Peer Review Team and the Commission found the college not to have met. It will then discuss and summarize some historical learning

outcomes and specifically, PLO learning outcome improvements, that the college neglected to include in its ISER and therefore, were not reviewed by the Peer Review Team during the Site Visit. The report will then explain the current system used to regularly assess and communicate the learning outcomes that are now being assessed so that resulting improvements can be made to the courses and programs. This will demonstrate that the college is currently meeting the Requirements of the Standard. And finally, a brief discussion is presented that outlines instances of resulting improvement made by the college and approved by its Board of Trustees due to the learning outcomes assessment data and the college's documentation of resulting improvements that have been and will continue to be made based on its current system of learning outcomes assessment and tracking.

II. STANDARD AT ISSUE

The ACCJC description of Standard II.A.3 is as follows:

> **Standard II: Student Learning Programs and Support Services**
>
> The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.
>
> **A. Instructional Programs**
>
> **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 has 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.

III. COMMISSION CONCLUSION AND FINAL RECOMMENDATION

Following the site visit last October, the Peer Review Team Report stated:

The College meets Standard II.A, except for Standard II.A.3. All other Standard II areas were met. Although program outcomes have been defined, and the College has a clear framework for tracking assessments and program improvements (Student Learning Outcomes Development Institutional Wide Course Progress Chart), the College is not currently documenting and capturing all the course and program improvements it is making. The College has identified an Actionable Improvement Plan to make progress in these areas and has a document for tracking progress **([Ex. 1](#))**.

The above paragraph described the only Recommendation (Compliance) issue in the entire Peer Review Team's Report. This Recommendation was for Standard II.A.3 and the team specifically outlined the one shortcoming of this standard by stating in this paragraph, its conclusion to the Standard II.A section, that "[A]lthough program outcomes have been defined, and the College has a clear framework for tracking assessments and program improvements (Student Learning Outcomes Development Institutional Wide Course Progress Chart), the *College is not currently documenting and capturing all the course and program improvements it is making*" (emphasis added)**[[Ex. 1](#)]**.

At the Commission Meeting of January 15-17, 2020, the Commission revised the Peer Review Team's original recommendation to the following final wording:

> **Revised Requirement 1 (Compliance):** In order to achieve initial accreditation, the team recommends the College fully implement its learning outcomes assessment process and tracking framework to ensure regular and systematic assessment of learning outcomes, including documentation of resulting improvements to instructional courses and programs. (II.A.3) **[[Ex. 2](#)]**

Based on the Commission's Revised Requirement and the Peer Review Team's comments, this report will focus on the requirements to: 1) "fully implement" the learning outcomes assessment and tracking framework, 2) to "ensure regular and systematic assessment" of those learning outcomes, and 3) to show "documentation of resulting improvements" to courses and programs based on those learning outcomes. This report is interpreting this specific Revised Requirement along with the other 127 Standards met following the review of the ISER and Site Visit, and concluding that the learning outcomes themselves and the assessment process and tracking framework were found to meet the otherwise applicable ACCJC Standards and that what remains to be required is further evidence of "implementation," "regular and systematic assessment," and "documentation of resulting improvements." It is those three elements, along with supporting evidence, that this Report is meant to address and demonstrate in order for the college to be granted its request for Initial Accreditation.

IV. HISTORICAL EVIDENCE OF MEETING THE STANDARD

Since beginning operation in 2007, PLOs have been discussed and have been an important part of each of CPC's degree programs. Though those programs have been reviewed, they were not systematically disaggregated. Historically, program learning outcomes were assessed by faculty teams who would review and make suggestions on how to design curriculum to best fulfill program objectives. These formal meetings consisted of colloquium, campus life committee, classical curriculum committee and faculty committee meetings. Informal assessment also occurred frequently via "white-table" and hallway meetings where faculty and staff would mix and discuss program improvements together.

In its ISER and during the Site Visit, the college failed to adequately present historical evidence and documentation to the Peer Review Team that PLOs had sufficiently been reviewed and institutional change and improvement had in fact been accomplished following the review and assessment of PLO information.

Though CPC may not have historically tabulated program assessments appropriately, significant effort has been taken to ensure that program review and assessment has been an important part of the institutional culture at CPC since its opening in 2007. The review process has led to numerous and significant changes to each of CPC's degree and certificate programs. The historical evidence for program review summarized in this is documented both formally and informally through a record of minutes, notes, emails, documents and evaluations.

While assessment has generally been organic and sprung from faculty and staff meetings in conjunction with tabulated results of student and supervisor evaluations as well as interviews, they have also been pushed on the institution by agencies such as the Bureau for Private Postsecondary Education (BPPE), Student and Exchange Visitor Information System (SEVIS) and other partner institutions.

These historical program improvements were not adequately presented in the ISER, but samples of significant improvements are now outlined in the "PLO - Program Review Results - Summary for 2007-2020" **[Ex. 3]** and summarized here as follows by various time periods since CPC first began instruction:

2007 Academic Year (Beginning of Instruction)

When CPC first opened, the following four degree programs and two certificate programs were offered:
- Associate of Arts - General Studies
- Associate of Arts - Business
- Associate of Science - Health Science
- Associate of Science - General Science
- Certificate - English as a Second Language (ESL)
- Certificate - English Language Training for International Nurses (ELTIN)

In the first year of operation, the Campus Life Committee (CLC) - a group that combined life counselors and faculty members - as well as the Faculty Committee (FC) reviewed each of the six educational offerings. Their review along with feedback from the recruiting department resulted in the teach-out of the A.A. General Studies degree. Another recommendation made for the following 2008-2009 academic year was that the ELTIN certificate program be renamed the Western Healthcare Practices and Communication (WHPC) program.

The WHPC Committee proposed that the WHPC program have two tracks. One track would continue to focus on nursing while the other would focus on international physical therapists and other healthcare professionals. The name change was also important because the more generic program name, "Western Healthcare Practices and Communication," was easier to understand by prospective students as well as foreign consular officers resulting in an increased percentage of student visa approvals.

2008-2009 - Program Review (A.S. Health Science, A.A. Business, WHPC, ESL)
The following program changes were made to the associate degree programs:\

- The Walking for Life course was dropped and students were instead given the option of an individual physical activity (PEAC 199) class that could be an activity of the students' choice. In addition, the CLC and FC committees improved the Fitness for Life course by making it a one unit course that could be taken multiple times for a maximum of two credits towards completion of an associate's degree.
- Students with grades falling below a "C" were required to attend a "mandatory study hall." Feedback from students, faculty and staff was not positive. The name itself created a lot of ill-will as measured by student evaluations. The academic committee improved this program offering by changing the name to a "Seminar" program where students could select from various topics that they needed to improve upon.
- Following feedback from students and faculty, a "Student Mentorship Program" was started.
- The World History course was dropped from the course offerings because the CLC and FC committees believed that it was more important for students to focus on U.S. history. This also increased transferability at other colleges.
- Following SEVIS approval, the programs were modified to include an optional practical training (OPT) component. This allowed students to obtain work experience in the area of their educational training for a period of twelve months.
- The Associate of Health Science as well as WHPC students began to request a Spanish for Medical Professionals course.   A new Spanish for Healthcare Professionals course was developed and added to the WHPC program as an elective.

2010-2011 - Program Review (A.S. Health Science, A.A. Business, WHPC, ESL)
The Seminar program implemented in 2008 was discontinued due to faculty and staff complaints about the time involved to organize weekly activities for students and the lack of clear measurable goals that might indicate success or failure. Faculty suggested the development of a learning support center.

2011-2012 - Program Review (A.S. Health Science, A.A. Business, WHPC, ESL)

The learning support center named the HUB was implemented. The HUB area was staffed by an employee who was able to assist faculty, staff and students through assignment support, proctoring service, faculty resource monitoring, tutoring service, grading, and temporary (unexpected) substitutions.

2014-2015 - Program Review (A.S. Health Science, A.A. Business)

It was decided that the initial articulation agreement with Pacific Union College (PUC) should be updated in order to facilitate the transfer of CPC credits to other regionally accredited institutions. Select faculty members from CPC made a second visit to PUC to meet with faculty members and discussed suggested changes to syllabi and lab manuals. Changes were made to English and Chemistry courses to make them more consistent with instruction offered in PUC's courses.

2015-2016 - Program Review (A.S. Health Science, A.A. Business, WHPC, ESL)

The Academic Committee voted to **IMMEDIATELY** transfer students out of and discontinue offering the Associate of Science, WHPC program. This change was made as a result of feedback received from the Student and Exchange Visitor Program (SEVP). Students were informed that it would be in their best interest to transfer out of this program due to significantly lower approval rates for second optional practical training (OPTs) applicants.

The ESL Committee, working in conjunction with an ESL consultant, completely reworked the ESL program. Curriculum was reviewed in entirety and replaced with Pearson's Northstar series for speaking and listening as well as reading and writing courses. Pearson's Northstar series was replaced with the Azar grammar series. In addition to curriculum changes, course times were modified to ensure that students were able to have more efficient schedules.

2016-2017 - Program Review (A.S. Health Science, A.A. Business)

The Academic Committee voted to replace the PHIL 299, Rhetoric, Logic and Argument course with PHIL 299, Philosophy of Science. This change was made for two very practical reasons: 1) the faculty that had originally developed the Rhetoric, Logic and Argument curriculum had moved on to other institutions or organizations meaning the remaining faculty lacked the experience with that course's curriculum; and 2) based on institutional learning objectives, program learning objectives, and changes in regards to faculty personnel (three CPC faculty members taking additional graduate level coursework).

The changes to the curriculum for this class are the result of caring faculty who have worked with students on an individual basis, reviewed evaluations, assignments, presentations and finally, mid-term and final exams, to identify ways to improve the class. The improvement occurred because of a constant feedback loop and review that resulted in recommendations that were more often than not adopted in an ongoing effort to better produce students with the necessary critical thinking skills and that will indicate that certain program and institutional learning outcomes have been met in a creative, enjoyable and supportive atmosphere.

2017-2018 - Program Review (A.S. Health Science, A.A. Business, WHPC)

The requirements for both associate degree programs were reviewed due to the fact that enrollment in the institution's business program had increased. Along with the increased enrollment came increased student requests for business CPT and OPTs. The requirements were modified so that work practical training was required for both degrees.

Another change to the requirements dealt with a review of business core requirements. These changes made in conjunction with ACCJC team members resulted in less elective units as more core business courses were identified and required. Similar to the business program, the requirements for the associates degree in health science was modified with CPT and OPT in mind in order to facilitate OPT approval rates by clearly stating that U.S. work experience is a requirement of the degree program. These changes were made to both programs in order to assure that CPC's institutional learning outcomes dealing with practical skills and work experience were met.

The requirements for the WHPC program were also reviewed resulting in changes to the WHPC 107 - Medical Terminology and Anatomy and Physiology Review and the Pharmacology class. The units per class were adjusted to more accurately reflect the hours spent in class during a semester.

2018-2019 - Program Review (A.S. Health Science, A.A. Business, WHPC, ESL)

The Annual Review, Report and Assessment Plan (ARRAP) was implemented **[Ex. 4]**. As CPC faculty and staff began working on the preparation of CPC's self-study, it became apparent that before CPC could grow it was necessary for the institution to review and develop a more efficient, intentional and standardized method of departmental, course and program review. The ARRAP process was designed in response to discussions and meetings between faculty, staff and students.

V. CPC'S CURRENT ANNUAL REPORT, REVIEW AND ASSESSMENT PLAN ("ARRAP")

The ARRAP policy and procedure ensures that CPC engages in continuous assessment to improve its practices and procedures at all levels of the institution in order to meet its mission. ARRAP (pronounced "Ā-wrap") is essentially an assessment tool that "wraps" itself around every department, program and facet of the institution.

When used properly, this tool is structured to systematically review and assess the quality, viability, productivity and outcomes of the college at all institutional levels, from each department up to, and including, the Board of Directors.

The ARRAP tool summarizes collected data from all departments, including student learning and program learning outcome data from the academic departments, and compiles this data in

annual reports using the Annual Report Template. These reports are then summarized by the oversight committees and presented to the President, who in turn presents the data in the President's Annual Report to the Board of Directors.

In each annual report the academic departments and oversight committees measure the institutional effectiveness of the college. Through this process the SLOs and the PLOs are purposely reviewed on an ongoing basis - from the course level faculty and up to different oversight committees to the highest level of the institution - the Board of Directors. **[Ex. 5]**.

The ARRAP Report Template

The ARRAP Report Template has been thoughtfully and intentionally created with specific and overall institutional improvement in mind. To collect the required data, the template report form is organized in sections, these sections and the corresponding data collected are:

- *Planning and Effectiveness in Supporting the College's Mission* - activity and goal evaluation, faculty and students involvement in planning, evidence of student learning relating to the mission, areas needing improvement, etc... ;
- *Fiscal Resources and Budget* - goals that require funding, suggested fiscal efficiencies, review adequacy of current resources, etc... ;
- *Faculty & Staff* - description of personnel plan, faculty and staff needs, educational development goals and activities, etc... ;
- *Students* - description of student feedback and how such is used in goal setting and planning, remedial and student support, annual student accomplishments, student services strengths and weaknesses, etc...;
- *Academic Program* - curriculum design, evaluation of programs with mission, how faculty are involved in curriculum development and improvement, **presentation and attachment of data assessing learning outcomes, ways to improve SLOs and PLOs, and relevancy of PLOs to students and suggested improvements;**
- *Policy and Procedures Review* - each department specific policy is reviewed annually for deletion, improvement, and/or addition of needed policies; and
- *Final Analysis of ARRAP Annual Report Format and CPC Mission Statement* - an assessment and review of the ARRAP form and process itself considering data, assessments and strategic plans of the college, and finally, a review of the college's mission statement. **[Ex. 6]**

How PLOs Are Assessed using the ARRAP Report

As mentioned above, the ARRAP Template form has specific sections for the assessment of PLOs. When the first 2018-2019 Template was used, the form and process failed to have specific questions dealing with the assessment and review of PLOs. The original form asked for assessments of learning outcomes, the collection of outcome data, and the review of that data which resulted in the attachment of PLO data reports in the form of tables from each department and program. However, it did not highlight PLOs specifically. Following receipt of the Peer Review Team report and feedback from faculty and review by the department and academic committees, the form was improved in this area to include question numbers 35 -

asking how course SLOs feed into PLOs and how the process can be improved; and 36 - asking for a description of how each PLO is relevant to students, and if they are not or no longer relevant, how should they be changed.

ARRAP Documentation of Improvements to Instructional Courses and Programs

When using the ARRAP tool, a documented chain of learning outcomes assessment and review is recorded in the completed report itself, in the minutes of the different departmental and oversight committees, and also in the President's report and the Board of Trustee minutes. The completed reports (with the attached SLO and PLO data tables) are made a part of the minutes and filed for historical review. Documentation is thereby created to show that learning outcome data is reviewed and assessed at all levels and recommendations for course, program and institutional improvement is made at each level - with the clear documentation of those improvements made based on that assessment data.

VI. CURRENT EVIDENCE OF MEETING THE STANDARD

The Peer Review Team was very close to finding that CPC had met standard IIA.3. However, since the time the Team determined that this particular standard was NOT met, the institution has made several changes. These changes include a more thorough implementation of the ARRAP process and inclusion of other forms of institutional tracking to better document all that is being done to systematically and responsibly review, assess and make institutional improvements based on learning outcome data, namely, Program Learning Outcomes. Further, master course outlines, syllabi, SLOs and PLOs are currently reviewed by institutional stakeholders. While the efforts in this area are thorough, the institution is committed to continued improvement of the review and assessment process. The following is a more detailed description of how CPC meets the above referenced standard.

Master Course Outlines and Syllabi
Master course outlines have been established for most classes taught and are accessible to all CPC faculty and administrative personnel through the administrative secretary or the Academic Dean. Master course outlines serve as the framework for the development of course syllabi, and as such, course learning objectives are drawn into the syllabus from the associated master course outlines [**Ex. 7**].

Changes in course outlines are reviewed, discussed, and then voted upon, during the year-end faculty meetings and are also included in the Academic Oversight Committee's Annual Report [**Ex. 8**]. This allows for new implementation at the beginning of the subsequent academic year for continuity across a given year.

All syllabi include a list of the student learning objectives drawn from the official course outline. All syllabi are available through the administrative secretary or the academic dean along with other course materials, on or before the first day of instruction so that students have immediate and continuing access to it. Instructors will also distribute either print or electronic copies of the syllabus at the beginning of the term. [**Ex. 9**],

Student Learning Outcomes (SLOs)

It was noted in the ACCJC Peer Review Team Report that:

> "Currently, 88 percent of CPC's courses have SLOs. However, the Institutional Self-Evaluation report notes that as of June 2019, CPC had only performed initial assessments on 43 percent of its classes, analyzed the data and implemented action plans on just over one-fourth (28%) of its classes. Sixteen percent of classes had used implementation plans and five classes had been reassessed."

Since last summer progress has been made on this front. As of the start of the spring 2020 term 100 (+12%) percent of CPC's courses have at least three SLOs being assessed on a rotating basis, 75% (+32%) have been initially assessed, 55% (+27%) of classes have had data analyzed and change plans outlined. Thirty-two (+16%) percent of classes had used implementation plans and twelve (+6%) of classes had been reassessed **[Ex.10]**.

For course SLOs, if all three objectives meet their established bar, other (if there are others) objectives are selected for assessment the following year. The "Meets or Exceeds Expectations" benchmark has been set as follows.

- For general education courses: 60% of students will meet the SLO expectations at 70% or higher.
- For concentration courses: 70% of students will meet the SLO expectations at 70% or higher.

Faculty will select the three SLOs to report upon at the beginning of the term; this ensures they don't simply report the SLOs they happened to meet. Outcomes for each of the three tracked SLOs are input into a tracking spreadsheet at the end of the term. Courses with more than three-course SLOs must alternate SLO reporting to ensure all course SLOs are reported on within a three-year span **[Ex. 11]**. Course (or "student") learning objectives (SLOs) are mapped up to the program level (PLOs) with designated key assignments providing longitudinally-assessable indicators of student progress towards the program learning outcomes.

The Academic Dean can filter results in the tracking spreadsheet to identify any SLOs that did not meet their goal. For these, the course instructor, Academic Dean and learning outcomes coordinator will meet to discuss adjustments to the course to improve SLOs. These interventions are implemented the subsequent term (in which the course is taught), and the SLO is tracked for another academic year **[Ex. 8] [Ex. 10] [Ex. 12] [Ex. 13]**.

Communication of Course SLOs

To ensure the communication of course SLOs is consistent and clear for students, a syllabus template was developed. The course outline and a syllabus template is provided to instructors prior to their teaching the course for the first time **[Ex. 7]**. All syllabi are submitted to the

Academic Dean for review prior to the commencement of instruction. Upon approval, copies of all syllabi are held in the Academic Dean's office. Instructors additionally distribute printed copies on the first day of class **[Ex. 9]**.

While the numbers still need to be improved, the implementation of the ARRAP process along with regular and intentional review of courses through the course evaluation and dialogue feedback loop have led to incremental improvements. CPC is making continuous improvement. As reported in the self-study, data is being collected but is still in the process of being organized into the internal and external data and planning report [**Ex. 12**].

The first year of the formal ARRAP process functioned largely as expected. Before the ARRAP plan was implemented, administration re-organized CPC's organizational structure into three main service areas: Academic, Finance and Administrative services. Due to the reorganization, there were some delays and the departmental ARRAPs and oversight committee ARRAPs were not finalized prior to the ACCJC team visit from October 14-16, 2020.

Departments were issued a Friday, November 15, 2019 deadline for submission of program learning data collected during the 2018-19 academic year so that it could be incorporated into departmental ARRAP reports **[Ex. 14][Ex. 15]**. PLO assessment reports were submitted for each program by the middle of November 2019.

Each of CPC's four program areas (two-degree programs and two certificate programs) are designed to support the institutional learning outcomes **[Ex.16]**. In addition to the 15 general education learning outcomes, both of CPC's associate degree programs have three program learning outcomes **[Ex. 17]**.

Objectives Assessment Process

Program learning objectives are assessed and quantified **[Ex. 14]**. Program learning objectives are evaluated through a series of key assignments that have mostly been mapped to the program learning objectives. Faculty submit reports detailing the key assignments and the corresponding student outcomes in those key assignments. The key assignments are representative of the curriculum scope and are assignments that require students to demonstrate attainment of learning outcomes.

Program Learning Outcomes 2018-2019 Assessment Results

> **Associate of Arts - Business [Ex. 18]:**
>
> > **AA PLO 1** - Evaluate a case study through the application of the relevant business principles from the different areas of study, such as accounting, management, marketing, finance or economics.
> > The overall average score for the assessment was 88%. The PLO was met.
> >
> > **AA PLO 2** - Compare and contrast the multiple perspectives of an ethical dilemma.
> > The overall average score for the assessment was 93%. The PLO was met.

AA PLO 3 - Research a business topic and develop a coherent and persuasive verbal Presentation.
The overall average score for the assessment was 80%. The PLO was met.

Associate of Science - Health Science [Ex. 19]:

AS PLO 1 - Outline the basic concepts of natural science, including the fundamentals of microbiology, chemistry, or anatomy and physiology.
The overall average score for the assessment was 77%. The PLO was met.

AS PLO 2 - Analyze scientific information through the application of proper study techniques, critical inquiry, and the application of problem-solving skills.
The overall average score for the assessment was 83%. The PLO was met.

AS PLO3 - Research information and communicate findings in a manner appropriate for health professionals.
The overall average score for the assessment was 82%. The PLO was met.

Western Healthcare Practices and Communication (WHPC) [Ex. 20]:

WHPC PLO1 - Understand and utilize unique English vernacular and terms used in the American healthcare system in the auditory, verbal, and written forms with an emphasis on the anatomy and physiology of the human body.
The overall average score for the assessment was 82%. The PLO was met.

WHPC PLO 2 - Synthesize patient assessment in English from data including anatomy, physiology, pathophysiology, management of rapid changing and complex patient acute and chronic diseases.
The overall average score for the assessment was 86%. The PLO was met.

WHPC PLO 3 - Compare and contrast communication used in healthcare delivery systems in their home countries with that of the U.S.
The overall average score for the assessment was 93%. The PLO was met.

WHPC PLO 4 - Conduct basic nursing tasks such as taking patient vitals and history, perform physical head to toe exams, provide health promotion, prevention and counseling education, administer wound care and numerous other personalized health interventions utilizing the English language.
The overall average score for the assessment was 86%. The PLO was met.

English as a Second Language (ESL) [Ex. 21]:

ESL PLO 1 - To understand spoken English in a wide variety of contexts.
The overall average score for the assessment was 77%, the PLO was not met.

ESL PLO 2 - To <u>speak</u> clearly and effectively as to be understood by others.
The overall average score for the assessment was 78%. The PLO was not met.

ESL PLO 3 - To <u>read</u> and understand a wide variety of written materials.
The overall average score for the assessment was 85%. The PLO was met.

ESL PLO 4 - To <u>write</u> clearly and effectively so as to be understood by others.
The overall average score for the assessment was 81%. The PLO was met.

ESL PLO 5 - To <u>use a computer</u> to communicate ideas or find information.
The overall average score for the assessment was 79.5%. The PLO was not met.

Achievement of these program objectives are assessed through mapped key, demonstrative, and/or culminating assignments across all study areas. Examples of these key assignments include oral presentations, research papers, essays, critical analyses in various courses, written critical analysis short answer questions, in-class discussion and debate, cross-disciplinary presentations and testing.

The institution-wide benchmark for the program learning objectives is 70% of students earn an assessment score of 70% or higher in the key assignments except for ESL where the departmental benchmark is 70% of students earning 80% or higher. Reasoning for the higher benchmark for ESL is that faculty felt that it was necessary for ESL students to be held to a higher standard in order to be able perform best with non-ESL coursework.

Program Review Recommendations and Documentation of Improvement

The various educational program assessment reports outlined above were presented to CPC's Board of Directors and various subsequent recommendations for improvement, based on the data collected, were approved or ratified in the Board's February 18, 2020 meeting.

Prior to their review of the learning outcomes data, the Board was instructed about the importance of their role in the institution's PLO assessment process with the goal of achieving regular and systematic review and assessment to improve the college's instructional courses and programs. Following this explanation, the Board reviewed the ARRAPs that included the attached assessment reports from each program **[Ex. 22]**. A few of the recommendations for improvement that were then approved included, but were not limited to, the following:

- Using English literature books in the advanced ESL classes
- Adding more ESL student tutors to increase time practicing conversational English
- Addition of more English language audio-visual material to aid in both lectures and laboratory experiences
- Increased use of student presentations in the Business program to improve PLO 3
- The use of problem-solving labs in the Health Science program

- Increased coordination between the ESL department and the WHPC department to improve English teaching techniques to improve WHPC student performance in English fluency and to better equip them to understand and accomplish the basic nursing tasks required in American hospitals.

The Academic Committee also made a recommendation directly to the ExCo Committee that a world religion or Adventism Today class be added for the ESL and WHPC certificate programs. This class is currently scheduled to be added for the fall 2020 term and will be scheduled in the evenings. This class is being added because it has been noted that students, though rare, who only attend the ESL or WHPC certificate programs would never receive direct lecture based spiritual instruction. That means the institutional learning outcomes dealing with spirituality would be more difficult to achieve. It is expected that the new class will decrease the reliance on student services and student association programs to help with achieving spiritual institutional outcomes.

The examples above demonstrate and document that PLOs and learning outcomes are being communicated to every level of the college's organization and that meaningful assessment and review of these outcomes are resulting in improvements to courses, programs and overall institutional effectiveness.

Affirmation of Meeting Standard II.A.3

Based on the evaluation and evidence outlined above, CPC meets Standard II.A.3.

VII. ACTIONABLE IMPROVEMENT PLAN

The ARRAP process outlines the framework for program assessment at CPC. During the fall and winter of 2019-20 the CPC team has made significant progress towards refining the ARRAP and program assessment process. While three of the four programs met their benchmark goals, suggestions for continued improvement were still made. Recommendations for improvement for each of the programs is found in the "Recommendation & Planning" section of the departmental program learning outcomes assessment reports.

While we have continued to make progress on assessments since last summer, more work in this area is needed. The SLO Committee has set goals to increase the percentage of courses that have been initially assessed to 85%, 75% that have had data analyzed and change plans outlined, 25% of classes that have implemented suggested changes, and to have 20 classes reassessed by June 2021.

We continue to review not only CPC courses and programs but also the ARRAP process itself. As described, the ARRAP process was implemented to systematize and formalize reviews that had already been taking place over the first twelve years of CPC operations, both formally and informally. During and after the recent ARRAP process, the SLO and various committees noted that the ARRAP template, while good, could still be improved. Recommendations made by CPC team members were that the ARRAP include specific questions pertaining to SLOs and PLOs. For the initial 2018-2019 ARRAP, only question #32 dealt with program review.

The ARRAP was designed to serve as a living document and is drafted to be modified and reviewed for improvement. As such, the last question of the original ARRAP dealt with what suggestions staff and faculty members may have for the improvement of the ARRAP template. Following review of the data collected from last year's responses, two additional questions specifically regarding learning outcomes were added to the 2019-2020 ARRAP. They are: (1) Explain how course SLOs feed into PLOs and how can this process be improved? (2) Briefly describe how each PLO is relevant to students, if they are not or no longer relevant, how can they be changed? **[Ex. 6].**

Affirmation that Changes and Improvements Will be Sustained

The college affirms that it will continue to seek improvement in its compliance with Standard II.A.3 and that continuous improvement of assessment and tracking of learning outcomes will be sought to facilitate ongoing institutional improvement.

VIII. CONCLUSION

Based upon the foregoing, CPC has provided evaluation and supporting evidence that it meets the requirements of Standard II.A.3. The college has shown that: 1) an implementation of the learning outcomes assessment and tracking framework, 2) a regular and systematic assessment of those learning outcomes, and 3) documentation of resulting improvements to courses and programs based on those learning outcomes is currently taking place. Further, through the college's commitment and the demonstrated policies in place, the college will continue to seek improvement in its compliance with this Standard, thereby assuring that continuous improvement of assessment and tracking of learning outcomes to facilitate institutional improvement will be achieved.

IX. APPENDICES (Exhibit List and Links)

Exhibit No.	Description (click on description for link)
1	ACCJC Peer Review Team Report, p.27
2	Richard Winn Letter of 01.27.2020 - ACCJC Candidacy Approval
3	PLO Historical Program Review Summary 2007-2020
4	ARRAP Annual Report Policy and Procedures (with template report form)
5	ARRAP Flow Chart
6	ARRAP Annual Report Template Form (revised edition 02/2020)
7	Master Course Outline

8	[ARRAP Academic Oversight Comm. Annual Report](#)
9	[CPC Faculty Handbook, p. 38 (syllabus policy)](#)
10	[SLO - Institution Wide Course Progress Chart (2020)](#)
11	[SLO - Assessment Plan](#)
12	[SLO - Internal, External Data and Planning](#)
13	[Course Evaluation Sheet](#)
14	[PLO Assessment Reports - Combined (2018-2019)](#)
15	[ARRAP Academic Department Reports - Combined (2018-2019)](#)
16	[CPC Catalog - 2019-2020, pp. 5-6 (Institutional Learning Outcomes)](#)
17	[CPC Catalog - 2019-2020, pp. (Institutional Learning Outcomes)](#)
18	[AA Business - PLO Report (Spring 2019)](#)
19	[AS Health Science - PLO Report (Spring 2019)](#)
20	[Western Healthcare Practices and Communications Cert. - PLO Report (Spring 2019)](#)
21	[English as a Second Language Cert. - PLO Report (Spring 2019)](#)
22	[Minutes of Special Meeting of the Board of Trustees (02.18.2020)](#)