

FOLLOW-UP VISIT REPORT

California Preparatory College
1250 East Cooley Drive
Colton, CA 92324

This report represents the findings of the evaluation team that visited
California Preparatory College on April 24, 2020

Submitted to:

The Accrediting Commission for Community and Junior Colleges

Submitted by:

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Follow-Up Team Report

DATE: April 24, 2020

TO: Accrediting Commission for Community and Junior Colleges

TEAM CHAIR: Dr. Mary Gallagher
President
Los Angeles City College

SUBJECT: Report of Follow-up Team to California Preparatory College April 24, 2020

A peer review team visit was conducted virtually to California Preparatory College (CPC) on April 24, 2020. At its meeting of January 15-17, 2020, the Commission acted to require California Preparatory College to submit a Follow-Up Report followed by a visit. Members of the peer review team conducted the virtual Follow-Up site visit to CPC on April 24, 2020. The purpose of the team visit was to verify that the Follow-Up Report prepared by the College was accurate through examination of evidence, to determine if sustained, continuous, and positive improvements had been made at the institution, and that the institution has addressed the recommendation made by the peer review team, resolved the deficiencies noted in the Commission Action Letter, and meets the Commission's Standards.

This visit was a virtual visit, due to the stay-at-home orders issued throughout California. The team chair was provided a tour of the facility to ensure everything was essentially the same as when the College was visited in October 2019. During the visit, the team met with President Gene Edelbach, Vice President Joel Peterson, Vice President Jankel Cadavid, Dean Jamie Bird, Director Manuel Alamo, and Business Department Chair Anthony Cadavid.

On review and reflection of the peer review team visit and subsequent Commission decision, California Preparatory College responded with a Follow-Up Report of succinct analysis of the Commission's Requirements. CPC divided the peer review team recommendation into three related concepts and addressed each systematically in the content of their Follow-Up Report: 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.

CPC submitted its Quality Focus Essay (QFE) with the candidacy report, and it was found to be thoughtful and comprehensive. The team reviewed and discussed the QFE with the CPC team. The College has three areas of focus: 1) use of data to strengthen linkages to the its mission and desired outcomes, 2) development of its Board of Directors by filling vacancies and a potential expansion of members, and 3) strengthen its financial position through enrollment growth, purchase of a building for the College, and a focus on its balance sheet elements.

Team Analysis of College Responses to the

2019 Evaluation Team Recommendation

Compliance Requirement

Standard II.A.3 (Requirement 1): 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)

Findings and Evidence:

Prior to the initial peer review team visit, the College designed and successfully implemented an annual report review and assessment plan (ARRAP). The ARRAP provides a yearly context for systematic analysis and reflection upon all aspects of instructional and non-instructional College processes and procedures, including report of programs and departments for Student Learning Outcomes (SLO) and Program Learning Outcomes (PLO). The ARRAP process itself underwent revision in response to the peer review team visit. CPC created two additional questions for the ARRAP to more clearly highlight PLO analysis specifically within the AARAP process. As demonstrated in the ARRAP flow chart, assessment curates from departments up through its reporting oversight committees to the EXCO from which the president drafts a comprehensive report to the CPC board. Upon analysis of the assessments and reflections of the ARRAP process, the board creates recommendations for change. The College provided examples of this process and resulting improvements.

Through the carefully crafted College SLO assessment plan, CPC addressed a need for *“systematic collection of evidence on student learning that can be used to improve pedagogy, services provided, and the administrative functions performed within our institution.”* The SLO assessment plan outlines and guides the College process from creation of SLO’s and mechanisms of evaluation for each course student learning outcome through the SLO assessment plan and assessment of the SLO’s themselves.

The process of SLO assessment tracking has been more clearly defined and more formally embedded in the College process. At term start the College SLO Committee assigns instructors the SLOs to be assessed for their course. In most courses all three SLO’s are assessed as assigned by the SLO Committee. If the course contains more than three SLO’s it is the responsibility of the SLO Committee to track and record the remaining SLO’s requiring assessment. All course SLO’s will be assessed within a three-year timeframe. To assure all SLO’s are assessed, the College maintains an institution wide course progress chart which provided comprehensive SLO progress. The SLO tracking sheet demonstrated 100 percent of current courses have SLO’s defined and assessments designed for each SLO. The College is currently at 75 percent assessment of all SLO’s with a clear plan to complete assessment of the remaining 25 percent by June 2021.

Numerous examples of program learning outcome assessment were provided and resulting improvements were documented in the College's follow-up report. The College delineated examples of program assessment improvement prior to the peer review team visit; however, the College recognized the need to create and maintain a more formal assessment process. In response the College revised the ARRAP process to specifically require assessment and analysis of PLO's and requires departments to articulate the relationship between SLO's and PLO's with reflection on possible improvement to the PLO assessment process.

Conclusion:

The College meets Standard II.A.3.

Quality Focus Essay

The journey through the self-study process has allowed CPC to dig deeply into all aspects of the institution converts mission into action and finally results. Each team member brings a unique set of perspectives and experiences to CPC. However, when this happens without a continued focus on the overarching mission of the institution, departments, faculty, staff and administration often becomes “siloed.” The focus often shifts towards one’s particular area of impact as opposed to the institution as a whole. This journey of self-evaluation has broken down the walls that so easily emerge and highlights the interdependency of each department on another within an institution.

One of the most dramatic results of this process has been the revelation of the connection between the mission and the data from the various aspects of the college. California Preparatory College operates almost entirely because of the ceaseless and dedicated sacrifice of each person who continues to invest their time, resources, gifts and abilities because of their individual conviction that the mission of CPC really matters. Despite how wonderful, remarkable, and beneficial these contributions are, there are several overhanging questions, how do you know if all this works? Does it matter? Is it making a difference?

Effort doesn’t necessarily translate into desired outcomes and results. Data is needed to ensure that effort equals desired results. All of the stakeholders, students, faculty, staff, administration, board of trustees, lenders, and the community at large must have key evidence that reveals that labor is producing desired results. If we are not achieving the desired results, what must we do to achieve those results, if we are achieving them, what can we do to improve our results?

Several areas can be highlighted as elements that have drawn the leadership of CPC to concentrate its efforts going forward. The first is related to all aspects of data. The second and third elements are related to data and have a profound impact on CPC’s ability to achieve its mission. The second is related to CPC’s financial matters and the third is the use of the new organization, assessment and review tool (the ARRAP process) that CPC is deploying to more effectively and substantially support its mission and to include all levels of the college in the institutional improvement and decision making process. The final element is addressing the Board of Directors has to how best fill the vacancy positions at this critical time period.

The CPC team recognizes that it will need to invest in the resources needed to more effectively create, manage, acquire, and store its diverse information data. CPC must create a standard means of insuring that the data collected is stored safely and names standardized to facilitate data retrieval. Proper production and access to collected data must be seamless for CPC’s students, faculty, staff, and administration. The use of master forms and standard best practices need to be updated and implemented.

CPC’s goal will be to invest in organizing and formalizing record-keeping in ways that support the institutional effectiveness and execution of its mission. It will need to provide the resources to all it team members. Data needs to be stored in a centralized, cloud-based storage system to avoid failures of equipment of other data storage means. Policy and procedures regarding what

data needs to be stored, when and how data is updated and by whom, needs to be expanded and refined. Stakeholders input will be vital for this process. Essential monitoring of data collection will be regularly updated. Confirmation of essential data point collection requirements for the US Department of Education, State of California and ACCJC will be obtained and provided.

The executive team will create a plan, after receiving feedback and participation from stakeholders, to be prepared for the board of directors' approval during the 2019-2020 academic school year.

Annual Report Review and Assessment Plan (ARRAP) Policy. ARRAP is a tool that ensures that California Preparatory College engages in continuous assessment to improve its practices and procedures at all levels of the institution in order to meet its mission. The ARRAP process is essentially an assessment tool that "wraps" itself around every department, program and facet of the institution thereby ensuring that all departments systematically can participate in institutional improvement and decision making on an ongoing basis. The ARRAP policy's main vehicle is an ARRAP report template that must be completed by each college department within 60 days following the end of the academic year (mid-May). There are three oversight committees (the academic, financial, and administrative services that evaluate these departmental reports and within 120 days of the end of the academic year, submit the oversight ARRAP reports to the president. The president then summarizes the findings and uses the results of the reports to produce the president's annual report to the board.

This process will ensure that all groups within the college will be represented in the annual report and assessment process – faculty, staff, students and administration will all participate in evaluating institutional effectiveness and participate in the decision making process. This participation, assessment, review and analysis will assist the college in supporting its mission while improving its academic and institutional performance.

CPC has several financial elements that will be addressed prior the site visit. The first is to bring our ratio's to a 1:1,500,000. CPC is currently in escrow to purchase the building that serves as our campus and administrative center. This facility will accommodate significant enrollment growth for our future project growth. By finalizing a purchase of the property CPC will be able to lower its operational cost significantly and insulate it from future rent increases. The board will be asked to play a significant role in fundraising for costs related to the purchase. These donations will further result in a long-term reduction in our operational costs.