

**ACCREDITATION & STUDENT LEARNING OUTCOMES
COMMITTEE AGENDA – 9/13/12**



SBVC provides quality education and services that support a diverse community of learners.

Agenda Items	Supporting/discussion notes
Dr. Smith – Accreditation related evaluation	
Selection of Standard Chairs and make up supporting members – Review	
2012 – 2013 Institutional Reports on Institutional Status on Student Learning Outcomes and Assessment of Learning – Update	
Planning for Accreditation 2014 – Update/Dialogue	
Other	
ACCJC – October 5, 2012	
Next meeting	September 13, 1:00–2:30pm

PLANNING FOR ACCREDITATION 2014

HOW TO SURVIVE THE NEXT TWO AND HALF YEARS AS WE PREPARE FOR THE SELF STUDY

Where we have been with regard to Accreditation:

- October 2008
Visit of the last accreditation team

- January 2009
Received accreditation with a number of items to address

- October 2011
Submitted Follow-Up Progress Report addressing Recommendation 5, 6 and Commission Recommendation 1

Response letter indicated the College has resolved Recommendation 5, 6 and Commission Recommendation 1 as identified in the Commission's action letter of February 3, 2009.

- October 2011
Submitted Midterm Report addressing the remaining items from initial accreditation as well as Recommendations on the Follow-Up Progress Report.

Response letter indicated that the recommendations had been resolved by the institution and "that the College had also addressed the self-identified plans..."

- April 2012
Submitted Substantive Change Proposal - Distance Education

ACCREDITATION COMMITTEE MEETING DATES AND TIMES 2012-2014

1:00-2:30 on 2nd and 4th Thursdays of each month
Location TBD

August 23, September 13, 27 October 11, 25 November 8, 22 December 13

Tentative Timeline

August 9, 2012 (9:00am – 12noon)	Training workshop for chairs/co-chairs
August 23, 2012	Review and finalize 2012 – 2013 Institutional Reports on Institutional Status on Student Learning Outcomes and Assessment of Learning
September 13, 2012	Committee meeting
October 5, 2012	ACCJC training
Fall 2012 - Fall 2013	Focus on the Self-Study: Meeting the Standards, Evaluation, Evidence, Dialogue
Spring 13 – March	1 st draft of the Self-Study All Spring – Assessment February – Self-Study Survey
Summer 2013	
Fall 2013	2 nd draft of the Self-Study Assessment and evaluation
Spring 2014	Writing and Finalizing the Self-Study February – Self Study April - Mail draft to campus
Summer 2014	Final edits, printing, and submission of Self-Study to the Campus and the Board of Trustees
Fall 2014	August – September Dissemination of copies of final report to campus
October 2014	Accreditation Visit from the Accreditation Commission

FOUR ACCREDITATION STANDARDS
(CHAIRS/CO-CHAIRS FOR EACH STANDARD)

I. INSTITUTIONAL MISSION AND EFFECTIVENESS

- A. MISSION (1)
- B. IMPROVING INSTITUTIONAL EFFECTIVENES (1)

II. STUDENT LEARNING PROGRAMS AND SERVICES

- A. INSTRUCTIONAL PROGRAMS (1)
- B. STUDENT SUPPORT SERVICES (1)
- C. LIBRARY AND LEARNING SUPPORT SERVICES (2)

III. RESOURCES

- A. HUMAN RESOURCES (1)
- B. PHYSICAL RESOURCES (2)
- C. TECHNOLOGY RESOURCES (1)
- D. FINANCIAL RESOURCES (2)

IV. LEADERSHIP AND GOVERNANCE (1)

- A. DECISION-MAKING ROLES AND PROCESSES
- B. BOARD AND ADMINISTRATIVE ORGANIZATION

WRITING/EDITING: (1)

Debriefing notes from 2008 site visit

WHAT WE NEED TO DO NEXT:

- Supply the campus with the Self Study Planning Agenda and ensure that the area of responsibility is working on these items.
- Review what is required by the Accreditation's evaluation.
- Insert the evaluation letter onto the Accreditation website. (it will be referenced often by anyone writing a grant).
- Begin collecting evidence each year
 - Have all standing committees collect and organize their minutes and handouts (either in notebook form or archived on their Blackboard or other DE platform, or perhaps both); turn in the Accreditation Officer in May of each year.
 - Have Student Services areas collect information in a notebook on activities and events in their areas.
 - Make sure that any changes to the mission or collegial consultation receive board approval. (Do this for other documents of its type).

Create a table listing the document and when it was approved and/or revised. (Even if you have your board documents this is a helpful reference).
- Continue to use ACCJC rubrics each year to assess where we are as a campus.

Tentative Timeline
For
2012 – 2013 Institutional Reports on Institutional Status on Student Learning Outcomes
and Assessment of Learning

April 2012

- Report received from ACCJC
- Report disseminated to
 - Accreditation and Student Learning Outcomes Committee
 - Senate
 - Deans both Instruction and Student Services
 - Faculty Chairs

April 23 – May 23

- Collect information on Proficiency Rubric Statements 1, 2, 3, 4, 5, 6, 7 with supporting evidence
- Information collection process
 - From Departments via Faculty Chairs to Deans
 - From Divisions via Deans to VPI
 - VPI, SLO Report Coordinator and Researcher compile gathered information

June – July

- Prepare draft of report

August 9

- Draft of report to Senate

September 27

- Finalize report

October 5

- Mail report

October 15, 2012

- Report due

COLLEGE STATUS REPORT ON STUDENT LEARNING OUTCOMES IMPLEMENTATION

PROFICIENCY RUBRIC STATEMENT 1: STUDENT LEARNING OUTCOMES AND AUTHENTIC ASSESSMENTS ARE IN PLACE FOR COURSES, PROGRAMS, SUPPORT SERVICES, CERTIFICATES AND DEGREES.

Eligibility Requirement 10: Student Learning and Achievement

Standards: I.A.1; II.A.1.a; II.A.1.c; II.A.2.a,b,e,f,g,h,i; II.A.3 [See II.A.3.a,b,c.]; II.A.6; II.B.4; II.C.2].

EXAMPLES OF EVIDENCE: Evidence demonstrating numbers/percentages of course, program (academic and student services), and institutional level outcomes are in place and assessed. Documentation on institutional planning processes demonstrating integrated planning and the way SLO assessment results impact program review. Descriptions could include discussions of high-impact courses, gateway courses, college frameworks, and so forth.

PROFICIENCY RUBRIC STATEMENT 2: THERE IS A WIDESPREAD INSTITUTIONAL DIALOGUE ABOUT ASSESSMENT RESULTS AND IDENTIFICATION OF GAPS.

Standards: I.B.1; I.B.2; I.B.3; I.B.5.

EXAMPLES OF EVIDENCE: Documentation on processes and outcomes of SLO assessment. Specific examples with the outcome data analysis and description of how the results were used. Descriptions could include examples of institutional changes made to respond to outcomes assessment results.

PROFICIENCY RUBRIC STATEMENT 3: DECISION MAKING INCLUDES DIALOGUE ON THE RESULTS OF ASSESSMENT AND IS PURPOSEFULLY DIRECTED TOWARD ALIGNING INSTITUTION-WIDE PRACTICES TO SUPPORT AND IMPROVE STUDENT LEARNING.

Standards: I.B; I.B.3; II.A.1.c; II.A.2.f; III.A.1.c; IV.A.2.b.

EXAMPLES OF EVIDENCE: Documentation of institutional planning processes and the integration of SLO assessment results with program review, college-wide planning and resource allocation, including evidence of college-wide dialogue.

PROFICIENCY RUBRIC STATEMENT 4: APPROPRIATE RESOURCES CONTINUE TO BE ALLOCATED AND FINE-TUNED.

Standards: I.B; I.B.4; I.B.6; III.C.2; III.D.2.a; III.D.3.

EXAMPLES OF EVIDENCE: Documentation on the integration of SLO assessment results with institutional planning and resource allocation.

PROFICIENCY RUBRIC STATEMENT 5: COMPREHENSIVE ASSESSMENT REPORTS EXIST AND ARE COMPLETED AND UPDATED ON A REGULAR BASIS.

Standards: I.A.1; I.B; I.B.3; I.B.5; I.B.6; II.A.2.a; II.B.

EXAMPLES OF EVIDENCE: Documentation on the process and cycle of SLO assessment, including results of cycles of assessment. Copies of summative assessment reports, with actual learning outcomes.

PROFICIENCY RUBRIC STATEMENT 6: COURSE STUDENT LEARNING OUTCOMES ARE ALIGNED WITH DEGREE STUDENT LEARNING OUTCOMES.

Standards: II.A.2.e; II.A.2.f; II.A.2.i.

EXAMPLES OF EVIDENCE: Documentation on the alignment/integration of course level outcomes with program outcomes. Description could include curriculum mapping or other alignment activities. Samples across the curriculum of institutional outcomes mapped to program outcomes.

PROFICIENCY RUBRIC STATEMENT 7: STUDENTS DEMONSTRATE AWARENESS OF GOALS AND PURPOSES OF COURSES AND PROGRAMS IN WHICH THEY ARE ENROLLED.

Standards: I.B.5; II.A.6; II.A.6.a; II.B.

EXAMPLES OF EVIDENCE: Documentation on means the college uses to inform students of course and program purposes and outcomes. Samples across the curriculum of: course outlines of record and syllabi with course SLOs; program and institutional SLOs in catalog.

SELF-ASSESSMENT ON LEVEL OF IMPLEMENTATION:

YOU PLANNED TO ADDRESS NEEDED IMPROVEMENTS? WHAT LEVEL OF SLO IMPLEMENTATION WOULD YOU ASSIGN YOUR COLLEGE? WHY? WHAT EFFORTS HAVE YOU PLANNED TO ADDRESS NEEDED IMPROVEMENTS?

TABLE OF EVIDENCE: LIST THE EVIDENCE USED TO SUPPORT YOUR NARRATIVE REPORT, SECTION BY SECTION

**SLO Report
Responsibility for Proficiency Rubric Statements**

PROFICIENCY RUBRIC STATEMENT 1: STUDENT LEARNING OUTCOMES AND AUTHENTIC ASSESSMENTS ARE IN PLACE FOR COURSES, PROGRAMS, SUPPORT SERVICES, CERTIFICATES AND DEGREES.

Eligibility Requirement 10: Student Learning and Achievement

Standards: I.A.1; II.A.1.a; II.A.1.c; II.A.2.a,b,e,f,g,h,i; II.A.3 [See II.A.3.a,b,c.]; II.A.6; II.B.4; II.C.2].

EXAMPLES OF EVIDENCE: Evidence demonstrating numbers/percentages of course, program (academic and student services), and institutional level outcomes are in place and assessed. Documentation on institutional planning processes demonstrating integrated planning and the way SLO assessment results impact program review. Descriptions could include discussions of high-impact courses, gateway courses, college frameworks, and so forth.

Responsibility:

Deans

Institutional Researcher (IR)

VPI

Lead Accreditation Faculty (LAF)

PROFICIENCY RUBRIC STATEMENT 2: THERE IS A WIDESPREAD INSTITUTIONAL DIALOGUE ABOUT ASSESSMENT RESULTS AND IDENTIFICATION OF GAPS.

Standards: I.B.1; I.B.2; I.B.3; I.B.5.

EXAMPLES OF EVIDENCE: Documentation on processes and outcomes of SLO assessment. Specific examples with the outcome data analysis and description of how the results were used. Descriptions could include examples of institutional changes made to respond to outcomes assessment results.

Responsibility:

VPI & LAF

Divisions

Departments

- *Specific examples with the outcome data analysis and description of how the results were used.*
 - For instance: Assessment results at course level; Minutes from Department meetings where results were discussed.
- *Descriptions could include examples of institutional changes made to respond to outcomes assessment results.*
 - For instance: Resulting changes in SLOs; Course Outlines or Curriculum; Similar changes at program levels
 - If no changes have resulted from assessment of course level SLOs then state that as an outcome

PROFICIENCY RUBRIC STATEMENT 3: DECISION MAKING INCLUDES DIALOGUE ON THE RESULTS OF ASSESSMENT AND IS PURPOSEFULLY DIRECTED TOWARD ALIGNING INSTITUTION-WIDE PRACTICES TO SUPPORT AND IMPROVE STUDENT LEARNING.

Standards: I.B; I.B.3; II.A.1.c; II.A.2.f; III.A.1.c; IV.A.2.b.

EXAMPLES OF EVIDENCE: Documentation of institutional planning processes and the integration of SLO assessment results with program review, college-wide planning and resource allocation, including evidence of college-wide dialogue.

Responsibility:

VPI & LAF
College Council
Program Review Co-Chair
Curriculum Co-Chair

PROFICIENCY RUBRIC STATEMENT 4: APPROPRIATE RESOURCES CONTINUE TO BE ALLOCATED AND FINE-TUNED.

Standards: I.B; I.B.4; I.B.6; III.C.2; III.D.2.a; III.D.3.

EXAMPLES OF EVIDENCE: Documentation on the integration of SLO assessment results with institutional planning and resource allocation.

Responsibility:

VPI & LAF
College Council
Program Review Co-Chair
Curriculum Co-Chair
Division/Department

Documentation on the integration of SLO assessment results with institutional planning and resource allocation.

- If applicable provide documentation such as Perkins, Grants, Program Accreditation documents from outside entities that integrate SLOs into their documents.

PROFICIENCY RUBRIC STATEMENT 5: COMPREHENSIVE ASSESSMENT REPORTS EXIST AND ARE COMPLETED AND UPDATED ON A REGULAR BASIS.

Standards: I.A.1; I.B; I.B.3; I.B.5; I.B.6; II.A.2.a; II.B.

EXAMPLES OF EVIDENCE: Documentation on the process and cycle of SLO assessment, including results of cycles of assessment. Copies of summative assessment reports, with actual learning outcomes.

Responsibility:

VPI

- *Documentation on the process and cycle of SLO assessment, including results of cycles of assessment.*
 - SLO Annual Summaries

Divisions/Departments

- *Documentation on the process and cycle of SLO assessment, including results of cycles of assessment.*
 - SBVC: SLO Course Summary Reports
 - SBVC: SLO Program Summary Reports

- SLO Three-Year Assessment Plans; Program Efficacy documents; Assessment Results; Perkins

PROFICIENCY RUBRIC STATEMENT 6: COURSE STUDENT LEARNING OUTCOMES ARE ALIGNED WITH DEGREE STUDENT LEARNING OUTCOMES.

Standards: II.A.2.e; II.A.2.f; II.A.2.i.

EXAMPLES OF EVIDENCE: Documentation on the alignment/integration of course level outcomes with program outcomes. Description could include curriculum mapping or other alignment activities. Samples across the curriculum of institutional outcomes mapped to program outcomes.

Responsibility:

Divisions/ Departments: *Documentation on the alignment/integration of course level outcomes with program outcomes. Description could include curriculum mapping or other alignment activities*

- See examples from Art & RTVF

PROFICIENCY RUBRIC STATEMENT 7: STUDENTS DEMONSTRATE AWARENESS OF GOALS AND PURPOSES OF COURSES AND PROGRAMS IN WHICH THEY ARE ENROLLED.

Standards: I.B.5; II.A.6; II.A.6.a; II.B.

EXAMPLES OF EVIDENCE: Documentation on means the college uses to inform students of course and program purposes and outcomes. Samples across the curriculum of: course outlines of record and syllabi with course SLOs; program and institutional SLOs in catalog.

Responsibility:

VPI & LAF

- *Program and institutional SLOs in catalog and website.*

Curriculum Co-Chair

Division/Departments

- *Samples across the curriculum of: course outlines of record and syllabi with course SLOs;*
 - Pull samples of course outline from a recent content review (Should be available in CurricUNET)
 - Provide samples of course syllabi with course SLOs integrated.

<p>SELF-ASSESSMENT ON LEVEL OF IMPLEMENTATION:</p>	<p>YOU PLANNED TO ADDRESS NEEDED IMPROVEMENTS? WHAT LEVEL OF SLO IMPLEMENTATION WOULD YOU ASSIGN YOUR COLLEGE? WHY? WHAT EFFORTS HAVE YOU PLANNED TO ADDRESS NEEDED IMPROVEMENTS?</p>
---	--

VPI

Deans

IR

Additional participants to TBD