

**ACCREDITATION & STUDENT LEARNING OUTCOMES
COMMITTEE – MARCH 26, 2015**

MINUTES



**Members
in
Attendance**

- | | |
|--|---|
| Horace Alexander <input checked="" type="checkbox"/> | Jack Jackson <input type="checkbox"/> |
| Algie Au <input checked="" type="checkbox"/> | Haragewen Kinde <input checked="" type="checkbox"/> |
| Corrina Baber <input type="checkbox"/> | Kenneth Lawler <input type="checkbox"/> |
| Susan Bangasser <input type="checkbox"/> | Albert Maniaol <input type="checkbox"/> |
| Gloria Fisher <input type="checkbox"/> | Ricky Shabazz <input checked="" type="checkbox"/> |
| Jeremiah Gilbert <input checked="" type="checkbox"/> | James Smith <input checked="" type="checkbox"/> |
| Tarif Halabi <input checked="" type="checkbox"/> | Scott Stark <input type="checkbox"/> |
| Kristin Hauge <input type="checkbox"/> | Sarah Miller <input checked="" type="checkbox"/> |
| Rick Hrdlicka <input type="checkbox"/> | Kay Weiss <input checked="" type="checkbox"/> |
| Celia Huston <input checked="" type="checkbox"/> | Wallace Johnson <input checked="" type="checkbox"/> |
| Gabriel Jaramillo <input type="checkbox"/> | |
- Guests: Albert Lopez, ASG; Elaine Akers

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

Topic

Discussion and Action

Approval of Minutes—February 26, 2015

Minutes from the last meeting were reviewed. Tarif Halabi motioned to approve the minutes; Horace Alexander 2nd the motion. Minutes approved as written.

Review of ACCJC Annual Report

Celia Huston noted some things that have changed since college council and academic senate meeting. Initial agenda item removed and replaced as noted.*

Haragewen Kinde said we worked with Celia and James Smith working on this project due on 3/31/15. Some highlights re: institutional set standards on whether or not we met them.

	Institution Set Standards	SBVC Achieved 2013-14
Successful Student Course Completion	62%	65%
# Students Degree Completion	613	824
# Students Transferred	613	696
# Certificates Completed	362	344

Discussion ensued on why we used raw scores instead of percentages (proportion of). This is what is required, count unduplicated, overall number of certifications, which is also different—some people get more than one certification. Point of note set by the senate: one standard deviation below the average for the past seven years.

Learning Outcomes	Institution Set Standards	SBVC Achieved 2013-14
SLOs	100%	98%
PLOs		89.1%
SAOs		88%

As we are moving to the cloud, faculty will be able to submit to the cloud, making submission simpler, and we'll continuously work to improve the process. Discussion on what it takes to get 100% for this area. SAOs will be on the cloud also.

Haragewen said the goal is to submit the report on the Monday, March 30. Celia mentioned a narrative and examples on SAOs.

Discussion ensued on the Cloud for those not familiar with the system. There will be ongoing training as we make the transition.

Celia ref. pgs. 20-21, noting the purpose was to let everyone know what each committee did, charges. For the accreditation committee to review and report back to College Council.

Kay Weiss wanted to know the difference between what is in the handbook and AP 2510. Celia responded we need a more descriptive, i.e., meeting times, charge, membership. Why do we have this handbook? Because Crafton has one. Give us integration with the campus, evaluation works and dialogue, document in the handbook.

Sarah Miller brought up the issue of clarifying when a co-chair is not a faculty member. Need to check with academic senate, this is a valid point.

Need to get together to make agreeable to everyone. In general, management and non-management co-chair. Will look at language and bring back. We will meet again before it goes to College Council.

Talking Points—from College Council, Celia was asked to bring to the committee. There was a lot of discussion on shared governance and what to do when people don't show up for meetings. Example given, faculty are to sit on committees per the contract. Discussion ensued on people who just decide not to show up or participate; bargaining unit contract language. Issue brought up by faculty request. Celia said this issue will be shared with College Council.

~~Institutional Set Standards Report~~
*Governance Handbook

	<p>Kay Weiss suggested training with manager to encourage committee participation, a way to encourage for self-evaluation for faculty and managers.</p> <p>Discussion on timing of committees and conflicting schedules. Minutes are public, and attendance is usually noted. Kay Weiss suggested coming together to develop a joint document resolution re: committee participation.</p>
<p>Standard 1B:</p> <ul style="list-style-type: none"> a) Review of New Standards b) Update on Actionable Planning Agenda 	<p>a) Looking at things that look different or we are not currently doing. We want to make sure we are in compliance.</p> <p>1.B.1. 1. <i>The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. CW IB1+8</i> Think we are there, just need to be sure it is well documented.</p> <p>1.B.2. <i>The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11) CW IIA2a, IIB</i> Accomplished goals SLO/PLO/SAO.</p> <p>1.B.3. <i>The institution establishes institution-set standards, for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11) CW IB, IB2+</i> Established standards.</p> <p>1.B.4. <i>The institution uses assessment data and organizes its institutional processes to support student learning and student achievement. CW IB, IB3, IB4</i> Not a new standard.</p> <p>1.B.5. <i>The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery. CW IA3, IB3</i> Cloud will let us sort on section numbers, aggregate and disaggregate data for SLOs.</p>

1.B.6. *The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies. CW New, IB intro+*

Students achieved, we can do this through Collegius or Datatel. Discussion ensued on the meaning of subpopulations, subgroups. James Smith said this can subdivide student population; some groups cannot pull out, just student age, gender, disability.

Celia noted that the standards just changed and we don't have to report this data for another five years. We can look at what other colleges are doing and how they are being evaluated and what ACCJC is looking for. Student level reporting should be able to do in the next couple of years and evaluate. We are meeting with ACCJC tomorrow.

1.B.7. *The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission. CW IB7*

Assess our assessment instruments. James Smith explained how we are doing with this. He is going to all committees to get feedback on the strategic objectives and goals, and bring back to College Council for revisions. He's doing two objectives at a time, Student Success and Access currently; next Faculty and Evaluation. We'll be assessing the assessment process, verifying the validity and reliability.

1.B.8. *The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities. CW IB5*

Think we're okay here, not a new policy.

1.B.9. *The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19) CW IB4, IIIA6, IIIB2b, IIIC2, IIID4*

	<p>Back to what James said earlier. Ricki Shabazz noted issue of resource allocation, and no language to budget and planning. James wanted to know what things we could recommend to communicate results of assessment and activity, email, program review, academic senate. Problem of overload, what is posted online and show us where it is, provide links. Discussion on use of Dropbox, using email more effectively. This item currently being reviewed by District Assembly.</p> <p>b) Celia noted the self-study planning items for Standard 1.B., and that we will need to give an update in our follow-up and in the mid-term reports.</p> <p>1.B.2. Look at different planning model 1.B.3. We fell below the institution set standard (apples/oranges); now fixed and reported in addendum to self-study when the accreditation team was here. 1.B.4. Working on in College Council. We need more responses. James is working on survey to be altered to get more responses. 1.B.7. Validity check aligns with the standard.</p>
<p>ACCJC Ad-Hoc Task Force for District Recommendations</p>	<p>This is a new subcommittee ref: email from the Chancellor. The first meeting is April 6, 10 a.m., at the district. We want active participation from the district on the reaffirmation of accreditation. Detailed plan on how the district intends to improve HR in a timely line. Celia suggested that ALOs should be involved in this committee, along with other constituent representatives, e.g, LFSAA, BFSAA.</p> <p>Believe the district should have an ongoing part in this process. Celia wanted to know what the committee would like to add to be considered by the AdHoc Task Force. Detailed plan on how the district plans to improve HR; more action than plans (plans acted upon). Timeline discussed to have everything completed in time to go for review, to board for approval. Haragewen Kinde proposed a December deadline to have report ready to go to ACCJC in March 2016. Kay Weiss highlighted item #4, where evidence is needed. Planning deadline items should be completed by August 2014.</p>
<p>Other:</p>	<p>Jeremiah Gilbert had a handout for the members. He reviewed the new standards adopted from ACCJC and changes to the mission statement.</p> <p>1.A. Excerpt:</p> <p><i>1. The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.</i> (ER 6) CW I, IA</p>

	<p>We looked back at past mission statements and found one from 2002 that is similar to what ACCJC is asking for today. There's been discussion on the mission with the academic senate, looked at other college missions that had the same recommendation as SBVC on the mission. Taking the 2002 mission statement, Jeremiah proposed forming a group activity, edit the statement, go offline to make revisions and come back with a working draft. Proposing how the committee would like to proceed? Horace Alexander volunteered to serve on a small committee; James Smith also agreed to serve.</p> <p>Small committee make-up: Jeremiah Gilbert; Horace Alexander; James Smith; Wallace Johnson</p> <p>Discussion on getting broader suggestions from the campus and small focus groups after the draft is developed.</p> <p>Jeremiah will spearhead the offline committee.</p>
Next meeting:	April 23, 2015, 1:00-2:30 p.m. All meetings will be held in the President's Conference Room, ADSS-207, unless otherwise noted.

DRAFT