SBVC College Council AGENDA March 18, 2009

Deb Daniels, SBVC President, Co-Chair	John Napolitano
John Stanskas, Academic Senate President, Co-Chair	Mike Perez
Robert Alexander	Zelma Russ
Damon Bell	Odette Salvaggio
Marco Cota	Troy Sheffield
Grayling Eation	James Smith
Rick Hrdlicka	Courtney Hunter
Celia Huston	
Mark Ikeda	

TOPIC	DISCUSSION and ACTION
Approval of February 11, 2009 Minutes	

TOPIC	DISCUSSION and ACTION
Campus Climate Survey -James	
Budget - Deb	
Basic Skills - John	
Strategic Plan - Troy	
Accreditation - Troy	
Committee Structure - Deb	

SBVC College Council Minutes – March 18, 2009

Deb Daniels, SBVC President, Co-Chair	John Napolitano **A**
John Stanskas, Academic Senate President, Co-Chair	Barbara Nichols
Robert Alexander **A**	Mike Perez
Damon Bell	Zelma Russ
Marco Cota	Odette Salvaggio
Rick Hrdlicka	Troy Sheffield
Courtney Hunter	James Smith **A**
Celia Huston	
Mark Ikeda	Jessica Hernandez (guest)

TOPIC	DISCUSSION and ACTION
Approval of Minutes	The minutes were approved

TOPIC	DISCUSSION and ACTION
Campus Climate Survey – James	No Report
Budget - Deb	The SERP gave us the opportunity for some reorganization which will help us with our budget goals. The campus purchasing cut off date was March 6, 2009; emergency purchases can be requested and approved only through Deb until April 9, 2009.
Basic Skills – Kay	The Basic Skills Committee will meet twice a month. Two projects are in the works. The first project is "Microburst from English", which is a program that covers topics in English. The second project is being developed by Dirkson Lee to have six non-credit courses in ESL developed into Curricunet. The goal is to meet the challenges of students to improve instruction in basic skills.
Strategic Plan – Troy Sheffield	Troy handed out goals 6.1.1, 6.1.2, and 6.1.3 for the Strategic Plan. The group discussed and reviewed the goals and changes. Troy and Deb will meet to bring a model together which will eventually be brought to College Council.
Accreditation – Troy Sheffield	Troy handed out the "Accreditation Debriefing" document to the group. The document highlighted topics: "what we did right", "what we need to do next", "getting ready for 2014", and "little things that mean a lot". Troy informed the group that the report, letter and documentation related to accreditation are on the Research & Planning department's website. She also handed out the "Recommendations from ACCJC-draft" document and reviewed it. Troy will send out an electronic copy of this document to be used as a working model.
Committee Structure – Deb	Program Review is going through an evaluation process and that will be included in the process. The structure should be done in Fall 2009. Deb will have further discussion at the April meeting.
Reorganization - Deb	Deb discussed the reorganization time line. There will be an all campus meeting in April where the reorganization proposal will be presented. John Stanskas will also take the proposal to Academic Senate in April. The group discussed various rumor control methods. Deb will send an email to the campus with details concerning the reorganization time lines.

GOAL 6.1: TO PROVIDE STATE-OF-THE-ART TECHNOLOGY IN ITS TEACHING AND LEARNING ENVIRONMENT AND SERVICE AREAS.					
DESIRED OUTCOME: Students will be provided appropriate opportunities to learn utilizing current and available technologies.					
BENCHMARK – A STANDARD BY WHICH SOMETHING CAN BE MEASURED	**BASELINE 2007-2008**	**08-09**	**09-10**	**10-11**	**11-12**
6.1.1 By Fall 2012, SBVCs faculty will use approved classroom technological advancements in the learning environment.	TBD				
6.1.2 100% of regular faculty will be afforded the opportunity to be trained in alternate delivery methods including video and audio podcasting and two-way video instruction, and no less than 15% annually will be trained.	TBD				
6.1.3 By 2012, a Technology Budget funded from on-going funds will be established for the purpose of maintaining and upgrading classrooms, labs, and support areas, reflecting a commitment and responsibility to on-going funding for technological upgrades.	TBD				

ACCREDITATION DEBRIEFING

WHAT WE DID RIGHT!

(Green: Debriefing)
Began an early dialog on SLOs (with Academic Senate and Core Competencies)
Had lots of opportunity to dialog
Began addressing issues early
Progress Report and Midterm Report were sent to the Academic Senate— set the for faculty buy-in
Invited chairs to talk about each standard at Academic Senate
Great documentation
Evidence was available electronically and written
All hands on deck concept
Accreditation was on the agenda of many shared governance meetings
Review of drafts
We wrote to the test
We didn't do this just for accreditation
Input was valued (our culture has evolved

- Transparency
  - Accreditation was an agenda item for many Management Roundtable meetings and for College Council. In other words, the president recognized the importance of this item.
- Many meetings were held to inform the campus
- Used flex and in-service to provide information
- Distributed drafts of all accreditation reports throughout the campus
- Held a month of "Accreditation April" events where co-chairs of each of the standards reviewed his/her standard for feedback
- Shared governance
  - Promised ourselves that if we had complaints about the college that we needed to address the complaints now, not with the team when it arrived
  - During the Progress Report and the Midterm Report the Academic Senate divided the sections and took responsibility for its accuracy from its perspective
  - Students and the Classified Senate reviewed reports for feedback
- Used the ACCJC rubrics to assess whether or not we were at the awareness, developmental, proficient, or sustainability level in (a) Program Review, (b) Student Learning Outcomes, and (c) Planning
- Responded to the previous recommendations of the Self Study
- Kept Accreditation on the forefront of many committees (College Council, Academic Senate)

- **Team Room**
  - Had copies of course syllabi by division
  - Had copies of all minutes (in notebooks) for various governance committees
  - Had computer with all Distance Ed information accessible.
  - Had Network Administrator available in the morning to assist any team member with technology questions and concerns.
  - Had 11 or more plastic bins with all evidence labeled.
  - Issued keys to room for all team members
- Placed all managers on notice of "no vacations" during the team visit. Notified all personnel that they may be called to meet with the team
- Presented Self-Study to the Board at least two months ahead of time
- Invited board, chancellor and district personnel to the breakfast and forums when those were scheduled
- We had student learning outcomes for 98% of instruction and 100% of student services prior to team's arrival. We had assessed at least one or more student learning outcomes (and made it a requirement for program review)
- We had a flow chart for planning and for budget
- We were collecting baseline data for our strategic plan
  - We included the 6 strategic initiatives in our program efficacy review
  - We included the 6 strategic initiatives in the evaluation of managers
  - We included the 6 strategic initiatives in our technology and professional development plans
  - Staff memorized the strategic initiatives and were able to recite them
  - We reviewed our mission every year in the fall in College Council and asked standing committees to do so and report back to College Council
- We didn't wait until a year before the visit to begin working on student learning outcomes (general education outcomes, course, and program outcomes)
- All student learning outcomes are posted to the website
- Recognized it would have been helpful to have an SLO coordinator (but we didn't). Purchased eLumen to organize SLOs (but we are in the early stages of implementing it and not all necessary people are trained.

WHAT WE NEED TO DO NEXT!

Answer the follow-up letter
Use the planning summary

- 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.

GETTING READY FOR 2014

- At least three years ahead of time, select co-chairs and sub-chairs of each of the 11 sections
- Begin writing and collecting evidence at least 1-1/2 years ahead of time
- Encourage campus faculty and staff to participate on accreditation visits and fill out necessary forms ahead of time (3 years) so they get selected
- Provide authors of any section with specific rules of grammar
  (e.g., district, not District unless you specify San Bernardino Community College District; president, not President unless the name is supplied; acronyms must be spelled out first and then used in (parentheses) NOT SBCCD, but San Bernardino Community College District (SBCCD), thereafter the author may use SBCCD; Do not state "our college" Eliminate personal pronouns and be specific, "This college . . ." (See form developed for this purpose)
  Have authors of each section include the specific evidence:
    - Evidence is numbered according to the section and as it appears in the document
    - I.A. (refers to Standard I, A refers to Mission)
    - I.A.1 (means first example of evidence)

- 4-6 months ahead (depending on a district's timeline for PRs)
    - Hire an outside editor (approx. $2500) to edit the next to final draft
    - Depending on the college's printing services, you may have to have document printed at a local printers. Review format, pictures etc. with printer and get approval
    - Work with the hotel to reserve team rooms
    - Set up the PRs to pay for the rooms (there is a surcharge if you have the ACCJC charge for the rooms and then require payments from the college)
    - Distribute final draft of document before it goes to printers. Make sure people have time to respond. If you have to do this in the summer, make sure faculty are notified that it's coming

- <u>3 months before</u>
  - Determine where the following will be held and then file necessary Facility Use Forms
    - Three campus-wide forums (last is for exit interview)
    - Team Room
    - Have keys made for each team member
  - Review with all constituencies the current plans for the visit.
  - Clarify and send documents to the ACCJC (4 copies) and to each team member (Self Study, Catalog, Schedule of Classes and any ancillary items) either ahead of their training meeting (August for fall self studies and February for spring self studies). If worse comes to worse, deliver the box of information to the hotel on the morning of the training—notify ACCJC and let them know or ask for permission. I also included invitations to some planned events during their time on campus (New employee's breakfast, Sabbatical Leave Lunch and Learn, a list of all committee meetings during the week).
    - Create a banner welcoming the team
    - Create PRs for the food
    - Food, snack, water, yogurt, fruit, coffee, soft drinks for the team room (we used one of our mini-refrigerators and stocked it in the morning and afternoon)
    - Is the team expecting a breakfast the first morning of their arrival on campus

Little things that mean a lot

- ❖ You can't tease out information you are not working on. Acknowledge what you aren't doing instead of cover it up.
- ❖ Address past recommendations in the self study and on the campus.
- ❖ Don't ignore ACCJC recommendations or become cavalier about them.
- ❖ Relieve Accreditation Officer of some duties in order to concentrate on the Self Study at least 2 years ahead of the self-study (may also depend on what follow up reports are due).

RECOMMENDATIONS FROM ACCJC—Draft (Troy)

Recommendation 1. Cited in ACCJC letter Standard III.A.6; Standard III.B.2. a, b; III.C.2, III.D.1.d, III.D.3 Standard IV.3.a, c, d, f, g	The district's resource allocation process needs to be clarified and communicated to both colleges within the district.

III.A.6	<u>Human Resources:</u> Human resource planning is integrated with institutional planning. The institution systematically asses the effective use of human resources and uses the results of the evaluation as the basis for improvement.
III.B.2. a	Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities.
III.B.2.b	Physical resource planning is integrated with institutional planning. The institution systematically asses the effective use of physical resources and used the results of the evaluation as the basis for improvement.
III.C.2	Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.
III.D.1.d.	The institution clearly defines and follows its guidelines and processes for financial planning and budget development with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.
III.D.3	The institution systematically asses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.
IV.3. a (must mean B)	The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.
IV.3.c	The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.
IV.3.d	The district/system effectively controls its expenditures.
IV.3.f	The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

IV.3.g	The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Recommendation 5: Cited in ACCJC ACCJC Letter: Standard III.A.1.c	**In order to meet the standards, the team recommends that faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.**

Standard III.A.	The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training and experience to provide and support these programs.
Standard III.A.1.c.	Faculty and other directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Recommendation 6:
  a. (Standard IV.B.3.a, c)
  b. (Standard I.B.3; Standard IV.B.3.g)
  c. Standard I.B.2, 4, 5, 6; Standard IV.B.3.b; Standard III.C.1.a, c; Standard III.C.2)
  d. (Standard III.A.1.b, c; Standard III.A.6)
	In order to meet the standards, the team recommends that the board of trustees and the chancellor, in consultation with the leadership of the college campuses, develop a strategy for addressing some significant issues raised by each college and verified in interviews with staff in the following area: namely:

	The development of an appropriate and clearly communicated process for reviewing all district functions and processes using a program review model. (Standard IV.B.3.a, b)
Cite: Standard IV.B.3.a	The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.
Cite: Standard IV.B.3.b	The district/system provides fair distribution of resources that are adequate to support the effective operations of the college.

b.	The development of a formal and regularly evaluated district strategic plan that both acknowledges input and aligns with the college's educational plan and serves as a guide for planning at the college level. (Standard I.B.3; Standard IV.B.3.g

Standard I.B.3	The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.
Standard IV.B.3.g	The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

c.	The development of a coordinated strategic plan for technology that is responsive to the colleges and assists them in daily management of the college functions, including the monitoring, assessing and use of financial information. (Standard I.B.2, 4, 5, 6; Standard IV.B.3..b., Standard III.C.1.a, c; Standard III.C.2

I.B.2	The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.
1.B.4	The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

1.B.5	The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.
1.B.6	The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all arts of the cycle, including institutional and other research efforts.
IV.B.3.b.	The district/system provides effective services that support the colleges in their missions and functions.
III.C.a	Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.
III.C.1.c	The institution provides quality training in the effective application of its information technology to students and personnel.
III.C.2	Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

d.	**The development of a long range human resources plan to assist the colleges in planning and prioritizing the need for full-time faculty and staff. (III.A.2.b, c; Standard III.A.6)**

III.A.1.b	The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.
III.A.1.c	Faculty and other directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.
III.A.6	Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.