SBVC College Council Minutes May 9, 2012

Larry Buckley, SBVC Interim President, Co-Chair *A*
John Stanskas, Academic Senate President, Co-Chair
Damon Bell *(leave)* *A*
Marco Cota *A*
Gloria Fisher *A*
Colleen Gamboa
Joyce Green
Jim Hansen *A*
Leticia Hector
Rick Hrdlicka *A*
Celia Huston

Haragewen Kinde
James Smith *A*
Nori Sogomonian
Cassandra Thomas

TOPIC	DISCUSSION and ACTION
Approval of April 11, 2012 Minutes	The minutes were approved.
Accreditation – H. Kinde	Haragewen gave a update on accreditation, the following bullets were addressed: • The SLO committee meeting was held and both teams serving on the current committee (ending 2012) and the next assignment (2012-2014) were present for transitional purposes. The standard chairs and co-chairs for each standard were selected and a student representative will be selected in the fall. • Planning for Accreditation 2014 was addressed outlining major accomplishments and future direction. • Tentative timelines were addressed for institutional reports for institutional status, student learning outcomes, and assessment of learning. ACCJC training will be held on our campus on October 5, 2012. • Break down of standards 1-7 Ceila gave and update on mapping of program level SLO's, course level SLO's, and core competencies. A standard template will be sent out for reporting data.
OTHER:	

ACCREDITATION STANDARDS SUB-COMMITTEE SELF-STUDY MEMBERS

	Standard I	Standard 2A	Standard 2B	Standard 2C	Standard 3A	Standard 3B	Standard 3C	Standard 3D	Standard 4A & B
	Mission & Institutional Effectiveness	Instruction	Student Services	Library and Learning Resources	Human Resources	Physical Resources	Technology Resources	Financial Resources	Leadership & Administration
Chairs	Jeremiah Gilbert	Horace Alexander	Paula Ferri-Milligan	Celia Huston	Nori Sogomonian	Elaine Akers	Jack Jackson	Diane Dusick	John Stanskas
Managers	Haragewen Kinde	Kay Weiss	Kay Weiss	Kay Weiss	Susan Bangasser	Susan Bangasser	Rick Hrdlicka	Jim Hansen	Larry Buckley
			Gloria Fisher						Susan Bangasser
							Glen Kuck		Haragewen Kinde
Additional	Larry Buckley	James Smith	James Smith	James Smith	James Smith	James Smith	James Smith	James Smith	James Smith
Support	James Smith				Jim Hansen				
Faculty		Joan Backy-Murillo		Patti Wall	Guy Hinrichs				
		Algie Au		Ginny Evans-Perry					
Classified									Casey Thomas?
									Christie Gabriel-Millette
Students									
Other									

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

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	**1st draft of the Self-Study** **All Spring – Assessment** **February – Self-Study Survey**
Summer 2013	
Fall 2013	**2nd 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

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

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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)

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

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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.

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?

VPI
Deans
IR
Additional participants to TBD