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

<table>
<thead>
<tr>
<th>Agenda Items</th>
<th>Supporting/discussion notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome / Introduction</td>
<td></td>
</tr>
<tr>
<td>2012 – 2013 Institutional Reports on Institutional Status on Student Learning Outcomes and Assessment of Learning</td>
<td></td>
</tr>
<tr>
<td>Planning for Accreditation 2014</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Next meeting</td>
<td></td>
</tr>
</tbody>
</table>
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...”
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

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August ?, 2012</td>
<td>Training workshop for chairs/co-chairs</td>
</tr>
<tr>
<td>September ?, 2012</td>
<td>Training workshop for the Self-Study</td>
</tr>
<tr>
<td>Fall 2012 - Fall 2013</td>
<td>Focus on the Self-Study: Meeting the Standards, Evaluation, Evidence, Dialogue</td>
</tr>
</tbody>
</table>
| 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 EFFECTIVENESS (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.

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

**Proficiency Rubric Statement 6: Course Student Learning Outcomes Are Aligned With Degree Student Learning Outcomes.**

**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.

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

**Proficiency Rubric Statement 7: Students Demonstrate Awareness of Goals and Purposes of Courses and Programs in Which They Are Enrolled.**

**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.