



# Accreditation Committee Minutes

Meeting Details		
<b>Date:</b> 03/23/2026	<b>Time:</b> 10:30 a.m. to 12:00 p.m.	<b>Location:</b> AD/SS 207
<b>Call to Order:</b> 10:35 a.m.	<b>Adjournment:</b> 11:42 a.m.	<b>Quorum:</b> <ul style="list-style-type: none"> <li>• 1 Classified Member</li> <li>• 1 Co-chair</li> <li>• 2 Administrators*</li> <li>• 3 Faculty Members*</li> </ul> <i>*excluding co-chair</i>

Accreditation Committee Roll Call		
<input checked="" type="checkbox"/> Anthony Ababat	<input checked="" type="checkbox"/> Tammy Allen	<input checked="" type="checkbox"/> Keith Bacon
<input type="checkbox"/> Elizabeth Banuelos	<input checked="" type="checkbox"/> Quincy Brewer	<input checked="" type="checkbox"/> Davena Burns-Peters
<input type="checkbox"/> Frank Dunn	<input type="checkbox"/> Aida Gil (Classified Senate)	<input type="checkbox"/> Jeremiah Gilbert (Accreditation Lead)
<input type="checkbox"/> Yvonne Gutierrez-Sandoval	<input checked="" type="checkbox"/> Leticia Hector (ALO)	<input checked="" type="checkbox"/> Celia Huston
<input checked="" type="checkbox"/> Sheri Lillard (Distance Ed. Lead)	<input checked="" type="checkbox"/> David Martin	<input checked="" type="checkbox"/> Reginald Metu
<input checked="" type="checkbox"/> Joan Murillo	<input type="checkbox"/> Joanna Oxendine	<input checked="" type="checkbox"/> Nori Sogomonian (VPI Designee)
<input checked="" type="checkbox"/> Tatiana Vasquez	<input checked="" type="checkbox"/> Angie Vogel (Outcomes Lead)	<input checked="" type="checkbox"/> Kay Dee Yarbrough (CSEA)

Guests		
Carmen Rodriguez <i>(for Yvonne Gutierrez-Sandoval)</i>	Gabriel Lazaro-Martinez <i>(for Joanna Oxendine)</i>	

Agenda Items	
<b>Welcome</b>	Leticia Hector welcomed the committee back from Spring Break and reminded members that feedback on the ISER draft is due by March 31, 2026. She encouraged members to remind colleagues in their respective areas to review the draft and submit feedback. She also thanked those who participated in the open forums. The ISER draft has been shared with Faculty Chairs, College Council, Classified Senate, and ASG.
<b>Approval of Minutes</b>	Approval of minutes from the 3/09/2026 meeting - TABLED
<b>Outcomes Update</b>	<p>Angie Vogel provided an outcomes update. Faculty currently have five days to submit their outcomes in SLOCloud at the end of a term. After that, two reminder notifications are sent to the faculty with outstanding submissions, after which any outstanding submissions are then forwarded to the dean for follow-up.</p> <p>Program Learning Outcomes (PLOs) for all of our instructional programs will be sent to the District for revision in the SLOCloud by April 10. Faculty Chairs will then be asked to map PLOs to Institutional Learning Outcomes (ILOs).</p> <p>The assessment rubric has been revised to include the IDEAA factor and will be updated in Meta. Website help features will be re-recorded for improved clarity. The committee is also exploring disaggregating data at the student level; while SLOCloud has this capability, faculty will need guidance and expectations for its use.</p>



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<p>RSI Update</p>	<p>In April, Sheri Lillard will visit division meetings for 30-minute, hands-on sessions to support faculty in implementing Regular and Substantive Interaction (RSI) in their courses. These sessions will include working with laptops and are intended to help faculty better understand what qualifies as RSI.</p> <p>As part of this effort, a revised RSI tracking spreadsheet, adapted from the ACCJC template, will be developed to be more user-friendly and comprehensive. The new tool will include pull-down menu options to help faculty identify and document where their courses align with RSI requirements.</p> <p>It was noted that some previously shared guidance may require further clarification, particularly regarding the use of video. There is concern that instructional content is an area where colleges could potentially be reevaluated in accreditation. Clarification will be provided to distinguish between passive and responsive video use: videos that actively prompt or respond to student interaction may count toward RSI, while static videos alone do not.</p> <p>Sheri will provide additional guidance on how videos may meet RSI standards and will follow up with clear communication to faculty to ensure understanding of what qualifies.</p>
<p>Standard 4 Deep Dive</p>	<p><b>Group 1 – Standards 4.1 and 4.2</b></p> <ul style="list-style-type: none"> <li>• 4.1 – District policies are “tri-chaired” instead of “co-chaired”</li> <li>• 4.2 – Missing reference from student and community voices. Can evidence be added about having places for students of major committees on campus? What about Campus and Community Forums and Advisory Committees?</li> </ul> <p><b>Group 2 – Standards 4.3 and 4.4</b></p> <ul style="list-style-type: none"> <li>• 4.3 – Instead of listing out the strategic directives (since it’s listed in the evidence) can we add a statement about strategic directives and increase the narrative to make it clear that this is talking about the decision-making structures?</li> <li>• Davena will submit feedback for additional evidence on Standard 4.3.</li> <li>• 4.4 – Not reviewed at this time.</li> </ul> <p><b>Group 3 – Standards 4.5 and 4.6</b></p> <ul style="list-style-type: none"> <li>• 4.5 – Can we mention “timeline” instead of “submission” for reporting deadlines?</li> <li>• 4.6 – Add Campus and Community Forums as evidence. There was also mention of “trustee engagement”, can we add more evidence of the conferences they attended and how they implemented the information learned towards fiscal responsibility.</li> </ul> <p><b>Standard 4 General Notes:</b></p> <ul style="list-style-type: none"> <li>• Standard 4 mentions a lot of “will do”, but it refers to items that we do consistently. Can we say “continues to implement” instead of “will continue” to show that the work is ongoing?</li> <li>• Is there a way to structure Standard 4 where the leading sentences make it clear of what the paragraph is addressing? It seems you have to search to find out what it is talking about.</li> </ul>



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	<ul style="list-style-type: none"><li>• Should “Disproportionately Impacted” be capitalized? This is not consistent in Standard 4.</li><li>• Pg. 43 – there’s not a lot of evidence in this area or clearer evidence is needed, can we link to curriculum?</li></ul>
Future Committee Meetings	April 13, April 27, May 11