Accreditation Committee Minutes

Meeting Details		
Date: 10/22/2026	**Time:** 2:00 p.m. to 4:00 p.m.	**Location:** AD/SS 207
Call to Order: 2:10 p.m.	**Adjournment:** 3:38 p.m.	**Quorum:** 1 Classified, 1 Co-chair, 3 Faculty*, 2 Administrators* **excluding co-chair*

Accreditation Committee Roll Call		
☐ Leif Andersen	☒ Keith Bacon	☒ Yvonne Beebe
☒ Quincy Brewer	☐ Davena Burns-Peters *(DE Lead)*	☐ Richard Daily
☒ Jeremiah Gilbert *(Accreditation Lead/Co-Chair)*	☒ Yvonne Gutierrez-Sandoval	☒ Leticia Hector *(ALO/Co-Chair)*
☐ Ryan Hogan	☐ Jasmin Jaime	☒ Brandy Major
☐ Joanna Oxendine *(Ray Carlos – Acting Dean)*	☒ Marcelino Pena *(Classified Senate)*	☒ Carmen Rodriguez
☒ Nori Sogomonian *(VPI Designee)*	☒ Angie Vogel *(Outcomes Lead)*	☒ Sydnee Woodland
☒ Kay Dee Yarbrough *(CSEA)*		

Guests		
Tatiana Vasquez *(Academic Senate President)*	Kevin Moreno *(Classified Senate President)*	

Agenda Items	
Approval of Minutes	Approval of minutes from 10/08/2026 meeting: 1st: Brandy Major 2nd: Angie Vogel Abstentions: Approved
ACCJC Conference Breakout Sessions	The ACCJC Partners in Excellence Conference will be held in Riverside next month, with a team from SBVC planning to attend. The group reviewed the available breakout sessions and requested feedback to identify the sessions most beneficial for attendees. Potential topics include student success and belonging, institutional planning, data culture, dual enrollment, AI, articulation, industry partnerships, and applied bachelor's degrees.
Accreditation 101 – Standards 2.6 to 2.9	• **Standard 2.6 – Delivery Modes and Teaching Methodologies:** focuses on using delivery modes and teaching methodologies that meet student and curricular needs and promote student learning and achievement. Institutions are expected to regularly evaluate the effectiveness of instructional methods, use results to guide improvements, and maintain compliance with applicable federal distance education requirements. Evidence includes disaggregated learning and achievement data by delivery mode and documentation of improvements made to address identified gaps. • **Standard 2.7 – Student Support Services:** addresses effective academic and non-academic services that support students throughout their educational journeys. Areas include student onboarding, counseling, educational planning, financial aid, library and tutoring resources, advising, disability services, and other support services. Institutions should use student data to identify needs, evaluate service effectiveness, monitor student progress, and provide clear information regarding transfer and career opportunities.

	• Standard 2.8 – Student Engagement and Belonging: focuses on fostering student belonging and community through opportunities for engagement with the institution, academic programs, and peers. Engagement and co-curricular activities should reflect the needs of the student population and be evaluated using qualitative and quantitative data to determine their effectiveness in supporting student success and retention. • Standard 2.9 – Systematic Review and Assessment: emphasizes systematically reviewing and assessing academic, learning support, and student services programs. Institutions are expected to analyze disaggregated student learning and achievement data and use the results to inform institutional goals, program improvement, and curriculum development. Faculty and educators engage in data-driven dialogue to address achievement gaps and support continuous improvement.
ACCJC Liaison Q&A	The committee met with Kevin Botenbal, our new ACCJC Liaison, who provided updates regarding the upcoming ISER review process. The ISER will be submitted in December, followed by a team workshop in January to discuss initial observations and assessment of the ISER. The team will conduct a more extensive review of the evidence provided. Team ISER Review: In March 2027, the review team will meet for approximately one day to develop the core inquiries and identify any additional evidence needed from the College. The team expects to finalize the core inquiries by the end of March. Once finalized, the College will have an opportunity to gather and provide additional evidence addressing the inquiries in preparation for the focused site visit. Focused Site Visit: The focused site visit is tentatively scheduled for September 2027. The team will focus specifically on the core inquiries identified during the March review. The visit typically lasts approximately 1½ to 2 days, depending on the number of core inquiries. Following the visit, the team will finalize its report for consideration at the January 2028 ACCJC meeting. Open Forums: Two open forums will give the campus community opportunities to communicate directly with the review team. One will occur virtually in March, and another will be held on campus during the September focused site visit. These forums are intended for campus community members to share information, concerns, or observations about the College; senior administrators and Board members do not participate. Distance Education and Regular and Substantive Interaction (RSI): Additional emphasis was placed on DE and RSI. With approximately 416 online sections, the college will provide ACCJC with a spreadsheet of fully online courses from Fall 2026, from which the review team will select a random sample of approximately 60 courses. The review team will evaluate each course using an RSI rubric to determine compliance with federal requirements. At least 85% of the initial sample must meet the RSI requirements. If the threshold is not met, the team will issue a core inquiry, requesting additional courses. These courses will be selected from Spring 2027, with an expected sample of approximately 81 courses. Failure to meet the 85% threshold in the second sample could result in a compliance recommendation. Faculty should be encouraged to document and retain evidence of RSI within the course environment. Reviewers may examine Canvas shells with instructor access being able to view assignment

	feedback, discussion boards, announcements, and other evidence demonstrating regular and substantive interaction. Faculty should avoid relying solely on tools or communications that reviewers cannot easily access. Student Records: During the focused site visit, the review team will also verify that student records, including student complaints, are maintained in a secure location.
Other / Future Agenda Items	-
Upcoming Committee Meetings	Nov. 12, Dec.10

ACCJC Peer Review Timeline: Institution Report Date: Dec. 15, 2026 / Team ISER Review: Mar. 22, 2027
Focused Site Visit: Sept. 20-24, 2027 / Commission Review: Jan. 2028