**Minutes of Accreditation Steering Committee**

**9-29-11**

**Members Present:** Lori Adrian, Darian Aistrich, Gayle Berggren, Ted Boehler, Maribeth Daniel, Ann Holliday, Dan Jones, Nancy Jones, Bill Kerwin, Vinicio Lopez, Margaret Lovig, Laurie Melby, Bob Nash, Christine Nguyen, Vince Rodriguez, Cheryl Stewart, Lois Wilkerson

**Members Absent:** Dave Cant, Richard Kudlik, Wendy Sacket

Guests: Shanon Gonzalez, Jorge Sanchez

**Note: The agenda and full training materials for this meeting are available on the dashboard.**

**DISCUSSION FROM THE MEETING:** A major theme of the Accreditation Standards is “dialog.” Gayle stated that the faculty planned to hold a college-wide faculty dialog each spring so faculty could dialog on SLO outcomes. She asked for ideas on how remaining employees could also participate in dialog, possibly with the faculty. It was pointed out that dialog takes place in many venues, but that frequently neither the dialog nor the outcomes are documented. It is important for minutes to document important dialog and for these minutes to be disseminated to appropriate groups. It was also pointed out that some things can’t be captured in writing.

A problem was noted that many of the documents we are trying to collect on the District website are not the most recent versions. **Ann** will follow up. Andrea Serban is the new Interim Vice Chancellor, and one of her duties will be to serve as the District liaison for accreditation. **Gayle** will also follow-up at our next District accreditation meeting.

The Steering Committee Team List was reviewed and several changes were suggested. A new list reflecting the changes was posted on the Dashboard 10/10/11. **Christine** will get a volunteer to chair Physical Resources so Dave Cant won’t have to serve as a chair reviewing his own department. **Ann** is going to see if Rick Lockwood will co-chair Fiscal Resources so Christine won’t have to chair the review of her own department.

The accreditation surveys and the timeline were discussed. It was pointed out that many surveys (technology, distance learning, etc.) have been conducted at the college, and it would be helpful to the teams have access to these surveys and the analysis. It was suggested than anyone who has conducted surveys (**Vince, Bob, Jorge**) please send their surveys immediately to **Jorge** so he can post them for use by the teams.

Standards chairs were instructed to assemble their teams, delegate duties and commence the self-study. Reviewed surveys, with comments or requested additional questions (if any) should be returned to Gayle **October 17**. First drafts (rough) of each Standard are due **November 1**. The **next meeting of the Steering Committee: October 27, 3:30-5,** 4th Floor Conference Room, College Center, at which we time we can discuss obstacles and solutions.

**Agenda for Steering Committee:**

1. Training
2. Q and A
3. Tasks determined
   1. Steering Committee call together subcommittees to determine how to approach work
      1. Team List
   2. Begin work on evidence collection
   3. Begin writing
   4. First drafts turned in (even if incomplete): November 1
4. Review Surveys with Standards Committees for additional input/Return date: Oct. 17
5. Set date for next meeting (October 20?); we will determine as a group how often to meet to hear progress reports

**What are THE accreditation themes:** Document available at: <http://www.coastline.edu/files/accreditation/Themes.docx>

**Dialog:** All members of the college participate in dialog about student achievement and the effectiveness of the institution (processes, policies, and how to improve).

**Student Learning Outcomes**: A key theme. Does the institution consciously and robustly demonstrate the effectiveness of its efforts to produce and support student learning by measuring and dialoging about outcomes at the course, program, and degree levels. It must be at the center of the institution’s key process and allocation of resources.

**Institutional Commitments**: Institutions must make a commitment to action to providing high quality education congruent with institutional mission. Mission statement needs to reflect the intended student population and the commitment to student learning.

**Evaluation, Planning, and Improvement**: The planning cycle begins with the evaluation of student needs and college programs and services. This evaluation informs college decision about where it needs to improve, and the college identifies improvement goals campus-wide. Resources are distributed in order to implement these goals. Priorities are set when resources are limited. Evaluation is conduced once goals have been met. The planning cycle is evaluation, goal setting, resource distribution, implementation, and re-evaluation.

**Organization**: The college has adequate staff, resources, and an organization structure to produce and support student learning.

**Institutional Integrity**: The institution’s demonstrated concern with honesty, truthfulness and the manner in which it represents itself to all stakeholders, internal and external. Publications are accurate and accessible. Faculty provide for open inquiry. There is an expectation of Academic Honesty on the part of students.

**Twelve Common Questions and Answers about Accreditation**

<http://www.accjc.org/wp-content/uploads/2011/03/Twelve-Common-Questions-and-Answers-About-Regional-Accredition-FINAL.pdf>

Accreditation is a “voluntary” peer review. We are evaluated against the Standards, not against other colleges. We are evaluated against our own mission! It is not mandated by anyone, but if you are not accredited, your students’ credits aren’t accepted by 4-year schools, your college can’t receive any Federal funds, and your students can’t receive Federal financial student aid.

There are four phases to the accreditation process: *internal evaluation* (writing the self-study), *external evaluation* by professional peers (the “visit”), *Commission evaluation* (they read the report by the visiting team), and *institutional self-improvement* to meet evolving regional and federal standards (we also have to fulfill all the planning agendas for improvement that we write for ourselves).

*What are the Standards*: Accreditation Standards are statements of expected practice that are developed by the Accrediting Commission, with input from the U.S. Department of Education that reflect Congressional guidelines and expectations for institutional quality.

Since accredited status is a signal to the public that an institution satisfies all Accreditation Standards, institutions have to remain in compliance at all times.

*Who will come to evaluate us?* Evaluation teams are comprised of eight to 12 volunteer education professionals from member institutions who have relevant expertise and are trained by the Commission staff to employ the ACCJC Accreditation Standards in evaluating institutional practices. They are administrators, faculty, and sometimes trustees of two-year colleges. They have experience in educational governance and administration, instruction, student services, research, facilities, learning resources, fiscal management, human resources, and technology resources.

*When will they come?* March 2013.

*When will we find out if our accreditation is reaffirmed?* The Commission meets and reads the report of the visiting team. In June 2013 the Commission will send a letter to our college president telling us of our accredited status; we must post it to our website.

**RESPONSIBILITES OF THE OVERALL STEERING COMMITTEE**

Meet as a group and review the findings of the other Standard’s Committees; discuss. Since some chairs are writing about their own departments, we will want to look for integrity and objectivity (e.g., I will probably do some, if not all of the writing about SLOs; this material will need to be discussed for non-bias.) We especially need to review the overall Planning Agendas and agree to appropriateness of each.

**RESPONSIBILITES OF THE STEERING COMMITTEE CO-CHAIRS/TRI-CHAIRS/QUAD-CHAIRS**

1. Assemble Standard subcommittee members and query members to determine how to best approach the task of evaluating how the college meets each standard. Ask for volunteers to interview key staff members at the college, or utilize strengths of committee members to perform other duties such as editing or analyzing data. Implement data-gathering, evaluation, planning and preliminary writing tasks; review surveys and discuss additional questions or needs for data or additional questions needed from surveys.
2. Review each of your Standards/sub-Standards and determine how to find evidence or evaluate how the college meets the Standard. Don’t just “say” the college meets the Standard. SHOW how we meet the Standard. Ask Gayle if you don’t understand a Standard, or look at the previous Self-Study, the Substantive Change Report (2009-in the Dashboard), or at the self-study of another college. Ask Gayle if you don’t know where to get data or find information.
3. Review the *March 2010 Midterm Report*, especially the responses to the Recommendations from the Accreditation Commission *related to your Standard*.
4. Review and address the Commission policies in the box, below.
5. IF YOU WANT TO DO SOME BACKGROUND READING: Read the *Guide to Evaluating Institutions*. It provides an overview of Accreditation, Themes, Characteristics of Evidence, and Questions to ask yourself as you go about your evaluation, by Standard (NOTE: you DON’T need to answer these questions!). You can also read through the entire *Accreditation Standards*, so you are aware of the entire body of Standards that need to be addressed.
6. Turn drafts in on time.

**THE STANDARDS AND THE COMMISSION POLICIES**

All the Accreditation Standards are on the College Dashboard.

I have tried to anticipate all the Accreditation Policies you will need and have placed them on the Dashboard. (You can also find them at the Accreditation site <http://www.accjc.org/> but to locate some of the obscure policies you need to dig for them within larger documents, so I have cut them out and placed them on the Dashboard.)

All correspondence from the Commission to CCC is available on Dashboard.

All correspondence from CCC to the Commission is available on Dashboard.

There is a lot of useful information in the 2010 Midterm Report: <http://www.coastline.edu/files/accreditation/Coastline%20Midterm%20Report%2015%20March%202010.pdf>

**How to find the Dashboard**

To access the Dashboard site go to: [www.coastline.edu/admin](https://owa.coastline.edu/exchweb/bin/redir.asp?URL=http://www.coastline.edu/admin)

To login, please use the same username (you don’t need to preface it with “adminccc”) and password that you use when signing into your OWA.  If you’ve forgotten your username and/or password, please contact your appropriate area facilitator. **Once you find the link**: Bookmark It!

The Accreditation page is accessed by a big purple button located on the Home page on the bottom right hand corner under the Vision 20/20 Master Plan.  Once you click on that, scroll down to see all of the Accreditation documents.

To see any college committee agendas and minutes, click on the College Committees section and then click on the Committee Description you will find the minutes and agendas for that specific committee (e.g., Academic Senate is on page 3).

**THE STANDARDS**

Templates of your Standard are available in the Dashboard (unformatted and in PDF; when you are ready to write, cut and paste the template into a Word document, or email me for the Word format). <http://www.coastline.edu/admin/documents/Accreditation/Standard%20I%20Template.docx> is an example of Standard 1 Template.

I will put up a rough draft area where we can post drafts. At appropriate times I will encourage the college community to peruse the drafts in order to invite input; they will be for internal review only.

Possibly use Google docs for shared editing.

**Additional Policies that Need to be Addressed, by Specific Standard**

**Standard 1 Needs to Address:**

Statement on Diversity

**Standard 2 China Program Needs to Address:**

Policy on Principles of Good Practice in Overseas International Education Programs for Non-U.S.

Nationals

Policy on Contractual Relationships with Non-Regionally Accredited Organizations

Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status

**Standard 2 Instructional Programs Needs to Address:**

Policy on Transfer of Credit

Policy on Award of Credit

Policy on Credit for Prior Experiential Learning in Undergraduate Programs

Policy on Institutional Integrity and Ethics

**Standard 2 Student Services** **Needs to Address:**

Policy on Refund of Student Charges

Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status

**Standard 3 Fiscal Resources Needs to Address:**

Links to: [Institutional fiscal data and documents to be used in comprehensive evaluation](http://www.accjc.org/../wp-content/uploads/2010/09/Institutional%20fiscal%20data%20and%20documents%20to%20be%20used%20in%20comprehensive%20evaluation.pdf)

Links to: [Required Evidentiary documents for financial review](http://www.accjc.org/../wp-content/uploads/2010/09/Required%20Evidentiary%20Documents%20for%20Financial%20Review.pdf)

Policy on Institutional Compliance with Title IV

**Standard 4 Governance Needs to Address:**

Policy and Procedures for the Evaluation of Institutions in Multi-College Districts or Systems

**The 2006-2007 Self-study document is online.** <http://www.coastline.edu/files/accreditation/Coastline%20FullSelfStudy06-07.pdf>

It is 340 pages; let’s set a goal to not go over that page limit this time. AACJC directions say 25,000 words should be limit. All narrative must be backed up with evidence. Please turn in ‘evidence’ to me as you are writing. All documents must be electronic; I will create an electronic database of evidence that will be categorized near the final phases of the document.

**the Format for responding to each Standard and subcategory is:** Descriptive Summary then Self-Evaluation then Planning Agenda. It would be best if the planning agendas could fit into our **Educational Master Plan** goals which are:

**GOAL I: COASTLINE WILL MAKE LEARNER SUCCESS ITS CORE FOCUS**

**GOAL II:** **COASTLINE WILL INCREASE STUDENT ACCESS, AND IMPROVE PERSISTENCE, RETENTION, AND COMPLETION WITH A PARTICULAR FOCUS ON BASIC SKILLS**

**GOAL III: COASTLINE WILL CONTINUE TO CREATE AND NURTURE INNOVATIVE PROGRAMS, SERVICES AND TECHNOLOGY SOLUTIONS THAT RESPOND TO THE NEEDS AND EXPECTATIONS OF ITS LEARNING COMMUNITY**

**GOAL IV: Coastline will strengthen and expand its entrepreneurial, grant development, and collaborative activities through partnerships with business and industry, government agencies, educational institutions, and the public to enhance the College’s capabilities and opportunities for students**

**GOAL V: UTILIZING PARTICIPATORY GOVERNANCE PROCESSES, COASTLINE WILL IMPROVE ITS COLLECTION, ANALYSIS AND USE OF DATA TO ENHANCE TEACHING, LEARNING AND INSTITUTIONAL EFFECTIVENESS**

The Steering Committee will meet to review the Planning Agendas as a whole. We don’t want *too many* planning agendas, nor will we want to make any planning agendas that we don’t intend to work on (as we need to work on each one and we need to make progress reports to the Commission); we want to be sure they are synchronous throughout the entire document, and we want to be sure there are no “personal” planning agendas. (Final Planning Agendas will need to be approved by the Planning and Institutional Effectiveness Accreditation Committee-PIEAC).

**EXAMPLES AND HELPS**

Self-study reports from four other colleges that received reaffirmations of accreditation are available on the Dashboard.

Coastline’s Substantive Change Report (China program) is available on the Dashboard; it was written in 2009 and may include some ideas of how to approach the Standards if you get stuck. Every standard was addressed. (A Substantive Change is a “mini” self-study).

**EDITING**

I will edit the drafts into one unified, organized, coherent report that is written in one voice. Since some material is covered in several Standards, it will be combined, to avoid repetition and redundancies across the various sections wherever possible. No hurt feelings when writing is edited! It has to read well, and needs to be concise. It can’t be too long. If we can refer to brochures or outside evidence, then we only need to write a few summary sentences and refer to the brochure.

I will write the front materials. I will be sure that all Commission requirements and formatting are addressed, and that nothing is left out.

**COASTLINE ACCREDITATION SELF-EVALUATION PRODUCTION TIMELINE** (Abbreviated)

**-2011-**

September College Self-Study Training Meeting

Standards Chairpersons contact their subcommittee team members and determine best times to call together meetings of their subcommittees.

October Standards subcommittees meet and determine subsequent meeting schedule; implement data-gathering, evaluation, planning and preliminary

writing tasks; review surveys and discuss additional questions or needs for data or additional questions needed from surveys.

Oct-Nov Gayle prepares and distributes student, alumni, and employee surveys

November Subcommittees receive survey data analysis to use in narratives

November 1 First draft due from each subcommittee

November 14 Edited first drafts returned to each subcommittee\*\*

December 12 Second drafts due

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January 9 Edited second drafts returned to each subcommittee

January 23 Revised second drafts due to technical reviewers (for review of factual information)

January 30 Comments/corrections back from technical reviewers

February 13 Changes from technical reviewers incorporated

March 5 Third draft due

March 12 Third draft available for campus review

March 26 Supporting documentation labeled

March 28 Steering Committee reviews plan sections of all standards to develop overall planning summary for the college; schedule presentation to the PIeAC

Campus review of Self-Study First Draft

April 11 Fourth draft due, including planning recommendations

April 25 Edited fourth draft returned to committees

May Work out logistics of site visit; determine how to orient team to the campus

May 23 Complete self-study ready for review (so faculty can review before summer)

June 20 Final edited copy done (edited by fresh reader)

July 12 Final self-study adopted by Board (CHECK DATE OF ACTUAL BOARD MEETING)