ANTELOPE VALLEY COLLEGE

ACADEMIC SENATE MEETING
AGENDA

April 16, 2015
3:00 p.m. – 4:30 p.m.
L-201

To conform to the open meeting act, the public may attend open sessions

1. CALL TO ORDER AND ROLL CALL

2. OPENING COMMENTS FROM THE SENATE PRESIDENT

3. OPEN COMMENTS FROM THE PUBLIC

4. APPROVAL OF MINUTES
   a. April 2, 2015 Academic Senate Meeting (attachment)

5. REPORTS (5 minutes maximum)
   a. Tenure Review Committee – Dr. Liette Bohler
   b. Accreditation Committee - Tina McDermott

6. REPORTS ON ACTION ITEMS AND IMPLEMENTATION

7. ACTION ITEMS
   a. Appointments
      1. Faculty Professional Development Committee - Faculty Representatives (4)
         - Mark Hoffer
         - Dr. Rona Brynin
      2. Equivalency Committee - Faculty Representative (1)
      3. Budget Committee – Faculty Representative (1)
         - Rick Motawakel

   b. Election
      1. Senate President (attachments)
         a. Dr. Ed Beyer
         b. Karen Lubick

8. DISCUSSION ITEMS
   a. Program Review Due Dates – Carol Eastin
   b. Unannounced Evacuation Drills – Dr. Zia Nisani
   c. Carrying the Mace at Graduation

9. INFORMATIONAL ITEMS
   a. Academic Policies and Procedures Committee Recommendations

10. SENATE ADMINISTRATIVE BUSINESS

11. ANNOUNCEMENTS

June 11 – 13, 2015	Faculty Leadership Institute	San Jose Marriott
July 9 - 11, 2015	2015 Curriculum Institute	Double Tree, Orange

12. ADJOURNMENT

2014-15 ACADEMIC SENATE MEETINGS & COMMITTEE REPORTS	
February 19, 2015 Honors Program Committee Accreditation Committee AP&P Committee	**April 16, 2015** Tenure Review Committee Accreditation Committee
March 5, 2015 Faculty Professional Development Committee Distance Education & Technology Committee Tenure Review Committee	**May 7, 2015** Faculty Professional Development Committee Distance Education & Technology Committee
March 19, 2015 Outcomes Committee Program Review Committee	**May 21, 2015** Outcomes Committee Honors Program Committee Program Review Committee
April 2, 2015 AP&P Committee	

ANTELOPE VALLEY COLLEGE

ACADEMIC SENATE MEETING MINUTES

April 16, 2015
3:00 p.m. – 4:30 p.m.
L-201

To conform to the open meeting act, the public may attend open sessions

1. CALL TO ORDER AND ROLL CALL
   The Academic Senate meeting of April 16, 2015 was called to order at 3:00 p.m. by Dr. Ed Beyer, Academic Senate President.

2. OPENING COMMENTS FROM THE SENATE PRESIDENT
   - Dr. Beyer encouraged senators to stop by L-202 to see the design themes presented by the Interior Design class.
   - Dr. Beyer asked senators to encourage their constituents to vote on the proposed senate constitution.
   - Dr. Beyer noted a misperception regarding the facility use of L-201. The Academic Senate has priority scheduling rights at the beginning of year. Anyone may schedule the room after that, as it is not the Academic Senate conference room.
   - Dr. Beyer shared the board announcement and expressed congratulations to Dr. Jessica Eaton and Wendy Stout on having received tenure.

3. OPEN COMMENTS FROM THE PUBLIC
   - Dr. Irit Gat announced Dr. Kevin Walsh will present – Speaker – Dr. Kevin Walsh – Effective Communication Styles & Strategies on May 1, 2015 from 1:00 p.m. – 3:00 p.m. in HS-201. Faculty may earn 2 hours Standard 1 credit.
   - Dr. Irit Gat reminded senators to encourage faculty to submit pictures and accomplishments for Faculty Recognition Day..
   - Dr. Susan Lowry reported faculty did an outstanding job on peer evaluations – over 450 were completed.
   - Ms. Rosa Fuller asked senators to spread the word about the upcoming Law Scholars Program event on Saturday, May 2, 2015.

4. APPROVAL OF MINUTES
   a. April 2, 2015 Academic Senate Meeting (attachment)
      A motion was made and seconded to approve minutes of the April 2, 2015 Senate meeting with one (1) correction.
      Motion carried unanimously.

5. REPORTS (5 minutes maximum)
   a. Tenure Review Committee – Dr. Liette Bohler
      No report - Dr. Bohler was unable to attend the meeting.
   b. Accreditation Committee - Tina McDermott (attachment)
      Ms. Tina McDermott addressed senators and introduced the first draft of the Accreditation Handbook – see attachment.

Ms. McDermott explained the Accreditation Forum date is rescheduled for the 1st or 2nd week in May. She will have a draft ready to present to campus at the beginning of the fall semester.

Ms. McDermott and Dr. Bonnie Suderman are working with Mr. Rick Shaw and Stephen Burns to establish a better document management system. She expressed the importance of accurate and accessible documents for accreditation. She noted the Information Technology (IT) team is working diligently to make the AVC website organized, professional and user-friendly.

Dr. Beyer advised senators to review the draft handbook and provide feedback. He advised Ms. McDermott to ensure that IT communicates any plans regarding the housing of Senate documents through the Senate first, before making any changes.

6. REPORTS ON ACTION ITEMS AND IMPLEMENTATION
   a. Online Education Initiative (MOU) – Memorandum of Understanding (attachment)
      Dr. Beyer reported the OEI MOU was returned to DETC for a formal approval and recommendation to the Senate. When returned, the MOU will be included in the Senate agenda packet for review. Dr. Beyer explained that moving forward, the proper process must be adhered to, i.e., discussion, approval, formal recommendation, etc.

   b. Sabbatical Applications
      Dr. Beyer reported the Executive Council reviewed the recommendations for sabbaticals and returned both to the Senate with questions. Dr. Beyer advanced the questions to both applicants and copied Dr. Irit Gat. He explained that in the past, sabbatical applications were moved directly from the FPD Committee to the President for consideration, and finally the board. As a new process, the President requires the recommendations to come from the FPD Committee to the Senate, then the President.

      Responses from the sabbatical applicants will be forwarded by Dr. Beyer to President, and finally the board.

      Dr. Beyer suggested the senate lean on the recommendations made by the FPD Committee.

      Dr. Gat explained the FPD Committee reviewed the applications thoroughly and asked questions. She noted applications have been denied due to procedural issues.

7. ACTION ITEMS
   a. Appointments
      1. Faculty Professional Development Committee - Faculty Representatives (4)
         - Dr. Rona Brynin – 3 year term ending June 30, 2018
         - Mark Hoffer – 3 year term ending June 30, 2018

      A motion was made and seconded to ratify the appointments of the Dr. Rona Brynin and Mr. Mark Hoffer as faculty representatives on the Faculty Professional Development Committee.
      Motion carried unanimously.

2. Equivalency Committee - Faculty Representative (1)
    - Dr. Maria Clinton – 3 year term ending June 30, 2018
      A motion was made and seconded to ratify the appointment of Dr. Maria Clinton as a faculty representative on the Equivalency Committee.

      Dr. Beyer noted the difficulty in selecting the candidate from a pool of exceptionally worthy candidates. Because the appointment was difficult, the Senate Executive drew a name from a hat.

      Motion carried unanimously.

3. Budget Committee – Faculty Representative (1)
    - Rick Motawakel
      A motion made and seconded to ratify the appointment of Mr. Rick Motawakel as a faculty representative on the Budget Committee.
      Motion carried unanimously.

b. Election
    1. Senate President (attachments)
        a. Dr. Ed Beyer
        b. Karen Lubick

    A motion was made and seconded to move the Academic Senate President election under the direction of Mr. Van Rider, 1st Vice President.
    Motion carried.

    Dr. Ed Beyer was dismissed from the room as the Academic Senate President election was held. Ms. Nancy Masters and Dr. Susan Lowry distributed ballots. Senators signed as received ballots, and signed again as ballots were cast. Ms. Masters and Dr. Lowry counted ballots twice, and reported the winner to Mr. Rider.

    Dr. Beyer was invited to return to meeting as Mr. Rider announced the winner of the election. Mr. Rider reported the election successful and count complete, with Dr. Ed Beyer as the winner.

    Mr. Rider expressed his congratulations to Dr. Beyer, and appreciation for the votes and confidence, and noted his pleasure in working with Dr. Beyer. Mr. Rider called for a motion to return the meeting to the current and future Academic Senate President.

    A motion was made and seconded to return the meeting to Dr. Beyer.
    Motion carried unanimously.

    Dr. Beyer thanked members for their confidence, and noted his uncertainty over the last year in deciding to run. He conveyed enthusiasm for the hard work but exciting opportunities that lay ahead.

8. DISCUSSION ITEMS
    a. Program Review Due Dates – Carol Eastin
    Ms. Carol Eastin addressed senators asking for feedback regarding Program Review due dates to March.

Members addressed the benefit of looking at a full year of data. Ms. McDermott noted Program Review is supposed to review four (4) years addressing the trends.

Ms. Eastin will come back in May with the final dates. She noted moving the dates will put us in a better place in alignment with district planning and the hiring of new faculty.

b. Unannounced Evacuation Drills – Dr. Zia Nisani
Dr. Zia Nisani led discussion regarding the obstruction of teaching during unannounced evacuation drills. He read the following statement on behalf of the Anatomy/Physiology faculty:

> **We have anatomy lab practicals scheduled. Setting up the practicals and students' preparation for these major exams is time intensive. We are requesting that we, the instructors only, can know when the drills are scheduled so that we can organize and schedule the lab practicals accordingly. We do not feel that this information diminishes the effectiveness of the drill, but having a drill in the middle of a practical, for which the students have been preparing for over a month, would GREATLY affect the academic performance.**
>
> **We are being told that there are "no exceptions" to the unannounced nature of the drill. This makes no sense. It's a drill. We just want to be able to time our practicals around them.**

Dr. Nisani explained that lab structures when interrupted, cannot be restarted or rescheduled. Lab materials must be re-ordered which takes time. He described the interruption as causing chaos, and charged the drills are unfair, and hinder jobs as educators.

Ms. Elizabeth Sundburg explained the nursing testing was scheduled in December 2014, and interruption will cause nursing faculty to fail the exam and course. She suggested and other senators agreed, that appropriate faculty be advised of the week of the drill during the previous year, in order to plan for drill interruptions. Members charged the unannounced drills are not practiced on other campuses.

Dr. Beyer noted the loss of more class time due to the water main break and power outages, than unannounced drills. He explained the drills are scheduled to make the least possible impact on schedules. Dr. Susan Lowry agreed with Dr. Beyer, adding teachers making the request are trying to accommodate the drill and ensure the students get practicum that is needed. She suggested notifying only lab and health sciences faculty for the upcoming drill.

Dr. Beyer will talk to President Knudson and bring forward suggestions.

c. Carrying the Mace at Graduation
Dr. Beyer led discussion as to a procedure for carrying the mace at graduation. He asked senators to forward any ideas.

9. INFORMATIONAL ITEMS

a. Academic Policies and Procedures Committee Recommendations

10. SENATE ADMINISTRATIVE BUSINESS

11. ANNOUNCEMENTS

June 11 – 13, 2015	Faculty Leadership Institute	San Jose Marriott
July 9 - 11, 2015	2015 Curriculum Institute	Double Tree, Orange

12. ADJOURNMENT

The Academic Senate meeting of April 16, 2015 was adjourned at 4:21 p.m. by Dr. Ed Beyer, Academic Senate President.

MEMBERS PRESENT			
Dr. Ed Beyer	Dr. Jessica Harper	Catherine Overdorf	Lisa Vath
Diane Flores-Kagan	MaryAnne Holcomb	Harish Rao (proxy)	Larry Veres
Rosa Fuller	Dietra Jackson	Terry Rezek	Carol Eastin (proxy)
Dezdemona Ginosian	Dr. Matthew Jaffe	Van Rider	Lisa Karlstein (proxy)
Dr. Glenn Haller	Jonet Leighton	Ken Shafer	
Jack Halliday	Dr. Zia Nisani	Elizabeth Sundberg	
MEMBERS ABSENT			
Dr. Liette Bohler	Dr. Glenn Haller	Susan Knapp	Karen Lubick
Raul Curiel			
GUESTS/EX-OFFICIO			
Dr. Susan Lowry	Deborah Sacro (student guest)		

2014-15 ACADEMIC SENATE MEETINGS & COMMITTEE REPORTS	
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Upon request, this agenda will be made available in appropriate alternative formats to persons with disabilities, as required by Section 202 of the Americans with Disabilities Act of 1990. Any person with a disability who requires a modification or accommodation in order to participate in a meeting should direct such request to Dr. Ed Beyer, Academic Senate President, at (661) 722-6306 (weekdays between the hours of 8:00 a.m. and 4:30 p.m.) at least 48 hours before the meeting, if possible. Public records related to agenda items for open session are available for public inspection 72 hours prior to each regular meeting at the Antelope Valley College Academic Senate's Office, Administration Building, 3041 West Avenue K, Lancaster, California 93536.

Approved: May 7, 2015 Academic Senate Meeting

Accreditation Update

Tina Leisner McDermott
Communication Studies
Accreditation Coordinator
Antelope Valley College
(661)722-6300 x6144

April 16, 2015 – Academic Senate
Tina McDermott
Accreditation Report

1. Accreditation Forum – postponed from April 28th because room was not available. Will send out notices when new date is confirmed.
    a. Will review new developments in the standards
    b. Areas where AVC is doing well
    c. As well as areas where AVC is working on improvements

2. Accreditation Handbook
    a. Incorporated feedback from committee
    b. Going to press – will be on Accreditation Committee website
    c. Will serve to guide committees in the future as to structure of the committee, roles for members, goals for writing the report, and the accreditation process, along with resources like writing guides and ACCJC documents.

3. Reviewing with Rick Shaw and Stephen Burns better document management both for campus committee websites as well as the evidence for the report.

4. Committees are continuing to gather information and evidence, and write the reports, still in very rough draft.

5. Plan to work through summer.

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ANTELOPE VALLEY COLLEGE

ACCREDITATION COMMITTEE HANDBOOK

First Edition

[Gloria, let's get a picture of something at AVC… or maybe we can get a happy Accreditation Committee Group shot? That's the kind of thing Citrus does, just sayin'…]

Contacts:

Faculty Accreditation Coordinator / Accreditation Committee Co-Chair
Ms. Tina Leisner McDermott, Communication Studies Instructor
tmcdermott@avc.edu
(661)722-6300 x 6144

Vice President of Academic Affairs / Accreditation Liaison Officer
Dr. Bonnie Suderman
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(661)722-6300 x 6304

Dean of Institutional Research
Dr. Meeta Goel
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(661)722-6300 x 6617

Senior Administrative Assistant
Ms. Gloria Kastner
Gkastner@avc.edu
(661)722-6300 x 6989

TABLE OF CONTENTS

Antelope Valley College Mission:

Antelope Valley College, a public institution of higher education, provides a quality, comprehensive education to a diverse population of learners. We are committed to student success offering value and opportunity, in service to our community.

The Accreditation Committee's Role:

According to the Accrediting Commission for Community and Junior College (ACCJC), "The designated committee is responsible for organizing and coordinating the self evaluation process and for ensuring that appropriate progress is made. In addition, it is an important role of the committee to ensure that evidence is shared within the institution and that relevant internal stakeholders, who have knowledge of data and who can contribute to the analysis of data and evidence, are involved in the process as appropriate" (p. 14, sec 4.2, Manual for Institutional Self Evaluation).

Accreditation Committee Mission:

The Accreditation Committee consists of constituents from across the campus and collaborates to produce the Self Study Report and subsequent reports required by the ~~Accrediting Commission for Community and Junior Colleges / Western Association of Schools and Colleges (~~ACCJC~~)~~, as needed. The committee brings together a wide array of talent, skills, and knowledge from across the college to write the reports and collect the evidence which demonstrate that the college continually reflects on its practices and follows the accreditation standards on a sustainable level.

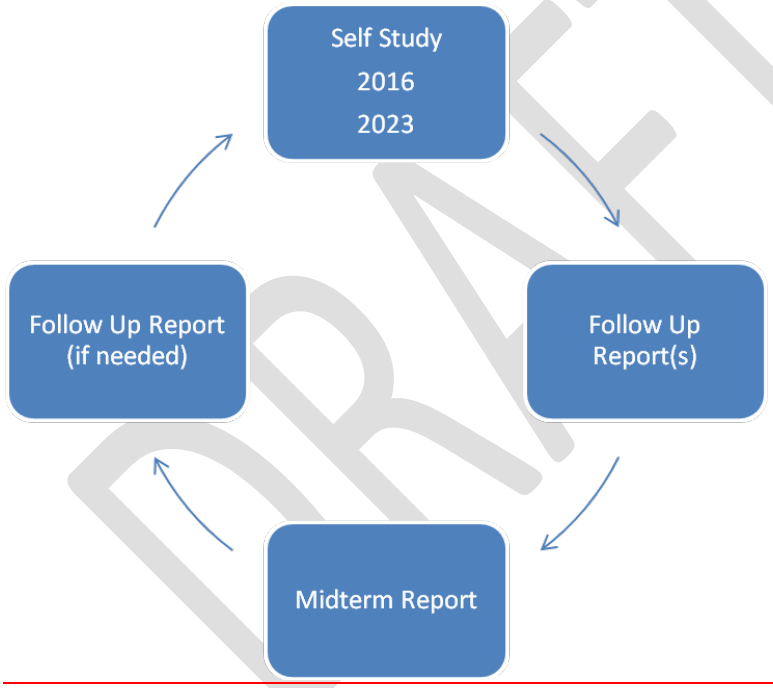
Accreditation Process at Antelope Valley College:

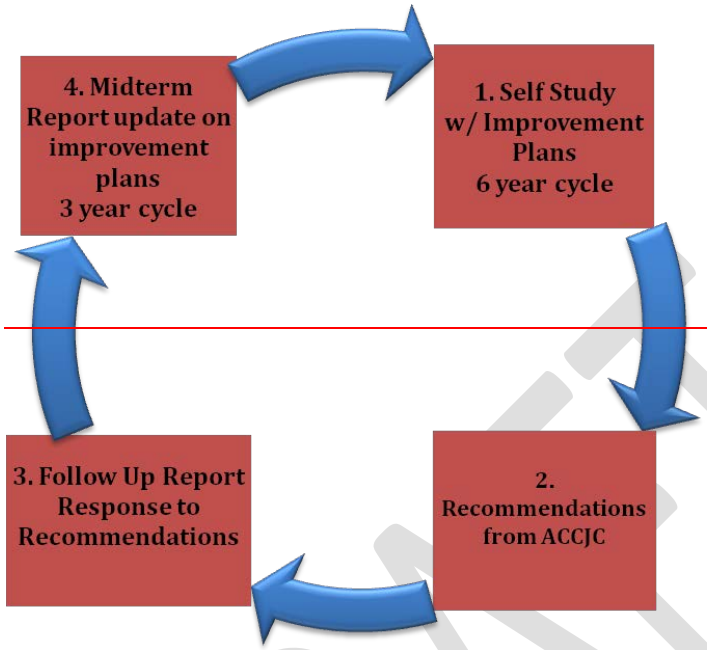
The self study is required every seven years (previously it was a six-year cycle). In addition, there are follow ups, midterms, and other types of reports required by the ACCJC to document continuous self reflection and quality improvements. The goal of the process and reports ~~aimed at~~are to maintain~~ing~~ a high quality education for students in an effective environment in accordance with ~~its~~ the college mission.

Cycle of Reports and Timelines

The ACCJC requires a complete **self study report** (SSR) every seven years addressing how the college is fulfilling the four standards. The self study contains a **quality focus essay**, wherein the college identifies actions to improve performance in a particular area of the college in the period following the self study.

After the self study, the ACCJC issues **recommendations** that the college must respond to with a **follow up report**. In addition, midway through the self study cycle, the college must provide a **midterm report** that updates the ACCJC on the implementation of the improvements established by the college in the quality focus essay.




4. Midterm Report update on improvement plans 3 year cycle
1. Self Study w/ Improvement Plans 6 year cycle
2. Recommendations from ACCJC
3. Follow Up Report Response to Recommendations

Timeline for writing reports for 2016 Self Study

- **Self Study begins in the fall two years prior to due date**
  - Begin work fall 2014
  - Finalize draft April 2016
  - Informational Item to Board of Trustees June 2016
  - Two-week window for open comments from campus
  - Approval from Board of Trustees July 2016
  - Send to ACCJC August 2016
  - Team Visit from ACCJC in October 2016

- **Follow Up Report begins immediately upon receipt of recommendation letter from ACCJC (usually in January or February of year following submission of self study)**
  - Assemble team and begin work winter / spring 2017
  - Finalize draft spring 2018
  - Informational Item to Board of Trustees June 2018
  - Approval from Board of Trustees July 2018
  - Send to ACCJC August 2018

- **Midterm Report begins one year prior to due date**
  - Begin work fall 2018
  - Finalize draft April 2019
  - Informational Item to Board of Trustees June 2019
  - Approval from Board of Trustees July 2019
  - Send to ACCJC August 2019

- **Other reports as required, such as**
  - Additional Ff~~f~~ollow Uu~~u~~p reports
  - Substantive C~~c~~hange reports

The Four Accreditation Standards

It is important to read the standards in their entirety. The ACCJC standards should be read by all involved ~~on~~ in the accreditation committee. They are located on the ACCJC's website in detail (Accreditation Standards Adopted June 2014). Basic descriptions of the four standards are as follows:

Standard I: Institutional Mission and Effectiveness

Emphasis on student learning and achievement documented through the use of qualitative and quantitative data. Systematic planning, implementation, and evaluation are done to improve the quality of educational services in an ethical environment.

Standard II: Student Learning Programs and Services

Instructional programs and learning support programs comply with higher education standards. Degree programs provide depth and breadth of knowledge. Program quality is regularly assessed and improved.

Standard III: Resources

Human, technological, financial, and physical resources support academic quality and institutional effectiveness.

Standard IV: Leadership and Governance

Leadership and governance serve to promote student success and fiscal stability, to include the CEO and board of trustees.

AVC's Accreditation Steering Committee Structure

(AP 3200)

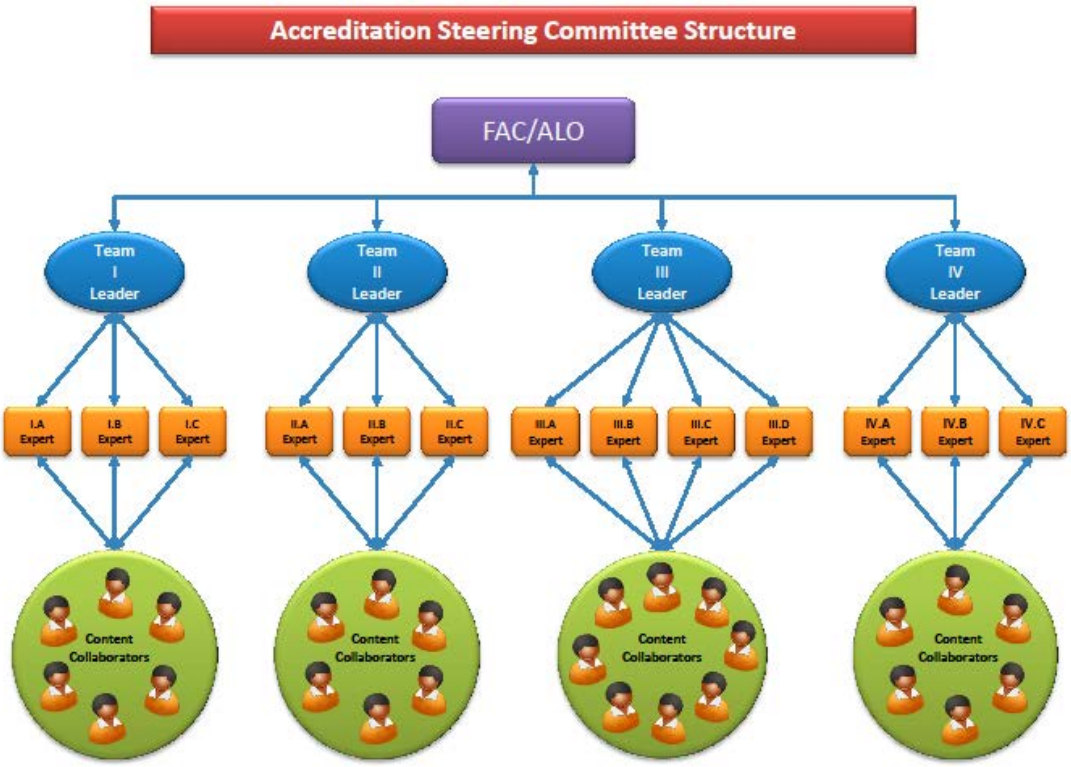
Two Principles for Committee Structure (revised 2014):

1. To make the report writing and evidence collection process for the 2016 Self Study a more efficient process that utilizes the expertise and knowledge of the people in direct alignment with the specific standards.

2. To reflect the revisions in structure and content of the ACCJC standards (adopted June 2014) through reorganization.

Each standard has a standing committee; there are 4 committees total.

In the past, committees were chaired by 2 or 3 people and committee members served to help write to the standards. The current structure uses the following language: Team Leader, under whom there are Experts, and then a team of Collaborators.



Roles and Responsibilities

Accreditation Liaison Officer (ALO) (see section 2.3, page 10 of the ACCJC's Manual for Institutional Self Evaluation):

The ALO serves as co-chair to the Accreditation Committee and specifically will:

- Stay knowledgeable about accreditation, including the Eligibility Requirements, Accreditation Standards, and Commission policies;
- Promote an understanding of accreditation requirements, quality assurance, and institutional effectiveness among constituencies at the college;
- Communicate information about accreditation and institution quality that is available from the ACCJC, including letters sent to the institution and materials posted to the ACCJC website;
- Serve as the key resource person in planning the institutional self evaluation process;
- Manage procedures to assure the institution maintains the comprehensive collection of institutional files containing Commission information including institutional reports, previous external evaluation reports, and Commission action letters;
- Prepare the institution for an external evaluation team site visit in collaboration with the Team Chair and the team assistant;
- Maintain regular communication with the CEO and the college on accreditation matters;
- Facilitate timely reports to the Commission, including Annual Reports and Substantive Change Proposals;
- Attend ALO training; and
- In multi-college districts or systems, communicate with appropriate district// system staff and ALOs at other campuses to engage in system-wide quality improvement to coordinate reports to the Commission and evaluation team site visits.

Faculty Accreditation Coordinator (FAC):

The FAC serves as co-chair to the Accreditation Steering Committee and Coordinator of the self study report and other reports, and specifically will:

- Attend the ACCJC Accreditation Training for evaluation.

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- Attend the statewide Academic Senate Accreditation Institute;
- Establish and coordinate subcommittees that contribute to the self-study;
- Provide campus training on the purpose, standards, and documentation requirements;
- Assist in the collection of data;
- Co-chair the Accreditation Steering Committee;
- Recruit members from campus community, as well as local community to participate in self-study;
- Provide support to the standard committees;
- Oversee the writing of the final draft of the self-study;
- Write the introduction to the self-study and the conclusions to each section;
- Coordinate and develop documentation files;
- Coordinate visiting team schedule and appointments;
- Present updates either via memo, newsletter, and forums on the progress of the self-study, follow-up and midterm reports;
- Update the Academic Senate at least twice per semester;
- Review final report to the Board of Trustees;
- Monitor all activities that affect Substantive Changes and submit reports to ACCJC when appropriate;
- Sufficient reassign time is required, according to local governance and contractual agreements;

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- Collaborate and coordinate with chairs of other senate committees on matters pertaining to the accreditation reports;
- Collaborate with stakeholders on self-study improvement plans;
- Coordinate and oversee the writing and documentation of follow-up and midterm reports;
- Present updates and information on accreditation issues relevant to the campus at Opening Day, at a Flex event, or other forums as deemed necessary.

- ~~Attend the ACCJC Accreditation Training;~~
- ~~Attend the statewide Academic Senate Accreditation Institute;~~
- ~~Establish and coordinate subcommittees that contribute to the self-study;~~
- ~~Provide campus training on the purpose, standards, and documentation requirements;~~
- ~~Assist in the collection of data;~~
- ~~Co-chair the Accreditation Committee with the ALO;~~
- ~~Recruit members from campus community, as well as local community to participate in self-study;~~
- ~~Provide support to the standard committees;~~
- ~~Oversee the writing of the final draft of the self-study;~~
- ~~Write the introduction to the self-study and the conclusions to each section;~~
- ~~Coordinate and develop documentation files;~~
- ~~Present updates either via memo, newsletter, and forums on the progress of the self-study, follow-up and midterm reports;~~
- ~~Update the Academic Senate twice per semester;~~
- ~~Review final report to the Board of Trustees;~~

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- ~~Monitor all activities that affect Substantive Changes and submit reports to ACCJC when appropriate;~~
- ~~Collaborate and coordinate with chairs of other senate committees on matters pertaining to the accreditation reports;~~
- ~~Collaborate with stakeholders on self-study improvement plans;~~
- ~~Coordinate and oversee the writing and documentation of follow-up and midterm reports;~~
- ~~Present updates and information on accreditation issues relevant to the campus at Opening Day, at a Flex event, or other forums as deemed necessary;~~
- ~~Receive sufficient reassign time is required, according to local governance and contractual agreements.~~

Dean of Institutional Effectiveness, Research, and Planning (DIERP):

The IERP Dean and office staff are critical resources for accreditation reports. Specifically the DIERP will:

- Provide and interpret data in the form of charts, narratives, printouts, etc., as needed by standard committees to use as evidence in reports;
- Advise and give feedback on reports and accreditation matters.

Standard Team Leaders:

There are four (4) Team Leaders, one for each main standard (I, II, III, and IV). Specifically, the Team Leader will:

- Keep the standard team organized, set up meetings, and maintain deadlines;
- Review the report drafts they receive from Experts;
- Send drafts to Collaborators for review and input;
- Request more evidence as needed;
- May collaborate to write and revise sections as needed;
- Forward drafts to the Accreditation Coordinator and effectively communicate with the Coordinator regarding deadlines, revisions, and evidence;

- Overall, work with entire team to ensure sufficient progress is made towards completion of report.

Standard Experts:

Each lettered standard or sub-section (i.e., Std. 1A, 1B, and 1C) will have an Expert in charge of writing the report. The Expert is someone who has the expertise and knowledge of the area directly related to the standard to the closest degree possible. Specifically, the Expert will

- Write a first draft and provide evidence at the initiation of the writing of the report;
- Send drafts to the Collaborators and Team Leader for reviews, revisions, and feedback, and work on revisions as needed;
- When the Expert finds that a standard is outside their immediate area of knowledge and expertise, the Expert or the Team Leader will contact the appropriate person on campus who has the knowledge, or may ask the assistance of a team Collaborator to write to the Standard (who may have expertise), and that person will write to the standard in lieu of the Expert;
- Utilize the assistance of Content Collaborators as needed, to review and revise drafts, and collect evidence, and help with other issues as they arise;
- Adhere to deadlines for drafts and responding to queries;
- Overall, work with entire team to ensure sufficient progress is made towards completion of report.

Content Collaborators:

Content Collaborators will be assigned one of the four (4) standards and will be available to any of the Experts within that standard to provide assistance. Some Collaborators may have expertise in the standard area, some ~~do~~ may not. This provides a wide participation in the process and input from across the campus. Specifically, Content Collaborators will:

- Read drafts, give substantive feedback, and ask meaningful questions to provoke honest reflection as to whether the college is truly meeting the standard;
- Offer institutional knowledge related to the standard;
- Assist with writing and revising as needed;
- Find evidence as needed;

- Help the team stay on track for deadlines;
- Overall, work with entire team to ensure sufficient progress is made towards completion of report.

PROCEDURES FOR SELECTION OF TEAM LEADERS, EXPERTS, and COLLABORATORS

- Accreditation is a ~~campus wide~~campus-wide activity. Participation from representatives of the entire campus is the goal. Faculty from various divisions, administrators from different departments and classified staff from the entire campus are encouraged to participate.
- The committee also includes the active participation of the presidents of the Academic Senate and the Associated Student Body, the presidents of the faculty and classified unions, a board member, a community member, and self study editor(s), pursuant to AP 3200.
- Denial of p~~P~~articipation is never based on job description, union affiliation, or any other discriminating factor.
- The accreditation liaison officer and faculty accreditation coordinator will put out a ~~campus wide~~campus-wide call for participants as needed. All members of the campus community are invited to apply (i.e., full and part time, union and non-union, etc.)
- Participants, including the ~~accreditation~~ faculty accreditation coordinator when vacated, may also be recruited by the ALO, FAC, and Academic Senate President.
- The FAC will maintain a list of interested parties and review the list with the ALO.
- Participants will be placed based upon their areas of interest and expertise, while maintaining a broad array of interests and expertise in each standard.
- Interested parties will be notified by the FAC of their selection and placement.
- The FAC will notify the Academic Senate ~~administrative assistant~~ of faculty appointments who will maintain records as to appointments.
- Terms will be for 3 years and will automatically renew unless notified otherwise.
- Conditions for removal may include non-participation.

The Process: Investigating and Writing the Reports

Accreditation reports are the work of many people working together~~collaborating together~~. Good communication skills are the key to a successful experience for all parties. When everyone involved maintains a positive attitude with the goal of helping each other, adhering to deadlines, and communicating frequently, accreditation not only gets done effectively but can be a rewarding accomplishment for all involved.

Generally, committees should follow these steps:

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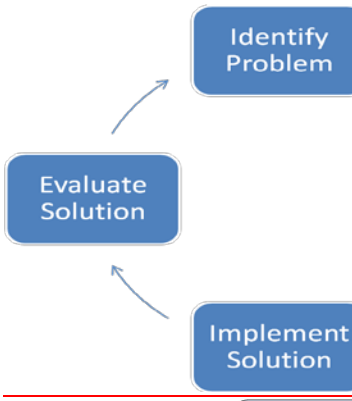
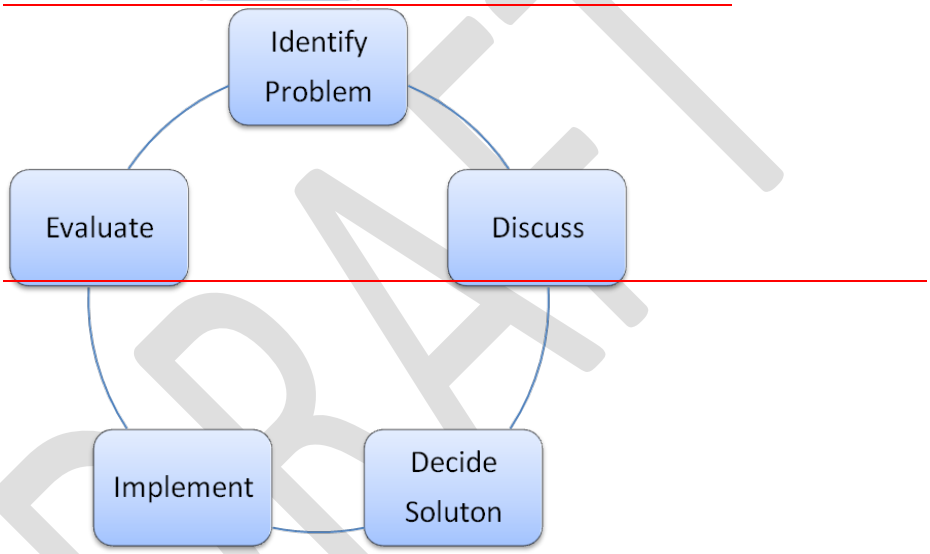
- Meet with your team initially and set up timelines for drafts.
- Assess what is known, what is not known, and what you might know about how the area is addressing each standard.
- Draft an outline.
- The initial writing comes from the Expert who has the expertise and knowledge to describe the work that adheres to the standard. They also have access to the documents that will serve as evidence.
- If the standard addresses issues outside of your area of expertise, immediately contact people who have the knowledge. They may not even be on the standard committee, but they have the expertise in your standard area to write to a particular part. Notify them that you will need an initial draft by a certain date. It is best to meet in person and set up a positive working relationship. Be realistic about deadlines, but the date is firm.
- Once a draft starts to take form, the Collaborators should review it and make comments and give feedback. It is important for Collaborators to ask questions and add information if they have it. This could be in terms of form, order of points, moving paragraphs, adding information, asking questions about things that don't make sense, asking for evidence for a claim, etc. When people say "it's fine" or "looks good to me!" -- this is probably not true – especially in the first few drafts. It may even not be true towards the end. Be critical but realistic. Work continuously towards accuracy, clarification, and evidence.
- Evidence should be collected ~~along~~ duringwith the drafting process. Ask yourselves "If I make a claim, what documents will prove that it is true?" This is crucial.
- The Team Leader will organize the draft of their standard and send to the FAC.

- There will likely be many emails back and forth with questions, requests for clarifications, and requests for more evidence from the FAC. This is normal – do not get upset at anyone who asks you for clarification. If it is not clear and supported with evidence to us, then it certainly will not be to the evaluation team that reviews us. Also, this can reveal weak points in meeting the standard that need to be addressed.
- A meeting called a "reading group" will be set up for the standard team, the FAC, and the ALO. Everyone will have a hard copy and will go through the draft and make comments.
- This process will repeat itself until the FAC and the subcommittees are satisfied that the section is ready for final draft.

Accreditation reports are written in a technical style that emphasizes a concise and direct voice. Review past reports to familiarize yourself with the content of your standard as well as the style of writing. The reports must be truthful, positive, and transparent. Never should anything be written that is untrue or that is not provable by documented evidence.

The point of the report is to show the ACCJC the many wonderful things that AVC employees do to make the college a great place for students to learn and become successful. It is also to show that when there is an area in need of improvement, we recognize it, put it through the proper channels for discussion, make decisions, and implement the decision. Following that, we continue to evaluate to assess if things are working better. This is known as a "sustainable level of practice." The importance of following this cycle cannot be overstated. Make sure the areas that you work with for the report understand this. Here is a diagram to make it visually understandable:





Please note that if you or anyone contributing to the report has a "beef" with the college in some way, the self study is not the place to air it. Statements like "there is no respect for the X department and this is made clear by the lack of resources dedicated to it" are a red flag for assessment and improvements rather than vague complaints. A better statement would be something like:

> Department X was lacking in funds to purchase a much needed Y for several years. To address this, after reviewing its action plans and program reviews, a grant was written and awarded in June 2012 [grant as evidence]. Since that time, there has been slight improvement in student

learning and the department is working to increase that rate [SLO outcomes and action plans as evidence].

****When it is discovered that the college is <u>not</u> working to the level of the standards, then it is imperative that this deficiency be fixed in time to write about the improvements in the report <u>and to show documented, tangible evidence of the fix</u>. If you have concerns that the college is not working to the standards, the concerns should be discussed openly and honestly with the standard team and relevant parties. Do this early the reporting process.**

Ultimately, the FAC will clearly organize paragraphs, unify the voice of all the drafts into one report, and will proofread multiple times for clarifications. Standard teams should expect to hear from the FAC many times over the course of this process, asking for further information, clarifications, and evidence. *This is a normal part of the process*; *no one should take this personally*. We are all in this together to write a clear and accurate report.

TIPS FOR WRITING REPORTS

- Do not use people's names or personal pronouns. Use their titles only.
- Put numbers in a table, not a paragraph. This is easier to read and understand. Often "less is more." Here is an example of information that was initially written in a rather lengthy paragraph, simmered down to a simple table:

Student usage of EDS for articles has increased over time:

Full Text Requests = 19% increase	**Abstracts Only Requests = 28% increase**
August 2011 – February 2012: **77,991** EBSCOhost	August 2011 - February 2012: **113,482** EBSCOhost
August 2012 - February, 2013: **92,774** EDS	August 2012 - February, 2013: **144,790** EDS

- Do not overwrite. It is not necessary to dig deep into the past and relay the historical details of conversations and "he said / she said." A brief summary of decision-making that matches up to minutes is usually best. A logical reasoning for a decision is important, but it should be concise and to the point.

- Avoid excessive self congratulations. Be detailed, objective, concise, and to the point. Let the ACCJC tell us how great we are. The evidence should speak for itself. It is OK to say something like, "The college has worked diligently to improve its budget approval process." We don't need to say "The college is proud to say that it now has an outstanding budget approval process."

- Be careful with jargon. We are all in the field of education. But we are not all in the field of finance, or facilities, or information technology. Assume a level of knowledge that is common to the audience of community college professionals, but not necessarily specifics of a narrower field.

- Use acronyms. When you refer to something the first time, write the whole name and then follow with the acronym and use it forever more in the document. Example: Student learning outcomes (SLOs) are assessed every semester… SLO reports are generated…

- Do not lodge complaints in the accreditation reports. The ACCJC understands that there have been budget cuts, that full time faculty hires are behind, etc. The reports are not

the appropriate forum to complain about these types of issues. Nor is it appropriate to complain about the college itself, a particular department, or a particular person.

- Note when a problem has been detected and what has been done or is being done to fix it. This is a crucial aspect of accreditation: **continuous quality improvement.** The ACCJC does not expect us to operate with perfection at all times. They *do* expect us to reflect on our processes, fix problems as they are identified, and assess if the interventions are successful. This is critical to our success in accreditation. Do we recognize problems or do we ignore them? Do we have an effective process for discussing them? Do we make decisions to fix them? Do we implement the decision? Once the decision is implemented, do we have a process for evaluating its effectiveness? Are all of these aspects documented?

- Connect discussions to student learning and achievements, and the college mission, when you can. This shows integrated planning, not disparate measures.

BASIC ~~OUTINE~~ TEMPLATE FOR WRITING TO THE STANDARD

Generally, each response to each sub-point of each standard should follow this pattern. For more information on writing to the standards, please see the ACCJC's "Manual for Institutional Self Evaluation" January 2015 edition, page 20, item 5.3.f.

1. **General overview statement** / short paragraph giving general information and setting up for the details.

2. **Findings with evidence**

   - **This is where we "tell our story." Be factual and descriptive.**
   - Give descriptions with examples that convey adherence to the standard.
   - Everything stated must be backed up with documented evidence. For example, we cannot just say "the department feels it has improved in delivering its services." We must say, "Based on annual surveys of students who use this service, satisfaction has improved by 5% over a period of three years" [survey results as evidence].
   - Inserting tables and graphs in the document is useful for the visiting team as it makes the presented evidence easy to see.
   - Findings may include a problem that was detected and discussed, a solution decided and implemented, and the implementation evaluated. Follow this line of thought and document it adequately with evidence.

3. **Analysis and Evaluation - Conclusions**

   - Based on the facts and evidence stated:~~,~~ is the college meeting the standard and to what degree?~~.~~ What conclusions are drawn from the evidence in this standard, what actionable decisions are being made or were made? Have we improved, are we improving, or are we lagging in this standard? What is being done if we are not meeting the standard?

4. **Improvement Plans / Quality Focus Essay**

- Formerly called “Planning Agendas,” then “Improvement Plans,” now a “Quality Focus Essay” is required for the self study.

- When teams identify an intervention that will not be done in time for the final report or something that needs continual follow up, it will be incorporated into the Quality Focus Essay.

- It is very important – though this may seem obvious – that Improvement Plans actually get done. Their completion and results will be reported 2 years later in the Midterm Report. Improvement Plans should be written, reviewed, and approved by those who are responsible for implementing them. A team of people should be assigned to assuring the Improvement Plan is carried out and fully accounted for in the Midterm Report when the information is requested.

HELPFUL DOCUMENTS and RESOURCES

Document Name	Purpose	Location
ACCJC Rubrics	These tell you what the ACCJC is looking for in terms of sustainability levels of Program Review, SLOs, and Planning	On the MyAVC group page "Accred. Self Study 2016"
ACCJC Standards and Policies, July 2014 Edition (Accreditation Reference Handbook)	Standards 1-4, A-Z, 1-10, it's all here	ACCJC website for publications
ACCJC Style Sheet	Nitpicky stuff like font, formatting, commas, capitalizations, acronyms, ~~you name it, and they will tell you how to type it.~~etc.	On the MyAVC group page "Accred. Self Study 2016"
Accreditation Reporting Form	A worksheet that lists every standard and a comprehensive list of documents that can serve as evidence, and who to contact to get them. Priceless information! Thank you Gloria Kastner	On the MyAVC group page "Accred. Self Study 2016"
AVC's past self study, follow up reports, midterm reports, etc.	Review what we said before!	AVC's accreditation home page / Completed reports
Manual for Institutional Self Evaluation	More details on how to organize the self study, roles, more policies, the standards again, evidence, and other stuff that you need to know.	ACCJC website for publications
Tina McDermott's Accreditation Kickoff Day Power Point	Specifics on what to do, how to do it, and timelines	On the MyAVC group page "Accred. Self Study 2016"

To: Academic Senate

From: Dr. Ed Beyer
Professor, Computer Applications
Academic Senate President

Date: April 2, 2015

Re: Letter of Interest for the Position of Academic Senate President

Please accept this memo as my letter of interest for the position of Academic Senate President. I believe my record as the current Academic Senate President supports my qualification to continue the duties of the presidency.

I currently serve as the Academic Senate President and since 2002 have been participating in the Senate, both as a senator and on the executive committee as the 1st Vice-President. In 2008, I was also elected as the Senate President but had to resign the position before it officially began in order to assume the duties of the Faculty Accreditation Coordinator.

In the 1-½ years I have served as the Senate President, completing a term of the previous President who resigned mid-term, I believe I have demonstrated an ability to lead and represent faculty through uncertain and ambiguous times, with unexpected and unprecedented challenges to the foundation of our Senate. I also believe that I have the necessary understanding of the role of the Senate in promoting communication, collaboration, and mutual agreement on policies related to the 10+1 Academic and Professional Matters that act as a guideline of our responsibilities as faculty.

Again, please consider me for the position of Academic Senate President. If you have any questions or require any further clarification, please do not hesitate to contact me at ebeyer@avc.edu or by calling extension 6374 here at the college.

April 2, 2015

AVC Academic Senate

Dr. Ed Beyer, AS President

Nancy Masters, AS Coordinator

Van Rider, AS Vice President

To Senators and Officers respectively,

Having good relationships and working well in a community is critical to all aspects of our lives. As our Academic Senate President, I will work hard to foster effective communication practices among various constituent groups. I have been involved with the Academic Senate in many ways over the fifteen years that I have been employed at AVC, and my style is to mediate discussion, gain advice from others, enact a plan to meet our goals, and then take responsibility. I recognize the enormous collaboration needed for strengthening partnerships and fostering change, and I am up for a three year challenge (or at least I will be once my ankle heals).

As a teacher of transfer level, honors and Basic Skills English, I work with 100-200 students per semester, and I have been trained in various techniques that help them to be better communicators, especially in written communication. Last year I won the ASO Inspirational Faculty award, which honored and humbled me. Also last year, I attended AVID Higher Ed Summer Institute and this year, the ASCCC Student Equity conference. Through these two experiences, I further refined my pedagogical approach to teaching and learning. The current AS President, Dr. Ed Beyer, and I, along with others want to create a Center for Teaching Excellence as part of the Senate mission in the next few years.

My experience with the Academic Senate over the years shows my dedication to serving the faculty and a strong, committed work ethic. From 2002-2012, I served as Honor Program Coordinator/Chair, attending many leadership retreats and participating in Senate meetings as an ad hoc member. My leadership style began to take shape as I chaired the Alpha Gamma Sigma Honor Society as both President and Vice Chair of Scholarships. We ran our meetings using Robert's Rules of Order, and I brought this knowledge back to AVC's honor society, Alpha Iota, teaching student leaders how to effectively use parliamentary procedures to preserve order and foster communication during meetings. I am ready and willing to chair Senate proceedings.

In 2013, I volunteered to proxy for one of the senators-at-large, and ended up attending almost half of the meetings, where I listened, learned and voted. The next

year, I was chosen to represent Language Arts as a division representative, and was elected as Officer-at-large. Being a part of the Senate Executive committee helped me to learn even more about processes and practices, especially setting agendas and ratifying motions. This year, again I was chosen as a division representative, and now serve as second Vice President on the Senate Executive committee, volunteering during these two years to chair the Equivalency task force, and participate in the academic ranking, constitution and by-laws task forces. In addition, I have participated twice on SPBC and currently serve on the following participatory governance committees: Mutual Agreement Council, SSSP Student Success, Student Equity Committee and Task Force, First Year Experience/Title V, Basic Skills Committee, as well as various advisory groups and division committees. I work well with administration, currently serving as Academic Development Faculty Chair. I love learning about how our college committees advance directives and enact policies from larger governance structures like the Chancellor's Office.

My vision is to "provide overall leadership and direction for the Academic Senate on academic and professional matters." My qualifications make me an outstanding candidate, and one who truly cares about our campus. I look forward to learning more about the State Senate and attending plenary sessions and leadership institutes over the next three years. Also, I would like to thank my colleagues for considering this letter of interest, and for all of the tremendous support that I have been receiving. I cannot wait to get back with all of you and continue our conversations about college effectiveness, leadership and teaching excellence.

Sincerely yours,

Karen Lubick

AS 2nd Vice President, Language Arts/AD Representative

Faculty Chairperson, Academic Development

Associate Professor of English

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