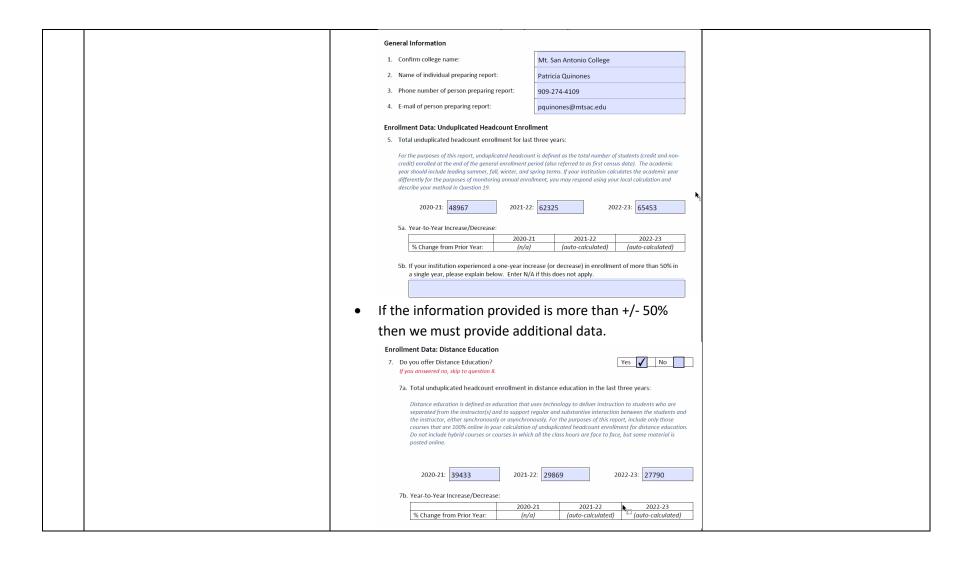


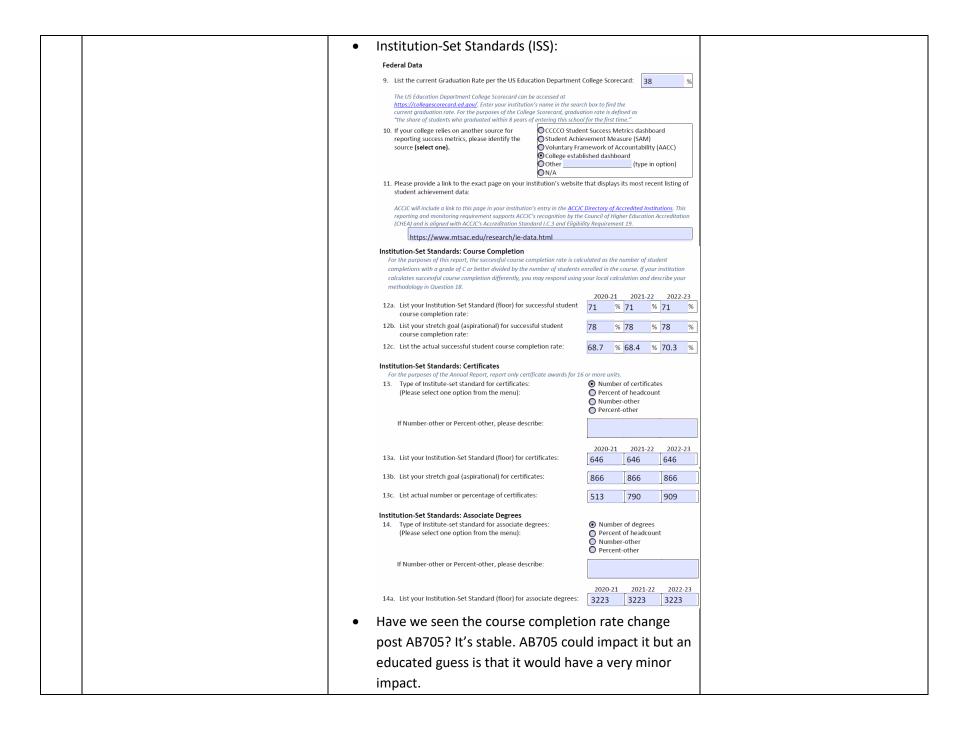
MT. SAN ANTONIO COLLEGE - ACCREDITATION STEERING COMMITTEE - MINUTES

APRIL **5, 2024** 10:30A-12:00P – ZOOM

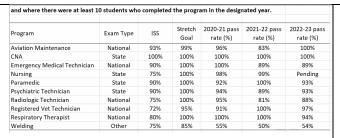
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	X KELI	y Fowler, Co-Chair	Х	Barbara Mezaki, Co-Cha	AIR)	X N	MINERVA AVILA		VALERIE BILLER, CSEA 262	Mic	CHAEL CARR	Х	MEGHAN CHEN
	X KELI	LY COREAS		TIKA DAVE´-HARRIS)	x C	Diana Dzib	х	PENNY PEIYING FENG	X L.E.	FOISIA	х	ALLIE FRICKERT
	X LIAN	INE MALDONADO-GREENLEE	Х	BETA MEYER		F	ROBERT MONTOYA, CSEA 651	Х	PATRICIA QUINONES	LR	Rodriguez	Х	MICHELLE SHEAR
	Кол	UESUGI	Х	Maryum Qureshi, Stude	NT	T	Tania Anders		_				_
	Mic	HELLE SAMPAT (GUEST)	Х	CATHY STUTE (GUEST)								Х	WENDI ALCAZAR, RECORDER
		Торіс			UPDAT	ES/	Discussion				Оитсоме	/Астіо	N
	1.	Welcome Back			•	Qu	iick Check-In.						
	2.	Agenda Review			•	Re	viewed.						
	3.	Review of March 1	L st , N	Minutes	•	the Mo	viewed. Add sharing e agendas and minut otion to approve the anges made by L. Gr otion passes.	es. i mir	#7 - fix typo of DEIS nutes with the abov	A+. e	Approved	l with e	edits.
	4.	Annual Report			•		e Annual Report tou		•	t has			

• Enrollment data for the past three years.





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17b. List your stretch goal (aspirational) for the students who 2019 2019 2019		17a. List your Institution-Set Standard (floor) for the students who 2014 2014 2014
transfer to a 4-year college/university:		17b. List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:
17c. List actual number or percentage of students who transfer to a 2466 2223 1968* 4-year college/university:		
The below programs are programs that students		The below programs are programs that students
who need a license to qualify for work in the field.		who need a license to qualify for work in the field.



• We don't know what the different program exams look like. We believe that it's a hands-on test.

Program	Institution set standard (%) Floor	Stretch (Aspirational) Goal %	Placement Rate (%)	2021-22 Job Placement Rate (%)	F
Accounting AS Degree	89%	94%	27%	8%	
Accounting Certificate	67%	83%	33%	0%	
Addiction Counseling	78%	89%	N/A	N/A	
Administration of Justice AA	96%	98%	29%	11%	
Administration of Justice AS	59%	84%	19%	10%	
Aircraft Powerplant Maintenance Techology	78%	89%	N/A	N/A	
Airframe and Aircraft Powerplant Maintenance Technology	78%	89%	N/A	N/A	
Air Conditioning and Refrigeration AS Degree	100%	100%	29%	17%	
Air Condition & Refrig Cert	29%	90%	NA	28%	
Alcohol/Drug Counseling Cert	35%	95%	33%	NA in 2022 survey response	N
Animation AS Degree	67%	78%	22%	30%	
Aviation Science	75%	88%	14%	8%	
Big Data Analytics	50%	89%	N/A	N/A	
Business Administration	77%	89%	15%	21%	
Business Management AS Degree	100%	100%	23%	45%	
Child Development AS Degree	75%	88% 🗘	25%	40%	
Child Development - Level I	78%	89%	N/A	N/A	
Child Development - Level II	78%	89%	N/A	N/A	П

 This information is difficult to obtain, this is information we try to obtain after the students have graduated.

Fire Technology AS	100%	100%	44%	12%	60%
Fire Technology Certificate	100%	100%	31%	20%	50%
Histologic Technician Training AS	92%	96%	36%	22%	57%
Hospitality & Restaurant Management	50%	59%	14%	9%	100%
Human Resources Management	75%	88%	50%	14%	NA in 2023 survey resp
Industrial Design Engineering	78%	89%	N/A	N/A	100%
Journalism AA	75%	88%	13%	19%	100%
Lib Arts AA: Business	22%	60%	25%	14%	73%
Marketing Management	78%	89%	N/A	N/A	100%
Mental Health Tech - Psychiatric Technician	78%	89%	N/A	N/A	0%
Nursing AS Degree	95%	97%	30%	18%	69%
Nutrition Certificate	65%	89%	N/A	N/A	100%
Nutrition and Dietetics	8%	16%	0%	8%	0%
Paralegal/Legal Assistant	100%	100%	23%	28%	91%
Pilates Professional Teacher Training: Cadillac, Chair, Auxiliary	78%	89%	50%	75%	100%
Radiologic Technology AS Degree	100%	100%	17%	16%	43%
Registered Veterinary Technology AS	91%	96%	33%	29%	75%
Respiratory Therapy AS	94%	97%	29%	46%	33%
Sign Lang/Interpreting AS Deg	100%	100%	100%	27%	100%
Small Business Management	78%	89%	N/A	N/A	100%
Programs reported for the first time	Pending	Approval			
Accounting - Financial Planning	78%	89%	N/A	N/A	100%
Agriculture Plant Science	78%	89%	N/A	N/A	0%
Audio Arts	78%	89%	N/A	N/A	100%
Computer and Networking Technology	78%	89%	N/A	N/A	50%
Drone Camera Operator	78%	89%	N/A	N/A	100%
Graphic Design Level II	78%	89%	N/A	N/A	100%
Horse Ranch Management	78%	89%	N/A	N/A	100%
Horticulture Science	78%	89%	N/A	N/A	100%
Interior Design	78%	89%	N/A	N/A	50%
Interior Design - Level II	78%	89%	N/A	N/A	100%
Landscape and Park Maintenance	78%	89%	N/A	N/A	100%
Landscape and Design - Level I	78%	89%	N/A	N/A	0%
Photography	78%	89%	N/A	N/A	0%

- One of the IEC's functions is to make recommendations about how we meet our mission.
- There will be some additional discussions in IEC on this data. We need to look at this data more closely to see how that might inform planning.

		IEC doesn't make decisions but makes recommendations.
5.	Creation of Programmatic Accreditation Reporting Process	 Elements needed annually for ER21 and Annual Report. What elements from the new standards need to be in the new catalog? A more systematic process for gathering this information is needed. Last year there were a couple of times where programs were going through their accreditation, which we could have helped more with, if we had been informed earlier. The programs didn't realize that they could reach out for assistance, especially with data. We're working on a process for this so that it's more systematic. Also, we are working to keep data online more current.
6.	Accreditation Visit/Process Feedback – Develop <u>Lessons Learned</u>	 In 2010 when we were struggling with how to proceed with accreditation questions, the Lessons Learned document assisted us. We continue to modify the process. Sometimes we need to change it because of ACCJC, but there are times when we need to make a change for internal reasons. Lastly, we had about 65 respondents to the QFE. Should we put the survey back out? At this point, will people remember their experience? In the last process, we had 75 respondents and 5 accreditation focus groups. Research put the QFE together for us.

Stre	aknesses	report were helpful Report was available in draft form along the way Shirt, slogans and charts helped Lots of communication including department staff meetings Information sessions were positive Needed more clarity on deadlines	
5		would have fixed a communication tool dedicated for the team	
		Training was adequate/effective Mock interviews for the site visit were helpful Flex prep sessions were helpful Mostly, it got me comfortable with the idea and made us prepare Hearing from coworkers who served on other teams was informative and helped me refine my responses in a more helpful way Received individual help	
Rec	commendations	•	
	recommendations T	purpose, editing, and writing Consider having a few 'experts' that can hold information sessions and answer questions for those interested. Subjects such as: how to research and collect data. Proper storage of PDFs and evidence on Smartsheet. Having standard process where team members can place evidence (no Drop Box) Have a team lead/department lead write the first draft of the section/outline Chairs need more training up front or at least this chair. One member of the team had trouble being excused from duties by their manager-should not have been in that situation, managers need to understand how critical participation is Encourage members to attend ACCJC training or go on site visits Possibly just use students as consultants rather than team members iming Need more time at the end of the process for editing/designing/formatting and printing (final document was longer than expected) Start early? Have our report ready six months or more beforehand,	
		then do undates	
ne Th It v WI like WI Ca We	xt accreditation plants of the comment was was helpful in the hat does ASC was e? hat does the curring we discuss the could host a foo	ate a new Lessons Learned for the process? It used by the core team. It be beginning of the process. Int to do? And what would it look I tent data look like? I focus group pieces here? I cus group with the weaving and team not sure that will help with	
	e information we	•	

[Insert narrative response (and visuals, if appropriate).] 3. What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions in order to inform future improvements and innovations in support of equitable student achievement? [Insert narrative response (and visuals, if appropriate).]

		 The new standards are more streamlined, but they are still aligned with serving students, budget, etc. Perhaps we want to look at strategies for moving forward, rather than looking back at lessons learned? We can look at the survey and gather our lessons learned. Then we can keep the applicable items and not spend so much energy there. We should also look at the items we have challenges with. This info is never going to be captured by a survey. We should continue to seek ways to garner feedback. We represent groups and should bring that feedback to this committee. We need to capture our experience to improve the experience next time. 	
7.	Core Inquiry Updates	 RSI Task Force: At the request of Dr. Garcia, the Senate formed a task force to come up with faculty recommendations. They have met several times and come up with a set of recommendations. Additionally, they researched what other colleges were doing and mirrored them. This will go to the full Senate next week. Hopefully, it passes and gets to Dr. Garcia in time for our recommendation to go through before the Board Report. The speed of the work getting done is incredible. Governance Handbook Task Force: There was an Academic Senate task force that took place first that made some recommendations about the need for revision on participatory governance. In the ISER we knew that this area needed to be worked on. The charge was to look at other governance handbooks. Create a methodology as well as tools for the evaluation of the process. 	

		 We are now working on a draft, that we hope to present to PAC at the end of the semester. Possible revisions to some of the APs, and recommendations in other areas that we find gaps in, will be forthcoming. The task force will meet weekly so that we can move this forward. 	
8.	Implementation of the QFE	 Topic 1: Outcomes (IEPI Update) We've been doing a lot of work. Updated the SLO process in Nuventive. The updates have been shared with faculty and IEC. Updated the outcomes logo and created a worksheet to guide departments through their SLO work. The worksheet will help anyone who needs guidance through the process or anyone new to the process. It adds guiding questions about the data. The worksheet can also be used as a document for PIE. Departments can use it to apply for the President's Award. Each year one of the awards will be for ILO focus. Also, we want to celebrate student success. Hopefully, in the Fall we will have a student success celebration. And have students set up tables showcasing their work. Collaboration with Student Services is needed so that we can do a better job of documenting Student Service related outcomes. IEPI PRT has given us money, and we are hoping to extend the period for spending until next June. We would like to use the funds for events on campus. Also, there is a conference that the team is excited to attend next month. PLOs are next. We now need to apply the new processes to PLOs. Our guiding document is a Beta 	

		 version, once we go through the process with PLOs, we may make modifications. We focused on ILOs this year. There is one ILO that SCE focuses on. We will start with this ILO because they have done such good work with it. Topic 2: Program Review (IEC & PIE Update) Lianne was recently appointed as the third co-chair of IEC. IEC will make recommendations to PIE. We are thinking about program review shifting away from resource requests and focusing on the data, then looking at resource needs afterward. We hope the work improves efficiency.
9.	Review New <u>Policy on Social Justice</u> (in groups)	Tabled until the next meeting.
10.	ACCJC Conference – Poster Session Presentation	Tabled until the next meeting.
11.	SCE Update (Minerva)	 ACS WASC Update: Our virtual visit is 4/22-4/24. There is a lot of organizing and planning. We will give a virtual tour of the school. Including a video stream of some of the classes while in session. We are confirming with partners about the virtual meeting, sending Zoom links, deciding who will welcome and start the meeting then stepping out so that they can speak to the group they are meeting with. Are there any open meetings that ASC can attend in support of your accreditation? Yes, tentatively it will be at 12:30 pm, on the 24th.
12.	Questions and Announcements	

13.	Thank you!		
Parkir	ig Lot/Upcoming Topics: MAY – ACCJC New 2024 Standards	Future meetings: May 3 rd , and June 7 th .	Standing Information: Accreditation Website
	alignment to Governance Committees.		Acronym List