



## MT. SAN ANTONIO COLLEGE ■ ACCREDITATION STEERING COMMITTEE ■ MINUTES

**DECEMBER 6, 2024**

**10:30A-12:00P – ZOOM**

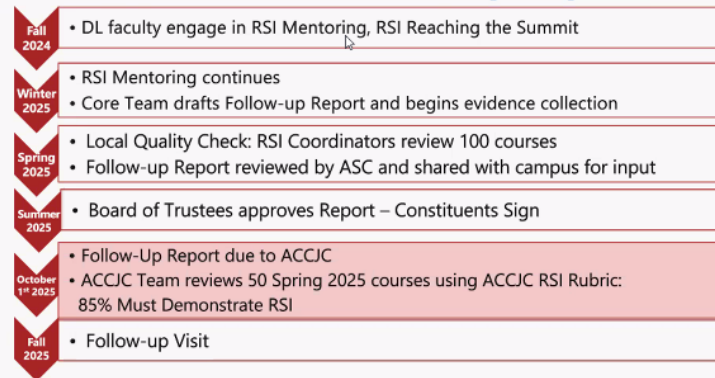
### MEMBERSHIP

<input checked="" type="checkbox"/> KELLY FOWLER, CO-CHAIR	<input checked="" type="checkbox"/> ALLIE FRICKERT, CO-CHAIR	<input checked="" type="checkbox"/> MINERVA AVILA	<input checked="" type="checkbox"/> VALERIE BILLER, CSEA 262	<input checked="" type="checkbox"/> MICHAEL CARR	<input checked="" type="checkbox"/> MEGHAN CHEN
<input checked="" type="checkbox"/> KELLY COREAS	<input type="checkbox"/> TIKA DAVE´-HARRIS	<input type="checkbox"/> DIANA DZIB	<input type="checkbox"/> VACANT, STUDENT	<input checked="" type="checkbox"/> L.E. FOISIA	<input checked="" type="checkbox"/> HONG GUO
<input checked="" type="checkbox"/> LIANNE MALDONADO-GREENLEE	<input type="checkbox"/> BETA MEYER	<input type="checkbox"/> ROBERT MONTOYA, CSEA 651	<input type="checkbox"/> PATRICIA QUINONES	<input type="checkbox"/> L R RODRIGUEZ	<input type="checkbox"/> VACANT, FACULTY
<input checked="" type="checkbox"/> KOJI UESUGI	<input type="checkbox"/> VY PHO, STUDENT	<input checked="" type="checkbox"/> TANIA ANDERS			
<input type="checkbox"/> MICHELLE SAMPAT (GUEST)	<input type="checkbox"/> CATHY STUTE (GUEST)	<input checked="" type="checkbox"/> JENNY GERNHART (GUEST)	<input type="checkbox"/> SHEILA WRIGHT (GUEST)	<input checked="" type="checkbox"/> WENDI ALCAZAR, RECORDER	

	TOPIC	UPDATES/DISCUSSION	OUTCOME/ACTION
1.	Welcome & Introductions (Allie)	•	
2.	Agenda Review (Allie)	• Reviewed. We will skip #7, we will review it at the March meeting.	
3.	Review of <a href="#">October 4<sup>th</sup></a> , and <a href="#">November 1<sup>st</sup></a> Minutes (Allie)	<ul style="list-style-type: none"> <li>October 4<sup>th</sup> minutes reviewed and discussion about minutes. L. Maldonado motions to approve the October 4<sup>th</sup> minutes, T. Anders seconds the motion, motion is approved.</li> <li>November 1<sup>st</sup> Minutes reviewed. Update Agenda in the header, to Minutes. #7 BoardDocs correction at bottom of the section. Motion to approve the November 1<sup>st</sup> minutes made by V. Biller, M. Chen seconds the motion, motion is approved.</li> </ul>	<p>October 4<sup>th</sup> minutes, approved.</p> <p>November 4<sup>th</sup> minutes approved.</p>

4. [Follow-up Report Timeline](#) (Lianne)

## Timeline for ACCJC Follow-Up Report

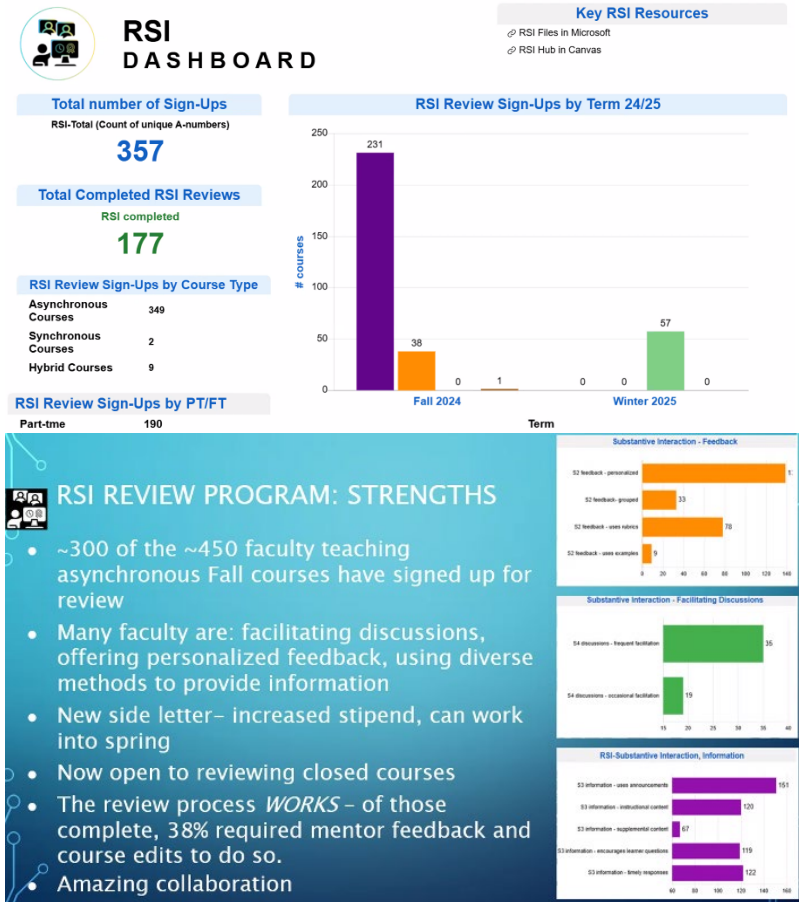


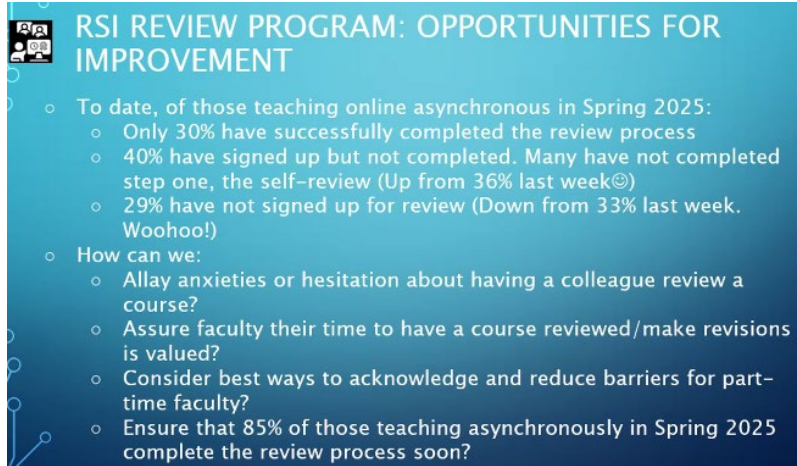
- Please share this information.
- Winter – The RSI mentoring continues.

### Recent Accreditation Work

ACCJC Letters & Reports	RSI Support in Progress	RSI Resources	ACS WASC Accreditation
<ul style="list-style-type: none"> <li>Reaffirmation of Accreditation, June 2024 <a href="#">[PDF]</a></li> <li>2024 Peer Review Team Report <a href="#">[PDF]</a></li> <li>Accreditation Reaffirmation Campus Announcement, June 2024 <a href="#">[PDF]</a></li> <li>2024 Institutional Self-Evaluation <a href="#">[PDF]</a></li> <li>2021 Midterm Report <a href="#">[PDF]</a></li> <li>2017 Accreditation <a href="#">[PDF]</a></li> </ul>	<ul style="list-style-type: none"> <li>RSI Mentoring Program <a href="#">[PDF]</a></li> <li>Rubric to Assess RSI <a href="#">[PDF]</a></li> <li>Faculty Association Article 13 Side Letter, November 2024 <a href="#">[PDF]</a></li> <li>Academic Senate RSI Taskforce Report <a href="#">[PDF]</a></li> <li>DL Handbook, v5 <a href="#">[PDF]</a></li> </ul>	<ul style="list-style-type: none"> <li>ACCJC Pilot Quality Continuum Rubric for Distance Education <a href="#">[PDF]</a></li> <li>ACCJC Policy on Distance and Correspondence Education <a href="#">[PDF]</a></li> <li>Code of Federal Regulations (34 CFR § 600.2.) <a href="#">[PDF]</a></li> <li>California Code of Regulations (Title 5 § 55200) <a href="#">[PDF]</a></li> <li>ASCCC Resolution Supporting Regular and Substantive Interaction (107.01) <a href="#">[PDF]</a></li> <li>ACCJC Handbook (Appendix B) <a href="#">[PDF]</a></li> </ul>	<ul style="list-style-type: none"> <li>2024 ACS WASC Commission Letter <a href="#">[PDF]</a></li> <li>2024 Visiting Committee Report <a href="#">[PDF]</a></li> <li>2024 ACS WASC Self-Study Report <a href="#">[PDF]</a></li> </ul>

- We have a side letter that was just signed giving us into Spring to continue the RSI mentorships.
- There is an additional hour for the faculty stipend.
- We must be on the rubric; we do not need to be on the high end of the rubric.
- In Spring we will review 100 courses.
- The follow-up report is due 10/1/25.
- ACCJC reviews 50 Spring courses using the ACCJC rubric. 85% of those courses must demonstrate RSI.
- The Team will consist of two to three people.
- We will not know the outcome until January 2026.

		<ul style="list-style-type: none"> <li>They will submit their Peer Review Team Follow-up Report to the commission before their January meeting. They usually share this with us before their submission to check for factual errors only.</li> <li>It's the same process as we did last year.</li> <li>The report is Allie's project for the winter. Drafts can start circulation in early spring.</li> </ul>	
5.	<p>Updates</p> <ul style="list-style-type: none"> <li>RSI (Allie &amp; Hong)</li> <li>SCE (Minerva)</li> <li>Histotechnology BA (Meghan)</li> </ul>	<ul style="list-style-type: none"> <li>RSI Faculty Support Update – RSI Data Dashboard Report</li> <li>Shared by J. Gerhart:</li> </ul>  <p>The screenshot displays the RSI Dashboard with the following data:</p> <ul style="list-style-type: none"> <li><b>Total number of Sign-Ups:</b> 357 (RSI-Total (Count of unique A-numbers))</li> <li><b>Total Completed RSI Reviews:</b> 177 (RSI completed)</li> <li><b>RSI Review Sign-Ups by Course Type:</b> <ul style="list-style-type: none"> <li>Asynchronous Courses: 349</li> <li>Synchronous Courses: 2</li> <li>Hybrid Courses: 9</li> </ul> </li> <li><b>RSI Review Sign-Ups by PT/FT:</b> <ul style="list-style-type: none"> <li>Part-time: 190</li> </ul> </li> <li><b>RSI Review Sign-Ups by Term 24/25:</b> <ul style="list-style-type: none"> <li>Fall 2024: 231</li> <li>Winter 2025: 57</li> </ul> </li> <li><b>RSI REVIEW PROGRAM: STRENGTHS:</b> <ul style="list-style-type: none"> <li>~300 of the ~450 faculty teaching asynchronous Fall courses have signed up for review</li> <li>Many faculty are: facilitating discussions, offering personalized feedback, using diverse methods to provide information</li> <li>New side letter- increased stipend, can work into spring</li> <li>Now open to reviewing closed courses</li> <li>The review process <i>WORKS</i> – of those complete, 38% required mentor feedback and course edits to do so.</li> <li>Amazing collaboration</li> </ul> </li> <li><b>Substantive Interaction - Feedback:</b> <ul style="list-style-type: none"> <li>S2 feedback - personalized: 115</li> <li>S2 feedback - grouped: 33</li> <li>S2 feedback - uses rubrics: 70</li> <li>S2 feedback - uses examples: 9</li> </ul> </li> <li><b>Substantive Interaction - Facilitating Discussions:</b> <ul style="list-style-type: none"> <li>S4 discussions - frequent facilitation: 35</li> <li>S4 discussions - occasional facilitation: 19</li> </ul> </li> <li><b>RSI-Substantive Interaction, Information:</b> <ul style="list-style-type: none"> <li>S3 information - uses announcements: 151</li> <li>S3 information - instructional content: 120</li> <li>S3 information - supplemental content: 67</li> <li>S3 information - encourages learner questions: 119</li> <li>S3 information - timely responses: 122</li> </ul> </li> </ul>	

		<ul style="list-style-type: none"> <li>• The side letter allows us to work during the Spring, on Spring courses and review closed courses.</li> <li>• 38% passed only after the mentor review and edits were made.</li> <li>• Most only need a quick edit or update.</li> <li>• It's been most effective to have the deans and chairs involved.</li> </ul> <div data-bbox="819 235 1610 698" data-label="Complex-Block">  <p><b>RSI REVIEW PROGRAM: OPPORTUNITIES FOR IMPROVEMENT</b></p> <ul style="list-style-type: none"> <li>○ To date, of those teaching online asynchronous in Spring 2025: <ul style="list-style-type: none"> <li>○ Only 30% have successfully completed the review process</li> <li>○ 40% have signed up but not completed. Many have not completed step one, the self-review (Up from 36% last week!)</li> <li>○ 29% have not signed up for review (Down from 33% last week. Woohoo!)</li> </ul> </li> <li>○ How can we: <ul style="list-style-type: none"> <li>○ Allay anxieties or hesitation about having a colleague review a course?</li> <li>○ Assure faculty their time to have a course reviewed/make revisions is valued?</li> <li>○ Consider best ways to acknowledge and reduce barriers for part-time faculty?</li> <li>○ Ensure that 85% of those teaching asynchronously in Spring 2025 complete the review process soon?</li> </ul> </li> </ul> </div> <ul style="list-style-type: none"> <li>• Now we are up to 40% that have signed up, and 29% have not signed up for the review process.</li> <li>• We can pass our next evaluation, however, not with the current numbers.</li> <li>• We need to allay their anxiety and hesitation.</li> <li>• The final push needs to come from the college or the management.</li> <li>• Without this additional push, we may not pass accreditation.</li> <li>• FA &amp; AS need to work with the District to create a plan to give those who are not responding the opportunity to be reviewed.</li> <li>• It's important to underscore that our faculty cares deeply about providing a high-quality education for our students.</li> <li>• Some faculty have asked not to teach online in the Spring because they are scared, they will not meet the standard and cause the college to lose our accreditation.</li> <li>• The more people are afraid the more likely they won't hear all the facts about what is needed.</li> <li>• For example, our messaging needs to be positive and not make faculty feel they are in trouble.</li> <li>• Allie reviewed 40 classes and only two people needed to modify. It was a small modification, so it was an easy fix.</li> </ul>	
--	--	---	--

		<ul style="list-style-type: none"> <li>• Faculty have anxiety about another faculty member being in their course.</li> <li>• It's important that we understand the anxiety that they are having.</li> <li>• The reviewers will have access to everything the instructor has access to. Everything in the instructor's side of the software.</li> <li>• Some of the people have already passed the review, but they still feel the anxiety.</li> <li>• The faculty, even those who are experienced, are having anxiety about this.</li> <li>• Perhaps we can send out a survey to find out what their barriers are.</li> <li>• One reflection, in Mt. SAC 2035 students respond when other students speak to them.</li> <li>• When I hear from my Dept Chair I feel like they are my boss, even though they are not. When we have conversations among peers, that is a different dynamic.</li> <li>• Maybe a one-on-one with a faculty who has already gone through the review. This may be a better avenue for those who are still dragging their feet.</li> <li>• If we can do personal outreach with faculty in the same division.</li> <li>• Maybe we can add short snippets on the website, to help alleviate the anxiety they are having.</li> <li>• Some of these quotes should be shared with the Board as well.</li> <li>• The mentors are meeting this afternoon so we can discuss this with them.</li> <li>• <a href="#">ACCJC Quality Continuum Rubric for DE</a></li> <li>• Histotechnology – Meghan: The BA is included in the pdf only it is not in the online catalog.</li> <li>• The application period opened this week. The program will begin in 2025.</li> <li>• The process is in place so that we will notify those accepted so that they can enroll in Fall 2025.</li> <li>• All of us pulled together to make this happen, many kudos to everyone, including the faculty.</li> </ul>	
6.	<a href="#">ACCJC Transparency, Storytelling, and Value Literacy Project</a> (Patty and Lianne)	<ul style="list-style-type: none"> <li>• <a href="#">Navigating the Value Landscape for Accreditation</a></li> <li>• <a href="#">Draft Rubric for Effective Institutional Outcome Transparency</a></li> <li>• ACCJC Website Changes</li> </ul>	

		<ul style="list-style-type: none"> <li>• Next Steps Discussion</li> <li>• Kelly, Meghan, and Lianne attended the conference.</li> <li>• With the upcoming year we don't know what to expect.</li> <li>• There is some discussion out there about the value of higher education.</li> <li>• We need to improve the communication of our value to students.</li> <li>• We should be able to show that we are positively serving HSI students.</li> <li>• Show the value of the programs that we offer.</li> <li>• Our website is where we advertise our campus to the students.</li> <li>• We can take a page from SCE. Build a better life, you can earn this much after X amount of time.</li> <li>• Too much data is overwhelming, and they don't retain any of it.</li> <li>• Our college's impact, every dollar that is invested in Mt. SAC gives back \$14.</li> <li>• Something that isn't overwhelming to consumers of information.</li> <li>• Our hidden audiences: students, regional, and legislature. These are all very different from each other.</li> <li>• Data has been difficult to locate on the website. It should be easy to locate.</li> <li>• Some resources are linked to the agenda.</li> <li>• The first link reviews that we need to share our value.</li> <li>• The second link is a rubric for effective Institutional Outcome Transparency. We will be asked to assess ourselves.</li> <li>• One of our challenges right now is what data should be public-facing, and how it should be presented.</li> <li>• We will bring this conversation back in the Spring.</li> </ul>	
7.	Introduction of the New <a href="#">2024 Standards</a> (Allie, Hong, Lianne)	<ul style="list-style-type: none"> <li>• ASC Alignment of Standard 1 with Mt. SAC Units</li> </ul>	
8.	Programmatic Accreditation (Added)	<ul style="list-style-type: none"> <li>• Communication: We need the website updated with accurate information.</li> <li>• This information is important for students.</li> <li>• What is the cycle and process to ensure that it is accurate and updated frequently?</li> <li>• Support for programs going through accreditation: sometimes we can provide resources. Many times, the ISER has information already in it that they can use.</li> </ul>	

***Sharing Our Story***

		<ul style="list-style-type: none"> <li>• When is their process so that we can assist them?</li> <li>• May times programs contact us without realizing they missed some steps.</li> <li>• Data: they are often reaching out to the same program directors. We need to wrap this into the support of their accreditation process.</li> <li>• We do not have a process if a program wants to enter into accreditation. There has not been a vetting process for this or its impact.</li> <li>• Before entering into a new accreditation, we need to have conversations about this budget, relationships, and process implications.</li> <li>• We have not had a process in place. We need to bring this back to ASC.</li> <li>• This is a gap that we need to address.</li> <li>• These come through programs like SWP.</li> <li>• Where does this start and how does this information get captured?</li> <li>• Perhaps we need a small core group to start the work? See it from the logic of faculty, program review, etc.</li> <li>• We want to think about the integration of these new processes.</li> <li>• If we have a small workgroup that would be great.</li> <li>• Mentorship would also assist with program accreditation.</li> <li>• The logistics for hosting the accreditation team are a challenge.</li> </ul>	
9.	Questions and Announcements	<ul style="list-style-type: none"> <li>• Homework: complete alignment of standards 2-4 for discussion on March 7<sup>th</sup></li> <li>• Technology needs: The crash with the email impacted everyone but impacted the PT Faculty. PT Faculty should have access to the same as FT Faculty. AS wants to keep advocating for them to have the same access.</li> <li>• The email issue was global, not just Mt. SAC. The web and desktop versions were both impacted.</li> <li>• There were licenses purchased for all PT Faculty. So that all PT Faculty are licensed just like FT Faculty.</li> <li>• Now PT Faculty can use it on their desktop and the web just like the rest of us.</li> <li>• There is a quarterly newsletter that Admin Services sends out, can we include this in it? We should be celebrating these changes.</li> </ul>	

		<ul style="list-style-type: none"> <li>• Michael will email Tania the details so that she can add them to the AS report. Michael will also send the information to Emily so she can share it in her FA report.</li> <li>•</li> </ul>	
10.	Thank you!	<ul style="list-style-type: none"> <li>• There is a lot to celebrate!</li> </ul>	
<b>Parking Lot/Upcoming Topics:</b> <ul style="list-style-type: none"> <li>•</li> </ul>		<b>Future meetings:</b> March 7 <sup>th</sup> , April 4 <sup>th</sup> , May 2 <sup>nd</sup> , June 6 <sup>th</sup> .	<b>Standing Information:</b> <a href="#">Accreditation Website</a> <a href="#">Acronym List</a>