



Accreditation Evidence Collection

SSCC COMMITTEE

MAY 17, 2021

Types of Evidence

- Committee Agenda & Minutes
- Senate / CC Agenda & Minutes
- Professional Learning/Campus Event materials
- Announcements
- Screenshots of Webpage(s)
- Survey Results
- Committee Charges
- Shared Governance Charts
- Master plans (SEMP, FMP, TMP)
- Manuals and/or Handbooks
- Dashboards
- SEA (Student Equity & Achievement Plan)
- SLO, PSLO, ISLO assessments, reports
- Program Review
- Motions

Possible Sources of evidence recommended by the ACCJC: Minutes from groups when and where the dialog has occurred; Programs from institutional convocations or other professional development activities when the dialog occurs; Minutes from different groups if the various criteria of this Standard are divided among different groups; Planning or governance handbooks if the college has regularly scheduled intervals or procedures for discussing these topics and reviewing related data, or if these topics are specifically assigned to different groups for discussion, data review, and planning; And/or other documents that demonstrate the institution is aligned with this Standard.

I.B.I The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

- **Minutes from the SSCC – data the student equity groups present, Equity discusses as college (e.g., Excellent Through Equity Workshops- Hispanic Heritage Month – e.g., Sleepy Lagoon Murder Trials), Healing Circles**

Possible Sources of evidence recommended by the ACCJC: Procedures that document institutional evaluation and planning processes, such as an Institutional Planning Handbook; Documents that demonstrate how achievement data are used in planning and how planning is intended to support student learning and student achievement; And/or other documents that demonstrate the institution is aligned with this Standard.

I.B.4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

- **Data reports (minutes from SSCC) where equity groups have discussed best practices, Data/Report presented by IE on AB 705 – (April 19th Meeting Minutes)**

Possible Sources of evidence recommended by the ACCJC: Procedures that document the policy review process or a regular cycle of review for college policies; Policies that reflect the latest update or that include the dates of all reviews and updates; Procedures that document the evaluation processes or cycles for program review processes, resource allocation processes, and governance structures; Results or reports from evaluations of the institutional planning processes, program review process, resource allocation process, and governance structure; Analysis within such reports of those processes' effectiveness in supporting academic quality and accomplishment of the mission; And/or other documents that demonstrate the institution is aligned with this Standard.

I.B.7 The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

- **Review of committee charge- minutes, Year end evaluation, CPC processes (reporting form), Resource Allocation Retreat (Summer – progress made in each of the groups), program review process – Senate**

Possible Sources of evidence recommended by the ACCJC: Institutional reports on diverse and changing needs of students and resulting plans for developing or improving delivery modes, teaching methodologies, and learning support services; Policy and/or procedure for DE/CE course and/or program approval; Minutes from committee meeting when DE/CE approval procedure is followed. Course outlines of record and syllabi from courses that are taught both in traditional mode and in DE/CE mode; Examples of DE/CE course materials, assignments, activities, and assessments; Institutional evaluation or program review of DE/CE and related learning support services; Program reviews that disaggregate student learning assessment data and student achievement data by mode of delivery. When achievement gaps are noted between delivery modes, program reviews include plans to improve teaching methodologies and/or learning support services in support of equity in success; And/or other documents that demonstrate the institution is aligned with this Standard.

II.A.7 The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

- All Equity Programs offer Learning Support Services, UMOJA faculty summer learning institute, equity group brochures/websites, Puente (teaching methodologies), tutoring, counselors (intrusive counseling), study support groups, summer bridge programs delivered online, COVID – moved everything online – use of delivery methods during the pandemics
- Program review – disaggregate DE data

Possible Sources of evidence recommended by the ACCJC: Inventory of all student support services that are available at on-the-ground sites and those that can be accessed 100% online; Results of periodic needs assessments and/or satisfaction surveys for student support services at all sites and online; Reports that analyze data on student use of support services, disaggregated as appropriate to the mission and student population; Catalog information regarding student support services and how to access them regardless of service location or delivery method; And/or other documents that demonstrate the institution is aligned with this Standard.

II.C.3 The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

• Moved counseling online (screen shots), Counseling number, ConexEd set data from general counseling, different groups, use of walk-in appts, Zoom appts, Tutoring (LLRC – data), Study Hall (check-in/out data), Data from peoplesoft (student success – captures counseling, orientation, degree completion data), College Promise Data Dashboards, District Dashboard, Website Redesign to communicate information to the students (discussion about changes), during COVID delivery mode changed, what was kept after COVID – online support services

Possible Sources of evidence recommended by the ACCJC: Schedule of trainings for faculty and others on their advising roles and resources available; Presentations from trainings for faculty and others on their advising roles and resources available; Educational planning documents used by advisors; Content and expected learning outcomes of student orientations; Annual calendar of student orientations and academic advising activities; Copies of advising materials shared with students; Catalog information regarding academic advising; Policies on academic requirements or academic progress; And/or other documents that demonstrate the institution is aligned with this Standard.

II.C.5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

- **DE handbook, CANVAS trainings, professional development schedule of trainings, Accessibility training, May 3, 2021 (talked about student learning outcomes of student orientation), copies of advising materials (Vets, UMOJA, CHAMPS, etc.), faculty training for ADTs and TAGS (schedule or description), Orientation (Powerpoint), Zoom trainings, Counseling Division Canvas/One Drive to support, General Counseling Newsletter (one stop website), Videos to help students with registration**