ANTELOPE VALLEY COLLEGE
ACCREDITATION (CHAIR) MEETING
March 7, 2013
2:00 p.m. – L201

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 CO-CHAIRS**

3. **OPEN COMMENTS FROM THE PUBLIC**

4. **APPROVAL OF MINUTES**
   a. **November 5, 2012 (attachment)**

5. **DISCUSSION ITEM**
   a. **Draft Letter to Campus from Faculty Coordinator (attachment) – Ms. Tina McDermott**
   b. **Follow-Up Response from ACCJC (attachment) – Ms. Tina McDermott**
   c. **ACCJC 2013 Annual Report (attachment) – Ms. Tina McDermott**
   d. **Timeline and due dates to complete Mid-term draft – Ms. Tina McDermott**

6. **REPORTS**
   a. **Standard IA/B: Institutional Mission and Effectiveness – Dr. Tom O'Neil, Dr. Ron Chapman, and Mr. Aeron Zentner**
   b. **Standard IIA/C: Academics/Library – Dr. Karen Cowell, Ms. Melanie Parker, and Ms. Maria Valenzuela**
   c. **Standard IIB: Student Services – Ms. LaDonna Trimble, Dr. Nancy Bednar, and Ms. Kim Fite**
   d. **Standard IIIA/B: Human and Physical Resources – Mr. Terry Cleveland, Dr. Joseph Esdin, and Ms. Gwenette Preston**
   e. **Standard IIIC/D: Technology and Financial Resources – Ms. Ann Steinberg, Dr. Susan Lowry, and Mr. Scott Tuss**
   f. **Standard IVA/B: Leadership and Governance – Dr. Les Uhazy, Mr. Mike Pesses, and Ms. Pamela Ford**

7. **ACTION ITEM**
   None

8. **OTHER – OPEN FORUM**

9. **ADJOURNMENT**

ACCREDITATION STEERING COMMITTEE CHAIR MINUTES	November 5, 2012 11:00 a.m. – 12:30 p.m. Room A 140

ATTENDANCE: Tina McDermott - Faculty Co-Chair, Sharon Lowry – Administrative Co-Chair; **Standard IA &IB:** Dr. Tom O'Neil, Dr. Ron Chapman, and Aeron Zentner; **Standard IIA & IIC:** Melanie Parker; **Standard IIB:** LaDonna Trimble, and Kim Fite; **Standard IIIA & IIIB:** No Chairs present; **Standard IIIC & IIID:** Ann Steinberg; **Standard IVA & IVB:** Dr. Les Uhazy, Mike Pesses, and Pamela Ford; **Committee members:** Katherine Mergliano

Minutes: Gloria M. Kastner

1. CALL TO ORDER:

The November 5, 2012 Accreditation Steering Committee Chair Meeting was called to order at 11:35 a.m. by the Faculty Accreditation Co-Chair, Ms. Tina McDermott.

2. Opening Comments from the Co-Chairs   T. McDermott & S. Lowry

- Ms. McDermott welcomed Tri-Chairs to another meeting and extended her gratitude for attending the scheduled meeting.

- Ms. Lowry reported a small group of campus Faculty leaders were requested to attend a meeting on October 26, 2012 to discuss and review the ACCJC rubrics for Program Review, Planning, and Student Learning Outcomes to establish a full understanding of what elements of the Sustainability rubric requirements the District is meeting and what elements need to be finalized to ensure compliance by the established June 30, 2012 deadline. The invited participants were the SLO Faculty Co-Chair (Dr. Fredy Aviles), the Academic Senate President (Ms. Maria Clinton), the Director of Business Services (Ms. Diana Keelen), the Faculty Accreditation Coordinator (Ms. Tina McDermott), the Program Review Coordinator (Ms. Carol Eastin), the Research Technician (Mr. Aeron Zentner), and the Vice President of Academic Affairs (Ms. Sharon Lowry). The group identified some missing links needing to be addressed and will be working on addressing these missing elements and address communication efforts to ensure the District is meeting the sustainability level of the established ACCJC Program Review, Planning, and Student Learning Outcomes to meet the criteria established in the Sustainable Continuous Quality Improvement requirements. Ms. McDermott stated one of the key elements is creating a campus culture where these processes are an integral part of the daily activities in regards to Program Review, Planning, and Student Learning Outcomes. Ms. Lowry stated an area that needs more fine tuning is the Program Learning Outcomes process. It was discovered there were discrepancies on how PLOs are being established. There are areas where a discipline has an Associate's Degree and a Certificate which is a subset of the associate's degree. PLOs were established for the certificate portion of the degree but when establishing the PLO the connection to the general education component was omitted. The SLO Committee will be addressing this issue in the next couple of weeks.

3. Opening Comments from the Public   All

- None

4. Approval of Previous Minutes   All

   a. **October 8, 2012**

   A motion was made and seconded to approve the October 8, 2012 meeting minutes. Motion carried.

5. Discussion Items   All

   a. **New Group Index for Midterm Report**

   Ms. McDermott reported she has established a new group in MyAVC titled, "Accreditation 2013 Mid-Term Report." Accreditation Steering Committee members need to request to join the group to access posted documents and information. This will be the primary location to upload Standard drafts and evidence documents. Ms. McDermott inquired whether the group should be designated open to the public or private. Members indicated it would be best to leave the group as private and only provide the campus community to finalized drafts of the written report.

b. Narrative draft submission dates

Ms. McDermott indicated at a previous Accreditation Tri-Chair meeting it was established that all completed written drafts need to be submitted no later than late January. After some consideration, Ms. McDermott indicated she would like all written drafts to be submitted to her no later than January 15, 2013 to facilitate ample time prior to the beginning of the spring semester to edit and fine tune reports into a uniform voice. She indicated written drafts can be submitted earlier if completed and this would be greatly appreciated although January 15, 2013 is the absolute latest she should be receiving drafted standard reports.

6. Reports

a. Standard IA/B: Institutional Mission and Effectiveness – Dr. Tom O'Neil, Dr. Ron Chapman, and Aeron Zentner

Dr. Tom O'Neil reported a meeting was established among standard committee members where the work needing to be completed was distributed among members. Two new members have been added to the standard group: Dr. Sherrri Zhu, Social and Behavioral Sciences Faculty; and a student member: Paige Morgan.

b. Standard IIA/C: Academics and Library – Dr. Karen Cowell, Ms. Melanie Parker, and Ms. Maria Valenzuela

Ms. Melanie Parker reported the last standard committee meeting had to be canceled. Currently, standard committee members are working with the Academic Policies and Procedures Committee Faculty Leader to discuss the assessment of the curriculum process. Currently, 91% of the campus engaging in the Program Review process have accessed WEAVE and completed the task necessary for reporting purposes. There are currently five or six areas that have not completed or performed the necessary Program Review process in WEAVE. Dr. Irit Gat and Ms. Wendy Rider will be reviewing the WEAVE database to determine which programs have requested funding and will be working on addressing how this can be integrated into the planning process. Dr. Karen Cowell will be working on the program survey needed for II.C and II.C.IB.

Ms. Sharon Lowry reported one issue in regards to requiring the completion of Program Review reports in efforts to request funding or staffing is that there are some areas that are not included in the Program Review process. Ms. Lowry indicated this needs to be taken into consideration when making a final determination on how to integrate the Program Review and Student Learning Outcomes process into the Planning process.

c. Standard IIB: Student Services – Ms. LaDonna Trimble, Dr. Nanacy Bednar, and Ms. Kim Fite

Ms. LaDonna Trimble reported standard committee members do not have a section to work on for the Mid-Term report therefore decided to coordinate a meeting with the Student Services faculty and staff to provide an overview of the Accreditation Commission's requirements for the standard and ensure all documentation (evidence) is being obtained. One area being addressed is if accessibility services can be acquired online. Ms. Trimble stated this issue is being researched.

Ms. McDermott inquired if standard committee members are tying in the Student Success Task Force Recommendations into the current services being provided. Ms. Trimble indicated the recommendations are absolutely being reviewed for incorporation on campus where necessary.

d. Standard IIIA/B: Human and Physical Resources – Mr. Terry Cleveland, Dr. hJosephh Esdin, and Gwenette Preston

No Tri-Chair members were present to provide a report update.

e. Standard IIC/D: Technology and Financial Resources – Ms. Ann Steinberg, Dr. Susan Lowry, and Mr. Scott Tuss

Ms. Ann Steinberg reported the standard committee met and Ms. Diana Keelen provided a PowerPoint presentation on GASBI and addressed the requirements needed to meet the Accreditation Commission's GASBI funding requirements. The committee has not starting the writing process although is on target to begin writing and addressing the recommendations. At the next committee meeting members will be distributed among members for completion.

f. Standard IVA/B: Leadership and Governance – Dr. Les Uhazy, Mr. Mike Pesses, and Ms. Pamela Ford

Dr. Les Uhazy reported the standard committee members met and spent a great deal of time trying to solicit members from the Faculty Union. Ms. Maria Clinton has agreed to officially join the standard committee. The committee is still in need of a Confidential Management representative to serve on the committee. During the meeting there was a heated discussion regarding the definition of consensus and when it would be appropriately

incorporated. Committee members discussed the incorporation the Brown Act to ensure all committee members can adequately prepare for upcoming meetings. The committee determined there needs to be an annual discussion or review of committee role, responsibilities, and purpose so that when committee membership changes the committee does not have to spend a significant amount of time training or explaining the role, responsibilities, and purpose of the committee. The College Coordinating Council was charged with establishing committee composition sheets and formalizing a process to establish campus committees. It is apparent that a similar action needs to be taken in ensuring all committees adhere to providing minutes, posting pertinent documents or information, and provide definitions of terms. These important elements need to be addressed to standardize committee documentation and reporting process. There has been an issue with designated note takers and ensuring a concise interpretation of discussion is established to create a road map of work discussed, completed, and work needing to be completed.

Action items: Continue working on acquiring documentation to complete drafted reports.	Person responsible: All	Deadline: Jan. 15, 2013

7. Action Items

None

Action items: None	Person responsible: None	Deadline:

8. Other: Open Forum

- Ms. Pamela Ford stated there is a need to resolve the appointment of Classified Tri-Chairs for Standard IA/B and IIIA/B. The Classified Union was charged to appoint Classified Tri-Chairs. Ms. Ford indicated the Classified Chair for Standard IIIA/B is no longer serving as the Classified Chair. Ms. McDermott indicated she was informed the classified member in fact wanted to continue serving in the capacity of Chair for this standard by the Administrative and Faculty Chairs. There seems to be some misunderstanding on how this process and appointment is established. Ms. McDermott requested to discuss the issue of the appointment of classified chairs with Ms. Ford at a later date.

- The next Accreditation Chair meeting date is established for Monday, December 3, 2012 at 11:00 a.m. in A140. Ms. McDermott indicated she would perform a doodle poll to ensure this date and time would be best to facilitate a final meeting prior to the winter break.

9. Adjournment

The Accreditation Chair meeting was adjourned at 12:42 p.m. The next Tri-Chair meeting will be coordinated for December 3, 2012.

A word from your Faculty Accreditation Coordinator…
DRAFT

March _____, 2013

Dear AVC Campus Community,

Accreditation of our campus is an on-going process that involves you every day. Being accredited means we are serving our students and the community pursuant to the standards set by the accrediting agency.

As you may be aware, the Accrediting Commission for Community and Junior Colleges (ACCJC) is coming to the campus in October 2013 to review some of our practices to make sure we are maintaining those standards.

I want to make sure each of you knows specifically what you can do to help in the ongoing efforts as well as the upcoming visit to maintain our good standing with the ACCJC:

- <u>If you are on a committee</u> of any kind, make sure the committee meets regularly, takes accurate minutes, and posts timely agendas and minutes on its dedicated website. Contact Stephen Burns (sburns@avc.edu) if you need assistance organizing the site or posting documents.

- Sometimes issues can get stuck in ongoing committee discussion. While discussion and debate are necessary, <u>we must</u> <u>move from discussion to decision</u>. Decisions can always be changed if something is not working. But it is important to move beyond discussion and implement changes as needed, especially when those changes are part of our improvement plans or recommendations. This will be reviewed very closely by the ACCJC during their visit.

- <u>Review the parts of the Self-Study and Follow Up Report</u> that are relevant to what you do and be sure you and your department are following up on improvement plans and recommendation responses.

- If you are contacted by an AVC accreditation committee member asking for documents and a written report, please make it your top priority to respond to them. They are part of a large effort to write the next Midterm Report and prepare for the October visit. The information they are asking you for is crucial to that effort.

- Make sure you are entering SLO/ PLO / OO data and creating action plans on a regular basis. If you have questions, don't hesitate to contact the SLO Co-Chair Fredy Aviles (faviles@avc.edu) or Aeron Zentner (azentner@avc.edu) in the Institutional Research Office for assistance.

- When doing your Program Review, annual updates, and making a financial request for resources, be sure to include SLO / PLO /OO data to support your requests. This is a critical aspect of the "integrated planning" process that we must implement regularly.

We all know that our AVC staff and faculty do a great job in serving our students. Accreditation gives us the opportunity to show evidence for the hard work we do every day.

If you have any comments, questions, or suggestions about accreditation, please do not hesitate to contact me.

Sincerely,

Tina Leisner McDermott
Instructor, Communication Studies, Language Arts
Faculty Accreditation Co-Chair
x6144   tmcdermott@avc.edu

February 11, 2013

Dr. Jackie Fisher, Sr.
Superintendent/President
Antelope Valley College
3041 West Avenue K
Lancaster, CA 93536

Dear President Fisher:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting January 9-11, 2013, reviewed the Follow-Up Report submitted by the Antelope Valley College. The Commission took action to require that the institution complete a **Follow-Up Report in conjunction with the Midterm Report.**[1] The report will be followed by a visit by Commission representatives.

The Commission requires that the Midterm and Follow-Up Reports be submitted by **October 15, 2013**. The Follow-Up Report should demonstrate that the institution has addressed the recommendations noted below, resolved the deficiencies, and now meets Accreditation Standards.

Recommendation 1:
In order to comply with the standards, it is recommended that the college modify its processes to create documentation and other forms of evidence that can be used to reveal the college's progress toward implementation of Student Learning Outcomes (SLOs) and assessment of those outcomes. More specifically, the team recommends that to show compliance with the standards that the college:

  a. Develop a method to monitor progress made when implementing activities identified in program reviews to include listing steps in action plans, listing of individual student learning outcomes for each course, and assessment activities matched against progress made to achieve assessment activities. (I.B.3)
  b. Provide evidence in the form of documents or other deliverables to result from the operation of the integrated planning cycle. (I.B.3)
  c. Provide evidence that outcomes demonstrate the integrated planning cycle, from student learning outcomes to making budget decisions. (I.B.5)

      d. Assess Program Learning Outcomes (PLOs) and provide evidence of program, student service, and administrative changes and improvements that result because of changes made. (II.A.1.a; II.A.1.c)

Recommendation 2:
To meet the standards, to raise the quality of instructional programs, and to instill a culture of evidence across the college the team recommends the following practices be institutionalized:

      a. To meet the standards it is recommended that when curriculum is being modified and at other appropriate points in time, the college establish clear connections with and document the involvement of members of professions, associations and professional organizations in order to demonstrate input from vocational/occupational advisory boards, and experts in the field to ensure the College is able to verify that the quality of educational programs is based on experts in the profession. (II. A.2.b)

      b. To ensure each department is being consistently evaluated under the program review process it is recommended that the college develop a list of minimum areas considered to ensure a rigorous self examination is conducted consistently across the college. (II.C.1)

      c. To meet the standards requirement that adequate resources be allocated to support the Library function of the college, it is recommended that the college conduct a comparative analysis against other similarly sized colleges to assess whether the amount of resources to meet the needs of students who rely on the Library to complete their educational goals. (I.B.7)

      d. To meet the standards and to enhance the effectiveness of its technology, it is recommended that the college adjust its technology advisory committee structure to ensure that the needs of administrative and instructional computing are equally well addressed, and that this dialogue then results in equitable priorities, implementation, and budget allocations for all technology needs. (III.C.1, III.C.1.d.)

Recommendation 4:
To comply with the standards, it is recommended that the college, when making its short-range financial plan, e.g., the annual budget of the college, consider its long-range financial obligation to pay the cost of the GASB 45 - Other Post- Employment Benefits (OPEB) as the costs are incurred instead of delaying payment to some future date. Specifically, the college is encouraged to prepare a comprehensive plan to prevent disruption of services offered to students by paying the Annual Required Contribution (ARC) determined using generally accepted accounting principles into an irrevocable trust fund at the amount equal to the actuarially determined Annual Required Contribution. (III.D.1.c)

Dr. Jackie Fisher, Sr.
Antelope Valley College
February 11, 2013

I wish to inform you that under U.S. Department of Education regulations, institutions out of compliance with Standards or on sanction are expected to correct deficiencies within a two-year period or the Commission must take adverse action. While Recommendations 1, 2, and 4 were identified as deficiencies in 2010, the Commission has extended Antelope Valley College's time to correct the deficiencies associated with these Recommendations. However, the College must fully resolve these deficiencies by **October 2013** or the Commission will be compelled to act.

The Follow-Up Report will become part of the accreditation history of the college and should be used in preparing for the next comprehensive evaluation. The Commission requires that you give the report and this letter appropriate dissemination to your college staff and to those who were signatories of your college report. This group should include campus leadership and the Board of Trustees.

The Commission also requires that the College's Follow-Up Report and this Commission action letter be made available to students and the public by placing a copy on the College website. *Please note that in response to public interest in disclosure, the Commission now requires institutions to post accreditation information on a page no farther than one click from the institution's home page.*

On behalf of the Commission, I wish to express continuing interest in the institution's educational quality and students' success. Professional self-regulation is the most effective means of assuring institutional integrity, effectiveness, and quality.

Sincerely,

Barbara A. Beno, Ph.D.
President

BAB/tl

cc: Ms. Sharon Lowry, Accreditation Liaison Officer
    Board President, Antelope Valley CCD
    Dr. Steven M. Kinsella, Superintendent/President, Gavilan College, Team Chair

---

[1] Institutions preparing and submitting Midterm Reports, Follow-Up Reports, and Special Reports to the Commission should review *Guidelines for the Preparation of Reports to the Commission*. It contains the background, requirements, and format for each type of report and presents sample cover pages and certification pages. It is available on the ACCJC website under College Reports to ACCJC at: (http://www.accjc.org/college-reports-accjc).

Getting Started – 2013 Annual Report

This document is provided to assist you in completing the ACCJC 2013 Annual Report, which will be submitted electronically. You will be using data from Fall 2012 and the two previous fall semesters to complete this report except where specified otherwise. Attached are the report questions you may use to prepare before completing the report online.

1. The Chief Executive Officer (CEO) and the Accreditation Liaison Officer (ALO) will each receive e-mail instructions with an individually assigned username and password. The Commission requires the CEO to certify that the information provided in the form is accurate and to submit the form.
2. If necessary, the password may be changed using the "Update Profile" link once the ALO has logged into the report. Please note that the ACCJC staff are not able to retrieve lost passwords if they have been changed.
3. Please do not share your login information. Instead, the ALO may create two additional accounts in the "Update Profile" to assist in completing the Annual Report.
4. Only the CEO can submit the final version of the Annual Report. The CEO will use the separate username and password sent by e-mail to submit the report.
5. You may download copies of this document from the Annual Report login screen by clicking the "Getting Started" link near the bottom of the login screen.
6. Some questions have "[Read Additional Instructions]" pop-up windows that contain important details to assist in accurately providing the requested information.
7. If you need to "skip" a question because you do not have all the information or need to validate data, a "skip" button is provided. The report form will retain any information that is entered and mark the question as "skipped" so that you will be able to more easily find it at a later time to complete and "Submit" the answer. If you need to go back to a previous question, use the "Review Prior Question" button.
8. You may edit your answers as many times as you wish until the CEO performs the "Final Submission" of the Annual Report. Upon the final submission, e-mail notifications will be sent to the ALO and the institution's CEO with a copy of the final report.
9. If a question is not applicable, please enter **n/a** in that box.
10. The report must be submitted by March 31, 2013; however, if additional time is required to obtain specific data, please e-mail Krista Johns at kjohns@accjc.org. If any changes are required after you have submitted the report, please call Krista Johns, 415-506-0234, at the Commission office.
11. If you have any questions about the form, please call or e-mail Krista Johns.

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

2013 Annual Report Questions

Report Information

1. Confirm Your Institution: "Start Survey"

2. Name of individual preparing report:

3. Phone number of person preparing report:

4. E-mail of person preparing report:

5a. Provide the URL (link) from the college website
    to the section of the college catalog which states
    the accredited status with ACCJC:
    [Additional information: Refer to the ACCJC Policy on Representation of Accredited
    Status, Policy on Public Disclosure and Confidentiality, and Policy on Rights and
    Responsibilities of the Commission and Member Institutions. These can be found in
    the Accreditation Reference Handbook online at www.accic.org in the Publications
    and Policies section. The college must also post program or other special
    accreditation in the college catalog and on the college website. The information must
    include name, address, telephone number, and the manner in which complaints can
    be made. Accreditor website information would also be helpful to post.]

5b. Provide the URL (link) from the college website
    to the college's online statement of accredited
    status with ACCJC:

Headcount Enrollment Data

6. Total unduplicated headcount enrollment   Fall 2012:

                                                           Fall 2011:

                                                           Fall 2010:

7. Total unduplicated headcount enrollment in degree applicable
   credit courses for fall 2012:

8. Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2012: ☐

9. Number of courses offered via distance education:

    Fall 2012: ☐

    Fall 2011: ☐

    Fall 2010: ☐

10. Number of programs offered via distance education: ☐

11. Total unduplicated headcount enrollment in all types Distance Education

    Fall 2012: ☐

    Fall 2011: ☐

    Fall 2010: ☐

    [Additional Instructions: Provide unduplicated enrollment numbers in distance education courses. Distance Education is defined as education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. If online courses or online portions of courses are primarily for reading materials posted by the instructor and student submission of assignments and examinations, they will likely fall under the definition of correspondence education rather than distance education. The technologies may include: the Internet; oneway and twoway transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audioconferencing; or video cassettes, DVDs, and CDROMs, if the cassettes, DVDs, or CDROMs are used in a course in conjunction with any of the other technologies.]

12. Total unduplicated headcount enrollment in all types of Correspondence Education

    Fall 2012: ☐

    Fall 2011: ☐

    Fall 2010: ☐

    [Additional Instructions: Provide unduplicated enrollment numbers in correspond-dence education courses. Correspondence education means education provided through one or more courses under which the institution provides instructional materials (print or other media), by mail or electronic transmission (including transmission via learning management system), including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced within a set period of time. Online courses or online portions of courses which primarily involve "paperwork" — such as reading textbook and other materials posted by the instructor, taking examinations, and submitting assignments— will fall within the definition of correspondence education rather than distance education. If

the online portion of a class meets the definition of correspondence education, then even if the class also meets on site, it will be considered a correspondence education course for Title IV qualification purposes. Correspondence education is not considered distance education within the USDE definition. See definition of distance education in question 11 above.]

13. Were all correspondence courses for which students enrolled   Yes / No
    in fall 2012 part of a program which leads to an associate degree?

Student Achievement Data

14a. Successful student course completion rate for the fall 2012 semester: [%]

[Additional Instructions: Rate equals the number of students who receive a successful grade over the number of students who enrolled in the course.]

14b. Institution-set standard for student course completion rate: [%]

[Additional instructions: A "standard" is the level of performance set by the institution to meet educational quality and institutional effectiveness expectations. This number may differ from a performance improvement "goal" which an institution may aspire to meet.]

15a. Percent of students retained from fall 2011 to fall 2012 semesters: [%]

[Additional Instructions: Rate equals the number of students who completed a course in fall 2011 and were enrolled in a course fall 2012.]

15b. Institution-set standard for student retention percentage: [%]

[Additional instructions: A standard is the level of performance set by the institution to meet educational quality and institutional effectiveness expectations. This number may differ from a performance improvement goal which an institution may aspire to meet.]

16a. Number of students who received a degree in the 2011-12
     academic year: [   ]

16b. Institution-set standard for student degree completion number: [   ]

17a. Number of students who transferred to 4-year
     colleges/universities in 2011-2012: [   ]

17b. Institution-set standard for student transfer to 4-year
     colleges/universities: [   ]

18a.   Number of students who completed certificate requirements and   [   ]
       received a certificate in the 2011-12 academic year:

       [Additional Instructions: The college defines the requirements for each of its
       certificate programs.]

18b.   Institution-set standard for student certificate completion   [   ]
       number:

19a.   Does the college have any certificate programs which are not   Yes / No
       career-technical education (CTE) certificates?

19b.   If yes, please identify them: [   ]

20.   Number of career-technical education (CTE) certificates and   [   ]
       degrees:

21.   Percentage of CTE certificates and degrees which have identified   [   ] %
       technical and professional competencies that meet employment
       standards and other standards, including those for licensure and
       certification:

22.   2010-2011 examination pass rates in programs for which students must pass a
       licensure examination in order to work in their field of study:

| | CIP Code - | | |
Program	4 digits (##. ##)	Examination	Pass Rate
		state/national/other	%

              [Add Row   ]   [Delete Checked Row]

       [Additional Instructions: Please list each program for which a license examination is
       required and the percentage of students passing, of those who took the exam.]

23. 2010-2011 job placement rates for students completing certificate programs and CTE (career-technical education) degrees:

Program	CIP Code - 4 digits (##. ##)	Certificate or Degree	Placement Rate
		certificate/degree/both	%

[Add Row   ]   [Delete Checked Row]

Student Learning Outcomes and Assessment
   Note: Beginning fall 2012, colleges were expected to be at the proficiency level of Student Learning Outcomes assessment (see the ACCJC Rubric for Evaluating Institutional Effectiveness, Part III, Student Learning Outcomes).

24. Number of courses at the institution: [   ]

[Additional Information: Provide the number of active credit and noncredit courses at the college. Do not include not-for-credit offerings of the college.]

25. Percent of all college courses with defined Student Learning Outcomes: %

26. Percent of all college courses with ongoing assessment of learning outcomes: %

27. Number of programs at the institution: [   ]

[Additional Information: Provide the number of programs as defined by the college.]

28. Percent of all college programs with defined Student Learning Outcomes: %

29. Percent of college programs with ongoing assessment of learning outcomes: %

30a. Percent of all college programs with SLO assessment results available to prospective students: %

30b. URL(s) from the college website where prospective students can find SLO assessment results for programs:

31. Number of student and learning support activities at the institution: [   ]

[Additional Information: The institution defines its student and learning support activities and how they may be grouped for assessment of learning outcomes. Definition and grouping of like student or learning support activities should be based upon a determination of how the assessment will best provide information to improve services for students.]

32. Percent of student and learning support activities with defined Student Learning Outcomes: [%]

33. Percent of student learning and support activities with ongoing assessment of learning outcomes: [%]

34. Has your institution defined General Education (GE) program Student Learning Outcomes?   Yes / No

35. Are your institutional SLOs identical with your General Education program outcomes?   Yes / No

36. Do your institution's GE outcomes include all areas identified in the Accreditation Standards?   Yes / No

37. Number of courses identified as part of the GE program: [   ]

38. Number of GE courses with Student Learning Outcomes mapped to GE program Student Learning Outcomes: [   ]

39. Percent of GE courses with ongoing assessment of GE learning outcomes: [%]

40. Has the institution defined institutional Student Learning Outcomes: Yes / No

41. Number of institutional Student Learning Outcomes: [   ]

42. Percent of institutional outcomes with ongoing assessment of learning outcomes: [%]

Substantive Change Items

> **NOTE: These questions are for survey purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.**

43. Number of submitted substantive change requests related to distance education and correspondence education

Fall 2012: ☐

Fall 2011: ☐

Fall 2010: ☐

44a. Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)

Mission/Objectives
Scope and/or Name
Nature of constituents served
Location and/or Geographic Area
Control and/or Legal Status
Courses and/or Programs and/or their Delivery Mode
Credit awarded
Contractual relationships with a non-regionally accredited institution
Change in sites offering 50% or more of a program, certificate, or degree
No changes planned

44b. Explain the change(s) for which you will be submitting a substantive change proposal:

[Insert n/a if no substantive change proposals are planned.]

Other Information

45a. Identify site additions and deletions since the submission of the 2011-2012 Annual Report:

[Insert n/a if none.]

45b. List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:

[Insert n/a if none.]

46. List all of the institution's instructional sites out of state and outside the United States:

[Insert n/a if none. Additional Information: State means any state of the United States, American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, the Republic of the Marshall Islands, the Federated States of Micronesia, and the Republic of Palau, where the main campus of the institution is located.]

NOTE: The Annual Report must be certified as complete and accurate by the CEO. Once all the questions have been answered by the ALO, there will be an option to send an email notification to the CEO that the report is ready for certification. The CEO will be able to login and certify the answers.

Only the CEO may submit the final Annual Report.

End of Annual Report