

Sonoma State University  
Accreditation Steering Committee

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Monday, April 25, 2016, 3:00-4:30pm, Academic Affairs Conference Room (STEV1040)

**Agenda**

1. Update on responses to CFR assignments and IEEI
2. Accreditation Website Review
3. Student Success open forum in fall 2016

**Minutes**

**PRESENT:** Andrew Rogerson, Richard Senghas, Richard Whitkus, Emiliano Ayala, Cathy Kroll, Janejira Sutanonpaiboon, Laurel Holmstrom-Keyes, Jason Wenrick, Laurence Schlereth, Melinda Milligan

Co-chair Andrew Rogerson called the meeting to order at 3:00pm.

1. **Minutes** from prior meeting on 3/28/16 were reviewed and approved.
2. **Update on Criteria for Review (CFR) and Inventory of Educational Effectiveness Indicators (IEEI) worksheet responses**
  - A. Rich reported on the status of the CFR assignments and Inventory of IEEI responses received.
  - B. Reviewed each of the reports and answered questions.
    1. The CFR assignments table indicates which group or office was contacted to provide data on specific criteria. The CFR are checked off when responses are received.
    2. The IEEI contains a list of all programs in all schools and reflects data received. An update to the report will be posted to the website monthly.
    3. Responses are requested to be submitted by the end of the spring semester.
3. **Accreditation Website Review** – Rich and Jill gave a presentation of the Accreditation website that has been updated for the current accreditation cycle.
  - A. The website is accessed from the [Academic Programs](#) landing page located in [Academic Affairs](#).
  - B. The [home page](#) explains where SSU is in the current accreditation cycle and contains a quote from the incoming president, Dr. Sakaki.
  - C. The [FAQ page](#) provides detailed information about the accreditation process
  - D. The [Campus Communication page](#) highlights important dates in the accreditation process, gives a full calendar of accreditation activities, and will actively be updated with announcements of developments and current events.
  - E. The [Institutional Report page](#) is the home for the self-study and related institutional evidence as it is developed from the draft stages to final submittals.
  - F. The [Important Links and Resources page](#) is the place to find information received or available from WSCUC, other useful information related to accreditation, and the prior SSU accreditation portfolio.
4. **Continuing discussion/planning for Student Success open forum in fall 2016**
  - A. Review of existing documents for structuring an ongoing discussion of student success:
    1. A document containing information compiled from the discussion of student success at the January 2016 faculty retreat was used as a starting point for determining how we can continue to build up a definition for student success and related contextual information for the Institutional Report, e.g. characteristics of successful students, how various stakeholders define student success.

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2. The group reviewed the target content description and suggested prompts for Chapter 5 of the Institutional Report (from the WSCUC guide) to help formulate potential goals for the forum, e.g. how SS is defined and promoted at SSU, are students meeting these goals for completion, etc.
  3. We are very close to crafting a definition of student success at SSU and the forum could help to solidify this effort.
- B. What additional information can we collect at the forum that will be useful in furthering our goals?
1. Discussion continued and most agreed that the primary goals of the forum should be honing in on a definition for student success at SSU, and gathering input for writing the WASC Institutional Report.
  2. Ideas generated:
    - Add to list of characteristics of a successful student from faculty retreat
    - Ask participants to prioritize/rank characteristics of successful student
    - Write a definition of student success at SSU and ask for input/feedback
    - definition could be stated as a paragraph or as bullet points
    - Provide evidence to back up the definition
    - Use literature as evidence
    - Research what employers are looking for and whether our students meet it
    - Ask if students are getting the training they need
    - Look at the difference between how student success is defined by students and by the institution
    - Student Success at SSU is defined by students as... ..promoted by the faculty in... ..promoted by the university through...
    - Disaggregate by what they know, do, and how they see the world
    - State distilled position/conclusion at the beginning, similar to how information is presented in an abstract
    - Should definition include ways SS can assessed – aspirational versus measurable
    - Chapter 5 moves the discussion from concept to operational, therefore measurable might be too specific for the definition level
    - Strategic plan – how does student success feed back
    - Student experience portion - objective comes back to student success, if we are hitting the objectives then we are becoming successful
    - Collect data that can be disaggregated – e.g. survey questions, ranking data
    - Comments could provide data for writing text
    - Provide information to frame the survey and discussion: faculty retreat, strategic plan, Mission Statement, literature research
- C. Preliminary thoughts for structuring the forum:
1. Open forum up to all members of the campus community, invite broad participation.
  2. Provide resources for participants to read before forum and disseminate through various possible channels – website, capstone courses, etc.
  3. Start forum with survey & comments to get participants thinking – survey based on elements of strategic plan, evaluate characteristics from the faculty retreat, other questions TBD
  4. After survey, open forum to large group discussion
  5. Break out into smaller discussion groups of ~ 10 people using the OD students for data capture, then mix participants into different groups and repeat

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6. Provide food!
  7. Hold two events on different days and at different times to accommodate wide audience, but people need only participate once.
  8. Conduct a separate online survey to collect data from those who cannot attend the in-person forum.
5. Additional discussion regarding the goals and logistics of conducting the student success forum:
- A. Laurel will connect with the Organizational Development Master's Program to get ideas on how to structure and secure help of students for note taking (similar to the faculty retreat).
  - B. Could use this to as an opportunity to define student success and find out what is working – how well does the institution and the faculty support it.
  - C. Don't spend a lot of time on areas where there is consensus – focus on areas of variation and try to understand the differences of opinion.
  - D. Using small focus groups will produce the greatest amount of sharing, and smaller/quieter voices are more likely to be heard. This honors the process of collecting a wide array of input.
  - E. Is a survey the best tool? Use of technology should be considered. Students like to comment/give feedback on what they are seeing or hearing. Quickly analyze and capture good statements, and get broader input.
  - F. There is a sample selection issue to consider. This may be a quick way to get feedback and data for the goal of writing our report but we must pay attention to what we are getting and who is participating. Once we report it we may be locked in by the conclusions. May be best to consider it a starting point.
  - G. Need to keep goals in sight. We are aiming to collect usable data in the timeframe available for the current accreditation cycle. Refining and managing the survey to maximize best research practices could be a long-term goal for the next accreditation cycle. We will present this as a snapshot to WASC – show that we are making progress in this work.
  - H. Using a hybrid of both large and small discussion groups and repeating the process by mixing up participants in the small groups for a second round of discussion may be a useful way of getting varied perspectives and opinions. There is a risk of students censoring their feedback in the presence of faculty/staff.
  - I. The in-person forum should be held early in the semester before people get too busy to participate. How many people will show up – it depends on time, day, how publicized, and “rewards” such as food or course credit for participation. RSVP's will be requested to help in planning.
  - J. This is a preliminary framework – details can be decided as we get closer to the date of the forum.
  - K. Holding a parallel process online provides an alternative to the in-person forum to help address some of the challenges and increase participation of a broader audience.
6. **Meetings for fall 2016** – This is the last meeting for spring 2016. A poll will be sent out by Jill to find a new meeting time as many participants cannot meet on Monday afternoons in the fall. The new Co-Chair will be Ben Ford who is taking over Chair of the Faculty position in fall 2016.

**NEXT MEETING:** fall 2016, time, date and location to be determined  
Meeting adjourned at 4:20, minutes prepared by Jill Hunter