

10+1 Meets the Standards: Faculty Roles and Responsibilities in Accreditation



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Academic Senate
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10+1 Meets the Standards: Faculty Roles and Responsibilities in Accreditation



The Driving Question:

What is the role and responsibility of faculty during accreditation processes?

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The Context:

- Faculty are primarily responsible for student learning.
- Accreditation's main focus is student learning.
- Title 5 assigns specific responsibilities to faculty related to student learning and curriculum.



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The Approach:

- Use already existing institutional processes designed to comply with Ed Code and Title 5 to satisfy accreditation requirements.
- Take advantage of existing resources, structures, and processes wherever possible.
- Because student learning is the main focus, faculty have a responsibility to be closely involved in the entire accreditation process.

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The Plan:

- Describe faculty's role and responsibility, according to accreditation standards, Ed Code, and Title 5.
- Discuss how to demonstrate (with evidence) that faculty fulfill their roles and responsibilities.
- Discuss which committees might be involved in the process.

The 10 + 1

Section § 53200 (c)



- Requires that governing boards consult collegially with Academic Senates on matters concerning Academic and Professional matters as defined by the 10 + 1.
- Establishes the role of faculty in institutional governance, i.e., shared governance.
- Codified into Ed Code in 1986.

The 10 + 1

Section § 53200 (c)



1. Curriculum, including establishing prerequisites
2. Degree & Certificate Requirements
3. Grading Policies
4. Educational Program Development
5. Standards & Policies regarding Student Preparation and Success
6. College governance structures, as related to faculty roles



The 10 + 1

Section § 53200 (c)



7. Faculty roles and involvement in accreditation process
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
- +1 Other academic and professional matters as mutually agreed upon.

The 10 + 1

Section § 53200 (c)



“The intent of the law ... is to assure effective participation” of all relevant parties, and to ensure that the local governing board engages in “collegial consultation” with the academic senate on matters that are academic and professional in nature.”

<http://www.asccc.org/communities/local-senates/handbook/partI>

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Standard I

A. Mission

- Develops mission aligned with character, student population and student learning programs and services
- Regularly reviews and revises mission statement

10 + 1

2. Degree and certificate requirements
4. Educational program development

Accreditation standards show what needs to be done

10 + 1 show who should be involved: faculty

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Standard I

A. Mission

- Uses mission statement for planning and decision-making

10 + 1

10. Processes for institutional planning and budget development

Accreditation standards show what needs to be done

10 + 1 show who should be involved: faculty

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Standard I

B. Institutional Effectiveness

- Dialog about continuous improvement of student learning and institutional processes
- Sets and articulates goals and objectives in measurable terms

10 + 1

5. Student preparation and success
9. Program review
10. Institutional Planning and budget development

10 + 1 indicates that processes for “continuous improvement of student learning” (i.e., program review) are probably already in place at your college. Setting goals/objectives too.



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Standard I

B. Institutional Effectiveness

- Planning broad-based with input by appropriate constituencies

10 + 1

6. Governance structures, faculty roles
9. Program review
10. Institutional planning and budget development

Evidence (college planning documents):

- Education Master Plan, Facilities Plan, Technology Plan, Institutional Goals/Objectives, Committee Goals/Initiatives, etc...
- Others?

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Standard I

B. Institutional Effectiveness

- Planning broad-based with input by appropriate constituencies

10 + 1

6. Governance structures, faculty roles
9. Program review
10. Institutional planning and budget development

Roles and Responsibilities / Committees (who participates):

- Faculty members on various committees (appointed by the Academic Senate), College Council, Planning and Budget Committee, Technology Committee, etc...
- Others?

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Standard II

A. Instructional Programs

- Instructional programs are systematically assessed to assure currency, improve teaching and learning strategies, and achieve SLOs
- The institution, relies on the expertise of its faculty, to determines the appropriateness of courses for inclusion in the GE curriculum

10 + 1

- 1 Curriculum, prerequisites
- 2 Degree and certificate requirements
- 3 Grading policies
- 4 Educational program development
- 5 Student preparation and success

Committees (who's involved):

- Curriculum Committee, Academic Senate Council
- Others?

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Standard II

B. Student Support Services

- The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

10 + 1

- 1 Curriculum
- 4 Educational Program Development
- 5 Standards or policies on Student preparation and success
- 9 Processes for program review

Structures / Evidence / Committees:

- Student learning centers, computer labs, Enrollment Management Committee, Curriculum Committee
- Basic Skills efforts, surveys, retention, persistence, and success research
- Others?

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Standard II

C. Library and Learning Support Services

- Relying on expertise of **faculty**, including librarians, the institution selects and maintains educational equipment and materials to support student learning.

10 + 1

1. Curriculum
2. Educational Program Development
3. Student Preparation and Success
9. Program review
10. Institutional planning and budget development

Processes / Evidence / Committees:

- Unit Plans, Program Review, Institutional Plans
- Curriculum, Planning and Budget, College Council, Divisional committees
- Others?

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Standard III

A. Human Resources

- The institution **employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness.**

Processes / Evidence:

- Minimum Quals, Hiring processes that emphasize faculty involvement, equivalency processes, Program Review
- Others?

10 + 1

7. Policies for faculty professional development activities
8. Processes for program review
9. Processes for institutional planning and budget development

Minimum Qualifications

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Standard III

B. Physical Resources

- **Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness.**

10 + 1

7. Processes for program review
8. Processes for institutional planning and budget development

Evidence / Processes:

- Educational Master Plan, Facilities Master Plan, Program Review
- Others?

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Standard III

C. Technology Resources

- **Technology resources are used to support student learning programs and services and to improve institutional effectiveness.**

10 + 1

7. Processes for program review
8. Processes for institutional planning and budget development

Structures / Evidence:

- SLO assessment, Program Review, Unit Planning
- Planning and Budget, Technology Committee, Academic Senate
- Others?

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Standard III

D. Financial Resources

- Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness.
- The distribution of resources supports the development, maintenance, and enhancement of programs and services.

10 + 1

7. Processes for program review
8. Processes for institutional planning and budget development

Structures / Evidence / Committees:

- Fiscal plans, resource allocations processes, Planning and Budget Committee, Program Review
- Others?

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Standard IV

A. Decision-Making Process

- Governance roles are designed to facilitate decisions that support student learning programs and services.

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Roles and Responsibilities / Evidence / Committees:

- Faculty on institutional decision making committees, committee agendas/minutes, Governance Handbook, Board Policies (BPs), Administrative Procedures (APs)
- Others?

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Standard IV

A. Decision-Making Process

- The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

10 + 1

Roles and Responsibilities / Evidence / Committees:

- Faculty on institutional decision making committees, Academic Senate, Curriculum, committee agendas/minutes, Governance Handbook, BPs/APs
- Others?



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Standard IV

B. Board and Administrative Organization

- The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

10 + 1

Evidence:

- Board of Trustee agendas/minutes, BPs/APs
- Others?

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Standard IV

B. Board and Administrative Organization

- The president guides institutional improvement of the teaching and learning environment...ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes.

10 + 1

Roles and Responsibilities / Evidence / Committees:

- Faculty on institutional decision making committees, Planning and Budget, College Council, committee agendas/minutes, Program Review, Unit planning
- Others?



Resources



- *Accreditation Standards & Supporting ACCJC documents* - <http://www.accjc.org/>
- *Adopted Academic Senate Papers* - <http://asccc.org/>
 - [Working with the 2002 Accreditation Standards: The Faculty's Role](#)
 - [Empowering Local Senates: Roles and Responsibilities of and Strategies for an Effective Senate \(Local Senates Handbook\)](#)

Thank You!



Questions

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