

ACADEMIC SENATE IN PARTNERSHIP WITH
ACCREDITING COMMISSION FOR COMMUNITY AND
JUNIOR COLLEGES (ACCJC) AND
COMMUNITY COLLEGE LEAGUE OF CALIFORNIA (CCLC)
PRESENT

2014 ACCREDITATION INSTITUTE

EFFECTIVE



AND

SUSTAINABLE
ACCREDITATION
PRACTICES

FEBRUARY 7 - 8, 2014
MARRIOTT SPA, LA JOLLA, CALIFORNIA

Dear Participants:

Welcome to the eighth annual Academic Senate for California Community Colleges (ASCCC) Accreditation Institute in La Jolla, California. This year's Institute is brought to you in conjunction with the Accrediting Commission for Community and Junior Colleges (ACCJC) and the Community College League of California (CCLC). Our collective goal is to make this Institute a valuable learning opportunity for all academic leaders—faculty, administrators, CEOs, and trustees. Our theme this year is “Effective and Sustainable Accreditation Practices.”

Changes both big and small are coming to the world of accreditation, and this year's Institute program is intended to provide you with needed information to navigate this new landscape. The ACCJC is close to completing its periodic review of the Standards and has adopted a revised set as a first draft. A major goal for this Institute is to provide you with a sneak peek at the revised Standards. In keeping with our theme of “Effective and Sustainable Accreditation Practices,” we have informational sessions on integrated planning, developing a culture of evidence, and institutionalizing accreditation requirements. Additionally, we have breakout sessions for those new to accreditation and the self-evaluation (“Accreditation 101A”) as well as sessions for those who are well versed in accreditation practices and eager to learn about the latest accreditation initiatives for distance education and the development of institution-set standards for student achievement.

In the Academic Senate's continuing effort to promote sustainable and environmentally sound practices, we are using the ASCCC website more and paper less. Whenever possible, breakout presenters are sharing digital copies of their slides and handouts that are accessible online at any time. We also hope that this shift to electronically disseminating information may make it easier for you to share useful Institute content when you return to your home colleges and districts.

Finally, I would like to thank the members of the ASCCC Accreditation and Assessment Committee, who have worked so diligently and tirelessly to develop this program as well as the many presenters who have devoted significant time and energy preparing informative breakout sessions for you. Special thanks to Susan Clifford and Jack Pond from the ACCJC and Carmen Sandoval from the CCLC for helping to shape and coordinate the program; this year's Institute truly reflects a collective effort. And lastly, I would like to thank you, the attendees, for coming to this year's Accreditation Institute with your questions and ideas. I wish you a great and productive conference.

*Phil Smith
Chair, Accreditation and Assessment Committee*

FRIDAY, FEBRUARY 7, 2014

9:00 a.m. Continental Breakfast

Room: Salon ABC Foyer

10:00 a.m. to 11:00 a.m. General Session

Room: Salon ABC

Remembering the Importance of Quality, Accountability, and Student Success: Why Accreditation Matters

Phil Smith, Accreditation and Assessment Committee Chair

Kevin Bontenbal, Cuesta College

Roberta Eisel, Citrus College

Adrienne Foster, West Los Angeles College

Fred Hochstaedter, Monterey Peninsula College

Norberto Quiroz, Santa Rosa Junior College

From restaurant ratings to medical licenses to peer reviewed studies, we rely upon and experience accountability to standards in a myriad of ways. This general session examines the continuum of methods that we employ at our colleges to maintain and assure the quality of our educational programs, including the institutional accreditation process. Understanding how accountability systems may be structured and implemented to promote quality and student success is the foundation for developing effective and sustainable accreditation practices.

11:00 a.m. to 11:20 a.m. Break

11:20 a.m. to 12:35 p.m. Breakouts

Accreditation 101A: An Introduction

Room: Pacific Beach

John Freitas, Los Angeles City College (ASCCC), Facilitator

Dolores Davison, Foothill College (ASCCC)

Roberta Eisel, Citrus College, Facilitator

Is it time to write the self-evaluation and you are not sure what to do? How should your accreditation team organize the job? How do you run a committee organized around researching a particular standard? How do you bring together a huge amount of information from multiple individuals and working groups and create a coherent, informative document? Once the self-evaluation is complete, how do you prepare for the team visit? What evidence should be collected and how should it be presented? How are team members selected and what are their responsibilities while there? Once the evaluation team arrives, what will the team members be looking for? This breakout will provide an overview of accreditation basics including the standards, rubrics, and suggestions for ways to make the accreditation process work for your college and be helpful and beneficial for the entire institution.

Substantive Change Reports

Room: Rancho Las Palmas

Norberto Quiroz, Santa Rosa Junior College, Facilitator

Susan Clifford, ACCJC

Dan Wanner, Los Angeles City College

Catherine Webb, Monterey Peninsula College

What is a substantive change to an institution's mission? When is a substantive change proposal to the ACCJC needed? What are the principles of substantive change? What is the distance education "threshold" that requires a substantive change when crossed? If the state legislature allows them, would your college develop a baccalaureate degree, and, if so, would that be considered a substantive change? What other circumstances require a substantive change report? Join us for this breakout to learn the answers to these questions and many more.

Integrated Planning

Room: Los Angeles

Kevin Bontenbal, Cuesta College, Facilitator

Marybeth Buechner, Sacramento City College

Katie Townsend-Merino, Palomar College

Deborah Wulff, Cuesta College

We know that all resource planning (educational, human, technology, physical, and financial) is to be integrated into institutional planning. But how do we assure this happens, and how do we demonstrate our “ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation?” Further, how do colleges maintain and demonstrate institutional effectiveness during lean times as well as growth times? Come join our discussion.

Trustees’ Role in Setting Standards for Student Achievement

Room: Santa Clara

Adrienne Foster, West Los Angeles College, Facilitator

Bill McGinnis, Trustee Butte-Glenn Community College District

The federal and national emphasis is now on producing more college completers. The United States Department of Education regulations require the ACCJC to effectively address an institution’s quality by correlating student achievement with an institution’s mission. Program outcomes leading to course completion, increasing achievement levels of state licensing exams and job placement rates are some of the measures now required of our colleges. What is the role of the trustee board in student achievement? What are the five measures of student achievement the ACCJC now requires institutions to adopt? Learn what the measures are, their significance, how the data can be reported to trustees, and what actions the Board of Trustees should take if the student achievement standards are not met by the institution.

12:35 p.m. to 1:15 p.m. Lunch

Room: Salon ABC

Welcome from ASCCC President Beth Smith

Welcome from CCLC President Scott Lay

**Welcome from ACCJC Vice President of Commission Operations
Susan Clifford**

1:15 p.m. to 2:30 p.m. General Session

Room: Salon ABC

Overview of the Revised Accreditation Standards

Phil Smith, Accreditation and Assessment Committee Chair

Doug Houston, Yuba Community College District Chancellor

At its January 2014 meeting, the ACCJC Commission reviewed the first draft of the revised Accreditation Standards. This general session provides an overview of the revised Standards and discusses the similarities and differences between the current Standards and draft revised Standards. Please attend this important session to learn more about the revised Standards that will be used to evaluate your college in the near future.

2:30 p.m. to 2:45 p.m. Break

2:45 p.m. to 4:15 p.m. Breakouts**II.B or not II.B? (Let Alone II.C ...) That is the Student and Learning Support Services Question**

Room: Pacific Beach

Norberto Quiroz, Facilitator

Katy French, Palomar College

Bonnie Schmiede, Grossmont College

Trulie Thompson, College of Alameda

Interested in advancing the role that student and library/learning support services play in an overall institutional effectiveness model? Help us gain a clearer understanding of the crucial role these services play in student learning outcomes assessment, program review, and planning.

Governance, Boards, and Standard IV — How to Breathe Life into Standard IV Recommendations

Room: Rancho Las Palmas

Roberta Eisel, Citrus College, Facilitator

John Freitas, Los Angeles City College (ASCCC)

Wanden Treanor, Trustee, Marin Community College District

What is the role of faculty, staff, administration, and the board in regard to governance at the college? What do the Accreditation Standards, specifically Standard IV, require in terms of the board's role and the faculty's involvement? Does your college meet Standard IV? This session will facilitate the development of a more complete understanding of the requirements of the standard.

Developing a Culture of Evidence

Room: Los Angeles

Kevin Bontenbal, Cuesta College, Facilitator

Marybeth Buechner, Sacramento City College

Bill McGinnis, Butte-Glenn Community College District Trustee

Deborah Wulff, Cuesta College Vice President of Academic Affairs

During the self-evaluation process, colleges gather evidence to support what they say they are doing, but what kinds of data are necessary? Learn how colleges can use data on courses, programs, and institutional outcomes, and how data might be used to further guide planning and improve student learning.

Accreditation 101B: Strategies to Institutionalize the Accreditation Requirements

Room: Santa Clara

Adrienne Foster, West Los Angeles College, Facilitator

Dolores Davison, Foothill College (ASCCC)

Fred Hochstaedter, Monterey Peninsula College

Katie Townsend-Merino, Palomar College

You've had some experience with the accreditation process, and now you are ready for more. Join us to explore a number of strategies that institutions might use to improve the ways they approach accreditation. How might institutions abate the large spike in workload incurred during the writing of the self-evaluation? How can the types of evidence used to support accreditation reports be integrated into the regular governance processes of the college? How might college personnel join together to respond to recommendations and address the challenges of sanction?

4:15 p.m. to 4:25 p.m. Break

4:25 p.m. to 5:30 p.m. General Session

Room: Salon ABC

Emerging Topics in Accreditation

Phil Smith, Accreditation and Assessment Committee Chair, Facilitator

A joint panel of ASCCC, CCLC, and ACCJC representatives, including Beth Smith, Bill McGinnis, Doug Houston, and Barbara Beno, will facilitate this session on emerging topics in accreditation for California community colleges.

5:30 p.m. No Host Reception

Room: Salon FGH

SATURDAY, FEBRUARY 8, 2014

8:00 a.m. Breakfast

Room: Salon ABC Foyer

9:00 a.m. to 10:15 a.m. Breakout Sessions

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

Room: Pacific Beach

Fred Hochstaedter, Monterey Peninsula College, Facilitator

Kevin Bontenbal, Cuesta College

Accreditation is more than just compliance with federal standards. Faculty appreciate that the Accreditation Standards, California Education Code, and Title 5 Regulations recognize their leadership role in ensuring student success. This breakout will look at Accreditation Standards and the “10+1 academic and professional matters” to help faculty play their crucial role in leading colleges and supporting student success.

Accreditation in a Multi-College District

Room: Rancho Las Palmas

Adrienne Foster, West Los Angeles College, Facilitator

Don Gauthier, Los Angeles Community College District

Sue Lorimer, Los Rios Community College District

Phil Smith, Los Rios Community College District (ASCCC)

While districts are not accredited, the role of the district in the accreditation process in a multi-college district is significant. How are the district's mission and vision statements aligned to support colleges and what evidence illustrates such an alignment? How does the district affect student learning programs and services? Does the district provide adequate resources (human, technology, facilities, and financial) to the colleges and what policies and practices are established and evaluated by colleges and district? How do governing boards evaluate the effectiveness of district administrations and their own effectiveness? Come to this breakout session to learn the answers to these questions, as well as ask other questions regarding multi-college districts.

Institutional-set Standards for Student Achievement—Curious?

Room: Los Angeles

Roberta Eisel, Citrus College, Facilitator

Lan Hao, Citrus College

In the spring of 2013, ACCJC introduced new subject areas in its annual report. Colleges were asked to include additional responses in areas of student achievement and, additionally, to identify "institution-set standards" for students in the areas of course completion rate, retention percentage, degree completion, transfer to 4-year colleges/universities, and certificate completion. What methods have we developed to identify and track these new standards? How have colleges integrated these standards into their planning and resources processes? Come join us to learn more about setting "institution-set standards" in these areas and to share ideas and methods with colleagues.

Distance Education Accreditation Issues

Room: Santa Clara

Norberto Quiroz, Santa Rosa Junior College, Facilitator

Dolores Davison, Foothill College (ASCCC)

John Freitas, Los Angeles City College (ASCCC)

How does distance education figure into the accreditation process? The ACCJC is required by federal regulations to review the quality of distance education as well as correspondence education. Join us for a discussion about what constitutes quality distance education, and how to ensure that your courses and programs meet the standards.

10:30 a.m. to 12:00 p.m. General Session

Room: Salon ABC

Surviving Sanction and Living to Tell About It

Doug Houston, Yuba Community College District Chancellor, Facilitator

Kevin Bontenbal, Academic Senate President, Cuesta College

Patrick Mullen, Board President, San Luis Obispo County Community College District

Gilbert H. Stork, President, Cuesta College

Deborah Wulff, Vice President of Academic Affairs, Cuesta College

A panel of administrative, trustee, and faculty leaders from Cuesta College discuss their experiences with accreditation sanction and how they rallied to address problems and issues.

12:00 noon Institute Ends

LIST OF PRESENTERS

Barbara Beno, President, Accrediting Commission for Community and Junior Colleges (ACCJC)

Marybeth Buechner, Dean of Planning, Research and Institutional Effectiveness,
Sacramento City College

Kevin Bontenbal, Cuesta College

Susan Clifford, Vice President of Commission Operations,
Accrediting Commission for Community and Junior Colleges (ACCJC)

Dolores Davison, Foothill College

Roberta Eisel, Citrus College

Adrienne Foster, West Los Angeles College

John Freitas, Los Angeles City College

Katy French, Palomar College

Don Gauthier, Los Angeles Community College District

Lan Hao, Director of Institutional Research, Citrus College

Fred Hochstaedter, Monterey Peninsula College

Doug Houston, Chancellor, Yuba Community College District

Scott Lay, President and Chief Executive Officer, Community College League of California (CCLC)

Sue Lorimer, Vice Chancellor of Education and Technology, Los Rios Community College District

Bill McGinnis, Butte-Glenn Community College District Trustee

Patrick Mullen, Board President, San Luis Obispo County Community College District

Norberto Quiroz, Santa Rosa Junior College

Bonnie Schmieger, Grossmont College

Beth Smith, President, Academic Senate for California Community Colleges (ASCCC)

Phil Smith, American River College

Gilbert H. Stork, President, Cuesta College

Trulie Thompson, College of Alameda

Katie Townsend-Merino, Palomar College

Wanden Treanor, Marin Community College District Trustee

Dan Wanner, Los Angeles City College

Catherine Webb, Monterey Peninsula College

Deborah Wulff, Vice President of Academic Affairs, Cuesta College

ASCCC STATEMENT ON ACCREDITATION

The Academic Senate for California Community Colleges (ASCCC) values the peer review process of self-reflection and improvement known as accreditation. Since local academic senates have Title 5-mandated roles within the accreditation process, the ASCCC sees its primary responsibility as helping colleges to meet the adopted standards for which they will be held accountable and to generate comprehensive and forthright assessments of progress toward the standards. The ASCCC's main tool for supporting colleges is the annual Accreditation Institute, through which faculty and other colleagues are encouraged to learn about and address the standards and recommendations from the Accrediting Commission for Community and Junior Colleges. Additionally, the Academic Senate shares accreditation information and provides support through local college visits and regional presentations. As a professional matter, in support of the ideal of a fair and meaningful accreditation process, the ASCCC's secondary responsibility is to recommend and advocate for improvements to the accreditation standards and processes by providing thoughtful feedback and input to all accreditation participants.

