Accreditation Institute

February 19-20, 2016 • San Diego Marriott

Peer Review

COLLEGIALITY, COLLABORATION, OPTIMISM, AND EXCELLENCE

Dear Institute Attendees,

On behalf of the ASCCC Executive Committee and the ASCCC Accreditation and Assessment Committee, welcome to the tenth annual Academic Senate for California Community Colleges' Accreditation Institute. In response to the findings of the California Community College Chancellor's Office's Task Force on Accreditation, and in this time of heightened scrutiny and uncertain changes in our current accreditation model, the ASCCC has worked diligently to bring you a program of breakouts and general sessions in support of our theme, "Peer Review: Collegiality, Collaboration, Optimism, And Excellence." With this theme, we hope to emphasize effective principles of accreditation practices, such as accreditation as a process that fosters collegial discourse among peers; a process that leads to program and institutional improvements made for the benefit of students; and a process that supports innovation above compliance. With this goal in mind, ASCCC strives to make the Institute a valuable opportunity for all academic leaders, faculty, administrators and board members.

With the release of the Task Force report in 2015, many questions swirl around how colleges will respond to accreditation standards and requirements in the future; however, the ASCCC joins the CCCCO and supports the concept of peer review as the primary engine of a meaningful accreditation process. And as the Board of Governor's moves forward in its exploration of changes in our model of accreditation, faculty and college district leaders attending the Institute will be exposed to models of effective practice that are founded in a spirit of innovation within the standards rather than compliance-driven practices. To that end, the first general session of the Institute is a conversation with members of the Task Force and an opportunity to dig deeper into the principles of accreditation supported in the report and the recommendations the Task Force will make to the Chancellor's Office as we look for the way forward as a system.

With the release of the new Standards in 2014, data collection and outcomes assessment weigh more heavily in the conversation of institutional effectiveness than ever before, so this institute includes several breakouts on outcomes assessment including in-depth conversations on disaggregation of data, outcomes and program review, outcomes data in our conversations on student

equity, and other areas. The management, analysis, and presentation of all kinds of data are also key components of several breakouts with representatives of the Research and Planning Group, WestEd, and the CCCCO's Institutional Effectiveness Partnership Initiative (IEPI) presenting alongside community college faculty and administrative leaders from across the state.

In addition to data discussions, several breakouts will explore the Accreditation Standards revised and adopted by the Accrediting Commission for Community and Junior Colleges (ACCJC) in 2014. ACCJC staff and commissioners will participate in a breakout on these new standards and a general session with the Research and Planning Group on the newly-required Quality Focus Essay. In addition to this strand, ACCJC representatives and community college leaders will provide guidance for writing your self-evaluation report and preparing for a site visit in ways that put your college's best foot forward.

A series of breakouts is offered based on the recently approved ASCCC paper "Effective Practices in Accreditation" approved by the body at the Fall 2015 plenary. This breakout strand introduces new Accreditation Liaison Officers, senate leaders and other attendees who are just getting to know the new standards to potential practices to think of now wherever they may be in their accreditation visit cycle. In addition to this strand, look for breakouts on the basics of accreditation and a breakout that explains the role of the Department of Education and regional accreditors in the process. A timely breakout on dual enrollment, off-site locations, and other alternate education programs through the lens of accreditation is planned as well as a distance education breakout to provide an overview of the most pressing concerns for online education.

Finally, as a resident of San Diego, let me be the first to welcome you to America's Finest City and to the Institute. Through enlightening breakouts, informative general sessions, and ample opportunities for collegial conversations with peers, we hope that your time at the Institute leaves you feeling enthusiastic about the role you play at your college in your accreditation process and supported by your Senate, the Chancellor's Office, the Commission, and your peers.

Thank you for attending the Institute!
Randy Beach, *Accreditation and Assessment Committee Chair*

February 19

9:00 a.m. Continental Breakfast and Registration

Pavilion Patio/Rio Vista Ballroom Salons D-E Foyer

GENERAL SESSION ONE	10:00 a.m. to 11:00 a.m.

Rio Vista Ballroom Salons D-E

Welcome

Randy Beach, Chair, Accreditation and Assessment Committee

Keynote: Looking Ahead: An Update on the Recommendations of the Accreditation Task Force

David Morse, ASCCC President

Cindy Miles, Chancellor, Grossmont-Cuyamaca Community College District

Pam Walker, Vice Chancellor of Educational Services, CCCCO

With the release of the recommendations from the Chancellor's Office Task Force on Accreditation, many in our college system are wondering what the future holds for accreditation. During this panel presentation, members of the task force will discuss the status of its recommendations and take your questions.

Outcomes: Attendees will understand the CCCCO's Accreditation Task Force's recommendations and be updated on the status of those recommendations.

Accreditation 101

Sierra 5-6

Tim Brown, Riverside City College, ACCJC Commissioner
Dolores Davison, ASCCC Area A Representative
Craig Rutan, ASCCC Area D Representative

For those who are attending their first accreditation institute, this breakout provides the general overview they are looking for. Attendees will learn about the accreditation process and the four standards that work together to define the institution's competence to promote student success, academic quality, institutional integrity, and excellence in all academic programs including career technical education programs. This session will also describe the requirement to establish and report Institution Set Standards and Substantive Change.

Outcomes: Attendees will learn fundamentals of the accreditation process and the Accreditation Commission for Community and Junior Colleges (ACCJC) standards, including the requirement for Institution Set Standards and Substantive Change.

The Infrastructure of Accreditation: The Department of Education and The Regional Accreditors

Cabrillo Salon 1

Alice Taylor, West Los Angeles College
Rebecca Wolniewicz, Southwestern College

Many myths and questions continue to surround the role the federal government plays in the accreditation process and the regional accreditation system currently used in higher education in the United

States. In this breakout, presenters will clarify the roles and responsibilities of the regional accreditors, the Council for Higher Education Accreditation, and the National Advisory Committee on Institutional Quality and Integrity. Presenters will outline the steps required to become accredited by a regional accreditor.

Outcomes: Attendees will explore the steps to become accredited by a regional accrediting agency as well as the role of the Higher Education Act and government agencies in community college accreditation.

Effective Practices in Accreditation: Standard I Mission, Academic Quality and Institutional Effectiveness, and Integrity

Cabrillo Salon 2

Stephanie Curry, Reedley College

María del Rosario C. Biddenback, Napa Valley College

The ASCCC recently approved the paper Effective Practices in Accreditation: A Guide To Support Colleges In The Accreditation Cycle. This workshop strand highlights changes in the standards and effective practices from colleges throughout the state that have demonstrated exemplary ways to meet the standards. This breakout will focus on effective practices for Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity. The presentation will also discuss the relevant Eligibility Requirements and ACCJC Policies.

Outcomes: Attendees discuss Standard I and effective practices for meeting relevant ACCJC eligibility requirements and policies.

Equity and Accreditation

Rio Vista Salons A-B

Adrienne Foster, ASCCC South Representative

David Morse, ASCCC President

John Stanskas, ASCCC Secretary

The term "equity" in the context of accreditation standards includes many areas: academic quality, student services, institutional integrity, human resource practices, disaggregation of student learning outcomes assessment data, and other areas. This breakout with the ASCCC Equity and Diversity Action Committee will focus on institutional practices intended to increase equity and how to leverage student equity initiatives to meet accreditation standards, focusing on efforts to diversify faculty hiring.

Outcomes: Attendees will review standards related to equity and learn practices for addressing them, especially in light of the student equity initiates statewide.

GENERAL SESSION TWO	12:30 p.m. to 2:00 p.m.

Rio Vista Salons D – E

Welcome

David Morse, ASCCC President

Ginni May, ASCCC Foundation President

Keynote Presentation: Peer Review in Action – The Institutional Effectiveness Partnership Initiative (IEPI) and the Benefits of Peer Consultation for Accreditation.

Julie Bruno, ASCCC Vice President

Ginni May, ASCCC North Representative and Partnership Resource Team (PRT) Member

Theresa Tena, Vice Chancellor, IEPI

The importance and value of peer review were reaffirmed in the Chancellor's Office Accreditation Task Force's report as benefit of the accreditation process, and the Chancellor's Office Institutional Effectiveness Partnership Initiative (IEPI) seeks to engage community colleges in that spirit of collegiality that makes peer review valuable. This general session is a conversation with stakeholders on the benefits of peer review as the primary driver of accreditation. Panelists and representatives with IEPI will discuss new ideas and innovations that have resulted through the peer review process, the process for requesting a visit, and examples of ways colleges are using requested grant money to create sustainable improvements.

Outcomes: Attendees learn about and understand the IEPI approach to peer review and innovations that have happened as a result of peer review collaboration.

BREAKOUT SESSION TWO   2:15 p.m. to 3:30 p.m.

How to Help Your Evaluation Team Help You: Peer Review and Your ACCJC External Visiting Team

Sierra 5-6

Tim Brown, Riverside College, ACCJC Commissioner

Stephanie Curry, Reedley College

Dolores Davison, ASCCC, Area B Representative

María del Rosario C. Biddenback, Napa Valley College

Norv Wellsfry, Associate Vice President, ACCJC Commissioner

The external visiting team is the face of ACCJC for most college staff and faculty during the time of a visit. This breakout will examine the role of the team in the process and how can your college can ensure the team has all it needs to do a comprehensive and fair evaluation. From the moment you begin collecting data to write your self-evalu-

ation to the moment the team leaves your campus, there are concrete ways you can create your report, catalog the evidence, provide updates and information for the team, and prepare for the team's visit that will support a positive experience for all involved. Presenters will discuss those actions and suggest dos and don'ts for working with your external team.

Outcomes: Attendees will learn ways to prepare a self-evaluation report that is user-friendly and anticipates the needs of the visiting team. Attendees will also learn from the experiences of past site team members and share their own experiences.

Data Visualization: Making Sense of the Numbers

Cabrillo Salon 1

Kelly Cooper, West Valley College
Wheeler North, ASCCC Treasurer
Renah Wolzinger, WestEd

Analyzing and discussing data can lead to improved student success and institutional effectiveness practices, but presenting the data in a digestible format is a crucial step in facilitating college-wide dialog. In this breakout, participants will learn about tools to help them present and disseminate data for all types of audiences and effective practices for involving everyone in the discussion.

Outcomes: Attendees will learn about tools and practices for presenting data to all constituencies on campus.

Effective Practices in Accreditation: Standard II Student Learning Programs and Support Services

Cabrillo Salon 2

Randy Beach, At-Large Representative

Rebecca Wolniewicz, Southwestern College

The ASCCC recently approved the paper Effective Practices in Accreditation: A Guide To Support Colleges In The Accreditation Cycle. This workshop strand highlights changes in the standards and effective practices from colleges throughout the state that have demonstrated exemplary ways to meet the standards. The breakout focuses on effective practices for Standard II: Student Learning Programs and Services with a focus on the requirements regarding student learning outcomes and distance education. The presentation will also discuss the relevant Eligibility Requirements and ACCJC Policies.

Outcomes: Attendees discuss Standard II and effective practices for meeting relevant ACCJC eligibility requirements and policies.

The IEPI Framework: Integrated Planning and Disaggregating Data

Rio Vista Salons A-B

Andrew LaManque, Associate Vice President for Instruction, Foothill College

Ginni May, ASCCC North Representative

The Institutional Effectiveness Partnership Initiative (IEPI) Policies, Procedures, and Practices Work Group is creating a Best Practices Framework/Guide that could be used by Partnership Resource Teams (PRT) and colleges for institutional effectiveness efforts. The first two areas for this framework/guide are integrated planning and disag-

gregation of data as these pertain to college practices and processes. Members of the work group will present their work in these two areas and invite attendees to share suggestions and feedback for approaches to identifying these best practices.

Outcome: Attendees will learn about effective practices for integrated planning and data disaggregation based on the work of the IEPI.

<table><tr><td>BREAKOUT SESSION THREE</td><td>3:45 p.m. to 5:00 p.m.</td></tr></table>

Regardless of Location or Means of Delivery: Meeting the Standards for Every Student

Sierra 5-6

Stephanie Curry, Reedley College
Alice Taylor, West Los Angeles College

In every college and in every district, instruction happens in a variety of locations and modes and colleges must ensure the standards are met in all environments. Single and multi-college districts that offer courses at education centers recognized by the Chancellor's Office must ensure planning processes are equitable throughout the district and across distance education courses, dual enrollment programs, inmate education, community-based courses, and others. In this breakout, presenters will highlight standards where attention should be paid to all locations and alternative student populations in areas such as instructional quality, student services, facilities maintenance and planning, human resources, technology, funding allocations, and integrated planning.

Outcomes: Attendees will understand the expectations for addressing non-traditional student populations and instructional locations and discuss strategies for addressing those standards.

The A to Z of DE: Accreditation and the Online Classroom

Cabrillo Salon 1

Dolores Davison, ASCCC Area B Representative

Tracy Schaelen, Southwestern College

External evaluation teams often enter online courses as part of the team site visit process, but what exactly are they looking for? What are they looking for in terms of equitable student services for online students? What about effective student-teacher contact? This break-out with the ASCCC Online Education Committee highlights what team members will consider when reviewing online courses and services and what areas colleges should focus on to comply with standards and improve institutional effectiveness.

Outcomes: Attendees will understand key elements of online classes and services that are emphasized in the accreditation process and what practices to encourage among their faculty teaching online.

Disaggregating Student Learning Outcomes Data: The Next SLO Frontier?

Cabrillo Salon 2

Randy Beach, ASCCC At-large Representative

Craig Hayward, Director of Research, Planning and Accreditation, Irvine Valley College

Mike Howe, Research and Planning Group

Jarek Janio, Santa Ana College

Colleges now held to the revised ACCJC standards (I.B.6) are required to collect and analyze student learning outcomes data in order to disaggregate that data and identify achievement gaps for subpopulations of students. While some colleges see potential for achieving greater student success equity with this requirement, others question

the validity, even the morality, of the practice. In this joint breakout with the RP Group and ASCCC, presenters and attendees will engage in a conversation about outcomes data disaggregation and what challenges and opportunities may face colleges related to this standard.

Outcomes: Participants will become aware of Standard I.B.6 as well as the variety of viewpoints on the use of disaggregated data to improve student success for identified subpopulations.

Effective Practices in Accreditation: Standard IV Leadership and Governance

Rio Vista Salons A-B

Sunita Cooke, President, Mira Costa College

John Freitas, ASCCC Area C Representative

Bobbi Kimble, Los Angeles Community College District

Craig Rutan, ASCCC Area D Representative

The ASCCC recently approved the paper Effective Practices in Accreditation: A Guide to Support Colleges in The Accreditation Cycle. This workshop strand highlights changes in the standards and effective practices from colleges throughout the state that have demonstrated exemplary ways to meet the standards. This breakout focuses on effective practices for Standard IV: Leadership and Governance, including participatory decision-making and the expectations for colleges presidents, governing boards, and multi-college districts.

Outcomes: Attendees discuss Standard IV and effective practices for meeting relevant ACCJC eligibility requirements and policies.

5:30 p.m. to 7:30 p.m.   ASCCC Foundation Reception

Pavilion Patio

Join your colleagues at this reception sponsored by the ASCCC Foundation. A no-host bar and hors d'oeuvres will be available.

February 20

BREAKOUT SESSION FOUR   8:30 a.m. to 9:45 a.m.

Designing Data Metrics in Program Review: What Are the Questions to Ask?

Sierra 5-6

Kelly Cooper, West Valley College
Wheeler North, ASCCC Treasurer

Collecting, managing, and analyzing data can be a daunting task for colleges when completing institutional planning efforts such as program review. Student learning outcomes data, achievement data, and institution set standards data are just a few data points upon which colleges should take action, but often faculty and others without training in research analysis fall short of meaningful data analysis. This breakout focuses on the kinds of data colleges should consider collecting and tools for analyzing the data.

Outcomes: Attendees will identify important data points for institutional planning and learn strategies for analyzing the collected data.

Student Learning Outcomes and Program Review: Student Learning Assessment as the Driver for Program Improvement

Randy Beach, ASCCC, At-large Representative

Jarek Janio, Santa Ana College

Student learning outcomes assessment data constitute grassroots advocacy for program improvement and student success, as well as innovation in the classroom, and colleges that are still struggling with closing the loop on outcomes assessment as change mechanism for program improvement face rigorous scrutiny by accrediting teams and sanction. In this breakout, ASCCC Accreditation and Assessment Committee members and Institutional Effectiveness Partnership Initiative presenters will provide models for using outcomes assessment data in program review not only to comply with the standards but also to increase student success and bring about program improvements.

Outcomes: Attendees will review basic principles of student learning outcomes assessment as a means of defining program improvements and examples of program review processes that integrate student learning outcomes data.

Effective Practices in Accreditation: Standard III Resources

Cheryl Aschenbach, ASCCC At-large Representative

Joanne Schultz, VP of Administrative Services, Merced College

Alice Taylor, West Los Angeles

Matt Wetstein, Research and Planning Group

The ASCCC recently approved the paper Effective Practices in Accreditation: A Guide to Support Colleges in The Accreditation Cycle. This workshop strand highlights changes in the standards and effective practices from colleges throughout the state that have demonstrated exemplary ways to meet the standards. This breakout focuses on effective practices for Standard III: Resources, including an emphasis on part-time faculty involvement, student learning outcomes in evaluations, and addressing total cost of ownership for facilities and budget planning.

Outcomes: Attendees discuss Standard III and effective practices for meeting relevant ACCJC eligibility requirements and policies.

The New Standards: Conversations and Reflections

Rio Vista Salon A-B

John Stanskas, ASCCC Secretary, Facilitator

María del Rosario C. Biddenback, Napa Valley College

Meredith Randall, Vice President of Instruction, Shasta College

Norv Wellsfry, Associate Vice President, ACCJC Commissioner

As more and more colleges are held accountable for the newly revised standards, dialog and conversation among community college faculty and staff is essential to help colleges interpret the new standards and take actions now to address them. In this breakout, faculty and staff from colleges such as Napa Valley College and the Los Angeles Community College District will discuss their experiences with the new standards to date.

Outcomes: Attendees will discuss the newly revised 2014 ACCJC standards with faculty and staff from colleges that have been visited or will soon be visited by a site team to learn tips and advice for their own district.

Rio Vista Ballroom Salons D-E

The Quality Focus Essay

Randy Beach, ASCCC At-large Representative

Robert Pacheco, Assessment Chair, Research and Planning Group

Norv Wellsfry, Associate Vice President, ACCJC Commissioner

The newly revised standards now expect colleges to submit a Quality Focus Essay (QFE) that explains and commits to two or three areas for further study, improvement, and enhancement of academic quality. These areas of further development are intended to enhance student outcomes and student success. This general session will explore the requirement, what a QFE should and should not do, and strategies for writing a QFE that lead to meaningful and sustainable change.

Outcomes: Attendees understand the purpose of the QFE and learn strategies for writing one.

Closing Remarks

Randy Beach, Accreditation and Assessment Committee Chair

PRESENTER BIOGRAPHIES

SUNITA "SUNNY" COOKE, PH.D.

Dr. Sunita "Sunny" Cooke began her tenure as the superintendent/president of the MiraCosta Community College District on January 2, 2015. She has been a community college educator and a.m.nistrator since 1993, and a president since 2007. A recognized community college leader, Dr. Cooke came to MiraCosta from Grossmont College, located in El Cajon, California, where she served as president from 2007 to 2014.

CINDY L. MILES, PH.D.

Dr. Cindy L. Miles, chancellor of the Grossmont-Cuyamaca Community College District since March 2009, has brought her commitment to student learning, focus on organizational quality and innovation, and inclusive management style to this progressive district of East San Diego County, California. Working with the district's talented employees and an engaged governing board, Chancellor Miles balances service to students and community with the major budget challenges facing California's community colleges. Extensive use of data, technology, and creative partnerships coupled with a robust vision for the future have this district moving constantly forward.

PAMELA D. WALKER, ED.D.

Dr. Pamela D. Walker serves as vice chancellor for educational services at the California Community Colleges Chancellor's Office and leads the divisions of Academic Affairs, Student Services and Workforce and Economic Development.

Walker is a tireless advocate for the benefit of education working throughout her career to develop programs of distinction to better serve students. She is passionate about mentoring the next generation of leaders and has taught graduate classes and served on numerous dissertation committees. Dr. Walker received her bachelor's degree from Eastern Oregon State University in LaGrande, master's degree from California State University, Sacramento and doctoral degree in Organization and Leadership from the University of San Francisco.

PRESENTERS

Aschenbach, Cheryl, ASCCC At-large Representative

Beach, Randy, ASCCC At-large Representative

Brown, Tim, Riverside City College, ACCJC Commissioner

Bruno, Julie, ASCCC Vice President

Cooke, Sunita, President, Mira Costa College

Cooper, Kelly, West Valley College

Curry, Stephanie, Reedley College

Davison, Dolores, ASCCC Executive Committee

del Rosario C. Biddenback, María, Napa Valley College

Foster, Adrienne, ASCCC South Representative

Freitas, John, ASCCC Area C Representative

Hayward, Craig, Director of Research, Planning and Accreditation, Irvine Valley College

Howe, Mike, Research and Planning Group

Janio, Jarek, Santa Ana College

Kimble, Bobbi, Dean of Educational Support Services, Los Angeles Community College District

LaManque, Andrew, Associate Vice President for Instruction, Foothill College

May, Ginni, ASCCC North Representations and ASCCC Foundation President

Miles, Cindy

Morse, David, ASCCC President

North, Wheeler, ASCCC Treasurer

Pacheco, Robert, Assessment Chair, Research and Planning Group

Randall, Meredith, Vice President of Instruction, Shasta College

Rutan, Craig, ASCCC Area D Representative

Schaelen, Tracy, Southwestern College

Schultz, Joanne, Vice President of Administrative Services, Merced College

Shearer, Erik, Napa Valley College

Stanskas, John, ASCCC Secretary

Taylor, Alice, West Los Angeles College

Tena, Theresa, Vice Chancellor, IEPI

Walker, Pam, Vice Chancellor of Educational Services

Wellsfry, Norv, Associate Vice President, ACCJC Commissioner

Wetstein, Matt, Research and Planning (RP) Group

Wolniewicz, Rebecca, Southwestern College

Wolzinger, Renah, WestEd

Wornall, Robyn, Napa Valley College, Accreditation Liaison Officer

SAN DIEGO MARRIOTT MISSION VALLEY

RIO VISTA PAVILION

SIERRA 6

SIERRA 5

SALON C	RIO VISTA BALLROOM	SALON E
SALON B	SALON DS	ALON E	SALON G
SALON A		SALON F

SANTA FE 4

SANTA FE 3

BILBOA 2

BILBOA 1

Academic Senate for California Community Colleges
One Capitol Mall, Suite 340
Sacramento, CA 95814
www.asccc.org