

ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

ACCREDITATION INSTITUTE 2017

CHARTING THE COURSE

ACCREDITATION AS A TOOL FOR INSTITUTIONAL EXCELLENCE

Napa Valley Marriott
February 17-18, 2017



*Anno 1498 Peregrius navis exploratorum in signata, et hinc usque
classis Orientalis India in sortibus dictis, de India pergit, ubi a feris
consumpta animalibus paucis hominibus servata.*

The breakout sessions have been broken into four different strands. Watch for these icons next to the breakout titles:



Introduction to Accreditation



Moving Beyond the Basics — More Advanced Topics in Accreditation



Outcomes, Assessment, and Data



Accreditation Standards

Dear Institute Attendees,

On behalf of the ASCCC Accreditation Committee, welcome to the eleventh annual Accreditation Institute. At its heart, accreditation is a peer review process designed to help colleges improve and become more effective. With that goal in mind, our theme this year is “Charting the Course: Accreditation as a Tool for Institutional Excellence.” We hope that this institute will help colleges prepare their Institutional Self Evaluation Reports but also assist colleges to establish processes that help them move beyond the standards and ensure excellence. Finally, this institute will emphasize that accreditation is a continual process that is part of everything that we do, not something that we only have to worry about for eighteen months every seven years.

In the last few years, accreditation has been surrounded by uncertainty and fear. Whether you are new to accreditation or have been involved with the process for years, this year’s institute will have something for you. Sessions will not only include strategies to meet the standards but also information to move beyond compliance to make our institutions as successful as possible. The breakout sessions have been broken into four different strands: Introduction to Accreditation, Moving Beyond the Basics — More Advanced Topics in Accreditation, Accreditation Standards, and Outcomes, Assessment, and Data. Each session has a specific objective to make planning your experience at the institute. Hot topics like the disaggregation of student learning outcome (SLO) assessment data, using SLOs to improve instruction, and the future of accreditation are the general session topics because of their importance to all attendees, from accreditation newbies to seasoned accreditation experts.

Thanks to the members of the Accreditation Committee for the hours they have spent designing the program and developing the presentations, thanks to the members of the ASCCC Executive Committee for their leadership in planning every portion of the institute, thanks to all the presenters that have volunteered to come to Napa and share their considerable knowledge, and special thanks to Norv Wellsfry and Richard Winn from ACCJC for their contributions to this institute and their willingness to share the perspective of the commission with all of the participants. Finally, thank you to all the staff in the ASCCC office who spent hours working behind the scenes to make this institute a reality.

Enjoy the Institute!

Craig Rutan, Chair, Accreditation Committee

FRIDAY

February 17

8:30 a.m. to 9:30 a.m. Continental Breakfast, Registration and Sign In

Grand Ballroom Foyer

GENERAL SESSION ONE

9:30 a.m. to 11:00 a.m.

Merlot, Syrah & Cabernet (Grand Ballroom)

Welcome

Craig Rutan, ASCCC Accreditation Chair

Scanning the Horizon: New Requirements for Disaggregating Achievement and Outcomes Data

Randy Beach, ASCCC South Representative

Craig Hayward, Senior Researcher, RP Group

Although colleges have disaggregated student achievement data (e.g., completion, retention) by subpopulations for many years, the addition of standard I.B.6 in 2014 to require disaggregation of learning outcomes is still creating confusion and consternation throughout the California Community College System. In this session, presenters will discuss the opportunities and challenges presented by outcomes data disaggregation. Examples of analyses conducted by colleges that have disaggregated student learning outcomes data will be shared for review and discussion.



Accreditation 101

Zinfandel

Sam Foster, ASCCC South Representative

Zaida O'Connor, ASCCC Accreditation Committee, Antelope Valley College

Fabiola Torres, ASCCC Accreditation Committee, Glendale College

This session is especially geared for those who are attending their first Accreditation Institute and for those who are new to the local accreditation processes on their campus. 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. This session will also provide information on how distance education is addressed throughout all four standards as well as the role of the Accreditation Commission.



Learning by Doing: Participating on an Evaluation Team

Diamond Mountain

Kristina Allende, Mt San Antonio College

Ginni May, ASCCC North Representative

Dan Wanner, ASCCC Accreditation Committee, Los Angeles City College

An accreditation evaluation team is made up of professional peers who volunteer their time to review the quality of a college's programs, services, and institutional effectiveness. This session will focus on how to be invited to serve on an evaluation team, the training received, and how serving on a team can benefit your college as you prepare for your next Institutional Self Evaluation Report (ISER).



Student Learning Outcomes: Everything You Always Wanted to Know But Were Afraid To Ask

Atlas Peak

Randy Beach, ASCCC South Representative

Jarek Janio, ASCCC Accreditation Committee, Santa Ana College

Lisa Marchand, ASCCC Accreditation Committee, Cosumnes River College

After 14 years of wrangling with student learning outcomes as part of the accreditation standards, questions regarding assessing and reporting them persist, such as whether SLOs belong on a syllabus, whether SLOs should be in the catalog, and what impact SLO reporting might have on performance evaluations. Experienced facilitators will answer questions regarding learning outcomes, their role in the accreditation process, and their function in improving institutional effectiveness.



Mission, Academic Quality, and Institutional Effectiveness: Understanding Standard I

Castle Peak

Vernon Martin, ASCCC Accreditation Committee, Sierra College

Craig Rutan, ASCCC Accreditation Chair

Colleges must answer many questions when addressing the requirements of standard I in their Institutional Self Evaluation Report (ISER), including how effectively the college performs its mission, whether the college mission reflects the community the college serves, and how the college can demonstrate that it is satisfying its mission and meeting the needs of students and the community. Please join us for a discussion about the requirements of standard I and some strategies on how to address those requirements in a self evaluation.

Merlot, Syrah & Cabernet (Grand Ballroom)

Lunch

Welcome from ASCCC

Julie Bruno, ASCCC President

Welcome from ASCCC Foundation

Ginni May, ASCCC Foundation President

Moving SLOs from Meeting Accreditation Requirements to Improving Student Learning

Dolores Davison, ASCCC Secretary, Facilitator

Jarek Janio, ASCCC Accreditation Committee, Santa Ana College

Lisa Marchand, ASCCC Accreditation Committee, Cosumnes River College

Catherine Webb, Monterey Peninsula College

In 2002, student learning outcomes came to the California community colleges. While the intent of SLOs is to improve instruction, many colleges focused on compliance with requirements of the accreditation standards. Many faculty have begun looking at SLOs and reshaping them to improve the effectiveness of instruction and student learning. Panelists for this session will share their vision of how SLOs can be used to improve colleges and suggest ways to shift the dialog toward re-visioning SLOs as tools for improving student success.

2:15 p.m. to 2:30 p.m. Coffee Break



Distance Education and Accreditation — Going Beyond Describing Regular and Substantive Contact

Zinfandel

Dolores Davison, ASCCC Secretary

Conan McKay, ASCCC Representative-at-Large

Fabiola Torres, ASCCC Accreditation Committee, Glendale College

The issue with accreditation and online education not just about discussion forums fulfilling the requirement for regular and effective contact; it is about preparing faculty to design their courses that align with the locally decided distance education policies on regular and effective contact. This session will provide examples of faculty preparedness in course design as faculty prepare for accreditors to visit their online courses.



Program Review and Integrated Planning — A Conversation About Data

Diamond Mountain

Barry Gribbons, Deputy Chancellor, College of the Canyons

John Stankas, ASCCC Vice President

As colleges are asked to become more and more data driven regarding evaluation of programs and planning for future needs of their communities, sifting through copious streams of data can be overwhelming. In the context of accreditation, colleges evaluate their effectiveness at achieving their mission through quantitative and qualitative disaggregated data. Participants are encouraged to bring examples of their processes or listen to what other colleges are doing in this area of assessing institutional effectiveness.



Accreditation 102 (Substantive Change, Two-Year Rule, Annual Reports)

Atlas Peak

Julie Bruno, ASCCC President

Vernon Martin, ASCCC Accreditation Committee, Sierra College

Norv Wellsfry, Vice President of Substantive Change, ACCJC

Colleges strive to improve through change, but changes can raise questions regarding accreditation requirements, such as when a specific change necessitates submission of a Substantive Change Proposal, how and when do a Substantive Change Proposal should be submitted, what the Two-Year Rule of accreditation is and how it might impact a college, and how to complete an on-time Annual Report. Join us for a discussion about these issues and discover some resources and strategies in handling them at your college.



Leadership and Governance: Understanding Standard IV

Castle Peak

Irene Malmgren, Vice President of Instruction, Mt. San Antonio College

Kathleen Rose, Superintendent/President, Gavilan College

Craig Rutan, ASCCC Accreditation Chair

Dan Wanner, ASCCC Accreditation Committee, Los Angeles City College

An effective self-evaluation report should describe and document college and district decision-making processes, including the roles of all constituent groups. Please join us for a discussion about collegial governance, chief executive officers, governing boards, and the unique challenges faced by multi-college districts.

3:45 p.m. to 4:00 p.m. Break



Meeting the Standards for Every Student

Zinfandel

Dolores Davison, ASCCC Secretary

Fabiola Torres, ASCCC Accreditation Committee, Glendale College

Distance education also means distance student services. Whether they involve tutoring or counseling, student services must be prepared to offer online services equivalent to on campus services. This session will explore Online Educational Initiative resources that can help to better serve online student needs and inspire institutional plans to include online student services needs.



Long-term Planning in 5,000 Words: The Quality Focus Essay

Diamond Mountain

Randy Beach, ASCCC South Representative

Erik Shearer, Interim Vice President of Instruction, Napa Valley College

Dan Wanner, ASCCC Accreditation Committee, Los Angeles City College

Norv Wellsfy, Vice President of Substantive Change, ACCJC

The Quality Focus Essay (QFE) must describe multi-year, long-term directions for improvement in two or three areas a college has identified through its Institutional Self Evaluation Report. This session will describe the strategies used by those colleges that have written and begun to implement the action projects described in their QFEs.



New Challenges with Student Learning Outcomes?

Atlas Peak

Ginni May, ASCCC North Representative

Craig Rutan, ASCCC Accreditation Chair

Standard I.B.6 (disaggregation of student learning outcomes) and II.A.9 (issue course credit, certificates, and degrees based on attainment of learning outcomes) have brought student learning outcomes into places where colleges have traditionally tracked student achievement data. The mixing of student outcomes and student achievement may pose new challenges for colleges, and many colleges are searching for strategies to meet these standards without faculty having to collect more data. Please join us for a discussion about how to address these standards.



Libraries, Counseling and Athletics, Oh My! (Standard II B, C)

Castle Peak

Adrienne Foster, ASCCC Area C Representative

Jarek Janio, ASCCC Accreditation Committee, Santa Ana College

Lisa Marchand, ASCCC Accreditation Committee, Cosumnes River College

John Stankas, ASCCC Vice President

Libraries, counseling, and athletics all contribute to both a supportive student environment and the social and cultural dimension of the student learning experience. Creating structures outside of the classroom that support and nurture equitable student achievement is the pillar of this part of standard II. Join us for a discussion regarding how colleges integrate support services that lead to successful student achievement.

SATURDAY

February 18

7:30 a.m. to 8:30 a.m. Breakfast

Merlot, Syrah & Cabernet (Grand Ballroom)

BREAKOUT SESSION FOUR

8:30 a.m. to 9:45 a.m.



All About Resources (Standard III)

Zinfandel

Dolores Davison, ASCCC Secretary

Sam Foster, ASCCC South Representative

Zaida O'Connor, ASCCC Accreditation Committee, Antelope Valley College

This breakout will examine how institutions effectively use their human, physical, technology, and financial resources to achieve their mission and to improve academic quality and institutional effectiveness as described in Standard III. This interactive discussion will include effective ways to meet this standard in single – and multi-college districts as well as ways to use resources to support distance education and other courses not offered on the campus.



Helping the Site Team Evaluate Your Institution

Diamond Mountain

Kristina Allende, Mt San Antonio College

Irene Malmgren, Vice President of Instruction, Mt San Antonio College

Lisa Marchand, ASCCC Accreditation Committee, Cosumnes River College

Ginni May, ASCCC North Representative

Your college has completed its Institutional Self Evaluation Report and is gearing up for the site visit by the accreditation peer review team. How should the college prepare for the visit? Who will be on the visiting team? What will the visit be like? Who will the team request to meet with? What questions will the team ask? What information should the college share or not share? Please join the presenters in a dialog as they answer these questions and more. The presenters will share their personal experiences interacting with peer review team members during site visits at their colleges and with serving as peer reviewers on a visiting team. Attendees are encouraged to ask questions and share their own experiences.



Student and Support Services Outcomes

Atlas Peak

Adrienne Foster, ASCCC Area C Representative

Jarek Janio, ASCCC Accreditation Committee, Santa Ana College

Vernon Martin, ASCCC Accreditation Committee, Sierra College

John Stankas, ASCCC Vice President

Student service outcomes may present different challenges from instructional program outcomes, but like instructional program outcomes they must be assessed. Come join us in a discussion about approaches and strategies in assessing Student and Support Service outcomes (Standard II B, C) and how to address those requirements.



The Changing Federal Landscape of Accreditation

Castle Peak

Julie Bruno, ASCCC President

Cindy Miles, Chancellor, Grossmont-Cuyamaca Community College District

Craig Rutan, ASCCC Accreditation Chair

Richard Winn, Interim President ACCJC

In recent years, actions by the U.S. Department of Education and Congress have affected regional accreditors' evaluation of colleges. The creation of the College Scorecard, requirements to collect gainful employment data, increased scrutiny on graduation rates, and passage of the Accreditation Reform and Enhanced Accountability Act of 2016 are all recent or pending actions that could directly impact our colleges. Please join us for an update on current legislation and how recent changes could impact our colleges.

GENERAL SESSION THREE

10:00 a.m. to 11:45 a.m.

Merlot, Syrah & Cabernet (Grand Ballroom)

Future of Accreditation in the California Community Colleges

Craig Rutan, ASCCC Accreditation Chair, Facilitator

Helen Benjamin, Retired Chancellor, Contra Costa Community College District

Cindy Miles, Chancellor, Grossmont-Cuyamaca Community College District

David Morse, ASCCC Past President, Long Beach City College

Richard Winn, Interim President, ACCJC

Last year, the Board of Governors approved a plan to change accreditation in the California community colleges. For the past year two workgroups created by the college presidents and chancellors have been meeting to discuss changes to how ACCJC operates and to discuss different options for accreditation in the future. As this year's institute closes, our panel will discuss changes to accreditation that have already happened, changes that may be seen soon, and what accreditation might look like in the years to come.

Closing Remarks

Craig Rutan, ASCCC Accreditation Chair

Presenters

Allende, Kristina, Mt San Antonio College

Beach, Randy, ASCCC South Representative

Benjamin, Helen, Retired Chancellor, Contra Costa Community College District

Bruno, Julie, ASCCC President

Davison, Dolores, ASCCC Secretary, Facilitator

Foster, Adrienne, ASCCC Area C Representative

Foster, Sam, ASCCC South Representative

Gribbons, Barry, Deputy Chancellor, College of the Canyons

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

Malmgren, Irene, Vice President of Instruction, Mt. San Antonio College

May, Ginni, ASCCC North Representative

McKay, Conan McKay, ASCCC Representative-at-Large

Miles, Cindy, Chancellor, Grossmont-Cuyamaca Community College District

Morse, David, ASCCC Past President, Long Beach City College

Rose, Kathleen, Superintendent/President, Gavilan College

Shearer, Erik, Interim Vice President of Instruction, Napa Valley College

Stankas, John, ASCCC Vice President

Webb, Catherine, Monterey Peninsula College

Wellsfry, Norv, Vice President of Substantive Change, ACCJC

Winn, Richard, Interim President ACCJC

Accreditation Committee

Rutan, Craig, ASCCC Accreditation Chair

Janio, Jarek, ASCCC Accreditation Committee, Santa Ana College

Marchand, Lisa, ASCCC Accreditation Committee, Cosumnes River College

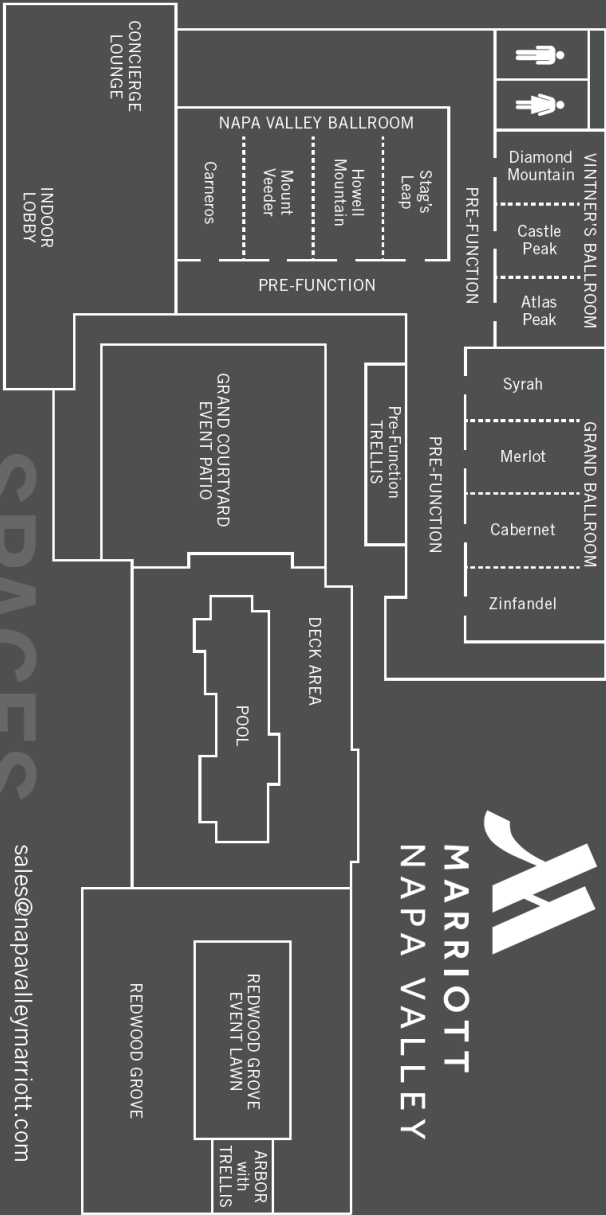
Martin, Vernon, ASCCC Accreditation Committee, Sierra College

O'Connor, Zaida, ASCCC Accreditation Committee, Antelope Valley College

Torres, Fabiola, ASCCC Accreditation Committee, Glendale College

Wanner, Dan, ASCCC Accreditation Committee, Los Angeles City College

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