The Role of Faculty Leadership in the Accreditation Process

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Accreditation Institute, Burlingame, CA
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The Role of Faculty Leadership in the Accreditation Process

As accreditation standards require faculty roles in governance and planning, the development of a college’s ISER and preparation for accreditation must include faculty. How do you get faculty involved? Are part-time faculty part of your process? Do you only have a couple of faculty who participate or are aware of the accreditation process? Join us to discuss strategies on how to include faculty (and the academic senate) in the planning and development of accreditation documents, gathering evidence, working collaboratively with all constituencies, and strategies for effectively communicating with the campus.
Overview

• What does accreditation really mean? What is the authority behind it?
• What do faculty have to do with accreditation?
• How do you involve online or part-time faculty?
• How and why do you involve sites?
• Some tricks of the trade to consider
• Involving faculty beyond their own college
Acronym-ese

- ACCJC – Accrediting Commission for Community and Junior Colleges
- WASC – Western Association of Schools and Colleges
- ISER – Institutional Self Evaluation Report
- QFE – Quality Focus Essay
- ER – Eligibility Requirement
- SLO – Student Learning Outcome
- USDE – United States Department of Education
- NACIQI – National Advisory Committee on Institutional Quality and Integrity
- CEO – Chief Executive Officer (College President or District Chancellor)
- CIO – Chief Instructional Officer (Vice President of Instruction or Academic Affairs)
- CBO/CFO – Chief Business/Financial Officer (Vice President of Administration)
- CSSO – Chief Student Services Officer (Vice President of Student Services)
- ALO – Accreditation Liaison Officer
- HEA – Higher Education Act
- CFR – Code of Federal Regulations
- ISS – Institutional Set Standards
What does accreditation really mean? What is the authority behind it?

• Federal Authority – Federally recognized accrediting agencies
  • Section 496 of the HEA and 34 CFR Part 602 provide certain requirements that an agency’s accrediting process must consider for each institution or program, including that the agency establishes appropriate measures for student achievement.

• Federal regulations + Local Accreditation standards
  • **Aligned** with Standards (issue with over 200 sub standards which *really* count as NOT meeting the standards)

• Specific to Individual College Mission
• Measured locally by ISS
• Moving forward in QFE
The ACCJC

Purposes of Regional Accreditation

• Encourage institutions to improve academic quality, institutional effectiveness, and ultimately, student success.

• Assure the educational community, the general public, and other organizations and agencies that an institution has:
  • clearly defined objectives appropriate to higher education;
  • has established conditions under which their achievement can reasonably be expected;
  • appears in fact to be accomplishing them; and
  • is so organized, staffed, and supported that it can be expected to continue to do so.
Dual Purposes of Peer Review

**COMPLIANCE**
- Eligibility Requirements
- Standards of Accreditation
- ACCJC Commission Policies and applicable federal regulations

**IMPROVEMENT**
- Institutional quality as reflected in their alignment with Standards
- Institutional effectiveness
- Student learning and student achievement
Mission is the Framework of the Review

There are four Standards that work together to define and promote student success, academic quality, institutional integrity, and excellence. The mission provides a framework for all institutional goals and activities. The institution provides the means for students to learn and achieve their goals, assesses how well learning is occurring, and strives to improve learning and achievement through ongoing, systematic, and integrated evaluation and planning. (Standard I).
Institution Set Standards (ISS)

- Standard I.B.3
  
  3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

- Standard I.B.5
  
  5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

- What do they mean? Data 101: Guiding Principles for Faculty
  

- Why do we have to have ISS?
- How are they determined?
- How are they reviewed and evaluated locally?
- A human enterprise and works in progress.
What do faculty have to do with accreditation?

How many changes in administrators have you had in the last year, two, five? This is not even a single accreditation cycle – have the faculty changed this rapidly?

Although planning and reports are often written by administration, faculty and classified are implementing the plan.

Faculty must integrate the planning from the student learning outcomes perspective.
For the California Community Colleges…
Title 5 §53200

(c) “Academic and professional matters” means the following policy development and implementation matters:

1. Curriculum, including establishing prerequisites and placing courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies;
4. Educational program development;
5. Standards or policies regarding student preparation and success;
6. District and college governance structures, as related to faculty roles;
7. **Faculty roles and involvement in accreditation processes, including self-study and annual reports;**
8. Policies for faculty professional development activities;
9. Processes for program review;
10. Processes for institutional planning and budget development; and
11. Other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.
(d) “Consult collegially” means that the district governing board shall develop policies on academic and professional matters through either or both of the following methods, according to its own discretion:

1. **relying primarily upon** the advice and judgment of the academic senate; or

2. agreeing that the district governing board, or such representatives as it may designate, and the representatives of the academic senate shall have the obligation to **reach mutual agreement** by written resolution, regulation, or policy of the governing board effectuating such recommendations.
Important “Primary Faculty” roles

• Curriculum and Program development and approval (Eligibility Requirement 9)
  
9. Educational Programs

The institution’s principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. (Standard II.A.1 and II.A.6)


The Course Outline of Record: A Curriculum Reference Guide Revisited (Spring 2017) [https://asccc.org/sites/default/files/COR_0.pdf](https://asccc.org/sites/default/files/COR_0.pdf)

• General Education (Eligibility Requirement 12)
  
12. General Education

The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes an introduction to some of the major areas of knowledge. General education courses are selected to ensure students achieve comprehensive learning outcomes in the degree program. Degree credit for the general education component must be consistent with levels of quality and rigor appropriate to higher education. (Standard II.A.12 and II.A.5)
Important “Primary Faculty” roles

- Student Learning Outcomes assessment (Eligibility Requirement 11)

11. Student Learning and Student Achievement

The institution defines standards for student achievement and assesses its performance against those standards. The institution publishes for each program the program’s expected student learning and any program-specific achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve the identified outcomes and that the standards for student achievement are met. (Standard I.B.2, 1.B.3, and II.A.1)

- Guiding Principles for SLO Assessment Fall 2010
  https://asccc.org/sites/default/files/publications/SLO-paper-Fall2010_0.pdf

- ASCCC ppt Strategies for Collecting Outcomes Data in Student Services
Important Faculty Roles (Standard II A.2)

2. (Applicable to institutions with comprehensive reviews scheduled through Fall 2019.) Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

(Applicable to institutions with comprehensive reviews scheduled after Fall 2019.) Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.
Important “Primary Faculty” – roles

Online

• 2 A.7

7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

• 2 C.3

3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

September 2018 Board of Governors (BOG) approved changes to Title 5 §§55200-55210

The ASCCC endorsed proposed changes to the regulations (Resolution 6.08 Spring 18) that include specific requirements that local academic senates, curriculum committees, and distance education committees incorporate separate course review for distance education courses. (ADA compliant, course quality, regular and effective contact.)
Adequate Faculty and Supports (Eligibility Requirements)

14. Faculty
The institution has a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to achieve the institutional mission and purposes. The number is sufficient in size and experience to support all of the institution’s educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning. (Standard III.A.7 and III.A.2)

15. Student Support Services
The institution provides for all of its students appropriate student support services that foster student learning and development within the context of the institutional mission. (Standard II.C.1 and II.C.3)

17. Information and Learning Support Services
The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning support services adequate for its mission and instructional programs in whatever format whenever and wherever they are offered. (Standard II.B.1 and II.B.4)
Involving Part-time Faculty Standard III.A.8

8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

• Who is in charge of professional development for Part-time faculty?
• How are they integrated into the life of the institution?
  • Opportunities to serve on the accreditation work is key to an institution-wide understanding.
  • Opportunities to serve on a visiting team provides even broader experience.
  • Would using an ISER as a text provide information that is relevant to part-time/adjunct instructors?
Involving part-time faculty

• How have attendees done this effectively?
• How important are part-time faculty – a little data on numbers. What do these numbers imply?
• Engage early
• Identify new faculty and those with important roles (CTE, Online, etc)
• Describe how accreditation work makes the other work easier
• Explain the importance of the input and the connection to institution-wide initiatives, support and dialog

California Community Colleges Chancellor's Office
Faculty & Staff Demographics Report

<table>
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<th>Employee Count</th>
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<tr>
<td>State of California Total</td>
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<td>Educational Administrator</td>
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How and why do you involve educational sites? And what else do you include?

• Standard II.A.1

A. Instructional Programs

1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

• Define locations and differences
• Include online, correspondence, foreign locations
• How have attendees done this effectively?
Some tricks of the trade to consider...

- Standing Accreditation committees
- Reassigned time
- Use the ISER template
- Record minutes for meetings and post them on a committee page
- Integration and publication through communication at every opening and closing day of the college
- Leveraging accreditation to get work done
- Librarians help with evidence organization
- Communication by communication faculty
- Designing a website early
- Student involvement on committees and during the visit
Involving faculty beyond their own college

• Joining visiting teams
  • Volunteer
  • Schedule and show up!
  • Do the homework
  • The best professional development
  • It is like seeing a college from the space shuttle
Still have questions??
Resources (and these can serve as evidence of process if you follow them)

- Data 101: Guiding Principles for Faculty
  [https://asccc.org/sites/default/files/publications/Data101Feb2010_0.pdf](https://asccc.org/sites/default/files/publications/Data101Feb2010_0.pdf)

- ASCCC Guiding Principles for SLO Assessment Fall 2010
  [https://asccc.org/sites/default/files/publications/SLO-paper-Fall2010_0.pdf](https://asccc.org/sites/default/files/publications/SLO-paper-Fall2010_0.pdf)

- ASCCC ppt Strategies for Collecting Outcomes Data in Student Services

- ASCCC Effective Practices for Educational Program Development Spring 2018

- ASCCC The Course Outline of Record: A Curriculum Reference Guide Revisited (Spring 2017)
  [https://asccc.org/sites/default/files/COR_0.pdf](https://asccc.org/sites/default/files/COR_0.pdf)

- ACCJC Accreditation Standards

- ACCJC Eligibility Requirements