



ACADEMIC SENATE
FOR CALIFORNIA
COMMUNITY COLLEGES

FACULTY
LEADERSHIP
INSTITUTE

VIRTUAL EVENT

Accreditation and the Role of Academic Senates
Wednesday, June 16, 2021
11:00am – 12:15pm



Presenters:

- Christopher Howerton, ASCCC North Representative
- Carrie Roberson, ASCCC At-Large Representative





Breakout Description:

Every college strives to create processes of quality assurance and continuous improvement to demonstrate and ensure its service to students and community. In addition, faculty roles and involvement in accreditation processes, including self-study and annual reports is recognized in #7 of the 10+1. This breakout provides an overview of ACCJC accreditation process and standards, the current formative/summative assessment model pilot, and how accreditation processes work in multi-college districts.





Breakout Overview

- Why Accreditation?
- Brief Introduction to the Accreditation Standards
- Role of Local Academic Senates in Accreditation
- The Role of ACCJC
- Accreditation Process and ACCJC's Formative/Summative Pilot Process
- New Standards development process and timeline.



Why Accreditation?



Accreditation could be considered quality assurance

“The purpose of regional accreditation includes encouraging institutions to improve academic quality, institutional effectiveness, and ultimately, student success” (accjc.org).



Accreditation focuses on:

Institutional commitments
Evaluation planning and improvement
Student learning and student achievement
Organization
Dialogue
Institutional Integrity





ACCJC Accreditation Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

Standard I	Description
I.A.	Mission
I.B.	Assuring Academic Quality and Institutional Effectiveness
I.C.	Institutional Integrity





ACCJC Accreditation Standard II: Student Learning Programs and Support Services

Standard II	Description
II.A.	Instructional Programs
II.B.	Library and Learning Support Services
II.C.	Student Support Services





ACCJC Accreditation Standard III: Resources

Standard III	Description
III.A.	Human Resources
III.B.	Physical Resources
III.C.	Technology Resources
III.D.	Fiscal Resources





ACCJC Accreditation Standard IV: Leadership and Governance

Standard IV	Description
IV.A.	Decision-Making Roles and Processes
IV.B.	Chief Executive Officer
IV.C.	Governing Board
IV.D.	Multi-College Districts or Systems





Role of Local Academic Senates

- Provide and ensure faculty leadership and involvement in accreditation
- Faculty roles and involvement in accreditation is considered an academic and profession matter - Title 5§5320(c)(7)
- Academic Senate President's signature is required on many formal reports for ACCJC. Work with scheduling appropriate time for vetting of documents.
- As senate leaders you can set the tone for how your campus approaches the accreditation process.





Accreditation in a Multi-College District



- Remember that ACCJC does not grant accreditation to college districts, only to individual colleges.
- Local academic senates and faculty who are working on accreditation reports may need to coordinate efforts with others in their districts.





Role of ACCJC

The Accrediting Commission for Community and Junior Colleges (ACCJC) is one of seven regional accrediting organizations in the United States. The ACCJC accredits private and public colleges that provide students two-year education programs and confer the associate degree. The Commission's scope includes colleges in California, Hawaii, and American territories and protectorates in the Pacific Ocean.





The Process Overview

“Each institution affiliated with the ACCJC accepts the obligation to participate in a cycle of periodic evaluation through institutional self-evaluation and review by teams of peer reviewers. Teams conduct an evaluation review following completion of institutional self-evaluation in order to determine the extent to which an institution meets the Commission’s Standards. Team members, selected for their expertise, make recommendations to meet the Commission’s Standards, make recommendations for improvement, commend exemplary practices, and provide both the college and the Commission with a report of their findings” (accjc.org).





The Typical Process

- *College develops their ISER (Institutional Self Evaluation Report) and submits to ACCJC*
- *ACCJC assigns a peer team (including administration, faculty, others) who volunteer their time, expertise, and talents to review the college reports, and evidence. The individuals selected to be on these teams undergo rigorous trainings prior to reviewing college documents and report writing.*
- *Team writes a report and conducts a site visit to verify and collect appropriate evidence*
- *The team submits a report to ACCJC*
- *ACCJC will allow the college CEO to offer suggestions for “correction of facts” and submitted to the commission for consideration*
- *In addition to a final overall determination of status, results from the commission may include formal commendations, and/or recommendation for compliance, and/or recommendation for improvement.*





Pilot: Formative/Summative Comprehensive Review Goals

According to the [ACCJC Formative/Summative Peer Review Team Training Manual](#)

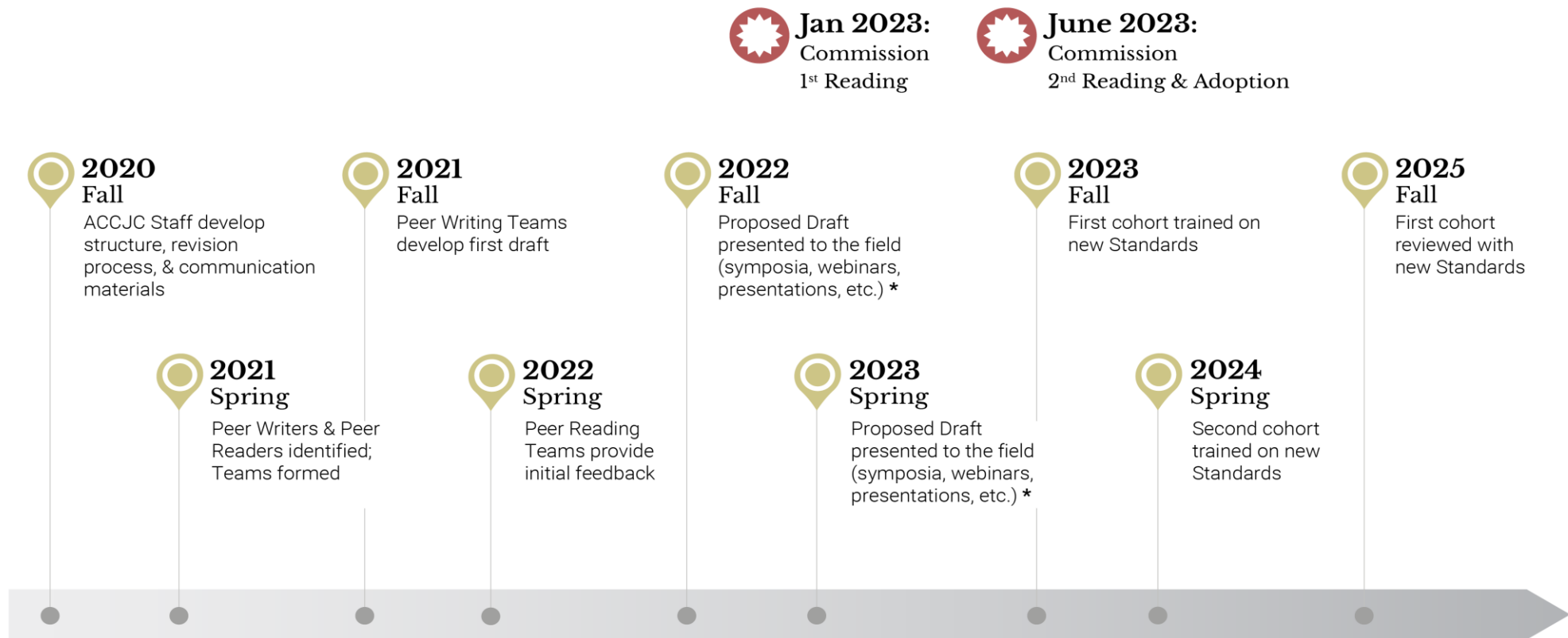
1. To eliminate any element of fear or surprise on the part of the college that often accompanies a comprehensive review
2. To underscore the importance of the comprehensive review as an occasion to foster and guide institutional improvement
3. To structure the Focused Site Visit on core accreditation issues by having already confirmed alignment and compliance on operational matters demonstrated in the institutional Self-Evaluation Report (ISER).
4. To more fully utilize the wisdom of the peer review team by providing time for an institution to consider and adopt the team's advise as an integral part of the comprehensive review – and while the issues are current and advise is relevant.



Visual Representation of the ACCJC Pilot Formative/Summative Process



ASCCC Standards Review Tentative Timeline

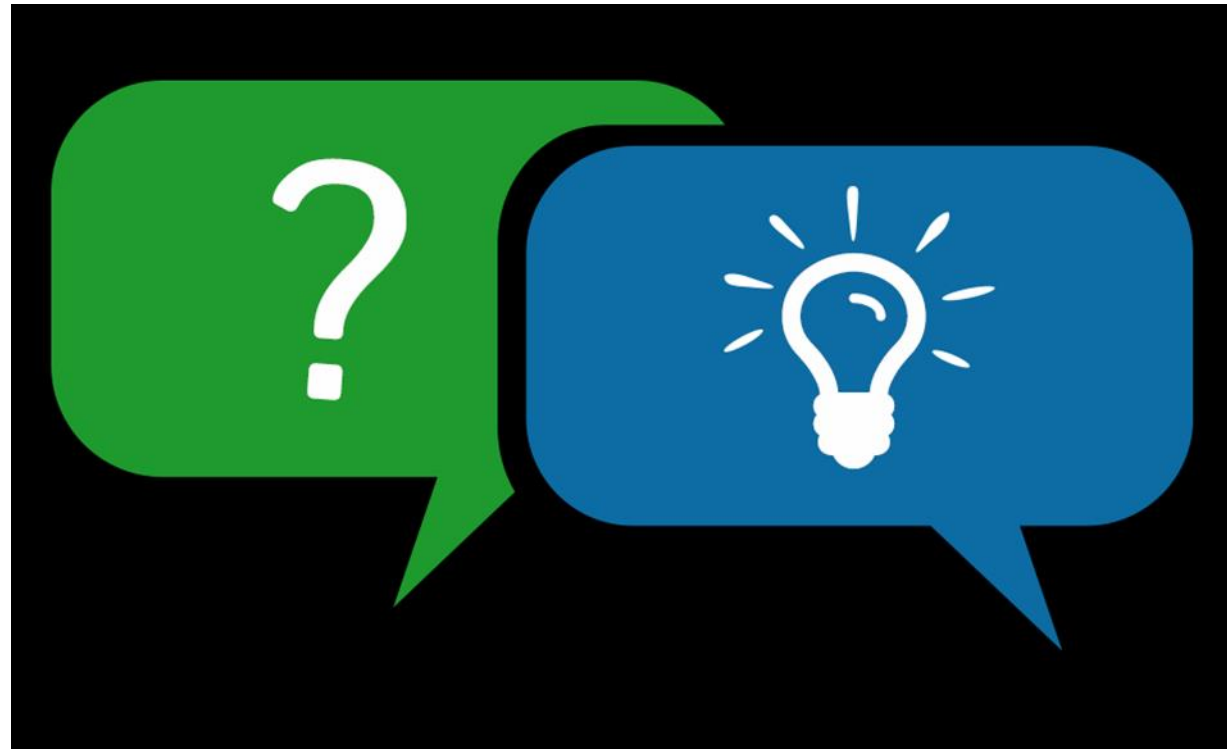


* Feedback from the field incorporated as appropriate for inclusion in subsequent draft.





Questions and Additional Discussion





Additional Resources/Opportunities:

- ACCJC (accjc.org)
- [ACCJC Formative/Summative Peer Review Team Training Manual](#)
- [Accreditation Standards \(Adopted June 2014\)](#)
- [*Effective Practices in Accreditation A guide for Faculty* \(2015\)](#)
- ASCCC Accreditation Institute (February 2022 – Tentative Date) More information will be coming!

