

2014 ACCJC Standards

Evolution or Revolution?

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What is Accreditation?

- Higher Education Act
 - Strengthen educational resources
 - provide post-secondary students with financial assistance
 - reauthorization
- Department of Education (DE)
- Council for Higher Education Accreditation (CHEA- the accreditors' accreditor)



What is Accreditation?

- Western Association of Schools and Colleges (WASC)
- Accrediting Commission for Community and Junior Colleges (ACCJC)
 - sets standards, eligibility requirements and policies.
- Role of Member Colleges
 - peer review process



Process to Change Standards

- Evolutionary change 2002-2014
- Revision began in Nov. 2011 to June 2013
- Comment Period
- Website
- Regional opportunities
- Annotated version coming



General Changes/Information

- New numbering
- No more themes
- Catalog requirements revised and moved to end (were in II.B)
- Effective Spring 2016
 - RP Group working with Napa Valley College to pilot.



Mission and Student Achievement

- Revisions to mission include a renewed focus and emphasis on completion by revising standard to require colleges to include specific types of degrees and certificates offered as part of mission (I.A.1)
- Will this require a change to your college's mission?
- Will this require a change to your college's planning processes?



Mission and Outcomes

- Emphasis on data to measure achievement of mission (I.A.2).
- Emphasis on relation between mission, resource allocation, and student achievement goals more precisely (I.A.3).
- Outcomes are named specifically as metrics for institutional achievement in academics and student support services (I.B.1-I.B.6).

Mission and Outcomes

- The term “program review” is used (I.B.5)
- Disaggregation of student data (I.B.6).
- Addition of “Student Learning Outcomes for Programs and Degrees” as required catalog information

PROGRAM REVIEW

Distance Education

- Stepped up scrutiny at the federal level.
- Emphasizes a difference between distance education and correspondence education.
- Same library and student support services online as face-to-face (II.C.1.B).
- Continued training for students in information competency (II.C.1.B).



Integrity

- Defined as “concept of consistent and ethical actions, values, methods, measures, principles, expectations, and outcomes, as defined by institutions; and of clear, accurate, and current information available to the college community and public.”



Integrity

- “Integrity” added to title of Standard I
- used 24 times throughout new standards
- Title of new Standard I.C.
- Keep in mind the types of colleges in ACCJC’s member colleges (profit/private/public).



Integrity

- Integrity includes transparency of total cost of education for students (I.C.6)
- Includes communication of outcomes assessment results as vital to how the institution presents itself to students.





Integrity

- Includes integrity of conduct for **ALL** staff in all contexts (from the classroom to the board room).
- Additional language holding institutions accountable for reacting to recommendations within the time determined by ACCJC (I.C.12).

Integrity

Academic integrity vs.

Institutional integrity:

- Ethics vs. transparency?
- How will these be enforced?
- How can the ASCCC help you ensure integrity is maintained?
- Is institutional integrity linked to institutional stability?
- How do you prove you have “integrity”?



Standard III.A

Human Resources: Evaluations



Daddy,
do you like
my picture?



Honey,
if you'd like me
to be objective,
I'll have to create
a rubric.



Standard III.A

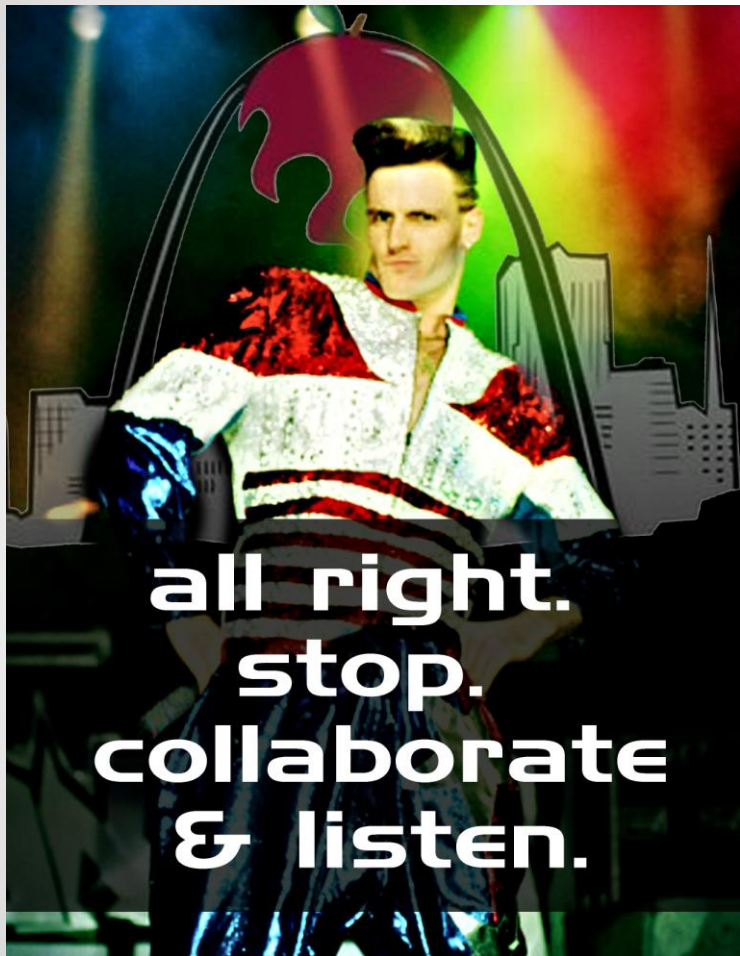
Human Resources: Evaluations

- III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes. **(2002)**
- III.A.6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of the effectiveness of producing that learning. Those employees use the results of the assessment of learning outcomes to improve teaching and learning. **(2014)**
- *How are these statements different?*

Resolution 2.01

Resolved, That the Academic Senate for California Community Colleges recommend that Standard III A. 6 of the Accreditation Standards, adopted in June 2014 by the Accrediting Commission for Community and Junior Colleges (ACCJC), be interpreted for faculty as follows and disseminate this interpretation to local colleges, system partners, and the ACCJC:

Faculty are responsible for using the results of the assessment of student learning to participate in college processes to evaluate student achievement at the course, discipline, and college-wide scale as appropriate. Faculty should engage in professional growth and development that improves teaching and learning. The effective participation of faculty in these collegial processes may be a factor in the evaluation of faculty; however, the results of assessments of learning outcomes are not a basis for faculty evaluation.



Standard III.A: Part-Time Faculty

- New standards seek to emphasize the role that part-time faculty must play in decision making processes (III.A.7).

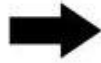
Standard III.A: Part-Time Faculty

- “The Institution maintains a sufficient number of faculty with full-time responsibility to the institution.” (2002, III.A.2)
- “The institution maintains a sufficient number of **qualified** faculty, **which includes full time faculty and may include part time faculty**, to ensure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.” (2014, III.A.7)

Standard IV: Leadership and Governance



- Similar subheadings for clarity.
- Clarifies specific requirements for CEOs, boards, and multi-college districts.
- Renewed and stronger language on board ethics (IV.C.11)





Thank You!