

Housekeeping and ASCCC Resources

ASCCC GP Canvas - <https://tinyurl.com/CCC-GP2018>

ASCCC Guided Pathways RESOURCES

<https://www.asccc.org/guided-pathways>

Welcome! We'll be with you shortly.
The chat will be used for questions and input.
All attendees will be muted.



Academic Senate
for California Community Colleges

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Guided Pathways and Accreditation

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Orienting Faculty to Teaching in a Guided Pathways Institution

How do we teach differently in a Guided Pathways world? If Guided Pathways redesign is about equity-mindedness and meeting students where they are at, what does that mean for individual classroom considerations and content? While GP requires institutional changes, implementation within the classroom is key. Join us to find examples of the innovative and effective use of classrooms in helping students be successful.

5/8/2019 Noon – 1:00 PM

TODAY: Guided Pathways and Accreditation

The goals of Guided Pathways align with many of the accreditation standards required, but these are not new to accreditation. Many aspects of accreditation are supported by GP principles; but some colleges have found legislative mandates and Guided Pathways a challenge to their existing mission. Some pressures from GP impact our student populations or ignore them. How do you maintain institutional integrity and use GP to help with accreditation.

5/1/2019

Noon – 1:00 PM

The Reality of Change to Our System



- How do we respond to all these changes?
- Can we still be innovative when our colleges are so regulated?
- Can we reinvent ourselves to meet these challenges and provide strong support for students?

Guided Pathways and Accreditation

Aligning two major frameworks together in order to accomplish the same outcome while focusing on different processes that are often layered and intersecting.

- Pliable and agile
- Manage change
- Facilitate and maintain student success
- Compliance with regulations and education code
- Flex and scale to changing educational conditions
- “Integrated Planning” for student success and support



If I ruled the world...



Things that I can do as a GP coordinator to help my college intertwine guided pathways and accreditation

- Guided Pathways Task Force and Accreditation Coordinating Committee meet regularly to align their work related to the scale of adoption and achieving and maintaining compliance.
- Guided Pathways Pillars become embedded measures in Program Review so that SLOs, PSLOs, and ISLOs all reflect the Guided Pathways framework while simultaneously demonstrating compliance.
- All College ARRr tied to Guided Pathways and new legislative changes such as AB705, SCFF, Student Equity and Achievement Program, etc, which will be reflected in the AUOs.
- Student engagement, student voice, and student success will be prioritized in GP and accreditation
- The Quality Focus Essay will be written thru GP lens



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What do you think the role of accreditation is?

**Is your college integrating guided pathways and accreditation?
If so, how?**

Please place your responses in the chat



Handy Accreditation Acronyms

- ACCJC – Accrediting Commission for Community and Junior Colleges
- ALO – Accreditation Liaison Officer
- CFR – Code of Federal Regulations
- HEA – Higher Education Act
- ISER – Institutional Self Evaluation Report
- ISS – Institutional Set Standards
- SLO – Student Learning Outcome
- QFE – Quality Focus Essay
- USDE – United States Department of Education
- WASC – Western Association of Schools and Colleges
- NACIQI – National Advisory Committee on Institutional Quality and Integrity



Eligibility Requirements? Standards?

Eligibility Requirements

Conditions a college must meet to be eligible for initial accreditation



Standards

Building upon the ERs, institutional policy/practices that lead to achievement of mission / continuous quality improvement



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The Purpose of Accreditation

“The primary purpose of an ACCJC–accredited institution is to foster student learning and student achievement. An effective institution ensures that its resources, programs, and services, whenever, wherever, and however delivered, support student learning and achievement. The effective institution ensures academic quality and continuous improvement through ongoing assessment of learning and achievement and pursues institutional excellence and improvement through ongoing, integrated planning and evaluation.”¹



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¹ACCJC Accreditation Standards https://accjc.org/wp-content/uploads/Accreditation-Standards_-Adopted-June-2014.pdf

The Purpose of **Guided Pathways**

“The primary purpose of a ~~ACCJC-accredited~~ **Guided Pathways** institution is to foster student learning and student achievement. An effective institution ensures that its resources, programs, and services, whenever, wherever, and however delivered, support student learning and achievement. The effective institution ensures academic quality and continuous improvement through ongoing assessment of learning and achievement and pursues institutional excellence and improvement through ongoing, integrated planning and evaluation.”¹

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What about Innovation?



- ACCJC Mission: “foster institutional excellence and continuous improvement through innovation”²
- A guided pathways institution is a place where innovation, creativity and risk-taking are nurtured.
- ACCJC “Core Value”:
 - “Institutional Improvement: ACCJC Standards create an institutional culture reflective of higher education’s best practices to guide and strengthen an ongoing culture of continuous quality improvement.”²
- Working on pathways provides evidence of meeting the core values and standards



So where do the GP Principles/ACCJC standards intertwine?



Mission is the local Accreditation Guide - like in Guided Pathways

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).



Mission, Impossible?

- Accreditation is mission-focused
- Peer review focuses on how the institution addresses the standards (policies and practices) that support student success
- **Guided pathways** helps define those policies and practices through:
 - Inquiry
 - Design
 - Research and data
 - Evidence-based decision-making
 - Cross-functional collaboration
 - Innovation and risk-taking



Clarify the Path: ERs and Standards

- Standard I.A.1 (ER 6)
 - Clarify student population and mission and clarity in all publications
- Standard II.A, II.B
 - Clarifying programs and purposes transfer, career
- Standard II.A. 3
 - The institution's programs and services are aligned with its mission
- Standard I. C
 - The institution assures the clarity, accuracy, and integrity of information
- Standard I. C. 4
 - The institution describes its certificates and degrees in terms of their purpose, content, course requirements...



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ER 9 and Clarifying the Path

- 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 outcomes. (Standard II.A.1 and II.A.6)
- Guided Pathways' emphasis on curriculum integrity, relevance, and program outcomes
- Beginning with the end in mind

- Effective Practices for Educational Program Development Spring 2018
https://www.asccc.org/sites/default/files/Ed_Program_Development.pdf
- The Course Outline of Record: A Curriculum Reference Guide Revisited (Spring 2017) https://asccc.org/sites/default/files/COR_0.pdf



Clarify the Path: Faculty Roles

- Standard II.A.2 . 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.
- Practices common to American higher education have been documented with processes and research in ASCCC papers¹

¹Effective Practices for Educational Program Development Spring 2018
https://www.asccc.org/sites/default/files/Ed_Program_Development.pdf

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



Clarify the Path: Clear Programs

- Standard II.C.6 (ER 16)

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.

The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

- Program Mapping
- Clarity in program requirements
- Relevance of program requirements
- Total cost to degree

**Academic
Programs**



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Enter the Path: ERs and Standards



Standard II.A.4

- distinguishes pre-collegiate curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed

Standard II.C.7

- regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.



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Enter the Path: Integrity in Communication

- I.C.1 The institution assures the **clarity, accuracy, and integrity** of information provided to students and prospective students...The institution gives **accurate** information to students and the public about its accreditation status with all of its accreditors. (ER 20)
- I.C.2 The institution provides a **print or online catalog** for students and prospective students with **precise, accurate, and current information** on all facts, requirements, policies, and procedures... (ER 20)

Integrity®



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Enter the Path: Standards

- I.C.3 The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)
- I.C.4 The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.



Stay on the Path: ERs and Standards

- Standard I. A. & C
 - Clear communication on paths
- Standard II. A, B, C
 - Clear analysis and assessment for improvement
- Standard II.C.5
 - counseling and/or academic advising programs to support student development and success



Stay on the Path: ERs and Standards

- Standard II.A.7
 - effective 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.
- Standard II.C.3 (ER 15)
 - equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.



Ensuring Learning: ERs and Standards

- Standard I. B. 1 & 2 (ER 11)
 - Defining student outcomes and achievement standards, and ensuring students meet those outcomes
- Standard II. A & B
 - Sustained dialog and adequate data analysis that ensure learning for all programs and student support

The graphic features the words "Teaching & Learning" in a large, blue, cursive script. The ampersand is a smaller, green, cursive script. The text is set against a background of light blue and green geometric shapes, including triangles and parallelograms, which are slightly overlapping and semi-transparent.

Ensuring Learning: SLO

- Standard II.A.11 The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.
- Outcomes provide mapping strategies to connect program requirements with relevance to students
- Many ASCCC resources on SLOs

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

<https://asccc.org/sites/default/files/2019-02%20SLO%20Symposium%20ASCCC.pdf>



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Ensuring Learning: General Education

- Standard II.A.12 (ER 12)
 - The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees
- This speaks to the ability to have exploration in a breadth of fields but requires planning, scheduling and guidance with each pathway.
- It speaks to having cross disciplinary work on GE and scheduling and program mapping.

Questions and Comments



NEXT WEEK: Orienting Faculty to Teaching in a Guided Pathways Institution

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Additional Resources



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ASCCC Guided Pathways RESOURCES <https://www.asccc.org/guided-pathways>

- Data 101: Guiding Principles for Faculty

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

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