

DRAFT #2
2020 Accreditation Institute
February 21-22,
San Diego Marriott La Jolla
4240 La Jolla Village Drive, La Jolla, CA 92037

Title: Equity, Guided Pathways and Accreditation: A Partnership for Student Success

Goals for this Accreditation Institute

1. Show the alignment of Guided Pathways, Equity and Diversity with Accreditation
2. Identify how Faculty can take a lead role as drivers of continuous quality improvement
3. Promote cross-functional collaboration for holistic responses to the Accreditation Standards focusing on systemic support for student success

Types of Breakout Sessions

- 1) **Informative**-Workshops focus on the presentation of information to attendees. These breakouts will be lecture style with the use of presentation technology such as PowerPoint
- 2) **Collaborative**- Workshops focus on the sharing of ideas and information between presenters and attendees and among attendees
- 3) **Interactive**- Workshops combine the lecture style of informative workshops but might also have interactive collaborative activities such as small group work or think/pair/shares

Friday, February 21, 2020

Continental Breakfast

8:00-9:00

Welcome

John Stankas, President

General Session 1-

9:00 am - 10:15 am

Salon DE

Welcome

John Stankas, President

Equity, Guided Pathways and Accreditation: A Partnership for Student Success

Sonya Christian, Bakersfield College

Stephanie Curry, ASCCC North Representative, Accreditation Committee Chair

Stephanie Droker, ACCJC Executive Vice President

Accreditation and Guided Pathways are both focused on the assessment and improvement of institutional systems. As each of our colleges reviews systems, processes and policies through the guided pathways framework we focus on how we can improve our institutions and make them student centered. In this opening session, learn about the ACCJC recent changes to streamline processes and focus on innovation and excellence rather than compliance. Learn how the important work being done in California Community Colleges in Guided Pathways and Equity provides evidence of meeting ACCJC Accreditation standards.

Breakout Session 1

10:30 am - 11:45 am

1. Accreditation 101 in a Guided Pathways Framework (Standards I-IV) INTERACTIVE

Roy Shahbazian, Santa Ana College
Sonya Christian, Bakersfield College
Stephanie Droker, ACCJC Executive Vice President

Following up on the first general session come and learn about how Accreditation Standards and eligibility requirements fit in a Guided Pathways Framework. How does the work California Community Colleges are doing in Guided Pathways and Equity addressing ACCJC accreditation standards.

2. Instructional and Student Support Partnerships to Meet Standard II (Standard II) INTERACTIVE

Ted Blake, Mt San Jacinto College
Celia Huston, San Bernardino Valley College
Barbara Dunsheath, East Los Angeles College, ACCJC Commissioner

IIb or not IIb? IIc or not to IIc? These are good questions when considering the massive Standard II! In this interactive session, participants will consider Standard II from the perspective of library, learning services, and student support at their colleges in responding to standard II. Are we not only seeing the needs of our students but also have supports in place for them? Where are our programs deliberately working to narrow opportunity gaps for students? How are pathways being designed with the student in mind? We will consider these questions and work together in short activities as a primer for writing Standard II in the ISER.

3. Distance Education and Accessibility (including US Dept. of Education Regulations) (Standard I-III) INFORMATIVE

Ekaterina Fuchs, City College of San Francisco
Amanda Taintor, Reedley College
Kevin Bontenbal, Cuesta College, ACCJC Commissioner

What are the ACCJC and Department of Education standards and regulations regarding Distance Education and Accessibility? Come to the breakout and learn how to support student success in online education and through effective accessibility practices address disproportionately impacted student success and achievement.

4. Outcomes: Driving Equity, Improvement and Innovation (Standards I and II)
INTERACTIVE

Randy Beach, Southwestern College and ACCJC Commissioner
Stephanie Curry, North Representative

Outcomes, once synonymous with compliance, have evolved to be an essential element of Guided Pathways and Equity work. The assessment of outcomes has driven discussions of improving classes, programs, systems and structures. Learn how your colleges can use outcome data (qualitative and quantitative) to show improvement, innovation and evidence of meeting the standard.

5. Equity and Facilities Planning –Spotlight Santa Monica Equity Walk (Standard IIIB)
INFORMATIVE

Nathaniel Donahue, At Large Representative
Sam Foster, South Representative

The physical environment in which students learn and grow is an important vehicle for the practice of equity. The campus itself must represent, serve, and reflect the students we teach in order to create strong and robust communities while fulfilling the spirit of Standard IIIB. Come learn how to lead an “equity walk” on your campus, and strategies regarding how to use the physical environment on your campus to promote student success and the practice of equity.

Lunch 12:00-1pm
La Jolla Foyer

General Session 2—Making Accreditation Student Centered through Guided Pathways

Salon DE
1-2pm

Stephanie Curry, North Representative, Accreditation Committee Chair
Virginia “Ginni” May, Treasurer, Guided Pathways Task Force Chair

As our colleges examine our institutional systems through the Guided Pathways framework and refocus on addressing barriers to student success, how can that work inform our Accreditation work? How can we turn our reading of Accreditation Standards from a compliance focus to student centered focus? How can processes in the 10 + 1 such as curriculum, program review, strategies for student success and student learning outcomes support colleges to meet

standards? In this interactive session, attendees will work together, to identify key standards that are addressed by our student centered Guided Pathways work.

Breakout Session 2

2:15 pm - 3:30 pm

1. The Partnership between Faculty and the ALO (Standards I-IV) INTERACTIVE

Sheri Berger, Los Angeles Pearce College
Yvonne Grigg, Los Angeles Pearce College
Sam Foster, South Representative

Faculty roles in Accreditation is number 7 in the 10+1. Learn how to create effective roles for faculty in accreditation with a focus on the important working relationship between faculty Accreditation Coordinators and Accreditation Liaison Officers (ALOs).

2. Understanding Budget Processes and the Student Centered Funding Formula (SCFF) in Relation to Standard III (Standard IIID) INFORMATIVE

Stephanie Curry, North Representative
Mario Rodriguez, Los Rios Community College District (Tentative)

In light of the implementation of the Student Centered Funding Formula (SCFF) many colleges are having significant planning discussions about budgeting and finance. Guided Pathways has focused that discussion on strategically supporting student success and completion. Learn how colleges can use this assessment to meet Standard IIID.

3. Guided Pathways and Program Review (Standards I-IV) INTERACTIVE

Amanda Taintor, Reedley College
Virginia "Ginni" May, Treasurer, Guided Pathways Task Force Chair

Program Review has long functioned to ensure that our colleges adhere to a cycle of continuous evaluation and improvement and is used as evidence in Accreditation. As we completely redesign our colleges and focus on equitable completion and job placement rates Program Review will change from being focused on our institutions to being centered on our students. This session will focus on the question "What does it mean to have a student centered Program Review process?"

4. "Ensuring Learning, Maintaining Standards, and practicing Equity in the Classroom Through Curricular Processes" (Standard I, II) (Donahue) COLLABORATIVE

Nathaniel Donahue, At Large Representative
Stephanie Droker, ACCJC Executive Vice President

The "intensity" and "difficulty" of a course are listed in Title 5 as standards and criteria to consider in the development of our curriculum. How can we use these curricular concepts, the COR, and SLOs to maintain standards and ensure learning at the appropriate level, while

facilitating the timely completion of students' goals via a Guided Pathways framework while aligning with standards expected by the CSUs and UCs? In addition, what role do faculty and others in the process (the curriculum committee, advisory boards, local boards, the CCCCCO, etc.) play in ensuring the practice of equity through Curriculum? Come learn and brainstorm how to use the curricular process creatively in order to increase student success while maintaining the rigorous local, state, and regional standards of IGETC, CSU GE, and the Program and Course Approval Handbook (PCAH).

5. Sharing Our Stories and Best Practices-- Institutionalizing Accreditation Processes
(Standards I-IV) (Romero) COLLABORATIVE

Elizabeth Romero, Clovis Community College
Leandra Martin, Mission College
Ian Walton, ACCJC Commissioner

Come share and learn with your colleagues what you find works or does not work in the Accreditation process. Let's learn from each other and bring back ideas to our colleges.

Breakout Session 3

3:45 pm - 5:00 pm

1. Faculty and IR Data Partnerships: how to tell your story (Standards I-IV) INTERACTIVE

Ekaterina Fuchs, City College of San Francisco
Craig Rutan, Santiago Canyon College (Tentative)
Gohar Momjian, ACCJC Vice President

Come and discuss the partnership between Faculty and Institutional Research including the partnership between the ASCCC and the RP Group. Presenters will discuss examples of successful research partnerships and how that data is being used to improve student success and show evidence of meeting accreditation standards. The session will focus on using qualitative and quantitative data to accurately tell the story of what is happening at your college.

1. Accreditation Challenges and Opportunities in a Multi-College District (Standard IVD)
INFORMATIVE

Roy Shahbazian, Santa Ana College
Stephanie Curry, North Representative
Leandra Martin, Mission College

Standard IVD is specifically designed for Multi-College districts but many other standards including those in the areas of Human Resources, Technology, Facilities and Budgets and even Instruction may require districtwide discussion and collaboration. Come and learn about how colleges can support intra-district collaboration to meet accreditation standards.

2. Human Resources Standards and their Impact on Equity and Faculty Diversification
(Stankas, Romero) (Standard IIIA) INFORMATIVE

Elizabeth Romero, Clovis Community College

Jake Knapp, Los Rios Community College District (Tentative)

John Stankas, President

One of the main goals for the CCCCCO and the ASCCC is faculty diversification. Learn about those efforts and how this focused work on equity, diversification and inclusion can address the Human Resource Standards.

3. Too Much or Too Little: Making Evidence Meaningful (Standards I-IV) (Berger)
COLLABORATIVE

Sheri Berger, Los Angeles Pearce College

Nathaniel Donahue, At Large Representative

Ian Walton, ACCJC Commissioner

Our Accreditation processes increasingly focus on the need to collect evidence and data to show how our institutions are meeting the standards. What evidence from our Guided Pathways and Equity work can be used as evidence? Come and discuss what meaningful evidence is, and how it can be collected, used, and shared, as well as professional development opportunities, such as data-coaching, which can help faculty become data experts.

4. Creating Community and Inclusion through Instruction and Support Services (Standard II) INTERACTIVE

Celia Huston, San Bernardino Valley College

Ted Blake, Mt. San Jacinto College

Barbara Dunsheath, East Los Angeles College, ACCJC Commissioner

How do students feel included at your college? Is what we do visible to students? Will it be visible in your ISER? At community colleges, we value community as part of our name and mission. However, when we think about compliance, this can seem forced or maybe an afterthought. Come join this interactive session where we will discuss how to lead with community and inclusion as you write Standard II.

Saturday, February 22, 2020

Breakfast

8:15 am – 8:45 am

General Session 3—

360 Degrees of Equity: Creating a Culture that Connects us to the Work and to Each Other

Linda Rafia, Grossmont College (Tentative)

Take Hurvitz, Grossmont College

Rochelle Weider, Grossmont College (Tentative)

Grossmont College worked to infuse equity into the personal, professional, and structural life of the college. Through the application of this “three-dimensional” approach to equity, they have moved from promoting equity as a single initiative to the creation of an integrated planning approach that puts equity and professional development at the center of our student success efforts. Learn about how equity focused professional development can provide the foundation for personal, professional, and structural change efforts, which yield significant improvements on a number of student success metrics.

9:00 am - 10:00 am

Breakout Session 4

10:15 am - 11:30 am

1. Using the QFE as a Process for Planning and Innovation (Standards I-IV) INFORMATIVE
Randy Beach, Southwestern College, ACCJC Commissioner
Stephanie Curry, North Representative
Gohar Momjian, ACCJC Vice President

Much of Accreditation documentation is reflective and reactive over the past cycle. The Quality Focus Essay (QFE) encourages colleges to innovate. It also provides colleges the opportunity to be proactive to address areas of student success. Come and discuss the important guiding role of the QFE. Presenters will also discuss how Guided Pathways and Equity work can inform a college’s QFE.

2. Mapping, Scheduling and Strategic Enrollment Management (IIA6) INTERACTIVE
Ted Blake, Mt San Jacinto College
Sheri Berger, Los Angeles Pearce College
Brandon Moore, Mount San Jacinto College (Tentative)

Thinking vigorously about course scheduling and program mapping is a central activity in any Guided Pathways redesign. How are we strategic in these activities while keeping students and equity at the forefront? What shifts in enrollment management are needed to achieve these goals? How do all these moving parts fit together? Is it rocket science, compassionate logistics, or somewhere in between? This is an interactive session where we will share ideas and lessons learned about mapping, scheduling, and strategic enrollment management in Standard IIA6 and beyond.

3. Baccalaureate Degrees and Accreditation –(Standards I-IV) INFORMATIVE
Ekaterina Fuchs, City College of San Francisco
Craig Rutan, Santiago Canyon College

The ongoing baccalaureate degree programs in 15 of our California Community College system must meet additional accreditation standards. Come to a breakout to hear about the baccalaureate degree specific standards and how this might impact the expansion of the baccalaureate degree programs to additional California community colleges.

4. Students and Accreditation (Standard I-IV) COLLABORATIVE

Elizabeth Romero, Clovis Community College

Kevin Bontenbal, Cuesta College, ACCJC Commissioner

Join us for an interactive session on including students in the accreditation process and making students the focus of our work. Have you struggled with bringing in students to the accreditation process? Do you feel you have some ideas to share with how you have included students? Join us in crowd sourcing ideas to keep the student centered in our accreditation work.

5. Technology Planning to Support Meeting the Standards and Implementing Guided Pathways (Standard IIIC) INTERACTIVE

Roy Shabazian, Santa Ana College

Amanda Taintor, Reedley College

Sam Foster, South Representative

Technology is part of every aspect of our work in the California Community Colleges. Come to this informative session to learn about how technology use and planning can address multiple standards and support colleges in implementing guided pathways

End of Institute