



ACADEMIC SENATE
for California Community Colleges
LEADERSHIP • EMPOWERMENT • VOICE

ACCJC
Outcomes | Innovation | Improvement

ACCREDITATION INSTITUTE 2022

VIRTUAL EVENT | FEBRUARY 25-26, 2022

Continuous Improvement

During Constant Change



MISSION STATEMENT

As the official voice of California community college faculty in academic and professional matters, the Academic Senate for California Community Colleges (ASCCC) is committed to equity, student learning, and student success. The Academic Senate for California Community Colleges acts to:

- Empower faculty to engage in local and statewide dialogue and take action for continued improvement of teaching, learning, and faculty participation in governance
- Lead and advocate proactively for the development of policies, processes, and practices
- Include diverse faculty, perspectives, and experiences that represent our student populations
- Develop faculty as local and statewide leaders through personal and professional development
- Engage faculty and system partners through collegial consultation

VALUES STATEMENT

Leadership The Academic Senate champions and models the effective leadership role of faculty at their colleges and at the state level, promotes the inclusion of leaders from various backgrounds and experiences in order to represent all faculty, and fosters faculty participation in governance to effect change and promote student success. The Academic Senate facilitates and supports the development of faculty leaders. The Academic Senate is respectful and reflective in its work and relationships and expects accountability from its leaders. In all its activities, the Academic Senate adheres to the highest professional ethics and standards.

Empowerment The Academic Senate empowers faculty from diverse backgrounds and experiences in order to promote inclusiveness and equity through its publications, resources, activities, policies, and presentations. The Academic Senate collaborates with other statewide organizations, and with administrators, trustees, students, classified professionals, and others, to develop and maintain effective relationships. The Academic Senate believes that collaboration with others and faculty engagement improve professional decisions made locally and at the state level.

Voice The Academic Senate promotes faculty primacy in academic and professional matters as established in statute and regulation. The Senate is the official voice of the California The Academic Senate asserts faculty primacy in academic and professional matters as established in statute and regulation and incorporates diverse perspectives as a means of reaching reasoned and beneficial results. The Academic Senate is the official voice of the California community college faculty in statewide consultation and decision making regarding academic and professional matters and, through leadership and empowerment, endeavors to make each local senate the voice of the faculty in college and district consultation and decision making. The Academic Senate values thoughtful discourse and deliberation and centers its work on student success.

LAND ACKNOWLEDGEMENT

We begin today by acknowledging that we are holding our gathering on the land of the Nisenan Nations who have lived and continue to live here. We recognize the Nisenan Nations and their spiritual connection to the ocean and the land as the first stewards and the traditional caretakers of this area we now call Sacramento. As we begin we thank them for their strength, perseverance and resistance.

We also wish to acknowledge the other Indigenous Peoples who now call Sacramento their home, for their shared struggle to maintain their cultures, languages, worldview and identities in our diverse City.

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GUIDELINES FOR DIALOGUE – COMMUNITY EXPECTATIONS

1. **Be true to yourself.** We want to create an atmosphere for open, honest exchange.
2. **Commit to learning from each other.** Listen to each other and acknowledge that we all come from different backgrounds, skills, interests, abilities, and values. We realize that it is these very differences that will increase our awareness and understanding through this process.
3. **Acknowledge each other’s experiences.** We will not devalue people for their experiences, lack of experiences, or difference in interpretation of those experiences.
4. **Trust that others are doing the best they can.** We will try not to ‘freeze people in time’ but leave space for everyone to learn and change through our interactions with one another.
5. **Challenge the idea and not the person.** If we wish to challenge something that has been said, we will challenge the idea or the practice referred to, not the individual sharing this idea or practice.
6. **Speak your discomfort.** If something is bothering you and you are open to sharing, please share it with the group. Often our emotional reactions to this process offer the most valuable learning opportunities.
7. **Step Up, Step Back.** Be mindful of taking up much more space than others. On the same note, empower yourself to speak up when others are dominating the conversation.

(adapted from the University of Michigan Program on Intergroup Relations, IGR)



Welcome

Greetings Institute Attendees,

On behalf of the ASCCC Accreditation Committee, it is with great joy that I welcome you to this year's virtual accreditation institute. During these recent (and although it may sound a bit cliché) unprecedented times, we have learned to be adaptive while keeping our eyes firmly set on our mission - importantly a focus on student success and the communities we serve. This is a journey we have taken together! Moving forward it will be these continued collaborations that will chart our new innovative and responsive paths.

Speaking of journeys, the planning for this event has been an uncharted adventure. We had initially hoped that this year's institute would be a return to a fully in-person event, enjoying each other's company as a community, sharing ideas and resources, and general accreditation talk over beverages. However, with the recent wave of the COVID-19 Pandemic, our planning shifted. First, we made a pivot to develop a potential hybrid event. Those plans had to be changed again as we made the tough decision to focus our efforts and provide a virtual experience that would allow for increased participation, promote vital partnerships, and accessibility.

This year's theme, "Continuous Improvement During Constant Change" exemplifies not only the planning process for this event, but also our strength as a system. Throughout our program you will see examples of innovation, partnerships, and synergy as we continue to strive for continuous quality improvement while responding to dynamic influences.

Emerging from the challenges of the past few years, new and exciting things are on the horizon. Updated accreditation standards are in development, the new formative/summative peer review model, and training opportunities to name a few. We are thrilled to be able to partner with ACCJC again for this institute. We hope you will feel informed and inspired by the program we have developed, and find fresh ideas for your own local accreditation work.

This event could not happen without the support of many dedicated individuals. I would like to take this moment to recognize and thank those who have helped make this institute a reality. First, I must offer my most heart-felt gratitude to the members of the ASCCC Accreditation Committee for developing the theme and direction of this event; next, the members of the ASCCC Executive Committee for their supportive feedback and leadership in the planning of the institute; the ACCJC Vice-Presidents for their collaboration and participation; the many volunteer presenters who have offered their expertise, experience, and talents; the ASCCC office staff for their assistance and valuable guidance, and finally to you the attendees for being part of our event and your dedication to the important work of accreditation.

*Enjoy the institute,
Christopher J. Howerton, Chair, Accreditation Committee*



Friday

FEB. 25, 2022

GENERAL SESSION 1 WELCOME 9:00 AM – 10:15 AM

Dolores Davison, ASCCC President

Christopher J. Howerton, ASCCC Accreditation Committee Chair

Cindy Miles, ACCJC Interim President

Keynote Presentation

Siria Martinez, Assistant Vice Chancellor of Student Equity and Success,
CCCCO

Accreditation 101: A Crash Course Orientation for those New to Accreditation Work

Laura Adams, ASCCC Accreditation Committee Member

Stephanie Curry, ASCCC Area A Representative

Amber Gillis, ASCCC South Representative

The process of accreditation can seem overwhelming. This session is for individuals who are new to accreditation work or those who would welcome an overview refresher. Some of the questions that will be answered are: Who is ACCJC? What is the accreditation process? What are the standards and why do we have them? Who are on the accreditation teams? What are the benefits of being an accredited institution? Also, please feel free to bring your own questions for a peer discussion.

Representing our Communities and Student Voices in the Accreditation Process

Karla Kirk – ASCCC North Representative

Robert L. Stewart Jr. – ASCCC Area C Representative

As each college engages in the self-evaluation process, we reflect on our ability to meet our institution's mission of serving our communities and supporting our students. Where do we have the student and community voice in the accreditation process? Join this session where we will collectively explore various creative and engaging strategies to get our students and our communities authentically involved in our local accreditation work.

Local Senate Leadership in Accreditation Processes

Jamar London, ASCCC Accreditation Committee Member

Christopher J. Howerton, ASCCC Accreditation Committee Chair

The accreditation process has the potential to improve quality, educational effectiveness, and identify a path to continuous improvement. It is the shared responsibility of faculty to participate during all stages in the accreditation process. How might local senates define and encourage faculty's substantive role? What does faculty leadership look like in the midst of an accreditation visit? What can colleges do to inspire and sustain widespread faculty involvement in matters of accreditation? Come to this breakout session to discuss the roles of faculty leadership and identify strategies to motivate faculty to participate in the accreditation process.

Lunch Break 12:00 PM – 12:30 PM

GENERAL SESSION 2 12:30 PM – 2:00 PM

ACCJC Updates, the Formative/Summative Process, and the “New Standards”

Kevin Bontenbal, ACCJC Vice President

Stephanie Curry, ASCCC Area A Representative

Virginia “Ginni” May, ASCCC Vice-President

Catherin Webb, ACCJC Vice President

Facilitator: Christopher J. Howerton, ASCCC Accreditation Committee Chair

We welcome ASCCC and ACCJC representatives to share an update on the new standards writing and review process; share how ACCJC

is moving forward in a new hybrid world; and provide updated information about the formative/summative assessment process. Come hear about the emerging topics in accreditation and what's on the accreditation horizon?

BREAKOUT SESSION 2 2:30 PM – 3:45 PM

Follow up from the General Session: Demystifying Accreditation Myths

Kevin Bontenbal, ACCJC Vice President

Stephanie Curry, ASCCC Area A Representative

Virginia “Ginni” May, ASCCC Vice-President

Catherine Webb, ACCJC Vice President

This is a follow up session with ASCCC and ACCJC representatives to clarify any local accreditation myths and help demystify any additional accreditation questions.

What are the Numbers, and What do they Mean?

Carrie Roberson, ASCCC At-Large Representative

Terrence Willet, Dean of Research, Planning, and Institutional Effectiveness,
Cabrillo College

Telling the story of our institutions requires data. This session will highlight data that is required for accreditation as well as discuss the expectation of disaggregation. In addition, what are some best strategies to tell the story of your institution using data presentation throughout the ISER

Accreditation in Multi-College Districts

Amber Gillis, ASCCC South Representative

Jeff Lamb, Vice President of Academic Affairs, Santa Ana College

We are all aware that colleges are accredited, not districts. However, in multi-college districts, “the district” plays a substantial role in the college’s ability to meet the accreditation requirements and must support each college within the district. Strategic coordination among the colleges and the district can support effective development of the colleges’ ISERs. This session will explore some of the unique challenges and opportunities of creating an ISER in a multi-college district as well as review The Commission’s “Policy on Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems” and processes for the assignment of visiting teams for multi-college districts.

BREAKOUT SESSION 3 4:15 PM – 5:30 PM

Integrated Planning and Some Best Practices for Using Data to Inform Continuous Quality Improvement.

Virginia “Ginni” May, ASCCC Vice-President

Aaron Voelcker, Dean, Institutional Effectiveness, Library & Learning Support Services, Santiago Canyon College

A challenge for many colleges is clearly demonstrating how integrated planning and data is used to make resource allocation requests. This session will focus on resource planning through integrated planning and how to make data accessible and meaningful for planning. Additionally, developing an evaluation plan of your local

planning processes is important as we consider our institutional effectiveness during lean times as well as during periods of growth.

ACCJC Social Justice Policy and Enhancing Racial Equity in our Accreditation Work

Karla Kirk, ASCCC North Representative

Alicia Robles López, ASCCC Accreditation Committee Member

Robert L. Stewart Jr. , ASCCC Area C Representative

Catherine Webb, Vice President, ACCJC

In June 2021, the Accrediting Commission for Community and Junior Colleges (ACCJC) released its Policy on Social Justice. Historically, institutions of higher learning have operated with firmly established policies and procedures that promote a climate of exclusion, racial inequity and racism towards Black, Indigenous, People of Color (BIPOC). The ACCJC understands that issues around inclusion, diversity, equity and racism are deeply rooted within systemic racist structures and policies that support the very foundation of society. Further, the Commission has determined that people of color have long been disadvantaged by the prejudice, discrimination and implicit biases inherent within higher education that white people have been able to benefit from. Come join this discussion of the new ACCJC Social Justice Policy and its potential impact on the California Community Colleges accreditation process.

Accreditation and Career Technical Education

Cheryl Aschenbach, ASCCC Secretary

Carrie Roberson, ASCCC At-Large Representative

In addition to the college's regional accreditation requirements and processes, many Career Technical Programs (CTE) undergo programmatic accreditation as well. Join the conversation during this breakout, as the presenters provide an overview of specific ACCJC accreditation standards as they apply to Career Technical Education programs and how institutions can manage both programmatic and institutional accreditation.



Saturday

FEBRUARY 26

BREAKOUT SESSION 4 9:00 AM – 10:00 AM

Distance Education: You, Your Students, and ACCJC

Karla Kirk, ASCCC North Representative

Gohar Momjian, ACCJC Vice President

In response to the recent pandemic, many California community colleges increased the number of courses and programs offered online. While colleges expand DE offerings and grapple with plans for the continuation and assessment of DE work, we all could benefit from a focused discussion on how exactly distance education figures into the accreditation process. The ACCJC is required by federal regulations to review the quality of distance education as well as correspondence education. Join us for a discussion about what constitutes quality distance education, and how to ensure that your courses and programs meet the standards. Together we will explore successful strategies being used to ensure the expected rigor and compliance to the standards as it relates to this instructional modality.

Best Practices in Coordinating, Developing, and Using the ISER

Laura Adams, ASCCC Accreditation Committee Member

Amber Gillis, ASCCC South Representative

Jeff Lamb, Vice President of Academic Affairs, Santa Ana College

Van Rider, ASCCC Accreditation Committee Member

This breakout session will discuss best leadership and planning practices, approaches, and utilization of the ISER in accreditation work on your campus. Additionally, this session will explore how the college can use their ISER to support sustainable work as we strive to meet our mission and support continuous quality improvement both during and after the writing of the ISER.

Policies and Practices Review: Columbia College's Experience for Continuous Quality Improvement

Elissa Creighton, Curriculum Specialist

Colin Thomas, Chemistry Professor and Institutional Effectiveness Council Co-Chair

Raelene Juarez, Dean of Arts, Sciences, and Human Performance

Brian Sanders, Vice President of Instruction

ACCJC Standard I.B.7 calls on institutions to “regularly evaluate [their] policies and practices across all areas of the institution.” The Yosemite Community College District has a robust review and approval stream for all Board Policies and Administrative Procedures. Yet in our last ISER, we recognized that the college catalog houses dozens of student-facing policies, both interpretations of BP/AP and college-specific expectations, that did not have such a robust review cycle. In response, our Institutional Effectiveness Council launched the Catalog Chunking Committee to establish

and implement a careful review cycle for all policies found in the catalog. This presentation will outline how we went about adding this important review, highlight some of the significant edits we made, and illustrate how we will continue this review cycle moving forward with our online catalog. It will also outline our district's extensive BP/AP review cycle and how we are ensuring that those changes result in updates to the catalog.

GENERAL SESSION 3 10:30 AM – 12:00 PM

Finding Synergy in Accreditation Work: Collaborations that Matter & Listening Session to Collect Additional Needs from the Field.

Panelists:

ASCCC Rep: Dolores Davison, ASCCC President

ACCJC Reps:

Kevin Bontenbal, ACCJC Vice President

Catherine Webb, ACCJC Vice President

Gohar Momjian, ACCJC Vice President

CIO Rep:

Jeff Lamb, Vice President Academic Affairs, Santa Ana College & ASCCC Accreditation Committee Liaison

Facilitator: Christopher J. Howerton, ASCCC North Representative and ASCCC Accreditation Committee Chair

Closing Remarks

Dolores Davison, ASCCC President

Christopher J. Howerton, ASCCC North Representative and ASCCC Accreditation

PRESENTERS LIST

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Elissa Creighton, Curriculum Specialist, Columbia College

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Catherin Webb, ACCJC Vice President

Terrence Willet, Dean of Research, Planning, and Institutional Effectiveness, Cabrillo College

ACADEMIC SENATE

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