**Accreditation Steering Advisory Group**
Agenda
Wednesday, September 6, 2017
3:00 – 4:30 p.m.
Multidisciplinary Center West (MCW) – 312

A. Call to Order
B. Public Comments and Introductions
    1. ACCJC Updated 2017- Manual for ISER
    2. Follow-report ACCJC Reminder Letter
C. Approval of Minutes
D. Announcements/Information Items
E. Discussion Items
    1. Review Advisory Group charge,  purpose, and membership
    2. Goals and accomplishments
    3. ACCJC Proposed Change to Standard III.A.6.
    4. March 15 Follow-up Report Due-
        • Timeline (6-year Cycle)
        • Review District written draft report
    5. Next steps
    6. Meeting Takeaways
F. Adjournment

**Charge**: The Accreditation Steering Advisory Group monitors the status of the college's compliance with accreditation standards and is responsible for the coordination of the effort to prepare the self-study and mid-term reports. Recommendations from the college self-study and the Accrediting Commission referred to the College Planning Committee for incorporation into the college plan.

**Membership**: Accreditation Liaison Officer, Vice President of Academic Affairs and Student Learning, vice President of Student Development, Vice President of Business Services, Dean of Institutional Effectiveness/Accreditation Liaison Officer (chair), Academic Senate Executive Committee members, Basic Skills Committee Co-Chair, Budget Resource Council Chair, Classified Senate Executive Committee members, College Planning Council Co-Chair, Curriculum Committee Co-Chair, Dean for Distance Education, Facilities Oversight Group Co-Chairs, Institutional Researcher, Library Committee Chair, Learning Resources Supervisor, SLO Committee Chair, Asst. Deans of Student Services, Student Success Team Representative, Technology Committee Chair.

| Meeting Dates for Fall 2017-18 | |
| --- | --- |
| ~~October 4~~ | February 7 |
| November 1 | March 7 |
| December 6 | April 4 |

# *Accreditation Steering Advisory Group (ASAG)*

**Charge**: The Accreditation Steering Advisory Group monitors ongoing college compliance and preparation with accreditation standards and is responsible for the coordination of the effort to prepare the Institutional Self Evaluation Report (ISER), follow-up reports, and mid-term reports. Recommendations from the Accreditation Steering Advisory Group are referred to the College Planning Committee for incorporation into the college plan.

**Membership**: Accreditation Liaison Officer, Vice President of Academic Affairs and Student Learning, vice President of Student Development, Vice President of Business Services, Dean of Institutional Effectiveness/Accreditation Liaison Officer (chair), Academic Senate Executive Committee members, Basic Skills Committee Co-Chair, Budget Resource Council Chair, Classified Senate Executive Committee members, College Planning Council Co-Chair, Curriculum Committee Co-Chair, Dean for Distance Education, Facilities Oversight Group Co-Chairs, Institutional Researcher, Library Committee Chair, Learning Resources Supervisor, SLO Committee Chair, Asst. Deans of Student Services, Student Success Team Representative, Technology Committee Chair.

**Chair**:  Vice President of Student Learning and Faculty Co-Chair (selected by the Council)

## GOALS
## 2016-2017
rev. 12-07-2016

| # | GOALS | ACCOMPLISHMENTS |
|---|-------|-----------------|
| 1 | Complete Successful team visit in Fall<br>a) Logistically smooth<br>b) Re-affirmation of accreditation | Accomplished (see 2017 Ventura College Action Letter from ACCJC Team Leader Jill Board) |
| 2 | Develop ongoing processes for monitoring compliance and preparing reports for accreditation. | Accomplished by developing WASC (ACCJC) Seven-Year Cycle of accreditation timeline. |
| 3 | Determine a method and location for continued collection of evidence of compliance with accreditation standards. | In progress |
| 4 | | |

## Invitation for Member Comments on Proposed Change of Standards

During the June 2017 session of the ACCJC Commission, the Board of Directors voted to approve as a First Read a new policy that allows the Commission to review and propose changes to individual ACCJC Standards without waiting for the comprehensive review of all Standards that happens on a ten-year cycle. This proposed policy has been posted for public comment. In view of strong Commission and member support for this policy, it is anticipated that it will be approved at the next Commission session in January. A current application of this policy is addressed here:

During several previous sessions, the Commission has addressed its concerns about Standard III.A.6. Commissioners have noted ambiguities and related difficulties for both institutions and peer review teams in knowing how to demonstrate compliance with the Standard. At the initiation of the Executive Committee, and with the concurrence of the Commissioners, the attached "Proposal re Standards III.A.6 and II.A.2" is being posted here as a First Read. Comments from constituents are invited. Following this period for comments, and subsequent to the approval of the policy noted above, the Commission will take action on this Proposal at its January 2018 session. In anticipation of its approval, staff will prepare guidance on how the change will be implemented in subsequent reviews.

You are invited to read the proposal and to evaluate the reasons being put forth in support of the proposed changes. Please address any comments to my attention at rwinn@accjc.org

Thank you for your engagement in this important process.

Richard Winn, President
ACCJC

# WASC (ACCJC) SEVEN-YEAR CYCLE

Note: Current year is shaded

| Yearly Cycle | Ventura College | Timeline | Details |
|---|---|---|---|
| Site visit Year | AY 2016/17 | | Fall before Visit: <br> a) Announce visit on Web and newspapers <br> b) Forward Completed self-study and evidence to visiting team <br> c) Write addendum to self-study to ensure up-to-date info <br> d) Prepare evidence room hotel/on campus <br> e) Coordinate schedule with team lead <br> Spring following Visit: <br> f) Review/Debrief for Site Visit <br> g) Review recommendation from ACCJC Commission <br> h) Begin write initial draft of any follow up report |
| Year One | Fall 2017/ Spring 2018 | August- Sept (a & b) <br> Oct (b, c, & d) <br> • Input from constituency groups <br> Nov.- Dec (d) <br> • First & Second readings <br> January (d) <br> • Second readings <br> February (e & f) <br> • VCCCD Board of Trustee approval <br> **March 9 Submit Follow-up Report to ACCJC** | a) Taskforce to follow-up on Commission recommendations <br> b) Write draft of any follow-up report <br> c) Gather evidence for follow-up report <br> d) Forward draft to Academic Senate, Classified Sensate, Associated Students & review by campus community <br> e) Post necessary documents on Web <br> f) Forward completed report to Board of Trustees before submission to ACCJC <br> g) March 15 Follow-up report due to ACCJC |
| Year Two | Fall 2018/ Spring 2019 | | Progress Report & Refinement of Action Plan <br> h) Early Fall-Collect college input on action plan progress <br> i) Late Fall- Write initial draft of any follow up report <br> j) Early Spring- Review and revise draft #1; write draft #2 <br> k) Late Spring- Review and revise draft #2; forward to campus community and constituents to review |

# DRAFT RESPONSE-

**District Recommendation 1 (Compliance)**

In order to meet the Standard, the teams recommend the District include use of the results of assessment of learning outcomes to improve teaching and learning as a formal component of the evaluation processes for faculty, academic administrators and other personnel directly responsible for student learning. (III.A.6)

District response:

The assessment of SLOs is an ongoing process. SLOs are assessed at the course level, program level, and institutional level. Faculty members collaborate on the design and implementation of SLO assessment instruments and rubrics and assess student performance relative to SLOs for each course offered in their programs on a rotational basis, such that all courses are assessed within a five-year period. The assessment data are entered into TracDat, which is the VCCCD approved SLO assessment software. Reports are generated and the results are used to create initiatives to improve student success in the courses and programs that are submitted to the Program Review Committee. Once the initiatives are implemented, faculty members reassess the SLOs to see if the initiatives brought a higher level of student attainment.

As part of the annual program review process at each college, every instructional and student service program is required to assess and evaluate its student learning outcomes. All faculty and staff are expected to participate in course and program Student Learning Outcome (SLO) assessment as required by their department assessment cycle. The results of this assessment, along with changes made to improve their programs are documented in TracDat mentioned above.

Further, as part of the colleges' integrated planning process, program plans require departments to document their SLO assessment and changes that their program made to improve course or program effectiveness. SLO assessment data is also tied to resource requests to ensure they are data driven. The program planning process is one method by which programs, and the faculty and staff within them, evaluated in terms of how results of SLO assessment are being used to improve teaching and learning. During program review, programs discuss their assessment results and course program improvements with the college's Chief Instructional Officer, Chief Business Officer and Academic Senate President.

Student learning outcomes are linked to the course outlines of record in CurricUNET, as well as syllabi. Within the faculty evaluation process, syllabi are reviewed by division deans to ensure that faculty members are consistently informing students of the SLOs and that the course content and evaluation measures are consistent with the official course objectives and SLOs.

Within the District, faculty evaluation is a collective bargaining issue, and the process and criteria for evaluation are outlined in the Agreement between the Ventura County Community College District (hereafter VCCCD) Moorpark, Oxnard, Ventura and Ventura County Federation of College Teachers AFT Local 1828, AFL-CIO (hereafter AFT) July 1,2013 through June 30, 2016 .

According to the current agreement cited above, faculty are required to participate in the assessment of learning outcomes and use results to improve teaching and learning, as discussed in Accreditation Standard II, Student Learning Programs and Support Services. This participation is reflected in the Administrator and Peer Evaluation Form for Contract Tenured Faculty that must be completed by each member of the evaluation committee. *See Appendix D, Form A2, Administrator and Peer Evaluation Form for Contract Tenured Faculty attached hereto and incorporated by reference.*

Within the components of the above referenced *Administrator and Peer Evaluation Form for Contract Tenured Faculty,* each faculty member being evaluated is required to provide their evaluation committees with materials demonstrating course preparation and adherence to course outlines. The evaluation committees consider these materials as one of the evaluation components, along with the student evaluations of teaching effectiveness and direct observation both in and out of the classroom. Through the Faculty Handbooks, faculty members have been advised of the requirement to list student learning outcomes (SLOs) on their course syllabi. The faculty evaluation process also requires the peer evaluators to assess the degree to which the person being evaluated uses effective teaching techniques, engages students in the lesson observed, and measures student performance in fair and valid ways.

The faculty members at each of the three colleges within the District are aware that participation in assessment of SLOs is required and must be listed on all course syllabi. Syllabi review is a required component in the faculty evaluation process. Discussions of and concerning the assessment of student learning outcomes (SLOs) and the use of results are a part of the department and division meetings. These are appropriate occasions in which to discuss how the SLO assessment can provide the tools to improve teaching and learning. These discussions provide an effective opportunity to support individual faculty as well as administrative and student services staff in their efforts to improve student learning and success.

Currently, there is no formal component for SLO assessment in the Administrator and Peer Evaluation of Contract Tenured Faculty, but future collective bargaining efforts with AFT and the Service Employees International Union Local 99 (hereafter SEIU), the collective bargaining agent for classified personnel, may result in making SLO assessment data a formal component of the evaluation processes for faculty and other personnel directly responsible for student learning within the District. Until then, deans and department chairs do routinely discuss participation in the course and program SLO process with all faculty and work to ensure faculty use the results of the assessment of learning outcomes to improve teaching and learning.


Analysis and Evaluation:

Student learning is the result of the collective and collaborative efforts among a program's faculty rather than an individual faculty member. In the case of VCCCD, the assessment of SLOs is an ongoing process. SLOs are assessed at the course level, program level, and institutional level. Faculty members within a department or program collaborate on the design and implementation of SLO assessment instruments and rubrics and assess student performance relative to SLOs for each course offered in their programs.