

Academic Senate
Grossmont College

Monday, December 3, 2001, 11:10 a.m. – 12:20 p.m.
Room 325A

I. PRESIDENT'S REPORT

- A. Approval of Agenda
- B. Approval of minutes, meeting of November 19, 2001
- C. January 24, 2002, Joint Senates Meeting
- D. One member needed for the Academic Rank Committee *A representative from the Communication and Fine Arts or the Mathematics, Natural Sciences, and Exercise Science and Wellness Division*
- E. Accreditation Standards – **Attachment #1**
- F. Distance Education Sign Off – Cary Willard
- G. Honors Program

II. ACTION ITEMS

- A. Committee Membership Endorsement
 - 1. Curriculum Committee
 - Cathie Robertson -- Business and Professional Studies
 - Jim Tarvin -- Mathematics, Natural Sciences, and Exercise Science and Wellnes Division
- B. Academic Rank Committee Recommendations – Gary Phillips
 - Stephanie Mood - Professor
 - William Snead – Assistant Professor
 - Evan Wirig – Associate Professor
 - David Lunsford -- Emeritus Status
 - Richard Johnson -- Emeritus Status
- C. Faculty Development Committee Proposal – **Attachment #2**

III. INFORMATION ITEMS

- A. Outcomes Section of the Planning Process Document
Presented by Cathy Harvey
- B. Staffing Committee Criteria
Presented by Bill Bradley
- C. Fifth Dean Position – **Attachment #3**
Presented by Dean Colli

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

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Santa Rosa, California 95403
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DRAFT A
8/29/01

PRIMARY PURPOSES OF ACCJC

The primary purposes of the ACCJC are

- To **assure quality** by determining that accreditation standards are met.
- To **promote the ongoing pursuit of excellence** by emphasizing institutional improvement.

To assure quality, the Commission establishes institutional accreditation standards that emphasize student learning and related student outcomes. Each institution has the responsibility for defining its mission and characteristics of quality and excellence in the context of that mission and for presenting evidence that such quality and excellence are being achieved. The Commission recognizes institutional differences in ways that protect both general standards of excellence and individualized educational philosophy and practice, as expressed in institutional mission statements.

To promote the ongoing pursuit of excellence, ACCJC standards stress student learning outcomes as central measures of excellence. Accordingly, Commission processes emphasize improvement through internal assessment, planning, and plan execution. The accreditation process produces recommendations for improvement, recognizing that even the highest performing institution can improve. To promote the advancement of higher education, the ACCJC review process accommodates a wide variety of institutional types in their pursuit of innovation and excellence.

The Commission accredits institutions offering the Associates Degree within the Western Accreditation Region. The Commission does not accredit individual programs. Examination of evidence of educational effectiveness based on demonstrated student learning outcomes and the achievement of other institutional goals is the basis for accreditation decisions. Student learning programs and services, resources, and leadership are reviewed as the means to, and support for, educational effectiveness.

STANDARDS

Shaping the Dialogue

The accreditation self study process is intended to guide the institution in assessing itself as a whole. Although the standards are presented in four parts, an institution-wide dialogue must be at the heart of the self-evaluation process for the college community to gain a comprehensive perspective of the institution. The standards work together to create this dialogue on what and how the institution is doing and on ways in which it may improve.

The institutional mission provides focus for achieving student learning and other goals that the institution endeavors to accomplish. Institutional goals are determined by identifying student needs and addressing those needs through systematic and integrated planning, and the resultant program implementation and re-evaluation (Standard I). Through educational programs, student development and support services, and learning support services, student learning is facilitated and stated student learning outcomes are achieved (Standard II). Human, physical, and financial resources enable these programs and services to function and improve (Standard III). Ethical and effective leadership throughout the organization guides the accomplishment of the mission and supports institutional improvement (Standard IV).

These standards aid the college in comprehensive evaluation and planning for improvement. College-wide dialogue that integrates these elements provides the complete view of the institution that is needed for achievement of quality and improvement.

STANDARD I: INSTITUTIONAL MISSION AND ASSESSMENT OF EFFECTIVENESS

The institution demonstrates strong commitment to a mission that emphasizes successful student learning, and to communicate the mission internally and externally. The institution utilizes data and analysis in a systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify the effectiveness with which the mission is accomplished.

A. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, the students it intends to serve, and its commitment to student learning.

1. The institution establishes educational goals aligned with its purposes and character.

2. The mission statement is approved by the governing board and published.
3. The mission statement is reviewed on a regular basis and revised as necessary.
4. The institution's mission is central to institutional planning and decision making.

B. Assessment of Effectiveness

The institution uses a systematic and integrated planning process that leads to achievement of educational purposes and improvement of educational effectiveness and student learning.

1. The institution makes decisions regarding measuring and improving student learning by using data and analysis in a systematic cycle of evaluation, integrated planning, implementation, resource allocation, and re-evaluation. The institution relies upon data and analysis to identify student learning needs and to assess progress toward achieving stated outcomes.
2. Educational goals are clearly recognized throughout the institution and consistent with stated purposes. The institution articulates its goals and objectives with measurable precision so that the degree to which they are achieved can be determined and widely discussed.
3. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to institutional improvement.
4. The institution uses documented evaluation results to communicate matters of quality assurance to appropriate constituencies.
5. The institution assures the effectiveness of this planning process and resource allocation by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

The institution concentrates on offering educational programs, student development and support services, and learning support services that facilitate the achievement of stated student learning outcomes.

A. Educational Programs

The institution offers high-quality collegiate-level educational programs in recognized and emerging fields of study that culminate in identified student

competencies leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Educational programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all educational activities offered in the name of the institution, including continuing and community education, short-term training courses and programs, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

1. The institution demonstrates that all educational programs, wherever and however offered, address and meet the mission of the institution and uphold its integrity.
 - a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with the diversity, demographics, and the economy of its communities.
 - b. The institution utilizes a range of delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students. Technological support, including services, facilities, professional training, and funding for hardware, software, and other equipment, is adequate to meet teaching and student learning needs.
 - c. The institution identifies institutional and student learning goals at the course and degree or certificate levels, assesses progress in meeting those goals, demonstrates levels of their achievement, and uses results to make improvements.
2. The institution assures quality of courses and programs by relying on faculty expertise and the assistance of advisory committees when appropriate.
 - a. The institution uses consistent procedures to design, establish learning outcomes for, approve, administer, deliver, and evaluate all of its courses and programs. The evaluation is an on-going system of review to assure the relevance, appropriateness, effectiveness, currency, and future needs and plans of all courses and programs.
 - b. The institution, relying on faculty expertise, identifies competency levels and measurable student learning outcomes for courses, degrees, certificates, and general education and vocational programs. The institution regularly assesses student progress towards achieving those competencies and outcomes.
 - c. All programs are designed to achieve stated student learning outcomes and are characterized by appropriate breadth, depth, rigor, sequencing, and synthesis of learning, and time to completion.

- d. The diverse learning styles and needs of students determine delivery modes and teaching methodologies.
 - e. The institution engages in systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, degrees, certificates, and general education and vocational programs. The institution systematically strives to improve those outcomes and makes results available.
 - f. The institution regularly evaluates comprehensive course and program examinations to validate their effectiveness in measuring student learning while minimizing test biases.
 - g. The institution awards credit based on student achievement of the course's stated learning outcomes.
 - h. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.
3. The institution requires of all degree programs a component of general education based on a carefully considered philosophy and rationale that is clearly stated in its catalog. The institution determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

General education has comprehensive objectives for the students who complete it, including the following:

- An introduction to the content and methodology of the major areas of knowledge: the humanities and fine arts, the natural sciences, and the social sciences.
 - Capability to become productive workers and lifelong learners: skills include oral and written communication, scientific and quantitative reasoning, critical analysis/logical thinking, acquisition of knowledge, computer literacy, and ability to work with others.
 - Ability to become ethical human beings and effective citizens: qualities include respect for others, interpersonal skills, civility; appreciation for aesthetics, cultural diversity, ethical principles, creativity, and historical perspective; and willingness to assume civic, political, and social responsibilities.
4. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards, including licensure and certification.

5. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in ways that are consistent with program content, degree objectives, and student mastery of knowledge. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.
 - a. The institution has, and makes available to students, clearly stated transfer of credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the credits accepted, including those for general education, match learning objectives comparable to its own courses. Where patterns of student enrollment between institutions are identified, the institution undertakes the formulation of articulation agreements as appropriate to its mission.
 - b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.
6. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.
 - a. Faculty distinguish between personal conviction and professionally accepted views in the discipline. They present relevant data and information fairly and objectively.
 - b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.
 - c. Institutions that require conformity to specific codes of conduct of faculty, administrators, staff, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.
7. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with applicable Commission policies and standards.

8. The institution assesses its evaluation mechanisms by systematically reviewing its cycle of evaluation, integrated planning, implementation, and re-evaluation of educational programs.

B. Student Development and Support Services

The institution recruits and admits diverse students appropriate to its programs and mission. Student development and support services address the identified needs of students and create a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student development and support services against student learning outcomes in order to improve the effectiveness of these services.

1. The institution demonstrates that its student development and support services programs, wherever and however offered, enhance achievement of the mission of the institution and support student learning.
2. The institution assures the integrity of student development and support services. It represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.
3. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:
 - a. General Information
 - Official Name, Address(es), and Telephone Number(s) of Institution
 - Educational Mission and Purposes
 - Course, Degree, Program, and Curricular Offerings
 - Academic Calendar and Program Length
 - Academic Freedom Statement
 - Available Student Financial Aid
 - Available Learning Resources
 - Names and Degrees of Administrators and Faculty
 - Names of Governing Board
 - b. Requirements
 - Admissions
 - Student Fees and Other Financial Obligations
 - Degree, Certificates, Graduation and Transfer
 - c. Major Policies Affecting Students
 - Academic Regulations, including Academic Honesty

- Nondiscrimination
- Acceptance of Transfer Credits
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees

- d. Locations or publications where other policies may be found
4. The institution assures that technological support, including services, facilities, training, and funding for hardware, software, and other equipment, is adequate to meet the needs of student development and support services.
 5. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.
 - a. The institution assures equity of access by providing appropriate, comprehensive, and reliable services to its students regardless of service location or delivery method.
 - b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.
 - c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to assure student development and success and prepares faculty and other personnel responsible for the advising function.
 - d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.
 - e. The institution regularly evaluates admissions, assessment, and placement instruments and practices to validate their effectiveness while minimizing biases.
 - f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained.
 6. To assure their effectiveness, the institution systematically evaluates the appropriateness, adequacy, student learning outcomes, and other appropriate measures of its student development and support services and uses the results of the evaluation as a basis for improvement.

7. The institution assesses its evaluation mechanisms by systematically reviewing its cycle of evaluation, integrated planning, implementation, and re-evaluation of student development and support services.

C. Learning Support Services

Learning support services for students are sufficient in quality, currency, depth, and variety to support the institution's educational programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and technology development as well as training and support. The institution provides access and training to students so that learning support services may be used effectively and efficiently. Learning support services are systematically assessed using student learning outcomes, other appropriate outcomes, and faculty input in order to improve the effectiveness of these services.

1. The institution supports the integrity of its educational programs by providing learning support services that are sufficient in quality and quantity to facilitate educational offerings, wherever and however presented.
 - a. Relying on appropriate expertise of faculty and learning support services professionals, the institution selects and maintains educational equipment and materials to fulfill the institution's purposes and support the overall educational program.
 - b. The institution provides ongoing orientation and training for users of learning support services so that students are able to apply skills in accessing information to their coursework and independent study.
 - c. Students and personnel responsible for educational programs and services have adequate access to learning support services regardless of program or course location.
 - d. The institution provides effective maintenance and security for its learning support services.
 - e. When the institution relies on or collaborates with other institutions or other sources for learning support services for its educational programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these support services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

2. To assure the effectiveness of its learning support services, the institution identifies student learning outcomes and other appropriate measures and systematically evaluates the adequacy and effectiveness of learning support services in order to make improvements.
3. The institution assesses its evaluation mechanisms by systematically reviewing its cycle of evaluation, integrated planning, implementation, and re-evaluation of learning support services.

STANDARD III: RESOURCES

The institution effectively uses its human, physical, and financial resources to achieve broad educational purposes, stated student learning outcomes, and other mission-based goals.

A. Human Resources

The institution employs qualified personnel to support its programs and services wherever offered and by whatever means delivered. Personnel are treated equitably, are evaluated regularly and systematically, and are given opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity.

1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide these programs and services.
 - a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed, effective teaching, and potential to contribute to the mission of the institution. Degrees held by faculty and administrators are from institutions accredited by recognized accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence can be established.
 - b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Criteria for evaluation of all personnel include performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation of faculty also

includes effectiveness in producing stated student learning outcomes. Actions taken following evaluations are formal, timely, and documented.

- c. The institution upholds a written code of professional ethics for all of its personnel.
2. The institution maintains qualified personnel in sufficient numbers to support its programs and services.
3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are clearly, equitably, and consistently administered.
 - a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.
 - b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.
4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.
 - a. The institution creates and maintains appropriate programs, practices, and services that support the diversity of its personnel.
 - b. The institution regularly assesses its record in employment equity and diversity consistent with the institutional mission.
5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.
 - a. Training, funding, and technological support are adequate to meet changing needs of the institution's personnel. The institution provides professionally qualified staff to offer training in the effective application of information technology to teaching and learning.
 - b. The institution systematically evaluates professional development programs and uses the results as a basis for improvement.
6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as a basis for improvement.

B. Physical Resources

Physical resources effectively support institutional purposes and educational goals. Physical resource planning is a component of integrated institutional planning.

1. The institution provides sufficient and safe physical resources that support and assure the integrity and quality of its programs and services, wherever and however they are offered.
 - a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.
 - b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.
 - c. The institution systematically plans, acquires, maintains, and upgrades or replaces technological infrastructure and equipment to meet the needs of its educational programs and services.
2. To assure the feasibility and effectiveness of physical resources in supporting educational purposes, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.
 - a. Long-range capital plans support educational goals and consider projections of the total cost of ownership of new facilities and equipment.
 - b. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as a basis for improvement.

C. Financial Resources

Fiscal resources effectively support institutional purposes and educational goals. The distribution of resources supports the development, maintenance, and enhancement of its programs, services, and technology. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of financial solvency.

1. The institution relies upon its mission and goals as the foundation for fiscal planning.

- a. Fiscal planning is integrated with all other institutional planning and supports the goals of educational plans.
 - b. The institution plans for the cost of acquisition, upgrade, and replacement of technology to support educational programs, student development and support services, and learning support services.
 - c. Institutional planning reflects realistic assessments of fiscal resource availability, development of fiscal resources, partnerships, and expenditure requirements.
 - d. To assure financial stability, the institution includes long-range financial planning when determining short-range plans. The institution clearly identifies and plans for payment of future obligations and liabilities.
 - e. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.
2. To assure the financial integrity of the institution and responsible use of its fiscal resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.
- a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support institutional programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.
 - b. Appropriate fiscal information is provided throughout the institution.
 - c. The institution has policies for appropriate risk management strategies, a plan for responding to financial emergencies or unforeseen occurrences, and provisions for cash flow or reserves sufficient to maintain stability.
 - d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.
 - e. Money from auxiliary activities, fund-raising efforts, and grants is used with integrity to support the educational programs and services of the institution, consistent with the mission and goals of the institution.

- c. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.
 - d. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.
 - e. The governing board selects and evaluates the district or system chief executive officer or the college chief executive officer in the case of a single college district. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without interference and holds him/her accountable for the operation of the district, system, or college.
 - f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.
 - g. The governing board's self evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.
 - h. The governing board has a code of ethics that includes a clearly defined policy for dealing with inappropriate behavior by board members.
 - i. The governing board is informed about and involved in the accreditation process.
2. Chief executive officers have primary responsibility for the quality of the institutions they lead. They provide effective leadership in institutional planning, organization, budgeting, and selection of personnel, whether at the district or system level or the college level.
- a. Chief executive officers plan, oversee, and evaluate an administrative structure organized and staffed to reflect their institution's purposes, size, and complexity. They delegate authority to administrators and others consistent with their responsibilities, as appropriate.
 - b. Chief executive officers guide institutional improvement of the teaching and learning environment by the following:
 - establishing a process through which values, goals, and priorities are set;
 - setting expectations that high quality data and analysis on external and internal conditions will be used in evaluation and planning;

- ensuring that educational planning is integrated with resource planning and distribution; and
 - establishing procedures to evaluate overall planning efforts.
- c. Chief executive officers assure that institutional practices are consistent with institutional mission and policies.
 - d. Chief executive officers efficiently control budget and expenditures and assure the implementation of statutes, regulations, and governing board policies.
 - e. Chief executive officers take part in professional development activities for continuous improvement of performance.
 - f. Chief executive officers work and communicate effectively with the communities served by their institutions.
3. In multi-college districts or systems, the district or system provides support for the effective operation of its colleges and has clearly defined roles of authority and responsibility.
- a. The district or system has and adheres to a clearly defined policy for selecting the chief executive officers of the colleges.
 - b. The chief executive officer of the multi-college district or system evaluates the chief executive officers of the colleges. He/She delegates full responsibility and authority to them to implement and administer district or system policies without interference and holds them accountable for the operation of the colleges.
 - c. The chief executive officer of the multi-college district or system gives equitable and efficient consideration to distribution of resources to colleges and assures the implementation of statutes, regulations, and governing board policies.
 - d. The district or system clearly delineates the operational responsibilities and functions of the district or system from those of the college.
 - e. The district or system provides effective services that support student learning, reflecting the mission and functions of the colleges.
 - f. The district or system and the colleges use effective methods of communication and exchange information in a timely and efficient manner.

Fall 2001 Plenary Session Adopted Resolutions

2.02 F01 **Proposed Revisions to Accreditation Standards** **Barbara Sawyer, Diablo Valley College, Area B**

Whereas, The Accrediting Commission for Community and Junior Colleges does not involve the Academic Senate for California Community Colleges in making faculty appointments to the Commission;

Whereas, Draft A of the proposed revisions to the accrediting standards moves the accrediting process further in the direction of use of quantitative data to the exclusion of qualitative evaluation of the educational process; and

Whereas, There is a need for collective action by the faculty of California community colleges to argue against the direction the Accrediting Commission is taking in its proposed revisions to the Accreditation Standards;

Resolved, That the Academic Senate for California Community Colleges work with local senates to mobilize wide concern over the direction and impact of the recommendations of the Accrediting Commission for Community and Junior Colleges, including working with professional associations, non-educational and non-government organizations, and other groups;

Resolved, That the Academic Senate for California Community Colleges work with the Accrediting Commission to address the accountability of the Accrediting Commission to the educational community concerning the educational quality of programs that serve students;

Resolved, That the Academic Senate for California Community Colleges work with the Accrediting Commission to ensure that all California community college faculty appointments to the Commission are made by the Academic Senate; and

Resolved, That the Academic Senate for California Community Colleges research past standards as well as desirable additions to the current standards and provide alternatives to the Accrediting Commission's proposed changes to the accrediting standards.

MSC

Fall 2001 Plenary Session Adopted Resolutions

2.03 F01 Draft A - Accreditation Standards **Debra Landre, San Joaquin Delta College, Area A**

Whereas, The Accrediting Commission for Community and Junior Colleges is in the final stages of revising the standards for accreditation and these standards have been condensed and rewritten; and

Whereas, The new version of the standards are ambiguous, without a clear definition of terms;

Resolved, That the Academic Senate for California Community Colleges request that the Accrediting Commission for Community and Junior Colleges affirm that a college's and/or district's compliance with laws and regulations governing them reflect their institutional integrity; and

Resolved, That the Academic Senate for California Community Colleges request the Accrediting Commission for Community and Junior Colleges include an appendix defining the terminology used within the text of the standards.

MSC

2.04 F01 Accreditation Standards **Ellen Arden-Ogle, Cosumnes River College**

Whereas, The 108 California Community Colleges comprise more than 77% of the colleges reviewed and accredited by the Accrediting Commission for Community and Junior Colleges (AACJC); and

Whereas, Faculty rights and responsibilities are specified and guaranteed in the California Code of Regulations (Title 5) and therefore must be reflected in any complete and legitimate accreditation self-study;

Resolved, That the Academic Senate for California Community Colleges immediately convene a task force to gather and coordinate feedback on the draft of the new Accreditation Standards from local senates, and then propose appropriate edits that include strengthening the role of faculty in all four standards and submit them directly to the Accrediting Commission for Community and Junior Colleges by the December 1, 2001 due date.

MSC

Fall 2001 Plenary Session Adopted Resolutions

2.05 F01 Accreditation Standards
Leon F. Marzillier, Los Angeles Valley College

Resolved, That the Academic Senate for California Community College as a final avenue of action, develop alternative structures and/or approaches to replace the current accreditation commission.

MSC

2.06 F01 Accreditation Standards
Chris Storer, DeAnza College

Whereas, Learning outcomes are a function of institutional support of programs, students and faculty;

Whereas, Learning outcomes are a function of economic, physical, social and emotional circumstances of students; and

Whereas, Part-time faculty often receive significantly reduced instructional support compared to regular faculty;

Resolved, That the Academic Senate for California Community Colleges urge the Accrediting Commission for Community and Junior Colleges to remove from the new accreditation standards any reference to faculty evaluation on the basis of learning outcomes measures.

MSC

2.07 F01 Accreditation Standards
Chini Johnson-Taylor, Los Angeles Trade Technical College

Whereas, The Accrediting Commission for Community and Junior Colleges will host public hearings for public comment on the revised draft of new standards for review in Hawaii and San Francisco; and

Whereas, Input, advice and counsel from faculty, the campus community at large, surrounding community groups and organizations are imperative;

Resolved, That the Academic Senate for California Community Colleges insist that the Accreditation Commission for Community and Junior Colleges schedule and publicize a hearing in the Southern California area in a timely manner.

MSC

Fall 2001 Plenary Session Adopted Resolutions

2.08 F01 Accreditation Standards **Kathy O'Connor, Santa Barbara City College**

Whereas, There is considerable opposition to the proposed revision of the accreditation standards; and

Whereas, The use of the proposed revisions of accreditation standards on a trial basis implies endorsement of these standards;

Resolved, That the Academic Senate for California Community Colleges object to the use of the proposed revised standards in the current form (Draft A) on a trial basis;

Resolved, That the Academic Senate for California Community Colleges urge local senates to oppose any attempts on their campuses to use the proposed revised standards in the current form (Draft A) on a trial basis.

MSC

2.09 F01 Accreditation Standards **Doug Sabiston, Contra Costa College**

Resolved, That the Academic Senate for California Community College urge the Accrediting Commission for Community and Junior Colleges to maintain the current standard ten B.7 that "faculty have established an academic senate or other appropriate organization" and that "faculty have a substantive and clearly defined role in institutionalized governance."

MSC

3.0 AFFIRMATIVE ACTION/CULTURAL DIVERSITY **3.01 F01 Faculty Recruitment** **Dibakar Barua, Golden West College, AA/CD Committee**

Whereas, The Chancellor's Registry is an efficient tool for effective recruiting of candidates for faculty positions;

Whereas, An excellent opportunity to recruit new faculty is the national meetings of discipline organizations, such as the Modern Language Association and the American Psychological Association; and

Whereas, Individual districts may be unable to send representatives to the national conferences to recruit candidates;

Resolved, That the Academic Senate for California Community Colleges seek funds from all possible and appropriate sources to send faculty representatives to the national meetings of major discipline groups and organizations to recruit applicants for the Chancellor's Office Registry and applicants for current openings in particular districts; and

**DIVISION RESTRUCTURE
OPTION I, MODEL A**

Humanities Division

English
ESL
World Languages
American Sign Language
Education
Phil/Religion/Hum

Math and Social/Behavioral Sci.

Political Science/Economics
Psych/Sociology/Anthropology
History
Cross Cultural Studies
Math
Health Science

Natural and Exercise Science

Biology
Chemistry
Earth Sciences
Physics
Astronomy
Physical Sciences
Science
Exercise Science
Health Ed

Business & Professional Studies

AOJ
Business Administration
Business Office Technology
Mgmt./Marketing/Int. Bus.
Occupational Therapy Assist.
CSIS
CVTE
Nursing
OTA
Child Development/Center
Respiratory Therapy
LEDI

Communication and Fine Arts

Art
Media Communications
Theater Arts
Music
Speech
Dance

Reassigned

New Horizons/CalWORKS
AmeriCorps
Community Services Learning
Study Abroad
American Collegiate English (ACE)

**Business and Professional Studies
Option I, Model A**

**Natural and Exercise Science
Option I, Model A**

	# of Sections*	Full-Time Faculty	Part-Time Faculty	Chairs	Coordinators	Tenure Track Faculty	Instructor Evaluations Fall 2000	Instructor Evaluations Spring 2001
ASTR	12	2	4	1		1	2	1
BIO	61	10	11	1		1	4	4
CHEM	46	5	11	1		2	7	
ES	247	13	26	1		5	9	14
GEOG	25	3	3	1		1	1	2
GEOL	12		4				3	1
HED	13	1	3				1	2
OCEA	7	1	1					
PHYC	10	2	1				1	1
PSC	5		1				1	
SCI	8		3				1	1

*Section count includes ROP, tied sections, LEDI, and cancelled sections

Information taken from 04/17/01 Open/Closed Report

To: Academic Senate

From: Faculty Staffing Criteria Review Task Force

Subject: Proposed changes in the Faculty Staffing Criteria and weighting

Date: 12-03-01

The Faculty Staffing Committee Criteria Review Task Force was formed to review the existing faculty staffing criteria and weighting and to make recommendations for revisions.

The Task force consisted of the nine member Faculty Staffing Committee, all Instructional and Student Services Deans and four faculty appointed by the Senate.

The Task Force members were:

Jerry Buckley
Mary Rider
Debbie Lim
David Mullen
Peter White
Dean Colli
Jim Fenningham
Debra Fitzsimons
Bill Bradley
Peg Hovde
Barbara Chernofsky
Gary Philips
Steve Baker
Lois Knowlton
Janet Castanos
Shannon O'Dunn
Brad Tiffany

New

Faculty Staffing		Sp 02							
Department _____									
Date _____									
Division _____									
#	Criteria	3	2	1	0	Weight	Points	Subtotal	
1	WSCH or other Data					14			
2	FT/PT					14			
3	Available PT					4			
4	Replacement					18			
5	History					8			
6	Forced Extra Pay					2			
7	Forced Reduced Offerings					3			
8	Program Review					9			
9	Master Plan					4			
10	Mandated					5			
11	One Person Department					4			
12	Best Reason/Division Priority					15			
TOTAL POINTS									

Old

Faculty Staffing									
Department _____									
9/6/01							% W	Score	Sub
							4	3	2
							1		
Criteria									
a	WSCH Growth	High+	High	Static	Neg	12			
1	# FT,PT + FT/PT ratio	below	60/40	Mid	75/25	12			
2	Available PT Pool	No	Some	Mostly	Always	4			
3	Replacement Position	Yes			No	21			
4	History of Replacement	Stron			Weak	12			
5	Extra Pay + (LED)	Stron			Weak	2			
6	Forced Reduced Offerings (# of	Stron			Weak	2			
7	Program Rev/Master Plan	Both	PV	MP	None	12			
8	Mandated Position/Health-Saft	Stron			Weak	4			
9	One Person Department	Yes			No	4			
10	Best Reason for Filling This Po	Stron			Weak	15			
Total Points									

Cathy Harvey

From: Kathleen Emerson [kathleen5@qwest.net]

Sent: Wednesday, November 28, 2001 10:53

Colleagues:

This is to remind you that the Accrediting Commission for Community and Junior Colleges (ACCJC) has requested that written comments on the proposed new accreditation standards be submitted by December 1, 2001. Comments may be made via post, FAX or e-mail. (Address included below)

You should have received a copy of the standards directly from the Commission, and in your Fall session packet. We have attached them here for your ease of reference, along with a copy of the relevant resolutions adopted at Fall session, and a brief summary of concerns previously sent to you in the Fall session packet.

As was noted at our recent plenary session, these draft standards would effect a radical change in accreditation. As you can see from the attached resolutions, the Academic Senate is concerned that these proposed changes are ill advised and not in the best interests of our students. In general, the Commission has turned its focus away from ensuring that colleges meet minimum standards of educational quality. Instead, the main criterion for accreditation would now become having a systematic, data-driven cycle of planning and re-engineering based on quantifiable student outcomes. In addition, the draft standards retreat from a commitment to collegial governance, remove reference to academic senates as an expected feature of faculty organization, and emphasize the "vested authority" of the CEO and governing boards.

We urge all local academic senates to fax or email letters of concern to the Commission by December 1, 2001.

Ms. Wallace Albertson, Chair
The Accrediting Commission for Community and Junior Colleges
3402 Mendocino Avenue
Santa Rosa, CA 95403
Phone: 707.569.9177
Fax 707.569.9179
Email: accjc1@pacbell.net

Note that the Commission will hold a public hearing on the proposed standards on January 6, 2001 in San Francisco. Following the January Commission meeting, a revised draft will be distributed for further comment during Spring 2002. A public meeting in Hawaii has been scheduled in March 2002. The Commission intends to adopt a final version of the Accreditation Standards at their June meeting.

If you have questions or would like further information feel free to contact the Senate office, or Linda Collins, Academic Senate Liaison to the Accrediting Commission at collinsl@ix.netcom.com

11/28/01

Some concern was raised at the Academic Senate regarding the section of the Educational Master Plan entitled "Expected Outcomes." This message serves to clarify the intent and purpose of that column.

The Educational Master Plan is intended to guide institutional planning, implementation, and evaluation to inform future planning. No purpose related to program or individual performance evaluation will be served by the Educational Master Plan or its processes.

The "Expected Outcomes" column is intended to provide better clarification to the purpose of the activity. For clarification of a particular activity, it may be more appropriate or expedient to instead include an anticipated benefit within the activity statement. Please feel free to do so and leave the "Expected Outcome" blank. Either approach will be equally useful and valued.

Ted Martinez Jr., Ph.D.

President

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