

Faculty Forum



Accreditation Update!

As we begin the second month of the Spring 2015 semester, your VVC Academic Senate is working hard on several academic and professional items to assist faculty in serving students and this institution; accreditation is the priority item on the Academic Senate's agenda.

As you are no doubt well aware, Recommendations 3 and 6 required Follow-up Report #5 (FU#5). The small piece of Rec 3 deals with SLO assessment recorded in faculty evaluations; Rec 6 deals with fiscal responsibility. The Accreditation Steering Committee has completed FU#5, and the Academic Senate approved the draft at the first Spring general meeting on March 5, 2015. The document went to the Board of Trustees on March 10, 2015, and College Council on March 11, 2015.

In addition, a visiting team came to VVC at the end of March 2015, to talk to key college personnel about Rec 3 and Rec 6.

For more information on this topic, please visit the college's Accreditation webpage: <http://www.vvc.edu/offices/oie/accreditation/accreditation.shtml>.

If you have any questions, comments or concerns, please contact any member of the Academic Senate executive team.

Victor Valley
College
Academic Senate

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From the Academic Senate President

As we begin the Spring 2015 semester, the Academic Senate for VVC is committed to advocating for faculty in academic and professional matters. Fall 2014 was a busy time for the VVC AS; accreditation, once again, was the AS primary focus during Fall 2014, as members of the AS Executive Board assisted in the organizing and writing of Fol-

low-Up Report #5.

As you probably know, the ACCJC's visiting team came to VVC on March 25. For more on that visit, check out page 3.

In my second semester as AS President, I want to assure everyone that the VVC AS Executive Board will be continuing to hold Senate Office Hours four days a week (the sched-

ule is on page 4), hold workshops and forums for faculty-centered issues, and do our best to serve you.

How you can help us do this is by serving on AS and Shared Governance committees. Without faculty participation, many important decisions on the direction of VVC will be made without our expertise.

I sincerely hope that faculty will, once again, rise to the challenge of demonstrating the academic excellence and dedication to this institution necessary to insure we are going forward and serving our students in the best possible way.

— Claude Oliver

Accreditation Institute

On February 19-21, Claude Oliver, Jessica Gibbs and Steve Toner attended the statewide Academic Senate's Accreditation Institute. Highlights of this conference include:

Student Services, Libraries and Equity in the Online Arena

Equity resources are available for on-campus and online support, to help colleges identify and meet student equity needs. There will be a comprehensive examination of Distance Education for the next phase of accreditation. ACCJC wants more than just limited access to a few classes and services. In the Silicon Valley, math and science classes are requiring ID of on-campus as well as online students for final exams.

Distance Education: Regular Effective Contact

Document in syllabi how each DE class is going to meet regular effective contact. Each school needs to define "regular effective contact" (note: VVC has done this). Visiting teams are instructed to look for DE policies and the evidence that they are being followed. For publisher sites used in online courses, access needs to be available to visiting teams. There were questions regarding the timeframe for keeping student e-mails in an online course, and whether learning management systems such as Blackboard purge these e-mails after a certain amount of time? There was an interesting discussion regarding interesting developments with online exam proctoring.

College Processes in the Context of Accreditation: An Opportunity for Equity

Student equity funds need to be utilized to develop sustainable practices on campus. Focus on marginalized groups in the Student Equity Report is needed to help minimize the achievement gap. This needs to be discussed on a deep level. It's mandated that colleges have an Equity Committee which needs to be discussing data and using it for planning; colleges need to explain ways of monitoring these groups in student services and instruction, along with adequate budgets to support this. Equity should be embedded within PRAISE documents. Every college committee should discuss the equity report (and the discussion must be documented in meeting minutes).

Institutional Learning Outcomes

All Program Learning Outcomes (PLOs) are supposed to be in the college catalog. In addition, City College of San Francisco (CCSF) was told by ACCJC to have separate LO's for GE and IGETC students. A special meeting of a college's Academic Senate should be held to discuss GE and ILO results. It was recommended that faculty in capstone classes should physically ask students if they meet program goals; students could be given the forms to apply for available AD-Ts and assess PLO's that way. Departments should look at the student equity report data and send comments to their local Academic Senate executive board for review and presentation at college-wide and board meetings.

Preparing Your Campus for a Site Visit

Attendees shared what their campus does when preparing for a visit from the commission. Most reported that activities to inform the whole campus community about recent shared governance activities, as well as policy and procedures on campus, should employees be questioned by a member of the visiting team. Some activities were very creative, such as "WASCapalooza", and circulating a "brochure" that highlights topics that are the focus of the college's report to the commission. Other "dos" included providing the visiting team with an update report upon arrival, conducting mock site visits and placing accreditation updates and topics for discussion on each agenda of the local Academic Senate. Ways to solve accreditation involvement apathy were also discussed. Many colleges had a faculty chair of their accreditation committee that received significant release time to not just help prepare for a visit, but to work on a continuous basis with committees and all constituencies to remain at the sustainable level of the ACCJC rubric at all times.

Student Learning Outcomes and Continuous Quality Improvement

The general consensus in this session was that outcomes assessment can be useful, but for the most part were causing problems in community colleges, such as compensation for time and effort, and organization and management of the assessment process in general. The session focused on the language of Sustained Continuous Quality Improvement (SCQI) in the ACCJC rubric. Discussion included how different colleges interpret the standard and how they achieve the SCQI level. The important message was that assessment is not used for planning what is best for employees, but what is best for accommodating student learning, such as budget decisions, resources such as tutoring, course offerings, etc. Comparing learning outcomes data to student achievement data to examine the difference between mastering the course requirements and just "passing" the class is being done. Disaggregation of outcomes data was also discussed. Colleges are using the required indicators set by the Chancellor's Office, but are also using disaggregated data in more advanced ways that allow for planning and decision making. TracDat seems to be had by all and disliked by most; eLumen seems to be the system of choice.

Accreditation Institute, con't...

Institution-Set Standards

This session focused on the five institution-set standards adopted by the Board of Governors and set by the Chancellor's Office. The general consensus was that the college's Institutional Research office must be involved in the process. Discussion of how to set goals for each of the standards included: lowest score in a series of recent years (3, 4 or 5-year averages), rolling average, and 95% of a 5-year average. The main point was to set a goal that is realistic to the standard for your college. It is imperative that colleges not set a *random* goal which might be impossible to obtain. Finally, it was recommended in this session that data should be collected in general education classes with large sample sizes.

Team Training- Views from Visiting Teams

The session was hosted by a panel of four individuals who have served on visiting teams: one faculty, the Vice President of the Academic Senate, a Dean of Vocational Programs and a CEO who has served on many teams, 11 of which he chaired. Topics included: how to get on the list for being a visiting team member, training to be on a visiting team and what to expect, from preparation, to the visit and submitting the team report. The main point was that preparation to be on a visiting team will consume approximately one month of your life, for which you will receive no reprieve from your classes or other commitments to the college you work for. However, "the knowledge you bring back from the experience is worth it". Those who are interested in serving on a team should talk to their college president to "get on the list". Finally, the commission assigns a staff member to the process. The staff member can review the team's report and request revisions based on the format required for the report. *Ultimately, ACCJC has the authority over the entire process and can revise the team's report!* The panel also shared tips on how to make the visiting team "happy", such as having all evidence items easily accessible.

Institute website: <http://asccc.org/events/2015-02-20-180000-2015-02-21-200000/2015-accreditation-institute>

Other Accreditation News

On Friday March 27, 2015, ten VVC employees attended the Self Evaluation Report training workshop by WASC: Roger Wagner, Peter Maphumulo, Hamid Eydgahi, Virginia Moran, Pearl Bandringa, Claude Oliver, Patty Golder, Jackie Augustine, David Gibbs and Jessica Gibbs. The workshop was hosted by San Bernardino Valley College. Important changes for the Self Evaluation that came out of this workshop:

- The report that is due in March of 2017 is no longer called the "Self Study". It is now called the "Self Evaluation Report"
- The revised ACCJC standards from June 2014 will take effect for all institutions undergoing evaluation starting spring 2016. Thus, VVC will be held to the revised standards for our 2017 Self-Evaluation Report
- All 21 Eligibility Requirements (ERs) no longer have to be addressed in the Self Evaluation Report. Only ERs 1-5 must be addressed if the college is up for reaffirmation (if on sanction, all 21 ERs must still be addressed); the remaining ERs (6-21) are embedded in the revised standards
- Evidence must be clear, applicable to the report and easily accessible (electronically) to the team
- A Quality Focus Essay, which outlines 2-3 areas of improvement that the college identified during its self-evaluation process and plans to improve upon them for the subsequent midterm report, is now required
- Do not shower the visiting team with lavish gifts (yes, that was discussed)

VVC has begun discussions of reviving the Accreditation Committee, beginning with integrating the committee into AP 1201: Shared Governance Structure. Very soon faculty, along with staff and administration, will be called upon to contribute to this important process. Interested in being a part of this important process of accreditation? Be sure to watch for the "All Call" coming soon!

VVC AS Executive Team, 2014-16

President — Claude Oliver
Vice President — Jessica Gibbs
Secretary — Leslie Huiner
Treasurer — Steve Toner
Past President — Tracy Davis

All VVC Academic Senate meeting minutes are online: <http://www.vvc.edu/offices/faculty-services/faculty-senate/minutes.shtml> as well as on SharePoint.

Senate Committees should post meeting minutes on SharePoint. For more information, contact Justin Gatewood.

Senate Office Hours, Spring 2015

Expanded office hours to serve YOU better!

Mondays — 2:30-3:30 p.m.; 4:00-5:00 p.m.

Tuesdays — 11:00a.m.-12:00 p.m.12:30-2:30 p.m.

Wednesdays — 1:30-2:30 p.m.; 5:20-6:20 p.m.

Thursdays — 1:30-2:30 p.m.

The Academic Senate office is located in Building 55, office 30,

The Victor Valley College Academic Senate represents all faculty in academic and professional matters.

Meetings are held the first Thursday of the month, at 3:30 p.m., in room AD-8. Refreshments are provided!

Please visit the Academic Senate website, at www.vvc.edu, under 'Faculty and Staff'.

Meetings for Spring 2015:

April 2

May 7

June 4

Academic Senate Representatives, 2014-2016

- **2014-2016**
- Science: Richard Cerreto and Lisa Harvey
- Liberal Arts: Karen Tomlin and Lisa Ellis
- ATC: Patrick Malone and Tim Adell
- Academic Commons: Dave Hollomon
- Allied Health: Alice Ramming and Terry Truelove
- Library/Counseling: Mike McCracken and Lorena Ochoa
- PAC: Ed Heaberlin
- Vocational: Gary Menser
- Kinesiology: Debra Blanchard
- Public Safety Training Center: Dave Oleson
- At-Large Representatives: David Gibbs and Khalid Rubayi
- Adjunct Faculty Representatives: Cheryl Elsmore and Glenn Akers