

CURRICULUM
INSTITUTE

JULY 7-9, 2021

ACADEMIC SENATE
FOR CALIFORNIA
COMMUNITY COLLEGES

ENSURING LEARNING: ACCESSIBILITY & FLEXIBILITY IN EQUITY-DRIVEN CURRICULUM

Student Learning and Achievement: Ensuring Equity in Accreditation and Curriculum



Presenters

Curriculum Institute
2021

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Breakout Description

Curriculum is a key component of the accreditation standards, and the relationship between curriculum and accreditation is critical for understanding the accreditation process. In this breakout, presenters will review the relationship between curriculum requirements and accreditation standards, with a focus on their shared goal of ensuring meaningful and equitable student learning and achievement, and discuss the important roles curriculum specialists, curriculum chairs, articulation officers, and others share in these processes.



Breakout Overview

- Relationship between Curriculum and Accreditation
- Equitable Student Learning and Achievement
- Majors areas of alignment between Curriculum and Accreditation
- Mission
 - Academic Integrity
 - Student Learning and Support
 - Governance
- What is your role in Accreditation.
- What is changing/evolving in accreditation in the next standards
- Resources on Curriculum and Accreditation



Questions during Presentation

Please feel free to ask questions in the chat during the presentation. We will try answer them in the chat or ask them in the presentation

When the presentation is done. Please place your name in the chat and we will call on you to ask your question.

When you are called on unmute and ask your question.



Polls

- 1)What is your role at your college
- 2)How familiar are you with accreditation?
- 3)When is your next accreditation visit?



Relationship between Curriculum and Accreditation

- Curriculum and Faculty Roles in Accreditation are both areas of the 10+ 1
- Local Senates/Curriculum Committees should have a strong and defined role in both areas. This includes the creation of processes and appointment of faculty to committees
- Standard IV.A.2 specifically states that
“Faculty and academic administrators, through policy and procedures and through well defined structures, have responsibility for recommendations about curriculum and student learning programs and services”
- What do your policies and procedures say about faculty roles in these areas?



Equitable Student Learning and Achievement

- Standards require evidence that the Institution:
 - supports and produces student learning;
 - assesses how well learning is occurring;
 - makes changes to improve student learning;
 - organizes key processes effectively to support student learning;
 - allocates resources effectively to support student learning; and
 - improves learning as an important means to institutional improvement.
- All of the above should include evidence of equity:
 - sustained dialogue about equitable learning (I.B.1);
 - disaggregated data on learning outcomes and achievement (I.B.6);
 - equitable delivery modes, teaching methods, and student supports (II.A.7)
- ACCJC Policy on Social Justice passed June 2021



Curriculum and Accreditation Alignment

- I: Mission, Academic Quality, Institutional Effectiveness and Integrity
 - Mission should include the types of academic programs offered (A.1), and programs should align with the mission (A.3)
 - Academic quality includes a “sustained, collegial dialogue” (B.1), and integrity means ensuring information provided to students is clear and accurate, inclusive of the catalog (C.1 & 2)
- II: Student Learning Programs and Support Services
 - II.A, Academic Programs, includes many sub-standards applicable to curriculum
 - The overall goal of II is to ensure programs are “conducted at levels of quality and rigor appropriate for higher education”
 - II.A.3 requires outcomes be listed on COR: “The institution has officially approved and current course outlines that include student learning outcomes.”
 - Many additional standards in this section cover program depth, rigor, course sequencing, time to completion (A.5), General Education requirements (A.12), professional competencies for CTE (A.14) and program elimination (A.15)
 - The overall goal of these standards for curriculum is to ensure faculty work collegially to ensure curriculum aligns with the institutional mission and ensure student learning and completion



Curriculum and Accreditation Alignment (cont)

- III: Resources
 - Refers to Human, Physical, Technology, and Financial resources
 - Resources in all categories should be aligned with the institutional mission and support improvement of “academic quality and institutional effectiveness”
 - Includes faculty qualification (A.2) and professional development (A.14)
- IV: Leadership and Governance
 - A.4: “Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.”
 - Other sub-standards refer to the CEO (B), Governing Board (C), and Multi-College Districts (D)



How does your role support Accreditation?

Importance of curriculum chairs, curriculum specialists, articulations officers, and others in Accreditation.

How do you document and communicate your work at your college?

How do you familiarize yourself with Accreditation?

Where do you find the Accreditation Standards?

- Which Standard refers to the regular assessment of learning outcomes including course outlines of record and syllabi?
- Which Standard is related to guided pathways, specifically effective course scheduling?
- Which Standard refers to teaching methodologies that support equitable student success?

Where do you find policies?

- Which policy refers to awarding of credit, credit hour, clock hour, and student learning outcomes?



What to expect on the site visit...

The report is done, now what?

Peer review site visit:

- Interviews
- Evidence
- Syllabi, Course Outlines of Record, distance education addendum, curriculum minutes, curriculum inventory, curriculum management system, distance education course access, student learning outcomes.
- Data - focus on equity

Changing format of the site visit - formative/summative



ACCJC Standards Review- What is the future of Accreditation?

Guiding Principles for New Standards

- Ensure balance between accountability and improvement
- Use clear, streamlined language
- Consider the institutional diversity of ACCJC membership
- Focus on mission-aligned student-centeredness
- Emphasize mission-aligned outcomes, innovation, and improvement
- Reflect equity-minded practices and outcomes, aligned with mission
- Support a systems approach to institutional evaluation
- Foster and support innovation and ongoing learning

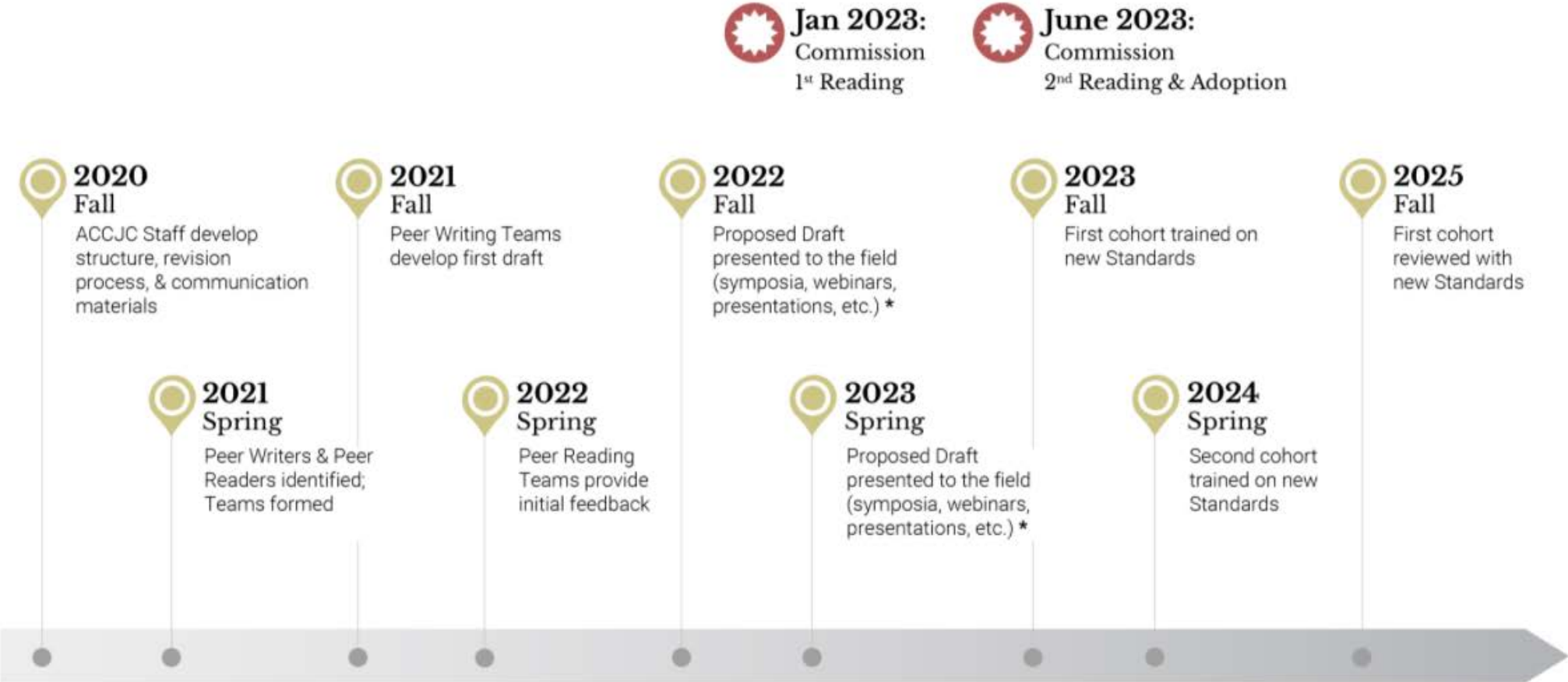


How Accreditation Might Change

Anticipated Structural Improvements

- **Simpler structure**
 - Current structure: 14 standards, grouped into 4 main areas
 - Proposed structure: streamlined and reorganized, resulting in fewer standards
- **Less redundancy**
 - Concepts/processes contextualized within each standard
 - Shifts away from demonstrating how processes are developed
 - Emphasizes how the outcomes of a process are used to improve and innovate
- **Clear criteria for review**
 - Builds consistent understanding of standards for institutions and reviewers
 - Can be adjusted more easily than standards themselves, if/when needed
 - Opens possibility that a narrative may not be required for every standard

NEW ACCJC STANDARDS TIMEINE



Questions....



Resources

- Current ACCJC Standards: <https://accjc.org/eligibility-requirements-standards-policies/>
- Updates on Standards Review: <https://accjc.org/standards-review/>
- ACCJC Policy on Social Justice: <https://accjc.org/wp-content/uploads/Policy-on-Social-Justice.pdf>
- Making Accreditation Student-Centered (2020 Rostrum): <https://asccc.org/content/making-accreditation-student-centered-guided-pathways-and-equity>
- Moving From Compliance to Improvement Webinar: <https://asccc.org/events/2021-04-09-190000/moving-compliance-improvement-guided-pathways-frame-assessment-and>

