

Accreditation Work Group Supporting Document
Academic Senate, September 21, 2022

The information below should be considered a starting point for our discussion of a Faculty Accreditation workgroup. This document represents a summary of our discussion at the AS meeting of September 7th, 2022. It is the prerogative of the Academic Senate body to accept, reject, or modify any or all parts of the summary below.

Goals: The Workgroup will have four charges:

1. Identify the student population groups that will be disaggregated in SLO assessment;
2. Define "regular assessment" based upon consultation with the Accreditation Officer;
3. Develop a process for regular SLO reporting, which may include consequences for faculty/departments that do not engage in said process;
4. Establish that SLOs need to be on syllabi, not merely linked to the COR

Ancillary duties: The Workgroup will:

5. Communicate regularly with the Accreditation Liaison Officer/VPAA;
6. Review software recommendations, if requested, from administrators to disaggregate data;
7. Report to the Senate regularly during the Fall 2022 and Spring 2023 semesters;
8. Consult AFA if contractual matters arise;
9. Discuss the recommended process with DCC/IM.

Duration: It is anticipated that the workgroup will meet 3-4 times monthly during the remainder of the 2022 fall semester to create a plan which will be approved by the AS for implementation in Spring 2023, with the goal of achieving compliance in the Spring 2023 semester.

Membership: The Academic Senate Executive Committee (ASEC) will appoint faculty members to the workgroup. This workgroup shall consist of a minimum of 5 members with representation from a variety of disciplines, including a(n) Associate Faculty member(s) currently employed by the district or with offer rights. The ASEC will direct the District to negotiate with AFA regarding compensation. In the event of vacancies, ASEC will recruit and appoint replacements using stated membership criteria. Preferred qualifications for members will include: subject expertise in assessment, a commitment to using data to inform pedagogical improvement, and expertise in IDEAA with an understanding of how student populations have been underrepresented.