

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES



SUGGESTIONS FOR CHANGE TO THE ACCREDITATION STANDARDS AND PRACTICES 2012

CONTACT INFORMATION FOR RESPONDENT (needed for our Review of Accreditation Standards records).

Name: Tim Karas; President

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Title: Suggestions to Standard IIA and IIC,

COLLEGE AFFILIATION OR NAME OF OTHER ORGANIZATION YOU ARE REPRESENTING:

Council of Chief Librarians, California Community Colleges

1. What changes do you recommend to the **organization and format** of the Accreditation Standards? Please describe changes related to the current organization into four standards, and/or the current outline form. Also include other recommendations concerning the organization and format.

Retain Library and Learning Support Services as a sub-standard II. The ACCJC draft Standards weaken, to the detriment of student learning, the criteria used in the 2002 Standards in regard to information competency and access to library materials and services regardless of location or means of delivery by placing the standards now in that section IIC under Standard IIB (Student Services). This eliminates the existence of library and learning support services unique significance of being comprised of instructional and student service element.

2. What changes do you recommend to ADD content or concepts to the Accreditation Standards? Please describe the content and why you think it is important to include the new content or concepts you recommend.

Proposal #1 Strengthen Information Competency Language within the Instructional Programs standard (outside of the Library Standard)

1. Rationale for changes to Standard IIA2 (Instructional Programs Standard) :

This proposal strengthens the intent of the commission by adding to standard IIA2 so that information competency is a goal within all courses, degree and certificate programs. Currently, information competency is mentioned in two standards: II.A.3.b (General Education) and II.C.1.b. (Library and Learning Support). Neither standard adequately ties together the goals of information competency to institution wide learning goals. Standard I.A.3b is concerned with general education issues. Information competency skills are progressive in nature and these skills should not be limited to only general education. Degree specific information competency skills are required in baccalaureate and CTE programs.

See current standard language referenced in rationale:

II.A.2: The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and

programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

A.3.b. A capability to be a productive individual and life-long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency

Suggested changes in bold and underlined font:

New **II.A.2.d. The institution relies on faculty with teaching responsibilities, in partnership with library faculty, to ensure that the development of information competency, concepts, and skills are key outcomes taught and measured within all courses and degree programs regardless of credit awarded.**

The current (d) would become the new (e) so that the current (d) through (i) would be moved down.

New II.A.2:

II.A.2: The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

- a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.
- b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.
- c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs. **[insert suggested new (d)]**
- d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.
- e. ... through i

- 2. Rationale for changes to Standard IIA3:** The focus of this standard is on society's expectations of an educated person, including increasingly sophisticated critical thinking development and competency, for without the skills enumerated, one cannot be expected to communicate effectively orally or in writing, hence, the order of critical thinking before speaking/writing.

Standard II.A.3.b. *Suggested changes in bold and underlined font:*

The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalogue. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education **curricula** by examining the stated learning outcomes for the

course. **All degrees awarded by the institution are clearly defined in terms of student achievement necessary for graduation and for societal expectations of educated persons that represent more than simply an accumulation of courses or credits.**

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

b) A capability to be critical thinker and skilled communicator with data analysis and argument skills based on understanding of information competency, computer literacy, scientific and quantitative reasoning, and oral and written communication.

3. *Rationale for new II.A.3.c:* This standard focuses on continuous acquisition of knowledge through various means, but there's nothing on the need to acquire and to critically evaluate information, new, old, or emerging across the curricula.

Suggested changes in bold and underlined font:

New (c) The ability to acquire knowledge through a variety of **means and to acquire and critically evaluate information across the curricula.**

Proposal #2: Within the Library Standard IIC, strengthen the language to include the need for sufficient staffing, information competency and better services to students

1. *Rationale for changes to IIC:* Among library and other learning support services, the library plays a key role in providing instruction on information competency and research skills. "Other learning support services" is eliminated because "ongoing instruction" for those other support services facilitate student learning but does not directly develop skills in information competency. This new wording sharpens the standard's focus on (1) the library and its instructional role, (2) the vital connection of collaboration among faculty, library faculty, and administrators in curriculum development as it relates to information competency and critical thinking, and (3) the institution's promotion of "other learning support services."

Suggested changes in bold and underlined font:

II.C. Library & Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. **Effective educational offerings are predicated on the availability and accessibility of sufficient learning resources and a facility staffed by qualified library/other learning support services faculty and staff. Other learning support services include** collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

II.C.1. b. **The institution promotes collaboration among library faculty, faculty with teaching responsibilities, and administrators in fostering information competency and technological competency skills across the curriculum.** The institution provides ongoing instruction for **library users** ~~of library and other learning support services~~ so that students are able to develop skills in information competency. **The institution promotes learning support services to faculty and students so that students use these services to increase their success.**

2. *Rationale for changes to II.C.2:* Library and learning resources should be evaluated on the basis of their sufficiency in support of educational programs as well as identified student learning needs. Moreover, the word “learning” was added for emphasis.

II.C.2 The institution evaluates library and other learning support services to assure their currency and adequacy in meeting identified student **learning** needs **and in supporting the institution’s educational programs.** Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

3. What changes do you recommend to REMOVE content or concepts from the Accreditation Standards? Please describe the content and why you think it is useful to remove it?

See above

4. What changes do you recommend to the process or practices of Accreditation?

Proposal # 3 Add more refined criteria in the ACCJC’s “Guide to Evaluating Institutions” in support of the proposals mentioned above.

2. Rationale for evidence suggestions: the current guide for institutional self-evaluation may be strengthened with more specific indicators for institutions to furnish evidence of meeting information competency, critical thinking related standards.

For Evaluation Guide:

- **Evidence that students can determine the nature and extent of needed information;**
 - **access information effectively and efficiently;**
 - **evaluate critically the sources and content of information;**
 - **incorporate selected information in the learner’s knowledge base and value system;**
 - **use information effectively to accomplish a specific purpose;**
 - **understand the economic, legal and social issues surrounding the use of information and information technology; and**
 - **understand laws, regulations, and institutional policies related to the access and use of information.**
- **Evidence that local and remote information resources, access structures, and technologies are adequate to support the curriculum;**
- **Evidence that information competency is incorporated into the curriculum with syllabi, or other material appropriate to the mode of teaching and learning, describing expectations for students’ demonstration of information competency skills;**

- **Evidence that there are accessible reference tools where relevant materials exist and are located;**
- **Evidence that there are assessments of information competency outcomes**
- **Evidence that there are qualified instructional and reference faculty, and other support personnel, available on-site or via remote access, to help students and other faculty locate and evaluate information tools and resources;**
- **Evidence that there is an adequate policy and process, tailored to the mission and goals of the institution, for the development and management of information resources;**

References: Links to the Regional Accreditation websites:

Accrediting Commission for Community and Junior Colleges (WASC) :

http://www.accjc.org/wp-content/uploads/2012/08/Accreditation-Standards_Revised-June-2012.pdf

Middle States Commission on Higher Education: <http://www.msche.org/publications.asp>

New England Association of Schools and Colleges:

http://cihe.neasc.org/standards_policies/standards/standards_html_version

North Central Association of Colleges and Schools: <http://www.ncahlc.org/Information-for-Institutions/accreditation.html>

Northwest Commission on Colleges and Universities:

<http://www.nwccu.org/Standards%20and%20Policies/Accreditation%20Standards/Accreditation%20Standards.htm>

Southern Association of Colleges and Schools Commission on Colleges:

<http://www.sacscoc.org/principles.asp>

SAVE COMPLETED FORM FOR YOUR RECORDS. EMAIL TO ACCJC, OR PRINT TO SUBMIT BY FAX OR MAIL.

Thank you for providing input to us. All input received will be considered by the Commission as it conducts the Review of Accreditation Standards and Practices.

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