Accreditation and Governing Boards

8 September 2021

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Accreditation 101

Accreditation is a **practice** of academic quality control

- **Provides** assurance to students, general public, & others of quality of educational offerings
- **Advances** meaningful and effective **student learning and achievement**
- **Promotes** institutional excellence through application of standards

Regular cycles of quality control practices, including:

- **Comprehensive review** against Standards (every 7 years)
- **Annual monitoring** of select aspects of institutional performance (e.g., Fiscal health, headcount growth/decline, student achievement, substantive changes)
Accreditation 101

Benefits of accreditation:

• Gives **credibility to degrees and credentials** awarded to students
• Stimulates **institutional innovation and improvement**
• Enables access to **Title IV (Federal Student Aid)**
• Provides **quality assurance** to students, the public, and other institutions that your Colleges are achieving their missions
ACCJC’s Mission & Values

Mission Statement:
ACCJC supports its member institutions to advance educational quality and student learning and achievement. This collaboration fosters institutional excellence and continuous improvement through innovation, self-analysis, peer review, and application of standards.

Core Values:
- Student Learning & Achievement
- Integrity
- Collegiality
- Peer Review
- Institutional Improvement
- Quality Assurance
At a Glance:
Tasks in the Cycle

ACCJC Accreditation Cycle

Institutional Self-Evaluation & ISER Development
Comprehensive Review
Institutional Follow-Up & Improvement
Midterm Reflection

Commission Action on Accredited Status
Elements of the Comprehensive Review

- Self-Evaluation (ISER)
- Peer Review (Team ISER Review & Visit)
- Affirmation (ACCJC Action)

Ongoing Commitment to Improvement & Educational Excellence
## Timeline for Comprehensive Reviews – CC & MJC

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Fall 2021:</td>
<td>Colleges begin self-evaluation &amp; ISER development</td>
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<tr>
<td>Dec 15, 2023:</td>
<td>ISERs due to ACCJC</td>
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<td>Spring 2024:</td>
<td>Team ISER Reviews</td>
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<td>Fall 2024:</td>
<td>Focused Site Visits</td>
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<tr>
<td>Jan 2025:</td>
<td>Commission Action</td>
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### Four Interlocking Standards

<table>
<thead>
<tr>
<th>Standard I</th>
<th>Standard II</th>
<th>Standard III</th>
<th>Standard IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission</td>
<td>Instructional Programs</td>
<td>Human Resources</td>
<td>Decision-Making Roles &amp; Responsibilities</td>
</tr>
<tr>
<td>Assuring Academic Quality &amp; Institutional Effectiveness</td>
<td>Library &amp; Learning Support Services</td>
<td>Physical Resources</td>
<td>Chief Executive Officer</td>
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<tr>
<td>Institutional Integrity</td>
<td>Student Support Services</td>
<td>Technology Resources</td>
<td>Governing Board</td>
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<td>Financial Resources</td>
<td>Multi-College Systems or Districts</td>
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Key Concepts Woven throughout Standards

- Focus on achieving institutional mission
- Integrity and honesty in institutional policies and actions
- Focus on student outcomes
  - Student achievement: Completion of meaningful educational goals
  - Student learning: Attainment of demonstrable knowledge and skills
- Metrics and evidence used to assess institutional quality
- Ongoing internal quality assurance practices
- Continuous improvement for high performance
# Areas of Particular Interest to Boards

## Standard I
- Mission
- Assuring Academic Quality & Institutional Effectiveness
- Institutional Integrity

## Standard II
- Instructional Programs
- Library & Learning Support Services
- Student Support Services

## Standard III
- Human Resources
- Physical Resources
- Technology Resources
- Financial Resources

## Standard IV
- Decision-Making Roles & Responsibilities
- Chief Executive Officer
- Governing Board
- Multi-College Systems or Districts
Accreditors’ Expectations for Boards

• Establish goals and maintain mission-focused leadership (IV.C.1, IV.C.5)
• Ensure prudent use of funds and planning for ongoing fiscal stability (IV.C.1)
• Maintain awareness of and accountability for student success (IV.C.1, IV.C.8)
• Act as a collective entity representing the public good (IV.C.2, IV.C.4, IV.C.11)
• Act consistently with its policies, bylaws, and code of ethics (IV.C.6, IV.C.7, IV.C.10, IV.C.11)
• Set policy direction without intruding into daily operations (IV.C.7, IV.C.12)
• Hires, evaluates, and delegates appropriately to the institution’s CEO (IV.C.3, IV.C.12)
• Reflect on their effectiveness and engage in Board development (IV.C.9, IV.C.10, IV.C.13)
Representing the Public Trust

(B)oard members do not represent specific constituencies in the sense of taking board actions in favor of their interests. All governing board members, appointed or elected, have a fiduciary responsibility to the institution and are expected to bring to board deliberations a broad understanding of the college’s role in serving all students and the institution’s multiple stakeholders. There must be no implied obligation for any governing board member to serve the interests of a specific constituency over the interests of the broad mission of the college.

ACCJC Guide to Accreditation for Governing Boards, p. 7
Two Overarching Challenges for Trustees:

1. Mission-directed, policy-focused leadership
2. High performance – of the Board and of the District

Effective Boards can meet both challenges as they:

• Establish expectations of excellence
• Measure performance against expectations
• Hold themselves and others accountable
What Does Board Accountability Look Like?

- Policy leadership, representing the entire District and its stakeholders
- Establishing expectations for mission and vision fulfillment
- Delegating responsibility for implementation to the CEO
- Assuring that College/District goals are achieved
- Focus on the “what” not the “how”
Accountability for Student Success

• How do you know that the mission and goals are being achieved? (i.e., maintaining awareness of Strategic Plan)

• How frequently do you receive data & analyses? When in the cycle? (i.e., meaningful evidence for decision-making)

• What types of data do you receive? (i.e., institutional trends, lagging/leading indicators, program review, etc.)

• How do you communicate your expectations for student success? (i.e., clear and consistent communication with/through the Chancellor)
AGB’s View: Ensuring Educational Quality

1. Develop board capacity for ensuring educational quality.
2. Ensure that policies and practices promote educational quality.
3. Ensure that learning is assessed, data are used, and improvements tracked.
4. Approve and monitor necessary financial resources.
5. Develop an understanding of academic programs.
6. Focus on the total educational experience.
7. Understand accreditation.

Fiscal Accountability

• What policies set expectations for healthy fiscal practices? (i.e., prudent use of funds, sound budgetary/fiscal management, etc.)

• How are you monitoring fiscal progress? (i.e., regular reports from CEO, awareness of financial metrics, etc.)

• What questions do you ask to ensure the budget reflects the mission? (i.e., alignment with strategic plan, reports, etc.)

• How do you assure legal compliance and fiscal integrity? (i.e., external audits, review of audit findings, etc.)
Context for Board Role in Accreditation

Standard IVC13:
The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Certification of the Institutional Self-Evaluation Report, attesting:
1) effective participation by the campus community, and
2) ISER accurately reflects the nature and substance of this institution
Key Resource:

- **Guide to Accreditation for Governing Boards**
  - Benefits & purpose of accreditation
  - High-level overview of ACCJC & its processes
  - Summary of Standards from a Board perspective
  - Roles & responsibilities of Boards in accreditation

- Available on ACCJC website – [Resources > Guides & Manuals](#)
Questions? Clarifications?

Thank You!!