



# CHABOT-LAS POSITAS CCD BOARD OF TRUSTEES WORKSHOP ACCREDITATION UPDATE 10-07-14

*A Presentation by*

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*Training Materials from*

**ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES  
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

**ACCJC**



# TRAINING TOPICS

- Accrediting Commission for Community and Junior Colleges (ACCJC) and Western Association of Schools and Colleges (WASC)
- Implementation of United States Department of Education Regulations (USDE)
- The Purpose of Accreditation
- The Accreditation Standards
- The 21 Eligibility Requirements
- The Rubric for Evaluating Institutional Effectiveness
- ACCJC Publications



## Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

[ALO/CJO Discussion Board](#)

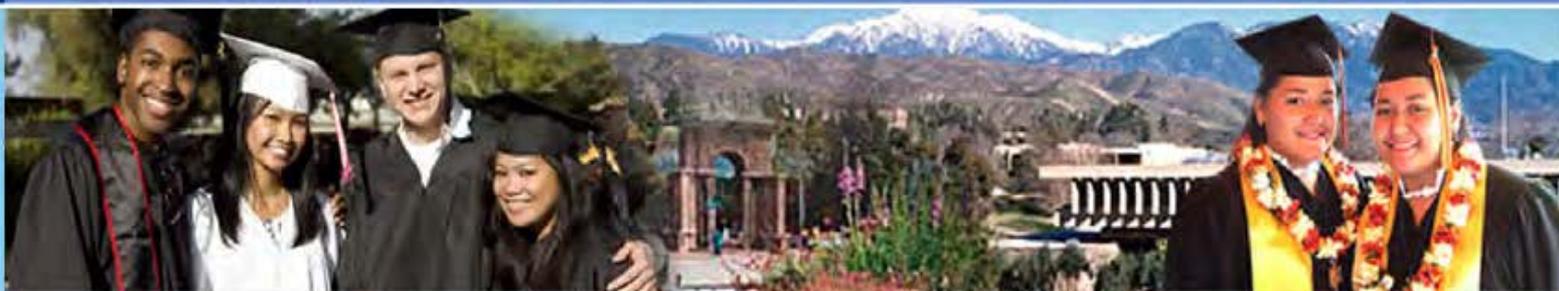
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### Welcome to ACCJC/ WASC

The Accrediting Commission for Community and Junior Colleges (ACCJC) accredits associate degree granting institutions in the [Western region of the U.S.](#) ACCJC operates under the corporate entity the Western Association of Schools and Colleges (WASC). The ACCJC is one of seven regional accrediting commissions. The ACCJC is authorized to operate by the U.S. Department of Education through the Higher Education Opportunity Act of 2008.

Accreditation is a voluntary system of self regulation developed to evaluate overall educational quality and institutional effectiveness ([The Commission's complete Purpose Statement is available in Article I, section 2 of its Bylaws](#)). The ACCJC accreditation process provides assurance to the public that the accredited member colleges meet the Standards; the education earned at the institutions is of value to the student who earned it; and employers, trade or

### New on the Website

- Public invited to [hearings and comment form](#).
- [ACCJC Commission vacancies and request for nominations/applications](#)
- '[Accreditation Basics](#)' online course.
- [Twelve Common Questions and Answers about Regional Accreditation](#).
- [Shifting Sands of Accreditation](#)



# UNITED STATES DEPARTMENT OF EDUCATION REGULATIONS

- Institution-set standards for satisfactory performance in achieving student success (learning and achievement)
- Review of appropriateness of institution-set standards
- Academic Credit/Clock to Credit Hour Conversion (Carnegie 50 min session)



# INSTITUTION-SET STANDARDS OF STUDENT ACHIEVEMENT

- 34 CFR 602.16 (a)(1)(i). Accreditation Standards must address success with respect to student achievement in relation to the institution's mission...including as appropriate course completion, licensing examinations, job placement rates, and Student Success "Score Card".
- Institutions must set standards for satisfactory performance of student success (student achievement and student learning).



# INSTITUTION-SET STANDARDS OF STUDENT ACHIEVEMENT

- Commission will examine the standards and assess their appropriateness.
- 34 CFR 602.17(f). [Accrediting] Agency reports must assess institutional performance with respect to institution-set student achievement standards.
- External evaluation teams will determine whether or not the institution-set standards are appropriate.

*Continued*



# MONITORING AND FOLLOW-UP OF DATA INDICATORS

- The Commission will collect annual report data (annual report, annual fiscal report, audited financial statements), analyze the data, AND conduct meaningful follow-up including Commission action.
- Colleges complete Self-Study evaluation every 6 years and re-affirmation for accreditation.



# DATA AND EVIDENCE

- Data refers to categorical information that represents qualitative and/or quantitative attributes of variables or a set of variables
- Data is often used as evidence and all data must be electronic
- Data should be accurate, up-to-date, reliable, longitudinal where appropriate, and tested for validity and significance
- Data may be may be presented in tables, charts and graphs or in documentary form

*Continued*



# WHY ACCREDITATION?

## INSTITUTIONS SEEK ACCREDITATION TO:

- Provide assurance to the public that the education provided meets acceptable levels of quality (Gatekeeper for access to Federal Financial Funds)
- Promote continuous institutional improvement
- Maintain the quality of higher education in the U.S.



# ACCREDITATION LIAISON OFFICER (ALO)

- Every ACCJC member institution must have an ALO. In collaboration with the CEO and others, ALOs facilitate development and sustainability of the processes for institutional self evaluation.
- ALOs for Chabot and Las Positas Colleges include an administrator, the Vice President Academic Services and a faculty member: (VP Stacy Thompson & Jim Matthews from Chabot and VP Renee Kilmer who replaced VP Janice Noble, Elena Cole, & Justin Groupa for LPC).



# THE ALOs LEADERSHIP ROLE

## REPORTS TO THE COMMISSION ON:

- Midterm Report
- Follow-Up Report, Follow-Up Report with visit
- Annual Report
- Annual Fiscal Report (with CBO)
- Substantive Change Proposal
- Other Reports

Continued



# THE ACCJC ACCREDITATION STANDARDS

- Standard I: Institutional Mission and Effectiveness
- Standard II: Student Learning Programs and Services
- Standard III: Resources
- Standard IV: Leadership and Governance



# THE ACCJC ACCREDITATION STANDARDS

- Standard I: Institutional Mission and Effectiveness
  - A. Mission
  - B. Improving Effectiveness
- The institution provides the means for students to learn, assess how well learning is occurring, and strives to improve that learning through ongoing, systematic, and integrated planning.

Continued



# THE ACCJC ACCREDITATION STANDARDS

- Standard II: Student Learning Programs and Services
  - A. Instructional Programs
  - B. Student Support Services
  - C. Library and Learning Support Services
- Instructional programs, student support services, and library and learning support services facilitate the achievement of the institution's stated student learning outcomes.

Continued



# THE ACCJC ACCREDITATION STANDARDS

- Standard III: Resources
  - A. Human Resources
  - B. Physical Resources
  - C. Technology Resources
  - D. Financial Resources
- Human, physical, technology, and financial resources enable these programs and services to function and improve.

Continued

Fall 2014



# THE ACCJC ACCREDITATION STANDARDS

- Standard IV: Leadership and Governance
  - A. Decision-Making Roles and Processes
  - B. Board and Administrative Organization
- Ethical and effective leadership throughout the organization guides the accomplishment of the mission and support institutional effectiveness and improvement.

Continued



# STANDARDS SET REQUIREMENTS FOR: (ALIGNED WITH INSTITUTIONAL MISSION)





# ACCREDITATION STANDARDS

- Must be met **at all times**
- Require institutions to have established **systematic assessments** that allow them to improve their organizational effectiveness and educational quality
- Require institutions to be in a state of **continuous quality improvement** for ongoing assessment
- Apply to all activities undertaken in the name of the institution

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# ACCREDITATION STANDARDS CALL FOR:

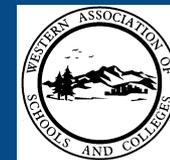
- Sustainable, ongoing assessment of quality and effectiveness
- Sustainable, ongoing, data-driven integrated planning designed to improve educational quality and institutional effectiveness.

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# ELIGIBILITY REQUIREMENTS (ERs)

- 21 criteria which must be met before an institution can apply for eligibility status with the ACCJC (See Accreditation Reference Handbook).
- Compliance with ERs is expected to be continuous and is verified periodically, usually during the educational quality and institutional effectiveness review



# LIST OF 21 ELIGIBILITY REQUIREMENTS

1. Authority	8. Educational Programs	15. Admissions
2. Mission	9. Academic Credit	16. Information and Learning Resources
3. Governing Board	10. Student Learning & Achievement	17. Financial Resources
4. Chief Executive Officer	11. General Education	18. Financial Accountability
5. Administrative Capacity	12. Academic Freedom	19. Institutional Planning & Evaluation
6. Operational Status	13. Faculty	20. Public Information
7. Degrees	14. Student Services	21. Relations with Accrediting Commission



# RUBRIC FOR EVALUATING INSTITUTIONAL EFFECTIVENESS (JULY 2011)

- This rubric measures the following characteristics of institutional effectiveness:
  - Program Review
  - Planning
  - Student Learning Outcomes

and evaluates each to determine the level of institutional implementation (Awareness, Development, Proficiency, or Sustainable Continuous Quality Improvement)



## USING THE RUBRIC....

- The Commission expects that institutions be at *Sustainable Continuous Quality Improvement* level for program review and planning.
- The Commission expects that institutions be at the *Proficiency* level for SLOs

Continued





# ACCJC REFERENCE DOCUMENTS

(AVAILABLE ON THE ACCJC WEBSITE)

- *Accreditation Reference Handbook*
- *Guide to Evaluating Institutions*
- *Guide to Evaluating Distance Education and Correspondence Education*
- *Manual for Institutional Self Evaluation*
- *Guide to Accreditation for Governing Boards*
- Other reference materials: ACCJC Accreditation Standards, CLPCCD Functional Map, and 21 Eligibility Requirements