

Student Success

An Accreditor's Role

CCLC Student Trustees Workshop

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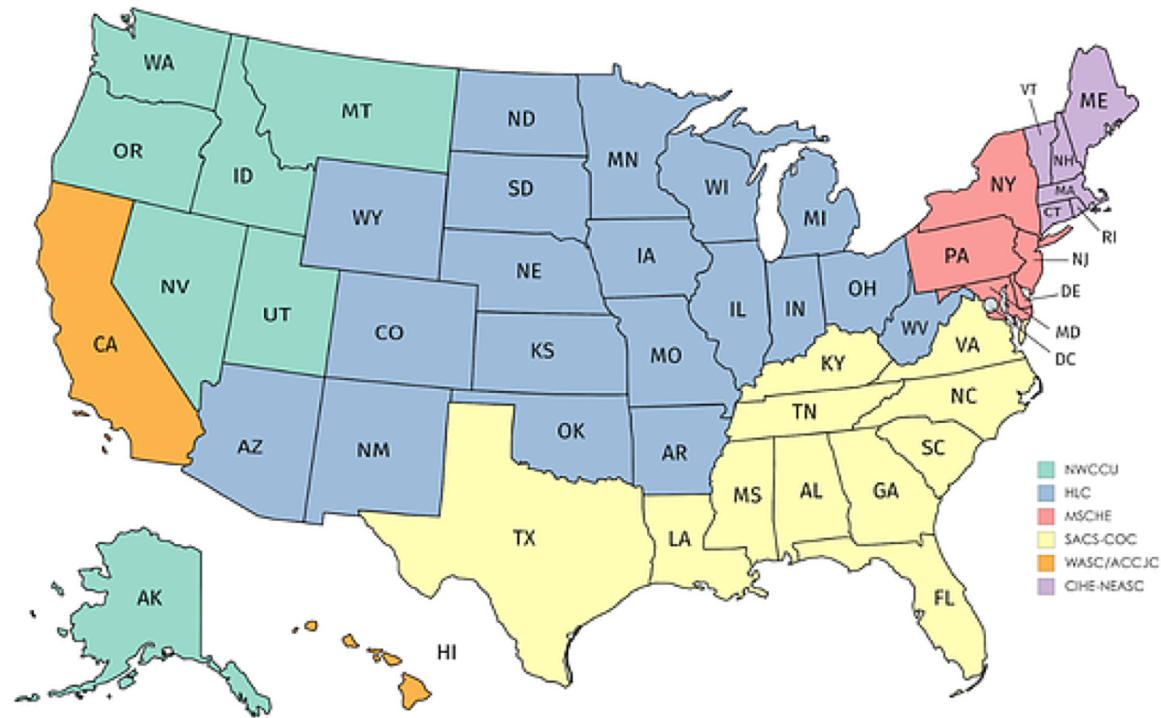


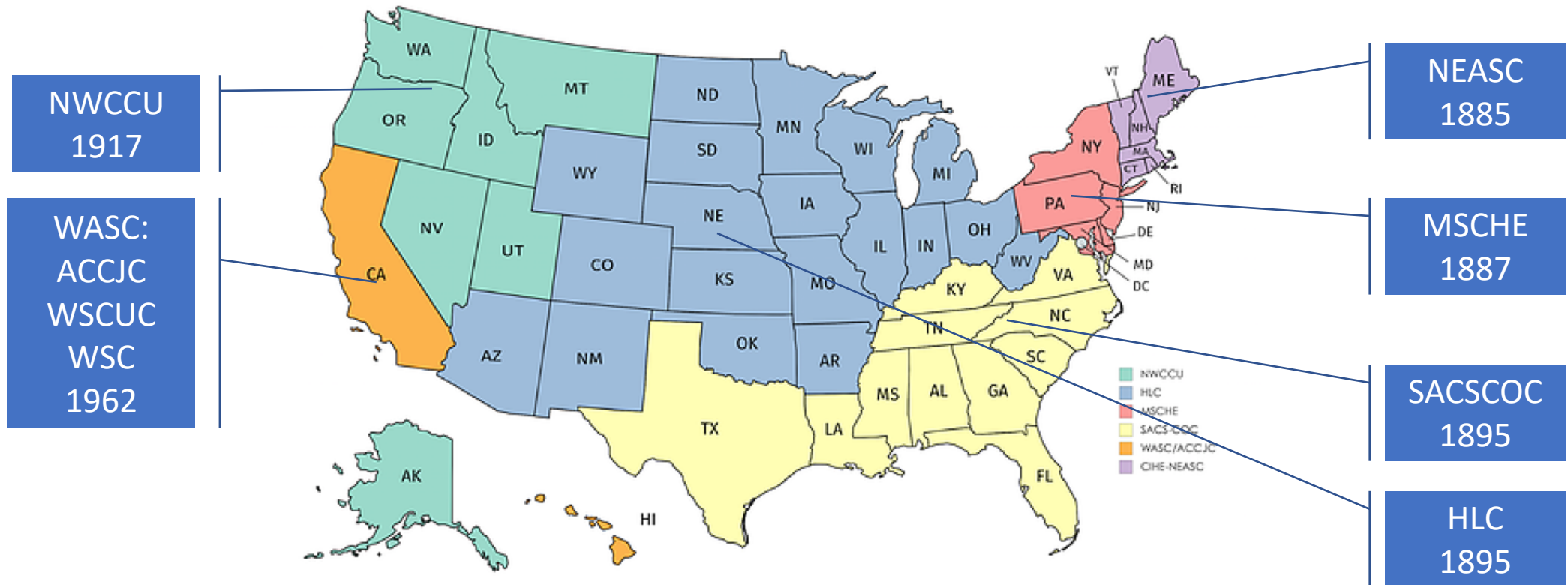
Purposes of Accreditation

- **EXTERNAL:** Provide quality assurance to the public (especially students and families), other HE institutions, federal and state governments, taxpayers, and employers
- **INTERNAL:** Provide impetus and structure for institutional improvement and for embedding quality processes
- **LEARNING COMMUNITY:** A framework for capacity-building for the entire sector through peer engagement and sharing
- **FINANCIAL AID:** Gatekeeper function for state, federal financial aid for students

Regional accreditation in a picture

Geographic Scope of Regional Accreditors

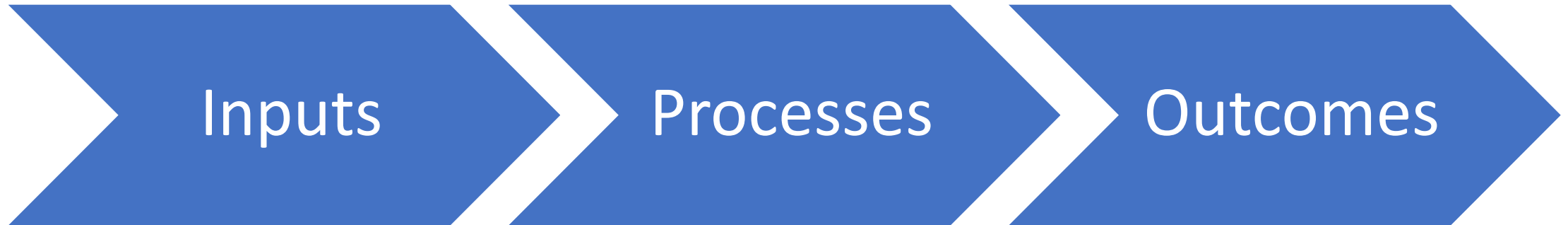




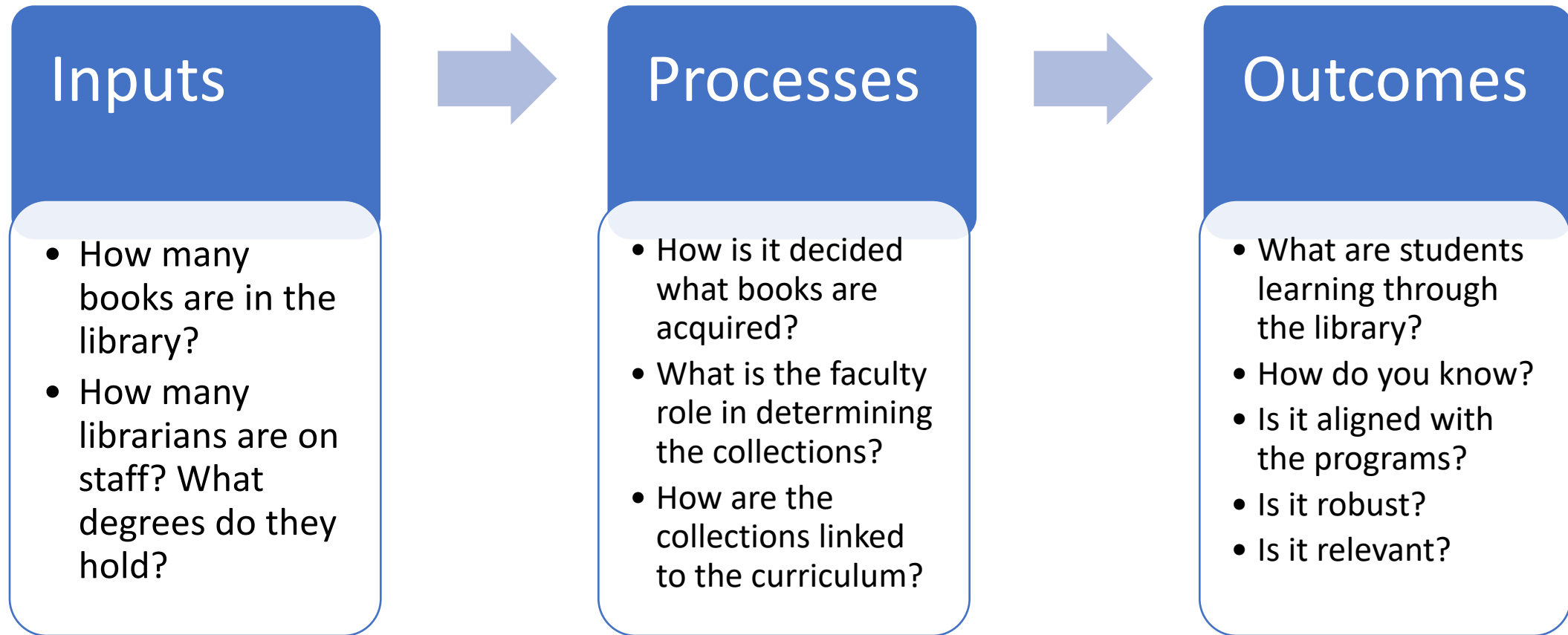
In 1885, there was no concept of a community college. By 1962, it was a defined and recognized sector. At that time, the Western Association of Schools and Colleges (WASC) defined agencies for three sectors: Senior Colleges & Universities (WSCUC); Community Colleges (ACCJC); and K-12 schools (WSC).



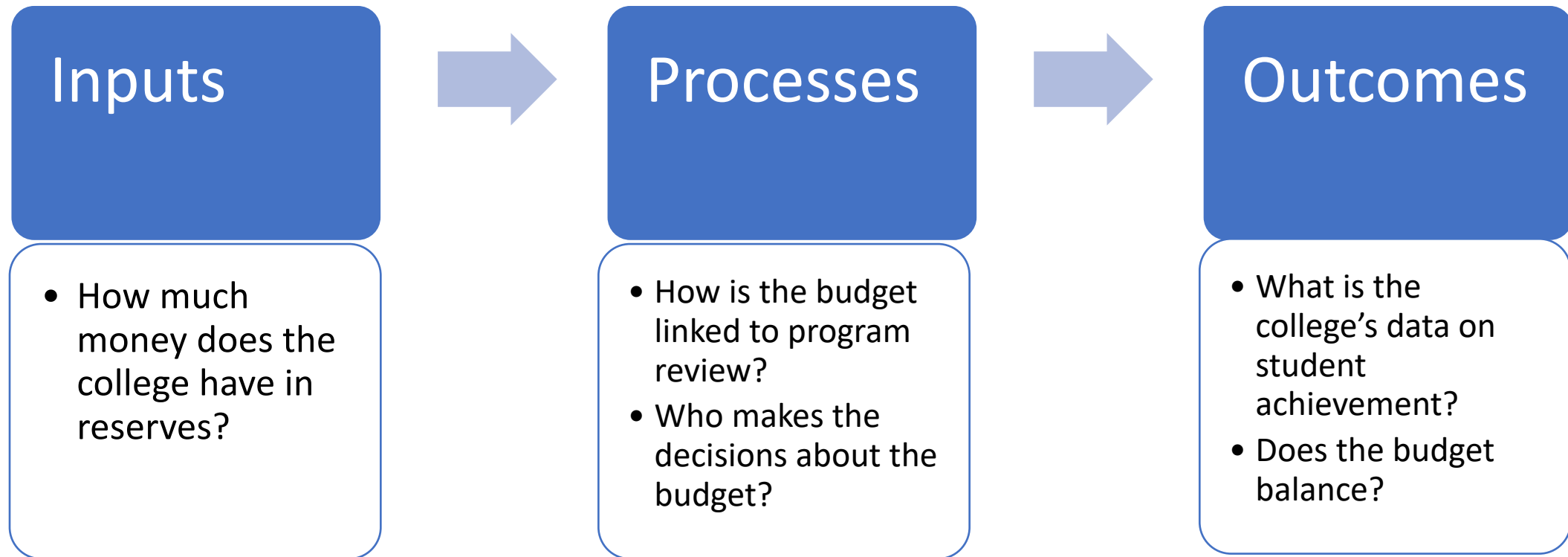
Accreditors have refined their focus . . .



An analogy: “Will that be on the test?”



Or: “What gets measured gets learned.”





A key term: Fiduciary

- “of, based on, or in the nature of trust and confidence, as in public affairs”
- “Fiduciary relationships . . . apply to any situation in which one person justifiably places confidence and trust in someone else and seeks that person's help or advice in some matter.” – Merriam Webster
- College trustees have a *fiduciary* responsibility to ensure that the institution has and fulfills its mission, operates with integrity, pursues college-wide excellence, and remains fiscally stable, for the purpose of providing a quality educational experience for its students.
- You *are* a fiduciary. Your obligation is to the college as a whole.



Seven Board Roles to Ensure 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.

Association of Governing Boards, *Overseeing Educational Quality*. 2014



Accreditation: Harnessing the Power of Peer Review

- Arises from the Academy; not descending from the government
- Responsive to diverse institutional types and missions
- Builds a learning community, enhancing sector-wide capacities
- Both encourages and codifies good practice
- A process that is replicable locally and internationally



ACCJC ACCREDITATION STANDARDS

2014 Edition

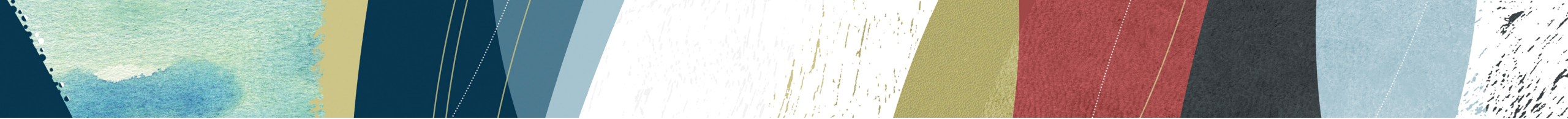
- Standard I: Mission, Academic Quality, Institutional Effectiveness, and Integrity
- Standard II: Student Learning Programs and Support Services
- Standard III: Resources
- Standard IV: Leadership and Governance



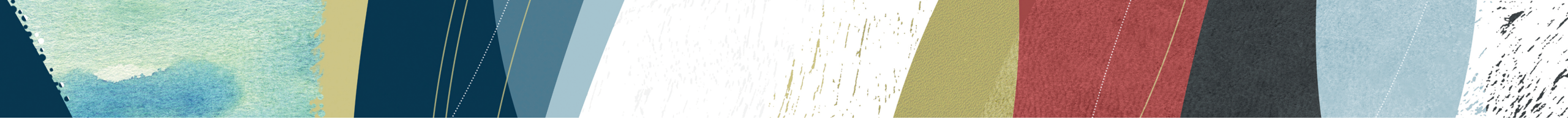
Standard IV: Leadership and Governance

- A. Decision-Making Roles and Processes (7 Standards)
- B. Chief Executive Officer (6 Standards)
- C. Governing Board (13 Standards)
- D. Multi-College Districts and Systems (7 Standards)

IV. C. 1	Board has authority over policies that ensure quality, integrity, effectiveness
IV. C. 2	Board is a collective entity; decisions supported by all
IV. C. 3	Board adheres to policy in selecting, evaluating the CEO
IV. C. 4	Board is independent, reflecting the public interest, protects from political pressure
IV. C. 5	Board is responsible for financial integrity and stability; collaborates with district
IV. C. 6	Board/institution publishes bylaws related to its operations
IV. C. 7	Board's actions are consistent with bylaws, policies, which are reviewed regularly
IV. C. 8	Board reviews key indicators of student learning and achievement
IV. C. 9	Board engages in regular training and development
IV. C. 10	Board has policies, processes for self-evaluation of practices; uses for improvement
IV. C. 11	Board upholds code of ethics; conflict of interest procedures
IV. C. 12	Board delegates operational authority to CEO; holds CEO accountable
IV. C. 13	Board is informed about ACCJC expectations, requirements; participates in its reviews



	B. ASSURING ACADEMIC QUALITY
I. B. 1	Sustained dialogue about student outcomes, quality, effectiveness, CQI processes
I. B. 2	SLOs are defined, assessed for all academic programs and learning support services
I. B. 3	The institution sets, assesses its own standards for achievement; publishes the data
I. B. 4	The institution uses data, organizes its processes to improve learning and achievement



A. INSTRUCTIONAL PROGRAMS	
II. A. 1	Programs are offered in fields of study consistent with mission, appropriate to higher ed
II. A. 2	Faculty review and improve content and instructional methods to ensure are appropriate
II. A. 3	SLOs are set for programs and courses; they are published in course syllabi
II. A. 4	Pre-college curricula distinguished from college-level; support readiness for college
II. A. 5	Degrees follow accepted levels for scope, rigor, time-to-completion, and credits required
II. A. 6	Course scheduling supports completion in keeping with higher education norms
II. A. 7	Pedagogy reflects needs of diverse students ensuring equity of success for all groups
II. A. 8	Examinations are validated, ensuring reliability and reduced bias
II. A. 9	Units are awarded based achievement of outcomes, aligned with accepted norms
II. A. 10	Transfer-of-credit policies set and published; articulation agreements set when warranted
II. A. 11	Core competencies: Communication, information, quantitative, critical, ethical, etc.
II. A. 12	General education is included in all degree programs; G. E. competencies are defined
II. A. 13	Degree programs include one area of focused study; mastery of key theories
II. A. 14	Career/technical credentials ensure students meet employment and licensure standards
II. A. 15	Teach-out policies are set for program being discontinued
II. A. 16	Evaluation of all programs leads to continuous improvement of student achievement



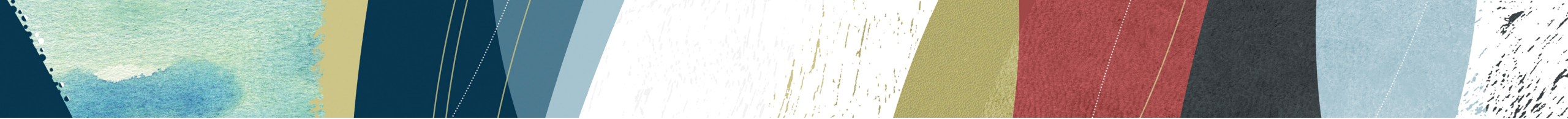
Some questions to explore:

- As a student trustee, do you represent a specific constituency?
- What perspectives would you bring to the Board *as a student* that makes your role valuable?
- How might your service as a trustee influence your own educational experience at your college?
- What do you wish your fellow students knew about college governance?



Resources

- www.accjc.org
 - Manuals and Publications
 - Accreditation Standards
 - Online Course, Accreditation Basics, Annual Conference
 - News about ACCJC and Upcoming Workshops
- www.chea.org
- National Institution for Learning Outcomes Assessment
www.niloa.org



Thank you

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