



# QUALITY ASSURANCE AND THE ROLE OF CBO'S ON ACCREDITATION EVALUATION TEAMS

*A Presentation by*

Dr. Barbara Beno, President

Dr. Norv Wellsfry, Associate Vice President

**ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES**

Spring 2013

# Accrediting Commission for Community and Junior Colleges Western Association of Schools and Colleges



http://www.accjc.org/

Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges

ALO/CIO Discussion Board

Home Substantive Change Eligibility Requirements & Standards Publications & Policies Complaint Process

ACCJC Directory of Accredited Institutions

Bylaws/Constitution

College Reports to ACCJC

Contacting the ACCJC

Events

For the Public

Future Comprehensive External Evaluation Visits

Newsletter

Other Resources

President's Desk

Recent Commission Actions

The Commission

Third Party Comments

### 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 profession-related licensing agencies, and other colleges and universities can accept a student's credential as legitimate.

### New on the Website

- ACCJC Presentation, Bio-Data Form for Evaluators & Standard IV.D excerpts, ACBO (May 20, 2013)
- Statement on recent events affecting the ACCJC (May 10, 2013)
- Press Release: 5-1-13 re: third party comment and complaint received
- 'Accreditation Basics' online course
- Twelve Common Questions and Answers About Regional Accreditation
- CHEA Almanac Online
- ACCJC Presentation, Proficiency in SLOs Case Study, and Accrediting-Related Board Policies, CCCT Conference (May 3, 2013)
- Federal Regulations and



# TODAY'S SESSION

- The Eligibility Requirements
- The Accreditation Standards
- The Importance of Evidence in the Self Evaluation Report
- The Roles of the Evaluators



# ACCJC RESOURCES FOR CBO's

- *Accreditation Reference Handbook*
- *Guide to Evaluating Institutions*
  - *includes key questions related to the evaluation of specific Standards*
- *Team Evaluator Manual*
- *Accreditation Basics (online course)*
  - available in Events at [www.accjc.org](http://www.accjc.org)
- *Institutional Financial Review and Resources*
  - resources are available in the publications and policies tab on the ACCJC website – [www.accjc.org](http://www.accjc.org)



# ACCREDITATION AND THE ACCJC/WASC



## THE PURPOSES OF ACCREDITATION ARE:

- To provide assurance to the public that education provided by institutions meets acceptable levels of quality
- To promote continuous institutional improvement
- To maintain the high quality of higher education institutions in the region/nation



# ACCJC ENCOURAGES AND SUPPORTS INSTITUTIONAL DEVELOPMENT THROUGH:

- Establishing standards of quality based upon excellent practices in higher education and
- Evaluating institutions with these standards using a three-part, peer-based process that entails
  - Institutional self evaluation (Internal)
  - External evaluation
  - Commission review and decision

*ACCJC Bylaws, Accreditation Reference Handbook*



# The Eligibility Requirements





## ELIGIBILITY REQUIREMENTS (ERs)

- 21 criteria which must be met before an institution can apply for eligibility status with the ACCJC
- Compliance with ERs is expected to be continuous and is verified periodically



## ELIGIBILITY REQUIREMENTS (ERS)

- Critical ER's for CBOs
  - **17 – Financial Resources** (funding base, financial resources, and plans for financial development to improve effectiveness and assure financial stability)
  - **18 – Financial Accountability** (annual audits)
  - **19 – Institutional Planning and Evaluation** (decisions regarding improvement through integrated planning, resource allocation, implementation, and re-evaluation)



# The Accreditation Standards



# ACCREDITATION STANDARDS

- Are necessary conditions for high-quality education
- Reflect excellent practice in higher education, not common practice
- Apply to diverse institutions



# THE ACCJC STANDARDS

**Standard I:** Institutional Mission and Effectiveness

**Standard II:** Student Learning Programs and Services

**Standard III:** Resources

**Standard IV:** Leadership and Governance



## STANDARD III: RESOURCES

### A. Human Resources – *The institution:*

- Employs qualified personnel
- Evaluates all personnel on a regular basis
- Ensures professional development of personnel
- Assesses its performance in employment equity and diversity
- Uses human resources to support student learning
- Integrates human resource planning with institutional planning (driven by educational planning)



## B. Physical Resources – *The institution:*

- Provides safe and sufficient facilities and equipment
- Evaluates the quality of its physical resources on a regular basis
- Ensures physical resources support student learning
- Integrates physical resource planning with institutional planning (driven by educational planning)



## C. Technology Resources – *The institution:*

- Ensures its technology supports facilities, research and college-wide communication
- Provides training to students and personnel in the use of technology
- Ensures that technology supports student learning programs and services
- Integrates technology planning with institutional planning (driven by educational planning)





## D. Financial Resources – *The institution:*

- Ensures fiscal stability and integrity
- Plans for short-term and long-term financial needs
- Ensures that financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness
- Integrates financial planning with institutional planning (driven by educational planning)



## USDE REGULATIONS

- Institution-set standards for satisfactory performance in achieving student success (learning and achievement); teams to determine if these standards are reasonable
- Academic Credit / Clock to Credit Hour Conversion
- Student Complaints
- Appropriate use of DE/CE terminology
- **Monitoring fiscal condition/stability**
- **Two-Year Rule**



# ELEMENTS OF EFFECTIVE INTEGRATED PLANNING





# THE REQUIREMENTS FOR EVIDENCE IN THE SELF EVALUATION REPORT



## ISSUES RELATED TO *PROGRAM REVIEW*

- Policies on curricular review
- Review cycles/timelines
- Demonstration that data are analyzed and used for improvements
- Actions taken (improvements) on the basis of analysis of program review data
- **Connection to planning and budget decisions**



## FINANCIAL EVIDENCE:

- Financial performance and integrity
- Compliance with areas related to federal requirements
  - » Distance and Correspondence Education
  - » Public information
  - » Off campus sites/centers
  - » **Student loan default rates**



## OTHER EVIDENCE DOCUMENTS FOR CBOs:

- External Audits (3 years)
- Annual Fiscal Reports
- CCFS 311's
- Evidentiary Documents
- CCCCCO "Sound Fiscal management Self-Assessment Checklist" (FS 05-05)





# ROLE OF THE EXTERNAL TEAM EVALUATOR



# ROLES OF THE EXTERNAL EVALUATION TEAM MEMBER

## The Evaluator:

- Knows the ACCJC Standards and that they are “statements of excellent practice” and are necessary conditions for high quality education which must be met at all times
- Knows that ACCJC Standards do not represent the regulations or requirements of other groups
- Knows that peer review lies at the heart of the accreditation process
- Relies on evidence in making judgments about the institution he/she visits

*Continued*



## TEAM MEMBER ROLES *CONTINUED*

- Knows that he/she represents the Commission while serving on a visiting team
- Is objective, flexible and confidential
- Sets aside personal opinions and preconceived ideas
- Accepts and adheres to the *Conflict of Interest Policy*\*

\**Accreditation Reference Handbook*



# DURING THE VISIT, THE EVALUATOR SHOULD:

*(CONTINUED)*

- Review and describe the data and analyze the college's performance
- Draw conclusions about the institution's performance (those standards met and not met)
- Determine whether the college is meeting its standards
- Be diagnostic and use analysis of evidence as a basic tool
- Complete all work during the visit
- Maintain balance and perspective as an evaluator/peer



# CONCLUDING THE EXTERNAL EVALUATION VISIT

*(Team Evaluator Manual)*

- The team holds a final meeting and makes a **confidential recommendation** on the accredited status (blue handout)
- Standard teams submit draft reports to the chair
- The chair meets with the college president
- The chair makes the exit (summary) report to the college – all team members attend



## IN MULTI-COLLEGE DISTRICTS/SYSTEMS

- A lead team chair will coordinate the visit and evaluation of district/system quality
- A cross-college team will visit district/system functions
- Recommendations for district/system must be identical and numbered separately
- Lead team chair will inform the district/ system CEO of district/system recommendations



## IN PREPARING THE EXTERNAL EVALUATION REPORT, THE TEAM SHOULD:

- Be aware of the purpose of the report
- Understand that each Standard will be covered by a Standard team of evaluators
- Ensure that each Standard team works collectively to prepare the Standard team draft portion of the report
- Understand that the Team Chair uses these draft reports to prepare the draft the External Evaluation Report (**The Team Chair writes the final report.**)



# FOR EACH ACCREDITATION STANDARD THERE SHOULD BE:

- Findings and analysis of evidence
  - ✓ clearly describe the evidence used to support assertions made in the Self Evaluation Report and reference each Standard
- Conclusions
  - ✓ state whether the college does not meet, partially meets, or meets each Standard
- Recommendations (if necessary)
  - ✓ state what the college must do to in order to correct deficiencies and meet the Standards or improve beyond the Standards

*Team Evaluator Manual*





## WHAT CAN CBOs DO NOW

- Engage in the Self-Evaluation Process at their home college (Standard III and Standard IB (Improving Institutional Effectiveness))
- Complete the on-line course – “Accreditation Basics”
- Engage with ACCJC – Complete a Bio Data form and submit through College President
- Engage in ACCJC reporting – Annual Fiscal Report (accuracy and completeness of data)



## FOR THE FUTURE

- Role of the CBO in maintaining fiscal integrity and supporting institutional quality
- Role of the CBO in institutional self-evaluation
- Other topics of interest ?



# ACCJC/WASC

10 Commercial Blvd, Suite 204  
Novato, CA 94949

415-506-0234

Fax: 415-506-0238

Website: [www.accjc.org](http://www.accjc.org)

Email: [accjc@accjc.org](mailto:accjc@accjc.org)

Norv Wellsfry Email: [nwellsfry@accjc.org](mailto:nwellsfry@accjc.org)