



ACCREDITATION OVERVIEW

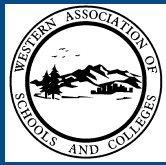
UNDERSTANDING YOUR ROLE IN INSTITUTIONAL QUALITY AND IMPROVEMENT

Presentation to Association of Chief Business Officials

2011 ACBO Fall Conference

by

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THANKS!

- To the ACBO leadership that organized this conference and invited the ACCJC
- To the *ad hoc* Financial Review Task Force that helped the ACCJC develop and adapt its tools for institutional evaluation and organize and present the workshops here today
- To Steve Kinsella, Steve Crowe, Linda Baldwin and Ed Miduli



AD HOC FINANCIAL REVIEW TASK FORCE

- **Steve Kinsella** Gavilan College, President, and ACCJC Commissioner
- **Fred Harris** California Community Colleges Chancellor's Office, Assistant Vice Chancellor, College Finance & Facilities Planning
- **Jerry Patton** College of the Desert, President
- **Jon Sharpe** Los Rios Community College District, Deputy Chancellor, Finance & Administration
- **Michael Unebasami** University of Hawaii Community Colleges, Associate Vice President for Administrative & Community College Operations
- **Fred Williams** North Orange County Community College District, Vice Chancellor
- **John Zimmerman** MTI College, President, and ACCJC Commissioner



PRESENTATION TOPICS

- The purposes of accreditation in higher education and community colleges.
- The federal role in accreditation
- An overview of the accreditation process and principles
- The roles and necessary leadership of CBOs in institutional quality and improvement.
 - How to join team service
 - How to help your institution in self evaluation



PURPOSES OF ACCREDITATION



PURPOSES OF ACCREDITATION

- Provide quality assurance to the public, students, other institutions that the education students receive is of high quality.... *And the students who complete credits and degrees are knowledgeable and competent.*
 - There is a quality threshold; there are unaccredited colleges
 - Accreditation gives credibility to degrees and credits
- Stimulate institutional improvement through evaluation, planning and improvements.

THE ULTIMATE PURPOSE

- The accreditation process is designed to help institutions focus on helping students *learn* what they are supposed to learn, and to *complete courses, certificates, degrees, and transfer or get jobs*
- The accreditation process *builds institutional capacity* for educational excellence and institutional effectiveness that produces desired forms of student success





REGIONAL ACCREDITATION

- Conducted with a voluntary association within a geographic region –i.e., Western Association
- Robust and successful, professional peer review – it is higher education's *system for self-regulation*
- Institutional members help design Standards and policies, and commit to adhering to them
- Institutional members serve on the Commission



FEDERAL ROLE IN ACCREDITATION

A photograph of the U.S. Capitol building in Washington, D.C., illuminated at night, is positioned on the left side of the slide.

FEDERAL ROLE IN ACCREDITATION

- Federal Financial Aid Funds, Higher Education Contract and Grant Funds use Accreditation as the gatekeeper – only accredited institutions are eligible for such funds
- Congress protects the public interest in federal tax dollars by legislating regulations for accreditors – Higher Education Reauthorization Act (HERA)



FEDERAL ROLE IN ACCREDITATION

- The U.S. Department of Education develops the implementation plans for federal legislation – detailed regulations of accrediting bodies in Part H of the HERA
- The National Advisory Committee on Institutional Quality and Improvement (NACIQI) evaluates and “recognizes” accrediting bodies on a 5 year cycle



RECENT REGULATIONS

- Gainful Employment
- State Authorization for Distance Education/Complaints Requirement
- Credit Hour Award for Student Work



AN OVERVIEW OF THE ACCREDITATION PROCESS AND PRINCIPLES

PROCESS FOR COMPREHENSIVE REVIEW

- Institutional self evaluation
- External evaluation by professional peers
- 19 Commissioners render a judgment on the accreditation status
- Institutional improvement

A Six-Year Cycle of Review





ELIGIBILITY REQUIREMENTS AND ACCREDITATION STANDARDS

- **ER's** are minimum standards institutions must fully meet to be considered for membership and accreditation -- there are 21
- **Accreditation Standards** are the statements of required practice that institutions must meet to receive accreditation and reaffirmation of accreditation – there are 4 that cover 10 areas
- Both are tools for institutional self evaluation and team evaluation of institutional quality



LET'S LOOK AT THE STANDARDS

- I. Mission and Institutional Effectiveness
- II. Student Learning Programs and Services
- III. Institutional Resources

❖ **Standard III D, Financial Resources**

- IV. Leadership and Governance

Imbedded ideas: Integrity, Assessment and Evaluation, Continuous Quality Improvement, and a Focus on the Mission of Helping Students Achieve and Learn.



RESOURCES ARE AVAILABLE FROM ACCJC

- 12 Questions and Answers (packet)
- Resources List (packet)
- Eligibility Requirements (packet)
- Standard III (packet – the rest on the ACCJC web page)
- ACCJC Web Page (packet demo)
- Guide to Evaluating Institutions (Standard III, rest on web page)
- Required Evidentiary Documents for Financial Review (packet)



- ACCJC Directory of Accredited Institutions
- Bylaws/Constitution
- College Reports to ACCJC
- Contacting the ACCJC
- Events
- Future Comprehensive Visits
- Newsletter
- Other Resources**
- President's Desk
- Recent Commission Actions
- The Commission

Other Resources

On this page you will find links to useful resources for colleges, students, and the public.

Bibliography
Recent works about student learning outcomes, assessment, and educational quality.

Glossary
A glossary of useful terms to higher education accreditation.

Higher Education Organizations
Higher education organizations nationwide.

ACCJC Conference Presentations and Other Materials
Presentations from ACCJC conferences and other useful resources.

Regional Accreditors
Other regional accrediting commissions.



LEADERSHIP FROM CBOs AND OTHER FINANCE AND BUSINESS EXPERTS

IMPORTANCE OF CBOs

- You are **critical** for maintaining institutional fiscal integrity and viability that allows the institution to pursue quality and excellence
- You are **critical** to building and maintaining *institutional capacity for quality and improvement*. You have the role of planning and focusing resources toward the institution's educational mission and you have the \$



ASSISTING INSTITUTIONAL SELF EVALUATION

You should participate in the *holistic* self evaluation that institutions conduct for purposes of reaffirmation of accreditation

- Standard III, Resources
- Overall, how assessment identifies needs, and how the institution plans to improve areas of weakness
- Maintaining institutional resource flexibility to ensure resources are available for improvement



ASSISTING INSTITUTIONAL SELF EVALUATION

- Participate in Standard III, Resources self evaluation committee on campus
- Participate in summative committee's work –i.e., the Steering Committee for Self Evaluation, the Institutional Effectiveness Committee, the Planning Committee (*ongoing*)
- Help the Institution examine its practices and policies using Accreditation Materials as guides



SERVING ON EVALUATION TEAMS

- Participation needed to ensure every institution has an evaluator with financial expertise
- ACCJC study – less than 34% of current CCC CBOs participate
- Team service is a valuable learning experience that will help you perform your own work more effectively
- Team service is a professional commitment to higher education quality and to student success



INFORMATION ON NEXT SESSIONS

- Standards III. A, Human Resources, and III D, Financial Resources
 - Exercise on Writing an Improvement Plan for Self Evaluation Report
- Standards III. B, Physical Resources and III C, Technology Resources
 - Exercise on Writing a Team Recommendation for External Review Team Report



OVERVIEW OF ACCREDITATION

**Your Questions?
ACCJC answers!**



THANK YOU!