

# ACCREDITATION 101

OR

HOW TO SURVIVE THE TOPIC FOR  
THE NEXT TWO YEARS AS WE  
PREPARE FOR THE SELF STUDY

# TIMELINE

## *“BEGIN WITH THE END IN MIND” ...Covey*

- Fall 2008 (October) Visit of the ACCJC team
- Summer 2008  
Finalizing edits, printing, Board of Trustees
- Spring 2008  
April – Email document to campus for any additional input  
February – Self-Study Survey  
January-April – Finalize information and complete writing
- Fall 2007  
Assessment and evaluation
- Spring 2007  
February – Self-Study Survey  
All Spring -- Assessment

# Where we have been with regard to Accreditation

- **October 2002**  
Visit of the last accreditation team
- January 2003  
Received accreditation with a number of items to address
- **March 2004**  
Submitted Progress Report addressing the selected items  
Response letter indicated we needed to address:
  - a) Implementation of SLOs
  - b) Refine Program Review so that it evaluates programs
- **October 2005**  
Submitted Midterm Report addressing the remaining items from initial accreditation as well as (a) and (b) above  
Response letter commended SBVC for “. . . the progress it has made and the clarity of the report.”

# Chairs and co-chairs of the Standards

- Standard I: Institutional Mission and Effectiveness – Horace Alexander
- Standard II:
  - A Instructional Programs – Kay Weiss
  - B Student Services – Stan Corella, Kathy Kafela, and Rebecca Warren-Marlatt
  - C Library and Learning Resources – Margaret Dodds-Schumacher and Patty Wall
- Standard III:
  - A Human Resources – Susan Bangasser
  - B Physical Resources – Mark Ikeda
  - C Technology – Rick Hrdlicka
  - D Budget -- Mike Perez and TBD
- Standard IV -- Diane Dusick and Susan Bangasser
  - A Decision-Making Roles and Processes
  - B Board and Administrative Organization

# Web Presence

- Faculty discussions
- General Campus

# An Overview—Standard I

## **Mission**

Defines its purpose, intended population, commitment to student learning

## **Improving Institutional Effectiveness**

Provides evidence of student achievement and SLOs, program review, cyclical and linked planning, and improvement

# Standard II

## Student Learning Programs & Services

### A. Instructional Programs

Identifies student learning outcomes and evaluates how well students are learning

Assesses student achievement, programs, assures quality and improvement of all programs

### B. Student support Services

Identifies & meets the diverse learning support needs of students, assesses services, and assures quality and improvement.

### C. Library and Learning Support Services

Offers sufficient services to support instructional programs including library, tutoring, technology and other learning support services, assesses services, assures quality & improvement of services

# Standard III: Resources

## A. Human Resources

Employs and evaluates qualified personnel, ensures professional development of employees, assesses employment equity and diversity, integrates human resource planning with institutional planning

## B. Physical Resources

Provides safe and sufficient facilities and equipment, evaluates quality of its physical resources, ensures that physical resources support learning and integrates physical resources planning with institutional planning.

## C. Technology Resources

Ensures technology supports facilities, research & college-wide communication, provides training to students and personnel, ensures that technology supports student learning, and integrates technology planning with institutional planning.

## D. Financial Resources

Ensures fiscal stability and integrity, plans for short-term and long-term financial needs, ensures that financial resources are sufficient to support learning programs and services, and integrates financial planning with institutional planning.



# Standard IV: Leadership and governance

## A. Decision-Making Roles and Processes

Uses ethical and effective leadership that enables it to identify values, set and achieve goals, learn and improve; provides for staff, faculty, administrator, and student involvement in governance; establishes and evaluates the effectiveness of governance structures and processes; ensures that governance supports student learning and improves institutional effectiveness.

## B. Board and Administrative Organization

Has a governing board that sets policy, assures quality and integrity of student learning programs and services and financial stability; has a chief administrator that provides leadership for institutional quality and improvement; has clearly defined and effective lines of authority and responsibility between colleges & the district; ensures that the board and administrative organization supports student learning and improves institutional effectiveness.

# Themes in the Standards

- Dialogue
- Student Learning Outcomes
- Institutional commitments
- Evaluation, Planning and Improvement
- Organization
- Institutional Integrity

# Dialogue

- The institution should:
  - Engage in inclusive, informed, and intentional dialogue about institutional quality and improvement
  - Ensure participation in reflection and exchange by as many members of the college community as possible.

# Student Learning Outcomes

- The institution should:
  - Identify intended SLOs at the course, program and degree levels
  - Inform students of intended SLOs
  - Evaluate the actual student learning outcomes
  - Demonstrate that evaluations are used to improve learning and teaching.

# Institutional Commitments

- Commitment of the whole institution to:
  - Delivery of high quality education congruent with mission
  - Student learning as primary mission
  - Participation of entire institution in review of performance and plans for improvement
  - Periodic review of mission statement

# Evaluation, Planning and Improvement

- Evaluate student needs, college programs and services
- Set Goals, Plan for improvement
- Allocate needed resources
- Implement plans

**CREATE A SYSTEMATIC, INTEGRATED  
CYCLE OF EVALUATION, PLANNING AND  
IMPROVMENT**

# ORGANIZATION

- Has adequate staff, resources and organizational, communication and decision making structures to produce and support student learning
- Has in place the organizational means to identify and make public the learning outcomes, to evaluate the effectiveness of programs in producing those outcomes and to make improvements

# Institutional Integrity

- The institution demonstrates:
  - Honesty and truthfulness in the manner in which it represents itself to all stakeholders, internal and external, including the commission.
  - Integrity of its policies, practices and procedures.
  - Regard for issues of equity and diversity in the manner in which it treats students, employees and its publics
  - Clarity, understandability, accessibility, and appropriateness of publications
  - Academic freedom
  - Integrity in its determination of grades and credits



# IMPORTANCE OF EVIDENCE

- Should include:
  - Demographic and institutional data
  - Qualitative and quantitative data
  - Documentary materials (policies, minutes, etc.)
- Student Achievement Data
  - Student preparedness for college
  - Student needs
  - Course completion data
  - Retention term to term
  - Progression to next course/level
  - Program (major) completion
  - Graduation rates
  - Transfer rates
  - Job placement information
  - Scores on licensure exams

# Evidence (continued)

- Student Learning Outcome Data
  - Development and dissemination of SLOs
  - Samples of student work/performance
  - Summary data on SLOs
  - Measurement and analysis of SLO attainment used for institutional self-evaluation, planning and improvement of teaching and learning
- In using evidence the college should:
  - Gather it routinely and systematically
  - Analyze and reflect upon it
  - Publish it and share it widely with the college
  - Use it to plan and implement program improvements
  - Use it to plan and implement institutional improvements

# More evidence (continued)

- Characteristics of good evidence
  - Relevant
  - Verifiable
  - Representative
  - Intentional
  - Purposeful
  - Interpreted and reflected upon
  - Both qualitative and quantitative

# ACCJC Documents

- Guide to Evaluation Institutions
- Self-Study Manual
- Accreditation Reference Handbook
- Distance Learning Manual

# Self Study should reflect

- Broad participation from:  
Faculty  
Administrators  
Support Staff  
Students

- Leadership from:
  - Faculty
  - Support Staff
  - IR Staff
  - Administrators
  - CEO/College President
  - Board

# Members of the Accreditation Committee

- (President Whittaker will ask them to stand)