# ACCREDITATION

Update to College Council

March 6, 2015

Kate Pluta

# ORIGINAL GOAL:

Midterm Report completed and accepted by Board of Trustees in May.

# Revised Midterm Report Schedule

| Timeline | Activity | People Responsible |
|---|---|---|
| January—March | Primary Leads met Monday, Feb. 9, 300-500 in L40<br>Revise final document | Kate Pluta and Jennifer Jett |
| *February 24* | *District Office meeting on District Recommendations 1-4* | *Standard IV.C & D leads* |
| March—April | Share with college community | Project Leads |
| *Late April— early May* | *Review with Evaluation/Accreditation subcommittee of Board of Trustees* | *??* |
| May | Format for publication | Amber Chiang |
| July | Midterm Report to Board Docs for inclusion in September board meeting. | Project Leads and Amber Chiang |
| **September 10 at Porterville College** | **Board of Trustees accepts the Midterm Report—Project completed** | **??** |

# PURPOSE OF THE MIDTERM

→ Multiple Audiences

# COMPLIANCE AND THE COMMISSION


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

# ACCJC

- We cleared the recommendations (think **deficiencies** in meeting the Standards) with the Follow Up Report in 2013.

- Have we continued our efforts?  Are they sustainable?

- How do we know?

# Do we

continue to follow our plans,

evaluate our work, and

make adjustments as needed?

→ *sustainable continuous quality improvement.*

# DO WE INTEGRATE PROGRAM REVIEW, PLANNING, AND RESOURCE ALLOCATION?

# Standard I.B.9 (2014)

The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

# PURPOSE AND AUDIENCE #2

Embedding accreditation into the work of the college to meet our own high standards.

# Making the work meaningful

- To work with the newly adopted standards

- To complete a gap analysis—where we met the new standards, where we didn't, what we needed to work on

- To help us address Recommendation (deficiency) 1:  to evaluate all of our planning activities.

# WE USED THE MIDTERM REPORT AND THE NEW STANDARDS

**to review and evaluate our work.**

# PURPOSE AND AUDIENCE #3

ACCJC Substantive Change Proposal for the Baccalaureate Degree

# Substantive Change Proposal

- Requires use of the new standards and Eligibility Requirements.

- Requires that we meet both.

- No longer a gap analysis.

# PURPOSE AND AUDIENCE #4

Using our research and analysis to effect positive change.

# Standard IV is particularly relevant to this discussion.

- IV.A  Decision-Making Roles and Processes.

- IV.B  College Chief Executive Officer.
  (1 recommendation → commendation with Follow Up Report)

- IV.C  Governing Board
  (3 recommendations last time, cleared with Follow Up Report)

- IV.D  Multi-College Districts or Systems
  (1 recommendation last time, cleared with Follow Up Report)

# Final Reports for Standard IV

- [https://www.bakersfieldcollege.edu/employees/accreditation/standards](https://www.bakersfieldcollege.edu/employees/accreditation/standards)

# District Recommendation 1

- In order to comply with the Standards, the team recommends that the Board of Trustees ***establish a process to ensure the Board's policies and procedures are evaluated on a regular basis and revised as appropriate*** (IV.B.1.e).

# District Recommendation 2

- In order to comply with the Standards, the team recommends that the Board of Trustees, in consultation with the Chancellor, **develop and implement a development program that meets the needs of the newer board members as well as those board members who have considerable experience as a governing board member**. (IV.B.1.f)

# District Recommendation 3

- In order to comply with the Standards, the team recommends that the Board of Trustees *review the elements of its Self Evaluation Process and ensure that the Standards' minimum requirements for a Self Evaluation* which: 1) have clearly defined processes in place, 2) have processes implemented and 3) have processes published in the Board's policy manual which are included in the Self Evaluation Process. The Board's policy 2E2 prescribes additional requirements when conducting the Board's Self Evaluation. (IV.B.1.g)

# District Recommendation 4

- In order to comply with the Standards, the team recommends the District ***conduct an evaluation of the new decision-making process and evaluates the effectiveness of the new processes in decision-making and in communicating the decisions to affected users***. (IV.B.3.g)

# QUESTION

When we are in problem-solving mode, how do we maintain and verify compliance with the Standards?

# BASED ON YOUR EXPERIENCE, DO WE MEET STANDARD IV.D?

# IV.D.1

In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

# IV.D.2

The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

# IV.D.3

The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

# IV.D.4

The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.

# IV.D.5

District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

# IV.D.6

Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

# IV.D.7

The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

# BC Survey Update

- Go to AIQ page: https://committees.kccd.edu/bc/committee/accreditation
- Check under "Resources."
- 2014 Quantitative Data
- 2011  Accreditation Survey
- Comparison of 2011 and 2014 common questions.
- Data Coaches are analyzing the data for publication.