

MSJC ACCREDITATION STEERING COMMITTEE KICKOFF MEETING

June 9, 2016

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WELCOME, GREETINGS, AND CONDOLENCES

For your safety we will be locking the doors

WHO ARE YOU?

- Introductions (Name, Title/Department...)
- **Would you rather...**
 - Run across a hungry alligator's back-**OR**-run underneath an angry elephant?
 - Be the circus person that the knife thrower throws knives at-**OR**-the one who puts their head in the lion's mouth?
 - Would you rather accidentally drop a hammer on your toe or accidentally drop a hammer on the toe of a complete stranger?

WHY ARE YOU HERE?

- Someone HATES you
 - You are SPECIAL
 - You missed a recent meeting
 - You get nothing done in your real job
 - You have no friends or life
-
- Real Reason --- Start of the College's Accreditation Self Evaluation Process

WHAT DO YOU HAVE TO DO?

- Stay calm and be positive!
- Have fun!
- Keep your hands and feet inside the vehicle at all times!

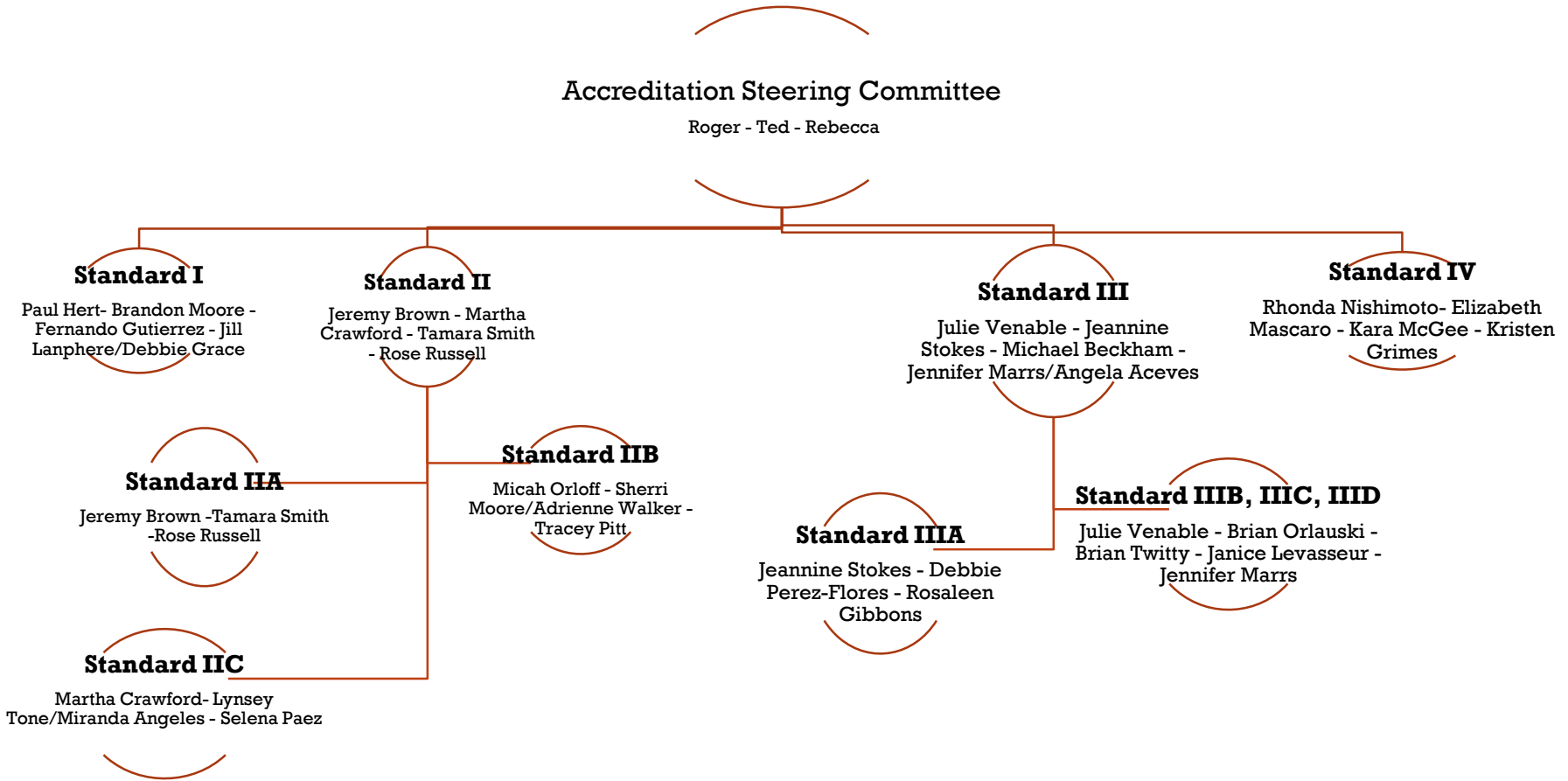
* * *

- Member of the Accreditation Steering Committee (meet monthly)
- Act as a co/tri chair of an Accreditation Standard
- Facilitate Accreditation Standard Workgroups
- Draft Outline and Narrative for each Standard
- Identify and Collect Evidence
- Participate in Site Visit Interviews
- Put up with Brandon

TEAM MSJC

- CEO/ALO/TED
- Steering Committee
- Standard Workgroups
- Editors
- Evidence Collection
- Participatory Governance Involvement *including students
- Communication Structure

ACCREDITATION STEERING COMMITTEE



STANDARD WORKGROUPS

- STANDARD I

- Chairs: Brandon Moore, Paul Hert, Fernando Gutierrez
- Gloria Sanchez, Richard Sisk, Stacey Searl-Chapin, Tim Lampley, Debbie Grace, Jill Lanphere, Student Representative to be identified

- STANDARD IIA

- Chairs: Jeremy Brown, Martha Crawford, Tamara Smith
- Michelle Stewart, Roy Ramon, Nick Reeves, Eric Ozolins, Janet McCurdy, Angela Seavey, Tina Vandewater, Beatrice Aguilar, Jamie Marrs, Rose Russell, Joyce Johnson, Kristi DiMemmo, Pam Wright, Teri Safranek, Amy Campbell, Student Representative to be identified

STANDARD WORKGROUPS CONT.

- STANDARD IIB

- Chairs: Micah Orloff, Sherri Moore, Adrienne Walker, Tracey Pitt
- Herb Alarcon, Luis Mondragon, Evelyn Menz, Annie Schaddt, Andrea Hammock, Lorrie Ross, Becki Ames, SI Staff (Janice Levasseur), Carrie Stantz, Carlos Tovares, Student Representative to be identified

- STANDARD IIC

- Chairs: Martha Crawford, Lynsey Tone, Miranda Angeles, Selena Paez
- Heather Pomerence, Shartelle Fears, April Vrtis, Tatiana Somers, Susie Hochstrat, Jenn Burleson, Belen Farinas, Meredith Goebel, Angela Barbera, Elizabeth Mascaro, Maya Cardenas, Faith Nobles, Dolores Smith, Susan Loomis, Tom Spillman, Terri Russell, DSPS Representative, Student Representative to be identified

STANDARD WORKGROUPS CONT.

- STANDARD IIIA

- Chairs: Jeannine Stokes, Rosaleen Gibbons, Debbie Perez – Flores
- Sterling Roulette, Karen Cranney, Lauren Springer, Christopher Kiser, Lanell Covington-James, Mary Scott, Dean of Math/Science, Student Representative to be identified

- STANDARD IIIB

- Chairs: Brian Twitty, Janice Levasseur, Diane Morales
- Tina Elm, Dave Brunken, Gina Oliver, Daryl Wilkes, Carole Ward, Venita Durgin, Tammy Cunningham, Student Representative to be identified

STANDARD WORKGROUPS CONT.

- STANDARD IIIC

- Chairs: Brian Orlauski, Bil Bergin, Staci Ferris
- Del Helms, Damien Greathouse, Katherine Stratton, Aaron Stafford, Justin Bennett, Jared Davis, Mike Palacios, Micah Orloff, Student Representative to be identified

- STANDARD IIID

- Chairs: Julie Venable, Michael Beckham, Jennifer Marrs
- Ron Bowman, Michael Weldon, Jennifer Pickens, Angela Aceves, Stacy Kimbrough, Elaine McCallum, Brenda Medina, Gail Jensen, Student Representative to be identified

STANDARD WORKGROUPS - FINALLY!

- STANDARD IV
- Chairs: Kara McGee, Rhonda Nishimoto, Elizabeth Mascaro
- Christina Yamanaka, Karla Maroudas, Morgan Hoodenpyle, Marcus Castellanos, Kristen Grimes, Kathy Donnell, Rebecca Orlauski, Student Representative to be identified



OVERVIEW OF ACCREDITATION

Why do you have to do this?

ACCJC – WHO THE HECK ARE THEY AND WHAT DO THEY ACTUALLY DO?

- U.S. Accreditation (6 separate geographical regions/ 7 Accreditation bodies)
 - U.S. Department of Education
- Regional Accreditation - Western Region
 - Western Association of Schools and Colleges
 - 3 accrediting agencies (Senior Schools and Colleges, ACCJC, k-12)
- ACCJC
 - Accredits CA, Hawaii, Territories of Guam and American Samoa, Mariana Islands, Republic of Palau, Micronesia, Marshall Islands
 - Commission – 19 members of the public and member institutions

THE JOYS OF THE ACCREDITATION PROCESS

- **Comprehensive Review**
 - Institutional Self Evaluation Report
 - Institution meets the following:
 - Eligibility Requirements
 - Accreditation Standards
 - Commission Policies
 - Engaged in sustainable efforts to improve educational quality and institutional effectiveness
- **Review Process – 4 steps**
 - 1. Internal Evaluation
 - 2. External Evaluation (Team)
 - 3. Commission Review and Action
 - 4. Continual Institutional Improvement
- **Reaffirmation of accreditation – Every 7 Years (NEW)**

THE JOY CONTINUES...

- External Team Role
 - Appointed and Trained by the ACCJC ☹️
 - 10-12 team members representing academics and administrators
 - Site Visit
 - Reviews self evaluation report
 - Makes Recommendations and Commendations
 - Submits Evaluation Team Report to CEO and ACCJC
- Commission Role
 - Makes additional recommendation and direction for improvements
 - Action Letter

REPORTS, REPORTS, AND MORE REPORTS

- Self Evaluation Report
- Midterm (NEW – based on Quality Focus Essay)
- Annual Report
- Follow Up Report
- Substantive Change Report (must occur at least six months before visit)

ELIGIBILITY REQUIREMENTS

- New process for outlining Eligibility Requirements
- 21 ERs
 - 1-5 (Authority, Operational Status, Degrees, CEO, Financial Accountability) must be supported outside of standards
 - 6-21 must be outlined in the specific evaluation of standard
 - Mission, Governing Board, Administrative Capacity, Educational Programs, Academic Credit, Student Learning and Achievement, General Education, Academic Freedom, Faculty, Student Support Services, Admissions, Information and Learning Support Services, Financial Resources, Institutional Planning and Evaluation, Integrity in Communication with the Public, Integrity in Relations with the Accrediting Commission)

COMMISSION POLICIES

- Must demonstrate compliance with all policies
 - Some require a separate response (not embedded within standards)
 - U.S. Department of Education Checklist (appendix K)
-
- Don't worry about these too much – Ted's got this handled!!

THE 25,000 WORD DOCUMENT — SELF EVALUATION REPORT

- Address the ERs, Standards, Commission Policies and other requirements
- Provide content and evidence
- Include institutional set standards for student achievement and learning outcomes
- Provide and analyze existing evaluation, planning, and improvement data
- Assessment (based on data) of the quality of programs/services and institutional effectiveness
- Plans and actions for improvements
- Involve all institutional stakeholders

SELF EVALUATION REPORT CONTENT

- Cover page, certification page, table of contents
- Structure
 - Introduction (brief history of college, highlight major developments, data, site specific information, service area information)
 - Student Achievement Data and Institution Set Standards
 - Organization of self evaluation (how we wrote the report and evaluated our efforts)
 - Organizational information (org charts)
 - Certification of compliance with ERs
 - Certification of compliance with commission policies

* Don't fret about these...Ted will take cover of it☺

STANDARD ANALYSIS AND STRUCTURE

- Identify and address each of the accreditation standards
 - 1. Evidence of Meeting the Standard
 - Describe and document factual conditions at the college, including college practices and policies which demonstrate how each standard is being met
 - 2. Analysis and Evaluation
 - Based on the info above, analyze and evaluate the college's performance against each standard and our mission
 - Actionable conclusions about institutional effectiveness, educational quality, and decisions for improvements (do we meet the standard or not...and to what degree do we meet standard)
 - No partial credit!

QUALITY FOCUS ESSAY AND IMPROVEMENT PLANS

- NEW!
- 5,000 word essay
- Focus on 2-3 areas identified for further study, improvement, to enhance quality, institutional effectiveness, and excellence
- Improvement Action plans (formerly Planning Agendas)
- Focus of Midterm Report in Year 4

- Don't worry about this too much – Ted's got this handled!!

SUBMISSION AND FORMAT

- 60 days before visit
- Electronic format
- Writing style guide
- Evidence collection processes



LET'S TALK ABOUT THE STANDARDS

Standard I: Mission and Institutional Effectiveness

Standard II: Student Learning Programs and Support Services

Standard III: Resources

Standard IV: Leadership and Governance

STANDARD I

Mission, Academic Quality and Institutional Effectiveness

MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS, AND INTEGRITY

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement.

Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services.

MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS, AND INTEGRITY

The institution demonstrates integrity in all policies, actions, and communication.

The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

MISSION

1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

1. THE MISSION DESCRIBES THE INSTITUTION'S BROAD EDUCATIONAL PURPOSES, ITS INTENDED STUDENT POPULATION, THE TYPES OF DEGREES AND OTHER CREDENTIALS IT OFFERS, AND ITS COMMITMENT TO STUDENT LEARNING AND STUDENT ACHIEVEMENT. (ER 6)

- We will collect evidence (e.g. the mission statement). We will use data. We will fill in a template to supply a draft of the self-evaluation narrative for this sub-standard.
- “All evidence and data included in the Institutional Self Evaluation Report must be cited and quoted or discussed with the institution's analysis of the various Accreditation Standards and sub-sections, where reference to the information is relevant.” – Manual for Institutional Self Evaluation

DATA SOURCES

“There are several sources of data, internal and external, from which an institution can draw information. Examples of sources of data are institutional demographic data at the local, district, system, state, or federal level; assessment data; survey results; and data reported to the state/local government. The data that an institution collects, analyzes, and reflects upon should be designed to answer questions related to issues that the institution needs or wants to explore.”

EVIDENCE

“Evidence can be selected from every source of information an institution uses to provide verification of a particular action or existing condition. Evidence can include policies, operational documents, minutes, reports, research and analysis, screen captures from websites, and other sources of information.”

ONE DOWN...THREE TO GO!

- There are three more statements regarding the mission that require narratives.
- For Academic Quality, there are four statements; for Institutional Effectiveness, five.
- For Institutional Integrity, there are fourteen statements.
- Your handout includes these statements.

THE TEAM!

- Chairs: Brandon Moore, Paul Hert, Fernando Gutierrez
- Gloria Sanchez, Richard Sisk, Stacey Searl-Chapin, Tim Lampley, Debbie Grace, Jill Lanphere, Student Representative to be identified

SUMMER/FALL 2016 (JUNE- DECEMBER)

- Data and Evidence are being identified; Standard Workgroups are being formed
- Monthly Steering Committee and Standard Workgroup meetings
- Standard Workgroups meet and draft outlines and sub-standard drafts

QUESTIONS?

Standard II:A:

INSTRUCTIONAL PROGRAMS

Standard II—Student Learning Programs & Support Services

- A. Instruction
- B. Library & Learning Support
- C. Student Services

Preamble to Standard II includes: appropriate level of quality and rigor

- Assessment occurs, results are public, uses results to improve
- All degree programs have substantial breadth in general education

II:A: Instructional Programs

1. **APPROPRIATE:** All programs consistent with mission, appropriate to higher ed, culminate with attainment of SLOs, achievement of goals (degree/cert./employment/transfer), *regardless of location or mode of delivery*
2. **IMPROVE:** Faculty (FT/PT) continuously improve courses and teaching through systematic evaluation
3. **SLOs:** Regular assessment, course outlines include CLOs, CLO on syllabi
4. **BS:** Distinguish precollege coursework and support students
5. **COMPARABLE:** Degrees/Programs follow common practice in content, # of units, etc.

II:A: Instructional Programs

6. **SCHEDULE:** Schedule courses to allow completion
7. **SUPPORT:** Effective delivery modes, teaching methods, learning support to support equity in student success
8. **COMMON EXAMS:** Validates effectiveness of dept-wide exams (course or prog.)
9. **CREDIT:** Awards credit based on attainment of SLOs, conventional clock-to-credit hour conversions
10. **TRANSFER-IN:** transfer-of-credit policy clear and fair to students, create articulation agreements

II:A: Instructional Programs

11. **GE:** All programs have SLOs in communication, information, and quantitative competency, analytic inquiry, ethical reasoning, diversity, and program-specific outcomes
12. **GE:** clearly stated GE philosophy, faculty involvement in GE inclusion, include participation in civil society, lifelong learning, breadth of arts/humanities, sciences, math, social sciences
13. **CORE:** every degree includes core coursework in an area of inquiry *or* established interdisciplinary core

II:A: Instructional Programs

14. **CTE:** CTE graduates meet employment standards
15. **ELIMINATE:** Upon elimination of a program or significant change, arrangements are made with students to complete.
16. **IMPROVE:** Continuous quality improvement of programs. Include college, pre-college, CTE, non-cred, continuing ed.

STANDARD IIB

LIBRARY AND LEARNING SUPPORT SERVICES

L-A-M-E

LIBRARY AND LEARNING SUPPORT SERVICES

1. Library and other learning support services provided to students and personnel responsible for student learning and support
 - Quality, currency, depth, variety to support educational programs
 - Comparable and appropriate for location and means of delivery
 - Distance education

2. Institution selects and maintains educational equipment and materials to support student learning
 - Rely on expertise of faculty, including librarians, and other learning support services professionals

LIBRARY AND LEARNING SUPPORT SERVICES

3. Institution evaluates library and other learning support services
 - Assure adequacy in meeting identified student needs
 - Evidence that services contribute to attainment of slos
 - Use of results as basis for improvement

4. Collaboration with other institutions or sources for library/learning support
 - Documentation of formal agreements
 - Adequate for institution's purposes, accessible and utilized
 - Ensure security, maintenance, reliability of services
 - Evaluates services to ensure effectiveness

The background features a light gray gradient with several realistic water droplets of various sizes scattered across the surface. In the center, there is a faint, circular logo consisting of concentric lines, resembling a globe or a stylized emblem.

ACCREDITATION STANDARD IIC

WELCOME OR WELCOME BACK TO THE WORLD OF ACCREDITATION

STANDARD IIC 1

THE INSTITUTION REGULARLY EVALUATES THE QUALITY OF STUDENT SUPPORT SERVICES AND DEMONSTRATES THAT THESE SERVICES, REGARDLESS OF LOCATION OR MEANS OF DELIVERY, INCLUDING DISTANCE EDUCATION AND CORRESPONDENCE EDUCATION, SUPPORT STUDENT LEARNING, AND ENHANCE ACCOMPLISHMENT OF THE MISSION OF THE INSTITUTION. (ER 15)

STANDARD IIC 2

THE INSTITUTION IDENTIFIES AND ASSESSES LEARNING SUPPORT OUTCOMES FOR ITS STUDENT POPULATION AND PROVIDES APPROPRIATE STUDENT SUPPORT SERVICES AND PROGRAMS TO ACHIEVE THOSE OUTCOMES. THE INSTITUTION USES ASSESSMENT DATA TO CONTINUOUSLY IMPROVE STUDENT SUPPORT PROGRAMS AND SERVICES.

STANDARD IIC 3

THE INSTITUTION ASSURES EQUITABLE ACCESS TO ALL OF ITS STUDENTS BY PROVIDING APPROPRIATE, COMPREHENSIVE, AND RELIABLE SERVICES TO STUDENTS REGARDLESS OF SERVICE LOCATION OR DELIVERY METHOD. (ER 15)

STANDARD IIC 4

CO-CURRICULAR PROGRAMS AND ATHLETICS PROGRAMS ARE SUITED TO THE INSTITUTION'S MISSION AND CONTRIBUTES TO THE SOCIAL AND CULTURAL DIMENSIONS OF THE EDUCATIONAL EXPERIENCE OF ITS STUDENTS. IF THE INSTITUTION OFFERS CO-CURRICULAR OR ATHLETIC PROGRAMS, THEY ARE CONDUCTED WITH SOUND EDUCATIONAL POLICY AND STANDARDS OF INTEGRITY. THE INSTITUTION HAS RESPONSIBILITY FOR THE CONTROL OF THESE PROGRAMS, INCLUDING THEIR FINANCES.

STANDARD IIC 5

THE INSTITUTION PROVIDES COUNSELING AND/OR ACADEMIC ADVISING PROGRAMS TO SUPPORT STUDENT DEVELOPMENT AND SUCCESS AND PREPARES FACULTY AND OTHER PERSONNEL RESPONSIBLE FOR THE ADVISING FUNCTION. COUNSELING AND ADVISING PROGRAMS ORIENT STUDENTS TO ENSURE THEY UNDERSTAND THE REQUIREMENTS RELATED TO THEIR PROGRAMS OF STUDY AND RECEIVE TIMELY, USEFUL, AND ACCURATE INFORMATION ABOUT RELEVANT ACADEMIC REQUIREMENTS, INCLUDING GRADUATION AND TRANSFER POLICIES.

STANDARD IIC 6

THE INSTITUTION HAS ADOPTED AND ADHERES TO ADMISSION POLICIES CONSISTENT WITH ITS MISSION THAT SPECIFY THE QUALIFICATIONS OF STUDENTS APPROPRIATE FOR ITS PROGRAMS. THE INSTITUTION DEFINES AND ADVISES STUDENTS ON CLEAR PATHWAYS TO COMPLETE DEGREES, CERTIFICATES AND TRANSFER GOALS. (ER 16)

STANDARD IIC 7

THE INSTITUTION REGULARLY EVALUATES ADMISSIONS AND PLACEMENT INSTRUMENTS AND PRACTICES TO VALIDATE THEIR EFFECTIVENESS WHILE MINIMIZING BIASES.

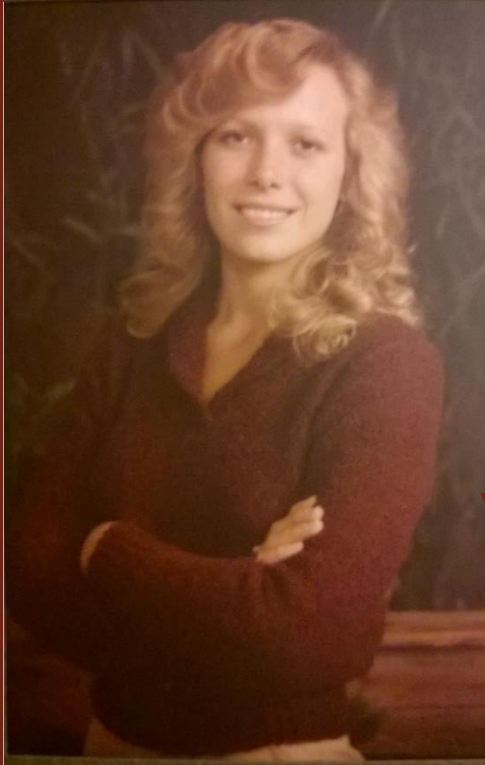
STANDARD IIC 8

THE INSTITUTION MAINTAINS STUDENT RECORDS PERMANENTLY, SECURELY, AND CONFIDENTIALLY, WITH PROVISION FOR SECURE BACKUP OF ALL FILES, REGARDLESS OF THE FORM IN WHICH THOSE FILES ARE MAINTAINED. THE INSTITUTION PUBLISHES AND FOLLOWS ESTABLISHED POLICIES FOR RELEASE OF STUDENT RECORDS.

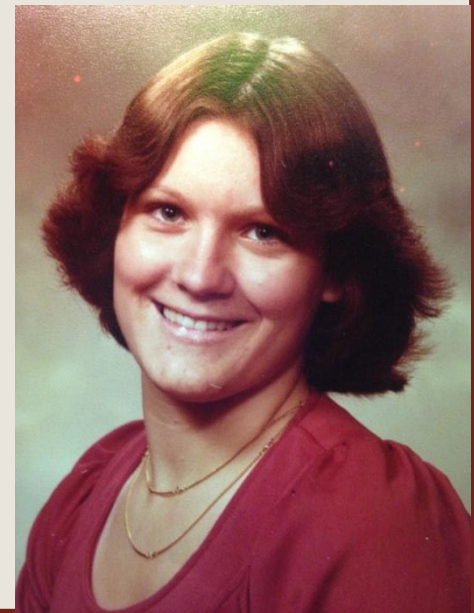
EVIDENCE COLLECTION

AS WE GO THROUGH EACH SUBSTANDARD IN THE ACCREDITATION IIC WORKGROUP FOR OUR OUTLINE, PLEASE THINK ABOUT WHAT WE CAN USE FOR EVIDENCE THAT PROVES WE ARE DOING WHAT WE SAY WE ARE DOING.

THANK YOU! 😊



STANDARD III: Resources



Standard III: Resources

- The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness.
 - Standard A: Human Resources
 - Standard B: Physical Resources
 - Standard C: Technology Resources
 - Standard D: Financial Resources



STANDARD III A – HUMAN RESOURCES



“Any other people skills, besides 400 Facebook friends?”

Standard III A – Human Resources

1. Assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience.
 - Summary of the Hiring Process
 - Includes the Hiring Process for Distance Education
2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Faculty job descriptions include development and review of curriculum as well as assessment of learning. **(ER 14)**
 - Includes qualifications for Distance Education Instructor
 - **Eligibility Requirement 14. Faculty** - Has a substantial core of qualified faculty which includes full-time faculty and part-time faculty, to achieve the institutional mission. Is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning

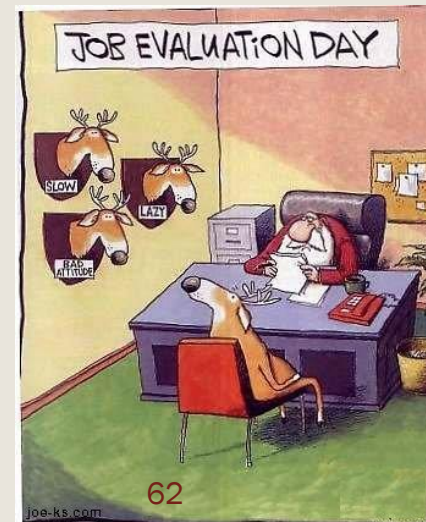


Standard III A – Human Resources

3. Administrators and employees responsible for educational programs and services possess qualifications necessary to perform duties to sustain institutional effectiveness and academic quality.
4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.
 - Includes qualification for Distant Education Instructors
5. Assures the effectiveness of HR by evaluating all personnel. Establishes written criteria for evaluating personnel. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken are formal, timely, and documented.
 - Defining the Evaluation Process
 - Includes specific criteria for Distance Education

Standard III A – Human Resources

6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes consideration of how these employees use the results of the **assessment of learning outcomes** to improve teaching and learning.
 - Includes Assessment for Distance Education Courses
7. Maintains a sufficient number of qualified faculty, which includes full-time faculty **and** part-time faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.
 - Must Assess staffing for Distance Education
8. Has employment policies and practices for part time faculty which provide for their orientation, oversight, evaluation, and professional development. Provides opportunities for integration of part time faculty into the life of the institution.



Standard III A – Human Resources

9. Has sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. **(ER 8)**
10. Maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. **(ER 8)**
 - ***Eligibility Requirement 8. Administrative Capacity*** - *The institution has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose.*



Standard III A – Human Resources

11. Establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.
12. Through policies and practices, creates and maintains appropriate programs, practices, and services that support its diverse personnel. Regularly assesses record in employment equity and diversity consistent with its mission.
13. Upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Standard III A – Human Resources

14. Plans for and provides all personnel with appropriate opportunities for continued professional development. Systematically evaluate professional development programs and uses the results of these evaluations as the basis for improvement.
 - Includes Distance Education Faculty
15. Makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

STANDARD III B – PHYSICAL RESOURCES



Standard III B – Physical Resources

1. Assures safe and sufficient physical resources at **all locations**. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.
 - i. *Quality for Off Site & Distance Education*
 - ii. *Includes Evaluation and Assessment*
2. Plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.
 - i. *Evaluation Measures*
 - ii. *Includes Distance Education*



Standard III B – Physical Resources

3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.
 - i. *Evaluation and Assessment Tools*
 - ii. *Includes Distance Education*
4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

STANDARD III C – TECHNOLOGY RESOURCES



Standard III C – Technology Resources

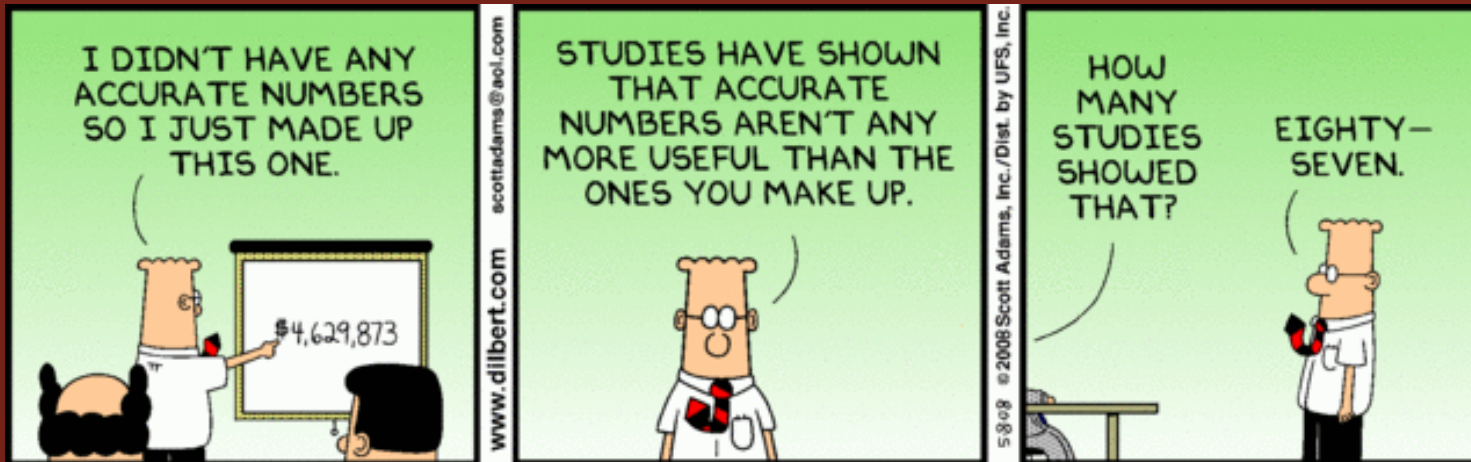
1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.
 - Includes Distance Education
 - Includes reliability and security for Distance Education Courses
2. Continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.
 - Includes Distance Education
3. Assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.



Standard III C – Technology Resources

4. Provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.
 - Must assess the needs of Distance Education
5. Has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

STANDARD III D – FINANCIAL RESOURCES



Standard III D – Financial Resources

- ✓ Planning
- ✓ Fiscal Responsibility and Stability
- ✓ Liabilities
- ✓ Contractual Agreements

Contractual Agreements: Arrangements for educational services that are either: (1) provided by the college/district/system for remuneration under contracts with business or other agencies, or (2) received by the college/district/system under contracts with businesses or other agencies. Contractual arrangements for delivery of educational services may include, but are not limited to, curriculum, learning support services, student support services, and instruction.



Standard III D – Financial Resources Planning

1. Financial resources are sufficient to support and sustain student learning programs and improve institutional effectiveness. Distribution of resources supports programs and services. Plans and manages its financial affairs with integrity and in a manner that ensures financial stability. **(ER 18)**
Eligibility Requirement 18- Financial Resources: Documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.
2. Mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. Has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.
3. Clearly defines and follows processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Standard III D – Financial Resources

Fiscal Responsibility & Stability

4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.
5. To assure the financial integrity and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. Regularly evaluates its financial management practices and uses the results to improve internal control systems
6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.



Standard III D – Financial Resources Fiscal Responsibility & Stability

7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.
8. Financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement
9. Has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.
10. Practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.



Standard III D – Financial Resources Liabilities

11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.
12. Plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.



Standard III D – Financial Resources

Liabilities

13. On an annual basis, assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.
14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.
15. Monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Standard III D – Financial Resources

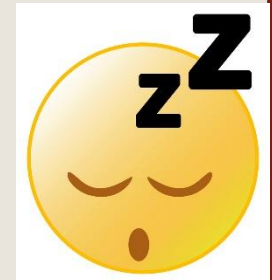
Contractual Agreements

16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.



QUESTIONS?

Are You Still Awake?



STANDARD IV

Leadership and Governance

OVERVIEW

- This standard is all about the role of the President, Board of Trustees, and Participatory (Shared) Governance
- Has a lot to do with well-defined practices, roles, and responsibilities within the leadership and governance structure
- Has four sub-areas:
 - IV.A – Decision-Making Roles and Processes
 - IV.B – Chief Executive Officer
 - IV.C – Governing Board
 - IV.D – Multi-College Districts or Systems (Does not apply to us)

STANDARD IV.A – DECISION- MAKING ROLES AND PROCESSES

- Institutional Improvement
 - Leaders create and encourage innovation
 - Participative processes are used to assure effective planning and implementation
- Participatory Governance
 - All groups are allowed the opportunity to participate in decision-making processes
 - Documentation and communication of resulting decisions is key
 - Regular evaluation of governance and decision-making is conducted and broadly communicated
 - Results of evaluation is used as the basis for improvement

STANDARD IV.B – CHIEF EXECUTIVE OFFICER

- Board delegates to the CEO
- Delegation from CEO to Administration consistent with their responsibilities
- Policies & Procedures that guide institutional improvement of the teaching and learning environment
- Effective communication
- Ensures that policies, practices, statutes and regulations are consistent with institutional mission and policies, including effective control of budget and expenditures
- Primary responsibility for Accreditation

STANDARD IV.C – GOVERNING BOARD

- Governing Board has authority over and responsibility for policies to assure academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution (ER 7)
- Board acts as a collective entity and acts consistent with their established policies and bylaws
- Evaluation of the CEO
- Board is an independent, policy-making body that reflects the public interest (ER 7)
- Board is the ultimate responsibility for educational quality, legal matters, and financial integrity and stability

STANDARD IV.C – GOVERNING BOARD (CONT.)

- Regular review of key indicators for student success
- Board training and professional development
- Board Evaluation
- Board Code of Ethics
- Delegation of authority to CEO
- Board is informed of matters related to Accreditation including Eligibility Requirements, Standards, Commission Policies, accreditation processes, and the college's accredited status
- Board participates in evaluation of governing board roles and functions in the accreditation process

EVIDENCE

- What would YOU include as evidence?
- Policies & Procedures
- Board of Trustees Evaluations, Goals, etc.
- Participatory (Shared) Governance Agendas, Minutes, Reports, Evaluations, etc.
- Participatory Governance Committee webpages
- MSJCLinks
- Budget Documents, Audits, etc.
- Institutional Planning Documents
- http://www.accjc.org/wp-content/uploads/2013/08/Guide_to_Evaluating_Institutions_2013.pdf

QUESTIONS REGARDING STANDARDS?

Ask someone that cares!

EVIDENCE

HOW THEY KNOW WE AREN'T LYING – EVIDENCE

HOW WE KNOW WHAT TO DO – EVIDENCE / DATA

- Data and data analysis referenced in report and included as evidence
- Evidence can include:
 - Policies
 - Operational documents
 - Minutes
 - Reports
 - Research and Analysis
 - Websites
 - Other
- Data must be cited/quoted and disaggregated as appropriate
- Institution set standards for student performance

REQUIRED EVIDENCE

- Disaggregated Student Achievement Data (Nik)
- Data on Incoming Students (Nik)
- Data on Enrolled Students (Nik)
- Data on Graduates (Nik)
- Evidence of student learning outcomes and assessment (Paul)
- Evidence of quality of program review (Paul)
- Evidence of quality student support services (Nik and SS)
- Evidence of Financial Performance and Integrity (Julie)
- Evidence of quality of international activities (N/a)
- Evidence of compliance with other areas related to federal requirements (all)

DRAFT OUTLINES

BULLET POINTS ARE YOUR FRIENDS — DRAFT OUTLINES

- No narrative
- Bullet points to outline future narrative
- Listing of evidence (include name and hyperlink, as available)
- Identify potential “Red Flags” for resolution
- Templates (to be distributed via email for each Standard/Sub Standard)

TIMELINES AND DEADLINES

SPRING 2018 VISIT

Major events in the accreditation process	Spring visit
Institutional self evaluation report submitted to ACCJC	January 2018
Evaluation Team Visit	March 2018
Draft Evaluation Team Report sent to college CEO for correction of errors of fact	April 2018
Commission meeting and decision on accreditation	June 2018
Commission Action letter received by College and posted to the college website	July 2018

ALL VACATIONS AND HOLIDAYS CANCELLED FOR THE NEXT 2 YEARS

Summer 2016 (June-August)

- Develop Evidence Collection practices for Self-Evaluation
- ALO/Faculty Chair draft outlines for the Self-Evaluation Report (Including introductory sections)
- Design Self-Evaluation website and repository
- Standard Workgroups meet and draft outlines
- Design Accreditation Climate Survey
- Identify and Outline Data/Research for Self-Evaluation Report

FALL 2016 (AUGUST — DECEMBER)

- Monthly Steering Committee and Standard Workgroup meetings
- Train Steering Committee members regarding Evidence Collection Practices for Self-Evaluation
- Disseminate Climate Survey
- Standard Workgroups complete outlines
- Standard Workgroups develop and complete first draft
- Provide accreditation training and presentations to various constituent groups (Board, Faculty, Classified, Administration, Community)
- Disseminate 1st Draft to campus constituents for review/feedback
- Draft Quality Essay

SPRING, SUMMER, FALL 2017

Spring 2017 (January-May)

- Monthly Steering Committee and Standard Workgroup meetings
- Finalize Evidence Collection
- Complete 2nd Draft and disseminate for campus review/feedback
- Complete 2nd Draft of Quality Essay and disseminate for campus review/feedback

Summer 2017 (June- August)

- Monthly Steering Committee and Standard Workgroup meetings
- Final Draft Self-Evaluation Completed

Fall 2017 (Sept-December)

- Monthly Steering Committee and Standard Workgroup meetings
- Train Steering Committee members regarding Evidence Collection Practices for Self-Evaluation
- Final Vetting/Approvals of Self-Evaluation Report to Academic Senate, Classified Senate, SGA, and Institutional Leadership
- Self-Evaluation Report – Information Item at BOT (November 2017)
- Self-Evaluation Report – Action Item at BOT (December 2017)

THEY'RE HERE... SPRING 2018 (JANUARY-MARCH)

- Mock Site Visit
- Monthly Steering Committee and Standard Workgroup meetings
- Site Visit Preparation/Training/Updates
- Submission of Self-Evaluation Report to Commission
- Site Visit
- Site Visit De-brief



YOUR ACCREDITATION FANNY PACK



TOOL KIT

- **MSJC Reports**

- Self Evaluation 2011
- MSJC Annual and Financial Reports
- Midterm Reports
- Follow Up Reports
- Substantive Change Reports
- Templates

- **ACCJC Publications**

- **Peer College Reports**

- **Crosswalk between New/Old Standards**

- **Standard Chairs**

- **ALO and Ted**

- **Office of Institutional Effectiveness**



YOU ARE ON YOUR OWN



NEXT STEPS

- Exit MVC Room 805 and SCREAM
- Run for the hills...or your car

- Schedule Standard Workgroup Meetings (June/July)
- Accreditation Steering Committee Meeting (July and August)
- Outline and Evidence Templates to be distributed by email/website
- Fanny packs to be disbursed by email
- Begin draft outlines and evidence identification



**ARE YOU AWAKE, AFRAID,
CONFUSED, ANGRY, SCARED,
TIRED, HUNGRY, HANGRY?**

Good! Our jobs are done!

ANY QUESTIONS?