

Accreditation Myths & Fears

Fall 2016

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

MYTH #1

- **Myth:** Accreditation is a meaningless activity.
- **Fact:** As educators, we value the process of metacognitive reflection, and the self-study process is meant to stimulate self-reflection. The self-study is a learning tool that is produced through a learning process.

MYTH #2

- **Myth:** Accreditation standards set a low baseline for achievement.
- **Fact:** The commission and evaluators expect an institution to meet or *exceed* the standards.

- Team Evaluator Manual pg. 26

ACCREDITATION STANDARDS

- **Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity**
- **Standard II: Student Learning Programs and Support Services**
 - **Instructional Programs**
 - **Library and Learning Support Services**
 - **Student Support Services**
- **Standard III: Resources**
 - **Human Resources**
 - **Physical Resources**
 - **Technology Resources**
 - **Financial Resources**
- **Standard IV: Leadership and Governance**

MYTH #3

- **Myth:** Accreditation is a secret process.
- **Fact:** Everyone at the college is expected to participate in the accreditation self-study in some way.

MYTH #4

- **Myth:** Accreditation is led by the Academic Senate.
- **Fact:** Evaluators look for “what evidence exists of broad involvement by campus constituencies;” Therefore, Accreditation is led by an Accreditation Liaison Officer (ALO) who works under the President/Superintendent of the college to ensure that all constituencies (faculty, staff, administration, students) are involved. The Academic Senate ensures *faculty* involvement in the process.

- Team Evaluator Manual pg. 11

MYTH #5

- **Myth:** Participating in Accreditation activities will take hours and hours of your time, essentially sucking your life away.
- **Fact:** Faculty and staff involvement has been organized so that you need not spend more than about an hour or two of your valuable time to contribute to the report.

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)

MYTH #6

- **Myth:** Unnamed operatives are after you because you're not doing a good job.
- **Fact:** The self-study is meant to uncover areas for improvement and is an opportunity for you to get support in helping you better serve students. Right now, we have almost two years to make improvements and changes before the team visits MSJC.

MYTH #7

- **Myth:** Once accreditation is over, it's over and you won't need to think about it for another 6 years.
- **Fact:** Accreditation is now a nearly constant activity, even though the self-study is less often. With follow-up reports and new information, we are usually in contact with the ACCJC at least once a year. Program Review, CLO's, RAPs, etc., are all part of this process.

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

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

Just ask Ted

- Any questions or concerns?
- I'm your faculty liaison: tblake@msjc.edu or x5487