



San Bernardino Community College District
 Board Strategy Session
 September 24, 2020
 12:00 pm-3:00 pm Pacific Time

Governor Newsom issued Executive Order N-25-20 on March 12, 2020, and Executive Order N-29-20 on March 17, 2020. Portions of these orders relax parts of the Brown Act. In part, the orders allow elected officials to “attend” a meeting via teleconference WITHOUT having to admit members of the public into the location from which they are participating (N-25-20) and orders that "such a body need not make available any physical location from which members of the public may observe the meeting and offer public comment" (N-29-20).

Anyone wishing to participate may do so via the Zoom link on the agenda. The meetings are also recorded. Public comments be submitted electronically by emailing snikac@sbccd.edu Submissions must be received 24-hours in advance of the meeting. From the comments received, staff will call each speaker to make their public comment.

Submissions will be considered a public record under the Public Records Act, and are therefore subject to public disclosure.

In accordance with Board Policy 2350, persons may address the Board of Trustees either on an agenda item or on other matters of interest to the public that are within the subject matter jurisdiction of the Board. Public comments will take place at the time designated at the meeting for public comment. Comments must be limited to five (5) minutes per speaker and twenty (20) minutes per topic if there is more than one speaker. At the conclusion of public comment, the Board may ask staff to review a matter or may ask that a matter be put on a future agenda. As a matter of law, members of the Board may not discuss or take action on matters raised during public comment unless the matters are properly noticed for discussion or action in Open Session. Anyone who requires a disability-related modification or accommodation in order to participate in the public meeting should contact the Chancellor’s Office at (909) 388-6902 as far in advance of the Board meeting as possible.

AGENDA

Board Strategy Session - KVCR Update and Board's Role in Accreditation

September 24, 2020

12:00 - 3:00 p.m.

LOCATION: Zoom Conference:

<https://cccconfer.zoom.us/j/549366869>

Dial: (669) 900-6833 or (346) 248-7799 - Meeting ID: 549 366 869

- I. CALL TO ORDER – PLEDGE OF ALLEGIANCE**
- II. PUBLIC COMMENTS ON AGENDA AND NON-AGENDA ITEMS**

Public comments must be submitted electronically by emailing snikac@sbccd.edu. Submissions must be received 24-hours in advance of the meeting.
- III. ACCREDITATION AND GOVERNING BOARDS ROLES AND RESPONSIBILITIES**

12:00-1:00pm - Presenter: Gohar Momjian, ACCJC

 - A. Presentation
 - B. Accreditation Standards
 - C. ACCJC Guide for Governing Boards
- IV. KVCR UPDATE**

1:00-3:00pm - Presenter: Jose Torres, SBCCD

 - A. Presentation
- V. ADJOURN**

The next meetings of the Board: Zoom Conference
<https://cccconfer.zoom.us/j/549366869>
Business Meeting, October 8, 2020 at 4pm



SAN BERNARDINO
COMMUNITY COLLEGE
DISTRICT

ACCREDITATION AND GOVERNING BOARDS ROLES AND RESPONSIBILITIES

September 24, 2020

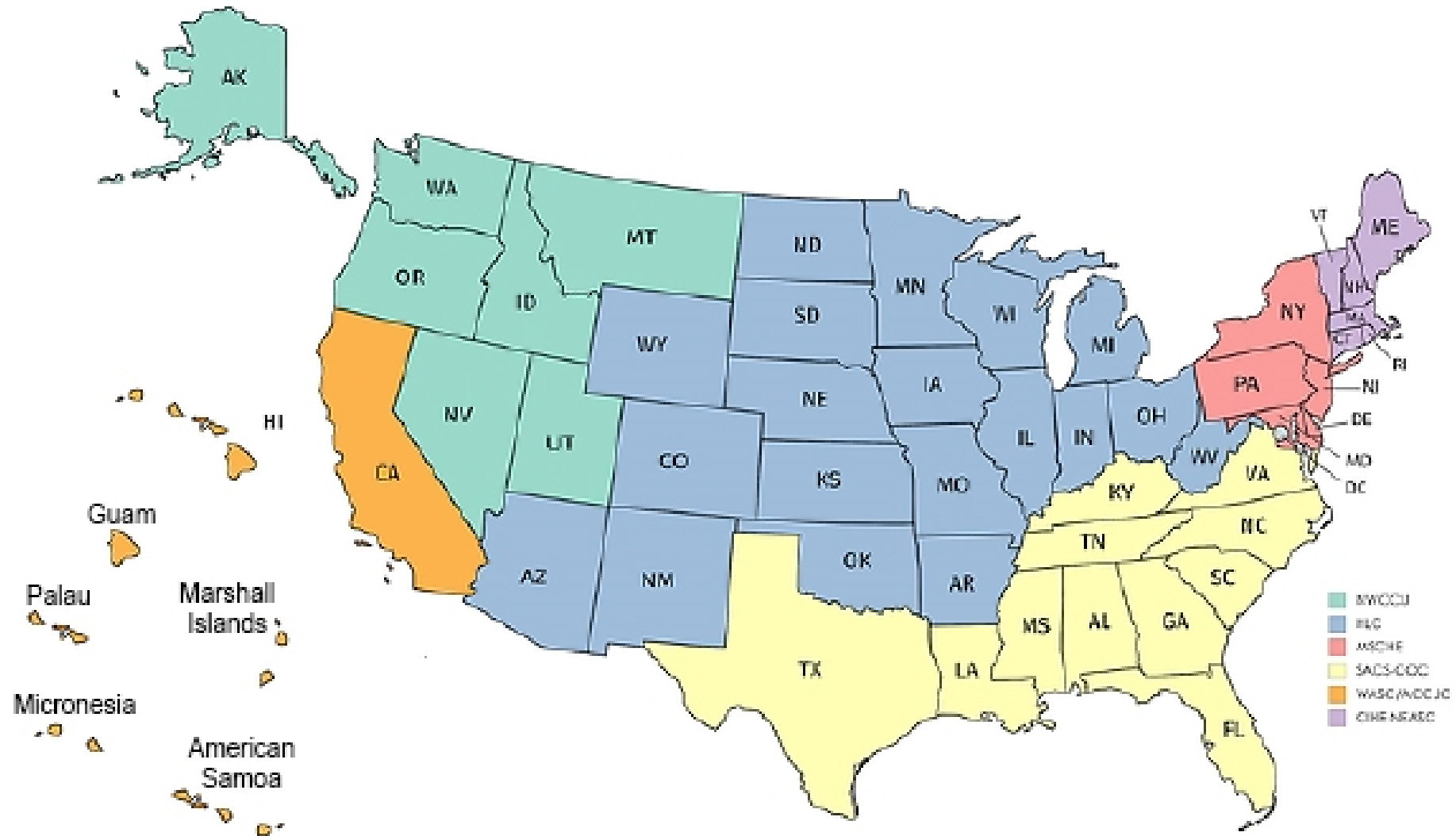
Gohar Momjian

Today's Topics

- Accreditation's Purposes, Processes and Standards
- Changes at ACCJC
- The Roles and Responsibilities of the Governing Board

The Purposes of Regional Accreditation

- Provide **quality assurance** to students, the public, and other institutions that your Colleges are achieving their missions
- Give credibility to degrees and credentials awarded to students
- Stimulate **institutional improvement** through assessment and evaluation practices
- Gatekeeper of Title IV (Federal Student Aid)



Our Purpose

- **Mission:** The Accrediting Commission for Community and Junior Colleges **works with its member institutions to advance educational quality and student learning and achievement.** This collaboration fosters institutional excellence and continuous improvement through innovation, self-analysis, peer review, and application of standards.
- **ACCJC Core Values:** Integrity; Quality Assurance; Institutional Improvement; Peer Review; Student Learning and Achievement; Collegiality
- **Strategic Plan & Goals**

ACCJC - Mission Focused

- VP Portfolio Model
- Improved Trainings and Resources
 - More reliance on education, less on sanctions to effect change
- Lighten the Burden on Members
 - Sub change process
 - Annual report and annual fiscal report
 - Midterm report
- Formative/Summative Approach
- Standards Review (Upcoming)



Quality Assurance Purpose of Accreditation

- 7-year review cycle based on Standards **by the institution, and validated by peers**
 - Inform the US ED, students, and the public of results
- Monitor certain aspects of institutional quality per federal regulations
 - Fiscal Health
 - Headcount growth or decline
 - Substantive Changes
- Integrity in relation to students and the public

Overview: Accreditation Process

- ❖ **Self-Reflection**. . . the ISER (Institutional Self-Evaluation Report)
- ❖ **Peer Review**. . . the team's ISER Review and Focused Visit
- ❖ **Affirmation**. . . the Commission's Action
- ❖ On-going **Commitment to Improvement** and **Educational Excellence**

ACCJC Standards

- Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity
- Standard II: Student Learning Programs and Services
- Standard III: Resources
- **Standard IV: Leadership and Governance**

Important Tenets Embedded in the Standards

- Focus on achieving institutional mission, avoiding diversion to other purposes
- Integrity and honesty in institutional policies and actions
- Focus on student outcomes – completion of meaningful education, learning, demonstrable knowledge and skills
- Metrics and evidence used to assess institutional quality
- Ongoing internal quality assurance practices
- Continuous improvement for high performance

The Standards

- Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity
 - A. Mission (4)
 - B. Assuring Academic Quality and Institutional Effectiveness (9)
 - C. Institutional Integrity (14)
- Standard II: Student Learning Programs and Support Services
 - A. Instructional Programs (16)
 - B. Library and Learning Support Services (4)
 - C. Student Support Services (8)

The Standards

- Standard III: Resources
 - A. Human Resources (15)
 - B. Physical Resources (4)
 - C. Technology Resources (5)
 - D. Financial Resources (16)
- Standard IV: Leadership and Governance
 - A. Decision-Making Roles and Processes (7)
 - B. Chief Executive Officer (6)
 - C. Governing Board (13)
 - D. Multi-College Districts or Systems (7)

Why institutional accreditors care about governance:

- Accreditors are required to assure:
 - Institutional **mission** (adoption, adherence, fulfillment)
 - Institutional **effectiveness** (student learning and achievement)
 - Institutional **stability** (fiscal strength, long-term viability)
 - Institutional **integrity** (accurate portrayal and delivery of services)
 - Institutional **operations** (leadership, planning, policies, procedures)
 - Institutional **improvement** (data-supported planning, resource allocation)
- These are fundamental board-level concerns
- The message “You are accredited” goes ultimately to the board

Roles and Responsibilities of Trustees and Advice for Board Excellence

Governing Boards Have Two Challenges

1. Mission-Directed Leadership, and
2. High Performance of the Board and the District/Colleges

Establishing expectations of excellence and measuring performance linked to the District's goals will help meet both challenges. To perform well, Trustees must be accountable as well as hold others accountable.

What Does That Accountability Look Like?

- The Board leads the Colleges – the Board **representing the entire district and all stakeholders** establishes the mission and vision for the Colleges/District and from that mission, staff develops the strategic goals and methods of achieving them. The respective roles of board and college staff are iterative, the final mission and vision must be approved by the Board
- The Board must then assure itself that the Colleges/District goals are achieved
- **Focus on the “what” not the “how”**

Seven Board Roles to Ensure Educational Quality

1. Develop board capacity for ensuring educational quality.
2. Ensure that policies and practices promote educational quality.
3. Ensure that learning is assessed, data are used, and improvements tracked.
4. Approve and monitor necessary financial resources.
5. Develop an understanding of academic programs.
6. Focus on the total educational experience.
7. Understand accreditation.

Association of Governing Boards, *Overseeing Educational Quality*. 2014

Trustees do not *represent* specific constituencies in the sense of taking board actions in favor of their interests. Elected trustees are expected to bring to board deliberations a broad understanding of the college's role in serving their entire region and its multiple stakeholders. There must be no implied obligation for a trustee to serve the interests of a specific constituency over the interests of the broad mission of the college. – ACCJC *Guide to Accreditation for Governing Boards*, p. 7

Accountability Responsibilities

- Coordination with Strategic Plan / Mission and Vision – how does the Board know mission and goals are being achieved?
- Process / Frequency / Accountability - how often and when in the planning cycle is the board given data and analyses?
- Focus on reliable data, trends and lagging & leading indicators not stories / anecdotes/feelings – systematic program review data, institutional summative data
- Clarity and Consistency – apply consistent expectations to all colleges through clear communication with the Chancellor

Importance of Integrated Planning

- Sample Planning Documents that must fit together to help organize and direct college efforts:
 - The Mission and Vision of the College
 - Planning Documents (e.g. EMPs, District Strategic Plan)
 - Facilities planning, Technology planning, and Budget Allocation Model
 - Unit Plans and Program Plans
- How do college plans fit together? ...“roll up” to District plans? How do District priorities “roll down” to colleges?
- How are allocations of resources occurring to effectively support the mission and operations of the Colleges and District?

Predict Top Concerns

Q: What gets Boards into trouble with Accreditors?

Common areas of Board concern by accreditors:

- Balancing the budget, especially during an economic downturn
 - Catering to an agenda of a sector of the electoral base
 - “Kicking the can down the road” to a later era, to a subsequent board
- Intruding into daily operations
 - Assuming students and faculty are “my constituency” to be heard directly
 - Not trusting the CEO to manage, or empowering him to do so
- Neglecting integrated planning
 - Not linking budget to student achievement initiatives and strategic goals
 - Failure to obtain and use appropriate data as evidence for decision-making
 - Using a top-down, non-inclusive approach; little or no “buy-in” on campus

Quick Round of True? or False?

- 5 minute quiz round!

Board Quality is Job 1

Board Self-Assessment (IV.C.10)

- Board building is an on-going process of continuous improvement
 - Ask yourself, “What can I do as a Trustee....
 - “To make our Board more effective?”
 - “To help our CEO be successful?”
 - “To help our Colleges be successful?”
 - Then ask.... “What can our Board do better?”

Lingering Questions? Clarifications?

Thank You!!

Resources

- ACCJC's Guide to Accreditation for Governing Boards

<https://accjc.org/wp-content/uploads/Guide-to-Accreditation-for-Governing-Boards-September-2018.pdf>

September 2020 update coming soon!

- Association of Community College Trustees

<https://www.acct.org/page/guide-ethical-governance>

- Community College League of California

<https://www.ccleague.org/resources/publications>

Resource Slide: Recap on the Standards of the Governing Board

- Roles as Designated by Standard IVC – Governing Board
 - The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution (**IV.C.1, ER7**).
 - The board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision (**IV.C.2**).
 - Board is an independent, policy-making body that reflects the public interest...It advocates for and defends the institution and protects it from undue influence or political pressure (**IV.C.4**).
 - Delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district (**IV.C.12**).
 - The board acts in a manner consistent with its policies and bylaws and has a mechanism for regularly reviewing its policies and bylaws for effectiveness (**IV.C.7**).

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES
Western Association of Schools and Colleges

Accreditation Standards

(Adopted June 2014)

Introduction¹

The primary purpose of an ACCJC-accredited institution is to foster student learning and student achievement. An effective institution ensures that its resources, programs, and services, whenever, wherever, and however delivered, support student learning and achievement. The effective institution ensures academic quality and continuous improvement through ongoing assessment of learning and achievement and pursues institutional excellence and improvement through ongoing, integrated planning and evaluation.

There are four Standards that work together to define and promote student success, academic quality, institutional integrity, and excellence. The mission provides a framework for all institutional goals and activities. The institution provides the means for students to learn and achieve their goals, assesses how well learning is occurring, and strives to improve learning and achievement through ongoing, systematic, and integrated evaluation and planning (Standard I). Student learning programs and support services make possible the academic quality that supports student success (Standard II). Human, physical, technology, and financial resources enable these programs and services to function and improve (Standard III). Ethical and effective leadership throughout the organization guides the accomplishment of the mission and supports institutional effectiveness and improvement (Standard IV). Integrating the elements of the Standards gives institutions the means to develop a comprehensive assessment of academic quality, institutional integrity and effectiveness, and a path to continuous improvement.

Standard I: 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. 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.

A. 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 Introduction section and opening paragraphs of each Standard are not intended for citation as standards. They are introductory in nature only.

2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.
3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.
4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.
2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)
3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)
4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Institutional Effectiveness

5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.
6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.
7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.
8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

9. 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)

C. Institutional Integrity

1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)
2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements” (see endnote). (ER 20)
3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)
4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.
5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.
6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.
7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)
8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.
9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.
11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.
12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)
13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)
14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)
2. ***(Applicable to institutions with comprehensive reviews scheduled through Fall 2019.¹)*** Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

(Applicable to institutions with comprehensive reviews scheduled after Fall 2019.¹) Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.
4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in

¹ The Commission acted to modify the Standard during its January 2018 Board of Directors meeting.
Standard II: Student Learning Programs and Services

learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)
6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)
7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.
8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.
9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)
10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)
11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.
12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of

learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.
14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.
15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.
16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

B. Library and Learning Support Services

1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)
2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.
3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.
4. When the institution relies on or collaborates with other institutions or other

sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

C. Student Support Services

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)
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.
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)
4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute 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.
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.
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, certificate and transfer goals. (ER 16)
7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.
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.

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. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources

1. The institution 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 to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.
2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)
3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required 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.
5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.
- ~~6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning. (Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.)~~

7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty **and** may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)
8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.
9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)
10. The institution 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)
11. The institution 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 its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.
13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.
14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.
15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

B. Physical Resources

1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

2. The institution 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.
3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.
4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

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.
2. The institution 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.
3. The institution 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.
4. The institution 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.
5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

D. Financial Resources

Planning

1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)
2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution 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. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Fiscal Responsibility and 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 of the institution 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. The institution 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.
7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.
8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.
9. The institution 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. The institution 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.

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. The institution 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.
13. On an annual basis, the institution 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. The institution 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.

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.

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.
2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.
3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.
4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.
5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.
6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.
7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

B. Chief Executive Officer

1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.
2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.
3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:
 - establishing a collegial process that sets values, goals, and priorities;
 - ensuring the college sets institutional performance standards for student achievement;
 - ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
 - ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
 - ensuring that the allocation of resources supports and improves learning and achievement; and
 - establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.
4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.
5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.
6. The CEO works and communicates effectively with the communities served by the institution.

C. Governing Board

1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)
2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.
4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)
5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.
6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.
7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.
8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.
9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.
10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.
11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)
12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

D. Multi-College Districts or Systems

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

Catalog Requirements

The following list of required information must be included in the college catalog.

1. General Information

- Official Name, Address(es), Telephone Number(s), and Website Address of the Institution
- Educational Mission
- Representation of accredited status with ACCJC, and with programmatic accreditors if any
- Course, Program, and Degree Offerings
- Student Learning Outcomes for Programs and Degrees
- Academic Calendar and Program Length,
- Academic Freedom Statement
- Available Student Financial Aid
- Available Learning Resources
- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members

2. Requirements

- Admissions
- Student Tuition, Fees, and Other Financial Obligations
- Degrees, Certificates, Graduation and Transfer

3. Major Policies and Procedures Affecting Students

- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance and Transfer of Credits²
- Transcripts
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees

4. Locations or Publications Where Other Policies may be Found



ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

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September 2020
Edition

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Introduction

The *Guide to Accreditation for Governing Boards* is designed for college governing board members as an introduction to accreditation and to the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC). Governing boards have leadership responsibilities for college mission, institutional quality and improvement, institutional integrity and, ultimately, for student success. Accreditation Standards define the important role of governing boards in ensuring student success and the Standards place responsibility on the Board for its institutional leadership role. Governing boards develop policy and delegate responsibility for institutional operations to the Chief Executive Officer (CEO). It is the CEO's role to implement governing board policies and plans and to manage the internal operations of the institution. Defining the policy role of governing boards and distinguishing that role from the delegated role of institutional operations is a fundamental principle that informs effective governing board practice, and is clearly articulated in the ACCJC Accreditation Standards.

Section 1 of this *Guide* begins with general information on accreditation, including its history, purpose, goals, and organizational structure. This section also introduces the purposes and structure of ACCJC.

Section 2 introduces the Eligibility Requirements, Accreditation Standards, and Commission policies (together ACCJC's Standards), as well as an overview of ACCJC's peer review procedures and processes.

Section 3 focuses on the roles and responsibilities of governing boards in accreditation. This section emphasizes the leadership role the governing board plays in defining the college/district/system mission and policies, as well as their role in ensuring academic quality, student success, and appropriate governance structures and practices.

1. U.S. Accreditation and ACCJC

1.1 Accreditation: History, Purpose, and Structure

In the United States, accreditation is the primary process for assuring and improving the quality of institutions of higher education. Accrediting commissions across the country carry out the accreditation of the nation's colleges and universities through the peer review process. These accrediting agencies are nongovernmental, nonprofit, and essentially voluntary membership associations. Because the concept of the community college had become solidified in American higher education by the time the Western Association of Schools and Colleges (WASC) was organized in 1962, California and the western region chose to have two higher education accrediting commissions. One commission serves institutions primarily awarding associate degrees (ACCJC) and the other serves colleges and universities that primarily award bachelor's degrees and/or graduate degrees (WSCUC).

Accreditation in the United States is based on a peer review process in which professional educators and persons representing the public interest review an institution using rigorous standards that represent good institutional practice and high academic quality. Accreditation arose from the academy; it did not descend from the government. While each accrediting commission develops its own standards and policies, the ideas and content of the standards are broadly shared across the national higher education community. This leads to broad acceptance of institutional credits and degrees among accredited institutions across the country.

Colleges are reviewed within the context of their unique institutional mission. This requires accreditation standards to be broadly applicable to a variety of institutional missions. A central focus of an institutional review is the degree to which the institution meets its own mission.

Following a review by a team of peers, accrediting commissions determine the accreditation status of the institution. Colleges seek reaffirmation of accreditation on a regular basis. They are also required to prepare an application for review when they seek to make substantive changes to the institution's mission, programs, location, mode of delivery, or population served.

The US Department of Education (ED) relies on accrediting commissions to verify institutional quality and integrity and, in so doing, bases its decisions to award federal financial aid on the accredited status of an institution. For this reason, accrediting commissions must be recognized by the Department as reliable judges of educational quality. Accrediting commissions petition for renewal of recognition every five years. ED also sets regulations for institutional quality, some of which are incorporated into the accreditation standards of all recognized accrediting commissions. Participation in federal financial aid processes brings additional federal requirements.

While the standards of each accrediting commission might be organized differently or use different wording, overall commissions follow very similar practices and have very similar standards of quality. Today's accreditation enterprise is based on decades of experience and refinement, both leading and reflecting the evolution of American higher education. Current accreditation standards go beyond the historical emphasis on inputs and processes. *There is a consistent emphasis on student outcomes as a key measure of quality.* Accreditors work with colleges and universities in monitoring completion rates and developing student learning outcome metrics, all with the goal of improving institutional effectiveness.

1.2 Accrediting Commission for Community and Junior Colleges (ACCJC)

ACCJC accredits public, private non-profit, and private for-profit associate degree-granting institutions in California, Hawai'i, and the Pacific Islands. The ACCJC accreditation process assures the public that member institutions meet ACCJC's Standards, ensuring that the credentials earned at these institutions are of value to the students who earned them, to employers and trade or profession-related licensing entities, and to other colleges and universities.

ACCJC Commissioners make decisions on the accredited status of institutions and set policies and Accreditation Standards. Commissioners, whose work is voluntary, represent the interests of the public and member institutions. Commissioners are elected by ACCJC membership for three-year terms and generally serve two terms. The Commission is led by a Chair who serves for two years. If elected to an officer position, a Commissioner may serve the time necessary to complete the officer role(s).

ACCJC's staff is led by the President, who is hired by the Commission. Much like colleges and universities, the Commission delegates the operations to the President and holds them accountable for ensuring consistent adherence to Commission policies and procedures.

2. Eligibility Requirements (ERs), Accreditation Standards, and Commission Policies and Processes

The Accreditation Standards, which include Eligibility Requirements (ERs), Accreditation Standards and Commission policies, are the core of the accreditation process. These standards are developed, adopted, evaluated and revised by the Commission through effective practices derived from years of experience from member colleges and sound educational research and practices. Both the Standards and Commission policies are also informed by federal regulations.

2.1 Focus of ACCJC Accreditation Standards:

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

- mission and purposes of each institution and institutional effectiveness of achieving the mission
- data-driven assessment and continuous quality improvement of student achievement and learning
- clarity, accuracy and integrity of institutional information and processes

Standard II: Student Learning Programs and Services

- quality and rigor of instruction, student support, learning services
- academic policies and processes

Standard III: Resources

- capacity of human, physical, technological and financial resources to support achievement of mission and maintain institutional integrity

Standard IV: Leadership and Governance

- decision making roles and responsibilities and the capacity of leadership to support and achieve mission and student success
- the effectiveness of the governance structure, the CEO, and the governing board, including leadership roles and responsibilities in multi-college districts or systems

Eligibility Requirements are preaccreditation standards that institutions who are seeking to earn initial accreditation must demonstrate compliance with before they can begin the preaccreditation process. For more information on preaccreditation, please see ACCJC's publication, [Eligibility, Candidacy, and Initial Accreditation Manual](#), which is posted on ACCJC's website.

For institutions seeking reaffirmation of accreditation, the Eligibility Requirements (ERs) are verified as being met through its compliance with the Accreditation Standards as most of the ERs are subsumed (ERs 6 - 21) within the Standards. ERs 1 - 5 are separately addressed in the college's Institutional Self-Evaluation Report (ISER) and confirmed by the peer review team during the comprehensive review process.

ACCJC policies address other requirements and procedures as they apply to different aspects of the institution's operations. The Commission regularly reviews and, if necessary, revises its policies in response to changes in the educational environment, federal regulations, or other Commission findings. Peer review teams ensure the college's compliance with relevant ACCJC policies.

2.2 Accreditation Processes

Obtaining Initial Accreditation

As stated in the previous section, ACCJC publishes the [Eligibility, Candidacy, and Initial Accreditation Manual](#) that details the specific steps for an institution to achieve initial accreditation from ACCJC. The process begins with preparation of an eligibility review application to establish the institution's compliance with the Eligibility Requirements (ERs). This application is reviewed by the Commission's Eligibility Review Committee. If the institution meets the ERs, it will be approved to prepare an Institutional Self-Evaluation Report for application for Candidacy status. This step entails a site visit by a peer review team, followed by Commission action. If the institution meets ACCJC's Standards, it will be granted Candidacy status for a period not to exceed four years. During that time, the institution will prepare a second report for Initial Accreditation. Initial Accreditation is granted after a comprehensive institutional review demonstrates the institution is in compliance with the ERs, Accreditation Standards, and Commission policies. Once regarded as a Candidate institution, a nonprofit institution is eligible for federal student financial aid and federal grants and contracts. A for-profit institution must achieve Initial Accreditation before being so eligible.

Comprehensive Review

Per policy, ACCJC institutions undergo a comprehensive review every seven years to verify the degree to which they meet the Commission's Standards. The review process also validates that institutions are engaged in sustainable efforts to improve educational quality and institutional effectiveness. The review process has four steps: institutional self-evaluation, an external review by a team of peers, Commission review and accreditation action, and institutional continuous quality improvement.

The review begins when the institution conducts a self-evaluation using ACCJC's Standards as its evaluative framework. The outcome is expressed in the Institutional Self-Evaluation Report (ISER), which is submitted to the ACCJC peer review team to use. The ISER provides narrative and evaluation, supported by evidence, to affirm the institution meets the accreditation Standards. The ISER also describes the institution's plans for improvement and a Quality Focus Essay that discusses two or three quality-focused projects the institution will engage in to improve student learning and achievement.

The Commission appoints a team of trained peer reviewers, which may include members of governing boards. All members of a peer review team are selected on the basis of their professional expertise in higher education, areas of specialization, and commitment to apply standards objectively to the institution they will review.

The team examines the ISER, visits the institution to clarify and verify the contents of the ISER, and writes a team report stating the team's findings related to the institution's compliance with ACCJC's Standards. The team report may make recommendations where the institution needs to meet Standards, it may also make recommendations for improvement and provide commendations identifying where the institution has exceeded Standards, when appropriate.

After the institution has had an opportunity to correct any errors of fact in the draft report, the chair of the peer review team submits the report to the Commission. The Commission evaluates the ISER and team report, and then makes a decision on the accredited status of the institution. The Commission may also give the institution additional recommendations and direction for improvement. The Commission may impose a sanction and define deadlines for the institution to resolve any noted deficiencies. (See the [Policy on Commission Actions on Institutions](#) for actions the Commission may take on member institutions, which is located on the ACCJC website.)

The Commission communicates its decisions via an action letter to the institution and through public announcements on the Commission website within 30 days following the Commission's January or June meeting. Member institutions are required to share the peer review team report, the ISER, and the Commission action letter by posting these documents on the institution's website.

The final and ongoing phase in the comprehensive review process is continuous quality improvement. The Commission requires the institution to resolve any deficiencies cited as compliance requirements in the peer review team report within a maximum of four years. ACCJC's Standards also require institutions to implement processes for improvement by practicing ongoing, evidence-based assessments of institutional effectiveness and making improvements as needed.

Other Reports and Review Visits

ACCJC requires institutions to submit a Midterm Report in the fourth year after the comprehensive peer review team visit. The Midterm Report includes an update on the status of the institution's plans for improvement and the quality focused projects as described in the Quality Focus Essay, as well as an institutional analysis of the data trends from their Annual and Financial Reports.

Federal regulations require institutions to submit applications and receive approvals for substantive changes to mission, scope of programs, nature of its student constituency, location (or geographical area served), control of the institution, content of programs (when changes are a significant departure from current status), credit awarded for program or course completion, or any other change the Commission deems substantive. A Substantive Change Application is submitted in accordance with the Commission's [Policy on Substantive Change](#) and the [Substantive Change Manual](#), which are posted on the ACCJC website.

3. Roles and Responsibilities of Governing Boards in Accreditation

3.1 Governing Boards and ACCJC Standards

The four Accreditation Standards describe the educational and institutional practices, organizational structures, resources, and institutional decision-making processes necessary for a high quality institution and student success. Standards I and IV describe some of the specific roles of governing boards in achieving these outcomes. A governing board's responsibility for institutional effectiveness is exercised through its policy-making role and the delegation of policy implementation to the institution's Chief Executive Officer (CEO).

The governing board is also responsible for the fiscal integrity of the institution. The board exercises this responsibility through policy development, review of the annual external audit, and approval of the institution's annual spending plans. The governing board is responsible for developing the expertise needed to make sound budgetary decisions that support educational quality. This includes an understanding of an institution's current and projected revenues and expenditures, as well as the institution's long-term obligations created through contractual agreements, obligations for retirement funding, borrowing, or plans for institutional expansion.

Depending on the nature of the institution, governing board members are either elected in a local election, appointed by an oversight body, or recruited and vetted by the existing board through a board development committee. Per Accreditation Standards, and effective governing board practice, board members, once elected (trustees) or appointed, must ensure their allegiance is to the college and not to any constituent person or organization. As such, governing board members do not *represent* specific constituencies in the sense of taking board actions in favor of their interests. All governing board members, appointed or elected, have a fiduciary responsibility to the institution and are expected to bring to board deliberations a broad understanding of the college's role in serving all students and the institution's multiple stakeholders. There must be no implied obligation for any governing board member to serve the interests of a specific constituency over the interests of the broad mission of the college.

The governing board is integral to maintaining an institution's mission-based standards of excellence and performance in alignment with all four Accreditation Standards. For example, the board is responsible for the mission of the institution, and the Standards require regular review of the institutional mission (Standard I.A). The board is not concerned just with the review of the wording of the mission; it should be concerned with the institution's achievement of the mission. That assessment requires data on the outcomes achieved by the students identified in the mission. Similarly, the mission broadly defines the scope of programs and services offered by the institution, and the Standards require institutions conduct regular program reviews of all programs and services to assess their effectiveness (Standard I.B). The governing board should have a program review policy for both the academic and service units and require regular data-supported reports to inform decisions for improvement.

By focusing on the *what* (mission, quality, outcomes, and improvement) and not the *how* (operations and the means to achieve outcomes, which is the responsibility of the CEO), effective governing boards demonstrate their policy-and mission-directed leadership role. ACCJC promotes the use of common measures of institutional effectiveness such as course completion, persistence, completion of certificates and degrees, transfer and job placement, and mastery of learning outcomes. In addition, the Commission requires that colleges generate mission-appropriate standards for student achievement, the achievement of which it then assesses. By focusing on the *what*, governing boards obtain information and data that allow them to fully assess institutional effectiveness.

3.2 Governing Boards and ACCJC Processes

Standard IV.C stipulates, “The governing board is informed about the Eligibility Requirements, Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status.” Governing boards receive training in these responsibilities. In addition, the governing board participates in the evaluation of its roles and functions in the accreditation process. The board should receive regular reports on the progress of the review process and development of accreditation reports the institution will be submitting to ACCJC.

The board should be informed about institutional reports submitted to the Commission and of communication from the Commission to its institution, including recommendations for compliance or improvement. Board action should indicate a commitment to implementing institutional improvement that has been planned as part of the institutional self-evaluation processes. Those improvement plans should take their place among important institutional priorities that the board ensures are addressed and adequately resourced.

In multi-college/multi-unit districts or systems, the board carries the same responsibilities for institutional mission(s) and for policy as the board in a single-college district/system. In these districts or systems, the district or system CEO is directly responsible to the governing board, while CEOs of colleges within the district or system are responsible to the district/system CEO. The district/system has clearly defined roles of authority and responsibility between the colleges and district/system, and the district/system acts as liaison between the colleges and the governing board. In these district/system configurations, the governing board should maintain and review policies that clearly articulate the delineation and distribution of responsibilities and authorities between the district/system and the colleges/units.

It is important to note that the Commission evaluation is based on ACCJC’s Standards, regardless of organizational structure. All boards are required to meet Accreditation Standards and to support the quality of the institutions they govern.

3.3 Governing Boards and Effective Leadership and Governance

The following principles are drawn from Accreditation Standards, and reflect effective board practice in publications of the Association of Governing Boards (AGB) and the Association of Community College Trustees (ACCT).

Governing Boards Act as a collective entity (IV.C.2) - The board is a corporate body; it governs as a unit with one voice. This principle means that individual board members have authority only when they are acting as a board. They have no power as individuals to act on their own or to direct college employees or operations.

Governing Boards Represent the Common Good (IV.C.4) - The board exists to represent the public or, in the case of private institutions, its owners. The board is responsible for balancing and integrating a wide variety of interests and needs into policies that benefit the common good and the future of all its constituencies.

Governing Boards Set Policy Direction (IV.C.5, 12) - The board establishes policies that give direction and guidance to the CEO and staff of the institution. A major board responsibility is to define and uphold an institutional vision and mission that clearly reflect student and community expectations, as well as a realistic assessment of institutional resources necessary to accomplish the mission and related goals.

Governing Boards Employ, Evaluate and Support the CEO (IV.C.3, 12) - The successful board maintains a good relationship with the CEO. The board empowers the CEO to oversee the operations of the institution and avoids intruding into those operations.

Governing Boards Set Policies for Institutional and Board Operations (IV.C.7, 10, 11) - The successful board adopts policies that set standards for quality, ethics, and prudence in institutional operations and in the operation of the board itself.

Governing Boards Use Resources to Achieve Mission (IV.C.1, 8) - The successful board ensures the institution's mission is periodically evaluated and adequately funded. The successful board also ensures its policies and resource allocations are linked and align with the educational priorities defined through the institutional mission and plans.

Governing Boards have Responsibility for Financial Integrity (IV.C.5) - The successful board regularly monitors financial performance and policy. The board should require institutional leadership to maintain adequate reserves and to quickly address any issues discovered through external audits and reviews. The short- and long-term fiscal sustainability of the institution is a primary board responsibility and is particularly critical at time of financial stress.

Governing Boards Monitor Performance (IV.C.8) - The successful board holds institutions accountable for student success and institutional effectiveness. The board adopts the institution's direction and broad goals as policy and then monitors the progress in achieving those goals. Board policy should set expectations for the use of sound student outcome data in program and institutional reviews and planning. For example, if the board adopts a policy goal that the institution will train workers for a particular industry, the board should receive regular reports on progress toward that goal, including from the target industry.

Governing Boards Create a Positive Climate (IV.C.9, 11, 13) - The successful board sets the tone for the entire institution. Through the behavior of board members and the board's policies, the successful board establishes a climate in which learning is valued (including learning by board members), where assessment and evaluation are embraced, and where student success is the most important goal. Effective boards are ethical and act with integrity, which also promotes a positive climate. The board must have a code of ethics and policies for dealing with behavior that violates its code.

4. IN CONCLUSION

The role of the governing board is closely related to the goals of the accrediting commission as both entities fulfill their commitment to support strong and effective institutions, on behalf of their students.

5. RESOURCES

ACCJC Eligibility Requirements: <https://accjc.org/wp-content/uploads/Eligibility-Requirements-Adopted-June-2014.pdf>

ACCJC Standards: https://accjc.org/wp-content/uploads/Accreditation-Standards_-Adopted-June-2014.pdf

Association of Community College Trustees (ACCT):
<https://www.acct.org/governance-basics>

Association of Governing Boards (AGB): <https://agb.org/knowledge-center/board-fundamentals/board-roles-responsibilities/>



BOARD OF TRUSTEES

Strategy Session
September 24, 2020



ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES



2020-2021 GOVERNANCE PRIORITIES

In order for the Board to support the Strategic Directions and Institutional Values, the board will hold itself accountable for the following board activities. They will be a focus of Board inquiry, discussion, and operational priorities.

- Continue participation in the California Community Colleges Trustee Fellowship and adopt the Aspen Institute College Excellence Model.

- The Board will continue engaging in a continuous process of training and development.

- The Board will continue informing the local community about District offerings, needs, and issues.

WHY ARE WE HERE?

To continue engaging in a continuous process of training and development as approved in the **2020-2021 Governance Priorities.**



BOARD OF TRUSTEES

Strategy Session
September 24, 2020





2020-2021 STRATEGIC DIRECTIONS

Our goals and objectives will be viewed through the lens of equity, diversity, inclusion, and anti-racism.

GOAL - DEVELOP A STRATEGIC PLAN

Objectives:

1. Student Success
 - a. Guided Pathways Implementation
 - i. Maximize the one-time funding to implement a Guided Pathways Framework to increase student success.
2. Equity & Diversity
 - a. Continue Implementing EEO Plan
 - b. Support ACA 5 (Weber) as Recommended by the Community College League of California
 - c. Participate in the California Community College Equity Leadership Alliance
3. Operational Efficiencies
 - a. KVCR
 - i. Define KVCR's purpose and take action.
4. Facilities
 - a. Develop a Master Plan for Swap Meet Property, SBVC Student Services Building, Highland Avenue Property, 8th Street, and Del Rosa Properties.

WHY ARE WE HERE?

To define KVCR's purpose and take action as approved in the **2020-2021 Strategic Directions.**



VARIOUS MISSIONS

SBCCD:

The San Bernardino Community College District (SBCCD) **transforms lives through the education of our students for the benefit of our diverse communities.**

This is achieved through the District's two colleges (San Bernardino Valley College and Crafton Hills College) and public broadcast system (Empire Network - KVCR FM/TV) by providing high quality, effective and accountable instructional and training programs and services to the students and communities we serve.



VARIOUS MISSIONS

SBVC:

San Bernardino Valley College maintains a culture of continuous improvement and a commitment to provide high-quality education, innovative instruction, and services to a diverse community of learners.

Its mission is **to prepare students for transfer to four-year universities, to enter the workforce by earning applied degrees and certificates, to foster economic growth and global competitiveness through workforce development, and to improve the quality of life in the Inland Empire and beyond.**



VARIOUS MISSIONS

CHC:

The mission of Crafton Hills College is **to advance the educational, career, and personal success of our diverse campus community through engagement and learning.**



VARIOUS MISSIONS

EMPIRE KVCR:

Empire KVCR is Inland Southern California's **center for culture, education, information and communication.**



EMPIRE KVCR OPERATIONS (Major Sources)

Revenues

- Community Service Grant *[ineligible station if part of SBVC]*
- Pledges *[connected to content]*
- Underwriting *[connected to content]*
- Rentals and Leases of Facilities *[connected to Rentals and Leases of Facilities Expenses]*
- Endowment Earnings

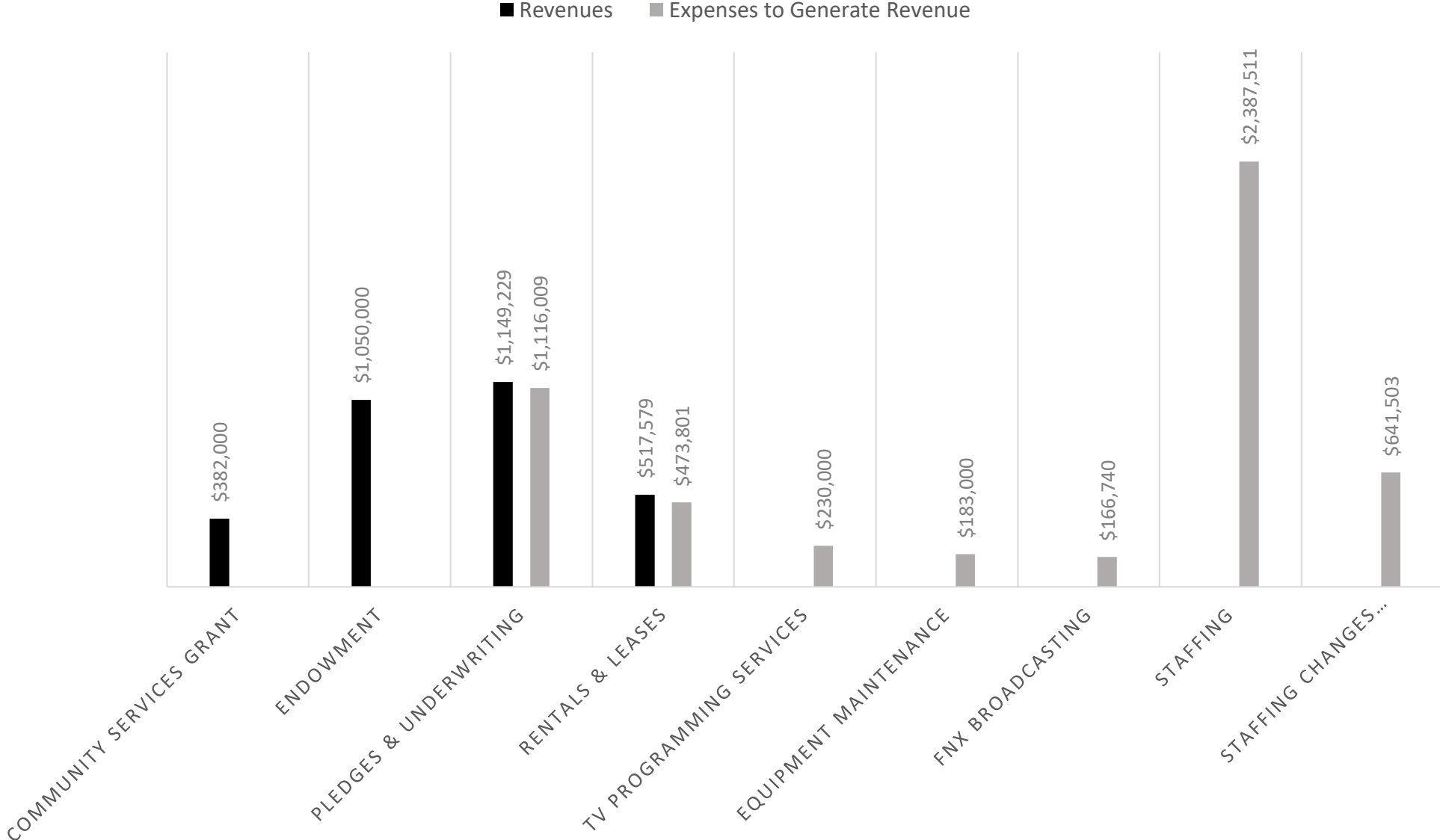


EMPIRE KVCR OPERATIONS (Major Sources)

Expenses

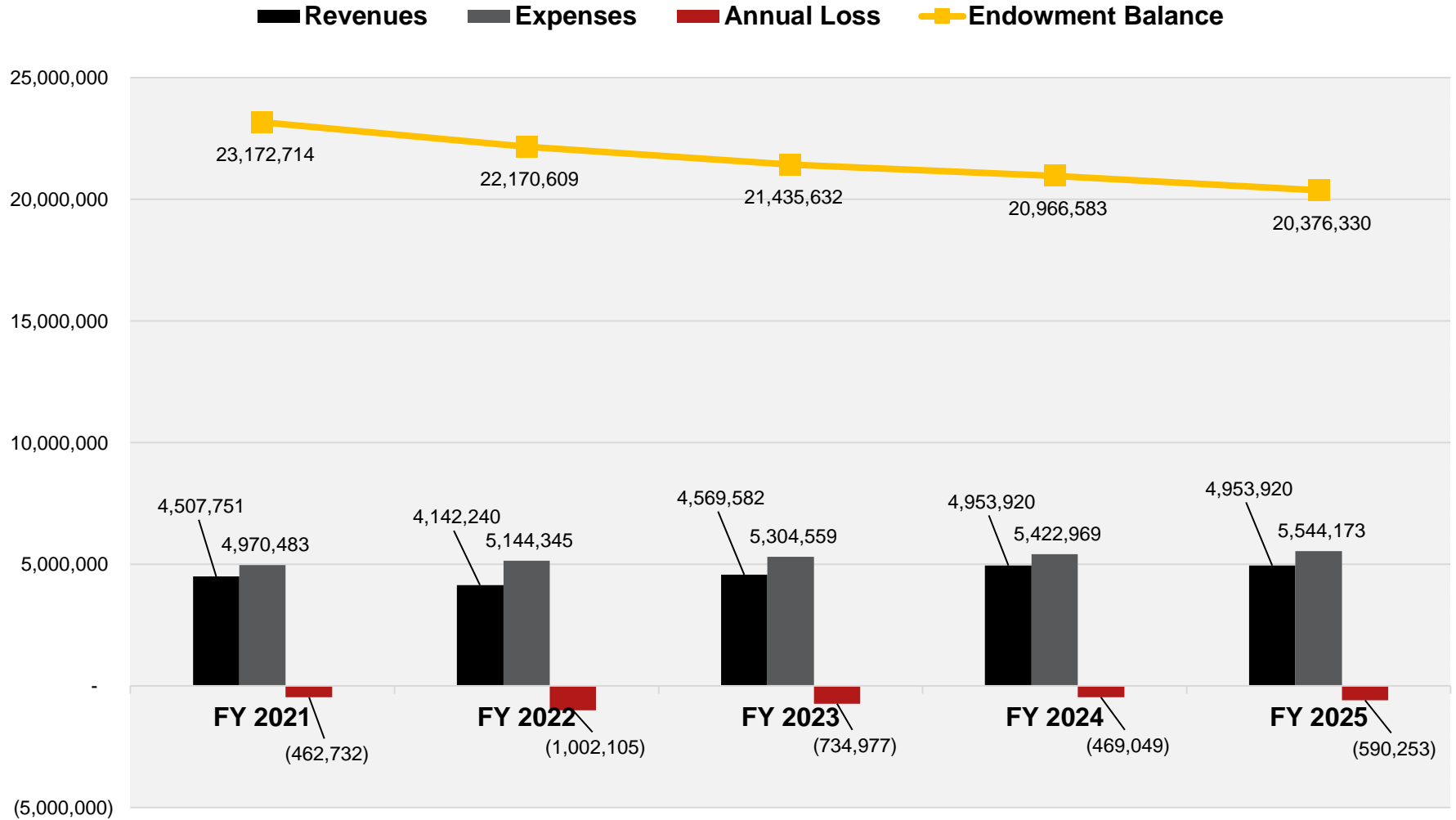
- Salaries & Benefits
- Content (PBS, NPR, etc.) *[connected to pledges and underwriting]*
- Rentals and Leases of Facilities *[connected to Rentals and Leases of Facilities Revenues]*
- Broadcasting *[FNX broadcasted nationwide]*

EMPIRE KVCR OPERATIONS (Major Sources)



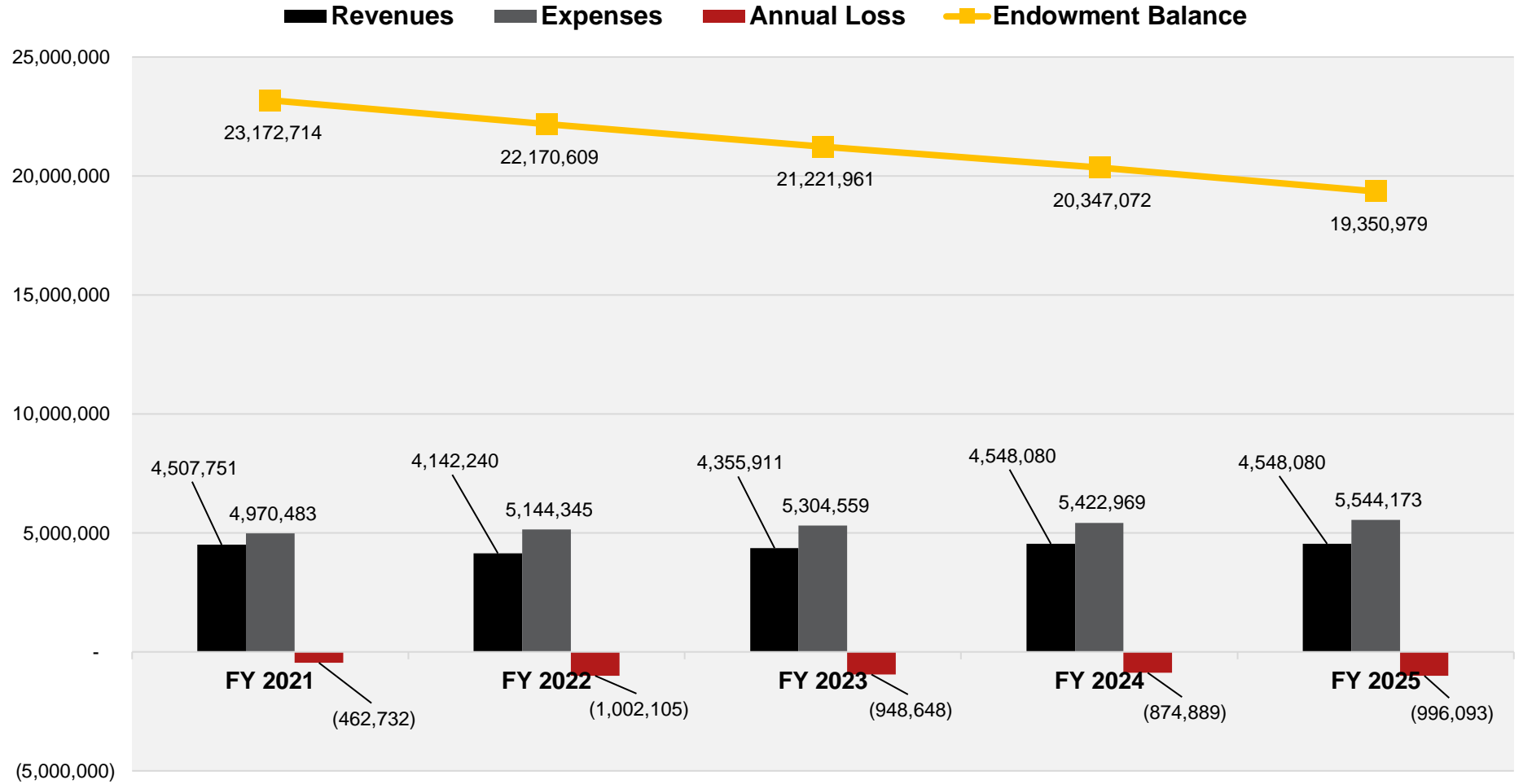
FIVE-YEAR PROJECTIONS

Best Case Scenario



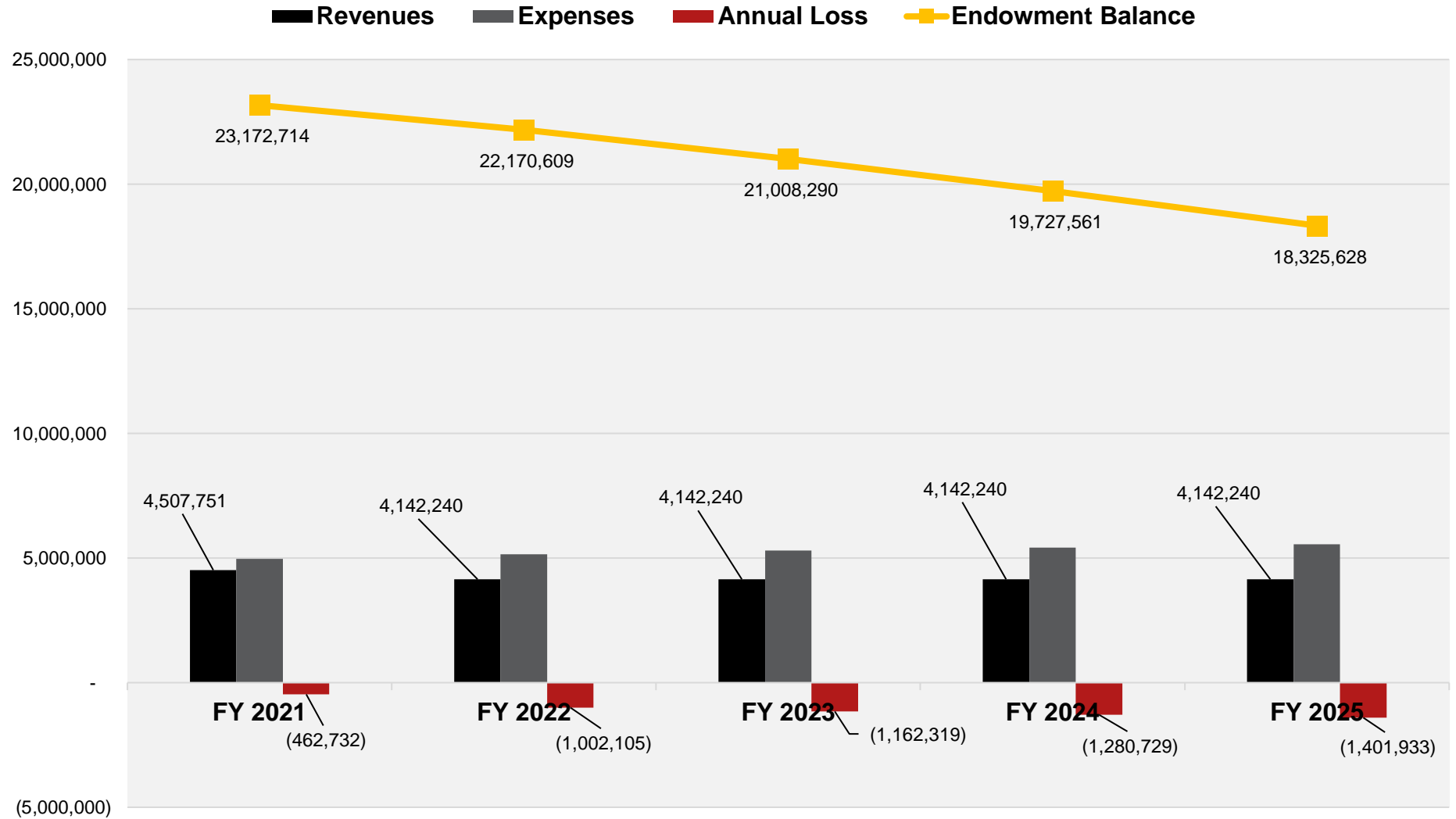
FIVE-YEAR PROJECTIONS

Middle Case Scenario



FIVE-YEAR PROJECTIONS

Conservative Scenario





PROPOSAL

Transition the facility and equipment to SBVC to be used as a lab for the Media Academy by the end of June 2023.



PROVIDING CLARITY

- KVCR TV will no longer broadcast PBS
- KVCR Radio will no longer broadcast NPR
- FNX will no longer broadcast nationwide
- FNX will need a new home (if necessary)
- The facility will become part of SBVC
- \$21 M endowment will be repurposed for other uses pending Board approval and collegial consultation

OUTCOME

Aligned with SBVC Mission:

“...to prepare students for transfer to four-year universities, to enter the workforce by earning applied degrees and certificates, to foster economic growth and global competitiveness through workforce development, and to improve the quality of life in the Inland Empire and beyond.”





QUESTIONS?