



August 8, 2020 Retreat Workshop
for the Chabot – Las Positas CCD Board of Trustees

ACCREDITATION AND GOVERNING BOARDS ROLES AND RESPONSIBILITIES

Presenters

Gohar Momjian ACCJC, Vice President
Theresa Fleischer Rowland, Ed.D. CLPCCD, Vice Chancellor ESSS



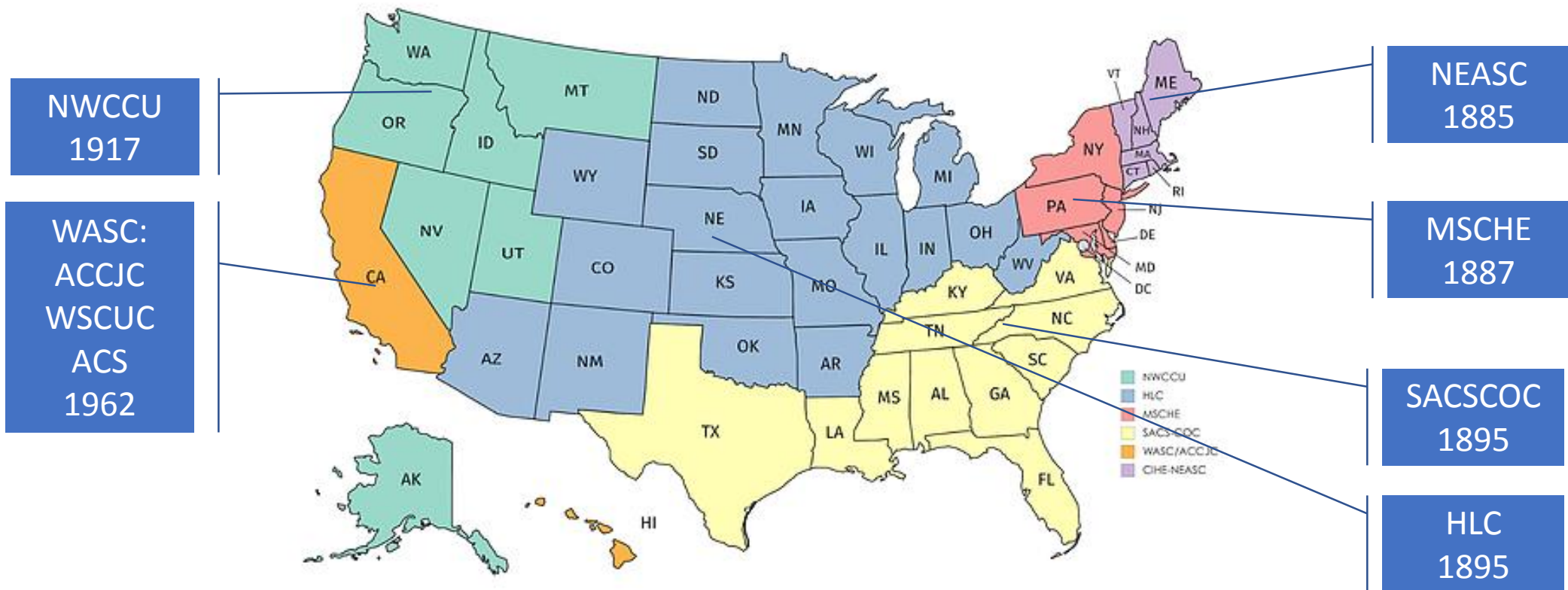
Today's Topics

- 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 USED, 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**

Formative / Summative Peer Review Process





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

CLPCCD Infrastructure for Success

- Emphasis on Accreditation knowledge, training, and information;
- Existing Integrated Planning and Budget Model (IPBM);
- Accreditation Liaison Officers at Colleges and District;
- Analysis of quality and effectiveness for continuous improvement;
- Functional Task Map;
- Up-to-Date Webpages;

CLPCCD Functions and Task Map – Summary of Functions

The CLPCCD Function Map contains the Summary of Functions for District and College functions by the ACCJC Standards Model.

Standard I: Institutional Mission and Effectiveness

A. MISSION		
The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.		
	College	District
1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.	P	S
2. The mission statement is approved by the governing board and published.	SH	SH
3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.	P	S
4. The institution’s mission is central to institutional planning and decision-making.	P	S
B. IMPROVING INSTITUTIONAL EFFECTIVENESS		
The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.		
	College	District
1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.	P	S
2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their	P	S



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 her 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?”

CLPCCD Timeline to Full 2022 Accreditation

Timeline	District Milestones	status
October 2019	College Midterm Reports Submitted to ACCJC	<input checked="" type="checkbox"/>
March 22, 2020	Board of Trustees Session to increase knowledge and familiarity with ACCJC process.	
March 30, 2020	Senior Leadership Team session, high level information session with <u>ALOs</u> , <u>Senate Presidents</u> .	
April 2020	ISER workshop held on campus for College Accreditation Steering Committee, key stakeholders, and interested individuals invited to attend, learn, and ask clarifying questions. Facilitated by College ALO and ACCJC Liaison.	
➤ April 29, 2020	Chabot College, time <u>tbd</u>	
<i>[Chabot College action plan]</i>		
➤ April 30, 2020	Las Positas College, time <u>tbd</u>	
<i>[Las Positas College action plan]</i>		
May 2021	District response to Standard IV is written and provided to Colleges	
July 2021	College ISERs are written, evidence cited, ready for Shared Governance review	
Early Fall 2021	ISERs go through Senates for first and second readings, drafts are improved.	
Late Fall 2021	ISERs goes to Board of Trustees – November, December 2021	
January 2022	ISERs due to ACCJC	
Spring 2022	ISERs read by Peer Review Team selected by ACCJC	
Fall 2022	Peer Review Team focused visit to Colleges (possibly October)	
January 2023	ACCJC rules on the Peer Review Team Report	



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](https://accjc.org/wp-content/uploads/Guide-to-Accreditation-for-Governing-Boards-September-2018.pdf)
- Association of Community College Trustees
<https://www.acct.org/page/guide-ethical-governance>
- Community College League of California
<https://www.ccleague.org/professional-development/trustee-development>

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**).