Keeping Our Eyes
On the Tasks Ahead!

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Michael Rota
Chancellor
Major Tasks for the Year

1. Prepare for ACCJC Accreditation Visit
   Complete Issues from the 2006 Visit
   Complete Accreditation Self-Study
   Organize Supporting Evidence
Who Are Our Accreditors?

• **Regional Accreditation**
  – ACCJC-WASC (6 Year Review Cycle)
    2006 – 2012 - 2018

• **Program Accreditation**
  – NATEF (5 Year Review Cycle)
    • Automotive 2009 - 2014
    • Auto Body 2012 - 2017
    • Diesel ?
  – Others (AERO, AVIT, COSM)
History and Authority

• Created by institutions over 100 years ago
• Private and nongovernmental
• Based on peer review
• Mission-centered; individual institution based
• Sets minimum standards and recommends improvements
• Linked to federal financial aid in 1952 through “recognition” process
Regional Accreditation

• Represents a system of quality assurance that has let the diversity of institutions in the United States flourish while being held accountable to common standards regarded as essential for public confidence.

• These standards promote mobility of students to transfer and pursue the higher degree to an extent unheard of in any other country.
Regional Accreditation

Demonstrates that an institution:

- Has been successfully reviewed by peers
- Is meeting commitments, principles, and standards of institutional capacity and effectiveness
- Is engaged in educational effectiveness, student learning, and good practices
Types of Accreditation

Institutional
- Regional (6 Regions/ 7 Commissions)
- Each with between 140-1000+ institutions Roughly 3,000 institutions in total

National (7 agencies) (3400 institutions)

Religious (4 agencies) (415 institutions)

Specialized/ Professional
- 60+ and growing (20,000 programs)
Process of Regional Accreditation

• Self Evaluation
• Peer Review
• Commission Evaluation
• Follow Up & Monitoring
• Continuous Improvement
Self Evaluation

• Deep inquiry into strengths and weaknesses
• Documents compliance with standards and requirements
• Documents success with respect to student learning and achievement
• Campus-wide focus on institutional quality
ACCJC Standards

- Standard I: Institutional Mission and Effectiveness
  - A. Mission
  - B. Improving institutional Effectiveness
ACCJC Standards

- Standard II: Student Learning Programs and Services
  - A. Instructional Programs
  - B. Student Support Services
  - C. Library and Learning Support Services
ACCJC Standards

• Standard III: Resources
  – A. Human Resources
  – B. Physical Resources
  – C. Technology Resources
  – D. Financial Resources
ACCJC Standards

• Standard IV: Leadership and Governance
  – A. Decision-Making Roles and Processes
  – B. Board and Administrative Organization
Peer Review

Accreditation team - made up of college presidents, deans, faculty, and other highly experienced and professionally trained peers:

• Review institution’s self-study
• Visits campus, conduct interviews and engage entire community
• Assesses compliance
• Recommends action to accrediting body’s final decision-making body
Commission Evaluation

Commission:

• Receives accreditation team recommendation
• Considers report and recommendation of peer review team
• Considers institutional response to the report
• Makes final decision on accreditation status pending any appeals
Follow Up & Monitoring

Between 6 Year Reviews (reaffirmations)

• Large number of institutions monitored on specific issues
• Annual “Institutional Profiles”
• Finances
• Enrollment information and significant changes
• General profile changes
• Substantive change requests and submissions
• On-going data collection
Continuous Improvement

Based on:

• Institutional self evaluation and plans
• Peer review team’s recommendations
• Commission directives, if any
• Identifies institutional strengths and weaknesses
• Review plans/ actions regarding changes or improvement
• Stipulated a time frame for achievement
Accreditation Standards

• All institutions - public, private not-for-profit, private for-profit – are evaluated using same process and same standards

• Standards are the articulation by the membership of what an accredited institution needs to do in order to deserve the public trust

• All regions employ learning outcomes as a central element
Student Outcomes

Institutions must:

- Define intended learning objectives/outcomes
- Assess student learning/outcomes
- Provide evidence of student learning/outcomes for all educational programs
- Make changes to curriculum as a result of assessments
- Modify programs/institute strategies of improvement bases on findings of assessment
- Accreditors also review student achievement measures such as job placements, graduation rates, retention, etc.
Consumer Information

Accrediting commissions notify the public regarding the accreditation status of reviewed institutions, including:

• Current status, including sanctions imposed and reasons for the sanctions
• Requested monitoring reports, areas of monitoring
• Adverse actions and reasons
• Special committee authorizations
• Status also provided on USDOE Website