

THE CHANGING CONTEXT OF ACCREDITATION

1994 ACCJC Standards

- Program Review
- Planning
- CQI

2002 ACCJC Standards

- SLOs
- EVIDENCE

2008 ACCJC Advisories

- Rubric with Specific Guidance
- 2-Year Rule

1992 Higher Education Act

SPRES

Program Review Elements
Course Completion, Graduation,
Transfer, Job Placement

1998 Higher Education Act

2-Year Rule
Substantive Change and
Distance Education Regulations

2008

HIGHER EDUCATION ACT

Monitoring Quality between Visits

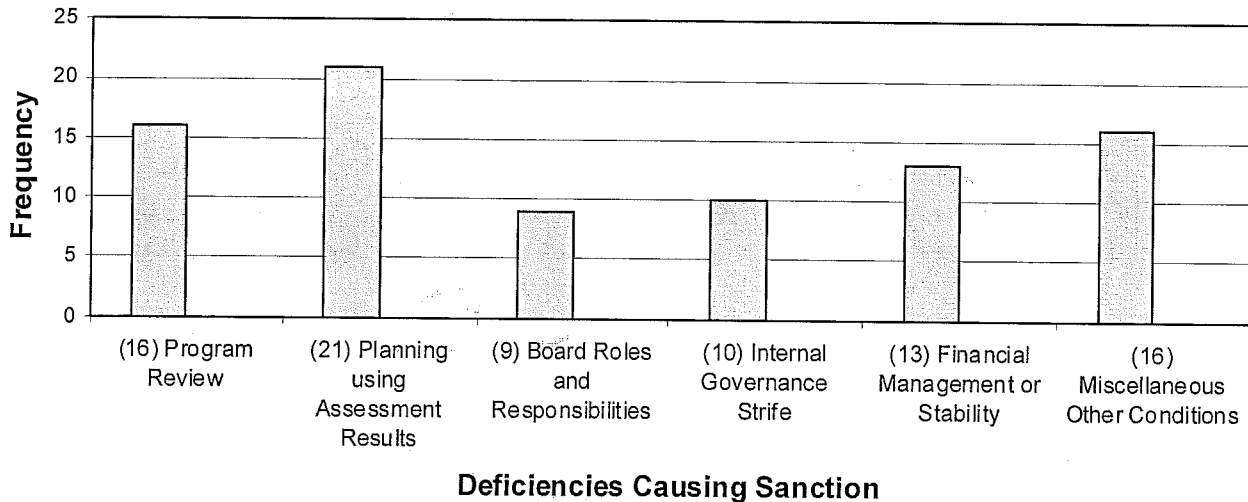
(The rest to be determined by Neg Reg)

2006 Spellings Commission

- Transparency
- Accountability
- Student Outcomes
- Comparative Data

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

Colleges on Sanction as of January 2009 = 22
Each Institution has one or more Areas of Deficiencies



Type of Sanction: Warning, Probation, Show Cause

- The top 5 deficiencies causing sanctions have remained the same since the spring 2004 analysis presented to the group.
- The identities of sanctioned colleges have changed as some institutions made improvements and were removed from sanction.
- Of the 22 colleges on sanction:
 - 15 have areas of deficiencies in both Program Review and Planning Using Assessment Results (both required by the 1994 Standards).
 - 14 have three or more areas of deficiencies.
 - 12 of the 22 colleges were instructed to address some of the same issues in the last Comprehensive Report (several were told in the Comprehensive Report before that).

ACCJC Policy on Commission Actions on Institutions

(Excerpts)

In the case that a previously accredited institution cannot demonstrate that it meets Standards, Eligibility Requirements and policies, the Commission will impose a sanction, as defined below.

- Issue Warning: When the Commission finds that an institution has pursued a course deviating from the Commission's ERs, standards or policies to an extent that *gives concern to the Commission*;
- Impose Probation: When an institution deviates significantly from the Commission's ERs, standards or policies but not so much as to warrant show cause...or *fails to respond to conditions imposed* on it by the Commission;
- Show Cause: When the Commission finds an institution to be in substantial noncompliance with ERs, standards, or policies, or when the institution *has not responded to the conditions imposed* by the Commission.

Who makes the decision on accredited status of institutions?

The Commission makes the decision on accredited status. The team makes a *recommendation* on what that judgment should be, but it is the Commission's mandate to make the decision.

The Commission's criteria are its *concerns* and its judgment about how much an institution deviates from standards or from prior directives from the Commission.

The Commission also takes into account consistency of its own actions with regard to decisions on other institutions, institutional history of compliance with standards, relative importance of standards that are at issue, the two-year rule, and the particular conditions at a college (context) that in combination are affecting the institution's quality and compliance.

What is the President's Role in Accreditation?

Standard IV: Leadership and Governance

2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.
 - a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.
 - b. The president guides institutional improvement of the teaching and learning environment by the following:
 - establishing a collegial process that sets values, goals, and priorities;
 - ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
 - ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
 - establishing procedures to evaluate overall institutional planning and implementation efforts.

See also the rest of Standard IV

Panel Discussion on Accreditation

SoCal CEO Meeting

April 2009

**By Barbara Beno, President
ACCJC**

