PURPOSE OF ACCREDITATION

• The primary purpose of an ACCJC-accredited institution is to:
  • Foster learning in its students

• An effective institution:
  • Ensures that its resources and processes support student learning
  • Continuously assesses that learning
  • Pursues institutional excellence and improvement.
  • Maintains an ongoing, self-reflective dialogue about its quality and improvement.
A NEW MODEL

- First ever full team visiting a District Office
- First time all nine colleges have been visited at the same time
- First implementation of standards related to multi-college districts
- New standards developed in 2014
STANDARD I: MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS, AND INTEGRITY

• The mission is the driving force in planning and decision making
• Institutions assess student learning and efforts toward fulfilling the mission
• Planning and assessment are integrated with decision-making and resource allocation
STANDARD II: STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES

- Institutions provide quality educational programs, learning support programs, and student and library services
- Student needs are assessed and services developed to meet identified needs
- Programs and services are regularly evaluated
STANDARD III: RESOURCES

• The institution provides sufficient human, technology, physical and fiscal resources to support student needs
• Resources are allocated to achieve the institutional mission and are aligned with plans to improve student achievement and learning
• Resource planning includes efforts for long-term fiscal sustainability and integrity
STANDARD IV: LEADERSHIP AND GOVERNANCE

• Institutions provide for diverse input into decision-making
• Roles and responsibilities in the decision-making process are defined and understood
• The Board serves as an independent policy-making body serving the public’s interest
• The CEO is delegated authority to implement and administer Board policy
DISTRICT ROLE

- Provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system.
- Working with the colleges to define roles, authority and responsibility between the colleges and the district/system.
- Ensure that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions.
- Develop a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system.
- District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.
WHY ARE THEY HERE?

- To evaluate the functions of the ESC
- To determine the level of effective support of the colleges
- Assess the delineation of role and responsibilities
- Validate the information we have submitted in the self-evaluation
- To ensure the quality of the programs we provide to the students we serve.
POSSIBLE QUESTIONS

• Does the district/system have a written delineation of responsibilities?
  • Are institutional and district/system staff knowledgeable of this delineation?
• Is the delineation of responsibilities evaluated for effectiveness?
• What feedback mechanisms does the district/system have in place to provide assessment of the effectiveness of district/system services?
• Is the assessment of district/system services data driven?
  • Does it reflect the needs and priorities of the institutions?
• Are district/system services regularly evaluated with regard to their support for institutional missions and functions?
POSSIBLE FOCUS

- Fiscal decision-making
- Hiring processes
- Evaluation of employees
- Developing an understanding of our decentralized system