



# An Agency on the Move

Some signposts along the way

CCLC Board of Trustees

September 21, 2018

Richard Winn, President

ACCJC



# Significant Initiatives

- “The Portfolio Model”
  - A Vice President is assigned as liaison for each institution
  - Gets to know each institution’s distinctive character and history
  - Directly available for training, questions, support
  - Consistent interpretation and application of standards and approach
  - VP accompanies the site team as “advocates for the *process*”
  - VP guides the report through the Commission’s review and action

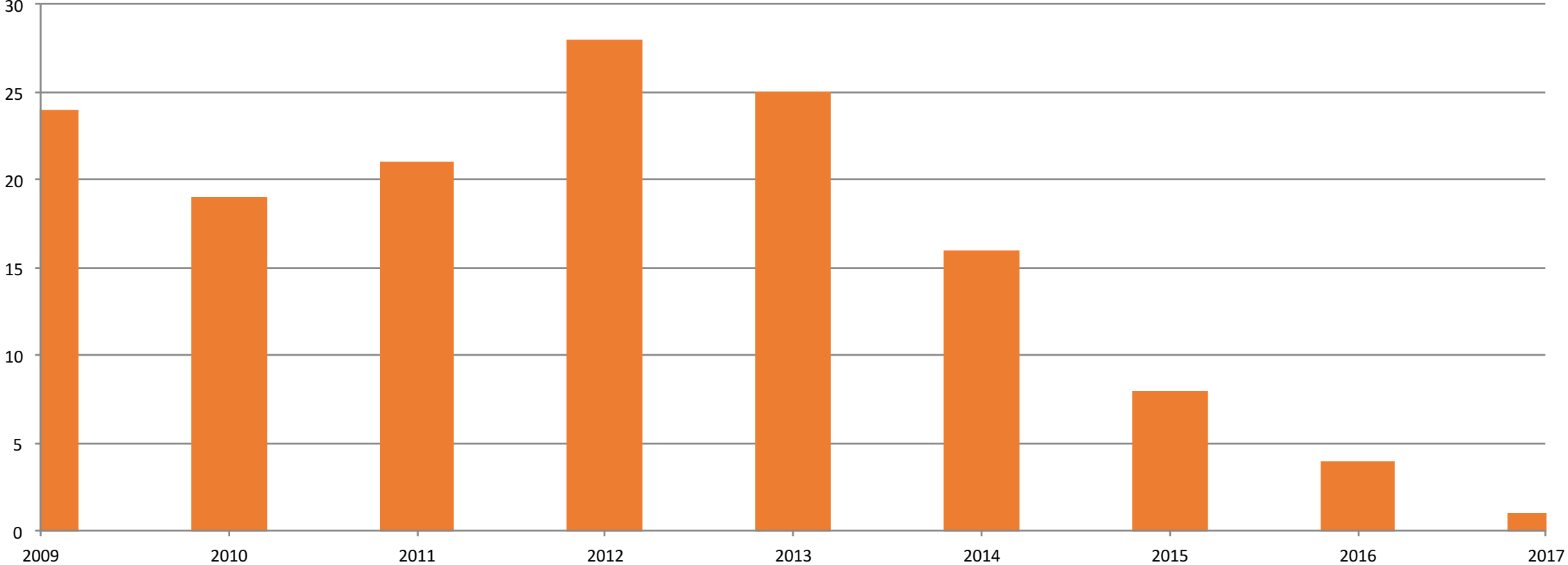


## Significant Initiatives – 2

- “Take the fear out of the process”
  - Revised and improved Chair and Team training to reduce uncertainties
  - ACCJC Conference (biennial) to increase contact, flow of information
  - Collaborative, collegial relationships with staff, teams, Commission
  - Significant reduction in reliance on sanctions as prompt for institutional change (from 23% in 2012 to 0% in 2018)

# ACCJC Frequency of Sanctions

## Colleges Placed on Sanction

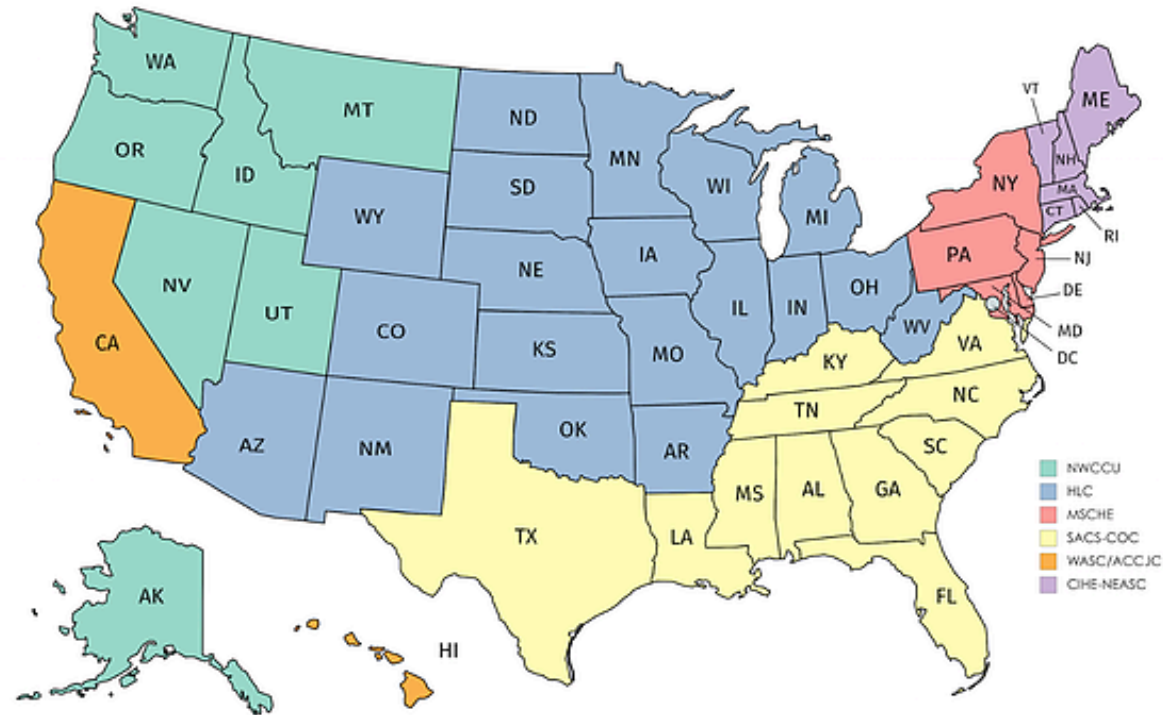


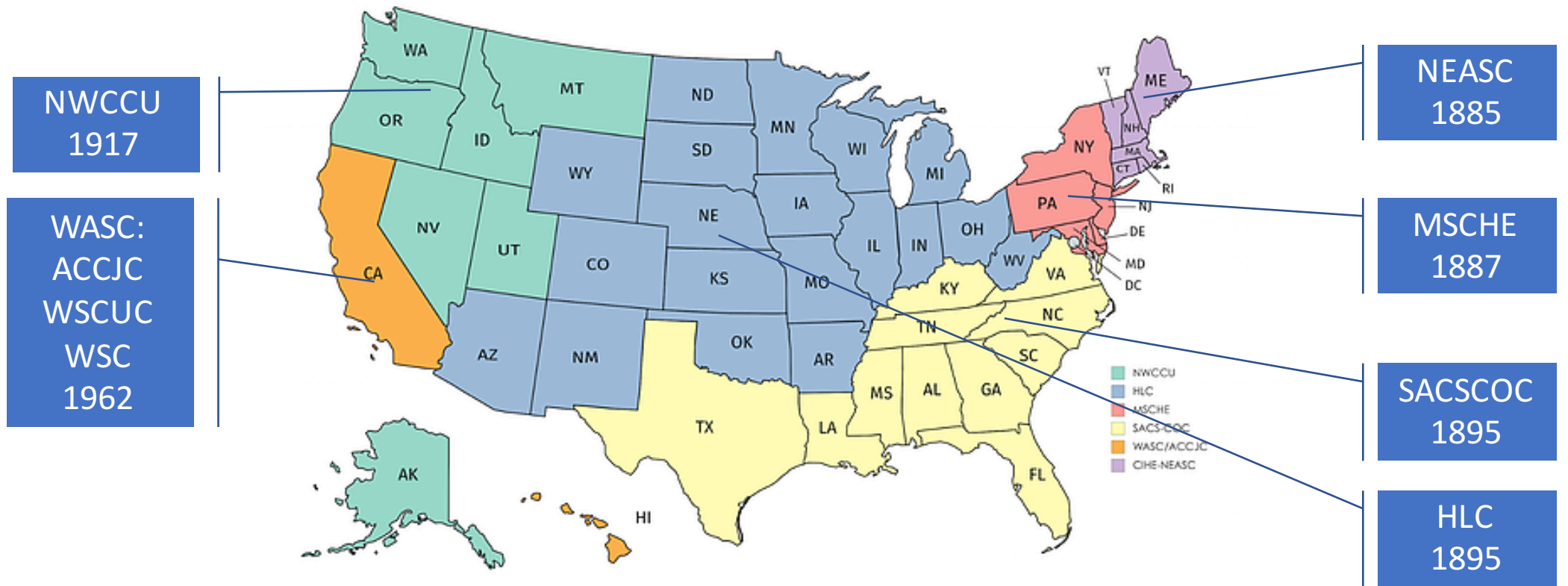
# Significant Initiatives – 3

- “Lighten the burden”
  - Simpler self-studies (ISER): 620 -> 250 pages, digital only
  - Simpler Sub Change, for fewer issues
  - Significantly reduced Annual Report requirements
  - No dues increase last year; 2% COLA this year; “Special Assessment” stopped
  - Smaller teams c. 14 -> 10, and reducing
  - Vice Presidents visits the campus at agency expense

# Regional accreditation in a picture

Geographic Scope of Regional Accreditors

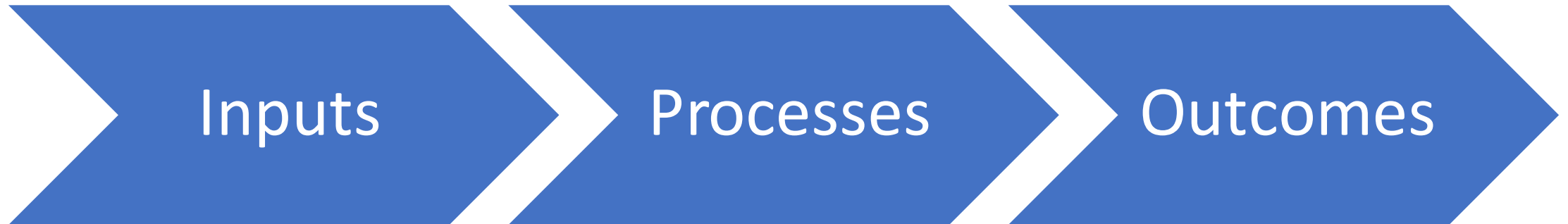




In 1885 there was no concept of a community college. By 1962 it was a defined and recognized sector. At that time, the Western Association of Schools and Colleges (WASC) defined agencies for three sectors: Senior Colleges & Universities (WSCUC); Community Colleges (ACCJC); and K-12 schools (WSC).

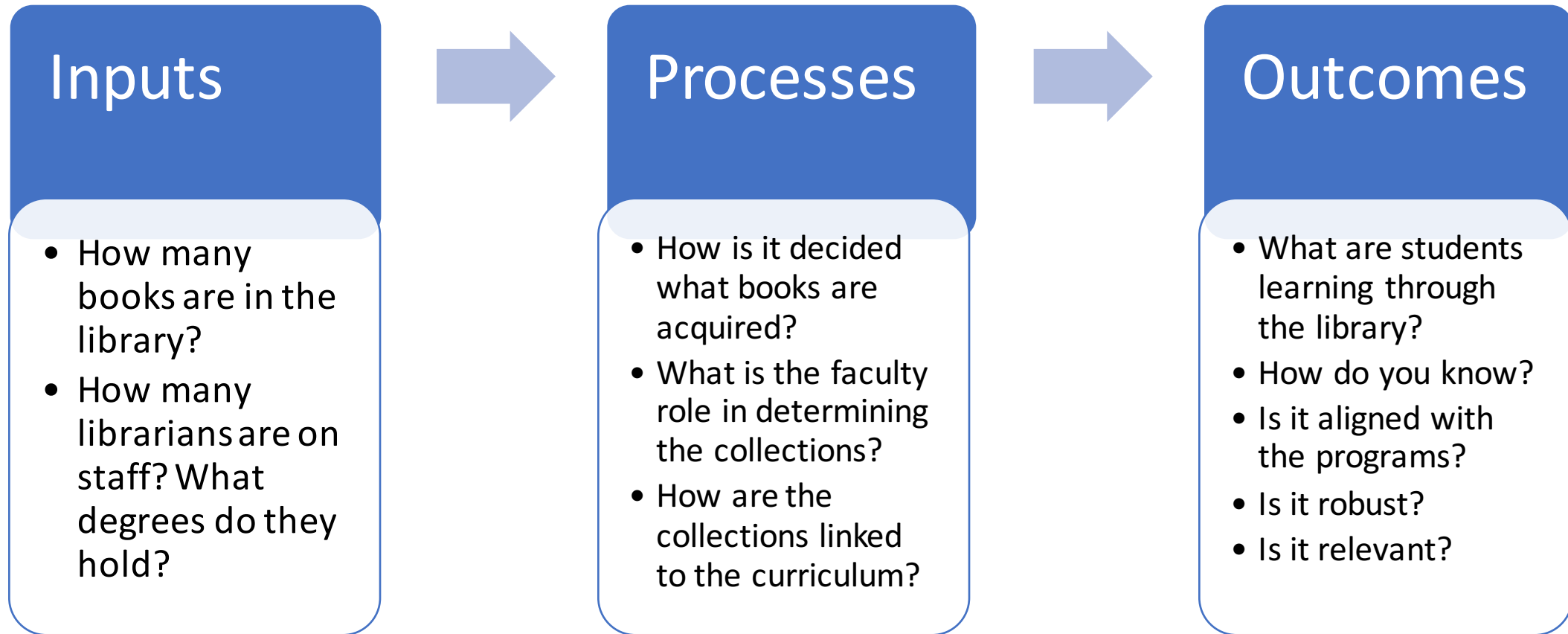


Accreditors have refined their focus . . .

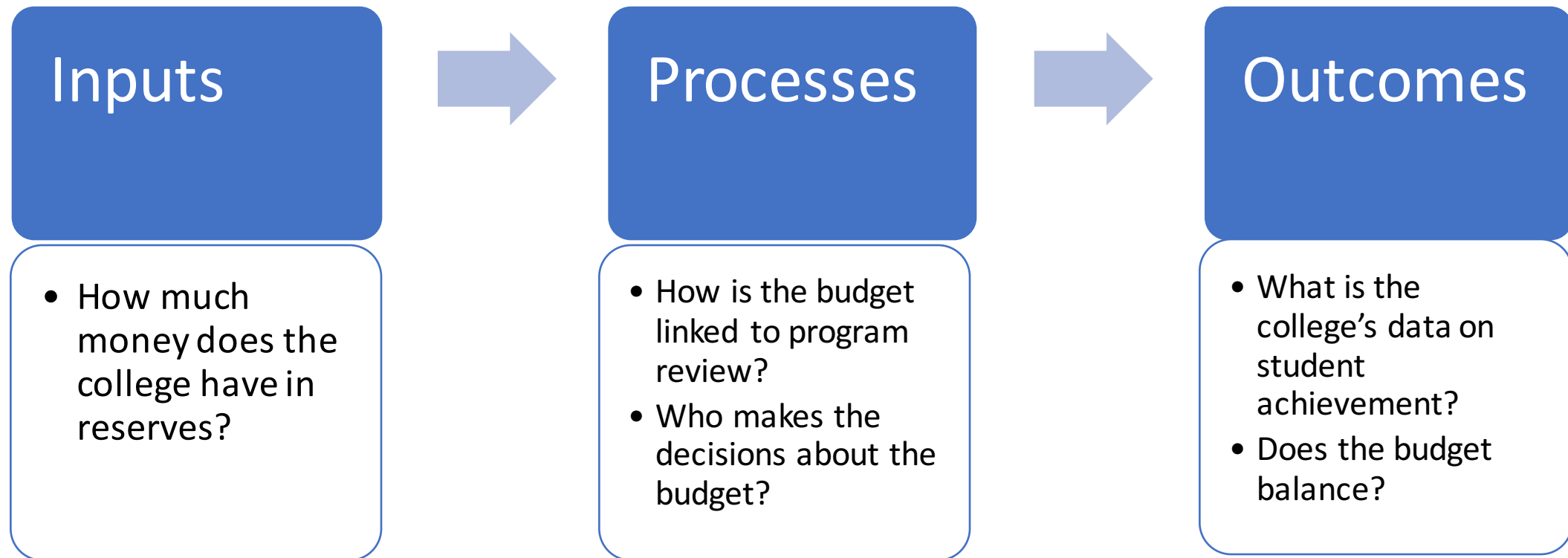




# An analogy: “Will that be on the test?”



Or: “What gets measured gets learned.”





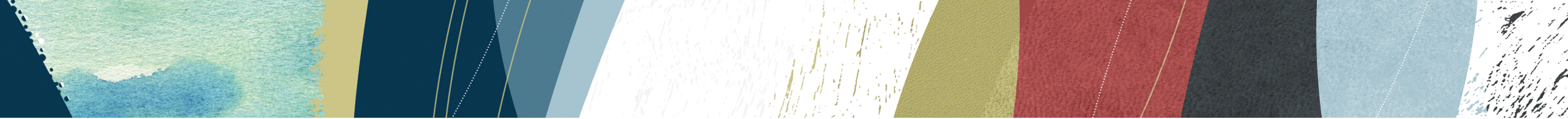
# The Trustees' Responsibilities in ACCJC Standards

- IV. C. 1 Board has authority over policies that ensure quality, integrity, effectiveness
- IV. C. 2 Board is a collective entity; once made, decisions are supported by all members; none speak as individuals
- IV. C. 3 Board adheres to its policy in selecting, evaluating the CEO
- IV. C. 4 Board is independent, reflecting the public's interest; protects from political pressure. [Board members do not *represent* constituent groups or electoral base.]
- IV. C. 5 Board is responsible for fiscal integrity and stability; collaborates with district
- IV. C. 6 Board/institution publishes bylaws related to its operations
- IV. C. 7 Board's actions are consistent with bylaws, policies, which are reviewed regularly



# The Trustees' Responsibilities in ACCJC Standards - 2

- IV. C. 8 Board reviews key indicators of student learning and achievement
- IV. C. 9 Board engages in regular training and development
- IV. C. 10 Board has policies, processes for self-evaluation of practices; uses review for its improvement
- IV. C. 11 Board upholds code of ethics; conflict of interest procedures
- IV. C. 12 Board delegates operational authority to CEO; holds CEO accountable; CEO is its only employee
- IV. C. 13 Board is informed about ACCJC expectations, requirements; participates in its reviews



Elected trustees have secured their position by garnering the support of a constituency that is often defined by a geographical region, by interested organizations, or both. Trustees, once elected, must ensure their allegiance is to the college and not to any constituent person or organization.

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's Guide to Accreditation for Governing Boards, p. 7.*



## Local Issues facing ACCJC and Peer Review:

- Low rates of student achievement (graduation, transfer, completion, and employer-related skills)
- Fiscal stability in light of enrollment declines



# National Issues facing ACCJC and Peer Review:

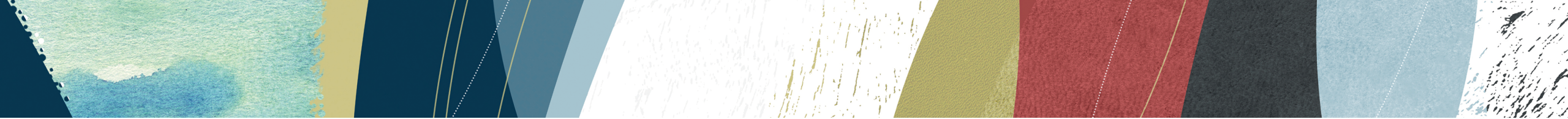
- Washington DC critics (often uninformed, seeing all accreditors as the same) who hold accreditors responsible for all the ills of higher education: High tuition; loan debt and default rates; tight job market for grads; slow innovation; and low graduation rates.
- What is the accreditor's role in improving student achievement and graduation rates?
- Where will the current administration stand with regard to HEA reauthorization?
- How can we protect the open-access mission of our colleges?



# Initiatives under development at ACCJC

- A “formative/summative” approach to comprehensive reviews:
  - A substantive focus on improvement
  - No more fear of “Gotchas!”
- A taxonomy of Standards that prioritizes core issues over operational details:
  - A longer-term goal linked to 10-year cycle of revision
  - Some aspects already deployed: Team training; Commission action





# A few moments for conversation . . .