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

- 2009: 24
- 2010: 19
- 2011: 19
- 2012: 28
- 2013: 25
- 2014: 15
- 2015: 6
- 2016: 3
- 2017: 1

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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
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?”

**Inputs**
- How many books are in the library?
- How many librarians are on staff? What degrees do they hold?

**Processes**
- How is it decided what books are acquired?
- What is the faculty role in determining the collections?
- How are the collections linked to the curriculum?

**Outcomes**
- What are students learning through the library?
- How do you know?
- Is it aligned with the programs?
- Is it robust?
- Is it relevant?
Or: “What gets measured gets learned.”

**Inputs**
- How much money does the college have in reserves?

**Processes**
- How is the budget linked to program review?
- Who makes the decisions about the budget?

**Outcomes**
- What is the college’s data on student achievement?
- Does the budget balance?
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 no 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.

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 . . .