



FOOTHILL-DE ANZA
Community College District

ACCREDITATION AND GOVERNING BOARDS
ROLES AND RESPONSIBILITIES

September 16, 2021



TOPICS

- Accreditation's Purposes, Processes and Standards
- Updates at ACCJC
- The Roles and Responsibilities of the Governing Board
- Role in Reviewing the Institutional Self Evaluation Report (ISER)

What is Accreditation

- Accreditation is a practice of academic quality control.
 - **Promotes** institutional excellence through application of standards.
 - **Advances** meaningful and effective **student learning and achievement**.
- In the **United States** we are fortunate that this is a **peer review driven process**. In many other countries, colleges and universities are recognized by a government education agency, such as the Ministry of Education.



Why Bother?

- Access to Title IV (Federal Financial Aid)
- Recognition for transfer
- Assure quality to the public and students
- Ensure institutions are aligned with their missions
- Improve academic quality, effectiveness, and student success



Who ACCJC Accredits

- Public and private colleges with primary mission of granting associate degrees (may also award certificates and other credentials, including bachelor's degrees) in:
 - California
 - Hawaii
 - U.S. territories of Guam and American Samoa
 - The Republic of Palau
 - The Federated States of Micronesia
 - The Commonwealth of the Northern Marianas
 - The Republic of the Marshall Islands



ACCJC Mission in Action

Outcomes ✦ *Innovation* ✦ *Improvement*

The ACCJC supports its member institutions to advance educational quality and student learning and achievement. This collaboration fosters institutional excellence and continuous improvement through innovation, self-analysis, peer review, and application of standards.



Accreditation Cycle and Reports

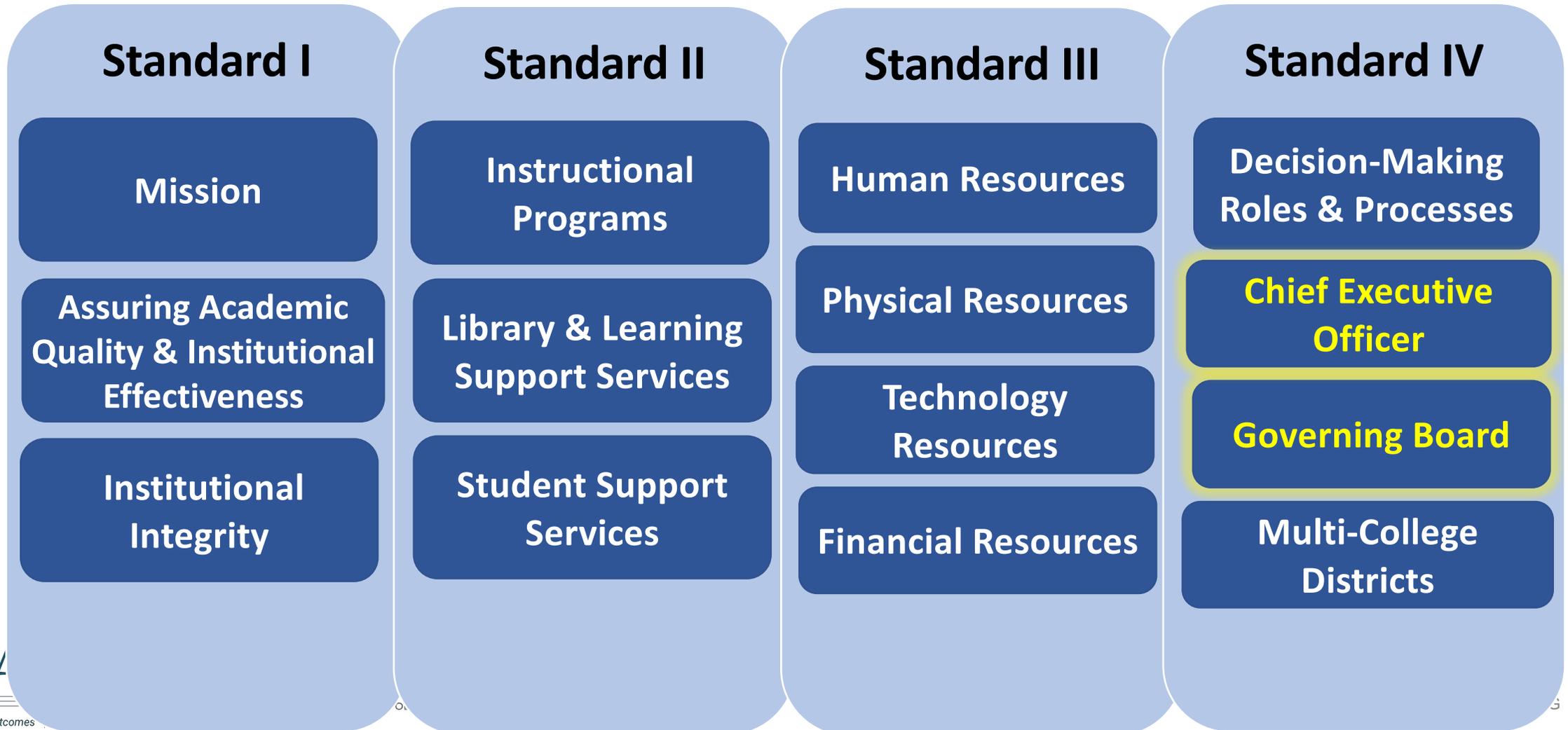
- Self Evaluation & Comprehensive Review (*every 7 years*)
- Follow Up Reports (*if required*)
- Midterm Reporting (*4th year after comp review*)
- Ongoing Reporting
 - Annual Report
 - Annual Fiscal Report
 - Substantive Change



Formative Summative Peer Review Model



Four Interconnected Standards of Institutional Practice





Roles and Responsibilities of Trustees and Advice for Board Excellence



Governing Boards' Responsibilities

1. Provide Mission-Directed Leadership (IV.C.1, IV.C.5)
2. Ensure High Performance of the Board and College (IV.C.10)

Establishing expectations of excellence and measuring performance linked to District's goals.

To perform well, Trustees must hold themselves, as well as others accountable.



Mission-Directed Leadership

Standard IV.C.1

The institution has a **governing board that has authority over and responsibility for policies** to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.

Standard IV.C.5

The **governing board establishes policies consistent with the college/district/system mission** to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.



Performance of the Board and the College

Standard IV.C.10

Board policies and/or bylaws **clearly establish a process for board evaluation**. The **evaluation assesses the board's effectiveness** in promoting and sustaining academic quality and institutional effectiveness. The **governing board regularly evaluates its practices and performance**, including full participation in board training, and **makes public the results**. The **results are used to improve** board performance, academic quality, and institutional effectiveness.

What Does That Accountability Look Like?

- The Board leads the College
- The Board representing the entire district and all stakeholders upholds the mission and vision for the College
 - mission and vision must be approved by the Board
- The Board assures itself that the College goals are achieved
 - focus on the “what” not the “how”



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

Standard IV.C.2: The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Standard IV.C.12: The board delegates to the CEO authority to administer policies without board interference.



Predict Top Concerns

Q: What gets Boards into trouble with Accreditors?

Common areas of Board concern by accreditors:

- Balancing the budget, especially during an economic downturn
 - Catering to an agenda of a sector of the electoral base
 - “Kicking the can down the road” to a later era, to a subsequent board
- Intruding into daily operations
 - Assuming students and faculty are “my constituency” to be heard directly
 - Not trusting the CEO to manage, or empowering her/him to do so
- Neglecting integrated planning
 - Not linking budget to student achievement initiatives and strategic goals
 - Failure to obtain and use appropriate data as evidence for decision-making
 - Using a top-down, non-inclusive approach; little or no “buy-in” on campus



Board Quality is Job 1

Board Self-Assessment (IV.C.10)

- Board building is an on-going process of continuous improvement
 - Ask yourself, “What can I do as a Trustee....”
 - “To make our Board more effective?”
 - “To help our CEO be successful?”
 - “To help our Colleges be successful?”
 - Then ask.... “What can our Board do better?”



Review of Institutional Self Evaluation Report (ISER) and the Board's Role



Outcomes | Innovation | Improvement

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Context for Board Role in ISER Review

Standard IV.C.13 - The governing board **is informed** about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and **supports through policy the college's efforts to improve and excel**. The board participates in evaluation of governing board roles and functions in the accreditation process.

ISER certification - by constituent groups and the Board attesting

- 1) effective participation by the campus community, and
- 2) ISER accurately reflects the nature and substance of this institution



Lingering Questions?

Clarifications?

Thank You!



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Resources

- ACCJC's Guide to Accreditation for Governing Boards:
<https://accjc.org/wp-content/uploads/Guide-to-Accreditation-for-Governing-Boards.pdf>
- Association of Community College Trustees (ACCT):
<https://www.acct.org/governance-basics>
- Association of Governing Boards (AGB):
<https://agb.org/knowledge-center/boardfundamentals/board-roles-responsibilities/>
- ACCJC's Peer Reviewer Interest Form
<https://accjc.org/forms/bio-data-form/>