

Accreditation Standards for the Governing Board



Introduction to the Video: Aida Cuenza-Uvas

Weaving our Story

When I was reflecting on slogan ideas, I first thought of the words “connection” and “intersection” but felt they were overused. Thinking about my childhood in Guam, indigenous cultural identity was preserved, in part, through the weaving of artifacts using natural resources. In this way, our elders passed on knowledge, skills, and memories to the younger generation.

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Accreditation 2024

Accreditation Core Team



Accreditation Liaison Officer/ VP Instruction	Kelly Fowler
Faculty Accreditation Coordinator	Barbara Mezaki
Faculty Accreditation Co-Coordinator	Allie Frickert
Director, Research and Institutional Effectiveness	Patty Quinones
Director, Professional Organizational Development	Lianne Greenlee
Executive Assistant to the VP Instruction	Laura Martinez
Associate Dean, Arts Division	Michelle Sampat

The Old Story...

- **What the ACCJC Accreditation Process was...**
 - Lengthy -- many meetings over two years.
 - Big campus-wide writing teams.
 - Long, repetitive ISER (Institutional Self-Evaluation Report), 500-600 pages (!)
 - Inclusion of ALL possible evidence relating to the standards.
 - A weeklong site visit from the site team.
 - High pressure, stressful situation with visiting team.
 - Visiting team could request information to clarify any gaps.
 - Deficit-minded approach (visiting team looking for "mistakes")

The Process Still Is...

Important Components of the Process that remain:

- Inclusive
- Reflective
- Inquiry-based
- Evidence-driven
- Growth and improvement
- Opportunity for collaboration, celebration, and community

The New and Revised Story...



What the ACCJC Accreditation Process is now...

- Streamlined ISER (approximately 200 pages).
- Best evidence -- not all evidence.
- Growth mindset approach to the process.
- It is a formative – summative process.
- Process happens over three semesters, Spring, Fall, Spring.
- The new process is meant to eliminate the "Gotcha!" And surprise.
- Core inquiries inform the triangulation of evidence for reviewers.
- A small visiting team will conduct a Focused Site Visit on Core Inquiries.

The New and Revised Story...



The ASC Core Team will provide training for the chairs of the key committees that will be providing evidence for the standards.



Faculty, administrators, classified professionals, students, and Board input and participation is vital to the Accreditation process.



We need your help on our writing teams!

ACCJC Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

ACCJC Standard IV.C

The Governing Board



The Mt. San Antonio College Board of Trustees | Manuel Baca, Robert Hidalgo, Peter Hidalgo, Gary Chow, Judy Chen Haggerty, Jay Chen, and Laura Santos

ACCJC Standard IV.C

Terminology

- ACCJC Standard (IV.C)
- ACCJC Eligibility Requirement (ER)
- Possible Sources of Evidence
- Review Criteria

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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. (ER 7)

POSSIBLE SOURCES OF EVIDENCE: Policies that describe the authority and responsibilities of the board; And/or other documents that demonstrate the institution is aligned with this Standard.

REVIEW CRITERIA:

- The institution has a policy manual or other compilation of policy documents that delineates the governing board's accountability for academic quality, integrity, the effectiveness of learning programs and services, and institution's financial stability. These policies are reviewed on a regular basis.
- The institution's board policies address quality improvement and adherence to the institution's mission and vision.

ACCJC Standard IV.C

ER7: 7. Governing Board

The institution has a functioning governing board responsible for the academic quality, institutional integrity, and financial stability of the institution and for ensuring that the institution's mission is achieved. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities. The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (Standard IV.C.1, IV.C.4, and IV.C.11)

ACCJC Standard IV.C

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.

POSSIBLE SOURCES OF EVIDENCE: Policy or bylaws that describe the ways in which the board may make decisions or act; And/or other documents that demonstrate the institution is aligned with this Standard.

REVIEW CRITERIA: Board members, individually, demonstrate their support for board policies and decisions.

ACCJC Standard IV.C

IV.C.3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

POSSIBLE SOURCES OF EVIDENCE: Policy and/or procedures for selecting and evaluating the CEO; Timeline of CEO selection process and/or CEO evaluation process; Documents from the most recent selection process for a new CEO; And/or other documents that demonstrate the institution is aligned with this Standard.

REVIEW CRITERIA:

- The board has an established process for conducting a search and the selection of the chief administrator.
- The board has an established process for its evaluation of the chief administrator's performance.
- The board sets clear expectations for regular reports on institutional performance from the chief administrator.

ACCJC Standard IV.C

IV.C.4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

POSSIBLE SOURCES OF EVIDENCE: Board policy or bylaws that address the elements contained in this Standard; And/or other documents that demonstrate the institution is aligned with this Standard.

REVIEW CRITERIA:

- The governing board is appropriately representative of the public interest and lacks conflict of interest.
- The composition of the governing board reflects public interest in the institution.

ACCJC Standard IV.C



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.

POSSIBLE SOURCES OF EVIDENCE: Board policy or bylaw that describes the board's responsibility for matters described in this Standard; Minutes from board meetings when policies are discussed and approved; Minutes from board meetings when educational quality, legal matters, or financial integrity and stability are discussed; And/or other documents that demonstrate the institution is aligned with this Standard.

REVIEW CRITERIA:

- The Board has approved policies, institutional goals or other formal statements that describe governing board expectations for quality, integrity and improvement of student learning programs and services.
- The governing board is aware of the institution-set standards and analysis of results that have led to the improvement of student achievement and learning.

ACCJC Standard IV.C

IV.C.6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

POSSIBLE SOURCES OF EVIDENCE: Board policy or bylaws that define the elements contained in this Standard; Location where policies and bylaws are made available to the public; And/or other documents that demonstrate the institution is aligned with this Standard.

REVIEW CRITERIA:

- Board bylaws and policies regarding the governing board's specifications are readily available in print and/or online.

ACCJC Standard IV.C

IV.C.7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

POSSIBLE SOURCES OF EVIDENCE: Policy or procedure for review of board policies; Timeline for regular review of board policies. This may be a multi-year timeline; And/or other documents that demonstrate the institution is aligned with this Standard.

REVIEW CRITERIA:

- Governing board records (minutes, resolutions) indicate that its actions are consistent with its policies and bylaws.
- The governing board has a system for evaluating and revising its policies on a regular basis.

ACCJC Standard IV.C

IV.C.8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

POSSIBLE SOURCES OF EVIDENCE: Reports to the board on student performance data or on institutional plans; Minutes of board meetings when student performance data or institutional plans are discussed; And/or other documents that demonstrate the institution is aligned with this Standard.

REVIEW CRITERIA:

- The governing board regularly reviews data on student performance.

ACCJC Standard IV.C

IV.C.9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

POSSIBLE SOURCES OF EVIDENCE: Policy or procedure for staggered terms of office; Agenda and/or presentations from new board member orientations; Schedule of ongoing training opportunities or topics for board members; Documentation of board member participation in offsite board development workshops or conferences; And/or other documents that demonstrate the institution is aligned with this Standard.

REVIEW CRITERIA:

- The governing board has a program for development and orientation.
- The governing board has a formal, written method of providing for leadership continuity and staggered terms of office.

ACCJC Standard IV.C

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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.

POSSIBLE SOURCES OF EVIDENCE: Bylaws, policy, and/or procedures for conducting board evaluations; Completed board evaluations; Locations where the results of board evaluations are made public; Agenda/minutes that note discussions on the board evaluation; Subsequent evaluations that record improvements made as a result of prior evaluations; And/or other documents that demonstrate the institution is aligned with this Standard.

REVIEW CRITERIA:

- The governing board has a self-evaluation process, as defined in its policies.
- The governing board uses the results from its self-evaluation to make improvements regarding its role, functioning, and effectiveness.

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IV.C.11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

POSSIBLE SOURCES OF EVIDENCE: Policy or procedure on board code of ethics and conflict of interest, with consequences for violations; Affidavits or conflict of interest agreements signed by individual board members; And/or other documents that demonstrate the institution is aligned with this Standard.

REVIEW CRITERIA:

- When a conflict of interest is reported, the board demonstrates that it follows its conflict of interest policy.
- The governing board has a stated process for dealing with board behavior that is unethical.
- Less than half of the board members are owners of the institution. A majority of governing board members are non-owners of the institution.

ACCJC Standard IV.C

IV.C.12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

POSSIBLE SOURCES OF EVIDENCE: Policy on board delegation of authority to the CEO;
And/or other documents that demonstrate the institution is aligned with this Standard.

REVIEW CRITERIA:

- Board delegation of administrative authority to the chief administrator is defined in policy or other board approved documents.
- Board delegation of administrative authority is clear to all parties.
- The governing board sets clear expectations for regular reports on institutional performance from the chief administrator.
- The board sets clear expectations for sufficient information on institutional performance to ensure that it can fulfill its responsibility for educational quality, legal matters, and financial integrity.

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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.

POSSIBLE SOURCES OF EVIDENCE: Reports to the board regarding accreditation; Minutes from board meetings when accreditation is discussed; Agenda or presentations from board trainings on accreditation; Documentation of board participation in institutional self-evaluation for accreditation, if any, such as rosters or minutes from committees; Board evaluations that include discussion of the board's role in accreditation; And/or other documents that demonstrate the institution is aligned with this Standard.

REVIEW CRITERIA:

- The governing board receives training about the accreditation process and Accreditation Standards, Eligibility Requirements, and Commission policies.
- The governing board participates appropriately in institutional self-evaluation and planning efforts.
- Governing board actions indicate a commitment to improvements planned as part of institutional self-evaluation and accreditation processes.
- The governing board is informed of institutional reports due to the Commission, and of Commission recommendations to the institution.

Need More Information?



- **Email us!**

- Barbara Mezaki and Allie Frickert, Faculty Accreditation Coordinators
- Bmezaki@mtsac.edu AND Africkert@mtsac.edu

- **Office Hours!**

- Office hours provide an opportunity to speak with the members of the Accreditation Core committee.
 - **Kelly Fowler** (Mt. SAC ALO/VPI)
- First Friday of the month 8 am – 9 am
 - **Barbara and Allie** (Faculty Coordinators)
- Fridays from 1:00 – 2:00 pm on Zoom
 - **Patty Quiñones** (Director of Research and Institutional Effectiveness) will join the above Coordinator office hours periodically.