

A green chalkboard with a wire mesh pencil holder containing various colored pencils on a wooden desk.

Accreditation Standards for the Governing Board

Board Study Session November 12, 2022

Kelly Fowler, Vice President of Instruction and
Accreditation Liaison Officer

Barbara Mezaki, Faculty Accreditation Coordinator

Lianne Greenlee, Assistant Dean, Accreditation &
Planning

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	Patricia Quiñones, PhD
Assistant Dean, Accreditation and Planning	Lianne Greenlee
Acting Dean, Arts	Michelle Sampat, JD
Executive Assistant to the VP Instruction	Laura Martinez

What is Accreditation?

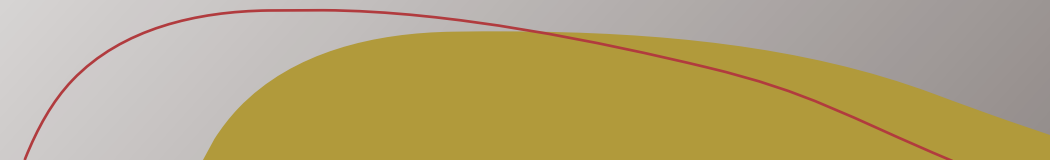
Accreditation is a practice of academic quality control.

- **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.



Benefits of Accreditation

- Gives **credibility to degrees and credentials** awarded to students
 - Stimulates **institutional innovation and improvement**
 - Enables access to **Title IV (Federal Student Aid)**
 - Provides **quality assurance** to students, the public, and other institutions that your Colleges are achieving their missions
 - Other colleges accept our courses for **transfer of credit** because accreditation.
- 

Elements of the Comprehensive Review

Self-Reflection
(ISER)

Peer Review
(Team ISER Review &
Focused Site Visit)

Affirmation
(ACCJC Action)

**Ongoing Commitment to Improvement &
Educational Excellence**



Roles and Responsibilities of Trustees and Advice for Board Excellence



ACCJC Eligibility Requirement #7

Eligibility Requirement 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 Actions on IV.C. Governing Board - January 2021 – June 2022

- **IV.C.1 (ER7):** In order to meet the Standard, the Commission requires that the Board of Trustees **assures the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability** of the institution.
- **IV.C.2:** In order to meet the Standard, the Commission requires that once the Board of Trustees reaches a decision, **all board members act in support of board decisions.**
- **IV.C.3:** In order to meet the Standard, the Commission requires the Board adhere to their clearly defined policy for **evaluating the CEO** of the District.
- **IV.C.4 (ER7):** In order to meet the Standard, the Commission requires the governing board functions as an independent, policy-making body that reflects the public interest in the institution's educational quality.
- **IV.C.7:** In order to meet the Standard, the Commission requires that the Board **establish a formal process for regularly assessing its policies for effectiveness** in fulfilling the District's mission and revise them as necessary.
- **IV.C.11 (ER7):** In order to meet the standard, the Commission requires the Governing Board uphold and **adhere to their adopted code of ethics policy-BP 1010.**
- **IV.C.12:** In order to meet the standard, the Commission requires the Governing Board **delegate full responsibility and authority to the Chancellor** to implement and administer board policies without board interference and hold the Chancellor accountable for the operation of the District.

Fiduciary Responsibility: Representing the Public Trust

- (B)oard members **do not represent specific constituencies** in the sense of taking board actions in favor of their interests. All governing board members, appointed or elected, have a **fiduciary responsibility** to the institution and are expected to bring to board deliberations a broad understanding of the college's role **in serving all students** and the institution's multiple stakeholders. There must be no implied obligation for any governing board member 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

Common Accreditor Concerns Regarding Boards

Is the Board:

- Balancing the budget, planning for ongoing fiscal stability?
- Staying at the “policy level” and not intruding into daily operations?
- Acting as a collective entity, free from undue influence?
- Acting consistently with its policies, bylaws, and code of ethics?
- Delegating appropriately to the District CEO?
- Remaining engaged in strategic, integrated planning?
- Maintaining awareness and accountability for student success?

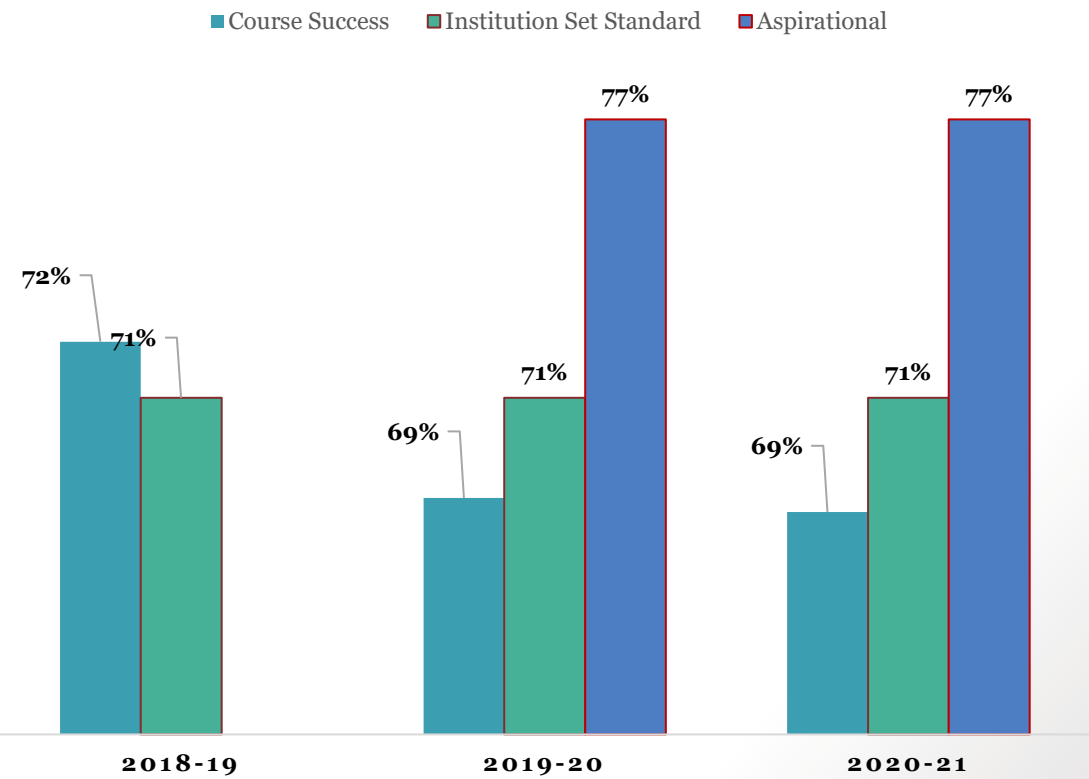
Institution-set Standards (ISS)

Cover metrics such as:

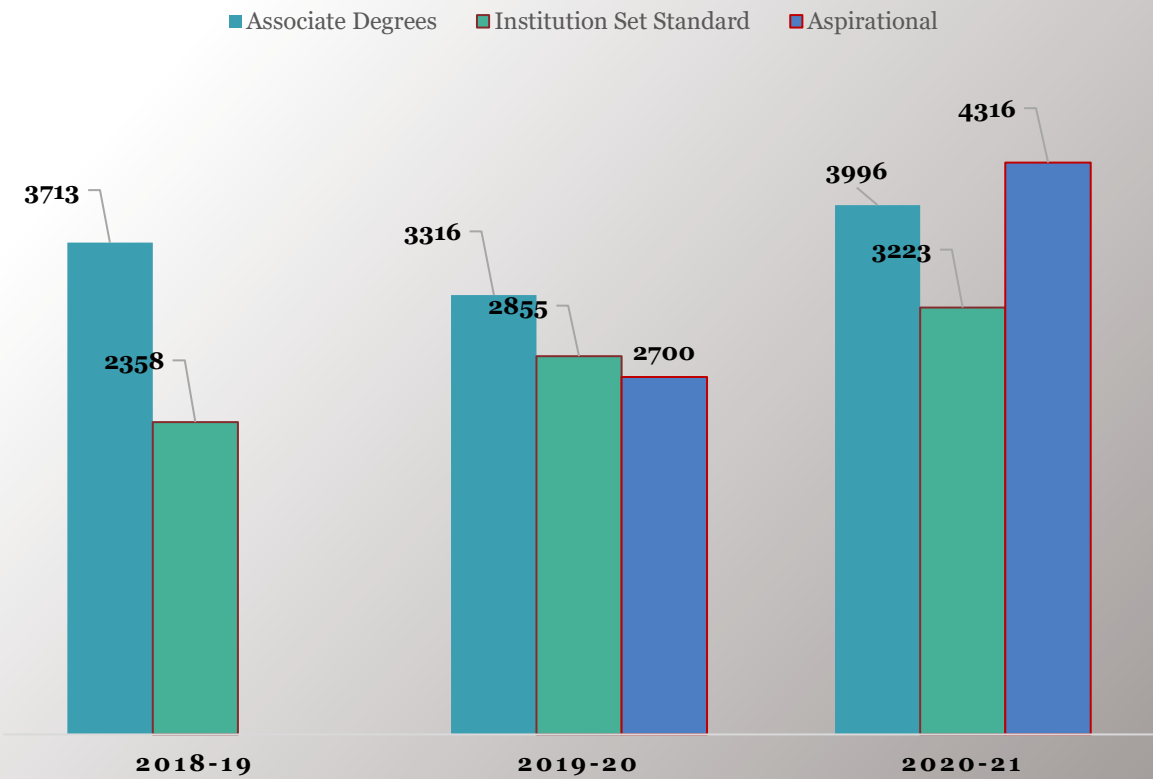
- Successful course completion
 - Program completion (associate degrees and certificates)
 - Licensure exam pass rates
 - Job placement rates
-
- The College establishes the standard goal and an aspirational (stretch) goal for each metric.

Institution-set Standards (ISS)

ANNUAL COURSE SUCCESS

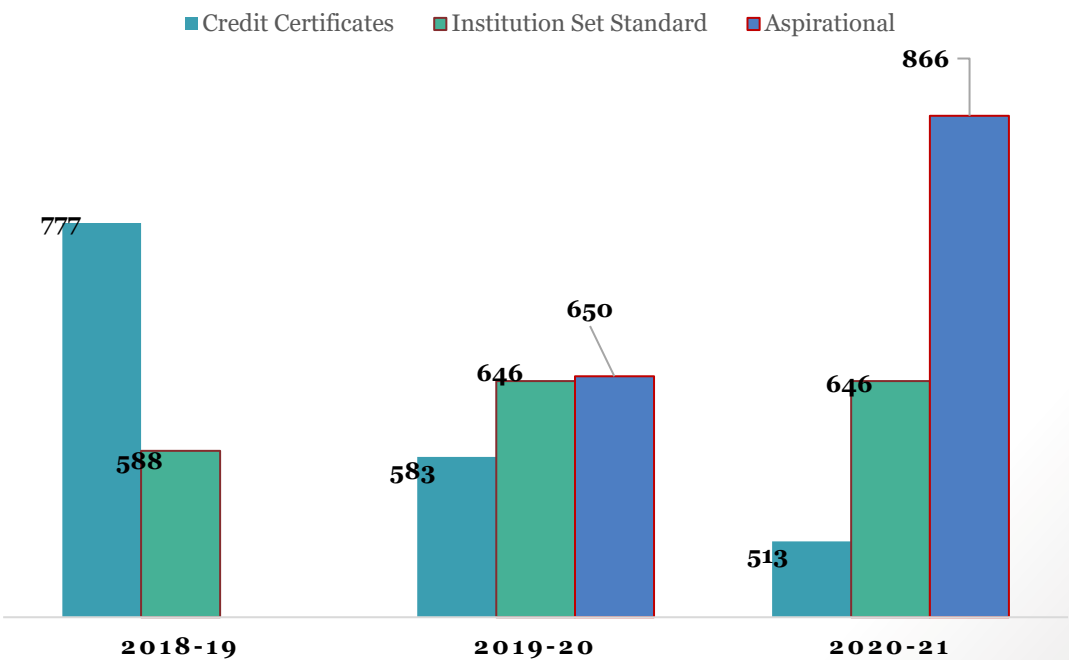


NUMBER OF ASSOCIATE DEGREES

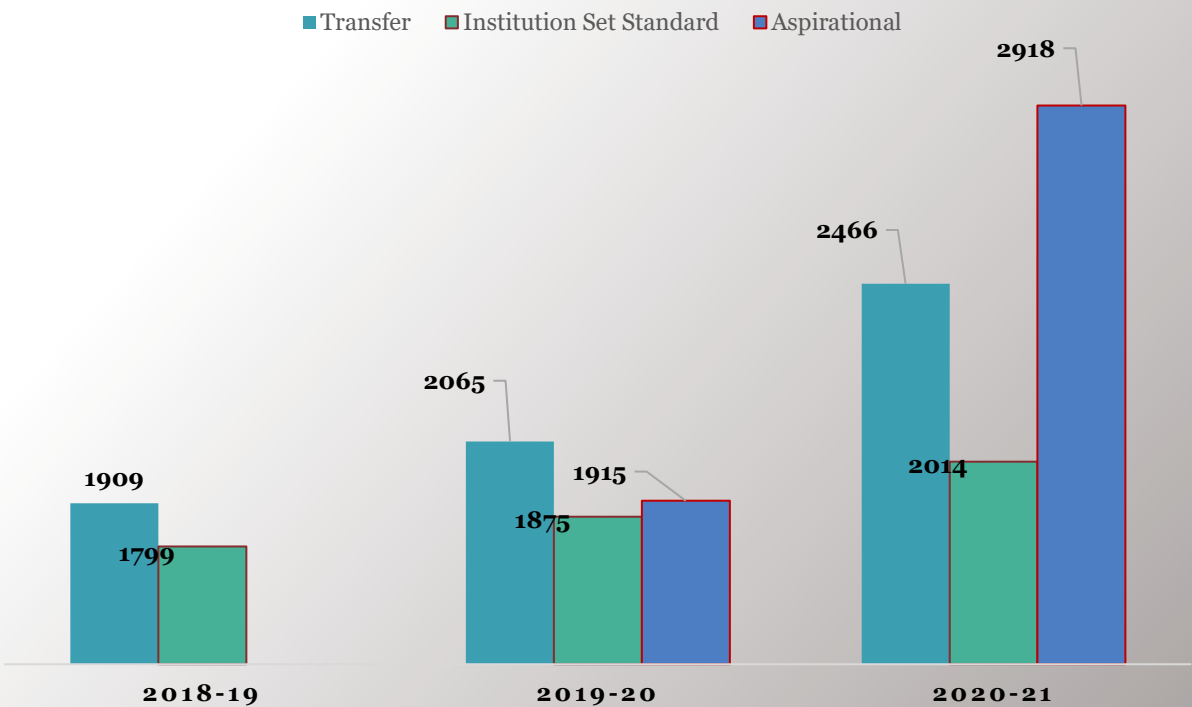


Institution-set Standards (ISS)

NUMBER OF CREDIT
CERTIFICATES



NUMBER OF TRANSFERS





Questions?



School of Continuing Education ACS-WASC

November 12, 2022

Madelyn Arballo, Provost, School of
Continuing Education

Minerva Avila, Special Project Manager,
School of Continuing Education



SCE is seeking to reaffirm our accreditation status through ACS-WASC

The Western Association of Schools and Colleges (WASC) is one of six regional accrediting associations in the United States.

Three WASC Commissions

1

ACCREDITING
COMMISSION
FOR SCHOOLS
(ACS)

Post-secondary – Adult
Education – ROP

2

ACCREDITING
COMMISSION
FOR
COMMUNITY
AND JUNIOR
COLLEGES

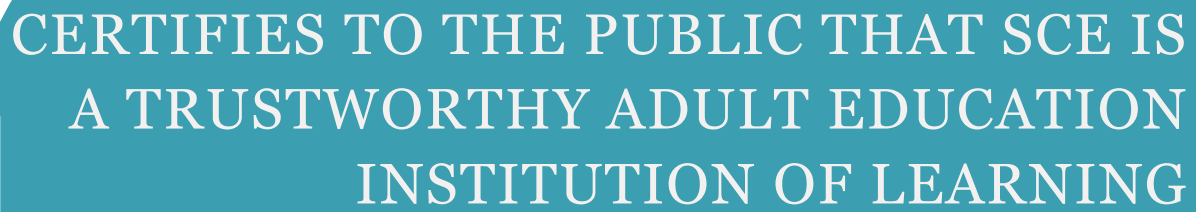
3

ACCREDITING
COMMISSION
FOR SENIOR
COLLEGES AND
UNIVERSITIES

ACS WASC Mission

ACS WASC advances and validates quality ongoing school improvement by supporting its private and public elementary, secondary, and postsecondary member institutions to **engage** in a rigorous and relevant **self-evaluation and peer review process that focuses on student learning.**

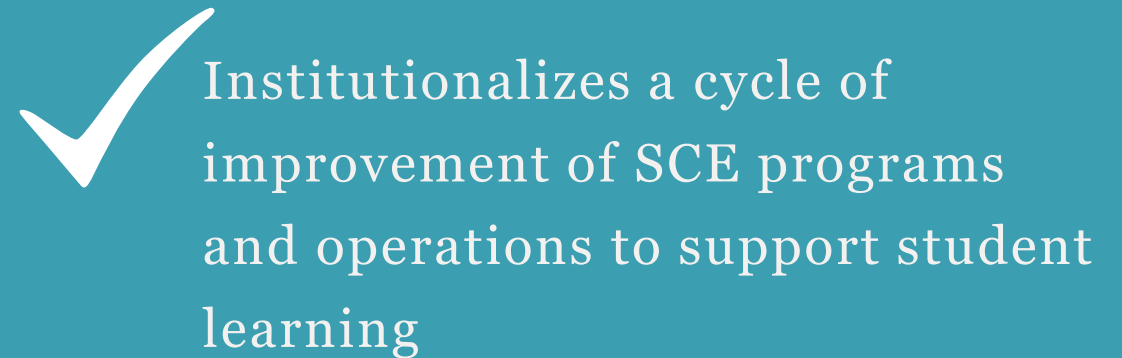
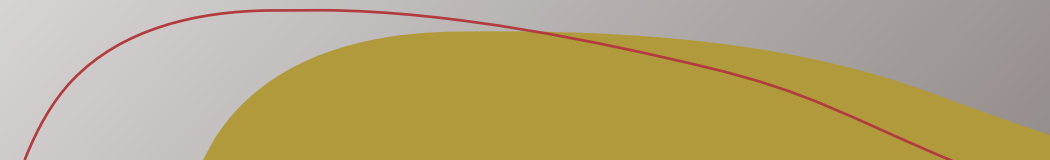
Source: <https://www.acswasc.org/about/acs-wasc-overview/>



CERTIFIES TO THE PUBLIC THAT SCE IS A TRUSTWORTHY ADULT EDUCATION INSTITUTION OF LEARNING

- ✓ UC/CSU approval of A-G requirements
- ✓ Cal Grant and federal financial aid eligibility
- ✓ Acceptance into the military
- ✓ Transfer of HS credits to another HS program

Why Pursue Accreditation when Mt. SAC is already accredited through ACCJC?

- 
- ✓ Institutionalizes a cycle of improvement of SCE programs and operations to support student learning
- 

ACS WASC Process



Ten Criteria Areas Guide the ACS Process

ACS WASC Self-Study Criteria

- | | |
|----|--|
| 1 | School Mission and Schoolwide Learner Outcomes |
| 2 | Governance, Organizational Infrastructure, and School Leadership |
| 3 | Faculty and Staff |
| 4 | Curriculum |
| 5 | Instruction |
| 6 | Use of Assessment |
| 7 | Student Support Services |
| 8 | Resource Management |
| 9 | Community Partnerships |
| 10 | Action Plan for Continuous Improvement |
-

WASC: ACS & ACCJC COMPARISON

ACS WASC

- ✓ 6-year cycle
- ✓ Mid-cycle report
- ✓ Substantive change process
- ✓ Eligibility requirements not included in self-study
- ✓ Self-study process
 - ✓ Address 4 criteria by focus groups, and 6 additional criteria
- ✓ Focused on student learning and the classroom

ACCJC

- ✓ 7-year cycle
- ✓ Mid-cycle report
- ✓ Substantive change process
- ✓ Eligibility requirements addressed in the Institutional Self-Evaluation Report (ISER)
- ✓ Self-evaluation process
 - ✓ Address 4 standards
- ✓ Focused on the institution

Governing Board Responsibilities

Approval of mission statement, which is central to institutional planning and decision-making activities.

Enables the administration to implement policy and lead the school effectively.

Monitors regularly the annual review of the ACS WASC schoolwide Action Plan to ensure continuous improvement.

Review, provide input, and approve the self-study report submitted to ACS WASC

YEAR 1

2018-19

YEAR 2

2019-20

YEAR 3

2020-21(Mid-cycle Report)

YEAR 4

2021-22

YEAR 5

2022-23

YEAR 6

2023-24 (Self-Study Report
& ACS WASC visit)

SCE's ACS WASC Cycle Timeline

SCE's ACS WASC Self-Study Timeline

Two-Year Process





Strategic Plan

Board Study Session

November 12, 2022

Kelly Fowler, Vice President of Instruction

Patricia Quiñones, PhD, Director of Research and Institutional Effectiveness



Overview of Strategic Plan

Strategic Plan contains six sections:

- Introduction
- Planning for Institutional Effectiveness (PIE) and Integrated Planning
- Development of Strategic Plan
- Alignment of Educational and Facilities Master Plan and Strategic Plan
- College Priorities, Goals, Objectives, Strategies, and Actions
- Implementation Plan

I. Introduction

This section provides an overview of the college's planning process and a brief overview of the plan's contents. The following topics are addressed in this section:

- Description of Board Policy 3250 on Institutional Planning
- Role of Presidents Advisory Council (PAC)– *assure the effectiveness of ongoing planning processes are periodically reviewed and to make recommendations on institutional plans, including Strategic Plan.*
- Role of Institutional Effectiveness Committee (IEC) – *Evaluates the PIE process and gathers information on the status of the College's Strategic Plan.*

II. Planning for Institutional Effectiveness and Integrated Planning

This section provides a description of how PIE and the Strategic Plan are integrated and how both processes are used to evaluate accomplishment of the College's Mission. The following topics are addressed in this section:

- Description of the PIE process
- IEC's role in evaluating and assessing the PIE process
- Integration of PIE with the College's Strategic Plan and Mission.
- College's revised Mission, Vision, and Core Values

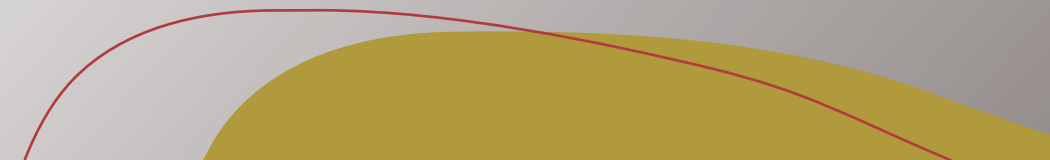
III. Development of the Strategic Plan

This section details the steps taken to develop the current Strategic Plan. The section provides an account of the work done by IEC, Expanded PAC, and PAC, dating back to Fall 2020, to get this Strategic Plan done. The following topics are addressed in this section:

- Development of the Strategic Planning Priorities
- Campus-wide data collection: Listening sessions and campus survey
- Development of Goals, Objectives, Strategies, and Actions
- Timeline of Strategic Plan Development



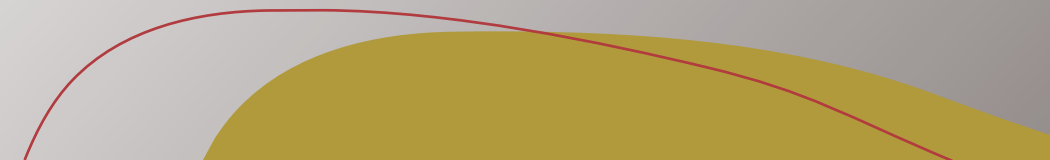
IV. Alignment of Educational and Facilities Master Plan and Strategic Plan

- This section demonstrates the alignment between the Education and Facilities Master Plan (EFMP) and the Strategic Plan.
 - Given that the EFMP is the College's long-term plan and serves as the foundation for other components of the College's integrated planning process, it was important to highlight the alignment between the EFMP and the Strategic Plan.
 - This section includes a crosswalk between the EFMP Themes from PAC and Strategic Plan Priorities.
- 



V. College Priorities, Goals, Objectives, Strategies, and Actions

The main section of the Strategic Plan is devoted to the College goals, objectives, strategies, and actions. The goals, strategies, and actions were developed using campus-wide feedback collected during the listening sessions and campus survey. This section includes the following:

- Goal, objectives, strategies, and actions for each College priority
 - Each College priority has a table of goals, objectives, strategies, and actions.
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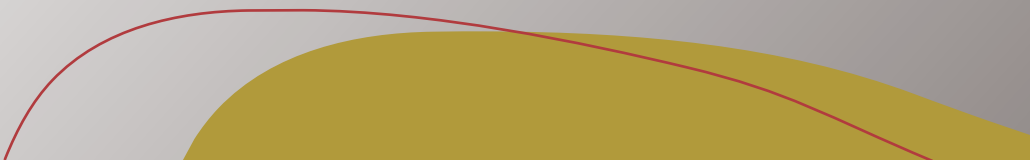
IV. Implementation of Strategic Plan

This section contains a description of how the Strategic Plan will be implemented. The implementation process described in previous Strategic Plans has been carried forward to this plan.

- The implementation plan includes:
- The role of PAC in prioritizing and identifying goals annually
- PAC assigning actions to departments and committees
- Integration of Strategic Plan actions into PIE
- IEC's role in evaluating progress on actions, the efficacy of planning practices, and recommendations to PAC.



Next Steps

- **PAC Review and Feedback**
 - **Cabinet Review and Feedback**
 - **Implementation Plan:**
 - **Alignment of Goals, Strategies, Objections, and Action Items**
 - **Timeline**
- 

The image features a dense, textured background of numerous dark grey, three-dimensional question marks. These marks are scattered across the entire frame, creating a sense of depth and repetition. In the center of the image, a single, larger, bright orange three-dimensional question mark stands out prominently. The word "Questions?" is written in a black, serif font, positioned directly over the orange question mark. The lighting is soft, casting gentle shadows and highlighting the three-dimensional nature of the symbols.

Questions?