



Accreditation Update
March 2020

Context: In 2014, the Accrediting Commission for Junior and Community Colleges (ACCJC) revised its standards and eligibility requirements. The ACCJC oversees colleges' compliance with Eligibility Requirements, Accreditation Standards, Commission Policies, and Federal Requirements. In addition to setting the benchmarks for institutional quality, meeting these requirements makes the college eligible to receive Title IV Federal Financial Aid.

The college is in the midst of its evaluation cycle. We submitted our midterm report in Fall of 2018. In addition, we have submitted and had approved a Substantive Change documenting the new location for the Cosmetology Program. Our next step in this cycle is the full institutional evaluation.

Institutional Self-Evaluation Report (ISER): An important purpose of the ISER is to provide a written analysis of strengths and weaknesses of educational quality and institutional effectiveness based on the institution's continuous evaluation and quality improvement.

The ISER documents the institution's current and sustained compliance with Commission Standards. The Report includes improvement plans including timelines and outcomes for that work. Self-identified improvement plans will be integrated into planning processes of the institution for implementation and follow-up. This work is led by a steering committee comprised of administrators, faculty and classified professionals.

Steering Committee: The purpose of the Steering Committee is to serve the college as the guiding work team for gathering evidence in support of the college's capacity to meet and exceed accreditation standards, and to work together to develop plans for improvement if standards are not yet met.

Membership: Co-Chairs: ALO Pamela Ralston Faculty Lead: Patricia Stark

Table with 4 columns: Name, Title, Name, Title. Lists members of the Steering Committee including Paul Bishop, Akil Hill, Elizabeth Imhof, Lyndsay Maas, Loren Mindell, Priscilla Mora, Ruth Morales, Melissa Moreno, Joshua Ramirez, Z Reisz, Luz Reyes-Martin, Melanie Rogers, Gwyer Schuyler, Michael Shanahan, Laurie Vasquez, James Zavas, and Patricia Stark.

Recruiting additional classified professional appointment

**The Accreditation Standards** consist of four fundamental areas that describe best practices for educational quality and institutional effectiveness. The Standards are interrelated and the Institutional Self-Evaluation Report (ISER) assesses how we meet them. The ISER is submitted to the ACCJC as part of the accreditation cycle.

<b>ACCJC Standards</b>			
<b>Co-Chairs: Pamela Ralston and Patricia Stark</b>			
<b>Standard I</b>	<b>Mission, Academic Quality and Institutional Effectiveness, and Integrity</b>	<b>Standard II</b>	<b>Student Learning Programs and Services</b>
<b>Leads</b>	Ruth Morales and Z Reisz	<b>Leads</b>	Priscilla Mora, Joshua Ramirez, and Gwyer Schuyler
<b>Team Members</b>	Melanie Rogers and Pamela Ralston	<b>Team Members</b>	Loren Mindell and Akil Hill
<b>Focus</b>	Institutional Mission (I.A), Academic Quality & Institutional Effectiveness (I.B), and Institutional Integrity (I.C).	<b>Focus</b>	Instructional Programs (II.A), Library and Learning Support Services (II.B), and Student Support Services (II.C).
<b>Standard III</b>	<b>Resources</b>	<b>Standard IV</b>	<b>Leadership and Governance</b>
<b>Leads</b>	Lyndsay Maas and Laurie Vasquez	<b>Leads</b>	Luz Reyes-Martin, Elizabeth Imhof, Patricia Stark, and Priscilla Mora
<b>Team Members</b>	Paul Bishop, Michael Shanahan, and James Zavas	<b>Team Members</b>	Liz Auchincloss and Beth Taylor-Schott
<b>Focus</b>	Human Resources (III.A), Physical Resources (III.B), Technology Resources (III.C), and Financial Resources (III.D).	<b>Focus</b>	Decision-Making Roles and Processes (IV.A), Chief Executive Officer (IV.B), Governing Board (IV.C), and Multi-College Districts or Systems (IV.D).

**Progress**

The Steering Committee attended a special training for our inclusion in a pilot initiative with the ACCJC last year in February 2019. We are undergoing a slightly different version of accreditation that is premised on a formative/summative model that will have an earlier submission and review of the report. This earlier timeline will allow the review team to offer formative improvement suggestions months prior to the visiting team arriving on campus for the summative assessment.

We have drafted responses to each of the standards, with a completed draft of Standard II and working elements for Standards I, III, and IV, which are currently being completed. This work has led us to the next steps, which include the planning for improvement and the Quality Focus Essay. Transformational Change requires effective decision making, leadership and governance, communication processes, and integrated planning, all of which relate to the areas above in Standard I. B. and IV. A.

### **Improvement Planning**

We have determined areas for improvement regarding integrated planning, program review, employee evaluation, decision-making processes, and committee effectiveness. Those planning efforts are currently under way.

**Quality Focus Essay:** The college will plan two or three action projects intended to have a positive impact on improving student learning and/or student achievement over a multi-year period. These projects will be described in a Quality Focus Essay (QFE). The Commission does not evaluate the QFE to determine the institution’s accreditation status. Rather, the Commission uses the QFE as a means to encourage institutional development and innovation, advance educational quality, foster institutional excellence, and support the improvement of member institutions. The areas identified in the QFE will become critical focal points for the institution’s Midterm Report.

We will be focusing on elements of our Guided Pathways efforts that support program mapping and educational planning focused on student equity and program completion.

### **Deadlines:**

Spring 2020	Completion of improvement plans and Quality Focus Essay
Spring 2020	Completion of working draft of Institutional Self-Evaluation
Summer 2020	Editing and preparation work for fall
Fall 2020	Final reviewing of documents through governance groups
Fall 2020	Board review of ISER
Fall 2020	Finalization of document, evidence, layout and electronic publishing
January 2021	Submission to ACCJC
March 2021	Initial formative assessment provided from ACCJC to SBCC
Fall 2021	On-campus site visit