

# ACCREDITATION BOOT CAMP

*Launch of the work on the Midterm Report*

*Being accountable-responsive and responsible-has always been imbedded in the social contract between society and higher education.*

Larry Braskamp, CHEA Publication

May 29, 2014

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-- Sonya and Kate

# What outcomes do we want?

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- People to view accreditation as a process that requires compliance but also impels us to keep improving, to keep solving problems.
- People to view our work on a continuum—that we keep working to improve what we do.
- The Team to make sure that what we do is sustainable.

**We want . . .**

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- The leads to feel a sense of empowerment → to create quality improvement.
- Leads to view themselves not as historians documenting what we have done but as leaders working to improve conditions.
- Leads to identify something that is not working and then determine the strategy to solve the problem.

**We want . . .**

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- The Team to have an understanding of all the accreditation standards while developing expertise in their standard and area of work.

**We want . . .**

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- People to know what is expected and have a clear focus on process.

**We want . . .**

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- Purpose of Accreditation
- Status of changes in Standards
- Focus of Accreditation at Bakersfield College
  - Improving how we do our work → we have to take responsibility.
  - We need to commit to quality improvement.
  - We have a year to fix things if we can.

# Setting the Context

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- Focus on the Standards
- Review Tools
  - Midterm 2015 Team
  - ACCJC Rubric for Evaluating Institutional Effectiveness
  - Accreditation Glossary
  - Focused Questions to Consider
  - Accreditation Standards – second reading
  - Evaluation
- Discuss and Reflect

# Plan of the Day

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# GROUP PICTURE



# WORKING WITH THE STANDARDS

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*Integrity without knowledge is weak and useless, and knowledge without integrity is dangerous and dreadful.*

Samuel Johnson

-- Sonya and Janet

# Standard I

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# Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

- A. Mission
- B. Academic Quality and Institutional Effectiveness
- C. Institutional Integrity

-- Sonya and Janet

# Standard I

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## Standard I: A. Mission

# Mission Statement

Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students' abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.

# Standard I

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# Standard I: B. Academic Quality and Institutional Effectiveness

## Renegade Scorecard

<http://www.bakersfieldcollege.edu/scorecard>

# Standard I

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## Standard I.C. Institutional Integrity

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### Integrity



We continue to develop and follow an ethical and moral consciousness which places the collective wellbeing and health above the self; this principled environment allows for open, constructive conversations and teaches us to trust each other's vision so that we will be useful and effective in providing support, resources, and encouragement.

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# Standard I

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# STRETCH BREAK



*If your actions inspire others to  
dream more, learn more,  
do more and become more,  
you are a leader.*  
—John Quincy Adams

# **Standard IV**

## **Leadership and Governance**

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## Standard IV: Leadership and Governance

- A. Decision-Making Roles and Processes
- B. Chief Executive Officer
- C. Governing Board
- D. Multi-College Districts or Systems

-- Sonya and Zav

# Standard IV

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# **Standard IV**

Decision-Making Roles & Processes

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I'M BRINGING YOU INTO THE  
DECISION-MAKING PROCESS, RUGGLES.  
HERE - FLIP THIS COIN.



# Standard IV

Decision-Making Roles & Processes

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# Standard IV: Leadership and Governance

## Decision Making Roles and Processes

### A. Decision-Making Roles and Processes

- Ethos of innovation and improvement encouraged everywhere
- Roles for all constituent groups
- Policies and procedures define and establish clarity
- Responsibility
- Relevant perspectives and expertise
- Documentation
- Review and improve processes

# Standard IV

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## Standard IV. B Chief Executive Officer

**Recommendation # 8** The College President should establish effective communication with communities served by College

*In order to increase effectiveness, the team recommends that the College President engage community and business organizations that represent community interest areas for the purpose of establishing effective communication with the communities served by Bakersfield College (IV.B.2.e).*

Evaluators Report (2012)

# Standard IV

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## Standard IV. B Chief Executive Officer

### Commendation:

*The Team commends the College President for her enthusiasm, community spirit and speed in which she was able to bring the vast range of college services and educational programs into the conversations with local community and business leaders. As reported by one Chief Executive Officer of a local business organization, the College is now an important resource that is available to the community because the College President has taken the time to bring that message and those resources into the Bakersfield community.*

Evaluators Report (Oct 2013)

# Standard IV

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**Standard IV: Leadership and Governance**  
**Multi-College Districts or Systems**



**Standard IV**

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- 15 minutes to discuss and write.
- Each group needs a facilitator, recorder, reporter, and timekeeper.
- Each group responds to two assigned questions and picks a third.
- Develop and write response.
- Identify evidence to support response.

## **Engaging with Standard IV**

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- What information about institutional performance is circulating and available to staff and students? How is the information kept current? Is it easily accessed, is it understandable? Is it regularly used in institutional dialogue and decision-making sessions?
- Do the institutions' processes for institutional evaluation and review, and planning for improvements, provide venues where the evaluations of the institution's performance are made available to all staff?
- Where does the research office report in the institution; does it have easy access to the president's office?
- What mechanisms had the president put in place to link institutional research, particularly research on student learning, institutional planning processes, and resource allocation processes?
- Are district/system services regularly evaluated with regard to their support for institutional missions and functions?
- What are the district/system's methods for evaluating its effectiveness? Does it conduct regular assessments? How does it communicate the results?

# Standard IV

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# STRETCH BREAK





*Accreditation is about the vitality,  
quality and the future of  
academic programs and institutions.*  
Larry Braskamp, CHEA Publication

-- Nan and Kate

# **Standard II**

## **Student Learning Programs and Support Services**

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## **Standard II:**

### **Student Learning Programs and Support Services**

- A.** Instructional Programs
- B.** Library and Learning Support Services
- C.** Student Support Services

# **Standard II**

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## Process ~~ Nan

- 15 minutes to discuss and write.
- Each group needs a facilitator, recorder, reporter, and timekeeper.
- Each group responds to two assigned questions and picks a third.
- Develop and write response.
- Identify evidence to support response.

# Engaging with Standard II

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- **Report the highlights** – 15 minutes for all questions.
- If your group had the same questions, be sure to add any additional thoughts or evidence.
- **Summary and reflection.**

# **Discussing Standard II**

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# LUNCH





-- Anthony and Todd

*When resources are degraded, we start competing for them, whether it is at the local level in Kenya, where we had tribal clashes over land and water, or at the global level, where we are fighting over water, oil, and minerals. So one way to promote peace is to promote sustainable management and equitable distribution of resources.*

Wangari Maathai, Nobel Peace prize

# Standard III

## Resources

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## Standard III: Resources

- A. Human Resources
- B. Physical Resources
- C. Technology Resources
- D. Financial Resources

-- Anthony and Todd

# Standard III

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## Standard III: Resources

1. How effectively does the number and organization of the institution's personnel work to support its programs and services? How does the institution evaluate this effectiveness?
2. How effective are the institution's policies and practices in promoting understanding of equity and diversity issues? How does the institution know these policies and practices are effective?
3. What evidence and/or data does the institution use to determine the sufficiency of its classrooms, lecture halls, laboratories, and other facilities? What mechanisms does the college use to evaluate how effectively facilities meet the needs of programs and services?
4. How does the institution ensure that its various types of technology needs are identified?
5. How does the institution determine that financial needs in program and service areas are met effectively?
6. How does the institution prioritize needs when making financial decisions? How effectively are those needs met?

# Standard III

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## Standard III: Response Criteria

- Measurable
- What is the tool?
- How long has it been in place? (If known)
- Is the current data accessible?

# Standard III

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-- Kate

# Wrapping Up

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- Calendar
- Commitments
  - Meetings
  - Perspective

# Wrapping Up

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# ACCREDITATION BOOT CAMP

*Launch of the work on the Midterm Report*

*Tell me and I forget. Teach me and I remember. Involve me and I learn.*  
Benjamin Franklin

May 29, 2014

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