

LACCD ACCREDITATION VISIT 2016

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FEBRUARY 25, 2016

PURPOSE OF ACCREDITATION

- The primary purpose of an ACCJC-accredited institution is to:
 - Foster learning in its students
- An effective institution :
 - Ensures that its resources and processes support student learning
 - Continuously assesses that learning
 - Pursues institutional excellence and improvement.
 - Maintains an ongoing, self- reflective dialogue about its quality and improvement.

A NEW MODEL

- First ever full team visiting a District Office
- First time all nine colleges have been visited at the same time
- First implementation of standards related to multi-college districts
- New standards developed in 2014

STANDARD I: MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS, AND INTEGRITY

- The mission is the driving force in planning and decisions making
- Institutions assess student learning and efforts toward fulfilling the mission
- Planning and assessment are integrated with decision-making and resource allocation

STANDARD II: STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES

- Institutions provide quality educational programs, learning support programs, and student and library services
- Student needs are assessed and services developed to meet identified needs
- Programs and services are regularly evaluated

STANDARD III: RESOURCES

- The institution provides sufficient human, technology, physical and fiscal resources to support student needs
- Resources are allocated to achieve the institutional mission and are aligned with plans to improve student achievement and learning
- Resource planning includes efforts for long-term fiscal sustainability and integrity

STANDARD IV: LEADERSHIP AND GOVERNANCE

- Institutions provide for diverse input into decision-making
- Roles and responsibilities in the decision-making process are defined and understood
- The Board serves as an independent policy-making body serving the public's interest
- The CEO is delegated authority to implement and administer Board policy

DISTRICT ROLE

- Provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system
- Working with the colleges to define roles, authority and responsibility between the colleges and the district/system.
- Ensure that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions.
- Develop a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system.
- District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

WHY ARE THEY HERE?

- To evaluate the functions of the ESC
- To determine the level of effective support of the colleges
- Assess the delineation of role and responsibilities
- Validate the information we have submitted in the self-evaluation
- To ensure the quality of the programs we provide to the students we serve.

POSSIBLE QUESTIONS

- *Does the district/system have a written delineation of responsibilities?*
 - *Are institutional and district/system staff knowledgeable of this delineation?*
- *Is the delineation of responsibilities evaluated for effectiveness?*
- *What feedback mechanisms does the district/system have in place to provide assessment of the effectiveness of district/system services?*
- *Is the assessment of district/system services data driven?*
 - *Does it reflect the needs and priorities of the institutions?*
- *Are district/system services regularly evaluated with regard to their support for institutional missions and functions?*

POSSIBLE FOCUS

- Fiscal decision-making
- Hiring processes
- Evaluation of employees
- Developing an understanding of our decentralized system