ACCREDITATION

In accordance with the standards of the Accrediting Commission for Community and Junior Colleges (ACCJC), the District shall conduct a comprehensive Institutional Self Evaluation Report (ISER) every seven years and host a visit by an accreditation team. Mandatory midterm reports are prepared and submitted to the ACCJC in the fourth year of each seven-year cycle. Other reports may also be required at designated times by ACCJC.

A. Rights and Responsibilities of the District in the Accrediting Process: (Policy on Rights and Responsibilities of ACCJC and Member Institutions, June 2017) The District has the responsibility to:
   1. Participate in the development of ACCJC standards and policies and in their periodic reviews.
   2. Determine how to design and conduct the ISER.
   3. Involve broad and appropriate constituent groups in the preparation and process of the ISER.
   4. Disclose to ACCJC all information which is required to carry out the ACCJC evaluation and accreditation functions.
   5. Respect the confidentiality of information required and evaluated in the accrediting process.
   6. Develop an effective mechanism to ensure the internal coordination of accrediting activities.
   7. Provide maximum opportunity for communication between all relevant constituencies and the visiting team.
   8. Ensure professional organizations, collective bargaining groups, or special interest groups do not impede or interfere with reports, visits, and reviews.
   9. Make the team report available to the public.
   10. Submit substantive changes for approval by the ACCJC before such substantive changes are implemented.

The District has the right to:
   11. Request ACCJC to hold joint, concurrent, coordinated, consolidated, or phased visits.
   12. Review the list of proposed team members in order to avoid potential conflicts of interest.
   13. Withdraw a request for any status of accreditation at any time prior to the decision on that request.
   14. Appeal an accrediting decision in accordance with the policies of the ACCJC and to maintain its accredited status during the appeal.

B. Process for Producing the Institutional Self Evaluation Report (ISER):

1. The Superintendent/President will appoint an Accreditation Liaison Officer (ALO) who will serve as the contact between the campus and the ACCJC. The ALO assumes responsibility for the ISER – facilitating the development and distribution of the ISER and facilitating the team visit and follow-up with the ACCJC. In addition, the ALO stays informed about ACCJC policies, procedures and activities; promotes a campus culture that is concerned with accreditation and that focuses on student learning outcomes; acts as an archivist for accreditation documents; and facilitates preparation of any reports to ACCJC.

2. The District's participatory governance and decision-making processes and structures enable the development of a District culture that integrates accreditation requirements, data gathering, and reporting into ongoing district processes and procedures. The ongoing work of reviewing and reporting on accreditation processes is charged to an Accreditation Workgroup convened by the Superintendent/President's Office. This group consists of the following membership:
   a. Workgroup co-chairs, appointed by the Superintendent/ President, consisting of the Accreditation Liaison Officer (ALO) and a faculty member. The appointment of the faculty co-chair must be approved by the Academic Senate.
   b. Subcommittee tri-chairs for each ACCJC Accreditation Standard, appointed by the Superintendent/President, consisting of an Administrator, Faculty Member, and Classified Staff Member. The appointment of the faculty tri-chairs must be approved by the Academic Senate.
   c. Additional subcommittee, evidence team, and writing team members as needed, appointed by the Superintendent/President at the recommendation of the Accreditation Workgroup. The appointment of faculty members to these groups must be approved by the Academic Senate.

3. The Accreditation workgroup assumes responsibility for overall planning and supervision of the ISER and related reports (e.g. Midterm Report, Quality Focus Essay). The Workgroup should be given time to assume these responsibilities; have the necessary clerical support; and access to evidence and research. The Workgroup and its associated Evidence and Writing Teams will serve to review and edit all drafts of the ISER.

4. The Workgroup will seek to ensure that all constituencies of the District have been included in the ISER process. Included in the development of the ISER should be the following: students, full- and part-time faculty, support staff, administrators, trustees, and others deemed appropriate (i.e., members of foundation boards, program advisory committee members, etc.).

5. The Superintendent/President shall keep the Board of Trustees informed of all activities, reports, and actions regarding accreditation.

C. Calendar for Preparation of the ISER:
1. The evaluation visit is often set by ACCJC more than a year in advance. In most instances, at least a year and a half should be allowed, possibly beginning activities four semesters before the scheduled visitation.
2. The ISER shall be sunshined to the District community, allowing time for feedback and any revision to the Report before it is finalized.
3. The ISER shall be presented to the Board of Trustees for approval at its regularly scheduled monthly meeting before its submission to ACCJC.
4. The completed ISER must be in the hands of ACCJC and the team members at least sixty days before the scheduled visit date.

D. Resources for the ISER:
1. The Accreditation standards require on-going program review. The ISER should be integrated with ongoing evaluation and planning.
2. Research and other activities reporting student achievement and learning outcomes are required to provide evidence of institutional effectiveness and compliance.

References: Eligibility Requirements for Accreditation; Accreditation Standards; Accreditation Self Study Manual
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