



# **Accreditation Workshop**

**Sheri Berger, VP Academic Affairs**

**Lauren Sosenko, Accreditation Liaison Officer**

**Amber Gillis, Accreditation Faculty Coordinator**

**June 3, 2021**

# TABLE OF CONTENTS

- Workshop Outcomes
- What is Accreditation?
- Why Accreditation?
- Accreditation Cycle/Timeline
- Overview of the ACCJC Standards and Eligibility Requirements
- Exploring Our Roles in Accreditation
- Activity
- Next Steps

# WORKSHOP OUTCOMES

During this workshop, attendees should:

- Demonstrate an increased understanding of the purpose of accreditation,
- Be able to briefly describe the ACCJC Standards and Eligibility Requirements applicable to Compton College,
- Evaluate and discuss their role in College accreditation efforts.

# WHAT IS ACCREDITATION?

- A process of continual institutional improvement
- Self-evaluation
- Development and use of good standards-supporting practices and processes
- Regular monitoring
- Addressing gaps as they are identified
- Reporting to the public via reports to the accrediting commission
- Validation of self-evaluation through a visit from a peer review team
- Quality assurance through external peer review
- Focus on how a college meets a standard, not on how a college does not



# WHY ACCREDITATION?

***Only accredited institutions qualify for financial aid (Title IV funds) and federal/state grants!***

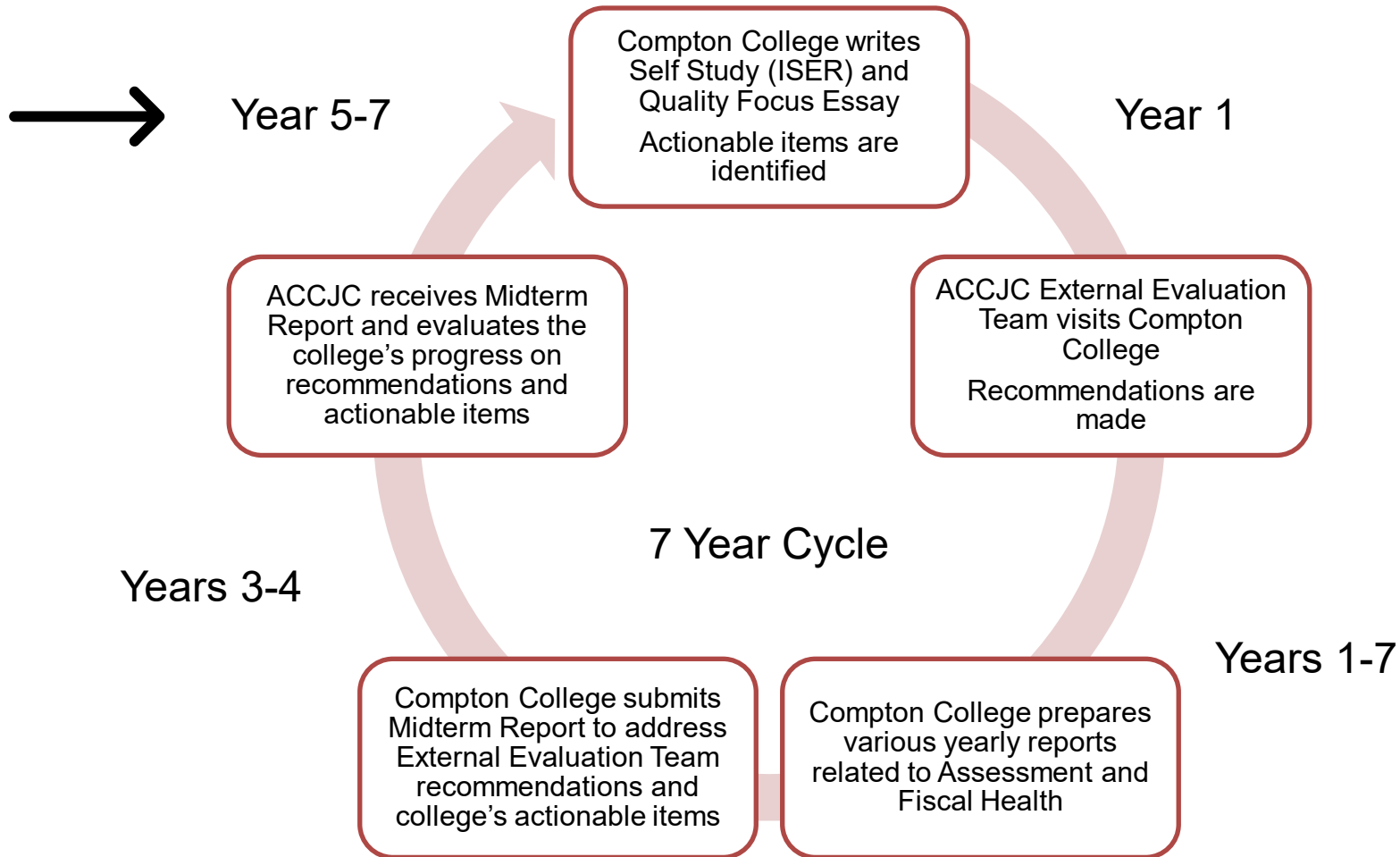
For students:

- Vital for portability/transfer of credit
- Vital for legitimacy of degrees and publications
- Vital for receipt of federal financial aid

For the public:

- Assures legitimacy of institution and confidence in quality of programs and services
- Promotes accountability through ongoing external evaluation

# COMPTON COLLEGE ACCREDITATION CYCLE



# ACCJC STANDARDS

## Mission, Academic Quality and Institutional Effectiveness, and Integrity (26)

- Mission (4)
- Assuring Academic Quality and Institutional Effectiveness (9)
- Institutional Integrity (13)

## Student Learning Programs and Support Services (28)

- Instructional Programs (16)
- Library and Learning Support Services (4)
- Student Support Services (8)

## Resources (39)

- Human Resources (14)
- Physical Resources (4)
- Technological Resources (5)
- Financial Resources (16)

## Leadership & Governance (26)

- Decision-Making Roles and Processes (7)
- Chief Executive Officer (6)
- Governing Board (13)

Resource: [ACCJC Standards Publication](#)



# ACCJC ELIGIBILITY REQUIREMENTS

- 21 requirements that cover basic College operations such as offering degrees, standards for assessing student progress, academic freedom, student support services, admissions processes, human resources, planning, budget, and governance structure
- We must show continued work in these areas
- Only ER 1-5 are specifically addressed in the ISER. All other ERs are incorporated into the standards.

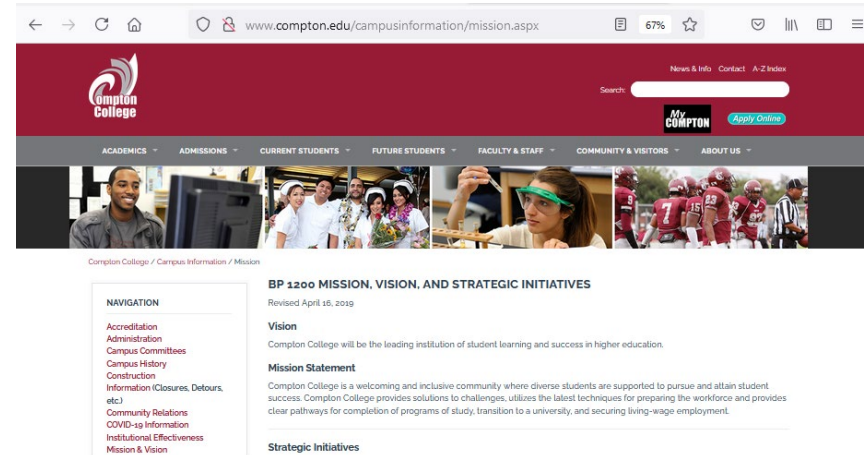
Resource: [ACCJC Eligibility Requirements](#)





# WHAT IS EVIDENCE?

- *Evidence is the proof demonstrating how we are meeting the standards*
- Example: We would show how we are publicly posting our mission. It isn't about the content of our mission.



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

*The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement.*



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

Standard IA. Mission

Key themes:

Clearly stated, use data to assess efficacy, program alignment, published

Standard IB. Assuring Academic Quality and Institutional Effectiveness

Continuous improvement, outcomes, standards, assessment, publicly communicate results

Standard IC. Institutional Integrity

Clearly and publicly present what we do and how we do it, commitment to high quality, demonstrate integrity

# Standard II: Student Learning Programs and Support Services



*The institution offers and assesses high quality and rigorous instructional programs, library and learning support services, and student support services aligned with its mission.*

# Standard II: Student Learning Programs and Support Services

Standard IIA.  
Instructional Programs

Key themes:

High quality, coherent programs of study, faculty engaged in content and methods of instruction, appropriate schedules, modes of delivery, assessment of outcomes

Standard IIB. Library  
and Learning Support  
Services

Provides educational support materials and services for students, relies on expertise of staff, evaluates effectiveness

Standard IIC. Student  
Support Services

Evaluation of student support services, co-curricular programs, counseling/advising, admission policies, student records

# Standard III: Resources

*The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness.*



# Standard III: Resources

Standard IIIA. Human Resources

Standard IIIB. Physical Resources

Standard IIIC. Technology Resources

Standard IIID. Financial Resources

## Key themes:

Employing qualified, adequate number of people, evaluate performance, professional ethics, professional development

Safe and sufficient physical resources, upgrades, long-range plans, total cost of ownership

Technology services and resources serve institution, plan and upgrade, training, use in teaching and learning

Integrity in financial affairs and fiscal stability, process for planning and budgeting

# Standard IV: Leadership and Governance



*The institution defines governance roles, structures, processes and uses the contributions of leadership to promote student success, academic quality, integrity, fiscal stability, and continuous institutional improvement.*



# Standard IV: Leadership and Governance

Standard IVA. Decision-Making Roles and Processes

Standard IVB. Chief Executive Officer

Standard IVC. Governing Board

Key themes:

Innovation leading to institutional excellence, clearly defined roles in governance, consideration of relevant perspectives, processes are documented and evaluated

CEO responsibility for instruction, improvement, accreditation, alignment of policy and practice, and communication

Board's role in policy-making, delegation of authority to CEO, reviews plans for improvement, upholds code of ethics

# BREAKOUT ACTIVITY

In breakout rooms, discuss the following:

1. What accreditation standard(s) do you closely identify with in your role on campus?
2. What kinds of evidence can you think of that might be effective in demonstrating to the Commission that we are meeting or exceeding a specific standard?

# NEXT STEPS

- Next comprehensive self-study (ISER) due in fall 2023; site visit in spring 2024
  - Process begins in fall 2021 with training by ACCJC staff
- Finalize our 2024 ISER Timeline
  - Provide trainings to faculty and staff
  - Organize evidence to support ISER narrative
  - Write ISER narratives for Standards and Eligibility Requirements
  - Develop topics and write Quality Focus Essay

*If you are interested in participating in the next ISER, please contact  
Lauren Sosenko at [lsosenko@compton.edu](mailto:lsosenko@compton.edu)*

# Accreditation Update Survey



# QUESTIONS?

**Sheri Berger**

Vice President, Academic Affairs

[sberger@compton.edu](mailto:sberger@compton.edu)

**Lauren Sosenko**

Director of Institutional Effectiveness

Compton College Accreditation Liaison Officer (ALO)

[lsosenko@compton.edu](mailto:lsosenko@compton.edu)

**Amber Gillis**

Associate Professor of English

Accreditation Faculty Coordinator

[agillis@compton.edu](mailto:agillis@compton.edu)

