What is the purpose of accreditation?
The Process

• Self evaluation (ISER-Institution Self Evaluation Report)
• Peer reviewers
• Purpose of the onsite visit
• The peer reviewers report to the commission
• The commission report

How does Accreditation Work?
Where Are We Now?

- Self evaluation started about 18 months ago
  - College Council updates
  - Workshops to work on the ISER
  - Committee work
  - ISER unveiling to College Council for approval
- Board of Trustees approval
- October 1st – 4th Visiting team onsite
How did we get here?
• What is in the Self Evaluation?
  • The Standards
  • It’s all about the evidence
  • Know the language of the document
• Introduction
• Data Prelude
• Organization of the Self-Evaluation Process
• Organizational Charts
• Functional Maps
• Eligibility Requirements & Federal Regulations
• Institutional Analysis
• Quality Focus Essay
• Changes & Plans Arising Out of the Self-Evaluation Process
Standard I: Mission, Academic Quality, and Institutional Effectiveness and Integrity

Standard II: Student Learning Programs and Support Services

Standard III: Resources

Standard IV: Leadership and Governance
How Can I Find and Read the ISER?
Mission, Academic Quality, and Institutional Effectiveness and Integrity
Bakersfield College’s mission statement describes its *threelfold educational purpose* (college degrees, workplace skills, and transfer preparation), and our commitment to providing the diverse students we serve the intellectual skills they will need to thrive in the 21st century.

Our mission *describes our purpose and informs our decision-making, planning, and resource allocation*. We ensure this alignment through the continual use of data in a guided pathways framework.

Our institutional momentum points, the publicly-accessible Renegade Scorecard, and annual Program Review data inform our planning in Strategic Directions and the Educational Master Plan. We know our data informs our decision-making as evidenced in the annual Closing the Loop document which *links resource decision-making to planning*.
Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate 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.
THINK critically

COMMUNICATE effectively

DEMONSTRATE competency

ENGAGE productively

BC’s ILOs
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.

**How do students attain our ILOs?**

- **Rigorous**
  - Completion Rates
  - Transfer Rates
  - Wage Increases

- **Supportive**
  - Completion Coaching
  - Student Support Services
Our committee structure is designed to ensure we keep student outcomes front and center in our collegial discussions and that we can make the adaptations needed to improve our effectiveness in educating a diverse student body.

Student learning is our first Strategic Direction, and we are fully committed to the assessment of student learning as evidenced by our Assessment and Program Review processes.

We are committed to continual improvement, having established an Accreditation & Institutional Quality (AIQ) Committee and a fully-staffed Office of Institutional Effectiveness. These entities provide oversight in the review and analysis of our Institution-Set Standards. Our formal structure assures we maintain a high academic quality of our programs.

STANDARD I.B: Bluff Notes
Our formal structure assures we maintain a high academic quality of our programs. These entities provide oversight in the review and analysis of our Institution-Set Standards.
Standard I.B:

I.B.1: The institution demonstrates a sustained, substantive collegial dialogue about student learning outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

I.B.2: The institution defines and assess student learning outcomes for all instructional programs and learning support services.

I.B.3: The institution establishes institution-set standards for student achievement, appropriate to its mission, assess how well it is achieving them, in pursuit of continuous improvement, and publishes this information.

I.B.4: The institution uses assessment data and organizes its institutional process to support student learning and student achievement.

I.B.5: The institution assess accomplishments of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

I.B.6: The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

I.B.7: The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of its mission.

I.B.8: The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

I.B.9: The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality.
Standard I.B.1 Translated:

I.B.1: The institution demonstrates a sustained, substantive collegial dialogue about student learning outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.
Standard I.B.1 Translated:

I.B.1: The institution demonstrates a sustained, substantive collegial dialogue about student learning outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

*Translation*: Are we talking to stakeholders about improving access, learning, and completion?
Standard I.B.2 Translated:

I.B.2: The institution defines and assess student learning outcomes for all instructional programs and learning support services.
Standard I.B.2 Translated:

I.B.2: The institution defines and assess student learning outcomes for all instructional programs and learning support services.

Translation: Are we assessing learning outcomes for all instructional and support services?
Standard I.B.2 Translated:

I.B.2: The institution defines and assesses student learning outcomes for all instructional programs and learning support services.

Translation: Are we assessing learning outcomes for all instructional and support services? Can’t do I.B.2 without I.B.1
Standard I.B.3 Translated:

I.B.3: The institution establishes institution-set standards for student achievement, appropriate to its mission, assess how well it is achieving them, in pursuit of continuous improvement, and publishes this information.
Standard I.B.3 Translated:

I.B.3: The institution establishes institution-set standards for student achievement, appropriate to its mission, assess how well it is achieving them, in pursuit of continuous improvement, and publishes this information.

Translation:
Maturation vs. Growth
Standard I.B.3 Translated:
I.B.3: The institution establishes institution-set standards for student achievement, appropriate to its mission, assess how well it is achieving them, in pursuit of continuous improvement, and publishes this information.

Translation:
Maturation vs. Growth
Self-motivation to achieve mission (direction)
Self-assessment and adjustment (correction)
Self-improvement (outcome)
Transparency and accountability
Standard I.B.3 Translated:

I.B.3: The institution establishes institution-set standards for student achievement, appropriate to its mission, assess how well it is achieving them, in pursuit of continuous improvement, and publishes this information.

Translation:

Maturation vs. Growth
Self-motivation to achieve mission (direction)
Self-assessment and adjustment (correction)
Self-improvement (outcome)
Transparency and accountability

Can’t do I.B.3 without I.B.1
Standard I.B.4 Translated:

I.B.4: The institution uses assessment data and organizes its institutional process to support student learning and student achievement.
Standard I.B.4 Translated:

I.B.4: The institution uses assessment data and organizes its institutional process to support student learning and student achievement.

*Translation:* Are we using data-based evidence
Standard I.B.4 Translated:
I.B.4: The institution uses assessment data and organizes its institutional process to support student learning and student achievement.

Translation:
Are we using data-based evidence?
Can’t do I.B.4 without I.B.1
I.B.5: The institution assess accomplishments of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.
Standard I.B.5 Translated:

I.B.5: The institution assess accomplishments of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Translation: 360º assessment of mission attainment (program review, assessment, strategic directions, etc...) with meaningful data
**Standard I.B.5 Translated:**

I.B.5: The institution assess accomplishments of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

*Translation*: 360° assessment of mission attainment (program review, assessment, strategic directions, etc...) with meaningful data

Can’t do I.B.5 without I.B.1
Standard I.B.6 Translated:

I.B.6: The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.
I.B.6: The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

*Translation:* Knowing and closing gaps in access and achievement through data
Standard I.B.6 Translated:

I.B.6: The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

*Translation*: Knowing and closing gaps in access and achievement through data

Can’t do I.B.6 without I.B.1
Standard I.B.7 Translated:

I.B.7: The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of its mission.
I.B.7: The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of its mission.

Translation: Review and improvement of policies and practices
Standard I.B.7 Translated:

I.B.7: The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of its mission.

*Translation*: Review and improvement of policies and practices

Can’t do I.B.7 without I.B.1
Standard I.B.8 Translated:

I.B.8: The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.
Standard I.B.8 Translated:

I.B.8: The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Translation: Transparency, accountability, and improvement
Standard I.B.8 Translated:

I.B.8: The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Translation: Transparency, accountability, and improvement
Can’t do I.B.8 without I.B.1
I.B.9: The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality.
Standard I.B.9 Translated:

I.B.9: The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality.

*Translation*: Cycle of continuous improvement (direction, planning, allocations, assessment, improvement...)*
Standard I.B.9 Translated:

I.B.9: The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality.

*Translation*: Cycle of continuous improvement (direction, planning, allocations, assessment, improvement...)

Can’t do I.B.9 without I.B.1
IN a nutshell:

- As an Institution of Higher Education
  - Education is our outcome (mission; Standard I.A)
  - Academics is our process
- How are we doing?
- How do we know?
Substandards: Questions in disguise

BC’s Answer is “YES”?
Can you support your answer with evidence?
Analysis & Evaluation of Standard I.B:

• Institution-Set Standards
• Data Strands in Strategic Directions
• Accreditation and Institutional Quality Committee
• Assessment of Academic Quality and Institutional Effectiveness
• Assessment of Learning Outcomes – ILOs, PLOs, GELOs, and SLOs
• Program Review Process
• Educational Master Plan
• Governance Committees
• Appropriate Communication
• Continuous Improvement
Bakersfield College is committed to providing clear, accurate information to all of our constituents.

Our primary tool to deliver information is our **publicly-accessible website**, where anyone can find information about our mission, learning outcomes, educational programs and support services, policies and procedures, cost of attendance, and accreditation status.

Our *intentionally-designed formal committee structure* ensures timeliness and accuracy of information through systematic review and approval processes for institutional publications.
Main Forms of Evidence of Meeting the Standard

• BC represents itself accurately to all students, personnel, and interested parties. BC publishes information related to the mission, learning outcomes, educational programs, and student support services in *multiple online and printed publications*, including the College Catalog, student handbook, campus website, social media, mobile app, emails, etc.

• Both the College Catalog and the BC website include a statement of the College’s status with all of its accreditors.

• BC provides current and accurate information related to student achievement on its website, including links the Renegade Scorecard and other achievement data available from the data State Chancellor’s Office.
- **Standard I.C.1** → BC gives accurate information regarding to Accreditation status
- **Standard I.C.2** → BC provides everyone with a Catalog with all the facts
- **Standard I.C.3** → BC uses and shares accurate assessments of student learning and achievement
- **Standard I.C.4** → BC describes all certificates and degrees
- **Standard I.C.5** → BC reviews institutional policies, procedures, and publications regularly
- **Standard I.C.6** → BC accurately informs students regarding the total cost of education
- **Standard I.C.7** → BC uses and publishes policies on academic freedom and responsibility
• Standard I.C.8 → BC promotes honesty, responsibility, and academic integrity
• Standard I.C.9 → BC Faculty distinguish between personal conviction and professionally accepted views
• Standard I.C.10 → BC provides conformity to specific codes of conduct to all
• Standard I.C.11 → N/A– (No Foreign Locations)
• Standard I.C.12 → BC meets all requirements within the set time periods
• Standard I.C.13 → BC advocates and demonstrates honesty and integrity in its relationships with external agencies
• Standard I.C.14 → BC commitments to high quality education, student achievement, and student learning, which are all paramount objectives

In a Nutshell
Gives and Represents Accurate Institutional Information

- Standard I.C.1
- Standard I.C.2
- Standard I.C.4
- Standard I.C.6
- Standard I.C.12
- Standard I.C.13
- Standard I.C.14

Updates and Shares Documented Assessments and Policies to all

- Standard I.C.3
- Standard I.C.5
- Standard I.C.7
- Standard I.C.8
- Standard I.C.9
- Standard I.C.10

Two Major Areas
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Do we meet the Standard?
Student Learning Programs and Support Services
As a guided pathways institution, BC ensures instructional program offerings, policies, and practices advance our mission of certificate, associate degree, and baccalaureate degree completion.

We seek to continuously improve instructional methods to support student learning through the intentional design of the regular, ongoing work of our committees, the assessment of learning outcomes, curricular redesign and mapping, evolving placement practices, and informed enrollment management.

We involve industry and university partners to ensure competencies and skills align with students’ goals.
II.A.3: The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures.

The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.
BC is on PARR with Assessment
In order to provide a rigorous and supportive learning environment to meet our mission, BC uses a three-pronged approach to learning support services: 1) the library, 2) academic support services, and 3) a Media Services department.

These programs contribute to student learning across all certificate, associate, and baccalaureate programs college-wide.

Through ongoing assessment of the sufficiency and effectiveness of services via the Program Review process, BC knows students who utilize these services are more successful than their peers who do not.

STANDARD II.B: Bluff Notes
II.B.1 | The institution supports **student learning** and achievement by providing **library, and other learning support services** to students and to personnel responsible for student learning and support. These services are **sufficient in quantity, currency, depth, and variety** to support educational programs **regardless of location** or means of delivery...

II.B.2 | Relying on appropriate **expertise of faculty**, including **librarians**, and other **learning support services professionals**, the institution selects and **maintains educational equipment** and materials to **support student learning and enhance the achievement of the mission**.

II.B.3 | The institution **evaluates the library and other learning support services** to assure their **adequacy in meeting identified student needs**. Evaluation of these services includes evidence that they **contribute to the attainment of student learning outcomes**. The institution uses the results of these evaluations as the basis for improvement.

II.B.4 | When the institution relies on or **collaborates with other institutions** or other sources for **library and other learning support services** for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible and utilized...
In order to provide a rigorous and supportive learning environment to meet our mission, Bakersfield College (BC) uses a three-pronged approach to learning support services:

- The **library** is equipped with sufficient print and electronic sources to support our wide variety of courses;
- Offering a range of **academic support services** that provide tutoring hubs staffed with faculty and other academic professional experts to give students the direct help they need on assignments and to strengthen academic skills to succeed in the classroom; and
- Operating many **computer labs** and a full-service **Media Services** department that provide the technology necessary for our face-to-face classes at multiple locations and our distance education classes.
Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

BC uses the annual program review process to identify the educational equipment and materials needs of the instructional programs and student support areas.

Two groups with faculty representatives from across the College, the Information Services Instructional Technology (ISIT) Committee and the Career and Technical Education Council (CTEC), prioritize educational technology equipment requests from the program review process and make recommendations of equipment selection and maintenance to the college president.
**Library Assessment Tools**

Program Review

Assessment of Student Learning Outcomes (SLOs) in the Library B1 course

Analysis of how the library workshops contribute to the attainment of student learning outcomes

Survey of instructors who request a library orientation

**Program Review and Student Surveys are used as assessment tools in the following areas:**

Math Lab at the Learning Center

Supplemental Instruction

Technology Services Department: Media Services and Instructional Technology

Academic Development Department: Student Success Lab and Tutoring Center
The Library has an agreement with California State University, Bakersfield to provide borrowing privileges to BC students.

Media Services collaborates with many organizations to provide services.

In early 2016, the Library initiated a subscription to EBSCO’s Applied Science and Technology Source in support of the new BSIA.
With 80% of our students coming from families that have no one with a college degree, BC has established a *wide array of access points* to provide quality higher education and a correspondingly wide array of quality student support services to assist our students in entering and staying on their pathways in line with our mission.

Using a *Guided Pathways framework*, all student affairs personnel are responsible for providing clear, accurate, and timely information on admission, matriculation, and pathway requirements.

We evaluate all services through *Strategic Directions, Program Review, and administrator work plans.*
Resources
STANDARD III.A: HUMAN RESOURCES
Bakersfield College employs a sufficient number of qualified personnel to support our mission, and has seen a significant increase in hiring over the past five years.

We identify personnel needs through the Program Review process and have an established prioritization process for faculty, staff, and administrators.

We are committed to hiring only the most qualified personnel and use a five-step hiring process led by a Screening Committee to ensure integrity and equity in all recruitment and hiring.

Once personnel are hired, our thorough and systematic evaluation process ensures all personnel receive feedback and ongoing professional development.
We identify personnel needs through the Program Review process and have an established prioritization process for faculty, staff, and administrators.
We are committed to hiring only the most qualified personnel and use a **five-step hiring process** led by a Screening Committee to ensure integrity and equity in all recruitment and hiring.

STANDARD III.A: 5 Step Hiring Process
• HR training (Classified round tables)
• Academic Technology (faculty training)
• Leibert, Cassidy, Whitmore training
• NIMS and SIMS
• Sexual Harassment
• FLEX training
STANDARD III.A: Legal Obligations

- Employee contracts
- Board policy
- Ed Code
- Title V
- Equity and diversity
  - Equity plan
  - District EEO committee
  - Campus EEO committee
What we found?

• Faculty and Adjunct
• Management
• Classified

• Our plan to improve
  • Classified – monthly reminders and follow-up reminders to managers
  • Managers – monthly reminders and follow-up reminders to supervisor
  • Standing item on Admin Council agenda

• Where are we now?
  • We are caught up as of July 31, 2018

STANDARD III.A: Evaluations
In recognition that a supportive learning environment needs safe and sufficient physical resources, BC assures safe physical resources in support of our mission via several avenues: around-the-clock public safety service, updating security and safety features of buildings and other physical resources, and getting input from employees and students on maintenance needs.

Bakersfield College’s commitment to the maintenance and upgrade of physical resources could not be clearer: the college has secured two bonds, with the most recent bond bringing over $415 million directly to BC for facilities and infrastructure upgrades.

Our Facilities & Sustainability Committee tracks and assesses the ongoing short- and long-range capital plans detailed in our Facilities & Technology Strategic Direction and Facilities Master Master Plan.
**Standard:** Are our physical resources safe and do we have sufficient physical resources?

**Response:** We have a scheduled maintenance plan and with the help of Measure J we are meeting the space needs for future generations. Additionally, via the Program Review process additional resources are requested and prioritized.
**Standard**: Do we upgrade and maintain our physical resources?

**Response**: Yes! Each year we spend thousands of dollar on scheduled maintenance of existing buildings. Additional needs are also requested through the Program Review Process and those needs are met as money allows.
Standard: Do we have long range capital plans?

Response: Yes, we just completed our Facilities Master Plan which was developed from the input of the Facilities and Sustainability Committee and other ad-hoc groups around campus.
**Standard:** Do we keep track of Total Cost of Ownership?

**Response:** Yes, built into the Facilities Master Plan is the analysis of Total Cost of Ownership.
Bakersfield College ensures that all of its technology needs are satisfied through a two-pronged approach: a dedicated Technology Support Services department and the Information Services and Instructional Technology (ISIT) committee.

The ISIT committee prioritizes and assesses technology using the College Technology Process.

Technology expenditures have grown substantially over the past five years as requested in the Program Review process and reported in our annual Closing the Loop document.

STANDARD III.C: Bluff Notes
**Standard:** To we have adequate technology to do our job?

**Response:** Yes, we do have adequate technology (although we always want more, better, faster). We also have the Program Review process for requesting additional technology resources that are then prioritized by the technology committee with the other technology requests.
Standard: Do we update and maintain the technology we have?

Response: Yes, a large portion of the technology budget is solely for maintaining our existing technology and providing for software licensing and upgrades.
**Standard:** Do we have reliable access to appropriate technology at all of our sites?

**Response:** Yes, and we are still working on getting solid access at our Southwest site but it’s dependent on contractual agreements that are still in final stages of development.
Standard: Do we have appropriate technology support?

Response: Yes, our technology support meets the needs of our users (based on responses to annual surveys). Training is also provided for new technologies (i.e. Canvas, eLuman, Starfish, etc.)
KCCD receives *state apportionment funding* based primarily upon Full-Time Equivalent Student (FTES) enrollments. Those funds are allocated to BC through the adopted budget procedures according to the *Budget Allocation Model*.

College-wide *budgets, categorical funds, and reserves have all increased substantially* since 2013 with the arrival of our new president. As a result, the college has been able to improve institutional effectiveness, and expand programs and support that enable us to meet our mission.

All instructional programs and student support and administrative service units access funds by submitting budget requests through the *program review process*.
Leadership & Governance

STANDARD IV
The development and evaluation of innovations happens through our formal structure designed to maximize college-wide engagement. Board Policy, the BC Decision Making, and the KCCD Elements of Decision-Making documents enable administrators, faculty, classified staff, and students to participate in decision-making processes.

We explicitly detail the scope, membership, and charge of each committee and group in our Decision Making document and on publicly-accessible committee websites.

Our president uses a distributed leadership model to engage faculty, classified, and administrators alike in advancing the mission of the college.
As our 10th President, Dr. Sonya Christian has *created the conditions for innovation* by tapping into and unleashing the talent of faculty, staff, and students to improve student learning and achievement.

In her five-year tenure, BC has grown enrollment by over 35%, grown the budget by 73%, and secured half a billion dollars for facilities and infrastructure upgrades to sustain the college and *serve our community's needs*.

President Christian is *responsible for the institution*, administers board policies, delegates responsibility and authority as necessary, and communicates information to internal and external constituencies.
The KCCD service area is divided into five districts for the election of seven trustees who serve staggered terms of four years each.

The **Board Policy Manual** establishes the BOT as the controlling body of the district charged with approving and adopting all district-wide policies and procedures.

The Board’s emphasis on academic quality, integrity, and effectiveness of the student learning programs and services is reflected in its actions to meet its second *strategic goal of improving student success.*

Per Board Policy, the BOT must abide by a *statement of ethics* in their duty to fulfill their responsibilities in the interest of the public.

**STANDARD IV.C: Bluff Notes**
The KCCD Chancellor, working with the Board of Trustees, provides leadership in *setting and communicating expectations* of educational excellence and integrity throughout the district.

The Chancellor *assures support* for effective operation, integrated planning with the colleges, communicates operational responsibilities and functions, and *delegates administrative authority* through three teams: Chancellor’s Cabinet, Chancellor’s Administrative Council, and the Chancellor’s presidents meeting.

The KCCD District Office offers centralized human, physical, technology, and financial resources with *ancillary services* on the college campuses.

**STANDARD IV.D: Bluff Notes**
The Site Visit and You!
What is a Site Visit?

The Visiting Team:

• 11 members (Admin & Faculty) + ACCJC Liaison (Gohar Momjian)
• Read the Iser
• Assign Standards
• Offer a complete and accurate reflection of ISER content
• Issue Recommendations & Commendations
Your Role: October 1\textsuperscript{st} to 4\textsuperscript{th}

- Welcome Forum on Monday (October 1\textsuperscript{st})
- Campus Tour
- Forums and Interviews at the request of team members
- Classroom & Committee Observations
- Exit Report on Thursday (October 4\textsuperscript{th})
Interviews

• Black out dates for vacation and employee travel
• Be on time and plan to stay the full time
• Be honest and confident
• Don’t criticize the team members or get defensive
• Concern about a team member? Contact Liz Rozell (Accreditation Liaison Officer) and Jessica Wojtysiak (AIQ Faculty Chair)
How to Prepare?

• Know the College
  • Mission, Institutional Goals, Enrollment/Student Population, Institutional Learning Outcomes (Handout)

• College Processes
  • Program Review
  • Hiring
  • Yearly Planning Process - Closing the Loop

• Collegial Governance
  • Who decides what and how?
  • Communicated how?
Student Learning Outcomes

• Assessment (Standard II.A)

• Most current SLO’s in Syllabi
  • Check with eLumen!
eLumen & SLO's
Website Review

Committees
• Current Membership List
• Photo
• Updated Meeting Agendas
• Minutes

Departments
• Faculty, Admin, Staff Info
• Offerings
• Updated links

Admin Council: Google Form
Site Visit:
October 1-4, 2018