ACCREDITATION IN MULTI-COLLEGE DISTRICTS: CHALLENGES AND OPPORTUNITIES

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Welcome!

• Are you a faculty member? Researcher? Administrator?
• How many of you have been involved with accreditation in a multi-college district?
• Are there specific questions you are hoping we will answer?
Overview

- Single College vs. Multi-College Districts
- Review of Standard IV.D
- Role of District Chancellor
- District Functional Mapping
- District Governance
- Integrated Planning
- Faculty Role in Districts vs College
Multi-College vs. Single College Districts

- In single college districts, all services are housed at a college facility and are evaluated during the self evaluation process.
- Unlike a single college district, multi college districts have shifted some services from a single campus to the district level to be shared among all of the colleges.
- Even though districts are not accredited, the services and decision making that occurs at the district level must be reviewed during the self evaluation process.
- Standard IV.D deals specifically with multi-college districts or systems.
Standard IV.D – Multi-College Districts or Systems

This standard is unique to multi-college districts/systems about collaboration, integration, and communication

- The district CEO sets expectations for educational excellence and integrity
- Functions, communication and decision-making of the district office and colleges are clearly delineated, communicated, and evaluated to achieve the mission
- Allocation and reallocation of resources is to support effective operations, sustainability, and expenditure controls
- Full delegation of authority to the college president
- District and college planning and evaluation are integrated
### Standard IV.D – Multi-College Districts or Systems

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>IV.D.1</td>
<td>CEO provides leadership in setting and communicating expectations of educational excellence and integrity and assures support for the effective operation of the colleges. CEO establishes clearly defined roles, authority, and responsibility between the colleges and the district/system.</td>
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<tr>
<td>IV.D.2</td>
<td>CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges. CEO ensures the colleges receive effective and adequate district/system provided services to support the colleges in achieving their mission.</td>
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<td>IV.D.3</td>
<td>District/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and the CEO ensures effective control of expenditures.</td>
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<td>IV.D.4</td>
<td>CEO delegates full responsibility to the CEOs of the colleges to implement and administer delegated district/system policies without interference, and holds them accountable.</td>
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Role of the District Chancellor

- In a multi college district, the chancellor serves as the district CEO and is the employee of the local Board of Trustees.
- The chancellor serves as the spokesperson for district and represents the district to the public.
- The chancellor works with the Board of Trustees to establish district goals and expectations for educational quality.
- The chancellor is responsible for delineating the role of the district’s CEO vs. the role of the college presidents. The chancellor must ensure the autonomy of the college presidents to lead their campuses.
District Functions Mapping

- Each district need to outline all functions that within in the district and describe the role of the colleges and the roll of the district.
- This document is often referred to as a functional map
- Each college typically includes the functional map in the ISER
- It is important that college and district personnel collaborate when preparing the functional map to ensure that all colleges present the same information
<table>
<thead>
<tr>
<th>Function</th>
<th>District</th>
<th>Santa Ana College</th>
<th>Santiago Canyon College</th>
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<tbody>
<tr>
<td>Program/course development</td>
<td>Board of Trustees has final approval of all new program/course curriculums. The District provides supporting research necessary to develop new programs such as labor market analysis and demographics of the community. Contract education may be developed and offered by the District if the colleges decline the opportunity.</td>
<td>Program/course development is the primary focus and responsibility of the college and faculty therein. All new, revised, and deleted programs/courses must follow the college curriculum approval process via the College Curriculum &amp; Instruction Council, which reports to the Academic Senate. The Academic Senate submits an annual letter for Board of Trustees approval every spring. New vocational programs also go through a regional approval process.</td>
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<td>Course scheduling</td>
<td>The District, in consultation with the colleges, negotiates the instructional calendar with the faculty association.</td>
<td>The college is responsible for developing a schedule of classes that reflect the needs of most students. It is the responsibility of the college CIO, vice presidents, division deans, and department chairs, with guidance from the Enrollment Management Committee, to develop a schedule of classes that meets the FTES goals of the college/district in a productive and efficient manner.</td>
<td>The college is responsible for developing a schedule of classes that reflect the needs of most students. It is the responsibility of the college CIO, vice presidents, division deans, and department chairs, with guidance from the Enrollment Management Committee, to develop a schedule of classes that meets the FTES goals of the college/district in a productive and efficient manner.</td>
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<td>Program review</td>
<td>The district research department provides data and guidance that is necessary for program review.</td>
<td>The college, primarily through the Institutional Assessment and Effectiveness Committee and Academic Senate, develops the program review model. The program review model and the program review model process are reviewed on a cyclical basis for effectiveness. Each program is reviewed annually with capstone review quadrennially. The results of program review lead to appropriate changes within the program to improve student learning outcomes and achievement. These results inform resource allocation.</td>
<td>The college, primarily through the Educational Master Planning Committee and Academic Senate, develops the program review model and facilitates the program review process. The program review model and the program review model process are reviewed on a cyclical basis for effectiveness. Each program is reviewed every three years. The results of program review lead to appropriate changes within the program to improve student learning outcomes and achievement. These results inform resource allocation.</td>
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Standard IV.D – Multi-College Districts or Systems

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<td>IV.D.5</td>
<td>District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.</td>
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<td>IV.D.6</td>
<td>Communication between colleges and district/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.</td>
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<tr>
<td>IV.D.7</td>
<td>District/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.</td>
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District Governance

- Colleges have governance committees and must document how those committees fit into decision making
- Districts also have district level committees that must document how those committees fit into the decision making at the district level
- Districts must also document how college level decisions feed into the district level decision making processes
Documentation of District Governance

• Does your district have a governance manual? When was the last time it was reviewed/updated?
• When was the last time your functional map was reviewed? Who is responsible for keeping the functional map up to date?
• How are district committees integrated with college committees?
• How do the planning processes at the colleges feed into the district planning process?
Integrated Planning

- An important part of the district planning process is how district level planning feeds into college level planning
- If colleges have a process for resource allocation requests, the district should also have a similar process
- If the district has financial resources that are allocated to it, the district planning process can allocate resources the same way that the college processes do
- If the district is requesting additional financial resources, those requests may need to go through the college planning processes
What About Faculty Roles?

• Since district planning must be integrated with college planning as described in Standard IV.D.5, faculty roles in governance especially as it applies to planning and evaluation are also applicable to district districts
• Faculty roles in governance described in Standard IV.A applies
• Some district academic senates have well established membership structures that determine faculty roles throughout district structures and reach consensus.
• Faculty leaders from various colleges may have different local structures and different perspectives
Standard IV.A – Decision Making Roles and Processes

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<tr>
<td>IV.A.1</td>
<td>Institutional leaders create and encourage innovation</td>
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<td>IV.A.2</td>
<td>Policy and procedures for constituent input and in decisions</td>
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<td>IV.A.3</td>
<td>Administrators and faculty have clearly defined roles and a substantive voice in institutional governance, planning and budget</td>
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<tr>
<td>IV.A.4</td>
<td>Faculty and administrators have responsibility for recommendations about curriculum and student learning programs and services</td>
</tr>
<tr>
<td>IV.A.5</td>
<td>Ensures appropriate consideration of relevant perspectives, with timely action</td>
</tr>
<tr>
<td>IV.A.6</td>
<td>Decision-making processes and resulting decisions are documented and widely communicated</td>
</tr>
<tr>
<td>IV.A.7</td>
<td>Leadership roles and governance regularly evaluated and widely communicated</td>
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Participatory Governance is Good Practice

Effective leadership and governance:

• Recognizes talents and contributions of individuals regardless of position
• Encourages innovation and taking initiative
• Encourages collegial dialog for the common cause of student success
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<tr>
<th>10+1 Area</th>
<th>Relevant Standard</th>
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<tr>
<td>Curriculum, including establishing prerequisites and placing courses within disciplines</td>
<td>IV.A.4, 5, 6</td>
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<td>Degree and certificate requirements</td>
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<td>Educational program development</td>
<td>IV.A.4, 5, 6</td>
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<tr>
<td>Standards or policies regarding student preparation and success</td>
<td>IV.A.4, 5, 6</td>
</tr>
<tr>
<td>District and college governance structures, as related to faculty roles</td>
<td>IV.A.2, 3, 4</td>
</tr>
<tr>
<td>Processes for program review</td>
<td>IV.A.3, 5, 6</td>
</tr>
<tr>
<td>Processes for institutional planning and budget development</td>
<td>IV.A.3, 5, 6</td>
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Potential Challenges Faced by Multi-College Districts

- Turf wars within the district that spill over into accreditation work
- Poor communication between campuses and between campuses and the district
- Distrust of district allocation of resources
- Recommendations or sanctions for the district are borne by the colleges
- Different colleges have different cultures and disparate relationships with the district.
Opportunities for Multi-College Districts

- Accreditation requires cooperation between the colleges and the district
- Faculty leaders have the opportunity to learn more about each other and their organization within the district
- Colleges learn more about the culture of the other colleges throughout the district
- Alignment and documentation of how college processes integrate into district planning may lead to more robust planning discussions throughout the district.
- Evaluating district and college roles in governance and decision making may lead to improved structures throughout the district.
Summary

• Districts aren’t accredited, but colleges are responsible for demonstrating how districts meet the requirements of Standard IV.D
• The Chancellor acts as the CEO for the district and is responsible for the quality and effectiveness of the district
• Colleges must clearly outline how functions operate on the college and district level
• Districts are required to have governance structures, just like colleges
• The interaction of planning at the college and district level must be documented
QUESTIONS?

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THANK YOU!