CISOA/ELLUCIAN 2013

Accreditation: Planning in IT and the Role in Accreditation

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Agenda

- Introduction
  - Accreditation experience
  - Audience expectations

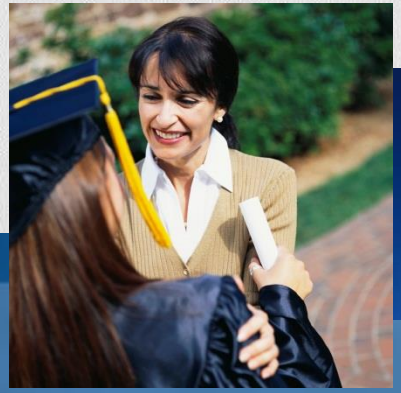
- The Basics
  - History – Why do we have Accreditation?
  - Relevant ACCJC Standards related to technology (Note session later in conference)
  - Overview of the process
- Common Findings

Agenda

- Common Recommendations related to Technology
- Sanctions
- Preparation for the Visit
- Involvement in the Process
- Role of Evidence
- Website
- Unique Multi-Campus issues
- Recommendations – How to Respond

History

- How did Accreditation start?
- Why do we do it?
  - Assurance to the public that the accredited member colleges meet the Standards;
  - Assurance that the education earned at the institutions is of value to the student who earned it; and
  - Assurance to employers, trade or profession-related licensing agencies, and other colleges and universities can accept a student's credential as legitimate.



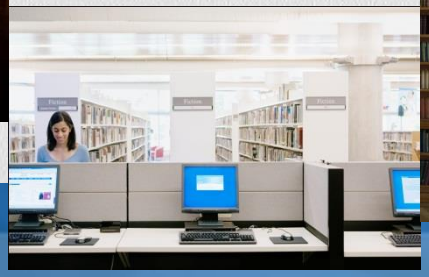
History

- National structure – How do we do it?
  - Western Association of Schools and Colleges
  - Accrediting Commission for Community and Junior Colleges– one of seven Regional agencies
- Authority – Higher Education Act of 2008

Relevant ACCJC Standards

- Eligibility Requirement
  - 16. Information and Learning Resources

    The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its missions and instructional programs in whatever format and wherever they are offered.



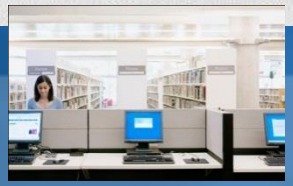
Relevant ACCJC Standards

- Standard IIC: Library and Learning Support Services

  Library and other learning support services for students are sufficient to support the institutions instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, **learning centers, computer laboratories, and learning technology development and training.** The institution **provides access and training** to students so that library and other learning support services may be used effectively and efficiently. The institution **systematically assesses these services**…….

Relevant ACCJC Standards

- Standard IIIC: Technology Resources
  - **Technology resources** are used to **support student learning program and services** and to **improve institutional effectiveness**. **Technology planning is integrated with institutional planning**.
    - 1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.
      - A. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.
      - B. The institution provides quality training in the effective application of its technology to students and personnel.
      - C. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.
      - D. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.
    - 2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the result of the evaluation as the basis for improvement.



Relevant ACCJC Standards

- Standard I.B Improving Institutional Effectiveness
  - Often called upon to provide data and analysis
- Standard II.A Instructional Programs
  - Especially as it relates to distance offerings
- Standard II.B Student Support Services
  - Especially as it relates to distance offerings
- Standard III.B Physical Resources
  - Particularly equipment
- Standard III.C Financial Resources
  - Tracking and information

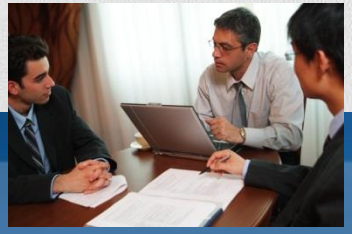
Focus on planning, assessment and improvement!

Overview of the Process

- About 18 months before a visit, a self-study is prepared
- Each standard is addressed in the self-study and the self study cites evidence of meeting the standard
- The self-study and evidence are usually housed online for the campus and visiting team
- A location is set up with technology resources for the team to do its work while they visit the campus
- The visits occurs; an exit session with overall impression is held
- In the following January or June the commission meets and shortly thereafter announces its findings and recommendations
- Depending on the outcome work will continue……..

Common Findings

- Planning not integrated
- Planning does not lead to budget decisions
- Not proficient in Student Learning Outcomes
- Multi-campus districts – lack of coordination
- Lack of progress in addressing previous recommendations
- Financial issues
- Depending on the outcome work will continue……..



Common Recommendations related to Technology

- Lack of planning for technology improvement and upgrade – Technology Plan
- Lack of ongoing budget to support technology
- No Disaster / Business Continuity planning
- Lack of training for staff and students

Sanctions

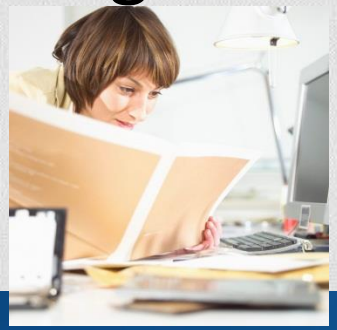
- Sanctions are what happens when you don't meet certain requirements
- Requirements include:
  - Eligibility Requirements
  - Standards I,II,III,IV
  - Previous recommendations met with two years
- Levels of Sanction:
  - Warning
  - Probation
  - Show Cause
  - Loss of Accreditation

Preparation for the Visit

- Two years ahead
  - Are Board Policies and Procedures up to date
  - Teams formed to prepare self-study
- One year ahead
  - Set up document repository website
  - Collect evidence and begin writing
- Six months ahead
  - Write, revise, write, revise…….
- One month ahead
  - Plan location with resources
  - Board approve and publish self study
- One week ahead
  - Setup room

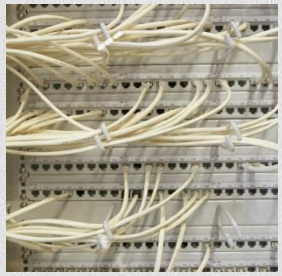
Involvement in the Process

- Volunteer
  - Write part of the self study
  - Teams
- Read and verify all drafts
  - Make sure any references to technology are correct
- Collect evidence
- Encourage staff to participate on writing teams



Involvement in the Process

- Responsible for all Technology for the Team!
  - Computers, shredders, storage, cables……..
  - Virus prevention……
  - Wi-Fi, printers, phones…….
  - Website……
  - You name it you have to keep the room running and technology working not only in the team room but all locations the team visits!



Role of Evidence

- An absolute requirement
- Start collecting early – two years ahead
  - Meeting minutes
  - Technology plans
  - Disaster Recovery plans
  - Process documents
  - Procedures
  - Board policies
  - System documentation
  - Guidelines

Website

- Hyperlinks are your best friend!
- Organize the evidence well so it is easy to find things – use a good PIO/Marketing talent
- Make it easy for other to post things in the right place

Multi-Campus Issues

- Expected cooperation across campuses
- Delineation of responsibility
- Integrated planning more complex
- Communication must be evident
- Multiple self-study reports, websites, sets of evidence, etc.

Relevant ACCJC Standards

- Standard IV.B Board and Administrative Organization
  - Multi-college districts/ systems clearly **define the organizational roles** of the district/system and the colleges.
  - In Multi-college districts, the district/system **clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges** and consistently adheres to this delineation in practice.
  - In a Multi-college district, the district/system **regularly evaluates district/system role delineation and governance and decision-making structures and processes** to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system **widely communicates** the results of these evaluations and uses them as the basis for improvement .
- Focus on delineation of responsibility, communication of those responsibilities and evaluation for continuous quality improvement

Roles & Responsibilities Matrix

District Technology Map of Roles and Responsibilities

Proposed Structure P: Primary Responsibility S: Secondary Responsibility (i.e. coordination) E: Execution Responsibility (only if not P or S)	Committees										Departments			
	Technology Advisory	District Technology Roundtable	FC Tech Advisory	CC Campus Tech	SCE Tech	Banner Steering	Student Team	Portal Steering	Webstar Team	Research Team	District Information Services	FC Academic Computing	CC Academic Computing	SCE Academic Computing
Technology Planning														
Strategic	P	SE	S	S	S						E	E	E	E
Budget/Spending	P	S	S	S	S						E	E	E	E
District wide Infrastructure (behind the wall)		P									PE	PE	PE	PE
Campus Infrastructure (in front of the wall)		S	P	P	P						PE	PE	PE	PE
Staff Planning	S	S									P	P	P	P
Disaster/Business Continuity/Backup (functional view)	P													
Disaster/Business Continuity/Backup (technical viewpoint)		P									PE	PE	PE	PE
Technology Evaluation (functional viewpoint)	P		S	S	S	S	S				S	S	S	S
Technology Evaluation (technical viewpoint)		P									P	P	P	P
Communication														
Advocacy/Value of IT	P	S	E	E	E	E	E	E	E	E	P	P	P	P
Data Driven Decision Making	P	S								P				
Training	S	S				S	S	S	S	S	P	P	P	P
Technology Initiatives	P	S	E	E	E	E	E	E	E	E	P	P	P	P
Coordination Within the District	S	P				E	E	E	E	E	E	E	E	E
Policy/Standards														
Policy Recommendations (BP/AP)	P	S	S	S	S	S	S	S	S	S	S	S	S	S
Instructional Technology Standards	S	S	P	P	P							S	S	S
Infrastructure Standards	S	P									P	P	P	P
Technology Compliance Standards	S	P				S					PE	E	E	E
Software Package Selection Standards	S	P	P	P	P						S	S	S	S
Software Development Standards		P									P	P	P	P
Applications														
Selection/Development (Administrative)	P	S	S	S	S	S	S	S	S		S	E	E	E
Selection/Development (Academic)	S	S	P	P	P							E	E	E
Backup/Disaster Recovery		P									PE	PE	PE	PE
Testing						S	S	S	S		P	P	P	P
Distance Education	S	S	P	P	P							SE	SE	SE
Support/Maintenance														
Network/Infrastructure Management		S									PE	PE	PE	PE
Audio Visual/Media		S									PE	PE	PE	PE
Upgrades/Outage Planning		S	S	S	S	S	S	S	S		PE	PE	PE	PE
E-mail											PE	PE	PE	PE
Banner/Portal						P	S	S	S		SE	SE	SE	SE
Application/Report Enhancements						S	P			S	E			
Lab/Classroom			S	S	S							PE	PE	PE
VoIP/Telephone		S									PE	PE	E	
Direct Technology Customer Support			S	S	S						PE	PE	PE	PE
Redeployment of Technology Equipment		P	S	S	S						PE	PE	PE	PE
System Monitoring											PE	PE	PE	PE
Hardware/Software Installation											PE	PE	PE	PE
Security														
Information Security/Regulatory Compliance	S	P	S	S	S	S	S			S	PE	PE	PE	PE
Physical Security		S									S	S	S	S
Administration														
Vendor Management		S									PE	PE	PE	PE
Staffing/Hiring		S									PE	PE	PE	PE
Staff Evaluation											PE	PE	PE	PE
Purchasing/Acquisition		S	S	S	S						SE	SE	SE	SE

Recommendations – How to Respond

- Most recommendations/sanctions require a response or follow-up report and visit
- From the moment of the exit interview begin to prepare your response
- Hire an experienced Accreditation Team Chair guide you through what they will be looking for and follow the advice
- Collect evidence
- Respond only to what is asked
- Make sure everyone knows the response and can respond to questions about it
- Be honest

Resources

- ACCJC website: www.accjc.org
- Deborah Ludford: dludford@nocccd.edu

Questions?