

<http://californiacommunitycolleges.cccco.edu/Portals/0/reports/2015-Accreditation-Report-ADA.pdf>

Part V: Concluding Statement of the Task Force

The central focus of accreditation processes should be on providing excellent teaching and learning opportunities and on academic integrity. The current accreditor for the California Community Colleges has failed to maintain such a focus. Over the past several years, numerous system constituencies have raised consistent concerns regarding various aspects of the accreditation process and the performance of the accrediting commission, especially in areas related to transparency, collegiality, and consistency. This task force finds little evidence that the accrediting commission has the ability or willingness to address these concerns.

In addition, developments such as associate degrees for transfer and the beginnings of a community college baccalaureate degree effort have led California community colleges to become more integrated with 4-year colleges and universities. For this reason, the community colleges system would benefit from a closer, more formalized collaboration with the other institutions of higher education in the region, including service on evaluation teams.

Further delay in resolving the issues with the accreditor will have adverse effects on our colleges, on our students, and on California's economy and future and will prevent the timely development of the robust accreditation structure that other regions enjoy and that California lacks. The task force therefore urges the Chancellor and the Board of Governors to seek other accrediting options that would provide the collaborative and credible approach to accreditation that the California Community Colleges require and deserve.

Areas of Concern:

- A. The accreditor emphasizes improvement rather than compliance.
- B. The accreditor demonstrates collegiality and consistency in all of its actions with member institutions and constituent groups.
- C. Accreditation reports that indicate deficiencies include clear expectations for correction and allow reasonable opportunities for improvement.
- D. The accrediting process and accreditor actions and decisions are transparent
- E. The regional accreditor demonstrates and maintains consistency with federal accreditation mandates and regional accreditor peers.
- F. The accreditor provides quality training to commissioners, visiting team members, and member institutions that is inclusive of all groups involved in the accreditation process.
- G. The accreditor is responsive to and collaborates with CCC constituent groups.

H. The accreditor respects the roles and responsibilities of college and system constituent groups.