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CALIFORNIA STATE COLLEGE, BAKERSFIELD  
Office of the Vice President

FACULTY INFORMATION BULLETIN

1 October 1979

ACCREDITATION

As most of you know, Cal State Bakersfield is undergoing a self-study in preparation for its accreditation by the Western Association of Schools and Colleges. The process culminates in a visit by a team of outside evaluators on 28-30 January 1980.

In order to facilitate the self-study, an Accreditation Steering Committee, appointed last winter, has been busy during the past several months (including much of the summer) in working out the background papers and other material for submission to the Association and to the Evaluation Committee. Much of the process has been an on-going one, particularly that part related to the development of mission statements and decision packages and to the work of the Long Range Planning Committee.

The Accreditation Steering Committee will be concerned in October with reviewing the various subsections of the report and developing ways to involve the campus in the review of the final document. The members of the Steering Committee are as follows:

Philip M. Rice, Chair  
Gordon Callison  
Roy Dull  
Ken Secor  
Don Devich  
Richard Swank  
David Cooke (Liaison-  
Long Range Planning)

Ray Duquette  
Marion Smith  
Emerson Erb (Replaced by  
Joseph Crews)  
Edward Hopple (Foundation)  
Dan Taylor (Staff)

The committee was subdivided as follows in order to draft specific sections of the report:

Subcommittee One - Purpose, Governance & Administration

Philip Rice                      Ken Secor                      Edward Hopple

Subcommittee Two - Educational Program, Special Educational Program

Philip Rice                      Joseph Crews

Subcommittee Three - Physical and Financial Resources

Ken Secor                      Gordon Callison                      Edward Hopple

Subcommittee Four - Student Services

Richard Swank                      Don Devich



Subcommittee Five - Library and Other Learning Resources

Benton Scheide                      Marion Smith

Subcommittee Six - Faculty and Staff

Ray Duquette                      Leon Harris

Under the new guidelines, adopted by the Western Association of Schools and Colleges (WASC), the evaluation will be set against nine standards. A summary of these is attached. A more detailed description of each, however, will be attached to the appropriate section of the report. The completed document should be in the hands of the Association by mid-November.

The membership of the Evaluation Committee and its schedule have not yet been determined but, typically, at least one member of the Association and the chair of the Evaluation team would pay a visit to the campus several weeks prior to the January visit. The full Committee would then arrange to be in Bakersfield before noon on 27 January and would begin its on-campus session on the morning of the 28th. If the normal pattern is followed, the Evaluation Committee would meet first with the college administration, the Steering Committee, and with others who have been involved in the preparation of the self-study report. This is often followed by a tour of the campus after which individual members of the Evaluation Committee meet with college representatives of particular offices such as the Library, Business Office, Physical Plant Student Services, etc. Either on the first or second day, the Committee probably will meet with the College Council, the Associated Students Executive Committee, and the members of the College RPT Committee.

On the second or third day, some members of the Evaluation team will meet with individual faculty members, students, and staff. Sometimes meetings open to all are arranged, sometimes the meetings are conducted with like groups. The Committee often arranges sessions at which anyone may drop in without prior notice. A wrap-up session as agreed upon by the President and the chair of the Evaluation Committee concludes the campus part of the accreditation visit.

Faculty, staff, students, and administration are reminded that this is a reaffirmation visit. The standards used are new. In fact, the first full-scale review and discussion of them took place only last week. They mark a new direction for the Accrediting Commission, somewhat more exacting than has been the case in the past. It should be borne in mind, however, that -- while the policies, standards, and procedures of the Commission are approved by the federal government, the Commission itself is a voluntary, non-governmental agency. As such, it does not have the responsibility or the staff to exercise the regulatory control of the state and federal governments or to apply their mandates to institutions regarding collective bargaining, affirmative action, and the like. Nor does the Commission serve as an agency to enforce the standards of the American Association of



University Professors, professional accrediting agencies, or other non-governmental organizations. It has its own standards and expects that institutions, teams, and the Commission will apply these with integrity, imagination, and an attitude of humane concern for student and public interest. Accreditation by the Senior Commission, therefore, certifies more than compliance with minimum standards as expressed in the Handbook. It assures that an institution has appropriate purposes, that these are being fulfilled in a significant fashion, and that it seems likely to continue to improve for the benefit of students and society at large.

While the nine standards are the basis for enabling the Commission to understand an institution and its unique aspects, they themselves are not sacrosanct. There are, however, four minimal requirements that are mandatory for continuation as well as for initial accreditation. These are as follows:

1. Demonstrate honesty and integrity in its relations with students, the institution's constituencies, the Commission, and the public. Willful violation of this requirement, or failure promptly to correct an unwitting error, is sufficient cause for denial or loss of candidacy or accreditation.
2. Meet certain prerequisites outlined in detail in the Handbook. These include, among others, the requirements of a legal charter or other governmental authorization to grant degrees or certificates, a governing board representing diverse elements and sensitive to the public interest, a chief administrator, one or more educational programs which implement satisfactorily stated institutional goals, faculty and other essential learning resources, funding adequate to meet basic resource needs and to give reasonable assurance of continuity, and evidence of concern for quality and long range planning.
3. Comply with Commission directives issued in accordance with its own "Code Of Commission Good Practice and Ethical Conduct", including payment of fees and charges assessed to implement Commission functions.
4. Commit itself to the Commission's "Code of Good Practice for Candidate and Accredited Institutions".

This office wishes to keep the campus community as informed as possible about the accreditation process and the actual visit. Thus, if you have questions about any aspect of either, please communicate them to this office. We will make every attempt to collate these and to answer them in future communications.



## SUMMARY OF STANDARDS

The standards which are detailed on pages 8-47 are summarized as follows:

### STANDARD ONE: PURPOSE

- 1.A. The institution is guided by clearly stated purposes, which are appropriate for higher education and consistent with Commission standards.
- 1.B. The statement of purposes defines the distinctive mission of the institution.

### STANDARD TWO: GOVERNANCE AND ADMINISTRATION

- 2.A. The governing board establishes broad institutional policies. It includes representation of the public interest and/or diverse elements of the constituency. It appoints the president, concerns itself with provision for adequate funding, protects the institution from external pressures antithetical to academic freedom and responsibility, discriminates among roles and responsibilities of various persons or bodies, and provides stability and continuity to the institution.
- 2.B. Administration of the institution is organized to serve its avowed purposes effectively.
- 2.C. The role of faculty in institutional governance is both substantive and clearly defined.
- 2.D. The role of students in institutional governance is clearly stated and publicized.

### STANDARD THREE: EDUCATIONAL PROGRAM

- 3.A. The educational program is clearly related to the purposes of the institution and is coherently designed. If innovative or nontraditional programs exist, evaluative devices and quality controls assure outcomes equivalent to more traditional programs.
- 3.B. Undergraduate programs, while adhering to the principles in Standard 3.A., also include a special emphasis on liberal education, in particular education for humane, ethical, and competent participation in society.
- 3.C. Graduate programs provide coherently designed study beyond a baccalaureate.



- 3.D. Professional schools, whether parts of a university or free-standing, offer coherently designed programs of study leading to a professional degree and require as a prerequisite a general education component, if the baccalaureate is not itself a prerequisite for admission.
- 3.E. Academic planning, directed toward institutional purposes, is systematic, involves representatives of all appropriate segments of the institution, and provides the rationale for planning the use of human, financial, and physical resources.
- 3.F. A major institutional commitment is to learning, including its evaluation and continuous improvement.
- 3.G. Research activities of faculty and graduate students are congruent with and supportive of institutional purposes and educational programs.
- 3.H. Admission and retention policies and procedures are clear and well-publicized, are related to educational purposes, and are designed to select students who are likely to benefit from the educational program of the institution.
- 3.I. Through catalogs, bulletins, handbooks, and the like, students and the public are provided with clear, accurate, and helpful information about programs, course offerings, and alternatives available to assist them in attaining their personal educational goals.
- 3.J. Evaluation of student learning or achievement and awarding of credit are based upon clearly stated and distinguishable criteria.
- 3.K. Public service, when offered, is consistent with the educational mission of the institution.

#### STANDARD FOUR: FACULTY AND STAFF

- 4.A. Members of the faculty are qualified by training and experience to serve at the levels that the institution's purposes require.
- 4.B. Faculty are committed to instruction and to scholarly or creative activity; in many instances faculty are also committed to pure or applied research and may also provide institutional and public service.
- 4.C. Faculty are adequate in number and diversified in discipline so as to provide effective instruction and advisement, while participating in academic planning and policy-making, curriculum development,

institutional governance, and scholarly or creative activity.

- 4.D. Institutional policy regarding the safeguarding of academic freedom is clearly stated and readily available.
- 4.E. Personnel policies and practices which pertain to faculty and staff are clear, public, and equitable.

#### STANDARD FIVE: LIBRARY AND OTHER LEARNING RESOURCES

- 5.A. Library holdings and other learning resources are sufficient in quantity, depth, diversity, and currentness to support all of the institution's academic offerings at appropriate levels.
- 5.B. Teaching faculty are involved in selection and evaluation of library and learning resource materials.
- 5.C. Library and learning resources are readily available and used by the institution's academic community, both on and off campus.
- 5.D. A professional staff with pertinent expertise is available to assist users of library and learning resources.

#### STANDARD SIX: STUDENT SERVICES

- 6.A. Student services are available to support the objectives of the educational programs.
- 6.B. A professional staff with pertinent expertise administers student services.
- 6.C. Academic records are accurate, secure, comprehensive, and comprehensible.

#### STANDARD SEVEN: PHYSICAL RESOURCES (Pages 32-33)

- 7.A. Physical resources, particularly instructional facilities, both on and off campus, are designed, maintained, and managed so that the institution can exercise its function, fulfill its mission, and achieve its purposes.



- 7.B. Equipment necessary to support instruction is readily available.
- 7.C. Comprehensive planning for development and use of physical resources is based upon academic planning.

#### STANDARD EIGHT: FINANCIAL RESOURCES

- 8.A. Financial resources support the stability of the institution, its basic purposes, the quality of academic programs, and the number of students being served.
- 8.B. Financial planning is based upon academic planning.
- 8.C. Business management of the institution exhibits sound budgeting and control, and proper records, reporting, and auditing.

#### STANDARD NINE: SPECIAL EDUCATIONAL PROGRAMS (Off-Campus, Contractual, Travel-Study, or Continuing Education Programs)

- 9.A. Off-campus educational programs and degree or non-degree credit courses are integral parts of the institution. Their functions, goals, and objectives must be consonant with those of the institution. The institution maintains quality control of all aspects of the program and provides appropriate resources to maintain this quality.
- 9.B. An accredited institution entering into any contractual relationship for credit programs and courses (degree and non-degree) with persons or non-accredited agencies or organizations ensures that academic and fiscal responsibility and control remain with and are exercised by the accredited institution.
- 9.C. Travel-study programs meet the same academic standards and requirements as regular programs of the institution. Academic credit is not awarded for travel per se.
- 9.D. Non-credit programs of continuing and extended education are integral to the educational mission of the institution and are characterized by the same quality of planning and instruction as found in credit programs.