

ACCJC NEWS

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

Western Association of Schools and Colleges

Spring 2013

ACCREDITATION 2013 AND BEYOND

THE ROLE OF ACCREDITATION IN HIGHER EDUCATION QUALITY AND QUALITY ASSURANCE

The ACCJC is a membership organization, and its members are institutions. The American Association of Community Colleges is an institutional membership organization, as is the American Council on Education. So, our constituents are the individual colleges who are members; our policies require us to act and communicate to institutions through the CEO.

The ACCJC is one of the regional accrediting commissions that operate in six geographic regions of the United States and its territories. The **Western Region** is comprised of California, Hawai'i, and the Western Pacific, including the Republic of Palau, the Republic of the Marshall Islands, The Federated States of Micronesia, the Commonwealth of the Northern Mariana Islands, and the territories of American Samoa and Guam.

The ACCJC accredits public and private institutions, for-profit and non-profit institutions, secular, and faith-based institutions. It accredits institutions that offer the associate degree, and a few that offer a baccalaureate degree as well.

The **first purpose** of accreditation is to provide quality assurance to the public that institutions are meeting quality standards, and that institutions achieve their stated educational mission. A **second purpose**, and an effect of the accreditation process, is to stimulate and support institutional improvement.

The ACCJC is an independent body that is required by federal law to be free from political influence or the influence of the professions or their associations. However, it is accountable. The ACCJC undergoes **two recognition reviews**. One is by the **Council for Higher Education Accreditation**, or CHEA, every ten years, and that can be likened to a **peer review**

process. CHEA's members are institutions from across the country, and its recognition standards are created by a Board in consultation with its member institutions and with accreditors. The CHEA review includes a lot of focus on best practices in accreditation.

The ACCJC also undergoes a recognition review by the **U.S. Department of Education**, every five years. This review examines the **compliance** of ACCJC policies and practices with federal laws passed by Congress, and associated regulations adopted by the U.S. Department of Education. The Congress changes its legislation every five or so years through the Reauthorization of the Higher Education Act, wherein Part H pertains to accreditation. The Department of Education can change its regulations at any time by following a required federal process called negotiated rulemaking. The Department has been changing its regulations, and its instructions on how accreditors are to meet regulatory requirements, pretty steadily since 2009. It is U.S. Department of Education recognition that makes ACCJC a gatekeeper for federal financial aid and grant funds. ACCJC's efforts to retain this recognition cause step-up in accreditation rigor on an increasingly frequent basis.

The Accrediting Commission carries out the **voluntary system of self-regulation** for two-year colleges in this region. It is a peer process. Its standards are developed with institutional input, and reflect good practices in the region. The decision-making body of the Commission is comprised of nineteen individuals. Twelve of them are your peers and higher education colleagues - faculty and administrators from the Western Region's two-year colleges. There is one from each of the other two Western Association commissions - the ACSCU and the ACS. There are five representing public interest, but some of those are former educators or trustees.

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NATIONAL DISCUSSIONS ABOUT HIGHER EDUCATION QUALITY AND ACCREDITATION

If you read *Inside Higher Education*, or the *Chronicle of Higher Education*, you get a flavor for the discussions and debates in Congress and in the political world - the Department, the “think tanks” of various kinds, the blogosphere, the newspapers, and the increasingly significant role of foundations. The national conversations can be summarized quite readily:

- **MONEY AND PUBLIC INVESTMENT:** Higher education institutions get a lot of federal funding, and there needs to be better return on that national investment. Recent discussions informing the public that student debt and the ability of students to repay their college loans may generate another crisis like the mortgage loan crisis in the near future. Senator Harkin’s report (2012) refers to \$128 billion in federal financial aid dollars! *Congress and others are looking for metrics to assess the return on investment.* Admittedly, metrics of college output are often confused with the full meaning of college “quality,” but it is inescapable that we in higher education will have to supply more measures of college output and outcomes.
- **THE COMPLETION AGENDA:** The papers these days often refer to the “completion agenda,” the President’s goal of increasing the number of persons with higher education degrees and certificates significantly by 2020. There is a drive to focus institutions’ attention on measuring completion, and on improving completion - of a degree or certificate, of a meaningful chunk of education that will provide defined benefits for students and possibly for society. For an excellent discussion of the completion agenda, please refer to “Moving the Needle on College Completion, Thoughtfully” by President Sanford Shugart of Valencia College in *Inside Higher Education* on February 7, 2013.
- **QUALITY OF GRADUATES:** Several national research studies, the book *Academically Adrift* by Richard Arum with Josipa Roksa (2011), and the expressed perspectives of the business community suggest that persons graduating from higher education institutions don’t have the reading, writing, computation, communication, and critical thinking skills that a college graduate should have, or used to have. What are students learning, and how can that learning be certified? These questions have led to a greater interest in learning outcomes, and in the meaning of a degree, as well as in whether there is a discipline-based means of defining the core learning requirements of a “major.”

- **GLOBAL COMPETITIVENESS IS RELATED TO THE QUALITY OF GRADUATES AND THE COMPLETION AGENDA:** The European Union has developed new approaches to certifying quality of higher education; China is producing more college graduates each year than the United States produces in several years. In India and many other places all over the world, higher education is expanding rapidly. There is a great interest in increasing the number of college graduates in key areas that support technological and other innovations, and that help the United States maintain its position in the global political economy.
- **THE ACHIEVEMENT GAP:** American higher education graduates more students of Caucasian and some Asian descent than of Black and Hispanic descent. There is a growing socioeconomic gap between people of upper middle and upper socioeconomic class backgrounds, and people from lower middle class, working class (“blue collar”) and poor socioeconomic backgrounds, with an overlay of ethnic culture and background. Overall, there is a growing disparity of income and lifestyle in the United States (see recent work by Robert Reich for a discussion of this gap.) Higher education, and community colleges in particular, are a means of addressing the growing inequality in American society. This is probably the most important moral imperative of our time, and of our profession.



NEW NATIONAL DIRECTIONS FOR ACCREDITATION AND ACCJC RESPONSES

For accreditation, these discussions and other drivers mean that accreditation is asked to do the following:

1. First, focus more on student outcomes, and develop the means to report these, or require colleges to report these, to the public. In discussions with the Congressional committees that deal with higher education, regional accreditors are repeatedly asked to define the “magic metrics” that measure quality, and tell Congress what it is. There are provisions of the current federal law that allow or require institutions to set their own academic standards. The ACCJC recently sent a memo to the member institutions that told them federal regulations require:

- institutions to “to set standards for student achievement for programs and institutions”;
 - accreditors to require institutions to assess their own performance against those standards;
 - accreditors to evaluate the reasonableness of the institution-set standards, and to examine the institution’s own data and analyses, performance, and plans for improvement when conducting accreditation reviews.
 - The ACCJC is asked during its recognition reviews, “how does the ACCJC assess quality?” This is one of the required ways quality will be assessed.
2. Look at time to degree and completion rates, and other desired student outcomes, and do something about the institutions where these rates are “too low.” At its most basic level, this driver asks accreditors to stop accrediting, or to terminate the accreditation of, low performing institutions. That’s not what we want to do. However, it is an increasing possibility in an environment that is constrained by things such as the “two-year rule” that requires accreditors to terminate the accreditation of an institution out of compliance for two years or risk termination of recognition.
 3. Address the quality of graduates and the knowledge and skills they are certified to have. Include in this assessment a greater emphasis on readiness to participate in the labor market and on job-applicable skills. Science, Technology, Engineering and Math (STEM) areas are also important. The ACCJC’s requirement that institutions define and assess course, program and institutional learning outcomes, and that they put into college catalogues and other official documents the intended learning outcomes, has been the ACCJC’s way of responding to this imperative.
 4. Make more information available to the public. Disclosure of accreditation information and of institutional performance data is required. ACCJC has recently asked colleges to locate accreditation-related data “one click away from the home page” so the public can find it. In a recent review of ACCJC, CHEA evaluators went to the web pages of a random set of our institutions and could not find any data on student outcomes. Yet our Accreditation Standards have said for years that institutions must demonstrate that they achieve their institutional mission
 5. A direction for community colleges. The American Association for Community Colleges (AACC) has summarized its suggestion for the direction colleges should to take in a chart called, “Framework of

Institutional Responses Needed to Move Community Colleges Ahead,” which appears in the report, “Reclaiming the American Dream: A Report from the 21st Century Commission on the Future of Community Colleges.”

ACCJC ACCREDITATION 2013 AND BEYOND

The ACCJC is undergoing a review and revision of the Accreditation Standards and practices this year and next. In the last 12 months, ACCJC has held three open hearings and invited people to give ideas and criticisms to the Commission. They were held in March in southern California, June in northern California, and September in Hawai’i for the Pacific region. About 30 or so persons have attended and made comments; the response in the Pacific region was especially lively and helpful and specific.

The general messages on Accreditation Standards were as follows: tweak the standards to reduce redundancy, improve clarity, and improve the “outline format” of the current Standards. Focus more on outcomes and less on processes. Clarify governance sections. Centralize all the requirements about assessment. Add some Standards on institutional integrity. Improve quality of “Program Review” requirements.

The ACCJC has put together some advisory bodies and task forces to help better understand what might be needed in fiscal standards, distance education student learning outcomes and assessing academic quality.

The ACCJC asked a renowned higher education and accreditation expert, Dr. Peter Ewell, to give it some suggestions for the needs of accreditation in the future, and Dr. Ewell’s paper, a “New Ecology of Accreditation,” can be found on the ACCJC website. The ACCJC will be incorporating his suggestions into our work.

The Commission staff is now working on changes to the format of the Standards and the arrangement of existing components of the Standards, and will create for the Commission some proposed revisions. Another public Commission discussion will be held at the June Commission meeting. Then the Commission staff will share Standards language with relevant, knowledgeable advisory and a variety of constituency groups, in order to have a first draft available for public review and comment at the January 2014 Commission meeting. Following five more months of comment and adjustment, the ACCJC will have a final version for adoption at the June 2014 Commission meeting.

In this article are excerpts from ACCJC President Barbara Beno’s “Accreditation 2013 and Beyond” speech given at the Academic Senate for California Community Colleges’ Accreditation Institute on February 8, 2013. Dr. Beno’s speech in its entirety is available on ACCJC’s website at: www.accjc.org. ♦

Federal Update



USDE CLARIFIES INTERPRETATION OF REGULATIONS

In a fall 2012 briefing for accrediting agencies, the United States Department of Education (USDE) staff provided clarification concerning the application of certain regulations in accreditation activities. The briefing focused on areas in which USDE staff felt regulatory expectations needed to be addressed.

Among the areas addressed were:

- Monitoring and evaluating institutions' compliance with Standards, strength and stability
- Institutional performance with respect to student achievement
- Direct assessment programs

MONITORING AND EVALUATING COMPLIANCE, 34 C.F.R. § 602.19(B)

The specific elements included in annual reports submitted by member institutions are selected by the accrediting agency, and do not need to monitor all accreditation or Title IV compliance criteria. The criteria take into account an institution's strengths and stability. In its briefing, the USDE reinforced the need for accreditors to ensure indicators of fiscal health and student achievement to be included in its regular monitoring activities. Monitoring activities must include analysis of data elements collected and levels of follow-up with institutions as needed.

INSTITUTIONAL PERFORMANCE WITH RESPECT TO STUDENT ACHIEVEMENT, 34 C.F.R. § 602.16(A)(1)(I); § 602.17(F)

Accreditation Standards and practices are required to address the quality of an institution in its success with respect to student achievement in relation to the institution's mission. The USDE has stressed the need for accreditors to examine and evaluate the institution-set performance standards for student achievement and not simply descriptive information of what an institution is doing. These standards should include, as appropriate, course completion, licensing examination passage rates and job placement rates. Other standards relevant to the institution's assessment of its performance relative to student achievement should be set as well.

Institutional evaluation reports are required to include data and narrative concerning performance with respect to student achievement. There should be an assessment over time of what is effective and what needs strengthening. The basis for the evaluative conclusion must be discussed.

"Evaluation of student achievement is going to be looked at more strongly. It is key and fundamental."
Kay Gilcher, Director of the Accreditation Division, Office of Postsecondary Education, USDE.

Accreditors are not required to set benchmarks for student achievement performance indicators, but may do so as part of their monitoring activities. These benchmarks would then become part of the evaluation process for institutions.

DIRECT ASSESSMENT PROGRAMS, 34 C.F.R. § 602.3; § 668.10

The USDE urged accreditors to be open to innovative approaches in competency-based programs and direct assessment of student learning. The need for lowering costs of education and time for students to achieve a credential, and the use of available technologies for personalizing instruction will expand this trend in higher education. Direct assessment of learning is not an expansion of an accrediting agency's scope. It is a component of reviewing award of credit, calculation of clock hours, and transfer policies. Institutions will need to determine the competencies, assessment and the student's plan for achieving a credential. New programs in this area will require substantive change approval.

Title IV funding is currently based on a credit hour calculation. Funding for direct assessment programs may require discussions with USDE. ◆

Trends in Deficiencies Leading to Sanction

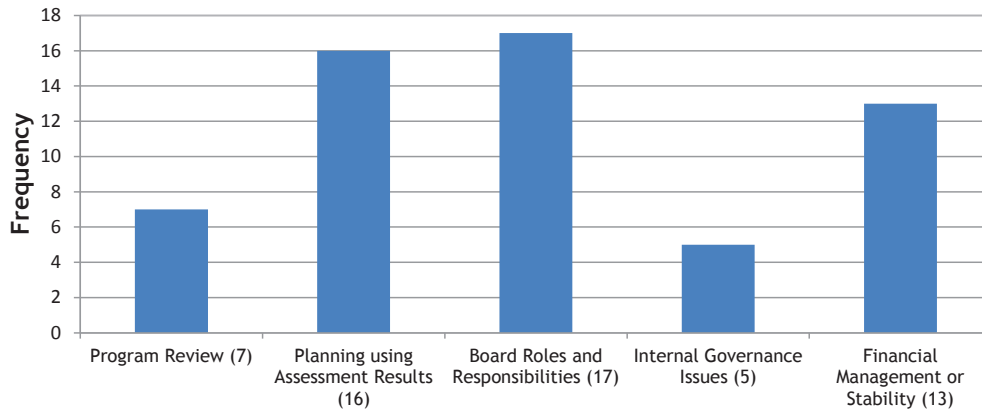
Since 2009, the ACCJC has collected data regarding the deficiencies that lead to colleges being placed on a sanction. The deficiencies are reported annually in the Commission's spring newsletter. The information is also available on the ACCJC website: www.accjc.org on the President's Desk page.

The main deficiencies for sanction are related to Program Review, Planning, Internal Governance, Board Roles, and Financial Management and Stability. From January 2009 to January 2013, the number of colleges on sanction has not decreased significantly, and the reasons for placing colleges on sanction differ. The colleges placed on a sanction also differ from year to year as some colleges have made improvements and are removed from sanction.

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES Western Association of Schools and Colleges

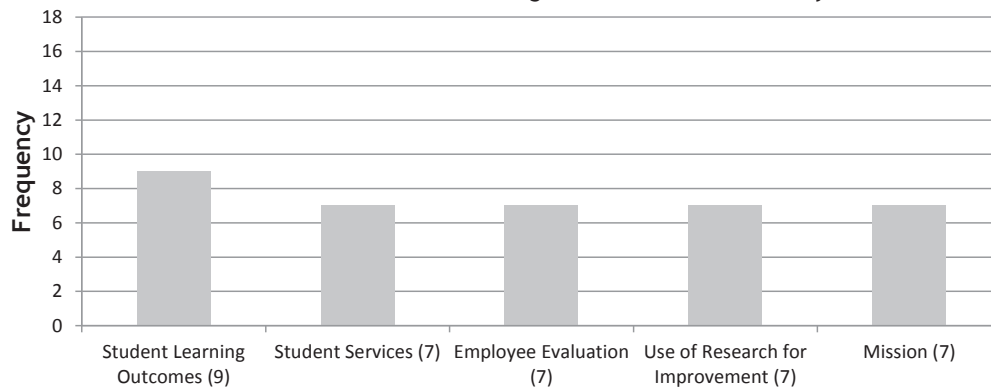
Deficiencies Leading to Sanction For the 25 colleges on sanction as of January 2013 *Each Institution has one or more areas of deficiency*

Common Deficiencies Noted Since 2009



Emerging Reasons for Sanction

Other deficiencies noted for colleges on sanction as of January 2013



Deficiencies Leading to Sanction

*MISCELLANEOUS OTHER CONDITIONS: Human Resources, miscellaneous deficiencies. = 8; Distance Education = 5; Physical/Technical Resources = 5; Integrity = 3; Administrative Capacity = 2; Information to the Public = 2; Curriculum = 1; Code of Ethics = 1

*Deficiencies are noted on the chart(s) when the frequency of citation in sanctions reaches 7 or greater. Deficiencies are removed from the chart(s) when the frequency of citation in sanctions drops below 5.

Trends in Deficiencies Leading to Sanction, continued on page 7

REASONS FOR SANCTION AS OF JANUARY 2013 ARE LISTED BELOW:

- ❖ Seven colleges did not have adequate procedures and did not appropriately implement program review of instructional programs and services.
- ❖ Sixteen colleges failed to meet requirements regarding the use of assessment results in integrated planning.
- ❖ Seventeen colleges were sanctioned for deficiencies in governing board roles and responsibilities; seven of these were colleges in multi-college districts where the key deficiencies were in district governing board operations.
- ❖ Thirteen colleges lacked appropriate and sustainable financial management.
- ❖ Five colleges had internal governance deficiencies.

Eighteen colleges have three or more areas of deficiency. Ten of the colleges on sanction were instructed to address one or more of the same issues in their last Self Evaluation Report and subsequent Follow-Up Reports.

The institutions on sanction differ from year to year as some have made improvements and were removed from sanction, while others were found deficient and were placed on a sanction. Some remained on sanction over more than one year. The Commission Actions on Institutions are available on the ACCJC website at: <http://www.accjc.org/actions-on-institutions>.

The Commission awards accreditation or reaffirms accreditation when an institution meets or exceeds the ACCJC Accreditation Standards. Sanctions are imposed when an institution fails to meet Eligibility Requirements, Accreditation Standards or Commission policies. The Policy on Actions on Institutions can be found in the ACCJC *Accreditation Reference Handbook* found on the Publication and Policies page on the ACCJC website at: <http://www.accjc.org/publications-policies>.

The Commission has published data summarizing the deficiencies leading to sanction since 2009. ACCJC newsletters conveying this information can be found on the ACCJC website at: www.accjc.org. ♦

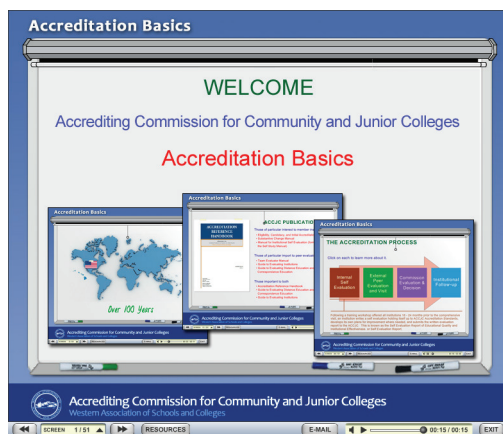
Accreditation Basics Ni Mahsen En Pohnpei

Accreditation Basics, the online course developed during the summer of 2011, has proven very successful as a means of educating the field about regional accreditation in general and the ACCJC in particular. Since it was launched, 2,900 individuals have signed on to the course and 2,300 individuals have successfully completed it and earned a certificate. This spring, the course was translated into the Pohnpeian language for the benefit

of faculty and staff at the College of Micronesia - Federated States of Micronesia. The institution reports that 77% of all College employees have taken the course. The title above translates to “In the language of Pohnpei.”

This course is available on the ACCJC website through the “Accreditation Basics” link in the “New on the Website” section on the home page. The 90-minute course can be started and stopped as needed and features periodic “checks on learning” and an exit exam at the end of the course.

The course is a requirement for all first-time external team evaluators. It is also encouraged for team members who wish to refresh their knowledge of accreditation basics. College staff, students, trustees, and members of the



Degree Qualifications Profile Project Announces Participating Institutions

The ACCJC's Degree Qualifications Profile Project (DQPP) has announced the 14 colleges selected to participate in the Associate Degree Cohort. This Cohort is one of two primary projects within the DQPP; the second, Tuning Clusters, will be underway with a conference in May.

The DQPP is funded by a grant from the Lumina Foundation. The Lumina Foundation, an Indianapolis based private foundation, is dedicated to expanding access to and success in education beyond high school. Lumina has provided support to institutions, higher education systems, and accreditors willing to pilot the Degree Qualifications Profile (DQP) and tuning. As input comes back from the field, DQP and tuning materials are being revised, and additional resources are being developed for sharing with the field. The ACCJC grant will run through February 2015. The grant provides no funding for regular ACCJC operations.

The DQPP is designed to help colleges evaluate degree-level student learning outcomes for increasing student achievement. Within the Associate Degree Cohort, participating colleges will use the Degree Qualifications Profile to look at aspects of their associate degrees for the purpose of improving institutional effectiveness and increasing student achievement.

BERKELEY CITY COLLEGE

Berkeley City College is focusing on its general and Program for Adult College Education (PACE) Liberal Arts (Social and Behavioral Sciences) degrees to align program outcomes including those related to general education/institutional outcomes to the DQP. The purpose is to develop a coherent course pathway through the degrees including general education courses focused on learning outcomes achievement, identify assessment activities that can be embedded in multiple courses across programs and accommodate the course options available to students.

CERRITOS COLLEGE

The Cerritos College project will map outcomes for two associate degrees, one transfer-oriented and one career technical education (CTE), to the DQP. Embedded assessments will be developed and explored to correlate findings across campus programs. Upon completion of this work, the College will begin implementing processes established in the project across all degree programs.

COLLEGE OF THE MARSHALL ISLANDS

The College of the Marshall Islands will map outcomes for the Liberal Arts Degree including general education program outcomes to the DQP. Once outcomes have been aligned, the College will identify and develop embedded assignments for assessment application across the program. Finally, in preparation for implementing cross-program assessment, the College will develop an e-portfolio or other system for collecting the embedded assignments.

GAVILAN COLLEGE

Gavilan College will strengthen student progression through the Computer Science/Information Technology and Digital Media programs by reducing unnecessary units and increasing student success and preparedness for transfer. The two programs will align to the DQP to develop clearly delineated course pathways.

GROSSMONT COLLEGE

Grossmont College proposes to align General Education/Institutional Student Learning Outcomes (SLOs) to the DQP. Signature assignments will be identified, developed and adapted into/across all programs for evaluating SLOs.

KAPI'OLANI COMMUNITY COLLEGE

Kapi'olani College will map program and General Education/Institutional SLOs to the DQP within the Liberal Arts Degree. The College will identify embedded assessment opportunities that can be implemented across multiple courses to increase cross-discipline faculty dialog and development, and promote excellence in student achievement.

Degree Qualifications Project, continued on page 9

MIRACOSTA COLLEGE

MiraCosta College will use the DQP to identify core competencies and outcomes for associate degree recipients across all degrees, examining institutional and general education components, as well as discipline requirements. This work will foster the creation of clearer pathways leading to degrees and will promote thinking about learning outside of traditional discipline and department boundaries.

MISSION COLLEGE

Mission College will work within selected disciplines offering both AA-T and AA or AS degrees to align outcomes and competencies for the degrees using the DQP framework. The project will achieve increased degree completion through greater student understanding and coherence of degree programs within the transfer path.

PASADENA CITY COLLEGE

Pasadena City College will work with the DQP and specialized Accreditation Board for Engineering and Technology (ABET) learning outcomes to align programs within related disciplines into an integrated pathway for students. Project goals are to strengthen curriculum and instruction by minimizing unnecessary coursework, increasing degree completion, and raising transfer rates.

SACRAMENTO CITY COLLEGE

Sacramento City College will work with selected disciplines which offer both AA-T and AA or AS degrees to align outcomes and competencies for all degrees in the discipline using the DQP framework. The work will facilitate increased degree completion rates through greater student understanding of degrees and coherence of degree programs within the transfer path.

SADDLEBACK COLLEGE

The Saddleback College project is intended to improve employer, community and student understanding of associate degrees by aligning Institutional Student Learning Outcomes (ISLOs) with the DQP. Working with one transfer and one CTE degree, the project will expand on ISLOs and their assessment, to include a significant experiential component and create signature assignments within programs.

SANTA ROSA JUNIOR COLLEGE

Santa Rosa Junior College will explore the General Education (GE) component of degrees across the curriculum. Using the DQP framework, the project will consider how GE courses work within each program's curriculum to achieve student preparedness for transfer, and how to better articulate this for students. The project will facilitate the goal of seamless transfer for students and provide coherence within programs and in general education.

SHASTA COLLEGE

Shasta College will work with its University Studies degree—designed for both transfer and entry into the workforce—to identify specific learning outcomes across the GE curriculum and core units, using the DQP as the project framework. The project will inform programs across curriculum, deepen understanding of the University Studies degree for transfer students, and allow the College to identify unique areas of institutional excellence.

WEST HILLS COLLEGE COALINGA

West Hills College Coalinga will work with selected CTE degrees to align the programs, including general education courses, using the DQP framework. The focus of this project is to develop a coherent plan of courses for students pursuing CTE degrees. ♦

Lumina Staff

MS. LAUREL HUNTER, Grant Project Manager

MR. SHANE PICCININI, Grant Administrative Assistant

Upcoming Events

NEW REGIONAL WORKSHOPS BEGIN SPRING 2013

The Commission has offered the first two regional workshops about using assessment of student learning outcomes to plan and improve instructional quality on April 12 at Butte College and April 19 at Los Angeles Pierce College. Dr. David W. Marshall, from the Institute for Evidence Based Change and the Associate Director of Tuning USA, gave a presentation on the topic “Elements of Design: Definitions of Learning Outcomes, Measures of Learning, Summarizing Learning Outcomes Data, and Using Assessment Data.”



Following the presentation by Dr. Marshall, representatives from select member institutions showcased models developed at their colleges. On April 12, Dr. Marybeth Buechner, Dean of Planning, Research and Institutional Effectiveness at Sacramento City College, presented the model of “Course to Program to Institutional SLO Development/Assessment and Use.” On April 19, Ms. Deborah Wulff, Vice President of Academic Affairs and Accreditation Liaison Officer (ALO) at Cuesta College, and Mr. Greg Baxley and Ms. Sally Demarest, Faculty at Cuesta College presented their model of “Course to Program to Institutional SLO Development/Assessment and Use - Ensuring Internal Quality Assurance.”

The next two regional workshops about using assessment of student learning outcomes to plan and improve instructional quality are scheduled for September 20 and October 4 at Solano Community College and College of the Desert, respectively. Following the college presentations, participants will have an opportunity to share and discuss assessment tools that have worked at their institutions and how they have used assessment results to improve educational quality and institutional effectiveness. At the closing plenary session, attendees will summarize the main strengths of the model practices presented and the strengths and weaknesses of the shared practices. Participants will have an opportunity to ask presenters questions, and finally, identify one learning point or “take away” from the workshop to share with the entire group. ♦

STRENGTHENING STUDENT SUCCESS CONFERENCE

October 9 - 11, 2013, at the San Francisco Airport Marriott, in San Francisco, CA. The Strengthening Student Success Conference offers an extraordinary opportunity for a variety of higher education professionals including faculty, deans, program directors, student services staff, professional development leadership, researchers, and planners to share practical examples of how to improve student outcomes. The theme of this year’s conference, “The Power of the Collective,” emphasizes the significance of colleges working together to encourage innovation by creating clear and consistent pathways, leveraging accountability requirements for improvement efforts, building cultures of improvement, utilizing technology tools, and much more.



The 2013 Strengthening Student Success conference is presented by the Research and Planning (RP) Group, in partnership with the ACCJC, Career Ladders Project, 3CSN and LearningWorks. More information about this event is available online at: www.rpgroup.org/events/sssc13. ♦

January 2013 Commission Actions on Institutions

At its meeting, January 9-11, 2013, the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, took the following institutional actions:

REAFFIRMED ACCREDITATION

Bakersfield College
Cerro Coso Community College
Porterville College
Hawai'i Community College
Kapi'olani Community College
Kaua'i Community College
Leeward Community College
Windward Community College

ISSUED WARNING

Honolulu Community College
Woodland Community College
El Camino College

IMPOSED PROBATION

Yuba College

ORDERED SHOW CAUSE

College of the Sequoias
Northern Marianas College

CONTINUED ON WARNING

Columbia College
Solano Community College

CONTINUED ON PROBATION

Modesto Junior College
Victor Valley College

REMOVED FROM WARNING AND REAFFIRMED ACCREDITATION

Evergreen Valley College
Fresno City College
Reedley College
San Diego Miramar College

REMOVED FROM PROBATION AND REAFFIRMED ACCREDITATION

San Jose City College
Shasta College
Oxnard College
Ventura College

REMOVED FROM WARNING

College of Marin

REMOVED FROM PROBATION

Moorpark College
Palo Verde College

REMOVED FROM SHOW CAUSE AND IMPOSED PROBATION

College of the Redwoods

REMOVED FROM SHOW CAUSE AND ISSUED WARNING

Cuesta College

GRANTED CANDIDACY

Willow International Center

January 2013 Commission Actions on Policies

At its meeting, January 9-11, 2013, the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, took the following actions on policies:

ADOPTED POLICIES

- ❖ Policy on Review of Accreditation Standards
- ❖ Policy on Student and Public Complaints Against Institutions

ADOPTED ORGANIZATIONAL POLICIES AND DOCUMENTS

- ❖ **ACCJC Bylaws.** The Bylaws were initially adopted in June 1998 and last amended in January 2011. The Bylaws were updated and revised to add elements related to corporate operations and details concerning the appeals process. The Western Association of Schools and Colleges (WASC) Bylaws are being amended to align language with current expectations for nonprofit organizations in California. Each of the three independent accrediting agencies within WASC is separately formalizing its incorporated status and amending Bylaws as necessary. ACCJC Bylaws revisions will take full effect upon final passage of the WASC Bylaws. ACCJC member institutions will be notified when the adoption of WASC Bylaws is completed.
- ❖ **Coordinating Guidelines for the WASC Accrediting Commissions.** This policy was initially adopted in June 1998 and was last revised in July 2002. As revised, the Guidelines more accurately reflect interactions between the ACCJC and the two other WASC commissions, the Accrediting Commission for Schools and the Accrediting Commission for Senior Colleges and Universities.
- ❖ **Policy on Appellate Conflict of Interest.** This new policy enacts, specifically for the ACCJC appeals process, the conflict of interest policy that has been in place generally for all three accrediting commissions under the WASC Constitution.
- ❖ **Policy on Relations with Government Agencies.** This policy was initially adopted in June 2004 and last revised in June 2012. The revised policy provides a description of the consultation undertaken when conflicts between state and local laws and Accreditation Standards are identified.

POLICIES APPROVED FOR FIRST READING

- ❖ **Policy on the Award of Credit.** This policy was initially adopted in June 2004 and last revised in June 2012. Language has been added to align references to direct assessment programs to U.S. Department of Education (USDE) regulations.
- ❖ **Policy on Commission Actions on Institutions.** This policy was initially adopted in January 1977 and last revised in January 2011. The minor revisions delete dated references to Commission interactions with WASC.
- ❖ **Policy on Commission Good Practice in Relations with Member Institutions.** This policy was initially adopted in June 1980 and last revised in January 2011. Revisions more accurately describe current practice and interactions with WASC.
- ❖ **Policy and Procedures for the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems.** This policy was initially adopted in June 2004 and last revised in June 2012. Revisions were made to clarify involvement of the district/system in addressing deficiencies and developing reports, the composition of the district/system team, and debriefing with the district/system CEO after an evaluation visit.

Commission Actions on Policies, continued on page 13

Commission Actions on Policies, *continued from page 13*

- ❖ **Policy on Institutional Integrity and Ethics.** This policy was initially adopted in June 2011. Language has been added from Eligibility Requirement 21 related to violations of integrity and ethics, and an endnote inserted with citations to other Commission policies on integrity and ethics.
- ❖ **Policy on Public Disclosure and Confidentiality in the Accreditation Process.** This policy was initially adopted in June 1999 and last revised in June 2012. The minor revisions delete dated references to Commission interactions with WASC.
- ❖ **Policy on Representation of Accredited Status.** This policy was initially adopted in June 2004 and last revised in June 2012. Updated language makes reference to the ACCJC website and information about filing complaints.
- ❖ **Policy on Review of Commission Actions.** This policy was initially adopted in January 1977 and last revised in June 1998. The revisions clarify timelines and steps in the process for institutions.
- ❖ **Policy on the Rights and Responsibilities of the Commission and Member Institutions.** This policy was initially adopted in June 2000 and last revised in June 2012. Minor revisions were made to ensure clarity and accuracy.
- ❖ **Policy on Substantive Change.** This policy was initially adopted in October 1972 and last revised in June 2011. Recommended revisions align policy language with USDE clarification of regulations on when the Commission may require a site visit or comprehensive external evaluation due to institutional changes. Information was inserted from the Substantive Change Manual concerning committee membership and processes. ♦



All first reading policies have been sent to the field for comment and can be accessed on the ACCJC website at: www.accjc.org. Adopted policies can also be accessed on the ACCJC website and in the Accreditation Reference Handbook, which is updated and published annually in July.

Future Comprehensive External Evaluation Visits

Under current U.S. Department of Education regulations, ACCJC must provide opportunity for third-party comment regarding the institutional qualifications for accreditation. The institutions noted below are scheduled to undergo comprehensive external evaluation visits in the spring of 2013, the fall of 2013, and the spring of 2014 and review by the Commission at its June 2013, January 2014, and June 2014 meetings, respectively. Third-party comment on these institutions should be made to the ACCJC President, Dr. Barbara A. Beno, at 10 Commercial Blvd. Suite 204, Novato, CA 94949. For consideration, such comment must be made in writing, signed, accompanied by return address and telephone number, and received no later than five weeks before the scheduled Commission meeting. This information is also available on the Future Comprehensive External Evaluation Visits page of ACCJC's website at www.accjc.org.

SPRING 2013

(for June 2013 Commission Review)

Carrington College of California
Coastline College
Copper Mountain College
Gavilan College
Golden West College
Hartnell College
Imperial Valley College
Los Angeles County College of Nursing
and Allied Health
Los Angeles Mission College
Los Angeles Pierce College
Los Angeles Valley College
Orange Coast College
San Joaquin Valley College

FALL 2013

(for January 2014 Commission Review)

Cabrillo College
Canada College
College of San Mateo
Cuyamaca College
Grossmont College
MTI College
Salvation Army Crestmont College
Sierra College
Skyline College

SPRING 2014

(for June 2014 Commission Review)

Cerritos College
Lassen College
Mendocino College
Mission College
Moreno Valley College
Norco College
Ohlone College
Palo Verde College
Riverside City College
San Joaquin Delta College
West Valley College



FOCUS ON QUALITY

ACCREDITATION LIAISON OFFICER'S WORKSHOP

A workshop for new and experienced Accreditation Liaison Officers (ALOs) was held November 30, 2012 at Fresno City College. The workshop topics included the ALOs leadership and communication responsibilities in promoting educational quality and institutional effectiveness. The first portion of the workshop was a briefing for all ALOs on recent developments at the ACCJC and at the federal level, such as the new federal regulations and their impact on external evaluation teams. The second portion of the workshop was training for ALOs who are new in their roles. Experienced ALOs were encouraged to share what they have learned, and all ALOs were encouraged to ask questions in interactive segments (“lessons learned from the field”) throughout the workshop. ♦



EFFECTIVE TRUSTEESHIP

The Community College League of California (CCLC) held the 2013 Effective Trusteeship Workshop January 25-27, 2013, in Sacramento, CA. This workshop serves as an orientation to governing board trustees. On Saturday, January 26, Barbara Beno (President, ACCJC), John Nixon (Associate Vice President, ACCJC) and Douglas Houston (Chancellor, Yuba Community College District) provided a comprehensive overview of governing board roles and responsibilities with an emphasis on student success and accreditation. Materials for this session, including the PowerPoint presentation “*Accreditation and Effective Trusteeship*,” are available online at: www.accjc.org/events. ♦

THE EVOLUTION OF ACCREDITATION

The seventh annual Academic Senate for California Community Colleges’ (ASCCC) Accreditation Institute was held on February 8 - 9, 2013, in San Jose, CA. This year’s theme was “*Meeting and Exceeding the Standards - The Evolution of Accreditation*.” For the second consecutive year, the Accreditation Institute and the ACCJC partnered together to create a unique opportunity for academic leaders, faculty, administrators and board members.

Sessions held in conjunction with ACCJC included:

- 1) “*Moving Forward - Accreditation in 2013 and Beyond*.” ACCJC President Dr. Barbara Beno, opened the conference by sharing some of her thoughts about the role of accreditation in higher education quality, assuring institutional quality to the public, establishing standards for quality, and providing guidance and support for college leadership in their pursuit of quality. President Beno began the session with a summation of general refresher points about the structure and work of the ACCJC, which segued into an in-depth dialog on the topics of national discussions about higher education quality and accreditation, the state of the accreditation process, student outcomes, and the ACCJC moving beyond 2012 Accreditation Standards. The session concluded with a question and answer discussion period.
- 2) “*Accreditation 101: The Rubrics and Beyond*.” ACCJC Vice President Dr. Susan B. Clifford collaborated with Fred Hochstaedter, Monterey Peninsula College, and Julie Bruno, Sierra College, in a breakout session designed to address specific concerns and processes associated with accreditation. This breakout session included a synopsis of the ACCJC Rubrics and how they relate to the Accreditation Standards, and offered suggestions on how to make the accreditation process a positive and cooperative experience for institutions undergoing the self evaluation process.
- 3) “*Hot Topics in Accreditation*.” This general session, comprised of a joint panel of ASCCC and ACCJC representatives, including Barbara Beno and Michelle Pilati, ASCCC President, facilitated insightful discussions on the hot topics in accreditation for California Community Colleges. ♦



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