

ACCJC NEWS

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES
Western Association of Schools and Colleges
Summer/Fall 2016

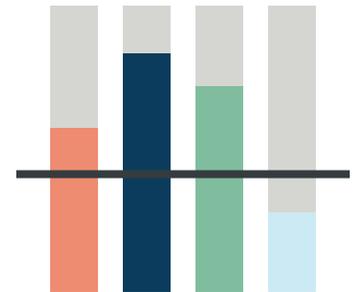
THE FEDERAL COLLEGE SCORECARD AND ACCREDITATION

On September 14, 2016, the U.S. Department of Education (USED) issued a press release announcing it had updated its large database, named College Scorecard, which includes all accredited institutions. The 2016 press release states that the Scorecard is designed to “give students and families the most reliable, comprehensive, nationally comparable data ever produced on institutional outcomes”. (Fact Sheet: Obama Administration Announces Release of New Scorecard Data, September 14, 2016)



The Scorecard (collegescorecard.ed.gov) was first posted in May 2015, updated in September 2015 and again in September 2016. It contains information about each accredited institution’s graduation rate as measured by the Integrated Postsecondary Education Data System (IPEDS), total enrollment, loan default rate, loan repayment rate, number of Pell Grant recipients, whether the institution is a minority-serving institution, and other descriptive information.

In June 2015, the Wall Street Journal used the Scorecard to highlight institutions with low graduation rates and high loan default rates, and stated that accreditors were not doing enough to “weed out bad institutions.” The headline, “The Watchdogs of College Education Rarely Bite,” spawned a metaphor subsequently used by the Secretary of Education in criticizing accreditors. After several news articles published in the summer of 2015 emphasizing “struggling institutions” and “at risk institutions,” graduation rates and loan default rates were frequently used as metrics of institutional quality by the press and in policy discussions in Washington and beyond. However, the Scorecard data do not tell, and indeed can not tell, the whole story about institutional effectiveness.



The C-RAC Project

The Council of Regional Accrediting Commissions (C-RAC), a group comprised of the seven regional accreditors, began exploring this issue in May 2015. The goal was to examine a few aspects of the Scorecard data. Patterns emerged as a result of this examination. Specifically, the Scorecard contained incomplete or inaccurate data, or data was simply missing for some institutions. Additionally, IPEDS’ graduation rate was determined to be an inadequate metric for evaluating some institutions – namely open access institutions

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like community colleges – as it only measures the completion rate for first-time, full-time freshman cohorts who remain full-time students and earn an associate degree within three years.

C-RAC wrote a brief paper outlining its concerns to the U.S. Department of Education. In September 2016, C-RAC members agreed to take a deeper look at institutions with low graduation rates to ensure the institutions were implementing interventions to increase student success. The regional accreditors of C-RAC agreed to examine the institutions whose graduation rate is 25% or less for baccalaureate degree granting institutions and 15% or less for associate degree granting institutions, reflecting half the average national rates at these two types of institutions. The number of institutions in this group is a few hundred, and of these, about 19 are accredited by ACCJC. This subpopulation of institutions includes many community colleges, historically black colleges and universities and minority serving institutions, and we know open access institutions serve higher proportions of economically disadvantaged and underserved populations than other institutions.

Over the coming year, ACCJC will discuss with each institution the Scorecard data and any discrepancies or errors in it, as well as other data that institutions may use to measure student outcomes, such as transfer rates or National Student Clearing House data showing longer term graduation rates. ACCJC will consider the role of transfer and job placement prior to an associate degree being conferred as factors that measure institutional effectiveness at each institution. Institutions may choose to develop Quality Focus Projects required in the accreditation review, to conduct research, or implement institutional changes to improve graduation rates. Institutions will be asked to identify the conditions that may have led to their low graduation rate, and ACCJC will consider contextual information about the institution and its students. ACCJC's goal is to ensure that each institution is focused on continuous quality improvement to promote student success. We hope that the discussion of graduation rate, albeit initiated with IPEDS data on first-time, full-time students, will expand to a broader discussion of how to improve graduation and completion rates for all students – those who attend full time, those who attend part time, and those who transfer in and out of institutions.

Beyond those institutions that have been identified with low Scorecard graduation rates, ACCJC has asked comprehensive evaluation teams to examine the utility and effectiveness of using Scorecard data when examining institutions, and describe the measures of effectiveness that institutions have chosen to use in their Institutional Self-Evaluation Reports. We hope this project will also help to identify the measures of student success that are most useful in evaluating our member institutions – giving ACCJC and its members trusted alternatives or additions to Scorecard data. ♦

ACCREDITATION BASICS COURSE UPDATED

The new Accreditation Basics online course is now available on the ACCJC website. The course has been updated to reflect the 2014 Accreditation Standards and practices. It offers an overview of higher education accreditation in the United States and the western region and an in-depth look at the new Accreditation Standards. The course is a requirement for new team members and is recommended for others interested in refreshing their knowledge about the principles of accreditation. The 90-minute course is self-paced, and participants have the option to register and complete the course at a time that best suits their schedule. The course can be found on the home page at accjc.org, below the welcome message.



Changes in Commissioners

COMMISSIONERS COMPLETING THEIR SERVICE

Dr. Joseph Bielanski, Jr. – Dr. Bielanski has served on the Commission since 2010 as an academic (faculty) member. While on the Commission, Dr. Bielanski served as a member of the Policy Committee, the Substantive Change Committee, and the Eligibility Committee.

Mr. Chris Constantin – Mr. Constantin has served on the Commission since 2010 as a public member. While on the Commission, Mr. Constantin served as a member of the Policy Committee, the Budget and Personnel Committee, the Eligibility Committee, the ACCJC Audit Committee, the WASC Audit Committee, and the Commissioner Nominating Committee.

Dr. Stephen M. Kinsella – Dr. Kinsella served on the Commission from 2010 through April 2016 as an administrative member. While on the Commission, Dr. Kinsella served as Chair and on the Policy Committee, the Budget Committee, the ACCJC Audit Committee, the WASC Audit Committee, the WASC Board of Directors, the Substantive Change Committee, the Evaluation and Planning Committee, and the ad hoc Committee on Communications.

Mr. Charles Meng II – Mr. Meng has served on the Commission since 2010 as a public member. While on the Commission, Mr. Meng served as a member of the Budget Committee, the Evaluation and Planning Committee, the Nominating Committee, the Standards Review Committee, and the ACCJC Audit Committee.

COMMISSIONERS RE-ELECTED FOR TERM BEGINNING NOVEMBER 1, 2016

In May of 2016, the ACCJC Member Institution CEOs re-elected the following individuals to serve on the Commission:

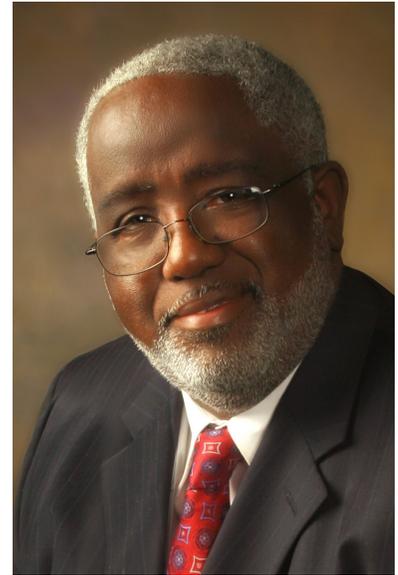
Dr. John Morton – Dr. Morton was elected to serve a second term on the Commission. Dr. Morton has served on the Commission since 2013 as an administrative member, University of Hawai'i Community Colleges. Currently Vice President for Community Colleges at the University of Hawai'i, Dr. Morton has 38 years of administrative experience including Vice President, Chancellor, Dean, and Director. He has a Ph.D. from the University of Hawai'i at Manoa, and M.A. and B.A. degrees from the University of Illinois. He serves on the Commission Policy Committee, and has served on the Commission ad hoc Lumina Grant Advising Committee, and the WASC Board of Directors. Dr. Morton has served on seven comprehensive evaluation teams, six of those as Team Chair.

Dr. Ian Walton – Dr. Walton was elected to serve a second term on the Commission. Dr. Walton has served on the Commission since 2013 as a public member. He has 33 years' teaching experience and is a Faculty Emeritus in Mathematics from Mission College with experience in faculty staff development, educational technology, and distance education. A former Fulbright Scholar and winner of the California Community College Chancellor's Office Excellence in Technology Leadership Award, Dr. Walton holds Ph.D. and M.A. degrees from University of California, Santa Cruz, and a B.S. in Pure Mathematics from University of St. Andrews, Scotland. He serves on the Evaluation and Planning Committee, the ad hoc Eligibility Committee, and was a member of the Standards Review Committee during ACCJC's recent review of Standards. He has served on 10 evaluation teams, seven of those comprehensive evaluations.

NEW COMMISSIONERS FOR TERM BEGINNING NOVEMBER 1, 2016

In May of 2016, the ACCJC Member Institution CEOs elected the following individuals to serve on the Commission:

Dr. Ned Doffoney – Dr. Doffoney was elected to serve on the Commission as a public member. He holds an Ed.D. in Institutional Management from Pepperdine University, an M.S. in Vocational Rehabilitation Counseling from the University of Southwestern Louisiana, and a B.A. in Economics and Mathematics from the University of Southwestern Louisiana. Dr. Doffoney is the Chancellor Emeritus of the North Orange County Community College District, a position he held from 2008 until 2015. He served as the President of Fresno City College for six years, the founding President/Chancellor of South Louisiana Community College for four years, and as the President of Saddleback College for four years. Dr. Doffoney has extensive experience in institutional effectiveness and accountability, college and district-wide facilities planning, budgeting, research, and institutional assessment strategic and master planning. He has served as chair and member of external evaluation teams for the ACCJC and also worked closely with the Southern Association of Colleges and Schools while in Louisiana.



Dr. Lori Gaskin – Dr. Gaskin was elected to serve on the Commission as a public member. She holds a Ph.D. in Educational Leadership from the University of Nevada, and an M.A. in Geography and a B.A. in Geography from the University of California, Los Angeles. Dr. Gaskin retired in August, 2016 as Superintendent/President of Santa Barbara City College after four years. She previously served as the President of West Valley College for three years, and as Vice President of Academic Affairs and Student Services, Acting Superintendent/President, and Dean of Instruction at Lake Tahoe Community College for 17 years. She began her career in higher education as a faculty member at Barstow College. Dr. Gaskin has experience in institutional planning, fiscal oversight, bond oversight, educational policies and practices, participatory governance, and institutional accountability. She has served on a total of six comprehensive evaluation and follow-up teams as chair and as a member.

Mr. Roberts T. Jones – Mr. Jones was elected to serve on the Commission as a public member. Mr. Jones is a graduate of the University of Redlands and attended Santa Barbara City College where he served as Student Body President. Mr. Jones is President of the Education and Workforce Policy, a policy consulting firm with a focus on the advancement of education, training, and workforce policy. He also serves as the President of the MTC Institute, a policy and research arm of the Management and Training Corporation, and as the co-director of the Lumina-funded Credential Transparency Initiative. Mr. Jones has also served as the President of the National Alliance of Business for 10 years, on the U.S. Department of Labor for 20 years (six years as Assistant Secretary), and as Chief of Staff for two congressional members for five years. He has also served seven years on the WASC Senior College Commission.



Dr. Willard Lewallen – Dr. Lewallen was elected to serve on the Commission as an administrative member. He holds a Ph.D. in Education from the University of California, Los Angeles, an M.S.Ed. in Counseling and Personnel Services and an M.S. in Exercise Science from Purdue University, and a B.S. in Physical Education from California State Polytechnic University, Pomona. Dr. Lewallen is the Superintendent/President of Hartnell Community College District, a position he has held since 2012. He previously served as the President of West Hills College Coalinga for five years, and the Vice President of Student Services at Victor Valley College for eight years. He has experience in research design, evaluation, measurement, and statistics. Dr. Lewallen has served on seven external evaluation teams, five times as chair, and on several follow-up teams.



Dr. Steven J. Reynolds – Dr. Reynolds was elected to serve on the Commission as an academic (faculty) member. He holds an Ed.D. in Higher Education Administration/Community College Leadership Program from the University of Texas, Austin, an M.A. in English from California State University Stanislaus, a B.S. in Organizational Behavior from the University of San Francisco, and an A.A. in Theater Arts from San Joaquin Delta College. Dr. Reynolds is an English Instructor at the College of the Siskiyous where he has served as Accreditation Liaison Officer from 2001 to 2016 and currently serves as Chair of the Program Review Committee. He has participated on eight comprehensive evaluation teams, three follow-up teams, and one show cause team.

Dr. David Yoshihara – Dr. Yoshihara was elected to serve on the Commission as the representative of the Accrediting Commission for Schools, Western Association for Schools and Colleges (ACS WASC). He holds an Ed.D. in Organizational Leadership from the University of La Verne, an M.A. in Education with Emphasis on Administration/Curriculum and Instruction from Chapman University, and a B.S. in Electrical Engineering and Computer Science from the University of California, Berkeley. Dr. Yoshihara is currently the Superintendent of Tamalpais Union High School District in Larkspur, California. He previously served as the Superintendent of the San Gabriel Unified School District for three years, the Assistant Superintendent of Business Services at the La Mesa-Spring Valley School District in San Diego for five years, and the Assistant Superintendent of the Escalon Unified School District in California's Central Valley. He currently serves on the ACS WASC Board and on the Board of the Fiscal Crisis Management and Assistance Team (FCMAT). He has served as chair and member of numerous ACS WASC evaluation teams.



THE IMPORTANCE OF PEER REVIEW IN ACCREDITATION

Some arms-length critics of accreditation have claimed that having educational professionals verify the effectiveness and integrity of a higher education institution is like asking the fox to guard the henhouse. They portray accreditation as a cabal of self-protection in which educators are reluctant to hold each other accountable for quality practices and good outcomes. Those who have worked closely with accreditation would affirm that exactly the opposite is the case.



Educators are dedicated to protecting the well-deserved status of American higher education as one of our society's greatest attributes. To that end, and in keeping with a long tradition of collaboration, institutions invite their fellow educational professionals to join them in a process of rigorous self-examination. Guided by the agreed-upon standards and processes they have granted their accreditation agencies to deploy, and supported by large amounts of relevant data and reflection, the institution opens itself to the candid critique of its peers.

One way to substantiate why educational professionals are most suited to frame evaluative questions, pose them to the right people, and evaluate the responses they hear, is to consider some of the questions that would be asked as part of an accreditation review. Assessment of institutional quality requires that evaluators have sufficient academic expertise to engage in interpretation and reflection about how components of an institution work together to create a quality learning environment and support student success. The following are examples of the dialogs that occur as part of an accreditation evaluation:

- ◆ How has program review impacted both the strategic planning and the budgetary allocations of your institution in its last program review cycle? How has it impacted curriculum and scheduling? What improvements in student success have been pursued and realized?
- ◆ What are the core academic processes that ensure that curriculum is appropriate, relevant, and properly sequenced? How is curriculum effectiveness determined? What has been learned by analyzing the outcomes of the students who complete the curriculum?
- ◆ What role do student services play in ensuring the achievement of institution-level outcomes? By what structures and processes do faculty interact with student services personnel to ensure effective collaborative work on behalf of student success?

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ACCJC ROUNDS OUT STAFF FOR IMPORTANT INITIATIVES

In keeping with a number of high-priority plans, ACCJC has filled several vacancies and expanded support roles in order to continue providing a high level of support to its member institutions. By welcoming staff members with demonstrated expertise in their areas of focus, ACCJC has bolstered its capacity to match initiatives developed by the Commission.



Laura Langston

The Commission recognizes the importance of making key information readily available through both print and electronic media. The Communications Coordinator, Laura Langston, is overseeing the complete redesign of the ACCJC website and will continuously ensure that timely information is posted there for the benefit of members. She will also keep ACCJC's print media current, accurate, and user-friendly. Laura earned her B.A. in English at University of South Florida.

As ACCJC expands its engagement with educational programming, training events and, especially, the Annual Conference in April 2017, the role of the Events Manager is crucial. Jeni Franco's responsibilities include planning and managing various Commission events, including the annual conference, educational trainings and workshops, biannual Commission meetings, and Commission committee meetings. Jeni has a B.A. in Communications from CSU, Chico and a Certified Meeting Professional certification from the Convention Industry Council.



Jeni Franco



Jared Spring

Jared Spring, Administrative Support Specialist, has joined the office team to – among many other valuable tasks – help the Commission transition from a paper-based agency to one that relies on digital management of its many documents. Jared recently graduated from Humboldt State University with a Bachelor of Science in Business Administration.

With extensive multi-role experience in the California Community College system, Vice President of Policy and Research, Stephanie Droker, oversees the major policy projects, including revision of standards, revision of existing policies, the development of new policies, and the development of policy-related publications. Stephanie earned her Doctorate of Education from California State University, Fresno.



Dr. Stephanie Droker



Dr. Richard Winn

Vice President of Operations, Richard Winn, has responsibility for educational programming, training, and the annual conference; conducting workshops; supporting the eligibility process; and conducting training workshops and presentations on behalf of the ACCJC. Richard earned his Doctorate of Education from the University of La Verne. ♦

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- ◆ In determining whether students in a program are achieving the intended learning outcomes, are direct or indirect forms of assessment used? What is the rationale for the type of assessment used? How do faculty use formative assessment?
- ◆ How do faculty share and disseminate good practices across the institution?

When a team of well-trained educators engages over a period of several days in this level of interaction with their colleagues, they are prepared to provide an insightful and data-grounded report that is beneficial to both the institution and to the public that is placing its trust in that institution. In facilitating each review, the accrediting agency is careful to assemble a team with extensive experience in each key knowledge area: academic practices; data gathering and analysis; financial planning and sustainability; institutional systems and organization; and quality assurance processes. Evaluators are not chosen to serve because they hold a prestigious title at their home institution. Nor are evaluators invited to return in that role if their team performance demonstrates poor interpersonal skills or a slender knowledge base in their assigned area.

Peer evaluators know that their work is highly consequential. They invest many hours of diligent work in preparation for a visit. Then they conduct their review, conscious of being “the eyes of the Commission.” Many stakeholders, including families, employers, government agencies, fellow academics, and the students themselves, will make major decisions that are influenced by the team’s report and the resulting Commission action. These evaluators know that if they gloss over evident areas of weakness, or fail to issue directions for improvement, the system of peer-based quality assurance and improvement will be compromised. ◆



IN MEMORIAM

Professor Leon P. Baradat | June 27, 1940 – August 22, 2016

ACCJC mourns the passing of friend and colleague, Professor Leon Baradat. Professor Baradat served on the Commission from 1993 until 2002, including serving a term as Chair. Leon received his Associate of Arts degree from College of the Sequoias and his Bachelor of Arts and Master of Arts degrees in Political Science from California State University, Fresno. After teaching five years at the high school level, Leon began his career in higher education at MiraCosta College in 1970 where he taught American Government, Political Science, Comparative Government, Soviet Politics, American History, Western Civilization, and British and Soviet History through film. He led students on study tours to the Soviet Union in 1977 and 1983 and to the Peoples Republic of China in 1979 and 1983. In 1990, Leon was presented the Teacher of the Year Award from MiraCosta College. Leon retired from the college in 2003.

“I served with Leon on the Commission in the 1990s,” said ACCJC President Barbara Beno. “Leon was a very dedicated faculty member and Commissioner. His concern for academic quality was exceptional and he led many discussions about setting high standards for community college quality. Yet he also had a delightful sense of humor, and his joking kept us laughing through every dinner we had together.”

Leon is survived by his wife, Elaine, two sons, Leon Pierre and René Anicet, their spouses and children. The ACCJC joins the Baradat family in the celebration of his life and his commitment to the many students whose lives he positively influenced. Donations can be made to MiraCosta College, in Leon Baradat’s name. ◆

ACCREDITATION: NEW STANDARDS, NEW PRACTICES

The ACCJC continues to revise its practices and procedures. Following two years of standards review, the 2014 Accreditation Standards were approved by the Commission. In the continuous effort to improve practices for member institutions, ACCJC has gathered feedback and input from colleges, various constituency groups, and interested parties in a variety of venues. As a result, the ACCJC has adopted several new practices.

Training Re-envisioned

ACCJC staff have redesigned several of the training programs which support accreditation activities. The **New Evaluator Training** was developed to provide foundational information on accreditation and the peer-evaluation process to individuals who have been recently recommended to serve as team members. Led by ACCJC staff, with experienced team members serving as mentors, this new training incorporates small group activities and group discussions to expand upon information relevant to those individuals new to accreditation practices. Topics include Commission and U.S. Department of Education policies, Accreditation Eligibility Requirements and Standards, interviewing and observation techniques, and addressing issues commonly faced by teams during external evaluation site visits. **New Evaluator Trainings** were offered this past spring. Additional sessions are scheduled for this coming fall and spring 2017.

With the successful launch of the **New Evaluator Training**, ACCJC staff have also redesigned the **Team Training** to fully concentrate on the skill-sets and responsibilities team members experience during the external evaluation site visit process. Introductory information, like the review of Accreditation Eligibility Requirements and Standards, has been replaced by case studies focusing on evidentiary review, writing the team report and effective recommendations, as well as institution-set standards, and the Quality Focus Essay. Team Chairs lead group activities and discussions that focus on the upcoming site visit.

Training for new Accreditation Liaison Officers will launch this November, and will focus on the ALO's role in communications and leadership at the institutions they serve. Recently, an ALO survey was sent to all ALOs to gather their perspectives on what training is desired. Survey results will help ACCJC staff to further enhance future trainings. ALO training is also scheduled for, and will become a regular part of, the ACCJC Annual Conference.

Becoming a Team Member for an External Site Visit: Self-Nomination Process

The Commission's protocol for selection of an evaluation team includes the requirement that faculty and administrators have sufficient expertise to serve as professional, peer evaluators. The team must cover all standards and federal regulations and be able to evaluate the institution in the context of its size and mission. Therefore, a basic team will generally include at least three faculty members, and at least one CEO, chief instructional officer, student services officer, researcher, business officer, and librarian or information specialist. Other positions may be added as needed to provide evaluator expertise in distance education, learning assessment, information technology, administrative service, human resources, governance, and the types of programs the institution offers, such as career and technical education, basic skills or pre-collegiate education, or baccalaureate education.

Evaluators are nominated by the CEO at their institution. Additionally, individuals may self-nominate by sending a letter directly to the ACCJC office (accjc@accjc.org). The letter should have the individual's name, current position, areas of expertise, reasons why they wish to serve on an evaluation team, and current contact information. Self-nomination letters must be accompanied by two letters of reference, at least one of which should be from a college administrator from the applicant's institution.

Continued next page

Reaffirm Accreditation for 12 or 18 Months

In June 2015, the Commission amended its Policy on Commission Actions on Institutions, after circulating the change to its membership and the public as a proposed policy and providing a period for public comment on the proposed language prior to adoption. The policy defines two possible actions to reaffirm accreditation as follows:

Reaffirm Accreditation – The institution is in compliance with the Eligibility Requirements, Accreditation Standards, and Commission policies. The institution is required to submit a Midterm Report midway through the seven-year accreditation cycle.

Reaffirm Accreditation and Require a Follow-Up Report – The institution is in substantial compliance with the Eligibility Requirements, Accreditation Standards, and Commission Policies. The institution is required to submit a Follow-Up Report demonstrating that it has resolved all cited deficiencies. The Commission will specify the issues to be addressed and the due date of the report, with or without an evaluation team visit. The period of Reaffirmation with a Follow-Up Report may be up to 18 months, but generally will be one year. Upon successful completion of the reaffirmation with a Follow-Up Report period, the institution will qualify for reaffirmation for the remainder of the seven-year accreditation cycle and will be required to submit a Midterm Report midway through the seven-year accreditation cycle.

The above action allows the Commission to reaffirm accreditation for a limited time and to provide the institution up to 18 months to correct a small number of deficiencies in that period. If an institution does not come into compliance in that period, it may be subject to sanction. The Commission amended this policy in response to feedback from the field that requested adequate time for an institution to respond to findings of non-compliance before any sanction is imposed on an institution. This policy now provides time for institutions to come into compliance when the Commission finds the college is “in substantial compliance.” It is important to note that the longstanding federal requirement that an accreditor provide no more than two years for an institution to meet standards when a deficiency is found still applies. The two year maximum time period permitted begins with the original notice that the Commission has found deficiencies. The 18 month period permitted for a Follow-Up Report is part of that maximum of two years provided for in federal regulations, with an additional period provided only if the Commission grants a good cause extension. ♦

2016-2017 Education and Training Schedule



ACCJC is hosting or participating in the following events. Updates and additions to the education and training schedule will be made available on the Events page of the ACCJC website at accjc.org/events. Please check back often for new event information!

New Commissioner Orientation - Novato, California

October 12-13, by invitation.

ALO Training, New Evaluator Training and Preparing for an Institutional Self-Evaluation Report Training (ISER) - Guam

October 19-21, by invitation, co-hosted by Pacific Postsecondary Education Council (PPEC).

Preparing for an Institutional Self-Evaluation Report (ISER)

Honolulu, Hawai'i: Monday, October 24, by invitation.

Merced, California: Friday, October 28, by invitation.

For institutions scheduled for a comprehensive review in 2018. Institutions are encouraged to send teams of up to five persons, including the ALO and other faculty and administrators who will be key resources in preparing for the review.

New Evaluator Training - Burlingame, California

Monday, October 31, by invitation. For evaluators listed in the ACCJC database who are interested and available to serve on teams during the spring and fall terms of 2017; when building these teams, first consideration is given to those who have completed this training.

New ALO Training and the New ACCJC Standards - Burlingame, California

Friday, November 4. Combined in one session, this workshop will begin with guidance on the 2014 ACCJC Standards, particularly on those most often cited as unclear or difficult to document with evidence. After the provided lunch, the focus will be on an orientation for ALOs who have not yet participated in a formal training.

Location: Hilton San Francisco Airport Bayfront Hotel, 600 Airport Blvd., Burlingame, CA 94010

Registration fee: \$75 includes buffet lunch and resource materials. Room and transportation costs are the responsibility of the participant.

Registration link: regonline.com/registration/Checkin.aspx?EventId=1889449

The Role of the CEO in Accreditation - Community College League of California Conference - Riverside, California

Thursday, November 17. In a session for CEOs, Dr. Barbara Beno will discuss the vital role of the Chief Executive Officer in the accreditation process.

Metrics of Financial Health for a Community College - Community College League of California Conference - Riverside, California

Friday, November 18. In a session for Chief Business Officers, ACCJC Vice President, Norv Wellsfry, will participate with representatives from the California Community Colleges Chancellor's Office to discuss "Metrics of

Financial Health for a Community College District.” Drs. Beno and Wellsfry will also lead a conference workshop: “Accreditation’s Enhanced Focus in Institutional Improvement: The Quality Focus Essay and Projects.”

Conference website: ccleague.org/i4a/pages/index.cfm?pageid=3363

Making Student Learning Assessment Useful and Used - San Francisco and Ontario, California

Noted educational consultant, Linda Suskie, returns to the region to take participants to the next level in the use of student learning outcomes. As she will be offering the same interactive learning experience in both Northern and Southern California, you can choose the location and date that works best for you and your colleagues.

Registration fee: \$200

Register for Monday, December 5 in Northern California:
regonline.com/accjworkshopnocal

Register for Wednesday, December 7 in Southern California:
regonline.com/accjworkshopsocal

ACCJC Commission Meetings

January 10-13, 2017, Sacramento, California | June 6-9, 2017, San Jose, California

Team Chair Trainings

December 2016 and January 2017, dates and locations TBD

Team Evaluator Trainings

January and February 2017, dates and locations TBD

Assessment Leadership Academy - Pomona, California

Thursday, January 19, 2017. Dr. Barbara Beno will be making a presentation to the Assessment Leadership Academy at the Kellogg Center.

2017 ACCJC Inaugural Conference

Partners in Excellence: Co-creating an Outstanding Student Experience

April 4-7 * Irvine, California

Education is civilization’s best gift to itself – and the community and junior colleges in the ACCJC region play a central role in delivering that gift to their constituencies.

The 2017 ACCJC Inaugural Conference will explore the multiple ways in which ACCJC member institutions work together with the Commission to ensure that each student’s experience is truly outstanding. This year’s agenda will feature multiple formats for learning, including plenary sessions featuring prominent speakers with a national perspective, concurrent break-out sessions, focus sessions and workshops.

- ◆ Think about best practices from your college that you want to share and be ready to respond to the Call for Presentations that will be posted soon.
- ◆ Save this date on your calendar and watch for additional information about ACCJC’s exciting new conference, bringing you the ideal opportunity to network with your colleagues from around the region.

June 2016 Commission Actions on Institutions

At its June 8-10, 2016 meeting, the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, took the following actions on institutions. For a more detailed report, visit: accjc.org/wp-content/uploads/2016/07/Commission_Actions_on_Institutions_June_8-10_2016.pdf

REAFFIRMED ACCREDITATION FOR 18 MONTHS

College of Micronesia – FSM
East Los Angeles College
Los Angeles City College
Los Angeles Harbor College
Los Angeles Mission College
Los Angeles Pierce College
Los Angeles Trade-Technical College
Los Angeles Valley College
Palau Community College
West Los Angeles College

REMOVED FROM WARNING

Crafton Hills College
Mission College
Palo Verde College
San Bernardino Valley College

ISSUED WARNING

College of the Siskiyous
Los Angeles Southwest College

GRANTED ELIGIBILITY

Young Americans College of the Performing Arts

CONTINUED ACCREDITED STATUS

Carrington College
Clovis Community College
Coastline Community College
Copper Mountain College
Gavilan College
Golden West College
Hartnell College
Hawai'i Community College
Imperial Valley College
Kapi'olani Community College
Long Beach City College
Los Angeles County College of
Nursing and Allied Health
Orange Coast College
San Joaquin Valley College
Santa Rosa Junior College
Santiago Canyon College

June 2016 Commission Actions on Policies

At its June 8-10, 2016 meeting, the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, took the following actions on policies:

ADOPTED POLICIES

The following policies were adopted by the Commission following second reading:

The **Policy on Substantive Change** was restructured to improve the clarity and to specify the various kinds of institutional changes that constitute a substantive change. The restructure also changed the list of actions the Substantive Change Committee or the Commission may take on an application for approval of substantive change.

The **Policy on the Accreditation of Baccalaureate Degrees** sets forth the requirements for accreditation of baccalaureate degrees. The Commission Standards related to the accreditation of baccalaureate degrees through substantive change approval (initial approval) are identified, and the specific criteria applicable to those Standards are delineated. After Substantive Change approval, the review of baccalaureate degrees will be a component of the comprehensive evaluation of institutions offering these degrees.

AMENDED BYLAWS

The **ACCJC Bylaws** were amended to provide clarifying language that all categories of commissioners are elected through the commissioner election process, to change the time in the calendar when the commissioners

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complete the election of Commission officers, and to make provisions for commissioners elected as academic faculty members to be able to complete their term if their employment status changes from faculty to another academic position. The Bylaws also added a footnote with the definition of academic members of the Commission.

Future Comprehensive External Evaluation Visits

Under current U.S. Department of Education regulations, ACCJC must provide the 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 fall of 2016, the spring of 2017, and the fall of 2017, and review by the Commission at its January 2017, June 2017, and January 2018 meetings, respectively. Third-party comment on these institutions should be made to 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 the ACCJC's website, accjc.org.

FALL 2016

(for January 2017 Commission Review)

Allan Hancock College
Antelope Valley College
Chaffey College
City College of San Francisco
Evergreen Valley College
Glendale Community College
MiraCosta College
Monterey Peninsula College
Moorpark College
Oxnard College
San Jose City College
Santa Monica College
Ventura College

SPRING 2017

(for June 2017 Commission Review)

College of Marin
Deep Springs College
El Camino College Compton Center
Irvine Valley College
Merced College
Mt. San Antonio College
Saddleback College
San Diego City College
San Diego Mesa College
San Diego Miramar College
Victor Valley College
West Hills College Coalinga
West Hills College Lemoore

FALL 2017

(for January 2018 Commission Review)

College of the Desert
College of the Redwoods
Columbia College
Cypress College
De Anza College
Foothill College
Fullerton College
Lake Tahoe Community College
Modesto Junior College
Shasta College
Solano Community College

Substantive Change Committee 2016-17 Meeting Dates

Applications for consideration at these meetings of the Substantive Change Committee are due 45 days prior to the scheduled meeting date. Applications will not be considered until appropriate fees have been paid.

FALL 2016

October 27

(Applications were due 9/12/16)

SPRING 2017

February 24 (Applications due 1/10/17)

April 21 (Applications due 3/7/17)



**Accrediting Commission for
Community and Junior Colleges**

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