



**OPEN SESSION AGENDA**  
**INSTITUTIONAL REVIEWS AND ACTIONS**  
*DoubleTree by Hilton Hotel, San Jose, CA*  
**June 7 – 9, 2017**

**CALL TO ORDER:** Raúl Rodríguez, Chair – Wednesday, June 7, 2017 8:30 a.m.

**OPENING PROCEDURES**

**Attachments**

1. Chair's Welcome and Overview
2. Review and approval of the Agenda X
3. Review and approval of the January 2017 Open Session Minutes (Action) X

**CHAIR REPORT**

4. Recognition of Outgoing Commissioners: Brown, Siebert, Zimmerman, Kazama
5. Executive Committee Search Update
6. Workgroup II Report

**OPPORTUNITY FOR PUBLIC COMMENT**

- a. Comments – 30 minutes

**REPORTS**

7. Interim President Richard Winn
  - a. Inaugural ACCJC Conference
  - b. Educational programming for 2017-18
  - c. NACIQI and USDE Recognition
  - d. Staffing plans
  - e. Collaboration with WSCUC
  - f. Communication: The ACCJC website
8. Vice President Stephanie Droker
  - a. Workgroup I Report
9. Vice President Norv Wellsfry
  - a. Annual Data and Financial Report X

**Attachments**

- |   |  |  |   |
|---|--|--|---|
| 10. Agency Reports  |  |  |   |
| a. Council of Regional Accrediting Commissions (C-RAC) – Richard Winn |  |  |   |
| b. Council for Higher Education Accreditation (CHEA) – Richard Winn   |  |  |   |
| c. WASC/SCUC – Eleanor Siebert  |  |  | X |
| d. California Community College Chancellor’s Office – Erik Skinner    |  |  | X |
| e. Hawai’i Colleges – John Morton                                     |  |  | X |
| f. Western Pacific Colleges – Mary A.Y. Okada                         |  |  | X |

**POLICY**

- |  |          |  |   |
|--|----------|--|---|
| 11. Policy Committee Memo and Presentation of Policies   |          |  | X |
| Chair John Morton and Stephanie Droker   |          |  |   |
| a. Items for First Read  |          |  |   |
| i. Policy on Review of Accreditation Standards   | (Action) |  | X |
| b. Items for Second Read and Adoption  |          |  |   |
| i. Policy on Commission Good Practice in Relations with Member Institutions                    | (Action) |  | X |
| ii. Policy on the Rights and Responsibilities of the Commission and Member Institutions        | (Action) |  | X |
| iii. Policy on Complaints Against the Accrediting Commission for Community and Junior Colleges | (Action) |  | X |
| iv. Policy on Commission Actions on Institutions   | (Action) |  | X |

**OPERATIONS**

- |  |  |  |   |
|--|--|--|---|
| 12. Evaluation and Planning Committee Report – Chair Sonya Christian |  |  | X |
|--|--|--|---|

**COMMISSION ELECTION PROCESS**

13. Nominating Committee Report – Chair Karolyn Hanna

**OTHER**

**CALENDAR**

Substantive Change Meetings: Fall 2017 – October 27  
Spring 2018 – February 23 and May 4

ACCJC Commission Meeting: January 10 – 12, 2018, San Jose, CA

ACCJC CDW: March 14 -16, 2018, San Diego, CA

**ADJOURNMENT**

**ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES  
OPEN SESSION MEETING MINUTES**

January 13, 2017

Sheraton Grand Hotel, Sacramento, California

**CALL TO ORDER:** 1:15 p.m., Friday, January 13, 2017, Raúl Rodríguez, Chair  
*Raúl Rodríguez was absent; Susan Kazama chaired the Open Session.*

**Members Present:** Kevin Bontenbal; Timothy Brown; Ned Doffoney; Lori Gaskin; Karolyn Hanna; Roberts Jones; Susan Kazama; Willard Lewallen; Richard Mahon; Mary A.Y. Okada; Steven Reynolds; Raúl Rodríguez; Eleanor Siebert; Erik Skinner; Ian Walton; David Yoshihara; John Zimmerman. *Absent: Sonya Christian; and John Morton*

**Staff:** Richard Winn, Interim President; Stephanie Droker, Vice President; G. Jack Pond, Vice President; Norv Wellsfry, Vice President.

**Support Staff:** Cheri M. Sixbey, Business Officer and Executive Assistant to the President; Jessica Dreier, Senior Administrative Support Specialist; Jared Spring, Administrative Support Specialist.

**OPENING PROCEDURES**

1. Chair's Welcome and Overview
2. Review and approval of the Agenda  
**Motion:** (Okada/Mahon) Moved to approve the agenda  
**Action:** PASSED
3. Review and approval of the June 2016 Open Session Minutes  
**Motion:** (Zimmerman/Skinner) Moved to approve the June 2016 Open Session Minutes  
**Action:** PASSED

**OPPORTUNITY FOR PUBLIC COMMENT**

4. Comment on Policy Matters on Agenda -  
The following individuals addressed the Commission:
  - Wynd Kaufmyn CCSF Faculty
  - Karen Saginor CCSF Faculty

**STAFF REPORTS**

5. Interim President Richard Winn  
President Winn presented an overview of upcoming ACCJC educational activities that will be made available for the field and provided a summary of activities in preparation for the Annual Conference to be held April 4-7 in Irvine, California.

6. Vice President Stephanie Droker reported on the upcoming annual report.
7. Vice President Jack Pond reported on the number of individuals who had logged on (465) and completed (364) the revised Accreditation Basics Course online. When the first course was taken off-line on September 30, 2016, 7,652 individuals had logged on and 5,988 had successfully completed it. He also reported on changes to Team Training, Self-Evaluation Training, and New Evaluator Training to make them more interactive.
8. Vice President Norv Wellsfry reported on substantive change, eligibility and the baccalaureate degree.

## **POLICY**

9. Policy Committee Report and Presentation of Policies  
Chair John Morton and Vice President Stephanie Droker

### Items for First Reading

- a. Policy on Review of Commission Good Practice in Relations with Member Institutions
- b. Policy on Complaints against the Accrediting Commission for Community and Junior Colleges
- c. Policy on the Rights and Responsibilities for the Commission and Member Institutions

### Items for Second Reading

- a. Deletion of Policy on the Review of Commission Actions
- b. Deletion of Policy on Interregional Policies on the Accreditation of Institutions Operating Across Regions.
- c. Bylaws Revisions
  - i. Commission Composition
  - ii. Officers
  - iii. Committees
  - iv. Appeals
- d. Revisions to Align with U.S. Department of Education Policy
  - i. Revision of the Policy on Commission Actions on Institutions

## **OPERATIONS**

10. Evaluation and Planning Committee Report – Sonya Christian, Chair (absent – Presented by Stephanie Droker)

## **COMMISSION ELECTON PROCESS**

11. Commission Vacancies and forthcoming Elections

## **AGENCY RELATIONS**

12. Council of Regional Accrediting Commissions (C-RAC) – Richard Winn
13. Council for Higher Education Accreditation (CHEA) – Richard Winn

14. WASC Schools Commission – David Yoshihara (submitted by Fred Van Leuven)
15. WASC/SCUC – Eleanor Siebert (submitted by Mary Ellen Petrisko)
16. California Community College Chancellor’s Office – Erik Skinner
17. Hawai’i Community Colleges – John Morton (absent – presented by Susan Kazama)
18. Western Pacific Colleges – Mary A. Y. Okada

**OTHER**

There were no other reports or actions.

**CALENDAR**

ACCJC Conference 2017: April 4 – 7, 2017 Hotel Irvine, *Irvine, CA*

Substantive Change Meetings: February 27 and April 21, 2017.

ACCJC Commission Meeting: June 7-9, 2017, Double Tree by Hilton Hotel, San Jose, CA.  
January 2018 (TBA)

**ADJOURNMENT** – The meeting was adjourned at 2:35 PM.

## **2017 Annual Report and Financial Report (Fiscal Year 2015-16)**

### **Summary Report**

#### **BACKGROUND**

Member Colleges are required to submit an Annual Report (AR) and an Annual Financial Report (AFR), including their annual external audit, to the Commission. The AR includes monitoring data for colleges. The AFR is the data component of the process used to monitor the fiscal condition of colleges in accord with federal requirements. It also enables the Commission to identify colleges that are at potential financial risk. This report is a summary of the 2017 Annual Financial Reports based on college self-reported data from the 2015-16 fiscal year.

#### **ANNUAL FINANCIAL REPORT**

A staff analysis is conducted annually of the AFRs to review trends across the Region and identify colleges at potential financial risk. Additionally, the 2017 data was compared with data from the 2012, 2013, 2014, 2015 and 2016 AFRs to assess whether colleges' financial condition had improved, deteriorated, or remained the same.

A common set of factors is used to identify levels of potential risk. The ACCJC has been using a Composite Financial Index (CFI) to analyze the financial health of colleges in the Region. The factors used in the CFI were derived from *Strategic Financial Analysis for Higher Education*, 7<sup>th</sup> Edition, KPMG, the *Sound Financial Management Assessment Checklist* of the California Community Colleges Chancellor's Office, and other resources on financial analysis in higher education.

Colleges in category **M** will have enhanced monitoring in subsequent reporting years to assess whether financial conditions improve or deteriorate. Colleges identified as category **R** will be referred for more comprehensive analysis of their financial condition by a peer based Financial Reviewer Panel and the Financial Task Force using the Commission approved process.

#### **RESULTS OF AFR ANALYSIS**

As a result of the analysis of the 2017 Annual Financial Report, No colleges have been identified as category **R** (referred for analysis) for the current year. Three Colleges have been identified as category **M** (enhanced monitoring) and will be more closely monitored.

Significant summary data from the report that should be noted by the Commission include the following factors:

- Student Loan Default rates are holding steady at about 15%. The number of colleges with excess Federal Student Loan default rates in excess of 28% has decreased to one, down from 9 in the 2016 report. The Federal government now uses a three year average. Although the maximum federal rate is 30%, the ACCJC uses a threshold rate of 28% to provide an early warning of potential difficulty.
- The average Net Operating Revenue Ratio (Surplus (Deficit)/Revenue) is improving in the Region. The average Ratio in 2013 was 2.3% and it is 6.4% for the current year. Thirteen Colleges reported negative operating revenue ratios (down from 63 in 2013/14). Twelve colleges report ratios less than 4% and six report ratios in excess of 4%. The ACCJC has utilized a threshold of 4% as recommended by KPMG.
- The Primary Reserve Ratio average demonstrates continued improvement. For the 2016 cycle, the average is 22.8%; an improvement over the 18.8% ratio in the 2015 cycle.
- The 3-year average percentage of expenditures for salaries and benefits was 77.8%. The average for each of the past three years has been steady at less than 80%. Nine colleges reported an average in excess of 86% as compared to 13 colleges last year. No colleges reported expenditures reported expenditures in excess of 90%.
- Institutions are committing more funds to their Annual Required Contribution (ARC) for Other Post-Employment Benefits (OPEB) with an average contribution of 100.9% for the current reporting cycle. This is an increase from 96% in 2016. Twenty colleges contribute less than 50% to their ARC's, a number that has decreased for the past three cycles. The OPEB data also reflects that colleges have been funding their Actuarial Accrued Liability (AAL) for OPEB which is reflected in a steady increase in the funded ratio of Assets to Actuarial Accrued Liability from 30% in 2015 to 33% in 2016. Many colleges report that they have established a trust to address their OPEB liability (93) and 81 colleges reported making contributions to OPEB trusts. The ACCJC continues to monitor the changes in the reporting requirements mandated by the Government Accounting Standards Board (GASB) that will have significant impacts on institutional financial statements.
- Fewer colleges report problems with their external audits. Eighteen colleges had audit deficiencies that were either Material Weaknesses (the most significant concern) or two or more Significant Deficiencies (significant concern but not as significant as a material weakness). This is down slightly from the 21 colleges that reported audit findings in 2015.
- Loss of enrollment continues to challenge some colleges in the region. Sixty-one colleges reported losses of enrollment whereas 77 reported increases. The average Full Time Equivalent (FTES) enrollment increased by 1.0%.

## ANNUAL REPORT

The Annual Report was significantly modified this reporting year. Unnecessary and overly complicated data requests were deleted. The primary focus of the report for this year was on enrollment data and Institutional Set Standards. The following summary of data is presented for your information.

Enrollment: Regional colleges reported an average 2% increase in headcount enrollment. Seventy-one colleges reported an increase, 29 colleges had a decrease of less than 4% and 33 colleges had enrollment decreases in excess of 4%.

Enrollment in Degree Applicable credit courses: The pattern of course enrollment changes closely mirrors that of the total enrollment. Credit course enrollment increased an average of .6%. Seventy colleges reported increases. Decreases of less than 4% were reported by 29 colleges and 30 colleges reported decreases of more than 4%.

Distance Education: The most significant changes were in distance education enrollments. Average enrollment in distance education increased 16.8%. Ninety-six colleges reported increases in distance education. Only 9 colleges had less than a 4% decrease and 19 colleges had distance education decreases that exceeded 4%.

Data for Institution Set Standards: The tables below reflect the data reported on Institution Set Standards by the Regions Colleges.

Course Completion:

Institution Set Standards for 51 colleges were changed in the 3 years of the report.

	Fall 2016	Fall 2015	Fall 2014
Standard	68.0%	68.2%	67.7%
Actual	71.7%	71.1%	71.0%
Variation	3.6%	4.5%	4.0%

Degree Completion and Transfer:

Most colleges report values, not percentages. Therefore comparisons are difficult between standard and actual data. However variation data could be calculated. Seventy-five colleges reported that the ISS's for Degree completion were changed.

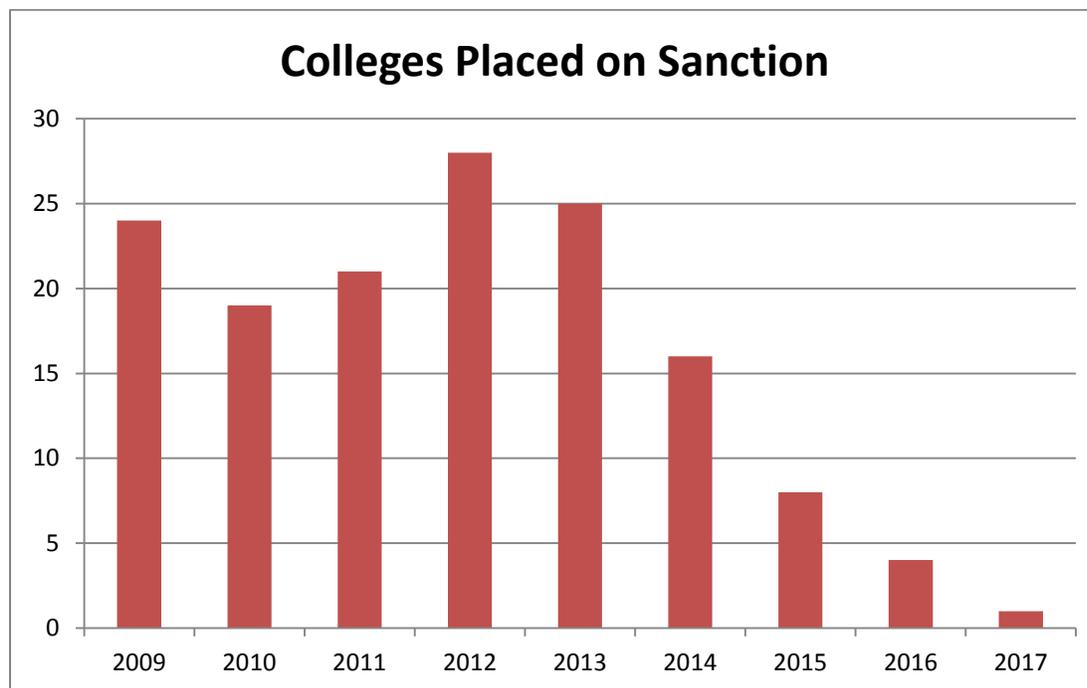
	Fall 2016	Fall 2015	Fall 2014
Variation-Degrees	33.5%	27.6%	28.4%
Variation-Transfers	19.4%	27.3%	32.4%

Program License Pass Rates and Placement Rates: Colleges report actual results of individual programs for both license examination pass rates and placement rates. However data is reported for individual programs so data comparison is not available. However data is available on the numbers of programs at colleges reporting license pass rates and placement rates.

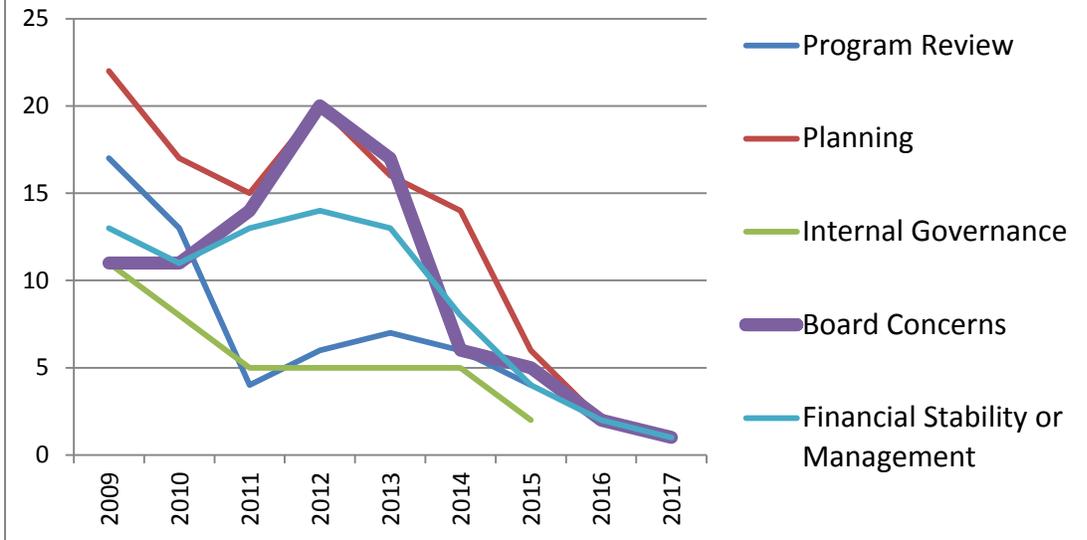
	Fall 2016	Fall 2015	Fall 2014
Average number of programs reporting license pass rates	4.3	4.1	3.5
Average number of program reporting placement rates	31.8	28.2	56.9

### **Trends on Sanctions and causes for sanction**

An analysis on the frequency and causes of sanctions has been completed. From 2009 through 2012, there was an increase in the number of Sanctions issued to Colleges. Since the peak in 2012, there has been a steady decline from 28 in 2012 to only 1 in 2017. The reasons for sanctions have also changed. Between 2009 and 2012, Board Concerns, Planning, and Financial stability and management increased as areas of concern for colleges placed on sanction. However since 2012, all of these areas have decreased as contributing factors in sanctions. The histories of sanctions and areas of deficiency are detailed in the attached graphs.



## Colleges on Sanction Areas of Deficiency



**MEMORANDUM**

DATE: May 30, 2017  
TO: WASC Accrediting Commission for Community and Junior Colleges  
FROM: Mary Ellen Petrisko, President  
RE: Report from the WASC Senior College and University Commission

**Commission Actions:**

At its February 2017 meeting, the Commission took the following actions:

GRANT CANDIDACY (3)  
GRANT INITIAL ACCREDITATION (2)  
REAFFIRM ACCREDITATION (5)  
CONTINUE ACCREDITATION, ISSUE A WARNING (1)  
CONTINUE ACCREDITATION, IMPOSE PROBATION (1)  
FOLLOWING A SPECIAL VISIT- EXTEND WARNING (1)  
FOLLOWING A SPECIAL VISIT- CONTINUE WITH PREVIOUSLY SCHEDULED  
REAFFIRMATION REVIEW (2)  
FOLLOWING A SPECIAL VISIT- CONTINUE WITH A RESCHEDULED  
REAFFIRMATION REVIEW (1)  
STRUCTURAL CHANGE APPROVALS (1)  
SUBSTANTIVE CHANGE APPROVALS (5)

**Commission Election**

Seven new Commissioners were elected to a three-year term beginning July 1:

Nancy Doorey, Education Consultant, Public Member  
Jeb Egbert, Provost, West Coast University  
Shari Francis, Education Consultant, Public Member  
Robin Garrell, Graduate Dean and Professor, UCLA  
Eduardo Ochoa, President, CSU Monterey Bay  
Barbara Sawrey, Associate Vice Chancellor Academic Affairs/Dean Undergraduate Education,  
UC San Diego  
Monique Snowden, Vice President Institutional Planning & Effectiveness, Fielding Graduate University

Two sitting Commissioners were elected to a second three-year term:

Janna Bersi, Professor, CSU Dominguez Hills  
Erin Gore, Executive Vice President Wells Fargo, Public Member

## **New Director of Educational Programming**

Associate Vice President David Chase joined WSCUC from the American Film Institute Conservatory, where he led the planning, development, and evaluation of academic programs and served as ALO to WSCUC. David also held the position of Senior Associate Director of Institutional Effectiveness at the University of the Pacific, where he also served as the Assistant Dean of the Conservatory of Music and taught courses in the Music Management program and in the core seminars of Pacific's General Education program. David is a co-author of the book *Assessment in Creative Disciplines: Quantifying and Qualifying the Aesthetic*, and has published and presented workshops on assessing student learning and on teaching, learning, and assessment in higher education arts disciplines. He is a graduate of the third class of WSCUC's Assessment Leadership Academy.

## **8<sup>th</sup> Cohort Assessment Leadership Academy**

WSCUC welcomes the eighth cohort of its 14-month Assessment Leadership Academy on June 5 at Holy Names University in Oakland, CA. The cohort of thirty includes five members from community colleges.

## **2017 Academic Resource Conference (ARC) Held in San Diego**

The 2017 ARC, on the theme "Mission Possible: Honoring the Past, Ensuring the Future" was held April 19-21 at the Manchester Grand Hyatt San Diego. Plenary speakers were Bill Strickland, President and CEO, Manchester Bidwell Corporation and author of the book "Making the Impossible Possible" and Diana Chapman Walsh, President Emerita, Wellesley College.

## **First Convening of Community of Practice for Advancing Learning Outcomes**

Thanks to a three-year Lumina Foundation grant, WSCUC has created an online Community of Practice involving 21 institutions across the region to work on providing better publicly available information on student learning outcomes. A first face-to-face meeting was held April 18, 2017 in San Diego, in conjunction with the ARC.

## **House Education and Workforce Committee hearing**

On April 27, President Petrisko testified at a House Education and Workforce Committee hearing on "Strengthening Accreditation to Better Protect Students and Taxpayers." Other panelists were George Pruitt, president of Thomas Edison University and former chair of the Middle States Commission on Higher Education; Ben Miller, Senior Director of Postsecondary Education at the Center for American Progress; and Michale McComis, president of the Accrediting Commission for Career Schools and Colleges.

## **WSCUC President Retirement**

President Petrisko announced her retirement to the WSCUC staff and Commission in February, effective at the end of this calendar year. A search for her replacement is underway.

# Guided Pathways

at California Community Colleges

## Principles of Guided Pathways

The Guided Pathways Model creates a highly structured approach to student success that:



Provides all students with a set of clear course-taking patterns that promotes better enrollment decisions and prepares students for future success.



Integrates support services in ways that make it easier for students to get the help they need during every step of their community college experience.



## Four Pillars of Guided Pathways



Create clear curricular pathways to employment and further education.



Help students choose and enter their pathway.



Help students stay on their path.



Ensure that learning is happening with intentional outcomes.

# Guided Pathways

at California Community Colleges

## Key Elements of Guided Pathways



**Programs that are fully mapped out and aligned** with further education and career advancement while also providing structured or guided exploration for undecided students.



**Redesigning and integrating basic skills/developmental education classes** to accelerate students to college-level classes.



**Proactive academic and career advising** from the start through completion and/or transfer, with assigned point of contact at each stage.



**Structured onboarding processes** including improved placement tests and co-requisite instruction that provide students with clear, actionable, and usable information they need to get off to the right start in college.



**Early alert systems** aligned with interventions and resources to help students stay on the pathway, persist, and progress.



**Instructional support and co-curricular activities** aligned with classroom learning and career interests.

Report to the Accrediting Commission for Community and Junior Colleges  
University of Hawai'i Community Colleges  
June 12, 2017

Accreditation Activities

Six of the seven University of Hawai'i Community Colleges are in active preparation of their institutional self-evaluation reports in preparation for the comprehensive visits scheduled in October 2018. The seventh college, UH Maui College, recently completed its follow-up report with the WASC Senior Commission and is fully accredited.

The six colleges accredited by ACCJC have all organized the various teams, begun to collect and identify documentary evidence, and conducted a preliminary assessment of compliance with standards. Where appropriate, actions have been initiated to address any deficiencies or weaknesses. The effort will continue through the fall semester with final editing and approvals scheduled for Spring 2018.

Developmental Education Reform

In fall 2016 the UHCCs implemented a significant change in the approach to developmental education with an emphasis on completing the college level entry math or English class in one semester through the use of co-requisite rather than sequential remediation. The results showed dramatic improvements in completion of the college level course by students previously assigned developmental classes.

Refinements are now under way on fully implementing multiple measures of placement, refining the co-requisite models, and analyzing the longer term impact of the co-requisite approach on student retention and progress toward degree completion.

Guided Pathway System (GPS) Based Registration

As part of our student pathway initiative, all students used a new registration interface that presents the students with the next courses on the student's degree pathway as the default classes for registration. Selecting those classes is a simple matter of pushing a button. For students not yet on a specific degree pathway, alternate exploratory pathways are available.

Student response to the new interface was very positive. Additionally, data from the previous semester that involved about half of the student population showed only 7% of classes registered did not apply to the degree pathway, a significant

reduction from national data that suggests more than 20% of classes enrolled do not count toward the student's goal.

The GPS registration is one component of our Student Success Pathway initiative. Other efforts are focusing on improved, just in time communication to students at various critical points in the enrollment/retention timeframe, tighter integration between advising and instructional faculty to ensure students are properly placed into degree pathways, improvements in non-developmental classes that are acting as barriers to student success, and development of stronger links to community programs to provide students with non-academic support.

### Hawai'i Promise Program

The Hawai'i State Legislature provided funds to the UHCCs to implement the Hawai'i Promise Program. Hawai'i Promise is a last dollar scholarship that ensures that any student with financial need, as defined by the Federal FASFA process, will have all of their direct costs – tuition, fees, books, supplies, and local transportation – covered by grant funds. The program will begin in Fall 2017.

# **PPEC**

## **Pacific Postsecondary Education Council**

### **Report to Accrediting Commission of Community and Junior Colleges (ACCJC)**

**January - June 2017**

## At A Glance:



<https://mapsengine.google.com/map/edit?mid=zBxIzykZRzxI.kRQRuvE2OINs>

	240736 	243638 	376695 	240745 	243647 
	<b>American Samoa Community College</b>	<b>College of Micronesia-FSM</b>	<b>College of the Marshall Islands</b>	<b>Guam Community College</b>	<b>Palau Community College</b>
Street address or post office box (HD2015)	PO Box 2609	Kolonia	Oceanside Uliga - PO Box 1258	1 Sesame Street	P. O. Box 0009 Madalaih
City location of institution (HD2015)	Pago Pago	Pohnpei	Majuro	Mangilao	Koror
State abbreviation (HD2015)	AS	FM	MH	GU	PW
ZIP code (HD2015)	96799-2609	96941	96960	96913	96940
Name of chief administrator (HD2015)	Dr. Rosevonne Pato	Dr. Joseph Daisy	Dr. Theresa Koroivulaono	Dr. Mary A.Y. Okada	Dr. Patrick U. Tellei
Institution's internet website address (HD2015)	<a href="http://www.amsamoa.edu">www.amsamoa.edu</a>	<a href="http://www.comfsm.fm">www.comfsm.fm</a>	<a href="http://www.cmi.edu">www.cmi.edu</a>	<a href="http://www.guamcc.edu">www.guamcc.edu</a>	<a href="http://www.palau.edu">www.palau.edu</a>
Longitude location of institution (HD2015)	-170.742728	158.209231	171.378442	144.808944	134.474043
Latitude location of institution (HD2015)	-14.322587	6.95525	7.10274	13.440649	7.342913

	240736 <b>American Samoa Community College</b>	243638 <b>College of Micronesia-FSM</b>	376695 <b>College of the Marshall Islands</b>	240745 <b>Guam Community College</b>	243647 <b>Palau Community College</b>
Total enrollment (DRVEF2015)	1285	2215	995	2334	627
Full-time equivalent fall enrollment (DRVEF2015)	939	1700	794	1450	441
Full-time enrollment (DRVEF2015)	705	1440	693	1003	347
Part-time enrollment (DRVEF2015)	580	775	302	1331	280
Full-time retention rate 2015 (EF2015D)	100	66	48	58	58
Part-time retention rate 2015 (EF2015D)	100	56	40	44	66
Current year GRS cohort as a percent of entering class (EF2015D)	69	70	81	24	68
12-month unduplicated headcount undergraduate: 2014-15 (DRVEF122015)	1791	3121	1383	3272	800
12-month full-time equivalent enrollment: 2014-15 (DRVEF122015)	1030	1890	862	1632	455

	<b>240736</b>	<b>243638</b>	<b>376695</b>	<b>240745</b>	<b>243647</b>
	<b>American Samoa Community College</b>	<b>College of Micronesia-FSM</b>	<b>College of the Marshall Islands</b>	<b>Guam Community College</b>	<b>Palau Community College</b>
Percent of total enrollment that are American Indian or Alaska Native (DRVEF2015)	0	0	0	0	0
Percent of total enrollment that are Asian/Native Hawaiian/Pacific Islander (DRVEF2015)	91	100	100	95	100
Percent of total enrollment that are Asian (DRVEF2015)	1	0	1	42	0
Percent of total enrollment that are Native Hawaiian or Other Pacific Islander (DRVEF2015)	90	100	99	53	99
Percent of total enrollment that are Black or African American (DRVEF2015)	0	0	0	1	0
Percent of total enrollment that are Hispanic/Latino (DRVEF2015)	0	0	0	0	0
Percent of total enrollment that are White (DRVEF2015)	0	0	0	2	0
Percent of total enrollment that are Race/ethnicity unknown (DRVEF2015)	0	0	0	1	0
Percent of total enrollment that are Nonresident Alien (DRVEF2015)	9	0	0	1	0
Percent of total enrollment that are two or more races (DRVEF2015)	0	0	0	0	0
Percent of total enrollment that are women (DRVEF2015)	67	55	47	55	54

	<b>240736</b>	<b>243638</b>	<b>376695</b>	<b>240745</b>	<b>243647</b>
	<b>American Samoa Community College</b>	<b>College of Micronesia-FSM</b>	<b>College of the Marshall Islands</b>	<b>Guam Community College</b>	<b>Palau Community College</b>
Adult age (25-64) enrollment undergraduate (DRVEF2015)	201	355	206	713	181
Adult age (25-64) enrollment full-time students (DRVEF2015)	55	202	123	231	45
Adult age (25-64) enrollment part-time students (DRVEF2015)	146	153	83	482	136
Percent of undergraduate enrollment under 18 (DRVEF2015)	1	1	1	0	0
Percent of undergraduate enrollment 18-24 (DRVEF2015)	83	82	78	68	71
Percent of undergraduate enrollment 25-64 (DRVEF2015)	16	16	21	31	29
Percent of undergraduate enrollment over 65 (DRVEF2015)	0	0	0	0	0

	<b>240736</b>	<b>243638</b>	<b>376695</b>	<b>240745</b>	<b>243647</b>
	<b>American Samoa Community College</b>	<b>College of Micronesia-FSM</b>	<b>College of the Marshall Islands</b>	<b>Guam Community College</b>	<b>Palau Community College</b>
Full-time first-time degree/certificate seeking undergraduates (GRS Cohort) as percent of all undergraduates (DRVEF2015)	21	22	27	4	20
Undergraduate enrollment (DRVEF2015)	1285	2215	995	2334	627
First-time degree/certificate-seeking undergraduate enrollment (DRVEF2015)	382	708	327	155	180
Transfer-in degree/certificate-seeking undergraduate enrollment (DRVEF2015)	2	0	3	24	1
Continuing degree/certificate-seeking undergraduate enrollment (DRVEF2015)	901	1505	659	1800	438
Nondegree/certificate-seeking undergraduate enrollment (DRVEF2015)	0	2	6	355	8
Full-time undergraduate enrollment (DRVEF2015)	705	1440	693	1003	347
Full-time first-time degree/certificate-seeking undergraduate enrollment (DRVEF2015)	264	496	273	90	125
Full-time transfer-in degree/certificate-seeking undergraduate enrollment (DRVEF2015)	2	0	2	12	1
Full-time continuing degree/certificate-seeking undergraduate enrollment (DRVEF2015)	439	944	418	837	218
Full-time nondegree/certificate-seeking undergraduate enrollment (DRVEF2015)	0	0	0	64	3
Part-time undergraduate enrollment (DRVEF2015)	580	775	302	1331	280
Part-time first-time degree/certificate-seeking undergraduate enrollment (DRVEF2015)	118	212	54	65	55
Part-time transfer-in degree/certificate-seeking undergraduate enrollment (DRVEF2015)	0	0	1	12	0
Part-time continuing degree/certificate-seeking undergraduate enrollment (DRVEF2015)	462	561	241	963	220
Part-time nondegree/certificate-seeking undergraduate enrollment (DRVEF2015)	0	2	6	291	5

	240736	243638	376695	240745	243647
	American Samoa Community College	College of Micronesia-FSM	College of the Marshall Islands	Guam Community College	Palau Community College
Percent of students enrolled exclusively in distance education courses (DRVEF2015)	0	0	1	0	0
Percent of students enrolled in some but not all distance education courses (DRVEF2015)	0	1	0	3	6
Percent of students not enrolled in any distance education courses (DRVEF2015)	100	99	99	97	94
Percent of undergraduate students enrolled exclusively in distance education courses (DRVEF2015)	0	0	1	0	0
Percent of undergraduate students enrolled in some but not all distance education courses (DRVEF2015)	0	1	0	3	6
Percent of undergraduate students not enrolled in any distance education courses (DRVEF2015)	100	99	99	97	94

	240736	243638	376695	240745	243647
	American Samoa Community College	College of Micronesia-FSM	College of the Marshall Islands	Guam Community College	Palau Community College
Number of students receiving an Associate's degree (DRVC2015)	245	302	102	216	86
Number of students receiving a certificate of 1 but less than 4-years (DRVC2015)	2	106	35	66	0
Graduation rate total cohort (DRVGR2015)	29	19	11	13	20
Graduation rate men (DRVGR2015)	21	17	11	8	15
Graduation rate women (DRVGR2015)	36	20	11	17	25

	240736	243638	376695	240745	243647
	American Samoa Community College	College of Micronesia-FSM	College of the Marshall Islands	Guam Community College	Palau Community College
Physical books as a percent of the total library collection (DRVAL2015)	98	63	78	13	98
Physical media as a percent of the total library collection (DRVAL2015)	2	3	3	2	2
Digital/Electronic books as a percent of the total library collection (DRVAL2015)	0	34	19	86	0

	240736	243638	376695	240745	243647
	American Samoa Community College	College of Micronesia-FSM	College of the Marshall Islands	Guam Community College	Palau Community College
Percent of full-time first-time undergraduates awarded any financial aid (SFA1415)	84	100	99	83	100
Percent of full-time first-time undergraduates awarded federal state local or institutional grant aid (SFA1415)	84	100	99	83	100
Percent of full-time first-time undergraduates awarded student loans (SFA1415)	0	0	0	0	0

SOURCE: U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics.

# American Samoa Community College

## Introduction

The American Samoa Community College (ASCC) was established in 1970 to provide post-secondary education opportunities in the liberal arts, teacher training, vocational-technical education and general education to the residents of American Samoa. ASCC offers Associate of Arts and Associate of Science degrees and a Bachelor's in Education, as well as certificate programs in a variety of academic and technical areas.

*The Mission of the ASCC is to foster successful student learning by providing high quality educational programs and services that will enable students to achieve their educational goals and to contribute to the social, cultural, political economic, technological, and environmental well-being of American Samoa.*

*To fulfill this mission, the College, as an open admissions United States accredited, Land Grant institution, provides access to bachelor and associate degrees and certificate programs of study. These programs prepare all students including those who are educationally underserved, challenged, or non-traditional for:*

- *Transfer to institutions of higher learning*
- *Successful entry into the workforce*
- *Research and extension in human and natural resources*
- *Awareness of Samoa and the Pacific.*

The ASCC currently offers eight Associates of Arts degrees, 18 Associates of Science degrees, 22 Certificates of Proficiency, six Certificates of Completion, and one Bachelor of Education degree. The ASCC has 17 academic departments and seven service divisions providing high quality programs and services. The College offers courses throughout the academic year in the fall and spring semesters and summer sessions. Course offerings are scheduled according to the following semesters/session:

*Fall and spring semesters:*

- One 15-week session
- One 10-week session
- Two six-week accelerated sessions

*Summer sessions:*

- One six-week session
- Two five-week sessions

## Accreditation Updates

Interim President Dr. Richard Winn of the Accreditation Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) officially

released to Dr. Rosevonne Pato, President of the American Samoa Community College on the 3<sup>rd</sup> of February 2017, the Commission's decision to remove the Warning Status that was placed on the American Samoa Community College in February 2016 and to Reaffirm Accreditation. The American Samoa Community College is required to submit a Midterm Report to the Commission on the 15<sup>th</sup> of October 2018.

### **General Highlights**

- The Social Science Department at ASCC hosted a Political Status Forum in late January, focusing on the pros and cons of our Territory's ongoing political relationship with the United States of America. Students, faculty, administrators and members of the public filled the ASCC Lecture Hall to hear presentations by three authorities and to participate in the question-and-answer discussion that followed. The Social Science Department presented the Forum in collaboration with the student Political Science Club and the ASG Office of Political Status, whose director, Tapaau Dr. Daniel Aga, headed the panel of presenters, which included Tualauta District Representative Hon. Samuel Meleisea, and ASCC Executive Counsel Mr. Kenneth Kuaea.
- In late January, staff members from the Samoan Studies Institute (SSI) at ASCC joined members of the Fagatogo Congregational Christian Church of American Samoa (CCCAS) to launch a new publication that focuses on the oral history of Fagatogo Village. The book, titled "O Lo'u Nuu o Fagatogo" or "Fagatogo, My Village," consists of 28 short essays written by the CCCAS Fagatogo Youth based on interviews with their elders concerning various aspects of the long and eventful history of Fagatogo. A collaborative effort between the ASCC-SSI and the CCCAS Fagatogo, the latter's Youth were tasked with individually researching a particular story concerning the location's long evolution from a traditional Samoan village, to the center of the Naval Administration from 1900 to the 1950s, to the present center of civic and commercial activity in American Samoa. "For the people involved, it's something for them to use as a resource," said SSI Director Keseta Okenaisa Fauolo-Manila. "We hope this can be a springboard for our community to see the good side of documenting stories of their past." The SSI plans to use "O Lo'u Nuu Fagatogo/Fagatogo, My Village" as a future resource for its literature courses.
- The ASCC was honored to have Mr. John Armor, the Director of the National Oceanic and Atmospheric Administration (NOAA) Office of the National Marine Sanctuaries (ONMS), spend an hour talking with Marine Science Program and Agriculture, Community and Natural Resource (ACNR)/Land Grant students on March 31<sup>st</sup>. Mr. Armor spoke about how his love with the ocean at a young age, and how he persevered throughout his career to ultimately end up where he is today, as the Director of the entire National Marine Sanctuary program. He shared how his first marine internship after college wasn't his first choice, but still allowed him to get his foot in the door and find better opportunities later on. Mr. Armor emphasized that this life lesson isn't only for marine fields, and offered three pieces of advice: be flexible, take advantage of opportunities, and don't be afraid to take risks. The students had many questions, and were excited to learn about the marine resources in American Samoa, from the largest coral in the world off of Ta'u to the longest continuously monitored coral reef transect in

Aua, to the NOAA observatory station in Tula which monitors the “cleanest air in the world.” After Mr. Armor’s talk, several students volunteered to become ambassadors for American Samoa’s special natural resources by giving outreach talks to the community.

- Okenaisa Fauolo-Manila, Director of the ASCC-Samoan Studies Institute (SSI) offered new perspectives on a familiar subject when she gave a campus lecture on *Siva Samoa* in April. With its lectures in Samoan, of which Fauolo-Manila’s was the third, and in alignment with the ASCC Mission, which includes promoting awareness of Samoa and the Pacific, the SSI aims to provide information to topics of interest to students and the public, which may or may not be covered in an existing Samoan course. The SSI Director began with the question “Why dance?” to begin a discussion of dance as an expression of emotions, a statement of identity, and a reminder of events in the past. Fauolo-Manila quoted from different documentations of Siva Samoa by Samoan and non-Samoan scholars, such as historian Augustin Kramer. She discussed Samoan dances that have been lost, and why, as well as highlighting the different types of dances that Samoans continue to perform. Video clips shown during the lecture followed the evolution of *siva* to its contemporary style, both locally and in entertainment and competitions held in off-island locations such as New Zealand. Fauolo-Manila referred to the “sakē,” performed with sticks, as a type of Samoan dance in danger of fading into obscurity, and expressed the view that it would only take more research and practice to keep it going. While the audience consisted mostly of students, also in attendance were the faculty, administrators, and members of the public. Fauolo-Manila said she looks forward to the next SSI public lecture in spring 2018.
- The Language and Literature Department hosted its annual Literary Night on Thursday, April 20<sup>th</sup>, to showcase the many forms of classic and contemporary literature interpreted through the medium of live performance. The evening included poetry, dramatic monologue, original speech, song and video production. “Our theme this year was ‘Unity Through Literature,’ chosen in response to much of the contention and division that we see happening off-island,” said Language & Literature chairperson Mrs. Melelina Fiaui. “A lot of the news lately covers political and racial intolerance, and we wanted to focus on how people are more alike than different.” As with most ASCC events involving students, the Literary Night had a strong learning component. “This event fulfills our mission of giving students the opportunity to examine cultures, issues and themes in multiple genres and demonstrate critical thinking through literary analysis,” said Fiaui. The evening’s theme also aligned with the concerns of a poem by New Zealand-based Samoan writer and educator Selina Tusitala Marsh titled “Unity,” which Marsh performed this year in England to an audience that included Queen Elizabeth. “For this year’s Literary Night, students had to specifically select pieces that spoke to unity; pieces that promoted tolerance, acceptance, and compassion,” said Fiaui. This diverse and lively event drew a capacity audience to the College’s Lecture Hall.
- Miss Hadassha Tofilau of Tafuna graduated Summa Cum Laude in spring 2016 from ASCC, where she had also actively participated in the Alpha Epsilon Mu chapter of the Phi Theta Kappa (PTK) Honor Society. Currently preparing to continue her college education at La Sierra University in California this fall, Hadassha recently had the

distinction of a scholarly essay she authored being published in the 22<sup>nd</sup> edition of *Nota Bene*, the PTK literary anthology. Her piece, “Aquaculture: The Benefits of Aquaponics and Hydroponics in American Samoa,” was selected for publication from among over 600 works submitted by writers from two-year colleges across the nation. “I wrote on Aquaponics and Hydroponics because we live in a time where the conversation on Global Warming and the impact it is having on the environment is at its peak,” reflected Hadassha. “Writing has always been a passion of mine, so taking part in the *Nota Bene* competition was really just a way for me to test my own writing ability against other writers from across the United States. I would say having my work chosen is a great feeling and definitely a humbling and validating experience.”

- The Fine Arts Department presented its 2017 theatrical production “In The Heights” on Tuesday and Wednesday, May 2<sup>nd</sup> and 3<sup>rd</sup>, in the Lee Auditorium. A musical with music and lyrics by Lin-Manuel Miranda and a book by Quiara Alegría Hudes, “In The Heights” is set over the course of three days, involving characters in the largely Dominican-American neighborhood of Washington Heights in New York City. “The musical is based on real-life situations among the Latino Americans who migrated to the U.S.,” said Fine Arts chairman and Director of the production Kuki Tuiasosopo. Artistic Director Regina Meredith-Fitiaio, whose students worked hard on the sets and props that evoked the Washington Heights location of the play, echoed the importance of its multi-cultural theme. “The play touches on what is valuable to us as persons of ethnicity, a people, a community,” she said, “in a way that mirrors our day and age--with many situations we have to go through ourselves as Pacific islanders.” More than 50 ASCC students pooled their talents for this production as members of the cast, the choir, the crew, or the dancers. In addition to Tuiasosopo and Meredith-Fitiaio, all of the Fine Arts Department also joined the collaboration. Associate Director Dr. Sybil Johnson worked with the students in refining their acting skills. Loretta Puaauli was the Choir Director, and Poe Mageo served as Project Liaison. During the intermission after Act 1, the ASCC Student Association for Faasamoa (SAFF) provided interim entertainment. The ASCC production of “In The Heights” drew near-capacity crowds on both nights, and the students who spent months preparing the show were rewarded with a lively display of appreciation from the audience.
- ASCC student Ms. Quendolyn Gaoioi Eseroma received the good news that she has been chosen by the Federal Aviation Administration (FAA) to participate in a 10-week paid internship program in summer 2017. As part of the FAA’s Minority Serving Institutions intern program, Ms. Eseroma will travel to Washington, D.C. to gain study-related work experience at an FAA facility from early June to mid-August. The daughter of Rev. Eliu Thomas Eseroma and Lagituaiva Agnes Eseroma, Quendolyn currently resides in Nu'uuli. She attended Alataua Lua Elementary and graduated from Kanana Fou High School as Class Salutatorian in 2016. A Business Management major at ASCC, she learned of the FAA internship opportunity through Math instructors Mr. Tumufa’i Leiato and Mr. Anthony Felise. “Through this internship, I hope to enhance my personal development while gaining experience and professional skills,” said Ms. Eseroma. The FAA Minority Serving Institutions intern program enables college students to supplement their academic coursework with firsthand experience working in aviation and aerospace

facilities nationwide where FAA programs have cooperative arrangements or memoranda of understanding. Based on the interns' career interests, skills, knowledge and abilities, they are placed by the FAA in its Headquarters Regional Offices and/or other regional centers. The FAA will cover the majority of costs associated with Ms. Eseroma's participation in the summer internship, while ASCC will contribute towards her room and board during her stay in Washington, D.C.

## **The College of the Marshall Islands (CMI)**

### **Introduction**

The mission of the College of the Marshall Islands was revised and approved by the Board of Regents on February 8, 2017 and reads as follows:

*The mission of the College of the Marshall Islands is to provide access to quality, student-centered, post-secondary educational services to the Marshallese people. The College also provides selective higher education programming, intellectual resources, and research specific to the needs of the nation and the larger Pacific community.*

The College provided educational services to 908 students in Fall semester 2016. Of those, there were 577 full time and 331 part time students from across the Republic of the Marshall Islands, the Micronesian region and further afield.

### **General Accreditation Updates**

At the January 2017 ACCJC meeting, the Warning sanction was removed and accreditation reaffirmed for CMI. At the April, 2017 meeting of the ACCJC substantive change committee, the following programs were approved for CMI:

- Bachelor of Arts in Elementary Education (BAEE);
- Certificate in Deaf Education;
- Certificate in Severe Disabilities; and
- Marine Science Certificate.

For the first time since its establishment in 1993, CMI will offer a baccalaureate program in Fall, 2017. The Marine Science Certificate will also be launched in Fall and the two specialized certificates are scheduled to be offered in summer, 2017. Currently, CMI is preparing its mid-term report which is due in early 2018.

Updates from the Office of the President

### *Update of ongoing CMI initiatives*

- The College continues its accelerated transformation of systems and services as outlined in the Bujen Kallejar – Strategic Plan 2016-2018.
- Discussions to include CMI as a member of the Open Education Resources University (OERu) are underway between the President Koroivulaono and Dr. Wayne Mackintosh, Director of the OER Foundation and the UNESCO, Commonwealth of Learning and International Council for Open and Distance Education Chair in OER.
- Initial meetings for the development of the METO<sup>1</sup> – Education Master Plan are scheduled to take place from June 6 – 12, 2017 with the first draft to be developed by November, 2017.

In direct response to stakeholder feedback about placement test issues CMI has developed the following three initiatives which will be rolled out in summer, 2017.

### *Dual Enrollment*

- The aim is to secure 60 enrollments with 15 Marshallese students in each subject.
- Fall and spring: dual enrollment for high achievers to prepare them for college and university credit levels so that they transition straight into credit programs when they graduate from high school.
- Fall: English I, Math (Trigonometry)
- Spring: English II and Calculus

### *Multiple Measures*

The following multiple measures are now used to evaluate high school student entry into CMI.

- High school cumulative grades;
- Junior and senior Math;
- Junior and senior English;
- CMI placement test and MISAT; and
- Any other standardized exam taken, e. g. ACT, TOEFL

### *Accelerated Program*

Also this summer, CMI is running the first intensive pilot called the Accelerated Program (AP);

- English only this summer (2017); and
- 60 brand new high school graduates at Developmental Education Levels 2 and 3 will be enrolled for 8 weeks to get them ready for credit level in the Fall (2017).

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<sup>1</sup> The METO or [stick chart](#) is used to teach and record and record the swells of the sea. Meto were used by Marshallese sailors to navigate and are made out of coconut midrib or pandanus root and shells.

### *Distance Learning Centers*

The new CMI Jaluit Distance Learning Center is scheduled to open On June 7, 2017. A new Coordinator was appointed in February, 2017 and repairs and renovations have been completed for the opening. The CMI Ebeye Distance Learning Center also had a new Coordinator appointed in March, 2017. Both centers are currently focused on offering Adult Basic Education classes and providing video conference facilities for selected Education department classes.

### *Collaborative partnerships*

The University of the South Pacific (USP) – College of the Marshall Islands’ Memorandum of Understanding (MOU) was signed in a historic, collaborative partnership between the two higher education institutions of the Republic of the Marshall Islands (RMI) on Friday May 26, 2017 at the Minister of Education, Honorable Wilbur Heine’s office.

The MOU is designed to foster a collaborative relationship through mutual cooperation in teaching and research between USP and CMI. The two higher education institutions of the RMI have reached agreement on the following areas of cooperation, subject to mutual consent and the availability of sufficient funding:

- Joint projects with NSF on STEM-based learning and teaching programs to support the RMI public school system and private schools;
- Sustainable transportation, particularly the identification of online opportunities for Maritime Education; and
- The possible link of USPNet<sup>2</sup>/AARNET<sup>3</sup> in return for co-sharing of outer island learning labs and other resources; and
- Develop learning and training pathways that avoid the duplication of courses and programs and maximizes higher education opportunities in the RMI.

Furthermore, agreement was reached on the joint responsibility for:

- i. **Initiating collaborations which will be of mutual benefit to both institutions;**
- ii. **Assisting with development concepts and proposals for joint projects;**
- iii. **Consider requests for teaching assistance where feasible and appropriate; and**
- iv. **Participate in joint activities pertaining to the Marshallese culture and environment.**

In other updates, CMI has almost completed their response to the University of Guam’s request for articulation agreement information. Similarly, the articulation agreement with the University of Hawaii is under review and should be completed by the Fall semester.

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<sup>2</sup> The USP Network: see <http://www.usp.ac.fj/?6027>

<sup>3</sup> Australia’s Academic and Research Network: see <https://www.aarnet.edu.au/about-us>

The first ever, Kwajalein Atoll Education Summit (KAES) was held in Ebeye (RMI) on April 26 and 27 with a Roadshow for high school students on Friday April 28, 2017. The CMI team delivered two presentations in high demand areas for the Ebeye community: Education programs and Carpentry and other vocational program initiatives. The College is working very closely with the RMI Ministry of Education, the Public School System, USP and other education providers in the RMI to address critical issues in literacy, numeracy and college readiness. The KAES is the first of many initiatives planned in 2017 to address education issues specifically located in the Kwajalein Atoll communities.

Responses for other atolls and islands are in development with local governments partnering with CMI and other education providers to offer context-specific initiatives that also include Land grant and Sea Grant resources and activities.

## **College of Micronesia-FSM (COM-FSM)**

### **Introduction**

*The College of Micronesia-FSM ([COM-FSM](#)) is a learner-centered institution of higher education that is committed to the success of the Federated States of Micronesia by providing academic and career & technical educational programs characterized by continuous improvement and best practices.*

COM-FSM celebrated its [24<sup>th</sup> anniversary, March 2017](#). The college traces its roots to the former Community College of Micronesia, which was established during the U.S. Trust Territory of the Pacific Islands administration during the 1970s.

The Federated States of Micronesia (FSM) is a nation of 607 islands scattered across approximately a million square miles of the northwestern Pacific Ocean. Each of the four states of the federation -- Yap, Chuuk, Pohnpei and Kosrae -- has its own unique language and culture. COM-FSM has six total campuses across the four states of the FSM serving approximately 2,600 students. The National Campus located on Pohnpei, and the FSM Fisheries and Marine Institute located in Yap state, serves students from all four states, while four state campuses, serve residents of each respective state.

### **General Accreditation Updates**

*Planning Cycle: Core Values, Mission Review, Vision Statement, and Strategic Plan*

As part of the COM-FSM five-year planning cycle:

- [Core Values](#) were reviewed across two college-wide [summits](#) during both January and August 2016, and the review was led by a *Core Values Working Group* and a *Strategic Planning Working Group* (SPWG). Recommended changes were [reported to](#) and adopted by Cabinet, Executive Committee (EC), and the Board of Regents during their March 9,

2017, meeting.

- *Mission Review* occurred during the August 2016 college-wide [Visioning summit](#), and recommended changes from the SPWG were [reported to](#) and adopted by Cabinet, Executive Committee (EC), and the Board of Regents during their [March 9, 2017](#), meeting. Adopted changes were minor (non-substantive), adding an “and” and replacing an “and” with an ampersand (&). These changes are underlined in the mission statement above and described in the [report](#).
- *Vision Statement*: The SPWG proposed possible vision statements to the college community, a college-wide survey was conducted, and recommendations were submitted in a [report](#) that was endorsed by the Cabinet, EC, and the Board of Regents during their [May 3, 2017](#), meeting. The COM-FSM Vision 2018-2023: *We provide quality education today for a successful tomorrow.*
- *Strategic Directions*: The SPWG utilized college-wide [Visioning Summit](#) reports and the Board of Regents two-year action plan to propose two strategic directions as the only two priorities for the 2018-2023 Strategic Plan:
  - *Innovate academic quality to ensure student success, and*
  - *Strengthen resources to meet current and future needs.*

The SPWG will present its recommended strategic plan to the Cabinet, EC, and Board of Regents in August 2017.

#### *Follow Up Report*

COM-FSM is completing its *Follow Up Report* and will be submitting the report in advance of the October 1, 2017, deadline as per the ACCJC [Action Letter](#) of July 8, 2016.

### **Highlights and Initiatives**

#### *Focus on Student Success*

To improve student success, retention and graduation rates, the college will implement, by fall 2017, block and alternate scheduling to guarantee full-time class schedules, and provide guided pathways (clearly defined program completion path).

#### *Doctors and Dentists for Tomorrow (DDFT)*

[DDFT](#) is a learning community funded through a grant project that enhances student engagement and increases faculty/student interactions. The grant project is a collaboration with the John A. Burns School of Medicine Area Health Education Center at the University of Hawaii, Manoa (JABSOM), the Pacific Island Health Officers Association (PIHOA), and COM-FSM.

The DDFT program is now in the second semester. Courses are taught using the Problem-based Learning approach that encourages students to use critical thinking skills, improves problem-solving skills, increases motivation, and helps students learn to transfer knowledge to new

situations. DDFT students receive *wrap-around* services such as mandatory study hall, counseling sessions with personal and academic advisors, and additional lectures on medical ethics. [\*The Heartbeat\*](#) is a newsletter published by the DDFT.

#### *G2C - Gateway to Completion Research Study*

Professor Yen-ti Verg-in and Dr. Denise Oen submitted a proposal on research findings using compressed schedules to the John N. Gardner Institute Annual Gateway Course Experience Conference, February 26-28, 2017. Professor Verg-in conducted research on offering College Algebra, 4 days each week for eight weeks to see if course completion rates increased. The goals were to increase student/faculty interaction, including feedback to students, and student engagement in the learning process.

#### Findings:

- Pass rate increased from 74% to 92%;
- Course completion rate increased from 82% to 94%; and
- Attendance rate increased from 88% to 93%.

Results for students showed higher levels of course completion and passing grades (A, B, or C), greater understanding and retention of complex principles, more positive interactions between faculty and students (which appears to lead to more questions being asked/answered), and more positive interactions between students (that leads to more opportunities for peer teaching and support). Student success as measured by course completion and retention was higher with the compressed schedule and would suggest that COM-FSM might benefit from this format in this course and perhaps in other courses.

#### *Food and Fashion Friday Festival (F4)*

F4 is an authentic assessment project that has expanded from one course assessment into an all campus collaboration. The Business Division and the [Entrepreneurship Center](#) in collaboration with Pohnpei Campus Career & Technical Education (CTE) program, Hospitality and Tourism Management, and the Agriculture Student Club sponsored this year's F4. The *Food & Fashion Friday Festival* is a collaborative project that division faculty use as a tool to assess SLO achievement for students taking management, marketing, and finance courses in the A.S. *Business Administration* program. Students develop business and marketing plans, cash flow projections, and draft partnership agreements and articles of incorporation.

Preparations culminated in a one-day sale event where students showcased their knowledge and skills in the different functional areas of business. The CTE programs used this as an opportunity to market student generated products. Each of these programs has a small business development course to assist students who want to create their own business. The Hospitality and Tourism Management students used this event to demonstrate skills in food preparation and customer service.

More details on highlights and initiatives can be found in the following college reports to the Board of Regents:

- [December 01, 2016](#)
- [Board Meeting March 08, 2017](#)
- [Board Meeting May 03, 2017](#)

## **Guam Community College (GCC)**

### **Introduction**

Since its inception through the Community College Act of 1977 (as amended by Public Law 31-99 in 2011), Guam Community College continues to fulfill its mission to be a leader in career and technical workforce development, providing the highest quality, student-centered education and job training for Micronesia. GCC is a multi-faceted, public, career and technical education institution, serving as Guam's State Agency for Career and Technical Education under the United States Vocational Education Act of 1946 (and subsequent amendments). The College offers over 40 associate degrees and certificates combined. GCC delivers postsecondary education on-site, although distance education allows students on Guam to attend courses online. Off-site, the College primarily delivers secondary education at Guam public high schools, and short-term, specialized training at local businesses. Additionally, GCC offers adult education programs and assistance: English as a Second Language, Adult Basic Education, Adult Secondary Education, High School Equivalency preparation and testing, and Adult High School Diploma.

### **General Updates**

Student Demographics. Guam Community College served 2,428 postsecondary students in the Fall 2016 semester, which is a marginal increase from the prior Fall semester (2410 students). Fifty-five percent of the Fall 2016 semester students were returning from the Spring 2016 semester. Over the past 10 years, part-time and female students continue to represent more than half of the postsecondary student population. A fraction of the GCC student population identify as veteran, most of whom are members of the Post-911 Government Issued Bill chapter. Although most students identify as Chamorro, an increase in the enrollment of Filipino students has been observed since 2007.

Degree Programs. GCC offers more than 20 Associate of Arts and Associate of Science degrees combined, as well as over 20 certificates. Fall student enrollment in Associate of Science in Medical Assisting jumped from 98 students in 2012 to 236 students in 2013, and enrollment has stabilized up until Fall 2016. Associate of Arts in Visual Communications has gained continuous

interest from Fall 2007 (26 students) to Fall 2016 (61 students). Construction Technology appears to be the most attractive Certificate program, with 32 students declared in Fall 2016.

College Assembly. Faculty, staff, and administrators gathered together at the bi-annual College Assembly on March 20, 2017. The Spring College Assembly agenda included brief updates on the Accrediting Commission for Junior and Community Colleges (ACCJC) visit, the Institutional Self Evaluation Report (ISER), and the School of College and Career Success (CCS). A data summary report of the Fall 2016 College Assembly preceded the collaborative break-out session on resolving barriers for 100% student-centered success. Training was offered on the 2017-2023 Board of Trustees-Faculty Union Agreement, Student Learning Outcomes, ACCJC's Online Accreditation Course, Acalog, and, alternatively, a team building activity.

Transformation Academy. The Cohort III of the Transformation Leadership Academy occurred between May 9 and 26. The consistency of Cohort III was unique, including a blend of over 30 staff, administrators and faculty, as well as a 6-member management team from the Department of Youth Affairs. The course included an introduction of current challenges in education, and the framework for leading and facilitating transformation. The Cohort III Academy culminated with presentations by teams from Cohort II on their transformation efforts, which demonstrated strategic, tactical, and operational levels of involvement and planning that lead toward student success.

### **Accreditation Updates**

Institutional Self Evaluation Report Draft III. Between January to March, Accreditation Standard Committees I, II, III and IV edited and revised the first draft to their respective parts of the ISER. The Accreditation Steering Committee received, reviewed and merged the four Standard drafts into the second draft of GCC's Institutional Self Evaluation Report (ISER). In April, ISER Draft II was posted online for campus-wide review and feedback. The Accreditation Steering Committee incorporated feedback from the campus community into GCC's ISER Draft III, which is available for review in May. Comments and suggestions made by the campus community to Draft III will be used to develop a fourth draft that will again be vetted before final submission to the Accrediting Commission for Junior and Community Colleges in October 2017.

ACCJC Evaluation Team Visit. Dr. Ray Somera, Vice President for Academic Affairs, and Marlena Montague, Assistant Director of the Office of Assessment, Institutional Effectiveness and Research, served on separate ACCJC evaluation team visits to two member institutions in Irvine, California for validation of their Institutional Self Evaluation Report. The insightful experience they gained from the visit provided the following take-aways in preparation for GCC's visit in March 2018: (1) provide the campus consistent, "big picture" information of the accreditation visit; (2) refresh the campus of the Data-Driven Dedicated Planning Model to reiterate our evidence-based culture; (3) re-publish and update all institutional plans and other documents; (4) host an open forum for students and employees to voice their opinions; (5)

provide graphic evidence on results of various assessment processes; (6) divide TracDat reports by the four phases of the assessment cycle (plan, data collection, results, and use of assessment results); and (7) include “Accreditation Update” in the monthly Board meeting agenda.

ACCJC Partners in Excellence Inaugural Conference. R. Gary Hartz, Associate Dean of Technology and Student Services, and Marlena Montague, Assistant Director of the Office of Assessment, Institutional Effectiveness and Research, presented at the Partners in Excellence Inaugural Conference in Irvine, California. Their presentation was entitled, *Enter the ‘T Zone!’: Transforming Guam Community College for 100% Student-Centered Success*. The presentation illustrated how GCC is pulling together for institutional success via the Transformation Initiative, as well as included meaningful take-aways for other community colleges. Likewise, at the same conference, GCC President Dr. Mary Okada and Vice President of Academic Affairs Dr. Ray Somera teamed up with Cuesta Community College President Gilbert Stork and Vice President of Academic Affairs Deborah Wulff to deliver an invited presentation entitled, *Making Accreditation President-Proof: The CEO and ALO as Accreditation Co-Champions*.

Making Student Learning Assessment Useful and Used. Dr. Ray Somera, Vice President for Academic Affairs, and Marlena Montague, Assistant Director of the Office of Assessment, Institutional Effectiveness and Research, attended a PPEC-organized workshop facilitated by Linda Suskie in Honolulu, Hawaii. Suskie facilitated a discussion on ten specific ideas on when an institution is aware that student learning assessment is useful and used. The idea that most resonated with GCC is that Student Learning Objective (SLO) assessment is useful and used when “*you have a culture of collaborating to knit the pieces together.*” This idea was exemplified by the sharing of results (from the data collected during the break-out session of the 2016 Fall College Assembly) at the 2017 Spring College Assembly, which were then used to propose action plans for improvement purposes.

### **Highlights and Initiatives**

Immersion Program. The GCC Continuing Education and Workforce Development Office held its first English as a Second Language Immersion Program with students from Dong Seoul University (DU) in Korea. Between January 6 and February 1, 25 students from DU studied English, as well as Visual Communications, and Chamorro History in partnership with Chief Hurao Academy.

Logo System Launch. Several hundred students, faculty, staff and administrators gathered in the Student Center courtyard on February 16 to usher in the College’s year-long 40<sup>th</sup> anniversary celebration by launching a new “logo system” for the College. A New Logo Group gave the G-C-C letters a more fluid and sustainable look and feel, which signifies the sustainable knowledge and skills provided to students through their educational experience at the College. In addition to its new main logo, GCC released 21 uniquely-designed program logos that are a variation of the main logo, as well as two primary and four secondary color palettes.

Veterans Club. The College's Veterans Club was accepted into the Student Veterans of America (SVA) on February 3. SVA is a coalition of nearly 1,400 student veteran organizations across the United States, dedicated to ensuring that veterans are supported in their transition to education and employment (according to studentveterans.org). SVA benefits include access to programs, resources, networking and professional development, advocacy and research. The veteran student population at GCC jumped from one (1) student in academic year AY) 2008-2009 to 237 students in AY 2016-2017.

## **Palau Community College**

### **Accreditation Updates**

- As part of ongoing college improvement, PCC Accreditation Office in collaboration with Faculty Senate Association provided an Institutional Effectiveness Workshop. The workshop concentrated on the college continuous effort to move forward using student learning assessment results to ensure institutional effectiveness. It also allowed faculty and service providers from the Student Services, Library, and Administration & Finance areas to collaboratively discuss ways to increase institutional effectiveness using data, as well as share ideas on how to continue to implement changes to increase student learning and success.

### **College Program Highlights**

- PCC Academic Affairs recently completed a proposal and curriculum for the Bachelor of Science program with pending courses outline. The proposed program will support much needed credentials for Palauan teachers and educators in Palau.
- Recently, PCC Academic Affairs is wrapping up with its near completion proposal on General Mechanics and General Maintenance program. According to Dean of Academic Affairs, the proposal of both General Mechanics and General Maintenance will be submitted to CPC and later to college President and the Board of Trustees for approval. Both programs support the needs of community members who are interested in entry level work. Such programs are in line with the RPPL 9-22 "Palauan Skilled Workforce Act".
- In support of Palau's aquaculture development in the area of commercial farming, the Cooperative Research & Extension of Palau Community College (PCC-CRE) recently implemented a project that supports the local production of milkfish (*Chanos chanos*).

Milkfish (known as “aol” in Palau). Over 80,000 healthy milkfish fry were produced from the eggs within the months of May, October, and December of last year. The establishment of a brood-stock facility and the successful spawning & local production of milkfish fry in Palau informs the public that milkfish farming could become sustainable without relying on seed-stock from sources outside of Palau.

- Pursuant to Republic of Palau Public Law RPPL4-2, the Board of Trustees of Palau Community College held its Annual Organizational meeting on Monday, January 9th (2nd Mon. of Jan.) to elect its officers and establish its calendar of regular meetings.
- PCC, in its continued pursuit to expand and advance our range of educational offerings to our students, has recently introduced the study of Robotics, into the General Electronics Technology program, in the form of two new courses, GE 128 Robotics I and GE 212 Robotics II. Students who take these courses will be building robots to learn skills in wiring, source coding, tuning, and problem solving in areas such as robotics development and robot navigation. Upon completing the GE128 course these students will advance to course GE212 which will give them experience in the mechanical assembly and programming of quad-copter robotics, commonly known as flying drones..
- Palau Community College hosted its Career & Technical Education (CTE) Awareness Week. On Tuesday, March 14, 2017 and Thursday, March 16, 2017 students from different elementary schools and high schools in Palau were invited to tour the campus and learn about the programs currently offered at the college. Campus tour stations included the general electronics shop, electrical technology shop, air condition and refrigeration shop, small engine and outboard marine shop, automotive mechanic shop, welding shop, agriculture, environmental science laboratory, and construction technology.
- To further Palau Government efforts in promoting economic and ecological sustainability and a healthy environment, the Palau Community College Cooperative Research and President of Ngerdubech Corporation partnered to improve the aquaculture industry of Palau by now venturing into Black Tiger Shrimp (*Penaeus monodon*) locally known as “cherchur”. This new aquaculture undertaking project was recommended by Ngerdubech Corporation representative after their visits to Southeast Asian Fisheries Development Center (SEAFDEC) aquaculture facilities for an educational tour in Iloilo, Philippines.
- A new cohort of twenty-nine (29) students has enrolled in the Bachelor of Science program offered at Palau Community College (PCC) through San Diego State University

(SDSU). The program will concentrate on Liberal Arts & Sciences/Interdisciplinary Studies. Dr. Theresa Lally was on campus to meet the students and initiated the first program course.

- Palau Community College (PCC) celebrated its 54<sup>th</sup> Commencement Exercises on May 19, 2017. A total of one hundred thirty-nine (139) graduates received their degrees. Only one graduate was recognized for completing the PCC Adult High School Program. The college also honors and congratulates twenty-four (24) graduates who completed the San Diego State University (SDSU) Master of Arts Degree in Education.

**Date:** June 7, 2017

**To:** Commission and Other Interested Parties

**From:** Dr. John Morton, Policy Committee Chair  
Dr. Stephanie Droker, ACCJC Vice President

**Subject:** Policy Changes Submitted to the Commission

The Policy Committee met via conference call on April 17, 2017 to review institutional policies for presentation to the Commission.

The Policy Committee oversees the development of new policies and changes to existing policies. Commission procedures generally provide that proposed institutional policy changes and/or new policies be considered by the Commission in a two-meeting process. At the first meeting, new policies/policy changes are discussed and modifications are made as appropriate (first reading). These policies are then circulated to the ACCJC accredited institutions and other interested parties for review and comment before presentation at the next scheduled Commission meeting for second read and adoption.

When changes are needed in order to align with federal regulations, or for other extenuating circumstances, policy changes can be made by the Commission outside the normal two-meeting process (first reading/second reading). If these changes are made by Commission action between regularly scheduled meetings, the changes are communicated to the field, including the reason for immediate action by the Commission. The policy is widely disseminated for input and comment from the field. All comments are brought forward to the Commission for consideration at the second reading, prior to adoption.

### **Items for First Read**

1. **Policy on Review of Accreditation Standards** – this policy has been revised for accuracy and clarity, and new language has been added to allow for individual standards to be reviewed in-between the systematic review cycle.

### **Items for Second Read**

1. **Policy on Commission Action on Institutions** – In March 2017, the Commission voted unanimously to review and revise this policy outside the Commission meeting schedule (approved as a first reading), to address significant concerns from the field. Specifically, language has been added to Section III, which now provides the Commission to take action to reaffirm accreditation for the full 7 year cycle and require a follow-up report for institutions

that continue to demonstrate compliance with Eligibility Requirements, Accreditation Standards, and Commission policies, but have some minor deficiencies that can be easily resolved. Clarifying language has also been added in order to provide clearer delineations between the actions the Commission takes on institutions.

2. **Policy on Good Practice in Relations with Member Institutions** – this policy has been revised for clarity and new language has been added to address Commission actions on institutions where deficiencies have been identified. All references to the Policy on Review of Commission Actions have been deleted (policy was deleted in January 2017).
3. **Policy on Complaints Against the Accrediting Commission for Community and Junior Colleges** – a minor revision to this policy adds language to allow the President of the ACCJC to delegate responsibility to an ACCJC staff member for providing a response to a complaint.
4. **Policy on the Rights and Responsibilities of the Commission and Member Institutions** – Language to the section on third party comments has been revised to further clarify the difference between a third party comment and a complaint against an institution.

## Policy on Review of Accreditation Standards

*(Adopted June 1996; Revised June 1998, January 1999, June 2001, January 2007;  
Edited October 2007; Revised January 2013; 1<sup>st</sup> Reading June 2017)*

The Commission initiates a systematic and comprehensive review of its Accreditation Standards ~~and practices~~ every ten six years. The review is designed to assess the utility, effectiveness and relevance of the Accreditation Standards ~~and practices~~, and to ensure that they are updated to align with changing institutional characteristics, societal needs, ~~and~~ federal regulations, and best practices in higher education. Information from multiple sources, including input from internal and external constituencies, ~~are is~~ used in the review. If the Commission determines that changes to the Accreditation Standards are needed, then it announces its intent to change the Standards. <sup>1</sup> The review may result in formative and clarifying revisions, or in significant changes to Accreditation Standards as deemed appropriate.

~~The review may result in formative and clarifying improvements, or in significant changes, to Accreditation Standards and practices as deemed appropriate by the Commission. At the time of each review, the Commission will also seek to align Accreditation Standards and practices with federal regulatory requirements and with excellent practices in higher education accreditation.~~

### The Review Process

The Commission makes available to its member institutions and the public ~~and its member institutions~~ information announcing the Review, the Commission's means of soliciting input on Accreditation Standards ~~and practices~~, and a tentative proposed timeline for completing the review and issuing implementation of any new or revised and/or updated Accreditation Standards. During the review process, ~~t~~The Commission also will provide periodic updates to ~~the public and its~~ member institutions and the public on its progress in reviewing and developing the and/or updating its new Accreditation Standards ~~and practices~~ through electronic communications ~~to member institutions and other constituencies,~~ notices on its website, and its newsletter.

The process for review of Accreditation Standards ~~and practices~~:

1. Examines whether the Standards ~~and practices~~ are adequate to evaluate institutional and educational quality;
2. Examines whether the Standards are relevant to the educational needs of students and adequately evaluate student learning and achievement;
3. Examines each standard and the Standards as a whole;
- ~~4. Examines the accreditation practices that implement Accreditation Standards and Commission policies;~~

<sup>1</sup> If, during a review process, the Commission determines changes to the Accreditation Standards are needed, then the Commission is required to initiate action within 12 months to make the changes, and must complete the action within a reasonable period of time. 34 C.F.R. 602.21(c).

- 5-4. \_\_\_\_\_ Solicits suggestions from internal constituencies such as Commissioners and Commission staff, member institutions ~~and~~ their staffs and governing board members, and persons who serve as evaluation team members and team chairs;
- 6-5. \_\_\_\_\_ Solicits suggestions from communities of interest or others with special expertise in accreditation related matters; and
- 7-6. \_\_\_\_\_ Solicits suggestions from external constituencies such as students, business leaders and other members of the public served by member institutions.

## Development and Approval of New and/or Revised Updated Accreditation Standards

If the review process results in the need for new and/or revisions updates to the Accreditation Standards, The Commission may use the assistance of special topic task forces, accreditation experts, an editorial board or drafting committee, and persons from member colleges when drafting proposed language for the revised new and/or updated Accreditation Standards.

Once any revised new and/or updated Accreditation Standards have been drafted, The Commission will provides opportunities to its member institutions, ~~and~~ their staffs and governing board members, college systems to which they may belong, students, business leaders and other members of the public, and other higher education associations to comment on proposed changes to Accreditation Standards. These individuals and groups are invited to send written comments to the Commission and/or to testify at public hearings and meetings scheduled by the Commission. The comments ~~thus~~ gathered are taken into account as the Commission finalizes any revisions to Accreditation standards.

When the Commission has developed a final draft of ~~any new and/or updates to~~ the Accreditation Standards, it will announce the date and location for a Commission meeting at which the Accreditation Standards will be considered for first reading, and will invite comment on the ~~eat~~ draft during through a public hearing. In order to facilitate constituency and public input, the Commission may conduct additional public hearings throughout the Western region on the final draft of the Accreditation Standards. The Commission will announce the date and location for a Commission meeting at which the Accreditation Standards will be considered for second reading and adoption, and will invite comment before taking action to adopt the new and/or updated revised Accreditation Standards. The process for drafting and approving new standards normally will be completed within two years.

## RevisionsChanges to Accreditation Standards between Reviews

At any time between the regular ten-year review of Accreditation Standards, ~~The above notwithstanding,~~ If the Commission identifies a need to revisechange the a Standards between reviews<sup>2</sup> at any time between the regular ten-year review, the process for ensuring constituent participation will be is consistent with the process used during the ten-year standard-reviews. When the Commission identifies a need to change ~~the an~~ Accreditation

<sup>2</sup> The USDE can require accrediting bodies to make changes to Accreditation Standards and policies within one year of adoption of new regulations or discovery by the USDE that an accreditor's Standards are not compliant with federal regulations. In such cases, the ACCJC will need to respond within the one year time frame.  
34 C.F.R. §602.36.

Standards, it will initiate action within ~~12~~ **twelve** months. ~~The process for drafting and approving new standards normally will be completed within two years.~~

~~At any time between the regular ten-year review of Accreditation Standards, if the Commission identifies any ambiguities in the Accreditation Standards language, the Commission may ~~revise~~ **update** the wording of a Standard ~~further reserves the right to make small editorial changes to the language of individual Accreditation Standards designed to clarify meaning on an as-needed basis~~ through the normal Commission meeting process with a first and second reading. ~~Notice~~ **and** will ~~be~~ provided ~~to member institutions and the public and notice to its member institutions~~ of the opportunity for institutional and public comment on such proposed ~~editorial~~ changes before adoption.~~

## Policy on Commission Good Practice in Relations with Member Institutions

*(Adopted June 1980; Revised June 1996; Edited October 1997; Revised January 1999,  
January 2001, January 2006, January 2011; Edited June 2012, August 2012;  
Revised June 2013, October 2013, June 2015; June 2017)*

### Policy

The Commission makes the commitment to follow good practices in its relations with the institutions it accredits.

The Commission will fulfill its commitment by adhering to the following practices:

- 1- A. Visit an institution on the initiative of the Commission only after notice, appropriate to the situation, is provided to the institution.
- 2- B. Evaluate institutions in the context of their mission, respecting institutional integrity and diversity, so long as the mission is within the general frame of reference of higher education and consistent with the standards of the Commission.
- 3- C. Use the Eligibility Requirements, Accreditation Standards, and Commission policies (together Commission's Standards), along with relevant authentic, factual qualitative and quantitative information in institutional evaluations, including information in the Institutional Self Evaluation Report and any Special Reports, in the evaluation team report, Annual Reports, External Audits, and other information including written supplemental information provided by the institution in response to the final team report, and oral testimony before the Commission. Encourage educational innovation and continuous improvement in the educational effectiveness of the institution.
- 4- D. Publish the names of institutions scheduled for comprehensive evaluation.
- 5- E. Accept relevant third-party comment on member institutions as delineated in the Policy on Rights and Responsibilities of the Commission and Member Institutions.
- 6- F. ~~The Commission will~~ Provide an opportunity for institutional representatives and the general public to attend those portions of Commission meetings devoted to policy matters and others items of a non-confidential nature <sup>1</sup>.
- 7- G. Consider information regarding adverse actions against a member institution by another accrediting agency or state agency and provide an explanation consistent with the Commission's Standards as to why the action by another authority does not result in an adverse action by the Commission.
- 8- H. Provide institutions an opportunity to object, for cause, to individual members assigned to the team designated to visit the institution, with special concern for conflict of interest or demonstrated bias.

9. I. Require that the comprehensive evaluation include a publicized opportunity for an open meeting with students and interested others during the visit.
10. J. Examine the institution set standards for student achievement, and institutional performance against those standards, in reviews of institutional effectiveness.
11. K. Expect that the evaluation team in its report make clear the areas of deficiency and those Eligibility Requirements, Accreditation Standards, and Commission policies (together Commission's Standards) with which the institution does not comply and also those areas of institutional practice needing improvement.
12. L. Provide to the institution written notice of the Commission action and a detailed written evaluation report assessing the institution's compliance with the Commission's Standards and its reported performance with respect to student achievement and student learning. The evaluation team report will note findings, conclusions and recommendations in areas for which the institution has deficiencies and must take steps to meet the Commission's Standards. The team report also includes, when appropriate, recommendations for improvement of institutional effectiveness and educational quality. The Commission action letter will specify the period, not to exceed two years, within which the institution must resolve deficiencies in meeting standards.

**Commission practices also affirm the following:**

The Commission has the responsibility to require that team members keep confidential all institutional information examined or heard before, during, and after the team visit and after the Commission acts.<sup>12</sup>

The Commission provides institutions due process<sup>23</sup> concerning accrediting decisions made by the Commission.

- A. Evaluation team reports are held as confidential until the Commission has conducted its review and acted on the accredited status of the institution.
- B. An institution, through its CEO, is provided with the draft evaluation team report before it becomes final. The institution through its CEO is provided an opportunity to respond to the evaluation team chair concerning the draft team report, in order to correct errors of fact.
- C. An institution, through its CEO, is provided with the evaluation team's final evaluation team report in advance of the Commission meeting. The institution is provided an opportunity to submit a written response (no less than 15 days in advance of the Commission meeting) to the final team report on issues of substance concerning any perceived remaining errors of fact in the team report, and to any deficiencies noted in the report which could result in a finding of noncompliance with an Eligibility Requirement, Accreditation Standard, or Commission policy. The written supplemental information may also pertain to the evaluation process,

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<sup>1</sup> Also refer to the Statement on the Process for Preserving Confidentiality of Documents Related to Institutional Evaluations.—Also refer to the Policy on Access to Commission Meetings.

<sup>2</sup> Also refer to the Statement on the Process for Preserving Confidentiality of Documents Related to Institutional Evaluations.

<sup>3</sup> Complies with 34 C.F.R. § 602.18, § 602.23, § 602.25.

conditions at the institution at the time of the visit, verification of final policy adoption or similar actions noted in the team report as pending or imminent, or to the institution's ability to achieve and maintain compliance with standards.

- D. An institution, through its CEO, is provided with the opportunity to appear before the Commission to present oral comments in closed session before the Commission acts on the accredited status of the institution. The oral comments must pertain to the matters identified in section C., above, for inclusion in supplemental written responses by the college.
- E. If the Commission's action on an institution will be based upon any deficiency which has not been noted as part of an accreditation review in the evaluation team report, Self Evaluation Report or other institutional report, or in the submitted annual reports and audit reports, then before making any decision on the institution's compliance with the pertinent Accreditation Standard that will become part of the basis for sanction or denial or withdrawal of accreditation or candidacy, the Commission, through its President, will afford the institution additional time to respond in writing to the perceived deficiency before including the related finding of noncompliance in a sanction or accreditation denial or withdrawal action. In its response, the institution also may address any asserted procedural errors as well.

The Commission will notify the institution in writing, through an action letter, as soon as reasonably possible after Commission decisions are made and will include in its action letter the reasons for actions taken, ~~or~~ and will refer the institution to the evaluation team report for detailed reasons.

~~If the Commission's action on an institution will be based upon any deficiency which has not been noted as part of an accreditation review in the evaluation team report, Self Evaluation Report or other institutional report, or in the submitted annual reports and audit reports, then before making any decision on the institution's compliance with the pertinent Accreditation Standard that will become part of the basis for sanction or denial or withdrawal of accreditation or candidacy, the Commission, through its President, will afford the institution additional time to respond in writing to the perceived deficiency before including the related finding of noncompliance in a sanction or accreditation denial or withdrawal action. In its response, the institution also may address any asserted procedural errors as well.~~

An institution subject to an adverse decision, ~~may request a review by the Commission of its adverse actions, as described in the Policy on Review of Commission Actions, and thereafter an appeal as described in the Bylaws of the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC), and Appeals Procedure Manual, if the nature of the action warrants an appeal.~~

~~The Commission will provide an opportunity for institutional representatives and the general public to attend those portions of Commission meetings devoted to policy matters and others items of a non-confidential nature.~~

## Policy on the Rights and Responsibilities of the Commission and Member Institutions

*(Adopted January 2005; Edited August 2007, October 2007; Revised June 2011, June 2012;  
Edited August 2012; Revised October 2013, January 2014, January 2016; June 2017)*

### Background

Students, the public, higher education bodies, and various levels of government need assurance that an accredited institution is of high quality and possesses integrity. American higher education has chosen to use a voluntary, non-governmental, self-regulatory process to provide this assurance. Such a process must balance institutional autonomy, independence, and freedom with an institution's responsibilities to its various constituencies. Therefore, the process must carefully delineate the rights and responsibilities of both the accrediting bodies and the institutions they accredit. Mutual understanding and respect for the rights and responsibilities of each party will assure that higher education remains fundamentally sound, responsible, responsive, and effective, so that the public may have confidence in the integrity and quality of educational institutions with a minimum need for government regulations.

### Policy

The Commission is committed to partnering with a member institution in a voluntary non-governmental accreditation process that results in a mutual commitment to self-regulation, quality assurance to the public, and continuous institutional improvement. The Commission and its member institutions share rights and responsibilities to develop and promulgate Accreditation Standards and an agreed-upon accrediting process for comprehensive institutional evaluations. The institutional Chief Executive Officer is the chief representative of the institution to the Commission. The Commission communicates to the institution primarily through the Chief Executive Officer.

### Policy Elements

#### A. Development and Promulgation of Commission Standards

The Commission has the responsibility to develop standards<sup>1</sup> which are consistent with the purposes of accreditation, which are sufficiently flexible to allow diversity and effective program development, and which allow and encourage institutional/programmatic freedom and autonomy, and allow the institution to exercise its rights within a reasonable set of parameters relevant to the quality of education.

The Commission has the responsibility to provide opportunities for broad participation of affected constituencies in the development and acceptance of the Eligibility Requirements, Accreditation Standards, and Commission policies, and to permit institutional input on new or revised policies by providing for an opportunity for review at public meetings of the Commission and to consider such input from a member institution when making changes to the Eligibility Requirements, Accreditation Standards, and Commission policies.

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<sup>1</sup> The Eligibility Requirements, Accreditation Standards, and Commission policies together represent the Commission standards. Implementing procedures can be found in the ACCJC Guides and Manuals.

A member institution has the responsibility to participate in development of the Eligibility Requirements, Accreditation Standards, and Commission policies and in the Commission's periodic reviews. The Commission has the responsibility to develop and promulgate Eligibility Requirements, Accreditation Standards, and Commission policies that meet the requirements of the U.S. Department of Education (USDE) regarding a member institution's eligibility for Title IV. The institutional Chief Executive Officer and the Accreditation Liaison Officer have the responsibility to communicate and promulgate information to their institutional constituencies about the Eligibility Requirements, Accreditation Standards, and Commission policies, any changes to them, and the institution's plans for changes needed to comply with them. A member institution has the responsibility to communicate directly to the Commission any comments on or concerns about the Commission's Eligibility Requirements, Accreditation Standards, and policies.

## **B. Institutional Records of Accreditation**

The Commission has the responsibility to provide, when requested, copies of correspondence pertaining to that institution to the Chief Executive Officer and, when appropriate, to the Accreditation Liaison Officer.

A member institution has the responsibility to develop an effective mechanism to ensure the internal coordination of accreditation activities. A member institution has the responsibility to maintain all correspondence and records on the accreditation history of the institution, and on substantive change applications and the outcomes of the application.

A member institution has the responsibility to share records of the institution's accreditation history, as appropriate, within the campus community.

## **C. Information Collection**

The Commission has the responsibility to specify items to be addressed in all reports to the Commission, require only information that is relevant to the Eligibility Requirements, Accreditation Standards, and Commission policies, and respect the confidentiality of information required and evaluated in the accreditation process. The Commission also collects information required by USDE regulations.

A member institution has the responsibility to: determine how to design and conduct the institutional self evaluation process, involve broad and appropriate constituent groups in the preparation and process of the Self Evaluation Report of Educational Quality and Institutional Effectiveness, disclose to the Commission all information which is required to carry out the Commission evaluation and accreditation functions and respect the confidentiality of information required and evaluated in the accreditation process.

A member institution has the responsibility to maintain records of formal student complaints and grievances between each review cycle, and make them available to the Commission and evaluation team upon request, in accord with federal regulations. A member institution must submit substantive change proposals for approval by the Commission before such substantive changes are implemented.

## **D. Site Visits and Reviews**

The Commission has the right to: conduct site visits as required under the Commission's adopted accreditation processes; exercise its discretion whether or not to conduct joint,

concurrent, coordinated, consolidated, or phased visits when requested by an institution; and note in its accreditation documents any attempt by professional organizations, collective bargaining groups, or special interest groups to impede or interfere with participation in the educational quality and institutional effectiveness review process and visit. The Commission has the right to monitor and report as required by USDE regulations for recognized accrediting agencies.

A member institution has the right to request the Commission to hold joint, concurrent, coordinated, consolidated, or phased visits; and review the list of proposed evaluation team members in order to avoid potential conflicts of interest.

The Commission has the responsibility to select evaluation team members, who are competent by virtue of experience, training, and orientation, and are sensitive to the unique mission of the institution. Teams will include both academic and administrative representatives. Faculty members will be included among the academic representatives on comprehensive evaluation teams. Prior to the selection of the evaluation team, the Commission will consult with the institution to determine any special needs or concerns. The Commission has the responsibility to assure that evaluation team members are impartial, objective, and without conflict of interest and that the evaluation team is of an appropriate size and composition for the purposes of the site visit. The institution has the right and responsibility to review the evaluation team members and report any conflicts of interest or concerns to the Commission before the team composition is finalized. The Commission has the responsibility to assure that evaluation team members keep confidential all institutional information examined or heard before, during, and after the site visit. The Commission has the responsibility to set the length of a site visit, ordinarily three days for a review and one or more days, as needed, for a follow-up or any other special visit. The Commission has the responsibility to set the dates of the site visit in consultation with the institution.

The Commission also has the responsibility to communicate its findings derived from the site visit to the institution; ensure that the Evaluation Team Report identifies and distinguishes clearly between findings, conclusions and recommendations related to deficiencies in meeting the Eligibility Requirements, Accreditation Standards and Commission policies, and those recommendations representing suggestions for quality improvement; provide the Chief Executive Officer of the institution with an opportunity to correct all factual errors in the draft External Evaluation Report; and provide supplemental materials pertinent to the facts and conclusions in the External Evaluation Report before it takes action on the Institutional Self Evaluation and External Evaluation Report.

A member institution has the responsibility to provide maximum opportunity for communication between all relevant constituencies and the evaluation team, and ensure that professional organizations, collective bargaining groups, or special interest groups not impede or interfere with reports, visits, and reviews. A member institution also has the responsibility to make the External Evaluation Report available to the public. A member institution has the responsibility to acknowledge that specialized accrediting agency recognition, local governmental requirements and/or collective bargaining agreements, in and of themselves, do not abrogate or substitute for institutional and employee obligations to comply with the Eligibility Requirements, Accreditation Standards, and Commission policies.

## E. Accreditation Decisions

A member institution has the right to withdraw a request for any status of accreditation at any time prior to the decision on that request. A member institution also has the right to appeal an accreditation decision to deny accreditation or to terminate accreditation in accordance with the policies of the Commission and to maintain accredited status during the appeal. A member institution has the right to withdraw from Commission membership by sending a written notice to the Commission of the intent to withdraw as of the end of the institutional semester or term. Ordinarily, the notice must be sent with adequate time for the Commission to approve the request at its next scheduled meeting<sup>2</sup> prior to the anticipated date of withdrawal of accreditation.

The Commission has the responsibility to: permit the withdrawal of a request for any status of accreditation at any time prior to the decision on that request; require an institution voluntarily withdrawing from Commission membership to take appropriate steps to notify its student body, the U.S. Secretary of Education, appropriate state/governmental licensing and authorizing agencies, and the public, and where appropriate to follow the Commission's "Policy on Closing an Institution"; make decisions solely on the basis of published standards, policies, and procedures using information available and made known to the institution; avoid conflicts of interest in the decision-making process; and ensure the confidentiality of the deliberations in which accreditation decisions are made, and observe due process in all deliberations.

The Commission also has the responsibility to: notify institutions promptly in writing of accreditation decisions and give reasons for the actions; ensure that the communication of the final accreditation decision identifies and clearly distinguishes between recommendations related to deficiencies in meeting the Eligibility Requirements, Accreditation Standards and Commission policies and recommendations representing suggestions for quality improvement; publish accrediting decisions, both affirmative and negative, except for initial denial of candidacy or eligibility (which are not made public); and maintain the confidentiality of the External Evaluation Report until after the Commission has acted on it. The Commission may require that corrective action be taken if an institution releases information misrepresenting or distorting any accreditation action taken by the Commission or the status of its affiliation with the Commission. If the institution is not prompt in taking corrective action, the Commission may release a public statement providing the correct information.

A member institution has the responsibility to accept the Commission's action after availing itself of its due process rights afforded in Commission policy, and to make public the Commission's action letter and the External Evaluation Report as well as the Institutional Self Evaluation Report. A member institution has the responsibility to uphold the credibility and integrity of the accreditation process by accurately portraying the Commission's actions and helping institutional constituencies to understand the Eligibility Requirements, Accreditation Standards, and Commission policies pertinent to an accreditation action taken on an institution. A member institution has a responsibility to respond to evaluation team or Commission recommendations within the time parameters set by the Commission.

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<sup>2</sup> The Commission meets in January and June of each calendar year to take actions on institutions.

## F. Third Party Comment for Candidacy, Accreditation, or Reaffirmation of Accreditation

~~A third party comment may be submitted to the Commission at any time as it relates to the compliance of a member institution with Eligibility Requirements, Accreditation Standards, or Commission policies. Such comment must be submitted in writing, signed, and accompanied by the affiliation, return address and telephone number of the correspondent. Commission staff will review all third party comment to assess its applicability to Eligibility Requirements, Accreditation Standards, or Commission policies. Institutions will be provided with an opportunity to review applicable third party comment.<sup>3</sup> An applicable third party comment will be provided to the Commission for consideration.~~

A third-party comment **also** assists the Commission as it considers applications for candidacy, accreditation, or reaffirmation of accreditation. When an institution is undergoing a review, the Commission requires the institution's chief executive officer to notify the campus community and public of the opportunity for submission of third-party comments and the process for doing so. Such comments must be submitted in writing, signed, and accompanied by the affiliation, return address and telephone number of the correspondent. Commission staff will review all third-party comments to assess its applicability to Eligibility Requirements, Accreditation Standards, or Commission policies. In order to ensure evaluation by the external evaluation team, third-party comments~~s~~ should be received by the Commission no later than five weeks before the evaluation team visit. The team evaluation of third party comment will become part of the Commission review of the college at the scheduled Commission meeting. Institutions will be provided with an opportunity to review applicable third-party comments.<sup>4</sup> All applicable third-party comments~~s~~ will be provided to the Commission for consideration.

## G. Follow-Up

The Commission has the right to take action to assure that a member institution meets its responsibilities and to request periodic reports, special reports, annual reports, additional visits, and consultative activities relevant to the institution's accreditation status. The Commission has the right to request the reevaluation of an institution at any time as a means for monitoring specific developments within an institution between comprehensive evaluations.

If a member institution fails to make complete, accurate and honest disclosure of information required by the Commission, or if the institution does not comply with Commission requests, directives, decisions and policies, and make complete, accurate,

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~~<sup>3</sup> If it is determined, in the review of the third party comment, there is the need to hold the contact confidential for legal, investigative or other purposes, then the institution will not be notified of the report made. Also, if the U.S. Department of Education requests certain reported information remain confidential, then there will be no notification to the institution. 34 C.F.R. § 602.27(b).~~

~~<sup>4</sup> If it is determined, in the review of the third party comment, there is the need to hold the contact confidential for legal, investigative or other purposes, then the institution will not be notified of the report made. Also, if the U.S. Department of Education requests certain reported information remain confidential, then there will be no notification to the institution. 34 C.F.R. § 602.27(b).~~

and honest disclosure, then the Commission may act to impose a sanction, or to deny or revoke candidacy or accreditation.<sup>5</sup>

## H. Special Report and Visit

The Commission requests a special report when it receives information that raises significant concerns about the institution's compliance with Eligibility Requirements, Accreditation Standards, and/or Commission policies. The institution may be required to provide a narrative report, evidentiary documents, and/or documents prepared by external third parties, such as external audits. The Commission may require a team visit, which will be scheduled after the due date for the special report. The Commission's letter requesting a special report will identify all specific requirements to be addressed by the institution.

The Commission has the responsibility to provide written notice to the institution of the action taken in relation to a special report or visit, support improvement of the educational effectiveness of an institution, and work with the institution to identify appropriate assistance.

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<sup>5</sup> Eligibility Requirement 21. See also the Policy on Public Disclosure and Confidentiality, § II: "If an institution conducts its affairs so that it becomes a matter of public concern, misrepresents a Commission action, or uses the public forum to take issue with an action of the Commission relating to that institution, the Commission President may announce to the public, including the press, the action taken and the basis for that action, making public any pertinent information available to the Commission."

## Policy on Complaints Against the Accrediting Commission for Community and Junior Colleges

*(Adopted January 1999; Edited August 2007, August 2012; Revised June 2014; June 2017)*

The purpose of this policy is to provide a process whereby individuals who have been aggrieved as a direct result of acts or omissions by the Accrediting Commission for Community and Junior Colleges (ACCJC) related to its accreditation functions may file a complaint. Complaints against the ACCJC may be about the ACCJC's lack of compliance with its own published Eligibility Requirements, Accreditation Standards, and Commission policies (together Commission's Standards), with federal regulations, and with accreditation procedures.

In order to be considered a formal complaint against the ACCJC, a complaint must involve issues broader in scope than a concern about a specific institutional action or a specific evaluation team. The ACCJC does not review complaints seeking to substitute Commission or team judgments related to institutional reviews or raise matters about which a member institution has due process procedures as a part of accreditation reviews.<sup>1</sup> An accreditation action not in accord with a complainant's expectation is not in and of itself cause for review of a complaint against ACCJC.<sup>2</sup> The ACCJC does not review complaints presented primarily to indicate disagreement with accreditation standards, or to indicate comment concerning the accredited status of a member institution.<sup>3</sup>

The complaint must be written **and addressed to the President of the ACCJC and delivered to the ACCJC office in original copy**. It must state clearly the nature of the complaint and the manner in which the complainant was directly aggrieved by the acts or omissions. The

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<sup>1</sup> In accordance with Commission policies, the institution through its Chief Executive Officer is provided the opportunity to challenge the appointment of any evaluation team member for cause, and to provide an evaluation of the team chair and team visit to the Commission following an on-site visit. The institution also is provided the opportunity to review draft team reports for errors or omission of fact, to provide comment or supplemental information following receipt of the final team report, and to present oral comment at the Commission meeting during which the institution is being reviewed. In the event of an adverse action (denial or termination of accredited status), the institution may request a review by the Commission of its action, and then may appeal the adverse action.

<sup>2</sup> In accordance with the Commission's Policy on Public Disclosure and Confidentiality in the Accreditation Process, the institution's CEO is required to notify the campus community about accreditation activities and participation in them, about submission of third party comments, and about providing input related to the review of the institution's accredited status. In accordance with the Policy on the Role of Accreditation Liaison Officers, the ALO is appointed by the institution's CEO and is responsible to communicate information about accreditation and institutional quality to the constituencies at the college and to facilitate communications related to the institution's team evaluations. College constituents and interested members of the public are encouraged to follow institutional procedures for providing information or complaints related to the institution's accreditation review.

<sup>3</sup> Please refer to the forms and formats for Third Party Comment, Complaints Against Member Institutions, and for submitting comment on policies and standards (Policy on Review of Accreditation Standards) for these kinds of communication.

complainant must be clearly identified and the complaint must contain an original signature. The complaint must identify the Commission's Standards, or procedure in question and include substantial evidence to support the allegations being made. Should a complaint require Commission consideration and action, the complainant will be notified of the timing of the Commission's review.

Except in extraordinary circumstances, the ACCJC does not consider complaints if the concern alleged occurred more than three years prior to filing the complaint. The ACCJC may elect to consider complaints together if they concern the same circumstances, complainants, or period of time. The ACCJC does not accept amendments to a complaint.

The President, **or their designee**, on behalf of the ACCJC, responds to each complaint made against the ACCJC within 30 days of receipt of the complaint (if more time than this is required to complete an investigation, the complainant is notified within the initial 30 days); implements corrective action where appropriate or makes recommendations to the Commission to implement the corrections; reports the nature and disposition of any complaints to the Chair of the Commission; and compiles annually a list, available to the public on request, which summarizes the nature and disposition of any such complaints. Upon advice of counsel, the ACCJC retains the right to withhold public disclosure of information if potential legal action is involved in the complaint.

If a complaint filed against the ACCJC under the provisions of this section is not resolved by the President, or if the President is a direct subject of the complaint, the Commission Chair shall designate one or more persons to review the handling of the complaint. The Commission shall review the report of the designated reviewer(s) and shall notify the complainant and the President of its response.

The ACCJC's disposition of complaints under this policy is final. Complainants do not have a right to appeal the disposition of a complaint.

## Policy on Commission Actions on Institutions

*(Adopted January 1977; Revised January 1979, January 1991, June 1998; Edited July 2002; Revised June 2003; Edited August 2004, January 2006, August 2006, November 2008, January 2009; Revised January 2010, January 2011; Edited August 2012; Revised June 2013, June 2014, June 2015; Edited July 2015; January 2017; [June 2017](#))*

This policy sets forth the actions that may be taken on the accredited status of institutions by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC). Institutions applying for candidacy or initial accreditation and accredited institutions undergoing periodic evaluation for reaffirmation of accreditation will be reviewed by the Commission. The Commission will examine institutional evidence of student learning and achievement, the Institutional Self Evaluation Report, the Evaluation Team Report, documents from previous evaluations, and other relevant documents to determine whether the institution complies with the Eligibility Requirements, Accreditation Standards, and Commission policies (together Commission's Standards). The Commission will apply, as appropriate, one of the actions listed in this policy.

In the case when an accredited institution no longer demonstrates that it meets the Commission's Standards, the institution will be notified in the Commission action letter of the time it has to come into compliance, which must not exceed two years after first receiving notification of any noncompliance with a standard.<sup>1</sup> If the institution cannot document that it has come into compliance within the designated period, the Commission will take adverse action. In keeping with the provisions of the Higher Education Act of 1965, as amended, the Commission defines adverse actions for accredited institutions as termination of accreditation; denial, or termination for institutions seeking candidacy; and denial for institutions seeking initial accreditation.

The Commission will not condition the granting of candidacy, initial accreditation, or reaffirmation of accreditation on the payment of any fees which are not approved by the Commission for payment of annual dues, evaluation costs, or other fees and assessments to the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC).

### Actions on Accredited Status

#### I. Actions on Institutions that are Applicants for Candidacy or are Candidates

**Grant Candidacy.** Candidacy is a pre-accreditation status granted to institutions that have successfully undergone eligibility review<sup>2</sup> as well as a comprehensive evaluation process using the Accreditation Standards, including preparation of an Institutional Self Evaluation Report and a review by an evaluation team. Candidacy is granted when the institution demonstrates the ability to meet all the Accreditation Standards and Commission policies, or to fully meet them within the two-year candidate period.

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<sup>1</sup> The Eligibility Requirements, Accreditation Standards, and Commission policies together comprise the Commission's Standards. College deficiencies may result in noncompliance with a standard that is in the Eligibility Requirements, Accreditation Standards, or in Commission policies.

<sup>2</sup> See the Policy on Eligibility to Apply for Accredited Status.

Candidacy indicates that an institution has achieved initial association with the Commission and is progressing toward accreditation. During candidacy, the institution undertakes the necessary steps to reach demonstrable and complete compliance with Accreditation Standards. This includes an Institutional Self Evaluation Report in preparation for initial accreditation. Candidate status may be extended for two years, for a total period not to exceed four years.

**Deny Candidacy.** Candidacy is denied when the Commission determines, on review of the institution's initial comprehensive evaluation for candidacy, that the institution has demonstrated that it does not meet all of the Eligibility Requirements, or does not meet a significant portion of the Accreditation Standards and Commission policies, and therefore cannot be expected to meet all Accreditation Standards and Commission policies within a two-year period. Denial of candidacy is subject to a request for an appeal under the applicable policies and procedures of the Commission.

**Extend Candidacy.** Candidacy is extended at the conclusion of the initial two-year candidacy period, in response to a college request, when the Commission determines that a candidate institution continues to meet the Eligibility Requirements and has made significant progress toward meeting the Accreditation Standards, and Commission policies, and anticipates that the institution will meet all Accreditation Standards, and Commission policies if granted additional time to do so. Candidacy can be extended once for a two-year period. Four years in candidate status is the maximum allowable.

**Terminate Candidacy.** Candidacy is terminated when the Commission determines that an institution has not maintained its eligibility for candidacy or has failed to explain or correct deficiencies of which it has been given notice. Termination is subject to a request for an appeal under the applicable policies and procedures of the Commission. If candidacy is terminated, the institution may not reapply for candidacy for at least two years.

## **II. Actions on Institutions which are Applicants for Initial Accreditation**

**Grant Initial Accreditation.** Initial accreditation may be granted after a comprehensive institutional evaluation demonstrating that the institution is in compliance with the Eligibility Requirements, Accreditation Standards, and Commission policies (together Commission's Standards). The institution is required to submit a Midterm Report midway through the seven-year accreditation cycle. The institution must be fully evaluated again within a maximum of seven years from the date of the Commission action granting initial accreditation.

**Extend Candidacy.** The Commission may extend candidacy in lieu of granting initial accreditation when the institution has not met the conditions for initial accreditation and has had candidacy for one two-year term. Candidacy can only be extended for a maximum of two years.

**Deny Initial Accreditation.** The Commission denies initial accreditation when an applicant institution is not in compliance with the Commission's Standards within the maximum period allowed for a college to remain in candidacy. A denial is subject to a request for an appeal under the applicable policies and procedures of the

Commission. If initial accreditation is not granted, the institution may not reapply for candidacy for at least two years.

### III. Actions on Accredited Institutions

#### Actions that Reaffirm Accreditation

**Reaffirm Accreditation.** The institution is in compliance with the Eligibility Requirements, Accreditation Standards, and Commission policies (together Commission's Standards). The institution is [reaffirmed accreditation for seven years and is](#) required to submit a Midterm Report midway through the seven-year accreditation cycle.

**Reaffirm Accreditation and Require a Follow-Up Report.** [The institution continues to demonstrate compliance with Eligibility Requirements, Accreditation Standards, or Commission policies, but has some minor deficiencies. The institution is required to submit a Follow-Up Report demonstrating that it has resolved the deficiencies. The Commission will specify the issues to be addressed and the due date of the Follow-Up Report. The period of reaffirmation is seven years. The institution is required to submit a Midterm Report midway through the seven year cycle.](#)

#### [Reaffirm Accreditation for 18 months and Require a Follow-Up Report](#)

[The institution has significant deficiencies with 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 for reaffirmation with a Follow-Up Report [will be 18 months. 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.

#### Sanctions

Sanctions serve as an indicator of the severity of noncompliance by an institution. The determination is based upon the conditions of the college, and its history of compliance with standards.

Institutions are advised that the U.S. Department of Education requires recognized accrediting bodies to terminate accreditation when an institution is determined to be out of compliance with any Eligibility Requirement, Accreditation Standard, or Commission policy.<sup>3</sup>

**Warning.** An institution has been determined by the Commission not to meet one or more standards, [these deficiencies lead to serious noncompliance with the Standards,](#) and Reaffirmation for ~~One Year~~ [eighteen months](#) is not warranted. When the Commission finds that an institution is out of compliance with the Commission's Standards to an extent that

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<sup>3</sup> Please refer to Enforcement Action in the definitions section at the end of this policy.

gives concern to the Commission, it may **issue Warning** to the institution to correct its deficiencies, refrain from certain activities, or initiate certain activities, and meet the standards. The Commission may also **issue Warning** if the institution has acknowledged within its Institutional Self Evaluation Report or Special Report the deficiencies leading to serious noncompliance, and has demonstrated affirmative steps and plans to fully resolve the deficiencies within twelve months. The Commission will specify the time within which the institution must resolve the deficiencies and demonstrate compliance, generally twelve to eighteen months. During the Warning period, the institution will be subject to reports and visits at a frequency to be determined by the Commission. If Warning is issued as a result of the institution's comprehensive review, reaffirmation is delayed during the period of Warning. The accredited status of the institution continues during the Warning period.

**Probation.** An institution has been determined by the Commission not to meet one or more standards, and there is a serious concern on the part of the Commission regarding the level and/or scope of the noncompliance issues. When an institution deviates significantly from the Commission's Standards, but not to such an extent as to warrant a Show Cause mandate or the termination of accreditation, the Commission will **impose Probation**. The Commission may also **impose Probation** when the institution fails to respond to conditions placed upon it by the Commission, including a Warning. The Commission will specify the time within which the institution must resolve deficiencies and demonstrate its compliance with the Commission's Standards, generally twelve to eighteen months. A shorter period may be given if the severity of noncompliance warrants it. During the Probation period, the institution will be subject to reports and visits at a frequency to be determined by the Commission. If Probation is imposed as a result of the institution's comprehensive review, reaffirmation is delayed during the period of Probation. The accredited status of the institution continues during the Probation period.

**Show Cause.** When the Commission finds an institution to be in substantial noncompliance with the Commission's Standards, it will **mandate Show Cause**. The Commission may also **mandate Show Cause** when the institution has not responded to the previous conditions imposed by the Commission. Under Show Cause, the institution is required to demonstrate why its accreditation should not be withdrawn at the end of a stated period by providing evidence that it has corrected the deficiencies noted by the Commission and is in compliance with the Commission's Standards. In such cases, the burden will rest on the institution to demonstrate why its accreditation should be continued. The Commission will specify the time within which the institution must resolve deficiencies and meet the standards. The period will generally be six months or less. If the loss of accreditation will likely cause an institution to close, then during the Show Cause period, the institution must make preparations for closure according to the Commission's "Policy on Closing an Institution." While under a Show Cause mandate, the institution will be subject to reports and visits at a frequency to be determined by the Commission. If Show Cause is mandated as a result of the institution's comprehensive review, reaffirmation is delayed pending the institution's ability to demonstrate why its accreditation should be continued. The accredited status of the institution continues during the period of the Show Cause mandate.

#### **Actions Related to Commission Withdrawal of Accreditation**

**Withdraw Accreditation for Noncompliance.** If, in the judgment of the Commission, an institution has not satisfactorily explained or corrected deficiencies of which it has been

given notice, or has taken an action that has placed it significantly out of compliance with the Eligibility Requirements, Accreditation Standards, and Commission policies (together Commission's Standards), its accreditation may be withdrawn. The Commission will give the institution written reasons for its decision. Commission withdrawal of an institution's accreditation is subject to a request for an appeal under the applicable policies and procedures of the Commission. The accredited status of the institution continues pending completion of any appeal process the institution may request. Otherwise, the institution's accreditation ends on the date when the time period permitting such a request expires. In such a case, the institution must complete the entire accreditation process beginning with Eligibility Review and then Candidacy to regain its accreditation.

**Grant Restoration Status.** When there has been a Commission action to withdraw the accreditation of a member institution for noncompliance, prior to the withdrawal effective date established by the Commission or within seven days after completion of any requested appeal process,<sup>4</sup> whichever is later, the institution may submit a request for granting of Restoration Status. If, however, an institution has been granted a good cause extension to come into compliance with any standard prior to the withdrawal action,<sup>5</sup> the institution may not apply for Restoration Status following withdrawal. An institution may apply for Restoration Status only one time within a twenty (20) year period.

The request for granting of Restoration Status must be accompanied by a completed Eligibility Application, demonstrating compliance with the Eligibility Requirements. Upon receipt of the institution's request, the Commission shall schedule a comprehensive evaluation of the institution no later than four months following the request. The institution must submit an institutional self-evaluation four to six weeks prior to the scheduled visit.

For the period leading to completion of the comprehensive evaluation for Restoration Status, the withdrawal effective date will be rescinded and the withdrawal implementation will be suspended. The institution's status will be accredited, pending withdrawal.

The comprehensive evaluation for Restoration Status will determine if the institution meets all Eligibility Requirements and has demonstrated either its compliance with all of the Accreditation Standards and Commission policies or the ability to meet them within the two-year Restoration Status period. If, in the judgment of the Commission, the institution fully meets all Eligibility Requirements and has demonstrated either its compliance with all of the Accreditation Standards and Commission policies or the ability to fully meet all Accreditation Standards and Commission policies within the two-year Restoration Status period, the institution will be granted Restoration Status. If, however, in the judgment of the Commission, the institution does not fully meet all Eligibility Requirements and/or has not demonstrated the ability to fully meet all Accreditation Standards and Commission policies within the two-year Restoration Status period, the withdrawal implementation will be reactivated and the effective date will be immediate, or the end of the semester, if one

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<sup>4</sup> The other administrative remedy provided to an institution for which the Commission has acted to withdraw accreditation is an appeal heard before an Appellate Hearing Panel, in accordance with the Bylaws of the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC).

<sup>5</sup> See Enforcement Action and Good Cause Extension in the definitions section at the end of this policy.

is in session. There will be no further right to request an appeal in this matter.

#### Restoration Status Period

The Commission shall determine such follow-up and special reports as may be warranted during the Restoration Status. At the conclusion of the Restoration Status period, a comprehensive evaluation will be conducted for the purpose of determining whether the institution has demonstrated its compliance with the Eligibility Requirements, Accreditation Standards, and Commission policies (together Commission's Standards). If, in the judgment of the Commission, the institution is in compliance with the Commission's Standards, then the accredited status of the institution will be reaffirmed. However, if in the judgment of the Commission the institution is not in compliance with the Commission's Standards, then the withdrawal implementation will be reactivated. The Commission's decision to reactivate the withdrawal implementation is subject to a request for appeal, which must be made within thirty (30) calendar days' notice of the Commission's decision. If the institution elects to appeal the Commission's decision to reactivate the withdrawal implementation, the accredited status of the institution continues to be "accredited, pending withdrawal," until the completion of the Restoration status appeal process.<sup>6</sup> Otherwise, the institution's accreditation ends on the date when the time period permitting such request expires, or at the end of the semester, if one is in session.

**Administratively Withdraw Accreditation.** The Commission may administratively withdraw the accreditation of a member institution for nonpayment of dues, costs incurred as part of an evaluation team visit, or special assessments, following provision of notice to the institution of nonpayment and sufficient time to pay, and upon providing 60 days notice of the impending termination action.

#### **Other Actions on Institutions**

**Defer Action.** The Commission may postpone its decision on the candidacy or initial accreditation of an institution pending receipt of specific documentation, as identified by the Commission that is needed in order to grant candidacy or initial accreditation. The deferral may be for a period not to exceed six months.

The Commission may postpone a decision on the reaffirmation of accreditation of an institution pending receipt of specified additional information from the institution. The response from the institution may be followed by a visit addressed primarily to the reasons for the deferral. The Commission will specify the nature, purpose, and scope of the information to be submitted and of the visit to be made. The accredited status of the institution will continue during the period of deferral. The deferral may be for a period not to exceed six months.

**Require a Report and Site Visit to Verify Sustained Compliance.** The Commission may require that a report be submitted by an institution and/or a site visit be conducted at an institution to verify sustained compliance with the Commission's Standards. That report and/or site visit may be required when an institution has demonstrated current

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<sup>6</sup> An institution's status at the conclusion of the Restoration appeal process is subject to the outcome of such appeal, which is conducted pursuant to applicable ACCJC policies and procedures.

compliance with standards in a report, with or without a visit, but has a recent history of serious noncompliance or a pattern of falling out of compliance and then regaining compliance for a short period.

**Accept Institutional Request for Voluntary Withdrawal.** An institution may voluntarily withdraw its request for initial candidacy at any time (even after evaluation) prior to action by the Commission on the institution's accredited status. Upon receipt of written notice of voluntary withdrawal by the institution through its chief executive officer and governing board, the Commission will act to accept the withdrawal.

Candidate institutions and accredited institutions may voluntarily withdraw from accreditation at any time by submitting notification to the Commission of the intention to withdraw and the expected time for the withdrawal effective date. If the voluntary withdrawal will result in the likely closure of the institution or certain programs, then the institution must submit a closure plan in accordance with the Policy on Closing an Institution. The Commission will act at its next meeting to accept the institution's voluntary withdrawal upon fulfillment of the closure plan.

If the voluntary withdrawal is based on the anticipation of accreditation by another recognized accrediting agency, the Commission will act to accept the institution's voluntary withdrawal upon receipt of notification by the U.S. Department of Education that another recognized accrediting agency has been authorized for the institution. While that notification is pending, the institution will remain accredited by the ACCJC, with all the attendant responsibilities of a member institution.

**Accept Institutional Re-application for Accredited Status.** In the event of the withdrawal of accreditation of an institution, the institution must complete again the entire accreditation process, starting with the Eligibility Review and then Candidacy, to regain accreditation.

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## **Definitions Related to Commission Actions and Action Letters**

**Accreditation Cycle.** The accreditation cycle is a seven-year period beginning at the conclusion of a comprehensive review and continuing through the next comprehensive review<sup>7</sup>. During the accreditation cycle, all institutions complete annual reports and a midterm report. Institutions may be required to complete other reports with or without visits as determined by the Commission based upon the institution's status of compliance with standards.

**Compliance.** The institution meets or exceeds all of the Commission's Standards.

**Substantial Compliance.** The institution meets or exceeds the Commission's Standards as a whole, but for a few which do not place the institution or its students at imminent risk, and for which the deficiencies can be fully resolved in a short period not to exceed

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<sup>7</sup> The seven-year cycle will take effect and begin for an institution when it has concluded its initial comprehensive review under the Accreditation Standards adopted in June, 2014.

one year.

**Deficiency.** An institutional policy, procedure or practice, or absence thereof, which results in an institution not meeting one or more standards. These conditions are generally noted within the factual findings of an evaluation team report, and may also be noted in the Institutional Self Evaluation Report, or by the Commission in its review.

**Enforcement Action.** Federal regulations require accreditors to take adverse action (action to deny or withdraw accredited status) to enforce compliance with accreditation standards. Under U.S. Department of Education enforcement regulations, the Commission is required to take immediate action to withdraw the accreditation of an institution which is out of compliance with any standard. At the discretion of the Commission and in the alternative, the Commission may provide the institution with notice and a deadline for resolving the deficiencies and coming into compliance that must not exceed two years from when the institution was first informed of the noncompliance. The two-year rule, as it is commonly known, is found in federal regulation 34 C.F.R. § 602.20. It should be noted that the U.S. Department of Education requirement is based solely on the passage of time following notification to the institution of any standard it does not meet. The maximum allowable period for meeting a standard is not based upon whether there is the imposition of a sanction.

**Good Cause Extension.** In exceptional situations, if the institution has done all within its authority to reach compliance on any standard but remains out of compliance after the time allocated by the Commission for coming into compliance, the Commission is permitted by regulations to allocate at its sole discretion a one-time, short-term “good cause extension” for the college to reach compliance prior to acting on the institution’s withdrawal. When a good cause extension is granted by the Commission, it will generally be for six months to one year. An institution does not have the right to a good cause extension; these extensions are viewed by the U.S. Department of Education to be a form of exceptional relief, afforded to institutions infrequently at the discretion of the Commission. No good cause extension will be granted if there is risk to the students in regard to academic quality or to the sustained viability of the institution.

**Recommendation to meet standards.** A narrative statement of actions recommended to be taken by an institution in order to resolve its deficiencies and to meet the cited standard(s). The citation of the Commission’s Standards included in a recommendation to meet standards notes the areas of noncompliance by the institution.

**Recommendation to improve.** A narrative statement of actions recommended to be taken by an institution that is currently meeting the cited Eligibility Requirement, Accreditation Standard or Commission policy, but without further action may fall into noncompliance.

**Team notations of effective practice.** Evaluation team observations of an institution fully meeting or exceeding the standard, or of effective practice, may be noted in the evaluation team report narrative and conclusions. The evaluation team may also note suggestions for enhancement or institutionalization of effective practices.



**Date:** June 1, 2017

**To:** Commissioners and Other Interested Parties

**From:** Sonya Christian, Chair, Evaluation and Planning Committee  
Stephanie Droker, ACCJC Vice President

**Subject:** Report on Evaluation and Planning Committee Spring 2017

The Evaluation and Planning Committee (Committee) of the Commission is charged with coordinating internal and external assessment of Commission activities to both improve services to members as well as identify needs for Commissioners' ongoing professional development. The Committee accomplishes these tasks by assessing Commission operations, identifying topics of importance to improve Commission work, coordinating professional development retreats/workshops annually, and by encouraging individual Commissioners to participate in accreditation activities and conferences. The Committee also leads the strategic planning process and monitors the implementation of the resulting recommendations and plans to address important and timely issues, and concerns brought forward by member institutions.

The Committee's primary focus is developing a strategic plan for the Commission. During the Commissioner Development Workshop, held in March 2017, members of the Committee led the Commission through a comprehensive strategic planning session. During that time, the Commission approved the mission statement and core values. The strategic plan includes both a long-term vision and short-term goals for the agency. During this retreat, Commissioners reviewed and grouped issues identified by the field, by the Commission, and by higher education experts as developments in higher education accreditation. These topics include:

- Continuing to work on various aspects of communication and engagement with the field;
- Improving ACCJC educational programming;
- Building effective partnerships with our members and constituency groups;
- Continuing to streamline and simplify reporting requirements and other accreditation practices.

The new strategic planning document is currently being drafted. The Committee will review the draft and disseminate it to the Commission and the field for input and comments. Additionally, the Committee is in the beginning stages of planning listening sessions, which will be held across the region, so that all interested parties can provide input and comments to help the Committee and the Commission determine strategic directions for the agency.