Welcome to the ACCJC ALO Orientation!

Quick tips for engaging during the webinar:

- Ask questions by unmuting and asking question or type question in chat during Q&A portions.
- Keep yourself muted when not asking question.
- The session is being recorded and will be posted at accjc.org/webinar.

June 22, 2023
2:00 – 4:00 pm
Who’s with us?

Type in chat...

• If you’re an ALO...
  • How long and your role at your institution?
• If not an ALO...
  • Are you planning to be and your role at your institution?
Outcomes

• Be familiar with the importance and purpose of accreditation and who ACCJC accredits
• Be familiar with ACCJC’s mission, values, and goals
• Understand the staff liaison (portfolio) model
• Understand the ALO’s role and responsibilities
• Be familiar with the accreditation cycle and reports
• Know where to find important resources
Sharing / Discussion

• What was the first thought you had (or biggest fear/concern) when you first became ALO?
• How has your perspective changed since you’ve been ALO?
What is Accreditation

- Accreditation is a practice of academic quality control.
  - **Promotes** institutional excellence through application of standards.
  - **Advances** meaningful and effective **student learning and achievement**.
  - **Provides** assurance to students, general public, & others of quality of educational offerings.

- In the **United States** we are fortunate that this is a **peer review driven process**. In many other countries, colleges and universities are recognized by a government education agency, such as the Ministry of Education.
Why Bother?

• Access to Title IV (Federal Financial Aid)
• Recognition for transfer
• Assure quality to the public and students
• Ensure institutions are aligned with their missions
• Improve academic quality, effectiveness, and student success
Who is ACCJC?

- Institutional accreditor recognized by U.S. Dept. of Education
- Only recognized institutional accreditor specializing in two-year colleges
- Works *collegially* with member colleges to advance educational quality
ACCJC supports its member institutions to advance educational quality and student learning and achievement. This collaboration fosters institutional excellence and continuous improvement through innovation, self-analysis, peer review, and application of standards.
ACCJC’s Member Institutions

Similar Educational Purpose
- Primary mission centered on granting *associate degrees*

Diverse Structures & Cultures
- Public & private
- Non-profit & for-profit
- Parochial & vocational
- Urban & rural
- Range of sizes
- Range of org. structures
Discussion

• How would you explain the value of accreditation to a new faculty member?

• How do you communicate the value of accreditation at your institution and get folks engaged in the work?
ACCJC Staff Liaison

• Is familiar with your institution’s mission, culture, and student populations.

• Primary point of contact for accreditation activities.
  • Provides support and resources
    • ISER development
    • Board of Trustees, and other groups as needed
    • Answers questions about review process, standards, policies, etc.
  • Provides information and resources for other reports (AR, AFR, Substantive Change applications)

• Serves as a resource for comprehensive peer review teams to ensure clarity and consistency.

• Provides institutional context to the Commission.

Find your staff liaison
Discussion

• What have you found most helpful about having a staff liaison?
• For liaisons, what helps you be effective in your role?
ALO’s Role and Responsibilities

• You have been carefully selected by your president as someone who has the time, knowledge, and authority to engage in regular communication about accreditation-related issues with your institution’s president, other offices and individuals on campus, and with the Commission.

• Your role in advocating for the accreditation process, and help with explaining and ensuring the adoption of Commission recommendations and requirements is critical.
ALO’s Role and Responsibilities

- Critical point of contact with the Commission
- Keep current with Commission policies and practices
- Maintain institutional records of accreditation activities
- Advocate for the accreditation process
- Ensure that your president is appropriately informed

The ALO Guide provides an overview of the responsibilities of the ALO and available resources. It also serves as an orientation for new ALOs and a refresher for experienced ALOs.
Discussion

• Looking back to when you started as an ALO, what are one or two things you know now you wish you knew then?
• How do you keep current with Commission policies and practices?
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Accreditation Cycle and Reports

- Self Evaluation & Comprehensive Review (every 7 years)
- Follow Up Reports (if required)
- Midterm Reporting (4th year after comp review)
- Ongoing Reporting
  - Annual Report
  - Annual Fiscal Report
  - Substantive Change

ACCJC
ACCREDIATING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES
## Framework for Quality and Improvement

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<tr>
<th>Standard 1</th>
<th>Standard 2</th>
<th>Standard 3</th>
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<tr>
<td><strong>Institutional Mission and Effectiveness</strong></td>
<td><strong>Student Success</strong></td>
<td><strong>Infrastructure and Resources</strong></td>
<td><strong>Governance and Decision-Making</strong></td>
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Key Concepts Woven through ACCJC Standards

Equity | Outcomes | Innovations | Improvements
Comprehensive Peer Review

College Self-Reflection ISER

Team ISER Review
Standards Validation
Core Inquires
Off-Campus Site
College will have a few months from receipt of core inquires to prepare for focused site visit.
Discussion

• Any advice on how to prepare for the comprehensive peer review?
• If you’ve just gone through a comprehensive peer review, what would you do differently next time?
Institutional Self Evaluation Report (ISER)

- ISER Workshop – approx. 2 ½ years prior to comprehensive review
- ISER Check-in – approx. one year prior to visit
- Liaison – available as needed

https://accjc.org/guides-and-manuals/
Midterm Report

• In the 4th year of cycle
• Address self-identified action plans/improvement plans
• Respond to team’s recommendations for improvement
• Reflect on institutional performance – Standards I.B.2 and I.B.3
  • Student Learning Outcomes (Standard I.B.2)
  • Institution Set Standards (Standard I.B.3)
• Report on outcomes of QFE projects
• Fiscal Reporting response if applicable
  • Attach latest Annual Report and Annual Fiscal Report
Substantive Change

- Change in mission, objectives, scope or name of institution
- Change in the nature of the constituency served
- Change in the location or geographic area served
- Change in the control or legal status of the institution
- Change in programs or their mode of delivery
- Change in credit awarded
- Implementation of a baccalaureate degree
- Implementation of direct assessment
- Contractual relationship with a non-accredited organization
Annual Report & Annual Fiscal Report

- Early to mid February – Tom Lane sends email to ALOs and CEOs with instructions and password information
- ALOs create account for chief business officers (can create 2 accounts)
- Annual Fiscal Report and Annual Report must be completed online
- CEO is responsible for certifying and submitting completed reports
- Annual Reports are due in early April; Annual Fiscal Reports are due within nine months of the end of the fiscal year (April for most public institutions)

Policy on Monitoring Institutional Performance

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<tr>
<th>Webinar Title</th>
<th>Date</th>
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<td>Annual Report and Annual Fiscal Report</td>
<td>2/21/2023</td>
<td>Each spring, ACCJC accredited institutions submit an Annual Report and an Annual Fiscal Report as part of the Commission’s institutional performance monitoring process. In this webinar, ACCJC staff will provide an overview of the contents and submission process for both reports, and will leave ample time for attendee questions. ACCJC encourages CEOs, ALOs, chief business officers, research staff, and others who will be involved in the preparation of the reports to attend</td>
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Annual Report

• Headcount and Enrollment Data
  • Institutional Overall
  • Distance Ed, Correspondence Ed
  • Program with growth/decline > 50%
• Degrees/Transfer/Licensure/Employment
• Student Achievement Data
  • Graduation Rate (Federal College Scorecard)
  • Institution Set Standards
    \textit{(Completion, Transfer, Licensure, Employment)}
Annual Fiscal Report

• Collects key data and indicators of fiscal stewardship and stability
• Fiscal advisory committee reviews
• Different template for different types of institutions
• Philosophical change – fiscal risk to fiscal health
• Scoring/weighting of the review rubric
  • Composite Financial Index (CFI) has three categories:
    • Healthy, no monitoring
    • Monitoring (no follow-up by institution needed)
    • Enhanced monitoring (formal communication to institution with follow-up required)
Discussion

• What advice would you give someone overseeing the development of an ISER for the first time?

• What would you recommend the ALO do following the comprehensive review in preparation for the Midterm report?
Important Policies

• Policy on Institutional Degrees and Credit
• Policy on Commission Actions on Institutions
• Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status
• Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions
• Policy on Institutional Compliance with Title IV
• Policy on Distance Education and Correspondence Education
• Policy on Social Justice
Helpful Resources and Publications

Available on ACCJC’s website (accjc.org):

• Update Contact Information
• Eligibility Requirements
• Standards of Accreditation
• Commission Policies
• Guides and Manuals
• Educational Series
• Webinars and events
• News and Communications
  • Announcements
  • ACCJC Connect subscribe to or visit: https://accjc.org/accjc-connect/
  • Recent Commission Actions
Discussion

• What would you tell someone who just became an ALO to do in the first month?
• What has been the biggest challenge you’ve faced as an ALO?
• What do you like most about being an ALO?