

# Welcome to the ACCJC ALO Orientation!



June 22, 2023  
2:00 – 4:00 pm

## 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](https://accjc.org/webinar).

# Presenters



**Erin O'Reilly**

Accreditation and Quality Assurance Officer  
Defense Language Institute  
Foreign Language Center



**Sonny Leomiti**

Vice President of Administration and Finance  
American Samoa Community College



**Melynie Schiel**

Vice President of Academic Affairs  
Copper Mountain College



**Jamal Cooks**

Vice President Academic Services  
Chabot College



**Kevin Bontenbal**

Vice President  
ACCJC



**Gohar Momjian**

Vice President  
ACCJC



**Mac Powell**

President  
ACCJC



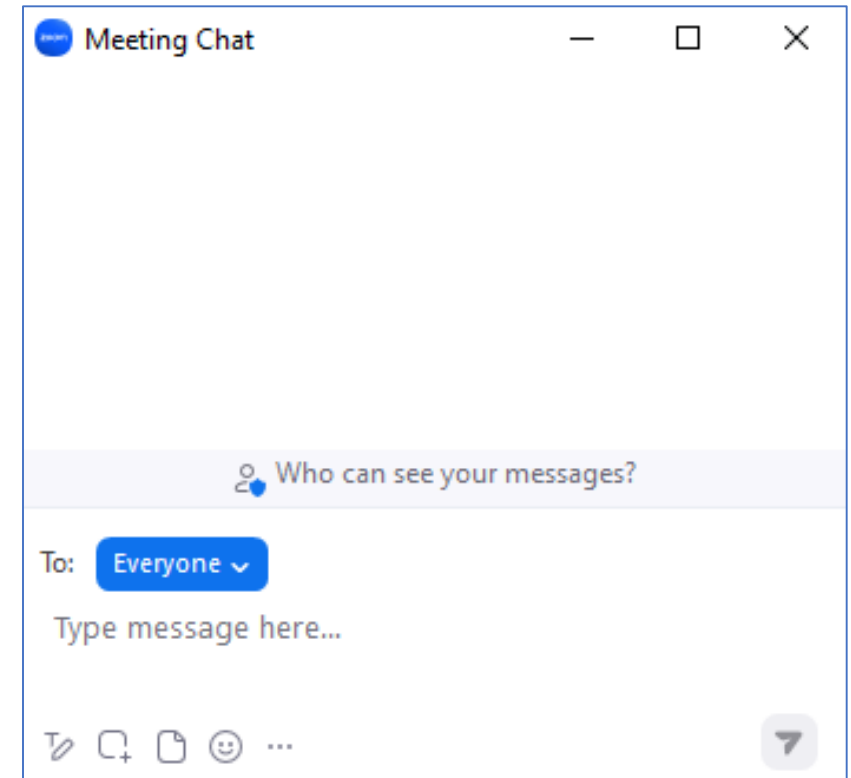
**Catherine Webb**

Vice President  
ACCJC

# 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?

# ACCJC

ACCREDITING COMMISSION FOR  
COMMUNITY AND JUNIOR COLLEGES

Outcomes | Innovation | Improvement

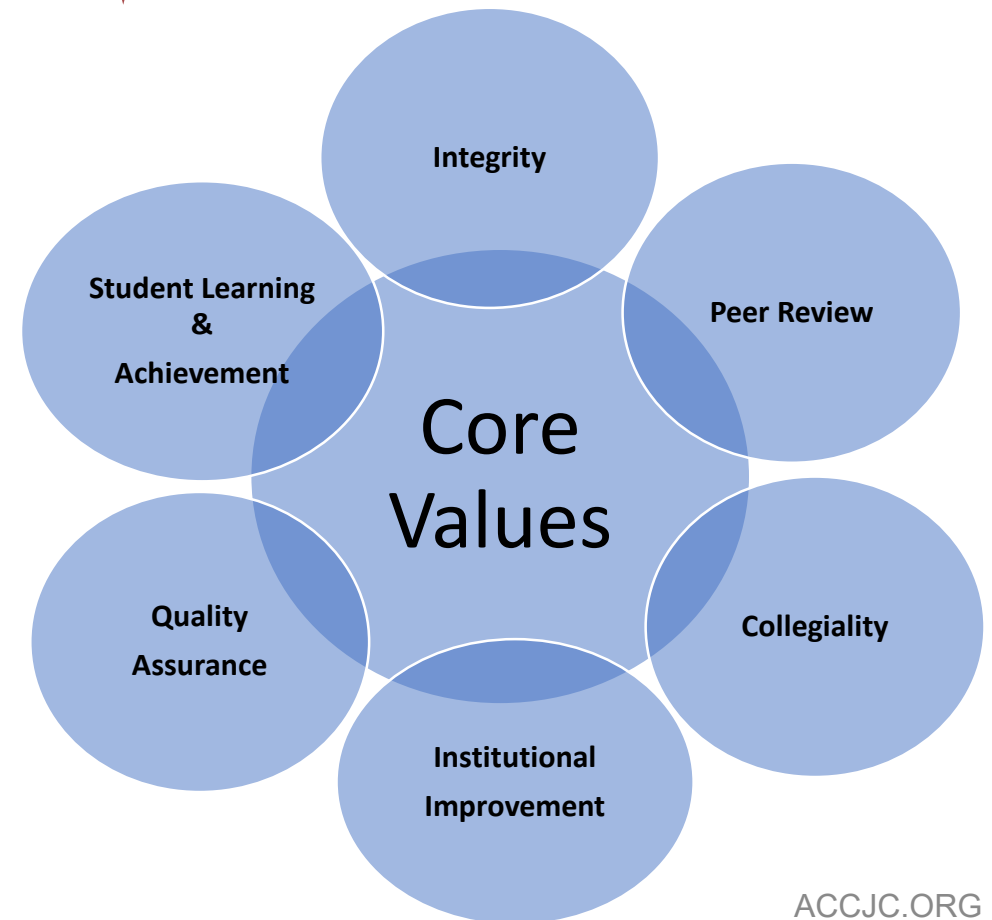
- Institutional accreditor recognized by U.S. Dept. of Education
- Only recognized institutional accreditor specializing in two-year colleges
- Works **collegially** with member colleges to advance educational quality



# ACCJC Mission in Action

*Outcomes* ✦ *Innovation* ✦ *Improvement*

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.



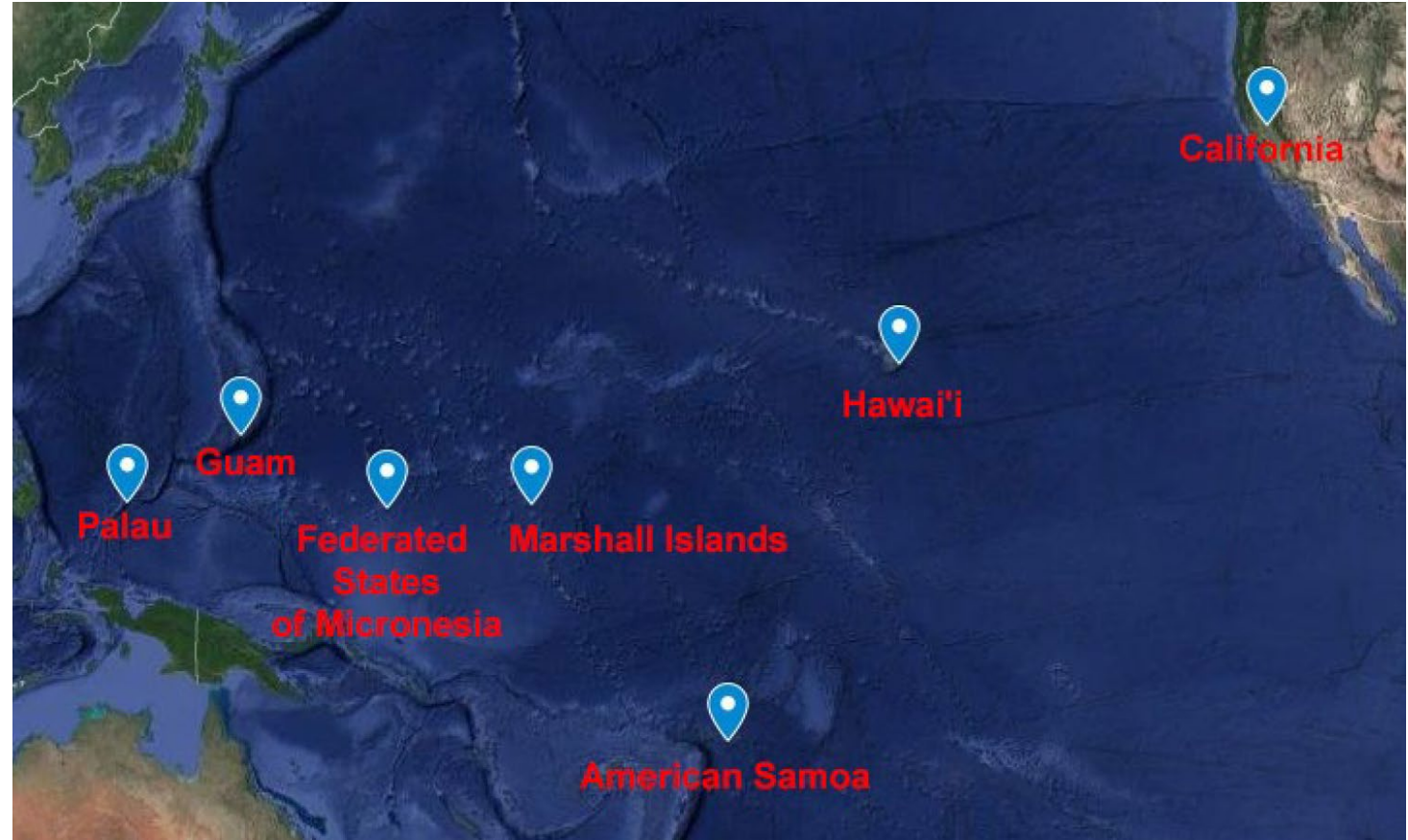
# ACCJC's Member Institutions

## 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



Guides and  
Manuals

## Accreditation Liaison Officer (ALO) Guide

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.



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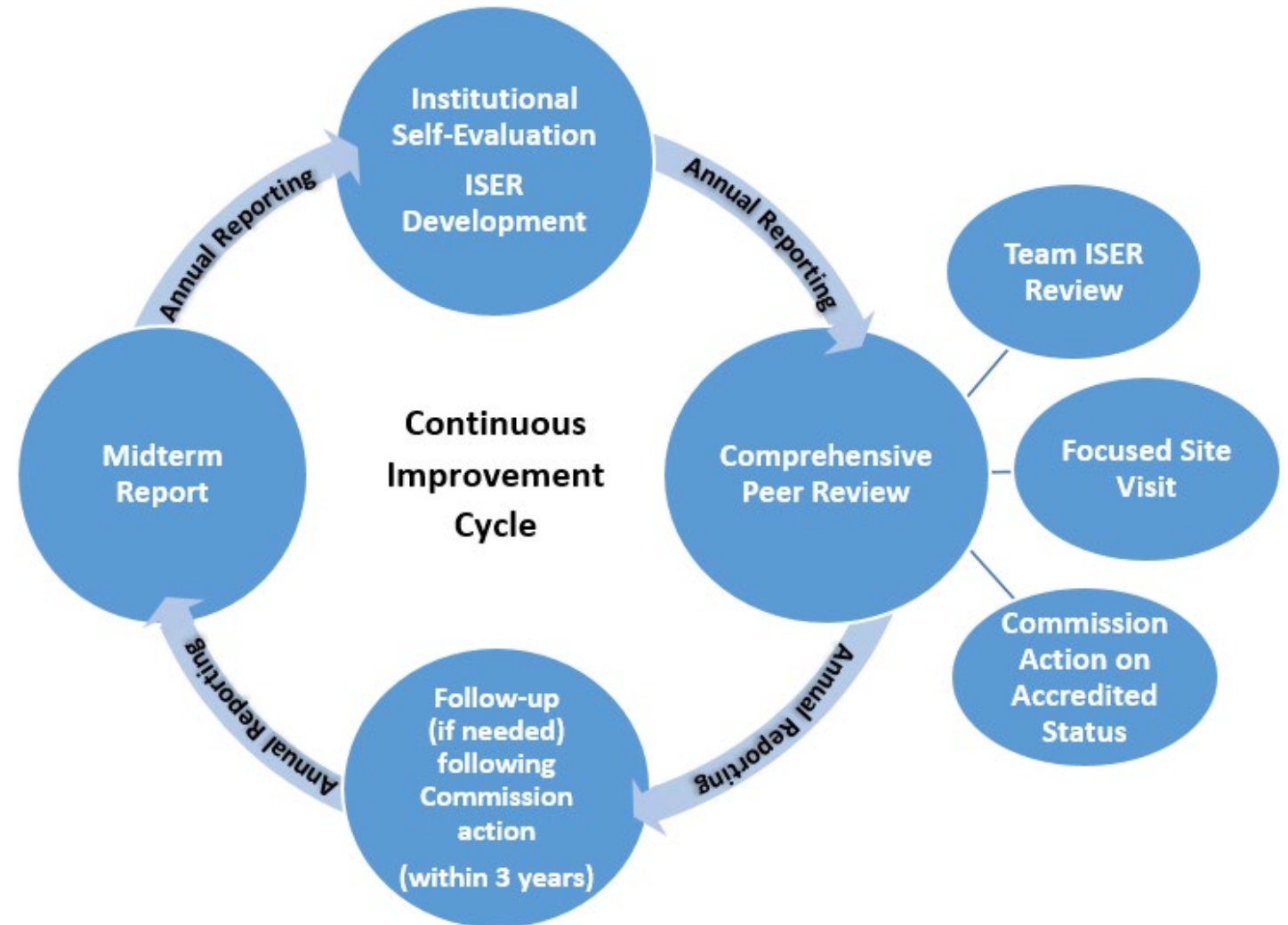
# Discussion

- 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?



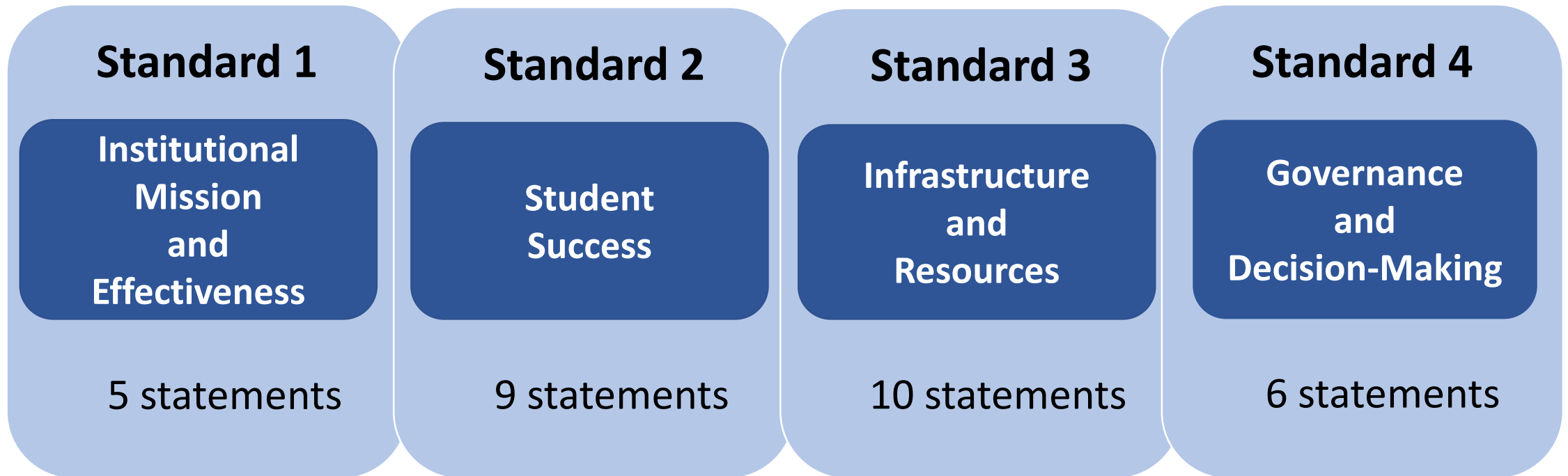
# Accreditation Cycle and Reports

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





# Framework for Quality and Improvement



# Key Concepts Woven through ACCJC Standards



Equity



Outcomes



Innovations



Improvements

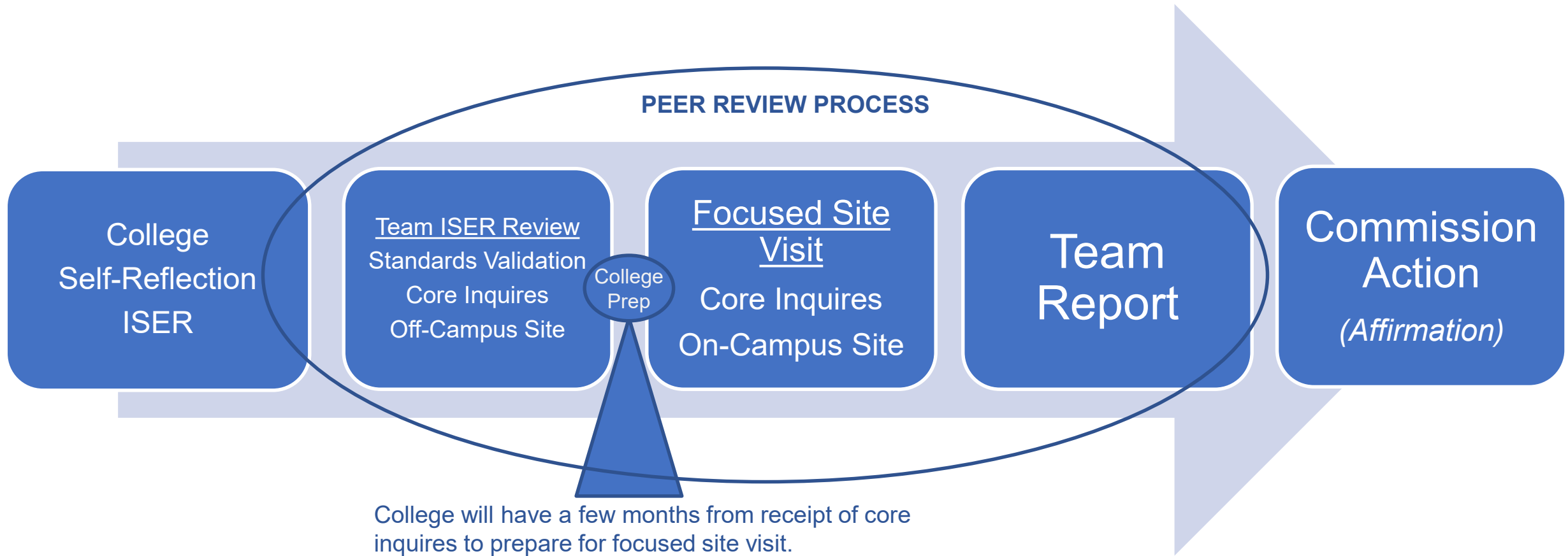
# Comprehensive Peer Review

College  
Self-Reflection  
ISER

Team ISER Review  
Standards Validation  
Core Inquires  
Off-Campus Site



# Comprehensive Peer Review



# 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



Guides and  
Manuals

## **Guide to Institutional Self-Evaluation, Improvement, and Peer Review**

This Guide contains suggestions for how an institution organizes for self-evaluation and prepares for peer review. It includes an outline of information that should be included in the Institutional Self-Evaluation Report (ISER). This Guide also provides suggestions for what might constitute evidence of meeting Accreditation Standards and review criteria to help institutions and peer review teams during the evaluation process. It is intended for use by institutions as they prepare their ISER and by teams when evaluating institutions.



download

## **Template for Institutional Self-Evaluation Report (ISER)**

Institutions may use this template to help organize and draft the Institutional Self-Evaluation Report. The template is intended to be used in conjunction with the Guide to Institutional Self-Evaluation, Improvement, and Peer Review.



download



# Midterm Report

- In the 4<sup>th</sup> 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



ACCREDITING COMMISSION FOR  
COMMUNITY AND JUNIOR COLLEGES  
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES



[ABOUT](#) [ACCREDITING COMMISSION](#) [DIRECTORY](#) [RESOURCES](#) [NEWS](#) [EVENTS](#) [STANDARDS REVIEW](#)

## SUBSTANTIVE CHANGE

The Accrediting Commission for Community and Junior Colleges (ACCJC) supports all efforts to continuously improve the quality of learning at our member institutions. As such, change is constant. Defined by federal regulations, an institutional change that significantly affects quality, mission, scope, or control is considered substantive. The U.S. Department of Education (ED) regulations require that accrediting agencies have policies and procedures that ensure that any substantive changes to the institution, its educational mission, or programs do not adversely affect the capacity of the institution to continue to meet Eligibility Requirements, Accreditation Standards, and Commission policies. Federal law mandates that accrediting agencies require institutions to obtain accreditor approval of a substantive change before it is included in the scope of the accreditation granted to the institution (34 CFR §602.22).

The ACCJC is committed to supporting our member institutions' efforts to ensuring quality in higher learning. The revised manual is the result of comments and concerns from practitioners in the field. The ACCJC staff and Commissioners work with an advisory committee comprised of accreditation liaison officers from across the region to streamline the substantive change process in order to help institutions meet their students' needs.

Colleges, through their ALOS, will submit a Substantive Change Inquiry Form, for each change, so that a determination can be made as to whether the change requires a full Substantive Change Application or whether an Administrative Approval can be granted. Please email Dr. Kevin Bontenbal at [substantivechange@accjc.org](mailto:substantivechange@accjc.org) regarding questions about the Substantive Change process.

On behalf of the Commission, thank you for your continued commitment to accreditation and academic quality in higher education.

[Substantive Change Inquiry Form](#)[Substantive Change Manual](#)[Policy on Substantive Change](#)[Policy on Accreditation of  
Baccalaureate Degrees](#)


- 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



ACCREDITING COMMISSION FOR  
COMMUNITY AND JUNIOR COLLEGES



Educational Series

Video Title	Video Description	View Video
Submitting the Substantive Change Inquiry Form	This video provides a brief overview of how to submit the Substantive Change Inquiry Form.	

ACCJC.ORG


# 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](#)

Standards &  
Policies

Webinar Title:	Date:	Description:	View:
Annual Report and Annual Fiscal Report	2/21/2023	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.	



# 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  
(*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



Standards &  
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](https://accjc.org));

- [Update Contact Information](#)
- [Eligibility Requirements](#)
- [Standards of Accreditation](#)
- [Commission Policies](#)
- [Guides and Manuals](#)
- [Educational Series](#)
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Guides and  
Manuals



Educational Series



Standards &  
Policies

# 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?

