Welcome to the ACCJC ALO Orientation Webinar!

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, 2021
2:00 – 4:00 pm
Presenters

Valerie Barko  
Director of Institutional Effectiveness and University Center  
Kaua’i Community College

Christopher McDonald  
Vice President for Instruction  
Irvine Valley College

Duncan Sutton  
Director of Institutional Effectiveness and Strategic Planning  
Salvation Army College for Officer Training

Jennifer Vega La Serna  
Vice President Academic Services  
College of the Sequoias

Kevin Bontenbal  
Vice President  
ACCJC

Stephanie Droker  
President  
ACCJC

Catherine Webb  
Vice President  
ACCJC

Jared Spring  
Events and Services Manager  
ACCJC
Who’s in the Zoom?

• Are you a current ALO?
• If yes, how long have you been an ALO?
• What’s your role at your institution?
Outcomes

• Be familiar with the importance and purpose of accreditation and who ACCJC’s accredits
• Be familiar with ACCJC’s mission, values, and strategic plan
• Understand the staff liaison (portfolio) model
• Understand ALO’s role and responsibilities
• Be familiar with the accreditation cycle and reports
• Know where to find important resources
What is Accreditation?

• Type in the chat what you think accreditation is?
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**.

• 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.
Who ACCJC Accredits

• Public and private colleges with primary mission of granting associate degrees (may also award certificates and other credentials, including bachelor’s degrees) in:
  • California
  • Hawaii
  • U.S. territories of Guam and American Samoa
  • The Republic of Palau
  • The Federated States of Micronesia
  • The Commonwealth of the Northern Marianas
  • The Republic of the Marshall Islands
Why Bother?

• Gatekeepers of federal financial aid
• Recognition for transfer
• Assure quality to the public and students
• Ensure institutions can meet their missions
• Improve academic quality, effectiveness, and student success
ACCJC Standards of Accreditation

Standard I
- Mission
- Assuring Academic Quality and Institutional Effectiveness
- Institutional Integrity

Standard II
- Instructional Programs
- Library and Learning Support Services
- Student Support Services

Standard III
- Human Resources
- Physical Resources
- Technology Resources
- Financial Resources

Standard IV
- Decision Making Roles and Responsibilities
- Chief Executive Officer
- Governing Board
Discussion

• How would you explain accreditation to a new faculty member?
• How do you communicate the value of accreditation at your institution and get folks engaged in the work?
The 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.
• Becomes immersed in your institution’s mission, culture, and student populations.
• Primary point of contact for accreditation activities.
  • Provides trainings 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?
• Over the last year how has ACCJC supported you in the work you do as an ALO?
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
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

- Institutional Self-Evaluation and Comprehensive Review (*every 7 years*)
- Midterm Reporting (*4 years after the comprehensive review*)
- Ongoing Reporting
  - Annual Report
  - Annual Fiscal Report
  - Substantive Change
Institutional Self Evaluation Report (ISER)

• ISER Training – 2 ½ years prior to comprehensive review
• Advanced ISER training – approx. one year prior to visit
• Liaison – available as needed

https://accjc.org/guides-and-manuals/
Formative/Summative Comprehensive Review

Implemented for all colleges starting with Fall 2022 cohort (team ISER Review Spring 2022)

Benefit for Colleges:
- Reduce fear / eliminate surprise
- Time to consider team’s feedback for planning and improvement

Benefit for Membership:
- Promote collegiality
- Increase transparency and trust
- Emphasize institutional improvement
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
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

• 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
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, conferences and symposiums
• Ongoing trainings
• 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 a new ALO to do in the first month?
• What has been the biggest challenge you’ve faced as ALO?
• What do you like most about being an ALO?