

Topic	Webinar ID			
The Formative Summative Peer Review Model	847 5097 6200			
#	Question	Answer	Question Time	Answered Time
1	How is the team going to figure out if the college is being truthful in the ISER? IN the few times I was part of an accreditation team, the ISER had inaccurate statements and it did not match the "evidence" presented in the report. How do you assess the integrity of the information presented in the ISER?	live answered	4/19/2022 13:12	4/19/2022 13:19
2	Are the forums are going to be limited to those few topics that the accreditation team believes are important? Can the college staff present or discuss topics not to be considered relevant to the visit (beyond the core inquiries)?	Open Forums will continue to take place to provide opportunity for members of the college community to share their perspectives with the team on the college's efforts to meet Accreditation Standards. Comments are not limited to core inquiries.	4/19/2022 13:13	4/19/2022 13:23
3	Does this extend the typical timeline for re-accreditation/affirmation?	Our process and timeline is in our Guide -- go to page 21. We train colleges 2.5 years in advance and they submit their ISER approx. 9 months in advance of the visit to allow for the Team ISER Review. https://accjc.org/wp-content/uploads/Guide-to-Institutional-Self-Evaluation-Improvement-and-Peer-Review.pdf	4/19/2022 13:15	4/19/2022 13:17
4	Is the complaint process submitted going to continue to be the same process? Is it going to be limited to topics (core inquiries) that are considered important by the peer review team? Isn't that too subjective for a real review of the quality of education offered by the college?	The ACCJC complaint process is not changed or affected by the peer review process. Info is on our web: https://accjc.org/complaint-process/	4/19/2022 13:19	4/19/2022 13:21
5	Do colleges receive 'feedback' from the Annual Report?	Teams may provide feedback on the data and metrics that are also submitted through the Annual Report process - for example, the Annual Report includes data related to the college's performance on its institution-set standards. Teams look at those in conjunction with Standard I.B.3, and will provide feedback on what they see. The Annual Report itself is submitted per ACCJC's Policy on Monitoring Institutional Performance, which you can see on our website. There's a little more about how those reports are provided to the team in that policy.	4/19/2022 13:26	4/19/2022 13:37

6	Who decides the core inquiries?	The core inquiries are developed by the peer review team under the leadership of the team chair.	4/19/2022 13:23	4/19/2022 13:24
7	The process of selecting core inquiries seem very subjective. Any plans to make the process more objective when selecting core inquiries?		4/19/2022 13:33	
8	Does the team leader meet the CEO of the college before deciding the core inquiries? What about districts? does the district get its own team and its own core inquiries? How does a multi college district work?	live answered	4/19/2022 13:36	4/19/2022 13:41
9	Often the delineation of functions includes most of standard III. Would not be a good idea to include standard III in the templates for the district core inquiries?	ACCJC has one template for Core Inquiries for any standard whether a college or district Core Inquiries	4/19/2022 13:42	4/19/2022 13:49
10	What can be said in response to criticisms that the process, though touted as more user friendly, may fall short of ensuring institutional quality for the benefit of students? Were formative and summative indicators developed and assessed to buttress the argument that this is a new-and-		4/19/2022 13:43	
11	Why the cost per FTEs is not used as a measure of institutional effectiveness (annual reports). Basic-aid colleges are spending now close to 15000 or more per FTEs which is substantially more than most colleges in California. Where is the equity in that? What about some innovation in this area?	Thank you for the suggestion - the Annual Report asks for specific elements that are defined in federal regulations. There may be other processes (including those outside accreditation) where connections like this could be explored.	4/19/2022 13:47	4/19/2022 13:55
12	As we (the collective 'we') explore ways to decolonize language, have colleges identified 'alternate' name for 'master' planning committees (MPCs)? MPCs are often cited in ISERs.	Great question. We need to take the "Master" our of much of our language at colleges, the language of accreditation...some of us are starting the conversations about Educational Vision Plans, Facilities Vision Plans, Haven't got a suggestions for MPC and will lthink on that. Decolonizing our language should be a continued change in culture.	4/19/2022 13:49	4/19/2022 13:59
13	Very much appreciate Dr. Murillo's point that this revised process is as much about changing the culture as it is about changing operations.		4/19/2022 13:53	