



ACCJC New Directions, Philosophy

Woodland College & Yuba College

April 6, 2018

Gohar Momjian
ACCJC Vice President



Welcome to the Advanced ISER Training!


A conversation...

- Introductions –who’s in the house
- Purpose of conversation today:
 - Share information on recent ACCJC changes – new directions, philosophy
 - Build a supportive relationship – received some topics and we’ll discuss
 - Answer any other lingering questions



ACCJC New Directions, New Philosophy

- **Mission:** The Accrediting Commission for Community and Junior Colleges **works with 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 Core Values:** Integrity; Quality Assurance; Institutional Improvement; Peer Review; Student Learning and Achievement; Collegiality
- **Strategic Plan & Goals**



Strategic Plan – Great Strides

- **Educational Programming** - Redesigned training model with peers from field; New Peer Reviewer Training; Advanced ISER Training; ACCJC annual conference with sold-out participation
- **Communications** - New staffing and VP model to support colleges; redesigned website; partnering with organizations
- **Strategic Planning and Evaluation** – implementation and monitoring of progress; using feedback to make changes for improvement



Strategic Plan – New Opportunities

Align accreditation processes and structures to support the dual purposes of institutional quality assurance and improvement

Outcome 1: Support member institutions' efforts to increase student achievement and address low performance as identified by the US Education Department

Outcome 2: Create and implement strategies to support institutions assessed to be in financial risk

Outcome 3: Develop a new taxonomy of standards to enable a more holistic institutional review

We are Excited! The VP Portfolio Model...

- VP portfolio model
 - Be Available
 - Be Supportive
 - Be present during visit
 - Assist team chair as needed; not a team member, don't influence team findings
 - Provide feedback on draft report to team chair, focus to ensure that findings are supported by narrative, relevant to cited standards
 - Advocate for the process





Accreditation Process

- Institutional Self Evaluation (internal)
- Institutional Self Evaluation Report (ISER)
- Peer Review Review Team (a.k.a. the Visiting Team)
- Commission Review and Action

Training Outcomes

- P** **Proficiency** in reviewing an institution against standards (including federal and Commission policies), within the context of the college's mission (including culture and environment)
- D** **Discernment** of the dual purpose of the peer review model: compliance and improvement
- E** **Expertise** in collecting and reviewing reasonable, verifiable information that supports the college's narrative
- C** **Competence** writing a comprehensive report to the Commission clearly indicating the College's strengths and where it does not meet expectations

Expectations of Peer Reviewers

P

- Have a working knowledge of ACCJC Eligibility Requirements, policies, and Standards, and relevant federal regulations

D

- Review the college in the context of its mission
 - Remain objective, flexible, and refrain from imposing personal opinions and beliefs

E

- Represent the Commission and the peer review process
 - Relationships with college personnel – take the fear out of the process

C

- Communicate clearly and concisely, orally and in writing
- Work as part of a team

Starting the Team Review – Focusing on the Mission

- Objectives

- Gain facility and familiarity with the college's mission you will visit– the framework for all institutional goals and activities
- Promote a working relationship among team members
- Integrate the mission statement in all related standards
- Develop expertise identifying good evidence and support
- Cultivate a relationship among team members that enables the report writing



Focusing on the Mission for the Review - Steps



1. Individually

- ✓ Read the college's mission statement.
- ✓ Make notes about the college in relation to its mission

2. As a group briefly discuss the benefits of your college's mission statement

- ✓ Describe how this mission allows the college to serve its student populations
- ✓ Indicate the strengths of the mission to leverage student learning and achievement
- ✓ Discuss how the college uses the mission to serve students





Standard 1.A.1. Mission

The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.

Mission Integration

- Look at the integration of the mission with other areas of the report/standards
 - The mission provides the framework for all institutional goals/activities
 - Standard 1: A.1-4, B.3,5,7,9 and C.1,5
 - Standard 2: A.1,10 and C.1,4
 - Standard 3: B.2, C.2, and D.2, 16
 - Standard 4: B.3-5, C.5,7,13 and D.2



The Team Report

- Purpose and Audience
- Components of the Report
 - The Checklist – Commission Policies/Federal Regulations
 - Eligibility Requirements (1 – 5)
 - Standards Sections
 - General Observations
 - Findings and Conclusions
 - Recommendations
 - Commendations





Quality Focus Essay

- Improvement component
- Connect to student learning and achievement
- What doing to move the needle?
- Long-term projects with clear demarcation line
- Peer Review team provides constructive feedback
- Report on in Mid-term report (4 years out from start)
- Peer review team provides constructive feedback



Length of ISER, Evidence, & Action Plans

- Focus on language in standard
- Relevant & concise
- Consider your audience & format as electronic doc
- Don't overdo it!
- Student Achievement Data
- Online platform exploration
- Action plans (improvement & compliance)



Other Updates

- I.B.3 and I.B.6 – thought papers – contributing to body of knowledge in field
- III.A.6 – deletion at January Commission meeting, expansion of II.A.2 (systems approach)
- Protocol for reviewing distance education
- Meeting the standard in a fluid environment



Requested Topics & Questions

Preparing for the Visiting Team

1. Tell us about the steps leading up to the team visit.
2. Logistics for team, travel, accommodations, team room
3. Schedules and evidence requests.
4. How can we prepare for the visit?
5. What does the team do during the visit?
6. Who will they meet with?
7. How will site/center visits go?



Requested Topics & Questions

- a) DE sampling process**
- b) Evidence numbering question**
- c) Certification signatures: Recommendation on governance bodies to include?**
- d) Function map: Are two required?**
- e) QFE: Timeline and detail question**
- f) Sub-Change Question: One additional degree where over 50% of classes are offered via DE**



Thoughts and Remaining Questions