

ACCJC NEWS

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

Western Association of Schools and Colleges

Spring 2012

NACIQI Recommends New Policy on Accreditation

The National Advisory Committee on Institutional Quality and Improvement (NACIQI) reviews and recognizes accrediting bodies that meet all federal regulatory requirements every five years. Recognition enables an accreditor to serve as a gatekeeper for Title IV and other federal funds, and allows its accredited institutions access to those funds. NACIQI has eighteen members, six each appointed by the House of Representatives the Senate, and the Department of Education.

After holding hearings, soliciting testimony and considering very wide ranging views on the future of accreditation over the last year, NACIQI has completed a report that outlines 25 policy recommendations for Secretary of Education Arnie Duncan to consider when Congress undertakes legislation to reauthorize the Higher Education Act in 2013. Entitled "Higher Education Accreditation Reauthorization Policy Recommendations," the February 8, 2012 report focuses on three major areas: the federal government, state government and accreditor roles in higher education quality; the scope, alignment and accountability of accreditation activity; and regulatory burdens and data needs.

RETAIN ACCREDITATION'S ROLE IN GATEKEEPING

A key and first recommendation is that Congress retain the link between accreditation and institutional eligibility for federal financial aid and other funds. NACIQI concluded "there is value in sustaining the determination of quality as a non-governmental function. In this we note that a strength of American higher education has been its freedom from federal determination of institutional quality and self-improvement processes" (page 2). **Note: This recommendation may help to reduce future discussions about creating a separate federal process for establishing institutional eligibility for federal funds.** While NACIQI acknowledged that "some consider accreditation has not been publicly accountable, it is notable that, as a function of its engagement in the federal aid eligibility process, the accreditation system has moved in the direction of greater accountability..." (page 2). NACIQI also recommended that the legislation explore assigning litigation-prone elements of the (accreditors') gatekeeping function to a third party entity that might have greater ability to deal with the expenses of litigation, stating: "Accreditors accept the responsibility of demonstrating adequate rigor in accountability to assure that all accredited institutions meet reasonable standards of educational performance and that unacceptably weak institutions are not eligible for financial aid. While the peer review nature of accreditation is well suited to the development and improvement process, accreditation is also in some ways challenged by the responsibilities of the gatekeeping or policing aspects of its functions" (page 5).

"Accreditors accept the responsibility of demonstrating adequate rigor in accountability to assure that all accredited institutions meet reasonable standards of educational performance and that unacceptably weak institutions are not eligible for financial aid. While the peer review nature of accreditation is well suited to the development and improvement process, accreditation is also in some ways challenged by the responsibilities of the gatekeeping or policing aspects of its functions."

Source: NACIQI Draft Final Report, February 8, 2012

Commissioners

MR. MICHAEL T. ROTA, CHAIR
University Of Hawai'i

DR. SHERRILL L. AMADOR, VICE CHAIR
Public Member

DR. JOSEPH BIELANSKI
Berkeley City College

DR. TIMOTHY BROWN
Riverside City College

MR. CHRIS CONSTANTIN
Public Member

DR. GARY DAVIS
Accrediting Commission for Schools Member

DR. FRANK GORNICK
West Hills Community College District

DR. STEVEN KINSELLA
Gavilan College

MS. VIRGINIA MAY
Sacramento City College

MR. CHARLES MENG, II
Public Member

MS. SUSAN MURATA
Kapi'olani Community College

DR. RAUL RODRIGUEZ
Rancho Santiago Community College District

DR. BARRY RUSSELL
Chancellor's Office, California Community Colleges

DR. ELEANOR SIEBERT
Accrediting Commission for Senior Colleges
and Universities Member

DR. MARIE SMITH
Public Member

MS. EILEENE TEJADA
Napa Valley College

DR. PATRICK TELLEI
Pacific Postsecondary Education Council Member

DR. SHARON D. WHITEHURST-PAYNE
Public Member

MR. JOHN ZIMMERMAN
MTI College

Commission Staff

DR. BARBARA A. BENO, President
DR. SUSAN B. CLIFFORD, Vice President
MS. KRISTA JOHNS, Vice President
MR. GARMAN JACK POND, Vice President
DR. JOHN NIXON, Associate Vice President
DR. NORVAL WELLSFRY, Associate Vice President
MS. MARYJUNE BROWN, Executive Assistant to the President, Business Officer
MS. BARBARA DUNHAM, Executive Assistant
MS. MINDY GRAHAM, Administrative Support
MR. TOM LANE, Administrative Support
MS. WHITNEY SPARKS, Administrative Support

ACCJC NEWS is Published by the Accrediting Commission for Community and Junior Colleges (ACCJC),
Western Association of Schools and Colleges (WASC).

PUBLICATION ADDRESS:
10 Commercial Blvd., Suite 204, Novato, Ca 94949

Phone: 415-506-0234 ♦ E-Mail: accjc@accjc.org ♦ website: www.accjc.org

RECOMMENDATIONS FOR CHANGES IN STATE OVERSIGHT OF INSTITUTIONAL QUALITY

With respect to the triad of agencies responsible for oversight of educational quality, NACIQI created seven recommendations to enhance the role of states, stimulate greater coordination between the three levels of oversight, and encourage greater regulatory consistency across states.

It recommended that regulations “ensure the adequacy of consumer information and the accountability of institutions and programs providing education within the state” and also that state regulations might be created to incorporate recognition of the growth of higher education crossing state boundaries (page 4).

NACIQI made five recommendations on the role and scope of accreditors. It suggested sector-based accreditation be considered and urged that “(Congress) encourage a dialogue within the accreditation community about the structure and organization of the accreditation process. The diversity of educational activity and mission today may call for a system of accreditation that is aligned more closely with mission or sector or other educationally relevant variable...” (page 5). NACIQI also recommended that new regulations be crafted to give accreditors greater opportunity to distinguish among programs or institutions with more varied levels and durations of review, afford accreditors greater opportunity to design systems for expedited review and allow accreditors greater opportunity to offer more gradations in their accreditation decisions (page 6). **Note: Accreditors already have this flexibility through their use of monitoring and Follow-Up Reports and visits; poor performing institutions are subjected to more follow up.**

NACIQI makes nine recommendations regarding data as a tool in quality assurance including the burden of data collection, the needs of varying end-users of institutional data, and the utility of data collected relative to its costs. Recommendation number 16 suggests that the legislation “develop a set of consistent definitions and appropriate metrics for use in the accreditation process,... insuring that this data is accurate, reliable, valid, and consistent across institutions without specifying minimum thresholds to be applied across all institutions” (page 7). The presumed means of implementing this recommendation would be the Integrated Postsecondary Education Data Systems or IPEDS, which currently only collects data on full time, first time freshman enrolling in a postsecondary institution and therefore does not adequately represent student activity nor institutional performance. Recommendation number 17 states that common definitions for completion, licensure or job placement, and other indicators of career progress might be useful. Other recommendations in this area address concerns with privacy of information, a possible national unit record system, and the need to ensure that data submitted by institutions is accurate through audits of the data and possible penalties for institutions that submit inaccurate data.

Recommendation number 21 addresses the national debate about “transparency” and suggests that accreditation reports about institutions be made available to the public. Note: ACCJC already does this by requiring institutions to post such reports on their website.

NACIQI makes three recommendations about its own future role in policy development. It recommends that the laws set an expectation that NACIQI ask accreditors to “report on the performance of the universe of institutions/programs they accredit” in order to help it oversee the efficacy of federal legislation and regulation. **Note: Accreditors feel strongly such reporting could lead to significant opportunity for federal interference in the accreditation process and definitions of quality.** The Committee also asks that legislation solidify its role as a policy recommending body to advise the Secretary so that it would make recommendations each time the Higher Education Act is up for review. Lastly, the Committee recommends it be able to grant recognition to accrediting agencies with gradations such as “honors and caution.”

Although Secretary Duncan can accept or ignore the recommendations of NACIQI, it is very likely that these ideas, now published, will re-emerge in the discussions and debates that will occur when Congress begins work on the next Higher Education Act. The ACCJC will continue to monitor the national dialogue on accreditation and work actively to provide appropriate information to Congress on the rigor and strengths of regional accreditation as well as the importance of limiting the one-size-fits-all impact of potential new regulations.

The NACIQI report has been published in the Federal Register and is also available on the ACCJC website, on the President’s Desk page at: www.accjc.org/presidents-desk. A Council of Regional Accrediting Commissions (C-RAC) response to the NACIQI report is also available on the same webpage. Readers may also be interested in responses from the American Council on Education (ACE) and the Council for Higher Education Accreditation (CHEA), which are also available on the ACCJC website at: www.accjc.org. ♦



Regional Accreditors Go to the Hill

On February 15, 2012, the executives and chairs of the seven regional accrediting commissions visited congressional representatives and their staffs to discuss higher education quality and the work that regional accreditors and institutions are already doing to support better student outcomes. ACCJC Chair Michael Rota and President Barbara Beno met with Congressman Charles Miller, Ranking Minority Member on the House Committee on Education and the Workforce Committee, Chairman Klein of the same committee, and with the staff of the Senate's Health, Education, Labor and Pensions (HELP) Committee chaired by Senator Harkin. The regional accreditors' message was: regional accreditation is rigorous standards, has adapted to changing needs of society and the federal government, and has responded to the calls for more transparency, accountability and focus on student outcomes. Generally, the Congressional members and staffs delivered a common message to the regional accreditors: unless higher education does a better job, there will likely be more regulation.

FOCUS ON QUALITY

REVIEW OF ACCREDITATION STANDARDS AND PRACTICES

In November, 2011, the Commission announced the initial phase of a review of Accreditation Standards and practices that will take place through 2013. Commission Chair Michael Rota's letter announcing the review is available on the ACCJC website at: www.accjc.org. The last review was completed in 2008. According to Commission policy, the Standards are reviewed approximately every six years. The Commission's Evaluation and Planning Committee has appointed a Steering Committee that will lead this review. Since the 2002 Standards were adopted, there have been significant changes in the national regulatory environment and in public expectations regarding educational quality and transparency.



Dr. Peter Ewell has provided a background document entitled, "The New 'Ecology' for Higher Education: Challenges to Community College Accreditation," which was published in the fall 2011 edition of Accreditation News. In addition, the Commission is considering reports by the National Advisory Committee on Institutional Quality and Improvement (NACIQI), the American Council on Education (ACE) (forthcoming spring 2012), as well as information on assessment of learning from the National Institute for Learning Outcomes and Assessment (NILOA), and ideas about metrics of institutional performance from the American Association of Community Colleges (AACC).

PUBLIC HEARINGS AND MEMBER INSTITUTION INPUT

Three public hearings have been planned in 2012. The first was held in southern California on March 24. The second hearing will take place in northern California on Wednesday, June 6, 2012 at the SFO Marriott Hotel beginning at 9:00 a.m. and ending when all testimony is heard or at noon. A third hearing will take place this fall in Honolulu, Hawai'i at a location and date to be determined with the Pacific region member institutions. Trustees, chancellors, chief executive officers, chief business officers, vice presidents, academic senate presidents, faculty, other college staff, and business and community leaders are invited to give input on what works well with current Accreditation Standards and practices, what needs to be changed with current Accreditation Standards and practices, and what new Standards or practices should be added.

The Commission has also convened task forces to provide suggestions for improvement to Accreditation Standards and practices in the areas of institutional financial resources, student learning and assessment, and distance education. An analysis of the input received from the field and the public will begin in the fall 2012, continuing into 2013. The Steering Committee will draft revisions to the Standards to be shared with the Commission and the member institutions.

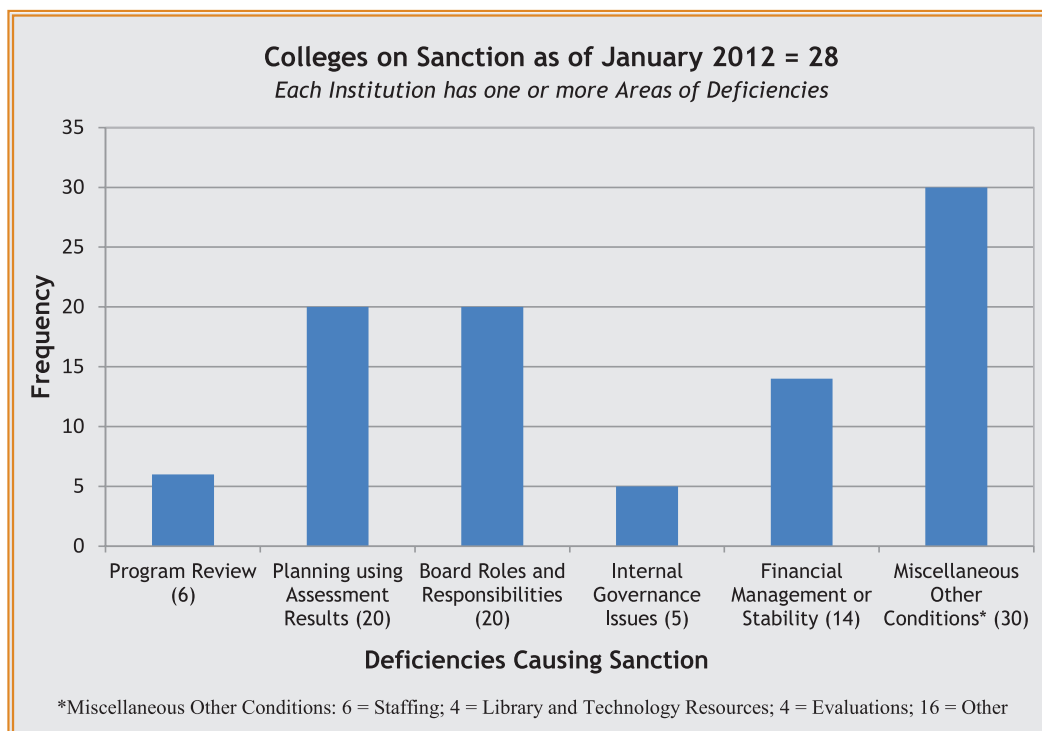
TIMELINE FOR NEW STANDARDS

Drafts of new language for the Standards will be considered at the Commission's January 2014 meeting. Following that reading, the revisions will be circulated for additional comment. The Commission will hold a round of public hearings and receive comments before final adoption scheduled for June 2014. Accreditation manuals will be adapted to correspond to the new Standards shortly thereafter.

Periodic reports on the Review of Accreditation Standards and Practices will be given at public sessions of Commission meetings and published in *ACCJC NEWS*. The reports will also be posted on the homepage of the ACCJC website at: www.accjc.org. ♦

Deficiencies Leading to Sanction

In February 2012, the ACCJC analyzed the institutional deficiencies that caused the Commission to impose a sanction of Warning, Probation or Show Cause. Twenty eight colleges were on sanction as of January 2012. The most frequently cited reasons for sanctions are shown in the table below.



Reasons for sanction as of January 2012 are listed below:

- ❖ Six colleges did not have adequate procedures and did not appropriately implement program review of instructional programs and services.
- ❖ Twenty colleges failed to meet requirements regarding the use of assessment results in integrated planning.
- ❖ Twenty colleges were sanctioned for deficiencies in governing board roles and responsibilities; seven of these were colleges in multi-college districts where the key deficiencies were in district governing board operations.
- ❖ Fourteen colleges lacked appropriate and sustainable financial management.
- ❖ Thirty colleges had miscellaneous other deficiencies, primarily related to staffing (6), library and technology resources (4), and evaluations (4).

Nineteen colleges have three or more areas of deficiency. Fifteen of the colleges on sanction were instructed to address one or more of the same issues in their last Comprehensive Report and subsequent Follow-Up Reports.

The institutions on sanction differ from year to year as some have made improvements and were removed from sanction, while others were found deficient and were placed on a sanction. The Commission Actions on Institutions are available on the ACCJC website at: <http://www.accjc.org/actions-on-institutions>.

The Commission awards accreditation or reaffirms accreditation when an institution meets or exceeds the ACCJC Accreditation Standards. Sanctions are imposed when an institution fails to meet standards, eligibility requirements or policies. The Policy on Actions on Institutions can be found in the ACCJC Accreditation Reference Handbook found on the Publication and Policies page on the ACCJC website at: <http://www.accjc.org/publications-policies>.

Note: The Commission has published data summarizing the deficiencies leading to sanction since 2009. ACCJC newsletters conveying this information can be found on the ACCJC website at: www.accjc.org. ♦

Resources and References

National discussions of institutional quality and accountability continue to pressure accreditors and institutions. Below are two new reports that describe some of the most current national practices and ideas about assessment, accountability and accreditation.

NEW NILOA REPORT ON STUDENT LEARNING AND ASSESSMENT

The National Institute for Learning Outcomes Assessment (NILOA) has issued a new report entitled, “Making Student Learning Evidence Transparent: the State of the Art.” Published in November 2011, the report describes the wealth of information about college and university work with student learning outcomes assessment. The report states that “regional accreditation self studies (54% of the documents identified on websites) were the most prevalent use of assessment results” (page 23). The research found that institutions undergoing accreditation reviews in the last three years were more likely to post their student learning outcomes statements, assessment activities, assessment results and examples of how evidence is used by the institution. The report can be found on the NILOA website at:

www.learningoutcomeassessment.org.

NEW LEADERSHIP ALLIANCE PUBLISHES ASSESSMENT GUIDELINES

The New Leadership Alliance for Student Learning and Accountability has published a document entitled, “Committing to Quality: Guidelines for Assessment and Accountability in Higher Education.” The document offers institutions four detailed steps for making assessment data useful for improving student learning, and provides a description of institutional practices that would provide evidence that an institution has mastered each step of the process of implementing a meaningful institution-wide practice and culture of assessment and improvement. The Guidelines have been endorsed by 27 higher education organizations, including the American Association of Community Colleges, Association of American Colleges and Universities, Council of Regional Accrediting Commissions, Council for Higher Education Accreditation, and many others. The document can be found at the New Leadership Alliance for Student Learning and Accountability website at: http://www.newleadershipalliance.org/what_we_do/committing_to_quality/download/.

ACE TASK FORCE ON ACCREDITATION PREPARES REPORT

The American Council on Education (ACE) Task Force on Accreditation is preparing a report describing recommendations for the future of accreditation. The report will outline the evolution of accreditation in response to changing characteristics of institutions, pedagogy and students, as well as public policy. It will identify key pressure points that now place pressure on accreditation and institutions, and will articulate ACE’s principles for improvement in accreditation and institutional quality. Watch for the report to be released by ACE later this spring.

ACCJC ONLINE

In the summer of 2011, ACCJC launched the **Accreditation Basics Course** as a requirement for first-time team evaluators, as an instructional tool for those who are going to be involved in accreditation at their institutions and wish to learn more about the process, and for those who want to brush up their understanding of the basic principles of accreditation. The 90-minute course focuses on the purposes of accreditation, the process used to accredit institutions, and the particular Standards used by the ACCJC to measure the educational quality and institutional effectiveness of member institutions. As of March 23, 267 individuals had completed the course. Interested individuals can access and register for the course from the Events page on the ACCJC website at: www.accjc.org/events, under ACCJC Accreditation Training. The course can be paused at any time and resumed to fit the scheduling needs of users.

Based on requests from our member institutions, the Commission also launched the **Discussion Board for Accreditation Liaison Officers (ALOs) and Chief Instructional Officers (CIOs)** on the ACCJC website in the summer of 2011. The Discussion Board is a virtual meeting platform where ALOs and CIOs can meet to discuss issues that relate to assurance of educational quality and institutional performance and to share good practices in these areas. The Discussion Board is organized by the following topics: the accreditation process, developing and managing evidence, updates on federal regulations, program review and planning, SLOs and assessment, campus communication, distance education, and substantive change. There is also an open topics section where users may post about topics not otherwise classified. The Discussion Board is only accessible to ALOs and CIOs and will not be driven, monitored, or moderated by ACCJC staff. ACCJC expects that ALOs and CIOs will use the Discussion Board in this spirit and that care will be taken to share and upload only correct and useful information. The Discussion Board can be accessed from the home page of ACCJC’s website at: www.accjc.org. ♦

Upcoming Events

ACCJC REGIONAL WORKSHOPS 2012

ACCJC is offering two Regional Workshops on “Capacity Building for Educational Excellence through Program Review and Integrated Planning” in spring 2012. San Diego Mesa College hosted a workshop on March 9, 2012; Carrington College California will host one on April 27. Attendance at the workshops is by invitation. The regional workshops offer opportunities for participants to share best practices through presentations by member institutions representing both single- and multi-college districts and to engage in group discussions. Each participating institution is asked to send eight staff and bring copies of the institution’s program review and integrated planning documents to share. Copies of presentation materials can be found on the ACCJC website on the Other Resources page at: <http://www.accjc.org/other-resources>.



By end of fall 2012, the Commission will have invited every member institution to a regional workshop on program review and integrated planning. The Commission will begin regional workshops on “Using Assessment of Student Outcomes to Plan and Improve Institutional Quality.” Watch for the summer 2012 edition of ACCJC NEWS for the schedule.

REVIEW OF COMMISSION STANDARDS AND PRACTICES

The Commission launched a review of its Accreditation Standards and practices in November 2011. The 2011-2013 Review will help the Commission determine if changes to the Standards and practices are needed to maintain alignment with the new higher education environment (federal regulation and public expectations of quality, accountability, and transparency). Multiple events are planned in 2012 to gather input from the field. For more details, please refer to the ACCJC website at www.accjc.org and the article “Update on the Review of Commission Standards” elsewhere in this newsletter.

ANNUAL TRUSTEES CONFERENCE, COMMUNITY COLLEGE LEAGUE OF CALIFORNIA

May 4-6, 2012 at the Sheraton Marina, San Diego. The theme of this conference is “*Balancing Change: Rewards and Challenges of Trusteeship.*” The Commission’s President, Dr. Barbara Beno, will participate in a panel discussion addressing the interrelation between finance, governance, accreditation and opportunities for leadership at a breakfast panel discussion on Saturday, May 5. At eleven that morning,

Dr. Beno and Dr. John Nixon will discuss “What Trustees Should Know About Accreditation” and will share a draft of the ACCJC’s new manual on accreditation for college governing boards. More information about this conference can be found on the Events page on the Community College League of California’s website at: <http://www.ccleague.org>.

STRENGTHENING STUDENT SUCCESS CONFERENCE

October 3-5, 2012 at the Hilton Costa Mesa Hotel. The theme of the conference is “*Embracing and Leading Change.*” The conference is sponsored by the Research and Planning Group in collaboration with ACCJC, the California Community Colleges Success Network, the Career Ladders Project, and Learning Works with in-kind support provided by Mt. San Antonio College. The conference will provide a unique opportunity for a wide cross-section of California community college professionals—including faculty, deans, program directors, student services staff, professional development and SLO leadership, researchers, and planners—to engage each other about strategies for building institutional effectiveness and student learning. It has been designed to promote interactive learning, build connections among peers from across the state, and provide opportunities to hear perspectives from other disciplines. In addition to interactive sessions, informative briefings, and inspirational keynote presentations, participants will have the opportunity to join facilitated action planning sessions, spend time networking, and participate in half-day coaching workshops. ♦

January 2012 Commission Actions on Institutions

At its meeting, January 10-12, 2012, the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, took the following actions on institutional accreditation:

REAFFIRMED ACCREDITATION

De Anza College
Foothill College
Irvine Valley College
Lake Tahoe Community College
Mt. San Jacinto College
Saddleback College
Taft College

PLACED ON WARNING

College of Marin
Columbia College
Fresno City College
Reedley College
Solano Community College

PLACED ON PROBATION

Modesto Junior College
Moorpark College
Oxnard College
Palo Verde College
Shasta College
Ventura College

CONTINUED ON WARNING

Evergreen Valley College
San Diego Miramar College

CONTINUED ON PROBATION

Northern Marianas College
San Jose City College

DEFERRAL OF CANDIDACY

Willow International Center

PLACED ON SHOW CAUSE

College of the Redwoods
Cuesta College

DENIAL OF ELIGIBILITY

Community Christian College



January 2012 Commission Actions on Policies

At its meeting, January 10-12, 2012, the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, took the following actions:

ADOPTED POLICIES

- ❖ Policy on Comprehensive Transition and Postsecondary (CTP) Programs for Students with Intellectual Disabilities
- ❖ Policy on Conflict of Interest for Commissioners, Evaluation Team Members, Consultants, Administrative Staff, and other Agency Representatives
- ❖ Policy on Contractual Relationships with Non-Regionally Accredited Organizations
- ❖ Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status
- ❖ Policy on Institutional Degrees and Credits
- ❖ Policy on Relations with Government Agencies

POLICIES AND STANDARDS APPROVED FOR FIRST READING

- ❖ **Accreditation Standard III, III.D.** The lead paragraph of Standard III is revised to clarify that a multi-college system/district may be responsible for meeting accreditation standards related to resources. Standard III.D is substantially revised as to financial resources, planning, practices, and controls.
- ❖ **Policy on the Role of Accreditation Liaison Officers.** This is a new policy setting forth the need for a college to have an Accreditation Liaison Officer and the primary roles of that position.
- ❖ **Policy and Procedures on the Joint Accreditation Process between ACCJC and ACSCU of WASC.** This new policy describes the process of joint accreditation when a community college wishes to offer a single baccalaureate degree, while still retaining at the core of its mission the offering of two-year degrees.
- ❖ **Policy on the Award of Credit.** The revision articulates the ACCJC's role in monitoring and reporting college compliance with accepted definitions of credit hour, clock-to-credit hour conversions, and program length.
- ❖ **Policy on the Rights and Responsibilities of the Commission and Member Institutions in the Accrediting Process.** A new section is added to describe the circumstances under which a Special Report and visit may be requested by the Commission.
- ❖ **Policy on Public Disclosure and Confidentiality in the Accrediting Process.** This is a substantially revised policy which supersedes previous policy related to confidentiality and public disclosure in the accrediting process. Responsibilities of both the Commission and the institution are described.

All first reading policies have been sent to the field for comment and can be accessed on the ACCJC website at: www.accjc.org.

Future Comprehensive Visits

Under current U.S. Department of Education regulations, ACCJC must provide opportunity for third-party comment regarding the institutional qualifications for accreditation. The institutions noted below are scheduled to undergo comprehensive visits in the spring of 2012, the fall of 2012, and the spring of 2013 and review by the Commission at its June 2012, January 2013 and June 2013 meetings. Third-party comment on these institutions should be made to the ACCJC President, Dr. Barbara A. Beno, at 10 Commercial Blvd. Suite 204, Novato, CA 94949. For consideration, such comment must be made in writing, signed, accompanied by return address and telephone number, and received no later than five weeks before the scheduled Commission meeting.

SPRING 2012

(for June 2012 Commission Review)

Barstow College
City College of San Francisco
Defense Language Institute
Feather River College
Guam Community College
Hawai'i Tokai International College
Los Angeles Harbor College
Los Angeles Southwest College
West Los Angeles College

FALL 2012

(for January 2013 Commission Review)

Bakersfield College
Cerro Coso Community College
College of the Sequoias
Hawai'i Community College
Heald College (12 campuses)
Honolulu Community College
Kapi'olani Community College
Kaua'i Community College
Leeward Community College
Northern Marianas College
Porterville College
Windward Community College
Woodland Community College
Yuba Community College

SPRING 2013

(for June 2013 Commission Review)

Coastline College
Copper Mountain College
Gavilan College
Golden West College
Hartnell College
Imperial Valley College
Los Angeles County College of Nursing
and Allied Health
Los Angeles Mission College
Los Angeles Pierce College
Los Angeles Valley College
Orange Coast College
San Joaquin Valley College
Carrington College of California



Accreditation Institute “From Product to Process: Accreditation for the Common Good”

The sixth annual Academic Senate for California Community Colleges was held February 10-11, 2012 in collaboration with the ACCJC. The partnership brought an opportunity for both organizations to increase the “understanding of the complex and ever-changing world of self-evaluation.” Michelle Grimes-Hillman, ASCCC Accreditation Chair, states:

For many of us, this year has been a tidal wave of impending change. Federal regulations are increasing, placing a series of demands of the ACCJC, which in turn increases the reporting obligations of the colleges. This year’s Institute was planned with one idea in mind—maintaining reliance on peer-evaluations and the accreditation process that is principled to promote and embrace change and improvement of our institutions as a whole, and even more important, to improve student learning.

ACCJC staff presented with several ASCCC colleagues beginning with Dr. Barbara Beno’s opening General Session titled, “Welcome to ACCJC Live!” Breakouts included “Accreditation 101”, “Implementing Improvement Plans for Educational Quality”, “Sustainability: Struggling for the Common Good”, “Accreditation in a Multi-College District for the Common Good”, “Data: What Do We Mean and What Kind Do We Need?” and “Educational Quality for the Common Good.” Two additional general sessions where ACCJC staff and ASCCC partnered included: “Proficiency into Practice: Welcome to 2012” and “The Substantive Change Process: What is it and Why should You Care?”

Electronic copies of the presentations can be accessed on the ASCCC website at:
<http://asccc.org/events/2012/02/accreditation-institute>. ♦

Changes in Commissioners

Commissioners’ Terms Expiring in July

MS. EILEENE TEJADA - Ms. Tejada will have served two terms on the Commission which began on July 1, 2006. She represented faculty. During her tenure on the Commission, Ms. Tejada served on the Substantive Change Committee since 2007; the ad hoc Sub-Committee on General Education since 2007; the ad hoc Committee on Eligibility since 2009; and the Commission Nominating Committee in 2011-2012. ♦

Changes in Commission Staff

MS. KRISTA JOHNS joined the Commission staff on January 4, 2012 as the Vice President for Policy and Research. She has primary responsibility for policy, evaluation, and research. She has held faculty and administrator roles at her former institutions, including Vice President of Instruction at Berkeley City College and Dean of English and Business at Diablo Valley College. Ms. Johns holds a Bachelor of Arts in Political Science from the University of Wisconsin and a Juris Doctorate from the Chicago-Kent College of Law.

MS. MARYJUNE “MJ” BROWN joined the Commission staff on April 2, 2012 as the Executive Assistant to the President/ Business Officer. She will provide financial administrative services and administrative support to the ACCJC while serving as the lead assistant to the President. “MJ” holds a Bachelor of Arts in Psychology from California State University, Fresno and an Associate of Arts from the College of the Sequoias.

MS. BARBARA DUNHAM will retire this spring after serving as the Executive Assistant to the President/Business Officer since 1996. Ms. Dunham came to the Commission from a career as an office manager for a large, certified public accounting firm and as a junior high school teacher. She has also been self-employed as an artist specializing in weaving and hand painted ceramic tile designs. Her retirement plans call for continued world travel and art/cultural appreciation. The Commission joins the field in wishing Barbara Dunham well in her retirement and expresses gratitude for her many years of loyal service which will be missed. ♦



ACCREDITING COMMISSION
for **COMMUNITY** and
JUNIOR COLLEGES

10 Commercial Blvd., Suite 204
Novato, CA 94949

NON PROFIT
U.S. POSTAGE
PAID
PERMIT #166
PETALUMA, CA

