what the future holds

Innovative Conversations to Improve Academic Quality

APRIL 30 - MAY 3
2019
**SCHEDULE AT A GLANCE**

**Tuesday, April 30, 2019**

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**Wednesday, May 1, 2019**

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<td>Opening Plenary Address</td>
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<td>Concurrent Sessions 1A - 1G</td>
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<td>5:30 pm - 6:30 pm</td>
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<td>The Grove 1-3</td>
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**Thursday, May 2, 2019**

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<td>9:15 am - 10:30 am</td>
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**Friday, May 3, 2019**

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<td>11:15 am - 12:15 pm</td>
<td>Closing Plenary Address</td>
<td>Regency Ballroom</td>
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This is a title that gets some people thinking about robots and artificial intelligence, about exotic rides at an amusement park, or about blockbuster movies that thrust us several centuries into an imagined cosmos.

To an auditorium filled with educators, however, the future is an urgent and tangible thing. We share a sense that our nation – indeed, our civilization – stands at an inflection point. There are clamoring voices aimed at subverting the human narrative, diverting the historic direction of sapiens into hostile territory, alien to the better angels of our nature. There are also competing voices, calling for the ascendance of a wise and compassionate citizenry, skilled at co-creating a just and equitable future for all of us. These are the voices that are represented at this conference. All of us here, therefore, hold a piece of the future in our hands.

Of all the sectors staking a claim to our collective future, including businesses, governments, the media, and global NGOs, I am persuaded that education remains civilization’s best gift to itself. It is the aggregate of what happens in human formation that will determine who we become. The engagement between faculty and students – those magical moments when inquiry is awakened and the wisdom of the ages can be sourced – this is our answer to what the future holds.

ACCJC is honored to use its convening function to create this instance of a learning community. We are thrilled to observe the vibrant interchanges between those who are charting new territory or innovating refinements on established practices and their eager colleagues whose effectiveness in serving their students is being enriched. We anticipate a broad array of insights, constructed-in-the-moment through shaping interchanges with others that will in fact contribute to creating a proud future for generations to follow. This is what our future holds!

Richard Winn, Ed.D.
President
## 2019 ACCJC Partners in Excellence Conference Location

All sessions and events will be held at the Hyatt Regency San Francisco Airport and will take place in the Grand Peninsula rooms, Sandpebble rooms, Sequoia A and B, Harbour, and the Cypress Rooms. Please note that the registration area will move to the Cypress Foyer on Friday, and the Friday closing plenary address will take place in the Regency Ballroom. The Hyatt Regency front desk staff and concierge can assist you with local area attractions.

### Registration Desk Hours

On Wednesday and Thursday, the conference registration desk will be open from 8:00 a.m. to 5:00 p.m. in the Grand Peninsula Foyer. On Friday, the conference registration desk will be open from 8:00 a.m. to 1:00 p.m. in the Cypress Foyer. ACCJC Staff will be happy to help you with questions about registration, location of rooms, and other matters.

### Name Badges

Name badges are required for admission to all conference sessions and events.

### Sponsor Exhibit Hours

We are grateful to our sponsors for their generous support of the 2019 ACCJC Partners in Excellence Conference. Don’t miss the opportunity to network with our sponsors in the Grand Peninsula Foyer on Wednesday and Thursday! Please note, the ACCJC does not evaluate nor endorse any particular company, product, or service.

### Food and Beverage Information

The continental breakfast on Thursday will take place in the Grand Peninsula Foyer. Attendees are welcome to take their breakfast to the Grand Peninsula Ballroom ABCD to eat. The continental breakfast on Friday will be held in The Grove, where seating is available. On Wednesday and Thursday the beverage breaks will take place in the Grand Peninsula Foyer. On Friday the beverage break will be in the Regency Foyer. Thursday’s lunch is plated and will take place in the Grand Peninsula Ballroom ABCD. Gray Associates, the 2019 Platinum Sponsor, is sponsoring the reception on Wednesday evening from 5:30 - 6:30 pm in The Grove 1-3. There will be hors d’oeuvres and a cash bar.

### Lost and Found

Lost and found items may be brought to, or claimed from, the registration desk in the Grand Peninsula Foyer. Attendees who have lost an item should also check the hotel lost and found.

### Wireless Service

Complementary wireless internet is available in the hotel guest rooms and public areas of the hotel. Wireless service will not be available in meeting room.

### Mobile Devices

As a courtesy to presenters and other conference attendees, please silence your mobile devices, limit use, and diminish brightness of screens when attending sessions.

### Statement on Sustainability

ACCJC endeavors to reduce its environmental impact and operate in a more sustainable way. At the 2019 Partners in Excellence Conference we have chosen to: eliminate the use of to-go cups at beverage breaks, provide reusable tote bags and recycled paper notebooks, make conference presentation materials available online after the conference, and use an online evaluation form. Moreover, the conference program and signs were printed by ChromaGraphics in Santa Rosa, CA, a company that uses sustainable paper sources, recycled papers, and biodegradable inks and toners!
ACCJC Staff would like to thank the ACCJC Educational Programming Committee as well as Members of the Academic Senate for California Community Colleges for their work in helping to plan the 2019 Partners in Excellence Conference.

Kevin Bontenbal  
ACCJC Commissioner  
Instructional Technology Librarian  
Cuesta College

Danika Bowen, Committee Chair  
ACCJC Commissioner  
Provost/Vice President & Accreditation Liaison Officer  
Carrington College

Lori Gaskin  
ACCJC Commissioner  
Former Superintendent/President  
Santa Barbara City College

Cynthia Napoli-Abella Reiss  
ACCJC Commissioner  
Professor  
West Valley College

Sally Pestana  
ACCJC Commissioner  
Professor  
Kapi‘olani Community College

Theresa Tena  
Former ACCJC Commissioner  
Interim Vice President Administrative Services & Student Support  
Cosumnes River College

Dolores Davison  
ASCCC Vice President, Accreditation Committee Member  
Foothill College

Samuel Foster  
ASCCC Area D Representative, Accreditation Committee Member  
Fullerton College

Christopher Howerton  
ASCCC Accreditation Committee Member  
Woodland Community College

Celia Huston  
ASCCC Accreditation Committee Member  
San Bernardino Valley College

Margarita Pillado  
ASCCC Accreditation Committee Member  
Los Angeles Pierce College

Colin Williams  
ASCCC Accreditation Committee Member  
Long Beach City College

Many thanks also go out to the dedicated ACCJC staff who are responsible for the planning and execution of the ACCJC Partners in Excellence Conference.

Cheri M. Sixbey  
Vice President of Operations

Alexandra Spring  
Events and Services Coordinator

Jared Spring  
Events and Services Manager

Richard Winn  
President

Stephanie Droker  
Senior Vice President

Elizabeth Dutton  
Accreditation Process Manager

Tom Lane  
Information Technology/ Administrative Support

Gohar Momjian  
Vice President
Martha Kanter

Dr. Martha Kanter leads the College Promise Campaign, a national nonpartisan initiative to increase college access, affordability, quality, and completion, starting in America’s community colleges. She also serves as a Distinguished Senior Fellow at NYU’s Steinhardt Institute for Higher Education Policy. From 2009-2013, Dr. Kanter served President Obama as the U.S. Under Secretary of Education, overseeing all federal postsecondary statutory, regulatory, and administrative policies and programs for the U.S. Department of Education. In this role, she led the successful implementation of the Direct Student Loan program. From 1993-2009, Dr. Kanter served as President of De Anza College and then Chancellor of the Foothill-De Anza Community College District in Silicon Valley, California.

Terry W. Hartle

Terry W. Hartle is one of America’s most effective and experienced advocates for higher education. At the American Council on Education (ACE), where he has served for more than 20 years, he directs efforts to engage policymakers on issues including student aid, government regulation, scientific research, and tax policy. His work involves representation before the U.S. Congress, administrative agencies and the federal courts. He is quoted widely in the national and international media on higher education issues. Hartle received a doctorate in public policy from The George Washington University and a master’s in public administration from the Maxwell School at Syracuse University.

David S. Baime

David Baime serves as senior vice president for government relations and policy analysis for the American Association of Community Colleges (AACC), directing the national advocacy efforts for the nation's 1,200 community colleges and their students. Previously, he served as director of education funding for the National Association of Independent Colleges and Universities. He has also worked as assistant director of government relations for the Association of American Medical Colleges. Baime has made appearances on radio, television, and the Web including on CNN, MSNBC, C-SPAN, and NPR. He is frequently quoted in The Chronicle of Higher Education, Inside Higher Ed, and other education publications.
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Connecting What’s Possible
food and refreshments at the conference

**Wednesday, May 1, 2019**

- **8:00 am - 10:00 am**: Beverage Break  
  Grand Peninsula Foyer
- **2:30 pm - 3:00 pm**: Beverage Break  
  Grand Peninsula Foyer
- **5:30 pm - 6:30 pm**: Reception with hors d'oeuvres and cash bar  
  The Grove 1-3

**Thursday, May 2, 2019**

- **8:00 am - 9:00 am**: Continental Breakfast  
  Grand Peninsula Foyer/Ballroom
- **12:00 pm - 1:00 pm**: Plated Lunch  
  Grand Peninsula Ballroom
- **3:30 pm - 4:00 pm**: Beverage Break  
  Grand Peninsula Foyer

**Friday, May 3, 2019**

- **7:30 am - 8:30 am**: Continental Breakfast  
  The Grove
- **10:45 am - 11:15 am**: Beverage Break  
  Regency Foyer
Tuesday, April 30, 2019

7:30 AM - 5:00 PM  CHECK-IN/REGISTRATION DESK OPEN
Grand Peninsula Foyer

8:30 AM - 5:00 PM  PRECONFERENCE EVENTS
Sequoia A
New Peer Reviewer Training

**Presenters:** Stephanie Droker, Senior Vice President, Accrediting Commission for Community and Junior Colleges; Randy Beach, ACCJC Commissioner, Professor, Southwestern College; Ginni May, Treasurer, Academic Senate for California Community Colleges, Professor, Sacramento City College; Cynthia Napoli-Abella Reiss, ACCJC Commissioner, Professor, West Valley College

Who are those people who visit your campus once every six or seven years to conduct the peer review for accreditation? They are people just like you—volunteer faculty and administrators from institutions like yours. This day-long session will provide essential training for new peer reviewers and people who are seriously interested in volunteering. The training will review the basics of serving on an evaluation team and offer participants the opportunity to discuss the philosophy of accreditation and peer review, review the standards and sections of the Institutional Self-Evaluation Report (ISER), use case studies to prepare a simulated team report section, and discuss some of the situations that are commonly faced by evaluation teams.

* Breakfast from 7:30 - 8:30 AM and lunch from 12:00 - 1:00 PM are included.

2:00 - 5:00 PM  PRECONFERENCE EVENTS
Grand Peninsula G
New ALO Training

**Presenters:** Gohar Momjian, Vice President, Accrediting Commission for Community and Junior Colleges; Danika Bowen, ACCJC Commissioner, Provost/Vice President and Accreditation Liaison Officer, Carrington College

The role of Accreditation Liaison Officer (ALO) is important throughout the accreditation and peer review cycle. In this session, new ALOs will gain valuable, foundational information and insights into the responsibilities and satisfactions of serving an institution in this role.

Grand Peninsula E
Inside ACCJC

**Presenter:** Richard Winn, President, Accrediting Commission for Community and Junior Colleges

Conversations with the President about the challenges, strategies, plans, opportunities, and recent developments at an agency on the move.
Concurrent sessions for the conference will be organized under the following themes:

1: Boldly Going Where No One Has Gone Before: Teaching, Learning, and Assessment
Are we learning the right things from assessment results and program review and using those learnings to improve the student experience? How is our rapidly changing world impacting the faculty role, pedagogy, learning outcomes and assessment strategies? What is the future of the professoriate? How do institutions ensure faculty receive the professional development they need to keep up with rapid changes in technology or in the technological cultures of their students?

2: Shifting Into Hyperdrive: Initiatives and Best Practices in Support Services
What are the best structures by which faculty, librarians, student services personnel, and other support units can coordinate their work on behalf of student success? What innovations and best practices have led to sustainable increases in student learning and student achievement? What innovations in research and planning, resource development, resource allocation, or governance models have positively impacted student outcomes?

3: Captains of Tomorrow: Leadership in Institutions
How can trustees, administrators, and academic leaders harness their collective efforts to ensure college-wide effectiveness and sustained strength? In what ways can college and district leadership cultivate innovations that improve student learning and student achievement? How do institutions provide professional development to prepare the next generation of leaders within their ranks?

4: Charting the Future by Understanding the Past: Institutional Research as Change Agent
In view of increased public interest in metrics of institutional performance, how is achievement data being obtained and used? How have faculty been engaged in using data to validate and improve their efforts? How do institutions use data to discern key trends? Can predictive analytics lead to improvements in student success? How do institutions use data to inform strategic planning that anticipates and plans for change?

5: Accreditation: The Guardian of a Future Galaxy
In what ways have accreditation self-evaluations and the peer review process been used to add value to the learning experience? How can the accreditation process assist in ensuring relevance and sustainability at a time of enormous change in higher education? How will changes on the national horizon impact institutions in the Western region? How must ACCJC adapt to those changes?
Wednesday, May 1, 2019

8:00 AM - 5:00 PM  CHECK-IN/REGISTRATION DESK/SPONSOR EXHIBITS OPEN
Grand Peninsula Foyer

8:00 - 10:00 AM  BEVERAGE BREAK
Grand Peninsula Foyer

10:00 AM - 12:00 PM  PRECONFERENCE FORUMS

CEO Forum

**Facilitators:** Richard Winn, President, Accrediting Commission for Community and Junior Colleges; Sonya Christian, Vice Chair, ACCJC Commission, President, Bakersfield College

**Presenters:** Brent Calvin, President, College of the Sequoias; Sunita Cooke, Superintendent/President, MiraCosta College; Keith Curry, President, Compton College; Nick Gomez, President, San Joaquin Valley College; Willard Lewallen, Superintendent/President, Hartnell College, Mary A.Y. Okada, President, Guam Community College

Covering a range of critical leadership competencies, six college and district CEOs will each summarize take-away learnings from their own experiences. Participants can then interact with them to ensure relevant applications to their work. While prior registration is not required, this session is limited to Chief Executive Officers from member colleges and districts.

ALO Forum

**Facilitators:** Gohar Momjian, Vice President, Accrediting Commission for Community and Junior Colleges; Danika Bowen, ACCJC Commissioner, Provost/Vice President and Accreditation Liaison Officer, Carrington College

**Presenters:** Brianna Hays, Senior Dean, Institutional Effectiveness, Success, & Equity, Cuyamaca College; Ray Somera, Vice President for Academic Affairs, Guam Community College; Crystal VanderTuig, Director of Institutional Relations, San Joaquin Valley College; Jennifer Vega La Serna, Vice President, Academic Services, College of the Sequoias

Participants will get an update on ACCJC’s strategic plan followed by a panel discussion with ALOs from the region on relevant issues facing ALOs as they engage in improvement processes at their colleges.
PRECONFERENCE FORUMS CONTINUED...

10:00 AM - 12:00 PM

Faculty Forum

**Facilitators:** Stephanie Droker, Senior Vice President, Accrediting Commission for Community and Junior Colleges; Kevin Bontenbal, ACCJC Commissioner, Instructional Technology Librarian, Cuesta College; Sally Pestana, ACCJC Commissioner, Professor, Kapi'olani Community College

**Presenters:** Kristina Allende, Professor, ASCCC Curriculum Chair, Mt. San Antonio College; Christopher Howerton, ASCCC Accreditation Committee Member, Senate President, Woodland Community College; Cyndie Luna, Communication Faculty, Co-ALO, Fresno City College; James Patterson, Professor, Faculty Accreditation Coordinator, Imperial Valley College; Jeff Stearns, Division Chair, Language Arts, Honolulu Community College

Participants will get an update on ACCJC’s strategic plan followed by a panel discussion with faculty from the region on relevant issues facing faculty as they engage in improvement processes at their colleges.

12:00 - 1:00 PM

LUNCH ON OWN

1:15 - 2:30 PM

OPENING PLENARY ADDRESS

ACCJC Conference Welcome and Introduction

**Presenter:** Richard Winn, President, Accrediting Commission for Community and Junior Colleges

Fulfilling the Promise:
What College Promise Means to Our Future

**Presenter:** Martha Kanter, Executive Director, College Promise Campaign

Community colleges in California, Hawaii and many other states are embracing the College Promise Campaign, making a college education more affordable and accessible for thousands of students. Through a variety of initiatives, adapted to the mission of each participating institution and state, the promise of a tuition-free education with increased student support is making a difference for our students, our communities, and our states. From a national view of the Promise landscape, Dr. Kanter will discuss how this visionary campaign is impacting our shared future.
**Wednesday, May 1, 2019**

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**2:30 - 3:00 PM**

**BEVERAGE BREAK**

Grand Peninsula Foyer

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**3:00 - 4:00 PM**

**CONCURRENT SESSIONS 1A - 1G**

**Sandpebble DE**

**1A: An Ideal Student-Centric Approach to Assessment**

**Presenter:** Donald Westover, Institutional Assessment Coordinator, Kapi‘olani Community College

Shift the focus from a teacher-centric assessment model where faculty are primarily responsible for assessment to a more student-centric assessment model with shared responsibility. This student-centric assessment model will empower the students to be more self-regulated learners and cultivate the skills of self-assessment, peer-assessment, group-assessment, reflection, and feedback.

*Track 1 - Boldly Going Where No One Has Gone Before: Teaching, Learning, and Assessment*

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**Sandpebble BC**

**1B: Coordinating and Leveraging Funding to Support Student Achievement**

**Presenters:** Cherisa Yarkin, Director of Planning, City College of San Francisco; Tessa Henderson-Brown, Associate Dean of Student Equity, City College of San Francisco

City College of San Francisco formed the “Fan Five” model of integrated planning in 2014, an operating group that continuously aligns more than five streams of funding to achieve the College's goals and align to the College's accreditation work. With evolving changes in categorical funding, CCSF is aligning Adult Ed Programs (AEP), Guided Pathways, Student Equity and Achievement (SEA), Strong Workforce Program (SWP), and Perkins/CTEA. In this session, college leaders will share their highly participatory process that integrates planning and resource management in a framework that supports accreditation standards, addresses evidence-based needs, and promotes innovation while responding to changes in state mandates.

City College of San Francisco Math Faculty member Jean Nanjo will share equity-funded work that is part of the College’s Quality Focus Essay actions projects.

*Track 2 - Shifting Into Hyperdrive: Initiatives and Best Practices in Support Services*
CONCURRENT SESSIONS 1A - 1G CONTINUED...

1C: Increase Enrollment and Reduce Cost: Integrated Program Assessment

**Presented by Gray Associates**, 2019 Partners in Excellence Platinum Sponsor

We will share a fact-based, participative approach that integrates external and internal data to help institutions choose the right programs to start, stop, sustain or grow. This approach has helped colleges and universities increase enrollment, cut cost, and invest in their mission. Mission and academic requirements are critical aspects of every program review. We add two elements: markets and margins. We will describe how to assess markets for academic programs, including student demand, employment, competition, degree level, and modality (online vs. on-ground). We will explain how to combine student, course, and instructor data to estimate program margins. We will also review overhead allocations that clarify a program's full impact on your institution's financial health. Finally, we will suggest a process that brings together faculty and administrators to make tough, fact-based program decisions. This open and collegial process strengthens the culture, governance, and financial health of the institution.

The three services, and associated learning outcomes, we will discuss:

- Program Evaluation System: Use market data to evaluate academic programs
- Program Economics: Calculate program contribution margins
- Program Workshop: Run a process that enables better program decisions.

1D: Leveraging the Self-Evaluation Process to Effect Meaningful Change Across the Institution

**Presenters:** Jake Kevari, Dean of Planning, Research, and Institutional Effectiveness, Copper Mountain College; Bri Hays, Senior Dean of Institutional Effectiveness, Success, and Equity, Cuyamaca College; Marvely Bucky, English Faculty Accreditation Co-Chair, Cuyamaca College

For many institutions, the accreditation self-evaluation process is something that takes place every six or seven years but not necessarily a transformative experience that is integrated into the regular work of the college. This interactive session will discuss strategies for embedding accreditation standards into college governance and using the accreditation self-evaluation to drive positive institutional change. Presenters will share their experiences in each of these areas, strategies for shifting the college culture around accreditation from punitive and summative to formative and oriented to authentic improvement, and resources for organizing and leading accreditation efforts to advance overall institutional effectiveness.

Track 3 - Captains of Tomorrow: Leadership in Institutions

Track 5 - Accreditation: The Guardian of a Future Galaxy
1E: Distance Education: From Compliance to Quality

**Presenters:** Dolores Davison, Vice President, Academic Senate for California Community Colleges; Margarita Pillado, ASCCC Accreditation Committee Member, Professor, Los Angeles Pierce College; Samuel Foster, Accreditation Chair, Area D Representative, Academic Senate for California Community Colleges

While federal, state, and accreditation policies and regulations require that all learning opportunities, regardless of method of delivery, be of equivalent quality and academic rigor, Distance Education courses are subject to more scrutiny for compliance in terms of instructor/student and student/student interaction, and accessibility requirements. Fortunately, there are faculty-led initiatives that provide resources and professional development opportunities to ensure instructional design grounded on compliance but striving for continuous academic quality. Join us for an overview of available resources and best practices to help design and maintain a robust Distance Education program.

**Track 1 - Boldly Going Where No One Has Gone Before: Teaching, Learning, and Assessment**

1F: Using Integrated Planning and Evaluation in Your College’s Accreditation Cycle

**Presenters:** Micheline Pontious, IEPI Consultant, Institutional Effectiveness Partnership Initiative; Mark Akiyama, IEPI Consultant, Institutional Effectiveness Partnership Initiative

This workshop will introduce participants to an Integrated Planning Model for continuous data informed inquiry and improvement. Implementing such a model can assist in your college’s Accreditation cycle by aligning local interventions and statewide initiatives (e.g. Guided Pathways, AB705) with the Vision for Success. Participants will also have an opportunity to learn about the process of evaluation and its usefulness in determining the impact of programs and initiatives designed to advance equity and student success. Participants will walk away with practical tools, resources, and frameworks to take back to their college to plan an evaluation; and constructs to inform processes that support substantive change and continuous improvement.

**Track 4 - Charting the Future by Understanding the Past: Institutional Research as Change Agent**
CONCURRENT SESSIONS 1A - 1G CONTINUED...

3:00 - 4:00 PM

Sequoia B

1G: Using Institutional Set Standards On and Off Campus to Build Relationships and Inspire Change

Presenters: Carole Goldsmith, President, Fresno City College; Cyndie Luna, Communication Faculty, Co-ALO, Fresno City College

Join Fresno City College President Carole Goldsmith and ALO, Cyndie Luna for a conversation about using a subset of Institutional Set Standards, the “Core 9” Indicators of Student Success, to engage internal constituents and inspire community partnerships. The “Core 9” provide campus leaders with a manageable data set for a variety of conversations. Also, initiatives are often developed in a vacuum, without an examination of student data. A shared understanding of what represents student success can help to alleviate such issues. The presenters will share how they used these success indicators on campus in development of the Quality Focus Essay, and off campus to demonstrate not only student success, but the need for additional support.

Track 3 - Captains of Tomorrow: Leadership in Institutions

CONCURRENT SESSIONS 2A - 2G

4:15 - 5:15 PM

Sandpebble DE

2A: Let’s Hear It For Small Data: Building A Community of Practice on SLO Assessment

Presenter: Madeleine Murphy, English instructor / SLO coordinator, College of San Mateo

Can the SLO mandate support a community of practice? It should, since SLOs are intended to improve student learning. But in many institutions, SLO routines adhere to a “Big Data,” quality-control model (collect data, analyze, find weaknesses, close the loop) which can actually get in the way, leaving problems unsolved and faculty frustrated. This presentation shares a different approach to SLO assessment, one in which faculty pose their own assessment questions and choose the relevant data; which emphasizes discussion within and across disciplines; and which captures and communicates our collective efforts to improve student learning.

Track 1 - Boldly Going Where No One Has Gone Before: Teaching, Learning, and Assessment
2B: Enhancing Communication and College Processes: Why the ISER Process Went Right at our College

**Presenters:** Angelina Hill, Vice President, Instruction, College of the Redwoods; George Potamianos, Dean, Arts & Humanities, College of the Redwoods

In this session we will describe the process that College of the Redwoods used to develop a meaningful Institutional Self-Evaluation Report. We will share what worked particularly well – including how communication was key to its success – and what we will avoid next time. We will also describe our effort to enhance institutional effectiveness that resulted in the college receiving multiple Commission commendations. We will describe a successful and ongoing process of evaluating integrated planning as a college community, and communication tools that resulted from these efforts.

Track 3 - Captains of Tomorrow: Leadership in Institutions
Track 5 - Accreditation: The Guardian of a Future Galaxy

2C: Strengthening Institutions and Building Leadership through Strategic Enrollment Management

**Presenters:** Tamika Connor, Asst. Vice Chancellor of Enrollment Management, Peralta Community College District; Judd Curran, Professor and Co-Chair of Earth Sciences and Geography, and Chair, Council of Chairs and Coordinators, Grossmont College; Jeff Spano, Dean, Institutional Effectiveness, California Community Colleges Chancellor’s Office; Michelle White, IEPI Consultant, The RP Group

The Institutional Effectiveness Partnership Initiative of the California Community College Chancellor’s office has developed resources to help colleges implement Strategic Enrollment Management (SEM) practices and strategies. Session participants will access and interact with SEM resources and topical guides, engage in focused dialogue on how SEM is evolving and aligned with the national conversation on Guided Pathways, and learn how the SEM Project is building leadership capacity through a program that provides both technical support and professional development in SEM.

Track 2 - Shifting Into Hyperdrive: Initiatives and Best Practices in Support Services
4:15-5:15 PM
CONCURRENT SESSIONS 2A - 2G CONTINUED...

2D: “We Got This!:" What Everyday Accreditation Means at Guam Community College

Presenters: Rene Ray D. Somera, Vice President for Academic Affairs, Guam Community College; Marlena Montague, Asst. Director, Assessment, Institutional Effectiveness and Research (AIER), Guam Community College

At Guam Community College, our recent accreditation success (zero recommendations in compliance and improvement) illustrates our commitment to academic quality and institutional effectiveness through thoughtful planning, effective communication, and productive institutional dialogue in college assemblies. The integrated assessment and curriculum processes drive the high level of constituent participation across the College. The Transformation Initiative provides structural and financial support for innovations based on assessment results. This presentation elucidates how everyday accreditation processes maintain and sustain institutional efforts to excel in all things accreditation, which is replicable in other community college campuses.

Track 5 - Accreditation: The Guardian of a Future Galaxy

2E: Opportunities from Recommendations

Presenters: Samuel Foster, Accreditation Chair, Area D Representative, Academic Senate for California Community Colleges; Stephanie Droker, Senior Vice President, Accrediting Commission for Community and Junior Colleges; Christopher Howerton, ASCCC Accreditation Committee Member, Senate President, Woodland Community College

When an institution receives recommendations the first reaction may be disappointment. However, when an institution takes an opportunity to review the recommendations and reflect on its processes and procedures, the recommendations can result in institutional change that strengthens the institution. This session will explore ways to turn recommendations into opportunities.

Track 5 - Accreditation: The Guardian of a Future Galaxy
*ASCCC Presentation
Sequoia A

**4:15 - 5:15 PM**

**CONCURRENT SESSIONS 2A - 2G CONTINUED...**

**2F: Closing the Loop: Using Institutional Research to Provide a Data-Driven Approach to Program Review**

**Presenters:** Amber Hroch, College Institutional Researcher, Bakersfield College; Kim Nickell, Professor/Co-chair Program Review, Bakersfield College; Kristin Rabe, Media Services Coordinator/Co-chair Program Review, Bakersfield College

The College’s Office of Institutional Effectiveness (OIE) and the District’s Office of Institutional Research provide detailed data that is incorporated into annual Program Reviews for more than 127 programs, including instructional and non-instructional. Each program receives timely data to provide a foundation for a narrative for planning future needs to improve student learning and success. Results from these reviews are summarized in an annual Closing of the Loop report given by our President to the College, which illustrates how resource allocation is connected to the strategic goals and drives planning for future change.

**Track 4 - Charting the Future by Understanding the Past: Institutional Research as Change Agent**

Sequoia B

**5:30 - 6:30 PM**

**OPENING RECEPTION - HOSTED BY GRAY ASSOCIATES, PLATINUM SPONSOR**

The Grove 1-3

**2G: Leadership Constants In The Face of Budget, Regulatory, and Organizational Challenges**

**Presenters:** Krista Johns, Guided Pathways Regional Coordinator-Bay Area, California Community Colleges Chancellor’s Office; Kindred Murillo, Superintendent/President, Southwestern College; Ronald Gerhard, Interim Chancellor, Chabot-Las Positas Community College District

It is often difficult to maintain institutional focus on innovation and improved practices during revenue declines, regulatory shifts, staff turnover, and other organizational challenges. This session will present strategies that institutional leaders can adopt to ensure that institutional effectiveness endures during difficult times. Participants will hear tips and advice gleaned from presidents, chancellors, chief business leaders, and senior instruction and student services administrators.

**Track 3 - Captains of Tomorrow: Leadership in Institutions**
Thursday, May 2, 2019

**8:00 AM - 5:00 PM**  
CHECK-IN/REGISTRATION DESK/SPONSOR EXHIBITS OPEN  
Grand Peninsula Foyer

**8:00 - 9:00 AM**  
CONTINENTAL BREAKFAST  
Grand Peninsula Foyer

**9:15 - 9:30 AM**  
THURSDAY WELCOME  
Grand Peninsula Ballroom  
The Future of Your Comprehensive Review  

**Presenters:** Stephanie Droker, Senior Vice President, Accrediting Commission for Community and Junior Colleges; Lori Gaskin, Commissioner, Accrediting Commission for Community and Junior Colleges

ACCJC has embraced a new approach to the comprehensive review that will enable institutions to receive formative feedback by the peer review team prior to the institution’s site visit. The new formative/summative review underscores the importance of peer review as a means to foster and guide ongoing institutional improvement, restructures the site visit to focus on core accreditation issues, and provides increased communication and transparency between the Commission and its member institutions. This session will focus on the key aspects and timeline of implementing the formative/summative review approach.

**9:30 - 10:30 AM**  
PLENARY ADDRESS  
Grand Peninsula Ballroom  
Seeking Sense from Washington: A Moving Target  

**Presenter:** Terry W. Hartle, Senior Vice President, Government and Public Affairs, American Council on Education

Terry Hartle’s engagement with the legislative community related to higher education has been lengthy, close, and wise. In a turbulent and divided political environment, discerning priorities and directions related to higher education is a daily challenge. As a key participant in negotiated rulemaking, Hartle will bring an up-to-the-minute read on the directions Washington may be taking.
CONCURRENT SESSIONS 3A - 3G

3A: Institutional Assessment of General Education to Strengthen Student Equity Initiatives

**Presenters:** Sheri Miraglia, Biology Instructor/SLO Coordinator, City College of San Francisco; Craig Kleinman, English Instructor/SLO Coordinator, City College of San Francisco

At City College of San Francisco, collection of disaggregated student learning outcome data for every student and course has been successfully integrated into teaching practice, resulting in a substantial amount of information about student learning. The next challenge is to identify the best ways to use this information in a meaningful and sustainable way. A primary goal of assessment is to support key college initiatives such as improving student equity and achievement gaps. CCSF uses mapped section-level SLO and achievement data to analyze the broader impact of our General Education programs on underrepresented minority groups. We will share some of our Institution’s General Education Learning Outcome (GELO) data as an exemplar.

Track 1 - Boldly Going Where No One Has Gone Before: Teaching, Learning, and Assessment

3B: New Support Practices to Increase AAPI Immigrants’ Academic Success in ESOL

**Presenters:** David Lee, Director, APASS/AANAPISI Program, Laney College; Mildred Lewis, Dean of Enrollment Services, Laney College

Laney College’s Asian American Native American Pacific Islander Serving Institution (AANAPISI) Program uses innovative strategies to address the gaps in retention and success of English language learning (ELL), AAPI immigrants who are seeking technical skills certificates, degrees and transfer pathways to universities. The Program’s adaptation of the learning community structure to create long-term systemic change to the ESOL curriculum structure, articulation from feeder high schools, support services, and the cultural responsiveness of faculty and staff. We aim to provide low-income AAPI immigrant students of all ages the educational opportunities and support to progress successfully through ESOL courses into degree or transfer programs.

Track 2 - Shifting Into Hyperdrive: Initiatives and Best Practices in Support Services
10:45 - 11:45 AM

CONCURRENT SESSIONS 3A - 3G CONTINUED...

Grand Peninsula E

3C: Leading into the Future Through a Lens of Equity

**Presenters:** Kindred Murillo, Superintendent/President, Southwestern College; Roberto Alcantar, Governing Board President, Southwestern College; Griselda Delgado, Governing Board Trustee, Southwestern College

This session will present the new initiatives and best practices through an interactive discussion with the session participants. Through years of problems and various cultural issues, Southwestern College has struggled until finally landing on accreditation warning 2015. The Governing Board in partnership with the Superintendent/President and college leadership has engaged in leading an equity-focused cultural change by creating an intentional culture of respect, diversity, and inclusion. Through modeling behaviors, insisting on accountability to board policies and procedures, focusing on continuous improvement, and allocating resources to support equity-based values, the college has made significant progress over the last two years.

Track 3 - Captains of Tomorrow: Leadership in Institutions

Grand Peninsula F

3D: A “How-to-Tale” of Emerging from the Brink of Failure to Stunning Success

**Presenters:** Sunita Cooke, Superintendent/President, MiraCosta Community College; David Broad, Board Trustee – President, MiraCosta Community College

MiraCosta College is a case study about how a community college can hit rock bottom from the standpoint of leadership, communication, dysfunction and trust and rebuild itself through a laser-like focus on student success and improved relations. The split board received an Accreditation sanction in 2008 because of its failure of leadership, which also bled into the internal functions of the college and its focus on student learning. Learn how the board set out to re-build relationships within the college community and re-establish credibility with the community at large through extensive board development, relationship building, and a relentless focus on student success and fiscal prudence.

Track 3 - Captains of Tomorrow: Leadership in Institutions
CONCURRENT SESSIONS 3A - 3G CONTINUED...

Grand Peninsula G

3E: Gearing Up for the Site Visit

Presenters: Ginni May, Treasurer, Academic Senate for California Community Colleges, Professor, Sacramento City College; Christopher Howerton, ASCCC Accreditation Committee Member, Senate President, Woodland Community College; Janet Fulks, Professor of Biology, ASCCC Faculty Lead, Guided Pathways Capacity Building, Bakersfield College

The college has submitted the Institutional Self Evaluation Report. Now what? There are logistical and other preparatory needs your college will need to complete prior to welcoming your visitation team to your campus. This session will discuss some dos and don'ts that will help all members of your college feel prepared for the visit including faculty (both full and part-time), classified staff, administration, students, and even your board of trustees. How do you build a climate of excitement instead of fear? Let's find out together.

Track 5 - Accreditation: The Guardian of a Future Galaxy
*ASCCC Presentation

Sequoia A

3F: Leading Accreditation Efforts from an Institutional Effectiveness Perspective

Presenters: Erik Cooper, Dean of Planning, Research, and Resource Development, Sierra College; Bri Hays, Senior Dean, Institutional Effectiveness, Success, and Equity, Cuyamaca College

More and more middle managers, such as Deans of Institutional Research or Institutional Effectiveness, are being asked to manage the development of the Institutional Self-Evaluation Report (ISER) or function as the institution's ALO. This interactive session will focus on the challenges, pitfalls, and benefits of leading accreditation efforts from the middle of the organization. Presenters will share experience gained from the accreditation self-evaluation process as well as strategies for successfully executing accreditation efforts regardless of one's level within the institution. In addition, presenters will facilitate a discussion on how the accreditation process can serve as a vehicle for positive, evidence-based institutional change.

Track 3 - Captains of Tomorrow: Leadership in Institutions
Track 4 - Charting the Future by Understanding the Past: Institutional Research as Change Agent
10:45 - 11:45 AM

CONCURRENT SESSIONS 3A - 3G CONTINUED...

Sequoia B

3G: Captains of Your Own Ship: Navigating the Planning and Effectiveness Waters

Presenters: Jennifer Vega La Serna, Vice President, Academic Services/ALO, College of the Sequoias; Brent Calvin, Superintendent/President, College of the Sequoias; Jessica Morrison, Vice President, Student Services, College of the Sequoias

COS 2.0 describes the adopted model of conducting business at the District. Six years ago, Accreditation sanctions pushed the District to leverage institution-wide movement and to implement rapid change to address issues of planning, governance, resource allocation and alignment with student learning outcomes. COS transformed the decision-making system, planning model, program review and outcomes assessment analysis processes. Data analysis serves as the core of planning which has led to a deeper evaluation of systems, processes, and student success. Join us to discuss the steps to develop a planning model, re-envision participatory governance, utilize data at the core of decision making and create a culture of campus dialog.

Track 3 - Captains of Tomorrow: Leadership in Institutions
Track 5 - Accreditation: The Guardian of a Future Galaxy

12:00 - 1:00 PM

PLATED LUNCH

Grand Peninsula Ballroom

1:15 - 2:15 PM

CONCURRENT SESSIONS 4A - 4G

Sandpebble DE

4A: Transform Your School: The Journey to Becoming a Strategy Focused Organization

Presenters: Sumer Avila, Provost, San Joaquin Valley College; Nick Gomez, President, San Joaquin Valley College

Are you prepared to harness the collective efforts of leaders to ensure college-wide effectiveness and sustained strength? Are you looking to use strategic planning to improve outcomes, manage resources, and develop your leaders? Join us for a hands-on workshop where we will demonstrate how you can apply Strategy Focused Organization principles to transform your institution resulting in increased graduation rates, increased financial stability, and increased employee capabilities.

Track 3 - Captains of Tomorrow: Leadership in Institutions
CONCURRENT SESSIONS 4A - 4G CONTINUED...

4B: A New Theory of Change

Presenter: Gregory Stoup, President of the Board, The RP Group

The last several years has witnessed an acceleration of several important trends in the community college landscape including further movement toward performance-based funding models, curricular redesign in pre-collegiate course sequences; the scraping of decades old assessment practices and a systematic redesign of the student experience that emphasizes program pathways.

This highly interactive session will explore how research can best drive change in an environment that is placing ever more emphasizes on planning and the implementation of adopted designs. More fundamentally, this session will articulate a new theory of institutional change implied by recent policies and how the research function will need to evolve to remain relevant.

Track 3 - Captains of Tomorrow: Leadership in Institutions
Track 4 - Charting the Future by Understanding the Past: Institutional Research as Change Agent

4C: Resilient Networked Student & Learning Support for when the Hyperdrive Breaks Down

Presenters: Elizabeth Switaj, Vice President for Academic and Student Affairs, College of the Marshall Islands; Kenneth Fernando, Jaluit Distance Education Coordinator, College of the Marshall Islands; Theresa Koroivulaono, President, College of the Marshall Islands

Higher education in the Republic of the Marshall Islands faces challenges related to distance, with learners spread across 29 atolls and islands within an area of 750,000 square miles, and to unreliable communication technologies. The strategies for networked resilience in student and learning support developed at the Jaluit Distance Education Center suggest the kinds of strategies that can be applied at many institutions in an era of increased natural disasters brought about by climate change. By creating alternative resources and organizational networks, higher education can move forward whatever our future galaxies may bring.

Track 2 - Shifting Into Hyperdrive: Initiatives and Best Practices in Support Services
4D: What’s Race Got to Do With It?: Transformative Professional Development for Faculty, Staff, & Administrators

Presenters: Lasana Hotep, Dean of Student Equity and Support Programs, Skyline College; Katrina Pantig, Program Services Coordinator (Student Equity and Support Programs), Skyline College

Not all professional development is created equal and these experiences often times lack an approach for building critical competencies around issues of race, gender, and culture. From 2016-2019, Skyline College developed a cluster of initiatives (The Equity Training Series, Beyond the Margins Equity Forum, and the Equity Summit at Skyline College) designed to equip staff, faculty, and administrators with strategies and resources on best practices for cultural fluency and educational equity. This session will focus on the development, implementation and outcomes of a strategic and innovative approach towards campus-wide professional development.

Track 1 - Boldly Going Where No One Has Gone Before: Teaching, Learning, and Assessment
Track 3 - Captains of Tomorrow: Leadership in Institutions

4E: Conscious, Conscientious, Consistent, and Continuous Quality Improvement

Presenters: Theresa Fleischer Rowland, Associate Vice Chancellor, Career and Transfer Education, City College of San Francisco; Kristin Charles, Associate Vice Chancellor, Institutional Development and ALO, City College of San Francisco

In a community college environment fraught with administrator turnover, this session will discuss practical strategies to ensure consistent attention to the accreditation standards. Whether you find yourself an arriving or departing college leader, this panel of experienced administrators and ALOs will share applied approaches to continuous improvement of student learning and achievement, academic quality, student support and institutional effectiveness.

Panelist members include Ray Somera, Vice President of Academic Affairs/ALO, Guam Community College, and Erin O'Reilly, ALO, Defense Language Institute Foreign Language Center.

Track 3 - Captains of Tomorrow: Leadership in Institutions
4F: Data Talk! Developing and Assessing Your Own Model for Integrated Planning

**Presenters:** Mehmet “Dali” Öztürk, Dean, Research, Planning & Institutional Effectiveness, College of the Sequoias; Jonna Schengel, Associate Dean/Allied Health Dir, Nursing & Allied Health, College of the Sequoias; Christine Statton, Vice President, Administrative Services, College of the Sequoias

Many higher education institutions are often strongly challenged by the complexity and realities of “ongoing and systematic cycle of evaluation” of their planning activities, processes, and related outcomes. Our institution, motivated by serious accreditation sanctions regarding use of data and research capacity for institutional planning, was forced to improve the decision-making system, planning model, program review and outcomes assessment analysis processes. The college responded by developing a data-driven Model for Integrated Planning, which depicts how the components of planning link to one another in a cycle of evaluation. Consistent with this year’s theme this proposal brings attention to data-driven planning in higher education.

**Track 4 - Charting the Future by Understanding the Past: Institutional Research as Change Agent**

4G: From the Classroom to the Bleachers, Enhanced Faculty Presence as a Corequisite for Student Success

**Presenters:** Gregory Gilbert, Trustee, Board President, Copper Mountain Community College District; Richard Hansen, Mathematics Faculty Emeritus at De Anza College, Faculty Association for California Community Colleges; Ian Walton, Chair, Accrediting Commission for Community and Junior Colleges

Today’s low student success rates offer a dire and unparalleled challenge to educators everywhere. This session will provide substantive data-driven suggestions for colleges as well as for accreditation visits. Research shows that increased student-faculty interaction, in as many ways as possible, will improve the likelihood of student success. Come and discuss possible local methods to achieve such an increase. Attendees will receive source materials, hear presentations, and participate in an energetic discussion of innovations for change. This session calls all hands on deck and encompasses partnering themes from teaching, best practices, and leadership to charting the future of our institutions as well as our accreditors.

**Track 1 - Boldly Going Where No One Has Gone Before: Teaching, Learning, and Assessment**

**Track 2 - Shifting Into Hyperdrive: Initiatives and Best Practices in Support Services**

**Track 3 - Captains of Tomorrow: Leadership in Institutions**

**Track 4 - Charting the Future by Understanding the Past: Institutional Research as Change Agent**

**Track 5 - Accreditation: The Guardian of a Future Galaxy**
CONCURRENT SESSIONS 5A - 5G

2:30 - 3:30 PM

5A: Continuance Quality Improvement: A Board’s Evolution in Policy Governance

Presenters: Wendy Ho, Trustee, San Jose Evergreen College District; Mayra Cruz, Trustee, San Jose Evergreen College District; Jeff Lease, Trustee, San Jose Evergreen College District

Based on a recent Wheelhouse Institute survey of trustees and CEO’s we know that, from the CEO perspective, conflicts with the board are the main reason why CEO’s leave, followed by retirement.

One of the best ways to minimize or avoid these conflicts is for the Board to have a clear understanding of and adhere to its governance role as distinct from the administrative role of management. Our presentation delineates those differences and demonstrates the Self-Evaluation Process we instituted and the refinements we made to our Governance Principles in conjunction with updating our Ends Policies.

Track 3 - Captains of Tomorrow: Leadership in Institutions

5B: Undoing Developmental Courses Helped Increased Our Student Success at Palau Community College

Presenters: Derbei Meyar, Associate Professor, English & Social Sciences; Chair, Liberal Arts Program, Palau Community College; Cecil Emgel Meteolechol, Instructor & Chair, English Department, Palau Community College; Ligaya Sara, Institutional Researcher, Palau Community College

This session will highlight Palau Community College actions taken to end developmental courses, creates and implements needed college-level courses, and increased students success in three years.

Track 1 - Boldly Going Where No One Has Gone Before: Teaching, Learning, and Assessment
5C: Frequently Asked Questions about SLOs - Results of a Research Project

**Presenters:** Jarek Janio, Faculty Coordinator, Santa Ana College; Mary-Jo Apigo, Dean of Teaching and Learning, West Los Angeles College; Gianina Baker, Assistant Director, National Institute for Learning Outcomes Assessment

The concept of Student Learning Outcomes (SLOs) has been contentious among faculty leaders at community colleges ever since its inception. The purpose of this presentation is to showcase results of an original research project focused on better understanding of questions that faculty at community colleges are currently asking about SLOs. Faculty coordinators from throughout California and Hawaii have been surveyed in an attempt to create a comprehensive database with questions and answers about SLOs. Findings of this modified Delphi study aim to support faculty by providing answers to the most commonly asked questions about SLOs and inform discussions among educational leaders to address professional development needs on the topic.

**Track 4 - Charting the Future by Understanding the Past: Institutional Research as Change Agent**

5D: Building a Culture of Assessment: Institutional Learning Outcomes Assessment for Improvement

**Presenter:** Sarah Harris, Curriculum & Outcomes Assessment Coordinator, College of the Sequoias

This session presents alternatives to course-level assessments for institutional learning outcomes assessment, including disaggregation, direct assessment, focus groups, and survey instruments. The presenter will discuss the challenges of moving assessment beyond the course level and lead a brainstorming session on solutions to engage faculty and influence instructional improvement, including sharing resources and examples of ways assessment results have been used to create sustained, substantive and collegial dialog about student learning outcomes across the institution.

**Track 1 - Boldly Going Where No One Has Gone Before: Teaching, Learning, and Assessment**
**5E: The Role of Faculty Leadership in the Accreditation Process**

**Presenters:** Ginni May, Treasurer, Academic Senate for California Community Colleges; Colin Williams, ASCCC Accreditation Committee Member, Librarian, Long Beach City College; Janet Fulks, Professor of Biology, ASCCC Faculty Lead, Guided Pathways Capacity Building, Bakersfield College

As accreditation standards require faculty roles in governance and planning, the development of a college’s ISER and preparation for accreditation must include faculty. How do you get faculty involved? Are part-time faculty part of your process? Do you only have a couple of faculty who participate or are aware of the accreditation process? Join us to discuss strategies on how to include faculty (and the academic senate) in the planning and development of accreditation documents, gathering evidence, working collaboratively with all constituencies, and strategies for effectively communicating with the campus.

**Track 2 - Shifting Into Hyperdrive: Initiatives and Best Practices in Support Services**  
**Track 5 - Accreditation: The Guardian of a Future Galaxy**  
*ASCCC Presentation*

**5F: Captaining the Future: Accreditation as a Cornerstone of Planning, Effectiveness, and Evaluation**

**Presenters:** Erika Endrijonas, Superintendent/President, Pasadena City College; Kathleen Burke, Chancellor, South Orange County Community College District

This session proposes ways in which accreditation may be embedded in the fabric of a college to ensure that meeting the Standards is a systemic, robust, and ongoing institutional activity. Strategies are reviewed for avoiding the anxiety that results from ramping up accreditation activities and manufacturing evidence in the two years prior to a comprehensive visit while writing the Institutional Self Evaluation Report (ISER). This interactive discussion will review both short- and long-term tools to assist with setting a strategic accreditation vision, institutional planning, program review, evaluation of committees and institutional plans, and preparation of various accreditation reports.

**Track 3 - Captains of Tomorrow: Leadership in Institutions**
Thursday, May 2, 2019

2:30-3:30 PM

CONCURRENT SESSIONS 5A - 5G CONTINUED...

Sequoia B

5G: Arming the Guardians: Evaluation Team Leadership Tools and Practices

Presenters: Jill Stearns, Superintendent/President, Cuesta College; Keith Curry, President, Compton College; Kevin Walthers, Superintendent/President, Allan Hancock College; Mary A.Y. Okada, President, Guam Community College

Experienced and aspiring team chairs are invited to join this interactive session loaded with practical tips, tools, and practices for effective evaluation team leadership. Each presenter will provide a 5 minute highlight of their practices to set the stage for a collaborative discussion of what works to keep an evaluation team on time, on track, and invested in understanding the institution under review. Bring your favorite tips to share in support of this peer-to-peer professional development experience.

Track 5 - Accreditation: The Guardian of a Future Galaxy

3:30-4:00 PM

BEVERAGE BREAK

Grand Peninsula Foyer

4:00-5:00 PM

CONCURRENT SESSIONS 6A - 6G

Sandpebble DE

6A: SLO-Centric Instruction: Improve Course Design to Merge Grading and SLO Assessment

Presenter: Lisa Marchand, Professor of English as a Second Language, Cosumnes River College

Participants will be introduced to a course design and SLO assessment strategy that focuses students’ attention on mastering course content rather than on earning good grades. In this approach, students receive feedback on their work to indicate how well they are progressing toward the abilities they need to learn in order to achieve course outcomes. Instead of a grade for an entire assignment, project, or activity, students are given a rubric indicating their progress toward control of each component of the task. The Canvas course management platform facilitates feedback to students, collection of robust assessment data, and assessment of all course SLOs each term as it simultaneously calculates final course grades.

Track 1 - Boldly Going Where No One Has Gone Before: Teaching, Learning, and Assessment
4:00 - 5:00 PM

CONCURRENT SESSIONS 6A - 6G CONTINUED...

Sandpebble BC

6B: Kapi‘olani’s Distance Ed Moonshot: Preparing Students, Faculty and Our Institution for the Future

**Presenters:** Jamie Sickel, Instructional Designer, Kapi‘olani Community College; Kristie Malterre, Counselor, Online Learner Success, Kapi‘olani Community College; Helen Torigoe, Instructional Designer, Kapi‘olani Community College

The proliferation of technology-facilitated methods, tools, and environments for teaching and learning has yielded a need for more diverse avenues of support. Kapi‘olani Community College has adopted a multi-faceted approach to preparing and scaffolding stakeholders for success. We will highlight several innovative initiatives, including an online student preparedness module, an online faculty development program to address pedagogical, technological, design and policy considerations for online and blended learning, and a distance education plan that outlines the college’s approach to supportive accountability. Relevant ACCJC requirements underpinning such initiatives will be discussed, and specific, interactive exemplars will be provided.

Track 1 - Boldly Going Where No One Has Gone Before: Teaching, Learning, and Assessment
Track 2 - Shifting Into Hyperdrive: Initiatives and Best Practices in Support Services

Grand Peninsula E

6C: Learning from California Community College Accreditation

**Presenter:** Dena Martin, Librarian, Woodland Community College

Have you ever wondered which standards get the most recommendations for compliance or improvements? By compiling and evaluating the data that is available from the ongoing self-evaluation cycles, we can see trends and patterns emerge in the recommendations and recognize best practices based on the reports. This workshop will present a year-long effort to collect data, and showcase that data on a website for others to access and interpret. Ultimately, the goal of this workshop is to share this effort and collaborate to find ways to leverage it to identify target areas for improvement and share ideas for best practices.

Track 4 - Charting the Future by Understanding the Past: Institutional Research as Change Agent
Track 5 - Accreditation: The Guardian of a Future Galaxy
4:00 - 5:00 PM

**CONCURRENT SESSIONS 6A - 6G CONTINUED...**

**6D: The LA Southwest Story - Attacking Change head on through Data, Innovation, and Truth**

**Presenters:** Seher Awan, President, Los Angeles Southwest College; Alfred Gallegos, Dean, Institutional Advancement & Institutional Research, Los Angeles Southwest College

Los Angeles Southwest College has had six presidents in the past ten years. During that time the College has experienced declining enrollment, movement within the leadership team, and accreditation issues. With a new, permanent president and new direction, the college is reengaging with the campus and surrounding communities. Reflecting on the College’s journey, LASC has used data to transform the scheduling process, creating new tools for institutional effectiveness. In addition to new enrollment management strategies in place, the College has embraced new, innovative marketing strategies as well as the student-centered funding model to create an engaging learning environment. Spend some time with the College President and Dean of Institutional Advancement to learn more about this organizational transformation.

*Track 3 - Captains of Tomorrow: Leadership in Institutions*

**6E: Accreditation in Multi-College Districts: Challenges and Opportunities**

**Presenters:** Samuel Foster, Accreditation Chair, Area D Representative, Academic Senate for California Community Colleges; Margarita Pillado, ASCCC Accreditation Committee Member, Professor, Los Angeles Pierce College; Celia Huston, ASCCC Accreditation Committee Member, Professor, San Bernardino Valley College

Colleges are accredited, not districts. Yet colleges in multi-college districts often receive district recommendations for compliance or improvement that reflect negatively on the campus. Faculty roles in governance extends to district structures. How can colleges and districts work together with faculty throughout the accreditation cycle to improve communication and coordinate work on the accreditation standards? Join us for a conversation on district roles and responsibilities in accreditation, and best practices for facilitating accreditation in multi-college districts.

*Track 3 - Captains of Tomorrow: Leadership in Institutions*
*Track 5 - Accreditation: The Guardian of a Future Galaxy*

*ASCCC Presentation*
CONCURRENT SESSIONS 6A - 6G CONTINUED...

Sequoia A

6F: Superheroes - Turning Data into Action Figures

**Presenters:** Chris Hill, Dean, Research, Planning, and IE, MiraCosta College; Kim Coutts, Research Analyst, MiraCosta College; Lisa Trescott, Research Analyst, MiraCosta College

Talking a lot about data, but not moving to action? We invite you to join MiraCosta College as we share a bit of our journey in developing a number of approaches for sharing and engaging with data related to student success and equity, guided pathways, and institutional effectiveness. These include everything from the deployment of interactive dashboards and data liaisons, to a virtual data escape room, all with the goal of developing a data-informed culture, a better understanding of the student experience, and more effective use of data to support decision making and action.

*Track 4 - Charting the Future by Understanding the Past: Institutional Research as Change Agent*

Sequoia B

6G: Partnership Resource Teams: Colleagues Helping Colleagues to Improve Institutional Effectiveness

**Presenters:** Jeff Spano, Dean, Institutional Effectiveness, California Community Colleges Chancellor’s Office; Matthew Lee, Project Director, Institutional Effectiveness Partnership Initiative; Lori Gaskin, Commissioner, Accrediting Commission for Community and Junior Colleges

The Partnership Resource Team (PRT) model provides a safe space and authentic process in which a college shares self-identified successes and challenges with a matched cross-functional team of volunteer colleagues from other institutions, who advise and guide the college in crafting a practical plan for improvement. Using techniques such as Appreciative Inquiry to facilitate dialog over three visits, a PRT can help a college address areas of concern as the institution begins work on its ISER, or can assist in kickstarting work on a QFE project. The structure and techniques of the PRT process can be applied by any college that is grappling with issues or wishes to do better.

*Track 3 - Captains of Tomorrow: Leadership in Institutions*

Grand Peninsula E

5:00-5:30 PM

ACCJC OPERATIONS REPORT

**Presenter:** Mary A.Y. Okada, Commissioner, Secretary/Treasurer, Accrediting Commission for Community and Junior Colleges, President, Guam Community College
Friday, May 3, 2019

8:00 AM - 1:00 PM  
CHECK-IN/REGISTRATION DESK OPEN  
Cypress Foyer

7:30 - 8:30 AM  
CONTINENTAL BREAKFAST  
The Grove

8:30 - 9:30 AM  
CONCURRENT SESSIONS 7A - 7G  
Sandpebble DE

7A: Sink, Burn, Blown Away, Dislocated: Mobilizing the Western Region for the Future (on Earth)

Presenters: Robert Franco, Director, Office for Institutional Effectiveness, Kapi'olani Community College, U. Hawai'i; Krista Hiser, UH System Sustainability Curriculum Coordinator, Professor, Kapi'olani Community College; Joseph Fullerton, Energy and Sustainability Manager, San Mateo County Community College District

Communities of the Western region are impacted by climate change at an alarming rate. Yet campus work on this issue is not affirmed in the ACCJC accreditation process. This session provides an overview of climate issues and consequences on our horizon, proposing that ACCJC take a leading role in factoring the work of community colleges in preparing students, employers and communities for uncertain futures. Session participants will determine next steps in evaluating community college missions and functions, including student learning, support services, and physical & financial resources, as they adapt and shape the future. Empowered participants will mobilize to guide ACCJC as Guardians of a Future (in this) Galaxy (on Earth).

Track 2 - Shifting Into Hyperdrive: Initiatives and Best Practices in Support Services  
Track 5 - Accreditation: The Guardian of a Future Galaxy

7B: Boldly Assessing without an Emphasis on Software

Presenter: Richard Mahon, Dean, Academic Affairs, Allan Hancock College

Are we more prone to develop outcomes that are easy to measure or that are what we really want students to learn? Is it possible colleges are much better at assessing and storing data than they are in using that data to create meaningful changes that improve student learning? Are part-time faculty meaningfully involved in assessment (and what is lost if they are not)? Have colleges been fearful of innovating in the area of course assessment because of the fear that visiting teams will find that they don’t meet the standard? This session will try to reimagine what meaningful student learning outcome assessment might look like.

Track 1 - Boldly Going Where No One Has Gone Before: Teaching, Learning, and Assessment
CONCURRENT SESSIONS 7A - 7G CONTINUED...

Cypress A

7C: Developing and Supporting Middle Leaders for Institutional Transformation

**Presenters:** Rebecca Wong, Professor, West Valley College and LFM; Erin Denney, Department Chair, City College of San Francisco

The term middle leader has typically been used to describe middle managers. In community colleges the term has been used to designate positions below the executive level that have formal titles and responsibilities, such as deans or department chairs. However, over the last ten years a broader, more inclusive definition of middle leadership has emerged in community colleges. Educators—faculty, administrators, and classified professionals—across all levels of the institution have taken on leadership roles and responsibilities and are working to make their colleges more effective and equitable. In this interactive session, a panel of middle leaders will discuss the skills and challenges of middle leadership in community college.

*Track 3 - Captains of Tomorrow: Leadership in Institutions*

Cypress B

7D: Cultivating a High Performance Organization with a Shared Vision for Student Success

**Presenter:** Brian Lofman, Dean of Institutional Planning and Effectiveness, Hartnell College

In this era of increasing accountability for results, how can an institution transition to a high performance organization as it develops and executes a shared vision for student success? This presentation will tell the evolving story of how one institution - Hartnell College - is embarking on its upcoming centennial with a purposeful direction, and strategically harnessing collective efforts to ensure long-term college-wide effectiveness. Foundational features of the institution’s proactive approach to becoming a high performance organization will be discussed. Opportunities will be provided for participants to reflect on their institution’s progress toward enhancing organizational effectiveness and increasing student success.

*Track 3 - Captains of Tomorrow: Leadership in Institutions*
**CONCURRENT SESSIONS 7A - 7G CONTINUED...**

**Cypress C**

**7E: Taking Ownership in Accreditation: An authentic Process that Worked for Mt. SAC**

**Presenters:** Barbara McNeice-Stallard, Director, Research/ IP Consultant, Mt. San Antonio College & RP Group; Kristina Allende, Faculty Accreditation Coordinator & Professor, English, Mt. San Antonio College; Lianne Greenlee, Director, Professional and Organizational Development, Mt. San Antonio College

Participants will learn about the processes Mt. San Antonio College (Mt. SAC) embarked upon to authentically engage the campus in accreditation. Based on Lessons Learned from our 2010 self-evaluation, the college created a permanent Accreditation Steering Committee. Accreditation done correctly was the catalyst to bring employees to a renewed appreciation of the college’s work and an understanding of their own contributions toward accreditation. During the March 2017 visit, the ACCJC team commended the college for its processes. Governance and working as part of a team were key to where the college is today as well as how accreditation will be forever part of the ongoing work of the college. Ways to keep accreditation alive will be shared.

*Track 3 - Captains of Tomorrow: Leadership in Institutions*

**Sequoia A**

**7F: Determination of Regular and Effective Contact in Online Classes**

**Presenter:** Lisa Beach, Director of Distance Education, Santa Rosa Junior College

How do accreditation teams determine whether regular and effective interaction is happening in online courses? How do colleges provide the team with access to courses without impinging on faculty or student privacy issues? Evidence suggests that different teams and colleges may have very different ideas about how to do this. With the entire California Community College system now using the Canvas Learning Management System, perhaps we can find a way for colleges to give teams a pre-visit glimpse of instructor-to-student contact without requiring extensive, live access. Let’s talk about how we might be able to add some structure and equality to this complex but important accreditation process.

*Track 5 - Accreditation: The Guardian of a Future Galaxy*
8:30-9:30 AM  CONCURRENT SESSIONS 7A - 7G CONTINUED...
Sequoia B

7G: Data-Informed Integrated Planning

**Presenter:** Omid Pourzanjani, Vice Chancellor, California Community Colleges Chancellor’s Office

With sweeping change comes a need for clear and concise data and new integrated plans from campuses. This session will showcase how the California community colleges are utilizing integrated planning and the newly released Student Success Dashboard to ensure that students remain at the center of all campus, district and regional goal-setting.

*Track 3 - Captains of Tomorrow: Leadership in Institutions
Track 4 - Charting the Future by Understanding the Past: Institutional Research as Change Agent*

9:45-10:45 AM  CONCURRENT SESSIONS 8A - 8G
Sandpebble DE

8A: Razor Wire, Lock Downs & No Tech. A Neo-Traditional Model for Student Success

**Presenters:** Peter Fulks, Associate Professor of Administration of Justice, Cerro Coso Community College; Lisa Stephens, Director of East Kern, Cerro Coso Community College

After SB 1391, Cerro Coso began their prison face to face program with one class in Fall 2015 with 20 Students. 2.5 years later the program has grown to 68 courses, over 1000 students, and has 7 Transfer level degrees with over 50 graduates. In 2018, the program was co-awarded the Chancellor’s Office Innovation Award. This comprehensive presentation demonstrates how collaboration and cooperation with Shared Governance, Administration, Institutional Research and Faculty, drive these students to succeed at significantly higher rates than our traditional students, despite massive institutional barriers. Come see concrete data and how this prison programming can translate to all higher education and create transformative social change.

*Track 1 - Boldly Going Where No One Has Gone Before: Teaching, Learning, and Assessment
Track 3 - Captains of Tomorrow: Leadership in Institutions
Track 4 - Charting the Future by Understanding the Past: Institutional Research as Change Agent*
8B: Standard II: Student Learning Programs and Support Services—At the Core of Our Institutions

*Presenters: Dolores Davison*, Vice President, Academic Senate for California Community Colleges; *Colin Williams*, ASCCC Accreditation Committee Member, Librarian, Long Beach City College; *Celia Huston*, ASCCC Accreditation Committee Member, Professor, San Bernardino Valley College

In this session, we will explore in-depth II.A, II.B, and IIC. Learn how the standards illustrate that the institution supports all instructional programs with adequate and sufficient support services and technology; we will also discuss how institutions can create support services that systematically support instructional programs and the student experience. Finally, we will discuss the importance and practicality of assessing instructional program SLOs and support services outcomes.

Track 2 - Shifting Into Hyperdrive: Initiatives and Best Practices in Support Services

*ASCCC Presentation*

8C: An Equity Approach to Student Achievement Metrics Using a Quantitative Intersectionality Model (QI Model)

*Presenters: Sheri Sterner*, Dean, Research, Planning, and Institutional Effectiveness, Orange Coast College; *Anna Stiles Hanlon*, Professor, Public Health, Orange Coast College

Regional accreditors require institutions to disaggregate their data by appropriate student attributes, commonly using one-dimension (e.g., race). At face value, this appears reasonable, yet research suggests this leads practitioners to meritocracy, stereotyping, or deficit-minded practices. Using the Quantitative Intersectionality Model (QI Model) in support of equity mindsets, student achievement data will be presented to illustrate the benefits of using this model, as compared to the one-dimensional view. Examples of faculty perceptions of data from the models and resulting action plans will be presented. A focus on the impact on equity mindsets will also be explored. Participants will develop action plans based on data from both models.

Track 4 - Charting the Future by Understanding the Past: Institutional Research as Change Agent
8D: District Program Review: Revising the Process

Presenter: Jeremiah Gilbert, Executive Director, Research, Planning & Institutional Effectiveness, San Bernardino Community College District

In 2017-2018, the San Bernardino Community College District’s Program Review processes were reviewed and revised to be student and college centered, align district resource requests with campus strategic goals and initiatives, increase the amount of qualitative and quantitative data available with an emphasis on productivity and staffing, develop and assess Student Area Outcomes, align campus and district processes, and improve reporting and communication. This presentation will discuss how this new process was developed and what it now entails; including an annual resource request application period tied to campus planning and district goals along with a four-year district program evaluation cycle.

Track 4 - Charting the Future by Understanding the Past: Institutional Research as Change Agent

8E: Building a Culture of Assessment: A Case Study from Las Positas College

Presenter: John Ruys, Instructor, Las Positas Community College

Creating a college culture that values authentic assessment of student learning is a challenge faced by all community colleges. This presentation will chronicle the journey building a culture of assessment at Las Positas College. This workshop will cover how we built buy-in among faculty, gathered support from administrators, and create a more robust assessment process. Learn how we leveraged other work (program review, institutional planning, resource allocation, and student voices) to weave assessment work throughout the college. Attendees will have the opportunity to apply ideas from this workshop to their own assessment work. They will be able to assess where their colleges are on assessment work and generate possible next steps.

Track 1 - Boldly Going Where No One Has Gone Before: Teaching, Learning, and Assessment
**8F: Designing the Results You Want: Institutional Leadership That Advances Student Success**

**Presenters:** Lesley Bonds, Director, Student Success & Equity, Bakersfield College; Jessica Wojtysiak, Assistant Professor, Academic Development, Bakersfield College

Bakersfield College is effective because of its people. Institutional leadership at all levels have created the conditions for innovation that leads to excellence, as evidenced by recent strides in student access, progression, and completion using the guided pathways framework.

Using a three-pronged leadership approach, faculty, staff, and students are empowered to improve student learning and achievement:

1. Deeply rooted culture of collegial dialogue
2. Intentionally-designed formal structure
3. Distributed leadership model

Presenters will detail the operational elements of each of these prongs and provide evidence of the ways in which our leadership philosophy has advanced our collective efforts around student success.

**Track 3 - Captains of Tomorrow: Leadership in Institutions**

**8G: Lean ISER Production: Coastline College’s Approach**

**Presenters:** Daniel Pittaway, Student Success Coordinator; Faculty Accreditation Coordinator, Coastline College; Aeron Zentner, Dean, Institutional Effectiveness Coastline College

Coastline College submitted its Institutional Self-Evaluation Report (ISER) in December 2018. Join us to learn about how the College approached the production of its report by using cloud-based collaboration for version control and employing a leadership and team structure to maintain momentum.

**Track 5 - Accreditation: The Guardian of a Future Galaxy**

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**BEVERAGE BREAK**

Regency Foyer
11:15 AM - 12:15 PM

CLOSING PLENARY SPEAKER

Regency Ballroom

The National Community College Agenda

Presenter: David S. Baime, Senior Vice President for Government Relations and Policy Analysis, American Association of Community Colleges

An up-to-the-minute report on federal legislative and regulatory activity impacting community colleges and its potential impact on our members. How is a divided Congress addressing reauthorization of the Higher Education Act and what might that mean for issues of accountability, risk-sharing, and the Pell Grant program? What are the outcomes of the Department of Education’s negotiated rulemaking related to accreditation, gainful employment, and the perennial push for “bright lines” for student achievement?

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