

A blurred photograph of a diverse group of people walking through a modern building lobby with large glass windows. The image is used as a background for the event poster.

# ACCJC

Outcomes | Innovation | Improvement

# PARTNERS *in* EXCELLENCE

Fostering Outcomes, Improvements,  
and Innovations in Equitable Student Success

May 9-10, 2024 | Hyatt Regency Orange County in Garden Grove, CA



PARTNERS  
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# Faculty Forum

**Cheryl Aschenbach**, President, Academic Senate for California Community Colleges

**Ginni May**, Interim Vice President, ACCJC



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# Faculty Forum Outcomes:

Participants can expect to:

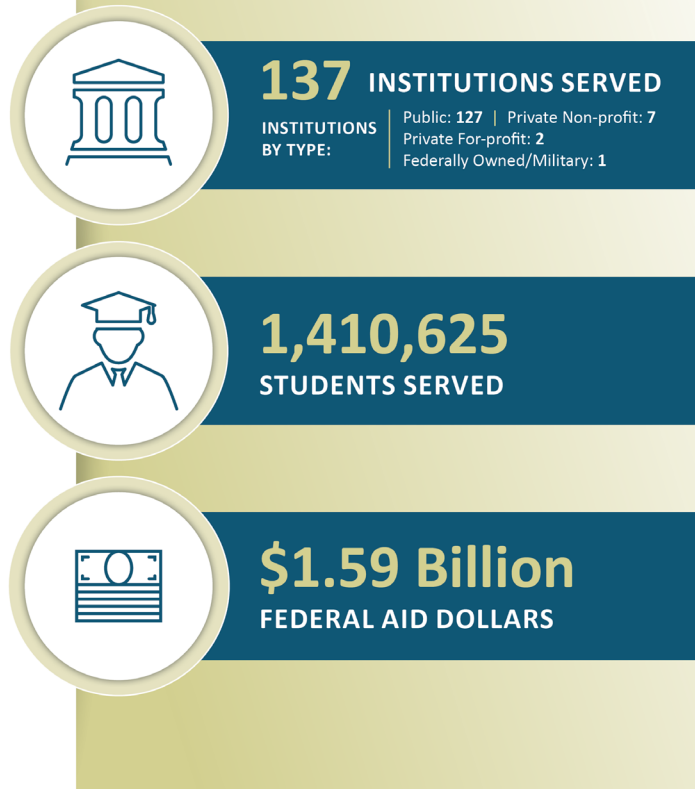
- Better understand the 2024 Standards and the Formative/Summative Comprehensive Review Process.
- Discuss the essential role faculty play in ensuring equitable student outcomes.
- Learn how to become involved in accreditation during their own institutional self-evaluation or on a peer review team.
- Share their experiences with accreditation.



# Who is ACCJC?

## Who We Serve

ACCJC is an institutional accreditor recognized by the U.S. Department of Education as a reliable authority regarding the quality of education offered by member institutions, allowing institutions of higher education access to federal financial aid. ACCJC is also recognized by the Council for Higher Education Accreditation.



- Institutional accreditor recognized by U.S. Department of Education
- Only recognized institutional accreditor specializing in two-year colleges
- Works **collegially** with member colleges to advance educational quality

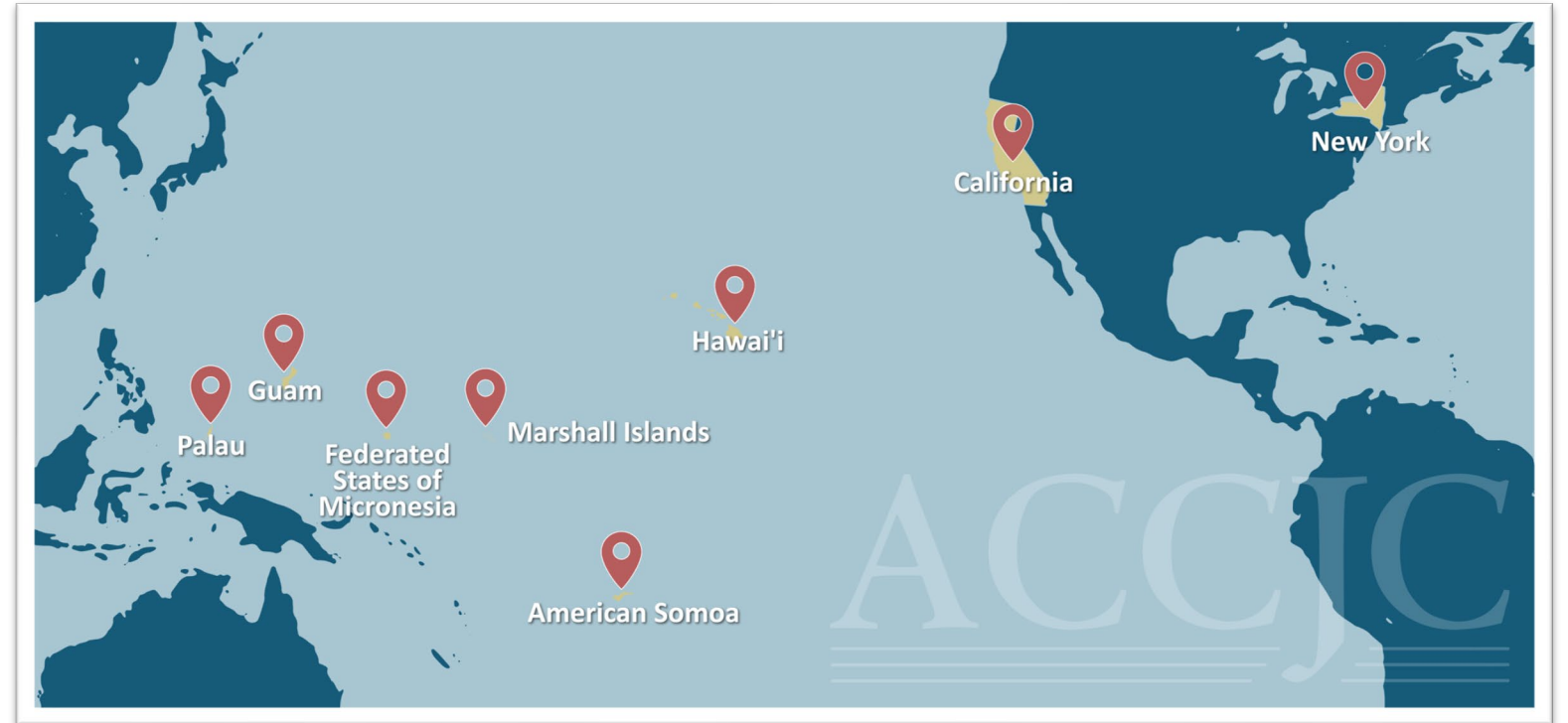
# ACCJC's Member Institutions

## Similar Educational Purpose

- Primary mission centered on granting **associate degrees**

## Diverse Structures & Cultures

- Public & private
- Non-profit & for-profit
- Parochial & vocational
- Urban & rural
- Range of sizes
- Range of organizational structures



# Who is in the Room?

- Introduce yourself to your table partners.
  - Name
  - Institution
  - Institution type (i.e. small, public, Pacific Island)
- Briefly share your experience with accreditation
  - ISER Team member
  - ISER Chair
  - Visiting Team
  - Commissioner
  - Standards Revisions
  - Other?



# The 2024 Standards

Formative/Summative Comprehensive Review Process



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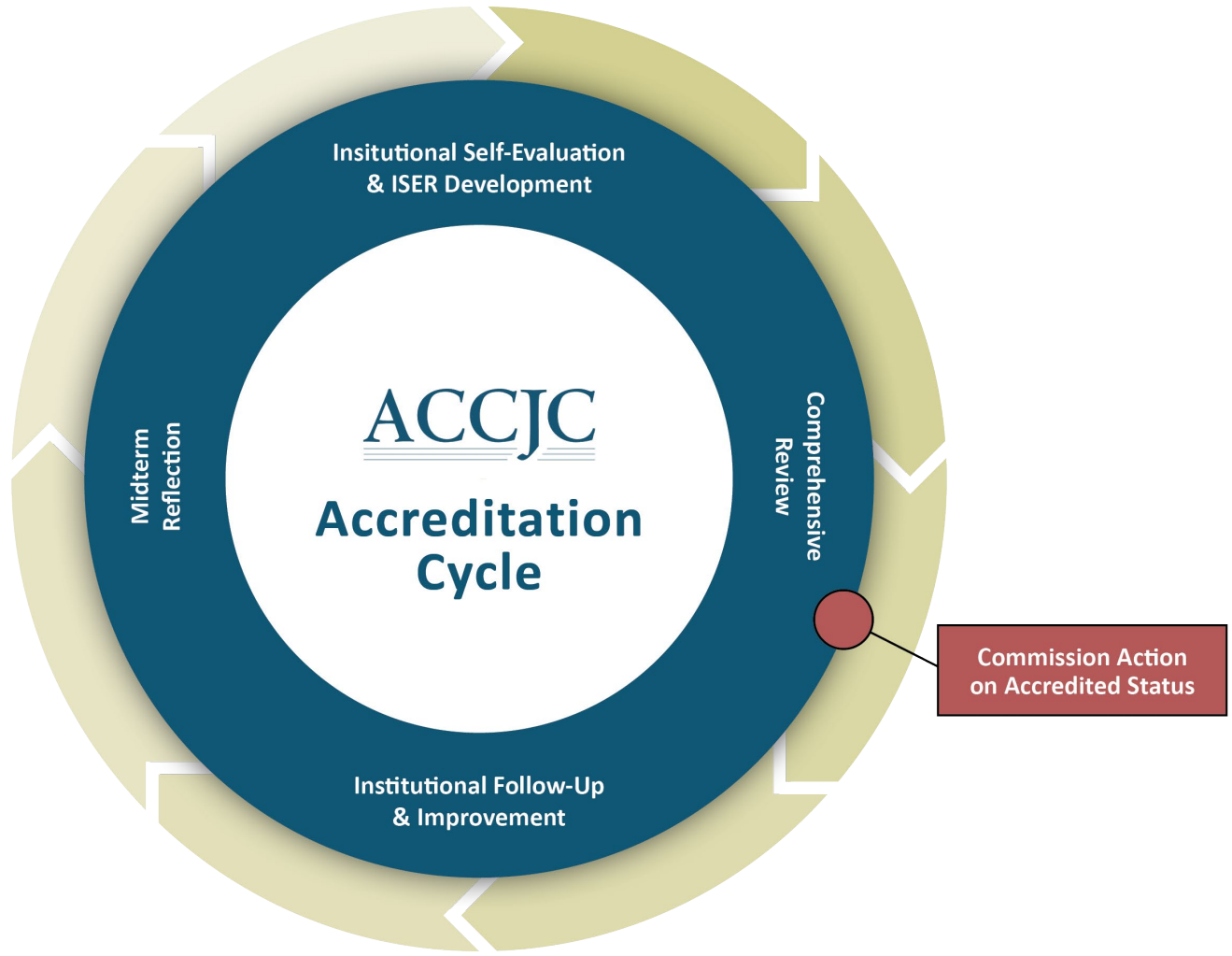
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# ACCJC's Mission and Values

The ACCJC supports its member institutions to advance educational quality and student learning and achievement. This collaboration fosters institutional excellence and continuous improvement through innovation, self-analysis, peer review, and application of standards.



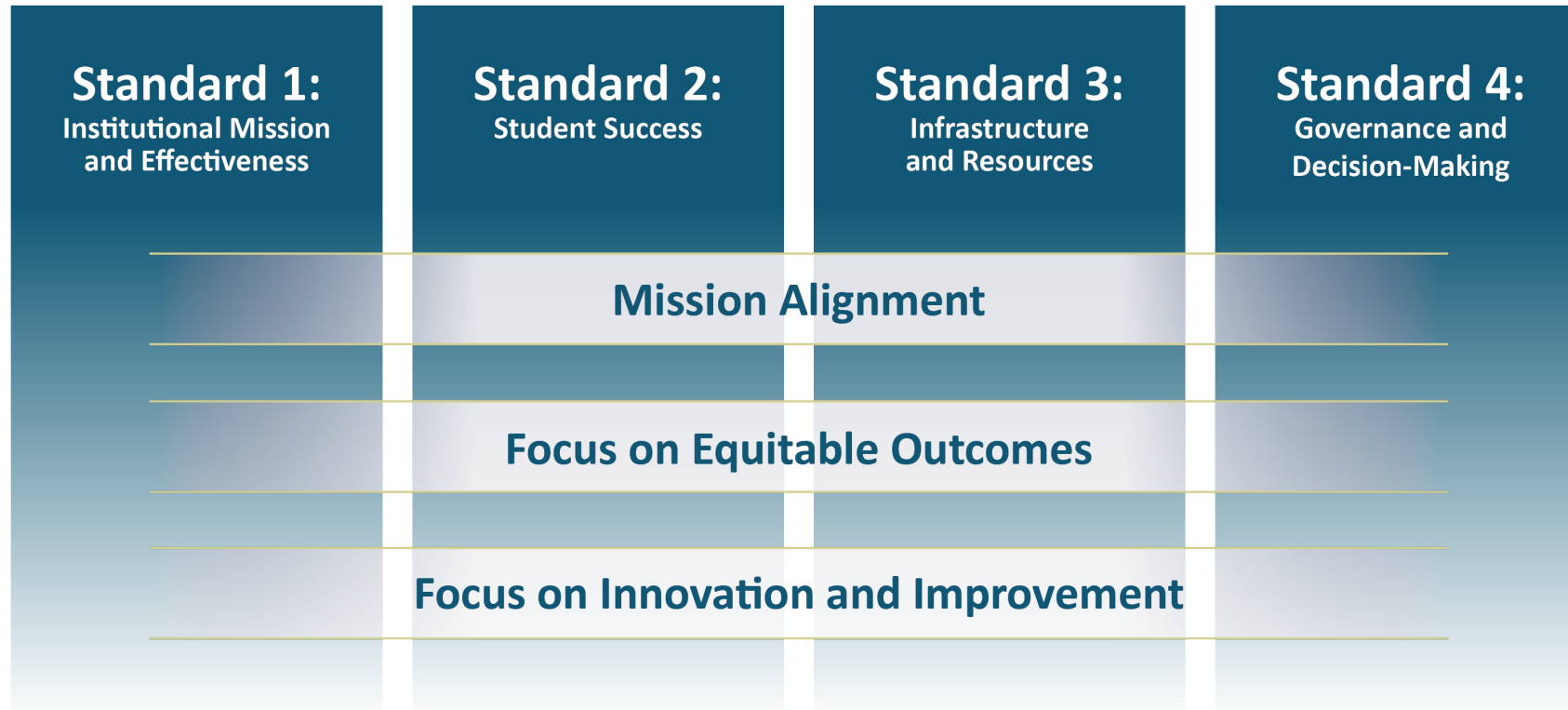




# Overview of ACCJC's Comprehensive Review Process

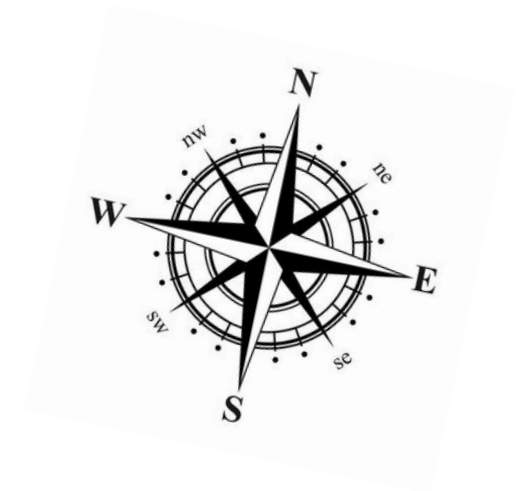


# New Standards and Philosophical Approach



# Principles Guiding the New Standards

- Align with Commission's Eligibility Requirements, policies, and values
- Reflect current norms and practices within US higher education
- Focus on outcomes and improvement rather than processes
- Reflect the diversity of ACCJC member institutions
- Use clear language and minimize redundancies
- Balance accountability and improvement
- Emphasize equity and inclusion

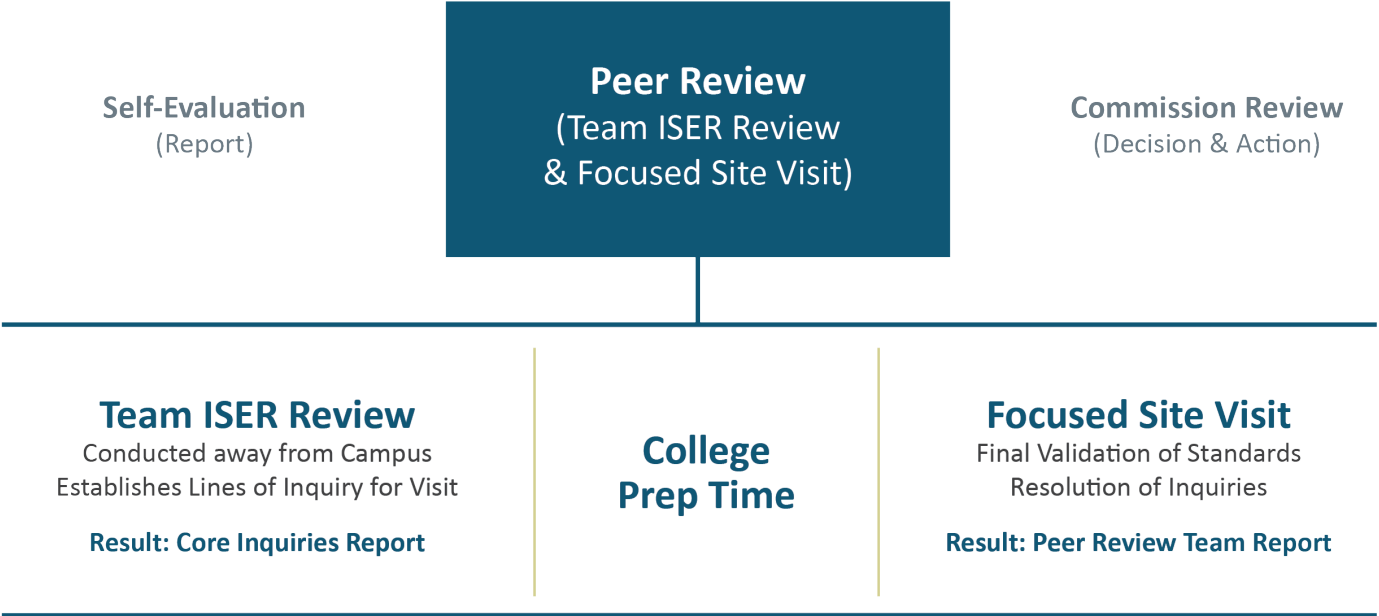


# Overview of Major Changes in the Standards

FROM	→	TO
Repetitive and siloed	→	Streamlined and holistic
“do you have a process”	→	“what are the results, and how do you use them”
Narrative required for everything	→	Some documentation provided via checklist
120 Standards (127 for multi-college districts)	→	30 Standards for all colleges



# CLOSER LOOK: Two-Semester Peer Review



# Focus on Continuous Transformation

Initial

Emerging

Developed

Highly  
Developed

From having a mission to fulfilling your mission with demonstrated equitable outcomes



# General Framework for Reflection & Improvement



# New Resources to Support the Changes



[ACCJC ACCREDITATION  
HANDBOOK](#)



[REPORT TEMPLATES WITH  
EMBEDDED GUIDANCE](#)



ONLINE CERTIFICATION  
MODULES FOR PEER REVIEWERS



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# A Closer Look at One Standard

## The Essential Role of Faculty





# Prompts from the ISER Template

For each standard, provide a narrative response that analyzes the institution's alignment with the Standard. The narrative should address the review criteria and provide supporting evidence, data, and examples as appropriate. The narrative should also address opportunities for innovation and areas for improving alignment to the Standard that were identified during the self-evaluation process.

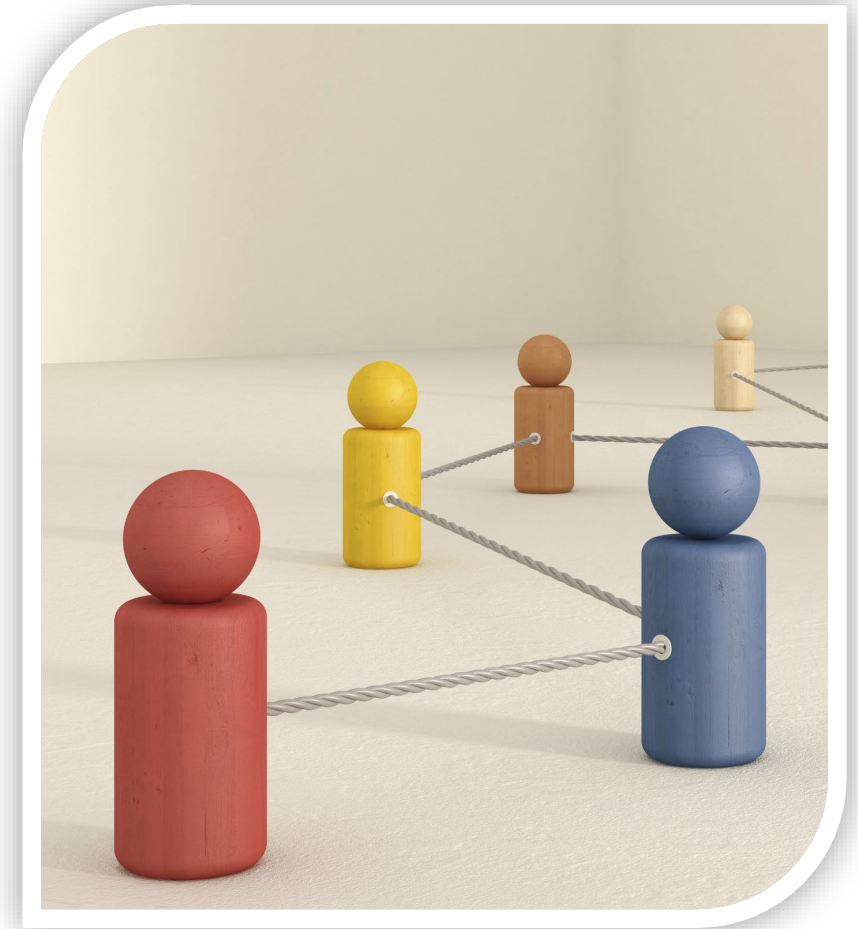
As you prepare to draft your response, it may be helpful to reflect on the following questions:

- What does the institution do to align with the Standard?
- What are the results of these actions? How effectively do the actions support equitable student success? How do you know?
- What did the institution learn?
- What will the institution do differently as it moves forward? How will the institution's learning inform its plans for action, improvement, and/or innovation?

# Apply the Standard: What does this mean?

## **Standard 2.6:** (Student Success)

The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.



# Standard 2.6 Review Criteria:

- The institution regularly evaluates the effectiveness of its delivery modes and teaching methodologies to support equitable student learning and achievement and uses results to guide improvements.
- Institutions have practices in place to ensure ongoing alignment with federal requirements for distance education and correspondence education, and direct assessment, as defined in ACCJC's Policy on Distance Education and on Correspondence Education and Policy on Competency Based Education (if applicable).



# Standard 2.6 Possible Sources of Evidence Could Include:

- Program reviews that disaggregate student learning assessment data and student achievement data by mode of delivery
- Examples of improvements to delivery modes and/or teaching methodologies that were made in order to address gaps in student learning and achievement
- Institutional reports on diverse and changing needs of students and resulting plans for developing or improving delivery modes and teaching methodologies
- Local guidelines that establish expectations for effectiveness and quality in distance education and/or correspondence education (if applicable)



# Standard 2 (Student Success) – Required Documentation:

*(select excerpts below – go to website for full list)*

2i. Documentation that the institution’s practices for awarding credit reflect generally accepted norms in higher education, including

- Commonly accepted minimum program lengths for certificates, associate degrees, and baccalaureate degrees;
- Written policies for determining credit hours that are consistently applied to all courses, programs, and modalities;

2ii. Documentation that the institution’s transfer of credit policies include the following

- Any established criteria the institution uses regarding the transfer of credit earned at another institution
- Any types of institutions or sources from which the institution will not accept credits
- A list of institutions with which the institution has established an articulation agreement



# ACCJC Rubric (See appendix D in ACCJC Accreditation Handbook)

## Standard 2.6

STANDARD	Initial	Emerging	Developed	Highly Developed
<b>2.6. The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.</b>	The institution uses delivery modes and teaching methodologies that meet student and curricular needs.	The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.	The institution uses innovative delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.	The institution uses innovative delivery modes and teaching methodologies that achieve equitable student learning and achievement.

# Reflecting on the Standards

For each Standard, consider:

1. What do we do to align with the Standard?  
*(Refer to the review criteria and possible sources of evidence)*
2. Where do we think we align with the Rubric for Institutional Alignment and Transformation?  
*(Refer to the Rubric)*
3. What opportunities do we have to stretch ourselves to deepen our practices to impact equitable student outcomes ?
4. How does our reflection and learning inform our institutional plans for action, improvement, and/or innovation ?



# Participating in the Cycle of Accreditation

- ISER Workshop about 2 to 2½ years before ISER due to ACCJC
- Many different College Structures for writing the ISER, Follow up report, Midterm Report
- College Accreditation Liaison Officer (ALO) is primary contact with ACCJC Vice President Liaison throughout the cycle (ongoing) – Each college assigned an ACCJC VP
- [Templates](#) for writing the ISER and other reports (Follow up, Midterm)
  - Includes prompts for discussion
  - Provides guidelines for length (page count)
  - Notes required evidence and documentation
- **Faculty role critical!**

# Share your thoughts on the New Standards and Process



# Serving on a Peer Review Team

# The Team – 2024 Standards

Team composition has changed:

5 members

- 1 Chair
- 1 Vice Chair
- 1 faculty member
- 2 members (academic or administrative) selected for needs and specialties of the institution

# The Process for Selecting the Team – 2024 Standards

## Accreditation Process Director in Consultation with Vice Presidents

- Reviews interest forms
- Experience
- Expertise
- Recent Service
- Assembles a team with complementary qualifications



# The Commitment for Serving on a Team – 2024 Standards

## Invitation to Serve includes:

- Chair's Name
- Institution to be reviewed
- Dates of Team Workshop
- Dates of Team ISER Review
- Dates to hold for Focused Site Visit
- Conflict of Interest Policy

## Team Member Expectations:

- Attend all team meetings including Team Workshop, Team ISER Review, Focused Site Visit
- Complete Online Certification
- Read the ISER
- Complete homework assignments on time (writing)
- Timely communication

# Serving on a Peer Review Team

- Peer Reviewer Interest [Form](#):  
ACCJC website → Resources → Forms
- Important Information:
  - Volunteer work – no reassigned time or stipend
  - Make sure your supervisor, CIO/CSSO, and CEO support you in this work
  - Assess the time commitment before agreeing to serve
  - Fully commit to the entire process
  - One-year commitment

# Share your Experience, Advice, and Questions



# Thank you!

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