New ALO Training

Foundations and Insights

April 30, 2019, 2pm – 5pm

Danika Bowen, ACCJC Commissioner, Vice President of Accreditation and Professional Regulation, Carrington College
Gohar Momjian, ACCJC Vice President
Our ACCJC Team

Dr. Stephanie Droker
Senior Vice President

Gohar Momjian
Vice President

Dr. Richard Winn
President

Cheri Sixbey
Vice President of Operations

Alexandra Spring
Events and Services Coordinator

Tom Lane
Information Technology/Administrative Support

Elizabeth Dutton
Accreditation Process Manager

Jared Spring
Events and Services Manager
Welcome and Introductions

First things first – hello!

• What do you expect to gain by attending this session?
Topics

- ACCJC 101
- Role of ALO
- Responsibilities
- Annual Reporting
- Substantive Change Process
- Institutional Self Evaluation
- Key Resources
- Standards and Policies
ACCJC 101

• What is the ACCJC?
  • Regional Accradiator (1 of 7)
  • 1 Region, 2 Agencies

• Why do we exist?
  • Quality Assurance
  • Recognition for transfer
  • Gatekeepers to Federal Financial Aid (Title IV)
ACCJC 101
Our Purpose

• **Mission:** The Accrediting Commission for Community and Junior Colleges *works with its member institutions to advance educational quality and student learning and achievement.* This collaboration fosters institutional excellence and continuous improvement through innovation, self-analysis, peer review, and application of standards.

• **ACCJC Core Values:** Integrity; Quality Assurance; Institutional Improvement; Peer Review; Student Learning and Achievement; Collegiality

• **Strategic Plan & Goals**
ACCJC: Mission Driven

A few ACCJC Strategic Directions

• Portfolio Model
• Advanced ISER Training, Improving Resources
• Responsiveness to the needs of the field and more transparent engagement in its own continuous quality improvement (e.g. planning and evaluation)
• Communications, transparency
What does ALO mean?

- Policy on Role of ALO and your role at college
- What makes an effective ALO?
- In groups discuss:
  - ALO role and your college position, how strengthen/leverage each other?
  - What are qualifications, knowledge, why did the President choose you?
  - Who are the key players and/or groups you engage with in accreditation?
- Share insights (report out)
- ALO Guide (resource)
Concrete Activities & Responsibilities

• Every 7 years: Institutional Self-Evaluation Report (ISER)
• As needed: Follow-up reports, special reports
• Every 4\(^{th}\) year: Midterm Report
• Every year: Annual Report, Annual Fiscal Report
• Ongoing: Sub-change Process
• Ongoing: Communications and Learning

• **Tip:** Refer to the [ALO Guide](#) for summary and hotlinks to the specific resources for details
Case Study: New ALO

You just found out that you are the new ALO. How would you spend the first 90 days?
Stretch Break – 10 minutes

Add Your Questions on the Wall
ACCJC Standards of Accreditation

Standard I
- Mission
- Assuring Academic Quality and Institutional Effectiveness
- Institutional Integrity

Standard II
- Instructional Programs
- Library and Learning Support Services
- Student Support Services

Standard III
- Human Resources
- Physical Resources
- Technology Resources
- Financial Resources

Standard IV
- Decision Making Roles and Responsibilities
- Chief Executive Officer
- Governing Board
ALO – The Standards Expert
(Unpacking the Standards)

II.A.1 All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

• Tip: Use the Guide for Institutional Self Evaluation, Improvement, and Peer Review – see criteria for review and possible sources of evidence
Key Policies

- Policy on Institutional Degrees and Credit
- Policy on Commission Actions on Institutions
- Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status
- Policy on Institutional Compliance with Title IV
- Policy on Commission Good Practice in Relations with Member Institutions
- Rights and Responsibilities of the Commission and Member Institutions
- Policy on Complaints Involving Member and Candidate Institutions
- Third Party Comments
Annual Reporting
Policy on Monitoring Institutional Performance

Annual Report
• Review key data
• Indicators of student achievement

Annual Fiscal Report
• Review key data
• Indicators of fiscal stewardship and stability
Annual Reporting Process – Spring 2019

• March 1 – Tom Lane sent email to ALOs and CEOs with instructions and password information
• ALOs create account for chief business officers
• Annual Fiscal Report and Annual Report must be completed online
• CEO is responsible for certifying and submitting completed reports
• Reports are due by Friday, April 5, 2019
ACCJC Monitoring – Annual Report

• Headcount and Enrollment Data
• Distance Ed, Correspondence Ed, Baccalaureate
• Achievement
  • Federal Scorecard Data
  • Your Success Data
  • Institution Set Standards
• Student Learning Outcomes / Midterm Report
ACCJC Monitoring – Annual Fiscal Report

- Fiscal advisory committee: review the Commission’s fiscal monitoring processes and practices
- Different templates for different types of institutions
- Coordination and communication with CA State Chancellors Office and FCMAT
- Philosophical change - fiscal risk to fiscal health
- Reviewing the components and weighting of the review rubric
  - Healthy, no monitoring
  - Monitoring (no follow-up by institution needed)
  - Enhanced monitoring (formal communication to institution with follow-up required)
Midterm Report

• In the 4\textsuperscript{th} year of cycle
• Address self-identified action plans/improvement plans
• Respond to team’s Recommendations for Improvement
• Report on Outcomes of QFE (for comp visits Fall 2016+)

• NEW for reports due Fall 2020+
  • Reflect on Student Achievement and Learning - Standards I.B.2 and I.B.3
  • Fiscal Reporting response if applicable
  • Attach latest Annual Report and Annual Fiscal Report
  • NO DATAFORM
Substantive Change Process

- **Purpose**
  - 34 CFR §602.22
    - Change in mission, objectives, scope or name of institution
    - Change in the nature of the constituency served
    - Change in the location or geographic area served
    - Change in the control or legal status of the institution
    - Change is courses or programs or their mode of delivery
    - Change is credit awarded
    - Implementation of direct assessment
    - Contractual relationship with a non-regionally accredited organization
    - Any other significant change

- **Inquiry Form**
- **Process**

**Key Resource:**
https://accjc.org/substantive-change/
Case Study: Substantive Change Process

• You want to offer a new Coding program by combining a series of existing computing and engineering courses to respond to student and workforce demand. It will be available face to face or online. What do you do? Is this subchange?

• You are the new ALO and the financial aid officer just called you to say that several programs the college is offering which are not on the ECAR, and panicked that your college will need to redeem financial dollars since those programs were not eligible. What do you do? Is this subchange?

• California College would like to open an Occupational Therapy program but they have no idea how to get started. What would be the steps to gain approval?
Institutional Self Evaluation Process

Comprehensive Review for Reaffirmation of Accreditation

Institutional Self Evaluation & Report (ISER) → Peer Review and Team Visit → Commission Review

Continuous institutional improvement
Institutional Self Evaluation Process

• ISER Training: two years prior to comprehensive review
• Advanced ISER training: one year prior to visit
• Resource: Guide to Institutional Self Evaluation, Improvement, and Peer Review (includes template for ISER and criteria for review, distance education protocol)
• Innovation: Piloting Formative/Summative review process / discussion at Thursday morning session ‘Future of Your Comp Review’
Resources

• ALO Guide
• Guide to Institutional Self Evaluation, Improvement, and Peer Review
• Guidelines for Preparing Institutional Reports to the Commission
• Call your ACCJC Staff Liaison
Thought Experiment #1

1\textsuperscript{st} - Think of a challenge you’ve encountered
2\textsuperscript{nd} - Describe that challenge to your group
3\textsuperscript{rd} – Choose which challenge to work on
4\textsuperscript{th} - share strategies for solutions
Thoughts and Remaining Questions