



# ACCJC: Agency on the Move

## Some signposts along the way

CEO Symposium

March 2, 2019

Richard Winn, President

Stephanie Droker, Senior Vice President

Accrediting Commission for Community and Junior Colleges



## Recent Good News

### I. US Department of Education staff recommendation to NACIQI:

- Renew ACCJC's recognition for **five years**
- Issues and Problems: **None**
- Approve expansion of scope: ACCJC can approve credentials “not to exceed the bachelor's degree” (i.e. **no limit** on the number of bachelor's degrees ACCJC can approve)
- Written 3<sup>rd</sup> Party Comments: All **supportive** of the agency.
- Will be considered by NACIQI at its July session; then formal letter

### II. Stephanie Droker: **Senior** Vice President



## Key developments since 2017

- “The Portfolio Model”
  - A Vice President is assigned as liaison for each member institution
  - VP gets to know each institution’s character, issues, and history
  - VP conducts onsite ISER training; selects and trains the peer review team
  - Provides consistent interpretation / application of standards, approach
  - VP accompanies the site team as “advocates for the *process*”
  - VP guides the report through the Commission’s review and action



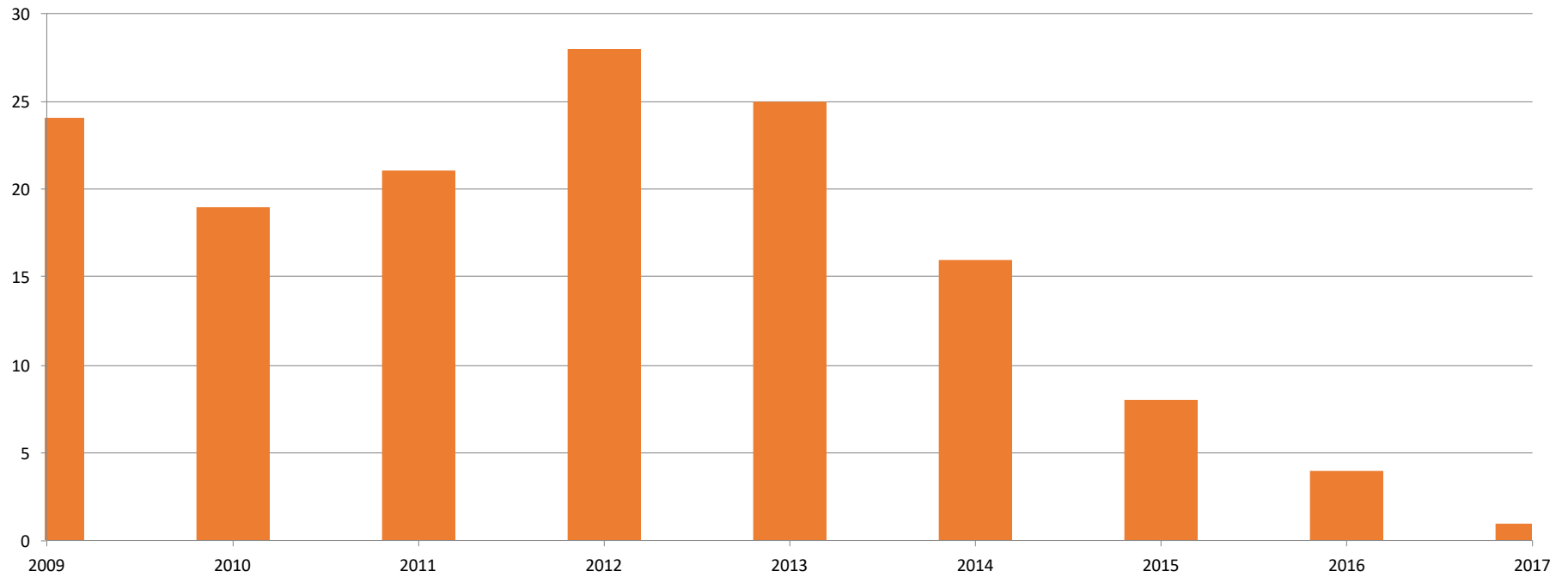
## Key Developments – 2

- Core focus: “Take the fear out of the process”
  - Revised and improved Chair and Team training to reduce uncertainties
  - ACCJC Conference (biennial) to increase contact, flow of information
  - Collaborative, collegial relationships with staff, teams, Commission
  - More reliance on education, less on sanctions, to effect enduring change (see table)



# ACCJC Frequency of Sanctions

## Colleges Placed on Sanction





## Important Developments – 3

- “Lighten the burden”
  - Simpler Sub Change, for fewer issues
  - Significantly reduced Annual Report requirements
  - No dues increase 2017; 2% COLA 2018; “Special Assessment” and “Multiple Site” fees stopped
  - Institutional Self-Evaluation Report (ISER) submitted in digital format, not in hard-copy print format; urging shorter reports
  - Smaller peer review teams (14 -> 10)
  - Vice Presidents visits the campuses at agency expense



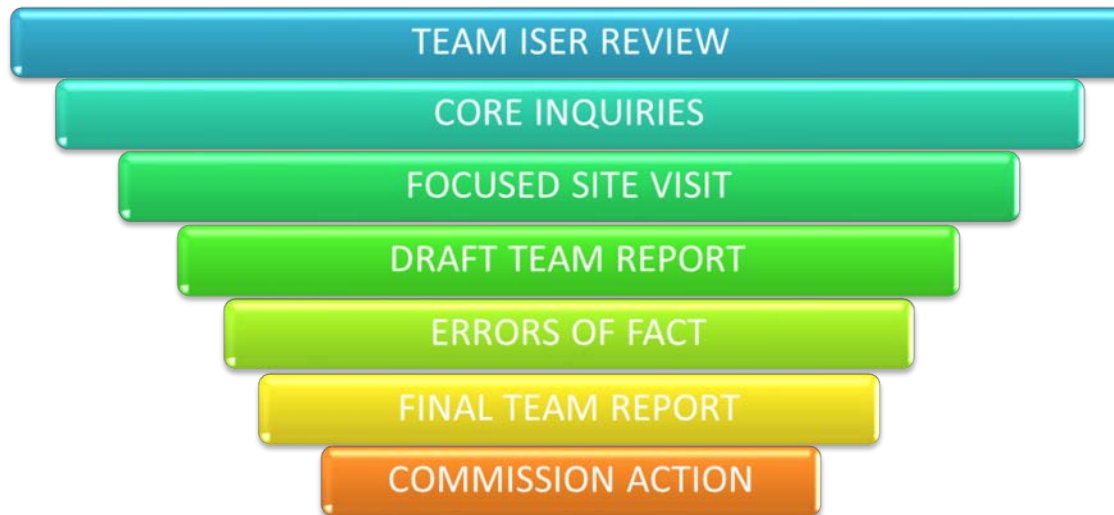
# Innovations in Development

- A “Formative/Summative” model for comprehensive reviews
  - The college’s self-study is submitted to the review team a semester prior to the site visit for the Team ISER Review (TIR)
  - During the TIR, peer review team conducts a **formative** evaluation:
    - Verifies compliance with many operational aspects, taking them “off the table” as not requiring onsite verification
    - Specifies areas where additional information is needed, or where the institution needs to further develop its processes, in anticipation of the site visit a semester later
    - Identifies focused “Core Inquiries” that will be pursued during the on-site visit
  - A smaller team (and/or a shorter visit schedule) conducts the Focused Site Visit, with the team report leading to **summative** findings
  - Endorsed in concept by the Commission January 2019; 3 single-institution pilots, then a district; Advisory Committee to guide development of details





## Visual Representation of the Process







# F/S Pilot Phase Timeline

- February 2019
  - 1st Phase Pilot Colleges – ISER Training (Spring 2021 Team ISER Review, Fall 2021 Focused Site Visit
    - Commission Action – January 2022
- October 2019
  - 2<sup>nd</sup> Phase Pilot District – ISER Training (Fall 2021 Team ISER Review, Spring 2022 Focused Site Visit
    - Commission Action – June 2022

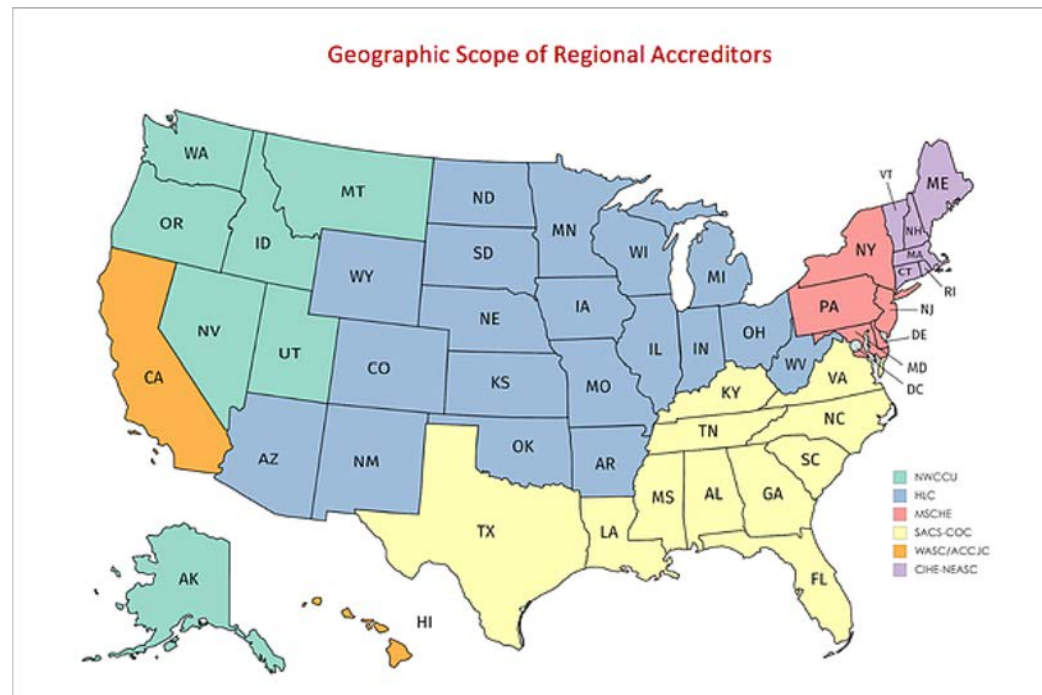
Full Implementation – 2023

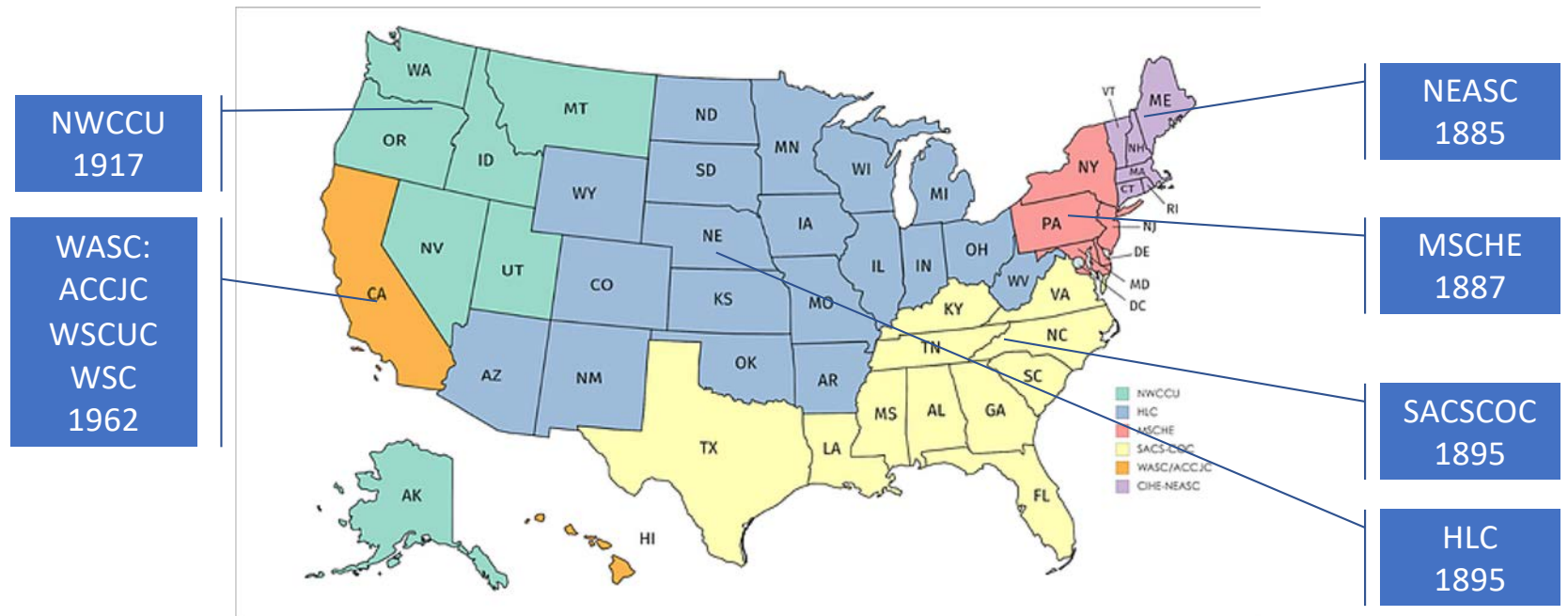


## An Engaged Commission:

- A philosophy of collaboration; a commitment to fairness and integrity
- Strategic planning and ongoing evaluation (surveys; data analysis)
- Presidential evaluation and accountability
- Coordination with other agencies (CCCCO, RP Group, Senate, etc.)
- Fiscal Advisory Committee
- Clarified decision processes

# ACCJC's Distinctive Place in Regional Accreditation





In 1885 there was no concept of a community college. By 1962 it was a defined and recognized sector. At that time, the Western Association of Schools and Colleges (WASC) defined agencies for three sectors: Senior Colleges & Universities (WSCUC); Community Colleges (ACCJC); and K-12 schools (WSC).





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**plot points.csv**

- American Samoa Community College
- College of Micronesia-FSM
- College of the Marshall Islands
- Guam Community College
- Palau Community College

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## Continuing Challenges:

- Monitoring and ensuring institutional fiscal soundness
- Advocating for performance data appropriate to community colleges
  - Resisting pressures for “bright line measures” that must be imposed by accreditors
  - Able to tell multiple stories about varied student goals
  - Protecting our vulnerable Western Pacific institutions from inappropriate judgment



# Questions and Comments?

Thank you!