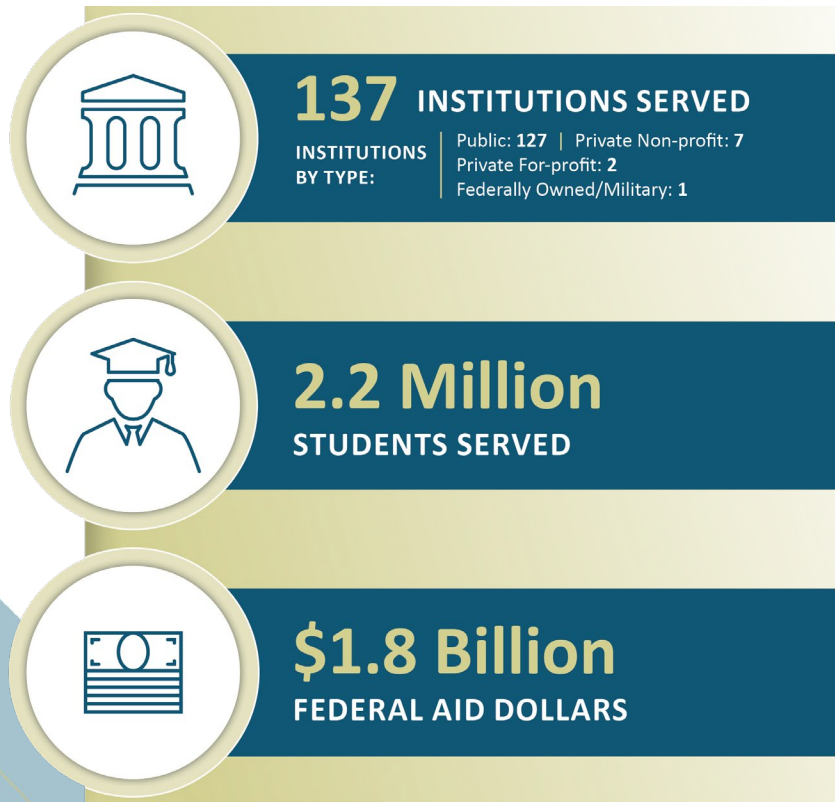# COLLEGE OF MARIN

Dream · Learn · Achieve

**Transitioning to the
2024 Accreditation Standards**

Dr. Gohar Momjian
ACCJC Vice President & Staff Liaison
December 3, 2024

Overview of Topics:
- Role of ACCJC
- 2024 Accreditation Standards
- Midterm Report

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The Role of ACCJC

137 INSTITUTIONS SERVED

INSTITUTIONS BY TYPE:
Public: **127** | Private Non-profit: **7**
Private For-profit: **2**
Federally Owned/Military: **1**

2.2 Million STUDENTS SERVED

$1.8 Billion FEDERAL AID DOLLARS

- Authorized by the U.S. Department of Education as a reliable authority on the quality of education
  - Allowing institutions of higher education access to **federal financial aid**
  - Working **collegially** with member institutions to advance educational quality
- Sets institutional policy that is aligned with federal regulations and good practice in accreditation and peer review
- Decision-making body regarding the accredited status of member institutions
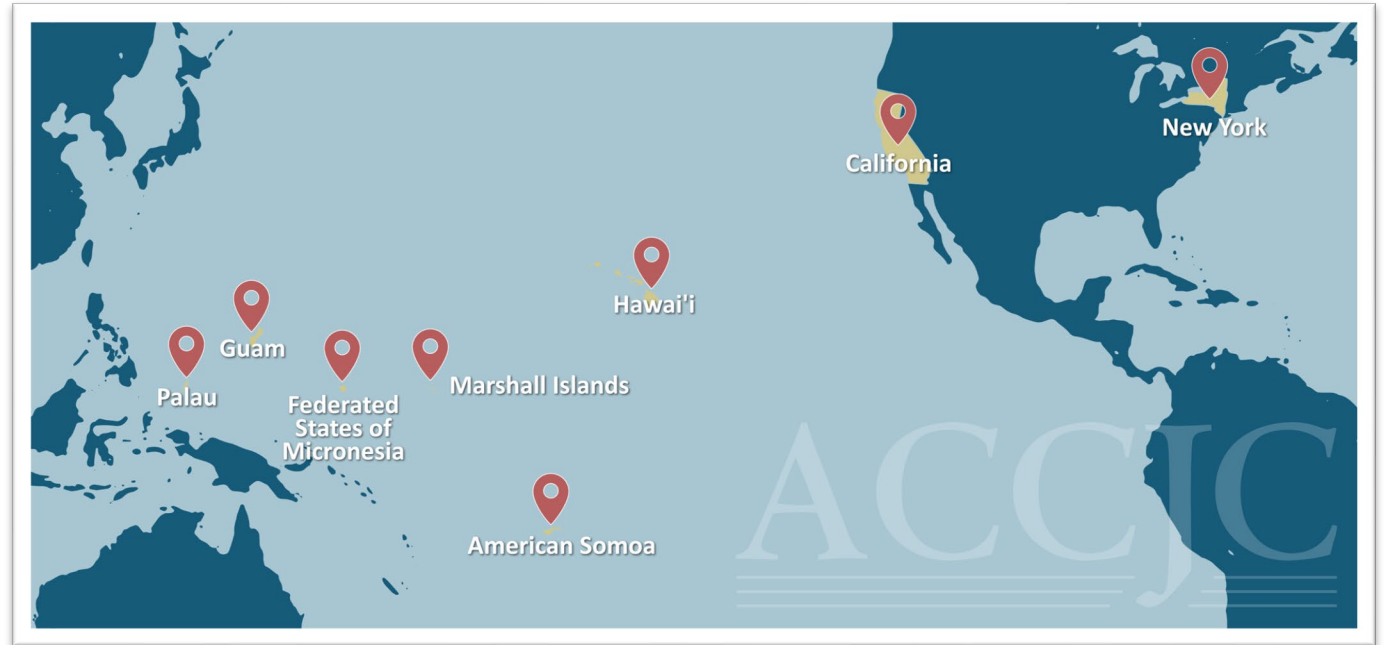
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ACCJC's Member Institutions

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
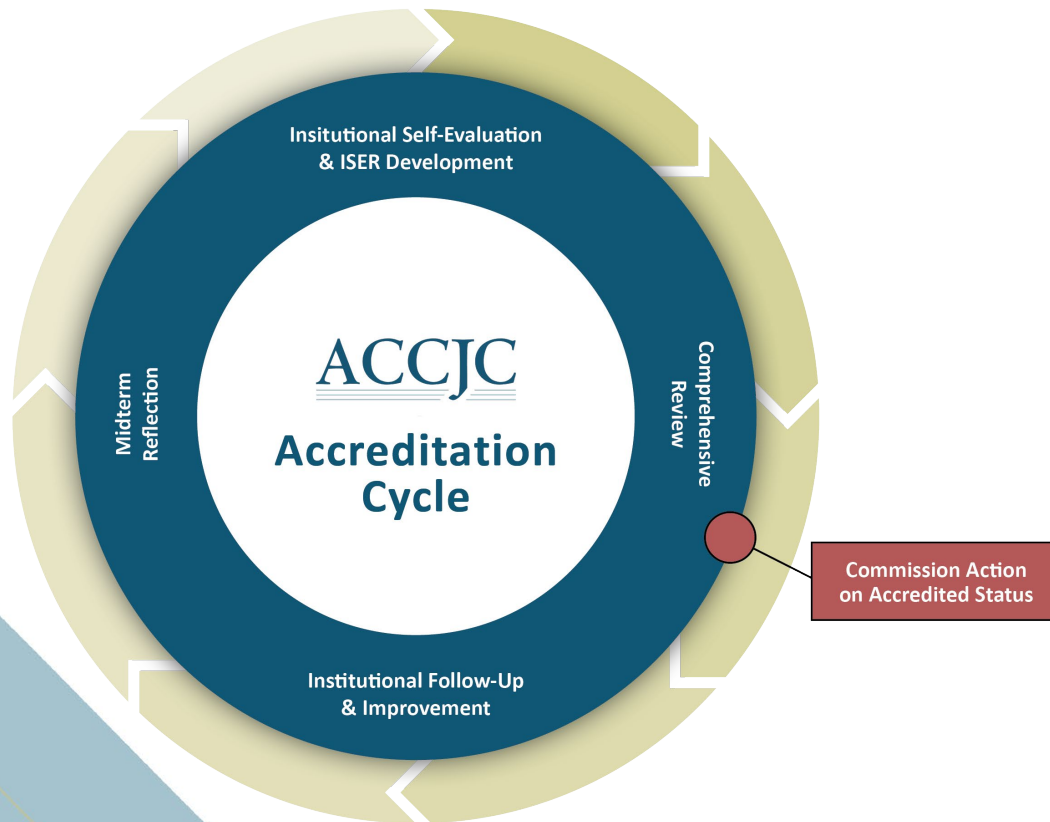- Range of organizational structures

ACCJC's Mission and Values

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.

Integrity

Peer Review

Student Learning & Achievement

Collegiality

Quality Assurance

Institutional Improvement

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CORE VALUES

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ACCJC's Accreditation Cycle

Types of reports submitted during the cycle:

- Institutional Self-Evaluation Report (ISER)
  (Required for all members every 7 years and moving to an 8-year cycle as institutions are reaffirmed with new Standards)

- Follow-Up Reports
  (Only when required by the Commission)

- Midterm Reports
  (Required for all members 4th year after comprehensive review)

- Annual Report and Annual Fiscal Report
  (Required for all members on an annual basis)

- Substantive Change
  (Required for all members under specific circumstances)

New Standards and Philosophical Approach

Standard 1: Institutional Mission and Effectiveness	Standard 2: Student Success	Standard 3: Infrastructure and Resources	Standard 4: Governance and Decision-Making

Mission Alignment

Focus on Equitable Outcomes

Focus on Innovation and Improvement

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
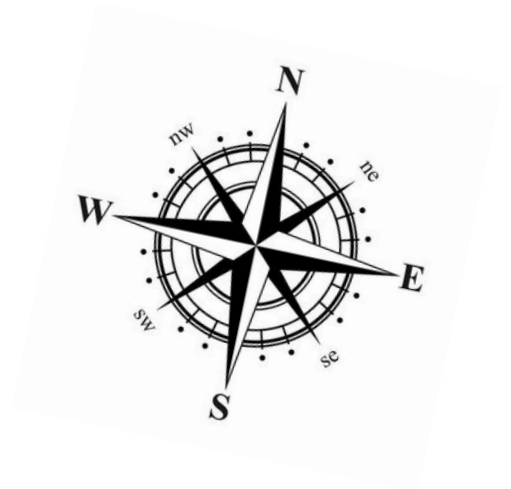
Overview of Major Changes in the Standards

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

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Structure and Format of 2024 Accreditation Standards

- Accreditation Standard: statement of quality education

- Review Criteria: elaborate on what one would expect in light of standard

- Possible Sources of Evidence: suggestions on what could include

- Required Documentation: mandatory and required to include
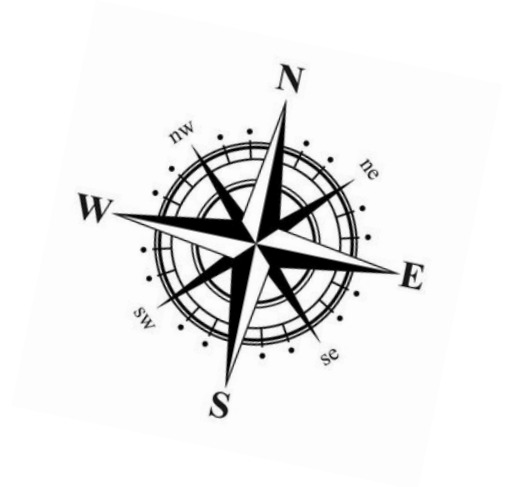
Focus on Continuous Transformation

Initial → Emerging → Developed → Highly Developed

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

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General Framework for Reflection & Improvement

Apply the Standard: What do they mean?

Standard 2.9:
(Student Success)

The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of equitable student achievement. (ER 11, ER 14)

Standard 2.9 Review Criteria:

- The institution follows established processes that include analysis of data related to student learning (i.e., outcomes assessment results) and achievement (e.g., course completions and degree/certificate completions), disaggregated for student subpopulations and/or learning modalities as appropriate.

- Faculty and other educators engage in dialogue about learning and achievement data, disaggregated for student subpopulations and/or learning modalities as appropriate, in order to guide program improvement and curriculum development, address achievement gaps, and inform institutional goalsetting.

- The institution's dialogue about disaggregated learning and achievement data informs institutional goal-setting.

Standard 2.9 Possible Sources of Evidence:

- Documentation of processes for design and evaluation of curriculum

- Documentation of processes for program review and outcomes assessment, including consideration of how disaggregated data are incorporated, analyzed, and used for improvement

- Examples of completed reviews and/or assessments outlining how results inform improvements in curriculum design, service delivery, and/or teaching and learning practices to support equitable achievement

Standard 2 (Student Success) – Required Documentation:

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

- Documentation of minimum degree requirements (60 units for AA, 120 units for BA)

- Documentation that the official catalog provides information regarding the purpose, content, requirements, and expected learning outcomes of degree and certificate programs

- Documentation showing how the institution distinguishes pre-collegiate curriculum from college-level curriculum (if applicable)

- Documentation of compliance with Federal standards for clock-to-credit hour conversions (if applicable)

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New Resources to Support the Changes

ACCJC *ACCREDITATION HANDBOOK*

REPORT TEMPLATES WITH EMBEDDED GUIDANCE

ONLINE CERTIFICATION MODULES FOR PEER REVIEWERS

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Leveraging your Midterm Report to transition to 2024 Accreditation Standards

Midterm Report

Contents

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Midterm Report

A. Reflections on Continuous Improvement Since Last Comprehensive Review

Provide brief responses to the prompts below, referring to the Peer Review Team Report for the last comprehensive peer review. Suggested length for Section A is 3 pages.

1. Briefly describe major improvements or innovations since the time of the last comprehensive peer review, focusing on areas where your institution is excelling or showing significant improvement with regard to equitable student outcomes, educational quality, and/or mission fulfillment.

[Insert narrative response.]

2. Briefly describe actions taken in response to any recommendations for improving institutional effectiveness or feedback noted in the Peer Review Team Report for the last comprehensive peer review.

[Insert narrative response, citing relevant Standards as appropriate.]

3. How are the actions described above helping your institution deepen its practices for continuous improvement and transformation in relation to the 2024 Accreditation Standards?

[Insert narrative response, citing 2024 Accreditation Standards as appropriate. Reflect on the team report and feedback]

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B. Reflections on Institution-Set Standards and Other Metrics of Student Achievement

Provide a brief response to each question below, referring to Standards 1.3 and 2.9 for additional context. You may insert graphs, charts, or other similar visuals as needed to support your narrative. Suggested length for Section B (not counting any visuals) is 3 pages.

1. Review the most recent ACCJC Annual Report and other meaningful metrics of student achievement. Has the institution met its floor standards? Exceeded its stretch goals? Describe any patterns or trends you see in performance against your institution-set standards and other metrics of student achievement.

[Insert narrative response (and visuals, if appropriate).]

2. When you disaggregate the data for the institution-set standards and other meaningful metrics of student achievement, what do you see related to equitable student achievement outcomes (i.e., equity gaps)? What patterns or trends excite you? What patterns or trends concern you?

[Insert narrative response (and visuals, if appropriate).]

3. What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions in order to inform future improvements and innovations in support of equitable student achievement?

[Insert narrative response (and visuals, if appropriate).]

Midterm Report

C. Reflections on Assessments of Student Learning

Provide a brief response to each question below, referring to Standards 1.3, 2.1, 2.2, and 2.9 for additional context. You may insert graphs, charts, or other similar visuals as needed to support your narrative. Suggested length for Section C (not counting any visuals) is 3 pages.

1. Review the results of learning outcomes assessment. Describe any patterns or trends related to attainment of learning outcomes observable in these data that may be relevant as you implement improvements and innovations in the design and delivery of academic programs?

[Insert narrative response (and visuals, if appropriate).]

2. How (i.e., for what subpopulations, modalities, etc.) does your institution disaggregate its assessment results? When you review disaggregated assessment results, what patterns or trends do you see related to equitable attainment of student learning? What patterns or trends excite you? What patterns or trends concern you?

[Insert narrative response (and visuals, if appropriate).]

3. What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions in order to inform future improvements and innovations in support of equitable student learning?

[Insert narrative response (and visuals, if appropriate).]

Midterm Report

D. Looking Ahead to the Next Self-Evaluation and Comprehensive Review

Provide a brief response to the question below. Suggested length for Section D is 2 pages.

Your institution will begin its next comprehensive self-evaluation in 1-2 years. What opportunities, changes, or other internal or external factors do you see on the horizon that are likely to affect the context of your self-evaluation and/or comprehensive peer review?

[Insert narrative response.]

The self-evaluation is an opportunity

Degrees and Certificates

Academic Programs

Career Education

Online Learning

Library

Community Education

- **Reflect on your mission**
  - Who do you serve?
  - How well do you serve them?
  - How do you know?
- **Share your story**
  - What are your success stories?
  - How are you advancing equitable outcomes?
  - Where are you learning and innovating?
- **Plan for your future**
  - How are your students' needs changing?
  - Where can you adapt and improve?
  - What is your vision for the next cycle?

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Thank you!