



# Accreditation Update

College of San Mateo

September 10, 2019

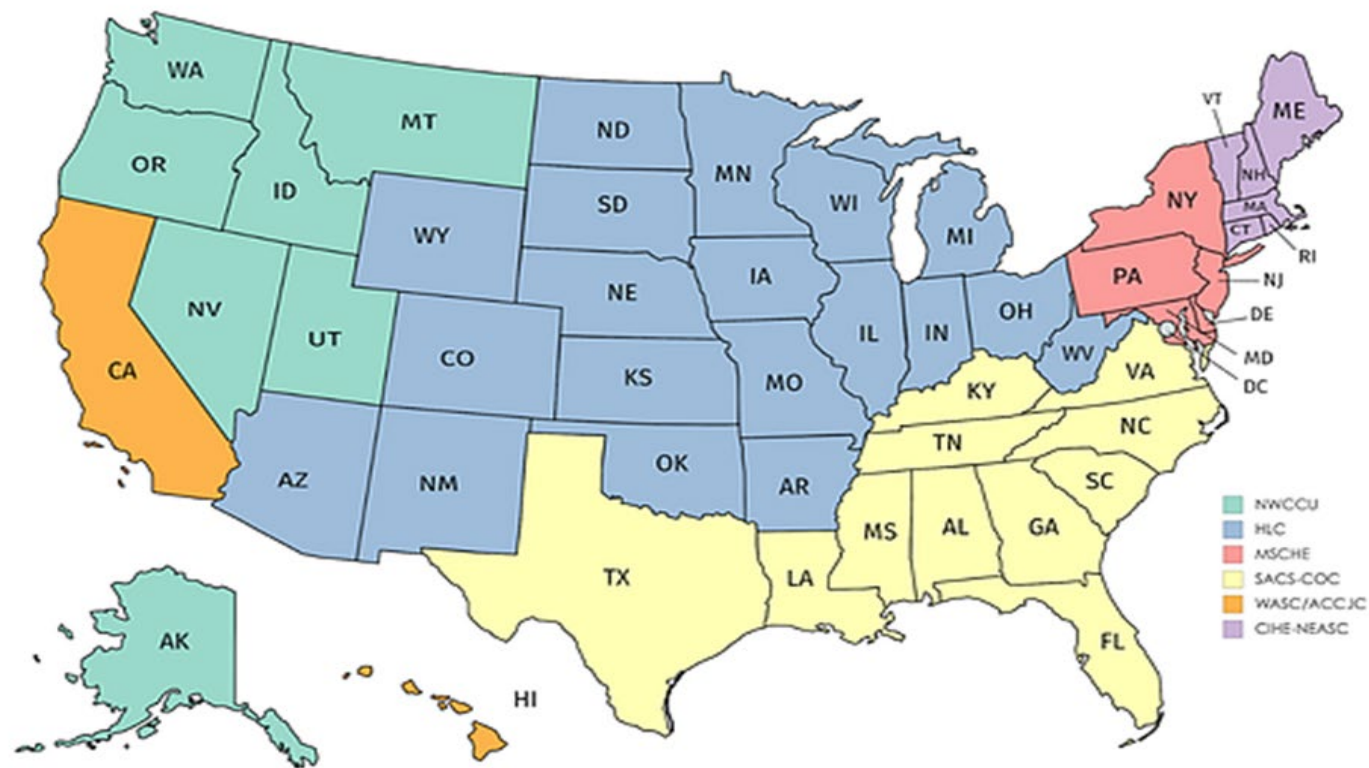
Dr. Stephanie Droker, Senior Vice President

Accrediting Commission for Community and Junior Colleges (ACCJC)

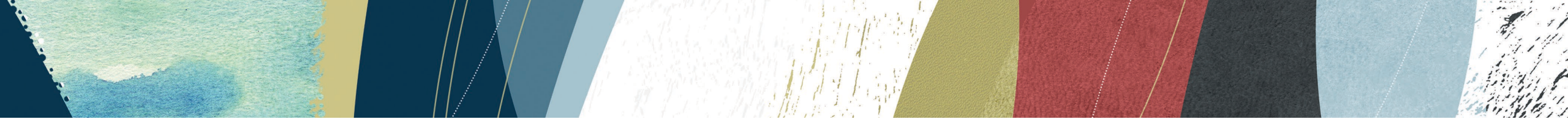
# Accreditation 101

- Regional Accrerator
  - 6 regions, 7 accreditors

Geographic Scope of Regional Accreditors



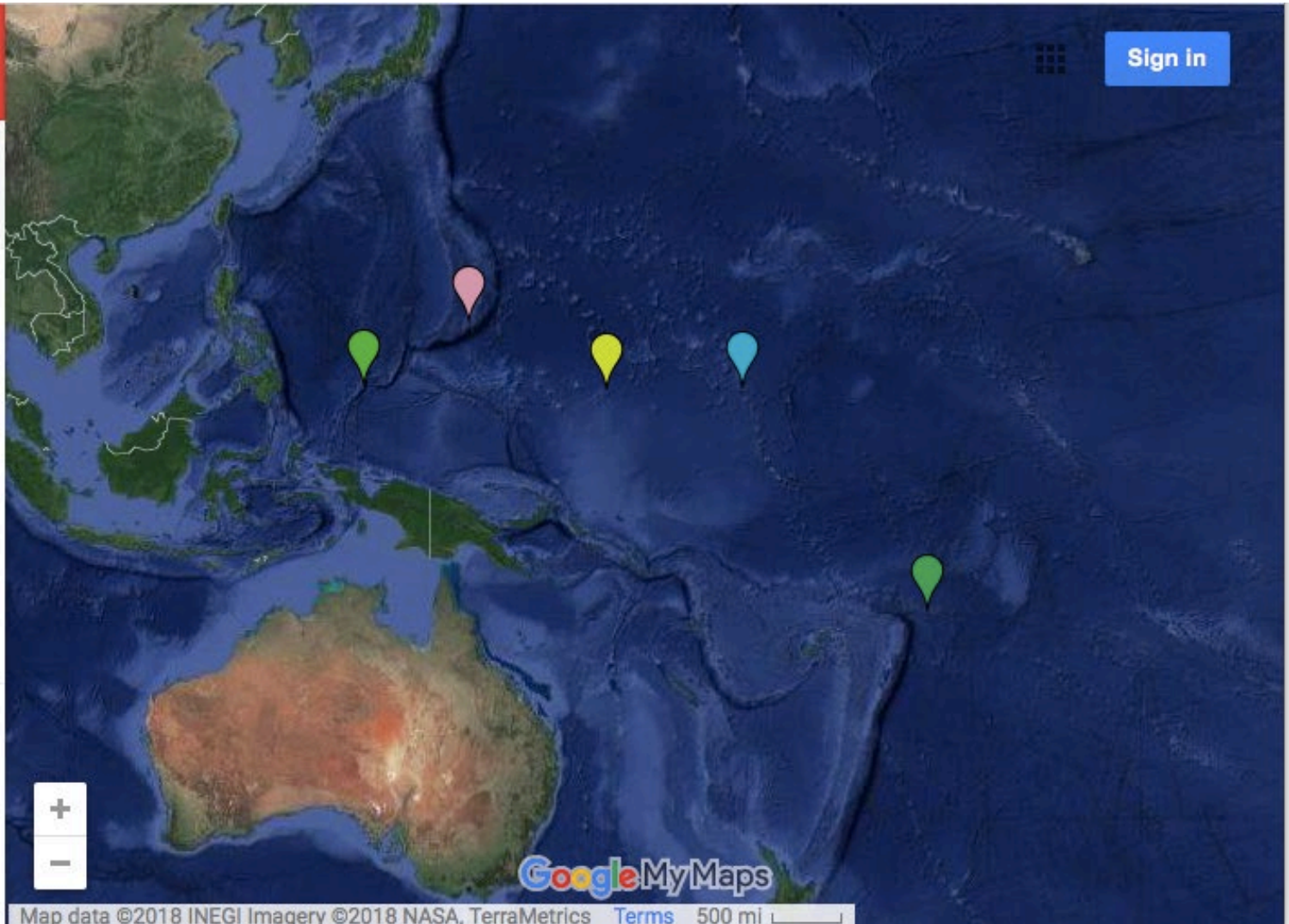




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✓ **plot points.csv**

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



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# What is the Purpose of Accreditation?

- Why go through all this work?
  - Gatekeepers of federal financial aid
  - Assure quality to the public and students
- U.S. Higher Education – Commitment to Peer Review
  - Unique to U.S.
  - Uses academic inquiry to inform best practices for improvement
  - Criticisms
    - “Fox guarding the henhouse”
    - “Watchdog without any bite”





# ACCJC Updates

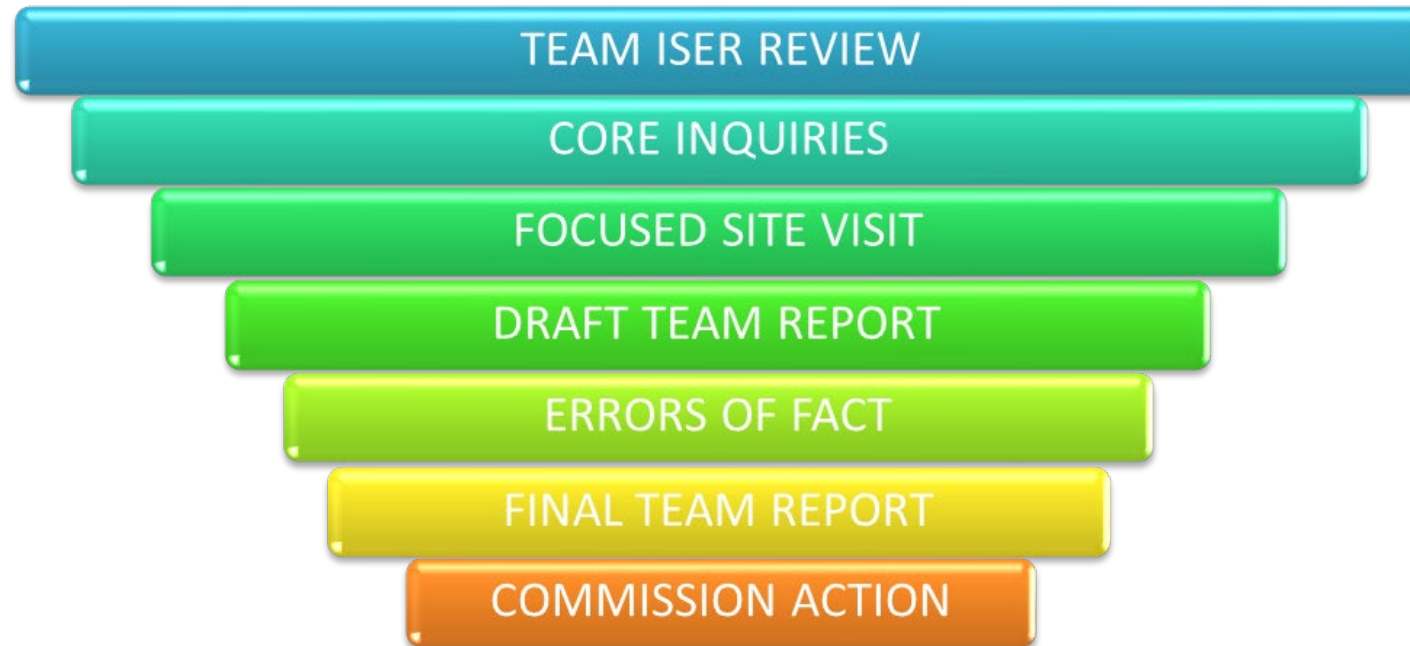
- More effective, More responsive:
  - Dual purpose of compliance and improvement
    - College aligns to the standards vs. looking for deficiencies
    - Help the college, support the college, celebrate the college
  - Mission centered review
- US Department of Education staff and NACIQI recommendation to the department's senior official:
  - 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" (**no limit** on the number of bachelor's degrees ACCJC can approve)



# Formative/Summative Approach

- 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



# Other Changes on the Horizon

- Leadership Transition (Spring 2020)
- Standards Review (2021)





# Questions and Comments

