

Change in accreditation standard

Principle that teams were working with.

1. Align with Commission's Eligibility Requirements, policies, and values -
2. Reflect current norms and practices within US higher education - were reflective of the norms in higher education and the ways they are changing. Ex. Changing norms like technology.
3. Focus on outcomes more than processes - old standards were processed heavily. Now, outcomes come first then you go back and inquire on your process.
4. Reflect the diversity of ACCJC member institutions - old standards were very reflective of CA Community College thinking. Some perspectives were left out. Ensuring that diversity of membership is reflected.
5. Use clear language and minimize redundancies - Minimizing redundancy and using clear language.
6. Balancing accountability and improvement
7. Emphasize equity and inclusion - Helping advance equity and inclusion. Ensuring equity is up to standard.

New Standards and Philosophical Approach - how to make sure that your connection to that mission and your college wide why is embedded in all the standards. Focusing on equitable outcomes as part of why through innovation, making improvement. Learning how to respond.

Overview of Major Changes in the Standards

From repetitive and siloed to streamline and holistic *student success is the new standard.

- Do you have a process? What are the results?
- Some you can just upload a document.
- 120 standards to 30 standards for all college - eliminated redundancy and some things you have to write and streamlined.

Forward-Looking Framework for Reflection

A general framework for reflection that can be used anywhere. Focus on what you learned.

- What did you do?
- What was the outcome?
- What did you learn?
- What will you do differently?

Think about the standard this way.

2.1 academic programs - you can say what is it that we did with regards to academic programs, how to choose what programs to offer? This works for any standard. The questions above help with continuing looking forward.

Evolving Expectations for Self-Evaluation Reports

New table of contents for ISER - in the current ISER, you don't start writing to standards until section G but section G is no longer there. You no longer present separately; it will be part of your annual report. Audience is shifting, broader than just the peer review team.

- A. Institutional context - who are the people in your neighborhood, who do you serve?
- B. 30 standards, 2 pages per standard - institutional evaluation. Narratives.
- C. Required doc - here's the documentation and provide the link.
- D. 1. Verification of Catalog Req - connected to eligibility req and federal regulations. Provide page in catalog.
 2. How are you structured and how do you understand the functions.
 3. Degrees to be completed.

Annual Institutional performance monitoring - which looks at student data, financial data...etc. The annual process is not going away.

- Benchmarking when given the freedom to set own standards.

Next report is due March 2025. Midterm report- ACCJC wants to use it to bridge from old to new standards which means prompts on their website will change. Maybe some reflection on student outcome and achievement trends. Midterm is geared up to the next evaluation.

Team visit changed - from one week visit next time ISER is turned in, it will be turned in 9 months early. The team gets together, read over it, and ask questions. They give questions ahead of time to give time for changes and improvements before the team visit. There will be 3 and a half months to prepare before the team visit. New midterm template will be available hopefully at the end of semester or December.