

ACCJC NEWS

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES
Western Association of Schools and Colleges
Summer 2013

Accreditation Across the Nation

Principles for Effective Assessment of Student Achievement

July 19, 2013

Introduction The national higher education associations and regional accrediting commissions have endorsed this statement, “Principles for Effective Assessment of Student Achievement.” The statement grew out of a meeting of the presidents of the seven regional accrediting commissions and public and private university provosts. The statement is intended to emphasize the need to effectively assess student achievement, and the importance of conducting such assessments in ways that are congruent with the institution’s mission.

Statement Federal law requires that a higher education institution undergoing accreditation provide evidence of “success with respect to student achievement in relation to the institution’s mission.” Both aspects of this requirement—the insistence upon achievement, and the tailoring to institutional mission—are critically important. The demonstration of quality is a fundamental responsibility of all colleges and universities, but both the kinds of quality and the methods used to measure it will differ depending on the mission of the institution.



More specifically, though the exact content of these criteria and the methods for measuring them will differ, all institutions should be expected to provide evidence of success in three domains:

1. Evidence of the student learning experience. Institutions should be able to define and evaluate *how* their students are learning: more specifically, institutions should be able to describe the kinds of experiences that they expect students to have inside and outside the classroom. Relevant evidence may pertain to targets for the kinds of reading and writing assignments that students should complete; levels of personal interaction with faculty members; residential and/or co-curricular components of the learning experience, and other learning experiences that the institution deems relevant to its mission.
2. Evaluation of student academic performance. Institutions should be able to define meaningful curricular goals, and they must have defensible standards for evaluating whether students are achieving those goals. Appropriate methods for the assessment of

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student work may include, among other approaches, meaningful and rigorous faculty evaluation and grading or external benchmarking.

3. Post-graduation outcomes. Institutions should be able to articulate how they prepare students consistently with their mission for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data about whether they are meeting these goals. Relevant kinds of data may include completion rates, job placement rates, levels of post-graduation civic participation, kinds of jobs and vocations chosen, surveys pertaining to alumni satisfaction and success, and data on other post-graduation goals relevant to the institution's mission.

The accreditation process needs to allow institutions flexibility with regard to the methods for measuring progress toward these goals. It is a mistake to conflate particular means for measuring goals with the achievement of those goals. Measures of all kinds will work best if they are integrated into the teaching and administration of colleges and universities, analyzed on a regular basis, and summarized in the accreditation process.

Closing and Endorsements The undersigned national higher education associations and regional accrediting commissions hope that colleges and universities will find this statement useful in evaluating their assessment policies and procedures and that accrediting commissions similarly will find the statement helpful in evaluating their assessment standards. Looking ahead, we believe that the shared principles of this consensus statement can facilitate continued cooperation and collaboration between these two allied sectors of the higher education community.

Higher Education Associations:

American Association of Community Colleges (AACC)
American Association of State Colleges and Universities (AASCU)
American Council on Education (ACE)
Association of American Universities (AAU)
Association of Public and Land-grant Universities (APLU)
National Association of Independent Colleges and Universities (NAICU)

Regional Accrediting Commissions:

Middle States Commission on Higher Education (MSCHE)
New England Association of Schools and Colleges
Commission on Institutions of Higher Education (NEASC-CIHE)
North Central Association of Colleges and Schools,
The Higher Learning Commission (NCA-HLC)
Northwest Commission on Colleges and Universities (NWCCU)
Southern Association of Colleges and Schools
Commission on Colleges (SACS)
Accrediting Commission for Community and Junior Colleges, Western Association of Schools and
Colleges (WASC) (ACCJC, WASC)
Accrediting Commission for Senior Colleges and Universities, WASC (ACSCU, WASC)

FOCUS ON QUALITY

Student Learning Outcomes - The Success Story

The emphasis on measurable student learning outcomes (SLOs) and on key competencies associated with programs, degrees and certificates became a hallmark of the 2002 Accreditation Standards. The Standards require colleges to base decisions at all levels of the college on qualitative and quantitative data and analysis of the data, leading to successful student achievement and learning to advance the college's individual mission.



FOCUS ON KEY COMPETENCIES

Student learning outcomes (SLOs) are most often developed by discipline faculty and then vetted through the curriculum process for institution-wide approval. Course SLOs are part of the official course outline of record and are included on each course syllabus. Program SLOs are published in the college catalog, as are institutional outcomes and/or general education outcomes that are expected of all degree recipients. All of the SLOs, from course outcomes through institutional outcomes, are aligned to ensure instruction is focused on key competencies. Career-focused programs ensure SLOs are aligned with expectations of employers and licensing bodies. Transfer-focused programs ensure SLOs are aligned with expectations of four-year universities to ensure student preparedness and avoid duplication of coursework.

SUPPORT IN THE FIELD

According to the 2012-2013 College Status Reports on Student Learning Outcomes Implementation, all ACCJC member institutions are active with SLOs. (A summary report will be prepared by the ACCJC for a subsequent Newsletter.) Ninety colleges report ongoing assessment of SLOs in 75% or more of their programs, (66 colleges have ongoing assessment in 95% or more of their programs). One hundred and three colleges report ongoing assessment of 75% or more of their institutional outcomes, (96 colleges have ongoing assessment for 95% or more of their institutional outcomes). Seventeen colleges applied and were accepted to be part of a Lumina Foundation supported effort to look at degree-level SLOs, how to better communicate the value of the Associate Degree to students, the public, employers, and regulators, and to ensure effective pathways to transfer and employment.

Since 2006, the Statewide Academic Senate has offered the Accreditation Institute, inviting the ACCJC to offer sessions around such accreditation issues as SLOs, assessment, and use of outcomes data in institutional improvement. California community college faculty, staff, and administrators are invited to the Institute. Since 2007, the Research and Planning Group (RP Group) for California Community Colleges has offered an annual Strengthening Student Success Conference with participation by the ACCJC. The conference helped to inspire the statewide Student Success Initiative.

Focus on Quality, continued on page 5

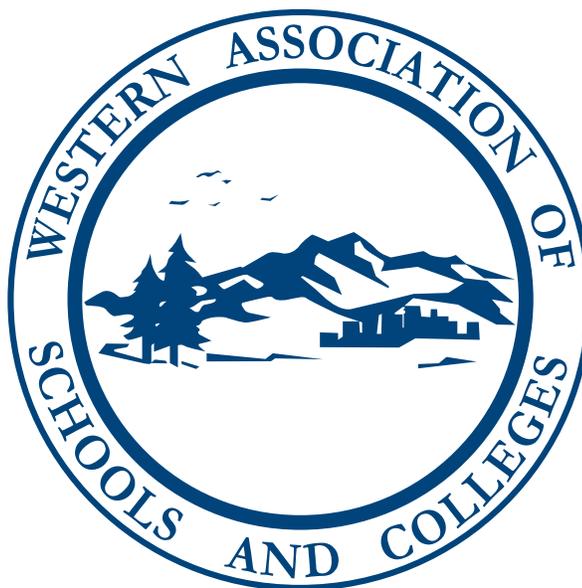
USING SLOs ASSESSMENT FOR IMPROVEMENT

Commentaries from the 2012-2013 College Status Report on SLOs Implementation

- *For the past six years the College has used its Planning, Budgeting and Assessment (PBA) process to intentionally link assessment results, departmental unit planning, program review, the college's Strategic Direction, and resources decisions. This process is designed to ensure that informed dialogue occurs at each step of the process. Butte College*
- *One specific example of a redistribution of resources based on an SLO assessment is that when students scored relatively low on the Independent Learner Competency, special workshops were developed and offered through the Student Success Center to help students develop the skills needed to be an independent learner. Cerritos College*
- *Campus-wide dialogue and decision-making is based on a culture of evidence, part of which is derived from the College's SLO process. Institutional effectiveness and the role that outcomes-based assessment plays in the process are central issues for Chaffey College plans to improve student success. There is overall enthusiasm regarding SLO results. Chaffey College*
- *A concrete example of closing the loop is the improvements made at the library. Assessment at the program/unit review showed the need for additional capacity for the Library/Learning Resource Center. Due to assessment, plans for the New Guam Community College Learning Resource Center incorporated needs for increased success for student learning and support services. Guam Community College*
- *Over time the use of assessment findings in the program review process has resulted in more focus being placed on strategies to improve student outcomes including curriculum revisions, changes in instructional methods, linking instruction to support services, and changing services/delivery methods. Los Angeles Trade-Technical College*
- *Assessment and data-driven decision making is a high priority at Moreno Valley College. Two faculty members serve as Assessment Coordinators, each with a .5 reassignment. The College employs a full-time Institutional Researcher to provide the college community with relevant data. Some CTE programs have industry-standardized exams for licensure or certification and interact regularly with advisory groups. Consideration of core competencies and standardized exams has led to creation or revision of SLOs in several CTE programs. Moreno Valley Community College*
- *Departmental dialogue about the results of course SLO assessment and the identification of gaps in student learning has led to a variety of planned changes to courses, programs and services. For example, changes in teaching methods in response to the assessment of SLOs were reported for over half of the courses for which SLO assessment reports were collected in 2010-2011. Sacramento City College*
- *Academic disciplines and departments utilize SLO assessment results in grass-roots decision-making, such as decisions about how best to utilize instructional materials, methodology, software, equipment, and staffing to support student learning. Academic Affairs uses SLO assessment as part of a broader dialogue to align institution-wide practices to support and improve student learning. For example, the Basic Skills Initiative (BSI) funds are allocated based on best practices, achievement data, and SLO assessment results, particularly the assessment of the ESL, College Skills, Math, English, and the English basic skills pathways. Santa Rosa Junior College*

WEBSITE RESOURCES FOR SLOs AND ASSESSMENT

What do colleges have online for students and prospective about SLO assessment? Check out a few pages from member institutions.		
College	Link	Note
East Los Angeles College	http://www.elac.edu/departments/slo/clo.htm	Sections on "Answers for Students" and "Find Your Course Learning Outcomes."
Los Angeles City College	http://sharepoint.lacitycollege.edu/effectiveness/outcomes/for_students/SLOs/Forms/default.aspx	SLO Guide for Students page is a quick summary, and Program SLOs page has one-click reference to program SLOs with outcomes information.
Los Medanos College	http://www.losmedanos.edu/programassessment	"Plain English" sections on Program Assessment and in the Program Assessment Results section (click link at bottom of page).
Palomar College	http://www2.palomar.edu/slo/programs.html	"One-pager" as an entry for students into materials available in other kinds of college documents.
Santa Barbara City College	www.sbcc.edu/prospective/PSLO_Assessment_Results.pdf	Single report linked here that summarizes available results by program in alphabetical order.
Yuba College	http://yc-slo.yccd.edu/	First page for faculty, staff and students; check further how students or prospective students got into the referenced material.



Trends in Deficiencies Leading to Sanction

Since 2009, ACCJC has collected data regarding the deficiencies that lead to colleges being on or placed on a sanction. The deficiencies are reported every year in the Commission's summer newsletter. The information is also available on the ACCJC website: www.accjc.org on the President's Desk page.

The main deficiencies for sanction are related to Program Review, Planning, Internal Governance, Board Roles, and Financial Stability or Management. Over the five years from January 2009 to January 2013, the number of colleges on sanction has not decreased significantly, and the reasons for placing colleges on sanction differ. The colleges placed on a sanction also differ from year to year as some colleges have made improvements and are removed from sanction.

Five-Year Trend

Colleges on Sanction January 2009 - January 2013

Top Deficiencies Causing Sanctions

COLLEGES ON SANCTION	PROGRAM REVIEW	PLANNING	INTERNAL GOVERNANCE	BOARD	FINANCIAL STABILITY OR MANAGEMENT
2009 SANCTIONS (N=24)	71% (17)	92% (22)	46% (11)	46% (11)	54% (13)
2010 SANCTIONS (N=19)	68% (13)	89% (17)	42% (8)	58% (11)	58% (11)
2011 SANCTIONS (N=21)	19% (4)	71% (15)	24% (5)	67% (14)	62% (13)
2012 SANCTIONS (N=28)	21% (6)	71% (20)	18% (5)	71% (20)	50% (14)
2013 SANCTIONS (N=25)	28% (7)	64% (16)	20% (5)	68% (17)	52% (13)

- ❖ The proportion of institutions with deficiencies in program review work has decreased considerably from 71% of those on sanction in 2009 to 19% of those on sanction in 2012, then increased to 28% in 2013.
- ❖ The proportion of institutions with deficiencies in planning practices has decreased somewhat from 92% of those on sanction in 2009 to 64% of those on sanction in 2013.
- ❖ Internal governance deficiencies have decreased from 46% of those institutions on sanction in 2009 to 20% of those on sanction in 2013.
- ❖ Of most concern, the proportion of institutions with deficiencies in governing board practices has remained too high at 68% in 2013.
- ❖ The proportion of institutions on sanction with deficiencies in financial stability or management has remained at or slightly above 50% since 2009.

Receiving Broad Input, Commission Continues Review of Standards

At its June 2013 meeting, the Commission reviewed preliminary draft revisions to the Accreditation Standards arising from input received over the past year. The Commission directed that additional input on proposed revisions be sought from subject matter experts in the field before finalizing a formal draft for presentation and first reading consideration at the January 2014 Commission meeting. Following approval of the revised Standards for first reading, the Commission will seek broad ACCJC member and public review, with an anticipated second reading and adoption at its June 2014 meeting.

The final adoption of revised Accreditation Standards in 2014 will culminate a three year process of intensive study and review by the Commission informed by comprehensive review and input from all ACCJC constituencies. Launched by the Commission in fall 2011 and under direction from its Standards Review Committee, the review process began with an invitation to the field to offer input on revisions to the Standards. The Commission held three hearings in 2012 - in Southern California, Northern California, and Hawaii - and received input via email in response to an invitation for comment posted on the ACCJC website. In total, the Commission received approximately 50 written and oral responses through the hearings and via email.

The Commission also received comments and advice from a number of groups with specific interests and expertise, i.e., groups with expertise in learning outcomes, assessment, distance education, general education, among others. Comments and recommendations from over 100 individuals representing the various groups also informed the work of the Commission. In addition, the Commission reviewed the standards of other regional accrediting commissions, as well as regulatory requirements of the U.S. Department of Education and standards of the Council of Higher Education Accreditation. Informed by the extensive, broad-based input from the field, the Commission, working through its Standards Review Committee, identified the areas of revision for development.

Later this summer, Commission staff will begin vetting draft revisions with various constituency groups, soliciting input on specific components of the Standards' language prior to developing a final revised Standards document for first reading by the Commission in January 2014. The current draft revisions reflect a simpler format, responding to input from the field requesting less redundancy and complexity in the format of the current Standards. The revisions also reflect undivided input from the field that no wholesale changes to the Standards are necessary, which aligns with the judgment of the Commission that the current Standards are largely effective and appropriate. While the revisions do not substantially change the principles of the current Standards, there are proposed changes that reflect national trends on matters of academic quality, institutional effectiveness, and student learning outcomes.

The following statements highlight some of the major changes contained in the current draft, presented by Standard.



Standard I

- The Standard now features three sub-sections: Mission, Assuring Academic Quality and Institutional Effectiveness, and Institutional Integrity.
- The section on Mission has been expanded, reflecting the foundational role mission plays in defining a college.
- Academic Quality has been singled out as a sub-section, and it contains expectations for defining and assessing student performance and completion outcomes.
- Institutional Integrity is now a separate sub-section, containing existing and new expectations for integrity and honesty in actions, communications, and policies.

Standard II

- Standard II has two major sub-sections: Instructional Programs and Student Support and Library and Learning Resources.
- The Instructional Programs sub-section delineates responsibilities and expectations for assuring academic quality, and it sets expectations for degree requirements, including general education.
- The sub-section on Student Support and Library and Learning Resources defines expectations affecting co-curricular programs and athletics, and it defines expectations for academic advising and student pathways to completion.

Standard III

- The Standard maintains the four sub-sections: Human Resources, Physical Resources, Technology Resources, and Financial Resources.
- Under the Human Resources sub-section, expectations are defined for qualifications of all personnel who have responsibility for academic quality.
- The sub-section on Financial Resources remains largely unchanged from its last revision in 2012.

Standard IV

- The Standard has four major sub-sections: Decision-Making Roles and Processes, Chief Executive Officer, Governing Board, and Multi-College Districts or Systems.
- The sub-sections define specific expectations for delineation and distinction of roles and responsibilities in governance.
- The sub-section on Multi-College Districts or Systems defines specific expectations for the functional relationship between a district or system and a college.

The Commission has expressed appreciation for the significant number and quality of comments and recommendations offered by ACCJC constituents, as well as for the reaffirmation of the values and commitment to quality and accountability that are foundational to the current and future Accreditation Standards of ACCJC. ♦

Upcoming Events

REGIONAL WORKSHOPS FALL 2013

The second series of Regional Workshops “Institutional Internal Quality Assurance and Student Learning Outcomes Assessment” continues this fall with workshops on **September 20, 2013 at Solano Community College** and **October 4, 2013 at College of the Desert**. Participants will hear presentations from ACCJC staff and Dr. David W. Marshall from the Institute for Evidence Based Change. Dr. Marshall is also the Associate Director of Tuning USA. His presentation is titled “Elements of Design: Definitions of Learning Outcomes, Measures of Learning, Summarizing Learning Outcomes Data, and Using Assessment Data.”



Following the opening presentations, representatives from member institutions will showcase models that have been developed at their colleges, and participants will have an opportunity to share practices and discuss assessment tools that have worked at their institutions and how they have used assessment results to improve educational quality and institutional effectiveness. At the closing plenary session, attendees will summarize the main strengths of the model practices presented and the strengths and weaknesses of the shared practices. Participants will be able to ask presenters questions, and finally, identify useful learning points or “take aways” from the workshop to share with the entire group. ♦

STRENGTHENING STUDENT SUCCESS CONFERENCE

October 9 - 11, 2013, at the San Francisco Airport Marriott, in San Francisco, CA. The Strengthening Student Success Conference offers an extraordinary opportunity for a variety of higher education professionals including faculty, deans, program directors, student services staff, professional development leadership, researchers, and planners to share practical examples of how to improve student outcomes. The theme of this year’s conference, “The Power of the Collective,” emphasizes the significance of colleges working together to encourage innovation by creating clear and consistent pathways, leveraging accountability requirements for improvement efforts, building cultures of improvement, utilizing technology tools, and much more.



The 2013 Strengthening Student Success conference is presented by the Research and Planning (RP) Group, in partnership with the ACCJC, Career Ladders Project, 3CSN and LearningWorks. More information

about this event is available online at: www.rpgroup.org/events/sssc13. ♦

ACCREDITATION LIAISON OFFICER WORKSHOP

The ACCJC is sponsoring an Accreditation Liaison Officers (ALO) Workshop for new and experienced ALOs in the region on Friday, September 27, 2013 at Laney College. The goal of the workshop is to

Upcoming Events, continued on page 11

present the leadership and communication responsibilities required of ALOs in promoting educational quality and institutional effectiveness. The first half of the workshop will be a briefing on recent developments at ACCJC and at the federal level. The second half of the workshop will be training for ALOs who are new in their roles, and experienced ALOs are invited to share what they have learned. The workshop is open to 70 participants from across the region, and registration will be on a first-come, first-served basis. The deadline for registration is September 4, 2013. Please contact Mindy Graham at mgraham@accjc.org for registration information. ♦

ASSOCIATION OF CALIFORNIA BUSINESS OFFICERS EVENT

On Friday, September 20, 2013 the ACCJC will partner with the Association of California Business Officers in a one day intensive training event targeted to business officials and other administrators to provide training in Accreditation Standard III A, B, C, and D, dealing with Resources. The purpose of the training is to assist colleges in preparing their self-evaluation reports on this Standard, and to also prepare individuals who wish to serve on accreditation teams. Tom Burke from the Kern Community College District is organizing the event, which will be held at San Diego City College. ACCJC member colleges can contact Mr. Burke or the ACCJC for more information. ♦

CHIEF INSTRUCTIONAL OFFICERS ASSOCIATION EVENT

Commission staff will conduct a session to solicit input on a draft set of revised Accreditation Standards at the fall meeting of the Chief Instructional Officers Association (CIOs) for the California Community Colleges, scheduled for Friday, November 1, 2013 at the Dana Hotel in San Diego. Commission staff will engage the CIOs, many of whom serve as Accreditation Liaison Officers for their colleges, in discussion focusing on draft revisions of Accreditation Standard I: Institutional Mission and Effectiveness, and Accreditation Standard II: Student Learning Programs and Services. ♦



June 2013 Commission Actions on Institutions

At its meeting, June 5-7, 2013, the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, took the following institutional actions:

REAFFIRMED ACCREDITATION

Carrington College California
Copper Mountain College
Gavilan College
Los Angeles County College of
Nursing and Allied Health
Los Angeles Pierce College
San Joaquin Valley College

ISSUED WARNING

Coastline Community College
Golden West College
Imperial Valley College
Los Angeles Mission College
Los Angeles Valley College
Orange Coast College
College of the Marshall Islands

CONTINUED ON WARNING

Barstow Community College
Hawai'i Tokai International College

IMPOSED PROBATION

Hartnell College

TERMINATED ACCREDITATION (EFFECTIVE JUNE 2014)

City College of San Francisco

The Commission action on the accredited status of City College of San Francisco will become final upon completion or waiver of review and appeal. In the interim, the institution's status of Show Cause shall remain as it was prior to the Commission's action to terminate accreditation.

REMOVED FROM WARNING AND REAFFIRMED ACCREDITATION

College of Alameda
Merced College
Merritt College
West Los Angeles College

REMOVED FROM WARNING

Berkeley City College
Laney College
Santa Barbara City College

REMOVED FROM PROBATION AND ISSUED WARNING

Los Angeles Southwest

REMOVED FROM PROBATION AND REAFFIRMED ACCREDITATION

College of Micronesia-FSM
Los Angeles Harbor College

Changes in Commissioners

Commissioners Completing Their Service in July

MR. MICHAEL T. ROTA - Mr. Rota will have served two terms on the Commission, including his service as Commission Chair in 2010-2011, as the University of Hawai'i Community College System representative. Mr. Rota chaired the Standards Review Committee, the Eligibility Committee, and the *Ad hoc* Committee on Communications and co-chaired the *Ad hoc* Committee on General Education. He also served as a member of the Policy Committee, the Budget and Personnel Committee, the Substantive Change Committee, the Board of Directors of the Western Association of Schools and Colleges (WASC), the Evaluation and Planning Committee, and the ACCJC Audit Committee. His term began in July 2004.

DR. MARIE B. SMITH - Dr. Smith will have completed two terms on the Commission as a public member. Dr. Smith served as the Chair of the Policy Committee, a member of the Evaluation and Planning Committee, the *Ad hoc* Nominating Committee, the Budget and Personnel Committee, and the WASC Board of Directors. Her term began in July 2007.

DR. GARY DAVIS - Dr. Davis will have completed one term on the Commission as a member representing the Schools Commission of WASC. Dr. Davis chaired the ACCJC Audit Committee, co-chaired the *Ad hoc* Committee on General Education, and served on the Substantive Change Committee. His term began in July 2010.

New Commissioners (Term Beginning July 1, 2013)



DR. SHARON LOUCKS — Dr. Loucks was elected to serve on the Commission as the representative of the Accrediting Commission for Schools. Dr. Loucks has extensive experience with the Accrediting Commission for Schools having served as a Commission member from 2004-2010. During her tenure as a professional instructor Dr. Loucks focused on facilitating development accountability systems by adopting and monitoring standards-based instruction in each classroom which resulted in increased student gains in all academic areas. Dr. Loucks holds a doctoral degree in Educational Administration, a Master's Degree and Specialist Credential in Reading and Language Arts, a

Bachelor's Degree, and Secondary Teaching Credential.

DR. JOHN MORTON — Dr. Morton was elected to serve on the Commission as the representative of the University of Hawai'i Community College System. Dr. Morton currently serves as the Vice President for Community Colleges, University of Hawai'i Systems with oversight of seven community colleges within the University system. Dr. Morton has previously served as the Kapi'olani Community College Chancellor, and before that he served in several faculty and administrative positions at Leeward Community College. Dr. Morton holds a Ph.D. in Communications and Information Science, completed Graduate Study in Regional and Urban Planning, holds a Master's Degree in Political Science, and a Bachelor of Science in Chemistry with High Honors.



Changes in Commissioners, continued on page 14



DR. IAN WALTON — Dr. Walton was elected to serve on the Commission as the representative of the public. Dr. Ian Walton previously served as an Instructor of Mathematics at Mission College in Santa Clara for 33 years. Dr. Walton also served on the Executive Committee of the Academic Senate for the California Community Colleges as President and Vice President. Dr. Walton has participated on California and national projects that use evidence to improve or evaluate institutions, such as the Basic Skills Case Studies Project (Norton Grubb, U.C. Berkeley). He holds a Ph.D. in Mathematics, a Master's Degree in Mathematics, and a Bachelor's Degree in Pure Mathematics.

Commissioners Re-Elected (Beginning July 1, 2013)

DR. JOSEPH BIELANSKI — Dr. Bielanski, Faculty member, was elected to serve a second term on the Commission.

MS. SUSAN MURATA — Ms. Murata, Faculty member, was elected to serve a second term on the Commission.

MR. CHRIS CONSTANTIN — Mr. Constantin, Public member, was elected to serve a second term on the Commission.

MR. CHARLES MENG — Mr. Meng, Public member, was elected to serve a second term on the Commission.



Future Comprehensive External Evaluation Visits

Under current U.S. Department of Education regulations, ACCJC must provide opportunity for third-party comment regarding the institutional qualifications for accreditation. The institutions noted below are scheduled to undergo comprehensive external evaluation visits in the fall of 2013, the spring of 2014, and the fall of 2014 and review by the Commission at its January 2014, June 2014, and January 2015 meetings, respectively. Third-party comment on these institutions should be made to the ACCJC President, Dr. Barbara A. Beno, at 10 Commercial Blvd. Suite 204, Novato, CA 94949. For consideration, such comment must be made in writing, signed, accompanied by return address and telephone number, and received no later than five weeks before the scheduled Commission meeting. This information is also available on the Future Comprehensive External Evaluation Visits page of ACCJC's website.

FALL 2013

(for January 2014 Commission Review)

Cabrillo College
Cañada College
College of San Mateo
Cuyamaca College
Grossmont College
MTI College
Salvation Army Crestmont College
Sierra College
Skyline College

SPRING 2014

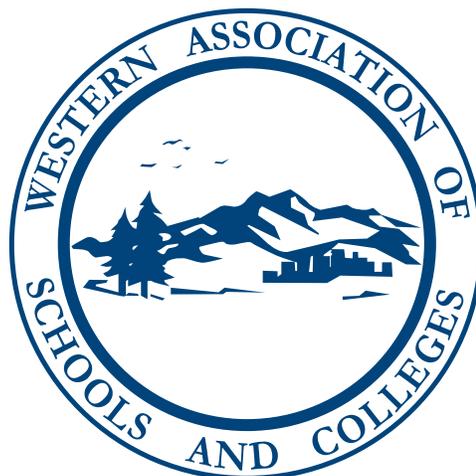
(for June 2014 Commission Review)

Cerritos College
Lassen College
Mendocino College
Mission College
Moreno Valley College
Norco College
Ohlone College
Palo Verde College
Riverside City College
San Joaquin Delta College
West Valley College

FALL 2014

(for January 2015 Commission Review)

American Samoa Community College
College of the Canyons
Contra Costa College
Crafton Hills College
Cuesta College
Diablo Valley College
El Camino College
Long Beach City College
Los Medanos College
Rio Hondo College
San Bernardino Valley College
Santa Ana College
Santiago Canyon College





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