

# ACCJC NEWS

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

Western Association of Schools and Colleges

Summer 2010

## *The Bologna Process I*

*This is the first article in a series of two. The two articles will present the purposes and main activities of the European Bologna Process and the potential impact of the Bologna Process on U.S. higher education.*

In June 1999, 29 ministers of higher education came together in the Italian town Bologna to sign the so-called Bologna Declaration. The Declaration is a 10-year road map for the establishment of a European Higher Education Area (EHEA) as a means of strengthening the competitiveness of European higher education, that at the time, was seen to be losing ground in particular to U.S. universities. The Declaration sets out the following main objectives for the EHEA:

- Facilitate mobility of students, graduates and staff in higher education
- Prepare students for their future careers and for a life as active citizens
- Offer broad access to high-quality higher education based on democratic principles and academic freedom

These objectives have led to a number of reform initiatives. The three main ones are:

**Readable and comparable degrees.** A three-cycle degree structure, i.e. bachelor-master-doctorate degrees has been introduced. The degree structure introduces minimum criteria for two levels, i.e. a first-cycle degree of minimum three years' duration, a second-cycle degree of minimum one year's duration. Within the framework, there is room for variability in scope and duration. The degree structure is currently being strengthened through the development of national qualifications frameworks that are compatible with an overarching framework for qualifications for the EHEA and define learning outcomes for each of the three cycles.

**Quality assurance systems, in all member states that are in compliance with the European Standards and Guidelines (ESG).** The ESG stipulate minimum standards for internal institutional quality assurance processes, external quality assurance processes and the operations of external quality assurance bodies. Quality assurance agencies that can provide evidence of compliance with the ESG through an external review can apply for inclusion on the public European Register for Quality Assurance.

*“We must in particular look at the objective of increasing the international competitiveness of the European system of higher education. The vitality and efficiency of any civilization can be measured by the appeal that its culture has for other countries. We need to ensure that the European higher education system acquires a world-wide degree of attraction equal to our extraordinary cultural and scientific traditions.”*

Source: Bologna Declaration, 18-19 June 1999

**Fair recognition of foreign degrees and other higher education qualifications.** Recognition in accordance with the Council of Europe and Unesco Recognition Convention is achieved e.g. through the development of the Diploma Supplement and the European Credit Transfer and accumulation System (ECTS). The Diploma Supplement provides systematized information attached

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**ACCJC NEWS** is Published by the Accrediting Commission for Community and Junior Colleges (ACCJC),  
Western Association of Schools and Colleges (WASC).

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## The Bologna Process I, continued from page 1

to a higher education diploma. Under the ECTS, the member states have agreed that one academic year corresponds to 60 ECTS credits equivalent to 1500 to 1800 hours of study. Regardless of these measures, recognition of degrees and transfer of credit are subject to separate processes either at institutional or national levels. The strength of these two schemes is, however, that they have increased and improved the information available to institutions, students and employers.

2009 marked the 10-year anniversary and the original deadline for the achievement of the Bologna objectives. The group of ministers of higher education, who has grown from 31 to 47 signatories, met in April to take stock. They concluded among other things that the objectives and policies are still valid but they also agreed that a continued commitment to the process is required since not all the objectives have been achieved and the reforms require more attention to be fully and satisfactorily implemented. Bologna is therefore ongoing.

More information about the Bologna Process is available on the official Bologna Process website 2010 to 2012 at <http://www.ehea.info/> and about the achievements of the Bologna process in the Trends V Report prepared by the European Universities Association (EUA) at <http://www.eua.be/eua-work-and-policy-area/building-the-european-higher-education-area/trends-in-european-higher-education/trends-vi.aspx>. ♦

# Training for Trustees of WASC Institutions

## CALIFORNIA PUBLIC COLLEGES

ACCJC Commissioner Frank Gornick and Vice President Steve Maradian offered three training activities at the California Community Colleges Trustees annual meeting in May. A morning roundtable discussion on accreditation values and processes, attended by trustees and CEOs, generated lively discussions, including a discussion of the role of governance missteps that have caused accreditation sanctions, and trustees' general interest in learning more about accreditation requirements in order to assure continued institutional good practice.

A panel presentation by four trustees representing colleges that had received accreditation sanctions provided some valuable information on how trustees can be actively engaged in helping an institution to improve when an accreditation team finds institutional conditions warranting recommendations or a sanction.

Trustees Dr. Teresa Brown (*San Joaquin Delta CCD*), Chris Click (*Lassen CCD*), Rudolfo "Rudy" Fernandez (*MiraCosta CCD*) and Doug Otto (*Long Beach CCD*) discussed the positive impact that accreditation challenges have had on strengthening institutional relationships among trustees, administrators, faculty and staff as all work to resolve accreditation matters positively and within their appropriate roles. The presenters gave excellent examples of how trustees can help an institution focus on institutional improvement and student success.

A third session provided training on Standard IV, Leadership and Governance, and helped attendees better understand the important role of trustees in assuring and supporting institutional quality. Trustees attending the accreditation sessions were focused on supporting institutional mission and student success, and their lively participation in all three sessions helped everyone gain new insights about accreditation.

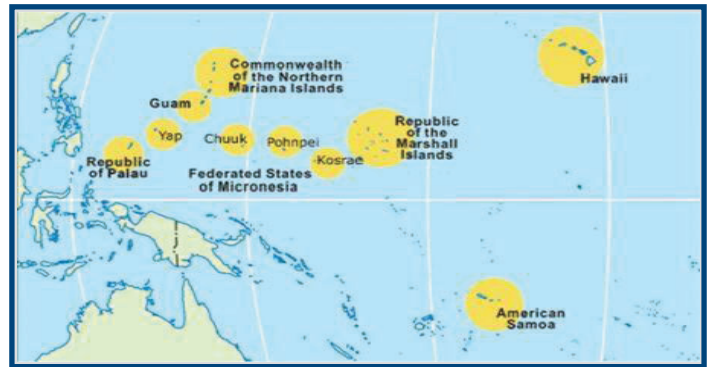
## PACIFIC PUBLIC COLLEGES

In June, the ACCJC sponsored a two day workshop on accreditation and good governance for the governing board members of WASC's Pacific institutions: American Samoa Community College, Guam Community College, Palau Community College, College of Micronesia-FSM, Northern Marianas College, and College of the Marshall Islands. Attorney Robert Henry and Dr. David Wolf provided training that placed the governing board members' roles in the specific higher education laws of each government and in accreditation standards. ♦

# Enhancing and Sustaining Higher Education Quality in the Pacific

By MR. MICHAEL ROTA  
COMMISSION CHAIR

The Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC), accredits two-year degree-granting institutions of higher education in California, Hawai'i, Guam, the Commonwealth of the Northern Marianas, Palau, Federated States of Micronesia, Republic of the Marshall Islands, and American Samoa. The colleges in the western and south Pacific face some unique challenges as they operate in economically challenged communities dispersed across thousands of miles of ocean. To give some perspective, the College of the Marshall Islands, located in Majuro, the Islands' capital, is more than 2,200 miles west of Honolulu, and enrolls fewer than 1,000 students. American Samoa Community College is located about 2,600 miles south of Honolulu, and Palau Community College is located about 4,600 miles west of Honolulu, nearly twice the distance between San Francisco and Washington D.C.



While accreditation is voluntary, the reality is that these institutions are required to remain accredited if they wish to access U.S. Department of Education Title III, Title IV and other funds for higher education and in order provide assurance of the quality of their education to the public. In the summer of 2004, after taking accreditation actions on some of the institutions in the Pacific region, the ACCJC came to the conclusion that the region's institutions needed support in facing substantial challenges to their ability to remain in compliance with Accreditation Standards and the changing federal requirements.

Based on this conclusion, a group of college leaders from the region drafted a planning-grant proposal entitled "Building Critical Regional Capacity to Enable Public Colleges to Maintain WASC Regional Accreditation" to be funded by the U.S. Department of Interior's Department Office of Insular Affairs, the federal agency responsible for providing technical assistance to the U.S. affiliated governments in the Pacific. The grant was approved and provided support for these leaders to do further work on the identified challenges and to formulate strategies to address the issues. In 2006, the USDIO approved an annual operating grant to the Pacific Postsecondary Education Council (PPEC) of approximately \$500,000.

This support has been critical to the developments in the region. The PPEC has been able to employ a director for the organization as well as offer a series of regional workshops in various locations. The regional workshops have allowed faculty members from the colleges to develop student learning outcomes, as well as techniques to assess students' accomplishment of those outcomes; they have allowed board members to become informed of their fiduciary responsibilities, as well as their institutional responsibilities essential to meeting accreditation standards; they have allowed financial officers to keep up to date with changing audit and accounting requirements; and have allowed the academic officers from across the region to collaborate on issues of curricula and articulation.

It is the goal that by continuing to promote regional collaboration and offering a comprehensive agenda of training and professional development activities, the institutions will strengthen their capacity to meet the accreditation standards and to continuously improve the quality of their education. ♦

# New Federal Regulations Announced

The Department of Education initiated a round of negotiated rulemaking from November 2009 to January 2010 that ended in a lack of consensus. The Department was thereby freed, under federal law, to develop its own new regulations without consultation with the field. In early June, the Department released proposed regulations on the credit hour and program length, as well as state authorization of higher education institutions. In July, the Department released new regulations on “gainful employment.”

Each set of regulations provides for a 45-day period for public comment, after which the Department will finalize and publish its new regulations. The Council of Regional Accrediting Commissions (CRAC), the American Council on Education and other organizations in the higher education community are developing a “community letter” in response to the regulations in hopes of initiating some changes before the regulations are finalized. Once final regulations are adopted, ACCJC will notify institutions of any changes to its policies and procedures that will commence on July 1, 2011.

## CREDIT HOUR

The Department is concerned with how institutions and accreditors define “credit hour” because credit hour is the basis for the award of credits to students, the determination of program length, and the basis for fees charged as well as financial aid awarded to students. The Department is furthermore concerned with the integrity of credit hours that are awarded to students enrolled in classes delivered through non-traditional means.

The new federal regulations provide a federal definition of a credit hour. This is an unusual movement of federal regulation into the heart of an academic matter; it creates a good deal of new oversight responsibility and work for accreditors and institutions. The language has raised broad concerns within the higher education community. Regulations require accreditors to review institutional credit hour policies and practices by sampling programs during an accreditation review, and to immediately report any cases where an institution’s programs are not in compliance with the federal definition to the Department of Education. The regulations also require institutions to review the credit hour assignment of all of their courses to determine whether the credit hours meet the federal definition of a credit hour.



## STATE AUTHORIZATION

New regulations require states to strengthen their review and approval processes that allow higher education institutions to operate, and appear to deny states the right to use an institution’s accreditation by a federally recognized accrediting body as sufficient substitution for state oversight. The new regulations would affect approximately 37 states whose current laws regarding the regulation of higher education would not meet the federal requirements. Two of those states are Hawai`i and California. The new regulations also appear to require institutions operating in multiple states to gain state approval from each state rather than allow the current practice of state reciprocity. These regulations will create more responsibility and work for state licensing agencies, and will also require private institutions to undergo more state review.

## GAINFUL EMPLOYMENT

Gainful employment is a matter that affects occupational training programs that award certificates and for-profit colleges. The Department of Education is concerned with the amount of debt that graduates of such programs carry relative to their income earned. New regulations will define whether a program successfully prepares students for gainful employment using a two part test: measuring the relationship between the debt students incur and their incomes after program completion; and measuring the rate at which all enrollees, regardless of completion, repay their loans on time. A program that graduates a large share of students with excessive debt to earnings ratios would be required to disclose debt burdens to students, and could also become ineligible for financial aid. More information can be found at: <http://edocket.access.gpo.gov/2010/pdf/2010-14107.pdf>. ♦

# June 2010 Commission Actions on Institutions

## Institutional Accreditation and Reports

At its meeting, June 9-11, 2010, the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, took the following actions on institutional accreditation:

### REAFFIRMED ACCREDITATION

Allan Hancock College  
Chaffey College  
MiraCosta College  
Monterey Peninsula College  
Santa Monica College

### REMOVED FROM WARNING

Copper Mountain College  
East Los Angeles College  
Imperial Valley College  
Mission College

### REMOVED FROM PROBATION

Los Angeles City College

### REMOVED FROM PROBATION AND PLACED ON WARNING

American Samoa Community College  
Los Angeles Trade-Technical College

### CONTINUED ON WARNING

Palomar College  
Pasadena City College

### PLACED ON WARNING

College of Micronesia-FSM  
College of the Siskiyous  
Glendale Community College  
Palau Community College

### PLACED ON PROBATION

Berkeley City College  
College of Alameda  
Laney College  
Merritt College

### PLACED ON SHOW CAUSE

Northern Marianas College

### ACCREDITATION WITHDRAWN AT THE REQUEST OF THE INSTITUTION

Marymount College  
(Accreditation transferred to ACSCU/WASC)

The Commission also took action on the following institutional reports:

### ACCEPTED FOLLOW-UP REPORT

Barstow College  
City College of San Francisco  
Cerritos College  
College of the Marshall Islands  
Los Angeles Harbor College  
Los Angeles Southwest College  
Mendocino College  
West Los Angeles College

### ACCEPTED FOCUSED MIDTERM REPORT

Orange Coast College  
Los Angeles Pierce College  
San Joaquin Valley College

### ACCEPTED MIDTERM REPORT

Coastline College  
Gavilan College  
Golden West College  
Hartnell College  
Los Angeles County College of Nursing and Allied Health  
Los Angeles Mission College  
Los Angeles Valley College  
Western Career College

### ACCEPTED CLOSURE REPORT

National Polytechnic College of Science

All of the Actions on Institutions are posted on the ACCJC website, including actions on substantive changes from the June 9-11, 2010 Commission meeting.

# June 2010 Commission Actions on Policies

At its meeting, June 9-11, 2010, the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, took the following policy actions:

## NEW POLICIES APPROVED FOR FIRST READING:

- ◆ **Commission Policy on Integrity.** This policy highlights the importance of integrity throughout the institution and in relations with the commission. It is aligned with the policies of other regional commissions.
- ◆ **Policy on Institutional Degrees and Credits.** This new policy reflects department of education definitions and complies with the higher education opportunity act of 2008.

## POLICIES REVISED FOR FIRST READING:

- ◆ **Policy on the Benefits of Accreditation.** The revisions to the policy clarify and strengthen some formulations related to the benefits of accreditation and emphasize the institutions' responsibilities for the application of the commission's accreditation standards.
- ◆ **Policy on Closing an Institution.** The policy is revised to include provisions specific to teach-out arrangements as stipulated in the higher education act 1965 as amended, § 602.3 Section 496(c)(4).
- ◆ **Policy on Commission Actions on Institutions.** Statements on possible commission actions on institutional reports have been added.
- ◆ **Policy on Commission Good Practice in Relations with Member Institutions.** The policy has been revised to comply with the requirements for due process concerning accreditation decisions in the higher education act 1965 as amended §§ 602.18, 602.23 And 602.25.
- ◆ **Policy on the Rights and Responsibilities of ACCJC and Member Institutions in the Accrediting Process.** The changes made to the policy emphasize the need for application of confidentiality in the treatment of institutional information on the one hand and on the other hand that requirements from external groups do not substitute institutional obligations to comply with commission policies, eligibility requirements and accreditation standards.
- ◆ **Policy on Substantive Change.** The policy has been updated to comply with § 602.22 A-d of the higher education act of 1965 as amended and the requirements of title 34 § 602.22 Subpart b.

All First Reading policies will be sent to the field for comment.

# Upcoming Conferences & Workshops

## STRENGTHENING STUDENT SUCCESS CONFERENCE

**October 6-8, 2010** – Hilton Orange County/Costa Mesa. The very popular Strengthening Student Success Conference series continues this fall in Southern California. Co-sponsored by ACCJC and the Research and Planning Group, the conference provides a unique opportunity for a wide cross-section of people (faculty, deans, program directors, student services staff, professional development leadership, researchers, and planners) to engage each other about strategies for building institutional effectiveness and improving student learning. Under the theme Assessment, Dialogue and Change, the 2010 conference will explore translating information into action, as well as the integration of instruction, basic skills, student services, career and technical education, and college effectiveness structures.

More information about the Strengthening Student Success Conference can be found on the RP Group web site at [www.rpgroup.org/events/SSS10.html](http://www.rpgroup.org/events/SSS10.html). ♦

## ACADEMIC RESOURCE CONFERENCE 2011

**April 6-8, 2011** – Hyatt Regency in San Francisco, California. The Conference is co-sponsored by the ACCJC and the Accrediting Commission for Senior Colleges and Universities (ACSCU) of the Western Association of Schools and Colleges (WASC). The 2011 Conference theme is Higher Education's Third Horizon. Information about the Academic Resource Conference will be uploaded on the ACCJC website at: [http://www.accjc.org/workshops\\_meeting.htm](http://www.accjc.org/workshops_meeting.htm) and the ACSCU/WASC website at: [www.wascarc.org](http://www.wascarc.org). ♦

## STUDENT LEARNING AND ASSESSMENT RETREATS

The ACCJC offers workshops on topics designed to assist member institutions to meet Standards at all times. WASC (ACCJC and ACSCU) have been co-sponsoring Retreats on Student Learning and Assessment for

### ASSESSMENT LEVEL I SEPTEMBER 23-24, 2010

The Crown Plaza Anaheim Resort, CA. Level I retreats provide participants with presentations made by institutions that have begun assessment on their campuses. Topics include:

- assessing general education
- assessing the major
- assessing the co-curriculum
- developing and applying rubrics
- analyzing student learning
- improving curriculum and pedagogy

At the conclusion of the program, teams return home with campus implementation plans.

## COMMUNITY COLLEGE LEAGUE OF CALIFORNIA 2010 ANNUAL CONVENTION

**November 18-20, 2010** – Pasadena Convention Center. The theme of the conference: Sustaining the Legacy, *Making a Difference* reflects that the conference celebrates 100 years of the community college system's success in making a difference for student success and the CCLC's 20<sup>th</sup> anniversary of supporting student success. The program strands are: Teaching and Learning, Student Services and Student Success, Institutional Performance and Accountability, Community and Global Partnerships, Fiscal, Legal and Administrative Operations and Professional and Leadership Development.

More information about the Community College League of California (CCLC) 2010 Annual Convention & Partner Conferences can be found on the CCLC web site at: <http://www.ccleague.org>.

### ACCJC WILL PRESENT TWO PRE-CONVENTION WORKSHOPS ON THURSDAY, NOVEMBER 18, 2010

- *Increased Institutional Effectiveness through Program Review, Integrated Planning and Resources Allocation (9:00 a.m. - noon)*
- *Accreditation Liaison Officer Workshop (1:00 p.m. - 4:00 p.m.)*

### AND A FOCUS SESSION ON FRIDAY, NOVEMBER 19, 2010

- *Quality Institutional Practices that Support Student Success (9:45 a.m. - noon)* ♦

faculty and academic leaders for a number of years. More information about the Assessment Retreats and registration process can be found on the ACCJC website at: [http://www.accjc.org/workshops\\_meeting.htm](http://www.accjc.org/workshops_meeting.htm). ♦

### ASSESSMENT LEVEL II OCTOBER 21-23, 2010

The Crown Plaza Anaheim Resort, CA. Level II retreats provide participants with presentations from institutions with broad assessment systems in place that have successfully closed the loop based on assessment findings. Each participating team will share two promising practices from its own campus experience. Topics include:

- adapting the campus infrastructure to support the culture of evidence
- successful strategies for engaging faculty and other campus professionals in assessment
- a specific assessment study, including description of data collection, data analysis, and the impact of the study
- incorporating student learning outcomes into program reviews, and assuring the quality of campus assessment.

# Future Comprehensive 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 visits in the fall of 2010, the spring of 2011 and the fall of 2011 and review by the Commission at its January 2011, June 2011, and January 2012 meetings. 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.

## FALL 2010

(for January 2011 Commission Review)

Antelope Valley College  
College of Marin  
Evergreen Valley College  
Irvine Valley College  
Moorpark College  
Mt. San Antonio College  
Oxnard College  
Saddleback College  
San Diego City College  
San Diego Mesa College  
San Diego Miramar College  
San Jose City College  
Ventura College

## SPRING 2011

(for June 2011 Commission Review)

College of the Desert  
Cypress College  
Deep Springs College  
Fashion Institute of Design &  
Merchandising  
Fullerton College  
Merced College  
Victor Valley College  
West Hills College Coalinga  
West Hills College Lemoore

## FALL 2011

(for January 2012 Commission Review)

College of the Redwoods  
Columbia College  
DeAnza College  
Foothill College  
Fresno City College  
Lake Tahoe Community College  
Modesto Junior College  
Mt. San Jacinto College  
Reedley College  
Shasta College  
Solano Community College  
Willow International Center  
of Reedley College

# Revised Substantive Change Process

## MEETING SCHEDULE

During its June 21-22 2010 meeting the Committee on Substantive Change acted to change its yearly meeting schedule. In the future, the Committee will meet face-to-face for two days three times a year:

- November 4-5, 2010
- March 14-15, 2011
- June 23-24, 2011

## THE SUBSTANTIVE CHANGE REVIEW PROCESS

The substantive change review process consists of three steps. 1) Colleges must notify the Commission staff of a proposed change. If the change is determined to be substantive the college will be invited to complete a Substantive Change Proposal. 2) ACCJC staff will review the draft proposal and give feedback to the preparer and the college Accreditation Liaison Officer if the proposal requirements are not met or more information and revisions are necessary. 3) The college submits the final proposal as per staff instructions. No final proposals will be accepted any later than 30 days prior to the meeting when the proposal is scheduled to be reviewed.

## FEE SCHEDULE

Colleges requesting a substantive change review will be invoiced a \$500 fee per proposal at the time of the request. The U.S.D.E. has introduced additional requirements for accrediting commissions' policies and procedures for the review of substantive changes per July 1, 2010. Due to these changes, the fee for a change of ownership will increase. There may be restrictions and specific requirements related to adding new programs after requesting a change of ownership.

## REVISED PUBLICATIONS

The Substantive Change Manual is being revised to reflect the July 1, 2010 U.S.D.E. regulations for substantive changes. A guide for distance education and correspondence education is also being prepared. We will notify the field when the publications have been completed.

For more information about the substantive change process, please contact Dr. Susan Clifford at the ACCJC office. ♦

# Changes in Commissioners

## New Commissioners (Term Beginning July 1, 2010)



**DR. JOSEPH BIELANSKI** – Dr. Bielanski was selected to serve as a faculty member of the Commission. Dr. Bielanski has been associated with the Berkeley City College and the Peralta Community College District since 1991. He is the Past President of the District Academic Senate, a position he held from 2004 to 2009, and currently is Coordinator for Institutional Effectiveness at the district office and Articulation Officer at Berkeley City College. Dr. Bielanski received a Bachelor of Science Degree in Education from Ohio University, Athens, a Master of Arts in English from Miami University, Oxford, Ohio, a Master of Divinity and Master of Theology from the University of St. Michael's College and the University of Toronto, and a Master of Science in Rehabilitation Counseling from San Francisco State University. His Ph.D. in Educational Leadership is from St. Mary's College of California, Moraga. Dr. Bielanski has served on several accreditation evaluation teams.

**MR. CHRIS CONSTANTIN** – Mr. Constantin was selected to serve as a public member of the Commission. Mr. Constantin is Audit Manager with the Office of the City Auditor in San Diego. Prior to his current position he was employed as Senior Program Performance Auditor of the San Jose City Auditor's office. He has served as a member of the Board of Trustees of West Valley/Mission Community College District and the Board of Directors of Mission-West Valley Land Foundation. Mr. Constantin received a Bachelor of Science Degree in Industrial Systems Engineering from SCU San Jose and a Master of Public Administration from Syracuse University.



**DR. GARY DAVIS** – Dr. Davis was appointed to represent the Accrediting Commission for Schools of WASC. Dr. Davis' career has been in education. He has held numerous positions in the Oxnard High School District from 1965 to 2005 when he retired from the position as Superintendent. Dr. Davis received a Bachelor of Arts and a Master of Arts from Loyola University of Los Angeles and his Ph.D. in Education is from the University of Southern California.

**MS. SUSAN MURATA** – Ms. Murata was selected to serve as a faculty member of the Commission. She is Head Librarian of the Kapi'olani Community College. Prior to joining the Kapi'olani Community College she served as Head of Access Services of the University of Hawai'i. During her tenure at Kapi'olani Community College she has been a member of numerous college committees and she currently serves as a member of the Strategic Planning Committee and the Planning and Assessment Council. Ms. Murata has a Bachelor of Arts degree in Psychology and a Masters in Library Science from the University of Hawai'i at Manoa.



**DR. STEVEN KINSELLA** – Dr. Kinsella was selected to serve on the Commission as an administrative member for an unexpired term in October 2009. He has been appointed for his first term starting July 1, 2010.

## Reappointed Commissioners

**DR. MARIE SMITH** – Dr. Smith, a public member of the Commission, was reappointed for a second term beginning July 1, 2010.

# Changes in Commissioners

## Commissioners' Terms Expired

**MS. CHRISTINA L. DYER** – Ms. Dyer served two terms on the Commission beginning July 1, 2004. She was the representative of the Accrediting Commission for Schools of WASC which she also chaired from 2003 to 2005. Ms. Dyer served on the Commission's Substantive Change Committee from 2006 to 2008, the Policy Committee since 2005 and she chaired the latter for three years.

**MS. MARGARET TILLERY** – Ms. Tillery was a faculty member of the Commission from Allan Hancock College. She served two terms on the Commission from July 1, 2004. She has served on seven accreditation teams, and was a member of the Evaluation and Planning Committee from 2004 and the Substantive Change Committee since 2005.

**DR. NORVAL WELLSFRY** – Dr. Wellsfry was a faculty member of the Commission from Cosumnes River College. He served two terms on the Commission beginning July 1, 2004. During his tenure he participated on nine comprehensive evaluation teams and numerous follow-up teams. He served on the Policy Committee since 2004, the Eligibility Committee and Audit Committees since 2006, and served as Audit Committee Chair since 2008. ♦

## Staff Changes in the Commission

**DR. STEVE MARADIAN** left the Commission in May 2010.

**MS. DORTE KRISTOFFERSEN** joined the Commission staff on July 1, 2010, as Associate Vice President. Prior to joining the Commission she was Deputy Executive Director of the Hong Kong Council for Accreditation of Academic and Vocational Qualifications. She has served as Audit Director of the Australian Universities Quality Agency from 2004 to 2007 and as Deputy Director and Director of Development of the Danish Evaluation Institute from 1992 to 2004.

**MS. MINDY GRAHAM** joined the Commission on August 1, 2010, as Administrative Support Assistant. She provides overall administrative assistance to the ACCJC office and she will assist with the Substantive Change process. ♦

## Commission Seeks Applicants for Vice President of Policy & Research

The Commission is seeking an individual to serve in the position of **Vice President for Policy and Research**. The Vice President supports the work of the Commission's Policy Committee and the Evaluation and Planning Committee; supports institutional training for self study and team training; advises member institutions on Commission policy and Accreditation Standards; and is responsible for analyzing data and preparing reports for the Commission on a variety of aspects of member institutions, including annual report data and annual fiscal report data. The Vice President provides staff support to the Commission's periodic External Review and prepares the Commission's applications for recognition to the U.S. Department of Education.

The ACCJC is a private, non-profit organization. A full job description with a list of minimum qualifications benefits and remuneration can be downloaded starting August 20, 2010, on the Commission's website at <http://accjc.org/index.htm>. The deadline for applications is October 1, 2010; review of candidate materials will begin in September. ♦



**ACCREDITING COMMISSION**  
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