

Accreditation NOTES

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Changes in Commission Membership

Completion of Commissioner terms and resignations has changed the membership of the Commission. The following individuals completed terms at the end of June:



Mr. Ernest "Chuck" Ayala, a resident of San Francisco, completed the allowable two terms on the Commission. Mr. Ayala served the Commission as a public member. He has been president of the Board of Governors for the San Francisco Community College District as well as president and CEO of Centro Latino de San Francisco, a community-based agency serving seniors, youth, and families in the community. Mr. Ayala is active in civic affairs, and, among his many activities, has served as a Senator to the California Senior Legislature. Mr. Ayala was honored by his colleagues at the June meeting.

Dr. Margaret Hartman, Emeritus Provost and Vice President for Academic Affairs at California State University, Los Angeles, completed a second term as the representative of the Accrediting Commission for Senior Colleges and Universities. Dr. Hartman held the rank of Professor at California State University, Los Angeles before becoming an administrator and has had a long history of accreditation activities. Dr. Hartman was honored by her colleagues at the June meeting.



Mr. Michael G. Widener retired as Professor of History at Compton Community College and was no longer eligible to continue as a Commissioner. Mr. Widener has taught at Compton College since 1969, and has been active in the Academic Senate, serving as president and as vice president. He has also been active in recruitment activities for the college and has done public service with many community organizations. Mr. Widener has been on accreditation evaluation teams from 1972 to the present and has co-chaired standards for Compton Community College's accreditation self studies. Mr. Widener was honored by his colleagues at the June meeting.

Also completing her term on the Commission is **Ms. Jane Hallinger**. Ms. Hallinger is Associate Professor of English and Communications at **Pasadena City College** where she has taught since 1978. Her many activities include the presidencies of the Faculty Association of the California Community Colleges and The Californians. Ms. Hallinger has served on several accreditation evaluation teams and chaired self study standard committees on her campus. She was honored by her colleagues at the June meeting.



Newly selected Commissioners seated at the January meeting include:

Dr. James Albanese will serve as a public member. Dr. Albanese was Vice President for Business at Mt. San Antonio College for 20 years before his retirement. His accreditation activities include involvement in the task forces that developed the new standards, serving as the Accreditation Liaison officer for Mt. San Antonio College, and participating on seven evaluation teams, including chairing two teams. Dr. Albanese will serve on the Budget and Personnel Committee of the Commission. He is a resident of Whittier, California.

Ms. Tess Hansen teaches English at Foothill College and will serve as a faculty representative on the Commission. In addition to her teaching duties, Ms. Hansen co-ordinates the Puente Program for the college and serves as the Accreditation Liaison Officer. Other accreditation activities include work on the college self study and active involvement in the College's Outcomes Assessment network. Ms. Hansen has also served as a member of several comprehensive evaluation teams. Ms. Hansen will serve on the Evaluation and Planning Committee of the Commission



Ms. Margaret Manson is Professor of English and Women's Studies at Santiago Canyon College. She will serve as a faculty representative on the Commission. Ms. Manson has a long history of work in accreditation efforts, including service on comprehensive evaluation teams for both ACCJC and the School Commission of WASC where she chaired teams. She served as the Accreditation Liaison Officer as Santiago Canyon became an accredited institution. Ms. Manson served the Commission on a task force that discussed implementation of the standards adopted in June 2002. She will serve on the Substantive Change Committee of the Commission.



Mr. Floyd K. Takeuchi is President and Chief Operating Officer of a holding company that oversees seven companies including PacificBasin Communications, a media company based in Honolulu. He will serve as a public member. Through his activities as a journalist, Mr. Takeuchi has worked with community colleges in Hawaii, Guam, the Marshall Islands, the Federated States of Micronesia, and Palau and the Western Pacific for over twenty-five years. Mr. Takeuchi will serve on the Evaluation and Planning Committee of the Commission.



Dr. Larry N. Vanderhoef, Chancellor of the University of California, Davis, will represent the Accrediting Commission for Senior Colleges and Universities (ACSCU). Dr. Vanderhoef, who has served on the ACSCU since 1997, chaired the committee that revised the ACSCU by-laws. He serves on multiple boards and executive committees. Dr. Vanderhoef joined the UC Davis faculty in 1984 and was appointed Chancellor in 1994.



Resignation

Mr. Jack Hernandez, a second-term Commissioner, resigned from the Commission in early fall. Mr. Hernandez had served on the Commission for 7 years and was elected as Vice Chair last year. During his tenure with the Commission, Mr. Hernandez served on many evaluation teams, chaired several of the Commission's committees and was slated to serve as Chair. Mr. Hernandez is a faculty member at Bakersfield College where he teaches Philosophy and Critical Thinking. In addition to his activities as a faculty member, Mr. Hernandez has served the college as an administrator. An active member of the Substantive Change Committee of the Commission, Mr. Hernandez worked to establish the guidelines and procedures for assisting institutions in providing the Commission with information that facilitates the processing of substantive changes.

Associate Director Resigns

Associate Director **Dr. Gari Browning** resigned from effective June 30, 2003. Dr. Browning came to the Commission from Orange Coast College in October 1999. While at the Commission, Dr. Browning was actively involved in leading Project Renewal, the evaluation of current Commission accreditation standards that led to the creation of new standards. She also provided support to institutions new to accreditation, managed the Substantive Change process, trained team evaluators and member institutions on self study, and served as staff to the Policy Committee. Dr. Browning has assumed the post of Vice President of Instruction at College of the Desert.



Commission Appoints Associate Director

In late December, the Commission appointed **Dr. Deborah G. Blue** to serve as Associate Director, replacing Dr. Gari Browning. Dr. Blue comes to the Commission from the presidency at Laney College in the Peralta Community College District. Dr. Blue holds a doctorate from the University of Illinois in Speech and Hearing Science and has served as an administrator for several California community colleges. Her work with accreditation includes development of campus self studies, service on many evaluation teams, as well as serving as chair. Dr. Blue assumed her post in January.



Staff Associate

Institutional activity in modification of programs has increased markedly in recent years. In an effort to provide institutions with timely service as they prepare the documentation required for the Commission to consider Substantive Changes, the Commission has secured the services of **Dr. Lily Owyang** as a Staff Associate. Dr. Owyang has served in a variety of senior academic administrative posts at both private and public institutions in several states and is a Adjunct Staff Associate with the Accrediting Commission for Senior Colleges and Universities. Dr. Owyang received a doctorate from Boston State University and BS and Ms degrees from the Julliard School.

Commission Vacancies

Current Commission policy allows Commissioners to serve up to two three-year terms. As a result, four Commissioners are completing second terms, making these positions available for assignment this spring. Completing terms are Dr. Judith Endeman who represents the Schools Commission; Dr. Joyce Tsunoda who represents the Hawaii Community Colleges; Dr. Lucy Killea, a public member; and Mr. Garman Jack Pond, a faculty member. In addition, Dr. Jack Hernandez has resigned. The Schools Commission and the Hawaii Community Colleges appoint a member through processes of their own. Thus, the available positions resulting from completed terms and the resignation are as follows: a Public Member and two Faculty Members.

There are an additional four individuals completing first terms. Since Commission policy allows them to seek re-assignment to the Commission, these individuals may apply for a second term *along with other applicants*. The positions held by these individuals are one faculty, two administrators, and a representative of the Pacific Postsecondary Education Council. The Pacific Postsecondary Education Council appoints its own representative.

In summary, the Commission will be seeking applicants to fill three faculty positions, two administrative positions, and one public position. Announcement regarding the application process and deadlines will be made in mid-February.

Associate Director Position

Associate Director Dr. Darlene Pacheco, who has been on the Commission's staff for the past seven years has announced her intention to retire in June 2004. Accordingly, the Commission will be seeking applicants for this position in the next few weeks. An announcement describing details of the position and application information will be distributed in mid-February to all member institutions. Information on the position will also be published in the Chronicle of Higher Education and other professional publications.

Commission Policy Actions

June Adoptions

Policy on Commission Actions on Institutions

In accordance with Commission procedure, a policy is brought back to the Commission for a second reading and adoption after it has been circulated to the field and the Policy Committee has taken into consideration field comments.

This policy defines the actions which the Commission can take on institutions that are applicants for accreditation as well as those already accredited that are applicants for reaffirmation. One note of special interest regards the category of actions called *sanctions*—issuing of Warning, imposing Probation, and ordering Show Cause. In keeping with USDOE regulations, these actions now require that the institution be permitted to remain under sanction for a cumulative total of two years. If the concerns of the Commission are not resolved within this period, the Commission will take action to terminate accreditation.

The new policy was provided to member institutions and placed on the Commission web site.

Nationally Developed Policies

The Commission formally adopted several national policies. Past practice of the Commission had been to rely on the statements developed by national agencies on certain topics: refund of student charges, a policy statement on the role and value of accreditation, a policy statement on the rights and responsibilities of accrediting bodies and institutions, student recruitment and representation of accreditation, the closing of institutions, and the transfer of academic credit. This action formalizes adoption and use of these policies. They are included in the new Accreditation Reference Handbook .

Interregional Policies

The Policy Statement on Separately Accreditable Institutions is one of a set of policies developed by the Council of Regional Accrediting Commissions to establish and define the respective role of the regional higher education accrediting commissions in assuring quality and encouraging the improvement of affiliated institutions operating interregionally. The policies had been adopted by the Commission in June 2000. The Policy Committee of ACCJC has added criteria for identifying separately accreditable institutions.

January Adoptions

Policy and Procedures for the Evaluation of Institutions in Multi-College Districts or Systems

The policy will:

- Hold the district's colleges accountable for meeting Commission standards
- Ensure equitable evaluation of all institutions regardless of how they are organized
- Specify Commission expectations regarding the organizational "map"
- Require close cooperation between the colleges and the central office in developing the "map"
- Remove the option of colleges in multi-college districts/systems being evaluated separately
- Clarify the purpose of the district/system chair and visit
- Promote consistency in team reports and recommendations on issues that pertain to the district/system
- Clarify the role of accreditation in district/system programs and services

The Policy will now be distributed to member institutions and placed on the ACCJC web site.

Eligibility Requirements

Institutions wishing to be accredited by ACCJC must submit a report and evidence that they meet basic accreditation requirements as expressed in the Eligibility Requirements. Institutions undergoing comprehensive review must demonstrate continued compliance with these requirements as well. Adoption of this policy updates these requirements to assure their consistency with recently revised accreditation standards. The Eligibility Requirements will now be distributed to member institutions and placed on the ACCJC web site. An Eligibility Requirement added to the existing 20 is one on Academic Freedom. The requirement states that the faculty and students of the institution should be "free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general." It further notes that all institutions, regardless of their sponsorship or their affiliation, are expected to maintain an atmosphere in which intellectual freedom and independence exist.

January First Reading

In accordance with Commission procedure, a policy accepted for first reading is circulated to the field before being brought back to the Commission for a second reading and possible adoption. Following are four such policies. In each case, the policy is a nationally developed policy revised to become an ACCJC policy.

Policy on Benefits of Accreditation

This policy asserts that accreditation assures and improves the quality of higher education, thus serving students, institutions, and the public. It notes that the Commission serves as a gatekeeper for a threshold level of quality and functions to reinforce the core values of higher education: institutional autonomy, academic freedom, commitment to degree education, commitment to general education, and collegial governance. It further notes that the accredited status of an institution makes transfer easier for students as well as providing access to federal financial aid. Lastly, the policy speaks to the incentive accreditation provides for institutional improvement through self-evaluation and conforming to established standards of good practice as well as how the Commission guards against external encroachment that could harm institutional quality.

Policy on Closing a Postsecondary Educational Institution

This policy will require a governing board to inform all affected constituents of a potential closure as early as possible and address details of student completion, disposition of academic records and financial aid transcripts, provision for staff and faculty, disposition of assets, obligations to creditors, key governing board obligations, and coordination with ACCJC.

Policy on Award of Credit

This policy requires that institutions maintain policies and procedures that assure award of credit for educational experiences is based on the quality of student learning. Institutions are required to have identified student learning outcomes that students must meet at a defined level of performance to receive credit. Credits awarded for courses or educational experiences must be comparable in experience, quantity and nature to the credits awarded in other institutional courses and must be appropriate for higher education or pre-collegiate education. Award of credit earned through alternative methods of delivery or by parallel providers of training and education must also be consistent. The policy also requires that institutions clearly state requirements in policy and publish policies in documents used by all constituents.

Policy on Transfer of Credit

The majority of students attending two-year and community colleges typically attend more than one institution before completing a degree. This occurs in part because, among other things, students change schools as they change jobs and residences; they go into different professions, take courses through distance education, get training under the aegis of corporations, or seek global experience in foreign institutions. Transfer, thus, has become more complex, requiring greater flexibility on the part of institutions of higher education.

This policy asserts the Commission's commitment to facilitating student mobility by helping institutions to develop effective transfer of credit practices. The policy requires institutions to determine policies and practices that are clearly stated and which are fair to students, while providing for careful evaluation of credits that students wish to transfer. In evaluating credit, the institution is expected to insure that decisions are not made solely on the accredited status or the source of accreditation of a sending institution. The nature, content, and level of credit earned must be evaluated and compared to those of the receiving institution as well as the appropriateness and applicability of the credit earned.

The policy offers suggestions for implementation of balance in decisions on transfer as well as for developing accurate and timely information for students, the public, and other institutions.

References of interest to member institutions regarding transfer of credit include the following Council on Higher Education Accreditation (CHEA) publications:

A Statement to the Community: Transfer and the Public Interest (CHEA, November 2000)

This document discusses the roles and responsibilities of institutions, accreditors (national, regional and programmatic), and National Higher Education Associations in assuring quality.

A Framework for Meeting Transfer of Credit Responsibilities (A Fact Sheet, CHEA, May 2002)

This document contains four criteria that accrediting organizations and institutions might consider in making decisions about transfer of credit and academic quality: balance in the use of accreditation status in transfer decisions, consistency, accountability for effective public communication, and commitment to address innovation.

June Commission Institutional Actions

Reaffirmed Accreditation

American Academy of Dramatic Arts/West
Butte College
Chabot College
College of Alameda
East Los Angeles College
Laney College
Las Positas College
Los Angeles City College
Los Angeles Trade/Technical College
Palomar College
Southwestern College
Taft College
Vista Community College

Placed on Warning

Merritt College

Continued Probation

College of the Marshall Islands

Accepted Interim Report

Santa Ana College

Accepted Progress Report

Antelope Valley College
Bakersfield College
Cerro Coso College
College of Marin
College of the Marshall Islands
Gavilan College
Los Angeles College of Nursing and Allied Health
Porterville College
TransPacific Hawaii College

Accepted Progress Report with Visit

Diablo Valley College
El Camino College

Removed Warning and Reaffirmed Accreditation

American Samoa College
Ventura College

Special Report Accepted

Northern Marianas College--contract for audit
Peralta Community College District

Special Report Not Accepted

Northern Marianas College--financial report

Accepted Addendum to Annual Report

Barstow College

January Commission Institutional Actions

Reaffirmed Accreditation

American River College
Citrus College
College of Oceanering
Cosumnes River College
Napa Valley College
Sacramento City College

Granted Initial Accreditation

Folsom Lake College

Placed on Warning

Leeward College

Continued on Warning

Kauai Community College
Merritt College

Continued on Probation

College of the Marshall Islands

Accepted Interim Report With Visit

Rio Hondo College
Salvation Army Crestmont College

Accepted Progress Report

Heald College
Solano Community College
Yuba College

Accepted Progress Report with Visit

College of the Marshall Islands
Crafton Hills College
Merritt College

Accepted Focused Midterm Report with Visit

Hartnell College
Kauai Community College
Leeward Community College

Accepted Focused Midterm Report

College of the Sequoias
Golden West College
Honolulu Community College
Kapi'olani Community College
Maui Community College
Sierra College
Windward Community College

Accepted Midterm Report

Bakersfield College
Cabrillo College
Cerro Coso Community College
Coastline Community College
Gavilan College
Hawaii Community College
Marymount College
Orange Coast College
Porterville College
San Joaquin Valley College

Progress & Focused Midterm Reports not Accepted

Northern Marianas College

Higher Education Reauthorization Act and Accreditation

The Higher Education Reauthorization Act (HERA) is currently progressing through Congress. Congressional action on HERA is likely to continue through next fall, with the bill being concluded and passed sometime before summer recess just prior to the fall 2004 elections.

There is some thought that HERA may significantly impact accreditation; it is clear that several “stones” were lobbed at accreditation in the congressional hearings last fall. Senator Petrie’s committee suggested de-coupling accreditation from financial aid eligibility, for example, although those ideas were not brought to the new Congress in January. The Council for Higher Education Accreditation (CHEA) and the Council of Regional Accrediting Commissions (C-RAC) have begun actions to try to influence the legislation, particularly in the area of accountability for institutions and the ways in which that may affect accreditation. Accreditors will continue to engage in an informational campaign to inform Congress and staffers about U.S. accreditation and about the value of a peer-based evaluation system. The dominant themes being considered by Congress are:

Accountability and Public Disclosure

There are beliefs of varying strengths that institutions should be more accountable to the public for student outcomes and for institutional performance. There is also a belief that accreditation, as the nation’s quality control process, should also be more accountable for the failures of institutions. There will be a decided push for more institutional accountability and there is likely to be a push for accreditors to collect and use more data in making accreditation decisions. C-RAC met with Assistant Secretary of Education Sally Stroup in April to discuss what the regional accreditors might be able to do to address Congress’ interest in accountability and public disclosure. C-RAC returned for a second meeting in September with some suggested formats that could be used by all accreditors to collect institutional data.

Access and Equity

Congress continues to be concerned with providing all Americans access to higher education in an equitable way.

This interest is manifest in Congress’ concerns that financial aid be available to assist needy students, that diverse institutions and delivery systems be supported so that students can gain physical access to higher education, and concerns that students be treated equitably. These ideas are perhaps the broadest, and most easily applied to a range of specific issues or concerns. For example, the difficulty that community college students have in transferring credit to four year institutions can be seen as an equity issue.

Many in Congress are concerned that higher education credits earned at one institution may not readily transfer to another institution, with the result that students cannot change institutions (i.e., the classic difficulty of community college transfer students) or have to repeat course or course content if they do transfer (the classic difficulty of students who have earned credits at non-regionally accredited institutions or at non-accredited institutions). Access, equity, affordability and public disclosure themes all figure strongly into discussions of transfer of credit. Accreditors are under intense pressure to improve institutional willingness to evaluate transfer of credit on the basis of merit; ACCJC has acted on a first reading of its transfer of credit policy.

Affordability

Congress is concerned with maintaining the affordability of higher education. There is much discussion that higher education is “too expensive” and that the costs of tuition, fees and expenses associated with higher education are growing beyond reach of some students. Linked to the issue of affordability is the issue of “waste.” Congress is concerned that students’ time and money not be wasted in needless repetition of courses; some are concerned that students not “waste” time trying to find their majors and attend a baccalaureate college for more than four years.

There is pressure to make financial aid available to more institutions, particularly institutions providing distance education in order to provide more students with financial aid and access to higher education. Related to that, Congress is concerned that financial aid not be wasted by transfer of credit problems or by drifting students who don’t complete their selected majors. Included in the discussions of financial aid are some “time to degree” discussions.

News from Western Pacific Colleges

American Samoa College

The college, the only public post-secondary institution in American Samoa, enrolled 1,537 students for the fall term, a substantial rise in enrollment. Distance learning and service learning were part of the curriculum available to students this past academic year. The college also recently dedicated a new library. The college continues its efforts to establish a four-year teacher education program which will serve the people of the region and has received a federal grant to assist in this effort.

Northern Marianas College

An A.A. Degree in International Business was created to replace the previous A.A. Degree in Pre-Business. This new degree program has a strong emphasis on general education so that students can easily transfer credits to other US postsecondary institutions. To introduce students to the business opportunities in a global marketplace, a new International Business course was created as a component of the degree program. Early in the 2002-2003 academic year, the former Student Services Division was reorganized into the Student Development Division; its mission is to provide students with programs that develop interpersonal, intellectual, wellness, and leadership skills as well as ensure the emotional growth and development of all students. Northern Marianas College seeks to establish a new direction by turning higher education into a major economic industry in the Commonwealth. The project that comes from this new direction has been coined *Pacific Gateway USA*. It proposes to attract international students interested in studying in the US to the college as the gateway to an American college education. Northern Marianas College plans to offer these students associate degree studies as a gateway to other U.S. colleges and universities. It is hoped that the economic impact from the influx of international students to the college will be significant.

Palau Community College

At the college's 40th commencement exercises, fifty-three students graduated with AA/AS degrees, and seventy-seven students received Certificates of Achievement. A highlight of the graduation was the awarding of Master's Degrees in the field of Educational Leadership to eighteen students who were the first cohort to enroll in the San Diego State University on-line program in 2000. The eighteen graduates included members of the college faculty and employees of the Ministry of Education.

Following what has become a popular trend among young Palauan men and women in the past few years, seventeen current and former Palau Community College students were inducted into the United States Armed Forces at the grounds of the Office of the President of the Republic of Palau. These students were among the thirty-three Palauans who have opted to join the U.S. Armed Forces during the year.

A Summer Apprentice Training program for high school teachers was a huge success with the college awarding certificates to all six participants who all hail from the neighboring island State of Yap, FSM. Because of its success, the College expects to continue it next year.

A \$1.1 million grant was awarded to Palau Community College to fund the Upward Bound Math & Science Program. The grant, which is for a five year period, will serve fifty high school students each year from all the six high schools in Palau.

College of the Marshall Islands

The college has suspended academic operations at the Gugeegue campus in order to rebuild and develop the appropriate institutional support for that campus. This campus has served the needs of Ebeye, the second largest population center in the Republic of the Marshall Islands. Closing of the Gugeegue campus closed in May of 2002 left many students unable to attend college.

The college is developing student learning outcomes for all courses. The English Department and Math Department have developed a set of learning outcomes for all courses in their departments and are comparing these outcomes to various standardized tests. The English Department has revised its writing assessment instrument and provided additional training to faculty scoring the writing tests to provide greater inter-rater reliability. CMI will then need to assess the effectiveness of teaching in relationship to these outcomes.

The Ministry of Education in conjunction with the college has obtained a three year Teacher Quality grant for over \$4,000,000. The Ministry of Education and CMI will provide matching funds of over \$4,000,000. Since over 40 percent of the public school teachers do not have an Associate's Degree, this project is crucial to an effort designed to improve the quality of teachers in the Republic of the Marshall Islands at all levels.

Teachers with an Associate's Degree will pursue a Bachelor's Degree. It is expected that all public school teachers will possess at least an Associate's Degree by 2006.

Although the college has an excellent maintenance program, the buildings on the main campus are in need of replacement. The site was originally a hospital and no longer meets the academic needs of the college. The college is working on a long range academic plan that includes enrollment projections to be used by an engineering consulting firm in the development of a Master Plan. The college will then need to obtain capital funds to rebuild a new campus in Majuro.

College of Micronesia--Federated States of Micronesia

Enrollments at the college have demonstrated slight increases since the last report. Summer enrollments for the six campuses totaled 1,237 students, while combined enrollments this fall for all campuses stands at 2,665 students. The college continues to anticipate increased enrollments with each succeeding year for the next few years.

Along with accreditation efforts, COM-FSM has been continuously involved in the further development and application of student learning outcomes. Training has been conducted at each of the campuses and follow-up training is being scheduled. Most departments and divisions are moving ahead in this area.

The Pohnpei State Campus, located in Kolonia, has been a leader in the development and implementation of vocational education programs. One example is the Hotel and Restaurant Management Program where the "Blue Plate Café" has become a popular breakfast site for hungry students, faculty, neighbors, and business people. The staff of the "Blue Plate Café" has also been involved in training shipboard cooks and coxswains in the area of food service for the FSM Patrol Boats. A special graduation "Thanksgiving" dinner prepared by these newly trained food service managers was hosted on November 27th.

At the Kosrae Campus, the new Micronesian Plant Propagation Center continues to be busy in the genetic engineering of plant tissue cultures (Taro, Citrus, and Vitamin-A-Rich Bananas), along with continued research in the area of plant diseases. This site is also being used extensively in training agricultural workers and

researchers from throughout the region. Recently, researcher Dr. Josekutty and one of his students presented scholarly research papers at an international conference held in Portland, Oregon. The distinguished audience of academics were doubly impressed when they discovered that the student only had a two-year degree.

In Yap, the College divides itself between the Yap State Campus and the FSM Fisheries and Maritime Institute (FMI). The Yap Campus is fast distinguishing itself with its vocational education program in electronics, while the FMI is further developing and refining its program offerings. Current enrollments at the FMI include students from each state of the FSM and from Palau. The addition of a new training vessel has enabled training to move to a higher level. A renewal of a training grant from the Japan International Cooperation Agency (JICA) has provided additional expertise from JICA experts in the area of fisheries and marine engineering. The FMI is continuing with its popular workshops for local fishermen, which includes survival techniques and training on outboard motor maintenance.

Guam Community College

The college started the academic year dealing with the aftermath of Typhoon Chata'an. The typhoon had done manageable damage, but was followed by Typhoon Pongsona which blew away three classrooms, left the administration building basically unusable, damaged the campus fiber optic network, disabled the outside lighting, damaged the library, and did heavy water damage. Recovery was delayed because the typhoon started a gasoline tank fire that resulted in gasoline rationing and virtual paralysis of the island. The delay in cleanup permitted heavy mold and mildew build up. Damage from the typhoon totaled \$2.3 million. Major typhoons such as this deliver three blows: the storm itself, the heavy drain on governmental cash reserves to fund recovery, and the loss in tourism revenue. This usually starts a cycle of governmental adjustments to appropriations and cash releases, resulting in serious budget problems.

Despite the trauma of the past year, the college continues to move ahead with its assessment programs in instruction and student services, as well as in most of the other departments of the college. Enrollments, after a brief dip immediately following the typhoon, returned to normal levels in the summer and fall semesters. The college's students are being served.

ACCJC Training

The last of ACCJC member institutions using the 1997 Commission standards will receive comprehensive visits in February and March of this year. Those institutions scheduled for visits in academic year 2004-2005 have been launching self studies and developing self study reports using the Commission's 2002 standards. In support of these efforts, Commission staff provided self study workshops throughout the fall semester to the twenty-two institutions to be visited. The training was done in several locations in an effort to minimize travel. In addition, the thirteen colleges scheduled for fall 2005 visits have also attended training. Those colleges with visits scheduled for spring 2006 will be trained in late February, completing the training for comprehensive visits through spring 2006.

Teams visiting the colleges piloting the 2002 standards also required special training. In effort to insure consistency, team members were all trained at one time, as were the chairs for these teams.

Training for staff from colleges in Hawaii and the Western Pacific was held on Wednesday, September 10 and Thursday, September 11, 2003. Kapiolani Community College in Honolulu hosted the meetings. Staff trained Accreditation Liaison Officers regarding their duties and responsibilities to the college and to the Commission the morning of September 10. In the afternoon, staff reviewed the new standards with college administrators. Thursday morning was devoted to review of the newly-developed Draft Guide for Evaluating Institutions and the Draft Self Study.

ACCJC has been partnering with AAHE in doing workshops on assessment of student learning for member institutions. The most recent one was held in San Ramon; another is scheduled for late March in Hawaii.

ACCJC has also joined the Research and Planning Group (RP Group) in their successful efforts to train on assessment. The RP group did a series of excellent workshops in the fall semester at various locations throughout the state. Plans are to offer workshops in the spring semester as follows:

Feb. 20 - Mt. San Antonio College
March 12 - Chabot College
April 2 - Ventura College
April 16 - Sacramento City College

Register via www.rpgroup.org

Comprehensive Visits

Under current U.S. Department of Education regulations, ACCJC must provide opportunity for third-party comment regarding institutional qualifications for accreditation. The institutions noted below are scheduled to undergo a comprehensive visit in academic year 2004-2005 and a review by the Commission at its June 2004 and January 2005 meetings. Third-party comment on these institutions should be made to Executive Director Barbara A. Beno at 10 Commercial Boulevard, Suite 204, Novato, CA 94949. For consideration, such comment must be submitted in writing, signed, accompanied by return address and telephone number, and received no later than five weeks before the scheduled Commission meeting.

Allan Hancock College
Brooks College
Chaffey College
College of Micronesia-FSM*
College of the Siskiyous*
D-Q University
Glendale Community College
MiraCosta College*
Monterey Peninsula College
Palau Community College*
Santa Monica College*
West Hills College, Lemoore

* These colleges are piloting the ACCJC 2002 standards

Comprehensive Visits Fall 2004

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

Colleges visited in fall 2004 are the first mandated to use ACCJC's 2002 Standards.

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