

New ACCJC Manuals

The Commission has developed a new and comprehensive *Manual for Self Evaluation of Educational Quality and Institutional Effectiveness* (Manual for Institutional Self Evaluation for short). It replaces the former *Self Study Manual*. Colleges with comprehensive visits in the fall 2012 and beyond are required to use the new Manual.

The revisions have been driven by feedback from member institutions as well as from the Commission that the Manual for Institutional Self Evaluation could be clarified to help promote more effective institutional improvement and self evaluation processes and reports. The Manual also includes more information about requirements related to U.S. Department of Education regulations.

The major changes to the Manual include:

- Instructions on the presentation of data on student achievement at the institutional level, and requirements that it be disaggregated in some cases to examine student outcomes among different groups of students or among students receiving education through different delivery modes or sites.
- All evidentiary information included in the Institutional Self Evaluation Report must be presented with the various Accreditation Standards and sub-sections, where reference to the information is relevant.
- A requirement for institutions to address how they meet Commission policies that are not integrated into the Standards in a separate section of the institutional Self Evaluation Report.
- Explication of the roles of the CEO and the ALO in institutional self evaluation and ongoing quality assurance.
- More examples to assist institutions in presenting the delineation of college and district functions in multi-college districts/ systems.

The Manual also introduces several new key terms to more accurately describe processes and documents in the self evaluation process. These are:

KEY TERMS

Previous Term	New Term
Comprehensive Institutional Review	Educational Quality and Institutional Effectiveness Review
Self Study Manual	Manual for Institutional Self Evaluation
Self Study Process	Institutional Self Evaluation process
Self Study Report	Self Evaluation Report of Educational Quality and Institutional Effectiveness Short version: Institutional Self Evaluation Report
Self Study Training	Self Evaluation Training
Team	Evaluation Team
Team Evaluation Process	External Evaluation Process
Team Report	External Evaluation Report of Educational Quality and Institutional Effectiveness Short version: External Evaluation Report
Team Training	Peer Evaluator Training
Team Visit	Site Visit

The *Team Evaluator Manual* will undergo a major revision in 2012 to reflect the changes made to the Self Evaluation Manual.

The *Substantive Change Manual* has been revised to include the current U.S. Department of Education's new regulations for substantive changes that came into effect in July 2010 as well as clarifying the subsequent required elements of a Substantive Change Proposal. The Manual describes the principles and rationale underlying substantive change, provides a list of changes the Commission considers substantive with examples and key considerations, and outlines the steps in the review and approval process. It also includes the particular elements for inclusion in substantive change reviews for a new campus or additional location, a new educational program or instructional delivery mode, i.e., distance or correspondence education.

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The changes the Commission considers substantive are:

- Change in mission, objectives, scope or name of the institution
- Change in the degree level from the two-year associate degree, e.g., a four-year baccalaureate degree
- A change in the intended student population
- The closure of an institution
- Change in the location or geographic area served
- Establishing an additional location geographically apart from the main campus at which the institution offers at least 50% of an educational program
- Closing a location geographically apart from the main campus at which students were able to complete at least 50% of an educational program
- Change in control of the institution
- The acquisition of another institution, or any program or location of another institution
- Contracting the delivery of courses or programs in the name of the institution with a non-regionally accredited organization
- A change by a parent institution for one of its off-campus sites into a separate institution
- Change in courses or programs or their mode of delivery that represents a significant departure from current practice—new programs, degrees or certificates or the addition of courses that constitute 50% or more of a program offered through distance, electronic, or correspondence education
- A change in credit awarded—a change from clock hours to credit hours or the reverse
- Any other significant change that represents a significant departure from the previous reaffirmation of accreditation.

The Substantive Change Manual will be effective for substantive change reviews beginning fall 2011.

The July version of the *Accreditation Reference Handbook* (ARH) is available on the ACCJC website under Publications and Policies. Please refer to this version of the ARH for the ACCJC Eligibility Requirements and Commission policies.

All manuals are available on the ACCJC website at: www.accjc.org on the Publications and Policies page.

Substantive Change: 2011-2012

The new federal requirements related to substantive change are presented in the June 2011 ACCJC Substantive Change Manual, available on the ACCJC website under Publications and Policies. Scheduled meetings for the ACCJC Committee on Substantive Change are November 14-15, 2011, March 12-13, 2012 and May 10-11, 2012.

A NOTE TO CALIFORNIA PUBLIC COLLEGES REGARDING SB 1440

The same substantive change review elements apply to changes in degrees related to this legislation. In other words, institutions should take steps, as appropriate, to notify Commission staff of potential changes so that it can be determined if a substantive change review is required. Generally, if the change is a repackaging or restructuring of a curriculum already offered by the college, it will not require a Substantive Change Proposal. However, if a significant number of courses are new to the college's curriculum, the required elements for submitting a Substantive Change Proposal apply.

The first step in the substantive change review process is to communicate to the Commission's staff (via email or U.S. Postal Service) a description of the proposed change, the need for the change, and the anticipated effects. Early notification enables staff to provide information and advice about the proposed change and if required, assist the college in preparing a complete proposal. ACCJC staff assigned to facilitate the substantive change process is Vice President Dr. Susan B. Clifford, sclifford@accjc.org. ♦