



CHABOT
COLLEGE

Self-Evaluation Workshop

Facilitated by Kevin Bontenbal
ACCJC Vice President and
Staff Liaison

October 16, 2026

ACCJC
Outcomes | Innovation | Improvement

ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES

ACCJC.ORG

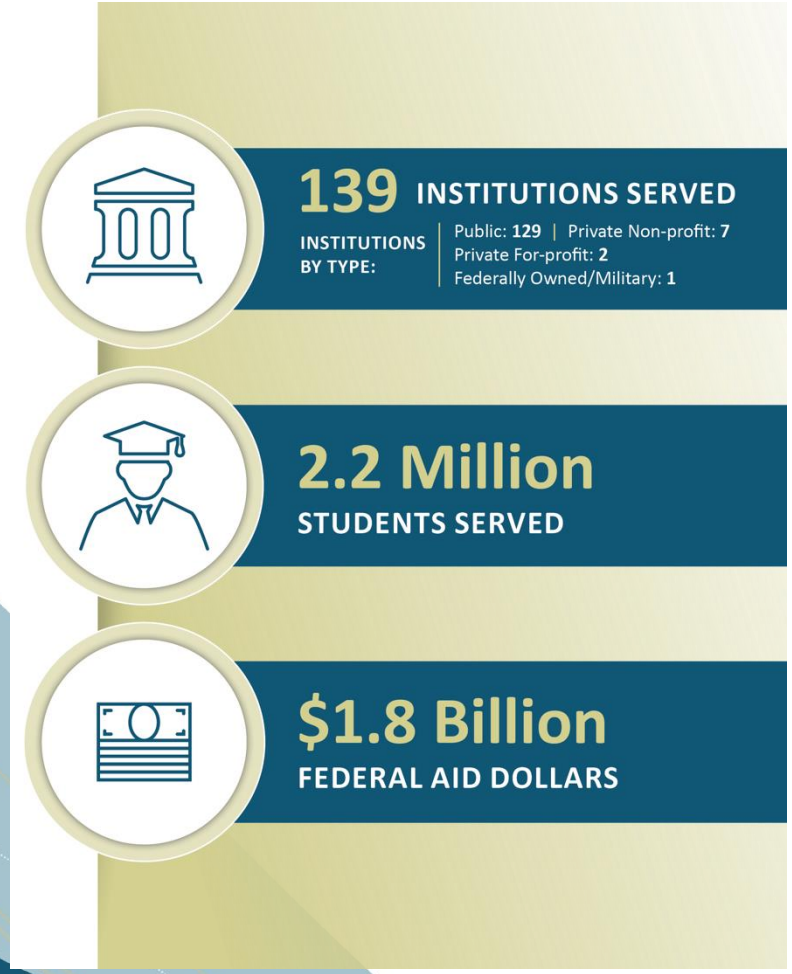
Agenda for Today

1st hour	Understanding the accreditation context Applying a growth mindset to Institutional self-evaluation Using data to reflect on your mission
	Break! ☺
2nd hour	Advancing your mission and increasing student success Valuing data transparency and story-telling
	Break! ☺
3rd hour	Interpreting and applying the Standards (breakout groups activity) Developing the Institutional Self-Evaluation Report

What is ACCJC?

- Only recognized institutional accreditor specializing in two-year colleges across the United States, including California, Hawai‘i, the Western Pacific, Arizona, Nevada, and New York
- Committed to quality through the creation and application of higher education standards
- 19 Member Commission, elected by ACCJC member institution CEOs
- Experienced volunteer peer reviewers who evaluate and visit member institutions
- Advocate for membership and two-year higher education
- ACCJC has 10 permanent staff who carry out the day-to-day operations
  - 4 Vice President Liaisons who support a portfolio of institutions

The Role of ACCJC



- Authorized by the U.S. Department of Education as a reliable authority on the quality of education
  - Allowing institutions of higher education access to **federal financial aid**
  - Working **collegially** with member colleges to advance educational quality
- Sets institutional policy that is aligned with federal regulations and good practice in accreditation and peer review
- Decision-making body regarding the accredited status of member institutions

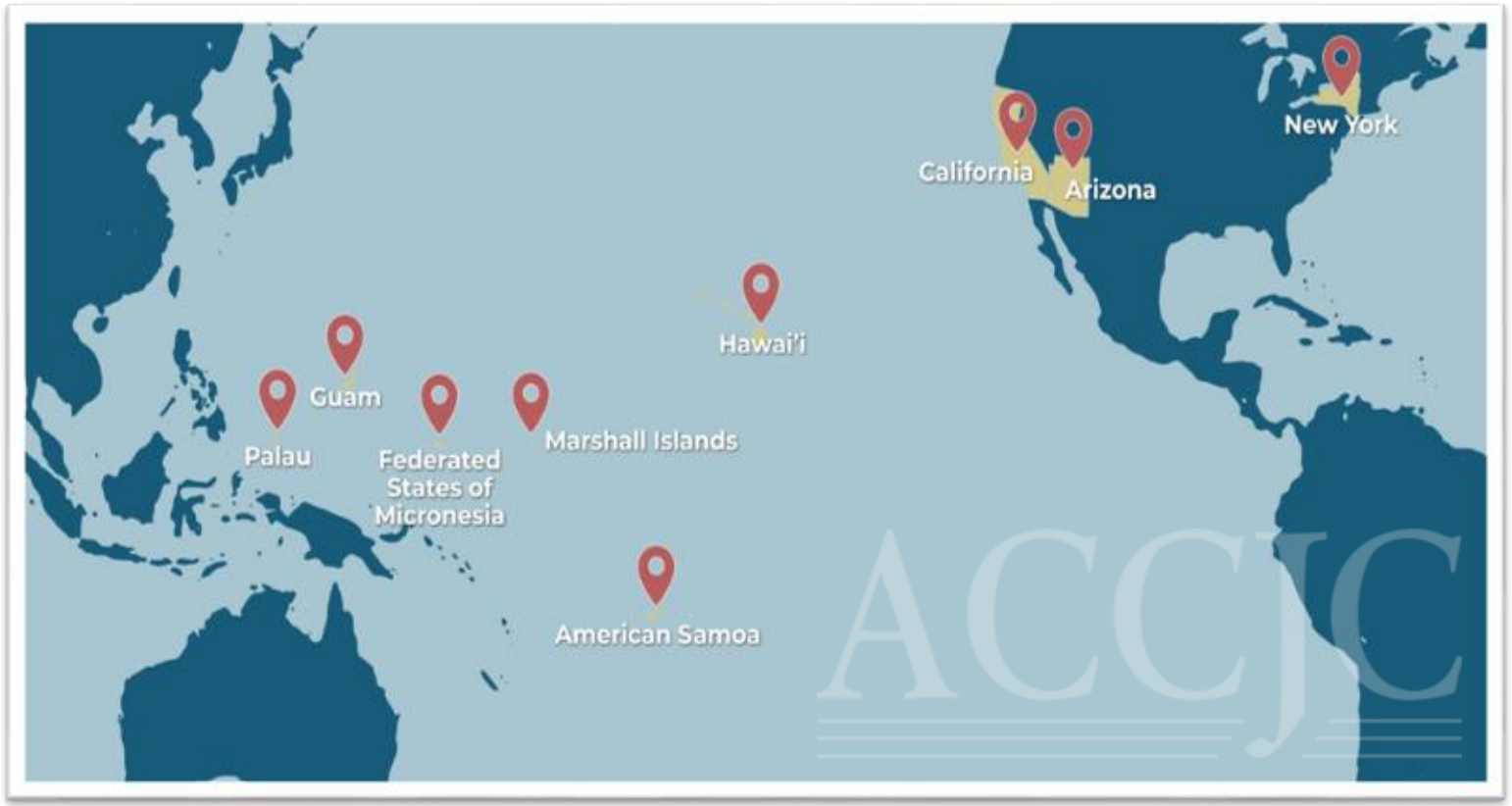
ACCJC's Member Institutions

Similar Educational Purpose

- Primary mission centered on granting **associate degrees**

Diverse Structures & Cultures

- Public & private
- Non-profit & for-profit
- Parochial & vocational
- Urban & rural
- Range of sizes
- Range of org. structures

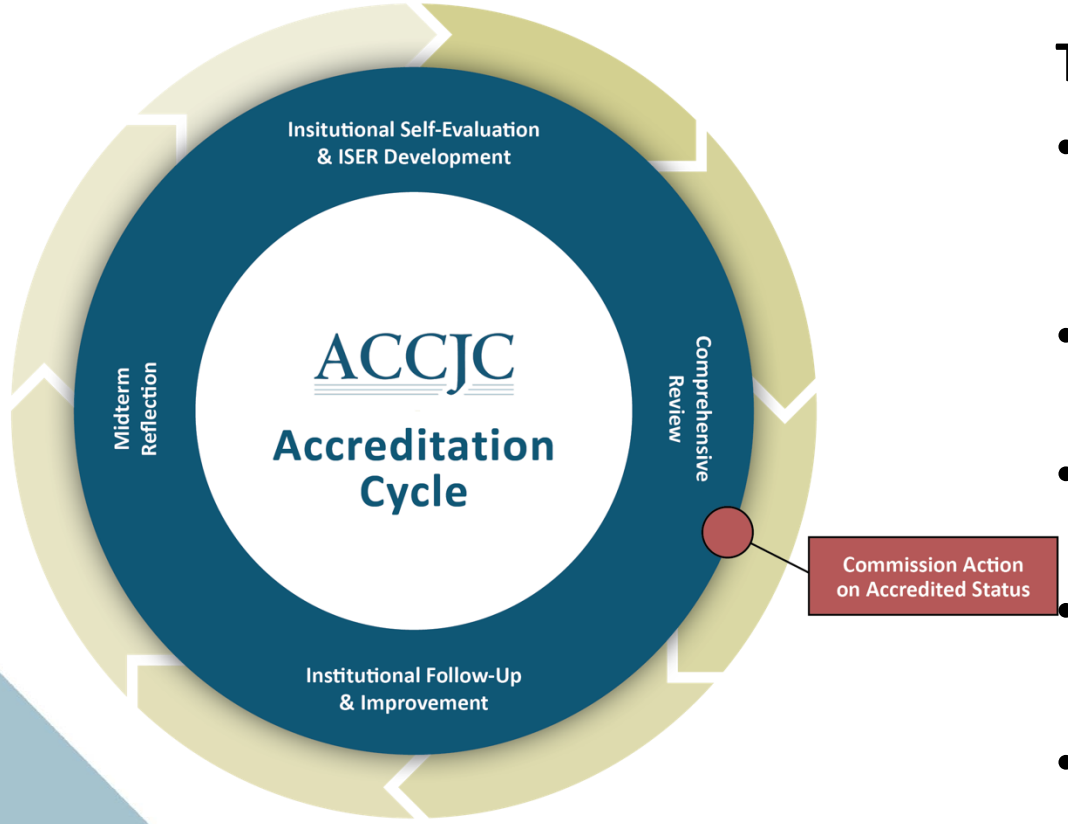


ACCJC's Mission and Values

The ACCJC supports its member institutions to advance educational quality and student learning and achievement. This collaboration fosters institutional excellence and continuous improvement through innovation, self-analysis, peer review, and application of standards.



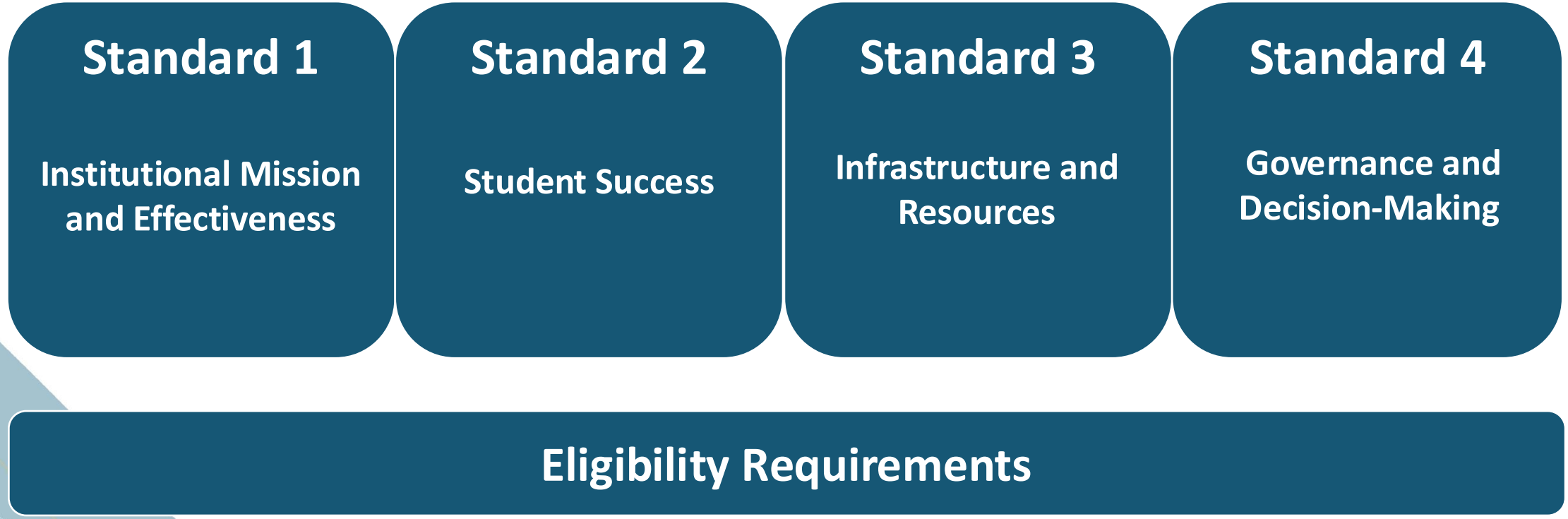
ACCJC's Accreditation Cycle



Types of reports submitted during the cycle:

- **Institutional Self-Evaluation Report (ISER)**
  (Required for all members every 7 years and moving to an 8-year cycle as institutions are reaffirmed with new Standards)
- **Follow-Up Reports**
  (Only when required by the Commission)
- **Midterm Reports**
  (Required for all members 4th year after comprehensive review)
- **Annual Report and Annual Fiscal Report**
  (Required for all members on an annual basis)
- **Substantive Change**
  (Required for all members under specific circumstances)

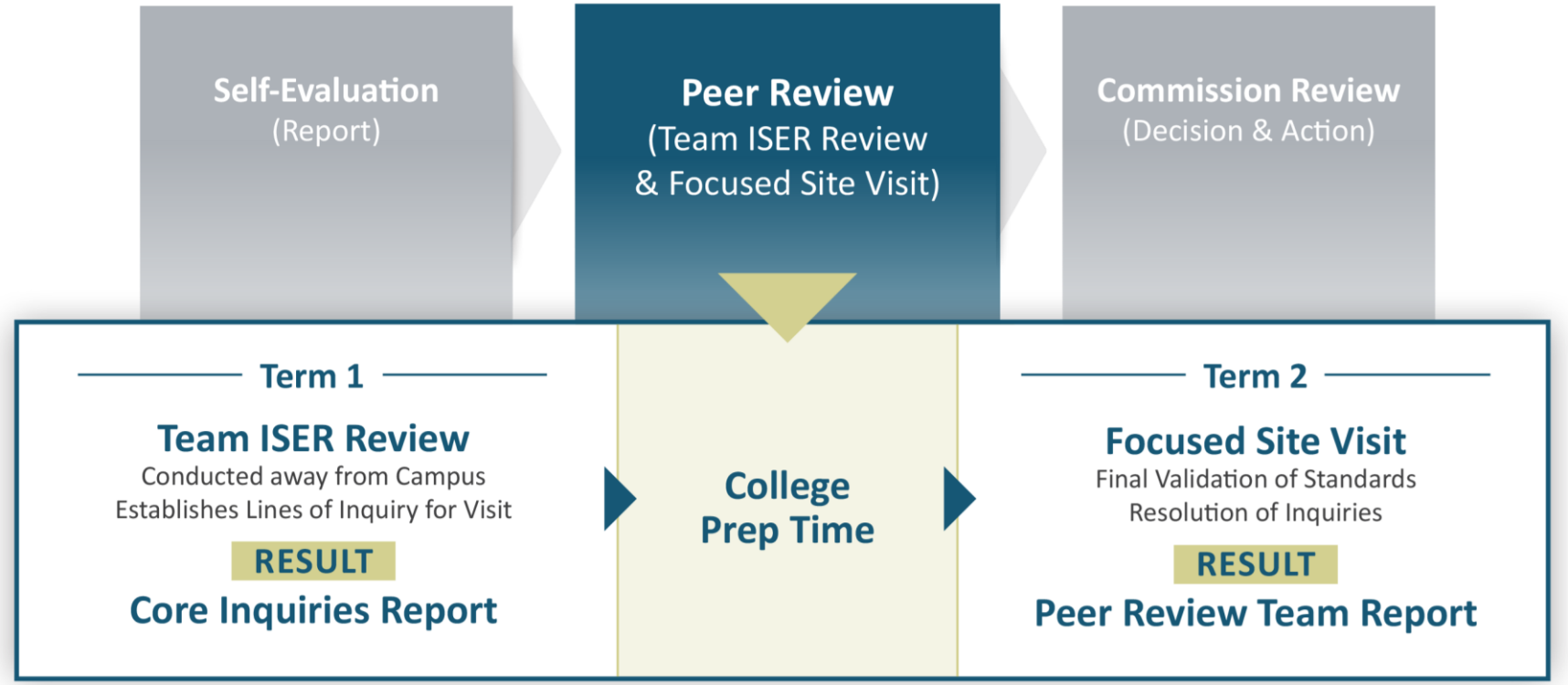
Four Interconnected Standards, Building on ERs



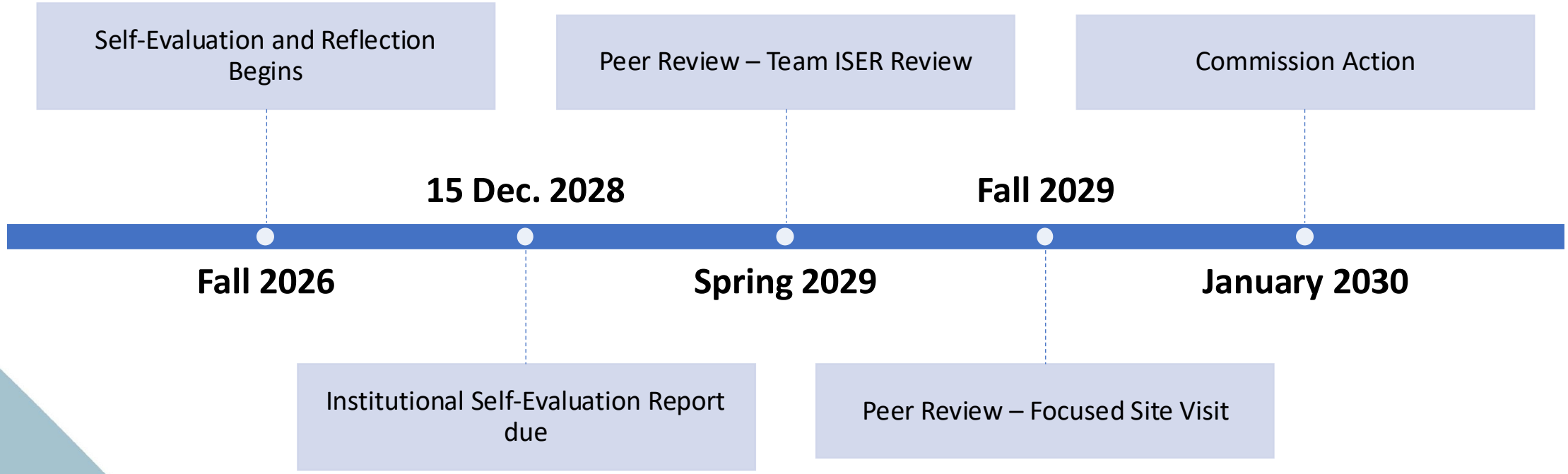
Overview of ACCJC's Comprehensive Review Process



Comprehensive Peer Review – A Closer Look



Timeline Overview



ACCJC assistance & support throughout the process

Today's Workshop Learning Outcomes

- Engage in the self-evaluation process to advance your mission and student outcomes
- Interpret 2024 Accreditation Standards
- Write a concise, reflective, and evidence-based report

Why engage in accreditation work?

Vision

Chabot College empowers students to reach their academic and career goals and to lead in sustainability, innovation, and equity in their communities and the world.

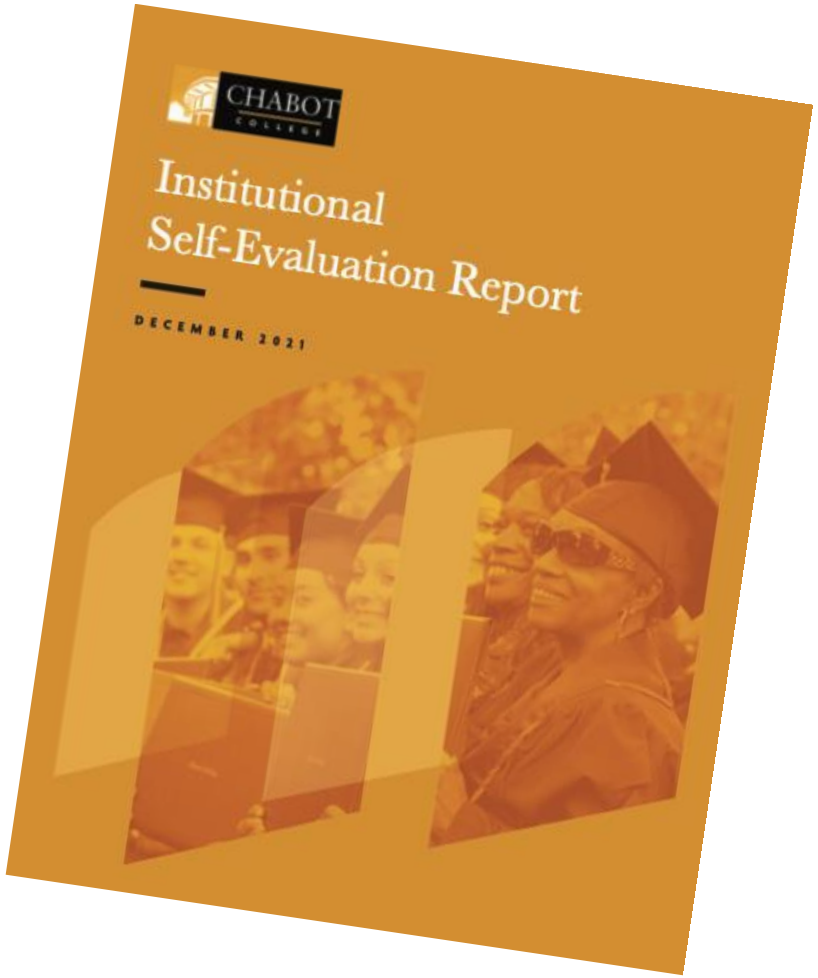


Values

Learning and Teaching
Community, Inclusion, and Equity
Integrity: Individual and Collective Responsibility
Innovation, Growth, and Sustainability

The self-evaluation is an opportunity:

- To reflect on your mission
- To share your story
- To plan for your future



What is the mission of Chabot College?

Reflecting on Your Mission – What Story does your Data Tell?

Chabot College
Student Success Core Service Completion by Student Characteristics
Fall 2021 All Students

		Completed 3 Core Services		Completed 1 or 2 Core Services		Completed no Core Services	
Total*		num	pct	num	pct	num	pct
11,991	100%	4,282	36%	4,029	34%	3,680	31%
Gender		num	pct	num	pct	num	pct
Female		2,396	39%	2,280	37%	1,478	24%
Male		1,823	33%	1,674	30%	2,052	37%
Other/Unknown		63	22%	75	26%	150	52%
Race-ethnicity		num	pct	num	pct	num	pct
African-American		363	34%	432	41%	269	25%
Asian-American		801	42%	628	33%	496	26%

Age	Completed 3 Core Services num	pct	Completed 1 or 2 Core Services num	pct	Completed no Core Services num	pct
19 or younger	1,478	43%	1,266	37%	664	19%
20-21	1,101	56%	534	27%	320	16%
22-24	865	50%	437	25%	419	24%
25-29	399	23%	680	39%	663	38%
30-39	280	16%	630	35%	876	49%
40-49	102	14%	287	38%	365	48%
50 or older	57	9%	195	31%	373	60%
Enrollment Status	num	pct	num	pct	num	pct
First time any college	789	35%	936	42%	514	23%

Chabot College
Overall Success Rates* by Course Modality, Fall 2017 to Spring 2025

		Spring 2025							
		1. Success		2. Non-success		3. Withdrawal		Total	
		Num	Pct	Num	Pct	Num	Pct	Num	Pct
Online Modalities	Asynchronous	9,078	74%	1,699	14%	1,560	13%	12,337	100%
	Synchronous	251	65%	71	18%	63	16%	385	100%
	Combined	354	64%	89	16%	109	20%	552	100%
	Total	**9,683**	**73%**	**1,859**	**14%**	**1,732**	**13%**	**13,274**	**100%**
Face-to-Face		**9,522**	**77%**	**1,653**	**13%**	**1,208**	**10%**	**12,383**	**100%**
Hybrid		**2,072**	**65%**	**589**	**19%**	**514**	**16%**	**3,175**	**100%**
Hyflex		**49**	**100%**	**0**	**0%**	**0**	**0%**	**49**	**100%**
Other/Unknown*		**3,435**	**93%**	**88**	**2%**	**151**	**4%**	**3,674**	**100%**
Total		24,761	**76%**	4,189	**13%**	3,605	**11%**	32,555	**100%**

*Starting Spring 2022, other/unknown includes apprenticeship classes, dual enrollment classes, and Sheriff's Academy classes. The course modality info of these classes is not contained in the IR dataset; hence they are coded as 'Other/Unknown.'

Chabot College
Student Success Services Completion Status - At a Glance

Number of Students

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Number of all students:	14,220	12,946	11,991	11,544	13,066
Number of new students:	2,506	2,147	2,239	2,575	2,859

Completion of Core Services*

		Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
All Students	Completed 3 Core Services	5,574	**39%**	4,837	**37%**	4,280	**36%**	4,159	**36%**	4,802	**37%**
	Completed 1 or 2 Core Servi	4,662	**33%**	4,351	**34%**	4,030	**34%**	3,744	**32%**	4,086	**31%**
	Completed no Core Services	3,984	**28%**	3,758	**29%**	3,681	**31%**	3,641	**32%**	4,178	**32%**
New Students	Completed 3 Core Services	1,336	**53%**	847	**39%**	788	**35%**	1,075	**42%**	1,342	**47%**
	Completed 1 or 2 Core Servi	906	**36%**	892	**42%**	937	**42%**	854	**33%**	902	**32%**
	Completed no Core Services	264	**11%**	408	**19%**	514	**23%**	646	**25%**	615	**22%**

Chabot College
Student Outcomes at a Glance

Number of Students

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Number of students:	12,945	11,991	11,544	13,066	13,808	14,356
Number of new students:	2,147	2,239	2,575	2,859	3,082	2,677

Course Success and Withdrawal Rates

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Success	71%	68%	71%	70%	74%	**76%**
Non-success	9%	14%	15%	16%	14%	**13%**
Withdrawal	20%*	18%	14%	14%	12%	**11%**
Total Percentage	100%	100%	100%	100%	100%	**100%**

*In Fall 2020, 8% are regular withdrawals and 12% are extraordinary withdrawals.

https://www.chabotcollege.edu/ir/success-and-outcomes.php

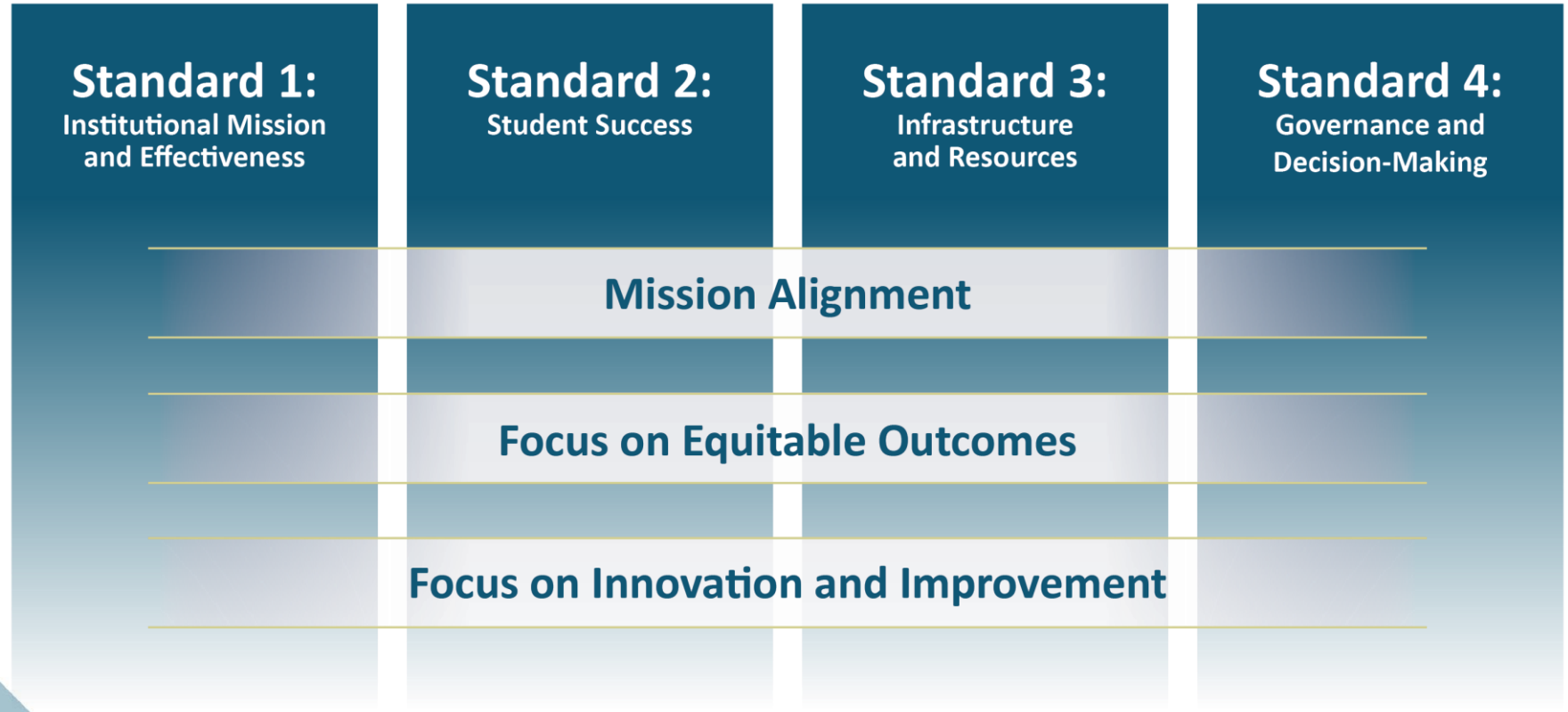
Rubric for Effective Institutional Outcome Transparency			
Data Accessibility	**0**	**1**	**2**
	There is no prominent link on the home page of the college website, however the college does have a public page that contains student achievement data.	There is a link on the home page of the college website, but it is either not clear and/or the link title is not intuitive and approachable for a student who is exploring the college.	There is a link on the home page of the website where the college deliberately invites students to explore institutional outcomes. The link is intuitively named such that students and parents would be compelled to explore the information.
Recency and Context	**0**	**1**	**2**
	Published data is more than three years old.	Published data are between two and three years old. There is some explanation of why the student achievement data are present, what it being measured, and how it is used by the college.	Published data are less than two years old, contextualized, labeled, and annotated to facilitate understanding by appropriate users. Any presented metrics are accompanied by cohort descriptions. Language used in the presentation of data is at the average public reader level.
Disaggregation	**0**	**1**	**2**
	Student Achievement data is not disaggregated as appropriate for the College mission.	Some student achievement data is disaggregated; however, it is either minimal or inconsistent with the College mission.	Student Achievement data are meaningfully disaggregated as appropriate for the College mission
Reflection and Storytelling	**0**	**1**	**2**
	There is minimal to no reflection by the college regarding the student achievement results presented in the data.	There is some reflection on the meaning of the data. Student achievement data is accompanied by some institutional storytelling about how the College is addressing the published achievement information.	Student achievement data are meaningfully interpreted and includes institutional reflection on how well the college is doing with respect to the presented information. The reflection conveys a desire to continue to improve in the interest of equitable student achievement. The data are accompanied with institutional storytelling about both student achievement/learning outcomes and the effort the college continues to make in the interest of equitable student achievement. Storytelling is accompanied by contact information for users to engage, ask additional questions, or seek further clarification.

The self-evaluation is an opportunity



- **Reflect on your mission**
  - Who do you serve?
  - How well do you serve them?
  - How do you know?
- **Share your story**
  - What are your success stories?
  - How are you advancing outcomes for all students?
  - Where are you learning and innovating?
- **Plan for your future**
  - How are your students' needs changing?
  - Where can you adapt and improve?
  - What is your vision for the next cycle?

New Standards and Philosophical Approach



Principles Guiding the New Standards

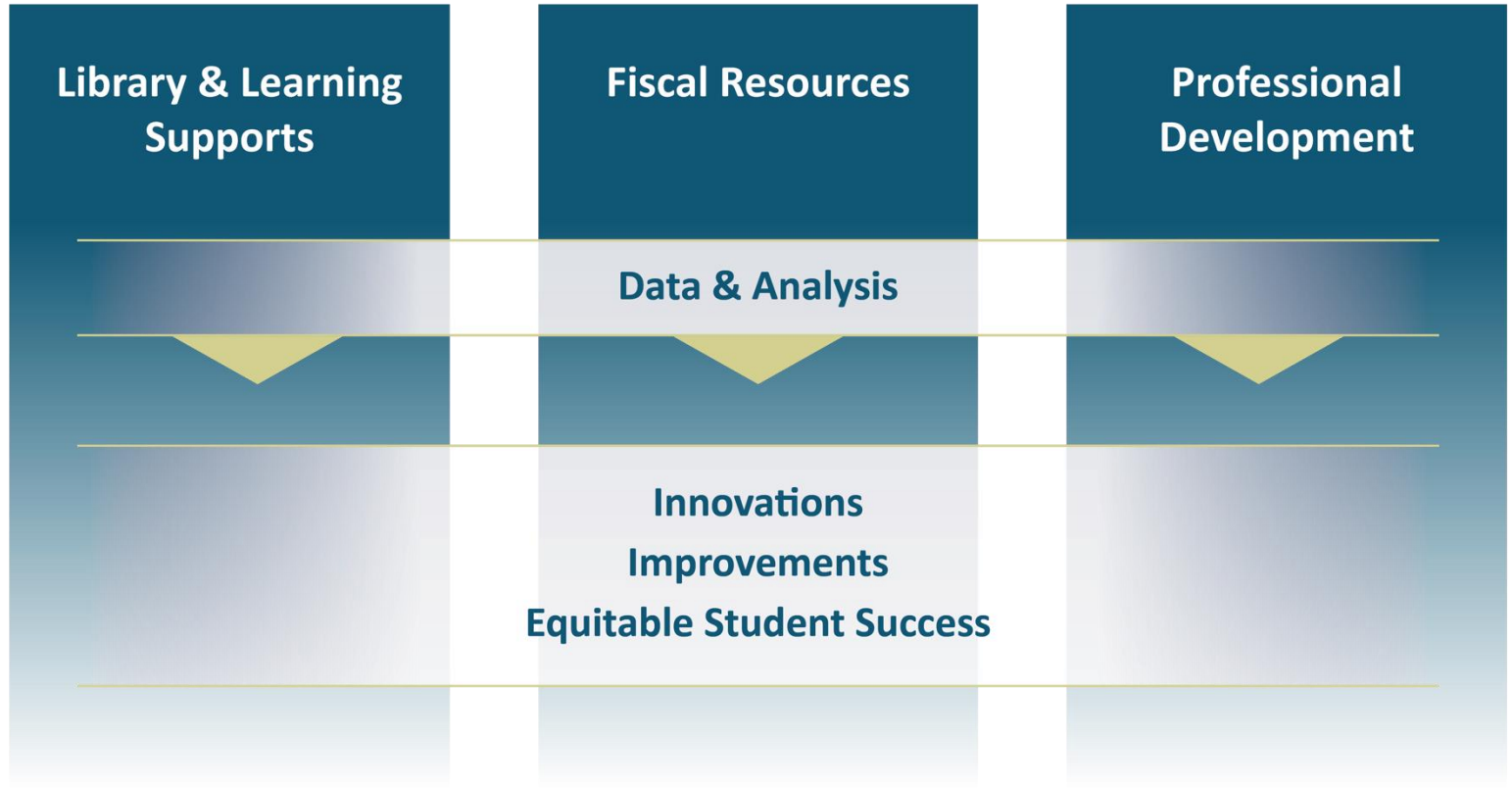
- Align with Commission's Eligibility Requirements, policies, and values
- Reflect current norms and practices within US higher education
- Focus on outcomes and improvement rather than processes
- Reflect the diversity of ACCJC member institutions
- Use clear language and minimize redundancies
- Balance accountability and improvement
- Emphasize equity and inclusion



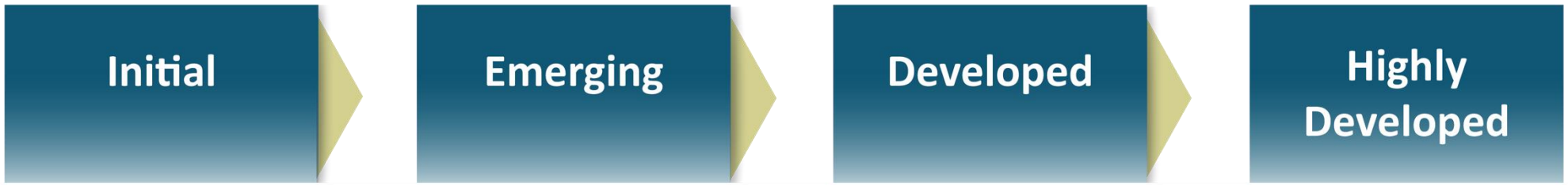
Overview of Major Changes in the Standards

FROM	→	TO
Repetitive and siloed	→	Streamlined and holistic
“do you have a process”	→	“what are the results, and how do you use them”
Narrative required for everything	→	Some documentation provided via checklist
120 Standards (127 for multi-college districts)	→	30 Standards for all colleges

New Standards: Outcomes versus Processes



Focus on Continuous Transformation



From having a mission to fulfilling your mission with demonstrated equitable outcomes

General Framework for Reflection & Improvement



Mindset and approach matter!

To what degree do you think Chabot College reflects the characteristics of a "learning-focused" institution?

Institutions with a learning-focused mindset:

- Stay intentionally mindful of mission and goals
- Start with data and evidence
- Ask questions about outcomes and results
- Celebrate, appreciate, and build on what works
- Lean into gaps and opportunities for improvement
- Think holistically across departments and systems
- Hold themselves accountable for improvement

Applying the Framework for Reflection and Improvement

- What are you seeing in this data?
- What does it mean to you?
- What actions are you taking to improve?

Taken from ACCJC's Annual Report 2026

13. Certificates

	2021-22	2022-23	2023-24
13a. List your Institution-Set Standard (floor) for certificates:	932	719	954
13b. List your stretch goal (aspirational) for certificates:	1538	1199	1470
13c. List actual number or percentage of certificates:	959	1212	1839

14. Associate degree (A.A./A.S.)

	2021-22	2022-23	2023-24
14a. List your Institution-Set Standard (floor) for degrees:	1353	1365	1455
14b. List your stretch goal (aspirational) for degrees:	1611	1519	1613
14c. List actual number or percentage of degrees:	1442	1534	1732

17. Transfer

	2021-22	2022-23	2023-24
17a. List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	892	920	770
17b. List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	1180	1120	962
17c. List actual number or percentage of students who transfer to a 4-year college/university:	1020	866	898

12. Course Completion Rates

	2021-22	2022-23	2023-24
12a. List your Institution-Set Standard (floor) for successful student course completion rate:	70%	72%	72%
12b. List your stretch goal (aspirational) for successful student course completion rate:	72%	74%	73%
12c. List the actual successful student course completion rate:	71%	73%	73%

What are the intended outcomes of self-reflection?

- Establish meaningful and effective **framework** for fostering institutional excellence and student outcomes.

- To demonstrate how you **exemplify <u>academic quality and continue to improve</u>.**





Questions, Dialogue, and Feedback



Accreditation Standards

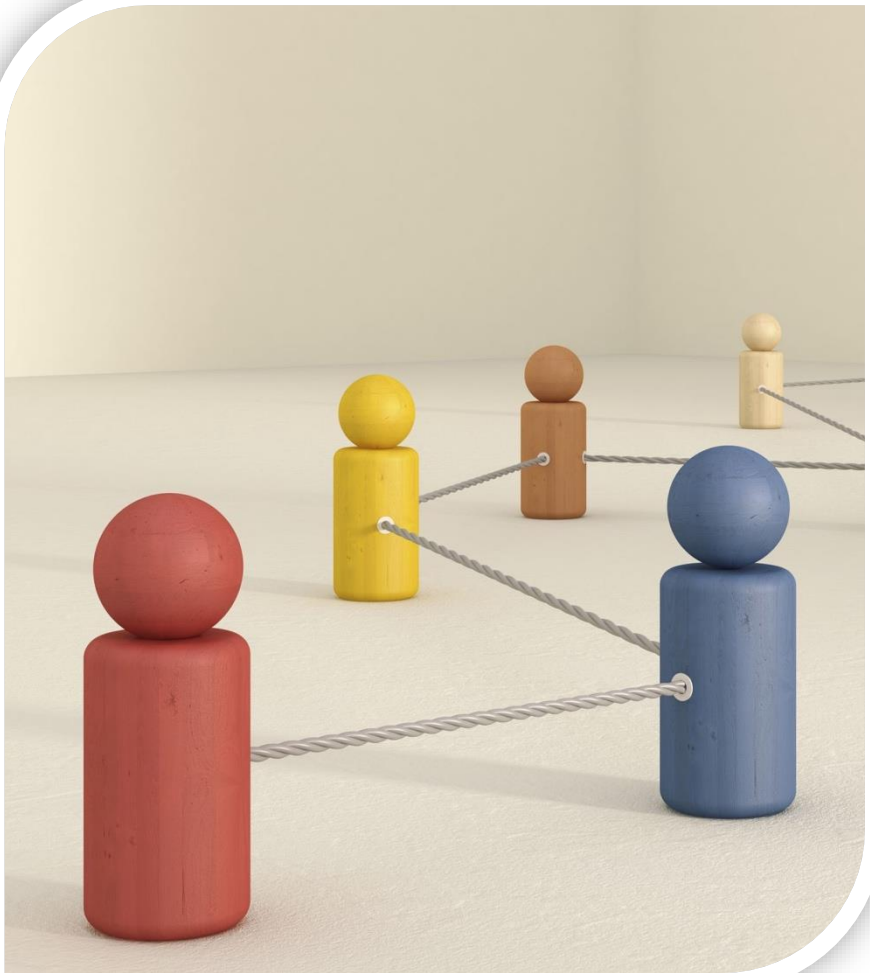
Advancing your mission and student outcomes

Apply the Standard: What do they mean?

Student Success

Standard 2.9:

The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of achievement for all students. (ER 11, ER 14)



Standard 2.9 Review Criteria:

- The institution follows established processes that include analysis of data related to student learning (i.e., outcomes assessment results) and achievement (e.g., course completions and degree/certificate completions), disaggregated for student subpopulations and/or learning modalities as appropriate.
- Faculty and other educators engage in dialogue about learning and achievement data, disaggregated for student subpopulations and/or learning modalities as appropriate, in order to guide program improvement and curriculum development, address achievement gaps, and inform institutional goalsetting.
- The institution's dialogue about disaggregated learning and achievement data informs institutional goal-setting.

Standard 2.9 Possible Sources of Evidence Could Include:

- Documentation of processes for design and evaluation of curriculum
- Documentation of processes for program review and outcomes assessment, including consideration of how disaggregated data are incorporated, analyzed, and used for improvement
- Examples of completed reviews and/or assessments outlining how results inform improvements in curriculum design, service delivery, and/or teaching and learning practices to support equitable achievement

Standard 2 (Student Success) – Required Documentation:
(select excerpts below – go to website for full list)

- Documentation of minimum degree requirements (60 units for AA, 120 units for BA)
- Documentation that the official catalog provides information regarding the purpose, content, requirements, and expected learning outcomes of degree and certificate programs
- Documentation showing how the institution distinguishes pre-collegiate curriculum from college-level curriculum (if applicable)
- Documentation of compliance with Federal standards for clock-to-credit hour conversions (if applicable)

ACCJC Rubrics for Institutional Alignment and Transformation

STANDARD	Initial	Emerging	Developed	Highly Developed
2.9. The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of achievement for all students.	The institution reviews its assessment results to ensure the quality of its academic, learning support, and student services programs.	The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements.	The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of achievement for all students.	Through the use of systematic review and assessment, the institution achieves high-quality academic, learning support, and student services programs and creates innovations that lead to achievement for all students.

Reflecting on the Standards

For each Standard, consider:

1. What do we do to align with the Standard?
2. What are the results of these actions? How effectively do the actions support success for all student? How do we know?
3. What did we learn?
4. What will we do differently as we move forward? How does that learning inform our institutional plans and practices for action, improvement, and/or innovation?



Apply the Standards to YOUR College - Activity

1

Read the Standards in the activity.

2

Discuss the accompanying questions.

3

Be prepared to discuss your thoughts with the entire group.

Institutional Mission and Effectiveness

Standard 1.3: The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation.

Standard 1.5: The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement. (ER 19)

Student Success

Standard 2.2: The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support attainment of learning outcomes and achievement of educational goals for all students.

Standard 2.6: The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote learning and achievement for all students.

Infrastructure and Resources

Standard 3.2: The institution supports employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting success for all students and in meeting institutional and employee needs.

Standard 3.4: The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote achievement of success for all students.

Governance and Decision-Making

Standard 4.2: Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. The institution's structure for decision-making provides opportunities for stakeholder participation and ensures the consideration of relevant perspectives.

Standard 4.3: The institution's decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and promotes successful outcomes for all students.

Documenting your Reflections

Evolving Expectations for Institutional Self-Evaluation Reports

New ISER Template (embedded instructions for each section)

Major Sections in the Self-Evaluation Report	Suggested Length
Forward to the Institutional Self-Evaluation	1 page
A. Introduction: Institutional Context	2-5 pages
B. Institutional Self-Evaluation of Alignment with the Accreditation Standards	60-70 pages
C. Required Documentation	(no narratives)
D. Appendices: 1 – Verification of Catalog Requirements 2 – Organizational Information 3 – Additional Approved Locations (if applicable)	(no narratives)

New Prompt from the ISER Template

For each standard, provide a narrative response that analyzes the institution's alignment with the Standard. The narrative should address the review criteria and provide supporting evidence, data, and examples as appropriate. The narrative should also address opportunities for innovation and areas for improving alignment to the Standard that were identified during the self-evaluation process.

As you prepare to draft your response, it may be helpful to reflect on the following questions:

- What does the institution do to align with the Standard?
- What are the results of these actions? How effectively do the actions support success for all students? How do you know?
- What did the institution learn?
- What will the institution do differently as it moves forward? How will the institution's learning inform its plans for action, improvement, and/or innovation?

Not everything needs a narrative

New “Required Documentation” Checklist – from the ISER Template:

Standard 1: Mission and Institutional Effectiveness

Required Item	Documentation
i Documentation of institution’s authority to operate as a post-secondary educational institution and award degrees (e.g., degree-granting approval statement, authorization to operate, articles of incorporation) (ER 1)	[Insert document name(s) and link(s)]
ii. Procedures/practices for periodic review of mission/mission-related statements, including provisions for revision (if/when revisions are needed) that allow for participation of institutional stakeholders, as appropriate for the character and context of the institution	[Insert document name(s) and link(s)]
iii. Documentation of the governing board’s approval of the institutional mission (ER 6)	[Insert document name(s) and link(s)]

What practices lead to an effective self-evaluation report?

- Discuss Standards and review criteria, identify and gather the evidence, **then** write
- Highlight equity, outcomes, improvements, and innovations
- Keep the narrative concise, direct, and focused
- Call out both strengths and areas for improvement
- Use simple, clear, business-style writing
- Keep your readers in mind (avoid acronyms, use legible fonts, etc.)

Good practices for data and evidence?

- Identify and gather your evidence ***before*** you begin writing
- Consider the suggestions for evidence in the Standards
- Show how data/evidence are used to improve (esp. student outcomes)
- More evidence is not necessarily better
- Provide representative samples & “case studies”
- Call out relevant sections of big documents (highlights, excerpts, etc.)
- “Freeze” evidence from websites in a PDF or screenshot

Distance Education and Regular and Substantive Interaction (RSI)

Standard 2.6 & *Policy on Distance Education and Correspondence Education*

…substantive interaction is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following—

a) Providing direct instruction;
b) Assessing or providing feedback on a student's coursework;
c) Providing information or responding to questions about the content of a course or competency;
d) Facilitating a group discussion regarding the content of a course or competency

An institution ensures regular interaction between a student and an instructor or instructors by, prior to the student's completion of a course or competency—

a) Providing the opportunity for substantive interactions with the student on a predictable and regular basis commensurate with the length of time and the amount of content in the course or competency; and
b) Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.

Quality Continuum Rubric for Distance Education

Substantive Interaction
is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also ***includes at least two of the following:***

A - Providing direct instruction. (Note: this method only applies in synchronous courses.)

Initial →	Emerging →	Developed →	Highly Developed
Synchronous engagement providing lectures or presentations that cover course content.	Synchronous engagement providing lectures or presentations to cover course content. Synchronous facilitation of class discussions, encouraging student participation.	Synchronously incorporates multiple teaching methodologies to facilitate effective direct instruction, such as flipped classrooms, critical thinking, and dialogue on the learning outcomes and competencies.	Synchronously utilizes various media and technologies to facilitate learning and competencies, effective teaching methodologies, and incorporates culturally competent strategies that yield successful outcomes for all students.

B - Assessing or providing feedback on a student's coursework.

Initial →	Emerging →	Developed →	Highly Developed
Provides grades with minimal non-automated feedback on some assignments.	Periodically provides meaningful comments on some coursework and assignments.	Consistently provides meaningful comments on most coursework and assignments, including constructive feedback and improvements needed to increase content mastery.	Frequently provides prompt, personalized, and detailed feedback on student coursework and assignments, such as written comments, detailed rubrics, audio or video notes, and examples for improvement.

Quality Continuum Rubric for Distance Education

C - Providing information or responding to questions about the content of a course or competency.

Initial →	Emerging →	Developed →	Highly Developed
Provides instructional content, such as video, audio, or recorded presentations or interactive lessons visibly created or mediated by the instructor. Responds to questions pertaining to the course content.	Periodically provides substantive information pertaining to the course content. Periodically encourages participation and questions and responds in a timely manner. Provides reminder announcements regarding course content and learning outcomes.	Consistently provides substantive information from various sources or mediums to engage students with course content. Frequently encourages participation and questions and responds in a timely manner.	Frequently provides substantive information, and announcements beyond reminders that discuss previous topics, trends in assignments, or that highlights key concepts. Frequently encourages participation and questions and responds in a timely manner with detailed information and ideas.

D - Facilitating a group discussion regarding the content of a course or competency.

Initial →	Emerging →	Developed →	Highly Developed
Provides prompts, questions or topics to engage students.	Periodically provides prompts and occasional comments or guidance to students in discussions to ensure focus is on course content and discussion is productive.	Consistently provides comments or guidance in discussions to enhance course content/ competency mastery.	Frequently provides comments or guidance in discussions, such as to pose questions, propose alternative viewpoints, connect ideas, and encourage students, in order to enhance course content/competency mastery.

Quality Continuum Rubric for Distance Education

Regular Interaction
between a student and an instructor(s) is demonstrated by the ***two following criteria:***

A - Providing the opportunity for substantive interactions with the student on a *predictable and regular basis* commensurate with the length of time and the amount of content in the course or competency.

Initial →	Emerging →	Developed →	Highly Developed
Policies and procedures make clear how often and when the instructor will interact with students. Course materials (e.g. syllabi and introductory statements) make clear to students the opportunities for interaction. Interaction expectations are clearly communicated to the students (e.g. in the syllabus), including response times, and explicit participation guidance (e.g. office hours, discussion boards).	Instructor periodically engages with students throughout the term per the institution's policies regarding frequency of postings, feedback, providing information pertaining to course content/competencies, and learning outcomes. Interaction expectations are communicated to the students in multiple ways encouraging students to participate in the opportunities for substantive engagement (e.g. office hours, discussion boards).	Instructor consistently engages students throughout the term. Interactions are predictable and occur in accordance with the length and course content.	Instructor frequently engages students throughout the term. Instructor engagement with students yields successful outcomes for all students. Interactions are predictable and occur in accordance with the length and course content.

Quality Continuum Rubric for Distance Education

B - Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.

Initial →	Emerging →	Developed →	Highly Developed
There is minimal interaction (frequency of postings, feedback, instruction) throughout the term in the course section, or with individual students based on monitoring student engagement and success. Policies and/or procedures create expectations for monitoring student academic engagement and success.	Instructor periodically engages with students throughout the term to provide formative feedback and information based on monitoring student engagement and success. Mechanisms ensure that the policies and procedures pertaining to monitoring student academic engagement and success are followed.	Instructor consistently engages with students throughout the term to provide formative feedback and information based on monitoring student engagement and success. Instructor communicates and responds in a timely and prompt manner per institution's policies.	Instructor frequently engages with students throughout the term to provide formative feedback and information based on monitoring student engagement and success. Instructor promptly and proactively responds to students in response to observed concerns or at the request of students, to provide necessary support.

Protocol for Distance Education Sample of Courses

Prior to the Team ISER Review, the institution will provide the Commission with a list of all credit-bearing distance education courses offered during the relevant review period.

- The Team Chair will generate a random sample of courses from this list.
- The size of the sample will be determined using a 90% confidence interval table.
- The evaluation team will review the sampled courses to assess compliance with applicable federal distance education regulations, including requirements related to Regular and Substantive Interaction.
    - If 85% or more of the sampled courses are found to be in compliance with federal regulations, no further sampling is required.
    - If less than 85% of the sampled courses meet federal requirements, the team will document its concerns through a Core Inquiry, signaling the need for further examination.

When a Core Inquiry is issued, the institution will provide a second list of all credit-bearing distance education courses, updated as appropriate.

- The Team Chair will again generate a random sample from this list.
- The size of the second sample will be determined using a 95% confidence interval table.
- The team will evaluate the sampled courses prior to the Focused Site Visit to determine whether the institution demonstrates compliance at the required level.
    - If 85% or more of the sampled courses are found to conform to federal regulations, the matter will be considered resolved.
    - If less than 85% of the sampled courses meet federal requirements, the team will develop a compliance recommendation for Commission consideration and action.

Distance Education Review Resources

Appendix B Distance Education Review Resources 51

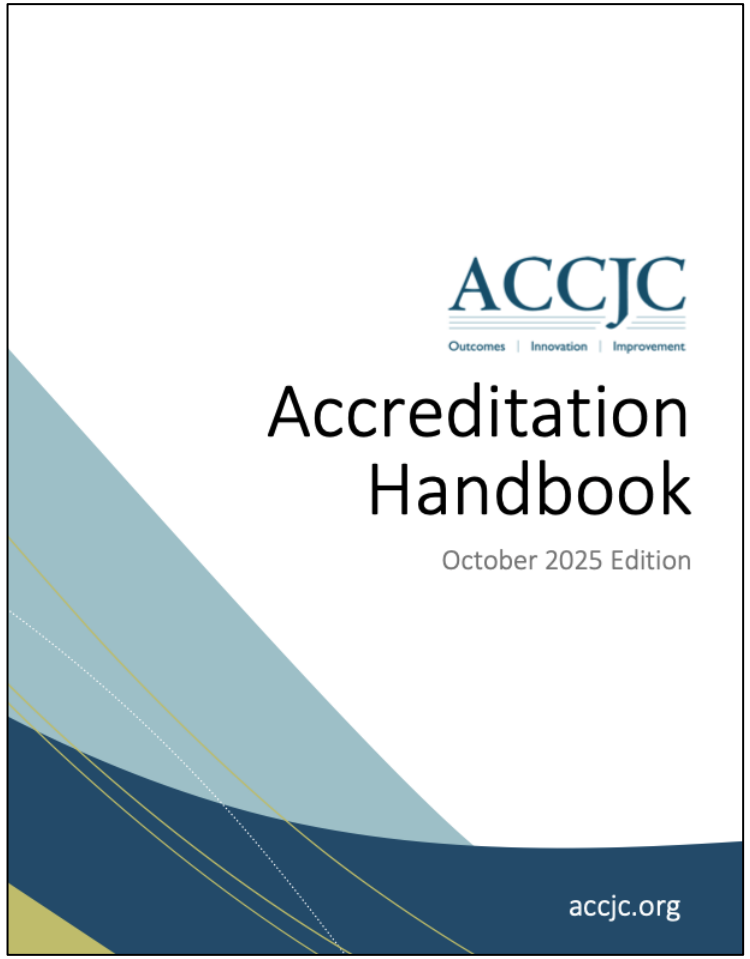
Quality Continuum Rubric for Distance Education 51

Protocol for Distance Education Review 51

Addendum to the Protocol for Distance Education Review: A Tool for Peer Reviewers During the Evaluation Process 51

Distance Education Assessment Tool for Peer Reviewers 51

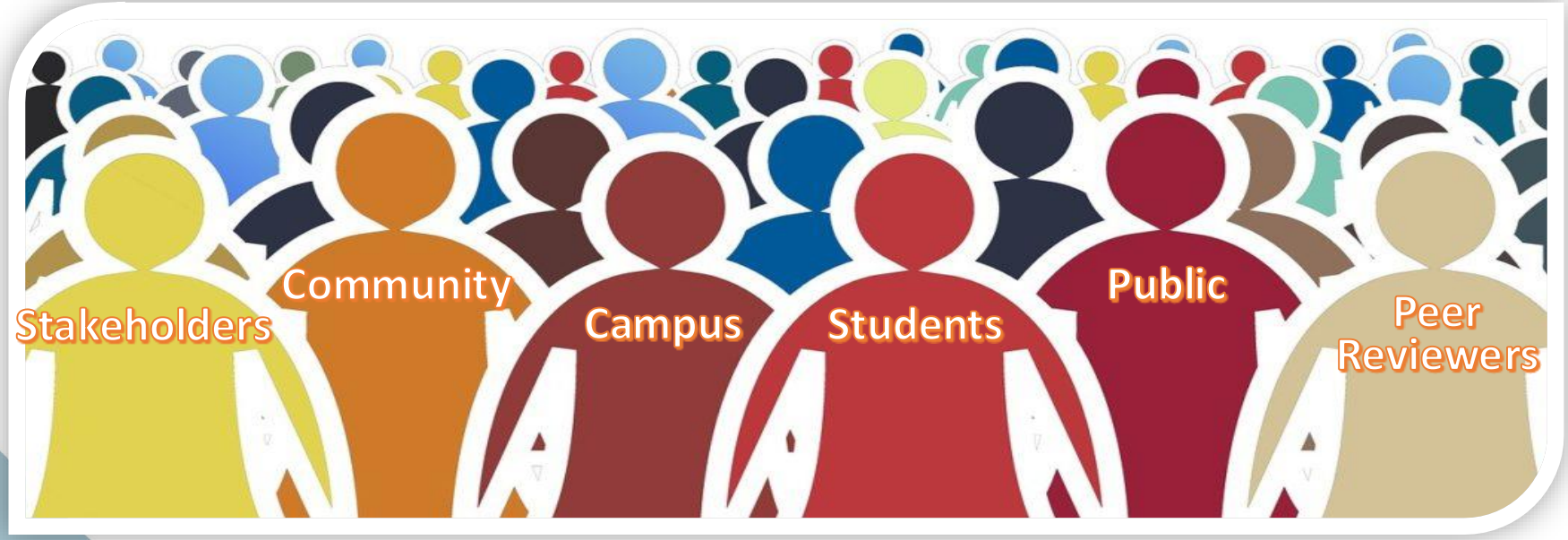
Distance Education Review Frequently Asked Questions (FAQs) 51



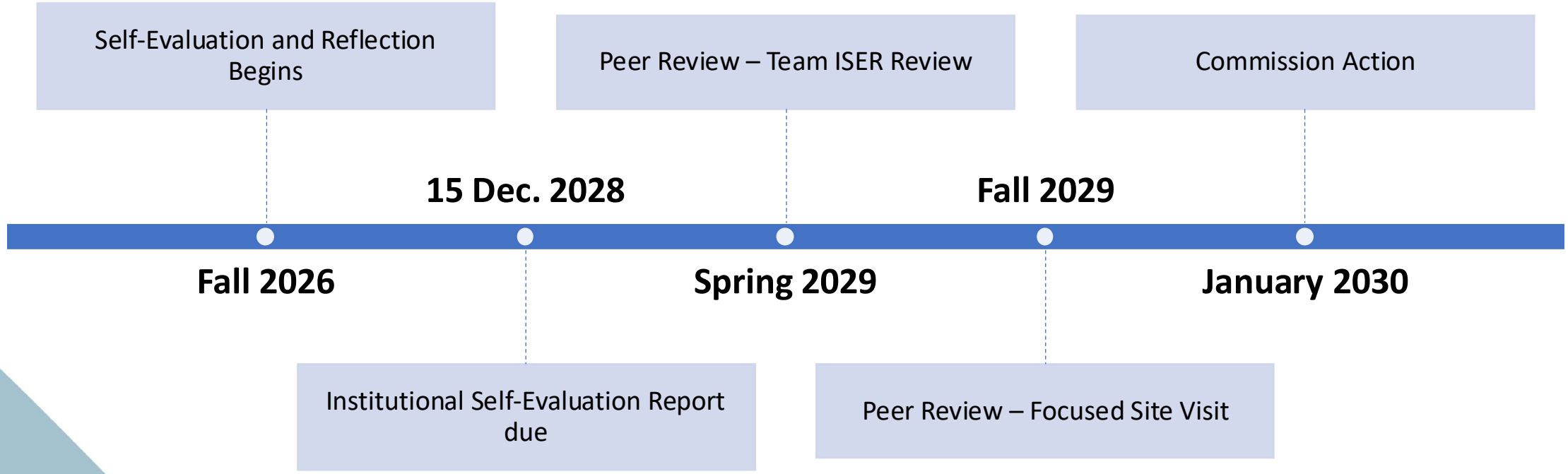
https://accjc.org/wp-content/uploads/Accreditation-Handbook.pdf

Institutional Self-Evaluation Report

TELL YOUR STORY



Timeline Overview



ACCJC assistance & support throughout the process

Questions, Dialogue, and Feedback



Remember to Sign-In for this Session