

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

**ACCJC Lumina Foundation Project: Application of the Degree Qualifications Profile
To Two-Year Colleges in the Western Region (Degree Qualifications Profile Project)**

Brief Description

The initiatives which make up the ACCJC Degree Qualifications Profile Project will involve 12 to 15 two-year colleges across the western region (California, Hawaii, Western Pacific).

Initiative One: Coordinated by Michelle Kalina Ed.D. and David Marshall Ph.D. from the Institute for Evidence Based Change. This effort for public community colleges and transfer-receiving state universities is based in California.

Participation: 3-5 California Community Colleges in geographic proximity to identified California State Universities (CSUs) serving the same population of students.

Brief Description: This initiative is called the Tuning Clusters. Its purpose is to work with recently enacted California statewide transfer degrees that were created to facilitate articulation and transfer from sending community colleges to receiving state universities. Using the Degree Qualifications Profile as a template, faculty in selected disciplines which offer the AAT and AST degrees will identify the learning outcomes, the culminating skills and knowledge, for those degrees. These will be “tuned” to the CSU skills and knowledge expected of incoming 3rd year students in a bachelor’s degree program for the discipline. The expected project outcome will be increased facilitation of student transfers and greater student preparedness for the bachelor’s degree program. A model will be developed which can be shared for use across the region.

Oversight: Each Tuning Cluster will have a working group co-chaired by a community college faculty member and university faculty member participating in that effort. Participants from the colleges will make up the working group.

Initiative Two: Coordinated by the Grant Projects Manager and ACCJC Vice President Krista Johns.

Participation: 6-10 two-year colleges across the region.

Brief Description: This project, called the Associate Degree Cohorts, will allow colleges to propose projects that explore multiple uses of the Degree Qualifications Profile (DQP) to increase institutional effectiveness. Interested colleges may wish to use the DQP for identifying culminating outcomes in career-technical degrees, discipline specific transfer degrees, and/or liberal arts (general education) degrees. Colleges may propose projects that are institution-wide or within identified areas. Impact, sustainability and replication of the work will be among the considerations for selecting projects.

Selected colleges will be invited to attend an initial conference where they will learn more about Lumina’s work with the DQP, national issues in higher education, and ways in which the DQP is being used for greater student learning and achievement. Participants will be provided with advice for creating a viable 18-24 month project. Following the conference and after review of the project proposals, colleges will be placed into one or more cohorts for cross-institution collaboration among colleges with like projects.

Oversight: Each Associate Degree Cohort will have a cohort steering committee formed, co-chaired by two members from the colleges participating. Participants from the colleges will make up the cohort steering committee(s). Members of the community and business leaders will join in activities related to career-technical associates programs and employability-related learning outcomes.

Across Initiatives:

Accreditation Standards and practices: A Commission Lumina Project Advisory Committee has been formed to review information from the DQP Project initiatives. The Advisory Committee will assess ways in which the DQP may be helpful to colleges in meeting Accreditation Standards, and will prepare recommendations for consideration in the ACCJC Review of Accreditation Standards and Practices.

Communication: An active DQP Project website, webinars, conferences, and other communication tools will be used to support collaboration and sharing of effective strategies between faculty, staff, and administrators of participating colleges. Updates in the ACCJCNews, available to all member institutions and members of the public in hard copy and online, will allow interested others to monitor project activities in process. Final reports from the initiatives will provide detailed information about the activities and outcomes of the project, evaluation, and advice and instructions for replicating grant activities.

Evaluation: Evaluation across all three initiatives will be coordinated by John Nixon, Ph.D. The purpose of the evaluation is to facilitate process improvements during the project and document the effectiveness of the project activities with implications for replication and sustainability.

Grant oversight: Grant oversight is provided by ACCJC Vice President for Policy and Research Krista Johns. Grant website support and report printing is provided by ACCJC Publications Director, Technical and Administrative Support, Whitney Sparks.

Two half-time staff (Projects Manager and Projects Assistant) funded by the grant will provide day-to-day hands-on coordination and support for the grant under the supervision of. They will also support implementation of evaluation activities, training and conferences, documentation and reporting activities, and other grant-wide activities.

For additional information, contact:

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