



CA PERKINS JOINT

**Special  
Populations**

ADVISORY COMMITTEE

**WASC**

**Accreditations Standards  
with**

**Perkins-Related**

**Activities for California**

**Community  
Colleges**



INTRODUCTION

This document presents a chart of the Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges (WASC) Accreditation Standards accompanied by activities that both support the Standards and assist students from special populations served by the federal Carl D. Perkins Career and Technical Education (CTE) Improvement Act of 2006 (Perkins IV). The suggested activities are not required by WASC but are examples of activities district administrators, faculty, and staff may consider as they write their self-studies and prepare for accreditation review.

The activities presented in this document are recommended by the Joint Special Populations Advisory Committee (JSPAC)

which advises the California Community Colleges Chancellor's Office (CCCCO) and the California Department of Education (CDE) on issues concerning students from special populations as defined by the Perkins IV CTE legislation (see below). This 30-member JSPAC body consists of secondary, adult, and postsecondary educators as well as business representatives. In addition to advising the CCCCCO and CDE, a primary goal of the JSPAC is to seek and promote strategies and techniques to improve programs and services for special population CTE students. This document was designed to be the postsecondary companion to "WASC Accreditation Standards with Perkins-Related Activities for Kindergarten to 12th Grade," the joint WASC/CDE/JSPAC-developed document that links secondary-oriented activities

for students from special populations to the WASC/CDE accreditation criteria. Visit [www.jspac.org](http://www.jspac.org) for this document.

BACKGROUND

The California Community College (CA CC) system currently serves more than 2.7 million students. According to the latest CCCCCO data (2008-09), California postsecondary CTE enrollment is more than 1.47 million. Therefore CTE students make up more than half of all community college enrollments in California. In addition, a large proportion of California CTE students are from "special population" groups. Perkins IV defines six categories of students from special populations. These six categories, and the numbers of California CTE community college students out of a total of 1,472,656 who fall into each, are:

SPECIAL POPULATION SUB GROUPS ENROLLMENT

Special Populations Category	Calif. Community College Count	Percentage of Enrollment
Individuals with Disabilities	139,709	9.5%
Individuals from economically disadvantaged families, including foster children	520,186	35%
Individuals preparing for Nontraditional fields in which one gender comprises less than 25% of the individuals employed in the field.	341,160	23%
Single parents, including single pregnant women	68,472	4.6%
Displaced homemakers	27,325	1.9%
Individuals of limited English proficiency	102,267	7.2%

Because students may identify with more than one group, totals may include duplicate counts. However, at least half of all CTE students are from special population groups. Thus CTE special population students represent a substantial proportion of the community college student population.



The WASC accreditation process is a self-study process that enables an institution to examine how it fosters learning in its students. *The process helps an institution ensure that its resources and processes support student learning, that it continuously assesses that learning, and that it pursues institutional excellence and improvement.* This document suggests ways to ensure that these processes are in place for all students, including CTE students from special populations.

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The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

IA. MISSION

CA CC WASC Accreditation Standard:

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning

Examples of Perkins-Related Special Population Activities that Support the Standard:

- The local Perkins IV plan reflects the mission of the individual college and the mission of the California Community Colleges to offer academic and Career Technical Education at the lower division level for both recent high school graduates and those returning to school.
- Involve representatives of special population groups, and those with expertise in serving special populations (educators, public social service agencies), in developing the local Perkins plan.

IB. IMPROVING INSTITUTIONAL EFFECTIVENESS

CA CC WASC Accreditation Standard:

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

STANDARD I: Institutional Mission & Effectiveness

Examples of Perkins-Related Special Population Activities that Support the Standard:

- Collect and analyze the required Perkins IV Core Indicator data, including the number of CTE students who:
  - Complete courses with a grade of C or better
  - Receive degrees, certificates, or transfer
  - Persist to achieve program completion
  - Transition to employment or further education
  - Enroll in and complete courses nontraditional to their gender.
- Disaggregate and analyze data for each of the six special population groups.
- Determine whether students from special population subgroups are succeeding at rates comparable to other students. If students from special populations are not succeeding at comparable rates, plan and implement activities (mentors, role models, support groups, tutors, work experience, job shadowing, internships, computer guided instruction, translations – more at [www.jspac.org](http://www.jspac.org)) to enable students to bridge the gaps.
- Use the results of student performance data, and particularly data from special population groups, to provide professional development for staff that will equip them with skills and strategies to serve students from special populations, encourage and support nontraditional enrollment in CTE programs, and make appropriate student support services referrals.
- Encourage participants in professional development activities to share their learning with others by presenting at faculty/staff meetings, sending out email updates, peer mentoring new faculty/ staff members, etc.
- Provide support to faculty to implement innovative strategies for students from special populations.





## STANDARD II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

### IIA. INSTRUCTIONAL PROGRAMS

#### CA CC WASC Accreditation Standard:

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

#### Examples of Perkins-Related Special Population Activities that Support the Standard:

- Ensure that criteria for CTE programs do not unknowingly and unfairly screen out, or discriminate against, students from special populations.
- Provide instruction that adapts to student learning styles and ability levels by using emerging instructional technologies and modalities including applied learning, individual and team projects, simulations, oral presentations, cooperative learning, online research, community service projects, portfolios and work-based learning.
- Give feedback to students in sensitive, culturally appropriate and mutually respectful ways.
- Integrate core academic subjects into CTE offerings and apply across disciplines.

- Integrate the Secretary's Commission on Achieving Necessary Skills (SCANS) for the 21st century into the curriculum. The SCANS skills are:
  - Interpersonal and communication skills
  - Identifying and allocating resources
  - Acquiring and evaluating data
  - Understanding complex systems and inter relationships
  - Working with a variety of technologies
- Offer job readiness workshops including resume preparation and interview skills.
- Incorporate work-place competencies and expectations into the curriculum.
- Include industry speakers and presentations in the curriculum.
- Provide students from special populations with work-based learning opportunities, e.g. worksite visits, job shadowing, internships, service learning and apprenticeships.
- Provide mentors and role models from the school, workforce, and community to whom students from special populations can relate.
- Refer students to English as a Second Language classes and/or offer Vocational English as a Second Language (VESL) classes.
- Offer modularized instruction and short-term training with flexible schedules.
- Provide distance learning options.
- Identify and disseminate effective strategies for addressing the needs of students from special populations.

### IIB. STUDENT SUPPORT SERVICES

#### CA CC WASC Accreditation Standard:

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

#### Examples of Perkins-Related Special Population Activities that Support the Standard:

- Include diverse student role models, students from all six categories of special population groups (particularly nontraditional students), and examples of multiple career pathway and training programs in recruitment and motivational materials.
- Create and distribute recruitment materials in languages of the demographic groups in the service area.
- Reach out to prospective students through community and faith-based organizations.
- Provide orientations and activities for families and friends of students from special populations, including those who are English language learners and/or from different cultural backgrounds.

*Continued on next page.*

### IIC. LIBRARY AND LEARNING SUPPORT SERVICES

#### CA CC WASC Accreditation Standard:

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently, the institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

#### Examples of Perkins-Related Special Population Activities that Support the Standard:

- Provide workshops, seminars, and/or classes for students from special populations to encourage academic excellence and develop school survival strategies.
- Provide tutoring for students from special populations.

- Provide ethnic and cultural diversity awareness activities for all students.
- Teach all students to communicate effectively across cultures and gender as well as with students with disabilities.
- Provide peer support programs and mentors for students from special populations.
- Provide opportunities for students to develop relationships with school staff members and industry role models who might give advice and support.
- Inform students of all possible career ladder options and financial outlook within a career pathway, especially those nontraditional to their gender. (See [www.labormarketinfo.edd.ca.gov](http://www.labormarketinfo.edd.ca.gov) for career overviews.)
- Provide counseling for students considering CTE options that includes the benefits of nontraditional training, the prospects of economic self-sufficiency, and is supportive of nontraditional choices.
- Provide students from special populations with local and regional labor market information, including starting wages and opportunities for advancement or transfer within CTE pathways. (See [www.labormarketinfo.edd.ca.gov](http://www.labormarketinfo.edd.ca.gov) for career overview.)
- Recruit and place nontraditional students in cohorts to provide a supportive and inclusive environment.
- Identify and promote linkages between educators and the community i.e., secondary schools, adult schools, ROC/P, 4-year institutions, businesses, welfare and workforce agencies, and community-based groups.
- Link students with on-campus childcare or community organizations that offer childcare.
- Identify services in the community (counseling, social services, transportation support, etc) and refer students to these services. (Many communities have 311 or 211 information lines.)





STANDARD III:  
Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

IIIA. HUMAN RESOURCES

CA CC WASC Accreditation Standard:

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resources planning is integrated with institutional planning.

Examples of Perkins-Related Special Population Activities that Support the Standard:

- Hire faculty and staff who represent the six special population subgroups and who are ethnically diverse.
- Designate appropriate employees to address the support needs of students from special populations.
- Encourage all employees to participate in staff development activities that inform them of the needs and challenges facing students from special populations and enhance employees' abilities to meet these challenges and overcome the barriers.



IIIB. PHYSICAL RESOURCES

CA CC WASC Accreditation Standard:

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

Examples of Perkins-Related Special Population Activities that Support the Standard:

- Ensure that the campus is accessible to all students and has specialized equipment to support learning.
- Ensure that classrooms and work-based learning sites are safe, clean, orderly and free from materials that depict stereotypes about women or men, the handicapped, or people of color.
- Make available alternative learning environments such as distance learning and flexible scheduling.
- Ensure that buildings and classrooms are clearly marked and bilingual campus maps are available.

IIIC. TECHNOLOGY RESOURCES

CA CC WASC Accreditation Standard:

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

Examples of Perkins-Related Special Population Activities that Support the Standard:

- Ensure that all students, especially those from special populations, have equal access to technology.
- Make technology centers available to students from special populations in the evenings and on weekends.
- Provide instruction on the use of technology resources to all students and staff.

IIID. FINANCIAL RESOURCES

CA CC WASC Accreditation Standard:

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

Examples of Perkins-Related Special Population Activities that Support the Standard:

- Allocate resources to support programs for special populations to increase student success and retention.
- Maximize multiple funding sources (including Perkins CTE, ESL, Title I, DSPS, etc. funds) within program guidelines, to provide activities that address the needs of students from special populations.
- Allocate resources (including Perkins CTE funds, as appropriate) to classroom and student support services to assist students from special populations based upon their assessment results.
- Refer students to financial aid and work-study opportunities.
- Provide vouchers/other supports for materials, tools and/or transportation.
- Provide copies of textbooks for loan to students.
- Refer students from special populations to support such as free and reduced lunch, health insurance, and/or food stamps.
- Coordinate with community and other organizations to provide financial resources to students from special populations.

STANDARD IV:  
Leadership & Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designed responsibilities of the governing board and the chief administrator.

IVA. DECISION-MAKING ROLES AND PROCESSES

CA CC WASC Accreditation Standard:

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn and improve.

Examples of Perkins-Related Special Population Activities that Support the Standard:

- Use the results of data on the academic success and retention of special populations to improve student performance and provide professional development for staff.
- Report student data to community stakeholders, including educators, business, community partners and local planning teams.
- Encourage all institution personnel to take a supportive role in addressing the needs of students from special populations.

IVB. BOARD AND ADMINISTRATIVE ORGANIZATION

CA CC WASC Accreditation Standard:

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

Examples of Perkins-Related Special Population Activities that Support the Standard:

- Inform the governing board of the academic progress of special populations and effective strategies for meeting their needs.
- Participate in the development and dissemination of a board-approved sexual harassment policy and complaint process.

- Provide orientations to students and staff on the sexual and other forms of harassment policy and complaint process.
- Examine whether sexual harassment, or other student/staff conduct, in training programs limits access to nontraditional training.

