President's Welcome

Dr. Bill Scroggins

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Welcome to the ACCJC and Mt. SAC Institutional Self Evaluation Launch and Training!

Quick tips for engaging during the session:

- ✓ Ask questions by unmuting and asking question or type question in chat.

- ✓ Keep yourself muted when not asking question.

- ✓ The ppt will be shared with your college Accreditation Liaison Officer. The session is not recorded.

Mt. San Antonio
October 22, 2021

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Topics for Today

Part One: Accreditation Context

- Accreditation Purposes & Processes
- ACCJC Expectations & Current Practice

Part Two: Nuts/Bolts Developing ISER

- Interpreting the Standards for Self-Evaluation
- Developing the ISER: Tips & Resources
- After the ISER: What to Expect

Learning Outcomes

- **Understand the ISER in context** of the accreditation process

- **Engage in the self-evaluation process as an opportunity** to document and establish goals for continuous improvement

- **Interpret Standards and apply them** to your College/District policies and practices

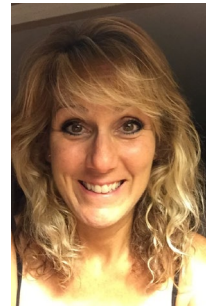- **Write a concise, clear, and evidence-based ISER**

Co-Facilitators

Gohar Momjian
Vice President &
Your ACCJC Staff
Liaison

Kelly Fowler
Vice President of
Instruction

Barbara Mezaki
Faculty
Accreditation Co-
Lead

Alli Frickert
Faculty
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Training: Part One
Context for Accreditation

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What is Accreditation?

In 1 to 3 words describe accreditation:

Accreditation is....:

?   ?   ?

_____   _____   _____

https://www.menti.com/dkifm3jupa

Your Thoughts:

Insert word cloud

What is Accreditation

Accreditation is a **practice** of academic quality control

- **Promotes** institutional excellence through application of standards
- **Advances** meaningful and effective **student learning and achievement**
- **Provides** assurance to students, general public, & others of quality of educational offerings

In the **United States** we are fortunate that this is a **peer review driven process**. In many other countries, colleges and universities are recognized by a government education agency, such as the Ministry of Education.

Why Does Your College Seek Accreditation?

In 1 to 3 words describe why accreditation is important:

Type Your Response in Chat

Top Three Reasons:

? ? ?

_____ _____ _____

Why Bother?

➢ Access to Title IV (Federal Student Aid)
➢ Credibility to degrees and credentials (transfer & employment)
➢ Assure quality to the public and students
➢ Stimulates institutional innovation and improvement
➢ Provides quality assurance to students, the public, and other institutions that you are achieving your mission

Who ACCJC Accredits

- Public and private colleges with primary mission of granting associate degrees (may also award certificates and other credentials, including bachelor's degrees) in:
  - California
  - Hawaii
  - U.S. territories of Guam and American Samoa
  - The Republic of Palau
  - The Federated States of Micronesia
  - The Commonwealth of the Northern Marianas
  - The Republic of the Marshall Islands

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ACCJC Mission in Action
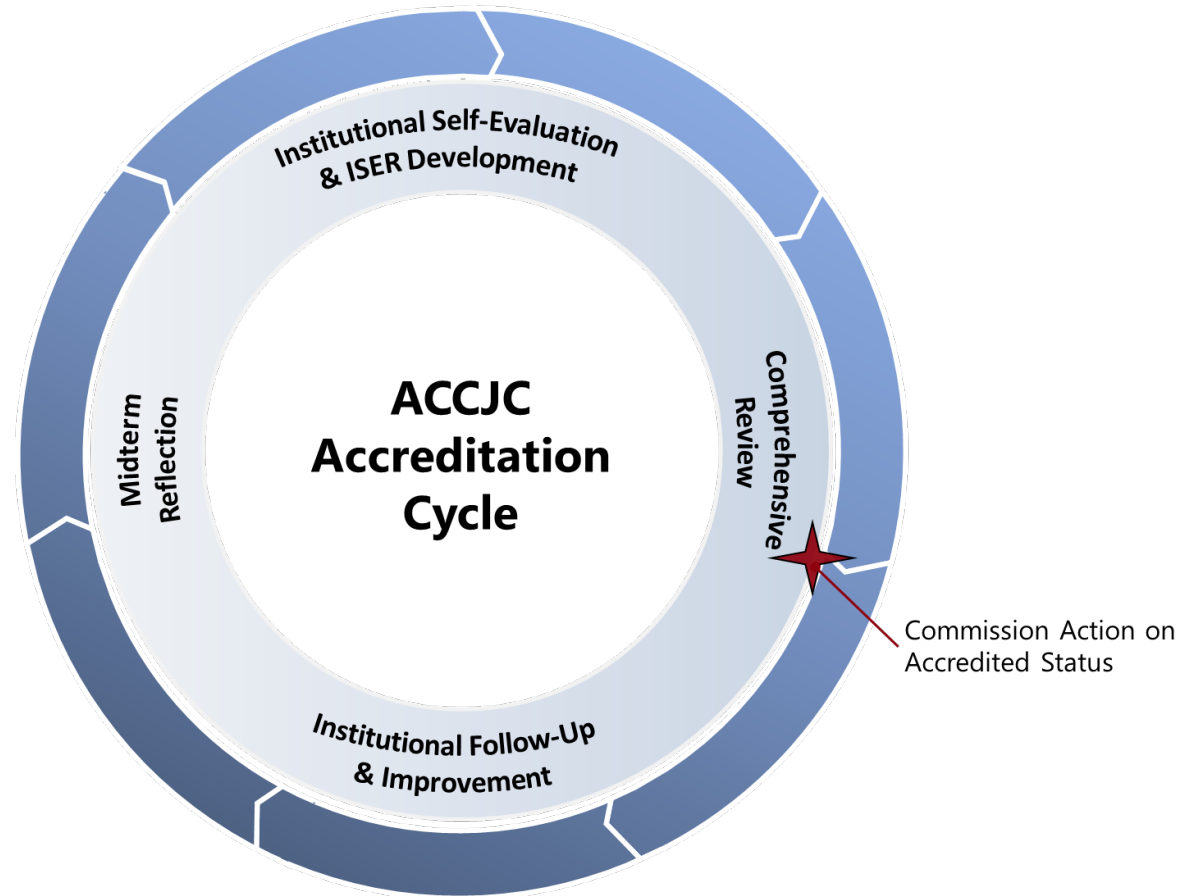
Outcomes ✦ *Innovation* ✦ *Improvement*

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.
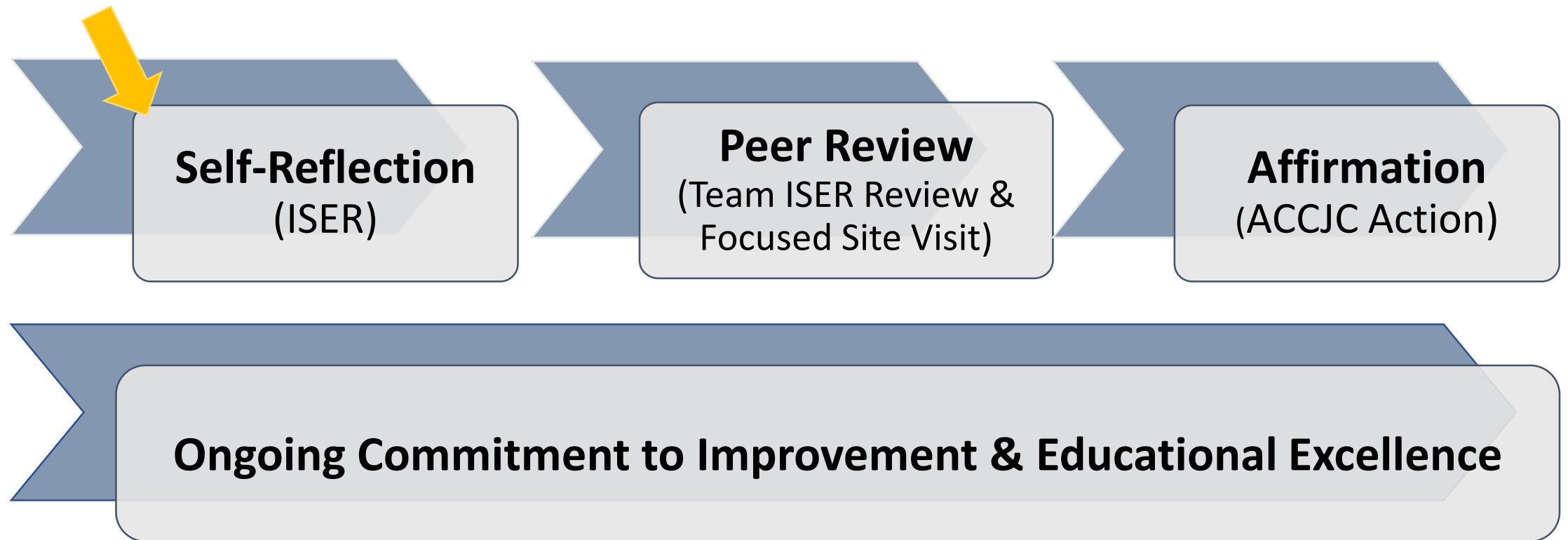
Student Learning & Achievement

Peer Review

Standards Review

Collegiality

Quality Assurance

Institutional Improvement

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Accreditation Cycle and Reports

At a Glance

➢ Self Evaluation &
Comprehensive Review
(*every 7 years*)

➢ Follow Up Reports
(*if required*)

➢ Midterm Reporting
(*4th year after comp review*)

➢ Ongoing Reporting
- Annual Report
- Annual Fiscal Report
- Substantive Change

Institutional Self-Evaluation
& ISER Development

Comprehensive Review

Midterm Reflection

ACCJC
Accreditation
Cycle

Commission Action on
Accredited Status

Institutional Follow-Up
& Improvement

Overview: The Accreditation Evaluation Process

Self-Reflection
(ISER)

Peer Review
(Team ISER Review &
Focused Site Visit)

Affirmation
(ACCJC Action)

Ongoing Commitment to Improvement & Educational Excellence

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Intended Outcomes

To develop an ISER that the college and ACCJC can use as a <u>meaningful</u> and <u>effective</u> **framework** for fostering institutional excellence and student success.

The goal is quality not quantity!

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

Good Practices for the Self-Evaluation

- Suggested process outlined in *Guide to Institutional Self-Evaluation*

- Plan backward, and build in "slip time"

- Keep the mission in mind

- Discuss the Standard, gather the evidence, **then** write

- Use the ISER template on accjc website

- Address gaps and areas for improvement as you find them

- Include as many people as possible in some aspect of the reflection

- Communicate, communicate, communicate…and communicate again

Institutional Self Evaluation Report (ISER)

- ISER Training – 2 ½ years prior to comprehensive review

- Advanced ISER training – approx. one year prior to visit

- Liaison – available as needed

Guides and Manuals

| Guide to Institutional Self-Evaluation, Improvement, and Peer Review | This Guide contains suggestions for how an institution organizes for self-evaluation and prepares for peer review. It includes an outline of information that should be included in the Institutional Self-Evaluation Report (ISER). This Guide also provides suggestions for what might constitute evidence of meeting Accreditation Standards and review criteria to help institutions and peer review teams during the evaluation process. It is intended for use by institutions as they prepare their ISER and by teams when evaluating institutions. | download |
| Template for Institutional Self-Evaluation Report (ISER) | Institutions may use this template to help organize and draft the Institutional Self-Evaluation Report. The template is intended to be used in conjunction with the Guide to Institutional Self-Evaluation, Improvement, and Peer Review. | download |

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Four Interconnected Standards of Institutional Practice

Standard I	Standard II	Standard III	Standard IV
Mission	Instructional Programs	Human Resources	Decision-Making Roles & Processes
Assuring Academic Quality & Institutional Effectiveness	Library & Learning Support Services	Physical Resources	Chief Executive Officer
Institutional Integrity	Student Support Services	Technology Resources	Governing Board
		Financial Resources	Multi-College Districts

Key Concepts Woven in the Standards

- Institutional mission

- Integrity and honesty - institutional policies and actions

- Student outcomes

- Metrics and evidence to assess quality

- Ongoing internal quality assurance practices

- Continuous improvement for high performance

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Developing the ISER

Collaborative Partnership – multiple groups and perspectives working together!

Developing the ISER

What criteria do you think will make a good ISER?

What values/skills do you believe are important for your college's process?

Place your response in chat

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Mindset for ISER Development

- Celebrate and appreciate what works well
- Look for alignment with standards
- Focus on outcomes
- Evidence based analysis
- Open-minded to improve
- Valuing internal accountability
- Holistic thinking across institutional systems
- Mindful of mission accomplishment and values

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Formative/Summative Comprehensive Review

ISER IS DUE AUGUST 1, 2023

Benefit for Colleges:
- ➢ Reduce fear / eliminate surprise
- ➢ Time to consider team's feedback for planning and improvement
- ➢ Cost benefit

Benefit for Membership:
- ➢ Promote collegiality
- ➢ Increase transparency and trust
- ➢ Emphasize institutional improvement

Formative Component

Summative Component

Fall 2023

Spring 2024

TEAM ISER REVIEW		
CORE INQUIRIES		
FOCUSED SITE VISIT		
DRAFT TEAM REPORT		
ERRORS OF FACT		
COMPLETED TEAM REPORT		
COMMISSION ACTION		

Webinar Title:	Date:	Description:	View:
ACCJC Initiatives Updates	3/23/2021	Join Commission staff for an update on important initiatives, including the ACCJC standards review, virtual site visits, and the formative/summative review process.	⬇

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Expectations of Peer Reviewers

- Seek to ***understand***

- Seeking to understand ***starts with the ISER***

- Practice ***appreciative inquiry*** on site

- ***Alignment*** with Standards rather than hunting for deficiencies

- Validation and ***affirmation***

- ***Goal***: educational quality and institutional improvement

- Outcome: the ***team report***. . . reflection of your team and ACCJC

Excerpted from Team Training materials, Spring 2021

Discussion

What concerns or questions do you have about the accreditation, ISER Development, the review process?

Helpful Resources and Publications

Available on ACCJC's website (accjc.org);

- Eligibility Requirements
- Standards of Accreditation
- Commission Policies
- Guides and Manuals
- Educational Series
- Webinars, conferences and symposiums
- Ongoing trainings
- News and Communications
    - Announcements
    - ACCJC Connect subscribe to or visit: https://accjc.org/accjc-connect/
    - Recent Commission Actions

Guides and Manuals

Educational Series

Standards & Policies

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Training: Part Two
Nuts and Bolts of ISER Development

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Overview: The Accreditation Evaluation Process

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(ISER)

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Major Steps: Institutional Self Evaluation Process

Possible Steps of the Process:

1. Determine leaders.

2. Plan backward.

3. Invite others.

4. Discuss Standards
   Assign teams.

5. Gather evidence. Make changes.

6. Draft sections.

8. Compile the report.

9. Share with constituencies. Review and revise the report.

10. Share again?

11. Edit and finalize the report.

12. Get Board approval.

13. Submit.

14. Prepare for the Visit.

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Key Concepts Woven in the Standards

Interpreting Individual Standards

Step 1: Use highest-level Standard area as your lens

For Example: Standard II.A.1

- Standard II = Student Learning Programs and Services
- Standard II.A = Instructional Programs

Interpreting Individual Standards

Step 2: **Isolate the basic components of each sentence (i.e., subject, verb, direct object)**

Standard II.A.1:

All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.

UPCOMING ACTIVITY PURPOSE

1. To provide opportunity to discuss varying perspectives on the standard
2. To identify differences among standards which are related
3. To identify 1-2 pieces of evidence at your college which would demonstrate alignment
4. To provide opportunity to norm college's interpretation and expectation to demonstrate alignment

Group Activity - Interpreting the Standards

1. Break into groups.
2. Read assigned example standard in the handout.
3. Discuss the Standards interpretation and accompanying questions.
4. Determine sources of evidence.
5. Be prepared to discuss with the full group.

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Activity Let's Discuss

I.A.2 (*Mission*)**:** The institution **uses data** to determine how effectively it is **accomplishing its mission**, and whether the mission directs institutional priorities in meeting the educational needs of students.

I.B.4 (*Assuring Academic Quality and Institutional Effectiveness/Academic Quality*)**:** The institution **uses assessment data** and organizes its institutional processes to support student learning and student achievement.

I.B.5 (*Assuring Academic Quality and Institutional Effectiveness/Institutional Effectiveness*)**:** The institution **assesses accomplishment of its mission** through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative **data** are disaggregated for analysis by program type and mode of delivery.

Activity Let's Discuss

I.B.2 (*Assuring Academic Quality and Institutional Effectiveness/Academic Quality*)**: The institution defines and assesses student learning outcomes** for all instructional programs and student and learning support services.

II.A.3 (*Instructional Programs*)**: The institution identifies and regularly assesses learning outcomes** for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

II.C.2 (*Student Support Services*)**: The institution identifies and assesses learning support outcomes** for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services

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Activity Let's Discuss

I.C.8 (*Institutional Integrity*)**:** The institution establishes and publishes **clear policies** and procedures that promote **honesty, responsibility and academic integrity**. These policies apply to **all constituencies** and include specifics relative to each, including student behavior, academic honesty **and the consequences for dishonesty**.

III.A.13 (*Human Resources*): The institution upholds **a written code of professional ethics for all of its personnel**, **including consequences for violation**.

IV.C.11 (*Governing Board*)**:** The governing board upholds **a code of ethics** and conflict of interest policy, and individual board members adhere to the code. The board has a **clearly defined policy** for **dealing with behavior that violates its code** and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

Activity Let's Discuss

I.C.5 (*Institutional Integrity*)**:** The institution **regularly reviews** institutional **policies**, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

IV.C.7 (*Governing Board*)**:** The governing board acts in a manner consistent with its policies and bylaws. The board **regularly assesses** its **policies** and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Activity Reflection

1. What are your key takeaways from the activity?
2. What did you find particularly helpful?
3. How can this approach inform your ISER process?
4. What challenges do you anticipate as you get started?

Structure of the Report

1. Title page
2. Certification page/signatures
3. Table of Contents
4. Introduction
5. Student achievement data and institution-set standards
6. Organization of the self-evaluation process
7. Organizational information

8. Compliance with ERs 1-5
9. Compliance with Commission policies
10. **Analysis of Standards**
    a. **Evidence of Meeting the Standard**
    b. **Analysis and Evaluation**
    c. **Conclusion**
11. Quality Focus Essay

Structure of the Report

- **Evidence of Meeting the Standard**
  - Indicates **WHAT** specific evidence demonstrates alignment with the Standard
  - Briefly describes the evidence in context of the standard to explain **WHY** it is relevant
  - This document demonstrates that the College…..

- **Analysis and Evaluation**
  - Indicates **HOW** the evidence demonstrates alignment with the Standard
  - Evaluates the effectiveness of the policy, procedure, or practice in meeting the Standard

- **Conclusion at end of main sections**
  - Provide a brief summary at a high, holistic level on the effectiveness of the College's efforts towards the Standard
  - If the College determines improvements are needed, improvement plans should follow

Improvement Plans and the QFE

- Self-Identified Improvement plans (a.k.a. planning agenda)
  - Purpose: Plans to strengthen college's alignment to specific standards
- Quality Focus Essay (QFE)
  - Purpose: Long term plans to *improve student learning and achievement*
  - Should identify outcomes, which are measurable and achievable
  - Should identify responsible parties/groups
  - Should have a timeline
- Teams will provide feedback

Good Practices for Approaching the Report

- Discuss the Standard, gather the evidence, **then** write

- Use the ISER template (available on ACCJC website)

- Keep the narrative clear, direct, and focused – use active voice

- Use introductory sections to set the context and tone

- Assign ERs 1-5 & Commission Policies with related Standards

- "Freeze" evidence from websites in a PDF or screenshot

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Good Practices for Evidence

- Gather your evidence *before* you begin writing

- More evidence is not necessarily better

- Provide representative samples showing results of institutional processes

- Use evidence to demonstrate how processes/cycles are institutionalized

- Call out relevant sections of large documents (highlights, excerpts, etc.)

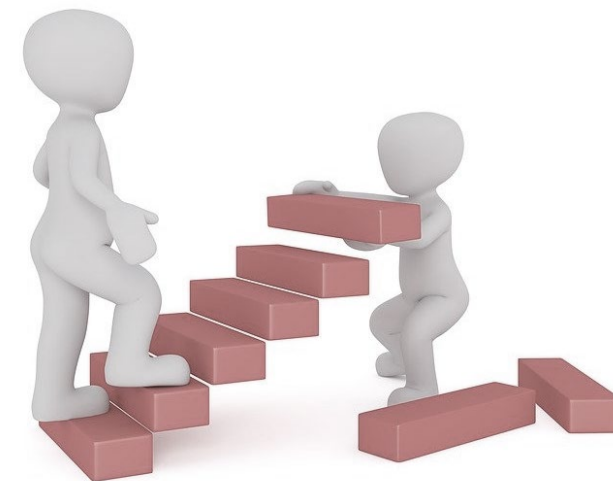- Compare your evidence with *Guide to Institutional Self-Evaluation*

Heads Up – Distance Education

- In September 2020, the U.S. Department of Education (ED) issued a final rule related to Distance Education and Innovation under the Higher Education Act (HEA).

- Modified definitions for distance ed and correspondence ed

- Defined regular and substantive interaction

- ACCJC Policy revisions adopted June 2021

What Happens Next?

Fall 2021:   ISER Training/Development

AUG 1, 2023:   **ISER Due to ACCJC**

Fall 2023:   Team ISER Review *(peer review)*

Spring 2024:   Focused Site Visit *(peer review)*

June 2024:   Commission decision

Throughout the process: ACCJC training & support

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Remaining Questions and Comments

&

THANK YOU!

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