



PREPARING FOR INSTITUTIONAL SELF EVALUATION OF EDUCATIONAL QUALITY AND EFFECTIVENESS

FALL 2015

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES,
WESTERN ASSOCIATION FOR SCHOOLS AND COLLEGES (ACCJC)

www.ACCJC.org

415-506-0234



GROUND RULES

- This is a learning environment: all questions welcome.
- ACCJC staff are not evaluators. That is the role of evaluation teams and of the Commission.



TODAY'S SESSION

- Accreditation and the ACCJC
- The Self Evaluation of Educational Quality and Institutional Effectiveness Report (Self Evaluation Report) and Resources
- The Requirements for evidence in Institutional Self Evaluation
- The Eligibility Requirements and Accreditation Standards
- Evaluating compliance with USDE regulations and Commission policies
- Organizing the college for self evaluation and ACCJC resources
- Format of the Self Evaluation Report
- The Quality Focus Essay
- The site visit



WHO'S HERE?

- How many of you have served on Self Study teams at your institution in the past? How many are serving for the first time?
- How many of you have served on an external evaluation team?
- How many of you have completed the Accreditation Basics Course?



ACCREDITATION AND THE ACCJC



PURPOSES OF ACCREDITATION

- To assure the public that education provided by institutions meets acceptable levels of quality.
- To promote continuous institutional improvement beyond meeting Standards.
- To maintain the high quality of higher education in the region and in the United States (moving the bar of excellence)



The Self Evaluation Process and The Institutional Self Evaluation Report (ISER)



PURPOSES OF THE SELF EVALUATION PROCESS

- To provide an honest analysis of the institution's strengths and weaknesses based on the institution's current status, continuous self evaluation, and quality improvement activities
- To be reflective, analytical, and forward-looking rather than simply descriptive of current status

Continued



PURPOSES OF THE SELF EVALUATION PROCESS *CONTINUED*

- To identify areas at the institution that need attention for improvement and include them in the Self Evaluation Report (actionable improvement plans & QFE)
- To provide the external evaluation team and the Commission with information and evidence of meeting Accreditation Standards
- To demonstrate that the institution has the ability to assure and improve its own quality and effectiveness



PURPOSES OF THE INSTITUTIONAL SELF EVALUATION REPORT (ISER)

- To demonstrate and provide evidence of expected levels of institutional performance related to its mission, plans, goals, objectives, and Accreditation Standards.
- To present evidence of student achievement and learning [results, analysis of the results, use of results at the course and program levels and at institutional level].



TOP 4 INDICATORS THE SELF EVALUATION HAS VEERED OFF TRACK

4. The writers have decided to leave it to the visiting team to ask questions if there are any gaps in the narrative or the evidence provided.
3. There are disputes over the facts that remain unresolved.
2. The evidence is a deluge of material; not selected for its value in demonstrating how the college itself assesses/conducts its practice in a particular area.
1. The self evaluation process is not integrated with institutional practices as a part of ongoing evaluation.



QUESTION FOR STANDARD TEAMS:

How do you handle a gap in institutional practice or in available evidence you identify as you proceed in the self evaluation process?

1. What should be done if the self evaluation process reveals an area where the college isn't meeting a particular Accreditation Standard?
2. What should be done if there is no evidence of the college practice in meeting a particular Standard?



THE REQUIREMENTS FOR EVIDENCE IN THE SELF EVALUATION REPORT

REFER TO THE *GUIDE FOR EVALUATING AND
IMPROVING INSTITUTIONS*



EVIDENCE FOR EVALUATION

Evidence can be selected from the data an institution uses to provide verification of a particular action or existing condition

- Data: information, in qualitative or quantitative form, organized for analysis or used as the basis for a decision
- Data and data analysis are both referenced in the report narrative and included as source material in evidence

Continued



EVIDENCE FOR EVALUATION *(CONTINUED)*

- Documentation such as policies, operational documents, minutes, reports, research and analysis, screen captures from websites, and other sources of information
- All evidence should be made available to the ACCJC and evaluation teams in electronic format (hyperlinks and/or USB Memory Stick)



DATA IN THE SELF EVALUATION REPORT

- Is accurate, up-to-date, reliable, and tested for validity and significance
- May be qualitative and/or quantitative presented in data tables, charts and graphs or in documentary form. Analysis is essential
- Is longitudinal, where appropriate
- Is disaggregated by relevant sub-populations defined by the institution



DATA IN THE SELF EVALUATION REPORT SHOULD INCLUDE DATA ON

- Service Area (labor market, demographic, and socio-economic information)
- Incoming Students (educational goals and readiness for college-level work)
- Characteristics of Enrolled Students



DATA ABOUT ENROLLED STUDENTS MUST INCLUDE STUDENT ACHIEVEMENT

- Course completion rates
- Degree/Certificates awarded (numbers or rates)
- Transfer rates to four-year institutions
- For CTE program completers, licensure/certification exam pass rates
- For CTE and other terminating credential completers, job placement data



INSTITUTION-SET STANDARDS

THE INSTITUTION MUST DEMONSTRATE THAT IT:

- Establishes standards for its own performance in student achievement (Institution-set standards) for course completion, job placement, & exam pass rates
- Analyzes how well it is meeting its own standards
- Makes results available to all constituent groups
- Plans to improve in areas where its own performance is less than adequate

Standard I.B.3 and ER 11





INSTITUTION-SET STANDARDS *CONTINUED*

EXTERNAL EVALUATION TEAMS WILL:

- Identify the institution-set standards for student achievement
- Evaluate the appropriateness of these standards
- Consider these standards in relation to college mission
- Review and describe the data and analyze the college's performance
- Describe the institution's overall performance
- Determine whether the college is meeting its standards



EXAMPLES OF PROGRAM REVIEW EVIDENCE

- Policies on curriculum review and implementation
- Evaluation of student learning outcomes
- Review elements, cycles/timelines, connection and correlation of program review with institutional planning
- Usage of program review data at all levels and across multiple cycles
- Actions taken (improvements) on the basis of program review

Guide to Evaluating and Improving Institutions



EXAMPLES OF STUDENT SUPPORT SERVICES EVIDENCE

- Student support services program reviews
- Student satisfaction/follow-up surveys
- Records of student use of support services
- Student loan default rates
- Student support services planning documents

Guide to Evaluating and Improving Institutions



STUDENT SUPPORT SERVICES EVIDENCE *CONTINUED*

- Catalog, handbook, web-page descriptions of student services
- Policies on academic progress, honesty, codes of conduct, grievance and complaint procedures
- Availability of student support services to off-campus and to Distance Education/Correspondence Education students



THE TEAM EVALUATES IF THE COLLEGE:

- Routinely and systematically gathers data
- Analyzes data and reflects upon the data and the analysis
- Publishes the data and analyses and shares them widely with constituent groups (in research reports, fact books)
- Uses them to plan and implement program improvements
- Uses them to plan and implement institutional improvements
- Evaluates the effectiveness of its improvements



QUESTION FOR DISCUSSION

**What evidence would an institution provide
for
Student Learning Outcomes?**



EVIDENCE ON *STUDENT LEARNING OUTCOMES*:

- Course outlines/syllabi with SLOs, catalog descriptions of program level outcomes, examples of assessment methods used (rubrics, portfolios, others), mapping, documented cycle. Institutional, general education, and specialization area outcomes in program outcomes/assessment
- Summary assessment data on SLO attainment
- Information about the level of participation in SLO assessment in all programs of the institution
- Information about how SLOs and results assessment are made known to students and the public
- Evidence of how SLO assessment results are communicated across the college and used for planning, resource allocation, and improvement at the course/program levels as well as at the institutional level

What else would you include?



EXERCISE 1:

TEMPLATE FOR STUDENT ACHIEVEMENT DATA



SUGGESTIONS FROM TEAMS AND COMMISSIONERS ABOUT EVIDENCE

- Commissioners and teams look at evidence; therefore, it should be available until after the Commission meeting
- Password protected information is not helpful if given to the team at the last minute
- Evidence should be carefully selected and relevant
- Evidence should describe the institution up to the point of the team visit

Continued



SUGGESTIONS FROM TEAMS AND COMMISSIONERS ABOUT EVIDENCE

- Report narrative and evidence on a memory stick with hyperlinks
- Relevant, specific portions within large documents should be highlighted
- Evidence that arrives to the Commission after the team's visit cannot be verified by on-sight observation



THE ELIGIBILITY REQUIREMENTS



FACT OR MYTH?

“We should be safe if we copy those short paragraphs we used before about our compliance with the Eligibility Requirements.”



FACT OR MYTH?

“Have you heard? We don’t even need to write a section on each of the Eligibility Requirements!”



ELIGIBILITY REQUIREMENTS (ERs)

EVALUATION UNDER 2014 STANDARDS

- The first 5 criteria must be separately addressed in the Self Evaluation Report. The others are woven into the institution's narrative and evidence on the Standards.
 - ✓ ER 1: Authority
 - ✓ ER 2: Operational Status
 - ✓ ER 3: Degrees
 - ✓ ER 4: Chief Executive Officer
 - ✓ ER 5: Financial Accountability

See Accreditation Reference Handbook



ELIGIBILITY REQUIREMENTS (ERs) EVALUATION UNDER 2014 STANDARDS

CONTINUED

For Example:

- Standard I.A.1 and I.A.6 cross reference ER 6
- Standard I.B.2 and I.B.3 cross reference ER 11
- Standard I.B.9 cross references ER 19



ELIGIBILITY REQUIREMENTS (ERs) EVALUATION UNDER NEW STANDARDS

CONTINUED

- Compliance with ERs must be continuous and is verified periodically, usually during the external evaluation process.



REMEMBER:

- The ERs are multi-part; each part should be addressed.
- Narrative responses should be supported by the associated evidence. (See Appendix F *Self Evaluation Manual*)



THE ACCREDITATION STANDARDS



ACCREDITATION STANDARDS:

- State necessary conditions for academic quality, institutional effectiveness, and integrity
- Reflect practices of excellence in higher education
- Apply equally to diverse institutions with varied missions
- Articulate thresholds of performance which must be met or exceeded on a continuous basis



ACCREDITATION STANDARDS DO NOT:

- Include *every* excellent practice in higher education
- Represent state or system regulations or requirements, and aren't used to enforce state or system regulations or requirements
- Cover all requirements in federal law and regulations that may pertain to a member institution (financial aid, grants, etc.)
- Represent the “standards” of other groups that promulgate best practices or expectations (such as standards set by professional organizations or by programmatic accreditors).



2014 ACCREDITATION STANDARDS

Resources available for institutions at
www.accjc.org:

- Accreditation Standards Cross-walked to 2002 standards, with Glossary Terms
- Accreditation Standards annotated with references to Commission policies and to federal regulations



SUMMARY OF CHANGES TO THE STANDARDS

Simplified format

Reduced redundancies and clarified language

Linked with Eligibility Requirements

New emphasis on results (Student Achievement)

Improvement throughout the institution

New Section in Standard I on Institutional Integrity (I.C)



STANDARD I: MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS, AND INTEGRITY

- A. Mission
- B. Assuring Academic Quality and Institutional Effectiveness
- C. Institutional Integrity



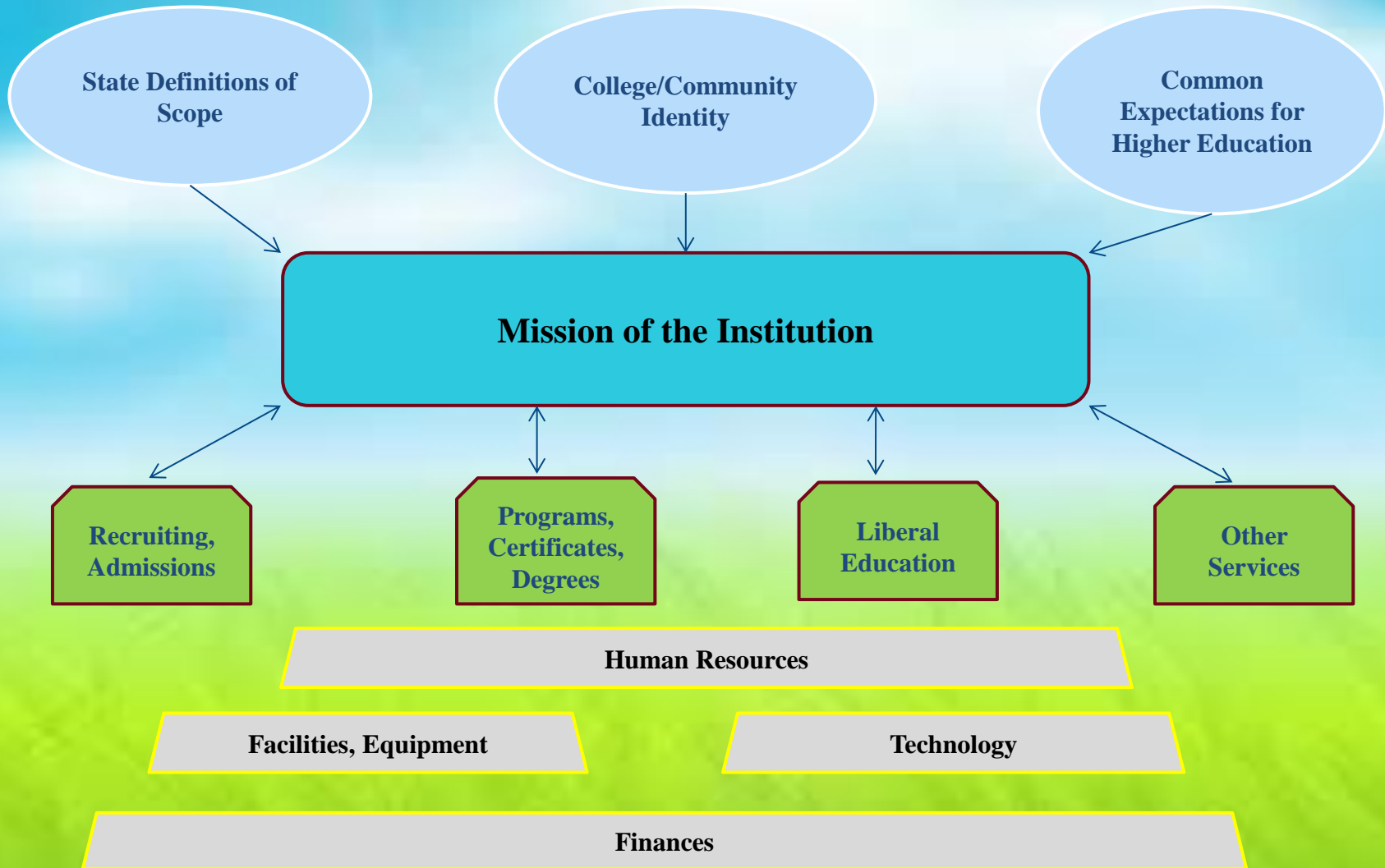
1: QUALITY

- The word “quality” appears 9 times in Standard I, in the title of the standard, the title of I.B, and in I.B.1, I.B.7, I.B.9, I.C.3, I.C.14
- Quality: “degree or grade of excellence”
- What *quality* is your college known for?
- What local processes have led to improvements in institutional quality?



2: MISSION

- The word “**mission**” appears 8 times in Standard I, in chapter and heading titles and in I.A.1, I.A.2, I.B.3, I.B.5, I.B.7, I.B.9, I.C.1, & I.C.5
- *If mission **drives planning**, can a college’s mission be defined so broadly that it provides no guidance in planning? How are parts of mission defined so they can be assessed?*





3: DATA

- The word “**data**” appears 5 times, in the Standard I Introduction and I.A.2, I.B.4, I.B.5 & I.C.9
- “Using analysis of *quantitative* and *qualitative* data, the institution continuously and systematically *evaluates...*” (*Introduction*)
- I.B.5-6: Using **disaggregated** quantitative & qualitative data (*Standard I.B.5-6*)



4: INSTITUTION-SET STANDARDS

- “The institution establishes **institution-set standards...**” (*Standard I.B.3*)
- Standards must be set for *institutional student achievement for completion, job placement, transfer, and job placement* for CTE programs



5: DISAGGREGATES

- “The institution **disaggregates** and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies...” (*Standard I.B.6*)
- An institution selects which subpopulations are critical to examine in order to understand whether it is achieving its mission



6: “BROADLY COMMUNICATES”

- The institution broadly **communicates** the results of all of its assessment and evaluation activities...
(Standard I.B.8)
- Assessment data is provided **to the public**
(Standard I.C.3)
- The **clarity, accuracy, and integrity** of information provided to **students, prospective students** and the **public** is assured... *(Standard I.C.1)*



STEPS IN EVALUATION AND PLANNING

- Data Collection
- Analysis and Reflection
- Goal Setting (**driven by college mission**)
- Planning
- Resource Allocation and Implementation
- Re-Evaluation



FACT OR MYTH?

The fact that we continue to exist as a college shows we operate in alignment with our mission.



STANDARD II: STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES

- A. Instructional Programs
- B. Library and Learning Support Services
- C. Student Support Services



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.
(Eligibility Requirements 9 and 11)



Standard II.A.2

Faculty, including full-time, part-time, and adjunct faculty ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to **continuously improve instructional courses**, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.



Standard II.A.4

If the institution offers **pre-collegiate level** curriculum, it **distinguishes** that curriculum **from college-level curriculum** and directly supports students in learning the knowledge and skills necessary to **advance** to and **succeed** in college-level curriculum.



Standard II.A.5

The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level.
(ER 12)



Standard II.A.6

The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)



Standard II.A.9

The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. **If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)**



Standard II.A.11

The institution includes in **all of its programs**, student learning outcomes, **appropriate to the program level**, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.



Standard II.A.12

The institution requires of all of its degree programs a component of general education... **for both associate and baccalaureate degrees** that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, **based upon student learning outcomes and competencies appropriate to the degree level...**



Standard II.A.13

All degree programs include a focused study in at least one area of inquiry or in an established interdisciplinary core. **The identification of specialized courses** in an area of inquiry or interdisciplinary core is based upon **student learning outcomes and competencies**, and includes **mastery, at the appropriate degree level**, of key theories and practices within the field of study.



Standard II.A.14

Graduates completing **career-technical certificates and degrees** demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.



Standard II.A.16

The institution **regularly evaluates and improves the quality and currency of all instructional programs** offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and **continuing and community education courses and programs** regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement of students.



Standard II.B.1

The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible student learning and support. **These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education... (ER 17)**



Standard II.B.4

When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. **The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement... (ER 17)**



Standard II.C.2

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.**



Standard II.C.3

The institution assures **equitable access** to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)



Standard II.C.5

The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. **Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.**



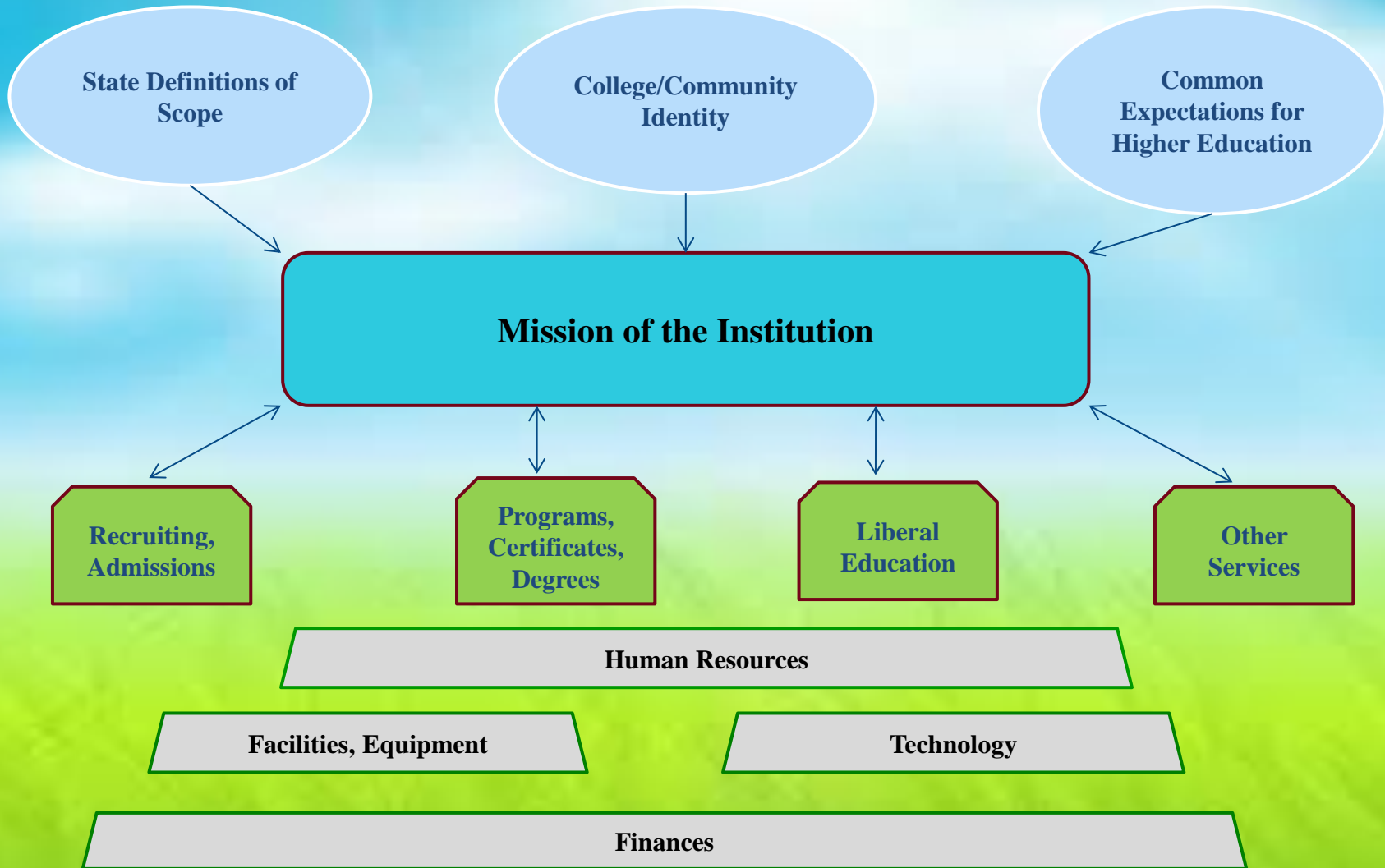
FACT OR MYTH?

The ACCJC's "Rubric for Evaluating Institutional Effectiveness" is no longer used.



STANDARD III: RESOURCES

- A. Human Resources
- B. Physical Resources
- C. Technology Resources
- D. Financial Resources
 - *Planning*
 - *Fiscal Responsibility and Stability*
 - *Liabilities*
 - *Contractual Agreements*





STANDARD III.A.6

The evaluation of faculty, **academic administrators**, and other personnel directly responsible for student learning includes, as a **component of that evaluation**, **consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.** [reworded for clarity]



STANDARD III.B.1

The institution assures **safe and sufficient physical resources at all locations where it offers courses, programs and learning support services.**



STANDARD III.B.2

The institution plans, acquires, or builds, maintains, and upgrades or replaces its physical resources **including facilities, equipment, land and other assets**, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services **and achieve its mission**. [“at all locations where it offers courses, programs, and learning support services” from III.B.1]



STANDARD III.B.4

Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.



STANDARD III.C.1

Technology services, professional support, facilities, hardware, and software are **appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.**



STANDARD III.C.2

The institution continuously plans for, **updates,** and replaces technology **to ensure its technological infrastructure, quality, and capacity are adequate to support its mission, operations, programs, and services.**



STANDARD III.C.3

The institution assures that **technology resources at all locations where it offers courses, programs, and services** are implemented and maintained **to assure reliable access, safety, and security.**



STANDARD III.C.4

The institution provides **appropriate instruction and support** for **faculty, staff, students, and administrators** in the effective use of technology and **technology systems related to its programs, services, and institutional operations.**



STANDARD III.C.5

The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.



STANDARD III.D.1

The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)



STANDARD III.D.11

The level of financial resources provides a **reasonable expectation of both short-term and long-term financial solvency.**



STANDARD III.D.15

The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, **including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.**



FACT OR MYTH?

This portion of the standards is more about operations than it is about student learning and achievement.

[Don't we only need the HR, Tech, Facilities, and Finance "gurus" on these sections?]



STANDARD IV: LEADERSHIP AND GOVERNANCE

- A. Decision-Making Roles and Processes
- B. Chief Executive Officer
- C. Governing Board
- D. Multi-College Districts or Systems



STANDARD IV.A.4

Faculty and **academic administrators**, through **policy and procedures**, and through well-defined structures, have **responsibility for recommendations about curriculum and student learning** programs and services.



STANDARD IV.A.6

The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.



STANDARD IV.B.

The CEO has the primary leadership role for accreditation ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements (IV.B.4).



STANDARD IV.C.1

The institution has a governing board that has **authority** and responsibility for policies to assure the **academic** quality, integrity, and effectiveness of the student learning programs and services, and the financial stability of the institution. **(ER7)**



STANDARD IV.C.8

To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.



STANDARD IV.C.10

Board policies and/or bylaws clearly establish a process for board evaluation. **The evaluation process assesses the board's effectiveness in promoting and sustaining academic quality...** The results are used to improve board performance, academic quality, and institutional effectiveness.



**EVALUATION TEAM RESPONSIBILITIES AS
TO SPECIFIED **COMMISSION POLICIES** AND
U.S. DEPARTMENT OF EDUCATION
(USDE) REGULATIONS
[THE CHECKLIST]**



USDE REGULATIONS/COMMISSION POLICIES

Evaluation Teams have Responsibility for Checking
Institutional Compliance with USDE Regulations &
Commission Policies

The Commission policies should be addressed in a separate section of the ISER following the ERs but before Standard I

- Notification of evaluation visit and third party comment and Policy on Rights and Responsibilities of the Commission and Member Institutions
- Institution-set standards and performance with respect to student achievement and Standards I.A.2, I.B.3 and ER 11



USDE REGULATIONS/COMMISSION POLICIES

CONTINUED

- **Credits, program length, and tuition** (clock to credit hour conversion – see *Appendix I Manual for Institutional Self Evaluation*) and **Policy on Institutional Degrees and Credits**.
- **Transfer Policies** and **Policy on Transfer of Credit**
- **Distance Education and Correspondence Education** and **Policy on Distance Education and Correspondence Education**.
- **Student Complaints** and **Policy on Student and Public Complaints Against Institutions**



USDE REGULATIONS/COMMISSION POLICIES

CONTINUED

- Institutional Disclosure , Advertising, and Recruitment Materials and Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status
- Title IV Compliance and Policy on Contractual Relationships with Non-Regionally Accredited Organizations and Policy on Institutional Compliance with Title IV



FACT OR MYTH?

All these federal regulations add another layer to self evaluation but there was no previous notification to the field.



FACT OR MYTH?

The list of Commission policies we just reviewed covers all the policies a college needs to know about and follow.



ORGANIZING THE COLLEGE FOR INSTITUTIONAL SELF EVALUATION



INSTITUTIONAL RESOURCES FOR SELF EVALUATION

WHAT DO YOU HAVE AT YOUR INSTITUTION?



ACCJC RESOURCES FOR SELF EVALUATION

(Available on ACCJC.org website)



ACCJC PUBLICATIONS TO SUPPORT THE SELF EVALUATION PROCESS

**ACCREDITATION
REFERENCE
HANDBOOK**

*A Publication of the
Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges*

JULY 2015
Edition

ACCJC
10 Commercial Blvd.
Suite 204
Novato, CA 94949

Phone: 415-506-0234
FAX: 415-506-0238
E-Mail: accjc@accjc.org
Website: www.accjc.org

**MANUAL FOR
INSTITUTIONAL
SELF EVALUATION**

*A Publication of the
Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges*

August 2015
Edition

For institutions being evaluated beginning Spring 2016

ACCJC
10 Commercial Blvd.
Suite 204
Novato, CA 94949

Phone: 415-506-0234
FAX: 415-506-0238
E-Mail: accjc@accjc.org
Website: www.accjc.org

**GUIDE TO
EVALUATING &
IMPROVING
INSTITUTIONS**

*A Publication of the
Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges*

July 2015
Edition

ACCJC
10 Commercial Blvd.
Suite 204
Novato, CA 94949

Phone: 415-506-0234
FAX: 415-506-0238
E-Mail: accjc@accjc.org
Website: www.accjc.org



ADDITIONAL RESOURCES TO SUPPORT THE SELF EVALUATION PROCESS

- Guidelines for Review of Financial Resources
(handout)
- C-RAC Student Learning: Principles for Good Practices
(handout)
- C-RAC Regional Accreditation and Student Learning: A Guide for Institutions and Evaluators
(handout)
- Accreditation Basics – Online course *(2002 Standards)*



ADDITIONAL RESOURCES CONTINUED

NEW: CHECKLIST FOR EVALUATING COMPLIANCE WITH FEDERAL REGULATIONS AND COMMISSION POLICIES

- Covers the content of evaluation to the extent these are not fully covered in the ERs and Standards (*Appendix K in Manual for Institutional Self Evaluation*) [Discussed earlier in training.]



OTHER ACCJC DOCUMENTS TO SUPPORT THE SELF EVALUATION PROCESS

- Selected Evaluation Team Responsibilities for Compliance with U.S. Department of Education Regulations (*Appendix H in Manual for Institutional Self Evaluation*)
- Protocol for Creating and Submitting Evidence (*Appendix J*)



Accrediting Commission for Community and Junior Colleges Western Association of Schools and Colleges

[ALO/CIO Discussion Board](#)

[Home](#)

[Substantive Change](#)

[Eligibility Requirements & Standards](#)

[Publications & Policies](#)

[Complaint Process](#)



[ACCJC Directory of Accredited Institutions](#)

[Bylaws of the ACCJC and of WASC](#)

[College Reports to ACCJC](#)

[Contacting the ACCJC](#)

[Events](#)

[For the Public](#)

[Future Comprehensive External Evaluation Visits](#)

[Newsletter](#)

[Other Resources](#)

Publications & Policies

This page provides access to each of the Commission published manuals. The Accreditation Reference Handbook provides readers with the Eligibility Requirements, the Accreditation Standards, and all policies of the ACCJC. Quick access to individual policies is provided by using the Table of Contents in the Accreditation Reference Handbook. For current and past issues of the Accreditation newsletter, *ACCJC NEWS*, please see the Newsletter menu button.

Accreditation Reference Handbook

This *Handbook* contains the Eligibility Requirements for initial accreditation and reaffirmation of accreditation, the ACCJC Accreditation Standards, and all Commission policies.

[Accreditation Reference Handbook](#)



[ACCJC Directory of Accredited Institutions](#)

[Bylaws of the ACCJC and of WASC](#)

[College Reports to ACCJC](#)

[Contacting the ACCJC](#)

[Events](#)

[For the Public](#)

[Future Comprehensive External Evaluation Visits](#)

[Newsletter](#)

[Other Resources](#)

[President's Desk](#)

[Recent Commission Actions](#)

[The Commission](#)

[Third Party Comments](#)

ACCJC Conference Presentations and Other Materials

ACCJC Occasional Papers

[Degree Mills and Fraudulent Higher Education Credentials-Certifications](#)

WEB REPORTS

The ACCJC Staff prepares reports to the Commission and to the membership which are presented in Public Session at Commission meetings. When there has been wider interest in the subject, the reports are posted here:

- ▶ [2013 Status on SLO Implementation at Member Institutions](#)

REGIONAL WORKSHOPS ON STUDENT LEARNING OUTCOMES (SLOs)


Regional workshops cover a topic relevant to ACCJC accredited institutions, and are hosted by a member institution. Participants include other colleges in close geographic proximity of the host college. These workshops offer opportunities for the sharing of practices through presentations and group discussions and the participating institutions are invited to send small groups of participants. PowerPoint Presentations from Regional Workshops on SLOs are available for download below.

College of the Desert (October 4, 2013): [ACCJC Regional Workshop Presentation on Institutional Internal Quality Assurance and Student Learning Outcomes Assessment, Definitions of Learning Outcomes, Measures of Learning, Summarizing Learning Outcomes Data, Using Assessment Data, Dr. David W. Marshall, CSU-San Bernardino, Chaffey College The Journey Toward Proficiency at Chaffey College](#)

Solano Community College (September 20, 2013): [ACCJC Regional Workshop Presentation on Institutional Internal Quality Assurance and Student Learning Outcomes Assessment; College of Marin SLO Course to Program to Institutional Development/Assessment and Use; Definitions of Learning Outcomes, Measures of Learning, Summarizing Learning Outcomes Data, Using Assessment Data, Dr. David W. Marshall, CSU-San Bernardino](#)



Home Substantive Change Eligibility Requirements & Standards Publications & Policies Complaint Process



ACCJC Directory of Accredited Institutions

Bylaws of the ACCJC and of WASC

College Reports to ACCJC

Contacting the ACCJC

Events

For the Public

Future Comprehensive External Evaluation Visits

Newsletter

Other Resources

President's Desk

Recent Commission Actions

The Commission


Third Party Comments

Complaint Process

Here you will find information that will assist individuals who wish to file a formal complaint to the ACCJC.

Complaints Against Member Institutions


Students and members of the public who desire to file a formal complaint to the Commission about one of its member institutions should become familiar with the requirements for doing so prior to contacting the Commission. Following is a link to the Commission's Policy on Student and Public Complaints Against Institutions which will assist the user in understanding the issues this Commission can and cannot address through its complaint process. The policy explains the procedures for filing a complaint. Below and on the previous page is a link to the Complaint Form.

 [Policy on Student and Public Complaints Against Institutions](#)

- [Complaint Form](#)

Complaints Against the Commission


Students and members of the public who desire to file a formal complaint to the Commission about one of its member institutions should become familiar with the requirements for doing so prior to contacting the Commission. Following is a link to the Commission's Policy on Student and Public Complaints Against Institutions which will assist the user in understanding the issues this Commission can and cannot address through its complaint process. The policy explains the procedures for filing a complaint. Below and on the previous page is a link to the Complaint Form.

 [Complaints Against the ACCJC](#)

- [Complaint Form](#)

Third Party Comments

Individuals who wish to make comments on the institutions that are undergoing review in the current semester and that are being considered by the Commission at its next meeting, should use the Third Party Comments Form and be sure to include their name, address, phone number, and email address. The comments must be received five weeks before the scheduled Commission meeting.

 [Third Party Comment Form](#)



BREAKOUT: WRITING TEAMS

Facilitating the self evaluation process and
gathering together the Self Evaluation Report
Writing Teams



EXERCISE 2: GATHERING EVIDENCE

LOOKING AT THE STANDARDS TO DEVELOP AN EVIDENCE LIST



WITHIN YOUR WRITING TEAM, REVIEW THE IDENTIFIED STANDARD AND DETERMINE

How the college meets the Standard (the structures, policy, practice) by asking:

- What evidence is available
- What is needed and who can assist

Suggested Standards for this activity:

I.A.3; I.B.1; I.C.8;

III.A.14; III.B.3; III.C; III.D.3

II.A.11; II.B.3; II.C.3;

IV.A.6; IV.B.4; IV.C.7; IV.D.4

INITIAL WRITING TEAM PREP





THE PROCESS FOR INSTITUTIONAL SELF EVALUATION

- Leads to institution-wide reflection about quality and student learning/achievement based on data and analyses
- Uses and is integrated with ongoing research, evaluation, and planning



THE INSTITUTIONAL SELF EVALUATION REPORT

- Summarizes and references evidence to support its analyses, and makes the evidence available electronically to the team and the Commission
- Has coherence and a single voice
- Is honest and a meaningful document **for the college**, the team, and the Commission



FORMAT OF THE SELF EVALUATION REPORT AND SITE VISIT



FORMAT FOR THE REPORT

- Cover Sheet [*Appendix D*]*
- Certification of the Report [*Appendix B*]*
- Table of Contents
- Introduction (*history*, demographic information, location of off-site campuses, major developments since the last comprehensive review)
- Presentation of student achievement data and institution-set standards
- Organization of the self evaluation process

**See Manual for Institutional Self Evaluation*

Continued



FORMAT FOR THE REPORT

- Institutional Organization (organizational chart, functional map, list of off-campus sites, DE/CE)
- Eligibility Requirements (1-5)
- Commission policies and Federal regulations (Checklist)
- Accreditation Standards:
 - Evidence of Meeting the Standard
 - Analysis and Evaluation (Whether or not, and to what degree does evidence demonstrate that the institution meets each Standard? How has the institution reached this conclusion?)
 - Actionable Improvement Plans (see note next slide)

Continued



FORMAT FOR THE REPORT

INSTITUTIONAL SELF EVALUATION USING THE ACCREDITATION STANDARDS

- The institution should describe changes it made during the process of self evaluation to meet Standards/ERs/Policies/Regulations, improve educational quality, or increase institutional effectiveness
- Actionable Improvement Plans: Plans for future action made to meet requirements or to improve
- Quality Focus Essay (see next slide)



QUALITY FOCUS ESSAY

- In the Quality Focus Essay (QFE), the college will discuss, in essay format, two or three areas it has identified for further study, improvement, and enhancement of academic quality, institutional effectiveness, and excellence.
- The QFE topics (action projects) are selected during the college's self evaluation process.

*See Self Evaluation Manual and
Guide to Evaluating and Improving Institutions*



QUALITY FOCUS ESSAY

- Is related to the Accreditation Standards
- Is realistic, coming out of data and reflected in the self evaluation process and Self Evaluation Report
- Has a 5,000 word limit
- Sets multi-year, long-term direction(s) for the college
- Demonstrates institutional commitment to excellence

Continued



QUALITY FOCUS ESSAY

The Midterm Report will be an update on the quality improvement efforts (action projects), and an analysis of trend data (AR/AFR, etc.) related to institutional performance.

See *ACCJC News* article:

“Accreditation Asks for a Focus beyond Compliance to Quality Improvement”



SUBMISSION OF THE SELF EVALUATION REPORT

- To the ACCJC: One electronic copy (with evidence) in Microsoft Word plus one printed copy; electronic copies and 1 printed copy of the catalog and schedule of classes (if available in print format)
- To each Evaluation Team Member: One electronic copy (with evidence in on memory stick), including catalog and class schedule. Special accommodation for disabilities may call for additional print copies.



THE SITE VISIT

- Pre-visit by team chair
- Documents for the team
- Team room and other facilities
- Open meetings
- Availability of key personnel
- Classroom and off-site visits
- Access to distance education
- Exit report
- The college should not make gifts to team members



Read the ERs,
Accreditation Standards,
and Commission policies

Be familiar with the
ACCJC website
(www.accjc.org)

Read the previous
evaluation team
and college reports

Organize the
college community for
self evaluation and
reflection

Use the ACCJC's
Manuals, Guides, and
other publications

Collect and
analyze evidence

Identify action
projects for QFE



OPEN DISCUSSION

What questions do you have about the ERs or Standards, the self evaluation process, the Self Evaluation Report, Commission Policies, The Checklist, Quality Focus Essay, federal regulations, external evaluation visit, or what happens after the visit ?



ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

10 Commercial Blvd. Suite 204
Novato, CA 94949

415-506-0234
FAX: 415-506-0238

Website: www.accjc.org
Email: accjc@accjc.org