

## PREPARING FOR INSTITUTIONAL SELF EVALUATION OF EDUCATIONAL QUALITY AND EFFECTIVENESS

FALL 2015

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

[www.ACCJC.org](http://www.ACCJC.org)  
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## 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 Institutional Self Report (ISER) 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 Institutional Self Evaluation Report (ISER)
- 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

- Quality Assurance.
- Continuous Improvement.

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

## PURPOSES OF THE SELF EVALUATION PROCESS

- Honest analysis of the institution's strengths and weaknesses
- Continuous self evaluation, and quality improvement activities
- To be reflective, analytical, and forward-looking

*Continued*

### PURPOSES OF THE SELF EVALUATION PROCESS CONTINUED

- Information and evidence of meeting accreditation requirements for the college, the team, and the Commission
- Areas at the institution needing improvement (actionable improvement plans and the QFE)
- The institution's ability to assure and improve its own quality and effectiveness

### PURPOSES OF THE INSTITUTIONAL SELF EVALUATION REPORT (ISER)

- Demonstrate and provide evidence the institution meets its mission and accreditation requirements.
- 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?

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

Will be read by individuals unfamiliar  
Should be integrated met a ramp up to the by year.

## THE REQUIREMENTS FOR EVIDENCE IN THE ISER

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:** policies, operational documents, minutes, reports, research and analysis, screen captures from websites, and other sources of information
- **Electronic Presentation:** All evidence available to the ACCJC and evaluation teams in electronic format (on a USB Memory Stick)

## DATA IN THE ISER

- Accurate, up-to-date, reliable, and tested for validity and significance
- Qualitative and/or quantitative presented in data tables, charts and graphs or in documentary form **with analysis**
- Longitudinal, where appropriate
- Disaggregated by relevant sub-populations defined by the institution

## DATA IN THE ISER SHOULD INCLUDE DATA ON

- Service Area
- Incoming Students
- Characteristics of Enrolled Students

## DATA ABOUT ENROLLED STUDENTS MUST INCLUDE STUDENT ACHIEVEMENT

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

## 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

- 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

- Descriptions of student services
- Student policies
- Availability of student support services off-campus and online

## 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?

## 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, & licensure exam pass rates**
- Analyzes how well it is meeting its own standards

Standard I.B.3 and ER 11

Section 3.3 in *Manual for Institutional Self Evaluation*



## INSTITUTION-SET STANDARDS CONTINUED

### THE INSTITUTION MUST DEMONSTRATE THAT IT:

- 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

Section 3.3 in *Manual for Institutional Self Evaluation*



## 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

## EXERCISE 1:

### INSTITUTION-SET STANDARDS

### 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 ISER. 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*

Only 5 of 21 that have to be addressed

## 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.

Address ER w/ Standard you don't have to do separate section

**REMEMBER:**

- 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 excellent practices in higher education
- Apply equally to diverse institutions with varied missions
- Articulate thresholds of performance which must be met or exceeded at all times

**ACCREDITATION STANDARDS DO NOT:**

- Include *every* excellent practice in higher education
- Represent or 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](http://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

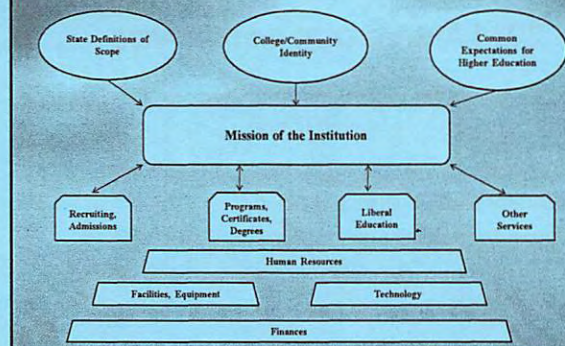
- A. Mission
- B. Assuring Academic Quality and Institutional Effectiveness
- C. Institutional Integrity

## 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
- 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 to Standard I*)
- I.B.5-6: Using **disaggregated** quantitative & qualitative data (*Standard I.B.5-6*)

## 4: INSTITUTION-SET STANDARDS

- “The institution establishes **institution-set standards** for student achievement...”
- ...**assesses** how well it is achieving them...
- ...and **publishes** this information.”

(*Standard I.B.3*)

### 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)
- Learning and achievement 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)

Crime Stats  
Should be included.

### 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

## II.A INSTRUCTIONAL PROGRAMS

### 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)

Now Difference between  
BAV AA

### 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

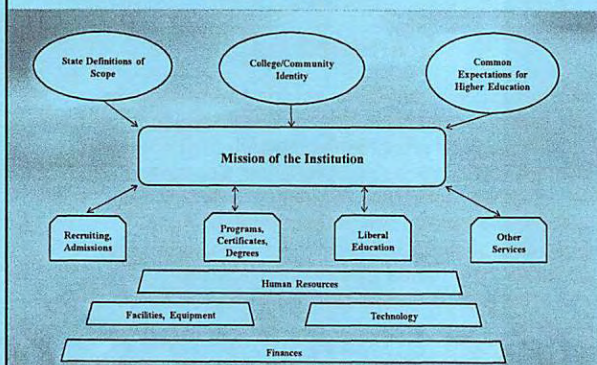
The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. **Counseling and advising programs orient students to ensure they understand the requirements related to their 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]

ADA

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### STANDARD III.B.1

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

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### 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]

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### 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.

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### 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.**

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### 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



## 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*)

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## BREAKOUT: WRITING TEAMS

Facilitating the self evaluation process and  
gathering together the 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

*Student Support*

## INITIAL WRITING TEAM PREP



## FORMAT OF THE ISER 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
- 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 ISER
- 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 ISER

- 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
- Evidence 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

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Read the ERs, Accreditation Standards, and Commission policies

Be familiar with the ACCJC website ([www.accjc.org](http://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

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### OPEN DISCUSSION

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

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## ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

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