DeAnza College

Accreditation Overview
Winter 2016

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Accreditation Overview

What is ACCJC?
(Accrediting Commission for Community and Junior Colleges)
- Part of WASC (Western Association of Schools and Colleges)
-Accredits community colleges and other associate degree granting institutions in the Western region
- One of seven regional accrediting commissions in the U.S.
- ACCJC is authorized to operate by the Department of Education

What is accreditation?
- Voluntary participation in self regulation
-Peer review process to ensure overall educational quality and Institutional effectiveness
- Site visit every 6 years (moving to every 7 years)

Accreditation Overview

Why do we need it?

- Provides assurance to the public that the college meets set Standards and Federal Eligibility Requirements (ERs)
- Provides assurance to employers and other higher education institutions that the degree is legitimate
- Needed to receive federal financial aid

"The primary purpose of an ACCJC-accredited institution is to foster student learning and student achievement. An effective institution ensures that its resources, programs, and services, whenever, wherever, and however delivered, support student learning and achievement. The effective institution ensures academic quality and continues improvement through ongoing assessment of learning and achievement and pursues institutional excellence and improvement through ongoing, integrated planning and evaluation." - ACCJC

Self-Study Report

What is the Self-Study Report?

- An honest evaluation of our strengths and weaknesses
- Continuous self-evaluation of our activities for continuous improvement
- A reflective, analytical and forward thinking look into our processes and practices

Self-Study Report

What should it include?

- Information and evidence of meeting our mission AND the Standards
- Areas for improvement (actionable improvement plans and Quality Focus Essay)
- A commitment to continuous quality and improvement
- Presentation of evidence of student achievement and learning (results, analysis of the results, use of the results at the course, program and institution levels)

Example Self-Study Report:
Napa Valley College: http://bit.ly/1l4d3P9

Accreditation Standards

Standard 1: Mission, Academic Quality and Institutional Effectiveness and Integrity
- A. Mission
- B. Academic Quality and Institutional Effectiveness
- C. Institutional Integrity

Standard 2: Student Learning Programs and Support Services
- A. Instructional Programs
- B. Library and Learning Support Services
- C. Student Support Services

Standard 3: Resources
- A. Human Resources
- B. Physical Resources
- C. Technology Resources
- D. Financial Resources

Standard 4: Leadership and Governance
- A. Decision-Making Roles and Processes
- B. Chief Executive Office
- C. Governing Board
- D. Multi-College Districts

Responding to the Standards

- Use the language in the Standards as part of your answer
- Make sure that you answer every part of the Standard
- Repetition is not necessarily a bad thing
- Link to relevant evidence
- Write it like it is
  - Report the facts
  - Avoid unnecessary superlatives
  - Limit describing future plans in the action plans

  or quality focus essay
  - Only make claims that can be substantiated with evidence
  - Use a one-voice narrator

Use of Data in the Report

What types of data can we use?

- Qualitative and/or quantitative data presented in tables, charts and graphs or in documentary form WITH ANALYSIS
- Longitudinal when appropriate
- Disaggregated by relevant subpopulations

Use of Data in the Report

Examples of Program Review Data:

- 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

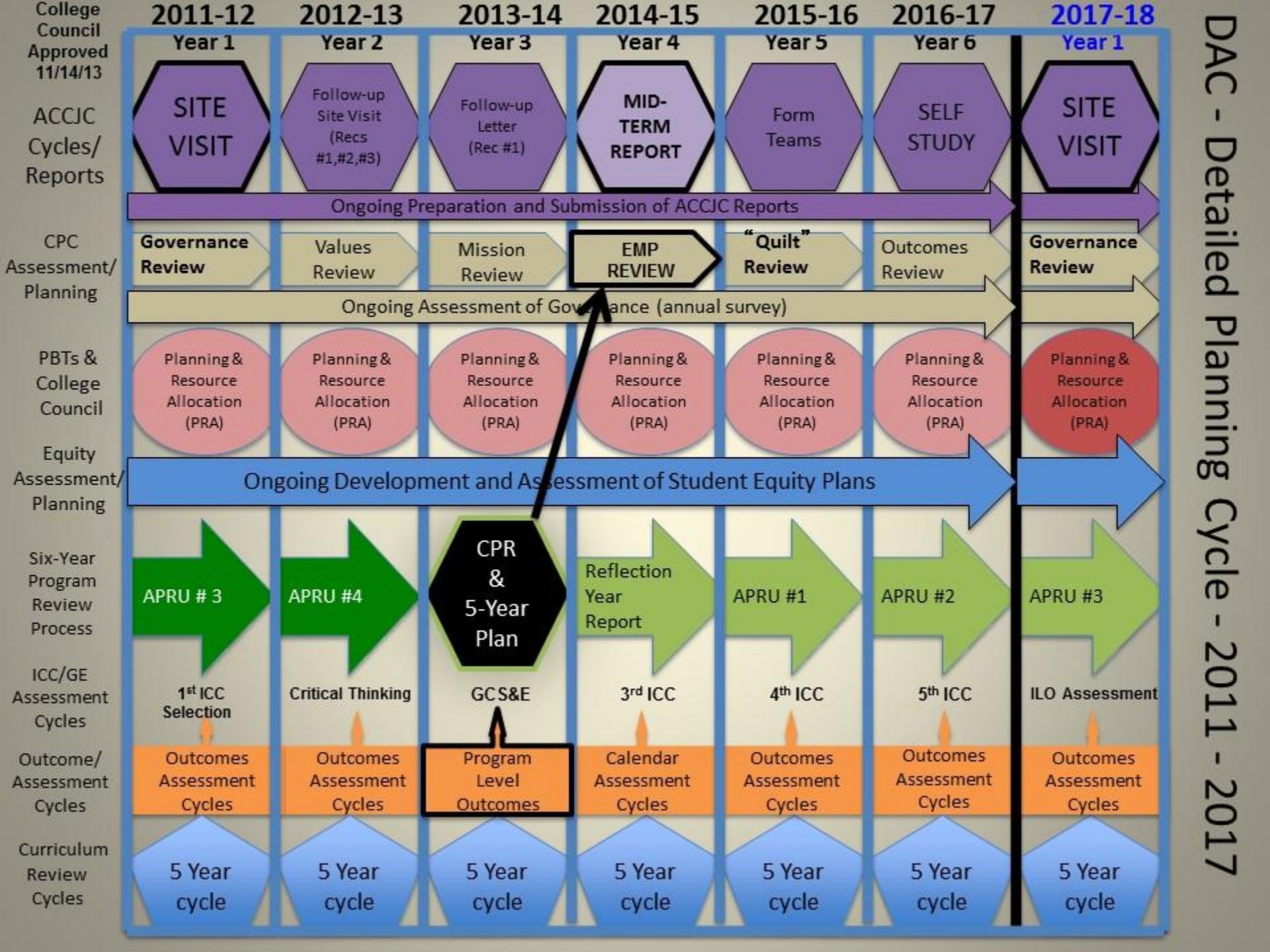
Self-Study Report

What is the site visit team looking for in regards to data?

- That we routinely and systematically gather data
- We analyze data and reflect upon the data and the analysis
- We publish the data and analyses and share them widely with constituent groups
- We use them to plan and implement program improvements
- We use them to plan and implement institutional improvements
- We use them to evaluate the effectiveness of our improvements

Other Examples of Evidence

- State Scorecard
- Program Review documents
- SLO assessment results, analysis and changes made due to ongoing assessment
- Policies and procedures
- College website and usability of it
- Human resources (positions) intended to help meet Standards
- Committee minutes and agendas
- Mid-term report for accreditation
- Surveys (CCSSE, Accreditation)
- Student learning and achievement data (Educational Master Plan, Equity Plan, 3SP Plan, etc.)


College Council Approved 11/14/13
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
2017-18
Year 1
Year 2
Year 3
Year 4
Year 5
Year 6
Year 1
ACCJC Cycles/ Reports
SITE VISIT
Follow-up Site Visit (Recs #1,#2,#3)
Follow-up Letter (Rec #1)
MID-TERM REPORT
Form Teams
SELF STUDY
SITE VISIT
Ongoing Preparation and Submission of ACCJC Reports
CPC Assessment/ Planning
Governance Review
Values Review
Mission Review
EMP REVIEW
"Quilt" Review
Outcomes Review
Governance Review
Ongoing Assessment of Governance (annual survey)
PBTs & College Council
Planning & Resource Allocation (PRA)
Equity Assessment/ Planning
Ongoing Development and Assessment of Student Equity Plans
Six-Year Program Review Process
APRU # 3
APRU #4
CPR & 5-Year Plan
Reflection Year Report
APRU #1
APRU #2
APRU #3
ICC/GE Assessment Cycles
1st ICC Selection
Critical Thinking
GCS&E
3rd ICC
4th ICC
5th ICC
ILO Assessment
Outcome/ Assessment Cycles
Outcomes Assessment Cycles
Program Level Outcomes
Calendar Assessment Cycles
Curriculum Review Cycles
5 Year cycle
DAC - Detailed Planning Cycle - 2011 - 2017

Draft Timeline

January 2016	February 2016	March-April 2016	May 2016	June 2016
District provides functional map to colleges	Assign standards to teams and provide training on the Standards	Teams begin work on self-study; Campus provides feedback on District Accreditation Survey	Accreditation survey sent to students and employees	District provides accreditation survey results to colleges
September 2016 - November 2016	**December 2016**	**January 2017**	**February 2017**	**March 2017**
Teams continue work on self-study.	Accreditation Steering Committee determine areas for Quality Focus Essay (QFE) - Teams finalize self-study areas	Self-study draft shared with governance groups - Steering Committee Drafts QFE	QFE finalized and shared with governance groups	Campus feedback and public comments on process, self-study report, and QFE collected
April 2017	**May 2017**	**June 2017**	**July - September 2017**	**October 2017**
Campus feedback incorporated into final draft	Documents due for editing	Final draft of self-study due to Board of Trustees	Self-study to printer; Copies sent to team; Accommodations for site visit; Compile hard copies of evidence for team room	Site Visit

Draft Assignments

College Planning Committee	IPBT	Library	SSPBT	FERPBT	Technology Taskforce
Standard 1.A., 1.B., 1.C.	Standard 2.A.	Standard 2.B.	Standard 2.C.	Standard 3.A., 3.B., 3.D. (Liabilities, Contractual Agreements)	Standard 3.C.

Campus Budget	Academic Senate	Classified Senate	President and Senior Staff	District Advisory Team
Standard 3.D. (Planning and Fiscal Responsibility and Stability)	Standard 4.A.	Standard 4.A.	Standard 4.B.	Standard 4.C., 4.D.

Questions?