



Welcome to the ACCJC and Compton College's Institutional Self-Evaluation Report 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.



TOPICS

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 importance and purpose of accreditation
- **Interpret** Standards and **apply** them to your College/District policies and practices
- **Engage** in the self-evaluation process to **document** and **establish** goals for continuous improvement
- **Write** a concise, clear, and evidence-based ISER



Part One: Context for Accreditation

What is Accreditation?

In 1 to 3 words describe accreditation:

Accreditation is.....:

?

?

?



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:

Top Three Reasons:

_____ ? _____ ? _____ ?



Why Bother?

- Access to Title IV (Federal Financial Aid)
- Recognition for transfer
- Assure quality to the public and students
- Ensure institutions are aligned with their missions
- Improve academic quality, effectiveness, and student success



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



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.





ACCJC Mission in Action

Outcomes ✦ *Innovation* ✦ *Improvement*

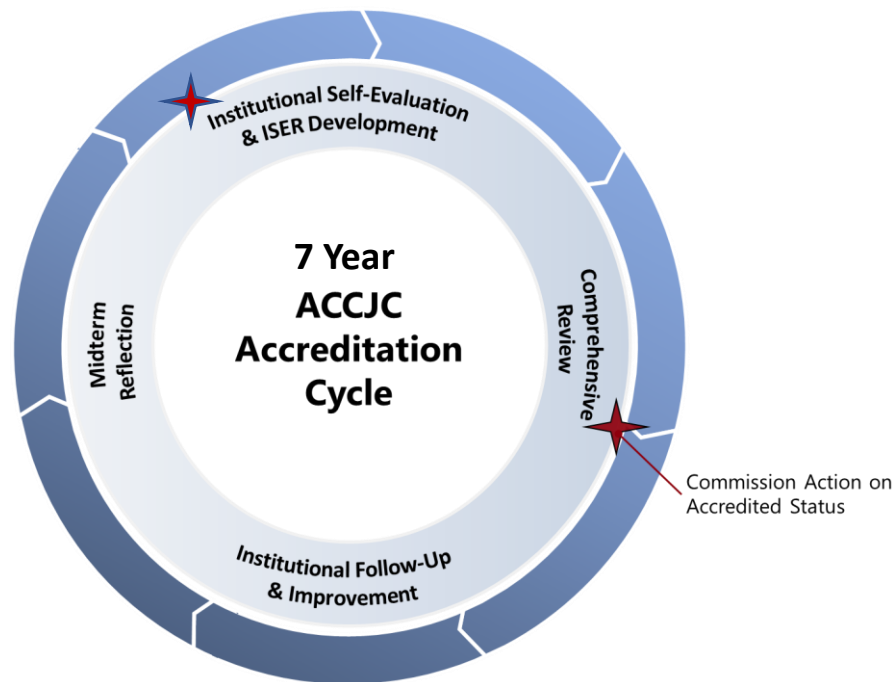
ACCJC's Strategic Goals:

- Increasing transparency
- Improving communication and collaboration
- Fostering institutional innovation
- Leading advocacy efforts on accreditation

- ✦ Staff Liaisons
- ✦ Educational Programming
- ✦ Streamlined Processes
- ✦ New Comprehensive Review
- ✦ Standards Review

Accreditation Cycle and Reports

- 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



Overview: The Accreditation Evaluation Process



Intended Outcomes of Self-Reflection

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



The goal is quality not quantity!

To demonstrate how you **exemplify** academic quality and continue to improve.

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’s 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



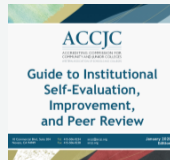
Institutional Self Evaluation Report (ISER) Resources

- ISER Training – 2 ½ years prior to comprehensive review
- Advanced ISER training – approx. one year prior to the ISER due date
- 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.



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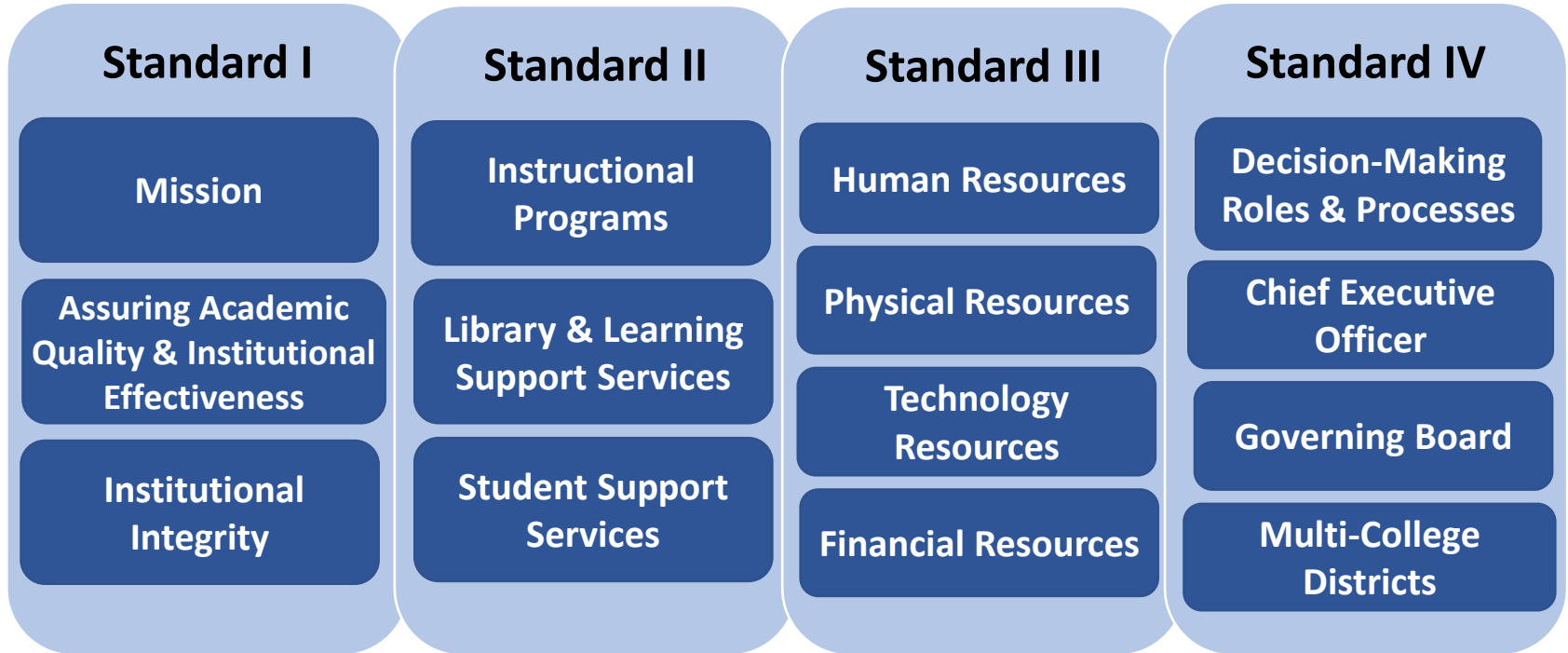
Template for Institutional Self-Evaluation Report (ISER)

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.



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Four Interconnected Standards of Institutional Practice



Developing the ISER

Collaborative Partnership –
multiple groups and perspectives
working together!

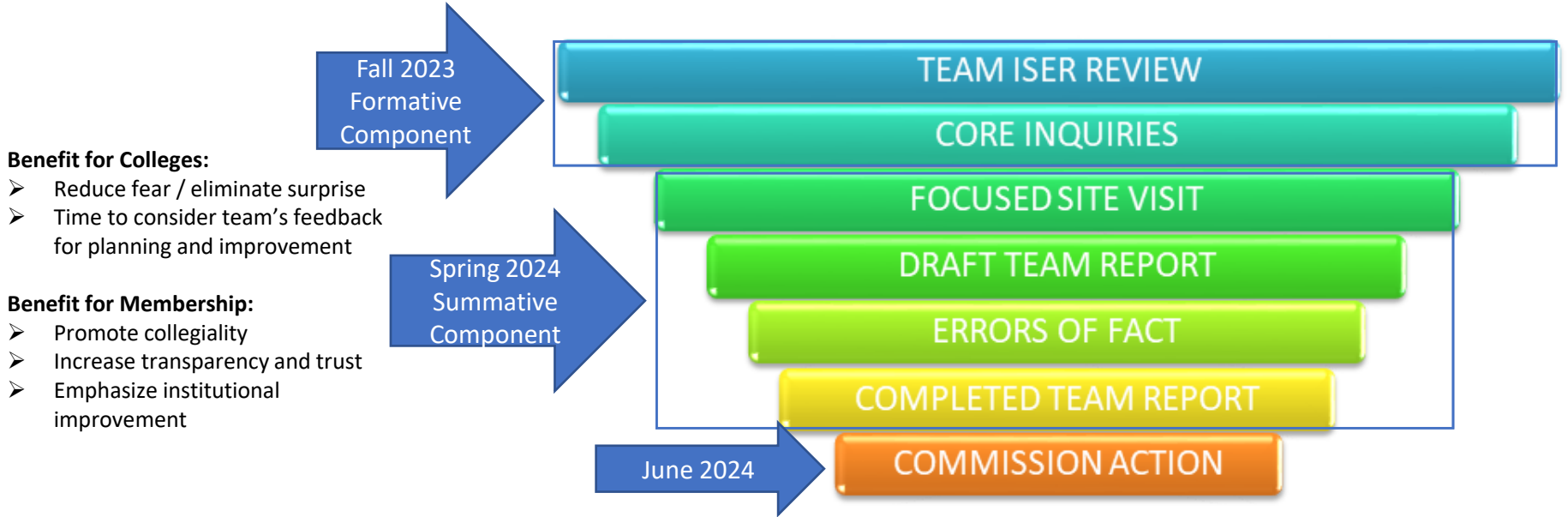


Mindset for ISER Development

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



Formative/Summative Comprehensive Review



Benefit for Colleges:

- Reduce fear / eliminate surprise
- Time to consider team’s feedback for planning and improvement

Benefit for Membership:

- Promote collegiality
- Increase transparency and trust
- Emphasize institutional improvement

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.	



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

Discussion

- What concerns or questions do you have about accreditation, ISER development, the review process, etc.?






Part Two: Nuts and Bolts of ISER Development

Major Steps: Institutional Self Evaluation Process

Possible Steps of the Process:

- 
1. Determine leaders
 2. Plan backward
 3. Invite others
 4. Interpret Standards (assign teams)
 5. Gather evidence & make needed changes
 6. Draft sections
 8. Compile the report
 9. Share with constituencies/
Review and revise the report
 10. Share again, if needed
 11. Edit and finalize the report
 12. Get Board approval
 13. Submit
 14. Prepare for the review



Interpreting Individual Standards

Step 1: Use 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 the standard (i.e., subject, verb)

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.



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Interpreting the Standards

Standard II.A.1 (Instructional Programs)

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.



Interpreting the Standards

Standard I.A.1:

The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.



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Interpreting the Standards

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The **mission** **describes** the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.



Interpreting the Standards

Standard I.A.1 (Mission)

The mission describes

the institution's broad educational purposes,
its intended student population,
the types of degrees and other credentials it offers, and
its commitment to student learning and student achievement.



Interpreting Standards – Steps to Success

- Step 1: What area is the standard in?
- Step 2: What is the standard about (i.e., subject, verb)
- Step 3: What is the standard asking for (policy, process, documentation)?
- Step 4: What's the best evidence (not all evidence) that demonstrates the college is meeting standard?
- Step 5: Write to the evidence**

Interpreting the Standards Activity



1. Break into groups.
2. Read and discuss Standards and accompanying questions that have been assigned to your group.
3. Think about sources of evidence.
4. Be prepared to discuss thoughts/findings with the entire group.



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



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.

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 Analysis of Standards

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

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
 - Will report out on progress in the Midterm Report
- Quality Focus Essay (QFE)
 - Purpose: Long-term plans to ***improve student learning and achievement***
 - Should identify intended outcomes (measurable and achievable)
 - Should identify responsible parties/groups
 - Should have a timeline
 - Will report out on results in the Midterm Report
- Not used by Commission in decision, but teams will provide feedback



Good Practices for Approaching the Report

- Interpret the Standard, gather the evidence, **then** write
- Keep the narrative concise, clear, direct, and focused
 - more is not necessarily better
- Use simple, clear, business-style writing
 - keep readers in mind
- Remember ERs 1-5 & Commission Policies
- Use the Guide & ISER template (available on ACCJC website)



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.)
- “Freeze” evidence from websites in a PDF or screenshot
- Refer to *Guide to Institutional Self-Evaluation...*



Heads Up – Distance Education

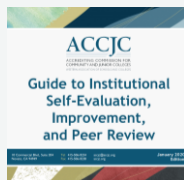
- In September 2020, the U.S. Department of Education (ED) issued a final rule related to Distance Education and Innovation under the Higher Education Act (HEA).
- Modified definitions for distance ed and correspondence ed
- Defined regular and substantive interaction
- ACCJC Policy revisions adopted June 2021

ISER Guide and Template



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Manuals

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<https://accjc.org/guides-and-manuals/>

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](#)
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Guides and
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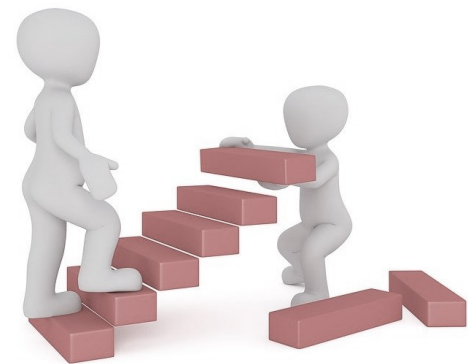
Educational Series



Standards &
Policies

What Happens Next?

- Begin:** ISER Development
- August 1, 2023:** ISER Due to ACCJC
- Fall 2023:** Team ISER Review (*peer review*)
- Spring 2024:** Focused Site Visit (*peer review*)
- June 2024:** Commission decision



ACCJC training & support: Throughout the process



Remaining Questions and Comments

&

THANK YOU!