PREPARING FOR SELF EVALUATION
OF EDUCATIONAL QUALITY AND
INSTITUTIONAL EFFECTIVENESS

Accrediting Commission for Community and Junior Colleges/WASC
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TODAY'S SESSION

- Accreditation and the ACCJC/WASC
- The Eligibility Requirements
- The Accreditation Standards
- The Themes in the Accreditation Standards
- Elements of an Effective Program Review for Integrated Planning
- The Requirements for Evidence in Institutional Self Evaluation

Continued

Organizing the college community for self evaluation
- Resources for doing a self evaluation
- Commission policies and concerns
- Assuring the quality of distance education and correspondence education
- Format of the Self Evaluation of Educational Quality and Institutional Effectiveness Report
- The site visit
Accreditation and the ACCJC/WASC

**PURPOSES OF ACCREDITATION:**

- To provide assurance to the public that education provided by institutions meets acceptable levels of quality
- To promote continuous institutional improvement
- To maintain the high quality of higher education institutions in the region/nation

**ACCJC ENCOURAGES AND SUPPORTS INSTITUTIONAL DEVELOPMENT THROUGH:**

- Establishing standards of quality based upon excellent practices in higher education
- Evaluating institutions with these standards using a three-part, peer review process that entails
  - Institutional self-evaluation (internal)
  - External review
  - Commission review

[ACCJC bylaws, Accreditation Reference Handbook]
COMMISSION ACTIONS ON INSTITUTIONS

The Commission:

- Determines the accredited status of a member institution
- Communicates the accreditation decision to the institution
- Communicates the accreditation decision to the public (Public Disclosure Notice on ACCJC website for Probation and Show Cause)
- Requires the institution to make all reports available to students and the public

ACCJC PUBLICATIONS TO SUPPORT THE SELF EVALUATION PROCESS

ACCJC DOCUMENTS TO SUPPORT THE SELF EVALUATION PROCESS

- Guidelines for Review of Financial Resources
- Rubric for Evaluating Institutional Effectiveness Parts I – III (revised 2011)
- Implementation of New U.S.D.E. Regulations
**OTHER VALUABLE RESOURCES**

- Accreditation Basics – an online course for individuals who are interested in learning more about accreditation
- ALO/CIO Discussion Board – a forum where ALOs and CIOs meet virtually to exchange ideas, share good practices, discuss issues of educational quality and institutional effectiveness, network, and learn from one another
- C-RAC Student Learning: Principles for Good Practices

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**DISCUSSION BOARD TOPICS**

- The Accreditation Process
- Developing and Managing Evidence
- Updates on Federal Regulations
- Planning and Program Review
- SLOs and Assessment
- Campus Communication
- Distance Education and Correspondence Education
- Substantive Change
- Open Discussion

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**RUBRIC FOR EVALUATING INSTITUTIONAL EFFECTIVENESS**

**PARTS I – III**

The Rubric offers language for good practice about characteristics of institutional effectiveness and institutional behaviors to determine the level of institutional implementation (Awareness, Development, Proficiency, or Sustainable Continuous Quality Improvement):

I Program Review
II Planning
III Student Learning Outcomes

The Rubric also demonstrates the integration of the Standards
**Using the Rubric for Evaluating Institutional Effectiveness**

- The Rubric provides common language to describe a college's status vis-a-vis full adherence to the Standards
- The Rubric provides a framework for understanding the actions institutions must take to achieve full compliance with Standards
- The Rubric shows the interconnectedness of the Standards
- The sample behaviors at each level are not meant to replace the Standards; rather, they are examples of performance that indicate the stages of implementation of the Standards

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**The Commission expects:**

- Institutions to be at Sustainable Continuous Quality Improvement level for program review and planning
- Institutions be at the Proficiency level for SLOs in the 2012-13 academic year

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**The Self Evaluation Report of Educational Quality and Institutional Effectiveness**

(Institutional Self Evaluation Report)
PURPOSES OF THE SELF EVALUATION REPORT

• To provide a written analysis of strengths and weaknesses in meeting Eligibility Requirements, Accreditation Standards, and Commission policies based on the institution’s continuous evaluation and quality improvement activities.

• To be analytical and forward-looking rather than simply descriptive and without improvement plans.

• To identify areas at the institution that need attention and include them in the Self Evaluation Report.

PURPOSES OF THE SELF EVALUATION REPORT

• To provide the external evaluation team with a starting point for review of the institution’s ability to assure and improve its own quality and effectiveness.

• To make reference to evidence of achieved results, evaluation of the results, and examples of the improvements which are integrated into the institution’s planning processes instead of simply describing processes and/or intentions that are not supported by evidence of achievement toward intended outcomes.

The Eligibility Requirements
ELIGIBILITY REQUIREMENTS (ERs)

- 21 criteria which must be met before an institution can apply for eligibility status with ACCJC.
- See Accreditation Reference Handbook.
- Compliance with ERs must be continuous and is verified periodically, usually during the external evaluation process.

The Accreditation Standards

ACCREDITATION STANDARDS:

- Are necessary conditions for quality education
- Reflect excellent practices in higher education
- Apply to diverse institutions
STANDARDS ARE NOT:

- Inclusive of every excellent practice in higher education
- Representative of state or system regulations or requirements or used to enforce those regulations or requirements
- Meant to represent the “standards” of other groups that purport to establish best practice or quality

THE ACCJC STANDARDS

Standard I: Institutional Mission and Effectiveness
Standard II: Student Learning Programs and Services
Standard III: Resources
Standard IV: Leadership and Governance

STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

A. Mission — The Institution:
   - Establishes programs and services aligned with its mission and student population
   - Has a governing board-approved mission
   - Reviews and revise its mission regularly
   - Makes the mission central to the planning and decision making processes
B. Improving Institutional Effectiveness – *The Institution* provides evidence it:

- Collects and uses student achievement and student learning outcomes data in the program review, planning, and resource allocation process
- Conducts program review and other ongoing, systematic evaluation
- Uses systematic cycle of assessment, planning, resource allocation, implementation, and re-evaluation to improve educational effectiveness and institutional quality

STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

A. Instructional Programs – *The Institution*:

- Offers high quality instructional programs wherever and however they are offered
- Identifies student learning outcomes and evaluates how well students are learning
- Assesses student achievement
- Assesses programs systematically
- Uses assessment data for improvement of all programs including distance education and off-campus programs

B. Student Support Services – *The Institution*:

- Researches and identifies the support needs of its students
- Provides appropriate, comprehensive student support services regardless of location or delivery method
- Provides precise and accurate information about the institution to students and the public
- Assesses the quality of those services by evaluating student achievement and student learning outcomes as appropriate
- Uses the results of evaluation as the basis for improvement to student support services
C. Library and Learning Support Services – The Institution:
- Offers sufficient services to support student learning and the quality of its instructional programs
- Includes library, tutoring, technology and other learning support services
- Trains students and staff to use these services
- Assesses services systematically using SLOs as appropriate
- Uses assessment data as the basis for improvement of services

STANDARD III: RESOURCES
A. Human Resources – The Institution:
- Employs qualified personnel
- Evaluates all personnel on a regular basis
- Ensures professional development of personnel
- Assesses its performance in employment equity and diversity
- Uses human resources to support student learning
- Integrates human resource planning with institutional planning (driven by educational planning)

B. Physical Resources – The institution:
- Provides safe and sufficient facilities and equipment
- Evaluates the quality of its physical resources on a regular basis
- Ensures physical resources support student learning
- Integrates physical resource planning with institutional planning (driven by educational planning)
C. Technology Resources – The institution:

- Ensures its technology supports facilities, research and college-wide communication
- Provides training to students and personnel in the use of technology
- Ensures that technology supports student learning programs and services
- Integrates technology planning with institutional planning (driven by educational planning)

D. Financial Resources – The institution:

- Assures fiscal stability and integrity
- Plans for short-term and long-term financial needs
- Assures that financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness
- Integrates financial planning with institutional planning (driven by educational planning)

STANDARD IV: LEADERSHIP AND GOVERNANCE

A. Decision-Making Roles and Processes – The institution:

- Uses ethical and effective leadership that enables it to identify values, set and achieve goals, learn, and improve
- Provides for staff, faculty, administrator, and student involvement in governance
- Establishes and evaluates the effectiveness of governance structures and processes
- Assures that governance supports student learning and improves institutional effectiveness
B. Board and Administrative Organization – The Institution:

- Has an independent governing board that sets policy, assures quality and integrity of student learning programs and services and financial stability
- Has a chief administrator who provides leadership for institutional quality and improvement
- Has clearly defined and effective lines of authority and responsibility between colleges and the district/system in a multi-college system (functional map)
- Ensures that board and administrative organization supports student learning and improves institutional effectiveness

THEMES IN THE STANDARDS

SIX THEMES INTEGRATE THE STANDARDS

- Dialogue
- Student Learning Outcomes
- Institutional Commitments
- Evaluation, Planning, and Improvement
- Organization
- Institutional integrity

See Guide to Evaluating Institutions
DATA AND EVIDENCE

- Data refers to categorical information that represents qualitative and/or quantitative attributes of variables or a set of variables
- Data is analyzed and often used as evidence
- Evidence is every source of information an institution uses to provide verification of a particular action or existing condition
- Evidence can include policies, procedural documents, meeting minutes, and data
- Evidence should be presented in electronic format

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 with analyses
- Is longitudinal, where appropriate, with analyses
- Is disaggregated by relevant sub-populations defined by the institution
- Should be made available to the evaluation team

DATA ABOUT THE INSTITUTION'S SERVICE AREA (RELATED TO MISSION):

- Labor market information
- Demographic information
- Socio-economic information
DATA ABOUT INCOMING STUDENTS:
- Information about student educational goals (programs, certificates, degrees, courses, transfer, jobs, etc.)
- Information about student readiness for college (i.e., need for advising, test scores indicating need for remedial instruction, orientation, etc.)
- Information about whether students will enroll in distance education or off-site programs/courses

DATA ABOUT ENROLLED STUDENTS MUST INCLUDE:
- PT/FT enrollments
- Student enrollment across the range of instructional programs

ENROLLED STUDENT DATA COULD ALSO INCLUDE:
- Student demographics
- Student educational goals (courses, certificates, transfer, degrees, jobs, etc.)

DATA SHOULD BE IN DISAGGREGATED FORM BY:
- Age
- Gender
- Race/ethnicity
- Socio-economic status
- Delivery mode
- Teaching site
- Cohort group
- And other measures relevant to the institution
DATA SHOULD BE PROVIDED SEPARATELY FOR:
- Credit and Non-credit programs
- Liberal arts or liberal education/transfer programs
- Career and technical education (C.T.E.) programs
- Basic skills and English as a Second Language (ESL) programs

DATA ABOUT ENROLLED STUDENTS MUST INCLUDE STUDENT ACHIEVEMENT:
- Course completion data (number of rates)
- Persistence term to term (*)
- Progression to next course/level (*)
- Program completion (*)
- Degree/certificate completion (*)
- Transfer to four-year institutions (*)
- Licensure/certification exam results
- Job placement/post training

DATA ON STUDENT ACHIEVEMENT CAN ALSO INCLUDE:
- Average grades awarded
- Alumni survey responses
- Employer survey results
- Course outlines containing evaluation methods for course learning outcomes
- Skills assessment results
- Common course examination results
- English, math, and ESL placement results
DATA ON **Program Review** Should Include:

- Policies on curricular review
- Review cycles/timelines
- Data analyzed and used for improvements
  - Actions taken (improvements) to the results of program review
  - Evidence should be longitudinal where appropriate

DATA ON **Student Learning Outcomes** Should Include:

- Catalog and institutional descriptions of programs with related SLOs
- Course outlines/syllabi with stated SLOs
- Portfolios, productions, and samples of student work
- Grading rubrics where they exist
- Examples of authentic assessment
- Summary data on SLO attainment
- Evidence that SLO assessment data are used for institutional self-evaluation, planning, and improvement of teaching and learning as part of program review

DATA ON **Student Support Services** Should Include:

- Student support services program reviews
- Student satisfaction or follow-up surveys
- Records of student use of support services
- Student loan default rates
- Student support services planning documents
**STUDENT SUPPORT SERVICES**

- 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 (off-campus & DE/CL)

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**SETTING INSTITUTIONAL STANDARDS**

The institution must demonstrate that it:

- Establishes standards for its own performance
- Analyzes how well it is meeting its own standards
- Plans to improve in areas where its own performance is inadequate

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**OTHER DATA SHOULD INCLUDE EVIDENCE OF:**

- Financial performance and integrity
- Quality international activities
- Compliance with areas related to federal requirements
  - Distance and Correspondence Education
  - Public Information
  - Off campus sites/centers
IN SUMMARY, THE COLLEGE SHOULD:

- Gather data routinely and systematically
- Analyze and reflect upon it
- Publish it and share it widely within the college (research reports, fact books)
- Use it to plan and implement program improvements
- Use it to plan and implement institutional improvements

EXERCISE 1:
FINDING EVIDENCE

ORGANIZING THE COLLEGE COMMUNITY FOR INSTITUTIONAL SELF EVALUATION
IN ORDER TO ACHIEVE AN ACCURATE SELF EVALUATION REPORT, INSTITUTIONS SHOULD SEEK

Leadership from:
* CEO/College President
* Faculty
* Administrators
* Support Staff
* Governing Board

Participation from:
* CEO/College President
* Faculty
* Administrators
* Support Staff
* IR and IT Staff
* Students
* District/System Personnel (if appropriate)

THE COLLEGE SHOULD ESTABLISH STRUCTURES AND PROCESSES FOR THE SELF EVALUATION THAT ENSURE:

* The college evaluates itself against each Eligibility Requirement, Accreditation Standard and relevant Commission policy
* The college's evaluation is holistic, integrated, and honest
* The Self Evaluation Report uses and is integrated with ongoing research, evaluation, and planning
* The Self Evaluation Report leads to institution-wide reflection about quality and student learning

STRUCTURES AND PROCESSES FOR THE SELF EVALUATION

* The Report summarizes and references evidence to support its analyses, and makes the evidence available electronically to the Commission and the evaluation team
* The Report has coherence and a single voice
* The Report is a meaningful document for the college, the team, and the Commission
* The Report leads to institution-wide reflection about quality and student learning
RESOURCES FOR DOING AN INSTITUTIONAL SELF EVALUATION

INSTITUTIONAL REPORTS
Previous accreditation reports:
- Self Evaluation, Midterm, Annual, Annual Fiscal, Progress/Follow-Up, and Substantive Change Reports
- Team Report(s)
- Commission Action Letters

Integrated institutional plans and data:
- Education
- Facilities
- Financial
- Technology
- Human Resources

HUMAN RESOURCES
- Accreditation Liaison Officer (ALO)
- Editor(s)
- Institutional Research Staff
- College President
- Technology Support Staff
- District/System CEO and other Staff
**Technology Resources**

Internet/intranet for:
- Communication about the self evaluation process
- Sharing results of assessment
- Publishing draft analyses/reports for comment
- Providing access to data (internal and external)
- Presenting data, analyses and plans to the college or to the team

Technology resources for the external evaluation team members

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**Commission Policies and Special Concerns**

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**Policies Which Must Be Addressed in a Separate Section of the Self Evaluation Report**

- Policy on Distance Education and Correspondence Education
- Policy on Institutional Compliance with Title IV
- Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status
- Policy on Institutional Degrees and Credits
- Policy on Integrity and Ethics
- Policy on Contractual Relationships with Non-Regionally Accredited Organizations
OTHER COMMISSION POLICIES ON:

- Policy on Award of Credit
- Policy on Substantive Change
- Policy on Public Disclosure and Confidentiality in the Accreditation Process
- Policy on Student and Public Complaints Against Institutions
- Policy and Procedures for the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems

See Accreditation Reference Handbook

OTHER COMMISSION POLICIES ON:

- Policy on Institutions with Related Entities
- Policy on Principles of Good Practice in Overseas International Education Programs for Non-U.S. Nationals
- Policy on Refund of Student Charges
- Policy on the Rights and Responsibilities of ACCJC and Member Institutions
- Policy on Transfer of Credit

COLLEGES IN MULTI-COLLEGE DISTRICTS/SYSTEMS

- District/System CEO (provides leadership and assures support for effective operation of the colleges)
- Delineation of responsibilities and functions (between colleges and district/system office)
- Full responsibility and authority given to college presidents/CEOs
- Evaluation of effectiveness of the relationship between the colleges and the district/system

Standards IV.B.3
SPECIAL CONCERNS

- State Authorization
  Information regarding student complaints
- Credit Hour
- Two-Year Rule
- Incentive Compensation
- Gainful Employment
- Misrepresentation

ASSURING QUALITY AND CONSISTENCY OF DISTANCE EDUCATION AND CORRESPONDENCE EDUCATION

DISTANCE EDUCATION (DE)

Definition:
- Instruction delivered to students who are separated from the instructor with regular and substantive interaction between students and the instructor
- May be synchronous or asynchronous
- May use internet, one-way or two-way transmissions through open or closed circuit, cable, satellite, wireless devices, etc.
- May use audio conferencing or video, DVDs or CD-ROMs

Institution and performance of student achievement
- SA data review
- Records of student complaints
- Online instructors
  Monitoring follow-up of data indicators
**CORRESPONDENCE EDUCATION (CE)**

Definition:
- Instructional material provided by mail or electronic transmission (including examinations) to students who are separated from the instructor
- Interaction between student and instructor is limited (not regular and substantive) and primarily initiated by the student
- A course that is typically self-paced

See Guide to Evaluating Distance Education and Correspondence Education

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**1. MONITORING GROWTH**

- Recent history (2-5 year span) of DE/CE on the campus
- Increase in the number of courses offered via DE/CE
- Increase in the number of faculty teaching DE/CE courses
- Increase in the number of students taking DE/CE courses
- If the institution discovers that it has recently grown its DE/CE programs, it should verify that the Commission's Substantive Change process was initiated or make plans to submit a Substantive Change Proposal.

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**2. MEETING INCREASED EXPECTATIONS**

Institutional processes that impact student access and success include:
- admissions, orientation, registration, advising, financial aid
- course delivery, grade integrity, faculty capabilities, tutoring services, library and learning support services, communication with students
- graduation applications, transcript requests, student survey collection and analysis
3. ENSURING MISSION COMPATIBILITY

- An institution's commitment to DE/CE is expected to align with its mission and its learning programs and services offered in traditional mode.
- Institutions are expected to identify the intended student population for its DE/CE programs.

4. STUDENT LEARNING OUTCOMES

- Institutions must have clearly defined and appropriate SLOs and assessment for all courses and programs including those offered through distance education and/or correspondence education modes.
- Institutions must demonstrate that students are achieving those outcomes and use SLO data for improvement.

5. STUDENT ACHIEVEMENT

- Institutions must gather student achievement data including data on:
  - Course progression and program completion
  - Course completion and persistence term to term
  - Certificate/degree completion and transfer
  - Licensure exam scores and job placement
  - DE/CE courses compared to face-to-face courses
- Institutions analyze achievement data and use it to plan and implement improvements.
6. STUDENT VERIFICATION

- Institutions must have processes through which they establish that a student who registers in a DE/CE class is the same as the person who:
  - participates each time
  - completes the course/program
  - receives credit

- Institutions must have appropriate policies to protect student privacy in the verification process

See policy in handout.

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FORMAT OF THE SELF EVALUATION REPORT AND THE SITE VISIT

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FORMAT FOR THE REPORT

- Cover Sheet
- Certification of the Report
- Table of Contents
- Introduction (history, demographic information, location of off-site campuses, major developments since the last comprehensive review)
- Organization of the self evaluation process

See Manual for Institutional Self Evaluation

Continued
FORMAT FOR THE REPORT

- Institutional Organization (functional map, organizational chart, list of off-campus sites)
- Eligibility Requirements
- Responses to prior external evaluation team recommendations
- Compliance with Commission policies

FORMAT "HE REPORT
Institutional Self Evaluation Using the Standards of Accreditation

- Descriptive Summary
- Self Evaluation (citing the Standards in the text) and resulting in...
- Improvement Plans (for institutional improvement with references to institutional plans)

SUBMISSION OF THE SEL: EVALUATION REPORT

60 days in advance of the visit:
- One electronic copy (with evidence) in Microsoft Word to ACCJC plus four printed copies and four copies of the catalog and schedule of classes
- One printed and one electronic copy (with evidence in electronic format), one catalog, and one class schedule to each external evaluation team member
THE SITE VISIT

- Pre-visit by team chair prior to visit
- Electronic and hard-copy 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

See Manual for Institutional Self Evaluation

AFTER THE VISIT

- Draft team chair report and correction of errors of fact
- Confidential team recommendation to the Commission
- Commission receives report
- Commission action and action letters from the Commission
- Institutional follow-up and implementation of recommendations

GETTING STARTED
Exercise 2:
Using the Guide to Evaluating Institutions