PREPARING FOR SELF EVALUATION OF EDUCATIONAL QUALITY AND INSTITUTIONAL EFFECTIVENESS

Accrediting Commission for Community and Junior Colleges/WASC
Fall 2012

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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

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- 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

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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*
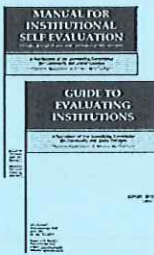
COMMISSION ACTIONS ON INSTITUTIONS

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

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ACCJC PUBLICATIONS TO SUPPORT THE SELF EVALUATION PROCESS

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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

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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*

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

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-à-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)

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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

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The Accreditation Standards

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ACCREDITATION STANDARDS :

- Are necessary conditions for quality education

- Reflect excellent practices in higher education

- Apply to diverse institutions

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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 revises 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)

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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)

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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

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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

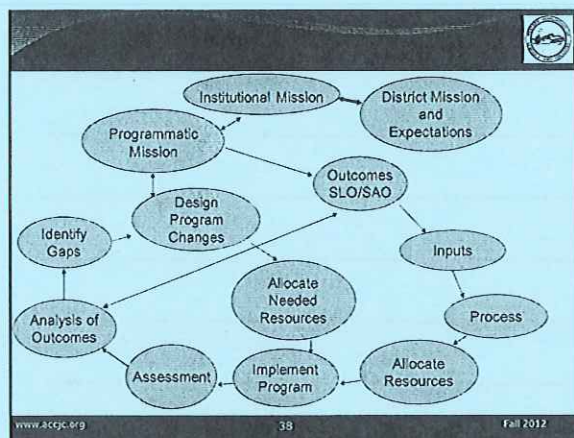- Organization

- Institutional Integrity

See *Guide to Evaluating Institutions*

ELEMENTS OF AN EFFECTIVE
PROGRAM REVIEW FOR
INTEGRATED PLANNING

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THE REQUIREMENTS FOR
EVIDENCE IN THE
SELF EVALUATION REPORT

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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

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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

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

- Labor market information

- Demographic information

- Socio-economic information

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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 (CTE) programs
- Basic skills and English as a Second Language (ESL) programs

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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

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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

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DATA ON *PROGRAM REVIEW* SHOULD INCLUDE:

- Policies on curricular review
- Review cycles/timelines
- Data analyzed and used for improvements
- Actions taken (improvements) on the basis of program review

   Evidence should be longitudinal where appropriate

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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

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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

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STUDENT SUPPORT SERVICES *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 (off-campus & DE/CE)

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

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

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EXERCISE 1:
FINDING EVIDENCE

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ORGANIZING THE COLLEGE COMMUNITY FOR INSTITUTIONAL SELF EVALUATION

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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)

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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

Continued

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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

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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

COMMISSION POLICIES AND SPECIAL CONCERNS

POLICIES WHICH MUST BE ADDRESSED IN A SEPARATE SECTION OF THE SELF EVALUATION REPORT

- Policy on Distance Education and on 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

Standard IV.B.3

SPECIAL CONCERNS

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

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- Institution set standards of student achievement
- SA data review
- Records of student complaints
- Online instruction
- Monitoring follow-up of data indicators

ASSURING QUALITY AND CONSISTENCY OF DISTANCE EDUCATION AND CORRESPONDENCE EDUCATION

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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

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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

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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 students 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*

FORMAT OF THE SELF EVALUATION REPORT AND THE SITE VISIT

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

Continued

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FORMAT FOR THE 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)

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SUBMISSION OF THE SELF 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

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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

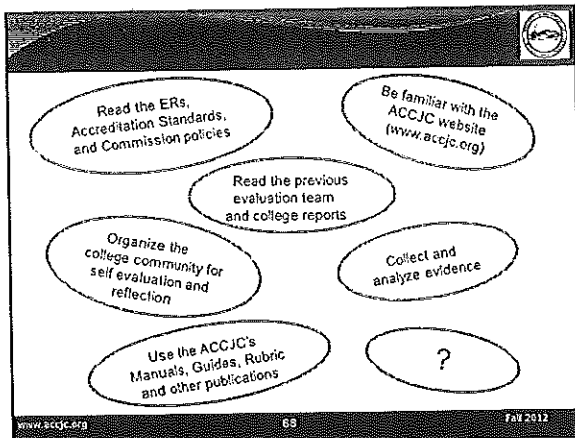## AFTER THE VISIT

- 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

Slide 68:
- 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
- Collect and analyze evidence
- Use the ACCJC's Manuals, Guides, Rubric and other publications
- ?

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Exercise 2:
Using the Guide to Evaluating Institutions

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ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES
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