Preparing for Institutional Self Study

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Spring 2010

Accrediting Commission for Community and Junior Colleges

What we will cover today

-Accreditation and the ACCJC/WASC

-The 2002 Standards of Accreditation

-The requirements for evidence in self study

-The Themes in the 2002 Standards

-Elements of an Effective Program Review for
    Integrated Planning

-Organizing the college community for self study

-Resources for doing a self study

-Special Commission concerns and related policies

-Compliance with USDE regulations

-Format of the Self Study Report and the site visit

ACCJC Documents
to support the Self Study

- *Guide to Evaluating Institutions*
- *Self Study Manual*
- *Accreditation Reference Handbook*
- *Distance Education and Correspondence Education Manual (Draft - handout)*

ACCJC Documents *Continued*

- *C-RAC Guide for Institutions and Evaluators*

- *C-RAC Student Learning: Principles for Good Practices*

- Rubric for Evaluating Institutional Effectiveness Parts I – III

- Guidelines for Review of Financial Resources

Accreditation and the ACCJC/WASC

The Purposes of Accreditation are:

- To provide assurance to the public that education provided by institutions meets acceptable levels of quality,

- To promote continuous institutional improvement, and

- 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 process that entails
  - institutional self study
  - peer review
  - Commission review

ACCJC Bylaws, *Accreditation Reference Handbook*, p. 136

Commission Actions on Institutions

- The Commission, by its authority, determines the accredited status of a member institution.
- The Commission communicates the accreditation decision to the institution.
- The Commission communicates the accreditation decision to the public.
- The Commission requires the institution to make all reports available to students and the public.

The Standards of Accreditation

Standards of Accreditation:

- Are necessary conditions for high - quality education,
- Reflect excellent practices in higher education, and
- 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, and
- 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:*

➢ Defines its purpose

➢ Defines its intended population

➢ Defines its commitment to student learning

Continued

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 processes

➢ Provides evidence it conducts program review and other ongoing, systematic evaluation

➢ Provides evidence it uses a 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 <u>student learning outcomes</u> and evaluates how well students are learning
- ➢ Assesses <u>student achievement</u>
- ➢ Assesses programs systematically
- ➢ Uses assessment data as the basis for improvement of <u>all</u> 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

Continued

B. Student Support Services*:*

➢   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

➢ 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

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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

The Requirements for Evidence in the Self Study

Data in the Self Study should be:
(see *Guide to Evaluating Institutions* for samples)

- Qualitative and/or quantitative presented in data tables, charts and graphs or documentary form <u>with analyses</u>,

- Longitudinal, where appropriate, <u>with analyses</u>, and

- Included in the introduction section of the Self Study Report.

Continued

See *Guide to Evaluating Institutions* pp. 10-11

Data about the institution's service area (related to mission) should include:

-labor market information

-demographic information

-socio-economic information

Continued

Data about <u>incoming students</u> should include:

-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.)

Continued

Data about <u>enrolled students</u> should include:

- -PT/FT enrollments
- -student demographics
- -student educational goals (courses, certificates, transfer, degrees, jobs, etc.)
- -student enrollment across the range of instructional programs

Continued

Data about enrolled students _must_ include _Student Achievement_:

-course completion data

-retention term to term

-progression to next course/level

-program completion

-degree/certificate completion

-transfer rates to four-year institutions

-scores on licensure exams

-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:

-course outlines/syllabi showing intended learning outcomes and assessment methods,

-catalogues showing program goals and learning outcomes,

-budgets showing adequate resources,

-policies on curricular review, and

-evidence of regular course review and improvement (program review).

Evidence should be longitudinal where appropriate.

Data on *Student Learning Outcomes* should include:

-catalogue 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,

-summary data on SLO attainment, and

-evidence that SLO assessment data are used for institutional self-evaluation, planning, and improvement of teaching and learning as part of program review.
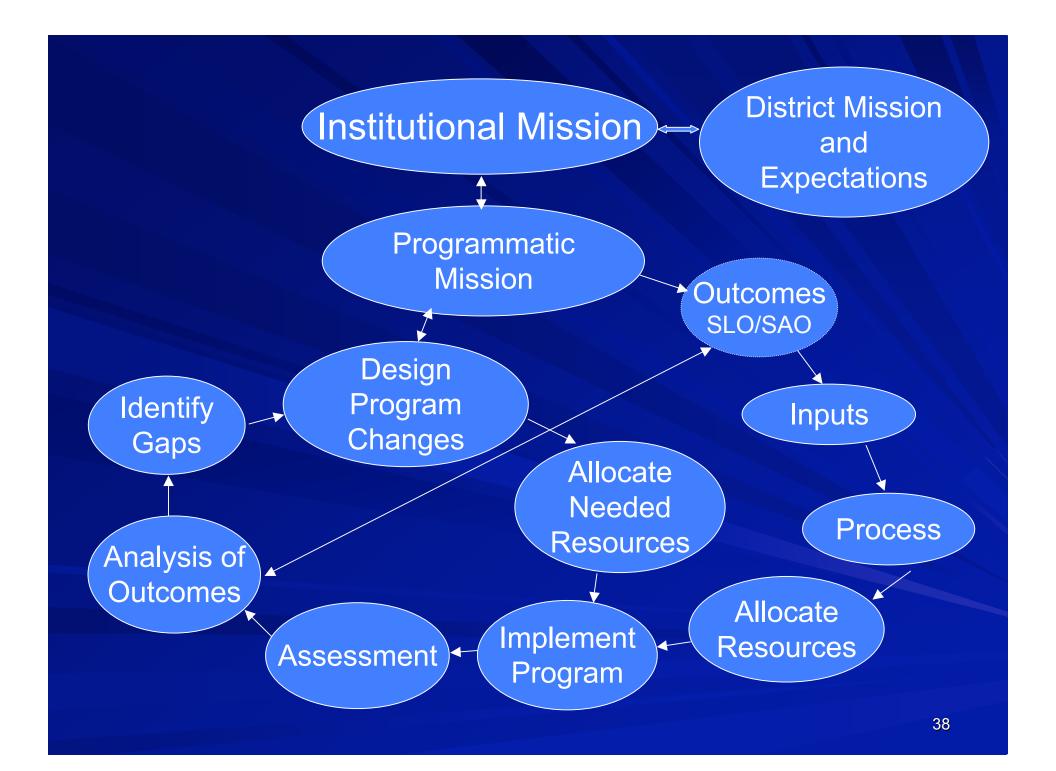
Data on *Student Services* should include:

-student services program reviews

-student satisfaction or follow-up surveys

-records of student use of services

-student services planning documents

-catalogue, handbook, web-page descriptions of student services

-policies on academic progress, honesty, codes of conduct, grievance and complaint procedures

-availability of services (off-campus & DE/CE)

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

Elements of an Effective Program Review for Integrated Planning

District Mission and Expectations ↔ Institutional Mission ↕ Programmatic Mission → Outcomes SLO/SAO → Inputs → Process → Allocate Resources → Implement Program → Assessment → Analysis of Outcomes → Identify Gaps → Design Program Changes → Allocate Needed Resources → Implement Program

Exercise 1:
Finding Evidence

Themes in the Standards

Six themes integrate the Standards:

See *Guide to Evaluating Institutions* pp 6-8

- Dialogue
- Student Learning Outcomes
- Institutional Commitments

- Evaluation, Planning, and Improvement
- Organization
- Institutional Integrity

Using the Themes in the Self Study Report

➢ Themes can be used to conduct and present a summative evaluation of institutional quality

- Institutions are advised to use Themes to develop an executive summary at the beginning or end of the Self Study Report, *or*

- At beginning of the report, Themes can be used as a tool to summarize the state of the college as assessed by self study ("Where are we now"); at end of the report, use Themes to summarize college directions for the future ("Where we are going").

Organizing the College Community for Self Study

In order to achieve an <u>accurate</u> Self Study Report institutions should seek

Broad participation from:

- Faculty
- Administrators
- Support Staff
- Students
- District Personnel (if appropriate)

Leadership from:

- Faculty
- Support Staff
- IR Staff
- Administrators
- CEO/College President
- Board
- IT Staff

The college should establish structures and processes for the self study that ensure:

➢ The college evaluates itself against each Standard and the Eligibility Requirement,

➢ The college's evaluation is holistic, integrated, and honest,

➢ The Self Study Report uses and is integrated with ongoing research, evaluation, and planning,

Continued

The college should establish structures and processes for the self study that ensure:

➢ The Self Study Report leads to institution-wide reflection about quality and student learning,

➢ The report summarizes, references evidence to support its analyses, and makes evidence available to the evaluation team,

➢ The report has coherence and a single voice, and

➢ The report is a meaningful document for the college, the team, and the Commission.

Resources for Doing a Self Study

Institutional Reports

- Previous Accreditation Reports:
    - Self Study, Midterm, Annual, Annual Fiscal, Progress/Follow-Up, and Substantive Change Reports
    - Team Report(s)
    - Commission Action Letters
- Integrated Institutional Plans:
    - Education
    - Facilities
    - Financial
    - Technology
    - Human Resources

Continued

Rubric for Evaluating Institutional Effectiveness

Parts I – III

The Rubric measures the following characteristics of institutional effectiveness and evaluates each 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.

Continued

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Using the Rubric…*Continued*

- The Commission expects that institutions be at *Sustainable Continuous Quality Improvement* level for program review and planning.

- The Commission expects institutions to be at the *Development* level for SLOs.

- The Commission expects that institutions achieve the *Proficiency* level for SLOs by 2012.

Institutional data and analyses

- Program reviews
- Assessment reports
- Student learning outcome data
- Student achievement data
- Environmental scans, market studies
- Demographic studies

Continued

Human Resources

- Accreditation Liaison Officer (ALO)
- Editor(s)
- Institutional Research Staff
- College President
- Tech Support Staff
- District CEO and other Staff

Technology Resources

Internet/intranet for:

- Communication about the self study 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 visiting team to use in its work

Special Commission Concerns and Related Commission Policies

Commission Policies*

- Eligibility Requirements **
- Policy on Distance Education and Correspondence Education
- Policy Statement on Diversity
- Principles of Good Practice in Overseas International Education Programs
- Policy on Transfer of Credit
- Policy on Award of Credit

*See *Accreditation Reference Handbook*
**See *Self Study Manual* , Appendix C pp 24-34

Continued

Commission Policies*

Continued

- Contractual Relationships with Non-Regionally Accredited Institutions
- Substantive Change Policy
- Policy and Procedures on the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems
- Student and Public Complaints Against Institutions

See Accreditation Reference Handbook

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

United States Department of Education Regulations

Each Self Study Report Must Address and teams are required to review the following:

- Review of the Federal Student Aid Program
- Student Complaint Records
- Clarity and Accuracy of Public Information on: credit requirements, length of programs, costs degree/certificate completion rates, transfer rates, job placement, licensure pass rates, federally required crime statistics.

Continued

U.S.D.E. Regulations
Continued

- Continued compliance with Eligibility Requirements
- Distance education and correspondence education programs and services
- Off-campus locations
- Student achievement data
- Student learning data

Assuring Quality and Consistency of
Distance Education (DE) and Correspondence Education (CE)

Definitions

- ## Distance Education

- Instruction delivered to students who are separated from instructor with regular and substantive interaction between students and the instructor

- May be synchronous or asynchronous

- May use Internet, one- or two-way transmissions through open or closed circuit, cable, satellite wireless devices, etc.

- May sue audio conferencing or video, DVDs or CD-ROMs.

See Distance Education and Correspondence Education Manual (Draft)

Definitions

- ## Correspondence Education

- Instruction and materials provided by mail or electronic transmission (including examinations) to students who are separated from the instructor

- Interaction between students and instructor is limited (not regular and substantive) and primarily initiated by the student

- A course that is typically self-paced

See Distance Education and Correspondence Education Manual (draft)

1. 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

Continued

Growth *Continued*

- If the institution discovers that it has recently grown its DE/CE programs, it should verify that the Commission's Substantive Change process was followed or make plans to submit a Substantive Change Proposal.

2. Increasing Expectations

Institutional processes that impact student access and completion which students may expect:

- admissions, orientation, registration, advising, financial aid
- course delivery, grade integrity, tutoring services, communication with students
- graduation applications, transcript requests, student survey collection and analysis

3. Student Learning Outcomes

- Institutions are expected to have clearly defined and appropriate SLOs for all courses including those offered through distance education and/or correspondence education modes.

- Institutions are expected to demonstrate that students are achieving those outcomes and use SLO data as the basis for improvement.

4. Student Achievement

- Institutions are expected to gather student achievement data including data on:
    - Course progression and program completion,
    - Course completion and retention,
    - Certificate/degree completion and transfer, and
    - Licensure exam scores and job placement.

In DE/CE courses compared to seat-time Courses

- Institutions analyze achievement data and use results as the basis for improvement.

5. Student Verification*

- Institutions must have processes through which they establish that a student who registers in a DE/CE class is:

  - the same person who participates each time,
  - the same person who does the work and completes the course/program, and
  - the same person who receives the credit.

See draft policy in handout

Format of the Self Study Report,
and
The Site Visit

Format for the Self Study Report

See *Self Study Manual* page 11-16

- Cover Sheet
- Certification of the Self Study Report
- Table of Contents
- Introduction (history, demographic information, updates on action plans from previous self study, student achievement data, data being used in SLO/program review/planning/resource allocation processes, off-campus locations/DE/CE efforts, audit information)
- Organizational "Map" (Standard IV.B.3)

Continued

Format for the Self Study Report

Continued

- Organization of the Institution
- Report Abstract using themes (optional)
- Organization for the self study
- Eligibility Requirements
- Responses to prior comprehensive team recommendations

Continued

Format for the Self Study Report
Continued

Institutional Self-Evaluation Using the Standards of Accreditation

- Descriptive Summary
- Self-Evaluation (citing the Standards in the text) and resulting in…
- Planning Agenda (for institutional improvement with references to institutional plans)

The Site Visit

See *Self Study Manual pp 19-20*

- Pre-visit by team chair
- Electronic and hard-copy documents for the team
- Team room and other facilities
- Availability of key personnel
- Classroom and off-site visits
- Access to distance education
- Exit report

After the visit

See *Self Study Manual p 21*

➤ 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

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9/09

Exercise 2:
Using the Guide to Evaluating Institutions