

Preparing for Institutional Self Study

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**Accrediting Commission for
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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)*

Continued

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 process
- Provides evidence it conducts program review and other ongoing, systematic evaluation
- Provides evidence it uses systematic assessment and planning 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 assesses how well students are learning
 - Assesses student achievement
 - Assesses programs systematically
 - Uses assessment data as the basis 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 support services to its students 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 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

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 or quantitative presented in data tables, charts and graphs or documentary form with analyses,
- Longitudinal, where appropriate, with analyses, and
- Included in the introduction section of the Self Study Report.

Continued

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

- labor market information
- demographic information
- socio-economic information

Continued

Data about incoming students 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 enrolled students 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 objectives
- 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 data are used for institutional self-evaluation, planning, and improvement of teaching and learning as part of program review.

***Elements of an Effective
Program Review for
Integrated Planning***

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 using evidence, the college should:

- Gather it 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

Finding Evidence: An Exercise

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 accurate 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 and references evidence to support its analyses,
- 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

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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 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

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 Learning
- 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*

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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 which may be synchronous or asynchronous and use Internet or other electronic forms of transmission.
- **Correspondence Education:** A “home study” course which provides materials and examinations to students not physically attending classes at the institution.

See Distance Education and Correspondence Education Manual (Draft)

1. Unexpected 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 recommendation to do so.

2. Increasing Expectations

Institutional processes that impact student access and completion of on line programs:

- 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 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 Authentication*

- 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 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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