



ACCREDITATION
TRAINING/
EVIDENCE KICK-
OFF MEETING

APRIL 29, 2021

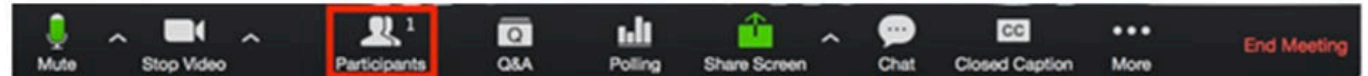
ZOOM NETIQUETTE

- Thank you for joining us. To sign-in, please type your name and department in the Chat Box.
- To prevent background noise disturbance, all participants will be muted upon entry.
- Participants can submit questions through the Chat feature on Zoom.
- Participants can also “raise their hand”, which will alert the host that you have a question. You can manually unmute yourself so you can ask the question.

Providing Nonverbal Feedback During Meetings (Attendees)

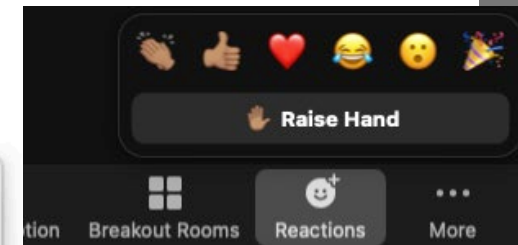
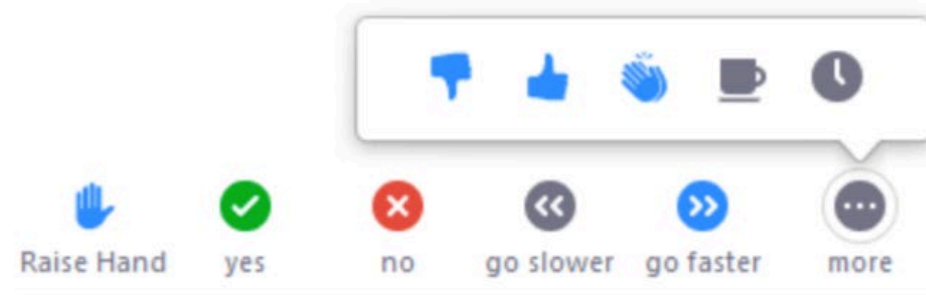
To provide nonverbal feedback to the host of the meeting:

1. Join a Zoom meeting as a participant.
2. Click the **Participants** button.



3. Click one of the icons to provide feedback to the host. Click the icon again to remove it.

Note: You can only have one icon active at a time.



- Raise Hand / Lower Hand
- yes

-
- **President's Message**
 - **Dr. Luis Dorado**





AGENDA

- Community Building Ice Breaker
- Accreditation Basics
- College-Wide Process for Collecting Evidence
- Tackling a Standard
- Committee Evidence Collection Sheets
- Breakout Activity
- Timeline
- Next Steps



COMMUNITY BUILDING ICE BREAKER

- Reaffirming our accreditation is also affirming our commitment to our students and our colleagues.
- Activity (10 minutes): Our Institutional Self-Evaluation Report (ISER) tells our story. Before we begin collecting evidence and writing, lets take a step back and think more broadly about who we are as a college and how we serve our students. If we were to think of the ISER as our college's story, what would our chapter titles be? Chapters could reflect areas that we are very proud of and highlight areas where we are doing good work.



ICE BREAKER

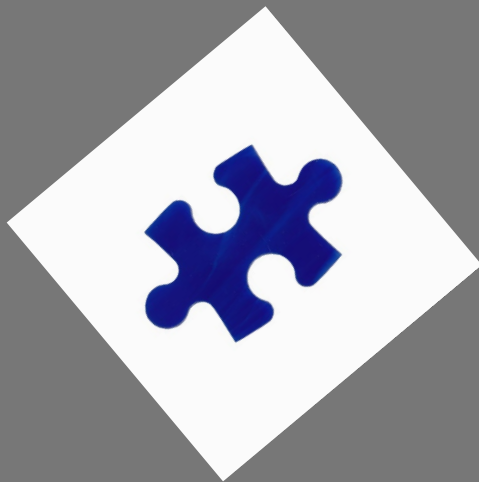
- Chapters are themes or college foci
 - Don't worry about organization or placement. These chapters are major "themes" or "activities"
 - What are some major themes, ideas, initiatives, programs, processes, resources or practices that are vital to telling Harbor's story?
 - Once in your breakout room, please access the Powerpoint Slide link shared in the chat and find you breakout room number slide to contribute your ideas.



DEBRIEF

- What are some important chapters in our story? (What are some major themes, ideas, initiatives, programs, processes, resources or practices that are vital to telling Harbor's story?)

OUTCOMES



Create community around our accreditation efforts



Develop an understanding of ACCJC standards and our process for collecting evidence to support these standards



Practice collecting and supporting standards by providing evidence



Understand the next steps for our college-wide process



Have Fun!

WHAT IS ACCREDITATION

- Accreditation is the **process of quality control and continuous improvement.**
- Accreditation provides **the gatekeeper of federal financial aid.**
- Accreditation allows students to **transfer to other accredited colleges and universities.**
- Accreditation **ensures quality** to the public as well as to students
- Accreditation ensures institutions can **meet their missions and standards.**

WHAT IS THE ISER?

- **The Institutional Self-Evaluation Report = ISER**
- **The ISER responds to 128 Standards**
- **It presents our policies, processes, and practice procedures.**
- **It should be concise, clear, and evidence-based document (approximately 200 pages).**

WHAT DO WE NEED TO DO THIS SEMESTER?

We need to read, understand, and interpret the Standards.

We need to gather evidence that will answer the Standards.



COLLECTING EVIDENCE TO TELL OUR STORY



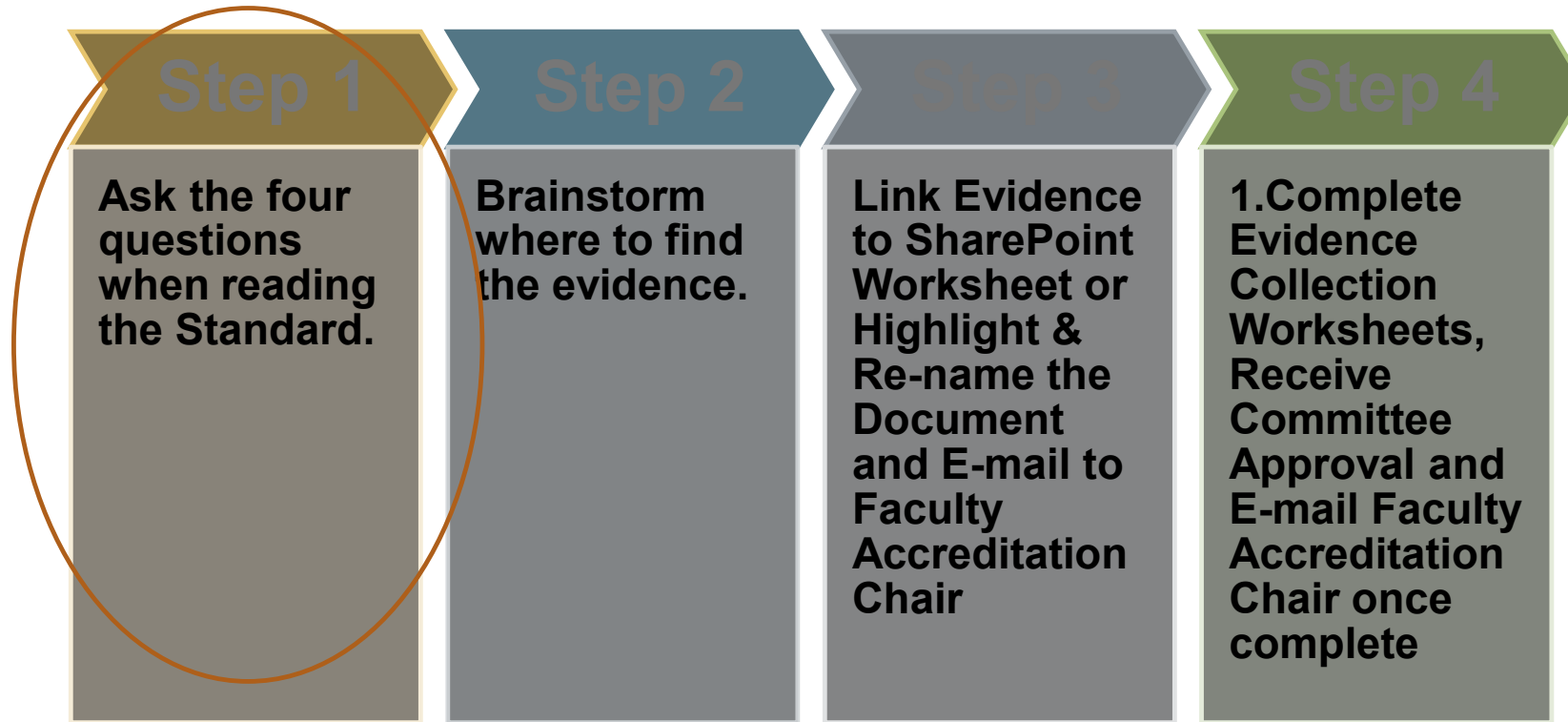
IDENTIFY & INTERPRET
STANDARD



PROVIDE EVIDENCE



EXPLAIN HOW EVIDENCE
MEETS THE STANDARD



THE 4 STEPS FOR EVIDENCE GATHERING

STEP 1: READ THE STANDARD CAREFULLY



HOW DO WE READ THE STANDARDS? (4 QUESTIONS)



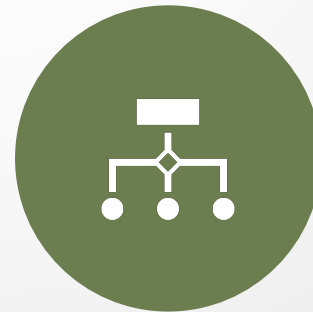
What Standard area are we reading?



What are the subjects and verbs in the Standard?



Is the Standard asking for policies, processes, or practice procedures?



What are the ambiguous words, and HOW do we want to define them?

STANDARD III.A.14

- **The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.**

QUESTION 1: WHAT STANDARD AREA ARE WE READING?

- **Standard Area III: Resources**
- **The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).**

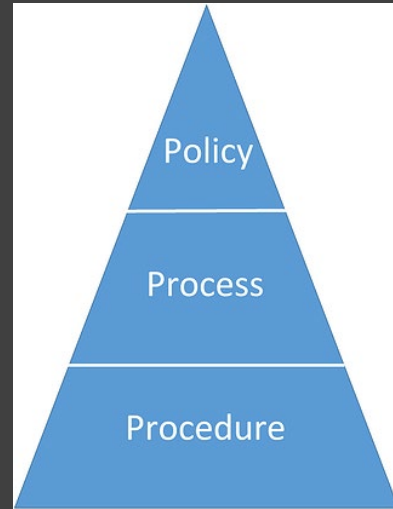


QUESTION 2: WHAT ARE THE SUBJECTS AND VERBS IN THE STANDARD?

- **Standard III.A.14:** The **institution** **plans for** and **provides** all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The **institution** **systematically evaluates** professional development programs and **uses** the results of these evaluations as the basis for improvement.

QUESTION 3: IS THE STANDARD ASKING FOR A POLICY, PROCESS, OR PROCEDURE?

CHOOSE:



Policy: Sets the strategic direction

Process: Action plan

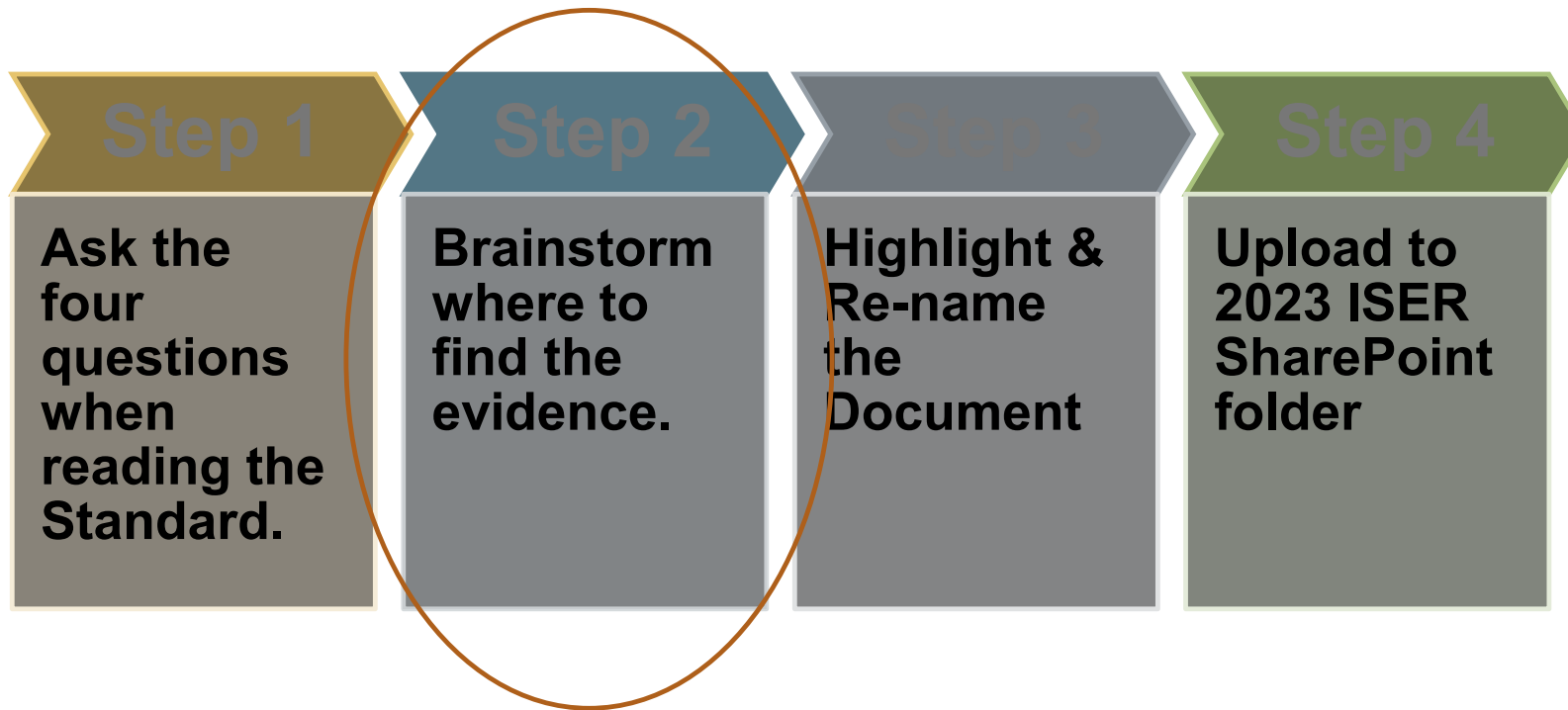
Procedure: Details the exact step

- **Standard III.A.14:** The **institution** **plans for** and **provides** all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The **institution** **systematically evaluates** professional development programs and **uses** the results of these evaluations as the basis for improvement.



QUESTION 4: WHAT ARE THE AMBIGUOUS WORDS AND HOW DO WE WANT TO DEFINE THEM?

- **Standard III.A.14:** The **institution** **plans for** and **provides** all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The **institution** **systematically evaluates** professional development programs and **uses** the results of these evaluations as the basis for improvement.



THE 4 STEPS FOR EVIDENCE GATHERING

STEP 2: BRAINSTORM TYPES OF EVIDENCE



TYPES OF EVIDENCE

- Committee Agenda & Minutes
- Senate / CC Agenda & Minutes
- Professional Learning/Campus Event materials
- Announcements
- Screenshots of Webpage(s)
- Survey Results
- Committee Charges
- Shared Governance Charts
- Master plans (SEMP, FMP, TMP)
- Manuals and/or Handbooks
- Dashboards
- SEA (Student Equity & Achievement Plan)
- SLO, PSLO, ISLO assessments, reports
- Program Review
- Motions



STANDARD III.A.14

- The **institution** **plans for** and **provides** all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The **institution** **systematically evaluates** professional development programs and **uses** the results of these evaluations as the basis for improvement.



STANDARD III.A.14 TYPES OF EVIDENCE

The **institution plans for** and **provides** all personnel with appropriate opportunities...

- Faculty Professional Development Minutes
- Staff Professional Development Minutes
- Event Promotional Materials (emails/screenshots/google sites)

institution systematically evaluates professional development programs and **uses** the results...

- PD evaluations



FIND A GAP?

- If you read a Standard and have a hard time finding evidence, it's okay!
- This might be **an opportunity to improve a process or procedure.**
- We are NOT hunting for problems, but we should remain open to fixing problems, as filling gaps is part of the accreditation process.
- A gap might be an action project!

QUALITY FOCUS ESSAY: ACTION PROJECTS

- A **Gap** could lead us to an **Action Project**.
- The **Quality Focus Essay (QFE)** will outline the College's process of discovering the action project/s.
- The **Action Project** is a realistic, measurable project that will increase student learning and/or achievement.
- The **Action Project** must relate to a standard or standards!

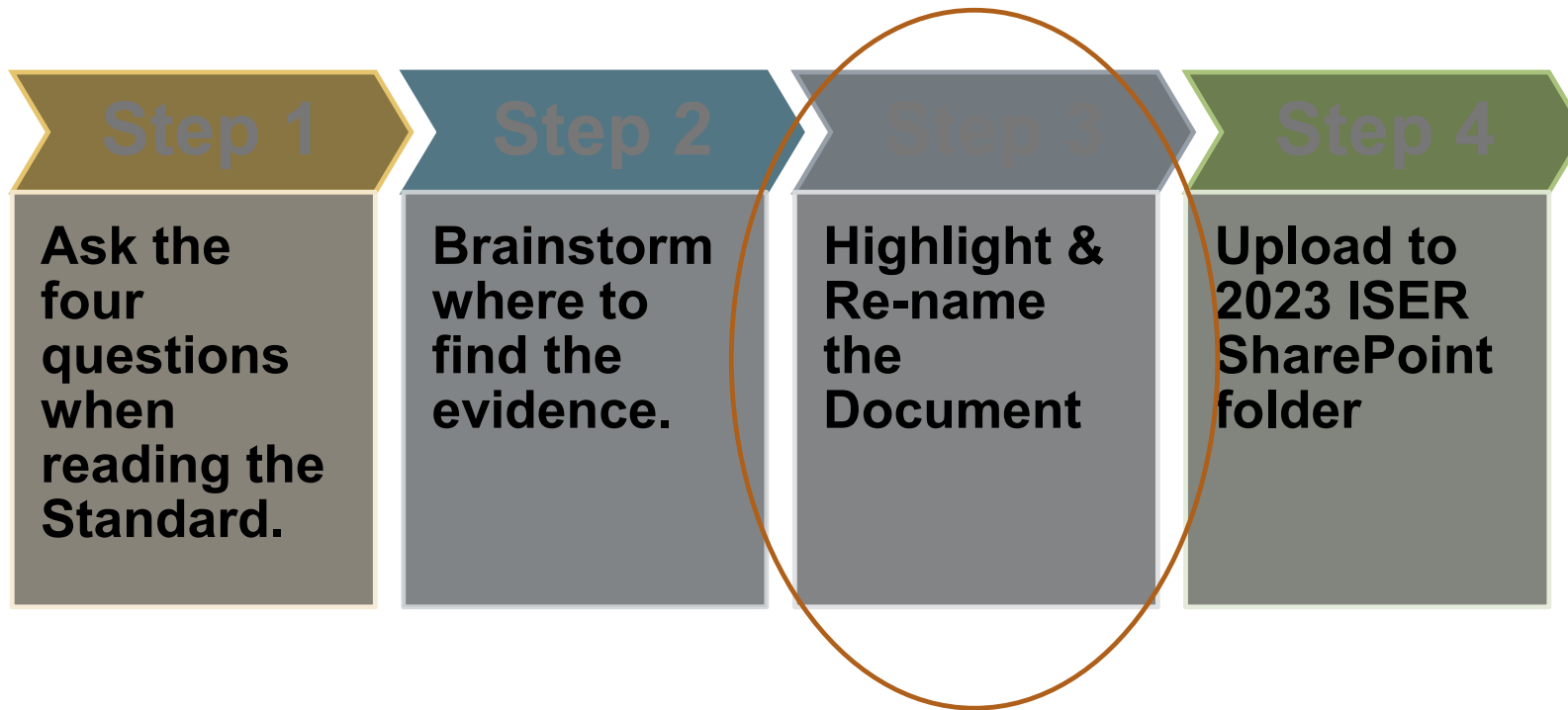


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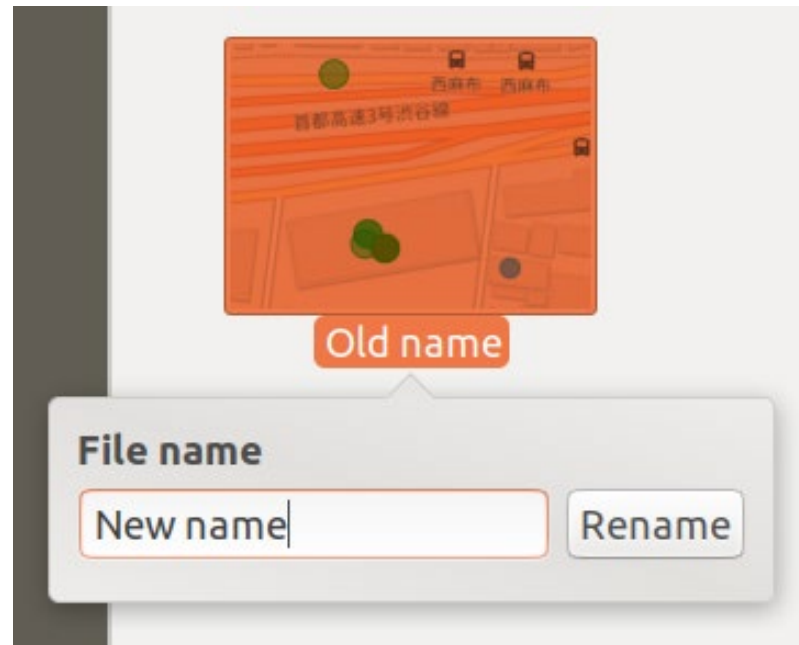
COMPLETE THE PUZZLE

NEXT STEP: WHAT DO WE DO WITH THAT EVIDENCE?



THE 4 STEPS FOR EVIDENCE GATHERING

STEP 3: HIGHLIGHT AND RENAME THE DOCUMENT





1. **HIGHLIGHT** the relevant part of the document that you are using as evidence.

2. RE-NAME the document.



CommitteeName_EvidenceName_Standard_RelevantPages/Paragraphs

- SLOCommittee_SLOHandbook_pp.1-3



3. E-mail the document to the Faculty Accreditation Chair (if it can not be hyperlinked to our SharePoint evidence collection worksheet)

ORGANIZING AND NAMING THE EVIDENCE



THE 4 STEPS FOR EVIDENCE GATHERING

STEP 4: COMPLETE
COMMITTEE EVIDENCE
COLLECTION
WORKSHEET (WITH
LINKS TO EACH
STANDARD'S
SHAREPOINT FOLDER
AND STANDARD
EVIDENCE COLLECTION
SHEETS



PROCESS FOR COLLECTING EVIDENCE

Facilities Responsibilities for Accreditation Standards

Facilities	I.A. Mission	III.B.1	I.A.2
	I.B. Assuring Academic Quality and Institutional Effectiveness	III.B.2 III.B.3 III.B.4	I.B.7 I.B.9
	III.B Physical Resources		
	III.C. Technology Resources		

III.B.1 The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

III.B.2 The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

III.B.3 To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

III.B.4 Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

I.A.2 The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

I.B.7 The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

I.B.9 The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

The purpose of this document is to collect and analyze evidence that supports the primary ACCJC standards aligned with your committee to include in our Institutional Self Evaluation Report (ISER). Please review the steps below with your committee and make a plan to submit evidence. To submit evidence for each standard, click on the standard hyperlinks above in the



BREAK OUT ROOM ACTIVITY (20 MINUTES)

- **Go through the steps on how to read the Standard.**
- **Brainstorm types of Evidence.**
- **Add Evidence to the evidence collection worksheet chart in the PowerPoint presentation**



DEBRIEF (10 MINUTES)

- Share one piece of evidence that has not been shared out yet. And explain how the evidence supports the standard
- Reflect on the process and provide feedback.

LOOKING AHEAD



WHEN DOES THE VISIT HAPPEN?



SO, WHAT DO WE HAVE TO DO?



Discuss with your committee co-chairs and committees



Schedule an Accreditation Team visit your committee



Committee Co-Chairs complete Committee Evidence Collection Worksheets by 6/30/21 and e-mail Faculty Accreditation Chair at Katoln@laccd.edu



FINAL THOUGHTS

THANK YOU FOR
ATTENDING!