

LAVC Accreditation Kickoff!!!

Karen Daar, Yih-Mei Hu, and YOU

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Why Is Accreditation Important?

- *We've got to do it...* Although considered "voluntary," without accredited status, students cannot receive federal funding and course credits cannot be used for transfer to other institutions. The stamp of approval assures the public, students, and employees of our quality, integrity, and effectiveness.
- *We should want to do it...* Besides the obvious advantages of being accredited, we can benefit from taking the time to evaluate the way we function and ask, "How are we doing? Can we do better?"
- *What's involved?...* First, we need to conduct a thorough self-evaluation. We'll judge our performance against the Commission's standards. Based on our evidence, discussions and research, we will write a concise report of our findings.
- *Verifying what we've said...* An ACCJC team will read our report, determine whether further evidence or campus interviews are needed, and give us recommendations for improvement. The Commission will use this information to determine our status.

Resources

- Intro and the Tri-Chair Role
- Good Evidence
- Report Writing
- ISER Timeline
- **Guide to Institutional Self-Evaluation, Improvement, and Peer Review** (ACCJC Document)
- ISER Template (ACCJC Document) – and your standard, extracted from this template

It's a Team Effort

The tri-chairs will:

- Recruit additional team members (if needed) and set monthly meeting dates for Spring 2021
- Communicate with the team about meetings and assignment due dates
- Facilitate discussion to ensure that everyone's opinions are considered
- Take notes during team meetings
- Set deadlines for tasks of research, gathering evidence, and writing
- Compile your team's drafts and send them to Yih-Mei Hu (huy@lavc.edu)

The entire team will:

- Discuss the standards and gather evidence
- Write descriptions and evaluations together as a team, collaboratively online, or sections may be assigned to individual team members
- *Evaluations and recommendations for actionable improvement plans should be done in virtual or, when we are permitted to be on campus, face-to-face meetings and agreed to by consensus*
- Label evidence according to District guidelines and upload to SharePoint
- Keep an eye on the timeline for important dates

Mega meetings will be held once a semester for sharing and communication across standards; this will also be important in the crafting of the Quality Focus Essay

Good Evidence

- For evidence to be useful, it must have undergone analysis and reflection by the college community.
- Good evidence needs to be reliable. It is representative, not just an isolated case, and it is information upon which an institution can take action to improve. It is relevant, verifiable, representative, and actionable.
- Please note: All evidence must be made into PDFs, as **no web links** are allowed in the ISER. If a website is used as evidence, screenshots can be taken and merged into a single PDF.
- For specific examples of evidence suggested for your standard (e.g., Instructional Programs, Student Support Services, Financial Resources), see section 7.2 of the ***Guide to Institutional Self-Evaluation, Improvement, and Peer Review*** (https://accjc.org/wp-content/uploads/Guide-to-Institutional-Self-Evaluation-Improvement-Peer-Review_Jan2020.pdf).
- The District is coordinating a SharePoint organized by Standard that will allow sharing between those teams across all nine campuses (this is optional)

Review of ACCJC Training from October

- The EVIDENCE comes first

In order to craft a focused response, each team should ask:

- What is the Standard lens?

When reading the Standard language look for:

- Subject
- Verbs

Finally, consider whether each Standard is met with a process, a policy, or a combination of both

Example from III.A Human Resources

- *III.A.1 The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.*

Analysis of the Standards (from ACCJC)

- **Evidence of Meeting the Standard**

- This document demonstrates that the College.....

- **Analysis and Evaluation**

- Narrative describes the evidence in more detail
- Analyzes HOW the evidence demonstrates that the College meets the Standard
- Evaluates the effectiveness of the policy, procedure, or practice

- **Conclusion**

- Summarize the effectiveness of the College's efforts towards the Standard
- If the College determines improvements are needed, improvement plans should follow

Quality Focus Essay

- Quality Focus Essay (QFE)
 - Purpose: Long term plans to **improve student learning and achievement**
 - Should identify outcomes, which are measurable and achievable
 - Should identify responsible parties/groups
 - Should have a timeline
- Teams will provide feedback after research and discussion

Breakout Activity

- Examine the language of your standards and begin to brainstorm where evidence can be found
- The specific standard language for each team was sent via email as an attachment
- For specific examples of evidence suggested for your standard (e.g., Instructional Programs, Student Support Services, Financial Resources), see section 7.2 of the **Guide to Institutional Self-Evaluation, Improvement, and Peer Review** (https://accjc.org/wp-content/uploads/Guide-to-Institutional-Self-Evaluation-Improvement-Peer-Review_Jan2020.pdf).
- Plan monthly meeting dates for Spring 2021

Timeline for 2020-2021

- **Fall 2020:** Teams will be formed, report will kick off with trainings for chairs and team members.
- **January - June 2021:** Evidence collection, research, writing. Teams meet regularly; a draft and *list of evidence* will be developed and sent to the accreditation faculty co-chair
- **Summer 2021:** The Accreditation Liaison Officer (ALO) and accreditation faculty co-chair will read through all drafts and provide feedback to the teams
- **Fall 2021:** Kickoff 2 and revision of drafts by all teams
- **December 2021:** Final drafts and evidence are submitted to the accreditation faculty co-chair



The ALO and Faculty Co-Chair

We are here to help! Please let us know if you need us to:

- Attend any team meetings
- Review evidence/outlines
- Answer questions about a Standard and/or reach out to the ACCJC liaison if we cannot answer the question ourselves
- Contact us: huy@lavc.edu or daarki@lavc.edu

Additional tasks we will work on in Spring 2021:

- Writing background and generic portions of the report
- Writing Eligibility Requirements
- Meeting with District Accreditation Committee and examining District language in the ISER
- Working with OIE on institutional data
- Writing the report in a single voice