



# Los Angeles Valley College

## Institutional Self-Evaluation Report (ISER) Training October 19, 2020

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# Welcome and Today's Topics

- Welcome to ACCJC ISER training!
  - Introductions
- Today's Topics
  - ACCJC Updates
  - Accreditation Purposes, Processes, and Standards
  - Institutional Self Evaluation and ISER Development
  - What to Expect
    - Formative/Summative Approach





# Training Outcomes

- **Interpret** the Standards **and discuss** their application to your institution's policies and practices
- **Consider** the process of self-evaluation as an opportunity to document institution-wide processes to enable improvement
- **Write** a report that is concise, clear, and based on evidence
- **Understand** how the Commission will use all the information to make a determination of the college's accredited status

# Discussion

- What do you hope your college will gain from the accreditation process (from self-evaluation to Commission decision)?
- What concerns or issues do you have regarding accreditation and/or the self-evaluation process?





# What is Accreditation

- Accreditation is a practice of academic quality control.
  - **Promotes** institutional excellence through application of standards.
  - **Advances** meaningful and effective **student learning and achievement**.
- In the **United States** we are fortunate that this is a **peer-review driven process**. In many other countries, colleges and universities are recognized by a government education agency, such as the Ministry of Education.



# Who ACCJC Accredits

- Community, junior, career, technical, and other colleges in:
  - California
  - Hawaii
  - U.S. territories of Guam and American Samoa
  - The Republic of Palau
  - The Federated States of Micronesia
  - The Commonwealth of the Northern Marianas
  - The Republic of the Marshall Islands
- Colleges with primary mission of granting associate degrees, but which may also award certificates and other credentials, not to exceed the bachelor degree level.

# Why Bother?

- Gatekeepers of federal financial aid
- Recognition for transfer
- Assure quality to the public and students
- Ensure institutions can meet their missions
- Improve academic quality, effectiveness, and student success



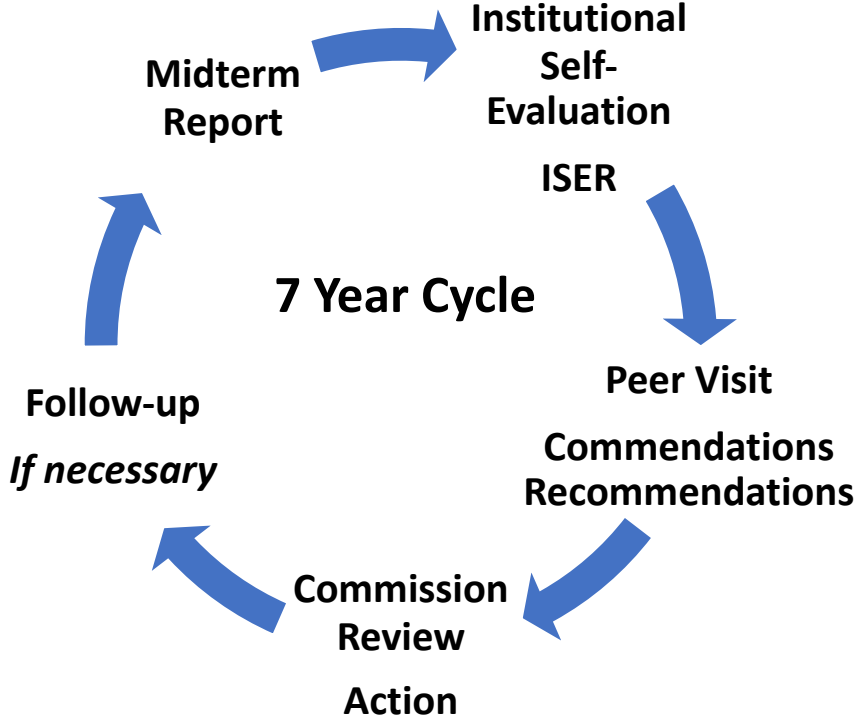
# ACCJC - Mission Focused

- VP Portfolio Model
- Improved Trainings and Resources
  - More reliance on education, less on sanctions to effect change
- Lighten the Burden on Members
  - Sub change process
  - Annual report and annual fiscal report
  - Midterm report
- Formative/Summative Approach
- Standards Review (Upcoming)



# Overview: The Accreditation Process

On-going  
**Commitment to  
Improvement  
and Educational  
Excellence**



# Formative / Summative Team Review Process





# Accreditation Standards

# ACCJC Standards

- Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity
- Standard II: Student Learning Programs and Services
- Standard III: Resources
- Standard IV: Leadership and Governance





# Interpreting the Standards

## **Standard I.A.1:**

The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.



# Interpreting the Standards

## **Standard II.A.1:**

All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.

# Interpreting the Standards Activity



1. Join breakout room in zoom.
2. Decide on reporter.
3. Read the Standards that have been assigned to you.
4. Interpret the Standards and discuss accompanying question.
5. Determine your college's sources of evidence.
6. Be prepared to briefly share thoughts/findings with the entire group.



## Activity Let's Discuss

**I.A.2 (Mission):** 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.4 (Assuring Academic Quality and Institutional Effectiveness/Academic Quality):** The institution **uses assessment data** and organizes its institutional processes to support student learning and student achievement.

**I.B.5 (Assuring Academic Quality and Institutional Effectiveness/Institutional Effectiveness):** The institution **assesses accomplishment of its mission** through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative **data** are disaggregated for analysis by program type and mode of delivery.



# Activity Let's Discuss

**I.B.2** (*Assuring Academic Quality and Institutional Effectiveness/Academic Quality*): **The institution defines and assesses student learning outcomes** for all instructional programs and student and learning support services.

**II.A.3** (*Instructional Programs*): **The institution identifies and regularly assesses learning outcomes** for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

**II.C.2** (*Student Support Services*): **The institution identifies and assesses learning support outcomes** for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services



## Activity Let's Discuss

**I.C.8 (*Institutional Integrity*):** The institution establishes and publishes **clear policies** and procedures that promote **honesty, responsibility and academic integrity**. These policies apply to **all constituencies** and include specifics relative to each, including student behavior, academic honesty **and the consequences for dishonesty**.

**III.A.13 (*Human Resources*):** The institution upholds a **written code of professional ethics for all of its personnel, including consequences for violation**.

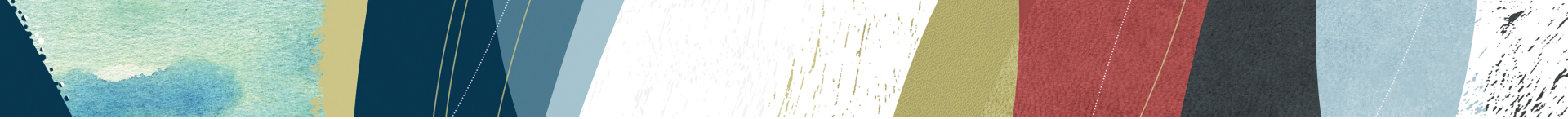
**IV.C.11 (*Governing Board*):** The governing board upholds a **code of ethics** and conflict of interest policy, and individual board members adhere to the code. The board has a **clearly defined policy for dealing with behavior that violates its code** and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.



# Activity Let's Discuss

**I.C.5 (*Institutional Integrity*):** The institution **regularly reviews** institutional **policies**, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

**IV.C.7 (*Governing Board*):** The governing board acts in a manner consistent with its policies and bylaws. The board **regularly assesses** its **policies** and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.



# 10 Minute Break



# ISER Production Process



# Structure of the Report

1. Title page
2. Certification page/signatures
3. Table of Contents
4. Introduction
5. Student achievement data and institution-set standards
6. Organization of the self-evaluation process
7. Organizational information
8. Compliance with ERs 1-5
9. Compliance with Commission policies
- 10. Analysis of Standards**
  - a. Evidence of Meeting the Standard**
  - b. Analysis and Evaluation**
  - c. Conclusion**
11. Quality Focus Essay



# Structure of the Report – Analysis of Standards

- **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



# Structure of the Report – Compliance with Commission Policies

- **Appendix C of the *Manual for Institutional Self-Evaluation***
  - Public Notification of an Evaluation Team Visit and Third Party Comment
  - Standards and Performance with Respect to Student Achievement
  - Credits, Program Length, and Tuition
  - Transfer Policies
  - Distance Education and Correspondence Education
  - Student Complaints
  - Institutional Disclosure and Advertising and Recruitment Materials
  - Title IV Compliance



# Improvement Plans and the QFE

- Self-Identified Improvement plans (a.k.a. planning agenda)
  - Purpose: Plans to strengthen college's alignment to specific standards
- 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



## Tips

- Focus on language in Standard
- Highlight most relevant evidence & be concise
- Consider your audience & format as electronic doc
- Simple, focused, business style
- Links to evidentiary documents
- Frozen snapshots in time (PDF or Word)



## Heads Up – Distance Education USDE regs

- On April 2, the U.S. Department of Education (ED) issued a Notice of Proposed Rulemaking (NPRM) related to Distance Education and Innovation under the Higher Education Act (HEA).
- <https://www.ed.gov/news/press-releases/secretary-devos-issues-new-distance-learning-regulations-spur-high-quality-distance-and-competency-based-programs-better-serve-diverse-population-higher-education-students>
- Modifying definitions for distance ed and correspondence ed
- Defining substantive interaction
- Other issues, e.g. direct assessment, academic attendance, clock hour



# Resources

- ACCJC Website <https://accjc.org/>
- ACCJC Standards and Eligibility Requirements
- **Guide to Institutional Self Evaluation, Improvement, and Peer Review**
- ACCJC Policies
- The policy checklist (used by peer review teams)
- Distance education protocol
- **The ISER Template**

# What Happens Next?

- Ongoing ACCJC training and support
- ISER production per your timelines
  - Analyze Standard
  - Gather evidence
  - Identify gaps
  - Make changes
  - Write report
- Fall 2022 ISER due (formative review)
- Spring 2023 Focused Peer Visit
- June 2023 Commission decision





Remaining Questions and Comments

&

THANK YOU!