



Institutional Self-Evaluation Report (ISER) Training

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Welcome and Today's Topics

- Welcome to ACCJC ISER training!
 - Introductions
- Today's Topics
 - Recent Changes at ACCJC
 - Accreditation Purposes, Processes, and Standards
 - Institutional Self Evaluation and ISER Development
 - What to Expect
 - Peer Review Team and the Commission





Training Outcomes

- **Distinguish** the dual purpose of the peer review model:
(1) compliance and (2) improvement
- **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

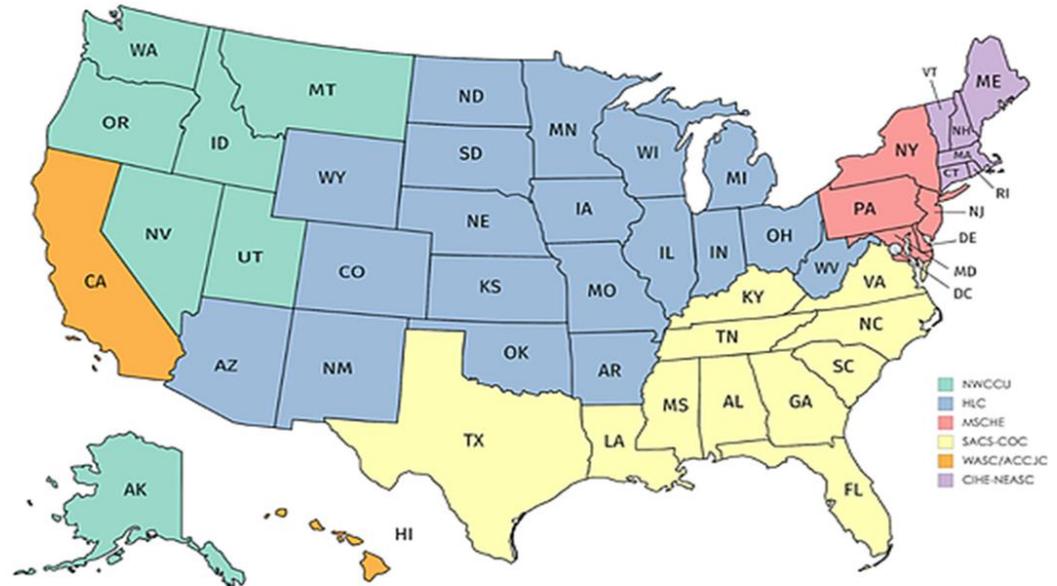
- What do you hope to gain from today's training?
- Do you have any concerns regarding accreditation and/or the self-evaluation process?



Accreditation 101

- U.S. Higher Education – Commitment to Peer Review
- Unique to U.S.
- Uses academic inquiry to inform effective practices for improvement
- Criticisms
 - “Fox guarding the henhouse”
 - “Watchdog without any bite”

Geographic Scope of Regional Accreditors





PPEC 2015 49 views [SHARE](#)

plot points.csv

- American Samoa Community College
- College of Micronesia-FSM
- College of the Marshall Islands
- Guam Community College
- Palau Community College

Made with Google My Maps

Why Bother?

- Gatekeepers of federal financial aid
- Recognition for transfer
- Assure quality to the public and students
- Ensure institutions can meet their missions
- Student Outcomes





Our Purpose

**MISSION
POSSIBLE**

ACCJC Mission, Core Values, and Strategic Plan

The Accrediting Commission for Community and Junior Colleges supports its member institutions to advance educational quality and student learning and achievement. This collaboration fosters institutional excellence and continuous improvement through innovation, self-analysis, peer review, and application of standards.

Values: integrity, quality assurance, institutional improvement, peer review, student learning and achievement, collegiality

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 - COVID 19 response
 - Annual report and annual fiscal report
 - Midterm report
- Formative/Summative Approach
- Standards Review (Upcoming)





Overview: The Accreditation Process

❖ **Self-Reflection**. . . the ISER

❖ **Peer Review**. . . the Visit

❖ **Affirmation**. . . the Commission's Action

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

#ACCREDITATION365



Major Steps: Institutional Self Evaluation Process

Possible Steps of the Process:

- 
1. Determine leaders.
 2. Plan backward.
 3. Invite others.
 4. Discuss Standards
Assign teams.
 5. Gather evidence. Make changes.
 6. Draft sections.
 8. Compile the report.
 9. Share with constituencies.
Review and revise the report.
 10. Share again?
 11. Edit and finalize the report.
 12. Get Board approval.
 13. Submit.
 14. Prepare for the Visit.



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





Important Tenets Embedded in the Standards

- Focus on achieving institutional mission
- Integrity and honesty in institutional policies and actions
- Focus on student outcomes – completion of meaningful education, learning, demonstrable knowledge and skills
- Metrics and evidence used to assess institutional quality
- Ongoing internal quality assurance practices
- Continuous improvement for high performance



UPCOMING ACTIVITY and PURPOSE

1. To provide opportunity to discuss varying perspectives on the standard
2. To identify differences among standards which are related
3. To identify 1-2 pieces of evidence at COC which would demonstrate alignment
4. To provide opportunity to norm COC's interpretation and expectation to demonstrate alignment



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. Go to your assigned Breakout Group Zoom Room
2. Decide group reporter – closest birthday to April 24
3. Read the Standards that have been assigned to you.
4. Interpret the Standards and discuss accompanying questions.
5. Determine College of the Canyons sources of evidence.
6. Group has 45 minutes to discuss. Be prepared to share with the entire group.
7. Join Main Zoom Room at 2pm. (Note: 1:45-2:00pm break)



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.



Reflection

1. Reflect on exercise
2. What learned?
3. What helpful, how informs your process?
4. Any insight to challenges you might expect?



Producing the ISER



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

- **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



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 for Effective Report

- Focus on language and meaning of standard
- Relevant evidence & be concise
- Consider your audience & format as electronic doc
- Simple, focused, professional, 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.federalregister.gov/documents/2020/04/02/2020-05700/distance-education-and-innovation>
- 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)
- Appendix on distance education
- **The ISER Template**

What Happens Next?

- Advanced ISER Training
 - Spring 2021
- ISER Development Timeline
 - ISER due Dec/Jan 2022
- Team Visit
 - Spring 2022
- Commission decision
 - June 2022





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Remaining Questions and Comments

